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A case study of the impact and usefulness of synchronous voice chat to improve EFL learners' spoken production

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A case study of the impact and usefulness of synchronous voice chat to improve EFL learners' spoken production

by

Nadia Verónica Jaramillo Chérrez

A thesis submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of
MASTER OF ARTS

Major: Teaching English as a Second Language / Applied Linguistics
(Computer-Assisted Language Learning)

Program of Study Committee:
John Levis, Major Professor
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Iowa State University

Ames, Iowa

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	v
ABSTRACT	vi
CHAPTER I. INTRODUCTION	
Development of fluency.....	1
English as a Foreign Language in Ecuador.....	2
Purpose of the study.....	4
Research Questions.....	4
Organization of the study.....	5
CHAPTER 2. LITERATURE REVIEW	
Oral production: Fluency.....	6
Global Perspectives.....	7
Specific Perspectives	7
Components of Fluency.....	9
Communicative Tasks for the Classroom.....	14
Definition of Task.....	15
Types of Tasks.....	15
Tasks Effects on Oral Production.....	16
Task implementation and Evaluation.....	18
Computer-Mediated Communication.....	19
Asynchronous Written Communication.....	20
Synchronous Written Communication.....	21
Synchronous Oral Communication.....	23
CHAPTER 3. METHODOLOGY	
Participants.....	25
Task design.....	26

Materials.....	27
Oral pre-test and post-test.....	27
Task treatment.....	27
Interviews.....	28
Journal records.....	28
Hardware and Software.....	28
Procedure.....	29
Analysis.....	32
Speech Rate.....	33
Articulation Rate.....	34
Pause Phenomena.....	34
CHAPTER 4. RESULTS	
Research Question 1	46
Research Question 2	49
Research Question 3	52
CHAPTER 5. DISCUSSION	
Discussion.....	56
Implications.....	69
Limitations.....	72
Suggestions for Further Research.....	72
REFERENCES	74
APPENDIX A. ORAL TESTS	78
APPENDIX B. TASKS GUIDELINES	79
APPENDIX C. INTERVIEW QUESTIONS	90

APPENDIX D. JOURNAL RECORDS	91
APPENDIX E. TEMPORAL VARIABLES IN ORAL TESTS	
(ell01 and ell02).....	94
APPENDIX F. TRANSCRIPTION OF THE TASKS	
(ell01 and ell02).....	95
APPENDIX G. TEMPORAL VARIABLES IN EACH TYPE OF TASK.....	189
APPENDIX H. SAMPLE OF LEARNERS' JOURNAL ENTRY	
(SPANISH VERSION)	190
APPENDIX I. SUMMARY ON ENTRIES – LEARNERS' JOURNALS.....	191
APPENDIX J. SUMMARY OF ENTRIES –	
CONVERSATIONAL PARTNERS' JOURNALS.....	192
APPENDIX K. SUMMARY OF LEARNERS' INTERVIEW RESPONSES.....	193
APPENDIX L. SUMMARY OF CONVERSATIONAL PARTNERS'	
INTERVIEW RESPONSES	194

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ABSTRACT

This study investigated the impact and usefulness of synchronous voice chat to improve English as a Foreign Language (EFL) learners' spoken production after participating in a six-week task-treatment using Yahoo Messenger with Voice in non-native speaker to native-speaker dyads. Specifically, this study examined how the EFL learners' spoken production changed by measuring and comparing the following temporal variables in the pre- and post-tests: speech rate, articulation rate and pause phenomena. The same temporal variables were also measured for each type of task to determine whether the type of task affected the spoken production. The study examined the participants' reactions and feelings about the experience with voice chat in real time. Finally, the study looked at whether voice chat in real time- conversational partnerships with English native-speakers could be a resource for learning the language more effectively in EFL environments.

The participants were two Spanish speaking learners of English who were enrolled in an intermediate English course at the Department of Languages at a university in Ambato – Ecuador, and two native speakers of English who were enrolled at Iowa State University. The research included a pre-test, a task-treatment, and a post-test. The pre-test and post-test contained 15 questions each whose topics included descriptions (people, places, situations and stories), celebrations (food and festivals), recommendations (home remedies, environment, education and public services), and special themes (skills, and plans). The task-treatment contained 11 tasks categorized as Information Gap (Background information, Description of countries and Favorite Food), Decision Making (Argumentation (for and against), Creating a recipe, and Special Dinner), Opinion Exchange (Environmental problems and School systems), Questions and Answers (Recent trip and Favorite festival), and Problem Solving (Student's arrivals). Participants filled out a reflection journal after each voice chat session. Finally, each participant was interviewed regarding the voice chat experience they had had.

The results showed that the task interactions using voice chat with native speakers helped EFL learners to improve their fluency, to acquire new vocabulary and to feel more confident in speaking the target language and interacting with native speakers of the

language. Moreover, the results showed that dysfluency markers such as filled pauses and silent pauses played an important role in the development of fluency and in the perception that native speakers have about the learners' speech. In addition, the findings of this case study suggested that the most reliable measurements of fluency are speech rate and articulation rate. Moreover, contrary to the belief that filled pauses and silent pauses are dysfluency markers, filled pauses bridge the gap between actual utterances and silence which seem to be one of the key elements of fluid and smooth speech, and silent pauses seem to not disrupt the speech if their length does not cause excessive interruption of speech. The data also suggested that voice chat is an effective classroom aid that instructors may want to encourage learners to use in order to practice the target language in a more informal, meaningful and authentic form.

CHAPTER 1. INTRODUCTION

The field of foreign or second language education is taking advantage of the advances of technology and the wide use of computers and the Internet. Indeed, technology has developed many software programs intended to help instructors provide learners with opportunities and materials to improve their foreign or second language knowledge. Hardware advances make it possible to combine audio and visual communication and virtually travel to the target-language countries, providing learners with opportunities to learn the target language and culture without leaving home.

Several studies have suggested that computer-mediated communication (CMC) may foster language acquisition and provide learners with more interactive, motivating and optimal tools for learning a language (Negretti, 1994; Tudini, 2003; Jepson 2005). Two main types of CMC, synchronous (in real time or on-line) and asynchronous (off-line), have been targeted by research in order to find what beneficial effects they could bring to language education. Since the 1990s, researchers have focused attention on the most widely use of CMC, text messaging (emails and text chat). The studies done on text messaging (asynchronous and synchronous) (Chun, 1994; Murray, 1995; Gonzalez-Bueno, 1998; Negretti, 1994; Payne and Whitney, 2002; Wand, 2004; Jepson, 2005) have found that this type of CMC allows learners to use the target language communicatively, promotes learners' participation, helps to improve the quality of language and content, and provides learners with opportunities to engage in cross cultural communication. However, few recent CMC studies have turned their attention to the use of voice chat for language acquisition. Those studies suggest that the use of asynchronous voice chat provides learners with an excellent opportunity to develop their conversational skills, practice pronunciation and improve oral production (Tudini 2003; Jepson, 2005; Volle, 2005).

Development of Fluency

“Fluency” is a very complex concept that includes several aspects of the language making it difficult to agree on a common-ground definition. An overall definition of fluency implies characteristics such as smoothness, lack of unnecessary hesitations, continuity,

communicative fit, linking of units, lack of inappropriate slowness, and overall proficiency (Lehtonen, 1978; Hedge, 1993; Riggensbach, 2000). Studies of fluency have focused attention on internal and external factors that are important for fluency. For example, intonation patterns, temporal speech variables, grammar and pronunciation can be considered as internal factors as they are part of the language system (Freed, 2000; Freed, Segalowitz and Dewey, 2004; Wennestrom, 2000), whereas setting, type of input, gestures, content, and time may be considered external factors as they influence the language from the outside (Fiskdal, 1990; Bavelas, 1994; Skehan, 1998; Ellis 2003; Ellis, 2005). Research has found that all these factors play a role in the development of fluency. For instance, Freed (2000), Freed, et al., (2004) and Isabelli-Garcia (2003) found that learners who participate in study-abroad programs are more likely to improve their fluency because they are surrounded by authentic language and have opportunities to learn the language in its natural and real environment as opposed to the instruction in classrooms. Some other studies have found that learners are likely to improve their fluency if they are engaged in meaningful task interactions which meet certain criteria, including the type of input, the familiarity learners have with the content of the interactions, the demands of the outcomes, and the time allotted to accomplish the objectives of those interactions (Skehan, 1998; Lee, 2004; Ellis, 2003; Ellis 2005).

English as a Foreign Language in Ecuador

English as a Foreign Language (EFL) means that students learn the target language in activities mostly carried out in the classroom. In Ecuador, most EFL learners have access to printed materials and the audio input they receive does not resemble the language native speakers would use in real daily interactions. EFL learners have very limited opportunities to practice the language outside the classroom and it becomes important for instructors to look for more opportunities that allow learners to become real users of the language.

The teaching and learning of English in Ecuador has recently been emphasized by educational authorities in order to provide learners with more instruction in the foreign language. Indeed, English language education is becoming an important goal for those interested in pursuing advanced studies in English speaking countries. Moreover, many have realized that speaking English fluently could help them apply for better job positions.

However, EFL learners in Ecuador, as in many other EFL settings, do not have much practice or contact with authentic language. Only a few learners can afford to participate in student exchange programs making it necessary to provide those who cannot experience study-abroad programs with opportunities to practice the language at home.

A major concern among language instructors at the Department of Languages at the Catholic University of Ecuador is to look for options that allow learners to interact and follow conversations in the target language. There are about 700 students every semester in the English Language Program who come from different socio-economic backgrounds, educational institutions, and ages. Most of the learners enroll in this program for different reasons: advanced studies, work, exchange programs, school requirements, and travel. Learners receive one hour of instruction daily in the four main areas: speaking, listening, reading and writing. The amount of authentic language that learners get to practice listening and speaking is very limited. For example, they may interact with English-speaking instructors or, if they are lucky, they can meet exchange students and practice the language with them. Some learners apply to the Exchange Program in England which offers learners the opportunity to spend an academic year in England, practicing the target language and working as teaching assistants in Spanish. There are 5 exchange positions and only advanced learners are allowed to apply because they need to be able to communicate in their target language with a high level of proficiency. Also, some students can afford to participate in study-abroad programs and spend an academic year in senior high school mostly in the United States.

As learners are encouraged to develop their language skills, it becomes important to look for strategies and options that allow them to practice speaking and to be in contact with real-life language in order to be able to interact in conversational environments without struggling for words or feeling uncomfortable because their speech is not fluid. My teaching experience has encouraged me to attempt to provide learners with useful and innovative tools that allow them to be exposed to authentic English. Also, because of my interest in oral production and CMC and acknowledging that synchronous voice chat for language learning has not yet been investigated, I intend with this, to examine the use of voice chat as an

appropriate good tool for practicing speaking skills and improving the fluency of English language learners in Ecuador.

Purpose of the Study

This study investigates how voice chat can be used to establish a conversational partnership between EFL learners and native English speakers. Specifically, this study investigates how the EFL learners' spoken production changes after interaction with native English speakers through the use of voice chat. The study also aims to find if the type of tasks used in voice chat affects the EFL learners' spoken production. Also, the study examines the participants' reactions and feelings about the experience with voice chat. Finally, the study looks at whether voice chat conversational partnerships with English native-speakers could be a resource for learning the language more effectively in EFL environments.

Research Questions

Previous studies have suggested that the incorporation of audio emails and videoconferencing in language education allow learners to practice their conversational skills, to enhance their communicative competence, and to improve their oral production (Weininger and Shield, 2003; Wang, 2004; Volle, 2005). This study will focus on the use of synchronous voice chat and will investigate the following research questions:

1. How does spoken production change over time through use of voice chat?
2. Does task type affect success of the spoken production?
3. How do interlocutors feel about their experience and the success of the interaction?

The findings of this case study could shed light on alternative and effective activities that can be implemented for classroom language practice and improvement. It could provide learners with opportunities to practice the target language in meaningful interactions with native speakers. It could also provide instructors with a new tool that can be implemented in the language curriculum. Finally, it could be an innovative tool for student teacher education

for establishing collaborative partnerships to share teaching experiences and support each other.

Organization of the study

Chapter 2 provides a general overview of the literature on fluency, communicative tasks in the classroom and CMC. Chapter 3 describes the methodology for the study, including a description of the participants, materials, equipment, procedure, and methods for data collection. It also describes the methods and procedures used to analyze the data. Chapter 4 presents the results for each of the research questions. Chapter 5 discusses explanations for the results as well as implications and limitations of the study. It also presents recommendations and suggestion for further research.

CHAPTER 2. LITERATURE REVIEW

The improvement of second or foreign language oral production has always been a concern among language instructors and researchers. Indeed, instructors have tried to implement programs that allow their learners to improve their fluency in the foreign or second language. Moreover, researchers have tried to identify what factors benefit or prevent the development of fluency.

The aim of this case study is to find out if the oral production of English learners improves after engaging in an interactive task-treatment over the Internet with native speakers of English. The oral production will be measured as fluency in terms of temporal variables such as speech rate, articulation rate, and pause phenomena. This study will also look at the type of tasks that may influence the improvement of fluency. Finally, this study will consider the participants' reflections about their experience in order to examine the benefits of the voice chat technology for language learning.

This chapter is divided into three sections. The first section presents approaches to fluency in order to have a better understanding of its definitions, its components and characteristics. The second section presents approaches to task classification, design, implementation and evaluation for oral language. Finally, the third section presents approaches to computer-mediated communication and its use in language teaching.

Oral production: Fluency

The concept of fluency is not clear and is difficult to define. Indeed, there are many ways in which an individual could be considered to be fluent. Therefore, it is necessary to understand the key components and underlying linguistic features of fluency in order for learners and teachers to make use of the term.

What is fluency? This is a question that has puzzled more than one who have attempted to provide a definition. Many researchers have taken different perspectives but have failed to arrive to a universally agreed-upon definition. The fact that fluency is not an isolated language feature that can be taught independently from other language components makes it more challenging to precisely define. Several definitions of fluency have emerged which

show its complexity, underlying ideas and concepts, and its interrelationship with other language features such as grammar and vocabulary.

Global Perspectives

Historically fluency has been mostly associated with native speakers' speech which is characterized by eloquent, articulated and effortless utterances. However, the language teaching profession has adopted this term to refer to language learners' speech. A global approach to defining foreign language fluency is adopted by Riggenbach (2000), where she sees fluency as "general foreign language proficiency in terms of flow, continuity, automaticity, or smoothness of speech" (p. 6). In a more general and colloquial perspective, fluency could be viewed as smooth and continuous speech, a perspective that has been taken throughout the years to refer to nonnative speech. Therefore, if a nonnative speaker's high level of proficiency in a foreign or second language allows him to speak smoothly without abrupt hesitations and struggle for words, then this speaker is considered fluent. Also, according to Crystal and Varley (1993, as cited in Riggenbach, 2000, p. 7) fluency implies "ease and rapidity of speaking, a continuous flow with little hesitation, and a good command of grammar and vocabulary". The notions of smoothness, flow and continuity of speech are commonly associated with fluency by many people in the field of foreign language teaching. However, in assessment, fluency is seen as one measurable component of overall language proficiency. Weir (1993, as cited in Riggenbach, 2000, p. 9) described fluency as smoothness of execution in the assessment of learners in oral performance tests. Although some tests (e.g., ACTFL, SPEAK test) use scales and analytical frameworks to assess learners' speech based on the concepts of continuity and smoothness of speech, those scales fail to provide specific criteria and difficulties remain in interpreting and judging learners' oral proficiency.

Specific Perspectives to Fluency

Fluency has also been related to other oral language dimensions. For instance, Fillmore (1979) suggests two: language production and reception. His discussion of production comprises four aspects, a) ability to talk smoothly, b) semantic density, c) sociolinguistic appropriateness and d) creativity in language. Essentially a speaker can be

fluent if their oral discourse lacks unnecessary hesitations, is concise and succinct, is appropriate to the context, and involves creative ways of expressing thoughts and ideas.

Ur (1996) and Brumfit (1984) unveil the polarity that has always existed in the classroom: fluency (spontaneous language use) versus accuracy (prescriptive correctness). They argue that the teaching and learning process requires the development and implementation of activities that promote accuracy and of activities that promote fluency. If accuracy is commonly referred to error-free and rule-governed language then this feature can be studied as an isolated figure, as could fluency, if seen as the operational and situational usage of language. Also, Hammerly (1991) claims that “balanced results in second language teaching are possible only when a beginning and intermediate emphasis on linguistic accuracy gradually shifts to an advanced emphasis on communicative fluency with accuracy built in” (p. 55). These arguments, while appealing, do not make the definition of fluency any more precise.

Fluency has also been addressed from a communicative point of view where learners’ access to other language features enables them to express their thoughts and ideas. Sajavaara and Lehtonen (1978) see fluency as a component of oral proficiency in terms of being communicatively fit. However, proficiency involves more than mere smoothness and continuity of speech. Lehtonen goes beyond an elaborated definition and poses context as a crucial determinant in the fluency of speech. Indeed, Lehtonen points out that in order “to be considered fluent someone has to know how to hesitate or be silent, how to self-correct, how to interrupt and how to complete one’s expression” (Lehtonen 1978, as cited in Riggenbach 2000, p. 14). Hedge (1993, as cited in Riggenbach 2000, p. 11) presented a first definition of high level fluency as “the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation”. Furthermore, Hedge identifies three different types of fluency based on the idea of linking: a) semantic fluency, which refers to the linking of propositions and speech acts; b) lexical-syntactic fluency, the linking of constituents and words; and c) articulatory fluency, or the linking of speech segments. Emphasis is also given to the assumption that learners employ the use of fillers as they learn to deal with their lack of certainty in speech. This helps their level of fluency increase. Riggenbach (2000) calls this *compensatory fluency*, which features psycholinguistic aspects

of the process of automaticity that underlies the learners' abilities. This premise suggests that these abilities to produce this type of fluency could be learned or taught or even developed over time.

Smoothness of speech, fluidity, communicative fit, lack of unnecessary hesitations and other features have been addressed as global notions surrounding the concept of fluency. More specific aspects (e.g., semantic density, appropriate language, accuracy, use of fillers) have also been addressed in attempts to provide better understanding of fluency. However, they do not address what precise elements contribute to fluency and in what way they make that contribution.

Components of Fluency

This section explores particular characteristics that may contribute to better understanding of what fluency comprises. Research has suggested that there are various aspects of language that interact and contribute to fluency. For example, temporal variables, nonverbal clues, intonation clues and context of learning have been identified as particular features that may influence learners' fluency. Riegenbach (2000) points out the existence of additional aspects to those mentioned earlier that interact and may contribute to perceptions of fluency. It is at this point obvious that fluency is not a simple language domain that can be described or understood from general perspectives. Fluency comprises a set of components that need to work together to produce a valuable outcome – fluent speech. This set of components plays an essential role in the perception and development of fluency.

Table 2.1 shows a variety of components of fluency that contribute to the perception of being fluent. One factor that has been considered as a component in the development of fluency in foreign languages is the context of learning. The context of learning is the external communicative setting where the speaker has the opportunity to engage in real and authentic tasks with native speakers and therefore can exploit their language abilities in oral communication. As such, the context of learning is crucial. Here, learners acquire other elements of language such as social and cultural clues allowing them to fill their speech in certain ways that over time contribute to fluency. Research has suggested that context of learning plays a significant role in the acquisition of oral fluency (Freed, Segalowitz and

Dewey, 2004; Isabelli-Garcia 2003). However, it is still not clear whether learners who study abroad gain better fluency than those who study in at-home settings. The studies conducted by Freed et al. (2004) and Isabelli-Garcia (2003) measured fluency based on the following temporal variables: speech rate (words per minute), hesitation-free speech runs, filled pauses-free speech runs, fluent runs, repetition-free speech runs, grammatical-repair free speech runs, total words spoken, duration of speaking time and longest turn, number of words in each response, number of pauses per utterance, and number of times the learners struggled with the language.

Derwing, Munro, Rossiter and Thomson (2004) conducted a study to determine the correspondence of judgments that native speakers made on speech samples of beginning learners of English with the measurements of temporal variables. They focused on mean length of run, filled and unfilled pauses and prosody across three different types of tasks: picture description, monologue and conversation. They found that the measurements of temporal variables were predictors of raters' assessment of fluency as the ratings correlated with the data for the monologue and conversation tasks. They also found that fluency was highly associated to comprehensibility. This study suggests that fluency is task-dependent and the measures of temporal variables may serve as predictors of perceived fluency.

According to Griffiths (1991) the most common temporal variables studied in speech are: speech rate, articulation rate and pause phenomena. This last variable includes filled pauses, repeats, false starts and silent pauses. Griffiths also states that conventions in pause and rate measurement have established the use of accurate units to measure speech variables. For instance, speech rate is measured in syllables per second. Pauses need detailed analysis of spectrographic samples where pauses can be identified and threshold levels can be set. These threshold levels help to determine where speech stopped or paused. Temporal variables therefore, need to be taken into consideration in the language teaching profession because speed of delivery, filled pauses and hesitation phenomena may cause misunderstandings and confusion in learners.

Another component of fluency is non-verbal clues. Bavelas (1994) points out that in face-to-face interactions the communication process is influenced by nonverbal clues not present in other types of communication. These nonverbal clues in the form of body gestures,

specifically hand or facial gestures, contribute in great part to the comprehension of ideas and therefore to perception of conversational fluency. Fiskdal (1990) examined a micro-level analysis of fluency in terms of time and rapport. The former embraces strategies speakers use in turn-taking, while the latter embraces appropriate use of rapport strategies. Fiskdal refers to a time-based model of conversation which helps to identify fluency and dysfluency. The model measures fluency in terms of time – measured moment by moment – in turn taking. This tempo becomes the underlying framework where the oral interaction takes place allowing speakers to negotiate their turns (Scollon, 1982, as cited in Riggensbach 2000, p. 128). Fiskdal (1990) found the existence of a rapport-strategy (strategies used by speakers to build and keep understanding) used in either fluent or dysfluent discourse in turn-taking among the native speakers. According to Fiskdal (1990) dysfluencies are more marked in discourse where participants used negative face-systems (deference) than in discourse where the speakers use a positive rapport system. It means that if speakers use strategies to build understanding while conversing, their speech is perceived as more fluent. Native speakers seemed to overcome uncomfortable situations during the interaction by using conventional rapport strategies, which are in most cases unconscious. In the case of the interactions between native speakers and nonnative speakers, it is suggested that dysfluency and uncomfortable situations occurred by using negative face-systems or rapport.

Finally, Wennerstrom (1994) hypothesized that intonation may contribute to fluency. She points out that native speakers use pitch contrast to distinguish given from new information as well as turn taking. The fact that a nonnative speaker learns and actually uses appropriate intonation will lead to a perception that the speaker is fluent. Wennerstrom observed the intonation patterns in oral communication between native and nonnative speakers. Computerized speech analysis examined the pitch patterns of lexical items and utterance boundaries. She found that those speakers who incorporated pitch levels to distinguish new from given information were considered more fluent than those who did not. As for boundaries, those speakers who were able to use plateaus and low rises on words or plateaus on pause filled pauses to indicate they were continuing were signaled as more fluent, whereas those who did not use appropriate boundary signaling or placed boundaries

inappropriately were considered as less fluent. She concluded that certain patterns of intonation contribute to perceptions of fluency.

The components that seem to provide more reliable results in the measurement of fluency are quantitative parameters. These parameters, or temporal variables, are categorized as speech rate, articulation rate, and hesitation phenomena (Griffiths, 1991).

Speech rate has been defined in terms of number of syllables per second and number of words per minutes (Hieke, 1985; Derwing, et al., 2004). Hieke argues that *syllables per second* is a more exact and practical measure of fluency since it helps to distinguish native speakers from nonnative speakers. As for articulation rate, it is defined as the number of syllables per second of the articulation time or pruned syllables (Hieke, 1985; Griffiths, 1991; Derwing, et al., 2004). Within this category, rate can also be considered as the number of syllables between pauses. Hesitation phenomena include several parameters such as stalls (filled and unfilled pauses, progressive repeats, and drawls), repairs, parenthetical remarks, length and number of pauses, and frequency and distribution of pauses.

Table 2.1. Components of Fluency

Description	Study	Focus
Speech clues		
Speech rate, Hesitation-free speech runs, Filled pauses-free speech runs, Fluent runs, Repetition-free speech runs, Grammatical-repair free speech runs, Total words spoken, Duration of speaking time, Longest run, Number of words per utterance	Freed, Segalowitz and Dewey (2004)	Influence of the context of learning (study-abroad, at-home and immersion) in the development of fluency.
Number of pauses per utterance, Articulation Rate, Number of times the learners struggle with language	Isabelli-Garcia (2003)	Progress of oral communication skills in a study-abroad program
Mean length run, filled, unfilled pauses, prosody,	Derwing, Rossiter, Munro and Thomson (2004)	Untrained raters' assessment of fluency of low-proficiency learners
Speech rate, articulation rate, pause phenomena	Griffiths (1991)	Temporal variables in pauseological research
Non-verbal clues		
Body gestures	Bavelas (1994)	Hand gestures, conversational facial displays.
Time and rapport	Fiksdal (1990)	Turn-taking, face strategies to build and keep understanding.
Intonation Clues		
Pitch pattern	Wennestrom (1994)	Distinguish new form given information, turn relinquish, turn taking, use of plateaus and low rises to indicate boundaries.

The present study considered the following temporal variables: speech rate as the number of syllables per second, articulation rate as the number of syllables per second of the articulation time, number and length of silent pauses, and number of filled pauses. These parameters were chosen based on the assumption that they contribute to more precise measurements of fluency, are reliably measurable, and are thus more objective.

Communicative Tasks for the Classroom

This study also examined if the type of task influences the oral production of the participants. The tasks used in this study were designed based on the literature that suggests they foster the improvement of fluency. The types of tasks most related to fluency are Information Gap, Questions and Answers, Opinion Exchange, Discussions, Problem solving, Decision Making and Use of Pictures. In order to understand tasks and their design and implementation in the classroom, this section overviews several approaches and key concepts.

The field of teaching a foreign or second language is undergoing a tremendous change which aims to provide learners with better opportunities and tools to use the language effectively in communicative settings. Many professionals in the field have found that a foreign or a second language is better learned when the learner is an active rather than a passive participant. It is more relevant for a learner to be able to use the language in real life situations rather than memorizing drills and dialogues. The notion of “communicative competence” comes from Hymes (1971) and represents the interaction in which learners engage in social contexts. Savignon (2001) used the same term to characterize “the ability of classroom language learners to interact with other speakers, to make meaning, as distinctive from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge” (p. 16). The communicative approach to language teaching has challenged teachers worldwide. The focus of instruction now relies on providing learners frequent opportunities to engage in real communicative activities where they can use the language and strategies needed to transmit information effectively and appropriately.

Blake (2000) points out that language learners struggle to produce the language in a real life setting at certain points in their learning. In order to overcome the difficulties, SLA

research suggests that the use of communicative tasks fosters the negotiation of meaning to succeed in exchanging information.

Definition of Task

Although tasks may be intuitively obvious, it has been difficult to precisely define tasks for language learning. Long (1985, as cited in Nunan, 2004, p. 2) defined tasks by describing the daily activities in which a person could engage, rather than just language-related activities. A more language-oriented definition is that of Richards, Platt and Weber (1985, as cited in Nunan, 2004, p. 2), who referred to tasks as activities that take place in a classroom under the control of the instructor. Even though their definition points out that the tasks are communicative, they do not refer to activities that learners could perform in real-life situations. Further definitions have focused more clearly on communicative purpose activities where the tasks themselves have specific objectives, clear procedures, and outcomes (Nunan, 1989; Nunan, 2004; Ellis, 2003). Indeed, in communicative tasks learners are expected to convey meaning through manipulation of linguistic features.

Task definitions have evolved as the interest in making learners use the language for real communicative purposes has increased. The purpose of tasks has gradually shifted from a focus on form to a focus on meaning. The current belief is that while learners engage in the performance of a task to convey a message or meaning, they access and learn the grammatical forms that allow them to do so.

Types of Tasks

In a broad sense, there are two categories of tasks, real-life or target-language tasks, and pedagogical tasks. The former refers to the use of language in real-life situations whereas the latter refers to tasks that actually take place in a classroom. If the attempt of many teachers and educational authorities is to provide a communicative language program, then task-based teaching advocates that the focus should lay on the real-life tasks, where learners will actually use the language. Target-language tasks have characteristics that need to be taken into consideration when being transformed into pedagogical tasks (Nunan, 2004). Some of these characteristics are: the role of information provider (Ellis, 2001), nature and

purpose of tasks (Long, 1985, as cited in Nunan 2004, p. 2; Nunan, 1989; Bachman and Palmer, 1996; Skehan, 1998; Lee, 2004; Ellis, 2003; Ellis, 2005), and active participation of learners (Prabhu, 1987, as cited in Ellis 2003, p. 7; Pattison, 1987, as cited in Nunan 1989, p. 30).

The categories mentioned above have a general focus on all linguistic skills without specific attention to any of them. The development of oral skills in particular has been emphasized by more detailed tasks such as information gaps, reasoning gap, and opinion gap (Prabhu, 1987, as cited in Nunan 2004, p. 57); questions and answers, dialogues and role plays, matching activities, communication strategies, pictures and picture stories, puzzles and problems, and discussions and decisions (Pattison, 1987, as cited in Nunan 2004, p. 58); jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks, and opinion exchange tasks (Richards, 2001, as cited in Nunan 2004, p. 59). These types of tasks imply some degree of cooperation and interaction among participants which may encourage learners to actively contribute to the accomplishment of the tasks. These tasks also seem to engage learners in the pragmatic use of language. Some of these tasks (opinion exchange, questions and answers, discussions and decisions) may also present some resemblance to real-life activities. These tasks served as the baseline for designing the task treatment used in this study.

Task Effects on Oral Language Production

Speaking is a complex skill that requires learners to process information in a multi-level fashion, where they have to access lexical items, grammatical rules, appropriate phonological features and so on. Skehan (1989, as cited in Ellis 2003, p. 108) suggests that oral production is possible because learners are able to “draw on an exemplar-based system in the formulation stage”. This means that they can have fast access to formulaic chunks to construct output. However, learners need to have a large repertoire of chunks to be able to express their thoughts and opinions. The instance-based theory of fluency suggests that fluent speech is made of these ‘ready-made’ chunks with little language processing and is not a computation of rules and words. However, not all research supports this view, as there are times where the use of these chunks is difficult and learners have to access language rules to

be able to produce oral output. Besides, the processing it takes to formulate the oral language may overload the learners' efforts and therefore speech becomes dysfluent, as shown in pauses and hesitations.

Several studies have attempted to measure oral fluency in tasks. The most common measures of fluency are summarized by Ellis (2003), and include number of words per minute, number of syllables per minute, number of pauses of one or two seconds or longer, mean length of pauses, number of repetitions, number of false starts, number of reformulations, length of run, and number of words per turn. Ellis (2003) points out that tasks have design variables that somehow influence the production. These variables are type of input, task conditions, and task outcomes (Table 2.2).

Table 2.2 Task design variables

Variable	Specific factors	Description
Input	Contextual support	Additional devices that support input (e.g., pictures, maps, diagrams).
	Number of elements	Features in a task to be manipulated by learners (e.g., multiple pictures/locations sets).
	Topic	Particular domains or subject areas
Conditions	Shared vs. split information	Information available to learners (shared or individual holding).
	Demands	One or more secondary tasks to be carried out as part of the main task.
Outcomes	Closed vs. open	Focus on negotiation of meaning or accuracy and complexity of discourse.
	Inherit structure	Interaction between the information and the learners' personal knowledge (mental representations).
	Discourse mode	Characteristics of language output (e.g., complexity, grammatical structures).

The input variable has its own specific factors: contextual support, number of elements in the task, and topic. The task conditions variable has two factors: shared vs. split information and task demands. Finally, task outcomes have the following factors: closed vs. open tasks, inherit structure of the outcome, and the discourse mode. Ellis (2003) has found

that these variables influence the learners' language production. Tasks that provide contextual support, have familiar topics, have a single demand, are closed and inherit structured are suggested to promote fluency. These findings suggest that task variables affect multiple aspects of the oral production and therefore there is some overlap among the areas making it difficult to claim that one task is better than another. What is relevant to mention is that certain tasks may predispose learners to emphasize one area more than another.

Task Implementation and Evaluation

Task implementation factors also contribute to a variation in outcomes. Hulstijn and Hulstijn (1984), and Yuan and Ellis (2003) carried out studies to determine the effect of time on tasks. Time was considered as pre-task (time given to prepare the task), and online planning (no time for preparation) on learner performance. The results showed that accuracy and complexity benefited from online planning but fluency was inhibited. Another implementation factor is strategic planning. Several studies have concluded that giving learners more time to plan increases fluency (Foster and Skehan, 1996; Wigglesworth, 2001; Mehnert, 1998, and Ortega, 1999, as cited in Ellis 2003, p. 293; Yuan and Ellis, 2003, Ellis, 2005). Indeed, Ellis (2005) points out that strategic planning has a positive effect on fluency. Accuracy and complexity also benefited from this factor, although for accuracy there was small evidence of positive effect.

In addition, tasks can be implemented using technology and it is also necessary to refer to their usefulness and appropriateness. Evaluation of computer-mediated tasks may help identify which factors affect task performance, whether or not the tasks and goals are appropriate to the learners (age, level, experience with technology), and whether the resources provide adequate opportunities for interactions. Chapelle (2001) points out that the principles to evaluate CALL should take into account those considerations of Second Language Acquisition (SLA) that intend to provide the optimal conditions for learning, which were considered by Skehan in 1998 (cognitive, socio-affective) and by herself in 2001 (individual differences, effects of task choice and practical factors). The criteria should also include a theory of evaluation and needs to be applied to software and tasks planned by the teachers. Complete evaluation criteria can be drawn from a judgmental and empirical

analysis. The former will provide criteria to evaluate the characteristics of the software and the tasks based on the principles of SLA, whereas the latter will provide the same criteria based on data collected from the actual use of the software and the learning outcomes it generates. The criteria Chapelle draws for task appropriateness is found in Table 2.3.

Table 2.3. Criteria for Task Appropriateness

Criteria	Considerations
Language learning potential	<ul style="list-style-type: none"> • The degree of opportunity for beneficial focus on form
Learner fit	<ul style="list-style-type: none"> • The amount of opportunity for engagement with language under appropriate conditions given learner characteristics
Meaning focus	<ul style="list-style-type: none"> • The extent to which learners' attention is directed toward the meaning of the language
Authenticity	<ul style="list-style-type: none"> • The degree of correspondence between CALL activity and target language activities of interest to learners out of the classroom
Positive impact	<ul style="list-style-type: none"> • The positive effects of the CALL activity on those who participate in it
Practicality	<ul style="list-style-type: none"> • The adequacy of resources to support the use of CALL activities.

(Chapelle 2001: 55)

Following Chapelle's criteria for evaluating CALL tasks, the task-treatment through voice chat will be addressed from judgmental and empirical points of view. The aim of this evaluation is to provide evidence of the appropriateness and effectiveness of the task-treatment on the learners' language outcomes.

Computer-Mediated Communication

This study carried out the task treatment over the Internet using software for voice chat in real time. This section looks at research done on the use of CMC for language learning and specifically at those studies that aimed to develop oral language.

The software that is used in CMC allows people to engage in two types of communication: synchronous and asynchronous. The first takes place in real time and the participants can exchange and discuss ideas, work on tasks, respond to messages, and so on. Learners can work on the Internet using written or voice chat messaging. This type of

communication is also known as on-line. The second type takes place off-line, which means that learners do not communicate in real time but they have time to read, compose or record messages that will be delivered over a period of time, stored in a server and be accessed any time and any place.

Researchers in applied linguistics have concentrated their efforts investigating the advantages that CMC could provide on the learning and acquisition of a foreign or second language. Several studies have been conducted on the two types of CMC which have attempted to shed light on beneficial learning effects, impact and implementation.

Asynchronous Written Communication

A type of CMC that has been used in several studies is e-mail. Research has suggested that e-mail is a new type of discourse genre that promotes a different and innovative type of literacy. Murray (1995) suggests that the type of discourse used in email exchanges is simpler and more simplified than spoken discourse. For instance, greetings, closings and contractions are omitted. There are also grammar and spelling mistakes due to time constraints and technical features of the software used. There is an extensive use of abbreviations and acronyms as well as expression of emotions using little figures representing people's feelings called emoticons. The use of mathematical symbols is very common. Also, people have found different forms of representing speech-like communication in written form. For example, to express emphasis, capital letters are used, multiple vowels in a word can mark intonation and to ask questions or express surprise, question and exclamation marks are used.

In spoken discourse people can take turns when interacting and even ask for clarification and repetition while engaged in conversations. In the case of email, which is asynchronous, people have to wait for a response in order to say something else. A very useful feature of email programs is *reply* which serves as the scaffolding option of the communication. This option allows embedded text in every message that is being sent. Therefore, people can refer to the previous message and reinforce the information.

Gonzalez-Bueno (1998) points out that the incorporation of e-mail as a learning tool enhances learners' participation, helps to manage time and space, and influences the amount

and quality of language and content. Learners are likely to use more accurate and oral-like production when they use punctuation as discourse markers. It is also pointed out that the use of this electronic tool may encourage learners to get engaged in tasks with native speakers in out-of-classroom interactions practicing the language in real situations.

As for development of oral production, Borrás and Lafayete (1994) suggest that allowing learners to see and manipulate subtitles may help increase their oral performance as they have the possibility to reinforce the aural input with visual input and therefore produce more accurate output.

Synchronous Written Communication

Since the 1990's a new way of exchanging information in real time emerged as an innovative way for learning languages. Researchers have investigated the way this innovative tool has influenced language skills. Lately, research has focused specifically on how what is learned and developed in chat rooms can be transferred and implemented in conversational skills.

Several studies have been conducted on synchronous chat. These studies have focused on the effectiveness of computer networking in facilitating communicative competence (Chun, 1994), patterns and conversational strategies used by learners in an on-line synchronous webchat (Negretti, 1999), development of oral L2 cognitive mechanisms in spontaneous production of text chat (Payne and Whitney, 2002), conditions and opportunities that promote language acquisition (Tudini, 2003), and quality of interaction English L2 speakers had in text and voice chat rooms (Jepson, 2005).

These studies suggest that synchronous computer-assisted class discussions (CACD) “provides excellent opportunities for foreign language learners to develop discourse skills and interactive competence” (Chun, 1994: 28). Moreover, Payne and Whitney (2002) argue that there have been great gains in oral proficiency for learners who engage in chat rooms. Indeed, they suggest that the interaction in the chat room provides opportunities for participants to compensate for low working memory keeping them engaged in the interaction and actually transferring the practice into language skills. Jepson (2005) argues that even though text chat provides a wide range of opportunities for learners to engage in

conversations that demand negotiation of information of some sort, voice chat may provide more opportunities for negotiation to take place, including elements of verbal communication such as pronunciation. As suggested by Jepson, with the availability and affordability of technology, the use of voice chat is increasing and may be an optimal tool for language learning and development among non-native speakers since it provides opportunities to engage in conversational interactions with other non-native speakers and native speakers of the target language. On the other hand, Negretti (1999) suggests that webchat interaction is disrupting because sequences of responses do not occur as in face-to-face communication. Even though the interaction in webchat seems to be unstructured, it provides learners with the opportunity to use the target language for real communication all the time without having to use the native language. Regarding turn-taking, Negretti points out that in general turn-taking is context sensitive and context free since there are influences that come from the interactions, the channels of communication, topic, speakers, and time. She found that turn-taking in webchat is highly context-sensitive as the turns are rarely sequenced for the same topic and it is unlikely that learners will keep the same structure as in oral interaction and then forced to keep the idea of the topic in their minds while replying and reading the messages posted by other learners.

A study that paired non-native speakers and native speakers was carried out by Tudini (2003) who was interested in exploring the opportunities L2 learners of Italian had when working on a live text chat in dyads with native speakers without the teacher's supervision. Tudini suggests that chat interactions with unfamiliar native speakers provide learners with opportunities to use language in more informal situations where the main component is negotiation of meaning. Learners are also able to notice errors and grammatical forms which play a role in negotiation and modification in the interactions. The fact that learners interact in an informal and unthreatening environment seems to promote language acquisition. Finally, Tudini suggests that chatting with native speakers provides authentic and purposeful cross cultural interaction that is almost impossible for learners to engage in in classroom settings.

Synchronous Oral Communication

The development of oral skills has been of great interest, especially in promoting on-line distance education. A study conducted by Volle (2005) on learners of Spanish focused attention on the oral skills, specifically pronunciation, through the use of voiced audio emails and interviews with an instructor. Volle points out that there were no significant differences regarding articulation, hypothesizing that the averaging of subscores (pronunciation, accent and intonation) may have obscured any changes in articulation, or that the gradually increased level of difficulty in readings and drill exercises may have caused no influence. There were no significant differences in pronunciation either. However, it was pointed out that if learners were more concerned with being understood their focus would be on grammar and vocabulary rather than pronunciation, and therefore the assumption was that the type of task affected articulation.

Weininger and Shield (2003) examined the discourse learners used in a MOO environment (multi-user domain object oriented) for fostering oral production. They found that the discourse of non-native speakers resembled that of the native speakers with different use of modals. Learners used medium-specific features to compensate for the absence of non-verbal clues that are usually found in face-to-face interactions. Weininger and Shield suggested that MOO provides a useful way for learners to rehearse their target language in real time with native speakers.

Technology has also been a useful tool in distance education, providing learners and instructors the opportunities to interact in real time with audio and video support. Wang (2004) evaluated the efficiency of Internet-based desktop videoconferencing in the support of audio and video interaction in distance education. Wang found that videoconferencing software, NetMeeting, was a reliable and acceptable tool that provided video and audio of high quality even though there were constraints in this study such as Internet bandwidth, latency, and cutting power of the desktops. Wang also emphasized that technology and the Internet are playing an important role in distance education and therefore language professionals should consider its use to maximize learning and communicative competence.

These studies, which focus on different language skills, have attempted to shed light on how technology may bring about significant changes in learning a foreign or second language. The ultimate goal seems to be how to make learners become actual users of the language through technological media. Despite the research done on how to foster oral proficiency through the use of technology, an area that has not been addressed yet is that of fluency. Hence, because of the increased popularity and availability of voice chat software, the improvement of global communications, and the concept of conversational partnerships to help language learners improve their language skills, the improvement of English-language learners' fluency through the use of voice chat deserves attention.

CHAPTER 3. METHODOLOGY

This chapter describes the methodology used to carry out this case study. The methodology addresses the quantitative and qualitative methods used for data collection and analysis. The chapter is divided into five sections. The first section describes the participants of the study and their background. The second section presents the rationale for task design and implementation. The third section presents the materials used in this study, including pre-test and post-test, interviews, tasks guidelines, and journals. This section also presents the hardware and software requirements for task completion and data collection. The fourth section describes the procedure for data collection. Finally, the fifth section describes the methods and criteria used for analysis of the data.

Participants

There were four participants in this case study. Two of them were native Spanish speaking learners of English who, at the time of the study, lived in Ambato, Ecuador. The other two students were native speakers of English who, at the time of the study, lived in Ames, Iowa. The English learners (M=18.3 years old) were enrolled in an intermediate level course in the Department of Languages at a university in Ambato, Ecuador. The only conversational contact the English learners had with native speakers of English prior to this study was with foreign teachers in the Department of Languages. One of the English learners had been to an English-speaking country before. As for the native speakers of English (M=22.5 years old), they were enrolled at Iowa State University. Both native speakers of English had previous knowledge of Spanish. One of the native speakers had lived in Ecuador for about 2 years and had often been in contact with Spanish speakers in the United States. The second native speaker had learned Spanish in high school and did not have much contact with Spanish speakers. For this case study English language learners are referred to as *learners*, and native speakers as *conversational partners*.

Task design

Keeping in mind the communicative approach to language teaching and learning and based on the types of tasks that promote oral development (Prabhu, 1987; Pattison, 1987; Richards, 2001), the following types of tasks were designed for participants to engage in voice chat interactions: Information Gap, Decision-Making, Opinion-Exchange, Questions and Answers, Problem-Solving, Dialogues and Role-plays, and Picture Stories. The topics and content for these tasks were related to the curriculum established for the intermediate level course at the department of languages where learners were enrolled. Table 3.1 shows the description of the tasks designed for this study.

Table 3.1 Description of Task Design

Type	Description	Specific Tasks
Information Gap	Transfer of information from the learners to their conversational partners and vice-versa	Background information Description of countries Favorite Food.
Decision Making	Obtaining, sharing and discussing information in order to make a decision	Argumentation (for and against), Create a recipe Special Dinner Going out
Opinion Exchange	Expressing personal ideas and thoughts about a specific topic	Environmental problems School Systems
Questions and Answers	Discovering and requesting information from learners and from conversational partners	Recent trip Favorite festival
Problem Solving	Making guesses, drawing on logical reasoning and background knowledge	Student's arrivals Home remedy
Dialogues and Role-plays	Using communicative strategies for changing topics, using phrases, feedback	Chain Talking Looking for a housekeeper Future plans Free speaking
Picture stories	Providing visual support for descriptions	Picture story Cartoon strip

The tasks were designed to encourage learners to use the target language by collaborating and interacting with their conversational partners. Indeed, the tasks aimed to engage learners in meaningful interactions where they could converse with their conversational partners, share information, solve problems, draw on their existing knowledge and eventually become users of the target language. The task design contained 19 tasks from which only 11 were used in the voice chat sessions due to time and content constraints.

Materials

This case study included an oral pre-test and post-test, task treatment, participants' interviews and journals. The task treatment consisted of 11 tasks selected for participants to engage in meaningful interactions. Interviews and journals were designed to gather information regarding the participants' experience in the study. Each of the materials is described in detailed below.

Oral pre-test and post-test. The oral pre-test and post-test contained 15 questions each, listed according to their level of difficulty and complexity. The questions ranged in order of difficulty from a simple self-description to argumentation and story report. Questions 11 and 12 had embedded questions as the main topic of the question addressed a wider area of interest. These questions were created based on the topics and objectives learners would study in their intermediate level (Appendix A).

Task treatment. The task treatment contained 11 tasks which were to be accomplished one at a time in the virtual voice chat meetings. The tasks were organized according to the level of difficulty ranging from personal and familiar introductions as the simplest, to provision of supporting information and discussion as the most complex. Each task had an explanation of what the participants were requested to do. Additionally, tasks that required participants to fill gaps or complete information had appropriate visual guides and aids. Tasks where conversational partners served as guides had additional supporting guidelines and instructions. Additional materials in the form of shoppers (food advertisements) and pictures

of environmentally-related issues were provided to all participants for tasks that required them. There was also a task guideline provided to all participants (Appendix B).

Interviews. Interviews were carried out with all participants at the end of the treatment period to gather their impressions of the experience. The interviews aimed to find out information about the learners' performance in the tasks seen from the learners' and conversational partners' points of view, the participants' experience with CALL, including hardware and software, and suggestions and recommendations for further use of this technology. The interviews were carried out in English for conversational partners and Spanish for learners so they could express their opinions and thoughts more clearly and easily (Appendix C).

Journal Records. There were two types of journals: those for learners and those for conversational partners. Both journals had the same layout and questions. They contained information about the task performed including date, number, topic, and objective. They also contained questions regarding participants' feelings and thoughts about the accomplishment of the task. Finally, the journals included a section for additional comments. This journal had a Spanish version for the learners (see Appendix D) only.

Hardware and software. The equipment used in this study was an HP Pavillion dv2000 laptop computer with 30 GB of hard disk space, a graphic card of 128 MB, 1 GB system memory and a built-in webcam and microphone. This laptop computer was used in the Ames location as the main hardware where the data was collected and stored. At the Ambato location, a desktop computer was used. The desktop computer was a Compact Presario with 40 GB in hard disk space, a graphic card of 64 MB, 512 MB system memory, and a USB Logitech webcam with built-in microphone. Additionally, headphones were used at the Ambato location.

As for software, the commercial free program Yahoo Messenger with VOIP (v. 8.0) was used at both locations. At the Ames location, additional software was used for data

recording. This software was the 30-day free trial version of Camtasia Studio Screen Recorder and Video Editor (v.3) and the free Digital Audio Editor Audacity (v. 1.2)

Procedure

Data collection had several phases as it included two locations: Ames and Ambato. The Ames location served as the main location and was where the laptop computer with the software was placed. The researcher was the only person with access to this computer, which was secured by a password. The Ambato location served as the remote location and was where the desktop computer and webcam were placed.

Conversational partners at the Ames location were contacted mainly by electronic messages. A detailed explanation of the entire project as well as prospective schedule times was included in the message. As for learners, they were contacted through their instructors, who were former work colleagues of the examiner, at the language institute. Those learners interested in the project also received electronic messages directly from the researcher with detailed information on the project in English and Spanish versions.

The tasks, interview questions, guidelines and journals were designed in advance. The materials were then placed in individual folders with identification labels for all participants. User names and passwords were created for all participants and the researcher who served as the examiner (for learners: ell01 and ell02, for conversational partners: cp01 and cp02, and for the researcher: examiner01). This information was confidential and was placed in a separate sealed envelope inside each of the folders. Additional materials were placed inside each folder and those corresponding to the learners were sent to the Ambato location.

Upon receiving confirmation of the materials' arrival, there was a virtual meeting with the learners and researcher to test the software and to explain and answer questions regarding materials, process, schedules, and responsibilities. Two days after this meeting, the oral pre-test was taken by the two learners on two different days. On the first virtual meeting each conversational partner was given instructions and explanations about the tasks, objectives and expected outcomes. Conversational partners were asked to encourage learners to speak and build up their confidence in speaking. The instructions given included: encouraging them to use paraphrasing, synonyms and antonyms, repetitions, in-depth

questions, and slower speech if necessary so that learners would feel more confident in their speaking ability.

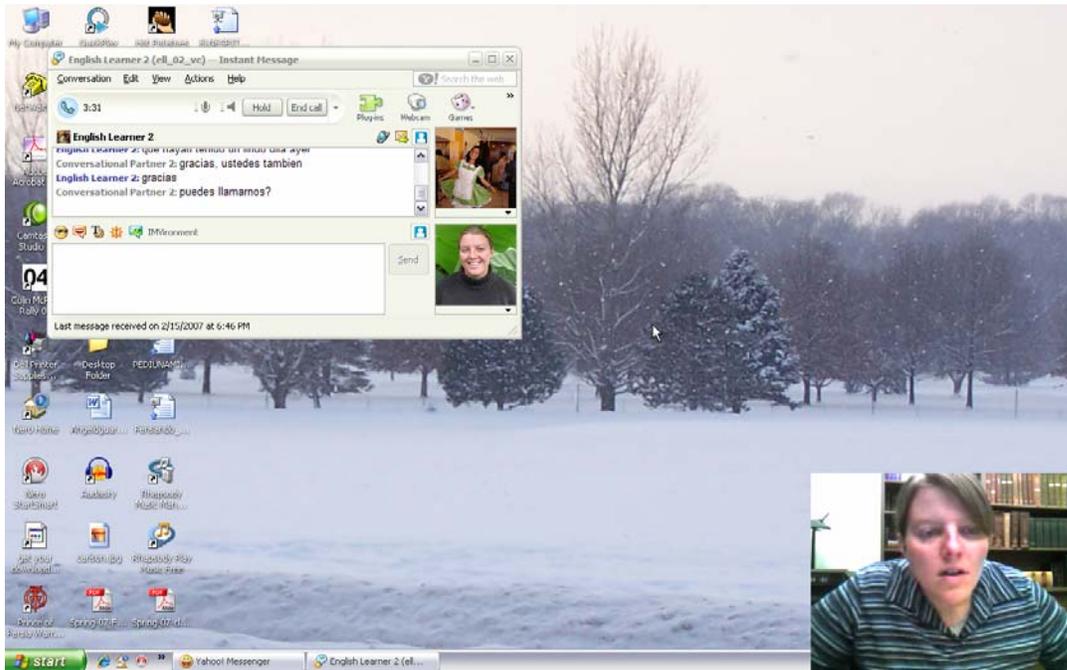
A first data collection process started two days after the oral pre-test and lasted for 2 weeks in Fall 2006. Two virtual meetings were planned to take place each week for each dyad (learner and conversational partner) where participants worked on an assigned task. The first virtual meeting had two parts. The first part was an overall overview of the tasks, objectives and materials. The second part was the introduction of participants where they could actually use and test the messenger program, chat using the voice and video options and get acquainted one with another over the Internet. Participants were told in advance in every session which task they would be working on the following meeting so they could have some time to think about it.

This pre-study tested the first three tasks. It also served to test Yahoo Messenger with Voice, appropriate level of task difficulty, task conditions and characteristics (objectives, outcomes, additional materials). Due to schedule constraints (Thanksgiving and Christmas holidays) the main data collection started in Spring 2007 and lasted for six weeks. New participants were contacted and instructed similar to the previous process. The new learners took the pre-test and were instructed in the use of voice chat, the objectives of the tasks and the expected outcomes. New conversational partners received the same instruction regarding the task treatment and the voice chat interactions. The main data collection process started two days after the oral pre-test and lasted for 6 weeks.

The task treatment for the main data collection was scheduled for only 11 tasks where participants had to interact and exchange and provide or request information in virtual meetings through voice chat. The original task treatment contained 19 tasks but due to time constraints only 11 tasks were used in the data collection. The selection of the 11 tasks was based on the following considerations: a) time allotted for the accomplishment of the task, b) similarity of information, c) knowledge or experience participants had with the activity, and d) task goals and demands. Although the task treatment was reduced to 11 tasks, these tasks used the same identification number as in the original task design. Keeping the same numbers facilitated the identification of the tasks at the time of the sessions. The English learners, as well as the native speakers, served as information providers. In every virtual

meeting, learners and conversational partners signed in to Yahoo Messenger with their username and password and would get familiar with the task before actually working on it. The examiner set up the recording program Camtasia to capture the screen and record the audio. Also, the examiner monitored the sessions and on several occasions had to deal with Internet communication breakdowns and with guidelines and support for conversational partners and learners. After every session, all participants registered their experience, feelings and thoughts about the task in their journals. In certain tasks such as opinion exchange, picture stories, and questions and answers, the conversational partners served as guides encouraging learners to respond and produce oral language as much as possible. For all tasks, the participants were allowed to take notes for follow-up questions or discussions. Once the task treatment was completed, all participants had an interview with the examiner where they explained their feelings and thoughts about the experience. The oral post-test was performed two days after the last task treatment took place. Only the English learners took the tests as the focus was the development of their English oral production. Figure 3.1 shows the full computer screen with the text-chat window of Yahoo Messenger, which was used for the voice chat sessions. Camtasia Studio allowed the recording of the screen and also captured the image of the conversational partner only. Although text chat was not used in the study to collect data, it was used to provide instructions to the learners to set up the voice chat connection or troubleshoot communication breakdowns. As can be seen in Figure 3.1, the pictures of both participants were displayed in the window which allowed learners to feel at ease and familiar with the person with whom they were talking, although they could not see themselves in real time.

Figure 3.1 Screenshot of Yahoo Messenger with Voice – Chat session Ell02



Analysis

The analysis included quantitative and qualitative analysis. Quantitative analysis was performed on the oral tests and tasks in order to answer the first two research questions. Qualitative analysis was performed on the journals and interviews in order to answer the third research question.

For the quantitative analysis, all the audio files, including the tests and tasks were orthographically transcribed and double checked by the researcher. Transcription conventions were used to mark pauses, intonation, lengthening of syllables, and other spoken discourse features (Table 3.2). Those files recorded with Camtasia Studio were exported to MP3 files in order to optimize storage space. In order to answer the first question, the researcher established fluency parameters that would account for the learners' oral production. These parameters included speech rate, articulation rate and hesitation phenomena.

Table 3.2 Transcriptions conventions used in the research

Convention	Description
[#.#]	Marks a pause and its duration in seconds and milliseconds
/	Marks utterances
[incomprehensible]	Marks utterances that were not understood
[laughs]	Marks instances where laugh occurred
[mumbles]	Marks instances where speakers mumbled
CAPITAL LETTERS	Mark instances of stress in intonation
“sample”	Marks learners’ use of native language
?	Marks intonation in question

Speech rate

Syllables per second, considered by research (Hieke, 1985; Derwing, et al., 2004; Griffiths, 1990) as the most reliable and exact measurement of fluency, was the index utilized in the analysis. An equivalent segment of 4 minutes was selected in the oral pre-test and post-test in order to compare the speech rate index. To determine which 4-min-segment to consider, careful review of the audio file and transcriptions was done to select a section that reflected a representative amount of learners’ speech.

After the sections were selected, the audio sections were saved as MP3 files and the text sections as new word document files. Using the audio editor software Audacity, the audio files were listened to several times in order to verify the accuracy of the transcriptions and to determine the threshold levels where the examiner’s speech was to be removed from the file, leaving only the learners’ speech. These new audio files served as the speech samples to calculate the fluency parameters. All syllables were then counted in the transcription and then the speech rate was calculated with the formula:

$$SR = \frac{N}{t}$$

where

N = Number of syllables

t = time of learner’s speech in seconds

Learners produced some utterances in Spanish and these were not counted for speech rate as this case study focused on oral production in English. Nevertheless, there were not many utterances in the learners' native language. All filled pauses that contained a vowel sound (e.g. uhu, uhm, hum, eh) were also included in the syllable counting.

Articulation rate

This variable was defined as the *number of syllables per second without silent pauses*. To calculate this supplemental measure, the same speech samples used in speech rate were considered. These samples were reviewed with the recordings in order to determine where the pauses occurred. The software Audacity was used for this purpose which allowed the researcher to allocate the pauses and their length as they appeared in the sound spectrum. To determine which silent pauses should be removed, the criteria for unfilled pauses used in previous studies (Freed 2004; Riggenbach, 1991) were used. According to the criteria, those silent pauses that sounded dysfluent were removed from the audio samples as well as those silent pauses that occurred in predictable juncture boundaries, such as those after each participant's turn. These boundaries were identified as the threshold levels (Griffiths, 1991) that signaled turn-taking, sending/receiving information over the Internet, or participants' thinking. Following the same criteria, silent pauses longer than 400 milliseconds (ms) were removed as pauses of shorter duration are considered as micropauses and are characteristic of native speech. Then, articulation rate was calculated as,

$$SR = \frac{N}{t1}$$

where,

N = number of syllables

t1 = learner's speech without silent pauses and turn boundaries

Pause Phenomena

Because pause phenomena are inherently complex, two sub-categories were considered: silent and filled pauses. For silent pauses, the number and length were calculated. For filled pauses, only the number of fillers was considered. Threshold levels of utterances were set (Griffiths, 1991), to account for the length of silent pauses, as the last syllable

pronounced by the learner before the researcher (examiner) continued with questions in the oral pre-test and post-test. To account for the length and number of silent pauses, the criteria about pause length was used. Pauses that sounded dysfluent and were longer than 400 ms were considered as silent pauses.

As for filled pauses, fillers such as *uhm*, *hm*, *uhu*, *ah*, *eh*, and so on were counted. Discourse markers such as *well*, *so*, *ok*, that usually perform cohesive functions were not counted as filled pauses.

Figure 3.2 shows an excerpt of the 4-min section of the pre-test performed by learner 01. The sample presents the use of the transcription conventions that helped to set threshold levels and mark the pause phenomena,

Figure 3.2 Sample of Transcription of Oral Pre-Test for learner Ell01

1. Examiner:	Question N. 6 Talk about a traditional festival that people celebrate in your country
2. Ell01:	Well [uh] [1.96] in my country [1.07] every year [.89] we celebrate Christmas [1.74] on December [2.95] also in my city we celebrate [uh] [1.73] carnival [3.11] in this [2.42] festival [2.64] we see [uh] [1.33] para, parades and they, they are very interesting, [1.23] also in [4.34] in [mumbles] [2.79] “ bueno ” also we celebrate “ Semana Santa ” [1.57] and [1.43] carnival [uh] [4.02] in February [6.71] and [4.01] [uh] in [.82] December [.98] we also celebrate [2.32] [uh] [6.58] we celebrate [2.36] [uh] “ Anio Viejo ” [1.90] [uh] [.85] is very [1.12] attractive and exciting [2.73] and I don’t know more [1.02]

Figure 3.2 shows (in bold type) the use of brackets to mark the occurrence and length of pauses. It can be seen that the longest pause is 6.58 seconds and the shortest pause is .82 seconds. Brackets were also used to mark instances of mumbling and the use of filled pauses. Phrases uttered in the learners’ native language were marked with quotations. The use of commas marked the statements uttered by the learner which did not necessarily indicate the occurrence of a silent or filled pause (see Appendix E).

Regarding the second question, whether the type of task influences a change in oral production, a similar quantitative analysis was carried out. The first task, Personal Introductions was not taken into consideration in the analysis for the following reasons: 1)

although learners had a brief training session in the use of voice chat and conversational partners had a brief explanation of the procedure, there were problems establishing the connection which required the researcher to take part in the interactions and interrupt the conversation to troubleshoot the problems, 2) the recordings did not present enough speech for analysis, 3) there were several utterances in Spanish by the learners, the conversational partners, and the researcher. This task was therefore used as a warm-up task. For the remaining tasks, the same temporal variables were identified and calculated for each task. Also, all the tasks accomplished in the study were transcribed orthographically (see Appendix F). They were then classified in the following types,

- a. Information Gap
 - 1. Descriptions of countries
 - 2. Favourite food
- b. Decision Making
 - 1. Argumentation: for and against
 - 2. Create a recipe
 - 3. Special dinner
- c. Opinion Exchange
 - 1. Environmental problems
 - 2. School systems
- d. Questions and Answers
 - 1. Recent trip
 - 2. Favourite festival
- e. Problem Solving
 - 1. Students' arrivals

The reason Decision Making has three tasks and Problem Solving only one task is because of the criteria (see p. 29) used to select the 11 tasks from the original 19 tasks.

After all temporal variables were calculated for each individual task, the average values were calculated for each type of task (see Appendix G). All types of tasks were compared and analyzed for the temporal variables to determine which type most fostered the

improvement of oral production. An excerpt of the transcription of task 4 performed by dyad 2 is presented in Figure 3.3.

Figure 3.3 Sample of Transcription of Task 4 – Chat session Ell02

1.	Ell02:	[uh] yeah [2.36] [uhm] [2.34] I think [.68] [uh] that is good [.58] because we know when we have vacations [.93] and we want more [.55] [uh] organize [.61] but I don't like [.52] that it is [uh] on Monday [.79] , maybe it could be [uhm] Friday [.98]
2.	Cp02:	[laughs] what do you think, what do you think Friday is a better day?
3.	Ell02:	[uhm] [.77] because [1.31] , I like it, [.49] [laughs] and it is the end of the [.76] , of the week [.55] , and we have more days to [.72] to rest [.52] [uhu] [6.94]
4.	Cp02:	[laughs] ok , so I agree that an advantage is that you will know what the calendar is , and then you can plan for trips to the beach , or to go visit family , easy , more easily , and , I guess I don't , I don't think I agree it would better on Friday than on Monday, but , I don't know if I care [laughs] I don't if that matters
5.	Ell02:	[laughs]
6.	Cp02:	But , Ok , so those are advantages that we see , do you wanna say some disadvantages?
7.	Ell02:	[uhu] , [uhm] the other I think that it is not good because [1.54] , each holiday has a [.48] a reason to be [1.05] , for example the , twenty [.45] five [1.99] day in May [.80] , is “la Batalla de Pichincha” [.59] , and it is an important date in our country [.83] , and in my opinion is not good change this day [4.78]
8.	Cp02:	I agree
9.	Ell02:	[uhum]

As can be seen in Figure 3.3, pauses were identified by duration in seconds. All pauses that were possible to identify in the audio spectrum were marked in the sample. The longest pause occurring in the speech sample (not as boundary markers) is 2.36 seconds and the shortest is .52 seconds. Phrases uttered in Spanish were marked in quotations, for example “la batalla de Pichincha” (line 7), and were not counted for number of syllables. Also, instances of laughing (lines 2, 4 and 5 in the sample) and fillers such as [uhum], [uhu], and [uh] were marked in brackets as well.

To answer the third research question, qualitative analysis was performed on the data obtained from the journals and interviews. The journals gathered information on the

achievement and personal involvement in every task during each virtual session. In order to compile and summarize the entries, the researcher carefully read all the journal entries and compiled the answers in single documents, one for the learners and one for conversational partners. In the case of learners, the information gathered was written in Spanish as it was thought would facilitate the learners' expression of ideas. All the entries of both learners' journals were carefully translated into English by the researcher in order to keep the same idea expressed in the learners' native language. Figure 3.4 shows a sample of the entry in the journal of ell01 for Task 13, (translated version) (see appendix H for Spanish version),

Figure 3.4. Sample of Journal Entry for learner Ell01

Virtual Session (Voice chat session) N.-.....	
Participant:	Date:
I.	
Topic: A recent trip	
Task: 13	
Objective: Tell your partner about a recent trip	
II.	
1. How did you feel about today's session?	
"Good, it was a complex and easy task"	
2. Did you have any problems when working on today's task? If "YES" which problems?	
"Yes, the Internet communication"	
3. What did you learn from today's task?	
"About a city in America"	
4. Other comments	
"none"	

As seen in Figure 3.4, the entry includes the information from the virtual session, which sessions, the topic, which task and its objective. It also includes the participant's identification and the date of the task. The second part of the entry shows the learner's record of feelings and thoughts. For example, ell01 had entries for all four questions: 1) 'good, it was a complex and easy task', 2) "yes, the Internet communication", 3) "about a city in America" and 4) "none". The entries for each task were compared with the notes taken by the researcher. The notes and observations done by the researcher indicated that for some of

the tasks, the internet communication had poor quality, interference and did not allow the use of audio and video simultaneously. Moreover, the notes and observations were used to clarify some of the participants' ideas and opinions regarding the tasks, what had been learnt and problems during the interactions. These notes and the entries were used to draw conclusions about the participants' retrospective thoughts. After the entries were translated, all the entries were compiled in one single document that contained the same format as the individual journals. The responses of both learners were summarized according to the tasks. Figure 3.5 shows a sample of the summary of entries for task 19.

Figure 3.5. Summary of Learners' Journal Entries for Task 19

Virtual Session (Voice chat session) N.-.....	
I.	
Topic: Making decisions: Preparing dinner for guests	
Task: 19	
Objective: Look at the food store ads and agree what to buy and where.	
II.	
1. How did you feel about today's session?	
EII01	EII02
"very good"	"good, cool, it was interesting"
2. Did you find problems when working on today's task? If "YES" Which problems?	
EII01	EII02
"yes, some words were difficult because of the communication set up"	"yes, pronunciation of certain words"
3. What did you learn from today's task?	
EII01	EII02
"new vocabulary and how to express my ideas better"	"pronunciation of the word 'lettuce'"
4. Other Comments	
"none"	

As can be seen in Figure 3.5, the summary of entries also contained the task's identification section (number, topic, task and objective). The responses from both learners were transcribed for each of the questions. For example, the responses for question 1 are: ell01: "very good" and ell02: "good, cool, it was interesting". The sample above shows that in task 19 learners did not have any additional comments.

Finally, a single document was created with a summary of all entries (Appendix I). This final document was used to record the learners' retrospective thoughts about the experience with voice chat and with their conversational partners.

As for conversational partners, the information gathered in the journals was very similar to that of the learners except for question 2, which aimed to determine if conversational partners had noticed any problems the learners might have encountered during the task. The journal entries of conversational partners were written in English and the researcher transcribed them into a Word document exactly as they appeared in the journals. However, to maintain the anonymity of the participants, initials were used in those entries where names were mentioned. Figure 3.6 shows a sample of the entry for task 13 in the journal of conversational partner 01.

Figure 3. 6. Sample of Journal Entry for Conversational Partner Cp01

Virtual Session (Voice chat session) N.-.....	
Participant:	Date:
Topic: A recent trip	
Task: 13	
Objective: Tell your partner about a recent trip	
II.	
1. How did you feel today's session?	
"I felt very good about today's session"	
"D. and I conversed merely about each of our trips"	
2. Did you notice problems the EFL might have had during the session? If "YES" which problems?	
"I didn't notice specific problems"	
"except she might have had some problems with some vocabulary about the hurricane in new Orleans"	
3. What did you learn from today's task?	
(no record of information)	
4. Other comments	
"none"	

Figure 3.6 includes the identification section of the task (number, participant, topic, task and objective). This sample shows that the journal entry corresponds to task 13 and the participant is required to tell the partner about a recent trip. The second section records the information regarding the participant's thoughts and feelings. For example, cp01 answered three of the four questions: 1) "I felt good about today's session, D and I conversed merely about each of our trips", 2) "I didn't notice specific problems, except she might have had some problems with some vocabulary about the hurricane in New Orleans" and 4) "none".

The responses of both conversational partners were compiled similarly to the learners' responses. Figure 3.7 shows a sample of the responses of conversational partners compiled in one single document which contains the answers of both conversational partners.

The sample shows the information section contains details about the topic, number, task and objective. For example, the entries correspond to task 3, topic: Educational system, and objective: Discuss the differences and similarities in the education system in Ecuador and in the US. The responses of both conversational partners are transcribed for each of the

questions. For example, the responses for question 3 are: cp01: “I learned how to re-word phrases such as ‘uniform: same clothes’, ‘a bed time: what time do you go to sleep’”, and cp02: “that public school in Ecuador is cheap”.

A final summary was created using the information in each task. This summary provided information about the participants’ experience with voice chat and their perception of English learners’ spoken production (Appendix J).

Figure 3.7. Summary of Conversational Partners’ Journal Entries for Task 3

Virtual Session (Voice chat session) N.-.....	
Topic: Educational system	
Task: 3	
Objective: Discuss the differences and similarities in the education system in Ecuador and in the US.	
1. How did you feel about today’s session?	
Cp01	Cp02
“today’s session was so much fun” “I felt like it was an actual conversation, rather than a written out script”	“good!, the connection was great and she was speaking well and asking good questions”
2. Did you notice problems the EFL learner might have had during the session? If “YES” Which problems?	
Cp01	Cp02
“she might have had problems with certain words such as ‘uniform’ , ‘a bed time’” “also, past tense may have been a problem”	“none”
3. What did you learn from today’s task?	
Cp01	Cp02
“I learnt how to re-word phrases such as ‘uniform: same clothes’, ‘a bed time: what time do you go to sleep’”	“that public school in Ecuador is cheap”
4. Other Comments	
“none”	

For the interviews, the researcher classified the comments and opinions participants had about the entire experience. The process was very similar to that of the journals. Individual learners' answers were written down by the researcher in Spanish in order to keep the same ideas and thoughts that learners mentioned. The answers were then translated into English and typed onto a single word document. The following figure shows a sample of the interview questions and answers, typed on a Word document. Figure 3.8 shows a sample of the interview responses that aimed to gather information about the whole experience, the difficulty of tasks and suggestions for further improvement of the use of voice chat. The responses of both learners were transcribed for each question. For example, for question 2 the responses were: "Yes, I learned new vocabulary and helped me to speak better", "Yes, because I was not afraid of speaking anymore and I can improve speaking and writing too". Then, a final summary was created (Appendix K).

Figure 3.8. Sample of Interview – Ells' responses

<p>1. What do you think about the experience with voice chat?</p> <p>"it is very interesting and a good way to learn English"</p> <p>"I was able to practice what I have learnt in books"</p> <p>"It helps me to understand better, practice speaking and listening"</p> <p>2. Do you consider you have improved your knowledge of English in any way?</p> <p>"Yes, I learnt new vocabulary and helped me to speak better"</p> <p>"Yes, because I was not afraid of speaking anymore and I can improve speaking and writing too"</p> <p>3. Which were the easiest tasks? Why?</p> <p>"Personal introduction, countries, favourite food, favourite festival, recent trip because I did not have to look for unfamiliar words and I was able to practice what I already knew"</p> <p>"Those tasks were fun"</p> <p>4. Which were the most difficult tasks? Why?</p> <p>"Create a recipe, environmental problem, educational system, because the topics were difficult and I had to use new vocabulary and tried to express my ideas better"</p>

As for conversational partners, the notes taken by the researcher in the interview were compiled similarly to the learners' information. The following figure shows a sample of the interview responses of both conversational partners. The responses were transcribed and summarized for each of the questions. For example, the responses for question 2 are: "I did

think D.'s English had improved. I thought the first time we talked it was a lot of chit chat type discourse. Then, in the end we were planning meals for pretend dinner guests. I still think that there are things that D. needs to work on, but I thought her vocabulary improved from the first voice chat session to the last one Yes, I learned new vocabulary and helped me to speak better”, “She definitely improved. She responded faster to questions and also was able to follow what I was saying more easily” . As can be seen in this sample the name of the learner (D.) has been omitted for confidentiality purposes and only her first initial remains in the record.

Figure 3.9. Sample of Interview – Cps’ responses

1. What do you think about the experience with voice chat?

“I felt this was a very positive experience. I learned a little bit about teaching EFL. I especially thought things went well when I have more questions to ask to D. This allowed me to better instruct D. in her language learning”

“It was great to speak with a new English learner and have her practice speaking and listening in English”

2. How would you characterize the EFL learner’s spoken discourse from the first to the last session? Has it improved?

“ I did think D.'s English had improved. I thought the first time we talked it was a lot of chit chat type discourse. Then, in the end we were planning meals for pretend dinner guests. I still think that there are things that D. needs to work on, but I thought her vocabulary improved from the first voice chat session to the last one Yes, I learnt new vocabulary and helped me to speak better”

“She definitely improved. She responded faster to questions and also was able to follow what I was saying more easily”

3. What were the main drawbacks you found in this experience?

“I think that not having much experience in teaching EFL learners and also that sometimes the communication was not good and it was hard to understand what Diana said or I think it was hard for her too to understand me”

“Sometimes the communication or the computer did work well so we were not able to understand very much”

In order to have the conversational partners' general overview of the experience, a final summary was created from the individual and personal answers in the compiled document (Appendix L).

CHAPTER 4. RESULTS

This section describes and discusses the results using quantitative and qualitative analysis. Descriptive statistics are used to present the results regarding the first and second question investigating whether the oral production of EFL learners changed over time after being engaged in communicative tasks through voice chat. Summaries and descriptions of the data in the participants' journals and interviews are used to answer the third question investigating the perception that participants had about the success of the experience.

In order to answer the first research question, the pre-test and post-test were orthographically transcribed. An equivalent four-minute excerpt of each test was used for analysis of the temporal variables: speech rate, articulation rate and pause phenomena. The number of syllables per second and the learners' time of speech were used to calculate the speech rate (SR). To measure the articulation rate (AR), only the actual articulation time was used. The number and length of silent pauses and the number of filled pauses were used to calculate pause phenomena. To answer the second research question, the conversations between learners and conversational partners were orthographically transcribed and four-minute excerpts were used for the analysis. The same temporal variables analyzed in the first question were also analyzed here. Finally, to answer the third research question, the data in the participants' journals and interviews were used. These responses were summarized, described and interpreted.

Research Question 1

How does spoken production change over time through use of voice chat?

Speech rate

The results of the pre-test, post-test and their average are displayed in Table 4.1. The results show that learners performed better after the task treatment as the average speech rate changed from the pre-test to the post-test in 19.13%, which corresponds to an increase of 0.22 syl/sec. When looking at the results for each learner it can be seen that the speech rate for ell01 improved 27.52% and for ell02 it improved 11.47%.

Table 4.1 Speech Rate in Pre-Test and Post- Test for learners 01 and 02, and their average.

Variable Learners	EII01		EII02		Average	
	Pre- test	Post- test	Pre- test	Post- test	Pre-Test	Post-Test
Total learners' speech (secs)	213	190	168	191	191	191
SD					31.81	0.70
# syllables	234	264	205	260	220	262
SD					20.50	2.82
SR (syl/sec)	1.09	1.39	1.22	1.36	1.15	1.37
SD					0.09	0.02

Articulation rate

Further analysis was performed to calculate articulation rate, a measurement where all silent pauses were removed. The articulation rate served as a supporting measurement and useful index of fluency (Derwing et al., 2004). Table 4.2 shows the results for the articulation rate for the pre-test, post-test and their average values. The results indicated that the average AR also varied from the pre-test to the post-test by 4.46% which corresponded to 0.10 syl/sec. The individual results of the tests for both learners revealed that the AR changed over time with ell02 having a higher AR than ell01. For example, the AR for ell01 increased by 0.02 syl/sec and that for ell02 increased by 0.23 syl/sec.

Table 4.2 Articulation Rate in Pre-test and Post-test for learners 01 and 02, and their average

Learners Variables	EII01		EII02		Average	
	Pre- test	Post- test	Pre- test	Post- test	Pre-Test	Post-Test
Articulation time (secs)	93	104	79	92	81	98
AR (syl/sec)	2.51	2.53	2.60	2.83	2.56	2.68
SD					0.06	0/21

Pause phenomena

The third temporal variable analyzed was pause phenomena, using standardized measurements from previous studies (Hieke, 1985; Derwing et al., 2004). The specific measurements used in this case study included the length and number of silent pauses and number of filled pauses (Table 4.3). Pause phenomena were used to determine the relationship of SR and AR and how pauses might have influenced the measurements. The results revealed that on average the length of silent pauses was shorter in the post-test than in the pre-test. For example, the length of the silent pauses in the pre-test was 91 seconds and in the post-test it was 78 seconds. The MLP was shorter in the post-test (1.32 secs). The length of pauses was considerably shorter for ell01 than for ell02. For example, the difference in the length of silent pauses from the pre-test to the post-test for ell01 was 47 seconds, whereas for ell02 it was 21 seconds. However, the number of silent pauses was greater in the post-test than in the pre-test. The individual results showed that the number of pauses remained constant for ell01 and increased by 15 for ell02. The MLP for ell01 is shorter in the post-test (1.39 secs) than in the pre-test (2.31 secs). For ell02 the MLP did not vary considerably. These results suggest that each pause in the post-test was shorter although the number of pauses was greater. Filled pauses did not vary considerably for both learners in the post-test.

Table 4.3 Pause phenomena in Pre-test and Post-test for learners 01 and 02, and their average

Variables \ Learners	Ell01		Ell02		Average	
	Pre- test	Post- test	Pre- test	Post- test	Pre-Test	Post-Test
Length of silent pauses (secs)	118	71	64	85	91	78
SD					38.18	9.89
Number of silent pauses	51	51	51	66	51	59
SD					0.00	10.61
MLP (secs)	2.31	1.39	1.25	1.28	1.78	1.32
Number of filled pauses [uh, uhm, hm]	8	11	28	29	18	20
SD					14.14	12.73

The results obtained from the three variables suggest that the interaction through voice chat was beneficial for learners, as the data revealed more rapid speech and shorter pauses although the speech did not result in the use of fewer filled pauses. These findings suggest that the oral production of learners improved after the task treatment with native speakers through voice chat. Markers of dysfluency remained relatively constant while the speech rate and its supplemental measure, the articulation rate, both showed increases.

Research Question 2

Does task type seem to affect success of the spoken production?

Speech rate

The type of tasks IG, OE and QA had two tasks, DM had three tasks and PS had one task. All types of tasks had one task early and one task late except for PS which had only one task. The reason for the different number of tasks in each type is because the selection of tasks was done based on the criteria stated in the procedure section above (p. 29). Table 4.4 presents the summary of the results for the five types of tasks performed by both learners. The results indicate that the types of tasks that positively influenced the learners' spoken production were QA, IG and PS as they resulted in higher speech rate than DM and OE. PS seems to be the task type that most promoted fluency as it resulted in the highest SR, 1.51 syl/sec. On the other hand, DM appears to be the least influential type of task as it resulted in the lowest SR, 1.13 syl/sec.

Table 4.4. Average of Speech rate in 5 task types for learners 01 and 02

Task Type Variables	Decision Making (DM)	Opinion Exchange (OE)	Questions and Answers (QA)	Info Gap (IG)	Problem Solving (PS)
Total learners' speech (secs)	141	148	154	184	165
SD	16.97	6.36	0.71	17.67	1.41
Number of syllables	160	173	214	259	249
SD	18.38	5.65	57.98	25.45	9.89
SR (syl/sec)	1.13	1.17	1.39	1.41	1.51
SD	0.00	0.01	0.37	0.00	0.07

Articulation rate

AR, a supplemental measure, was also calculated for each type of task (Table 5). The results of AR presented a similar pattern to SR in which PS, QA and IG resulted in higher values than DM and OE. However, the task type that showed the highest articulation rate was IG with 3.24 syl/sec, a change from the results for speech rate. IG seems to be considerably different from the other types of tasks that present an average of 2.59 syl/sec. These findings suggest that AR provides more support and evidence to SR in measuring fluency as the measurements of AR are consistent with the measures of SR.

Table 4.5. Average of Articulation rate in 5 task types for learners 01 and 02

Task Type Variables	Decision Making	Opinion Exchange	Questions and Answers	Info Gap	Problem Solving
Articulation time (secs)	64	69	79	80	95
SD	8.48	13.43	4.24	7.07	4.95
AR (syl/sec)	2.50	2.51	2.71	3.24	2.62
SD	0.04	0.59	0.59	0.11	0.03

Pause phenomena

This variable included the same measures used in Question 1: length and number of silent pauses and number of filled pauses. The summary of the results for learner 01 and learner 02 are presented in Table 4.6. PS, QA, DM and OE were associated with shorter lengths of pauses than IG. Indeed, the average length of pauses for the four types of tasks was 55 seconds whereas the length for IG was 91 seconds. As for the number of pauses, DM and OE showed the lowest number and IG the highest number. The number of pauses between PS and QA did not vary considerably as PS resulted in 43 pauses and QA 44 pauses. In order to determine how pauses might have influenced SR and AR the mean length of pause (MLP) was calculated. The results showed that OE presented the highest MLP (1.78 secs) followed by DM, IG, PS and finally QA with the lowest means (1.25 secs). Although DM and OP presented fewer pauses, the length of their pauses was longer than the other types of tasks. This suggests that the length of pauses plays a more important role in the

perception of fluency rather than the number of pauses. In fact, the higher MLP of DM and OE might be associated with the lower speech rate and the articulation rate. As for filled pauses, PS resulted in the lowest number: 15 filled pauses, and QA the largest number: 20 filled pauses. DM, OE presented the same number of filled pauses (17) which did not vary considerably from IG which showed 18 filled pauses.

Table 4.6. Average of Pause phenomena in 5 task types for learners 01 and 02

Task Type Variables	Decision Making	Opinion Exchange	Questions and Answers	Info Gap	Problem Solving
Length of silent pauses (secs)	56	57	55	91	54
SD	7.77	23.33	2.12	14.14	2.12
Number of silent pauses	32	32	44	55	43
SD	6.36	10.61	14.14	2.12	5.65
Mean length of pauses (secs)	1.75	1.78	1.25	1.65	1.26
Number of filled pauses	17	17	20	18	15
SD	4.24	0.70	9.89	7.77	4.24

These findings are consistent with others reported in previous studies that indicate that the type of tasks affects the oral spoken production of learners (Prabhu, 1987, Pattison, 1987, Richards, 2001; Ellis, 2003; Derwing et. al, 2004). Moreover, task design and implementation have been found to influence fluency. For example, Ellis (2003) suggested that the type of input, task conditions and task outcomes play an important role in the oral production of learners. Similarly, time has been considered a variable that promotes higher fluency (Wigglesworth, 1997; Mehnert, 1998; Ortega, 1999; Yuan and Ellis, 2003; Ellis, 2005). The types of tasks in this case study seem to support the claim that conversations promote fluency (Derwing, 2004). It seems that the task types QA, IG and PS have positively affected the fluency of learners as the SR and AR were higher and the MLP was shorter than OE and DM, although the number of filled pauses is higher for the three types. This finding

suggests that QA, IG and PS increased the use of filled pauses which seemed to not interfere with the development of more rapid speech as the measures of SR and AR of the post-test revealed higher rates than the pre-test.

Research Question 3

How do interlocutors feel about the experience and success of the interaction?

The responses that participants provided in the journals are summarized in Table 4.7. Learners said that voice chat sessions were interesting and useful as they were able to learn the language and information about a variety of topics such as education, culture, environment, countries and food. Learners also reported that they were able to understand and express their thoughts better and with more confidence as the sessions progressed. Indeed, both learners indicated that they learned new vocabulary and practiced pronunciation. Conversational partners indicated that the interactions through voice chat seemed to be very useful for learners to practice their conversational skills. Moreover, conversational partners pointed out that voice chat sessions resembled “real-conversations” as they progressed over time. They reported having noticed the progress that learners made in their use of vocabulary, contributions to the conversations, and good formulation of questions and answers. Conversational partners also learned from the interactions with voice chat. For example they learned about education, food and culture from the learners’ countries. They also became aware that they used conversational strategies such as talking slowly, using paraphrasing, focusing on in-depth questions, and speaking with complete and full sentences to help learners understand better. However, all participants reported some constraints during the sessions. For example, they pointed out the difficulties that learners had in understanding vocabulary and pronunciation in some of the sessions, and the technical difficulties with the Internet connection. These responses were verified for accuracy with the notes and observations taken by the researcher during each voice chat session.

Table 4.7 Summary of Entries in Participants' Journals

Retrospective Entries (Positive)	Limitations	Benefits
LEARNERS		
<ul style="list-style-type: none"> • Very good, fun and interesting • Better in understanding and more confident in speaking • Better in expressing ideas 	<ul style="list-style-type: none"> • Difficulties with understanding, and speaking in the first sessions • Problems with Internet connectivity 	<ul style="list-style-type: none"> • Learnt from partners' information • Learnt about a variety of topics (education, food, cities, culture and others) • Learnt vocabulary, pronunciation and better expression of ideas
CONVERSATIONAL PARTNERS		
<ul style="list-style-type: none"> • Fun, very good and real conversations • Learners' speaking skills are good • Good use of vocabulary and practice of speaking • Good contributions to conversations 	<ul style="list-style-type: none"> • Learners' difficulties with vocabulary, verb tenses and pronunciation • Learners' difficulties with understanding • Problems with Internet connectivity 	<ul style="list-style-type: none"> • Learnt from a variety of topics (education, food, cities, culture, and others) • Learnt conversational strategies to help learners understand better (talk slowly, paraphrase, specific questions, complete words and sentences and others)

The researcher also interviewed participants and asked questions regarding general impressions about the experience, comments on the limitations and suggestions for improvements and changes (Table 4.8). All participants remarked that the oral interactions through voice chat were an interesting and positive experience that substantially helped learners to improve their speaking skills. Learners pointed out that they noticed their improvement in language use as they learned new vocabulary and reinforced existing knowledge. They also ranked the level of task difficulty and reported that easier tasks were those that included background information, familiar topics, and vocabulary. The more difficult tasks were those that required the use of new vocabulary and argumentation. Also, conversational partners indicated that the voice chat interactions seemed to help learners practice listening and speaking, which led to progressive improvement. Nevertheless, the participants suggested that for future voice chat interactions several considerations need to be

addressed such as a better Internet connection, training in EFL for conversational partners and more free-style speaking tasks.

Table 4.8 Summary of Participants' Interview Responses

PARTICIPANTS CATEGORIES	LEARNERS	CONVERSATIONAL PARTNERS
Voice chat experience	<ul style="list-style-type: none"> • Interesting experience, practice and reinforcement of existing knowledge • Easier tasks: personal introductions, countries, education, food and festivals • Difficult tasks: recipe, pollution 	<ul style="list-style-type: none"> • Positive experience for learners to practice speaking and listening • Great experience for helping learners practice and have better understanding of the English language. • Good opportunity to learn from learners' background information, opinions and ideas
Improvement of learners' spoken production	<ul style="list-style-type: none"> • New vocabulary • Facility to speak 	<ul style="list-style-type: none"> • Spoken production improved progressively over the study period • Responses were faster and contributed to the flow of conversation
Voice chat in language education	<ul style="list-style-type: none"> • Good tool to practice the language (speaking and listening) • Good opportunity to meet other people 	<ul style="list-style-type: none"> • Good opportunity to benefit learners who cannot travel abroad and practice the language
Constraints	<ul style="list-style-type: none"> • Internet connection • Fixed tasks 	<ul style="list-style-type: none"> • Internet connection breakdown • Low quality of simultaneous voice and video chat in real time
Suggestions for further studies	<ul style="list-style-type: none"> • Improve quality of Internet connection • Vary the types of tasks (free-style speaking) 	<ul style="list-style-type: none"> • Training in EFL needed • Improve quality of simultaneous video and voice chat

The learners in this study believed that they improved their spoken production as well as their listening skills. These results support the claim that the use of asynchronous and synchronous CMC and interaction provides learners with good opportunities to develop their language skills (Chun, 1994; Negretti, 1999; Payne and Whitney, 2002; Tudini, 2003; Jepson, 2005). The experience learners had with interacting with native speakers through voice chat was very positive for learners as the learners appear to have learned vocabulary, pronunciation and social and cultural aspects of their interlocutors. It also appears that the experience was positive for the conversational partners as they have learned strategies to help language learners understand better. This experience may be a possible option for distance conversational partnerships to improve language skills.

CHAPTER 5. DISCUSSION

This case study investigated whether the oral production of EFL learners changed over time after participating in interactions with native speakers over voice chat. The results showed that both learners improved their fluency after the task treatment period. Speech rate and its supplemental measure, the articulation rate, increased in the post-test suggesting that the exposure to and practice with English through voice chat can promote the improvement of fluency. The results also showed that while the number of silent and filled pauses increased, the overall length of the silent pauses decreased, suggesting that the learners' greater speech rate may be related to their decreased pause time.

These findings are in agreement with other studies that have claimed that the interaction with native speakers through asynchronous and synchronous text chat and asynchronous voice chat helps learners to develop their language skills (Gonzalez-Bueno, 1998; Tudini, 2003; Jepson, 2005). Tudini also suggested that the interaction with native speakers provided learners with authentic opportunities for cross cultural communication. Indeed, learners in this case study had the opportunity to learn and practice the English language but also had the opportunity to learn about American culture. All participants were able to share aspects of their own culture through the use of the target language. Who else can be the best cultural ambassadors than the learners themselves? The interactions using voice chat seemed to combine the learning of the language and the understanding of the target culture. Indeed, through the use of language participants became familiar with aspects of their cultures such as festivals, food, and education. The findings may also support the claim made by Lehtonen (1978), who pointed out that in order to be considered fluent in a second or foreign language, a speaker needs to know how to hesitate or be silent. Moreover, these results seem to be in agreement with Riggensbach's assumption (2000) that learners employ the use of filled pauses in the process of learning how to deal with uncertainties in their speech and that this is believed to be learned or developed over time. The results of the post-test showed that the number of filled pauses increased for both learners, which may suggest that they became aware that the use of filled pauses is very common in speech. Indeed, the transcriptions of the tasks showed that the speech of native speakers contained several filled pauses (Figure 5.1). This may suggest that the speech of native speakers is not

always free of fillers and that these devices seem to be very common in conversations. Figure 5.1 shows a sample of interaction between ell01 and cp01. The transcription of the speech of cp01 presents the use of 5 fillers of the type [uhm], [uh]. As can be seen in the sample, one of the fillers is placed at the beginning and the other three are in the middle of the utterance (line2).

Figure 5.1. Sample of the use of filled pauses in native speaker's speech (for Opinion Exchange Task)

1.	Ell01:	[uh] which is the best [uh] educational system between public and privacy according your opinion?
2.	Cp01:	[uhm] let's see / I think both of them have their / the things about them that are good and thing about them that are bad / I've gone to [uh] both different kinds [1.05] [uh] at the private school I got to hear more about [uh] religious things and at the public schools you can't do that

The second research question investigated whether the type of tasks influenced changes in oral production over the period studied. The results showed that different types of tasks influenced the oral production of learners. Speech rate measurements showed that three types of tasks were associated with greater speech rates: Problem Solving (1.51 syl/sec), Information Gap (1.41 syl/sec) and Questions and Answers (1.39 syl/sec). The results for the articulation rate supported these findings.

These findings are consistent with previous studies that suggested that oral production seems to be affected by the different types of tasks (Prabhu, 1987; Pattison, 1987; Richards, 2001; Ellis, 2003; Derwing et al., 2004; Volle, 2005). For example, Prabhu, Pattison and Richards suggested that information gap, reasoning gap, and opinion gap, questions and answers, discussions, decision making, problems and puzzles solving promote the development of oral skills. The results of the temporal variables for the types of tasks used in this case study then support that questions and answers, information gap and problem solving as the most effective in promoting the development of fluency. The findings also seem to agree with the claim that information exchange and conversations tasks promote greater fluency in learners (Derwing et al., 2004; Foster and Skehan, 1996), as the types of tasks used in this case study were oriented towards interactions that resembled real conversations.

Indeed, the tasks in this study encouraged participants to interact using clarification and information requests, confirmation checks and repetitions, which are elements commonly found in conversations. For example, in Information Gap Tasks (country information and favorite foods) participants requested additional information regarding the names of family members, hobbies and plans after finishing studies (Figure 5.2). Line 1 in the sample of the interaction seen in Figure 5.2 shows cp02 requesting additional information in the form of a direct question: “Have you ever played carnival in another town besides Ambato?”. Moreover, in line 7, cp02 asks what “guaguas de pan” are. Finally, in line 9, cp02 asks more additional information: “what does it look like?”, regarding the previous question.

Figure 5.2. Sample of requesting additional information (for Information Gap task)

1.	Cp02	Have you ever played carnival in another town besides Ambato?
2.	Ell02	.....Ok / [uh] yes [uh] this is really bad [uh] here in Ambato I play too [uh]
3.	Cp02	What does your family do for the Day of the Dead?
4.	Ell02	[uh] sorry?
5.	Cp02	What does your family do on the Day of the dead?
6.	Ell02	[uh] I like to [1.39] drink “colada morada” and [2.54] and eat “guaguas de pan”
7.	Cp02	[laughs] what are “guaguas de pan”
8.	Ell02	[laughs] [1.16] is a kind of bread
9.	Cp02	What does it look like?
10.	Ell02	Have a shape of a girl form

In Decision Making Tasks (argumentation, creating a recipe, special dinner), participants had interacted more because they were requesting additional information using back-channeling for the decisions they made (Figure 5.3). For example in the following figure, cp02 uses fillers and discourse markers such as: [uhu], [good], [yeah], [yeah I agree], as backchannels (lines 2, 4, and 6). The sample also shows ell02 using similar fillers (lines 3, 5, and 7) that corresponds to the backchannels and information given by the cp02.

Figure 5.3. Sample of back-channeling (for Decision Making task)

1.	E1102:	[uhu] [laughs] I think is better than / that we [uh] we [uh] / celebrate the holidays / in / in their dates / it is
2.	Cp02:	[uhu]
3.	E1102:	[uhu] and don't agree about change
4.	Cp02:	Good / yeah /
5.	E1102:	[uhum]
6.	Cp02:	yeah I agree / I / I guess I don't / I guess I like some holidays being on specific dates / like we know for sure / but I also like some holidays being on different days of the week / ...
7.	E1102:	...[uhum]

Native speakers also checked the learners' comprehension by asking them whether they understood what had been said or the meaning of certain vocabulary words (Figure 5.4 and 5.5). A sample of conversational partner checking for comprehension of vocabulary can be seen in line 3 in Figure 5.4. Cp01 asks the learner if she knows what a hurricane is. E1101 responds negatively in line 4, and cp01 explains the meaning in line 5.

Figure 5.4. Sample of checking vocabulary (for Questions and Answers task)

1.	Cp01:	Ok/ the last trip I went on was actually to New Orleans which is another state in the US / [uh] or Louisiana is New Orleans is the city and did you hear about hurricane Katrina?
2.	E1101:	[hmm] no
3.	Cp01:	Ok / [uh] well the hurricane that hit that city? [uh] do you know what a hurricane is?
4.	E1101:	No
5.	Cp01:	Ok / it's a big storm in the ocean and then it comes up on land and it destroyed a whole bunch of homes and basically destroyed the whole city / so the last trip I went on was on spring break and I actually went to help [uh] to help the country rebuild itself [pause] do you understand what I'm saying?

In Figure 5.5, the conversational partner checks the learner's comprehension of a question previously asked. Line 3 shows the explicit and direct question: "do you understand the question?". In line 4 the learner responds that she did not understand the last part.

Figure 5.5. Sample of checking comprehension (for Opinion Exchange task)

1.	Cp02:	...What.....the logs are used for? / the wood is used for?
2.	EII02:	Wood [uhm] I don't / I / I don't know
3.	Cp02:	Do you understand the question?
4.	EII02:	I / I don't understand the finally part

Participants also checked the information in the additional materials provided for the tasks. For example, in the Special Dinner Task participants looked at the different food advertisements and each other asked questions to find whether they preferred one product over another. Figure 5.6 shows cp01 asking a question in line 1. The question requested the learner to select one product over another. The specific details mentioned in the question (Midwest country, 2.99, blue bunny, 2.99) were based on the information on the store advertisements.

Figure 5.6. Sample of selecting one product over another (for Decision Making task)

1.	Cp01:	Do you want to get the Midwest country fair one for 2.99 or the blue bunny for 2.99? [2.56] [talk to instructor] do you wanna get the one where the little girl is eating the ice cream or do you wanna get the one below it?
2.	EII01:	Oh well / [uh] I think / I think / I guess Midwest country fair ice cream is
3.	Cp01:	Ok
4.	EII01:	A good idea

In the Opinion Exchange Tasks (environmental problems and school systems) participants requested clarification of information and more specific details about the number of students that schools accept, the amount of time that students spend in schools, what subjects are taught, and whether students have the same instructors. For example Figure 5.7 shows the cp02 asking specific details about whether the learner goes to a different classroom or changes professors (line 1). Line 2 shows the answer provided by the learner where she said she had class in the same room except when she has laboratory class.

Figure 5.7. Sample of requesting specific information (for Opinion Exchange task)

1.	Cp02:	Ok / and then do you go to a different classroom? Or does...or do you change professors and your new professor comes to your classroom?
2.	EII02:	[uh] I have classes in the same [uh] the same course / classroom and [uhm] we change classes only when we have lab...laboratory we go to another classroom
3.	Cp02:	And do you have the same professor for all the subjects?
4.	EII02:	Yes / different

In the Problem Solving Task, participants checked and compared their answers by asking why and how they arrived at the solutions. Figure 5.8 shows an explicit question the cp01 asked ell01 about the solution to the problem. There is also an additional question regarding how the learner obtained the response to the problem. In line 2, the learner requests clarification about which day (Tuesday, Monday or Sunday) the cp01 wanted the information.

Figure 5.8. Sample of requesting explanation (for Problem Solving task)

1.	Cp01:	Ok / [uh] how / how did you get to this solution? Can you explain that for me please?
2.	EII01:	Well / about Tuesday / Monday or Sunday?
3.	Cp01:	[uh] all of them [pause] because I had a different solution / but / yeah / how did you get the answer?
4.	EII01:	Well / [uh] I think Mr. Shultz arrived on Sunday because only he arrived this day and

The third research question investigated the participants' feelings and attitudes about the experience with voice chat. The results showed that all participants considered the interaction as a positive and useful experience as it led them to learn from each other, to learn their cultures and languages, and also to enjoy the voice chat sessions. For example, learners reported in their journals about what they had learned and how they had felt.

“I learned a bit more about the US, food and traditions”

“Very good, this was fun”

(e1101)

“I learned about the US, new vocabulary and the culture”

“Fine, it was good to share recipes and learn how to make them”

(e1102)

Conversational partners also reported positive opinions in the interviews:

“I felt this was a very positive experience. I learned a little bit about teaching EFL. I especially thought things went well when we had some questions to ask to D. This allowed me to better instruct D. in her language learning”

(cp01)

“It was great to speak with a new English learner and have her practice speaking and listening in English.”

(cp02)

These findings seem to agree with the claim that interactions through chat provide learners with opportunities to transfer what is practiced into language skills (Payne and Whitney, 2002). Indeed, learners seemed to become aware of their improvement as they mentioned having learned new vocabulary and being able to understand better. These findings also seem to support the claim that learners who engage in chat interactions with native speakers or other learners tend to notice their errors, modify the output, and maximize their opportunities to practice the language skills (Weininger and Shield, 2003; Tudini, 2003; Wang, 2004; Jepson, 2005). In fact, the tasks’ data showed that learners modified their output when they realized they had made mistakes. For example, learner 01 modified her output by changing the word “recycling” to the word “recycle” when she noticed she needed the verb in the base form for the negative structure,

E1101: / [uh] finally the people don't [2.76] / **recy recycling** the
 [uh] / people **don't recycle** materials / and our trash go to the
 landfills / and no more [Task 10]

Learners also practiced pronunciation of their existing or new vocabulary. For example, learner 02 was encouraged by her conversational partner to practice pronunciation of the word “chemistry” that was spoken in Spanish as the learner did not know how to say it in English (Figure 5.9). The sample in figure 5.9 shows ell02 saying “quimica” (chemistry in Spanish) in line 1. The conversational partner explicitly tells the learner that “quimica” is chemistry in English (line 2). The interaction continues and ell02 seems to understand by using discourse markers as backchannels (oh ok) in line 3. However, the conversational partner encouraged the learner to say the word by emphasizing its pronunciation (emphasis marked by capitalized font). Finally, in line 5, the learner agreed and pronounced “chemistry”.

Figure 5.9. Sample of practice of pronunciation (for Opinion Exchange task)

1.	Ell02:	[2.67] and [2.79] and [uh] “quimica” / I don’t know [laughs]
2.	Cp02:	Ok / “quimica” is chemistry
3.	Ell02:	Oh ok /
4.	Cp02:	Can you say it? CHEMISTRY
5.	Ell02:	Ok / chemistry

Also, the findings seem to meet the criteria for CALL Task Appropriateness suggested by Chapelle (2001). The data supports the fact that learners had a great opportunity to engage in meaningful interactions that seemed to lead them to practice their existing knowledge and to learn new vocabulary as well as practicing pronunciation and the use of verb tenses. For example, Figure 5.10 shows how the learner explains about a holiday in her country. In line 4, ell02 relied on the background information she had about her country and told her conversational partner about a festival that is celebrated for almost a week. Moreover, the sample shows the interaction that both participants had and in line 10, ell02 explained that the festival is celebrated differently in her hometown.

Figure 5.10. Sample the interaction between ell02 and cp02 (for Information Gap Task)

1.	Cp02:	Do you eat any special food during this festival?
2.	Ell02:	[uh] I don't think we have something special / but we eat "llapingachos" [uh] the special food
3.	Cp02:	And is the festival just one day or is it a whole week?
4.	Ell02:	[uh] it's about [uh] well / the [uh] the festivities are for about two weeks but [uh] is in the carnival [uh] when we have the really holiday from Monday until Thursday
5.	Cp02:	Uhu
6.	Ell02:	Uhu
7.	Cp02:	And you don't throw water balloons in Ambato like they do in the rest of Ecuador?
8.	Ell02:	No
9.	Cp02:	No?
10.	Ell02:	No it /it's really different the carnival in Ambato because people don't play with water
11.	Cp02:	[laughs]

Also, learners seem to have positively benefited from the experience as they seemed to enjoy the voice chat conversations and information exchange with native speakers. For example, Figure 5.11 shows some examples of the learners' answers to the interview. For example, some of the answers to the first question indicate that the experience with voice chat was "very interesting and a good way to learn English". Moreover, learners thought they were "able to practice what have learned in books". The sample in Figure 5.11 also shows some of the learners' responses regarding what they learned from their conversational partners. For example, learners responded that they "have learned more about the America Culture, improved my vocabulary and pronunciation".

Figure 5.11. Sample of answers in the interview (ell01 and ell02)

<p>1. What do you think about the experience with voice chat?</p> <p>“it is very interesting and a good way to learn English”</p> <p>“I was able to practice what I have learnt in books”</p> <p>“It helps me to understand better, practice speaking and listening”</p> <p>2. What did you learn from your conversational partner? The experience?</p> <p>“I have learnt more about the American Culture, improved my vocabulary and pronunciation”</p> <p>“My conversational partners’ ideas and opinions”</p>
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Learners also seemed to become aware of the quality of their output as they mentioned being able to express their thoughts and ideas better. Figure 5.12, shows a sample of the entries that learners reported in their journals. The sample shows the responses to the question: “How did you feel about today’s session?” These responses are: “fine, this was a more complex task but it was interesting”, and “comfortable, more confident”.

Figure 5.12. Sample of learners’ entries for Task 4

<p>How did you feel about today’s session?</p> <p>“fine, this was a more complex task but it was interesting”</p> <p>“comfortable, more confident”</p> <p>What did you learn from today’s task?</p> <p>“how to put my ideas across to present and support my arguments”</p> <p>“listen to my partner’s opinions”</p>
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The task interactions also resembled real conversations that could take place in the target language. The task treatment attempted to provide authentic interactions that may occur outside the classroom and with real-life language. Finally, this case study seemed to have provided learners with adequate resources to engage in language practice according to their level of language and knowledge of technology.

The findings also seem to support the claim that chat interactions with native speakers allow learners to use the target language without relying on their native language (Negretti, 1999). In fact, all the tasks were carried out in English and learners had to speak the target language in order to interact and converse with their conversational partners. Although one of

the conversational partners (cp02) had a good command of Spanish and from time to time spoke in Spanish with the learner, the interactions were in English, encouraging the learner to use the target language.

These results can be explained by assuming that fluidity of learners' speech improved as the task treatment progressed over the period of the study. Indeed, task design and task implementation variables seemed to have played a relevant role in the interaction and therefore in the improvement of fluency. For example, the type of input learners had influenced the learners' speech. Learners met their conversational partners twice a week and spent an average of 20 minutes each time speaking and listening only English. Although this amount of time may seem not to be sufficient to practice the language outside the classroom, in the case of both EFL learners it was a good opportunity to practice oral skills with real-life language and therefore improve their speaking skills. Indeed, these findings provide instructors with tools that can encourage learners to practice spoken language, especially in EFL settings where learners have little or no exposure to authentic and real-life language. The notes taken by the researcher in an informal interview with the learners before the study began indicated that both learners were familiar with the use of technology and text chat. Therefore, speech rate in the post-test is likely to have increased due to the interaction with native speakers rather than by the comfort with technology. The notes taken also indicated that learners were more concerned about their speaking skill and the ability to understand the speech of native speakers rather than the use of this technology.

Also, it may be assumed that listening may have contributed to the improvement of speaking. In fact, learners were involved in interactions where speaking and listening were practiced, which leads us assume that the quality of the input helped improve the quality of the output. The fact that the interactions included native speakers seems to have been positive for learners as they experienced authentic language and were able to acquire new vocabulary and practice pronunciation. Learners had the opportunity to be exposed to the authentic sound of the target language, to practice speaking and therefore to improve their fluidity. For instance, learners learned new words and phrases such as "cool", "so", "recycling", "chemistry", "earthquake", "how far are you?", "yeah", "sounds good", "hurricane", "taste", "waste", and "resolve" and the pronunciation of words such as "biology", "recycling", and

“lettuce”. Moreover, after carefully reading and looking at the transcriptions, it was noticed that the speech of learners showed the use of discourse markers such as “uhuh”, “uhm”, “eh”, “uh” and that the post-test results showed that these markers increased. For example, learners used an average of 30 filled pauses in the first three tasks, 32.5 filled pauses in the next four tasks, and 34.65 filled pauses and the last three tasks. (Table 5.1). This may have been influenced by the interaction with native speakers whose speech, as seen in the transcriptions, presented a considerable use of the discourse markers mentioned. Although the number of filled and unfilled pauses did not vary considerably from the pre-test to the post-test, the use of these discourse markers seemed to have been learned during the interaction with the conversational partners, becoming discourse strategies or compensators of fluency (Riggenbach, 2000).

Table 5.1 Progressive use of filled pauses in the task treatment for both learners

Group 1 (Countries, education, argumentation)	Group 2 (festival, food, arrival dates, environment)	Group 3 (trip, recipe, special dinner)
30.25	32.5	34.65

The results of the post-test showed that speech and articulation rates for both learners increased. The results also showed a slight increase in the number of filled and unfilled pauses. However, the length of silent pauses decreased from the pre-test to the post-test. (MLP pre-test= 1.78 secs, MLP post-test=1.32 secs). My perception of the learners’ fluency was that ell02 was more fluent than ell01 because ell02’s speech seemed to be faster. However, ell02 used more silent pauses than ell01 in the post-test. The MLP in the post-test for ell01 was 1.39 secs and for ell02 was 1.32 secs. It may be assumed that these discourse markers might have played an important role in the development of fluency and that the decrease in length of pauses allowed learners to produce more speech. As I am not a native speaker of English I was interested in supporting this assumption by finding how native speakers perceived the fluency of both learners after the treatment. In order to support this assumption an ad-hoc analysis was done using a 9-point scale (1=extremely fluent,

9=extremely dysfluent) for rating fluency (Derwing, et al., 2004). Seven untrained native speakers were asked to listen to the samples of the post-test and rate the fluency of the learners based on the given scale. The native speakers were all adults, four were in the field of Applied Linguistics and three were not familiar with the field. The listeners were asked to pay attention to the overall smoothness and fluidity of the learners' speech rather than in specific aspects of the language such as grammar, intonation or pronunciation. The ratings showed that six out of the seven native speakers rated learner 02 as more fluent than learner 01, which may suggest that native speakers do not consider the use of filled pauses as dysfluency markers and are more concerned with the length of pauses. Indeed, the findings of the post-test showed that learner 02 used more filled pauses (66) and the mean length of her pauses was shorter (1.29) than learner 01 (51 filled pauses and 1.39 MLP). It may be argued that the length of pauses seems to be a determinant factor in the perception of fluency.

The study conducted by Derwing et al., (2004) showed that the temporal variables are not the only factors that contribute to fluency and that markers of dysfluency may vary. Derwing et al. found that the temporal measures they investigated were predictors of the judgments of the untrained listeners. They suggest that fluency ratings can be predicted from the variables measured. The findings of the present study seem to agree with the above claim as speech rate, articulation rate and MLP might work as predictors of native speakers' judgments of fluency.

Another factor that might have contributed to more rapid speech is familiarity of topics. The task treatment included topics such as background information, countries, favorite food and festivals, and recent trips that were part of the learners' life. Learners may have been able to access the information more easily and rely on already known vocabulary. These topics were included in the Questions and Answers and Information Gap tasks, both of which showed higher speech and articulation rates, suggesting that the more familiar the topics, the more likely that the learners would speak fluently. However, Problem Solving did not include a familiar topic but also showed a higher speech rate. This result can be explained by assuming that time allotment, another task design variable, played an important role. Indeed, from the researcher's notes, it can be claimed that Problem Solving required participants to solve a logic puzzle where learners were to find the time and day of arrival of

five international students. Participants were given clues and had to work on a recursive procedure to be able to find the answers. As this task required logic, reasoning, predicting, and guessing, it was believed to be the most challenging task and therefore participants were given advance notice to solve it. This was the only task that was required to be solved before the next voice chat session.

The findings of this case study may be summarized as follows: First, the task interactions using voice chat with native speakers seemed to have helped EFL learners improve their fluency, acquire new vocabulary, and feel more confident in speaking the target language and interacting with native speakers of the language. Second, the results also showed that dysfluency markers such as filled pauses and silent pauses played an important role in the development of fluency and in the perception that native speakers have about the speech of learners. It can be argued from the findings of this case study that the most reliable measurements of fluency are speech rate and articulation rate. Third, it can be argued that, contrary to the belief that filled pauses and silent pauses are dysfluency markers, filled pauses bridge the gap between actual utterances and silence which seem to be one of the key elements of fluid and smooth speech, and pauses seem to not disrupt the speech if their length does not cause excessive interruption of speech. Fourth, voice chat seems to be an effective classroom aid that instructors may want to encourage learners to use in order to practice the target language in a more informal, meaningful and authentic form.

Implications

The present case study provides implications for instructors and learners. The results from the pre-test and post-test show that there was an overall improvement in the speech rate as learners were able to produce more syllables per second in the post –test. Indeed, speech rate and articulation rate both increased. Although the number of filled pauses increased, these did not hinder the improvement of fluency. As a case study, this study provides evidence of the effectiveness of implementing task interactions over voice chat to develop spoken production of EFL learners. It is fundamental for instructors and researchers to focus attention on task design and implementation variables that are crucial for the learners' language development. Indeed, as EFL learners do not have much opportunity to practice the

language outside the classroom nor be exposed to real-life language, the use of voice chat could be an important and useful aid for language instruction. Indeed, learners who have limited or no exposure to authentic language, like those in Ecuador, may use this technology to practice the target language and learn more from the interactions than they could do if they rely only on the information in their textbooks.

Moreover, the use of voice chat seems to resemble the effects of practice with face-to-face conversation. The interactions in voice chat included the exchange, request, clarification and repetition of information, use of discourse markers, awareness of pronunciation, vocabulary, and cross cultural communication. These aspects are also found in face-to-face conversations where interlocutors express their ideas in real time and spontaneously as they did with voice chat. This technology would also help to imitate face-to-face conversations when it is not possible. The fact that voice chat can be combined with visual support in real time would also be useful to notice non-verbal communication. EFL settings would make a great use of this technology for learning a language in a more real-life experience without leaving home.

The use of voice chat might also be beneficial for teacher training as tutors or conversational partners may learn how to use more effective strategies in supporting learners and helping them to develop language skills. The use of technology, specifically computers and networks, provides learners and instructors with state-of-the-art technology. Indeed, instructors may use software programs oriented towards the learning of vocabulary, grammar and other language skills. Moreover, the use of the Internet and the World Wide Web allow learners and instructors to access to information and learning tools in real time such as chats, forums and on-line tutors that open a world of opportunities for practicing the target language.

Nowadays, many instructors seem to be dedicated to using web-authoring software that allow them to create their own computer assisted materials and programs to support their classroom teaching. Mehlinger and Powers (2002) suggest that by using technology instructors may be able to increase their familiarity and comfort in the use of technology. Instructors also can support each other by sharing experiences in the selection, design and

implementation of technology that help maximize learners' practice and comprehension of the language.

Davis (1998) also suggests that technology can be used to encourage collaboration among student teachers. For instance, the use of virtual case conferences may help to provide participants with experience in problem-solving teacher education. The use of electronic communication may also encourage educators to participate in discussion groups where curriculum planning, classroom management, cultural aspects, ideas, and resources for teaching can be addressed. According to Davis, the use of electronic communication seems to be a promising tool for establishing professional development, collaborative partnership and new learning opportunities in education. Hubbard and Levy (2006) also suggest that the use of CALL, discussion groups, and learning communities may be implemented for pre-service and in-service groups so they can establish collaborative learning, communities of practice, and shared experiences about learning. Also they suggest that these types of technologies may be an effective tool to link instructors and trainees.

It is also important for instructors to focus attention on other language skills such as listening, pronunciation, and cross cultural interactions that might benefit from voice chat. The interactions can also encourage interlocutors to share aspects of their own cultures that are not easily found in textbooks. Voice chat interactions in real time may be an open door to opportunities to listen to authentic language in informal situations that help learners be familiar with the sounds of the target language. For example, learners may become aware of intonation patterns, and practice pronunciation of phonemes and rhythm. In fact, Hardison (2003) conducted two experiments with English-speakers learners of French using speech technology to determine the effectiveness of computer-assisted prosody training with visual support and to explore the association of prosody and lexical content stored in memory. The study investigated the acquisition of prosody (pitch, tempo and rhythm) by using visual support in the form of pitch contours displays in real time of samples recorded by native speakers of French. This visual support was used as feedback. The study also investigated the relation between prosody and lexical information stored in memory by using a recall task. According to Hardison the computer-assisted training was effective in improving the learners production at segmental and suprasegmental levels. The training promoted the acquisition of

L2 prosody and helped learners to become aware of other aspects of the language such as liaison and specific sounds and eventually learners became more confident in their language production.

Limitations

This case study included certain limitations that might have affected the results. First, the low quality of the communication in certain voice chat sessions caused several interruptions and therefore participants felt discomfort and frustration. Second, the Ambato location used dial-up connection which made it difficult to use video and audio simultaneously, and therefore the chat sessions were recorded with audio only, making the participants' nonverbal clues unavailable.

Recommendations for Further Research

This study investigated how the oral production of two EFL learners changed over time through voice chat. For future research, the following should be taken into consideration: First of all, it is important to consider a larger sample of participants. It would be helpful to have more participants in order to be able to provide more precise and reliable results on the effectiveness of voice chat in real time for language education. If possible, a dual-language study may be useful to be considered where all participants practice their target languages as opposed to a single-language study like this. Participants in a dual-language study would serve both as learners and as conversational partners and both would benefit in their language learning and share the responsibility of guiding each other in the process, a give-and-take collaborative work. Participants may feel more motivated and engaged in the experience as they will serve as tutors of their own language. Participants could engage in meaningful task interactions that would allow them to practice the target language in an orderly manner which could lead them to take better advantage of the interactions. For example, the interactions could focus on one language first and then on the other in order to obtain valuable outcomes and avoid conflict and confusion if both languages are practiced simultaneously.

Second, it is important to give more consideration to task design and implementation variables in order to be able to find and compare what other factors are involved in language outcomes. Indeed, a variation in the topics, demands and objectives should be considered in order to provide learners with more challenging opportunities that encourage them to use the target language as if they were in the target setting. Different topics may promote the use of complex grammatical structures such as conditionals and perfect tenses that are difficult for learners to use without struggling. Learners can also expand their vocabulary by speaking about more advanced topics that require them to use high-thinking skills such as criticizing, predicting, and inference.

Third, other temporal variables should be investigated to determine whether they vary over time and how they interact. For instance, it would be useful to determine if filled pauses, false starts, hesitations, and repetitions affect speech rate or the perception listeners have about the speakers. Also, there are several other factors that may play a role in the development of fluency that may be useful to investigate. For example, what is the role that intonation, pronunciation or the native language and its correspondence with the target language play in the development of learners' fluency?

Finally, the incorporation of video and audio in voice chat in real time is in need of research in order to find how non-verbal clues are used in this type of interaction. It would be interesting to determine whether non-verbal clues found in face-to-face conversations are reflected in voice-video chat interactions in real time. Also, more careful consideration to the software for voice chat and data collection should be taken so as to be able to capture the participants' real-time non-verbal communication.

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APPENDIX A. ORAL TESTS GUIDELINES - ORAL PRE-TEST AND POST-TEST (EFL Learners)

INSTRUCTIONS

Please respond orally to the following questions. Feel free to ask for repetition if you do not comprehend what the examiner says. You will have about 2 minutes to answer each of them. All the answers will be recorded using the software Audacity. You will also be asked to use a microphone and headphones during the oral test.

1. Talk about yourself and your family. Include details about things you all like to do or places you all like to go.
2. Talk about a past event or activity you remember that made you feel happy.
3. Talk about your likes and dislikes, hobbies and favorite food.
4. Talk about events with friends or neighbors.
5. Talk about your weekend plans.
6. Talk about a traditional festival that people celebrate in your country.
7. Describe your city and places to go or visit. Give details on the most tourist places.
8. Talk about how people celebrate weddings/graduations in your country.
9. Describe how to make your favorite food. Provide details on the ingredients and recipe instruction.
10. Talk about one of the following topics:
 - a. Environmental pollution: causes and actions to be taken to care the environment.
 - b. Public services: good aspects and aspects to be improved.
 - c. Education: public versus private schools.
11. Talk about a special skill you have. Describe how you learned it and how you use it.
12. Provide a recommendation for the following situations:
 - a. A home remedy for [the flu, stomachache, headache, burn, cold, cough]
 - b. Refuse to an invitation to a party.
 - c. Give advice about a home repair
13. Talk about the things that are[not] allowed in your school
14. Describe your best friend and the activities you like to do together.
15. Briefly talk about a story you like the most.

APPENDIX B. TASKS GUIDELINES

INSTRUCTIONS

Work on the following tasks with your conversational partner. Feel free to ask questions of the examiner if there is something you do not understand before starting the task. All the tasks will be recorded using Camtasia Studio and Audacity, software packages. There will also be a video recording for backup. Please use the microphone and headphones at the time of the task.

Some of the tasks require that you and your partner take notes, fill or complete charts, bring pictures or other information. Also, some of the tasks are in Spanish which means that you and your partner will use Spanish to carry them out.

Both the English Language Learner and the English Conversational Partner will be instructed in advanced about the tasks that will take place the next time they virtually-meet.

TASK 1 (English version)

Greet each other, introduce yourselves and talk about your families. Include details about the jobs, likes, hobbies, favourite food, etc. Please, if possible bring a photo of your family to show to your partner. As you listen to your partner, write down some notes.

Name:.....
 Studies/Work.....
 Hobbies:.....
 Favourite food:.....
 Favourite sports:.....
 Family:.....
 Other:.....

TAREA 1 (Version en español)

Salude y presentense a su companero. Hable sobre usted y su familia. Incluya detalles sobre sus estudios o trabajo, sus pasatiempos, comida favorita, deporte favorito, etc. Si es posible, por favor traer una fotografia de su familia para que su companero la conozca. Mientras escucha tome notas en el siguiente cuadro.

Nombre:.....
 Estudios/Trabajo:.....
 Pasatiempos:
 Comida favorite:
 Deporte favorito:
 Familia:.....
 Otro:.....

TASK 2

Take turns and describe your own countries. Look at the chart below and provide details on each aspect. If possible, please bring a picture of something interesting in your country. As you listen to your partner, complete the chart:

DESCRIPTIONS	ECUADOR	UNITED STATES
Location		North America,
Language	Spanish	
Currency		
Weather	Ecuador does not have four seasons. The weather is warm and cool most of the year.....	There are four seasons:.....
Festivals	Carnival, Day of the Dead.....	Labor Day, Thanksgiving.....
Crops (vegetables/grains/fruit)	Bananas, watermelons,....	Grapes,.....
Places to visit	Banos, Ingapirca,.....	New York,....
Food	Fritada,	Turkey, mashed potatoes,
People	Friendly,.....	Helpful,.....
Other		

TASK 3

Discuss the differences and similarities in the education system in your countries. After that, provide ideas you think may improve the educational system in both countries. Write down some notes in the following chart:

SIMILARITIES	DIFFERENCES	IDEAS FOR IMPROVEMENT

TASK 4

Choose one of the following situations, provide reasons “for” and “against” and arrive to an agreement.

Situation # 1: A group of high school students want to throw a party to celebrate a foreign holiday. This foreign holiday is becoming popular in their country due to companies’ and market’s campaigns. However, parents and teachers disagree with this idea.

Ell_01: You agree with the organization of the party.

Cp_01: You do not agree with the organization of the party.

Situation # 2: The government in your country plans to change official holiday dates in order for people to have a consistent calendar and may arrange vacation in advance. The change is as follows: instead of having a day off on the exact date of the holiday, they plan to move it to the first Monday of the month. Discuss the advantages and disadvantages of this change.

TASK 5 (English version)

Talk about your favourite festival and the things you like to do or places you like to go. Afterwards, discuss similarities and differences for common festivals in both countries. You may take notes.

TAREA 5 (Version en español)

Hable sobre su festival favorito y las actividades que le gusta hacer o los lugares donde le gusta ir. Luego, hable sobre las similitudes y diferencias de festivales comunes que se realizan en los dos países.

TASK 8

Describe your favourite food and how to make it. Include details about ingredients and procedures.

Describe it in detail so your partner can take notes.

Food

INGREDIENTS	PROCEDURE

TASK 9 (English version)

Solve the following situation:

“Five international students – two women and three men – arrived for an academic training on Sunday, Monday and Tuesday. No more than two people came on the same day. The students came from five different countries

Clues

The women: Ms. Anderson and Ms. Bennetton.

The men: Mr. Jackson, Mr. Malerno and Mr. Shultz.

The countries: Argentina, Costa Rica, Italy, South Africa and Brazil.

The order of arrivals:

- Mr. Shultz arrived late at night. No one else arrived that day.
- Ms. Anderson and Mr. Malerno arrived on the same day.
The man from South Africa arrived the day before.
- The students from Italy and Argentina arrived on the same day.
- Mr. Jackson and the woman from Italy arrived on Tuesday, after Mr. Malerno.
- The student from Argentina arrived the day after the person from Brazil.
- Mr. Malerno is from South America but not Brazil.

With your partner, find the students' Countries and Arrival Days.

Sunday	Name.....	Name.....
	Country.....	Country.....
Monday	Name.....	Name.....
	Country.....	Country.....
Tuesday	Name.....	Name.....
	Country.....	Country.....

TAREA 9 (Version en español)

Encuentre la solución al siguiente problema:

“Cinco estudiantes internacionales – dos mujeres y tres varones – asistieron a un programa de entrenamiento académico el Domingo, Lunes y Martes. No mas de dos personas llegaron el mismo día. Los estudiantes son de diferentes países.

Claves

Mujeres: Srta. Anderson and Srta. Bennetton.

Hombres Sr. Jackson, Sr. Malerno and Sr. Shultz.

Países Argentina, Costa Rica, Italia, Africa del Sur y Brazil.

Orden de llegadas:

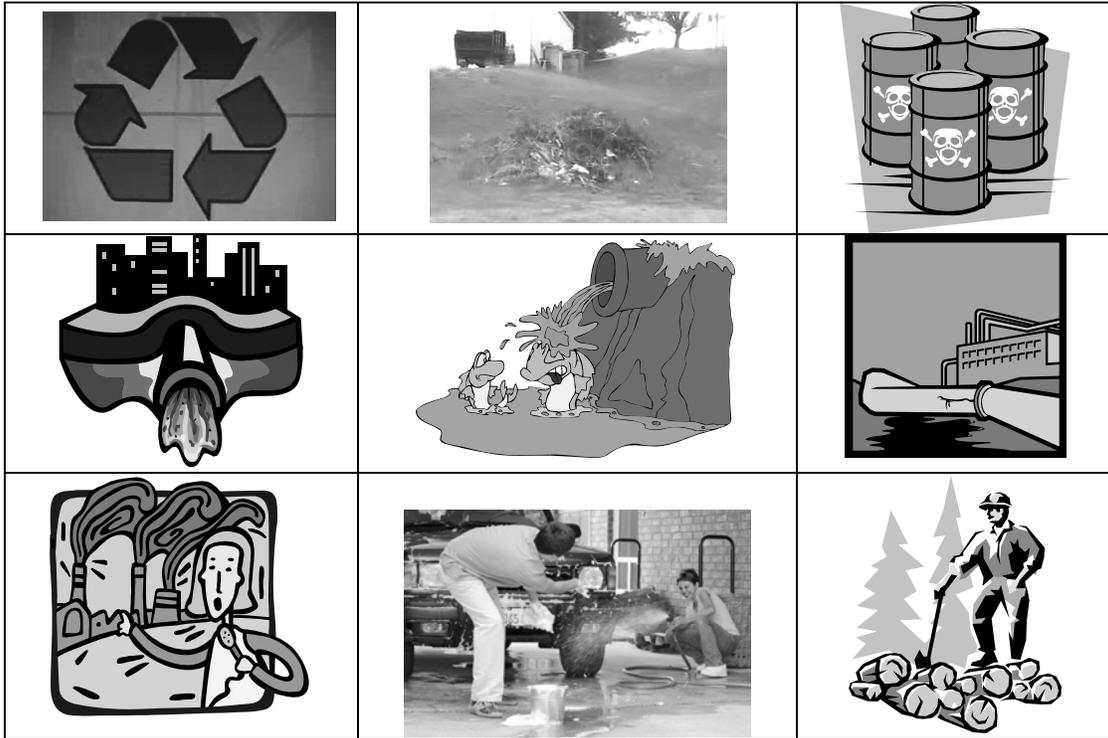
- El Sr. Shultz llego tarde en la noche. Nadie mas llego ese día.
- La Srta. Anderson y el Sr. Malerno llegaron el mismo día.
- El estudiante de Africa del Sur llego el dia anterior.
- Los estudiantes de Italia y Argentina llegaron el mismo dia.
- El Sr. Jackson y la estudiante de Italia llegaron el Martes, despues del Sr. Malerno.
- El estudiante de Argentina llego el dia despues que la persona de Brazil.
- El Sr. Malerno es de America del Sur pero no es de Brazil.

Con su compañero, determine los países y llegadas de los estudiantes.

Domingo	Nombre.....	Nombre.....
	Pais.....	Pais.....
Lunes	Nombre.....	Nombre.....
	Pais.....	Pais.....
Martes	Nombre.....	Nombre.....
	Pais.....	Pais.....

TASK 10

Look at the pictures below. Choose those pictures that show situations which may be found in your country, and explain what measures have been taken to avoid these problems.



TASK 12

Create a recipe using the following list of ingredients and verbs. After that, talk about variations of your recipe.

1lb. Shrimp	bring to a boil
5 tomatoes	mix
1 orange	squeeze
Salt, pepper and garlic	peel and cut
2 1/2 lb brown rice	cook
1 can chopped mushrooms	bake
1/4 cup of onions, in cubes	stir in
2 avocados, mashed	add
6 cups coconut milk	pour
3/4 cup cilantro and parsley, finely minced	place
	taste and adjust

TAREA 12 (Version en español)

Prepare una receta utilizando los siguientes ingredients y los verbos de la lista. Luego, considere variaciones a su receta.

1lb. de camarones	hervir
5 tomates	mezclar
1 naranja	exprimir
Sal, pimienta y ajo al gusto	pelar y cortar
2 1/2 lb arroz integral	cocinar
1 lata de champinones picados	hornear
1/4 de taza de cebolla Blanca, en cuadritos	batir
2 aguacates,	añadir
6 tazas de leche de coco	incorporar
3/4 de taza de cilantro y perejil finamente picado	poner
	probar sazón

TASK 13

Tell your partner about a recent trip you have made. Include details about the interesting places, food and people. Also, provide information about things you enjoyed a lot and things you did not like about the trip. You may bring pictures and/or souvenirs from the trip to show them to your partner

TASK 19

You and your partner are going to have some friends over for dinner. You are going to cook a special dinner. You have \$30 to buy the food, dessert and drinks. Look at the food store advertisements and agree what to buy and where.

APPENDIX C. INTERVIEW QUESTIONS

Interview Questions - English Language Learner

Please answer the following questions regarding the Voice Chat Study.

1. What do you think about the experience with voice chat?
2. Do you consider you have improved your knowledge of English in any way?
3. Which were the easiest tasks? Why?
4. Which were the most difficult tasks? Why?
5. What did you learn from your conversational partner? The experience?
6. Do you think voice chat is a useful tool to learn or improve the learning of a foreign language?
7. What suggestions can you provide to improve this experience?

Interview Questions -Conversational Partner

Please answer the following questions regarding the Voice Chat Study.

1. How do you feel about this experience?
2. How would you characterize the EFL learners' spoken discourse from the first to the last session? Has it improved?
3. What were the main drawbacks you found in this experience?
4. Have you, in overall, learnt something about the EFL learner?
5. Do you think this type of instruction could benefit language learners who do not have the opportunity to travel to English speaking countries?
6. What suggestions can you provide to improve this experience?

APPENDIX D. JOURNAL RECORDS

Journal Record – EFL Learner	
Participant ID:.....	Date:.....

Virtual Session (Voice chat session) N.-.....

I.

Topic

Task

Objective

II.

How did you feel about today’s session?

Did you find problems when working on today’s task? If “YES” Which problems?

What did you learn from today’s task?

Other Comments

Journal Record – Estudiante de Ingles	
Participante:.....	Fecha:.....

Sesion Virtual (Sesion de voice chat) N.-.....

I.

Tema

Tarea

Objetivo

II.

Como se sintio en la session virtual de hoy?

Tuvo algun problema al momento de trabajar en la atrea asignada? Si escribio “SI” indica cual problema(s)

Que aprendio de la session virtual de hoy?

Otros comentarios

Journal Record – Conversational Partner	
Participant ID:.....	Date:.....

Virtual Session (Voice chat session) N.-.....

I.

Topic

Task

Objective

II.

How did you feel about today’s session?

Did you notice problems the EFL learner might have had during the session? If “YES”

Which problems?

What did you learn from today’s task?

Other Comments

APPENDIX E. TEMPORAL VARIABLES IN ORAL TESTS (ell01 and ell02)

Variables Learners	EII01		EII02		Mean	
	Pre test	Post test	Pre test	Post test	Pre	Post
Total learners' speech (secs)	213	190	168	191	191	191
# syllables	234	264	205	260	22	262
SR	1.09	1.39	1.22	1.36	1.15	1.37
Articulation time	93	104	79	92	81	98
AR	2.51	2.53	2.60	2.83	2.24	2.34
Length of silent pauses (secs)	118	71	64	85	91	78
Number of silent pauses	51	51	51	66	51	59
Mean length of pause (secs)	2.31	1.39	1.25	1.28	1.78	1.32
Number of filled pauses [uh, uhm, hm]	8	11	28	29	18	20

APPENDIX F. TRANSCRIPTIONS OF THE TASKS (ell01 and ell02)

ELL01 - TRANSCRIPTIONS – TASK INTERACTIONS

TASK 1: Personal Information

(0:13:31.94)

Speaker	Text
Ell01	Hi / my name is Diana
Cp01	How do you spell your name?
Ell01	[u] / ok / my name is Diana / and I'm eighteen years old / [uh] / and I' student and I'm going to Ambato High School. I love go to swimming and bicycling and sometimes I
Cp01	Can you spell your name for me?
Ell01	My favourite food is french fries [uh] and I love pizza [uh] / [uh] I like swimming / I love swim
Cp01	Which year are you in school?
Ell01	[uh] [continues speaking] basketball. In my family [uh] I'm going to Ambato College / and I love travel
Cp01	Is this your first year in college?
Ell01	Sorry?
Examiner	“No, continua”
Ell01	And
Cp01	Is this the first year you're going to college?
Ell01	[uh] [long pause] and
Cp01	Can you repeat what you said?
Ell 01	I think I lost your connection there or something
Examiner	Can you wait for one second please?
Ell01	Ok / [uh] [pause] I'm going to Ambato college [long pause]
Examiner	“puedes escucharnos”
Cp01	[incomprehensible]
Examiner	Diana?
Ell01	Yes?
Examiner	“parece que bubo un rebote de la comunicacion y estabas escuchando lo que hablamos hace un momento. Diana puedes escucharnos?”
Ell01	“SI mas o menos”
Examiner	“ya entonces ahora si continua, te quedaste en family”
Ell01	“Ya listo” / [long pause] in my family we are five / [uh] and [uh] [pause] I love travel to other cities / and it is really exciting [uh] and no more. What about you Brooke?
Cp01	[uh] My name is Brooke Walker and I am a / I'm going to teach high school English / when I graduate [pause] at / at Iowa State University. Sometimes when I go home for breaks I work at a clinic [long pause] Can you still hear me?
Ell01	[Eh] not / not very well [pause] please you can me repeat what did you go?
Cp01	I go to [uh] college / at Iowa State University [long pause] and I'm studying English [pause] I wanna be an English teacher [pause] for high school students
Ell01	Well

Cp01	[long pause] and my hobbies are [uh] playing guitar and reading and I just got engaged to be married so I'm planning my wedding [long pause] Can you still hear me ok?
EII01	Yes
Cp 01	Ok / I don't know about favourite foods out for sure [uhm] [pause] I like to have a very good salad with all the vegetables and lettuce and those sort of things and my family eats hamburgers a lot hamburgers and French fries [pause] and I really like that and I like chocolate [long pause] [mumbles] My favourite sports are probably boxing and football [pause] and I also have five people in my family. I have two brothers and my mom and my dad. [long pause] I don't really think I really have anything else from this sheet / is there anything else you wanna tell me not on the task?
EII01	[long pause]
Examiner	You can ask her some questions if you want to. That's ok
EII01	Well / [uhm] [long pause] what is your full name?
Cp01	Brooke Elizabeth Walker
EII01	Thanks
Cp01	Uhu
EII01	[uh] and who is your favourite food again please?
Cp01	[uh] hamburger and French fries
EII01	Thanks [uhm] no more
Cp01	Ok
Examiner	Ok Diana we finish with this session / Diana?
EII01	Si?
Examiner	We finish with the session
EII01	Ok

TASK 2: Description of countries
(0:41:48.67)

EII01	I going to talk about my country
Cp01	Ok
EII01	[uh] well [long pause 0:00:04.64] Ecuador is located in South Americ near [uh] Peru and Colombia [pause] it's an Andean country [uh] [incomprehensible] like [incomprehensible] [uh] [incomprehensible]
Examiner	“Diana me escuchas?”
	[connection interrupted – reconnection takes place]
Examiner	“Puedes escucharnos ahora”
EII01	Si
Examiner	“Diana / tienes algun otro programa corriendo en la computadora”
Examiner	“Alo Diana?”
EII01	Si
Examiner	“Tienes otro programa corriendo ?”
EII01	“No ya/ nada”
Examiner	“Y alguna llamada de telefono?”
EII01	“No ninguna”
Examiner	“Parece que hay un problema con al comunicacion/ enviame tu video y ya te envoi el de nosotros”
EII01	“Yai”
	[video sharing starts]
Examiner	“Nos avisas cuando nos veas”
EII01	“ya listo” / “Ya ya te veo”
Examiner	“Ok / continuemos / empecemos de nuevo”
EII01	Well / hi Brooke
	Long pause
Examiner	“Ya puedes iniciar Diana”
0:06:29.17	
EII01 0:04.07.58	Well I going to talking about my country [uh] my country is located in South Americ / near Peru and Colombia / [uh] is an Andean country [pause 0:00:05.74] [uh] our mother language is Spanish [pause 0:00:05.22] we use the American dollar for currency / and the weather in Ecuador is cold [uh] and in the coast region is warmer than amazon region [uh] / yeah/ in festivals we have carnival / they of the dead / [uh] mother's day / independence day / [uh] batalla de Tarqui is / [uh] February 27 / we have a battle of Pichincha is on may 24th / [uh] also in my country we grow bananas / watermelons / potatoes / yuca / pineapple / carrots / peach / [uh] we have [uh] some cities like Banios ingapirca [uh] capital city / malecon “dos mil” on Guayaquil and some cul - cultural heritage sites like Cuenca / and food we have fritada / [uh] “hornado” they are cooking with pig / [uh] also ceviche and no more but those are the principal typical foods. The people are friendly on the three regions cooperative / energetic and ham-hardworking / but you can see difference between people from all regions and [incomprehensible] [uh] my country the people [uh] are producer of bananas in the world we have an archipelago and / and is called Galapagos [pause 0:00:02.60] and no more

Cp01	Ok
EI101	These things are the principals that there are about my country
Cp01	Ok / thank you
	[interruptions]
Cp01	My country [uh] the location is in North America / and I live in Iowa which is my state / well our language here is English / and we also use the dollar / and there are four seasons / spring / where it's pretty warm outside / and kind of rainy and there's summer that is usually pretty warm / and winter that's cold and usually has snow / and fall and that[s when our leaves change colours / and it's kind of breezy outside / and for our festivals we have Christmas and that's in December / [uh] thanks giving / independence day / we also have a pretty good celebration for birthdays / and our crops it can depends on where you / where you live / here in Iowa – I will teach wrong – here in Iowa we have corn and soy beans / but down by florida they grow lots of fruits like oranges / and grapefruit / [uh] / some places to visit are New York / Florida / California / Washington DC / which is our capital. Our food is a lot of peas / turkey / corn / pizza / French fries / and the people here / are usually friendly /helpful / and kind / Do you have any questions?
Examiner	Diana / do you have questions for Brooke
EI101	[uh] well you can say me about people again please?
Cp01	Ok / they're helpful / and kind / and friendly
Cp01	Do you have any more questions? / Do you have any more questions
EI101	[incomprehensible] [long pause]
Examiner	Diana / do you have more questions to ask
EI101	[uh] / no / I don't have mo – any questions
Cp01	What city do you live in in Ecuador?
EI101	I don't hear you / you can speak me again please?
Cp01	What city do you live in in Ecuador?
EI101	[uh] the weather?
Cp01	Can you repeat that?
EI101	.....[uh] but the weather we don't
Cp01	can you tell me which city you live in again?
EI101	ok we don't [uh] doesn't have four seasons the weather is warm and cool most of the year and in the coast region is warmer and [pause 0:00:02.66] and no more
Cp01	Where do you live?
EI101	[long pause] [no answer] you can say me again please?
Cp01	Where do you live? [emphasis] [pause] which city
EI101	[long pause] [no answer]
Cp01	Which city do you live in?
EI101	[long pause] [no answer]
Examiner	Diana / did you understand the question?
EI101	[long pause] [no answer]
Examiner	Diana escuchas la comunicacion ?
EI101	[long pause] [no answer]
Examiner	Diana do you hear us?
EI101	Solo ahora/ before I did not hear anything
Cp01	What city do you live in?
EI101	[pause] city like to visit?

Cp01	[pause] no what city do you LIVE in?
E1101	[long pause] I don't hear you
Cp01	Which city do you live in?
E1101	[long pause] [no answer]
Examiner	Did you understand the question?
E1101	No
Examiner	Brooke is asking you which [emphasis] city you live in
E1101	Sorry?
Examiner	Which city do you live in?
E1101	Please can you say me again please?
Examiner	what is the name of the city where you live in?
E1101	[long pause] "la comunicacion no funciona"
Examiner	Ok / where do you live?
E1101	[long pause] [uh] ok / [uh] the name of the country or my city?
Cp01	City!
E1101	I live in Ambato
Examiner	Can you say that again?
E1101	I live in Ambato [incomprehensible] M [incomprehensible]
Examiner	Can you repeat please?
E1101	[uh] I live in Ambato – m-b-a – t – o
Cp01	Ok / thank you [pause] I don't have any other questions for you. [pause] Do you have questions for me?
E1101	[pause] questions?
Examiner	Do ou have more questions for Brooke
E1101	Yes / I don't have more questions
Examiner	Ok we are going to finish the session / say bye to Brooke
E1101	[long pause] [no answer]
Examiner	You can say bye
E1101	[uh] ok / bye / see you next [incomprehensible]
Cp01	Ok sounds good / bye

TASK 3: School systems
(0:17:30.16)

Cp01	It looks we are gonna talk about our schools today!?
EI101	Yeah
Cp01	Do you wear uniforms at your school?
EI101	Excuse me?
Cp01	Do you wear uniforms at your school? Like the same clothing?
EI101	Oh / well / we use / we wearing the same clothing to go to school / [uhm] we don't / we can't go with other clothes
Cp01	Ok / [pause] do you wanna ask me a question?
EI101	Yes / [uhm] are there two kinds of educational systems? Like public and privacy?
Cp01	Yes there are / and right now I'm going to public school
EI101	[pause] well
Cp01	Are there public and private schools here too?
EI101	Yes / and / we have / we have public and privacy schools
Cp01	.....What time
EI101	.....I'm in.....
Cp01	What did you say?
EI101	I'm in a public school
Cp01	Ok / [uh] what time do you start class in the morning?
EI101	[uh] at 7 o'clock / in the morning /
Cp01	And do you have any breaks in between or anything?
EI101	Yeah / [uh] at 10h45 we have a break
Cp01	And does it last through lunch then?
EI101	[uh] excuse me?
Cp01	Does that last till you eat then? Or is it just your morning break?
EI101	It's a morning break / [uh] we have / we have only one break
Cp01	And what time do you get out of school?
EI101	Ate 12h45
Cp01	So the you go home and eat lunch?
EI101	Sorry?
Cp01	Do you go home and eat then?
EI101	Yeah / I go home / before / after school
Cp01	Do you eat with your friends?
EI101	Yeah / [long pause] can I ask you a question?
Cp01	Yeah / go ahead
EI101	[uh] which is the best [uh] educational system between public and privacy according your opinion?
Cp01	[uhm] let's see / I think both of them have their / the things about them that are good and thing about them that are bad / I've gone to [uh] both different kinds [pause] [uh] at the private school I got to hear more about [uh] religious things and at the public schools you can't do that
EI101	Well / do students wear different clothes?
Cp01	Yes they do / [pause] we don't have uniforms
EI101	And how many students are in your class?
Cp01	Each class is about 30 students

EII01	And do you have extracurricular activities?
Cp01	[uh] yes / when I was in high school I played basketball and ran track / do you have extracurricular activities?
EII01	Yeah / if you are in cheerleaders group / you need to go to school at afternoon
Cp01	Uhu
EII01	And you try exercise / and this / we have only one / or different sports but not all time the school year
Cp01	Ok / do you play any sports in the summer?
EII01	Yeah / I sometimes I go swim
Cp01	Ok /
EII01	Or I play basketball
Cp01	And how about your classes / how big are your classes?
EII01	My classes? [uh] they are good but we have a lot of homeworks to do
Cp01	Yeah / how many people are in your class?
EII01	[uh] about 37 in each class
Cp01	And do you move around different classrooms or does your teacher move around?
EII01	[uh] can you repeat me the question?
Cp01	Yeah / when you're at school do the students move around to different classrooms or do your teachers go to different classrooms and you stay in the same one?
EII01	Ok / [uh] we have different teachers and we are / the students are in the same class / the teachers are different and they change classes
Cp01	That's one difference here [uh] in America / the students are the ones who change rooms and the teachers stay in the same class
EII01	Oh / that sounds great
Cp01	[laughs]
EII01	[uh] one question / what is the difference between the college and the high school?
Cp01	In college there's a lot more freedom / you don't have classes all day in college whereas in high school you go to class from 8 till 3h30 [u] and you get a small break for lunch but other than that is just straight class
EII01	Oh /
Cp01	College is similar to university
EII01	Excuse me?
Cp01	College is similar to a year university
EII01	Oh / [pause 0:00:07.73] and how many subjects do you have in your school?
Cp01	Can you repeat that for me?
EII01	[uh] how many subjects do you have in your school?
Cp01	I think there's five main classes and there's a lot of extra classes that the students get to choose
EII01	[pause] and how many years do you study in high school?
Cp01	Four years
EII01	And in the middle school?
Cp01	[uh] that depends what school you go to here / but I went to middle school for 3 years / [pause] How long do you go to high school?
EII01	[uh] well / [uh] we only have an elementary school and a high school
Cp01	Ok
EII01	In high school we study 6 years and in a elementary school we study 6 years

Cp01	Uhu [pause] and then do you go to university then?
EI101	Yes /
Cp01	And are you pretty sure of what you're gonna do as a job when you go to university then?
EI101	Well / I'm going to study [pause 0:00:04.96] about technology or about [pause 0:00:03.16] science to be a / an / a veterinary
Cp01	Can you repeat that for me please?
EI101	I'm going to study science to be a veterinary /
Cp01	Oh / ok / I'm going to school now to be a teacher
EI101	[incomprehensible]
Cp01	So do you like animals then?
EI101	No / only two dogs
Cp01	Ok / [pause] how long are your classes? When you go to school how long do you stay in your class?
EI101	About 40 minutes or / yeah 40 minutes
Cp01	That's the same as us as / we go for about 40 minutes / So have you been in the same high school for pretty much of all your life?
EI101	Sorry? Can you repeat me please?
Cp01	[uhu] [uhm] have you been in the same high school for as long as you've one to school then?
EI101	[pause] I don't understand the question?
Cp01	[pause] how many years have you been in high school?
EI101	How many years?
Cp01	Yeah
EI101	[uhm] repeat me please?
Cp01	How many years have you gone to high school?
EI101	How many years have you going to high school?
Cp01	Yeah
EI101	[uh] 6 years you are in a high school
Cp01	[long pause] Ok / [pause] So do you have a lot of friends at that school?
EI101	Yeah I have a lot of friends
Cp01	[laughs] that's good [pause] are there any other questions you would like to ask me?
EI101	Yeah one more / what time do you start school?
Cp01	We start school at 8 and we end at 3h30
EI101	That sounds great
Cp01	[laughs] is it hard to get up in the morning?
EI101	Yeah
Cp01	[laughs] How late do you usually go to bed?
EI101	At 5h30
Cp01	[pause] what time do you go to sleep at night?
EI101	At 10 o'clock or 11 o'clock
Cp01	Ok
EI101	And you?
Cp01	Well / when I was in high school I went to bed at about 11 but now that I'm at the university I don't usually go to bed till 1 or so but I don't have class until 10
EI101	Wow /
Cp01	Do you have any more questions?

EI01	No / don't have any questions
Cp01	Ok / I think we're gonna be done then / it was really good talking to you tonight
EI01	[pause]
Cp01	It was good to talk to you tonight / I'll see you on Monday
EI01	Ok see you on Monday Brooke /

TASK 4: Argumentation: Celebrating foreign holidays
(0:23:00.53)

Cp01	Hello Diana
EI01	[pause] hi Brooke
Cp01	Did you decide what / foreign holiday you wanna celebrate or pretend to the situation
EI01	[pause] yes the situation I
Cp01	Yes what holiday do you wanna / pretend you're doing?
EI01	[pause] [uh] well I'd like to celebrate Thanksgiving
Cp01	Could you repeat that for me please?
EI01	Ok / I want to celebrate Thanksgiving
Cp01	[long pause] can you say that one more time / I think the connection is a little off
EI01	Ok / I want to celebrate Thanksgiving
Cp01	Ok / [long pause] and what do you agree with the organization of this party?
EI01	Because if I want / if I celebrate Thanksgiving [uh] / is a good opportunity to know about [uh] the American Culture and because [uh] it's a good idea to know about the [uh] this foreign holiday
Cp01	[pause] and why are your parents against it?
EI01	Well / [uh] also this would be [incomprehensible] [connection problem] in American day
Cp01	I'm sorry / can you repeat again the connection was off
EI01	Well / [uh] / also it will be excellent and fun to try [incomprehensible] [connection problem]
Cp01	[long pause] is this foreign holiday very popular?
EI01	Yes / it's a holiday / popular holiday /
Cp01	[long pause] do your teachers and family agree with you celebrating the holiday?
EI01	Yes / because we think [uh] someday we could travel there and we could share with the American people in the holidays
Cp01	Do you know much about Thanksgiving?
EI01	[uh] Can you repeat [incomprehensible]
Cp01	Do you know much about the foreign holiday Thanksgiving?
EI01	[uh] no / [uh] but I can learn about that to celebrate this holiday
Cp01	[long pause] [uh] are you kind of worry that if you start celebrating this American holiday you'll / you will start celebrating other American holidays and lose your own traditions?
EI01	Well / [uh] yes / I like celebrate other American holidays [incomprehensible] [connection problem] and is a good idea celebrate / [uhm] yes
Cp01	Can you repeat what you said please?
EI01	Is a good idea celebrate or learn [uhm] holidays / American holidays / [uh] because is / that will be better know [uh] [incomprehensible] holidays and I

	know more about the American holidays
Cp01	[long pause] so if you were to celebrate this holiday / you will have to learn a lot about it / do you / do you think you will have to learn about it?
EI101	[uh] well [incomprehensible] [long pause] well / [incomprehensible] in high school
Cp01	[pause] can you repeat what you said please?
EI101	Yes / [incomprehensible] [connection problem] in high school
Cp01	You celebrate Thanksgiving in high school? / is that what you said?
EI101	Yes / yes
Cp01	Do people have different religious views about Thanksgiving? / in your school?
EI101	[incomprehensible] / yes in my school
Cp01	Do people have different religious views?
EI101	[long pause] no [uh] we are agree with this / this holiday [incomprehensible] [connection problem]
Cp01	[pause] can you repeat what you said one more time?
EI101	Yes [uh] we and the students at the school [uh] think this is a good idea [uh] celebrate that holiday in the high school
Cp01	Ok / have ever you had any problems with people having / having different religious views?
EI101	No / we never have problems but [uh] they [incomprehensible] the want to celebrate this
Cp01	[pause] when you celebrate Thanksgiving at your high school what are your traditions?
EI101	[uh] [uhm] if we celebrate Thanksgiving in my high school [uh] we like remember [uh] that day we [uh] with a [uh] with some activities and we like ate the typical Thanksgiving food like turkey / and potatoes /
Cp01	What are some of the typical activities that you do?
EI101	Well / there are different activities to do [uh] [pause 0:00:04.20] a / [uhm] an / [uh] [pause 0:00:05.18] /and an internship about that day and some [uh] someone / about [uh] /about this day / what is the [uh] origin of this holiday
Cp01	So do you play games or anything or is it mostly studying type things?
EI101	[uh] we like to have plays about [uh] with /about the story of this day
Cp01	[pause] can you repeat that please?
EI101	Yes / [uh] we like to have a pl... / play with the history of this day
Cp01	And I hear you said earlier that you [uh] ate food / from this holiday / what kinds of food do you have?
EI101	What kind of / [uh] [pause 0:00:05.25] can you repeat me please?
Cp01	Yeah / I heard you said earlier that you ate certain foods when you celebrated this holiday / what kind of foods do you eat?
EI101	[uh] well we [uh] like [uh] to do some activities [uh] but no [uh] we like to do a play with the history and [uh] some activities when the / the students talk about that / about that holiday
Cp01	Ok / here in America we eat a lot of turkey on that day and have [uh] pumpkin pie and those things / do you have any specific traditional foods you eat when you celebrate this holiday?
EI101	Well / [uh] we want information about [uh] food and some groups [uh] give some a food or prepare [uh] or give [uh] and more
Cp01	Can you repeat that again please?

EII01	Yes / some groups [uh] [uh] can give [uh] the food / each one gives [uh] different food / one gives turkey and potatoes and [uh]
Cp01	have you ever been in the play that you perform when you celebrate that holiday?
EII01	Well / we always [uh] have [uh] the people to do the play and to do the activities [uhm] and we always want information to do everything
Cp01	Well / I think that's great if you wanna celebrate Thanksgiving or any other [uh] holidays that come from the American culture [uh] I just wanna make sure that you don't lose your own traditions also
EII01	sorry I can't understand the last part
Cp01	I think that it is great if you wanna celebrate Thanksgiving or any other American holidays / but I just wanna make sure that you don't lose your own traditions from your culture / do you think that that could be called a problem if you celebrate Thanksgiving or other American holidays?
EII01	Oh / well we didn't have problems because we [uh] we already want information to do this holiday [uhm] and it will be [uh] really [uh] really interesting and if we celebrate this other [uh] everyone will love that
Cp01	Can you repeat what you said please?
EII01	Well / we also want / we already want the information to do this holiday and if we celebrate other this holiday we also want information and [pause]
Cp01	Do you think that it might be a problem that you would lose your own traditions though?
EII01	Can you repeat me please?
Cp01	Do you think that I could become a problem in the future that you might lose your own traditions from your country?
EII01	Well / [uh] at the beginning we have [uh] we have problems but if we explain the opinions and the [uh] [incomprehensible]
Cp01	What are some of the different opinions about celebrating Thanksgiving?
EII01	[pause] ...I can't hear you
Cp01	.....are there people / are there people in your country who don't agree that you should celebrate Thanksgiving?
EII01	[incomprehensible]
Cp01	Can you repeat that for me please?
EII01	[uh] the people are agree with the idea that we like to celebrate that holiday
Cp01	[pause] do you have any questions for me about thanksgiving?
EII01	Oh / no thanks
Cp01	[pause] I'll / I'll talk to you later ok?
EII01	Ok
Cp01	Have a good evening
EII01	Bye

TASK 5: Favourite festival
(0:12:08)

Cp01	Hello Diana
EI01	Hi Brooke
Cp01	How are you tonight?
EI01	I'm very good thanks
Cp01	Good! [uh] it looks like today we are gonna do task 5
EI01	yes
Cp01	Which is talking about our favourite festival / do you have a festival that's your favourite in your country?
EI01	Yes / [uhm] my favourite festival in my country is carnival
Cp01	Ok / and when does it take.. /
EI01	.....is in february.....
Cp01	In February?
EI01	Yes in February /
Cp01	Ok
EI01	And many people can go to many different places to celebrate this day
Cp01	Ok
EI01	[uh] for example in my city [uh] we have a lot of things to do / for example you can visit a museum or go to concerts or parties in different neighbourhoods
Cp01	Ok
EI01	And things in the afternoon to late at night / they are very exciting food and parties also in the morning you can go to the central avenue and see a parade in the next /evening/ in the next evening on the same avenue you see other / other parade too and always in this festival some neighbourhoods planning and preparing typical food and people go/ can go to eat there
Cp01	Ok
EI01	[uh] and also we choose a queen
Cp01	Ok
EI01	A carnivals' queen of the city
Cp01	[uhm]
EI01	And
Cp01	Do you have to have special qualifications for being the queen?
EI01	Yes / some queens of different / of different companies or high schools
Cp01	Ok / what's the history of this holiday? How did it start in your country?
EI01	Sorry?
Cp01	What is the history of the carnival / how this carnival come to be?
EI01	Well the story talks about from celebrate [uh] the grow / grow / the fruit grown and it's from / it's a form to celebrate [uh] to celebrate a / earthquake that happen a long time ago
Cp01	Oh ok / I see/ so what were you going to say about the queen? Are you gonna say something else?
EI01	[uhm] no you can do some things for example museums or go to see the / [uhm] the parades in the streets
Cp01	[uhm]
EI01	And no more

Cp01	Ok / do you do a lot of things with your friends at the time of the carnival?
EII01	Yes [uhm] every day we go out to visit different places
Cp01	Are there a lot of sales at the shops? Or you just go and look around?
EII01	Well [uh] we go to downtown and go to see the parades and sometimes go to shop
Cp01	Ok / are there special events that the city has organized for the festival or is it just kind of all individual?
EII01	Sorry / can you repeat me please?
Cp01	[uh are there special events or activities that are organized for the festival? Or do you just kind of decide to go and do those things on your own?
EII01	Oh well / some things are special can you do these days but [uhm] no / no [hmm] you can go some things but there isn't special
Cp01	Ok
EII01	For these days
Cp01	Ok / [uh] and is this festival always on the same day? Or a certain like it's an every Thursday of February? Or is it specifically on maybe say 23 rd of February ?
EII01	Well, every year this festival change the [pause] date
Cp01	Ok...and...
EII01	.....for example...
Cp01	Go ahead
EII01	For example [laugh] for example this year / this date [pause] was in February
Cp01	Oh / ok/ so it happens in different months / of the year?
EII01	Yes
Cp01	Is not always in February ?
EII01	Sometimes is in February or the first days on march
Cp01	Ok / and is this a festival where everybody of all different ages get involved or is it mostly for teenagers?
EII01	Yeah / no everybody can go to different places and do different things / this date is for [pause] all people
Cp01	Ok/ I think that's all the questions I have/ is there any else you would like to add about the carnival?
EII01	No / no/ that's was the [pause] it was all about carnival
Cp01	Ok
EII01	And what is your favourite festival?
Cp01	[uhm] my favourite festival is probably Christmas / which is on December 25 th / every year /
EII01	And what about / [pause] / what do you like this date?
Cp01	[uh] this date is Christmas that celebrates the birth of Jesus [uhm] which in Christianity would our savior [uh] so it celebrates its birth and then [uh] basically through the years the traditions have changed and there's different traditions for every/ for every family / but [uh] specifically in my family the reason why I like it so much is because / i get / I get to see all my extended family including all my aunts and uncles and all my cousins [pause] and also for this holiday we have a Christmas tree and what happens is that we go and cut down a pine tree and decorate it with Christmas ornaments
EII01	Yes / and do you do / do you do anything special with date?
Cp01	Yes
EII01	With your friends?
Cp01	No with my friends more with my family because all my friends are with their

	families too / but what we specifically do is what we actually don't celebrate on the 25 th / we celebrate on 24 th which is Christmas eve / and my family even my extended family will get together and will have a big supper and eat lots of food and then [uh] will exchange gifts and give gifts to one another
EII01	Oh / and what else [pause] about Christmas?
Cp01	That's pretty much all
EII01	[uhm]
Cp01	Unless you any more questions that's pretty much about the tradition?
EII01	[uh] I don't have more questions / and/ can you say me anything else?
Cp01	oh/ sometimes we go to church before / we get together with our family but that's about it / we will go to church and then we'll have a big meal / kind of sit around and talk a little bit and then we will exchange gifts and [uh] talk some more and even maybe eat dessert and we go home
EII01	[uhm] that sounds good / I don't have more questions
Cp01	Oh / ok that sounds good /

TASK 8: Favourite foods
(0:07:41.48)

Cp01	Hello Diana
EII01	Hello Brooke
Cp01	It looks like today we're gonna talk about our favourite foods
EII01	Yeah
Cp01	Do you have a favourite food that you wanna tell me how to make it?
EII01	Ok / [uh] my favourite food is called "guacamole" but that / this is not from my country
Cp01	Ok
EII01	Well / to make [uh] this dish you need [uh] avocado / tomatoes / onions / oil / chili powder / and some salt
Cp01	Ok / and then what's the procedure for making it?
EII01	Well / [uh] first [uh] you need to cut the avocado in a half / and take out the stone and remove the peel / and next you peel the tomato and chop it / [uhm] next you chop the onion / and / you see / you add the other ingredients / [uh] and you mix the avocado / tomato / and onion together / in a bowl / and finally / you serve this with tortilla chips / and that was all.
Cp01	Ok / that sounds good
EII01	Yeah
Cp01	[uhm] I just have some chocolate chip cookies that I wanna tell you how to make [pause] did you hear me?
EII01	No / I don't hear you
Cp01	Ok / I'm gonna tell you how to make chocolate chip cookies
EII01	Yes
Cp01	Ok / the ingredients that you need are granulated sugar which is white sugar /
EII01	Yeah
Cp01	Brown sugar / butter / vanilla / eggs / flour / baking soda / salt / and chocolate chips
EII01	Yeap

Cp01	Did you understand all the ingredients?
E1101	Yes
Cp01	Ok / ok / then you heat the oven to 375 degrees / then you mix your sugars / but.. butter / vanilla / and egg / in a large bowl / then...
E1101	Yap
Cp01	You stir in flour / baking soda / and salt / and finally you stir in the chocolate chips / then you'll put the / you make the dough into little rounded balls and put them on a cookie sheet / did you understand all those directions?
E1101	Yes / but you can repeat me the second step
Cp01	Ok / stir in flour /
E1101	Yes
Cp01	Baking soda /
E1101	Yes
Cp01	And salt
E1101	Yap / thanks
Cp01	Yap / and then the last thing you do is bake them for 8 to 10 minutes /
E1101	that sounds delicious
Cp01	[laughs] [pause] [uh] do you have any questions Diana?
E1101	No / I don't have questions
Cp01	Ok / [uh] what is your favourite food
E1101	My favourite food?
Cp01	Yeap
E1101	[uh] I love "guacamole" / is delicious and [pause] is easy to make that
Cp01	It sounds like you make it often
E1101	Yeah / I make that [uh] few days
Cp01	Ok / well / my favourite is probably something like chocolate chip cookies / I like anything with chocolate in it /
E1101	[laughs]
Cp01	Do you have any other questions?
E1101	No / I don't have questions
Cp01	[pause] ok / I think we're done now / I'll talk to you on Wednesday / ok?
E1101	Ok / see you on Wednesday
Cp01	Have a good night
E1101	Bye

TASK 9: Problem solving: Arrival dates
(0:11:31.07)

Cp01	Ok / we have the following situation / “Five international students – two women and three men – arrived for an academic training on Sunday / Monday and Tuesday. No more than two people came on the same day. The students came from five different countries / so we have The women: Ms. Anderson and Ms. Bennetton / the men: Mr. Jackson / Mr. Malerno and Mr. Shultz / and the countries we have Argentina / Costa Rica / Italy / South Africa and Brazil / and then the order of arrivals / Mr. Shultz arrived late at night. No one else arrived that day / Ms. Anderson and Mr. Malerno arrived on the same day / the man from South Africa arrived the day before / the students from Italy and Argentina arrived on the same day / Mr. Jackson and the woman from Italy arrived on Tuesday / after Mr. Malerno / the student from Argentina arrived the day before / sorry the day after the person from Brazil / Mr. Malerno is from South America but not Brazil / ok so what do you have on [uh] Sunday? Who did arrive on Sunday according to your solution?
EII01	Well / I think Mr. Shultz arrive on Sunday and he’s from South Africa
Cp01	Ok / I have the same answer and what about Monday? What do you have on Monday?
EII01	[uh] I have Monday [uh] Ms. Anderson
Cp01	Uhu
EII01	Arrived this day with Mr. Malerno and Mr. Anderson is from Costa Rica and Mr. Malerno is from Brazil
Cp01	Ok / [uh] so we have then that on Tuesday we have Mr. Jackson and Ms. Bennetton / is that right?
EII01	Yes
Cp01	[uh] and which countries do you have for Mr. Jackson / which country do you have for Mr. Jackson?
EII01	Mr. Jackson is from Argentina and Mr. Bennetton is from Italy
Cp01	Ok / [uh] how / how did you get to this solution? Can you explain that for me please?
EII01	Well / about Tuesday / Monday or Sunday?
Cp01	[uh] all of them [pause] because I had a different solution / but / yeah / how did you get the answer?
EII01	Well / [uh] I think Mr. Shultz arrived on Sunday because only he arrived this day and
Cp01	Ok / ok / so we have that one / [uh] like Mr. Shultz arrived late at night nobody else arrived that day / ok Mr Shultz arrived alone?
EII01	Yes
Cp01	Then?
EII01	On Monday Ms / Ms Anderson arrived this day because / with Malerno because Mr. Anderson and Mr / Ms. Anderson and Mr. Malerno arrive on the same day
Cp01	Ok / [uhu]
EII01	And I think Mr. Shultz is from Afric / South Africa because a man from South Afric arrived the day before Ms / Ms Anderson and Mr Malerno
Cp01	Ok / ok [uhu]

EII01	.....And ...
Cp01	.....so we have the first answer
EII01	The first answer?
Cp01	Answer
EII01	Yeah
Cp01	Ok /
EII01	Mr. Shultz is from South Africa /
Cp01	Ok
EII01	And on Monday Ms. Anderson and Mr. Malerno / and on Tuesday the / [uh] because [uh] in the order of arrivals says Mr Jackson the woman from Italy arrived on Tuesday after Mr. Malerno
Cp01	Ok
EII01	And Mr. Malerno arrived on Monday because Monday is [uhm] is [uhm] is before Tuesday
Cp01	Tuesday / ok / so we have then Mr. Jackson and the woman form Italy arrived on Tuesday / so then we have two people and then after Mr. Malerno / which means Mr. Malerno arrived on Monday?
EII01	[uhu]
Cp01	Yeah
EII01	And also says Mr. Malerno is from South Afric but not Brazil / and / Mr Malerno / and Mr. Malerno arrived with Ms. Anderson and Mr. Malerno is from Brazil / is [uh] from South America / Costa Rica / and Ms. Anderson is from Brazil /
Cp01	Ok [uh] but then how do you get that Mr. Jackson is from Argentina?
EII01	Because the student from Argentina arrive the day after the person from Brazil and [uhm] and [hmm] / Mr. Jackson and the woman from Italy [uh] arrive on Tuesday and the woman from Italy is Ms. Bennetton
Cp01	Ok / the one that is not mentioned in the order of arrivals right?
EII01	[uhum]
Cp01	[uh] [pause] ok / let me check the students from Italy and Argentina arrived on the same day / Mr. Jackson and the woman form Italy arrived on Tuesday / which means that Mr. Jackson is from Argentina and then we have Italy after Mr. Malerno and then Mr. Malerno arrived on Monday / the student from Argentina arrived the day after the person from Brazil / [uh] so then [uh] as we have Tuesday already in the answer that means that Brazil goes on Monday right?
EII01	[uhum]
Cp01	Then Mr. Malerno is from South America but not Brazil / [uh]
EII01	[uhum]
Cp01	I thought it was Argentina but I think it's [uh] Costa Rica / right?
EII01	Yeah
Cp01	Yeah I thought it was Argentina because it says South America but not Brazil
EII01	[uh] because Mr. Jackson is from Argentina and only one people from Argentina arrived this / arrived on
Cp01	.....Tuesday
EII01	Exactly
Cp01	Ok / and then you have Mr. Jackson is from Argentina / Mr. Malerno from Costa Rica as he cannot be from Argentina and then [uh] you have Ms. Anderson / she is from Brazil and then the only person not mentioned in the order of arrivals

	would be Ms. Bennetton in the last / on the last day which is Tuesday and from Italy right?
E1101	Yeah
Cp01	Ok / I had a different answer but you're right the students from Italy and Argentina arrived on the same day and it's not possible that two people are from Argentina [uhum]
Cp01	What that difficult for you?
E1101	No / no / no was difficult / that was easily
Cp01	Ok / did you try very hard to solve this problem or did you just spend a couple of minutes solving that?
E1101	I spend only couple of minutes to solution this problem
Cp01	Ok / that's fine then / we got a solution then
E1101	[pause] [no answer]
Cp01	Did you like this problem?
E1101	Excuse me?
Cp01	Did you like this problem?
E1101	Yes / that was really exciting and interesting
Cp01	Ok / so it seems we are done
E1101	Sorry?
Cp01	I think we are done / we finished this problem / [pause] do you have a question for me?
E1101	No / I don't have questions
Cp01	Ok / we are done then
E1101	Ok

TASK 10: Environmental problems
(0:20:59.47)

Cp01	Hello Diana
EI101	Hi Brooke
Cp01	How are you tonight?
EI101	[uh] / [sighs] / [mumbles] so far so good
Cp01	[laughs] it looks like tonight our task is to talk about [pause] different situations in your country with pollution, recycling and things
EI101	Yes
Cp01	Do you have the sheet in front of you?
EI101	I'm sorry?
Cp01	Do you have the task sheet in front of you?
EI101	Yes / [uh] / I have the paper with information
Cp01	Ok, are there three things that you can see through these pictures that happen in your country?
EI101	[uh] / well / [uh] / the picture number 8 / [uh] when the people wash the car [uh] / and a lot of water / are used / and /and the water / yes / a lot of people use a lot of water
Cp01	Ok / are there a couple more that happen in your country?
EI101	Well / [uh] / somebody throw the / the trash in the street / and also the garbage go in the landfills / and they are a lot of pollution / [uh] finally the people don't [pause] / recy recycling the [uh] / people don't recycle materials / and our trash go to the landfills / and no more
Cp01	Ok / what /
EI101	.....and...
Cp01	.....picture are you looking at for the last one?
EI101	Picture number 1 / [pause] is about
Cp01	Recycling? / that one?
EI101	Yes
Cp01	Ok / ok / first I'm gonna ask you some questions about [uh] the picture that they're washing a car / about wasting water ok?
EI101	Well, tell me about the washing car in your country / [uh] / what do the people / what do the people do?
Cp01	Well, sometimes we in my family we wash the car at home a lot of times with our hose that is hooked up to our water and then we put soap and stuff on it and then we rinse it off / but there are others days when we actually go to a place that is called the car wash / and you drive in / and then machines automatically wash your car for you / so
EI101	Well and what about the landfills?
Cp01	Ok/ hold on just a second I'm gonna ask you a couple of questions about [uh] / washing cars in your country ok?
EI101	Well
Cp01	[uh] / do most people have running water in their houses?
EI101	[uh] yes some people washing /washing the cars everyday or every morning / and [uh] / trice or more times a week
Cp01	Ok / do you have a faucet in your house that the water comes out of ?

EII01	Well /we don't use a lot of water / to wash everyday the car but we wash the car trice a week or once a week
Cp01	Ok / [uh] [pause] / do you have water all the time are there tomes when you are in need of water?
EII01	Well / we have water all the time /
Cp01	Do you ever have to go get your water from somewhere else like it isn't in your house ?
EII01	Yes
Cp01	Where do you go to get your water?
EII01	We go [uh] / sorry can you repeat me the question please?
Cp01	Where do you go to get that might be filtered or something?
EII01	[uh] we go [incomprehensible] water in our markets
Cp01	Ok [nods affirmatively]
EII01	Or [pause] / shops
Cp01	Ok / in your country do people care about wasting water or it's not a very big concern to them?
EII01	The water is not very clean in my country / you need a / [pause] / have bottle water or buy / buy water / buy clean water in a stores
Cp01	[uhum] / ok / do people care about WAISTING the water there?
EII01	Sorry?
Cp01	Do people / are people really conscious about how much water they use? Are they careful about not using too much water?
EII01	Well the people use about [uh] / [hmm] / [pause 0:00:03.56] / maybe / [pause 0:00:05.22] / [uh] / maybe litters a day
Cp01	Ok /
EII01	About [uh] / 8 or 10
Cp01	Do your parents get mad at you if you waste the water?
EII01	Oh / wel / in my family we don't use a lot of water / and yeah
Cp01	Ok / [pause] / [uh] are there any organizations controlling or making people aware of the proper use of water in your country?
EII01	No / [uh] we don't have a [uhm] / people that / [uh] control it the use of the water
Cp01	Ok /
EII01	You can use a lot of water and anyone can say me anything about that
Cp01	Ok / does that happen often when people use a lot and then nobody says anything?
EII01	Yeah
Cp01	It does? / ok / Well / I don't think I have any other questions about that picture / do you have any other questions about water waste in my country?
EII01	Oh no I don't have questions
Cp01	Ok
EII01	I understand
Cp01	Ok / do you want to go to picture 2 now about the trash in the streets?
EII01	Well / [pause 0:00:03.37] / [uh] / in your country the people throw garbage in a street?
Cp01	[uh] not very often they throw on the streets but sometimes [uh] the people in America are lazy and then they will / it's called littering here and you can pay [uh] if the police catch you / you have to pay money for littering and that's for throwing trash in the streets / so
EII01	Well / that sounds a great idea

Cp01	[laughs] yeah
EI101	Well / in my country / [uh] after parades in the street /the people throw a lot of trash in the street and anyone say anything about that
Cp01	Ok / are there public landfills in your country?
EI101	well / [uh] / someone don't like that but anyone do anything
Cp01	So do people come and pick up the garbage there and take it away or it's just thrown onto the streets usually?
EI101	Well the people [uh] / the people take the garbage and they go to trash in a landfills and / yeah that's
Cp01	Ok / [uh] do people ever burn the trash?
EI101	No / [uh] / sometimes in a / some people [uh] burn the garbage but not all people because [uh] they trash into a /into a landfills
Cp01	Ok / are there huge garbage disposal places where you live?
EI101	Well we have three places where we go to throw the garbage
Cp01	Ok / and what's that like? do you have to take it there or does someone come and pick it up for you?
EI101	[uh] / some people [uh] / take it and go to trash into the landfills
Cp01	Ok
EI101	You don't need to go
Cp01	You don't have to take it to the landfill if you don't wan to?
EI101	Yes
Cp01	Ok / what does your family do?
EI101	Sorry?
Cp01	Does your family take it to a landfill or do you guys put it out in the streets or take it somewhere else?
EI101	Well some trucks and take the garbage from each house and they go to throw that to a landfills
Cp01	Ok / do you have any more questions about [uh] throwing trash or just what's like in the [uh] in the united states for how the trash still works
EI101	Well in your country you have landfills?
Cp01	Yes we have landfills and we have people who come and they pick up our trash and we have a certain number of trash bags we can have so because there used to be a problem when we were accumulating too much trash / so we limited to two garbage bags now and they'll pick up two garbage bags and take it to the landfill / at least that is how it is in my hometown / so [pause] / that is how we do with garbage /and I don't know what happens to it once it gets to the landfill but that's what we do here
EI101	Well /
Cp01	Do you have any other questions?
EI101	No I don't have questions about trash
Cp01	Ok
EI101	In the streets
Cp01	Ok / do you want to go to recycling now?
EI101	Yes
Cp01	Ok / [uh] / do a lot of people recycle in your country?
EI101	No it's a problem / [uh] / anyone in the houses recycle the materials or trash or products / [uh] / but in the schools sometimes [uh] we learn about recycle or we recycle / [uh] papers / markers / or boxes

Cp01	Ok / [uh] / let me see [uh] / so do you have anybody in your community that teaches the separate families what they can recycle and where they can recycle things?
EI01	Well [uh] in the school sometimes we recycle [uh] / old papers and then we go to [pause 0:00:03.29] give that in a [pause 0:00:03.87] in a places where [uh] some people recycle / but not all people in my country recycle the materials
Cp01	Ok / [uh] / do you buy recycle products in your family?
EI01	[uh] well we don't recycle
Cp01	Ok
EI01	It's a problem
Cp01	Ok / do you buy any products that are recycled?
EI01	[uh]
Cp01	That you know of?
EI01	No we don't buy mate [uh] / products [uh] but sometimes [uhm] in the juice or in packs of medicaments [uh]/ we take that [uh] / and go to [incomprehensible] places where the people recycle
Cp01	Ok / I think that's all the questions I have for you about recycling / do you have any questions for me?
EI01	Yes / in your country many people recycle?
Cp01	From what I know a lot of times we do / like in your country we recycle in schools / a lot of paper and [uh] / if we print stuff off the computer and don't need it we'll put it in the recycling bags [uh] / and at home we recycle a lot of food containers / plastic containers like that / like milk cartons and things / and then the people who pick up our garbage / we have a separate container for things we call recyclables a/ and they also pick that up and put it in a different truck /and then process it and make into new things / so
EI01	It's a problem / I think the people need to recycle to don't have a lot of trash
Cp01	[pause] do you think that /there is anything you can do in your country to make the recycling better?
EI01	[uh] / well the people need to know who is important to recycle materials / [uh] / and the people need recycle / begin to recycle / and / I think that / and what do you think?
Cp01	I think that'll be a good start / yeah I think that people probably need to know about it and need to be taught / so I'm glad that's being taught in your schools / and I think if people know how important it is and they'll start to do it / and / [uh] maybe programs need to be set up or something so / [uh] that is easier for the people in your country to be able to recycle things
EI01	Yes I share your idea
Cp01	I think that's all I have for recycling / do you have any other questions for me?
EI01	No I don't have more questions
Cp01	Ok / so I'll probably talk to you on Wednesday ok?
EI01	Ok
Cp01	Have a good evening
EI01	Thanks

TASK 12: Create a recipe
(0:08.37.80)

Cp01	Are ready to do task 6?
EI01	Yes I'm ready
Cp01	Ok / [uh] / it looks like out of this we are gonna create a recipe / and [uh] / so first of all I juts want to ask what would you start with to make a recipe out of these ingredients?
EI01	Well / we have shrimp / tomatoes / orange / salt / pepper and garlic / brown rice / can chopped mushrooms / cup of onions in cubes / avocados mashed / cups of coconut milk cup cilantro and parsley finely minced / [uh] / so I think we can begin with [pause 0:00:04.39] two cups the brown rice /
Cp01	[uhmm] and then what would you do?
EI01	So [pause 0:00:06.84] / I don't know [pause 0:00:04.59] what do you think?
Cp01	[uhm] / let's see / [pause] have you ever cooked brown rice before?
EI01	Yes
Cp01	[uh] does / are there anything on this list that you think it would be good to add to it?
EI01	[uhm] / also we can bring to a boil the shrimps
Cp01	[uhu] that's what I would've done
EI01	and / what else I don't know
Cp01	[uhm] do you think we should have the shrimp and the rice separately or do you think we should [uh] take some of the other ingredients and mix it together?
EI01	[uh] / I think mix it to / together
Cp01	Ok
EI01	After
Cp01	Ok / what else do you think we could mix with it besides just the shrimp and rice so to kind of give it more flavour?
EI01	[uhmm] / we can cook the brown rice with some of the coconut milk
Cp01	[uhumm]
EI01	And add some salt / pepper / and garlic /
Cp01	Have you ever had coconut milk before?
EI01	[uh] yes
Cp01	Do you like it?
EI01	So I think without salt / pepper / and garlic
Cp01	[laughs] I've never had coconut milk before / so I don't know how it tastes
EI01	[hmm] but what we can do with coconut milk?
Cp01	Ok / [pause] / can we make a dip somehow with the other ingredients left over? maybe to eat with [uh] / chips or something
EI01	[uh] so I think we can add some tomatoes /
Cp01	[uhu]
EI01	With avocados minced
Cp01	[uhumm]
EI01	But each one in different [pause 0:00:03.36] / bowls
Cp01	Ok
EI01	And mix the brown rice with shrimps
Cp01	Ok

E1101	And [long pause 0:00:16.64] and put the tomatoes
Cp01	[uhu]
E1101	And now add some salt or pepper
Cp01	Ok
E1101	And if you / cilantro and parsley / and I don't know what more / what else? / so what do you think?
Cp01	I think that's sound like a good idea to add the shrimp and the rice together / and then you have mentioned putting tomatoes and avocados in sep / separate bowls / how come
E1101	.....[incomprehensible]
Cp01	How come you want them in separate bowls?
E1101	[uh] to after [pause 0:00:05.72] put some of this in the dish to decorate the food
Cp01	Ok
E1101	But without avocados
Cp01	ok / I think that sounds like a good idea for a recipe and I think we did a pretty good job coming up with something / so / [uh] yeah that's all I have too for now/ is there anything else that you wanted to add about this task?
E1101	No / I think / it's [telephone ringing] a good recipe / so what do you think about that?
Cp01	[long pause] I think you did a really good job [uh] choosing a recipe and that's the recipe I would've gone with one as well
E1101	So no more?
Cp01	I don't think so [laughs] / I'll let you talk to Nadia ok?
E1101	Ok
Cp01	Have a good night
E1101	Ok

TASK 13: Recent trip
(0:17:38.13)

Cp01	Hello Diana
EII01	Hi Brooke
Cp01	How are you tonight?
EII01	[uh] so far quiet good and you?
Cp01	I'm doing well / it looks like tonight we're gonna be doing task 13
EII01	Yes
Cp01	Ok / is there some place that you recently travel you want to tell me about?
EII01	Yes [uh] my last summer vacation I went to Peru / is a country near my country and [uh] I stayed there [incomprehensible] / there was / there were very interesting and the people were friendly and helpful and also I went to the Macchu Picchu ruins
Cp01	Can you repeat what you just said to me please?
EII01	Sorry?
Cp01	Can you repeat what you just said the last part you just said please?
EII01	Ok / I went to Macchu Picchu ruins [pause] in Cuzco City
Cp01	Excuse me is that where you stayed?
EII01	Yes I stayed there
Cp01	In what city?
EII01	In Cusco City [pause] C-U-S-C-O / Cusco
Cp01	Thank you for spelling that for me [pause] [uh] who did you travel with when you went there?
EII01	Well / [uh] / I can visited some cities in Peru like the capital city and that city was really interesting and really big / and in there I visited the central square
Cp01	[uhum]
EII01	And some museums and also the fields around the city
Cp01	Ok / who did you travel with when you went there?
EII01	[uh]
Cp01	Did you go with your family or friends?
EII01	Well I went with my parents
Cp01	Ok / did your brothers or sisters go?
EII01	No / also / only my mother and my father
Cp01	Ok / and it was / what was it for again? Just summer vacation?
EII01	[uhm] can you repeat me please?
Cp01	Was the purpose of your trip summer vacation?
EII01	I went there last summer vacation
Cp01	Ok / [uh] did the people there speak the same language as you?
EII01	Yes / they speak the same language
Cp01	Ok / and did you have to get a visa to travel there?
EII01	[uh] [pause 0:00:04.43] I don't understand
Cp01	Did you have to get special papers signed so you could go to that country?
EII01	[uh] information about the city?
Cp01	[talk to the instructor] did you have to get a visa to go there?
EII01	Ah no [uh] / some countries in south americ [ah] have a [pause 0:00:03.40] a [pause 0:00:02.75] special paper to travel between that countries and / I don't

	need a visa to go there
Cp01	Ok / how long did you stay there?
EI101	[uh] about two weeks
Cp01	What did you do for fun there?
EI101	[uh] well I go to / I went to walking in the city / visit some shops and [uh] visit some ruins
Cp01	Ok / did you note---notice any difference in culture between your own country and there?
EI101	Well / [uh] no there are / there aren't [uh] any differences between my country and Peru
Cp01	[talks to instructor] did you buy any souvenirs when you were there?
EI101	Yes I buy some / I bought some [pause 0:00:03.43] t-shirts with patterns about Peru and [uh] / Cusco City
Cp01	Did you have fun while you were there?
EI101	Yes that trip was very interesting / I think
Cp01	Ok / are there any other things you would like to tell me about your trip?
EI101	Well the food was very delicious [uh] but the food was very different between my typical food
Cp01	Ok / how was the food different?
EI101	[uh] [pause 0:00:04.01] they prepare some dishes with other ingredients [uh]than my [pause 0:00:03.42] / my [pause 0:00:03.14] country
Cp01	Ok / were there anythings you did later in the evening or at night there?
EI101	Well in the evening sometimes we went to walking around the parks or street near the hotel
Cp01	Ok is there anything else that you would like to mention?
EI101	Yes / that was about my trip
Cp01	What did you say?
EI101	That was all about my last trip
Cp01	Ok / ok / do you have ques....
EI101	And what about you?
Cp01	Ok/ the last trip I went on was actually to New Orleans which is another state in the US / [uh] or Louisiana is New Orleans is the city and did you hear about hurricane Katrina?
EI101	[hmm] no
Cp01	Ok / [uh] well the hurricane that hit that city? [uh] do you know what a hurricane is?
EI101	No
Cp01	Ok / it's a big storm in the ocean and then it comes up on land and it destroyed a whole bunch of homes and basically destroyed the whole city / so the last trip I went on was on spring break and I actually went to help [uh] to help the country rebuild itself [pause] do you understand what I'm saying?
EI101	Oh / the last part no
Cp01	Ok / [uh] / a lot of the homes were destroyed so I went and helped clean up a little bit like kind of tear down their houses so then we could build their houses again
EI101	Yes
Cp01	So that's what I did / and we did different things / we had to pick up trash form the streets sometimes / on Sundays / and then other days we were going to the homes and juts get all of the stuff out and then we knocked the walls down so it's

	just the frame of the house / it's called cutting a house / and then we just cleaned it all up so then they could rebuild it [pause] do you have any questions for me?
EII01	[uh] what about the food?
Cp01	Ok the food there was a lot different form my hometown / [uh] it's really spicy there [uh] the main dish there is called jambalaya and just got meat [uh] a type / a kind of sausage and noodles in it but it's very spicy
EII01	[pause] and how about the people / how was they?
Cp01	The people were very nice there / it was sort of sad because the city was so destroyed that a lot of people were gone / but one day we had a chance to go to the main part of the city and there were a lot people there and they were really nice to us.
EII01	Did you enjoy your last trip?
Cp01	Yes I did / it was a lot of hard work just because we were helping that city but it was also a lot of fun and enjoyed helping people.
EII01	That sounds very interesting [pause] / [uh] / [pause] what did you do in the evenings there?
Cp01	We took a bus there
EII01	[pause] and what else you can say me about your last trip?
Cp01	Diana?
EII01	Yes?
Cp01	Ok / I just want to make sure you can still hear me / what was that you said?
EII01	[pause] I can't hear you
Cp01	What was the last thing that you said?
EII01	Ok / well what else / what else did you do or can you say me about your last trip?
Cp01	Oh that was pretty much all we did / we spent a lot time helping clean the other people's house / so we had one day when we went to the market and bought [uh] souvenirs / so that was fun / I just got some bracelets and things for my family
EII01	[pause] did you go with your family?
Cp01	I actually went with the school /a group / a church that I am affiliated with here / we went with them / and so I went with the school but the people that I knew were [uh] my fiancé and a couple of my friends
EII01	[no answer]
Cp01	Do you have any more questions?
EII01	No I don't have more questions / any questions
Cp01	Ok so I'll probably talk to you on Monday ok?
EII01	Ok / see you on Monday
Cp01	Ok / have a good evening
EII01	Thanks

TASK 19: Special dinner
(0:30:12.73)

Cp01	Hello Diana / how are you today?
EI01	I am pretty good and you?
Cp01	I'm doing well / did you have a good day at school?
EI01	[no answer]
Cp01	Did you have a good day at school?
EI01	[uh] yes
Cp01	Good / It looks like now we are gonna do task 19 / are you ready?
EI01	Sorry / can you repeat me please?
Cp01	It looks like we are gonna do task 19 now / are you ready?
EI01	Yes
Cp01	Ok / [uh] do you have any ideas what we can make for our friends who are coming over for dinner?
EI01	No / [hey] I don't know / [uh]
Cp01	Let's decide what we're gonna make first and then we'll see if we can find them in the different ads ok?
EI01	[long pause]
Cp01	So I think first of all we should have some sort of something with meat
EI01	I think that sounds great
Cp01	What kind of meat do you think we could have?
EI01	[uh] so I think [uh] blue ribbon beef
Cp01	[uh] the one in front of the Hy-vee ad ?
EI01	[hmm] yes
Cp01	Is that what you're looking at? [pause] for 3.99 a pound?
EI01	Yes
Cp01	Ok / we can do that then / how many pound do you thin we'll need?
EI01	[hmm] [pause] I guess three pounds are great
Cp01	Ok that sounds good [pause] it looks like we have twelve dollars spent in our meat
EI01	Yes
Cp01	Something else we can have for dinner
EI01	[uh] French fries
Cp01	Ok / do you see French fries anywhere?
EI01	[uhm] [long pause] I can say French fries or potatoes to do French fries
Cp01	I see potatoes on the front of Cub foods for 38 cents a pound / do you wanna do that or rather pick something different?
EI01	[long pause] [uh] in Cub Store I can see king potatoes
Cp01	Do you wanna make potatoes?
EI01	[uhm] [uh] buy potatoes to do French fires
Cp01	Ok / that sounds good / how many pounds do you think we need of potatoes?
EI01	[uh] I think two
Cp01	Ok / [pause] so we have about 13 dollars spent now [pause] what else do you think we should have for our guest?
EI01	[uh] anything to drink?
Cp01	Yes / I think we should have something / what / do you see anything specific that you wanna have for your guests to drink?

E1101	Oh no / what do you suggest?
Cp01	[hmm] [pause] it looks like in the fareway ad / the last ad / [uh] there's some apple juice on the first page or we also have some [mumbles] Gatorade also for 99 cents on the first page or we could also do pop four for ten dollars / we can get one of those maybe [pause] what do you think?
E1101	[pause] well I think that apple juice is a good idea
Cp01	What did you think is a good idea?
E1101	Apple juice
Cp01	Apple juice?
E1101	And
Cp01	Ok do you just wanna get how many bottles of apple juice do you think we need?
E1101	Sorry?
Cp01	How many do you think we'll need?
E1101	[long pause] [no answer]
Cp01	Do you think we'll need just one bottle?
E1101	Sorry I can't understand
Cp01	Do you think we'll need just one bottle of apple juice?
E1101	Oh yes / [uh] I think also we can buy [uh] buy soda
Cp01	Ok / what kind of soda would you like to get?
E1101	[hmm] / [pause 0:00:11.56] coca cola or / yeah coca cola
Cp01	Ok / so I looks like those in the fareway ad on page 3 / are 3 for 11 dollars [pause] / so that'll be about 3 dollars
E1101	Oh yeah
Cp01	...So we have
E1101	...I can't see
Cp01	What did you say? / can you repeat that please Diana?
E1101	Yes I can't see [uh] soda
Cp01	Ok / so it looks like we have about half of our money spent / is there anything else you would like to get for our guests?
E1101	[hmm] [pause 0:00:08.93] well I think that soda / meat and potatoes are great / [uh] / no more I think but [uh] what do you suggest?
Cp01	[uh] should we get maybe salad or something? [pause] on the first page of the fareway ad it looks like they have a salad mix for 77 cents
E1101	Oh well that's a good idea
Cp01	Ok
E1101	[hmm] yes / the salad sounds great
Cp01	Did you say some grapes?
E1101	I think one bag of salad is good
Cp01	Ok / [pause] is there a fruit you want to get or something for dessert?
E1101	Sorry I can't hear you
Cp01	Is there a type of fruit or dessert that you want to get?
E1101	[long pause] [no answer]
Cp01	Diana?
E1101	Yes?
Cp01	Did you hear me? / is there a type of dessert you would like to get? / is there a type of sweet food that you want to get for after our main meal?
E1101	Sorry I can't hear you because the connection not run
Cp01	[talk to instructor] is there a dessert that you would try / like to get our guests for

	after their main meal?
EII01	Sorry can you repeat me again please?
Cp01	Is there a dessert you would like to get for our guests to eat after the main meal?
EII01	I think [uh] they were all
Cp01	Can you repeat that please?
EII01	I think [uh] they were all to do the
Cp01	[mumbles] [uh] do you see any?
EII01	I think that was all the things to do
Cp01	Did you find any desserts that you would like to get?
EII01	Sorry?
Cp01	Did you find any dessert foods for after the main meal that you would like to serve our guests? [pause] do you see any chocolate or sweet in the ads that you would like to get?
EII01	[no answer]
Instructor	Diana?
EII01	“si?”
instsructor	Brooke is asking if you would like to buy something for dessert or sweet to serve after the main dish
EII01	Oh well / I think we can buy ice cream or cookies for dessert
Cp01	Ok / do you see cookies anywhere in the ad?
EII01	[hmm] [pause 0:00:08.73] what kind of cookies do you suggest for me?
Cp01	[hmm] maybe some chocolate chip cookies? Or if you look on page 14 of the Hy-vee ad / it has a whole bunch of things for dessert / like ice cream and ice cream bars / is there anything there you would like to get?
EII01	[incomprehensible] you say me?
Cp01	Page 14
EII01	Oh well / [uhm] I think [long pause] ice cream is a good idea / ice cream
Cp01	Ok which kind of ice cream would you like to get?
EII01	Oh / vanilla?
Cp01	Ok /
EII01	Vanilla ice cream
Cp01	Do you want to get the Midwest country fair one for 2.99 or the blue bunny for 2.99? [pause] [talk to instructor] do you wanna get the one where the little girl is eating the ice cream or do you wanna get the one below it?
EII01	Oh well / [uh] I think / I think / I guess Midwest country fair ice cream is
Cp01	Ok
EII01	A good idea
Cp01	That sounds good [long pause] is there anything else you would like to get for our guests?
EII01	No / [uh] they were all
Cp01	What did you say?
EII01	No no more / I think
Cp01	.....that's all
EII01	So that's all
Cp01	Ok / do you want to add up the prices to see how much we've spent? To see how much money we've spent?
EII01	How money we have?
Cp01	[long pause] so now do you wann add up how much we've spent?

EII01	Sorry?
Cp01	Do you want to add up how much we have spent? / how much money we've spent?
EII01	Yeah
Cp01	Ok / so our first item was blue ribbon beef
EII01	Yeah
Cp01	And we want to get 3 pounds [pause] and they're 3.99 each /.... so how much do we
EII01	.....[incomprehensible]
Cp01	...what did
EII01	...I can't hear you
Cp01	[uh]
EII01	Can you repeat me please?
Cp01	.....yeah.....
EII01	..... I can't hear you
Cp01	Ok we have blue ribbon beef and we wanted to get 3 pounds for 3.99 each / so how much is that total?
EII01	[pause] how much are all things?
Cp01	How much did we spend in the meat Diana?
EII01	Well how much is the meal?
Cp01	[pause] [talk to instructor] How much is the beef that we got? How much did spend total on the beef?
EII01	[pause] I think it is all
Cp01	Do you know how much did we spend in the meal?
EII01	[uh] no
Cp01	Can you add it up?
EII01	[no answer]
Cp01	Can you add the numbers up so we can find out how much we spent on it?
EII01	[no answer]
Cp01	I can help you if you tell me where you need help
EII01	Oh well [uh] [hmm] [pause] what more do you suggest? ...[incomprehensible]
Instructor	...Diana? Diana? Diana?
EII01	"si"
Instructor	Brooke is going to give you the numbers / how much you're going to buy and how much it costs so you are going to add all the numbers and then
EII01	.....yes.....
Instructor	Your are going to tell Brooke in the end how much you spent and how much you have left [pause] / do you understand that?
EII01	[uh] no
Instructor	Brooke is going to tell you how much you're going to spend in each thing that you're going to buy and then you will have to add all the numbers up and have the total [pause] / do you understand that?
EII01	Sorry I can't hear you the last part
Instructor	Ok / Brooke is going to tell you all the money that you spent in every single thing you're going to buy
EII01	Yeah
Instructor	You will have to use a calculator or you will need a pen or a pencil and a piece of paper and you will have to add all the numbers up and find out the total money

	that you spent and the total money that you have left
EII01	Well I understood
Instructor	Ok so Brooke is going to give you the numbers and you need a pen or a pencil and a piece of paper to write them down
EII01	Yes
Cp01	Ok / do you have your pen and piece of paper to write the numbers down?
EII01	Oh no / wait me a minute please
Cp01	Ok
EII01	[uh] I'm [pause] I'm ready
Cp01	Ok / we spent 12 dollars on our beef
EII01	Yes
Cp01	Did you get that one?
EII01	Yes
Cp01	And 1 dollar on our potatoes
EII01	Yeah
Cp01	1 dollar on our apple juice
EII01	Yes
Cp01	3 dollars on our coca-cola
EII01	Yes
Cp01	1 dollar on our salad
EII01	Yeah
Cp01	And 3 dollars on our ice cream
EII01	Yeah
Cp01	Ok now that you have all those numbers can you add them all up for me and tell me what you get?
EII01	[pause] oh well the total money is 21 dollars
Cp01	That's right / so we had 30 dollars to spent total / so how much money do we have left?
EII01	[uh] 9 dollars
Cp01	that is correct / ok it looks like we're done with this task then and we did a good job because we spent under 30 dollars and we have 9 dollars left
EII01	Yeah
Cp01	So good job! [pause] [talk to instructor] Diana?
EII01	Yes?
Cp01	This was the last task we were doing overall
EII01	yes
Cp01	So just wanted to tell you that I had a lot of fun getting to know you and hopefully sometime I can help you out if you keep in touch with Nadia or something ok?
EII01	Sorry I can't hear you the last part
Cp01	Ok hopefully if you keep in touch with Nadia or something I can somehow keep in touch with you because I've had fun getting to know you ok?
EII01	[pause] sorry can you repeat me please? Because the connection don't runs

ELL 02 – TRANSCRIPTION – TASK INTERACTIONS

TASK 1: Personal information (0:22:13.07)

EII02	Hi / my name is [pause] My name is Maria Gabriela [pause] I'm eighteen years old [pause] I [long pause] study at Ambato College uh] my mother's name is Gladys [pause] I – I have a cat [uh] his name is Mateo [uh] he's like my brother [uh] [uhm] [pause] [incomprehensible] my grandmother's name is Mariana and my grandfather's name is Carlos [pause] – [uhm] and I like pizza [uh] because it is delicious – really really delicious – [pause] I like [uh] playing basketball [uh] but I really like more to sleep [very long pause] and I'm in sixth course [uh]
Examiner	“quieres añadir algo mas?”
EII02	“creo que no” [laughs]
examiner	Entonces le vamos a dar el turno a Sarah ahora y tu vas ir llenando en la hoja Task 1 lo que vas entendiendo y si hay algo que no entiendas y quieras preguntarle lo hacemos al final de que Sarah haga su presentacion
EII02	“ya”
Cp02	Ok / so my name is Sarah / I'm 27 years old [laughs] I'm a graduate student at ISU / I'm studying Agronomy / which is the study of plants / and agriculture / [uh] I have many hobbies / I like to go dancing / and [laughs] hang out with my friends and I like to read just like you / and I also like to play basketball / [pause] [uh] I like lots of foods and I'd say Ecuadorian food / I really like “empanadas de verde” [laughs] and “sopa de bolas de verde” [laughs] I really like these things
EII02	.....[laughs].....
Cp02	And [pause] and I think I remember that it's in Ambato where they sold in the bus “allulas con queso?” and that is what I always remember when we were riding in the bus that I knew we were nearer Ambato when I would hear “allullas con queso” but I don't even know what those are 'cause I never ate them [laughs] / I've been to Ambato and I have a friend who lives there / his name is Tacho / or his nickname is Tacho / I guess / [pause] and / I'm just finishing my / my studies / I'll finish in June / and [uh] I'm gonna have a baby in May [laughs]
EII02	.....Yeah?
Cp02	My husband and I are going to have a baby in May [laughs] / then / maybe / I'll visit Ecuador over Thanksgiving which is in November / am I going too fast? / Did you hear me?
EII02	“SI” / a little [pause] / “un poquito”
Cp02	What?
EII02	“Hay partes que no entiendo my bien /no se si es de la comunicacion o que mismo le doy al Ingles”
examiner	No te preocupes Gaby / esta bien/ puede ser una parte la comunicacion y pueda ser otra que como no estas expuesta aun native speaker siempre va a

	ser difícil / si tienes alguna pregunta que hacerle a Sarah/ alguna información no avanzaste a copiar puedes preguntarle no hay problema
EII02	Uhu [long pause 0:00:18.69] What are your favourite sports?
Cp02	My favourite sports are basketball and soccer
EII02	[uh] maybe I don't listen / I don't listen very [uhm] [uh] [laughs] [uh] what are the names of your family?
Cp02	What did you say?
EII02	[uh] [pause 0:00:04.18] who are the members of your family
Cp02	Ok my mother's name is Beth and my father's name is Donald and I have no brothers or sisters / and I suppose my / grandmother is my only grandmother right now / her name is Dorothy all of my other grandparents have / have passed away
EII02	[uhu]
Cp02	Do you have other questions?
EII02	I think no / maybe you?
Cp02	[uh] what is your mother's name?
EII02	Gladys / her name is Gladys
Cp02	Gladys [uh] and what do you want to do after you finish high school?
EII02	Yes [pause 0:00:07.35] I'd like to be a doctor
Cp02	What kind?
EII02	I really don't know [laughs]
Cp02	[laughs]
EII02	But [uh] I don't really know
Cp02	That's fine
examiner	“ Ok Gaby / nos vamos a despedir pero no te vayas todavía”
EII02	Bueno /
Cp02	We are saying bye / but don't go anywhere / “no te vayas”
EII02	Ok bye / nice to meet you
Cp02	Nice to meet you

TASK 2: Description of countries
(0:31:21.20)

Cp02	Hi / [pause] ok I'll start
EII02	Hi Sarah
Cp02	Hi / how are you?
EII02	Ok
Cp02	Good [pause]..... so.....
EII02	Fine / I'm fine and you.....
Cp02	What's up?[pause] I'll start
EII02	I'm sorry I don't listen you [pause] ok
Cp02	Ok the US is in North America in the center of North America between Canada and Mexico [pause] and the language is English officially but there are lots of languages here / many people speak Spanish and [uh] other

	languages like Chinese [uh] and some Indian languages but I don't know what those are [laughs] but there's lot of Spanish [pause] and the currency is dollars / which I'm sure you know [pause] / the four seasons are different than in Ecuador so you have spring which is / starts in March till May or June / and it's kind like the weather in Ambato / and there's summer which is from June till September / July till September / and it's kind of like the weather in Guayaquil / but is hotter / I think [pause] and there's fall which starts in October till December and it should be cold / getting colder / kind of like [uhm] Cuenca / [pause] and then it's winter from December till March and that's like top of Chimborazo [pause] so the seasons are really different and also the days / the length of days change so / right now we only have the sun comes out at 7h30 and the sun sets at 5h30 right now / and in December it was even shorter I think we only have 9 hours of sunlight / 8 hours of sunlight / and then in the summer we have sometimes 15 hours I think is the most of sunlight / so it's really long days / it's really nice [pause] Am I talking too fast? [long pause] Am I talking too fast?
EII02	[no answer]
Cp02	Gaby? [L1] are you there?
EII02	Yeah / I don't [incomprehensible]
Cp02	Ok / I'll keep going / ok so festivals / oh I mean / yeah festivals / [pause] in the US.....
EII02	.....Yeah.....
Cp 02	Yeah / in the US the big festivals for the Christian religion are Christmas / [uh] and Easter which is in March and Good Friday which is the Friday before Easter [uh] I think it's all the religious festivals that I can think of / and then the [uh] country holidays is 4 of July which is the Day of Independence / from Great Britain / and Memorial day / is when we recognize all the former army and navy and military men who've served in wars / [pause] and there's Labour Day which is we're supposed to recognize workers but we don't really do anything [laughs] [pause] which is too bad / and there's Martin Luther King Day and MLK was a – a civil rights activist during the 60s when the African –American population was sort of organizing and trying to increase their right as citizens of the US / and then there's other holidays such as Valentine's Day or St. Patrick's Day or secretaries' day / or mother's day / father's day and those days are more days for giving cards and are sort of called "hallmark" holidays and Hallmark is a brand of cards sold here in the US / so it has nothing to do with religion or [laughs] anything really important [laughs] / it's just a reason to buy cards / [pause] and then the crops [pause] in the US we raise lots of different crops and there's section into different parts of the US / in the west we grow potatoes / and fruits like apples and pears / and in California we grow everything like vegetables / lettuce / fruits / strawberries / California is / has a lot of different agriculture / and then in the / in the middle of the country it's dry and there's where we grow wheat and in the Midwest we grow corn and soybeans [pause] and that's all we

	grow here and we have cattle in the West and then in the East we have fruits and potatoes / and in the South we have cotton / peanuts / sweet potatoes / warmer crops [long pause] and different places to visit in the US include first cities / there's really big cities like New York City / and Chicago and Miami / and Los Angeles [L1] Los Angeles] / [L2] Las Vegas / [pause] and those are big tourist cities kind of like Quito or Guayaquil / and there's natural places like Mount Rushmore which is a big mountain [uh] that man carved four president's faces on and that's in North-South Dakota [pause] I think it's in South Dakota [laughs] it's near here / and there's the Grand Canyon which is in Arizona which is this huge hole in the ground basically and it's in the desert [pause] and there's Yosemite National Park where you can see the geysers and geysers are hot water that come out of the –blow out of the ground as steam and that's near Mt. St Helens / which is the only volcano that we have in the U – in the [incomprehensible] the US and there's other volcanoes in Alaska in Hawaii [pause] oh and you can visit Hawaii [laughs] or Alaska or Puerto Rico / those are considered part of the US [pause] Do you have any questions about those things? Before I go on to food?
EII02	[long pause] yeah [uh] what kind of foods do you like?
Cp02	What kind of what?
EII02	What kind of [incomprehensible] do you like?
Cp02	[pause] fruits? [pause] can you say it again? I didn't hear you
EII02	[long pause] yes /
Cp02	Fruit so the types of fruits that I like are apples / bananas / oranges / tangerines / [uh] watermelon / cantaloupe / raspberries and strawberries / but I really really really like “maracuya” [laughs] but I can never eat that here [laughs] [long pause] Do you have any other questions for me? Or should I go onto food?
EII02	[uhm] [incomprehensible] [pause]
Cp02	Can you say it again? Repeat [pause]
EII02	[pause] how's people in the USA?
Cp02	That's a good question / [uhm] there's lots of nice people in the US and I'd say people are so characterized by where they live / so people that live in the south / are typically a little bit more relaxed and calm / probably because it's hotter / and people in the west are also more relaxed because there's lots of old hippies [laughs] and people in the Midwest / I would say are [pause] nice / and helpful [pause] and sort of from rural areas so they're somewhat small –minded / I guess / if that's fair [laughs] and then people in the cities I would say are busy and sort of stern and these are all just my opinion so / these are just my opinions [laughs] and there's a great deal of people that there are really aware and active and interested in what's going on in the world and there's a fair amount of people that don't really care / that only care about the US [long pause] so do you have any other questions for me?
EII02	[long pause] [incomprehensible] about your country

Cp02	Again?
EI02	What other things about your country?
Cp02	[pause] like [laughs] [uhm] [pause] [uhm] I don't even know that should tell her / I could tell you lots of things I feel right now but [laughs] that would be complicated [uh] [pause] yeah / ask me a specific question and I'll answer that
EI02	[long pause] [no answer]
Cp02	I should ask you what do you think about the US?
EI02	[pause] [uhm] I / I think that the US is a really really big country
Cp02	.....[laughs].....
EI02	And people [uh] are very [uh] kind and they don't care anything I think / I don't know
Cp02	Keep going / it's ok / keep going
EI02	I really don't want to live there [mumbles]
Cp02	You don't want to?
EI02	[no answer]
Cp02	It's good you don't want to live in the US [laughs] because your country [laughs] people from Ecuador live in Ecuador lots just stay there / they need to stay at home [pause] make Ecuador work / don't come to the US and work as waiters [gesture] / this might be a topic for another time [laughs] / we can talk about this a lot / I think /
EI02	Ok
Cp02	Do you want to ask me any other questions?
EI02	[laughs] you want me to say something about Ecuador?
Cp02	Do you want me to ask you questions about Ecuador? Or do you just tell me?
EI02	I think I'm going start
Cp02	Ok
EI02	Ecuador is located [uh] in the North west of South America in the Pacific Ocean and [uh] / the language is Spanish and Spanish / Quechua and many people speak Spanish / [eh] English / sorry / [uh] the currency is the dollar and [pause 0:00:02.82] the weather in Ecuador is very [uh] wonderful we / we can [pause 0:00:08.04] some kinds of weather and in the day we [uh] have a / a the sun / and in the afternoon we can be the rain [pause 0:00:08.31] [uh] festivals Carnival / we / the Day of the dead / [uh] / there is a festival like Valentin / father's and mother's day too / and [pause 0:00:09.64] [uh] and the carnival is very wonderful here in Ambato because [uh] there are a lot of flowers and fruits and [uh] the people sometimes are crazy because they like this [uhm] and in Ecuador grow bananas / watermelons / pineapples / apples / grapes and potatoes / tomatoes / avocados / green beans / maracuya and a lot of fruits / and other fruits and vegetables [pause 0:00:09.22] and the places to visit are Banios / is a small city but it has [uh] a lot of places to visit – Ingapirca is very wonderful / Cuenca / the capital of Ecuador / Guayaquil and Zaruma / Galapagos where there are a lot of wonderful [uh]

	animals and different kinds of [uh] flowers and animals and “lagos” and the typic volcanoes / it’s wonderful too / [uhm] and food / normally we eat here [uh] “llapingachos” / “yaguarlocro” [uh] “fritada” and [uh] chochos / [pause 0:00:03.16] and [uh] fried fish / and people here in Ecuador are friendly / kind / nice and helpful / and the Ecuador is a terrific country and it has different kinds of weather and kinds of people and it have a good environment in comparison to other countries
Cp02	What are “llapingachos”?
EII02	[uh] it’s a typical food [uh] here in / in Ambato and [uh] it’s a “tortillas” and “chorizo” [uh] and eggs / fried eggs [laughs]
Cp02	[laughs] they’re very delicious
EII02	I think yes but I don’t like them / for me I don’t like
Cp02	You don’t like “llapingachos”?
EII02	I like [uh] “yahuarlocro”
Cp02	I’ve never had that before
EII02	Really I love yahuarlocro / really?
Cp02	No
EII02	Yeah [uh] and maybe “fritada”
Cp02	I like “fritada” [pause] with “chochos”
EII02	[laughs] really?
Cp02	Yeah
EII02	Where do you like?
Cp02	I’m going to ask you a couple of questions ok?
EII02	[no answer]
Cp02	Have you ever played carnival in another town besides Ambato?
EII02	.....Ok / [uh] yes [uh] this is really bad [uh] here in Ambato I play too [uh]
Cp02	What does your family do for the Day of the Dead?
EII02	[uh] sorry?
Cp02	What does your family do on the Day of the dead?
EII02	[uh] I like to [pause] drink “colada morada” and [pause] and eat “guaguas de pan”
Cp02	[laughs] what are “guaguas de pan”
EII02	[pause] [laughs] [pause] is a kind of bread
Cp02	What does it look like?
EII02	Have a shape of a girl form
Cp02	Cool! [pause] Have you ever visited Cuenca?
EII02	[pause]

TASK 3: Education system
(0:33:59.54)

Cp02	Hola Gaby?
EI02	Hola Sarah / "como estas?"
Cp02	Good / and you?
EI02	[pause] Fine [laughs] [incomprehensible]
Cp02	"Que dijiste"
EI02	[uh] "que tu empieces"
Cp02	Ok / I'll go first / [pause] ok / my first question is / and these are questions about school / so how many students are there in a classroom at / in your school?
EI02	[speaks to other people] In a classroom / [uh] there are 30 students
Cp02	30?
EI02	Yes
Cp02	Ok / ok you ask a question
EI02	[long pause] can you repeat please?
Cp02	I said you can ask a question now if you want to
EI02	Oh / ok / [uh] how is the education in your country?
Cp02	[laughs] can you be more specific?
EI02	[uhm] there are public and private school?
Cp02	[uhu] there are public and / there are public and private schools in the US and [pause] public schools are subsidized by our taxes and private schools are paid by the families
EI02	[long pause] Do the children live in the school?
Cp02	Can you repeat that?
EI02	Do the children live in the high school?
Cp02	[uhm] sometimes in private schools / students live at school / and those are called boarding schools / but the majority of students don't live at school
EI02	[pause] can you repeat please?
Cp02	[uhu] the majority of students do not live at school / some students that go to boarding schools / which are private schools / live at school / but these are not very many students
EI02	[pause] [no answer]
Cp02	Now I'll ask a question / how long is the school day in Ecuador?
EI02	[uhm] 8 hours
Cp02	8 hours?
EI02	It begins at / [yeah] it begins at 7 o'clock and finish 1 o'clock [pause] I'm going to correct / is 6 hours not 8
Cp02	Ok
EI02	Sorry
Cp02	[uh] .....do you
EI02	And in the US...

Cp02	Do students go to school in the afternoon?
EI102	[long pause] [no answer]
Cp02	Ok I have another question
EI102	[uhum]
Cp02	Ok / what subjects do you study each day at school?
EI102	[long pause] [uhm] biology and [incomprehensible]
Cp02	What subjects did you say?
EI102	Biology / and [pause] [incomprehensible] [pause]
Cp02	You said BIOLOGY and what else?
EI102	[pause] and [pause] and [uh] "quimica" / I don't know [laughs]
Cp02	Ok / "quimica" is chemistry
EI102	Oh ok /
Cp02	Can you say it? CHEMISTRY
EI102	Ok / chemistry
Cp02	[laughs] do you study math?
EI102	Yes / but a little / I have a few / [incomprehensible] / three or four no more /
Cp02	Ok / do you study history?
EI102	No
Cp02	No? [pause] do you ever study history in high school?
EI102	[incomprehensible]
Cp02	Do you understand what I'm saying? [laughs]
EI102	Yes
Cp02	You never studied history?
EI102	Ah! [laughs] [uhm] yes / I study the first [uh] three years of high school I study / sorry
Cp02	Ok / [uh] do you study art / do you study art / or music or drawing?
EI102	[uh] music / draw [uh] [laughs]
Cp02	Drawing?
EI102	Drawing and "y que mas" ? and what more?
Cp02	Drama?
EI102	[uhm] no
Cp02	Ok / do you study writing and practice reading?
EI102	Yes /
Cp02	Ok / how / how long are your class periods each day? / like for example how long each day you study biology / chemistry math / history / writing or reading?
EI102	[uhm] I study [uh] 9 hours at the week of biology / and 8 hours at the week of chemistry / and the [uh] 5 hours at the week English [pause 0:00:11.63] and 4 hours at the week anatomy / and [uh] 3 hours of the week mathematics and 2 hours at the week [pause 0:00:08.67] [uh] artist [uhm] "yeah eso"
Cp02	Do you stu....do you have / ok / on Monday or Tuesday / do you have all the same classes? Or do you have different classes each day?

EII02	Please repeat
Cp02	Ok / on Monday / or Tuesday or Wednesday / or Thursday or Friday / do you have the same classes every day? Or do you have / for example Biology one day / chemistry the next day / or do you have biology and chemistry every single day?
EII02	[uhm] Biology and [uhm] chemistry at / I have all the days / and the others subjects [uh] have in different days
Cp02	Ok / how long are you in each / how long is one class period?
EII02	[uh] in my high school [pause 0:00:03.21] 6 and half hours
Cp02	Alright / right / no / how much / like in one day / do you have biology class for 20 minutes / or 60 minutes / or 2 hours?
EII02	[uh] 45 / 45 minutes
Cp02	Ok / and then do you go to a different classroom? Or does...or do you change professors and your new professor comes to your classroom?
EII02	[uh] I have classes in the same [uh] the same course / classroom and [uhm] we change classes only when we have lab...laboratory we go to another classroom
Cp02	And do you have the same professor for all the subjects?
EII02	Yes / different
Cp02	Different professors?
EII02	[pause] [no answer]
Cp02	Ok / do you want to ask questions now?
EII02	[uhm] [pause 0:00:13.43] is the education obligatory?
Cp02	[uhm] [laughs] I don't know how to answer that [laughs] I guess yes / you are expected to go to school / because in the US children under the age of 16 are not allowed to work kind of / so / if you're a young adult walking on the street during the day / the police sometimes will stop and ask you why you're not in school / so I guess I'd say it's obligatory / yeah / [pause] it's pretty much the / everybody goes to school / it's really rare and in poor instances where students wouldn't go to school / but I would say this population is maybe / maybe 10% of the population / which is high / but maybe 10 % don't go to school
EII02	Are they learn other [pause 0:00:07.73] [laughs] are they learn other languages?
Cp02	What's up?
EII02	Are they [uh] "si" / are they learn other languages?
Cp02	Yes / students learn / students can learn many other languages / and / for example / in some schools where there's large immigrant populations like / there's a town near here in Iowa / where 12% of the population is from Mexico and they have / they have primary school that is taught in English and in Spanish / for young / for young children / and then / for example in my high school you can take Spanish / or French / or German in addition the studying English
EII02	Maybe / do you study?

Cp02	What?
EI102	Do you study?
Cp02	Do I study?
EI102	Are you studying now?
Cp02	Yes / I'm in school / I'm in / I'm in graduate school / and I study Agronomy / I study plants
EI102	Do you like it?
Cp02	Of course / [laughs]
EI102	[long pause] how is the university in US?
Cp02	Can you be more specific?
EI102	[uh] I don't know / how is the education or how / is [incomprehensible] the teachers / I don't know
Cp02	[laughs] well compared to /
EI102	[incomprehensible]
Cp02	Compared to high school / it's much more free / you have a lot more freedom / which means that you have to be responsible / and do your homework / and stop screwing up with your friends [laughs] / [pause] / so it's not as in college / you are given a lot more freedom than you are in high school
EI102	[pause] [uhm]
Cp02	Ok / I'll ask you a question
EI102	[long pause] what do you mean when you say that the students have more freedom?
Cp02	I mean that / typically in the US / you live with your family / with your parents until you're 18 / while you're still in high school / and when you graduate in high school you move to the university to live with other students of your own age / and / so / people / students are 19 years old to about 22 years old living together / and / I mean freedom by that's there's no mom and dad / and so if you want to go out every night and never go to class you can do that but you won't do very well at university / [pause] so you have more freedom to do whatever you want / and so that's the difference between high school and college and university
EI102	[pause] [no answer]
Cp02	Ok / I'll ask you a question ok?
EI102	[pause]
Cp02	What type of homework do you have from your different classes / for example / do you / do you do a lot of reading or a lot of writing / do you have problems that you have to solve or do you just memorize lots of things / do you do projects?
EI102	Ok / I have to read a lot / I have to study a lot too / and I have problems with mathematics and [pause] and physics
Cp02	Ok / how much / how much does it cost to go to school in Ecuador?
EI102	[pause] I really / I really / don't know in private schools but in the public [uh] schools are free really because is free / yeah / [laughs]

Cp02	Do you go to public and private school?
EI102	[uh] in a public school
Cp02	Ok / do you have questions for me now?
EI102	[uhm] in the high school how / who are the / the tests / or [uh] [uhm] exams? Are they difficult?
Cp02	Well / if you study [laughs] it's not difficult yes / in high school for example students can take courses that are what all students take or students can take courses that are higher learning that are more difficult / those are called a / accelerated [uh] accelerated practice courses / something like that / and those are in math / in physics / in chemistry and in reading or English I mean / which is writing / and so students can take either the normal courses or they can take accelerated courses and the accelerated courses are a little bit more difficult but / it just depends why you prepare for [pause] I'm sure it's the same in Ecuador
EI102	[uhm] [pause] is [incomprehensible] students [incomprehensible]
Cp02	Can you repeat that?
EI102	Do the student have extra activities
Cp02	Oh / yes / in high school extra curricular activities are really huge / so for example students play sports / lots of students play sports / basketball / soccer / football / baseball / track / [uh] swimming / gymnastics / lots of sports / or students play in a band where they play different instruments / or students are in the theatre group where they do different types of plays / or students are in sometimes clubs where you compete / a group of students competes against another group of students answering questions about math or physics or chemistry or history / [uhm] there's lots of clubs and activities for students / lots / it's really nice
EI102	Are the students / have [uh] have classes in the afternoon?
Cp02	We go to school usually from 7h30 in the morning till 3h30 or 4 pm in the afternoon / and / then students sometimes have usually have extra curricular activities from 4h30 till 6 or 6h30 / but nobody goes to school after 4 / or / 4 is really the latest that school would end
EI102	[uhm] how they have time to do the homeworks?
Cp02	[laughs] you don't have any time [laughs] in high school when I was in high school I played sports / I was in band / I was in lots of clubs / and / I did my homework usually at 11 o'clock at night [laughs] or on the weekends / but I don't know
EI102	And / [uhm] have the students in the school maybe / [uh] do the students give a finally test?
Cp02	Yeah / usually in your senior year which is your last year students do final projects for their different subjects / and these can be really large papers or projects with other students / [pause] but we don't / we take exams but they're exams so that the / so that the / our state know how well we're doing / they're not exams to pass or fail us / like we take exams throughout high school every semester and then at the end we have projects but these other exams we take are more of [uh] measurement of how students are

	doing
EI102	What is the difference between high school and college?
Cp02	Well the freedom [laughs] / is one thing / [uh] / you don't live at home / and then as far as studies / your first year of college is just like high school / because you take general courses / you take English and math and science / and reading and [pause] / some probably biology or chemistry / and then your second year you start focusing on what you want to study / like if you wanna be a doctor / or a lawyer or an agronomist / or a football player / and then your third and fourth year you really focus on those classes / so you specifically takes classes that are for that type of career [pause] and then after college you can go on for more college / like graduate school / like / Nadia and I are / we're doing our masters / which is the next level after college / [pause] [uh] and college is really similar to university / and then after college or university you can do your masters and that's even more focused on a specific career and then you could do your phd which is the last level or become a doc / which is becoming a doctor of a specific topic or subject / it's really specific at that point /
EI102	Do you have / maybe do you have another questions?
Cp02	[uh] what age do you graduate from high school?
EI102	What ?
Cp02	Age / how old are you when you graduate from high school?
EI102	[uhm] is between 17 and 18
Cp02	Ok / [pause] and do students go straight from high school to university?
EI102	Can you repeat the question?
Cp02	Do students who graduate from high school go directly into university or do they work first / or do they / what do they do?
EI102	If / if can / [uh] but I think a little students can go to university and the others maybe get married or work
Cp02	Ok / [pause] ok do you have any more questions?
EI102	I think no
Cp02	Ok / I think I'm done too [pause] ok I'll see you on Thursday [pause] bye
EI102	Bye

TASK 4: Argumentation: Changing holiday dates
(0:12:35.52)

Cp02	"Hola Gaby"/
EI102	"Hola como estas"
Cp02	"Bien y tu?"
EI102	"Bien tambien"
Cp02	Ok / so we are gonna talk about situation 2 on the paper

EII02	[Uhu]
Cp02	So / I'll read it / the government in your country plans to change official holiday dates in order for people to have a consistent calendar and arrange vacations in advance / the change is as follows / instead of having a date of in the exact day of the holiday / they plan to move it to the first Monday of the month / discuss the advantages and disadvantages of this change. [pause] So do you wanna start with the advantages?
EII02	[long pause] [incomprehensible] you or I start?
Cp02	[pause] you can start? Why don't you / you start / you say some advantages first / and then I'll say advantages / and then you say disadvantages and then I'll say disadvantages /
EII02	[uh] yeah [uhm] I think [uh] that is good because we know when we have vacations and we do want [uh] organize but I don't like that it is [uh] on Monday / maybe it could be [uhm] Friday
Cp02	[laughs] what do you think / what do you think Friday is a better day?
EII02	[uhm] because / I like it / [laughs] and it is the end of the / of the week / and we have more days to rest
Cp02	[laughs] ok / so I agree that an advantage is that you will know what the calendar is / and then you can plan for trips to the beach / or to go visit family / easy / more easily / and / I guess I don't / I don't think I agree it would better on Friday than on Monday / but / I don't know if I care [laughs] I don't if that matters
EII02	[laughs]
Cp02	But / Ok / so those are advantages that we see / do you wanna say some disadvantages?
EII02	[uhu] [pause 0:00:06.94] / [uhm] the other I think that it is not good because / each holiday has a reason to be / for example the / 25 of / day in May / is "la Batalla de Pichincha" / and it is an important date in our country / and in my opinion is not good change this day /
Cp02	I agree /
EII02	[uhum]
Cp02	So for example / in the US / our day of independence is the 4 th of July / and
EII02	[uhum]
Cp02	If we had every first Monday of July as vacation for the 4 th of July / I don't think people would be happy / because the date is really important /
EII02	[uhum]
Cp02	What other disadvantages do you think?
EII02	[uhm] I think [laughs] that I don't know any more / because [pause 0:00:05.08] [laughs] because / it's / it's [uhm] holidays have a / have a reason / and I think that it is not good and the people don't like it that the government [uh] change the dates for celebrate it
Cp02	[uhum]
EII02	[hm] I don't know

Cp02	Yeah / and / for example / in the US / we used to have Thanksgiving / which is "Dia de la Accion de Gracia / we used to have...
EII02	.....[uhum]
Cp02	.....this holiday / [uhm] on a specific date / and then they changed it to be the third or the fourth Thursday of every / the fourth Thursday of every November / so it's on a Thursday / and then Friday the day after people usually don't have to work / and so now it's become this huge holiday to go shopping / and everybody goes Christmas shopping on the day after Thanksgiving / and ...
EII02	...[uhum]
Cp02	..if it wasn't on a Thursday / if it was on the date it should be / then only once a year would / or once every seven years / would it fall on a day when people could take off the next day of work and go shopping [laughs]
EII02	[uhu]
Cp02	Do you understand?
EII02	Yes /
Cp02	Cool! /
EII02	[uhu] the most of that / of it I understand
Cp02	[laughs] that's good
EII02	[laughs]
Cp02	So it seems like we need a mix of certain holidays maybe should stay on the original date / and other holidays maybe could be dictated by the government / or somebody /
EII02	I don't understand because "hubo un corte en la llamada"
Cp02	[ah] so I'll
EII02	Please repeat
Cp02	I'll say again / so I think we both /
EII02	[uhu]
Cp02	We both agree that some holidays should be kept on the original dates / while others might able to be [uh] changed to be on a Friday before a weekend / so people can plan holidays / can plan longer holidays / longer vacations /
EII02	[uhu] [laughs] I think is better than / that we [uh] we [uh] / celebrate the holidays / in / in their dates / it is
Cp02	[uhu]
EII02	[uhu] and don't agree about change
Cp02	Good / yeah /
EII02	[uhum]
Cp02	yeah I agree / I / I guess I don't / I guess I like some holidays being on specific dates / like we know for sure / but I also like some holidays being on different days of the week / ...
EII02	[uhum]
Cp02	...I'm indecisive / I just like / I like vacation
EII02	[uhm]

Cp02	What happen / what happened in Ecuador or what's happening in Ecuador about [uh] holiday dates and holidays?
EI102	[uh] sometimes the government change the date and [uh] and we can but [uh] I think that it is not good /
Cp02	[laughs]
EI102	[laughs] yes because we / we should know / [uh] when [uh] happen something or why we celebrate it
Cp02	Yeah / I agree / that's...
EI102	.....[uhum]
Cp02	.....I / I think it's really interesting stating that the government can just say we're gonna change this [laughs]
EI102	[laughs]
Cp02	In the US / because we have longer days daylight hours during the summer / and shorter days during the winter / we change the time / so for example / right now here in Illinois / where we live in Iowa it's 7pm / because we change the clocks / and it's 8 o'clock in Ecuador right now / right?
EI102	Yes
Cp02	Ok / good / so / the / president Bush / last / two years ago / decided that we should change the clocks earlier in the spring time / in April / and later in the Fall / and he / it took him two years to make this decision / to change this / it didn't happen overnight / it took a long time / and lots of talking to / to decide to / instead of changing the clocks the second week of April / now we change the clocks the last week of March / and then in the Fall / instead of the first week of November / now it's the third week of November / and this took a long time / to decide / [laughs] ...
EI102	...[uhm]
Cp02	...so I'm really surprised that the government / well not surprised / but I just think it is [uh] maybe too much control or...
EI102	Yeah
Cp02	...or too much / I don't know what I would be / all the changes so fast / it's too fast
EI102	[uhu] yes [uh] I really don't like it / I don't know
Cp02	That's ok / I don't either [laughs]
EI102	Yeah [laughs]
Cp02	So do you have any more [uh] advantages or disadvantages or anything to say about the topic?
EI102	No / I don't have more
Cp02	Ok /
EI102	You?
Cp02	No I think I'm done
EI102	Ok

TASK 5: Favourite festival
(0:23:46)

Cp02	And when does this festival happen?
EI02	[hm] in Ambato
Cp02	WHEN do you have the festival
EI02	It was in February / it don't have a specific date but it is in February
Cp02	Is it / is it for carnival?
EI02	Yes
Cp02	[hm] so what are things you do for this festival?
EI02	Well [uh] it has [uh] but we have a lot of things to do and we have to choose [laughs] but [uhm] the principal thing I like to go is to see the / the parade because all the high schools participate in it [uh] it has a really [uh] a really beauty dancers and it / it's cool to see that
Cp02	[laughs] have you been in the parades before?
EI02	[uh] [uh] please repeat I don't
Cp02	Have YOU BEEN IN the parade before?
EI02	Ah no
Cp02	[laughs] no Have you / has your school never been in the parade?
EI02	Oh yes / yes/ my school [uh] yes
Cp02	So [uh] let me see / why do they throw flowers and fruit?
EI02	[u] because I think [uh] Ambato is [uh] the flowers and [uh] and fruit city but because / I don't know / because here in Ambato we have flowers and fruits
Cp02	[laughs]there's no like / are you there?
EI02	Yes
Cp02	Do you eat any special food during this festival?
EI02	[uh] I don't think we have something special / but we eat "llapingachos" [uh] the special food
Cp02	And is the festival just one day or is it a whole week?
EI02	[uh] it's about [uh] well / the [uh] the festivities are for about two weeks but [uh] is in the carnival [uh] when we have the really holiday from Monday until Thursday
Cp02	Uhu
EI02	Uhu
Cp02	And you don't throw water balloons in Ambato like they do in the rest of Ecuador?
EI02	No
Cp02	No?
EI02	No it /it's really different the carnival in Ambato because people don't play with water
Cp02	[laughs]
EI02	It's good yeah [laughs]
Cp02	When people throw fruit what kind of fruit do they throw?
EI02	[uh] well principal [uh] people throw pears / peach /something like that

Cp02	And does it stain your clothes?
EI102	[uh] I don't know
Cp02	Does it / does the fruit stain your clothes? When it hits you
EI102	[uh] I don't understand
Cp02	So I'm wondering when / when people throw fruit at you and you get hit by the fruit / does the fruit stain your clothes? As does it make your clothes dirty
EI102	[uhu] [uh] yes [uh] [uhm] the fruit in the parade and people are crazy and want to take a fruit
Cp02	Wow/ doesn't it hurt to get hit by fruit?
EI102	[uh] in the / in the parade is something that the queens throw the fruits [uh] or maybe flowers and the people that stay [uh] and see it /this want to take it / this / is something typical
Cp02	“que raro” / wow / [uhm] I think they're all my questions / [oh] have you ever gone to La Mama Negra festival in Latacunga?
EI102	I never gone it and / and I don't go
Cp02	No
EI102	But the reason is good
Cp02	.....but.....
EI102	.....but I don't know
Cp02	Ok / yes / I just wondered/ ok do you wanna ask me some questions?
EI102	Yes! / [uhm] what is your favourite festival?
Cp02	[uhm] that's a good question / I think / well so for family events /my favourite festival is / is probably Thanksgiving [laughs] / which is day when we eat a lot food/ and cook a lot of food and we spend time with family but we don't buy presents like Christmas so I like that / and then

TASK 8: Favourite food
(0:23:04.76)

Cp02	“Hola Gaby”
EI102	“Hola como estas”
Cp02	“Bien y tu?”
EI102	“Bien”
Cp02	“Bueno” / emtonces” [uh] then / do you wanna start?
EI102	“SI / veamos”
Cp02	do you have the paper?
EI102	Yes /
Cp02	Ok / [pause] what's your favourite food?
EI102	[uh] well my favourite food is pizza
Cp02	Pizza?
EI102	But I don't know to make it
Cp02	[laughs]

EII02	[laughs] I / I have a [uh] [uh] how [uh] [uh] to make cocadas [uh] is something typical of Ecuador and is very delicious
Cp02	Can you say that again?
EII02	[uhu] [uhm] directions [uh] I have the recipe how to make “cocadas” / “cocadas” are a typical food / of something typical here in Ecuador
Cp02	[pause] what is the food / I can’t hear you?
EII02	“cocadas”
Cp02	“encocada”?
EII02	Uhu
Cp02	Ok / [laughs] we didn’t understand / yeah Ok / go ahead [laughs]
EII02	Yeah / and you need [uh] some cinnamon / [uhm] a wooden spoon / a seashell / 4 liters of sugar / a little of orange] juice / and something more / a rolling pin / a coconut and [uh] no more [laughs]
Cp02	Ok / can you repeat those ingredients one more time?
EII02	“si / “haber” / the principal a coconut / 4 little of sugar in juice / a seashell / a rolling pin / some cinnamon / a wooden spoon and [uh] a cutting board
Cp02	Did you mean / did you mean seafood instead of seashell?
EII02	Excuse me?
Cp02	Did you say seafood or seashell?
EII02	[uhm] seashell
Cp02	Ok / I think you wanna say seafood / “mariscos” / right?
EII02	Yeah
Cp02	Ok / it’s seafood
EII02	No / is seashell / [uh]
Cp02	Ah / “conchas” / are [uh] “conchas” are [uh] [uhm]
EII02	“La cosita dura [uh] el caparazon de la concha” [uh]
Cp02	Yeah / “conchas” are like [uh] [uhm] like oysters / or [uhm] what are conchas [uhm] [L2] well anyways I know what you mean / ok
EII02	Uhu
Cp02	Ok /
EII02	[uhm] the instructions are / first grate the coconut with the seashell and boil the juice for about a hour until it becomes syrup [pause 0:00:05.69] [uh] add the grate / grated coconut and the cinnamon and [uh] stir the syrup for about 20 minutes over a [uh] an oven pour the mixture in a / on a wooden board and roll it with the rolling pin and finally [uh] put the mixture into a [uh] small rectangle
Cp02	What was the last part? / what did you just say?
EII02	And finally put the mixture into a [uh] small [uh] rectangle
Cp02	Oh / like a pan / a cake / yeah / like a pan / ok
EII02	Yeah / yes / yes / yes
Cp02	Ok / / ok so after I cook the coconut with the seashells what do I do?
EII02	“Haber” / grated / excuse me please [pause 0:00:11.26] [uh] please repeat?
Cp02	Oh / sorry [laughs] after [uh] you cook the coconut with the seashells what do

	I / what should I do next?
EII02	What / oh / yeah / boil the juice for about an hour
Cp02	Ok /
EII02	And until it becomes syrup?
Cp02	Until it becomes what?
EII02	Syrup
Cp02	Ah / syrup /
EII02	Syrup [corrects pronunciation]
Cp02	Ok
EII02	[laughs]
Cp02	Yeah / yeah / syrup
EII02	Uhu
Cp02	Uhu / good / ok
EII02	And then / [uhm] you [uh] add the grated coconut [uh] and the cinnamon
Cp02	How much cinnamon?
EII02	[uh] I don't know / some / a little / it depends if you like [uh] the cinnamon more / and if you don't like yes
Cp02	Just a pinch
EII02	Yes
Cp02	Yumm
EII02	Yeah
Cp02	So / I had "encocado" with "verdes" before / do you put "verdes" in it
EII02	Excuse me?
Cp02	I've had "encocado" with "verdes" / do you put "verdes" in it
EII02	[uh] "ahi si ya no entendi?"
Cp02	Do you make it with "verdes" / "platanos"
EII02	Ah / no
Cp02	No? / ah / ok /
EII02	[laughs]
Cp02	Only with coconuts in it
EII02	Ok /
Cp02	It sounds yummy / ok / is there anything else for your ingredients in your favourite food?
EII02	No
Cp02	[laughs] ok / so I / I'll tell you...
EII02	Maybe I like white cocada more than black cocada
Cp02	Aaahh / ok / did you say encocada o cocada?
EII02	[uh] encocada / no / cocada
Cp02	Ah / but then what did you say seashell?
EII02	[uh] it / because you can [uh] the [incomprehensible] [uh] "rallar el coco con la concha"
Cp02	[uhm]
EII02	with the seashell
Cp02	Oh / you use the seashell to grate the coconut?

EII02	Uhu
Cp02	But you say you don't cook the seashells?
EII02	It's only for that
Cp02	What?
EII02	The seashell is only for ...
Cp02	.....Yeah / ok....
EII02	Yes / uhu
Cp02	Ok / we were confused [laughs] ok / now I understand / yeas / [laughs] / ok / so you talk about a candy [laughs] / so it's a candy that's made of coconut / sugar / orange juice and cinnamon
EII02	Uhu [laughs]
Cp02	Ok / [uhu] [laughs] I know what you're talking about [lauhs] I thought you meant "encocada"
EII02	Oh /
Cp02	And I've never had it with cinnamon before [laughs]
EII02	[laughs]
Cp02	And usually I had it with "verdes" / [laughs] so I was really confused
EII02	[laughs] I don't / I don't know why you said with "verdes"
Cp02	[laughs] yeah / that wouldn't taste very good [laughs]
EII02	[laughs]well / I don't know
Cp02	Ok / so / that sounds good / so I can tell you know now
EII02	Uhum
Cp02	I can tell you how to make pizza
EII02	Ok
Cp02	Ok / ready?
EII02	Yes /
Cp02	Ok /
EII02	No / no
Cp02	Ok /
EII02	"mi lapis, mi lapis"
Cp02	ok / "lapis" / what is "lapis"
EII02	Ok / yeah
Cp02	Ok / so first you wanna make the dough / the crust and basically it's flour / I would say / [pause] ok / maybe two / two cups pf flower and you can use whole wheat or white flour / doesn't matter
EII02	Uhum
Cp02	And then I'll say 5 teaspoons of butter like [uhm] three like coffees spoons of butter / no / no coffee spoons / soupspoons / five / four soup spoons of / of butter and make sure it's cold / and then you put [uhm] like a couple pinches of salt with the flour and a small teaspoon of baking powder and mix that all with the flour [pause] and then take the butter and mush it into the flour with your hand [pause] so you'll have sort of chunky butter with flour kind of [pause]
EII02	Uhum

Cp02	Ok?
EI02	Yes
Cp02	Ok / then / you wanna take water just take water like a couple of spoonfuls at a time and put it into the dough and make the dough / don't put too much water / and you want the dough to be the texture of like a [uhm] well / that won't stick to your hands so it's not / it's not super wet but you can make a ball [pause] so you have to be careful don't put too much water / 'cause it would be too sticky / then / so you then work the dough with your hands and move the dough and then you can roll the dough in about the size that you want the pizza [pause] and then you can put on top of the pizza anything you want to / so if you wanna do something traditional you could make the sauce which is like spaghetti sauce / where you take tomatoes and onion and peppers and garlic and oregano and basil and you could cook those until they're really thick [pause] and you spread that on the pizza dough and then on top of that you can put whatever you could put / pepperoni / or / or sausage or mushrooms / or onions or broccoli / or whatever / whatever you want / so sprinkle that on top of the sauce
EI02	Uhum
Cp02	And then sprinkle mozzarella cheese or everything / really cover with lots of cheese [pause]
EI02	Uhum
Cp02	And then put it in the oven at probably 400 degrees F / which is 180 something C or 200 C I think
EI02	Uhm
Cp02	So like a hot oven / put it in a hot oven / and then once the crust is sort of crunchy and the cheese is sort of brown / then it's ready to eat [pause] what's really important is making the dough because it's really tough to make a good dough / you don't wanna make it too wet [long pause] so do you think you can make a pizza now?
EI02	Yes / it is [incomprehensible]
Cp02	[laughs] it's really easy
EI02	Yes / I don't know [laughs] and yes I think it is easy [laughs]
Cp02	What's that?
EI02	I think that it is difficult
Cp02	[laughs]
EI02	I don't know if I can do it
Cp02	You just have to practice
EI02	Yes [laughs]
Cp02	We make lots of things with dough / flour and butter / so it's really common to know how to make dough from wheat flour
EI02	It's more easy but it
Cp02	Pie?
EI02	Yes / buy it
Cp02	Oh / buying the pizza [laughs]

EII02	Uhum
Cp02	Sure but that's not fun
EII02	[incomprehensible]
Cp02	That's not fun
EII02	[laughs] but is more easy
Cp02	[uhm] it's easier sure / ok do you have any more questions?
EII02	[uhm] I think no
Cp02	Ok / [pause] so how do I make the dough?
EII02	[uhm] [incomprehensible] "habla muy rapido" [incomprehensible] and I / I understood it's very important and [uh] [mumbles] I didn't write more [mumbles] I don't know [laughs]
Cp02	Do you want me to say it again?
EII02	I / I write about [uh] is very important but I don't write more about that
Cp02	Oh / that the dough is really / [laughs] ok
EII02	Yes / [laughs]
Cp02	Yeah / you just don't wanna make it too wet / don't put a lot of water
EII02	Ok
Cp02	Ok / and then
EII02	Not too much water
Cp02	Right / when you're adding the flour and the butter together and once it's ready to add the water don't put in too much water / jut put in a spoonfuls at a time and then mix more with your hand and then add water until you can make a ball
EII02	... Yes.....
Cp02	... but it's not sticky
EII02	Uhu
Cp02	Ok /
EII02	[uhm] I have a question / you / do you / you [uh] add eggs
Cp02	Eggs? No eggs [pause] just flour / baking powder / salt and butter
EII02	Uhum / ok / [uhm] yeah / ok [pause] and [incomprehensible] [uh] cold butter or maybe it is [uh] cold butter / I don't know "mantequilla derretida"?
Cp02	No / no / no / no you just...
EII02	.....What?.....
Cp02	You just / you have cold / you use cold butter
EII02	.....Uhum
Cp02	... and you mix it into the flour with your hand / like with a fork or a knife / your knife it into the flour / so it's sort of chunky
EII02	Uhum
Cp02	And you can rub the dough between your hands so / like rub the flour with the butter between your hands so it mixes and then when you put water in it then it will become a ball [pause]
EII02	[pause] and what kind of pizza do you like?
Cp02	[uh] I like all types of pizza [laughs]
EII02	[laughs]

Cp02	[laughs] I like / I love pizza / I can eat pizza everyday / [incomprehensible] didn't make sick
EII02	[laughs]
Cp02	I had pizza today and I had pizza yesterday / it's awful
EII02	[laughs] ok
Cp02	Ok / do you have any other questions?
EII02	Yeah / [uhm] do you use tomatoes?
Cp02	Yes
EII02	Yes
Cp02	To make the sauce you cut up tomatoes and you can cook them / you cook them for along time in a pressure cooker and they'll become really thick you can blend them after they've been cooked and they'll become really thick and after you spread on the dough for the sauce / and you should put garlic / and onion and pepper / and oregano in that mixture and put that so the sauce has a good taste / has good flavour / or you can buy a can of tomato paste [laughs]
EII02	[laughs]
Cp02	I've seen / I've seen this / but I think is more fun to cook tomatoes yourself
EII02	[laughs]
Cp02	There's many ways to do
EII02	[laughs] yes / thank you
Cp02	Ok / alright / so I think we're done
EII02	Ok /
Cp02	Ok / here's Nadia
EII02	Ok / thank you
Cp02	Ok / "chao"
EII02	"chao"

TASK 9: Problem solving: Arrivals
(0:11:37:00)

Cp02	Hi Gaby
EII02	"Como estas?"
Cp02	"Bien vos?"
EII02	"Bien tambien"
Cp02	So do you have the task there?
EII02	Yes
Cp02	Ok / did you look at it beforehand
EII02	[uh] please repeat
Cp02	Did you / did you already look at it?
EII02	[uh] I don't know "no alcance"
Cp02	Did you / did you look at the / did you look at the order of arrivals at the people in their countries?

EII02	[uh] yes
Cp02	Ok / [laughs] you [uh] so the first one in my answer is Mr. Shultz arrived late at night and no one else arrived that day so...
EII02	Yes
Cp02	That / do you just wanna go / you just wanna tell me the ones that you have for Sunday and the country? Where that person is from and then we can decide if I have the same ones?
EII02	[uh] in Sunday I have Mr. Shultz and he is from Americ.../ "Africa del Sur"
Cp02	From South Africa?
EII02	[uh] yes
Cp02	Ok / ok / I / I have the same...
EII02	And then I have
Cp02	What?
EII02	"no nada"
Cp02	Ok / so I have the same thing / I have Mr. Shultz arrived on Sunday and he's from South Africa
EII02	[uhu]
Cp02	Ok /
EII02	[uhu] [uhm]
Cp02	Who do you have on Monday?
EII02	On Monday I have :haber" / Mrs. Anderson and Mr. Malerno
Cp02	Ok / where is Mr. Malerno from?
EII02	I [uh] He is from[uh] Brazil
Cp02	Ok /
EII02	I don't know
Cp02	And where's Ms. Anderson from?
EII02	I think I don't know but that [uh] he's from / he's come from Costa Rica /
Cp02	Ok / so / I have /ok / so [uh] Nadia told me that we should change the country Costa Rica to the country Chile
EII02	Chile?
Cp02	Yeah / just make up Chile
EII02	[uh]
Cp02	So / if we change it to Chile / what would be the new answer?
EII02	Yeap / "haber" / I think Ms Anderson is [uh] come / she is come from Chile / I think / and Mr. Malerno is come from Brazil
Cp02	Ok / so I think that on the / in the / the phrases it says Mrs / Ms Anderson and Mr. Malerno arrived on the same day / ok / so we have that right / and then it says / theeee/ let's see / [laughs] the student from Argentina arrived the day after the person from Brazil and then it says Mr. Malerno is from South America but NOT from Brazil
EII02	[hm] [laughs] "entonces" / [uhm] he is from Chile / I don't know
Cp02	Ok /
EII02	[uhu]
Cp02	And then Mrs. Anderson / where is Mrs. Anderson from?

EII02	[hm] [pause 0:00:10.80] I don't know [laughs]
Cp02	Ok / so let's figure / let's think about this / let's see / so they arrived on the same day and the students from Argentina arrived the day after / so where you have that
EII02	[uhum]
Cp02	That day after the person from Brazil
EII02	[uh] yea / yes
Cp02	So I think Ms. Anderson is from Brazil
EII02	[uhm]
Cp02	Is that what you have?
EII02	[uhm]
Cp02	Is that what you have?
EII02	Yes
Cp02	Ok / ok / then What do you have for Tuesday?
EII02	Ok / I have [uh] Mr. Jackson and he is from Argentina and Mrs. Bennetton and she is from [uhm] I / Italia
Cp02	Italy?
EII02	[uhu]
Cp02	Ok / that's what I have / so how [uh] were you able to understand the phrases / the information on the left hand side? What was difficult about this activity?
EII02	[uhm] It was really difficult / I don't know what but it [uhm] it makes me think a lot
Cp02	[laughs]
EII02	And / it [uh] no/ and it was very difficult
Cp02	Did you have problems understanding the vocabulary and the like the differences between like arrived the same day / arrived after / arrived before? Like did you have trouble understanding that?
EII02	I think [uh] there's a [uhm] some[uhm] some words that confuse me sometimes but I / I tried to resolve it
Cp02	You tried the what?
EII02	Resolve it
Cp02	What is it?
EII02	Resolve / "resolver"
Cp02	Ah / ok /
EII02	Resolve / uhu
Cp02	Ok / what words were confusing
EII02	I don't listen / please repeat
Cp02	What words were confusing?
EII02	Ah / [uhm] I / I / it [incomprehensible] the text in / in / "general" / but I / maybe in the last [uhm] sentence [uhm] the Mr. Malerno is from South America but not from Brazil / it's difficult because I / I / I / I didn't know where / where he is and [uh] the country it was wrong instead Costa Rica and it is Chile

Cp02	Right
EI102	Uhu / and / for example this confuse me
Cp02	Do you / do you think that if / if it had said Chile instead of Costa Rica it would've still been difficult? To understand?
EI102	Yes / yeah I understand but it confuse me / is / is / it didn't difficult but it's confusing
Cp02	[laughs] yeah
EI102	[uhu] [laughs]
Cp02	I don't' know if I can do this in Spanish I think it will be tough
EI102	Uhu
Cp02	[pause] oh / do you want to practice pronunciation of any of these words or other words
EI102	[uhm] no / [uhm] [uh] I think no / it's [uh] I think I understand or I can't not [incomprehensible] pronunciation [laughs]
Cp02	[laughs] ok / [uh] yeah / I can't think of anything else [laughs]
EI102	Ok [laughs]
Cp02	Ok / I guess we're done [laughs]
EI102	[incomprehensible]

**TASK 10: Environmental problem
(0:22:31.13)**

Cp02	Hi / hi Gaby
EI102	Hi Sarah how are you?
Cp02	I'm good how are you?
EI102	fine
Cp02	[laughs] good
EI102	Yes
Cp02	Ok do you have the pictures of task 10?
EI102	Uhu
Cp02	Ok / so / ok / we are supposed to look at the pictures and decide which one of the pictures / just three of the pictures though / are / well you can talk about all of them / which ones are in Ecuador and then we can ask / you can ask me which ones are in the US / ok?
EI102	Yes [uhm]
Cp02	So / [uh] do you wanna tell me what each picture represents? [pause] like in the top left had corner the one with green errors / do you know what that one represents?
EI102	Maybe I / maybe recycling?
Cp02	....Yeah good
EI102	....I don't know
Cp02	[uhu] recycling
EI102	[uhu]

Cp02	Ok then the one to the left / to the right sorry
EI102	I don't know / [uhm] I don't see very good / [uhm]
Cp02	...I think
EI102	...maybe / I / I don't see very good / maybe it's a [incomprehensible] maybe some rubbish?
Cp02	[laughs] ...yeah
EI102	.....I don't see very really / but I think that is
Cp02	Yeah / I think it's just rubbish or garbage / yeah good that's what I think too / so what do you think the next one is / with the skulls
EI102	What?
Cp02	What do you think the next one with the barrels with the skulls is?
EI102	[pause] [uh] I don't know
Cp02	So that / here is called toxic waste
EI102	..... I think.....[uhu] I don't know
Cp02	Ok do you wanna name the other ones?
EI102	[uhmm] I think it is / [uh] I don't know [uh] something that is maybe [incomprehensible] [uh] / that the industries threw maybe toxic
Cp02	.....[uhu].....ok /ok / what's the next one?
EI102	[pause] [no answer]
Cp02	Hello?
EI102	[pause] the other way I don't know [uhm] what do you...
Cp02	Are you looking at the middle one?
EI102	Maybe the [uhm] I think that / the other one [pause] yes [uhu]
Cp02	What do you think that one is?
EI102	[uh] well that one is contamination
Cp02	Ok [pause] ok
EI102	The other one is [uh] the oil / oil contamination / and the other
Cp02	.....[uhu].....[uh].....ok
EI102	One is the fac / industries contamination
Cp02	Ok
EI102	[uhm] and [uhm] the other is when the people [uh] [mumbles] [uh] "desperdician" water
Cp02	[uhu] / which is / how do you say that in English? [laughs]
EI102	[uhm] " ahi si ya no se" [mumbles] [laughs]
Cp02	Waste
EI102	[mumbles]
Cp02	Waste
EI102	Waste the water
Cp02	Uhu
EI102	And the last one is when the [incomprehensible] of the trees [uh] people destroy [uh] [pause] destroy
Cp02	[uhu] ok/ so here we call it logging
EI102	[hmm]

Cp02	So the last one is called logging [pause] so which ones do you see in Ecuador?
EI02	[uhm] all of these [laughs]
Cp02	[laughs]
EI02	[uh] I think more the oil / contamination / the destroy of the / the forest
Cp02	Ok
EI02	[uhm] and other the water contamination too
Cp02	[uhu] ok so
EI02	.....and the other pic
Cp02	What was that?
EI02	[mumbles]
Cp02	Ok so you think it's the middle one water contamination / the one next to it oil contamination / and logging?
EI02	yes / it's / because water is / is pollute with chemicals and yes/ in factories / fire stations [uh] pour [uh] dirty smoke and gasses into / into the air
Cp02	ok / what about / have you seen / have you seen oil leaks or have you seen oil spills?
EI02	Oil?
Cp02	Yeah
EI02	[uh] [uhm] I think [uhm] I don't / I don't mention that but oil / but it is a / like a chemical that pour water oil and the forest and I don't know
Cp02	Have you / Have you seen oil spills before?
EI02	.....this / that the industries / I don't see
Cp02	[clears throat] where do the oil spill happen usually?
EI02	[uhm] [uh] in the [uhm] more in Lago Agrio province [uhm] that is [uh] Esmeraldas too
Cp02	[talk to instructor] is there/ there's lot.....
EI02	..... it is in the ecuadorian east
Cp02	Uhu
EI02	[uh] is the factories and industries that don't have idea the things what happen / maybe [uh] they/ they don't want to know that they contaminate [uhu]
Cp02	.....[laughs]..... I think that's true
EI02	[uhm]
Cp02	Yeah / So where do you see the logging at? / where is the most logging?
EI02	[uhm] [hmm] I / I / I don't know really / I / I don't know
Cp02	What do you think the logs are used for?
EI02	...What do you think?
Cp02	...What.....the logs are used for? / the wood is used for?
EI02	Wood [uhm] I don't / I / I don't know
Cp02	Do you understand the question?
EI02	I / I don't understand the finally part
Cp02	Ok / so I said [clear throat] for the / for the last square on the right hand side

	.....is the man with wood [clears throat] and I said [uh] what do you think the
EII02	.....[uhu].....ok....
Cp02	Wood or the logs or the wood [laughs] is used for
EII02	[hmm] in Ecuador maybe for / I don't know what type of factories are here but maybe to do paper and [uh] "que mas" wood [hmm] wood [uhm] wood [uhm] [uh] tables and chairs
Cp02	.....[uhu].....
EII02	.....And I think for that
Cp02	Uhu / So that's called / so tables and chairs and everything is called furniture
EII02	.....because..... Ah yeah ok furniture
Cp02	Uhu
EII02	[hmm] I think for the [uhm] for the / I really don't know for the / about more [uhm]
Cp02	Uhu
EII02	I don't know
Cp02	I have a question about the oil
EII02	[interruptions] sorry
Cp02	That's ok
EII02	"haber" what is the question?
Cp02	[uhu] I was wondering / for the oil question/ oil leaking / do you know why the pipe breaks or why the oil leaks
EII02	[uhm] I really don't know / maybe the / it / the industries [uh] maybe do tubes [uh] "tuberias"
Cp02	Uhu / pipe
EII02	[uhu] I think that is because [uhm]
Cp02	Yeah / it could be / and then another question about the water / why do think the / there's water contamination?
EII02	[hmm] because [uh] [coughs] [uh] a lot for factories and industries [uh] pollute the water with the chemicals and rubbish and because people [uh] contaminate it
Cp02	How would / how would people contaminate the water?
EII02	[uhm] because [uhm] they throw [uh] rubbish and they / [uh] rubbish [uh] and that form the water
Cp02	Yeah I think [uh] that sometimes it might be directly from houses and it's called sewage / so it's like the bathroom [laughs] the toilet / like all that stuff
EII02	.....[laughs].....
Cp02	That goes directly into the water from the houses without being treated
EII02	[uhu]
Cp02	So do you / so [uh] / do you have questions for me?
EII02	[mumbles] [uh] what is the principals causes of contamination in / in your country
Cp02	[clears throat] good question [uh] / so in big cities there's lot of air pollution

	from / from cars and industry / and in the country side there's air pollution from too many animals in one small space / and they smell different but they still stink and / so that's air pollution
EII02	[hmm]
Cp02	And there's water contamination from / do you know what golf course are?
EII02	[mumbles]
Cp02	Yes do you know what are golf courses?
EII02	Oh no
Cp02	A golf course is [uh] a place where you play golf / which is a
EII02	.....uh yeah
Cp02	.....sport/ yeah you know?
EII02	Yes
Cp02	Ok / so golf courses here and in Ecuador and everywhere [uh] have really really really nice grass / and it's only really really nice because of lots lots fertilizer and herbicides and so that contaminates a lot of water and also people have lawns which / I don't really know how to explain lawns / I've only seen lawns in Cuenca / do you know what a lawn is?
EII02	[uh] [mumbles] maybe / uh what do you decide do you do for don't [incomprehensible]
Cp02	What's that? I didn't understand
EII02	How you care the use of water [uh] what do you do for don't use a lot of water in US?
Cp02	How do we clean the water?
EII02	[hmm] yeah uhu
Cp02	Ahh clear / so ok/ to clean the water the water goes through different sort of treatment plants / like I think you have one / in I've seen one near Quito I think / a treatment plant where the water passes through different stages and its cleaned by different chemicals basically
EII02	[hmm]
Cp02	Different micros and then the last is cleaned to take all the chemicals out and add chlorine and then and then the water comes to out houses / so it's a treatment plant
EII02	And [uh] in US maybe you have problems with oil?
Cp02	With oil?
EII02	Uhu
Cp02	In the south near Texas and Oklahoma we have oil but it's not transported in tubes so it goes directly onto a semitruck so there's no there's not a lot of leakage
EII02	Uhu
Cp02	But in Alaska there's a huge tube running from northern Alaska to southern Alaska [clears throat] over huge mountains and through lots of really pristine forest / so really natural areas and.....
EII02	.....[uhm]

Cp02	..... the tube is maintained well so it doesn't leak but when the oils is put on the barges we had a barge hit rocks in 1992 or 3 I think the [incomprehensible] and it spilled into the ocean / million of gallons of gas /oil
EI02	Uhu
Cp02	So that's that's the kind of problems we have with oil
EI02	[hmm] [uh] maybe in US have a [incomprehensible] a industry have a plan for don't contaminate a lot the air maybe
Cp02	Oh
EI02	Or what is do for not contaminate
Cp02	Yeah basically / so I'd say 20 years ago we / there's a law a policy law that we created / it's called the Green Air and Water Act and industries have to follow certain standards where they can't contaminate the water they can't contaminate the air / but since the 1990s I'd say it's it's what we would say lip service [laughs] where they say it but they don't really do anything
EI02	[hmm] [uhm]
Cp02	So that's a good slang term to know
EI02	.....yes.....
Cp02	It's called lip service
EI02	[uhm] [pause] I think that is the question
Cp02	That's all the questions?
EI02	Yeah everything
Cp02	Ok / yeah / ok I guess we're done
EI02	[mumbles] ok [laughs]

TASK 12: Create a recipe
(0:14:43.07)

Cp02	Ok Nadia wants us to go over the [uh] different words and and then the verbs to make sure that [uh] you understand what they mean / so maybe we just could read we could just read
EI02	.....yeah.....
Cp02	So do you want to read the ingredients to me first?
EI02	Oh yes yes [pause] [uh] [mumbles]
Cp02	Or do you want want me to read the ingredients to you?
EI02	Ok
Cp02	So the first one is one pound / that stands for pound is lb / one pound of shrimp / 5 tomatoes / 1 orange / salt pepper and garlic / 2 1/2 pounds of brown rice
EI02	[uhm]
Cp02	One can chopped mushrooms / a 1/4 cup of onions in cubes / 2 avocados mashed / 6 cups coconut milk / and 3/4 cup cilantro and parley finely minced
EI02	[uhm]

Cp02	So do you know what all of those ingredients are?
EI02	Yes [uh] but I don't know what is the recipe
Cp02	What's that?
EI02	I don't know
Cp02	What did you say?
EI02	[uh] I guess I understand the ingredients but I don't know the recipe
Cp02	Oh the oh what the
EI02	.....yeah.....
Cp02	.....what the recipe is yeah
EI02	.....[uhu].....
Cp02	Oh no no with that
EI02	.....yeah...[uh] I don't know
Cp02	Yeah that's ok no [laugh]s we don't know the recipe either [laughs]
EI02	[laughs]
Cp02	I just want to make sure you knew what each of the ingredients were
EI02	Yeah
Cp02	Ok so do you wanna read me the list of verbs?
EI02	Ok / [uh] bring to a boil / mix squeeze peel cut bake / stir in / add pour / place and taste and adjust
Cp02	Ok do you know what all those verbs mean?
EI02	Yeah
Cp02	Ok / so now we're going to try to make this recipe and we'll do step by step so why don't you / so I'll do the first example / so for example I would say take / we're gonna make sentences out of each of the steps with the verbs and ingredients / so for example for the first one
EI02	.....[hmm]
Cp02	.....I would say take one pound of shrimp and put it in a pan and bring it to a boil / ok? So then you do the second one
EI02	Ok / [uh] [uhmm] [mumbles] take the 5 tomatoes and peel it and cut
Cp02	[talk to instructor] ok then the next one is take one orange and squeeze it into the tomatoes / I guess
EI02	[hmm]
Cp02	Oh so these are ok / [talk to instructor] ok so the ingredients are not in order
EI02	Ok
Cp02	Yeah / [laughs] I was confused
EI02	Yeah [laughs]
Cp02	Ok so actually the shrimp
EI02	[uh] I think that is good
Cp02	I don't know if we bring the shrimp to a boil / it think we just / I think we cook a pound of shrimp / that's what it is
EI02	[hmm] [uhmm]
Cp02	But then / and I think you are right about the tomatoes
EI02	.....[hmm].....[uhm] maybe / I don't

	know [uhm] [pause 0:00:13.14] [hum] maybe add the salt pepper and garlic? / I don't know
Cp02	Ok and then
EI102	[uhm]
Cp02	I think we should bake 2 pounds 2 ½ pounds of rice? Or cook? Or maybe bring to a boil? No I think we bring it all to a boil / so I think is cook 2 ½ pounds of brown rice
EI102	ok [uhm] and [uhm] [pause 0:00:04.81] maybe [uhm] and pour the 3 cups of cilantro and parsley and finally minced? Maybe
Cp02	Ok what was the verb?
EI102	[uhm] pour
Cp02	Put?
EI102	Pour
Cp02	Oh pour / [uh]
EI102	[uhu]
Cp02	Pour is more for liquids
EI102	What?
Cp02	Pour is more for liquids
EI102	Oh yeah / "entonces" can we use add? I think
Cp02	Yeah you can add
EI102	[uhm]
Cp02	Ok / where do you add the ¾ cup cilantro and parsley to?
EI102	[uhu] maybe [uh] I think [pause 0:00:11.37] and then I think is the / add the can chopped mushrooms? Too
Cp02	What are you adding them to?
EI102	And we can
Cp02	What are you adding them to?
EI102	[uh] maybe [uh] add ¼ the onions in cubes / I don't know
Cp02	Ok so / ok so I'm confused [laughs]
EI102	[uh] yes
Cp02	Ok you said the one can of mushrooms the ¼ cup of onions
EI102	Yes
Cp02	And the 3...
EI102	.....[uh] and add the things salt pepper parsley [uh] chopped mushrooms onions and the cilantro / add in the shrimp
Cp02	Ok
EI102	I think
Cp02	Ok sure / that sounds good
EI102	[uhm]
Cp02	Ok then what do think is next?
EI102	[uhm] and then you can taste / I don't know taste is [uh] something like prove I don't know "probar"
Cp02	Yeah taste [uhu]
EI102	Taste

Cp02	Yeah
EI02	Ok we can taste and adjust
Cp02	Uhu / what would we adjust for?
EI02	[uh] [hm] the the / [mumbles]
Cp02	What did you say? Can you say it again?
EI02	and [uh] [mumbles]
Cp02	Can you repeat what you just said?
EI02	.....[mumbles]... yes that / I think we can taste and see if it is rich
Cp02	Ok / ok / so what should we do with the 6 cups of coconut milk?
EI02	I think is for the rice [laughs]
Cp02	Ok / how would you make it for the rice?
EI02	.....[mumbles].....[laughs] [uhm] I I I don't know [mumbles] maybe you can cook the brown rice when it's a [uh] maybe with with pour the coconut [mumbles] the 6 cups of coconut milk in it I think [laughs]
Cp02	Ok
EI02	[mumbles]
Cp02	Ok / where do you think we should put the tomatoes?
EI02	[uh] one [incomprehensible]
Cp02	Are you there? Hello?
EI02	The recipe make the / for [uh] the salad [laughs]
Cp02	[laughs] ok / ok an the what should we do with the 2 avocados mashed?
EI02	[laughs] for the salad with the tomatoes
Cp02	That's a good idea yeah
EI02	I think
Cp02	Yeah / ok so we cooked the shrimp we squeeze the orange we peel and cut the tomatoes we pour the 6 cups of coconut milk with the 2 ½ pounds of brown rice and bake that or cook it / [uh] and then we took the one can chopped mushrooms the ¼ cup of onions in cubes and the ¾ cup cilantro and parsley finely minced with the shrimp
EI02	[uhm]
Cp02	Ok
EI02	It's a crazy recipe
Cp02	Recipe
EI02	[laughs]
Cp02	Yeah / it's a little strange
EI02	Yes
Cp02	So I think we can even make ceviche with the shrimp and tomatoes and onions
EI02	[laughs]
Cp02	That's probably what we should've done
EI02	[uhm]
Cp02	But anyways / ok

EII02	[uh] Yes/ [uh] I don't know why the 3 cups of coconut milk
Cp02	Maybe we're supposed to drink that
EII02	[uh] yeah [laughs]
Cp02	Well I don't know / ok/ do you have any more questions?
EII02	No [laughs]
Cp02	I think that's it / nadia seems anxious [laughs]
EIII02	[laughs]

TASK 13: Recent trip
(0:16:36:53)

Cp02	Ok do you have task number 13?
EIII02	[uhm] yes
Cp02	Ok /so / we're going to tell each other about a recent trip we have taken and we will talk about the places that we visited and the people we saw and the food we ate and any other interesting things about the trip / so I'll ask you first and you tell me about your trip and then you can ask me about my trip
EII02	[uhm]
Cp02	Ok / so
EII02	Ok
Cp02	What's a recent trip that you've taken / where did you go?
EII02	[uhm] I / I haven't traveled recently but I remember when I went to Galapagos and it was really really terrific
Cp02	Ok / how did you travel to the Galapagos?
EII02	Please repeat.. ...the conection
Cp02	.....How did you travel
EII02	....."se esta cortando"
Cp02	How did you travel to the Galapagos? Did you go by bus by car or by plane?
EII02	.....oh yeah ok / [pause 0:00:03.78] [uh] by boat / well I travel [pause 0:00:02.47] from Guayaquil to Galapagos by plane and then they [uh] travel by boat
Cp02	Cool / who did you / who did you travel with?
EII02	[uhm] I travel with my parents
Cp02	Ok .....how long did you stay in the Galapagos?
EII02	.....[uhm].....[uh] I don't remember [uhm] I think there [uh] 4 days I stay
Cp02	Did you / what kind of food [clears throat] / excuse me what kind of food did you eat?
EII02	[uhm] well in the boat [uh] were / were a lot of food of fish and different food / something special I don't remember but were the things we eat normally
Cp02	Ok / [uh] did you buy any souvenirs or or clothing?
EII02	Yeah / [uh] yes [uh] / I bought a / a pant and [uh] I don't remember [laughs]

	[uhm] oh I don't remember [pause 0:00:03.07] but I remember the pant because I like it / I really like it / this pant / yeah
Cp02	[laughs] ok
EI102	[laughs]
Cp02	What kind of animals did you see?
EI102	[uh] a lot of animals / but penguins [uh] lions [uh] "leones marinos" / lions / lions marines or lions sea / I think / I don't know
Cp02	Sea lions?
EI102	Sea lions
Cp02	Uhu / yeah good good
EI102	[uh] fragatas
Cp02	What are those?
EI102	Fragatas
Cp02	What do they look like?
EI102	[uh] it's a / a type of bird
Cp02	[hmm]
EI102	Yes
Cp02	What's it called?
EI102	Fragatas and
Cp02	Oh the bobbies [talk to instructor] yeah the bobbies / We / in English we called those the bobbies
EI102	Yes / [laughs] / I don't know
Cp02	Yes there's / I've seen t-shirts that people can buy when they return fro the Galapagos that say I saw the bobbies in the Galapagos and / and it's funny
EI102	And it
Cp02	Go ahead
EI102	Ok / [uh] it's [uh] I / [uh] ok/ [pause 0:00:06.84] / I remember the birds that have [uh] blue
Cp02	Yeah / yeah [laughs] ok / so [uh] did you see more animals in different islands or sort of the same all the time?
EI102	[uh] blue [uhm] [pause 0:00:08.01] blue foot
Cp02	Uhu /
EI102	Blue foot / feet / blue feet
Cp02	Yeah / they're called they're called
EI102	.....I remember that
Cp02	.....yeah they're called bob
EI102	.....fragatas / I think [uh] it's big bird
Cp02	Yeah / they' re called blue-foot bobbies in English or that's what we call them
EI102	[uh] yeah ok / yeah / I see
Cp02	[laughs] did you see the same kind of animals on each island?
EI102	[uhm] yes / the islands were / there were the same kind of animals

Cp02	Uhu / cool / ok / so/ why did you / why did your family go to the Galapagos?
EII02	[uh] because I / when I finished the school [uh] and I really want to go to Galapagos [uh] and my mother said well you finish the high the school and you have good grades so it's time your dream come true / yeah
Cp02	[laughs] yeah that's great / how long did you / how long ago did you
EII02	[uhum]
Cp02	Cool / [laugh]s how long ago did you go? / how old were you ?
EII02	I / I was / I / 12
Cp02	12?
EII02	[uh] [uh] please repeat
Cp02	How old were you when you went to the Galapagos?
EII02	Yes / I was 12 years old
Cp02	12 years old?
EII02	Uhu
Cp02	Uh ok / cool / ok
EII02	It was long time ago [laughs]
Cp02	[laughs] yeah / ok / do you wanna ask me questions about my trip?
EII02	Yes / [uh] what do you remember of [uh] [uh] what / which is the best trip that you had /did you have
Cp02	Uhu / so / the best trip / wow / I think I'd say the best trip that I ever took was to Brazil
EII02	[hmm] really?
Cp02	Yeah / and it was /it was / what's that?
EII02	.....[incomprehensible].....uh/
Cp0	Did you say something? No?
EII02	[uh] yeas [mumbles]
Cp02	Ok / anyway / so / the trip was the best because [uhm] we were in the Amazon river for 7 days
EII02	[uh] I'm sorry I was talking" [incomprehensible]
Cp02	Ok "esta bien" /
EII02	[uh] ok [uh] I listen now
Cp02	[laughs] ok / so my best my favourite trip was a trip I took to Brazil
EII02	[uhm] who was with you? Who traveled with you?
Cp02	I went with my university so I went with 65 students
EII02	Oh / [uh] when was it?
Cp02	We went in the fall of 2000 / so 6 years ago
EII02	[uh] what did / [uh] what did you
Cp02	What did I do?
EII02	yes
Cp02	Yeah / well we traveled a lot [uh] in the / we just / we only traveled in the northern part of the country and we sailed down the Amazon in a big boat and we slept in hammocks for 7 days and 7 nights on a boat going down the Amazon / and we stayed with 2 families one in Manos and one in Belen [uh]

	yeah I didn't speak Portuguese or Spanish at that time
EII02	It was interesting
Cp02	.....Yeah it was fun / it was good
EII02	.....Yeah
Cp02	It was hot / it was a way hot there than it ever is in Ecuador / so hot
EII02	[uhm] what kind of animals are there?
Cp02	Oh there's tons / gosh / we saw monkeys / we saaw lots of crazy fish [uuh] we saw snakes / and huge tarantulas / and there's lots of bugs [laughs] / and we looked to see / we tried to see tapirs but we couldn't see any
EII02	[uh] [hmm] what more / [uh] how how / oh no / how long are / no how long were you are / no were you there?
Cp02	[uh] how long was I there?
EII02	[uhm]
Cp02	Yeah / we were there a month
EII02	Really?
Cp02	Yeah / yeah it was nice
EII02	And did you stay in a hotel or maybe in a house?
Cp02	Uhu/ we stayed sometimes in a hotel and / but for 2 weeks we stayed with families / so I lived with / I stayed with one family for 10 days and then the other 20 days we stayed in hotels
EII02	Ok / and what did what did you eat?
Cp02	Oh my gosh / we ate lots of rice and beans and lots of fried chicken and lots of sala / lots of food like Ecuador / oh and we drank this juice called "asay" / "aquish" " es" A-C the strange c in Portuguese A / it's like "asa" "asi" / it's a little purple fruit / we ate that in ice cream / ate that in juice / they eat that all the time is like I don't know "maracuya" in Ecuador or something
EII02	Oh /yes
Cp02	And we aate lost of ice cream I remember because it was really hot / yeah / yeah
EII02	[uhm] and maybe did you eat something strange / I don't know maybe / [uh] / I don't know / [uh] / [uhm] strange animals?
Cp02	[laughs] [uh] no [laughs] not in Brazil
EII02	.....[laughs]
Cp02	In Peru it was but that was different
EII02	[laughs]
Cp02	[laughs] no in Brazil there's no strange things normal
EII02	Yeah [laughs]
Cp02	Lots of "cania" [laughs]
EII02	[laughs] ok/ yeah / I think I don't know how [incomprehensible]
Cp02	Ok / do you have any more questions?
EII02	No / ok no
Cp02	Ok/ do you want to travel to the Galapagos again? Or is onetime enough?
EII02	Yeah / I don't know / [uh] I [mumbles] it's my dream
Cp02	[laughs]

E1102	[laughs] yes / I don't know why but I like it
Cp02	Yeah / I've never been there / I don't know it
E1102	Yeah?
Cp02	no
E1102	It's it's really [incomprehensible]
Cp02	yeah
E1102	[mumbles]
Cp02	Ok/ here's Nadia
E1102	Ok

TASK 19: Special dinner
(0:26:28.13)

Cp02	Ok / hi
E1102	Hi Sarah / how are you?
Cp02	I'm good how are you?
E1102	[uhm]
Cp02	Ok / do you have task 19?
E1102	yeah
Cp02	Ok / so [uh] I'll read it in English / you and your partner are going to have some friends over for dinner / you are going to cook a special dinner / you have 30 dollars to buy the food dessert and drinks / look at the food stores advertisements and agree what to buy and where
E1102	[uhmm]
Cp02	Ok do you have the newspaper
E1102	Yes
Cp0	Ok so [uh] let's decide what e should make for dinner
E1102	[uhm] [mumbles] I don't know / I think that [uh] in the [long pause] maybe [uh] [incomprehensible] is a breast chicken
Cp02	Can you say it again? I didn't understand
E1102	Yeah / [uh] maybe chicken breast
Cp02	Oh ok / a chicken breast?
E1102	Yes
Cp02	Ok so we wanna buy chicken breast
E1102	Yes
Cp02	Ok what else do we have with the chicken?
E1102	[incomprehensible] [pause] I don't listen please repeat
Cp02	Ok I think we just should / [uh] before we look the newspaper / just let's decide on a general meal of what we wanna want to make and after that we can look for the ingredients in the newspaper
E1102	Oh yes
Cp02	Ok
E1102	[uhmm] I think [uhm] maybe [uh] fried chicken
Cp02	Ok fried chicken

EII02	[uhu] with [uh] onions and /and [uh] how to say [uh] and vegetables
Cp02	Ok which / what vegetables?
EII02	And /yes / [uh] maybe tomatoes
Cp02	Ok
EII02	And [uhhu] [pause 0:0020.05] [mumbles] and [uh] maybe a some lettuce lettuce
Cp02	What did you / [talk to instructor] what did she say? What did you say I didn't hear?
EII02	[uh] I don't it is a "lechuga" is lettuce?
Cp02	Again [laughs] I can't understand sorry
EII02	[laughs] "lechuga" I don't know how I say it / I don't know that
Cp02	Oh lettuce?
EII02	Ok [uh] "lechuga"
Cp02	Lettuce / yeah lettuce / ok lettuce yeah / sorry
EII02	Ok / and / some rice
Cp02	Ok
EII02	And some potatoes maybe fried fries
Cp02	Ok and French fries
EII02	And ok
Cp02	Ok what should we have for dessert?
EII02	excuse me?
Cp02	What should we have for dessert?
EII02	[uh] [pause 0:00:03.41] [uhm] I don't know / Please repeat
Cp02	What should we have for DESSERT?
EII02	Ah ok / I / I don't know [laughs] maybe some ice cream?
Cp02	.....[laughs].....sure ok
EII02	And yes / and / I don't know / with some cookies?
Cp02	And / ok
EII02	Yes and
Cp02	Yes that's good
EII02	Yes and maybe and strawberry
Cp02	Ok
EII02	Yeah [uhm]
Cp02	Ok / what should we have to drink?
EII02	[uh] I think maybe [pause 0:00:08.35] [uh] a juice / maybe / some [pause 0:00:06.11] some coke / I like coca cola
Cp02	Ok coca cola / ok / ok so let's look through the newspaper and find out the prices for [uh] the ingredients
EII02	[uhum] ok
Cp02	You tell me when you find something
EII02	[uh] I find the cookies
Cp02	Ok / how much are they?
EII02	Yes / [uh] 3 for 5 dollars
Cp02	That's 2 for 5 dollars.....

EII02	.....2 for 5 dollars....
Cp02	.....ok /
EII02	[uhm]
Cp02	ok just so you know we have 3 different newspapers / we have one that got [uh] the little girl on the front that's from Hy-vee / that's a grocery store Hy-vee is one / and then cub / cub is another one / and then the last one is fareway
EII02	[uhm] [uhu]
Cp02	Ok where did you find the cookies at?
EII02	Ok in Hy-vee
Cp02	Hy-vee ok
EII02	[uhu] there
Cp02	Ok
EII02	And in the fareway / the tomatoes
Cp02	Ok
EII02	And
Cp02	How much are the tomatoes?
EII02	[uh] is one dollar 48
Cp02	Cents
EII02	[hmm]
Cp02	Yeah 1.48 cents / ok
EII02	And / [uhu] / and [mumbles] and I see the lettuce / "lechuga"
Cp02	.....yeah lettuce.....
EII02	Is one dollar and 18
Cp02	Ok
EII02	And the onions that's 79 cents
Cp02	Ok /we can buy flowers!
EII02	[laughs]
Cp02	I'm kidding
EII02	And [uhuhu] [mumbles] [pause 0:00:11.87] and the pound of chicken in 99 cents
Cp02	Is that at Hy-vee?
EII02	Yes
Cp02	Chicken breast?
EII02	Yes
Cp02	Ok /
EII02	[mumbles]
Cp02	Oh I found ice cream / did you see the ice cream?
EII02	I look that but I didn't find it / ok / [uhm] the ice cream it is 1 dollar 99 cents
Cp02	Ok
EII02	[uhu] [mumbles] [pause 0:00:12.48] ok [uh] the coco cola [laughs] it is in a half price / I don't that
Cp02	Are you on the back page?
EII02	I don' know [uhuh] I don't see I don't have to buy [mumbles] [uh] I think

	this is a price because in the page say you don't have to buy ten for ten dollars but a big price why not everything on this page
Cp02	Oh yeah
EI02	Yes
Cp02	So they're so they're a dollar a piece basically
EI02	I think
Cp02	So I'll put down a dollar
EI02	yeah
Cp02	Because we just wanna buy one
EI02	yes
Cp02	ok
EI02	And yes / I'm looking for the strawberries but I don't find / [uh] maybe it could be grapes maybe
Cp02	Ok / ...I found raspberries
EI02	.....I think.....in the fareway I find the grapes and it is the pound [uh] the price of the grapes are one dollar 39 dollar
Cp02	Ok
EI02	Yeah / and
Cp02	Ok / so we just need to find the rice and the potatoes
EI02	Ok / yes [long pause] [hm]
Cp02	Did you find any rice?
EI02	No I don't / rice and [incomprehensible] [pause] ok / potatoes / [uh] the pound of potatoes are [uh] is 38 cents
Cp02	38?
EI02	yes
Cp02	Is that at cub foods?
EI02	Sorry?
Cp02	From which grocery store?
EI02	[uh] is in cub
Cp02	Oh / ok / ok
EI02	Yeah
Cp02	Ok and now we just / did you find rice? [pause] me might have to not eat rice / oh no
EI02	[laughs] [uh] [mumbles]
Cp02	I eat rice every day just like you
EI02	I think [uh] there is not [uh] rice
Cp02	Yeah I don't think there's any rice / lucky us
EI02	yeah
Cp02	[laughs] I'm kidding I'm kidding
EI02	[laughs]
Cp02	...Ok so
EI02	...I think
Cp02	We'll eat lots of potatoes / Ok so
EI02	.....yeah.....

Cp02	Let's look and see if we can find anything cheaper ok? So do you have
EI02	.....[uhm]
Cp02	A pencil and piece of paper?
EI02	Yes [mumbles] [pause] maybe the green veggie salad / I think [uh]
Cp02	So we have the salad at a dollar 18 / so do you see any cheaper?
EI02	[incomprehensible]
Cp02	I see twenty / I see / oh no that's cabbage
EI02	Ok [mumbles] I don't know [uh] [pause] oh [uh] I don't know
Cp02	Ok in the fareway magazine I see cookies 3 for 5 dollars instead of 2 for 5 dollars
EI02	Oh
Cp02	Oh and then the salad too / yeah so I see the salad for 77 cents / so that's cheaper / at fareway
EI02	Oh ok yes
Cp02	And then if you turn the page / I think we've got cookies 3 for 5 dollars for the cookies / at fareway
EI02	[uhm]
Cp02	Ok / then the ice cream I think it's cheapest / the potatoes are good / the tomatoes we've said a dollar 48 a pound / that might be the cheapest
EI02	Yes [uhu]
Cp02	And then the chicken we've said it's 99 cents a pound? But I think we might find it / cheaper chicken
EI02	Yes? Where?
Cp02	You see one?
EI02	[mumbles] I don't find
Cp02	I think I found a whole / there's a whole chicken for 79 cents a pound
EI02	.....[uhm] .....ok.
Cp02	So we have to cut it up
EI02	[uhm] yeah
Cp02	So there's a whole chicken for 70 cents a pound
EI02	Yes
Cp02	In Hy-vee
EI02	[uhu]
Cp02	Ok / I think that's it though / do you see any ...
EI02	.....[uhm].....
Cp02	Do you see any coca cola that's cheaper?
EI02	[uh]....[mumbles] I think [incomprehensible] [mumbles] ...yeah
Cp02	.....We said [pause] we said a dollar each / here's 99 cents
EI02	[uh] yes because in other paper says 5 for 10 dollars
Cp02	5 for 10 dollars
EI02	It means / yes and it means [uh] it's 2 dollars for the coca cola
Cp02	Is it cheaper?
EI02	no
Cp02	No I don't think so

E1102	Yes [uhu]
Cp02	Ok /
E1102	I think it is
Cp02	Ok I think we're good / yeah / ok
E1102	.....[uhm].....
Cp02	So let's up this up / We have 79 cents for chicken / how many pounds of chicken do we need?
E1102	[uh] [uhm] how?
Cp02	How many pounds of chicken should we make?
E1102	[uhm] I don't know maybe [uh] 2 pounds
Cp02	Two? / ok
E1102	Yes [uhu]
Cp02	Ok / it's 2 pounds of chicken and then how many onions?
E1102	I think maybe [pause] one half pounds of onions
Cp02	Two and half pounds?
E1102	yes
Cp02	Ok / and then how many tomatoes?
E1102	Maybe [uh] five ---five tomatoes / I don't know how
Cp02	Five tomatoes is probably 2 probably 3 pounds
E1102	.....yes .....yeah.....I don't know
Cp02	Probably 3 pounds / and then how much lettuce? 1 lettuce?
E1102	[uhm] yes probably
Cp02	Ok / and the how many pounds of potatoes?
E1102	I think only 1
Cp02	Of potatoes?
E1102	Yes [uh] one pound
Cp02	Is that enough you think?
E1102	[pause].....yeah I.....
Cp02	.....a pound of potatoes is like.....like two or three potatoes
E1102	.....[uh] yes ...[uh] I think ....we have rice too
Cp02	So I think we need more / yeah
E1102	Maybe / yes / maybe two / I don't know maybe two
Cp02	Three?
E1102	Yes / three pounds of potatoes
Cp02	.....three pounds / ok 3 pounds of potatoes / ok / [uh] one / how much ice cream? [laughs]
E1102	[uh] one
Cp02	One yeah
E1102	yeah
Cp02	And the cookies are 3 for 5 dollars and the grapes are dollar 39 a pound so how...
E1102	[uhu]...
Cp02	How much grapes?
E1102	E1102

EII02	[uh] I think we only have
Cp02	How much?
EII02	I think [pause] one half
Cp02	One and half pounds? Ok
EII02	Yes
Cp02	And how much coca cola?
EII02	I think maybe two two bottles
Cp02	Ok / two bottles
EII02	yeah
Cp02	Ok so now we need to add this up / Do you have a calculator?
EII02	Sorry I don't listen
Cp02	Do you have a calculator?
EII02	[uh] no I don't have / yes
Cp02	No?
EII02	No.....maybe.....
Cp02	Ok / that's alright / we can just add it I our head / so it's like a dollar sixty plus 2 dollars plus 4 dollars and 50 cents plus 80 cents plus [uh] a dollar twenty plus 2 dollars plus 5 dollars plus 2 dollars plus 2 dollars / so that's how it will cost
EII02	[hmm] I don't know / I have now a calculator
Cp02	Ok
EII02	[mumbles] [uh] please
Cp02	Ok so add this / a dollar sixty / one dollar and 60 cents / [pause] plus 2 dollars / [pause] plus 4 dollars and 50 cents / [pause]
EII02	50 dollars?
Cp02	4 dollars and 50 cents
EII02	Ok
Cp02	Plus 80 cents [pause] plus one dollar and twenty cents /
EII02	yeah
Cp02	Plus 2 dollars
EII02	[uhm]
Cp02	Plus 5 dollars
EII02	[uhm]
Cp02	And finally plus 4 dollars
EII02	I don't have / I don't / I don't have to time to write the first [uh] prices but I copy [uh] I have now the finally number is 19 dollars / I don't know
Cp02	Ok / it's close yeah
EII02	[uhu]
Cp02	Yeah you just missed one / one thing/ that's fine / yeah so the total is 21 dollars and 10 cents
EII02	[mumbles] the prices I don't copy that
Cp02	Yeah / so my total is 21 dollars and 10 cents
EII02	ok
Cp02	Ok / so we have 30 dollars so we are good

EII02	Yes [laughs]
Cp02	[laughs] ok do you have any questions?
EII02	No [laughs]
Cp02	[laughs] that was good
EII02	yes
Cp02	Yeah / well ok it was nice to meet you
EII02	Ok, yeah I think .....it's good
Cp02	.....and maybe I .....and maybe if I.. maybe if I am in Ecuador I'll stop by [laughs]
EII02	Yes / yeah [uh] it was really good talk with you
Cp02	.....Yeah .....you too ...ok here's Nadia
EII02	I'm going to miss you
Cp02	[laughs] I will miss you too [laughs]
EII02	Yes

ANALYSIS – TASK INTERACTIONS

ELL 01 TASK 2

EII01	Well I going to talking about my country [2.03] [uhm] my country is located [.63] in South Americ [.53] / near Peru [1.52] and [incomprehensible] / [uh] is an Andean country [6.19] [uh] [1.17] our mother language [.28] is [.37] Spanish [6.35] we use [.35] and an American dollar for currency [2.64] / and the weather in Ecuador is cold most of the year [1.08] [uh] and in the coast region [1.02] is warmer than amazon region [.69] all year [3.18] and [1.0] / in festivals [1.0] we have [.93] carnival [1.68] / day of the dead [2.01] / [uh] mother's [1.33] day / [1.0] independence day [2.01] / and Battle [.59] of Tarqui [3.22] / [uh] that on [1.17] February [1.35] 27 [1.35] / we have [.84] we have [.55] a battle of Pichincha [3.63] is on may 24th [1.78] / [uuuh] [1.90] alsooo [1.93] in my countryyy we [.36] grow [.94] bananas [.46] / watermelons [.55] / potatoes [.89] / yuca / pineapple [.84] / carrots [1.75] / peach / [2.04] [uh] we have [uh] [.89] some cities like [2.49] Banios [.86] / Ingapirca [1.88] [uh] the capital city [1.57] / malecon [.94] “dos mil” [.72] in Guayaquil [1.84] [uuuh] [1.40] and some cul - cultural heritage [1.59] sites [1.69] like [.84] Cuenca [3.12] / and typical food [.93] we have / we have [.70] fritada [2.18] / [uh] “hornado” [1.00] they are cooking with pig [1.51] / [uh] also ceviche [3.36] and no more [1.25] but those are the principal typical [.79] foods [1.78] / the people are friendly [1.68] on [.83] the three regions [1.41] cooperative / energetic and ham – harm -- -hardworking [1.34] / but you can see difference between people [.66] from [1.06] all regions [.68] and [2.71] and also [incomprehensible] [1.66] [uh] my country [.49] the people [uh] are producer of bananas in the world [2.33] we have an [1.21] archipelago and is / and it is called // Galapagos [2.60] and no more
Cp01	Ok
EII01	These things are the principals that there are about my country
Cp01	Ok / thank you

TASK 3

Cp01	And how about your classes / how big are your classes?
EII01	My classes? [uh] [1.51] they are [1.54] good [1.04] but we have a lot of homeworks [.95] to do [1.23]
Cp01	Yeah / how many people are in your class?
EII01	[uh] about [1.01] 37 in [.80] each [1.26] class
Cp01	And do you move around different classrooms or does your teacher move around?
EII01	[uh] can you repeat me the question? [1.79]
Cp01	Yeah / when you're at school do the students move around to different classrooms or do your teachers go to different classrooms and you stay in the same one?
EII01	Ok / [uh] we have different teachers and we are / the students are in the same class [2.96] / the teachers are different [.74] and they change [.58] classes
Cp01	That's one difference here [uh] in America / the students are the ones who change rooms and the teachers stay in the same class [3.18]
EII01	Oh [1.72] / that sounds great [2.81]
Cp01	[laughs]
EII01	[uh] one question [1.29] / what is the difference between the college and the high school?
Cp01	In college there's a lot more freedom / you don't have classes all day in college whereas in high school you go to class from 8 till 3h30 [u] and you get a small break for lunch but other than that is just straight class
EII01	Oh / [6.88]
Cp01	College is similar to university
EII01	Excuse me? [1.08]
Cp01	College is similar to a year university
EII01	Oh / [10.09] and how many subjects do you have in your [.83] school? [1.60]
Cp01	Can you repeat that for me?
EII01	[uh] how many subjects do you have in your school? [13.27]
Cp01	I think there's five main classes and there's a lot of extra classes that the students get to choose
EII01	[uh] and [1.14] how many years do you study in high school? [6.94]
Cp01	Four years
EII01	And in the middle school?
Cp01	[uh] that depends what school you go to here / but I went to middle school for 3 years / [pause] How long do you go to high school?
EII01	well [3.27] / in / we only have an elementary school and a high school
Cp01	Ok
EII01	In high school we study 6 years and in // a elementary school we study 6 years
Cp01	Uhu [pause] and then do you go to university then?
EII01	Yes /

TASK 4

Cp01	What are some of the typical activities that you do?
EII01	Well / there are different activities [2.20] to do [.67] [uh] [4.13] and [1.98] /

	[uhm] [3.19] and [5.20] /uh] [3.07] /and an interesting about that day [2.18] and some [1.33] [uh] someone / about [1.82] [uh] about this day / what is the [1.09] [uh] origin [.83] of this [1.13] holiday [5.64]
Cp01	So do you play games or anything or is it mostly studying type things?
EII01	[uh] we like to have plays about [1.78] [uh] with [1.03] /about the story of this day [1.19] [incomprehensible]
Cp01	[pause] can you repeat that please?
EII01	Yes [.57] / [uh] we like [.42] tooo [.71] have a [1.33] pl... / play with the history of this day
Cp01	And I hear you said earlier that you [uh] ate food / from this holiday / what kinds of food do you have?
EII01	What kind of [.59] /uh] [6.03] can you repeat me please?
Cp01	Yeah / I heard you said earlier that you ate certain foods when you celebrated this holiday / what kind of foods do you eat?
EII01	[uh] well we [uh] like [uh] [3.37] to do some activities [.53] [uh] [1.01] buut [2.14] no [uh] we like to do a play [1.09] [uh] with the history and [uh] some activities when [.73] the / the students talk about [1.43] that / about that holiday
Cp01	Ok / here in America we eat a lot of turkey on that day and have [uh] pumpkin pie and those things / do you have any specific traditional foods you eat when you celebrate this holiday?
EII01	Well / [uh] we want information about the [.61] food [1.09] aaand some [1.13] groups [1.21] [uh] [4.80] [uh] give some a food or prepare [uh] or give [uh] [2.72] or more [3.43] //

TASK 5

Cp01	Do you have to have special qualifications for being the queen?
EII01	Yes / [1.67] some queens of different [2.05] / of different companies or high schools
Cp01	Ok / what's the history of this holiday? How did it start in your country?
EII01	Sorry? [.88]
Cp01	What is the history of the carnival / how this carnival come to be?
EII01	Well the story talks about [1.13] from [uh] [1.71] celebrate [.92] [uh] [1.80] the grow / the grow / the [1.0] the [1.21] fruit [1.46] grown and [.92] it's [.58] from a [2.22] / it's a form to celebrate [.79] [uh] [1.25] to celebrate a / [.67] earthquake [.46] we had [.67] a long time ago [2.22]
Cp01	Oh ok / I see/ so what were you going to say about the queen? Are you gonna say something else?
EII01	[uhm] [2.59] no you can do [2.59] [uh] some [.62] things for example museums or go tooo [1.34] see the [3.31] / [uhm] [4.10] the [.88] parades [.83] in the streets
Cp01	[uhm]
EII01	And no more [1.38]
Cp01	Ok / do you do a lot of things with your friends at the time of the carnival?
EII01	Yes [.58] [uhm] every daaay [.62] we go out to visit [.41] different places [2.26]
Cp01	Are there a lot of sales at the shops? Or you just go and look around?
EII01	Well [uh] we go tooo [1.13] downtown [.71] and [1.55] go to see the parades [.88]

	and sometimes go to shop [1.46]
Cp01	Ok / are there special events that the city has organized for the festival or is it just kind of all individual?
EI101	Sorry / can you repeat me please? [.58]
Cp01	[uh are there special events or activities that are organized for the festival? Or you just kind of decide to go and do those things on your own?
EI101	Oh well [1.25] / some things are special [1.71] can you do these days [1.04] buuut [1.25] [uhm] no [1.71] / no [.75] [hmm] you can [2.51] do [1.08] some things [1.08] but there isn't special [.62]
Cp01	Ok
EI101	For these days
Cp01	[uh] and is this festival always on the same day?

TASK 8

Cp01	Do you have a favourite food that you wanna tell me how to make it?
EI101	Ok [1.18] / [uuuh] [.51] my favourite food [.75] is called [.50] "guacamole" but that / this is not from my country [1.46]
Cp01	Ok
EI101	Well [1.61] / to make [uh] this dish you need [.88] [uh] avocado [3.17] / tomatoes [2.32] / onions [3.12] / oil [2.70] / chili powder [1.03] / and some salt [6.83]
Cp01	Ok / and then what's the procedure for making it?
EI101	Well [.74] / [uuuh] first [1.5] [uh] you need [.47] to cut the avocado in a half [3.29] / and take out the stone [.42] and remove the peel [3.31] / and next [.95] you peel the tomato [1.52] and chop it / [uhm] [2.21] next you chop the onion [3.06] / aand [.62] / you see / you add the other ingredients [3.93] / aand [.80] you mix the avocado / tomato / and onion together [2.27] / in a bowl [.96] / and finally [1.32] / you serve this with tortilla chips [1.88] / and that was all [2.49]
Cp01	Ok / that sounds good
EI101	Yeah [2.94]
Cp01	[uhm] I just have some chocolate chip cookies that I wanna tell you how to make [pause] did you hear me?
EI101	No / I don't can hear you [1.24]
Cp01	Ok / I'm gonna tell you how to make chocolate chip cookies
EI101	Yes [1.20]
Cp01	Ok / the ingredients that you need are granulated sugar which is white sugar /
EI101	Yeah [1.0]
Cp01	Brown sugar / butter / vanilla / eggs / flour / baking soda / salt / and chocolate chips
EI101	Yeap [6.20]
Cp01	Did you understand all the ingredients?
EI101	Yes [3.02]
Cp01	Ok / ok / then you heat the oven to 375 degrees / then you mix your sugars / but.. butter / vanilla / and egg / in a large bowl / then...

TASK 9

EII01	Well / [.78] [uh] I think Mr. Shultz arrived on Sunday because only he arrived this day [1.07] and [.85]
Cp01	Ok / ok / so we have that one / [uh] like Mr. Shultz arrived late at night nobody else arrived that day / ok Mr Shultz arrived alone?
EII01	Yes [.98]
Cp01	Then?
EII01	On Monday [1.27] Ms / [1.07] Ms Anderson arrived this day [.91] because / [1.01] with Malerno because [1.15] Mr. Anderson and Mr / Ms. Anderson and Mr. Malerno arrive on the same day [.63]
Cp01	Ok / [uhu]
EII01	And [.79] I think Mr. Shultz is from Afric / [.83] South Africa because [.95] a man [1.27] from South Afric arrived [.55] the day before Ms / Ms Anderson and Mr Malerno [1.03]
Cp01	Ok / ok [uhu]
EII01	And ...
Cp01	so we have the first answer
EII01	The first answer?
Cp01	Answer
EII01	Yeah [1.03]
Cp01	Ok /
EII01	Mr. Shultz is from South Africa / [.75]
Cp01	Ok
EII01	And [.89] on Monday Ms. Anderson and Mr. Malerno [.87] / and on Tuesday [2.38] the / [1.60] [uh] because [.83] [uh] in the order of arrivals says Mr Jackson the woman from Italy [1.55] arrived on Tuesday after Mr. Malerno [1.47]
Cp01	Ok
EII01	And [1.63] Mr. Malerno arrived [.79] on Monday [2.26] because Monday is [1.71] [uhm] [3.38] is [1.67] [uhm] is before Tuesday [.99]
Cp01	Tuesday / ok / so we have then Mr. Jackson and the woman form Italy arrived on Tuesday / so then we have two people and then after Mr. Malerno / which means Mr. Malerno arrived on Monday?
EII01	[uhu] [2.54]
Cp01	Yeah
EII01	And [1.15] also says Mr. Malerno is from South Afric but not Brazil [2.06] / and / Mr Malerno / and Mr. Malerno arrived with Ms. Anderson [1.31] and [1.27] Mr. Malerno is from Brazil / is [2.34] [uh] from South America / [.79] Costa Rica / [.86] and Ms. Anderson [.91] is from Brazil / [1.43]
Cp01	Ok [uh] but then how do you get that Mr. Jackson is from Argentina?
EII01	[uh] [1.28] Because the student from Argentina arrive the day after the person [.63] from Brazil [.71] and [1.78] [uhm] [2.42] and [hmm] / Mr. Jackson and the woman from Italy [1.51] [uh] [.78] arrive on Tuesday and the woman from Italy is Ms. Bennetton [2.22]
Cp01	Ok / the one that is not mentioned in the order of arrivals right?
EII01	[uhum]

TASK 10

EII01	Well the people use about [1.12] [uh] [4.05] / [hmm] / [4.34] / maybe / [5.47] / [uh] / [2.93] maybe litters a day [1.73]
Cp01	Ok /
EII01	About [uh] [1.52] / eight or ten [1.44]
Cp01	Do your parents get mad at you if you waste the water?
EII01	Oh / well / in my family we don't use a lot of water [.86] / and no yeah [1.15]
Cp01	Ok / [pause] / [uh] are there any organizations controlling or making people aware of the proper use of water in your country?
EII01	No / [uh] we don't have [uhm] [2.82] / people [1.59] that [2.79] / [uh] control it the [.72] use of the water [1.81]
Cp01	Ok /
EII01	You can use a lot of water and anyone can say me [.61] anything about that [1.01]
Cp01	Ok / does that happen often when people use a lot and then nobody says anything?
EII01	Yeah [.79]
Cp01	It does? / ok / Well / I don't think I have any other questions about that picture / do you have any other questions about water waste in my country?
EII01	Oh no I don't have questions [.86]
Cp01	.....Ok
EII01	I understand [.65]
Cp01	Ok / do you want to go to picture 2 now about the trash in the streets?
EII01	Well / [3.29] / [uh] [1.01] / in your country the people throw [.54] garbage in a [.90] street? [1.48]
Cp01	[uh] not very often they throw on the streets but sometimes [uh] the people in America are lazy and then they will / it's called littering here and you can pay [uh] if the police catch you / you have to pay money for littering and that's for throwing trash in the streets / so
EII01	[uh] [2.68] that sounds a great idea
Cp01	[laughs] yeah
EII01	Well / in my country / [uh] [.61] after [2.02] parades in the street [.43] / the people [1.08] throw [.90] a lot of [.68] trash [2.57] in the street [1.12] and [.54] anyone say anything [.79] about that
Cp01	Ok / are there public landfills in your country?
EII01	well / [uh] / [1.55] some [.54] someone [.50] don't like that but anyone [.79] do anything [2.79]
Cp01	So do people come and pick up the garbage there and take it away or is it just thrown into the streets usually?
EII01	Well / the people [uh]

TASK 12

EII01	Well [1.66] / we have shrimp / tomatoes / orange / salt / pepper and garlic / brown rice [1.07] / can chopped mushrooms [.71] / cup of onions in cubes / avocados [.83] mashed [.80] / cups of coconut milk [.68] cup [.74] cilantro and parsley finely minced [1.84] / aaand [.68] / so I think [1.16] we can begin with [4.29] two [1.75] cups [.68] the brown rice / [.80]
-------	---

Cp01	[uhmm] and then what would you do?
EI101	Sooo [3.45] / [uhm] / [3.09] I don't know [4.40] what do you think? [.44]
Cp01	[uhm] / let's see / [pause] have you ever cooked brown rice before?
EI101	Yes [1.57]
Cp01	[uh] does / are there anything on this list that you think it would be good to add to it?
EI101	[uhm] / [3.36] also [.56] we can bring to a boil the shrimps [.57]
Cp01	[uhu] that's what I would've done
EI101	aaand / [3.39] what else I don't know [2.65]
Cp01	[uhm] do you think we should have the shrimp and the rice separately or do you think we should [uh] take some of the other ingredients and mix it together?
EI101	[uh] / [2.11] I think [1.75] mix it to [.74] / together [2.02]
Cp01	Ok
EI101	After [2.38]
Cp01	Ok / what else do you think we could mix with it besides just the shrimp and rice so to kind of give it more flavour?
EI101	[uhmm] / [2.77] we can [1.87] cook the [2.29] brown rice with some of [1.19] the coconut milk [.47]
Cp01	[uhumm]
EI101	And add [.68] some salt / [.74] pepper / [.92] and garlic / [4.29]
Cp01	Have you ever had coconut milk before?
EI101	[uh] yes [2.05]
Cp01	Do you like it?
EI101	So I think without salt / pepper / and garlic
Cp01	[laughs] I've never had coconut milk before / so I don't know how it tastes
EI101	[hmm] [1.22] but what we can do with [.71] coconut milk? [9.05]
Cp01	Ok / [pause] / can we make a dip somehow with the other ingredients left over? maybe to eat with [uh] / chips or something ///
EI101	[uh] so I think we can add some tomatoes /

TASK 13

Cp01	What did you do for fun there?
EI101	[uh] well [.74] I [1.55] go to [2.05] / I went to [2.22] walking [.47] in the city [.42] / visit some shops [1.43] and [1.24] visit some ruins [4.17]
Cp01	Ok / did you note---notice any difference in culture between your own country and there?
EI101	Well [1.53] / [uhm] [1.23] no [1.79] there [.68] aren't [2.19] / there aren't [1.18] [uh] [.74] any differences between [1.68] my country and Peru [1.67]
Cp01	[talks to instructor] did you buy any souvenirs when you were there?
EI101	Yes I buy sssome I [1.82] / bought some [3.25] t-shirts [1.70] with patterns about [1.0] Peru [.91] and [uh] and / Cusco City [5.48]
Cp01	Did you have fun while you were there?
EI101	Yes that trip was very in [.74] teresting / I think [6.14]
Cp01	Ok / are there any other things you would like to tell me about your trip?

EII01	Well the food was very [.94] delicious [.80] [uh] but the food wasss [1.44] very [.91] different between my typical food [1.55]
Cp01	Ok / how was the food different?
EII01	[uh] [4.18] they [1.44] prepare [.77] some dishes [1.52] with other ingredients [2.38] [uh]than my [2.80] / my [3.39] country [2.00]
Cp01	Ok / were there anythings you did later in the evening or at night there?
EII01	Well in the evenings [.52] sometimes [.95] we went to walking around the parks [1.05] or [1.62] street [.44] near the hotel [.98]
Cp01	Ok is there anything else that you would like to mention?
EII01	Yes [1.85] / that was about my trip [3.83]
Cp01	What did you say?
EII01	That was all about my last trip [6.21]
Cp01	Ok / ok / do you have ques....
EII01	And what about you?

TASK 19

Cp01	Do you think we'll need just one bottle?
EII01	Sorry I can't understand [1.61]
Cp01	Do you think we'll need just one bottle of apple juice?
EII01	Oh yes / [uh] I think [1.61] also we can buy a [1.43] buy soda [1.35]
Cp01	Ok / what kind of soda would you like to get?
EII01	[hmm] / [11.50] coca cola or [3.07] / yeah coca cola
Cp01	Ok / so I looks like those in the fareway ad on page 3 / are 3 for 11 dollars / [16.06] so that'll be about 3 dollars
EII01	Oh yeah [1.43] / well I can see
Cp01	...So we have
EII01	...I can't see
Cp01	What did you say? / can you repeat that please Diana?
EII01	Yes [.57] I can see [.65] a bottle [1.51] soda
Cp01	Ok [4.95] / so it looks like we have about half of our money spent / is there anything else you would like to get for our guests?
EII01	[hmm] [.9.02] well I think that soda / meat and potatoes [2.89] are great [1.79] / [uh] / no more I think but [.46] [uh] [.54] what do you suggest? [.93]
Cp01	[uh] should we get maybe salad or something? [pause] on the first page of the fareway ad it looks like they have a salad mix for 77 cents
EII01	Oh well [.54] that's a good idea [.57]
Cp01	Ok
EII01	[hmm] [.54] yes / the salad [.46] sounds great [1.61]
Cp01	Did you say some grapes?
EII01	I think one bag of salad [1.72] is good [1.87]
Cp01	Ok / [10.22] is there a fruit you want to get or something for dessert?
EII01	Sorry I can't hear you [1.04]
Cp01	Is there a type of fruit or dessert that you want to get?

ANALYSIS – TASK INTERACTIONS

ELL02

TASK 2

Ell02	I think I'm going start
Cp02	Ok
Ell02	Ecuador is locate [uh] in the North west of South America in the Pacific Ocean [1.95] [uh] [1.10] / the language is Spanish are Spanish [.67] / Quechua and [.45] many people speak Spanish / [eh] English [.71] / sorry / [3.02] [uh] the currency is the dollar [2.23] [uh] [3.25] the weather in Ecuador is [.43] very [.67] [uh] [.65] wonderful [3.74] we can the [10.13] [uh] [uhm] [.56] some kinds of weather [2.03] and in the day [.47] [uh] [1.19] weee [uh] [3.43] we have a [.80] / a the sun [.96] / and [1.02] in the afternoon we can see [.90] the rain [8.48] [uh] festivals Carnival / [1.65] [incomprehensible] [1.74] / the Day of the [1.20] dead / [.79] [uh] / [.58] there [1.58] is a festivals like Valentin [.55] / father's and mother's day too / and [9.84] and [uh] [1.39] the carnival is very wonderful here in Ambato because [1.39] [uh] [.56] there are a lot of flowers and fruits and [uh] [.64] the people [.55] sometimes are crazy [.44] because they like [.45] this [1.60] and [2.17] in Ecuador [1.20] grow [.84] bananas / watermelons / pineapples / apples / grapes [1.58] and [.55] potatoes / tomatoes / [.65] avocados / [1.36] green beans / [.79] maracuya [.44] and a lot of [.99] fruits / and other fruits [.84] and vegetables [9.44] [uh] and the places [.61] to visit are Banios [1.61] / is a [.70] a [.77] small [.71] city but it has [uh] [1.29] a lot of places to visit – Ingapirca [.67] is very wonderful / [.61] Cuenca / the capital of Ecuador [.71] / Guayaquil [.82] and Zaruma / Galapagos [.65] where there are a lot of [.97] wonderful [uh] animals [.77] and different kinds of [uh] [2.36] flowers [1.54] and animals [.79] and “lagos” [1.17] and the Cotopaxi volcano [.85] / it's wonderful too [1.80] / [uhm] [1.22] food / [1.16] //

TASK 3

Ell02	[uhm] [.93] I study [uh] nine [1.33] hours [1.25] at the week [.95] of biology [1.47] / and [.56] eight hours [.98] at the week of [.80] chemistry [2.94] / and the [uh] [3.79] five hours [.46] at the week [1.32] English [11.79] and four hours at the week [.95] anatomy / [.63] and [3.16] three hours of the week [.53] mathematics and two hours at the week [8.53] artist [uhm] [7.30] “yeah eso” [1.83]
Cp02	Do you stu....do you have / ok / on Monday or Tuesday / do you have all the same classes? Or do you have different classes each day?
Ell02	Please repeat [.76]
Cp02	Ok / on Monday / or Tuesday or Wednesday / or Thursday or Friday / do you have the same classes every day? Or do you have / for example Biology one day / chemistry the next day / or do you have biology and chemistry every single day?
Ell02	[uhm] Biology and [uhm] [3.79] chemistry [uh] / [2.53] I have all the days / and the others subjects [uh] have in different days
Cp02	Ok / how long are you in each / how long is one class period?
Ell02	[uh] in my high school [3.23] six [.88] and half hours [1.79]
Cp02	Alright / right / no / how much / like in one day / do you have biology class for 20 minutes / or 60 minutes / or 2 hours?

EII02	[uh] 45 / 45 minutes
Cp02	Ok / and then do you go to a different classroom? Or does...or do you change professors and your new professor comes to your classroom?
EII02	[uh] I have classes in the same [uh] the same course [1.26] / classroom [1.32] and [uhm] [4.80] we change classes only when we have lab...[3.62] laboratory [.67] we go to another [.73] another classroom
Cp02	And do you have the same professor for all the subjects?

TASK 4

EII02	[uh] yeah [2.36] [uhm] [2.34] I think [.68] [uh] that is good [.58] because we know when we have vacations [.93] and we want more [.55] [uh] organize [.61] but I don't like [.52] that it is [uh] on Monday [.79] / maybe it could be [uhm] Friday [.98]
Cp02	[laughs] what do you think / what do you think Friday is a better day?
EII02	[uhm] [.77] because [1.31] / I like it / [.49] [laughs] and it is the end of the [.76] / of the week [.55] / and we have more days to [.72] to rest [.52] [uhu] [6.94]
Cp02	[laughs] ok / so I agree that an advantage is that you will know what the calendar is / and then you can plan for trips to the beach / or to go visit family / easy / more easily / and / I guess I don't / I don't think I agree it would better on Friday than on Monday / but / I don't know if I care [laughs] I don't if that matters
EII02	[laughs]
Cp02	But / Ok / so those are advantages that we see / do you wanna say some disadvantages?
EII02	[uhu] / [uhm] the other I think that it is not good because [1.54] / each holiday has a [.48] a reason to be [1.05] / for example the / twenty [.45] five [1.99] day in May [.80] / is "la Batalla de Pichincha" [.59] / and it is an important date in our country [.83] / and in my opinion is not good change this day / [4.78]
Cp02	I agree /
EII02	[uhum]
Cp02	So for example / in the US / our day of independence is the 4 th of July / and
EII02	[uhum] [1.22]
Cp02	If we had every first Monday of July as vacation for the 4 th of July / I don't think people would be happy / because the date is really important /
EII02	[uhum] [.55]
Cp02	What other disadvantages do you think?
EII02	[uhm] I think [laughs] that I [.90] / I don't know very much [.83] / because [5.02] [laughs] because [.80] / it's / it's [uhm] [.40] holidays have a [.47] / have a reason [.79] / and I think that it is not good and the people don't like it [.88] that [.59] the government [.41] [uh] change the day [.98] for celebrate it [3.15] I don't know [3.41]

TASK 5

Cp02	And where does this festival happen?
EI102	[hm] in Ambato [1.64]
Cp01	When do you have the festival?
EI101	It was in February [.41] / it don't have a specific date but it is in February [1.10]
Cp01	Is it / is it for carnival?
EI101	Yes
Cp01	[hm] so what are things you do for this festival?
EI101	Well [1.06] [uh] it has [uh] [.46] but we [.82] have a lot of things to do and [.51] we have to choose [laughs][.57] but [uhm] [.49]the principal thing I like to [1.21] to go is to see the [.75] / the parade [incomprehensible] [1.19] because all the [.45] high schools [.46] participate [1.27] in it [uh] [1.56] it has a really [.73] /really [uh] beauty [uh] [1.23] dancers and [1.29] it / it's /it's cool [.51] to see that [1.62]
Cp01	[laughs] have you been in the parades before?
EI101	[uh] [uh] please repeat I don't [.59]
Cp01	Have YOU BEEN IN the parade before?
EI101	Ah no
Cp01	[laughs] no Have you / has your school never been in the parade?
EI101	Oh yes / yes/ my school [.82] [uh] [incomprehensible] [1.19] yes [4.00]
Cp01	So [uh] let me see / why do they throw flowers and fruit?
EI101	[uh] because [.73] I [.57] it's a festival [uh] [.82] Ambato is [uh] [.80] the flowers and [1.35] [uh] and fruit [.43] city but [.71] because [2.17] / I don't know [.41] / because [.59] here in Ambato we have [.80] flowers and fruits [4.31]
Cp01	[laughs]there's no like / are you there?
EI101	"se corto la comunicacion"
Cp01	Ok/ What [uh] what kind of / do you eat any special food during this festival?
EI101	[uh][.90] I don't think we have something special / [1.27] but we eat "lapingachos" [1.01] [uh] the special food [.69] all the tourist wan to prove it [2.46]
Cp01	And is the festival just one day or is it a whole week?
EI101	[uh] [.90] it's about [.65] [uh] well / the [.57] [uh] the [1.0] [uh] festivities are for about [.94] two weeks [.73] but [uhm] [1.31] is in the carnival [uh] when we have [1.06]the really holiday from Monday until Thursday
Cp01	Uhu... and
EI101	Uhu after the [2.28] [uh] well it's the main festival [.82]
Cp01	And you don't throw water balloons in Ambato like they do in the rest of Ecuador?
EI101	No
Cp01	No?
EI101	No it /it's / it's cool [.57] because in carnival [.44] I / in Ambato [.51] because people don't play with water [.67] it is / [.86] it's good [.64] yeah

TASK 8

EII02	[uh] [1.01] well my favourite food [.83] [uh] [.67] pizza
Cp02	Pizza? [.94]
EII02	But I don't know to make it [.77]
Cp02	.....[laughs]
EII02	.....[laughs] because [.74] [uhm] [0.40] I [1.36] have a [1.87] a / a / [uhm] / [2.66] / [uh] [uh] [.95] I / I have a [uh] [uh] how [uh] [uh] to make [.62] cocadas [1.54] [uh] [1.10] it's something [.58] typical of Ecuador and is very delicious [3.38]
Cp02	Can you say that again?
EII02	[uh] yeah [uhu] [1.06] [uhm] [2.00] [hm] actual direction [.94] I have [.58] the [.62] the recipe how to make [.53] "cocadas" / [.91] "cocadas" are a [.41] typical [.83] food / [.52] or something typical here in Ecuador [3.23]
Cp02	[pause] what is the food / I can't hear you?
EII02	"cocadas" [.88]
Cp02	"encocada"?
EII02	Uhu
Cp02	Ok / [laughs] we didn't understand / yeah Ok / go ahead [laughs]
EII02	Yeah [.52] / and [1.54] you need [1.25] [uh] some cinnamon [1.22] / and [.65] a wooden spoon [1.10] / a seashell [1.01] [uh] [.50] / four liters of [.59] of sugar [1.37] / a little of orange juice / and cutting board [1.34] / a rolling pin [1.04] / a coconut [.67] and [2.09] [uh] no more [laughs] [.92]
Cp02	Ok / can you repeat those ingredients one more time?
EII02	"si [1.16] / "haber" / [2.19] the principal a coconut [1.63] / four liters of sugar in orange juice [1.58] / a seashell [2.05] / a rolling pin [1.93] / some cinnamon 1.65] / a wooden spoon [1.51] and [.63] [uh] a cutting board [2.68]
Cp02	Did you mean / did you mean seafood instead of seashell?
EII02	Excuse me? [.53]
Cp02	Did you say seafood or seashell?
EII02	[uhm] [.61] seashell [.71]
Cp02	Ok / I think you wanna say seafood / "mariscos" / right?
EII02	Yeah [.49]
Cp02	Ok / it's seafood
EII02	No / is seashell / [1.75] [uh]
Cp02	Ah / "conchas" / are [uh] "conchas" are [uh] [uhm]
EII02	"La cosita dura [uh] el caparazon de la concha" [uh] [.87]
Cp02	Yeah / "conchas" are like [uh] [uhm] like oysters / or [uhm] what are conchas [uhm] [L2] well anyways I know what you mean / ok
EII02	Uhu [.27]
Cp02	Ok /
EII02	And // [uhm] the instructions are / first grate the coconut with the seashell and boil the juice for about a hour until it becomes syrup [pause 0:00:05.69] [uh] add the grate / grated coconut and the cinnamon and [uh]

TASK 9

E1102	Ok / I have [uh] [1.56] Mr. Jackson [.58] and he is from Argentina [.84] and Mrs. Bennetton and she is from [1.36] [uhm] I [2.28] / Italia [1.14]
Cp02	Italy?
E1102	[uhu]
Cp02	Ok / that's what I have / so how [uh] were you able to understand the phrases / the information on the left hand side? What was difficult about this activity?
E1102	[uhm] [.73] It was [1.16] really difficult / I don't know what but it [1.42] [uhm] it [2.87] makes me [2.63] think a lot [.48]
Cp02	[laughs]
E1102	And / [5.00] it [uh] no/ [.62] and it was very difficult [1.58]
Cp02	Did you have problems understanding the vocabulary and the like the differences between like arrived the same day / arrived after / arrived before? Like did you have trouble understanding that?
E1102	I think [uh] there's a [uhm] [2.10] some verbs and some [uhm] [1.58] some [.90] words that [.41] confuse me sometimes [2.26] but I / [.64] I tried to resolve [.52] this [1.66]
Cp02	You tried the what?
E1102	Resolve [1.15] it [1.84]
Cp02	What is it?
E1102	Resolve [.40] / "resolver" [1.56]
Cp02	Ah / ok /
E1102	Resolve [.46] / uhu
Cp02	Ok / what words were confusing
E1102	I don't listen / [.54] please repeat [6.67]
Cp02	What words were confusing?
E1102	Ah / [.78] [uhm] [2.14] I / I / [.60] it it was the the / the text in [1.42] / in / in "general" / [.90] but I / [1.88] maybe in the last [.50] [uhm] [.54] sentence [uhm] [.78][uh] say [.86] the Mr. Malerno is from South America but not [.54] from Brazil [.78] / it's difficult because I / I / I / [.68] I didn't know where / where he is [.82] but [.56] [uh] [.74] but [uh] [1.04] the country it was wrong [1.68] instead Costa Rica [.92] and [.82] but it is Chile [1.78]
Cp02	Right
E1102	Uhu / [1.02] and / for example [.56] this confuse me [3.57]
Cp02	Do you / do you think that if / if it had said Chile instead of Costa Rica it would've still been difficult? To understand?
E1102	Yes / yeah I understand [1.06] but it confuse me / [1.08] is / is / it [1.04] didn't difficult but it's confusing
Cp01	Yeah
E1101	Yes

TASK 10

EI102	yes / it's / because [.56] water is [1.13] / is [.44] pollute with [2.02] chemicals and [2.12] yes/ in [uh] [.48] factories [.48] / fire stations [uh] [1.63] [uh] [.78] pour [1.45] [uh] [1.71] dirty [.54] smoke [1.23] and gasses into / into the [.78] air [7.86]
Cp02	ok / what about / have you seen / have you seen oil leaks or have you seen oil spills?
EI102	Oil? [.91]
Cp02	Yeah
EI102	[uh] [1.49] [uhm] [2.54] I think [6.59] [uhm] [4.22] I don't / I don't [.66] mention that but oil / [1.15] but it is a / [.56] like a [1.43] a chemical that [.54] pour water oil and the forest [1.25] and I don't know [2.58]
Cp02	Have you / Have you seen oil spills before?
EI102	.....this / that the industries [2.16] / I don't see [3.58]
Cp02	[clears throat] where do the oil spill happen usually?
EI102	[uhm] [1.71] [uhm] [2.54] in the [.56] [uhm] more in Lago Agrio [.84] province [2.58] [uhm] that is [1.19] [uh] and Esmeraldas too [7.32]
Cp02	[talk to instructor] is there/ there's lot.....
EI102	..... it is in the [1.09] ecuadorian east [1.92] [uh] [.42] is more [.52] there [2.48]
Cp02	Uhu
EI101	[uh] is the factories and industries that don't have [1.03] [uhm] [1.84] idea [.52] about [.48] the [.93] things what happen / maybe [uh] they/[1.29] they don't want to know that they contaminate [uhu] [.54] [uhm]
Cp02	.....[laughs]..... I think that's true
EI102	[uhm]
Cp02	Yeah / So where do you see the logging at? / where is the most logging?
EI102	[uhm] [2.14] [hmm] [3.62] I / I / [1.01] I don't know really / [2.40] I / I don't know [4.42]
Cp02	What do you think the logs are used for?
EI102	... What [.48] do you think? [3.86]
Cp02	... What.....the logs are used for? / the wood is used for?
EI102	[uhm] [4.02] Wood / I [2.73] / I [uhm] I don't / I / I don't know

TASK 12

EI102	[uh] I tink that is good [1.57]
Cp02	I don't know if we bring the shrimp to a boil / it think we just / I think we cook a pound of shrimp / that's what it is
EI102	[hmm] [uhmm] [4.26]
Cp02	But then / and I think you are right about the tomatoes
EI102	.....[hmm].....[uhm] [1.39] maybe / [.63] I don't know [1.27] [uhm] [13.28] [mumbles] [hum] maybe add [.55] the [.65] the [1.90] salt [.91] pepper [2.28] and garlic? / [.43] I don't know [8.56]
Cp02	Ok and then
EI101	[uhm]
Cp02	I think we should bake 2 pounds 2 ½ pounds of rice? Or cook? Or maybe bring to a boil? No I think we bring it all to a boil / so I think is cook 2 ½ pounds of brown rice
EI102	ok [uhm] and [uhm] [5.94] maybe [5.05] [uhm] [4.52] and pour [2.36] the 3 cups of

	cilantro [.55] and parsley [1.11] and [1.39] finally [.96] finally [.60] minced? [2.21]Maybe
Cp02	Ok what was the verb?
Ell02	[uhm] [1.65] pour [1.09]
Cp02	Put?
Ell02	Pour
Cp02	Oh pour / [uh]
Ell02	[uhu]
Cp02	Pour is more for liquids
Ell02	What? [.45]
Cp02	Pour is more for liquids
Ell02	Oh yeah / [1.29] “entonces” [2.76] can we use add? I think
Cp02	Yeah you can add [1.54] I think
Ell02	[uhm]
Cp02	Ok / where do you add the ¾ cup cilantro and parsley to?
Ell02	[uhu] [4.80] maybe [2.08] [uh] [mumbles] I think [10.74] and then I think is the / [.99] add [.88] the [uh] [1.29] can chopped [1.47] mushrooms? [1.54] Too [3.37]
Cp02	What are you adding them to?
Ell02	And we can
Cp02	What are you adding them to?
Ell02	[uh] [4.85] [uh] maybe [uh] add [.45] ¼ of [.45] onions in cubes / [.83] I don't know [5.20]
Cp02	Ok so / ok so I'm confused [laughs]
Ell02	[uh] yes [.27]

TASK 13

Cp02	How did you travel to the Galapagos? Did you go by bus by car or by plane?
Ell02	.....oh yeah ok / [2.78] [uh] by boat [1.48] / well /well [.50] I [.96] travel [2.99] [uh] from Guayaquil to[.44] Galapagos [.46] by [.89] plane [1.45] and then they [uh] travel by [.80] by boat [1.52]
Cp02	Cool / who did you / who did you travel with?
Ell02	[uhm] [.86] I travel with my parents [1.07] [uhm]
Cp02	Ok .....how long did you stay in the Galapagos?
Ell02	.....[uhm].....[uh] I don't remember [1.50] [uhm] I think there [2.06] [uh] [.84] four days [.57] I / I stay [7.58]
Cp02	Did you / what kind of food [clears throat] / excuse me what kind of food did you eat?
Ell02	[uhm] well [.57] innn [.98] in the boat [uh] [1.38] were / were [1.41] a lot of food of fish and [.64] different food [1.82] [uh] / something special I don't remember but [.78] were the things we eat [.66] normally [2.58]
Cp02	Ok / [uh] did you buy any souvenirs or or clothing?
Ell02	[uhm] Yeah / [uh] [1.61] yes I [1.66] / I bought a / [1.55] a pant [1.14] and [1.90] [uh] [1.43] I don't remember [laughs] [uhm] oh I don't remember [.60] [uhm] [uh] [6.50] but I remember the pant because I like it / [1.02] I really like it / [1.32] this pant / yeah [.41]
Cp02	[laughs] ok

EI02	[laughs]
Cp02	What kind of animals did you see?
EI02	[uh] [3.56] a lot of animals / [.73] but [.93] penguins [3.97] [uhm] [1.57] lions [uh] [1.27] “leones marinos” / [.51] lions / lions / [1.70] lions marines or lions sea / I think / I don't know
Cp02	Sea lions?
EI02	Sea lions [.78]
Cp02	Uhu / yeah good good
EI02	[uh] fragatas [1.27]
Cp02	What are those?
EI02	Fragatas [2.15]
Cp02	What do they look like?
EI02	[uh] it's a [.82] / a [.57] type of bird [.66]
Cp02	[hmm]
EI02	Yes
Cp02	What's it called?
EI02	Fragatas and [2.95]
Cp02	Oh the bobbies [talk to instructor] yeah the bobbies / We / in English we called those the bobbies
EI02	Yes / [laughs] / I don't know [1.12]
Cp02	Yes there's / I've seen t-shirts that people can buy when they return fro the Galapagos that say I saw the bobbies in the Galapagos and / and it's funny
EI02	[uh] [1.03] ok/ I / / it's a
Cp02	Go ahead

TASK 19

EI02	[uhmm] I think [uhm] maybe [1.91] [uh] fried chicken [.99]
Cp02	Ok fried chicken
EI02	[uhu] with [uhm] [2.25] onions and /[1.75] and [1.41] [uh] how to say [uh] [3.44] and vegetable [1.01] and vegetables [1.97]
Cp02	Ok which / what vegetables?
EI02	And [.53] / yes / and [.71] maybe [.69] tomatoes [1.59]
Cp02	Ok
EI02	And [uhhu] [23.91] [uh] [7.61] and [uh] maybe a some lettuce lettuce [.79]
Cp02	What did you / [talk to instructor] what did she say? What did you say I didn't hear?
EI02	[uh] I don't it is a “lechuga” [.85] is lettuce? [1.63]
Cp02	Again [laughs] I can't understand sorry
EI02	[laughs] “lechuga” [.53] but I don't know how I / I / [1.61] say it / [1.03] I don't know that [.59] / lettuce
Cp02	Oh lettuce?
EI02	Ok [uh] “lechuga” [.49]
Cp02	Lettuce / yeah lettuce / ok lettuce yeah / sorry
EI02	Yes [.41] [uh] and / some rice [.45]
Cp02	Ok
EI02	And some potatoes maybe fried [.75] potatoes yes
Cp02	Ok and French fries

E1102	And ok [.65]
Cp02	Ok what should we have for dessert?
E1102	excuse me? [3.48]
Cp02	What should we have for dessert?
E1102	[uh] [2.88] [uhm] I don't know / [2.78] Please repeat [1.10]
Cp02	What should we have for DESSERT?
E1102	Ah ok / [.53] / I / [3.14] I don't know [laughs] [.77] maybe [.77] some [.53] ice cream?
Cp02	.....[laughs].....sure ok
E1102	And [.97] [uh] [1.21] yes / and / I don't know / [1.17] with some cookies? [.55]
Cp02	And / ok
E1102	Yes and [1.33]
Cp02	Yes that's good
E1102	Yes and maybe [.81] [uh] [.57] an strawberry [1.93]
Cp02	Ok
E1102	Yeah [uhm] [1.31]
Cp02	Ok / what should we have to drink?
E1102	[uh] I think maybe [4.00] [uh] [4.28] a juice / I think / maybe [2.33] / some [5.57] some coke [.53] maybe [.63] / I like coca cola
Cp02	Ok coca cola / ok / ok so let's look through the newspaper and find out the prices for [uh] the ingredients

APPENDIX G. TEMPORAL VARIABLES IN EACH TYPE OF TASK
(ell01 and ell02)

Task Type Variables	Decision Making	Opinion Exchange	Questions and Answers	Info Gap	Problem Solving
Time (secs)	141	148	154	184	165
# syllables	160	173	214	259	249
SR (syl/sec)	1.13	1.17	1.39	1.41	1.51
Articulation time (secs)	64	69	79	80	95
AR (syl/sec)	2.50	2.51	2.71	3.24	2.62
Length of silent pauses (secs)	56	57	55	91	54
Number of silent pauses	32	32	44	55	43
Mean length of pause (secs)	1.75	1.78	1.25	1.65	1.26
Number of filled pauses	17	17	20	18	15

APPENDIX H. SAMPLE OF LEARNERS' JOURNAL ENTRY (SPANISH VERSION)

Journal Record – Estudiante de Ingles	
Participante:.....	Fecha:.....

Sesion Virtual (Sesion de voice chat) N.-.....**I.****Tema:** Mis ultimas vacaciones**Tarea:** 13**Objetivo:** Contar a su companiera de conversacion sobre mi ultimo viaje**II.****Como se sintio en la session virtual de hoy?**

“Bien, fue una tarea un poco complicada pero facil al mismo tiempo”

Tuvo algun problema al momento de trabajar en la atrea asignada? Si escribio “SI” indica cual problema(s)

“Si, por la comunicacion con el Internet”

Que aprendio de la session virtual de hoy?

“Acerca de una nueva ciudad de Norte America”

Otros comentarios

APPENDIX I. SUMMARY OF ENTRIES – LEARNERS’ JOURNALS

Session	Feelings	Problems	Learn
1	Difficulty in understanding and expressing ideas, fun, managed to express thoughts	Internet connection, vocabulary	Conversational partners’ information, expressions and vocabulary
2	Harder, fun, more confident in speaking, good and interesting	Problems in understanding, vocabulary, internet connection	US culture, traditions and food, new vocabulary
3	Better, managed to understand and make themselves understood. Although it was bad occasionally during the session.	Unfamiliar vocabulary	Education in the US, how to ask questions, vocabulary
4	More complex task but managed to work on it, more confident in speaking	None	Express and support ideas better, listen to other’s opinions
5	Fun, learnt about American traditions, more confident in speaking	Vocabulary, Internet connection	Understand and learn other cultures and traditions
6	Very good and fun, learnt about recipes	Vocabulary	Recipes and food
7	Fun, good, interesting	None	How to solve problems, reason and share ideas, vocabulary
8	Very good and interesting, learnt about other people’s opinions, better in expressing ideas	Problems in understanding, pronunciation, internet connection	How to decrease pollution, pronunciation
9	Good and interesting, better in expressing ideas	None	Understand better, express ideas better, vocabulary
10	Good, complex but easy work, great, better in expressing ideas each time	Unfamiliar vocabulary	Cities in the US, vocabulary
11	Very good and interesting	Internet connection, unfamiliar words, pronunciation	Express ideas better, vocabulary

**APPENDIX J. SUMMARY OF ENTRIES - CONVERSATIONAL PARTNERS'
JOURNALS**

Session	Feelings	Problems	Learn
1	Frustration as the connection did not work properly, more like a reading task than a conversation, willingness to interact more with ell's, figure out time and turn taking	Internet connection	Talk slowly so ells could understand, ells' English is good
2	Better session, getting used to each other,	Ells' lack of understanding, internet connection	Stop using contractions and fillers, ells' personal feelings and thoughts about the US
3	Fun, like a real conversation, very good questions asked by ells,	Vocabulary and past tense	Use of paraphrasing to express vocabulary, education in Ecuador
4	Great, learners spoke more, being able to ask more developed questions	None	How to ask questions to lead to more in-depth answers, learners' opinions about holidays
5	Very good, learners' speaking skills are good	Some difficulties with vocabulary, internet connection	Traditions and festivals in the learners' country
6	Very good, learners made good use of vocabulary	Some difficulty with understanding,	Speak slowly, take more time to annunciate things
7	Good, learners figured out answers good,	Some difficulties with understanding	Easy tasks
8	Good, like a real conversation, learners contributed a lot	Some difficulties with understanding, Internet connection	How to ask leading questions so learners could speak more and explain better,
9	Good conversation	Activity was hard for learners	How learners applied generalizations to certain words in English
10	Good conversation and flow of understanding	None	How to ask more specific questions
11	Very good, good exercise for learners to talk a great deal	Internet connection, understanding money and vocabulary	How to use different ways of saying things to help learners understand.

APPENDIX K. SUMMARY OF LEARNERS' INTERVIEW RESPONSES

Questions	Responses
1. General opinion about the experience with Voice Chat	Interesting experience, practice and reinforcement of existing knowledge, good help to listen, understand and speak better
2. Improvement of language	New vocabulary and facility to speak
3. Ranking of task difficulty	<u>Easier tasks</u> : Personal introductions, countries, educational systems, food and festivals. Interesting and fun tasks, opportunity to practice existing knowledge, interesting and fun experience of speaking to others about the country and its traditions. <u>More difficult tasks</u> : Create a recipe, environmental problem Use of new vocabulary, struggling to make oneself understood
4. What has been learnt from the experience	Interesting information about the US life and culture, vocabulary and pronunciation
5. General opinion about the use of Voice chat for learning	Interesting and good tool to practice what is learnt in books, opportunity to meet other people, good practice of speaking and listening
6. Suggestions for improvement	Have more free-style speaking tasks, better connections or computes

**APPENDIX L. SUMMARY OF CONVERSATIONAL PARTNERS' INTERVIEW
RESPONSES**

Questions	Responses
General opinion about the experience with Voice Chat	Very positive experience, great experience helping English learners to practice speaking and listening, use of leading questions helped substantially in better instructing learners in their language learning
Characteristics of learners' spoken discourse over time	Learners' spoken production did improve from the first session to the last one, learners responded faster and were able to follow what were told easily, learners still need to work on certain things such as vocabulary and tenses
Main drawbacks	Not having EFL teaching experience, internet connection
What has been learnt from the experience	Learners' life, future and professional expectations, their opinions about topics, having a new friend
General opinion about the use of Voice chat for learning	Definitely a good opportunity to benefit language learners who do not have the opportunity to travel to English speaking countries, as long as the connection is good it would be easily to understand each other and have a smooth conversation
Suggestions for improvement	Training sessions in how to teach EFL, improve Internet connection, try other programs that provide better quality for voice and video altogether