

A study into the effectiveness of pushed/non-pushed spoken output tasks focussing on upper intermediate students in the EFL classroom

by

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A thesis submitted in partial fulfilment for the requirements of the degree of MA
(by Research) at the University of Central Lancashire

February/2012

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School Languages and International Studies

ABSTRACT

The study reported upon in this thesis investigated the effectiveness of pushed and non-pushed speaking tasks in a UK university setting with 21 upper-intermediate students of English. Specifically, the study addressed a) if a pushed speaking task produced more language related episodes (LREs) than a non-pushed speaking task b) in what ways did pushed or non-pushed tasks vary in the type of LREs that were produced by learners c) whether a pushed speaking task resulted in better performance in past narrative tenses and d) how student views regarding preference and effectiveness vary according to each type of task. The principal procedure used within this study comprised a pretest-speaking task treatment-posttest design with 21 students from an English as a Foreign Language (EFL) course. 11 of the students were given a pushed storytelling task whilst 10 students were given a non-pushed storytelling task; both tasks were completed with a native English speaker teacher with the only difference being that pushed students were supplied with feedback to inform them of any past narrative tense error. A stimulated recall activity was conducted with each student to ascertain thoughts during the storytelling task followed by a concluding interview to obtain perceptions of each task. Questionnaire data was also obtained from 66 students from the same EFL course to acquire more student views (this sample contained the 21 students from the treatment procedure). Results showed that the pushed storytelling task produced significantly more LREs than the non-pushed task and identified that the most common LRE type for both pushed and non-pushed learners was attributed to output correction. Furthermore, no significant gain in past narrative tense performance was found for either task and much variation was found in student perceptions of task preference and effectiveness with students suggesting merits and drawbacks of both. The study concluded that although significant performance gains were not achieved for pushed speaking tasks, creating a push during spoken output activities can increase instances in which linguistic processing, and subsequently interlanguage development, may occur.

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LIST OF ABBREVIATIONS

B2 level – Level of English with the Common European Framework of Reference for Languages equivalent to upper-intermediate standard (Council of Europe, 2001).

BAAL – British Association for Applied Linguistics (2004)

COH – Comprehensible Output Hypothesis

EEP – English Elective Programme

EFL – English as a Foreign Language

FLA – First Language Acquisition

HE – Higher Education

IH – Input Hypothesis

IL – Interlanguage

L1 – A person's native/mothertongue language

L2 – A person's second language

LRE – Language Related Episode

MO – Modified output

SAT – Skill Acquisition Theory

SLA – Second Language Acquisition

TL – Target language

TPR – Total Physical Response

1.0 INTRODUCTION

Within the field of second language acquisition (SLA), there has been much debate regarding the role that language production (both written and spoken) plays in contributing to a language learner's interlanguage. The notion that target language input was largely responsible for acquisition (Krashen, 1982; 1989) appeared to give output an inactive position in interlanguage development as it was often perceived to be only the outcome or result of successful language acquisition. However, following much research within the immersion programme setting, Swain (1985) became one of the first advocates for the role of output in the enhancement of SLA. By giving learners plentiful opportunities to write or speak in contexts which demanded attention to both form and meaning (given the term of creating a "push" in learner output (Swain, 1985: 249)), Swain proposed the concept that *comprehensible output* could lead to or supplement interlanguage development. Whilst she did not deny the benefits or significance of input in SLA, she did emphasise that adequate output opportunities could provide additional SLA functions which input alone could not.

It is within this area of SLA which this thesis' subject bases itself. The hypothesis as a whole and the proposed acquisition-enhancing functions of output have created much interest in previous SLA literature. Whilst the functions of *noticing* (when students become aware of differences or gaps between their interlanguage and target language norms), *hypothesis forming and testing* (in which learners exploit and push the boundaries of their interlanguages during attempts to convey meaning), *metalinguistic function* (which may involve one or more students working towards solving a linguistic problem) and *syntactic processing* (in which learners acquire linguistic features responsible for creating meaning as opposed to its comprehension) are all areas of research within Swain's hypothesis, this study will not explore only one particular function. Instead the general aim of this study will be to investigate the effectiveness of two types of speaking task, 'pushed' and 'non-pushed' within the specific context of an adult, university EFL classroom.

Before giving further explanation as to the significance of this study within output and SLA, rationale for choosing this subject will be explained. I first encountered Swain's Comprehensible Output Hypothesis (COH) as a student doing a first degree in TESOL and Spanish. At the time, my level of Spanish could have been described as competent yet incomplete as I could function adequately in a Spanish speaking environment but was aware that there were numerous gaps in my second language.

During my time learning Spanish, I also became mindful of the fact that I was a rather analytical learner who often identified and highlighted written and verbal structures used by native speakers which appeared to be absent in my general language production. Therefore, after learning more about the concept that spoken and written output can lead to further acquisition of a target language, I became intrigued with how this could affect both my learning of Spanish and also my development as a teacher of English. In terms of this study, I wanted to focus specifically on the effectiveness on task types so as to inform my own practices as an EFL teacher. If one type of task were to be found to be more effective in terms of linguistic performance or in terms of increasing linguistic processing of language, it could lead to a change in the way I teach speaking skills to students.

The significance of this study in terms of its distinctiveness to other research will now be discussed. The aims of the investigation detailed in this thesis relate to previous studies and literature which have aimed to investigate or evaluate the merits of pushed and non-pushed speaking tasks (e.g. Nobuyoshi & Ellis, 1993; Izumi, 2003; Soleimani, 2008; etc.). The research will not aim to explore one particular output function but instead will try to investigate which type of speaking task produces more language related episodes (LREs). An LRE is defined as “any part of a dialogue in which students talk about the language they are producing, question their language use, or correct themselves or others” (Swain, 1998:70). Their significance is that they are believed to represent instances in which language processing may occur. Put simply for this study, if one type of task produces more LREs, it could be assumed that it provides more opportunities for possible acquisition of the target language. In terms of previous studies, this study will be different in three key areas: 1) the setting for the research, 2) the focus for the research and 3) the nature of the research.

Firstly, the university context for this thesis’s work will allow me to translate claims regarding the COH to a specific setting. Much of Swain’s research has taken place in Canadian immersion programmes in which language teaching is combined and often delivered through the teaching of different subject matters’ content (see Swain, 1985; Swain & Lapkin, 1995; Swain, 1998). Furthermore, although other researchers have broadened the scope of the COH in that they have conducted research in American ESL programmes (such as Sheen, 2008; Shehadeh, 1999) I feel that there has been little research for comprehensible output within a UK higher education context. Therefore, I felt it would be interesting to see how the hypothesis’s claims would be supported or opposed by research within a UK university. Also, as the chosen university hosts many

international students who enrol on English language programmes, it would be interesting to see how student views of effectiveness vary also. Finally, with regards the setting, although research has already been carried out with adult learners (see Pica et al, 1989; Nobuyoshi & Ellis, 1993; Soleimani, 2008; etc.), this study would give me another opportunity to see whether Swain's claims translate to older students.

Secondly, the focus for the research presents a distinct context in which to test the COH since it concerns spoken output instead of written output. Despite the numerous studies focussing on output in writing (for example Cumming, 1990; Donald & Lapkin, 2001; Hanaoka, 2007), their conclusions cannot be truly applied to spoken output as it is a very different discipline: learners have little time to prepare their speech, they are required to participate in real-time situations and there are no opportunities to consult linguistic reference material. Furthermore, it is important to study spoken output because many students place a high premium on enhancing their verbal skills. This is especially true within the EFL setting for this study since, for many international students, coming to a UK university represents the first occasion in which they have spent a prolonged amount of time in an English-speaking country and therefore indicates students' need to improve speaking skills in order to perform and cope with daily tasks.

Finally, the nature of this study will also be rather different to previous studies which have focussed on mostly quantitative methods to examine functions and possible acquisitional benefits output may have. The design of this study will employ a mixed-methods design in order to monitor the effectiveness of the two different task types. Whilst quantitative methods will be used to examine performance of the chosen linguistic structures and occurrence of language related episodes, a qualitative dimension will be incorporated into the findings of the study so as to acquire greater interpretation of the themes within it. As will be explained later in the thesis, qualitative data will be gathered using a stimulated recall interview so that student behaviour during the speaking tasks can be explained in terms of what the student was thinking at the time of speaking. Furthermore, a semi-structured interview will be conducted to gather students' views regarding effectiveness for each type of task to discover if the students in the chosen sample prefer one type of task over the other. This combination of quantitative and qualitative methods will hopefully allow a much deeper understanding of the students' perspectives of effectiveness of speaking activities and Swain's suggestions regarding the merits of output.

To sum up this introduction, this study may be of value to the wider SLA debate as it may reveal interesting quantitative findings between pushed and non-pushed speaking tasks as well as qualitative perceptions of students which appear to have been neglected at times in previous research. Furthermore, since the notion that input alone is sufficient for SLA has lost favour as people have begun to recognise the role of interaction, output and instructed SLA, this study could provide the additional support needed for comprehensible output to be encouraged and ultimately incorporated into teaching techniques within the EFL classroom.

1.1 The Aims of the Study:

To conclude the introduction to the thesis, the aims of the research will now be outlined. The study will aim to answer the following research questions:

- 1) Does a pushed speaking task result in more language related episodes (LREs) than a non-pushed task for adult upper intermediate learners at an HE institution in the UK?
- 2) In what ways do learners differ in the type and the success of LREs they display during pushed and non-pushed speaking tasks?
- 3) Does a pushed speaking task result in better performance in pre and posttest results for the past simple, past continuous, past perfect simple and past perfect continuous tenses?
- 4) How do views of adult learners at a HE institution vary regarding preference and effectiveness of pushed/non-pushed speaking tasks?

2.0 LITERATURE REVIEW

2.1 A Brief Introduction to the Comprehensible Output Hypothesis and the Theory to which it Reacts

Throughout the history of language teaching research, there have been numerous theories which have aimed to clarify, contest or improve beliefs regarding the processes of second language acquisition (SLA). One such theory, and the theory central to this study, is Swain's "Comprehensible Output Hypothesis" (COH) (1985:129) as it challenges the claims of many input based theories which seemed to have dictated language teaching research in previous years.

As a brief introduction, the COH is founded on the belief that language production itself can lead to an extension or deeper understanding of a target language in a learner's mind and, ultimately, can result in a greater level of acquisition. Attempts to produce language (both verbally and through writing) which accurately and efficiently convey meaning is alleged to initiate cognitive processes which may assist in the development of learners' interlanguages (Swain, 1985; Swain & Lapkin, 1995). Although previous theories had dismissed output as an inactive entity in SLA (see Krashen, 1982, 1989) or had alluded to it as a communication tool useful for receiving feedback and more input (see Long, 1983a), Swain was amongst the first researchers to advocate the direct effects it can have upon acquisition (Gass, 1997). Whilst she did not dispute the importance of input in SLA, she highlighted the acquisition enhancing opportunities that input alone cannot provide, namely "noticing, hypothesis forming and testing, metalinguistic function and syntactic processing" (Muranoi, 2007:56). More specifically, Swain's COH may be seen as a sincere "reaction" to claims made within Krashen's Input Hypothesis (de Bot, 1996:532). Before discussing the Comprehensible Output Hypothesis's many elements and claims in detail, it is necessary to contemplate its origins and the main theory to which it responds.

2.2 The Input Hypothesis: Claims

Before the emergence of the COH, the Input Hypothesis (IH) claimed that the sole linguistic facilitator in achieving successful second language acquisition was "comprehensible input" (Krashen, 1986:62). Language production was alleged to be of no significance and unnecessary in this process. The IH centres on the concept that the

negotiation of meaning from input containing language a “little beyond” a learner’s interlanguage (IL) is the main factor in improving a student’s competency (Krashen, 1982:21). The mediation between known and unknown items contained within the input and the use of contextual and extra-linguistic clues help to make the input ‘comprehensible’ to the learner, which in turn, allows them to acquire new items contained within it and progress along the language continuum. Due to the already extensive literature focussing on the Input Hypothesis, discussion here will be limited to the principles which are most relevant to the COH only.

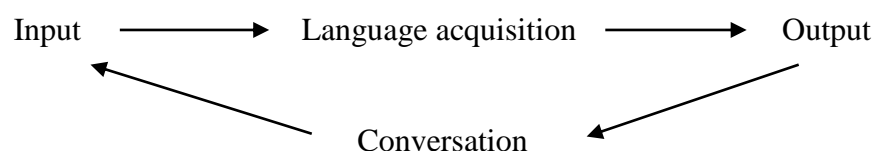
One principle underpinning this hypothesis concerns the subconscious and conscious processes that occur when one ‘acquires’ a language. Krashen’s “Acquisition-Learning Distinction” questions the contribution of direct instruction in SLA and proposes that only sub-conscious processes can truly aid acquisition (Krashen, 1982:10). Whilst acquisition refers to the use of language as a communication tool facilitating the subconscious acquisition of forms, ‘learning’ concerns the “conscious knowledge” of a language, specifically the ability to discuss the rules governing its use and generally being aware that they exist (Krashen, 1982:10). Krashen posits that SLA is an entirely sub-conscious process which does not benefit from explicit instruction. By concentrating on meaning and the intuitive use of language as a means for communication, the sub-conscious acquisition of forms by a learner is facilitated; any ‘learning’ of a language is unnecessary in terms of SLA as it employs the use of “mental facilities which are not specialised for language” and ultimately will inhibit the linguistic competence of the learner (Krashen, 1989:440).

It is also necessary to mention that, although Krashen discredits the role of learning in SLA, he does explain that it may have one rather “limited” use regarding linguistic performance (Krashen, 1982: 16). Krashen’s Monitor Hypothesis, a theory related to the Input Hypothesis, indicates that learnt knowledge is employed as an editor which informs learners to make changes to utterances prior to and following production (Krashen, 1982). This use of learnt linguistic knowledge therefore acts as a “quality check” (Cook, 1993:52) which allows learners to evaluate the effectiveness of their utterances in conveying desired messages but it is only effective providing that the knowledge is sufficient, the students are paying attention to form, and they are given adequate time to execute such evaluation (see The Monitor Hypothesis/Model: Krashen, 1982:16; Cook, 1993:52; Gass, 1997:79).

The second principle linked to the Acquisition Learning Distinction outlined above relates to the use of comprehensible input for acquisition. One particular position

taken by Krashen (1982: 6) suggests that language acquisition is not dependent upon the implementation of conscious grammar rules but instead “occurs only when comprehension of real messages occurs.” This advocates that learners should be encouraged to focus on the meaning of received input and should exploit any contextual and extra-linguistic clues in order to facilitate comprehension of unknown items within that input. This principle also asserts that to achieve successful acquisition, input should be both comprehensible and “a little beyond” the current interlanguage level of learners. Put simply, if ‘i’ represents a learner’s current interlanguage level, input should include ‘i+1’ if it is to be comprehensible yet simultaneously advantageous in terms of the subconscious acquisition of new forms contained within the input (Krashen, 1982: 21). Furthermore, Krashen reiterates the “going for meaning” mentality by insisting that an intentional provision of i+1 to teach form must not be attempted (1982:21); it is through meaningful communication that i+1 is able to enhance SLA.

The final principle to be discussed here concerns the relevance of output in SLA and also helps to highlight the key distinction between the theories of Krashen and Swain. In Krashen’s view (1982:60) output has no “direct” effect on acquisition but instead can manipulate the quantity and quality of input a learner receives. Upon hearing a lesser ability to speak a language, native speakers and teachers often modify their speech accordingly in an attempt to communicate. The modification of speech resulting from a learner’s output can make input more comprehensible and, in addition, can increase its quantity: “the more you talk, the more people will talk to you!” (Krashen, 1982:60). To demonstrate this notion further, Krashen (1982: 61) proposes the following diagram showing the contribution which output in conversation makes to a learner receiving more comprehensible input:



(Figure 1: Krashen’s diagram of output’s role (Krashen, 1982:61))

To conclude this point, it is clear that Krashen's position insinuates that output, whilst not directly affecting acquisition, can influence the input quality and quantity, which, in turn, has the potential to aid acquisition.

Krashen also suggests a more tolerant and patient approach with regards initial language production by learners, in particular spoken output. He argues that early language production of this type is unresponsive to direct tuition and should not be hurried or forced by language teachers. He remarks that giving correction and pressuring students to speak is unhelpful since spoken ability "emerges over time" and arises only when a learner considers themselves to be "ready" (Krashen, 1982:22). This perceived pressure upon students to produce language before they feel prepared may elevate feelings of anxiety and stress. This in turn may compel students to apply rules from their L1 to the new language and could result in an incomplete or flawed acquisition of early linguistic rules.

The initial reluctance or inability to produce verbal output outlined by Krashen (1982:27) is known as "the silent period" and is deemed a necessary stage in the SLA process. This period can last for several months and, during this time, learners enhance their competencies through the comprehension of further input and the acquisition of syntactical features contained within it. Although language production following the silent period is often erroneous, Krashen emphasises that it is a phase which learners should not be denied. This is due to the many mental processes that occur whilst only input is being utilised, since learners must assimilate the input they receive in order to improve verbally, as the correction of erroneous output is considered unbeneficial, by Krashen, in terms of acquisition (1982).

Despite Krashen's negative opinions towards the significance of output in language acquisition, he does acknowledge that it can have a greater role in the conscious learning of language. Erroneous production of language by students often provokes teachers to give feedback that will help students to "figure out" the correct rules and uses of structures (Krashen, 1982:11). It is these alterations of rules which can be used to develop learner interlanguages, but Krashen still maintains that production cannot aid acquisition (Krashen, 1982; Krashen, 1989).

Ultimately, Krashen's treatment of output as unnecessary in the acquisition process could be seen as the greatest distinction between the two theorists. As will be explained later, Krashen's claims coincidentally provided a convincing platform for Swain to challenge his theory.

2.3 The Arrival of the Comprehensible Output Hypothesis

Following the introduction to the IH, it is now essential to explain why it has such relevance to the foundation of the COH and to the belief that the COH was a “reaction” to input based theories (de Bot, 1996:532).

Before doing so, it is also necessary to explain what output is and how it was regarded prior to Swain’s hypothesis. Output, in terms of classroom research, has been defined simply as “language produced by learners” (Tsui, 2001: 121) and can take both written and verbal form. For many years, the widespread belief held that such output as the “outcome, or product, of the language acquisition device” (Swain, 2005:471) and was susceptible to attitudes of it being an end point in the language acquisition process; a view which was subsequently challenged (see Gass, 1997; Swain, 2005). Output was also often perceived as a tool for measuring what had already been acquired by a language learner and as a reflection of the rules a learner had acquired (Gass, 1997) rather than a vehicle for aiding and enhancing acquisition. Finally, it was also seen as a mode through which learners could employ practice to better internalise acquired rules and enhance proficiency (Muranoi, 2007). These assumptions were to be confronted and extended by Swain as she proposed the acquisition maximising properties that language production contained; a notion which had not been “seriously contemplated” prior to her investigations (Gass, 1997: 139). Her intention was not to oppose the importance of input in SLA but to propose that it was not the only asset available as a means of enhancing L2 development.

The foremost study which informed Swain’s claims that output has an effect on acquisition was conducted in 1985 following a large scale study on Canadian French immersion classes. In immersion programmes, the second language (L2) and content subjects are often combined. From the beginning of kindergarten, students are exposed to instruction conducted always in the L2 and furthermore, they are encouraged to communicate through the target language without “undue” attention to grammatical and structural errors (Lyster & Ranta, 2007:141). The aims of such programmes are to promote positive attitudes towards the target language and to sustain achievement academically and linguistically in relation to peers and L2 natives.

According to Krashen’s (1982:138) “optimal input” criteria for achieving successful acquisition, such an environment could be seen as truly optimal for language teaching aims: opportunities for acquisition are rich due to the high quantity of input provided, input will be comprehensible and not grammatically sequenced, and the

subject matter will be interesting or relevant since focus is given to using the L2 as a medium for teaching content. Another element crediting the immersion programme setting relates to Krashen's (1982:30) "Affective Filter Hypothesis." This hypothesis discusses the extent to which affective factors (such as motivation, self-confidence and anxiety) can play a role in the success and progress of SLA. Put simply and briefly, individual students possess varying degrees of affect: those with "lower or weaker" filters are believed to be more susceptible to comprehending input and acquiring the items contained with it (Krashen, 1982:31). The immersion programme environment would seemingly be conducive to reducing students' affective filters, in particular the factor of anxiety, since practitioners and students share language systems, errors are not excessively highlighted and, if needed, the L1 can be used.

However, following her study, Swain noted that students who had started immersion classes in kindergarten were noticeably inferior and "off target" in their speech and writing despite being relatively equal to native speakers in their reading and listening abilities (Swain & Lapkin, 1995: 372). The participants particularly displayed interlanguage flaws in areas of grammar, discourse and sociolinguistics when compared with native French speakers of the same age (Swain, 1985). Although this type of environment provides language learners with exceptional amounts of comprehensible input and reduced attention to production errors, conducive to claims within Krashen's Input Hypothesis, it became evident that the students' inability to *produce* native-like language was a product of inadequate and deficient opportunities for language production. Swain therefore declared:

"The argument, then, is that immersion students do not demonstrate native-speaker productive competence, *not* because their comprehensible input is limited but because their comprehensible output is limited. It is limited in two ways. First, the students are simply not given-especially in the later grades-adequate opportunities to use the target language in the classroom context. Second, they are not being "pushed in their output."

(Swain, 1985, p. 249)

The findings of this study could be seen as a product of the environment the learners found themselves in. Firstly, although the low frequency of output opportunities was an "unexpected finding" (Swain & Lapkin, 1995: 372), it helped to show that the numerous comprehension opportunities appeared to detract from occasions for practising the language, particularly in later grades (Swain, 1985). In a

study by Allen et al (1990), it was shown that immersion classes are predominantly “teacher-centred” and do not promote nor facilitate extended responses from students; they observed that less than fifteen percent of utterances by learners were longer than a clause in length, showing that student utterances were, at best, minimal in the immersion programme setting. In fact, students were found to be deprived of sufficient opportunities to enhance the processes required in producing the target language not least because, although input greatly promotes language attainment, it alone “is not sufficient for acquisition” (Gass, 1997:138) as comprehension does not always involve syntactic processes. During comprehension, learners employ semantic strategies in which meaning is extracted and decoded by using specific linguistic knowledge, but when speaking or writing, learners must attend to syntax so as to accurately convey the desired meaning. Swain therefore concluded that the learners’ non-target like output featuring errors of grammar, lexis, morphosyntax and pronunciation were due to a lack of production opportunities. She later added:

“Output may stimulate learners to move from the semantic, open-ended nondeterministic, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production.”

(Swain, 1995:128)

The second feature which could explain inferior production capabilities is the absence of the need for students to be more accurate in their output. The immersion programme environment, at the time of Swain’s study, provided a situation in which learners could use adequate yet inaccurate output since peers and teachers alike extracted meaning using knowledge from their shared language systems. The erroneous output also received little correction so students presumably continued unchallenged, and wrongly believed that they were able to “operate successfully” despite their “incomplete knowledge of the language” (Izumi, 2003:169). Additionally, evidence from the Allen et al (1990) study demonstrated that immersion students were barely given corrective feedback since only nineteen per cent of grammatical errors received correction during their study, and any feedback offered was often given in a “confusing and unsystematic way” (Allen et al, 1990:67). Consequently, an environment was created in which there was “little social or cognitive pressure to produce language that reflects more appropriately or precisely their intended meaning” (Swain, 1985:249). This suggests that, if students are to progress along the language continuum and are to be seen as near-equals to their native speaker counterparts in their language production,

they must be encouraged to use language which not only conveys the desired meaning but, also, is equally adequate in terms of accuracy. In other words, they need to be “pushed” to be “more comprehensible than they already are” (Swain, 1985:249). It is this stretching of a learner’s interlanguage which Swain believes may result in acquisition as it can lead to modified output and attempts to use forms that have not been used previously.

2.4 The Comprehensible Output Hypothesis and the Role of Formal Language Instruction

As has been discussed, a fundamental requirement for output to be a facilitating factor in SLA is that learners must be ‘pushed’. A learner must be able to communicate their desired meaning, but as Swain acknowledges, this can be accomplished despite the use of “grammatically deviant forms and sociolinguistically inappropriate language” (Swain, 1985:248). Indeed, if learners are to achieve more accurate language production, some degree of attention to form must be incorporated but what position does Swain hold regarding the approach to formal language instruction?

Formal language instruction, quite simply “has been understood to refer to grammar teaching” (Ellis, 1994: 611), and has been viewed in terms of its contribution to SLA and its relationship with learners’ cognitive processes. As has been highlighted, Krashen opposes the use of grammar teaching and instead argues that it is not conducive to SLA. He believes, rather, that SLA should replicate naturalistic processes and avoid unnecessary anxiety. However, following extensive discussion, Long (1983b: 374) concluded that “there is considerable evidence to indicate that SL [second language] instruction does make a difference” and can improve language teaching efficiency as well as L2 proficiency in learners. In terms of the COH, it is evident that an appropriate language instruction model must be used so that learner competencies in communicative, meaning-orientated activities are not hindered by form-focussed discussion. Swain therefore opts for a focus on the form (FonF) approach over other models such as focus on forms (FonFS). Traditional FonFS has been identified as a model in which a target language is broken down into its various elements so that instruction to students can be “sequenced for presentation...in linear, additive fashion” (Long & Robinson, 1998: 15). The structured nature of this model often means that forms are taught and tested independently of each other resulting in a progressive accumulation of TL knowledge. Alternatively, FonF may be seen as a freer, sometimes

more impromptu model in comparison to its counterpart. It is often a feature of task-based syllabi and involves the instruction of language which arises during communicative activities (Ellis, 1994). Such activities often consist of negotiation for meaning, opportunities to modify output and negative feedback; all of which may provide the impetus for students and practitioners to question the form-meaning relationship of utterances. More specifically, FonF:

“Overtly draws students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication.”

(Long, 1991:45-46)

FonF is not an approach which always requires “a real time problem trigger” (Williams, 2005:672) but is an approach which can encourage the simultaneous processing of meaning and form (Doughty & Williams, 1998). The attempt by Swain to incorporate meaning and form in students’ own language reflection would appear to satisfy this aim.

2.5 A Method for Pushing Students

Now that Swain’s approach to language instruction has been introduced, it is important to explain its *relevance* within the discussion of ‘pushing’ students in their output and *how* the instruction itself is delivered. When providing students with information regarding their language production, practitioners must be aware that raising anxiety and creating the impression that accuracy takes precedence over meaning during meaning-focused tasks are undesirable effects. Instead, opportunities for interaction between a learner and an L2 native, a teacher or another learner must be maximised as it can lead to negotiation and ultimately modified output which is a process which “contributes to second language acquisition” (Swain & Lapkin, 1995: 373). Interaction is important to learners as it provides authentic opportunities in which they can receive input, communicate to make the input comprehensible and attempt to produce, modify or repair their own output so as to make it comprehensible for the interlocutor (Long, 1983a). The effects of such interaction and negotiation for meaning is that it can raise a learner’s L2 performance and can promote the cognitive processes involved in developing IL knowledge as a learner attempts to communicate. However, a significant observation by Shehadeh (1999) shows that this is sometimes not fully

exploited in monolingual classrooms, a finding that could be applied to the context of immersion programme classes that Swain investigated. Shehadeh remarks that:

“There is the possibility that students, in the process of their negotiated interactions and repair work, might resort to their shared mother tongue to complete the task or activity required.”

(Shehadeh, 1999: 2)

When using such tasks with a whole group, it may be difficult to monitor each student, but when talking with individual learners, teachers must be able to utilise techniques to encourage students not only to talk in the L2, but also to convey their meanings whilst being pushed in an attempt to make them pay attention to their errors. One method which stems from Long's Interaction Hypothesis (1983a) is to supply students with 'evidence' and 'feedback' during communication. This may signal to a learner that their utterances are erroneous and, hence, provide them with the opportunity of modifying their output. Evidence is defined as “information about whether structures are permissible in the language being acquired” (Leeman, 2007:112) and can be *positive* (confirming that an utterance is possible in the L2) or *negative* (indicating an ungrammatical or impossible form in the L2). As such, evidence can be offered prior to, during and following output. A related technique, and one which can only be used following speech, is to provide feedback to students which informs them of the success or failure of their language production. Such feedback may result in the negotiation of content, meaning or form (see Pica, 1988; Sheen, 2008) so as to enhance the student's accomplishment in their language production but it is important to note that the provision of feedback should not be seen as entirely corrective as it would be incorrect to assume that feedback responding to particular inaccuracies “leads to the elimination of such errors” (Leeman, 2007:112).

The use of feedback in an attempt to make students reflect on the meanings and form of their output, although not fully discussed here, can be significant in adding to or reinforcing their IL knowledge whilst also allowing learners an opportunity to 'notice' features within their output and the feedback. The medium of negotiation during interaction can therefore be beneficial as “learners can be pushed to produce far more than merely CO; they can be pushed to the production of output that is more complete and accurate” (Van den Branden, 1997:630).

2.6 The Functions of Comprehensible Output

It is now necessary to explain the different functions and unique acquisition enhancing opportunities output can provide. Comprehensible output is defined as “output which extends the linguistics repertoire of the learner as he or she attempts to create precisely and accurately the meaning desired” (Swain, 1985:252). But how is this extension of a learner’s interlanguage believed to occur? To answer this question, it is essential that ‘syntactic processing’ and the functions of ‘noticing’, ‘hypothesis forming and testing’, ‘metalinguistic function’ and ‘fluency function’ are analysed and applied to the process of learning a new language.

2.7 Linguistic Processes: A move from semantic processing of language to syntactical processing

As mentioned previously, when comprehending and receiving input, learners are not required to attend to features of syntax as they decipher meaning from known and unknown items whereas during output, the learner is ultimately responsible for competently generating accurate and meaningful output; a process which presents minimal opportunity for avoiding syntax (Levelt, 1989). During comprehension, learners can exploit their current knowledge and the cues around them to successfully understand input. Interlanguage inadequacies can therefore go unnoticed, and students can ultimately “fake it” (Swain, 1995:127). During output, however, these inadequacies can be exposed as students attempt to create language which conveys meaning efficiently and accurately.

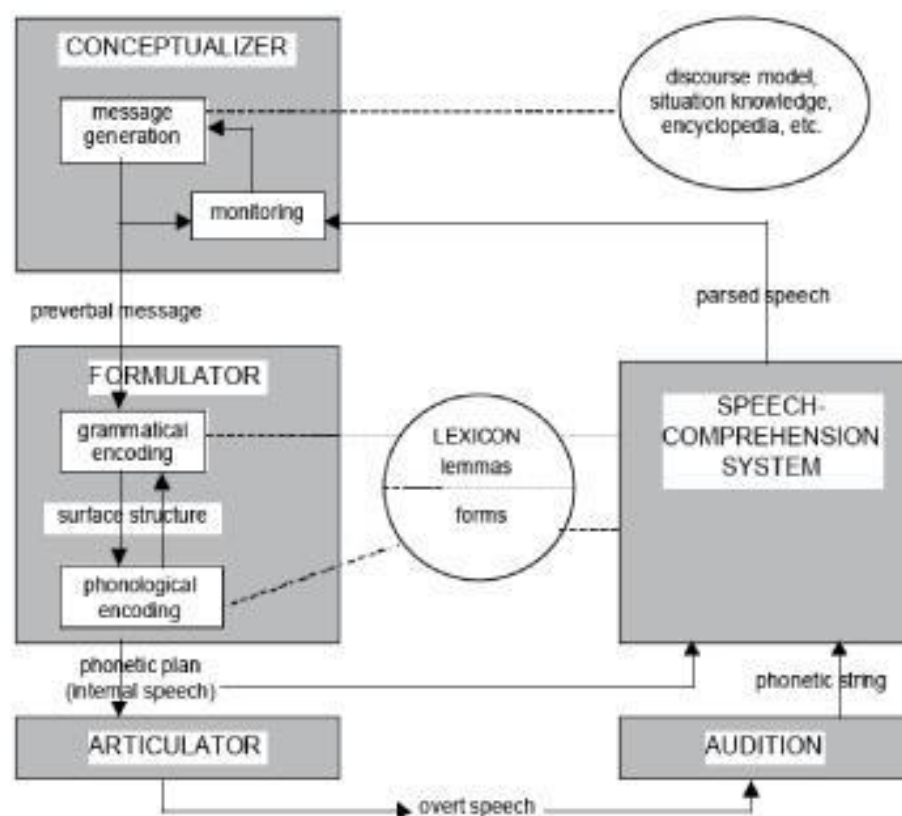
Comprehension involves semantic, or “top-down”, processing of input which requires learners to extract meaning from the context and their current linguistic knowledge of what the input contains (Ellis, 1994:278). This may not result in acquisition which allows a learner to create grammatically accurate utterances that follow the “rules” of a language e.g. “The woman beautiful is my mother” (Gass & Selinker, 2001:10). Although such output is comprehensible, as others would understand its content, it is indeed incorrect and “off-target” (Swain, 1985:249). The apparent absence of syntactical processing during comprehension is also exposed by Krashen (1982: 66) who explains that the process comprises “a combination of verb, or lexical information plus extra-linguistic information.” In conjunction with the notion that learners are unable to simultaneously process input content and form (Van Patten,

1990), the question arises as to how a learner can develop syntactical knowledge of a language through input alone when such processes are seemingly absent and irrelevant in comprehension? One view, according to Gass & Selinker (2001:290), is that top-down processing on its own is simply unable to do this:

“[top-down processing] will not and cannot serve the purpose of understanding the syntax of the language, a level of knowledge that is essential to the production of language.”

It is the belief of many researchers (see Swain, 1985; Levelt, 1989; Long, 1996) that a move from semantic to syntactic processing of language can be greatly facilitated by focussing on the production of language. The production of erroneous output by a learner can lead to a greater use of “bottom-up” processing of language which requires learners to attend to and concentrate on the linguistic forms contained within the message (Ellis, 1994: 278). Following an utterance, a learner may draw on external or internal signals which inform them of a linguistic or communicative failure or of a need to amend the utterance to better convey their intended meaning. Over time and with practice, a learner will develop knowledge to help them produce utterances which are closer to those created by native speakers and which will more closely resemble target language structures.

The model which is frequently drawn upon to illustrate the strong link between language production and syntax is Levelt’s (1989) Model of Speech Production (see Fig. 1). Although originally developed to describe L1 production processes, it has been adopted as a good model for explaining processes in L2 output and can be used to support claims of the COH’s different functions. The key components of the model are the “Conceptualizer”, the “Formulator” and the “Articulator” (Levelt, 1989: 9) and they all combine to translate an initial concept into a linguistic form which is then ready and available to be conveyed verbally (for an in-depth discussion of the model see Muranoi, 2007:58-59). The original concept, or idea to be conveyed, is generated and undergoes two processes within the Formulator. The processes aim to grammatically encode the message according to syntax and morphological lemmas containing information to successfully match the grammar to the intended message to produce “an ordered string of lemmas grouped in phrases and sub-phrases of various kinds” (Levelt, 1989:11). This can then be submitted to phonological encoding if the linguistic structure is to be converted into audible sounds.



(Figure 2: Levelt's Model of Speech Production (1989:9))

The model's relevance in terms of the COH is that it presents many opportunities in which a learner can exploit their existing knowledge of conceptualising grammatical encoding (lexically, grammatically and phonologically) and production to accurately convey a desired message and to test the language available to them (Muranoi, 2007).

2.8 The Noticing Function

The first function of output which is to be analysed is that of 'noticing'. Prior to discussing its significance in terms of the COH, it is important to explain this concept in relation to input.

During the process of learning a language, learners are supplied with much input to help them progress in their linguistic development. However, not all of the input received by students is incorporated into their language systems and subsequently used to aid acquisition. In 1967, Corder introduced the terms "input" and "intake" to demonstrate the distinction between language to which students are exposed, and the language which is integrated into their interlanguage (1967: 165). 'Input' refers to language which "is available to the learner" whereas the items within the input which

are “internalised” into a learner’s interlanguage are known as ‘intake’ (Gass & Selinker, 2001:260). If input is to be useful for language learners, it must be of an appropriate level to provide opportunities to maximise the conversion of its contents into intake. Furthermore, the idea that only particular items in input become intake appears to insinuate that “it is the learner who controls” it (Corder, 1967: 165). This in turn, suggests a conscious dimension to the acquisition process. For this reason, can exposing learners to suitable input be boosted by actively raising students’ awareness of items within it in order to promote a greater integration of items into student interlanguages? It is at this point that noticing becomes relevant.

Noticing is one of the factors supporting the notion that consciousness in language learning is essential if students are to progress in their linguistic ability. Although some linguists believed language instruction “made no difference” and should be minimised so as to aid more naturalistic processes such as those seen in FLA (Doughty & Williams, 1998: 1), it has become more evident that raising learners’ attention to linguistic features is beneficial for them as well as practitioners who aim to best inform their own practices. Unfortunately, due to the intricate nature of the debate regarding direct instruction in language learning, an in-depth analysis will be omitted here.

Noticing is argued to be “the necessary and sufficient condition for the conversion of input into intake” (Schmidt, 1994: 17) and is a process by which linguistic rules, forms and knowledge are *consciously* recognised within the input and subsequently utilised by learners to inform or reinforce their current knowledge of the target language. Schmidt & Frota (1993:311) emphasise the importance of noticing and claim that a structure will be acquired “only if it is present in comprehended input and ‘noticed’ in the normal sense of the word, that is consciously.” It is Swain’s argument, therefore, that output practice can enhance noticing opportunities and can contribute to the opportunities provided by input.

Before discussing how noticing occurs, the question of when it occurs must be answered. Noticing of linguistic forms and structures by a learner can take place in three different ways and can occur over a long period of time or in a brief “on-the-spot reassessment” of language (Gass & Selinker, 2001: 290). The frequency and salience of a linguistic item can be a principal reason for why a learner notices it in received input (Swain, 1998). If the input presents a particular form or item on multiple occasions or it is given prominence (intentionally or coincidentally) a language learner will naturally recognise it on a conscious level. In terms of in-class activities which promote the

noticing of input, Gass & Selinker (1994: 388) introduce the notion of “input enhancement” in which a specific form contained within the input is emphasised, for example either implicitly through the use of bold print to highlight the key form or explicitly with the use of “overt metalinguistic explanations” to help students notice it consciously (Batstone, 1996: 273). The second instance of noticing occurs during language production when a student becomes aware of something that they wish to say in the target language but finds that they are unable to do so due to a lack of knowledge in their interlanguage. This type of noticing was defined as “noticing a ‘hole’” (Doughty & Williams, 1998 cited by Swain, 1998: 66). Finally, the third type of noticing develops when a language learner becomes conscious of a ‘gap’ in their interlanguage, that is to say, when the forms used by the learner during output are different to those present in the target language input. This type of noticing demonstrates a gap between the learner’s interlanguage and that of the L2 and “can prompt the learners to attend to the relevant information in the input [in order to fill the gap], which will trigger their IL development” (Izumi, 2003: 171).

Now that noticing has been discussed in terms of what it is and when it occurs, its relevance within Swain’s COH must be addressed. As previously mentioned, during language production, learners must employ their current, and often incomplete, interlanguage knowledge to create messages which appropriately convey their intended meaning. During such attempts, they may recognise that they are unable to do so successfully. In accordance with Levelt’s speech production model, the optimum time for students to recognise “the possibilities and limitations of what they can or cannot express” occurs when a preverbal message is grammatically encoded prior to production (Izumi, 2003:183). As when producing language there are no external clues to aid learners in their choice of grammatical encoding, they will ultimately become conscious of the fact that their interlanguage is unable to solve the problem or displays differences when compared to L2 norms. It is Swain’s claim, therefore, that output can “under certain circumstances” encourage noticing of gaps and can provoke students to pay attention to relevant items in ensuing input (Swain, 1998:66). She remarks that:

“It is while attempting to produce the target language (vocally or subvocally) that learners may notice that they do not know how to say (or write) precisely the meaning they wish to convey.”

(Swain, 1998:67)

It is this realisation that can help students to become “self-informed” (Brown, 2007: 299) in regard to their linguistic restrictions, and this, in turn, may prompt them to seek a solution. It is also Swain’s argument that the discovery of a ‘hole’ in a learner’s interlanguage can provide the impetus needed for them to employ cognitive processes when comprehending input which will ultimately result in them filling a ‘gap’ in their IL (Swain, 1998).

2.9 The Hypothesis Forming and Testing Function

The previously discussed conscious process of noticing existing or absent linguistic forms, which extend or consolidate a learner’s current IL, can stimulate the cognitive processes of “formulating, testing, confirming, modifying and rejecting” hypotheses about the L2 (Muranoi, 2007:57). A linguistic hypothesis is defined as “a prediction that a certain aspect of the language is organised in a certain way” (Schachter, 1984:169). Such learner hypotheses may develop following attempts to “expand and exploit” their existing IL knowledge in ways they may not have previously attempted in order to express themselves (Pica et al, 1989:64). Subsequent feedback, which is internally or externally driven, can then provide learners with information in respect to whether they should confirm and keep their prediction or discard it (Ellis, 1994).

Although hypotheses may arise following comprehended input, and may indeed be confirmed by such input (Ellis, 1994), it is Swain’s claim that it is during language production that learners may test or experiment with new linguistic forms in an effort to better convey meaning:

“To test a hypothesis, learners need to *do* something, and one way of doing this is to say or write something.”

(Swain, 1995: 131)

The testing of spoken hypotheses is believed to present itself in the form of modified output following feedback. Modified output is defined as “learners’ attempts to modify problematic utterances following interactional feedback such as clarification requests or recasts” (Sheen, 2008: 841). If a student deems subsequent attempts to repair erroneous language as adequate or correct based on the internal or external feedback available to them, they may then incorporate this new knowledge to their interlanguage thus extending interlanguage knowledge as Swain has suggested (1995). However, not

all feedback can be assumed to prompt learners to extend or change their language production. For instance, a study by Pica et al (1989) discovered that more than a third of learner utterances were amended in terms of semantics or morphosyntax following the receiving of clarification requests and confirmation checks. Moreover, although these changes confirmed that some learners did amend their output during negotiation, not all feedback was acted upon. This suggests that learners may consciously choose to test some linguistic items and not test others (Swain, 1995); it is the learner who produces the output and, ultimately, it is the learner who decides how to exploit instances of negotiation and external feedback in order to test the items they wish to experiment with.

To summarise, hypothesis testing can be perceived as a tool learners can use when pushing the limitations of the current interlanguages in order to contend with language they have not yet mastered. In Swain's opinion (1998:68), the modified output resulting from hypotheses and subsequent feedback "can be considered to represent the leading edge of a learner's interlanguage."

2.10 The Metalinguistic Function

The third function of output to be identified is the metalinguistic function. Put simply, this function involves the belief that a learner's output demonstrates awareness about their own language use or that used by an interlocutor (Swain, 1998: 68). It also involves the conscious analysis by learners of utterances, and linguistic items within them, in order to solve a linguistic problem. This close examination is then believed to be another possible way in which learners can extend their IL through output and, if verbalised, can represent the point at which learners find themselves on the language learning continuum (Swain, 1998).

Whereas the hypothesis forming and testing function infers that the output itself is the hypothesis a learner wishes to test, the metalinguistic function states that a learner may wish to evaluate, explain or consider hypotheses linguistically (i.e. in terms of grammar, lexis, meaning, appropriacy, etc.) to better understand the items within them prior to and during the process of making meaning. In other words, the metalinguistic function of the COH concerns "using language to reflect on language" and can help learners to better control, enhance and internalise new or existing interlanguage knowledge (Swain, 1995: 132).

The goal of such activities should not be that learners are able to accurately define metalinguistic items using the correct linguistic terminology. Instead, it should be that they can use metatalk (“language used to reflect on language” (Swain, 1998: 68)) to identify how the meaning of a message can be influenced by the linguistic forms it contains. It is this metatalk which is believed to represent “learning *in progress*”, since observation of such output can reveal instances of noticing, hypothesis forming and testing and syntactic processing which are displayed or exposed by the learner (Swain 1998: 69). Swain further stipulates that a prerequisite of the metalinguistic function is that metatalk should only be used where learners are focussed on “making meaning” (Swain, 1998:69) since, if metatalk is employed independently of meaning, any ensuing syntactic processing will not consider, nor represent, its impact on meaning and function.

Another interesting characteristic of this function concerns the cyclical nature output appears to adopt within cognition. The verbalisation of hypotheses, regarding their own or interlocutors’ output, acts both as a *mode* of communication between learners and also as the *outcome* of such interaction. The ensuing product of this discourse can then once again be reflected upon during the process of interaction between learners. This sharing of ideas is believed to result in increased awareness of linguistic items, since articulating thought may simultaneously stimulate the mental processing of thought. Utterances can therefore be seen as a *process* of producing language and also as a *product* of it:

“In ‘saying’, the speaker is cognitively engaged in making meaning; a cognition act is taking place. ‘Saying’, however, produces an utterance that can now be responded to.”
(Swain, 2000:102)

This cycle of processing and producing language is therefore believed to be of significant importance: The contribution by TL learners to the act of producing language to communicate their knowledge, thoughts and assumptions can result in built, or shared knowledge, which may lead to a “fuller and clearer understanding” of the utterances themselves (Wells, 2000: 73).

2.11 The Fluency Function

The final function of output to be discussed concerns the development of a learner's TL fluency. Although Swain concentrated more on function advocating acquisitional development in terms of linguistic accuracy, as opposed to fluency (Swain, 2005), it is necessary to acknowledge the SLA role it fulfils. This discussion will be limited as fluency, unlike the preceding functions (noticing, hypothesis forming and testing and metalinguistic function), will not feature significantly in this study.

In Swain's view (2005: 125), the notion that language production enhances a learner's L2 fluency appears rather "non-controversial" especially if "it is not confused with the adage 'practice makes perfect'." Although students may appear to speak with a high degree of fluency, there can be no guarantee that the output is error free. However, in terms of SLA, increasing degrees of fluency signify much more than an ability to speak quickly. More importantly:

"Enhancing fluency is one of the most crucial cognitive activities in learning...Fluency serves as an index of automaticity of processing ... [and] ...on one level allows attentional resources to be spent on higher-level processes."

(de Bot, 1996:552)

Fluency can therefore represent the facet by which cognitive processing can allow and strengthen TL development. In conjunction with Anderson's (1982) skill acquisition theory (SAT) and its links to Levelt's Speech Production Model (1989), the fluency function centres itself on the belief that repeated application of declarative linguistic knowledge in procedural contexts can help learners to improve the automaticity by which output is created (de Bot, 1996; Anderson, 1982). As these processes become quicker, the belief is that attention once given to identifying and employing declarative knowledge can be made available and applied to other linguistic demands (Anderson, 1982 – for a brief discussion of the SAT see page 73 in the Appendix). In terms of the COH and spoken output, fluency in some areas may free up attentional resources which can then be utilised in other acquisition matters (i.e. noticing of gaps, input processing following gap identification, hypothesis forming and testing, syntactic processing).

2.12 Previous Studies

Much research has been done regarding the COH and its suggested benefits for acquisition. Whilst much has concentrated on its individual functions such as noticing (Schmidt & Frota, 1986; Pica, 1988; Schmidt, 1990; Swain & Lapkin, 1995; Izumi et al, 1999; Izumi, 2000,2002; Loftie, 2007; Soleimani, 2008), hypothesis forming and testing (Swain, 1998; Shehadeh, 2003), metalinguistic function and collaborative dialogue (Kowal & Swain, 1994, 1997; Swain & Lapkin, 2001; Del Pilar Garcia Mayo, 2002; Leeser, 2004; Kim, 2008) or has explored feedback types (Lyster, 1998; Sheen, 2008), other research has examined the effects of pushing students in their output. Although there is a “lack” of investigation regarding comprehensible output’s direct acquisitional effects (Shehadeh, 2002: 612) on IL development, numerous studies have been conducted on the occurrence and effects of pushed output (Pica et al, 1989; Nobuyoshi & Ellis, 1993; Linnell, 1995; Van den Branden, 1997; Shehadeh, 1999; McDonough, 2005; McDonough & Mackey, 2006). For reasons relating to constraints and the overriding focus for this study, discussion of previous research will be limited here to fundamental studies of pushed tasks and modified output (MO).

Pica et al (1989)’s study into learner reactions to various native speaker signals of non-comprehension sought to test hypotheses regarding comprehensible output opportunities and feedback. 10 pairs consisting of a native and non-native English speaker took part in a spoken information gap drawing activity and a spoken jigsaw story task in which the native speakers had to reproduce a drawing and story according to the information the non-native speaker had supplied. They found that native speaker signals of a lack of understanding, regardless of type, had a significant effect upon non-native responses: clarification requests produced more MO than “model utterances” which required confirmation from the learner (Pica et al, 1989: 83) since it was the learners’ responsibility to resolve the misunderstanding. They also found that the information gap task produced more MO than the jigsaw story task. This said, task type was not found to have statistical significance. A final finding was that MO contained grammatical alterations as well as semantic revisions. The study therefore supports Swain’s notion (1985, 1998, and 2005) that pushing learners in their output could stimulate IL development as modifications of output contained grammatical amendments in addition to semantic changes; therefore, form-meaning relationships may be enhanced in the learner’s IL. Unfortunately, this study did not establish whether pushed language production can lead to improved accuracy in output.

Conversely, Nobuyoshi & Ellis (1993)'s exploratory study aimed to explore the effect pushed output may have on linguistic accuracy. Six low-proficiency conversation class students participated in two communication tasks one week apart. Both tasks were jigsaw stories and the linguistic focus was past tense use. The control group received general clarification requests (unrelated to past tense errors) for both tasks. The experimental group received clarification requests pertaining to past tense error during the first task and then general requests in the second task. The study found that two of the three experimental group learners displayed delayed past tense accuracy gains whilst the control group showed no "overall gain in accuracy" (Nobuyoshi & Ellis, 1993: 208). This could provide empirical support for Swain's COH claims. However, since the study was conducted on a very small scale and not all experimental group learners improved, it might suggest that pushing students in their output is not effective for all learners, especially those who are "functionally orientated" and simply content "to get the message across" (Nobuyoshi & Ellis, 1993: 208).

One possible criticism in regard to the previous study is that it concentrates more on MO occurrence rather than proving its link with second language acquisition. Despite presenting initial support for Swain's claims that delayed accuracy gains can be achieved, it failed to show that acquisition had been aided by MO. One study which aimed to discover the effects of MO on IL development was Linnell's (1995) study into the effects of negotiation on syntacticization. Negotiation is believed to comprise "the provision of corrective feedback that encourages self-repair involving accuracy and precision not merely comprehensibility" (Lyster & Ranta, 1997: 42). Hence, in proving an effect on syntax, Linnell would be able to demonstrate a possible link on IL development by processes involved in creating a 'push'. The study consisted of low-intermediate adult learners in a university and aimed to discover MO effects on syntacticization, different types of negotiation on syntax and the effect of negotiation over time. Using pretest, posttest and delayed posttest on past tense use and aspect, groups were divided into those who received negotiation via clarification requests, negotiation via confirmation requests, interaction with no negotiation and no interaction. The results found that a fifth of syntacticized responses were produced in modifications, although L2 responses were not always accurate. Furthermore, learners who received clarification requests modified their output on more occasions than those who received confirmation checks. Finally, students who modified their syntax during negotiation appeared to syntacticize over time. This study was important in that the

occurrence of MO was directly linked to the effects it may have on syntax development and furthermore in long-term retention of syntactical knowledge.

The final study to be outlined here is Van den Branden's (1997) study into the effects of negotiation types with 16 child learners of Dutch. Whereas the aforementioned research has aimed to identify MO occurrence, effects on linguistic accuracy and effects on syntacticization, Van den Branden's study focused on how task dynamics (in terms of people and feedback) affected the type and impact of MO. The task involved a verbal picture description communication task relating to a murder mystery context. Interestingly, the push was provided by not allowing participants to see the person with whom they were conversing and negotiation types were divided amongst two groups: some non-native students would partake in peer interaction in which they were partnered with "native speaker friends of theirs" whereas the other dyads communicated with a teacher (Van den Branden, 1997: 602). It was discovered that negotiation of output was predominantly focussed on meaning, with no deliberate attention to form being identified. Furthermore, output modifications were found once again to be influenced by the feedback type supplied to them (as in Pica et al's 1989 study) but were not determined by the person who provided it. Additional analysis of pre and posttest data revealed that there was a delayed effect upon output production; this was attributed to the feedback students received and the amounts of MO they produced (Van den Branden, 1997). The study suggested that MO was affected mostly by the way feedback was provided and not by the people involved in the communication. Also, since many modifications concentrated on meaning, it could bring into question Linnell's (1995) findings which identified a link between MO and syntax development.

The studies reviewed here do not represent every aspect of COH research but rather reflect this study's objectives. The research described does display noteworthy findings suggesting that pushing students in their language production can produce more MO, may promote gains in accuracy and may reinforce awareness of meaning-form relationships of a second language. However, since Nobuyoshi & Ellis's (1993) study was exploratory and Linnell (1995) and Van den Branden (1997)'s findings appeared to be contradictory, further research is still needed. Hence, this study (through the comparison of pushed and non-pushed speaking tasks) aims to establish which task produces more instances of linguistic processing by learners, which task results in

greater gains in linguistic performance, how the nature of linguistic processing varies and how student perceptions of task effectiveness differ.

The next stage of this study will comprise a discussion of the specific research questions, the setting of the research and a detailed methodology of techniques to be implemented in the data collection stage.

3.0 METHODOLOGY

Following discussion of the claims and evidence relating to previous research, details regarding design choices within this study will be examined. This section will include a discussion of the research setting, an overview of the research design, discussion of individual data collection methods and more information regarding design choices. Below are the research questions (detailed on page 4) which this study aims to answer:

- 1) Does a pushed speaking task result in more language related episodes (LREs) than a non-pushed task for adult upper intermediate learners at an HE institution in the UK?
- 2) In what ways do learners differ in the type and the success of LREs they display during pushed and non-pushed speaking tasks?
- 3) Does a pushed speaking task result in better performance in pre and posttest results for the past simple, past continuous, past perfect simple and past perfect continuous tenses?
- 4) How do views of adult learners at a HE institution vary regarding preference and effectiveness of pushed/non-pushed speaking tasks?

3.1 Setting of the Research

The environment in which the research is to be conducted will now be discussed. The University of Central Lancashire is a modern university with an approximate student population of 30 000 students (UCAS, 2011). It enjoys a rich diversity of over a hundred nationalities (UCLAN, 2011) and in the 2010/2011 academic year, a total of 2000 international students enrolled at the university. One nationality which constitutes a large proportion of international students is the Chinese since the university runs several franchised courses at Chinese HE institutions. Due to the large numbers of international students who enrol at the university every year, several English language courses have been founded to assist these learners in their studies. One such course is the English Elective Programme (EEP) from which my findings are going to be based.

In the 2010/2011 academic year, a total of 302 students enrolled on the EEP, 80% of which were of Chinese nationality. The EEP is an interesting basis for my

research since it provides a different context in which to test Swain's COH claims regarding pushed and non-pushed speaking tasks. It is dissimilar to several previous studies, which have focussed on immersion programmes, English as a Second Language courses, and primary or secondary education, conversational classes or purely experimental groups of students (see Swain, 1985; Nobuyoshi & Ellis, 1993; Swain & Lapkin, 1995; Shehadeh, 1999; and Sheen 2008), and consequently allows me to examine student perspectives in the higher education setting. Additionally, in terms of feasibility for my research, the EEP is able to ensure that the majority of its students are of a B2 level. This level has been proposed by the Council of Europe (2001)'s Common European Framework which defines it as a level at which students are able to understand principal written ideas from "concrete and abstract" topics, are able to produce a "clear, detailed" written text on various topics and are able to interact "without strain for either party" with adequate fluency and spontaneity. Whilst there are some more advanced classes within the EEP, this uniformed approach to enrolment means that participants will be of a similar level. This therefore signifies that one problematic variable within my research has already been controlled to some extent.

3.2 Overview of the Design

Before giving more detailed information regarding the decisions and issues which have influenced my data collection design choices, it is useful to present an overall outline of the process I have undertaken.

In order to collect the data required to answer all of my research questions, it is clear that a mixed-method design will have to be implemented. This is because the various questions demand different data types and also because "quantitative and qualitative enquiry can support and inform each other" (Miles and Huberman, 1994: 310). This should allow me to obtain the quantitative data necessary in answering my research questions regarding LRE numbers whilst allowing me to acquire more in-depth views regarding the different speaking tasks, their dynamics and their effectiveness. Furthermore, a mixed-method design could provide other strengths such as eliminating limitations in the data collection process, maximising understanding of a particular research phenomenon and increasing validity of the collected data (Dornyei, 2007: 45). Although advocates such as Smith (1983), Guba (1987), and Maxwell & Delaney (2004) of the "Incompatibility thesis" (termed by Howe (1988: 10) to describe a belief that methods should not be combined) warn that this type of framework can be

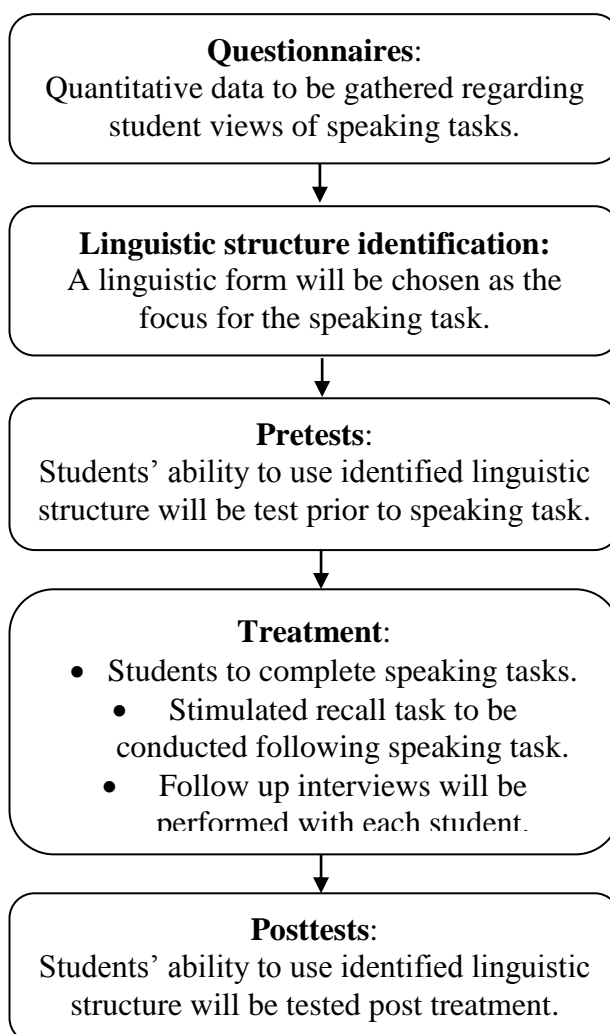
inadvertently detrimental to research and may not yield greater insights than those provided solely by quantitative or qualitative methods, I feel that a mixed-methods design will indeed lead to a deeper understanding of comprehensible output and its implications for acquisition and teaching practices for this study. Not only will quantitative methods obtain data for the first research questions and achieve a more objective insight into task differences, but also, qualitative methods will allow a more in-depth investigation into student perceptions of the two speaking task types. I will be able to view the pushed and non-pushed tasks in terms of numerical data relating to comprehensible output theory, whilst being able to learn opinion related differences which affect those subjected to practice: the students.

The study is also to include a technique similar to the “Embedded Experimental Model” described by Cresswell and Plano Clark (2007:69-71) in which data is gathered from a larger sample before a smaller group of participants partakes in a quantitative pre and post measure experiment subjected to further qualitative research. This model will allow me to examine my research questions in a quantitative fashion whilst combining the findings from the qualitative data to increase understanding.

3.3 Overview of Data Collection Stages

The investigation consists of several stages which will be mentioned briefly here. Questionnaires will be conducted to gather quantitative opinion based data regarding speaking tasks in the classroom from a large sample. Questionnaires are deemed to be the most appropriate technique since they are relatively quick to complete, facilitate quantitative analysis due to their structure nature, are suitable for use on large samples and do not require the presence of the researcher (Cohen et al., 2007). Then, preparation for the speaking tasks will be finalised. To complete this, a linguistic structure for the focus of the speaking tasks will be selected, students will be tested in their ability to use it in a pretest and finally students will be organised into control and experimental groups. Next, the control group is to take part in a one-to-one storytelling exercise which will receive no push nor feedback from me whereas the experimental group is to participate in a pushed storytelling task. All students will be video recorded during the storytelling task. This is to facilitate post task analysis of LREs for each student and to also provide learners with an appropriate memory aid during a stimulated recall activity. Stimulated recall has been selected as a technique at this stage since “a subject may be enabled to relive an original situation with great vividness and accuracy

if he is presented with a large number of cues or stimuli which occurred during the original situation” (Bloom, 1954: 25). Therefore, it is anticipated that I will be able to access the thoughts and opinions of students at stages throughout the storytelling exercises and similarly obtain qualitative data that might explain behaviour or reaction during the storytelling task or support LRE findings following quantitative analysis of the tape. Furthermore, unlike previous studies focussing on written output, it is evident that a think-aloud technique will be both inadequate and impossible for this study whose focus is spoken output. Succeeding this, a follow-up interview will be conducted with each student from the control and experimental groups to once again gain further understanding of their views on speaking tasks. Finally, a posttest will be performed on each student to see if their accuracy with the chosen linguistic structure has improved, worsened or remained unchanged following the treatment. Figure 3 shows a flowchart clarifying the order of the different stages within my study.



(Figure 3: Overview of methodology diagram)

To conclude this preliminary overview, the data collection techniques in Figure 3, will be matched to the research question their data will help to answer. The speaking task recordings (to be used as a visual aid in the stimulated recall interview stage) will allow for closer investigation of LRE occurrence and LRE types according to the two task categories; research questions one and two will be answered from the findings of this analysis. The third research question will require data from the pre and posttests. The results from these stages will help to ascertain whether i) there is a change in test scores following treatment and ii) whether these changes can significantly be attributed to either pushed or non-pushed speaking tasks. The data from stimulated recall interviews may not appear to directly relate to the four research questions but it can supplement the quantitative findings of research question two. It may reveal perceived student thoughts during instances of LREs or might, to some extent, explain student reactions during the speaking tasks thus allowing for further understanding of what, according to the students, goes through their minds. Lastly, data from the questionnaires and follow-up interviews will help to reveal responses to research question four regarding student perspectives of the two speaking tasks. Although the collection of opinion-based data may seem an additional complication within this study, it was deemed necessary since it is the students who ultimately will be exposed to the speaking tasks in question: if one task type is to be found to increase potential instances of linguistic processing more than the other, it would be appropriate to discover how students respond to or receive such activities.

3.4 Questionnaires

The first technique employed in this study involved questionnaires. Although they were not fundamental to the overall study as the data was only required for the final research question, I decided to employ them first: they would gather opinion-based data quickly from a larger sample, they would be easy to code, analyse and cross examine due to their quantitative nature and their findings could be compared with reduced sample data later in the study (Cohen et al, 2007). Additionally, providing that sample sizes and sampling methods were adequate, conclusions drawn from the data could then be used to represent the population when conclusions are made using the results (Dornyei, 2007).

The design of the questionnaires needed to be contemplated carefully. Firstly, the language of the questionnaire would affect data since B2 level English students were to complete it:

“It is essential that, regardless of the type of question asked, the language and the concept behind the language should be within the grasp of the respondents”

(Cohen et al, 2007:322)

Since a translated L1 help-sheet would not be feasible (due to the various nationalities enrolled on the EEP and due to data reliability concerns), a simplified level of English was used. I did not want to confuse or mislead participants by using complex language. Similarly, I did not want to over-simplify the English to an unnecessary degree preventing me from exploring complex themes adequately. I therefore decided to pilot my questionnaire, following the initial design stage, amongst other B2 students and amongst fellow colleagues to ensure the language was of an appropriate level.

Question type was also considered. Due to the level of the students and the purpose of the questionnaire (to collect opinion-based data quickly and easily), I opted for a design containing mostly closed questions, with occasional open-ended questions. Many open-ended questions would have been problematic: students with low writing skills may have been deterred, their data would have been time consuming and difficult to analyse and they may have obtained “irrelevant or redundant” answers (Cohen et al, 2007: 322). Closed questions would therefore help to combat these problems due to their many advantages (see Cohen et al, 2007; Dornyei, 2007). However, one point that must be mentioned is that all question types are susceptible to interpretation in terms of their benefits and limitations (Cohen et al, 2007) and completion of a questionnaire by a respondent is by no means a sign that the information given is fully reliable.

The next step involved piloting the questionnaire. Asking others to critique questionnaire design is of special importance since it can be quite difficult for a person to identify weaknesses independently once they have spent a long time designing it and amending it (Munn & Drever, 1990). Also, I needed to ensure that the answers available to each question exhausted all available possibilities. By piloting the questionnaire, it would be possible for me to maximise the overall success of the questionnaire regarding data reliability and validity so that any flaws could be highlighted and remedied.

One major factor when piloting my questionnaire concerned the people involved, as it is suggested that researchers use respondents “who are drawn from the

possible sample but who will not receive the final, refined version” (Cohen et al, 2007: 343). However, I felt that this method may not have been the most beneficial regarding the results it may have yielded and the situation at that time within the elective programme. It was clear that I would not have been able to pilot the questionnaire on my own students: they were an integral part of the entire data collection process and they would ultimately receive the final version so may have declined completing the same questionnaire on a second occasion. Also, whilst I had the option to ask other groups within the programme to pilot the questionnaire, I thought it would have been unethical to do so. At the time my questionnaire was ready to pilot, the elective course had only just started. This meant that the students would not have settled into the course, the country nor their new environment and I felt asking them to partake in a pilot might have caused them further stress. Asking students from other groups may also have affected reliability of the pilot questionnaires as their elevated stress levels may have had a detrimental effect upon their capability to complete the questionnaires to their usual ability or with their usual concentration. Ultimately, I asked for volunteers from a previous course which had finished prior to the start of the EPP: I was confident those students would identify areas of weakness as I had built a good rapport with them during the ten weeks of their course, the group dynamics were very similar to the intended sample, as the majority of students were Chinese, and more importantly, they were of an equivalent English level. Although only two students volunteered to help, I was satisfied that the questionnaire had been piloted satisfactorily as during one-to-one feedback sessions regarding the questionnaire they highlighted several similar areas of weakness and ambiguity: the consent statement contained difficult vocabulary and needed simplifying, several questions were unclear and one questionnaire section did not exhaust all possibilities. They also suggested that the final section containing the semantic differentials was a little repetitive since different vocabulary suggested similar ideas and they also required better labelling on the scale to assist respondents. Following this, the students and I worked together to amend difficult language within the consent statement and to examine questions more closely to see how I could improve the overall standard of the questionnaire. Also, a final check with other colleagues who teach on the EEP also reassured me that the design, language and questions were appropriate for implementation.

The sample for the questionnaire was chosen using the non-probability sampling method of “convenience sampling” (Dornyei, 2007: 98-99). In this method, people who match the intended population criteria are selected due to their expediency in providing

data for the researcher. Since each group within the EEP consisted of very similar demographics in terms of age, nationality, level, and class dynamics, this type of sampling allowed me to access students who were willing to participate in the study which, due to time constraints, was very useful for my study. In terms of sample size, it is suggested that a good size is between the range of 0-10 per cent of the total population (Dornyei, 2007). The total population of students on the EEP in the 2010/2011 academic year was 302 students, with 80% being of Chinese nationality. Therefore, using this guideline, a good sample size would have a maximum total of 30 people. In total, I was able to collect 66 questionnaires using the convenience sampling method which constituted approximately 22% of the overall population; with 48 of those (72 %) being of Chinese nationality. I decided to gather more than the suggested sample size because a sample of 30 would have restricted me to one class's attitudes instead of allowing me to access a wider range of people on the EEP.

It is at this point I must discuss ethics and confidentiality. Throughout the entire research process and during the outlined questionnaire stage, I adhered strongly to rules and recommendations which protect respondents in a study and also other people affected by the study, including the researcher. For instance, in the British Association for Applied Linguistics (BAAL)'s research guidelines the importance of clarity for all research participants, the right to decline or withdraw from the study and confidentiality are all stressed to ensure that nobody is manipulated or taken advantage of during the data collection and research process (BAAL, 2004). Participants in my study were reminded on several occasions of the right to withdraw from the study and, although the teacher-student relationship may have inadvertently pressured students to contribute, steps were taken to avoid this (for instance, by including a consent statement on the questionnaire). Furthermore, students were informed that any data they provided would be anonymous and confidential; the only person to use the data would be myself and any use of the data would be entirely unidentifiable in terms of the person who supplied it.

Finally, analysis was contemplated. Analysis of the questionnaire was aided by its structured design. Firstly, questionnaires were gathered and evaluated according to their completeness, accuracy and uniformity (Cohen et al, 2007) to ensure that any subsequent comparisons would not be affected by incomplete, erroneous or incorrectly answered data. Then, codes were assigned to each question's answers so that frequencies could easily be added together and then turned into percentages to give descriptive statistics. In the case of unanswered or incorrectly answered questions (for

example, when more than one option had been chosen when only one was possible), additional codes were added so that no results were omitted. Although statistical analysis of the questionnaire data might have proved useful, the data was not entered onto a statistical programme such as SPSS: the questionnaire responses were purely to be used to provide a basis for opinion-based comparisons later in the study. The complex design of the questionnaire would also have meant a great deal of time would have been spent entering data and running tests on the statistical programme whereas response frequencies and percentages would suffice for the purpose the data had to fulfil.

3.5 Treatment Stage

Although questionnaires would assist in answering research question four, the treatment stage would allow for the collection of data necessary in respect to questions one, two and three. The following discussion will centre on the treatment used in the study and will include information regarding the sample for the treatment stage, identification of a linguistic focus, pretest selection, selection of a speaking task, treatment during the chosen speaking task, LRE analysis, stimulated recall, follow-up interview and finally posttest selection. Analysis of each component will also be incorporated.

3.6 Sample for the Treatment Stage

The sample for the treatment stage needed to be much lower than the questionnaire sample due to time constraints and also due to the depth I would be able to delve into the findings the treatment stage would provide. Therefore, once again through the process of convenience sampling, the students in my class were chosen as ideal participants: they represented a typical class on the EEP as they were all Chinese, they were all between the ages of eighteen and twenty-five and they were of the B2 level. Ethical guidelines were again adhered to to ensure that no students felt pressured in participating in the study: they were all informed that they had the right to withdraw at any stage, they were informed as to the purpose of the study and they were reminded that results and conclusions would be confidential and anonymous (BAAL, 2004). Only one student declined to participate in the treatment stage of the study despite being

happy for me to use their questionnaire data. In total, 21 students agreed to partake in the next stage.

3.7 Selecting a Linguistic Focus for the Study

Selecting a suitable linguistic structure as the focus of this study was crucial if the results were to allow for useful conclusions to be drawn. A structure already mastered by students or a completely unknown structure would make data analysis and comparison complicated: students would either present little or no difficulty during the activity, therefore, resulting in few periods of linguistic processing, or they would face so much difficulty as to render the activity unachievable or unethical in terms of undue pressure. The chosen structure would be used in the pretests, speaking task and posttests so it was essential that careful attention was paid to this selection. The structure needed to be familiar to the students in that they were aware of its existence and its intended uses but not familiar in that they had a superior command in its use. A structure which represented a seemingly incomplete area of the students' interlanguages would therefore be an advantageous focus.

The time taken in designing, distributing and collecting the questionnaires became valuable in the selection of an appropriate linguistic feature. I had been able to teach my students for a considerable period and therefore I had been able to assess their areas of strengths and weakness. Throughout the lessons I had with the students, I became increasingly aware of the difficulties they presented when using past narrative tenses; in terms of their form, use and meaning. On further investigation, it became clear that Chinese learners of English particularly display errors in this area due to the differences between the two language systems. Jung Chang (2001) explains that the Chinese language does not express time relations, such as the past, by conjugating verbs. It is therefore common for Chinese learners to have difficulty in dealing with the various tenses and aspects of English, particularly when a progressive aspect is needed to convey an action. Furthermore, Jung Chang (2001: 315) also insinuates that the names of different tenses can give students "false impressions" that the names indicate the time which they reflect (for instance the use of the present simple tense to express a future action would lead to some confusion). Since I had not yet formally taught past narrative tenses at that stage in the EEP, I therefore decided that they would make a very good focus for the speaking tasks and my study. The past narrative tenses would also be suitable in testing Swain's COH since I would be able to find a speaking task

which would allow students to address form whilst attempting to convey meaning. The past narrative tenses to be investigated would be the past simple, the past continuous, the past perfect simple and the past perfect continuous. To summarise, these were chosen as the students had already displayed an incomplete knowledge in this area, Chinese students generally have difficulty with past tenses, such structure would necessitate learners to attend to both form and meaning and also, in terms of the treatment, a suitable context would allow relatively easy testing due to the frequency of use of the previously identified tenses.

3.8 The Pretest

The next step was to identify a suitable pretest. The pretest would allow me to verify that the chosen linguistic focus was appropriate since excessively high or low scores would indicate whether the structure was too difficult or too easy for the sample. I also had to consider the context of the pretest. I was aware that simple gap-fill exercises which treat sentences independently of each other may have been good at testing student ability to form the narrative tenses but I was concerned that independent sentences often present more than one possible answer due to ambiguous contexts and times. Furthermore, a freer writing task such as a story in the past would be extremely problematic in terms of analysis of the performance of each student. Similarly, their writing may have been unclear or indeed may have resulted in a piece of writing containing none of the past narrative tenses.

Ultimately, I decided to use an exercise from Murphy's *Grammar in Use* (2004: 304) since it was specifically designed for intermediate and upper-intermediate students of English and, as a result, was ideal for my students. The exercise I chose contained clear concise instructions on how to complete the exercise as well as a gap fill story exercise containing cartoon images to assist learners in understanding both the stories and the contexts behind the answers (see page 16 in the appendix to see the pretest).

Analysis of the pretest will be explained following discussion of the posttest (see page 49), but I will clarify here that the pretest confirmed the four past narrative tenses to be a familiar yet incomplete area of linguistic knowledge for the students so consequently, it was found to be suitable for this study.

3.9 Selection of the Speaking Task

I was aware that the story completion task used in the pretest had provided useful and reliable results. This encouraged me to find a speaking exercise which shared a similar, if not the same, storytelling context as it was a simple context for students to understand. However, this was also complicated by the varying performances of students as a difficult task would be problematic for weaker students whilst an easier task would be too simplistic and presumably unchallenging for the more proficient students. Furthermore, any activity chosen by me needed to satisfy three further aims: it needed to provide a group activity which could then be condensed into a one-to-one activity, it needed to actively engage the learners and it also needed to provide an authentic opportunity to allow them to use and exploit their interlanguages at that time.

I therefore began investigating the merits of activities associated more with task based learning. Although communicative tasks do give learners opportunities to use language, often students are presented with the structures they are required to utilise before commencing the activity. If this is done, students may become preoccupied with the accuracy and form of their message rather than the meaning they are trying to communicate: “it is extremely difficult to concentrate on what we are going to say and at the same time on *how* we are going to say it” (Willis & Willis, 2007: 17). This may result in speech appearing laboured during attempts to deliver grammatically accurate messages. Conversely, in task based learning, the “principal focus” for students becomes the delivery and receiving of meaningful messages rather than the rehearsal of specific structures (Edwards & Willis, 2005: 3). This is achieved through the inclusion of an authentic goal or objective which can only be satisfied through communication with other learners. If students are fully engaged in accomplishing a mutual aim, without unnecessarily lending large amounts of attention to form, it could be assumed that such an activity would be ideal as a basis for the investigation into pushed and non-pushed tasks in this study. A suitable task would hopefully allow me to push students in their output without the undesired effect of them becoming overly preoccupied with form.

The speaking task I finally selected was adapted from the Michael Lewis exercise “John’s Bad Day” (1997: 148) (see page 22 in the appendix to see the storytelling task). Although originally created as an activity within the Lexical Approach (Lewis, 1993), it became evident that, with minor adaptation, this exercise could become a suitable group task. By cutting each picture up and distributing different

cards to each student, they could be instructed to describe the scene on their card, without showing it to the other students, in order to put the story of John's Bad Day in the correct order. Also, it would require a real communication need, it would make students attend to meaning and would allow them to use their own language resources since no lexical or grammatical prompt would be supplied. This initial group task also allowed students to work together in order to not only order the story but also to collaborate in terms of language in preparation for the one-to-one storytelling task.

3.10 Treatment

After confirming that I still had permission from the 21 students to use them as participants in the treatment stage, I began organising the speaking task. Since this study was to compare pushed and non-pushed speaking tasks, the students needed to be organised into groups. The 21 students were first divided into four groups which had produced similar average scores in the pretest and were subsequently identified as a pushed or non-pushed group at random. The groups were created in terms of average pretest scores in order to control additional variables which may have affected data. Putting many stronger students or many weaker students together in different groups might have made the four groups unequal and may have had an unexpected effect on data. Furthermore, a mixture of competencies in the past narrative tenses in each group would more closely resemble classroom dynamics. In terms of pretest average scores, Group One had a score of 15.8/27, Group Two had a score of 14.5/27, Group Three had a score of 13.4/27 and Group Four had a score of 15.2/27. Although not exactly equal, this ensured that no group was considerably stronger or weaker than any other group. Groups One and Three were then randomly chosen as the non-pushed groups whereas Groups Two and Four were chosen as the pushed groups; in total there were 10 non-pushed students and 11 pushed students.

As mentioned previously, the speaking task was first to take place in groups. All four groups, regardless of being pushed or non-pushed were given the same instructions and were treated in the same manner since the push was only to take place in the succeeding one-to-one task. In the group task, students were instructed that they would receive a set of cards which contained pictures belonging to the same story; they were also told that the story took place the previous week. They were then directed to share the cards evenly amongst the group and to begin describing what was depicted on their cards verbally in English in order to put the story-cards in the correct order. Students

were told not to show their cards to each other until they were satisfied that, through description and questions, they had agreed upon the correct order. They then had to place their cards on the table in the correct order so that I could check that they had completed this part of the task correctly. During the group speaking task, my only involvement consisted of giving initial instructions and checking the correct order; I did not assist the students in their language or indeed in procedural aspects of completing the task so that any arising language was entirely their own. Following this, each group was given an additional two minutes preparation time before they were to participate in a one-to-one task involving each individual telling me the story in their own words. The additional preparation time was given so that students could check linguistic and meaningful features of the story with each other so as to replicate procedures used in collaborative dialogue tasks. As Skehan (1998: 73-74) remarks “the more that is planned...the less computational work needs to be done...more attention is available as a general-purpose tool to achieve a variety of goals: greater fluency, complexity, or accuracy.”

Once group tasks had been completed, I could then begin conducting the one-to-one storytelling sessions. Each student had been previously informed that the session would be video recorded for research purposes only and had been told that I and one additional researcher (to be discussed later) would be the only people to use the tape. First, I will discuss the procedure used for the non-pushed students. The one-to-one storytelling tasks for the non-pushed students were fairly simple to complete. The picture cards were left on the table as a memory aid and also to ensure that all aspects of the story were discussed and not omitted. In terms of task completion, less demand in remembering the story might have freed further cognitive resources which could have been used in telling the story (Robinson, 2001). The only instruction given to the non-pushed students was that they needed to tell me the story using their own words and that I would not intervene at any moment except at the end once they had finished telling the story. This would ensure that no feedback was given regarding their output and any monitoring or amending of learner output would have been as a result of their own internal processing. I was aware that facial expression can sometimes be perceived as a sign that output was incorrect so I was careful not to change expression when students were unsuccessful in their language production. The technique used with pushed students, on the other hand, was more complicated. Whereas once again students were informed of the purpose and use of the video recorder, instructions for completing the speaking task were modified in order to include a ‘push’. This ‘push’ for Groups Two

and Four regarding past narrative tense errors, was outlined in the instructions given to students. They were instructed that they were to tell me the story of John's Bad Day using their own words but they were also informed that, at times, I may interrupt them or ask a question. I must highlight here that I only interrupted their stories upon hearing an inaccurate use of a past narrative tense (past simple, past continuous, past perfect simple or past perfect continuous) as I was not focussing on any other feature of language in this study. The error could have been due to an omission or misuse of a past narrative (such as in examples one, two and three) or due to incorrect formation (such as in examples four, five and six):

Example 1: "One day, John **walk** along the street"

Example 2: "Then, he **rings** his boss"

Example 3: "He wanted his umbrella but **left** it at home"

Example 4: "His boss **telled** him"

Example 5: "He had **catched** a cold"

Example 6: "He **were** walking home"

To ensure students received no additional information from myself regarding the error that had been made, I decided to use repetition of errors. Repetition is when an interlocutor "repeats the student's ill-formed utterance, adjusting intonation to highlight the error" (Lyster 1998: 189) and requires the students to assess their own language. As no explicit clues are given the student must search their own linguistic resources to modify their output. However, it must also be acknowledged that there is no guarantee a learner will recognise the erroneous language nor is there a guarantee that they will be aware that the repetition signifies a mistake in their output.

3.11 Stimulated Recall

After each student in the groups had completed the storytelling task, a stimulated recall activity exercise was conducted. The aim of this technique was to discover what students were thinking and feeling during the storytelling task. It was also employed so as to obtain more in-depth detail which could explain behaviour and reactions during the speaking activity and could inform conclusions from results gathered in answering research questions two and four. Although research questions one and two would give me quantitative data regarding LRE occurrence and type, qualitative data from the

stimulated recall activity could be used to explain what students were thinking at the time; the data would allow for a much greater understanding of students thoughts during the storytelling task.

Stimulated recall is a useful tool in studies which require introspective investigation of behaviour during an earlier exercise (Gass & Mackey, 2000). This is especially relevant to studies focussing on speaking which do not allow cognitive processing to be examined by observation alone. One criticism of this technique is that information pertaining to the process being explored has to be “retrieved from long-term memory” and is therefore susceptible in terms of reliability unless the period of time which elapses between the episode and its report is minimised (Dornyei, 2007:148). As suggested by Gass & Mackey (2000), a strong stimulus (the recording of the task) was incorporated to aid memory and time between the storytelling task: hence, the recall activity did not exceed more than an hour for any student.

In order to maximise findings from the stimulated recall sessions, students were given a set of clear instructions and were also given an opportunity to practise using them. Although Gass & Mackey (2000) highlight that in-depth training is not required, I used the recordings of each group story-ordering activity to model pausing the recording and asking a question and also allowing them to pause the tape following the instructions so that inhibitions regarding offering information could be alleviated. Below (Fig. 4) is the instruction card, taken from Gass & Mackey (2000: 43) that I read out to students before modelling pausing of the recording:

INSTRUCTIONS

What we're going to do now is watch the video. I am interested in what you were thinking **at the time** you were talking about the pictures. I can hear what you were saying by looking at and listening to the video, but I don't know what you were thinking. So, what I'd like you to do is tell me what you were thinking, what was in your mind **at that time** while you were telling me the story.

I'm going to put the video on and you can pause it any time that you want. So, if you want to tell me something about what you were thinking, you can click on pause. If I have a question about what you were thinking, then I will click on pause and ask you to talk about that part of the video.

(Figure 4: Stimulated Recall Instructions)

The way in which the stimulated recall activity was conducted needed clear instruction as inaccurate implementation may place the participant in an unfair position. Dornyei (2007: 149) remarks that students should not be asked to interpret or explain their actions as this information might not be available; instead “directly retrievable information” should be gathered as to what a person was thinking. Therefore, I decided to use a predetermined set of questions to ensure that participants did not misinterpret my questions and nor did I inadvertently ask for the wrong insight. Below is a list of questions which were used during the stimulated recall activity:

- What were you thinking here/at this point?
- Can you tell me what you were thinking at that point?
- I see you’re laughing/looking confused/something there, what were you thinking then?
- Do you remember thinking anything when I repeated that?
- Can you remember what you were thinking when I said that/those words?
- Can you tell me what you thought when she said that?

(Gass & Mackey, 2000: 43)

3.12 Stimulated Recall Analysis

Due to the introspective nature of stimulated recall data, the task of analysing its qualitative data was rather complex. It is not a perfectly flawless technique since it has encountered criticism. One criticism is there can be no guarantee that the thoughts reported are the same as the views which occurred during the original task (Gaier, 1954). Also, the researcher cannot be sure that what is reported originates from the short term or long term memory of the participant; if it is from the long term memory, reports might refer to thoughts realised prior to the task in question (Yinger, 1986). For this reason, the time elapsed between doing the task and the stimulated recall interview was reduced as much as possible.

Similarly, although reports originate directly from the student, they cannot be taken as absolute answers regarding cognitive processes as thoughts still need to be “inferred” from the data (Dornyei, 2007:150); the fact that students were expressing their thoughts in English also meant that clarity of answers, and therefore subsequent analysis of them, was affected. Bearing this in mind, data was analysed according to conventions used for other qualitative data collection techniques including coding,

labelling and grouping according to themes (Cresswell & Plano Clark, 2007). From looking at the stimulated recall data, it was clear that several themes appeared successively in several learner accounts. This made coding much easier since themes could be easily identified and then examined according to their frequency. Following identification and coding, data was treated in two ways. Firstly, significant or interesting thoughts were identified so that they could be incorporated into the results discussion later in this thesis and also, they were then treated quantitatively so that frequencies of responses for pushed and non-pushed learners could be grouped and compared.

3.13 LRE Analysis

In order to answer research questions one and two, it was necessary to look at the recordings of each pushed and non-pushed student carrying out the one-to-one storytelling task in order to identify, classify and calculate LREs which took place. As presented in the introduction, Language Related Episode is defined as “any part of a dialogue in which students talk about the language they are producing, question their language use, or other- or self-correct” (Swain, 1998:70). They are significant as they can represent periods which may activate functions of noticing or hypothesis forming and testing as well as encouraging an assimilation of new or existing knowledge into the IL system. Therefore, according to Swain, LREs may represent instances in which inspection of output can stimulate or enhance acquisition (Swain, 1998).

In order to identify LREs, previous LRE categories suggested by Ismail & Samad (2010: 89) were adapted to distinguish learner or teacher initiated episodes. This was done as the pushed speaking task could have produced LREs of both types. Measuring episode numbers without this distinction could have meant that subsequent analysis may not have resulted in fair comparisons nor fully informed conclusions. The categories used in this study are displayed below:

- A. **Learner** initiated questioning of meaning of a linguistic term
- B. Teacher initiated questioning of meaning of a linguistic term
- C. **Learner** initiated questioning of the correctness of the spelling/pronunciation of a word
- D. Teacher initiated questioning of the correctness of the spelling/pronunciation of a word
- E. **Learner** initiated questioning of the correctness of a grammatical form

- F. Teacher initiated questioning of the correctness of a grammatical form
- G. **Learner** initiated correction of their own or another's usage of a word, form or structure
- H. Teacher initiated correction of their own or another's usage of a word, form or structure

Once LRE categories had been defined, myself and a colleague watched the recordings together. In order to maintain “inter-rater reliability” during analysis (Cohen et al, 2007: 148), I trained the colleague in identifying individual LREs by using two of the two-minute discussions at the end of one of the group story-ordering activities. I also gave the colleague the categories so that they could decide when LREs occurred and which classification was appropriate for each episode. Once each LRE was identified and classified according to type, each LRE was also analysed in terms of outcome. According to Swain (1998: 77), each LRE can have one of three outcomes: 1) “problem solved correctly” 2) “problem not resolved or disagreement about problem solution” or 3) “problem solved incorrectly or disagreement about problem solution.” So as to ensure types two and three were not confused, for this study, I amended them so that type two signified an LRE which was ‘abandoned or unresolved’ and type three indicated an LRE which had been ‘incorrectly resolved’. Following discussion of each LRE, its type and its outcome, data was recorded on a table like the one below (Table 1) (For the completed LRE data, see page 23 in the Appendix). Final totals were then analysed in many ways: totals and percentages for each group were found, totals and percentages for pushed and non-pushed students were calculated and LRE types were analysed also. Whilst much data was presented in terms of numerical totals and percentages, it was also entered onto SPSS to assess statistical relevance according to pushed and non-pushed groups; this would help to answer research questions one and two.

STUDENT CODE	TIME ON TAPE	LRE TYPE (A-H)	SPEECH	OUTCOME (1,2,3)

(Table 1: LRE Classification Table Template)

3.14 Follow-up Interviews

The penultimate section of the treatment involved conducting an interview with all twenty-one students to ascertain their views regarding the importance of speaking practice in English lessons and also their thoughts about the storytelling task they performed. The interview would assist in answering research question four as views of students given a pushed task could be compared with those of non-pushed students.

The interview design required much thought especially in terms of length. The students would have already volunteered a considerable amount of their own time to the study in the storytelling and stimulated recall elements so I opted for a structure which would gather opinions but was conducive to length. I wanted to collect qualitative opinions from all students regarding similar topics in an efficient and simple way which would enable effective comparison during data analysis. Therefore a “standardised open-ended interview” with a predetermined and pre-ordered set of questions was chosen (Cohen et al, 2007: 353). Although this design leaves little scope for flexibility and may limit naturalness of communication, it can maximise comparability of data and also helps to ensure that data is complete for each individual (Cohen et al, 2007). Also, as question wording is pre-arranged, validity and reliability can be maintained as leading questions and other misguided type of questioning can be avoided. For the final list of questions used in the interviews, see page 26 of the Appendix.

In terms of analysis, a similar technique to that used in the recall activity was employed: this involved identifying themes, coding and analysis. To aid conclusion making strategies, the thirteen analysis principles suggested by Miles & Huberman (1994) were considered so that meaning could be extracted successfully from the data and subsequent conclusions could be drawn and contrasted. After reading the interview responses of all students, the responses were coded according to the different themes which arose. Then, frequencies were analysed in global terms before responses were apportioned to the pushed or non-pushed group of students to establish whether identified themes differed between the two groups in terms of both content and frequency.

3.15 The Posttest

After collecting all the data required in resolving research questions one, two and four, only the posttest remained. Data from this final test could then be analysed

and contrasted with pretest data in order to answer research question three. The combined data would help to demonstrate whether the storytelling task had affected past narrative tense use positively, negatively or had no noticeable effect as well as showing if pushed or non-pushed students differ in their performance.

One drawback encountered at this stage was that an appropriate posttest was difficult to find. I wanted to find a test similar to that used in the pretest as the context was simple to understand and also to reduce the addition of an unnecessary variable which may have complicated comparison if both tests were of a different composition. After searching numerous resources, I came to the conclusion that the only way to solve this problem would be to design the test myself. Once again, a gap-fill exercise containing incomplete story narratives and cartoons was utilised. The students were given this task the week following the storytelling activity and clear instructions were given so that the students knew how to complete it; they were also asked to work individually and were monitored so that they could not collude in their answers.

Another important issue which must be raised prior to discussing analysis regards the use of immediate or delayed posttests in second language studies. It is acknowledged that immediate posttests are inadequate in supporting claims that a treatment has resulted in long-term heightened or lowered performance of acquisition of a form since “the researcher is able to measure the effect of cognitive processes during the learning session – nothing more, nothing less” (Hulstijn, 2003: 372). As testing is immediate, one can surmise that knowledge and language is ‘fresh’ and available in learner minds; any increase or decrease in posttest performance can therefore *not* suggest a deeper level of learning has been achieved. Conversely, a delayed posttest may be subject to doubt in terms of reliability since any improvement or deterioration may not only be the result of the treatment. Although the delay might suggest a deeper level of acquisition or that cognitive processing has occurred, no one can be sure that other phenomena have not lead to the same outcome. For instance, in my study, a delayed posttest which displays changes in performance from the pretest may be the result of extra revision or practice outside the EEP on the behalf of the learner. Ultimately, I decided to conduct the posttest following a week’s delay. This would replicate the amount of time between administering the pretest and conducting the speaking tasks and therefore I thought that repeating the same amount of time would be balanced. Also, although a week is not long in terms of delayed posttests, I felt that this was the best way in assessing performance following the speaking task since students would have been receptive to learning outside the classroom which would have affected

reliability. Furthermore, a week's delay would avoid the afore-mentioned criticism that immediate posttests face.

3.16 Analysing the Pretest and Posttest

Analysis of pre and posttest data was more complex than had originally been expected. Since my linguistic focus was the past narrative tenses, it was clear that student responses may have contained various errors which moved beyond a simple right or wrong answer. For instance, all tenses were susceptible to errors resulting from spelling (e.g. 'she invitted' instead of 'she invited') so I had to decide whether I would penalise this type of error or allow it. Furthermore, tenses such as the past continuous, past perfect simple and past perfect continuous might suffer formation errors such as 'he were waiting,' 'he had wait,' 'he had waiting' or 'he had been wait'. Once again, I would have to clarify if these would be marked incorrect or not. Finally, in what way would I correct results if students had correctly identified the past simple tense but had made a mistake regarding irregular verb forms e.g. 'I goed' instead of 'I went' or 'she standed' instead of 'she stood.' All these issues had to be resolved before correction and analysis could begin. Ultimately, I decided that all errors of past tense irregular verb forms should be marked incorrect, since although meaning can be understood, accuracy and performance would still be flawed in spoken output. Similarly, formation errors regarding aspect in the remaining tenses were also to be marked wrong in terms of the pretest and posttest. The exception I did make concerned spelling. If it was clear that the correct tense had been identified and there was no doubt as to correct formation, I marked spelling mistakes such as 'I waitted' correct. Whilst others may disagree with this choice, I feel it was appropriate since I was focussing more on their spoken output and not their written output. Although a student may spell a word incorrectly, they may know how to pronounce it adequately in spoken English which, if used correctly, would not result in any communication breakdown.

Once correction had been completed, marks and percentages were inputted into a table like the one seen on page 18 of the appendix. This would allow me to see student performance for the pretest and posttest as well as performance for each of the four tenses I was assessing. Although marks were treated independently first of all for each student (regardless of group), test performance and narrative tense increases and decreases were then monitored in terms of mean percentages according to whether

students took part in pushed or non-pushed storytelling tasks in order to obtain a definitive answer to the third research question.

Analysis was completed by entering individual student marks (pre and posttest) on the computer statistics package SPSS. This would help me later when discussing research question three in the results section when discovering if any resulting increases and decreases in performance for either group were statistically relevant.

4.0 RESULTS AND DISCUSSION OF FINDINGS

In this section, data will be presented and examined in order to answer the research questions created at the beginning of the study. Due to the large amount of data, discussion will be organised according to each research question and not according to the order, detailed in the methodology section, by which the data was obtained. In order to answer each question, a combination of quantitative and qualitative data will be included when necessary so that answers to research questions are fully explained.

4.1 Research Question One:

Does a pushed speaking task result in more language related episodes (LREs) than a non-pushed task for adult upper intermediate learners at an HE institution in the UK?

To answer this question, LRE data from the story telling tasks was examined in two ways. Firstly, LRE raw totals for each student were analysed according to their group and, secondly, data was inspected according to the number of *learner* initiated LREs to establish if pushing students had an effect on learners monitoring their own language.

LRE raw totals

Following close examination of the video data, it was possible to count the number of LREs that occurred during each storytelling exercise as well as coding them according to their type. Firstly, I wanted to establish whether pushing students had a direct effect upon the number of LREs produced. For this, all LRE types, regardless of being learner or teacher initiated, were included. Table 2 displays the numbers of LREs for each student but omits data regarding their type as this will be discussed later.

GROUP	STUDENT	NUMBER OF LREs	TOTAL LREs FOR GROUP
1 (Non-pushed)	1	2	11
	2	4	
	3	3	
	4	1	
	5	1	
2 (Pushed)	6	5	47
	7	14	
	8	10	

	9	10	
	10	5	
	11	3	
3 (Non-pushed)	12	4	13
	13	2	
	14	1	
	15	1	
	16	5	
4 (Pushed)	17	9	40
	18	9	
	19	9	
	20	5	
	21	8	

(Table 2: LRE numbers per student and group)

It is clear from this table that there is a seemingly substantial difference between LRE totals produced by students who were pushed and by those who received no push during the story telling task. In total, pushed students accounted for 87 LREs, whereas non-pushed students accounted for only 24 LREs (78.38% and 21.62% of the total 111 LREs, respectively). However, to understand the implications of this data, it was necessary to employ an independent means t-test to not only obtain the means for this LRE data, but also to see if the large difference was statistically relevant. In Table 3 descriptive statistics including the means for LRE numbers for pushed students and non-pushed students are displayed. The mean number of LREs for pushed students was calculated to be approximately 8 per student but the mean for non-pushed students remained at 2.4 per student; less than a third of the pushed student number.

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
LREnumber	pushed	11	7.9091	3.14498	.94825
	nonpushed	10	2.4000	1.50555	.47610

(Table 3: Descriptive statistics for LREs)

The results of the t-test were then analysed to see if the findings were statistically relevant. The t-test information is presented below in Table 4:

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
LREnumber	Equal variances assumed	4.055	.058	5.032	19	.000	5.50909	1.09490	3.21745	7.80074
	Equal variances not assumed			5.192	14.643	.000	5.50909	1.06106	3.24269	7.77549

(Table 4: Results of LRE t-test)

The significance in Levene's Test is higher than 0.05 so the figures displayed in the *Equal variances assumed* row have been used. In terms of statistical significance, Dornyei (2007: 210) states that "we typically consider a result significant if $p < 0.05$ " and for this study, that is the figure that I have worked with. Such significance is important as it can indicate whether a result found in sample data is "true" for the entire research population (Dornyei, 2007: 210). The significance for this t-test is .000 which suggests that the statistics are highly significant. I can therefore conclude that, for this study, pushing students during speaking tasks *does* result in higher numbers of LREs than not pushing them.

Further analysis of the data revealed the impact pushing students' language production had on the number of LREs produced. The effect sizes were calculated using the equation suggested by Field (2009) in order to turn a 't' statistic into an 'r' statistic which would then signify if the effect was minimal, medium or of a large size. From the data in this t-test, $r = 0.76$ which, according to Field (2009: 332), represents a "very large effect size". This shows that the outcomes for this test are not only statistically significant, but they represent a substantive result that pushing students in their spoken output does result in more LREs.

LRE numbers according to learner initiation

Whilst these calculations have shown that pushing students has a large, significant effect upon LRE numbers, another area of doubt still remains. Since non-pushed students did not receive any teacher initiated LREs (as they received no feedback during the task), it was clear that the previous findings could be criticised by people suggesting that pushed students were always going to present more LREs if teacher initiated episodes were to be included. Therefore, another t-test was done including LRE data which concentrated solely on learner initiated LREs. This would establish whether a link could be found between pushing students and LRE numbers *excluding* those resulting from direct teacher intervention. Below, the numbers of learner initiated LREs are displayed according to the students and the groups they belonged to:

GROUP	STUDENT	NUMBER OF LREs	TOTAL LREs FOR GROUP
1 (Non-pushed)	1	2	11
	2	4	

	3	3	
	4	1	
	5	1	
2 (Pushed)	6	1	27
	7	8	
	8	6	
	9	6	
	10	4	
	11	2	
3 (Non-pushed)	12	4	13
	13	2	
	14	1	
	15	1	
	16	5	
4 (Pushed)	17	4	19
	18	3	
	19	6	
	20	1	
	21	5	

(Table 5: Learner initiated LRE numbers)

From this table, we can see that, once again, pushed students had more LREs than non-pushed students. Pushed students accounted for 46 LREs whereas non-pushed students accounted for approximately half of this total at 24 LREs, representing 65.7% and 34.3%, respectively, of the total 70 LREs. Although numbers of LREs for pushed students are lower than in the first calculation, it remained interesting to assess whether these numbers would again be statistically significant. Below are the descriptive statistics and t-test results for the second set of figures:

Group Statistics				
Group	N	Mean	Std. Deviation	Std. Error Mean
LREnumber Pushed	11	4.1818	2.27236	.68514
nonpushed	10	2.4000	1.50555	.47610

(Table 6: Descriptive statistics for learner-initiated LREs)

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
LREnumber	Equal variances assumed	1.644	.215	2.094	19	.050	1.78182	.85077	.00114 3.56250
	Equal variances not assumed			2.136	17.464	.047	1.78182	.83432	.02512 3.53852

(Table 7: Results of learner-initiated LRE t-test)

The data presented in the group statistics table shows that the means for LRE numbers according to group are rather different. Whilst mean LRE occurrence for pushed students stood at just over 4 episodes per student, the mean for non-pushed students was approaching half this figure at 2.4 episodes per student. The results of the independent samples t-test also reveal that once again, there is statistical significance in this data. Although $p < 0.05$ (the threshold for statistical significance), from these results we can assume that pushing students does have a direct effect upon the number of LREs which are solely initiated by the learner. The effect size was then calculated once more using the figures from this t-test. For these results, $r = 0.43$, which is nearly half the previous effect size. Despite this, we can still assume that pushed speaking tasks have a statistically significant effect on LRE totals and that this effect is of a medium to large size.

4.2 Research Question Two:

In what ways do learners differ in the type and the success of LREs they display during pushed and non-pushed speaking tasks?

After establishing the link between pushed students and increased LRE totals in the story-telling task, data was then analysed according to LRE type. This would help to establish whether pushed and non-pushed students differed in terms of the linguistic features to which they attended during the speaking task and also if they varied according to success (this will be discussed later). In order to answer the first part of the question regarding type, LREs were categorised and then totalled to see how they were distributed across the various classifications (as mentioned below and on page 45 in the methodology section). The following table (Table 8) shows this data:

LRE Categories:

- A. Learner initiated questioning of meaning of a linguistic term
- B. Teacher initiated questioning of meaning of a linguistic term
- C. Learner initiated questioning of the correctness of the spelling/pronunciation of a word
- D. Teacher initiated questioning of the correctness of the spelling/pronunciation of a word
- E. Learner initiated questioning of the correctness of a grammatical form
- F. Teacher initiated questioning of the correctness of a grammatical form
- G. Learner initiated correction of their own or another's usage of a word, form or structure
- H. Teacher initiated correction of their own or another's usage of a word, form or structure

GROUP	LRE TYPE																TOTAL LREs FOR GROUP
	A	%	B	%	C	%	D	%	E	%	F	%	G	%	H	%	
1 (Non-pushed)	4	36.36	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	7	63.64	0	0.00	11
2 (Pushed)	4	8.51	4	8.51	1	2.13	0	0.00	2	4.26	1	2.13	20	42.55	15	31.91	47
3 (Non-pushed)	5	38.46	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	8	61.54	0	0.00	13
4 (Pushed)	4	10.00	6	15.00	0	0.00	0	0.00	1	2.50	0	0.00	14	35.00	15	37.50	40

(Table 8: LRE distribution across categories)

This initial look at the LRE data requires detailed inspection to assess how the two groups of students differed in their LRE types. To do this, discussion will focus predominantly on learner and teacher initiated correction (LRE G and H) and meaning based features (LRE A and B); the two most frequent categories.

Teacher and Learner initiated correction: Part One

It is clear to see that all students, regardless of group, experienced the majority of their LREs due to some form of correction (LRE codes G and H). Groups One, Two and Three presented the majority of the LREs following internal feedback regarding the correctness of their speech (LRE code G), while Group Four demonstrated that the largest part of their corrective LREs occurred following feedback from the teacher (LRE code H) (note that this category's total was only one more than that of G). Although the four groups appeared rather similar in this factor, further investigation of the data revealed additional findings.

In terms of correction, there were key differences. First of all, totals for pushed students were greater than those displayed by non-pushed students. The LRE combined total for codes G and H stood at 64 for all pushed students (constituting approximately 74% of their LRE total) whereas non-pushed students had only a combined total of only 15 LREs (comprising 62.5% of their LRE total). This shows that pushed students appeared to concentrate much more frequently on correcting or modifying their output than non-pushed students. However, such a claim might not be reasonable or fair to make considering non-pushed students received no feedback regarding any erroneous language so their corrective LRE total was inevitably going to be less than their counterparts.

To make comparisons more balanced, data was examined to determine the differences for pushed and non-pushed students regarding *learner* initiated correction (LRE code G) only. Although it is evident that pushed students' LREs would still be affected by the presence and intervention of the interlocutor, this was one way in which self-monitoring of learner output for each group could be compared. This particular LRE code constituted 62.5% of non-pushed students' LREs but pushed students only had a total percentage of 39.1%. This seemingly clear difference could suggest that whilst pushed students produced greater numbers of LREs and higher amounts of correction, they did not appear to monitor their own speech internally as much as the non-pushed students appear to have done. This claim transpired to be of no statistical significance ($p < 0.055$) but as the result was close to the threshold for significance, it was deemed worthy of further consideration. To find possible explanations for the large percentage difference of LRE G occurrence, stimulated recall data was examined to discover what students may have been thinking during periods of silence by the interlocutor. Silence was chosen as a focus since it represented the only occasions in which the pushed students were categorically not receiving any verbal feedback from the interlocutor and therefore provided appropriate situations in which to compare students from each group. This revealed interesting attitudes. Of the nine occasions silence was discussed by non-pushed learners, a majority of 33% said they believed the silence represented the interlocutor giving the student an opportunity to continue speaking. This is shown in the following two example extracts:

T: So at the moment in the video, I haven't said anything. What were you thinking?
 S: You are wait for I think how to say
 T: So I'm waiting for you?
 S: Yeah
 (Student 5)

T: So far I haven't spoken during this activity. What were you thinking because I wasn't speaking?
 S: I'm thinking you not speaking?
 T: Yes
 S: You give me atmosphere to think about this story... and make me...[long pause]
 T: So because I was so quiet, did you think anything?
 S: No, it's my time. You give me this time to describe the story
 T: It's your time, not for me
 S: Yeah
 (Student 14)

Conversely, a majority of 36% of pushed students declared that silence was a signal that their output was correct and error free as seen in the following extracts from pushed students' stimulated recall data:

T: Were you thinking anything here because I wasn't speaking?

S: Yes, I thought I suppose you would stop me

T: OK, and because I wasn't speaking, what were you thinking?

S: Maybe I'm right

(Student 6)

T: Here I haven't spoken for a while, what were you thinking?

S: I think maybe I use correct verb or tense

(Student 8)

T: Here I'm not speaking. What were you thinking when I wasn't speaking?

S: I'm right

T: You thought you were right?

S: About grammar...the time

(Student 9)

T: At the moment, I'm not saying anything. What were you thinking?

S: I think maybe I say it right

(Student 17)

This difference in opinion could provide possible explanations for why learner initiated correction was less frequent (in terms of total LRE percentage) for pushed students than for non-pushed students. Due to the feedback pushed students received regarding their use of the past narrative tenses, they may have assumed that a lack of feedback signified that their language production was correct. Although these extracts from the stimulated recall data do not always reveal the aspects in which students believed themselves to be correct i.e. in tense, content or other grammatical factors, they may suggest that pushing students in their spoken output could have the adverse effect of an apathetic outlook to self-correction or indeed a reliance upon the interlocutor to identify errors. Whilst this cannot be unequivocally assumed true for each student, it could be a possible shortcoming of pushing students which does not reinforce Swain's view that pushed language production results in greater processing and improved conveyance of messages.

In the next section regarding learner initiated correction, the totals of LRE code G will be assessed in terms of their outcome in the storytelling task. The success of

learners in correcting their errors independently may reveal if pushed and non-pushed tasks produced differences in a student's efficiency to correct their own output. The table below (Table 9) displays the outcomes for each learner initiated corrective LREs:

Outcome categories:

1 = output error was correctly resolved

2 = output error was unresolved or abandoned

3 = output error was incorrectly resolved

GROUP	LRE G TOTAL	OUTCOME					
		1	%	2	%	3	%
Pushed	34	27	79.41	0	0.00	7	20.59
Non-pushed	15	11	73.33	0	0.00	4	26.67

(Table 9: Outcomes for learner-initiated corrective LREs)

From looking at this table we can see that there is a slight difference between the successes of learner initiated correction. For non-pushed students, 73% of code G LREs was correctly resolved following monitoring by the learner; for pushed students, 79% of output during G code LREs was correctly resolved. Although LRE totals are very different (pushed students had more than double G LREs than non-pushed students), it is difficult to conclude that either group was more successful in their self-correction than the other. A t-test found that results for outcome one were indeed statistically insignificant. Similarly, whilst non-pushed students had a greater proportion of incorrectly resolved correction episodes, again results from a t-test suggested that the difference between the two groups was statistically unsubstantiated.

From this we can gather that whilst frequencies for LRE code G were much more numerous for pushed learners, it appears that there is no positive effect between pushing students in their output and a higher rate of correctly resolved LREs. This means that whilst Swain's claims regarding more frequent processing of language and the production of modified language might be supported, one cannot assume that the modified language is always correct and nor is one type of task more effective than the other in this factor.

Language Related Episodes pertaining to meaning

The second most repeated type of LRE presented itself in learner attention to meaning. On inspection of the data, there appears to be a stark comparison between the percentages with which pushed and non-pushed students contemplated meaningful

aspects. The tables below (Tables 10 and 11) present a clearer representation of the distribution for meaning-related LREs (LRE codes A and B) for pushed and non-pushed students:

GROUP	A	%	B	%	A + B	%	TOTAL LRES
1 (Non-pushed)	4	36.36	0	0	4	36.36	11
2 (Pushed)	4	8.51	4	8.51	8	17.02	47
3 (Non-pushed)	5	38.46	0	0	5	38.46	13
4 (Pushed)	4	10.00	6	15.00	10	25.00	40

(Table 10: Distribution of meaning-related LREs)

GROUP	A	%	B	%	A + B	%	TOTAL LRES
All non-pushed students	9	37.5	0	0	9	37.5	24
All pushed students	8	9.19	10	11.49	18	20.69	87

(Table 11: Distribution of meaning-related LREs according to task type)

We can see from these results that although the total frequency for pushed students' meaning-based LREs was exactly double that of non-pushed students' (18 and 9 respectively), the percentages revealed that in respect to their total LRE numbers, the total for pushed students only represented a fifth of all LREs whereas the number approximated more than a third of total non-pushed LREs (20.69% for pushed students and 37.5% for non-pushed students). This shows that, whilst pushed students may have received more feedback regarding their output, they did not attend to features of meaning as much as non-pushed students. However, when submitted into a t-test, the differences were not found to be statistically relevant. Significance was calculated to be 0.058, which is slightly above the threshold of statistical significance regardless of a seemingly large effect size ($r = 0.94$). Therefore, despite the implication the data creates, this study has not been able to unequivocally prove that either task was more effective in terms of stimulating meaning-based attention to output.

In terms of *learner initiated* focus on meaning (LRE code A), we can see that frequencies are relatively equal (4, 4, 5, 4) for all groups. However, in terms of percentages of total LRE numbers, LRE code A represented around a tenth of the total LREs for pushed students but symbolised 37.5% for non-pushed students. The results of a t-test showed this to be highly statistically relevant ($p < 0.02$). This shows that students who receive no push in their output are more likely to attend to features of meaning using their own linguistic monitoring than pushed students.

Once again, in terms of LRE outcomes, both groups of learners were found to be rather similar. The following table (Table 12) shows the outcomes for learner-initiated meaning-based LREs:

Outcome categories:

1 = output error was correctly resolved

2 = output error was unresolved or abandoned

3 = output error was incorrectly resolved

GROUP	LRE A	OUTCOME					
		1	%	2	%	3	%
Pushed	8	6	75.00	0	0.00	2	25.00
Non-pushed	9	7	77.78	0	0.00	2	22.22

(Table 12: Outcomes for learner-initiated meaning-based LREs)

As we can see here, non-pushed students appeared slightly more effective in their meaning based LREs as approximately 78% of their A code LREs resulted in correct output; pushed students had a success rate of 75%. The results of a t-test found these results to be insignificant once again. Therefore, neither task can claim to be more effective than the other in producing correct meaning based items. However, one interesting detail to notice in these results is that both groups had incorrectly resolved output with regards meaning. Exactly a quarter of the pushed learner initiated LREs were incorrectly resolved whereas the rate for non-pushed learners was only marginally less. Since no meaning based LREs were categorised as abandoned or unresolved, perhaps outcome 3 could be evidence that students were attempting to test hypotheses about language so as to bridge a gap in communication. For instance, stimulated recall data revealed that some students did try to describe items despite forgetting or not knowing the correct vocabulary:

(When asking about the word ‘thermometer’)

S: What’s that in his mouth?

T: In his mouth? A thermometer. We call it a thermometer. So if someone has a temperature, you can see the red line. So did you not know the word for this?

S: No

T: You didn’t. How did that...what were you thinking? So when you were describing the picture, what were you thinking because you didn’t know the word?

S: Er...He want to know how bad the situation is

T: OK, but what were you thinking in your mind because you didn’t have the word for this?

S: A thing...a thing er...which can describe your temperature obvious

(Student 1)

S: At that time, I didn’t know how to describe why he is why I know he was sick and I tried to think of the word but I can’t remember the word...the vocabulary

T: What did you do?...because you forgot the vocabulary, what did you do?

S: I tried just to describe what the picture looked and I haven’t I haven’t say the medicine

(Student 19)

Although outcome 3 could be evidence of the hypothesis forming and testing function, again, due to low numbers of LREs and the constraints of this study, this is a suggestion which would require more empirical investigation but still remains a noteworthy observation.

Teacher and Learner initiated correction: Part Two

After discovering differences between correction and meaning-based features of output for pushed and non-pushed learners, it seemed relevant to investigate what features students attended to during corrective LREs. The previous section suggested that non-pushed students concentrated on meaning-based features more frequently than pushed learners so LRE codes G and H were examined to see how output was modified and to see if this claim would be substantiated further. Each LRE was then coded according to aspects of form, meaning or both as shown in the coding examples below:

- (Student 4) **“Telled him”** was changed to **“asked him”** = **Meaning**. This type of LRE was classified as a meaning modification as the learner has expressed both verbs using the past simple tense. Although ‘telled’ is an incorrect form, the learner was seeking to apply the ‘ed’ rule used with regular verbs in the past simple. By changing the verb to ‘asked’ I believe that lexical content was being amended rather than tense.
- (Student 6) **“It turns to cloudy”** was changed to **“It turned cloudy”** = **Form**. This type of LRE was classified as a form modification because the verb ‘turn’ in both attempts remains the same. However, in the corrected form, the present simple tense has been changed for the past simple tense which better reflects the time frame of the story.
- (Student 3) **“Suddenly it rains”** was changed to **“Suddenly it began to rain”** = **Both**. This type of amendment contains features of both form and meaning. The first phrase contains the present tense verb ‘rains’. The verb is then changed to ‘began’ which shows not only a change in lexis, but also a change in tense to the past simple tense.

The following two tables (Tables 13 and 14) display the results of this analysis according to group (pushed students were also assessed for LRE H):

GROUP	G LREs	MEANING	%	FORM	%	ASPECTS OF BOTH	%
Non-pushed	15	11	73.33	3	20	1	6.67

(Table 13: All non-pushed corrective LRE types)

GROUP	G LRE TOTAL	H LRE TOTAL	MEANING					FORM					ASPECTS OF BOTH				
			G	%	H	%	Total G&H	G	%	H	%	Total G&H	G	%	H	%	Total G&H
Pushed	34	30	8	23.53	4	13.33	12 (18.75%)	24	70.59	24	80.00	48 (75%)	2	5.88	2	6.67	4 (6.25%)

(Table 14: All pushed corrective LRE types)

These figures present a clear comparison of the linguistic aspects that non-pushed and pushed students attended to. Whereas non-pushed students attended to meaning for approximately three out of every four LREs, meaning only accounted for approximately every one of five corrective LREs for pushed learners. Conversely, form was the focus for non-pushed students for only 20% of LREs but pushed students looked at aspects of form for 75% of their LREs. In terms of correction without feedback from the teacher (LRE G), non-pushed students again were inclined to amend form for 20% of their LREs but pushed students adjusted their form in 71% of occasions. This undoubtedly confirms that pushed students attend to form more frequently than meaning-based items unlike their counterparts. It would therefore appear to support Swain's claims that pushing students can raise their awareness of the importance of form when conveying meanings in a target language. Her claim that creating a push may enhance syntactic processing and also acquisition may also be substantiated by the findings, in conjunction with Schmidt's (1994) views on consciousness and cognition, since many students also appeared aware of any changes they made when producing modified output.

To reinforce the fact that students appeared to be aware of their modified output, stimulated recall data regarding learner thoughts during periods of self-correction (LRE G) was assessed once more. Although attitudes regarding learner initiated correction did vary, there appeared to be a consensus that correction took place following increased attention to grammar or due to an innate feeling in the students' minds that output was flawed. These views represented 7 out of 12 responses (58%) for pushed and non-pushed learners regarding self-correction and included comments such as these:

(Regarding “He can’t go” changed to “He couldn’t go went”)

T: Ok there I didn’t say anything but what were you thinking?

S: I think I...I’m paying more attention about the tense. I can change it by myself

T: You changed it by yourself ok. How did you know you needed to change it?

S: Before that I always make the same mistake and the pictures shows me the title is last week

(Student 7)

(Regarding “The boss telled” changed to “the boss told”)

T: So here I didn’t say anything but you changed your answer. What were you thinking?

S: Erm...because these things happened in the last week and the tense must be past so I changed it

(Student 10)

(Regarding “the weather become” changed to “the weather became”)

T: Ok so here you corrected yourself. Can you tell me what you were thinking?

S: Because when I say that sentence, in my mind I think oh it’s wrong so immediately changed it

(Student 17)

These views were just some of those that were typical of those referring to what instigated correction. Whilst some learners implied the use of an instinctive feeling for linguistic correctness, advocating the use of monitoring within Levelt’s Model of Speech Production (1989) and indeed Krashen’s notion that acquired language is not reliant or dependent upon direct language instruction, other learners did mention that much of their correction was the result of greater attention to form. Although this is by no means exclusive to pushed students, it did represent the feeling of 37.5% of pushed students’ responses regarding correction whereas only one non-pushed student expressed a similar opinion. It was also interesting to note that one pushed student (Student 7) appeared to insinuate that noticing had been increased during the speaking task. They explained that in previous attempts they had made similar tense errors and this helped them to identify subsequent mistakes. The salience of this type of error could therefore substantiate Swain’s claims that pushing students can lead to noticing by learners of their own output and the imperfections within it.

Learner reactions to interlocutor feedback

To conclude this section on LRE differences for correction, the effect of teacher feedback upon attention to form, meaning or both aspects will now be analysed (LRE

H) to discover how pushed students alone reacted to the feedback offered to them. Stimulated recall data was once again inspected so see if the results in Table 14 could be explained or supported. Table 15, containing the stimulated recall data codes, shows that 80% of teacher-initiated corrected episodes conformed to issues of form whilst 13% was devoted to meaning and approximately 7% concerned both aspects. Stimulated recall data was coded according to why students modified their output to help us to understand what motivated students to make corrections. Once again, views did vary greatly:

MOTIVATION FOR CORRECTION	FREQUENCY
Student knew they had made a tense error	21
Vocabulary/Meaning was incorrect	7
A question from the interlocutor meant they had made a mistake	5
Student knew/was aware they had made a mistake (type not specified)	4
Problem with an unspecified grammar item	4
Student questioned the content of their story description	3
Other	3
Nothing	1
	TOTAL: 48

(Table 15: Stimulated recall data codes regarding motivation for correction)

The results presented in this table demonstrate that 43.75% of responses indicated that modified output was produced because teacher feedback had led the students to believe there was a tense error in their output. This majority insinuates that most students perceived interlocutor interventions as an indication of tense error and not any other error. This is true to the design of the experiment method and shows that non-overt clarification requests such as the ones used with pushed students in this study can indeed help with aspects as form.

In terms of success of LREs succeeding interlocutor feedback, pushed students were found to be able to correctly amend their output following an error. The table below (Table: 16) shows the outcomes for LRE code H:

Outcome categories:

- 1 = output error was correctly resolved
- 2 = output error was unresolved or abandoned
- 3 = output error was incorrectly resolved

GROUP	LRE H	OUTCOME					
		1	%	2	%	3	%
Pushed	30	23	76.67	2	6.67	5	16.67

(Table 16: Outcomes for teacher-initiated corrective LREs)

From this data, pushed students appeared to correctly resolve past narrative tense errors for three quarters of their teacher-initiated LREs. Again, this high number may have provided the impetus for learners to pay more attention to their use of past tenses and indeed their interlanguage systems, which helped them to revise their output. Once again, approximately 17% of LREs resulted in incorrect modified output showing that learners may have attempted to communicate with the interlocutor by exploiting their IL and creating hypotheses about the language. In addition, although only two LREs were abandoned or unresolved, this could be a sign that pushing output does not work for every student.

Another point to mention concerning teacher-initiated correction regards the occasions in which learners attended to meaning rather than form. Earlier in Table 14 we saw that on 13% of occasions, pushed students interpreted teacher feedback as an indication that meaning needed to be attended to. In fact, in the stimulated recall data, vocabulary and inaccurate meaning was found to be the second most mentioned response (as seen in Table 15). For instance, one student explained:

(Regarding feedback following the utterance “the cloud is heavy”)

T: What were you thinking here?

S: Vocabulary

T: Vocabulary?

S: I’m not...describe the weather

(Student 9)

Whilst vocabulary and choice of lexis plays an important part in TL communication for learners, this explanation shows that not all prompts for inaccurate form during speaking tasks are perceived as such. Despite the majority of students knowing that feedback followed a past narrative tense error, some students remained oblivious to such negative evidence. In total, there were 13 occasions in which a past narrative tense received feedback but remained unresolved or abandoned in terms of correction for form (LRE outcome 2). This constituted 14.9% of all pushed LREs (nearly 7% for LRE code H) and, notably, many of these LREs included attempts by learners to modify the meaning of the items within the output and not the form. This suggests that although pushed learners still perform self-analysis of output during attempts to modify it correctly, one cannot assume that feedback results in correct identification of the flaw within an utterance. This is also apparent in the following stimulated recall response

which demonstrates that sometimes learners, despite receiving feedback, remain unaware of the errors in their output:

T: What were you thinking?

S: Always made a bad grammar mistake and I can't find it except you told me

T: What did you say? You can't find it?

S: I can't realise

(Student 20)

4.3 Research Question Three:

Does a pushed speaking task result in better performance in pre and posttest results for the past simple, past continuous, past perfect simple and past perfect continuous tense?

After analysing the effect of pushed and non-pushed speaking tasks on LRE numbers, LRE type and attention to form and meaning, it is important to assess their effect upon the past narrative tense performance of the students. In order to do so, data from the pretest and posttest were examined to observe if learners had improved, worsened or had remained at the same level following treatment with the two different speaking tasks. Although there are many varying results in terms of individual students, discussion here will be restricted to the average scores presented by the pushed and non-pushed groups (For data regarding individual students, see table 22 on page 18 in the Appendix).

	ALL STUDENTS			PUSHED			NONPUSHED		
	PRETEST %	POSTTEST %	% DIFFERENCE	PRETEST %	POSTTEST %	% DIFFERENCE	PRETEST %	POSTTEST %	% DIFFERENCE
Total score	52.07	65.00	12.93	51.10	66.02	14.92	53.26	63.76	10.50
Past simple	84.29	81.85	-2.44	83.77	79.80	-3.97	84.92	84.36	-0.56
Past continuous	26.88	60.00	33.12	25.00	67.27	42.27	29.17	51.11	21.94
Past perfect simple	19.17	30.17	11.00	18.18	38.96	20.78	20.37	20.63	0.26
Past perfect continuous	0.00	1.67	1.67	0.00	3.03	3.03	0.00	0.00	0.00

(Table 17: Average pre and posttest scores for all students)

From the table above (Table 17), we can see that total percentage scores for both groups of students did increase. Non-pushed learners increased by 10.50% whilst pushed students increased by approximately 15%. While this would suggest that all students improved in their past narrative tense use following the storytelling task, the

results show that this is not the case. Interestingly, for all students, both pushed and non-pushed, there was a detrimental effect upon past simple tense performance. Between the pretest and posttest, the mean percentage for all students, regardless of group, decreased by 2.44%, with pushed students displaying a mean percentage difference of -3.97% and non-pushed students -.056%. It would appear upon looking at this piece of information that pushing students in their spoken output has a more damaging effect upon their ability to use the past simple.

On examining other test data, it would seem that this conclusion does not replicate findings for the other tense scores. Test performances regarding the past continuous and past perfect simple, for instance, would suggest that pushing students in their language production can have superior beneficial effects. Whereas non-pushed students achieved a notable mean percentage increase of 21.94%, pushed students accomplished an increase of 42.27% between the pre and posttest for the past continuous tense. Furthermore, in terms of the past perfect simple, non-pushed students remained at a similar level (demonstrating an increase of only 0.26%) whereas pushed students revealed a considerable improvement of 20.78% between pretest and posttest results. Whilst it could be suggested that not pushing students can result in some degree of improvement, as an increase of nearly 22% for non-pushed students in the past continuous shows, it is clear that it is an effect which is not repeated for the other tenses. Unfortunately, in terms of the past perfect continuous, all students performed badly and bar one exception showed no improvement. Although the pretest only required this tense once, all students missed it. Similarly, the posttest only called for its use three times but once again, students consistently overlooked this tense. Perhaps this could be an indication that Ellis's (1994: 284) view that comprehensible output may not "result in the acquisition of *new* linguistic features" may be right. If it is to be presumed that the students in this study did not have sufficient knowledge of the past perfect continuous tense prior to the experiment, pushing them in their output in the hope they would be able to use it correctly may have been seen as ambitious or even futile.

From this data, one could draw the conclusion that global past narrative tense proficiency can increase following both pushed and non-pushed storytelling tasks whereas individual tenses vary. I believe that inferior scores in the past simple tense may be explained by learners either neglecting past tenses or by learners attempting to use the various tenses in order to express a similar meaning. This is because past tense errors by non-pushed learners received no feedback: so presumably, their errors would remain unnoticed unless internal feedback told them otherwise. For pushed learners,

who presented good increases in their use of the past continuous and the past perfect simple tenses, a decrease in past simple use may be explained by learners experimenting with other past narrative forms: as in the posttest, they would receive no feedback as to correctness unlike during the spoken task. Maybe the decrease reflects learners attempting to assimilate any new knowledge, accurate or inaccurate, into their IL and also as to where it fits in relation to meaning.

The next stage was to establish if any of these past narrative tense decreases or improvements were statistically significant. Below is the table displaying the results from an independent samples t-test comparing the mean differences between scores for each group and their significances (means may occasionally deviate slightly from those mentioned above as statistics were not entered as percentages in the SPSS system and there are only 9 non-pushed students due to one student not completing the posttest).

Group Statistics					
GROUP		N	Mean	Std. Deviation	Std. Error Mean
PAST_SIMPLE_DIFFERENCE	Pushed	11	-.0418	.12473	.03761
	Nonpushed	9	-.0067	.07533	.02511
PAST_CONT_DIFFERENCE	Pushed	11	.4209	.29737	.08966
	Nonpushed	9	.2167	.13134	.04378
PAST_PERFECT_S_difference	Pushed	11	.2064	.28395	.08561
	Nonpushed	9	.0289	.22591	.07530
PAST_PERF_CONT_difference	Pushed	11	.0300	.09950	.03000
	Nonpushed	9	.0000	.00000	.00000

(Table 18: Descriptive statistics for past narrative score differences)

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PAST_SIMPLE_DIFFERENCE	Equal variances assumed	2.337	.144	-.740	18	.469	-.03515	.04749	-.13493	.06463
	Equal variances not assumed			-.777	16.744	.448	-.03515	.04522	-.13067	.06036
PAST_CONT_DIFFERENCE	Equal variances assumed	3.056	.097	1.907	18	.073	.20424	.10711	-.02080	.42928
	Equal variances not assumed			2.047	14.319	.059	.20424	.09978	-.00931	.41780
PAST_PERFECT_S_difference	Equal variances assumed	.521	.479	1.520	18	.146	.17747	.11675	-.06781	.42276
	Equal variances not assumed			1.557	17.995	.137	.17747	.11402	-.06207	.41702
PAST_PERF_CONT_difference	Equal variances assumed	4.000	.061	.900	18	.380	.03000	.03333	-.04003	.10003
	Equal variances not assumed			1.000	10.000	.341	.03000	.03000	-.03684	.09684

(Table 19: Results of past narrative tense differences t-test)

These results reveal that, whilst some of the percentage increases and decreases appear substantial when pushed and non-pushed learners were compared, none of the differences were statistically relevant. The figure closest to statistical significance related to the use of the past continuous tense ($p < 0.073$) but this data still demonstrates that results of this study do not indicate that pushed storytelling task results in greater proficiency in individual past narrative tenses. In terms of the overall improvement between pretest and posttest scores, significance was found to be 0.409 which again means results are statistically insignificant and cannot affirm that past narrative tense use increases due to the speaking tasks.

Past Narrative Tense Significance without Student 21

After looking at the previous set of results and individual student scores, it was clear that there was one student who yielded unique test scores. This student was found to decrease in their use of each past narrative tense between the pretest and posttest. Interestingly, this student was identified as one of the more proficient learners in the pretest but following the posttest, they displayed sizeable decreases in their scores (-13.14% in their total score, -26.19% for the past simple, -17.50% for the past continuous, -7.14% in the past perfect simple and no improvement or deterioration in the past perfect continuous tense). The results from Student 21 could be attributed to various factors. Of those highlighted by Cohen et al (2007: 159) during their “sources of unreliability” discussion, I believe the most reasonable and applicable justifications would be “motivation and interest” for the task, and “conditions” surrounding it. The former concerns participant willingness to complete an activity to their full ability: any feelings of resentment or apathy towards a test may potentially result in data which does not truly reflect a student’s ability or knowledge. The latter, related to physical or emotional influences which may possibly interfere with test data. Whilst the posttest was similar to the pretest in design, instruction and delivery, emotional or physical issues beyond my control may have decreased test scores; quite simply, the student may have been ill or may simply have been having a bad day.

As I felt this was an anomalous data set, it was removed from the data to see if test significances for the remaining students changed. Tables 20 and 21 show descriptive statistics and the results of a second t-test with Student 21’s scores omitted:

Group Statistics					
GROUP		N	Mean	Std. Deviation	Std. Error Mean
PAST_SIMPLE_DIFFERENCE	Pushed	10	-.0200	.10708	.03386
	Nonpushed	9	-.0067	.07533	.02511
PAST_CONT_DIFFERENCE	Pushed	10	.4810	.23264	.07357
	Nonpushed	9	.2167	.13134	.04378
PAST_PERFECT_S_difference	Pushed	10	.2340	.28328	.08958
	Nonpushed	9	.0289	.22591	.07530
PAST_PERF_CONT_difference	Pushed	10	.0330	.10436	.03300
	Nonpushed	9	.0000	.00000	.00000

(Table 20: Descriptive statistics for past narrative score differences omitting student U)

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.							
PAST_SIMPLE_DIFFERENCE	Equal variances assumed	3.039	.099	-.310	17	.760	-.01333	.04296	-.10397	.07730
	Equal variances not assumed			-.316	16.132	.756	-.01333	.04216	-.10264	.07598
PAST_CONT_DIFFERENCE	Equal variances assumed	1.780	.200	3.000	17	.008	.26433	.08811	.07845	.45022
	Equal variances not assumed			3.088	14.463	.008	.26433	.08561	.08127	.44740
PAST_PERFECT_S_difference	Equal variances assumed	.375	.548	1.731	17	.102	.20511	.11849	-.04488	.45510
	Equal variances not assumed			1.753	16.785	.098	.20511	.11703	-.04204	.45226
PAST_PERF_CONT_difference	Equal variances assumed	4.530	.048	.946	17	.357	.03300	.03489	-.04061	.10661
	Equal variances not assumed			1.000	9.000	.343	.03300	.03300	-.04165	.10765

(Table 21: Results of past narrative tense differences t-test omitting student 21)

The results from this t-test are similar in that there is still no significance for the past simple, past perfect simple and past perfect continuous tenses. However, on looking at the past continuous tense, significance is said to be 0.008 which is highly significant and the effect size calculates to be 0.59 which represents a high effect. Therefore, if student 21's data is omitted, the conclusion can be drawn that in this study, pushing students in their spoken output was found to have a significant substantive effect on their ability to use the past continuous tense between the pretest and the posttest.

Possible Limitation of this data

Whilst this data has given some interesting insights into the effects of pushing students and their performance with past narrative tenses, it is important that one limitation of these results is mentioned here.

Despite much consideration regarding the speaking task to use, some non-pushed and pushed students revealed that the task was indeed rather easy during the stimulated recall and follow-up interview. Many pushed students in particular realised that the focus of the task was on some form of the past tense, due to the nature of feedback, and therefore adapted their storytelling so that it contained mostly past simple items, which according to pretest data was already particularly strong (averaging 84% for all students). For more proficient learners such as student 6 (who obtained the joint-highest score on the pretest), the storytelling task therefore provided little challenge and for the interlocutor, few occasions on which to push learners in their output. In stimulated recall data, it was clear that he was aware that he was required to use past tenses to complete the task, and in interview data, he revealed:

T: How did you feel when you were telling me the story?

Student 6: It feel easy, I mean not very nervous. I'm not afraid I'll make something wrong.

T: How do you think you would feel if you did this speaking exercise with another student, not a teacher? Why?

Student 6: Almost the same. No why, just very easy

This was a view shared with many students. In the interview data, 40% of non-pushed students felt that the task was easy, presumably due to the lack of feedback (although this will be discussed in more detail in the following section). Similarly, pushed students who displayed the least LREs (for instance, student 11, 3 LREs; student 6, 5 LREs; and student 20, 5 LREs) had very high scores for the past simple in the pretest (85.71%, 85.71% and 100% respectively). This shows that if these students adapted their storytelling so as to include past tense verbs, they would have had little practice, and feedback, regarding the use of the other tenses.

Whilst I am confident that the collected data is valid and reliable, this is a possible drawback which must be considered.

4.4 Research Question Four:

How do views of adult learners at a HE institution vary regarding preference and effectiveness of pushed/non-pushed speaking tasks?

Before analysing how the pushed and non-pushed students from the reduced sample differed in opinions regarding task preference and effectiveness following treatment, it was necessary to examine questionnaire data from the total sample of 66.

As it could not be assumed that learners would understand the distinctions of pushed and non-pushed speaking tasks (and nor did I wish to inform them of the task types to be investigated in the treatment stage), questions were designed to see if responses would favour either a pushed or non-pushed task. In answering this research question, questionnaire data will be presented to give an overview of student perspectives regarding the merits of speaking tasks in English lessons, interaction with various people and finally attitudes concerning correction before follow up data from the reduced sample is discussed.

It is also worthwhile to mention at this point that the importance given to the skill of speaking (mentioned in the introduction, page 3) was also highlighted by questionnaire data. Of the 66 respondents, 92% agreed to some extent that they like to practise speaking in class, with 83% declaring that speaking represents the best way to practise what they learn in class. This shows that not only do students of the EEP enjoy or appreciate speaking in lessons, they also consider it a superlative tool in practice. Fortunately, 84% of respondents agreed or strongly agreed that they also had plenty of chances to practise the skill of speaking.

Benefits of the COH

The questionnaire helped to gather student opinions regarding some of the merits and functions that Swain proposed for comprehensible output. In terms of noticing, students were asked whether speaking helps them to discover what they do not know in English and whether it helps them to discover new knowledge of English. Of all respondents, 53% said they agreed that speaking practice helps with the identification of unknown items, with 38% revealing that they agreed strongly. This means that only 9% felt speaking was unhelpful in this area. From this piece of data, it could be deduced that learners are aware that speaking tasks facilitate noticing of gaps or holes in their interlanguage. Furthermore, with regards the second area of noticing, 91% agreed to some degree that speaking practice helps them to discover new knowledge of English. If this is related back to COH literature, it could insinuate that there is support for the notion that noticing may trigger subsequent input processing in order to ‘fill the gap’ (Izumi, 2003). In terms of hypothesis forming and testing, once again a vast majority agreed that they try out new grammar when speaking: less than a third (30%) disagreed with this belief. Again, the data, although not extensive, appears to lend support to Swain’s hypothesis forming and testing function yet it does not

highlight which task, pushed or non-task, from the students' perspectives facilitates this function the most. The final function included here is that of the metalinguistic function. When asked their opinion of discussing grammar with peers, there appeared to be mixed views. Although 12% strongly agreed and 38% agreed that this type of discussion was helpful (presenting a majority of 50% in agreement), exactly a third disagreed and 3% disagreed strongly. Furthermore, when asked for their opinion of the statement 'Talking to other students about grammar is confusing', a majority of 45% agreed whilst 42% disagreed. This could demonstrate that whilst the metalinguistic function might be seen as useful by some students, it is at times confusing and therefore may not always be beneficial as Swain has suggested.

Correction

The next issue to be identified by the questionnaire data involved correction. The data revealed that 65% of respondents agreed or agreed strongly that a speaking task which is not corrected is unhelpful. This shows that, whilst speaking practice is given importance by students, its perceived usefulness may indeed be dependent upon the provision of correction. When asked how often student mistakes should be corrected by a teacher, only 27% declared that no mistakes should be corrected; 39% said all mistakes should be corrected and 30% replied only some mistakes should receive feedback. An overwhelming majority of 68% said that teachers should indicate errors have occurred but should allow learners opportunities to amend the error themselves and 47% said that correction should be given after the task has been completed. This is rather interesting: it would seem most learners do not want overt correction of their errors, but not whilst the task is taking place. Therefore, whilst the fact that students want opportunities to correct their own errors, tasks which provide a 'push' might be deemed undesired as the push would need to be delivered during the activity. Similarly, for the 27% of students who do not want any correction, a pushed task may be detrimental if, for example, they consider speaking practice as an opportunity to improve fluency.

Interactional situations for speaking practice

The questionnaire revealed insightful attitudes regarding oral communication and the people involved in such interaction. The majority of students felt that all but one

situation of those mentioned facilitated improvement; 88% for speaking with a student of a different nationality, 83% for speaking in a group of students 92% for speaking with a teacher and finally 61% for speaking in front of the class. The only situation which was believed not to lead to improvement (58%) was that of partaking in speaking practice with a student of the same nationality: this was incidentally chosen as the second most favoured situation for students to practice speaking. In terms of student preferences, talking with a teacher was chosen as the most preferred of the situations, receiving a majority of 35%. This is not too surprising considering 92% of respondents thought it led to improvement and that a majority of 41% in question 4a believed it helps the most in improving speaking skills. The situation which was chosen as the least favourite was that of speaking when all the class is listening (27%), which similarly received only 8% backing regarding which situation improves skills the most. Regarding when students believed themselves to make the least mistakes during speaking practice, there appeared to be no significant majority. Although 26% of the 66 students questioned believed that they made fewer mistakes when all the class is listening, 20% believed it to be when speaking with a teacher or talking to another student.

To discover why students had chosen their responses, open ended questionnaire data from questions 2b, 3b and 5b was analysed. An overwhelming majority of 35% of students believed that speaking practice with a teacher was the most preferred since they could offer correction:

- “Because the teacher is able to correct me in the best way”
- “It can let me know where is my weakness and how can I improve”
- “First the teacher can point out my problem when I talking to the teacher”
- “Because when I am talking to the teacher, if I make a mistake. Teacher can help me correct it.”

Similarly, 17.4% also believed that teachers were able to help students to improve and 17.4% believed teachers to be more professional. The majority answer may insinuate a student preference for pushed tasks since correction can be offered during such tasks. However, this could also be true of non-pushed tasks which may receive correction following the task. The least favourite situation of speaking in front of the class was explained to be due to increased feelings of nervousness amongst a clear majority answer for 40% of respondents who completed question 3b. However, when examining

responses for question 5b regarding speaking practice situations resulting in fewer mistakes, 35.7% of responses highlighted nerves were responsible for fewer errors and 28.6% related it to prior practice and preparation:

- “Because this situation will make me nervous”
- “Because everyone is paying attention to you, so you try to do your best”
- “Because everybody is listening. Therefore I try not making mistakes”
- “It prevents mistakes happening whilst easy and concise words are easy chosen in speaking to the whole class”
- “Like a presentation, I will make full preparation before it. I will correct the mistakes as much as I can to keep it perfect”
- “When I do a speech, I must do a strong preparation and practice again and again”

This could be interpreted to mean different things. Whilst nerves were blamed for making the situation of talking in front of the class the least popular, the answers would insinuate that this context is also responsible for fewer mistakes during speaking practice tasks. Although the questionnaire did not enquire about nerves during tasks requiring spontaneous actions, nearly a third of participants said that this interaction type allowed prior preparation, so it could be assumed that during preparation, learners check for errors more so that they do not lose face in front of their peers.

This data on students’ thoughts regarding speaking practice with students of the same nationality, students of a different nationality, with a teacher, in front of the class and in a group of students has revealed some noteworthy opinions. Students believe the only situation to lead to no improvement is that of working with a student of the same nationality and that the most and least preferable contexts are that of speaking to a teacher and talking in front of a class, respectively. After presenting a little data explaining why respondents had such views, it is necessary to associate it to the topic of pushed or non-pushed tasks. If previous research on interaction perceptions such as that provided by Mackey (2002) is to be believed, the data from this questionnaire could be used to suggest that pushed tasks would be preferred by students as working with a teacher, or non-native speaker, was found to represent more of a push than working with another student or non-native. This notion did receive backing in the follow-up interview when students were asked how they would feel if they were to do this task with another student:

Interviewer How do you think you would feel if you did this speaking exercise with another student, not a teacher?

- Student 2* More comfortable
Interviewer Ok why?
Student 2 Because we all students maybe our language are similar we don't always
 (Non- think too much about our words our...language and [*inaudible*]
 pushed)
- Interviewer* How do you think you would feel if you did this exercise with another
 student, not a teacher?
Student 13 I will be more comfortable because he's also a student. If I make some
 (Non- mistakes, maybe he will don't find or he won't mind
 pushed)
- Interviewer* So how do you think you would feel if you did the storytelling task with
 another student, not a teacher?
Student 21 Not English speaker you mean?
Interviewer Yeah
Student 21 Yeah I think I can get better because with you I feel maybe I want to try
 (Pushed) my best that it push me more nervous about it and for the students well
 always work together and I can very I feel very confident to tell the story.

Follow-up Interviews

Now that an overview has been given regarding student perspectives of speaking practice, interview data from the 21 pushed and non-pushed students will be analysed to see which task, in their opinion, is more effective or more preferable. This more in-depth investigation will include quantitative statistics of particular responses which will be combined with extracts from the follow-up interviews to make conclusions clearer.

Speaking practice and storytelling task opinions

In accordance with views found in the questionnaire, the general consensus was that speaking practice opportunities are important and integral to improvement; these views represented 19% and 22% of all available responses, respectively (despite low percentages, these were the majority answers). Furthermore, regardless of group, twenty of the twenty-one participants declared that the task was helpful to them. Three responses in particular stressed the importance of practice for EEP students who find themselves in an English speaking country:

- Interviewer* Do you think this speaking exercise was helpful for you?
Student 7 Yeah yes. It is very helpful absolutely.
Interviewer And why?

Student 7 Erm, as foreign students in the UK I should communication with each other only just only using English. So when we study in our lesson to more practise this to using English I think is is a good way for us to practise.

Interviewer Do you think that the speaking exercise was helpful to you?

Student 8 Helpful?

Interviewer Yeah, so was it helpful, was it useful to you?

Student 8 Yes I think so.

Interviewer And why?

Student 8 I think it's a good opportunity for me to practise. In my life, I live with four Chinese students, I don't have more time to say English with people with English people so I think it's useful for me.

Interviewer Do you think that this speaking exercise was helpful for you?

Student 13 Yeah I think every speaking exercise is useful for us because I think every Chinese people who just living for one year their speaking is more [inaudible] some questions so more practice is more good for us

These responses help to demonstrate why speaking practice can have such importance for EEP students as discussed in the introduction (page3) and in the questionnaire discussion (page 73). However, when asked for opinions regarding the storytelling task, pushed and non-pushed students appeared to have different views. Of all the responses, the two majority answers were that the storytelling task was 'good' (24%) and 'easy' (19%). On closer inspection, only non-pushed students declared that the task was easy, which constituted 40% of that particular group's views. Conversely, four of the five students who responded 'good' were from the pushed groups. The two responses below highlight this difference in opinion and may suggest that creating a push in speaking tasks may be one way in which students can be challenged:

Interviewer So what do you think about the storytelling exercise?

Student 16 Er...this story is good, you could describe the weather, and person, and (non- where, when and what he do er...but I think it's a little bit simple. It should pushed) be more complicated for us

Interviewer And what do you think about the speaking exercise we did in the class?

Student 8 Yeah I think this is good way for one-to-one speaking.

Interviewer And why?

Student 8 If I said, if I said something wrong, you can correct me immediately and (pushed) I will change it.

Furthermore, in terms of group differences, students disagreed in perceived knowledge gained from the speaking tasks. Whilst 71% of all students definitively said that the task

had resulted in learning, non-pushed students remarked that they had learnt procedural skills (57% of responses) whereas pushed students identified tense (45%):

- Interviewer* Do you think you learnt anything from doing this speaking task?
Student 1 Yes...er...after I look this pictures I need think them in logic way and
(non- order them so it's very useful
pushed)
- Interviewer* And do you think you learnt anything from doing this storytelling task
Student 5 Yes
Interviewer What do you think you learnt?
Student 5 I I've learnt to see the picture and put the right order and communicate and
(non- cooperative with my classmates. Yeah, it's good.
pushed)
- Interviewer* And do you think you learnt anything from doing this exercise?
Student 7 I learnt when I described positive things I should using the right or good or
(pushed) correct tense when I speak it, when I describe it.
- Interviewer* And do you think you learnt anything from doing this exercise?
Student 8 Yes er...mmm...
Interviewer What did you learn?
Student 8 I learnt when I...when I going to describe a story, I should, I should
(pushed) notice the tense, the verb and I should notice the teacher.
- Interviewer* Do you think you learnt anything from doing the storytelling task?
Student 18 ...I think...I should take care of the tense
(pushed)
- Interviewer* And do you think you learnt anything from doing the storytelling
exercise?
Student 19 It'll help me to to know to know the times...not it happens always not
(pushed) today so I should choose the times always.

This data might be used to suggest that in terms of meaning-form awareness and processing, pushed speaking tasks may be more effective as, during the task, despite receiving no overt indication of the cause for correction, most pushed students said they had learnt aspects relating to tense. Also, they might be preferred since non-pushed students appeared to think the task was not sufficiently challenging.

However, during analysis of this question's answers, one non-pushed student did explain that the storytelling task had encouraged them to find a solution to a linguistic problem identified during interaction:

Interviewer Ok and do you think you learnt anything from doing this exercise?
Student 12 Er I don't know some words how to say English maybe I will come back,
 (non- when I come back I will find it in the dictionary so maybe I know this and
 pushed) not clear words in the future

This might suggest that noticing is also utilized during non-pushed speaking activities and is not restricted to pushed tasks only. Although constraints of this particular study do not allow me to say which is more valuable in terms of noticing occurrence, previous literature (Swain & Lapkin, 1995; Izumi, 2002; Soleimani, 2008) acknowledges that pushed tasks are indeed more effective.

New linguistic knowledge

The following interview questions tried to ascertain whether one task was more effective in terms of students discovering new linguistic items or indeed in encouraging learners to experiment with previously unused grammar (relating to the hypothesis forming and testing function of output and noticing). Although the questionnaire data demonstrated that students experimented with previously unfamiliar language and identified previously unknown items when speaking, nearly all learners in the treatment, whether pushed or non-pushed, said that they had not discovered any new language (representing 16 of all the twenty-one students). Interestingly, the three learners who shared the opposite opinion all belonged to the non-pushed group and highlighted areas of vocabulary as new items. Whilst this might link with the notion that non-pushed speaking tasks focus students more on meaning (as shown on page 63 research findings), the figure is too low to be representative of all the other non-pushed students in this study.

Similarly, 14 students in the sample remarked that they had not tried any new grammar during the storytelling task. Whilst it could be the case that students were not consciously aware of any new grammar, and therefore unable to report it, I feel it might be further illustration that the chosen storytelling task might have been too easy (as mentioned during the limitations section on page 72) to have yielded more opportunities for noticing and/or hypothesis forming and testing. However, this question's data did present one very thought-provoking view:

Interviewer You don't know. That's fine. Don't worry. Did you try any grammar that you hadn't used before when telling the story?
Student 13 Ern no because I think the grammar is more useful for the some like

(Non-pushed) statement... letter...I think in people common talking grammar is not so important. I think that people are just need to make people mean know what I say so that's fine.

This suggestion regarding speaking practice's lacking necessity for grammar (unlike written practice) may or may not represent other students' views but it is interesting that they belonged to a non-pushed learner. Could this view, therefore, insinuate that a pushed task is more effective in raising student awareness of meaning-form relationships? Although, this is only one view from twenty-one students (and therefore unreliable in terms of a reliable conclusion), student perspectives of meaning-form relationships within different tasks may be a noteworthy area for future study despite being beyond the scope for this thesis.

Correction

The final aspect to be mentioned here concerns the topic of correction in the storytelling task. One major distinction (already highlighted by stimulated recall data on page 65) regards how students became aware of their errors. In total, 6 non-pushed and 7 pushed students highlighted that it was easy for them to realise when they had made a mistake. Once again, however, their error awareness was stimulated in different ways: 40% of non-pushed students reported to react to internal feedback whereas 45% of pushed students reported to react to external feedback given by the interlocutor. This is shown below in a few of the selected extracts:

Interviewer ...was it easy for you to know when you had made a mistake?

Student 1 Er...I want change it immediately

Interviewer Ok, but was it easy for you to understand when you had made a mistake?

Student 1 Yes

Interviewer And why?

Student 1 Because some word is get out from your mind and at that same time you think it in your mind, sometime you can find some mistake
(non-pushed)

Interviewer Was it easy for you to understand when you had made a mistake?

Student 5 Er...feeling, I had just

Interviewer You had a feeling?

Student 5 Yeah feeling so if if I feel it's not...[long pause]

Interviewer Correct?

Student 5 Not like correct sentence it's not feeling not good so I just try to correct it
(non-pushed)

- Interviewer* Was it easy for you to know when you had made a mistake?
Student 8 Yes. If you spoke...if you asked me a question I think er...I must make a
 (pushed) mistake so i needed to correct it.
- Interviewer* Also, was it easy for you to know when you had made a mistake?
Student 9 Yes
Interviewer Why?
Student 9 ...because because you tell me and I remember some things so when I make
 (pushed) a mistake I can change it.
- Interviewer* So when you were telling the story, was it easy for you to know when you
 had made a mistake?
Student 19 Yes
Interviewer Why was it easy?
Student 19 Because you can tell me I can understand what you tell me the mistake so I
 (pushed) can correct my sentence.

In terms of task effectiveness, this might suggest once again that non-pushed tasks may be understood to stimulate internal feedback as students have to rely on their own abilities to monitor language but pushed tasks may also help with this since identification of an error following feedback still requires the student to find and amend their output. This notion also receives support from findings in the first research question since learner-initiated LREs for pushed learners were found to be statistically significant in terms of being more numerous than those presented by non-pushed students. Furthermore, on occasions in which learners ‘miss’ or fail to identify errors, a pushed task may indeed be preferable; this might be the case for these two pushed students who explained that they were unable to identify their own errors:

- Interviewer* Was it easy for you to understand when you had made a mistake?
Student 11 No.
Interviewer No?
Student 11 When I was speaking, I did not know if I was right or wrong.
 (pushed)
- Interviewer* Was it easy for you to know when you had made a mistake?
Student 6 No but but you point, you pointed it out
Interviewer Ok and was it easy when I pointed it out?
Student 6 Yeah, I’ll check my sentence and make it correct
 (pushed)

The second point to be raised within the topic of correction combines frequency, when and how it should be given. In the questionnaire data, it was found that students wanted some or all of their errors to be corrected but only once the speaking activity had been completed and in a way that allowed students to evaluate their errors and self-correct. However, upon looking at interview data, some contradictions appeared to arise. 17 of the 21 students believed that they thought the correction offered in the storytelling task was ‘the right amount’ despite the fact that non-pushed students received absolutely no feedback during, nor following the task. This might suggest that learners may not always be aware of the feedback they receive. However, I also feel this data could be explained by the effect teacher-researchers can have. As I was the students’ usual teacher, they may not have wished to give negative criticism of a method used in one of my tasks due to politeness and so may not have wished to express that the correction was too much or too little. However, 80% of non-pushed students said that correction was useful and when asked if the storytelling task could have been improved with correction, all of them said ‘yes’:

Interviewer Ok, but do you think it could be made better or worse if I gave you correction.

Student 16 Better.

Interviewer Better? Why do you think that?

Student 16 Erm..because...sometimes we really don’t know which one is right or (non- wrong yes so you tell us we could remember it so it’s better pushed)

This suggests that some non-pushed students might have felt that correction was lacking in the task but did not wish to express a negative view.

The usefulness of correction was also investigated. As already mentioned, 8 non-pushed students felt that correction was useful; 9 pushed students shared this view when asked if the correction given in the storytelling task was useful. Interestingly, when asked for explanations for their responses, several perspectives, from both groups of students, indicated that correction was useful in aiding memory of particular errors:

Interviewer Do you think it’s useful when teachers correct students when they are speaking?

Student 2 Er...yes because we when we talking with teachers we are thinking if the (non- teacher correct us, we can remember it very er...read in my mind not just pushed) like usual I will forget it

Interviewer Do you think it’s useful for teachers to correct students when they are speaking?

- Student 5* Yeah
Interviewer Why?
Student 5 Yeah because some mistakes I couldn't feel it it is wrong so that when (non-pushed) teacher correct it and I can remember it can to avoid it next time
- Interviewer* Do you think it's useful when teachers correct students when they speak?
Student 12 Yes it's very useful because when we make mistakes but we don't know (non-pushed) we, we maybe use this mistake in other way, in other place and if teacher told us, maybe first time we didn't change but twice, three times maybe we will change it and when comes another place, talk with the same things maybe we can speak, not make the same mistake
- Interviewer* Do you think it was useful when I corrected you?
Student 10 Yes
Interviewer Why?
Student 10 because you you...when you corrected that and that make, give me the (pushed) sense that I make the mistake and it helped me, it helped me me in the next sentence
- Interviewer* Did you think it was useful when I corrected you
Student 17 Yes yes
Interviewer And why?
Student 17 because in here...because in here when talk some mistake I can remember (pushed) very deeply but if in another...maybe in life some people will say if I have a mistake I will forget it.

In total, 8 students expressed views similar to these. It was surprising to see that 6 of those students belonged to the non-pushed group. This could insinuate that in terms of students' perspectives of effectiveness, correction is extremely important in aiding memory of those errors and if acted upon, can aid interlanguage development as students believe they will make the same mistakes less in the future. In terms of pushed and non-pushed tasks, it could suggest that pushed tasks might be preferred since students will be prompted on many occasions regarding the occurrence of the same type of error. Although correction could be given following a non-pushed task, it might not aid memory of the error as much, an attitude expressed by this pushed student:

- Interviewer* Do you think the correction I gave was too much, too little, or the right amount?
Student 21 That's ok I think for me
Interviewer Why?
Student 21 because you know if you tell me my I have a mistake at the end of the (pushed) story, I can't recognise which one I have made and you just stopped me during during this I speaking and I can... it...I can have the deep er...deep impression?

To close this section on correction, some views will be presented regarding when correction should be given. Although the previous statement offered support for pushed tasks in which feedback is given during the speaking task, many other students, both pushed and non-pushed, gave reasons opposing simultaneous correction pertaining to interruption, the context of the speaking practice and student confidence:

Interviewer Do you think it is useful when teachers correct students when they are speaking?

Student 3 Maybe

Interviewer Maybe. Can you explain?

Student 3 Sometimes...if teachers correct students mistakes when the student saying something, it's not ...sometimes it's not very useful but it depends.
(Non-pushed) Sometimes, it's useful

Interviewer Do you think it's useful when teachers correct students when they are speaking?

Student 16 Correct?

Interviewer Yes so do you think it's useful when teachers...

Student 16 Do you mean interrupt?

Interviewer Well interrupt and highlight mistakes yeah

Student 16 I think it's not *very* good but could be made student remember this mistake.

Interviewer Ok. Why do you think it could be not good?

Student 16 Erm because if like Chinese students is more shy, nervous than English guys then if if a student already very nervous and you say some wrong word and you interrupted him or her, they will feel very strange
(Non-pushed)

Interviewer Do you think it was useful when I corrected you?

Student 11 Yes

Interviewer Ok Why?

Student 11 But maybe when I talking it's not good. I will think what I was wrong and maybe forget what I say next.
(Pushed)

Since giving correction following the speaking task was chosen as the most popular choice in the questionnaire, I would have to conclude that pushed speaking tasks may not be seen as preferable nor effective as students may be focussed more on fluency or, indeed, may be deterred or discouraged by feedback given during a pushed task. Although many of the reduced sample explained that correction can help memory, which may ultimately enhance interlanguage knowledge and monitoring, the majority of students declared that they did not want it simultaneously while they are speaking.

5.0 CONCLUSION

This study has aimed to explore how pushed and non-pushed speaking tasks can vary in effectiveness within a UK university EFL setting with upper intermediate students of English. In particular, this study has aspired to provide an answer to four questions, all of which will now be presented in terms of their findings followed by a discussion of the study's limitations and implications.

5.1 Findings

Research Question 1: Does a pushed speaking task result in more language related episodes (LREs) than a non-pushed task for adult upper intermediate learners at an HE institution in the UK?

This research question can be answered in the affirmative: it was found in this study that pushing students in their spoken output did indeed have a significant positive effect upon the number of LREs they produced. Non-pushed students were found to have produced only a quarter of the total number of LREs (for both groups) when teacher initiated and learner initiated episodes were combined which shows that delivering a 'push' can provide the impetus required for students to assess their output more frequently. Furthermore, analysis of learner-initiated LREs only was undertaken to discover if pushing students had a direct effect upon internal monitoring of output by learners. There was a significant positive effect upon the number of learner-initiated LREs when students were pushed in their spoken output. This demonstrates that pushed output tasks can elevate instances of linguistic processing by learners even when the interlocutor offers no prompts.

The findings of this study may be seen as an expansion of those made by Nobuyoshi and Ellis's (1993) exploratory study into task types. Whilst their data provided a basis for insinuating pushed tasks encouraged more linguistic processing, this study has shown on a larger scale that pushed spoken output tasks can be directly linked to elevated totals of LREs. Also, although individual learner LRE totals varied, group means showed that Swain's (1985: 249) notion that more numerous periods of linguistic processing may be stimulated when students are pushed to be "more comprehensible than they already are" is supported by this study.

Research Question 2: In what ways do learners differ in the type and the success of LREs they display during pushed and non-pushed speaking tasks?

The second set of findings concerned LRE type. For both pushed and non-pushed students, the majority of LREs comprised some form of correction. Although the number of corrective LREs was much higher for pushed students, further analysis revealed that learner-initiated correction represented a lower proportion of group LRE totals for pushed learners than non-pushed learners. This finding was explained by stimulated recall data regarding silence by the interlocutor: whereas non-pushed learners believed it represented an opportunity to speak, pushed learners interpreted it to be a sign that their output was correct. Although research question one discovered that pushed spoken output tasks do have a significant positive effect upon learner-initiated monitoring of language, this finding could appear to be a possible shortcoming for supplying feedback: despite more frequent instances of output processing, pushed students may develop more passive attitudes in terms of self-correction. Therefore, from this perception, silence and feedback by an interlocutor might present interesting areas for further investigation. For instance, pushed and non-pushed speaking tasks could be examined in terms of their effect upon LREs (or specifically modified output) and could be compared with student perceptions of feedback during such speaking tasks. From such research, it may be possible to discover how the nature of feedback given in pushed tasks may influence the occurrence and nature of modified output produced. As silence was found to result in lower proportions of self-correction for pushed learners in this study, further investigation might discover how feedback in pushed tasks can be maximised to help learners produce more self-correction.

The second-most frequent LRE type concerned meaning-based items. Again, although this LRE type was more numerous in pushed learners, it comprised a greater proportion of LRE group totals for non-pushed learners (statistical significance was not established for this finding). However, when learner-initiated meaning focussed LREs were isolated, calculations demonstrated that not pushing students resulted significantly in greater attention to meaning during language production. This concept received more backing from analysis of linguistic items which were modified in learner output: pushed learners tended to amend features of form unlike their counterparts who modified features pertaining to meaning more frequently; a finding contradicting Van den

Branden (1997)'s finding that modified output was predominantly related to semantic features.

The final conclusion to this research question regarded LRE outcomes so as to ascertain if either task produced more successful LREs than the other. For LREs pertaining to learner-initiated correction, pushed students displayed a marginally superior percentage of correctly resolved episodes; for LREs concerning meaning, pushed students were found to be slightly inferior in their success rate. The minor differences in success rate showed that neither task was significantly more effective in producing correctly resolved linguistic episodes: this might offer backing to the fact that modified output, perhaps containing learner hypotheses of the TL, is not always flawless nor is it able to eradicate the error entirely from student interlanguages (Pica et al, 1989; Linnell, 1995; Leeman, 2007).

Research Question 3: Does a pushed speaking task result in better performance in pre and posttest results for the past simple, past continuous, past perfect simple and past perfect continuous tenses?

The third question intended to ascertain whether either type of task resulted in greater gains in past narrative tense accuracy. Initial analysis of pre and posttest data revealed that both groups of students improved in their total test score percentages: non-pushed students improved by 10.5% and pushed students improved by 14.9%. This was not found to be statistically significant so no claim (for this study at least) can be made that pushing learners in their output led to higher gains in accuracy.

Past simple percentages were found to fall for both groups with data for the past continuous tense demonstrating improvement for both groups, although pushed students had superior percentage gains. It was speculated that inferior past tense scores could have been attributed to neglect in all past narrative tense use or to students experimenting with tenses moving beyond the simple past in order to convey more accurate meanings. If the latter suggestion is to be believed, this data could signify that pushed tasks (which showed a bigger decrease in scores) may have provoked students to experiment with the other tenses or test hypotheses more following spoken output but that is not a claim that can be substantiated with this study's data. Whilst percentages improved in past perfect simple tense accuracy for pushed students, pushed students were found to stay relatively equal to pretest scores; only one student in the sample showed change in their past perfect continuous tense scores.

Again, at first glance, none of the increases showed statistical significance. However, on omitting one miscellaneous data set, significance was obtained to demonstrate that creating a push has a positive effect upon past continuous scores for this study.

Research Question 4: How do views of adult learners at a HE institution vary regarding preference and effectiveness of pushed/non-pushed speaking tasks?

Following close inspection of the qualitative data gathered in this study, it would appear that a definitive answer for which type of task is preferred and considered more effective is hard to reach as many conflicting views have been presented which would suggest both pushed and non-pushed tasks are useful in their own right.

Although students were found to recognise some functions of output in the questionnaire, the effectiveness of the storytelling tasks (relating to the COH functions) were difficult to compare as students believed that they had not noticed any new language nor experimented with previously unused linguistic structures. This was attributed to student beliefs that the storytelling tasks were a little simplistic; the tasks may not have been able to maximise instances of noticing or hypothesis forming and testing as more difficult tasks possibly may have done. Also, in terms of student preferences of interaction types, working with a teacher was believed to result in the most improvement and was most favoured. If this finding is compared to Mackey (2002)'s conclusions regarding interaction types and learner perceptions of contexts, this study could suggest that pushed tasks are preferred since teacher-student contexts represent more of a push and require the learners to focus more carefully. However, this cannot be assumed true for all students in this study as options varied: for example, although the majority of students believed that interaction with a student of the same nationality led to no improvement, it was the second most preferred context for speaking practice.

Finally, the topic of correction and its uses was also very complex. Students wanted correction as it aids memory of errors but they only wanted it following task completion. If Long (1983b) and Ellis (2001)'s stance regarding the values of conscious learning is to be assumed, pushed tasks may therefore be seen as favourable due the long-term effects feedback and instruction can provide.

Also, some students unable to find errors said correction was necessary and non-pushed students declared the story telling task was easy. Conversely, simultaneous

correction was believed to interrupt speech, raise nervousness and possibly make students forget their ideas despite nearly all pushed students remarking that correction was helpful and of the right amount. As such, it was difficult to conclude which task students felt to be most beneficial. Although not explored in this study, another area for future research could be how student perceptions of task preference and effectiveness are affected by the goals they associate with each task i.e. fluency or accuracy.

5.2 Limitations of the Study

After summarising the findings of this study, its limitations must be mentioned. Although I feel that the research was conducted adequately and that its conclusions can be deemed reliable, its possible shortcomings must be outlined so that, were the study to be repeated, the process could be improved. Below is a list of this study's possible limitations:

- 1) **Sample size constraints** - Since this data was collected using a class-size sample, some may question its relevance in terms of application to all upper intermediate students in a UK higher education setting. Although this data was obtained effectively in terms of this study's scope, one suggestion for further research would be to expand the design so that the overall sample can be increased, thus making it more applicable to and more reliable within SLA theory. For instance, a larger sample within the EEP (the context for this study) may contain between 80 to 100 students (26-33%) which would constitute approximately 4 to 5 individual classes on that course. The increased sample and greater variation provided by investigating numerous classes may increase the relevance of findings to the entire population.
- 2) **Task repetition effects on performance** – The pretest-posttest design could face criticism due to the effect that task repetition can have on increased performance. The posttest was similar in design to the pretest, although the content of the gap fill was very different, so this could have meant that familiarity with the type of exercise may have led to increased scores. In Bygate's (2001) discussion regarding student access to internalised knowledge during oral language, he explains that task repetition may result in less demand upon dealing with the task's procedure and heightened abilities to pay attention to linguistic features used within it. Therefore, if this is to be applied to this

study, a repeated context of narrative past events, oral practice and similar pre and posttest design may have meant that task familiarity could have freed some of the students' mental attention used for task procedure which was then applied to focussing on the structures within the task. To summarise, the design of the experiment may have aided students and ultimately had an effect on increased test scores but since research question three found no significant effects for pushing students on their past narrative performances, I feel this critique may not be highly applicable to this study's data.

- 3) **Occurrence versus acquisition** - Another possible criticism of this study may be that once again, as Shehadeh highlighted (1999), the comprehensible output hypothesis has been researched and measured in terms of its occurrence rather than aiming to demonstrate the direct link it may or may not have upon acquisition. Although pre and post tests were administered, there has been no evidence of how the language related episodes influenced acquisition of the items within the output. However, since the purpose and objectives of this study were to assess task effectiveness and not to explicate acquisitional changes, I believe it is not fully relevant.

5.3 Implications for the Topic of Comprehensible Output and Further Research:

The various findings and outcomes of this study have highlighted the ways in which COH knowledge can be extended and applied in both theoretical and pedagogical settings. The ensuing discussion will focus on the implications that this study may have for further research and also for EFL classrooms.

Research Implications

- 1) **Adaptations in further research** – This study could prompt further research into pushed and non-pushed speaking tasks. For instance, studies focussing on different linguistic features would expand existing knowledge which has already seen studies using tenses and questions (Nobuyoshi & Ellis, 1993; Linnell, 1995; McDonough, 2005; McDonough & Mackey, 2006; Loftie, 2007). Another change could see the pretest posttest design amended so that it reflects the same use of language i.e. a spoken test design would better replicate and test spoken output, and may eradicate unwanted variables arising from written assessment of

spoken language. The study could additionally be conducted over an extended time-frame to see whether related performance gains or losses are maintained over longer periods. Finally, as mentioned in the limitations, the study could be repeated with a larger sample so that the application of findings could be made more reliable and relevant to larger populations.

- 2) **Research into groups of learners** – In addition to the suggestion that methodological design choices may be changed, another interesting factor to explore concerns the groups of students involved in the research. It may prove beneficial to investigate how different cultures react to pushed and non-pushed speaking tasks both in terms of LRE occurrence, LRE type and task perception. It may be successful in ascertaining whether one type of task is universally valuable to learners or whether some cultures react negatively to a particular task type. The research could also be extended to explore the aspects of student age, gender, or language learning level. Whilst findings from such research might be viewed as judgemental, stereotypical or ignorant of individual learner characteristics, they may be advantageous in practical contexts; an issue discussed in the following implication.

Pedagogical implications

- 3) **More informed decisions regarding speaking practice** – The results of this study may also aid speaking task selection by EFL teachers. In particular, the qualitative data gathered regarding student perceptions of the merits and drawbacks of pushed and non-pushed tasks might assist practitioners in their choices and in their anticipation of student reactions. For example, teachers thinking of employing a pushed speaking task might find it useful to know how such tasks might add to student anxiety; teachers would need to acknowledge that lowered proficiency during an activity may not be a result of inferior proficiency, but instead could be a result of nerves. Similarly, if further research such as that suggested in the second research implication is conducted, practitioner decisions may be informed on a much deeper level. Just as books exist to raise awareness of language system errors and possible sources for L1 interference (e.g. Swan & Smith's (2001) *Learner English*), research may lead to publications supplying useful insights into speaking task fulfilment and perception according to student age, gender, level or culture. Such literature may

prove to be a valuable asset, especially to novice teachers or those entering into a new culture to teach.

- 4) **Promotion of pushed speaking tasks in EFL classrooms** – The findings of this research could also call for a change in the way some speaking activities are implemented during lessons. As it was found that pushing students in their spoken output resulted in more opportunities for linguistic processing, the study may advocate that teachers should try to create a ‘push’ during appropriate speaking activities. This does not mean that the push always needs to be delivered in the form of negative feedback from the practitioner as this would also be impractical for large classrooms. Instead, interactional dynamics (such as pair or group work containing students from different nationalities), or task requirements (such as the picture description activity used in Van den Branden’s (1997) study) could be enough to compel the students to attend to form and meaning relationships in their output and might promote comprehensible output functions and language processing.
- 5) **Implications for teaching of grammar on in-session EFL classes**– An expansion of the previous point regarding pushed speaking tasks could be that foreign language courses, such as the EFL electives used in this study, might profit from including lessons with a FonF focus. As an alternative to FonFS lesson styles in which the structures students need to learn are predicted and pre-prepared, syllabi could be amended to include lessons in which grammar is taught in response to learner output. By doing this, not only might processing of language occur, but also motivation could be heightened since instruction would be tailored to suit the specific group of students.
- 6) **Stimulated recall as a teaching technique** – Another implication highlighted by this study relates to how the technique of stimulated recall can be utilised within EFL. Whilst its use as a data collection method has already been explicated, there appears to be little existing literature regarding its potential use as a technique in foreign language teaching. Stimulated recall interviews could offer an ideal opportunity for students to observe their linguistic performance and notice items and errors within their own output. Unlike the skill of writing, in which learners are able to revise and modify their language production, the skill of speaking does not supply a ‘copy’ of their language which can then be examined. Recording speaking activities and asking learners to reflect on problems during the original production or errors in the spoken output, may

therefore represent an authentic, learner-directed activity which can heighten their identification, solution and awareness of interlanguage errors. This, in turn, may stimulate the noticing function and may constitute the vehicle through which learners notice gaps between their interlanguage and target language norms. The use of stimulated recall as a supplementary, learner-centred homework task or as a component of a FonF classroom appears to be clear. It would also represent an interesting area of research which would unlock an array of potential openings i.e. stimulated recall's effects on noticing, effects on acquisitional development or indeed the items which receive attention from different levels of learners.

5.4 Closing Comment:

This study has shown that in terms of effectiveness, pushed spoken output tasks produce more frequent language related episodes than non-pushed tasks which in turn may have resulted in more processing and noticing of linguistic items. Although they were not shown to increase performance significantly in the past narrative tenses, more numerous episodes suggest that pushed tasks do result in greater processing of language by students. Furthermore, the qualitative data presented in this study has shown that perceptions of task effectiveness vary from student to student so it is difficult to definitively identify if a pushed or non-pushed task is preferred.

Although the research was conducted adequately and was successful in answering all of its research questions, its limitations and implications for teaching techniques and further research demonstrate that many areas within the topics of comprehensible output and pushed tasks still remain to be explored.

6.0 WORD COUNT: 27 404

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8.0 APPENDIX

8.1 APPENDIX CONTENTS

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QUESTIONNAIRE COVER SHEET

Research study title:

The effectiveness of pushed and non-pushed spoken output tasks and opinions regarding their use by upper intermediate students in the EFL classroom.

Questionnaire Author:

Shelley Byrne

Questionnaire Brief:

I am doing this investigation into the effectiveness of different speaking tasks for my Masters Degree at the University of Central Lancashire (UCLAN) and it would be very helpful if you could take the time to complete this questionnaire. However, there is no obligation to do this questionnaire and if you do not want to answer any particular questions, you do not have to. I simply ask that you give honest and true answers to the questions. All of the data collected is confidential as I will be the only person to have access to the questionnaires and I will only use the answers given to make and discuss the conclusions which I draw from them.

I would be very grateful if you could help me with this investigation and thank you for your time. If you have any questions or you would like more information about the study, please do not hesitate to contact me (sbyrne@uclan.ac.uk).

STATEMENT OF CONSENT:

By completing this questionnaire, I give permission for Shelley Byrne to use any data I give for purposes of her research study. I know that I can withdraw from the study at any point of the research process and I understand that if I do withdraw, all data relating to me will be destroyed. I also understand that any data I give will be used only for the intended purposes and names will not be used so I cannot be identified from the data.

Please tick (✓) to say that you have read this statement and that you give Shelley permission to use this questionnaire:

☐

PERSONAL INFORMATION:

Please tick (✓) the appropriate box.

1) *What is your gender?*

Male ☐ Female ☐

2) *How old are you?*

14-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55-64 ☐ OVER 65 ☐

3) *What is your nationality?*

4) *Are the students in your class:*

Of the same nationality as you? ☐ Of a different nationality to you? ☐

SPEAKING PRACTICE IN CLASS:

This section contains questions about speaking practice in class. Please answer honestly and with your own opinion.

	YES	NO
1a) When you practise speaking English with a student of your nationality, do you think you get better?	<input type="checkbox"/>	<input type="checkbox"/>
1b) When you practise speaking English with a student of a different nationality to you, do you think you get better?	<input type="checkbox"/>	<input type="checkbox"/>
1c) When you practise speaking with a group of students, do you think you get better?	<input type="checkbox"/>	<input type="checkbox"/>
1d) When you practise speaking with your teacher , do you think you get better?	<input type="checkbox"/>	<input type="checkbox"/>
1e) When you practise speaking and all the class is listening , do you think you get better?	<input type="checkbox"/>	<input type="checkbox"/>

2a) Which of the situations in question 1 do you **prefer**? (Please choose one answer)

Talking to another student	<input type="checkbox"/>	Talking when all the class is listening	<input type="checkbox"/>	There is no difference	<input type="checkbox"/>
Talking in a group of students	<input type="checkbox"/>	Talking to the teacher	<input type="checkbox"/>	I don't know	<input type="checkbox"/>

2b) Why?.....

3a) Which of the situations in question 1 do you like **the least**? (Please choose one answer)

Talking to another student	<input type="checkbox"/>	Talking when all the class is listening	<input type="checkbox"/>	There is no difference	<input type="checkbox"/>
Talking in a group of students	<input type="checkbox"/>	Talking to the teacher	<input type="checkbox"/>	I don't know	<input type="checkbox"/>

3b) Why?.....

4) In your opinion, which of the situations **helps the most** to improve your speaking skills? (Please choose one answer)

Talking to another student	<input type="checkbox"/>	Talking when all the class is listening	<input type="checkbox"/>	There is no difference	<input type="checkbox"/>
Talking in a group of students	<input type="checkbox"/>	Talking to the teacher	<input type="checkbox"/>	I don't know	<input type="checkbox"/>

5a) In your opinion, when do you make **the least mistakes**? (Please choose one answer)

Talking to another student	<input type="checkbox"/>	Talking when all the class is listening	<input type="checkbox"/>	There is no difference	<input type="checkbox"/>
Talking in a group of students	<input type="checkbox"/>	Talking to the teacher	<input type="checkbox"/>	I don't know	<input type="checkbox"/>

5b) Why?

In the following questions, you will see a list of sentences which you must read and then decide if you agree or disagree with what it says. **Please only tick (✓) one box.**

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
6) <i>I like to practise speaking in class.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) <i>In our English class, we have plenty of chances to practise speaking.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) <i>Speaking practice helps me to discover new knowledge of English.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) <i>Speaking is the best way to practise what we learn in class.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) <i>I try out new grammar that I have never used before when speaking.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) <i>Talking to other students about grammar is useful.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) <i>Talking to other students about grammar is confusing.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13) <i>Speaking helps me to discover what I do not know in English.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14) <i>A speaking task which is not corrected by the teacher is unhelpful.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15) <i>I make less mistakes when I speak to the teacher</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16) <i>I make less mistakes when I speak to another student</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MAKING MISTAKES DURING SPEAKING TASKS

17) *When you are talking to an English teacher, how often do you think they should correct your mistakes?*

They should correct all of my mistakes	<input type="checkbox"/>	They should correct some of my mistakes	<input type="checkbox"/>
They should not correct any of my mistakes	<input type="checkbox"/>	I don't know	<input type="checkbox"/>

18) *When do you think a teacher should give correction for a speaking exercise?*

During the exercise	<input type="checkbox"/>	After the exercise	<input type="checkbox"/>	It does not matter	<input type="checkbox"/>	I don't know	<input type="checkbox"/>
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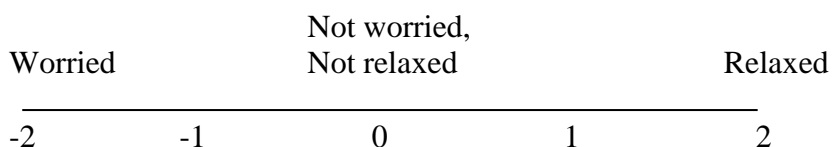
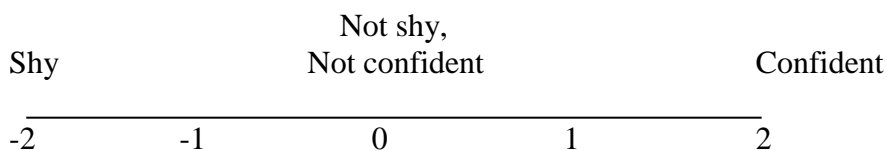
19) *How do you think teachers should correct mistakes?*

The teacher should tell me the correct answer	<input type="checkbox"/>	They should show me the mistake and I correct it myself	<input type="checkbox"/>
Don't know	<input type="checkbox"/>		

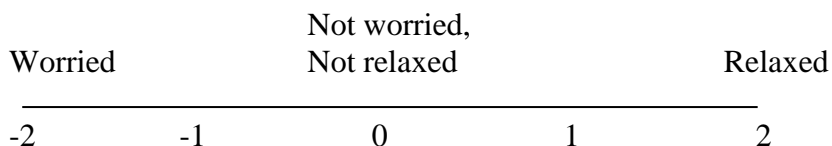
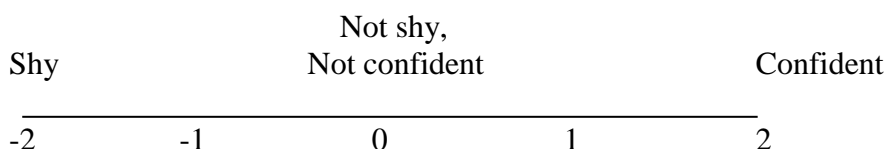
FEELINGS DURING SPEAKING TASKS

The next questions are to discover how you feel when you are doing a speaking exercise in the classroom. Please put a cross next to a number (✕) to show how you feel.

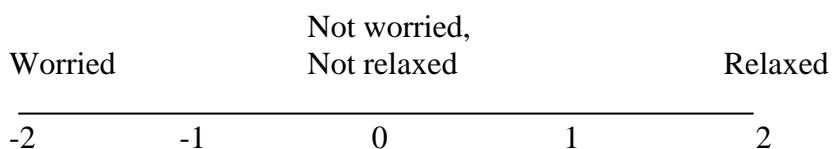
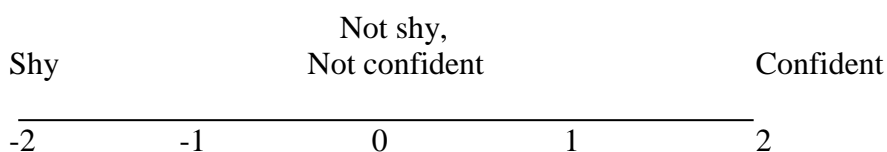
20) When you are doing a speaking activity with a **teacher**, how do you feel?



21) When you are doing a speaking activity with a student of **the same nationality as you**, how do you feel?



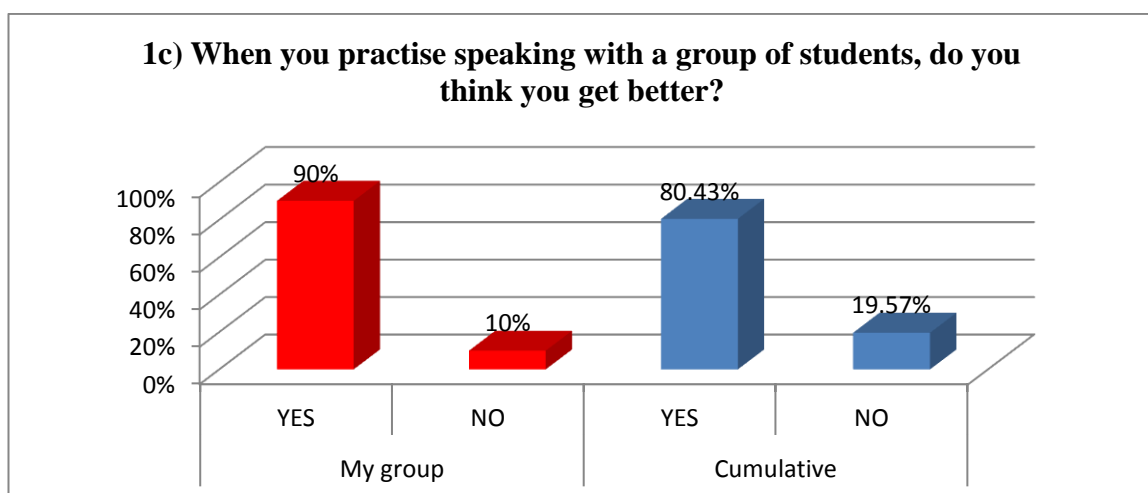
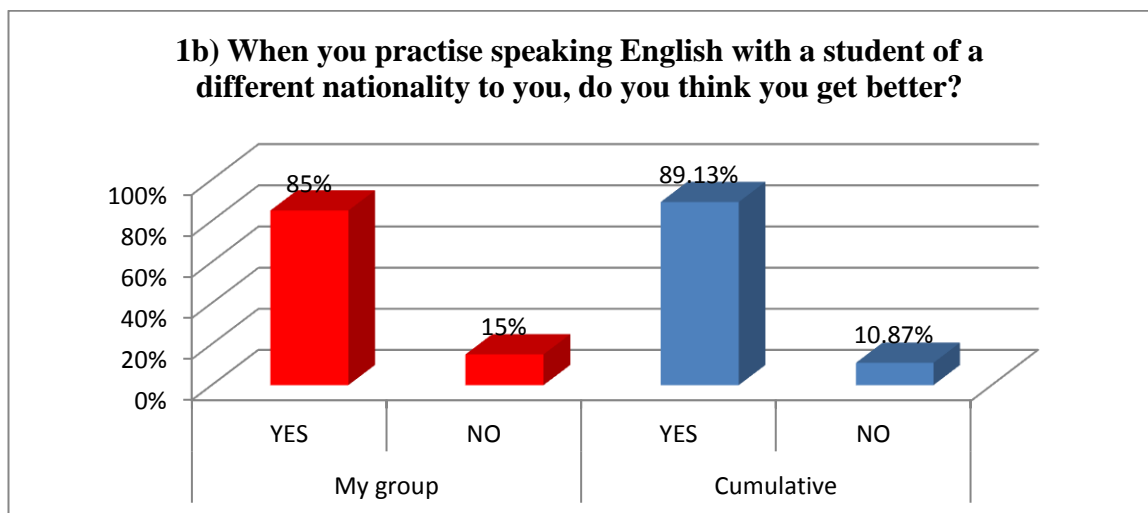
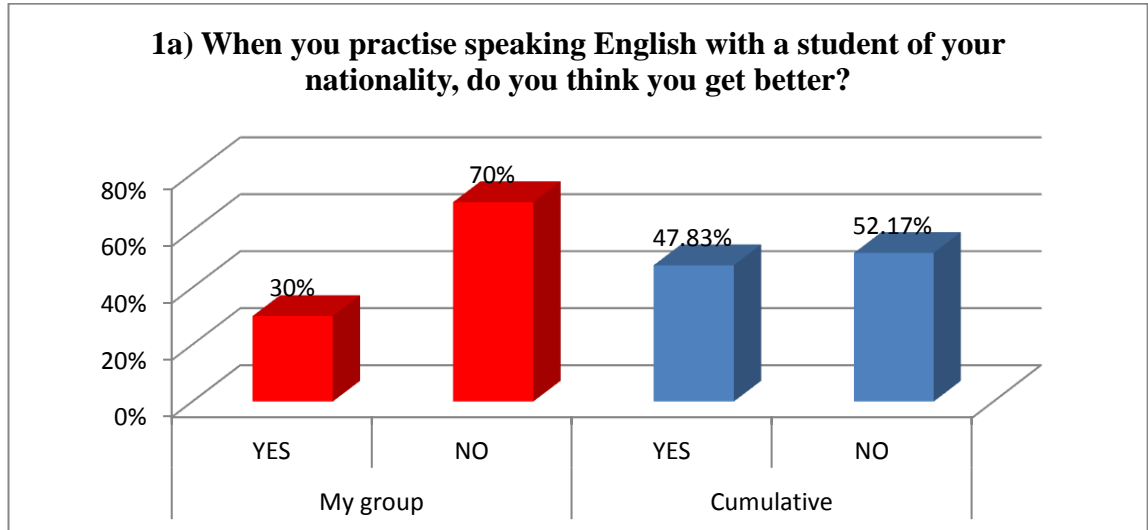
22) When you are doing a speaking activity with a student of **a different nationality to you**, how do you feel?



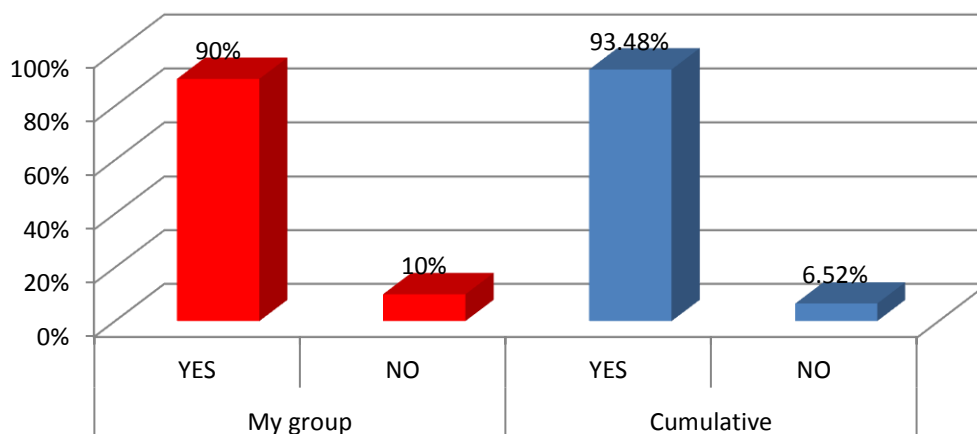
If you wish to make any other comments about speaking exercises, please write them in this box:

Comparison between my students and cumulative figures:

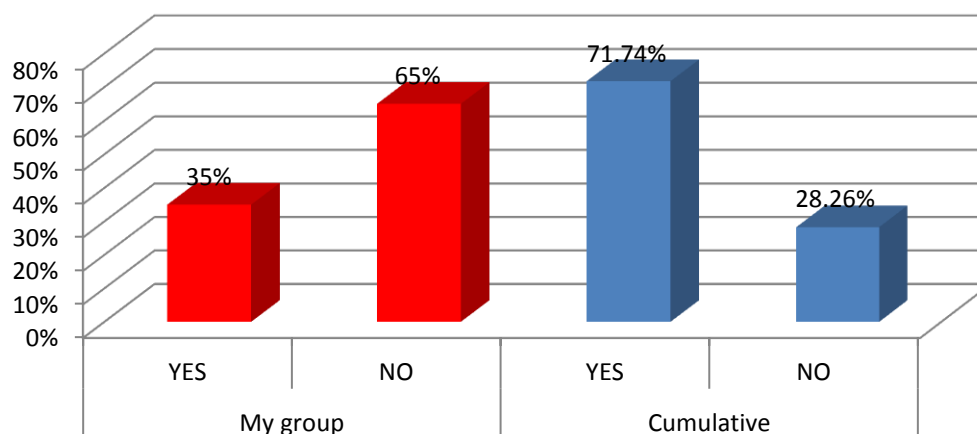
The following graphs display the questionnaire responses in terms of percentages. They compare the figures from my group of 22 students to the cumulative percentages of the other 46 respondents (the 44 questionnaires contain data excluding responses from my group).



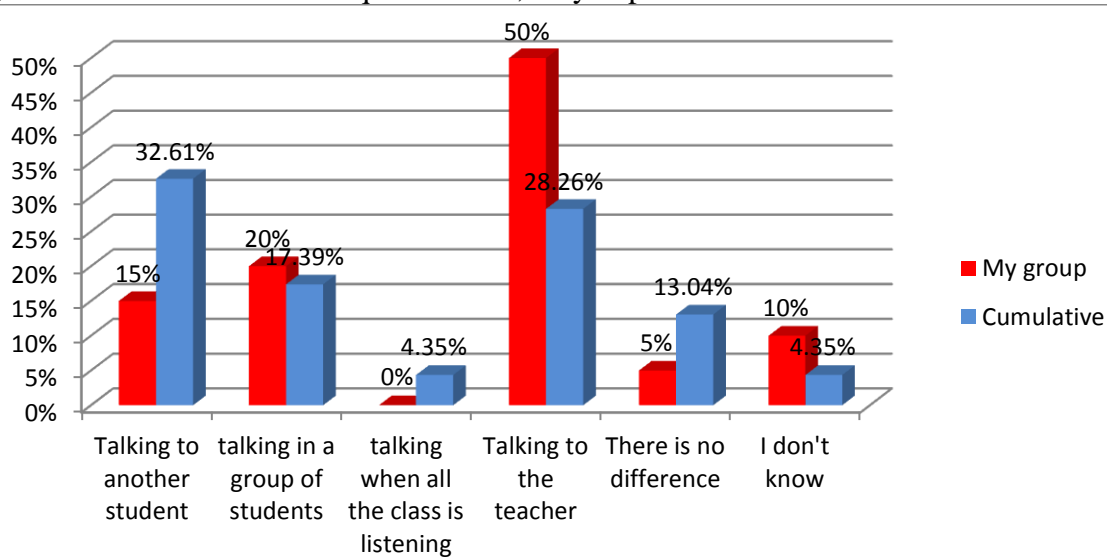
1d) When you practise speaking with your teacher, do you think you get better?



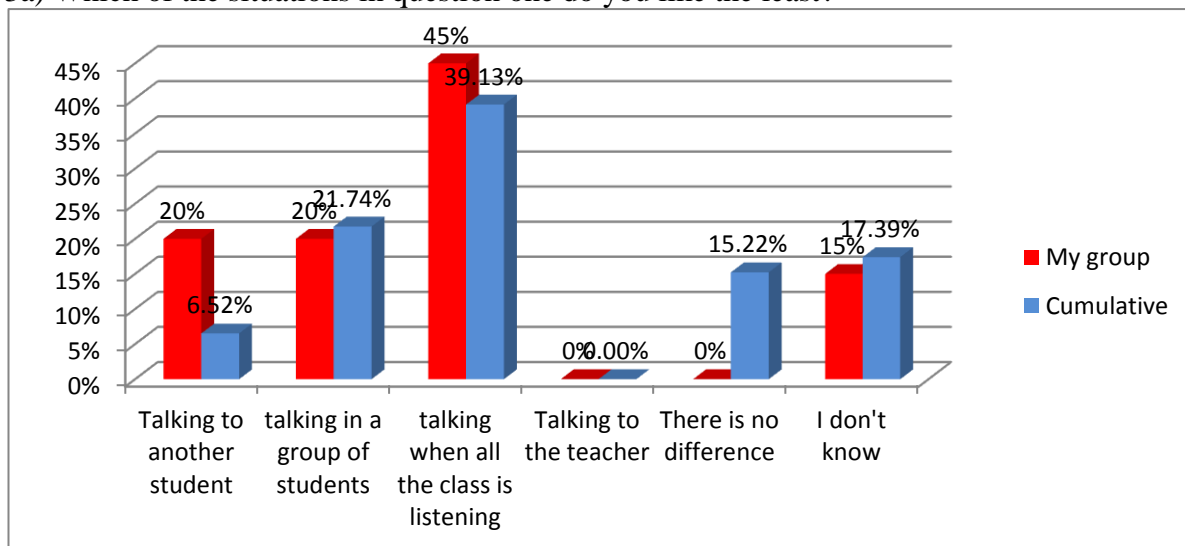
1e) When you practise speaking and all the class is listening, do you think you get better?



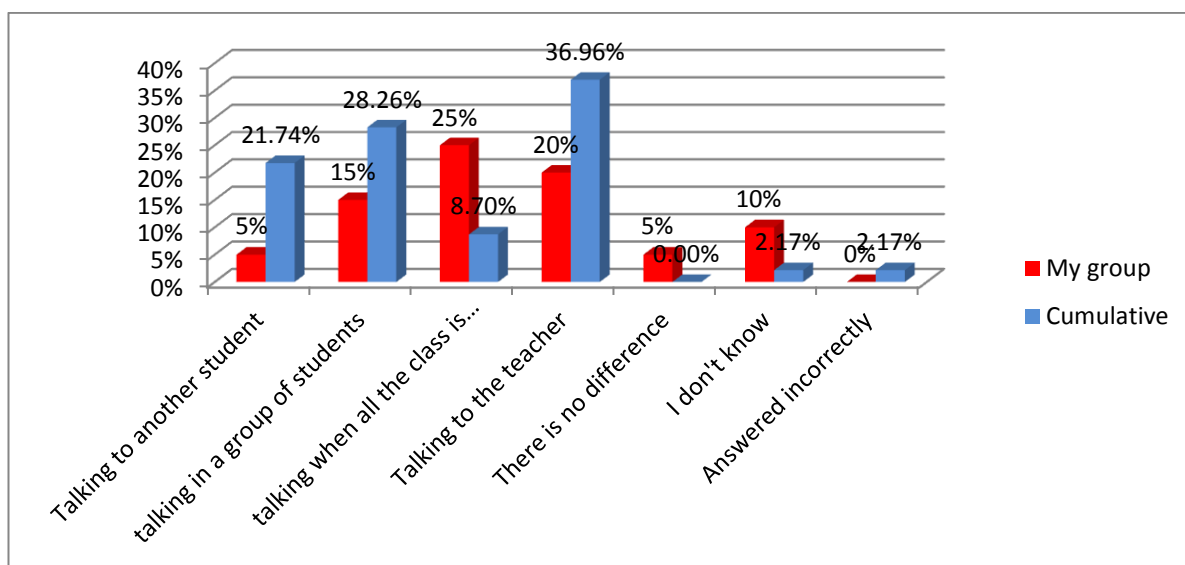
2a) Which of the situations in question one, do you prefer?



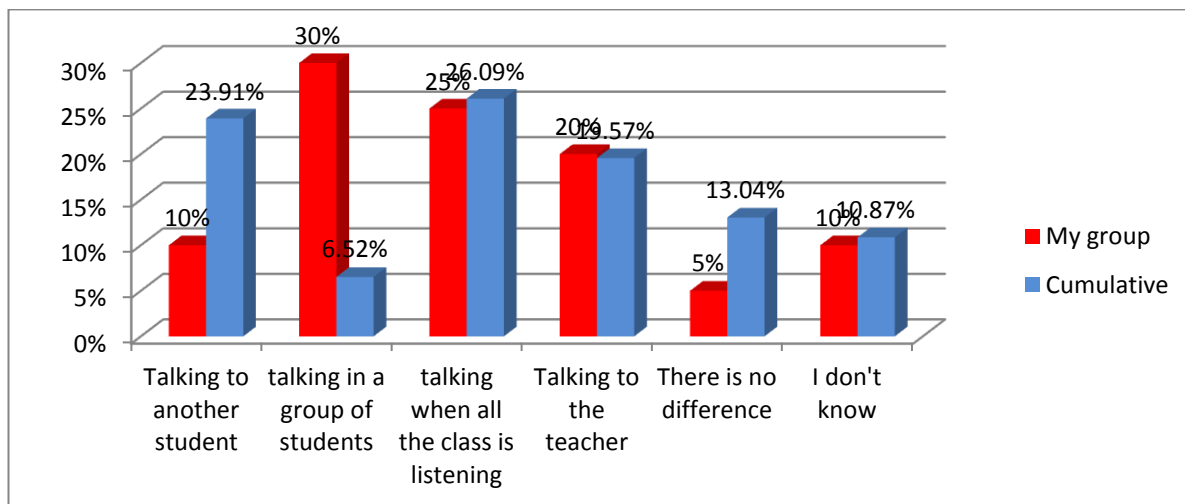
3a) Which of the situations in question one do you like the least?



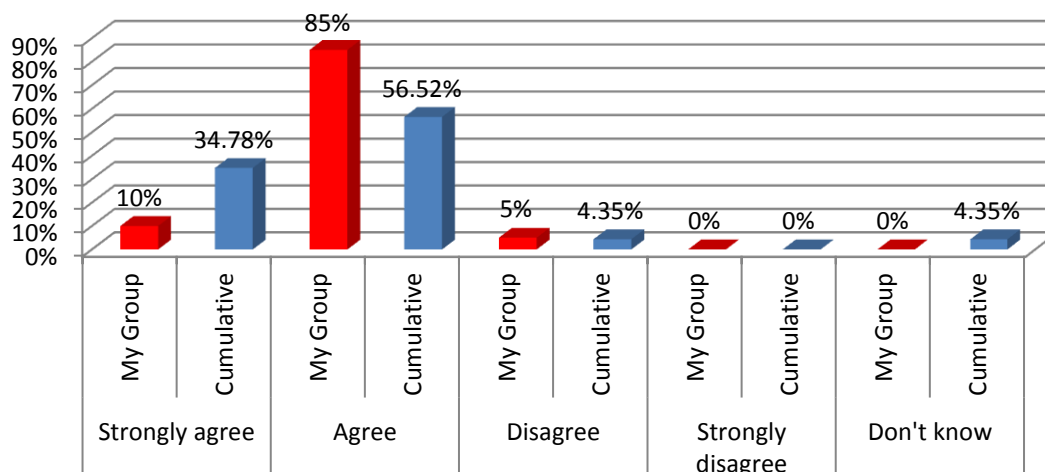
4a) In your opinion, which of the situations helps the most to improve your speaking skills?



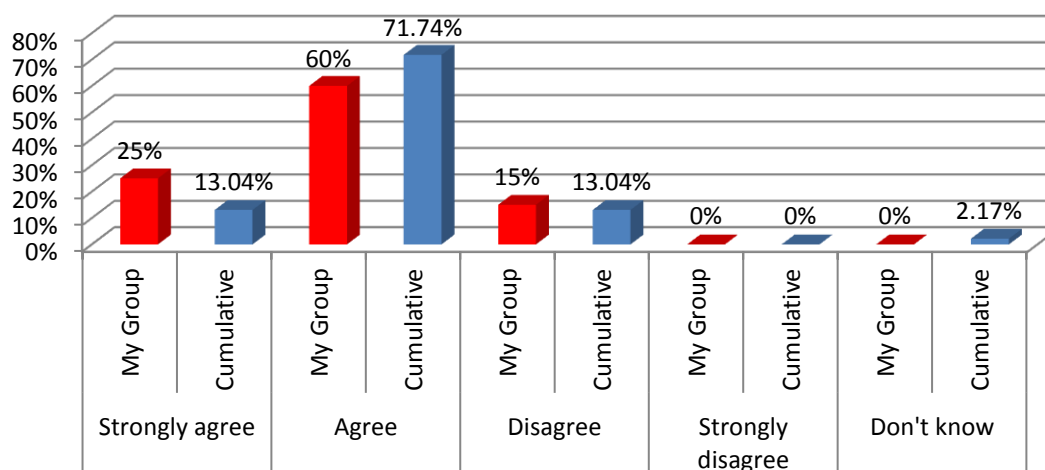
5a) In your opinion, when do you make the least mistakes?



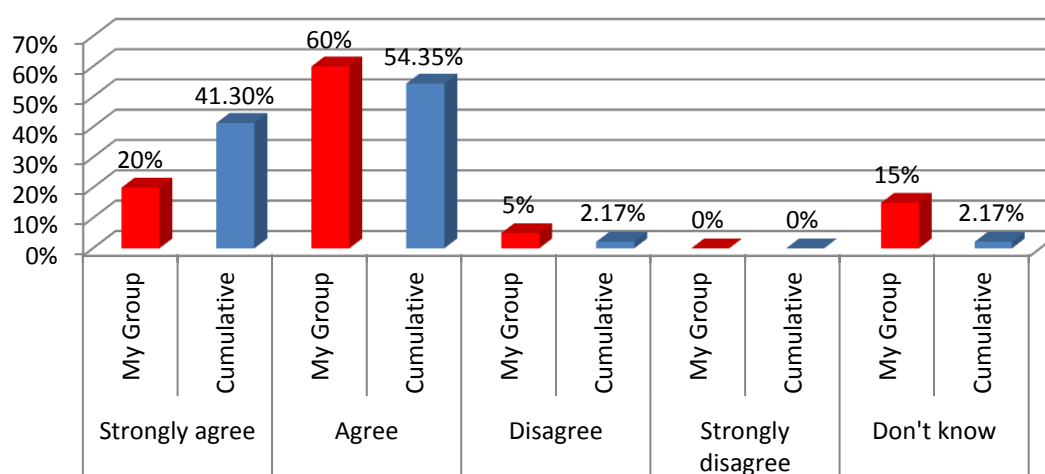
6) I like to practise speaking in class



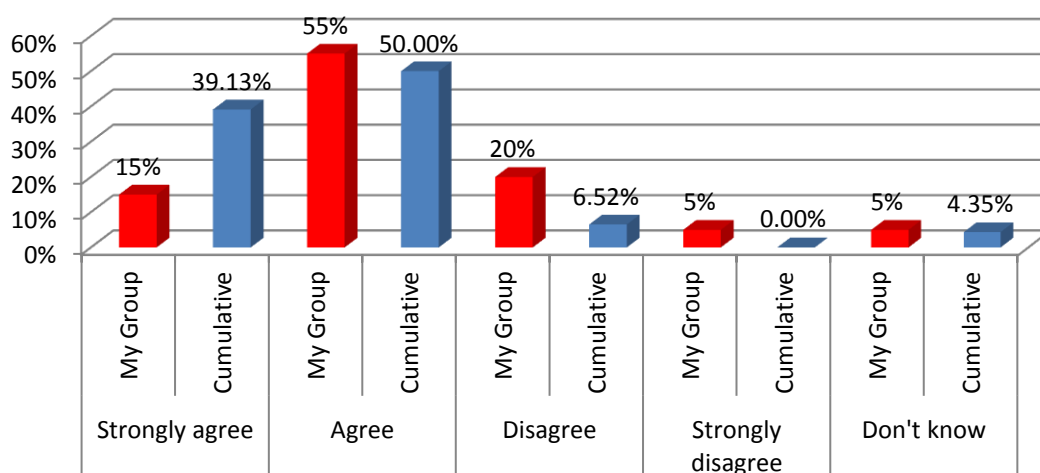
7) In our English class, we have plenty of chances to practise speaking



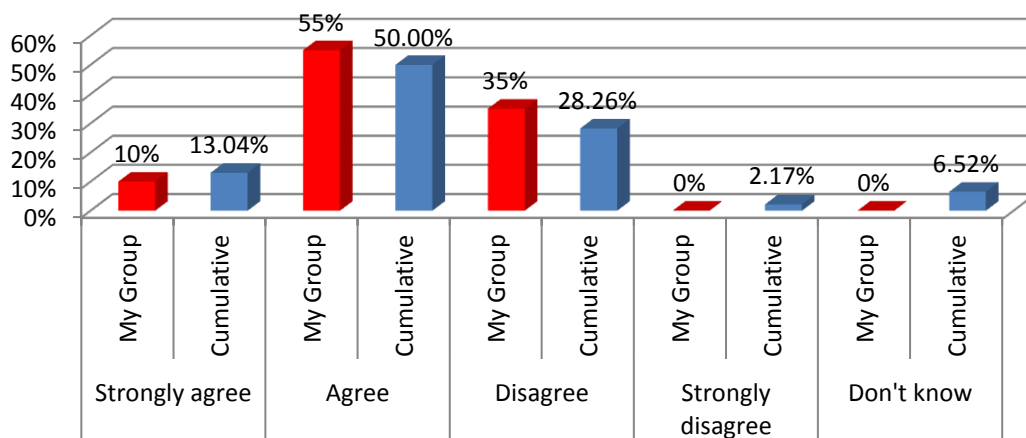
8) Speaking practise helps me to discover new knowledge of English



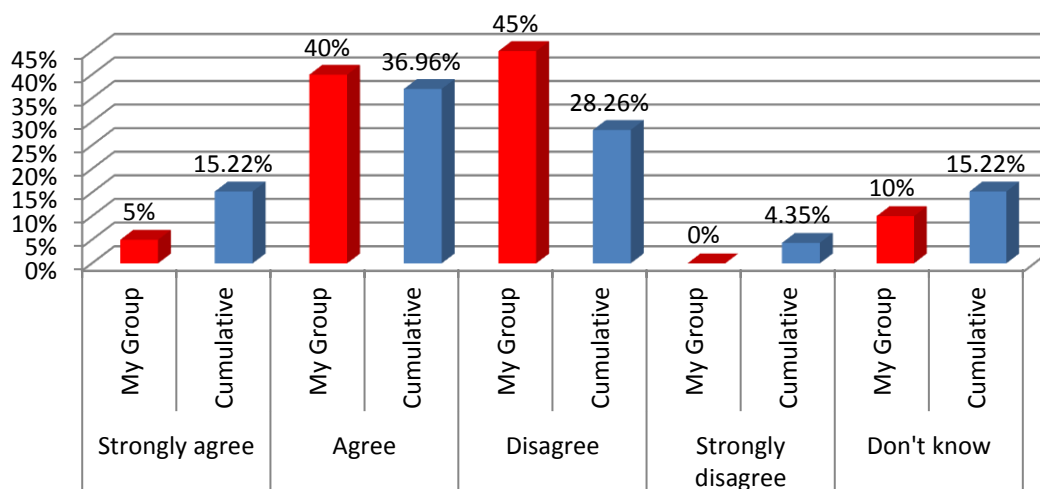
9) Speaking is the best way to practise what we learn in class



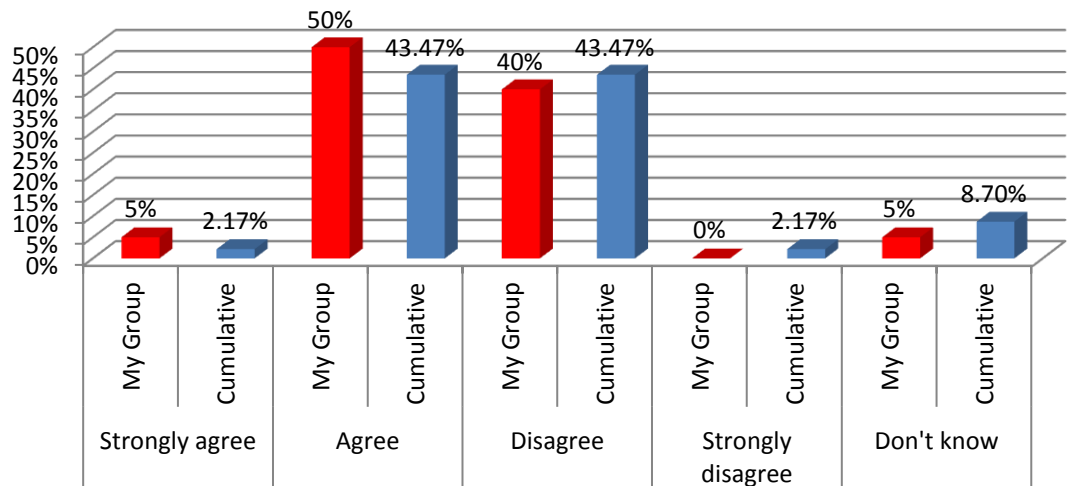
10) I try out new grammar that I have never used before when speaking



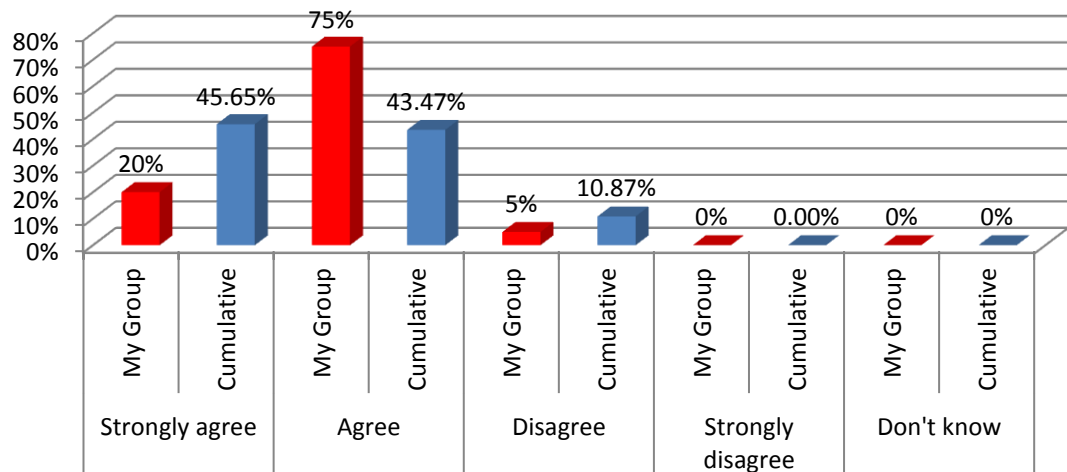
11) Talking to other students about grammar is useful



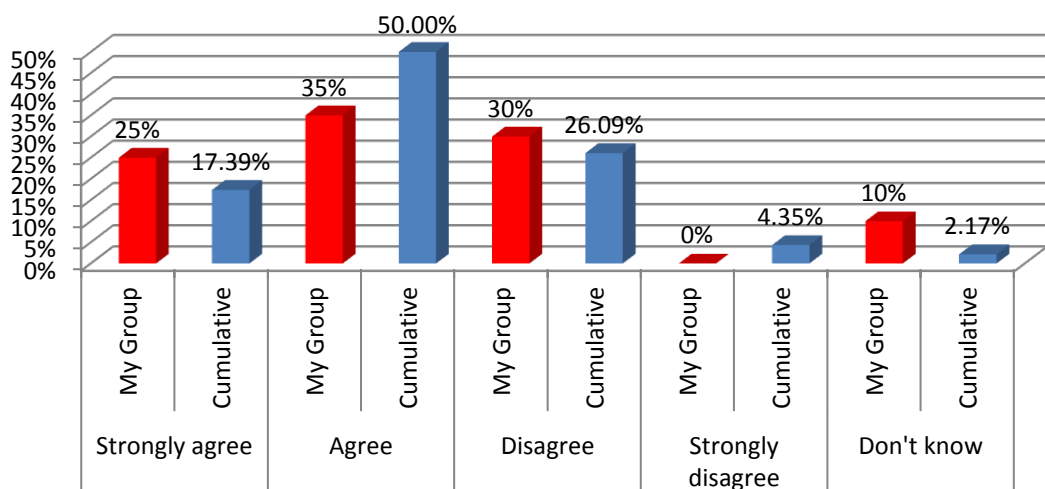
12) Talking to other students about grammar is confusing



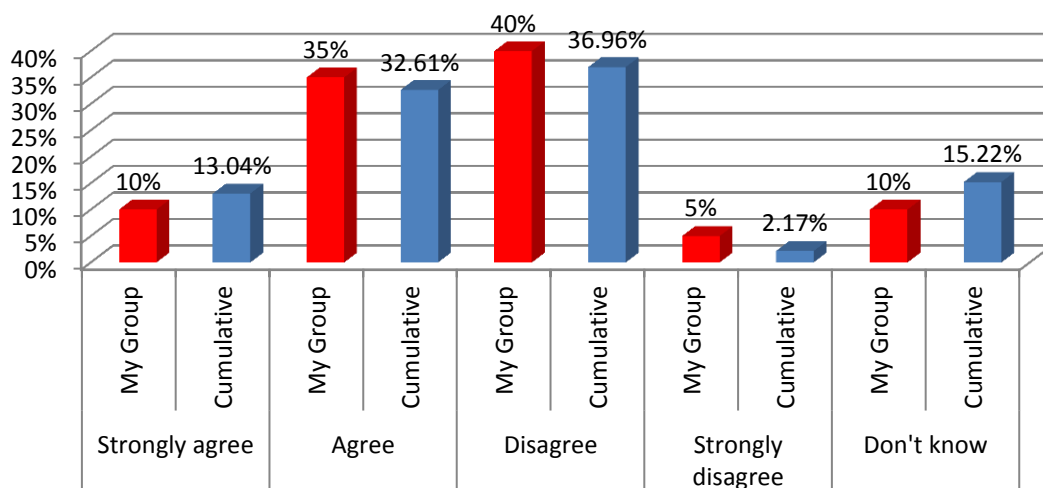
13) Speaking helps me to discover what I do not know in English



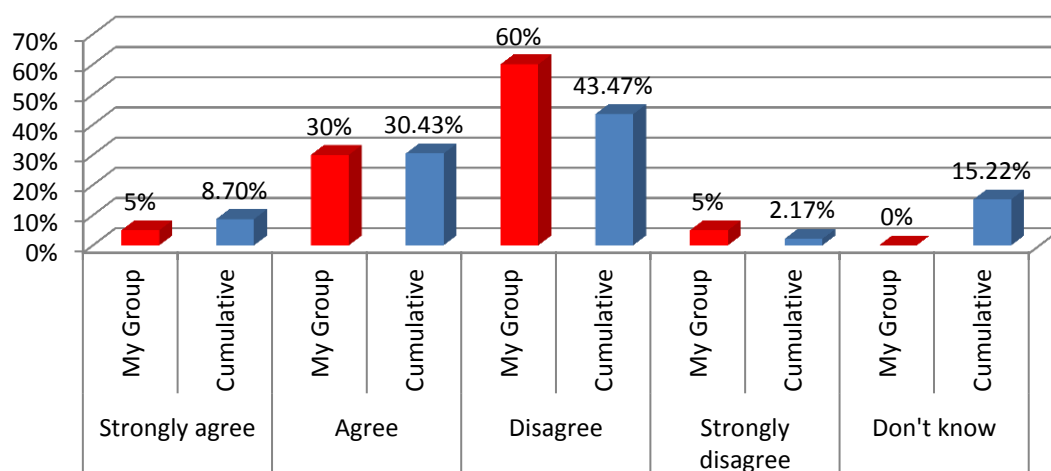
14) A speaking task which is not corrected by the teacher is unhelpful



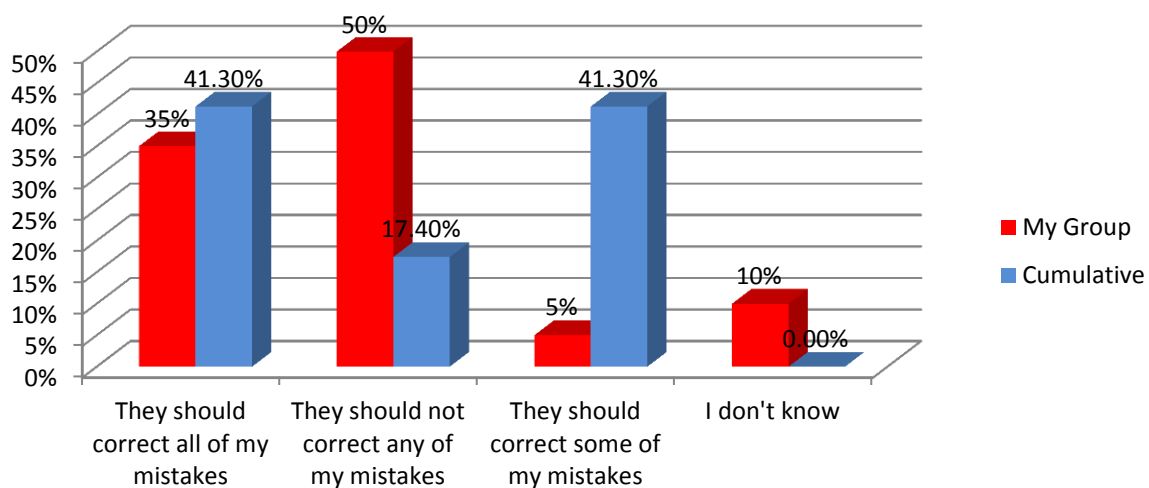
15) I make less mistakes when I speak to the teacher



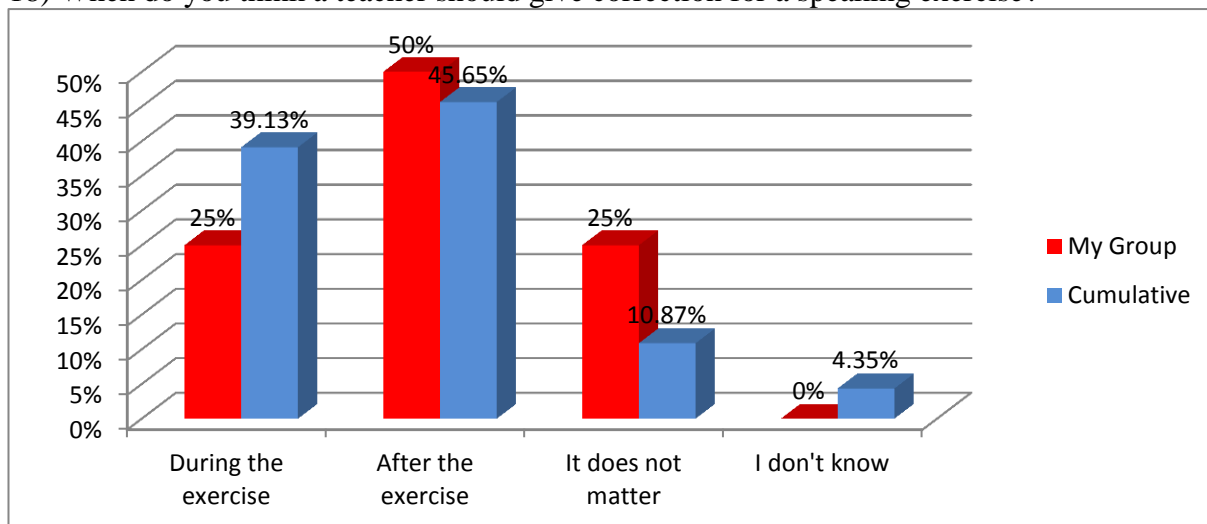
16) I make less when I speak to another student



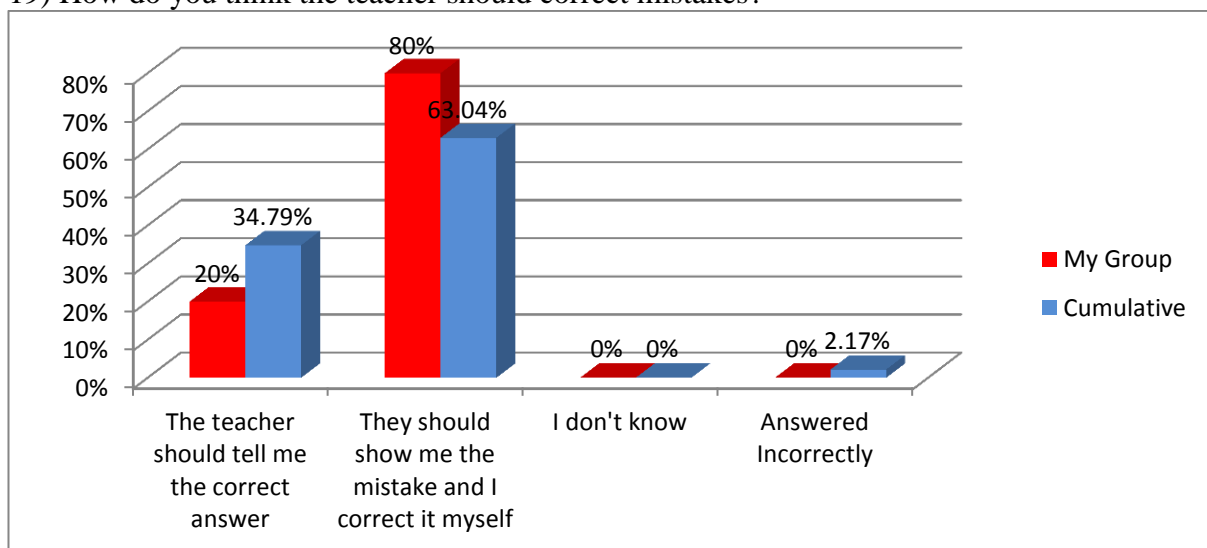
17) When you are talking to an English teacher, how often do you think they should correct your mistakes?



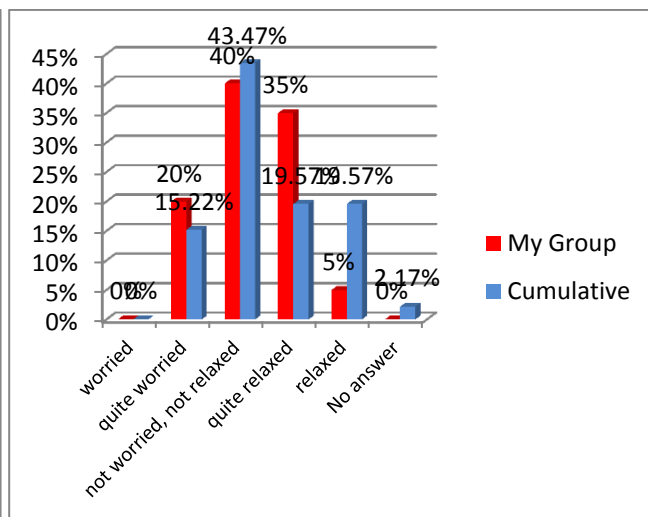
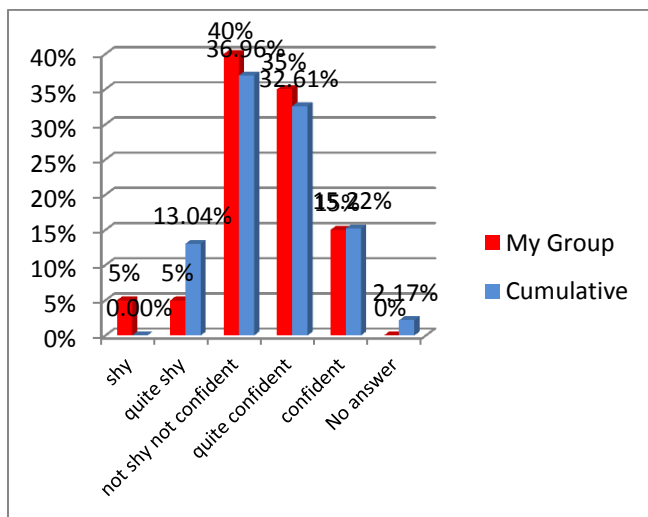
18) When do you think a teacher should give correction for a speaking exercise?



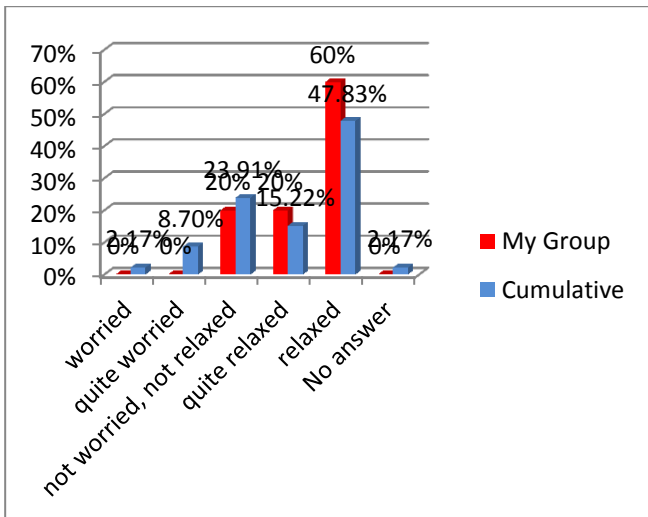
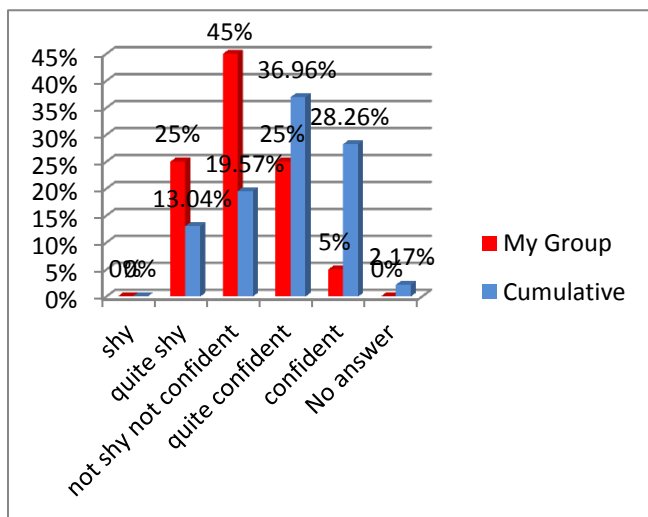
19) How do you think the teacher should correct mistakes?



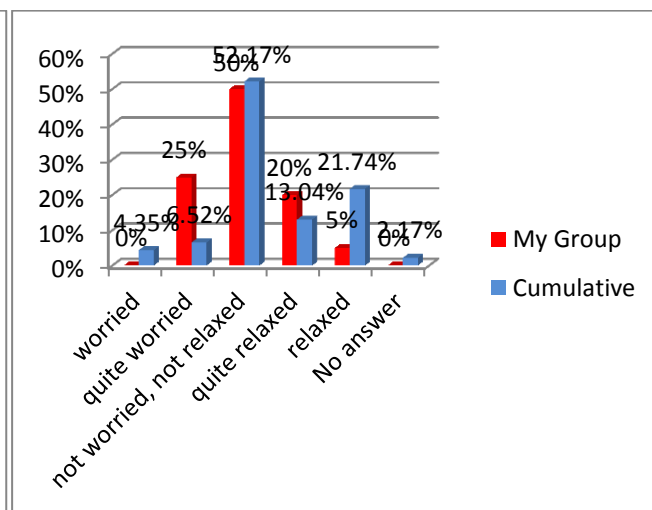
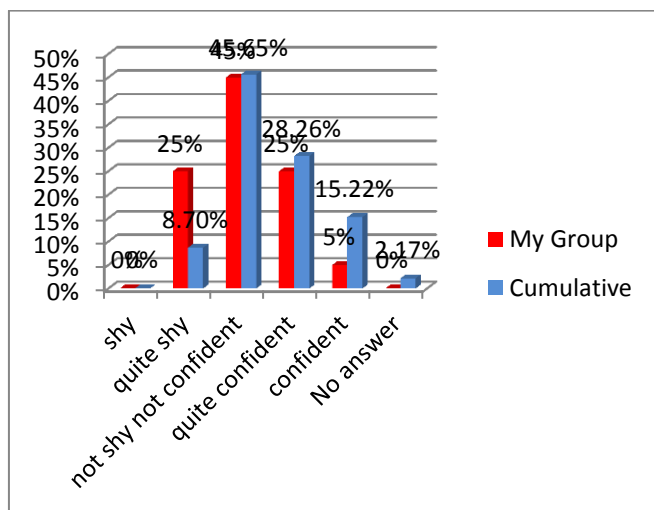
20 a & b) When you are doing a speaking activity with a teacher, how do you feel?



21 a and b) When you are doing a speaking activity with a student of the same nationality as you, how do you feel?



22 a and b) When you are doing a speaking activity with a students of a different nationality to you, how do you feel?




Copy of the Pretest

Present and past

Units 1–17, 110, Appendix 2


- 5 Put the verb into the correct form: past simple (I did), past continuous (I was doing), past perfect (I had done) or past perfect continuous (I had been doing).

1




Yesterday afternoon Sarah went (go) to the station to meet Paul. When she got (get) there, Paul was waiting (already / wait) for her. His train arrived (arrive) early.

2




When I got home, Bill was lying (lie) on the sofa. The television was on, but he wasn't watching (not / watch) it. He fell (fall) asleep and was snoring (snore) loudly. I turned (turn) the television off and just then he woke up (wake) up.

3



Last night I just went (just / go) to bed and was reading (read) a book when suddenly I heard (hear) a noise. I got (get) up to see what it was, but I didn't see (not / see) anything, so I went (go) back to bed.

4



Lisa had to go to New York last week, but she almost missed (miss) the plane. She was standing (stand) in the queue at the check-in desk when she suddenly realised (realise) that she had left (leave) her passport at home. Fortunately she lives near the airport, so she had time (have) to take a taxi home to get it. She got (get) back to the airport just in time for her flight.

5

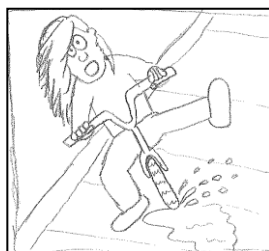
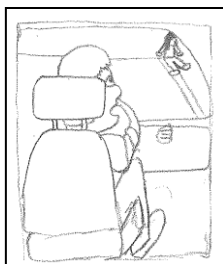


I met (meet) Peter and Lucy yesterday as I was walking (walk) through the park. They were (be) to the Sports Centre where they were playing (play) tennis. They were going (go) to a café and invited (invite) me to join them, but I had to (arrange) to meet another friend and didn't have (not / have) time.

(from *Murphy's Grammar in Use*, 2004: 304)

(Figure 5: Copy of Pretest)

Copy of the Posttest



Last week, Paul _____ (to drive) home from work when he _____ (to see) a girl sitting at the side of the road. He _____ (to stop) his car and _____ (to walk) over to talk to her. She _____ (to cry) and she _____ (to look) to be in a lot of pain. She _____ (to tell) him that she _____ (to ride) her bike but accidentally _____ (to slip) and _____ (to fall off) her bike. Paul _____ (to decide) that she _____ (to injure) her leg badly and telephoned 999 to ask for an ambulance.



When Sarah _____ (to arrive) home yesterday she _____ (to have) a horrible shock. She _____ (to shop) with her friends in town and went home because she _____ (to feel) tired. Unfortunately, when she _____ (to open) the door and _____ (to walk) into the living room, she _____ (to see) that the television _____ (to not be) there. She _____ (to think) that someone _____ (to steal) it. She _____ (to pick) up the telephone in order to call the police. However, while she _____ (to wait) for an answer, her husband _____ (to walk) in. When she _____ (to tell) him of the burglary, he explained that he _____ (to take) the television to be fixed because it _____ (to stop) working.



Last summer, Claire's friend Jenny _____ (to come) to visit. They _____ (to not see) each other for two years but Jenny _____ (to want) to see Claire to tell her about some good news. Claire _____ (to know) that Jenny _____ (to search) for a job and _____ (to assume) that she _____ (to find) a new job. However, when Claire _____ (to collect) Jenny from the airport, she saw that Jenny _____ (to stand) next to a man that she _____ (to not recognise). They _____ (to hold) hands. Jenny _____ (to give) Claire a big hug and then _____ (to explain) that the mystery man was in fact her fiancée. Jenny _____ (to come) to visit so that she could introduce Claire to the man she was going to marry.

(Figure 6: Copy of posttest)

Student pretest and posttest test data

Here are the pre and posttest results for each individual student:

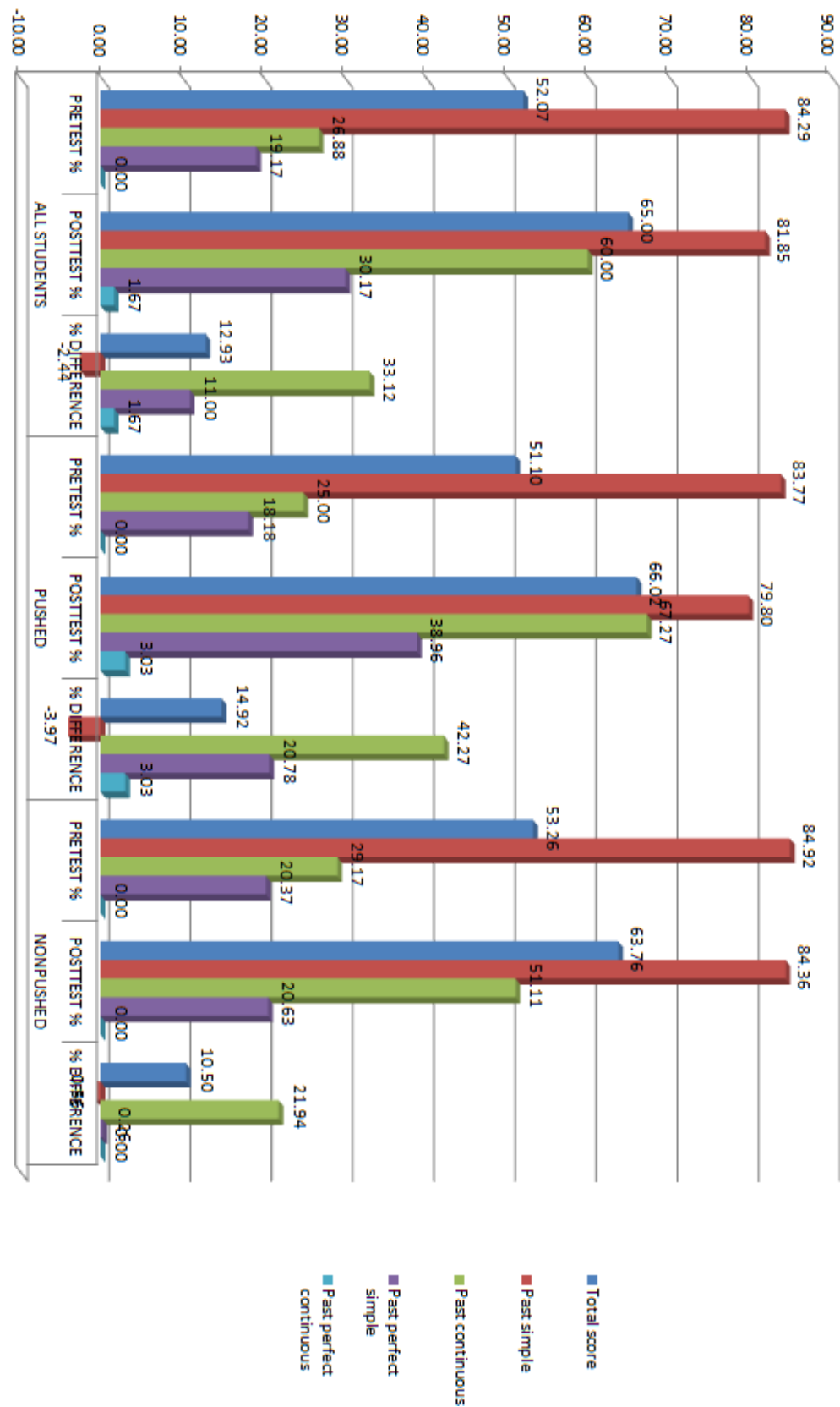
Student Code	Group	Pretest Total (29)	Pretest %	Posttest Total (42)	Posttest %	% Difference	Pretest Past Simple Total (14)	Pretest Past Simple %	Posttest Past Simple Total (27)	Posttest Past Simple %	Past Simple % Difference
6	Pushed	19	65.52	33	78.57	13.05	14	100.00	23	5.19	-14.81
7		9	31.03	25	59.52	28.49	7	50.00	17	62.96	12.96
8		14	48.28	29	69.05	20.77	12	85.71	22	81.48	-4.23
9		12	41.38	27	64.29	22.91	11	78.57	23	85.19	6.61
10		17	58.62	27	64.29	5.67	12	85.71	21	77.78	-7.94
11		16	55.17	33	78.57	23.40	12	85.71	26	96.30	10.58
17		12	41.38	24	57.14	15.76	10	71.43	17	62.96	-8.47
18		17	58.62	28	66.67	8.05	14	100.00	23	85.19	-14.81
19		12	41.38	31	73.81	32.43	12	85.71	26	96.30	10.58
20		16	55.17	26	61.90	6.73	12	85.71	21	77.78	-7.64
21		19	65.52	22	52.38	-13.14	13	92.86	18	66.67	-26.19
Average Pushed		14.82	51.10	27.73	66.02	14.92	11.73	83.77	21.55	79.80	-3.97
1	Non-Pushed	18	62.07	28	66.67	4.60	13	92.86	23	85.19	-7.67
2		19	65.52	28	66.67	1.15	13	92.86	23	85.19	-7.67
3		16	55.17	33	78.57	23.40	12	85.71	26	96.30	10.58
4		11	37.93	18	42.86	4.93	8	57.14	16	59.26	2.12
5		15	51.72	26	61.90	10.18	13	92.86	23	85.19	-7.67
12		14	48.28	28	66.67	18.39	13	92.86	25	92.59	-0.26
13		12	41.38	20	47.62	6.24	10	71.43	17	62.96	-8.47
14		16	55.17	27	64.29	9.11	12	85.71	25	92.59	6.88
15		18	62.07	33	78.57	16.50	13	92.86	27	100.00	7.14
Average Non-pushed		15.44	53.26	26.78	63.76	10.50	11.89	84.92	22.78	84.36	-0.56

Student Code	Group	Pretest Past Continuous Total (8)	Pretest Past Continuous %	Posttest Past Continuous Total (5)	Posttest Past Continuous %	Past Continuous %Difference	Pretest Past Perfect Simple Total (6)	Pretest Past Perfect Simple %	Posttest Past Perfect Simple Total (7)	Posttest Past Perfect Simple %	Past Perfect Simple % Difference
6	Pushed	4	50.00	5	100.00	50.00	1	16.67	4	57.14	40.48
7		2	25.00	5	100.00	75.00	0	0.00	3	42.86	42.86
8		1	12.50	3	60.00	47.50	1	16.67	4	57.14	40.48
9		1	12.50	3	60.00	47.50	0	0.00	1	14.29	14.29
10		2	25.00	5	100.00	75.00	3	50.00	1	14.29	-35.71
11		3	37.50	4	80.00	42.50	1	16.67	3	42.86	26.19
17		2	25.00	2	40.00	15.00	0	0.00	5	71.43	71.43
18		2	25.00	3	60.00	35	1	16.67	3	28.57	11.90
19		0	0.00	4	80.00	80.00	0	0.00	1	14.29	14.29
20		2	25.00	2	40.00	15.00	2	33.33	3	42.86	9.52
21		3	37.50	1	20.00	-17.50	3	50.00	3	42.86	-7.14
Average Pushed		2	25.00	3.36	67.27	42.27	1.09	18.18	2.73	38.96	20.78
1	Non-Pushed	3	37.50	3	60.00	22.50	2	33.33	2	28.57	-4.76
2		3	37.50	2	40.00	2.50	3	50.00	3	42.86	-7.14
3		4	50.00	4	80.00	30.00	0	0	3	42.86	42.86
4		2	25.00	2	40.00	15.00	1	16.67	0	0	-16.67
5		1	12.50	2	40.00	27.50	1	16.67	1	14.29	-2.38
12		1	12.50	1	20.00	7.50	0	0.00	2	28.57	28.57
13		2	25.00	3	60.00	35.00	0	0.00	0	0.00	0000
14		2	25.00	2	40.00	15.00	2	33.33	0	0.00	-33.33
15		3	37.50	4	80.00	42.50	2	33.33	2	28.57	-4.76
Average Non-pushed		2.33	29.17	2.56	51.11	21.94	1.22	20.37	1.44	20.63	0.26

Student Code	Group	Pretest Past Perfect Continuous Total (1)	Pretest Past Perfect Continuous %	Posttest Past Perfect Continuous Total (3)	Posttest Past Perfect Continuous %	Past Perfect Continuous % Difference
6	Pushed	0	0.00	1	33.33	33.33
7		0	0.00	0	0.00	0.00
8		0	0.00	0	0.00	0.00
9		0	0.00	0	0.00	0.00
10		0	0.00	0	0.00	0.00
11		0	0.00	0	0.00	0.00
17		0	0.00	0	0.00	0.00
18		0	0.00	0	0.00	0.00
19		0	0.00	0	0.00	0.00
20		0	0.00	0	0.00	0.00
21		0	0.00	0	0.00	0.00
Average Pushed			0.00	0.09	3.03	3.03
1	Non-Pushed	0	0.00	0	0.00	0.00
2		0	0.00	0	0.00	0.00
3		0	0.00	0	0.00	0.00
4		0	0.00	0	0.00	0.00
5		0	0.00	0	0.00	0.00
12		0	0.00	0	0.00	0.00
13		0	0.00	0	0.00	0.00
14		0	0.00	0	0.00	0.00
15		0	0.00	0	0.00	0.00
Average Non-pushed		0	0.00	0	0.00	0.00

(Table 22: Individual student past narrative test scores)

Visual representation of average percentage increases and decreases for pre and posttest data



(Figure 7: visual representation of average percentage test changes)

Copy of the storytelling task

This is a copy of the storyboard that was used in the storytelling task. As mentioned in the methodology section, the pictures were cut up and divided equally amongst the students. The students then had to describe what was on their picture and work together to put the story in the correct order.

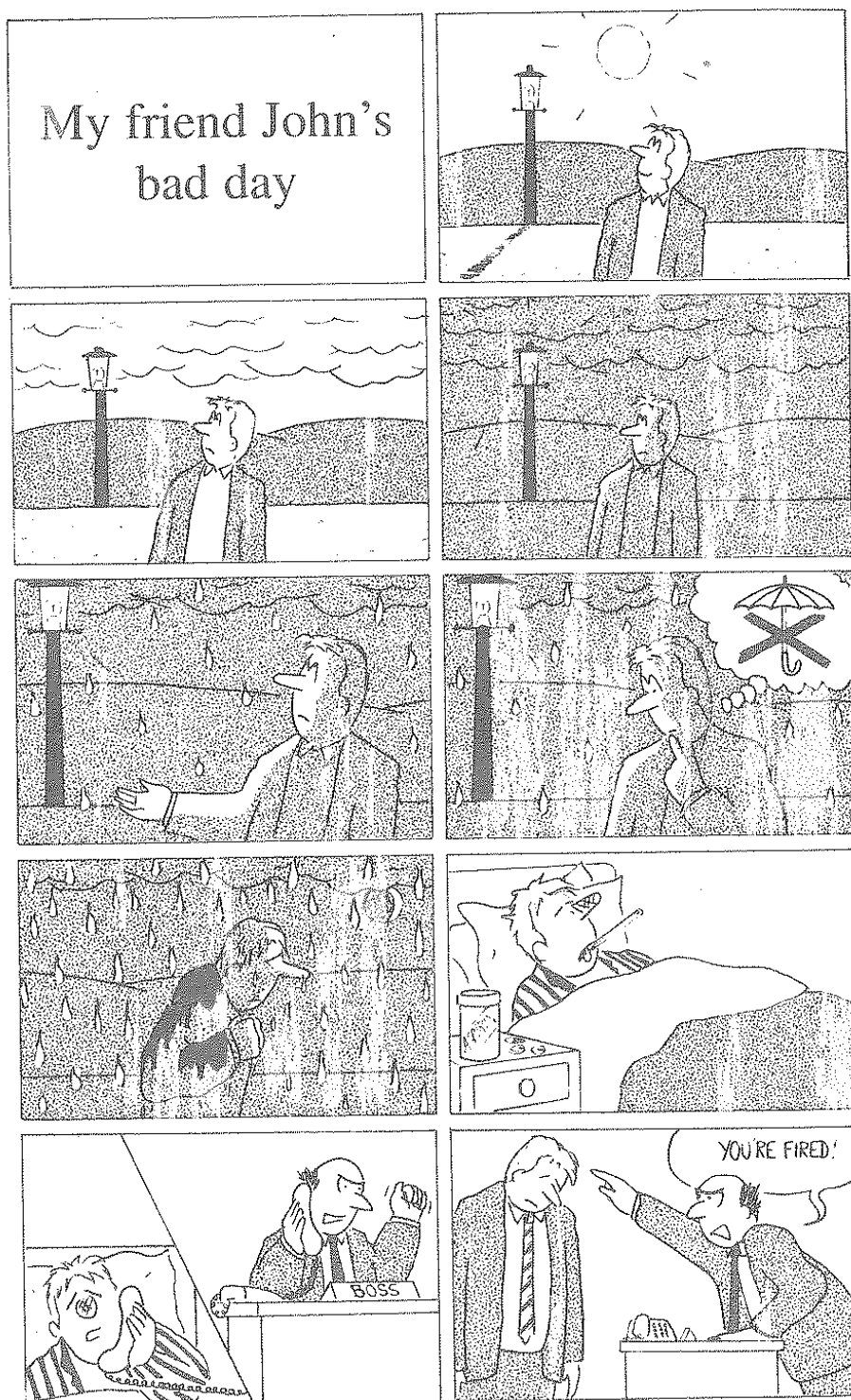


Figure 8: "John's Bad Day" (Lewis, 1997: 148)

LRE classification table

LRE Categories

- A. **Learner** initiated questioning of meaning of a linguistic term
- B. **Teacher** initiated questioning of meaning of a linguistic term
- C. **Learner** initiated questioning of the correctness of the spelling/pronunciation of a word
- D. **Teacher** initiated questioning of the correctness of the spelling/pronunciation of a word
- E. **Learner** initiated questioning of the correctness of a grammatical form
- F. **Teacher** initiated questioning of the correctness of a grammatical form
- G. **Learner** initiated correction of their own or another's usage of a word, form or structure
- H. **Teacher** initiated correction of their own or another's usage of a word, form or structure

Outcomes:

- 1 = Correctly Resolved
- 2 = Unresolved / Abandoned
- 3 = Incorrectly Resolved

GROUP NUMBER	STUDENT NUMBER	LRE TYPE (A-H)	SPEECH	OUTCOME NUMBER (1,2,3)
1	1	A	"the weather is" → "become cloudy"	1
		A	"He needs...[long pause]...break"	1
	2	A	"On his way to...[pause]...office"	1
		G	"He didn't bring" → "He didn't take"	1
		G	"He just wet...wet...walk in the rain"	3
		G	"He just sleeping" → "He slept"	3
	3	G	"John went to job...went to work"	1
		G	"In sun day" → "In sunny day"	3
		G	"Suddenly it rains" → "It began to rain"	1
	4	G	"Telled him" → "asked him"	1
	5	A	"It is...it is...[pause]...bad cold"	1
2	6	B	"is having a walk on the street"	2
		H	"it turns to cloudy" → "turned"	1
		H	"it rains" → "rained"	1
		G	"he want to ask for leave" → "he asked for leave"	3
		H	"His boss is quite angry" → "was"	1
	7	H	"He walk longing on the street" → "He walked"	1
		H	"Today is a fine day" → "was a fine day"	1
		G	"The temperature cha...had changed"	3
		H	"Because he forgot his umbrella" → "had forgotten"	1
		E	"He had to...[long pause]...running"	3
		H	"After a while, he got...he come...he came"	1
		H	"And he feeled" → "he was feeled"	3
		E	"He can't go"	3
		G	"He can't go" → "He can't went"	3
		H	"He can't went" → "He couldn't go went"	3
		G	"His boss calling" → "called"	1
		G	"He is on...he was on the bed"	1
		G	"He can't go" → "He couldn't go"	1

	8	G	"He couldn't go working" → "He couldn't went"	3
		B	"John feel very happy"	2
		C	"Then the weather change...changed"	1
		B	"The weather become dark"	2
		G	"He didn't come" → "He didn't take"	1
		A	"He feel very um...[pause]...cold in the rain"	1
		H	"He was feel very cold" → "He was very cold"	3
		G	"When he go" → "when he arrived"	1
		G	"Suddenly his boss make" → "Made"	1
		G	"Then he went to her boss" → "his"	1
		H	"He telled him" → "He said to him"	1
	9	H	"John has a beautiful day" → "had"	1
		A	"The sun is very...very charming"	1
		B	"The cloud is heavy"	2
		A	"Slowly the dark...became...became...er...sorry...the sky became darkly and darkly"	3
		G	"John found he go" → "he went"	1
		G	"But nobody care" → "nobody cared"	1
		G	"John feeled" → "John felt"	1
		H	"There is no John" → "There was no John"	1
		G	"Where he is" → "Where he was"	1
	10	H	"John is fired by boss" → "John was fired"	1
		H	"John walk outside" → "walking outside"	3
		G	"He forgot to take" → "Forgot to took an umbrella"	3
		A	"He was ... wetted"	3
		G	"His boss telled" → "told"	1
	11	G	"she" → "He was very sad"	1
		G	"it seemed it will" → "it seemed it would"	1
		F	"John found he forgot to take the umbrella"	2
		G	"he was" → "He had a headache"	1
3	12	A	"He come out to have his...come out to work"	1
		A	"He get a ... cold"	1
		G	"not happy" → "unhappy"	1
		G	"He come to the place...to the office"	1
	13	G	"It maybe clouder...[pause]...cloudy"	1
		A	"He just er...crossing raining"	3
	14	G	"He, his, he rem...he think he left"	3
	15	A	"He got...he got in the rain"	3
	16	A	"One day he had...[pause]...nice weather"	1
		G	"He feel" → "He worried about this weather"	1
		G	"Suddenly...[pause] ...The rain...[long pause]... suddenly the weather changed"	1
		G	"Maybe one hour ago" → "Maybe after one hour"	1
		G	"His boss say that" → "said that"	1
4	17	B	"He feel very happy"	2
		H	"When he go home" → "When he go to work" → "When he went to work"	1
		G	"The weather become" → "Became"	1
		B	"He worry about it"	2
		H	"Then the rain become very heavy" → "Became"	1

		A	“His hair and clothes...[pause]...are wet”	1
		H	“are wet” ... “they wetter”	3
		G	“When he go” → “When he went”	1
		G	“His boss...make a pho...ask...asked of him”	3
	18	H	“He go to his work” → “He go outside”	2
		B	“It go to dark”	2
		A	“Before he go back home”	1
		H	“When he go back home” → “When he go back to home”	2
		B	“He feel cold” → “He feel cold”	2
		G	“Then he said” → “Then he thought”	1
		H	“Then he take a phone call” → “took”	1
		H	“He telled his boss” → “He told his boss”	1
		G	“He felt” → “He thought”	1
	19	G	“This is” → “This was”	1
		H	“He is waiting” → “He was waiting”	1
		A	“And er...[long pause]...not cold”	1
		G	“Suddenly the weather is changing” → “was changing”	1
		H	“was changing” → “changed”	1
		G	“He hasn’t take” → “He hadn’t take”	3
		H	“hadn’t take” → “Hadn’t took” → “Hadn’t taken”	1
		E	“He had to...[long pause]...went home”	3
	20	G	“He had, had...could not”	1
		B	“There is a lot of cloud”	2
		H	“It looks like raining” → “It looked”	1
		G	“It will be” → “It would be raining”	1
		H	“He think” → “He thought”	1
	21	H	“He go to the home” → “He went home”	1
		B	“He is very happy to see the sunshine”	2
		H	“It getting cloudy” → “was getting”	1
		G	“The weather get” → “The weather was getting”	1
		A	“The shower, how do you say that?”	1
		G	“begin” → “started shower”	1
		H	“The raining getting heavily” → “was getting”	1
		G	“When he go, get, got, get, got home”	1
		G	“Another day” → “The day after that”	1

(Table 23: LRE classification table for individual students)

Copy of follow-up interview questions

Here are the questions which were used in the follow-up interview following the stimulated recall task:

Opening questions:

- So, can you tell me what you think about speaking exercises in English lessons?
- And what do you think about the speaking exercise we did in the class/previously?

More in-depth questions:

- Do you think that the speaking exercise was helpful to you? Why/Why not?
- Do you think you learnt anything from doing the speaking exercise? Why/why not?
- Did you try any grammar that you previously hadn't used before? Why/why not?
- Did you discover/find out any new language you previously did not know?
- How did you feel when you were telling me the story? Why?
- How do you think you would feel if you did this exercise with another student? Why?
- Was it easy for you to know when you had made a mistake? Why/Why not?
- Do you think the correction I gave was too much, too little, or the right amount? Why?
- Did you think it was useful when I corrected you? Why/why not?
- What are your thoughts about the group speaking task you did at the beginning?
- Do you think you learnt anything during the group task? What?
- What did you like the best about the group task? Why/why not?

Interview transcripts

GROUP 1 – Non-pushed

Student 1

SPEAKER	TRANSCRIPT
<i>Interviewer</i>	Can you tell me, what do you think about speaking exercises in English lessons?
<i>Student 1</i>	I think we need...we need we need break to speak and don't mind you make some mistake and teacher will tell you the right, the right thing and you can you can remember very well and don't make the mistake the next time
<i>Interviewer</i>	And what do you think about this speaking exercise that we did?
<i>Student 1</i>	I think it's very interesting and is effective for my speaking
<i>Interviewer</i>	Ok why do you think it's effective?
<i>Student 1</i>	Because I just...I just use my own words to describe this pictures and make them for...whole story so I need organise my vocabulary and structures
<i>Interviewer</i>	Ok
<i>Student 1</i>	Positive influence
<i>Interviewer</i>	Do you think that this speaking exercise was helpful?
<i>Student 1</i>	Yeah
<i>Interviewer</i>	Why?
<i>Student 1</i>	I just say
<i>Interviewer</i>	Yeah it's just what you've said, that's fine. Do you think you learnt anything from doing this speaking task?
<i>Student 1</i>	Yes...er...after I look this pictures I need think them in logic way and order them so it's very useful
<i>Interviewer</i>	Ok, that's great. Did you try any grammar that you hadn't previously used before
<i>Student 1</i>	No
<i>Interviewer</i>	No, ok. Did you discover any new language that you hadn't used?
<i>Student 1</i>	No
<i>Interviewer</i>	That's fine. And how did you feel when you were telling me this story?
<i>Student 1</i>	Er...I feel good and sometime I can't think about the details about the story er...so I need organise them in short time so it's very hard and I can take some advantage from it
<i>Interviewer</i>	How do you think you would feel if you did this speaking activity with another student, so not a teacher?
<i>Student 1</i>	I think will be...it think it's...the same as I speak to you because you you look like not very serious
<i>Interviewer</i>	Right ok [laughs] was it easy for you to know when you had made a mistake?
<i>Student 1</i>	Er...I want change it immediately
<i>Interviewer</i>	Ok, but was it easy for you to understand when you had made a mistake?
<i>Student 1</i>	Yes
<i>Interviewer</i>	And why?
<i>Student 1</i>	Because some word is get out from your mind and at that same time you think it in your mind, sometime you can find some mistake
<i>Interviewer</i>	Do you think that the correction I gave was too much, too little or the right amount?
<i>Student 1</i>	Correction
<i>Interviewer</i>	Yeah.
<i>Student 1</i>	You changed my words?
<i>Interviewer</i>	Correction is when I change your words or I tell you you've made a mistake. So do you think I corrected you too much, too little or the right amount?
<i>Student 1</i>	Too little

Interviewer	Why?
Student 1	Maybe because this story is not just one answer maybe you can say many different situation
Interviewer	Yeah. Ok. Erm, do you think it is useful, in general, when teachers correct students' when they speak?
Student 1	Very useful
Interviewer	Why?
Student 1	Because teacher this...this job is just to tell people how to do the thing, it's the right way and let them know the mistake and give the children knowledges
Interviewer	Ok, yeah. Do you think this task would have been better or worse with correction?
Student 1	Better
Interviewer	And why?
Student 1	Because I think you tell a story to another one. If somebody give you the feedback, you will improve yourself so you can get some useful information or his ideas
Interviewer	Yeah, great. What are you thoughts about the group task you did at the beginning?
Student 1	I think group task is very useful also. It can make us have some teamwork spirit and may made someone leadership and you need cooperate with each other and get a contribution
Interviewer	Do you think you learnt anything from the group task at the beginning?
Student 1	I think at the beginning...we just find the the start picture and then is it's very easy
Interviewer	Yeah, ok. What did you like best about the group task?
Student 1	The teamwork. We cooperate each other and get the correct order
Interviewer	And what did you like the least about the group task? So not the best thing, what was the worst thing?
Student 1	I think everything is good.
Interviewer	Yeah that's fine. Thank you.

Student 2

SPEAKER	TRANSCRIPT
Interviewer	Can you tell me what you think about speaking exercises in English lessons?
Student 2	Erm...Usually as a second language you usually don't know the things is right or wrong so usually is I'm a little nervous about this
Interviewer	Ok, and what do you think about this speaking exercise?
Student 2	It's interesting because it very er...interesting story so just not like other some academic things so it we can understand it well
Interviewer	Yeah, great. Do you think this speaking exercise was helpful for you?
Student 2	Yeah, because it can improve me about erm...my...thinking at a short time and talk about this in a short time
Interviewer	And do you think you learnt anything from doing this speaking exercise?
Student 2	I think I should use the...use English er...more times than usual because er when talk with others it, my English is really not very good
Interviewer	Did you try any grammar that you previously hadn't used?
Student 2	Maybe I have used many wrong grammars
Interviewer	Ok
Student 2	Because it is past but I when I talking about this I usually use some just a sleeping I changed the weather to go
Interviewer	Did you discover any new language in this task? So anything you didn't know before.
Student 2	Er...no
Interviewer	That's fine. How did you feel when you were telling me the story?
Student 2	At the beginning of the task I feel very nervous and then at at later, I feel more

	comfortable
Interviewer	Ok and why did you feel nervous at the beginning?
Student 2	Erm...because there's video and mp3 and maybe like many people look at me
Interviewer	Ah ok, I understand. How do you think you would feel if you did this speaking exercise with another student, not a teacher?
Student 2	More comfortable
Interviewer	Ok why?
Student 2	Because we all students maybe our language are similar we don't always think too much about our words our...language and [inaudible]
Interviewer	Was it easy for you to know when you had made a mistake?
Student 2	mmm...very happy because it's useful to protect me
Interviewer	Ok but was it easy for you to understand <i>when</i> you had made a mistake?
Student 2	When I thinking all I was always er thinking in my mind
Interviewer	Ok, yeah that's fine. Do you think the correction I gave was too much, too little or the right amount?
Student 2	The right amount
Interviewer	The right amount. Why?
Student 2	Always we we don't know how to explain it and you give me a little idea and sometimes you look at me, seems like you give me you encourage me
Interviewer	Do you think it's useful when teachers correct students when they are speaking?
Student 2	Er...yes because we when we talking with teachers we are thinking if the teacher correct us, we can remember it very er...read in my mind not just like usual I will forget it
Interviewer	Right ok, do you think this task could be made better or worse with correction?
Student 2	Better
Interviewer	Why?
Student 2	If all correct it and I have no other mistake I have made and after this I will think about this and then I will make it better
Interviewer	What are your thoughts about the group task we did at the beginning?
Student 2	At the beginning? Maybe we are all friends in the class so so usually we just see some words over it we can understand them well so it's very easy
Interviewer	And do you think you learnt anything from the group task at the beginning?
Student 2	Yes just like the words 'you're fired' at the beginning of it some of us maybe a mistake thinking it's his friend and some some student said ah this person says you're fired and we understand you're fired
Interviewer	What did you like the best from the group task?
Student 2	We can help each other well because just I like I had said we maybe this it just friend but it make me confused so why he will shouted at his friend it [inaudible] and we can know it is after this one [points to a picture]
Interviewer	Yeah ok. Erm, what did you like the least about the group activity?
Student 2	Least?
Interviewer	Yeah so not the best thing, the worst thing.
Student 2	The worst thing is maybe someone can't explain his picture well so at the beginning we order this picture, we have some mistakes
Interviewer	That's brilliant. Thank you very much.

Student 3

SPEAKER	TRANSCRIPT
Interviewer	Can you tell me what do you think about speaking exercises in English lessons?
Student 3	Erm...it's very important er...we have to keep practising so we can get the improve

Interviewer	Ok and what do you think about this speaking exercise?
Student 3	Erm...it's good
Interviewer	Yeah. Do you think this speaking exercise was helpful for you?
Student 3	Yeah, erm...because er the video watch the video I can hear what I what I was saying in that time
Interviewer	Ok
Student 3	And find my mistakes and to correct them in the future
Interviewer	And do you think the storytelling exercise was helpful for you?
Student 3	Yeah
Interviewer	Ok, why?
Student 3	...because erm...the story is also practice. Like with the thinking and with the speaking
Interviewer	Do you think you learnt anything from doing this storytelling exercise?
Student 3	Erm I think I should improve my speaking
Interviewer	Ok and did you try any grammar that you previously hadn't used before?
Student 3	No
Interviewer	No ok. Erm...did you find out any new language from doing this exercise?
Student 3	No
Interviewer	How did you feel when you were telling me this story?
Student 3	Er...I feel not confident about what I'm saying
Interviewer	Ok and why did you feel not confident
Student 3	Because I got confused. I thought it was his friend so I don't know why why he...I'm just not very sure
Interviewer	You're not sure about the story
Student 3	Yeah.
Interviewer	How do you think you would feel if you did this exercise with another student, so not a teacher?
Student 3	Maybe that would be informal...maybe I'm...I would not very hard
Interviewer	Not hard ok. Right, was it easy for you to know when you had made a mistake?
Student 3	I...I think I thought I I was silly because it's fired. If I recognised the fired word at first time, I will change my idea about this story.
Interviewer	But was it easy for you during the whole story, was it easy for you to understand when you had made a mistake?
Student 3	Yeah
Interviewer	Why was it easy?
Student 3	Because if...the boss said you are fired so the whole story is clear.
Interviewer	Do you think it is useful when teachers correct students when they are speaking?
Student 3	Maybe
Interviewer	Maybe. Can you explain?
Student 3	Sometimes...if teachers correct students mistakes when the student saying something, it's not ...sometimes it's not very useful but it depends. Sometimes, it's useful
Interviewer	When do you think it is useful?
Student 3	Maybe in...in...maybe just chatting or not very formal
Interviewer	Ok and when do you think it isn't useful?
Student 3	In the public I guess
Interviewer	Do you think the storytelling exercise could have been made better or worse with correction? So correction from me.
Student 3	Better
Interviewer	Better? Why do you think that?
Student 3	Because you needed to know your mistakes and correct
Interviewer	Do you think the correction I gave was too much, too little or the right amount?
Student 3	Ok

Interviewer	It's ok. Why do you think it's ok?
Student 3	Erm...jus...it's ok
Interviewer	Fine. Don't worry. What are thought about the group speaking task at the beginning?
Student 3	Erm...it's er...it's good
Interviewer	Why do you think it's good?
Student 3	Everybody talks and shares opinions
Interviewer	Do you think you learnt anything from the group task?
Student 3	Yes...you you will learn something useful information from others students
Interviewer	What do you think is the best thing about the group task?
Student 3	Maybe...speaking practice and share opinions
Interviewer	And what do you think was the worst thing about the group task?
Student 3	Sometimes some students would not pay attention to that. Maybe use our own language to explain something
Interviewer	Do you mean Chinese?
Student 3	Yeah
Interviewer	Right ok. Thank you very much for that.

Student 4

SPEAKER	TRANSCRIPT
Interviewer	What do you think about speaking exercises in English lessons?
Student 4	Speaking lessons, erm...just depends on your ability
Interviewer	Ok
Student 4	Er...so...you need to improve your skills just for the teacher
Interviewer	To the teacher?
Student 4	Yeah
Interviewer	Ok what do you think about this storytelling exercise we did?
Student 4	It's very interesting I think. Erm...
Interviewer	Yeah that's fine so you thought it was interesting. Do you think the story telling exercise was useful for you?
Student 4	Very helpful.
Interviewer	Why did you think it was helpful?
Student 4	Because you can check your vocabulary that enough or not or your times right or wrong
Interviewer	Your times
Student 4	Yeah
Interviewer	Do you think you learnt anything from doing this task?
Student 4	Erm...just practice for myself
Interviewer	Did you try any grammar that you previously hadn't used?
Student 4	Try grammar?
Interviewer	Did you use any grammar that you hadn't used before when you were telling the story?
Student 4	[inaudible]
Interviewer	That's fine. Did you find out any new language which you didn't know?
Student 4	New language?
Interviewer	Yeah
Student 4	You make some sentences
Interviewer	So...let me think...did you learn any new vocabulary or any new grammar from doing this exercise?
Student 4	No
Interviewer	How did you feel when you were telling me this story?
Student 4	At the beginning I felt relaxed but at that moment, to see the video suddenly make me so nervous so I forget anything

Interviewer	You forgot everything. So that was the beginning, how about the end?
Student 4	It's ending
Interviewer	You thought 'yes it's ending'
Student 4	Yes
Interviewer	How would you feel if you did this exercise with another student, so not a teacher?
Student 4	Also...also relaxed because...because we are all the Chinese so we can't get any nervous
Interviewer	Was it easy for you to know when you had made a mistake? So when telling the story, was it easy for you to understand when you had made a mistake?
Student 4	Erm...sorry
Interviewer	So did you know when you made a mistake, when you were telling the story?
Student 4	Ah, I felt I feel very hot so I know I made a mistake
Interviewer	So do you think the correction I gave was too much, too little or the right amount?
Student 4	The right amount
Interviewer	Why did you think it was the right amount?
Student 4	mmm...just a feeling
Interviewer	Do you think it's useful when a teacher gives students correction during speaking exercises?
Student 4	Yes
Interviewer	Why do you think it's useful?
Student 4	Er...it's helpful to us in real life
Interviewer	Do you think that this task could have been made better or worse with correction from me?
Student 4	Maybe better
Interviewer	Maybe better. Why do you think it could be maybe better?
Student 4	Can know where the student have to make a mistake, where's the mistake he make
Interviewer	What did you think about the group task at the beginning?
Student 4	Group task?
Interviewer	Yeah so what were your thoughts about the group task?
Student 4	At the beginning I think that they didn't know how to organise pictures and how to organise the language
Interviewer	Do you think you learnt anything from the group task?
Student 4	A little bit
Interviewer	A little bit. What do you think you learnt?
Student 4	I learnt how to...how to work together. Make some explains. That sort of thing
Interviewer	What did you like the best about the group activity?
Student 4	Er...I think the story funny so make us relaxed to do this work
Interviewer	Yeah, great. And what did you like the worst? What did you like the least?
Student 4	The least? The worst?
Interviewer	Yeah so you told me the best thing was it was a funny story, what was the worst thing from the group task?
Student 4	I think I just a little bit quiet...and no exciting
Interviewer	Yeah, that's great. Thank you.

Student 5

SPEAKER	TRANSCRIPT
Interviewer	Can you tell me what do you think about speaking exercise in English lessons?
Student 5	I think it's very important to improve my speaking skills and it's necessary
Interviewer	It's necessary?
Student 5	Yeah because it's the best chance to communicate with the teacher and find your weak

	weaknesses to improve
Interviewer	And what do you think about this speaking exercise we did?
Student 5	Pardon?
Interviewer	What do you think about this speaking exercise we did? The story telling exercise
Student 5	mmm...I think it's this is easier than some other [inaudible] do this before
Interviewer	So you think it's easier. Do you think this speaking exercise was helpful for you
Student 5	Yeah, every exercise is helpful for me
Interviewer	And do you think you learnt anything from doing this storytelling task
Student 5	Yes
Interviewer	What do you think you learnt?
Student 5	I've learnt to see the picture and put the right order and communicate and cooperative with my classmates. Yeah, it's good.
Interviewer	Ok, did you try any grammar that you hadn't previously used?
Student 5	I think grammar's a problem
Interviewer	You think grammar's a problem, ok but did you use any grammar you hadn't used before
Student 5	No
Interviewer	Ok, did you find out any new language?
Student 5	No, just practise my speaking
Interviewer	How did you feel when you were telling me the story?
Student 5	I feel I do my best to to tell me to tell you what happened story
Interviewer	Yeah and how do you think you would feel if you did this exercise with another student, so not a teacher?
Student 5	Mmm?
Interviewer	How do you think you would feel doing this exercise with another student, not a teacher?
Student 5	Feel more relaxed
Interviewer	Why would you feel more relaxed?
Student 5	Because with classmates we know each other and we communicate more, more than teacher you know so he feel more more relaxed
Interviewer	Was it easy for you to know when you had made a mistake?
Student 5	Huh?
Interviewer	Was it easy for you to understand when you had made a mistake?
Student 5	Er...feeling, I had just
Interviewer	You had a feeling?
Student 5	Yeah feeling so if if I feel it's not...[long pause]
Interviewer	Correct?
Student 5	Not like correct sentence it's not feeling not good so I just try to correct it
Interviewer	Right. Do you think it's useful for teachers to correct students when they are speaking?
Student 5	Yeah
Interviewer	Why?
Student 5	Yeah because some mistakes I couldn't feel it it is wrong so that when teacher correct it and I can remember it can to avoid it next time
Interviewer	And do you think this task could be made better or worse with correction from me?
Student 5	Better
Interviewer	Better, why do you think it could be better?
Student 5	Because ...don't know why
Interviewer	Yeah that's fine. If you don't know what to say, that's fine, don't worry. Do you think the correction I gave in the storytelling task was too much, too little, or the right amount?
Student 5	Normal

Interviewer	Normal. Why do you think it was normal?
Student 5	I think too much is not good, not good too little is also not good because...when I tell the story to you, to correct too much it makes interrupts me and to stop me what I thinking and too little, I couldn't find my mistakes so normal is good
Interviewer	And in this task you thought the correction was normal?
Student 5	Yes
Interviewer	And what do you think about the group task we did at the beginning?
Student 5	Yes good too
Interviewer	Good. Ok, and do you think you learnt anything from the group task?
Student 5	Not too much but it's...not too much
Interviewer	And what did you like the best about the group task?
Student 5	We can communicate with each other
Interviewer	And what did you like the least from the group task?
Student 5	Least...we have...we...try to correct other
Interviewer	Say that again
Student 5	So we work together and get good result
Interviewer	Get a good result. But what was the worst thing? not what you liked the best, the worst thing
Student 5	Because each one the thinking is different so may...so maybe we have some not agree with each other. Maybe have many ideas don't know which is wrong which is the correct. It's hard to choose.
Interviewer	Thank you very much for that.

GROUP 2 –Pushed

Student 6

SPEAKER	TRANSCRIPT
Interviewer	So, can you tell me what do you think about speaking tasks in English lessons?
Student 6	For us?
Interviewer	Yeah
Student 6	It's not so lively
Interviewer	Not so lively? What do you mean?
Student 6	Just not everyone showing their opinions
Interviewer	Yeah ok
Student 6	So if, someone should lead them if they have erm not thinking
Interviewer	So what do you think about the speaking exercise we did today?
Student 6	This one of group work
Interviewer	Either, you choose
Student 6	What?
Interviewer	Er both. So what did you think about the group task and this task?
Student 6	Er...i need question
Interviewer	Yeah. So what do you think about the speaking exercise we did here? what do you think about this one?
Student 6	It's quite good.
Interviewer	Ok. Do you think that this speaking exercise was helpful to you?
Student 6	Yeah sure
Interviewer	Why?
Student 6	People can share their ideas and maybe others their additional opinion will involve will have great impact on myself
Interviewer	Great. And do you think learnt anything from doing this speaking activity?

Student 6	Yes
Interviewer	What did you learn?
Student 6	Tense
Interviewer	You learnt the tense. Which tense do you think I focussed on?
Student 6	Past simple tense
Interviewer	Past simple tense yeah. Did you try any grammar that you previously hadn't used before?
Student 6	Mmm, not grammar but cats and dogs, a friend of mine, something like that
Interviewer	What, they were new? Were they new words?
Student 6	What?
Interviewer	Were they words you'd never used before?
Student 6	Yes but hardly
Interviewer	Right ok. Did you find out any new language which you didn't know before doing this activity?
Student 6	No
Interviewer	No ok, and how did you feel when you were telling me this story?
Student 6	It feel easy I mean not very nervous
Interviewer	You weren't very nervous? Ok. Why weren't you very nervous?
Student 6	I'm not afraid I'll make something wrong
Interviewer	And how do you think you would feel if you did this exercise with another student, not a teacher?
Student 6	Almost the same
Interviewer	Almost the same. Why?
Student 6	No why, just very easy
Interviewer	Very easy, ok. Was it easy for you to know when you had made a mistake?
Student 6	No but but you point, you pointed it out
Interviewer	Ok and was it easy when I pointed it out?
Student 6	Yeah, I'll check my sentence and make it correct
Interviewer	Right ok. And do you think the correction I gave was too much, too little or the right amount?
Student 6	It right amount
Interviewer	Ok, why do you think it was the right amount?
Student 6	You needn't point all the mistakes, I will make it correct
Interviewer	Yeah great. Do you think it was useful when I corrected you?
Student 6	Yeah
Interviewer	Yeah? Why?
Student 6	Because there's mistake
Interviewer	Ok yeah and what are your thoughts about the group speaking activity we did at the beginning? So what did you think about it?
Student 6	Just not so lively
Interviewer	Not so lively, ok why?
Student 6	Perhaps they're shy
Interviewer	Perhaps the other students were shy? Is that what you mean?
Student 6	Yeah
Interviewer	Do you think you learnt anything in the group task?
Student 6	Yes
Interviewer	What did you learn?
Student 6	I just said, the share of opinion
Interviewer	And what did you like the best about the group task?
Student 6	Like the best...
Interviewer	Was there anything you liked the best?

Student 6	The atmosphere
Interviewer	Ok why did you like the atmosphere?
Student 6	It [inaudible]
Interviewer	Was there anything you didn't like in the group task?
Student 6	Someone will keep their opinions
Interviewer	What, another student?
Student 6	Yeah

Student 7

SPEAKER	TRANSCRIPT
Interviewer	So, first of all can you tell me what you think about speaking tasks in English lessons?
Student 7	I think is is very important for us especially for our erm foreign students er speaking tests or make the presentations and lessons is benefit for us we can improve more in less time
Interviewer	And what did you think about this speaking task we did today?
Student 7	Er good. I think we should pra..we should make more and more presentation like this in the future.
Interviewer	Right ok. Do you think this speaking exercise was helpful for you?
Student 7	Yeah yes. It is very helpful absolutely.
Interviewer	And why?
Student 7	Erm, as foreign students in the UK I should communication with each other only just only using English. So when we study in our lesson to more practise this to using English I think is is a good way for us to practise.
Interviewer	And do you think you learnt anything from doing this exercise?
Student 7	I learnt when I described positive things I should using the right or good or correct tense when I speak it, when I describe it.
Interviewer	And did you try any grammar that you previously hadn't used before?
Student 7	No, no I used it before
Interviewer	Ok. And did you find out any new language you did not know in this activity?
Student 7	No, no. All the words I know it before
Interviewer	And how did you feel when you were telling me the story?
Student 7	When I told you this story, erm, I'm feeling well I'm feeling I'm not hesitate but I just worry about myself about how to say the correct or full sentences by myself.
Interviewer	And how do you think you would feel if you did this exercise with another student, not a teacher?
Student 7	Yeah other students did well or accents compare with me er...er...I think that my shortage my shortage is the grammar
Interviewer	Right ok and was it easy for you to know when you had made a mistake? So was it easy for you to understand when you made a mistake?
Student 7	When I describe it, I find it easy erm yeah I find I should change it
Interviewer	Ok and do you think the correction I gave was too much, too little or the right amount?
Student 7	It's right amount. Yeah it's good it fit us
Interviewer	And why do you think it was the right amount?
Student 7	Because these pictures is not difficult for us because we all college students we should achieve this goal to describe it and using the correct vocabulary and grammar.
Interviewer	Do you think it was useful when I corrected you?
Student 7	Yeah yeah absolutely definitely
Interviewer	And why?
Student 7	English, learning English just when we used to speak to communicate with each other with foreign friends to make them know what we think at that time, so I think this is

	communication this is activity this is opportunity to improve us
Interviewer	And what are your thoughts about the group speaking task you did at the beginning?
Student 7	Sorry?
Interviewer	What are your thoughts about the group speaking task you did at the beginning?
Student 7	I think there is a good chance, we have er sorry [mobile rings] I think our students as a group to make activity to speak English erm...it's wonderful way to practise. You know on the class or in a lesson we just using these activities to practise it we can't go outside we can't play games because the space just in the class.
Interviewer	Right, and do you think you learnt anything during the group task?
Student 7	In the last term we had lots of group activities. We can talk to each other we can change idea when we doing the activity we can learn from each other
Interviewer	And what did you like best about the group task?
Student 7	Yeah, I think the best is when we are talking, talking to just focus one title or one partment focus a part, we can talk to each other and we change the idea. This is important
Interviewer	And what do you think was the, well, the worst thing about the group activity?
Student 7	The worst things, you know a lot of Chinese students as a group when we doing activity, erm... some people will be shy. They don't know how to describe it, they think they can't describe it, but they can't spoke, they can't speak smoothly or they can't speak full sentences.

Student 8

SPEAKER	TRANSCRIPT
Interviewer	So, can you tell me what you think about speaking tasks in English lessons?
Student 8	Speaking tasks?
Interviewer	Yeah speaking task. So what do you think of speaking tasks in English lessons?
Student 8	Yeah I think speaking tasks is very important in speaking class. Yeah, I think Chinese students also...er...maybe they don't good at speaking or even take more practise in class with the teacher and our students
Interviewer	And what do you think about the speaking exercise we did in the class?
Student 8	Yeah I think this is good way for one-to-one speaking.
Interviewer	And why?
Student 8	If I said, if I said something wrong, you can correct me immediately and I will change it.
Interviewer	Do you think that the speaking exercise was helpful to you?
Student 8	Helpful?
Interviewer	Yeah, so was it helpful, was it useful to you?
Student 8	Yes I think so.
Interviewer	And why?
Student 8	I think it's a good opportunity for me to practise. In my life, I live with four Chinese students, I don't have more time to say English with people with English people so I think it's useful for me.
Interviewer	And do you think you learnt anything from doing this exercise?
Student 8	Yes er...mmm...
Interviewer	What did you learn?
Student 8	I learnt when I...when I going to describe a story, I should, I should notice the tense, the verb and I should notice the teacher.
Interviewer	Ok. And did you try any grammar that you previously hadn't used before?
Student 8	Mmm...I think so. I use some phrase verbs mmm. for example, as time goes on because the picture is changing so I used some phrase verb.

Interviewer	Ok great. And did you find out any new language you previously did not know?
Student 8	New language?
Interviewer	Yeah, did you find any new language when you were telling the story?
Student 8	New language? Mmm. I don't think so.
Interviewer	How did you feel when you were telling me the story?
Student 8	Maybe I feel a little nervous because it's first time I do this like this.
Interviewer	How do you think you would feel if you did this exercise with another student, not a teacher, with another student?
Student 8	If I do it with any other students then maybe I will laugh, smile and feel very relaxed and maybe say something more.
Interviewer	Was it easy for you to know when you had made a mistake?
Student 8	Yes. If you spoke...if you asked me a question I think er...i must make a mistake so i needed to correct it.
Interviewer	And do you think the correction I gave was too much, too little, or the right amount?
Student 8	I think...too much
Interviewer	Ok, why too much?
Student 8	er because if the past time er...in our daily life when we often use the present verb or begin to use more past tense so I used to use...I'm used to use the present tense.
Interviewer	And what are your thoughts about the group speaking task you did at the beginning? What do you think about the group activity you did at the beginning?
Student 8	Yeah the group...the group practice speaking. i think it's a good way. Everyone will can share their pictures and through our discuss and we will make pictures in correct order and then everyone will can make own idea and make story become full story.
Interviewer	And do you think you learnt anything during the group task?
Student 8	Yeah I think so because...because someone think er...maybe think one picture should become the first picture but someone thought it should be the last. Everyone had their different idea so we we need to discuss and er...mmm...discuss it and make the same opinion.
Interviewer	Yeah, great. What did you like the best about the group task?
Student 8	Yeah the group group speaking time ...I can learn many ideas because everyone has their own idea so one people just one has just one idea so I can learn six people, six ideas.
Interviewer	What did you like the least about the group task?
Student 8	The least?
Interviewer	Yeah, what did you not like? What did you like the most, what did you like the least?
Student 8	Least? Er...mmm...I think maybe it will spent more time to finish it. If I do it myself I can finish it in maybe one minute.

Student 9

SPEAKER	TRANSCRIPT
Interviewer	So, can you tell me what do you think about speaking exercises in English lessons?
Student 9	We must speak clearly er we must notice pronounce and er...give us confidence erm...the speaking must have logic.
Interviewer	Right ok, and what do you think about this speaking exercise that we did?
Student 9	Mmm...you mean about me?
Interviewer	Yeah, yeah so what do you think about this exercise, not general lessons, about this activity?
Student 9	I think er nervous and not clearly er...hesitate
Interviewer	Hesitate?
Student 9	Yeah and grammar

Interviewer	Ok, so do you think that this exercise was helpful to you?
Student 9	Yeah
Interviewer	Why?
Student 9	Yeah because I can find my I can find my mistakes in speaking clearly from the video.
Interviewer	Right and do you think you learnt anything from doing this speaking exercise?
Student 9	Yeah
Interviewer	Ok, what do you think you learned?
Student 9	Speaking task,task...I must give myself confidence.
Interviewer	Ok. Did you try any grammar here that you hadn't previously used before?
Student 9	About the times and the passive
Interviewer	The passive?
Student 9	Yeah
Interviewer	So you hadn't used them before?
Student 9	No no no, I used them before but normally I'm not notice the time. It's a big problem.
Interviewer	When you're speaking?
Student 9	Yeah
Interviewer	Did you discover any new language from doing this activity?
Student 9	No.
Interviewer	How did you feel when you were telling me the story?
Student 9	Erm...a little nervous
Interviewer	Ok and why?
Student 9	because you know the video is here.
Interviewer	Is that the only reason?
Student 9	Yeah
Interviewer	How do you think you would feel if you did this exercise with another student not a teacher?
Student 9	I think it's same. I think of you like my friend.
Interviewer	Right ok [laughs]. Also, was it easy for you to know when you had made a mistake?
Student 9	Yes
Interviewer	Why?
Student 9	...because because you tell me and I remember some things so when I make a mistake I can change it.
Interviewer	Great and do you think the correction I gave was too much, too little, or the right amount?
Student 9	Right amount.
Interviewer	Why do you think it was the right amount?
Student 9	I don't know
Interviewer	Did you think it was useful when I corrected you?
Student 9	Yes
Interviewer	Why?
Student 9	I can notice notice when I speaking in life speaking to other people in Preston or in the UK
Interviewer	And erm what are your thoughts about the group activity we did at the beginning?
Student 9	It's good.
Interviewer	Why?
Student 9	We can share the ideas and it helped to our teamwork.
Interviewer	Right great and do you think you learnt anything from the group activity?
Student 9	Yeah
Interviewer	What did you learn?
Student 9	...somebody's ideas and for example my grammar is not very not good but Student 6's grammar is good so I can I can ask him and he can help me

Interviewer	What did you like the best about the group speaking activity?
Student 9	Help each other and share ideas.
Interviewer	And what did you like the least about the group speaking activity?
Student 9	Least?
Interviewer	Yeah, so you didn't like it the most, you liked it the least.
Student 9	Ok...Er...maybe people different er people's ideas is different. You must take push it push it to each people.
Interviewer	The ideas?
Student 9	Yeah, you must...push it, sorry I can't.
Interviewer	That's ok, thank you very much for that

Student 10

SPEAKER	TRANSCRIPT
Interviewer	So, can you tell me what you think about speaking tasks in English lessons?
Student 10	Erm speaking exercises
Interviewer	Yeah so speaking tasks speaking activities. What do you think about speaking activities in English lessons?
Student 10	erm...I think that we are lack of er confident and er we practise less and so we can't practise
Interviewer	And what do you think about this speaking exercise?
Student 10	erm...my my sentence is not fluent and...when I speak when I was speaking I had many ideas in my mind but i can't speak out.
Interviewer	Yeah ok, what do, sorry, do you think that this speaking exercise was helpful to you?
Student 10	Yes
Interviewer	Why?
Student 10	...after this I can find what is my short and I can ...I can...make me know I will not good at I very not good at speaking so I must practise
Interviewer	Ok, do you think you learnt anything from this speaking exercise?
Student 10	Yes...er...when I think when I speak...I think i'm not good at it and must practise.
Interviewer	Ok erm, did you try any grammar here that you hadn't previously used before?
Student 10	No
Interviewer	No ok, and did you discover any new language from doing this activity?
Student 10	New language?
Interviewer	Did you find out any new language?
Student 10	No
Interviewer	No, ok. How did you feel when you were telling me the story?
Student 10	Erm...When I was er...speaking this story and I I think I thought I must er mind the tense and er how to organise the sentences and how to mmm make this story.
Interviewer	Ok, and how did you feel?
Student 10	I feel I felt...that the story is not very hard but speak in English is more...much harder.
Interviewer	How do you think you would feel if you did this exercise with another student and not a teacher?
Student 10	I think that it will be the same situation.
Interviewer	Same situation, ok. Was it easy for you to know when you had made a mistake?
Student 10	Er...sometimes it was I find mistakes by myself but sometimes I didn't realise it.
Interviewer	You didn't realise it, that's ok, fine. Do you think the correction I gave was too much, too little, or the right amount?
Student 10	Right amount
Interviewer	Ok, why do you think it was the right amount?
Student 10	Er... I don't know.

Interviewer	Don't know, don't worry that's fine. Do you think it was useful when I corrected you?
Student 10	Yes
Interviewer	Why?
Student 10	because you you...when you corrected that and that make, give me the sense that I make the mistake and it helped me, it helped me me in the next sentence
Interviewer	Oh in the next sentence?
Student 10	yeah and in the future...I will take...when I speak I will mind that.
Interviewer	What are your thoughts about the group activity we did at the beginning? So what do you think about the group activity we did at the beginning?
Student 10	I think it is it was er...a good practice to speak in groups and because always we are in groups of Chinese people we speak Chinese and this time is for English so... I think it's very good.
Interviewer	And, what, sorry, do you think you learnt anything during the group activity at the beginning?
Student 10	mmm...yes...at the beginning I make a mistake but I...I...I don't know very under, understand well with the story but with the other people's help and I can
Interviewer	Yeah, I remember now. What did you like the best about the group activity?
Student 10	Mmm...we discussed and erm...ordered the pictures.
Interviewer	Ok, and what did you like the least about the group activity? So what did you like the most, what did you like the least?
Student 10	Least? I think er maybe we didn't erm...talk much.
Interviewer	Right ok, that's brilliant.

Student 11

SPEAKER	TRANSCRIPT
Interviewer	So, can you tell me what you think about speaking tasks in English lessons?
Student 11	It's quite difficult for me because I'm nervous for speaking English is not my first language and I'm afraid to have a mistake.
Interviewer	And what do you think about the speaking exercise we did in the class?
Student 11	Er...i think it's good for practise our reactions
Interviewer	Your reactions? And do you think that the speaking exercise was helpful to you?
Student 11	Yes
Interviewer	Yeah? Why?
Student 11	Erm... I can use lots of sentences and vocabulary and the grammar
Interviewer	Ok, do you think you learnt anything from doing this exercise?
Student 11	Erm...er...
Interviewer	So do you think you learnt anything?
Student 11	Not really
Interviewer	Ok. Why not?
Student 11	Erm...just er...easy story.
Interviewer	Yeah it was, it was. Did you try any grammar that you previously hadn't used in this activity?
Student 11	Erm...Past sentences
Interviewer	Past sentences, yeah. And did you find out any new language that you hadn't used before?
Student 11	No.
Interviewer	No. Ok. How did you feel when you were telling me the story?
Student 11	A little nervous
Interviewer	Ok, why?
Student 11	When I speaking, I always nervous

Interviewer	Really? Ok. How do you think you would feel if you did this exercise with another student, not a teacher?
Student 11	Maybe quite easy, quite er confident
Interviewer	Quite confident? Ok why would you feel quite confident with a student?
Student 11	mmm...I don't know
Interviewer	Ok yeah that's fine. Let's see. Was it easy for you to know when you had made a mistake?
Student 11	What?
Interviewer	Was it easy for you to understand when you had made a mistake?
Student 11	No.
Interviewer	No?
Student 11	When I was speaking, I did not know if I was right or wrong.
Interviewer	Right ok, do you think the correction I gave was too much, too little, or the right amount?
Student 11	Right amount?
Interviewer	So do you think the correction was too much, too little or a good amount?
Student 11	A good amount.
Interviewer	Ok why do you think it was a good amount?
Student 11	mmm...I don't know.
Interviewer	Ok. That's fine. Do you think it was useful when I corrected you?
Student 11	Yes
Interviewer	Ok Why?
Student 11	But maybe when I talking it's not good. I will think what I was wrong and maybe forget what I say next.
Interviewer	What are you thoughts about the group speaking activity we did at the beginning
Student 11	It's fine
Interviewer	It's fine. Do you think you learnt anything from it?
Student 11	Erm...teamwork
Interviewer	Teamwork ok. And what did you like the best about the group speaking activity?
Student 11	Erm...we can help each other
Interviewer	Ok yeah and was there anything you didn't like in the group activity?
Student 11	Sometimes everybody is nervous and shy and nobody talk.
Interviewer	Yeah that is a problem.

GROUP 3 – Non-pushed

Student 12

SPEAKER	TRANSCRIPT
Interviewer	So can you tell me, what do you think about speaking exercises in English lessons?
Student 12	I think it's not too [inaudible] to make our English more better...you know every Chinese people is very shy and they don't like to talk to other people and I think this can make us open our mind
Interviewer	Ok and what do you think about this storytelling exercise we did?
Student 12	I think it's...how to say it, I think it's ok and ...but er maybe two people discuss together and this way it's maybe better
Interviewer	So do you think this storytelling task was helpful for you?
Student 12	Yes this make me to think about something in English and make me English better
Interviewer	Ok and do you think you learnt anything from doing this exercise?
Student 12	Er I don't know some words how to say English maybe I will come back, when I come back I will find it in the dictionary so maybe I know this and not clear words in the

	future
Interviewer	And did you try any grammar that you previously hadn't used before?
Student 12	No
Interviewer	No, that's fine and did you find any new language that you hadn't heard? Did you discover any new language when you were telling the story?
Student 12	New language? What's the meaning of new language?
Interviewer	Some grammar or some vocabulary that you didn't know before or did you know it all?
Student 12	I maybe know it all
Interviewer	Yeah that's fine. How did you feel when you were telling me the story?
Student 12	Erm...a bit erm uncomfortable
Interviewer	You felt uncomfortable. Why did you feel uncomfortable?
Student 12	Because...erm...with this [points at the camera]
Interviewer	The camera
Student 12	Yeah with the camera it's not very, I can't I can't I can't do it like...like day life
Interviewer	So it's not normal?
Student 12	Not like real life maybe
Interviewer	How would you feel if you did this story exercise with another student, so not a teacher?
Student 12	Maybe I can do it more clearly maybe because mmm...but I think with you it's also very good, maybe better than students, some students who bad at English
Interviewer	Right ok. Was it easy for you to understand when you had made a mistake?
Student 12	...Maybe see what I have already done...is a better way to say what happened with a little bit mistake
Interviewer	So seeing it again
Student 12	To change it, yes
Interviewer	Do you think the correction I gave was too much, too little or the right amount
Student 12	I think it's good
Interviewer	It's good. Ok why do you think it was good or the right amount
Student 12	Because I didn't, I can't...the reason...no reason
Interviewer	If there's no reason that's fine. Do you think it's useful when teachers correct students when they speak?
Student 12	Yes it's very useful because when we make mistakes but we don't know we, we maybe use this mistake in other way, in other place and if teacher told us, maybe first time we didn't change but twice, three times maybe we will change it and when comes another place, talk with the same things maybe we can speak, not make the same mistake
Interviewer	Brilliant. Do you think this task could have been made better or worse with correction from me?
Student 12	I don't...
Interviewer	So do you think this story task could be made better or worse with correction from me?
Student 12	Better.
Interviewer	Better? Ok, what are your thought about the group speaking activity we did at the beginning?
Student 12	I think it's very...i don't know the words how to translate and I think...if you didn't help us, we wouldn't do this, we can't do this very well. Maybe this is the Chinese not very good at.
Interviewer	Ok and do you think you learnt anything from the group task?
Student 12	Er...maybe...maybe some new words
Interviewer	Some new vocabulary. What did you like the best about the group task?
Student 12	The best?
Interviewer	Yeah, what did you like the best?
Student 12	Talk with you one to one maybe...because group...Chinese is very personal you know,

	so a group so many people not not convenient
Interviewer	Ok, and my last question, what was the worst thing about the group activity? Do what did you not like in the group activity?
Student 12	The worst?
Interviewer	Yeah so your favourite thing, your least favourite thing.
Student 12	The classroom can't find very easy [laughs]
Interviewer	Yes I agree with that one [laughs]

Student 13

SPEAKER	TRANSCRIPT
Interviewer	So can you tell me, what do you think about speaking exercises in English lessons?
Student 13	A bit more important because we are living in a English is the first language for the people and so we miss everyone we didn't use the English so English is, speaking is test is good for our social life
Interviewer	Ok and what do you think about this storytelling exercise we did?
Student 13	mmm...it's erm...i think it's easier than I think before I did it
Interviewer	Right. Do you think that this speaking exercise was helpful for you?
Student 13	Yeah I think every speaking exercise is useful for us because I think every Chinese people who just living for one year their speaking is more [inaudible] some questions so more practice is more good for us
Interviewer	Alright and do you think you learnt anything from doing this exercise?
Student 13	mmm...I don't know
Interviewer	You don't know. That's fine. Don't worry. Did you try any grammar that you hadn't used before when telling the story?
Student 13	Ern no because I think the grammar is more useful for the some like statement... letter...I think in people common talking grammar is not so important. I think that people are just need to make people mean know what I say so that's fine.
Interviewer	So did you discover any new language when telling the story?
Student 13	Yeah...
Interviewer	So what did you find out?
Student 13	Some weather words
Interviewer	Ok, some words. Which words do you remember?
Student 13	Windy
Interviewer	Windy ok. Let's see, how did you feel when you were telling me the story?
Student 13	Nervous
Interviewer	Nervous, why did you feel nervous
Student 13	Because you are a foreign people, I'm a Chinese people. You are good at English, I'm not good at English so where I from, I make some mistakes, I will be shy.
Interviewer	How do you think you would feel if you did this exercise with another student, not a teacher?
Student 13	I will be more comfortable because he's also a student. If I make some mistakes, maybe he will don't find or he won't mind
Interviewer	So he doesn't find it and he doesn't mind?
Student 13	Yes
Interviewer	Ok. Was it easy for you to understand when you had made a mistake?
Student 13	mmm...I think more practice is good because language is special work ...we need to speak more and more
Interviewer	Ok, but when you were telling me the story, was it easy for you to know when you had made a mistake
Student 13	mmm...difficult because language is something like a hobby. Hobbies you...maybe you

	can find it but if you want to correct it, maybe you should have a long time to do this.
Interviewer	Right ok. Do you think the correction I gave was too much, too little or the right amount?
Student 13	The middle
Interviewer	The middle, why do you think it was in the middle?
Student 13	...Because when I look at this story, I also needed my my self my imagine but I don't imagine so much
Interviewer	Ok, right. Do you think it's useful when teachers correct students when they are speaking?
Student 13	Yeah, that's helpful
Interviewer	Why is it helpful?
Student 13	Its can teach the students how to organising their words, their sentences and their...their...sorry that's all
Interviewer	That's fine, that's great. Do you think this task could have been made better or worse with correction?
Student 13	mmm...maybe better
Interviewer	Maybe better, ok. Why do you think that?
Student 13	...sorry
Interviewer	If you're not sure, that's ok, just say
Student 13	I'm not sure
Interviewer	Ok. What are your thoughts about the group activity that you did at the beginning?
Student 13	It's more interesting.
Interviewer	Why is it more interesting?
Student 13	Because we are all Chinese people and we Englishes are not good so we can find some each other have some mistakes, we are laugh at and make jokes
Interviewer	Yeah that's fine. Do you think you learnt anything int he group activity?
Student 13	Learnt not much because our level is [gestures]...
Interviewer	The same?
Student 13	The same
Interviewer	Similar. What did you like the best about the group task?
Student 13	Group task is group talking...funny
Interviewer	Yeah it's funny as well. What did you like the least?
Student 13	I talk to the teacher because it make me nervous
Interviewer	Ok. That's great, thank you very much

Student 14

SPEAKER	TRANSCRIPT
Interviewer	Can you tell me what do you think about speaking exercises in English lessons?
Student 14	The exercise is good because we can't use our...our mother language and we must use English. This can improve us skills
Interviewer	And what do you think about this storytelling exercise?
Student 14	This is an easy story but we must...we must...make our language...we must think about how to speak it speak it fluence
Interviewer	Fluently
Student 14	Yes
Interviewer	Do you think that this storytelling exercise was helpful for you?
Student 14	Yes, this story um at the first, we...we find people, we find people take take some cards and we give um personals story and we must we must think about my cards and another person's cards and we must use the English as well.
Interviewer	Did you try any grammar that you previously hadn't used?

Student 14	Er...Actually, my grammar isn't very good
Interviewer	Ok, did you, do you think you found out any new language from doing this?
Student 14	Erm...
Interviewer	Do you think you discovered any language that you didn't use before?
Student 14	Erm...at this picture his boss is make a phonecall to him and at first I couldn't remember the phrase
Interviewer	Oh right, but you remembered it?
Student 14	Yes.
Interviewer	How did you feel when you were telling me the story?
Student 14	Help me remember
Interviewer	But how did you feel when you were speaking?
Student 14	...
Interviewer	Are you not sure?
Student 14	No
Interviewer	So how do you think you would feel if you did this activity with another student, sso not a teacher?
Student 14	Maybe maybe...um it will...make make me more relaxed and we can er...just like make a joke
Interviewer	With a student?
Student 14	Yes with a student
Interviewer	And was it easy for you to understand when you had made a mistake?
Student 14	Pardon?
Interviewer	Was it easy for you to know when you had made a mistake?
Student 14	Erm...what's easy?
Interviewer	Easy...So not difficult. So for example...
Student 14	You mean I find my mistakes?
Interviewer	Yeah
Student 14	I could find my mistakes
Interviewer	Ok, how did you find your mistakes?
Student 14	From this video
Interviewer	Ok from the video. Do you think it's useful when teachers correct students when the are speaking?
Student 14	Yes, that's fine. That's great it make me know what is my fault
Interviewer	Ok and do you think this task could be made better or worse with correction from me?
Student 14	I think it would make me better
Interviewer	Ok. Why?
Student 14	Because it has a camera
Interviewer	Yeah the camera's a problem. I know the camera's a problem. Do you think the correction I gave was too much, too little or the right amount?
Student 14	The right amount.
Interviewer	Why do you think it was the right amount?
Student 14	If this is a writing project, for the Chinese, we can complete it well but I think most Chinese they can't find chance to...exercise our English
Interviewer	Practise?
Student 14	Yeah practise
Interviewer	Do you think it was useful when I corrected you?
Student 14	Yes. It make me know...which place I will be...be corrected and I will remember it.
Interviewer	And what are your thoughts about the group speaking activity we did at the beginning?
Student 14	Good...good activity. It's good
Interviewer	Why do you think they are good?
Student 14	Because we are classmates and we know each other. When we talk about English, we

	must be more relaxed, you can say that
Interviewer	Do you think you learnt anything in the group task?
Student 14	One person's idea can't decide everything. Luckily, erm at the first a [Student 12] think this picture is the first one but all of us say no
Interviewer	Yes I saw that before. What did you like the best in the group task at the beginning?
Student 14	We can practise our English because it's very important for us.
Interviewer	What did you like the least in the group task?
Student 14	The camera

Student 15

SPEAKER	TRANSCRIPT
Interviewer	Can you tell me what you think about speaking exercises in English lessons?
Student 15	English lessons
Interviewer	Lessons yeah, so what do you
Student 15	It's very useful for people our spoken English and listening
Interviewer	And what do you think about the speaking exercise we did here? So what do you think about he storytelling?
Student 15	Maybe practise our dialogue with each other
Interviewer	And do you think this storytelling task was helpful for you?
Student 15	Yes very helpful
Interviewer	Yes, why?
Student 15	You know, Chinese peoples speak not in fluency so it practise our dialogue and...we will try better to see more speak more
Interviewer	Do you think you learnt anything from doing the storytelling task?
Student 15	Yes I think so
Interviewer	Do you know what you learnt?
Student 15	Maybe learn some vocabulary erm...knowledge from other people and practise listening carefully to others
Interviewer	Did you try any grammar that you previously hadn't used before?
Student 15	Yes
Interviewer	Yes, can you remember what grammar you tried?
Student 15	Present past. It's when spoken English it's very uncomfot in past and present
Interviewer	Did you find out any new language from doing the storytelling task?
Student 15	No, yes
Interviewer	You did or you didn't
Student 15	No, I didn't
Interviewer	That's fine. How did you feel when you were telling me the story?
Student 15	Feel? How did you feel?
Interviewer	Yeah, how did you feel?
Student 15	Happy and it's benefit for communication
Interviewer	Why did you feel happy?
Student 15	I think it's a little easy to speak and very interesting story
Interviewer	How do you think you would feel if you did the storytelling task with another student, not a teacher?
Student 15	No ner...nervous with other students than teacher. Maybe speak to teacher we are a little nervous but as for students we are in the same English level
Interviewer	So do you feel less nervous with students?
Student 15	Yes
Interviewer	Was it easy for you to understand when you had made a mistake?
Student 15	Maybe grammar

Interviewer	And was it easy for you to understand when you made a mistake?
Student 15	It's easy to describe the story. I think it's easy
Interviewer	Do you think the correction I gave was too much, too little or the right amount?
Student 15	Too much
Interviewer	You thought the correction was too much. Why did you think that?
Student 15	I don't know how to say
Interviewer	Yeah, ok
Student 15	Erm...i think everything you teach is very useful and benefit
Interviewer	Do you think it's useful when teachers correct students when they speak?
Student 15	I think it's right
Interviewer	Why do you think it's right?
Student 15	When you correct our mistakes, I will remember this mistake and next time, we won't make the mistake
Interviewer	And do you think this task could be made better or worse with correction?
Student 15	Better
Interviewer	Better? Why?
Student 15	It tells us how to communicate with each other and how to tell the story well
Interviewer	Ok. What are your thoughts about the group speaking task you did at the beginning?
Student 15	Group?
Interviewer	Sorry? So what do you think about the group task you did at the beginning?
Student 15	At the beginning we carefully learnt how to, how can I eye contact, contactation
Interviewer	And did you learn anything in the group task?
Student 15	Cooperate with each other
Interviewer	What do you think was the best thing about the group task we did?
Student 15	Our teamwork is very good
Interviewer	And what do you think was the worst thing? So not the best, the worst.
Student 15	Maybe our our lang...our vocabulary is very simple no know too much adjectives so our spoken is very simple

Student 16

SPEAKER	TRANSCRIPT
Interviewer	Can you tell me what do you think about speaking exercises in English lessons?
Student 16	Erm...I think it's really quite good because er I can practise English with you perhaps in the normal life or while I'm talking to some English friends maybe my English is better than his erm why because I do...never do this in English lessons so that's why
Interviewer	So what do you think about the storytelling exercise?
Student 16	Er...this story is good, you could describe the weather, and person, and where, when and what he do er...but I think it's a little bit simple. It should be more complicated for us
Interviewer	Ok. Do you think this storytelling task was helpful for you?
Student 16	Yes it's really helpful for me because if if I can say this very quick and very fast, it means it's not helpful me so I can't say lot of words so that means I must do more exercise
Interviewer	Do you think you learnt anything from doing this storytelling?
Student 16	Pardon
Interviewer	Do you think you learnt anything from doing this storytelling?
Student 16	Yes, I learn...I learnt how to describe a whole story use the right correct word, sentence and grammar and how to say the picture
Interviewer	And do you think you used any grammar that you previously hadn't used?
Student 16	Er...not really but I think when I talking with you I face to the video I feel a little bit

	forget a lot of words, maybe just some simple grammar
Interviewer	Yeah. Did you discover any new language that you previously hadn't used?
Student 16	New language?
Interviewer	Yeah, so any new words, any new grammar...
Student 16	Yeah erm...like this you teach me, I've forgotten again [<i>points to picture</i>]
Interviewer	Thermometer, it's a long word, thermometer
Student 16	Thermometer, yeah like this
Interviewer	Yeah ok. How did you feel when you were telling me the story?
Student 16	When I tell you the story?
Interviewer	Yeah, how did you feel?
Student 16	To be honest, I feel hard, I don't know why. It different than talking to friends or to... I feel really hard, just don't know how to make each picture contact
Interviewer	Yeah. How do you think you would feel if you did this so
Student 16	Not teacher...er yeah, will be different because I...if you talk erm if you talk with your friend...you feel just not too nervous or shy but I think if erm if no video here, it will be same, teacher and friend will be same
Interviewer	Was it easy for you to know when you had made a mistake
Student 16	Easy way to find?
Interviewer	Was it easy for you to understand when you had made a mistake?
Student 16	Oh yes. Erm...if you you say a sentences is right, you could stay very comfortable and contact this sentence to the next sentence, but when you say 'erm' like 'um' or hesitated that means your grammar is, you can't control it so when I feel like I can't say next word or something, I know I made the wrong grammar.
Interviewer	Do you think the correction I gave was too much, too little or the right amount?
Student 16	I think it's middle
Interviewer	In the middle. Why?
Student 16	Because if...there we got erm nine picture if like twenty pictures here we can't done it but it's just one picture or two pictures that's like erm the key to things. So I think it's in the middle.
Interviewer	Ok. Do you think it's useful when teachers correct students when they are speaking?
Student 16	Correct?
Interviewer	Yes so do you think it's useful when teachers...
Student 16	Do you mean interrupt?
Interviewer	Well interrupt and highlight mistakes yeah
Student 16	I think it's not very good but could be made student remember this mistake.
Interviewer	Ok. Why do you think it could be not good?
Student 16	Erm because if like Chinese students is more shy, nervous than English guys then if if a student already very nervous and you say some wrong word and you interrupted him or her, they will feel very strange
Interviewer	Yeah that's fine. Do you think the story task could be made better or worse with correction from me?
Student 16	I think it's a very good way to let you know how many words or what situation we got
Interviewer	Ok, but do you think it could be made better or worse if I gave you correction.
Student 16	Better.
Interviewer	Better? Why do you think that?
Student 16	Erm..because...sometimes we really don't know which one is right or wrong yes so you tell us we could remember it so it's better
Interviewer	What are your thoughts about the group task we did at the beginning?
Student 16	Beginning?
Interviewer	Yeah. So what do you think?
Student 16	When we asked questions or?

Interviewer	Yeah
Student 16	Erm...mmm...it's like a activity with each other. It's good, it's good we can talk to each other and through the describe the picture you got to guess to know...in nice way
Interviewer	And do you think you learnt anything in the group activity?
Student 16	Yes, I learnt how to...um...how to let your team to accept your idea because we got five people in here, everybody have their own idea and we don't know which is right which is wrong so yeah, allows this
Interviewer	And what did you like the best?
Student 16	Erm...best?
Interviewer	Or what did you like the most?
Student 16	I think the one by one, yeah, talking to you to describe the story because erm you...you know like if we talking to friends, maybe we don't pay attention in that but erm when we talking to you that's a...really way to let you know and let we know what point we need to more practise
Interviewer	And what did you like the least? Or what did you not like in the group activity?
Student 16	I know some foreign student...when the first time they do a a activity like this, if they do it very bad they think that they do not want to do this anymore so I think maybe we could do some like, some very friendly before we start it. Talking to each other a few minutes first.
Interviewer	Thank you very much for that.

GROUP 4 – Pushed

Student 17

SPEAKER	TRANSCRIPT
Interviewer	So, can you tell me what you think about speaking exercises in English lessons?
Student 17	I think er it is very necessary and very important because it can improve our English speaking and help us to communicate with other persons in here.
Interviewer	And what do you think about the speaking exercise we did in the class?
Student 17	Erm...watch this picture um can let me in our mind can make it many sentences and to thinking about how to speak it uses many vocabulary
Interviewer	Do you think that the speaking exercise was helpful to you?
Student 17	Yes um because watch this picture let me feel um in in life...in the life we will we will have some problems or happen these things then we can talk to other persons.
Interviewer	Do you think you learnt anything from doing the speaking exercise? Why/why not?
Student 17	Yes erm we should feel comfortable and er
Interviewer	We should feel comfortable or uncomfortable?
Student 17	it means not very nervous and er speaking fluently each other...we should speak fluently but I didn't and add more vocabulary.
Interviewer	Did you try any grammar that you previously hadn't used before?
Student 17	Er...yes some like some if the sentence is and something and some some not sure, it mean not happen but I will say it.
Interviewer	Right ok. Great. And did you find out any new language when you were telling the story? Did you discover any new language?
Student 17	Mmm...no.
Interviewer	You've already told me this but again, how did you feel when you were telling me the story?
Student 17	Er...Firstly nervous because it's not like in the life to talk to other person. Er...I want to make myself feel comfortable but in my mind it always it's a (inaudible)
Interviewer	It's a what?

Student 17	it's a pertition always in my mind I will talk and I will feel very nervous.
Interviewer	How do you think you would feel if you did this exercise with another student, not a teacher?
Student 17	I think with another teacher (meant student) maybe will good because we can talk many more and don't care about some mistake or something...
Interviewer	With a teacher or with a student?
Student 17	with a student yeah
Interviewer	And was it easy for you to know when you had made a mistake?
Student 17	Maybe the teacher yes will tell me will tell me something mistake and when I speak a sentence there is something...when I stop it maybe I know there is some vocabulary or something is wrong.
Interviewer	Ok. Erm Do you think the correction I gave was too much, too little, or the right amount?
Student 17	Mmm...It's it's right amount
Interviewer	Ok. Why do you think it was the right amount?
Student 17	because it can let me know some something what I say is good or not so good er and yes when I talking about it I can show my idea.
Interviewer	Great yeah. Did you think it was useful when I corrected you
Student 17	Yes yes
Interviewer	And why?
Student 17	because in here...because in here when talk some mistake I can remember very deeply but if in another...maybe in life some people will say if I have a mistake I will forget it.
Interviewer	Ok. Erm, what are your thoughts about the group speaking task you did at the beginning?
Student 17	It is very interesting and I can talk with my partner and we can show each the idea...
Interviewer	Yeah
Student 17	This is like a game so we can do it very happily.
Interviewer	Do you think you learnt anything during the group task?
Student 17	Yes. I thought I can learn something from my partner this is some new vocabulary if I don't know I can ask him. Another is I can talk more and er to improve my English.
Interviewer	Ok great. What did you like the best about the group task?
Student 17	It is each other and the guess the picture
Interviewer	Yes
Student 17	Yes...this is very interesting.
Interviewer	Ok and what did you like the least? What was the worst thing?
Student 17	Worst things...all is ok.
Interviewer	All is ok? Brilliant.

Student 18

SPEAKER	TRANSCRIPT
Interviewer	So, can you tell me what you think about speaking exercises in English lessons?
Student 18	Erm...for for foreign people foreign people it may be a little difficult because the grammar and the vocabulary
Interviewer	And what do you think about the storytelling task we did in the class?
Student 18	It er...remind us...we should do everything ...do everything before...we should take care of this
Interviewer	Do you think that the speaking task was helpful to you? That storytelling task?
Student 18	Yes
Interviewer	Ok, why do you think it was helpful?
Student 18	because I do know like this this do more and more do it more and more it will help us to

	become less nervous
Interviewer	Do you think you learnt anything from doing the storytelling task?
Student 18	...I think...I should take care of the tense
Interviewer	Ok. Did you try any grammar that you previously hadn't used before?
Student 18	I think no.
Interviewer	No, that's fine. Did you discover any new language when you were telling the story?
Student 18	New language...no
Interviewer	No, that's fine. You've already told me this but how did you feel when you were telling me the story?
Student 18	Nervous yeah
Interviewer	Nervous? Why?
Student 18	because English is not my first language. I think I am speaking not very good.
Interviewer	How do you think you would feel if you did this storytelling task with another student not a teacher?
Student 18	Maybe I don't feel very nervous because we're all students. We are maybe we are in the same level.
Interviewer	Was it easy for you to know when you had made a mistake when telling the story?...so was it easy for you to understand when you had made a mistake
Student 18	Yes
Interviewer	How?
Student 18	Er... erm...to find a mistake because the environment is different. At that time because I I was doing the exercise it makes me nervous but now...and now I see the video I just feel fine.
Interviewer	Do you think the correction I gave was too much, too little, or the right amount?
Student 18	Correction?
Interviewer	So correction is when I tell you that the language isn't correct, it isn't right. So was it too much, too little or the right amount?
Student 18	Too little because I made a mistake, you should tell me all the mistakes I do
Interviewer	All of them?
Student 18	All of them
Interviewer	Did you think it was useful when I corrected you?
Student 18	Yes very useful
Interviewer	Why?
Student 18	because you helped me to...you let me know about the grammar about the tense I was very very bad.
Interviewer	[Laughter] oh ok, you weren't very very bad, don't worry. Ok, what are your thoughts about the group speaking task you did at the beginning?
Student 18	Er...it er...my group task...fine.
Interviewer	Do you think you learnt anything during the group task?
Student 18	Teamwork yes
Interviewer	What did you like the best about the group task?
Student 18	Best, er... Discuss the how to put the pictures in the right order
Interviewer	And what did you like the least? So not the best, the least about the group task?
Student 18	Erm...the least? The least...nothing.

Student 19

SPEAKER	TRANSCRIPT
Interviewer	So, can you tell me what you think about speaking exercises in English lessons?
Student 19	I think that they may be the most difficult for me because I am afraid of speaking

	English. I think my pronunciation is a little strange and ...also lack of many vocabulary.
Interviewer	And what do you think about the speaking exercise we did in the class?
Student 19	I think it's my first time to do this kind of exercise.
Interviewer	Ok. Do you think that the storytelling exercise was helpful to you?
Student 19	Erm...maybe...i don't know but it is interesting
Interviewer	And do you think you learnt anything from doing the storytelling exercise?
Student 19	It'll help me to to know to know the times...not it happens always not today so I should choose the times always.
Interviewer	Did you try any grammar that you previously hadn't used before?
Student 19	No.
Interviewer	Did you find out any new language you previously hadn't used?
Student 19	Er yes but I don't know the words how to write
Interviewer	How did you feel when you were telling me the story?
Student 19	Nervous but when I finished the story happy.
Interviewer	Ok, why did you feel nervous then happy
Student 19	At first I didn't know how to describe this story but if I have finished the story, there's nothing to worry.
Interviewer	To worry about. How do you think you would feel if you did the storytelling exercise with another student, not a teacher?
Student 19	No difference maybe.
Interviewer	Was it easy for you to know when you had made a mistake?
Student 19	Er...
Interviewer	So when you were telling the story, was it easy for you to know when you had made a mistake?
Student 19	Yes
Interviewer	Why was it easy?
Student 19	Because you can tell me I can understand what you tell me the mistake so I can correct my sentence.
Interviewer	Do you think the correction I gave was too much, too little, or the right amount?
Student 19	Correction?
Interviewer	Yeah so when I give correction to a student I tell them that they make a mistake and that the language is wrong. So correction is when a teacher tells you the language is wrong and it needs to be changed.
Student 19	Right...right amount.
Interviewer	Why do you think it was the right amount?
Student 19	I don't feel much more nervous because I thought too much correction will make me worried about the latter pictures
Interviewer	Did you think it was useful when I corrected you?
Student 19	Yeah
Interviewer	Why?
Student 19	because the mistakes I...I made can be corrected with your help.
Interviewer	What are your thoughts about the group task you did at the beginning?
Student 19	Sorry?
Interviewer	What do you think about the group speaking task you did at the beginning?
Student 19	Erm...helped me to know the whole process of John's bad day.
Interviewer	Do you think you learnt anything during the group task?
Student 19	Maybe some words...some words.
Interviewer	What did you like the best about the group task at the beginning?
Student 19	Can discuss together and...get some main points.
Interviewer	Ok, and what did you like the least about the group task at the beginning?
Student 19	Maybe sometimes we don't we all don't know the words and...it's terrible.

Student 20

SPEAKER	TRANSCRIPT
Interviewer	So, can you tell me what you think about speaking exercises in English lessons?
Student 20	Actually, it's good for students because the student can learning more words and...the face to face is too good. It's better than writing I think, you can the speaking your speaking will be good.
Interviewer	And what do you think about the storytelling exercise we did in the class?
Student 20	Actually the story, if we told you the story bad or not it's not important. The important thing is how we use we language to explain this story.
Interviewer	Ok, yeah. Do you think that the speaking exercise was helpful to you?
Student 20	Yeah I think
Interviewer	Ok, why do you think it was helpful.
Student 20	Yeah I think...erm...I can look at my video I can look at my mistakes and I will be know what mistakes are mine.
Interviewer	Do you think you learnt anything from doing the storytelling task?
Student 20	Mmm...the words I think is not too much but a little bit I think I got it.
Interviewer	So what do you think you learnt?
Student 20	The word ther...ther
Interviewer	Thermometer
Student 20	Themometer
Interviewer	Did you try any grammar that you previously hadn't used before?
Student 20	Er...No because I know if I use some grammar which I didn't know how to use I will be made more mistake.
Interviewer	Right, ok. Did you find out or did you discover any new language when you were telling the story?
Student 20	No.
Interviewer	That's fine. How did you feel when you were telling me the story?
Student 20	I feel...I think I succ...succeed because I told you the story the whole story.
Interviewer	And how do you think you would feel if you did this storytelling task with another Student, not a teacher?
Student 20	Erm... Normal not (inaudible) just the story I want told them and I hope they will be got my means. In my mind it's...I can feel many things by myself I can got the the succeed by myself.
Interviewer	Was it easy for you to know when you had made a mistake?
Student 20	Not easy because as the video played, I can't realise my mistake even if you told me
Interviewer	Do you think the correction I gave was too much, too little, or the right amount?
Student 20	Not too little...
Interviewer	Not too little? So was it too much or right amount?
Student 20	Middle
Interviewer	In the middle? So why do you think it was in the middle?
Student 20	because it's you got a short time you can't say too much because you haven't enough time and if the too short or too late it's not good.
Interviewer	Ok, erm... What are your thoughts about the group task you did at the beginning
Student 20	Group task
Interviewer	Yeah so with the other two students
Student 20	My feelings about them?
Interviewer	About them, about working in a group.
Student 20	They tried to explain this story to me because I tried to listening what they are speaking what they are talking so good

Interviewer	Do you think you learnt anything during the group task?
Student 20	Yeah...not the academical it's the group group team. We tried to for example [another student's name] she is speaking and I try to explain, try to understand what she says and I can communication with them.
Interviewer	What did you like the best in the group task?
Student 20	The best...I can got the organised in group team and got more responsib...respons....
Interviewer	Responsibility?
Student 20	Responsibility
Interviewer	What did you like the least about the group task?
Student 20	The least...mmm...I must be talking. I can't just sitting here and listening and not be thinking or talking anymore.

Student 21

SPEAKER	TRANSCRIPT
Interviewer	So, can you tell me what you think about speaking exercises in English lessons?
Student 21	It's very it's very good for us because sometimes if I communicate with with local person they don't know what you...you wait to speak Chinese. Maybe for you you can understand us you can guess something because you are always to help the the international students they have the very common problems.
Interviewer	Yeah. And what do you think about the storytelling exercise we did?
Student 21	Erm...it's...I think it let us to recognise the past and the present and the future tense
Interviewer	Ok.Great. Do you think that the storytelling exercise was helpful to you?
Student 21	Yes I think so
Interviewer	Ok. Why?
Student 21	er because sometimes we don't, you know, to tell the whole story just some part, some part er we can speak about something before have er...prepared something but for this this is just come and tell the whole story use your own words to organise your mind and to organise your language.
Interviewer	Do you think you learnt anything from doing the storytelling exercise?
Student 21	Yes
Interviewer	Yes? Do you know what? So what did you learn?
Student 21	just for the languages...just for the languages...I know the weaknesses for to tell a story this part. This is very useful for me
Interviewer	Ok. Did you try any grammar that you previously hadn't used before?
Student 21	When I...you know when I'm tell this story I forgot everything just continued the speaking.
Interviewer	Did you find out any new language when you were telling the story? Did you discover any new language?
Student 21	Er...I think maybe in future I can try to use but this is very, you know...I did very bad at it.
Interviewer	Oh no you didn't do bad at all, don't worry. Ok, How did you feel when you were telling me the story?
Student 21	Maybe a bit nervous
Interviewer	A bit nervous? Can you tell me why?
Student 21	because we have the record, the time is not very plenty to prepare this one. That is it pressure me to nervous.
Interviewer	Ok yeah, how do you think you would feel if you did the storytelling task with another student, not a teacher?
Student 21	Er...
Interviewer	So how do you think you would feel if you did the storytelling task with another

	student, not a teacher?
Student 21	Not English speaker you mean?
Interviewer	Yeah
Student 21	Yeah I think I can get better because with you I feel maybe I want to try my best that it push me more nervous about it and for the students well always work together and I can very I feel very confident to tell the story.
Interviewer	Great. Was it easy for you to know when you had made a mistake?
Student 21	Er...you stopped the conversation and correct immediately.
Interviewer	So was it easy?
Student 21	Yeah, yeah
Interviewer	Do you think the correction I gave was too much, too little, or the right amount?
Student 21	That's ok I think for me
Interviewer	Why?
Student 21	because you know if you tell me my I have a mistake at the end of the story, I can't recognise which one I have made and you just stopped me during during this I speaking and I can... it...I can have the deep er...deep impression?
Interviewer	Understanding?
Student 21	Yeah understanding.
Interviewer	Do you think it was useful when I corrected you?
Student 21	Yeah yeah
Interviewer	Yeah you just answered that one. Er...What are your thoughts about the group task you did at the beginning?
Student 21	The group task?
Interviewer	Yeah the group task, with the other two students.
Student 21	That is...just for organise story and we can use our language to talking with more is more easier than this part.
Interviewer	And do you think you learnt anything during the group task?
Student 21	Mmm...to accept another another suggestion I guess
Interviewer	Yeah. What did you like the best about the group task at the beginning?
Student 21	Liked the best?
Interviewer	Yeah was there anything you really liked?
Student 21	...
Interviewer	If not you can say nothing
Student 21	Nothing
Interviewer	Was there anything you didn't like about the group task?
Student 21	Nothing

Stimulated recall transcripts

GROUP 1 – Non-pushed

Student 1

- Interviewer* Were you thinking anything before you started the task?
- Student 1* I wanted to er order the stories and say it er...in the right order
- Interviewer* Ok, so in this part, I'm not speaking at all, what were you thinking?
- Student 1* Erm
- Interviewer* Was anything in your mind because I wasn't speaking?
- Student 1* You didn't speaking
- Interviewer* Yeah, so because I wasn't saying anything, what were you thinking?
- Student 1* Er maybe you you disagree with me
- Interviewer* You think maybe I disagreed? Ok, why did you think that?
- Student 1* Er...Maybe today is not your usual day, maybe it was an important meeting
- Interviewer* Oh so you thought the story may have been different. Alright.
- Interviewer* How were you feeling at this point? So not what were you thinking, how were you feeling? How were you feeling when you were speaking, when you were telling me the story?
- Student 1* I think it's good. Because as we can see the raining has become bigger and bigger and he didn't take an umbrella and it's cold it's wet
- Interviewer* So you were feeling good about the story.
- Student 1* [student asks teacher a question] What's that in his mouth?
- Interviewer* In his mouth? It's a thermometer. We call it a thermometer. So if someone has a temperature, you can see the red line. So did you not know the word for this?
- Student 1* No
- Interviewer* You didn't. How did that...what were you thinking? So when you were describing the picture, what were you thinking because you didn't know the word?
- Student 1* Er...He want to know how bad the situation is
- Interviewer* Ok. But what were you thinking in your mind because you didn't have the word for this?
- Student 1* A thing...A thing er...which can describe your temperature obvious.
- Interviewer* Yeah ok
- Student 1* Because this thing in China we always [gestures]
- Interviewer* You put it under arm? Ah right, yeah we do that here as well but in cartoons they always have it in their mouth.
- Do you think that this affected the way you told the story?
- Student 1* Yeah
- Interviewer* Why?
- Student 1* Because the word I didn't know. That the reason
- Interviewer* Did you need the word? Is that why?
- Student 1* Yeah
- Student 1* [mumbles]
- Interviewer* What was that?
- Student 1* I mean have a break
- Interviewer* Have a break ok so did you think that you made a mistake? What were you thinking about mistakes when you were speaking?

Student 1 Er...in my mind and find a situation to explain it in a right way
Interviewer In the right way. Do you think you were explaining it in the right way?
Student 1 Er...no. I want to change it

Interviewer Had your feelings changed?
Student 1 Yeah
Interviewer Why?
Student 1 I think maybe it's a very important meeting because he want to ask for leave for two weeks just because of a cold
Interviewer Ok, I see what you mean but how were you feeling? When you were talking how were you feeling?
Student 1 A little nervous so just something appeared appear in my mind I just talking?
Interviewer Why did you feel nervous?
Student 1 Maybe this speaking type. A one to one
Interviewer Because it's one to one

Student 2

Interviewer Were you thinking anything at the beginning of the task?
Student 2 Er I was er draw the pictures in my mind and look at this picture this word
Interviewer The title?
Student 2 Yes. The title. Thinking about what I will say next

Interviewer Ok, I'm just going to pause it. At the moment, I'm not saying anything. What were you thinking when I wasn't speaking?
Student 2 Erm...why don't you say anything and I was thinking that I was walking on the road there is a sun above me.

Interviewer How were you feeling when you were telling me the story?
Student 2 Er a little nervous. In fact I have prepared in my mind the story but when I are talking to you I a little muddled which word I should use and I just er a little nervous.

Interviewer Ok, so here when you were saying slept and slept. What were you thinking?
Student 2 In my mind it was slept but when I talking I don't know why it was sleeping. Maybe usually we are saying and [inaudible] it's very er...I don't know how to explain it...ah and I think it is wrong and I change it
Interviewer Ok so you thought you said the wrong thing
Student 2 Yeah

Interviewer How were you feeling at this part?
Student 2 Because I have some discuss with you so I feel a little comfortable?
Interviewer A little comfortable? What you felt more comfortable or less comfortable?
Student 2 More comfortable more than at the start of the speaking.
Interviewer And why did you feel more comfortable
Student 2 Because er...I have know known you just as my friend so I think when I am talking with my friend I feel very happy

Student 3

Interviewer Were you thinking anything before you started the task?
Student 3 Er...nothing. just ready to answer the question

Interviewer Ok here you looked at me you said in sun day twice and looked at me. What were you thinking?

Student 3 First time I said the wrong word. I intend to say sunny but I said sun day

Interviewer Ok and why did you look at me?

Student 3 I don't know

Interviewer What were you thinking here?

Student 3 Erm I was trying to figure out what I'm going to say

Interviewer Ok

Interviewer How were you feeling when you were talking?

Student 3 I'm not very sure about what I'm saying

Student 3 [mumbles]

Interviewer [stops tape] Go on

Student 3 I thought it was friend I say it wrong so the sentence changed my mind

Interviewer And when did it change your opinion about it

Student 3 When I was waiting outside they told me it was fire not friend

Interviewer Ok did it affect anything here

Student 3 Yeah I thought the boss said you are a friend and I thought the boss was angry with him about...he is his friend and he didn't help

Interviewer What were you thinking when I asked you the questions?

Student 3 I was just thinking the questions

Interviewer And were you feeling any different

Student 3 No

Student 4

Interviewer Were you thinking anything at the beginning of the task?

Student 4 At the beginning

Interviewer Yeah

Student 4 At the beginning I see the photo so I think the story my friend tell me

Interviewer Before you said more and more and then you changed it, what were you thinking?

Student 4 A word, I forget, the bad er...I don't know how to say it...the worst

Interviewer The worst

Student 4 Yeah the worst, I forgot the word

Interviewer Right ok, you forgot the vocabulary

Student 4 Yeah

Interviewer Ok, at the moment, I'm not saying anything. What did this make you think?

Student 4 I think erm how to describe the picture and I forgot the reason how to describe so maybe I got nervous

Interviewer You were feeling nervous. Were you thinking anything because I wasn't speaking

Student 4 You were listening so

Interviewer Ok there you were laughing. Can you tell me what were you thinking?

Student 4 I think that maybe a lot of mistakes

Interviewer You think that

Student 4 Yeah maybe the times and maybe the vocabulary as well

Interviewer How did that make you feel? How were you feeling?

Student 4 A little bit shy

Student 5

Interviewer First of all, were you thinking anything before you started the task?

Student 5 About what I begin to say

Interviewer What were you thinking here?

Student 5 How you would connect the pictures

Interviewer How to connect the pictures

Student 5 Yeah

Interviewer Ok, you keep looking at me, what were you thinking?

Student 5 I should have eye contact to know what you thinking about

Interviewer So at the moment in the video I haven't said anything. What were you thinking?

Student 5 You are wait for I think how to say

Interviewer So I'm waiting for you?

Student 5 Yeah

Interviewer How were you feeling when you were telling me the story?

Student 5 [hesitates]

Interviewer So how were you feeling? Not what you were thinking, how were you feeling?

Student 5 Not feeling, just just to say what I think

Interviewer So do you have anything else you'd like to add?

Student 5 I think er the pronunciation is a problem

Interviewer Ok. So you think the pronunciation is a problem

Student 5 Yeah and er the vocabulary

GROUP 2 – Pushed

Student 6

Interviewer What were you thinking here?

Student 6 I just. I just saw picture and the picture shows it was raining so I just said that

Interviewer Ok and what were you thinking when I asked you the question when I repeated the words what were you thinking?

Student 6 The tense. I find there was something wrong in my sentence

Interviewer Ok so then, when I spoke, you looked a little bit confused can you tell me what were you thinking?

Student 6 Still thinking what's wrongs with my sentence

Interviewer Did you know what was wrong?

Student 6 Yeah

Interviewer Yeah?

Student 6 Still tense

Interviewer Were you thinking here because I wasn't speaking?

Student 6 Yes, I thought I suppose you would stop me

Interviewer Ok, and because I wasn't speaking, what did you think?

Student 6 Maybe I'm right

Interviewer What were you thinking there?
Student 6 [Laughs] Still tense
Interviewer Still tense. Ok. What were you feeling?
Student 6 Embarrassed

Student 7

Student 7 In this part I speak not smoothly always 'erm' 'um' ...so I think it's bad
Interviewer You thought it was bad? Why? Because you were hesitating?
Student 7 No I just think how to say er full sentences. How to describe...the tense...so...
Interviewer So you were thinking about the tenses?
Student 7 Yeah I was

Interviewer What did you think when I stopped you? What were you thinking?
Student 7 I have a tense I make a mistake. I should use a past tense...but I am wrong so I was walk walk along. I should say I was went on the road

Student 7 [speaks over the tape]
Interviewer Sorry say that again
Student 7 I always make the same mistake with the past tense
Interviewer Is that what you were thinking when I said the erm correction? When I stopped you from talking did you think you made the same mistake?
Student 7 Yeah, yeah I did
Interviewer Ok, how did you feel?
Student 7 Er terrible

Student 7 In this part er I think my problem is my vocabulary erm...when I think a word to describe this picture...I usually hesitate to think how to describe using the correct vocabulary so I need to improve this skill
Interviewer Ok so did you think how to describe using the correct vocabulary to describe that picture?
Student 7 No I have a lot of vocabulary to describe it but erm sometimes I should to I have to think for a long time to make full sentences and the correct tense so I usually to...I usually think for a long time
Interviewer So do you usually think before you speak?
Student 7 Yeah yes

Interviewer Again, what were you thinking here?
Student 7 All the mistake from er from it which is my grammar
Interviewer Do you know which grammar I was focussing on?
Student 7 Positive erm yeah

Interviewer Again, what were you thinking here?
Student 7 The tense 'had' 'had forgot' I just say forgot
Interviewer You just forgot it
Student 7 Yeah

Interviewer Ok how did you feel here? So what were you thinking?
Student 7 Why I always make the same mistakes [frustration]
Interviewer Were you starting to worry about that? What did you feel?
Student 7 At that time?

Interviewer At that time
Student 7 I feel...not worried but I don't know why I make the same mistake because for that I practise my English and so I need to practise more

Interviewer Ok there I didn't say anything but what were you thinking?
Student 7 I think I I...I'm paying more attention about the tense. I can change it by myself
Interviewer You changed it by yourself ok. How did you know you needed to change it?
Student 7 Before that I always make the same mistake and the pictures shows the title is last week
Interviewer Ok

Interviewer [student starts to laugh in stimulated recall] Ok you're laughing. Why are you laughing?
Student 7 From beginning erm to final sentence I find no sentences were correct

Interviewer What were you thinking when I didn't speak? So when I didn't speak for maybe a minute, two minutes. What were you thinking?
Student 7 When I describe the picture?
Interviewer Yeah when you were speaking but I didn't say anything what were you thinking?
Student 7 Sorry?
Interviewer So when I was quiet, when I was silent, what were you thinking?
Student 7 I think erm I have to change the mistakes by myself because you asked me to pay attention more a lot of times so I should change it by myself

Student 8

Interviewer What were you thinking when I spoke to you then?
Student 8 Pardon
Interviewer Ok, so I'll play it again [plays part again]. So what were you thinking when I spoke to you then? When I asked you the question
Student 8 When you asked me whether John was happy

Interviewer Ok here you looked a little bit confused, what were you thinking?
Student 8 I think about the the what's the weather is. I look at the picture the sky was very dark I think maybe the weather changed.

Interviewer Here I haven't spoken for a while, what were you thinking?
Student 8 I think maybe I use the correct er correct verb or tense

Interviewer What were you thinking here?
Student 8 On the picture I can see he was cold not feel. Maybe I used the wrong verb.

Student 8 I think I used the wrong tense. It's past time I should say his boss told him
Interviewer And how did you know you needed to change it? How did you know you had made a mistake?
Student 8 Yeah, yeah you asked a question
Interviewer Because I spoke?
Student 8 Yeah

Interviewer How were you feeling here? So not what you were thinking, how you were feeling
Student 8 Er...I....maybe as last er...the boss told him you are fired I think maybe his boss was very unhappy and told him you were fired.

Student 9

- Interviewer* Ok what were you thinking here
Student 9 The time
Interviewer The time?
Student 9 Yes it happened last week but I'm not note it. I'm nervous.
Interviewer Do you feel nervous here?
Student 9 Yeah
Interviewer Why do you feel nervous?
Student 9 Maybe I have not enough vocabulary to describe the weather
- Interviewer* What were you thinking here
Student 9 Vocabulary
Interviewer Vocabulary?
Student 9 I'm not...describe the weather
- Interviewer* Ok, how were you feeling here?
Student 9 Er a little nervous and a little helpless
Interviewer Helpless. Why did you feel helpless?
Student 9 Because I want to try my best to describe the story but maybe I'm not good
- Interviewer* Here I'm not speaking. What were you thinking when I wasn't speaking
Student 9 I'm right
Interviewer You thought you were right?
Student 9 About grammar...the time
- Interviewer* What were you thinking here?
Student 9 Again a mistake about grammar
Interviewer About grammar. What do you think was wrong about the grammar?
Student 9 Time is past
- Interviewer* Ok, so here I didn't say anything but you changed it. What were you thinking?
Student 9 I correct er...I right
- Interviewer* Ok what were you thinking here?
Student 9 Passive I missed 'was'
Interviewer You missed the 'was'. What were you feeling?
Student 9 Actually, I don't like. I think I'm not good but I think I can to do better

Student 10

- Interviewer* What were you thinking here when I stopped you?
Student 10 I think it maybe I made a mistake
- Interviewer* So here I'm not speaking what are you thinking?
Student 10 Erm I think er...I don't know
- Interviewer* How are you feeling?
Student 10 I think I was nervous
Interviewer Why were...
Student 10 Because I wasn't good at speaking and organise of the picture I don't...I don't did it very well

Interviewer So here I didn't say anything but you changed your answer. What were you thinking?
Student 10 Erm...because these things happened in the last week and the tense must past so I changed it
Interviewer So you knew to change it
Student 10 Yes

Interviewer What were you thinking here?
Student 10 The tense was wrong
Interviewer The tense you used was wrong. Ok, how were you feeling?
Student 10 In Chinese we don't mind using different tense but in English we must change it. It's not very erm...it...I don't know how to say it...when we speaking so we don't mind it

Interviewer Do you have anything else you would like to say about this activity
Student 10 I'd like to say that in Chinese she and he is the same word. It is the same word so we always mix she and he.

Student 11

Interviewer So what are you thinking here?
Student 11 I think something wrong with vocabulary.
Interviewer With the vocabulary
Student 11 With the grammar
Interviewer With the grammar as well

Interviewer Here I'm not speaking, what were you thinking? What were you thinking when I wasn't talking?
Student 11 What I am talking talking to you the story
Interviewer So you thought you needed to continue
Student 11 Yeah

Interviewer What were you feeling in this activity? How were you feeling?
Student 11 My pronunciation is not good

GROUP 3 – Non-pushed

Student 12

Interviewer First of all, were you thinking anything before you started the task
Student 12 Think about what you asked me

Interviewer What were you thinking here?
Student 12 Mmm because I'm bad at English some words I can't say it clearly when I think about it in Chinese so I can't translate it so maybe some decision about this
Interviewer So you think about it in Chinese and then translate it
Student 12 Yes yes

Interviewer So here, I haven't said anything yet. What are you thinking?
Student 12 Because you are listen to me when I listen when I something I told if you say something I will I can't remember anything else so you didn't say anything this is I think
Interviewer Ok so say that again so why do you think I'm being quiet?
Student 12 Because I told a story and this story I told, I didn't prepare it so if you talk to me, and I

can't remember what I was thought

Interviewer How were you feeling when you were speaking?

Student 12 Not good

Interviewer Not good, why?

Student 12 Because erm...I don't like something make a video or make pictures to me

Interviewer So this video

Student 12 Yes and er...when you look to me nobody else maybe only one person I will be very shy

Student 12 [student speaks over tape]

Interviewer Sorry what was that?

Student 12 That you are /faɪəd/ not you are /fiəd/

Interviewer Were you thinking anything here?

Student 12 mmm...I think I make some mistakes when I was talk to you

Interviewer You think you made some mistakes

Student 13

Interviewer Were you thinking anything before you started the task?

Student 13 I look for the picture and try to organisation this picture

Interviewer What are you thinking here?

Student 13 I want to think about the word of the weather and how to describe it more good

Interviewer So you're thinking about the words

Interviewer So here you're pausing a little bit what were you thinking?

Student 13 Because in my way when I try to speak English I will think about the Chinese way first in my mind and then I will think the English about my sentence my Chinese so at that time I was changing my Chinese to English

Interviewer So you were translating

Student 13 Yeah

Interviewer So far in the tape I haven't spoken what were you thinking? Because I was quiet what were you thinking?

Student 13 I think...every Chinese people think speak English with a foreigner I think maybe people were nervous so basically if my sentence is good, if my grammar is find, if my word is correct if my sentences has some other meaning from

Interviewer Are you thinking a lot of things?

Student 13 Yes

Interviewer What are you thinking because I'm quiet?

Student 13 I will think about my sentence and check my sentence if there is some mistake

Interviewer How are you feeling when you are telling the story? How are you feeling?

Student 13 I will think, how do you say, usually I don't think about what I said before I will think about the next things so there's no some special mind

Interviewer What were you thinking here?

Student 13 Because this story is all my mind I need imagine some reason for your question

Student 14

- Interviewer* Were you thinking anything before you started telling me the story?
Student 14 The pictures process the story about the story
- Interviewer* Ok, what were you thinking here?
Student 14 Just think about how to describe the changing of the weather
- Interviewer* Here you hesitate a little bit. What were you thinking?
Student 14 Er I don't know how to describe he forgot his umbrella at home. I want to describe it 'suddenly' he think about his umbrella 'oh I forgot my umbrella'
- Interviewer* So far I haven't spoken during this activity. What were you thinking because I wasn't speaking?
Student 14 I'm thinking you not speaking?
Interviewer Yes
Student 14 You give me atmosphere to think about this this story and...make me...
Interviewer So because I was so quiet, did you think anything?
Student 14 No it's my time. You give me this time to describe the story
Interviewer It's your time, not for me
Student 14 Yeah
- Interviewer* Were you thinking anything in this part?
Student 14 No
Interviewer How were you feeling when you were telling me the story
Student 14 I think I...from this video think my pronunciation is not very good and not very fluent
- Interviewer* Did you think anything here?
Student 14 I say his ear but I mean the nose
- Interviewer* Is there anything else you'd like to add?
Student 14 Yeah. I like to describe this but I can't. I don't know how to.
Interviewer How to say it. Yeah this is called a thermometer
Student 14 A thermometer

Student 15

- Interviewer* Were you thinking anything before you started the task?
Student 15 Er...I just think how to start the story
- Interviewer* Were you thinking anything here?
Student 15 Erm...what I, I was thinking how to describe the weather also the changes of the weather
Interviewer The changes of the weather. Do you mean with the vocabulary?
Student 15 Yeah
- Interviewer* At the moment, I haven't spoken, I haven't said anything. Were you thinking anything because I was quiet?
Student 15 I don't know how to describe how to describe the next...the next...don't how to know...don't know how to explain it
Interviewer Were you thinking anything because I was quiet?
Student 15 Sorry I can't. I'm so nervous

Interviewer Ok you were laughing here, can you tell me what you were thinking?
Student 15 Erm...I just I just a little nervous
Interviewer Why were you a nervous?
Student 15 It's my first time to make a video and I know my pronunciation's not very well so I'm a bit nervous

Student 16

Interviewer Were you thinking anything before we started that task?
Student 16 Before starting the task I'm trying to think about how to describe all the story with the...like in my mind

Interviewer Were you thinking about anything here?
Student 16 Actually I'm trying to think how to make the sentence more...the form more...more [gestures]
Interviewer Smoothly? Fluently?
Student 16 Yeah and think about the next sentence how to contact the next sentence I think now

Interviewer Ok you've hesitated a little bit here. Can you tell me what you were thinking?
Student 16 Trying to thinking how to describe the drops, from the sky and come to the person's body and try to think about how to say that
Interviewer How to say it ok

Interviewer Again you've paused a little bit, can you remember why?
Student 16 At that time because before this I I thought I could say the whole story very comfortable but I don't know why haven't [audible] there I try to do this a little bit myself

Interviewer So far I haven't said anything. Were you thinking anything because I was so quiet?
Student 16 Er...you know...one and two people face to face and talking with each other if one of them is really quiet that means maybe she doesn't understand what they say and she try to thinking your meaning
Interviewer So here you think I didn't understand what you said?
Student 16 I think you could understand because er...my flaws so bad and yeah you try to you try to you could understand I think just some single words but maybe you can't understand all the sentence here

Interviewer Can you remember were you feeling anything here? What were you feeling?
Student 16 I'm feeling more better than the start because I'm already saying lots of words so feel better

Student 16 Yes as you can see I feel more better and I could be say all the sentences very comfortable and longer than before
Interviewer Here just at this bit, I'm going to play it again [plays tape]. Here you said 'say that' 'said that', what were you thinking?
Student 16 I'm think there could be a mistake in the grammar
Interviewer In the grammar ok. What made you think that?
Student 16 I could say I should say 'said that'

Interviewer What were you thinking here when you said you didn't know how to say this?
Student 16 Erm...try to reference it or go another way to describe the stuff because I don't know

how to say it
Interviewer Did it affect you? Did it make you feel different?
Student 16 No, I feel normal

GROUP 4 – Pushed

Student 17

Interviewer Were you thinking anything before you started telling me the story?
Student 17 Erm I was thinking how to how to begin the story I wanted to find many words but only little things

Interviewer Ok, what were you thinking here?
Student 17 Erm I think...I feel very nervous
Interviewer You felt very nervous. What did you think about me asking you a question?
Student 17 Er, when I heard the question first I needed in my mind to think about it to understand it then I can answer it but erm this will use many time

Interviewer What were you thinking here?
Student 17 Many sentence what I talking about there are many problems in it because feel nervous and not friendly
Interviewer Alright so what problems did notice? What problems were you thinking about?
Student 17 Is...little vocabulary and the time and I use wrong

Interviewer Ok so here you corrected yourself can you tell me what you were thinking?
Student 17 Because when I say that sentence, in my mind I think oh it's wrong so immediately I changed it

Interviewer Were you thinking anything at this part?
Student 17 mmm...that I'm not very friendly and when I see the picture I was thinking the next picture and next words to say it so not content

Interviewer What were you thinking here?
Student 17 It's wrong I think maybe I should say were wet
Interviewer Were wet
Student 17 Were wet
Interviewer Yeah possibly. What made you think it was wrong?
Student 17 Because this time I had feel this sentence [inaudible] something, lost something
Interviewer You lost something
Student 17 Yes

Interviewer Again you corrected yourself. What were you thinking?
Student 17 Er...because when I say this sentence, in my mind I want to say the next sentence but maybe feel nervous so speak some wrong
Interviewer Yeah because you were nervous
Student 17 Yeah very nervous

Interviewer Ok at the moment, I'm not saying anything. What were you thinking?
Student 17 I think maybe I say it right

Interviewer Ok so here you were smiling can you tell me what were you thinking?
Student 17 Because I think er...I told this and it's very funny because the story not very friendly,

yes, and there are many mistake. Many vocabulary...before I begin the story I notice the vocabulary but when I talking, I forgot everything

Interviewer Were you thinking anything at the end of this?

Student 17 At the end I thinking what I was talking about this part and I want to find some answers in it

Interviewer Were you thinking anything when I asked a question – I feel very cold?

Student 17 Yes maybe there are not...they are not very cold and maybe I think some wrong thing

Student 18

Interviewer Were you thinking anything here?

Student 18 Er...just thinking how to speak the story

Student 18 A little bit nervous so I don't know how to say in the right way

Interviewer What were you thinking when I asked you the questions

Student 18 Thinking asked question [shakes head]

Interviewer Nothing ok

Interviewer What were you thinking here?

Student 18 The tense the tense is wrong I, it should be past tense but I speak future

Student 18 At this moment I just thinking find the vocabulary to describe the picture

Interviewer And did you have the vocabulary?

Student 18 I...I...I try to find higher word vocabulary but but I just choose easy one

Interviewer And did you know the easy word? So when you were speaking you decided not to go for a more difficult vocabulary, did you know the lower vocabulary? Did you know the easy vocabulary?

Student 18 Easy word, I forgot it

Interviewer But was it in your head? Did you know it already?

Student 18 No

Interviewer So here at the moment I'm not saying anything, what were you thinking?

Student 18 Go back to home without an umbrella

Interviewer Were you thinking anything because I was very quiet?

Student 18 Went

Student 18 At the moment I I just I want to change the word 'he thought' here

Interviewer Ah he though. What were you going to change?

Student 18 At that time, I use feel but the tense is wrong so I I should change the tense I want to change the word, change 'feel' to 'think' then I use 'thought'

Interviewer Do you know the past simple of 'feel'

Student 18 Felt

Interviewer Were you thinking anything there?

Student 18 Oh, I do the wrong tense again

Student 18 I think at last I made a mistake

Interviewer Which bit?

Student 18 After few days he went back to his office. At that time I say go back to

Interviewer Ok you didn't change it when you were speaking, do you know why?

Student 18 What?
Interviewer So you've changed it now, do you know why you didn't change it then?
Student 18 Because now, now I'm not nervous

Student 19

Interviewer Were you thinking anything before you started?

Student 19 I think...nothing my mind I don't

Student 19 At first I'm really nervous and I don't know how to start to the story so I think it's a bad beginning

Interviewer Ok, so why were you nervous?

Student 19 Because I haven't tell, experienced such story talking

Interviewer So the activity was new?

Student 19 Yeah

Student 19 [starts talking over the tape] and I always forget it was happened the last day and always used yes or something

Interviewer You forgot it happened the previous week

Student 19 Yeah

Interviewer How did that affect you?

Student 19 Affect?

Interviewer So when you said you forgot it happened last week. How did that make you think or feel?

Student 19 More nervous. Yeah and I has to mind...remind me it happened last day and I can remember to use to use the past tense

Interviewer Ok were you thinking anything here?

Student 19 That I I'm I don't know how to describe the picture and just just say say and have no idea in my mind

Interviewer Did you know the words to use? Did you have the vocabulary?

Student 19 No, I just know the weather is changed and don't...didn't know how to describe the process to the heavy raining

Interviewer Ok, I'm just going to put it back a little bit [rewinds and plays tape]. So here you said is changing, was changing. What were you thinking here?

Student 19 I realised that I make...made the mistake and tried to correct it

Interviewer Ok what were you thinking here?

Student 19 Try to correct and with your help

Interviewer What were you thinking when I started speaking?

Student 19 I thought that...I...I should change the word because...because I used the wrong word

Interviewer Ok, so here you're smiling, can you remember what you were thinking?

Student 19 Er...because I know how to say the last pictures, so I very smiling

Interviewer Were you thinking anything here?

Student 19 Think about correct word

Interviewer Ok, so at the moment I'm not saying anything, I'm not speaking. What were you thinking?

Student 19 Erm...I think about the pictures and try to finish the story as I can

Interviewer Were you thinking anything because I was quiet?

Student 19 No, I didn't realise it

Student 19 At that time I didn't know how to describe why he is why I know he was sick and I tried to think of the word but I can't remember the word...the vocabulary

Interviewer What did you do...because you forgot the vocabulary, what did you do?

Student 19 I tried just to describe what the pictures looked and I haven't I haven't say the medicine

Student 20

Interviewer Were you thinking anything before you started?

Student 20 It's a little bit nervous and something it's confused and worried about...body language too much

Interviewer What were you thinking here?

Student 20 It language have a little bit problem

Interviewer What part of the language?

Student 20 Which part? I think it's the noun

Interviewer What were you thinking here?

Student 20 Language problem again...another past, past meaning

Interviewer How are you feeling here?

Student 20 I can't believe it's me [laughs], it's strange you know I look at my my video I see my mistake but it's good for me

Interviewer What were you thinking here?

Student 20 Body language and grammar

Interviewer The grammar. You did that [gestures] at one point, why did you put head in your hands?

Student 20 Because I I thought I made a lot of mistakes and the video...video

Interviewer So here, at this part, I'm not speaking, I'm not saying anything. What were you thinking because I was quiet?

Student 20 Because you are waiting what I say, you are thinking, you are trying to understand my means

Interviewer So you thought I was trying to understand?

Student 20 Yes

Interviewer What were you thinking?

Student 20 Always made a bad grammar mistake and I can't find it except you told me

Interviewer What did you say, you can't find it?

Student 20 I can't realise

Interviewer What were you thinking here?

Student 20 Because in that time I try to speak a word which I can't I don't know how to speak to I try to explain it

Interviewer So you didn't know the word?

Student 20 Yes

Interviewer So you tried to explain it?

Student 20 Yeah with body language

Student 21

Interviewer Were you thinking anything before we started?

Student 21 Er just you know, I'm very bad...how do you say that...the tense. Imagine that, imagine that the things happened last week, so I'm consider I should use blah blah blah words to describe that these happened already blah blah

Interviewer What were you thinking when I asked that question?

Student 21 I've made the mistake

Interviewer Did you know that when you were speaking?

Student 21 Yes, yes

Interviewer You did. Ok. How were you feeling?

Student 21 Er...in the foreign pictures I will to...how do you say that...

Interviewer What, pause it?

Student 21 Yes

Interviewer What were you thinking?

Student 21 The same mistake I, I made

Interviewer Ok, so how did you know you'd made a mistake?

Student 21 Er, because you asked me the same question again

Interviewer So here, you changed your answer, can you remember what you were thinking?

Student 21 Just got some, some...mistake from the last time and did mention that so concentrate on the words

Interviewer Are you concentrating here?

Student 21 Yes

Interviewer So here, you're hesitating a little bit. Can you remember what you were thinking?

Student 21 Just use a word to describe the shower and I'm not sure which word is suitable for this and I'm thinking about that

Student 21 Can I the rain got heavily?

Interviewer Got heavier, yeah

Student 21 Or to plus 'be'?

Interviewer Yeah, so it got heavier. Why do you think I said the word 'getting'? because I said the word 'getting' there, because you said it, what were you thinking?

Student 21 I think the difference between 'getting' or the 'got' it...the getting have a period to small...shower or raining have this period I mean

Interviewer Ok, so at the moment, I haven't spoken for quite a while. What were you thinking because I was so quiet? Were you thinking anything because I was so quiet?

Student 21 No

Discussion of Anderson's (1982) Skill Acquisition Theory

The fluency function (discussed on page 23) is inherently linked to Anderson's Skill Acquisition Theory (SAT) from the field of cognitive psychology, which explicates the different types of knowledge within a person's brain, and the relationships between them, as he or she attempts to develop competency in the successful completion of particular skills or tasks.

In his effort to explain the cognitive processes which occur during the course of mastering a skill, Anderson (2000: 311-325) identifies three distinct stages: the "cognitive stage," the "associative stage," and finally the "autonomous stage." The first stage requires the understanding, or "declarative encoding," of a skill to be incorporated into the learner's mind (Anderson, 2000: 311). This stage can be seen as the addition and retention of theoretical knowledge which will later inform the process of performing the skill. The problem solving operators within this declarative knowledge helps the person to scrutinise and find solutions to sub-stages in the procedure. However, as the declarative knowledge needs to be retrieved and interpreted, its use and application can be deemed measured and slow (Anderson, 2000). The next stage, the association stage, consists of the detection and eradication of errors within the declarative knowledge so that the various aspects within it can be reinforced. This strengthening can result in an improved procedure which can then be applied during the practice of the skill. Although a shift from declarative to procedural knowledge is insinuated here, it is necessary to remember that this stage does not always result in a complete replacement of knowledge governing 'what to do' for knowledge of 'how it is done' as seen in language users who still know the language's grammar rules (Anderson, 2000). The final 'autonomous' stage occurs when the process of performing a skill appears to have been mastered: the procedures are completed more swiftly and the accuracy and appropriacy related to the skill become more ingrained. The important aspect of this stage is that the increase in speed and control over the skill signifies that fewer additional resources are being assigned to the task and this also suggests that a person can allocate their freed attention to other matters (Anderson, 2000).