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UNIVERSITY OF SOUTHAMPTON

FACULTY OF HUMANITIES

Modern Languages

**From Awareness to Engagement in Meaningful Conversation; Exploring
Mechanisms of Group Regulation Among Beginner English Language Learners**

by

Ma. De Lourdes Rico Cruz

Thesis for the degree of Doctor of Philosophy

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UNIVERSITY OF SOUTHAMPTON

ABSTRACT

SCHOOL OF HUMANITIES

MODERN LANGUAGES

Doctor of Philosophy

FROM AWARENESS TO ENGAGEMENT IN MEANINGFUL CONVERSATION; EXPLORING
MECHANISMS OF GROUP REGULATION AMONG BEGINNER ENGLISH LANGUAGE LEARNERS

by Ma. De Lourdes Rico Cruz

Taking the sociocultural theory as theoretical framework, this thesis investigates the process of group regulation. It describes how regulatory mechanisms emerge and evolve in interactions among beginner English language learners considering the complexity of the dimensions involved.

In an EFL context, many language learners are unlikely to encounter conditions in which they can practice their L2 and participate in meaningful conversation, even in language learning classrooms. This problem is accentuated when it comes to beginning language learners whose participation in communicative activities is likely to be even more limited. The current study starts from the premise that working in groups generates opportunities for learners to communicate in the L2 and share their learning problems with others instead of dealing with them on their own.

The research explores regulatory mechanisms in conversations amongst four groups of Mexican adult beginner learners of English as a Foreign language (N=16). It enquires about the ways in which peer interactions in groups of learners mediate conversation during the completion of three open-question tasks. It also aims to explore the ways in which these language learners exert control over their limited resources to achieve their goals and to solve their emerging problems, without the guidance of a teacher.

A mixed method research design was employed with a predominantly qualitative methodology. The main data was collected from the participants' conversations during their weekly learning meetings in a Self Access Centre at a Mexican University over a nine-week period. Microgenetic analysis of their conversations provides a rich description of the moment-by-moment development of the regulatory mechanisms in play. Secondary data (such as learners' diaries, systematic observations, and group feedback) serves to complement the findings.

The study resulted in the design of a new model of regulation, which suggests that during the completion of tasks, learners are confronted with the challenge of finding solutions to problems they draw on the group resources, negotiate the management of the task, and engage in meaningful communication. The findings also suggest that language learners at beginning stages can exert control over their cognitive, affective and social domains to engage in meaningful dialogues while using the target language to communicate, despite their limited resources.

Understanding how groups can collaborate and regulate their actions leads to important implications for ELT. It can be concluded that language students need to be provided with favourable circumstances for group work in which they can raise their metalinguistic awareness, improve their interpersonal communication skills, experience support from their peers, use strategies to manage their communication and gain insight into their language learning process.

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DECLARATION OF AUTHORSHIP

I, **Ma. De Lourdes Rico Cruz**,

declare that the thesis entitled

FROM AWARENESS TO ENGAGEMENT IN MEANINGFUL CONVERSATION; EXPLORING MECHANISMS OF GROUP REGULATION AMONG BEGINNER ENGLISH LANGUAGE LEARNERS

and the work presented in it are my own and has been generated by me as the result of my own original research. Hence, I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. Some data of the pilot study was published before submission in:

Rico Cruz, M. L., and Ávila Pardo, M. (2014). Self-regulation within language learners' dialogues. *Studies in Self-Access Learning Journal*, 5(4), 372-388.

Rico Cruz, M. L. (2014) Metacognition development in EFL learners in conversation sessions at a Self-Access Centre in Mexico. *Proceedings of the International Conference "Doing Research in Applied Linguistics 2/ Independent Learning Association Conference (DRAL 2/ILA 2014)"*. Pp 205-213.

8. Part of this research and advances were presented before submission in:

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Signed: _____

Date: _____

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List of Abbreviations

| | |
|-------|--|
| CA | Conversation Analysis |
| CEFR | Common European Framework of Reference for Languages |
| CR | Co-Regulation |
| EFL | English as a Foreign Language |
| ELL | English Language Learning |
| ELT | English Language Teaching |
| ESL | English as a Second Language |
| GR | Group Regulation |
| L1 | First Language |
| L2 | Second Language |
| LRE | Language Related Episodes |
| MDA | Mediated Discourse Analysis |
| MMR | Mixed Method Research |
| NEPBE | National English Programme in Basic Education |
| NS | Native Speaker |
| NNS | Non-Native Speaker |
| RQ | Research Question |
| SAC | Self Access Centre |
| SCT | Sociocultural Theory |
| SR | Self –Regulation |
| SRL | Self-Regulated Learning |
| TL | Target Language |
| ZPD | Zone of Proximal Development |

Transcription Conventions

| | |
|-----------------|---|
| ! | = indicates surprise or shock |
| ... | = indicates unfinished idea |
| [| = represent overlapping simultaneous speech or interruption. |
| boldface | = transcription in L1 (Spanish) |
| “ ” | = emphasis |
| (?) | = incomprehensible word |
| (unclear) | = incomprehensible talk |
| --- | = a section not transcribed |
| [] | = indicates a note from the transcriber/researcher. |
| <i>/now/</i> | = translation into the target language (English) |
| ((laugh)) | = indicates non-linguistic features in the dialogues such as laughter, sighs, nods. |
| ° ° | = lowered volume ((whispering)) |
| (0.2) | = silence (minutes.seconds) |
| (.) | = pause |

Chapter 1: Introduction

“Inherent in our nature are the personal wholeness and the social coherence to construct healthy, autonomous individual personalities while simultaneously constructing cohesive, cooperative social groups. We are by nature, a social species, composed of individuals having complex psychological needs” (Rue, 2011: 65).

1.1 Background of the Thesis

For many years, researches have questioned the inseparability of the social and individual dimensions of development. In the journey of individual growth, we are also social beings interacting in social groups and learning with other people. While social interaction enriches our individual growth, simultaneously, the individual contributes to the shared aim of the group. In this dynamic, language is one of the most important tools we have to communicate, collaborate, negotiate and solve problems that emerge within the groups.

For language learners, whose ultimate goal is communication in the target language, the provision of opportunities for social interaction in group work becomes essential for their L2 development. In this way, not only the individual but also the collective minds work together to achieve a common goal. Therefore the L2 serves not only as the object of learning but as a mediational tool for communication (Daniels, 2008; Swain, 2006).

Sociocultural theorists adduce the effectiveness of L2 development to mediation (Donato and MacCormick, 1994; Lantolf, Thorne, and Poehner, 2015; Swain, Kinnear, and Steinman, 2010). In other words, L2 development depends on the way in which learners regulate or exert control over the multiple resources (mediational tools) they rely on and how they are used in the achievement of a desired goal or action (see Sections 2.3 and 2.4).

As already mentioned, this or any other form of development is not reached individually, but through social group interaction. What is notable is that very limited research has been made in the discernment of group regulatory activity as a complete mediational process for language development. For such a study to be undertaken, a more holistic view is required in order to look at the complexity of the dimensions that come into play in group interaction through the language learners' conversations.

Accordingly, the study underpinning this thesis draws on a holistic exploration of group regulation procedures occurring in the interactions among low-proficient Mexican English language learners. The study examines in great detail the control that these groups of learners exert over their mediational tools when it comes into tackling the difficulties they face during the completion of English language learning tasks without the assistance of a teacher.

Some basic principles are established as fundamentals in order to start the study. These are: a) it focuses on the process of mediation to explore the mechanisms of regulation in beginner English language learners, b) it has a social ontological nature and looks at the group as a unit of social construction of regulation, c) the study explores regulation in a holistic way, focusing on how the learners use their mediational abilities to find solutions to the problems they face during the completion of communicative tasks, and d) due to the nature of the study and the freedom the learners experience, it is hoped that they will demonstrate some manifestations of autonomous practices within the groups.

In order to carry out the proposed research, it is important to support it with a solid theoretical framework – which is mainly underpinned by The Sociocultural Theory (SCT). This theory was integrated by Lantolf and his colleagues (Lantolf, 2000; Lantolf and Appel, 1994) into the discipline of Applied Linguistics in language learning, basing its principles on the work of the developmental psychologist Lev Vygotsky (1978). The sociocultural researchers claim that language development occurs through mediational means (which could be material or symbolic, such as language, books, telephones, etc.) within social interaction rather than individually. Consequently, during the process of mediation (Wertsch, 1991), it is essential to acknowledge the function of regulatory processes, not from an individualistic point of view but from a social one (see Section 2.3). Group interaction among language learners must be, therefore, considered the ideal context for the social construction of knowledge.

Complementary to the SCT mentioned above, the study also takes the model of development of regulation proposed by Frawley (1997), in which three stages of regulation are proposed to constitute the process for a person to become more independent: object-regulation, other-regulation and self-regulation (see the end of Section 2.3). This model attempts to highlight the kind of regulation used according to the control exerted over the mediational means. This is to say, people first interact with objects to learn something new, then, they rely on the help provided by other people and once they learn to manage that knowledge, it is said that they become self-regulated; thus, more independent.

Additionally to Frawley's Model of Regulation and considering the results in a pilot study carried on before the main study presented here, it is useful to acknowledge that Svalberg's dimensions of engagement contributed importantly to this work. Her model of engagement (see Section 2.7) was adopted to widen the exploration of regulatory activity during the part of the interaction where the learners are completing their communicative tasks. In that way, the analysis focuses on the manifestations of the cognitive, affective and social regulation (see Sections 2.7.1, 2.7.2 and 2.7.3).

Much of the literature in this respect has focused on the separate characteristics of each kind of regulation (see Sections 2.4, 2.5 and 2.6). However, this research attempts to view the process of mediation and regulation as a complete entity, with the purpose of exploring the whole group regulatory activity, and understanding other forms of regulation while the learners are completing a task and engaging in the conversation.

In order to observe the whole regulatory activity of the groups and its relation with autonomy, the study was designed in a way in which learners had to interact without the intervention of a teacher. The main purpose was to observe if there was any manifestation of autonomous practices, such as making decisions related to the activities or discussing strategies. In this sense, a question arises, which is: are beginner English language learners able to take control of their learning situation to complete the tasks effectively on their own? If they are, this could not necessarily mean that they have become autonomous learners, but it does show that they have managed their resources effectively for the completion of their goals.

The way in which these learners negotiate and manage their group work and engage in the conversations is expected to offer an indication as to how they mediated and regulated their resources. In the process, they might well show signs of *situational autonomy* because of the contextual freedom given to the groups (see Section 2.6.2). By not counting on the guidance of a teacher, the learners are expected to take the control of their learning situation and demonstrate some form of autonomy.

According to David Little (1991), autonomy can manifest itself in many ways and Garrold Murray (2014a) emphasises that it can vary from situations where learners "set goals, take initiatives to achieve these goals by finding appropriate materials and engaging in suitable learning activities, monitor their progress, and reflect on outcomes" (p.242).

Although the main topic of the thesis is not in autonomy per se, self-regulation is and both terms are frequently confused and discussed as if they were synonyms (see Section 2.6.2). However, self-regulation and other manifestations of group regulation in this work are considered to be indicators of moving forward the extensive area of autonomy, which is being approached as a socially mediated process too (Murray, 2014a).

1.2 Rationale for the Study

The interest in researching group work and its regulatory mechanisms comes from several reasons. They include the idea that L2 development and learning implies communication, which takes place in social interaction. Another reason is the strong belief that the researcher has towards learners' lack of opportunities to take control of their own learning management, so that they can practise their autonomous capacities facilitated by group support. This study is also supported by the conviction that group work activities can facilitate and offer a number of benefits even to low proficient learners in their English language development in the early stages (A1 according to the Common European Framework of Reference for Languages, see Table 4, in Section 3.4.1).

When this thesis started, the focus was on the concept of *self-regulation* (SR) and its association to *autonomy* in language learning. Soon, this special interest was deviated while observing some individualistic practices in undergraduate language learners at a Mexican University, which seemed to contrast with the researcher's views of autonomy. For example, learners tended to lean towards individual and isolated work in the *self-access centres* (SACs), instead of searching for opportunities to experience the use of the target language.

Leaving aside any theoretical perspective, language learning requires learners to engage in communicative practices which only take place in social interaction; i.e., one learns to speak by speaking (Daniels, 2008). In this sense, the promotion of autonomy needs to be centred on the creation of engaging contexts so that the learners can use the new language to help them discover how to construct knowledge from their communicative practices, as communication is the target goal of studying a language.

On the other hand, conversation time in English language courses in Mexico at the beginning levels hardly ever occurs. If there is any opportunity for having some language practice, the teacher remains as the protagonist, taking control of the activity, posing the questions to be discussed, correcting and intervening. Therefore, in most of the cases, the class ends up in a

controlled practice of conversation centred in the teacher and very few students, who tend to be the most participative ones in the group.

The practices mentioned are not unique to Mexican classrooms. Sato and Viveros (2016) conducted a study in Chile and discussed the concern that teachers have for learners' autonomy. They found that teachers tend to think that learners are unable to work alone, referring to beginner learners, so they need the teacher to take control of the learning process. These views need to be changed, as the language teachers have to be seen as a supporter or facilitator of learning, rather than the controller of the class (Williams, 2012).

In this sense, fostering autonomy implies that teachers empower learners and trust them in their choices. This shows not only a level of responsibility on the part of the learners, but also a level of trust and support on the part of the teacher too (Clandfield, 2014). As facilitators, language teachers serve as guides in the process of knowledge construction. They foster problem solving skills by providing situations for collaborative learning (Williams, 2012), where communication, collaboration and social mediation exist through engaging in activities which interest the learners.

Added to the lack of communicative practices and opportunities for taking control of their learning process, the language learners at University levels in the context of the study are generally obliged to attend English grammar-based courses. These practices benefit the learners' awareness of English language grammar and language learning strategies, although learning how to use the grammar and how to learn do not necessarily lead them to language learning. Learners need opportunities to experience the language by using it and to discover their own strategies in the process. Learning the English grammar and the possible strategies that learners can apply does not always lead to English language being used effectively (Cotterall, 1995; Nietfeld and Shaw, 2002; Oxford, 1989).

Many classrooms count on the fact that the learning conditions can only be set up by language teachers. However, language classrooms offer several benefits as an alternative for experiencing learning in group work. For instance, this potentiality could be exploited by providing learners with opportunities for situational freedom (Benson, 2008), i.e., a condition for autonomous practices given in the environment, which might be suitable for communication with other learners and meaningful learning. These spaces can create an environment where language learners take a more active role in their process of learning representing a rich alternative to increase their motivation, self-responsibility and autonomy through their exposure to a wide variety of learning resources.

Besides the belief that language learners can create the necessary conditions for their learning to occur, another reason for undertaking the current study is the researcher's own ELT experience with beginner English language learners. Language learners in an EFL context like Mexico generally lack regular opportunities to communicate in English outside the classroom. This becomes more of an issue when involving English learners at the beginning stage. This fact is notable, as it is apparent that these students are unable to communicate in the L2 (English) -a belief which seems to be shared by other teachers in other contexts (Sato and Viveros, 2016). Therefore, the aims to include beginner English participants in the study are to foster their use of L2 among their groups by challenging them to complete simple tasks and explore how they manage to complete the tasks by relying on the resources they have at hand. The study also attempts to observe if these learners are able to take control of the learning situation without the assistance of a teacher.

Bearing in mind that mediation is a process that requires communication, peer collaboration and interaction, without a doubt, group work is expected to offer a number of advantages to foster the required conditions to observe and understand the phenomena occurring in low-proficient English language learners. For example, Brown (2001) suggests that peer interaction in groups can offer a number of benefits for language learners, as group activities can provide opportunities to talk and take control of their activities, to make decisions and take risks, while all the time experiencing learning with others.

Nevertheless, the opportunities for low-proficient language learners to communicate in English are inevitably more limited than they are for proficient learners. As mentioned before, this might be because it is often assumed that their insufficient linguistic knowledge of the target language makes them unable to communicate in the L2 with other learners or even complete a task collaboratively (Alexander, 2012).

However, a number of studies have shown that second language learners, when collaborating, are capable of providing linguistic support to each other (De Guerrero and Villamil, 2000; Donato, 1994; Hadwin, Wozney, and Pontin, 2005; Knouzi, Swain, Lapkin, and Brooks, 2010; Young and Tedick, 2016). Therefore, group work appears to be ideal for collaborative interaction as other learners experience similar problems. This means they can offer each other support.

For the researcher, group work generates an opportunity to observe learners' interactions, understood as "the process through which two or more entities affect each other through mutual reciprocal action" (Jones, 2016:103). The action in this study is learners regulating their

mediational means to observe and analyse their learning situation and themselves, paying special attention to whether they can take control over the elements that influence their interactions and make decisions for the good of the groups and their individual members.

1.3 Research Context

In this part of the chapter, we will present a general context of the conditions of English language teaching and learning in Mexican institutions, where English is a subject in the curricula. The section will concentrate on the findings of research carried out related to English language communicative practices at different levels of education.

To start with, Mexican education is systematised in the following levels: pre-school (which can last from two to three years), primary school (consisting of six grades -each counting as an academic year), secondary school or middle school (with three more grades) and high school or preparatory school (with three grades). After basic education, students can continue higher education, which comprises public universities and private institutions (the grades depend on the subjects chosen by the students). In this context, English is officially a compulsory subject in secondary and high school education in the public system of Education and has recently started to become mandatory in most public universities.

In Mexico, as in many countries of the world, English is taught as a foreign language (EFL), which means that English is not the main language for everyday communication. However, every day, more and more people speak English, as it is the dominant language in the global market. For the last few decades, Mexico has become an active participant in the world economy, making the ability to communicate in English a necessary skill to interact internationally with people from other countries (Shepherd, 2015).

Consequently, the education policies in Mexico have emphasised English communication as one of the basic competences a university student must develop in order to be integrated into the global working force (Byram and Parmenter, 2012). To that end, Mexican students at universities are required to graduate with a functional conversational and academic level of English.

It is important, however, not to assume that all graduates leave universities with an English language level good enough to communicate with other people. González, Vivaldo and Castillo (2004) evaluated the level of proficiency of five thousand students in their first year of their studies in both private and public universities in Mexico. They found that 13 per cent of the students were placed in the low-intermediate (CEFR B1) level, while the rest failed the test and

demonstrated an elementary level of English (CEFR A1-A2) - despite having amassed around 500 hours of English instruction throughout secondary and preparatory school (Basurto, 2009).

Therefore, once the learners enter university, they start taking English classes from the first level, but they are not really beginner English learners as they had previously taken English courses in the past. This is to say, the learners already have an L2 background, at least some basic vocabulary.

Hamilton (2013) also reports that in 2001, an exploratory study on the proficiency language level was conducted in at least 100 public secondary schools in Mexico; the results revealed that students were leaving secondary school with poor language skills and unable to communicate in the L2. Some other studies related to the Mexican students' level of competence found that the higher linguistically competent English students received more English language instruction in elementary, secondary and high school (Espinoza, 2007 cited in Ramírez - Romero and Pamplón, 2012).

Other studies have concluded that also the kind of school, either private or public, the learners attend affect their linguistic competence, not only in English but in Spanish (Langford, 2007 cited in Ramírez - Romero and Pamplón, 2012). It is important to highlight that private and public systems of education are different. While private schools charge expensive fees for the inclusion of English and Computer Science in their systems, the public system of education makes enormous efforts to implement these subjects in the curricula free. Obviously, this represents a gap in competence, as was proven in Langford's study (2007) between those students who attend private schools and those in public schools.

With the purpose of bridging the gap in English language differences between proficiency of learners who attend private schools and those who attend public schools - and to alleviate the disadvantages one group presents compared to the other, a National Program of English was launched. In 2007, the Subdivision of Basic Education in the Ministry of Education in Mexico implemented a pilot scheme to incorporate English as a subject in the plans and curricula of pre-school and primary education. The project was called National English Program in Basic Education (NEPBE). This also included adjustments to the secondary education curriculum. The purpose was to integrate English teaching into the three levels of basic education in order to further the development of the multilingual and multicultural skills that children need to interact in an ever-changing world - and to promote an appreciation of both their own culture and that of others.

The implementation of the Program increased the demand for language courses and teacher training programs and brought about collaboration between the NEPBE and the authorities in the Ministry of Education for each state with the public universities. Since the beginning of the project, these universities have provided participants who are generally pre-service teachers, i.e. university students in the final year of the Modern Language programs teach English to the children.

However, the number of teachers with the appropriate proficient language level has not been enough to cover more than 15% of the schools. In this experience of implementation, many people who have expressed their interest in participating in the NEPBE program have failed the interview in English language. Besides, their language tests have resulted as elementary (A1) while the program requires a level of intermediate (B2) English in order to teach.

The inability to speak English in the Mexicans could be adduced to a number of reasons. One of the most discussed has been the lack of opportunities given to language learners for communicative practices in the classroom. Ramírez - Romero and Pamplón, (2012b) state in a report of general research into Mexican ELT practices that, according to some teachers' perceptions, the time spent working on speaking practice in the English language classrooms is not sufficient, which makes this skill one of the most difficult to develop. Even though the attention to communicative practices of language has come about as meaningful and innovative elements integrated into the English language classrooms (Lemus, 2013), not many teachers use techniques to construct meaningful communication.

In general, the teachers recognize that oral production is one of the least practised skills as they "are still using a traditional approach...where a focus on teaching grammar rules still dominates" (Basurto, 2009:219), leaving too little time for meaningful conversation during the class (Ramírez - Romero and Pamplón, 2012a). Even when the English language instruction has focused on grammar, the system has demonstrated to be inefficient, since evaluations in Mexican English language classrooms have not demonstrated a meaningful level of progress in the proficiency level of the learners. For example, Basurto (2009) carried out an in-depth qualitative research of the failures in the secondary and preparatory Mexican system in EFL, examining the perspectives of the students and teachers.

Basurto concluded that the main factors affecting TEFL in these levels are, among others, the class size, the disparity of students' EFL proficiency levels, a lack of adequate conditions for classroom language teaching, issues related to discipline, a lack of interest amongst the students and the

insufficient EFL proficiency of the teacher. She also adds to the list the excessive emphasis on teaching grammar, the overuse of L1 and the teacher-centred approach when giving instruction. The fact that teachers often use their L1 to give explanations in classrooms limits the learners' experience of the language, developing their receptive skills (listening and reading) instead of the productive ones (speaking and writing). Although it is true that English language learners need adequate input in the target language in the early stages of their learning, it is also important for them to experience the new language in meaningful conversation.

Although Basurto's findings were based solely on her observation of secondary and preparatory levels, these results could be also transferred to university levels, as was the case in the study conducted by González, Vivaldo and Castillo in 2004. The studies suggest that English language teaching and learning in Mexico, as in many other countries have been strongly influenced by the grammar-translation methods (Sato and Viveros, 2016) used by many teachers in the language classrooms.

Learners generally struggle with L2 communication because in the best case scenario, a learner might know the language rules but do not learn how to use them in context. Finally, even though the national curriculum has strongly emphasised the necessity of using communicative methods in language classrooms, teachers do not generally use techniques such as group work (Basurto, 2009) to facilitate the implantation of such methods.

Group work with engaging and meaningful activities might ameliorate the teaching conditions and the learning results. Teaching needs to be centred on the creation of an engaging context and the implementation of interesting and meaningful tasks for the learners to use the new language, in order for them to discover how to construct knowledge from their communicative practices (Mendoza, 2008). Interaction among language learners can create an ideal context to engage in meaningful conversation, especially in contexts where English is a foreign language (Philp and Tognini, 2009; Sato and Viveros, 2016).

Taking into consideration the context and its problems, this study attempts to look at group work interaction as an alternative not only for social practices but also for the development of regulation that leads to the students becoming more independent.

1.4 Purpose and Significance of the Study

The main objective of the study is to explore the mechanisms of group regulatory activity in interactions among low-proficient language learners while they are completing tasks. The study

was undertaken at a Self-Access Centre (SAC) functioning as a Self-Learning Centre at a public university in Mexico. Sixteen Mexican beginner English language learners collaborated in four groups, with each group interacting once a week over a period of three months. This was a mixed method study with a predominant qualitative in-depth microanalysis of each group's conversations. It had the following aims:

- a) To explore the regulatory mechanisms by which beginner English language learners manage their group interactions during the completion of communicative tasks.
- b) To observe how beginner English language learners are able to manage their group work without the support of a teacher.
- c) To investigate how these learners perceive their overall experience of conversation in the L2 in groups with other learners with the same level of language.

The general purpose of this study is to gain a better understanding of how beginner English language learners regulate their resources to complete their communicative tasks. The research attempts to offer an insight into the manifestations of autonomous practices and ways in which the groups manage their learning, such as decisions they make concerning it.

It is important to point out that even though this study does not claim to offer a definite generalisation, it does expect to present a detailed description of the complexities involved in group interaction during the development of a communicative task. It is expected that this research could contribute to the existing theoretical framework of group regulation, which professionals involved in the field of English language teaching and learning might find relevant in their professional practice (see discussion in Section 5.4); principally for the application of communicative tasks in their classrooms.

From the results, teachers may consider changing their role to that of a provider of opportunities and scenarios, to install meaningful, autonomous learning among the students when it comes to constructing knowledge, group reflection, communication, shared understandings, negotiation and social interaction (Bartesaghi and Castor, 2008), even in beginner English language learners.

1.5 Research Questions

The reflections on the assumptions mentioned in this part of the thesis concerning the regulation process, with a special interest in beginner English language learners, led to the formulation of the following questions:

- 1) How do English language learners at a beginning level regulate their group work interactions while completing communicative language learning tasks?
- 2) What advantages can group work offer to English language learners (compared to individual work)?
- 3) How do beginner English language learners perceive their group work experience?

These questions seem relevant not only to comprehend the process of regulation of language development of beginner English language learners in a holistic approach but also to learn about the benefits of working in groups. Hypothetically, and for the purposes of this research, group work encompasses a wide range of potential involvement of learners in their learning process.

In this way, learners need to rely on the group resources shared symmetrically; that is to say, there is equality in some aspects that learners share, in terms of proficiency and authority. At the same time that the learners complete their tasks, they are expected to get involved in organising their activities, negotiating and making decisions on how to direct their actions towards achieving their goals, which might help them when it comes to practising autonomous actions in groups.

The study attempts to respond to the questions raised through a careful examination of conversations that occur within the groups. To a certain degree, the results are expected to provide a detailed description of the complete process of regulation and its relevance in the use of language in collaborative work and task based learning.

1.6 Structure of the Thesis

After having presented an introduction of this thesis, its orientations and rationale, this section will present an outline of its structure to guide the reader along the chapters.

First, chapter 2 focuses principally on the theoretical framework that refers to the research made on the concepts of regulation and mediation. The chapter will present the theoretical bases grounded in this thesis. It offers a discussion on the conceptualizations of the terms involved in

regulation such as self-, other-, other- regulation and their theoretical implications in language development, focusing on the cognitive, affective and social dimensions of their interactions. The chapter includes a discussion of the role of self-regulation in the development of language learning autonomy.

Chapter 3 describes the methodological approach of the study. It presents the design of the study, the rationale for the tools used, the characteristics of the participants of the sample, a detailed description of the main study and a pilot study carried out previously for the purpose of testing formats, creating starting coding procedures and general conduction details. It also includes an account of the coding choices and its limitations and the problems presented in the methodological intervention.

Chapter 4 illustrates the analysis of some discursive practices of learners and their characteristics in order to define the categories of regulation. The main data collected through the transcriptions of the conversations is separated in three main categories: the cognitive, the affective and the social domains of the conversations. The chapter includes a series of repetitive features in the dialogues, which demonstrate clear engagement from the participants in the conversations.

The chapter also shows some extracts from the participants' diaries and the group feedback formats. The learners' voices show evidence of reflection and commitment in the use of strategies to communicate in the TL and of social bonding within other learners in the groups.

In this chapter, there is also a wide discussion of the findings and characteristics of the different levels in which the group regulation occurs during the conversations emphasizing the learners' performance during the development of a task. A summary of the findings is presented in a model of regulation.

In chapter 5, we discuss the answers to the questions of the research. The discussion also involves the wider implications that the study has for the field of ELL and ELT, especially among beginner English language learners in the Mexican context where people learn English as a foreign language. This part of the thesis also presents some relevant conclusions related to the importance of fostering task-based – learning in group work in order to enhance autonomous practices.

The chapter concludes with the methodological limitations of the study and suggests future possible venues for research. It also provides a section with the conclusions of the study. This

part of the thesis comprehends the limitations, implications, research contributions and a general reflection from the writer's point of view.

Chapter 2: Group Regulation

2.1 Introduction

The chapter will present an outline of the theoretical background underpinning the study and a general review of the literature. It starts with the definition of regulation and its typology. Then, the sections will offer a general introduction of group regulation, its main components and some constructs involved, attempting to give clarity by bringing about some characteristics included in the existing literature.

This section of the thesis also includes an overview of relevant theories in the area of regulation highlighting the individual and social approaches which explain and justify the theoretical choices for this study. The discussion accentuates the importance of mediational tools (particularly, language) in the process of regulation in the conversations produced by language learners. The first sections also include some manifestations of regulatory activity observed in peer interaction in existing research in order to show the relevance of this construct in successful and strategic communication.

2.2 Regulation and Mediation

In order to introduce the concept of *regulation* as the main topic of interest in this thesis, it will be necessary to first set the relevance of the *mediation* process, as both terms seem to be inseparable processes. Sociocultural researchers in Applied Linguistics claim that second language development is a social process in which mediation plays a pivotal role. The research in the field sustains that the quality of the cognitive development depends on the mediation of many variables such as the learners' proficiency level, their motivation, their learning tools, their level of engagement, and the complexity of the tasks.

In other words, mediation takes place through the use of particular physical tools (such as technological devices, textbooks or dictionaries); as well as the inclusion of cultural, symbolic tools (e.g. language, gestures or laughs), which learners regulate or control to achieve their learning goals. Then, mediation leads us to understand that second language learning implies much more than knowing about the language but using the language as a mediational means that affects the messages received, learners' actions, and their relationships.

Regulation has been generally associated to strategic learning by which learners take more *control* over their learning and consequently, become more independent. Lantolf considers *regulation* as a meditational activity, which implies control over behaviour and thinking (Lantolf et al., 2015). This is to say, people enhance their ways of doing things through the use of mediational tools (Lantolf and Thorne, 2006) such as the ones mentioned before. In the field of language learning, learners could exert control over their actions and their mediational tools such as technological devices, books and language when they face difficulties in the process.

Although the difference between mediation and regulation is slight and almost unnoticeable, it is important to consider it. While mediation refers to the external and physical existing events that take on internal psychological significance, regulation implies intention, attention and purpose.

On the one hand, mediation implies the use of existing tools (mediators). Because these mediators are there in the scenario, they are employed to facilitate and improve processes (Lantolf et al, 2015). On the other hand, regulation involves a level of conscious control over a specific event, while mediation does not necessarily have to imply control.

Then, mediation indicates how, with what tools and over what conditions learning takes place, while regulation indicates an intention or commitment to carry out actions with a purpose, which is the completion of communicative tasks in the case of this study. Despite these tiny differences, for the purposes of this study, both terms will be used as synonyms, such as Lantolf and colleagues have done.

2.3 Group Mediation

According to the Sociocultural Theory (SCT), any manifestation of cognitive activity cannot be accomplished individually; it implies the assistance of other people. SCT researchers hold the importance of the social component in the cognitive development since “the society precedes the individual and provides the conditions that allow individual thinking to emerge” (Frawley, 1991: 89). Cognition in this theory is defined in terms of the development of *higher mental skills or functions* which are socially acquired and mediated. These functions are thought to be manifestations of rational thinking and problem solving, such as selective attention, decision making, memorisation and language comprehension (Wertsch, 1985), skills which are first developed in interactions.

Regulatory activity plays a critical role when it comes to studying any kind of development as it depends on how the individuals make use of the mediational tools intervening in their learning

process. In reference to language learning, Compernelle and Williams (2013) claim that learners interact with technological devices, learning objects and other learners, by the means of cultural and social mediators, such as language in a variety of forms.

Since language works as a means for communication, opportunities for English language learners to interact in groups are then needed. Group work could be acknowledged as a commonplace for the learners to use the target language in complex interaction which goes far beyond communication. In this sense, the group functions as a context where learners bond with each other because they share some characteristics and at least one common learning goal.

There are contrasting definitions of group. For example, while Poehner (2009) defines a group as several individuals put together to perform a task, Volet, Vauras, and Salonen (2009) consider it a social system constituted by individuals working in complex situational interactions at different systemic levels. Throughout this work, group will be referred as a number of language learners gathered to collaborate for the attainment of their goals, a process in which diverse factors are controlled or regulated.

Not only, does the group need to be considered more than a setting where individuals perform individually, but as a complex social system where cognitive activity takes place collaboratively to develop as a collective entity. In particular, Petrovsky (1985) proposes a group typology according to how the group is perceived. The first type is when the group is viewed as a context, meaning an opportunity for people to associate and interact with other individuals. This type views the group as a setting for a group of individual interests to complete an activity. The second perspective is the group seen as cooperation, where the individuals start identifying with their group members as they engage with the activity. The last type regards the group as collective, where all the members of the group work are guided for a common goal, which is the group improvement.

According to Petrovsky (1985) as soon as the members of the groups create more confidence and cohesion, they shift from "group as a context" to "group as a collective". This is to say that when the level of engagement in the group increases, the group starts thinking collectively. Taking into consideration Pretovsky's suggested stages of group development, groups transit an ongoing dynamic process of constructions occurring in the interactions through the mediation of several elements in the existing collaboration among the members.

Besides the possible cohesion inherent, groups may present several other advantages for language learners. Hadwin and colleagues (2011) have pointed out that groups serve for learners

to construct meaning, engage in learning activity, appropriate new knowledge, re-create their own practices and assume different roles. Rachel Pilkinton (2016) lists three main reasons for adopting collaborative learning in groups: a) it is an important tool to support understanding of the learning subject, b) it is a scaffolding procedure where learners support each other towards learner autonomy, and c) it helps learners in the development of team-working skills, which are thought to build stronger interpersonal relationships.

Considering the fact that groups seem to be a relevant context for language learners to develop their team working skills and knowledge, the joint activity of these learners engaging in the group goals is critical. A group-focused approach requires interconnection between the individual development and the development of the group. Poehner (2009) claims that the success of the group in the achievement of their goals depends on the involvement of each member, in other words, the individual efforts seem to affect the development and the function of the groups.

In order to understand regulatory activity as a mediating activity in which the members of a group collaborate for the solution of a problem, both, the self and social forms of regulation are needed. Research in self-regulation has lately expanded from an individual self-regulation to social forms of regulation. Within the group interaction and counting on the help of other learners, at a certain point of the process, English language learners are expected to become more independent either as part of a group or as individuals (see Section 2.6.2).

Pilkinton points out that the members of a group assist each other in the process of becoming self-regulated learners. So, regulatory activity is suggested to occur through the agency of others (with the assistance of teachers, parents, classmates and colleagues), and through different forms of mediation (Lantolf and Thorne, 2006), until individuals become self-sufficient to take decisions on the use of the learned practices in other contexts within other social groups or individually (Knouzi et al., 2010).

Frawley's model of development (1997) indicates that any manifestation of development passes through three stages of regulatory activity. These stages draw upon the locus of control of the mediational activity, which goes from object-, to other-, to end in self-regulation. They are briefly explained as follows:

- a) Object regulation refers to the mediation of cognitive activity with the assistance of objects. For example, when a learner faces a problem, he/she interacts with learning objects like books to search for grammatical information, dictionaries to search for a word, computers to access specific software to learn English. According to Frawley (1997), the development

of higher cognitive skills takes place through the usage of symbolic and physical tools socially constructed by a group of people. These tools are named *semiotic artifacts* - objects with certain meaning acquired culturally and historically (Lantolf and Thorne, 2006) - some examples are computers, books and language. These objects, which can be physical or psychological, are meant to be used when a person needs it to achieve his/her objectives. For instance, a language learner might use a book to search for the construction of past tense in order to speak about holidays, a notebook and a pen to write notes to remember important information, pictures to explain concepts or even L1 or L2 could be mediators to communicate with others (see Section 2.4).

- b) Other-regulation consists of the mediation, support, assistance that language learners obtain from other people in the process of learning. Some examples of this regulation is the provision of implicit or explicit feedback, correction of a mistake in a task and the guidance of a teacher or a more experienced learner (Lantolf et al., 2015). One form of other-regulation is *scaffolding*, the mediation from a more competent or skilled person, from expert peers or teachers (Lantolf and Appel, 1994; Lantolf and Thorne, 2006). Dialogic discourse among language learners, the verbalization of support among speakers in the solution of a problem is the main form to evidence this kind of regulation (Swain, Brooks, and Tocalli-Beller, 2002) (refer to Section 2.5 for further discussion).
- c) The ultimate form of regulation is self-regulation (SR); it refers to the process in which the learners show that they “have internalised external forms of mediation for the execution of completion of a task” (Lantolf et al., 2015:354). Thorne and Tasker (2011) identified that the degree of control over the mediational resources in task completion manifested either by the mastery of the use of mediational resources or the lessening of their dependence on these tools can be a signal of the level of self-regulation that a learner has (see Section 2.6).

As already discussed, every manifestation of regulation presupposes a more active participation, which is essential to become a more independent individual. This might be the reason why regulation has been closely related to autonomy; self-regulation and self-regulated learning (see Section 2.6.2).

This study expects to help reveal the mechanisms of regulatory activity in beginner English language learners, which may contribute to understand their processes of interaction during the communicative task completion. Much research has been carried out on each of the forms of regulation separately, looking at the individual processes of regulation; however, not much has

been done to comprise a holistic view of group regulation taking into consideration the evolution of a task. In the following subsections, the different forms of regulation will be broadly presented.

2.4 Object-Regulation and Semiotic Mediation

According to SCT, mediation implies the presence of several elements that exert an effect in the process of development. SCT assumes that the evolution of cognition is achieved through the mediation of symbolic and cultural *artifacts* (numbers, art, music, language) socially agreed in meaning (Vygotsky, 1978). In other words, objects, materials or tools are employed in the practical activity of humans to “assemble” knowledge (Lantolf and Appel, 1994; Vygotsky, 1980).

In exoregulatory activity or external mediation, individuals use physical or symbolic tools, culturally created to solve a problem and modify the tools as well. Individuals create more complex uses of these tools for their own good and the evolution of the society and its practices (Lantolf and Thorne, 2006). Individuals solve problems, plan, take decisions and control their activities (Lantolf and Thorne, 2006) by using the cultural tools to achieve their goals and purposes.

In the study of either cognitive development or language development, mediation plays a critical role; given the fact that any kind of development depends on how and to what extent the individuals get involved with the mediational tools. In reference to language learning, Compernelle and Williams (2013) claim that learners interact with technological devices, learning objects, with other people, by the means of cultural and social mediators such as language.

Due to the fact that language works as a means for communication, opportunities for interaction in groups then are needed. Then, researchers measure development in terms of the amount and quality of interaction; this is to say that the more the learners interact with other learners, the more possibilities they have to develop L2.

2.4.1 Language as a Mediational Means

Language seems to prevail as a cultural tool of mediation through its semiotic function. Lantolf and Beckett hypothesize that language is a mediating tool that individuals use to mediate cognitive activity such as problem solving (Lantolf and Beckett, 2009). Furthermore, from its ontological and epistemological nature, language has a dialectic function, a dynamic bidirectional relation that mediates external, auxiliary means and the intramental activity (Frawley, 1997). Its dialogic function is a dialectical unity between the individual and their society (Frawley and Lantolf, 1985;

Lantolf et al., 2015); this is to say that language serves to internalise knowledge which will be externalised afterwards (see Figure 1).

There is an interconnection between thinking and speaking, and language plays a meditational role in the process. After interacting, people may internalise what others say, they gain control of their mental activity (Lightbown and Spada, 2006) and then, externalise their thoughts and beliefs using the information given (Negruela-Azarola, 2013).

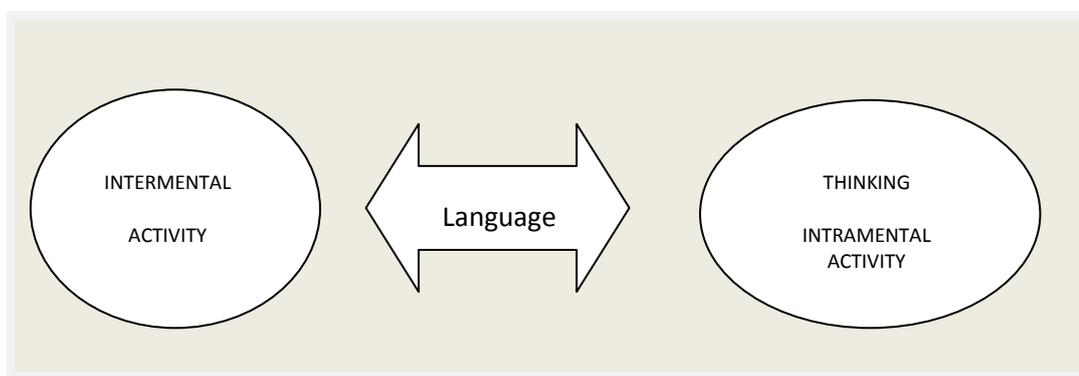


Figure 1 Language as a Mediating Tool

As we can see in Figure 1, language is a mediating tool, first used to interact with others in a social context, then to be internalised and produced afterwards. According to Vygotsky, language influences thinking in interactions, functions as a mediator to produce cognitive activity, considered intermental (socially constructed) to then, produce intramental (psychological and individual) activity (Vygotsky, 1997).

Wertsch (1991) explains that language is a cultural tool that functions for interactional purposes, to participate and communicate appropriately in social activity. In other words, language, among other symbolic tools, is a tool for learning and not only a tool of learning. From this view, cognition evolves from social interactions through language, which implies interpersonal exchanges to intrapersonal development.

An example of internalisation is the use of expressions such as “please” and “thanks”, which are mostly learned from the parents when they use them to evoke a sense of politeness in a request. An individual first learns the effects of the expression and then, interiorises and uses it in different situations such as when trying to obtain a favour from friends. In similar ways, language learners listen to new phrases and words in a foreign language while interacting with their peers, and then they might internalise this information so that they can apply it when they think it is appropriate.

For language learners, the target language (TL) and the L1 play a paramount role in the regulation of cognitive activity. This function of the language goes far beyond the learning of a language; i.e., language serves to mediate communication, negotiation, problem solving among other activities occurring in the interaction.

The analysis of conversation of learners' interactions is crucial for our comprehension of regulatory processes (McCafferty, 1992, 1994). Some studies in language learning respecting discourse have reported that not all the language is aimed to exchange information or with the purpose of communicating something but for strategic purposes and mediate learning (Antón and DiCamilla, 1998; Donato, 1994).

In order to study interaction and mediation, researchers focus their attention on the *linguaging*, which is defined as the “process of making meaning and shaping knowledge and experience through language” (Swain, 2006:89). Linguaging in its mediating role has been mainly researched either through collaborative dialogue (Swain, Lapkin, Knouzi, Suzuki, and Brooks, 2009) in dialogic /intermental / interpsychological interaction or private speech in the intramental /intrapsychological activity (De Guerrero, 2012; Diaz and Berk, 2014; DiCamilla and Antón, 2004). The following subsections present these manifestations of language.

2.4.1.1 The Dialogic Interaction and Collaborative Dialogue

The discourse used by the learners when dialoguing has been named *collaborative dialogue* (Swain and Lapkin, 2002). They interact and engage in the problem solving activity by using this dialogue, which is said to function as knowledge building where language use and language learning occur at the same time (Swain, 2000).

Learners are thought to dialogue to share their understandings of the world, to come to new knowledge or clarify their own knowledge. The utterances produced during this dialogue are used as a tool to mediate speakers own thinking and that of others (Swain and Watanabe, 2013).

There are many kinds of mediation and many mediators in collaborative dialogue. According to Pilkinton (2016), the role of a mediator is that of “bringing us to a place where we reflect upon our actions and, perhaps, realise they are inconsistent with our longer-term goals” (p:20).

Swain and her colleagues have made several studies to reveal that when language learners engage in collaborative dialogue, they reflect on the language that they are producing (Swain et al., 2002; Swain and Lapkin, 1998, 2002; Swain and Watanabe, 2013; Watanabe and Swain, 2007). In these studies, they look at the language the learners use in order to question the form of the

language they are producing and correct it, as becoming aware of the language is supposed to be a signal of language learning in progress. They identify and analyse the units of *language-related-episodes* (LRE), defined as “ dialogue where the students talk about the language they are producing, question their language use, or correct themselves or others” (Swain and Lapkin, 1998:326). This kind of discourse is thought to mediate cognitive activity (Swain et al., 2009).

One of the most common forms in which researchers realise that learners are developing their L2 is through their awareness of the language. Awareness has been defined by Svalberg (2012) as “explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use” (p. 376). There are many forms to research how learners focus on the language form during their interactions, the most common is by registering LRE, and this is found to relate to the L2 development.

Learners are expected to engage in dialoguing and group work through the mediation of language (Lantolf, 2000); not only by using L1 but L2, too. This interlanguage or new language produced by the language learners functions as a mediating tool to solve their linguistic struggles (Kim, 2009) and assimilate some new knowledge of the language (Centeno-Cortés and Jiménez Jiménez, 2004; Donato, 1994). This asserts the role of language as a mediating tool in the collaboration.

A number of studies have been made in the field of language learning, in which researchers analyse the collaborative dialogue produced among learners as a mediating source. For example, in a study conducted by Donato (1994) with the participation of three adult learners of French at a University, the analysis of the collaborative dialogue produced in the construction of a role play showed that these learners interacted successfully by providing support to each other despite their proficiency level. After this study and others, we could conclude that collaborative activity might be beneficial for language learners in the sense that they could offer support to each other while working together in the solution of problems they face (Swain et al., 2002).

Some other studies have favoured the effectiveness of collaborative work in peer interaction over working alone. For example, Kim (2008) conducted a study with 32 Korean as a second language learners while they were learning vocabulary over a period of three weeks. The researcher designed a pre-test, a dictogloss task and two posttests in the study. Half of the learners worked individually, while the other half worked in pairs. The results demonstrated no difference in their production of LRE when they reflected on the language, but the learners who worked in collaboration performed significantly better on the vocabulary test. Other studies find that peer-scaffolding seems more meaningful for many learners due to the same conditions and equal

opportunities they share in collaborative learning; an opportunity in which a student can assist another when completing different tasks (Ellis, 2003; Ohta, 1995).

Some other research has been made in attempting to describe development through the regulatory activity in interaction. For example, Aljaafreh and Lantolf (1994) analysed in detail how three ESL, enrolled in an eight-week early intermediate ESL writing and reading course, developed from other to self-regulation. The learners had sessions in which the tutors gave them either implicit or explicit feedback in their writing production. The researchers concluded that the development in each participant was uneven, but identified stages in the development in the learners' writing, which go from noticing an error to the correction of the error. These stages suggest that the learners have moved forward in the process of self-regulation.

In the same study, Aljaafreh and Lantolf (1994) stated that explicit and implicit mediations commonly emerge from collaborative activity and can be both effective, while in another study conducted by Nassaji and Swain (2000), the results favoured the explicit over the implicit help in two Korean learners at intermediate level. They concluded that the more explicit the feedback is, the more effective the learning is. Although these studies look at the implicit and explicit feedback, their results are relevant for the understanding of the effect of peer collaboration.

Another study on regulation was conducted by Swain and her colleagues, who focused on internal and external languaging (Swain et al., 2009). Their work consisted of French language learners explaining how the voice works in French language. The researchers traced the learners' speech specifically by observing how their inner thoughts and understanding of this conceptual knowledge changed from internal to external speech when they attempted to explain the function of active and passive voice. The researchers traced the learners' self regulation through examining their explicit speech and the language that they produced.

Donato, (1994) could also trace the development in 32 extracts of scaffolding episodes, where the learners helped each other in their language difficulties. The study was carried out with the participation of three learners taking a French course in third semester at an American University while they were completing open-ended tasks. The episodes showed the development of utterances in collaborative production of speech; the learners first produced decomposition of lexical items, which turned to morphological complete units as the dialogue continued. The study also showed that some of the constructions were used in independent performance later by the learners, which indicated that they had achieved the self-regulation stage. The research showed that these learners self-regulated in collaboration with other learners.

The role of the use of L1 as mediator of language learning is another prolific line of research. Alley (2005) conducted a study with a group of students in high school and found that 71% of their interaction was in L1, with a high level of metacognitive and metalinguistic speech in their interaction. According to this study and one undertaken by Carless (2008), L1 seems to be acceptable when learners are attempting to communicate during the completion of tasks. These studies have considered L1 as a beneficial tool for language learners, especially when they are reflecting on the language use or when they are facing a task difficulty such as unclear instructions or the pressure to complete the task (Carless 2008).

Alegría de la Colina and García Mayo (2009) also conducted a study in which 24 undergraduate students, 12 females and 12 males with a low-proficient level of English completed three communicative tasks (a jigsaw, a text reconstruction and a dictogloss). They found that the students used L1 used in the tasks similarly in the text-reconstruction task and the dictogloss (78% and 75% respectively) while during the jigsaw, the use of L2 reached 50%. The use of L1 is less frequent in the jigsaw, perhaps because of the nature of the task in which learners need to explain something that is already internalised; while in the rest, there are two cognitive functions that the learners go through: recalling information and use the L2 at the same time. What is interesting in their results is the uses of L1, which coincide with the studies already mentioned; according to their results, L1 serves for metacognitive activity, clarifying content and meaning, and task management (Alegría de la Colina and García Mayo, 2009). The research in this respect has become prolific as it suggests that L1 has an important mediating role in the process of language learning.

To conclude, the research in the field has confirmed the importance of the role of language, either L1 or the L2 as mediating tools in language learning and development in collaborative work. This field has become attractive for many scholars, as there is a wide variety of contexts and situations to research, such as that of Mexico.

2.4.1.2 Private Speech to Explore Self-Regulation

When an individual has internalised some knowledge, it is said that their *inner speech* has been activated. This is an internal talk to the self, which is unobservable but made visible and accessible to experimentation by the use of *private speech* (De Guerrero, 2004, 2005; DiCamilla and Antón, 2004; Lee, 2006; McCafferty, 1992, 1994). Private speech is acknowledged as a mechanism that allows a person to have control over their cognitive and metacognitive activity in order to solve problems. That is to say that private speech is suggested as a tool by which a learner manifests

that he/she is going through self-regulation, specially when facing a difficult task that goes beyond their capacity (Steiner, 2014). However, contrary to the collaborative dialogue as unit of study, private speech is a dialogue addressed to the self, not to others, for the purpose of self-regulation (SR), rather than communicate with others (Kim, 2001).

Private speech has been studied for years in search of SR evidence, but inner speech is not always visible and it is not always manifested in the private speech. In order to evidence SR activity in language learning, researchers tend to register private speech occurrences in interactions that learners have through thinking- aloud protocols, by which learners exteriorize their thoughts as they are having this internal dialogue (Centeno-Cortés and Jiménez-Jiménez, 2004; Lee, 2006; McCafferty, 1994). The researchers analyse the discourse mainly by focusing on the learners' speech while they are externalizing their thoughts about their performance of a learning task.

In SCT, private speech is defined as “an individual’s externalization of language for purposes of maintaining or regaining self-regulation” (Lantolf et al., 2015:356). Whether there is not any manifestation of private speech does not mean that learners are not implicated in their SR process. Complementary to private speech, there are other indicators that are thought to be manifestations of SR activity such as social speech, behaviour in interactions, speaking aloud, whispering to one selves and non-verbal communication (see Section 2.4.1.3).

Some examples of private speech include the speech a person uses to focus attention on problem solving, to recall information, to assist oneself in the process of internalization of information, to self-correct, among other cognitive functions. According to broad empirical research in the field, whisper, low-volume speech, repetition of words and phrases are manifestations of private speech.

From an empirical study on private speech in dyadic interactions of Japanese foreign language students, Ohta (2001) found the following indicators of private speech: a) vicarious response (when the student completes something that another person said, generally in a low tone of voice and privately), b) repetition (a learner imitates a phrase or word another person said or even repetition of his/her own words or phrases), and c) manipulation or modification of the grammatical patterns produced by another person. This classification is important to the field since it contributes to suggest other possible manifestations of private speech.

Some researchers have found specific structural patterns in private speech. For example, Frawley and Lantolf (1985) undertook a study, analysing the presence of private speech in intermediate and advanced L2 speakers while narrating a story from pictures. They found that past and present

progressive tenses as well as some discourse markers in the narratives served as referents to show the degree of self-control of the learners.

The findings of the study mentioned suggest that the tenses in narratives help the L2 learners regulate themselves and locate them as narrators, observers or as taking part of the narrative. The same is concluded by McCafferty (1992, 1994) after analysing the narratives produced by 39 learners with different proficiency levels of ESL. The researcher also finds that the use of past tenses is an indicator to maintain self-regulation in the task. Another important conclusion of these researchers is that the sole production of private speech does not assure that a learner is able to solve a problem.

Schunk and Zimmerman (1994) stated that repetition, rephrasing and self-correction are also possible indicators of self-regulation. These verbal recurrences of utterances or parts of them are thought to hint a person's regulation since they seem to function as resources to focus on a problem or a task from distraction. According to Donato, learners tend to repeat to themselves difficult forms in the L2 and translate them to L1 for a better understanding of the L2 (Donato, 1994).

Other examples of private speech in discourse which aids to understand how self-regulation works are the learners' use of pauses and fillers (sounds with no meaning), which are common while L2 learners are dialoguing. Research has drawn to the conclusion that these elements help learners as strategies to plan what they will say in anticipation; so they signal regulation of their performance (Pintrich, 1995; Schunk and Zimmerman, 1994; Schunk et al., 2009).

Much has also been said in terms of the role of L1 in SR. Ushakova (1994) for example, claims that our thinking processes are supported by what is constructed originally in the first language. Ushakova conducts a study with L1 speakers of Russian learning a series of 20 words in an artificial language looking at inner speech. The results show that in order to acquire vocabulary, the learners associate the pronunciation with the meaning of the words. The learners also tend to group the words in categories as they would do in L1. This research is of great importance in the sense that it emphasizes the role of L1 in the process of learning vocabulary: as the more integrated is the new vocabulary to the L1 system, it is demonstrated to be more effective for the learners to remember the words in L2.

The importance of the role of L1 in SR has shown to be one of the main conditions to succeed in the solution of tasks since learners need to use L1 in their reflections to be more successful.

Storch and Wigglesworth (2003) in their study on the role of L1 in L2 learning, with the participation of beginner and low intermediate Spanish language learners at a university in the United States, also find that L1 plays an important role in the completion of language tasks, especially for low-proficiency learners. They conclude from their study that L1 assists learners in the production of metatalk and metacognition which enable them to complete the task efficiently.

Although this last study is not focused on the analysis of private speech, the conclusions contribute greatly in self-regulation and private speech because metatalk is a manifestation of metacognitive activity, which shows to be one of the main mediating means for self-regulation. In a proper study on private verbal thinking, undertaken by Centeno-Cortés and Jiménez-Jiménez (2004) with the participation of intermediate and advanced learners of Spanish, it is found that L1 is an indicator of regulatory activity in progress. The intermediate learners seem to show more reasoning in L1, as advanced learners tend to have more cognitive strategies in L2 to solve the tasks (Centeno-Cortés and Jiménez-Jiménez, 2004). In sum, the role of L1 is suggested to be relevant as a mediator for language development and regulatory activity for its metacognitive function when the learners do not own the required experience and proficiency to do it in L2.

To conclude, a considerable amount of literature on the topic of self-regulation and its manifestations has been published in second language learning (De Guerrero, 2004, 2005; DiCamilla and Antón, 2004; Lee, 2006; McCafferty, 1992, 1994). Some of the literature includes studies where private speech has been analysed in L2 collaborative writing and editing tasks (Antón and DiCamilla, 1998; Swain and Lapkin, 2002), in vocabulary acquisition (Ushakova, 1994), in communicative tasks (Brooks and Donato, 1994), and narratives (Kim, 2001; Swain et al., 2010). SR has been scrutinized from several dimensions in diversity of scenarios, being the narratives of learners the most common form of collecting data in the research (DiCamilla and Lantolf, 1994; Frawley and Lantolf, 1985; Lantolf and Appel, 1994; Lee, 2006; McCafferty, 1994). However, there are still several issues in the field of SR, which deserve deeper discussion, such as the role of L1 as an important mediator for regulation.

2.4.1.3 Non-Verbal Regulation, Paralinguistic Elements in Regulation

A recent area of investigation within sociocultural theory and mediation in language learning focuses on the role of non-paralinguistic or non-verbal elements of regulation. Research undertaken in this area has mainly studied gestures and acknowledged them as elements that take part in communication (McCafferty, 1998; McNeill, 1992; Slobin, 1996).}

Gestures are understood as movements occurring with the speech (there is a dialectical relation between speech and gestures) and open a door to the mental processes (McNeill, 2000). The most cited work in this field is that of Gullberg, who writes a review of gestures in second language acquisition and conceptualized them as “symbolic movements related to ongoing talk” (Gullberg, 2006). Gestures are examined and observed only when they become part of a message, when they mean to have a communicative intention (Jina Lee, 2008; McCafferty, 1998; McNeill, 1992). In other words, gestures are part of the speech and have a semiotic/symbolic and cultural meaning and they are only taken into account when these have a function in the communicative process.

There is a close relation between culture and language and some of the gestures during interactions are complex to interpret as they tend to be automatized. Some studies in SLA research found that gestures play a compensatory role as communicative strategy, this is, when L2 learners face difficulties to communicate such as the lack of vocabulary and grammatical knowledge to communicate (Goldin-Meadow, 2003; Gullberg, 2006). Learners use them to maintain the self-control of their emotions, their nervousness or simply to show they need help. This is, gestures have a semiotical and cultural meaning during the communicative process, and sometimes these regulate the others’ actions in interaction. For example, when meaning is distorted, inaccessible or information is incomplete, a gesture might request the assistance from other person in the process of communication. This might reveal that the speaker is processing his/her cognition (McCafferty, 1998). These are named self-regulatory gestures (McCafferty, 1994; McNeill, 1992; Vygotsky, 1978).

Much of the research conducted in respect to gestures in SLA has been in relation to its transferability from the L1 culture to the L2. Learning the TL culture could take some time and will need other contextual characteristics to be acquired. Some researchers (Goldin-Meadow et al, 2001; Goldin-Meadow, 2003) have discovered that L2 learners use gestures as a strategy to plan what and how to express next, to reduce the stress of the cognitive work they are making. Then, gestures have an affective regulatory role when they are interacting. Similarly, it has been found that learners who gesture, engage their interlocutors in a more positive way (Jenkins and Parra, 2003).

From the sociocultural perspective, some research has been made in language classroom and the influence of the teacher’s speech in the learner’s self- regulation arguing that this generates progress and engagement in the learning (McCafferty and Ahmed, 2000; McCafferty, 1998).

According to McNeill, the gestures are classified into four categories:

- a) Iconics: they are movements simulating the ones made by objects we are describing while speaking (McCafferty and Ahmed, 2000; McNeill, 1992).
- b) Metaphoric gestures (McCafferty and Ahmed, 2000); they are similar to iconics but they represent abstract ideas. For example, in a group of advanced L2 learners, McCafferty observed that, in order to focus attention to the person who was speaking, learners positioned their hands as if holding a container. Another example is when we are speaking about classification into two types of something, we show the right and left sides to emphasize the categories or used to depict an object in a different way.
- c) Beats are fast and sudden up and down movements of a finger or the complete hand to indicate emphasis in a particular word or phrase;
- d) Deitics is used when pointing at objects.

The discussion starts to rise when non-verbal elements or paralinguistic forms of mediation are present. Gestures are considered communicatively irrelevant since they are not conveying a message, so, what is the role of those elements? Might they function as mediating elements in the process of learning? For instance, laughter is present in interactive dialogues, sometimes as a form of conveying meaning but, might this element function as a mediating tool in the learning process? Is it a cultural mediating tool for learning? Very few studies have explored the role of laughter in the regulatory process in an autonomous language learning setting even when it is present in most of the interactions.

Even when gestures can be fairly debatable, they are worth to be included in the thesis since laughs as well as other non-linguistic elements are present at many moments in the interactions among the learners of this study. The research does not intend to dig in the non-verbal elements of regulation, however, it is important to mention that laughs might have an affective intention in the conversations and this is discussed in several moments of the work.

Some of these non-linguistic elements are of similar importance to words or phrases as these components give meaning to the conversation and make it more natural-like, which help the learners to establish rapport. Rapport is an essential element to have an effective communication with others. People show empathy and build trust within their social group by making eye contact, lowering their tone of voice and laughing, moving the hands and nodding. Building rapport is part of the communicative competence that learners need to develop specially when speaking a foreign language.

2.4.2 Tasks as Mediational Tools

The design of tasks has called the attention of researchers in the last years. Ellis (2009) suggests some criteria to design interactive tasks to promote language development: a) it needs to be two way natured or conversational, b) it contains information to be exchanged collaboratively, c) it relates to familiar topics to the participants and d) it requires an outcome.

Mackey and Gass, (2011) discussed the benefits of using tasks in order to research second language learning and teaching because of the amount of data they provide such as negotiation and the comprehension of language provided, opportunities to understand corrective feedback on participants' production, metalinguistic reflection from the participants and opportunities to notice gaps between input and output.

Some studies have found that the design of the language learning tasks has an important effect in learners focus on language form. Some studies have concentrated on task complexity, this is, the level of difficulty in a task. The most difficult tasks "promote more accurate and complex, though less fluent language" (Robinson, 2011:3). The complex tasks are meant to direct attention to language forms. Recent studies have found that there is a close relation between raising learner awareness, task complexity and learning outcomes (Baralt, 2013; Révész, 2009; Robinson, 2011; Robinson and Gilabert, 2007).

Baralt, Gurzynski-Weiss, and Kim (2016) conducted a study on the effect of a complex task in the interactions of intermediate students of Spanish as a foreign language. The learners were exposed to a task where they had to come up with the intentional reasoning behind the actions of the characters in a strip comic. Far beyond the solution of the task, the learners were demanded to bring about other reasoning processes. This study showed that the cognitive activity was influenced by the social and affective engagement that the learners had with the task; this is to say, the more engaged the learners seemed in its affective and social dimensions, the more cognitive activity they had.

Most of the research on task complexity and its effect in cognitive development reports its results on the number of LRE produced by the learners. Researchers in the field have concluded that cognitively complex tasks importantly mediate language awareness, since learners focus their attention on language forms (see Baralt, 2013; Baralt and Gurzynski-Weiss, 2011; Révész, 2009; Robinson and Gilabert, 2007). Baralt and Gurzynski-Weiss (2011) discuss that not only does research on language learning tasks need to be based on the effect they have in the learners'

performance but also on how learners engage in the task. This thesis intends to give some insight in this respect, concerning mediation (refer to Section 2.7).

2.5 Other-regulation and Social Mediation

One of the most widely studied areas in education has been the phenomena arisen from group work and interactions among participants when solving problems. Such an increasing interest has generated confusion in the terminology. Thereupon, this beginning part ventures to compile the definitions of the constructs related to group mediation and its discussion.

According to Vygotsky (1978), an individual can accomplish more when working in collaboration with others than without them. This implies group work where participants make an effort to share experience, facts, ideas and explanations (Hadwin, Wozney, and Pontin, 2005). In other words, the group members are expected to collaborate with each other, to work in joint coordination to achieve their shared goals.

The members of the group collaborate in the coordination of their activity “to construct and maintain a shared conception of a problem” (Roschelle and Teasley, 1995:70). However, collaboration is not guaranteed to occur just when putting the learners together in groups (DiDonato, 2013). Individuals have diverse histories and experiences that might affect collaboration; then, complexity and variability appear to play an important role in the events of the group (Swain and Deters, 2007).

Volet and colleagues explored the interaction of groups of University science students and found that collaborative learning generates two levels of cognitive processes in what we assume must be the integration of knowledge. The first level refers to the elaboration of complex high cognitive functions such as giving justifications, questioning and negotiating, and the second level associates with simpler low cognitive functions such as sharing and exchanging ideas, clarifying, defining, repeating (Volet, Summers, and Thurman, 2009).

Although Volet and colleagues do not study language learning, their developmental model is meaningful for the study presented here. The beginning learners are not expected to elaborate high cognitive skills but some functions might be forced given the context of the study. For instance, negotiation might occur in the groups so that they decide how to organize their work, and what will be needed to find is whether this is done in L1 or L2.

In another aspect of collaborative groups, there is a collective regulation form in which group members develop shared awareness of progress; i.e. individuals share regulation processes together as a collective process. *Socially shared regulation* emerges from a collective form of regulation where learners establish shared ways to control knowledge, strategies, goals, motivation, and decisions in the search of a shared expected outcome. Hadwin and Oshige (2011) define it as: ‘the processes by which multiple others regulate their collective activity. From this perspective, goals and standards are co-constructed... the regulatory processes and products are shared’ (p.253- 254).

The effective use of socially shared regulation has demonstrated several advantages for learners such as the use of shared strategies and high-quality learning. For example, Vauras and colleagues (2003) studied individual and social processes of fourth graders working in the solution of mathematical problems and found that shared regulation helped the learners to use strategies which led them to high quality learning. Some conclusions of the study revealed that the members of a group build common learning, group monitor and mediate joint activity, assuming responsibility for regulatory actions and the co-construction of knowledge (Vauras et al, 2003).

Another form of social regulation is *other-regulation (OR)*. It is important to highlight that this type of regulation in this thesis will be considered as the process in which a learner takes the temporary role to *guide* or *assist* another in a specific activity (Volet, Vauras, et al., 2009). The other “takes the control” and manages any dimension of the learning situation, provides assistance to help another learner accomplish a specific part of the task (Pifarre and Cobos, 2010) by prompting or discussing a possible solution.

Sometimes, the help given in the groups is provided to encourage other learners to advance in the process. Rogat and Adams-Wiggins (2014) made qualitative analyses on videotaped observations of seventh graders solving three activities in teams. They observed that these learners regulated each other with either a facilitative or a directive purpose and the kind of other-regulation that they exerted had an impact in the quality of regulation. The directive form of OR refers to the influence that a learner has to control what others should do, determining the steps to follow, controlling the materials, ordering others what to do and maintaining the control of the task procedures. On the other hand, the facilitative regulator guides, assists in any of the processes of the group (Hadwin and Oshige, 2011; Rogat and Adams-Wiggins, 2014). The result of the study suggests that directive OR does not allow the other group members to contribute in the task so the quality of regulation decreases. This regulation must not be seen as a matter of one member controlling others but helping and facilitating each other’s work.

Other-regulation and co-regulation are terms, which work as synonyms in the literature when referring to the influence of control exerted by other learners. Then, the literature discusses the irregularities in the definitions of the concept of co-regulation (CR).

Hadwin and Oshige (2011) define co-regulation as “a transitional process in a learner’s acquisition of self-regulated learning, within which learners and others share a common problem-solving plan... [it] involves a student and another (usually a more capable other, such as a more advanced student, and/ or peer tutor) sharing in the regulation of the student’s learning” (p. 247). DiDonato (2013) conducted a study with the participation of sixty four students in middle school in the US who worked collaborately in the solution of interdisciplinary tasks to develop self-regulated learning. After this study, the researcher claims “co-regulation describes interactions between two or more peers that coordinate self-regulation learning processes and can vary from other regulation to shared regulation”.

The definition offered by Hadwin and Oshige (2011) is quite similar to the concept of socially shared regulation; instead, CR seems to be a manifestation of social mediation, not a synonym. The cue word in Hadwin and Oshige’s definition of co-regulation is “transitional” due to its particular nature as emergent in interactions; in other words, regulatory activity among learners during emergent interactions leads to internalization of the self-regulatory activity (McCaslin and Hickey, 2001)

On the other hand, Lantolf and Poehner (2011) explain that CR refers to the simultaneous regulation between two individuals. However, taking into consideration that mediational tools can also mediate learning, this CR could happen in both directions, from the mediational tools to the individuals and the other way around. Lantolf and Poehner (2011) claim that CR functions bidirectionally; that is, in the assistance given to another, there is reciprocity in the regulatory activity given in a class, for example, “whereby a learner’s responsiveness to teacher mediation also regulates the teacher and her subsequent attempts at assisting the learner” (p. 18).

In their study (2011), Lantolf and Poehner analysed the interactions between an elementary school teacher of Spanish and learners. The results of the study demonstrated that the more a learner is able to respond to implicit mediation, the closer he is to gaining control over the language, and CR where mediation might be implicit or explicit fosters development in the learners. For instance, teachers or peers may co-regulate each other by prompting a strategy (through implicit or explicit mediation).

Zimmerman and Schunk (2011) characterize CR as occurring in emergent interaction, as a transitory support that promotes the internalization of self-regulatory skills. They also ascertain that research in the field focuses on a) temporary mediation of self-regulated learning, b) peer regulating other in collaborative activity and c) social and cultural processes that could afford or constrain SR.

Parallel to the terms mentioned, a large body of literature has been published within the enterprise of elucidating the term *scaffolding*. Based on Vygotsky's theories but first mentioned by Wood, Bruner, and Ross (1976), scaffolding has been defined as the assistance given by another person for the purpose of learning, aid provided from an expert to a novice (Knouzi et al., 2010). Scaffolding might be considered as a form of other- or co-regulatory activity. The intentional help provided by the "other" implies that this "other" has a better understanding of certain topic or has qualities that might assist the other to improve in his/her performance. In co-regulated learning, while learners regulate each other; not only scaffolding emerges but the self-regulatory processes (Hadwin et al., 2005).

Respecting the typology of scaffolding, Holton and Clarke (2006) define scaffolding as an act of providing two types of support: the conceptual or informative induces the construction of knowledge in the moment of interacting, and the heuristic consists of some fundamentals to practice independent learning in the future. Another useful categorization of scaffolding taking into consideration the agent or provider of the help results in the following:

- a) *Expert scaffolding*; given by someone who masters the content, generally this feature appertains to teachers, tutors or parents;
- b) *reciprocal or peer-scaffolding*: it occurs when working in collaboration with others, who contribute to the solution of a problem, a more advanced level student can take an instructive role and guide or assist a lower level student (McCaslin and Hickey, 2001); one learner can represent the role of an expert or the role of a novice in different times in different tasks depending on the requirements needed (Ellis, 2003; Ohta, 1995) and,
- c) *self-scaffolding*; when self explanation of content is provided (Holton and Clarke, 2006; Knouzi et al., 2010).

Largely, social mediation in any of its forms has proven to be relevant in the process of self-regulation. Learners accommodate knowledge shaped during the interaction with others until mediation is not needed and so, the individual becomes more independent in their actions. The SCT takes into consideration regulatory activity as a mediation process where many variables

intervene in order to successfully achieve a common goal. Many researchers agree that even when there is a big amount of studies in the field, it is necessary to inquire about how the regulatory activity works in the interactions. Research needs to be expanded to better understand regulation and mediation (DiDonato, 2013; Grau and Whitebread, 2012; Hadwin and Oshige, 2011; Jarvis, 2011; Zimmerman B. and Schunk, 2011), which focus on the function of “control” (Murray, 2014b) of learning situation. Describing how group regulatory mechanisms are undertaken in the completion of an English language learning task will be one of the main interests of this thesis, as well as finding out what kind of mediation occurs in the process.

2.6 Self-regulation

Despite the wide amount of research in self-regulation, there are still some critical issues that need to be discussed to fully understand this concept; being one of the most concerning a lack of consensus in the definition of the term. Boekaerts and Corno claim that “researchers have struggled with the conceptualisation and operationalisation of self-regulatory capacity, coming to the conclusion that there is no simple and straightforward definition of the construct of Self-regulation (SR)... [it] comprises a complex, super ordinate set of functions...located at the junction of several fields of psychological research” (Boekaerts and Corno, 2005:200). The lack of clarity in the definition might be due to the multidisciplinary views of the concept, mainly taken from the field of Educational Psychology. The term originated from the research on self-efficacy by Bandura, to be then transferred to Applied Linguistics in Second Language research (Baumeister and Vohs, 2004; Lantolf and Appel, 1994; Lewis and Vialleton, 2011; Lightbown and Spada, 2006; Ranali, 2012). The following sections attempt to compile some definitions of SR and bring to notice some of its main characteristics in order to adopt a compatible denotation for this study.

The conceptualization of SR in language learning differs from writer to writer. To start with, some consider SR as a *process* (Oxford and Schram, 2007; Pintrich, 2000), while others claim that it refers to a *capability* (Collett, 2014) or an *ability* (Frawley and Lantolf, 1985). Others, like Nguyen and Gu define self-regulation in terms of “learner’s strategies and skills of metacognitive self-management, such as planning, monitoring and evaluating” (2013: 13). Dörnyei defines the concept as “the degree to which individuals are active participants in their own learning” (2005:141). Frawley and Lantolf see it as the “ability to engage successfully ... in strategic processes... during on-going attempts to learn how to solve problems” (1985:20). As observed, there is a considerable conceptual diversity in the literature. Although the definitions differ, all of

them imply goal oriented actions in the process of learning, which is perhaps the reason why the researchers acknowledge the concept as a valuable asset to study.

Self-regulation is considered a goal oriented process since it encompasses the use of strategies in order to achieve language learning goals (Forgas, Baumeister, and Tice, 2011; Oxford, 2015; Tseng, Dörnyei, and Schmitt, 2006). Zimmerman defines self-regulated learners as “metacognitively, motivationally and behaviourally active participants on their own learning process” (Zimmerman, 1989: 329). The participation of learners are manifested through “self-generated thoughts and behaviors that are systematically oriented toward the attainment of their learning goals” (Schunk and Zimmerman, 2003: 59) by applying some strategies such as setting goals for learning, organisation, rehearsing information to be remembered, using resources effectively, monitoring performance and holding positive beliefs about one’s capabilities (Schunk, Zimmerman, and Collins, 2009). In sum, self-regulated learners use cognitive strategies effectively, plan towards the achievement of personal and learning goals, and manage their own motivation and effort in an academic task (Torrano and González, 2004).

If we make an analysis of the main components in the definitions given of self-regulation, we could find that most of the definitions share three commonalities: 1) they refer an active participation and engagement from the learner, 2) in the different dimensions of learning, 3) through the use of strategic actions directed to solve difficulties and achieve learning goals. Some definitions of self-regulation comprise a degree of voluntary effort (Zimmerman and Schunk, 2011), active participation (Dörnyei, 2005; Schunk, Zimmerman, and Collins, 2009; Zimmerman, 2002), and an ability for engagement (Frawley and Lantolf, 1985). The definitions include some dimensions of involvement, such as the affective and motivational (Montalvo and Torres, 2008), the behavioral, metacognitive and the cognitive (Collett, 2014; Pintrich, 1995; Zimmerman and Schunk, 2001) dimensions of learning. The third characteristic in the denotation of SR is the inclusion of learning management actions, or the use of strategies such as setting goals, organizing, planning, monitoring, controlling and evaluating learning (Murray, 2014; Oxford and Schram, 2007; Schunk and Zimmerman, 1994; Zimmerman and Schunk, 2001). To conclude, self-regulation in language learners refers to the process in which learners regulate their affect, cognition and behaviour to engage actively in the achievement of their own learning goals.

2.6.1 Theories of Self-regulation

Not only does the diversity of views of SR come from the different disciplines in which the concept has been studied but also from the different perspectives by which it has been approached. The

research in the field of regulation has based on three theories mainly: the cognitive, the sociocognitive and the sociocultural theory (see Table 1).

Table 1 The Notion of Self-regulation in Different Theories

| THEORETICAL APPROACH | Cognitive | Socio Cognitive | Sociocultural |
|-------------------------|---|--|---|
| Terms | Metacognition | Self regulation | Self- regulation/ mediation |
| Learning | Individual's mind is responsible of acquisition through the use of appropriate strategies | Cognitive process through <i>interactions</i> with others. | The social interaction intervenes in the development of cognitive activity. Meaning is co constructed in interaction (Maftoon and Shakouri, 2013); learning as a social activity. |
| Kind of activity | Endogenous | Exogenous through imitation | Exogenous. |
| What is regulated | Cognition | Cognition, motivation (self-efficacy) and behavior | Cognitive and social activity (cognitive, affective and behavior) |
| Theorists | Flavell (1979) | Jean Piaget Zimmerman and Schunk (2001) | Vygotsky (1980) Lantolf et al. (2000, 2006) |
| Ontology | Positivism | Positivism / relativism | Relativism, interpretativism |
| Focus on | Acquisition | Focus on learning | Learning, collaboration and development. |
| Linguistic Perspectives | Innatists (genetic language acquisition device in our minds) | Interactionist (knowledge comes from experience and interaction, reasoning and senses) | Interactionist Knowledge comes from mediational tools –artifacts, language and scaffolding. Inner speech / private speech – communication |
| Other important notes | Based on the Theory of Input (Krashen, 1981) Output (Swain, 1995) | Imitation, modeling, repetition and praising (Bandura, 1982) to achieve a degree of self-efficacy. | Meaningful activities. Learners are compelled to negotiate the meaning to express and clarify their intentions, thoughts, and opinions in a way, which permits them to arrive at a mutual understanding. Mutual understanding occurs when learners are working together to accomplish a particular goal (Lightbown and Spada, 2006) |

The studies in the cognitive theory are based on the individualistic view, in which a language learner knows how the process of learning works and regulate it intentionally. Learning is seen as an individual and gradual way of gaining insight of the process. Concerning second language acquisition theories, they have stressed the importance of input, information processing and the

analysis of the output measured by the accuracy of the learners' production. This theory attempts to understand the internal mental processes while a person is learning (Cook, 2003; Gass and Mackey, 2012).

For such individualistic conception of learning, awareness and insight of the mental activity that language learners make play a relevant role in researching regulation. If language learning occurs by awakening the awareness of how the language works, then *metacognition* plays a prime role in this process. Metacognition has served as a synonym of self-regulation in many studies and defined as "cognition about cognition" or "thinking about thinking" (Flavell, 1979:906), a process in which the learner reflects on their cognitive activity and control it. The confusion in terms is likely provoked by Brown and Wernert (1987) hypothesis, which looks at the dimensions of metacognition: the knowledge of cognition (what a person knows about the function of cognition) and regulation of cognition (the use of metacognitive skills such as planning, monitoring and evaluating to regulate the cognitive activity). Both processes complement each other but they are two different stages. First, it is essential to raise awareness of cognition to subsequently, orient the actions in regulating that knowledge for goal achievement.

Although metacognition and self-regulation have coincided in many of their elements to the point of being considered synonyms, some important differences in terms of control can be found in their definitions. Dinsmore, Alexander, and Loughlin, (2008) made a study in which they analysed 255 empirical studies during 2003 and 2007 in the PsychInfo data base with the purpose of studying the definitions of metacognition, self-regulation and self-regulated learning. Surprisingly, they found that the words *control* and *monitor* appeared with similar frequency to define metacognition and self-regulation. Dinsmore and his colleagues concluded that the difference lays on the kind of control exerted; metacognition refers to the control of cognitive activity, while self-regulation concerns the control of behaviour, cognition and motivation. In conclusion, metacognition requires of awareness with the purpose of monitoring thoughts to gain control over them.

Exploring metacognition is not an easy task for cognitive researchers. In a way, self-regulation processes require metacognitive reflection of how the language works, but many of these processes are developed without conscious reflection and therefore, difficult to evidence, unless this insight is talked. The same problem occurs with the manifestation of self-regulation, a learner must have a deliberate control of his/her thoughts; however, there are some limitations in this view, since it is difficult to know when the learners are exerting this control. The locus of control

is on the self and many times is involuntary at some point; such cognitive activity is unnoticeable and unobservable. In order to study self-regulation, it is necessary to elicit metacognitive activity.

Fostering metacognition in language learners has proven a positive association with their language performance. Many studies in the field of metacognition and self-regulation, learners are instructed on the use of strategies so that they can take control of their actions to become successful learners (Chamot, 2009; Cook, 2003). For example, some research has focused on metacognition and its effect in English writing (Harris, Santangelo, and Graham, 2010; Parviz, Parviz, and Majid, 2014) and English listening and speaking (Evans and Jones, 2013; Rahimi and Katal, 2013) as well. Parviz and other researchers (2014) studied the effect of metacognitive instruction in 538 English as Foreign Language (EFL) learners with different levels of proficiency, through a writing questionnaire and fifty eight semi-structured interviews; they found out that there is a positive correlation between metacognitive knowledge and writing performance. Rahimi and Katal (2013) also found a positive effect in the speaking proficiency of fifty upper-intermediate students through an experiment of metacognitive instruction during sixteen weeks. instruction on strategies can be fundamental to explore metacognitive skills in language learning (Oxford, 1989; Wenden, 1998).

To summarize, in cognitive theory, researchers have emphasized the importance of the use of appropriate individual strategies (Cohen and Macaro, 2013; Harris et al., 2010; Oxford, 1996; Oxford and Schram, 2007) to self-regulate in the language learning process. In addition, learners are developed independently from the social context, i.e. the possibility of becoming self-regulated learners yields in one's own development of learning strategies, such as setting goals, planning, monitoring and assessment of their outcomes (Chamot, 2009; Holec, 2007; O'Malley and Chamot, 1990; Pintrich, 1995) .

The sociocognitive theory does not define SR so differently than the cognitive perspective because it continues being considered a process of individual cognitive control. What this perspective offers to the theoretical framework in this field is the importance given to the social component and the inclusion of motivational factors in the process of self-regulation. Volet and colleagues (2009) hold that SR must be intentional, goal directed, metacognitive and social (Schunk and Zimmerman, 1994; Volet et al, 2009). Tseng and colleagues state that SR is "the underlying capacity driving learners efforts to *search for* and then apply personalized strategic learning mechanisms" (Tseng et al, 2006:79). Differently from the cognitive theory, this definition encloses the intervention of others in strategic learning, rather than processing cognition in isolation.

Although the contributions of this perspective reveal the importance of social component of regulation, the main attention focuses on the individual. SR comprehends an active, constructive process whereby students learn to set goals, monitor, regulate and control their cognition, motivation and behaviour within the context of opportunities afforded by the environment (Dinsmore, Alexander, and Loughlin, 2008).

In their theory of SR, Zimmerman (2002) and Schunk (2009) argue that the social context offers opportunities for modelling, guiding practice and giving instrumental feedback, each of them play essential roles in the self-regulated learning process (refer to Table 1), which consists of three basic steps: forethought, performance control and self-reflection. Forethought refers to the task analysis that learners make as the anticipation and planning of their learning. This step refers to the planning of actions to do previous to start engaging with an activity. Once the learner faces the challenge of learning, they start thinking of how to deal with that in terms of time planning, how to deal with it or what strategies to use. The second activity is the performance of control; this is, monitoring the learning through the self-control and self-observation. This phase consists of the conscious use of specific strategic actions in the learning activity. It implies the trial and error practice of the strategies the learner can apply for each situation and observing, analysing which action works best in a specific situation. The last stage is self-reflection or self-assessment of the outcomes through self-judgment and self-reaction. It refers to the use of several strategic actions and their results come about a process of continuous reflection in the learner on how these actions are working in every situation and which strategies adapt better to their own style of learning.

This model of self-regulation fully acknowledges the importance of the individual in the regulatory activity. The stages impact this study in the sense that the groups are expected to go through the stages, as to plan, take control of their strategies and assess their performance in their interactions could lead them to an effective achievement of their goals. Nonetheless, we can still observe that the emphasis of the self and individual work continues being predominant, even in the interaction with others. Development of cognition is seen as an internal, individual process in which motivational factors are considered as key variables in the study of regulation.

One of the most significant components of sociocognitive theory has been self-efficacy, first introduced by Antonio Bandura in 1986. It consists of beliefs that learners hold in reference to their abilities to perform a task (Bandura, 1982, 1991; Raoofi, Tan, and Chan, 2012). Raoofi and colleagues (2012) indicate that “self-efficacy is a key factor that affects learners’ interest, persistence, extent of effort students invest in learning, the goals they choose to pursue and their

use of self-regulated strategies in performing a task” (p.61). Good self-regulators are the learners who set goals, implement effective learning strategies, monitor and assess their progress, maintain a sense of self-efficacy (Dinsmore et al., 2008; Pintrich and Schunk, 2002; Schunk et al., 2009; Zimmerman, 2002). Sociocognitive researchers attribute much of the learners’ success in language learning to self- efficacy.

In closing, the sociocognitive theory considers that self-regulation depends on the degree of self-efficacy that a learner has (Sekert, 2015). Research has clearly indicated a strong influence of self-efficacy to motivate students to use specific strategies in second language learning contexts (Raofifi et al., 2012). This motivation can also trigger an effort to self-regulate (Zimmerman and Schunk, 2011). For self-regulation to happen, Bandura (1991) alluded to social learning experience through imitation, modelling, repetition of patterns and praising for the achievements (see Table 1).

The approaches mentioned so far tend to behold individualistic views of language learning and self-regulation, since they base their studies on the particular characteristics of learners in order to understand the cognitive and psychological dimensions that these processes involve. On the other hand, the latest current learning approaches accentuate the inclusion of the social and cultural components in learning as essential to develop cognitive activity. For example, sociocultural researchers claim that learning occurs within social interaction rather than individually (Donato and MacCormick, 1994; Gánem, 2013; Lantolf, 2012; Swain et al., 2010). That is, interaction with others supports the *development* of higher mental functions (such as analyzing, classifying and defining, among other functions), thought and knowledge (Wertsch, 1985).

Development and mediation are main objects of study in SCT; both closely related. Sociocultural theorists argue that development of higher mental skills takes place through mediation or regulation of material cultural artifacts (objects such as computers and books among other things) and psychological symbolic tools (for instance, concepts, theories, language and numbers) in social interaction within different settings such as the family, groups, institutions and workplaces (Lantolf et al., 2015). Thorne and Tasker (2011) described the term development as a process of gaining more voluntary control over thoughts and behaviour after being mediated or assisted.

2.6.2 Self-regulation and Autonomy, Social Mediated Processes

The term *autonomy* has become a topic of interest in the field of applied linguistics in the last decades (Benson et al, 2001; Benson and Voller, 1997; Benson, 2007; Pemberton et al, 2009). The

construct appeared in education at the end of the 1970s in Europe, originated within the frame of liberal philosophy of learning postulated by Freire, Illich and Bruner (Lewis and Vialleton, 2011). In its broader meaning, autonomy is defined as a capacity inherent to our nature as human beings (Little, 1991). In the language learning scope, several definitions have emerged for learner autonomy since Henri Holec published its first meaning as “the ability to take charge of one’s own learning” (1981, p.3). Then, Benson (2011:58) proposed a modification to Holec’s definition and changed the word *ability* for *capacity*, considering that the latter implies a potential skill to be developed contrary to the innate nature of Holec’s definition.

Some writers see autonomy as the ability of controlling and making decisions while taking action in the process of learning (Benson and Toogood, 2002; Benson and Voller, 1997; Benson, 2009; Benson, 2007; Cotterall, 1995; Dickinson, 1987; Little, 1991, 2007). David Little defines learner autonomy as “a capacity for detachment, critical reflection, decision-making and independent action” (Little, 1991:4). Later, Huang and Benson (2013) allude the capacity of language learning autonomy to three main characteristics: the ability to learn a language, the intentions to learn it and the freedom which implies control of the learning process. Little (1991) emphasizes three elements as necessary in order to advance in autonomy; these are learner engagement, learner reflection and target language use.

Holec (1981) also lists some characteristics in autonomous learners such as their definition of contents, progression, and selection of methods and techniques for learning and the evaluation of outcomes. In the same sense, Garrold Murray (2009) suggests a series of ideal conditions for autonomy: the learner planning, monitoring and assessing their own language learning, a student who practices reflection regularly and participates in clubs to practice the target language. Others consider autonomy as an attitude of readiness, willingness and motivation (Murray et al, 2011) towards the process of learning to learn, the awareness of their learning process (Cotterall and Murray, 2009; Wenden, 1998) and the effort to develop learning strategies (Barfield and Brown, 2007; Cotterall, 1995; Dornyei, 2005; Elliott, 2013; Meyer et al, 2008; Murray et al, 2011; O’Malley and Chamot, 1990; Oxford, 1989, 1996; Pemberton et al., 2009, 2009; Wenden, 1998).

All the definitions and conditions for autonomy in language learning presented before include *capacity, control, reflection, motivation, freedom, decision-making, strategic learning development and engagement with language practice* as main key words that are worth mentioning. If we refer to the Section 2.6, in the discussion of the definitions of self-regulation, and compare both terms, we can observe that many of the words are repeated and some of these are: *capability or ability, engagement, strategies, control, strategies, metacognition (reflection)*.

However, the difference in both terms seems to lie in two things: the inclusion of some other words in the concept of self-regulation: *cognitive development, process, and problem solving* and the exclusion of *freedom* in its definition. Self-regulation is temporary and situational and freedom is not a necessary condition; while for autonomy, it is. Then, the difference in concepts stands on the period of the exercise of freedom to take control of the learning situation. While self-regulation seems situational and limited control, autonomy seems a much wider concept which implies different dimensions such as political and economic ones in a wider social extent (Benson, 2011; Murray, 2014a).

Autonomy in language learning was for many years considered as a capacity to exercise independence and freedom in learning, which indicated to be an individual process. Currently, although most conceptions of autonomy involve an individual effort and a level of responsibility towards the process of learning, it does not mean that learners must work alone and isolated. On the contrary, considering the SCT as theoretical framework, autonomy could be exerted in groups, in interaction between the subject (the learner) and the people in a specific social context (Lantolf and Thorne, 2006; Vygotsky, 1980).

After more than thirty years of research, the concept is now viewed as a social mediated capacity developed in learning contexts where interdependence and collaboration among individuals are essential. Now it can be considered as a skill, a learned ability in the process of learning, through the regulation of the self and within the support of others. This is to say that autonomy has been transformed into a competence that could be enhanced and constructed through experience and social mediation. This view implies the examination of autonomy from a more holistic view, this is to say, if the individual develops autonomous practices through collective interaction, then, autonomy widens its possibilities and dimensions.

On the other hand, regulation, the topic of interest in this thesis, encompasses a process of the dependence on several tools or means to develop strategies which will be used independently in the future within a different situational context. If we discuss this dependence of mediational tools in language learning, in one way or another, "autonomous learners are never entirely in control of their language learning....autonomous language learners often find themselves, or willingly place themselves, in situations where they have little direct control over their learning" (Benson, 2011:87). Taking the development of regulation as the basis to understand autonomy, it seems affected by the dependence on either mediational means or the assistance received from other learners. According to the theory, SR is only a stage (after object and other regulation) by which the learners go through before becoming more independent. Consequently, SR can be

discussed as a step of the process of becoming autonomous as it consists of the control of actions and the process of making decisions in the process of learning.

According to the theory of regulation proposed by Frawley and presented in the Section 2.4, the concept of autonomy is explicated by using the three modes of the subjective experience of cognitive development (Figure 2) and also explained by Frawley (1991):

- a) Unconscious processing: this is the automatic process in which the learners are immersed in the regulatory processes by objects or others.
- b) Consciousness: it might imply awareness of the no conscious process and the orientation of SR activity. It is in this mode that autonomy starts emanating in surface.
- c) Metaconsciousness: the complete awareness for the control of mind and behaviour, this is the orientation of the learned skills towards the specific goals. Autonomy at this point is expected to be a learned ability as a key to individualization, contrary to the emancipatory objectives with which it was once associated.



Figure 2 Subjectivity (Frawley: 1997) and Regulation

Figure 2 explains a single one-lined process of regulation by which the learners become autonomous. As discussed in the Section 2.4.1., Frawley (1997) suggests that the development of regulation starts through the mediation of physical objects or any other mediational means, which includes the assistance of other learners and other symbolic means such as language (L1 or L2, collaborative dialogue or private speech) and this form of regulation is done unconsciously. Then, regulatory activity changes to become a more conscious form of regulation through the internalization of the knowledge and then externalizing the information acquired in other contexts, it is then, when autonomy manifest. Therefore, the thesis will draw on Frawley's model, which will allow the researcher to look at the general regulatory process in the groups of learners.

It is important to highlight that the main interest of the thesis is not autonomy per se, but regulatory activity considering it as a starting stage for the learners to become more autonomous.

Parting from the social mediation of cognitive development, regulation must develop first through the other people mediation, occurring in communication, when another person regulates or controls the learning activity. In this respect, Benson highlighted the importance of control as a manifestation of autonomy, developed in social activity: “learner control over the learning process, resources and language cannot be achieved by each individual acting alone. Control is a question of collective decision-making, rather than individual choice. Yet collective decisions are also arrived at by individuals achieving consensus and acting in concert” (Benson, 1996:33). Individuals tend to share thinking, social practices and tools in groups, communities or societies. When people work together, they do not only interact but also think together, and remember collectively (Middleton and Edwards, 1990).

Following the discussion on the concept of autonomy developed collaboratively, what is debatable is the development of autonomous practices in groups. Tim Lewis (2014) questions if autonomy can be practised collectively. He discusses that working in collaboration with others in a group does not necessarily mean that the group becomes autonomous. According to Lewis, autonomy development will depend on the extent to which the participants share the group goals: i.e., the learners could focus on their own individual aims but these need to be compatible to the ones of the group, otherwise every participant will aspire to achieve their own goals and will not help others in their autonomy. Another point to argue in this respect is that working in groups does not take into account the development of autonomous skills in each learner in the presumption that each individual is unique and different. Besides, they count on different learning styles, different likes, interests and motivations for learning the language.

The fact that individual differences are present during the interactions does not mean that autonomy is impossible to be practised in groups; on the contrary, the potentialities of each individual could be put to the service of the group. The appearance of manifestations of autonomous practices will depend on how interested they are in sharing their potential and skills with others, in negotiating and leaving their personal differences aside to be subjected to the group objectives. If the groups cooperate and contribute for the development of others' autonomy, the objectives of the group “can most successfully be achieved by sharing intentions and cooperating The ability to negotiate these transitions surely makes them more, rather than less autonomous” (Lewis, 2014:56).

The learners in groups are supposed to support each other in their learning to achieve a common goal, they explain, imitate, support, encourage each other to learn. In this study, it is expected to observe manifestations of autonomy (Little, 1991), such as taking decisions, setting goals, negotiating to agree group management among others, as they are exposed to collaborative work without the assistance of a teacher.

This discussion concludes with the same quotation at the beginning of the thesis to emphasize that individual and social dimensions of autonomy must be regarded as complementary and dependant on each other; since “inherent in our nature are the personal wholeness and the social coherence to construct healthy, autonomous individual personalities while simultaneously constructing cohesive, cooperative social groups. We are by nature, a social species, composed of individuals having complex psychological needs” (Rue, 2011: 65).

2.7 Dimensions of Regulation in Groups

The research to date has tended to focus on self-regulation taking into consideration its affective, motivational, behavioural, metacognitive and cognitive dimensions (see Section 2.6). Recent research has suggested a social and cultural dimension too. For example, Jang and DaSilva Iddings (2010) conducted a research looking at social forms of regulation in two female Korean students of ESL in a middle school in USA, while performing writing activities. They found in their conversations (analysed microgenetically) and observations (ethnography) that these students were mediated by the ways of behaviour in a classroom in the L2 culture.

One of the writing activities of the study was to write as a debate related to ethical issues in the school context. In Korean schools it is not a common practise to take part on a discussion of a topic like that, consequently, such activity made the students feel uncomfortable. They concluded that self-regulation was intertwined with social and cultural contextual factors. Then, extrapolating what occurs in self-regulation, it is expected to occur in group regulation; i.e., the metacognitive, cognitive, motivational, affective, social and cultural stances of regulation intertwine in the engagement of the purposes set for the groups.

Svalberg (2009) has greatly contributed to understand interactions among language learners by proposing a definition for *engagement*, which will be relevant for this study as well. She argues that engagement with language “is a cognitive and /or affective, and/or social state and process in which the learner is the agent and language is object (and sometimes vehicle)” (Svalberg, 2009:6). The definition explains the mediating role of language and the regulatory activity that it

implies; this is to say that language could be a means of communication, a mediational tool but it is also the object of study of language learners, as they use it to learn about it through raising awareness of the language itself.

According to Svalberg's notion of engagement, the construct implies three dimensions: the cognitive, the affective and the social. Despite the practicality of her model, it did not result from any experimental research for this purpose; she based her model on the re-analysis of data already available of interviews undertaken by two researchers to eight English language students and four teachers, with the purpose of exploring attitudes to teaching methods and materials; holding her belief that development of language learning relies on the combination of the three factors.

Despite the limitations of the study at the moment of creating the model, its contribution has been expanded and recent research has been made in testing the different dimensions of engagement with language in language learners' interactions. The results of the research up to now has been drawn upon the amount of *language related episodes (LRE)* (Baralt et al., 2016; Fernandez, 2016; Sato and Viveros, 2016; Swain, 2006; Swain et al., 2009), which is relevant but limiting from the author's view point. LRE are extracts of conversations of learners' interactions where they discuss about the language and interaction could be far richer than looking at how many times the learners reflect about the language. Svalberg indicates that for further research in engagement, it would be needed to use microanalysis of conversation and audio/video recording of interactions, a suggestion with which the researcher of this thesis agrees.

Although Svalberg's model was not properly designed for regulation or mediation, this study draws on the dimensions proposed to study this relation of the factors that mediate the conversations and the effect of this mediation in the process of regulation development.

2.7.1 Cognitive Regulation

According to the Svalberg's model of engagement, language learners get involved in cognitive activity by paying attention to the language, reflecting and solving problems. Taking as reference, this kind of engagement, the regulatory activity emerging from the interactions must be referred as the control of actions towards the engagement in the learners' cognitive activity. This is to say, in the engagement of the solution of an emerging problem, the learners could show any manifestation of directing their activity towards its solution. The objective of observing this kind of regulation is to trace the process by which learners take control of their mediational means

(language, the support obtained from the group, learning objects, the learning situation) in order to solve a problem or in the process of making reflections or focusing on the language.

A considerable amount of literature has been published on the cognitive processes of language learners while they are interacting, being collaborative dialogue the most common tool of analysis. Some relevant findings are that most of the problems that language learners have to solve, refer to lexical / vocabulary issues. For example, one of the main studies was one conducted by Swain and Lapkin (1998, 2000) with the participation of twelve pairs of French students completing a jigsaw task and a dictogloss and focused on the retention of vocabulary and grammar; they found that attention leads the learners to retrieve lexical items and the language forms.

Respecting the proficiency of learners, this variable has demonstrated to be determining in concerning the cognitive solution of the task. Hyunsik and Iwashita (2016) design a study where three low proficiency level learners are paired with different proficient level peers; (low-low, low-high and high-high). Some of the findings were that lexical LRE were more produced than grammatical LRE; however, the more advanced the learners were, the more grammatical-focused were in their interactions. According to the authors, this could be attributed to the influence of the free conversation tasks that they used. In a similar way, the less proficient the learners are, the more unresolved and incorrect episodes they perform, so these are more likely to be mediated by their higher proficiency peers (Leeser, 2004; Watanabe and Swain, 2007).

2.7.2 Affective Regulation

Svalberg (2012) also advocates that affective engagement plays a relevant role in interactions since it refers to the attitudes towards all the factors of the learning situation such as the task, the learning and the other participants. Concerning regulatory activity in this dimension, it refers to the orientation and willingness that learners show to interact with others, influenced by their motivation and interests. This is to say, the focus on this scenario will be regarding the control of mediational means exerted by the learners to direct their actions towards maintaining a positive attitude and motivation during the completion of a task.

Attitudinal positions have demonstrated to be influential in the solution of problems or in cognitive activity. Baralt, Gurzynski-Weiss, and Kim (2016) studied the cognitive, affective and social engagement, following Svalberg's model, of Spanish intermediate learners completing a complex and simple task (see Section 2.3.2) in face to face interaction and peer interaction in synchronous computer-mediated chat. Baralt and colleagues found that the participants who

carried out the face-to-face interaction showed a higher level of affective engagement as they viewed the task helpful, and fun. These learners reported that they co-constructed a shared willingness to working together with others, while the computer-mediated learners showed a contrary, negative response in engaging affectively, thus, their cognitive engagement was affected too.

Much research in the role of affective factors has been made in terms of emotional self-regulation. This might be because of the nature of the concept of self-regulation, since it originated in the field of psychology. Several studies have attempted to demonstrate that learners use private speech to stabilize and keep the emotional equilibrium, as well as a way to regulate motivation in situations of problem solving (Buckwalter, 2001; DiCamilla and Antón, 2004; Frawley and Lantolf, 1985). For example, DiCamilla and Antón (2004) argue that private speech is also used by language learners to express affective states in the attempt to regulate learners' own emotions and motivations such as when showing frustration: a student says "I can't do that". These manifestations of affective regulation help the learners to lessen their anxiety level ; the use of private speech contributes to their emotional state management in situations of problem solving (Buckwalter., 2001; DiCamilla and Antón, 2004; Frawley and Lantolf, 1985). Some of these expressions suggest that learners are struggling to keep their emotional equilibrium during the task, at the same time that they serve to get to know their own reactions when they are under pressure.

2.7.3 Social Regulation

Svalberg (2012) defines social engagement as the learners' initiation and maintenance of interactional behaviour. In this engagement, the learners use some linguistic and cognitive resources to be used as mediators. According to Svalberg, social, cognitive and affective engagement mediate language awareness, an important variable in language development (discussed in this chapter as metacognition, see Section 2.6).

Group collaboration in learning for task completion to get engaged in communicative practices has proven to bring a series of benefits to language learners. For instance, Johnson and Johnson (2009) argue that positive *social interdependence* in the groups "exists when the outcomes of individuals are affected by their own and others' actions... when the actions of individuals promote the achievement of joint goals" (p. 366). In other words, learners who interact in groups encourage each other and direct their efforts in the completion of tasks with the purpose of achieving the group goals.

In a way, the aims of the group and the learners' interactions mediate the actions and outcomes. In a study conducted by Sato and Viveros (2016) with the participation of ten students divided in high proficiency language learners and low proficiency ones, they found that a positive peer relationship and collaborative interaction had an effect in L2 development and these factors were more evidenced in the low proficiency learners than the ones with a higher proficiency. What is relevant is that the way in which the learners interact and how cohesive the group is affect their expected outcomes, which makes social regulation an important part of learning processes.

In a recent study carried out by Baralt and her colleagues (2106), they found out that social engagement in the language learners' face-to-face interactions mediate their cognitive engagement in a task. Learners shared a sense of trust and friendship, which made them construct a social network of collaboration to complete the task.

Martin-Beltrán, Chen, Guzman, and Merrills (2016) designed an interactional ethnographic study with the participation of 24 adolescent students of English and Spanish, whose discourses were transcribed and analysed as main data looking at social factors in their interactions. In the first place, Martin-Beltrán and her colleagues focussed on *social inquiry*, as a form to search for information about their peers and *support* as a way of showing appreciation for other people which is beyond the cognitive support. Then, they looked for evidence of *solidarity* as sharing common attitudes, where learners recognise their common experiences as members of a community, of a school and a complete society. Some episodes of their discourse showed some interest from one learner to another to know more about their social identity or academic life, recognition of common feelings or experiences and appreciation to the others' contributions.

They found that learners asked each other about their age, family, ethnicity, academic activities and other commonalities that they might be sharing. These learners also expressed acknowledgement of facing common struggles with their learning. This discourse mediated their interactions as social tools providing opportunities for the learners to build relationships and social cohesiveness. In the end, they concluded that "relationship building discourse serves as a mediational tool that affords language knowledge co-construction" (Martin-Beltrán et al., 2016:342). This kind of social networking discourse might also mediate the language learners to create a more collaborative mindset.

All in all, Svalberg (2009) recently challenged scholars to go beyond the cognitive focus of research and become more holistic by including the affective and social elements involved. This will be the basis for this study in mediation so that we could understand better this process.

When Svalberg created her model of engagement, she made clear that the social, cognitive and affective dimensions were separated for practical reasons, in order to be studied, but the three of them inter-depend on each other as a system, a view that is shared in the research presented in this document.

2.8 Overview of Research Methods in Regulation

Self and other forms of regulation have been broadly researched within particular research methods using specific data collection tools according to the perspective from which it has been approached. In social and cognitive perspectives, the methodologies vary from case studies where learners record their own strategies, while error identification and structured/unstructured interviews (Cleary and Zimmerman, 2004; Perry, 2010) to observations and context manipulation (Perry: 2010).

In the sociocognitive studies, the units of analysis are primarily individual, that is to say the object of study is self-regulation and its elements, thereupon researchers tend to separate SR from its social aspects. The research from the sociocognitive standpoint mainly focuses on how the learner manages their learning stages in a strategic form from planning, monitoring and assessing their language learning. Consequently, the units of analysis are self-efficacy (Bandura, 1982), self-assessment (Kühn and Cavana, 2012; Nicol and MacFarlane-Dick, 2006), individual strategies (O'Malley and Chamot, 1990; Oxford, 1989; Vermunt, 1996), motivation and goal-setting (Forgas et al, 2011), while the social aspects are separated and studied as an independent factor in the regulatory process.

As already discussed in previous chapters, in the sociocultural theory (SCT), regulation has been studied in relation to the frequency and development of private speech (Centeno-Cortés and Jiménez-Jiménez, 2004; De Guerrero, 2012; DiCamilla and Lantolf, 1994; Lee, 2006; McCafferty, 1994; Steiner, 1992) or language related episodes in collaborative dialogue (Hyunsik and Iwashita, 2016; Sato and Viveros, 2016; Swain et al., 2002; Swain and Lapkin, 2002). That is to say that the level of regulation in an individual is measured by the occurrences of private speech or LRE. The researchers in this field attempt to understand the symbolic mediation of language. In other words, they look at the language, the referents and patterns of speech (Centeno-Cortés and Jiménez-Jiménez, 2004; Steiner, 1992; Lantolf and Appel, 1994; McCafferty, 1994) that participants use.

Independently from the approach in which self-regulation is grounded, researchers have considerably relied on mixed designs that include narrative tasks (DiCamilla and Lantolf, 1994; Frawley and Lantolf, 1985; McCafferty and Ahmed, 2000), text recalls (Lantolf and Appel, 1994; McCafferty, 1994), self-reports, think-aloud techniques (Knouzi et al., 2010; Nassaji and Swain, 2000). The research in social regulation focus on co-regulation or shared regulation rely on empirical designs with the use of reports, portfolios and collaborative dialogue (Hadwin et al., 2005) and think-aloud or talk protocols (Gallimore et al., 1986; Knouzi et al., 2010; Swain and Lapkin, 2000). Some research also combines classroom observation (Mercer, 2004), and the manipulation of contextual features, such as the interaction of learners in particular learning settings (McCaslin and Burross, 2010).

A number of studies in this area have been used to analyse how self-regulation develops in children (Hadwin et al, 2005; Hadwin and Oshige, 2011) and how teachers and students interact in the process of tutoring (Aljaafreh and Lantolf, 1994; Hadwin et al., 2005; Nassaji and Swain, 2000). The participants in the studies involve either L1 speakers (Ushakova, 1994) or intermediate or advanced ESL speakers (Aljaafreh and Lantolf, 1994b; Centeno-Cortés and Jiménez-Jiménez, 2004; DiCamilla and Lantolf, 1994; McCafferty, 1994; Nassaji and Swain, 2000). This leaves venues to explore the regulatory processes in beginner English learners.

It is often assumed that lower proficiency level students are not able to complete a task successfully because of their lack of linguistic resources in the L2 (Alexander, 2012). Basing on this belief, teachers tend to avoid using communicative activities in groups with these students. Sato and Viveros (2016) designed a quasi-experimental study in two groups of students divided in high and low proficiency level. In order to research L2 development, they implemented communicative activities to be completed in the groups during their classes. The results revealed that lower proficiency learners when working in groups engage more in collaboration and showed more development than higher proficiency groups. In the qualitative analysis of the results, they also concluded that a mental attitude for collaboration has more impact in the interactions than language proficiency.

Research concerning the impact of proficiency on the development of L2 has been conducted by grouping either learners with the same level of proficiency (high – high or low-low levels) or learners with different levels (high – low proficiency levels). A study undertaken by Iwashita, (2001) the interactions of adult Japanese language learners in groups were examined and the results indicated that high proficiency level groups interacted more, gave more feedback to each other but did not demonstrate a modification in their language performance. It was also shown

that these learners tend to focus on form of the language, meaning that these learners own more linguistic resources to give more effective feedback to each other. According to this study, low proficiency learners produce more resolved interactions when mixed with higher proficiency learners rather with low learners.

Another study conducted by Young and Tedick (2016) mixed groups of high and low level learners do not show any statistical difference. Other studies (Storch and Aldosari, 2012; Watanabe and Swain, 2007) have concluded that proficiency level affects the number of interactions that learners have but mediation depends more on the kinds of relationships that learners construct while they are working in their groups. In the study undertaken by Hyunsik and Iwashita (2016), they could observe that low level proficiency learners might be uncertain of their role as seekers or providers of assistance when they are mixed with higher proficient learners.

Young and Tedick (2016) examined the collaborative episodes of four teenager language learners interacting in heterogeneous and homogeneous group activities. The teacher assigned the higher proficient students the roles of facilitators who assumed that they know more and therefore, tended to excessive languaging, leaving the less proficient learners to assume a silent role. Besides, the teacher intervened every time she thought the learners may need assistance. The results showed that only homogeneous groups facilitated interactions more equally and heterogeneous groups may lead to problems in the interactions. Certainly, the teacher control over the dynamics of the groups markedly influenced the results of the study. Nonetheless, the researchers recognized that interactions in small group work could benefit learners in their language development.

According to the analysis of the studies in the field, it can be seen that most of the research has focused on the potential that higher levels of proficiency represent in assisting lower level learners. The control of the teacher is still present in some cases such as in Young and Tedick's study, and some researchers such as Sato and Viveros, (2016) have expressed their concern of studying beginner learners and not resulting because of their lack of resources. Yet, there is limited research in how low-proficient learners interact and mediate among peer interactions in groups. This makes the research in low levels of language potentially fruitful.

Concerning the data collection, in order to obtain the participants' insight, dialogic discourse and private speech, language learners are commonly exposed to group interactions through tasks and problem solving activities, where their discourses are tracked over a period of time. Not surprisingly, the use of microgenesis (Donato, 1994; Gánem, 2008; Knouzi et al., 2010) has been

the dominating factor when it comes to analysing the data. For example, Gánem (2008) explored the language used in a Spanish as a foreign language classroom in collaborative activity of a group of students while completing both, Computer Assisted Language Learning (CALL) and paper tasks. In order to identify the participants' levels of regulation development (according to the study conducted by Aljaafreh and Lantolf in 1994). Gánem emphasized the phases that learners experienced from OR to SR with the use of semiotic resources, which included material and non-material tools (speech, gestures, culture, media, etc.) for meaning intended in communication. Microgenetic analysis of the conversations allowed her to follow the development, as these designs are to find the minor changes during the social interaction.

2.9 Summary and Research Questions

For a number of decades, a wealth of literature in applied linguistics has focused on the individual characteristics of successful language learners in order to better understand how they learn (Dörnyei, 2005; Oxford and Schram, 2007). Consequently, researchers have invested their efforts in tracing the strategies that these learners use by focusing on the cognitive processes that they go through; that is to say, looking at the psychological dimension of language learning (Hsiao and Oxford, 2002; O'Malley and Chamot, 1990; Oxford, 1989; Oxford and Schram, 2007; Rubin, 2001).

Given the psychological perspective of language learning processes, one of the most fruitful phenomena in the eyes of cognitive scholars has been self-regulation (SR). This concept is crucial in learning as it has been associated with academic success and goal achievement in which learners take control of diverse aspects of their learning (Baumeister and Vohs, 2004; Forgas et al., 2011; Oxford, 1989). Self-regulation has been defined by educational psychologists as a process whereby learners manage their own learning; this is, they seem to take the control over the different actions that could lead them to their learning, guided by their motivation and the goals they set (Forgas, Baumeister, and Tice, 2011; Pintrich, 1995; Schunk and Zimmerman, 1994).

The approaches mentioned above tend to behold individualistic views of language learning, since they base their principles on the particular characteristics of learners. On the other hand, the latest current learning approaches accentuate the inclusion of the social and cultural components as essential to develop cognitive activity. Amid the learning in social interaction, it is essential to acknowledge the function of regulatory processes, not from an individualistic view but from a social one. Regulation in this sense involves the different manifestations of organisation and control that learners exert over the different elements of learning while interacting with others.

This thesis attempts to offer a wider understanding of the regulatory mechanisms evidenced in interactions and conversations. The study explores the regulatory mechanisms developed in groups of beginning English learners, taking into consideration the participants' reflections and the support that they give to each other in their learning through the control exerted over their mediational means as they interact and communicate. These mediating tools are thought to be present in the form of physical and non physical resources on which the learners count when they deal with their difficulties (Frawley and Lantolf, 1985) in their group learning opportunities (Dinsmore et al, 2008).

Parting from the idea that cognitive activity is developed through the use of resources, learners become regulated by others, until they internalise the new knowledge to be used in other occasions showing that they have become more independent and do not need external mediation of that specific knowledge. In a way, learners start some practises that seem relevant to awaken the development of autonomy.

The main interest of this research is in learners at beginning stages of language learning, as they have not been included much in the research in the field. This might be because they are presumed not to have enough resources to manage a conversation on their own. In part, the results in some studies infer that the more proficient learners are, the more self-regulated they become and thus, more independent (Lantolf and Thorne, 2006) as well.

A number of studies have focused on language learners' interaction with the participation of combined peers, with native speakers (NS-NNS), with L2 learners in an ESL context or with more capable L2 speakers. All these forms of interaction have been widely studied with the participation of intermediate and advanced learners of English in ESL contexts, mainly within quantitative designed research methods. Nonetheless, very little research has been conducted on the social construction of regulation in beginner English language learners groups; especially when the interaction is among non-native speakers (NNS –NNS) of English in an EFL context, where the speakers share the same L1 (Spanish) as it is the case in this study.

This research looks at the development of regulation by using Frawley's model (see Section 2.3) to trace the object- other and self-regulation process. The attention is paid in the interactions that learners have with their mediational tools in the groups and specifically observing the cognitive, affective and social dimensions of the interactions (see Section 2.7) as it is illustrated in Table 2.

Table 2 The Dimensions of Regulation

| DEVELOPMENT OF REGULATION (Frawley) | MEDIATIONAL TOOLS (Lantolf and Colleagues) | DIMENSIONS (Svalberg) |
|---|---|--------------------------|
| OBJECT – OTHER AND SELF-REGULATION IN INTERACTIONS  GROUP REGULATION | MEDIATIONAL LEARNING OBJECTS, OTHER LEARNERS' ACTIONS, COLLABORATIVE DIALOGUE, PRIVATE SPEECH, L1, L2 AND PARALINGUISTIC ELEMENTS | COGNITIVE |
| | | AFFECTIVE |
| | | SOCIAL |

As seen in this chart, the regulatory process counts on the mediation of several elements, included in the cognitive, affective and social dimensions of learning through the use of resources that take part in learning. This matches the dimensions of Svalberg's model of engagement (Section 2.7):

- a) The cognitive: this is the internal and individual ability to acquire knowledge, understood as the development of higher mental skills (Vygotsky) such as memorisation, reflection, classification, etc. This is the intramental activity, which is evidenced by verbalization in interactivity. Cognition means knowledge (mental activity will be observable through the use of private speech or collaborative dialogue), thoughts, which will be transferred into actions (behaviour) and discourse.
- b) The affective dimension: it refers to motivation and emotions involved in the learning. Vygotsky asserts that motivation, including interests, affective factors and needs have the volitional power over thoughts (Vygotsky, Rieber and Hall, 1987). Emotions can affect cognition, since the beliefs an individual has about what they can do affects their actions (Golombek and Doran, 2014).
- c) The sociocultural dimension: this is the capacity each learner has to share knowledge with others, the capacity to bond interpersonally within group contexts, with other people, the openness the learners show to other cultural practices.

The discussion of the theory and the gaps in the literature leads to the formulation of the following research questions:

Research Question 1 (RQ1): How do English language learners at a beginning level regulate their group work interactions while completing communicative language learning tasks?

This question addresses to the main objective of the study, since it attempts to understand the regulatory process in beginner English language learners. This question then attempts to explore the elements of regulation present in their conversations.

The characteristics of the discourse are relevant in this respect as this question also takes into consideration the conception that what learners say is a cognitive activity in itself and what they say is a manifestation of that activity (Knouzi et al., 2010). It is important to mention that observing and recording the patterns of speech through the development of learners' collaborative speech can help to understand the group regulatory activity, which becomes apparent through collaborative dialogue.

Research Question 2 (RQ2): What advantages can group work offer to English language learners (compared to individual work)?

These questions inquire about the relevance not only of understanding the process of mediation of language development of beginner English language learners in a holistic approach, but of knowing about the benefits of working in groups for these learners.

The group is the learning context where the individuals start identifying with each other as they engage with the activity. This engagement occurs when all the members of the group are guided for a common goal, as they tend to create more confidence and collaboration in the construction of their interactions. Some research has affirmed that groups serve for learners to construct meaning, engage in learning activity, construct their practices and give support to each other towards learner autonomy.

As mentioned in previous sections, regulation is part of the process of becoming more autonomous in learning. Not only could group work function as a setting for learning but also for practising autonomy collectively. One of the main interests of this thesis is to trace the mechanisms of control of learners who do not count on the assistance of a teacher. The interactions with other learners in groups are expected to provide the beginner English language learners with the experience to enhance their autonomous skills in language learning, as they will have to solve their problems on their own.

Group work is then, the ideal setting to observe whether beginner language learners could manage to solve their difficulties, their group dynamics, and their conversations effectively in collective ways. If so, it would be necessary to describe in which ways they do that.

Research Question 3 (RQ3): How do beginner English language learners perceive their group work experience?

The participation of learners in their group feedback combined with the achievements in the group is an important aspect of this research, especially when it comes to capturing their impressions of how this experience contributes to the regulatory activity and the learning process.

It will be necessary to enquire about the contribution of this experience of group working for the learners in this study because they seem to construct common knowledge of the language by using it and experiencing the communicative process, which necessarily involves a shared understanding and negotiation of meaning.

The concern of this work is the study of talk and other mediating resources used by the group members when they are to complete the communicative tasks, share and negotiate with others. In the process, they are thought to become more independent in their language learning. This study undertakes a careful in depth analysis of the conversations occurring in the groups. To a certain degree, the results will provide a wide description of the process of mediation.

Chapter 3: Research Methodology

3.1 Introduction

This chapter presents a description of the methodology applied in this research. The first section explains the research methods used to study regulation. It moves on to the research design selected to answer the research questions parting from its ontological and epistemological basis. That particular section of the chapter also describes the rationale behind opting for the mixed method of research (MMR), where it is explained that the qualitative stance prevails over the quantitative one to offer a complete analysis of the data.

This chapter also presents the research features, such as a description of the participants' selection, the instruments used for data collection, the general procedures for the data analysis, the coding choices, the ethical considerations, the researcher's role, the fieldwork and a brief report of a pilot study conducted. The chapter concludes with a summary and conclusions where some limitations of the methodology are drawn.

3.2 Methodological Approach to the Study and its Design

Regulation in language learning in this study is seen as a social involvement activity, i.e., its research must consider a social ontological basis in order to explore the phenomena involved. The study, then, grounds on dialectical constructivism as an epistemological paradigm since it considers the fact that research looks at the understanding of phenomena within the interpretation of the complexity of multiple participants' meanings, interacting for a social construction (Creswell, 2003) of their learning.

It is worth looking at the principles (Politzer, 1999) of dialectical constructivism to observe the complexity that this entails: a) in order to understand the world, it is necessary to first look at the transformation of the society, so that we can explain how the individuals are being transformed by the society; as well as how society is being transformed by individuals, b) the nature of social constructivism is dialectical, this is, the social environment, similar to learning, involves continuous movement, activity; therefore, change, development or transition in time is relevant (Lantolf, 2012), c) studies of change focus on the process, so it is progressive as it is not the product what matters, d) the process is studied in a holistic form, this is, within the joint of opposites or dichotomies - for example, language and thought, external dialogue and inner

speech, social and individual processes in the construction of knowledge, as they seem opposites while being complementary at the same time.

Social constructivism, also known as dialectical constructivism, applied to the topic of our interest (regulation) leads to extensive discussion as the principles mentioned picture the complexity of the research in the field. On that account, the transference of the dialectical principles in the topic of regulation prepares the scenario for its study since SR and OR need to be analysed as a complementary process in continuous change, similar to a loop; where the self (intramental) modifies others and the others (intermental activity) affect the self. The individual is then, constructed, co-constructed and re-constructed in the complexity of interactions.

All paradigms have something to offer in the better understanding of the phenomenon under investigation (Tashakkori and Teddlie, 2010), and as regulatory activity in collaboration includes a great deal of complexity when it comes to the interaction between learners, it needs to be looked at through an interpretation of learners' dialogues. Taking into consideration this; an interpretative method of research seems appropriate. A predominance of a qualitative research applied to this study offers a number of advantages such as:

- a) A rich description of carefully detailed information involving the reflexivity of the researcher.
- b) A widely interpretative scope of the elements involved in the process.
- c) The inclusion of a small number of participants instead of a large group of people.
- d) The holistic interpretation of the phenomena including the sociocultural context and micro levels of analysis.
- e) A process-oriented research, open to emergent categories which might end in hypothesis or models.

(Gass and Mackey, 2012)

However, interpretation and description of phenomena is not enough for a comprehensive understanding. In order to corroborate findings, it is worth pointing out that data will need an extended quantitative analysis, such as the use of descriptive statistics to present the frequencies of repeated patterns. The complexity of interactions in regulation requires the questioning of the different sides of its components. The exploration of these different, and simultaneously, complementary components can be better studied not only from an interpretative, qualitative

point-of-view, but also through numerical descriptions, since they can offer a better analysis of the data collected and the exploration of development.

In keeping with the idea of questioning the diverse aspects of interaction in group regulation process, this research study is approached through the research design of a micro- longitudinal study with mixed- method components (QUAN+QUAL) (Dörnyei, 2007). Longitudinal research describes the micro processes that occur and the patterns of change during the completion of the tasks. As illustrated in Figure 3, the longitudinal design of the study will allow the tracing of the elements associated with the mechanisms of group regulation at a micro level of analysis during three planned tasks.

Besides the epistemological paradigm involved in the research, it is important to define its ontological nature. The ontological basis of a study contains the beliefs that a researcher holds of the reality of the object of study - in this case, the regulation process. In its ontological basis, the regulatory activity implies complex interactions among learners; each individual is different and put their cognitive, affective and social resources in the pursuit of a group objective, so regulation is studied as a social and individual object.

The ontological nature of this research is remarked as the construction of meaning in the social context of learning as the purpose is to understand regulatory activity in the interpretation of the learners' speech (Biesta, 2010). Since conversation in this context provides real talk, the examination requires detailed analysis grounded in qualitative methods. The perspective of this part of the research is social constructivist since the generation of meaning is part of social interaction. Interpretation is shaped by the context and the participants (Creswell, 2003).

The object of study involves people; therefore, it cannot be determined in terms of a cause and effect relation, but in the interpretation of the interactions, they have to co-regulate or regulate each other. Thus in its nature, the understanding of this process of regulation cannot be seen as a deterministic, mechanical causality as a cause and effect form, rather than as a matter of interpretation of meanings in contexts and situations (Biesta, 2010).

All the discussion above supports the qualitative predominance of the study, as it encompasses interpretative work from the analysis of the discourse and actions in the learners' participations. However, the quantitative inclusion in the analysis of data could be useful to measure the frequency of occurrences of words or phrases that gives the researcher efficiency in the ways in which the results can be handled (Creswell and Clark, 2011; Hernández et al., 2010).

A statistical analysis leads us to express in numbers what it is found in numerous and complex data. For example, Neil Mercer (2004) uses statistics to manage data while tracing interactions between learners and teachers in classrooms using sociocultural discourse analysis within a mixed-method approach. He justifies the use of statistical tools in his research in terms of the practicality it offers when it comes to handle numerical data for large amounts of information. There are considerable advantages in the integration of text data with numerical data. One of these advantages is that numbers can strengthen the validity and reliability of the research results. Another advantage of doing this is the accessibility to integrate the qualitative data into codes and categories.

The coding process, for example, integrates the qualitative data into numbers as it depends on the number of occurrences of a specific event that it is included or not in the taxonomy. This will serve to capture in-depth information with the trends of the phenomena since it can provide more insight than either of the methods alone. This study attempts to explore the complementary use of both, quantitative and qualitative methods because of the amount of information collected to form representative samples of the categories in each of the regulatory processes.

Instead of considering qualitative and quantitative as contrasting paradigms, this work attempts to integrate both forms of research with the main purpose of triangulating the data. By including the quantitative analysis of the data, the study tries to strengthen the validity of the data analysis process. Interrelating data will always provide a better understanding of the research phenomena.

The design of the study, presented in Figure 3, is an experimental design with qualitative data and an extensive analysis of repetitive patterns found (Tashakkori and Teddlie, 2010). The quantitative part of the research enhances the qualitative findings, through its statistical analysis and a sequential triangulation from the results in diaries and periodic group feedback sessions.

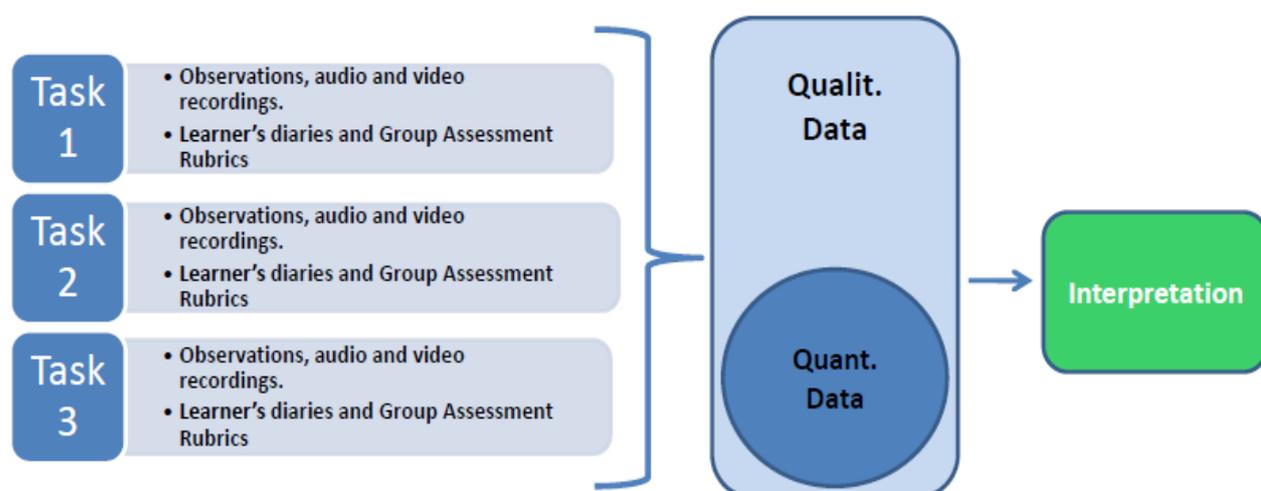


Figure 3 The Research Design

As we can see from the illustration, interpretation of the data is complemented with the use of both, the quantitative and qualitative methods, combined during the interpretation of the research. This is an empirical longitudinal study, qualitative designed with overt observations, which leads to interpretive data on the regulatory process. Strategically, quantitative analysis will be included in the discourse by counting the episodes of talk in each of the categories coded; and microgenetic analyses will be carried out in order to trace any change in the regulatory practices. The discourses will be analysed at a micro and macro level. In a macro analysis, mediated discourse analysis will be used while at a micro level, microgenesis will serve for the purposes of this study.

3.2.1 Mediated Discourse Analysis

The approach of analysis in the study will be Mediated Discourse Analysis (MDA), developed by Ron Scollon and colleagues to link discourse with action in the interactive process of the language learners in the groups. The reason for adopting this approach is mainly the concern in finding answers in the discourse of the learners in reference to what was occurring, what intention or motives they had, and how discourse affected the participants' actions. This approach contains a social ontology, this is that the entity of interest is the social action through the use of some mediational means (Wertsch, 1985). The use of these mediational means is thought to be internalised at some point, as it has been discussed before.

What MDA looks at is social actions, considered as "unique and irreversible" (Scollon and de Saint-Georges, 2012:70) in the spoken interaction, taking into consideration the history of the social actors, the order of interaction, and the place where it takes place. First of all, with this approach,

the researcher must consider that every person has a historical background which affects his/her actions and when this person is speaking, he/she speaks for those who have constructed that history (Jones, 2016).

This study presents the interactions of four groups of language learners who have started their English language studies in the University and as shown in Section 3.4.2 of this document, even when they are being part of a beginner level of English, they had already taken some instruction in secondary and preparatory school. Each of the sixteen learners has their own history of learning and their proficiency and experiences with the language affect their interactions.

The interaction order is the second element to be considered in the use of MDA referring it as the conjugation of the following factors: who is present in the interaction, the attention they pay to each other and the learning situation (Scollon and de Saint-Georges, 2012). This is the critical section of the analysis of this study since the analysis is made by tracing moment-to-moment utterances spoken in the interaction looking at who is speaking, to whom and the effect on the other participants' actions. The third factor that deserves attention in the analysis of MDA is the context or the situation and the mediational means used in the moment of the interaction. The analyst needs to include the letting or the location where the interaction takes place, paying attention to the discourses produced.

The objective of using MDA is to identify the discourses that facilitate the group accomplishments and what mediated means they use and the focus on these three aspects at the moment of analysing, will be useful in trying to map how regulation works in groups. The analysis will be done by the use of a *nexus analysis*.

“A nexus analysis consists in opening up the circumference of analysis around moments of human action to begin to see the lines, sometimes visible and sometimes obscures, of historical and social processes by which discourses come together at particular moments of human action, as well as to make visible the ways in which outcomes such as transformations in those discourses, social actors and mediational means emanate from those moments of action.”

(Scollon and de Saint-Georges, 2012)

This nexus of analysis will involve the close analysis of interaction through the use of microgenetic analysis of the discourse (see Section 3.2.2). The concern in the nexus analysis is not the text or the language in itself but rather the relation between discourse and human action , how the

language and mediational tools are used in action (Lane, Östman, and Verschueren, 2014). In Wertsch words “the relationship between action and mediational means is so fundamental that it is more appropriate, when referring to the agent involved to speak of ‘individual (s)-acting-with-mediational-means’ than to speak simply of ‘individual (s)’ (Wertsch, 1991:12). Therefore, the analysis is definitely focused on the person or people involved and the mediational tools employed. In this interconnection, regulation will be identified as carefully through the development of the conversation given in the participants and through the microgenetic analysis.

Through these approaches not only will it be seen how regulatory activity is developed in the groups but also who interacts, what their intentions are, what mediational tools they use and how they use them for the completion of a communicative task. The unit of analysis will be the social action through which participants share their ideas and intentions.

Nexus analysis can take various forms and one of those could be through microgenesis. Some research has been made in analysing language as mediational means in language learning (Donato, 1994; Gánem, 2008; Knouzi et al., 2010; Nassaji and Swain, 2000) as a form to trace development in the L2. Nonetheless, this study needs the support of MDA in the sense that it is necessary to focus on the L1 and L2 as mediational means for understanding the intentions of the participants of the group in the use of collaborative regulation of these and other tools for the attainment of the group objectives. However, interactions need to be studied in the discourse to obtain the whole picture of the process.

In the analysis of the discourse, the researcher will face the challenge of being participant of the interaction by interpreting some discourse that operates in meaning but it is not observable until the analyst of the discourse reviews the history, the interaction and the context of the conversation. For Bakhtin (1981), every word that we utter is meant to be socially understood, in complex relations with other words. This way to look at discourse has several important implications for the study of development of spoken discourse. According to Jones (2016: 46), in order to understand conversation, it is necessary not to look at what people say but how what people say is made possible by the tools available in the context and how these actions are connected to others’ discourses and actions.

Mediated discourse analysis in this thesis is used to analyse aspects related to regulatory processes embedded in the group discussions. Within the context of this study, the analysis undertaken will refer to the description of the talk produced in the groups segmented into episodes according to the activities that the groups accomplish. Some selections of transcribed

data will be presented, including the researcher's analysis. This will be done similarly to the sociocultural discourse analysis procedures proposed by Mercer (2004), when researching classroom discourses. However, the analysis will focus on the tension generated between the actions and mediational tools. For example, if a group struggles with a lexical item in their interactions, the attention will be turned to the mediational means they use to solve the problem (such as a dictionary) and the interaction the learners have with the means for their group goal achievement (the completion of a task).

MDA is different from other approaches of discourse analysis on the grounds that it is less concerned about the language itself and more focused on its mediating role to take actions, this is to say, its analysis is more related to the function that language has in the goals achievement.

3.2.2 Microgenetic Methods to Trace Development

On another level of analysis, microgenetic analysis of discourse is also used to trace the regulatory development in the group interactions. The method of analysis encompassed as microgenesis attempts to reveal the development of mental functions and processes of change in a specific context over shorter spans of time (from seconds to a considerable time span determined by the researcher), in order to understand development and trace any evidence of this phenomenon.

The SCT studies development through *genetic* methods by analysing any considering that these changes may occur over very short or long periods of time. The genetic approaches have their basics on the observation and analysis of development or change during a frame time. Time is a delimiting variable to examine the learning process, for example. While language is being understood by phylogenesis in the evolution during hundreds of years, the ontogenesis could take years (as long as a person's life). Similarly, microgenesis could measure development in seconds or as a longer process, inasmuch as the cognitive activity is conceived as an immediate reaction or as a longer process (Bradford, 2013).

Wertsch (1985:55) defined microgenesis as a "short-term longitudinal study" to trace the development and change of a particular event. This method implies the analysis of an event from its origin, tracing its history in order to understand it. Mitchell, Myles, and Marsden (2013b) refer to the use of microgenesis to "trace visibly in the course of talk" and Gánem (2008) considers it as a flourishing method to investigate language acquisition through the learners' dialogues in interactions.

The microgenetical analysis of conversation offers a number of advantages as it can help to reveal the processes step by step as they take place and it looks:

“for recurrent interbehavioural patterns and interpersonal moment-by-moment coordinations, and aim at revealing temporal synchronies, sequences, reciprocities, complementarities or symmetries in participants’ unfolding behavioral streams. The basis units of analysis are the changing relationships among individuals, and between individuals and their environments” (Salonen, Vauras, and Efklides, 2005:202).

Some research of regulatory activity, language learning and scaffolding in the sociocultural studies has been analysed with microgenesis (Aljaafreh and Lantolf, 1994b; Brooks and Donato, 1994; Donato, 1994; Gánem, 2008; Knouzi et al., 2010) and has led to important results in terms of development. For example, Gánem (2008) explored the language used in a Spanish as a foreign language classroom in collaborative activity of a group of students while completing both, Computer Assisted Language Learning (CALL) and paper tasks. Gánem emphasized the phases that learners experienced from OR to SR with the use of semiotic resources. The microgenetic research designed for this purpose attempted to find the minor changes in the communication.

In this study, microgenesis is the method of main data analysis in order to obtain any variation during the participants’ performances in the tasks. This method traces and ascribes any observed regulatory activity during the three tasks. The approach allows us to gain an insight into how the learners regulate each other in their groups, by observing the language, as well as other mediating resources.

The findings are taken from a careful analysis of the snippets of conversation (see Figure 4). Each segment selected for analysis is backed up by the completion of a task, which can be constituted by several sub-tasks or activities. Each segment of conversation is compassed by a series of problems and difficulties that function as motivation for the learners to start the discussion in order to work on finding a solution.

For example, in Figure 4, we see a snippet of conversation taken from a group while they were busy completing an activity. The learners converse and the microgenetic analysis allows to show how the participant come across a problem (Stage 1), use their mediation tools to help them continue (Stage 2), engage in the activity (Stage 3), and finish up the activity (Stage 4). If we continue observing the process, we may interpret that the stages seem cyclical and tend to be contiguous but at the same time, since the learners face several difficulties, they can jump from Stage 3 to Stage 1 and start over again with the main objective of completing the task.

Task to complete: post activity task 1 (Appendix D). They listened to the songs and were discussing in the group which song they liked best and why.

| | | | |
|----|------|---|--|
| 1 | Lola | Amm, a difference the songs ahh, one song, the vocabulary is more difficult for me and the song is more, more, more, ¿cómo se dice más lento? /how do you say slower?/ ...more (unclear) | Stage 1 Task |
| 2 | Lina | Slower, [| Stage 1 lexical problem |
| 3 | Lola | [slower? and the second [| |
| 4 | Lina | [^{oo} Here you have the dictionary ^{oo} | |
| 5 | All | ((laughs)) | |
| 6 | Lola | And the, and the second song is more motivational and the vocabulary is more easy and is my, is easy comprehension for me, and is more, is more, ¿cómo se dice? /how do you say it?/ Is more (unclear) and, and, and I, I, ya ((laughs)). | Stage 2 Access to mediation resources |
| 7 | Lina | Mmmm, I think through the first song is more boring ((laughs)) and the second song is more funny and motivational or motivation, and let me see, and is more easy ^{oo} ¿comprender? /to understand/ ^{oo} | Stage 3 Engagement in the completion of the task |
| 8 | Lola | Comprehension [| Stage 1 lexical problem |
| 9 | Lina | [Comprehension [| Stage 2 Access to mediation resources |
| 10 | All | ((laughs)) | Stage 3 Engagement in the completion of the task |
| 11 | Lina | [the second song | |
| 12 | Mona | mmm, in my opinion, the first song is, is more, eh, boring and the second is funny, ehh, in the first second (song), the vocabulary is more difi, difficult? ((laughs)) and the second is more easy. | |
| 13 | Ana | For me, the one song is difficult and two song is more easy. I like two song. That's all. | |

Figure 4 Sample of Analysis in the Conversations

The microgenetical analysis of the conversation helps with the observation of the different categories of regulatory activity in the groups and the stages the learners go through as it makes a line by line analysis of the conversation possible. It is worth noting that the direction of the conversations is unpredictable, though the learners do regulate each other within the combined objective of concluding the task.

Concerning data collection for this study, main data consists of audio and video recordings of the interactions of the learners in teams while completing a task, and the field observations from the researcher. Secondary data is collected in the learners' diaries (see Appendix G) and the group evaluation rubrics (see Appendix I). It also includes the recordings of group evaluation sessions. Further details of the data collection instruments will be explained later in Section 3.4.8.

3.3 A Pilot Study

A pilot study was conducted before the main research began. The purpose of this study was to test out the approach, the planned method and the tasks. The collected data served to identify self-regulatory activity, since it was the main interest at the beginning of the study. The study was held up as an example of how to put the formats into practice, how best to implement the tasks and how to sketch the first methodological procedures. The study was carried out as an interpretative and descriptive study looking at the self-regulation of adult English language learners during conversation session in a Self Access Centre. Data was collected through observations, video and audio recordings. An analysis of their conversations was undertaken to highlight the levels of interaction generated in the dialoguing process, and it also focused on characteristics of the speech for SR.

There were nine participants (three men and six women, aged between 18 and 24) voluntarily involved in the study - all of them enrolled in one of the academic programmes offered by the university. They were taking a beginner's course in English as a Foreign Language¹ and, as a requirement of the course, had to spend at least one hour a week carrying out independent study in the SAC - in addition to the five hours a week of English language instruction.

3.3.1 Activities in the Pilot Study

The researcher put out a call for the voluntary participation of Beginner English learners who wanted to practise their English-speaking skills in conversation sessions for an hour a week. The learners were told to get into random groups of three and were then given a task sheet with the instructions outlined below. There was a different task assigned for each of the three sessions, to be completed in three weeks. The activities were as follows:

- 1) First, the task procedures were explained to the learners. They were told that each team would have to publish a newsletter, so they had to search for the most interesting news story from a collection of magazines to be included in the publication.
- 2) They were asked to choose from one of the magazines laid out on the tables in the room and read an illuminating article that they thought was worth including.

¹ A1-A2 The first two levels of six, according to the parameters for language proficiency established by the Common European Framework of Reference for Languages.

- 3) They then identified and highlighted the most important and relevant piece of information to be reported to their peers.
- 4) Finally, they had to decide which piece to include in the students' newsletter.

While the students were completing the task, their conversations were audio recorded and filmed with the aim of analysing their SR behaviour.

After the main activity, the participants took time to express their thoughts and reflections in the diary format. At the end of the session, the students assessed the activity and their progress; they jot down how they felt and reflected on what they could do to improve their overall performance. Finally, the researcher, taking on the role of a tutor, wrapped up the session with constructive feedback.

It is important to bear in mind that this particular study was specifically designed for beginner English learners in group work, and learners were able to use the L1 (Spanish) because of their low level of English.

This activity encouraged group discussion and reflection when writing diary entries. The written and verbal discourses were analysed, revealing deeper thoughts and subjective appreciation. The thoughts and feelings displayed by learners in these assessment practices do not mean that they have completed the task successfully, or that they will in the future. Even though some comments presented here reflect a certain level of commitment when it comes to making learning-related decisions, we cannot ensure that they will take action; moreover that these resolutions are appropriate for a specific situation. The discursive samples portray another form of self-regulatory speech by conveying a commitment to language learning and decision-making.

Even though the communicative tasks were carried out using the TL (English), the assessment was conducted in Spanish (L1) to stimulate participation in the process of awareness, as L1 plays an important part in the process of learning regulation (Centeno-Cortés and Jiménez-Jiménez, 2004). Reflection activates intentionally as a way of raising awareness throughout the learning process. Discourse shows that awareness of this process can help develop strategies that might be suitable for future performance in learning.

The study concluded that language learners gain an insight into their process of learning and discover some helpful strategies themselves by using the language in communication. While assessing their own performance, regulation emerges, involving intentionality, control and commitment.

Communicative opportunities for learners bring several positive qualities, such as a higher level of motivation and a more positive attitude to learning. Students also gain experience in the use of the language, allowing them to feel more independent. Moreover, making decisions about their own learning and the kind of activities they want to pursue helps learners move from OR to SR, as making choices is an important element of the "self-regulatory development that must be encouraged and facilitated by social interactions" (Díaz et al. 1990:129).

Learners could become more aware of their learning strategies and even develop more, which might be useful for them in the future. In the words of Mitchell and Myles (2004) "SR is a characteristic of maturity and learning ability, defined as 'autonomous functioning'" (2004:195).

3.3.2 Results of the Pilot Study

The piloting work presented several advantages for the main study, such as the emergence of a first typology of regulatory activity, which facilitated the data coding of the main study. Another advantage was the change in certain aspects of the tasks and methods in the main study, and the focus of research - as the pilot study used SR, rather than attempting to understand other mechanisms of regulation.

The pilot study focused on the analysis of SR as it was the main interest when the thesis started, but it changed when observing different manifestations of regulation in the group interactions. The conversations with other learners in the group seemed to enrich the learning experience and their performance as learners. In a brief analysis of the conversations emerged in the pilot study, there were examples found of SR and GR.

The regulatory processes in the pilot study were evidenced through the use of mediational tools. This is to say that private speech, the use of objects, reflective language (languaging) and paralinguistic elements in conversations could represent SR through different dimensions and characteristics. The researcher could also identify some evident characteristics through the analysis of collaborative dialogue and paralinguistic manifestations in the conversations.

In this short exercise, the limited data set was submitted to a simple analysis due to the fact that the main aim of the piloting was to learn whether the research techniques were effective and identify any logistical problem in the meantime. The results of the pilot study also served to interpret data, code and categorize the information as a previous practice to a more in-depth analysis in the main study.

Table 3 Emergent categories of regulation in the pilot study

| REGULATORY PROCESS | MEDIATIONAL TOOLS | DIMENSIONS | CHARACTERISTICS |
|--------------------|---|-------------------------------|--|
| SELF REGULATION | PRIVATE SPEECH, LANGUAGING PARALINGUISTIC ELEMENTS. | COGNITIVE | Language awareness Self-correction Language use strategies |
| | | AFFECTIVE | Emotions (frustration, excitement, etc). Their purpose for learning English (motivation) Personality |
| | | BEHAVIOUR IN INTERACTION | Participation in the groups Regulation of the task Negotiation of meaning |
| GROUP REGULATION | COLLABORATIVE DIALOGUE, AND PARALINGUISTIC ELEMENTS | COGNITIVE | Language use and awareness Peer correction Problem solving Task solution |
| | | AFFECTIVE | Rapport (empathy) Emotions (frustration or excitement) |
| | | SOCIAL & CULTURAL PERFORMANCE | Interactions and participation Engagement in the conversation Independence and interdependence Negotiation of meaning (culture) Values and culture |

The coding scheme was restrained to the register of a list of characteristics found in the interactions. First, the main characteristics found in the conversations were recorded. For example, even when the data set was very small, there were examples of the learners becoming aware of the language problems or mistakes that they had, of how they used the language or which language they were using (either L1 or L2). The learners also showed a level of control of their emotions when participating, their motivations for the studying of the language, some degree of negotiation of meaning, self- and peer correction, some engagement in the conversation, independence and interdependence of the others in the groups, just to mention some characteristics (see last column in Table 3).

After having made a list of the characteristics, they were separated into self-regulatory and group regulatory manifestations according to which person it was the dialogue addressed and the

intention of the speech. This is, if the dialogue was a reflection towards their own motivation or they showed a level of frustration through the use of an offensive word without the intention of hurting anyone, it was considered as a self-regulatory characteristic. On the contrary, whether they dialogued with the members of the group with the intention of sharing with them or affecting their performance, it was put as a group regulatory manifestation.

Finally, according to the characteristics, they were grouped into cognitive, affective and behaviour in the social and cultural context. However, there were overlaps between some of the characteristics, so it was a difficult process to schematize the different codes, as explained in Section 3.4.9.

Due to the analysis in the data from the pilot study, the researcher realised that group interactions are more evident and apparently more helpful for these learners, so, the interest turned to the group interactions and how they regulated their conversations.

3.4 The Study

As illustrated in the previous sections of the thesis, this study was conducted in a Mexican self-access centre (SAC), at a Public State University (a government funded Institution) located in the centre of the country. It focuses on the regulatory activity in beginning English learners' conversations. In order to reach a better understanding of this phenomenon and analyse its development through the time in which they are completing a task, it has been decided to classify the research as a longitudinal study. The participants of the study are sixteen Mexican beginner learners of English as a foreign language (EFL), who have been put into four teams to complete three English learning tasks during nine sessions (for an hour each week). Their interactions were observed, their conversations were filmed and audio recorded to be transcribed and analysed later, together with learners' diaries and group feedback activities.

This section of the chapter will describe in further detail the characteristics of this study, the procedures undertaken with explanations of the decisions taken throughout the research. The following subsections will draw on the contextualisation of the study, the sampling of participants and some of their characteristics, followed by a short explanation of the researcher's role in the study. The next parts of this section present the research instruments and the ethical and methodological procedures. It will also address the validity and reliability issues under consideration to ensure the quality of the study.

3.4.1 The Study: An English Course

In 2007, the Subdivision of Basic Education in the Ministry of Education in Mexico implemented a pilot scheme to incorporate English as a subject in the plans and curricula of preschool and primary education. This also included adjustments to the secondary education curriculum. The purpose was to integrate English teaching into the three levels of basic education in order to further the development of the multilingual and multicultural skills that children need to interact successfully in an ever-changing world and promote appreciation of both their own culture and that of others.

The Ministry of Education launched the National English Program in Basic Education (NEPBE) in order to implement actions towards the teaching of English in the Basic Education sector. The implementation of the NEPBE in 2009 increased the demand for language courses and teacher training programs and brought about collaboration between the NEPBE and the authorities in the Ministry of Education for each state with the Mexican public universities. Since the beginning of the project, these universities have provided participants who are generally pre-service teachers, i.e., university students in the final year of the modern language programs, whose responsibilities involve teaching English for 2.5 hours a week per group.

In this experience of implementation, many people who wanted to participate in the NEPBE program were evaluated and failed to communicate in an interview in English language. Their level of language was elementary (A1) and the program requires a level of intermediate (B1) English in order to teach.

As a remedial measure, language schools affiliated with a public state university (a government-funded Institution), which were located in the centre of the country, offered a beginner's course in English to those people. A group of 40 people was taking the English course. The purpose of the course was to give the learners a chance to practise their language skills and to achieve a basic level of English, according to the Common European Framework of Reference for Languages CEFR (A1 – A2).

The syllabus of the course for beginner learners of English was based on the CEFR. For the purpose of this study, the descriptors of what a basic user “can do” is presented to offer the reader a wider scope of the level that the language learners participating in this course are required to reach (Table 4).

Table 4 Descriptors of Competencies for Basic Users of Language on a Global Scale (CEFR)

| LEVEL | DESCRIPTOR |
|-----------|--|
| A2 | Can understand sentences and frequently used expressions related to areas of immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, their immediate environment and important issues of the day. |
| A1 | Can understand and use familiar, everyday expressions and very basic phrases aimed at satisfying the needs of a concrete type. Can introduce him /herself and others and can ask and answer questions about personal details, such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way, provided the other person talks slowly and clearly and is prepared to help. |

The English course consisted of three hours of language instruction in the classroom every week and one hour of independent study at the SAC. The instruction given in the courses was based on the development of the four major skills of language (reading, writing, listening and speaking), with emphasis on the learning of grammar and vocabulary.

For accreditation of the language course, the learners were requested to study independently for an hour a week - in addition to their classes - at the SAC, during which time they were given the freedom to decide what to do and how best to organise themselves, as well being able to make the most of the Centre and its learning resources. The users have free access to the materials (books, software, audio books, recorders, games, grammatical sheets, magazines, etc) for the practice of their language learning.

The course students were invited to participate in a research project where they would have conversation sessions in teams to practise what they had learned in their classes. Sixteen volunteered to be participants and the procedures and the dynamics of the research were explained to the participants (refer to Section 3.4.3).

The interaction between these learners of English as a Foreign Language was recorded, both audibly and visually, while the participants were solving tasks in groups. The teams met once a week and their interactions were documented in this study in order to analyse their regulation in the process.

Language learners in EFL generally lack regular opportunities to communicate in English outside the classroom, which is why the SAC was chosen as the ideal setting to conduct this research since

it offered the learners an opportunity to practise their English language through interaction with other learners - and to make use of the technology available. The SAC was also considered an alternative to guide them into developing their awareness in their language learning process through activities, which promote assessment of their performance in collaboration with others, rather than looking at the isolated case of self-study.

By giving learners the opportunity to take control over the elements that influence the learning in group work, it is to be expected that regulatory processes considerably benefit the learners. Regulation seems to play an important role for them, as they start becoming more independent English language learners. The SAC is the setting for this study since the learners work in collaboration with their group members without the assistance of a teacher.

3.4.2 The Participants

The sampling strategy used to select the participants for the purposes of this study was non-probabilistic, convenient captive sampling (Teddlie and Yu, 2007). The sample emerged from an open call for participation in a research project made to the language learners who were taking the beginner English course. As already mentioned in the previous section, the course was organised by the languages school of a Mexican university. It is important to mention that this type of sampling was convenient and accessible to the researcher, but there was no contact made with the participants before the study.

The people taking the course were invited to take part in the study and it was explained to them that they would be involved in the collaborative learning activities, which would be offered at the conversation sessions at the SAC, so that these sessions could count as part of their course accreditation. From the group of forty learners who were taking the course, sixteen of them (40%) volunteered to take part.

The participants were interviewed before the research started, in order to collect personal data such as their names, ages, their English language learning background and the reason why they had decided to take part in the research. The reason why these learners decided to participate in this project was because it offered them the chance to practise their English, to improve their communication skills, increase their self-confidence when speaking English and meeting new people.

The sample consisted of the participation of four male and twelve female learners whose ages varied from 20 to 42. All the participants share the same demographic characteristics. They are all

Mexicans, born in the centre of the country, and are all native speakers of Spanish studying English as a foreign language. All the participants are false beginners, that is to say they all have an elemental knowledge of the English language since all of them studied English before, in secondary school and high school. All of them admitted that they are taking the Basic English language course because they think they do not know enough English, despite having studied the language before. None of them has studied in a private school or ever travelled abroad, although nine of them mentioned they have friends or family in other countries. At the beginning of the course, the learners took a diagnostic test and the results showed that their level of English oscillates from A1 to A2, according to the CEFRL.

Some detailed information about the participants at the moment of the study is presented as follows:

Alex – had been teaching children for four years. He was giving classes in a public primary school to fourth grade kids. He had an apparent higher level of English proficiency compared to other participants. He was one of the participants who had studied English since childhood since he attended private schools in primary and secondary education, where English is taught three hours a week. Although this made him more developed in the target language, he considered that he had not learned much during these years of English classes.

He said that he decided to participate in this study because it was an opportunity to practice and improve his English language pronunciation because “the English teachers just focus on the grammar.” In order to practice English, he mentioned that he uses several strategies and thinks that the most useful and effective has been repeating words to memorise them and use them.

After he had been explained the study and its purpose, he showed some concern for not having someone to correct their mistakes. He was also explained that the teacher was going to give a general feedback at the end of the session, so this made him feel much more comfortable. His expectations were related to language learning and meeting new people as he considers himself an outgoing and sociable person.

Ana – had a shy and nervous personality. Ana, like the others, used to teach in a public primary school to first grade- students. She was a 22 year-old teacher who had just started her job, which consisted of teaching children to read, write and make principal mathematical operations, such as additions and subtractions.

Her expectations of practicing English language were high and she felt motivated to participate in this study as she thought she could learn much. At the same time, she felt nervous and afraid as she thought she might meet more advance students and they would laugh at her mistakes.

In the interview, she stated that she wanted to participate in the study because she would like to practice her speaking. She studied English in public secondary and high schools but it was not enough as she explained in the interview: “the [English language] teachers only asked us to translate texts, so I did not learn anything.” She also said that she seemed to understand what she read but it was difficult for her to understand someone speaking English. She stated that the best way to learn English is through practice it in conversations, trying to imitate actors in TV programs or series.

Cata - was one of the most experienced teachers in the groups. She had been teaching children for sixteen years now. At the beginning of the study, she was forty years old, married with two children. She said that she studied English in the secondary school, when she was younger, but she did not remember anything because it was long time ago and never practiced it.

She stated that she was willing to participate because she thought it could be a rich experience to learn and work with other teachers, she also had this perception that younger students might know better English. She said that English was important to her because her husband was running a business and wanted to get involved in the international market.

Cata was a friendly, patient, insightful participant willing to learn and share experiences with younger learners. When she was explained that there was no intervention from a teacher, she agreed happily and her attitude was completely open to new ways of learning.

Chio - was a twenty-three-year-old female. She was perhaps the highest proficient learner in English, compared to the other participants. She said that she had a very good English teacher when she was in the public high school. She said that this teacher motivated her with the use of songs and games in the classroom. She stated that she learned English with that teacher and she would like to teach in the same way.

She used to teach second grade kids in a public school. She said that teaching is one of her passions in life, but sometimes she felt discontented because the system of education did not allow her to do many things she would love to. For example, implementing games in the classroom seemed difficult for her because there were more than fifty kids in the classroom and playing makes produced noise, which was a sign of problems in the school.

She also mentioned that she would love to travel to other countries, so her interest in practicing English conversation was to communicate with people from other cultures. In fact, she had been participating in chats in internet, where she met people from other countries. She also said that for her, it was very important that a teacher guided her in the process of learning and corrected her mistakes, but at the same time, she was willing to speak with other people in English and make friends.

Gia - was the youngest participant of the study. She had not finished her studies as a teacher but she was already teaching second grade children. She took English courses in secondary and high school because she said it was mandatory but she said she did not like it. Although she made some effort to learn the language, she said that she always found herself translating from Spanish into English. This practice makes her feel exhausted and anxious.

She mentioned that she was offered a scholarship to take a teaching course in North America but it was a shame that she could not take the opportunity because she did not have a certificate of English language. She became interested in the conversations offered in this study to practice her English before trying to get a certificate of the language.

Gia considered herself a controlling person as she has always been trying to be perfect, not making mistakes and even trying to control others. However, she considered to have a positive attitude to work and learn with others.

Ian - was a twenty-five-year-old primary teacher. Like other participants, he had been teaching children in a public primary school (37 fifth graders). He said that even when he loved teaching, he found it exhausting.

Similarly to the rest of participants, he took English classes in secondary and high-school. These classes seemed to be boring and useless at the time he was studying, so he never paid attention to the teachers. During the study, Ian said that he needed English because he would like to travel abroad but learning English was very difficult for him and never understood the language.

He participated in this study because he thought this might be helpful for him, but he did not seem as interested as the other participants did. Ian said that he took the English course offered to the teachers because of the diploma that they were going to receive and English language was a useful tool for him.

Isa - had the lowest grades in the first tests in their English language course. Isa was a twenty-two-year-old female teacher in a primary school. She said that she taught children while she

found a better job. She considered teaching an opportunity to her at that moment, but she was discontent with the teaching pay circumstances and the amount of children in the groups of public primary schools.

She said that she did not remember any English class that she took in the past. She took classes in secondary and high school, like the other participants, but she did not remember much. She mentioned that the teachers always explained in Spanish, that they used to teach the same things, so the classes turned boring.

Isa decided to participate because she was a very good friend of Ian and they decided to participate together. She also mentioned that she had relatives whose native language was English, that she understood them when they had conversations. However, speaking English was very difficult for Isa, so whenever someone spoke to her in English, she always replied in Spanish.

Nonetheless, she regarded herself as a sociable and friendly person and had high expectations towards the opportunity to practice what she was learning, she said.

Lalo - was twenty-four years old. Like Alex, Lalo was educated in private schools since primary and secondary education. He used to teach in a public primary school in the city in the mornings and had a job as a supervisor of a sector of primary schools in the afternoons. English language for him seemed very important but he considered that he did not know much. According to Lalo, this was because he hesitated much when he had contact with native speakers of English given that it seemed that they did not understand him. He perceived himself as not fluent enough to have a conversation in English and thought his pronunciation was not good.

He said that he developed some strategies to learn English by watching films with closed captions (subtitles) and during the study, he did understand better but he said that he tried to translate everything into Spanish. In the interview, he also stated that he felt safer when he studied English when there was a teacher in a classroom. He also mentioned that he seemed to be very dependent on the instructions and corrections of a teacher, but he would be very happy to try working with other colleagues. On the other hand, the teacher in his English course recommended that the students in the group participate in any conversation club because it would increase their confidence while practicing English.

Lina - was an experienced thirty-four-year-old teacher who worked for a public primary school, teaching third grade kids. She had been teaching in public schools for eight years. She was single

and took the English course as all the others did, because it was offered to them partly for their professionalization training.

When Lina was asked about her English language learning background, she said that she had taken some English courses in the public secondary and high schools where she studied. A couple of English teachers made a positive impact on her life because they were nice but she considered that the time of the class was not enough for learning the basics to communicate with other people in the target language.

Surprisingly, when Lina was explained about the dynamics of the study and that she was going to interact with other learners in groups without the help of a teacher, she seemed quite confident about this idea. She mentioned that she was used to working alone and with other people and that, she would be happy to learn from her teammates. She also mentioned that she was familiar with the work at the SAC and she liked the activities there.

Liz - Like all the other participants, Liz was a teacher in a public primary school too. She was a twenty-six-year-old- female teaching first grade children. She had three years of experience in this primary school. She studied English in public schools too during secondary and high school. She considers that her level of language is elemental. She also said that the teachers that she had in the English courses were not very good and she did not pay much attention in the class, as she considered that there were things that are more interesting.

She also stated that she did not have any idea how important English would be in her life because in the school where she used to teach, there was a Mexican-American girl, who did not speak Spanish at all. This was a serious problem for her since she did not know what to do and the girls' parents ended up taking the girl out of the school because nobody understood the girl. She mentioned that she believed that she is deficient in the skills to deal with this kind of problems.

She decided to take the English course because "it was free and useful". When she was explained the conditions of the study, she maintained an open attitude.

Lola - was one of the participants with the highest level of English. She was a twenty-three- year-old female teaching fifth grade children for the first time. She was working as a teacher to earn some money but she was not sure about teaching in a public school all her lifetime. She said that she felt comfortable teaching in that school but her director did not evaluate her high.

She had studied English in a public secondary and high school but she was also given English classes by a private tutor. She was afraid of forgetting what she learned in the past, so she

decided to take the formal beginning English course because it was free and offered by her employer.

She evaluated her communication ability as low and she considered that she had always had a positive attitude towards learning and whenever she had a doubt, she looked it up in reference books. She was aware of her need to learn more English language vocabulary in order to communicate effectively.

Mona - was one of the most experienced teachers who took the English course. She was a married forty-two- year- old woman with two children. Her teaching experience exceeded the 19 years. Mona said that she had taught all the grades in primary school and preferred the first, second and third grades.

After being explained about the study, Mona expressed that she had no problems working in teams with other colleagues but also that she preferred working with female teachers rather than male teachers. She did not want to say why.

Taking the English course was an opportunity for her to review what she had studied in secondary school because she said that she did not remember much as it was long time ago. Besides her education for being a teacher, she also received formal instruction to become a bilingual secretary. Nonetheless, during her professional development, she noticed that the English classes that she received were not good enough.

Mona indicated that she decided to start the English course because she noticed that her children used to speak English well at home among them and she wanted to be included in their conversations in English too.

Nelly - was twenty-three years old. She had just started teaching in a public primary school in the mornings. She was teaching third- grade- kids. She also worked in an office as a secretary in the evenings to earn some extra money. Although she loved teaching children, she found the payment hardly enough to make meets end.

During her childhood, Nelly took “very traditional English classes” in a prestigious language institute in the city but she said that she got bored easily. Despite having a hard-working Canadian teacher as a language instructor, she did not remember much of what she learned. She mentioned that she had the impression that she knew more than what she thought but at times, she felt disappointed, as she could not use the English language fluently.

Nelly mentioned some of the things she tried in order to learn English, such as watching films and speaking with native speakers. According to Nelly, the most effective strategy for her was speaking English in front of a mirror, which was often reflected in her performance during the tasks, as she tended to repeat what the others were saying.

Tara - was a twenty-three year-old-teacher working in a public primary school with sixth graders. She had earned some teaching experience in the last three years. She considered herself a patient and sociable person, always willing to learn new things.

It is important to mention that Tara had been studying English since secondary school and she had friends and family living in North America with whom she could often practice her L2. However, communication with them had been failing due to pronunciation misunderstandings and her lack of vocabulary, she expressed. Despite this, she stated that the best way of learning English is by speaking the language. The provision of this beginner English language course meant an opportunity for her to improve and correct mistakes in her English language.

Teo - had one of the best levels of English out of all the participants, as he studied it at private primary and secondary schools. Although he managed his conversation better than the others did, he thought that he had a very basic knowledge of English language. This might be due to the difficulty that he perceived to have when communicating.

He mentioned that he would love to teach English to children if he had the opportunity to do that. He said that he liked teaching in public schools because he thought this might have more impact in these people's lives, so he had found a mission in his life. He had been teaching fourth-grade-kids for six years and he expected to continue doing that for much longer. Besides teaching, he worked as a supervisor in a sector of primary schools.

According to the interview with Teo, he mentioned that he felt enthusiastic for participating in the study. He said that he would like to meet other people and enjoy the learning experience.

Trisia - was a young female working for a primary school teaching first graders. She was twenty-six years old and had been working as a teacher for a period of five years. The most difficult aspect in her job, according to her experience is to show herself as a patient teacher.

Once Trisia was explained about the conditions of the study, she surprisingly said that she needed the guidance of a teacher. Trisia was not sure about learning something from her teammates because error correction from a teacher seemed more valuable for her. After having been explained that she could drop out the study at any moment she felt uncomfortable, she started

being more self-confident. She accepted to participate because she had this idea that she would learn something.

Table 5 The Research Participants

| Teams | Pseudonym | Gender | Age |
|-------|-----------|--------|-----|
| 1 | Lina | Female | 34 |
| | Mona | Female | 42 |
| | Ana | Female | 22 |
| | Lola | Female | 23 |
| 2 | Cata | Female | 40 |
| | Chio | Female | 23 |
| | Tara | Female | 23 |
| | Teo | Male | 26 |
| 3 | Nelly | Female | 23 |
| | Lalo | Male | 24 |
| | Isa | Female | 22 |
| | Ian | Male | 25 |
| 4 | Gia | Female | 20 |
| | Trisia | Female | 26 |
| | Liz | Female | 25 |
| | Alex | Male | 26 |

After the interview, the participants were put randomly into groups of four people to work every week for an hour, as stated in the consent form. Research has found that groups of four or three learners work more successfully at solving tasks than working in pairs because of the fact that the learners own more knowledge and strategies to share in the groups. However, it has been also noted that opportunities to speak tend to be less in small groups than pairs and small groups sometimes count on one or two members who remain silent or less participative in the interactions (Fernandez, 2014; Lasito and Storch, 2013). Fernandez (2014) also found that even the students who remained silent during their group activity could benefit from the interaction with other learners since they are insightful and attentive to the form of the language.

The teams were allocated as shown in Table 5. Team 1 was made up of Lina, Mona, Ana and Lola, all of whom were female. Team 2 comprised of Cata, Chio, Tara and Teo - the first three female and the fourth, male. Team 3 consisted of two males, Lalo and Ian, and two female learners, Nelly and Isa. Team 4 was formed of three female learners, Gia, Trisia and Liz, and a male participant, Alex. In order to respect their confidentiality and conceal their identities, participants were given pseudonyms (Table 4).

It is important to highlight that it was not the researcher's intention to allocate females with males or only female learners in a team; the team designation was made at random. Even though the number of female participants may seem high in this study compared to the male ones, this represents a general picture of the proportion of female language learners against the male ones (4:1) from the population in the course.

During the teamwork activities, some participants were unable to attend some sessions but rallied in others, as will be explained later in this chapter.

3.4.3 The Fieldwork Procedures

After the initial interview, where the learners were asked personal information, such as why they had decided to participate in the project, the fieldwork started. It took over a period of nine weeks for the completion of the tasks.

The first meeting with the teams was for ethical reasons; to provide the participants with information on the study and to ask for their consent for their voluntary involvement in the research. As they were part of an English course in a classroom, they were allowed anonymity and confidentiality in the data obtained, so that they were not affected in any way and that they could drop the study at any stage if they wanted. That same session, the participants were allocated into groups, with each group consisting of four people. They agreed to meet for an hour each week at the SAC to organise their activity and to discuss and complete the task.

After the participants had agreed on which day of the week they would meet, the first session was then set. It is important to mention that the first session took place two months after the participants had started their English classes. This means that they had already had fifty hours of instructional classes by the time the first conversation sessions started.

Each session, the learners were assigned a topic and a task. Each group was given three tasks to solve, each to be completed in three sessions. In teams, they searched for information, discussed, and worked on the solution of the task. The conversations were audio and video recorded, with special emphasis placed on interaction and dialogue. They were also given a diary format (see Appendix G) to be completed after each session, so that the learners could write down their reflections and impressions of their learning experience. The information found in the diaries would be used to triangulate the data to see if there was any evidence of regulatory activity and to validate the research project through the variety of data.

In general, during this study the sessions followed the same sequence:

1. Learners meet every week.
2. Each session begins with a preparation from the participants to start the activity. For example, they decide how to arrange their seats to work - they normally form circles or semi-circles - and then take their seats to start working.
3. The researcher greets the group and gives them the task.
4. The learners read the instructions and start working.
5. They spend around 30 minutes discussing the task on their own before completing it. During the team activity, the researcher sits in a corner of the room, observing and taking notes. At the same time, the audio and video recordings are capturing the learners' dialogue and interaction.
6. After the participants had completed the task of the day, the session is wrapped up with some feedback related to the correction of mistakes and the emphasis on common existing problems in the participants' language use.
7. Finally, the participants evaluate their own performance in the diary formats and fill in the group feedback rubric (see Appendix I) if there is any time left. If they run out of time, they answer the feedback rubric in their free time and deliver it to the researcher the following session.

For the study, the feedback had to be written in either in English or Spanish. As discussed in the Section 2.4.1, L1 is accepted as it is thought to play an important role in regulation (Centeno-Cortés and Jiménez-Jiménez, 2004) and in the process of raising awareness. Besides this, the learners of this study had a low level of English.

3.4.4 The Physical Fieldwork Settings

As mentioned before, the fieldwork of the study was undertaken in the facilities of an SAC. However, the facilities were not always available. The study depended on the availability of the space in the SAC, so occasionally the participants had to be sent to a different room to work.

There were four possible rooms in the SAC where the teams could work: a) the editing room, b) the student room, c) the audiovisual room, or d) the conversation club room.

Despite the regular changing of rooms, there were basic elements that were prepared in advance by the researchers. Such characteristics were a table or a desk with dictionaries and reference

books on it, movable chairs, a whiteboard, a small table on which to place the tripod for the video camera and the tape recorder.

Participants generally sat in a circle or semi-circle and the researcher sat in a corner of the room. It is important to highlight that there were no interventions from any tutor or teacher during the sessions. Despite the diverse settings, the environment was generally relaxed and friendly.

3.4.5 Ethical and Risk Considerations

The ethics in any research involves responsibility, respect and confidentiality from the researcher towards the institutions, the participants, the work conducted and the information collected. Even though this kind of study does not represent any great risk to the institutions or participants, action was taken to prevent anything from going wrong.

First of all, the research protocol of this thesis, along with the participant information sheet, consent form and the risk assessment formats (see Appendices A, B and C) were submitted before the Ethics and Research Governance Online (ERGO) at the University of Southampton for approval to manage the ethical aspects of this research.

Once the application to conduct research had been authorised by the Ethics Committee, the authorities of the SAC in this state university granted permission to apply the research with the beginner English language learners of this study.

Then, there was an initial meeting with the participants to confirm that they were aware of what was required from them during the study. The objectives of the research were explained to them and their participation then consisted of solving three English language-learning tasks in collaboration with other participants in teams. The learners were also told that it was important that they used the TL (English) as much as possible in order to maximise their language practice experience. Even though the participants volunteered for the research, they had the right to drop out at any moment, if they wanted to.

In that first encounter, the participants were given a consent form (see Appendix C) for them to read, fill in and sign (if they agreed with everything that was on there). They then had to send it back once the study had started. The participants signed the informed consent form and their information sheets (see Appendices A, B and C). Both forms were used to protect the researcher and the participants from any problem or any risk that may arise during the carrying out of the study.

Additionally, it was important to guarantee the participants' right to feel safe and respected at all times. To that end, they also signed a consent form for permission to be observed and recorded, as a feeling of being invaded is a common complaint. As a way of further gaining the participants' trust, the use of pseudonyms was implemented to identify them and to protect the information they provided. The purpose of this was to protect their identities and for them not to suffer from any consequences as a result of their participation.

3.4.6 The Researcher's Role

The researcher was familiar with the setting of the study, so access to the facilities and to the course, itself was not difficult to obtain. However, the researcher did not enjoy the same familiarity with the participants, since there had been no prior contact before the study began. At the beginning of each session, the researcher provided the learners with the task and made sure they had the access to resources such as dictionaries and books, so that the teams could start work.

While the participants were completing the task, the researcher sat in the corner of the room and kept notes on the critical sense of the exploration of regulation using an observation guide format (Dörnyei, 2007). These notes would serve as complementary data to the video segments. The observations in the field notes from the researcher were focused on: actors (the learners), activity (discourse and performance in groups) and events, which show regulation in learning (see Appendix H).

At the beginning of the study, maintaining the role of observer was not easy as the researcher was constantly being interrupted. Observing was a difficult task since the researcher was seen as a "teacher" by the participants, and this became clear when they were having doubts during the tasks and had to ask the researcher for help. At first, it was difficult not to intervene, so the strategy that the researcher followed in order to avoid being asked was to ignore the questions and pretend to be busy writing field notes. The strategy worked and, little by little, the teams got used to the dynamic of working on their own and trying to solve the problems by themselves. In general, the researcher played the role of observer and the participants were aware that she was writing field notes on them to follow their performance in the interactions (Ary, Jacobs, Sorensen, and Walker, 2013).

Taking into consideration the participants' views on working in groups without the guidance of a teacher (see Section 3.4.2), and their concerns about their mistakes not being corrected, the

researcher decided to offer a five-minute general feedback session at the end of their conversations. Many participants were expecting to improve their target language use and this was translated into the correction of their mistakes. Even when the purpose of the study was to analyse manifestations of autonomous activity in the groups, the participants felt that they needed some help to improve their language use and some feedback would not be harmful.

It was not possible to look at every mistake that the learners made in detail, but the researcher highlighted the repeated ones. At the end of each session, five minutes to speak about the mistakes that the participants made were not enough, but it was important at least, to give some clues of where to look up in order to search for explanations about the topic, so they could practise on specific topics. This practice was carried out by the researcher with the preconceived idea that the dialogue generated from feedback serves "to resolve learner uncertainty and to point out incorrect solutions to linguistic problems" (Ellis, 2003).

Little by little, the participants noticed that even though they made several mistakes, what was really important was to be able to communicate in English and that they were able to understand each other, as they said in their group feedback sessions. After the groups had completed one task, the groups met to discuss and evaluate their performance as groups in the rubric given to them (see Appendix I), so they ended up assessing three tasks in three sessions.

Additionally to the evaluation rubric, the groups discussed their results. During the three group feedback sessions, the researcher guided the focus of the discussion towards the evaluation of the participants' performance during the tasks, by eliciting information from them. The researcher decided to intervene just by posing some questions since the participants found reflecting on their performance difficult to do, as it was the first time they did that. The researcher asked questions such as "how did you feel?", "did you find working in groups valuable for your communication in English?", "do you think you have become more autonomous?", "what problems have you faced?" and "has working in groups been difficult?" in order to elicit some reflection before completing their rubric (see Section 4.10).

In sum, the researcher played several roles: the manager of the study, the task giver, an overt observer, a giver of feedback and a conductor of the group feedback sessions. All of these roles made for a rich experience in researching.

3.4.7 The Tasks

It is important to specify how tasks were viewed in this study and then explain how they were designed and for what purposes. First of all, the tasks were recognized as an opportunity to experience communication in a meaning-focused language (Ellis, 2003).

A communicative task is generally focused on meaning, rather than form or accuracy (Nunan, 1989), and is structured to solve a problem through the interaction of participants (Ellis, 2003; Lee, 2000). An extensive amount of applied linguistics research has used tasks to understand language and the teaching process in a second language (Lee, 2000; Samuda and Bygate, 2008; Swain and Lapkin, 2000). Tasks in research are mainly used to encourage dialogue from learners, in order to study their interaction in language learning.

The research that studies language learning and the role of regulatory activity from the SCT is process-oriented, rather than product-oriented. Therefore, the development of language in use is the main objective of research since it suggests that "the study of dialogic interactions can provide a window to viewing the cognitive processes the learner is internalising" (Ellis, 2003). This data can only be obtained through the use of language learning tasks.

There has been some discussion about the influence that tasks have in language learning performance, with some arguing that the performance of learners while in groups depends on the task itself (Lantolf and Appel, 1994). Others conclude that "tasks do not manipulate learners to act in certain ways" (Donato, 2000). However, what SCT has proven is that the same task can be performed in different ways by the same person and that the same task can be carried out as a different activity, which concludes that learners interpret and change the task according to their own goals (Ellis, 2003).

Tasks in this document were designed taking into consideration the fact that collaborative dialogue would show how the learners managed their cognitive, affective and social resources in conversations and how these skills developed during the task-solving process. To acknowledge the need for collecting samples of the interlanguage - the language that learners produce in group regulatory activity in this study - three open-ended tasks were designed, mainly focused on information exchange and discussion.

The tasks were designed with three sequences of activities:

- a) A pre-activity to warm up and prepare the learners to be ready to work on the topic.
- b) A main activity consisting of two or three activities to complete.

c) A follow-up activity to close the discussion on the topic.

(Willis and Willis, 2007)

Even when the tasks were communication-oriented, they challenged the learners to use the vocabulary and language forms they had already studied in their classes. Before designing the tasks, a thorough review of the contents of the English language course was carried out, in order to interconnect form and function with the practice of the language that the participants had already learned in their English language course. The textbooks were also consulted in order to employ the same topics, the same kinds of activities and the language forms (the grammar and lexis) that had been used previously in the tasks of the study.

Each task had four main purposes:

- a) To encourage the participants to discuss familiar topics, so that they were able to share their points of view with others.
- b) To stimulate learners into taking control of their own learning while in mediation of the tasks (Gánem, 2008; Swain and Lapkin, 2000).
- c) To encourage the participants to practise what they had learned in the English language course; that is to say, the language grammar and lexis.
- d) To provoke discussion in teams, so that the researcher could observe the regulatory activity in the conversations.

Then a more detailed description of the tasks will be given.

3.4.7.1 Task 1: Successful Lives

The first task (see Appendix D) consisted of three sessions where the participants perform four main activities:

- a) The completion of a chart with personal information of famous people, such as their names, nationalities, occupations and dates of birth.
- b) The discussion of what the learners' dreams are and what their most successful experiences have been.
- c) The creation of a story about successful people. For this activity, the teams were provided with illustrations to help them create the story.
- d) Listening to two songs to close the task and to then briefly compare them.

In keeping with the course programme, the participants of the study were already aware of essential everyday vocabulary and personal information questions, such as: "What is your name?", "Where are you from?", "What is your occupation?" and phrases like "I would like to...", "My dream is to...", "nicer/more beautiful/easier than..."

The purpose of this activity was to engage the participants in conversation through the use of material they had already studied on the course. Engagement in the collaborative activities and discussions were important so that the researcher could observe the regulatory activity throughout the process. There was also a listening exercise included, though it proved to be difficult for the participants.

The learners discussed the meaning of success. They chose important and famous people that they considered successful. Finally, they also shared their dreams and some ideas about how to make them come true. They were taught to use some specific grammar, such as the verb "to be" and adjectives in their comparative form, as well as phrases related to giving personal information - nationalities, professions, dates, etc.

3.4.7.2 Task 2: Healthy Lifestyle

Task 2 (Appendix E) was designed to stimulate conversation and to enable the use of some grammar points the participants had already seen in their classes, such as the present tense to express habits and everyday activities. The lexical topic was related to sport, entertainment and food.

The task consisted of activities to be completed in three sessions:

- a) The first activity consisted of talking about healthy lifestyles. The participants discussed what they do on a daily basis to maintain their health and what they should or should not do in order to stay healthy.
- b) For the second activity, the participants were given an envelope containing several strips of paper with a problematic situation written on each one. They discussed a solution to each problem using phrases such as "You should...", "I think..." and "It's a good idea to...."
- c) The last of the activities included a role-play. The teams had to prepare a short sketch where they had to imagine visiting the doctor to express what hurt and how they felt. They applied vocabulary related to parts of the body and health in general. Once again, they used phrases such as "You should...", "What is your name?", "How old are you?", "You should..." and "How do you feel?"

The task aimed to make the participants share and describe their health habits. They also discussed some activities concerning to what they should or should not do to keep their bodies healthy. The task included a challenging activity for them to solve - a role-play where one of the participants had to make a visit to the doctor and explain their symptoms and how they were feeling using their previous knowledge and their creative skills.

The participants were solving problems and suggesting solutions to these problems. This was thought to be useful for the research objectives as it made it possible to observe how co-regulatory activity occurs in groups while participants are engaged in finding solutions to problems.

3.4.7.3 Task 3: My Values, My Life and Me in the World

As described in Table 4, the global requirement for A2 speakers indicates that they must be able to exchange personal information and talk about their everyday activities, what they like and dislike, etc. Since the English language course objectives were based on the CEFR, the following task was suggested, a task involving the use of lexical resources related to students' likes, dislikes, and the present and past forms of the language.

The learners used phrases such as "I like," "I don't like," "My favourite is...," "I used to" and simple past tense forms of verbs. The task also included talking about their lives in the past, from childhood onwards.

This task consisted of two activities (see Appendix F):

- a) First, participants shared personal information then talked about themselves, their favourite things, likes and dislikes, etc.
- b) The second activity of the task was to play a board game about what they used to like and dislike in the past and their lifestyles when they were children.

This task involved a variety of lexical resources, favourite foods, best friends, relationships, family and school and general personal information. The task required the use of past forms of the language such as "used to" and the simple present and past forms of verbs. The main objective of the task was to trigger the participants into the dynamic of joining in the exchange of personal information, so that the co-regulatory activity could be observed in the conversation.

All the tasks were designed to encourage participants to converse with each other so that regulation could be easier to observe and to study.

3.4.8 Research Instruments

Multiple methods to collect data triangulate findings and give validation to research (Cresswell, 2008). In this study, using diverse methods of data collection is intentionally aimed at exploring the complexity of the elements involved in the regulatory process. Data offers a rich description of the process and the diverse elements involved, which can lead to a better understanding of the phenomena studied.

The data collected were the following sources:

- a) Audio and video recordings of participants discussing the tasks.
- b) Work field observations from the researcher.
- c) Entries in the participants' diary formats (see Appendix G)
- d) Group feedback sessions and a rubric for group feedback (see Appendix I).

The following sections will explain the sources in detail.

3.4.8.1 Group Sessions

The documentation and analysis of regulation is uniquely possible through the analysis of learner involvement in language use. To understand regulation, it is necessary the collection of collaborative interactions and dialogues (Swain, 2000). Therefore, the collection of the collaborative dialogues in this study was made through the engagement of the participants in completing the tasks designed for the purposes of this study (see Appendices D-F).

Given the relevance of studying regulatory activity as it occurs in language use, it was necessary to use tasks to force the participants into interacting with each other. To capture the whole picture of the phenomena, the nine sessions of the four groups discussing their ideas for solutions to the three problems were audio and video recorded.

Although video recording has always been preferable to audio, it was inevitable that some valuable information related to non-verbal actions would be lost. It was impossible to follow all the gestures or facial expressions made by the participants, for example, since there was only one video camera filming. At times, the participants also hid their faces from the camera or looked away. Even so, the audio recordings served as the main form of analysis and the video data was complementary to that. The video data was consulted to observe the interaction and events, such as a learner consulting a dictionary or writing. Video recordings were useful to observe who was talking in the conversation, who was pointing at something, etc.

The audio recordings were listened to and edited with Wavepad Sound Editor v.6.02 ©NCH, a piece of non-commercial software. After being edited, the conversations were transcribed, using general conventions from Conversation Analysis (De Guerrero and Villamil, 2000; Gass and Houck, 1999). After the conversation transcriptions were completed, they were transferred to QSR NVivo 10 and paired with the audio materials. As mentioned before, as the quality of audio in the video materials was not good, the video recordings were only used to follow the dialogues and to complement auditory information. For practical purposes, video was not included in Nvivo and a picture from the videos was taken instead to complete the resources in the NVivo software. Once the resources were complete, the researcher started the coding procedures, which will be explained in a later section.

3.4.8.2 Observations

This technique is used to obtain rich data of the elements involved in interactions (Marshall and Rossman, 2006) of the participants. In this study, the observation was not only systematically, but also dynamically driven.

There was a simple general observation sheet, which was used as a guide for the researcher to focus on the elements of interest (see Appendix H). The guide consisted of two columns where the researcher made notes of any evidence of cognitive, affective or social regulation, and any interesting or relevant observations related to the participants' work. Other reflections or impressions, noted during the process and deemed worthy of inclusion, were also added.

The observation guide included a section for the researcher to write any commonly repeated mistakes the participants made when using the language, so that they would be able to remember them when giving feedback at the end of the session.

The observations were mixed with the field notes from the researcher. These notes were written down while observing the interactions - communication exercises that focused on the manifestations of regulatory events - and aimed to provide a full description of the group work. The field notes detailed the researcher's impressions of, and reflections on, the ability of the participants to work as part of a team.

The observational data was collected in an overt, unobtrusive manner while the teams were performing their tasks, which in turn allowed them to concentrate better. The field notes and observation notes complemented what was found in the transcriptions and the interpretation of the data.

3.4.8.3 Learners' Journals

The written diaries, or journals, are used as a way to capture the participants' personal insights, actions, thoughts and feelings. Journals reflect on the session-to-session activity (Jacelon and Imperio, 2005) of the language learning experience. For any qualitative study, impressions from the participants represent an important source of data that either complements or contrasts the researcher's subjectivity.

One of the most common ways to collect SR data is through the use of the think-aloud protocols (DiCamilla and Antón, 2004; Knouzi et al., 2010; Steiner, 2014) that generally serve to study SR. In this study, however, the diaries were chosen to show the insights of the participants, for the purpose of convenience and also due to the potential refusal of the participants to take part. In research conducted by Gallimore and his colleagues (1986), with a group of primary teachers, trained in modelling and self-directed speech techniques, data was obtained only from half of them. This lack of participation was attributed to the teachers' negative perceptions about the think-aloud technique and a feeling of embarrassment while using it.

The introspective data from learners can contribute to other data found on regulatory processes, especially that of SR while working in teams. For some of the participants, this was the first time they were using their diaries, which is why a format for the diary (see Appendix G) was designed to elicit insight and assist in the reflective process.

The format includes a report of the activities they were doing, their impressions of what they were learning and how they were feeling throughout the process. The participants also recorded the problems they faced in their interactions and how they solved them, their level of satisfaction with their performance in the group, how they dealt with their colleagues and how they left space for further reflection. Another purpose of the solicited journal was to engage the participants in their learning planning for the upcoming sessions and the impact of this experience in their future performance as language learners.

The participants were asked to complete the journal format right after the task completion session immediately after the events, in order to make their reports as accurate as possible. Each participant turned in nine reports, as there were nine learning sessions. In order to obtain the most genuine insight from the participants, and to ensure they did complete the format, they were allowed to fill them in either in L1 or L2.

The diary entries were also coded by using the same coding system from the conversation's taxonomy (see Section 3.4.9), in order to aid the processing of the data and support the main findings. The journals would offer some reflection on the cognitive, affective or social performance in the teams, as well as an insight into the learning experience.

3.4.8.4 Group Feedback Rubrics

There were three meetings with the groups; one after each task completion. The objective was to interview each group about their learning experience and evaluate their performance. It was also an opportunity to obtain from the participants their thoughts and ideas on what it was like working with the whole group.

The sessions were audio recorded; the participants could use either L1 or L2 to express their feelings and impressions. The researcher's role was to lead the interview and moderate the participants' interventions, so that each person had an equal chance to participate. Again, the participants - as was made clear in the diary entries and the conversations - were asked about the cognitive, affective and social implications of the sessions they were having, how they felt, if they considered that they were learning, if they had discovered new ways of learning how to do things (for their strategic learning) and their motivation.

The group feedback sessions lasted around 30 minutes each. The data was treated in the same way as the data in the diaries had been, i.e., coded and integrated in the analysis of the codification that had already been made.

Complementary to the group sessions, the teams were required to hand in a group feedback rubric to assess their performance after each session (see Appendix I). Each time, the groups gave a rubric evaluating the previous session. This aimed to gain an insight into the group work from the group's perspective. The rubric was translated for them, so that they were able to understand the descriptors of the categories to measure.

There were elements reflected on, related to the cognitive, affective and social performance when working together in teams. Problem solving, collaboration, directionality of learning, the sharing of knowledge, participation and levels of respect towards others were all evaluated. The participants had to discuss, agree and then complete the group feedback forms together. The feedback ranking was from one to three, one being the lowest and three being the highest.

3.4.9 Data Analysis and Coding Procedures

The total amount of sessions recorded consisted of thirty-six of the participants' conversations, which lasted for an average of twenty minutes each. Complementary to this data, there were three-group feedback sessions recorded, with each also lasting for twenty minutes. Besides this, there were thirty-six group feedback rubrics and 144 diary formats collected.

Once the data had been transcribed and paired with the audio materials, it was transferred to a hard disk and saved on the computer, where it was then managed using NVIVO 10, a qualitative data manager. The software suggested seemed appropriate because of the extensive multimedia and textual information in this research. The quality of the video materials was not good, but was useful when it came to following the dialogues. A still from the videos was taken to complete the resources in the NVivo. The content of the conversations was time-spanned, taking into account all the contributions from each participant (see Tables Appendix J).

The next step after having the transcriptions of the main study finished was to code the dialogues in each of the tasks. Coding in this study is used as the principal technique for analysis in the qualitative stand (Saldana, 2013). The process of codification was managed through an in-depth process of interpretation, which started with the general results of the pilot study (see Table 3). Then, it was complemented with the theoretical framework of the study, the observation of repeated patterns in the main study. In the end, the exploratory nature of the study - and the amount of data collected - leads the researcher to find repeated patterns or characteristics to develop a typology (Gass and Mackey, 2012) of group regulation.

The categories emerged from the coding cycles combined with the observation field notes taken during the pilot study, which was a starting point that facilitated the process of coding in the main study. Departing from the pilot study typology (see Tables 6-8), a more careful analysis of the transcriptions was carried out from the conversational data. Subsequently, the typology of the main study changed according to the speech pattern occurrences and characteristics. This approach gave a level of flexibility to the research, despite the fact that the pilot study emphasised self-regulatory activities, rather than group regulation.

As the researcher carefully examined the transcriptions, each time something related to giving support among the group members occurred, a line, a signal, a word or a phrase was enough to indicate an alert for the following analysis. The dialogues were coded according to similar characteristics in the patterns of conversation. The data was then analysed and separated into different categories, each of which will be explored later in this chapter. These categories were

used as a regulatory activity to decipher the patterns of speech related to the way in which participants interact and engage in the conversations while using the TL, for example when organising, asking for help and reflecting on the language.

As mentioned before, the process of coding passed through different cycles. As the research developed, the codes changed, were reorganised and were reduced to a number that seemed relevant to the understanding of regulatory mechanisms in beginner learners.

In the first cycle, the purpose was to observe the salient, language-based attributes and repetitive patterns (Hatch, 2002). After that, these characteristics were recoded in the second cycle, and put into the following categories: affective regulation, cognitive regulation and social regulation and others. Given the amount of data gathered, a preliminary analysis was carried out for the purpose of identifying emerging categories, which were defined temporarily according to their characteristics. These can be seen as the first categories in the Tables 6, 7, 8 and 9.

The first category was integrated by any situation or dialogue where the learners were showing cognitive activity, such as solving any problem or difficulty that they were facing or any situation when they were taking control of their learning activity. These events included any manifesting dialogue of reflection of their language use, any moment when they were noticing the language features; they paid attention on the language, their learning, their strategies and language study skills.

In this main category, there were specific features repeated such as moments where the learners completed each other's ideas, collaborating, clarifying understanding, asking for assistance, solving problems and dealing with their difficulties, metalinguistic reflection and metacognitive awareness (see Table 6).

Table 6 First Codification of Cognitive Group Regulation

| Criterion | Description | Samples | Notes |
|---------------------------|--|---|---|
| Metacognitive awareness | Learners become aware of their needs as language learners | We need the more vocabulary The pronunciation and vocabulary, we need more. | The beginners' perception is that they lack basic vocabulary and grammar. |
| Metalinguistic reflection | The participants reflect about the use of language, tenses and some words. | El sustantivo es health, y para hacerlo calificativo, este no, el adjetivo es health no? Salud y para hacerlo... Healthy, saludable? es healthy. | Their reflection is limited at a linguistic level, so, they use L1. |
| Problem Solving | When the learners are in a problem and try to solve it. This category includes the use of strategies or actions the learners use in order to fulfill their immediate needs of communication at a lexical or grammatical level. | The article of the home, bueno, article home, mmm ¿ cómo se dicen sábanas? or <i>how do you say</i> ehh? °° No, no sé °° °° El diccionario °° Ah, [<i>looking up in the dictionary</i>] lo voy a buscar (.08) It's very expensive Savannah! [<i>sic bed sheets</i>] Savannah? Savannah, Aha, ahh, savannahs and... | This category is normally regulated using dictionaries, lap tops or mobile apps, by asking questions to the others, to search for a word they do not know. Common phrases are: <i>I don't know, how do you say...? ¿cómo se dice?</i> |
| Asking for assistance | When working in teams, they ask each other and they help each other | <i>I don't know</i> ((laughs)) <i>Can you repeat [the problem?]</i> <i>[the problem?]</i> | Common phrases: <i>right?, I don't understand, repeat, I don't know, again?</i> |
| Clarify understanding | When a participant does not understand, someone gives an explanation. | You have felt tired, you seem to have no energy these days. Yo estoy, me siento muy cansada y yo no me veo con energía estos días. Mmm, <i>my problem, mmmm I never have energy....</i> Mmm, ¿ lo repito? /shall I repeat?/ <i>Yes please.</i> | In order to explain, the speakers use L1, translation or repetition of what they said before as it is illustrated in the samples. |
| Completion of ideas | When a participant is speaking and another interrupts to complete the idea. | You should amm [[go to the party ((laughs)) The experience, he was a [[more personal, no? It's more personal | It is common to interrupt with different purposes: a) to finish the idea, b) to correct c) to ask a question related to the topic of conversation. They are collaborating. |

The second main category was integrated by situations of implicit affective strategies to support the learners' performance. Affective dimension of group regulation included the learners' own perceptions on the language use, on the task, on their learning, and their performance in the group work. The purpose of this category was to observe their willingness to learn, their motivations to use the language, their manifestations of support among group members. The category encompassed two main features: motivation and affective support and assessment. Later these codes changed, as affective support in the teams' generated evaluative language and an apparent assessment and feedback. A number of segments of conversations on the other hand, represented motivation where these learners expressed their level of motivation to study the language (see Table 7).

Table 7 First Codification of Affective Group Regulation

| Name | Description | Samples | Notes |
|----------------------------------|---|---|--|
| Motivation and affective support | Laughter Laughter considered as regulatory element for their emotions and share social bonds. | bravo((claps and laughs)) | The relief theory refers to the fact that laughing makes people feel safe and it makes people certain that they will not be hurt. It is common to share laughter if they see their peers laughing too. Releasing Cognitive energy theory says that laughter is a form to deal with the achievement of a task. It reduces stress. |
| Assessment | Learners take the risk when they use remarks to evaluate a task or someone's performance to give support to others. | ((laughs)) Good ((laughs)) That's great. | It is common to observe the use of evaluative language, which consist of basic adjectives, such as good, bad, difficult, easy, fine, etc. |

The third main category encompassed the situations in which speakers focused on their interaction as members of a group. The learners seemed genuine in their conversations and they tended to turn the topics in meaningful content for them to share in the groups. It was also noticeable how learners engaged in the collaboration process with others to complete the task but in terms of sharing about their lives, likes and dislikes. This category also refers to any dialogue concerning their cultural understanding of an event and the creativity they used while

they were talking. These characteristics were put together as the learners tended to socialize and show a real interest in what the others could contribute to their conversations (see Table 8).

Table 8 First Codification of Social Group Regulation

| Name | Description | Samples | Notes |
|--------------------------|--|--|--|
| Cultural references | The participants use some cultural references, such as TV programs, songs, political issues, and events in their contexts. | My advice is "Don't worry, be happy" ((laughs)) hakuna matata Hakuna matata ((laughs)) | The example refers to a song and a Disney film. The regulatory activity exists since the participants share their cultural knowledge with the others, who will understand while they build cohesion. |
| Humour | It goes with laughs from the participants to create cohesion within the group. | [if I get married, I would like ..] a mmmm, a present for me and my husband Ah, ok But articles no, no sé ((laughs)), así como la licuadora o así no, No, A lo mejor, no sé, baby doll [nightwear] ((laughs)) | Humour and wit is a form to regulate the affective factors associated with the development of social skills to share affiliation. The kind of humour is related to exaggerate situations and refer to absurdity. |
| Creative use of language | The speakers use metaphors and since the beginners lack of lexical variety, they opt to make up words. | if you are consistent, you are going to be, <i>came to the moon</i> You can the <i>convivate [sic spend some time]</i> with your parents is most difficult because during all day everybody and resolve this (unclear) with this, with them. | Some compensation words are used, such as convivate (spend time with), decorated [decorated], put demandation [sue], relation [solution]. |
| Socialization | The learners talk about themselves, their problems, their lives. | Are you married? Do you like to read books? You watch TV? | The beginner learners develop social skills and ask simple questions to make conversation to the other participants. |
| opinions and views | The learners take risks when they express their points of view. Part of this is the way learners express their likes and dislikes. | Ah, <i>I like to give, maybe</i> if it's for my girlfriend, <i>I prefer to go to dinner</i> | The speakers share their experiences, what they <i>like, prefer, want, don't like, hate, think, love.</i> |

There were salient characteristics, which were not easy to put into the cognitive, affective or social regulation; so, they were put apart. The characteristics related to their group dynamics, how they took decisions in their turns, how they started their activity or any other organisation feature. These events were classified in three kinds: the decision making process, participation and the organisation of activities (see Table 9).

Table 9 Other Features in Group Regulation

| Name | Description | Samples | Notes |
|---------------------------|---|--|--|
| Organisation | The speakers decide if they should write, what to write, if they want to change the activity, the sequence of the actions, if they read first, if they stop the activity, how they are going to perform the task, what materials they will use. | Si quieren les hago como preguntas y ya ustedes me dicen, si se les hace más fácil? /I will ask questions to you, first, and you let me know if it is easier for you and then, we can continue doing that/ | All the interventions where the speakers organised their work in the group was in L1. |
| Participation regulation | A dominant participant who takes the control of the organisation of the group normally regulates participation. | Who next? Mmm, you? Let's start with she. She is, what name do you like it? Ahh, Alexa? | A dominant student who takes the control normally regulates participation. The regulatory activity is done by using imperatives, pointing to a specific speaker or asking a question to a participant. |
| Decision – Taking process | Events when the participants take decisions together | Mmm, the place The place? In a house or in a garden In a garden but which one? ¿en qué jardín? Mmm, you have a garden? No In a sala In your house ((laughs)) It's very small. It's like I don't know, a, this room, it's so... In the, in the salon, no? Yes | This is a collaborative activity where the speakers take turns to say their options until they agree something. |

In the third cycle of the coding process, the data was sub-categorised, while in the fourth, the data was checked and organised. Some data was repeated in various codes and categories and the analysis of the interrelation of the data and the categories led to a better consistency in the taxonomy generated.

The overlapping among the codes was sometimes interrelated in the same extract of conversation. As an attempt to solve the entanglement, these passages were temporarily separated and rearranged moving back and forth between the notes. Two main overlaps were necessary to solve. The first one was the definition of metacognitive reflection as a code against motivation code as they seemed to fit one another. Metacognitive reflection included segments of conversation in which the learners shared how to improve their skills and what strategies work for them, while motivation was only the implicit perception that learners had of their performance, the emotions evoked by their English language learning process.

Another important overlapping that had to be solved was where to place humour as it generated laughs and emotions but at the same time, its use did not have a complete affective purpose. The decision made was to place this code in social regulation as a form of creative use of the language. Ivcevic and Mayer (2007) claim that creativity implies taking moderate risks and taking risks is part of the regulatory process. When learners feel involved in the task, they generate ideas, propose solutions and come up with ideas or humour to manage the task and their social bonds. Taking into consideration this, creativity and humour were included in the social main category.

The cases mentioned above helped the researcher to better observe and define the connections and differences between codes. It required a careful observation process blended with critical thinking and continuous reflection made by the researcher, who made the fundamental distinction of the characteristics.

All the coding processes were carried out by the researcher of the study, although it is important to note that they may not coincide with the way in which other researchers may choose to categorise the data (Saldana, 2013). This classification has its limitations since it is important to acknowledge that the analysis might be affected by the researcher's experience and presumptions. The researcher's conceptions were challenged several times through this process despite the rigorous ways to interpret the data.

The process of coding was made possible by adopting provisional, preconceived categories (Saldana, 2013) taken from a pilot study conducted previously. Even though the contextual conditions and times of the studies - and the participants - were different, the pilot study

generated an initial typology that the researcher used for the main study. This helped to guide the data categorisation and open up new and deeper interpretations of the results found in the pilot study.

The constant examination of data resulted in five main codes, with ten sub-codes for group regulation only, organised in three different categories (see Table 10).

Table 10: Group Regulation Coding Results

| Theme | Categories | Main Codes | Sub Codes |
|-------------------------|--------------------------|-------------------|--|
| GROUP REGULATION | COGNITIVE REGULATION | Raising Awareness | Mentalinguistic Reflection |
| | | | Metacognition |
| | | Problem Solving | Asking for Assistance |
| | | | Clarifying Understanding |
| | | | Completion of Ideas |
| | | Organisation | Taking Decisions |
| | Participation Regulation | | |
| | AFFECTIVE REGULATION | Motivation | Affective support and language learning motivation |
| | SOCIAL REGULATION | Collaboration | Creative Use of the Language |
| | | | Socialisation |

Further analysis is necessary in order to review areas that need deeper scrutiny, or that seem irrelevant to the study. This process results in improved data collection and its reduction to salient features for the study.

3.4.10 Research Quality Criteria: Validity and Reliability

There are a number of techniques applied throughout the research to accredit quality and trustworthiness. First, it will be necessary to look at the reliability of the study, which refers to the consistency in the methods and categories revealed, so that it can be replicated (Silverman,

2005). Reliability is achieved in this study through a pilot study, which is described in Section 3.3. Additionally, another researcher has been asked to help code separately a small portion of the data using the initial researcher's coding template, so as to verify the consistency in the categories established. The code interrater reliability percentage (Gass and Mackey, 2012) was 80%. There were disagreements between an external researcher and the researcher who carried out this particular study in 20% of the categories, specifically in the social codes. This was important, as the views from external researchers can improve and enrich any study.

Complementary to reliability, validity also gives "trustworthiness" to the study. As this research was primordially qualitative, the criteria that was used to establish validity was based on actions to reach truth value, applicability, consistency and neutrality (Lincoln and Guba, 1985).

Truth value implies credibility and authenticity, which means that representation (Johnson et al, 2007) of data is important and must be rich. In this sense, the study in this specific context - with these specific participants - resulted in a rich collection of raw data. There was no attrition effect from the participants. Nonetheless, some learners missed some sessions because of different purposes, as explained in the results. Because the study was longitudinal, a more descriptive analysis was made possible.

Applicability refers to the transferability, i.e. how relevant it is to other environments, and if the study results are useful in other contexts, in other situations and for other participants (Creswell and Clark, 2011). Since this study was carried out in a Mexican context, with specific EFL learners, the results allowed the creation of an initial typology of regulation. Therefore, generalisation is not possible, but transferability of the study can be made to other EFL contexts and to other participants, in order to complement the research in the field.

Consistency is the third element that gives validity to research. Consistency is also known as 'interpretative rigour in mixed methods research' (Teddlie and Yu, 2007). The consistency in this study is achieved thanks to the accuracy of the data collection, and the triangulation of data gives consistency to the method design and interpretations. Consistency in this study is also achieved by integrating theory, data sources and interpretations in the analysis.

The last element of validity is neutrality or objectivity. This research involves the researcher's reflexivity, although the interpretation attempts to be totally objective, as can be seen from the inferences taken from the data. The voices of the study are the voices of the participants, but the researcher is also present during the process. There is therefore a level of subjective influence from the researcher, as exists in all qualitative research projects.

The data and the description of the research procedures give validity to this study. The data is present in this thesis and its appendices for an audit or confirmation of the findings.

3.5 Summary of the Chapter

The main purpose of this chapter is to explain the study conducted in this thesis. The study is described in terms of the methodological approach, its research questions, its contextual conditions, the description of the participants, the data collection instruments and the various procedures related to field work and data analysis.

To summarise - taking into account that group regulation is the main object of this study - a mixed-method approach has been selected, i.e., a study with mixed-method components (QUAL+QUAN) (Dörnyei, 2007). The Table 11 presents an illustrative summary of the most vital information discussed in this chapter, and in this study. It shows the methodological research approach and the selected instruments for data collection. Since regulation is an interactive process, dialogues have been chosen as the primary source of research, together with the diaries. The focus of the research is the dialogue emerged in the interactions, using the mediational discourse analysis and microgenetic traces of development in the conversation, according to the dynamics given in the interpersonal, cognitive, affective and social domains, which is the reason why group work seems particularly effective.

The triangulation of the multiple sources of data attempts to offer a rich and detailed description of mediation and regulatory activity in the participants' English language conversations.

Although there are limitations to the study, such as the number of participants taking part and the time spent on the research, generalisability is not possible. More importantly, it is hoped that this study can provide a detailed description of the regulatory mechanisms in groups of beginner English language learners in context and that it can be used in future investigations under similar conditions.

Table 11 Instruments in the Research

| | Research Questions | Instrument | What it measures | Purpose | Outcomes /Data |
|-------------------------------------|---------------------------------|--|---|--|---|
| QUALITATIVE RESEARCH METHOD | RQ1, (see Section 2.9). | Video recordings. | Group regulation in interactional practices. | To document the performance of participants in regulation, looking at interactions and complementing audio information. | Linguistic and Non-linguistic elements of regulatory practices. |
| | RQ1, RQ2 RQ3, (Section 2.9). | Open Field Observations from the researcher. | Interactions with mediational tools in group regulation. | To record descriptive and reflective notes on the interaction. | Observation notes on the interactions. |
| | RQ2, RQ3 (Section 2.9). | Diaries of learning (see Appendix G). | Insights – and reflections of the advantages of group work. | To elicit insight from the learners, in order to make them aware of their practices in learning. It also evidences SR in a written form, while assessing each participant’s own performance. | Complete fully-verified results. |
| MIXED RESEARCH METHOD | RQ1, RQ2, RQ3 (Section 2.9). | Recordings of the conversations. | Group regulation | Repeated patterns of speech showing regulatory activity. | Collaborative dialogues. |
| QUANTITATIVE RESEARCH METHOD | RQ2, RQ3 (Section 2.9). | Group feedback rubric (see Appendix I). | Group assessment. | To triangulate the instruments used in tracing any evidence of the regulatory process, while also assessing the individual performance of each participant within the context of group work. | Numerical data. |

Chapter 4: The Findings, Mechanisms of Group Regulation.

4.1 Introduction

This chapter aims to present the results of the data - and the subsequent analysis of it - collected during the fieldwork. It refers to the presentation of the results, their categorisation into codes and the observed repeated features. The results focus on the findings of regulation patterns in the interactions between the beginner English language learners.

The sections of the chapter will present the results in the conversations, the reflections written down in the participants' journals and the group feedback activities. It is expected that the analysis and interpretation of the secondary data will complement the main results and enable an empirical and more profound understanding of the regulatory dynamic and its relationship to L2 use in beginning English learners. The chapter will culminate with a summary of the data.

Some samples from the transcripts of the conversations have been selected to illustrate how regulation works. Some extracts presented in the chapter are adapted - with some lines being omitted. However, the complete transcripts of the study will be included in the appendices for the reader consideration. Additionally, it is important to make clear that the samples taken from the group feedback and participants' diaries are translated mostly into English, as the students made their reflections primarily in L1.

4.2 The Levels of Regulation, the Levels of Analysis

The regulatory activity is levelled on three levels according to the contact that the learners have with specific elements in the different stages of task-solving (see Figure 5). The first level of regulation depicts the learners' dependency on the tasks, as this is the first contact they have with them in their learning experience and how they plan and organise their group dynamics to start their work. The second level of regulation is defined by the use of learning objects, like dictionaries and other resources such as support from other team members in order to complete the tasks. The third level of regulatory activity is connected with how the learners manage their conversations when solving the tasks.

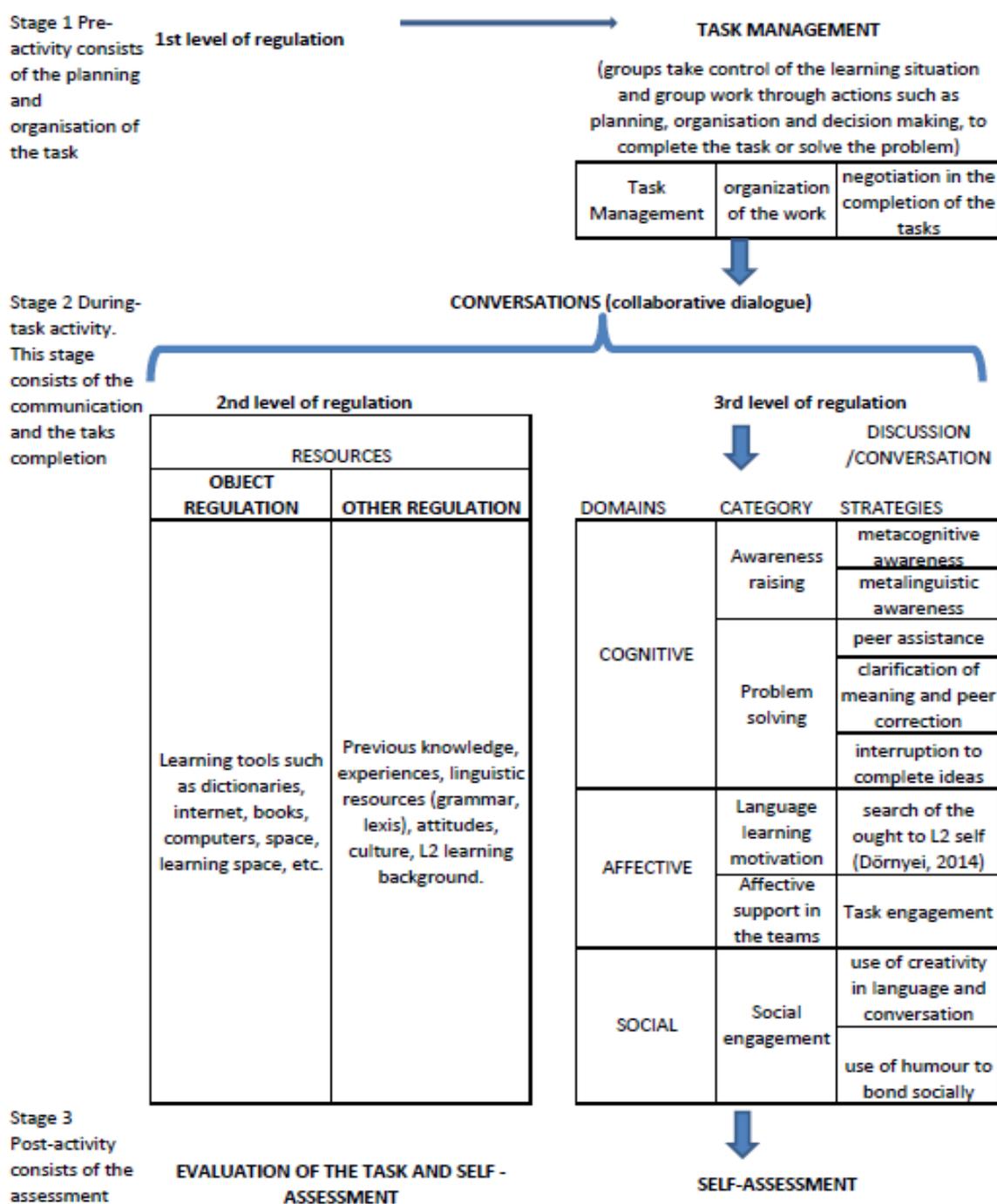


Figure 5 Levels and Categories of Group Regulation

For practical purposes, the following sections will introduce the results found in the tasks and a discussion on the learners' participations in each of them. Once the results of the task have been presented, regulation is separated into categories according to the level of complexity encountered at different stages of the task. They advance from the practical orientation given during the task completion, such as the use of learning resources to mediate the learners' interactions and group dynamics, to more complex mechanisms of mediation that emerge during

the interaction, such as the cognitive, affective and social regulation. These areas dynamically intertwine throughout the conversations and demonstrate specific characteristics.

The characteristics of regulatory activity in each level will be explained during the analysis of the interactions and will be discussed as well. Some typical samples from the conversations will be presented for each category generated from them. In order to understand the conversation transcriptions, refer to the conventions at the beginning of the thesis. A more profound explanation of the model will be given at the end of the Chapter to summarise the findings.

4.3 The Tasks

The conversation sessions took place two months after the participants had started their English classes. This meant they had already had 50 hours of instructional classes when the conversation sessions started, and therefore were familiar with essential, everyday vocabulary, the present tense and phrases such as "What is your name?", "Where are you from?" and more (depending on the course programme).

The settings varied, as sometimes participants were allocated a different room. There are four possible rooms in the SAC: the editing room, the student room, the audio/visual room and the conversation club room. Participants sat in a circle or semi-circle and the researcher sat in the corner. Despite these changes, the environment was generally relaxed and friendly.

Each session begins with the participants taking their seats. The researcher greets them and hands out the task. There are dictionaries on the tables. The learners read the instructions and get to work. The speaking time for each participant varied. However, the sessions are usually structured as follows: Each group takes roughly fifteen minutes to arrive, take their seats, greet each other, read the task and start the activity. They spend thirty minutes discussing it, completing the task and then fifteen minutes writing their thoughts and reflections down in their diaries (see Appendix G).

There were three main tasks with different activities designed for the teams (see Appendices D, E and F). Nonetheless, a task, in this study, is not only considered as the complete set of activities but also as the constituent pieces, activities or sub-tasks. Going by the notion that a task can be either a series of activities or just one, the group activity that could be observed during the completion of a task is divided into four stages: 1) the scenario and setting, 2) access to mediation resources and support, 3) task engagement and 4) task completion (see Figure 4 and 6). These stages were repeated by all the groups in all the tasks.

As observed in Figures 4 and 6, in the first stage, the dialogue starts by setting the scene, which might be a problem, difficulty or challenge that learners face, or an activity and task to be completed. In the second stage, the learners familiarise themselves with their learning resources and use them to obtain knowledge and gain support. The third stage examines how the group members engage with each other and organise themselves during the completion of the task. The last stage of group interaction refers to the task completion or problem solving (see the stages in Figure 4). Each stage of the group activity seems to be repeated in the conversations and contemplations, from the very first contact the groups have with the task right up to its completion (also see Figure 5).

The sessions were audio and video recorded. The audio recordings were transcribed and the video recordings were used to verify the seating arrangements and the contributions each participant made. The results of the participation of the teams during the three tasks will be presented in the following subsections.

4.3.1 Task 1

The first task (Appendix D) consisted of three sessions where the participants performed four main activities. These were: the completion of a chart with information on famous people, a discussion of questions related to the characteristics of successful people (their dreams, how they became successful and their experiences), the creation of a story and finally, listening to songs about success and never giving up.

The Tables 28 and 30 in Appendix J show the verbal extracts that were analysed and the participants who took part in each of the activities. Team 1 took 51'28" minutes to complete their task, but did not fully answer the questions. Team 2 took 36'18" minutes to complete their task, but skipped the first activity. Team 3 took 39'12" minutes to finish two of the activities; while Team 4 took 31'28" minutes to complete all of the activities.

As it can be seen, attendance varies, so student participation was measured individually, taking their contributions into account and resulting in the Table 30: (Appendix J). Lina and Mona dominated in Team 1 during the first activity. Teo and Chio were especially strong in Team 2 while working on the second activity. Nelly and Lalo stood out in Team 3 and Alex was the most active member of Team 4.

The Table 30 also shows the number of contributions each person made to the solving of Task 1, the percentage of their contributions in reference to the other members of the group and the

total percentage in reference to all the participants. Teo had the highest level of participation (12%), in stark contrast to Liz, Lola and Isa who had less than 3%, in line with the total number of participations.

4.3.2 Task 2

The second task (Tables 32, Appendix J) consisted of two main activities: a) the discussion of healthy lifestyles and visits to the doctor and b) problems and suggestions. The activities were completed in three sessions, the first in one session and the second in two.

In Table 31, it can be seen that Team 1 took 48'47" minutes to complete the second activity. Team 2 completed both activities in 1hr 04'44" minutes, while Team 3 spent 32'11" minutes completing the first activity. Team 4 took 39'22" minutes to finish both activities (see Appendix J).

In Task 2, the members of each team also differed, as was the case in Task 1. The individual participations were recorded as indicated in Table 33 (Appendix J). Cata and Lalo were the most active participants throughout this task, with 10 and 9.3% respectively. Isa, Alex and Teo had the lowest percentages of participation. Teo suffered a noticeable decline in his contributions as he had a health problem during the sessions and was forced to miss one.

4.3.3 Task 3

As mentioned in Chapter 3, Section 3.4.7, Task 3 (Appendix F) consisted of three main activities: a board game related to students' past experiences, a discussion about their favourite activities (plus their likes and dislikes) and the best and worst gifts they have ever received (also see Table 34 Appendix J).

Team 1 took 57'48" minutes to complete Task 3, Team 2 took 1hr 17'12" minutes, and Team 3 took 48'48" minutes to finish and Team 4 got everything done in 55'47" minutes. The activities in Task 3 were completed by all the teams, except Team 3 who did not get around to discussing their best and worst gifts (Table 35 Appendix J). Teo made the most contributions, with 8% of the total amount, followed by Tara with 7.95%. Chio was the least active participant this time around, with 3.73% (see Table 36 Appendix J).

4.3.4 Summary

Participation in this study is measured through the counting of turns each participant takes during each task. The rate of participation in the first task varied and some individuals played an active and dominant role in its activities, for example Lina and Mona in Team 1 and Teo and Chio in Team 2.

When comparing and contrasting the number of turns taken in Tasks 1 and 3, we can see a significant increase in 50% of the participants: Lola (from 37 to 140), Cata (63 to 142), Tara (96 to 160), Isa (38 to 122), Gia (42 to 127), Liz (32 to 108), Alex (52 to 124) and Trisia (45 to 92).

Although there was not a significant increase as far as the rest of the participants were concerned, there was no significant decrease either. The averages, in respect to the total amount, decreased from Task 1 to Task 3, but this was not related to the number of turns. For example, Teo's level of participation was the highest in Task 1, meaning 12% of the total amount of turns. In Task 3, Teo continued to obtain the highest rate, with 163 turns, but his percentage decreased by four points, according to the total amount of turns in the task (8.10%) (Table 37, Appendix J).

Regarding the level of participation in Tasks 1 and 3, it is evident that in Task 3, everyone has the same number of opportunities to speak and each individual can dominate the conversation when it is their turn. Board games and discussing favourite activities provide equal speaking time for each person, although if someone wants to express a particular thought or opinion, they have to wait their turn.

While the activities of Task 3 tend to organise the learners' participation in a controlled dynamic, Tasks 1 and 2 include activities open to more creative ways of problem solving - nevertheless susceptible to being dominated by one or two learners in each of the teams.

Interestingly, Tasks 1 and 3 show the same mean \bar{X} in the percentage of each participant's turn, based on the total amount of participations (6.25%) and the mean \bar{X} in the percentage of each person, based on the number of participations in each group (25%). Despite this, participation rates were better distributed among participants in Task 3 than in Task 1, making it more difficult to know who was dominating the conversation in Task 3. In Task 1, the turns disproportionately ranked from 32 to 155 (see Table 37).

As we can see in the Tables 37 and 38 (Appendix J), comparing the beginning of the study and the latter stages, learners spoke more in the latter periods, where the opportunities and time were maximised. From Task 1 to Task 3, a strong sense of collaboration and camaraderie developed

within the groups, allowing the participants to grow in confidence and become more relaxed when speaking.

Another reason why the participation rates increased was that Task 3 involved simple, more personal questions and controlled turns, which facilitated the learners' organisation and participation. In contrast, the activities in Tasks 1 and 2 were more difficult. According to the participants, they experienced some difficulty when it came to formulating their ideas for Task 2.

Participation is measured in this study as it implies a degree of regulation, as will be explained in more detail later. Regulation while interacting in teams and speaking in the TL both imply taking risks and the taking of several important decisions related to participation and organisation, among other things.

In Table 38 (Appendix J), we can see which activities the different groups decided to complete and which they skipped, but this does not mean that the tasks they chose were completed successfully. It was interesting to note how the perceived complexity of each topic influenced the participants' decision on whether or not to tackle it.

Task 1 - one of the most difficult activities, according to the diaries - talked about the characteristics of a successful person. Teams 1 and 3 did not complete this task and skipped the activities. Teams 2 and 4 only completed the activity which involved conversing about their personal dreams.

It is understandable that topics related to the participants' daily lives, such as dreams, family, likes and dislikes, personal information - or any topic based on their personal experiences - are generally considered easier to discuss. The first task required a level of abstraction and more linguistic resources, with an additional need to adapt to working in groups, all of which could have been a deciding factor in the low rates of participation in the first task - in contrast to the third - and on the decision of whether or not to tackle a specific activity.

It is important to mention that the fieldwork was conducted in such a way as to provide the tasks needed to observe the regulatory activity. The teams were neither forced to follow a specific form of organisation, nor to complete the activities. As it will be discussed later, the members of the teams decided what to do and how to do it. This also gave them the opportunity to choose the task and complete it, or to suddenly switch topics, as it occurred on several occasions.

There were a couple of contrary cases in the study, namely Chio and Teo. Chio's contributions declined from Tasks 1 to 3, and even though she attended all the sessions, she participated much

more in Task 1 (155 times) than in Tasks 2 and 3. In her diary she mentioned that she was having a difficult time in her personal life, which made it hard for her to focus on speaking English.

On the other hand, Teo's participation significantly decreased in the second task, which was surprising as he was one of the top contributors in Tasks 1 and 3. It is important to mention, however, that during Task 2, he had a problem with his health that resulted in him missing a few of the sessions.

4.4 Task Management, Organisation

The first manifestation of control in the groups was related to the mechanisms of task management and group dynamics. This is to say, it was important to trace how the teams dealt with their dynamics on their own, without any assistance and with the purpose of completing a task. A main category resulted from the data collected considering what was mentioned and was called "organisation."

Regulation in the category of "organisation" refers to all the strategies that the speakers use to manage the group work. An example of this type of regulation is the decision-making process in task completion, or the control of participation within the groups. For example, the participants decide if they should write, what to write, if they want to change the activity, the sequence of the task and whether they read or write it first, if they stop the activity, how they are going to perform the task and what materials they will use, among other things. Ellis (2009) remarks that the results of the tasks can be unpredictable and can manifest themselves in different ways.

4.4.1 Decision Making Process and Giving the Floor in the Groups

The regulatory activity, carried out when speakers are participating, is one of the major factors in determining the success of the conversations. When deciding how best to tackle the task, a dominant participant takes control of the group, chooses someone to start the activity, generally organises the proceedings and gives turns to the other speakers. The regulatory activity in this sense refers to the action of making the others participate, and this activity is normally done using imperatives, pointing at a specific speaker or asking a question to a specific participant.

In Example 1, Team 1 are organising their activity in L1 while doing Task 1. Mona suggests going online in order to obtain information about Steve Jobs (Line 70). Lina, in Line 73, says to her peers that there is important information missing, i.e. his profession.

Example 1: Searching for Steve Job's information

70. Mona **Es que ésta es la de mac /it's this one, it's Mac's website/**
71. Lina **Es la de Apple, /it's Apple's/**
72. Mona Apple,
73. Lina **La de Apple com /that's Apple com/ ¿Qué más nos falta? ¿Profesión? /what information is missing? Profession?/**
74. Ana **Otro, no, luego /another one, no, go on/**
75. Lina **No dice /it doesn't say anything/**
76. Ana (inaudible) Brad Pitt?
77. Lina **No, es que estos son famosos y éste es exitoso, o sea, algo más... /no, the problem is that these people are famous and he is successful, I mean. We need something more.../**
78. Mona Emilio Azcarraga²?
93. Mona Put in Google, "successful people."
[Lina does and finds Mark Zuckerberg. The discussion then focuses on him].

(Source: Task 1a.1 Transcript Lines 70-93)

Lina is unable to find it (Line 75) and Ana suggests searching for information on Brad Pitt³ (Line 74) instead. Lina thinks they should try another successful individual, as it is not famous people they are looking for, but successful people (Line 77). Mona then proposes a famous person from Mexico and starts Googling options (Lines 78 and 93).

Analysis Chart 1 Regulation in Task 1a.1 Lines 70-93

| Problem | Object regulation | Other regulation |
|--|--|--|
| 1. Team They try to find information on the internet. | 1. Technology (internet) ⇒ Ana, Mona and Lina look for specific information on the web page they are currently on. | 1. Ana ⇒ Lina and Mona (L1) Suggests changing the search and proposes another topic. 2. Mona ⇒ Lina and Ana Suggests googling" (L2) |
| Line 70 | Lines 70 - 75 | Lines 74 to 93 |

² Emilio Azcárraga is considered one of the richest businessmen in Latin America. He is the CEO of Televisa, one of the main Mexican TV broadcast companies.

³ An American Actor

As we can see, the organisation this time around was conducted mainly in L1, which might be due to the lack of linguistic resources available to the learners. The regulatory activity was present when decisions were being taken on which person they would choose, how they would search for information and how they would develop the strategies that would lead to group negotiation.

In Task 3, there are a few examples of how problem solving among participants has changed and how English is starting to be used more often. In Task 3, one of the main advantages is that board games offer a simple and more controlled way of organising things from the group members' perspective, such as participants having to go a few spaces forward or back on the board (Lines 122, 128, 132 and 165 in the example below).

Example 2:

- 116.Mona **Ya ((laughs)) two, oh, one, two, three (forward) -----**
- 118.Lola **Mejor hay que ir saltando a una pregunta diferente ((laughs)) /it's better if we go on to a different question/**
- 119.Mona **Si, °°si no no vamos a alcanzar a abarcar todo°° /yes °°otherwise, we are not going to finish/**
- 120.Ana °°One, two°°, mmm-----
- 122.Lina One, go back one space, ((laughs)) lose my turn ((laughs))
- 123.Lola One, **¿para dónde? ¿para allá? /where to? Is it in that direction?/**
- 124.Lina **Mhum Ah, no para allá son las flechitas /ah, no, follow the arrows/**
- 128.Mona Go back, **regresa un espacio. Ya me perdí ((laughs)) /go back one space. I'm lost/**
- 130.Lina One, two, three -----
- 132.Lola (unclear) go back one space
- 133.Lina °°Back, ----°°,
- 134.Lola **Ay, entonces perdí otra vez /oh, once again, I got lost/ ((laughs))**
- 135.Mona One, two, -----
- 165.Lola --- it's my turn
- 170.Lina [there] are more, are more [questions]
- 171.Lola **Ay, otra vez esta pregunta /again, this question?/ (unclear) where did you...?**
- 172.Lina **Contesta lo que no hemos este hecho /answer what we haven't done/**

(Source: Task 3a.1. Transcript Lines 116 to 172)

As observed, all team members propose changes and try to set new rules. Even though they do this in L1, the appearance of certain expressions used to help structure the activity are evident, so there is some development in regulatory activity in terms of the task organisation. The same occurs with the other teams.

Analysis Chart 2 Regulation in Task 3a.1 Lines 116 - 172

| Problem | Object regulation | Other regulation |
|---|---|--|
| 1. Team think they are not advancing when it is their turn in the board game. 2. Lola gets lost and needs to know which direction to follow. 3. Lola notices they are asked questions they have already answered. | 1.Boardgame ⇨Team The way the team is following the game by rolling the die, advance and answer the question. As the team meets problems, they propose changes in the dynamic. | 1.Lola ⇨Team Proposes to skip some questions, Mona agrees 2.Lina ⇨ Lola Suggests following the arrows 3.Lina ⇨Lola Lina suggests skipping the previously answered questions to answer the new ones. |
| Line 118 Line 124 Line 171 | For the duration of the conversation. | Lines 118 and 119 Line 125 Line 172 |

Part of the task preparation is still done in L1, when decisions are made concerning what actions to do and what strategies to use (Lines 118, 119, 170 and 172). This time, however, there is more involvement from all the members of the team. As seen in the examples, learners accomplish most of their organisation in L1. However, the participants become more creative and start using the TL when pointing at someone to signal that it is his or her turn, as we shall see in the following extract. For example, in Line 9, Isa points at Lalo to give him the floor and in Line 214, Nelly does the same. This is a way of regulating the participation within the teams, so that there can be order when taking turns and more opportunities for the students to speak.

Example 3:

- 9.Isa Yes. Lalo. One, just one, a good friend
- 10.Lalo I don't have a good friend
- 11.Nelly No? No? [
- 12.Lalo [No, ((laughs))
- 13.Nelly [My God! your dog? (unclear)
14. Lalo I don't have good friends, only, only have friends.
214. Nelly Your turn, Lalo. [Looking at the die score]. Three. A TV programme you like.
- 215.Lalo Well, I don't see a lot TV...

(Source: Task 3c.1. Transcript Lines 9 to 14 and 214 - 215)

Lalo suggests that Gia participate in L1, as he has probably noticed that she is a student who needs help. Trisia joins Lalo (Line 77) in encouraging Gia to take part, either in L1 or in the TL. Spurred on by their help and encouragement, Gia feels confident enough to continue. The regulatory activity is presented below:

Analysis Chart 4 Regulation in Task 2d.2 Lines 73 - 78

| Problem | Other regulation |
|---|---|
| Gia is not ready to participate | Ian ⇔ Gia Ilan gives Gia the floor. Gia replies that she is not ready Lalo ⇔ Gia Lalo asks her to participate (even though it is in L1, they will translate). Gia participates in L1 |
| Lines 74 and 76 | Lines 73 and 74 Lines 75, 78, and 79. |

In the following example, the opposite occurs. At some point in the task, the members of Team 3 engage in discussion using L1. They are talking about Mexican food, when Ian interrupts to start the activity and to remind them to speak in English (Line 78).

Example 5:

116.Lalo °°**Como México no hay dos**°° /°°**there's no better place than Mexico**°°/

117.Nelly **pero hay sushi [in Japan] /but there is sushi [in Japan]/**

118.Ian **Pero no te llenas con el sushi /but you don't feel full with sushi/**

119.Isa **Yo sí ((laughs)) /I do/**

120.Ian In English [

121.Isa [°°ah, sorry°°.

[they continue their conversation in the TL: English]

(Source: Task 3c.2 Transcript. Lines 116 – 121)

The way in which the teams carry out the tasks seems like a simple way of conducting regulatory activity, but it actually plays an important role. In the organisation process, the language learners agree that their objectives are the same: the completion of the task and foreign language practice.

In the examples, not only do the students set up the participation, but they also negotiate to agree on the bases for their conversations. Coming up with some fundamental points regarding the discussion is part of the regulatory activity in their language learning and group practice. In

Analysis Chart 6 Regulation in Task 1a.3 Lines 28 – 33

| Problem | Object regulation | Other regulation |
|---|---|--|
| Ana asks to come up with some features of their story's main character. | Pictures ⇨ Team Based on the pictures, the team decides on their main character. The discussion starts in L1, but the story is in the TL. | Mona ⇨ Team Mona establishes an order to follow. Lina and the other team members follow it. |
| Line 28 | Lines 30 – 33 | Lines 33 and 34. |

In the same task, Team 2 decides what to call their story's characters. Example 7 shows that Chio uses English to conduct the decision-making process (Lines 30 and 34). Teo suggests two names (Lines 31 and 33). Chio picks one and starts the story (Line 34).

Example 7:

- 30.Chio Let's start with she [shows the picture of a woman]. She is, what name do you like it? Ahh, Alexa?
- 31.Teo Hmmm Patricia?
- 32.Chio Whatever
- 33.Teo Roberta ((laughs))
- 34.Chio Well, she is Roberta [shows the picture]. She loves ahh sports and she wants find a boyfriend that like the sports too.
- 35.Teo He is the boy [shows the picture] he is boyfriend **de** Roberta ((laughs)) he is very, very good in swimming. -----

(Source Task 1b.3 Transcript. Lines 30-35)

Chio's cognitive activity is mediated by the pictures and by Teo's suggestions. The way she starts the activity sets the scene for the others to follow. Chio begins the story with "Let's start" showing the pictures and including the others in the creative process. Teo and the other participants follow the same order that Chio used in their interventions, such as showing the pictures and the use of L2. Chio studies the pictures and decides that the main character of the story will be a woman who likes sport. Teo agrees (Line 35). The regulation develops as indicated in the Chart 7.

Analysis Chart 7 Regulation in Task 1b.3 Lines 30 – 35

| Problem | Object regulation | Coregulation |
|---|---|---|
| Chio asks to start the story and decides on the name of the main character. | Pictures ⇨ Chio Chio is helped by the pictures she selected. | Teo ⇨ Chio Teo proposes names for the main character. Chio decides on the name based on Teo's suggestion and starts telling the story. Chio ⇨ Teo and the others Set an order to follow. |
| Line 30 | Lines 30 and 34 | Lines 33, 34, and 35. |

4.4.2 Summary

Organisation deals with the way in which the teams interact and regulate their language use when striving to achieve their common objectives. Sometimes this organisation is explicit, whereas on other occasions it is implicit and modelled on the way in which a particular team member starts the activity. One way or another, the participants show a level of dependence both on the objects (the activity, the technological tools, the pictures) and on the way they negotiate with their teammates.

In the organisational strategies used by the teams, we can see how they cooperate with each other and how they work as individuals (Johnson and Johnson, 1994). We can also observe that the team dynamic is strongly influenced by the type of organisational strategy a particular student employs during the task's initiation procedure.

As a general rule, the team dynamic is constructed by the participants themselves, according to what seems acceptable to them as far as their own language-related goals are concerned. The learners in the group help to keep everyone involved in the task and also try to assist each other. If or when a problem unrelated to language, or to the task, arises, they attempt to lighten the atmosphere and diffuse the tension by using L1 in their conversations.

The participants of this study regulate group organisation in the following ways: a) taking it in turns to offer solutions to the task and being willing to step aside and let others speak and b) the way in which they tackle task-related issues, such as changing the topic of the conversation

and/or the dynamic of working, finishing a segment to start another and agreeing on the use of certain tools to help solve the task (dictionaries, computers, pictures, etc.).

The following table summarises the regulatory activity observed in the organisation of the groups, both in their target language (TL) and in their first language (L1), during the completion of each task:

Table 12 Frequency of Regulatory Activity in Organisation

| Organisation | Task 1 L1 | Task 1 TL | Task 2 L1 | Task 2 TL | Task 3 L1 | Task 3 TL | Total |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|
| Negotiation, Task organisation | 15 | 15 | 22 | 11 | 17 | 9 | 89 |
| Organisation of the turns | 2 | 20 | 7 | 14 | 23 | 44 | 110 |
| TOTAL | 17 | 35 | 29 | 25 | 40 | 53 | 199 |

The Table 7 shows a significant use of explicit directionality in the teams in Task 1, where they had to agree on how best to accomplish the task. This was also the first time these participants had ever worked together. From Task 1 to Task 3, there is a decline in the quality of their performance and the dynamics that follow, but there is a significant increase in quality in the way they organise turns. This may be due to the fact that Task 3 requires more control regarding the taking of turns, as opposed to just simple organisation.

There is also an important use of L1 during the completion of Task 2, which might be due to the complexity of said task. In Task 3, the learners tend to talk in L1 as they are now more confident in their ability and more familiar with each other. It is common to observe them completing the task in the TL, before suddenly switching to Spanish. However, there is a clear effort made on the part of the participants to use the TL in their organisation, right the way through from Tasks 1 to 3.

Table 13 Episodes of Regulatory Activity in the Organisation of Teams

| | Team 1 | Team 2 | Team 3 | Team 4 | Total |
|--|--------|--------|--------|--------|-------|
| Making decisions on how to complete the task | 41 | 16 | 21 | 11 | 89 |
| organising the turns | 27 | 26 | 27 | 30 | 110 |
| TOTAL | 68 | 42 | 48 | 41 | 199 |

It is necessary to highlight the organisational procedure that each team follows, as not all the teams are concerned about it. Table 8 shows the frequency of regulatory activity in the organisation of each team. The table also shows that Team 1 is the most concerned about the organisation of their group and of the tasks. It also indicates that the teams are equally balanced, in terms of the way they structure their turns and give up the floor to others.

Table 14 Frequency of Participation in Organisation

| Organisation | L1 | L2 | Total |
|--------------|----|-----|-------|
| Alex | 3 | 7 | 10 |
| Ana | 9 | 3 | 12 |
| Cata | 8 | 1 | 9 |
| Chio | 2 | 4 | 6 |
| Gia | 1 | 10 | 11 |
| Ian | 4 | 5 | 9 |
| Isa | 6 | 11 | 17 |
| Lalo | 4 | 8 | 12 |
| Lina | 9 | 7 | 16 |
| Liz | 1 | 6 | 7 |
| Lola | 10 | 7 | 17 |
| Mona | 8 | 12 | 20 |
| Nelly | 2 | 13 | 15 |
| Tara | 4 | 4 | 8 |
| Teo | 8 | 13 | 21 |
| Trisia | 2 | 7 | 9 |
| Total | 81 | 118 | 199 |

The results demonstrate that there are a group of participants who try to control the team dynamic and who also tend to dominate the proceedings (Storch, 2002). According to the number of reported interventions heard concerning how best to achieve the goals outlined in the tasks, Teo, Mona, Lola, Isa, Lina and Nelly are the most active students. However, if we analyse Lola and Lina's use of L1, we can see that they tend to be dominant in both Spanish and English.

According to the findings, in general Ana, Cata, Lola and Lina communicate more in L1, while Gia, Isa, Mona, Nelly and Teo make more of an effort to use the TL, despite limited resources. The most common phrases during the organisation process were: "Now you, your turn" (82 times), "go back, go forward, one, two, three spaces" (60 times), "[speak] in English" (12 times), "finish, the end, next question" (12 times).

The organisational structure that each team uses focuses on the participants' goals. The results show that even though 40% of this regulatory activity is conducted in L1, the learners tend to control their interventions in the TL. Team organisation is normally regulated by the tasks, the conditions of the learning, the rules the participants set and the dynamic they follow, but at the same time, the learners control and change these conditions to suit their own interests and individual learning goals. This means that the regulation starts as object regulation and develops into other types of regulation, as the individuals define what to change and when. In this process, negotiation is the mechanism the learners use to agree on new forms of working together.

4.5 Cognitive Regulation

This category refers to any sign of activity related to mental exertion and the development of knowledge, such as memory, attention, problem solving and comprehension. According to SCT (the theoretical framework of this study), these mental functions and their collective development are mediated through the use of language in social activity (see Chapter 2).

From the results of this study, cognitive regulation applied to beginner learners of English was manifested in two main aspects: a) the awareness they raised with their use of language and their needs as learners, b) the solution of emergent problems related to the completion of the task, or their use of the target language (see Table 10).

4.5.1 Regulation in the Raising of Awareness

Raising awareness is the first category that was considered as part of the cognitive regulation. It emerged in the cognitive domain as it involves paying attention to specific needs in the participants' learning process and the learners' own individual reflections on the language. In the conversations, the learners raise awareness of a number of aspects, such as their strengths and weaknesses as language learners, some possible strategies they might use in their learning and how the language works.

In this part of the study, "regulation" refers to the strategic decisions that learners make regarding the learning they successfully extract from their metacognitive and metalinguistic awareness. In other words, participants reflect on how they learn and how they use the target language, so they can manage their actions in relation to their goals of communication in the completion of the tasks.

As we shall see in the conversations, sometimes cognitive regulation comes after metacognitive and metalinguistic awareness. When the learners are working in teams and one of them manifests explicit awareness of any kind, the other members try to help and contribute by using learning objects, suggesting the use of strategic actions or just by suggesting a specific strategy. These actions do not always succeed as will be explained later.

The first section will explain the metacognitive awareness identified in segments of conversations. Next, the metalinguistic awareness characteristics will be described in the dialogues. The last part of this section will end with a summary and tables of frequency displaying observations from this category.

4.5.1.1 Metacognitive Awareness

The first kind of awareness described in this section is the metacognitive. In this study, it is defined as the learners' capacity to direct their attention to their own resources and how to use them in the process of language learning. In other words, it means being aware of one's strengths and how best to utilise them for the purposes of learning. The regulatory activity is manifested when the participants share their strategies to learn in a better, more constructive way.

The following snippets of conversation illustrate how the awareness of a need to learn develops into taking decisive action towards achieving it, with the help and support of other team members. The first segment starts with Ana's intervention, where she begins by stating that she finds English difficult (Lines 42, 48, 52 and 56).

She uses L1 to say that she feels her pronunciation is poor (Line 56); that she understands well when the others speak, but that she herself does not know how to speak (Lines 48, 50, 52 and 56) and feels nervous when communicating in English (Lines 48, 56 and 58). At this point, it becomes clear that Ana is aware of her individual difficulties, identified as problems with pronunciation, problems with expressing her ideas in L2 and a general feeling of nervousness.

From the identification of participants' needs, strengths and weaknesses, the other learners propose solutions and strategies. For example, in the conversation presented in example 8, Lola and Mona give advice on what they think might be a useful course of action, such as practising (Lines 45 and 49), talking (Lines 49, 51 and 59), watching movies (Line 53), repeating (Lines 55 and 59) and reading (Line 59).

The participants' discourse makes clear that they are aware that they need specific knowledge, skills and strategies to complete the task. In their teams, they discover their individual strengths

and weaknesses as learners and reflect on the factors that influence their performance. This awareness can then evolve into the activation of certain strategies used to solve the problems each team is facing (Flavell, 1979; Harris, Santangelo, and Graham, 2010).

Example 8:

38. Ana **Bueno, les voy a decir esta.../Well, I'm going to tell you this.../** I want to learn English, but, eh, I don't like me
39. Mona You don't like the English?! ((surprised))
40. Ana No
41. Mona Why?
42. Ana It's very difficult, I...
43. Mona It's not difficult
44. Ana **°°¿cómo se [dice?°° /°°how do you say?°°/**
45. Mona [All is practise and practise and practise...
46. Ana **Eso. ¿Cómo digo [entenderlo? /Exactly. How can I say "understand it"?/**
47. Mona [You can learn, eh?
48. Ana **Es que sí le entiendo y hablo inglés, pero [se me hace difícil hablarlo /I do understand and I also speak English, but I find speaking it hard/**
49. Mona [You need, you need, you need talk with someone that could teach you and, and practise...
50. Ana My sister talk[s] English, **no habla el español, ella habla inglés, yo le entiendo y todo [el inglés /she doesn't speak Spanish, she speaks English. I understand everything she says in English/**
51. Mona [She is perfect to you
52. Ana But **yo no lo sé hablar, se me hace muy difícil /but I don't know how to speak, I find it hard to speak/**
53. Mona You need, you need watch a movies, [copy the disc in...
54. Ana [yes, I see movies In English
55. Mona Repeat, repeat
56. Ana **Es que se me hace muy difícil pronunciar las palabras porque o sea por ejemplo tú me dices algo en inglés y sé lo que voy a contestar pero lo escribo, no sé hablarlo como que me pongo nerviosa porque si me hablan en inglés sí lo entiendo, se qué contestar pero... no puedo mantener una conversación, se me hace muy, muy difícil. /The thing is that I find it hard to pronounce the words because, for example, you tell me something in English and I know how to reply but I have to write it first. I don't know how to speak. It is like... I get nervous because if somebody speaks English to me, I do understand, I know what to**

- answer but...I can't keep a conversation, I think it is very, very difficult/.*
57. Lina °°Miedo escénico, ¿no? maybe, no, me...?°°/°°it's stage fright, isn't it?°°/
Podría ser miedo escénico, o sea al hablar /it could be stage fright, I mean,
when speaking/
58. Ana Este yo creo que el inglés es nada más porque..., o sea como hablar en público,
no me..., o sea, no me pone nerviosa pero el inglés..., sí me pongo bastante
nerviosa, y no, siento que no... /well, I think the problem is just English
because..., I mean, it is like..., I don't..., speaking in public, I mean, I don't feel
nervous but English... I get really nervous and I feel that I don't.../
59. Lola °°write and repeat, read, read the (unclear) saying, saying, saying°°
60. Mona You need trust, security

(Source: Task 2a.1 Transcript Lines 38 – 60)

A distinct level of awareness can clearly be identified in the participants' conversation. Ana's discourse shows that she is aware of her needs when attempting to explain, in L1, more details about her problem. The other learners are understanding and give her strong support. Awareness in this respect is tied to how the language works and how the learners feel about it (Hacker, Dunlosky, and Graesser, 2009).

Raising awareness in learners about their needs can be considered an early stage in the regulation process. Cognitive regulation refers to the actions taken by learners in control of their learning and metacognition empowers this process (Gama, 2004; Flavell, 1979). However, raising awareness does not necessarily lead to taking action regarding the learning process, as sometimes individuals are aware of their needs but do not actively deal with them.

Regulation is not evident in the segment presented previously; it will be shown in the second part of the conversation. Following the sequence of the conversation with the use of microgenetic analysis, we can see how awareness turns into regulatory activity in Example 9 below:

Example 9:

88. Mona No, I don't have a car, eh?
89. Ana **Le conviene más un Chevy /a Chevy is more convenient/**
90. Mona Why a Chevy?
- 91 /93. Ana **Es, is mas barato.... /it is cheaper.../ Un chevy te sale como en 20, 25 /a Chevy costs around twenty, twenty five [thousand pesos]/**
94. Mona 40 thousand pesos ((laughs))
---- lines 95 – 97 ---

98. Lola You like dancing?
99. Mona Dancing, yeah, I like it. But, like zumba, I don't like
100. Lola What's like?
101. Ana The music like, like the music "salsa", "merengue"?
- 102/ 104. **Esa sí /that, I do like!/
Mona I don't like the ballet
----- lines 105 – 132 -----**
133. Ana Eh, I can't find a job, °°no puedo encontrar trabajo°°
134. Mona Mmm, do you go to... **¿cómo se dice entrevista? /how do you say "interview"/**
Interview?
135. Ana Interview
136. Mona Do you go a interview? With, with some factory, some company?
137. Ana Very **poco**, less? **¿Sí es** less?
138. Mona Did you go for a good presentation?
139. Ana Yes, but...
140. Mona you, your experience? You don't have experience?
141. Ana I don't have experience, yes and in the every job...
----- lines 142 – 154 -----
155. Mona Well, I felt so tired, I seem to have no energy these days.
---- lines 156 – 157 -----
158. Ana But what? **¿Por qué? /why?/
159/161 Why? mmm well, the school and the work, mmm casi no duermo /I barely sleep/
Mona The weekend, go to a party, **desvelarme ay, ¿cómo se dice desvelarte? /oh, how
do you say "pull an all nighter"?**/ How do you say **desvelarte? /"pull an all
nighter"/****
162. Ana Uhuh, I don't sleep
164. Mona What do you recommend me?
166. Ana **¿cómo se dice dejar? / how do you say "quit /stop"?**/
167. Mona Left
168. Ana You should left [
169. Lina [boyfriend ((laughs))
170. Ana no, **de** go to the party, go to the party on the weekends and in the weekend rest
and sleep and sleep ((laughs))

(Source: Task 2a.1 Transcript Lines 88 – 170)

Regulatory activity and its development can be seen when we microgenetically analyse the different segments of the conversation. It started as an awareness of the problems that Ana has with the Use of English, specifically when she expresses how nervous she feels. She therefore insists on using L1 to communicate (Lines 89, 91 and 93). As she said in the first segment, she seems to comprehend the conversation, but does not want to use the target language to communicate.

Meanwhile, Mona uses L2 to reply Ana (Lines 88, 90 and 94). Suddenly, in Line 101, Ana uses L2 to ask Mona. From then on, Ana practises the L2 and engages fully in the conversation, especially when interacting with Mona.

As we can see, Mona asks more questions related to what the others say as a way of engaging in the conversation (Lines 136, 138, 140, 164) and Ana replies in L2 (see Lines 135, 137, 139 and 141). At this point of the conversation, Mona has control over the dialogue with Ana and they turn the talk into a dynamic series of questions and answers (Lines 158 to 164). In Line 161, the roles change when Mona asks for help and Ana replies (Line 162).

The pair starts regulating each other, i.e., one learner trusting the other, even when the answers are not correct, such as in lines 166 - 168. The conversation does not stop and Ana completes her idea in L2 (Line 170).

Awareness is important as a first step in the regulatory activity. Once Ana explains to the others that she does not know how to speak in English, Mona plays the role of the dominant regulator, as she continues speaking in the target language until Ana starts using L2 in the same way Mona does. Ana's use of L2 is then regulated by another peer, but quicker. It ends as a co-regulatory activity because the regulation has a bidirectional effect on Ana, as well as on Mona.

According to Mona and Lola, Ana should practise L2 and repeat what the others say (Lines 45, 49, 55 and 59). Later on, in the same conversation, we can see how Ana practises (Lines 135, 137, 139, 141 and 170) and repeats (Lines 146 and 151). As we saw in the example, co-regulatory activity was used when managing the conversation between Ana and Mona.

Both participants, Ana and Mona, are very active in terms of the language they use and their discussion of the topic in question. The regulatory activity manifests itself in the strategies they use to complete the task. The development process is outlined in the following chart:

Analysis Chart 8 Regulation in Task 2a.1 Lines 88 – 170

| Awareness of a problem | Object regulation (L1 and L2 function as mediating tools) | Co-regulation |
|---|---|---|
| <p>Ana ⇨ Mona Explains problem (she understands others speaking but has problems to speak. She does not speak English).</p> <p>Mona ⇨ Ana Mona shares strategies (practice, talk, watch movies, repeat)</p> <p>Lola ⇨ Ana Lola shares strategies (write, repeat, read, say)</p> | <p>Stage 1: Mona ⇨ Ana Mona sets the topic in L2, asks in L2 Ana ⇨ Mona Ana answers in L1, uses L1.</p> <p>Stage 2: Ana ⇨ Mona Ana engages in group discussion and asks Mona in L2</p> <p>Stage 3: Ana ⇨ Mona Ana reads the problem in L2 and translates in L1 Mona ⇨ Ana Mona asks in L2 Ana ⇨ Mona Ana answers in L2</p> | <p>Mona sets the problem Ana ⇨ Mona Asks in L2 Mona ⇔ Ana Mona answers and asks for vocabulary help, Ana helps. Ana asks for vocabulary help and Mona helps. Ana uses L2 to complete and formulate her ideas.</p> |
| Lines 38 - 60 | Lines 88 – 94 Lines 133 -141 | Lines 158 -170 |

All throughout Tasks 1 and 2, Nelly, Lola, Mona and Teo express their needs concerning vocabulary and pronunciation (see Lines 173 - 175 in Task 2b.2, Lines 1 - 12 in Task 1a.2 and Line 117 in Task 2b.3). Tara, Lalo, Nelly, Teo, Cata, Chio Trisia, Liz and Ian share some strategies, such as going to the self-access centre (see Lines 107 - 111 Task 2b.3 and Lines 31 - 32 in Task 2d.2), and practising (Line 120 Task 2b.2 and Line 117 in Task 2b.3). They also mentioned going abroad (Line 113 in Task 2b.3), listening to music (Lines 121 and 127 in Task 2b.2), writing and speaking (Line 127 in Task 2b.3) and taking English classes (Line 29 in Task 2d.2).

In a study undertaken by Vermunt (1996), in which he interviewed higher education students, he detects that some learners "realise that their learning style does not suffice anymore and they do not know how to approach their studies in a better way" (p. 34), so they therefore fail in their self-regulation. What Vermunt's study concluded was that this lack of individual ability could be

compensated by group work, in which the learners share each other's strategies. Some are able to use these strategies to enhance their studies.

The participants' discourse and interactions in the study demonstrate that they explore their own strengths and weaknesses, gradually becoming more aware of their cognitive repertoire in the process. In the conversations, the learners also show they know what strategies to use to achieve their goals. However, as the results of this study show, it is not always evident that the beginner-level students know when, how and why to apply these strategies effectively in the tasks (the conditional knowledge).

In Conversation 2c.1, when it's Isa's turn to speak, she mentions that she needs to write before speaking (Line 8), indicating that she likes to plan what she's going to say beforehand. Her peers, Lalo and Ian, do not respond and give her some time but after a while, Lalo looks at Isa (Line 48) and offers the floor of the conversation. Isa replies by saying that she has not finished writing (Line 49) yet.

Lalo suggests a strategy to help Isa in her participation - a strategy that consists of asking questions so that she can answer (Line 53). Ian is rather forceful with Isa (Line 54), which upsets her, and she says that she is still writing and cannot speak (Line 55). Then Lalo starts asking questions, as he proposed before, but Isa refuses to answer and insists that she cannot speak if she does not write something down beforehand.

Example 10:

- 8.Isa **¿Si se puede escribir y luego leerlo? ¿sí? primero ustedes, yo lo leo, primero lo voy a escribir / Can I write what I'm going to say and then read it? Can I? you go first, I will read, but first I will write/**
 ---- lines 9 to 47 ----
- 48.Lalo ((sighs)) do you scream to another drivers? ((laughs)) [looking at Isa]
- 49.Isa **¡Espérame! todavía no termino /wait! I haven't finished yet/**
 ---- lines 50 to 52 ----
- 53.Lalo **Si quieren les hago como preguntas y ya ustedes me dicen, si se les hace más fácil? / if you wish, I can ask you questions and then, you can answer, if it is easier for you?/**
- 54.Ian What more? [looking at Isa]
- 55.Isa **¡Espérame estoy escribiendo!, es que así no puedo si no escribo /wait, I am still writing! I can't do it if I don't write what I'm going to say/**

- 56.Lalo Do you know all the people in your class? ((laughs))
- 57.Isa **(.20) Es que si no escribo, no puedo leer /the thing is that if I don't write, I can't read/**
- 58.Ian **(.10) No sé cómo decir nada /I don't know how to say anything/**
- 59.Ian **(.44) Physical health, for physical health....**

(Source: Task 2c.1 Transcript Lines 8 – 58)

Isa's participation is limited to the use of L1 and an unsuitable strategy. Writing before speaking seems inappropriate for her since she fails in her efforts to participate in English throughout the entire conversation. On the other hand, despite the fact that Ian has the same idea as Ana, as shown in the previous examples - that he does not know how to speak in English (Line 58) - he does manage to use the language to communicate (Line 59).

4.5.1.2 Metalinguistic Awareness

Complementary to metacognitive awareness, awareness also prevails in the metalinguistic aspect. This is understood as the manifestation of the knowledge of the forms of the target language, such as its grammar. Metalinguistic awareness is revealed when the learners' discourse turns to the language as an object of conversation.

It is common that the participants focus their attention on a specific aspect of the language and how it works. As a result, they ask each other questions safe in the knowledge that they will receive an answer. Regulation occurs when the participants of the group strive to understand the function of a grammatical issue and apply it in its correct form.

In the example, Lines 10 and 12 show Ian trying to remember the correct form of the word "health" to use it as an adjective with the noun "food." Lalo tries to explain in L1 the use of health as a noun and its change into an adjective (Lines 13 and 15). In the end, Ian uses the phrase "healthy food" appropriately (see Lines 16 and 18).

Example 11:

- 9.Lalo **(.05) What are you think are the bad habits in health? Smoke, drunk, ((laughs))
bueno drink? Don't make exercise? Mmm**
- 10.Ian **°°No me acuerdo de la palabra°° /I don't remember the word/**
- 11.Isa **¿cuál? /which word?/**
- 12.Ian **Eh, for being healthy, health food, nutritivo, perdón /nutritious, sorry/.**
- 13.Lalo **Healthy food? ¿Comida saludable? [translation into L1 of "healthy food"]**

- 14.Ian Um
- 15.Lalo **El sustantivo es health, y para hacerlo calificativo, este no, el adjetivo es health ¿no? Salud y para hacerlo... /the noun is “health”, to make it descriptive, no, the adjective is health, isn’t it? Health and to change it into.../ Healthy, ¿saludable? es healthy**
- 16.Ian Healthy?
- 17.Lalo Uhuh
- 18.Ian For being healthy, eat healthy food?
- 19.Lalo Uhuh

(Source Task 2c.1 Transcript, lines 9 - 19)

Translation (Lines 13 and 15) is a "natural metalinguistic skill," but complex as well (Malakoff and Hakuta, 1991), since it conveys meaning and an awareness that using a language also implies rules and forms in L1 and L2. Even comparing the L1 and L2 systems requires an understanding of the languages, like Lalo does in line 15. The extract of conversation shows awareness and other regulation. Its regulatory mechanism is shown in Chart 9.

Analysis Chart 9 Regulation in Task 2c.1 Lines 9 - 19

| Metalinguistic awareness | Other regulation |
|---|---|
| <p>Lalo ⇒ Ian</p> <p>Lalo sets the problem (the topic of conversation through a question)</p> <p>Ian ⇒ Lalo</p> <p>Ian explains he doesn't remember what word goes with "for being healthy, "<u>health/y</u>" food"</p> <p>Lalo ⇒ Ian</p> <p>Lalo explains the noun and adjective forms for "health" (morphological awareness).</p> | <p>Stage 1:</p> <p>Lalo ⇒ Ian</p> <p>Metalinguistic awareness through an explanation of the morphology of the word "health" (as a noun /adjective) and gives the correct form "healthy food"</p> <p>Stage 2:</p> <p>Ian ⇒ Lalo</p> <p>Ian uses "healthy food" correctly.</p> <p>Stage 3:</p> <p>Ian ⇒ Team</p> <p>Ian uses other combined phrases with the word "health" such as "physical health"</p> |
| Lines 9 - 15 | Lines 16 - 18 Lines 59 and 63. |

When metalinguistic awareness stays at the level of "noticing" how the language works without taking action, this tends to lead to the incorrect use of it. However, that does not mean communication is broken. In a natural way, conversation encourages language learners to focus their attention on observing how the language works and becoming aware of the rules while engaging in conversation.

There are two relevant characteristics in this example. The evidence of metalinguistic awareness is at the same time a strategy used to regulate Ian's knowledge. Ian is regulated and uses the acquired knowledge in later conversations (Lines 59 and 63 in Task 2c.1, see Appendix K).

The next example shows how the members of Team 3 discuss the difference between the questions "Where is he from?" and "Where was he born?" This problem came about because the learners were confused when reading Task 1 (Appendix 4), where they had to complete a chart with information about successful people. There were two questions: "Where is he/she from?" and "When was he/she born?" Both seem similar to Nelly, one of the participants.

First, the team was completing the information about Steve Jobs, the American-born founder of Apple, Inc. Nelly tries to answer the question "Where from" in Line 105. Her discourse seems to adduce certain linguistic intuition, or a feeling, that something might be wrong (Gass, 1983), especially when she says, "USA" first and then completes with "San Francisco, California."

Lalo confirms that Jobs is American (Lines 107, 109 and 113) and Nelly notices that there must be a difference between "Where is he from?" and "Where was he born?" (Lines 110, 114, 124, 127, 132 and 136). Ian seems to understand (Lines 116 and 118) and successfully completes the information about Steve Jobs.

After that, in Line 137, Ian explains in L1 that it is the same to say where someone is from and where that person was born. In Line 143, Lalo tries to explain by giving an example using the name of a person they all know who was born in Guadalajara, but who is from Queretaro (Lines 143 to 153).

The segment concludes with an intervention from Nelly who clarifies that she has understood the explanation (Line 154). In this specific example, we can see how the intervention of Lalo and Ian result in a collaborative explanation and a manifestation of regulating cognitive activity during Nelly's initial struggle to understand.

Example 12:

105 Nelly (Steve Jobs) Where from? (.04) USA? Mmm, no. (.07) San Francisco, California. USA

- 107 Lalo Was an American yeah, marketer and...((reading and typing)). Where from?
- 108 Nelly From America
- 109 Lalo American
- 110 Nelly Was born...
- 113 Lalo American, no?
- 114 Nelly **Eso es /that's right/** where from?
- 116 Ian San Francisco
- 117 Lalo San Francisco?
- 118 Ian California. 24 **de febrero /February 24th/**
- 119 Lalo °°¿**Dónde dice?**°° ((whispering)) /°°**where is it?**°°/
- 120 Nelly **A ver /let's see/** ((laughs)). **Acá, /here/** ((looking at the computer screen)) San Francisco, yes, California.
- 124 Nelly Where from?
- 125 Chio Where from?
- 126 Ian No, where from? He is American
- 127 Nelly **Pero /but/** was born?
- 128 Lalo [San Francisco
- 129 Nelly [Was, was born
- 131 Lalo San Francisco, [California
- 132 Nelly [Is was born, what is?
- 134 Lalo Dice was born [
- 136 Nelly [where from?
- 137 Ian **Es lo mismo /it's the same/**
- 138 Nelly **Ah, bueno /OK/**
- 139 Chio One city other...
- 140 Nelly ah, ok,
- 143 Lalo It's like Miraya. She, she, she is from...
- 144 Nelly Mexico?
- 145 Lalo Guadalajara
- 146 Nelly Ah, ok
- 147 Lalo No, she, she's from[
- 148 Nelly [She's fr[om
- 149 Lalo [Queretaro, but she [was born
- 150 Chio [was born

- 151 Nelly [In Guadalajara
 152 Lalo [In Guadalajara
 153 Nelly Ok. Ya, I understand

(Source: Task 1c.1 Transcript. Lines 105- 154)

In later sections of the task, it becomes clear that Nelly adapted what she learned to new situations. When speaking about Bob Marley (a popular reggae singer), she explains that he is from Miami, Florida, USA (see Line 267) and Walt Disney (founder of the Walt Disney Company) is from Chicago, Illinois in the USA (Line 332). In the first extract, Chio's participation is limited to repetition - she repeated what other students said (Lines 125 and 151).

In the following segment, Chio takes a more active role (Lines 328 and 330). Even though she repeats what the others said, she tries to complete the information herself (Lines 328 and 330). This suggests that Chio understood the explanation of the first segment, and she was not the only one who grasped it. Ian did too, when he said that Madonna was from Bay City, Michigan, USA (see Lines 381 to 383).

Example 13:

- 267 Nelly (About Bob Marley) Miami, Florida. **Estados Unidos /The United States/**
 ---- lines 268 – 283 -----
 284 Nelly Walt Disney
 ---- lines 285 – 327 -----
 327 Lalo where from?
 328 Chio Where from? **Es de.... /he is from.../**
 329 Nelly USA,
 330 Chio USA, the USA y was from...
 331 Ian Chicago
 332 Nelly Chicago, Illinois.
 ---- lines 333 – 363 -----
 364 Nelly Sí, Madonna
 ---- lines 365 – 380 -----
 381 Ian From USA
 382 Nelly was from [
 383 Ian [Bay City, Michigan

(Source: Task 1c.1 Transcript. Lines 267- 383)

Some transcription was omitted, for further analysis; refer to the full transcription in the Appendix K. Regulation occurs, in various forms, among the members of the teams and is summarised in the chart:

Analysis Chart 10 Regulation in Task 1c.1 Lines 267 -383

| Metalinguistic awareness | Other regulation | Self regulation |
|---|---|---|
| <p>Object regulation; examples in L1 and L2.</p> <p>Nelly ⇨ team</p> <p>Nelly sets the problem (by asking where the person is from and where the person was born).</p> <p>Ian ⇨ Nelly</p> <p>Ian answers (explains in L1 that both questions mean the same thing)</p> <p>Lalo ⇨ Ana</p> <p>Lalo answers (gives a concrete example).</p> <p>The team notices there is a difference.</p> | <p>Stage 1:</p> <p>Lalo ⇨ Nelly</p> <p>Lalo explains with an example.</p> <p>Ian ⇨ Nelly</p> <p>Ian explains there is no difference</p> <p>Stage 2:</p> <p>Nelly ⇨ Confirms she has understood the explanation</p> <p>Stage 3:</p> <p>Nelly adapts what she learned to new situations.</p> <p>Stage 4:</p> <p>Nelly ⇨ Ian and Chio</p> <p>Nelly takes control of the conversation and regulates her peers' responses.</p> | <p>Nelly adapts what she has learned to new situations and practices.</p> |
| Lines 105 – 154 | Lines 137 -383 | Lines 267 - 332 |

As already mentioned, this collective linguistic awareness keeps things on a subjective level. In the example above, the participants relay their explanations of the semantic similarity in both L1 and in the TL (Malakoff and Hakuta, 1991) by using examples. The chart shows that SR occurred after the explanation. Nelly had a number of opportunities to use what she had learned in the latter parts of the conversation and she regulated her peers at the same time. It also shows that the metalinguistic explanation from Lalo and Ian served as a form of co-regulating Nelly's cognitive activity.

In Task 3 (Appendix F), it is common to see metalinguistic awareness turning into a more complex discussion, in which all the participants engage. In the following example, Teo starts by posing the question, "Who did you use to fight with?" (Line 288). The problem starts when translating from the TL to L1, and it gets even more complex when they attempt to understand "used to," even though this grammatical concept had already been taught to them. However, the discussion

shows that besides the fact that the topic was neither understood nor learned, "used to" does not have a structural linguistic similarity in either L1 or the TL.

Awareness in this example is perceived by the participants in different ways. First, they all engage in the process of translation to initially understand the question. Surprisingly, Cata notices the "use to" and insists in understanding that part of the question (Lines 294, 296 and 298). Once they realise that the way in which they were translating was incomplete, they adopted other strategies.

Example 14:

- 288.Teo: Who did you use to fight with? [reading the question in the board game]
- 292.Teo: With, with, with, with *¿qué es? /what is the meaning?/*
- 293.Tara: **Con /with/. Fight, ¿qué es fight? /what does "fight" mean?/**
- 294.Cata: *¿qué usaste? /what did you use?/*
- 296.Cata: *¿quién usó? /who used it?/ No, quién [who] did, who did you use to fight with?*
- 297.Lalo: *¿con quién peleaste tú? /who did you fight with?/*
- 298.Cata: Use to fight
- 299.Tara: Fight *¿qué es, pelea? /what does it mean? Is it "fight"?/*
- 300.Cata: **Creo, a ver, ¿lo buscamos? /I think, let's see, shall we look it up in the dictionary?/**
- 301.Teo: **Dependiendo del contexto en el que estamos hablando /it depends on the context/**
- 302.Cata: **A ver, es que, who es quien, did es para tiempo en pasado, o sea que el verbo en pasado, ["use" lo convierte en pasado /let's see, the thing is, "who" means "who in L1", did is for past tense, I mean, for the verb to be in the past tense, "use" makes it in past tense/**
- 303.Tara: [*¿con quién tú usualmente peleas? /who do you usually fight with?/*
- 304.Cata: **O "use" puede ser otra cosa /"use" can mean different things/**
- 305.Teo: *¿cuándo usaste...? /when did you use...?/*
- 306.Lalo: Fight, luchar, pelear */meaning of fight in Spanish/ [looking up the word in the dictionary]*
- 308.Teo: With es *¿qué era? ¿Contigo? /what was the meaning of "with"? was it "with you"?/*
- 311.Lalo: Who, **quién**, [who with, **con quién**
- 312.Tara: [**con quién peleaste, no? con quién? /who did you fight with, who with?/**
- 313.Lalo: **pero did nada más es auxiliar verdad? /but "did" is just an auxiliary, right?/**

- 315.Tara: **¿con quién tú peleaste, no? /it's who did you fight with, isn't it?/**
- 316.Cata: **Auxiliar de... /auxiliary of.../ [**
- 317.Lalo: **[Use, qué es use? /what is the meaning of "use"?/**
- 318.Cata: **convierte en pasado /it changes into the past tense/**
- 319.Tara: **Use es "usar", ¿no? pero lo convierte en pasado por el "did", o sea, el verbo use está en pasado. /"use" is "to apply", isn't it? But it is in the past tense because of "did", this is, the verb "use" is in the past tense/**
- 320.Lalo: **¿con quién tú, pero y "usar"? /who did you go with, but what about the verb "use"?/**
- 321.Tara: **¿no es "usualmente"? /Doesn't it mean "usually"?/**
- 322.Cata: **Si quieres, búscalo tú /if you wish, look it up in the dictionary/**
- 324.Teo: **Bueno /well/ I don't know fight**
- 329.Lalo: **Use: usar, tomar /"apply", "take"/ ((reading the definition of the dictionary))**
- 330.Cata: **Tomar /take/**
- 331.Tara: **¿a quién tomaste para pelear? ((laughs)) ¿quién fue tu víctima? /who did you take to fight with? ((laughs)) who was your victim?/**
- 332.Teo: **No pues, no fight, ¿verdad? /no, well, anyway, I don't fight/**
- 333.Tara: **Very good**

(Source: Task 3b.1 Transcript. Lines 288 – 333)

Cata analyses the structure of the question emphasises the function of the auxiliary "did" (Line 302) and Tara does the same (Line 319), while Cata and Lalo use the dictionary (Lines 300, 306 and 329). Tara even tries to guess possible meanings of "use" based on other forms of the word such as "usually" (Line 303).

After a long discussion, the participants of Team 2 took strategic action, such as looking up the meaning of "used to" in the dictionary and translating it into their language. They did not succeed in understanding the structure, but did manage to grasp the meaning. In the end, Teo answers the question (Lines 324 and 332).

The students realised that they might not understand the meaning of all the words, or the structure, but they did get the general idea. They knew the structure was in the past tense because of the auxiliary "did." They also learned that the key word in helping them to understand the question was the verb "fight."

This can be observed in the posterior segments of the conversation, where despite their failure to understand the full meaning of "use to," they succeed in conveying the meaning of the conversation (see Example 15).

Example 15:

- 345.Lalo Did you use to have a pet? Pet, ¿qué es pet? /*what is the meaning of pet?*/
- 346.Cata **Mascota** [translation of "pet" in L1]
- 347.Lalo Pet **es mascota?**
- 348.Cata sí. Did you...?
- 350.Lalo °°---- ¿tú tuviste una mascota? /*did you have a pet?*/°° Yes, I have a a dog
- 354.Tara ---- Where did you use to spend when you were a kid?
355. Lalo Spend **no sé qué será** /*I don't know the meaning of "spend"*/
[they look it up in the dictionary and then translate it]
- 370.Tara ¿en tu tiempo libre? ¿dónde gastabas tú...? [/*in your free time? Where did you spend...?*/]
- 371.Lalo [sí, ¿cómo gastabas tu tiempo libre... /*yes, how did you spend your free time...?*/]
- 372.Tara [en tu tiempo libre cuando eras niño. En tu tiempo libre, ¿verdad? Mmm, ¿cómo se llaman las maquinitas? /*in your free time when you were a kid, right? Mmmm, how do you say at the "arcade slot machines?"*/]
- 373.Lalo Video games?
- 374.Tara Video games, mmm, my video games?

(Source: Task 3b.1 Transcript. Lines 345 – 374)

Lalo and Tara manage to answer their questions (Lines 350 and 374) despite not knowing the meaning of "used to". They learned that they needed to identify the main word to understand and answer the question, such as "pet" (line 345) and "spend" (Line 355).

In this case, Team 2 did not only regulate L2 and various other strategies to assist them in understanding a question in the past tense. The regulatory activity is illustrated in the following Chart:

Analysis Chart 11 Regulation in Task 3b.1 Lines 345 - 374

| Metalinguistic awareness | Other regulation | Self regulation |
|--|--|--|
| <p>Stage 1: Teo sets the question, as he does not understand the meaning. Cata identifies “used to” and tries to understand it.</p> <p>Stage 2: Example of Object Regulation All the team uses strategies to understand the question.</p> <ol style="list-style-type: none"> 1) Translation 2) Looking up in the dictionary 3) Guessing and relate the word “use” with their family words “usually” 4) Syntactic analysis of the question 5) Semantic analysis 6) Identifying the main words to give a general meaning to the question. | <p>Stage 1: Tara ⇨ team Tara focuses on translation and the meaning of the cue word to understand the question (“fight”) Cata ⇨ Team Cata focuses on the meaning of “used to” and syntax of the sentence Lalo ⇨ Team Lalo focuses on the general meaning</p> <p>Stage 2: Teo answers the question with a general understanding of the question ignoring the meaning of “used to”</p> <p>Stage 3: Lalo and Tara translate only the main words of the question.</p> | <p>Lalo / Tara Lalo and Tara adapt their strategy of translating the main words for a general understanding in new situations and practices.</p> |
| Lines 288-331 | Lines 293-374 | Lines 345-373 |

It is important to stress that not all the metacognitive and metalinguistic awareness techniques end up in regulatory activity. This occurs in the example above - in Example 16, Line 8 - when Lalo corrects Nelly after she uses "Your names is..." instead of "His name..." The explanation Nelly gives is that she must use the pronoun "his" because "it is a pronoun used when referring to two names," which is incorrect. Chio demands an explanation of the use of the adjective "his" (10), as the one given to her seems unclear. Nelly's reply is "just because" (Line 11).

In Line 8, Lalo identifies a mistake and corrects it. However, he fails to give an accurate grammatical explanation and does not explain to the others why “his” is correct. Nelly tries to explain the reason and is incorrect. Nelly's reflection on the use of possessive adjectives seems to be grounded in plural and singular, a characteristic of possessive adjectives in L1 (Gass, 1983).

Example 16:

- | | |
|-----------|--|
| 5. Ian | Bill Gates? |
| 6. Chio | Is actor |
| 7. Nelly | Your names, your names is... |
| 8. Lalo | His names |
| 9. Nelly | Ah, his name, <i>sí, porque son dos... /yes, because it is two.../</i> |
| 10. Chio | ¿Por qué his? <i>/why “his”?/</i> |
| 11. Nelly | Porque sí /just because/ |

(Source: Task 1c.1 Transcript Lines 5 – 11)

The students realise there is something wrong, although they are unable to explain the reason why. This might therefore be a good starting point of regulation and directing their actions towards learning, even when in this example there is no evidence of regulatory activity - or full awareness - taking place.

4.5.1.3 Summary

According to a careful analysis of the segments of conversation in this thesis, there are two manifestations of awareness: the metacognitive and the metalinguistic. The metacognitive awareness refers to the reflection that learners undertake based on their learning needs and the strategies they use in each situation. The metalinguistic awareness deals with the reflection that learners make about the TL use and its various forms.

To summarise this section of the chapter, there are considerations to take into account in order to clarify the role of awareness in the learners' regulatory activity. The results of the data analysis suggest that awareness may be a previous step in cognitive regulatory activity, which can be manifested through object, other and co-regulation, which help the learners to start applying new types of knowledge and strategies thanks to their peers. These attempts help the learners to become more independent, to a certain degree, in the process of experimenting with both the strategies and the TL.

The findings show 22 segments of conversation where it emerged that awareness was functioning as a "trigger" to initiate regulation. The tables below show how often both metacognitive and metalinguistic awareness occurred during the conversation.

The first table summarises the frequency of segments of conversation where the participants became aware, metacognitively and metalinguistically, followed by the cognitive regulatory activity shown during the completion of three tasks. The second table indicates the number of times awareness is clearly present in each of the teams.

Table 15 Table of Frequency of Metacognitive and Metalinguistic Awareness

| | Task 1 | Task 2 | Task 3 | Total |
|--------------------------|--------|--------|--------|-------|
| Metacognitive awareness | 4 | 4 | 2 | 10 |
| Metalinguistic awareness | 5 | 1 | 6 | 12 |
| Total | 9 | 5 | 8 | 22 |

| | Team 1 | Team 2 | Team 3 | Team 4 | Total |
|--------------------------|--------|--------|--------|--------|-------|
| Metacognitive awareness | 4 | 3 | 2 | 1 | 10 |
| Metalinguistic awareness | 2 | 6 | 4 | 0 | 12 |
| Total | 6 | 9 | 6 | 1 | 22 |

We can see that the tasks with the most examples of awareness of regulatory activity were Tasks 1 and 3. Tasks 1 and 2 show more cases of metacognitive awareness, which could be due to the fact that in Task 1, the last activity was to discuss two songs (see Appendix D) that the learners considered difficult to understand.

The opportunity to face this challenge meant an opening was needed so students could express their needs when it comes to learning English. Task 2, the follow-up (see Appendix E), included a problem solving activity and one of the tasks was to discuss how to learn English. This explains why the metacognitive awareness is present mainly in these tasks.

There are more episodes of metalinguistic awareness in Tasks 1 and 3. This activity might have come about because in the first task, there was new vocabulary, which provoked reflection mainly in the function of the words (whether they worked as nouns, verbs or adjectives). In Task 3, the metalinguistic reflection focused on the past tense and "used to," since the board game involved questions in said tense (see Appendix F).

In Table 15, we can see that the team with the higher level of awareness of regulatory activity was Team 2, consisting of Cata, Tara and Teo. Unsurprisingly, in the analysis of participants involved in

more regulatory activity tasks in this section, Cata, Ian, Lalo, Lina, Tara and Teo showed more awareness (Table 16). Meanwhile, Team 4 (Gia, Trisia, Liz and Alex) had the lowest levels of awareness in the conversations and ranked from zero to two in the participation category.

Table 16 Frequency of Metacognitive and Metalinguistic Awareness in Participants

| Participant | metacognitive | metalinguistic | Total |
|-------------|---------------|----------------|-------|
| Alex | 1 | 1 | 2 |
| Ana | 2 | 1 | 3 |
| Cata | 2 | 2 | 4 |
| Chio | 0 | 1 | 1 |
| Gia | 1 | 0 | 1 |
| Ian | 2 | 2 | 4 |
| Isa | 2 | 0 | 2 |
| Lalo | 1 | 5 | 6 |
| Lina | 2 | 2 | 4 |
| Liz | 1 | 2 | 3 |
| Lola | 2 | 1 | 3 |
| Mona | 1 | 2 | 3 |
| Nelly | 1 | 2 | 3 |
| Tara | 2 | 3 | 5 |
| Teo | 2 | 3 | 5 |
| Trisia | 0 | 0 | 0 |

The tables present the manifestations of awareness of regulatory activity; that is to say, these are segments where the participants expressed either a metacognitive or a metalinguistic awareness, until the follow-up of the strategies they used to complete the task. This does not mean that the participants who did not show any awareness did not notice their learning difficulties; it is just that they were not explicit enough in the conversations.

4.5.2 Problem Solving

Problem solving is the second main category in the cognitive regulation and it refers to the process in which the participants try to find a solution to a problem. They work collaboratively by giving suggestions on how best to solve it. This category includes the use of strategies or actions that the members of the teams use in order to fulfil their immediate need to communicate at a lexical or grammatical level.

In the analysis of the conversations, the findings showed three specific ways in which the teams dealt with the emergent needs for communication: a) the formulation of assistance and support

from one another, b) the need to clarify understanding, peer correct, and c) the completion of ideas by interrupting, in order to support the others.

Each of the ways mentioned will be explained in the subsections of this part of the chapter. The problem-solving section will conclude with a summary and the tables of frequency for each manifestation and its interpretation.

4.5.2.1 Asking for Assistance

The most common problem with beginner learners, as seen in the conversations, is dealing with vocabulary problems. Regulatory activity in beginner participants in this respect looks at the lexical problems that they have due to their limited linguistic resources. Therefore, the most common phrases used to ask for assistance in solving their immediate problem are: "I don't know, how do you say...?" in the TL 51 times in 22 conversations, or "¿Como se dice?, ¿Cómo digo?, ¿Cómo puedo decir?, ¿Cómo sería? / How do you say...?, How can I say...?/" in L1 227 times in 31 conversations, in this particular study.

In Example 17, the conversation starts with a lexical problem that helped Gina to avoid continuing the conversation (Line 20). This led Trisia to take action towards finding a solution to the problem. She became object regulated, thanks to the dictionary, and looked up the translation of "medal" (Line 21). Gia and Trisia use the word "medal" in their interventions.

Example 17: making up a story about a family who won a medal.

20. Gia Mmm, then he, he receive a, a, a, I don't know, a I don't know, °°¿medalla de oro?°°
21. Trisia (.16) [*looking up the word in the dictionary*] Medal
22. Gia he received, received a medal for be a, for be, for be better husband
23. Trisia the family saw, no, your family ah, celebrate for the medal and they are eating a big cake and they are happy.

(Source Task 1d.2 Transcript. Lines 20 – 23)

Since the team was creating a story, the regulatory activity happened in the following way: First Trisia was object regulated (thanks to the dictionary). Trisia regulated Gía and at the same time, Trisia was regulated by what Gia said.

The regulatory activity is outlined in Chart 12.

Analysis Chart 12 Regulation in Task 1d.2 Lines 20 - 23

| Lexical problem | Object regulation | Co-regulation and Self regulation |
|--|--|---|
| Gia QUESTION (QUES). She asks for the word "medal" | Dictionary ⇒ Trisia Trisia looks up the word in the dictionary to help Gia. | RESPONSE (RESP) Trisia ⇔ Gia Trisia says the word in English USE OF RESPONSE (UOR): Gia uses the new word. Trisia uses the new word (medal) too. |
| Line 20 | Line 21 | Lines 21 - 23 |

In the Example 18, there is no object regulation, but there is other regulation. The example, similar to the previous extract, starts with a lexical problem expressed by Cata (Line 60) and Tara gives the answer (Line 61). After that, Cata uses the word she was looking for, in this case "cover" (Lines 62, 64 and 67).

Example 18:

- 60.Cata Yes, I like to read but, not all kinds of books. It's like ahhh, how do you say **portada**?
- 61.Tara The cover.
- 62.Cata Ah, the cover, I.... (unclear)
63. All ((laughs))
- 64.Cata I can read it
- 65.Teo OK.
- 66.Tara I have a friend that do that
- 67.Cata Yes, I have to read the cover basically ---

(Source Task 1b.1 Transcript. Lines 60 – 67)

The regulatory activity can be illustrated in the following way:

Analysis Chart 13 Regulation in Task 1b.1 Lines 60 - 67

| Lexical problem | Other regulation | Self-regulation |
|--|---|---|
| Cata QUESTION (QUES). She asks for the word "book cover" | Tara ⇒ Cata RESPONSE (RESP) Tara helps Cata by giving the answer. | Cata USE OF RESPONSE (UOR): Cata uses the new word. |
| Line 60 | Line 61 | Lines 62 and 67. |

As we saw in the previous examples, there is a common pattern of conversation presented in this category, with 92 events in 36 conversations. This sequence is similar to the Initiation- Response- Feedback (IRF) proposed by (Sinclair and Coulthard, 1975). Although the IRF has been used in classroom research with the intervention of a teacher, the interaction that learners experience in regulatory activity shows a parallel pattern for learner-learner interactions. The pattern is explained in the following way:

- Turn Initiation: QUESTION (QUES): Speaker A asks for the word or phrase
- Turn Response: RESPONSE (RESP): Speaker X /Y: says the word or phrase in English
- Turn Feedback: USE OF RESPONSE (UOR): Speaker A: says the word and continues with the conversation.

The first person initiates the conversation by presenting a lexical or grammatical problem, then another speaker gives the answer so that the first speaker uses the answer. In the following conversation, three female participants of Team 1 are discussing success and their dreams (Appendix D). There are two examples of the pattern of speech QUES – RESP – UOR mentioned above:

Example 19:

- 150.Ana Um, my dreams, what do you say **viajar**?
- 151.Mona Travel
- 152.Lina Travel?
- 153.Mona You want to travel around the world? ((laughs))
- 154.Lina [Yes, ((laughs))
- 155.Ana [yes
- 156.Ana Tra, travel?
- 157.Lina Travel
- 158.Ana Travel
- 159.Lina Travel
- 160.Lina How do you say “**yo también**”?
- 161.Mona Me, too
- 162.Lina Me too, mmm, I want to travel, ah, yes, in my life to travel
- 163.Mona Well, mmm travel from or?
- 164.Ana I want to travel to, you know, Korea, Japan, China ((laughs)) Italia

(Source: Task 1a.1 Transcript. Lines 150-162)

In the example in Line 150, Ana poses the question and Mona responds (Line 151). It was not only Ana who was regulated, Lina was too, and both use the new vocabulary they have learned (Lines 162 and 164). The same pattern occurs from Lines 160 to 162. Lina has a lexical question; Mona answers and Lina uses the two new forms. The regulatory activity is presented as follows:

Analysis Chart 14 Regulation in Task 1a.1 Lines 150 - 162

| Lexical problem | Other regulation | Self-regulation |
|---|----------------------------------|---|
| 1. Ana QUESTION (QUES). She asks for the word "travel" | 1. Mona ⇒ Ana RESPONSE (RESP) | 1. Ana USE OF RESPONSE (UOR): Ana uses the new word. |
| 2. Lina QUESTION (QUES). She asks for the phrase "me too" | 2. Mona ⇒ Ana RESPONSE (RESP) | 2. Lina USE OF RESPONSE (UOR): Lina uses the new word and phrase. |
| 1. Line 150 2. Line 160 | 1. Line 151 2. Line 161 | 1. Line 164 2. Line 162 |

The data shows that the participants mostly ask for help when they do not know a particular word or phrase in the TL. The way in which they do this is by using L1 or by asking a question. Another participant answers and the person who asked the question repeats the answer in the correct way, using the new word or phrase in the QUESTION – RESPONSE–USE OF RESPONSE pattern.

In the example 20, the same mechanism of regulatory activity occurs, but this time there is a member of the team who does not know how to use the new forms. In the extract from the conversation in Line 134, Tara indicates that she has a lexical problem and in Lines 135 and 136, Chio and Nelly give her the answer. Then Tara uses the new word (Lines 139 and 141) and ends her intervention in Line 143.

In Line 146, Nelly asks for help with the verb "punish." Cata uses a dictionary to find out the meaning of the word and says it out loud, so that Nelly can use it (Lines 149, 150 and 152). In Line 156, Nelly ends her intervention. Tara uses the same word in Spanish, even though they already know the word in the TL (Lines 151 and 154).

Example 20:

- 129.Chio Hmmm, my daughter started coming home very late, very late at night, she is rude, I don't like the friends she is mixing with. What's your opinion? [reading]
- 134.Tara You can **llevo...**, **¿cómo es llevarla a terapia psicológica?** /**take her... how do you say "to take her to psychological therapy?"**/

- 135.Chio [Psychologist
 136.Nelly [Psychologist
 137.Tara Hmm, more communication ----
 138.Chio Yes, it's a good idea but she is very rude -----
 139.Tara But the **terapia /therapy/** with the psychologist [
 140.Nelly [psychologist, psychologist
 141.Tara psychologist, **le va a ayudar mas /will help her more/**
 142.Chio can help us
 143.Tara help with communication with your daughter ----
 146.Nelly how do you, how do you say, how do you say **castigo?**
 147.Cata **¿Castigar? No sé / I don't know/**. Hmm. [they look it up in the dictionary]
 °°**ahorita lo buscamos /we'll look it up right now/**°° (.08) **Castigar:** to punish
 148.Chio punish[
 149.Nelly [punish
 150.Nelly You, you must punish ((laughs)) with her and eh, ----- hmmm how do you say
 that? I don't know eh **¿cómo decir no dejarla ver tele y quitarle sus cosas?**
¿Cómo se dice? /how do you say not to let her watch TV and take away her
things, how do you say it?/
 151.Tara °°**Castigarla ¿no? /punish, right?/**°°
 152.Nelly You punish her but with [what?
 153.Cata [with, with, with, with...
 154.Tara **¿Castigarla? /punish?/** not [see TV
 155.Chio [or without TV
 156.Nelly Without TV, without play games, without cell phone, -----
 (Source: Task 2b.2 Transcript Lines 129-156. Some lines were omitted, see Appendix K)

Analysis Chart 15 Regulation in Task 2b.2 Lines 129 - 156

| Lexical problem | Other regulation | Self-regulation |
|---|---|--|
| 1.Tara QUESTION (QUES). She asks for the word "psychologist" | 1.Chio/Nelly ⇒Tara RESPONSE (RESP) 2.Stage 1: Object regulation Dictionary ⇒Cata Stage 2: Other regulation Cata ⇒Nelly | 1. Tara uses the new word. USE OF RESPONSE (UOR). 2.Nelly uses the new word. USE OF RESPONSE (UOR) Note: Tara intervenes in the conversation but fails to use the new word, so she uses it in L1. |
| 2. Nelly QUESTION (QUES). She asks for the verb "punish" | RESPONSE (RESP) | |
| 1.Line 134 2.Line 146 | 1.Lines 135 and 136 2.Line 147 | 1. Line 139 and 141 2. Line 149, 150 and 152. 3. Lines 151 and 154 |

Analysis Chart 16 Regulation in Task 2d.2 Lines 76 - 97

| Setting out the problem | Object regulation | Development of regulation |
|--|---|---|
| Lalo explains the problem in L1 so that Gia can understand. Gia Gia uses L1 to answer and asks for help from her peers. QUESTION (QUES) | Task and Gia's discourse in L1 ⇔ Trisia and Ian RESPONSE (RESP) Gia replies to the problem in L1. | Trisia 87. verb+object 89.complement 94.verb+object+complement Ian 92. verb +object 100. complete sentence (subject+verbs+object+for+object pronoun) |
| Lines 81 and 85 | Line 85 | For Gia, lines 87,89 and 94 For Ian, Lines 92 and 100 |

Appealing for help when a learner has a lexical problem leads his or her peers to attempt to elicit the specific words or phrases that they are looking for. The learners respond by a) giving a literal translation, b) looking up the word in the dictionary or c) saying the word or phrase in L2, if they know it. Asking for assistance could be seen as the first step towards regulatory activity in group work.

4.5.2.2 Clarification, Request and Peer Correction

Another common pattern of interaction occurs in the teams. When a learner requires external confirmation that their intervention is correct, that what it is said is being understood or that they are using the correct term, this pattern generally manifests itself in the form of a question.

In the following dialogue, Lola makes her contribution and says a word with a question intonation (Line 10), suggesting that a reply is needed from the other participants; either a correction or confirmation that she has been understood. This happens by repeating the utterance in the correct form (Lina in Line 11), so that the first speaker - in this case Lola - repeats the word or phrase and then continues with her contribution.

Example 22:

10.Lola He is the nanny of my, our baby ehh, he care? [

11.Lina [care

12.Lola care the baby in the morning when I work

(Source Task 1a.4 Transcript. Lines 10-12)

The pattern is similar to QUEST – RESP – UOR, but this time, the participants do not post the open question. Instead, they interrupt their intervention with an interrogative intonation to be completed later. The pattern is represented as follows: REQUEST OF HELP /CONFIRMATION REQ. CONF – CONFIRMATION CONF - COMPLETION COMPL

- Turn Initiation: REQUESTING HELP /CONFIRMATION (REQ. CONF). Student A ends contribution with an interrogative remark.
- Turn Response: CONFIRMATION (CONF), Student X confirms the information / corrects the information
- Turn Feedback: COMPLETION (COMPL) Student A completes the intervention.

Lina regulates Lola's performance with her confirmation, and Lola is self-regulated when she takes control and finishes her idea - otherwise, she might have abandoned her attempt at completing the message. The regulatory activity is described as follows:

Analysis Chart 17 Regulation in Task 1a.4 Lines 10 - 12

| Setting the problem | Other regulation | Self-regulation |
|---|---|--|
| Lola interrupts her utterance with a word intonated as a question. REQUEST FOR HELP / CONFIRMATION (REQ. CONF) | Lina ⇨ Lola Lina repeats the problem word, confirming it has been well said. Turn CONFIRMATION (CONF) | Lola ends her intervention and completes her idea. COMPLETION (COMPL) |
| Line 10 | Line 11 | Line 12 |

Example 23 is similar to the previous one. Trisia interrupts her intervention with an interrogative intonation (Line 155), then Alex corrects her by saying the correct form of the word Trisia used (she said "globes," when what she meant to say was "balloons") in Line 156. In Line 157, Trisia ends her intervention using the form Alex gave.

Example 23:

154.Alex And you? The best gift that you received? *[to Trisia]*

155.Trisia Ahhh, I don't know, one time a friend give me, I don't know ¿globos? Globes?
[¿globos?

156.Alex [¿globos? Balloons

157.Trisia Ahh, big balloons, one time, he a heart give me

(Source: Task 1c.3 Transcript. Lines 5 – 7)

The regulatory activity is represented as follows:

Analysis Chart 18 Regulation in Task 1c.3 Lines 155 - 157

| Setting the problem | Other regulation | Self-regulation |
|---|---|--|
| Trisia Interrupts her utterance with a word intonated as question REQUEST FOR HELP / CONFIRMATION (REQ. CONF) | Alex ⇔ Trisia Repairs / corrects "globes" for "balloons". Turn CONFIRMATION (CONF)/CORRECTION | Trisia Ends her intervention and completes her idea using the correct form. COMPLETION (COMPL) |
| Line 155 | Line 156 | Line 157 |

In order to check their understanding, the participants in the teams also use patterns to ask for help from their peers. . This is a manifestation of scaffolding because they support each other in their understanding of the task. The observed pattern of speech is: INITIATION (INI) – REQUEST FOR CLARIFICATION (REQ. CLAR.) – REPETITION /TRANSLATION OF INITIATION (REPET. /TRANSL.)

- Turn INITIATION (INI): Speaker A initiates the segment of conversation by setting the problem or topic.
- Turn REQUEST FOR CLARIFICATION (REQ.CLAR) : Speaker X /Y asks for a better explanation
- Turn CLARIFICATION IN A REPETITION OR TRANSLATION (REPET. /TRANSL): Speaker A clarifies by repeating initiation or translating into Spanish what he/she said in the initiation.

This pattern is present in the analysis of the next example. As we saw in Line 108, Gia initiates and presents the problem, instantly realising that it might be necessary to repeat it - so she offers to do just that. Lalo confirms that he needs repetition (REQ. CLAR. Line 109) and Gia repeats (REPET. Line 110). Trisia translates "put on weight" into L1 (Line 111).

There is a misunderstanding of the translation and Gia thinks the question was "How to earn more money" (Line 112). This might have occurred because Trisia used the word "peso," which is the Mexican currency and means "weight" in Spanish. Trisia then clarifies by giving another translation (Line 113). Gia is surprised at the meaning, but confirms that she has understood (Line 114).

Example 24:

- 108.Gia **ya**, thank you. **Este**, you have put on weight recently. °**Ah, ¿lo vuelvo...?/shall I repeat...?/°**
- 109.Lalo Uhuh, please

- 110.Gia you have put on weight recently
- 111.Trisia **Que has ganado peso /you have gained weight/**
- 112.Gia **Oh, ya avancé, ya sería el colmo (.) ¿Cómo puedo hacer para ganar más? /oh, I have advanced in the game (.) how can I earn more?/**
- 113.Trisia **No, más bien que, o sea... que tú problema es que estás [gorda /no, it is, well, I mean.... That your problem is that you are fat/**
- 114.Gia **[oh! ¡Estoy gorda! /oh, I am fat!/ ((laughs))**
- 117.Liz You must do exercise, very, very exercise
- 118.Lalo Eh, you should drink water. The water helps to, to **adelgazar /to slim/** ((laughs)), and again you must eat vegetables, less fat, less, less bread, less ...I don't know...
- 119.Trisia [Calories
- 120.Lalo [Calories
- 121.Gia Thanks

(Source: Task 2d.2 Transcript. Lines 108 - 121)

The interaction that occurs in the example above shows that scaffolding is used to clarify understanding among the members of the group in two ways: a) the repetition (Line 110) from Gia and the translation (Lines 111 and 113) from Trisia. In other words, Trisia regulated the understanding of the task so that the members of the group could answer - and she did it by translating. Even so, there was a misunderstanding of her translation.

Analysis Chart 19 Regulation in Task 2d.2 Lines 108 - 121

| Setting the problem | Other regulation | Self-regulation |
|--|--|--|
| Gia reads the problem Lalo REQUESTS FOR REPETITION | Gia ⇔ Lalo Repeats the problem | Lalo completes his intervention. COMPLETION (COMPL) |
| Line 108 and 109 | Line 110 | Line 118 |
| Gia reads the problem (INITIATION) There is not an explicit request for clarification | Other regulation Trisia ⇔ Gia Trisia ⇔ Lalo and Liz Translates the problem in L1 | Self-regulation Gia confirms she has understood. Lalo and Liz Give their answers. COMPLETION (COMPL) |
| Line 108 and 110 | Lines 111 and 113 | Lines 117, 118 and 121 |

In Example 25, there are different forms of help, in terms of clarification and control of various aspects in different moments. Before moving on to the interaction, however, it is important to explain that the task was to give suggestions to help solve problematic situations. In this case, the question was: "I live at home with my parents and I quarrel with them every day. What can I do?" Taking this into consideration, the analysis of the extract is made below.

Lina sets the question in Line 23, but does not finish reading the problem. Mona asks for clarification of the word "quarrel" (Line 24) and Lina translates its meaning in L1 (Line 15). After that, Lina changes the original question and understands that the problem is "quarrelling with the sister," not with the parents (Line 17). Mona then takes control of the conversation and instead of suggesting a solution to the problem, asks Lina for her feelings on it (Line 18) and Lina replies (Lines 19 and 21).

This suggests a regulatory activity within the task and the direction of the discussion moves towards the main point. After Lina explains how she feels, Lola takes the floor and asks what the problem is (Line 24). Lina repeats the problem and Lola offers a solution (Lines 25 and 26). The segment ends with Mona suggesting that they move on to another problem (Line 28).

Example 25:

- 13.Lina ----**Bueno, yo /well, I/,** ((sighs)) actuality [nowadays], I live at home with parents (unclear) eh, I quarrel, discuss ehhhh, with your..., no, **sí /no, yes/(.)**
- 14.Mona What is quarrel?
- 15.Lina **Discusión, discussion /discussion, discussion/**
- 16.Mona Ah, ok
- 17.Lina With your, my sister
- 18.Mona How do you feel?
- 19.Lina Hmmm ((laughs)) **Tristeza /sadness/**
- 20.Mona Sad?
- 21.Lina Sad. °°Sad, mmm **¿cómo se dice enojada?/how do you say "upset"?/°°**
Angry, **enojón no en verbo sino en /"grumpy", not the verb but the/..**[
- 22.Lola [I
am angry, I'm...
- 23.Lina °° ...ah, I'm angry, bad, very very bad°° Mmmm. You, what recommend me? **¿Ustedes qué me recomiendan? /what do you suggest?/°°**
- 24.Lola Hmmm aha. What is the problem?

- 25.Lina Discuss with my sister, actually I live with she, she, she, she have, **sí**
/yes/ she have ahhh, she have character, character, mmm, character
difficult, difficult and cool, and **frío /cold/**.
- 26.Lola I think you have talk with her try to solve this problem
- 28:Mona Well, good, now you

(Source: task 2a.1 Transcript. Lines 13 - 26)

The three speakers show regulatory activity at different times throughout the dialogue. Lina takes control of the task (Line 17) and then Mona and Lina take control of the conversation (Lines 18 and 24), as the regulation chart below will confirm.

Analysis Chart 20 Regulation in Task 2a.1 Lines 13 - 28

| | | |
|--|--|---|
| Setting the problem Lina reads the problem INITIATION Mona asks for the meaning of a word REQUEST FOR CLARIFICATION Lina clarifies the meaning | Object regulation: Task mediation, Lina ⇔ task Manipulates the task and changes the original problem but continues to be dependent on the task. | Other regulation Mona ⇔ Lina Changes the original conversation Lina replies COMPLETION (COMPL) |
| Lines 13 to 16 | Lines 13 and 17 | Lines 18 to 21 |
| Setting the problem Lina resets the problem INITIATION Lola requests for clarification REQUEST FOR CLARIFICATION | Other regulation Lina ⇔ Lola Lina repeats the explanation of the problem Lola suggests solutions to the problem COMPLETION (COMPL) | Object regulation Task ⇔ group The members of the group are regulated by the task and each member regulates the direction of the conversation. |
| Line 23 and 24 | Line 26 | Lines 17, 18, 23 and 28. |

Even though the team relies on the task regulation, they also show initiative, taking control and moving the conversation into previously uncharted territory - in this case interests, feelings and personal experiences. This suggests that the participants were fully engaged in the tasks, and more importantly in the discussion, which led to unpredictable results (Ellis, 2009; Littlewood, 2006). Even when the task has a strong influence over the direction of the discussion, the learners are able to implement changes on their own.

Another form of regulation comes when the participants correct each other within their groups. They commonly do it through repetition, as we shall see in the following example, where Mona and Ana, in an attempt to complete a birthdate, actively collaborate and correct each other. In Line 113, Ana outlines the problem: the date on which Carlos Slim⁴ was born, and answers partially by mentioning the day.

Mona then repeats the information given by Ana and completes it by saying the month (Lines 114 and 116). Ana asks for confirmation of the month (Line 117), which Mona duly provides, before going on to give the year (Line 118). Ana repeats the year incorrectly and Mona helps her by saying it correctly. Ana then repeats what Mona said (Lines 119 - 121).

Example 26:

- 113.Ana (.20) Name: Carlos Slim, Profession: enterpriser. Where from? He's from Me...
Mexico, was born on (?), he was born ah, twenty-eight, [
114.Mona [twenty-eight
115.Ana ah,
116.Mona January
117.Ana January?
118.Mona yes, hmmm nineteen twen... forty,
119.Ana nineteen fourteen? no, no [
120.Mona [Uuh, [nineteen forty
121.Ana [nineteen forty

(Source: Task 2a.1 transcript. Lines 113 - 121)

The participants simply showed collaboration and regulation in their cognitive activity while communicating with each other to complete the task. Once again, there is object regulation, as the focus of attention is the completion of the chart provided.

The regulatory activity, the feedback, the help or scaffolding manifests itself through the assistance provided mainly by other members of the groups. The regulatory activity is not complete until the effects of this help are observed in the learners' language use or in the solution of a specific conversation problem.

⁴ A successful Mexican businessman, ranked as the richest person in the world.

Analysis Chart 21 Regulation in Task 2a.1 Lines 113 - 121

| | | |
|---|---|--|
| <p>Setting the topic of conversation</p> <p>Ana sets the context, i.e. the topic</p> | <p>Object regulation</p> <p>Task ⇔ Ana and Mona</p> <p>Ana and Mona focus their attention on finding a solution to the task.</p> | <p>Co-regulation</p> <p>Mona ⇔ Ana</p> <p>Stage 1</p> <p>Mona repeats what Ana says</p> <p>Stage 2</p> <p>Ana repeats Mona's words to clarify and Mona clarifies.</p> <p>Stage 3</p> <p>Ana says an incorrect form of the word. Mona gives the correct form.</p> <p>Stage 4</p> <p>Ana and Mona use the correct form.</p> |
| Line 113 | Line 113 - 121 | Lines 114 - 121 |

The most valuable event in this example is the emergent co-regulatory activity and support that Ana and Mona give to each other for the use of new information.

4.5.2.3 Interruption to Engage in the Conversation

Another pattern of communication commonly heard among these participants is the use of interruption as a regulatory pattern. Interruption in this study is seen as a way of engaging in the discussion and contributing (Tannen, 1988), as well as assisting each other in the completion of ideas. In this study, interruption is seen as a way of demonstrating both enthusiasm and a willingness to converse. In the conversations of this study, participants interrupt for different reasons: a) to contribute to the idea, b) to correct or c) to ask a question related to the topic of conversation.

The pattern of speech repeats as the following sequence: OPINION (OP) – INTERRUPTION AND COMPLETION OF IDEA (INT) – AFFIRMATIVE/NEGATIVE REMARK (AFF/NEG REM).

- Turn Initiation: OPINION (OP), speaker A expresses an idea, but does not finish it.
- Turn Response: INTERRUPTION (INT), speaker X /Y interrupts and gives his/her completed version for speaker A's idea.
- Turn Feedback: AFFIRMATIVE/NEGATIVE REMARK (AFF/NEG REM): Speaker A: says "yes" or "no"

The following extract of conversation (Example 27) offers an example of the pattern while the speakers are completing Task 3:

Example 27: The speakers are discussing about what they are good at.

- 58.Isa -- something you are good at
 59.Ian mmm, speak English ((laughs)), no, I don't speak
 60.Lalo no?
 61.Ian very well, no, no, maybe I am good for a [
 62.Lalo [play videogames?
 63.Ian No, really? I don't [
 64.Lalo [drink ((laughs))
 65.Ian I don't drink [
 66.Isa He don't drink, he don't smoke, he don't are a crazy boy.
 67.Lalo Congratulations ((laughs))
 68.Ian --I don't know, make a some questions, **cuestiones, no sé como se diga, forms, fórmulas, no, no sé /I don't know how to say "formulas", I don't know/**
 69.Nelly With the computer, or excel
 70.Ian In excel in, in **¿cómo se llama?** In macros but it's in access, in access,
 71.Nelly Ok, Access
 72.Ian I am good for that

(Source: Task 3c.1 Transcript. Lines 61 – 65)

In the previous example, Isa outlines the problem (Line 58) and then Ian replies (Lines 59 and 61). Ian's contributions (OP) are interrupted (INT) by Lalo (Lines 62 and 64). Ian corrects by using negative feedback (NEG REM Lines 63 and 65). At the same time, Ian attempts to continue and completes his answer (Lines 70 and 72). The regulatory activity can be represented in the following way:

Analysis Chart 22 Regulation in Task 3c.1 Lines 61 - 65

| Setting the problem | Other regulation | Self-regulation |
|--|--|---|
| Isa reads the question /problem Ian replies OPINION (OP) | Lalo ⇔ Ian Lalo interrupts to help Lalo complete his ideas. INTERRUPTION (INT), Lalo replies with NEGATIVE REMARK (AFF/NEG REM) | Ian ends his intervention COMPLETION (COMPL) |
| Lines 58 - 61 | Lines 62 - 65 | Line 70 and 72. |

- 5 Alex Mmm
- 6 Trisia And I think that, for example, she should give to meet or to know which are their
(.) [°°likes°°
- 7 Alex [their likes?
- 8 Trisia Yes
- 9 Alex Could be
- Segment 2 ---- lines 9 to 38 ----- [discussion of what present to give to a married couple]
- 39 Liz --- It's most useful the microwave for the poor people than rich people. The rich
people could buy it.
- 40 Alex But no, --- both are not rich, no poor, they are in the same (.) [
- 41 Trisia [°°situation
econo[mic°°
- 42 Alex [°°economic, yeah°°
- Segment 3 ----- lines 42 to 51 ----- [discussion about what to wear in a wedding]
- 52 Liz And what you wearing for that wedding?, a dress, a (.)?
- 55 Alex Tie, I don't know, for the womans is more difficult
- 60 Trisia Shoes, shoes are mmm [
- 61 Alex [Very important?
- 63 Trisia Not important eh but difficult for me because I don't use a °°tacón°°? /°°high
heels°°/
- Segment 4 ----- lines 64 to 133 ----- [discussion
- 134 Trisia Amm, one time, I don't like so much, I don't like the (.) so much exchanges
because ((laughs)), because ah, one time I, I, **regalé /gave/** a (.2), a friend, a (.2)
one doll but the doll is ah (.3) made, mm, **¿cómo se llama? /how do you say?/
Porcelana? /china/?**
- 135 Alex **Porcelana? /china/?**
- 136 Trisia Uhuh, and, and give me a, ((laughs)) [
- 137 Alex [Chocolate!
- 138 Trisia No! ((laughs)) cookies! ((laughs)) a box of cookies ((laughs)), and I said, "OK"
((laughs))

(Source: Task 3d.2 Transcript. Lines 1 – 138. - some lines were omitted. To see the full transcript, refer to the Appendix K).

In the previous example, four extracts from the same conversation were analysed. Each extract follows the same structure: initiation as an opinion, interruption to add to the opinion from another participant and feedback using an affirmative/negative remark - plus a possible continuation of the initial comment. In the first segment of conversation, Alex regulates Trisia's intervention, but in the second segment, Trisia regulates Alex's contribution. In Segments 3 and 4, Alex regulates Trisia.

In Segment 1, Line 1, Alex mentions that when giving or receiving a present, it is the thought that counts. In Line 2 Trisia agrees, but also claims that people often gives presents which the receiver does not like (Lines 2 and 4). Alex's interruption occurs in Line 3, when he tries to complete Trisia's idea and ends up asking a question, as he is not certain that this is the right way to complete it.

Trisia uses a negative remark to express that what Alex said is not what she meant, and proceeds to complete the original idea (Line 6). In the same segment, Alex interrupts again (Line 7) and on this occasion, the help was clearly useful as Trisia ends the conversation with an affirmative remark (Line 8).

In Segment 2, Line 39, Liz is discussing what the best present for a wedding is, according to the couple's economic status (rich or poor). Alex proceeds to correct and says that the couple is neither rich nor poor, and is then, interrupted by Trisia in Line 41. In Line 42, Alex confirms that Trisia's feedback was useful to him. In the first segment, Alex interrupts and in the second part, the roles are reversed, so that Trisia becomes both the interrupter and the help-provider.

The roles of "expert" and "novice" (Swain, 2000) change from one extract of conversation to another. The regulatory activity is in the language use and in how the participants handle the conversation, i.e. the speakers help each other, but at the same time continue explaining their ideas. When it's their turn to give feedback (positive and negative), they decide on whether a more detailed explanation is required, or if they believe they have already said enough.

In Segments 3 and 4, something similar to Segment 1 occurs. Alex interrupts Trisia to complete the idea (Lines 61 and 137) and Trisia gives him negative feedback in both segments (Lines 63 and 138), which serves to complete her intervention (Chart 24).

Analysis Chart 24 Regulation in Task 3d.2 Lines 1 - 138

| SEGMENT 1 | Other regulation | Self regulation |
|--|--|---|
| Setting the problem Alex sets the problem Trisia gives her opinion (OP) | Alex ⇔ Trisia Alex interrupts to help complete Trisia's ideas. - INTERRUPTION Trisia replies with NEGATIVE REMARK (NEG REM) | Trisia completes her intervention COMPLETION (COMPL) |
| Lines 1 and 2 | Lines 3 and 4 | Line 4 |

| | | |
|--|--|---|
| SEGMENT 2 Setting the problem Liz sets the problem Alex gives his opinion (OP) | Other regulation Trisia ⇒ Alex Trisia interrupts conversation and completes Alex' ideas. INTERRUPTION Alex replies with AFFIRMATIVE REMARK (AFF REM) | Coregulation Alex ⇔ Trisia Alex regulates Trisia in the first segment and Trisia regulates Alex in the second. |
| Lines 39 and 40 | Lines 41 and 42 | Lines 3 and 41 |
| SEGMENT 3 Setting the problem Liz sets the problem Alex and Trisia give their opinion OPINION (OP) | Other regulation Alex ⇒ Trisia Alex interrupts to help complete Trisia's ideas. INTERRUPTION (INT), Trisia replies with NEGATIVE REMARK (NEG REM) | Self regulation Trisia completes her idea. |
| Lines 52, 55 and 60 | Lines 61 and 63 | Line 63 |
| SEGMENT 4 Setting the problem Trisia sets the problem and expresses her opinion OPINION (OP) | Other regulation Alex ⇒ Trisia Alex interrupts to help and complete Trisia's ideas. INTERRUPTION (INT), Trisia replies with NEGATIVE REMARK (NEG REM) | Self regulation Trisia completes her idea. |
| Line 134 | Lines 135 to 138 | Line 138 |

The solution to problems at this level of conversation is normally regulated through the use of dictionaries, laptops or mobile apps and by asking questions to the others. When the participants have a problem searching for a word they don't know in English, they used the dictionary (in L1 conversations), even though they sometimes do not identify the correct word to use.

4.5.2.4 Summary

There are three main ways in which learners interact to solve the problems they face during the completion of the tasks: a) they ask for support from other members of their team, b) they request clarification, which sometimes leads to peer correction, and c) they interrupt to offer support to the speaker whose turn it is and to help them complete their ideas.

The frequency at which this kind of cognitive support occurs is outlined in the tables below. The support that the participants require mainly involves vocabulary or grammar solutions. The tables

show where there is evidence of regulatory activity in each of the subcategories previously analysed.

Table 17 Frequency of Events of Cognitive Regulation

| | Task 1 | Task 2 | Task 3 | Total |
|--|--------|--------|--------|-------|
| Asking for assistance | 44 | 36 | 46 | 126 |
| Clarification and peer correction | 32 | 40 | 40 | 112 |
| Interruption to give continuation to ideas | 23 | 11 | 17 | 51 |
| Total | 99 | 87 | 103 | 289 |

It is important to stress that not all the support given by the other team members results in the use of new ideas and resources. The findings presented here involve only the segments where group regulation actively took place, regulation that helped learners to manage their participation successfully.

As it can be seen in the Table 17, these strategies of cognitive regulation - understood as the assistance given by the other participants - show a balanced presence in all the tasks. The predominant strategies are the requests for help when the meaning of a particular word is unclear, how to say a specific phrase or the translation of phrases from L2 to L1 to clarify the meaning. The least common strategy here is interrupting during a speaker's intervention.

As for Table 18, the results show how often regulatory activity occurs in each of the problem-solving strategies studied by the teams. We can see that it had a strong presence in Team 1, while Teams 3 and 4 seem to use the strategies with less frequency than Teams 1 and 2. This means that learners in Teams 1 and 2 tend to be more dependent on others.

Table 18 Episodes in Problem Solving Strategies in each Team

| | Team 1 | Team 2 | Team 3 | Team 4 | Total |
|--|--------|--------|--------|--------|-------|
| Asking for assistance | 45 | 37 | 20 | 24 | 126 |
| Clarification and peer correction | 47 | 34 | 14 | 17 | 112 |
| Interruption to give continuation to ideas | 10 | 11 | 13 | 17 | 51 |
| Total | 102 | 82 | 47 | 58 | 289 |

In an individual analysis of the participation in the conversations, the table below summarises the times each participant got involved in giving support in problem solving to the other members of their teams.

Table 19 Episodes of Regulation of Problem Solving Strategies

| | Asking for assistance | Clarification and peer correction | Interruption to give continuation to ideas | Total |
|--------|-----------------------|-----------------------------------|--|-------|
| Alex | 11 | 10 | 4 | 25 |
| Ana | 20 | 17 | 5 | 42 |
| Cata | 22 | 13 | 5 | 40 |
| Chio | 22 | 10 | 5 | 37 |
| Gia | 6 | 8 | 9 | 23 |
| Ian | 12 | 9 | 9 | 30 |
| Isa | 9 | 3 | 6 | 18 |
| Lalo | 10 | 24 | 8 | 42 |
| Lina | 17 | 26 | 4 | 47 |
| Liz | 20 | 9 | 6 | 35 |
| Lola | 21 | 24 | 5 | 50 |
| Mona | 22 | 19 | 4 | 45 |
| Nelly | 16 | 13 | 3 | 32 |
| Tara | 16 | 23 | 10 | 49 |
| Teo | 14 | 16 | 10 | 40 |
| Trisia | 13 | 6 | 10 | 29 |
| Total | 251 | 230 | 103 | 584 |

The learners who tended to give more support to the others in terms of problem solving were Lola, Tara, Lina, Ana, Cata and Lalo. The participants who showed a limited support to the other members of their groups were Isa, Gia and Alex.

4.6 Affective regulation

Affective regulation in this study does not only refer to the process of managing the reasons that motivate a learner to study English as a foreign language but it also refers to the process of exerting control over the emotions that are present during the completion of a task. The way in which learners demonstrate their enthusiasm, willingness, confusion, boredom, frustration and stress, and use these emotional states to help in their language learning, is thought to be associated with learning success (D'Mello and Graesser, 2011).

Studies have claimed that there is an interdependent relationship between affective and cognitive regulation. The better a learner deals with failure and negative emotions, the better he/ she can overcome the learning challenge (Golombek and Doran, 2014). As soon as the learners are ready for the process of learning and communicating, the learners use their mediating resources to regulate their participation in the task completion.

This section will explain the way in which the participants regulate their performance in the conversations. First, it is important to mention that group work benefits affective regulation, as the participants encourage each other in a number of cases - as we will see in the following sections.

4.6.1 Motivation for Language Learning

In the first example of this section, motivation for language learning and an awareness of each individual's needs are displayed. However, this necessity - an example of external motivation - has been created in accordance with the dialogues. This snippet of conversation shows that Alex realises the importance of learning English, though Liz remarks that in her opinion, English is not enough. She feels it is necessary to study other languages as well.

Example 30:

52. Alex I need to learn English
 53. Trisia Yeah
 and Gia ((laughs))
 54. Liz English and other languages
 55. Trisia Yes

(Source Task 1d.1 Transcript. Lines 52 – 55)

This awareness of their need to learn to speak English is also reflected in the group feedback of Task 1. Some examples are the following:

- Lalo: “I think it is important [to study English] because there are many people who speak English around the world”.
- Nelly: “It’s [English is] a common language in business, it is important for people’s jobs or in order to get a job.”
- Alex: “North America offers good opportunities to get better jobs than the ones in Mexico, so English provides opportunities to us and people who want to travel or work abroad.”
- Lina: “It’s important because of my professional development, life is international now, it [learning English] is a communicative necessity.”

The discourse in the group feedback shows the participants' awareness of their language learning needs. The examples demonstrate how the contextual conditions and the students' individual beliefs and perceptions, such as "North America offers better jobs" or the "opportunities" that speaking English provides when it comes to "communicating with other cultures" puts the language learners in the position of "socially disadvantaged" when up against those who speak English.

The discourse proves that speaking English is an asset, as it has become the "important, common language for international communication, which means opportunities and development." English is also considered the language needed to get good jobs, to do business, to understand technology and music and to use when travelling.

The task assisted in building awareness of this conscious reflection on the context of language learning, which was achieved by the learner himself (Shamim, 2011). The discourse used by the learners reflects the social construction of the world they live in and expresses their interest in participating in that world (Faiclough, 2014). The participants make a desired future self-image, originating from social pressure, that then becomes the "ought-to L2 self" (Dörnyei, 2009), formed due to the utilitarian convenience of learning the L2.

The social external demands connect the real person to the way he/she sees him or herself in the future, and relates the self with actions that guide that person towards a prosperous future (Kim, 2009). The "ought-to L2 self" emerges from the contextual awareness, which is how the interpsychological relates to the intrapsychological. The learner can therefore take action to construct his or her "ideal self."

The group may develop a strong learning spirit, in which the individual participants help their teammates to improve while they work on constructing their own "ideal self" as an L2 User (Kim, 2009) at the same time. Ana, for example, at the end of Task 1 demonstrates an awareness of her contextual conditions:

Ana: "There are professional situations in which people are forced to speak English such is the case of being in touch with international companies where they could speak with Germans, Italians, Canadians, in English, the common language" *[translated from L1]*

Ana's desire to become fluent in the language is also expressed in Task 3:

Ana: **[Me encantaría tener bastante conversación, así como ella /I would love to be as fluent in my conversation as she is/** (Source: Task 3a.3 Transcript. Line 149).

The same phenomenon occurs in Tara's awareness. In the group evaluation at the end of Task 1, she mentions the importance of learning English due to the popularity of videogames and music. This reflection shows her awareness of the importance of English, but only in this specific context.

Tara: "It [English] is important because children like videogames and music from other countries and we need to know English to get closer to them."

Once the participants raise awareness concerning their needs, and understand their own contextual benefits for learning a language, they give value to the action of learning (Deci and Ryan, 1985). They work actively in the pursuit of their "ought to be self" (Dörnyei, 2009) by outlining specific learning strategies such as participating in the conversation sessions.

Beginner English language learners in general believe that English represents an opportunity for them to participate in a context where they can develop, so they then focus their attention on learning English. These learners engage in their process of learning as they highly value its usefulness, as it was observed in the conversations. Thus, their motivation regulates their performance in their learning.

The Chart 25 illustrates the regulation and development of motivation among the participants, taking into consideration what they have expressed in their diaries, their conversations and in their feedback sessions. It shows the regulatory activity that relies upon the contextual conditions and the "ought to be self," or the "expected one" according to the context. This means that in the groups, when listening to others' comments, participants build up an ideal of what they should be doing, in terms of their English learning, to achieve their overall goals.

The regulation comes from teammates and from the contextual conditions, but involves internal activity, so that personal motivation is a determining factor when it comes to choosing goals.

Analysis Chart 25 Regulation of Motivation

| Problem | context regulation | Object regulation |
|--|---|---|
| Participants (learners) They become aware of the disadvantages of not speaking English. | context ⇒ learners The context suggests that speaking other languages represent opportunities. The learners become aware of their individual needs and desires, which are oriented towards their fulfillment. | Ought to be self ⇒ learners The vision and representation of the "ideal self" regulates learners' involvement in their learning as a motivational factor. Self-regulation The learners regulate their motivation and actively pursue their goals. |

4.6.2 Encouragement and Affective Support in the Interactions

The explicit nature of the participants' motivation helps them in the search for their own language learning objectives, and there are also other affective variables included in the group interaction. In this study, there are some examples of participants regulating each other's emotions and directing their own actions towards language practice.

Another way in which the affective regulation is present is through the observation of continuous manifestations of encouragement in the conversations. The common phrases heard are "good!" (123 occurrences), "OK" (used 140 times) and "you can" (60 occurrences). Clapping is also popular, as is the word "congratulations" (Team 3 in all the tasks).

In the following example, we see how the affective regulation in Team 3 develops and provides encouragement to all the members in their cognitive activity while they are creating a story with pictures. Isa starts the conversation by describing the characteristics of the main character (Line 3). Then the other participants give further traits to the woman in the story, such as having her buy perfume (Line 8) and her two children (Line 9). In Line 18, the conversation shows how Isa tries to encourage the others in L1 to rehearse the story and to read it on their own without any help. Isa then takes control of her nervousness, starts the story one more time (Line 19), and the others follow her. The participants change some of the details in the story such as the name of the main character and complement it with more information, e.g. their occupations (Lines 22 and 23). They also create another character, the son (Line 33).

Example 32:

- 3 Isa [Showing a picture of a woman. She is] Elizabeth ((laughs)), mmm, she have 21 years old. Mmmm, she visit for mmm [((laughs))
- 5 Ian She likes to go to many places.
- 6 Teo She likes the... and he have a.... [
- 8 Teo buy a perfume. He have a perfume
- 9 Ian But she also has two, two kids
- 10 Isa Yes
- 18 Isa ---- **Hay que intentarlo, a ver si podemos solos, totalmente, sin ayuda porque (unclear) bueno, yo soy super nerviosa /let's try on our own, completely alone, without any help because (unclear) I am very nervous/**
- 19 Isa (.6) mmmm. She is [
- 20 Ian [°°Isabella°°
- 21 Isa [Isabella, eh, she she work, she working in **¿cómo se**

- podría decir diseñadora de vestidos? /how can we say "dress designer"?)**
- 22 Teo Designer dresser or dresser designer
- 23 Isa Dresser designer? Dresser designer ammm
- 24 Teo She likes to buy a perfume, a new perfume; this perfume is the woman (?)
- 25 Isa She have two [
- 26 Ian [°°Two child°°
- 27 Isa [Two children?
- 33 Ian **Este /this/** name is ahh Josh, he, he was their kid no so smart. He didn't like the school but then he grew up and became NFL football player -----
- 34 Isa Yes

(Source: Task 1c. 2 transcript. Lines 3 – 34. Some lines were omitted for practical purposes)

One of the activities of the task is to present the story. After rehearsing it, Team 3 presented the complete story, which will be shown in the following example, where encouragement seems relevant for the final presentation.

Isa starts the conversation by encouraging Teo's participation (Line 2). The participants use claps, laughs and "bravos" to support their peers (Lines 8, 10 and 12). In Line 9, Isa asks for support from the other participants in L1: "I need you to clap. Otherwise, I will not speak" and after her turn the others clap (Line 10).

Example 33:

2. Isa **¡Tú puedes, tú puedes! /you can, you can do it! /**
3. Teo He is the elegant woman, is the business, business woman, he has a good job and is very successful. He have a family and the family is ----
8. All ((claps and laughter))
9. Isa **A mí me aplauden, si no no hablo /Clap your hands to me. Otherwise, I will not speak/** Ammm, she in woman, his name is Katherine and she working is dresser design. Mmm, she is mm, his favo, favourite ((sighs)) person mmm, she have is two children mmm ----
10. All Bravo! ((claps and laughter))
11. Ian His name is Gonzalo, he doesn't like to study, that's why he, he became a professional football, NFL football player because he like sports and then, ----
12. All ((Claps)) Bravo!

(Source: Task 1c.3 Transcript. Lines 2 – 12)

As observed, the affect and cognition cannot be separated in a learning context. The participants' effort and persistence help them to solve the task. The affective regulatory activity of this team is displayed in the following Chart:

Analysis Chart 26 Regulation in Tasks 1c.2 Lines 3 - 34 and 1c.3 Lines 2 -12

| | | |
|---|--|--|
| SEGMENT 1 Situation Team ends the first version of the story Problem: Isa is very nervous | Object regulation Task ⇔ Isa The goals of the task and the instructions regulate Isa's performance. | Other regulation Isa ⇔ Teo and Ian Isa encourages the others to rehearse the story. Self regulation Isa copes with her nerves . |
| Lines 3 - 17 | Line 18 | Lines 18 - 34 |
| SEGMENT 2 Team presents the final version of the story in the team. | Other regulation Isa ⇔ Teo Isa encourages his participation. Team ⇔ Isa Isa needs encouragement, the team claps to her. | Co-regulation all ⇔ all They clap their hands at the end of each participant's comments to encourage them and to recognise each intervention. |
| | Lines 2, 3, 9, and 10 | Lines 8, 10 and 12 |

Engagement, or the level of energy and degree of involvement that the team members have dedicated to the task, lead to a more complete story, the use of more resources and a strong sense of achievement.

In the extract of conversation in the following example, Team 4 was playing a board game. After rolling the dice, Gia landed on "free question" and the other participants prepared to ask her questions. In Line 191, Alex says in L1: "Let me think about how to ask my question..." He is manifesting a self-regulatory activity and Gia replies with the encouraging phrase: "You can do it!" (Line 192).

Alex uses L1 to ask the question and then translates it into English (Line 193). Before he can finish it, Gia answers (Line 194) and Trisia takes a risk and asks another question, notwithstanding the fact that Gia has already been asked one. Trisia asks Gia her age (Line 195) and Gia concludes the extract by congratulating Trisia on her "good question" (Line 196). Trisia ends the conversation with "that's good" (Line 197).

Example 34:

- 191.Alex **Deja la formulo bien /Let me ask the question in a better way/**
- 192.Gia You can do it!
- 193.Alex **“¿cuántos años tienes de casada? /how long have you been married?/”** How,
how many years you, have you?
- 194.Gia Oh, almost ten
- 195.Trisia How old are you?
- 196.Gia Oh, that’s a good, good question. I don’t remember ((laughs)). I have twenty
nine.
- 197.Trisia That’s good

(Source: Task 3d.1 Transcript. Lines 191 – 197)

Affective co-regulation is present in Lines 192 and 196, as we can see in the chart 27, where we can see two types of regulation, object and other regulatory activity. The beginning of this extract is object regulation because Alex feels challenged and task-motivated to ask a good question - and he tries his best. Alex attempts to ask the question, but before he finishes it, Gia answers.

The other regulation occurs when Gia answers the question. Trisia feels motivated to ask a question related to Gia's age and Gia ends by assessing the question. The dialogues in these specific tasks generally show encouragement to regulate cognitive activity and cohesiveness in the teams.

Analysis Chart 27 Regulation in Task 3d.1 Lines 191 - 197

| Setting the problem | Object regulation | Other regulation |
|--|--|---|
| They are playing the board game. Alex Alex lands in a “free question” space. | Task ⇒ Alex The task challenges Alex but he tries his best. | Gia ⇒ Alex Gia encourages him to do it but answers the question before Alex can finish it. Gia ⇒ Trisia Gia’s response challenges Trisia to ask. Gia assesses Trisia’s question as “a good one” |
| | Line 191 | Lines 192 - 196 |

A common moment of the participants engaging with their peers is when they assess their comments. Additionally, cohesiveness is heavily promoted through laughter in the conversations. In the example below, both are present:

Example 35:

- 41.Teo Ahh, the best that I, that I give for someone was a **serenata /serenade/**
- 42.Cata Aww
- 43.Chio With **mariachis**⁵?
- 44.Teo Yes [
- 45.Chio [Yes? Oh
- 46.Teo and a flowers and chocolates for my girlfriend
- 47.Cata Ohhhh ((laughs))
- 48.Chio In in his anniversary or her birthday? one day?
- 49.Teo When I ask him she like **¿cómo se dice que si quería ser mi novia?/how do you say "if she wanted to be my girlfriend"?**/ If she wants to be my girlfriend, yes
- 50.Chio It's nice, it's very nice ((laughs))

(Source: Task 3b.3 Transcript. Lines 41 - 50)

In the segment of conversation presented, the participants show involvement and focus on the task. Teo starts the conversation by talking about the best gift he has ever given (one of the questions in the task), a serenade. Questions from the other participants subsequently arise (Lines 43 and 48).

Regulatory activity is clearly displayed, starting with Object Regulation with Teo in affection and cognitive activity, as while he is using the TL he is sharing something emotional and personal. Then Teo regulates affective temporary states in Chio and Cata and regulates cognitive activity too, since they start asking questions to learn more about what he said.

The learners show interest in the topic and participate actively in the conversation. Cohesiveness in the team is demonstrated through laughter (Lines 47 and 50) and expressions of empathy (Lines 42, 45, 47) - and assessment phrases such as "It's nice, it's very nice" (Line 50). The regulation can be summarised in the following Chart:

⁵ It is a romantic Mexican rite of courtship to serenade a wife or girlfriend with mariachi. Mariachi is a group of singers who play guitar, trumpets and violin.

Analysis Chart 28 Regulation in Task 3b.3 Lines 41 - 50

| Setting the problem | Other affective regulation | Other cognitive regulation |
|---|--|--|
| Team 2 discusses about the best gift each of the participants have given and received | Teo ⇨ Cata Teo's reply moves Cata to be empathetic. | Teo ⇨ Chio Teo's reply regulates Chio's cognitive activity and curiosity so she asks questions. |
| Object regulation Task ⇨ Teo The task challenges Teo affectively and cognitively | | Chio ends the segment by describing the event as "nice" and shows empathy by laughing. |
| Line 41 | Lines 42, 47 | Lines 43, 46, 48. 49 and 50. |

4.6.3 Summary

The affective regulation activity in this study is clearly evidenced in two ways: 1) the motivation that the participants experience when learning a language and searching for their "ought to L2 self" (Dörnyei, 2014). This concept refers to the assistance that individuals give to the language speakers in relation to the social pressures of the context and 2) the affective support that learners give to one another to allow them to engage in the task.

The first affective element is motivation in language learning, which is considered an "integrative element" (Gardner, 2001), a willingness to be a part of a group of English speakers. The language learners can identify with the social value (Dörnyei, 2003a) associated with the language, such as the belief that an English speaker obtains the best positions in the job market - something that has been commented on by the participants of this study. The language learners direct their actions to searching for a future "ideal" concept of themselves as language speakers.

In addition to the motivational reasons that encourage learners to study a language, the affective regulatory activity is present in this study to support the shared goals of completing the tasks. The regulatory activity fluctuates between socio- affective support and group activities designed to promote a climate of support among the members. The summary of frequency in the affective regulatory activity in this particular study is presented in the following Tables:

Table 20 Affective Regulatory Activity in each task defining whether it was in L1 or TL

| | Task 1 L1 | Task 1 TL | Task 2 L1 | Task 2 TL | Task 3 L1 | Task 3 TL | Total |
|----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|-------|
| Motivation for language learning | 2 | 3 | 8 | 7 | 2 | 2 | 24 |
| Affective support | 4 | 9 | 7 | 12 | 3 | 15 | 50 |
| Total | 6 | 13 | 15 | 19 | 5 | 17 | 74 |

In Table 20, we can see that the highest frequency of regulatory activity in the way in which the participants explain why they are involved in language learning - and the strategies they are following - is given in L1 in the second task. As far as affective support to encourage the participants in the tasks is concerned, the rates of frequency are higher in Tasks 2 and 3.

Interestingly, affective regulation in the tasks seems to concentrate on Team 2. This may be due to the complexity of the tasks and the types of activities involved in this section. The tasks include problem solving and role-play, and both these activities represent a challenge and a degree of support for the beginner language learners.

Table 21 Frequency of Affective Regulation Episodes

| | Team 1 | Team 2 | Team 3 | Team 4 | Total |
|----------------------------------|--------|--------|--------|--------|-------|
| Motivation for language learning | 4 | 11 | 3 | 6 | 24 |
| Affective support | 13 | 12 | 11 | 14 | 50 |
| Total | 17 | 23 | 14 | 20 | 74 |

The numbers in the table above indicate that there is balanced, affective support among all the teams, but that there is more awareness of motivational issues in Team 2.

The analysis of the tables provided show that it is not possible to separate affective regulation from the cognitive domain. The interaction among the participants collaborating on the tasks forces the exchange of affective variables, which involves more emotions and feelings. This means that state and temporarily affective elements blend and change. The level of engagement and commitment changes over time (Dörnyei, 2003b) and therefore, according to each participant, development in this sense cannot be generalised.

Nonetheless, the study shows that affective regulation from peers has a positive impact on beginner English language learners, as it encourages them not to get frustrated and drop out, but to remain motivated. All the participants show affective support, as we can see in Table 22, although not all the learners are of the same level.

The results suggest that Tara, Chio, Gia, Lalo and Teo were the most supportive participants, whereas Ana, Liz and Nelly were the least supportive when participating in affective regulation.

Table 22 Frequency of Participations in Affective Regulation

| Participant | Motivation for language learning | Affective support | Total |
|-------------|----------------------------------|-------------------|-------|
| Alex | 1 | 4 | 5 |
| Ana | 1 | 1 | 2 |
| Cata | 2 | 1 | 3 |
| Chio | 3 | 4 | 7 |
| Gia | 0 | 7 | 7 |
| Ian | 3 | 1 | 4 |
| Isa | 1 | 3 | 3 |
| Lalo | 4 | 4 | 8 |
| Lina | 2 | 3 | 5 |
| Liz | 1 | 1 | 2 |
| Lola | 0 | 3 | 3 |
| Mona | 3 | 2 | 5 |
| Nelly | 1 | 1 | 2 |
| Tara | 3 | 4 | 7 |
| Teo | 2 | 4 | 6 |
| Trisia | 1 | 3 | 4 |
| Total | 28 | 46 | 74 |

One of the main objectives of the tasks was to engage the participants in the conversation and the strategy in order to provoke them into thinking about their learning and themselves. As a result, they talked about their feelings, plus their likes and dislikes.

The main focus of the analysis was to observe how often affective regulation occurred in the conversation. Sometimes the learners talked about their feelings, but no regulatory activity was found. Therefore we can say that these interventions were regulated by the task (object regulation), but if there was no other person involved in the regulation, the results were not documented.

Paralinguistic or non-verbal aspects of the regulatory activity were not included in the analysis, but it was discovered that laughs and sighs serve as important elements when regulating affective control. Laughter in this study occurs 734 times. The participants use it to increase cohesiveness and to add a climate of support. For many researchers, laughter is considered to be a manifestation of affective regulation (Aljaafreh and Lantolf, 1994b; Antón and DiCamilla, 1998; Mccafferty, 1992; McCafferty, 1994).

Additionally, sighs are used to self-regulate the participants' emotions and to help them continue with their intervention. Sighs were recorded in the study 16 times; three times in Task 1, five times in Task 2 and eight times in Task 3. These findings can be used in further research, since the objective of the present study is to not go too deeply into the paralinguistic elements of regulations.

4.7 Social Regulation

Conversation is defined as a spoken, interactive and interpersonal activity, which takes place in a shared context (Thornbury and Slade, 2006). This exchange between two or more people implicates "cooperative efforts" in which "each participant recognises in them, to some extent, a common purpose or set of purposes, or at least a mutually accepted direction" (Grice, 1975:45).

According to Grice, this direction is set out at the beginning of the talk by posing a question, or by providing the initial proposal for the discussion - or by predicting the type of contributions the participants might make as the interaction continues.

Conversation implies a cooperative exercise (Grice, 1975) in the engagement of participants in a shared system of communication, values and beliefs (Willis et al, 1990). Thus it can be viewed as co-produced and evaluated within the specific practices of a group of people according to their own ways of speaking.

From a sociocultural point-of-view, cognitive development cannot be separated from language mediation within social interaction and conversation. In this sense, conversation can be considered a major resource when learning a language and developing interactional skills. This means that regulatory activity in the conversations implies the development of social skills. The cognitive activity in the groups, while the participants manage their conversation, involves collaboration, respect and creativity - cultural elements that cannot be ignored in language learning.

This section of the chapter will illustrate the results of the regulatory activity from a social perspective, i.e. the way in which learners manage their contributions during the conversations. The types of social regulation were coded in two ways: a) socialisation, or engagement in the conversations which involves providing personal information, as well as being actively involved in the given topic, and b) through manifestations of creativity, which includes humour and cultural references.

4.7.1 Social Engagement in the Conversations

This kind of regulation refers to the interactional skills that the learners in this study develop while they engage in the conversations. It will be necessary to depart from the objectives and contents of the tasks here, since the outcomes of this section deal with the way in which participants interact and share their own experiences in a non-formal setting.

It is also important to remind ourselves that the topics of the tasks were "Success and Dreams," "Health and Problems" and "Personal Lifestyles" (see Appendices D, E and F). These topics were included in the language course and were considered familiar to the participants in their everyday lives.

It is clear that the most common words used by the participants were related to relationships, their families and their personal and professional lives. These words are: friends, family, parents, children, husband, music, work, school, food, job, study and travel. The beginners exceed the use of "basic notional concepts" (McCarthy, 1999:8), which denote everyday activities.

The following segment of conversation exemplifies how the participants use the same lexical resources; that is, words related to family, relationships and hobbies. Considering the words "family," "brother(s)," "sister," "mother," "father," "baby," "boyfriend," "friend(s)" and "I" as belonging to the same semantic field, they occur 13 times in two minutes of conversation. "Hobbies" occurs 18 times. They also use the words "music," "reading," "swimming," "listen(ing)," "dancing," "watch" and "study."

Example 36:

1. Cata My family is big, big, ((giggles)) four four brothers and three sister ((laughs)) and my baby
2. Tara My family big, mmm one brother and six sisters, mmm my mother, my father and I ((laughs))
3. Chio My hobbies, ammm my hobby is ammm watch dramas ((laughs)), and listen

- music friends (unclear) is my hobby ((laughs))
- 4.Liz My hobby is reading and listening to music
- 5.Cata My hobby is listen to music, dancing, swimming mmmm sleep ((laughs))
- 6.Tara My hobby is music, ammm study mmm, moments amm my family and boyfriend
ahhhh...

(Source: Task 3b.2 Transcript. Lines 1 – 6)

As the learners in the study use their lexical resources to communicate at a beginner level of English, repetition helps to economise their conversation. Repetition is a strategic way of managing their conversation in this specific case. Looking back at the example, the regulatory activity is through repetition, as it has an interpersonal function and helps beginners to keep the conversations going. Consequently, the participants achieve limited but in the end sufficient competence in their conversation skills, in terms of grammar and vocabulary - enough to communicate and discuss basic activities and everyday events.

In the same extract, in Lines 2, 3, 5 and 6, we can see that the participants also use vague language (Channell, 1994 in Conversation, Thornbury). Examples of this are "hmmm," "ahh" and "um." The chart below outlines the regulatory activity of this segment:

Analysis Chart 29 Regulation in Task 3b.2 Lines 1 - 6

| Problem | Other regulation | Other regulation |
|---|--|--|
| Team 2 The participants talk about their families and hobbies. Object regulation Task ⇨ learners The task regulates the participants' conversation | Cata ⇨ Tara Cata states the dynamic to follow. Tara repeats words from Cata's contribution and uses the same structure: Family – big- brothers – sisters and others. | Chio ⇨ Tara, Liz and Cata Chio initiates Tara, Liz and Cata repeat the the first part of what Chio says. My hobby is..... listen/ing to music and others. |
| | Lines 1 and 2 | Lines 3 – 6 |

Repetition, then, serves to regulate the interactions, the conversation and the cognitive activity. All these elements together serve as a strategy to maintain the social objective of the task, which is to share personal information and communicate.

It is also common to observe the use of evaluative language, which consists of basic adjectives, such as good, bad, difficult, easy and fine. The following conversation demonstrates the same regulatory dynamic found in the previous extract. This time Lola sets the dynamic for the

interaction and the activity here is to listen to the songs and say which one they like best (see Appendix D).

Lola compares the songs, in terms of complexity and how difficult or easy they are for her to understand (Lines 1 and 6). Then Lina, Mona and Ana follow the same structure Lola used at the beginning of the conversation (Lines 7, 12 and 13). All the participants compare the songs using the same words: "song" (10 times), "difficult" (three times), "easy" (four times), motivational (twice), boring (twice) and funny (twice).

Example 37:

- 1.Lola Umm, a difference the songs ahh, one song, the vocabulary is more difficult for me and the song is more, more, more, **¿cómo se dice “más lento”?**/**how do you say “slower”?**/ more (unclear)...
- 6.Lola And the, and the second song is more motivational and the vocabulary is more easy and is my, is easy comprehension for me, and is more, is more, **¿cómo se dice?** Is more (unclear) and, and, and I, I, **ya** ((laughs)).
- 7.Lina Mmmm, I think through the first song is more boring ((laughs)) and the second song is more funny and motivational or motivation, and let me see, and is more easy **“¿comprender?”**
- 12.Mona mmm, in my opinion, the first song is, is more, eh, boring and the second is funny, ehh, in the first second [song], the vocabulary is more difi, difficult? ((laughs)) and the second is more easy.
- 13.Ana For me, the one song is difficult and two song is more easy. I like two song. That's all.
14. All ((laughter))

(Source: Task 1a.2 Transcript. Lines 1 – 14 some lines are omitted see Appendix K).

Although the topics were discussed in the tasks, the participants in the study also express their likes and dislikes, their opinions and what they can share with others. Some of the most common words the learners use to express their opinions about what they like and dislike are: "I think" (102 times), "In my opinion" (eight times), "for me" (21 times), "I love" (23 times), "I like" (81 times), "I don't like" (15 times) and "I hate" (13 times). The learners develop strategies to maintain a conversation and one of these is to talk about their opinions, likes and dislikes.

What is interesting to note in this extract is the regulatory activity. As already mentioned, Lola establishes the way the task is to be performed. The other participants repeat the same structure and the only learner who does what is required is Ana, since the task is to discuss which song they

like (Line 13). The others follow what Lola does as an initiator of the task. The regulation is summarised in Chart 30:

Analysis Chart 30 Regulation in Task 1a.2 Lines 1 - 14

| Problem | Other regulation | Other regulation |
|--|--|---|
| Team 1 They listen to two songs and discuss which one they like most. | Lola ⇨ Lina, Mona and Ana Lola defines the songs according to how difficult or easy the vocabulary is. Lina, Mona and Ana repeat the words "difficult" and "easy". | Lina ⇨ Mona Lina defines the songs with the adjectives "boring" and "funny". Mona repeats Object regulation Task ⇨ Ana Ana completes the task |
| | Lines 1, 6, 7, 12 and 13 | Lines 7 and 12, Line 13 |

Lexical repetition is a distinctive characteristic of conversation. In this study, we can see the repeated use of keywords. Tannen (1989:51) considers that repetition brings together parts of the discourse in order to help participants form a bond with it and with each other.

Carter (2004) suggests that repetition creates common viewpoints and McCarthy (1997) suggests that it creates interpersonal bonds and the sharing of words, which leads to more fluid conversation. It also indicates that the sharing of words and repetition in a way helps the participants regulate each other during the conversation, as it gives them time to prepare what they are going to say by using what the others say as an indicator, as we saw in the regulatory charts.

There is another manifestation of engagement in the conversation, when participants co-regulate each other. It occurs when the speakers ask questions to challenge the other participants and this is done, one suspects, to show interest in what the participant whose turn it is to speak is talking about.

In the following conversation, the learners discuss their hobbies and favourite food. They repeat certain words and phrases, but in doing so manage to maintain an active discussion. Nelly, Isa, Ian and Lalo interact and engage with each other, repeating the words provided by a previous speaker. Nelly starts by informing everyone that her hobby is cooking - or "cook" (Line 10). Ian repeats as a question "cook?" (Line 11).

The same thing occurs in Line 13, after Isa's intervention, and in Lines 16 and 22, after Nelly's. This seems to be used as a strategy to show interest and to continue the talk with each person saying what he or she likes (see Line 12, where Isa continues her intervention by telling everyone her hobby, or Line 22 where Ian does the same).

It is important to note that their level of engagement is such that the students start speaking in L1 (Lines 18 - 20). Later, in Line 20, Nelly retakes control of the conversation and repeats in the TL what she said previously (Line 15) as a way of inviting the other participants to continue the conversation in English.

Example 38:

- 10.Nelly My hobby is cook
 11.Ian Cook?
 12.Isa You cook? (.3) I don't cook, **no sé /I don't know/**. My hobby is read,
 13.Ian [read?
 14.Isa cry, sing
 15.Nelly my favourite food is spaghetti
 16.Ian spaghetti? bolognesa?
 17.Nelly Lasagna
 18.Ian **¿Verde? /green?/**
 19.Nelly **Si, es buenísima /yes, it is tasty/**
 20.Isa **°°Un día nos cocinas / one of these days, you should cook it for us /°°**
 21.Nelly My favourite **este /ah/** food is spaghetti
 22.Ian Spaghetti? my favourite food is hamburger, pizza
 23.Lalo My favourite is **enchiladas verdes con pollo, con queso no /green enchiladas with chicken, without cheese/ [**
 24.Ian **[ni con jamón /Not even with ham/**

(Source: Task 3d.2 Transcript. Lines 10 – 24)

Repetition with a question mark suggests engagement and interest in what the previous speaker has said. It also provides an excuse to continue the talk in some cases (Lines 12 and 22).

The regulation of engagement in this discussion can be seen in the following Chart:

Analysis Chart 31 Regulation in 3d.2 Lines 10-24

| Problem | Co- regulation | Other regulation |
|---|--|--|
| Team 4 They discuss about hobbies and food. Other regulation Nelly ⇨ Isa Nelly starts the conversation, by stating her hobby. Isa gives hers. | Isa ⇔ Ian, Isa states her hobby Ian continues the discussion Isa completes her intervention | Nelly ⇨ Ian and Lalo Nelly reveals that she likes spaghetti. Ian shows interest by asking “spaghetti?” and continues by saying his favourite food. Lalo then says what food he likes. |
| Lines 10 and 12 | Lines 12 and 13 | Lines 21 - 23 |

Being engaged in the group discussion allows the participants to develop social skills and the ability to empathise with others. In the following example, in Line 39, Gia expresses support for Liz's situation. In Line 41, Liz invites Lalo to participate in the discussion. In Line 45, Liz shows gratitude for the comments from her colleagues. These phrases show how the participants develop a functional grasp of the language and regulate their use of it within their contributions to the conversation.

Example 39:

- 36.Liz I have other problem, *¿ya lo puedo decir? /may I say it?/* Mmm, my boyfriend has left me.
37. All ((laughs))
- 38.Liz I am very unhappy!
- 39.Gia Mmm, sorry!
- 40.All ((laughs))
- 41.Liz What about you?
- 42.Lalo You must going out and take another boy and...
43. All ((laughs)) Ok.
- 44.Lalo Yes, and take a date with he, with her, with his, no, with him. I think. Yes, and forgot your boyfriend.
- 45.Liz Thanks, it sounds a good idea

(Source: Task 2d.2 Transcript. Lines 36 – 45)

The regulatory activity varies in this segment and the problem outlined in this specific task regulates most of the performances. Nonetheless, each participant regulates the response of the others, as we can see in the Chart below:

Analysis Chart 32 Regulation in Task 2d.2 lines 36-45

| Object regulation - problem | Other regulation | Co regulation |
|---|--|--|
| Liz outlines the problem. Her boyfriend left her and she is unhappy. Problem in task ⇒ Liz | Liz ⇒ Gia Liz's problem makes Gia feel sorry for her. | Liz ⇔ Lalo Liz asks for Lalo for advice. Lalo gives her a piece of advise Liz thanks him. |
| Lines 36 and 38 | Line 39 | Lines 41 - 45 |

Even though the problem is fictitious, the participants demonstrate a pragmatic use of language, such as thanking each other and showing empathy. Therefore, in this regulatory activity, the learners show a development in their social skills.

When speaking about their own experiences, the participants decide what information to share and whether or not they actually want to share it. For example, in the following extract Nelly decides not to share an intimate memory (her first kiss - Line 152) by saying, "Secret, sorry" in Line 153. Lalo responds, "Love has not come into my life yet" (Line 157) and Ian shares, "My first kiss was to my mum" (Line 162). Isa avoided answering the task altogether.

Example 40:

- 147.Nelly Your first love?
 148.Ian My mum
 149.Nelly Awww
 150.Isa ¿Qué es first? /*what is "first"?*/
 151.Nelly **Es tu primer amor /it's your first love/** [
 152.Ian **[tu primer beso, no? /it's your first kiss, isn't it?/**
 153.Nelly Secret, sorry
 154.Isa No,
 155.Nelly I believe [at the age of] fourteen
 156.Ian Fourteen?
 157.Lalo **Aun no me llega el amor /Love hasn't come into my life yet/** ((laughs))
 158.Isa Fourteen
 159.Ian Fourteen?
 160.Lalo **Ya perdí la cuenta /I lost count/**

161.Nelly Your first kiss? ((laughs))

162.Ian **Mi mamá, mi mamá no cuenta. Bueno, si cuenta, entonces... /my mum, my mum doesn't count. Well, if it counts, well, then...../**

(Task 3c.2 transcription. Lines 147 – 162)

Providing opportunities for the learners to socialise and to share their experiences, even when they avoid speaking about certain topics, serves to help them develop their conversation skills. They take control and make their own decisions about what to share and what topics to avoid - and how to avoid them politely.

Analysis Chart 33 Regulation in Task 3c.2 Lines 147 - 162

| Problem | Object regulation | Object regulation |
|--|---|---|
| Task Participants talk about their first love and first kiss. | Task ⇒ Ian Ian is creative and answers that his first love - and kiss was for his mum. Task ⇒ Lalo Lalo avoids the question and uses L1 to say that he has not been in love yet. | Task ⇒ Nelly Nelly responds politely by saying “secret, sorry” She does indicate, however, that she may have had her first kiss at the age of fourteen. |
| | Lines 148 and 162 Lines 157 and 160 | Lines 153 and 155 |

The way in which the participants manage their contributions becomes authentic, in the sense that they discuss real topics, as opposed to imaginary scenarios. The speakers also have to defend their right to choose when to share and what to share.

As mentioned previously, the conversation becomes authentic and more relevant for the participants when they reach a level that allows them to change the direction of a conversation - often concerning the allocated task - to talk about them.

The topic of the conversation changes to one that arouses interest and curiosity. In the following conversation, the participants of Team 2 were talking about their positive experiences in Task 1, but after about five minutes of working on the task, they started asking each other about their likes and dislikes instead (Lines 30 - 40).

Example 41:

- 30.Teo Umm, did you, for example do another thing, for example, sports, music, theatre?
 31.Tara I don't like sports ((laughs))
 32.Teo Music?
 33.Tara Mu[sic
 34.Teo [write, read?
 35.Tara I like read [
 36.Cata [something
 37.Teo Something, yes
 38.Tara And sometimes I like write, write
 39.Teo Write?
 40.Tara Yes ---

(Source: Task 1b.1 Transcript. Lines 30 – 40)

The learners take control of the conversation and show a genuine interest in getting to know each other, temporarily forgetting the aims of the task. In other words, they stop being object regulated and start fluctuating between other and group regulated.

Analysis Chart 34 Regulation in Task 1b.1 Lines 30 - 40

| Problem | Other regulation |
|--|--|
| Teo shows a genuine interest in learning about what the others like and asks Tara about her likes in sport, music and theatre. | Teo⇒Tara Teo asks questions to Tara about what she likes. Tara says she does not like sports and prefers reading and writing instead. |
| Line 30 | Lines 30, 31, 35 and 38 |

The analysis of data proves that beginner English language learners need to be given the opportunity to socialise and to engage in communicative activities, and the tasks are there to guide them in the pursuit of their goals. In the interactions, the participants decide whether to complete the task, or whether to take the conversation in a completely different direction.

Generally speaking, the learners benefit from the opportunity of getting to know other people and eliciting information from those in a similar situation to themselves, as far as language learning is concerned. They sign up for the conversations with the intention of learning and practising the language, as well as getting to know each other. These practices are useful as they start to feel more confident when socialising with others in a foreign language.

The participants generally ask questions to show an interest in their colleagues and to obtain more specific information. In the example, Team 2 are discussing healthy lifestyles (Lines 13 - 15), when the conversation turns to getting specific information from the participants. Alex asks Tara if she sleeps for ten hours a night and then asks her if she likes sport (Lines 16 and 24). The conversation therefore turns into an interpersonal exchange of authentic information.

Example 42:

- 13.Tara Mmm, of the bad habit mmm, for example, eat in the (.) not sugar, ehh, **la comida grasosa /greasy food/** ((laughs)), unhealthy [
 14.Alex [Fat food
 15.Tara Fat food, grease **o algo así, ah, no tomar /or something like that, ah, not drinking/**, no dri, drink water, amm, and sleep, sleep eight hours.
 16.Alex Do you sleep ten hours?
 17.Tara Yes,
 18.Alex ((laughs))
 19.Tara Ten hours? No, eight.
 20.Alex Eight?
 21.Tara Eight ((laughs))
 22.Alex **°°Pensé que ibas a decir /I thought you were going to say°°**/ five or four
 23.Tara ((laughs))
 24.Alex (.08) Do you like the sports?
 25.Tara Yes
 26.Alex yes? What?
 27.Tara Mmm, which?
 28.Alex What sport?
 29.Tara Mmm, volleyball
 30.Alex Volleyball?
 31.Chio Me too.
 32.Alex ((laughs))
 33.Teo I like basketball
 34.Tara And you? [to Lalo]
 35.Alex I like basketball, I don't know swim, swim,

(Source: task 2b.1 transcript. Lines 13 – 35)

The regulatory activity is explained in Chart 35. Tara's contribution is task-regulated at the beginning, meaning that she tries to answer the question being asked. Then Alex asks Tara about how many hours she sleeps per night and Tara's contribution is now mediated by the question that Alex put to her.

The regulation becomes bi-directional with Alex and Tara when Alex asks her which sports she likes and Tara replies. Afterwards, Tara asks him back and Alex replies. Chio and Teo get involved in the conversation and take the floor. They want to be part of the discussion (see Lines 31 and 33) so they appear regulated by the topic of conversation.

Analysis Chart 35 Regulation in Task 2b.1 Lines 13 - 35

| Problem | Other regulation | Co regulation |
|--|--|---|
| Task Participants talk about what bad habits to avoid. Object regulation Task ⇨ Tara Tara talks about her bad habits. | Alex ⇨ Tara Alex triggers Tara's participation with a question and Tara talks about how many hours she usually sleeps per night | Alex ⇔ Tara Alex asks Tara which sports she likes, Tara replies. Tara then, asks the same question back to Alex and he replies. |
| Lines 13 - 15 | Lines 16 – 22 | Lines 24 – 30 and 33. |

In the following excerpt, the participants shared their own personal experiences and some information about their backgrounds. They started speaking about successful people (Task 1) and ended up discussing the games they played as children. They did not use to play videogames and instead had fun playing typical Mexican games such as "Las Trais" (Lines 96, 97) and "Quemados"⁶ (Line 99). They emphasised how good those times were and how different things are nowadays. These kinds of topics encourage students to share what is important to them. They found a topic to discuss and regulated each other's views on the games they played then and the games people play now (Lines 102 - 104).

Example 43:

- 94.Tara ((laughs)) in my times, [I didn't play that ((laughs))
 95.Teo [In my times, in my times, we play ehh...[
 96.Tara ["las trais",
 97.Teo ["las trais"

⁶ "Las Trais" and "Quemados" are popular outdoor games for children in Mexico.

- ((laughs))
- 98.Teo "hide and seek",
- 99.Tara "quemados"
- 100.Teo yeah. That's all good times [
- 101.Tara [yes
- 102.Teo [but now it's, I don't know, it's different. I don't know what's the name of the, of the games. It's not videogames, I play videogames but [
- 103.Tara [me, too.
- 104.Teo They play, I don't know, it's all the run, and say things, strange things ((laughs)). I don't know, it's good but...

(Source: Task 1b.1 Transcript. Lines 94 – 104)

The analysis of the regulatory activity of this conversation is object regulated and co-regulated. The participants share ideas and personal experiences, such as the outdoor games they played when they were younger.

Analysis Chart 36 Regulation in Task 1b.1 Lines 94 - 104

| Problem | Object regulation | Co-regulation |
|--|---|--|
| Task Participants talk about what they used to play when they were children | Task and the positive emotions taken from past memories ⇔Tara and Teo Teo and Tara discuss some outdoor games they played when they were children. | Teo ⇔Tara They talk to each other and agree that when they were younger, the games they played were different and that things were better without videogames. |
| Lines 94 - 104 | Lines 96, 97, 98, and 99. | Lines 94, 95, 100, 101 102, 103, and 104 |

According to Engels (1876), the work distribution in social groups pushes individuals to communicate amongst themselves. There is a natural motivation for human beings to organise their activities and forms of communication, in order to satisfy their needs and find solutions to the problems they face. In this study, when the learners come up against a problem, namely a task to solve, they organise their turns and resources collaboratively. This helps to develop their ability to interact socially, as well as their negotiation skills.

The co-regulatory activity in the groups implies collaboration in groups. Talking about collaboration in a speaking activity with beginner English learners refers to the activity of

completing part of a task. For instance, in the following extract of conversation, Team 3 discusses the characteristics of a famous person.

The process was as follows: first, they negotiated using repetition (Lines 361 - 365) of who they were going to talk about. Then, from Lines 366 to 409, the participants mentioned or repeated some of the characteristics of "the Queen of Pop." This is the body of the conversation, in which they ask for help, become creative and use different language resources. This example illustrates how the participants co-regulate each other's contributions to work collaboratively and complete the task. Lines 410 and 411 signal the end of the conversation in an assessment remark; that is, the culmination of the activity.

Example 44:

- 361.Ian Madonna⁷
 362.Nelly Madonna
 363.Lalo Yeah, Madonna?
 364.Nelly **Sí /yes/**, Madonna
 365.Chio Queen **de /of/** people **de /of/** pop, no?
 366.Lalo Yeah, Singer, singer. Mmm, (unclear) Why?
 370.Nelly She's[
 371.Lalo [she is
 372.Nelly she's [
 373.Lalo [she is
 374.Nelly Mmm, a queen
 375.Lalo She is [the queen
 376.Chio [De pop, of pop
 377.Nelly Uhuh
 378.Lalo A queen
 379.Nelly De[
 380.Chio [music pop
 381.Ian From USA
 382.Nelly was from[
 383.Ian [Bay City, Michigan
 384.Lalo Michigan? [Michigan
 385.Nelly [Is correct?
 386.Ian Is correct
 387.Nelly USA is mmm, never...

⁷ Madonna is a famous popular American singer, commonly referred to as "the Queen of Pop music"

- 388.Chio You...
- 399.Ian How do you say?
- 400.Chio You, no, USA is...
- 401.Nelly **Escritora**, writer
- 402.Chio **Empresaria /businesswoman/**
- 403.Nelly **Empresaria** is businessman ((mispronounced))
- 404.Lalo **Empresaria**, writer?
- 405.Chio Dancing,
- 406.Lalo What?
- 407.Nelly Dancing
- 408.Chio she is dancing
- 409.Lalo °°Dancing°°.
- 410.Ian Finish?
- 411.Lalo Finish

(Source: Task 1c.1 transcript. Lines 361 – 411)

The Chart 37 explains the regulation activity.

Analysis Chart 37 Regulation in Task 1c.1 Lines 361 - 411

| | | |
|---|---|---|
| <p>Problem</p> <p>Task</p> <p>Participants complete the table.</p> <p>Object regulation</p> <p>Task ⇒Team Ian proposes an artist. Lalo writes down the information.</p> | <p>Segment 1</p> <p>Other regulation</p> <p>Chio⇒Lalo, Nelly</p> <p>Chio collaborates in the task saying that Madonna is the “Queen of Pop”</p> <p>Nelly and Lalo agree and write the information in the table.</p> | <p>Segment 2</p> <p>Other regulation</p> <p>Ian ⇒Lalo and Nelly</p> <p>Ian contributes with the place where Madonna is from.</p> <p>Lalo and Nelly agree, although Nelly questions the information.</p> |
| Lines 361 - 364 | Lines 365 - 380 | Lines 381 - 400 |
| <p>Segment 3</p> <p>Other regulation</p> <p>Nelly ⇒Lalo and Chio</p> <p>Nelly contributes by saying that Madonna is a writer and a businesswoman</p> | <p>Segment 4</p> <p>Other regulation</p> <p>Chio ⇒Lalo and Nelly</p> <p>Chio comments on Madonna’s ability as a dancer.</p> | <p>Segment 5</p> <p>Lalo and Ian ⇒ team confirms that they have completed the information.</p> |
| Lines 401 - 404 | Lines 405 - 409 | Lines 410 - 411 |

The task serves as a mediator for the interactions and collaboration of the learners. The activities consisted of completing the information in a table about a successful person (see Appendix D). In these interactions, the learners negotiate and collaborate through a repetition of cue words.

The same level of collaborative activity is present in all the groups. The extracts include communication and understanding. They also use code switching (a mixture of L1 and the TL) repetition and questioning as strategies to regulate their performances. Ana demands an explanation (Line 67) and Lina answers by saying that the document they are extracting the information from does not contain the information Ana is asking to see.

4.7.2 Creativity

According to Carter (Atkins and Carter, 2012), linguistic creativity is a skill possessed by everyone, not just a few select people. The ability to create new meanings from everyday practices is an indication of how "individuals and groups seek creatively to establish their presence, identity and meaning" (Willis et al, 1990:1).

Conversation is a collaborative activity, based on a shared system of communication, which requires a certain amount of creativity. Creativity can be seen as co-produced and locally evaluated within the belief and value system specific to the practices of a particular community's way of speaking. This means that creative language is seen as a shared activity generated by a group, as well as by an individual, and is emergent within particular cultural and communal norms.

Chomsky (1964) considered creativity as an ability integrated into language use from a rule-governed linguistic competence, where a finite set of rules and elements enable an infinite set of outcomes. However, the generative approach to linguistic composition is restricted to looking at well-formed and imaginative single sentences, rather than at natural and spontaneous conversational discourse.

In the context of socially oriented discourse analysis, Carter (2004:8) proposes that since creative language stimulates enjoyment, its occurrence in everyday conversation can work to build an "affective convergence or commonality between speakers." Coates (1996) also addresses the idea of creativity in conversational language use as a pleasurable activity successful in maintaining close relationships.

If linguistic creativity truly is a "fundamentally egalitarian pastime that brings people into a rapport with one another" (Crystal, 1998:220), then we might expect to find it occurring frequently in collaborative conversations between friends. The function of creative language forms in a particular context of friendly discussions becomes a way to build collaborative

relationships. Friends converse creatively to establish solidarity. Spoken creativity can indeed be said to build an "affective convergence or commonality between speakers" (Carter, 2004:8).

Here creativity, in terms of language, is considered striking and innovative. It involves a marked breaking or bending of the rules and norms of language, including deliberately playing with its forms and its potential for meaning (Carter, 2004:9). There are some different manifestations of creativity in the conversations of this study. First, the participants of the different groups contribute and collaborate with each other. In their collaboration, they demonstrate their creativity by using a touch of humour.

In the following extract, for example, the participants of Team 2 were speaking about success and the conversation changed direction when the team's attention focused on Teo's beard. Tara asked Teo how he deals with his beard when dating a woman and he joked when responding (Lines 165 and 173) that he trims it whenever he has a date. Then all the participants laugh (Line 175) and Tara continues the joke by commenting that he takes a shower. Again, everybody laughs (Line 178).

The creativity continues when Teo takes the joke further (Line 179) by saying that when he goes out with male friends, he does not care much about the beard and that he does not take a shower either. Everybody laughs and continues using humour and creativity.

Example 45:

- 165.Teo ---if I have to go out, maybe I shave me because I will go with a girl so I have to shave, no?
- 166.Tara the day is important?
- 167.Teo the day is important
- 168.Tara --- maybe she likes [to...
- 169.Teo [maybe, but maybe not, so it's...
- 170.Tara You need to ask
- 171.Teo you have, no, it's when you don't know the, the preference of the girl,[
- 172.Tara [yeah
- 173.Teo you shave like the middle [
- 174.Tara [yeah
175. All ((laughter))
- 176.Tara And you take a shower...
178. All ((laughter))

179. Teo Mmm, If I go out with a friends, with a guy friends, [mmm, doesn't matter,
 180. Tara [mmm ah!
 181. All ((laughter))
 182. Teo it doesn't matter, yes
 183. Tara You don't take a shower.
 184. Teo ((laughs)) yes, ((sighs)), no, no.
 185. Tara Guys!

(Source: task 1b.1 Transcript. Lines 173 -184)

In terms of regulation, Tara takes control of the topic and starts to ask Teo questions (Line 166). She puts him in a difficult position and he does his best to answer her queries (Lines 166, 168, 170 and 176). The conversation occurs completely in the TL and generates creative situations, where the students say what to do and what not to do in a real-life situation with a touch of humour.

Analysis Chart 38 Regulation in Task 1b.1 Lines 165 - 179

| Situation (created problem) | Other regulation | Social regulation |
|---|--|--|
| Teo explains how he deals with his beard when going on a date with a girl | Tara ⇨ Teo Tara controls the conversation, asks Teo questions and maintains interest among the other participants. Teo replies. | Social norms and authentic conversation ⇨ Teo Teo replies accordingly to what he believes is acceptable behaviour, as far as a man with a beard going out with a girl is concerned. |
| Line 165 | Lines 166 – 185 | Lines 169, 171, 173, and 179. |

Changing the topic is commonplace in a real conversation and in this case, the topic of the conversation focuses on Teo's comments, rather than the task. Teo mentions that he feels he has to shave if he goes on a date and states that he considers it unnecessary to ask the girl in question if she prefers him with or without a beard. He says he would prefer to trim his beard a little, as he is unaware of the girl's preference and suggests that dating girls is different than going out with friends. This entire conversation is about what is socially acceptable in this specific situation, and to some extent, the creativity displayed here acts as a trigger to keep the conversation going.

Laughter (Lines 175, 178, 181 and 184) shows a certain level of engagement in the conversation from the participants and creates a sense of cohesion among the team members. Crystal (1998) suggests that the amount of laughter heard in conversation indicates that the individuals are relaxed and comfortable in each other's company. This brings people into a rapport with each

other (Crystal, 1998:219) and by laughing, the participants are signalling their enjoyment of the wordplay and that they accept its socially cohesive function.

Creativity is also needed for other tasks. For example, Task 1 involves coming up with a successful story for one of the activities (see Appendix D). The participants make up a story and appropriate it, making it theirs by using first person subject pronouns such as "I" and "my." This means they are being regulated by the task, and in this task, the teams also had some pictures to help with the creative process. Therefore, the pictures, the task, mediate the regulatory activity in this specific case and what the learners consider "success," as will be made clear in the table below.

In the next example, the participants of Team 1 start their story and we see how Anna, Mona and Lola use the pronoun "I" (Line 5), the possessive adjective "my" (Lines 5, 6, 9, 12, 13, 14) and the object pronoun "me" (Lines 5, 12 and 15). The use of these markers puts the participants right there in their own story as the main protagonists. From Lines 5 to 15 we see how each person adds something different:

Example 46:

- 5.Ana I have a family, I have a little baby and my mother help me for care the baby
 6.Mona My husband is very, very handsome and he is a perfect, perfect man in the world
 7.Lola °°Ay, he is handsome°°
 8.Lina In the after, afternoon, **¿cómo se dice? /how do you say?/** He visit the friends
 9.Ana He is the nanny of my baby °°**¿cómo se dice cuidar? /how do you say "to take care of"?**°°
 10.Mona Care
 11.Ana Care? He is care the baby in the morning, when I working
 12.Mona Well, my husband **¿cómo se dice me pidió?/ How do you say "he asked me"?**
 13.Lola Take my [hand,
 14.Mona [take my hand ((laughs))
 15. Ana Give me, give me diamond

(Source: Task 1a.3 Transcript, Lines: 5 – 15)

There are examples of cultural regulatory activity in the story the team is creating. Creativity, like collaboration, requires being able to manage a level of social coherence in the group through shared cultural meanings. For example, success in this story is represented through a woman with a "perfect, handsome husband who proposed to her with a diamond." There is also a baby looked after by the father (playing the role of the "nanny") and the woman's mother (see Lines 5 to 15).

Analysis Chart 39 Regulation in Task 1b.1 Lines 5 - 15

| Problem | Object regulation | Object regulation |
|--|---|--|
| Team 1 is constructing a success story | Task ⇨ Ana and Mona Ana and Mona participate in the story. They are the main characters. | Pictures that represent “success” ⇨ Team |
| Lines 5 - 15 | Lines 5, 6, 12, 13, 14 and 15. | Lines 5 - 15 |

There is clear cultural and social regulation in the conversation the participants are having. Their idea of success is culturally seen as "the perfect family" and their conversation shows that the context they live in influences their ideas. One example is that nowadays more women go to work, while the "mother and the nanny" (the father) stay at home and take care of the children, as mentioned in Lines 5 and 9.

Within the collaborative work, the participants use cultural references. This requires a shared knowledge of meaning from each of the speakers. In Example 47, there are two samples referring to cultural beliefs. One is the belief that most artists (actors, directors, etc.) in Mexico do not study (Line 172), although this has changed in recent years. Liz, in Line 174, responds by making it clear that artists do go to school and Ian manages his response sarcastically (Line 175). Trisia's participation, in Line 176, reveals her own idea that heroes do not go to school either.

Example 47:

- 171.Lalo Ok, “my son, aged 8 has started saying he doesn’t like school. The teacher is afraid of the children. What can I do with my son? He don’t like the school and he is just a kid.” (reading)
- 172.Ian Maybe, he wanna be an artist
173. All ((laughter))
- 174.Liz If he wanna be an artist, eh, also go to school no?
- 175.Ian Yes, all the artists ((laughs))
- 176.Trisia He want to be a hero
- 178.Lalo Oh, no!
179. All ((laughter))
- 180.Trisia You must make him go to school
- 181.Lalo Yes, maybe he have a problem in the class and he, I don’t know, or maybe he likes the sports and he don’t like the school, the science.

- 182.Liz Or maybe he is a victim [of bullying
 183.Lalo [of bullying?
 184.Gia Ohhh
 185.Liz You, you must to talk the teacher
 187.All ((laughter))
 188.Lalo Ok

(Source: 2d.2 Transcript. Lines 171 – 188)

The students are attempting to come up with a definition for the word "artist" with which everyone agrees, and at the same time trying to regulate the other suggestions. From Lines 181 to 187, the participants are expressing their own ideas and regulating their own participation, but at the same time discussing meanings with each other. For instance, they use the word "bullying," as it has gained popularity in an educational context. Liz and Lalo suggest talking to parents and teachers (Lines 185 and 186) as a common solution to it.

Creativity is a collaborative, regulatory activity, which also includes comments and references to the cultural, political and social situation the speakers are discussing. Creativity manifests in many forms as seen in Chart 40

Analysis Chart 40 Regulation in Task 2d.2 Lines 172 - 175

| Problem | Object regulation | co regulation |
|--|--|---|
| Task ⇔ Team Lalo reads the problem; his 8-year-old son does not want to go to school. | Mental representations ⇔ Ian, Liz, Trisia and Lalo Ian says he might like to be an artist. Trisia says a hero. Lalo says a sports man. Liz says he may have been a victim of bullying. | Ian ⇔ Liz Ian says artists do not go to school Liz says they do. Ian replies with irony meaning that not all the artists go to school. |
| Line 172 | Lines 172, 176, 181 and 182. | Lines 172 - 175 |

The conversation in the following example shows how the participants of Team 2 decide how to end the story they made up together in Task 1. They finish it by making their characters into a "happy family" (181 - 186). In Line 184, Teo makes a reference to the slogan a political party used in a campaign "for the institution of the family" and Chio refers ironically to the "Familia

PROFECA" (Line 194), which was a program implemented by the Mexican government to preserve family values. They laugh at the slogan and at the image of a "happy family" (Lines 182, 193, 195 and 197).

Example 48:

- 51.Chio And they will, they live happy forever
- 52.Alex ((laughs)) Happy forever
- 53.Chio The family
- 54.Teo **Por la institución de la familia /Because of the institution of the family/**
- 55.Cata **Ah, sí /ah, yes/**
- 56.Chio They live happy forever.
- 57.Teo **Entonces, a ver, ésta es Roberta, éste es su novio, luego, ¿A ellos les gusta el futbol o qué? /Then, what? Let's see, this is Roberta. This is her boyfriend. Then, they like football or what?/**
- 58.Chio Play
- 59.Cata **ah, sí, (unclear) de Roberta /Oh, yes, (unclear) of Roberta/**
- 60.Chio uhum, and after they, we are
- 61.Teo **Que participaron en un concurso y °°que salió ganando°° /they participated in a contest and °°they won°°/**
- 62.Cata A couple of year
63. All ((laughter))
- 64.Chio And after, they have a child, then, they will be the family PROFECA and live happy forever
- 65.Alex Happy forever ((laughs))
- 66.Teo Yes, that's great
- 67.Chio ((laughter))

(Source: Task 1b.3 Transcript, Lines 51 - 67)

Throughout the conversation, we hear examples of negotiation and the sharing of meaning. The learners manage their contributions when completing the tasks and use their creativity and resources too, describing their experiences either in L1 or in the TL. Knowledge of the context also affects the outcome.

Analysis Chart 41 Regulation in Task 1b.3 Lines 51 - 66

| Problem | Object regulation | Other regulation |
|---|--|--|
| Task ⇨ Team The team is creating an ending for their story | Ideas for an ending to a story ⇨ Chio, Alex, Teo They all agree they need to finish with a "happy forever" (happily ever after) and relate it to PROFECA. | Chio ⇨ Alex, Teo Chio refers to "happy forever," the slogan from a government program. Alex and Teo repeat and agree. |
| Lines 51 - 66 | Lines 51 – 56 Lines 64 - 66 | Lines 51, 52, 53, 54, 56, 64, and 65. |

Creativity is a collaborative activity where members of a team share their thoughts and dreams, and in the following conversation, they are constructing their dreams with the language resources. Alex shares his desire to have his own house with a pool (Lines 19 and 21). Liz complements Alex' idea (Line 23), regulating his thoughts on what he would like to achieve.

Alex continues the conversation and expresses his wish to start up a "food company" (Line 24), similar to the one in the novel *Charlie and the Chocolate Factory* by Roald Dahl. Gia considers that to be her dream too (Line 35). Not only do the participants in this study regulate the participation of others, but also they do it for the ideas and perceptions they may have, at least at the moment of speaking. Persuasion and negotiation are different forms of co-regulating each other during these sessions.

Example 49:

- 19.Alex And my own house,
20.Gia Yeah
21.Alex With a pool, with a pool, **tu sueño /your dream/** ((laughs))
22.Gia Yeah, that's right
23.Liz A big car, mmm, two cars, well, more cars ((laughs))
24.Alex Mmm, I want to have a food company
25.Liz yeah?
26.Alex to eat free
27.Liz Free? ((laughs))
28.Alex Yes, free
29.Liz ((laughs)) that would be great! ((laughs)) I (?) like the food ((laughs))
30.Alex Yes
31.Trisia What do you want, a restaurant?
32.Alex Yes, maybe a restaurant, I don't know, or maybe a chocolate ((laughs)) or..
33.Trisia oh, like Charlie and The... [((laughs))

- 34.Alex [Ándale /*that's right*/, true ((laughs))
 35.Gia That could be my dream, too
 36.Alex Hamburgers
 37.Gia Yeah, I prefer the chocolate
 38. Alex Ok

(Source Task 1d.1 Transcript. Lines 19 – 38)

Alex shares his dream of having his own house, but the contributions that Liz, Trisia and Gia give regulate Alex's comments, until the dream becomes more complex. It seems as if Alex's dream was a collective dream, not an individual one. Additionally, the cultural similarities of the dream mentioned in the short story are another form of regulation. We can therefore say that culture regulates the conversation.

Analysis Chart 42 Regulation in Task 1d.1 Lines 19 - 38

| Problem | Other regulation | Co regulation |
|--|--|---|
| Task ⇨ Team The team talks about their dreams amongst themselves. | Alex ⇨ Liz and Trisia Alex's dream is complemented with the comments Liz and Trisia give, so he elaborates. | Alex ⇔ Gia Alex talks about his dream of making a chocolate factory. Gia says it may be her dream too. Alex considers burgers Gia prefers chocolates |
| Lines 19 - 37 | Lines 19 – 34 | Lines 32, 35 - 37 |

4.7.3 Using Humour to Bond Socially

In several sections of the work carried out in this study, laughter has been mentioned as a way of regulating stress and affective variables in language learning. In this section, we will investigate it as a tool for social bonding, as a way of demonstrating that learners are cohering with the other members of the teams and that they are making new friends and forming new relationships. Gelotologists, specialists who study laughter from a psychological and physiological perspective, say laughter brings people closer together, especially in group situations.

It is very common to see participants sharing laughter by imitation, i.e. some of them may laugh if they see their peers laughing too. According to a specialist (Nelson, 2012), laughter is part of interpersonal regulation. In other words, laughter seems to help in generating an immediate rapport with others, as well as showing a sense of humour.

Humour is one of the main ways of showing creativity and this aspect of interaction is placed in the social co-regulation section of the results. This is because it helps create coherence within the group and also assists in developing social bonds while using the TL.

In a micro analysis of the conversation, we can see regulation in the task, but there is also regulatory activity taking place in Ana's initial comment (Line 66), where she mentions the first absurd idea. This seems to awaken a creative spark in the others, and it is almost as if they are trying their best to outdo each other when attempting to come up with the most absurd wedding present they can think of.

Analysis Chart 43 Regulation in Task 3a.2 Lines 66 - 113

| Problem | Other regulation |
|--|---|
| Task ⇨ Team The team discusses the best present to give to a couple on their wedding day. They succeed in coming up with absurd ideas. | Ana ⇨ Mona, Lola and Lina Ana initiates the conversation. She thinks it is inconvenient to give a washing machine because it is expensive. Mona suggests an X-box. Ana asks if makeup would be a good present. Lina suggests a gift for the husband and wife. Any ideas are welcome, except for a blender or any other domestic appliance. Lola suggests a baby doll. |
| | Lines 66, 71, 107, 108, 110 and 112 |

According to linguistic theories of humour (Attardo, 1994; Raskin, 1985), humour is caused by two opposite ideas and laughter is caused by the semantic tension of these two incongruent ideas. There is normally an absurd event or suggestion that is contrary to what one expects. For example, in the previous extract what is amusing is the list of wedding presents the members of the team come up with, presents that are completely different from what is generally the accepted norm at weddings.

Language learners seize the opportunities presented to them to speak about what they want. They build on their social skills and creative responses and use humour to make the task more interesting. The outcomes are impressive, in terms of the way the students use the language and their own humorous experiences, and the way in which they regulate the tasks and their affective, social and cognitive domains in order to practise the language.

In the following extract, the task requires the learners to complete the chart about a successful person. They discuss it and Lina jokes about the possibility of finding out information about a drug

dealer in L1 (Line 90). Mona continues the joke by saying the name of Mexican drug lord, "El Chapo" (Line 91).

The conversation ends with Mona offering a strategy to learn more about successful people using Google (line 93). This leads to a collaborative activity, in the sense that participants express the same cultural understanding of the context in an ironic way, tying in "success" with delinquency. At the same time, the last line of the conversation shows how Mona takes control and redirects the conversation on to a different path, a path the others follow.

Example 51:

- 90.Lina **Un narco! /a drug dealer!/** ((laughs)). **No es cierto /I'm just kidding!/
 91.Mona **El Chapo**⁸ ((laughs))
 92.Lina Mmmmm (.27)
 93. Mona Put in Google, "successful people"
 94. All ((laughter))
 95.Mona Mmm, Mark Zucchery, Zucchery is the facebook
 96.Ana Yes
 97.Lina Mhum.
 98.Mona Mark, Mark, Mark, Mark (.09) Zuc- is...
 --- Lines 99 – 128----
 129.Ana Name: Mark, Mark Schwarzenegger
 130.Lina No, ((laughs)) Schwarzenegger?
 131.Ana **ay no /oh no!/,** ((laughs)) Zuck, Zuckerberg. Mark Zuckerberg ((laughs))
 Profession: ----.
 132.Mona CEO
 133.Ana CEO of Facebook. Where from? Is from The...
 134.Mona The US
 135.Ana The US. Was born on... He was born forty ((laughs)),
 (Source Task 1a.1 Transcripts. Lines 90 – 131)**

Another kind of humour occurs in situations when the participants laugh at a mistake made by another participant or when they misunderstand something said. In the extract, Ana is giving

⁸ "El Chapo Guzman" is the head of the Sinaloa Cartel. He is considered one of the most powerful drug lords of all time.

information about Mark Zuckerberg (the founder of Facebook, whose personal information was found online) to complete the chart on successful people.

Ana made a mistake and changed Zuckerberg's last name to Schwarzenegger (Line 129). This slip produced laughs from Lina (who corrects) and Ana, who used it to control her emotions and build cohesion among the members of the group (Line 131).

Analysis Chart 44 Regulation in Task 1a.1 Lines 90 - 135

| Problem | other regulation | Co-regulation |
|--|--|--|
| Object regulation Task ⇨ Team The team search for information on successful people. | Lina ⇨ Mona Lina proposes a drug dealer as a joke, this triggers Mona's quick thinking and suggests "El Chapo". | Mona ⇨ Ana Ana makes a mistake. She confuses the last names and cannot stop laughing. Mona continues the conversation. |
| Technology ⇨ Team The team search for information on the internet to complete the task. | Mona ⇨ team Mona takes control of the activity and instructs the others to Google "successful people." She also suggests Mark Zuckerberg. | Ana takes control and continues to give information. She asks Mona for help. |
| Lines 90- 94 | Lines 90 – 95 | Lines 131 - 135 |

A humorous experience is a two-sided, cooperative social act (Veale, 2004), one which gives an incongruent utterance and then interprets it and relates it to a real life scenario. Irony in communicative interaction implies the sharing of opposite meanings and the tension in both scenarios is what causes laughter. Semantic tension is also present in black humour, as the cruel, serious, sad, absurd events in life can be tragic but still amusing.

In the following example, the participants in Team 1 are discussing their dreams and share ideas on how to make them true. In Line 189, Mona asks Ana if she would like to become a mother in the future. Ana answers "no" and explains her decision by saying she "hates" children (Lines 190 to 201). In Line 202, Mona asks her if she wants to kill them. In Line 204, Lina mentions "Mijangos" as a way of exemplifying the apparent hatred for children that Ana feels.

This metaphor refers to a shocking event that happened in Queretaro, the city where the students live, in 1989. Claudia Mijangos is a Mexican woman who murdered her children. This comment led to laughs from all the participants (Lines 203 and 205). The dark humour produced this reaction as

all the learners share the same cultural background and were able to understand the meaning behind the metaphor.

Example 52:

- 189.Mona Amm, do you have to be, to be mother?
 190.Ana Hmm, no[
 191.Mona [(laughs))
 192.Ana no, because eh?
 193.Mona Why?
 194.Ana Mmm, mmm, I hate childrens
 195.All ((laughter))
 196.Ana When you hate children ((laughs)). Yes, you hate?
 197.Lina Mmm, **¿no, no te gustan? /don't you like them?/**
 198.Ana No, no
 199.Mona No?! ((laughs))
 200.Lina You like or you hate the children?
 201.Ana Eh? What? I hate children
 202.Mona You want to kill them?
 203.All ((laughter))
 204.Lina Oh, **Mijangos**, ay...
 205.All ((laughter))
 209.Mona And you?
 210.Lina Yes, I like children ((laughs))
 219.Ana And you?
 220.Mona I don't know, maybe, maybe not. I like the childrens but... ay, no, I don't know ((laughs)). I know that I want to travel, only. Finish! ((laughs))

(Source Task 1a.1 Transcript. Lines 189- 220)

The participants in this part of the conversation deviated from the task in hand. The task was to discuss their dreams, but they started talking about whether or not they wanted to have children instead. There was no object regulation in this sense, but regulation did come from the association that participants made with a famous case of child murder and the hatred a person can feel for children.

There is also a possible misunderstanding. Lina tries to explain to Ana that there is a difference between "hate" and "don't like" but uses L1. The regulatory activity is displayed in Chart 45:

Analysis Chart 45 Regulation in Task 1a.1 Lines 189 - 220

| Problem / context | other regulation | Other regulation |
|---|--|--|
| The team discusses whether they would like to have children. | Mona ⇨ Ana Mona asks Ana if she would like to be a mother Ana says no because she hates children Team ⇨ Ana The team laughs and Ana thinks she might have said something wrong ("hate" instead of "I don't like") | Lina ⇨ Ana Lina tries to explain to Ana that "hate" is a verb that expresses strong feelings. She asks. Ana asks whether she really hates children. |
| Line 189 | Lines 189 – 196 | Lines 197 - 201 |
| Object regulation Concept of "hate" in relation to children ⇨ Mona Mona asks if she wants to kill them and relates the hate with "Mijangos" (unfortunate event). | Conceptual co-regulation Mona and her semantic association of the events ⇨ team All the participants laugh when discussing meanings. | Co-regulation The members of the team ask each other questions and Lina says she likes children. Mona says she would like to travel before having children. |
| Lines 202 . 204 | Lines 203 and 205 | Lines 209 – 210 /219 - 220 |

We will see in the next example that humour is shown with the creation of metaphors. In the following example, the participants of Team 3 listen to a couple of songs and are discussing which song they like the most (Task 1, Appendix D). They argue that the first song is sad and that the second one seems funnier to them since it is a "danceable music" (Tara, Line 27).

In Line 28, Cata tries to explain that the first song would make a sad person feel even more depressed, to the point that he or she may even want to commit suicide (28), and that trying to use that particular song to cheer someone up would be catastrophic (Line30). This is not what she really means, though, as she is using a metaphor. Tara completes the idea by saying "animal cookies" (Line 31).

The phrase is an incomplete way of saying "se corta las venas con galletas de animalitos [*this person would slash his or her wrists with animal crackers*]" in L1. This means that out of despair, one would want to commit suicide, but the joke here is the idea that one does it with animal

The frequency at which these occurred in each of the categories was analysed and the results are shown in Table 23:

Table 23 Segments of Social Regulation in the Tasks

| | Task 1 | Task 2 | Task 3 | Total |
|---------------------------------|--------|--------|--------|-------|
| Socialisation and collaboration | 18 | 10 | 19 | 47 |
| Creativity | 10 | 6 | 6 | 22 |
| Humour | 9 | 4 | 9 | 22 |
| Total | 37 | 20 | 34 | 91 |

It is clear that during the tasks, the participants developed collaborative and social skills and regulated each other mainly through the tasks. However, as we saw, the socialisation and the desire to get to know others regulate both their dialogues and their use of language. We can also see how the speakers take control over the direction of the conversation, the management of the task and how they negotiate as a group.

In Table 23, there are more collaborative examples showing how the participants engage in conversation in order to socialise - in Tasks 1 and 3. Creativity is present predominately in Task 1, which might be because one of the activities in Task 1 involved the creation of a short story. Moreover, it is clear that humour manifests itself in all the tasks, especially in Tasks 1 and 3.

Table 24 Segments of Social Regulation

| | Team 1 | Team 2 | Team 3 | Team 4 | Total |
|---------------------------------|--------|--------|--------|--------|-------|
| Socialisation and collaboration | 11 | 15 | 11 | 10 | 47 |
| Creativity | 4 | 8 | 5 | 5 | 22 |
| Humour | 5 | 4 | 5 | 8 | 22 |
| Total | 20 | 27 | 21 | 23 | 91 |

In social regulation, everyone plays an important role since each participant has something to say and something to offer the others. In the table above, we can see that Team 2 dominated socialisation and creativity, but did not show as much humour as the others. Team 4 were the dominant force in that particular category. In the individual analysis of the participations, it was variable as we can see in the frequency Table 25.

Table 25 Social Regulation in Participants

| | Socialization and collaboration | Creativity | Humour | Total |
|--------|---------------------------------|------------|--------|-------|
| Alex | 2 | 4 | 7 | 13 |
| Ana | 5 | 4 | 3 | 12 |
| Cata | 9 | 3 | 2 | 14 |
| Chio | 8 | 3 | 4 | 15 |
| Gia | 2 | 4 | 2 | 8 |
| Ian | 5 | 2 | 2 | 9 |
| Isa | 2 | 1 | 1 | 4 |
| Lalo | 7 | 2 | 5 | 14 |
| Lina | 5 | 3 | 2 | 10 |
| Liz | 6 | 1 | 2 | 9 |
| Lola | 3 | 2 | 3 | 8 |
| Mona | 7 | 3 | 3 | 13 |
| Nelly | 5 | 3 | 3 | 11 |
| Tara | 6 | 5 | 1 | 12 |
| Teo | 8 | 4 | 6 | 18 |
| Trisia | 3 | 3 | 2 | 8 |
| Total | 83 | 47 | 48 | 178 |

In their group evaluation, each team member believed they had learned to respect other peoples' views and to work closely and collaboratively with one another. In general the teams demonstrated a balanced outcome, in terms of social regulatory activity.

The participants most engaged in social development were Cata, Chio, Teo, Lalo and Mona. Tara was more involved in the creative aspects of conversation, while Alex and Teo were the students who used humour the most. Isa had the lowest rank in this kind of regulation and the other participants seem to have been more balanced in their social domain when intervening in a conversation.

4.8 Self-Regulation

In this section of the chapter, an individual analysis will be made of the participants in the study. Some extracts from the conversations will be taken apart for observing examples of self-regulatory activity in isolation. It is important to note that self-regulation cannot be separated entirely, as it occurs in social interaction, i.e. within the group activity.

Alex

Alex is a dominant student and normally interacts and helps his peers with the spelling of words, etc. (Task 1d.5). In Task 2 (see Conversation 2d.1), Alex plays the role of a doctor and organises the activity, suggesting in L1 that the participants change roles after they finish practising their dialogues (see Lines 46 and 48 in Transcript 2d.1). He also encourages his friends to speak English (Line 52 in 2d.1).

Alex has a solid grasp of the English language, although he does have a few basic lexical problems. He speaks out about his experiences and his attitude towards the others is positive, friendly and creative. He regularly comes up with good ideas and displays a healthy sense of humour in his interventions (see Transcripts 1d.1 and 1d.5).

He does not expand on his learning strategies, but does self-correct (see Example 54, Lines 108, 111 and 133). He also reflects on the language, for example with the use of "both" (see Example 4 of this chapter). In Task 1d.5, he jots down some notes regarding new vocabulary, but does not do that often.

Example 54:

- 107.Teo [Ah, again, you like playing...
 108.Alex (sighs) Anything.
 109.Gia Yes? So there...[
 110.Teo [Nothing? Anyone?
 111.Alex Hmm, anyone, no...
 112.Teo Video games, physical games?
 113.Alex I don't like the, the games.

(Source: Task 3d.1 Transcript, Lines 107 - 113)

In Example 55, the participants are discussing the use of "both." Explanations in L1 and the use of examples are the variations the participants apply here to show an awareness of the language. What metalinguistic awareness there is manifests itself in the voice of a person speaking to the others.

This demonstrates an intuitive, linguistic knowledge acquired from previous learning experiences, such as mediation from a language teacher, an explanation in a book or something from popular culture (songs, video games, TV shows and films).

Example 55:

42. Alex: **Cuando se dice "ambos" es [When we use "both" it is] they both, ¿verdad? [right?]**
43. Cata: Both, um...
44. Alex: **No es [It is not] they both, por ejemplo cuando decimos ambos, ella y yo, decimos [For instance, when we use "both," she and I, we say] we both...**
45. Chio: Hmm, **es [It's] we both o we, no, sorry they...**
46. Alex **Entonces [Then] they both ahhh were famous and nominate the relationship of the year.**

(Source Task 1b.3 Transcript, Lines 42 - 45)

In this example, Alex's intervention suggests he is fully aware of certain features of the TL. He creates the following hypothesis in his discourse: "If 'we both' is correct, then 'they both' must be grammatically correct too."

The explanation of how to use the word "both" serves as a communicative function since it seems to be used here to prevent any misleading ideas related to the meaning of the conversation (Gass, 1983). Awareness requires a level of cognitive self-regulation, as Alex uses his knowledge and organisational skills effectively to communicate with the others.

On the other hand, neither Cata nor Chio were able to give Alex any feedback or respond to his original question, since they did not have the previous knowledge required to answer.

Ana

Ana is a clear example of how affective self-regulation works in a learner. In the first task (1a1), she uses only L1 during her first twenty interventions, which are practically inaudible. She is shy at the beginning, but as the activity progresses, she laughs at her own mistakes and self-corrects (see Example 53 of this chapter). This makes her feel comfortable and since nobody laughs at her, she takes control of her participation and continues her interventions in English (see Task 1a.1, from Line 100 onwards).

In Tasks 1a.2 and 1a.3, Ana laughs at her own interventions as a sign of nervousness. However, this helps her gather her thoughts and she continues. She starts to look more self-confident and becomes more involved in asking questions, actively interacting and even taking control of the contributions of others on a couple of occasions (see Lines 23, 28, 31, Task 1a.3).

Ana tends to stop trying when she does not know the meaning of a word, or when she feels nervous, and even expresses a desire to change the activity at times (see Lines 25, 48 and 74 in

Task 1a1 and Lines 220 and 223 in Example 52). In Line 223, Ana states that she does not know the meaning of the word "weight" and guesses, without using a dictionary.

In Task 2a.1, Ana loses control of her interventions and speaks mostly in L1. She takes this as an opportunity to admit that she does not like English and finds it difficult (see Lines 45 to 58 in Task 2a.1). All of her reflection is done in L1. She becomes aware of her needs and says she feels nervous every time she speaks in English.

Ana has good ideas and makes solid contributions to the group discussions; but, when she despairs, her laughing, whispering and moments of silence are noticeable. In Task 2a.3, she translates and half of her interventions are made in L1. She overuses the phrase "you should..." (28 times in this snippet of conversation alone) and reflects on the difference between "town" and "city" (Lines 23 - 31 in Task 2a.3).

At the end of her participations (in Tasks 3a.1 and 3a.3), it is clear that Ana performs better in more controlled activities and contexts - and when she manages to control her nervousness. She uses simple language - between one and 35 different words in the TL - in each intervention and continues to use laughter as a way of controlling her nervousness throughout.

For one final time, she expresses her wish to have a "fluent conversation like the others" (Line 149 in 3a.3). She is insightful and gains more self-confidence and self-control as the last few activities unfold.

Cata

Cata is a creative person and has an impressive command of the language for someone of her level. She uses complex thinking and her main point is that she comes across as a helpful, mature, patient, polite and spirited participant. She is also a good team player.

Most of her interventions display a delightful sense of humour and she also uses interesting metaphors when speaking, such as "came to the moon," "kill yourself" (see Lines 4 and 29 in Task 1b.2) and "pink" (Line 95, Task 1b.2) to describe the tone of a song in relation to a more spiritual life.

She shows solidarity in almost all her participations. In Task 2b.2, she shares her strategies for learning: practice, studying, listening, writing and speaking (Line 127, Task 2b.2). In the same conversation - and throughout - she shows herself to be team-oriented, displaying a great deal of respect and politeness with words and phrases like "thank you," "harmony," "I am agree," "oh my

God!" and "very good." In Tasks 2b2, 2c.2 and 3b.1, Cata uses the dictionary to look up the meaning of words that her peers do not understand (see Lines 62, 70, 125 and 322 in Task 3b1).

She almost always uses the TL in her interventions, but while solving the tasks there are moments of silence (see Lines 28 and 31 in Task 3b.3, Lines 25, 48, 61 and 63 in Task 2c.2 and Lines 10, 38, 60 and 101 in Task 2b3). It seems, however, that she understands all the jokes and laughs a lot. Cata plays an important role in promoting cohesiveness among the members of the teams, joking with her colleagues on a number of occasions.

Additionally, Cata is a reflective person who tries to explain the meaning of "used to" as a past form of the verb (see Lines 288 - 318 in Task 3b.1) and the use of "take care of" (see Line 62 in Task 3b.1).

Chio

Chio's contributions to the conversations are mostly in the TL (87%), even though she does not have a high level of English. She therefore keeps her participations simple (between one and 10 words). Chio makes an effort to use the language at all times and clearly wants to practise her English. She insists the others try to speak in English too (see Line 98 in Task 1c.1 and Line 120 in Task 2b.3) and always finds a way to express herself.

Chio is persistent in her aim to practise speaking. She repeats and imitates the others and asks questions until she is satisfied she fully understands. Repetition and asking her colleagues to correct her - or to clarify anything she is unsure of - are her main learning strategies (see Tasks 1c.1, 2b.1 and 3b2).

Whenever Chio lacks confidence in her own ability, she stays quiet or whispers, which make it very hard to hear what she is trying to say (see Lines 61, 72, 102, 123 and 148 in Task 2b.3 and Lines 9, 23, 87, 110 and 149 in Task 3b.2).

During Tasks 1 and 2, she often contributes without referring to herself, i.e. she does not use "I," "me" or "my." It is not until Task 3 that she starts to talk about her own experiences. At the end of Conversation 3b.2, she asks her colleagues about theirs, which shows she is engaged in the conversation. All throughout the tasks, she waits until it is her turn to speak before speaking.

On several occasions, Chio also indicates whose turn it is to speak (see Lines 3 and 30 in 1b.3, Line 9 in 3b.2 and Line 32 in 1c.2).

Gia

This participant shows good cognitive activity by self-correcting herself. As a beginner, she has a pretty solid grasp of the language, but her participations are limited in the first task to a combined total of 40 - in Tasks 1d.1, 1d.2, 1d.3 and 1d.4). However, in Tasks 2 and 3 she improves dramatically, racking up 96 turns in Task 3 alone.

During her contributions, she uses fillers such as "ah," "hmm," "um" and "eh" (see Line 20 in Example 54 and Lines 5 and 8 in Example 55). The main filler she uses is yeah/yes just to show agreement, or that she is following the conversation (see Lines 20, 22 and 37 in 1d.1, Lines 6, 8, 29, 33, 43, 89 and 99 in Task 2d.1 and Lines 75, 78, 87, 89, 108, 125, 144, 161, 189, 218, 223 and 234 in Task 3d.1). She normally uses "yeah" to start her intervention or to end it. Fillers are thought to be indicators of cognitive activity, in a way, as they prepare the participants for what is coming next.

Gia uses repetition of words (Lines 17, 20 and 22 in Example 56 and Line 5 in Example 57), which suggests a level of cognitive and affective self-regulation, allowing her to continue with her ideas. During her performance in the tasks, Gia also uses self-correction several times, such as in Line 17 of Example 56 when she says "give it, give him or give it" to correct herself on the object pronoun. The same thing occurs in Line 8 of Example 57 when she says, "They like, hmm, dinner with your, with *their* son..." changing the possessive pronoun "your" for "their." She also translates a lot. For example, in Line 17 she says: "she is searching, *buscando, sí*, she is searching." This suggests that she translates words and phrases in her head before speaking.

Example 56:

- 17.Gia Her puppy and then she, *she is searching, buscando, sí, she is searching because, because she, she think ah, give it, give him or give it* a to Tomas.
- 20.Gia *Hmm, then he, he receive a, a, a, I don't know, a, I don't know, ¿medalla de oro?/ gold medal?/°*
- 22.Gia He *received, received* a medal *for be a, for be, for be* better husband.

(Source: Task 1d.2 Transcript, Lines 17, 20 and 22)

Example 57:

- 5.Gia When he grow up, he become *ahh, um, good, good, good runner and, and, and he, he won, ahh many, many car..., many careers.*
8. Gia They like *hmm, dinner with your, with their son, son* and daughter and *they, they dinner ahhh* milk with *ahh*, cake.

(Source: Task 1d.3 Transcript, Lines 5 and 8)

It is clear that in her last participations in Tasks 2 and 3, Gia uses evaluative language more frequently. Examples of this are in Task 3d.1: "It's good, ok" (Line 85), "sounds good" (Line 103), "it's fun" (Line 116), "that's good" (Lines 121, 187 and 236) and "good question" (Line 196). In Task 2d.2, we hear "correct!" (Line 15) and in Task 2d.1, "we do very well" (Line 49).

Gia's participation noticeably increases in the final task and she seems to enjoy controlling both the participation of others and her own (see Line 116 in Task 3d.1).

Ian

Ian is a real beginner student of English. His contributions are simple and, on average, contain between one and three words (see transcript of Task 1c.1). His command of the language is basic, which forces him to use L1 most of the time and to whisper (see Task 3c.2, Lines 17, 42 and 25).

Even so, he demands that the other participants use the TL in their contributions. He expresses frustration in L1 and in Task 2 says, "I do not remember the word" (Line 10) and "I don't know how to say anything" (Line 58). His reflections are also in Spanish.

Ian frequently copies his peers by repeating what they say. In Task 3b1, he improves in the sense that he still uses L1 in his contributions (29 times), but he does participate more in English (17 times).

Isa

Isa is about the same level as Ian. Almost 25 percent of her contributions are made in Spanish (L1). Her contributions are simple and mostly contain between one and three words, on average - and some of these are unclear (see 1d.4, Line 15 and Line 10 in Example 58). Isa's longest and most productive contribution is in Task 1c.3, where she speaks about the story Team 3 created (see the example below). She uses fillers; sighs and laughter in her contributions (see Example 58 and Line 3 in Task 1c2 and Line 31 in 1d.4).

Example 58:

10.Isa Hmm, she in woman, his name is Katherine and she working is dresser design. Hmm, she is hmm, his favo... favourite ((sighs)) person, hmm, she have is two children
hmm, his (unclear) name is Charlie, Charlie ahh, favourite is food (unclear).

(Source: Task 1c.3 Transcript, Line 10)

This participant clearly needs to be regulated effectively by the others, so that she can self-regulate (see Tasks 1c.2 and 1c.3). She explains in L1 that she is nervous: "Let's try, we can do it on our own, without help. I am so nervous" (Line 18 1c.2). In Task 1c.3, she encourages the others: "You can do it, you can" in L1 (Line 2), and then reiterates her need for support: "I need you to clap, otherwise I will not speak" in L1 (Line 9). Happily, she receives the expected reaction from her friends (in Line 11, they clap and say "bravo!").

Surprisingly, in Task 2, Isa has rather an antagonistic attitude. In Task 2c.2, she creates the impression she is suffering a mental block and in Line 8 makes it clear she is going to first write down what she intends to say and then read it. Ian and Lalo try to motivate her and push her at times, but she seems to be stuck (see Lines 49, 55 and 57, where she says, in L1, that she needs time and has not finished).

In Task 3c.2, Line 187, she makes it clear she is impatient. However, she returns to her original, pleasant attitude and encourages her colleagues ("oh, how nice!" in Line 42 and "please cook for us one day!" in Line 19). Again, both these statements are made in L1.

She starts conversations and some of her interventions are oriented towards the organisation of the activity (see Lines 13, 25 and 31 in Task 1c.2, and Line 1 in Task 2c.2). At times, she looks for help from the other participants (Lines 7, 21, 45 and 47 in Task 1c.2, Line 7 in 2c.2 and Line 2 in Task 3c.1).

It is clear that Isa's level of language does not impede her when it comes to helping her peers. For example, in Task 2c.2, she suggests some simple vocabulary to help her colleagues, the words "read" (Line 66) and "shouldn't" (Line 27).

Interestingly, in Task 2c2, Lines 71 to 79 show the group discussing in L1 how to ask, "What did you eat yesterday?" They get involved in a futile discussion, as they want to translate it from Spanish. Isa offers the following insightful reflection, in L1: "If you want to ask a question, first you need the auxiliary, then the subject and the verb" (Lines 76, 78 and 79). This proves that knowing how to ask a question does not necessarily mean that a person knows how to use it.

Lalo

Lalo has a good command of English as a beginner learner. His contributions are mainly in the TL and are straightforward, especially in the first task (1c.1). He tends to dominate the conversations, though is always cooperative and supportive of his colleagues.

He is very active within the group. For instance, in Task 1c.1 he has a laptop and uses it to write down everyone's responses. He also uses it to search for information about famous people and then reads what he discovers aloud (see Lines 181 to 193 in Task 1c.1).

During the conversations, Lalo tends to regulate the others' turns (see Lines 73 and 236 in Task 1c.1, Line 12 in 2d2, Line 1 in 2d3, Line 2 in 3c1 and Line 46 in Task 2b.3). However, in Task 3c1 he limits himself to participating only when it is his turn to speak. This is because Nelly takes control of the conversation this time around and plays a more dominant role, which does not seem to bother Lalo in the slightest.

In order to initiate conversation among his colleagues, Lalo tries to challenge them by using some strategies. In Conversation 2c.1, he meets Ian and Isa (both of whom have a low level of English), which makes him a bit nervous. He demonstrates this by laughing (see Lines 1, 40, 44 and 71).

Lalo realises his colleagues are not speaking as he expected them to, so he uses different strategies in order to stimulate their participation, such as translating what he says into L1 (see Line 13). Another of his strategic actions is posing questions. In Example 59, Line 31, after 19 seconds of silence, he asks the question and 10 seconds later, when met with silence again from the others, answers his own question.

Example 59:

- 31.Lalo (.19) Is how many hours or how much, how many hours? How many hours do you sleep?
- 32.Ian Hmm...
- 33.(?) (laughs)
- 34.Lalo (.07) In week, I sleep I don't know, five hours or six (laughs), but in weekends I sleep three (laughs) or four hours.

(Source Task 2c.1 Transcript, Lines 31 - 34)

Lalo cooperates well with his teammates when explaining things in L1 and the TL (see Lines 69 and 71 in Task 2c.1), and when correcting (see Lines 253 to 255 and 285 in Task 1c.1). He suggests to his classmates that they go to the SAC to study the language in two conversations (Lines 108 and 110 in 2b.3 and Line 27 in 2b.2).

Lalo manifests his regulation through the control of his emotions in Task 2c.1. He tries not to be the leader in Task 3c.1 and tries not to interrupt the conversation. In Task 2b.3, he creates his own words when he is unsure of the correct translation, such as "evitate" (instead of "avoid" in Line

16), "convivate" (instead of "spend time with" in Lines 64 and 95) and "psychologic" (for "nutritionist" in Line 65). In Line 53, he places a pencil in his mouth and says that doing this is the best way to stop anxiety and give up smoking.

Self-regulation in this participant is manifested in the use of strategies to manage conversation and group activity, both in the creative sense and in the collaborative sense.

Lina

Lina is a beginner English language learner whose contributions are uncomplicated, although she does tend to play a dominant role as a participant. For example, she organises activities in L1 (Lines 73 and 77 in Task 1a.1, Lines 37, 41, 107 and 109 in 2a.3, Lines 116 and 135 in Task 3a.1 and Lines 60, 66, 68, 129, 133 and 137 in 3a.3) and also regulates others' participations (Lines 177, 185, 191 and 230 in Task 1a.1). Before her interventions, there are moments of silence (Lines 15, 20, 22, 47, 56, 58, 99 and 221 in Task 1a.1, Line 22 in 1a.2, Line 33 in Task 2a.3 and Line 161 in Task 3a.1).

It is important to mention that Lina's presence, from Task 1 right through to Task 3; helps bring about fewer periods of silence and more opportunities to participate, especially in Task 3. The organisation from Tasks 1 to 3 evolves in relation to the language Lina uses. She also starts regulating others' contributions, as well as her own, in the TL (Lines 47 and 50 in Task 3a.3).

In Example 60, Line 34, Lina is informing the participants of Team 1 when the Mexican businessman Carlos Slim was born (January 28, 1940). In Line 36, she corrects herself. In the same task, Lines 99 and 101, Lina carries out more self-correction.

Example 60:

- 34.Lina Day, hmm, eight, twenty eight, January in (laughs) in ahh, ninety... **no es cierto / No, that's not right / Si / Yes /** Hmm eighteen...
- 35.Mona Eighteen? Eighteen? [nineteen...
- 36.Lina [nineteen!!, **este** forty.
- 99.Lina (.15) He was born two, eh, fourteen, fourteen ah, May, twenty... [
- 100.Ana [°°cuatro? cinco?
/Four? Five?/ twenty?, nineteen?°°
- 101.Lina **Es** eighteen, nineteen, **perdón... / sorry /** Nineteen eighty four.

(Source: Task 1a.1 Transcript, Lines 34 - 36 and 99 - 101)

Another indication of Lina's ability to self-correct comes is present in the following example (61), where she uses L1 and sighs in order to regulate her performance. She starts using the TL and at

the end, is regulating her cognitive activity while saying "no, sí." She is clearly having second thoughts about saying whether this is right or wrong.

Example 61:

13.Lina ((laughs)) **No me hagas caso / Ignore this /** (laughs). **Bueno, yo... / Well, I... /**
 ((sighs)) Actuality, I live at home with parents (unclear) eh, I quarrel, discuss
 ehhhh, with your, no, sí...

(Source: Task 2a.1 Transcript, Line 13)

Lina repeats words as a way of finding new ones to use, such as "comprehension" (Line 9 in Task 1a.2), "travel" (Lines 157 and 159 in Task 1a.1), "owner business" (Line 128 in Task 1a.1) and "put demandation" (Line 158 in Task 2a.3). In general, she expresses her opinions with confidence (Lines 22 and 23 in Task 1a.2, Lines 61 and 92 in Task 3a.1 and Lines 100 and 102 in Task 3a.2).

She helps the others by answering lexical questions (Lines 20, 41 and 54 in Task 1a.3) and by offering explanations to doubts concerning things like the difference between a city and a town (Lines 30 and 32 in Task 2a.3).

When Lina interacts with the other participants in Task 2, the members of the team have some affective cohesion. She expresses concern for her teammates, as we can clearly see in Lines 2, 7, 9, 57 and 87 in Task 2a.1.

In Conversation 2a.1 (Line 259), Lina takes a dictionary to look up the word "suffer," but then becomes so engaged in the conversation that she forgets what she was doing (Line 262). She also expresses a positive attitude towards the use of the SAC (Lines 184 and 186).

Lina reflects on reading, in Line 89 of Task 3a.1, and whispers, "I need to read." Another of her reflections was that the activity made her remember her childhood because of the good memories she has about that particular time in her life (Lines 163 and 177). It is in Task 3a.3 that Lina starts encouraging her teammates affectively (see Lines 86 and 88).

Liz

Liz does not dominate the conversations. She is the participant whose role it is to collaborate when it is her turn to speak (see Tasks 1d.3 and 1d.5).

She normally uses evaluative language, such as "great," "good," etc. (Lines 6, 29 and 70 in Task 1d.1). In the first activity (Task 1a.1), she says, "I don't know" three times when someone asks her

for help (Lines 12, 14 and 18), but in Task 1d.3 (Line 9) and Task 3d.2 (Line 88) she uses the dictionary, which indicates she is object-regulated.

In respect to her self-regulatory activity in the teams, she becomes aware of the importance of learning to speak English - and other languages - as expressed in Line 54 of Task 1d.1. She makes some pronunciation mistakes (see Line 4 in Tasks 1d.1 and Example 60) and corrects herself, as the example below shows. Liz regulates her cognitive and affective domains of learning with fillers (ah, hmm, um), repetition (sister, feel) and the way she expresses her feelings in the latter part of her intervention.

Example 62:

4.Liz Ok, ah, a successful event... Ah, three years ago, ah, it was a complicate day, exactly, ah, February 2, ah, my sister, my little sister, was born. Now she is four years, ah, this happened [*mispronounced, then corrected*], happened, hmm, "How do I feel?" Ah, I feel hmm, ah, excited, yes? Um, I was in the, at the school and my sister, I met my sister, yes...

(Source: Task 1d.5 Transcript, Line 4)

The following is another example of self-correction, but in this case, Liz uses L1 when she becomes aware of her mistake. She is being asked what her favourite room in her house is and replies that it is the bathroom (Line 38). Her friends laugh and she quickly corrects herself (Line 40), remarking in L1 that she meant the bedroom, not the bathroom.

Example 63:

38.Liz The bathroom, I have, no...
 39. All (laughter)
 40.Liz **No, lo dije al revés / No, I said it the other way around./** (laughs) No, no, no, the bedroom, **porque si no, bathroom...** (unclear) **Cuando me baño, me gusta cuando me baño / When I take a shower, I like it when I take a shower./**

(Source: Task 3b.2 Transcript, Lines 38 - 40)

She also uses repetition as a way of regulating her performance, as illustrated in the following example (see also Lines 76, 80, 83 and 92 in Task 3d.2). She repeats "how" and "years old" while trying to remember the correct way to ask the question.

Example 67:

46.Lola Complaint, **yo lo busco, [Bueno, si es que la tiene** [*Looking at the dictionary*].

47.Mona [°°**tiene...**°° [*reading in silence*].

48.Lina What is the meaning of "complaint?"

49.Lola **Queja.**

(Source: Task 3a.1 Transcript, Lines 46 - 49)

Mona

Mona is a participant who takes the activities seriously and every time the discussion starts to go off on a tangent, she reminds her colleagues to return to the topic in hand (see Lines 7, 8 and 10 in Task 1a.1). She takes an active role in the discussions, not as an explicit organiser, but by doing things like writing the answers down in the notebook, surfing the Internet (Line 70, Task 1a.1), giving ideas and making suggestions (Lines 93, 95 and 125 in Task 1a.1 and Lines 78 - 94 in Task 2a1).

The self-visualisation activity, when learners are interacting in the group, can be seen below. In this case, Mona (see Example 68, Line 148) shares her dreams, talks about herself and looks at her dreams as if it is possible to make them come true.

Example 68:

148.Mona In my, in my life, hmm, person, **bueno, en mi vida personal / Well, in my personal life / eh, I, I want um mother and... (laughs) ya no sé qué más decir / I don't know what else to say/, and you?**

(Source: Task 1a.1 Transcript, Line 148)

Mona whispers whenever her confidence is lacking and sometimes when talking to herself, especially in L1 (see Lines 54, 43, 18 and 7 in Task 1a.1, Line 19 in Task 1a.2, Line 2 in Task 1a.4, Lines 17, 47, 113, 117, 127 and 130 in Task 3a.1, Line 116 in Task 3a.2, Lines 24, 26, 40, 54, 57, 61, 85 and 89 in Task 3a.3). She takes references from some of her colleagues and asks others for lexical help (see Lines 49, 43, 25 in Task 1a.1, Line 33 in Task 1a.3, Lines 2 and 3 in Task 1a.4, Lines 161, 222, 225 and 244 in Task 2a.1 and Line 148 in Task 3a.1).

In the final task (3a.1), Mona starts organising turns (Lines 53 and 70) and encouraging activity (Lines 74, 81, 139 and 162). As the interactions increase, the affective bonds become stronger and Mona shows concern for her friends in Task 2a1. Creativity, with a bit of humour thrown in, is another skill Mona demonstrates in other segments of conversation.

Nelly

Nelly shows particular characteristics in her participations. First, her interventions are short (between one and three words on average) and simple, in the earlier tasks at least. She tends to repeat either what others say, or what she has previously said.

Some of the words and phrases she repeats are: In Task 1c.1, "creator" (Line 54), "inventor" (Lines 58, 62, 102 and 309), "Steve Jobs" (Lines 93, 94 and 100), "was born" (Lines 110, 112, 127, 129 and 132), "where from" (Lines 105, 114, 124 and 136), "San Francisco" (Lines 105, 116 and 120), "I understand" (Lines 154 and 156), "the iPad/Apple/iPhones" (Lines 161, 165, 167 and 170), "because" (Lines 199, 211, 214 and 221), "handsome" (Lines 223, 225 and 233), "in the world" (Line 219), "singer" (Line 257), "guitar" (Lines 295 and 299), "Chicago" (Lines 332 and 334), "Illinois" (Lines 334 and 336) and "Madonna" (Lines 362 and 364).

There is repetition in other tasks too. For example, in Task 2b.2 she repeats "quarrel" (Lines 30 and 38) and asks what the word means. Finally, in Task 3c.2, Nelly repeats in L1 and in the TL (see Lines 56 and 58).

Creativity is another feature Nelly possesses whenever she struggles with how to say a specific word in English. For instance, she says "compositorator" instead of "composer" (Line 280 in Task 1c.1) and "cofundator, cofunder, cofundador" when guessing at "co-founder" (Lines 251, 339, 344 and 345 in Task 2c.1).

Nelly shows metalinguistic reflection in the first task. For example in 1c.1, Lines 9 and 11 in, it is clear she knows the use of "his" is correct, but she cannot identify the reason why. In Line 367 of the same task, she makes it known she is aware that "she was is past tense" and this awareness is a way of regulating her performance and language learning. In Task 2c.2, Line 66, Nelly corrects the pronunciation of "eat" and its past tense "ate" and from Lines 71 to 83, the participants of Team 3 get involved in a discussion about how to ask "What did you eat?" Nelly gets confused due to the auxiliary and insists on using "was."

Whispering for oneself might be a manifestation of self-regulation through "private speech" in L1 and is shown in the following phrase: "Hmm, °°ay, ¿cómo era?°° [*how was it?*] agree, **o algo así...** [*or something like that...*]" (Line 45, Task 2b2). Here Nelly is reflecting and talking to herself in L1, trying to remember the word "agree."

Whispering can also lead to affective regulation and in the case of Nelly's contributions, she lowers the tone of her voice when using L1 (see Line 2 in Task 1c.1). The same thing occurs when

periods of silence indicate that someone is planning what they are going to say (see Lines 105, 178 and 352 in Task 1c1).

Nelly demands that the others speak in the TL (see Task 1c1, Lines 97 and 263). This encourages her to put more effort in the task too. In Task 2b2, she volunteers to start a participation by saying "me, me" (Line 34, Example 70) expecting approval, but at the same time taking a risk. In Task 2c2, she organises the activity in L1, allocating the roles the others will play (Lines 3, 5, 8, 86 and 89) and giving instructions on how they will carry out the activity (Line 8).

She uses some evaluative language in Task 1c1, such as, "Ah, bueno /fine/" (Line 138) and "ah, ok" (Lines 140, 146 and 385), and in Task 3c2, we hear "bonito /cute/" (Lines 56 - 58) and "I like your name." In Task 3c.2, she reveals to her colleagues that she does not like parties, among other personal opinions, but refuses to talk about her first love and her first kiss (Line 153).

The strategies mentioned in the case of Nelly serve as emergent tools designed to maintain control of the participation through the process of managing the conversation.

Tara

Tara, as a beginner learner, keeps her contributions short and simple in the TL and uses L1 too. She has a supportive attitude towards her teammates and uses evaluative language to assess their performances. Some examples of this are: "Oh, great/good!" (Lines 12 and 14 in Task 1b.1 and Line 102 in Task 1b.2), "it's a good question" (Line 86 in Task 1b.1), "it's a great/good idea" (Line 41 in Task 1b.1 and Lines 119 and 128 in Task 2b.2), "very good/excellent" (Lines 333 and 227 in Task 3b.1), "you can do it!" (Line 12 in Task 1b.2), and other expressions of a similar nature in Spanish (Lines 76, 80 and 103 in Task 3b.1).

Tara gets easily involved in the conversations and speaks a lot, often interrupting others in an attempt to help them complete an idea they are trying to express. This happens especially when interacting with Teo (see Lines 32 to 37 in Task 2b.3, Lines 103 and 106 in Task 1b1 and Lines 13 to 15 in Task 1b.2). Tara also shows her creativity in other ways, for example by joking with her colleagues (see Example 69, Line 89).

Example 69:

- 88.Teo My advice is "Don't worry, be happy."
 89.Tara (laughs) Hakuna matata!
 90.Cata Hakuna matata (laughs)!

(Source: Task 1b2 Transcript, Lines 88 - 90)

Tara regulates herself with help from the others. In Example 70, for example, she is reading the problem (Line 29), when Nelly interrupts and corrects her (Lines 30 and 32), which makes Tara correct her mistake (Line 33).

Example 70:

- 29.Tara No? Ah, you live at home and you hate it, you quarrel [
 30.Nelly [quarrel...
 31.Tara with your present [
 32.Nelly [with your...
 33.Tara with your parents every day.
 34.Nelly Me, me or (unclear)?
 35.Tara **La que quiera** [anyone].

(Source: Task 2b.2 Transcript, Lines 29 - 35)

In Example 71, the problem concerns a daughter, who is rude and the participants of the group discuss possible solutions to change her attitude. Tara starts her intervention with one specific idea (Line 134), but is interrupted several times and stops speaking after Line 143. These interruptions force her to be more assertive in her contributions.

Example 71:

- 134.Tara You can **llevo... ¿cómo es llevarla a terapia psicológica?**
 135.Chio [Psychologist...
 136.Nelly [Psychologist...
 137.Tara Hmm, more communication with, with her.
 138.Chio Yes, it's a good idea but she is very rude and sometimes she don't want to speak to me and she scream me.
 139.Tara But the **terapia** with the psychologist [
 140.Nelly [psychologist, psychologist...
 141.Tara psychologist, **le va a ayudar mas.**
 142.Chio Can help us...
 143.Tara Help with communication with your daughter, yeah, and then is you very patient with her.

(Source: Task 2b.2 Transcript, Lines 134 - 143).

There are several moments where Tara corrects herself (Example 70, Lines 31 and 33) - or another speaker corrects her - becoming aware of her mistake as soon as it occurs. This is also the case in

Lines 194 to 196 in Example 72. In Line 194, her contribution shows self-regulatory activity when she says, "If you, *si*, if you can..." She starts her sentence, then stops and checks that she is doing it right by saying "si" (yes). After that, she tries the phrase again.

Example 72:

- 192.Tara I think you, you think in hurt yourself.
 193.Cata Um, ok yes.
 194.Tara It's hmm **¿cómo se dice a lo mejor? Si piensas?** if you *si* if you can think in your health, ahh you can the friends no[
 195.Nelly [Say no...
 196.Tara Say no, **perdón.**

(Source: Task 2b2 Transcript, Lines 192 - 196)

In Task 3b1, there are other examples of how Tara regulates by becoming aware of how the language works, all of which she expresses in L1. In Lines 95 to 97 in Task 2b.1, Tara reflects on the difference between "people" and "person." In Lines 119, 121 and 123, she realises she has problems confusing Spanish with English and in Line 319, she attempts to explain how "used to" functions in the past tense and how to use the auxiliary "did" when asking a question. In example 73, Line 193, she notices that the order of the adjectives is incorrect. All these examples show that Tara is a metalinguistic reflective person.

Example 73:

- 193.Tara Ah, my place favourite is... no, my favourite place is, **sí, ¿no? Se dice primero** "favourite" **y luego** "place." My favourite place is, hmm...

(Source: Task 3b.1 Transcript, Line 193)

In Task 3b1, Line 40, the learners have to answer the question, "What complaints did your parents use to have when you were a child?" They misunderstand what is actually being asked, believing that "complaints" means "commitments." Despite the fact that the dictionary is there, they do not use it until Tara stops the activity, in Line 106, in order to suggest looking up the meaning of the word.

In general, Tara is not a dominant participant. However, sometimes she regulates the turns of her colleagues (Line 1 in Task 1b2 and Line 34 in Task 1b.1).

Teo

Teo manages his conversation well but he frequently makes basic mistakes, such as "How old is her?" (Line 80 in Task 1b.1), "you didn't can" (Line 11 in Task 1b.2) and "How many coffee?" (Line 379 in Task 3a.1).

He engages easily in conversation and interrupts several times (see Task 1b.1 lines 11, 13, 15, 34, 51, 93). Interruption, in terms of regulation, allows the other participants to engage and helps keep the conversation going as a meaningful exchange (see Task 1b.2 lines 9, 15, 17, 22, 69, 71), rather than just having students participate for the sake of it.

Teo involves his colleagues in the conversation, for example, in Task 1b2 when his interaction is mostly addressed to Tara, although he does invite Cata to join in by asking her questions.

Evidence of engagement in the task is the way in which participants challenge or question each other, so they can defend their views using the TL and L1. This is also a way of regulating each other's participation (see Task 3b.1).

He tends to be a dominant speaker and participates more than the others (Tasks 1b.1 and 1b.2). He also engages his classmates, taking control of the group activities (Lines 34, 36, 83 and 85 in Task 3b.1) and the turns of the participants (Lines 1, 3, 7, 11 and 39 in Task 2b3 and Lines 12 and 188 in Task 3d.1).

Some of the resources Teo uses to self-regulate his emotions are sighs (Line 183, Task 1b.1); fillers, laughter and the repetition of words (Lines 42 and 44 in Task 1c.2) to regulate his participation cognitively and affectively (see Example 74).

Example 74:

6.Teo This is, she is, hmm beautiful woman is the actress. I like the hmm... I like the
 hmm, I have, I have a one boy is his mother. I like to is the, the best actress in the
 whole world ((laughs)). I, the the best movie is the Moulin Rouge, is good movie,
 I, I like to pass time with the friends and every day in the night and say goodbye a
 your child finally ((laughs)).

(Source: Task 1b.3 Transcript, Line 6)

At various moments during the conversations, Teo brings up the topic of sport. He likes sport and mentions it a lot (Lines 33 to 56 in Task 2b.1, Lines 35 and 57 in Task 1b.3 and Lines 9 to 27 in Task 1b.1). This helps to make the interactions more meaningful for some of the students.

In Example 76 and 77, Trisia uses repetition of pronouns, articles and prepositions (see Line 10 in Task 1d.3). She also uses fillers and asks for help in L1. These are examples of self-regulation in the cognitive and affective domains, carried out while she is participating.

Example 77:

5.Trisia (.26) They are *the, the* grandmother and grandfather *of, of* Melisa and *he is, ah,* her brother. *They are* planning, *ahh, ah* the surprise *for, for, for* the Melisa and
 °¿cómo dijeron que se llamaba? / *What did you say her name was?* /°°

(Source: Task 1d.2 Transcript, Line 5)

At times, Trisia does not articulate the language, or expresses her ideas coherently, as we can see in the following examples:

Example 78:

29.Trisia Bruno Marz is, *hmm, more* the conceit, ¿consejo?/*advice*/ in your life. This is *hmmm* (*whisper unclear*), no relation your (*unclear*), *hmm, don't* your body, you match your actions for the days.

(Source: Task 1d.4 Transcript, Line 29)

Example 79:

7.Trisia No, but I never, *um,* taste the England food and maybe this is for my, this is my, *ahh,* cause for my stomach, my stomach ache, **algo así se dice... / *Something like that.../***

(Source: Task 2d.1 Transcript, Line 7)

Both examples show that despite the regular use of repetition, the ideas presented here are not clear. Trisia regulates her performance, but does not express herself properly, so the others continue with their turns. This might be one of the reasons why she does not participate very often.

4.9 Manifestations of Regulation in the Diaries

The participants were asked to complete their diaries immediately after finishing the activity in each of the sessions.

During the study, it became clear that the extent of the writing in the diary formats varied. Some entries were short (Liz and Trisia), while others were more in-depth (Teo and Nelly). The main

purpose was to record the participants' insights, related to the learning experience, and assess how beneficial this way of working was for them.

It is important to mention that the first section of the chapter was group-oriented, that is to say the analysis looked at the dynamics throughout the conversations. This section, on the other hand, will be individual-oriented when it comes to analysing the different reflections.

The participants were able to use either the TL or L1, so most of their writing in the diaries was done in Spanish. For that reason, translations of their comments - and some of their reflections written in English - were adapted, and will be presented in this section to show a clear analysis of the results.

The diaries were used to triangulate information with the results found in the conversations, due to the rich and informative data that was collected.

4.9.1 Cognitive Regulation

This section of the chapter will provide insightful extracts from the diaries, which might confirm or contradict the results found in the previous sections of this chapter. This first part examines the evidence that there is cognitive reflection that involves raising awareness, problem solving and the organisation of the participants within the group dynamic.

According to the information found in the diaries, some participants do refer to their metacognitive and metalinguistic reflections. First of all, they acknowledge the need for more vocabulary practice and concede that their pronunciation is not good. In the final tasks, they all claim they have learned and improved, with most of them having learned new vocabulary and grammatical structures. To exemplify this, some diary extracts are presented below:

Alex: "I learned new vocabulary," "we work in group with past tense, board games - questions in past tense, such as what we [used to] played, or our favourite meal when we were young."

Ana: "I think I understand better when I listen, I comprehend the others but I do not speak much."
"[Speaking] improves my sentences."

Cata: "I think we need more vocabulary, prepositions and verb tenses," "we learned new phrases," "we used the dictionaries to learn new words or trying to understand the questions."
"It was easier to see the written word or phrases in order to understand the meaning or figure out

what they talk about" and "Well, we practise the auxiliary for the questions and talk with our friends."

Chio: "I think I have problems with verb tenses, because I don't know if I have to use the past or the future" and "I don't identify what tense I need to use."

"I need practise in pronunciation, vocabulary and probably the tenses, even in Spanish, the use of some tenses [is difficult], but in Spanish you only do it, you don't think of auxiliaries or verbs."

"I need more vocabulary," "I think in Spanish, but I don't need to translate the Spanish to the English. I only say the things and maybe that's the reason why I have mistakes because I have the words in my mind and I always say in English," and "I don't think of the subject, verb, verb in past tense, I just say it."

Gia: "I need someone to correct my mistakes, maybe the teacher," "I have some problems when speaking in English. First, I need to think what I will say in Spanish and then translate in English in my mind," and "I like the activities because I understand new vocabulary."

Ian: "I don't have enough vocabulary to speak," "... suddenly, I can't find a simple way of saying something and I don't understand when other people talk to me in English." "It was easier for me when we agreed in the group what we were going to do in Spanish, so we could start the activity in English".

Lalo: "It was good activity because I can practise some grammar and I need study for an exam; it's a good activity to prepare" and "I helped my friends to understand some grammar structures."

Lina: "I say my doubts and my friends explain what I do not understand in the class". "I liked these activities because sometimes I understand better from my peers' explanations than my English teacher's explanations, because I don't understand what she says in English", and "I say my doubts and my friends explain what I do not understand in the class."

Liz: "I am learning new words and pronunciation," "I hate not knowing enough words," "I feel bad because I couldn't pronounce very well, maybe because I didn't have much vocabulary" and "We ask and answer the questions."

Lola: "We study the question forms, such as 'what did you have for dinner last night?' I played the board game, we could practise basic vocabulary about our childhood" and "I like learning with songs, watching movies in English because they help me increase my vocabulary. When I have a doubt, I use my cell phone or my computer - translators are not good enough."

Mona: "I liked these activities because sometimes I understand better from my peers' explanations than my English teacher's explanations because I don't understand what she says in English" and "sometimes, working with my friends make me feel more confident for asking about my doubts."

Nelly: "I think it is interesting because it helps my pronunciation and my speaking skills because I am bad at speaking", "classes are based on exercises and the grammar in the book".
 "Pronunciation in music is more difficult," "we were asking and answered questions in past tense" and "in order to learn English I sing, speak in SKYPE with some friends, listen to films. I try to meet native speakers, but what really work for me is speaking with myself in front of the mirror."

Tara: "It is difficult to understand spelling in English. Sometimes I write in Facebook and my friends remark my terrible spelling in Spanish, despite the fact that I speak Spanish. I can't even think of a better spelling in English" and "I practise the regular verbs and questions."

Teo: "We speak about the experiences in the life of the persons in the room; these activities make me learn new words and phrases."

Trisia: "It doesn't sound nice but the other learners might not have the level of knowledge I require", "my classmates sometimes can't explain what I need or correct my mistakes, they can even confuse me". "When I do not have a teacher around, I prefer to look up the information in internet or the dictionary and then I use the information. When I do not have the resource, I just write my doubt and later I look it up or ask another teacher" and "the teacher has more knowledge."

All the opinions presented here were extracted from the diaries and, as explained at the beginning of this section, the participants were aware they needed more vocabulary (Cata, Ian, Liz, Lina, Chio and Lola), knowledge of the correct use of verb tenses (Chio and Cata), help with pronunciation (Liz and Nelly) and knowledge of L1 (Tara). They agree that the communicative activities have helped them in their vocabulary learning (Alex, Cata and Teo), their grammar practice (Alex, Ana, Cata, Chio, Lalo, Liz, Lola, Nelly and Tara) and in their pronunciation and listening (Ana).

Some of the students reported that they trust dictionaries and other technological resources to look up information (Cata, Lola and Trisia).

There is also evidence to suggest that some participants reflect on the strategies they use while interacting, as is the case with Chio, who says exactly what comes to her mind, or Gia, who thinks in Spanish and translates what she wants to express.

Another occasion where the participants coincided was in their reflection on the strong sense of camaraderie and trust they shared, a trust that allowed them to unashamedly ask each other about things they were unsure of, in terms of grammar and vocabulary (Lina and Mona).

They explained that when they were in the English classes, they felt embarrassed whenever they failed to understand a word or a grammatical issue, so they preferred not to ask. These sessions helped them to become more confident when approaching their peers for help (Lola).

Contrary to the above statements, Trisia says that the help her classmates offered was not enough and that she needs a teacher to correct her mistakes. Gia makes a similar observation, but is more open to being helped by her classmates.

Interestingly, the participants in this study do not mention any aspects of team organisation. What they write in their diaries indicates they are concerned about the development of their linguistic skills. Their insight is based on the language they are using, their needs and the extent to which they feel the activities have helped them improve.

4.9.2 Affective Regulation

This section consists of annotations made by the participants in reference to their motivation and affective elements during the activities. Some of their observations are presented below and we will then conclude with a summary of the results.

Alex: "I have fun, the activities are nice," "we talked about our dreams and our future, this makes me feel enthusiastic about my life" and "my progress during the activity was very good."

Ana: "I feel very nervous when speaking English," "I was afraid at the beginning, but then it changed," "at the beginning it was difficult for me to speak English," "I lost the fear of speaking and it helped me that my teammates never laughed at me or mocked at what I said," "I was afraid at the beginning but then it changes," "I feel good talking with friends and making friends" and "I felt nervous but I liked this activity, I was having fun."

Cata: "I had a lot of fun," "I liked the activity, I did not feel uncomfortable, I enjoyed it" and "I know I can do it."

Gia: "I felt more confident when speaking. I really enjoyed playing with board games." "At times, we (in the team) spoke in Spanish and it was like relaxing to me."

Ian: "I feel frustrated when I want to say something and I don't know how to say it," "I think it is difficult. My friends tried to help me but I didn't understand. Sometimes it was stressful not having a teacher who could help me."

Isa: "I don't understand what happens. When I am blocked, nothing comes to my mind. I would like to speak like my friends," "sometimes, I feel encouraged by my friends who make me feel fine but sometimes they push me so much" and "speaking English can be intimidating at times." "There were times when we spoke in Spanish and everything was clear to me, I felt more confident even when it was not part of the task".

Lalo: "Sometimes, I feel desperate because my partners do not understand what I say. In the activity, I tried to help Ian but I felt nervous and I was ashamed with him because I laughed and I didn't mean to laugh at him."

Lina: "We laughed," "I feel great and enjoy the conversations" and "working with my friends make me feel more confident."

Lola: "I think it is an opportunity because we cheer up, help," "I sometimes feel nervous" and "it was a funny session, we were comfortable."

Mona: "My partners help me and sometimes I help them, I feel confident with them" and "I liked this activity because it was interesting and funny."

Tara: "It was interesting and funny class," "at the beginning I felt nervous but then a little more self-confident" and "during the conversation, my friends and I have become more self- confident, this is nice."

Teo: "I feel excited about learning English, this is the first time, a course is based in conversation," "I have relatives in USA, I want to travel and visit them so this is a particular opportunity to practise" and "I would like to try to speak with native speakers of English but I am not confident enough to do that. I hope I can do it soon."

As the comments show, the participants' notes include a feedback of the activities. It is important to highlight that Liz, Trisia and Nelly did not make any annotations referring to their emotions during the tasks. This does not mean that they did not exert affective regulation, but focused on other areas of learning (the cognitive or social) instead.

In short, the feelings of the participants vary from person to person. Some say they had fun (Alex, Ana, Cata, Lola and Mona), while others feel their confidence improved as a result of the tasks (Gia, Lina, Mona and Tara). On the other hand, some of the students say they felt frustrated, intimidated, stressed and desperate (Ian, Isa and Lalo). Not surprisingly, Lalo, Lola and Tara mentioned they felt nervous at times.

Some participants also remarked that these kinds of activities are nice, enjoyable and interesting (Alex, Ana, Gia and Lola). Mona observed that these tasks promote reciprocal help. Teo wrote that he is excited about learning English because of his context: he has relatives in the USA. Teo would also like to travel to other countries and meet native speakers of English.

Ana acknowledges that she lost her fear of speaking English and was having fun. Laughter in the diaries refers to 1) show that the participants enjoyed the activity (Lalo and Lina), and 2) the use of laughter as a disrespectful gesture, mocking someone who may be struggling (Lalo and Ana).

In general, the participants enjoyed the activities. Some learned to control their frustrations and mental blocks, while others became more self-confident.

4.9.3 Social Regulation

The last area of regulation covers observations and comments made by the participants related to the collaborative work they carried out in their groups - and will follow a similar pattern to the areas previously mentioned. Individual remarks from the participants' diaries are presented below, along with a summary of the results.

Alex: "I enjoy speaking about myself and help others, when possible," "I like when we talk about our dreams," "I was working with my friends. My progress during the activity was very good - I was speaking about what is important for me" and "in the board games, we chatted about our favourite meals when we were very young. This was a basic conversation."

Ana: "I like talking with other people and come to speak together because it improves my sentences," "I was afraid at the beginning but then it changed because my colleagues supported me and didn't laugh at me; on the contrary, they helped me" and "I feel good talking with friends and making friends."

Cata: "We made friends and talked about private and intimate aspects of our lives. I liked talking about ourselves. I enjoyed meeting and working with my colleagues."

Gia: "In this task, I felt more confident to speak in the team. I really enjoyed playing with board games because I get to know my friends," "I liked to work in the groups because we could solve our doubts together" and "sometimes, when I work with my friends, I feel more confident and ask [about] my doubts."

Ian: "My friends (especially Lalo) tried to help me but I didn't understand."

Isa: "This activity was very good because I love to talk with another person in English. It helps me to improve my English and also the other person can help me with my mistakes. I would like to speak like my friends. I feel encouraged when working with my friends."

Lalo: "Great practice. The questions are very interesting and great participation," "I tried to help my partners but they did not understand me at times" and "I always enjoy speaking with other people about our likes and dislikes."

Lina: "We socialise, laugh and I feel great when having conversation with other students," "I enjoy making good friends and I have made some good friends in this class," "we help each other - it is the best way to learn". "I think that the SAC is the greatest opportunity we have to practise our speaking" and "I like the conversation sessions."

Liz: "I speak with my classmates about my life, the place I live in, my vacations and learned some vocabulary" and "I liked the story we made in our team."

Lola: "I feel that working with my group is an opportunity to meet people and work with them" and "sometimes, we do not ask [about] our doubts in class. I have experienced that my colleagues explain better if I have a doubt."

Mona: "We help each other. It is a learning opportunity for me, although English is difficult" and "we talked about movies, about my life, about weekends, about dogs, cats, birds... I liked this activity because it's interesting and funny. I made friends."

Nelly: "I learned with my colleagues."

Tara: "We talked about different things with our partners... It was [an] interesting and funny class."

Teo: "In the class, we were talking about health and sports. I liked the class," "the conversation class was very interesting because we played. We talked about the experiences in the life of the

people in the groups" and "it was nice but I think it was necessary to have a teacher around to help us."

Trisia: "I like working with my friends but I feel they could not help me. The teacher has more knowledge."

In general, the participants enjoyed working with each other in teams, as this form of learning has some advantages that were clearly expressed in their comments. First, they make friends (Ana, Cata, Lina, Lola and Mona) and can learn from their peers (Lina, Lola, Mona and Nelly). Then, they share what is important and meaningful in their lives, i.e. they talk about subjects they are familiar with and passionate about (Alex, Cata, Lalo, Lina, Liz, Mona, Tara and Teo). Finally, they receive support and encouragement from each other (Ana, Ian, Isa, Lalo and Lina).

Teo and Trisia also reflect on the need for a teacher to be present at all times. Chio does not make any comments regarding the impact that working in teams has had on her learning.

4.9.4 Summary

In general, the diaries confirm what was discovered previously. They show the relevance of social interaction in the self-regulation process and the insight each participant provides, at an individual level, is different.

All of the participants develop differently during the tasks, in terms of the attitudes they display and their overall performance as part of a group. There are dominant students who tend to have similar characteristics in their discourse. Alex, Cata, Lalo, Mona, Nelly, Tara and Teo, for example, are active contributors and also play an important role in team organisation.

Some show a sense of humour and creativity (Alex, Cata, Lalo, Lola, Mona, Nelly and Tara), while others take a more "hands on" approach to learning by making notes, writing down new vocabulary and looking up words in the dictionary or online (Alex, Lola, Mona, Nelly and Tara). All the actions taken by the participants denote a level of control of their own contributions - and the contributions of others - as well as a level of autonomy, understood as an internal force which triggers the action taken to control language learning.

On the other hand, there are some participants who develop in a different way and who do not take many risks, finding themselves more dependent on the support of others (Isa, Trisia, Ian, Chio, Liz and Ana). These participants evolve in other ways, such as becoming aware of their needs and practising the strategies that the dominant learners use.

Motivation and affective factors are very important when it comes to participating. As we have seen, nervousness can seriously affect a student's performance (Ian, Ana and Isa).

The results show how the elements intervening in the learning process can make it a complex activity. According to the results, each person has a different level of regulation and a different way of regulating. For example, Ana and Isa exert more affective regulation, since peer support is very important for them. The way in which they self-regulate differs because Ana laughs as a way of controlling her nerves, while Isa needs external, affective regulation from her teammates: she asks for applause.

In any case, the participants all agree that working in teams is in itself a learning experience, one in which strategies, opinions, meanings, contexts and objectives are shared. All of the participants use L1 at different moments in the conversations. To a certain extent, each participant developed a collaborative attitude towards their learning and also expressed a positive attitude towards the group activities. However, Teo and Trisia felt it was not enough to just be communicating with each other and expressed their desire for a teacher's guidance.

In general, the findings reveal that providing the language learners with opportunities to communicate and interact in group work activates regulatory mechanisms in a natural way. Group work depends on collaboration, the development of basic social skills and knowledge of each individual's learning process.

Language learning activities can help generate these skills and the kind of task is irrelevant as long as the students interact. As we saw in the diaries, they enjoyed speaking about things that interest them, such as their personal lives, their thoughts and opinions and their personal experiences.

4.10 Group Feedback Sessions and Rubrics

The group feedback sessions, as the name suggests, imply that group involvement in this study is necessary in order to assess the students' collective experience.

Data from the group discussion is expected to show some useful, qualitative information with insightful participation from the learners. The purpose is to document "participants thinking together, inspiring and challenging each other" (Dörnyei, 2007) under the watchful eye of the researcher.

There were three group feedback discussions in this study, each taking place after the completion of a task, i.e. approximately every three weeks or after every three sessions. The sixteen participants of the study met with the researcher to assess their overall learning experience. The sessions were brief lasting about 20 minutes each and followed the following structure:

- 1) The researcher welcomes the participants, introduces them to the dynamic of the group feedback and explains that the purpose of these sessions is to evaluate their learning experience. They are told they will be given an opportunity to express their views. This means they are allowed to speak in either L1 or L2, whichever makes them feel more comfortable.
- 2) The researcher moderates the discussion. The first session was difficult as the participants were not involved in the activity. As the sessions continued, however, they were able to speak more freely. The "moderator" elicits participation by asking questions such as, "How do you feel in the group activities?", "do you think/feel you are learning?", "what kind of problems do you deal with in the sessions?". Other questions in the session were "what advantages and disadvantages do you see with teams working on their own (without the help of a teacher)?" and "what kind of activities do you practise to help you with your English?"
- 3) To conclude the sessions, the participants were asked if there were any other issues they would like to discuss that had not been previously addressed. This is an important question to ask because it gives the students the opportunity to express any possible concerns they may have. Even though the second session ended up being a discussion about grammar, in general the information collected was useful to complement the results of the study.

4.10.1 The Group Feedback Rubrics

As well as the group feedback sessions, the teams were given forms to fill in (see Appendix I) to assess their collective performance after each session. There were thirty six forms collected and analysed (nine from each team).

In general, the teams evaluated five categories related to their group performance: a) the problem solving process, b) collaborative learning, c) the directionality of learning, d)

previous knowledge application and e) the type of attitude needed for clear communication, in order to gain the respect of one's teammates.

As we have seen, the parameters involve cognitive, affective and social elements that need evaluating: a), c) and d) involve cognitive activity; e) implies affectivity in the teams and b) refers to the social performance in the groups. The ranking was from one to three; one implying a need for improvement, two being good and three meaning outstanding.

The results are presented and illustrated in the graphs of the Section.

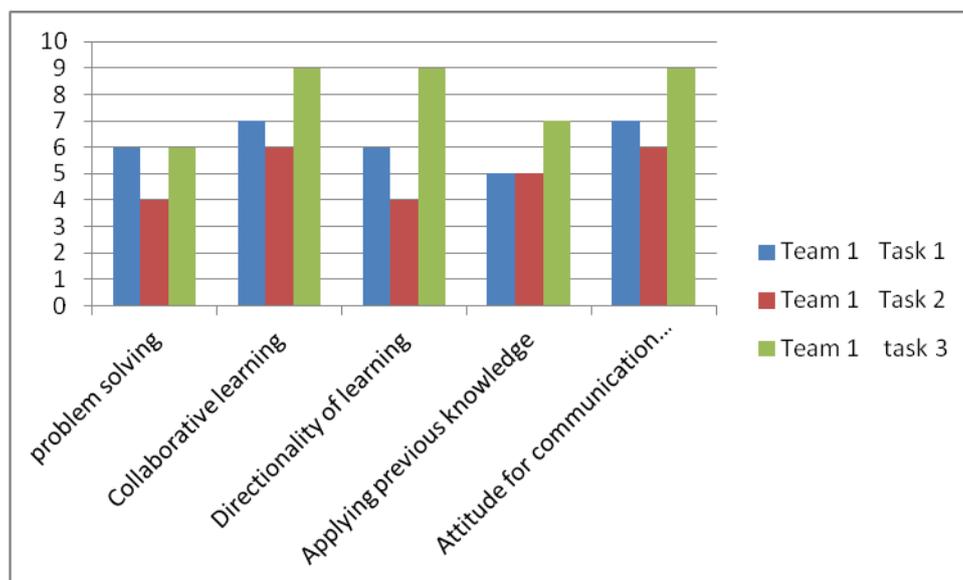
4.10.2 Feedback Team 1

The results of the rubrics that Team 1 handed in show that the participants believed their overall performance improved considerably from Task 1 to Task 3. However, they also considered their performance substandard in the three indicators of cognitive activity: problem solving, directionality of learning and previous knowledge application during the completion of Task 2.

The lowest feedback rates in the performance of Team 1 came in problem solving and directionality of learning in Task 2. According to their feedback, the group had problems concentrating on the discussion and believed there were problems with the organisation of the task.

The highest levels of performance came in Task 3. The members of Team 1 felt their participation had improved and that they had created a positive learning environment in which all the participants were given the same opportunities and treated with equal respect.

As the Graph 1 shows, the participants generally assessed their performances positively. They felt they had talked a lot and had shared some of their previous knowledge, but thought that overall there was not enough knowledge among them to apply to the solution of the task.



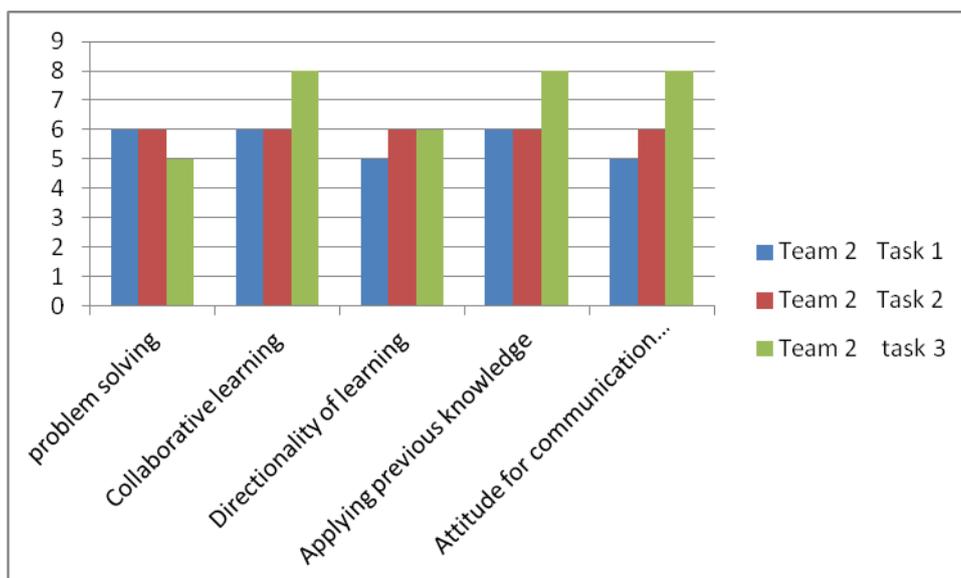
Graph 1 Feedback Team 1

Team 1 clearly showed a marked improvement from Task 1 to Task 3 and the results indicate that they found group work useful, in terms of developing collaborative learning, a positive attitude of respect and in giving directionality to their learning.

4.10.3 Feedback Team 2

The results from Team 2's rubrics show a significant increase in their scores in Task 3, in terms of collaborative learning, the right attitude for communication and respect and their use of previous knowledge. This means the participants believe they have improved, as far as cohesion, increased participation and collaboration and the integration of new and previous knowledge through their contributions in Task 3, are concerned.

Interestingly, the participants of Team 2 rate similarly their performance in the way they solve problems, their collaborative learning and their use of previous knowledge when finding a solution to Tasks 1 and 2.



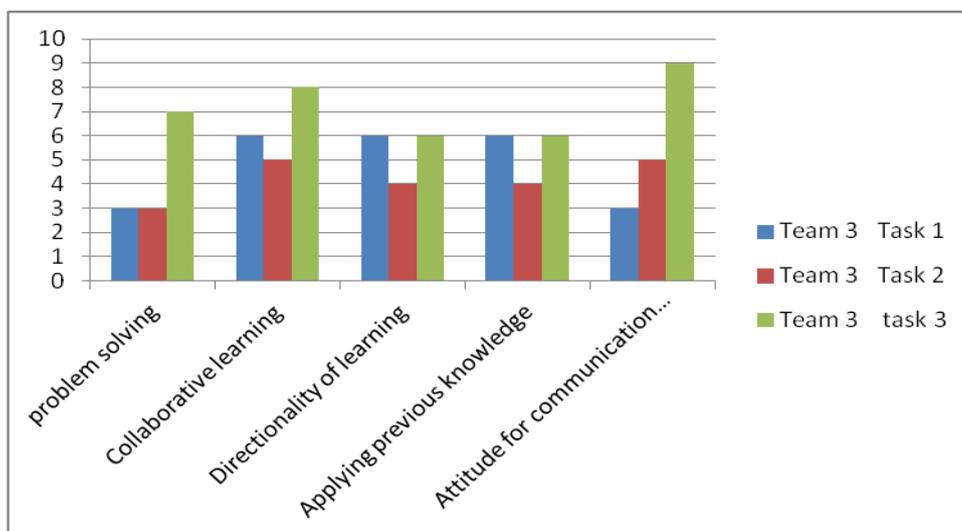
Graph 2 Feedback Team 2

The Graph 2 shows that in Task 1, there was a general perception of a lack of equal opportunities for all the participants and some problems with the organisation of the activity as well. The most obvious improvement was the development of the team members' more communicative and respectful attitude, as highlighted in the rubrics they handed in.

4.10.4 Feedback Team 3

Team 3's feedback rubrics reveal they had a few problems while completing Tasks 1 and 2. The team state that their performance was out of focus. They were easily distracted from the objectives of the task and felt that some members had difficulty communicating. This was also expressed in the diaries, where Lalo mentions how hard it was for him to help his colleagues, while Ian wrote how difficult it was for him to communicate.

As with the other teams, the participants increased their level of collaborative learning and improved their collective attitude towards communication and respect. Team 3 also demonstrated a noticeable improvement in their approach to problem solving and seemed satisfied with the way they performed in Task 3.



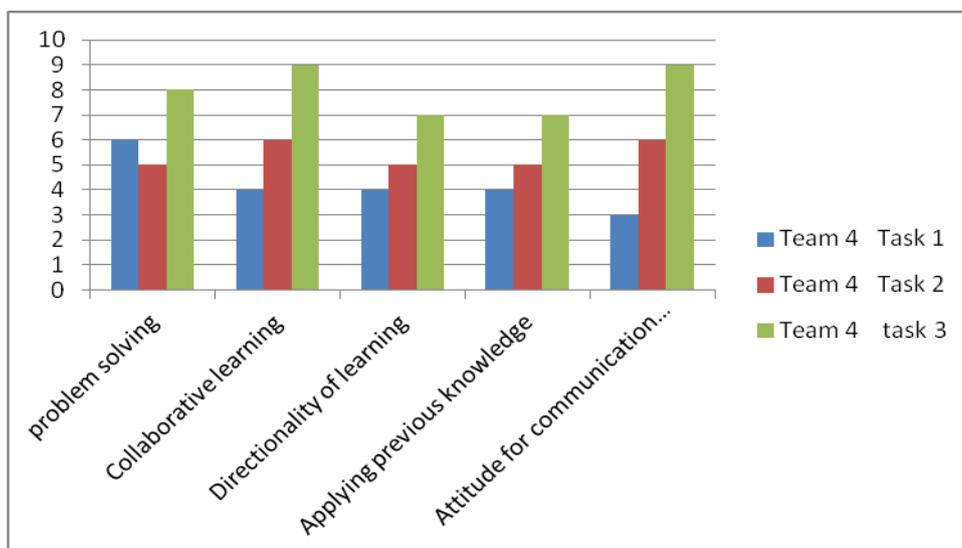
Graph 3 Feedback Team 3

The Graph 3 also shows how the team rated their performance, in terms of the directionality of learning, and how they incorporated their previous knowledge into finding a solution to the tasks. The task deemed to be the weakest in their overall performance was Task 2, which the participants seemed to find difficult.

4.10.5 Feedback Team 4

Collectively, Team 4 demonstrated a marked improvement between Task 1, Task 2 and Task 3, with each team member increasing their scores, except when it came to problem solving. Task 2 seemed especially problematic and difficult for them.

Team 4's Graph shows a more regular increase in all of the categories than those of Teams 1, 2 and 3. Their lowest score came in Attitude for Communication and Respect. In the first task, the participants felt they did not have the same number of opportunities to speak and expressed their ideas with difficulty.



Graph 4 Feedback Team 4

4.10.6 Summary

When adding up all the points each team scored in each of the categories, there are clear differences. However, in general the feedback shows there is a degree of improvement from Tasks 1 to 3 and that a general level of satisfaction exists among the participants, especially in Task 3 - which might be because of the familiar content.

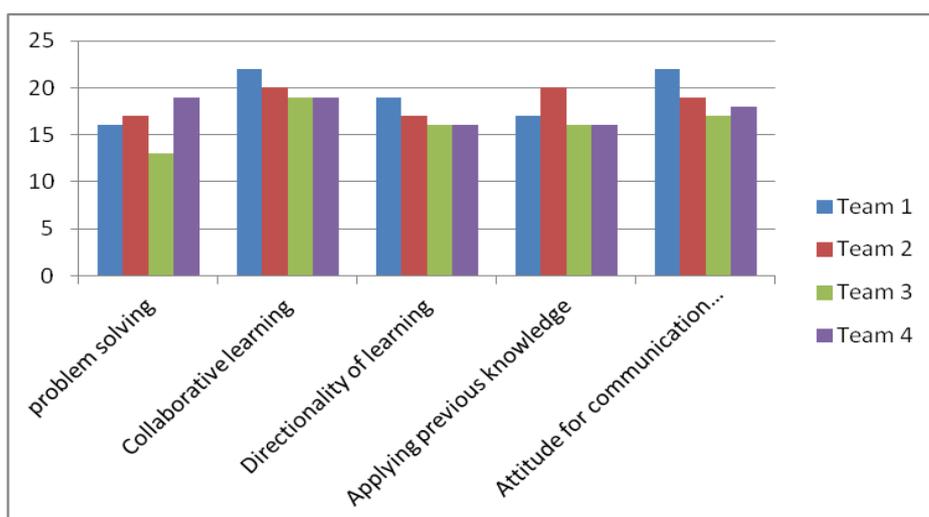
The task also involved more controlled actions from the participants and they appeared more confident working together after six sessions, as mentioned in the group feedback.

In general, the graphs indicate that the learners viewed Task 3 - where they were given more opportunities to participate - as the task that showed the biggest improvement in their collaborative skills and in their learning in general. It was also where they displayed a more positive attitude towards group communication.

Table 26 Results of the Team Feedback

| Category | Team 1 Task 1 | Team 1 Task 2 | Team 1 Task 3 | Team 2 Task 1 | Team 2 Task 2 | Team 2 Task 3 | Team 3 Task 1 | Team 3 Task 2 | Team 3 Task 3 | Team 4 Task 1 | Team 4 Task 2 | Team 4 Task 3 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Problem solving | 6 | 4 | 6 | 6 | 6 | 5 | 3 | 3 | 7 | 6 | 5 | 8 |
| Collaborative learning | 7 | 6 | 9 | 6 | 6 | 8 | 6 | 5 | 8 | 4 | 6 | 9 |
| Directionality of learning | 6 | 4 | 9 | 5 | 6 | 6 | 6 | 4 | 6 | 4 | 5 | 7 |
| Applying previous knowledge | 5 | 5 | 7 | 6 | 6 | 8 | 6 | 4 | 6 | 4 | 5 | 7 |
| Attitude for communication and respect among members | 7 | 6 | 9 | 5 | 6 | 8 | 3 | 5 | 9 | 3 | 6 | 9 |
| TOTAL | 31 | 25 | 40 | 28 | 30 | 35 | 24 | 21 | 36 | 21 | 27 | 40 |

The rubrics show that these beginner English learners preferred more controlled activities so they could be object-regulated; in that the more the activity was controlled, the more confident they felt. In Tasks 1 and 2, the participants relied more heavily on help from others and the decisions were generally taken as a team.



Graph 5 Summary of Group Feedback

In the global feedback of the teams, comparing their performance in each of the categories led to various discoveries. The best scores in Collaborative Learning, Attitude for Communication and Respect among Members and Directionality of Learning were obtained by Team 1.

Team 2 felt they collaborated well and showed a positive attitude to communication and respect. They also believed they were successfully able to integrate their previous knowledge into the tasks.

Problem solving proved to be the most difficult category, one in which all the teams struggled, especially Team 3. The teams found they were unable to concentrate on the task, even though they were able to identify the strategies needed to solve it.

Teams 3 and 4 achieved the same score for Collaborative Learning, Directionality of Learning and The Integration of Previous Knowledge in Group Work. This suggests they were aware of their own learning process and tried to use their previous knowledge to their advantage. However, they felt their resources were not enough to solve the task effectively.

As we saw in the Graphs, the best results were for Collaborative Learning and Attitude for Communication and Respect among Members. The lowest scores were for the categories where the learners had to show a level of cognitive regulation, an ability to solve problems, the directionality of their learning and the use of previous knowledge to help solve the tasks. This could be interpreted as the group work activities contributing more to affective and social regulation, as cognitive regulation takes more effort and time to control.

It is important to mention that the rubrics documented the teams' perceptions of their performances, not their co-regulatory activity. However, in the group work we can see there are advantages to the way the learners collaborate, how they solve the problems and how they develop their teamwork skills.

The rubrics allowed the participants to become more aware of their overall performance and learn how their colleagues contributed to their learning, which, in a way, is an example of group regulatory activity.

4.11 A Model of Group Regulation

The collected data analysed and the findings in the Chapter were put into a model of regulation (see Figure 6) which is expected to help develop a better understanding of the regulatory mechanisms of beginner learners, as was formulated in the first research question.

The model (Figure 6) theoretically draws on the concept of mediation offered by the Sociocultural Theory (SCT) discussed in the literature review (see Chapter 2) and the results of the empirical work of this study (Chapter 4). These are expected to help widen the theoretical framework of regulation among beginner English language group members while they are collaborating.

The data analysis resulted in three levels of mediation throughout the completion of the task (see the second and third columns in Figure 6). Each level represents the influence that an "agent" (a person or thing which causes the interaction to happen; examples of this could be learning objects, individuals and a particular problem or difficulty) exerts over the "subject" (the receiver of the mediation - in this case a learner or the group). In other words, to a certain degree, the learners depend on these elements described at each level as they seem to have an effect on the group activity at the different stages of the task completion.

The dotted arrows highlight the exerted influence of learning resources, the dynamics of the type of group work used to manage the task and the emerging issues concerning the members of the group. The other arrows indicate the mediation that the learners in the groups exert over the elements mentioned when it comes to pursuing specific purposes: the access to information, the task management, the cognitive and the affective and social engagement in the task to help with its completion (see Columns 3, 4 and 5 of the diagram).

The final columns of the diagram attempt to demonstrate the strategies that the learners use in the regulation of their learning. One aspect that should be noted is that far beyond the process of language learning, the model focuses on the analysis of the use of language (L1, L2 or a mixture of both) for meaningful communication as a salient feature in the learners' interaction.

The model of group regulation (Figure 6) is consistent with Frawley's theory, especially during the first stages of group activity, as the members of each group also gain access to the learning resources, i.e. objects and other regulation/mediation tools designed to aid learning development.

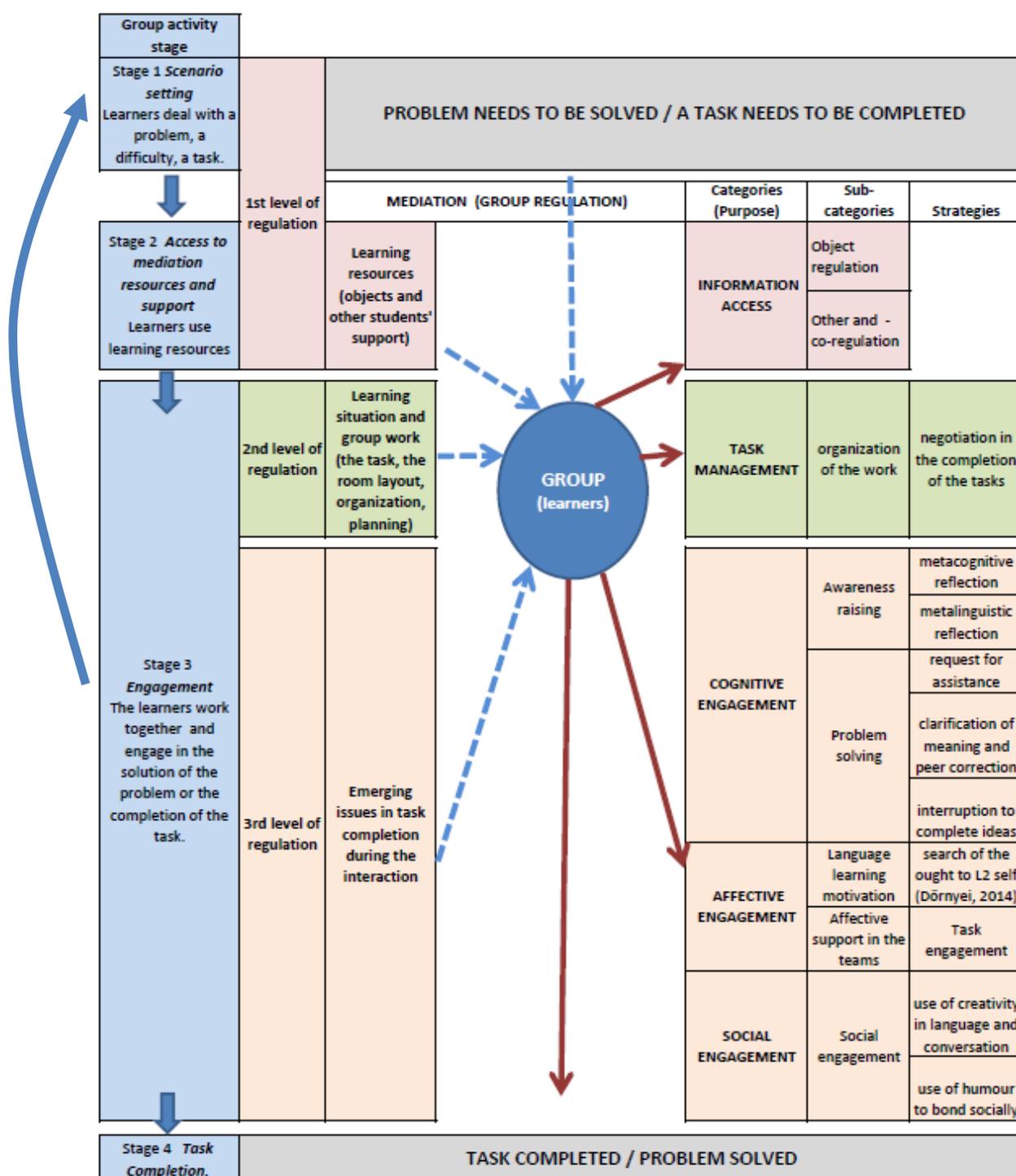


Figure 6. Model of Group Mediation for Beginner English Learners in Task Completion

What is different about this model is that it's from a group perspective; for example, in a later stage of the activity, the students take control of the learning situation and the group dynamics in which they determine how they are going to perform the task. Finally, the most complex level of regulation represents cognitive, affective and social issues which occur while the students are working to complete the task

4.11.1 First Level of Regulation, Regulation of Mediating Resources

According to the stages of group interaction, the model indicates that the tasks are the first learning tools that the learners come into contact with as part of the group experience. From this point on, the learning procedure is set. At this stage, not only do the learners deal with the task or an activity to complete, but they might also be faced with a problem to solve. The group is mediated at first by this scenario and the conversation takes the direction either of suggesting a solution to a problem or bringing the activity to an end (see the arrow that goes through the middle of the diagram).

This kind of regulation is also known as "object regulatory activity," since the "agent" of control is the object and the "receiver" of that information is the learner. This is the traditional way of looking at object regulation. However, it is necessary to extend the level of control taken by the learners once they use the objects to help others. The agents of control change and those on the receiving end of its effects do too.

In the diagram, this first level of regulation alluded to the learning resources as possible objects and to other team members. However, it also refers to the situational learning context, ideas and language as symbolic resources to mediate learners' interactions. The elements in play are not visible learning objects but symbolic ones.

As they are working in teams, the learners also rely on the mediation and assistance, either implicit or explicit, from the other people in those teams. There is also an implicit type of regulation in which the others assist with their own actions.

We may conclude that the mediating resources in this level of regulation can be of diverse origins and exert some influence over the conversation and the participants. The mediating resources include tasks and activities, instructions of the tasks, problems and difficulties faced during the learning situations, contexts on a micro and macro level (from the physical setting of the classroom to the English language learning context), physical learning objects such as dictionaries, pictures, books and notebooks, gadgets (laptops, iPhones, iPads), symbolic tools such as the language (this could be L1, L2 and interlanguage), psychological tools such as the participants' motivation and their actions. All these resources are mainly used by the learners to gain access to helpful information and knowledge to bring the task to a successful conclusion.

4.11.2 Second Level of Regulation, Task Management Regulation

Task management refers to the way in which teams organise their group work dynamic in order to complete the activities. On this level of mediation, the learners read the task, plan the activity and take implicit or explicit decisions concerning the organisation of their work. Organisation emerges naturally in team work, i.e. when the learners are working on their own, they find ways to organise their activities and adapt them according to their own interests and needs. In the meantime, they make decisions by negotiating with their teammates. These are ways of regulating their activity within the groups in order to achieve their objectives.

There are two main ways in which beginner English language interact in terms of regulatory activity concerning the management of the task. They are: a) the organisation when taking the floor in conversations, and when giving it to others, and b) the ways in which learners decide to change the direction or dynamics of the task while performing it, which is referred to in this document as "negotiation." Both interactions require a certain level of control from the learners.

An interesting observation was that the teams generally follow the model of the learner who starts the activity. Once a learner takes action and controls the group dynamics, he or she normally sets the tone for what will follow.

Even the language of discussion is important, as the way this particular learner starts will affect the whole team. It is understandable to find that they organise their activity mainly in L1. The decision making is mostly done in Spanish as they seem more confident using their native language.

The teams make decisions on their turns related to which activities to skip, who goes first or next when it comes to answering a specific question and when considering that a learner is not participating enough, they point to that person and encourage them to talk. The group members also create their own non-explicit internal norms which can be seen in their conversation, such as trying to use L2 for the maximum amount of time possible in this study.

To sum up, the members of the teams succeeded in organising their own activities and participations. The interventions they carried out during the organisation process were designed for the sole purpose of reaching the ultimate goal: the completion of the task.

4.11.3 The Third Level of Regulation: Regulation of Task Engagement

The third level of regulatory activity is associated with the practices adopted by the learners during their conversation. It is noticeable that learners engage with each other during the task completion, while dealing with the cognitive, affective and social aspects involved in the conversation. The complexity of regulation as a field of study lies in the characteristics of these elements.

First it will be necessary to define each of the domains mentioned, with the intention of providing the reader with a specific framework of where to start. The cognitive domain includes all the attention, comprehension efforts and learning strategies the learners use to solve the problems they face.

The affective area refers to the emotional control and motivation that the learners exert when completing the task. The last domain highlights the social skills the language learners in this study develop while engaged in conversation. When the domains mentioned appear in the interactions, the learners develop the skills needed to manage their conversations and language use in the pursuit of completing the tasks.

At this level, the discussion goes beyond the grammar and vocabulary that learners use and looks at the control that beginner learners of English exert in conversation management, mediation and negotiation. This activity brings about a set of elements which suggest that regulation is a complex mechanism and that each element has a specific function during the interaction process. The cognitive, affective and social domains of the learners are the interconnected elements which play a part in the complex system of regulation.

The model of group regulation (see Figure 6) highlights five categories of regulation that learners incorporate into their teamwork. It consists of three situational components of regulatory activity in the cognitive domain (the raising of awareness and problem solving), two in the affective (motivation for language learning and affective support among teams) and one in the social domain (nominated as social engagement).

a) Metalinguistic and Metacognitive Awareness

The first type of awareness found in beginner learners was the metacognitive. The participants of this study became conscious of their own knowledge, reflected on their own strategies - used to control their cognitive processes - and approach their own learning. The second manifestation of

awareness is the metalinguistic reflection, which is understood in this study as the skill of bringing the complexities of the target language into one's own consciousness.

Both kinds of awareness emerge from the activities and reflection within the groups and this becomes a problem when the learners demonstrate a lack of resources, or when they reflect on the language. When a member of the team shows an explicit awareness of his or her lack of knowledge, or a weakness, the other members try to help in a number of different ways. One of them is by using mediating resources such as reference books, the internet and dictionaries, or even previous learning experiences of approaching knowledge.

Nonetheless, this is at the same time useful because it allows language learners to discover their own skills and attributes. Not only this, but language use awareness can assist in developing a spirit of "wanting to know," learning for themselves and reviewing their previous knowledge.

Beginner learners speak about their use of strategic actions. For example, when a learner says that he or she has a problem with memorising vocabulary, the others could suggest repeating it or trying to use the word in context through writing or speaking. Another common way in which the learners get involved in the conversation in order to assist each other is by explaining how a particular language form works.

Another noticeable way in which one learner regulates another is by modelling a specific strategy that works for them, such as trying to use L2 most of the time, repeating words or phrases, writing down the meaning of a word or giving examples. These forms of regulation come from peers and imply mediation from another learner, who suggests and shares - or models - a strategic action designed to solve the problem. These strategies and explanations of the language are shared amongst the learners and can sometimes be seen in the development of the conversations.

It is also important to mention that not all the evidence of metacognitive and metalinguistic awareness that the learners possess leads to regulatory activity. It might stay at the same level of awareness without taking any further action. Hence, when other regulation occurs, the learners may successfully follow the solutions their teammates suggest. However, they may not follow any particular strategy and fail in the completion of the task - or follow other strategies they think might help them succeed.

b) Problem Solving

All the tasks in the study involve problem-solving activities, such as creating a story and discussing health. This category of regulatory activity transcends the problems stated in the tasks, which, as explained in the introduction of the model, it represents the first level of regulation. Problem solving is conceptualised as an emerged situational condition that the learners face in their interactions - a complication in the flow of the conversation.

This is a category where the learners ask for and offer assistance. What is shown in the conversations is that the beginner English learners commonly face problems both in their understanding of the language and in their ability to communicate. This is mainly caused by a lack of vocabulary and grammatical knowledge.

It is worth mentioning that when a beginner English language learner faces a problem, they can continuously switch from L1 to L2 and back again. This is fairly commonplace because the learners share the same linguistic background and naturally return to L1 whenever they find themselves struggling to communicate. Even so, the learners try to focus on their language learning goals while working in teams and attempt to complete the task using L2 as much as possible.

According to the findings of the data described in the Chapter, there are three kinds of strategic means used by the learners when dealing with communication problems. The first is when they cannot deal with the problem on their own, so ask for assistance from the others. The second strategy is when the learners want to clarify a meaning. They have an idea, but are not certain of the exact meaning of a particular word or phrase and ask for confirmation. The third common situation is the task itself, when it demands collaborative work from each member of the team. They assist each other in completing the activity but interrupt each other's interactions in order to provide assistance.

It was observed that the mechanisms of regulation in this type of interaction were repetitive and some of the patterns observed are presented here and summarised in the Table 27. The patterns described stem from the model of classroom discourse IRF Initiation-Response-Feedback given by Sinclair and Coulthard (1975). Despite the fact that these patterns seemed unnatural in everyday discourse, they proved to be successful for the learners' purpose, which was to be assisted (regulated) by their peers. It is important to bear in mind that these patterns came about as a result of the observation of the interactions and are presented here as general and common interactional models. However, the learners' interactions cannot be limited solely within the confines of these patterns as there were other forms of communication beyond these limits.

Table 27 Patterns of Speech in Cognitive Regulation

| Situation | Definition | Patterns of Speech | |
|------------------------------------|---|--|---|
| Ask for assistance | Speakers ask each other and help each other | QUESTION - RESPONSE - USE OF RESPONSE | |
| Clarify understanding | A participant does not understand and another one gives an explanation. | INITIATION - REQUEST FOR CLARIFICATION- REPETITION /TRANSLATION OF INITIATION | REQUEST FOR HELP /CONFIRMATION - CONFIRMATION - COMPLETION |
| Completion of ideas (interruption) | A participant is speaking and another interrupts to complete an idea. | OPINION – INTERRUPTION AND COMPLETION OF IDEA – AFFIRMATIVE/NEGATIVE REMARK | |

These patterns of speech were only found in this type of regulation when the learners were struggling to communicate. The reason for this might be because much of the conversational content focused on the barriers the learners came up against; in terms of their vocabulary or doubts they had about how to say certain things in the target language.

c) Motivation and Affective Support

Regulation in motivation stems from the awareness that learners develop concerning the social demands of the relationship between speaking English and business, technology, science and entertainment. Speaking English then becomes a necessary skill to learn.

Beginner English language learners in general believe that English represents an opportunity for them to participate in a context where they can develop, so they then focus their attention on learning English. These learners engage in their process of learning as they highly value its usefulness, as it was observed in the conversations. Thus, their motivation regulates their performance in their learning.

Affective factors show to play important roles in the language learners' interactions. It is commonly seen that the learners need to manage their stress and control their emotions while they are using the L2. The support the team members offer in this process is invaluable and definitely helps, as the results show.

The learners rely on the support of their peers, therefore ensuring that co-regulation occurs in the completion of the tasks. The learners regulate each other's emotions whenever the teams come up against a stressful activity, and normally try to be respectful and supportive at all times. This environment ensures that cohesiveness and trust among the members of the teams and, as a result, they end up asking for help from their peers without worrying too much about making mistakes.

Regulation is activated when the learners support each other during their interactions through the use of positive evaluative remarks. The teams show positive support throughout, especially when a team member is faced with a problem, or whenever they feel anxious. The activities were challenging and the learners acknowledged in their assessments the importance of the cooperation and support they received.

d) Social Engagement in the Conversation, Creativity and Humour

Conversation implies a cooperative exercise in the engagement of participants in a shared system of communication, values and beliefs. Hence conversation is co-produced within an environment of collaboration, respect and creativity - cultural elements that cannot be ignored in language learning. These elements play a critical role in mediating social activity and cognition in a group of learners, as we shall see.

Learners easily engage in the conversation when familiar topics are being discussed. The opportunities given to speak in the target language provide the learners with a relaxing atmosphere in which to share their experiences and socialise, so that communication becomes meaningful and enjoyable. They talk informally about their lives and experiences, before the topic of discussion turns into meaningful and authentic communication.

The results of the analysis of the conversations show that learners quickly become engaged in the topics and even start asking each other questions about their likes and dislikes, personal experiences, and so on. This helps create a friendly atmosphere and also brings a sense of acceptance and inclusion into the team. In this type of mediation, the dialogues become authentic, since the learners use the target language for the real purpose of getting to know each other.

The regulatory activity occurs thanks to the use of speaking as a mediational and symbolic resource used to control the task, its instructions and interpersonal team relationships. The topic is also regulated so that students take the initiative when it comes to asking each other questions.

A common strategy applied by beginner language learners to mediate social bonding and collaboration in the tasks is the use of repetition. Repetition and modelling are also forms of regulating the social bond that exists within the groups. This is to say that the group regulates the use of language, the task and their interactions in order to bond socially and create a common sense of belonging, of being part of something special, among the members of the group.

In the exchanges, the learners also use creativity and humour, two elements that are believed to promote a sense of cohesiveness in the group. These elements are used as mediators in communication and interpersonal relationships and the role they play in the social aspect of regulation is important, since they make conversation - and therefore progress - happen.

Creativity is a resource used by some of the learners to communicate in a local form of language. This means that creative use of language is a shared emergent activity in a group within a particular cultural context, where a group shares beliefs and a value system. The analyses of the conversations show aspects of cultural understanding in relation to the participants' shared Mexican culture. There is an awareness of different cultures and the learners make stereotypical generalisations when comparing other cultures to their own.

Beginner learners are still unable to fully understand the complex culture of L2. The culture of L2 is limited to mentioning well-known names and titles - mainly from the UK and North America - in the field of arts and entertainment, such as *Madonna* and *Charlie and the Chocolate Factory*. This is important because it makes them aware that they are dealing with different identities and cultures.

In their collaboration, the participants also demonstrate their creativity by using a touch of humour. The learners attempt to use creative resources when playing around with the language forms in order to regulate the engagement and level of interest of their peers.

The analysis of the data from this study suggests that beginner English learners use humour to bond socially with others. The laughter that learners provoke in their teams leads them to believe they are developing a rapport with each other. It also means they release built-up tension when using the target language.

A common way in which beginner English learners incorporate humour into their interventions is by using incongruity and absurdity to describe certain situations. What might sound absurd in their native language (Spanish) might sound equally absurd in the target language (English) due to

shared, pre-conceived ideas. This suggests that this kind of humour has already been transferred from L1 into L2.

Using humour in the target language implies creativity and complex cognitive activity where learners share commonalities in meanings in L1. It also runs the risk of the person using it being misunderstood or not understood at all - which might ultimately lead to ineffective communication.

Even though it is not common to find many examples where creativity and humour are present in the conversations of beginner language learners, the examples that do appear are worth mentioning since humour pops up in each team's discussions. However, during their interactions with others, the learners try to use humour to regulate their social bonding activity and their learning.

Some humorous interludes presented in this study were characterised by the use of words with phonetic similarity, the use of taboo or sexual words, and absurd comments, which elicited laughter from the members of the groups. The tasks did not involve this kind of language initially; it just naturally occurred during the flow of the conversation.

Chapter 5: Conclusions

5.1 Introduction

This chapter attempts to conclude the thesis. The first section looks into results of the study in order to provide answers to the research questions formulated. The findings in the substantial data produced by the study yields information summarised in a model of regulation (Figure 6). It is worth noting that the model of group regulation presented in Section 4.11 highlights the social component of the process, covering the interpersonal relationships of the group members and the efforts they make to communicate during the early stages of their language learning. Nevertheless, the model also holds a series of limitations explained in this Chapter, despite being established within the theoretical grounds of SCT and the empirical activity of the participants.

The Chapter also explores the pedagogical implications of the research findings, providing readers with an insight into the benefits of the model in language learning and teaching. The section will also examine the viability of applying the proposed model to any other context where English is taught as a foreign language, such as that of Mexico. The proceedings will end highlighting the contributions and implications of the thesis, and will also suggest possible venues for further research.

5.2 Limitations of the Model of Group Regulation

The research was initiated in order to help better understand self-regulation. It gradually evolved and ended up as a study of group mediation, after having observed how focused the learners were on the successful completion of the tasks. This does not mean that self-regulation was irrelevant in group regulation or that it does not occur. On the contrary, the group regulatory activity is a preliminary step towards self-regulation.

Even though we looked at some of the self-regulatory procedures carried out by the participants previously in the Analysis Charts presented in Chapter 4, the group regulation model does not reveal how they came to self-regulate. The focus of the model was on the regulatory mechanisms related to the group interactions and the effect these mechanisms had on group performance, rather than an analysis of the learners' private speech.

From the interactional perspective of the model, the analysis was based on the collaborative dialogue and the results were integrated into the model of mediation (Figure 6) - which denotes the complexity of group work. The complexity lies in the interconnection of the mediational elements, which play a part in the process of collaboration, and in the investigation, the researcher undertakes to examine the effect they have on the various groups.

The interpretation of data and using it to fill in a table is a limitation in itself, since the interactions and regulatory activity in the groups were far more complex than expected. However, the model of group regulation offers a starting point for future research in the field and widens the possibilities for enrichment.

The model attempts to explain how group regulation works through the interactions of beginner English language learners with the intervention of communicative tasks in a specific environment, that of a Mexican context, where the learners were left unsupervised to complete the activities. The conclusion reached, in general terms, is that mediation is a complex but dynamic construct.

While the group model only covers three levels of regulation and three domains of regulatory activity in the conversation, their components overlap in many ways. The generalisation of the interactions in the model can be an issue of discussion since the use of specific strategies to regulate the different levels of interaction will depend on the learners' needs, interests, language abilities and the learning task.

Learners will always have different skills, previous knowledge and interests, which can enrich the group experience. Nevertheless, the way in which they interact with others may change from context to context and from group to group. Individual differences among the participants will certainly affect the results in the groups. What the model attempts to show is the generalities of what occurred in this study. Further research in other contexts, with other students, could provide more validation.

Complementary to what has been discussed above, the qualitative model of research and the way in which data has been described (the conversation analysis) limit the generalisability of the model. It was designed to move away from the repetition of features and patterns, so the categories were defined. However, due to the low number of occurrences in certain categories, such as the ones in social regulation, it is impossible to validate the model for general use.

Following the same criteria of discussion, elements such as culture, humour and creativity are not normally included in the vast literature of English language learning regulation. What we call

social regulation was analysed from the emergent interactions as part of the process of learning. Learning is usually identified as a cognitive activity and the social aspect of it tends to be cast aside.

The microgenetic analysis carried out in each snippet of conversation, line by line, allowed the researcher to scrutinise the development of regulatory mechanisms and their patterns in simple pieces of conversation. Despite the advantages of this method of analysis, the progress is observed, but not in the long term.

It is important to be aware of the fact that learning is not a linear process. The progress or the "apparent learning" that takes place during the dialogues might not be internalised by the learner, which might well be a down side of the model. In other words, the model is based on repeated dialogues heard in small snippets of conversation rather than the effect of the regulatory activity in their long-term learning. The model explains the levels of regulatory activity attained and the understanding of how group mechanisms of regulation help the learners use L2 to communicate - and to provide solutions to the difficulties they face.

The study was intentionally applied in an artificial context attempting to provide a natural experience of interaction, but more research is needed to verify the level of development reached. Furthermore, more discussion is required to define to what extent the three domains: social, cognitive and affective intertwine during regulatory functions.

5.3 Discussion on the Research Questions

In this section, the research questions will be discussed based on the results presented in the previous Chapter - and the discussion in the opening section of this chapter. In order to solve the inquiries of the study, it will be necessary to first allude to the research questions (RQ) formulated in Section 2.9:

The first question (**RQ1**) inquired about how English language learners at a beginning level regulate their group work interactions while they are completing communicative language learning tasks

Since the main aim of the research is to understand the regulatory activity in this context, the results were noted and described in the model of group regulation (Figure 6) presented in Section 4.11. The model describes systematically the group regulatory mechanisms from the beginning of the interactions during the tasks right through to their completion (Sections 4.11.1 – 4.11.3).

Three levels of regulation were found. The first refers to the mediational resources used in the task completion (Section 4.11.1). The second level refers to the process in which the learners manage their own organisational skills to complete the task (Section 4.11.2) and the third refers to the factors that intervene in the learners' participation as they converse (Section 4.11.3).

The analysis shows that the complexity of group regulation becomes evident when the learners engage in the conversations and therefore cognitive, affective and social (Section 4.11.3) aspects of interaction intertwine throughout the process to mediate the learners' L2 language use and overall communication. The model mentions the characteristics and different manifestations of regulatory activity within the groups (also discussed in Section 4.11.3).

These learners show how they regulate their cognitive activity by developing metacognitive and metalinguistic awareness and problem solving abilities by providing and offering assistance to other members of the group. The learners also highlight the need for affective support and the conversations show their concern about achieving their ideal representation of an L2 speaker because of utilitarian reasons such as getting a good job. Finally, these learners also use their creativity, a touch of humour, cultural references and personal experiences in order to be able to bond socially, formulate solid interpersonal relationships and generate a friendly and collaborative environment (Sections 4.5, 4.6, 4.7 and 4.11.3).

Concerning regulation in terms of patterns of speech emerged in the conversation analysis; Table 27 and the discussion in Section 4.11.3 serve to present the characteristics and details. The interactions normally take unpredictable directions and forms. However, it is common to see that when the beginner learners face lexical and grammatical difficulties, they use repeated patterns of interaction in order to solve these complications. In this way, they regulate their cognitive activity.

The second question (**RQ2**) relates to the advantages that group work offers to beginner English language learners (over individual work).

The findings show that group work definitely present advantages for beginner English language learners to solve their problems while they are interacting in the task completion. They usually rely on their learning objects and the support of other participants to solve them. Although they still present a lack of enough strategies for effective learning, the group support generates important contributions for their learning. Some of the strategies these learners need to develop are, for example, to learn how to use the dictionary appropriately. They normally deal with lexical

and grammar problems; however, their motivation to stay in the groups and share with other learners is higher.

As discussed in the literature (see Section 2.6.2), regulation is a beginning step in becoming more autonomous in the learning process. This study probes that working in groups also helps beginner English language learners to practise their autonomy. The decisions they make and actions that the learners take are simple demonstrations of autonomous practices. The groups organise their activities in simple decision making, while managing their groups' dynamics, for example.

Another manifestation of autonomy is seen when the learners are taking the decisions of skipping a question or an activity in order to talk about something that seems relevant for them instead of following with the task as it was established. Another simple manifestation of autonomy is the simple fact of attending the meetings every week and their engagement in the activities they had to complete. They showed a high level of commitment and responsibility with their language learning process; perhaps because of the motivation they had (Section 4.6.1).

In general, the beginner English language learners demonstrate an ability to control the way in which they organise their group activity - and their interactions - by managing the conversation and negotiating their dynamics (Sections 4.4 and 4.11.2).

The last third question (**RQ 3**) encompassed the perception that beginner English language learners had towards their group work experience.

The learners provided insightful reflection in their diaries (see Section 4.9). They clearly felt they had learned considerably in their groups and that working in groups had helped them acquire vocabulary and L2 grammar - as well as improving their pronunciation and communication skills (see Sections 4.9.1 and 4.9.2). Although the learners' perceptions given in the group feedback manifested that they felt the teams supported them, they also recognized not having the appropriate strategies yet to communicate effectively.

The groups developed metacognitive and metalinguistic reflection in their communication and agreed it was important to share their emotions with their teammates - which resulted in them receiving support from the others. The learners enjoyed their activities and were keen to meet and befriend their peers (see 4.9.3). They also considered their collaborative work to be useful and helpful when it came to making friends.

Adult English learners - even those who are beginners - can communicate and solve problems with what they have learned in L1, even though their communication is normally limited in terms

of vocabulary and grammar. Nonetheless, with practice, these learners can improve their use of the L2 as they gradually become more confident when using it.

To conclude, the model attempts to provide a valuable understanding of group regulation and to highlight the extent to which it occurs in conversation. It also intends to provide English language teachers with an overview of the benefits of fostering group work in the early stages of English learning, which in turn leads to different teaching and learning practices.

5.4 Pedagogical Implications of the Study

The findings of this research have a number of implications for English language teaching and learning. They offer relevant data of how the target language is used in conversations among English learners as they interact in group work. The study shines a light on the function of regulatory mechanisms developed in the groups as they set about completing the learning tasks.

In the following subsections, the main elements of this study in relation to English learning and teaching will be presented. There were three main angles implicated in the study: a) the language use of the beginner learners of English, b) the effect of communicative English learning tasks on beginner learners, and c) the field of English language teaching and learning.

5.4.1 The Use of Language among Beginner English Learners

In previous Sections of this thesis, it was explained that the English language in Mexico is considered a foreign language and used to communicate with international people at work or when travelling (Shepherd; 2015). English is also used in art, culture; entertainment and science. Consequently, it is important - and advisable - to encourage learners to use the target language as much as possible, firstly by exposing them to communicative tasks, which can be crucial as they are starting from square one.

In the study, we see how these particular English language learners make an effort to use the target language for communication. The L2 mediates the interaction and communication, as it is constantly noted that learners encourage each other to speak in the target language rather than L1. Nonetheless, it is evident that the context in which the task completion takes place allows some flexibility when it comes to using either English or Spanish to communicate.

In other words, due to the fact that the learners' native language is Spanish, they naturally switch from one language to another, as it appeared to be allowed in the groups. In this sense, the

researcher subscribes to the belief that the integrative, mediating position of L1 is a valuable resource for beginner learners.

The learners' awareness of their difficulties when using L2, and their subsequent reflection on these difficulties in L1, lead them to a sense of collaboration, solidarity and support from within the groups. The regulatory activity of L1 and L2 emerges when they face a communication problem or when they organise the task activities. For instance, the learners used L1 to negotiate the completion of the activity. It is also common to repeat either a word or phrase in English or to translate what someone has said in order to make the meaning clearer.

The learners organise and create their own methods of communication, designed to make their contributions unique and valuable. The way they plan the conversations and the patterns of communication in L1 highlights their real language needs. In this sense, the instructional courses and language learning materials could provide the learners with the appropriate language forms to maximise the use of L2.

L1 plays a mediating role when explaining things to others, when reflecting on the language, whenever the students are involved in group interaction and in organising group activity, while L2 was mainly used to complete the task. Developing an understanding of how L1 and L2 are integrated in communication and in their mediating roles greatly contributes to the flexibility English teachers and learners must maintain in the classroom. Instead of forbidding the use of L1, teachers could look at strategies to help learners communicate and foster their engagement in the use of L2 whenever they are struggling with the language.

5.4.2 Implications in English Learning Tasks

Language instruction in the classroom does not necessarily lead to learning, as we saw earlier in this thesis. To some extent, the language activities determine the quality of the outcome the learners achieve. However, these activities do not guarantee that the students will learn and memorise a specific content.

The tasks in this study were designed for the purpose of language use and for the learners' optimisation of their learning resources. At the same time, it was important to challenge them to practise what they have learned during their language course. Despite the fact that the tasks included topics related to the course textbook, the learners also regulated the tasks by deciding which activities to skip and how to complete the ones they did not skip. This may be incorrect in

the eyes of a teacher, but it develops into a real opportunity for the learners to become more independent and deal with their problems on their own.

It is important to stress that this study is not saying that teachers are unnecessary. On the contrary, beginner English learners depend a great deal on the help that only a teacher can provide. What this study is suggesting is that teachers need to give the learners opportunities to construct meaningful interactions in order to project what is important and interesting to them. These opportunities come about usually through the mediation of communicative tasks.

Teams learn to manage their interactions through communication, and tasks are a good way of helping with this process. In other words, the tasks help the learners to build meaning together, but at the same time, they represent an opportunity for the development of social skills, enrichment of thought and creativity. In short, tasks are mediating resources used to trigger the communicative process. It is using the task that the learners are able to start regulating the direction the topic of conversation is taking, as well as their own contributions.

The activities seem appealing and the learners feel engaged, using their creativity to develop naturally as part of a team. It is not a matter of whether or not they complete a task, but how they deal with it and how they interact - and how they regulate the group activity. To conclude, conversation among adults goes way beyond the learning task.

Comparing the activities in each of the tasks, it is important to mention that for beginners, it is more useful to work with controlled activities. In T1 and T2 the learners made more of an effort in terms of language production, but T3 required better organisation from the learners. According to their diaries they found T1 and T2 difficult, but T3 was more mechanical due to the repetitive nature of the dynamic they followed.

Besides describing certain characteristics related to the design of English learning tasks, it is important to mention that the group regulation model (Figure 6) presents the stages of regulatory activity and provides information about the tasks themselves (see Section 4.11). It was discovered that each task consisted of four stages: setting the scene, access to mediating resources and support in order to complete the task, the engagement stage where the communication takes place and finally task completion.

Learning about the importance of mediating resources and the stages at which the groups interact to complete the activity might be useful for the language learning material designers, the teachers and the language learners. Understanding the process of mediation during the tasks may

potentially see the tasks grow to become resources designed to trigger conversation within different contexts and with different learners.

5.4.3 English Language Teaching and Learning

The main implications of this study are related to English language teaching and learning. First of all, the study shows that even beginner English learners need to be given opportunities to communicate. While working in groups, there are a range of strategies they develop and practise. They also learn from other learners and communication becomes more meaningful and authentic. Teamwork facilitates regulation, since the learners take control of their own learning process, their organisation and communication. They also develop problem solving skills.

It is the job of the English language teachers to do the following: prepare an effective environment for learning to occur, empower the learners to make their own decisions, encourage them to use their resources, promote continuous self-assessment and provide post-session feedback. It is also necessary to come up with simple tasks for group discussion, in order to create a collaborative environment.

Passing control of the learning experience to the teams requires a level of trust from the language teachers and a great deal of effort from the learners. Initially it was hard for the learners to accept this alternative way of working, but they particularly enjoyed the opportunity to make friends and use their resources. It is clear that learners feel confident when working with others and learn to deal with problems as they go along.

Additionally, it is during the communication process that learning occurs, as the learners start to use their linguistic resources. They bring in previous knowledge, practise their strategies and discover new ways of learning the language. It is in the group work that learners can start to raise awareness too, generally considered a key factor in academic success and a suggested inquiry made to the educators.

The results of this study show that the regulatory activity the beginner learners perform in their groups lead to internal forces acting for the benefit of learning and communication, which is due to the support given by teammates. It is vital that language teachers are aware of this so that the focus of their courses is to understand the learners' interactions in group work, the mechanisms they use to manage their conversations and whether they trust in their own abilities to complete the task.

This does not mean that regulatory activity leads to successful language learning, but rather to the discovery of strategies and the use of resources, both to solve problems and to communicate and socialise with other learners.

5.5 Limitations of the Research

The limitations that come with carrying out research of this nature present themselves in various ways. The small number of participants, the characteristics of the population and the specific application of the research are all restrictive. However, the study helps participants in other ways.

The participants in this study were of the same nationality and all of them speak Spanish as their first language. They were all adults with the same educational background and with an (apparently) similar level of English - true in the sense that all of them were taking their first English language course. However, two learners with an identical knowledge of English are simply not possible.

As we saw in the analysis of the conversations, what one learner lacks, another can provide. Therefore, heterogeneous knowledge and experience will always bode well for the purposes of learning, as it becomes a richer, more interactive performance. This limits the research too, though, since all the participants have different cognitive, social and affective resources, and when they put all this into their interactions, the study can bring about different findings.

One of the advantages of this study is that all the participants were motivated to take part in the conversations. They all wanted to participate because they were eager to use what they had learned in their courses. English learners, when they start working with the target language, seem more motivated than other learners do and none of them wants to quit. However, other studies might have a different effect on the participants or perhaps, other participants might have different reactions in a similar study.

The participants in this study assumed group work was a good way of practising their English. That said their pre-conceived ideas concerning their dependence on their teacher were not easy to overcome. When the study began, the students were reluctant to take control of their activities. Nonetheless, they kept a positive attitude towards the new system of working, which subsequently had a positive effect on their research.

As to the gender of the participants of this study, only four of them are male - having more men involved could have yielded different results. Even when trying to control the variables of this

study, there are still limitations in regards to the personal characteristics of the participants and the settings. No two learners or settings are identical and the characteristics of each could well change from what is presented here.

As far as the methodological intervention is concerned, the interpretative character of the research can also have affected the categories presented in the model. The research was not designed to generalise the results, but to observe, understand and interpret the regulation process in group conversations in this context. This study was grounded in an interpretative approach and the researcher offers an opinion based on the own understanding of regulation. This means that total objectivity is not possible, despite the neutral stance taken by the participants and the team behind the task.

Regarding data collection and the use of CA to analyse the results, the limitation comes with finding conversation that occurs naturally during the solving of specific tasks. Future studies of group regulation will have to look at studies of more natural conversations carried out by a wide variety of beginner English language learners in Mexico - as well as similar conversations that take place elsewhere.

5.6 Implications for Future Research

First, it will be necessary to apply this research to wider contexts in order to give validity to the model, or to adapt and change it. It would be necessary to replicate the study in other contexts related to Mexico, or to other Latin American countries where English is taught as a foreign language, such as in universities with similar conditions. More qualitative research needs to be conducted in the context of higher education, with the focus on interaction and conversation analysis. Research into the way men and women conduct themselves during group regulation could provide valuable findings when it comes to understanding gender differences.

Another aspect necessary to explore is the role of creativity and humour in the regulatory activity, as this indication of social behaviour might introduce a different perspective to the theory of regulation in adults. A more in-depth look at the social aspects of regulation and the development of the pragmatic use of English in conversations with non-native speakers of the language could be of interest to ELT and to the study of language acquisition in adults. The idea of developing social skills in L2 through the transference of social strategies of L1 and then regulating these aspects of language in more advanced learners would also be important for the field of regulation in language learning.

This study began initially as a result of the researcher's interest in autonomous processes in language learning. It then shifted its focus to conversation management and the regulatory process used during group communication. A more detailed study, approached differently, could provide new insights into the role of group and self-regulation throughout the development of autonomous practices used in language learning.

In general, more research is necessary, in terms of regulation, language development and language acquisition. This would require longitudinal studies to observe changes over longer periods.

5.7 Summary and Concluding Statement

Investigating regulation in a group of beginner learners of English as a Foreign Language provides an important insight into the process of English language learning. Language teachers tend to focus on grammar and vocabulary and usually decide what the learners must do and when they must do it - something, which seems inevitable in formal education. However, giving learners the chance to participate with others who are in a similar position may also present opportunities for them to take control of their own learning. This means planning, monitoring, controlling and evaluating their performance.

Doing that within a group would be a richer experience for all concerned, allowing everyone to have their voices heard - which does not always occur in traditional classes. These group-learning practices are linked to the relationships the participants form and the support they give each other.

The findings of the study show that group mediation is a complex but dynamic construct. The study provides specific examples - courtesy of the students -, which reveal how mediation is a prime element in the relationship between speaking and thinking. The results show several benefits of group work activities, which answer a number of concerns about the interaction between beginner English language learners. First of all, these learners can solve the problems together, which will help them make the most of their learning experience - especially when they use the target language, as they also use their L1, and develop their cognitive, affective and social skills in the process.

Group work is essential for beginner learners of English because it allows them to use the target language right from the start. The students also find ways of mediating their lack of linguistic knowledge by using the knowledge they have already acquired. The regulatory activity that

emerges in the groups also fosters a sense of collaboration, friendship and a positive attitude towards language learning within a supportive environment.

The study should provide English language teachers with a better understanding of student performance during communicative tasks so that the arguments presented can loosen the constraints on language use in the classroom.

Appendix A Participant Information Sheet

Study Title: From Awareness to Engagement in Meaningful Conversation; Exploring Mechanisms of Group Regulation Among Beginner English Language.

Researcher: Ma. De Lourdes Rico Cruz

Ethics Number: 7195

Please read the following information carefully before deciding to take part in this research. If you are happy to proceed, you will be asked to sign a consent form.

What is the research about?

The purpose of the study I am carrying out as part of my PhD dissertation in Modern Languages is to look at how English language students interact and learn in collaboration while solving tasks in the self-learningcentre, in a Mexican context. The self-learningcentre needs to be promoted as a space to provide opportunities for group reflection, communication, negotiation, shared understanding and social interaction as a means of language learning, and as a way of exercising autonomy.

Why have I been chosen?

You are being invited to take part in this study because you are an English language learner. All the participants in this project are adults (over the age of 18) and are in-service teachers of Basic Education in Mexico.

If I agree to take part, what will be the next step?

If you agree to take part, we will have an initial meeting with the other participants to confirm you are fully aware of what is required of you, which is primarily participating in solving tasks (related to ELL) in collaboration with other people in teams. After this, you will be given a consent form to read, fill in and send back to me before the study starts.

You will be put into one of four groups of four. Each group will be given three tasks to solve and a month to spend on each one. You will meet for an hour a week at the self-learningcentre to discuss the task and try and find a solution. There you will also find useful materials. The complete session will be audio and video recorded and I will be observing and taking notes, but not participating.

You will also be given a diary to be completed once a week (after each session) for you to write down your thoughts, reflections and impressions.

Each month, you will be expected to present your results in a rubric - an evaluation format for you to discuss how you felt, what you noticed and to self-evaluate your progress and your work as part of a team. The study will last from January 2014 to April 2014 (the same as your language course). The calendar below will help you organise your work in teams.

Are there any benefits to my taking part?

This is a unique and highly rewarding opportunity for you to develop your independent learning skills, and you should also find that your spoken English improves as a direct result of working in such a collaborative and friendly environment.

Are there any risks involved?

There are no real risks involved, although you will be audio and video recorded during the learning sessions. I am simply there to observe your participation.

Will my participation be confidential?

All the information you supply during the research will be held in the strictest confidence and any published results will maintain this confidentiality. Your data will be safely stored in a locked office and on a computer protected with a password known only to the researcher.

What happens if I change my mind?

Your participation is voluntary, so you have the right to withdraw at any time. Your decision of whether to participate or not will not affect your relationship with your job, institution or any other person involved in the project. All data collected prior to your withdrawal will be destroyed as soon as we have been informed of your decision.

What happens if something goes wrong?

In the unlikely event that you have a complaint related to an aspect of this research and/or the way it is conducted, please contact:

Dr. Martina Prude, Head of Research Governance
University of Southampton
mad4@soton.ac.uk

Ms. Vicky Wright
University of Southampton
V.M.Wright@soton.ac.uk

Where can I get more information?

If you would like more information about this research, please contact:

Ms. Vicky Wright
University of Southampton
V.M.Wright@soton.ac.uk

Ma. De Lourdes Rico Cruz
mlrc1f11@soton.ac.uk

Appendix B Risk Assessment Form

Activity:

- 1) Observation of participants while solving problems in collaborative learning tasks (they will be audio and video recorded).
- 2) Keeping a diary.
- 3) Problem solving activities in collaborative learning teams and self-evaluation of the participants' performance and learning.

Locations:

A Mexican Self-learning Centre (at The Autonomous University of Queretaro, Mexico).

Potential Risks:

- 1) The participants might feel stressed while being observed or recorded.
- 2) The participants will be asked to keep a diary, but may feel that it is an invasion of their privacy.
- 3) Interactions among participants involve possible frustration, stress, and aggressiveness.

Who might be exposed/affected?

Due to the number of activities involved in this project, the participants might be affected as it is a learning experience.

How will these risks be minimised?

- 1) The participants will be informed of their discourse being audio and video recorded and will be invited to participate voluntarily. The tasks are designed to engage the learners and allow them to feel fully involved. This can also help to prevent them from being distracted by the recording equipment.
- 2) The risks mentioned regarding the diary will be minimised by explaining in detail the information of the study and by giving the participants a guide on how to use the diary (it is attached as a document).
- 3) It is important to mention at the beginning of the study that this is a learning experience and that a positive attitude towards learning will help when it comes to solving problems. It is also important to mention that making mistakes is part of the process.

Risk Evaluation: **Low / Medium / High**

Can the risk be further reduced? **Yes / No**

Further Controls Required:

Date by which further controls will be implemented:

Are the controls satisfactory: **Yes / No**

Date for Reassessment:

| | | | |
|----------------------|-------------------------------------|-------|-------|
| Completed by: | Ma. De Lourdes Rico Cruz | | |
| | _____ | _____ | _____ |

| | | |
|------|-----------|------|
| Name | Signature | Date |
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| | | | |
|--|-------------------------|-------|-------|
| Supervisor/Manager (if applicable): | Ms. Vicky Wright | | |
| | _____ | _____ | _____ |

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| Reviewed by: | | | |
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| Name | Signature | Date |
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Appendix C Consent Form

Study title: From Awareness to Engagement in Meaningful Conversation; Exploring Mechanisms of Group Regulation Among Beginner English Language.

Researcher name: Ma. De Lourdes Rico Cruz

Student number: mlrc1f11

ERGO reference number: 7195

Please initial the box(es) if you agree with the following statement(s):

I have read and understood the information sheet 01 (20/07/2013) and have had the opportunity to ask questions about the study.

I agree to take part in this research project and agree for my data to be used

I understand my participation is voluntary and I may withdraw at any time

I agree to be audio and video recorded during my participation.

Data Protection

I understand that any information collected from me during my participation in this study will be stored on a password-protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Statement of Consent

I have read and understood the information about this study. By consenting, I understand that my legal rights are not affected. I also understand that any data collected as part of this research will be kept confidential and that published results will maintain that confidentiality. Finally, I understand that if I have any questions about my rights as a participant in this research, or if I feel that I have been placed at risk, I may contact the Administrator of the Ethics Committee or the Humanities Department at the University of Southampton, SO17 1BJ, UK. Phone: +44 (0)23 8059 4663. Email: C.Cooke@soton.ac.uk.

I certify that I am 16 years or older. I have read the above consent form and I give my consent to participate in the research described above.

Name of Participant (print name).....

Signature of Participant.....Date.....

Appendix D Task 1. Successful Lives

PRE-ACTIVITY: Preparation Activity

Discuss the following with your classmates:

1. Choose five successful people. Complete the following chart.

| NAME | PROFESSION / OCCUPATION | WHERE IS HE/SHE FROM? | WHEN WAS HE/SHE BORN? | WHY IS HE/SHE SUCCESSFUL? |
|------|-------------------------|-----------------------|-----------------------|---------------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

ACTIVITY:

1. Surf the Internet and find information about successful people. The following websites are a good place to start:

http://www.huffingtonpost.com/2013/09/25/successful-people-obstacles_n_3964459.html

<http://www.nytimes.com/pages/obituaries/>

<http://www.businessinsider.com/26-successful-people-who-failed-at-first-2012-7?op=1>

2. Choose a successful person and describe him/her physically.

3. Discuss the following questions:

What characteristics do you find in successful people? What makes a person successful?

Do you have a dream? What would you have to do to make your dream come true?

What advice would you give to someone to help them achieve their dreams?

POST- ACTIVITY:

1. Listen to the following songs:

<http://www.youtube.com/watch?v=I0uSn9zXITwandhd=1>

<https://www.youtube.com/watch?v=VjEq-r2agqc>

2. Follow the songs (See the sheets with the lyrics):
3. Which song did you like best? Why? Discuss in your team

DON'T GIVE UP (BRUNO MARS)

When you want to do something that's new
 and it seems really, really hard to do
 You feel like quitting, you feel you're through
 Well I have some advice for you

Don't give up, Keep on trying
 You're going to make it
 I ain't lying
 Don't give up, don't ever quit
 Try and try and you can do it
 Don't give up, yeah

If you want to catch a ball
 But you're having no luck at all
 The ball hits your head, it hits your nose
 It hits your belly, your chin and toes
 Well, try and try and try again
 Keep on trying until the end
 You put your hands out in the air
 You'll catch the ball
 Yes this I swear
 Don't give up,

Keep on going
 You're on a boat,
 So keep on rowing
 Don't give up, don't ever stop
 Try and try and you'll come out on top
 Don't give up

You got yourself roller skates
 You put them on
 And you feel great
 You stand up
 Then you fall, don't think you can skate at all
 You get back up, then you trip,
 You skip and tip and slip, and flip
 You try and try and try some more
 Soon you're skating across the floor

Don't give up, keep on moving,
 You're going to get there, just keep on grooving
 Don't give up, don't pack it in
 Try and try, and you'll win
 Don't give up, no no no
 Don't give up, no no no
 Don't give up, no no no

DON'T GIVE UP (PETER GABRIEL)

In this proud land we grew up strong
We were wanted all along
I was taught to fight, taught to win
I never thought I could fail

No fight left or so it seems
I am a man whose dreams have all deserted
I've changed my face, I've changed my name
But no one wants you when you lose

Don't give up
'cause you have friends
Don't give up
You're not beaten yet
Don't give up
I know you can make it good

Though I saw it all around
Never thought I could be affected
Thought that we'd be the last to go
It is so strange the way things turn

Drove the night toward my home
The place that I was born, on the lakeside
As daylight broke, I saw the earth
The trees had burned down to the ground

Don't give up
You still have us
Don't give up
We don't need much of anything
Don't give up
'cause somewhere there's a place
Where we belong

Rest your head
You worry too much
It's going to be alright
When times get rough
You can fall back on us
Don't give up
Please don't give up

Got to walk out of here
I can't take anymore
Going to stand on that bridge
Keep my eyes down below
Whatever may come

and whatever may go
That river's flowing
That river's flowing

Moved on to another town
Tried hard to settle down
For every job, so many men
So many men no-one needs

Don't give up
'cause you have friends
Don't give up
You're not the only one
Don't give up
No reason to be ashamed
Don't give up
You still have us
Don't give up now
We're proud of who you are
Don't give up
You know it's never been easy
Don't give up
'cause I believe there's a place
There's a place where we belong

Appendix E Task 2. Healthy Lifestyle

PRE-ACTIVITY:

1. Talk with your classmates and make a list of activities that we can do to keep our minds, bodies and social skills healthy.

ACTIVITY (Role Play):

1. Imagine you are sick and are visiting the doctor. Explain what's troubling you.

Your doctor asks you to draw up a plan for a balanced diet, a physical fitness plan and other activities designed to improve your health. Consider the following in your conversation:

- a) What you need to eat for breakfast, lunch and dinner for a balanced diet.
- b) The sports or aerobic exercises you are determined to do and how often you intend to do them.
- c) The bad habits you will need to avoid.
- d) A health plan for medical check-ups in a year's time.
- e) Social/leisure activities/forms of entertainment to help keep your stress levels down.

FOLLOW UP ACTIVITY:

1. Open the envelope and read the problem and answer. What should this person do?

- You are fed up with your job. You don't like your colleagues and are bored with the work.
- You just moved to a new town. You don't know anyone and you are lonely.
- You live at home and you hate it. You quarrel with your parents every day.
- You always feel tired. You seem to have no energy these days.
- You have to buy a wedding present for your best friends, but have no idea what to get them. What do you think you would give them?
- Your old car is always breaking down. You don't have enough money to buy a new one.
- You want to give up smoking.
- You want to learn English.
- You have been arguing a lot with your girlfriend/boyfriend recently.
- Your girlfriend/boyfriend has left you. You are very unhappy.
- You are very worried about your best friend. They seem very depressed and are drinking too much.
- You have put on weight recently.
- You can't find a job.

- You want to travel this winter but you don't have much money.
- Your girlfriend/boyfriend is very mean. He/she never pays for anything and did not even give you a present at Christmas or on your birthday.
- Your neighbours are very noisy. They play loud music all the time and often hold late night parties.
- Your daughter has started coming home late at night. She has become rude and aggressive and you don't like the friends she is mixing with.
- Your eight-year-old son has started complaining that he is not happy at school. He also dislikes his teacher and says he is afraid of the other children.

What do you suggest? Use the following expressions:

| | |
|--------------------|--|
| Making suggestions | I think this person should..... This person could..... |
| Agreeing | That sounds like a good idea. That might be worth trying. |
| Disagreeing | I'm afraid I don't really like the idea. |

2. Report your results

Appendix F Task 3. My Values, My Life and Me in the World

PRE-ACTIVITY:

1. Play the following board game with your classmates (learners were given a board game about their favourite things).

| | | | | | |
|---|--|--|---|--|---|
| START | What did you have for dinner last night? | What used to be your biggest dream? | <i>Lose a turn</i> | What complaints did your parents have about you? | Who is your best friend now and who was your best friend when you were a kid? |
| <i>Roll again</i> | What used to be your favourite place? | What was your favourite food when you were a child? | Who did you use to fight with? | How many books did you read last year? | <i>Go back three spaces</i> |
| What was your grandfather's occupation? | <i>Go forward three spaces</i> | Did you use to have a pet? | <i>Roll again</i> | How many cups of coffee did you drink yesterday? | <i>Lose a turn</i> |
| What used to be your favourite toy? | <i>Lose a turn</i> | What kind of games did you play when you were a kid? | What did you hate doing in the past? | Free question | Where did you spend your free time when you were a child? |
| Free question | What was your favourite restaurant when you were little? | <i>Go back two spaces</i> | What TV programme did you watch last night? | <i>Roll again</i> | Did you use to be a good student? |
| How many hours did you spend with your friends and family last weekend? | <i>Go forward two spaces</i> | What was the best family holiday you ever took? | Who used to be your hero when you were a kid? | <i>Go back four spaces</i> | FINISH |

ACTIVITY:

1. Talk about the following:

- a) Your family.
- b) Your favourite kind of music, your favourite song.
- c) Your favourite film genre, your favourite film.
- d) Your favourite actor/actress.
- e) Your routine.
- f) The best party you have ever been to.
- g) Your occupation, your job, your studies.
- h) Your favourite food.
- i) Your favourite place to visit.
- j) Your best friend, the people you like to visit.
- k) Your worst experience, your worst moments.
- l) Your happiest moment.
- m) Your bedroom.
- n) Your pets.
- o) Your hobbies.
- p) The best book you have ever read.
- q) The most interesting person you have ever met.
- r) Your flaws.
- s) The things you dislike.
- t) Your favourite teacher.
- u) Your favourite subject.
- v) Your taste in clothes.
- w) Your talents.
- x) Your best vacation.
- y) The best gift you have ever received.
- z) The best present you have ever given to someone else.

FOLLOW UP ACTIVITY:

Appendix G Learning Diary Format

| | |
|--|--|
| Learner's ID: | |
| Date of Session: | |
| <p>Introduction: Learning becomes a better, more rewarding experience when we carry out this process in a conscious and reflective manner. A practical way to do this is by keeping a record of your personal and professional development in a diary. This allows you to write down your innermost thoughts and impressions and reflect on how you feel you've progressed over the course of the learning sessions. This is a format to help you.</p> | |
| <p>The purposes of this diary are as follows:</p> <ul style="list-style-type: none"> a) To be aware of the skills you develop as the course progresses. b) To keep a record of the activities you are undertaking. c) To identify areas in which you need to improve. d) To monitor and assess your learning in a critical way. e) To improve your reflective skills. | |
| <p>Instructions: Write your reflections on the following statements. We suggest you make at least one diary entry after each group session.</p> | |
| Description of the activity. | |
| What I learned and how I felt about this particular learning experience. | |
| What kind of problems I faced and how I solved them. | |
| How satisfied I felt with my participation and how I interacted with my classmates. | |
| Other observations. | |

Appendix H Researcher's Guide for Field Observation

| Date: | | Task: | | Team: | |
|---|--|--------------|--|--------------|--|
| Categories | | Notes | | | |
| Cognitive Regulation | | | | | |
| Affective Regulation | | | | | |
| Social Regulation | | | | | |
| About Interactions | | | | | |
| Common Mistakes for Feedback | | | | | |
| Other Relevant Aspects and Reflections | | | | | |

Appendix I Rubric for Group Feedback

| Criteria | Needs Improvement | 1 | Good | 2 | Outstanding | 3 |
|--|---|---|---|---|---|---|
| Problem Solving Process | The group does not concentrate when discussing how to solve the task and easily loses their collective focus. | | The group can identify problem-solving strategies that are the most helpful, but may not be able to discuss easily or come to an agreement. | | The group reflects on problem-solving techniques, strategies and results. They identify the most helpful of these to assist them in achieving the task. | |
| Collaborative Learning | There is very little commitment from certain members when it comes to participating | | Some members contribute with their skills, knowledge and attitudes to the overall success of the team. | | All members actively participate and create a positive environment for reflection on the learning process. | |
| Directionality of Learning | The group could not meet the objectives of the task and there were problems with organisation. | | The members of the group were aware of their own learning process, but could not meet the needs of others nor the purpose of the task. | | The members of the group reflected on their learning process during the task, and successfully achieved their goals. | |
| Applying Previous Knowledge | The members of the group do not like sharing information. The group is unable to constructively reuse previous information. | | The members discuss and share previous knowledge, but do not use the information effectively when it comes to solving the task. | | All members share information and previous knowledge. They effectively apply what they know to the solving of the task. | |
| Attitude for Communication and Respect among Members | Some members participate but some rely on others to do the work. The members communicate but with difficulty. | | The group environment invites the various members to express themselves and communicate freely. | | All members actively encourage each other and congratulate each other on their individual contributions. Everyone in the group shows patience, sensitivity and consideration. | |

Appendix J Tables

Table 28 Audio Segments and Participation in Task 1

| Team | Track code | Activity | Location | Participants | Time |
|------|------------|---------------------|----------------|---------------------------|---------|
| 1 | Task 1a.1 | A Successful Person | Editing Room | Lina, Mona, Ana | 26:18.9 |
| 1 | Task 1a.2 | Songs | Students' Room | Lina, Mona, Ana and Lola | 09:37.4 |
| 1 | Task 1a.3 | A Success Story | Macro Room | Lina, Mona, Ana and Lola | 10:06.9 |
| 1 | Task 1a.4 | A Success Story | Macro Room | Lina, Mona, Ana and Lola | 05:14.7 |
| 2 | Task 1b.1 | Dreams | Macro Room | Cata, Tara, Teo | 13:09.1 |
| 2 | Task 1b.2 | Songs | Macro Room | Cata, Tara, Teo | 06:47.8 |
| 2 | Task 1b.3 | A Success Story | Students' Room | Cata, Chio, Teo and Alex | 16:21.4 |
| 3 | Task 1c.1 | A Successful Person | Students' Room | Nelly, Chio, Ian and Lalo | 27:16.2 |
| 3 | Task 1c.2 | A Success Story | Students' Room | Isa, Teo, Ian | 07:49.4 |
| 3 | Task 1c.3 | A Success Story | Students' Room | Isa, Teo, Ian | 04:05.9 |
| 4 | Task 1d.1 | Dreams | Students' Room | Gia, Trisia, Liz and Alex | 08:28.6 |
| 4 | Task 1d.2 | A Success Story | Macro Room | Gia, Trisia, Liz | 08:39.0 |
| 4 | Task 1d.3 | A Success Story | Macro Room | Gia, Trisia, Liz | 04:45.7 |
| 4 | Task 1d.4 | Songs | Students' Room | Gia, Trisia, Lola and Isa | 07:24.4 |
| 4 | Task 1d.5 | A Successful Person | Macro Room | Liz, Isa, Alex | 02:10.0 |

Table 29 Activities in Task 1

| Activity | Team 1 | Team 2 | Team 3 | Team 4 |
|--|--------|--------|--------|--------|
| a) Successful Famous People | ✓ | X | ✓ | ✓ |
| b) Dreams and the Characteristics of Success | X | ✓ | X | ✓ |
| c) Creation of a Successful Story | ✓ | ✓ | ✓ | ✓ |
| d) Songs and Success | ✓ | ✓ | X | ✓ |

Table 30 Participations in Task 1

| Teams | Participant | No. of Participations | % in the group | % Total |
|-------|-------------|-----------------------|----------------|---------|
| 1 | Lina | 112 | 32.56% | 8.67% |
| | Mona | 104 | 30.23% | 8.05% |
| | Ana | 91 | 26.45% | 7.04% |
| | Lola | 37 | 10.76% | 2.86% |
| 2 | Cata | 63 | 14.69% | 4.88% |
| | Chio | 115 | 26.81% | 8.90% |
| | Tara | 96 | 22.38% | 7.43% |
| | Teo | 155 | 36.13% | 12.00% |
| 3 | Nelly | 116 | 33.33% | 8.98% |
| | Lalo | 104 | 29.89% | 8.05% |
| | Isa | 38 | 10.92% | 2.94% |
| | Ian | 90 | 25.86% | 6.97% |
| 4 | Gia | 42 | 24.56% | 3.25% |
| | Trisia | 45 | 26.32% | 3.48% |
| | Liz | 32 | 18.71% | 2.48% |
| | Alex | 52 | 30.41% | 4.02% |

Table 31 Audio Segments and Participation in Task 2

| Team | Track code | Activity | Location | Participants | Time |
|------|------------|---------------------|-------------------|--------------------------------|---------|
| 1 | Task 2a.1 | Problems and Health | Students' Room | Lina, Mona, Ana and Lola | 28:52.7 |
| 1 | Task 2a.2 | Problems and Health | Editing Room | Lina, Mona, Isa and Lola | 04:49.7 |
| 1 | Task 2a.3 | Problems and Health | Editing Room | Lina, Liz, Ana and Lola | 15:04.7 |
| 2 | Task 2b.1 | Healthy Lifestyle | Macro Room | Chio, Tara, Teo and Alex | 14:52.9 |
| 2 | Task 2b.2 | Problems and Health | Conversation Room | Cata, Chio, Tara and Nelly | 26:30.5 |
| 2 | Task 2b.3 | Problems and Health | Macro Room | Cata, Chio, Tara, Teo and Lalo | 23:20.5 |
| 3 | Task 2c.1 | Healthy Lifestyle | Students' Room | Isa, Lalo and Ian | 14:45.1 |
| 3 | Task 2c.2 | Healthy Lifestyle | Students' Room | Nelly, Ian, Cata and Isa | 17:26.0 |
| 4 | Task 2d.1 | Healthy Lifestyle | Students' Room | Gia, Trisia, Liz and Alex | 12:45.5 |
| 4 | Task 2d.2 | Problems and Health | Editing Room | Gia, Trisia, Liz, Lalo Ian | 18:48.2 |
| 4 | Task 2d.3 | Problems and Health | Editing Room | Gia, Trisia, Liz, Lalo and Ian | 07:48.7 |

Table 32 Activities in Task 2

| Activity | Team 1 | Team 2 | Team 3 | Team 4 |
|-----------------------------|--------|--------|--------|--------|
| a) Healthy Lifestyles | X | ✓ | ✓ | ✓ |
| b) Problems and Suggestions | ✓ | ✓ | X | ✓ |

Table 33 Participation in Task 2

| Teams | Participants | No. of Participations | % in the group | % Total |
|-------|--------------|-----------------------|----------------|---------|
| 1 | Lina | 101 | 29.36% | 7.82% |
| | Mona | 101 | 29.36% | 7.82% |
| | Ana | 116 | 33.72% | 8.98% |
| | Lola | 82 | 23.84% | 6.35% |
| 2 | Cata | 130 | 30.30% | 10.06% |
| | Chio | 84 | 19.58% | 6.50% |
| | Tara | 112 | 26.11% | 8.67% |
| | Teo | 64 | 14.92% | 4.95% |
| 3 | Nelly | 98 | 28.16% | 7.59% |
| | Lalo | 120 | 34.48% | 9.29% |
| | Isa | 48 | 13.79% | 3.72% |
| | Ian | 107 | 30.75% | 8.28% |
| 4 | Gia | 94 | 54.97% | 7.28% |
| | Trisia | 87 | 50.88% | 6.73% |
| | Liz | 75 | 43.86% | 5.80% |
| | Alex | 59 | 34.50% | 4.57% |

Table 34 Activities in Task 3

| Activity | Team 1 | Team 2 | Team 3 | Team 4 |
|-------------------------|--------|--------|--------|--------|
| a) Board Game | ✓ | ✓ | ✓ | ✓ |
| b) Favourite Activities | ✓ | ✓ | ✓ | ✓ |
| c) Best and Worst Gifts | ✓ | ✓ | X | ✓ |

Table 35 Audio Segments and Participation in Task 3

| Team | Track Code | Activity | Location | Participants | Time |
|------|------------|---------------------------|----------------|-----------------------------|---------|
| 1 | Task 3a.1 | Board Game | Editing Room | Lina, Mona, Ana and Lola | 22:35.9 |
| 1 | Task 3a.2 | Gifts, Likes and Dislikes | Students' Room | Lina, Mona, Ana and Lola | 14:28.8 |
| 1 | Task 3a.3 | Board Game, Favourites | Macro Room | Lina, Mona, Ana and Lola | 20:43.2 |
| 2 | Task 3b.1 | Board Game | Students' Room | Cata, Tara, Lalo and Teo | 29:36.7 |
| 2 | Task 3b.2 | Favourite Activities | Students' Room | Cata, Chio, Tara and Liz | 23:34.3 |
| 2 | Task 3b.3 | Gifts, Likes and Dislikes | Editing Room | Cata, Chio, Tara and Ian | 24:00.7 |
| 3 | Task 3c.1 | Board Game | Students' Room | Nelly, Isa and Lalo and Ian | 30:01.3 |
| 3 | Task 3c.2 | Favourite Activities | Macro Room | Nelly, Isa and Lalo and Ian | 18:46.5 |
| 4 | Task 3d.1 | Board Game | Macro Room | Gia, Trisia, Teo and Alex | 22:34.4 |
| 4 | Task 3d.2 | Gifts, Likes and Dislikes | Macro Room | Gia, Trisia, Liz and Alex | 18:22.5 |
| 4 | Task 3d.3 | Favourite Activities | Editing Room | Gia, Trisia, Liz and Alex | 14:49.7 |

Table 36 Participation in Task 3

| Teams | Participant | No. of Participations | % in the group | % Total |
|-------|-------------|-----------------------|----------------|---------|
| 1 | Lina | 132 | 27.22% | 6.56% |
| | Mona | 113 | 23.30% | 5.61% |
| | Ana | 100 | 20.62% | 4.97% |
| | Lola | 140 | 28.87% | 6.95% |
| 2 | Cata | 142 | 26.30% | 7.05% |
| | Chio | 75 | 13.89% | 3.73% |
| | Tara | 160 | 29.63% | 7.95% |
| | Teo | 163 | 30.19% | 8.10% |
| 3 | Nelly | 149 | 27.75% | 7.40% |
| | Lalo | 144 | 26.82% | 7.15% |
| | Isa | 122 | 22.72% | 6.06% |
| | Ian | 122 | 22.72% | 6.06% |
| 4 | Gia | 127 | 28.16% | 6.31% |
| | Trisia | 92 | 20.40% | 4.57% |
| | Liz | 108 | 23.95% | 5.37% |
| | Alex | 124 | 27.49% | 6.16% |

Table 37 Summary of Participations in Tasks 1, 2 and 3

| Teams | Name | Task 1 | | | Task 2 | | | Task 3 | | |
|-------|-------------|-------------|----------------|---------|--------------|----------------|---------|--------------|----------------|---------|
| | | Turns T1 | % in the Group | % Total | Turns T2 | % in the Group | % Total | Turns T3 | % in the Group | % Total |
| 1 | Lina | 112 | 32.56% | 8.67% | 101 | 29.36% | 7.82% | 132 | 27.22% | 6.56% |
| | Mona | 104 | 30.23% | 8.05% | 101 | 29.36% | 7.82% | 113 | 23.30% | 5.61% |
| | Ana | 91 | 26.45% | 7.04% | 116 | 33.72% | 8.98% | 100 | 20.62% | 4.97% |
| | Lola | 37 | 10.76% | 2.86% | 82 | 23.84% | 6.35% | 140 | 28.87% | 6.95% |
| 2 | Cata | 63 | 14.69% | 4.88% | 130 | 30.30% | 10.06% | 142 | 26.30% | 7.05% |
| | Chio | 115 | 26.81% | 8.90% | 84 | 19.58% | 6.50% | 75 | 13.89% | 3.73% |
| | Tara | 96 | 22.38% | 7.43% | 112 | 26.11% | 8.67% | 160 | 29.63% | 7.95% |
| | Teo | 155 | 36.13% | 12.00% | 64 | 14.92% | 4.95% | 163 | 30.19% | 8.10% |
| 3 | Nelly | 116 | 33.33% | 8.98% | 98 | 28.16% | 7.59% | 149 | 27.75% | 7.40% |
| | Lalo | 104 | 29.89% | 8.05% | 120 | 34.48% | 9.29% | 144 | 26.82% | 7.15% |
| | Isa | 38 | 10.92% | 2.94% | 48 | 13.79% | 3.72% | 122 | 22.72% | 6.06% |
| | Ian | 90 | 25.86% | 6.97% | 107 | 30.75% | 8.28% | 122 | 22.72% | 6.06% |
| 4 | Gia | 42 | 24.56% | 3.25% | 94 | 54.97% | 7.28% | 127 | 28.16% | 6.31% |
| | Trisia | 45 | 26.32% | 3.48% | 87 | 50.88% | 6.73% | 92 | 20.40% | 4.57% |
| | Liz | 32 | 18.71% | 2.48% | 75 | 43.86% | 5.80% | 108 | 23.95% | 5.37% |
| | Alex | 52 | 30.41% | 4.02% | 59 | 34.50% | 4.57% | 124 | 27.49% | 6.16% |
| Mean | $\bar{x} =$ | 80.7 | 25.00% | 6.25% | 92.38 | 31.16% | 7.15% | 125.8 | 25.00% | 6.25% |

Table 38. Activities Completed in the Teams

| Task 1 | Team 1 | Team 2 | Team 3 | Team 4 |
|---|---------------|---------------|---------------|---------------|
| Activity 1: Successful Famous People. | ✓ | X | ✓ | ✓ |
| Activity 2: Dreams and Characteristics Needed to be Successful. | X | ✓ | X | ✓ |
| Activity 3: Creation of a Success Story. | ✓ | ✓ | ✓ | ✓ |
| Activity 4: Songs and Success. | ✓ | ✓ | X | ✓ |
| Task 2 | Team 1 | Team 2 | Team 3 | Team 4 |
| Activity 1: Healthy Lifestyles. | X | ✓ | ✓ | ✓ |
| Activity 2: Problems and Suggestions | ✓ | ✓ | X | ✓ |
| Task 3 | Team 1 | Team 2 | Team 3 | Team 4 |
| Activity 1: Board Game | ✓ | ✓ | ✓ | ✓ |
| Activity 2: Favourite Activities | ✓ | ✓ | ✓ | ✓ |
| Activity 3: Best and Worst Gifts | ✓ | ✓ | X | ✓ |

Appendix K Transcripts of Conversations

Task 1a.1

| Line | Name | Content |
|------|-------|--|
| 1 | Lina | Mmm, (?) I'm, mmm, the internet, is not internet, how do you say? |
| 2 | Mona | Yes, [yes ((laughs)) |
| 3 | Lina | I have a problem. |
| 4 | Tutor | It says it has a problem? |
| 5 | Lina | Yes, I no internet? |
| 6 | Tutor | You don't know internet? Ah, °° a ver °° |
| 7 | Mona | Ah, °°who create, create mmm, windows? °° |
| 8 | Mona | (.15) Mmm, what is the name de, de apple or [|
| 9 | Lina | [Aha [|
| 10 | Mona | [the facebook? Es, es different |
| 11 | Lina | No, the facebook is different |
| 12 | Ana | También , aha |
| 13 | Mona | Aha ((laughs)) |
| 14 | Lina | We don't know the name |
| 15 | Lina | (.38) mmm, es Carlos Slim, the the name is Carlos Slim Helu |
| 16 | Mona | Ah, the name, I don't have space |
| 17 | Lina | Va , mmm, the profession is a empre, empresario , |
| 18 | Mona | °°Bueno, one moment, (owner of country)°° |
| 19 | Ana | (What's the meaning?) he's Mexican (inaudible) |
| 20 | Lina | (.16) es Carlos Slim, her name is Carlos Slim, ehh, of ehh, el second [|
| 21 | Mona | [last name? last name? |
| 22 | Lina | Mhum. (.08) Dice que el 28 de enero nació Carlos Slim en la Ciudad de México. |
| 23 | Mona | Ah, sí? He is... (inaudible) |
| 24 | Mona | eh? |
| 25 | Ana | (.11) °° Hay que buscar otro °° ((whispering)) |
| 26 | Mona | aha, ah, he has born when? |
| 27 | Lina | Mmmm |
| 28 | Mona | Twenty eight |
| 29 | Lina | i- ah, is twenty, más bien the, was born eighteen, four, diecinueve, bueno, de mil novecientos [|
| 30 | Mona | [No [|
| 31 | Lina | [cuarenta , |
| 32 | Lina | me dices de nacimiento no? |
| 33 | Mona | Day |
| 34 | Lina | Day, mmm, eight, twenty eight, January in ((laughs)) in ahh, ninety no es cierto, si , mmm eighteen |
| 35 | Mona | Eighteen? Eighteen? [nineteen!! |
| 36 | Lina | [nineteen!!, este forty |
| 37 | Mona | Forty, forty? |
| 38 | Lina | Forty. Mmm, todavía no muere ((laughs)). |
| 39 | Mona | Mmm, is ... [|

| | | |
|----|------|---|
| 40 | Ana | [Owner of a company? |
| 41 | Lina | Mmmm, dice que es ingeniero civil, tiene, impartía, impartía cátedras de álgebra y programación lineal, espérame. Mmmm ((whispering while Reading in silence)) |
| 42 | Ana | Tiene mucho. Aquí tiene, °°tiene mucho°°. °°¿qué es born?°° ((whispering)) |
| 43 | Mona | °°Nacer°° ((whispering)) |
| 44 | Ana | °°Él nació°° ((whispering)) |
| 45 | Lina | Empresario mmm, crea fundación CARSO, adquiere cadena de hoteles Galinda, Galinda. |
| 46 | Ana | °°¿cómo se escribe?°° ((whispering)) |
| 47 | Lina | Tiene un buen de (0.5) crea la fundación TELMEX ((laughs)) |
| 48 | Ana | Mmmm, other. |
| 49 | Lina | Mhum |
| 50 | Ana | The mac or apple or (inaudible) |
| 51 | | (.39) ((whispering)) |
| 52 | Lina | It's Steven Jobs? |
| 53 | Ana | How write Steven Jobs? Stephan? |
| 54 | Mona | Steven ((whispering)) es Steven Jobs. |
| 55 | Ana | Este, Steven Joes? |
| 56 | Lina | Jobs, como trabajo, bueno, empleos. (.04) I was born mmm, ay no dice nada, bueno, nada más menciona su... |
| 57 | Mona | ¿de dónde es? |
| 58 | Lina | California. (.05) I was born eighteen fifty five |
| 59 | Mona | Is the year, ¿verdad? |
| 60 | Lina | Sí |
| 61 | Mona | The day first, no? |
| 62 | Lina | No, eighteen, está muy joven, ((laughs)) este, eighteen fifty five, cincuenta y cinco. Dice, empresario estadounidense |
| 63 | Ana | No, ¿qué me dijiste? |
| 64 | Lina | Que nació en, en mil novecientos cincuenta y, eight |
| 65 | Mona | Es ninety |
| 66 | Lina | Aha, °°ninety, perdón°° |
| 67 | Ana | Pero ¿qué día? |
| 68 | Lina | No tiene |
| 69 | Ana | ¿No? Mmm. |
| 70 | Mona | Es que ésta [it refers to the web page] es la de mac |
| 71 | Lina | Es la de Apple, |
| 72 | Mona | Apple, |
| 73 | Lina | La de Apple com. ¿Qué más nos falta? Profesión |
| 74 | Ana | Otro, no, luego |
| 75 | Lina | No dice |
| 76 | Ana | (inaudible) Brad Pitt |
| 77 | Lina | No, es que estos son famosos y éste es exitoso, o sea. Algo más... |
| 78 | Mona | Emilio Azcarraga |
| 79 | Ana | Who is Emilio Azcarraga? |
| 80 | Lina | Dice, mmm, Televisa |
| 81 | Ana | Oooh |
| 82 | Mona | Azcarraga, vamos a ver, aquí le pusieron la Ciudad de México. |
| 83 | Lina | Mexico city ((laughs)) |
| 84 | Mona | Mexico city, sorry. I was born... |

| | | |
|-----|------|---|
| 85 | Lina | °°He was born°° |
| 86 | Mona | He was ((laughs)) twenty one |
| 87 | Lina | Is the year o day? |
| 88 | Mona | Day |
| 89 | Lina | Twenty, twenty one, ehh, is February, nineteen sixty eight |
| 90 | Lina | Un narco ((laughs)). No es cierto |
| 91 | Mona | El Chapo ((laughs)) |
| 92 | Lina | Mmmmm (.27) |
| 93 | Mona | Put in google, successful people |
| 94 | All | ((laughs)) |
| 95 | Mona | Mmm, Mark Zucchery, Zucchery is the facebook |
| 96 | Ana | yes? |
| 97 | Lina | Mhum. |
| 98 | Mona | Mark, Mark, Mark, Mark (.09) Zuc- is... |
| 99 | Lina | (.15) He was born two, eh, fourteen, fourteen ah, May, twenty, [|
| 100 | Ana | [°°cuatro? cinco? twenty?, nineteen?°° |
| 101 | Lina | es eighteen, nineteen, perdón nineteen eighty four |
| 102 | Ana | eighty? |
| 103 | Lina | Eighty, ochenta. |
| 104 | Ana | Aha |
| 105 | Lina | (?) ((laughs)) |
| 106 | Ana | He is from? |
| 107 | Mona | Estados Uni- |
| 108 | Lina | Mmm The United States, New York |
| 109 | Ana | Mmm, who is he? Enterpriser too? |
| 110 | Mona | Director. Dice ejecutivo, director ejecutivo |
| 111 | | CEO, CEO aha, of facebook, no? |
| 112 | Lina | Ah, OK, sí. Ejecutivo de Facebook. |
| 113 | Ana | (.20) Name: Carlos Slim, Profession: enterpriser, where from? He's from Me Mexico, was born on (?), he was born ah, twenty eight, [|
| 114 | Mona | [twenty eight |
| 115 | Ana | ah, |
| 116 | Mona | January |
| 117 | Ana | January? |
| 118 | Mona | yes, mmm nineteen twen- forty, |
| 119 | Ana | nineteen fourteen? no, no [|
| 120 | Mona | [aha, [nineteen forty |
| 121 | Ana | [nineteen forty |
| 122 | Ana | why s- |
| 123 | Lina | Why successful? |
| 124 | Ana | why successful? Owner business. |
| 125 | Mona | Other is Steve Job, Jobs. He is enterpriser. He's from California, he was born in nineteen fifty five. And, why successful? Because, I don't know he is owner business or he has owner business? |
| 126 | Lina | Other person is Emilio Azcárraga. Ehh, profession is enterpriser, enterpriser? Ehh, he is from, he is from Mexico. Mmm, he was born es twenty one January in nine, es ¿cómo? ((laughs)) Nineteen, nineteen sixty eight. Is, why successful? Is what? |
| 127 | Mona | Owner business? |

| | | |
|-----|--------------|--|
| 128 | Lina | Owner business. |
| 129 | Ana | Name: Mark, Mark Schwarzenegger? |
| 130 | Lina | No, ((laughs)) Schwarzenegger |
| 131 | Ana | ay no, ((laughs)) Zuck, Zuckerberg. Mark Zuckerberg ((laughs)) Profession: C, |
| 132 | Mona | CEO |
| 133 | Ana | CEO of Facebook. Where from? Is from The... |
| 134 | Mona | The US? |
| 135 | Ana | The US. Was born on... He was born forty ((laughs)), |
| 136 | Mona | May, forty May [|
| 137 | Ana | [April, no? |
| 138 | Lina | May is the month. |
| 139 | Mona | May, nineteen eighty four. Owner business. |
| 140 | Ana | Este, a ver , are empresaries |
| 141 | Mona | They are enterprisers ah, ah, (.10) creative, (.02) competition? |
| 142 | Lina | Competentes, no |
| 143 | Mona | He, well, they, they have that their owner business |
| 144 | Lina | OK [(?) studying ((laughs)) |
| 145 | Ana | [ok? You start |
| 146 | Mona | Ehh, start, my, my dream ((laughs)) is mmm, one nurse eh specialist especialista? |
| 147 | Lina | Specialist? |
| 148 | Mona | Specialist in therapy intensive and pedia, pediatric ((laughs)). In my, in my life mmm person, bueno, en mi vida personal , eh, I, I want ammm mother and ((laughs)) ya no sé qué más decir , and you? |
| 149 | Lina | And you? |
| 150 | Ana | Amm, my dreams, what do you say viajar? |
| 151 | Mona | Travel |
| 152 | Lina | Travel? |
| 153 | Mona | You want to travel around the world? ((laughs)) |
| 154 | Lina | [Yes, ((laughs)) |
| 155 | Ana | [yes |
| 156 | Ana | Tra, travel? |
| 157 | Lina | Travel |
| 158 | Ana | Travel? |
| 159 | Lina | Travel |
| 160 | Lina | How do you say “yo también” ? |
| 161 | Mona/ Ana | Me, too |
| 162 | Lina | Me too, mmm, I want to travel, ah, yes, in my life to travel ((laughs)) |
| 163 | Mona | Well, mmm Travel from or? |
| 164 | Ana | I want to travel to, you know, Corea, Japan, China ((laughs)) Italia |
| 165 | Mona | Italy? |
| 166 | Ana | Italy. French, Ah, I love French ((laughs)) in the future. |
| 167 | Lina | mmm, I, I like ehh, es ah, se me fue, eh, in, oh es el nombre de ... |
| 168 | Ana | Of a country? |
| 169 | Lina | Aha, is... |
| 170 | Ana | Italy, French, Europe, |
| 171 | Lina | Es ((laughs)) |
| 172 | Ana | Spain |
| 173 | Lina | Mmm Irland, Irlanda. Ireland, how do you say Ireland? |

| | | |
|-----|--------------|--|
| 174 | Mona | Ireland, I suppose |
| 175 | Lina | Ahh, what else? |
| 176 | Mona | What? |
| 177 | Lina | What else about your life? |
| 178 | Mona | I no understand what else ((laughs)) |
| 179 | Lina | ¿Qué más? |
| 180 | Mona | Ah, mmm, I, I want to, I want ehh, be mmm conferencist, |
| 181 | Ana | Oh, yes? |
| 182 | Mona | aha, give the conferences |
| 183 | Mona | [((laughs)) Es... |
| 184 | Ana | [oh, ah. |
| 185 | Lina | Do you like that? |
| 186 | Mona | Mmm, like that? what is that? |
| 187 | Lina | Yes, o sea, que si te gustaría eso |
| 188 | Mona | Ah, yes. ((Laughs)) |
| 189 | Lina | [and you? |
| 190 | Mona | [Sólo viajar ((Laughs)) yes (inaudible) sorry. |
| 191 | Lina | Mmm, and you, Ivonne? |
| 192 | Mona | Amm, do you have to be, to be mother? |
| 193 | Ana | Mmm, no |
| 194 | Mona | ((laughs)) |
| 195 | Ana | no, because eh |
| 196 | Mona | Why? |
| 197 | Ana | Mmm, mmm, I hate childrens |
| 198 | All | ((laughs)) |
| 199 | Ana | When you hate children (laughs). Yes, you hate? |
| 200 | Lina | Mmm, ¿no, no te gustan |
| 201 | Ana | No, no |
| 202 | Mona | No?! ((laughs)) |
| 203 | Lina | You like or you hate the children? |
| 204 | Ana | Eh? What? I hate children |
| 205 | Mona | You want to kill them? |
| 206 | All | ((laughs)) |
| 207 | Lina | Oh, Mijangos, ay... |
| 208 | All | ((laughs)) |
| 209 | Mona | And you? |
| 210 | Lina | Yes, [I like children ((laughs)) |
| 211 | Mona | [yes? How many children? |
| 212 | Lina | Two |
| 213 | Mona | Two? Aww, |
| 214 | Lina | What do, what do you say gemelos? |
| 215 | Mona | Twins, twice? How do you say? Two? |
| 216 | Lina | Twins aha, |
| 217 | Lina /Ana | Twins, twins, twins. |
| 218 | All | ((laughs)) |
| 219 | Ana | And you? |
| 220 | Mona | I don't know, maybe, maybe not. I like the childrens but... ay, no, I don't know ((laughs)). I know that I want to travel, only, finish ((laughs)) |

| | | |
|-----|------|--|
| 221 | Lina | (.16) Why the selection the profession? |
| 222 | Mona | Ah, why? |
| 223 | Lina | Mhum |
| 224 | Mona | Because I want to travel ((laughs)) |
| 225 | Ana | I love to travel |
| 226 | Mona | Yes, because I, I like the, the relationships, in the, and I want to, to meet ahh, ay, how do you say International person, I don't know. Mmm, mhum, foreigners? |
| 227 | Lina | yes, and you? |
| 228 | Ana | I love travel |
| 229 | | ((Laughs)) |
| 230 | Lina | Other thing |
| 231 | All | ((Laughs)) |
| 232 | Ana | Mmm, what do you say relacionarse ? |
| 233 | Mona | I love relationships, |
| 234 | Lina | relation? people, for example. |
| 235 | Ana | I like the relationships, amm, to other people mhum |
| 236 | Lina | ((laughs)) |

Task 1a.2

| Line | Name | Content |
|------|------|--|
| 1 | Lola | Amm, a difference the songs ahh, one song, the vocabulary is more difficult for me and the song is more, more, more, ¿cómo se dice más lento? more (unclear) |
| 2 | Lina | Slower, [|
| 3 | Lola | [slower? and the second [|
| 4 | Lina | [°°Here you have the dictionary°° |
| 5 | All | ((laughs)) |
| 6 | Lola | And the, and the second song is more motivational and the vocabulary is more easy and is my, is easy comprehension for me, and is more, is more, ¿cómo se dice? Is more (unclear) and, and, and I, I, ya ((laughs)). |
| 7 | Lina | Mmmm, I think through the first song is more boring ((laughs)) and the second song is more funny and motivational or motivation, and let me see, and is more easy °° ¿comprender? °° |
| 8 | Lola | Comprehension [|
| 9 | Lina | [Comprehension [|
| 10 | | (((laughs))) |
| 11 | Lina | [the second song |
| 12 | Mona | mmm, in my opinion, the first song is, is more, eh, boring and the second is funny, ehh, in the first second [song], the vocabulary is more difi, difficult? ((laughs)) and the second is more easy. |
| 13 | Ana | For me, the one song is difficult and two song is more easy. I like two song. That's all. |
| 14 | | ((laughs)) |
| 15 | Lola | ¿Express es expresar ? And two and these two, two song is the lyric is more expressional and the, of the people moti-, moti-, motivational people, and for the song say a one example in you rollerskates and, and you, si tú caes ((laughs)), you, you, you can do it, and we are try to try it and when the dream and the first song is the repetitive the letter [lyrics] and the letter is more, more boring and for the people is more difficult the comprehension. |
| 16 | Lina | Ah, two songs talk about the motivation but the second song is about the |

| | | |
|----|------|--|
| | | rollingskate and the first song, I think few is for all the people in all the mode, all the moment in your life. |
| 17 | Mona | I think ahh, the, the second song ehh, express the funny and, and, no sé , in the, and the first, seco(nd), and the first song is more mmm slowly and is, is boring and the second ehh, motivation people. |
| 18 | Ana | The songs are motivational and if one person is, is, ¿cómo es triste? |
| 19 | Mona | °°Sad°° |
| 20 | Ana | Sad? ((laughs)) ehh, one song is good for, for the person ((laughs)) |
| 21 | Lola | My, (unclear) for the people and I say why, mmmm, esforzarse, ¿cómo es? [speaker 3 passes the dictionary] ((laughs)) (.18) and the people [looking at the dictionary that] exertion, exerting ((laughs)) in things and and the people mmm, are try to try every day for the, for the dreams, and, and they, they do to best the things, and, and they will successful. |
| 22 | Lina | (.06) in my opinion, all the people, mmm, °° ¿cómo es debería? °° ((whispering)) |
| 23 | Mona | Should |
| 24 | Lina | Should be work for, for make a dream come, bueno , make a true your dreams and maybe should be work, hard work, study and be positive? |
| 25 | Mona | In my opinion, the people should hard working and, and they, they have a positive ¿cómo se dice (unclear)? ((laughs)) and... ((laughs)) |
| 26 | Ana | Mmm, the people ehh, can make a dream if they ahh, study, worked, work, and if they a positive attitude, ((laughs)) y ya . |

Task 1a.3

| Line | Name | Content |
|------|------|--|
| 1 | Lina | In the morning I eat the apple, apples red. It's my favo- favourites. |
| 2 | Lola | °° Voy, voy, voy, estoy buscando una palabra °°. When, In the day I go to the forest °° ¿cómo se dice para? °° [|
| 3 | Mona | [for |
| 4 | Lola | For see the, see the sea. |
| 5 | Ana | I have a family, I have a little baby and my mother help me for care the baby |
| 6 | Mona | My husband is very, very handsome and he is a perfect, perfect man in the world |
| 7 | Lola | °°Ay, he is handsome°° |
| 8 | Lina | In the after, afternoon, ¿cómo se dice? He visit the friends |
| 9 | Ana | He is the nanny of my baby °° ¿cómo se dice cuidar? °° |
| 10 | Mona | care |
| 11 | Ana | Care? He is care the baby in the morning, when I working |
| 12 | Mona | Well, my husband ¿cómo se dice me pidió? |
| 13 | Lola | Take my [hand, |
| 14 | Mona | [take my hand ((laughs)) |
| 15 | Mona | Give me, give me diamond |
| 16 | Lola | Mmm in my career I, I, I win the °° trofeo °° ((whispering)) |
| 17 | Ana | Prize |
| 18 | Lola | The prize for my career and, and my, my, my, my plans of modeling and actress |
| 19 | Ana | Antes, ¿cómo se dice antes? |
| 20 | Lina | Before |
| 21 | Ana | Before de drink, before de no, before the sleep I drink the tequila ((laughs)) because it is reconfortable. |
| 22 | Lola | Mmm the dreams of my family is go to the travel to The Himalaya. Let's go. Uuu, ((laughs)). |

| | | |
|----|-------------|---|
| 23 | Ana | Ay, qué vida tan divertida ((laughs)) |
| 24 | Lola | Ya sé, es actriz, ¿qué esperabas? |
| 25 | Mona | ¿qué diferencia hay entre tell, [and speak? |
| 26 | Lina | [tell es decir, dime, y speak es hablar, tell es decir, tell me es dime |
| 27 | Mona | (.18) Hi, my name is... |
| 28 | Ana | ¿Es hombre del que vamos a hablar? |
| 29 | Mona | No sé, |
| 30 | Lola | yo tengo hombres [|
| 31 | Ana | [Yo también tengo hombres (<i>showing the pictures</i>) |
| 32 | Lola | °°y son nadadores°° |
| 33 | Mona | My name is Eduardo and I practice Kung fu ((laughs)) all the mornings. Somos Eduardo eh? |
| 34 | Lina | I am, I am I like eat my, my girlfriend. She is a very, very pretty and interesting and, and she is, she is a wonderful woman. |
| 35 | Ana | My girlfriend and me, I somos, ¿cómo se dice somos? ((laughs)) [|
| 36 | Lina / Lola | [We are |
| 37 | Ana | We are the top models |
| 38 | Lola | I like, ¿cómo se dice deporte? I like sports, I like sports but I, I, I like more mmm, be model? |
| 39 | Lina | Mhum |
| 40 | Lola | °°¿cómo se dice ropa?°° |
| 41 | Lina | mmm, clothes? |
| 42 | Lola | clothes,((laughs)). Sorry |
| 43 | Mona | I liked the football, America and I, my favourite ¿cómo se dice equipo? is the Jets of Nueva York, the Jets |
| 44 | Lina | Someone of my pleasu- pleasures is eat good food, vegetabs, (herbs) and fruit ahh the others, and the others mmm, plate, dishes, ah mmm that I am prepared. |
| 45 | Ana | In the afternoon, I practice swim- swimming and the swimming is my hobby favourite |
| 46 | Lola | Ah, my, in the night I like go to the hotel ((laughs)) and eh, I like travel in the °°world°° I swim with [|
| 47 | Lina | [Mayan City |
| 48 | Lola | ...dolphins, dolphins, dolphins, dolphins, and I like go to the shopping. |
| 49 | Mona | When I was ah, going I have a collection of tarjets with beisball, with ¿cómo se dice jugadores? [|
| 50 | | [players |
| 51 | Mona | the players of beisball |
| 52 | Lina | Mmmm, maybe I, I go, go out with my girlfriend to talk and, and speak and speak of the day in in your life? |
| 53 | Ana | Ya no sé qué decir. My, my sister is a beautiful woman and is a very like because I pintar , what is the same make up? Pintar el cabello |
| 54 | Lina | mmm, paint? |
| 55 | Ana | Paint, paint the hair, paint the hair brown |
| 56 | Lola | My sister has a boyfriend ammm he is sportmen and he like swim |

Task 1a.4

| Line | Name | Content |
|------|------|--|
| 1 | Ana | Jennifer López, [Angelina Jolie |
| 2 | Mona | [Eleonor, °° se va a llamar Eleonora°° |
| 3 | Mona | Hi, my name is Eleonora and I am actress |
| 4 | Lina | mmmm, in the morning when I wake up, I am have the modeling and I make my make up and use my clothes |
| 5 | Ana | In the morning, I eat my favourite food is a apple red |
| 6 | Lola | Mmm, in the, in the night, I like see the forest and the tree |
| 7 | Mona | (.18) Yo pensé que estabas esperando. I have a Little baby and my mother ehhe, help me to care my baby |
| 8 | Lina | My husband is a, a handsome men. He is a fantastic men and she is, digo , he is a very very mmm, compassion |
| 9 | Ana | In the afternoon, my husband visit the friends |
| 10 | Lola | He is the nanny of my, our baby ehhe, he care? [|
| 11 | Lina | [care |
| 12 | Lola | care the baby in the morning when I work |
| 13 | Mona | when my husband took my hand, he, ¿cómo se dice dar? |
| 14 | Lina | Give me |
| 15 | Mona | Give me a, a diamond |
| 16 | Lina | This is the prize of my career and my plans career and the modeling and the, for the actress |
| 17 | Ana | In the night, after sleeping, I drink tequila because is a reconfortable |
| 18 | Lola | Ahh, I like travel, our dream is of travel of Himalaya |
| 19 | Lola | Finish, the end |
| 20 | Lina | She is Anna. She is very happy. |
| 21 | Mona | She has a child |
| 22 | Lola | Every Saturday, she visits her parents and she °°¿cómo se dice llevar?°° |
| 23 | Ana | She ¿qué? |
| 24 | Lola | Llevar al niño |
| 25 | Ana | She brings the baby |
| 26 | Lola | She ¿qué? |
| 27 | Ana | Bring, bring |
| 28 | Lola | She bring ah, the baby with her grandfathers |
| 29 | Ana | She, every month, visit to her husband because he is dead. Well, that's all. |
| 30 | Lina | She work in the kindergarden. Mmm she like eat mmm cake |
| 31 | Mona | In the afternoon she eh going to him her new boyfriend |
| 32 | Ana | Then, were a war in the country and her boyfriend go, went to the army |
| 33 | Lola | Meanwhile we went to the beach |
| 34 | Mona | When the the war finished they were travelled around in the world |
| 35 | Lina | When she arrived at home, she found two puppies in her door |
| 36 | Ana | And finally, she have a, a girl with her new boyfriend and she lived with her family happy. |

Task 1b.1

| Line | Name | Content |
|------|------|---|
| 1 | Teo | And you? |
| 2 | Tara | Well, when I finished high school, I feel like a successful people because I don't want, in the past I was like twelve, I don't think in, I didn't think in, in ahh, in my studies. I, I think in work when I finished, yeah, that's great! |
| 3 | Teo | And is more successful if you, when you entered to the University |
| 4 | Tara | Yes, of course. |
| 5 | | ((laughs)) |
| 6 | Tara | Nobody gets do it, and you? |
| 7 | Teo | Ammm, I not, I not think that the action to enter to the university is a successful person for me because I really don't, I really didn't want to study, a career is more for my parents |
| 8 | All | ((laughs)) |
| 9 | Teo | Ok, "it's for you". I think that it's a successful story when, well I very love to practice sports, so I practice soccer or volley or basket or... |
| 10 | Tara | Do you like any kind, any kind [|
| 11 | Teo | [Any, any kind of sports |
| 12 | Tara | Oh, [great. |
| 13 | Teo | [so I can be the experience, I can have the experience, I could have the experience that go out to another states and play the sport and go |
| 14 | Tara | Wow, [great |
| 15 | Teo | [It's, it's not a successful history because it's not like a professional and you are a professional football soccer and yes, and you are here and you are [|
| 16 | Tara | [and everybody knows |
| 17 | Teo | Aha, no, no, it's not the case but it's, it's very grateful for me, because I, I really enjoyed it in that time, now it's only the show so... |
| 18 | Tara | Mmmm, I think it's important for the success ahh when you do something that you like, it's important |
| 19 | Cata | And, what are you study? |
| 20 | Teo | I study finance and finance, finance, how do you say finance? |
| 21 | Cata | Finance |
| 22 | Teo | Yes,° is correct°. Ahh, for example, I, I went to study in LED |
| 23 | Cata | Yeah, yeah (unclear) |
| 24 | Teo | Yes, It's obviously, when I talked to my parents that I want to, to, to study that career, they said that "No, oh, my God, No. It's not possible because when you would be a, a professional, you, you are, you'll not have like a..." [|
| 25 | Tara | [Good job? ((laughs)) |
| 26 | Teo | I cannot, a good job, yes, it's a good job but it's, how do you say remuneración? Or earn it. You will not earn it ahh about the money, for example. It's only that you aren't good money, you can survive but [|
| 27 | Tara | [You don't know be a rich |
| 28 | Teo | Exactly, so when my parents told me that, I think that "OK, maybe it's true" but I really enjoy the career all my 4 or 5 years of career and all my (unclear) of my life, when I work in that career, in that profession but they have the money, I don't have the money and I go to school, they don't go to school, so... |

| | | |
|----|------|--|
| 29 | Tara | ((laughs)) (unclear) It's OK |
| 30 | Teo | Amm, did you, for example do another thing, for example, sports, music, theatre? |
| 31 | Tara | I don't like sports ((laughs)) |
| 32 | Teo | Music, |
| 33 | Tara | Mu[sic |
| 34 | Teo | [write, read? |
| 35 | Tara | I like read [|
| 36 | Cata | [something |
| 37 | Teo | Something, yes |
| 38 | Tara | And sometimes I like write, write |
| 39 | Teo | Write? |
| 40 | Tara | Yes, I'm not good. I think I don't... |
| 41 | Teo | You think that you are good but maybe it's... |
| 42 | Tara | I need to practice |
| 43 | Teo | Ok. What kinds of books or ¿cómo se dice escritura? |
| 44 | Cata | Writing |
| 45 | Teo | Writing? Oh, what kind of writing do you |
| 46 | Tara | Novels, especially novels. Well, when it's about school, I don't like that kind of... |
| 47 | Cata | ((laughs)) essays |
| 48 | Teo | I, I saw a, a photograph in facebook, maybe I think is facebook that I... "The books are good but the schoolbooks are nothing" |
| 49 | All | ((laughs)) |
| 50 | Tara | I prefer to [|
| 51 | Teo | [but you read novels, you write it too? |
| 52 | Tara | Mmmm, sometimes, when I feel like sad or, or... |
| 53 | Teo | I have to read a novel of Kafka and what kind of novel, black novel, romantic novel? |
| 54 | Tara | All kind of novels. Sometimes, I, I feel sad and I write something [|
| 55 | Cata | [sad ((laughs)) |
| 56 | Tara | ...sad or something evil no? all depends about the moment and the feelings in that moment. |
| 57 | Teo | That's great, and you? |
| 58 | Cata | Mmm, I am not, I am in the group of dance, folkloric dance? |
| 59 | Teo | oh, ok |
| 60 | Cata | Yes, I like to read but, not all kinds of books, it's like ahhh, how do you say portada? |
| 61 | Tara | The cover |
| 62 | Cata | Ah, the cover, I (unclear) |
| 63 | All | ((laughs)) |
| 64 | Cata | I can read it |
| 65 | Teo | OK |
| 66 | Tara | I have a friend that do that |
| 67 | Cata | Yes, I have to read the cover basically. And I don't listen to music. I play with my brothers because I have two brothers. |
| 68 | Teo | They were older? |
| 69 | Cata | Yes, one little and the other has fourteen years old. |
| 70 | Teo | How old are there, how old are their, este they? |
| 71 | Cata | mmm, my sister is fourteen years old and my brother seven years old. |
| 72 | Teo | You're the older, the [old? |

| | | |
|-----|------|--|
| 73 | Cata | [yes |
| 74 | Teo | Ok |
| 75 | Cata | So, the little brother always has to play and [|
| 76 | Teo | [yes |
| 77 | Cata | Play, and play and play ((laughs)) |
| 78 | Teo | You have brothers too? |
| 79 | Tara | Only one sister |
| 80 | Teo | How old is her? |
| 81 | Tara | She is thirteen,((laughs)) thirteen years old |
| 82 | Teo | I have two little brothers, ahh, the, one of them is twelve, or thirteen? Twelve |
| 83 | All | ((laughs)) |
| 84 | Teo | Twelve, twelve years old, and the other one is a sister. She... |
| 85 | | ((laughs)) |
| 86 | Tara | It's a good question. Sister, well. |
| 87 | Teo | Maybe, she is eight or nine years old [maybe |
| 88 | Tara | [maybe ((laughs)) something like that ((laughs)) |
| 89 | Teo | Well, it's, I can't remember, maybe that's all, but I, well, I can't, I, I don't play with them a lot. |
| 90 | Tara | Why? |
| 91 | Teo | Because they play together, |
| 92 | Tara | Ah, toge[ther |
| 93 | Teo | [so, it's, it's weird because they play some games, strange games, I don't know |
| 94 | Tara | ((laughs)) in my times, [I didn't play that ((laughs)) |
| 95 | Teo | [In my times, in my times, we played ehh...[|
| 96 | Tara | ["las trais", |
| 97 | Teo | ["las trais" ((laughs)) |
| 98 | Teo | "hide and seek", |
| 99 | Tara | "quemados" |
| 100 | Teo | yeah. That's all good times [|
| 101 | Tara | [yes |
| 102 | Teo | [but now it's, I don't know, it's different. I don't know what's the name of the, of the games. It's not videogames, I played videogames but [|
| 103 | Tara | [me, too. |
| 104 | Teo | They play, I don't know, it's all the run, and say things, strange things ((laughs)) |
| 105 | Teo | I don't know, it's good [but |
| 106 | Tara | [that's the reason why you don't play with them |
| 107 | All | ((laughs)) |
| 108 | Teo | What kind of music you like? |
| 109 | Cata | Ammm, pop music |
| 110 | Teo | Pop music in Spanish? |
| 111 | Cata | In English, [too. |
| 112 | Teo | [°°in English?°° |
| 113 | Cata | Yes, it's more like that. |
| 114 | Teo | And you? |
| 115 | Tara | Mm, alternative rock[in English |

| | | |
|-----|-------|--|
| 116 | Teo | [ah, ok. That's good. |
| 117 | Tara | Even in Spanish sometimes, like Zoé. |
| 118 | Teo | Ah |
| 119 | Tara | I prefer in English. You? |
| 120 | Teo | I, I hear a lot of music. I prefer in English. I, I like the indie, indie music, like mm, Kings of Leon or Strokes, you know? no? |
| 121 | All | ((laughs)) |
| 122 | Tara | I heard about the...[|
| 123 | Teo | [The first? |
| 124 | Tara | No, the [the |
| 125 | Teo | [the second? The kind of music? [Indie |
| 126 | Tara | [The kind of music but I don't... |
| 127 | Teo | It's like the rock, maybe, but it's more más ágil , more easy |
| 128 | Tara | slowly |
| 129 | Teo | Not slowly, it's, it's very motivating, you know.[|
| 130 | Tara | [it's... I forget the word ((laughs)). |
| 131 | Teo | Yes, it's like a, a combination of pop and rock, like the middle of the, of that two genres. So, it's a good music, I recommend it. |
| 132 | Tara | Mmm, Ok. I'm going to listen something of... |
| 133 | Teo | Ok, amm, now it's your time to ask something porque, because I, I asked the first times so... |
| 134 | All | ((laughs)) |
| 135 | Teo | I look older because I have the beard. So, I'm I am very lazy to shave me, so... |
| 136 | Tara | ((laughs)) yeah. |
| 137 | Cata | You lose time when you... ((laughs)) |
| 138 | Teo | Yes, is is a little bit, I don't know what's the word but it's, it's like you have to do this. How do you say " comezón "? |
| 139 | Tutor | Sting, mmm, scratch |
| 140 | Teo | Scratch? scratch |
| 141 | Tara | Yeah, when it's a girl is aww. |
| 142 | Teo | Ah, is the only bad thing when you grow up the beard |
| 143 | Tara | ((laughs)) |
| 144 | Teo | Ok |
| 145 | Tara | When you cut and it's like awww. |
| 146 | Teo | Ah, no. It's difficult when, bueno, when you have the experience when you are in, when you were in the secondary school and you have a lot, It's like damn it! |
| 147 | All | ((laughs)) |
| 148 | Teo | You have experience |
| 149 | Tara | Yeah, my friend told me that. |
| 150 | | ((laughs)) |
| 151 | Teo | All the guys, all the guys |
| 152 | Tara | What happened? (unclear) yeah! |
| 153 | Teo | Ok. |
| 154 | Cata | Do you like it |
| 155 | Teo | Shave the beard or shave me? |
| 156 | Cata | Both ((laughs)) |
| 157 | Teo | I don't know. It's. I, I prefer when I shave me and the beard grew up like the middle, not too long, but when I was in high school. When I was seventeen years old, it's a good thing that you have a beard because when you go out with a |

| | | |
|-----|------|---|
| | | friends and you go, you want to go to a bar or something it's like: "oh, show me your IFE" |
| 158 | Tara | You look ((laughs)) |
| 159 | Teo | But, it's, it depends of the case |
| 160 | Cata | Oh my God |
| 161 | Teo | Of my, of my, feelings, I don't know, of my.. |
| 162 | Cata | Convenience, the situation |
| 163 | Teo | the situation of, of the feelings, how you say, of the feelings I have in the moment, for example |
| 164 | Tara | Yeah |
| 165 | Teo | Maybe the word is not feelings but it's, it's more similar I can think, so if I think that I, if I have to go out, maybe I shave me because I will go with a girl so I have to shave, no? |
| 166 | Tara | the day is important |
| 167 | Teo | the day is important |
| 168 | Tara | But maybe she likes [to |
| 169 | Teo | [Maybe, but maybe not, so it's... |
| 170 | Tara | You need to ask |
| 171 | Teo | you have, no, it's when you don't know the, the preference of the girl,[|
| 172 | Tara | [yeah |
| 173 | Teo | you shave like the middle [|
| 174 | Tara | [yeah |
| 175 | All | ((laughs)) |
| 176 | Tara | And you take a shower |
| 177 | All | ((laughs)) |
| 178 | Teo | Mmm, If I go out with a friends, with a guy friends, [mmm, doesn't matter, |
| 179 | Tara | [mmm ah! |
| 180 | All | ((laughs)) |
| 181 | Teo | it doesn't matter, yes |
| 182 | Tara | You don't take a shower. |
| 183 | Teo | ((laughs)) yes, ((sighs)), no, no. |
| 184 | Tara | guys |

Task 1b.2

| Line | Name | Content |
|------|------|---|
| 1 | Tara | You? ((giggles)) |
| 2 | Cata | I think the second is for motivating and try to do new things and you never give up |
| 3 | | ((laughs)) |
| 4 | Cata | because sometimes it could be mmm, difficult but if you are consistent, you are going to be, came to the moon |
| 5 | Teo | I think first the the first one is ahh, sad music,[|
| 6 | Tara | [yeah |
| 7 | Teo | it's a good message but it's like so sad |
| 8 | Tara | And the history, the history is [|
| 9 | Teo | [it's sad, so I think it's, if you want to do something important, a dream, for example, |
| 10 | Tara | [yeah |
| 11 | Teo | and you can't do it, you didn't can, do it. So, you are so sad and you it's, for |

| | | |
|----|------|--|
| | | example the case, that is more important situation. The second is when you are maybe eh, when you are think, you are in the bad situation but it's a, a it's so bad it's only that "Ok, don't worry". |
| 12 | Tara | You can do it [|
| 13 | Teo | [and ... |
| 14 | Tara | again and again and ag[ain |
| 15 | Teo | [Aha, but in the music is more funny more, more... |
| 16 | Cata | Happi[er? |
| 17 | Teo | [más happiest, happiest. |
| 18 | Cata | ok ((laughs)) |
| 19 | Teo | Happiest? Happier? ok |
| 20 | Teo | Amm, I prefer the second because it's more funny [|
| 21 | Tara | [Yeah |
| 22 | Teo | but, ah, if we are talking about the message, I prefer the first |
| 23 | Tara | I prefer the second |
| 24 | Teo | about [the message? |
| 25 | Cata | [the second because the music ((laughs)) |
| 26 | Teo | The second because [the music |
| 27 | Cata | [the music |
| 28 | Tara | The music is important for dance ((laughs)) |
| 29 | Cata | yes, and if you are sad because you, you lose something, I think the first is going to make you kill yourself ((laughs)) |
| 30 | All | ((laughs)) |
| 31 | Cata | Because you're so sad, so you're "noo" |
| 32 | Tara | animal cookies |
| 33 | All | ((laughs)) |
| 34 | All | Silence (.13) |
| 35 | Teo | Maybe give the advise to the, of the other, of the second song because is more funny, more, more easy, easy, sorry it's [|
| 36 | Cata | [easier ((laughs)) |
| 37 | Teo | [easier |
| 38 | Teo | So, I don't know, for it's for all the situations, for example? [|
| 39 | Tara | [yeah |
| 40 | Teo | Maybe I only said that "you can do it. Don't worry" |
| 41 | Cata | Be happy ((laughs)) |
| 42 | Teo | Be happy, yes |
| 43 | Tara | And like she said is, the other, the first song is like "oh, I'm going to kill me" ((laughs)) |
| 44 | Teo | Ok, who is in a difficult, who is in a difficult situation? Are you in a difficult situation, or you? |
| 45 | Tara | No, |
| 46 | Cata | Probably but not at all, so (unclear) |
| 47 | Tara | Only the exams, may[be |
| 48 | Teo | [Only the exams |
| 49 | All | ((laughs)) |
| 50 | Tara | I have homework, yeah |
| 51 | Teo | Yes, I have homework, too |
| 52 | All | ((laughs)) |
| 53 | Teo | °°homework°° ((laughs)) |

| | | |
|----|------|--|
| 54 | Tara | Yes, of course |
| 55 | Teo | I forget it, when I write in a notebook, I forget it to look the notebook, so I have to write it in my hand because, I have to save it |
| 56 | Cata | Yeah, but if you wash your hands? |
| 57 | Teo | No, I don't wash my hands |
| 58 | | ((laughs)) eww |
| 59 | Teo | No, I wash my hands until I arrive of my, a my house (unclear) |
| 60 | Tara | Now I'm going to... |
| 61 | Cata | I'm going to the bathroom |
| 62 | Tara | It's better if you take a picture ((laughs)) |
| 63 | Teo | Ah, OK, Yes, but maybe I'll forget that |
| 64 | Tara | to forget the picture? Well, that's right |
| 65 | Teo | It's, it's very practice and you see your hand, so... [|
| 66 | Tara | [yeah |
| 67 | Teo | You have to see your hand, that's the point ((laughs)). You have to talk to the topic not about my hand or much. |
| 68 | Tara | You need to write in other eh place your homework, that is a [lot |
| 69 | Teo | [In my arm, it's better in [my arm? |
| 70 | Tara | [In your face, [when you look at the mirror |
| 71 | Teo | [oh, yes, when I look in the mirror Ok |
| 72 | Teo | I don't, I can't see my face when I write |
| 73 | Tara | ((laughs)) But you can ask someone to do the write [(unclear) |
| 74 | Cata | [probably, (unclear) you |
| 75 | Teo | It's a good one but it's... |
| 76 | Tara | You should do it |
| 77 | All | ((laughs)) |
| 78 | Teo | I'll think about it but... |
| 79 | Cata | ((laughs)) |
| 80 | Tara | I prefer the hand |
| 81 | Teo | I prefer the hand ((laughs)) |
| 82 | Tara | (unclear) |
| 83 | Teo | yes |
| 84 | Tara | well, whatever |
| 85 | Teo | Ah, would you give it to someone. I don't think. Now, I, I don't do it that. I am have friends that is now in a bad situation or maybe I don't know. |
| 86 | Cata | ((laughs)) probably about an ice cream |
| 87 | Cata | Mmm, me either, but it's why mmm, about the songs, which sound to we recommend it to them or something like that, or we have to make an advice that think ourselves. |
| 88 | Teo | My advice is "Don't worry, be happy" |
| 89 | Tara | ((laughs)) hakuna matata |
| 90 | Cata | Hakuna matata ((laughs)) |
| 91 | Teo | And I'd put he second song, [that's all |
| 92 | Tara | [yeah, me, too. |
| 93 | Teo | Maybe if I am spiritual retired, un retiro espiritual , I'd put the first song because it's more... |
| 94 | Tara | Big, |
| 95 | Cata | Pink and... |

| | | |
|-----|------|---|
| 96 | Tara | the more looking the, the [|
| 97 | Teo | [yes |
| 98 | Tara | the insight peace? |
| 99 | Teo | Exactly, |
| 100 | Tara | Something like that |
| 101 | Teo | So, maybe in that case, only in that case |
| 102 | Tara | ((laughs)) Good ((laughs)) |

Task 1b.3

| Line | Name | Content |
|------|------|--|
| 1 | Alex | Ladies first |
| 2 | Teo | Mhmmm |
| 3 | Chio | You first ((laughs)) |
| 4 | Teo | I start my story? |
| 5 | Cata | Yeah |
| 6 | Teo | This is, she is mmhm beautiful woman is the actress. I like the mmm, I like the mmm, I have, I have a one boy is his mother. I like to is the, the best actress in the whole world ((laughs)) I, the the best movie is the Moulin Rouge, is good movie, I, I like to pass time with the friends and every day in the night and say good bye a your child finally ((laughs)). |
| 7 | Chio | Ok, well this is Alex Alex is a a boy that like to play but emm his father always ah hmmm left Alex here because he is a bad boy, when he grew out, he do it ahhh enterprise, a perfume enterprise and he becomes in a rich man ((laughs)) he had, he has a, a servient [<i>servant</i>] with all her, his money and he can pay a boat, he had his own boat and he practiced different sports. That's all ((laughs)) |
| 8 | Cata | Amm, I can. Once upon a time ((laughs)), there was a little girl who had a dream, she, she wanted to be a writer, so the college was so caro ¿cómo se dice? Expensive and he becomes, she comenzó [|
| 9 | Chio | [begin |
| 10 | Cata | She begin to save money and she, her name was Ximena emm, she had a, a family who, that she loved and when she was oldest amm, she met a cowboy who was rich and they were friends, so, they began, began to be, to work together and then she, she had the money to go to college and she write Monsters Inc. ((laughs)). |
| 11 | Alex | ahh, this is Juanito, he doesn't like to study. He want to be a football player and what she, no what he want to do is ehh, get out of his house and practice this sport to be a great player and, and mmm, at Christmas, in Christmas ehh, he wished, wished ahhh that his parents emm, buy emm, [|
| 12 | Chio | [ball? |
| 13 | Alex | Mmm a ball to to play, to to start to to play emmm, football but in Christmas he received a football a pinos? how do you say pinos? |
| 14 | Chio | No sé |
| 15 | Alex | A boliche . He was angry, amm to the end, he become a a, ¿cómo se dice SLCerdote? |
| 16 | Teo | Mmm |
| 17 | Chio | ¿cómo? |
| 18 | Cata | SLCerdote |
| 19 | Chio | Praist [<i>priest</i>], |
| 20 | Teo | Praist? |
| 21 | Chio | SLCerdote is praist |

| | | |
|----|---------------|---|
| 22 | Alex | [Praist? <i>[priest]</i> |
| 23 | Cata | [praist |
| 24 | Alex | Ah, bueno , he come [|
| 25 | Cata | [praist <i>[priest]</i> |
| 26 | Alex | praist |
| 27 | | ((laughs)) |
| 28 | Chio | It's ok |
| 29 | Alex | Ya |
| 30 | Chio | Let's start with she. She is, what name do you like it? Ahh, Alexa? |
| 31 | Teo | Mmhmm Patricia |
| 32 | Chio | Whatever |
| 33 | Teo | Roberta ((laughs)) |
| 34 | Chio | Well, She is Roberta. She loves ahh sports and she wants find a boyfriend that like the sports too |
| 35 | Teo | He is the boy, he is boyfriend de Roberta ((laughs)) he is very, very good in swimming. He is a model in perfume ((laughs)) model in perfume ah, no sé mmm, another ((laughs)) |
| 36 | Cata | Ahh, the Roberta's family ahh, has been a sport family, his dad was a soccer player and his grandfather was a soccer player, too. |
| 37 | Alex | SLCa la nuestra no? |
| 38 | Teo | Escoge éste. Ten |
| 39 | Chio | °°Deja te lo paso°° ((whispering)) |
| 40 | Cata | °°Se van a caer°° |
| 41 | | ((unclear while whispering)) |
| 42 | Alex | Cuando se dice ambos es they both, ¿verdad? |
| 43 | Cata | Both, humhum |
| 44 | Alex | No es they both Por ejemplo cuando decimos ambos, ella y yo, decimos we both |
| 45 | Chio | mmm, es we both o we, no, sorry they |
| 46 | | (Alex asked "the teacher") |
| 47 | Alex | Entonces they both ahhh were famous and nominate the relationship of the year |
| 48 | Chio | ((laughs)) and after that, they had a boy ((laughs)) they liked ahhh, |
| 49 | Alex | ¿es con todas las fotos? |
| 50 | Cata / Teo | No, |
| 51 | Chio | And they will, They live happy forever |
| 52 | Alex | ((laughs)) Happy forever |
| 53 | Chio | The family |
| 54 | Teo | Por la institución de la familia |
| 55 | Cata | Ah, sí |
| 56 | Chio | They live happy forever. |
| 57 | Teo | Entonces, a ver, ésta es Roberta, éste es su novio, luego, ¿A ellos les gusta el futbol o qué? |
| 58 | Chio | Play |
| 59 | Cata | ah, sí, (unclear) de Roberta |
| 60 | Chio | uhum, and after they, we are |
| 61 | Teo | Que participaron en un concurso y °°que salió ganando°° |
| 62 | Cata | A couple of year |
| 63 | | ((laughs)) |
| 64 | Chio | And after, they have a child, then, they will be the family PROFECA and live happy |

| | | |
|----|------|---|
| | | forever |
| 65 | Alex | Happy forever ((laughs)) |
| 66 | Teo | Yes, that's great |
| 67 | Chio | ((laughs)) |
| 68 | Chio | Well, she is Roberta. She loves the sports and she wants to have a boyfriend that like the sports, too. |
| 69 | Teo | He is boyfriend, is Margarito ((laughs)). I like the swimming, I like the Roberta I, in the relationship have no love is very good part, is very good a relation. |
| 70 | Cata | The Roberta's family is a sports family and her dad was a soccer player and her grandfather was a soccer player, too. |
| 71 | Alex | Mmm, because of that eh, there were famous, and, they were nominate to the couple of the year and they won a award. |
| 72 | Chio | After that, they have a boy and a girl, ahh. |
| 73 | Cata | And they were a happy family and they live family forever, [happy forever. |
| 74 | Chio | [happy |
| 75 | Alex | ((laughs)) Is all |
| 76 | Chio | I, grand, my daughter, emm, there are like ahh, hit a hand. This is my sister and she like a picture of movie, of movie, spiderman and my brothers, and my brothers este , unlike the picture, the picture spiderman |
| 77 | Cata | A one a daughter have a a boyfriend he is singer ahh, I like, I, I este , ¿cómo? ah este watches. Mmm, he is bueno , in the night, ahh, he is a, a transform in the, in the ghost. Ahh he, he visit ahh a the girl and, and go have a walk in the street a walk (a walk) a walk a walk in the street |
| 78 | Teo | Eh, she is Vanessa, is one of este her daughters, she is a boxer eh, and she is Monica, is one of his daughters. This is her girlfriend, she is lesbian. |
| 79 | All | ((laughs)) |
| 80 | Teo | Eh, she is Guadalupe. She's other one, este is Guadalupe's family. She have este two kids and one of the kids este , will wait the Disney movies and, este eh, this is a family pictures of the guys of the family and they are very healthy. |
| 81 | All | ((laughs)) Claps |
| 82 | Chio | Mmm The Christmas Day, ay, is coming and this family put their Christmas tree and they was very happy because in the night, they, they will have many presents and then... |
| 83 | Cata | They were preparing and planning what they have for dinner, who's gonna bring a cake and the wine |
| 84 | Chio | They (unclear) told me say to Phillip to prepare for dinner come on for tequila for the party, then... |
| 85 | Cata | °°Ya se acabó°° ((laughs)) and then, and then they meet, they meet Ana and he start to a conversation in the conversation Ana, Ana said that she had four childrens and then... |
| 86 | Chio | Then, mmm, Ana bought to, bought to Ana, mmm, bought to, to copies mmm for, for the childrens and she, she had a new car, a red new car and then... |
| 87 | Cata | ((laughs)) °°cállate°° Ana bought a present for the childrens and for his boyfriend and now family dinner and very happy forever |
| 88 | Chio | ((laughs)) Another very happy |

Task 1c.1

| Line | Name | Content |
|------|-------|--|
| 1 | Chio | Uno cada quien |
| 2 | Nelly | °°¿cómo se llama?°° ((whispering)) |
| 3 | Ian | °°Bill Gates?°° |
| 4 | Chio | is actor |
| 5 | Ian | Bill Gates? |
| 6 | Chio | Is actor |
| 7 | Lalo | His names |
| 8 | Nelly | Your names, your names is |
| 9 | Nelly | Ah, his name, sí, porque son dos |
| 10 | Chio | ¿Por qué his? |
| 11 | Nelly | Porque sí |
| 12 | | <i>[unclear conversation - they whisper and laugh]</i> |
| 13 | Lalo | The apple is Steve Jobs |
| 14 | Nelly | Ah, yes |
| 15 | Lalo | No Bill Gates, Bill Gates is |
| 16 | Chio | Is actor |
| 17 | Nelly | No! ((laughs)) |
| 18 | Ian | Is the, he, create, created the internet? |
| 19 | Nelly | Ya, es |
| 20 | Lalo | Bill Gates |
| 21 | Nelly | No, |
| 22 | Lalo | Yeah |
| 23 | Nelly | Is director Computel |
| 24 | Ian | No, no |
| 25 | Nelly | Yes |
| 26 | Ian | °°Búscale, búscale°° <i>[in the computer]</i> ((whisper)) |
| 27 | Nelly | Bill Gates |
| 28 | Lalo | Bill G-, Bill es Williams Henry "Bill" Gates is an American Business magnate, Gates is the former[|
| 29 | Nelly | [executive |
| 30 | Lalo | [executive and chairman of Microsoft, the world's largest personal computer software company which he co founded with Paul Allen. He is conscient <i>[consistently]</i> , I don't know, ranked in the Forbes List of the world's wealthiest people (unclear) where he was ranked third ((reading from google)) |
| 31 | Ian | Who person what do you want? |
| 32 | Chio | What do you want? |
| 33 | Ian | Who person? |
| 34 | Nelly | Ehhh |
| 35 | Lalo | You must which a only person and Oscar must say who person what she want to write about this guy |
| 36 | All | ((laughs)) |
| 37 | Ian | Only she, only say, only told me |
| 38 | Nelly | One person gay? ((laughs)) |
| 39 | All | ((laughs)) |
| 40 | Chio | Repeat questions again, again. |
| 41 | All | ((laughs)) |

| | | |
|----|-------|---|
| 42 | Lalo | No, no, when I I say guy is a boy |
| 43 | Chio | Ah, yes. |
| 44 | Lalo | Is a person no a guy, a gay, |
| 45 | Chio | We understand |
| 46 | All | <i>[laughs at a confusion with the pronunciation - guy /gay]</i> |
| 47 | Lalo | Who is your person? |
| 48 | Ian | I'm thinking |
| 49 | All | <i>[They laugh nervously and whisper in Spanish "ay, no manches"]</i> |
| 50 | Chio | [Mmmmm |
| 51 | Lalo | [You? |
| 52 | Chio | Cristiano Ronaldo ¿Cómo se dice? How do you say "creador" in English? |
| 53 | Lalo | creator |
| 54 | Nelly | creator |
| 55 | Lalo | invented |
| 56 | Ian | creator? |
| 57 | Chio | The [google |
| 58 | Nelly | [inventor |
| 59 | Lalo | invented |
| 60 | Chio | the google |
| 61 | Lalo | mmm, inventor |
| 62 | Nelly | inventor |
| 63 | Chio | inventor de google |
| 64 | Ian | Oh, I don't know who is that. |
| 65 | Chio | Son... |
| 66 | Ian | Man? |
| 67 | Chio | Two people, persons |
| 68 | Ian | Two people? |
| 69 | | (unclear) |
| 70 | Nelly | ¿Lo que sea? Personas, people ¿cómo se dice exitosas? |
| 71 | Ian | Successful, successful, |
| 72 | Chio | People successful |
| 73 | Lalo | Mmm, and your person, Oscar? What person do you want? |
| 74 | Nelly | (unclear) exitoso |
| 75 | Lalo | Who? |
| 76 | Ian | Larry Page y Sergey Brin |
| 77 | Nelly | Two persons |
| 78 | Ian | Will Smith |
| 79 | Lalo | ¿qué? |
| 80 | Ian | Will Smith |
| 81 | Lalo | Will Smith |
| 82 | Nelly | No es muy exitoso |
| 83 | Ian | David, |
| 84 | Nelly | David |
| 85 | Ian | David |
| 86 | Chio | David Mushroom |
| 87 | All | ((laughs)) |
| 88 | | ((whispers)) |
| 89 | Lalo | You said Cristiano [Ronaldo? |

| | | |
|-----|-------|---|
| 90 | Nelly | [Cristiano Ronaldo |
| 91 | Lalo | When? Who peop-Who person will wish? |
| 92 | | ((whispers)) |
| 93 | Nelly | what? what? Mmm, Steve Jobs |
| 94 | Ian | Steve Jobs |
| 95 | Nelly | Steve Jobs, ya |
| 96 | Ian | Pero dice la teacher que el examen no es mañana |
| 97 | Nelly | In English, |
| 98 | Chio | In English, speak in English |
| 99 | Lalo | Name: Steve [Jobs. |
| 100 | Nelly | [Jobs |
| 101 | Lalo | Profession? (.04) In[ventor |
| 102 | Nelly | [Inventor |
| 103 | Chio | inventor |
| 104 | Lalo | In-ven-tor |
| 105 | Nelly | Where from? (.04) USA? Mmm, no.(.07) San Francisco, California. USA |
| 106 | Chio | USA |
| 107 | Lalo | Was an American yeah, marketer and inventor, and marketer ((typing)). Where from? |
| 108 | Nelly | From America |
| 109 | Lalo | American |
| 110 | Nelly | Was born |
| 111 | Chio | [was born |
| 112 | Nelly | [was born |
| 113 | Lalo | American, no? |
| 114 | Nelly | Eso es where from? |
| 115 | Lalo | Was an American marketer, who was... ((reading in silence)) |
| 116 | Ian | San Francisco |
| 117 | Lalo | San Francisco? |
| 118 | Ian | California. 24 de febrero |
| 119 | Lalo | °°¿ Dónde dice? °° ((whispering)) |
| 120 | Nelly | A ver ((laughs)). Acá , San Francisco, yes, California. |
| 121 | Lalo | Born, esto no ((typing)) |
| 122 | Nelly | What..? |
| 123 | Lalo | Why success[ful? |
| 124 | Nelly | [for (unclear) Where from? |
| 125 | Chio | Where from? |
| 126 | Ian | No, where from? He is American |
| 127 | Nelly | Pero was born? |
| 128 | Lalo | [San Francisco |
| 129 | Nelly | [Was, was born |
| 130 | Chio | In... |
| 131 | Lalo | San Francisco, [California |
| 132 | Nelly | [Is was born, what is? |
| 133 | Ian | °°¿ está bien así? °° ((whispering)) °°¿ dónde nació? °° |
| 134 | Lalo | Dice was born[, |
| 135 | Ian | [where from? |
| 136 | Nelly | [where from? |
| 137 | Ian | Es lo mismo |

| | | |
|-----|-------|--|
| 138 | Nelly | Ah, bueno. |
| 139 | Chio | One city other ... |
| 140 | Nelly | ah, OK, |
| 141 | Chio | Yes ((laughs)) |
| 142 | Nelly | Because, because |
| 143 | Lalo | It's like Miraya. She, she, she is from... |
| 144 | Nelly | Mexico? |
| 145 | Lalo | Guadalajara |
| 146 | Nelly | Ah, ok |
| 147 | Lalo | No, she, she's from[|
| 148 | Nelly | [She's fr[om |
| 149 | Lalo | [Queretaro, but she [was born |
| 150 | Chio | [was born |
| 151 | Nelly | [In Guadalajara |
| 152 | Lalo | [In Guadalajara |
| 153 | Nelly | Ok. Ya, I understand |
| 154 | Lalo | Why successful? |
| 155 | Nelly | I understand ((laughs)) |
| 156 | Lalo | Why is successful? |
| 157 | Chio | I understand |
| 158 | Lalo | because he in-ven-ted the ipod ((typing)) |
| 159 | Ian | And Pixar |
| 160 | Nelly | The ipod? |
| 161 | Chio | The ipod? |
| 162 | Ian | Ya, no? |
| 163 | Chio | The Apple, ah, [it's apple |
| 164 | Nelly | [it's apple |
| 165 | All | ((laughs)) |
| 166 | Nelly | The ipod, apple, ipad ((laughs)) |
| 167 | Chio | It's apple |
| 168 | Lalo | Los hi-phones ((laughs)) |
| 169 | Nelly | Los hi-phones ((laughs)) |
| 170 | Chio | Steve Jobs? Steve Jobs. How do you say "parece"? |
| 171 | Lalo | Look like |
| 172 | Chio | ¿Cómo? |
| 173 | Lalo | Look like |
| 174 | Chio | Look like. ah, no |
| 175 | Nelly | I mac, itunes, ipod, iphone and ipad |
| 176 | Chio | I, I, I, I, I, I, |
| 177 | Nelly | (.08) He is... |
| 178 | Chio | (.04) Walt Disney |
| 179 | Ian | (.10) Steve Jobs |
| 180 | Nelly | "Walt Disney acq- acquired PIXAR?" ((reading)) |
| 181 | Ian | Yes, was an American Entrepreneur, marketer and inventor who was the cofounder along with Steve Wozniak, [|
| 182 | Nelly | [Wozniak and Ronald Wayne. |
| 183 | Ian | Chairman and CEO of apple. Mmmm, through Apple, he is widely recognized ((reading)) "Maximum Entrepreneur" |
| 184 | Nelly | ¿Cómo? |

| | | |
|-----|-------|--|
| 185 | Ian | Entrepreneur |
| 186 | Chio | It's "maximum entrepreneur" |
| 187 | Lalo | "And for this influential career in the computer and consumer electronics fields, transforming |
| 188 | Nelly | transforming one industry after another, |
| 189 | Lalo | from computers and [smartphones |
| 190 | Nelly | [smartphones |
| 191 | Nelly | aha, to music and movies." |
| 192 | Lalo | "also co-founded and served as chief." (.09) We must write all? All that? |
| 193 | Ian | Yeah, yeah? ok |
| 194 | Chio | Cristiano Ronaldo |
| 195 | Lalo | Profession? |
| 196 | Ian | Pues , soccer player |
| 197 | Chio | Soccer player |
| 198 | Nelly | Soccer player |
| 199 | Lalo | Where from? |
| 200 | Ian | Is Portugal |
| 201 | Nelly | Was born? |
| 202 | Chio | Is Spain |
| 203 | Nelly | Portugal |
| 204 | Chio | Madrid |
| 205 | Lalo | No |
| 206 | Nelly | No |
| 207 | Chio | Was born? |
| 208 | Ian | Portugal |
| 209 | Lalo | He's Portuguese. Well ((laughs)). Why successful? |
| 210 | Nelly | [Because |
| 211 | Lalo | [Because |
| 212 | Lalo | Because |
| 213 | Nelly | because he, eh, excellent... |
| 214 | Lalo | Excellent |
| 215 | Chio | Player [football player |
| 216 | Ian | [Soccer player |
| 217 | Chio | In the world ((typing)) |
| 218 | Nelly | In the world |
| 219 | Chio | In the world? |
| 220 | Nelly | Because... |
| 221 | Ian | Handsome |
| 222 | Nelly | Handsome |
| 223 | Ian | And... |
| 224 | Nelly | and handsome |
| 225 | Chio | And he, he is so hand, handsome |
| 226 | All | ((laughs)) |
| 227 | Chio | He is very, very good |
| 228 | Lalo | He, he have, have good [|
| 229 | Nelly | [glúteos , good, good |
| 230 | Lalo | good legs ((laughs)) |
| 231 | Ian | because he is excellent soccer player in the world and he is... |
| 232 | Nelly | Handsome |

| | | |
|-----|-------|--|
| 233 | Lalo | And a big butt |
| 234 | Ian | Handsome and leg, hair and good ((laughs)) |
| 235 | Lalo | Who next? Mmhm, you? |
| 236 | Ian | Ahh, Bob Marley ((laughs)) Bob Maley ((laughs)) |
| 237 | Lalo | Yeah? |
| 238 | Chio | [Bob Marley |
| 239 | Chio | [Bob Marley, yes |
| 240 | Lalo | Bob Marley, ah, ah |
| 241 | Chio | Jamaiquino, Jamaiquino |
| 242 | Ian | Eh, how do say, you say artist in English? Artista in English? |
| 243 | Lalo | Single |
| 244 | Ian | [Single? |
| 245 | Chio | [single |
| 246 | Lalo | No, single [|
| 247 | Nelly | [es cantante |
| 248 | Lalo | Single? |
| 249 | Ian | Sí! |
| 250 | | (unclear) |
| 251 | Chio | Yes |
| 252 | Lalo | Profession? Single |
| 253 | Chio | Musica, music |
| 254 | Lalo | No, single no, single is soltero , singer |
| 255 | Chio | Singer |
| 256 | Nelly | Singer, |
| 257 | Chio | Singer, my friend, singer, my friend |
| 258 | Lalo | Singer |
| 259 | Ian | My Friend in the week |
| 260 | Chio | Speak in English, Oscar, |
| 261 | All | ((laughs)) |
| 262 | Nelly | English, English |
| 263 | All | ((laughs)) |
| 264 | Ian | His is from America |
| 265 | Chio | Jamaica, he is from Jamaica |
| 266 | Nelly | Miami, Florida. Estados Unidos |
| 267 | Ian | Ah, Sí? |
| 268 | Chio | Was born [|
| 269 | Lalo | [Was born...? |
| 270 | Chio | Miami [|
| 271 | Lalo | [No! Este, Inglaterra, ¿no? |
| 272 | Chio | I don't like, I don't like, sorry |
| 273 | Lalo | England, si, no? Miami, Florida? |
| 274 | Nelly | Miami, Florida |
| 275 | Chio | Mmmm, loser. |
| 276 | Ian | yes. |
| 277 | Chio | Is he from (unclear) ? |
| 278 | Lalo | No está, "Marley Booker, Nine Mile, Saint Ann, Jamaica" |
| 279 | Nelly | Music, and guitars and comp, compositor |
| 280 | | ((whispering in Spanish)) |
| 281 | Nelly | Is Chicago, |

| | | |
|-----|-------|--|
| 282 | Chio | one, one hundred, one hundred |
| 283 | Nelly | Walt Disney |
| 284 | Lalo | Hundred, hundred no hundred <i>[correcting pronunciation]</i> |
| 285 | Lalo | °°¿Hacemos el ultimo? Vemos dónde nació°° |
| 286 | Nelly | °°Jamaica°° |
| 287 | Chio | Forty eight, forty eight point. One hundred forty eight point link |
| 288 | Ian | Died two hundred eh, twenty? |
| 289 | Chio | Nineteen point |
| 290 | Ian | One, one |
| 291 | Chio | Point, point |
| 292 | Ian | point |
| 293 | Ian | Cumplir, cumplir, and what else? |
| 294 | Nelly | And guitar |
| 295 | Lalo | And guitar |
| 296 | Nelly | Mhum Or and music, and, and, no? |
| 297 | Lalo | He was an excellent singer |
| 298 | Nelly | And guitar |
| 299 | Ian | Next, next |
| 300 | | (unclear) ((laughs)) |
| 301 | Nelly | Walt Disney |
| 302 | Ian | Walt Disney. Walter Elias Disney |
| 303 | Lalo | Walter, así? |
| 304 | Ian | Walter Elias Disney, Full name |
| 305 | Lalo | Profession? |
| 306 | Ian | Ah, how do you say inventor in English? |
| 307 | Lalo | Inventor? |
| 308 | Nelly | Inventor, |
| 309 | Ian | Inventor? of the... the Walt Disney Company |
| 310 | Chio | How do you say empresario ? In English |
| 311 | Lalo | I don't know |
| 312 | Ian | ¿Y esto? |
| 313 | Chio | How do you say? |
| 314 | Ian | How do you say? And father of Mickey Mouse |
| 315 | Chio | ((laughs)) And creator, creator of Mickey Mouse |
| 316 | Ian | Yes |
| 317 | Nelly | And father ((laughs)) |
| 318 | Nelly | And father de princess |
| 319 | Ian | Yes |
| 320 | Chio | And father de pepe grillo [Jiminy Cricket] |
| 321 | All | ((laughs)) |
| 322 | Lalo | Businessman, busi-ness-man |
| 323 | Nelly | business |
| 324 | Lalo | businessman and in-[ven-tor |
| 325 | Chio | [inventor, inventor |
| 326 | Lalo | where from? |
| 327 | Chio | Where from? Es de... |
| 328 | Nelly | USA, |
| 329 | Chio | USA, the USA y was from |

| | | |
|-----|-------|--|
| 330 | Ian | Chicago |
| 331 | Nelly | Chicago, Illinois. |
| 332 | Ian | [Illinois |
| 333 | Nelly | [Illinois Chicago, Illinois, |
| 334 | Chio | °°Illinois?°° |
| 335 | Nelly | Illinois |
| 336 | Ian | Illinois, ok. |
| 337 | Lalo | Why successful? |
| 338 | Nelly | Co-fundator de Walt Disney Company |
| 339 | Lalo | Cofundador |
| 340 | Chio | Inventor, inventor de Walt Disney Company |
| 341 | Ian | (unclear) Yes |
| 342 | All | ((laughs)) |
| 343 | Nelly | Because he co-founder, co-funder |
| 344 | Nelly | Co fundator, Co fundador |
| 345 | Chio | How do you say cofundador in English? |
| 346 | Lalo | Co-funder (mispronounced), co-funder?, ammm, |
| 347 | Chio | Cofunder? |
| 348 | Lalo | Cofounder? |
| 349 | Ian | I don't know. |
| 350 | Nelly | Co funder? |
| 351 | Nelly | (.08) The Walt Disney Company |
| 352 | Chio | The Walt Disney Company |
| 353 | Lalo | Because he was cofounder (.05) |
| 354 | Ian | Very good, ahh, <i>[in satisfaction]</i> |
| 355 | Lalo | Ok. |
| 356 | | (.08) ((whispering unclear)) |
| 357 | Nelly | Mmm, she |
| 358 | Ian | Oh, yeah |
| 359 | Lalo | Who? |
| 360 | Ian | Madonna |
| 361 | Nelly | Madonna |
| 362 | Lalo | Yeah, Madonna? |
| 363 | Nelly | Sí, Madonna |
| 364 | Chio | Queen de people de pop, no? |
| 365 | Lalo | Yeah, Singer, singer. Mmm, (unclear) Why? |
| 366 | Nelly | She was es en pasado |
| 367 | Lalo | Fue, Ah no, todavía vive, ¿verdad? |
| 368 | All | ((laughs)) |
| 369 | Nelly | She's[|
| 370 | Lalo | [she is |
| 371 | Nelly | she's [|
| 372 | Lalo | [she is |
| 373 | Nelly | mmmm a queen |
| 374 | Lalo | She is [the queen |
| 375 | Chio | [De pop, of pop |
| 376 | Nelly | Mhum |
| 377 | Lalo | A queen |
| 378 | Nelly | De [|

| | | |
|-----|-------|--|
| 379 | Chio | [Music pop |
| 380 | Ian | From USA |
| 381 | Nelly | was from[|
| 382 | Ian | [Bay City, Michigan |
| 383 | Lalo | Michigan? [Michigan |
| 384 | Nelly | [Is correct? |
| 385 | Ian | Is correct |
| 386 | Nelly | USA is mmm, never... |
| 387 | Chio | You... |
| 388 | Ian | How do you say? |
| 389 | Chio | You, no, USA is... |
| 390 | Nelly | Escritora , writer |
| 391 | Chio | Empresaria |
| 392 | Nelly | Empresaria is businessman ((mispronounced)) |
| 393 | Lalo | Empresaria , writer? |
| 394 | Chio | Dancing, |
| 395 | Lalo | What? |
| 396 | Nelly | Dancing |
| 397 | Chio | she is dancing |
| 398 | Lalo | °°Dancing°°. |
| 399 | Ian | finish? |
| 400 | All | Finish |
| 401 | Lalo | Complete, that's it! |

Task 1c.2

| Line | Name | Content |
|------|------|--|
| 1 | Isa | Mmmm, he is a woman mm, his name is [|
| 2 | Teo | [°°Elizabeth°° |
| 3 | Isa | Elizabeth ((laughs)), mmm, she have 21 years old. Mmmm, She visit for mmm [((Laughs)) |
| 4 | Teo | [(unclear) |
| 5 | Ian | She likes to go to many places. |
| 6 | Teo | She likes the... and he have a [|
| 7 | Isa | [comprar, ¿cómo se dice comprar? |
| 8 | Teo | buy a perfume. He have a perfume |
| 9 | Ian | But she also has two, two kids |
| 10 | Isa | Yes |
| 11 | Teo | I like kids and pets |
| 12 | Ian | One of them is very crazy, |
| 13 | Isa | Yes, ya final. |
| 14 | Isa | (.12) she buy, no, he buy |
| 15 | Ian | don't like the American football. It's very boring. I like the see the number (unclear) |
| 16 | Isa | so, his mother... |
| 17 | Teo | her mother (unclear) very healthy ((laughs)) eat the apple |
| 18 | Isa | Tengo tennis nuevos, ya me vi (unclear). Hay que intentarlo, a ver si podemos solos, totalmente, sin ayuda porque si pasamos o algo bueno, yo soy super nerviosa. |

| | | |
|----|-----|---|
| 19 | Isa | mmmm. She is [|
| 20 | Ian | [°°Isabella°° |
| 21 | Isa | [Isabella, eh, she she work, she working in ¿cómo se podría decir diseñadora de vestidos? |
| 22 | Teo | Designer dresser or dresser designer |
| 23 | Isa | Dresser designer? Dresser designer ammm |
| 24 | Teo | She likes to buy a perfume, a new perfume, this perfume is the woman (unclear) |
| 25 | Isa | Alec [pointing at her partner] She have two [|
| 26 | Ian | [°°Two child°° |
| 27 | Isa | [Two children? |
| 28 | Ian | One of them is very crazy |
| 29 | Isa | Her name is Charlie [|
| 30 | Ian | [yes |
| 31 | Isa | ammm, and tell me that I to school, school y ya, ya son One, two, three, four, five, aha. Te doy ésta [giving a picture to Ian] |
| 32 | Ian | Ándale esa |
| 33 | Ian | este name is ahh Josh, he, he was their kid no so smart. He didn't like the school but then he grew up and became NFL football player, he was very big and, and, he won superbows and became more more famous, then he, he likes to play in lots of parts of the world, he likes to go to superbows but he also loves to watch movies like Monsters Inc. ((laughs)). |
| 34 | Isa | yes |
| 35 | Teo | this ... (unclear) |
| 36 | | ((laughs)) |
| 37 | Isa | pobrecita |
| 38 | Teo | this is... very successful his work and have a family and have two children, when is the the birthday of the son, son very very bad boy |
| 39 | Isa | ahh, mmm |
| 40 | Teo | this boy in the future I see the box, the profession is very, very stressful but have a different in the ¿cómo se dice pelea? |
| 41 | Ian | Fights |
| 42 | Teo | in the different fights, fights |
| 43 | Isa | fight |
| 44 | Teo | for, for, for her and no like the mother the fight with you, her son the fight |
| 45 | Isa | ¿cómo me dijeron que se decía fragancia o perfume? |
| 46 | Ian | °°perfume°° Así se pronuncia |
| 47 | Isa | Perfume, Thank you. Y cómo se dice diseñador de vestidos, dresser design? dresser |
| 48 | Ian | Dress, dresser, dresser design |

Task 1c.3

| Line | Name | Content |
|------|------|--|
| 1 | All | ((laughs)) |
| 2 | Isa | Tú puedes, tú puedes |
| 3 | Teo | He is the elegant woman, is the business, business woman, he has a good job and is very successful he have a family and the family is compused, compused with two children and with the husband, today is the birthday, birthday, birthday child, he, she have a bad, bad boy is the son with (unclear) Is is complicated the relationship |

| | | |
|----|-----|---|
| | | with the father and the sister in the boy I see the future amm champion of the boxer. |
| 4 | All | ((laughs)) |
| 5 | Teo | Mum don't like the idea because it's very complicated and complicated and see the pelea |
| 6 | Ian | Fighting |
| 7 | Teo | Fighting is mum indifference I see that praying is very complicated for mum that see that son fought |
| 8 | All | ((claps and laughs)) |
| 9 | Isa | A mí me aplauden, si no no hablo. Ammm She in woman, his name is Katherine and she working is dresser design. Mmm, she is mm, his favo, favourite ((sighs)) person mmm, she have is two children mmm, his (unclear) name is Charlie, Charlie ahh, favourite is food (unclear). |
| 10 | All | Bravo ((claps and laughs)) |
| 11 | Ian | His name is Gonzalo, he doesn't like to study, that's why he, he became a professional football, NFL football player because he like sports and then, he became a little famous, then he won the superbowl, he became more famous that's why because he like to, to travel the world, he likes to go Las Vegas, he likes to go swimming with dolphins and he likes to go to restaurants, famous restaurants. Well, he also likes to see the movies like Monster Inc. what else? |
| 12 | All | ((Claps)) Bravo |

Task 1d.1

| Line | Name | Content |
|------|--------|---|
| 1 | Alex | I want to be a great businessman, not for make a lot of money for me or for my wishes but I want to mmm, to pay, I don't know, some missionaries or to (unclear) Incorporations or corporations who, which, which are dedicated to help people. One of my dream is to be a good, a businessman but not for me sino ¿cómo se dice sino? |
| 2 | Liz | Ehhh but... |
| 3 | Alex | but, not for me, but for people, for ehh, for the [work |
| 4 | Liz | [charity? <i>[mispronounced]</i> |
| 5 | Alex | Maybe or for the work, more for to the work of God, helps poor or Christian missionaries. It's one of my dreams |
| 6 | Liz | Mmm, good dream |
| 7 | Alex | Thank you |
| 8 | Trisia | My dream is create my own business about, about my career. I want to, to develop my ¿how do you say despacho? Is worker office, office or accounting office? Accounting office, maybe? And yeah, I, I want ehh, I want to have my, my, my own time, mmm, I am free for, for, yeah, for the time and, I don't know, eh look my, my customs, my workers, my, mmm, my wi-, my house, I don't know, it's my dream. |
| 9 | Gia | One of my dream is to travel around the world but I want to travel when I have a, a good job and when I don't have a lot of things to do like right now that I have a lot of things to do. I want to have my own time for do it wherever I want to and travel around and knew and cities or new people. I'd like to do that kind of things or cultures, I'd like to meet cultures, ah, different cultures in all the world. That is for me, my dream. |
| 10 | Trisia | What about you? |
| 11 | Alex | My dream is ¿cómo puedo decir tener mi propio despacho? My, I have my own |

| | | |
|----|----------------|--|
| | | dispatch? |
| 12 | Liz | Amm I don't know if it is correct[|
| 13 | Trisia | [despacho, |
| 14 | Liz | no sé I don't know [|
| 15 | Alex | [dispatch own? |
| 16 | Liz | [what is the word Work office |
| 17 | Alex | [It's dispatch, no? |
| 18 | Liz | I don't know |
| 19 | Alex | And my own house, |
| 20 | Gia | Yeah |
| 21 | Alex | With a pool, with a pool, tu sueño ((laughs)) |
| 22 | Gia | Yeah, that's right |
| 23 | Liz | A big car, mmm, two cars, well, more cars ((laughs)) |
| 24 | Alex | Mmm, I want to have a food company |
| 25 | Liz | yeah? |
| 26 | Alex | to eat free |
| 27 | Liz | Free? ((laughs)) |
| 28 | Alex | Yes, free |
| 29 | Liz | ((laughs)) that would be great! ((laughs)) I definitely like the food ((laughs)) |
| 30 | Alex | Yes |
| 31 | Trisia | What do you want, a restaurant? |
| 32 | Alex | Yes, maybe a restaurant, I don't know, or maybe a chocolate ((laughs)) or... |
| 33 | Trisia | oh, like Charlie and The...[((laughs)) |
| 34 | Alex | [Ándale, true ((laughs)) |
| 35 | Gia | That could be my dream, too |
| 36 | Alex | Hamburguers |
| 37 | Gia | Yeah, I prefer the chocolate |
| 38 | Alex | Ok |
| 39 | Liz | And what do you need? |
| 40 | Alex | Mmm? |
| 41 | Liz | What do you need? |
| 42 | Alex | What do, what I, what we need to what? |
| 43 | Trisia | for get |
| 44 | Gia | for get that |
| 45 | Alex | ahh, eh |
| 46 | Gia | first, finish my [|
| 47 | Trisia | [career |
| 48 | Gia | career ((laughs)) |
| 49 | Alex | yes, I need to study very much |
| 50 | Trisia | yes, and get a good job, maybe in the beginning you don't be a good boss but after you are with experience, you want to be you own business |
| 51 | Gia | mmm, yeah |
| 52 | Alex | I need to learn English |
| 53 | Trisia /Gia | Yeah ((laughs)) |
| 54 | Liz | English and other languages |
| 55 | Trisia | Yes |
| 56 | Gia | Yeah, I finish my career and prepare, learn English and can be mmm, ok, eh, At the moment I work about my career because I consider that the experience is the |

| | | |
|----|--------|--|
| | | most important[|
| 57 | Alex | [Yes, |
| 58 | Gia | Because if you finish the career and you don't, you don't have the experience is, is, is more difficult[|
| 59 | Alex | [Yes, |
| 60 | Gia | Get your dreams or get a good job and I think that mmm, maybe emm, have a relationship with the colegas? Colleagues, eh, because can be a, a, a way or option for get job more easily. |
| 61 | Trisia | Yeah, especially in our career business are the experience and the good relationships, It's very necessary |
| 62 | Gia | Yeah |
| 63 | Trisia | So? Ya? |
| 64 | Liz | What do you think? ((laughs)) |
| 65 | Alex | Ah, get es conseguir, ¿verdad? Get a new a new job mmm |
| 66 | Liz | Are you working in this moment? |
| 67 | Alex | Ah, yes |
| 68 | Liz | Mmm, like a auxiliary or in another different thing? |
| 69 | Alex | Auxiliar |
| 70 | Liz | But it's great. The experience is the most important ((laughs)) |
| 71 | Alex | I don't have any experience |
| 72 | Liz | No? |
| 73 | Alex | No |
| 74 | Alex | When I was... |
| 75 | Trisia | Three works, three years |
| 76 | Alex | Yeah, I worked in a peluquería? |
| 77 | Trisia | Mmm, I don't know, sorry |
| 78 | Alex | It was for a future |
| 79 | Trisia | Mmm |
| 80 | Gia | Are you working? |
| 81 | Liz | Yes, I work in audit [|
| 82 | Gia | [Ah |
| 83 | Liz | [audit, auditing, algo así, auditing is a, how do you say? It's a part of accounting, auditoria is a accounting office and the special is auditing. |
| 84 | Gia | Mmm, great |
| 85 | Alex | °°and you?°° |
| 86 | Trisia | I am like an auxiliary, worker office too. Yes |

Task 1d.2

| Line | Name | Content |
|------|--------|--|
| 1 | Gia | She is, I don't know, Melisa, she, she is a, she is a a woman, a professional woman, ah she all day ammm, all day, she do yoga |
| 2 | Trisia | Ok, she is, no, he is the husband of Melisa and they, they are got married last year ahh, they want, they want to have children |
| 3 | Liz | There is a wedding planning his wedding, her wedding with Anna who, who is her best friend of childhood |
| 4 | Gia | (.18) Ahhh, they start ahh, they start ahh, to work in your things or in your plans eh, around then and then ehh, |
| 5 | Trisia | (.26) They are the, the grandmother and grandfather of, of Melisa and he is ah, her brother, they are planning ahh, ah the surprise for, for, for the Melisa and °°¿cómo |

| | | |
|----|--------|--|
| | | dijeron que se llamaba?°° |
| 6 | Gia | No dijimos |
| 7 | Trisia | Ah, no, mmm Armando ammm because they are, no, they want to organize a big party for, no for their anniversary |
| 8 | Liz | So his her brother ehh get with her best friend to buy the presents and the things for the party. |
| 9 | Gia | (.15) Amm a day a day arrived a first your [|
| 10 | Trisia | [their first son mmm, his name is Tomas and he is a, a boy very, very hiperactive ahh, he, he is four years old |
| 11 | Trisia | amm her mum of °° ¿cómo se llama?°° |
| 12 | Gia | Tomas |
| 13 | Trisia | Tomas in in her birth, in his birthday of Tomas, she gives of, of dogs but... |
| 14 | Liz | After he was six years (unclear) another baby and a little girl |
| 15 | Gia | (.08) In this day, mmmm Melisa's grandmother ah, lost your... how do you say puppy? |
| 16 | Trisia | Puppy? |
| 17 | Gia | Her puppy and then she, she is searching, buscando, sí , she is searching because, because she, she think ah, give it, give him or give it a to Tomas |
| 18 | Trisia | Ammm in Christmas, on Christmas mmm Santa Claus ahh, is sleep, no, slept on her bed of the, of the childrens and ((laughs)) es que no sé |
| 19 | Liz | For Christmas, he gave to him, he gave to her a diamond like this .(unclear) it was their anniversary |
| 20 | Gia | Mmm, then he, he receive a, a, a, I don't know, a I don't know, °° ¿medalla de oro?°° |
| 21 | Trisia | (.16) [looking up the word "medal" in the dictionary] Medal |
| 22 | Gia | he received, received a medal for be a, for be, for be better husband |
| 23 | Trisia | the family saw, no, your family ah, celebrate for the medal and they are eating a big cake and they are happy |
| 24 | Liz | and the celebration the kids were playing with their friends on the ground |
| 25 | Trisia | that's all |

Task 1d.3

| Line | Name | Content |
|------|--------|---|
| 1 | Liz | They were kids ahh, they lived together but all in a, all in a little country and they like to play |
| 2 | Trisia | One of the friends ahhh, he don't, he doesn't like the school and he, no, he, he's very ahh, angry, hungry |
| 3 | Gia | When he ah, how do you say crecer? |
| 4 | Trisia | Grow up |
| 5 | Gia | When he grow up, he become ahh, ammm, good, good, good runner and, and, and he, he won, ahh many, many car-, many careers |
| 6 | Liz | Another of the point, another of the friends ammm, practice swimming and give him a winner |
| 7 | Trisia | Others of the friends, ahh, they are, they are good dancers and mmm, they are in love, yes? And they, they are enjoy, enjoying the night, at the night |
| 8 | Gia | They like mmm, dinner with your, with their son, son and daughter and they they dinner ahhh milk with ahh, cake |
| 9 | Liz | In some cases they went to restaurants for dinner and they, they look like they ahh, (.18) [looking up something in the dictionary] they take for vacation. |

| | | |
|----|--------|--|
| 10 | Trisia | Mmm, on their vacation ahh, they, they went at the six flags and they are, they are ah, stay, staying with the dolphin, dolphin? |
| 11 | Liz | mhum. Si |
| 12 | Gia | Mmm, although, although amm, the father didn't conv-, didn't convince by with this place |
| 13 | Gia | Eh?, |
| 14 | Trisia | °° Está raro, no? ¿él no regresó? °° |
| 15 | Gia | No, que no estaba convencido |
| 16 | Trisia | Ah, ok |

Task 1d.4

| Line | Name | Content |
|------|--------|--|
| 1 | Gia | How do you say "tranquilo"? |
| 2 | Lola | (.05) it's, it's (.08) positive form. It's a peaceful |
| 3 | Isa | Peaceful |
| 4 | Trisia | Peter or Bruno? |
| 5 | Lola | The two. Tranquila, Tranquila , peaceful, peaceful or calm |
| 6 | Trisia | peaceful |
| 7 | Gia | °°don't give up°° Peter Gabriel is peaceful (unclear) any, any dream and... |
| 8 | | Peaceful, peaceful |
| 9 | Lola | Peaceful |
| 10 | Gia | And Bruno Mars, and the song, and the song, the song? [|
| 11 | Isa | [the song |
| 12 | Gia | The song, the song, the song talking about amm you have a dream and you, you, you work to the, to the gift, y ya. Tú tienes que trabajar para conseguir tu sueño. °°Es de lo que está hablando la primera canción°°. |
| 13 | Isa | And Bruno Mars use an example to this problem, the actions |
| 14 | Gia | The actions for the get your dream, yes. |
| 15 | Isa | Ah, (unclear) yes (unclear) |
| 16 | Gia | [The feeling? |
| 17 | Isa | [The feeling? |
| 18 | Isa | ah, ok |
| 19 | Gia | Ahh, the, the Peter Gabriel ahh, she has talking that you need your friends, your friends and your family yes? Your family no, mmm a your friends, ammm. is very important |
| 20 | Isa | The two songs are very positive |
| 21 | Trisia | Yes, because, it's action and Peter Gabriel and mmm, te relaciona con muchas cosas así de la realidad |
| 22 | Isa | Ok, yes, yes. Ehh, the song talk about ehh, things [of love ¿no? |
| 23 | Trisia | [¿me lo prestas? <i>[borrows the dictionary]</i> |
| 24 | Gia | Dice, was, como ¿cuáles son los...? And she, no, he, Peter Gabriel is talking about a change, I have changed my, my face and my name because I don't change my, my dream. My dream is, is, amm very important in my life. |
| 25 | Trisia | Here relation to conection to person with natural, amm, for example, the river, blissful, your hands. |
| 26 | Isa | Ohh |
| 27 | Gia | (.10) And the Peter Gabriel is very, no, he have a very feeling in the song and the Bruno Marz is ma- , is more, is more funny, the song when the relation the, the |

| | | |
|----|--------|---|
| | | sport, any sport, and, I give my, and, and I give my dream. La relación de cómo... [|
| 28 | Isa | [with sport and because, no... |
| 29 | Trisia | Bruno Marz is mmm, more the conceit, ¿consejo? in your life. This is mmmm, (whisper unclear), no relation your (unclear) mmm don't your body, you match your actions for the days. |
| 30 | | ((laughs)) |
| 31 | Isa | Other ((laughs)) Ok. Bruno Marz is a English (unclear). Así como mmmm ((sighs)) |
| 32 | Gia | (.13) Peter Gabriel is talking about the one anecdote, °° ¿ anecdota? °° que él nació en las orillas de un río o algo así. The experience, he was a [|
| 33 | Trisia | [more personal, no? |
| 34 | Isa | It's more personal |
| 35 | Gia | Yes |

Task 2a.1

| Line | Name | Content |
|------|------|---|
| 1 | Mona | A ver, tú y yo, voy a empezar. Mmm, the last week, my boyfriend has left me. I ... I am very unhappy and sad. I cry, I cry, I cry all the time. |
| 2 | Lina | ((laughs)) really? ¿Es en serio? |
| 3 | Mona | Noooo, aquí dice |
| 4 | Lina | Ah, ok, yo dije.... ((laughs)) |
| 5 | Lola | Your girlfriend/ boyfriend has left you. |
| 6 | Ana | ¿Cómo se dice tú deberías irte de fiesta? ((laughs)) |
| 7 | Lina | You should go to the party |
| 8 | Mona | What do you recommend me? |
| 9 | Lina | Mmmm I (unclear) to go, to go antro ¿como se dice disco? party with friends, with (unclear) |
| 10 | Mona | And maybe and know other person? |
| 11 | Lina | Yes, maybe ((laughs)) |
| 12 | Mona | A crazy night |
| 13 | Lina | ((laughs)) No me hagas caso ((laughs)). (.5) Bueno, yo, ((sighs)) ah, actuality, I live at home with parents (unclear) eh, I quarrel, discuss ehhhh, with your, no, sí |
| 14 | Mona | What is quarrel? |
| 15 | Lina | Discusión, discusión |
| 16 | Mona | Ah, ok |
| 17 | Lina | With your, my sister |
| 18 | Mona | How do you feel? |
| 19 | Lina | Mmmm ((laughs)) Tristeza |
| 20 | Mona | Sad? |
| 21 | Lina | Sad. °°Sad, mmm ¿cómo se dice enojada? °° Angry, bueno pero enojón no en verbo sino en... (unclear) [|
| 22 | Lola | [I am angry, I'm... |
| 23 | Lina | ...ah, I'm angry, bad, very very bad°° Mmmm. You, that recommend me? °° ¿Ustedes qué me recomiendan? °° |
| 24 | Lola | Mmmm aha. What is the problem? |
| 25 | Lina | Discuss with my sister, actually I live with she, she, she, she have, sí, she have ahhh, she have character, character, mmm, character difficult , difficult and cool, and frío. |
| 26 | Lola | I think you, you have talk with her try to solve this problem |

| | | |
|----|------|---|
| 27 | Lina | Try it, no es cierto, Eso no sería ((laughs)) |
| 28 | Mona | Well, good, now you |
| 29 | Ana | ((sighs)) es que este no sé qué significa bueno, |
| 30 | Lola | ¿cuál? |
| 31 | Ana | Éste de aquí. I want to give up smoking, sí entiendo que give se supone que es dar ¿no? Pero.. ¿cómo quedaría? |
| 32 | Lola | Es como tú estás buscando |
| 33 | Lina | I want to give |
| 34 | Mona | ¿Quieres, quieres dar? Es que quieres dar no? |
| 35 | Ana | Por eso |
| 36 | Lola | Es compuesta, no? Give up |
| 37 | Mona | Como..... |
| 38 | Ana | Bueno, les voy a decir esta.... I want to learn English, but, ehh, I don't like me |
| 39 | Mona | You don't like the English? ((surprised)) |
| 40 | Ana | No |
| 41 | Mona | Why? |
| 42 | Ana | It's very difficult, I.. |
| 43 | Mona | It's not difficult |
| 44 | Ana | °° ¿cómo se [dice?°° |
| 45 | Mona | [All is practice and practice and practice |
| 46 | Ana | Eso. ¿Cómo digo [entenderlo? |
| 47 | Mona | [You can learn Eh? |
| 48 | Ana | Es que sí le entiendo y hablo inglés, pero [se me hace difícil hablarlo |
| 49 | Mona | [You need, you need, you need talk with someone that could teach you and, and practice |
| 50 | Ana | My sister talk English, no habla el español, ella habla inglés, yo le entiendo y todo [el inglés |
| 51 | Mona | [She is perfect to you |
| 52 | Ana | But yo no lo sé hablar, se me hace muy difícil |
| 53 | Mona | You need, you need watch a movies, [copy the disc in |
| 54 | Ana | [yes, I see movies In English |
| 55 | Mona | Repeat, repeat |
| 56 | Ana | Es que se me hace muy difícil pronunciar las palabras porque o sea por ejemplo tú me dices algo en inglés y sé lo que voy a contestar pero lo escribo, no sé hablarlo como que me pongo nerviosa porque si me hablan en inglés sí lo entiendo, se qué contestar pero... no puedo mantener una conversLCión, se me hace muy, muy difícil. |
| 57 | Lina | °° Miedo escénico, ¿no? maybe, no, me?°° Podría ser miedo escénico, o sea al hablar. |
| 58 | Ana | Este yo creo que el inglés es nada más porque o sea como hablar en público no me, o sea, no me pone nerviosa pero el inglés... sí me pongo bastante nerviosa, y no, siento que no... |
| 59 | Lola | °°write and repeat, read, read the (unclear) saying, saying, saying°° |
| 60 | Mona | You need trust, security, well, now, you? |
| 61 | Lola | My old car is wrong but I don't have money to buy a new car. |
| 62 | Mona | Your old car is what? |
| 63 | Lola | Is wrong |
| 64 | Mona | What is wrong? |
| 65 | Lola | It's bad |

| | | |
|-----|------|--|
| 66 | Mona | Bad ah, ok |
| 67 | Lola | I need buy a [new car, |
| 68 | Mona | [a new car |
| 69 | Lola | but I don't [|
| 70 | Mona | [don't have money |
| 71 | Lina | ((laughs)) you should work |
| 72 | All | ((laughs)) |
| 73 | Mona | You should ahhhh, save money, ahorrar , save money. So save money, I don't know, one year, two years, so, you can buy the car. |
| 74 | Lola | It's a great idea ((laughs)) |
| 75 | Lina | Or, you should work |
| 76 | Mona | What car, what car do you want to? |
| 77 | Lola | °°I don't know°° |
| 78 | Mona | Any where? I don't know, aaah, I don't know. ¿Qué modelo? ¿Cuál? |
| 79 | Lola | A Chevy? But it's [more little |
| 80 | Mona | [a little car |
| 81 | Lola | yes |
| 82 | Mona | The Beatle, don't like the Beatle? |
| 83 | Lola | Oh, yes |
| 84 | Mona | It's cute |
| 85 | Lola | Yes |
| 86 | Ana | But it's more [¿cómo se dice caro? |
| 87 | Lina | [You have car? |
| 88 | Mona | No, I don't have a car, eh? |
| 89 | Ana | Le conviene más un chevy |
| 90 | Mona | Why a Chevy? |
| 91 | Ana | Es is mas barato, ¿cómo se dice? Te sirven para lo mismo y es más barato, no necesitarías ahorrar tanto. |
| 92 | Mona | Pues con 40 mil pesos, ¿no? |
| 93 | Ana | Un chevy te sale como en 20, 25. |
| 94 | Mona | 40 thousand pesos ((laughs)) |
| 95 | Lola | Yes ((sighs)) |
| 96 | Lina | Other? |
| 97 | Mona | ¿yo? Mmmm well, my doctor told me to get more exercise. She strongly recommend me swimming but I have found swimming so boring. Do you know other sport that is not boring for me? Someone sport funny? |
| 98 | Lola | You like dancing? |
| 99 | Mona | Dancing, yeah, I like it. But, like zumba, I don't like |
| 100 | Lola | What's like? |
| 101 | Ana | The music like, like the music salsa, merengue |
| 102 | Mona | Esa sí |
| 103 | Lola | Or the ballet |
| 104 | Mona | I don't like the ballet |
| 105 | Lina | Bueno, ya, a ver. Mmmmmmmmm ah, your daughter has started coming home very late at nights. She is rude. You don't like the friends she is mixing with. |
| 106 | Mona | Eh? Your ¿qué? |
| 107 | Lina | °° ¿Su hermana? °° |
| 108 | Mona | Daughter, daughter es tu hija |
| 109 | Lina | "Your daughter has started coming home very late at nights" ((reading)) |

| | | |
|-----|------|---|
| 110 | Mona | Ohhhh |
| 111 | Lina | She is rude ((laughs)). You don't like the friends she is mixing with. Mmmmm °°¿qué harías?°° |
| 112 | Mona | But, but your daughter come home ahhh ay ¿cómo se dice borracha? |
| 113 | Lina | Drunk |
| 114 | Mona | Drunk? |
| 115 | Lina | Mmm, maybe, sometimes, sometimes |
| 116 | Mona | or, or smell at the smoke? |
| 117 | Lina | °°Sometimes°° ¿tú qué harías, cómo se dice? |
| 118 | Lola | What do you do? |
| 119 | Lina | What do you do? ah Un supuesto, what do you do? What do you should, sería no? |
| 120 | Mona | Pues no, no, no darle permisos, o sea primero hablar con ella |
| 121 | Ana | No, Hablar con ella y poner tus reglas, ¿quieres salir? |
| 122 | Lina | (.04) It's a good idea |
| 123 | Lola | No salir con sus amigos |
| 124 | Ana | O quitarle el celular, en estos días, sufren más |
| 125 | Lina | Ok, ¿quién sigue? |
| 126 | Ana | ¿Yo? Ella [signalling Lola] |
| 127 | Lola | Mmmm my problem is a constant backache. I just don't know what to do to get ride to of it. I get someone give me a massage but it didn't really help |
| 128 | Lina | What is to get rid of it ? |
| 129 | Lola | I don't know, I tried, but give me a massage and don't help me |
| 130 | Mona | Oh. Well, I think that you could go with a doctor especial oh, ¿cómo se dice especialista? Specialist? Specialist doctor on backache. Y ya, ((laughs)). Go to a spa |
| 131 | Lina | You should relax, listening music, ahhh, relax |
| 132 | Mona | Or maybe you could work so much and, and, y por eso estás cansada y por eso te duele la espalda. Go to the doctor |
| 133 | Ana | Eh, I can't find a job, °°no puedo encontrar trabajo°° |
| 134 | Mona | Mmm, do you go to... ¿cómo se dice entrevista? Interview? |
| 135 | Ana | Interview |
| 136 | Mona | Do you go a interview? With, with some factory, some company? |
| 137 | Ana | Very poco , less? ¿Sí es less? |
| 138 | Mona | Did you go for a good presentation? |
| 139 | Ana | Yes, but... |
| 140 | Mona | you, your experience? You don't have experience? |
| 141 | Ana | I don't have experience, yes and in the every job [|
| 142 | Mona | [and still you are a student [|
| 143 | Ana | [este |
| 144 | Mona | You can't work a tiempo completo ¿cómo se dice? |
| 145 | Lola | °°Half time es tiempo parcial but...°° |
| 146 | Mona | You can't work toda la jornada |
| 147 | Ana | but I'm studying, [|
| 148 | Mona | [aha |
| 149 | Ana | no, tengo un horario, I have no time sólo en las mañanas [|
| 150 | Lola | [in the morning |
| 151 | Ana | and the job is de ¿cómo se dice los horarios de trabajo son en la tarde y yo estudio en la tarde, entonces, no... casi no hay |
| 152 | Lola | you try in internet |
| 153 | Mona | or bolsa de trabajo aquí en la UAQ ((laughs)) |

| | | |
|-----|------|---|
| 154 | Ana | Ahí encontré un trabajo bueno, ahorita sí estoy trabajando, ahí encontré mi trabajo, but, some, o sea, es fácil encontrar trabajo pero están muy lejos. Mi trabajo ahorita me queda cerca, pero todos los demás están muy, muy lejos. Llegaría todavía más tarde a la escuela y más tarde a mi casa, por eso no encuentro. |
| 155 | Mona | Well, I felt so tired, I seem to have no energy these days. |
| 156 | Lina | You should go to the [nutriólogo? |
| 157 | Lola | [You should drink red bull ((laughs)) |
| 158 | Ana | But what? ¿Por qué? |
| 159 | Mona | Why? mmm well, the school and the work, mmm casi no duermo |
| 160 | Ana | Siempre estás en fiestas, pues tampoco ((laughs)) |
| 161 | Mona | The weekend, go to a party, desvelarme ay, ¿cómo se dice desvelarte? How do you say desvelarte? |
| 162 | Ana | Aha, I don't sleep |
| 163 | Lina | O sea, no dormir |
| 164 | Mona | What do you recommend me? |
| 165 | Lola | Go to the doctor and he (unclear) |
| 166 | Ana | ¿cómo se dice dejar? |
| 167 | Mona | Left |
| 168 | Ana | You should left [|
| 169 | Lina | [boyfriend ((laughs)) |
| 170 | Ana | no, de go to the party, go to the party on the weekends and in the weekend rest and sleep and sleep ((laughs)) |
| 171 | Lina | You should [|
| 172 | Ana | [Una semana y una semana no y ya [descansa |
| 173 | Lina | [you should go to en tiempo, ¿cómo se dice en tiempo? °°In the time°° |
| 174 | Mona | Free time? |
| 175 | Lina | ah, ah, you should in the time ahhh, the TECAAL |
| 176 | Mona | No, te quedas dormido ((laughs)) I rest, yes |
| 177 | All | ((laughs)) |
| 178 | Lina | The Sun-, no, the Saturday, ah the weekend, |
| 179 | Mona | mhum, |
| 180 | Lina | the weekend [|
| 181 | Mona | [sleep me [every day |
| 182 | Lina | [Sleep every, every day [|
| 183 | Mona | [all day |
| 184 | Lina | aha, and, and no estar aquí en TECAAL ¿cómo se dice? |
| 185 | Lola | And stay? |
| 186 | Lina | Stay in the TECAAL? |
| 187 | Ana | ¿no te ha tocado venir al TECAAL que te quedes dormido o que te estés durmiendo? |
| 188 | Mona | Sí, en audio, ¿no ves que está como bien chiquito y...? |
| 189 | Lola | ay sí! ((laughs)) |
| 190 | Mona | Ok. Thanks, thank you so much. |
| 191 | Lina | Mmmm, you just moved to.... (they were reading). I don't understand |
| 192 | Mona | Te vas a cambiar de ciudad, tú no sabes, no conoces a nadie y estás solo |
| 193 | Lina | Mmm, I just moved to a new town, [|
| 194 | Mona | [town |

| | | |
|-----|------|---|
| 195 | Lina | town. I dont know anyone. I, I [lonely |
| 196 | Mona | [lonely, no? |
| 197 | Lina | Este you... |
| 198 | Mona | ah, you should meet new people, for example, your ¿cómo se dice vecinos? How do you say? |
| 199 | | Teacher, what do you say vecino? Neighbour Neighbour? Neighbour, meet your neighbour |
| 200 | Ana | You should make a party and invite ((laughs)) |
| 201 | All | ((laughs)) |
| 202 | Mona | ay, sí, invitas a los vecinos (unclear) |
| 203 | Lina | Mmm, maybe |
| 204 | Mona | and it's a, it's a good idea, yeah, and you? <i>[to Lola]</i> |
| 205 | Lola | Go the city and talk with other person |
| 206 | Mona | And walking in the street and and saludar |
| 207 | Lola | Say hi |
| 208 | Mona | Say hi to all the people that you [see in the street |
| 209 | Lina | [yeah ((laughs)) |
| 210 | Lola | oh, yeah, in your new school or your job, [|
| 211 | Mona | [mhum |
| 212 | Lola | your job, school |
| 213 | Lina | It's a good idea, yes |
| 214 | Lola | ah, she's next |
| 215 | Ana | Fue éste el que dijimos. Y éste es igual al de ella. (.05) Éste no sé qué es. |
| 216 | Lola | Yo tampoco |
| 217 | Lina | Weight ¿qué es? What's the meaning weight? |
| 218 | Ana | Dijo que era pesado |
| 219 | Lola | (unclear) Weight, que te estás poniendo gordo |
| 220 | Ana | Podría ser. Bueno dejémoslo así. I have put on weight recently, what ¿cómo se dice? What might? ¿cómo? |
| 221 | Lina | (unclear) exercise very much, much |
| 222 | Mona | Entonces ¿se refiere a que te estás poniendo gordo? Fat? |
| 223 | Ana | Es que weight dice que es "peso" / "pesado" pero no sé |
| 224 | Lola | Es que la otra vez estaba en cómputo y venía "weight" como alguien gordo, bueno, no sé ... |
| 225 | Mona | O como, o como "weight training" de los que hacen mucho ejercicio, weight training ¿así se dice? |
| 226 | Ana | Pero no sabía que se decía así |
| 227 | Mona | Sí, yo tampoco. |
| 228 | Lola | You have gained peso, pues sí, engordar <i>[looking up the words in the dictionary]</i> (unclear). Recientemente, ¿te has puesto gordo? |
| 229 | Lina | Puts on weight[|
| 230 | Lola | [engordar |
| 231 | Lina | You should, you should make a diet. I don't know |
| 232 | Mona | Run in the mornings. Take care with your alimentación |
| 233 | Lola | In your ¿cómo se dice horarios? ¿Cómo se dice? |
| 234 | Ana | ¿un horario de comida? ((laughs)) |
| 235 | Mona | Alimentación balanceada |

| | | |
|-----|------|---|
| 236 | Lola | No sé, no sé |
| 237 | Mona | Don't eat a coca, amm sabritas, |
| 238 | Ana | Bueno, yo en lo personal, no como nada de eso |
| 239 | Lina | ¿qué? |
| 240 | Ana | nada , any, any, any |
| 241 | Mona | gorditas, tacos |
| 242 | Ana | Ah, los tacos sí ((laughs)) |
| 243 | Lola | Son todos los guisos |
| 244 | Mona | Ay cómo se dice beber? |
| 245 | Lina | [Drink |
| 246 | Mona | [drink? |
| 247 | Ana | [drinking |
| 248 | Mona | No, ¿sí? [|
| 249 | Lola | [sí |
| 250 | Mona | Drink, drink [|
| 251 | Lola | [water |
| 252 | Ana | [water all day |
| 253 | Mona | yes, y ya |
| 254 | Lina | It's easy |
| 255 | Ana | It's, it's a good idea esa. I like it, nice It's a good idea |
| 256 | Lola | Another. My son, aged eight, has started, start he doesn't like the school and the teacher is afraid to other children |
| 257 | Mona | Your son ¿qué? ¿por qué esa? ah, tiene ocho |
| 258 | Lola | Tiene ocho años y está empezando a decir que no le gusta la escuela, y la maestra, es asustado por otros niños. It's a very difficult. |
| 259 | Lina | you son, you son ¿cómo se dice sufrir? ¿cómo se dice sufrir? [taking the dictionary to look up the meaning] |
| 260 | Ana | You should change the school, cambiarlo de otra escuela. A veces los niños son los que molestan a otros niños |
| 261 | Mona | Because maybe your son sufre bullying |
| 262 | Lina | ((laughs)) es lo que iba a decir. Your son sufre de bullying? Yes? change the school |
| 263 | Mona | Have you talked with the teacher about this problem? |
| 264 | Ana | No |
| 265 | Mona | Why? |
| 266 | Ana | Because I interest to they |
| 267 | Mona | ah, ok, ok |
| 268 | Ana | You talk your son. Preguntarle a él por qué no le gusta |

Task 2a.2

| Line | Name | Content |
|------|------|---|
| 1 | Lola | Dear Abby: I recently tried to review my e-mail when my husband's e-mail account popped, popped up, I noticed, noticed a few messages from one particular woman and curiousi, curiosity got the better of me I opened them and discovered she and my husband have been chatting on line his e-mail to her indicates they had hot conversations. |
| 2 | Isa | Nooooo. (.04) Her boyfriend? |
| 3 | Mona | ¿es todo eso? ah |
| 4 | Lola | [No, su esposo |
| 5 | Mona | [no, the husband! |

| | | |
|----|------|---|
| 6 | Lola | (reading) When I confronted my husband, he said, it only happened, happened a few times I told him it's a form of cheating, he, he insisted it has nothing to do with his love for me that it's a fantasy thing. I don't care for his explanation and I'm taking it personally, personally. I can't forget the things I read and I'm considering ending of marriage because he is not carrying on a physical relationship with someone does, doesn't mean his online relationship is damage, do you agree, no, do you agree? Do you agree? Es una pregunta |
| 7 | Isa | ¿Ya se terminó? |
| 8 | Mona | Aha |
| 9 | Isa | I think, mmm, that person should mmm kill them, ay, digo kill you. I don't know, leave, leave, leave him. |
| 10 | Mona | Echale! ((laughs)) |
| 11 | Lina | (reading) My best friend Mara is thirteen. She is pregnant and refuses to tell her parents because she says they will go crazy, I keep telling her that telling her parents is what she should do but she just won't listen. Mara told me she is going to run away and has asked, asked me to go with her. I would, because she is my best friend but then, I think she should stay because she's having a baby and if that baby doesn't get enough food and stuff, it could be harmed harmed. I am very confused, what should I do? |
| 12 | Lola | You should, you should, ammm, have a baby and speak and and ¿cómo se dice decírselo? |
| 13 | Isa | Say |
| 14 | Lola | Say the, the parents |
| 15 | Isa | I think that she ammm, should ammm talk with your parents and her, and her boyfriend and give a resolution of the problem. |

Task 2a.3

| Line | Name | Content |
|------|------|---|
| 1 | Liz | You should change your job ((laughs)) |
| 2 | Ana | You should take class of yoga? ((laughs)) |
| 3 | Lina | I should change of job ((laughs)) |
| 4 | Lola | °°No sé°° You are very worried about your best friends. He and she seem to be very depressed and he is drinking too much. |
| 5 | Ana | Estás muy preocupado por tus amigos [|
| 6 | Lina | [porque toman mucho, |
| 7 | Lola | él está como, bueno, que él está como muy deprimido y [|
| 8 | Lina | [toma mucho |
| 9 | Liz | ¿él? |
| 10 | Lina | El o ella |
| 11 | Lola | El o ella |
| 12 | Lina | Mmm, you should talk with he or she about your problems and that's all (laughs)) |
| 13 | Liz | You should go with a psychiatrist, psychologist, psychologist? |
| 14 | Lola | °°psychologist ¿no?°° you should, she going to Alcohólicos Anónimos ((laughs)) |
| 15 | Liz | You just moved to a new town, you don't know anyone and you are lonely |
| 16 | Ana | Ah, que tú te has movido a una nueva ciudad y [tú no conoces a nadie |
| 17 | Lina | [tú no conoces a nadie |
| 18 | Ana | y tú te sientes muy solo ¿no? |
| 19 | Lina | °°No sé qué es lonely°° |
| 20 | Ana | Creo que "lonely" is como "alone" solo |

| | | |
|----|------|---|
| 21 | Lina | You should amm [|
| 22 | Ana | [go to the party ((laughs)) |
| 23 | Ana | You should visit another place in the Downtown |
| 24 | Liz | Town ¿qué significa? |
| 25 | Ana | [ciudad |
| 26 | Lina | [ciudad |
| 27 | Lina | Downtown es el [centro |
| 28 | Liz | [¿mande? Y city? ¿son sinónimos? |
| 29 | Ana | City [|
| 30 | Lina | [es como City es como ciudad o sea ciudad, y town es como pueblo, ¿no? creo |
| 31 | Ana | sí, pero luego la maestra dice town para ciudad y entonces ya me confundí. |
| 32 | Lina | Aha, city es como ciudad y town es más tranquilo. |
| 33 | Lina | (.21) ¿Qué es weight? You have put on weight recently, recently |
| 34 | Liz | [peso, |
| 35 | Ana | [weight es peso, recientemente, ah, que tú has ganado peso [recientemente |
| 36 | Liz | [es la que acabo de decir ah, escoge otra. °°A ver ésta°° |
| 37 | Lina | Ah, es la mis[ma que tú dijiste |
| 38 | Ana | [¿qué es quarrel? |
| 39 | Liz | ¿otra vez? |
| 40 | Ana | ¿qué es quarrel? |
| 41 | Lina | Otra |
| 42 | Liz | ((laughs)) |
| 43 | Lola | Ésta dice: your boyfriend has left you, you're very unhappy. |
| 44 | Ana | Que tu novio te ha dejado y te sientes triste. |
| 45 | Liz | Uuuuy, you should be with another boyfriend |
| 46 | All | yes, yes ((laughs)) |
| 47 | Ana | Many boyfriends. (.05) Mmm, you want to travel this Winter but you don't have much money. Winter es invierno, ¿no? [|
| 48 | Liz | [mhum |
| 49 | Ana | que quieres [viajar |
| 50 | Liz | [viajar |
| 51 | Ana | en este Invierno pero no tienes mucho dinero. |
| 52 | Lina | Mmm, you should [rock, work |
| 53 | Liz | [work ((laughs)) |
| 54 | Lola | It's a good idea |
| 55 | Ana | I should [|
| 56 | Lina | [¿robar un banco? ((laughs)) |
| 57 | Liz | How much dinero? ((laughs)).(.02) You can't find a job. Find, °°I don't °°[|
| 58 | Ana | [es encontrar trabajo |
| 59 | Liz | No puedes encontrar |
| 60 | Lina | es [can't |
| 61 | Ana | [ah es can't, no puedes encontrar |
| 62 | Ana | You should ehhe [((laughs)) |
| 63 | Lola | [work in the (.05) ((laughs)) [|
| 64 | Ana | [you should |
| 65 | Lola | ¿cómo se dice de limpiavidrios? |

| | | |
|-----|------|--|
| 66 | Ana | You should eh, search in the newspaper more?, in the internet and study more. |
| 67 | Lina | Your son, aged 8, has started saying he doesn't like the school, the teacher is afraid of other children. |
| 68 | Ana | Tu [hijo tiene ocho |
| 69 | Lina | [tu hijo |
| 70 | Ana | [años y ha iniciado |
| 71 | Lina | [aha, ocho años |
| 72 | Ana | ¿la escuela? [|
| 73 | Lina | [no, no le gusta [|
| 74 | Ana | [no le gusta la escuela, la maestra es muy afraid, afraid o eso, ¿qué es? |
| 75 | Lina | ¿qué es afraid? |
| 76 | Liz | Afraid es miedosa ¿no? |
| 77 | Ana | Con otros niños |
| 78 | Lina | ¿O será enojona o...? |
| 79 | Liz | Yo creo |
| 80 | Ana | You should change the school |
| 81 | Lina | You should change the school |
| 82 | Liz | (.20) ((sighs)) ¿otra vez? |
| 83 | Ana | mhum |
| 84 | Lina | My doctor told me to do exercise, she strongly recommended me swimming but I find swimming so boring, in fact, aren't all the sports boring? |
| 85 | Liz | Que le recomendó hacer ejercicio y quiere [natación |
| 86 | Ana | [natación |
| 87 | Liz | pero que [|
| 88 | Ana | [se le hace aburrido ¿no? |
| 89 | Lola | You should [|
| 90 | Ana | [running fast |
| 91 | Lola | and the biking or [|
| 92 | Liz | [dancer |
| 93 | Liz | Your old car is ¿tampoco? Your old car is always wrong ¿qué es wrong? |
| 94 | Ana | Wrong mmmmm [|
| 95 | Lina | [es el.... |
| 96 | Ana | Tu viejo, bueno, tu viejo siempre falla, es wrong ¿no? como error |
| 97 | Liz | You don't have enough money to buy a new car. Te falla y no tienes dinero para comprar otro. |
| 98 | Ana | You should work ((laughs)) |
| 99 | Lina | You should work ((laughs)) |
| 100 | Ana | You should buy a bike, biker is more eh, ¿cómo se dice barato? |
| 101 | Lola | cheap |
| 102 | Ana | Cheap. (.05) Es la misma, ¿no? You have quarrel with your girlfriend/ boyfriend a lot recently. ¿Es roto, no, recientemente? |
| 103 | Lina | Sí, es la misma |
| 104 | Lola | Dice my problem is a constant backache. I just don't know what to do to get rid of it. I have someone give a massage, a massage. It didn't really help. My problem is a constant backache. I just don't know what to do get rid of it. I have someone give a message, massage, but it didn't really help. |
| 105 | Lina | Entiendo a medias porque, ¿qué es backache, backache, backache? ((mispronounced)) |

| | | |
|-----|------|---|
| 106 | Lola | Backache, backache |
| 107 | Lina | Otra |
| 108 | Ana | Dice, ay es la misma , my problem is a constant... |
| 109 | Lina | (unclear) Aquí hay una |
| 110 | Ana | You live at home and you hate it. You quarrel with your parents every day. Quarrel is discusión, bueno, aquí dice . Mmmm. I should talk with my parents and resolve [|
| 111 | Lina | ["resolution" |
| 112 | Ana | "relution" our problems |
| 113 | Ana | You have felt tired, you seem to have no energy these days. Yo estoy, me siento muy cansada y yo no me veo con energía estos días. °°Díganme qué hago°° |
| 114 | Liz | You should sleep more |
| 115 | Lola | You should ¿cómo se dice tomar? |
| 116 | Liz | drink |
| 117 | Lola | No, no tomar de, no, no, be[bida |
| 118 | Liz | [Take? |
| 119 | Lola | ¿Take? Tomar cosas, ¿no? |
| 120 | Ana | Drink? ¿Drink de líquido? |
| 121 | Lola | No, pero de tomar vitaminas o algo así |
| 122 | Ana | You should eat no? Eat °°Vitamina, vitamines°° ¿How do you say tomar vitaminas? |
| 123 | Lola | Have vitamins |
| 124 | Ana | have vitamins |
| 125 | Liz | or you need vitamins. |
| 126 | Lola | mmmm. Your neighbours are very nice. They play long music all the times, often (unclear) parties. |
| 127 | Lina | neighbours? |
| 128 | Lola | Como tus vecinos. Los vecinos son muy... |
| 129 | Ana | ¿ruidosos? |
| 130 | Lola | Ruidosos. |
| 131 | Lina | Ellos juegan, sí juegan... |
| 132 | Ana | Tocan música no? Todo el tiempo |
| 133 | Lola | y tienen fiestas por la noche. |
| 134 | Lina | Ay, you should talk with they, with the (unclear) |
| 135 | Ana | You should change of home, |
| 136 | Lola | Yes |
| 137 | Liz | Mmmm your boyfriend is very mean. He never pays for anything and didn't give you a present at Christmas or birthday. Que tienes un novio que nunca paga nada y no te regala nada en tu cumpleaños |
| 138 | Lina | You should change the boyfriend ((laughs)) |
| 139 | Ana | mmm, I'd like to be a good neighbor but the woman next door drives, drives me crazy. She is always knocking on my door to talk for hours, whenever I go go out in the yard, she goes out into her yard and talks for hours. |
| 140 | Lina | No entendí |
| 141 | Liz | A ver, tienes una vecina media loca, ¿no? |
| 142 | Ana | aha, está muy loca, ella siempre is knocking |
| 143 | Liz | golpea |
| 144 | Ana | Golpea a mi puerta para hablarme para hablarme por horas y mmm yard, yarda [¿Sí? |
| 145 | Lola | [sí, sí es yarda |

| | | |
|-----|------|---|
| 146 | Ana | Whenever es... |
| 147 | Liz | Que llevo una yarda afuera ¿no? |
| 148 | Ana | ¿cómo? |
| 149 | Lina | ¿No será como cerca o...? |
| 150 | Ana | Ella fue a la yarda y... |
| 151 | Lina | Ella entra en... |
| 152 | Ana | Ella entra en la yarda y [habla por horas? |
| 153 | Lina | [°°es como cerca°° |
| 154 | Lola | Entra por la cerca, ¿no? aha, sí, es como eso |
| 155 | Ana | O sea que, hay una cerca y de todos modos entra y la sigue molestando Mmmm you should go to the police ((laughs)) |
| 156 | Lina | and must ¿cómo se dice poner una demanda? |
| 157 | Ana | (.05) Put demandation |
| 158 | Lina | Put demandation ((laughs)) |
| 159 | Lola | Yes, and change of house, of house |
| 160 | Liz | Build another yard more tall ((laughs)) electric yard. |
| 161 | All | ((laughs)) |
| 162 | Lola | (unclear) ¿ya son todas? |
| 163 | Ana | Sí, se empiezan a repetir. |

Task 2b.1

| Line | Name | Content |
|------|------|---|
| 1 | Chio | Well, first of all, I think that to, one way to to do care for for your health in respect to your mind is have to is have thoughts positives, if you have thought positives, eh, you can do mmm, things that you, that maybe, in other time you, you can't do these things and the, and respect and the body, mmm, maybe can be, mmm do sports, and mmm, thought about the care mmm your complexion ¿cómo sería? |
| 2 | Alex | ((laughs)) body |
| 3 | Chio | Your body, ah, for a body, mmm, tú sigues, sigues. |
| 4 | Teo | Habits to avoid ah, to take medicine, ah eat ah (unclear). I think it could be to eat ah, on your time, eat este, eating amm, variety of [|
| 5 | Chio | [vegetables |
| 6 | Teo | What? |
| 7 | Chio | Vegetables |
| 8 | Teo | Yeah, vegetables and meal [<i>meat</i>] and all the groups of the elements. Also sleep, sleep well, °°could be°° |
| 9 | Chio | ((laughs)) But there, these are ehh, good habits no? |
| 10 | Teo | [Yeah |
| 11 | Tara | [Yeah |
| 12 | Alex | I think we need to include, to care more exercise two times a week ah, mmm ((laughs)), don't eat fast food all day, talking about the habits who are bad for the health, I think to smoke is the biggest of all, ah, don't do exercise is another one y, about the mind, I think who make puzzles or Sudoku games you can have a good mind, be positive, and don't have so many, well, it's so ((laughs)). In social, I think in facebook is good for be social but sometimes, you, you stay in your house all day, that is not good. |
| 13 | Tara | Mmm, of the bad habit mmm, for example, eat in the, not sugar, ehh, la comida grasosa ((laughs)), unhealthy [|
| 14 | Alex | [Fat food |

| | | |
|----|------|--|
| 15 | Tara | Fat food, grease o algo así, ah, no tomar , no dri, drink water, amm, and sleep, sleep eight hours. |
| 16 | Alex | Do you sleep ten hours? |
| 17 | Tara | Yes, |
| 18 | Alex | ((laughs)) |
| 19 | Tara | Ten hours? No, eight. |
| 20 | Alex | Eight? |
| 21 | Tara | Eight ((laughs)) |
| 22 | Alex | °° Pensé que ibas a decir °° five or four |
| 23 | Tara | ((laughs)) |
| 24 | Alex | (.08) Do you like the sports? |
| 25 | Tara | yes |
| 26 | Alex | yes? What? |
| 27 | Tara | Mmm, which? |
| 28 | Alex | What sport? |
| 29 | Tara | Mmm, volleyball |
| 30 | Alex | Volleyball? |
| 31 | Chio | Me too. |
| 32 | Alex | ((laughs)) |
| 33 | Teo | I like basketball |
| 34 | Tara | And you? <i>[to Alex]</i> |
| 35 | Alex | I like basketball, I don't know swim, swim, |
| 36 | Tara | Swimming? |
| 37 | Teo | Swimming? |
| 38 | Alex | Swimming, I don't know but I like [swimming |
| 39 | Tara | [You don't like (know) swimming? |
| 40 | Alex | No, |
| 41 | Teo | No? |
| 42 | Alex | no |
| 43 | Teo | (unclear) river |
| 44 | Alex | I like but only staying alive ((laughs)) |
| 45 | All | ((laughs)) |
| 46 | Alex | Eh, basket? Me too. |
| 47 | Tara | How do you say flotar ? |
| 48 | Chio | Flotar? Let me see <i>[in the dictionary]</i> mmm, |
| 49 | Alex | I play basket ball, |
| 50 | Teo | Volleyball is the only one, the only sport? |
| 51 | Tara | Mmm, ¿cómo? |
| 52 | Teo | Is it the volleyball the only sport...? |
| 53 | Tara | No, |
| 54 | Teo | What else? |
| 55 | Tara | Swimming |
| 56 | Teo | Yes? |
| 57 | Tara | At twenty I stayed in the (unclear) de University not like a representative, ((laughs)) |
| 58 | Chio | °° ¿en qué facultad? °° |
| 59 | Tara | Mmm, accounting |
| 60 | Alex | (.13) You're in the evening? |
| 61 | Tara | No, in the morning |

| | | |
|-----|------|---|
| 62 | Teo | From the first semester? |
| 63 | Tara | No, second |
| 64 | Teo | What's your career? |
| 65 | Tara | Administration and you? |
| 66 | Alex | I'm in accounting in eight semester, I'm studying[|
| 67 | Tara | [Eighth? |
| 68 | Alex | Eighth, studying turism, turismo no sé cómo sería ((laughs)) |
| 69 | Tara | Sí , turism |
| 70 | Teo | You are in the evening? |
| 71 | Alex | last one, and you? |
| 72 | Chio | Forth semester, mm, administration. Eh... ((laughs)) |
| 73 | Teo | ¿qué si es en la tarde? |
| 74 | Chio | En la mañana |
| 75 | | [They are writing a plan, they are whispering] |
| 76 | Alex | °°Practice any sport°° |
| 77 | Chio | Or other activity, no? Avoiding smoking, (unclear) drinking, |
| 78 | Alex | ¿es ese eme smoke? [spelling] |
| 79 | Teo | Yes, s-m-o-k [spelling] |
| 80 | Alex | And -e [spelling] |
| 81 | Teo | °°Without the, well, you know°° |
| 82 | Alex | No smoking, go to school, practice any sport, be social ((laughs)) |
| 83 | All | ((laughs)) |
| 84 | Chio | Mmm, Yes, good relations |
| 85 | Alex | Be social person ((laughs)) |
| 86 | Teo | Recreation time, no? time for recreation |
| 87 | Alex | It's person? |
| 88 | Chio | Mhum person |
| 89 | Teo | Person? |
| 90 | Tara | Mmm. one person |
| 91 | Chio | person, person, p-e-r-s-o-n |
| 92 | Alex | ah ((laughs)) yeah? [showing the notebook] |
| 93 | Tara | one more |
| 94 | Chio | si , person? |
| 95 | Tara | mmm, mas bien sería , with other people, no? |
| 96 | Chio | with them |
| 97 | Tara | with person, |
| 98 | Chio | I don't remember |
| 99 | Tara | Why do you write physical? |
| 100 | Alex | Mmmm? |
| 101 | Tara | Why physical? |
| 102 | Alex | It's right no? |
| 103 | Tara | Ah, no había visto aquí |
| 104 | Chio | mmm, ¿tomar agua? |
| 105 | Teo | [Drink water |
| 106 | Tara | [Drink water |
| 107 | Chio | Often |
| 108 | Tara | (.08) Mhum. Mmmm, mmmm |
| 109 | Chio | ¿cómo pongo aproximadamente? |
| 110 | Tara | Mmm? |

| | | |
|-----|------|--|
| 111 | Chio | Aproximadamente |
| 112 | Tara | Approximate, approximately |
| 113 | Teo | -Ximately |
| 114 | Tara | Ximately |
| 115 | Chio | Mhum? [showing the other what she wrote] |
| 116 | Tara | Aha |
| 117 | Chio | ¿sí lo puedo poner así? |

Task 2b.2

| Line | Name | Content |
|------|-------|--|
| 1 | Cata | Your old car is always wrong. You don't have enough money to buy a new one, a new one. |
| 2 | Nelly | Car, about the car? |
| 3 | Cata | Your, your old car is always wrong, is always wrong. You don't have enough, enough money to buy, to buy a new one. |
| 4 | Nelly | ((laughs)) |
| 5 | Tara | You should, ahhh, can pedir °°¿cómo es?°° |
| 6 | Cata | ¿Pedir prestado? |
| 7 | Tara | Pedir un credito |
| 8 | Cata | ah, pedir Prestado es borrow, to borrow [|
| 9 | Tara | [borrow |
| 10 | Cata | to borrow, aha. You should [|
| 11 | Tara | [you should borrow [|
| 12 | Cata | [borrow, aha, for, bueno |
| 13 | Tara | for buy a car |
| 14 | Nelly | You have to ehh, work more hours maybe or another job maybe, what do you think? |
| 15 | Cata | Eh, maybe I have to to spend ((laughs)) gastar menos ((laughs)) [|
| 16 | Nelly | [spend less? |
| 17 | Cata | spend less y and I, and I can ahorrar ¿cómo es? |
| 18 | Nelly | save |
| 19 | Cata | ah, and can to save money for, for buying my car, my new car. |
| 20 | Nelly | Ok |
| 21 | Chio | You must save money and fix it, with go to the mechanic |
| 22 | Cata | Ok, ok, thank you |
| 23 | Cata | ¿Otra? Éstas ya, ¿verdad? [para acá |
| 24 | Tara | [mhum |
| 25 | Chio | I live at home and you hate it |
| 26 | Nelly | You live no? |
| 27 | Tara | Pero tengo que hacer el problema |
| 28 | Nelly | mmm, no |
| 29 | Tara | No? ah, you live at home and you hate it you quarrel [|
| 30 | Nelly | [quarrel |
| 31 | Tara | with your present [|
| 32 | Nelly | [with your.. |
| 33 | Tara | with your parents everyday |
| 34 | Nelly | me, me or (unclear)? |
| 35 | Tara | La que quiera |

| | | |
|----|-------|--|
| 36 | Nelly | Yes I know, eh I eh I study more and I graduate in English maybe I go out of my home, °°maybe°° |
| 37 | Tara | Pero ¿no era que él tenía un problema o algo así? |
| 38 | Nelly | aha and hate live with her parents. What does it mean quarrel? |
| 39 | | Quarrel fight, have discussion |
| 40 | Chio | It's a good idea to, if you talk with your parents and explain your problems |
| 41 | Tara | Thank you, It's a great idea, It's a great idea |
| 42 | Cata | In my opinion, ¿si? In my opinion eh you should, you should to talk, to talk with your parents, with your parents and to ¿tratar? |
| 43 | Nelly | Try, try to... |
| 44 | Cata | To try eh (.04) ponerse de acuerdo? |
| 45 | Nelly | Mmmm °°ay, ¿cómo era?°° agree, o algo así |
| 46 | Cata | Ahh, Sí , agree and, and you, and and you o sea, ustedes you are agree and and you to live in harmony ((giggles)) |
| 47 | Chio | eh, my doctor told me to get more exercise; she strongly recommended swimming but I found swimming boring in fact aren't all the sports are boring? |
| 48 | Nelly | Mmmm you should think positive about exercise because the exercise can feel, can you feel ¿cómo se dice? You feel better when you do exercise and your body look well and slim. |
| 49 | Chio | Yes I didn't think about that before |
| 50 | Tara | I think if you can ehh ¿buscar buscar? |
| 51 | Nelly | Mmmm I don't know |
| 52 | Chio | Found? |
| 53 | Nelly | Found es encontrar, |
| 54 | Tara | miss es encontrar |
| 55 | Nelly | search? no |
| 56 | Cata | no, find es encontrar |
| 57 | Nelly | pero ¿buscar |
| 58 | Cata | ¿Buscar? to look, to look for? |
| 59 | Nelly | Ah, look for |
| 60 | Tara | Ah school de, de swimming mmm, is very interest hasta que te interese |
| 61 | Chio | It's a good idea |
| 62 | Cata | I think you you should to talk with, with you, your doctor and you and ask, ask you, no, ask ¿Preguntarle a él? |
| 63 | Nelly | [Ask him |
| 64 | Cata | [Ask him. Eh, yes, eh... |
| 65 | Nelly | What what? |
| 66 | Cata | What, what other, tipo what other exercise |
| 67 | Nelly | What type no? of exercise you can do, no? |
| 68 | Cata | ¿Qué otro ejercicio podrías tú hacer? |
| 69 | Nelly | What type of exercise [|
| 70 | Cata | [eh? |
| 71 | Nelly | What type of exercise you can do |
| 72 | Cata | eh, you can do eh, en lugar de nadar ((laughs)) but it's, it's necessary to do, to do exercise |
| 73 | Nelly | Yes, it's good for health. |
| 74 | Cata | es el mío, el mismo, me tocó otro. Éste ya lo leímos. I never, I never have any, any energy, energy [|
| 75 | Chio | [°° ése ya°° |

| | | |
|-----|-------|---|
| 76 | Cata | so I can... eh? ¿ya también? ¿lo hiciste tú? |
| 77 | Cata | My problem is a constant backache. I just don't know what to do to get rid of it I had some, someone give me a massage but I didn't really help. ¿Otra vez? |
| 78 | Nelly | [yes |
| 79 | Chio | [mhum |
| 80 | Cata | My problem is a constant backache, o sea dolor de cabeza . I just don't know what to do to get rid of it, of it, I had someone give me a massage but I didn't really help. |
| 81 | Nelly | Mmm, you must go to the doctor, but another, a specialist the brain about the brain, specialist about the brain, °°¿Cómo se dice?°° how do you say[neurólogo? |
| 82 | Tara | [neurólogo |
| 83 | Chio | A neurologist |
| 84 | Nelly | Ah, you should visit ah,a neuro - neurolo ¿qué? neurologist [. |
| 85 | Chio | [neurologist |
| 86 | Cata | aha, ok, it's a good, a good idea, Thank you. |
| 87 | Chio | You can buy some, pill, pill, pills for the [|
| 88 | Tara | [backache |
| 89 | Chio | backache for the °°dolor ¿cómo se dice?°° |
| 90 | Cata | for the ¿qué? |
| 91 | Nelly | neuro, neuro, neuro |
| 92 | Cata | ah, pain, dolor es pain |
| 93 | Nelly | pain |
| 94 | Chio | For the moment pain [|
| 95 | Cata | [ah, ok |
| 96 | Chio | Another time you can go to the doctor |
| 97 | Cata | Very good, thank you |
| 98 | Tara | You, you can ta- ta- take a massage [relax, relax |
| 99 | Nelly | [massage |
| 100 | Cata | Ok, para bajar el estrés ((laughs)) for the stress, ok. It's a, it's a good idea, thank you. |
| 101 | Nelly | Maybe, (unclear) I want to travel this winter but I don't have much money |
| 102 | Cata | ¿perdón? |
| 103 | Nelly | I want to travel this winter but I don't have much money |
| 104 | Chio | You should work very hard and save money because I don't think you can travel (unclear) |
| 105 | Nelly | It's a good idea. |
| 106 | Tara | Maybe ahhh, you can save if you work hard and before travel. |
| 107 | Nelly | mmm, yes, I think about, about that before |
| 108 | Cata | I think you, you should eh, you should to to think eh, eh, si es el momento? |
| 109 | Nelly | the moment? |
| 110 | Cata | Si es , if, si es if, aha, if the moment, the moment, de the ideal moment for to travel in in in the next winter or, or, or you can, you can, no, you, you can, pero ya podrías, así como ya en un futuro? |
| 111 | Nelly | You could |
| 112 | Cata | You [you could |
| 113 | Nelly | [you could |
| 114 | Cata | eh to do, to do it in other moment |
| 115 | Nelly | Yes, in my opinion, eh, I want to wait because I wait for years, and I don't travel and I wait, and wait and I don't have the opportunity for travel |

| | | |
|-----|-------|---|
| 116 | Tara | I want to learn English ((laughs)) |
| 117 | Chio | You must study very hard in Lenguas y Letras |
| 118 | | ((laughs)) |
| 119 | Tara | Thank you, a good idea |
| 120 | Nelly | mmm, you should practice more English with your teacher and learn more |
| 121 | Chio | or it's a good idea if you watch movies or listen music in English you can learn this language |
| 122 | Nelly | Another problem? ((laughs)) |
| 123 | All | ((laughs)) |
| 124 | Cata | ¿cuál es tu...? I want ¿qué? |
| 125 | Tara | [to learn |
| 126 | Nelly | [to learn |
| 127 | Cata | Ok, ((laughs)) maybe you maybe, you have to study more and practice and practice the the, in class, in class more, eh to try speaking, speaking more and listening and writing ((laughs)) |
| 128 | Tara | All the idea is great. |
| 129 | Chio | Mmm, my daughter started coming home very late, ver late at night, she is rude, I don't like the friends she is mixing with. What's your opinion? |
| 130 | | (unclear) |
| 131 | Tara | ah, you can a daughter in (unclear) in the course the dance, the swimming, the taekwon do |
| 132 | Nelly | But no, this not the problem, this is not the problem, her, her daughter is rude and she arrive late |
| 133 | Chio | At home at night and I don't like the people (unclear). |
| 134 | Tara | You can llevo,¿cómo es llevarla a terapia psicológica? |
| 135 | Chio | [Psychologist |
| 136 | Nelly | [Psychologist |
| 137 | Tara | Mmm, more communication with, with her |
| 138 | Chio | Yes, It's a good idea but she is very rude and sometimes she don't want to speak to me and she scream me |
| 139 | Tara | But the terapia with the psychologist [|
| 140 | Nelly | [psychologist, psychologist |
| 141 | Tara | psychologist, le va a ayudar mas |
| 142 | Chio | can help us |
| 143 | Tara | help with communication with your daughter yeah and then, is you very patient with her |
| 144 | Cata | I am agree with her |
| 145 | All | ((laughs)) |
| 146 | Nelly | how do you, how do you say, how do you say castigo? |
| 147 | Cata | ¿Castigar? No sé. Mmm. <i>[they look up the word in the dictionary]</i> °° ahorita lo buscamos °° (.08) Castigar to punish |
| 148 | Chio | punish[|
| 149 | Nelly | [punish |
| 150 | Nelly | You, you must punish ((laughs)) with her and eh, you don' leave, no you don't leave, no, you don't mmm how do you say that? I don't know eh ¿cómo decir no dejarla ver tele y quitarle sus cosas? ¿Cómo se dice? |
| 151 | Tara | °° Castigarla ¿no? °° |
| 152 | Nelly | You punish her but with [what? |
| 153 | Cata | [with, with, with, with... |

| | | |
|-----|-------|--|
| 154 | Tara | ¿Castigarla? not [see TV |
| 155 | Chio | [or without TV |
| 156 | Nelly | Without TV, without play games, without cell phone, ((laughs)) [without computer |
| 157 | Cata | [°con las cosas que ella prefiere, ¿no? o las cosas que ella prefiere hacer°° |
| 158 | Nelly | If you, if she don't mmm, ¿cómo se dice hacerte caso? ¿cómo se dice? how do you say? |
| 159 | | If she doesn't obey |
| 160 | Nelly | If she doesn't obey you send, send her military school |
| 161 | All | ((laughs)) |
| 162 | Nelly | Is normally in USA, in USA the the parents send eh their ¿cómo? [their daugh- their sons, |
| 163 | Cata | [their, their, their |
| 164 | Nelly | their sons a military school. |
| 165 | Cata | I don't agree |
| 166 | All | ((laughs)) |
| 167 | Nelly | Why? [|
| 168 | Cata | [I think to... |
| 169 | Nelly | if she's very rude? |
| 170 | Cata | you, you can to talk more with, with her |
| 171 | Nelly | but if she, if you talk to her a lot y he don't obey? what you can do? ((laughs)) No, because she, she can demand, demand you if you... [makes the movement of a punch]. |
| 172 | Cata | ah, estamos en México ((laughs)) it's OK. Muy bien. Ah, yo. |
| 173 | Nelly | We need the more vocabulary |
| 174 | Tutor | More vocabulary or more problems? |
| 175 | Nelly | more vocabulary and problems. The pronunciation and vocabulary, we need more. |
| 176 | Cata | I am sociable, and I find difficult saying no. I am, I am, I am off doing doing things every night of the week, going to parties, discos, the movies. I am so tired. I am very sociable. I have great difficult saying no. |
| 177 | Chio | But this is not a problem because you can meet some other people, it's not a problem, I, I think. |
| 178 | Nelly | Let me ah, ya , I know the, the problem, she, she couldn't say no when her friends invite her |
| 179 | Cata | Armarte de valor y decir no |
| 180 | Nelly | Yes, because she, she said "I'm so tired " |
| 181 | Chio | Because the parties |
| 182 | All | ((laughs)) |
| 183 | Cata | ¿cuál otra? |
| 184 | Nelly | But you do, you don't say (unclear) |
| 185 | Chio | Because I think this is not a problem |
| 186 | Nelly | I think, I think for me yes, it's a problem because when your body eh,°° ¿cómo se dice?°° feel tired, it means problem because your health you can sick [. |
| 187 | Cata | [aha |
| 188 | Chio | But we are young |
| 189 | Nelly | No, yes, but when you, when you ehh, in, in the future, in future when you are old, este when we are adult ¿si se dice así? the body pay, ((laughs)), pay the bill, pay the bill, [|
| 190 | Chio | [Aha, paga la factura |

| | | |
|-----|-------|---|
| 191 | Nelly | when you are young, don't feel the your body, you are, you have much energy, but when you are old, the bill of your body, you can think about that. |
| 192 | Tara | I think you, you think in hurt yourself |
| 193 | Cata | mhum ok yes |
| 194 | Tara | It's mmm ¿cómo se dice a lo mejor? si piensas? if you si if you can think in your health, ahh you can the friends no[|
| 195 | Nelly | [Say no |
| 196 | Tara | Say no perdón |
| 197 | Chio | or maybe you can choose what the situation are very important (unclear) to decide what thing to do. |
| 198 | Cata | Mhum. Thank you, thank you very much |
| 199 | Chio | I have put on weight recently |
| 200 | Cata | Mmmm? |
| 201 | Chio | I have put on weight recently |
| 202 | Nelly | Ooooh, |
| 203 | Chio | and I'm very sad! |
| 204 | Nelly | Ohhh, Oh dear! You, you need to do more exercise and you need stop eat a lot of junk food, maybe |
| 205 | Tara | In my opinion you need more exercise |
| 206 | Cata | I think you, you, you have to eh, visit to the, to the doctor or nutriólogo |
| 207 | Nelly | Nutriologist |
| 208 | Cata | Nutriólogo for, for she, for she recommended [|
| 209 | Nelly | [recommend a diet |
| 210 | Cata | aha, a diet, un regimen alimenticio . A diet? |
| 211 | Chio | A diet. |

Task 2b.3

| Line | Name | Content |
|------|------|---|
| 1 | Teo | Who first? |
| 2 | Tara | I [<i>go first</i>] |
| 3 | Teo | You? Ok |
| 4 | Tara | The problem is I never have any energy, so I can never do anything except work, I sleep all weekend, so don't tell me to get more rest. |
| 5 | Teo | I think you, you should visit the doctor because it's a problem for your health |
| 6 | Cata | Mmm, maybe you could asleep |
| 7 | Teo | (.13) you |
| 8 | Lalo | eh, you can is ah go to run |
| 9 | Chio | Mmm, you can eat ((laughs)) |
| 10 | Cata | (.09) Mmmm |
| 11 | Teo | Yes, you |
| 12 | Cata | Mmm, you live at, you live at home and you hate, you hate it. You quarrel with your parents everyday. |
| 13 | Teo | Can you repeat again please? |
| 14 | Cata | you live at home and you hate it. You quarrel with your parents everyday |
| 15 | Chio | I should speak with your, with your parents |
| 16 | Lalo | you should evitate [<i>avoid</i>] to your parents in the your home, to evitate |
| 17 | Tara | maybe you could talk with them and say what you don't like about them |
| 18 | Teo | I think that your parents have a big problem and maybe you should ta- talk with them and discuss the situation |

| | | |
|----|------|--|
| 19 | Chio | You are fed, fed up with your work. You don't like your co- colleagues and you are bored with the work. |
| 20 | Teo | You must find an- another job that that you like |
| 21 | Tara | I think the same you should you change your job |
| 22 | Lalo | (.09) Mmm, you can get the other job eh, it's various options that you like |
| 23 | Cata | Maybe you could mmm change job |
| 24 | Teo | Ehhh, I want to travel this winter but I don't have much money |
| 25 | Lalo | ((laughs)) so this the... |
| 26 | Chio | You can work |
| 27 | Lalo | Get money and for sells the product in the, in the University for the get money, very much money |
| 28 | Tara | You can check in internet about ammmm, places like mm [|
| 29 | Teo | [more cheap or...? |
| 30 | Tara | No, like hostals [and |
| 31 | Teo | [Ok |
| 32 | Tara | Something that families sometimes eh, provide you some meal and a, a bed [|
| 33 | Teo | [Ok |
| 34 | Tara | To sleep [|
| 35 | Teo | [Ok |
| 36 | Tara | and, and airplane that is cheaper[|
| 37 | Teo | [Ok, Thank you |
| 38 | Cata | (.11) You can search a new job |
| 39 | Teo | Ok, you [to Lalo] |
| 40 | Lalo | The problem is mmm, you want to give up smoke smoking |
| 41 | Tara | Mmmm |
| 42 | Lalo | That's the problem |
| 43 | Cata | °°Again?°° |
| 44 | Lalo | [You want to give up... |
| 45 | Tara | [it might... It might be a good idea to get run all the, all the mornings and you, mm for that energy you can stop smoking |
| 46 | Lalo | You? |
| 47 | Teo | You can stop this addiction because it's bad for your body and maybe do exercise in the morning and on the night, all day ((laughs)) |
| 48 | Lalo | you want to give up, para dejar el cigarro |
| 49 | Cata | Can consult un a medic, a doctor |
| 50 | Teo | doctor |
| 51 | Chio | Mm, you can buy buy ¿cómo se diría? °°Parche°° (unclear) ((whispering)) |
| 52 | Teo | or maybe you can buy a electronic cigarettes for your anxiety |
| 53 | Lalo | or the best [placing a pencil in the mouth] |
| 54 | Teo | No ((laughs)) |
| 55 | Tara | Mmm the problem is ah, you are very worried about your best friend. He /she seems to be very depressed and he/she is drinking too much |
| 56 | Chio | Repeat |
| 57 | Tara | Mmm you are very worried about your best friend. He /she seems to be very depressed and he/she is drinking too much. |
| 58 | Chio | Ah, mmm |
| 59 | Tara | I think that she tell the situation of your parents because it's a problem de depress and alcohol and many situations more |
| 60 | Cata | (.07) You can talking the situation? |

| | | |
|-----|------|--|
| 61 | Chio | (.09) This is a good idea speak mmmm with °°¿cómo se dice novio?°° ((whispering)) [|
| 62 | Cata | [boyfriend |
| 63 | Chio | °°your boyfriend°° |
| 64 | Lalo | You can the convivate [<i>sic spend some time</i>] with your parents is most difficult because during all day everybody and resolve this (unclear) with this, with them. |
| 65 | Cata | The problem is you have felt tired. You seem to have no energy these days. |
| 66 | Teo | Can you repeat again? |
| 67 | Cata | You have felt tired. You seem to have no energy these, these days. |
| 68 | Teo | You should take a rest, eat and drink water |
| 69 | Lalo | Or drinks energy because is the most important |
| 70 | | (.34) ((Silence)) |
| 71 | Tara | Maybe you are not taking the sufficient repose to, to take energy. You should visit the doctor to get some pills like vitamins or something special ((laughs)) |
| 72 | Chio | You can.... (inaudible) |
| 73 | | (.21) ((silence)) |
| 74 | Teo | Ya |
| 75 | Chio | You have qu- quarreled with your boyfriend a lot recently |
| 76 | Tara | mmm? can you repeat again? |
| 77 | Chio | You have amm, quarreled [|
| 78 | Tara | [quarreled? |
| 79 | Chio | quarreled with your boyfriend a lot recently |
| 80 | Teo | You can let him, [it's the best option |
| 81 | Lalo | [you can... You can get other option it's [|
| 82 | Tara | (((laughs))) |
| 83 | Lalo | Yes! |
| 84 | Cata | Maybe search mmm, es option, more, best |
| 85 | Tara | Yeah, I think that you have to let him |
| 86 | Teo | It's my turn? I am very social, social... how do you say? sociable or... [|
| 87 | Chio | [sociable |
| 88 | Teo | and I have great difficulties saying no. I end up doing things every night of the week, going to parties, discos, the movies and I'm so tired. |
| 89 | Lalo | You have money? |
| 90 | Teo | Eh? |
| 91 | Lalo | You have money? |
| 92 | Teo | Yes ((laughs)) |
| 93 | Tara | Your body is first and your health and you have to, to think about it when your friends invite you to some, to, to drink or go out. |
| 94 | Teo | Ok |
| 95 | Lalo | You can enjoy yo- these moments it's most important for you it's to convivate with your friends and you... |
| 96 | Tara | Don't worry ((laughs)) |
| 97 | Teo | Drink all days |
| 98 | Lalo | yeah |
| 99 | Teo | (((laughs))) |
| 100 | Lalo | Only enjoy |
| 101 | Cata | (.17) You should to give time |
| 102 | Chio | (.12) I think it's a good idea |
| 103 | Lalo | A ver , the problem is you want to learn English. You want to learn English |

| | | |
|-----|------|---|
| 104 | Chio | Repeat |
| 105 | Tara | You ahh |
| 106 | Lalo | The problem is, my problem is I want to learn English |
| 107 | Tara | You need go to the, to... [|
| 108 | Lalo | [TECAAL? |
| 109 | Tara | you need to go to [|
| 110 | Lalo | [TECAAL |
| 111 | Tara | TECAAL ((laughs) |
| 112 | Teo | ok, stop two days on weekend or week |
| 113 | Tara | If you have money you can go abroad err, and learn English |
| 114 | Lalo | I don't have the money ((laughs)) |
| 115 | Cata | You can to study more |
| 116 | Chio | Mmmm |
| 117 | Teo | I think you need to practice your English pronunciation, pronunciation all day with your friends, your parents, your partners, sorry, and your teachers |
| 118 | Chio | You can listen the songs the different songs |
| 119 | Lalo | In English? |
| 120 | Chio | In English |
| 121 | Lalo | ((laughs)) ok |
| 122 | Tara | Ahh your daughter has started coming home very late at night. She is rude. You don't like the friends she is mixing with. |
| 123 | Chio | °°Again?°° Thanks |
| 124 | Tara | Ok, your daughter has started coming home very late at night. She is rude. You don't like the friends she is mixing with. |
| 125 | Teo | You should talk with your daughter emmm.(.06) |
| 126 | Tara | Tu hija ha empezado a llegar tarde por las noches, es ruda, bueno, de carácter difícil y no te gustan los amigos con los que ella anda. |
| 127 | Chio | You should speak with my daughter? |
| 128 | Tara | daughter |
| 129 | Cata | You can't talking with she |
| 130 | Lalo | Maybe work to speak with they |
| 131 | Chio | You can't find a job |
| 132 | Tara | Mmmm? |
| 133 | Chio | You can't find a job |
| 134 | Teo | Find |
| 135 | Tara | find a job. Maybe you have to to go outside and visit some places to search a job, (.04) or you can search in internet |
| 136 | Teo | You can search mm,all the options for a, you can work and after choose one, it's the best option for you |
| 137 | Cata | You can share [search] options? |
| 138 | Lalo | First do you want to like the work in the appropriate for you and investigate for other options for work in the job than you like it and enjoy |
| 139 | Teo | (.05) Ya. Ok. My girlfriend is very mean. She never pays for anything and didn't give, give me a present for Christmas and in my birthday and didn't didn't give me a pres- a present at a Christmas. |
| 140 | Lalo | Can you repeat again, please? |
| 141 | Teo | Yes My girlfriend ah, is very mean. She never pays, pays, for anything and didn't give me a present at Christmas. |
| 142 | Tara | If you have mmm, a, a lot of years with her, you can talk with her, if you don't |

| | | |
|-----|------|--|
| | | that's not important, ((laughs)) she don't have money ((laughs)) |
| 143 | Teo | Maybe ((laughs)) |
| 144 | Cata | You should more options |
| 145 | Chio | ((laughs)) more options |
| 146 | Lalo | You should speak with they or call and he say with you why the (unclear) |
| 147 | Teo | Ok, thank you |
| 148 | Chio | °°Ya se acabaron°° ((whispering)) |
| 149 | Lalo | You have put on weight recently |
| 150 | Tara | Mmm? |
| 151 | Lalo | You have put on weight recently |
| 152 | Tara | You have what? |
| 153 | Lalo | You have put, put, put [|
| 154 | Teo | [Ah |
| 155 | Lalo | You have put put on |
| 156 | Tara | Ah, put on |
| 157 | Lalo | Weight recently |
| 158 | Tara | Weight ¿qué? |
| 159 | Lalo | Weight [|
| 160 | Teo | [recently |
| 161 | Lalo | put on weight recently |
| 162 | Tara | Ah, you have put on weight |
| 163 | Lalo | Recently |
| 164 | Tara | Mmmm I think you should visit the doctor and nutro, nutro, I don't know how is it nutriólogo in English |
| 165 | Lalo | psychologic |
| 166 | Tara | ((laughs)) |
| 167 | Teo | You should eh do exercise three hours in the, in your day |
| 168 | Cata | Maybe you should a diet, diet |
| 169 | Chio | You can visit the nutriologo |

Task 2c.1

| Line | Name | Content |
|------|------|--|
| 1 | Lalo | For being healthy I don't eat sugar, mmm, I eat little fat or fat meal and try to sleep five hours ((laughs)) a night, mmm. Should do to be healthy? ah, I need to make more exercise, mmm, smoking a little, don't drunk much ((laughs)). |
| 2 | Ian | For be healthy, ah, mmm go running tomorrow or (unclear), °°the problem°° [|
| 3 | Isa | [Mhm? |
| 4 | Ian | The problem? |
| 5 | Isa | I don't know |
| 6 | Ian | For este be healthy should run, este , smoking, [mmm, and... |
| 7 | | (((laughs))) |
| 8 | Isa | Si se puede escribir y luego leerlo? sí? primero ustedes, yo lo leo, primero lo voy a escribir |
| 9 | Lalo | (.05) What are you think are the bad habits in health? Smoke, drunk, ((laughs)) bueno drink? Don't make exercise? Mmm |
| 10 | Ian | °°No me acuerdo de la palabra°° |
| 11 | Isa | ¿cuál? |

| | | |
|----|------|---|
| 12 | Ian | Eh, for being healthy, health food, nutritivo, perdón. |
| 13 | Lalo | Healthy food? ¿ Comida saludable? |
| 14 | Ian | Mhum |
| 15 | Lalo | El sustantivo es health, y para hacerlo calificativo, este no, el adjetivo es health no? Salud y para hacerlo... Healthy, saludable? es healthy |
| 16 | Ian | Healthy? |
| 17 | Lalo | Aha |
| 18 | Ian | For being healthy, eat healthy food? |
| 19 | Lalo | Aha |
| 20 | Ian | Shouldn't smoking more, |
| 21 | Lalo | Smoking more? |
| 22 | Ian | Or smoking |
| 23 | Lalo | Less, smoking less, fumar menos no? o fumar más? ((laughs)) |
| 24 | Ian | No, por eso dije shouldn't, shouldn't ¿cómo se dice? |
| 25 | Lalo | Ah, shouldn't? |
| 26 | Ian | Aha |
| 27 | Isa | Shouldn't |
| 28 | Ian | Shouldn't |
| 29 | Lalo | °°Shouldn't°° |
| 30 | Ian | Smoking more, fumar mucho, no debería fumar mucho es more, °°¿cómo es?°° |
| 31 | Lalo | (.19) Is how many hours or how much, how many hours? How many hours do you sleep? |
| 32 | Ian | Mmm |
| 33 | All | ((laughs)) |
| 34 | Lalo | (.07) In week, I sleep I don't know, five hours or six ((laughs)) but in weekends, I sleep three ((laughs)) or four hours |
| 35 | Ian | Mmm, I ¿cómo se dice? [<i>check in the dictionary</i>] (.09) ¿cómo se dice dormir seis horas el fin de semana? |
| 36 | Lalo | Mmm, sleep six hours in weekend |
| 37 | Ian | (.18)What are bad habits in health? |
| 38 | Lalo | Bad habits, mmm, I think who smoke, drink, see too many TV, and don't make exercise. |
| 39 | Ian | About exercise? |
| 40 | Lalo | Aha, don't make, don't make because it's bad. Mmm, the social health? The bad habit is stay so many time in facebook ((laughs)) ah, what more? Ah, stay so many time playing x-box in your house and that ((laughs)) ahhh. I think we shouldn't to be more social health, we have to know the people in your faculty, faculty |
| 41 | Ian | Faculty |
| 42 | Lalo | Faculty? Ah, |
| 43 | Ian | Social health ahh, increase my friends, mis amigos |
| 44 | Lalo | Talking to stress, I like to go to the gotcha ((laughs)) |
| 45 | Ian | Ese es relief, relief o qué? |
| 46 | Lalo | Relief es como what? |
| 47 | Ian | Alivio, aha, como desestres o bajar de estrés. O sea que relief se puede ocupar como desestresado ¿verdad? |
| 48 | Lalo | ((sighs)) do you scream to another drivers? ((laughs)) |
| 49 | Isa | Espérame, todavía no termino |
| 50 | Ian | Ah, the relief. |
| 51 | Ian | (.20) °°Skills, increase, skills is social skills, Increase social skills, increase°° |

| | | |
|----|------|---|
| 52 | Lalo | No ((laughs)) |
| 53 | Lalo | Si quieren les hago como preguntas y ya ustedes me dicen, si se les hace más fácil? |
| 54 | Ian | What more? |
| 55 | Isa | Espérame estoy escribiendo, es que así no puedo si no escribo |
| 56 | Lalo | Do you know all the people in your class? ((laughs)) |
| 57 | Isa | (.20) Es que si no escribo, no puedo leer |
| 58 | Ian | (.10) No sé cómo decir nada |
| 59 | Ian | (.44) Physical health, for physical health, |
| 60 | Lalo | Es la salud física |
| 61 | Ian | ¿cómo puedo decir eso? |
| 62 | Lalo | Es como hacer ejercicio, comer bien, dormir |
| 63 | Ian | Physical health? |
| 64 | Lalo | Si, porque la otra es la salud mental y luego la salud social, (.12) social health es relaciones desagradables porque así como salud social, no se oye bien pero, sería como (unclear) |
| 65 | Ian | °°¿cómo es leer?°° |
| 66 | Isa | ¿Leer? Read |
| 67 | Lalo | Do you know the Sudoku game? |
| 68 | Ian | No |
| 69 | Lalo | No? it's a game when you have a square, cuadro , with nine squares in, and you have to put the numbers 1 at 9, it's like a puzzle, rompecabezas, dicen que es muy bueno para la mente ((laughs)) |
| 70 | Ian | Para la salud mental? |
| 71 | Lalo | Aha and maybe the crosswords, los crucigramas ahh, I don't know, the ahorcado, el juego de ahorcado ((laughs)), bueno, el juego de basta , what more? I don't like read ((laughs)) anything, no book, no newspaper, nothing ((laughs)) |

Task 2c.2

| Line | Name | Content |
|------|-------|--|
| 1 | Isa | ¿quién va a ser el doctor? |
| 2 | Cata | Yo ((laughs)), |
| 3 | Nelly | tú eres el doctor |
| 4 | Cata | ¿Yo?¿por qué? ((laughs)) |
| 5 | Nelly | Ok ¿y la paciente? Tú ((laughs)) Este, yo soy tu amiga ((laughs)) Y tú eres el enfermero ((laughs)) |
| 6 | Cata | Ahh, if you are the doctor, and I ask, ask you mmm what is your name, ahh, what is your problem, |
| 7 | Isa | mmm ¿cómo se dice dolor? |
| 8 | Nelly | Ahh, mejor no hables, namás así mímica |
| 9 | All | ((laughs)) |
| 10 | Cata | No, pues me siento enferma, I am sick |
| 11 | Isa | Sick? |
| 12 | Cata | °° Es enferma °° |
| 13 | Isa | I'm sick stomach |
| 14 | Cata | Amm, what is your? Espera ((laughs)) Why Anna? Why you sick your stomach? |
| 15 | Isa | ¿qué? |
| 16 | Cata | Que ¿por qué te duele tu estómago? |
| 17 | Isa | Mmm |

| | | |
|----|-------|--|
| 18 | Cata | What food ahh you eating? Eat. Yesterday is es ayer? |
| 19 | Nelly | Mhum |
| 20 | Cata | Yesterday |
| 21 | Isa | Mmm tacos |
| 22 | All | ((laughs)) |
| 23 | Nelly | In the street |
| 24 | Cata | In the street? |
| 25 | Cata | Ah, (.04) that medicine you are allergy? |
| 26 | Isa | No. |
| 27 | Cata | Never? Any medicine? |
| 28 | Isa | Que si never, ¿cómo? |
| 29 | Cata | No, que si, ¿a qué eres alérgica? |
| 30 | Ian | ¿A qué medicina? |
| 31 | Nelly | ¿A qué medicina? |
| 32 | Isa | any medicine, the aspirine |
| 33 | Ian | (unclear) |
| 34 | Cata | Usually, what usually you you eating? ¿qué comes usualmente? |
| 35 | Isa | Mmm, hot dogs ((laughs)) |
| 36 | Cata | No, no ¿cómo se dice saludable? |
| 37 | Ian | Es algo de... |
| 38 | Cata | Health? |
| 39 | Nelly | Sí es health |
| 40 | Isa | Pero health es salud. Ah, healthy? |
| 41 | Cata | Healthy. You no a healthy person? |
| 42 | Isa | No, |
| 43 | Cata | ¿entonces? ((laughs)) |
| 44 | Isa | Te llevamos al psicólogo |
| 45 | Cata | yes, ((laughs)) |
| 46 | Cata | Ahh, I go to to give medicine for your stomach, ahh, ¿cómo se llama el Rosita? |
| 47 | Isa | Pepto? |
| 48 | Cata | Ah, ((laughs)) I, You give a pepto for the stomach. (.05) You, you are, teacher, is you are bad habits or you are. Ok, do you have bad habits? Eh, smoke, drinking beer, [|
| 49 | Nelly | [drugs |
| 50 | Cata | drugs? ((laughs)) |
| 51 | Isa | mmm beer |
| 52 | Cata | beer? your friend ehh |
| 53 | Nelly | marihuana |
| 54 | | ((laughs)) |
| 55 | Cata | is (unclear)? No, weed is marihuana. No sé por qué lo sé... ((laughs)) what other question? I don't have image. You, do you asleep good? No, good sleep |
| 56 | Isa | ¿Dormir? yes |
| 57 | Cata | What, what time? |
| 58 | Isa | Mmm, eight, eight hours |
| 59 | Cata | Yes, Good, that's all, ((laughs)) Give your pepto [|
| 60 | Isa | [thanks ((laughs)) |
| 61 | Cata | °°No se me ocurre otra cosa°°. (.12) Hay que anotar |
| 62 | All | ((laughs)) |
| 63 | Cata | ¿tienes una hojita? Ay, ahí pasamos ((laughs)). A ver, ¿cómo es dolor? [looking |

| | | |
|-----|-------|---|
| | | <i>up the words in the dictionary</i>](.22) It's distress, sorrow. |
| 64 | | Unclear conversation (it is presumed that they are discussing about the high and low blood pressure) (1:17) |
| 65 | Cata | ¿cómo es "comiste"? |
| 66 | Nelly | Comiste es pasado, ¿no? Es ate [mispronounced] es ate pero se dice "ait" "eit" |
| 67 | Isa | Mal se dice bad? |
| 68 | Cata | Practicamos o así, solas, yo no sé, como salga |
| 69 | Isa | Pues sí, yo me siento mal es I am feeling or feel, I am feel |
| 70 | Cata | Feel, I am feel bad |
| 71 | Cata | Si queremos decir, ¿qué fue lo que comiste? Es what, what was, para decir ¿qué?, ¿qué fue? ¿qué fue lo que comiste? What was you eat yesterday |
| 72 | Nelly | Yes, no? Porque... no, si no, es de ir no? Sería el pasado de ir, no, [|
| 73 | Ian | [°sería what was°° |
| 74 | Nelly | what was, ella? Porque si está preguntando a ella qué comiste sería para ella ... |
| 75 | Ian | °° ¿qué fue lo que comiste? Sería.. °° |
| 76 | Isa | Pero en las preguntas, está preguntando el auxiliar |
| 77 | Cata | ¿Cómo? |
| 78 | Isa | °° Sí, la estructura es, por ejemplo, si quieres preguntar eso en pasado primero va el auxiliar, luego el sujeto y luego el verbo°°. |
| 79 | Cata | Was what? |
| 80 | | (unclear) |
| 81 | Cata | No tengo la menor idea ((laughs)) |
| 82 | Cata | Teacher, is correct what was o.. is the auxiliar or the wh question? For example, ehh, the auxiliary is was is first or second |
| 83 | Isa | What was y ya la pregunta |
| 84 | | (inaudible) |
| 85 | Ian | sólamente voy a decir, sólo la question |
| 86 | Nelly | Después de que ella le diga, ¿cómo te llamas? Y que... le tomas la presión y ya le dices |
| 87 | Cata | You are a nurse? ((laughs)) |
| 88 | Ian | Él lo dice primero |
| 89 | Nelly | Le está preguntando cómo se llama y eso y tú le tomas la presión y ya |
| 90 | Ian | Ah |
| 91 | Cata | Hi, my, eh I am a doctor Eldie, what is your name? |
| 92 | Isa | Dana |
| 93 | Cata | Ahh, What is your problem, Dana? |
| 94 | Isa | I am, I am bad. I am distressed the stomach |
| 95 | Cata | Oh, OK, Jesus, you can check the pression, please? |
| 96 | All | ((laughs)) |
| 97 | Ian | The pression she is fine. 16 -80 |
| 98 | Cata | Ok. And what? Ehh do you have ahh bad habits Dana? For example, smoke, drink or drugs? |
| 99 | Isa | Drink |
| 100 | Cata | Drink? More? |
| 101 | Isa | [Yes |
| 102 | Cata | [Yes? Amm you have a allergies, for example, o medicine? |
| 103 | Isa | No |
| 104 | Cata | No? never? |

| | | |
|-----|-------|--|
| 105 | Isa | Never |
| 106 | Cata | Ok. Ah, ah, ((laughs)) ah, you, you drink medicine usually? |
| 107 | Isa | No |
| 108 | Cata | No? ok. I going to you give a, a pepto bismol, for your stomach, Dana. |
| 109 | Isa | Ok |
| 110 | Cata | Ok? ahh You have a drink a drug, a drug the next hour with many water. Good bye, Dana |
| 111 | Isa | Gracias. Thank you. |
| 112 | Ian | Hello, I am of the nurse. What is your name? |
| 113 | Nelly | Brenda |
| 114 | Ian | How much weight? |
| 115 | Nelly | Sorry? |
| 116 | Ian | How much weight? |
| 117 | Nelly | Amm, One hundred sixty |
| 118 | Ian | Thank you. What is the telephone number? |
| 119 | Nelly | Mmm, double two, three, double 0 |
| 120 | Ian | Este, what is your address? |
| 121 | Nelly | Mmm, avenue (unclear) number thirty one |
| 122 | Ian | Este , do you drink alcohol? |
| 123 | Nelly | No |
| 124 | Ian | Ehh, What do you do? |
| 125 | Nelly | I am, have a pain in my arm |
| 126 | Ian | Ok. Este , take a pill |
| 127 | Nelly | Thank you |
| 128 | Ian | Finish |
| 129 | All | ((laughs and claps)) |
| 130 | Cata | I'm doctor Guadalupe. How do you feel? What is your name? |
| 131 | Ian | Alfonso. My name is Alfonso |
| 132 | Cata | Nurse, take your information personal |
| 133 | Nelly | Ok. How old are you? |
| 134 | Ian | Thirty eight years |
| 135 | Nelly | Mr. Alfonso, err, what's your weight? |
| 136 | Ian | Eighty five |
| 137 | Cata | How do you feel now? |
| 138 | Ian | Nau, [nauseas |
| 139 | Nelly | [You have nauseas? |
| 140 | Cata | You had some, anything in this morning? |
| 141 | Ian | Coffee and Doughnuts |
| 142 | All | ((laughs)) |
| 143 | Cata | Doughnuts, doughnuts? Ok, you, you, este, bueno , are you friends? |
| 144 | Isa | Yes, he is my friend, we only coffee and cookies this morning and was working for, for a long time |
| 145 | Nelly | I, I'll take the blood pressure. Ok. Your pressure is (unclear) down |
| 146 | Cata | I did it a little test and good (unclear). You take medicine. |

Task 2d.1

| Line | Name | Content |
|------|------|---|
| 1 | Alex | Make some questions to the patient while I go to the doctor |

| | | |
|----|--------|--|
| 2 | Gia | Sure, mmm, let's see Andrea? [|
| 3 | Trisia | [Yeah. |
| 4 | Gia | Ammm, I'm going to ask ask you a questions for the clinical situation ((laughs)), clinical notes. |
| 5 | Trisia | Ok. |
| 6 | Gia | yeah? ehh... Have you had a habit? I don't know, allergy to one food, vegetables, fruit, ((laughs)) I don't know |
| 7 | Trisia | No, but I never ammm taste the England food and maybe, this is for my, this is my ahh cause for my stomach, my stomach ache, algo así se dice |
| 8 | Gia | oh, yeah because in England, we cook with a lot of [ingredients, spices, yeah. |
| 9 | Trisia | [spice |
| 10 | Gia | Have you, no, are you have a chronical disease? |
| 11 | Trisia | Ah, no, |
| 12 | Gia | No? And your friend? What you have? ((laughs)) |
| 13 | Trisia | I don't know, I go to a party in the night, and maybe this is the ahh cause of my pain ((laughs)) |
| 14 | Gia | Oh, and did you, did you smoke? |
| 15 | Trisia | No |
| 16 | Gia | drugs? |
| 17 | Trisia | No ((laughs)) |
| 18 | Gia | Sex? |
| 19 | Trisia | ((laughs)) este , maybe, I drink alcohol last night ((laughs)) |
| 20 | Gia | What kind of alcohol did you drink? |
| 21 | Trisia | Ahhh, some, a lot of ((laughs)) |
| 22 | Gia | Did you drink a, [a shot? |
| 23 | Trisia | [I don't remember that I drink |
| 24 | All | ((laughs)) |
| 25 | Gia | So you were very [bad |
| 26 | Trisia | [I drink a lot of... ((laughs)) |
| 27 | Gia | So I am going to, to found the doctor ((laughs)) because I missed it, miss him and he can tell you what are you, what are, what have you |
| 28 | Trisia | My síntomas |
| 29 | Gia | Yeah ((laughs)) |
| 30 | Alex | ¿el diagnóstico? |
| 31 | Gia | Aha. Doctor, what are your diagnostic? |
| 32 | Alex | Ahh, Andrea |
| 33 | Gia | Yeah |
| 34 | Alex | Your answers told me that you probably have, no, you are pregnant |
| 35 | Trisia | Oh, my God!! ay nooo ((laughs)) I did not think I drink so much last night. That's impossible!! ((laughs)) |
| 36 | Alex | Yes, yes, I don't know if in the party, you lost your own and... [|
| 37 | Trisia | [Somebody... ok. It's very strange, yeah |
| 38 | Alex | You have to look for a, [the father |
| 39 | Trisia | [Do you suggest that? |
| 40 | Alex | Eh? |
| 41 | Gia | You suggest? |
| 42 | Alex | Ah, es I guess so, es suponer, ¿no? |
| 43 | Gia | Yes ¿tú qué sugieres? |

| | | |
|----|--------|--|
| 44 | Alex | Look for the father |
| 45 | Gia | Ok. ((laughs)) |
| 46 | Alex | Después de eso, se supone que cambiamos los roles, ya alguien es el doctor o algo así? |
| 47 | Gia | Mmm, no sé |
| 48 | Alex | Una vez que terminamos, ¿ ya cambiamos roles? |
| 49 | Gia | So, we end and that, that's all? Ok. Nos quedó bien, ¿no? ¿Cómo se dice en Inglés? We do very well ((laughs)) |
| 50 | Trisia | ¿Y tú eres de aquí? [to Liz] |
| 51 | Liz | No, yo soy de, bueno, pues he estado mucho tiempo aquí así que básicamente ya soy de aquí pero mis papás son del Distrito Federal y yo nací allá. |
| 52 | Alex | In English |
| 53 | Gia | English, ammm, what would you like to do? What did, sí what What do you like to do? |
| 54 | Liz | °°What do you like to do? ¿Qué te gusta hacer? °° |
| 55 | Gia | Mmhum |
| 56 | Liz | Ahhh, I like see a movies ((laughs)) |
| 57 | Gia | What kind of movies? Terror, romantics, comics? |
| 58 | Liz | Ammm, but the action movies , not much |
| 59 | Gia | And you? [to Alex] |
| 60 | Alex | The eh action movies and the eehhh susp, las de suspenso |
| 61 | Gia | I don't know. ¿cómo se llama? Thrillers en inglés ¿no? |
| 62 | Trisia | No, thrillers es otra cosa |
| 63 | Gia | ¿Si? And yesterday you saw... |
| 64 | Alex | I watched the, the body movie, bueno, en español se llama "Cuerpo" [|
| 65 | Gia | Cuerpo"? [¿"El |
| 66 | Alex | Aha, it's a Spanish movie, de Almodovar , casi no me gustan las de español pero ésta estuvo muy [buena |
| 67 | Gia | [You recommend that movie? Yeah? I am going to watch in the evening. La veré. |
| 68 | Alex | Ah, ok, ok |
| 69 | Trisia | And you see a movie recently? |
| 70 | Gia | No, no, I think that I watched Tinker Bell. ((laughs)) I love that movie |
| 71 | Trisia | Really? Why? |
| 72 | Gia | I like the cartoons and I don't know, my boyfriend always tell me that I like that type that type of movies because I was a child, a child, a sad child- I don't know, que no disfruté mi infancia y que por eso las veo ahorita ((laughs)) yo así de no, it's not true. Yeah, I am a little eh, infantil? |
| 73 | Trisia | Your favourite movies is a cartoons? |
| 74 | Gia | Noo, no, no I, I love the terror movies and the suspenso. I love that. I am like.... |
| 75 | Trisia | Hi, he is a doctor, she is a nurse, I'm a patient and she is my friend ((laughs)) |
| 76 | Alex | Ehh. Well, what's your name? |
| 77 | Trisia | Ahh, my name is Andrea |
| 78 | Alex | Hi, Andrea, tell me, how old are you? |
| 79 | Trisia | Ah, twenty one years old |
| 80 | Alex | Twenty one years old? Ammm ahhh, how do you feel? |
| 81 | Trisia | Amm, I feel a bit, a lot of pain in my stomach. I feel very bad |
| 82 | Alex | Yes? And what did you eat yesterday? |

| | | |
|-----|--------|---|
| 83 | Trisia | Yesterday? Amm I eat a England food in a restaurant, in a local restaurant |
| 84 | Alex | Well, I going to give, ¿cómo? Give us, no, leave you with the nurse ehh. I'm going to take a coffee, well, ((laughs)) make some questions ((laughs)) |
| 85 | Gia | Ok, Andrea, is you name? |
| 86 | Trisia | Yeah |
| 87 | Gia | Amm, mmmmm do you have bad food habits? |
| 88 | Trisia | Ohh, Yes, it's very well food habits ahhh, maybe the eat last night is the cause of my stomachache |
| 89 | Gia | Yeah, in British, in here in British ((giggles)) este , we, we cook the food with many, many spices, spices, spices, [spices. |
| 90 | Alex | [Ah, ya |
| 91 | Gia | That's will be a, the reason of your problem. |
| 92 | Trisia | Ok |
| 93 | Gia | Are you allergic to [something? No? |
| 94 | Trisia | [no, because I never stay in other country and it's probably that something ahh ehh, °° ¿cómo se dice dañar? °° |
| 95 | Liz | mmm , hurt? |
| 96 | Trisia | hurt me, yeah? |
| 97 | Gia | Are you taking medicine? |
| 98 | Trisia | No, I take an aspirine, aspirine |
| 99 | Gia | Yeah, aspirine |
| 100 | Trisia | In last night, no, in the morning |
| 101 | Gia | [Why? |
| 102 | Trisia | [because I [|
| 103 | Gia | [you had a headache? |
| 104 | Trisia | I headache and my stomach. I feel in my stomach a lot of pain and think that I take aspirine I feel better |
| 105 | Gia | You take an aspirine ((laughs)) |
| 106 | Trisia | Yeah ((laughs)) |
| 107 | Gia | And your friend, what did you have to tell, what do you have to tell us? What did you do last? What what do you do last night? |
| 108 | Liz | Ah, we, we went a the party, party, party? [|
| 109 | Gia | [party |
| 110 | Liz | party and she, I mmm, drink more ((laughs)) |
| 111 | Trisia | Oh, yeah, last night drink a lot of much |
| 112 | Gia | You forgot to tell me that |
| 113 | Trisia | I forgot that |
| 114 | Liz | You get drunk, drunk |
| 115 | Trisia | Yeah ((laughs)) |
| 116 | Gia | Do you remember something about you the party? |
| 117 | Trisia | I can't remember the party |
| 118 | Gia | No? oh, my God. I, so I think that I am, I I will go with the doctor and tell him the the notes |
| 119 | Alex | Oh, my coffee, estaba comiendo |
| 120 | Gia | Doctor, where are you? ((laughs)) |
| 121 | Alex | I, I was este, ¿co, co, como se dice enfriando , colding? Colding my coffee because it's very hot, tell me. |
| 122 | All | ((laughs)) |
| 123 | Gia | Eh, our patient drink a lot of alcohol last night and she take, took an aspirine in the |

| | | |
|-----|--------|--|
| | | morning because she had a headache, °°headache, headache°° so tell, tell us, what's your diagnostic? |
| 124 | Alex | Ah, well |
| 125 | Gia | Did you feel nauseas? |
| 126 | Alex | And the last night, °°and now, she's...°° What, what happened yesterday? |
| 127 | Trisia | I don't remember ((laughs)) |
| 128 | Alex | Ah, well, I think we have to make you some proofs because I guess you are pregnant |
| 129 | Trisia | Oh, my God! ((laughs)) |
| 130 | All | ((laughs)) |

Task 2d.2

| Line | Name | Content |
|------|--------|--|
| 1 | Lalo | Ok, your daughter has started coming home vey late at night, she is rude, you don't like the friends she is mixing with, you don't like the friends she is mixing with ehh, what do you propose me, what can I do? ((reading)) |
| 2 | Trisia | You could talk with your daughter about how you feel, you could or you should |
| 3 | Lalo | It sounds good, what else? |
| 4 | Liz | I don't know ((laughs)) Can you repeat [the problem? |
| 5 | Lalo | [The problem? Sure, ehh, your daughter started coming very late at home at night, she is rude, you don't like the friends she is mixing with. What do you propose me? What can I do about it? |
| 6 | Liz | Ya? Ok, °° ya con lo que ella dijo °° |
| 7 | Ian | You said you must talk with your daughter, right? |
| 8 | Trisia | Yeah. |
| 9 | Ian | The same |
| 10 | Lalo | The same |
| 11 | All | ((laughs)) |
| 12 | Lalo | You, Rocío, what do you think? |
| 13 | Gia | ¿Cuál, tú problema o empiezo con uno? |
| 14 | Lalo | No, no, my problem |
| 15 | Gia | Correct! [referring to the response Trisia had given before] |
| 16 | Trisia | Thank you, thank you! |
| 17 | Gia | Ok, mmmm. You have felt tired, you seem to have no energy these days. |
| 18 | Ian | Eso es qué ¿muy cansada? |
| 19 | Gia | Mhum, todos los días , mhum energy |
| 20 | Lalo | Well, I think that you must sleep more because ((laughs)) If you don't have energy could be for this reason and you should eat vegetables, that is your energy. |
| 21 | Liz | Maybe you should to active more and do exercise in the morning maybe |
| 22 | Ian | You should take a break |
| 23 | All | ((laughs)) |
| 24 | Trisia | How about taking some vitamins? |
| 25 | Gia | Yes, ahora ((laughs)) |
| 26 | Trisia | Me? my problem is I want to learn English, ((laughs)) what do you think? |
| 27 | Lalo | Well, you are doing the things right because you are here in the TECAAL ((laughs)) |
| 28 | Trisia | right, right, anything else? |
| 29 | Ian | You should take more class out of the school, I don't know...in Open English and I don't know what's the other ((laughs)) Open English |
| 30 | Liz | Yes, this method I don't like |

| | | |
|----|--------|---|
| 31 | Trisia | You don't like TECAAL? |
| 32 | Liz | TECAAL and... |
| 33 | Ian | I hate it! |
| 34 | All | ((laughs)) |
| 35 | Ian | This is not the problem, because it is my problem, I hate it. |
| 36 | Liz | I have other problem, ¿ya lo puedo decir? Mmm, my boyfriend has left me |
| 37 | All | ((laughs)) |
| 38 | Liz | I am very unhappy |
| 39 | Gia | Mmm, sorry! |
| 40 | All | ((laughs)) |
| 41 | Liz | What about you? |
| 42 | Lalo | You must going out and take another boy and... |
| 43 | All | ((laughs)) Ok. |
| 44 | Lalo | Yes, and take a date with he, with her, with his, no, with him. I think. Yes, and forgot your boyfriend. |
| 45 | Liz | Thanks, it sounds a good idea |
| 46 | Ian | You should eat ice cream |
| 47 | Liz | ((laughs)) Chocolate |
| 48 | Ian | With chocolate ((laughs)) |
| 49 | Trisia | And watch your romantic movie crying |
| 50 | Ian | Ohhh, nooo ((laughs)) Mmm, my problem, mmmm I never have energy, so I can never do anything except work, I sleep all weekend, so don't, don't tell me to get more rest. Mmm, ¿lo repito? |
| 51 | Lalo | Yes please. |
| 52 | Ian | I never have energy, so I can never do anything except work, I sleep all weekend, so don't tell me, don't tell me to get more rest. |
| 53 | Gia | ¿Cómo puedo llegar del trabajo para descansar, [y eso? |
| 54 | Ian | [eh.. dice, yo nunca tengo energía y nunca puedo hacer nunca nada mas que trabajar. Dormí todo el fin de semana así que no me digas que tengo que tengo que descansar más, algo así. |
| 55 | Gia | Sal con tus amigos |
| 56 | Ian | I not have energy, I don't have. The problem is I don't have energy, but you don't say me, don't tell me that I need. |
| 57 | Gia | Gastas más energía en dormir, ¿no? |
| 58 | Lalo | You could take the advise that Dulce gives to..... (unclear), yes. |
| 59 | Trisia | You could drink a energy beverage, a shot of beer [|
| 60 | Gia | [beer ((laughs)) |
| 61 | Ian | yes, ok, with Clamato |
| 62 | Lalo | Ok. You live at home and you hate it you quarrel with your parents every day. What can I do? |
| 63 | Trisia | I don't get the first part |
| 64 | Lalo | You live at home and you hate it, you quarrel with your parents every day. What is your advise? |
| 65 | Trisia | You should move on to another house ((laughs)) |
| 66 | Ian | You should try to live with some of your friends and no sé como se dice y deja que el tiempo pase ((laughs)) |
| 67 | Trisia | [Let, let the time pass [|
| 68 | Lalo | [Let the [aha |
| 69 | Liz | ah, how about avoid, avoid her? ¿Evitarla? |

| | | |
|-----|--------|--|
| 70 | Trisia | Ah, avoid |
| 71 | Lalo | Avoid my parents? ((laughs)) |
| 72 | Trisia | Mmm °°bueno, no sé °° |
| 73 | Ian | ¿Tú, Rocío? |
| 74 | Gia | Mmmm ¿por qué yo? Es que apenas estoy poniendo mis ideas así. Sorry [|
| 75 | Lalo | dilo [pues |
| 76 | Gia | Mmmm no se me ocurre nada. |
| 77 | Trisia | ¿qué quieres decir? [|
| 78 | Lalo | [Aunque sea en español y ya luego [°°ya en Inglés°° |
| 79 | Ian | [ahorita lo... |
| 80 | Gia | Entonces otra vez ¿cuál es tu problema en español? |
| 81 | Lalo | Ok, eh, yo vivo en casa y yo odio eso yo, como que yo tengo problemas con mis papás todos los días, ¿qué puedo hacer? |
| 82 | Gia | ¿qué les haces a tus papás? |
| 83 | Trisia | Quarrel es pelear |
| 84 | Lalo | ¿pelear? ah, ok |
| 85 | All | ((laughs)) |
| 86 | Gia | Mmmm, que se vayan de vacaciones ¿cómo es? Pagarles un viaje, ¿cómo se llama? para... |
| 87 | Trisia | Give, darles, Give them [|
| 88 | Gia | [give them |
| 89 | Trisia | vacations [|
| 90 | Gia | [vacations |
| 91 | Liz | You must pay the [best |
| 92 | Ian | [pay a trip |
| 93 | Liz | eh, your vacations |
| 94 | Trisia | Pay for them [<i>the parents</i>] vacations |
| 95 | Gia | Yes ((laughs)) |
| 96 | Liz | To the beach, |
| 97 | Gia | uuuu |
| 98 | Trisia | to the beach |
| 99 | Lalo | yes, pero tú vas a ir |
| 100 | Ian | I prefer pay a trip for me ((laughs)) |
| 101 | Gia | ((laughs)) yeah,[|
| 102 | Trisia | [yeah, but... |
| 103 | Lalo | yeah ((laughs)) |
| 104 | Liz | yes |
| 105 | Gia | Una solución |
| 106 | Lalo | It might be worth trying! |
| 107 | All | ((laughs)) |
| 108 | Gia | ya, thank you. Este, you have put on weight recently. °°Ah, lo vuelvo...?°° |
| 109 | Lalo | Aha, please |
| 110 | Gia | you have put on weight recently |
| 111 | Trisia | Que has ganado peso |
| 112 | Gia | Oh, ya avancé, ya sería el colmo ¿Cómo puedo hacer para ganar más? |
| 113 | Trisia | No, más bien que, o sea... que tú problema es que estás [gorda |
| 114 | Gia | [oh! ¡Estoy gorda! |
| 115 | All | ((laughs)) |

| | | |
|-----|--------|--|
| 116 | Gia | Me voy a traumar ((laughs)) |
| 117 | Liz | You must do exercise, very, very exercise |
| 118 | Lalo | Eh, you should drink wáter. The water helps to, to adelgazar ((laughs)), and again you must eat vegetables, less fat, less, less bread, less I don't know |
| 119 | Trisia | [Calories |
| 120 | Lalo | [Calories |
| 121 | Gia | Thanks |
| 122 | Trisia | We all agree ((laughs)) |
| 123 | Gia | Thank you |
| 124 | Ian | So, run away |
| 125 | Trisia | so, [so go out and run |
| 126 | Ian | [run very, very fast |
| 127 | Gia | Yes |
| 128 | Trisia | My problem is that I can't find a job |
| 129 | Gia | Mmmm? |
| 130 | Trisia | I can't find a job |
| 131 | Liz | How about the newspaper? |
| 132 | Lalo | (.08) Have you think of going to an enterprise and ask them if they need a, they need a new worker? |
| 133 | Trisia | Ok thank you, ((laughs)) I will ((laughs)) |
| 134 | Ian | (.06)I don't know |
| 135 | All | (.13) ((laughs)) |
| 136 | Liz | Maybe you have to go to the en el Zocalo? Donde están los señores que ponen sus letreritos, [|
| 137 | | [oohhh |
| 138 | Liz | no es cierto |
| 139 | All | ((laughs)) |
| 140 | Ian | ¡Que es mala! |
| 141 | Liz | No es cierto, es un, es un consejo ((laughs)). ¿ya? es que yo tengo puras así. I have quareled with my boyfriend a lot recently. |
| 142 | Trisia | °°I have what?°° |
| 143 | Liz | Una discusión, recientemente. What can I do? |
| 144 | Gia | Siempre te toca de tu novio, ¿verdad? |
| 145 | Trisia | every, siempre, ¿verdad? |
| 146 | Gia | ¿Tienes novio? |
| 147 | Liz | No, por eso |
| 148 | Gia | O vas a tener novio muy pronto |
| 149 | Liz | Mmm, °°no creo°° |
| 150 | Ian | ohhhh. You should forget it and go out with your friends and enjoy your life, you're young. |
| 151 | All | ((laughs)) |
| 152 | Liz | But I love her, his, ((laughs)) |
| 153 | Lalo | You need to talk with him and if your problem don't have a solution you must, you must eh, you must eh, break with him and start another relationship, relationship |
| 154 | Ian | If your boyfriend loves you, don't have a quarrel with him |
| 155 | All | ((laughs)) |
| 156 | Ian | I'd like to be a good neighbour but the woman next door drives me crazy. She always knocking at my door to talk for hours, and whenever I go out in the yard, she goes out into her yard and talks for hours ((reading)) |

| | | |
|-----|--------|---|
| 157 | Trisia | She likes you |
| 158 | Ian | No ((laughs)) |
| 159 | Lalo | Maybe your neighbour is in love with you |
| 160 | Trisia | or maybe she is crazy |
| 161 | Ian | ((laughs)) She is crazy |
| 162 | Trisia | You should move to another neighbourhood far away and call the police |
| 163 | All | ((laughs)) |
| 164 | Ian | I need to buy a dog to protect me |
| 165 | Trisia | Yes ((laughs)) |
| 166 | Ian | (unclear) |
| 167 | Lalo | Pues sí, todavía quedan muchos papelitos, aunque a mí se me repitieron algunos |
| 168 | Trisia | A mí [también |
| 169 | Gia | [a mí también ((laughs)) |
| 170 | Ian | Que chistosos, son repetidos pero... |
| 171 | Lalo | Ok, my son aged 8 has started saying he doesn't like school. The teacher is afraid of the children. What can I do with my son? He don't like the school and he is just a kid. |
| 172 | Ian | Maybe, he wanna be an artist |
| 173 | All | ((laughs)) |
| 174 | Liz | If he wanna be an artist, eh, also go to school no? |
| 175 | Ian | Yes, all the artists ((laughs)) |
| 176 | Trisia | He wants to be a hero |
| 177 | Ian | Dad! [<i>demanding a response</i>] |
| 178 | Lalo | Oh, no! |
| 179 | All | ((laughs)) |
| 180 | Trisia | You must make him go to school |
| 181 | Lalo | Yes, maybe he have a problem in the class and he, I don't know, or maybe he likes the sports and he don't like the school the science. |
| 182 | Liz | Or maybe he is a victim [of bullying |
| 183 | Lalo | [of bullying? |
| 184 | Gia | Ohhh |
| 185 | Liz | You, you must to talk [the teacher |
| 186 | Lalo | [much the parents, |
| 187 | All | ((laughs)) |
| 188 | Lalo | Ok |
| 189 | Gia | Mmm, dice you just moved to a new town. You don't know anyone and you feel lonely. ¿otra vez? |
| 190 | Ian | aha |
| 191 | Gia | Ok, you just moved [|
| 192 | Trisia | [you just |
| 193 | Gia | You just, ah, ok, just [|
| 194 | Lalo | [moved |
| 195 | Gia | moved to a new town. |
| 196 | Lalo | To a new town |
| 197 | Gia | To a new town. You don't know anyone |
| 198 | Lalo | Any[one |
| 199 | Trisia | [anyone |
| 200 | Gia | aha, and you lonely |
| 201 | Lalo | And you are lonely |

| | | |
|-----|--------|---|
| 202 | Ian | ¿Qué dice que está solo que qué? |
| 203 | Liz | Que te vas a un pueblo y que no quiere estar solo |
| 204 | Lalo | No conoces nada |
| 205 | Ian | y ¿no quiere conocer más? |
| 206 | Trisia | No, no quiere |
| 207 | Lalo | Que no conoces a nadie y estás solo |
| 208 | Gia | ¿Cómo le hago para conocer más gente? |
| 209 | Ian | You should be a, you should organise a party |
| 210 | Gia | Yes. |
| 211 | Ian | With a lot, a lot of alcohol |
| 212 | All | ((laughs)) oh, oh, oh |
| 213 | Ian | No, with vegetables. With vegetables. |

Task 2d.3

| Line | Name | Content |
|------|--------|--|
| 1 | Lalo | Ladies first |
| 2 | All | ((laughs)) |
| 3 | Ian | You are right! |
| 4 | Liz | Well, ah, this is a, this is a woman?, ah, she found a conversation with, of husband with another woman and they have, a a hot conversations ((giggles)) and she she confronted eh, her husband and he said, he said that... °°ya te toca°° |
| 5 | All | ((laughs)) |
| 6 | Ian | Ahh, (.06) mmm, he said that it is nothing, it just happened a few times, and a woman ah thinking[|
| 7 | Liz | [end the.. |
| 8 | Ian | Consi- considering ending of marriage |
| 9 | Liz | but he tell that it's not a [physical relation |
| 10 | Ian | [physical relation |
| 11 | Liz | and she don't know what to do. That's over. |
| 12 | Ian | That she don't care the that relationship is not physical is only for massage [message] but °°I don't know°°. |
| 13 | Trisia | I think eh, she should let him because eh it is obviously that he he is cheating at her |
| 14 | Lalo | (.04) They have problem for the distance too because is only for message or I don't understand good ok. |
| 15 | Ian | Ah, the e-mails is with other woman |
| 16 | Lalo | Ah ok. |
| 17 | Ian | ¡Sí, the messages is with other woman |
| 18 | Lalo | Ohhh, |
| 19 | All | ((laughs)) |
| 20 | Lalo | That change that I have think eh, but if he is cheating her yes? |
| 21 | Ian | Yes |
| 22 | Lalo | I believe that she should leave him and start a new life, the life is is short and we have better opportunities to be happy ((laughs)) |
| 23 | Ian | You love again |
| 24 | Trisia | (.06) Again?, oh, my problem? Ok there is a woman, she's like a normal woman, she's married and she has a daughter and a husband but ahh she is very shy and she can't sociable with other people, so eh, her husband is really sociable because he works at sales and she works eh teaching but ah, in parties and all the stuff, |

| | | |
|----|--------|--|
| | | ahhh she can't talk, she can't think in anything. So, she says "life is too short to be antiso- sociable", what can her do? what can she do? |
| 25 | Lalo | Maybe she eh, she must eh, change her lifestyle cause if she is eh, no social, no social people, maybe is because she never interact with another people. She need to go with the husband, ahhh with her husband, excuse me, and going out to parties to meetings and knew new, new people, and knew new people, conocer nueva gente. |
| 26 | Liz | I think that ((laughs)) eso |
| 27 | Ian | I'm agree |
| 28 | Liz | Do to, to her husband, try to be more [sociable |
| 29 | Ian | [sociable, sociable °° Algo así °° ((whispering)) |
| 30 | Liz | ((laughs)) |
| 31 | Trisia | Yes. The next one. |
| 32 | Lalo | Well, this case is about a girl, thirteen years old girl, eh, she is pregnant, and she don't know who tell to her parents ((giggles)) |
| 33 | Gia | mmm |
| 34 | Ian | Ah, ok |
| 35 | Lalo | yeah |
| 36 | All | ((laughs)) |
| 37 | Lalo | That she will have baby and she is asking for help, she don't know what to do, she, she is thinking to going out to escape to, to home and never tell to her parents eh, eh, what can she do? |
| 38 | Ian | She should talk with her parents, her parents, because is a, a problem of all the, all the family, ammm thirteen years? |
| 39 | All | ((laughs)) |
| 40 | Ian | mmm, her parents need to be, I don't know... ay Dios ((laughs)) |
| 41 | Trisia | She must let the parents know what is happening, but if they don't want to help her, eh, maybe she should talk with some friends or family, someone that can help. |
| 42 | Lalo | Maybe she need to start to, to work, to start to working ha, or make a little of, of money because if she will have baby, maybe the baby needs a couple of stuff. I don't know, the bed, cloth, the food, that's expensive and she probably pick up a hard life, but it's, it's done. |

Task 3a.1

| Line | Name | Content |
|------|------|--|
| 1 | Ana | What used to be your biggest dream? ¿cuál fue tu mejor sueño o algo así? |
| 2 | Lina | Mhum o ¿cuál ha sido tu mejor sueño? What used to ¿cuál solía ser tu mejor sueño o...? |
| 3 | Lola | Aha, tu sueño, tu sueño más grande |
| 4 | Ana | °° ¿cómo se dice ser? °° |
| 5 | Mona | Be, It was, were, |
| 6 | Ana | Mmm, it was to be a student in the UAQ |
| 7 | Lina | Ay, ¿también? mmm, my biggest dream it was ah be a nurse |
| 8 | All | ((laughs)) |
| 9 | Mona | ¿también tú? sí, mejor con uno |
| 10 | Lola | What did you have for dinner last night? Mmm, ¿qué cené nada más? [ayer? |
| 11 | Lina | [dinner es [cena, |
| 12 | Lola | [cena, |

| | | |
|----|------|---|
| 13 | Lola | ¿qué cené ayer? [|
| 14 | Mona | [Sí, ayer |
| 15 | Lina | [La noche pasada, sí |
| 16 | Lola | ¿Qué cené? |
| 17 | Mona | °°What did you have?°° |
| 18 | Lola | ¿cómo se dice chiles rellenos? [how do you say “stuffed peppers”?] |
| 19 | Lina | Mmm, así, chiles rellenos porque son comida mexicana |
| 20 | Ana | ¿qué no last night es en la tarde? |
| 21 | Lola | [late es en la... |
| 22 | Lina | [Es cuando obscurezca |
| 23 | Lola | Last night es la semana, la noche pasada, no? |
| 24 | Lina | aha |
| 25 | Mona | La última, no? |
| 26 | Lola | Ah, sí. |
| 27 | Mona | Bueno, eso sería |
| 28 | Lina | no, no, la última, la mhum |
| 29 | Lola | I (unclear) you |
| 30 | Lina | Mhum |
| 31 | Mona | Este, what did you have dinner? Ah, popcorn and nachos ((laughs)) because, porque fui al cine, entonces, |
| 32 | Lola | ¡Qué rico! |
| 33 | Ana | Mmm, uno [after throwing the dice] Lost turn. |
| 34 | Lina | O sea que me toca |
| 35 | Ana | Mhum |
| 36 | Lina | Mmm, what complaints did your parents have about you? Complaints? |
| 37 | Lola | Complaints? |
| 38 | Lina | ¿No es como qué [planes? |
| 39 | Lola | [comparte? |
| 40 | Lina | ah, ¿no? [|
| 41 | Lola | [¿no? |
| 42 | Lola | Ahí sí no sé qué es |
| 43 | Mona | ¿no tienen aquí diccionarios? No, ¿verdad? |
| 44 | Lola | hay internet |
| 45 | Lina | ¿no es qué planes tenían tus padres para ti sobre ti? Ay, no, complaint... |
| 46 | Lola | Complaint, yo lo busco, [bueno, si es que la tiene [looking at the dictionary] |
| 47 | Mona | [°°tiene...°° [reading in silence] |
| 48 | Lina | What is the meaning of complaint? |
| 49 | Lola | Queja |
| 50 | Lina | ¿Quejas? |
| 51 | Lina | Ah, what complaints did your parents have about you? Ah, the complaints eh, that my parents used to be about me ah, have not go to the shop to the shop, a la tienda and mmm, no clean my room ((laughs)) |
| 52 | Lola | Ay, seven, le tocaba a quien? Es que nos dice lose turn |
| 53 | Mona | Uno, dos, otra vez, ¿quién perdió turno? ¿las tres? Entonces te toca a ti ((laughs)) [referring to Lina] |
| 54 | Lina | aha, ay! |
| 55 | Mona | ¿también? |
| 56 | Lina | It's head, ah, no, it's one, no? |
| 57 | Lola | Ah, ¿sí? |

| | | |
|----|------|---|
| 58 | Lina | ¿Cuál era? |
| 59 | Lina | Who is your best friend now and Who was your best friend when you were a kid? |
| 60 | Lola | Ah, ¡qué bello! |
| 61 | Lina | My best friend right now is Paulina ((laughs)) and my best friend eh when I were child was Mariana. |
| 62 | Mona | Mmm, |
| 63 | Lola | Tail, oy [<i>it was the same question</i>], mmm, my best friend now is Noemí and my best friend in my child was Eli. |
| 64 | Mona | Mmm, tail, ((laughs)) mmm, my best friend now is, my ¿cómo se dice esposo? Husband? |
| 65 | Lina | Husband |
| 66 | Mona | My husband |
| 67 | Lola | Awww, ((laughs)) |
| 68 | Mona | And when was child? Mmm, [|
| 69 | Lina | [my husband ((laughs)) |
| 70 | Mona | mmm, Tere |
| 71 | Lina | Tere? |
| 72 | Ana | [<i>after tossing the coins</i>], one, mmm, the complaints of my parents is I don't washing up, washing up the plates, |
| 73 | Lina | Mmm, ok |
| 74 | Mona | Como que necesitamos un dado para avanzar mucho más, no? |
| 75 | Lola | Mhum |
| 76 | Lina | Ay, uno, dos. How many bo, digo, books did you read last year? Ah, the books, eh that I read eh, was, mmm, "La Rueda de la Vida", ((laughs)) |
| 77 | Mona | Todos los que leí |
| 78 | Lina | Yo también |
| 79 | Lola | Tail, ay, (unclear) [ah, the books I read is "La Rueda de la Vida", también. |
| 80 | Lina | [mhum |
| 81 | Mona | back three space, ouch, dos y tres y pierde el turno ((laughs)) |
| 82 | Ana | [<i>after tossing the coins</i>] mmm, my best friend now is Brenda, mmm and my best friend in my infant is Rosa |
| 83 | Lina | One, who did you use to fight with? Ah, I used to fight with my sister, my little sister and my friends sometimes. Fight is pelear no? |
| 84 | Mona | Mhum. También con hermanos. |
| 85 | Lola | No, with my parents ((laughs)) |
| 86 | Mona | (0.6) One, ay, ¿ésta nos la podemos saltar? Creo que ya (unclear) |
| 87 | Lina | Mhum ((laughs)) |
| 88 | Ana | [<i>after tossing the coins</i>] I read "La Columna" de Cicerón, mmm, "Ensayo sobre la ceguera", "Un mundo feliz", "1984", "Reunión en la Granja", ¿los tengo que decir todos? |
| 89 | Lina | °°Necesito leer°° ((laughs)) |
| 90 | Ana | Y eso porque me obligaron. |
| 91 | Lina | Mhum ((laughs)) |
| 92 | Lina | What was your favourite food when you were child? My favourite food was mmm, "enchiladas verdes" and now, too ((laughs)) |
| 93 | Lola | Ay, my favourite food was fish and now too ((laughs)) |
| 94 | Mona | Mmm, °°¿dónde estoy?°° Ay no ((laughs))... ya voy en... |
| 95 | Lina | hay que mandarlo aquí o acá |
| 96 | Mona | Who did you use to fight with? Mmm, pero dice con quién solía |

| | | |
|-----|------|---|
| 97 | Lina | Mhum |
| 98 | Mona | With my sisters |
| 99 | Ana | I, I, fight with my, my sisters too. |
| 100 | Lina | What was your grandfather's occupation? Eh, the occupation was my, my |
| 101 | Lola | Grandfather |
| 102 | Lina | Grandfather? Bisabuelo, ¿verdad? |
| 103 | Lola | Mhum |
| 104 | Lina | Was, mmm, work in the office |
| 105 | Lola | Ay (unclear) the tail, ¿en dónde estaba, aquí o acá? |
| 106 | Lina | Acá |
| 107 | Lola | Sí. (unclear) ¿esto? A ver, did you use to have a.. what is pet? |
| 108 | Lina | [Mascota |
| 109 | Mona | [Mascota |
| 110 | Lola | Mmmm, Ah, yes, I used to pet, was a dog and his name was Gritl |
| 111 | Lina | Aww |
| 112 | | (unclear) ((laughs)) |
| 113 | Mona | Eh, °°what? ¿qué dice? What used to .. ¿dónde está? What was your, your favourite food when you, you were a child?°° Mmm, my favourite food was mmm, °° I don't remember°°. (.05) Quesadillas ((laughs)) |
| 114 | Ana | My favourite food was, is, is, pizza |
| 115 | Lina | Pizza? |
| 116 | Lina | Go forward three space, forward is adelante? |
| 117 | Mona | Mhum, si, ¿no? °°creo que sí°°. |
| 118 | Lina | Uno, dos, tres, eh, how many cups of coffee did you drink yesterday? I don't drink coffee yesterday, I don't like |
| 119 | Lola | Tail, ay, ¿el mismo? How many? I, I don't drink coffee, I drink beer |
| 120 | All | ((laughs)) |
| 121 | Lola | no, I don't like beer |
| 122 | Lina | milk |
| 123 | Lola | milk |
| 124 | All | ((laughs)) |
| 125 | Mona | Ay, ay [the coins fell] |
| 126 | Lola | ¿no alcanzas? Si no, ahorita me agacho (unclear) |
| 127 | Mona | Ya ((laughs)) two, oh, one, two, three (forward). Mmm, °°how many cups of coffee did you drink yesterday?°° One cup. |
| 128 | Lina | One cup? |
| 129 | Lola | Mejor hay que ir saltando a una pregunta diferente ((laughs)) |
| 130 | Mona | Si, °°sí no no vamos a alcanzar a abarcar todo°° |
| 131 | Ana | °°One, two°°, mmm, I don't like coffee. I drink... [two cups mmm soda |
| 132 | Lola | [Beer ((laughs)) |
| 133 | Lina | One, go back one space, ((laughs)) lose my turn ((laughs)) |
| 134 | Lola | One, ¿para dónde? ¿para allá? |
| 135 | Lina | Mhum Ah, no para allá son las flechitas |
| 136 | Lola | Pero eso ya lo hicimos |
| 137 | Mona | Sí, más abajo, Pau. |
| 138 | Lola | ah, si es cierto, ahí donde decía, ah (unclear) |
| 139 | Mona | Go back, regresa un espacio. Ya me perdí ((laughs)) |
| 140 | Lina | The coffee, igual |
| 141 | Lina | One, two, three. What did you hate doing in the past? In the past, I hate doing |

| | | |
|-----|------|--|
| | | mmm, wake up in the morning |
| 142 | Ana | ((laughs)) and now too ((laughs)) |
| 143 | Lola | (unclear) go back one space |
| 144 | Lina | °°Back, atrás°°, |
| 145 | Lola | Ay, entonces perdí otra vez ((laughs)). Nunca avanzaré de ahí |
| 146 | Mona | One, two, where did you spend your free time when you were a child? |
| 147 | Lina | ¿qué haces en tu tiempo libre? |
| 148 | Mona | Spend ¿qué es? |
| 149 | Lina | Eh, ay ¿en dónde? |
| 150 | Mona | Dice, °°where did you spend your free time [When you were a child°° |
| 151 | Lina | [Your free time |
| 152 | Lina | ¿qué era spend? |
| 153 | Lola | Mm? ((laughs)) ¿a dónde? ¿cómo se escribe? |
| 154 | Lina | Es que dice, [en tu tiempo libre cuando tú eras niño pero “spend” |
| 155 | Lola | [spend ¿no es como... invertir o algo así? |
| 156 | Mona | Ay, ¿quién va a invertir tiempo cuando eres niño? |
| 157 | Lina | De hecho |
| 158 | Lola | Mmm, spend, sí, si no? como ganar o invertir o algo así, spend o valor, ¿o qué? ay no sé bueno, |
| 159 | Mona | ((laughs)) I used to play in the street |
| 160 | Lola | Ay, (unclear) |
| 161 | Lina | (.09) One, where did you spend ((laughs))... |
| 162 | Mona | pero vas hacia adelante |
| 163 | Lina | Ah, sí es cierto. What kind of games did you play when you were a child? A kind, kind, Ya no me acuerdo[|
| 164 | Mona | [yo tampoco |
| 165 | Lola | Bueno, mejor otra, it’s my turn. |
| 166 | All | ((laughs)) |
| 167 | Ana | Es qué tipo de juegos jugabas, no? Cuando eras.. |
| 168 | Lina | I used to play el mundo, las trais, |
| 169 | Lola | Me tocó, where do you spend... ay ya, |
| 170 | Lina | Are more, are more, |
| 171 | Lola | Ay, otra vez esta pregunta, por qué (unclear) where did you...? |
| 172 | Lina | Contesta lo que no hemos este hecho. |
| 173 | Mona | Mhum |
| 174 | Lola | ¿qué dice? What used to be your favourite toy? Es juego ¿no? |
| 175 | Lina | O juguete, si es juguete porque dice play es jugar |
| 176 | Lola | ((sighs)) my favourite toy was my dolls |
| 177 | Lina | Aww, qué mona, qué tierna ((laughs))Ya me hicieron recordar ((laughs)) |
| 178 | Mona | What did you hate doing in the past? Mmm, ¿qué odiaba? Mmm, eh, food the fish. |
| 179 | Lina | Fish? |
| 180 | Mona | Ahora me encanta, [|
| 181 | Lina | [¿sí? |
| 182 | Mona | pero de niña no lo podía ni oler |

Task 3a.2

| Line | Name | Content |
|------|------|--|
| 1 | Ana | I would give me °°regalar°° the same, for example, mm, a thing ugly but I don't say nothing to she ((laughs)) |
| 2 | Lola | (.30) I would be, I would he say no, she said eh, "I don't like the, the gift, the gifts", I told, told [told she |
| 3 | Ana | [told she, aha |
| 4 | Lola | For the next time, when it's eh [|
| 5 | Ana | [Aha,next time, |
| 6 | Lola | Next time, eh, you give, you give me other thing |
| 7 | Ana | You say, you say to she that she give you other thing? |
| 8 | Lola | Other thing, eh, I, I, I, I, mmm, dar ejemplo , for exam-[|
| 9 | Ana | [I say you a example |
| 10 | Lola | I say examples the of [|
| 11 | Ana | [the things |
| 12 | Lola | other things, aha I like |
| 13 | Lina | Qué bonito hablan! |
| 14 | All | ((laughs)) |
| 15 | Lina | Mmm, I think ¿cómo se dice molestar? Angry, angry? Ehh, because I don't like, because I don't like give me, emmm [|
| 16 | Lola | [La intención con la que te lo da o...? |
| 17 | Ana | No, mantener, [como el regalo que le dieron[|
| 18 | Lina | [Aha, [aha |
| 19 | Ana | But you say, mentiras. |
| 20 | Lina | Sí, mmm bueno , mmm, I don't know, maybe, maybe |
| 21 | Ana | Depend of the person |
| 22 | Mona | Mhum, yeah, Mmm, You, I, I would thank you. Sí , thanks. |
| 23 | Ana | yes, yes ((nodding)) No, angry? |
| 24 | Mona | mmm, no |
| 25 | Lola | I, It's difficult the situation |
| 26 | Ana | Aha, because if I give a beautiful gift and she give me a ugly gift, but... |
| 27 | Lola | Mmm, so, she, she is my friend or my best friend, she is difficult for, because I'm not eh [|
| 28 | Ana | [I don't know say that [|
| 29 | Lola | [Exactly |
| 30 | Ana | will say it, no se cómo decirlo[|
| 31 | Lola | [sentir, no quiero hacerla sentir mal, es I ... |
| 32 | Ana | I don't want [|
| 33 | Lola | [I don't want |
| 34 | Ana | [feel |
| 35 | Lola | feel, [feel |
| 36 | Ana | [bad |
| 37 | Lola | feel bad? |
| 38 | Ana | bad |
| 39 | Ana | ¿no es como malo? , Mhum |
| 40 | Lola | Feel bad, bueno, algo así ((laughs)) |
| 41 | Lina | But she is my friend, she know me |

| | | |
|----|------|--|
| 42 | Ana | aha |
| 43 | Lina | no? |
| 44 | Ana | Aha but you like or dislike |
| 45 | Lola | mhum |
| 46 | Ana | the second? ((laughs)) |
| 47 | Ana | (0.08)I, I giving ahh, I would give a a thing that the, for example the novios, cómo se dice novios? |
| 48 | Mona | Boyfriend |
| 49 | Ana | The boyfriend or girlfriend ehh, going to use, going to use ah, one thing that I know that she or he going to use, °° para ambos °° |
| 50 | Mona | Mmm, both |
| 51 | Ana | Aha, both going to use |
| 52 | Lola | The thing specific, bueno, algo específico , eh, for example? |
| 53 | Ana | For example, ahh, for example, traste [dish] |
| 54 | Lina | You, dish |
| 55 | Ana | Aha, dish, o sea platos |
| 56 | Lola | or the kitchen, the...? |
| 57 | Ana | Aha, all the recipients, recipients that use in the kitchen or in the house. A decorative accessory. |
| 58 | Lola | Or the room |
| 59 | Ana | That don't is expensive |
| 60 | Lina | I don't like give me mmm dish or ahhh, no |
| 61 | Ana | I, well, I if I think is a, I don't know, I don't know. How do you say boda? Por ejemplo, si es comun a todos, algo que , one thing that they going to use, for example, or depend if is for he, also I give a, I don't know, a clothes, for example, but that is difficult because I don't know who is the la talla |
| 62 | Lina | Size, size? |
| 63 | Lola | I, mmm. |
| 64 | Ana | Other thing? |
| 65 | Lola | I, mmm, no |
| 66 | Ana | Because, for example, I don't know how you say lavadora? , for example, I don't give a lavadora ((laughs)) because It is very expensive |
| 67 | All | ((laughs)) |
| 68 | Lola | I think that probably |
| 69 | All | ((laughs)) (unclear) |
| 70 | Lola | It's more expensive. I would ehh give the mmm |
| 71 | Mona | The x-box ((laughs)) |
| 72 | Lola | The article of the home, bueno , article home, mmm ¿cómo se dicen sábanas? or how do you say ehh? |
| 73 | Ana | °° No, no sé °° |
| 74 | Lola | °° El diccionario °° |
| 75 | Ana | Ah, <i>[looking up a word in the dictionary]</i> lo voy a buscar |
| 76 | Lola | (.08) It's very expensive |
| 77 | Ana | Savannah! <i>[instead of bed sheets]</i> |
| 78 | Lola | Savannah? [|
| 79 | Ana | [aha, Savannah, |
| 80 | Lola | ahh, savannahs and |
| 81 | Ana | But for, auxiliaries for the bedroom and the bathroom |
| 82 | Lola | Mhum I, I think the room, |

| | | |
|-----|------|--|
| 83 | Ana | The room? ah |
| 84 | Lola | the room |
| 85 | Ana | Or for example if it is a, a, for example, if they going to have a baby, I give you, I give a, a thing that was for the baby, aha, si tuvieran un hijo por ejemplo, algo como para el bebé. |
| 86 | Lola | Ehh, it's, I think ehheh you should, you give, es, is, is mm, inco, incómodo , dislike? |
| 87 | Ana | Aha, |
| 88 | Lola | For its wedding, no baby shower. |
| 89 | Ana | I don't know what is wedding |
| 90 | Lola | Wedding |
| 91 | Ana | ¿qué es? |
| 92 | Lola | Es ca, es como[|
| 93 | Lina | [Boda |
| 94 | Lola | Boda, no? |
| 95 | Lina | aha |
| 96 | Lola | Es wedding, |
| 97 | Ana | no baby shower |
| 98 | Lola | no baby shower or bir, birth, birth |
| 99 | Mona | Birthday? Birthday, the children and, |
| 100 | Lina | In my opinion, I don't like gives me, mmm, accessories home but, mmm, but I gives, ¿sí me entienden? |
| 101 | Ana | Si, sí Aha sí. Yo sí los daría |
| 102 | Lina | because it's difficult mmm, emm, it's difficult gives a present ehheh, a wedding? Es difícil un regalo para una boda |
| 103 | Ana | For example, if was you wedding, what do you want that you giving, give you, que te dieran |
| 104 | Lina | Mmmm, I don't know, mmm |
| 105 | Ana | One thing for you, for tu use person, personal use, for you? |
| 106 | Lina | Maybe sí , yeah |
| 107 | Ana | A, I don't know, maquillaje |
| 108 | Lina | A mmmm, a present for me and my husband |
| 109 | Ana | ah, ok |
| 110 | Lina | But articles no, no sé ((laughs)), así como la licuadora o así no, no sé, |
| 111 | Mona | No, |
| 112 | Lola | A lo mejor , no sé, baby doll ((laughs)) |
| 113 | All | ((laughs)) |
| 114 | Mona | I give it, ¿sí? [looking at the others], I give it, I give it accessories |
| 115 | Lola | I would |
| 116 | Mona | °°I would give it°°, I would give it? give it would [|
| 117 | Lola | [I would give, give |
| 118 | Ana | give, este, accessor - |
| 119 | Mona | accessor? |
| 120 | Ana | Accessor, aha, the house [|
| 121 | Mona | [to the house? ah |
| 122 | Ana | Is more easy |
| 123 | Lola | Is muy practice, is more practice ((laughs)) |
| 124 | Mona | Mmm, |
| 125 | Ana | It's difficult choose a accessory but because you don't know the, that they want, °° no sabes que quieren °° |

| | | |
|-----|------|--|
| 126 | Mona | y caro |
| 127 | Ana | aha, expensive |
| 128 | Lina | But, but, mmm, but if I decide, decido married mmm, (.4) ((sighs)) bueno, ya se me fue la idea ((laughs)) |
| 129 | Ana | But (unclear) in the wedding, ehh, the girlfriend, the boyfriend say, "I want that give me" and they make a list with the gifts |
| 130 | Lola | Mm, the table, ¿cómo? Table gifts? |
| 131 | Ana | Aha |
| 132 | Lola | I, I give, ¿cómo se? how do you say algunas? Ahh |
| 133 | Ana | Some, some |
| 134 | Lina | Something no? |
| 135 | Lola | Some wedding I give the shoot of the, the gifts |
| 136 | Ana | The petition [with the number of the gift, no?] |
| 137 | Lola | [aha [aha |
| 138 | Ana | for example, Liverpool or[|
| 139 | Lola | [Or Sears, este |
| 140 | Ana | With the... Aha, put the number of the gift and you going to ask, what if this gift? and they say this gift and you buy |
| 141 | Lola | You shoot the selling |
| 142 | Ana | Yes, you decide you buy or not. |
| 143 | Mona | People section, section the things |
| 144 | Lola | The articles, the |
| 145 | Mona | Aha |
| 146 | Lola | I think the questions, my friends, she, two weddings, son dos bodas, se van a casar mis amigas , ah, marry my friends and I, I ask, I ask mmm her |
| 147 | Ana | Le preguntaría, ah, sí |
| 148 | Lina | If she, if she, mmm, if she say give a things expensive, you buy? |
| 149 | Lola | No, other |
| 150 | All | ((laughs)) |
| 151 | Lola | Other thing? ((laughs)) |
| 152 | Ana | Finish, no? |

Task 3a.3

| Line | Name | Content |
|------|------|--|
| 1 | Lina | Three. Here. What did you have for dinner last night? |
| 2 | Mona | I, I have dinner tacos ((laughs)) or... |
| 3 | Ana | Le vuelve a tocar a ella |
| 4 | Mona | ¿a mí, por qué? |
| 5 | Lina | Porque perdimos el turno ((laughs)) Tres. What complaints did your parents have about you? |
| 6 | Lola | ¿qué significa eso? |
| 7 | Mona | what is complaint? |
| 8 | Lola | Quejas? |
| 9 | Lina | ¿qué quejas? |
| 10 | Mona | [¿es quejas? |
| 11 | Lina |tienen tus padres sobre ti? |
| 12 | Lola | Sí |
| 13 | Mona | I very angry, angry es enojona? ((laughs)) |

| | | |
|----|------|---|
| 14 | Lina | [my parents |
| 15 | Mona | [my parents Ya dejala caer |
| 16 | Ana | Mejor. Avanza uno |
| 17 | Lola | Aha |
| 18 | Ana | Ah, my parents told me I very mmm, go out with my friends |
| 19 | Lola | [<i>after tossing the coins</i>] ^{oo} who did you use to fight with? ^{oo} ¿cómo? O sea ¿con quién he volado o qué? ((laughs)) |
| 20 | Ana | ¿Quién usas tú fight, encontrar, no? |
| 21 | Lola | Ah, find, yo pensé que decía flight |
| 22 | Ana | Fight |
| 23 | Lola | Who did you use to fight? Ah, I don't know, only with my mother or, but not, eh, it's not a fight, it's like a quarrel, something like that ((laughs)) |
| 24 | Mona | [<i>Toss the coin</i>] one. My parents said that I, I am, mmm, ^{oo} ¿cómo se dice enojona? ^{oo} |
| 25 | Lina | Angry |
| 26 | Mona | Angry and, ^{oo} that's all ^{oo} . |
| 27 | | (unclear) |
| 28 | Lola | It's one, two, ah, sí, one, two, three, tres . How many books did you read last year? |
| 29 | Lina | ¿cuántos libros leiste el año pasado? |
| 30 | Lola | Mmm, I |
| 31 | Mona | One, two, nothing |
| 32 | Lina | Tortúrala |
| 33 | Lola | I read two books in last year |
| 34 | Lina | Una, [|
| 35 | Mona | [one |
| 36 | Lina | [^{oo} ¿cual siguió? Esta, ¿verdad? ^{oo} |
| 37 | Lina | My parents opinion mmm, that that I'm ¿cómo se dice callejera? Callejera ((laughs)) |
| 38 | Mona | Una, [aha |
| 39 | Lina | [una |
| 40 | Mona | [<i>whispering together while reading</i>] " ^{oo} who is your best friend now and who was when you were child? ^{ooo} " |
| 41 | Lina | Oh, my best friend is the same and I now, she in the no sé cómo se dice secundaria Elementary school? La secundaria |
| 42 | Ana | One, no, Aha, es que es para eso, es que es para que yo acomodara ((laughs)) Entonces, bueno, what [was your favourite food when you were a child? |
| 43 | Lola | [estabas aquí |
| 44 | Ana | My favourite food es mmm, Mexican food. I like the chilaquiles and that things ((laughs)) |
| 45 | Lola | Three, one, two, three. Igual, nothing ((laughs)). De los libros |
| 46 | Mona | ah |
| 47 | Lina | Three |
| 48 | Lola | Es one |
| 49 | Mona | ¿Dónde estamos? |
| 50 | Lina | Here, aquí |
| 51 | Mona | One, two, three |
| 52 | Lina | Pero es uno |
| 53 | Lola | Ah, sí es uno |

| | | |
|-----|------|---|
| 54 | Mona | °°¿qué significa eso?°° |
| 55 | Lina | Que si ha peleado ¿no? ¿con quién has peleado? |
| 56 | Ana | Aha, que si te has peleado |
| 57 | Mona | °°No°° |
| 58 | Lina | ¿No? conmigo en la playa ((laughs)) |
| 59 | Mona | Well, with Vilma in Vallarta ((laughs)) |
| 60 | Lina | Ah, sí. Sí voy yo, ¿no? Ah no, voy aquí ¿verdad? |
| 61 | Mona | °°Regrésate tres°° |
| 62 | Ana | Se regresa uno |
| 63 | Mona | Ah, no, tres |
| 64 | Lina | Voy aquí, avanzo uno aquí, ¿no? si estaba aquí [avanzo aquí |
| 65 | Lola | [Go back, regresas tres [|
| 66 | Lina | [no, pero ahora estaba aquí |
| 67 | Lola | Ah |
| 68 | Lina | Aquí, ¿qué? ¿quién es tu mejor amiga ahora y quién fue tu mejor amiga[|
| 69 | Mona | [cuando eras niño? |
| 70 | Lina | Mmm, when, when, when was kid [|
| 71 | Mona | [When I was, no? |
| 72 | Lina | when I was kid, Mónica and in this moment, Bertha. |
| 73 | Mona | Tres, uno, dos, tres |
| 74 | Ana | [Mmm, |
| 75 | Mona | [Pelea |
| 76 | Ana | I [I fight with my sister |
| 77 | Mona | [pelea, ah verdad? |
| 78 | Lola | "What used to be your favourite place?" Mmm, my favourite place is beach |
| 79 | Mona | Tres |
| 80 | Lola | °°(?) favourite place is, is the... (unclear)°°[|
| 81 | Mona | [las alitas, no? |
| 82 | Lola | Ah. |
| 83 | Mona | ¿Cuál es tu lugar favorito? ¿Cuál es? Si tú tienes |
| 84 | | (unclear) |
| 85 | Mona | ((sighs)) °° voy bien atrasada. uno, dos, tres, roll again °° |
| 86 | Lina | Ay oye, vas a ganar |
| 87 | Mona | ((laughs)) one, two, three |
| 88 | Lina | Yo voy perdiendo |
| 89 | Mona | °° ¿qué dice? Did you use to have a pet? A pet,°° ¿qué es eso? |
| 90 | Lina | Mascota |
| 91 | Lola | ¿Tú solías tener una mascota? |
| 92 | Lina | ¿Tú tenías? |
| 93 | Lina | Que si has tenido una mascota |
| 94 | Ana | Que si has tenido una mascota |
| 95 | Mona | Yes, one dog but (unclear) |
| 96 | Lola | Ok, con toda estrategia ((laughs)) |
| 97 | Lina | With Fernanda, Abby ((laughs)) That's all. |
| 98 | Ana | Ah, my favouri- favourite food when I was a child, child ah, is, are, the fast food |
| 99 | | (unclear) |
| 100 | Lola | What is your grandfather's occupation? Mmm, my grandfather's occupation is, |

| | | |
|-----|------|--|
| | | mmm, well, he, he had a, a, an enterprise and almost, he had it |
| 101 | Mona | ¿Qué? |
| 102 | Lola | Tiene una empresa y aún la tiene. |
| 103 | Mona | ¿Qué? One. Lo mismo |
| 104 | Lina | ¿Dónde cayó? |
| 105 | Mona | My grandfather had a ¿cómo se dice empresa? |
| 106 | Lola | Enterprise |
| 107 | Mona | ¿cómo? |
| 108 | Lola | Enterprise |
| 109 | Mona | Micro en-[|
| 110 | Lola | [Enterprise |
| 111 | Mona | Eso ((laughs)) |
| 112 | Lina | Tres, |
| 113 | Mona | Te voy a alcanzar ((laughs)) |
| 114 | Ana | Estamos todos igual |
| 115 | Lina | Ah, My favourite food is taquitos are taquitos |
| 116 | Lola | Cuando eras niña ¿cuál solía ser tu comida favorita? |
| 117 | Mona | Ah, cuando era niña, milanese |
| 118 | Ana | Mmm, my favourite place is beach with my friends |
| 119 | Lola | ¿otra vez? Three, uno, dos, three |
| 120 | | (unclear) |
| 121 | Lina | No tengo, I don't have grandfather, no tengo abuelitos |
| 122 | Mona | ¿qué es? ¿Uno? Como yo, también |
| 123 | Ana | Mmm, my grand, grandfather eh, had a, a mmm, propio negocio, no sé propio, °°¿cómo puedo decir, como una microempresa?°° |
| 124 | Lola | Own enterprise |
| 125 | Mona | Three. What did you hate doing in the past? |
| 126 | Lina | ¿qué odiabas hacer en el pasado? |
| 127 | Mona | I did hate mmm, yes, playing soccer |
| 128 | | (unclear) |
| 129 | Lina | ((laughs)) lanza la mía |
| 130 | Mona | How many ¿qué? [cups of coffee did you drink yesterday? |
| 131 | Lina | [how many cups of coffee did you drink yesterday? |
| 132 | Mona | zero, no, zero |
| 133 | Lina | Ay, avanzas tres espacios |
| 134 | Ana | Uno, dos, tres. I don't drink coffee |
| 135 | Lola | ¿otra vez? Ese es el lugar maldito igual que aquél ((laughs)) |
| 136 | Mona | Ay, ya otra vez |
| 137 | Lina | Aquí, águila |
| 138 | Mona | No, pero tú ya vas acá |
| 139 | Lina | Si (unclear) no hagas trampa |
| 140 | Lola | What kind of games did you play when you were a kid? |
| 141 | Mona | ¿qué? |
| 142 | Lola | ¿qué jugabas cuando eras niña? |
| 143 | Mona | Barbies. With my dolls, I used to play with my dolls. |
| 144 | Lina | Águila, uno, dos, tres. Where did you spend your free time when you were a child? ¿qué hacía cuando era niña? Play with my friends |
| 145 | Ana | Uno, dos, tres, I, when I was a child I spend my free time in playing with my cousins |

| | | |
|-----|------|--|
| 146 | Mona | Perdieron sus turnos |
| 147 | Lola | Porque volvimos a regresar ahí |
| 148 | Mona | What was your favourite restaurant when you [|
| 149 | Ana | [Me encantaría tener bastante conversación, así como ella |
| 150 | Mona | were little? My favourite restaurant when I was child are McDonald's ((laughs)) |
| 151 | Lina | Ándale, qué bueno, de todos modos, ahí te vas a quedar, te va a salir caro. |
| 152 | Ana | Uno |
| 153 | Lina | El resto del juego, es aquí |
| 154 | Ana | No porque sí estaba aquí, |
| 155 | Lina | ah, sí es cierto. What did you hate..? |
| 156 | Ana | Mmm, I hate in the past (unclear), I hate to play basketball |
| 157 | Lola | I hate mmm the childrens |
| 158 | Mona | Comer hígado, [|
| 159 | Lola | [mmm? |
| 160 | Mona | comer hígado o algo así |
| 161 | | (unclear) |
| 162 | Ana | Mmm, I played with my rollers and the... ya |
| 163 | Lola | mmm, I used to play with my cousins, mmm with their toys and my... |
| 164 | Mona | Eh, I don't like to play |
| 165 | Lina | ¿Qué hacías? Odiabas los niños, odiabas jugar ¡qué infancia! Aguila (.11) ¿qué? ¿Qué solía ser mi juego favorito? |
| 166 | Lola | Tu juguete favorito |
| 167 | Lina | Mi juguete favorito? Mmm a barbie, barbie |
| 168 | Ana | My favourite restaurant was McDonald's |

Task 3b.1

| Line | Name | Content |
|------|------|--|
| 1 | Cata | Sí, ¿verdad? Ya no juego. Sol, uno |
| 2 | Tara | Sol es tail no? |
| 3 | Lalo | No, sol es head |
| 4 | Cata | Head? |
| 5 | Teo | What did you have for dinner last night? |
| 6 | Lalo | ¿qué tienes? [°last es ...° |
| 7 | Tara | [¿qué haces tú para cenar, no? |
| 8 | Lalo | Este, I, I have, aha (unclear) [|
| 9 | Cata | [Es como ¿qué fue lo que cenaste, no? |
| 10 | Tara | ah, ya, aha, I have |
| 11 | Teo | What, what is dinner, teacher? |
| 12 | Cata | Comida |
| 13 | Tara | Cena |
| 14 | Teo | ¿Cena? What is dinner? |
| 15 | Cata | [Cena |
| 16 | Tara | [Como media comida, no? |
| 17 | Teo | Cena |
| 18 | Tara | I have dinner last night [mmm |
| 19 | Lalo | [¿qué cenaste ayer, no? |
| 20 | Tara | ¿cómo se dice tacos? |

| | | |
|----|------|--|
| 21 | Cata | Tacos |
| 22 | Tara | Tacos |
| 23 | Lalo | Last night ¿qué es? ¿la noche anterior? |
| 24 | Tara | Aha. La noche pasada |
| 25 | Cata | ((laughs)) [Me too |
| 26 | Teo | [¿Qué cenaste ayer? |
| 27 | Tara | Yo sí cené tacos |
| 28 | Teo | ¿Tacos de? |
| 29 | Tara | Eh? |
| 30 | Teo | ¿De? |
| 31 | Tara | Ah, de al pastor |
| 32 | Teo | Ah, |
| 33 | All | ((laughs)) |
| 34 | Teo | Igual, pierdes un turno |
| 35 | Cata | Sí |
| 36 | Teo | También pierdo un turno |
| 37 | Tara | ((laughs)) Soy buena, |
| 38 | Cata | Sigue avanzando sola |
| 39 | All | ((laughs)) |
| 40 | Tara | Three. What complaints did your parents have about you? Mmm ¿qué compromisos tienes? ¿qué compromisos? °°What complaints?°° |
| 41 | Cata | ¿qué compromiso acerca de ti, tus [papás? |
| 42 | Tara | [¿Qué como, a qué se refiere? |
| 43 | Cata | ¿qué es, qué es? Bueno, es como ¿A qué están a cargo de ti? Si ¿qué compromiso tienen tus padres contigo? |
| 44 | Tara | ¿Mande? |
| 45 | Cata | Contigo, ¿qué compromiso tienen tus padres contigo? [Segun yo |
| 46 | Tara | [Ah, o sea ya, my parents is, my parents mmm, |
| 47 | Teo | Mantenerte, |
| 48 | Tara | ya no me mantienen, °°no es cierto°° |
| 49 | All | ((laughs)) |
| 50 | Tara | My parents is cuidar, [¿qué, cómo? |
| 51 | Teo | [pasan comida y sustento |
| 52 | Tara | Todavía me dan, pero desde que ya trabajo, te crees. My parents cuidarme, ¿cómo se dice cuidarme? °°my parents...°° |
| 53 | Teo | ¿cómo? |
| 54 | Tara | Cuidarte |
| 55 | Teo | Cuidar es como protective |
| 56 | Tara | Ah, my parents protective for me, yes. |
| 57 | Teo | Cuidar? ah! [they look at the dictionary] ((laughs)). |
| 58 | Tara | [Thank you. |
| 59 | Teo | [Thank you ((laughs)) |
| 60 | Tara | Roll again, ¿qué es? |
| 61 | Lalo | Es este, rola, roll... |
| 62 | Cata | <i>[reading the dictionary]</i> Cuidado, care, cuidar, dice mm, to take care of |
| 63 | Tara | Mm? |
| 64 | Cata | To take, to take care of |

| | | |
|-----|------|---|
| 65 | Tara | My parents to take for me? |
| 66 | Cata | Mhum, to care about o puedes decir to care about, qué es me cuidan acerca |
| 67 | Tara | ¿cómo? |
| 68 | Cata | así puedes decir "to take" |
| 69 | Tara | to take ¿dónde está, dónde está? my parents to take for me |
| 70 | Cata | [reading in the dictionary] to care about o sea, cuidan acerca [|
| 71 | Tara | [To care about, ¿qué? |
| 72 | Teo | ¿me permites ver [cómo se escribe? |
| 73 | Cata | [claro que sí |
| 74 | Tara | Forward? Back es ir atrás, no? O retroceder, ir adelante, a lo mejor |
| 75 | Cata | Sí |
| 76 | Tara | Perdiste, perdiste, te toca ((laughs)). Tú puedes [to Lalo], ya por favor, por el honor ((laughs)). Lo mismo, ¿qué compromiso están a cargo tus papás? |
| 77 | Lalo | °°¿Qué, qué compromiso están a cargo tus papás?°° parents ((clears the throat)) used, used to, a ver díganme alguna ah, |
| 78 | Teo | ¿qué quieres decir? |
| 79 | Lalo | Ah, ya, °°my, my parents used to love, love me, solían amarme, quererme°° |
| 80 | Tara | Ay, ¡qué bonito! ((laughs)) estuvo bien. |
| 81 | Teo | ¿en dónde vamos? No hemos avanzado, ((laughs)) |
| 82 | Tara | What used to be your [|
| 83 | Teo | [No, de hecho ibas para acá, no? así como las... |
| 84 | Tara | Ah, entonces a ver, estaba aquí, me tocó el tres |
| 85 | Teo | Uno, dos, tres |
| 86 | Tara | ah, ok, Ups, no me salió, how many books did you read last year? ¿cuántos libros lees tú el año, en el año pasado? |
| 87 | Teo | ¿cuántos libros lees [al año? |
| 88 | Cata | [por año, no? |
| 89 | Tara | ¿por año? |
| 90 | Teo | Por año o ¿cuántos libros leiste el año pasado? |
| 91 | Cata | Ah sí, más bien. |
| 92 | Tara | I read book, ah no, I este, I, [four, four, four read books, ¿sí? |
| 93 | Teo | [yo la verdad, ninguno ((laughs)) puras revistas, programas |
| 94 | Tara | I read for the book I read, no I read four read book I read ¿no, no? ((laughs)) |
| 95 | Cata | ¿qué quieres decir? |
| 96 | Tara | Leí cuatro libros. No, sería I read, [read four books. |
| 97 | Lalo | [I read four, I read four books [|
| 98 | Teo | [four books, four books, cuatro [libros |
| 99 | Tara | [A mí me gusta mucho leer, amo leer. |
| 100 | Teo | Quisiera decir lo mismo. Vas... |
| 101 | Tara | Saben que voy ahí |
| 102 | Lalo | Ésta ya no gira |
| 103 | Tara | Ah, mira! interesante, ¿qué es? |
| 104 | Teo | Sol, avanza dos |
| 105 | Cata | Ah, quiero buscar este, sí es éste compromiso? [Complaints |
| 106 | Tara | [Ay, sí, hay que buscarlo por que |

| | | |
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| | | sí como que por algo nos estamos tardando mucho, se me hace que es otra cosa ((laughs)) y ahí andamos de alegones. |
| 107 | Cata | Es que nunca lo había visto |
| 108 | Tara | Yo tampoco |
| 109 | Lalo | ¿cuál? |
| 110 | Tara / Teo | Complaints |
| 111 | Teo | Que habíamos traducido que qué compromiso tienen tus papás contigo |
| 112 | Tara | ¿están estudiando todos en la mañana? |
| 113 | Teo | Eh, no |
| 114 | Lalo | Yo voy en la tarde |
| 115 | Tara | ¿a qué hora? |
| 116 | Lalo | Yo voy de una a, bueno es que ahorita estamos en practicas |
| 117 | Cata | Estoy en español |
| 118 | All | ((laughs)) |
| 119 | Tara | Es que el español también nos falla, ¿sí o no? |
| 120 | All | ((laughs)) |
| 121 | Tara | No sabemos hablar en español, |
| 122 | Teo | Ah, los sustantivos [y de repente |
| 123 | Tara | [a mí me cuesta la ortografía, por ejemplo, pero cuando escribo en facebook, cambio todo a propósito porque me decían que tenía faltas de ortografía pero... no hablo Spanish, English |
| 124 | Teo | ((laughs)) |
| 125 | Cata | Ya me tardé [looking up the word "complaint" in the dictionary] |
| 126 | Teo | No, no te preocupes, el chiste es que le entendamos |
| 127 | Cata | Complaint, aquí dice queja, reclamación. |
| 128 | All | ((laughs)) |
| 129 | Lalo | Ah, ¿qué queja tienes de tus padres? |
| 130 | Cata | ((laughs)) Que me ama, |
| 131 | Tara | ((laughs)) me cuida porque me ama |
| 132 | Lalo | Está bien. ¿Qué queja tienes de tus padres acerca...? |
| 133 | Cata | Sí, dice queja, reclamación |
| 134 | | (unclear) |
| 135 | Lalo | Y ¿quién sigue? ¿vas tú? Mhum |
| 136 | Cata | Complaints, my father, my father and mother, mmm, °ninguna°, |
| 137 | Teo | ¿no tienen ninguna queja? ¿eres un ángel de Dios? |
| 138 | Cata | Yo, o sea, con ellos no tengo ninguna queja |
| 139 | Tara | Si no, ellos [contigo. |
| 140 | Teo | [No, no, pero ellos hacia ti, o sea, qué te dicen |
| 141 | Cata | About you? ah, ¿acerca de [mí? |
| 142 | Teo | [aha |
| 143 | Cata | Mmm, que me duermo mucho ((laughs)) |
| 144 | Tara | ¿Qué duermes mucho? |
| 145 | Lalo | ¿qué duermes mucho? [|
| 146 | Cata | [aha |
| 147 | Cata /Lalo | Sleep much |
| 148 | Tara | A ver, cuéntanos por qué no duermes |
| 149 | Teo | Sí has ido al médico, ¿verdad? ¿sí has ido al médico? [|

| | | |
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| 150 | Tara | (((laughs)) Qué simpático |
| 151 | Teo | No, es que de repente sí dicen que sí es, este malo dormir mucho pero dependiendo de cuánto es mucho |
| 152 | Cata | Aha |
| 153 | Lalo | ¿Cuánto duermes más o menos? |
| 154 | Cata | Mmm, cuando tengo ratos libres ((laughs)) |
| 155 | Tara | Pon en un día, de un día para otro, ¿cuánto tiempo duermes más o menos? |
| 156 | Lalo | No será un problema ¿verdad? |
| 157 | Cata | ¿de quién son esas llaves? |
| 158 | Tara | mande |
| 159 | Cata | Algunas llaves, ¿de quién son? |
| 160 | Lalo | ¿qué? Perdón, ah, sí. |
| 161 | Teo | Este, next |
| 162 | Lalo | Next |
| 163 | Tara | Ya la vimos |
| 164 | Teo | Igual, es ((sighs)) eh, my mother is com- com-, is complaints eh, ¿cómo sería salgo mucho? |
| 165 | Tara | I go, |
| 166 | Teo | Go this the party and drunk and eh, al otro día [¿cómo..? |
| 167 | Tara | [Next |
| 168 | Teo | Next week, next [day, |
| 169 | Lalo | [next day |
| 170 | Teo | este, after así como que salgo de fiesta, tomo, |
| 171 | Tara | llegas casi al otro día así |
| 172 | Teo | llego al otro día, no llego, ((laughs)) |
| 173 | Tara | no llego ((laughs)) aquí vamos a SLCar toda la sopa |
| 174 | Teo | Bueno, no digo que siempre, ¿verdad? Pero, sus complaints, entonces ¿sí me entendieron? ((laughs)) |
| 175 | Lalo | Tres, uno, dos, tres |
| 176 | Teo | No, es por acá |
| 177 | Lalo | Ah ¿es por acá? |
| 178 | Teo | Mhum, ahí va como la flechita, igual ¿en qué quedamos? |
| 179 | Lalo | °°How many books...°° |
| 180 | Teo | ¿cuántos libros, igual, has leído el año pasado? |
| 181 | Lalo | I read two books |
| 182 | Cata | Pero ¿por qué dice last year? |
| 183 | Teo | El [año pasado |
| 184 | Tara | [El año pasado |
| 185 | Tara | Last es pasado, ¿no? |
| 186 | Lalo | Sí, last, last |
| 187 | Teo | Sí, ¿no? [last es pasado, |
| 188 | Tara | [sí, last es pasado |
| 189 | Teo | the last week, last day |
| 190 | Lalo | Last name, nombre, [last year |
| 191 | Tara | [uhum |
| 192 | Teo | El pasado, sí se refiere a... |
| 193 | Tara | What used to be your favourite place? ¿cuál es tu lugar favorito, donde estás tú, tu lugar favorito, no? |
| 194 | Lalo | Sí |

| | | |
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| 195 | Tara | Ah, my place favourite is, no, my favourite place is, sí, ¿no? se dice primero favourite y luego place. My favourite place is, mmm, |
| 196 | Lalo | Place <i>[correcting pronunciation]</i> |
| 197 | Tara | Place, my favourite place is, is |
| 198 | Teo | School ((laughs)) |
| 199 | Tara | No, ((laughs)) is, is to dance |
| 200 | Teo | TECAAL so much, TECAAL the Sundays ((laughs)) |
| 201 | Tara | My favourite place, place is to dance hip-hop?, dance hip-hop, |
| 202 | Teo | Pero ¿cómo sería, en [qué? |
| 203 | Tara | [En la academia, [|
| 204 | Lalo | [°°hip hop academy°° |
| 205 | Tara | in the school de |
| 206 | Teo | Aca-, academy, ¿qué fue? |
| 207 | Lalo | Hip hop academy |
| 208 | Teo | Hip hop academy? |
| 209 | Tara | or school of hip hop |
| 210 | Lalo | hip hop school |
| 211 | | (After tossing the coins) (unclear Spanish) ((laughs)) |
| 212 | Tara | Como que nos vamos siguiendo |
| 213 | Teo | Es que o cae uno de one to three |
| 214 | Cata | Mmm, I read, mmm, es que como voy en Derecho, leo libro tras libro, tras libro |
| 215 | Tara | Sí, por eso no estudie derecho, los de Derecho leen mucho |
| 216 | Teo | La constitución, ((laughs)), te tienes que saber the constitution ((laughs)) |
| 217 | All | ((laughs)) |
| 218 | Cata | I read the books |
| 219 | Teo | El artículo tal de tal |
| 220 | Cata | Está prohibido |
| 221 | Teo | ¿Sí? O sea no puedes ver ahí |
| 222 | Cata | Aprendérmelo no eh, leer la constitución y aprender las leyes, los artículos |
| 223 | Tara | ¿por qué? |
| 224 | Cata | Porque no es para entender cada uno, ahorita les cuento en Español, saliendo ((laughs)) |
| 225 | Tara | Ya nos vieron muy feo |
| 226 | Cata | I read books, mmm, ten, ten books for year |
| 227 | Tara | excellent |
| 228 | Teo | Thank you, |
| 229 | Tara | algún día seré tan grande como tú |
| 230 | Teo | one, ahora sí , who is your best friend [|
| 231 | Cata | [°°¿quién es tu mejor amigo |
| 232 | Teo | now and who used to be the best [|
| 233 | Tara | [y ¿quién fue tu mejor amigo?°° |
| 234 | Teo | when you were kid?] |
| 235 | Tara | [En la niñez, ¿no? |
| 236 | Teo | When you were a kid? |
| 237 | Cata | Niño, (unclear) niño |
| 238 | Teo | ¿quién es tu mejor amigo ahora? [|
| 239 | Lalo | [Y ¿quién es, y quién fue? |
| 240 | Teo | Y ¿quién fue tu mejor amigo? [|
| 241 | Lalo | [en tu niñez |

| | | |
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| 242 | Teo | de niño (.05) Es que tengo varios amigos |
| 243 | Cata | Pero mejor , best friend |
| 244 | Teo | Best friend? |
| 245 | Cata | Best! |
| 246 | Teo | Name is Oscar y [|
| 247 | Cata | [and |
| 248 | Teo | the kid, name is Alfredo ... pero como no los conozco |
| 249 | Tara | Bueno, los presentas ((laughs)) |
| 250 | Teo | Claro, claro |
| 251 | Lalo | Tres |
| 252 | All | (unclear) ((laughs)) |
| 253 | Lalo | ¿cuál es tu lugar favorito? mmm, my favourite place is boxing school |
| 254 | Tara | ¿Sabes boxear? Muy bien. Yo estaba aprendiendo pero mi papá “no, eso es para niños” y me salí |
| 255 | Teo | The next (unclear) Canelo or... |
| 256 | All | ((laughs)) |
| 257 | Teo | El otro queda noqueado y quién más |
| 258 | Tara | Perdón, perdón, perdón. Tres, ¿para dónde? |
| 259 | Teo | Una, dos, tres, bueno , one, two, three |
| 260 | Tara | Go forward three spaces. Ah (in amazement) Es avanza tres espacios, si, ¿no? |
| 261 | Cata | Sí, |
| 262 | Tara | uno, dos tres, how many cups of coffee did you...? |
| 263 | Cata | ¿Cuántas tazas de café bebiste ayer? |
| 264 | Tara | I not, ¿cómo se puede decir no me gusta el café? |
| 265 | Cata | I don't like coffee |
| 266 | Tara | ¿cómo? |
| 267 | Cata | I don't like coffee |
| 268 | Tara | I don't like |
| 269 | Cata | I don't [|
| 270 | Tara | [I don't |
| 271 | Cata | like [|
| 272 | Tara | [like coffee. I don't like coffee, ¿mande? ¿cómo era? |
| 273 | Cata | I, a mí [|
| 274 | Tara | [aha |
| 275 | Cata | no me gusta , don't like |
| 276 | Tara | ¿cómo? Si no se me olvida [she needs to write it] |
| 277 | Teo | I don't like coffee, o sea, no tomas café entonces, entonces, no tomaste ayer ninguna taza |
| 278 | Tara | I don't know, I don't like coffee? |
| 279 | Teo | Menos del, del Italian |
| 280 | Tara | Ay, no, me marea |
| 281 | Teo | Si , (unclear) |
| 282 | All | ((laughs)) |
| 283 | Cata | Sabe que ahora sí la aventé ((laughs)) |
| 284 | Lalo | Your favourite place |
| 285 | Cata | My favourite place is ballet, practice ballet |
| 286 | Teo | Now, todavía? |
| 287 | Cata | Yes, |
| 288 | Teo | Eso es bueno, eh? es la primera vez que lo escucho |

| | | |
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| | | Uno, dos, tres, who did you use to fight [with? |
| 289 | Tara | [Nos invitas a una de tus presentaciones |
| 290 | Cata | Va a ver aquí en un mes o dos |
| 291 | Tara | Qué padre |
| 292 | Teo | With, with, with, with ¿qué es? |
| 293 | Tara | Con. Fight, qué es fight |
| 294 | Cata | ¿qué usaste? [|
| 295 | Teo | [¿quién? |
| 296 | Cata | ¿quién usó? No, quién did, °°who did you use to fight with?°° |
| 297 | Lalo | ¿con quién peleaste tú? |
| 298 | Cata | Use to fight |
| 299 | Tara | Fight ¿qué es, pelea? |
| 300 | Cata | Creo a ver, ¿lo buscamos? |
| 301 | Teo | Dependiendo del contexto en el que estamos hablando |
| 302 | Cata | A ver, es que, who es quien, did es para tiempo en pasado, o sea que el verbo en pasado, [use lo convierte en pasado |
| 303 | Tara | [¿con quién tú usualmente peleas? |
| 304 | Cata | O “use” puede ser otra cosa |
| 305 | Teo | ¿cuándo usaste...? |
| 306 | Lalo | Fight, luchar, pelear [looking up the word “fight” in the dictionary] |
| 307 | Tara | Mhum |
| 308 | Teo | With es ¿qué era? Contigo? [|
| 309 | Cata/ Tara | [con |
| 310 | Teo | [or con? |
| 311 | Lalo | Who, quién, [who with, con quién |
| 312 | Tara | [con quién peleaste, no? con quién |
| 313 | Lalo | pero did nada más es auxiliar verdad? |
| 314 | Cata | Aha |
| 315 | Tara | ¿con quién tú peleaste, no? |
| 316 | Cata | Auxiliar de... [|
| 317 | Lalo | [Use, qué es use? |
| 318 | Cata | convierte en pasado |
| 319 | Tara | Use es usar, no? pero lo convierte en pasado por el did, o sea, el verbo use está en pasado. |
| 320 | Lalo | ¿con quién, tú pero y “usar”? |
| 321 | Tara | ¿no es usualmente? |
| 322 | Cata | Si quieres, búscalo tú [in the dictionary] |
| 323 | | (unclear) |
| 324 | Teo | Bueno, I don’t know fight |
| 325 | All | ((laughs)) |
| 326 | Teo | Peace and love |
| 327 | All | ((laughs)) |
| 328 | Tara | Ay, no me gusta que me estén grabando, que nos está grabando |
| 329 | Lalo | Use, usar, tomar, |
| 330 | Cata | Tomar |
| 331 | Tara | ¿a quién tomaste para pelear? ((laughs)) ¿quién fue tu víctima? |
| 332 | Teo | No pues, no fight, ¿verdad? |
| 333 | Tara | Very good |

| | | |
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| 334 | Cata | No fight? |
| 335 | Tara | Ah, bueno , my sister ((laughs)), típico, como era judicial, era bien tosco con nosotros. |
| 336 | Cata | Ah, ¿sí? |
| 337 | Tara | Teníamos como amigos (unclear) |
| 338 | Lalo | Avanza un turno |
| 339 | Teo | Roll again es como vuelve a, a... |
| 340 | Lalo | Vuelve a tirar |
| 341 | Teo | Vuelve a tirar, aha |
| 342 | Cata | ¿te tocó? |
| 343 | Lalo | Sí |
| 344 | Cata | Tres , one, two, three ¿qué dice? |
| 345 | Lalo | Did you use to have a pet? Pet, ¿qué es pet? |
| 346 | Cata | mascota |
| 347 | Lalo | Pet es mascota? |
| 348 | Cata | sí. Did you...? |
| 349 | Tara | ¿qué mascota tienes? |
| 350 | Lalo | °°¿tú tienes una mascota? ¿tuviste? ¿tú tuviste una mascota?°° Yes, I have a a dog |
| 351 | Teo | My name? |
| 352 | Lalo | Mmm, the name is coffee |
| 353 | Teo | Coffee, perfecto |
| 354 | Tara | Thank you. Where did you use to spend when you were a kid? |
| 355 | Lalo | Spend no sé qué será |
| 356 | Tara | A ver busca spend [to Teo] |
| 357 | Teo | ¿cómo? |
| 358 | Lalo | Spend. Free ¿no saben que es free? |
| 359 | Cata | Es como algo fácil |
| 360 | | (.16) (silence) |
| 361 | Lalo | Where es dónde, no? Where...? |
| 362 | Cata | Mhum |
| 363 | Teo | money, gastar, pasar, agotar, concluir |
| 364 | Lalo | ¿eso es? |
| 365 | Teo | Spend, aha. spend, spend y está spend, spending con ing [|
| 366 | Cata | [spending |
| 367 | Teo | que es gasto, para gastos menudos, para gastar, |
| 368 | Tara | ¿dónde gastabas tú tu dinero? ¿qué es free? |
| 369 | Teo | Libre, como... |
| 370 | Tara | ¿en tu tiempo libre? ¿dónde gastabas tú [|
| 371 | Lalo | [sí, ¿como gastabas tu tiempo libre... |
| 372 | Tara | [en tu tiempo libre cuando eras niño En tu tiempo libre, ¿verdad? Mmm, ¿cómo se llaman las maquinitas? |
| 373 | Lalo | Video games? |
| 374 | Tara | Video games, mmm, my video games? |
| 375 | Teo | ¿de qué? ¿cómo se diría de qué tipo? De peleas, de carreras, de ... |
| 376 | Tara | Me encantaban de Tommy Hubs, o sea de patinetas, los que tenían patinetas |
| 377 | Lalo | Ah, ((laughs)) |
| 378 | Tara | One, two, three, avanza dos, mmm |
| 379 | Teo | How many coffee? Ah, ¿cuántas tazas de café te tomaste ayer? ((laughs)) |

| | | |
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| 380 | Cata | I don't drink coffee |
| 381 | Teo | No tomas café ok |
| 382 | Tara | Ésa es la actitud |
| 383 | Teo | Who did you use to fight? Ah, aquí ya me había tocado, no? Ah, aquí no me había tocado el de la pelea, si, no? Entonces avanzo uno o ¿cómo? |
| 384 | Cata | aha, sí |
| 385 | Teo | what was [your favourite food when you were a kid? |
| 386 | Cata | [¿cuál era tu comida favorita cuando eras pequeño? |
| 387 | Tara | Ahhh |
| 388 | Teo | De hecho, ¿cómo es? [sigue siendo aha |
| 389 | Tara | [Sigue siendo mi comida ((laughs)) |
| 390 | Teo | Aha, sigue siendo, sigue siendo ¿cómo se dice? Now, my favourite [|
| 391 | Lalo | [My favourite, my favourite |
| 392 | Cata | O puedes decir, my favourite food |
| 393 | Teo | My favourite food is la pechuga |
| 394 | All | ((laughs)) |
| 395 | Cata | Is breast |
| 396 | Teo | Breast. Y ¿rellena? ((laughs)) |
| 397 | Lalo | Stuffed, stuffed |
| 398 | Cata | ¿de qué te estabas riendo? |
| 399 | Teo | Stuffed, stuffed breast, ¿cómo se dice champiñones? |
| 400 | Lalo | Mushrooms, mushrooms |
| 401 | Teo | Mushrooms and queso |
| 402 | Cata | Cheese |
| 403 | Teo | Cheese, Breast, mushroom, cheese, ehh, ya nada más, jamón si querías ((laughs)) |
| 404 | Tara | ((laughs)) de una vez |
| 405 | Lalo | ¿dónde estaba yo? Ya se me olvidó |
| 406 | Teo | Este, ¿cuál fue lo último que contestaste? |
| 407 | Lalo | Aquí, ya está, sí, no? Ah no, ya avancé tres, estaba aquí. Did you use to have, ¿qué era pet? |
| 408 | Teo | Eh, mascota |
| 409 | Lalo | Ah, sí es cierto. |

Task 3b.2

| Line | Name | Content |
|------|------|--|
| 1 | Cata | My family is big, big, ((giggles)) four four brothers and three sister ((laughs)) and my baby |
| 2 | Tara | My family big, mmm one brother and six sisters, mmm my mother, my father and I ((laughs)) |
| 3 | Chio | My hobbies, ammm my hobby is ammm watch dramas ((laughs)), and listen music friends (unclear) is my hobby ((laughs)) |
| 4 | Liz | My hobby is reading and listening to music |
| 5 | Cata | My hobby is listen to music, dancing, swimming mmmm sleep ((laughs)) |
| 6 | Tara | My hobby is music, ammm study mmm, moments ammm my family and boyfriend ahhhh |
| 7 | Chio | My favourite music is a music Corea people and my song, my favourite song is ammm ((laughs)) ammm "she's mine" and my favourite singer is ahhh a group, not singer, it's a group ammm, super genius. |

| | | |
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| 8 | Liz | My favourite song is...song is ¿musica, tipo de música? |
| 9 | Chio | Tu música favorita (unclear) |
| 10 | Liz | No, not (.04)°° Ay,¿cómo se dice?!! |
| 11 | Chio | Romantic? |
| 12 | Liz | No, es que no sé como se dice que no tengo un tipo, un género, I'm not (unclear) |
| 13 | Cata | Nothing special? |
| 14 | Liz | Aha, special and the singer is, [is muse. |
| 15 | Chio | [song, song, song, una canción |
| 16 | Liz | ah, este, "Starlight", Muse |
| 17 | Chio | The singer, el cantante |
| 18 | Liz | °° No sé como se llame °° |
| 19 | Chio | Super Genius ((laughs)) |
| 20 | Liz | Muse, Muse ((laughs)) |
| 21 | Cata | My favourite music is bachatas, baladas, banda mmm the singer, Shakira, Tigres del Norte and.. and (unclear) |
| 22 | Tara | My favourite music balada, igual bachata, romantic, ahhh, banda. My favourite Singer no pero because Enrique Iglesias Shakira, La Arrolladora, the song, " mi razón de ser ", " me baño en él " |
| 23 | Chio | My favourite film, actor actress. I'm a fan of films, I like, my favourite is " baby (unclear)". My actor favourite, my favourite actor is (.06) Jaime Suck, talvez actress no I don't... |
| 24 | Liz | My favourtie film is the saga Harry Potter and The Twilight, mmm actor, mmm, Daniel Radcliff and Robert Pattison y actriz Emma Watson. |
| 25 | Cata | My favourite film, nothing in special, I like horror, romantic, eh, the actor DiCaprio ((laughs)) Di Caprio and actriz Edith Gonzalez |
| 26 | Tara | My favourite films no special y actor and actress, no |
| 27 | Chio | Pets. I don't have a pets in my house, I like pets mmm, fish |
| 28 | Cata | Only fish? |
| 29 | Chio | ¿Mande? |
| 30 | Cata | Only, only fish? |
| 31 | Chio | mmm, and birds. |
| 32 | Liz | My favourite is the dog before, no because, ¿cómo se dice pero tengo? So, I have my (unclear) not. |
| 33 | Cata | My mascota is is a dog only my likes is the birds, rabbits, mmm fish también. |
| 34 | Tara | mmm, my like is dog and my house no |
| 35 | Chio | your room house. I don't have idea ((laughs)) |
| 36 | Tara | ¿No es como el lugar favorito de tu casa? |
| 37 | Chio | My favourite room is the garden. |
| 38 | Liz | The bathroom, I have, no, |
| 39 | All | ((laughs)) |
| 40 | Liz | No, lo dije al revés ((laughs)) no, no, no the bedroom, porque si no, bathroom. (unclear) Cuando me baño, me gusta cuando me baño. |
| 41 | Chio | My sport favourite is a swimming |
| 42 | Liz | Tennis |
| 43 | Cata | Ciclismo pero no sé cómo se dice |
| 44 | Chio | Ciclis, ciclis, ciclis |
| 45 | Tara | My favourite sport basket ball, volleyball, baseball |
| 46 | Chio | Your entertainment. ¿Tu entretenimiento? |
| 47 | Tara | play videogames ((laughs)) |

| | | |
|----|------|--|
| 48 | Liz | no, no favourite |
| 49 | Chio | I, I like playing with my sisters |
| 50 | Liz | Watch TV with family, play brothers and °°¿cómo se dice primos?°° |
| 51 | Chio | Cousins |
| 52 | Liz | Cousins |
| 53 | Tara | Watch TV, play video, mmm ya |
| 54 | Chio | Your job / studies. I don't job. I study... |
| 55 | Liz | ¿Cómo nos dijo? ¿Cómo se llama? Ayer lo dijo y no lo apuntaste |
| 56 | Chio | Administration, ¿cómo se dice empresas? ay, se me fue. Administration, and you? |
| 57 | Liz | I study and... |
| 58 | Cata | I am studying nursing |
| 59 | Tara | Mmm no sé como se diga pero es contador público |
| 60 | Liz | Accountant, accounting, public accountant? accountant. |
| 61 | Tara | Your friends, |
| 62 | Chio | She is my friend ((giggles)) [<i>signalling to Liz</i>] |
| 63 | Liz | She is my friend, mmm and Cintia, ((laughs)), she is my friend and Cintia, Yari, Yaritzi and Andrea |
| 64 | Cata | My friends are Ariadna Laura, Lizett, Erlet |
| 65 | Tara | My friend is Gaby, Ana, Fer. ((laughs)). My favourite subject |
| 66 | Liz | ahh, your favourite subject |
| 67 | Chio | ¿Qué es subject? |
| 68 | Tara | Sujeto |
| 69 | Chio | ¿Sujeto? My favourite subject? my favourite subject is a [|
| 70 | Liz | [mum, dad, cousin, friend |
| 71 | Chio | °°what else?°° family y my dad, |
| 72 | Liz | My father, |
| 73 | Cata | my mum, my father |
| 74 | Tara | My father, my mother, my boyfriend ((laughs)) |
| 75 | Chio | My favourite teacher... ahh, is a Felipe |
| 76 | Liz | Profe de mathe- mathematics mathematics |
| 77 | Cata | Miss Susana |
| 78 | Tara | My favourite teacher is accountable |
| 79 | Chio | My favourite food is a Chinese food and gravin ((laughs)) |
| 80 | Liz | ah, gravin, gravin is very good and the pozole |
| 81 | Cata | My favourite food is chicken with ¿papas a la francesa? |
| 82 | Chio | French potato ((laughs)) |
| 83 | Liz | French potato, French potato, French potato |
| 84 | Tara | My favourite food is enchiladas verdes and chicken ammm |
| 85 | Chio | And your dreams or plans in the future. My dream is... |
| 86 | Tara | ¿Cuáles son tus planes a futuro no? |
| 87 | Chio | °°qué sueños y planes tienes en el futuro°°. My dream is ammm finish a career, ((laughs)) mmm and travel (.06) and will, I will are my, ah ¿cómo se dice jefe? Boss a ser mi propio jefe, algo así. |
| 88 | Liz | My plan in future is create °°¿cómo se dice, cómo se dice empresa?°° Lo acabo de buscar ahorita [<i>in the dictionary</i>]. Create Company, my company. |
| 89 | Cata | Plans is I have a house, and a car and I finish career and married ((laughs)). |
| 90 | Tara | Finish car-, speak English, speak, speak France, ah, study Derecho , ah my house, ah,my family ah... |
| 91 | Chio | Your favourite moment in the day. My favourite moment in the day is a I sleeping |

| | | |
|-----|------|--|
| | | ah, I sleep |
| 92 | Liz | mmm, the night, the night |
| 93 | Cata | I with, I with my family. I am, ¿sí, no? estar con |
| 94 | Chio | I am with my family |
| 95 | Cata | ¿cómo? |
| 96 | Chio | I wa- I am with my family, estar con mi familia, |
| 97 | Tara | Your favourite moment? También family, my family, my, my friends, my brother, sister |
| 98 | Chio | My happiest moment in life [|
| 99 | Liz | [happiest es de...? |
| 100 | Chio | happiest, los momentos más felices en la vida. I, ¿cómo es creer? |
| 101 | Liz | Believe? |
| 102 | Chio | I'm, I believe in moment in my life is always happiest |
| 103 | Liz | My happy moment in life, ah what titulate in technical, technical in administration in the, in the, ¿cómo se dice prepa? |
| 104 | Chio | High school |
| 105 | Liz | Highschool |
| 106 | Cata | My favourite moment mmm, when ¿nació? " born? born my son |
| 107 | Tara | °°My happiest moment in life is ah ¿cómo se dice compartir? °° ((whispering)) compartir, (.03) para compartir moment [with my family |
| 108 | Liz | [share |
| 109 | Tara | share? share moments with my family, mmm, (.03) study, mmm, |
| 110 | Chio | (.08) experience and the (.05) the parties with my family always is best. |
| 111 | Cata | What is the best? [|
| 112 | Chio | [what? |
| 113 | Cata | best? What is o in Spanish? [|
| 114 | Chio | [mejor |
| 115 | Liz | The food de conta is the próximo ¿cómo se dice? Jueves? mm holiday family |
| 116 | Cata | The best party is with my family in the house |
| 117 | Tara | The best party with my family, amm friends, work. We finish ((laughs)) |
| 118 | Chio | and you study in the morning or...? [to Cata] |
| 119 | Cata | In the morning |
| 120 | Chio | And you have a baby? |
| 121 | Tara | Yes, and ¿cómo se dice cuantos años tiene? |
| 122 | Cata | Three months |
| 123 | Chio | Qué bonito. ¿Cómo se dice cuantos años tienes? Cuántos es.... |
| 124 | Tara | How old are you?, |
| 125 | Chio | how years? No sé, eso ((laughs)) |
| 126 | Cata | I am fifty five years old |
| 127 | Chio | ¿Cuántos? |
| 128 | Cata | veinticinco |
| 129 | Chio | Si ¿verdad? ¿cómo se dice cuántos años [tiene? |
| 130 | Tara | [diecinueve |
| 131 | Cata | what? ay, se me fue, es your... |
| 132 | Chio | How years? no |
| 133 | Cata | what do you? |
| 134 | Chio | no |
| 135 | Tara | What's your name? no, what's your name, what's you... |
| 136 | Liz | what [do you...? |

| | | |
|-----|------|--|
| 137 | Cata | [es how |
| 138 | Liz | how, how, how, how ay, es que así como... years old, years old, How did you years old? no |
| 139 | Chio | No, bueno, así como que, |
| 140 | Cata | in English. Nineteen |
| 141 | Chio | She is nineteen. She's... <i>[signaling Liz]</i> |
| 142 | Liz | Nineteen, ((laughs)) How old are you? |
| 143 | Chio | How old are you? |
| 144 | Liz | How old are you? |
| 145 | All | How old are you? |
| 146 | Chio | I have a, twenty one years old |
| 147 | Liz | It's very old ((laughs)) |
| 148 | Cata | ¿qué? |
| 149 | Chio | veintiuno, veintiuno, diecinueve, diecinueve, veinticinco. (.07) It's a diffi- difficult study nurse? |
| 150 | Cata | Yes it's, it's more time in the faculty, mmm, little dreams opportunity, it's most work bastante trabajo in homework, much, much. |
| 151 | Chio | So it's a career, is a beautiful study? |
| 152 | Cata | It's a beautiful, beautiful the nurse ((laughs)) |
| 153 | Chio | Yeah, ((laughs)) It's beautiful, ah, no, I studied a propedéutico o algo así bueno, iba a entrar al propedeutico en medicina, iba a entrar en medicina pero no me fue muy bien ((laughs)) It's a... |
| 154 | Liz | Prepadeutic, igual |
| 155 | Chio | Very very difficult, incredible. |

Task 3b.3

| Line | Name | Content |
|------|------|--|
| 1 | Chio | You |
| 2 | Tara | Mmm, the worst present I have ever received was a, were cookies, but they were made by my best friend and they were, they weren't ah, delicious, they were, they were °° ¿cómo se dice sabían feo? °° |
| 3 | Cata | ¿saben feo? |
| 4 | Tara | Aha, they were |
| 5 | Cata | ¿Con un mal sabor? |
| 6 | Chio | Bad taste |
| 7 | Tara | And the best present I have ever received were ah, tennis shoes, but they were decored <i>[decorated]</i> by hand and about the Beatles and I didn't like the Beatles. |
| 8 | Cata | Ok, no me miren a mí ((laughs)) |
| 9 | All | ((laughs)) |
| 10 | Cata | No, tú [to Chio] y ya después yo, no me acuerdo |
| 11 | Chio | Worst given was a, a, how do you say peluche? |
| 12 | Ian | Ah, teddy, no, [|
| 13 | Chio | [Teddy? |
| 14 | Cata | sí, [teddy |
| 15 | Chio | [teddy, the teddy was used, |
| 16 | All | ((laughs)) |
| 17 | Chio | So, was so decorate of Christmas and they was bad ((laughs)) |
| 18 | All | ((laughs)) |
| 19 | Chio | And your worst given, no, gift? |

| | | |
|----|------|---|
| 20 | Cata | ((laughs)) es que no me acuerdo, son muchos regalos o pocos regalos. ¿Cómo se dice desodorante? |
| 21 | Chio | Deodorant? No, |
| 22 | Cata | Desodorant? |
| 23 | Chio | I don't know, I don't remember |
| 24 | Cata | Ok, bueno , desodorant, aha, algo así, creo que es . OK, the, ¿cómo se dice lo peor que tengo? |
| 25 | Chio | The worst gift |
| 26 | Cata | Ok, the worst gift received, that have received is a desodorant in my birthday [|
| 27 | Ian | [((laughs)), is bad, and the best present I received is a the computer , the computer in my grad, graduation, the, and the, in my school mmm, the best present and the given I [|
| 28 | Cata | [((laughs)), think that mmm, is a, I don't know, (.13) I don't know, (0.5) letter, ahh, the shirt, mmm, jeans, whatever [|
| 29 | Ian | [((laughs)), and the ah, se me olvidó ¿cómo se dice peor? |
| 30 | Chio | Worst |
| 31 | Cata | Worst. The worst ehh, present and the given is a cup of chocolates ((laughs)), yes, it's bad mmm, (.10) the CD ¿cómo se dice, cómo se dice pirata? |
| 32 | Tara | Piracy o algo [así |
| 33 | Cata | [Pirate (unclear) |
| 34 | All | ((laughs)) |
| 35 | Ian | The worst gift that I give to somebody was for my mum and was a ¿cómo se dice calcetines? |
| 36 | Chio | Socks |
| 37 | Ian | That and I mmm, I don't have money and I mmm, ¿cómo se dice "los dejé"? |
| 38 | Cata | °°I leave°° |
| 39 | Ian | No, I leaved on the table and I make a ¿cómo se dice este? Ay se me fue la palabra, este, un letrero, que decía, que decía "Feliz Cumpleaños" pero ya, fue todo |
| 40 | All | ((laughs)) |
| 41 | Ian | Ahh, the best that I, that I give for someone was a serenata |
| 42 | Cata | Aww |
| 43 | Chio | With mariachis? |
| 44 | Ian | Yes [|
| 45 | Chio | [Yes? Oh |
| 46 | Ian | and a flowers and chocolates for my girlfriend |
| 47 | Cata | Ohhhh ((laughs)) |
| 48 | Chio | In in his anniversary or her birthday? one day? |
| 49 | Ian | When I ask him she like ¿cómo se dice que si quería ser mi novia? If she wants to be my girlfriend, yes |
| 50 | Chio | It's nice, it's very nice ((laughs)) |
| 51 | Ian | And the worst that I received was a, mmm, I don't know, a, a paper that say " I want you" so, un papelito que decía "te quiero" y ya. |
| 52 | Cata | ¿Ese es el mejor? |
| 53 | Ian | No, el peor, [|
| 54 | Cata | [el peor, ah perdón |
| 55 | Ian | fue así como que "ten" y yo "ah, y luego?" |
| 56 | Cata | Pero depende, ¿no? De quien te lo dé |

| | | |
|----|------|--|
| 57 | Chio | Era un detalle |
| 58 | Ian | Mmm, when was my birthday and my girlfriend |
| 59 | Cata | Ok, it's bad ((laughs)) |
| 60 | Chio | (.08) The worst gift that I give, that I give was a, a chocolate with lollypop, paletas de chocolate and in a interchange ((laughs)) and was the worst gift and the best gift than I received is a phone, a cell phone, and, and it's all. And you? Your worst gift than I, you received? |
| 61 | Tara | Mmm, I said |
| 62 | Chio | Oh |
| 63 | Tara | But the, the worst present than I give to someone was a, how can I say the llavero ? Well, I forgot the, the birthday of my friend [|
| 64 | All | (((laughs))) |
| 65 | Tara | and I didn't have have something and I take the the llavero [|
| 66 | | [((laughs)) |
| 67 | Tara | and the best present that I have give to someone, emmm, I don't know, ahh, maybe the birthday of my mum, I, I, buy flowers and I buy amm, no sé como se dice pero es como un adorno o algo así que, bueno , she really wanted them and I buy her, bought her. |

Task 3c.1

| Line | Name | Content |
|------|-------|---|
| 1 | Nelly | Ok, one of my best friends is Italia. Ahh, she lives in Mexico City but we study in the same University. Well, I love her because I had, had the opportunity to travel with her and she's one of my best friends, and ya . |
| 2 | Ian | You? [to Ian] |
| 3 | Isa | No, you [to Isa] Something you like doing |
| 4 | Ian | I like doing, I don't know, ((moaning)) playing |
| 5 | Isa | What? [|
| 6 | Ian | [Mmm |
| 7 | Isa | Football, basketball, oh |
| 8 | Ian | baseball, basketball, I don't know, make any activity in the street maybe. |
| 9 | Isa | Yes. Carlos. One, just one, a good friend |
| 10 | Lalo | I don't have a good friend |
| 11 | Nelly | No? No? [|
| 12 | Lalo | [No, ((laughs)) |
| 13 | Nelly | [My God! your dog? (unclear) |
| 14 | Lalo | I don't have good friends, only, only have friends. |
| 15 | Isa | Three, one, two, three oh, I am lucky ((laughs)), your taste in clothes, what is taste in clothes? |
| 16 | Nelly | Ah, ¿qué tipo de ropa te gusta? |
| 17 | Isa | I like the, I like more the la ropa suelta |
| 18 | Nelly | °°Ah, no sé cómo se llama°° |
| 19 | Isa | ¿no? |
| 20 | Nelly | Es como, ¿cómo? how can we, how can we say this kind of clothes, like sweaters, suelta o floja? |
| 21 | Tutor | Loose |

| | | |
|----|-------|--|
| 22 | Nelly | Loose? Ok |
| 23 | Isa | But today, I don't have clean clothes ((laughs)) and I have to use ((laughs)) |
| 24 | Nelly | It's only (unclear) three. Free [question |
| 25 | Lalo | [Free question |
| 26 | Isa | Mmm, tell me, tell tell us something about you |
| 27 | Nelly | (Unclear) |
| 28 | Isa | Oh, my God, (unclear) situation |
| 29 | Lalo | (unclear) |
| 30 | Nelly | yes, for sure, I have to ((laughs)) |
| 31 | Isa | Ok, I see you there. One, ah, ya , free question, who asks? |
| 32 | Lalo | Where are you from? [to Ian] |
| 33 | Ian | I'm from, ah, really? I don't I was born in US in Orange Country, California but, eh, I am from Mexico City |
| 34 | Nelly | When you came to Mexico? |
| 35 | Ian | When I, when I had, when I was a seven months maybe, very, very young, |
| 36 | Lalo | but, you're Mexican |
| 37 | Nelly | Yes, more or less |
| 38 | Ian | Two, both, both. I have papers, papers ((mispronounced)) of US, papers, papers, sorry ((sighs)) |
| 39 | Lalo | Three |
| 40 | Isa | Three, you are here? [, |
| 41 | Lalo | [yes |
| 42 | Isa | free question |
| 43 | Nelly | Amm, have you practiced with your guitar lately? |
| 44 | Lalo | Yes, but mmm, not everyday. I work and I study. I don't have some time. |
| 45 | Nelly | ah, because (unclear) |
| 46 | Lalo | I like to play guitar |
| 47 | Isa | I am like "oh, my God", yeah. It doesn't matter. Ah, uno. Something, something you are good at. I am good at mmm administration. I like to administrar ((laughs)). I like to order all the things and I am like psychopath [mispronounced] in the cleanest and the... [|
| 48 | Nelly | [everything has to be correct . Yeah, yeah, I am like that. A (unclear) person ((laughs)) |
| 49 | Nelly | One, is what? |
| 50 | Isa | A book you have read |
| 51 | Nelly | One of the books I read was mmm I don't know the name in English " Los Hornos de Hitler ". Mmm, have you read? |
| 52 | Isa | No |
| 53 | Nelly | It's about the Second War and a Camp of Jews and it's the history of a person who lives there and how he tries to survive this place. I like all the books about war. |
| 54 | Isa | Yeah? I don't like. It's so, I don't know how to say but " crudo ", no, I [don't like |
| 55 | Nelly | [Yes, it's like a sad story |
| 56 | Isa | Yeah? |
| 57 | Nelly | Yeah. Ok, your turn [to Ian]was yours, no? |
| 58 | Isa | no, something you are good at |
| 59 | Ian | mmm, speak English ((laughs)), no, I don't speak |
| 60 | Lalo | no? |
| 61 | Ian | very well, no, no, maybe I am good for a [|

| | | |
|-----|-------|--|
| 62 | Lalo | [play videogames? |
| 63 | Ian | No, really? I don't [|
| 64 | Lalo | [drink ((laughs)) |
| 65 | Ian | I don't drink [|
| 66 | Lalo | [No? |
| 67 | Isa | He don't drink, he don't smoke, he don't are a crazy boy. |
| 68 | Lalo | Congratulations ((laughs)) |
| 69 | Ian | Maybe for feeling or make feel happy to the other people, maybe, I don't know, or what more? I don't know, make a some questions, cuestiones, no sé como se diga, forms, fórmulas, no, no sé. |
| 70 | Nelly | With the computer, or excel |
| 71 | Ian | In excel in, in ¿cómo se llama? In macros but it's in access, in access, |
| 72 | Nelly | Ok, access |
| 73 | Ian | I am good for that |
| 74 | Isa | Mmm, I don't know (unclear) ((laughs)). Three, where are you? something you are good at |
| 75 | Lalo | Mmm, math |
| 76 | Isa | Yeah? you are good with math? |
| 77 | Lalo | But I don't like it. [|
| 78 | Isa | [oh, my God! ((laughs)) |
| 79 | Lalo | [I don't know, I don't know why but... |
| 80 | Nelly | Just God give me the gift, but I don't like ((laughs)) |
| 81 | Nelly | Ah no, it's your turn, sorry |
| 82 | Isa | Ah, ya, oh, we are, we [have |
| 83 | Nelly | [The same color, almost |
| 84 | Isa | Three, one, two, three. What did you did last Sunday? Oh, my God, I don't remember. Mmm, I stayed in my house with my boyfriend, and see, and saw movies and, and I, ay, that's all. |
| 85 | Nelly | Ok ((laughs)) |
| 86 | Isa | Yeah, I don't remember |
| 87 | Nelly | Three [|
| 88 | Isa | [where are you? one, two, three. |
| 89 | Isa | Your favourite kind of music |
| 90 | Nelly | Omm, I'm a weird girl, so I like like the indie, underground, like (unclear) nobody knows.((laughs)) And also like the electronic music, I like to go to the raves and (unclear) |
| 91 | Isa | Oh, that's nice. Your turn. One ((laughs)). Your favourite kind of music |
| 92 | Ian | Mmm, maybe is the raggaeton, salsa, cumbia, electronic music, and mmm, it's all, maybe. I hate the banda music, I hate |
| 93 | Lalo | You play the guitar or drums or [bands? |
| 94 | Ian | [what? You play the guitar [or? |
| 95 | Lalo | [No, any |
| 96 | Nelly | You just dance |
| 97 | Ian | Only dance |
| 98 | Isa | One. Your favourite kind of music |
| 99 | Lalo | Rock and trova ((laughs)) and cumbia and all the music |
| 100 | Isa | Me too. One. Your room. Mmm, my room is a [|
| 101 | Ian | [disaster, |
| 102 | Isa | no, my room is a, I have a oh, my God, what can I say about my room? Ah, I don't |

| | | |
|-----|-------|---|
| | | know. |
| 103 | Lalo | I don't know, it's small, |
| 104 | Ian | it's small, big, |
| 105 | Nelly | beds |
| 106 | Isa | I have a big bed ah, my room is big |
| 107 | Ian | Many garbage in the floor |
| 108 | Isa | No, I am like so clean and I |
| 109 | Ian | Yeah, yeah. |
| 110 | Isa | Yeah, I have my room very, very well, mmm, my room was, the colour of my room is yellow and white and what else? I have a closet, a closet that is white, and have many clothes there ((laughs)) and that's all. I, I think. |
| 111 | Isa | Mm, your turn [to Nelly] one, two, three. Free |
| 112 | Nelly | Ok. What does that mean? |
| 113 | Ian | You say something about you, free |
| 114 | Nelly | Yeah? mmm, what can I say? |
| 115 | Isa | Where? |
| 116 | Ian | Your dislikes, your likes, maybe |
| 117 | Nelly | Ok, ah, I like to take photograph. And also I have class here on Saturday and I have to go in the week to the school, and well, I have just I am like a elementary, basic about photography but I like, also, what else? Mmm, I like to watch the movie, I like the romantic or also about drama, and now |
| 118 | Lalo | Do you like to read? |
| 119 | Nelly | Yes, but I don't have any, a lot of time to do it because I have to work in the morning and then, I have to go to the school, |
| 120 | Lalo | on the bus |
| 121 | Nelly | on the what? |
| 122 | Lalo | on the bus |
| 123 | Nelly | No, because I go out of my work at two, and then I have class at three pm, so it's, sometimes [|
| 124 | Lalo | [a lot |
| 125 | Nelly | it's... aha, you don't have time, but... |
| 126 | Lalo | Yeah |
| 127 | Nelly | Maybe, you can recommend me, say me about a book, a good book that I can read. |
| 128 | Ian | I won a work of photography in here, in the school and the gift is, bueno , the award they have, gave, they give me is a new camera. |
| 129 | Nelly | Yeah? |
| 130 | Ian | Yes, here, because in the first semesters, I take a, a course of photography |
| 131 | Nelly | Oh, that's good, congratulations ((laughs)) |
| 132 | Ian | Free, I don't know, mmm, my life is only study and work because I study in the morning, I work, I work in the afternoon, in the night I go to the park and run some, around the park, and the Sunday, bueno , on the weekend, I go to the school, English school, not here, in the UTEQ and the Sundays I come here. |
| 133 | Nelly | ok, what kind of work do you have? |
| 134 | Ian | (unclear) |
| 135 | Lalo | Three |
| 136 | Isa | °°your room°° |
| 137 | Lalo | My room is very small and it's mine. I want to paint and draw a, a tree. I don't know why but it's, it's some that I want. I have my (unclear) but I don't use that, I |

| | | |
|-----|-------|--|
| | | have my guitar, and it's all, it's all. |
| 138 | Isa | You live with parents? <i>[to Lalo]</i> |
| 139 | Lalo | Yeah, |
| 140 | Isa | And you? <i>[to Nelly]</i> |
| 141 | Nelly | Yeah |
| 142 | Lalo | Me, yes |
| 143 | Isa | Three, one, two, three. Something you lost, mmm, I lost one earring |
| 144 | Nelly | yes? |
| 145 | Isa | and that's all, ya, I lost one earring and now I put one of of [|
| 146 | Nelly | [different, |
| 147 | Isa | yeah, it looks, it looks nice |
| 148 | Nelly | The same one, es igual, what you[|
| 149 | Isa | [what did you |
| 150 | Nelly | did you do last night. Ah, I went to parque, Bicentenario Park [|
| 151 | Isa | [ah, me too |
| 152 | Nelly | to the festival, it was good, yeah, because I drink a lot of beer |
| 153 | Isa | Ah, yeah, the, the polac beer was very delicious |
| 154 | Nelly | Yes, the Belgium beer was (unclear), was delicious too. Also, I eat (unclear) and what else? I eat a lot of there, but was good. |
| 155 | Isa | Yeah |
| 156 | Nelly | I took a lot of pictures, and everything was good |
| 157 | Isa | Oh, yeah, I drink very much and I, I went too, to the park and I, some, a guy mmm, sell me a cigar, cigarette. Of Cuba and smoke and taste delicious, delicious, I'm like "oh my God, I don't want to finish, no" ((laughs)) and the polac beer, I like, I love. What did you did? <i>[to Ian]</i> Oh, I forgot that I went there. |
| 158 | Ian | What I? mmm, maybe made homework ((laughs)), come here, ah, after make some homework with my girlfriend in my house, it's about, yes, made homework, nothing interesting. |
| 159 | Isa | One, how you get to school /work, ¿cómo llegas a la escuela o al trabajo? |
| 160 | Lalo | ah, in bus, on bus |
| 161 | Isa | Free question, mmm, what can I say? mmm |
| 162 | Nelly | Why your name is, is from other country? It's from India or something like that? |
| 163 | Isa | Yeah, it's from India. My father eh, learned a lot of Indian's religion and love it and teach us all the philosophy of the Indians and and he loved the names and the Gods and all the things and that's why he, he puts mmm, that name to me. |
| 164 | Nelly | And your, you have sisters? |
| 165 | Isa | Yeah, eh, one of my sisters, her name is Sarasbatish and my, my brother, eh, his name is Ayurna. And one of my other sister, her name is Duher. |
| 166 | Nelly | Everybody have, do you want to go to India? |
| 167 | Isa | Yeah, it's my dream ((laughs)). I want to go to India |
| 168 | Nelly | I have a friend from India here, maybe your dad (unclear), I can present to you, to him. |
| 169 | Isa | Yeah, yeah, yeah, that's, that sounds nice ((laughs)). Your turn [|
| 170 | Nelly | [Ok |
| 171 | Isa | You look like India [|
| 172 | Nelly | [Oh, yes ((laughs)) |
| 173 | Isa | because your hair, your skin, |
| 174 | Nelly | yes, I was living in the sea for six months and people ask me "you're from India?" "no, no, no, I'm from Mexico" ((laughs)) |

| | | |
|-----|-------|---|
| 175 | Isa | yeah, you look like Indian |
| 176 | Nelly | one, two three |
| 177 | Isa | again, you roll again |
| 178 | Nelly | I like to play sometimes Halo. But I don't have time, but I used to play in, how can I say? Bachelor, en la preparatoria ? [|
| 179 | Isa | [In high school? |
| 180 | Nelly | High, school. I came in high school with my friends, I had a lot of friends but they was, they are guys, so I go to the house of my friends and start to play all day. |
| 181 | Isa | I don't like video games, I am so [°° " torpe "°° |
| 182 | Nelly | [yeah! I'm bad. I don't like video games, sometimes like "oh, yeah, [I'm here" |
| 183 | Isa | [Yeah, I'm good with the control |
| 184 | Nelly | Yeah, I'm good with the control, something I watch in the screen of the, of the part, de la parte de arriba , [at the bottom, at the top, |
| 185 | Isa | [Yeah, at the top |
| 186 | Nelly | but I'm the player of the other and "I am super good" "you're not that player" |
| 187 | All | ((laughs)) |
| 188 | Nelly | Yes, that happens to me |
| 189 | Isa | That's funny eh? ((laughs)) |
| 190 | Nelly | Yeah, I'm sorry. |
| 191 | Isa | Three, aquí ¿no? again you like to play, you play, you like to play. |
| 192 | Ian | Ah, I like to play basketball and like to play all the games from blog star games, it's about the games one, two, three, four, five, san Andrés, in Bay City, a lot, mmm, because in this place, you kill kill the people, steal the money, steal the cars, and what more? ah, I don't know, more things bad, talking in the whores ((laughs)), but it's a good game. |
| 193 | Isa | Yeah, it's nice that you do that, did, do that in the games and not in the real life |
| 194 | Ian | Yes, ((laughs)) |
| 195 | Lalo | Mmm, I like to play soccer, I, I'm not a very, very good, [|
| 196 | Isa | [very good player? |
| 197 | Lalo | very good player, but it's, it's fun |
| 198 | Nelly | Yeah, you relax |
| 199 | Isa | Yeah, |
| 200 | Lalo | And when you scream goooool, |
| 201 | Isa | Ah, bueno , where I am? |
| 202 | Nelly | Here |
| 203 | Isa | Yeah? A TV programme you like, mmm I don't, I don't watch a lot of TV, but I like the Animal Planet, and I already saw a, a programme that is about the osos perezosos and I love, love them the his, his little face and her (unclear) [|
| 204 | Nelly | [I don't know the name |
| 205 | Isa | I love, I love and that's all, ya. I don't watch a lot of movie, a lot of TV now |
| 206 | Nelly | Ah, sorry, three. One, two, three. TV programme |
| 207 | Nelly | I like to watch ahh, "Travel and Living", it's about somebody who visit a country, or sometimes I watch the like the programmes who teach you how to cook. I never cook, I just like to watch "Oh, I'm starving". |
| 208 | Isa | ((laughs)) Yeah, all the things that, that he cook, I am like "oh, my God, I want to eat" |
| 209 | Ian | ¿"starving" is estar hambriento ? |

| | | |
|-----|-------|---|
| 210 | Nelly | aha, and sometimes, ah, If I have time, I try to cook because I like to cook, just like the, but I don't like to cook the desserts, no, it's like you have to be patient. I prefer the other. |
| 211 | Isa | I prefer the desserts |
| 212 | Nelly | Yeah? |
| 213 | Isa | Yeah |
| 214 | Nelly | No, I not. ((laughs)) Your turn, Luis. Three. A TV programme you like. |
| 215 | Ian | Well, I don't see a lot TV, I don't watch a lot TV, but ahh, after to run in the park, I turn on the sports, but NETFLIX and watch hasta que el dinero nos separe , ((laughs)) also, I see this programme, maybe, but in NETFLIX |
| 216 | Isa | Ok, that's ah eso cuenta , that's count, |
| 217 | Nelly | It's a TV programme |
| 218 | Isa | One, something you are [|
| 219 | Lalo | [You lost |
| 220 | Isa | You lost, for example |
| 221 | Lalo | My earphones, others, and I have to but these but I miss the other earphones because it was the [|
| 222 | Isa | [Originals? oh! |
| 223 | Lalo | Yes |
| 224 | Isa | I, I don't use earphones because eh, recently, eh, these eh, hurt my hear, yeah. I am like "oh, my God, it hurts" |
| 225 | Lalo | But I ¿cómo se dice desconectar? |
| 226 | Isa | I... [|
| 227 | Ian | [Turn up [|
| 228 | Lalo | [°°I Turn up°° |
| 229 | Isa | But the, the, the doctors told me that it's it's VERY bad use that because the, the ear is not prepared to, to have a thing inside. We, we are diseñados, designed to hear [|
| 230 | Nelly | [like far away |
| 231 | Isa | yeah |
| 232 | Nelly | I have the same problem, I use the headphones and also I have the music not very high |
| 233 | Isa | yeah, yeah, me too, I have a big [|
| 234 | Nelly | [the big ones |
| 235 | Isa | and I turn up the... ((laughs)) |
| 236 | Nelly | But I have a problem, when I go out with my friends to a bar or a disco or something like that, it's like "what are you saying? I can't hear you" ah, I hate that but (unclear). |
| 237 | Isa | Yeah, it's the same |
| 238 | Nelly | Ok, it's your turn |
| 239 | Isa | It's my turn? |
| 240 | Nelly | Yeah. One, what are your plans for next week? |
| 241 | Isa | Mmm, I have to, I am going to come here to the University, |
| 242 | Ian | ((laughs)) to TECAAL |
| 243 | isa | Yeah, to TECAAL and in the weekend, maybe I'm going to go to I don't know, to Tequis or Bernal, I don't know, I want to go to another place, I'm like scream in the... |
| 244 | Lalo | San Miguel de Allende |
| 245 | Isa | Yeah, I, I want to ¿despejarme? Because if I don't do it I, I am going to convert a |

| | | |
|-----|-------|---|
| | | monster |
| 246 | Nelly | You get crazy |
| 247 | Isa | Yeah |
| 248 | Nelly | I want the same. The same, what are you going to do the next week? Ahh, also the same, I come to TECAAL and I have a party on Saturday, I think so, a friend of Italy return his country |
| 249 | Ian | Where? ((laughs)) |
| 250 | Nelly | Maybe in Candiles, [|
| 251 | Ian | [can we go? ((laughs)) |
| 252 | Nelly | yeah, I can invite you, yes. It's a friend in Italy and he goes to his country now, it's a how do you say ¿despedida? |
| 253 | Isa | A good bye party ((laughs)) Yeah. |
| 254 | Nelly | Oh, that's all guys. |
| 255 | Lalo | I don't know, maybe ah [|
| 256 | Isa | [go to a party ((laughs)) |
| 257 | Lalo | go to the party |
| 258 | Nelly | yes! ((laughs)) |
| 259 | Lalo | Maybe, go with my friends in, I will go with my friends in Sauces and talk of many things, and Saturdays, I start in the Friday, I'm going to to the Saturdays and after, go to school, have a date with my girlfriend, and after, go to the Sauces, again. |
| 260 | Nelly | What is the Sauces? |
| 261 | Ian | Sauces is a colonia, no sé cómo se diga |
| 262 | Nelly | I don't know, we understand. |
| 263 | Isa | Yeah, I don't know but continue ((laughs)) |
| 264 | Lalo | It's like Universidad, I don't know. |
| 265 | Nelly | Ah, ya. |

Task 3c.2

| Line | Name | Content |
|------|-------|--|
| 1 | Ian | Er, your hobbies? |
| 2 | Isa | Ah, play basketball? And, eh ver películas ¿cómo se dice? |
| 3 | Nelly | see movies, watch movies? |
| 4 | Isa | watch movies |
| 5 | Ian | My favour- my hobbies is eh, play sports, ah armar legos? |
| 6 | Nelly | Build [|
| 7 | Ian | [eh? |
| 8 | Nelly | build |
| 9 | Ian | Build legos, collect, este , hotwheel cars |
| 10 | Nelly | My hobby is cook |
| 11 | Ian | Cook? |
| 12 | Isa | You cook? (.3) I don't cook, no sé . My hobby is read,[|
| 13 | Ian | [read? |
| 14 | Isa | cry, sing |
| 15 | Nelly | my favourite food is spaghetti |
| 16 | Ian | spaghetti? bolognesa? |
| 17 | Nelly | Lasagna |
| 18 | Ian | ¿Verde? |
| 19 | Nelly | Si, es buenisima |

| | | |
|----|-------|--|
| 20 | Isa | °°Un día nos cocinas°° |
| 21 | Nelly | My favourite este food is spaghetti |
| 22 | Ian | Spaghetti? my favourite food is hamburguer, pizza |
| 23 | Lalo | My favourite is enchiladas verdes con pollo con queso no [|
| 24 | Ian | [ni con jamón |
| 25 | Nelly | I don't like sport[, |
| 26 | Ian | [no? |
| 27 | Nelly | tengo deporte en la noche |
| 28 | Isa | My favourite sport is basket |
| 29 | Ian | My favourite sport is football, ¿carreras, cómo se dice? |
| 30 | Lalo | I don't like sports |
| 31 | Nelly | yeee! ((enthusiastically)). No practico deportes pero I learn Japanese, estoy aprendiendo Japonés. You pets? |
| 32 | Ian | Yes Two dog, °°se llaman°° eh, Barbie and pony |
| 33 | Isa | I have mmm one dog, |
| 34 | Nelly | Your name? |
| 35 | Isa | Dolly |
| 36 | Lalo | I have two dogs, Scooby y Ronni |
| 37 | Nelly | I new pet, dog |
| 38 | Ian | What's your name? |
| 39 | Nelly | Coga, |
| 40 | Ian | Coga? |
| 41 | Nelly | Coga |
| 42 | Nelly | Some kanjis the hikari luz y de colmillo entonces es colmillo de luz entonces las juntas y es coga |
| 43 | Ian | ah, ya |
| 44 | Lalo | me gustó el nombre |
| 45 | Ian | And your job, school, subject, teacher? [|
| 46 | Nelly | [mmm? |
| 47 | Ian | o sea, si trabajas |
| 48 | Nelly | I study (unclear) |
| 49 | Ian | International (unclear)? |
| 50 | Lalo | I study (unclear) |
| 51 | Ian | (unclear) ((laughs)) |
| 52 | Nelly | Otra coincidencia |
| 53 | Lalo | Otra coincidencia |
| 54 | Nelly | Your favourite place in the world |
| 55 | Ian | Mmm, [no tengo |
| 56 | Isa | [¿Qué? your qué? |
| 57 | Nelly | Your favourite place in the world. |
| 58 | Isa | Mmm, ¿qué era? |
| 59 | Nelly | Tu lugar favorito [en el mundo |
| 60 | Ian | [aha, tu lugar favorito |
| 61 | Isa | Ah, Italy? |
| 62 | Lalo | °°Italy°° |
| 63 | Nelly | Mmm no lo sé ¿Grecia? |
| 64 | Lalo | Roma |
| 65 | Ian | And your friends? Shofie and Dany, no? |
| 66 | Lalo | no, ((laughs)) ¿qué? |

| | | |
|-----|-------|--|
| 67 | Ian | Tus amigos |
| 68 | Lalo | Ah, my friends |
| 69 | Ian | Yes your friends, por eso dije , Shofie and Dany |
| 70 | Lalo | Pensé que el lugar favorito de Dany y Sophie |
| 71 | Ian | No, your friends, Dany and Sophie |
| 72 | Isa | My friends Dany and Sophie |
| 73 | Nelly | My friends (unclear) |
| 74 | Ian | ¿De aquí de la escuela o...? [|
| 75 | Nelly | [tus mejores amigos, your best friends |
| 76 | Ian | los de la preparatoria |
| 77 | Isa | My friends... ¿nombres? |
| 78 | Ian | (unclear) escuela o si lo conoces desde la cuna |
| 79 | Lalo | En el cunero ((laughs)) |
| 80 | | (unclear) |
| 81 | Isa | No, yo desde la secundaria it's Indira y ahora es... ¿eh? |
| 82 | Ian | ¿Cómo? |
| 83 | Isa | Indira |
| 84 | Ian | ¿De la India? |
| 85 | Isa | no, Indira ((laughs)) |
| 86 | Nelly | I like your name, ¿qué significa? |
| 87 | Ian | ¿sí? Es una flor |
| 88 | Nelly | Está bonito |
| 89 | Ian | Me llamo Rene Juan Narciso |
| 90 | Isa | ¿cómo? |
| 91 | Ian | René Juan Narciso, pero me dicen más Narciso |
| 92 | Lalo | Juanito, ¿nunca te han dicho? |
| 93 | Ian | Mi mamá [|
| 94 | Lalo | [Ah, ¿tú mamá te dice Narciso? |
| 95 | Ian | y mi abuelita |
| 96 | Ian | Casi nadie me dice Rene |
| 97 | Lalo | No? Narciso |
| 98 | Nelly | Hi, Rene. |
| 99 | | (unclear) |
| 100 | Nelly | Your favourite moment in the day |
| 101 | Ian | Mmmm when I sleep |
| 102 | Nelly | When I wake up my dog |
| 103 | Ian | Cuando llegas a tu casa y (unclear) |
| 104 | Nelly | Y está dormidito, bien bonito |
| 105 | Isa | ¿Dormir? |
| 106 | Lalo | Sleep. Yo cuando como |
| 107 | Ian | Comer y dormir. comer dormer. Dormir, comer, [|
| 108 | Lalo | [como los bebés |
| 109 | Ian | despertar para comer. Your plans in the future or your dreams? |
| 110 | Lalo | ¿cómo puedo decirlo?, ¿para decir que no lo pienso, como decirlo en inglés? |
| 111 | Nelly | I live in Japan,[|
| 112 | Ian | [¿qué? |
| 113 | Nelly | live in Japan Japón |
| 114 | Ian | ah, ya, vivir en Japón? |
| 115 | Lalo | ¿ te gusta más que México? |

| | | |
|-----|-------|---|
| 116 | Ian | Allá no hay tacos, no hay tortilla, no hay salsa |
| 117 | Lalo | °°Como México no hay dos°° |
| 118 | Nelly | pero hay sushi |
| 119 | Ian | Pero no te llenas con el sushi |
| 120 | Isa | Yo sí ((laughs)) |
| 121 | Ian | In English [|
| 122 | Isa | [°°ah, sorry°°. |
| 123 | Nelly | You? |
| 124 | Ian | Travel in the world |
| 125 | Ian | (unclear) De tener un novio luchador de esos no? |
| 126 | All | ((laughs)) |
| 127 | Ian | Your best, your best party? |
| 128 | Nelly | I don't like party |
| 129 | Ian | No? |
| 130 | Nelly | No, sorry |
| 131 | Ian | Ni cuando tenías tres años o cuatro? [|
| 132 | Nelly | [soy más tranquila |
| 133 | Ian | yeah? ¿Cómo se dice disfrazar? |
| 134 | Lalo | ¿Te disfrazaron? |
| 135 | | (unclear) |
| 136 | Nelly | Your happiest moment? |
| 137 | Lalo | Quince años ¿no tuvieron? |
| 138 | Ian | ¿No? ¿quince años, no? |
| 139 | Nelly | No. My family is very... yo creo que por eso no me gusta. |
| 140 | | (unclear) <i>[They are looking at the pictures of their pets on the mobile phone to share].</i> |
| 141 | Lalo | ¿no los tienes sujetados? |
| 142 | Ian | Sí, por eso lo tengo aquí, |
| 143 | Isa | Oh, qué padre! |
| 144 | Ian | ¿Tú si la habías visto? |
| 145 | Lalo | En tus tres años, ¿verdad? |
| 146 | Nelly | Is your happy moment in your life? |
| 147 | Ian | No me acuerdo mucho de ese día |
| 148 | Nelly | Your first love? |
| 149 | Ian | My mum |
| 150 | Nelly | Awww |
| 151 | Isa | ¿Qué es first? |
| 152 | Nelly | Es tu primer amor [|
| 153 | Ian | [tu primer beso, no? |
| 154 | Nelly | Secret, sorry |
| 155 | Isa | No, |
| 156 | Nelly | I believe fourteen |
| 157 | Ian | Fourteen? |
| 158 | Lalo | Aun no me llega el amor ((laughs)) |
| 159 | Isa | fourteen |
| 160 | Ian | fourteen? |
| 161 | Lalo | Ya perdí la cuenta |
| 162 | Nelly | Your first kiss? ((Laughs)) |
| 163 | Ian | Mi mamá, mi mamá no cuenta. Bueno, si cuenta, entonces... |

| | | |
|-----|-------|---|
| 164 | Nelly | You have mamitis |
| 165 | | (unclear) |
| 166 | Ian | Your scares? |
| 167 | Nelly | Movies |
| 168 | Lalo | ¿Payasos como se dice? ¿Payasos como se dice? |
| 169 | Nelly | ¿cómo? |
| 170 | Ian | payasos |
| 171 | Nelly | Esperate, se me fue |
| 172 | Lalo | How do you say payaso? |
| 173 | Ian | Clouds, no? Hubo un tiempo en que todos. Do you watch the film clown esa? [|
| 174 | Nelly | [sí |
| 175 | Ian | ¿No la han visto? Bueno, Yo tampoco |
| 176 | Nelly | No? I watch movie hace como 2 años pero me dio miedo |
| 177 | Ian | Chukie ¿la has visto? |
| 178 | Nelly | yes |
| 179 | Ian | pero ¿las de Freddy crugger? ¿no? |
| 180 | Nelly | yes |
| 181 | Ian | ¿Las de Jackson? |
| 182 | Nelly | no |
| 183 | Ian | no? eh, your talent? |
| 184 | Lalo | ¿para decir que soy serio? ((laughs)) |
| 185 | Nelly | Talent, talent? just, no me gustan las fiestas |
| 186 | Isa | My talent dance, dance, dance [|
| 187 | Ian | [dance? |
| 188 | Isa | aha, and soy muy desesperada |
| 189 | Ian | My talent is sport flow distraído, ¿como se dice? |
| 190 | Isa | Distraction |
| 191 | Nelly | My favourite clothes is dress. I love dress |
| 192 | Isa | ¿Qué es clothes? |
| 193 | Ian | Jeans shorts, shoes |
| 194 | Nelly | My room is big. [|
| 195 | Ian | [metros cuadrados, ¿cuántos? |
| 196 | Nelly | I have the bed, litera, se las voy a enseñar, me encanta, I love my bed. |
| 197 | Lalo | Nada mas tengo la cama y el escritorio. The bed and escritorio |
| 198 | Ian | ¿Como se dice escritorio? table |
| 199 | Isa | Una mesa. |
| 200 | Lalo | Te duermes con uno de tus hermanos, ah, ¿no? Cuando una visita llegue. |
| 201 | Ian | ¿Librero, cómo se dice? Yo antes me dormía arriba y ahora ya... a mí me gustó más arriba |
| 202 | Lalo | ¿no sientes como que se va a caer? |
| 203 | Nelly | Ah ya lo vi, está muy chiquito, no? |
| 204 | Isa | My love is French |

Task 3d.1

| Line | Name | Content |
|------|--------|--|
| 1 | Trisia | My best friend is Viri, este , she live in Queretaro. She, she has twenty two years old and I, I... |
| 2 | Gia | Is she a student here too? |

| | | |
|----|--------|---|
| 3 | Trisia | No, she work in the, ¿cómo se llama? in service telephone |
| 4 | Teo | In the telephone service |
| 5 | Gia | Mexican telephone |
| 6 | Trisia | what? |
| 7 | Gia | In TELMEX? |
| 8 | Trisia | No, in [|
| 9 | Teo | [°service [call° |
| 10 | Gia | [center |
| 11 | Trisia | a call centre |
| 12 | Teo | It's your turn |
| 13 | Gia | It's my turn ((laughs)) |
| 14 | Teo | Three |
| 15 | Gia | Three? Mmm ((laughs)) And you return to the begin [or? |
| 16 | Teo | [No ((laughs)) |
| 17 | Gia | OK, something I like to do, mmm, I like to spend time with my family, with my husband and my son, because I'm mum |
| 18 | Trisia | Are you married? |
| 19 | Gia | yes |
| 20 | Teo | Three, right? Ah, the same, something that I like doing. Well, ahh, my favourite hobby (unclear) is work as a volunteer |
| 21 | Gia | Volunteer? |
| 22 | Teo | Yeah |
| 23 | Gia | Volunteer what? |
| 24 | Teo | Work as a volunteer, o sea , ah, well, eh, currently, I work in Greenpeace as a volunteer [|
| 25 | Gia | [ah,ok |
| 26 | Teo | in the formation and social network area,[|
| 27 | Trisia | [the action. |
| 28 | Teo | °°exactly° and when I go to Mexico City, I work in another, in other programmes, green programmes. That's it, that's all. Your turn. |
| 29 | Alex | Ok °°my turn°°.mmm, again |
| 30 | Gia | Three |
| 31 | Alex | Three, your taste in clothes, what is taste? |
| 32 | Gia | Your taste in clothes? I don't know. What is the meaning of your taste in clothes, teacher? |
| 33 | Trisia | What kind of clothes you like |
| 34 | Teo | Oh, yeah. |
| 35 | Gia | Taste's like, sounds like [food ((laughs)) |
| 36 | Trisia | [Your likes and also dislikes |
| 37 | Alex | °° ¿cuál es tu gusto? Sí, ¿verdad? °° |
| 38 | Teo | ¿cuál es tu gusto? |
| 39 | Alex | Ah, I like mmm, in clothes a... [|
| 40 | Gia | [a color, you have, do you have a, yes, fabric color? Blue? yes |
| 41 | Alex | Navy blue, light blue, |
| 42 | Gia | All kind of blue? |
| 43 | Alex | mmm, but ah can be all colors but more blue. |
| 44 | Teo | Ok, very nice. Your turn. |

| | | |
|----|--------------|--|
| 45 | Gia | ((laughs)) |
| 46 | Alex | One, your pet |
| 47 | Trisia | My pet is a dog, a little dog, mmm, her name is Nala. She, bueno , it, it has a one year old [|
| 48 | Teo | [It is |
| 49 | Trisia | It is sorry, a one year old, and it is a white |
| 50 | Gia | What kind of pet it is? |
| 51 | Trisia | It's a... |
| 52 | Gia | ¿Raza? How do you say? Breed |
| 53 | Trisia | Mmm, the breed is French Poodle |
| 54 | Gia | Oh, that, that pets are really noisy ((laughs)). My turn, oh, sorry. Three again. |
| 55 | Gia | Mmm, the same, eh my favourite colours in the clothes are mmm, blue too, black and red and the kind of clothes that I love to wear is casual but for my job, I have to, to, to, to, to, to dress eh formal |
| 56 | Alex | Oh |
| 57 | Trisia | Yeah |
| 58 | Gia | °°Your turn°° |
| 59 | Teo | Three again, oh, the same. I like a lot ehh, I prefer wear in black, use some shoes or some t-shirt in a different colour. That's all. |
| 60 | Gia | °°Yes°° |
| 61 | Trisia | ((laughs)) three |
| 62 | Gia | eeeh!, one, two, three |
| 63 | Trisia | a book you have read mmm, |
| 64 | Gia | Do you like to read books? |
| 65 | Trisia | Yeah. I, I was read a [|
| 66 | Gia | [reading |
| 67 | Trisia | Reading, mm, the book is " Los ojos de la princesa ", no sé cómo se dice . |
| 68 | Teo | ["The princess' eyes" |
| 69 | Gia | ["The princess' eyes" |
| 70 | Trisia | "The princess' eyes" is a novel of, de Carlos Cuauhtemoc, is a [|
| 71 | Gia | [about what? |
| 72 | Trisia | mmm, It's a little romantic |
| 73 | Gia | Mmm, mmm ((laughs)) |
| 74 | Alex | Yes, she's a romantic |
| 75 | Gia | yes? |
| 76 | Teo | ok. |
| 77 | Trisia | Your taste in clothes, mmm, I, I wear a jeans or I like the dress or in the, in the Spring |
| 78 | Gia | Yes, but with this air, it is not the best |
| 79 | Teo | ((laughs)) |
| 80 | Gia | Yeah, like Marilyn Monroe. |
| 81 | Trisia | And the Summer ah, ¿cómo se dice depende? |
| 82 | Teo / Gia | It depends of... |
| 83 | Trisia | It depends of, of the [weather, yeah |
| 84 | Gia | [weather? |
| 85 | Gia | It's good. OK. Three, uuu! |
| 86 | Alex | No, the next one, |
| 87 | Gia | [yeah! |

| | | |
|-----|--------|--|
| 88 | Alex | [yes? |
| 89 | Gia | Yes? What did you did last Sunday?, mmm, let me remember. I, I wake late because my son was awake all night ((laughs)) and then, I, I did all night ((laughs)), I, I don't know, I don't know. I spent time with my family, I did some compras es shopping? I did some shopping, mmm, I do the things of my home, eh, labores o limpieza . |
| 90 | Teo | House, housecores, house |
| 91 | Trisia | Chores |
| 92 | Teo | House chores |
| 93 | Gia | And that's all. |
| 94 | Teo | Tail, three. mmm, it's the same, yeah. What I did yesterday? Well, eh, I went to a meeting with the local team of Green Peace for eh, " planear " how do you say? |
| 95 | Gia | plane? |
| 96 | Teo | for plan the next activity for April, eh, that's all. |
| 97 | Gia | What kind of activity will it, [will it be? |
| 98 | Teo | [It will be about eh, clean energy? |
| 99 | Gia | Ah, ya , alternative energy or? |
| 100 | Teo | Clean energy. Well, it's not alternative, really but yeah, like eh solar and eolica , |
| 101 | Gia | Eolic |
| 102 | Teo | eolic energy, yes |
| 103 | Gia | oh, all that sounds good |
| 104 | Alex | five, only one. ((Laughs)) |
| 105 | Gia | you are not a [cheater ((laughs)) |
| 106 | Teo | [ah, again, you like playing |
| 107 | Alex | ((sighs)) anything |
| 108 | Gia | yes? So there...[|
| 109 | Teo | [nothing? Anyone? |
| 110 | Alex | Mmm, anyone, no |
| 111 | Teo | Video games, physical games? |
| 112 | Alex | I don't like the, the games |
| 113 | Gia | board games? |
| 114 | All | ((laughs)) |
| 115 | Alex | Maybe, like this [|
| 116 | Gia | [It's fun |
| 117 | Alex | Or snakes [|
| 118 | Teo | [ok, well. |
| 119 | Alex | but games in the TV, wii or... |
| 120 | Teo | You don't like? |
| 121 | Gia | You don't spend on that. That's good, I want to my phone. I want to be like you |
| 122 | All | ((laughs)) |
| 123 | Gia | my room, uu, my room, wait, I have to speak about my room ((laughs)). My room is eh, is a big room, it has mmm, a big mmm bathroom and I share with my husband, and there are two, I can tell you that my bedroom is divided in two places; the place of my husband and my place. The place of my husband is a messy, is a, my place is so, is very eh, ordenado, oh, olvidé la palabra |
| 124 | Trisia | Tidy |
| 125 | Gia | Yeah, that. Ya , that's all. But I love him ((laughs)) so much |
| 126 | Teo | Mmm three, two, three, again, you like playing. I don't, well, ah, current, currently I, I play eh, "Plants versus Zombies". It's a game. Yeah, it's simple but it's nice. I like |

| | | |
|-----|--------|---|
| | | it. That's all. |
| 127 | Alex | Three. Two, three. The TV programmes you like, mmm, I don't have a, a favourite programme |
| 128 | Gia | You watch TV? |
| 129 | Alex | More or less, no, not much but [|
| 130 | Gia | [Not too much? |
| 131 | Alex | sometimes I like eh wa- watch the series ¿cómo sería? |
| 132 | Teo | Series, [|
| 133 | Alex | [series? |
| 134 | Teo | TV series |
| 135 | Alex | TV series? Like mmm, Friends, The Big Bang Theory and, and others, but... |
| 136 | Gia | And movies? |
| 137 | Alex | Yeah, like... |
| 138 | Gia | What kind of movies? |
| 139 | Alex | Mmm, like, mm, I don't know, mmm Gravity, ciencia ficción , science songs |
| 140 | Gia | Science pictures |
| 141 | Alex | Yes |
| 142 | Gia | What is your name? |
| 143 | Trisia | Sarahí. Three. How do you get to school? Mmm, ((laughs)) I study but I don't sure in my career but... |
| 144 | Gia | I think we are, we are making a, we have a mistake here because the, the question said how you get to school, the way we come to school, oh yeah, |
| 145 | Trisia | ((laughs)) |
| 146 | Gia | In bus or in bus, by foot, I'm sorry |
| 147 | Trisia | ((laughs)) ammm, I go to the school in the bus |
| 148 | Gia | In the bus? Do you live near or far from here? |
| 149 | Trisia | Mmm, more or less because I mmm, a bus mmm [|
| 150 | Gia | [You take a bus |
| 151 | Trisia | I take a bus, mmm and to the (.03) [|
| 152 | Gia | [bus station? |
| 153 | Trisia | Mhum [|
| 154 | Gia | [Bus station or? |
| 155 | Trisia | No, in, in the street but it don't stop it is difficult, sometimes. |
| 156 | Gia | Yeah, that's a big problem here in Queretaro. |
| 157 | Trisia | Yeah, in any place |
| 158 | Gia | Not in Celaya |
| 159 | Gia | Three. One, two, three. Something you lost recently. Mmm, I don't remember. Maybe, yes, I'm really distraída , distracted, yes, I'm really distracted, in some... it's very common that I lost clothes, like sweaters and, yes, that's common in me. |
| 160 | Teo | One, where are the., right, aquí, ¿verdad? |
| 161 | Gia | Yeah |
| 162 | Teo | Recently, ah, the most recently thing that I lost was my cell phone, well, my, my mobile, and that's all, that's fine. |
| 163 | Alex | One, the plans for next week. Oh, I don't know, mmm, I don't, I don't do plans for my activities, but, for one day, maybe but all of [|
| 164 | Gia | [Are you in a group to folkloric dance or something that you like? |
| 165 | Trisia | For now, no, no, no, no. But ah, folkloric no, but jazz or coreografías modernas , modern choreography |

| | | |
|-----|--------|--|
| 166 | Gia | You will go something about the next week? |
| 167 | Alex | No, no, only practice mmm but mmm for this moment only I, me enfoco? |
| 168 | Teo | Focus |
| 169 | Gia | Focus not the other |
| 170 | Teo | Es focus or f** |
| 171 | Alex | Focus |
| 172 | Gia | not the other, focus |
| 173 | Alex | In the school, in my carreer, the [|
| 174 | Gia | [spend all your time |
| 175 | Alex | Yes. |
| 176 | Trisia | Three ((laughs)) free question. |
| 177 | Teo | What is your favourite kind of music? |
| 178 | Trisia | What? |
| 179 | Teo | What is your favourite kind of music? |
| 180 | Trisia | Mmm, I don't have a favourite. I listen piano, music to piano and instrumental or ah, pop |
| 181 | Gia | Di Blassio, Raul Di Blassio, do you like? |
| 182 | Trisia | Mmm, no, I like more ¿cómo se dice? este [|
| 183 | Gia | [Relaxing or something like that? |
| 184 | Trisia | Mmm, I like play the piano |
| 185 | Gia | Ah, you like to play the piano, you, do you like to do your own music? |
| 186 | Trisia | Yeah |
| 187 | Gia | That's good |
| 188 | Teo | Your turn |
| 189 | Gia | Yeah, one, oh, mmm, free question, what do you want to know about me? ((laughs)). You can take one |
| 190 | Teo | °°¿qué cosa?°° |
| 191 | Alex | Deja la formulo bien |
| 192 | Gia | You can do it |
| 193 | Alex | °°¿cuántos años tienes de casada?°° How, how many years you have you? |
| 194 | Gia | Oh, almost ten |
| 195 | Trisia | How old are you? |
| 196 | Gia | Oh, that's a good, good question. I don't remember ((laughs)). I have twenty nine. |
| 197 | Trisia | That's good |
| 198 | Alex | One, ok. |
| 199 | Trisia | ((sighs)) free question |
| 200 | Alex | Free question. |
| 201 | Gia | Mmm |
| 202 | Teo | Are you from here? |
| 203 | Gia | ((laughs)) Was going to ask that question too |
| 204 | Alex | No, |
| 205 | Gia | Where are you from? |
| 206 | Alex | I'm from Pedro Escobedo |
| 207 | Gia | Ah, ya. yes. What do you want to say about Pedro Escobedo? I don't, I don't [meet |
| 208 | Teo | [meet that place. |
| 209 | Alex | It's insignificante [, |
| 210 | Gia | [no, ay, don't say that |
| 211 | Alex | Mmm, °°municipio, ¿cómo es municipio?°° |

| | | |
|-----|--------|---|
| 212 | Gia | Is a City or is a State? |
| 213 | Alex | Yes, that mmm |
| 214 | Gia | There are factories there? are there factories? That is important. |
| 215 | Teo | There are, there are factories that that are ah polluting the, the air, |
| 216 | Gia | The environment? |
| 217 | Teo | Yeah, because, yeah, in fact, in a very bad way because there are a lot of new births or new babies with problems like with asthmatic problems |
| 218 | Gia | Yeah? |
| 219 | Teo | Or another, another kind of problems that I don't remember now but there are a fabric [<i>sic factory</i>] that are polluting Pedro Escobedo a lot. |
| 220 | Alex | well, mmm I remember that. Yes, a, a good, a good, a thing good |
| 221 | Teo | a good thing |
| 222 | Alex | a good thing is ah manufacturing of cantera |
| 223 | Gia | oh, yes. |
| 224 | Alex | in Escolasticas |
| 225 | Gia | like a traditional [|
| 226 | Alex | [yes, yes |
| 227 | Gia | [thing, in Queretaro, too. |
| 228 | Alex | And they, they export to [|
| 229 | Gia | [to the other |
| 230 | Alex | Yes, to the other parts, China, USA. Your turn. One ((laughs)), sorry. |
| 231 | Trisia | ((laughs)) a TV [programme |
| 232 | Alex | [that you like |
| 233 | Trisia | I don't like to watch TV, yeah, I, I like mmm, the movies |
| 234 | Gia | Yes? |
| 235 | Trisia | For the weekends, |
| 236 | Gia | In the week, on the weekends, that's good. What kind of movies? |
| 237 | Trisia | Mmm, all |
| 238 | Gia | All? Ok, don't say all |
| 239 | Trisia | ((laughs)) yeah |
| 240 | Gia | Ok, three, eeh, one, two, three ((laughs)) free question again ((laughs)) ok. |
| 241 | Teo | What's your favourite hobby? |
| 242 | Gia | My favourite hobby? I like to swim, I love to run, I love to do exercise and listen music, too, yeah. |
| 243 | Teo | One, two, three. Your family. I've got, well, I have a huge family, enormous, I mean, and in fact, I don't know ni siquiera la mitad? I don't know my family eh, I only live with my mum here in Queretaro I'm from Mexico City and there is my whole family, there are my whole family, well, that's all. |

Task 3d.2

| Line | Name | Content |
|------|--------|---|
| 1 | Alex | I say that it doesn't matter the present is cheap or expensive because I think is more important the intention than the gift, I don't care if it is a car or a candy, for me it's good. |
| 2 | Trisia | Yes, but I think mmm, sometimes ((laughs)), some friends or your girl or your boyfriend, I don't know, mmm to give you gifts that [|
| 3 | Alex | [Cost a lot? |
| 4 | Trisia | No, a gifts that (.3) mmm, mmm, don't like you. |
| 5 | Alex | Mmm |

| | | |
|----|--------|---|
| 6 | Trisia | And I think that, for example, she should give to meet or to know which are their (.) [°likes° |
| 7 | Alex | [their likes? |
| 8 | Trisia | Yes |
| 9 | Alex | Could be |
| 10 | Liz | Yes, well, I think that it's not important what they give you, is more important the intention and everything will be OK |
| 11 | Gia | Yes, the feelings are important in the gifts and the intention, well, he said and the person is important too, because (unclear) your boyfriend, your girlfriend or a simple person, is a, is a gift. |
| 12 | Alex | I think another thing, could be depending of the situation because if it's your birthday and you came with a chocolate well, but if you are getting married, you are not waiting [<i>sic expecting</i>] a chocolate, you are waiting [<i>expecting</i>] a micro- microwave or fridge, or something like that, so... |
| 13 | Liz | Fridge? ((laughs)). Yes, it's the same. |
| 14 | Alex | It depends |
| 15 | Trisia | Depends of the situation |
| 16 | Liz | And also the person, no? |
| 17 | Alex | Ah, si si, si, si. It's not the same your boyfriend or your friend because your boyfriend goes "oh, come on" |
| 18 | Gia | Yes ((laughs)) |
| 19 | Alex | The wedding |
| 20 | Trisia | What is wedding? |
| 21 | Alex | Boda |
| 22 | Trisia | Ah, |
| 23 | Liz | I think I will give to my friends something who likes, well, I don't know, something that I, ¿cómo se dice? |
| 24 | Alex | ¿qué? |
| 25 | Liz | Me gustaría que me regalaran |
| 26 | Alex | I would like to give |
| 27 | Liz | something that mm, I would like to give me, some like mmm a couch ((laughs)), a couch, a TV, a TV, a DVDs or movies something like that, I don't know. |
| 28 | Alex | And that's for the rich couple? |
| 29 | Liz | For both |
| 30 | Alex | For both? I don't know. For the rich, I could buy a microwave and for the non, non rich, ah, how do you say bata, algo así como ¿él y ella? |
| 31 | Trisia | Ahh, ((laughs)) |
| 32 | Alex | Bathtubs [<i>bathrobes</i>] could be, could |
| 33 | Liz | Yes |
| 34 | Gia | For me, I'm not important the price, I the intention, when, when they say, yes, is not important the some cases when they say a person is rich I I would like to give a some things more expensive that a person is a poor and it's not important what things |
| 35 | Liz | And why do you, why do you give, give him to the rich people the, the bathtubs [<i>sic bathrobes</i>] and the poor people the microwave? It's most useful for them. |
| 36 | Gia | Ay, que ya no entendí ((laughs)) |
| 37 | Liz | Why don't you give him give to the rich people the bathtubs, °° las batas de baño °, [|

| | | |
|----|--------|--|
| 38 | Gia | [ah, ok |
| 39 | Liz | the bathtub? and the, and the poor people the microwave? It's most useful the microwave for the poor people than rich people. The rich people could buy it. |
| 40 | Alex | But no, the teacher says that both are not rich, no poor, they are in the same (.) [|
| 41 | Trisia | [°°situation econo[mic°° |
| 42 | Alex | [°°economic, yeah°° |
| 43 | Liz | bueno, pero yo le pregunto por qué no se lo compra y se lo cambia |
| 44 | Trisia | °°in my case°° [|
| 45 | Liz | [and you? |
| 46 | Trisia | I prefer, I prefer to give ahh, some ehh, things that I make I, I self. I don't, I don't, °°no me importa°° mmm |
| 47 | Liz | I don't care, I don't care. |
| 48 | Trisia | I don't care what is the situation, I think that to me, it's the same ehh, intention when, when is for example, your family or your friends but... |
| 49 | Alex | I say that now what looking it could be the same because there, they need the same things, I don't know, the fridge and all the stuff because they are starting a new life as a couple, as a wife and husband. I say that could be the same gifts, mmm |
| 50 | Liz | Yeah |
| 51 | Alex | (.07) Already |
| 52 | Liz | And what you wearing for that wedding? a dress, a (.)? |
| 53 | Alex | For the rich wedding, smoking [<i>sic smoking jacket</i>] for men is easy, smoking and °°¿cómo se dice corbata?°° |
| 54 | Liz | Tie |
| 55 | Alex | Tie, I don't know, for the womans is more difficult |
| 56 | | ((laughs)) |
| 57 | Trisia | °°Is more, a dress is fine°° |
| 58 | Gia | I would like a long dress, yeah. |
| 59 | Liz | And you? [<i>to Trisia</i>] |
| 60 | Trisia | Shoes ((giggles)) shoes are mmm [|
| 61 | Alex | [Very important? |
| 62 | All | ((laughs)) |
| 63 | Trisia | Not important eh but difficult for me because I don't use a °°tacón°°? |
| 64 | Liz | High heel |
| 65 | Trisia | High heel and then, other shoes ah seem, don't seem formal, yes. |
| 66 | Liz | Mmm, I would like to wear a jeans ((laughs)) for both |
| 67 | Alex | For both? |
| 68 | Liz | for both |
| 69 | Alex | Yeah? |
| 70 | Liz | Yeah |
| 71 | Alex | For the poor pues , for the poor, jeans. |
| 72 | Liz | But it's also important where, where is going to be the wedding |
| 73 | Alex | In a gar [den |
| 74 | Liz | [I don't know, in a salon, in a garden, some like that |
| 75 | Gia | Mmmm and what kind of wedding do you like? |
| 76 | Liz | What [kind? |
| 77 | Gia | [What kind of wedding? |

| | | |
|-----|--------|---|
| 78 | Liz | where? |
| 79 | Gia | Of wedding do you like? |
| 80 | Liz | I don't know |
| 81 | Gia | A simple or expensive party? |
| 82 | Liz | I don't know, I, I don't like the parties like this ((laughs)). I don't like. It's something like, like I go to the party, I eat, I dance and I go. |
| 83 | Gia | ah, ok |
| 84 | Alex | So, you like the party! |
| 85 | Liz | ((laughs)) a little, so little. But I don't know, I think is gonna, I think is gonna be mmm different when I get married |
| 86 | Alex | No |
| 87 | Liz | When I get married I don't, I won't mmm, I, I can't go earlier, early. I have to stay until the wedding |
| 88 | Alex | You will be drunk and dancing eh, eh. |
| 89 | Liz | ((laughs)) something [like that |
| 90 | Trisia | [what is your name? |
| 91 | Gia | Andrea, |
| 92 | Trisia | Andrea, what kind? |
| 93 | Gia | Mmm, I don't know, I love dance and maybe I'm, I will talk so late ((laughs)) if I am dancing. But, no, I don't care if is simple or expensive. |
| 94 | Alex | It depends of the company [<i>companion</i>], friends,[could be |
| 95 | Gia | [yeah, yes |
| 96 | Gia | And you? |
| 97 | Trisia | Both, °°I love the parties°° |
| 98 | Liz | And you, Manolo? |
| 99 | Alex | I could go both, both. I would like more the rich because you would be like "come on" |
| 100 | All | ((laughs)) |
| 101 | Alex | Si, both I would like to go |
| 102 | Liz | Yeah, it's OK. |
| 103 | All | ((laughs)) |
| 104 | Alex | ¿cuántas bodas has ido? |
| 105 | Liz | Mmm? |
| 106 | Alex | ¿cuántas bodas has ido? |
| 107 | Liz | A muchas |
| 108 | Alex | A mí me da igual |
| 109 | Liz | Y todavía me faltan muchos primos ((laughs)) |
| 110 | Alex | And you? How much weddings? |
| 111 | Gia | ¿Yo? ((laughs)) mmm, maybe (.07) twenty or... ((laughs)) |
| 112 | Trisia | I don't remember, recently, I, I went to a wedding to my brother, ah, in October, the last year. |
| 113 | Alex | I think the last wedding I went was the wedding of my sister. |
| 114 | Liz | Ah, la última boda ah, |
| 115 | Alex | Bueno, a [la que fui |
| 116 | Liz | [yo te entendí cuántas bodas |
| 117 | Alex | Ah, también pregunté eso. I think I would... |
| 118 | Liz | A lot of weddings of my cousins, mmm, wedding of gold of my grandfathers, mmm, the last wedding was in July, the last year, July of the last year. It was a wedding of my cousin, very close cousin but I don't like his wife, ((laughs)) |

| | | |
|-----|--------|--|
| | | so... |
| 119 | Trisia | What is the worse gift that you have received? |
| 120 | Alex | ((laughs)) one, one time, in a intercambio , we, we'll, the gift would be like 200 pesos and I bought a, a, for me, it was a good present, I give to the peo, to the person. But, the guy that gives me ((laughs)) she, he gives me a car, like a collection car but, como a niño chiquito |
| 121 | All | ((laughs)) |
| 122 | Alex | I was like "what?" "that's OK, man, I like it, I like it, come on". |
| 123 | All | ((laughs)) |
| 124 | Alex | Pregunté: "what?" |
| 125 | Trisia | Eso te iba a preguntar, que cuántos años tienes |
| 126 | Alex | Diecinueve , nineteen. |
| 127 | Liz | ((sighs)) I don't know, no, I pass ((laughs)). I pass, no. |
| 128 | Alex | All they were good? |
| 129 | Liz | Well, one time, I don't know, five years, something like that, five years or something like that, my brother- in- law give me a ticket for a concert ((laughs)) and that was the best gift |
| 130 | Alex | What concert? |
| 131 | Liz | Metallica |
| 132 | Alex | Metallica? |
| 133 | Liz | Yes |
| 134 | Gia | Amm, one time, I don't like so much, I don't like the (.) so much exchanges because ((laughs)), because ah, one time I, I, regalé a (.2), a friend, a (.2) one doll but the doll is ah (.3) made, mm, ¿cómo se llama? |
| 135 | Alex | Porcelana? /china/? |
| 136 | Gia | Aha, and, and give me a, ((laughs)) [|
| 137 | Alex | [Chocolate! |
| 138 | Gia | No! ((laughs)) cookies! ((laughs)) a box of cookies, ((laughs)) and I said, "OK" ((laughs)) |
| 139 | Liz | Thank you. |
| 140 | Alex | Thank you very much |
| 141 | Liz | And you? [to Trisia] |
| 142 | Trisia | I hate, how do you say osos de peluche? |
| 143 | Alex | [Teddy bears |
| 144 | Liz | [Teddy bears |
| 145 | Trisia | I hate this and [|
| 146 | Alex | [Why? |
| 147 | All | ((laughs)) |
| 148 | Alex | They are cute |
| 149 | Trisia | ((laughs)) I don't, I don't found any utility ((laughs)) but amm, a friend ah, a long time give me a... |
| 150 | Alex | ((laughs)) give you a teddy bear? |
| 151 | Liz | A teddy bear |
| 152 | Alex | And the best gift? |
| 153 | Trisia | Many, many gifts |
| 154 | Alex | And you? The best gift that you received? [to Gia] |
| 155 | Gia | Ahhh, I don't know, one time a friend give me, I don't know ¿globos? Globes? [¿globos? |
| 156 | Alex | [¿globos? Balloons |

| | | |
|-----|------|---|
| 157 | Gia | Ahh, big balloons, one time, he a heart give me |
| 158 | Liz | A balloon of a heart |
| 159 | All | ((laughs)) |
| 160 | Liz | Ése fue el mejor |
| 161 | Gia | And you? you, Manolo? |
| 162 | Alex | ((groans)), the, best, the best, when I was young I died for an X-box, my father buy me and gave it to me, I was like "ohhhh" |
| 163 | Liz | ((laughs)) so excited. |

Task 3d.3

| Line | Name | Content |
|------|--------|---|
| 1 | Alex | I remember my best present is in my birthday, well, obviously my girlfriend give me a, a big poster, no big, how do you say este, cartulina? Muchas , with a happy birthday and my name, the old school, this present, I don't know, my birthday present, ese fue uno ¿y mi peor regalo? Is in, in the Valentine, with other girlfriend, my present is a perf-, perfume and she don't give me any, so in the next day, she crashed with me? |
| 2 | Trisia | Broke me |
| 3 | Alex | Broke me and she go with another guy ((laughs)). And the last situation, what is? |
| 4 | Liz | mmm, I don't know, |
| 5 | Trisia | ¿qué haces, qué hiciste cuando °°tienen el problema°°? |
| 6 | Alex | I go with other girl ((laughs)) |
| 7 | Liz | ((laughs)) Ay. |
| 8 | Liz | You? |
| 9 | Trisia | Ahh, the best was a puff in my birthday, my boyfriend ehh, (unclear). He come with them in your car and the puff is como, like that [<i>big - with the movements of her hand</i>], and ya , I, and the worse was other my birthday, a friend, a collar [<i>necklace</i>] but the, the store that five este ¿cómo se dice pesos? |
| 10 | Alex | Pesos |
| 11 | Trisia | Ah, five things and, and are it |
| 12 | Liz | Mmm, ¿qué hiciste? |
| 13 | Trisia | Just said "thank you" ((laughs)) |
| 14 | Liz | Más o menos , my best ah, my husband, emm, ¿cómo se dice "me regaló" how you say "me regaló" ? |
| 15 | Trisia | Give me |
| 16 | Liz | Give me, give me clothes and, and got the, got the restaurant and my, my baby, my husband and I amm in my birthday amm y and the worst, nothing, así , in my anniversary, nothing. |
| 17 | Trisia | Congratulation ((laughs)) |
| 18 | Liz | I angry. Este, mmm thanks, bye y ya. Eso fue lo que hice. Mmm, Thank you. You remember my anniversary? Ah, yes, thank you, bye. |
| 19 | Trisia | ¿tú? |
| 20 | Gia | ¿yo? ¿cómo era la primera? |
| 21 | Liz | Tu mejor regalo |
| 22 | Gia | Mmm, my parents gave me eh, good, no, es ¿cómo se dice comida? |
| 23 | Alex | Food |
| 24 | Gia | Food and party ehh y ¿el peor? Una carta pero ¿cómo se dice carta? |

| | | |
|----|--------|--|
| 25 | Trisia | Letter |
| 26 | Gia | Letter |
| 27 | Liz | ¿qué hiciste? |
| 28 | Gia | La tiré ((laughs)) |
| 29 | Alex | It's like a post, postal |
| 30 | All | ((laughs)) |
| 31 | Trisia | Ya había dicho otra cosa, no? [|
| 32 | Alex | [It's a ... |
| 33 | Trisia | Eran tres y al final dijo otra |
| 34 | Alex | Like ahh, si te regalaran algo usado, no? |
| 35 | Liz | Mhum, si era otra cosa pero... pero al último resaltaba el mejor, el peor y qué hiciste, no? |
| 36 | Trisia | Aha, |
| 37 | Liz | La situación. Aquí es un básico, intermedio |
| 38 | Alex | No, I, my best present, I remember is... |
| 39 | Trisia | Me acordé ((laughs)) |
| 40 | Alex | Me acordé , is a, when I living in Veracruz, for a short time, I needed ideas, a good family is a very nice family. When I go, when I returned to here, he, the family give me a, a shirt, the wonderful shirt |
| 41 | Trisia | Shirt |
| 42 | Alex | Shirt, it's a, it's a wonderful shirt |
| 43 | Liz | Uff, poster in your car, in my husband, and, mmm, ¿cómo se dice globo de cantoya? Mmm, I am crazy, and I love give you, mm, oh, un chorro de cosas. Mmm, and you? ((laughs)) |
| 44 | Alex | I, I, gave a girlfriend to reading so much, so my present don't is bigger but my, the best present I give to my mum on the days mum, the present is twen- sixteen flowers, este, de paper, did you see my flower, right? My, I have it, has, had sixty (sixteen) years so I think the, the days mum this moment is the best gift, sixteen flowers. |
| 45 | Liz | Paper, like the, amm |
| 46 | Alex | ¿Papiroflexia? |
| 47 | Liz | No, pero ¿cómo se dice? How do you say estrellas? |
| 48 | Gia | Stars |
| 49 | Liz | Stars, a mini star |
| 50 | Alex | Oh, yeah, well another day I give too in a bottle of Torres 10 ((laughs)) |
| 51 | Liz | ((laughs)) |
| 52 | Alex | Este, vacía , I pushed stars, mini stars, small stars, yes |
| 53 | Trisia | Mmm, when my best friend, Magda in Christmas, she wants ahh ¿cómo se dice sudadera? |
| 54 | Alex | Sweat, sweaty, [((laughs)) |
| 55 | Trisia | [whatever, to Batman, she see in a store and tell me but when I go to buy, don't ya no había ((laughs)) and I, I looked in other stores and I looked for any, any place, and I found it and I give her and she was very, very happy. |
| 56 | Gia | Ah, ¿ya? Este , a one friend ¿cómo se dice regalar, le regalé? I give you eh, amm, boots eh with candies y and (mispronounced) ¿cómo se dice condones? |
| 57 | Alex | Condoms |
| 58 | Gia | Condoms of different colours y como , nine ((laughs)) |

| | | |
|----|--------|---|
| 59 | Trisia | ((laughs)) orale |
| 60 | Alex | ((laughs)) so romantic ((laughs)) |
| 61 | All | ((laughs)) |
| 62 | Trisia | I think was in my birthday, when I, ¿cómo se dice cumplir? |
| 63 | Alex | Birthday |
| 64 | Trisia | In the fifteen years and my parents organized a surprise party and one friend tell me and she said “go to place” and go to home and when I go, everything, eh, was there and big surprise y ya |
| 65 | Alex | Yes, in my graduation, in High school, prepa, este , it’s a, it’s a, the last dancing, last dance so, I like, I love dance, this moment, every dance de finish, este , pass the sing of the school, so every, every world cry because is the last moment, well, it’s a, it’s because this school is a every alumns have been in every place, for example, Yucatán, Cancún, Nuevo León, so, entonces , it’s a very emotional day, so, all the world cry, it’s a, but it’s a happiness cry so, I remember this moment, the best celebration. |
| 66 | Gia | My celebration es the graduation, the preparation, un viaje, viaje ¿cómo se dice? Tour? Tours in the, no me acuerdo a donde fuimos ((laughs)) estuvo bueno , mmm (unclear) tours. |
| 67 | Liz | My best celebration, my best celebration, in my birthday, mmm, my party, in my car, in my house, en mi casa , in my house, ammm, my friends, my father, my, my parents, my mmm, it’s mmm, the ¿cómo se dice comida? Así que hubo comida, ¿cómo se dice? How you say? |
| 68 | Alex | So, amazing food |
| 69 | Liz | Food and, and the, there’s music, dance, dance, dance, ammm, mmm my party. |

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