

MARCIN JAROSZEK

**FACTORS DETERMINING THE DEVELOPMENT OF  
DISCOURSE COMPETENCE IN ADVANCED  
LEARNERS OF ENGLISH**

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MARCIN JAROSZEK

**CZYNNIKI OKREŚLAJĄCE ROZWÓJ  
KOMPETENCJI DYSKURSU U ZAAWANSOWANYCH  
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# INTRODUCTION

Nearly two decades from Poland's opening to the innovative English as a Foreign Language (EFL) methodologies, the English language has become widely popularized in the country and the number of those speaking it has remarkably grown. Some have learned to pidginize English only, some use it accurately and fluently for professional purposes. It could seem then that these advanced users of English should demonstrate high levels of communicative competence, the development of which is the main objective of most teaching methods widely applied in EFL classrooms. However, day-to-day observation often verifies this claim. Many advanced EFL learners' L2 (second language) production is rife with awkward utterances, unnatural wording or artificial responses in one-on-one communicative encounters.

The reasons might be aplenty. One may be EFL teachers' possible perception of communicative competence as comprising grammar competence and sociolinguistic competence only, often overshadowing the speaker's capability of constructing textually coherent and cohesive stretches of speech. This negligent approach to discourse competence might account for why many advance learners' L2 production is stigmatized with grammatically appropriate, yet somewhat unnatural collocations or sentence wording. L2 discourse is not merely a term restricted to any interactional act. In fact, its meaning and structure often exceed the interactional frame of communication. Whether discourse is clear, coherent and, above all, rich in natural discourse mechanisms often underlies the learner's success or failure in L2 communication, unless the aim is to merely pidginize the language.

Therefore, it seems relevant to investigate the place of discourse competence development in English Language Teaching (ELT). What poses a question is whether EFL teachers realize the significance of discourse competence, as well as whether they actually develop it in their classrooms. How advanced students' discourse develops in the long term can also be an interesting investigation. So can a study on factors which might stimulate or

impede the process. The factors could include teacher talk, students' personality and their discourse competence in L1.

Part One of the research will present the theory of discourse competence and will review relevant literature which discusses its development. The first chapter of the study constitutes an initial introduction to discourse analysis in the context of foreign language teaching. This introductory chapter will accordingly sketch the theoretical position of Applied Linguistics and Sociolinguistics on discourse construction and discourse competence development. The subsequent chapters will overview the available literature regarding conceptions of competence, its distinction from performance, as well as the roles of language transfer and classroom communication in L2 discourse construction. The final section of Part One groups the chapters that deal with sociolinguistic and psycholinguistic influences in the construction of discourse and the development of discourse competence. Part Two, the empirical portion of the study, will present the results of a longitudinal study of thirteen advanced students of English developing their discourse competence throughout their three-year English as a Foreign Language tertiary education. With the methodology of the study stipulated, the section will then interpret the course of individual subjects' discourse competence development, as well as will seek to identify those factors that might have determined possible alterations in the subjects' discourse competence. This will be conducted correlatively as well as individually for each of the thirteen subjects.

The appendix includes the overall numerical representations of the results. Student communication as well as teacher talk tapescripts are not included in the appendix but are available upon request

# **PART ONE: THEORETICAL ASPECTS OF DISCOURSE COMPETENCE DEVELOPMENT**

## **1. Discourse and Discourse Competence**

Communication is not just a mechanical, raw transfer of information from the speakers to their recipients. Nor is it a disorderly exchange of turns or a meaningless, indefinite interactive tug of war. Communication, realized through discourse construction, is a spontaneous allocation of power and an unpredictable, yet logical flow of ideas. It is, or rather should be, structured poetry, with its stanzas placed by the speaker in a specific order, verses interacting with one another, and meaning inferable from the very specific context of this social act. To master this competence is quite an undertaking for a second language (L2) learner. Although successfully utilized in their first language, L2 discourse construction requires the learner to demonstrate specific knowledge of linguistic instruments, understanding of L2 cultural codes and the skills to combine these elements into an individual utterance, unique for the discourse maker, yet still not exceeding the bounds of the social communicative rigor.

There have been numerous studies on discourse construction in the last few decades. The research has developed from linguistic analysis of discourse structures through studies on discourse construction by separate speech communities to the analysis of discourse in its semiotic dimension. This chapter will provide a theoretical background for the discussion of discourse competence development in the context of L2 learning by critically reviewing the relevant literature. The chapter will begin with providing the definition of discourse. Then discourse competence will be discussed with reference to other components of communicative competence. Following the discussion of discourse devices, the competence-performance distinction will be presented. The later portion of the literature review will analyze possible factors determining the development and construction of discourse, including language transfer, as well as psycholinguistic and sociolinguistic influences.

## 1.1. Defining discourse

Discourse competence is the primary subject of this research. Its discussion then requires that a clear definition should be provided. As the stance on the conception of competence itself will be specified in section 4, it is of primal importance to stipulate what really is meant by discourse itself. The following discussion is also intended to set ground for the presentation and interpretation of discourse mechanisms and its structure in foreign language communication, which will be the subjects of a separate discussion in section 3.

The definitions of discourse are aplenty. It can be specified simplistically as “a linguistic unit that comprises more than one sentence” (Fromkin et al 2003: 581) or language production built of a minimum two stretches of speech (Kurcz 2005: 161). Correct as these definitions seem, they encompass only some discourse aspects investigated in this study. The textuality of language production, to which these definitions refer, is indeed a significant discourse domain. But to really comprehend the phenomenon of discourse construction, a further, perhaps more challenging, multi-dimensional linguistic inquiry must be undertaken, that beyond the sentence itself (McCarthy 2001: 96).

Discourse can be analyzed in at least three dimensions. In the first one it is often portrayed as social practice, “produced, circulated, distributed, consumed in society” (Blommaert 2005: 29). This conception of discourse, then, proposes its analysis on the level of sociolinguistic communication with its unique setting to affect specific implementations of discursive routines. The focal point in this approach is the intertextuality of language production, as realized in the relation of a given text to non-linguistic representations of the society’s schematic concepts in which discourse operates, or in the relation of “the outside of the text to the text itself” (Fairclough 2003 : 15), e.g. through linking it “to an ill-defined penumbra of other texts, what has been said or written or at least thought elsewhere” (Fairclough 2003: 15). In this dimension then, discourse as social practice is dependent upon, not determined by the idiocratic speaking or writing conventions of a given society.

The second dimension of discourse analysis is that of particular discourses as products of specific routines cultivated in a given community, whether professional or social. These discourses are realized through the use of concrete linguistic objects, specific texts or text-



types (Blommaert 2005: 29), which represent the common ideological, professional or institutional interests of a given microworld of discourse makers as well as its participants. These discourses may include political discourse (cf. Fairclough 2000), ideological discourse (cf. Van Dijk 1998), economic discourse (c.f. Chouliaraki and Fairclough 1999), medial discourse, including the representation of women in the media (cf. Walsh 1998), as well as institutional discourse representing e.g. doctor-patient interaction (cf. Wodak 1997a). These domains of discourse construction, however, will not be the subjects of the discussion pursued further in this research.

The third dimension of discourse is the individualized rhetoric of the speaker. Individual discourse is realized in “the resources which people deploy in relating to one another – keeping separate from one another, cooperating, competing, dominating – and in seeking to change the ways in which they relate to one another” (Fairclough 2003: 88). In this dimension, discourse is then constructed on a more psycholinguistic level, with individual choices undertaken to establish or maintain social relations. As claimed by Blommaert (2005: 29), these choices include semantic relations, as realized in e.g. wording or metaphor, grammar, materializing in e.g. transitivity, modality or cohesion, achieved through the use of e.g. conjunction or schemata, and text structure, that is e.g. episode marking or turn-taking systems.

As shown above, discourse construction, no matter which dimension is discussed, is about relations, those established between separate discourse makers or between discourse makers and their community. Discoursal relations materialize also on the texturing level through the interactional coherence and cohesion of language production as well as through the coherence and cohesion within one’s speech, that is through the intra-actional domain of discourse. This very multi-dimensionality of discourse, then, embraces the vast territory of linguistics as well as the pragmalinguistics of communication, both the grammar of speech, and the meaningful relation of an utterance, including a situational context, mood or a cultural setting of interaction (Grzegorzczkova 2007: 42). And it is this dimension of discourse construction that this research will attempt to investigate, broadly defined as:

*the process of meaning creation through interactive collaboration or intraactive expression of the speaker's thought.*

It must also be realized that meaning creation can be constructed not only on the linguistic or pragmalinguistic level. Discourse often includes paralinguistic means of communication, such as symbols or non-verbal interaction, materializing in the vast realm of semiosis (Blommaert 2005: 2). Although such understanding of discourse might be an inspiring endeavor, this research will refrain from the analysis of semiotic features of communication.

The above discussion has shown that discourse construction is indeed an integrative element of communication. However, how it relates to other domains of communication, including linguistic or sociolinguistic devices, still needs to be specified. The following chapter will attempt to discuss these relations as well as will stipulate the place of discourse construction in realizing the core of English language instruction, that is, communicative competence.

## **1.2 Discourse Competence and Communicative Competence**

Communicative competence is no doubt one of the terms most frequently used among both EFL practitioners and theoreticians. Yet, notwithstanding its popularity in EFL discussions, its meaning is often given superficial treatment. It was in the late seventies of the previous century, at the advent of the Communicative Approach, that this term began to mesmerize the profession. There was, and probably there still is “the widespread impression that communicative competence is a term for communicating in spite of language, rather than through language” (Higgs & Clifford 1982: 68). This approach no doubt downgraded the role of grammar precision to the formality of language use only, thus overshadowing the functionalist value of grammar.

These naïve conceptions, however, called for a thorough discussion of what it really is that constitutes communicative competence. Consequently, its notion has undergone a thorough evolution in the last decades and although there is no one model which would enjoy the unconditional approval by most prominent linguists, the widespread debate has indeed helped improve syllabus design procedures or language assessment approaches. These frameworks of communicative competence will be presented in the following discussion.

The Chomskyan model of competence, notwithstanding its indisputable breakthrough value, has its apparent limitations. He specified language competence only with reference to grammatical features of language, that is phonology, morphology, syntax and semantics. What seemed detrimental in such an approach was the failure to go beyond the grammatical level of competence and to identify the criteria which are used by language users to make their L2 production socially appropriate and discursively organized. Hymes, the first linguist to coin the term of communicative competence (1970), challenged the Chomskyan notion, asserting that “what to grammar is imperfect, or unaccounted for, may be the artful accomplishment of a social act, or the patterned, spontaneous evidence of problem solving and conceptual thought” (Hymes 1986: 55). The emphasis that he put on the pragmalinguistic value of human speech set ground to the development of other frameworks of communicative competence.

Of many models of communicative competence that attempt to single out all constitutive components, two have received the widest recognition. In Bachman’s (1990a) model, communicative competence is defined as language competence broken down into (1) organizational competence including grammatical competence (vocabulary, morphology, syntax, phonology), textual competence (cohesion, rhetorical organization) and (2) pragmatic competence including illocutionary competence (functional aspects of language), and sociolinguistic competence (differences in dialect or variety and in register, naturalness, cultural references). Strategic competence, which is an integrative part of communicative competence in Canale’s model (to be discussed at a later point), functions in Bachman’s model as an entirely separate element of communicative ability which utilizes the language user’s knowledge of language, their knowledge of structures together with the context of communication:

*Strategic competence is seen as the capacity that relates language competence, or knowledge of language, to the language user's knowledge structures and the features of the context in which communication takes place. Strategic competence performs assessment, planning, and execution functions in determining the most effective means of achieving a communicative goal.*

(Bachman 1990a: 107)

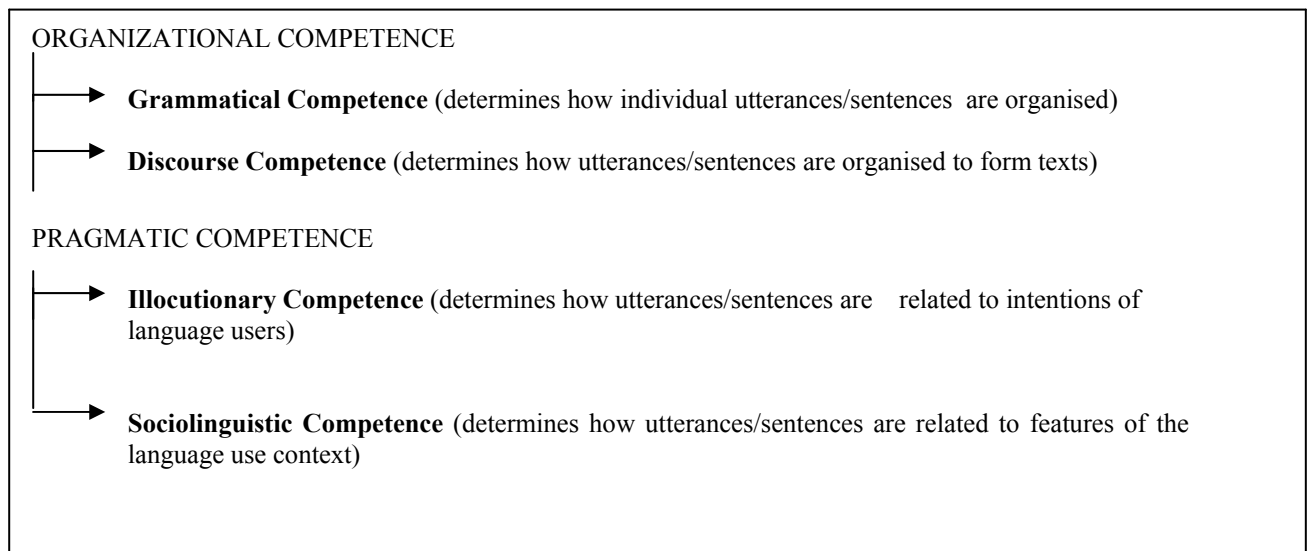


Figure 1. Areas of language competence (Brown and Gonzo 1994: 427)

The placement of sociolinguistic competence exclusively within pragmatic competence seems controversial. This discussion will show that it is not possible to specify each constitutive component of competence referring only to one group of communicative phenomena. Instead, it would be more appropriate to discuss the subcomponents of communicative competence “in terms of ‘more or less’” (Schachter 1990: 44). As Schachter (1990: 44) further questions, “is it not the case that cultural or sociological criteria influence all levels of a grammar, from phonological to syntactic to pragmatic?” Discussing sociolinguistic competence as a component of just pragmatic competence is therefore disputable.

Another framework of communicative competence that makes a distinction between pragmatic competence with its functionalist value and organizational competence with its

linguistic value is the framework by Cummins (1984). This model posits that language use can materialize in context-embedded situations, involving face-to-face interaction and context-reduced situations, involving academic encounters. In this respect it bears resemblance to Bachman's model.

Bachman's view of communicative competence seems to be similar to the framework developed by Canale and Swain, who see it as "a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social contexts to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse." (Canale and Swain 1988: 73). Yet a closer look into the framework reveals its distinction from the afore-mentioned ones. The model by Canale (1983) posits that there are four components that make up communicative competence. Two of them, that is grammatical competence and discourse competence, reflect the use of the linguistic system itself. The other two, that is sociolinguistic competence and strategic competence, reflect the functional aspects of communication.

Grammatical competence, probably the easiest to define and the least disputable one, includes lexis, morphology, sentence grammar, semantics, and phonology (Bachman 1990b: 28). Discourse competence, added as an independent component next to sociolinguistic competence in the earlier model (Canale and Swain 1980), comprises rules of cohesion and coherence. Sociolinguistic competence is now viewed as involving the mastery of the sociocultural code of the language. Strategic competence is defined as "the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (Canale and Swain 1980: 30).

Discourse competence can be defined as the ability to use (produce and recognize) coherent and cohesive texts in an oral or written form (Bachman 1990b: 29). Although Canale and Swain (1980) initially viewed discourse competence as part of sociolinguistic competence, which was believed to be composed of both socio-cultural rules of use and rules of discourse, Canale's (1983) revised definition of discourse competence views it as an element entirely independent from sociolinguistic competence, comprising "mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in

different genres” (Canale 1983: 9). Its distinction from sociolinguistic competence, however, generates some controversies. It could be claimed that “unity of text involves appropriateness and depends on contextual factors such as status of the participants, purpose of interaction, and norms or conventions of interaction” (Schachter 1990: 43). Discourse competence then could still interfere with the conception of sociolinguistic competence. After all, both components involve interaction in specific politeness modes and, therefore, will often call on the same communicative instruments.

This section has discussed a number of views on discourse competence and its relation to other domains of communication, as well as its place in communicative competence itself. It seems however that, whichever model is chosen for the analysis of discourse competence, separate discourse devices utilized in spoken language production need to be presented, whether in the interactive or intra-active dimension of discourse making. The following section will specify these characteristic discourse features to set ground for the empirical portion of the research.

### **1.3 Discourse devices**

Interaction often involves the initiation of conversation, the development of the topic, its shift or abandonment, and termination of communication. There are ways to signal these events, and interactively manage the whole of the discourse. And there are devices that help uphold the internal and external cohesion of shorter or longer stretches of speech. The analysis of these ‘system constraints’, that is “the ways we open and close conversations, our conversational turn-taking signals, how we repair messages to make the interpretable, how bracketing is done” (Hatch 1992: 6), provides a systematic framework of the description of discourse. However, although available models of discourse constitute a definite advance in investigating SLA, they may be powerful enough to “permit generalizations across studies” (Ellis 2000: 264).

This section will discuss some of these devices, in full realization that they represent only a narrow patch of discorsal phenomena as realized English communication and that

discourse management embraces a vast area of linguistics, which apparently goes far beyond the limits of this discussion. The presented features of discourse, then, have been narrowed down to the discourse devices investigated in the survey study discussed in the empirical portion of the project, with emphasis on spoken communication. Figure 2 illustrates the discourse devices to be presented in the following section:

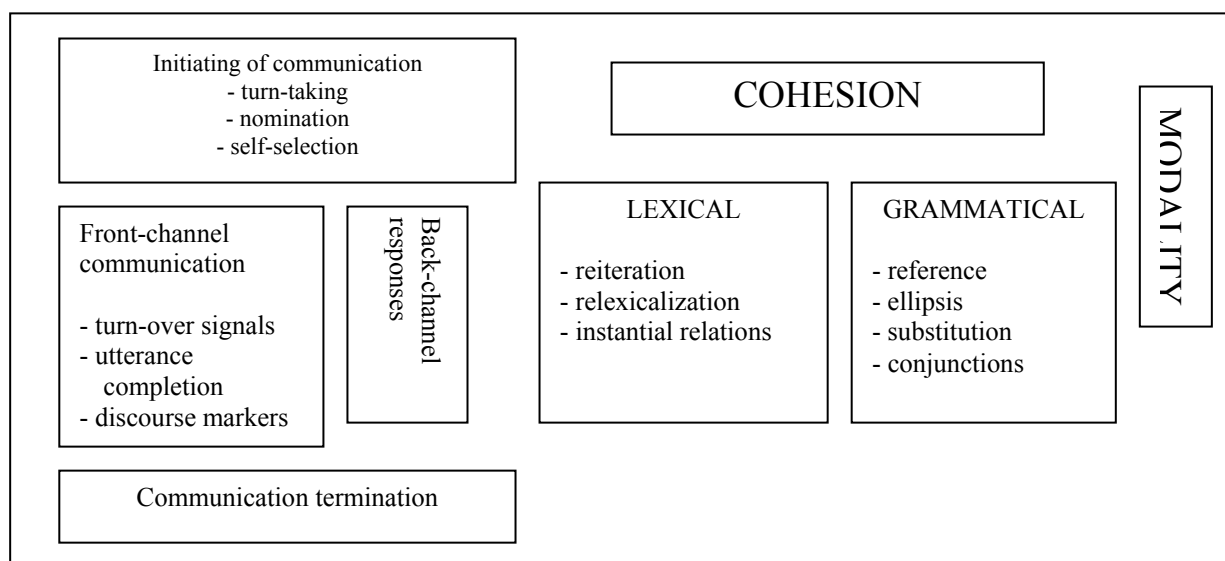


Figure 2. Discourse devices selected for analysis

It should also be noted that although discourse is traditionally specified as comprising a minimum of two stretches of speech (Kurcz 2005: 161), as the above figure illustrates, this research will also examine modality as a discourse feature, observable in single, unattached spoken outputs.

### 1.3.1 Interaction vs. intra-action in discourse construction

In the interactive domain of discourse construction the expression of meaning is achieved through collaborative discourse construction. When encountered with a communication breakdown, interlocutors negotiate meaning often resorting to interactive discourse modification. Figure 3 illustrates this process.

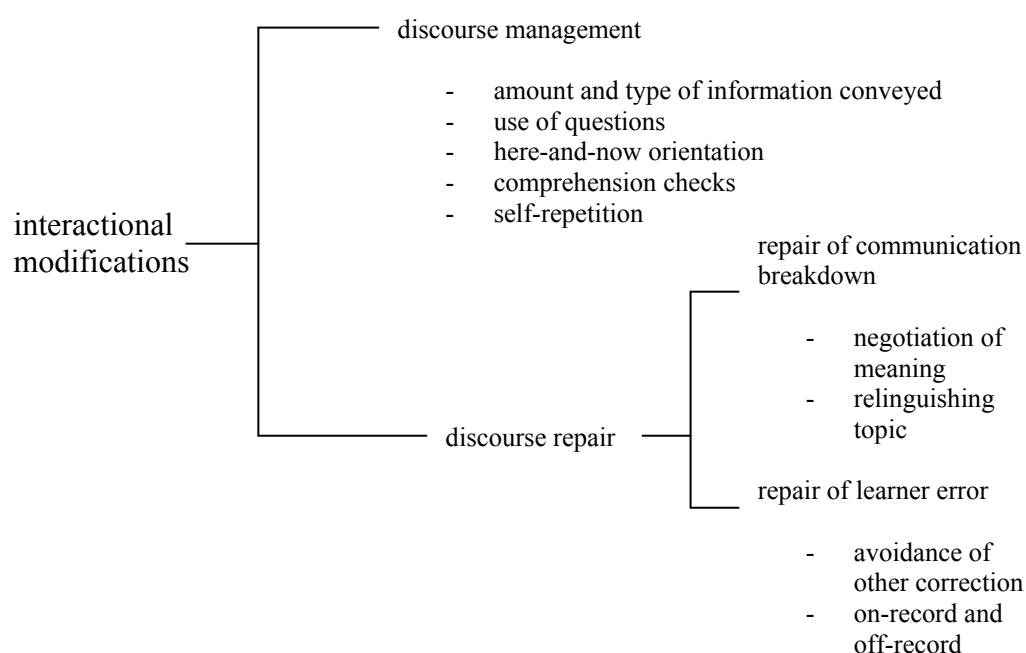


Figure 3. Types of interactional modifications in foreigner talk (Ellis 2000: 258)

The interactional value of discourse construction is underscored also in the model of discourse proposed by Varonis and Gass (1985), who identify the negotiation of meaning as the core of language discourse in which communication can proceed in a ‘pushdown, non-understanding routine’. This model posits that, routinely, discourse is developed within rather than forward in an indicator-response-reaction to the response manner (see Figure 4). Only when a difficulty is resolved can the interlocutors “pop back to the main discourse” (Varonis and Gass 1985: 152), which can now proceed forward. The interactive domain of discourse construction can materialize also in natural relexicalizations, back-channel responses or co-referentiality. These aspects of discourse will be examined further in the following discussion.



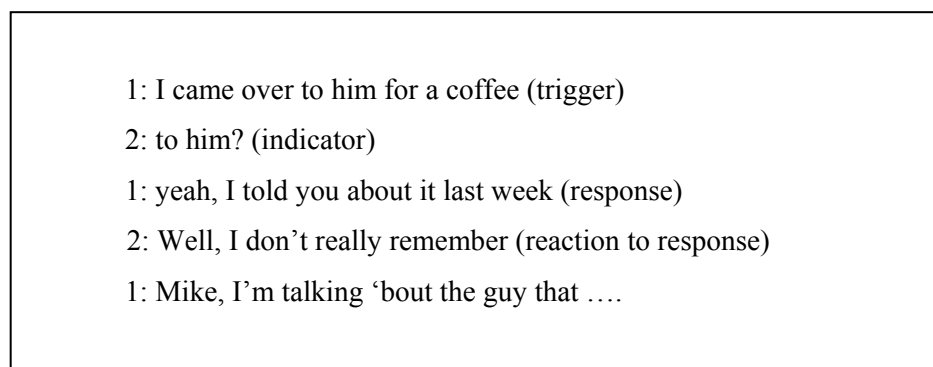


Figure 4. Indicator-response-reaction model

Discourse, however, is in large part intra-active, that is including elements interacting with one another within the language production of an individual speaker. The cohesion and coherence within the speech of one speaker only can materialize in references, ellipses, substitutions or natural reiterations. Yet, the intra-action of discourse may likewise be realized through the relation of one's utterance, sometimes even one sentence, to paralinguistic phenomena, such as the speaker's emotions, desires or attitudes. This very modality of discourse together with other discourse devices, both interactive and intraactive ones, will be discussed in the following section.

### 1.3.2 Turn-taking

In any natural conversation, participants organize their interaction through a string of turns, with negligible pauses and with few disruptive overlaps. To shift a turn, specific linguistic devices are employed, which "vary greatly in level of formality and appropriacy to different situations" (McCarthy 1991: 127). These turn-taking procedures, such as entering or leaving a conversation, may be challenging for some non-native speakers, if their L2 politeness rules are not to be violated (Cook 1989: 57).

Turn-taking is the term often interchangeably used for taking the floor, although as Edelsky (1981: 405) suggests, there is a line to be drawn between the two acts. Taking a turn is a single, interactional act, whereas taking a floor can have a more global value and could be

defined as “the acknowledged what’s-going-on within a psychological time/space” (Edelsky 1981: 405).

Sacks, Schegloff & Jefferson (1974: 704) describe universal turn allocation techniques that are called on: (a) when the current speaker *nominates* the next speaker, the next speaker can or even is obligated to take the turn, (b) if the current speaker does not select the next speaker, any one of the participants can *self-select*; and (c) in the case when no participant shows interest in taking the next turn, the current speaker can resume their turn.

Turn-taking is also a process of negotiation. As suggested by Sacks, Schegloff & Jefferson (1974), a turn can be taken at any point of the conversation, yet a smooth turn shift occurs at a transition-relevance place (TRP), when a speaker expects to yield their floor and the listener is ready to accept the new role. Violating the transition-relevance principle will disrupt the discourse through interruptions.

It must be noted that even if they can indeed materialize through overlaps, interruptions should be distinguished from natural overlapping. As noted by Freeman and McElhinny (1996: 233), “to understand any overlap as an interruption is to argue that the conversational norm is one speaker at a time”. And although research (Oreström 1983: 61) provides evidence for the orderliness of turn-taking in English discourse showing 83,4 % overlap-free communication, overlaps should be treated as an integrative aspect of L1 discourse as they “are thought to show alignment between the communication partners” (Hatch 1992: 16).

Oreström (1983: 68) asserts that turnover signals can be emitted on a few levels. A speaker can indicate the closure of turn syntactically, semantically, or prosodically. It is often a separate lexical item enforced by a given intonation contour that predicts turn allocation or deters the listener from taking one. The TRP can also be identified through a decrease in volume or pausing after the end of the tone. Oreström (1983: 69) found the use of at least three of the above-mentioned turn-over signals in 92.2 % of smooth turn allocations.

### 1.3.3 Discourse markers

Spoken discourse is not always an interactional tug of war. Interlocutors often collaboratively construct their discourse, positively responding to each other's appeal for assistance through, e.g. utterance completion. The interactive collaboration among discourse participants is required also in the case of longer stretches of speech, which due to their frequent multi-topicality, are to be coherently organized. Discourse management in this respect is achieved through the use of discourse markers.

Although transactional markers are most commonly applied in clear situational settings such as a classroom, a doctor's surgery, they are also typical of random conversations, "especially making out openings and closings" (McCarthy 1991: 130). These "linguistic features [which] characterize larger stretches of text and give them unity and coherence as a certain type of genre" (Gee 2002: 656) can employ lexical devices, such as *by the way*, *to change the subject*, and phonological ones, including changes in pitch (McCarthy 1991: 132).

Sometimes they are a combination of both categories. For instance, when a speaker feels a particular topic has been exploited, they will use *still* as a typical boundary marker, with falling intonation and a short pause (McCarthy 1991: 134). The same pattern applies to the common *now* used to begin a new topic or *yeah* to mark the exhaustion of the first sub-topic and the transition to a new one. The use of these lexical items is often habitual as well as temporary.

Channel open/close signals are used to mark the beginning or end of a communicative event, in a phone call, letters, meetings or classrooms (Hatch 1992: 8). These markers include lexical items such as *by the way*, *anyway*, *so there we are* to begin or end a conversation, or *sounds awful*, *it was rather awful* to summarize a stretch of talk (McCarthy 1991: 135). It seems that these devices are indeed frequently used, yet often with unique intensity from speaker to speaker.

### 1.3.4 Back-channel responses

Discourse management can also be supported with responses, both verbal and non-verbal, which the listener gives to the speaker to signal that their message is being attended to, known as back-channel responses. These mechanisms include vocalizations by the non-primary speaker such as *mm*, *ah-ha* and short words or phrases such as *yes*, *right*, *sure*, *tell me about it* etc.

There are two recognizable features of back-channel responses: (1) they do not disturb the front channel, and (2) they are not used with the intention of taking over the floor of the primary speaker (Clancy, Thompson, Suzuki & Tao 1996). Their functions are merely those of ‘continuers’ and ‘assessments’ (Goodwin 1986) to uphold front channel production and to “ensure the continuity of interaction by supporting the current’s speakers turn (Halliday & Matthiessen 2004: 154). Consequently, although apparently contributing to discourse construction, back-channeling exhibits a low level of content.

Back-channel responses might also reflect the communication patterns prevalent in a given speech community (Majer 2003: 313). Whether through semiotics or verbal communication, back-channeling realizes many culture-specific features of the language (Trappes-Lomax 2005: 156). Varying from culture to culture, back-channel responses range from the Polish *uhm* to highly nasalized vocalizations that sound odd in English discourse (McCarthy 1991: 127). Unnatural back-channeling can thus give away the most proficient EFL learner. It seems that, although difficult to teach, this domain of communication should indeed be part of EFL syllabuses, especially at advanced levels.

### 1.3.5 Grammatical cohesion and textuality

The next area of discourse structure that is going to be sketched below is that of grammatical cohesion and textuality, which contains the use of references, ellipses, substitutions and conjunctions (McCarthy 1991: 35).

The following example demonstrates the simple use of grammatical cohesive devices:

A: There are a couple of new specimens in the hall. They were brought here yesterday evening

The co-referentiality of *new specimens* and *they* is apparent. If left alone decontextualized, *them* has little semantic value and therefore has to implicitly encode the message referring to the explicit encoding *new specimens* (Halliday and Hasan 1989: 75). Reference then is the device of identifiability (Halliday & Matthiessen 2004: 550). Whether a presented element is indentifiable or non-indentifiable will require the listener to establish its co-referentiality to some other element. *New specimens* are presented as a non-identifiable element, thus it requires the listener to establish a new element of meaning – *they*, which is presented as an identifiable element, as its identity can be recovered from the already presented element.

There are a number of referencing models in English discourse. Eggins (1994: 95) distinguishes three types of reference: (1) homophoric reference to culture-specific content, (2) exophoric reference to the information which can be retrieved from the immediacy of the situational context, and (3) endophoric reference to the information within the text (anaphora, cataphora and esphora).

A somewhat simplified, yet more accessible model of reference is that classifying reference types as exophoric and endophoric reference. In this model, Halliday & Matthiessen (2004: 552) distinguish (1) anaphoric reference to the information already mentioned (backward referencing), (2) cataphoric reference to the information to be mentioned at a later point in text (forward referencing), both under one heading of endophoric reference (see Figure 5) and (3) exophoric reference to “assumed, shared worlds outside of the text” (McCarthy 1991: 35). The following chart by Cutting (2002: 10) illustrates this reference classification.

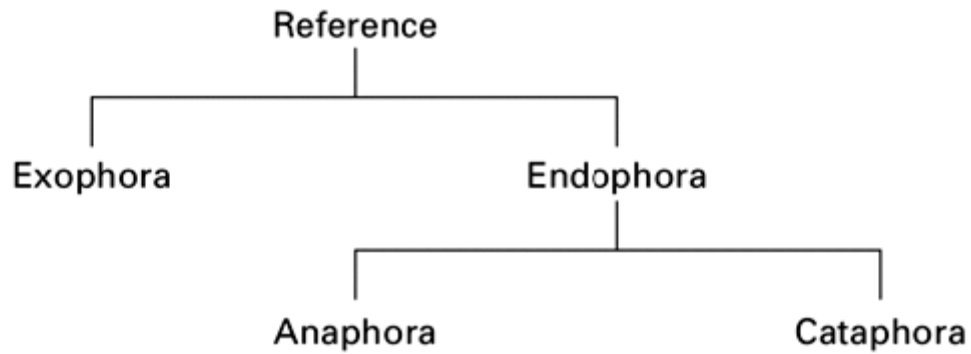


Figure 5. Reference model. Taken from Cutting (2002: 10)

Out of these types of reference, anaphoric one is the co-referentiality device predominantly used for cohesion purposes as it “provides a link with a preceding portion of the text” (Halliday and Hasan 1976: 51). A reference type equally common in the English discourse, yet difficult for L2 learners to master, is exophora. Although exophoric reference “is not text internal” (McCarthy 1991: 35), it does contribute to the textuality of discourse. The use of cataphora is a more peripheral phenomenon in the English discourse. Since it has no equivalents in many languages, e.g. Polish, its use might pose a serious difficulty to an EFL learner.

Another implicit encoding cohesive device is ellipsis, that is “the omission of elements normally required by the grammar which the speaker/writer assumes are obvious from the context and therefore need not be raised” (McCarthy 1991: 43). Ellipsis could seem similar in its semantic relation to reference, yet in fact these two devices have distinctly different discoursal applications. Unlike reference, which represents co-referential identity, ellipsis realizes the co-classification textual tie (Halliday and Hasan 1989: 74).

As McCarthy (1991: 43) suggests, there are mainly three types of ellipsis in English: nominal, verbal and clausal. And like reference, ellipsis can be anaphoric, exophoric and cataphoric. Halliday and Hasan (1976) provide a further systemic classification of ellipsis as deictic, numerative, epithet, classifier, and qualifier. The following examples illustrate the types of ellipsis:

VERBAL - ANAPHORIC

He will handle the boys, Joan the girls.

VERBAL - CATAPHORIC

If you could, I'd like you to bring it back by noon.

NOMINAL

He will handle the male students, Joan the female.

CLAUSAL

Doesn't matter – clausal ellipses

Interestingly, the above ellipsis classification is not in line with the recent one by (Halliday and Matthiessen 2004: 564), which distinguishes only between yes/no ellipsis (Is he at home? – Yes [he is at home]) and WH ellipsis (who is at home? – John [is]). Nominal and verbal ellipses have been included in this classification.

Types of verbal ellipsis which are commonly present in English natural discourse and are likely to pose some problems to Polish EFL learners are echoing ellipsis (Thomas 1987, cited in McCarthy 1991: 43), e.g. Has anyone seen her?, He *has*, and auxiliary ellipsis (Thomas 1987, cited in McCarthy 1991: 43) contrasting with the element from the verbal group e.g. I haven't seen her, *but he has*. It seems that other types of ellipsis, at least their discoursal aspects inclusive of their syntactic application, should not be a linguistic quagmire for Polish EFL learners, since ellipsis functions in the Polish language.

The other of the two devices that typically realize co-classification is substitution. It is also similar to ellipsis in that it “operates either at nominal, verbal or clausal level” (McCarthy 1991: 45) and that “it can only be used when there is no ambiguity as to what is being substituted or ellipted” (Cutting 2002: 12). It is different from ellipsis in that ellipsis is “substitution by zero” (Halliday and Hasan 1976: 142). The substitution in the English language materializes in the use of verb substitutes, such as *do/have/had*, noun substitutes (one) or clause ones, which typically include *if so/if not*, *same* to substitute for the whole

phrase (Salkie 1995). And like clausal ellipsis, as noted by Halliday & Matthiessen (2004: 567), substitution occurs usually in a dialogue sequence.

It seems that the use of substitution should pose little trouble to a Polish L2 learner, too. Many common English substitutions are internalized as set expressions (Salkie 1995), e.g. *I don't think so, or* are used subconsciously by the learner since they also exist in the Polish language. In fact, the only basic English substitution device which does not function in Polish is “one”, yet daily observation indicates that even intermediate learners successfully employ this discourse device in their speech.

It is also worth noting that there is a subtle difference between some of the aforementioned devices which by definition are distinct ones. For instance, the line between the auxiliary contrastive ellipsis and the verbal substitute *do* may have well reached a vanishing point. Whether *do* functions as an ellipsis or substitution depends entirely on its interpretation as an auxiliary verb or a substitute.

### 1.3.6 Lexis and discourse

In addition to the grammatical textuality described in the previous chapters, cohesion also operates within the lexical zone of discourse construction and materializes in a number of lexical relations. Cutting (2002: 13), for example, specifies lexical cohesion as realized in (1) repetition, (2) the use of synonyms, (3) the use of superordinates and (4) the use of so-called general words, such as *things, stuff, place, woman, man*. Halliday & Matthiessen (2004: 572) provide a more elaborate model of lexical relations. It posits that lexical cohesion is realized under paradigmatic lexical sets in repetition, synonymy, hyponymy, meronymy and under syntagmatic collocations. This research however will not follow either of these models, and instead it will discuss lexical cohesion as materializing in two dimensions: (1) inter-actional cohesion realized through relexicalization, and (2) intra-actional cohesion realized through reiteration.

Reiteration can mean “either restating an item in a later part of the discourse by direct repetition or else reasserting its meaning by exploiting lexical relations” (McCarthy 1991:



65). The “intra” dimension of reiteration refers to its use within the speech of the individual speaker. Halliday and Hasan (1976) suggest that reiteration is involved in three of five types of dependency relationship between lexical items:

1. Reiteration with identity of reference:

*Mary bit into a **peach**.*  
*Unfortunately the **peach** wasn't ripe.*

2. Reiteration without identity of reference:

*Mary ate some **peaches**.*  
*She likes **peaches** very much.*

3. Reiteration by means of superordinate:

*Mary ate a **peach**.*  
*She likes **fruit**.*

The two remaining types include collocations which reflect not so much semantic relations between two words, as their tendency to “share the same lexical environment” (Halliday and Hasan 1976: 286)

In the analysis of spoken discourse, the third type is of particular interest. Although direct lexical repetition does contribute to lexical cohesion and enhances the textuality of discourse, it is the use of other referents such as synonyms, hyponyms or subordinates that enriches the lexical repertoire of discourse devices. If similar devices exceed the “self” aspect of lexical relations, the speaker begins to relexicalize the discourse.

The development of topics proceeds interactively, seldom statically (McCarthy 1991: 70), as topics are a “consensual outcome” of communication (Wardhaugh 1985: 139-140, cited in McCarthy 1991: 70). It seems that whether or not the topic is developed depends mainly on the interlocutor, who will either reject it or interactively push it forward. The following extract illustrates the phenomenon (McCarthy 1991: 69):

A: No, I don't think we can manage a large bonfire but  
the firework themselves er we have a little store ...

B: Oh yes, they're quite fun, yes

A: Mm yes, the children like them very much so I think  
as long as one is careful, very careful (B: Oh yes) it's all  
right.

This example shows that speakers might want to relexicalize one another's speech to develop the topic or to give their interlocutor an I-am-with-you-signal, placed in the back-channel of discourse. As suggested by Vuchinich (1977, cited in McCarthy 1991: 70) the speaker initiating communication puts an obligation on the other speaker to relevantly contribute to the conversation by taking their turn with reference to the previous one. It seems that this very response to the initiating utterance gives the same invitation for the initiator to continue the topic development.

The lexical textuality of discourse also involves disturbances of lexical expectations such as *smart and stupid* or individual reordering in a text (Hasan 1984). Both phenomena are an indicator of the speaker's language creativity and although they are universal discourse devices, their presence in L2 speech, even at advanced levels, may be occasional. This very individuality in the use of 'instantial relations' may account for the fact that most discourse studies have focused on classic lexical relations mainly (Hasan 1984; Halliday and Hasan 1989; Cruse 1986). There is, nonetheless, a need to investigate lexical affinities in discourse construction (McRae and Boisvert 1998; Hodgson 1991). It is also more likely that the use of these discourse-specific mechanisms will occur more frequently in L2 written output.

### 1.3.7 Conjunction

Another discourse device, which contributes to the cohesion of discourse is conjunction. Its role in discourse construction, however, is realized in the dimension other than that of reference or ellipsis. As claimed by Halliday and Hasan (1976: 227) “conjunctive relations are not tied to any particular sequence in the expression”, which suggests that their role as cohesive devices is limited to their organic value in discourse (Halliday and Hasan 1989: 81). Yet, no matter what discursal role is attributed to conjunction, it does contribute to the texture of spoken and written discourse. As noted by Halliday and Matthiessen (2004: 538), conjunction “provides the resources for marking logico-semantic rerelationships” of longer stretches of speech or longer spans of paragraphs.

Salkie (1995: 76) distinguishes four types of conjunction: (1) addition connectives (e.g. and), (2) opposition connectives (e.g. yet), (3) cause connectives (e.g. therefore), and (4) time connectives (e.g. then). Halliday and Hasan (1976) classify conjunctive cohesion as *additive*, *adversative*, *causal*, as well as the forth domain divided into *temporal*, and *continuative*. This, however, as well as other conjunctive domains such as Halliday’s (2004: 541) elaboration, extension, and enhancement or internal/external conjunctive dimension exceed the frame of the ongoing discussion.

What needs to be noted, however, is the fact that conjunctive devices at times may fulfill more than one discursal role. *I mean, actually, in fact*, e.g. can indeed be used as an elaborative adjunct, yet each of them also serves as a modality device (to be discussed below in Chapter 1.3.8) or are used merely as communication strategies e.g. to fill the gap.

The cohesion of language discourse can be achieved by various means, including the use of the devices discussed in this chapter. It does not mean, however, that discourse deficient in these mechanisms will not be in any case coherent or cohesive. EFL learners often “replicate” discursal strategies applied in their L1 and thus often help enhance the coherence and cohesion of their discourse. Yet, notwithstanding the possible logicity of the discourse, it must be realized that coherence does not fully determine the comprehensibility of communication. The deficit in natural discourse devices will result in the artificiality of language interaction, which is likely to make it more difficult for the other participant of the

communicative encounter to process the spoken output of their interlocutor. Language transfer, which will be discussed in Chapter 3, can therefore be detrimental as well as instrumental to successful L2 learning, and its role in interlanguage development should not be dismissed.

### 1.3.8 Modality

In the past decade linguists have begun to utilize their interest in the psychological domain of language use and have turned their eyes to individual linguistic choices determined e.g. by the mood of the speaker, their culture-specific conceptions of the world as realized in their language output or metaphoric verbalization of their ideas (to be discussed in Chapter 3). The mood of the speaker, which will be the subject of the forthcoming discussion, can be expressed on the non-verbal level through semiotic communication, including facial expression and other gestures, and on the linguistic level through the use of modality devices, which this section will attempt to present.

Basically, modality can be defined as “the expression of the speaker’s opinion about present likelihood or obligation.” (Chalker 1998: 243), or “attitude, obviously ascribable to the source of the text, and explicit or implicit in the linguistic stance taken by the speaker/writer” (Fowler 1998: 85). Modality, however, is a more complex phenomenon that is determined by the speaker’s culture, personality or temporary mood. As proposed by Givón (1993: 169)

*the propositional modality associated with a clause may be likened to a shell that encases it but does not tamper with the kernel inside. The propositional frame of clauses ... as well as the actual lexical items that fill the various slots in the frame, remain largely unaffected by the modality wrapped around it. Rather, the modality codes the speaker’s attitude toward the proposition.*

Studies distinguish a number of modality types, such as discourse-oriented modality, epistemic and root modality as well as boulomaic, deontic or perception modality (Adolphs

2007: 257). This discussion, for the sake of clarity, will discuss epistemic, deontic and boulomaic modality as this trichotomy will be analyzed in the empirical portion of the research.

Givón (1993: 169) defines epistemic modality as encompassing “judgements of truth, probability, certainty or belief” (for example *he might go*), and deontic modality as involving “evaluative judgements of desirability, preference, intent, ability, obligation or manipulation” (i.e. *he must go*). Palmer (1986: 51) specifies the realm of epistemic modality as comprising “at least four ways in which a speaker may indicate that he is not presenting what he is saying as a fact, but rather:

(i) *that he is speculating about it*

(ii) *that he is presenting it as a deduction*

(iii) *that he has been told about it*

(iv) *that is it a matter only of appearance, based on the evidence of (possibly fallible) senses.*

The first example represents what is often referred to as judgments. The three remaining types reflect the evidentiality of speech. As Palmer (1986: 51) asserts, the binding force of these four aspects is “the indication by the speaker of his [lack of] commitment to the truth of the proposition being expressed”.

The interpretation of deontic modality is a complex undertaking, as its classic definition restricts it to obligation only (Adolphs 2007: 257), and its meaning has been sometimes extended to desirability (cf. Givón 1993: 169). But if desirability is indeed interpreted as a domain of deontic modality, it will encroach upon the territory traditionally reserved for boulomaic modality, which realizes “wish”, “hope”, and “fear” worlds of the discourse creator (Chrzanowska-Kluczevska 2008: 2). Wish, hope, fear and desirability represent neither evidentiality of discourse nor the speaker’s commitment to truth. They, however, encompass the speaker’s emotional stance on the communicated ideas. Therefore, both modality types will be discussed in the empirical portion of this research under one heading of *deontic modality*, in the extended meaning, juxtaposed with *epistemic modality*.

Although linguistically, modality - whether epistemic, doentic or boulomaic - is traditionally realized through the use of modal auxiliaries, modality devices include more than just common *can*, *might* or *should*. It can also be realized through a number of lexical verbs (e.g. *seem*) and modal adverbs (e.g. *inevitably*) (Adolphs 2007: 258), modal adjectives (e.g. *likely*) as well as whole modal formulas. These devices allow the speaker to soften their stance on or their attitude to the expressed opinion (McCarthy 1991: 85). The following extracts illustrate this phenomenon:

Extract 1

*We **certainly do** know that violence is a problem, and when we measure things like adolescent depression, which **often** follows from the experience of violence, ranging from psychological to physical, that is **quite** extreme and **appears** to be growing.*

(Justice Talking: School Violence—Air Date: 1/22/07)

Extract 2

*MARILYN LAWRENCE: **I think** people have the right to understand in a historical documentary that the language is only going to be used when it **might** be deemed appropriate. But when we think it's deemed appropriate, we **should** have the conversations with our children about how people talk that way or don't talk that way or shouldn't talk that way instead of banning it from others.*

*KELLY TURNER: What's the difference between "Saving Private Ryan" and airing, you know, an unedited version of you know "Die Hard" or another movie that has the same amount of profanity? **I guess** I don't **really** see a difference. Just based on the content of the film, **I'm not sure** that **would** make it okay to say those things.*

(Justice Talking: The FCC Crackdown on Indecency—Air Date: 5/22/06)

As seen from the above samples, modality can be realized through adverbs such as *certainly*, *quite* or *really*, modal auxiliaries, e.g. *might*, *would* as well as verbs, such as *appear* or set expressions e.g. *I'm not sure*. Unchallenging as it might be to single out modality devices, determining whether they realize epistemic or deontic modality poses a serious difficulty. For example, the adverbial *really*, as it seems, can be an indication of the speaker's

commitment to truth, which would suggest epistemic modality, yet it also could, and often is, used emphatically as boulomaic modality.

It should also be noted that modality does not only represent “a private relationship between a rational self and the world (...) and can be seen as part of the process of texturing self-identity (...) inflected by the process of social relation” (Fairclough 2003: 117). It is then not only the speaker that constructs the meaning. The variation in meaning is often located “in the nature of the source and availability of the recipient role” (Hoekstra 2004: 24). It is then the mood or the stance of the speaker in the continual interaction with the interlocutor’s reception of discursive arguments in which modality also materializes its function.

Since this project deals with modality as one of many discourse domains, no distinction will be made, as suggested by Halliday & Matthiessen (2004: 147), between modalization and modulation. Such a dichotomy could, and no doubt should, be subject to analysis in a separate study.

It is daily classroom observation that indicates that the cultural use of modality is “notoriously difficult for foreign learners to master” (Brazil 1995a: 116) and that although EFL teachers do instruct their students on the use of modality, they may fail, for many reasons, to expose the students to a wider spectrum of modalizing devices which could exceed the frame of just modal verbs. The reasons might vary from the routine treatment which the pragmatic force and cultural use of modals receive in the EFL classroom (Lee 2007: 484), to the diversity of functions realized by modality markers, depending on the context and co-text of discourse (Adolphs 2007: 267), to the under-representation of modality-related vocabulary other than modal verbs in teaching materials (Holmes 1988, cited in McCarthy 1991: 85), which suggests that L2 instruction may not fully reflect natural English discourse. This claim is confirmed by Kasper’s (1979) finding that early L2 production is characterized by *modality reduction* and it is in more advanced speech that learners begin to “make linguistic selections of sufficient delicacy” (Ellis 1992: 177). How natural these linguistic choices are should, however, be further investigated.

## 1.4 Competence vs. Performance

It was in the sixties of the previous century that second language acquisition (SLA) researchers attempted to provide a window on language competence, that is what it really is that enables a language speaker to utilize the linguistic mechanisms to produce or receive language content successfully. Chomsky (1965: 4), in response to the then prevalent behaviorist conceptions of SLA, referred to competence as the hearer-speaker's tacit knowledge of their language. For him (Chomsky 1965: 3) an ideal speaker-hearer, in a homogeneous speech community, demonstrates a perfect knowledge of its language and remains unaffected by these numerous grammatically irrelevant conditions, including memory limitations, distractions, shifts of attention and so on, converting "knowledge" into the actual use of the language. Chomsky then makes a meaningful distinction between having the potential to use the language, which could be defined as competence, and the actual language use materializing in performance.

The debate over the competence-performance distinction has a relatively old and growing tradition. Although the Chomskyan conception has been challenged by those who claim that it is the learner's capability (Tarone 1990: 392) or their capacity (Widdowson 1983) rather than competence that underlines actual performance, these attacks are of secondary value to this research. It seems that what is relevant to this study is not how this linguistic potential is defined, but that it may really be different from the actual performance. Yet even with this distinction settled, another problem arises, namely that of competence-performance interrelation.

It is not an occasional observation that language instructors draw a no-performance-no-competence conclusion in evaluating L2 learners. However convincing it seems, this prominent intuitive conception of performance as external evidence of competence is inappropriate, as it portrays competence as a causative factor of performance. It is true that competence can, and usually does materialize in actual performance, yet it may not always be the case. Language users, including native speakers, for many reasons other than incompetence, may not perform well in educational and non-educational settings.



Figure 6 illustrates the mapping of phenomena contributing to the final language output represented in performance, which challenges the classification proposed by Brown (1996: 3), in which he unscrupulously interprets Chomsky's reference to competence-ability distinction (Chomsky 1980: 59). Brown (1996: 3) suggests that performance (the actual use of the language) is linked to two processes: "(a) knowing (the forms of) a language" and "(b) the ability to use the language that one knows" (Brown 1996: 3). He implies then that 'ability' must be linked to 'knowledge', when in reality it may not. A clear distinction between these two potentially independent states is instrumental in understanding the core of the true meaning of performance.

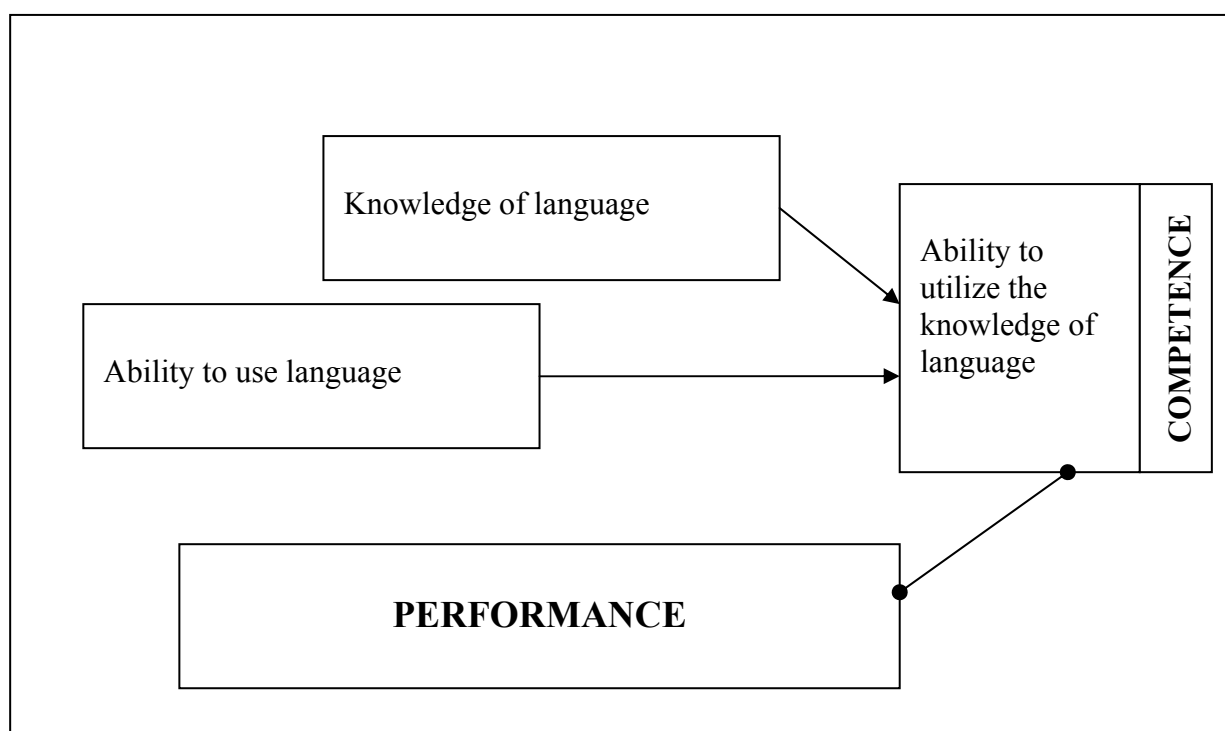


Figure 6. Performance-competence relation

The proposed model suggests that *knowledge of language* and *the ability to use language* are two potentially independent states that underline competence. In the case of any of these states missing from the whole process, competence will not materialize. In this respect, competence, as it seems, can best be defined as *the ability to utilize the knowledge of language*. Thus, it is clear that competence is fully dependent upon the two states. Performance, on the other hand, is not. Nor is it dependent on competence itself.

As stated earlier, one may not perform even if they are competent. Yet, the competence-performance interrelation is not of one direction only. Similarly, one can perform without being competent (Clark 1974). The conviction that this is not possible results from the widely-accepted, but simplistic definition of performance as “the production and understanding of utterances” (Lyons 1996: 17). The possible mistake seems to lie in the implication that performance is always deliberate or conscious. And although it often is, it is common sense, daily classroom observation or sheer imagination that gives the picture of an individual incidentally responding to an elaborate yes/no question, which could be interpreted as his/her understanding of the message. Performance should rather be defined as *language production or reception interpretable as the actual outcome of meaningful linguistic interaction*. This definition indicates that there must be at least one of the participants of the speech act that assumes a message has been conveyed even if its recipient believes to the contrary.

Performance in this definition may not then be contingent upon competence. What is required from the prospective performer is their knowledge of the present politeness system or paralinguistic competence, including universal language mechanisms, such as intonation, body language and other discoursal universals.

## **2 Educational factors determining discourse competence development**

The development of discourse competence as well as the construction of discourse itself depend on specific features of the L2 learning environment. In the case of an EFL classroom, relevant to this research, these characteristics include a type of language input provided by the teacher, teacher talk as well as the quality of classroom interaction. This chapter will, therefore, analyze the roles of these educational factors in developing discourse competence in L2 learning.

### **2.1 The role of input in discourse competence development**

The perceptions of the role of input in SLA have undergone a radical change. With the behaviorist-vs.-mentalistic conflict behind in the nineteen-seventies, new approaches to input began to be introduced in applied linguistics. That input was beneficial for L2 learning was no longer polemical. What generated heated debates, and still does, was what types of input help L2 learning, and what other conditions are necessary for acquisition to take place.

Krashen's (1982) SLA Theory, often mistakenly named *Zero Option*, posited that no explicit instruction is necessary for the subconscious acquisition to take place as long as large amounts of good quality, interesting or relevant comprehensible input a bit beyond the current productive capabilities of the self-confident and highly motivated acquirer are provided in low-anxiety situations. Although his concept of negotiation of meaning apparently had an intuitive appeal to a number of practitioners or some linguists (e.g. Wode 1981), it globally generated controversy among theoreticians, who rejected Krashen's theory as pseudo-scientific (McLaughlin 1987, Gregg 1984).

In addition to his critique of Krashen's SLA theory, McLaughlin (1987) proposed the concept of automatization in language production. He suggested that learners can move

from controlled processing of language forms through to automatic processing, mainly by repeated practice (McLaughlin 1987). This proposition received backing from others, notably from Johnson (1994), who argues that learners achieve communicative competence by a process of “automisation”, helped by a series of tasks progressively less focused on form. The role of input in L2 learning then was not central anymore as grammar left the peripheries and began to regain its recognition among both applied linguists and practitioners.

Other studies were conducted to verify the teachability hypothesis. Results were diverse. For example, Higgs and Clifford’s (1982) study of L2 learners in naturalistic settings showed fossilization at relatively low levels. Pavesi (1984), in turn, indicated that instructed L1 learning can, in fact, produce better results than naturalistic SLA, notwithstanding the greater intensity of exposure to language in the case of the latter one. Finally, Schmidt and Frota (1986) concluded in their qualitative, impressionistic study of Schmidt’s interlanguage development in naturalistic settings that the forms were noticed in the out-of-class input after they were actually taught. As they wrote:

*It seems that if [R] was to learn and use a particular type of verbal forms, it was not enough for it to have been taught and drilled in class. It was also not enough for it to occur in input, but [R] had to notice the input...[R] subjectively felt as [he] was going through the learning process that conscious awareness of what was present in the input was causal.*

Schmidt and Frota (1986: 281)

The insufficiency of exposure to comprehensible input has also been noted by Swain (1985), who admits that input may be essential to SLA, but it is not the only condition necessary to ensure native-like performance. This finding appears to apply particularly to advanced learners of English, whose learning should not be, as it seems, limited to negotiation of meaning or provision of comprehensible input.

That noticing initiates the construction of output through the conversion of input into intake is indisputable. Figure 7, however, indicates that the role of noticing is not restricted to

that of the initiator only. Its role in the process of converting input into output is more than catalytic, since noticing is the necessary condition for the whole process to take place.

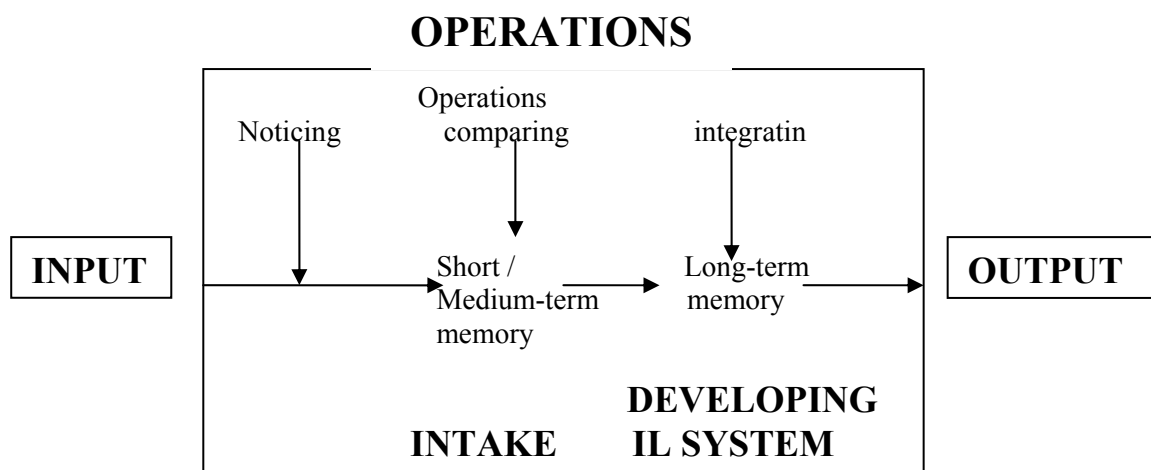


Figure 7. The process of learning implicit knowledge (Ellis 1997: 119)

What helps the acquirer to notice input is then the primal question in the Noticing Hypothesis. The process, as it seems, can be helped through e.g. language instruction (Schmidt 1990), which can raise L2 learners' consciousness of the part of the input provided, frequency of input (Schmidt 1990; Skehan 1998), which suggests that a form repeatedly present in the input will increase the likelihood of noticing, or perceptual salience (Slobin, 1985; Skehan, 1998), which represents the learners' inclination to attend to those features of input which seem prominent to them. Schmidt's Noticing Hypothesis (1990) also posits that noticing as such may not be enough for input to be taken in. It seems that in order to construct natural discourse a learner, particularly an advanced one, will have to "attend to the linguistic features to the input" (Thornbury 1997: 326) to notice the gap between the natural native discourse and their own interlanguage representations.

However, realizing that a new language feature is at variance with one's L2 representation may not be enough for integrating input into the language system. The inferential model of communication by Wilson & Sperber (2004), based on Grice's Relevance Theory (1989),

posits that it is effect and effort factors that determine the relevance of input. The relevance of input is illustrated on the following example of communication:

*Mary, who dislikes most meat and is allergic to chicken, rings her dinner party host to find out what is on the menu. He could truly tell her any of three things:*

(2) *We are serving meat.*

(3) *We are serving chicken.*

(4) *Either we are serving chicken or  $(7^2 - 3)$  is not 46.*

(Wilson & Sperber 2004: 610)

Although all the three responses would satisfy Mary's inquiry, Wilson and Sperber make a claim that (3) is more relevant than both (2) and (4) for the following reasons. For reasons of cognitive effect, (3) and (4) have equal value. The message conveyed in (3) is derivable from (4) and the messages conveyed in (3) and (4) are the same. For reasons of processing effort (3) is more relevant than (4), since processing (4) requires more effort on the part of the listener. Wilson & Sperber (2004: 610) conclude that "when similar amounts of effort are required, the effect factor is decisive in determining degrees of relevance, and when similar amounts of effect are achievable, the effort factor is decisive". They also define the optimal relevance of ostensive stimulus in inferential communication as (1) "relevant enough to be worth the audience's processing effort" and (2) "the most relevant one compatible with communicator's abilities and preferences" (Wilson & Sperber 2004: 612).

The Relevance Theory suggests, then, that the input which L2 learners are most likely to notice is the one which will satisfy the audience's communicative needs at the minimum effort involved in processing the message. This could be achieved on many levels in various educational or naturalistic settings. In the EFL classroom, it could translate into "an automatic process of learners' searching for optimal relevance of the teacher's utterances (Nizegorodcew 2007: 16). It is then the specificity of classroom communication, including

teacher talk that will in large part shape learners' discourse competence. This will be discussed in the next section.

## **2.2 Classroom discourse vs. natural discourse**

The previous section has shown that input provided can indeed affect one's language production, whether in an instructed or naturalistic manner. The appropriate construction of discourse can then be helped through exposing the learners to communication patterns typical of natural discourse and providing relevant opportunities to practice them. A language classroom, in Poland a naturally dominant educational setting, attempts to create these conditions, whether on the conscious or subconscious level. A classroom, however, has its apparent institutional limitations and, therefore, its discourse is likely to deviate more or less from its natural conventions. Appealing as it seems, there are claims that classroom communication, its "modified input and negotiated interaction are no antonyms of genuine communication" (Majer 2003: 14). Whether the authenticity of classroom discourse is a fact or a myth apparently deserves deliberation. The following section will sketch the theoretical position of Applied Linguistics with respect to this issue.

What fuels this pedagogical optimism might be the failure of classroom research in the last three decades to suggest remedial measures to authenticate classroom communication. As a result, some theoreticians (cf. Majer 2003; van Lier 1996) have sought to challenge the old pedagogical dogma and claim that classroom discourse "constitutes one of many discourse domains" and, therefore, is "authentic in formal learning environments (Majer 2003: 14). Van Lier goes a step further first rhetorically asking how learners are going to transfer knowledge acquired in the classroom if classroom communication is unnatural (van Lier 1984: 160) and then making a somewhat surprising claim that if teachers "spoke to their students differently, now as if they were addressing a neighbour, now a car mechanic, and so on, they would be using language inauthentically" (van Lier 1996: 130). With all due respect for these theoreticians, it is difficult to escape the thought that this very defense of classroom discourse authenticity may be based on scientific conformism, realized through linguistic determinism.

After all, if something fails to be changed, it can always be renamed. And the objective of language instruction is indeed to help learners communicate in natural settings other than a foreign language classroom, that is, in casual social contact with a neighbor or a car mechanic. It cannot be disagreed on that classroom communication is one of natural discourse domains, materializing in what can be referred to as institutional discourse (Seedhouse 2004), but Majer's and van Lier's propositions seem to exceed the logic of Applied Linguistics as, in fact, they amount to centralizing the peripheral and marginizing the central.

Therefore, the following sections will demonstrate which classroom discourse domains are close to natural communicative conventions and in which areas classroom discourse does deviate from the authentic norms. The analysis will focus on teacher talk characteristics as well as the nature of classroom interaction, both from a qualitative and quantitative perspective.

### 2.2.1 Teacher talk

Even in a learner-centered classroom, it is the language instructor that is remarkably involved in classroom communication, either through instruction giving or assisting the students in groupwork tasks. Students are exposed to teacher language output throughout the EFL course on a daily basis, and therefore teacher talk is undoubtedly a powerful tool for, and an indisputable factor in shaping the students' communicative competence, including discourse competence. As noted by Brazil,

*the classroom lesson is perhaps the clearest example of an event in which what is talked about is under the virtually total control of one participant. Teachers are not only dominant in the sense that they control the development of the discourse. They also set the agenda and determine which student contributions will be admitted as relevant to that agenda and which will not. In this respect, classroom discourse is at an opposite pole to informal conversation, where special mechanisms are necessary for the negotiation of topic change.*

(Brazil 1995b: 107)



The dominance of teacher talk in language classrooms is apparent and on average accounts for approximately sixty percent of pedagogical moves (Chaudron 1988: 50). The dominance of teacher talk is not typical only of traditional educational settings promoting lock-step teaching modes. A high proportion of teacher talking time can also be found in bilingual kindergartens (Legarreta 1977, cited in Chaudron 1988: 51) or immersion programs (Bialystok, Fröhlich and Howard 1978, cited in Chaudron 1988: 51).

With these results in mind, clearly indicating that it is the teacher that determines the form and structure of communication in the classroom, it seems critical to discuss how teacher talk affects classroom interaction, how it is distributed within communicative moves, what type of discourse it promotes, and finally how far classroom discourse standards depart from normative discourse conventions.

In teacher-dominated classrooms, it is the questions asked by teachers, initiating most of classroom communication, that determine the frame of the discourse under construction. As suggested by (Nunan 1987), the overwhelming domination of display questions used by EFL instructors (those with predictable answers) over referential ones (those with unpredictable answers) is commonplace. There is plenty of other research supporting the claim that classroom interaction “in contrast with the interaction in the world outside (...) is characterized by the use of display questions to the almost total exclusion of referential questions” (Nunan 1989: 29). For example, Early (1985 cited in Chaundron 1988: 127) found that the ratio of display to referential questions used by ESL teachers was 1 to 6 whereas in L1 classes the rate was only 1.5 to 1. In Brock’s (1986) study teachers unaware of the display-referential-questions distinction used 24 referential questions in contrast to 117 display questions. A similar proportion can be found in Polish EFL classrooms. Figure 8 illustrates the numbers and types of questions asked by English teachers in four EFL lessons with upper-intermediate students:

	<b>Teacher 1</b>	<b>Teacher 2</b>	<b>Teacher 3</b>	<b>Teacher 4</b>
Teacher's open-questions	9	32	9	2
Teacher's closed-ended questions	4	7	0	8
Teacher's display questions	13	31	8	8
Teacher's referential questions	0	8	1	2

Figure 8. Teacher questions types (Jaroszek 2002: 101)

It has also been suggested that teacher talk favors the use of divergent questions rather than convergent ones when interactants either do not know the answers or wish to 'relinquish the floor' (Thornbury 1996: 281; Seedhouse 1996: 19).

It is desirable and most likely common in foreign language classrooms that teachers adjust their language output to the receptive capabilities of their students. However, whether the teachers will follow the concept of producing clear utterances to help students identify the word boundaries or attempt to preserve natural features of the spoken language to paraphrase it as a result of meaning negotiation with the students is a matter of an individual teaching style. This very variability of teacher talk is what distinguishes it from interaction with a native speaker. Its modifications, usually applied intuitively (Nizegorodcew 1991: 15), will include syntactic and lexical simplifications, being part of foreigner talk, but will also involve discursal adjustments due to the teacher's controlling position in the classroom.

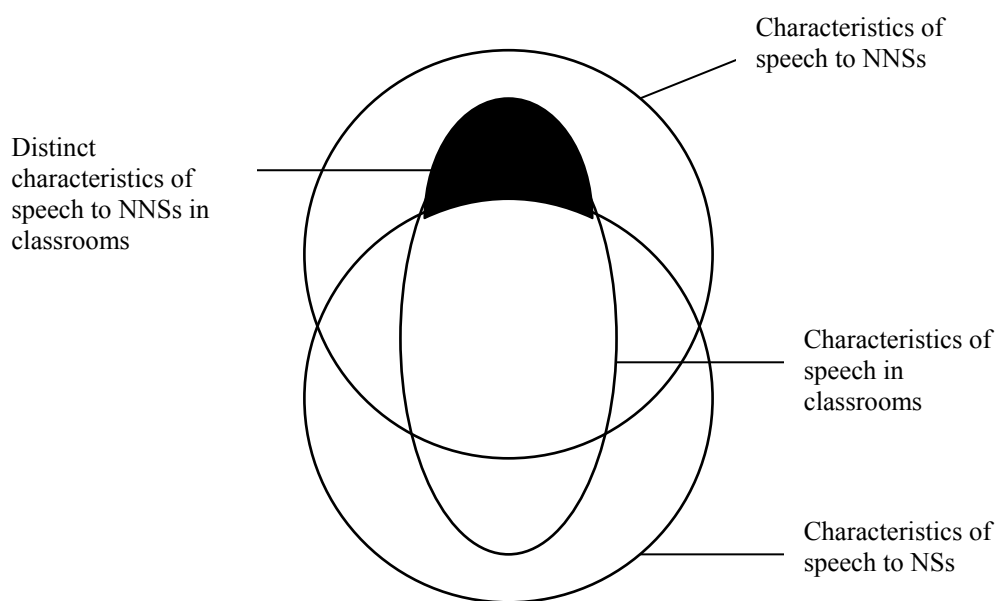


Figure 9. Relationships between speech to natives and nonnatives in and outside classrooms

(Chaudron 1988: 55)

Interestingly, whereas much of native talk is incorrect (Ellis 1985), teacher talk is intended to contain no incorrect forms (Nizegorodcew 1991: 15). Teacher discourse might be different from natural speaking conventions since its objectives are to instruct a learner, not to communicate (Nizegorodcew 1991: 15). It is most likely for this reason that at times some methodologically enlightened young teachers turn to “compulsive interpreters” (Świszczowska 1993: 8). Yet, although L2-L1 switch can be used as a last resort in some EFL classrooms, it comes as a surprise that code-switching might be a common teaching procedure also in the case of teaching subject matter to advanced students of English, as noted by Nizegorodcew (2007: 118). An example she gives is a university British history course, in which part of the lecture is conducted in the Polish language, thus barely fulfilling the instructional role of input in L2 learning.

Teachers in advanced courses should not only use their students’ linguistic proficiency and refrain from code-switching, but also attempt to maintain equilibrium between the

amounts of naturalistic, so-called positive raw input (Carroll 1995) provided in the course of their classes and the amounts of instructional input, so-called negative corrective data. Better still, as the classroom is an environment apparently less clean-cut in the distinction between raw and corrective data than naturalistic settings (Nizegorodcew 2007: 143), language instructors should help L2 learner interpret corrective instructional input “as raw (primary) linguistic data used as corrective feedback” (Nizegorodcew 2007: 145), or, as could be concluded, use raw input as a medium of instruction, e.g. through raising L2 language awareness.

It is incontestable that teacher talk has an active effect on EFL learners’ communicative competence. However, what is disputable and therefore requires further analysis is the extent to which teacher L2 output shapes the use of L2 by the learners. It strikes, then, to notice how little systematic research into teacher discourse competence the EFL literature offers. As indicated in Figure 10, there is little similarity in the investigated classrooms in terms of the first language of the subjects or their educational profile or educational setting.

<b>Study</b>	<b>Class levels</b>	<b>L1</b>	<b>L2</b>	<b><i>Discourse differences</i></b>
Downes (1981)	Adult preacademic university at 3 levels	Mixed	English	More correction
Mannon (1986)	University	Mixed	English	More 1-st-person reference, more self-repetitions
Bialystok et al. (1978)	Grade 6, French immersion and core French	English	French	Fewer functions per time unit, more verbalization per function, more administrative direction, more reading, less repetition, fewer “accept” acts, more teacher-initiated moves, fewer teacher responses
Dahl (1981)	Adult university at 3 levels	Arabic	English	Fewer explicit request forms
Schinke-Llano (1983)	High school NS classes with some L2	Spanish	English	Less directed interaction, more managerial & fewer instructional interactions)
Kliefgen (1985)	Kindergarten L2 and NS children at 3 times	Mixed	English	More functions were information exchange, action directives, clarifications
Wesche & Ready (1985)	University psychology for NNSs	French	English	More words in self-repetitions, more imperatives
Early (1985)	High school ESL social studies, under and upper classes	Mixed	English	Proportionately more imperatives, fewer statements, more conversational frames, fewer self-repetitions

Figure 10. Classroom discourse studies. Adapted from Chaudron (1988)

The different, sometimes contradictory results these studies produce could be attributed to the very unsystematicity of data collection procedures. For instance, Early (1985, cited in Chaudron 1988) found fewer self-repetitions in classroom discourse, whereas Mannon (1986) produced the opposite results with more self-repetitions as discourse difference. Other observed modifications of teacher discourse involve an increase in framing moves (Early 1985, cited in Chaudron 1988: 84), a possible increase in the number of lexical items in self-repetitions (Wesche and Ready 1985, cited in Chaudron 1988: 84) and in the number of self-repetitions themselves (Ellis 1985, cited in Chaudron 1988: 85). It seems that research into teacher discourse is still in its formative stages.

As shown above, teacher talk, often for educational reasons, is deficient in some of the natural discourse devices and, therefore, may not have a truly positive effect on the development of learners' discourse competence. Yet, the artificiality of teacher talk is not only negative in itself. It can have far-more-reaching negative effects. A teacher's language habits are often taken over by their students, which at times leads to artificial communication in the whole classroom, including learners' language production. As a model of communication, a teacher may e.g. artificially initiate interaction, terminate it unnaturally or overuse certain devices, sometimes for linguistic purposes, sometimes for the sake of control over the course of the lesson. These interactional modifications will be discussed in the following section, which deals with interaction patterns typical of classroom discourse and the structure of classroom communication.

### 2.2.2 Classroom interaction

Classroom communication is not a one-sided game with learners as passive recipients of the authoritative teacher talk. Rather, a classroom should be seen as a "co-production of all participants" (Tarone 2006: 163), a community shaping their social identities. A classroom, however, is not an ideal communicative setting. Although it often overrides its institutional constraints and provides opportunities for relevant L2 communication, pedagogical discourse apparently departs from L1 speaking conventions. Through a number of pedagogical moves,

from eliciting to overtly evaluating, teachers “are subjecting their students to massive exposure to [exchange types] that they are unlikely to use in other kinds of speech event” (Brazil 1995b: 105). It seems then that although pseudo-communication is undesirable, it is a surprisingly common element of classroom practices.

Yet, classroom interaction, whether genuine or pseudo-communicative, has indeed its undeniable value as it does not, or should not take place incidentally in an indefinite place and an unspecified context. Rather, a foreign language classroom constitutes its own communicative micro-world, in which a lesson can be conceptualized “as a local event, intertextually shaped by past events within the participants’ experience, (...) prior discursive and social practices [to] create common knowledge which guides learners as to how to participate in class” (Tseng & Ivanič 2006: 144). This chapter will discuss the structure of classroom interaction realized on this very local level of communication and will attempt to determine how far it departs from natural discourse conventions. Apparently much of the discussion will be based on the findings of the studies conducted in the 1970s and 1980s as it is then when classroom research was in its prime and consequently set ground for further classroom discourse analysis.

The classic framework for classroom discourse, surprisingly still valid after more than three decades of research into classroom interaction, is the one by Sinclair and Coulthard (1975). In their observation, teachers and learners become involved in a triple-exchange communication: initiation-response-follow-up (IRF), with the teacher initiating communication, the student responding to the teacher and the teacher giving feedback to the student’s production. This somewhat pseudo-communicative pattern seems to support the two-to-one proportions of teacher talk in the classroom (Chaudron 1988: 50) and has been consistently observed in later studies (cf. Nunan 1987; Edwards and Mercer 1994; Jaroszek 2002).

There were studies (e.g. McTear 1975), which indicated that this triangular sequence of classroom interaction may often turn into a rectangular sequence (see the example below):

*(Describing the picture)*

T: Van. What's in the back of the van?

S: Milk. Milk.

T: Milk.

S: Milk.

(Nunan 1987)

It would be naïve, however, to believe that this very repetition by the student after the teacher indicates that the IRF pattern is broken. It seems that in many cases the repetition plays merely a reassuring role in interactive discourse construction. The IRF pattern is indeed broken when a teacher deliberately uses more referential questions (already discussed in chapter 2.2.1) and introduces more topics of interest to the students:

T: Dead? When did he die?

S: Um, sixty-eight.

T: Sixty-eight.

S: Sixty-eight year old.

T: Sixty-eight years old. Oh, that's very sad.

S: In Australia.

T: It was in Australia? Gosh, I'm sorry.

S: Australia, it's me. My, my....

T: Oh, you were in Australia and your father was in Greece

(Nunan 1987)

Nunan's study of communicative language practice, mentioned above, reveals the persistence of non-communicative interaction patterns in classroom interactive discourse (Nunan 1987). In five recorded, transcribed and analyzed "communicative" lessons, their pseudo-communicative nature was evident (Nunan 1987). The lessons showed few student-generated topic nominations, and overuse of display questions, and a persistent teacher initiation/learner response/teacher follow-up pattern.

Bellack et al. (1966) propose a more complex framing model in which classroom interaction can be seen in four 'moves': (1) structuring, (2) soliciting, (3) responding, and (4) reacting. Although applying this model will be more problematic than IRF, it has also been

used in many studies that confirm the prevalence of this somewhat artificial structure of communication. As claimed by Chaudron (1988: 50), on average, “the proportions of soliciting, responding, reacting and structuring moves is about 30/30/30/10, with students uttering most of the responding moves”. This assertion is confirmed in the research by e.g. Bialystok et al. (1978, cited in Chaudron 1988: 53), Shapiro (1979, cited in Chaudron 1988: 52). And although there is no available data as to the weighing methods in calculating teachers’ moves, which could affect the variability of the results, the conclusion appears to be but one: the distribution of the roles assigned to language speakers in classroom discourse is seldom reflective of natural communication.

In addition to the IRF structure, the system of classroom interaction proposed by Sinclair and Coulthard (1975) introduces five hierarchical discourse analysis units in a language classroom: lesson, transaction, exchange, move, and act. Figure 11 illustrates the hierarchical ranks of classroom discourse.



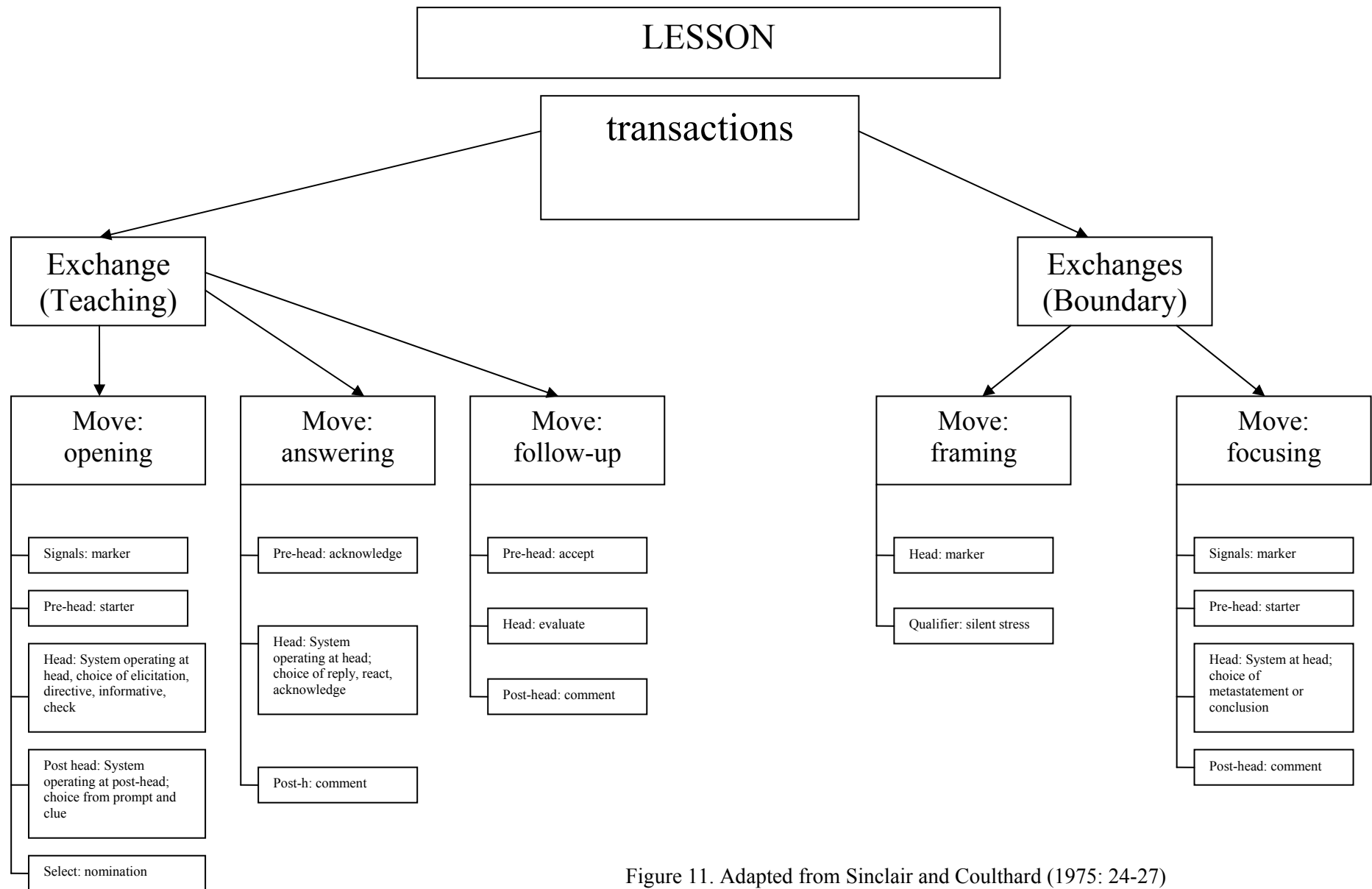


Figure 11. Adapted from Sinclair and Coulthard (1975: 24-27)

As indicated in Figure 11, classroom discourse (1) can be realized through transactions (2) which then can take place through e.g. teaching exchanges (3). Exchanges can be realized through an opening move (4), and this can be completed with the most specific classroom discourse unit, e.g. nomination (5). It should be noted that whereas the top four categories are unique for their ranks, one act can be realized in more than one higher discourse unit. For instance, through comment, a teacher can finalize an answering move or a follow-up one, or even a focusing move, which belongs to a different exchange category.

Sinclair and Coulthard's system has been modified by a number of scholars (Coulthard and Brazil 1992; Francis and Hunston 1992), who attempted to single out a less structured pattern of discourse, as well as by himself (Sinclair and Coulthard 1992). Others (Malouf 1995: 1) criticize it claiming that that "DA has only been applied to two-party discourse and would seem to fall short of the full range of linguistic communication".

Sinclair's et al. model set ground also for Edmondson's (1981) model of natural discourse speech acts. His concept posits that interaction does contain exchanges, then moves, which then are realized through three acts: (1) uptake, which links the previous move with a new one, (2) head, which is the main act in the interaction, and (3) applier, which stimulates the next move of the interlocutor and fuses the whole interactive discourse. Edmondson's model further evidences the artificiality of classroom discourse.

Which acts and with what frequency are present in classroom discourse has been an object of numerous studies. Classroom discourse in low-proficiency classes is often characterized with 'loop', 'nomination', 'prompt' and 'clue' (Coulthard 1985), as well as 'marked proposal' (Francis and Hunston 1992). This pattern is implemented into classroom practices as a result of a student giving an inappropriate answer or no answer to an elicitation, which necessitates the repetition or rephrasing of the question, or eventually nominating another student. It could be expected that in advanced EFL classes this interaction pattern should be broken.

It is important to note that Sinclair and Coulthard's separate discourse ranks have their label equivalents in some other classroom discourse models. For instance, their "move" might be Sack, Schegloff and Hefferson's (1974) "turn". Notwithstanding this equivalence, the

literal interchangeability of certain discourse units in classroom events interpretation should be given reasonable treatment.

The pseudo-communicative nature of classroom interaction manifests itself, then, not only in syntactic and lexical modifications of teacher talk, but also in turn-taking conventions. Classroom discourse often does not integrate “shared rules for turn-taking where participants have equal rights and obligations, but an asymmetrical distribution of rights (e.g. to selfselect, to interrupt, to ‘hold the floor’ across several turns) and obligations (e.g. to take a turn if nominated to do so)” (Fairclough 1992: 19). In natural discourse, for instance, initiation conventions are far more liberal than those in a language classroom. In L1 communication “everyone will be expected to chip in, and this will clearly affect discourse sequencing” (Stubbs 1983: 101). This rather saddening finding comes in line with McCarthy’s (1991: 128) observation that language learners are not likely to often speak out of turn. As noted by Dörnyei and Thurrell (1994: 42),

*The language classroom does not offer too many opportunities for students to develop their awareness of turn-taking rules or to practice turn-taking skills. This is unfortunate, since for many students – especially those from cultures whose turn-taking conventions are very different from those in the target language – turn-taking ability does not come automatically.*

(Dörnyei and Thurrell 1994: 42)

This finds its confirmation in the study by Nicholls (1993), which sought to break the traditional Question-Answer-Comment interaction pattern into the Question-Counter Question-Answer-Comment pattern by increasing classroom dynamics through small group work. Notwithstanding the setting more natural for self-selection, no significant changes in turn-taking were observed.

The same finding applies to discourse marking. Classroom discourse is characterized by content delineation. Signaling a shift in discourse structure often means that the speaker acts as if they are in charge of the event. Yet as noted by Brazil (1995b: 28), “only participants like teachers, who are recognized as being in control of the development of the discourse, are

normally expected to mark out its structure in this way”. Teachers can mark the structure of discourse using natural frames such as *OK*, *So*, *Now* or *Well* as well as slow pace or pause before or after (Spolsky 1990: 182).

The IRF structure of classroom discourse accounts for why learners L2 production is often restricted to speech acts which state facts or convey new information. Learner L2 production in classroom discourse is then factual and informative. This could explain why student talk often shows less modality, which materializes in more direct interaction (Takana 1988) or the underuse of modal lexical items, such as *possibly* (Færch and Kasper 1989). Also the use of language functions is often inauthentic. Requests, for example, which seem to be underrepresented in classroom discourse (Majer & Salski 2004: 59), when actually used by learners, include non-target-like features manifested e.g. in an excessive elaboration of requests (Majer & Salski 2004: 61). It seems that EFL learners might indeed have problems applying natural politeness rules in the classroom. As claimed by Brazil (1995b: 108),

*(...) a lesson is a very face-threatening event from the viewpoint of the student. Being in a tightly controlled situation, in which the other participant is not only the knower but is licensed to manipulate you into saying what he wants said, and then adjudicates to its acceptability, can do little for one's self-esteem. It would be surprising if nothing happened to reduce the potential effects. Much of what might be interpreted as 'politeness' in other circumstances (outside the lesson) seems to have this function of protecting the students' self-esteem.*

(Brazil 1995b: 108)

Teaching politeness routines in a foreign language classroom is difficult yet teachable (Dörnyei and Thurrell 1994: 47). Sociolinguistic conventions can be best taught, as suggested by Ellis (1984), if the focus of instruction is on the social goal or the organizational goal of classroom discourse. It is through giving instructions, commands and correcting inappropriate behaviors that these goals can be realized. Therefore, utilizing those genuinely communicative contexts, teachers can balance the afore-mentioned inadequacy of politeness routines and “make a conscious attempt at varying their requests and commands through exploiting the relationship between grammar and discourse” (Majer & Salski 2004: 64). Focusing mainly on

a linguistic code as the core goal of language instruction might underscore the informative aspect of the language, thus pushing aside its functional values.

This can also account for why there is often less negotiation of meaning on the part of learners in instructional discourse than in natural communication (Flanigan 1991). It seems that with this dominance of teacher talk and the consequent discourse modifications, teaching discorsal features of the language will be more than problematic unless classroom practices break the still omnipresent lockstep mode, when teacher talk finally turns into tutor talk.

The ongoing discussion has shown that specific features of classroom discourse are different from their natural discourse counterparts. But it has not suggested whether it is interlanguage development or a classroom as an educational setting that determines these discrepancies. Figure 12 illustrating the differences between classroom discourse and naturalistic discourse, still produced by the L2 learner, shows the artificiality of language output in a variety of aspects on the part of classroom communication.

<b>Characteristic</b>	<b>Naturalistic L2 discourse</b>	<b>Pedagogical L2 discourse</b>
FUNCTION	Social interaction	Class management
FOCUS	Meaning	Form
LANGUAGE	Authentic	Pre-planned
USE	Communicative	Pseudo-communicative
STRUCTURE	Non-hierarchical	Hierarchical
STYLE/REGISTER	Informal	Formal
POWER RELATIONS	Equalized	Unequal
PATTERN	Information exchange	IRF/display questions
INPUT	Foreigner talk	Teacher talk/peer talk
OUTPUT OPPORTUNITIES	Ample	Limited
NEGOTIATION OF MEANING	Frequent	Rare
FEEDBACK	repair	Error-correction

Figure 12. Fundamental differences between naturalistic and pedagogical discourses. Adapted from Majer (2003: 220)

As shown in Figure 12 the differences between naturalistic L2 production and classroom discourse range from the structure of communication to output opportunities. In naturalistic settings a speaker is believed to use language communicatively, as contrasted with a

classroom, where interaction is pseudo-communicative, hierarchical, focused on form rather than content with limited opportunities to produce authentic language. This contrastive analysis clearly indicates then that it may not be L2 learner interlanguage deficiencies so much as an educational setting that determines the linguistic choices of the speaker.

This chapter has demonstrated that classroom discourse does differ from natural speaking routines. Even if attempts are made to replicate natural speaking conventions, classroom discourse fails to pass the standard in terms of interaction structure, input provided, including the specific instructional language of the teacher. It has also been suggested that the language variation might result from institutional limitations of the classroom. Yet, it should also be realized that language production in the classroom, although mostly unauthentic, will often vary from learner to learner as it is dependant upon their individual differences, personality traits or adherence to L1 language habits, that is the issues which the penultimate and the final chapters of the literature review will undertake.

### **3. The role of transfer in discourse construction**

The roles of language transfer in L2 communication are perceived as both negative and positive. It will at one time impede the exchange of information and promote it at the other. This phenomenon appears to be of great value to L2 learners, as the skillful management of language transfer by the language instructor may enhance the quality of discourse construction and accelerate interlanguage development. This chapter will discuss the roles of language transfer, both positive and negative, in discourse construction. Although language transfer can be bidirectional, that is it can proceed both from L1 to L2 and from L2 to L1, this chapter for relevance reason will discuss mainly the former.

Language transfer and its roles in SLA have a long, but changing tradition. It was early research by Fries (1945: 9) that called for teaching a foreign language to be “based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner”. Historically, however, studies on language transfer derive from behaviorist theories, which posited that when the first and second languages exhibit different linguistic mechanisms, as a result of negative transfer, the learner is likely to commit an error, the avoidance of which requires a formation of positive language habit (Ellis 2000: 300). When Chomsky (1959) challenged this behaviorist theory and proposed his mentalist view on interlanguage development, the conception of transfer as a linguistic phenomenon began to change, too. The process of incorporating elements from one language to another has been referred to as language transfer (Ellis 2000: 301), crosslinguistic influence (Sharwood et al 1986: 1) or interference (Rajagopalan 2005: 401) used interchangeably for negative language transfer.

Apparently, the term has undergone a dynamic semantic change, which makes “transfer” a phenomenon distinctly different from that in behaviorists’ eyes. Nonetheless, its definition still remains vague. There is no agreement, for instance, as to whether language transfer is merely “a matter of interference or of falling back on the native language” (Ellis 2000: 301) or whether it also involves the incorporation of language mechanisms from other foreign languages that have been “previously (and perhaps imperfectly) acquired” (Odlin

1989: 27), leaving alone the fact that language transfer may play a facilitative role in SLA if the target language and the native language display linguistic similarities.

Although there are claims that the role of transfer in interlanguage development is insignificant, as interlanguage often contains “elements which do not have their origin in (...) phonemic system” (Nemser 1971: 134), for many it is language transfer that determines L2 learning and often encompasses more than just the linguistic domain of communication. In fact, as claimed by Joseph (2002 :121), there may be “no linguistic constraints whatsoever on what may be transferred from one language into another in a contact situation”. Through social interaction, one can adopt not only individual lexical items, but also morphemes, sentence patterns and semantic connotations, as well as prosodic and semiotic features of the language. This claim is confirmed by Latkowska’s study (2001: 157), which indicates that it is L1 transfer that often undermines the metalinguistic knowledge of the language.

Transferring language habits is not restricted exclusively to the L1-L2 direction. Some linguistic features are transferred forward, some, including language functions (Kasper 1996) backward. It seems that bidirectional language transfer is surprisingly common. This research area has been intensively investigated in Poland, especially in the studies of Anglicisms in the Polish language by Mańczak-Wohlfeld (2006). Yet L2 influence often goes beyond the confines of lexical transfer. Research (Arabski 2007: 18) indicates that language transfer in social contact might as well manifest itself in the assimilation of English pragmatic features, e.g. increased thanking in compliment responses.

Language transfer can then materialize on the sociolinguistic level, which takes place when two communities come in contact (Dulay, Burt and Krashen 1982) as well as on the psycholinguistic level, which involves the transfer of language habits from L1 to L2 of an individual learner. Since the empirical part of this research undertakes the analysis of individual student’s discourse competence development, language transfer will be discussed in the forthcoming sections mostly from the latter perspective. In addition, the phenomenon of transfer will be presented both as interference in SLA and as a facilitative factor in L2 communication. The following sections will also review the literature with respect to the role of transfer in L2 discourse competence development.



### 3.1 Negative transfer vs. positive transfer

Language transfer can have a debilitating influence on L2 performance and, therefore, is often referred to as language interference. The claim that L2 learners do commit errors attributable to L2 interference generates no controversy. Transfer was considered responsible for error occurrences in classic cross-linguistic and cross-cultural studies by Lado (1960) or in more recent studies by Kasper (1996). However, statistical research into errors attributable to negative L1 transfer produces radically different results. Dulay and Burt's (1974) study of Spanish children's L2 production found less than five percent of L1 transfer errors. Czernek's (2006) analysis of the written L2 production of Polish advanced students of English shows a dominant role of L1 transfer in the commitment of language errors (37 %).

There are many possible interpretations of these statistical discrepancies. One may be that it is difficult to determine whether it is language transfer, not developmental variability that accounts for the error. The different findings can also be attributed to different educational settings of the subjects. Finally, the researcher may not interpret the lack of L2 correct form as a non-transfer error if this form has no L1 equivalent and there is nothing to transfer.

Transfer does not always have a detrimental effect on SLA. It can indeed be a hindrance, yet at times it can play a facilitative role (Cook 2002: 497). Where linguistic similarities between two language exist, L1 habits can be utilized for the benefit of L2 production (cf. Schweers 1995). As suggested by Odlin (1989: 154-155),

*a well-prepared and highly-motivated student of English literature can readily take advantage of the considerable similarities in vocabulary, syntax, writing systems, and so forth between English and other Germanic languages to become a competent reader of German literature in a rather short time. [...] [I]t does seem highly significant that an adult speaker of English might learn to understand rather simple texts in German [...] in a year or so –much less time than the four or so years needed by German-speaking children to understand the same texts.*

This is confirmed in e.g. in Otwinowska-Kasztelanic's (2007) studies that indicate that positive transfer may indeed enhance L2 vocabulary learning by Polish EFL learners.

Selinker (1992) attests that transfer plays a facilitative role in interlanguage construction as a communication strategy employed by learners. This strategy might not only include code-mixing, code-switching or literal translation. As indicated by Iluk (1999), L1 transfer can also be utilized, for example, as a strategy for filling nominative gaps. In addition, many “unmarked categories from the native language are substituted for corresponding marked categories in the target language” (Hyltenstam 1984: 43, as cited in Ellis 2000: 320), a process which seldom applies to marked structures. This provides evidence that L2 learners partially base the construction of their interlanguage on features present in their L1.

### **3.2 Discourse transfer**

L1 transfer is not restricted to linguistic phenomena, which most research focuses on, but includes pragmalinguistics, too (Littlewood 2001). In addition to grammatical or semantic elements transferred from L1 to L2, cross-linguistic influence applies also to discourse features. In fact, it is common observation that L2 learner production, even if it meets grammatical rigors, is often far from native-like output. It is likely that at least one of the reasons is “the subconscious mapping of first language discourse strategies onto the second language” (Thorne 1999: 4) by L2 learners who often do “not look for the perspectives peculiar to [the L2] language” (Kellerman 1995: 141) and instead unconsciously “seek the linguistic tools which will permit them to maintain their L1 perspective” (Kellerman 1995: 141), an approach which Kellerman (1995: 141) pessimistically gives a metaphorical label of “transfer to nowhere”. Positive or negative, discourse transfer does take place. Yet which and to what extent discourse devices can be transferred still needs investigation. The following discussion focuses on the domains of discourse amenable to cross-linguistic influence.

As suggested by Odlin (1989), discourse transfer can include politeness systems, speech acts such as requests or apologies, narratives, indirection and conversational style. It suggests then that discourse aspects “fall within the realm of pragmatics” (Odlin 1989: 48), with cross-cultural phenomena overlapping. An example could be the use of a ‘yes’ reply to a negative question by a Chinese speaker of English, which breaks the English discourse

convention (Littlewood 2005: 506), a discourse error often committed also by Polish users of English. Another example of discourse interference is the Polish straightforward conversational style, which clearly represents the uniqueness of the Polish politeness system:

*Poles will not hesitate to use a straightforward 'Nie' to disagree during an informal argument. Similarly you might hear "Wcale nie!" (No way), 'To jest bez sensu', or 'Nie zgadzam się'. Poles tend to be quite direct in expressing opinions and disagreeing, since an argument, as long as it is not abusive, is not only considered a good way of exchanging ideas, but also an enjoyable form of conversation.*

(Ronowicz 1995: 36)

The choice of a politeness system is not only dependent upon the situational or linguistic context, but is also a culture-specific process. L2 learners then are likely to utilize their L1 pragmalinguistic devices in their target languages. And although some researchers seem astounded when L2 learners transfer L1 pragmatic features despite the fact that they “have been shown to display sensitivity towards context-external factors (...) and context-internal factors such as degree of imposition, legitimacy of the requestive goal and ‘standardness’ of the situation in requesting, and severity of offense, obligation to apologize, and the likelihood of apology acceptance in apologizing” (Kasper 1992: 211-212), pragmalinguistic transfer is indeed common across language classrooms.

Polish learners are no exception in this respect. They may use different politeness systems in addressing their interlocutor, greeting, responding to thanks or apologizing (cf. Jakubowska 1999). In apologies, it is common observation to hear a Polish learner use the English *I'm sorry* in excuse-me contexts. Although both English and Polish speakers will use a wide range of apology strategies, Poles will most likely do so less frequently than the English (Ronowicz 1995). They are also less likely to express their responsibility for the possible inconvenience (Jakubowska 1999: 72).

It is also a common belief that cross-cultural differences are observable in turn-taking conventions, with Polish speakers being more straightforward and English ones more defensive. However, although it seems that straightforwardness is indeed characteristic of the Polish conversational discourse, a study by Okulska (2006), which investigated

communication strategies used in inquiries by Polish and American native speakers, suggests the opposite might be true. The research (2006: 195) indicates that it is Polish speakers that may, in fact, use more indirect requests and inquiries strategies than American ones.

A conversational style may include language-specific elements such as structural distinctions materializing in registers, politeness systems, and other sociolinguistic norms. A speaker validates these norms when they occupy a frame space which is “normatively allocated” (Goffman 1981: 230) and violates them when they “take up an alignment that falls outside this space” (Goffman 1981: 230). This apparently occurs when L2 conversational conventions, different from L1 norms, are transferred to L2. Yet, this violation may have an idiocratic value. According to some research, it is the very deviation from these norms that marks the individual conversational style of the speaker (Odlin 1989: 56). In such a case, to determine whether the transfer of an individual L1 conversational style has a negative or positive dimension would be quite an endeavor.

As indicated above, much of available research refers to discourse transfer from a sociolinguistic, inter-discoursal perspective. It must be realized, however, that although certain culture-specific linguistic influences are universal for a given community, it is also psycholinguistic idiocracies that determine in large part the transfer of discourse devices, which calls for more studies into intra-discoursal language transfer.

A conversational style can also be viewed from a non-linguistic perspective, the one that apparently causes complications for contrastive analysis. As claimed by Odlin (1989: 56) “(...) many paralinguistic elements can also serve to mark a conversational style: intonation and related characteristics such as loudness and speech rate, gestures, facial expression, physical posture, and the like”. Research indicates, for example, that many English as a foreign language speakers might transfer some of their L1 gesture procedures into their English communication (Gullberg 2008: 286). The transfer of these discourse devices may stem from the often wrong assumption by L2 speakers that their L1 norms are universal.

Narratives transfer can materialize in language reception as well as language production. The classic study by Steffensen, Joag-dev, & Anderson (1979) on processing written input indicates that comprehension of the text can be facilitated by the culturally-familiar content, a somewhat apparent finding, surprisingly cited by Odlin (1989: 61) as an example of positive

L1 transfer. Surprisingly too, he does not discuss the negativity of culturally-familiar narratives comprehension realizing in e.g. scripts (Tarone & Yule 1989: 95).

The comprehension of narratives then does not deserve much more attention in the ongoing discussion. Nor does the universalism of the narrative style in language production, which may have a negative or positive effect on the narrative output, depending on whether the speaker has the cultural knowledge of the reported content.

Similar is the case of discourse coherence. Language production “may seem incoherent to those unfamiliar with the subject matter whether or not the discourse is really incoherent” (Odlin 1989: 58), which may be the case in cross-cultural interaction, when the interlocutors do not share the knowledge of the world. It also applies to language production, as it is through grammaticization (Rutherford 1987, Widdowson 1990) that speakers achieve expression of meaning, that is, they call on more grammar-related discourse devices, when their listeners lack the knowledge of the topic, context or situation; a strategy in which L2 learners appear to be deficient.

Other possible cross-linguistic influences in discourse construction may also involve overgeneralizations, developmental influences, that is the effect of L1 development on the learner’s L2 development. As Odlin (1989: 69) claims, it may also be literacy, that is inexperience in reading or writing, that affects a number of written discourse aspects, yet it seems to be an apparent finding, which does not require further clarification.

Discourse transfer can also proceed on the metaphorical level. Metaphors, from the language transfer perspective, are particularly difficult for L2 learners to either comprehend or appropriately use. Polish learners’ L2 metaphoric output, for instance, is often affected by negative L1 transfer, as metaphors “such as *bring something (a fact, situation) home to someone* and *drive a message/idea home* do not have semantically similar equivalents in the students’ first language” (Putz 2007: 1152).

In the last decade or so language transfer research has developed a separate research area to investigate the interactions between language and thought and, consequently, the relations between L1-vs.-L2 schematic concepts and meanings in the acquisition of a second language, materializing in conceptual and meaning transfer. The former, defined by Odlin (2008: 306) as “the cross-linguistic influence involving relativistic effects”, is believed to

involve the use of L1 schematic concepts, such as the speakers' perceptions of the world, in L2 discourse construction and will always involve meaning transfer, that is "any type semantic or pragmatic influence from the first language" (Odlin 2008: 310). It is also claimed that conceptual transfer will include varied L1 routines of "thinking for speaking" (Slobin 1993), the outcome of which is that an L1-specific world is likely to affect the subsequent acquisition of another language.

As an example of the meaning transfer that does not include conceptual transfer, Odlin gives the following Polish reference-specific mistake:

*Wczoraj byliśmy z bratem w teatrze*  
*Yesterday were-1st PL with brother-INS at theatre-LOC*  
*= My brother and I went to the theatre yesterday.*  
*(INS = instrumental; LOC = locative)*

Odlin (2008: 311)

This example clearly shows that, illogical as this sentence is (the Polish *byliśmy* implies at least two referents), this transfer involves just a semantic change, which has not resulted from L1 world-specific concepts. Conceptual alteration might be illustrated in the following example of a common mistake committed by Polish EFL learners.

<b>Polish sentence</b>	<b>English sentence</b>
<i>Wszyscy uczniowie przynieśli <u>swoje</u> zadanie na zajęcia</i>	<i>every student brought <u>his</u> homework to class</i>

The English *every student brought his homework to class* is not so much a literal translation as the Polish equivalent does not include possessive pronoun *his*, yet the neutral *swoje*. Rather, the mistake stems from the Polish conceptual language routines, in which the generic gender is that of a man.

This chapter has reviewed relevant literature on transfer research in second language acquisition. Although there are some studies that indicate L1 influences in discourse may be weaker than the transfer of L1 phonological devices, and as claimed by Odlin (1989: 67), "the

enormous complexity of linguistic factors related to politeness, coherence, and so forth suggests that a learner's native language may well be only one of a host of influences on second language discourse", it is a low load of systematic research in this field that leaves this issue an open question. After all, the studies frequently cited in the ELT literature center on Spanish or Japanese L1 transfer mainly. No wonder this encourages many intuitive and often baseless overgeneralizations, which do not make the most desirable contribution to the development of Applied Linguistics.

### **3.3 Language transfer requisites**

The previous discussion has shown that transfer can embrace a vast patch of L2 communication, including not only linguistic devices, but also cultural codes or elements of the politeness system. Language transfer, however, is not a ubiquitous phenomenon. It will take place at one time and will not occur at the other. Whether, or to what degree it will materialize depends on a number of non-linguistic factors, some of which this section will attempt to discuss.

It is suggested that the two languages genetic proximity plays a facilitative role in language transfer. As noted by Arabski (2006: 13), for instance, "there is more language transfer between Polish and Russian [genetically close languages], both positive and negative, than between Polish and English in the foreign language learning process".

The effect of language proficiency on language transfer is yet to be examined. Taylor (1975, quoted by Odlin 1989: 133) notes that "less proficient learners will rely on more transfer". This somewhat over-generalized finding conflicts with Arabski's claim (2006: 13) that negative transfer does not take place "at the very beginning of the English learning process, at the stage of imitation". But what if a L2 learner does not begin their learning through imitation? It seems that it is a type of language instruction, field dependence or the learner's age that makes a difference.

That a four-year-old will imitate the L2 utterances rather than attend to the linguistic features of the provided input to consciously or subconsciously transfer L1 mechanisms is no

subject for debate. Yet although age is a powerful factor in L2 learning, including language transfer, it cannot be treated as a distinctly identifiable factor. The example of age clearly shows that it is difficult, if possible at all, to single out separate variables that have an effect on whether or not language transfer will occur. As noted by Odlin,

*it is inevitable that an adult will have an empathetic personality, a high aptitude for mimicry, or skill in reading or writing. It is inevitable, however, that an adult will have experienced childhood and the sequence of developmental changes that accompany growing up*

(Odlin 1989: 137)

Similarly, a young learner may not have a less empathetic personality, a less analytical approach to language processing, less linguistic experience and thus less to transfer to their L2. Yet, although this characterization of a young learner is convincing, it must be realized that this pattern can indeed be broken, as L2 acquisition is always subject to individual variation.

This chapter has discussed the roles of the transfer of selected linguistic and paralinguistic features of language communication in L2 learning. How L2 learners will adapt these L1 strategies in their L2 production, whether reducing them or utilizing L1-L2 similarities, often determines the success or failure of foreign language communication. This very discourse construction is often an individual choice of a speaker, determined by psycholinguistic and sociolinguistic constraints of L2 learning. The following chapter will develop an account of these internal and external mechanisms that determine the development of discourse competence.



## **4. Discourse and an advanced foreign language learner**

The aim of this chapter is to consider psycholinguistic and sociolinguistics factors derermining the development of discourse competence in advanced learners of English. The discussion will begin with sketching the conception of an advanced L2 learner specifically in the Polish educational setting. Section 2 of the chapter will develop an account of internal mechanisms such as personality, motivation and anxiety, which seem to be instrumental in discourse-making. Section 3 will outline the current stances on sociolinguistic factors determining the discourse construction, such as the nationality of the discourse-maker, their gender, or class-membership.

### **4.1 The specificity of an advanced foreign language learner**

The previous chapters have overviewed selected theories on discourse construction and discourse competence development with reference to both native language production and L2 learning. The dynamics of discourse competence development as well as discourse making itself are contingent upon the first language of the learner, their L1 conception of the world as well as discourse constructed in a foreign language classroom. Yet, it is also the proficiency level that determines these processes. As it is an advanced L2 learner, whose discourse competence will be investigated in the empirical part of this research, it is appropriate to provide a portrait of such an individual. The following discussion will attempt to provide this description and will stipulate the specificity of a proficient learner in two dimensions: as a discourse maker and as a language acquirer.

The term ‘advanced’ suggests that the user’s language proficiency is of top quality and enables them to communicate not only fluently but with due linguistic and sociolinguistic precision in any L2 encounter. Yet, what poses a question is how the term ‘advanced’ refers to native-like proficiency, where this proficiency actually begins and what language domains it covers. As claimed by Odlin (2008: 306) “in decades of intensive SLA research (from the mid-1960s to the present), many linguists have pondered just how far learners of a second language may attain the competence and performance capacities of native speakers, and the

question remains controversial”. The Critical Period Hypothesis posits that native-like attainment is possible only if the start of L2 learning is postponed past a critical age of the acquirer (Birdsong 2005: 89).

A proficient non-native speaker of English is then expected to at least imprecisely replicate the speaking conventions utilized by native speakers of English, who “has a unique capacity to produce fluent spontaneous discourse, which exhibits pauses mainly at clause boundaries [the ‘one clause at a time’ facility] (...) and exhibits a wide range of communicative competence” (Davies 2003: 210). Krashen (1982) maintains that native-like, predominantly subconscious use of language is characteristic of those learners who have been internalizing it in a naturalistic way, that is through comprehensible input with little emphasis on peripheral grammar. Although this approach has many times been challenged, e.g. by McLaughlin (1987), who asserts conscious learning can indeed lead to subconscious use of language through the process of automatization (this issue was thoroughly discussed in Chapter 2), what remains a question is whether the product itself can, in fact, be fully independent of the process. McLaughlin and other advocates of the Strong Interface Position claim that it can, asserting that a learner is, in fact, capable of automatically processing language forms even if they have been internalized consciously. But even if this hypothesis is to be accepted, another controversial question arises, that is whether ‘automatic’ and ‘subconscious’ are part of the same equation.

Whether the learning outcome is subconscious or automatic then requires further examination. Notwithstanding the difficulties in determining its nature, many attempts are constantly made to establish transparent requirements put on the learner to be classified as an advanced language user. In the recent compilation by Council of Europe (2003), a precise classification of foreign language users is proposed. Since the object of this study is to analyze the development of discourse competence in spoken language, the following discussion will refer to oral proficiency of an advanced learner.

Common reference levels are divided in three groups (A, B, C). The proficient user can demonstrate language proficiency at two levels, that is C1, representing Effective Operational Proficiency and C2, representing Comprehensive Operational Proficiency. Figure 13 presents descriptions of requirements put on proficient English learners.

Level group	Level	Description
<b>Proficient user</b>	<b>C2</b>	Can understand with ease virtually everything heard, Can summarise information from different spoken sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, fluently and precisely, differentiating finer shades of meaning, even in more complex situations. Can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. If faced with a problem, he/she can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. Can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. Can formulate ideas and opinions with precision and relate his/her contribution skillfully to those of other speakers. Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Figure 13. Common Reference Level scale. Adapted from Council of Europe (2003: 24-27)

Figure 13 shows that it might be difficult, if possible at all, to specify language proficiency at a certain level. The presented scale is rife with generalizations, such as “appropriate”, “good” or “spontaneous”, which allows an infinite number of interpretations on the part of the assessor. What is apparently positive is that it is not only grammar competence, fluency or accuracy, that have been specified as determinants of the speaker’s proficiency, but also a number of discourse aspects, such as the logical structure of speech, use of connectors, cohesive devices, as well as discourse marking.

English discourse devices were thoroughly discussed in Chapter 1.3. And so, a proficient L2 learner could be expected to construct their discourse effectively through the use of cohesion devices, natural conjunctions, relexicalizes their interlocutors’ production, reiterates their own lexis, appropriately marks the shift in the subtopic of the communication, applies natural politeness routines in regard to turn-taking or topic-nomination, as well as injects a natural dose of modality to safely demonstrate their stance on the discussed issue. However, although advanced students, e.g. at university level, predominantly show pragmatic awareness in language production (Krawczyk-Nejfar 2004: 45), it would be naïve and

superficial to expect a proficient learner to use these devices correctly in any communicative event. Apparently, an intense and correct use of these devices will indicate native-like attainment, yet so will the natural diversity in the use of discourse mechanisms, appropriately tailored to a specific situational context of communication.

An analysis of a proficient language learner can also be undertaken through the investigation of their learning routines, learning experience and attitudes. Evidently, advanced learners do have a remarkable amount of learning experience, whether in formal educational settings or in naturalistic ones, which undoubtedly should be helpful in overcoming their learning and communication difficulties. They should, as it seems, have shaken off the constraints of the monitor to be able to enjoy a considerable degree of liberating, rather than restricting force of communication. They should, after hours spent on their academic endeavors, have developed into independent learners, enjoying and being able to utilize, at the height of their proficiency, their learning experience, as realized in learning autonomy. They should, yet they not necessarily have.

Language proficiency and extensive learning experience may not always be on a par with the quality of learning. For various reasons, a proficient student may often fail to develop the qualities which are characteristic of “a good learner”, e.g. the ones proposed by Dickinson (1993: 330-331):

- a. they understand what is being taught i.e. they have sufficient understanding of language learning to understand the purpose of pedagogical choices
- b. they are able to formulate their own learning objectives.
- c. they are able to select and make use of appropriate learning strategies
- d. they are able to monitor their use of these strategies
- e. they are able to self-assess, or monitor their own learning

Heartening as it might be, the above taxonomy is an idealistic one. In reality, even advanced foreign language learners will fail to use appropriate cognitive learning strategies unless they have undertaken appropriate training. Some will not apply any of the socio-affective strategies, should they be the introverted type of learner. As the discussion of

individual differences undertaken in section 2 of this chapter will show, both speaking and learning styles may not be language-level-specific. It seems that they are indeed individual choices of the acquirers.

The selected subjects investigated in this research, however, are not standard proficient learners of English. They are students at an English language teacher training college and therefore should, in the course of the study, become more autonomous, possibly due to teacher training they receive in classes. Such advanced learners, as indicated by Wysocka (1999: 274), “demonstrate an analytic attitude toward language material greater than the average, develop a high degree of autonomy and are able to maintain and control their learning”. It is then this very professional education the advanced learners of English under investigation receive that constitutes a binding force for their individual learning choices.

## **4.2 Psycholinguistic factors and discourse competence**

There are a number of internal factors characteristic of an individual language user that have an effect on the constructed discourse. Learner-related internal factors include, for instance, mother tongue and its effect on L2 production (already discussed in Chapter 3) or motivation, which the literature has been particularly interested in the last few decades of SLA research. Other internal factors include personality traits and learner individual differences and will be discussed in the following section.

### **4.2.1 Individual differences in discourse construction**

Much of the EFL literature discusses discourse making in regard to learner individual differences (IDs) and seeks to correlate these variables with the rate or pace of SLA. The literature, however, often fails to successfully analyze correlation between separate IDs and

learning results, since the variables constantly interact with one another during measurements, thus distorting their results. Discouraging as it is, psycholinguistic research may lack in instruments to single out separate factors to reliably measure their direct effect on L2 learning domains. Consequently, the EFL literature in this field often leaves the discussion of the relationship between IDs and discourse construction to the reader's intuitive evaluation. Nonetheless, correlating IDs with L2 learning outcomes constitutes an interesting research area and certainly deserves recognition in this discussion. Since sociolinguistic IDs, including gender, nationality, and social class, will be presented in section 3 of this chapter, this section will summarize current Applied Linguistic perspectives on the roles of IDs in discourse construction in terms of psycholinguistic processes. These include, e.g. motivation, field dependence, as well as affective states, such as anxiety or self-confidence.

Whether an individual remains an attentive listener or will eloquently contribute to the construction of discourse may depend on an individual feeling of anxiety, which naturally has an effect on discourse domains such as turn-taking, topic-nomination, interactive discourse development. A basic distinction can be made between trait anxiety and state anxiety (e.g. Spielberger 1972); the former representing a permanent psychological predisposition of an individual, and the latter reflecting an individual momentary apprehension with the upcoming event (Lazarus 1991). Both types are likely to affect individual language performance. Therefore, whether discourse is constructed in a high-anxiety situation does pose a serious threat to the interpretation of testing results. Although both types of anxiety are of significant value, it is trait anxiety that is subject to more thorough analysis in SLA research, possibly as it can be easier to manipulate in a specific learning situation.

Situation-specific anxiety is a subcategory of trait anxiety, which is investigated to a great extent in SLA research (Ellis 2000: 480). Situation-specific anxiety will involve feeling anxious in an individual situational context. This type of anxiety can materialize in three areas relevant to this research: (1) communication apprehension, (2) test anxiety, and (3) fear of negative evaluation (Horwitz et al 1986). Although recordings of L2 communication, which are supposed to evidence the subjects' discourse competence in the empirical portion of this research, may not be a testing situation, they may be interpreted as such by the subjects, who are likely to feel apprehensive with the upcoming communicative event.

Horwitz's classification was challenged by Sparks et al (2000), who proposed their Linguistic Coding Difference Hypothesis, which attributes anxiety experienced by L2 learners to their learning failures. It seems, however, that the proposed cause of anxiety is only one of many possibilities and that anxiety can indeed be linked to factors other than learning difficulty. It is often the case after all that a learner has no previous learning experience and is nonetheless anxious about the forthcoming L2 encounter.

Anxiety usually has a negative connotation. And indeed, it may be detrimental to L2 production, including classroom dynamics (Turula 2002: 204), as well as to the reception of input where its debilitating role will most likely materialize in the high Affective Filter (Krashen 1982), preventing the intake of input. Yet, importantly, anxiety can also help L2 production and SLA. In fact, anxiety is often facilitative to language performance by playing a motivating role (Robinson 2003a: 653), also referred to as euphoric anxiety (Spielman and Radnofsky 2001). A learner can be stimulated by this positive tension to reinvent themselves as both language learners and language users.

Linked to anxiety and equally significant in discourse construction is self-confidence. And although the role of self-confidence is usually discussed, like other affective factors, in relation to the receptive affective filter, self-esteem, as well as self-image are often positively indexed to language production (Bailey 1983) and are likely to balance high anxiety levels. Studies by e.g. Heyde (1979, cited in Larsen-Freeman and Long 1991) suggest there is a positive correlation between self-esteem and oral production. Interestingly, no such relationship was found in Gardner and Lambert's (1972) study, possibly since the measuring instrument used in both studies was a self-report questionnaire, which demonstrates a limited methodological reliability.

Another learner-specific individual variable is motivation. The ELT literature is abundant with discussions on the effect of this variable on language achievements of L2 learners. Much theory on motivation, however, has little relevance to the ongoing discussion. The classic distinction, for example, that is the one between integrative/instrumental or extrinsic/intrinsic motivation is of minor importance to this study. More relevant is the other dichotomy of long-term and short-term motivation.

Long-term or global motivation (Brown 1981) represents “cognitive depth” (Stevick 1976), that is a degree of cognitive investment that is put into learning. Short-term motivation, in turn, including situational or task motivation (Brown 1981), is manifested in individual willingness to participate in a given learning event, which could be put on a par with Gardner and Lambert’s (1972) concept of ‘attitudes’. Much as the situation-specific motivation will fuel an individual desire to take part in discourse construction, particularly in taking or getting turns, it will at times prove detrimental to interactive discourse development, as over-active participation in a communicative event often means dismissing the interlocutor or losing control over the course of communication, which may result in some logical inconsistencies in discourse construction.

To offer an alternative to the static models of motivation discussed above, a new approach to motivation analysis has recently been applied (Ellis 2004: 538). In the model proposed by Dörnyei (2001), for example, motivation is portrayed as a process aspect of learning. The model posits that it can materialize on three levels, as (1) choice motivation, representing the preactional stage of a learning event, (2) executive motivation, representing the actional stage of the learning event, and (3) motivational retrospection” in the postactional stage. The new approach constitutes a promising research area for ELT pedagogy, as it sees motivation not as a learner constant characteristic, but as a variable amenable to a dynamic change over the course of the learning process.

A learner-related internal factor that often determines logical discourse development is field-dependence, which refers to how people “perceive, conceptualize, organize and recall information” (Ellis 1992: 114). Although this individual difference will most likely refer to a cognitive style (Bielska 2006: 55), including learning strategies, it may also, as it seems, affect remarkably discourse construction. Field-dependent speakers will be holistic in language processing, whereas field-independent ones more analytic, independent from other interlocutors, with their own sense of separate identity (Howkey 1982, cited in Ellis 1992: 115), which might mean more creativity in language production. This creativity, however, may not materialize in active participation in communicative encounters. Field-independence is often negatively indexed to interpersonal relationships (Howkey 1982). Interestingly, as claimed by Arabski (1997), not only are field-independent students task-oriented and analytic,



but also self-confident, which contrary to expectations does not mean that they are skilled in social contact. In fact, this example demonstrates that high self-confidence, which can indeed enhance turn-taking in discourse participation, may not promote mutual communication. It is rather field-dependent students, who are empathetic (Arabski 1997), that uphold communication.

#### 4.2.2 Personality

Personality is traditionally discussed under the heading of individual differences. Yet, the previous section has shown that it is often personal characteristics, to which specific individual differences such as field-dependence or anxiety are positively or negatively indexed, that truly affect discourse construction; hence the discussion of personality under a separate heading.

Personality is an extensively and intensively investigated area of psychology and the tradition of its research spans more than a few centuries. In the review of early psychological literature at least fifty distinctively different definitions of personality can be identified (Allport 1937). Together with modern publications, this number is likely to triple or quadruple. This research, however, will not attempt to review personality theories and will be restricted exclusively to the relationship between possible personality types and discourse construction.

It is often postulated, not without justification, that personality influences discourse construction, especially in the interactional dimension of communication. Turn-taking or topic-nomination will depend on what personality the individual speaker is. An early typology of personalities dating back to the second century is the one by Galen. It suggests an individual's personality can be classified as (1) melancholic (pessimistic, suspicious, depressed), (2) sanguine (optimistic, sociable, easy-going), (3) phlegmatic (calm, controlled, egocentric) or (4) choleric (active, irritable, egocentric). It should be noted that the melancholic contrasts with the sanguine, and the phlegmatic with the choleric. The implications of this classification for discourse analysis are evident. It could be concluded, for

instance, that a choleric personality will likely tend to monopolize discourse in a manner more aggressive than a sanguine. Similarly, phlegmatic and melancholic speakers will most likely refrain from turn-taking and their discourse construction will probably be more restrained.

An early attempt to modify this classification was by Eysenck (1953), who proposed the following personality organization: (1) extraversion-introversion, (2) neuroticism-stability, and (3) psychotic-normality as personality types. Hierarchically below are personality traits, such as persistence, rigidity, shyness etc., then habitual responses and finally specific responses. Eysenck's Type Theory assumes that personality types can be identified with the use of personality tests, a technique criticized by e.g. Heim (1970) since, as she claims, close-ended questions in the questionnaires could fail to do justice to the complexities of personality. Eysenck's personality types may be too extensive and, therefore, framing an individual in one of the four quartiles of the 'wheel' may be but a simplification.

The most common distinction is made between introvert and extrovert. It has intuitive appeal that extroverted speakers will show more interest in verbal communication whereas introverted types will more often slip into their thoughts and refrain from interaction. However, research into the relationship between extroversion and L2 proficiency, although abundant, produces jarringly contradictory results. Whereas Carrell, Prince, and Astika, (1996), for example, fail to show significant correlations, Dewaele and Furnham (1999) suggest extroverted types can indeed excel in fluent L2 communication. A generally accepted claim that extroverts outperform introverts in Basic Interpersonal Communication Skills (BICS), whereas introverts are likely to have higher Cognitive Academic Language Proficiency (CALP), possibly due to their more intense involvement in reading or writing academic activities (Ellis 2000: 520), that is those that require more concentration, also seems problematic. Although the former assertion has been confirmed in numerous studies (e.g. Strong 1983), there is no uniformity in the research findings with respect to the latter claim. Whereas Bielska (2004) did find a positive correlation between introverted L2 learners and reading comprehension skills (.61), no such correlation was observed in Busch's (1982) studies. This might result from the interference of other variables, such as e.g. the introverted behavior of Busch's Japanese subjects traditionally required in their educational setting. The studies by Brebner and Cooper (1986) also seem to challenge the claim as they found it is

extroverts who show shorter inspection time (the speed of a single information cognitive process), thanks to a possibly more frequent use of inspection time tasks strategies, e.g. apparent motion cues.

To claim then that extroverts outperform introverts in verbal communication, as it might seem, would also be an overstatement. Roberts (2002) found in his study of 209 university students a linear relationship between the subjects' introvert personality and their superior verbal ability. The reason for this finding, as suggested by Roberts, could be that the tests administered for optimal measurements required different arousal levels, and introverts might have performed better in tasks that elicited low arousal. The study (Roberts 2002) also found significant correlations between psychoticism and cognitive ability, and between neuroticism and spatial ability. Bielska (2004) also did not find a significant correlation between extroverted L2 learners and their speaking performance. In fact, her study showed it was introverts that outperformed extroverts all the language measures of her research.

Bielska (2004) also attempted to correlate L2 achievements with other personality types. Next to the extrovert-introvert dimension, she also analyzed (1) the sensing vs. intuitive dichotomy (see also Ehrman & Oxford 1989), that is the use of the five senses in perceiving new information as contrasted with the use of intuition in doing so, (2) thinking vs. feeling, (see also Ehrman & Oxford 1989), that is the use of logic in judging new information as contrasted with "weighing relative values and merits" (Bielska 2004: 128) of the new information, and (3) judging vs. perceiving types (see also Myers & Myers 1995). The latter dichotomy implies that, although every one uses both perceiving and judging when faced with new information, it is the dominance of one of these mental processes that makes an individual difference.

Bielska (2004: 134) concludes that some of these psychological types may, in fact, be linked to L2 achievement. Interestingly to this research, a significant correlation was found between judgers and their speaking skills (.37), which suggests those who prefer control to spontaneity and preparedness to ad-libbing may actually excel in discourse construction in rigorous testing contexts, not necessarily in unrestrained L2 interaction. In fact, as noted by Bielska (2004: 138), in the case of the judging-perceiving dimension no clear predictions as to one's success in L2 learning can be made.

### **4.3 Sociolinguistic factors and discourse competence**

Discourse making is often an individual choice of the speaker determined by their personality, individual differences or motivation to develop and construct discourse. Yet, discourse is constructed in specific sociolinguistic settings and, therefore, depends on a number of sociolinguistic factors. These might include the gender, age, region of residence, nationality, ethnic and class membership of the discourse maker. This section, however, will not discuss all of the sociolinguistic factors. The forthcoming discussion will be restricted to variables relevant to the Polish speaker of English, that is gender, social class membership and nationality.

#### **4.3.1 Gender and discourse**

That gender may have an effect on the construction of discourse is a daily observation. Linguistic variation attributable to the speaker's sex can materialize in "tone and pitch of voice, patterns of intonation (or 'tunes'), choice of vocabulary, even pronunciations and grammatical patterns" (Eckert and McConnell-Ginet 2003: 60), that is in a vast area of discourse making. It is also possible that gender differences will "signal aspects of the speaker's self-presentation", or their "accommodation to, or enforcement of, the gender of other interactants in a situation" (Eckert and McConnell-Ginet 2003: 60). However, what linguistic choices are linked to female or male speakers and, if so, how directly these choices are indexed to gender is not clear. It seems that a commonly committed mistake is that in analyzing male or female discourses out of touch with other sociolinguistic factors. After all, no one is just a man or just a woman. No one consistently utilizes the routine discursual conventions 'reserved' for a specific gender group. It is the speech community, as well as the speaker's psychological predispositions that also have an affect on individual discursive practice.

A frequently cited attempt to systematize gender differences in discourse construction is the classic one by Lakoff (1975), who lists a number of discorsal features of female language, complimented and expanded by other linguists, e.g. Freeman and McElhinny (1996):

1. Stronger expletives are reserved for men; weaker expletives are reserved for women.
2. Women's speech is more polite than men's.
3. Topics that are considered trivial or unimportant are women's domain (e.g., women discriminate among colours more than men do).
4. Women use "empty" adjectives (adorable, charming, divine, nice).
5. Women use tag questions more than men (e.g., "The weather is really nice today, *isn't it?*").
6. Women use question intonation in statements to express uncertainty ("My name is Tammy?").
7. Women speak in "italics" (use intensifier more than men; (e.g., "I feel *so* happy.")).
8. Women use hedges more than men do ("It's kinda nice").
9. Women use (hyper-)correct grammar.
10. Women don't tell jokes.

(Freeman and McElhinny 1996: 232)

Lakoff's list apparently cannot be treated as a universal truth. His findings have been challenged by e.g. (Holmes 1986), who asserts that men do use the hedge *you know* a bit more often, but to express linguistic imprecision, whereas women use it more frequently for emphatic purposes. Another refinement regards the use of a question tag, which cannot be attributed directly to a woman's choice of linguistic forms. Applying this particular discourse device can result from the intention of a speaker to soften "a harsh utterance, which may be a strategy more often adopted by women because of cultural or ideological expectations about

femininity” (Freeman and McElhinny 1996: 234). A question tag, like many other linguistic forms, is non-referentially indexed to gender. It is also *nonexclusive* (not restricted to the use by only one gender group) and *constitutive* (not related to a social identity directly) (Freeman and McElhinny: 1996: 234). It seems that this conclusion applies to other linguistic forms or discourse devices.

The apparent limitations of the perception of social identity in terms of an index come also from the observation that much of the modification and development of social discourse takes place as a result of interaction. It is men that tend to take much longer turns, “in interactions characterized by monologues, single-speaker control, and interactional hierarchies (Edelsky 1981, cited in Freeman and McElhinny 1996: 245). In these situations turn takers stood “out from non–turn takers, with the turn takers controlling the floor” (Edelsky 1981, cited in Freeman and McElhinny 1996: 245). Some research (e.g. Cameron 1998) also suggests that it is predominantly male speakers that demonstrate their speaking dominance by interrupting their interlocutors.

As suggested before, such radical classifications of discourse implementations by specific gender groups lack solid grounding. James and Clarke (1993), for instance, claim there may be no gender differences in general rates of interruption between male and female interactants. It is possible then that the popular belief that men interrupt their interlocutors more than women do stems from the general male domination of other domains of life (Eckert & McConnell-Ginet 2003: 84), which results in stereotypically portraying men as aggressive and competitive and women as peaceable and cooperative.

The dominance of male speakers is also demonstrated in studies regarding control over the topicality of discourse. A study by Zimmerman & West (1975), for example, found that 98 percent of topics came from male nominations, which suggests that men monopolize interaction. This finding comes in line with Fishman’s (1983) study, which showed that of sixty-two female topic nominations only thirty-eight were accepted in discourse, whereas almost all male topic initiations were conversationally utilized. This indicates the traditional male domination in social acts, although the analysis narrowed down to more specific communicative contexts may produce surprisingly different results. Women could use more

tentative discourse devices as they are more empathetic and sensitive to their interlocutors (Coates 1996), especially in less formal settings.

In her studies of power expressed in intimate relationships, Fishman (1983) found women using 2,5 times as many questions as men, who used 2 times as many statements as women, which suggests it is women who tend to uphold interaction in intimate contexts with male interlocutors, although in formal contexts it is women who tend to dominate (Dąbrowska 2005).

Trudgill (1988: 85) also suggests that females tend to use forms that are socially “considered to be ‘better’ than male forms”. This might result from the finding that women are more social status-conscious, hence more sensitive to the linguistic norms in a given community than men (Trudgill 1988: 85). Men, in turn, can be attached to “toughness”, a widely accepted social characteristic, which could account for both why they make more non-standard linguistic choices and why they express power in discourse more directly than women. Some research (Labov 1972) also suggests that female speakers are more grammatically accurate than their male counterparts, whose speech is mostly vernacular.

Although these claims do have intuitive appeal, available research, as claimed by Romaine (2006: 116), is contradictory in regard to women’s tendency to use more accurate linguistic forms. Studies by Milroy (1980), for instance, show that gender itself cannot be directly linked to the language spoken, as the results might be badly affected by other interfering variables, such as a lower social status or high unemployment rates.

How relevant to the analysis of Polish speakers of the English language these findings are remains a question. Most research in this area has been conducted in English-speaking communities. Few studies of the relationship between gender and language use exist in a Polish context and those available usually fail to offer in-depth analysis. The findings that female language production is more expressive than male production and manifests itself e.g. in the abundant use of diminutives such as *kochaneczek* (Handke 1994: 20), which might be attributed to the traditionally domestic role of woman in Polish society, or the overuse of exclamations such as *O Jezu!*, *Rany!* and swearing (Handke 1994: 16), which, in turn, could be linked to e.g. a low living standard, cover barely a narrow patch of female discourse

analysis. Other studies discuss the relationship between men and women in the use of language from a sexist perspective (Peisert 1994) or from a historical one (Walczak 1994).

It is also possible that in the rapidly proceeding societal changes, some of the research findings may no longer be up-to-date. A contemporary Polish woman breaks the communicative norms traditionally attributed to female speech before 1989. As claimed by Marcjanik (2007: 29), in her pursuit of social quality, a contemporary woman may have taken over some of the male linguistic attributes, such as straightforwardness, or the lexis traditionally reserved for male speakers.

#### 4.3.2 Social class and discourse

It is common belief that there is a relationship between learners' social class and their language use. This claim is in large part intuitive, although it also has some justification in sociolinguistic studies. Yet, as was the case of the gender-vs.-discourse relation, a common overgeneralization is repeatedly committed, that is, of directly indexing a certain discourse variation to a specific social group. Researchers often conclude that "middle class learners achieve higher levels of academic language proficiency than working class learners" (Ellis 2000: 25) and then are struck with the finding that "working class children do as well as middle class children in immersion settings" (Ellis 2000: 25). This astonishment with seemingly conflicting findings merely debunks the naïveté of many researchers or superficiality of their analyses. True as these findings might be, they indicate but an indirect relation between the speaker's social class and language use. It is, after all, other social factors, such as the availability of education, motivation or educational settings that underlie the development of language proficiency. When exposed to L2 input in an immersion program, with language opportunities equal for every learner, notwithstanding their social membership, differences in language proficiency are non-existent. Discoursal variation, then, could be linked to a speaker's social class, yet through indirectly indexing the variables.

Research into the relationship between a social class and language use had its prime time in the sixties and seventies of the previous century and has not re-emerged under the title



of social class with equal intensity ever since (Robinson 2003b: 274). It is then the studies conducted in that period that will be the backbone of the forthcoming discussion. It will be undertaken in full realization that much of the research can, in fact, be based on the aforementioned stereotypical analysis of social class and that its relation to language variation may not be that evident.

In his studies of the relationship between social stratification and discourse use, Bernstein (1971) suggests that there are two polarizing language variants in utterance-organization: 1) restricted code, also referred to as positional or closed role system, and (2) elaborated code, also referred to as personal or open role system. In the restricted code, communication is often not explicit, but implied and meanings often taken for granted, with ready-made and predictable forms of speech, whereas in the elaborated code communication is aimed at the exploration and construction of individual identities; meaning is more explicit and therefore less predictable (Montgomery 1996: 140).

It must be emphasized that the restricted-elaborated distinction does not relate to just the restriction of lexis or the flowery of linguistic devices. It assumes that the restricted code suits more efficiently the situations in which the interlocutors share the knowledge of the context. The result of this grammaticization (already discussed in Chapter 3.2) is that some speakers will compensate the lack of the shared knowledge of the world with the systemic knowledge that materializes in a more elaborated language use. Similarly, sharing schematic knowledge or assuming the other interlocutor is familiar with a certain situational context is likely to result in the use of simpler linguistic devices.

Whether either of these two codes can be indexed to any social class is an open question. Bernstein (1964) initially proposed that working class speech represents restricted codes and elaborated codes are characteristic of middle class speakers. His impolitically termed deficit hypothesis was found offensive as it posited the restricted code of the working class was linked to their innate mental capabilities, thus implying that working class speakers are genetically inferior. Bernstein (1971) later modified this hypothesis suggesting that British middle class language users will more likely have access to both restricted and elaborated codes, whereas some sections of working class speakers will communicate with access only to

the restricted code. The example below illustrates the two codes used by (1) a working class child and (2) a middle class child describing a series of three pictures:

<b>Working class child</b>	<b>Middle class child</b>
<i><u>They</u>'re playing football and <u>he</u> kicks <u>it</u> and it goes through <u>there</u> <u>it</u> breaks the window and <u>they</u>'re looking at it and <u>he</u> comes out and shouts at them because they've broken <u>it</u> so they run away and then <u>she</u> looks <u>out</u> and she tells <u>them</u> off.</i>	<i><u>Three boys</u> are playing football and <u>one boy</u> kicks <u>the ball</u> and it goes through <u>the window</u> <u>the ball</u> breaks the window and <u>the boys</u> are looking at it and <u>a man</u> comes out and shouts at them because they've broken <u>the window</u> so they run away and then <u>that lady</u> looks <u>out of her window</u> and She tells <u>the boys</u> off.</i>

Adapted from Bernstein (1971: 203)

The restriction of the code used by the working class child comes down to the use of reference instead of precise description. The use of reference cannot act as evidence of the child cognitive deficit as the context was clear and the child properly assumed the interlocutors shared schematic knowledge, hence no need to use more systemic knowledge. What remains unclear is whether the middle class child chose to use more systemic knowledge for precision or for stylistic purposes.

This rigid polarity of sociolinguistic distribution is surprisingly common throughout literature (see Figure 14). However, its simplistic indexing puts these hypotheses in jeopardy. It is common sense that indicates that a working class child will have more contact with a vernacular style and a middle class child with a careful style. Yet, indexing a given style to a social class would be a naïve overgeneralization. After all, linguistic choices can be determined by situational contexts, age, gender, or idiolectic differences.

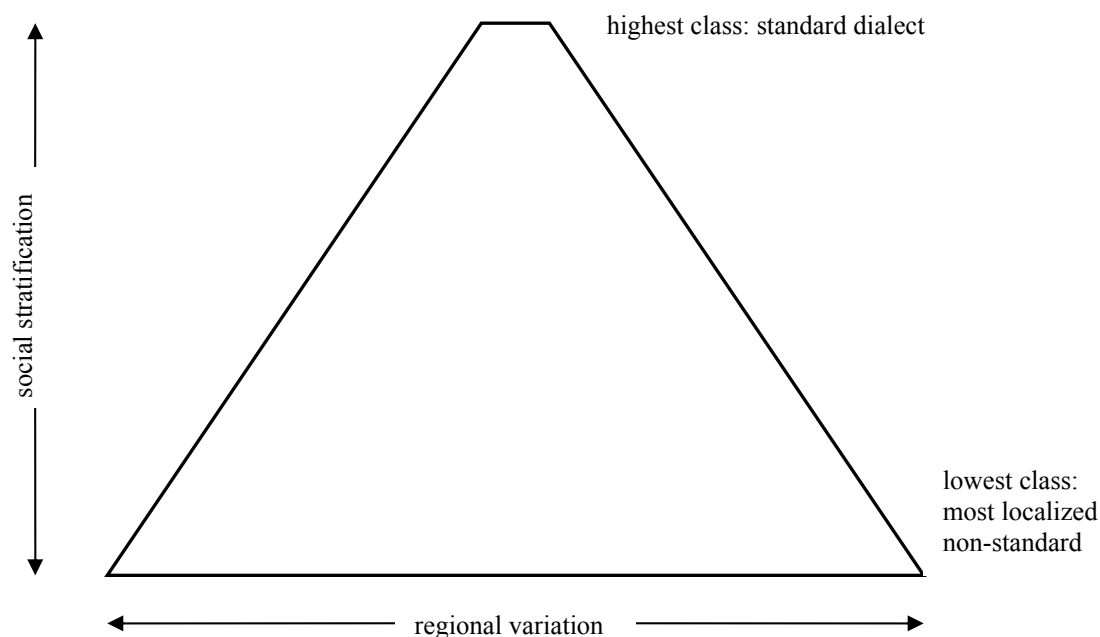


Figure 14. Social and regional variation (Trudgill 1988: 41)

A more precise class and style stratification is proposed by Labov's (1966) survey of Lower East Side New Yorkers identified in four socio-economic groups: lower working class (0-2), upper working class (3-6), lower middle class (7 and 8) and upper middle class (9). As Figure 15 illustrates, there is tendency in higher classes to apply a more careful style and more tendency in lower classes to use a more vernacular style.

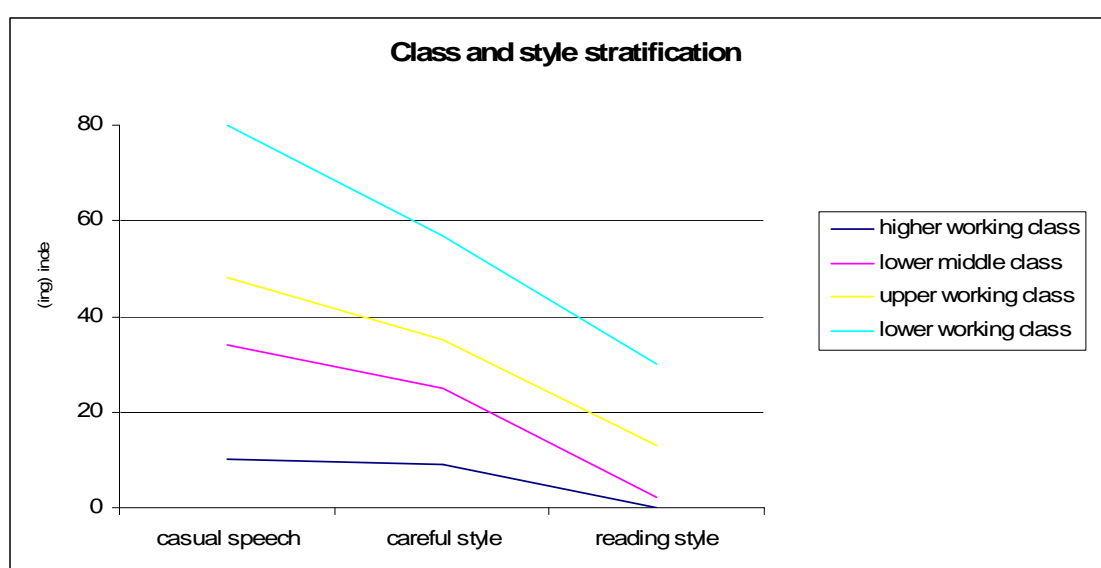


Figure 15. Class and style stratification. Adapted from Labov (1966)

Although like many other studies (e.g. Wolfram 1991) Labov's study discusses the relations between social classes and the phonological aspects of language production, a similar trend is likely to appear in other domains of communication, e.g. grammar use in a more recent study by Holmes (1992). However, as was discussed earlier in this chapter, recent studies of the relationship between a social class and second language acquisition still preserve a simplistic superficial approach to the analysis and, surprisingly, a considerable number of them (e.g. Skehan 1990) suggest educational achievements can be directly linked to a learner's social background. What comes as a surprise to many linguists is that in immersion programs no such relationship can be found. This clearly supports the claim that it is exposure to the language and interaction with other language users that mostly determines its development the learner's interlanguage. Social class, then, is not a direct determinant of one's linguistic achievement.

For this very discussion of discourse competence development in Polish learners of English, a natural question arises regarding the universality of the discussed research findings. Although it is likely that the findings of the studies discussed in this section are applicable to a L2 learner in the Polish educational context, apparently further discussion should be undertaken to verify this possibility.

#### 4.3.3 Discourse and nation

That discourse may be culture-specific is a common finding. Some culture-specific discourse characteristics were already discussed in Chapter 3. Others, including the nationality of the discourse maker, are yet to be presented. And this is the focus of this chapter, which concerns the relationships between discourse construction and discourse community, in regard to the Polish user of English.

Although much literature has begun worldwide to undertake the contrastive analysis of English and other languages with reference to discourse construction, Polish studies demonstrate a rather global approach in this respect. Polish publications tend to focus on the political or public discourse and a product of on-going debates over the positions of

minorities, whether national or sexual, in Poland in the last decade. The available literature, which most frequently explores feministic discourse (e.g. Gajewska 2004; Gajewska 2005), sexism in Polish discourse (e.g. Łaziński 2005; Szpyra-Kozłowska and Karwatowska 2005), issues such as happiness in Polish discourse (Sip 2004), discourse devices employed to maintain and shape the shared perception of the world (Mandes 2007), biased discourse or political discourse (e.g. Waśkiewicz 2006), appears to reflect public needs typical of democracies in their formative stages. It is claimed that public discourse affects the preservation and spread of stereotypes as well as prejudice against ethnic groups and immigrants (Wodak 1997b; 1999). As claimed by Nowak (1998: 229) public discourse retains the social oppositionist phenomenon ‘us-others’, which applies to all minority groups opposed by the speaker and is a semantic phenomenon significant in persuasive communication.

A commonly discussed aspect of discourse analysis in Poland is the so-called hate speech (Lakoff 2000: 101), the product of the unrestrained exchange of ideas on critical social issues, such as sexual orientation as well as political or national identity. The language of hatred is characterized with overgeneralizations, e.g. that Poles collaborated with Nazis. Polish negative discourse may be used against national minorities, such as Jews, Germans, or Ukrainians (Kowalski and Tulli 2003). Negative discourse can be used intentionally by an editor but can also be an individual choice of a journalist in the press traditionally tolerant and idealistic:

*Marzę również o tym, aby Żydzi zamiast atakować Polaków przy każdej okazji, mówili o nich dobrze i zaczęli wreszcie pokutować za własne grzechy. Tylko tą drogą staną się naprawdę wielkimi i tylko tą drogą zbudują pojednanie*

[own translation: What I’m dreaming of is that instead of attacking Poles whenever possible, the Jews would speak well of them and would finally begin to repent their sins. It is only in this way that they can become truly great and it is only in this way that they can build reconciliation]

(Bernard Margueritte; *Tygodnik Solidarność*, 29 June 2001)

The selection of this example is not intended to indicate the possible blurring line between factual and interpretive reporting in Polish newspapers. It seems to support the claim that the Polish discourse may be more direct and less modalized than the English one.

Although this is an example of written discourse, spoken discourse is likely in many cases to preserve a similar pattern.

It should also be underscored that linguistic variation can take place within a specific nation. Within the US, for example, “one might talk about New York and Detroit as separate speech communities as well, and within New York and Detroit it is common to speak of separate African American and European American speech communities (Eckert and McConnell-Ginet 2003: 56). By the same logic, one might speak of discorsal varieties within Polish society, distinguishing between how discursive practice is realized in Warsaw and how it is implemented in Silesian suburban areas.

## 5. Recapitulation

The first part of this research has reviewed literature relevant to the theory of discourse competence development presenting the position of Applied Linguistics as well as of sociolinguistic studies in this respect. As was suggested in Chapter 1, to comprehend the nature of discourse analysis, its multidimensionality must be realized. Accordingly, discourse can be perceived e.g. as social practice in which discourse makers implement unique sociolinguistic discursive routines. The second dimension of discourse is that of particular discourses as products of specific routines realized by a given community group as its microworld. The third dimension, which is of particular interest to this study, represents an individualized rhetoric of the speaker, reflected in unique wording, modality use or metaphoric expressions. Discourse then, in this dimension, is not just about cohesion and coherence between two discourse makers' language output. In addition to this interactional domain of discourse construction, discourse making involves the intra-actional quality of language production, that is the interaction of language elements within the discourse of an individual speaker or the meaningful relation of an utterance to a situational context, mood or a cultural setting of interaction. This very multi-dimensionality of discourse embraces then a vast territory of linguistics as well as the pragmalinguistics of communication. Therefore, the next chapters of the empirical portion of the research will interpret discourse broadly as the process of meaning creation through interactive collaboration or intraactive expression of the speaker's thought.

The capability of constructing discourse is a unique ability underlying discourse competence as a subcomponent of communicative competence. Two most recognized models of communicative competence discussed in this study are the one by Bachman, in which discourse competence is seen as having organizational value in communication, and the one by Canale and Swain, in which discourse competence is one of the four subcomponents of communicative competence, responsible for coherence and cohesion as well as textuality of language production. The latter model has been chosen as a reference point for the empirical portion of the study.

Discourse competence involves a number of devices which contribute to the textuality of individual speech. Selected discourse competence devices, which have been discussed in Chapter 1, include back-channel responses, discourse markers, turn-taking conventions, relexicalization or reiteration, reference, ellipsis and substitution or conjunction as well as modality used to express a delicacy of meaning: epistemic, deontic as well as boulomaic modality. Since deontic modality may include aspects of boulomaic modality, such as the emotional stance of the speaker, it has been decided that these two modality types will be discussed in the empirical portion of this research under one heading of *deontic modality*, in the extended meaning, juxtaposed with *epistemic modality*. A starting point for the discussion of discourse competence is the distinction between competence and the actual use of language, which materializes in performance.

Discourse construction and discourse competence development are amenable to a number of factors, those pedagogical and psycholinguistic as well as sociolinguistic. Since this study investigates the development of discourse competence in learning contexts, a comparison of classroom discourse with natural discourse seemed relevant. It has been suggested that much of classroom discourse is dominated by teacher talk, which is characterized with the use of instructional language, overuse of display questions over referential ones, as well as the dominance of divergent questions. The interactional domain of classroom discourse is dominated with the unnatural IRF interactional pattern. Although indeed classroom discourse is one of many institutional discourses, classroom communication is often artificial in regard to turn-taking conventions, topic nominations or politeness routines, as realized in non-institutional interactions.

As the construction of individual discourse is in large part affected by the mother tongue of the language user, theoretical aspects of language transfer have been presented. It has been shown that language transfer can play a detrimental role in discourse construction, although, at times, it also has a facilitative value, whether in a backward or forward mode. Second language discourse is remarkably affected not only by the first language grammar or lexis, but also by the first language culture, including politeness systems, or conversational styles. Language transfer also includes the influence of L1 discourse conventions as well the L1 conceptual language routines.



There are a number of sociolinguistic and psycholinguistic factors which have an effect on the construction and development of discourse. Sociolinguistic factors include individual variables such as gender, age, social class or nationality. Psycholinguistic factors include affective states, such as anxiety, self-confidence, as well as motivation and personality. It has been indicated that whereas some of the variables are positively correlated, e.g. self-confidence with extroversion, contrary to common belief, this does not always mean the enhancement of discourse construction, especially in its interactional dimension.

It has also been emphasized that a mistake commonly committed across studies is that in directly indexing a linguistic choice by the speaker to a specific sociolinguistic or psycholinguistic variable, e.g. their gender, social class membership, or personality type. Such an approach often results in contradicting findings of numerous studies, which offer a remarkable amount of procedural ad-libbing, analytic superficiality or pseudoscientific overgeneralizations. It seems that sociolinguistics as well as psycholinguistics, notwithstanding a few decades of research, are still in infancy. Many studies appear to be carried out ad-hoc and lack systematicity as well as standardized terminology used in discussions. In addition, failing to exploit a given research area to a degree that would allow them to indeed make well-grounded generalizations, many researchers often jump onto another area of investigation, such as conceptual transfer, which begins to gain publicity even though other dimensions of language transfer, e.g. pragmatransferability, have not yet been fully investigated, especially with reference to specific communities of language users.

Consequently, the literature overviewed in these chapters provides relatively little data on the development of discourse competence in Polish learners of the English language, especially proficient ones. Studies conducted in the Polish environment usually offer contrastive analysis of L1 and L2 communication, yet mainly with reference to lexical transfer. Few attempts are made to relate the development of L2 discourse competence to factors such as teacher talk, teaching materials or type and intensity of foreign language exposure. Research into the development of pragmalinguistic L2 features may still be in its formative stages. What certainly calls for further investigation is then the development of discoursal domains of L2 communication as realized by Polish advanced learners in the Polish educational settings, such as a foreign language teacher training college or university.

There is a need to identify possible factors which might facilitate or impede discourse competence development. Therefore, the subsequent chapters of the empirical portion of the research will make an attempt to determine how proficient L2 learners' discourse competence develops in the long term and what factors might be linked to this possible development in the Polish learning context. For this purpose, results of a longitudinal study of thirteen proficient learners of English and the actual development of their discourse competence over the period of three years at a teacher training college will be presented.

## **PART TWO: EMPIRICAL STUDIES**

### **6. The concept of the longitudinal study**

It has been concluded in the previous chapters that much of the available research into discourse competence is often inconclusive or its findings contradictory, possibly due to the low uniformity of statistical samples and data collection procedures, as well as the low reliability of measuring instruments. In addition, much of the available literature discusses the development of discourse competence regardless of the subjects' cultural backgrounds, national membership or first language, which further jeopardizes the validity of the discussion. Little data is available as to how specific discourse domains are as exploited by Polish learners of English in Polish educational settings, including advanced levels of language proficiency. There is also an inadequate quantity of the data with respect to possible psycholinguistic and sociolinguistic variables that could affect the dynamics of discourse competence development. In fact, the present study may be the first with the aim of longitudinally determining possible psycholinguistic and sociolinguistic influences in discourse competence development, not just cross-sectionally exploring how specific discourse domains are realized by L2 learners. Undertaken in the Polish educational setting, it offers a qualitative and quantitative analysis of factors which might stimulate as well as retard the formation of discourse competence in thirteen advanced learners of English at an English teacher training college over the period of three years.

The following sections will stipulate the data collection procedures and discuss the results of the study. First, research questions and the objectives of the study will be presented. Next, the research structure will be outlined. Following the research scheme, specific stages of the study will be described with reference to the subjects, duration, and time of investigation. Although the research has been conducted in accordance with the accepted methodological procedures, it must be realized that a remarkable portion of the forthcoming

discussion is speculative, as it is based either only on the samples of the subjects' performance or on the students' often impressionistic, personal reports.

## **6.1 Objective**

The objective of the study is to investigate how advanced students' discourse competence develops over a specific period of language instruction. It was necessary then to longitudinally identify which discourse mechanisms were applied by advanced students of English as a foreign language and, if so, with what frequency, as well as which internal and external factors might have determined the use of these mechanisms throughout the research duration. The area of investigation was narrowed down to spoken production only. The following chapter presents the scheme of the research, defines the discourse aspects under investigation and specifies the data collection procedures, as well as the subjects.

## **6.2 Research questions**

With the advanced learners under investigation, it could seem obvious that they will demonstrate high levels of communicative competence, the development of which is the main objective of most teaching methods widely applied in an EFL classroom. It is, however, day-to-day observation that even advanced students' L2 production is rife with awkward utterances, unnatural wording or artificial responses in one-on-one communicative encounters. As suggested in the review of literature, communicative competence is often perceived, also by EFL teachers, as comprising grammar competence and sociolinguistic competence only. What seems to be dismissed is the development of discourse competence, which could account for why many advance learners' L2 production is grammatically accurate, yet somewhat unnatural in terms of collocations or sentence wording. L2 discourse is indeed more than just an interactional act. In fact, the success of L2 communication is often

dependent on whether the constructed discourse is clear, coherent and, above all, naturally abundant with discourse devices, unless the aim is to pidginize the language.

Therefore, it seems relevant and interesting to investigate what position discourse competence development takes in ELT, that is whether or not EFL teachers realize the significance of discourse competence as well as whether they actually develop it in their classrooms. How advanced students' discourse develops in the long term can also be an interesting endeavor. Such is a study of variables that might have a positive or negative effect on this development. The factors could include teacher talk, students' personality and their discourse competence in L1. The main research question is then:

What are possible factors that determine the development of discourse competence in advanced learners of English?

Specifically, the research questions are as follows:

1. Does L2 discourse competence develop?
2. What discourse aspects develop?
3. What is the process of this development?
4. Is L2 discourse dependent upon L1 influences?
5. If so, what discourse aspects are dependent upon L1 influences?
6. Do advance L2 learners achieve native-like levels of discourse devices use?
7. Is teacher classroom discourse similar natural discourse?
8. Do teachers promote the construction of naturalistic discourse?
9. Are selected L2 discourse aspects positively correlated?

Since the above questions refer in large part to the process of development, a longitudinal study will be conducted to answer them. The following chapters will present the scheme of the study as well as the research methodology implemented to answer the above questions.

### 6.3 Scheme of the study

A key-factor in designing the research was the fact that the development of discourse competence is a long-term process. It was apparent that a cross-sectional study could by no means reliably measure the variability of the subjects' spoken production. The process needed to be measured on a regular basis over a long period of time. The research then took a longitudinal form.

It was realized that before the actual measurement of discourse competence development was undertaken in the main stage of the study, the research objectives might need to be revisited, the area of actual investigation narrowed down and designed data collection tools improved in *preparatory stages of the research*. Therefore, the first phase – *a survey study* – was aimed at identifying L2 spoken discourse mechanisms applied by advanced learners of English and at selecting these mechanisms that would be further investigated due to e.g. their frequency or intensity of occurrence in performance samples, or other features of interest to this project. This will be discussed in Chapter 6.4, after the results of the survey study are presented. The second stage – *a pilot study* – was conducted to examine the designed data collection procedures and to suggest possible procedural alterations to be implemented in the main study.

The third stage – *the main study* – constitutes the major portion of the research. It took a longitudinal form, hence its three-year duration. It was designed to measure the development of the subjects' discourse mechanisms and determine what factors affected it. The chart below illustrates the structure of the whole research.

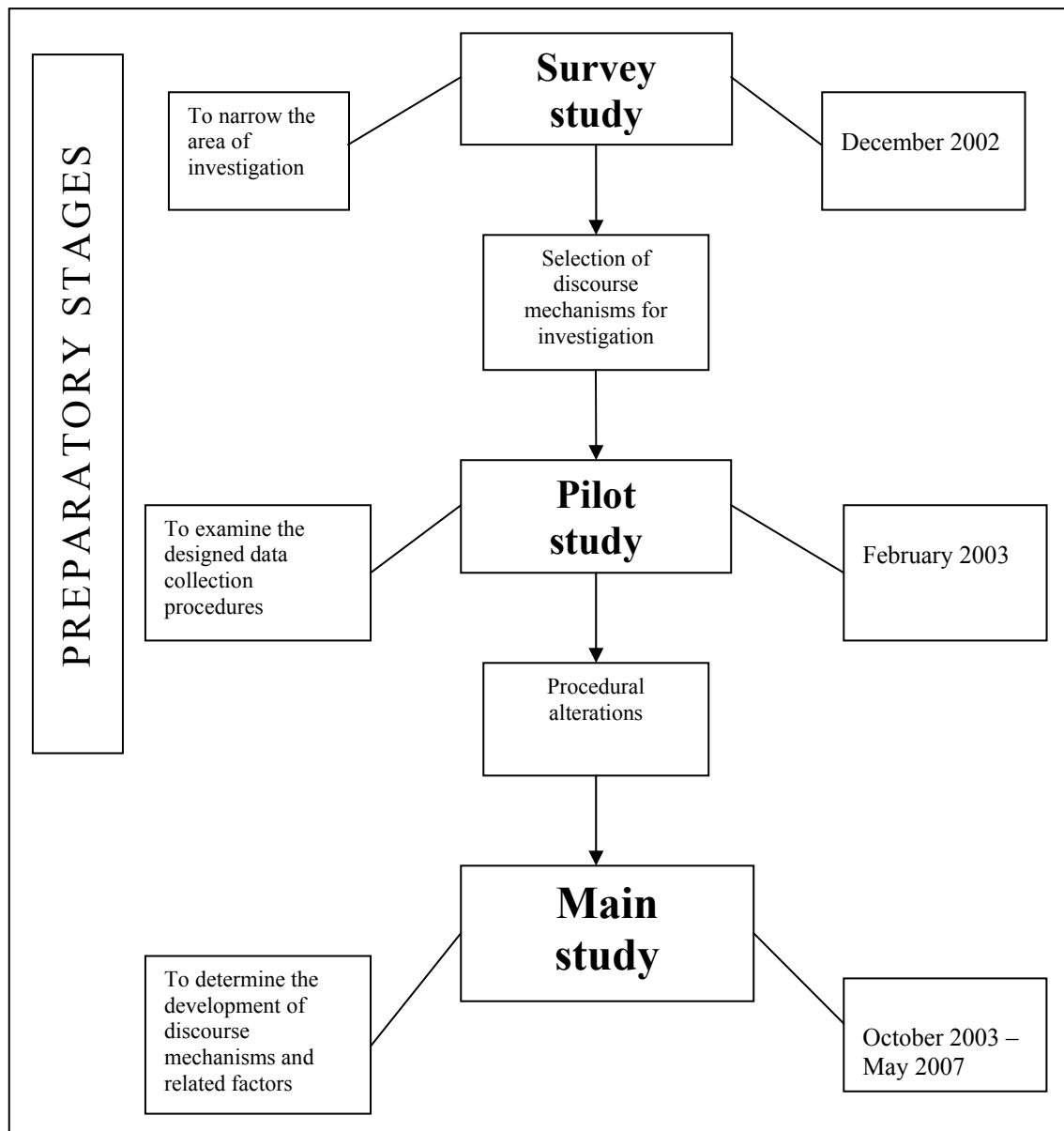


Figure 16. Scheme of the study

The following chapters will present detailed data collection procedures for each stage of the research, as well as discuss the results of the preparatory studies and their effects on the structure of the main study.

## 6.4 Survey study

Since there are numerous aspects of spoken discourse, it was necessary to narrow down the area of investigation to a more specific number of discourse mechanisms to allow a reliable analysis of their use by the subjects. It was believed that this would enhance the quality of the research. For this purpose, a survey study was conducted. It was designed to identify which discourse mechanisms are applied by advanced learners of English and with what frequency. This set ground for the selection of mechanisms to be put under investigation in the main study. The criteria to determine the selection of discourse mechanisms included the unnatural frequency of occurrence, as well as the non-native use of the mechanisms.

### 6.4.1 Method

A total of twelve randomly-chosen first year advanced students of English at a Teacher Training College voluntarily took part in the study in December 2002. They participated in two ten-minute discussions in groups of four: one informal in its form, the other designed to trigger the formality of their spoken output. Their performance was tapescribed and put to further examination for the use of specific discourse devices. Both correct and incorrect uses were analyzed. It must also be realized that the spoken discourse mechanisms under investigation in the survey study had already been pre-selected. They, therefore, by no means represent the whole of discourse competence. They included aspects of grammatical cohesion and textuality, lexical textuality, modality, turn-taking and discourse markers (see Appendix A). They were an individual choice of the researcher.

### 6.4.2 Results

The following chapter will discuss the results of the survey study of the use of selected discourse mechanisms by advanced students in L2 spoken production.



## The use of reference

The most commonly used reference type was the anaphoric one. The use of pronouns as backward reference seems to have posed no problem to the subjects. This might result from the positive first language (L1) transfer, as anaphoric reference is frequently used in the subjects' mother tongue. This finding is by no means surprising.

The other two types generate more interest. Exophoric reference was very seldom used (only four uses), whereas cataphoric reference was not used at all. The former, if used at all, was not always used correctly. The definite article proceeding "medicine" as science does indicate that the students attempted to refer to this science as one and only entity, yet it also shows that they did not yet fully internalize the usage of articles. The use of "the Big Orchestra" as an exophoric reference is correct and shows signs of the students' linguistic skillfulness in using accepted Polish names in English translation.

Extract one – incorrect use of exophoric ellipsis

*\*But actually the medicine is such a developed area now that  
we, that there's not only nature  
that decides*

Extract two – incorrect use of exophoric ellipsis

*\*because it was the God's will, and in the same [inaudible] we  
have no right to, I don't know, to end this*

Extract three – correct use of exophoric ellipsis

*But on one had people are fighting for lives of children. We  
have The Big Orchestra, Christmas*

As mentioned before, cataphoric reference was not found in the students' speech. Apparently, the students depended upon L1 transfer in their language production, hence the lack of forward reference. The Polish language does not contain this type of reference.

### **Use of ellipsis and substitution**

Although ellipses do exist in the Polish language, the students did not use all the types. Verbal ellipsis was present in the students' speech, both echoing and contrastive (together 12 uses), whereas neither nominal ellipsis nor clausal one was found. The lack of the former cannot be attributed to L1 transfer since it has its L1 equivalent. Also, nominal ellipsis does exist in the Polish language and the fact that the students did not use it must be linked to other factors. It must be noted, too, that the abundant use of verbal ellipsis in short answers *Yes, I do* or *No, I didn't* which has not been included in this discussion as it is believed to be a standard one, and its lack in the students' speech would have been rather a sensational discovery.

The use of substitutions was rare (eight uses). This suggests that the students did internalize the mechanism, yet might not have felt a hundred percent confident in using it.

### **Use of conjunction**

The use of conjunctions was restricted to *but* (sixty-eight uses) and *and* (fifty-two uses), which is no surprise. After all, these conjunctions are used most frequently by native speakers of English. What is surprising, however, is that the students did not use any conjunctions which would indicate their high levels of proficiency, such as *consequently* etc. It could be argued that the communicative context of the students' production was informal, hence the lack of formal vocabulary in the students' speech. Yet this cannot account for the somewhat artificial and narrow use of conjunctions. The students' speech was virtually devoid of informal, natural conjunctions. Instead of shortened '*cause* (one use only) typical of informal native speech, formal *because* (twenty-seven uses) was predominantly used. It could be said, then, that the students' discourse in this respect was bookish, and hence far from natural.

Use of conjunction	
but	67
then	9
and	52
because	27
'cause	1
so	16
on the other hand	4
or	6

### **Lexical cohesion**

The analysis of the students' discourse in respect to vocabulary use includes aspects of lexical cohesion such as reiteration, relexicalization, the use of collocations, and textual aspects of lexical competence such as lexical readjustments and reorderings, as well as expressing modality.

As illustrated in the table below, the students frequently relexicalized each other's stretches of speech, thus interactively developing the course of the discourse. They did not, however, much reiterate their own vocabulary (5 reiterations only) nor did they use frequent collocations.

Lexical cohesion	
reiteration	5
collocations	6
relexicalization	21

This cannot be explained with the informality of the discourse context only, as reiterations and collocations are frequently found in native speech, both in English and Polish. This suggests that the students had not developed discourse competence in this respect.

### **Modality**

An interesting finding is that related to the use of modality. As contrasted with modality expressed by natives of the English language, the students did not modalize their speech using

natural modality devices. As illustrated in the statistics, the use of modality was restricted to modal verbs. The students failed to apply adverbial modality devices such as *apparently*, *supposedly* and overused *maybe*. In fact, it seems the students' modality bore little resemblance to its natural usage. For instance, a natural use of expressing probability in the past by the use of "modal+have" (2) was radically outnumbered by the simple use of "maybe" (15).

Modality	
can	31
will	23
have to	21
should	20
of course	19
think	18
agree	16
in my opinion/that's my opinion	16
maybe	15
I don't know	12
need	12
must	12
I know	12
in fact	11
could	10
to be to	9
I mean	9
I understand	8
as far as I know	7
I'm certain	7
definitely	2
probably	2
modal + have	2
seem	1
supposed	1
perhaps	1
got to	1
possible	1
bound to	1
may	1

The unnatural use of modality could be explained with a somewhat more straightforward speaking style of a Polish native speaker, yet certainly a further study should investigate this issue.

### **Turn-taking**

The subjects failed to nominate others nor did they frequently self-select. If they did, a common *yes-but* was appointed, which was the most popular turn-taking device in all the three groups.

Back-channel responses were present, yet they were by no means natural. In addition, overlaps and utterance completion were present in the samples, which indicates that the subjects felt comfortable while speaking.

Turn-taking	
nomination	1
self-selection	6
back-channel responses	22
overlaps	41
utterance completion	11

### **Transactions and topics**

As illustrated in the table below, the students did not much mark discourse boundaries. In the main study no attempt will be made to identify specific types of discourse markers.

Transactions and topics	
transactional markers	9
associatively linked sub-topics + boundary markers	11
opening ones	4
closing ones	1
summarizing a stretch of talk	2

Mechanisms typical of longer stretches of speech, such as those involved in stories, anecdotes, jokes were virtually non-existent or not found at all in the subjects' speech, possibly due to the task specificity and time limitations. These mechanisms will not be investigated in the main portion of the study.

The survey study helped narrow down the research to those discoursal devices that will be subject to analysis in the main longitudinal portion of the research. One of the criteria for the selection of the devices for further analysis was the pragmatism of the author, as in the case of turn-taking devices, which could be subject to a separate study due to the load of turn-taking events as evidenced in the survey study results. The other criterion was merely the author's interest in the development of a given device, e.g. modality development. And so, the selected devices the use of which will be examined in the main study include (1) modality, (2) conjunctions, (3) relexicalization, (4) reiteration, (5) ellipsis and (6) substitution. To analyze the use of these mechanisms, as developing longitudinally over the period of three years, a number of data collection procedures will be applied, some of which will be examined in the pilot study described in the following section.

## **6.5 Pilot study**

The pilot study was designed to examine procedures to be applied in the main portion of the research. This was believed to suggest some alterations that would simplify the organization of data collection, as well as enhance the reliability of the analysis. Three procedures were tested: (1) student diary, (2) classroom observation, and (3) teaching materials evaluation.

### **6.5.1 Method**

The study was conducted in February 2003 and lasted one week. The subjects included twelve advanced students at an English Teacher College (three groups of four). They were volunteers. They were not pre-selected. The students were all instructed on the data collection procedures.

#### ***Student diary***

The subjects were to fill in the diary form, which was a record of the type of the students' L2 exposure in each of the seven days of the examined week. They were to specify the amount of time they were in contact with English outside of college, depending on the type of L2 exposure, as well as specify their participation in classroom interaction throughout the week. (see Appendix Ca).

#### **Classroom observation**

Three lesson units of speaking classes were observed by the researcher (one in each group of the subjects). The aim of the observation was to examine the teaching procedures for interaction patterns prevalent in the classroom. The duration of each interaction arrangement was timed to show the proportions of L2 type exposure in the lessons.

### **Teaching materials evaluation**

The teaching materials used in the Practical English classes throughout the week were collected by the students and examined for what components of communicative competence the materials attempted to develop. An evaluation sheet, was used for the analysis, available in the appendices (Appendix B).

### **6.5.2 Results**

The following chapter presents the results of the pilot study. It discusses the implemented data collection procedures and suggests alterations for the main portion of the research.

#### **Student diary results**

Ten out of twelve students returned their diaries. Two were absent from college all week and interpreted this absence as an excuse for not filling in the form. This cannot take place in the main study, as absence from college does not exclude contact with the target language at all.

Since lockstep was a predominant classroom procedure (seventy percent in all classes; forty-five percent in Practical English classes), there is an apparent need to analyze the discourse and strategic devices employed by all the teachers lecturing the students. Teacher talk does have an effect on the development of the competences under investigation.

Some of the students interpreted lecturing as non-authentic listening. This was classified in the study as lockstep and as such should be clarified to the subjects in the main study. It seems intensive training in keeping the diary is necessary.

What types of informal correspondence the subjects are involved in will need to be clarified. The differentiation between chatting on the net or writing e-mails will help identify the type of informal L2 exposure in writing.

Since much of the L2 exposure was dominated by lock-step, teacher talk will be put to a thorough analysis as a potential factor influencing the development of the subjects' discourse competence



### **Classroom observation results**

Three lessons of Integrated Skills were observed (one with each of the three groups). The teacher claimed the students would be involved in L2 oral production. However, the tasks throughout a forty-five minute lesson included the discussion of a scrambled article and the subjects' attempt to put it in the correct order. This bore little resemblance to genuine interaction in which more discourse devices are likely to be employed.

Nonetheless, the following classroom practices were identified:

pairwork	35 min
lockstep	10 min

Although the dominant classroom procedure was pairwork, the task did not include much student-student interaction, as the subjects were focused on reading the article. If the subjects interacted, their L2 production included mainly either backchannel responses or sentences read from the article. Rarely did they produce individualized utterances.

Teacher-student interaction was very limited during pairwork. For twenty minutes altogether the teacher sat at the table having no contact with the students. She gave advice to pairs in the second half of the task, which in practice meant each pair was approached by the teacher once only for approximately two minutes.

The teacher's direct promotion of the development of the competences was close to none. Once only did she use a communication strategy, namely explaining a new word in English. Indirectly, the pairwork could have stimulated the use of discourse mechanisms but rather in a receptive manner and in the written form. The spoken production was dependent upon the text.

The analysis of the teacher's language was difficult and definitely not representative due to the low amount of teacher talk. In lock-step, the teacher used only three conjunctions, two of which were 'and' and one of which was 'so'. She used, however, many transactional markers, including natural 'now' with falling intonation, and 'O.K.'. In interaction with the

students, the teacher predominantly used ‘so’ as a marker and a conjunction, as well as many backchannel responses.

### Teaching materials evaluation results

The collected materials show that discourse competence in spoken English was present in the materials (3) but rarely activated (1). The dominant component in the materials was the development of grammar competence in written English, mostly grammar exercises. If the materials included exercises focused on written discourse competence they were also rarely performed. Strategic competence was not included in the materials at all.

COMPETENCE	No of occurrences
<b>Discourse competence</b>	
Oral competence included	3
Oral competence activated	1
Written competence	4
Written competence activated	2
<b>Strategic competence</b>	
Competence included	0
Competence activated	0
<b>Grammar competence</b>	
Discourse-oriented grammar included	1
Discourse-oriented grammar activated	3
<b>Sociolinguistic competence</b>	
Competence included	1
Competence activated	0

There is an apparent need to clarify how to classify the activities in the materials. In addition, a scale will need to be introduced to indicate the amount of focus on given competence components.

### 6.5.3 The effect of the survey study and the pilot study on the main study

The preparatory stages of the research were conducted to narrow down the area of investigation and test the designed data collection procedures. This section presents the effects of these preparatory stages on the main study.

The survey study indicated that the subjects' discourse competence deficiency is in large part related to L1 transfer. It has been decided then that the main study will examine the development of those discourse mechanisms that either do not occur in their mother tongue or occur in it with unnatural frequency or intensity. The research will exclude then the use of anaphoric reference commonly used in the Polish language. The study will also not investigate the use of discourse mechanisms typical of stories, anecdotes or jokes, which were not found in the subjects' speech, most likely due to the task specificity, including topic selection or time frames.

The main study will investigate the use of the following discourse mechanisms:

*nominal ellipsis*  
*verbal ellipsis*  
*clausal ellipsis*  
*substitution*  
*conjunctions*  
*reiteration*  
*relexicalization*  
*modality*

A particular attempt will be made to compare the subjects' L1 discourse competence with their L2 competence, as the survey study suggests many of the incorrect uses of discourse devices might have resulted from L1 negative transfer.

The pilot study showed it was necessary to modify some of the designed data collection procedures. The suggestions included the need for intensive training in keeping the diary, the employment of a scale in teaching materials evaluation and the examination of teacher talk for the use of discourse mechanisms. For the collection of data in the main study the following procedures will then be applied:

Procedure	Aim	
Six students in each of the three groups will be investigated (three “weak” students, and three “strong” ones).		
1. Documentation analysis (exam results – spoken and written)	To select the subject representing a variety of proficiency levels	INITIAL PROCEDURES
2. Initial classroom Observation	to determine their cooperativeness and confirm exam-based selection of subjects	
3. Polish interview	to communicate the aims of the research to the subjects and to train them in data collection procedures	
4. English interview (formal and informal)	to analyze the subjects’ L2 discourse mechanisms and communication strategies	REGULAR PROCEDURES
5. Teacher talk analysis	to examine teacher talk for the use of discourse mechanisms and its effect on student discourse competence	
6. Observation – twice a year	to examine classroom practices for the use of techniques designed to develop discourse competence	
7. Diary analysis – on a weekly basis	to examine the subjects exposure to L2 and its effect of the development of their discourse competence	
8. Material evaluation – on a monthly basis	to examine the materials for the exercises designed to develop discourse competence	ADDITIONAL PROCEDURES
9. Native speaker interview	to determine a native reference for contrastive analysis	
10. Polish interview 2 (formal and informal)	to analyze the subjects’ L1 discourse mechanisms and communication strategies	

Figure 17. The main study structure

## 6.6 The main study

The main portion of the research is a longitudinal study on how advanced students' discourse competence of selected advanced learners of English developed over the period of three years and what internal as well as external factors might have affected this process. The study investigates the domains of discourse competence selected in the survey study and implements the procedures modified after their verification in the pilot study. These include a combination of deductive and heuristic tools, such as structured diaries for quantitative interpretation, and tapescript analysis for qualitative analysis. The specific methods are described in the following chapter.

The subjects initially included eighteen students of English at an English language teacher training college selected from three groups of freshmen. The number of students was a conscious choice, as it was anticipated that some of the students might, for various reasons, quit their education, thus naturally becoming excluded from the study. Eventually, a total of thirteen students' discourse competence development was analyzed. There was an even number of students representing a high English proficiency and those representing a low proficiency selected in each group. The selection criterion was the entrance examination results. The subjects were selected on the basis of document analysis after entrance examinations in July and September 2004. Both spoken and written test results were analyzed. All the selected students gave consent to their participation in the study, were explained the magnitude of commitment required from them in the course of the study, and were instructed on the procedures of data collection. They were, however, not informed as to the objective of the research, since it would have most likely affected their language performance, thus distorting the results.

The study commenced in October 2004 and was completed in May 2007, spanning a total of three academic years of the subjects' college education. The development of the subjects' discourse competence was measured periodically with the use of the tools described below. In addition, a number of instruments were used in the attempt to determine what factors affected this process. The following section stipulates the data collection procedures.

## 6.6.1 Procedures

### **Student Diary**

The aim of the diary was to identify what type of English the subjects were exposed to over the period of three years. The students were obligated to fill in a weekly diary form which was designed to record the type of their L2 exposure. In the first part the subjects were to specify the amount of time they spent in contact with a given type of English. The second part of the diary included the types of classroom interaction in college courses throughout the week (see Appendix Cb). In contrast to the student diary applied in the pilot study, this diary clearly stated that the students were to specify the proportions of the interaction types as used in the classes with respect to student talking time. When absent from college, the students were to fill in the first part of the diary only. The subjects were instructed on how to interpret the terms used in the diary form. The diaries were collected on a weekly basis. Since some subjects happened to occasionally fail to hand in their forms, the results needed to be statistically calculated.

### **Student Interviews (English)**

The development of the subjects' discourse competence was measured longitudinally over a period of three years. Their discourse competence was measured on the basis of spoken performance samples seven times throughout the study: in November 2004, February 2005, June 2005, October 2005, June 2006, October 2006 and May 2007. For each recording, the subjects took part in two approximately ten-minute discussions in groups of three. One discussion was designed to trigger the subjects' informal output, the other the formal one. An example of the activities for one interview is included in appendix D. The samples were tapescribed and examined for the use of discourse devices.

### **Student Interviews (Polish)**

In an effort to verify the possible L1 transfer in the use of the subjects' discourse devices, student interviews were conducted in Polish in May 2007. This was designed to help identify

the subjects' L1 discourse competence and contrast it with the observed L2 performance. Its form was similar to that of the English interviews.

### **Native Speaker Interview**

In May 2007, the spoken production of a native speaker of English was recorded according to the same procedures as the regular student interviews. She participated in two approximately ten-minute discussions in a group of three (the remaining two students were non-native speakers of English). She was a student at the same college as the research subjects, hence she served as a reliable reference point in the study. The aim of this interview was to help compare the subjects' L2 discourse competence with that of their peer. It is realized that interviewing one person only is by no means representative, yet it does offer some reference for further analysis.

### **Teacher Talk Analysis**

As indicated in the pilot study, much of the reported classroom interaction involved a lock-step procedure. It can be concluded that it is also teacher talk that might have been one of the major factors affecting the students' discourse competence development. It seemed reasonable then to analyze the discourse devices applied by the teachers of the research subjects throughout a three-year college program. Each teacher's one forty-five-minute lesson unit was tape-scribed and analyzed. This helped investigate possible relationships between teacher discourse and the students' discourse competence development.

### **Classroom procedures analysis**

To verify the subjects' weekly diary reports and to examine teaching procedures for the use of techniques developing discourse competence, classroom observation was conducted. Since this research investigates spoken production, only speaking classes were observed twice a year. It helped identify the classroom procedures and the teachers' possible attempts to trigger the students' use of discourse devices. During the classroom observations, activities that promote the development of discourse competence, in a direct or indirect manner, were timed.

This was expected to help determine the actual position of discourse-related instruction in Practical English classroom practices.

In addition, teaching materials used in Practical English courses taken by the subjects were collected over a period of three years. They were examined by the researcher for the existence and use of activities that could help develop specific components of communicative competence (see: Appendix B). The intensity of discourse aspect promotion will be specified in a scale from 0 to 10, where 0 represent no promotion.

### 6.6.2 The course of the study

The longitudinal study, the aim of which was to determine what factors, if any, affect the development of selected aspects of discourse competence, was carried out in the period between October 2004 and May 2007 in an English teacher training college in the Kraków area.

#### **Students**

Throughout the study five out of eighteen students dropped out of college or had to repeat the same year, which excluded them from the research. The total number of students who were subject to analysis was thirteen. Below is the description of individual students, including their English background, initial language proficiency, gender, personality and other characteristics observed throughout the study on a daily basis.

Student 1 was a nineteen-year old male student, with intensive English experience gained during his six-year stay in the U.S.. He was a relatively extroverted type; far from diligent throughout his college education. His initial oral proficiency diagnosed in the entrance examination indicated outstandingly high communicative competence.

Student 2 was a nineteen-year old male student with intensive English experience gained from self-study, television watching and other contact with authentic English. He was a relatively introverted type, diligent only when motivated. His initial oral proficiency



diagnosed in the entrance examination showed outstandingly high communicative competence.

Student 3 was a twenty-four-year-old male student with an English background of twelve-year formal instruction, 3 hours a week on average. English was chosen as an academic minor. He was an extroverted type, though he usually refrained from expressing his opinions. His initial oral proficiency diagnosed in the entrance examination showed outstandingly high communicative competence.

Student 4 was a nineteen-year-old female student at the first measurement with a ten-year English background of classroom formal instruction focused predominantly on grammar competence, 3 hours a week on average. She was a relative introverted type, yet neither diligent nor self-motivated throughout her college education. She refrained from expressing her opinion, when not invited. Her initial oral proficiency diagnosed in the entrance examination showed outstandingly high communicative competence.

Student 5. She was a nineteen-year-old female student at the first measurement with an sixteen-year English background of classroom instruction, 2 hours a week on average. She was an extroverted type, diligent and self-motivated in the first and second year of her college education. In the third year, she began to skip classes. Her initial oral proficiency diagnosed in the entrance examination showed high communicative competence.

Student 6 was a nineteen-year-old female student at the first measurement with an English background of twelve years of formal L2 instruction, 2 hours a week on average. She was an introverted type, yet not refraining from expressing her opinion, when invited; extremely diligent and self-motivated. Her initial oral proficiency diagnosed in the entrance examination showed outstandingly low communicative competence.

Student 7 was a nineteen-year-old female student at the first measurement with a ten-year English background of initially five years of formal instruction with mother tongue maintained, and then a number of teachers promoting implicit learning, 3 hours a week on average. She was an extroverted type, non-scholastically motivated throughout her college education. Her initial oral proficiency diagnosed in the entrance examination showed mediocre communicative competence.

Student 8 was a nineteen-year-old female student at the first measurement with an eight-year English background of classroom formal instruction and private tutoring, 2 hours a week on average. She was a relative introverted type, diligent and self-motivated throughout her college education. Her initial oral proficiency diagnosed in the entrance examination showed low communicative competence.

Student 9 was a nineteen-year-old female student at the first measurement with a nine-year English background of classroom formal instruction and private tutoring, 3 hours a week on average. She was a relative introverted type, extremely well-organized, diligent and self-motivated throughout her college education; a quiet, but strong personality. Her initial oral proficiency diagnosed in the entrance examination showed low communicative competence.

Student 10 was a nineteen-year-old female student at the first measurement with a twelve-year English background of classroom formal instruction and private tutoring focused on grammar competence mainly, 3 hours a week on average. She was an introverted type, diligent and self-motivated throughout her college education. Her initial oral proficiency diagnosed in the entrance examination showed outstandingly low communicative competence.

Student 11 was a nineteen-year-old female student at the first measurement with an eleven-year English background of classroom formal instruction focused on grammar competence mainly, 6 hours a week on average. She was an extroverted type, with low scholastic motivation throughout her college education. Her initial oral proficiency diagnosed in the entrance examination showed outstandingly low communicative competence.

Student 12 was a nineteen-year-old female student at the first measurement with an eight-year English background of classroom formal instruction and private tutoring, 2 hours a week on average. She was an introverted type, relatively diligent throughout her college education. Her initial oral proficiency diagnosed in the entrance examination showed outstandingly low communicative competence.

Student 13 was a nineteen-year-old female student at the first measurement with a four-year English background of classroom formal instruction, 4 hours a week on average. She was an extroverted type, relatively-motivated throughout her college education. Her

initial oral proficiency diagnosed in the entrance examination indicated low communicative competence.

	written	written [%]	interview	interview [%]	total
S1	62	77.50%	40	100.00%	88.75%
S2	49	61.25%	40	100.00%	80.63%
S3	57	71.25%	40	100.00%	85.63%
S4	49	61.25%	40	100.00%	80.63%
S5	62	77.50%	35	87.50%	82.50%
S6	41	58.57%	10	25.00%	41.79%
S7	67	83.75%	30	75.00%	79.38%
S8	44	55.00%	15	37.50%	46.25%
S9	44	55.00%	15	37.50%	46.25%
S10	49	61.25%	10	25.00%	43.13%
S11	54	67.50%	10	25.00%	46.25%
S12	51	63.75%	10	25.00%	44.38%
S13	40	57.14%	15	37.50%	47.32%

Figure 18. Entrance examination results

It should be noted that even after the reduction of the subjects from 18 to 13, the assumption to analyze the most and the least proficient students was fulfilled. As shown in Figure 18, six of the students demonstrated high oral proficiency levels, seven students low ones.

### Reference subjects

The teachers, whose discourse was subject to analysis, were fully qualified professionals with extensive experience and expertise in teaching English-oriented subject to university students. A total of twelve teachers included four men and eight women, six with degrees of Ph.D. and six with MAs. The age range was from thirty to fifty-two, with the average of forty-one. The teacher were not notified of the exact time of recording, hence the high reliability of teacher talk samples.

The English native college student was a twenty-four year old female studying in the same college on a regular basis. She was a relatively extroverted type, extremely diligent and self-motivated.

### **Weekly diaries**

The student questionnaires were returned on a regular, weekly basis. In the first year of the study the return rate was 100%. In the second and third year, the return rate decreased in individual cases. The subjects were asked not to hand in the questionnaires that could contain unreliable data, if they were to fill them in after a considerable period of time from the reported week. To retain the representative proportions for L2 exposure types measurement the following equation was used.

$$ExT = TN * \frac{35}{Nq}$$

Where  $ExT$  represent the proportionate L2 exposure

$TN$  represents a total of exposure hours as reported in the returned questionnaires

$Nq$  represents the number of returned questionnaires

And 35 represents the constant number of weeks in one year of L2 exposure

### **Recordings**

Student interviews. The students were interviewed seven times throughout the study, three times in year 1, two times in year 2 and two times in year 3, mostly in groups of three, occasionally in groups of four in well-insulated rooms without the presence of the researcher. But in recording 1, the student communication was video-recorded to help the interpretation

of possible inaudible utterances for more reliable tapescription. A total of approximately 420 minutes of students' L2 interaction was recorded and tapescribed. The recorded material spans the period of 31 months of the subjects' discourse competence development.

Students L1 interviews. L1 interviews were conducted in May 2007, after the final L2 recording. Recording procedures in L1 interviews were identical with those in L2 recordings. A total of 60 minutes of L1 communication was tapescribed.

Teacher talk. A total of twelve teachers were recorded in regular college classes. They were not informed as to the precise time of the recording to enhance the reliability of the sample. A total of approximately 540 minutes of classroom communication was tapescribed and put to analysis, out of which approximately 180 minutes of teacher talk was analyzed.

## **7. Study results: Factors determining the development of discourse competence**

The previous chapter stipulated the data collection procedures implemented in a longitudinal study of discourse competence development. The forthcoming discussion will present the results of the research as well as interpret its findings.

### **7.1 Introduction**

The objective of the study was to analyze how the discourse competence of advanced students of English develops longitudinally and to identify the factors that have an effect on these alterations. Due to the immensity of the data, collected over the period of three-year college education, the interpretation of the results will be undertaken after the results of the subjects' discourse competence development are presented, for each discourse aspect separately. Before each aspect of discourse competence is analyzed, calculation procedures will be stipulated. And so, when the chapter analyzes the use of modality types, it first specifies the calculation procedure for statistical analysis, then seeks regularities in the overall three-year development of this discourse device and finally interprets the findings in regard to possible factors that might have determined the dynamics of the process. Such a procedure is applied to each discourse device under investigation respectively. The discussion is summarized, particularly with respect to factors affecting discourse competence development, in section 8 of this chapter. Numerical as well as graphic representations, which this discussion refers to are available as complete data in the appendices. For practical reasons, the student and teacher talk tapescripts are not included in the appendices, but are available to the reader upon request.

A selected sample of student subjects, although reduced from eighteen to thirteen in the course of the study, allowed both qualitative and statistical analysis of the results. Since the area of discourse competence is a broad one, the study focused on selected aspects of the

subjects discourse, such as modalization of speech, use of conjunction, interactive relexicalization, self-reiteration, as well as the use of ellipsis and substitution.

It should be noted that intensity levels presented in this discussion are in the form of the following ratio:

$$DDR = \frac{n}{L}$$

where *DDR* represents the discourse device ratio

*n* represents the number of occurrences found

and *L* represents the length of language output, as realized in transcribed text signs

The ratio calculation helps sustain the proportions of speech stretches and the number of devices used. The length of speech, therefore, had no effect on the calculation result of modality intensity. A similar procedure was used in the calculation of other intensity discourse types, unless otherwise stated.

There will be an attempt to relate the student level of specific discourse device use with the teacher levels, which will be an average calculation of the teachers' language output in actual classes (referred to as teacher reference), and with a native speaker's level, calculated from the language output of an individual native speaker female student recorded in the same communicative settings, referred to as native reference. To examine the reliability of the native reference levels, two other samples of native speaker's language output are provided. They are not taken as reference points, though.

The following abbreviations will be used in numerical and graphic representations of the results:

S for student

T for teacher

Av for average

TR for teacher reference level

NR for native reference level

L1R for Polish reference level

## 7.2 Modality

Since the potential repertoire of modality devices is a rich one, its analysis offers numerous opportunities for interpretation. The following section will attempt to present and discuss the development of overall modality intensity, as well as deontic, epistemic and specific types of modality with reference to possible factors that might have affected their use.

### 7.2.1 Overall modality

The students' overall modality did not statistically alter over the period of three years. As illustrated in Figure 19, although some changes in their modalization of speech are observed, (e.g. S1 from 0.009243 in the first measurement to 0.005892, or S9 from 0.006319703 to 0.008641), the average development trend indicates the intensity of the subjects' overall modality did not change. Individual deviations from the trend level should be attributed to incidental malperformance on the part of the students rather than to any particular factors determining modality intensity in their discourse. Modality as such is a vast area of language use and it is only after an in-depth analysis that the changes in its development become evident.

Student	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
S1	0.009243	0.005636	0.011737	0.015221	0.006484	0.005509	0.005892
S2	0.005236	0.004443	0.01053	0.007271	0.008531	0.006548	0.008165
S3	0.009004	0.007259	0.004236	0.010169	0.008282	0.012446	0.007422
S4	0.011318	0.005854	0.006446	0.006386	0.005411	0.005521	0.009988
S5	0.006824	0.005952	0.007628	0.008737	0.005884	0.007117	0.010844
S6	0.015536	0.004467	0.008472	0.011978	0.009552	0.013723	0.011293
S7	0.007084	0.003842	0.005757	0.002932	0.007488	0.008224	0.009025
S8	0.010943	0.010593	0.015422	0.011687	0.016393	0.01148	0.017047
S9	0.00632	0.010548	0.006737	0.005261	0.004547	0.004575	0.008641
S10	0.007246	0.005425	0.011892	0.012813	0.014974	0.006239	0.007849
S11	0.011194	0.013405	0.010474	0.005888	0.008069	0.011473	0.00891
S12	0.006533	0.010652	0.009192	0.006169	0.00738	0	0.011797
S13	0.013633	0.011269	0.009552	0.010218	0.003371	0.005512	0.01087
av	0.00924	0.007642	0.009083	0.008825	0.008182	0.007567	0.009826
NR	<b>0.008146</b>						
TR	<b>0.0073</b>						

Figure 19. Individual overall modality development



What can be concluded from the overall intensity of the subjects' modality is that it is higher, if only slightly (0.008624), than the teacher reference level (0.0073) and the native reference level (0.008146). The reason might be the approximately threefold overrepresentation of *maybe* in their discourse 0.000654, as compared with 0.000163 in the native reference and 0.000231 in the teacher reference as well as *should* 0.000795, as compared with 0.000489 in the native reference and 0.000228 in the teacher reference.

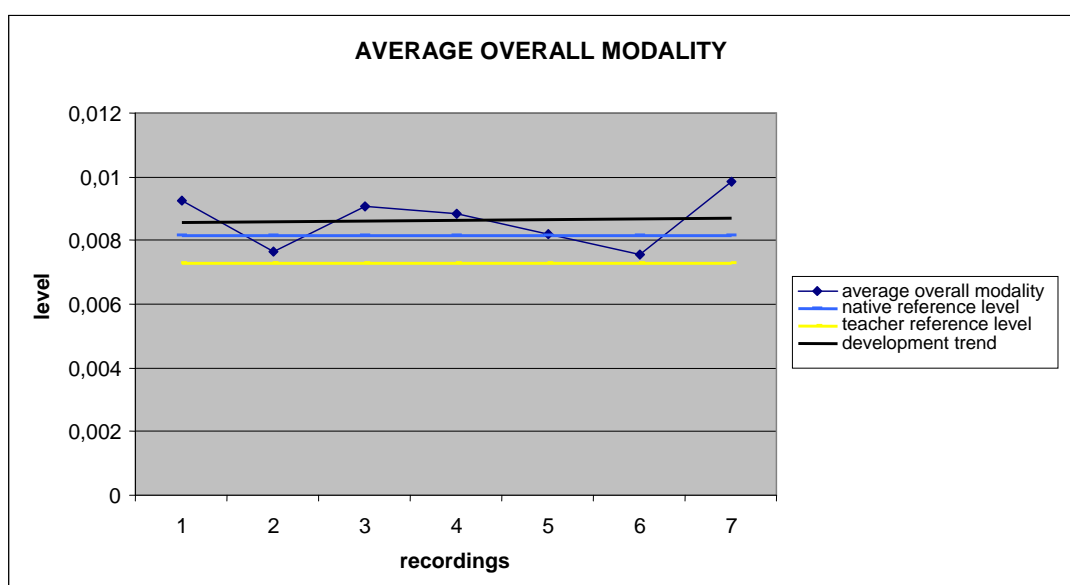


Figure 20. Average overall modality development

The lowest modality among the teachers is not surprising. The factual nature of teaching, particularly in lectures, promotes a more directive speaking style. Notwithstanding new methodological trends, teachers still remain authorities as a source of knowledge, or at least attempt to maintain this position, hence they modalize their speech to a lesser extent, particularly in lectures where the dominant teaching mode is lockstep and much of the teaching is knowledge transfer. As illustrated in Figure 22, the highest overall intensity is observed in workshops (Use of English 3 (workshops), with the modality intensity ratio of 0.0105, and British studies (workshops), with the modality intensity ratio of 0.0243). The lowest modality intensity ratio was found in TEFL 2 (lecture), with the ratio of 0.0026, and US history (lecture), with the ratio of 0.0030.

MODALITY TYPE	College student	Native 2	Native 3
OVERALL MODALITY	0.008145976	0.006977778	0.009449

Figure 21. Native reference overall modality

Although it is the type of class that appears to determine the level of modality intensity used by the teachers, modality can also be dependent upon individual teachers' idiosyncratic discourse features. Teacher modality in reading 3 workshops, for instance, was comparably low (0.0058) in this form of classes, which corresponds with a low intensity ratio in this teacher's British literature lecture (0.0033). Similarly, teacher modality in phonetic workshops was comparably high (0.0111) in this form of classes, which corresponds with a relatively high intensity ratio in this teacher's lecture in linguistics (0.0064).

TEACHERS	T1	T2	T3	T4	T5	T6	T7	T8	T9
	linguistics+ grammar	TEFL 1	listening 1	grammar& writing 1	voice emission	intro to lit	Br.& U.S. studies	phonetics	British lit
OVERALL MODALITY	0.0064	0.0078	0.0055	0.0070	0.0049	0.0045	0.0243	0.0111	0.0033
TEACHERS	T10	T11	T12	T13	T14	T15	T16	T17	AVERAGE
	TEFL 2 - lecture	use of English 2	American literature	U.S. history	reading 3	use of English 3	speaking 3	integrated skills 3	
OVERALL MODALITY	0.0026	0.0105	0.0038	0.0030	0.0058	0.0070	0.0132	0.0041	<b>0.0073</b>

Figure 22. Teacher overall modality

## 7.2.2 Specific modality

Although overall modality change was insignificant, alteration of modality development was observed in the area of selected modality devices referred to in this discussion as specific modality. The devices classified as belonging to specific modality types were the ones that were either underrepresented in the discourse of the survey study subjects or non-existent in their speech. It was assumed that if a given device was frequently used or overrepresented in the students' discourse, it could considerably distort the picture of

statistical changes in the use of less frequently applied devices by counter-balancing the possible increase or decrease in the use of the other. Therefore, the devices selected for specific modality analysis are as follows:

<i>I guess</i>	<i>I suppose</i>	<i>in a way</i>	<i>a bit</i>
<i>definitely</i>	<i>fully</i>	<i>I would risk</i>	<i>able to</i>
<i>seem</i>	<i>I must say</i>	<i>somehow</i>	<i>at all</i>
<i>supposed</i>	<i>obvious</i>	<i>basically</i>	<i>let's say</i>
<i>perhaps</i>	<i>appear</i>	<i>against/for</i>	<i>consider</i>
<i>probably</i>	<i>likely</i>	<i>certainly</i>	<i>indeed</i>
<i>got to</i>	<i>I would say</i>	<i>kind of</i>	<i>entirely</i>
<i>possible</i>	<i>I'm afraid</i>	<i>simply</i>	<i>I feel</i>
<i>bound to</i>	<i>the fact is</i>	<i>quite</i>	<i>supposedly</i>
<i>modal + have</i>	<i>allowed</i>	<i>pretty</i>	<i>no way</i>
<i>may</i>	<i>as for me</i>	<i>so</i>	<i>sadly</i>
<i>presume</i>	<i>do/does</i>	<i>extremely</i>	<i>in actuality</i>
<i>I believe</i>	<i>honestly</i>	<i>for sure</i>	<i>I heard</i>
<i>personally</i>	<i>possibly</i>	<i>such</i>	<i>unfortunately</i>
<i>completely</i>	<i>deeply</i>	<i>that</i>	<i>would</i>
<i>really</i>	<i>rather</i>	<i>I'm in favor of</i>	
<i>generally</i>	<i>admit</i>	<i>I stand</i>	
<i>I'm sure</i>	<i>actually</i>	<i>totally</i>	

Devices rejected for specific modality analysis:

<i>think</i>	<i>as far as I know</i>
<i>I don't know</i>	<i>I understand</i>
<i>maybe</i>	<i>could</i>
<i>will</i>	<i>I mean</i>
<i>can</i>	<i>I'm certain</i>
<i>should</i>	
<i>in my opinion</i>	
<i>must</i>	
<i>need</i>	
<i>of course</i>	
<i>have to</i>	
<i>agree</i>	
<i>in fact</i>	
<i>my opinion is</i>	
<i>to be to</i>	
<i>that's my opinion</i>	
<i>I know</i>	

In eight subjects the development of specific modality was significant. Those subjects whose specific modality decreased were Student 1 (from a native-like 0.003466 in recording to 0.000842 in recording 7), whose final performance, however, distorts his average native-like results throughout the study (0.003418), student 11, whose final low performance could also be incidental, as in recording 6, her specific modality ranked highest among the modalities of all the subjects. Student 4 preserved the stable relatively high (0.002569) levels of specific modality throughout her college education.

specific modality development							
Student	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
S1	0.003466	0.00161	0.003689	0.004613	0.00389	0.00324	0.000842
S2	0.001309	0.001616	0.002038	0.002105	0.001651	0.004365	0.002722
S3	0.000819	0.000558	0.000565	0.001695	0.002761	0.004631	0.003024
S4	0.003638	0.002927	0.00046	0.003831	0.001476	0.003155	0.002497
S5	0.000819	0.000558	0.000565	0.001695	0.002761	0.004631	0.003024
S6	0.000634	0.001117	0	0.002318	0.002183	0.004334	0.003279
S7	0.000272	0.00048	0.000822	0.000326	0.001123	0.001234	0.001444
S8	0.000189	0	0.001714	0.003811	0.007733	0.003827	0.006478
S9	0.000929	0.001346	0.000898	0.001435	0.00065	0.00183	0.001964
S10	0	0.001808	0.001622	0.002441	0.006551	0.002674	0.002512
S11	0.003731	0.004021	0.001232	0.001963	0.00269	0.005048	0.002096
S12	0.001225	0.000666	0.000968	0.001122	0.004428	0	0.00121
S13	0.000317	0.001252	0.001102	0.003314	0	0.002362	0.002836
av	0.001334	0.001382	0.001206	0.002359	0.002915	0.003179	0.00261
NR	0.0037						
TR	0.0029						

Figure 23. Specific modality development

The overall analysis of specific modality use shows a steady and significant development, from a low 0.001334 in the first recording through a mediocre 0.002359 in recording 5 to 0.00261 in recording 7 at the end of the study, as illustrated in Figure 24. It must be noted, however, that specific modality levels increased steadily right from recording 1 and reached the highest level (0.003179) in recording 6, exceeding the teacher reference level towards the native reference level of 0.003747. The average lower result in recording 7 is caused by the afore-mentioned individual lower levels of the three subjects, or by the

influence of teacher discourse, a tendency observed in other aspects of discourse development (to be discussed in the subsequent sections of this chapter).

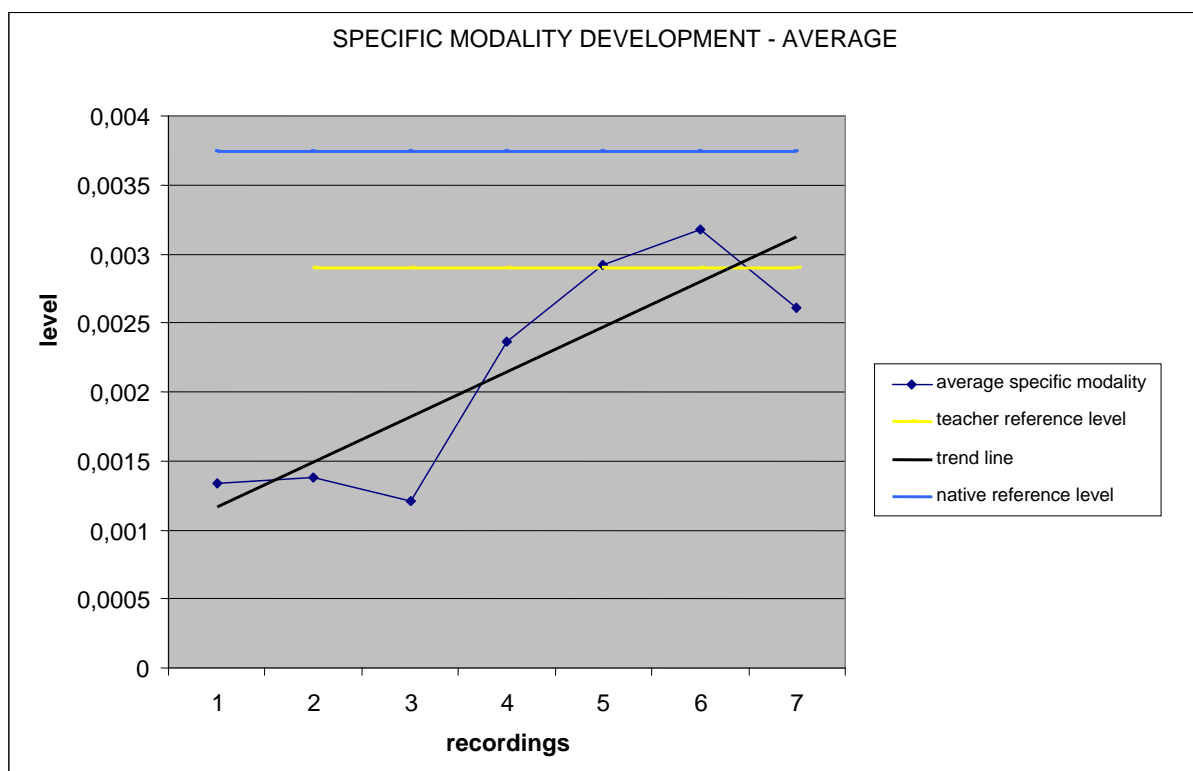


Figure 24. Overall specific modality development

Unlike overall modality results, no relation between the observed specific modality levels and the type of class was observed. Some workshops showed the teacher's specific modality at a lower level (e.g. TEFL 1 with the ratio at 0.0022; voice emission with the ratio at 0.0007) than lectures did (e.g. American literature with the ratio at 0.0035; U.S. history with the ratio at 0.0026), which suggests that it is the teachers' individual modality that determines their levels, and not educational settings.

TEACHERS	T1	T2	T3	T4	T5	T6	T7	T8	T9
	linguistics+ grammar	TEFL 1	listening 1	grammar& writing 1	voice emission	intro to lit	Br. & U.S. studies	phonetics	British lit
SPEIFIC MODALITY	0.0026	0.0022	0.0035	0.0024	0.0007	0.0016	0.0102	0.0040	0.0013
TEACHERS	T10	T11	T12	T13	T14	T15	T16	T17	AVERAGE
	TEFL 2 - lecture	use of English 2	American literature	U.S. history	reading 3	use of English 3	speaking 3	integrated skills 3	
SPEIFIC MODALITY	0.0018	0.0039	0.0035	0.0026	0.0015	0.0047	0.0015	0.0020	<b>0.0029</b>

Figure 25. Teacher specific modality

The use of specific modality by the native reference showed a high level of 0.003747, which indicates discourse in many classes was inauthentic. It also suggests the students might have been developing their use of specific modality as a result of exposure to authentic English.

### 7.2.3 Epistemic and deontic modality

Epistemic modality, which encompasses judgments of truth, likelihood, certainty or belief, fails to show a regular development in individual cases of the students. Although Student 4 reduced her modality from the ratio at 0.006467 in recording 1 to a stable level of 0.004994 in the final recording, similar to both native and teacher reference levels, and Student 11 from 0.007996 in recording 1 to 0.004717 in the final recording. A claim that students tailor their levels of epistemic modality to expository models (teacher and native output) would be an overstatement. It seems that higher or lower levels of epistemic modality depended on individual choices of the subjects rather than on external factors.

S1	0.00491	0.002415	0.007713	0.009225	0.003026	0.002268	0.003367
S2	0.003927	0.001212	0.007133	0.004401	0.006604	0.003274	0.005988
S3	0.004366	0.0067	0.002824	0.00678	0.004486	0.005499	0.003024
S4	0.006467	0.003902	0.00046	0.002554	0.002951	0.004732	0.004994
S5	0.004342	0.003968	0.004958	0.007149	0.0045	0.003114	0.007072
S6	0.008878	0.000558	0.006495	0.006955	0.006277	0.007945	0.006922
S7	0.003815	0.002882	0.004523	0.001629	0.006365	0.004523	0.005776
S8	0.00717	0.005726	0.007197	0.005589	0.00897	0.005527	0.010228
S9	0.003903	0.006957	0.003369	0.003826	0.002598	0.00366	0.006284
S10	0.002415	0.002712	0.005946	0.009762	0.007487	0.003565	0.005338
S11	0.007996	0.010724	0.007394	0.004907	0.003765	0.003671	0.004717
S12	0.005308	0.005992	0.004354	0.004487	0.00369	0	0.00605
S13	0.006341	0.00626	0.005511	0.008009	0.003371	0.003937	0.005198
av	<b>0.005372</b>	<b>0.004616</b>	<b>0.005221</b>	<b>0.00579</b>	<b>0.00493</b>	<b>0.00431</b>	<b>0.005766</b>
NR	<b>0.004888</b>						
TR	<b>0.0044</b>						
LIR	0.00549						

Figure 26. Individual epistemic modality development

As indicated in Figure 27, average epistemic modality development shows virtually no dynamics, its overall development trend remaining at approximately 0.00515. Still, it should

be noted that the students' epistemic modality was higher than both the native reference level (0.0049) and the teacher reference level (0.0044).

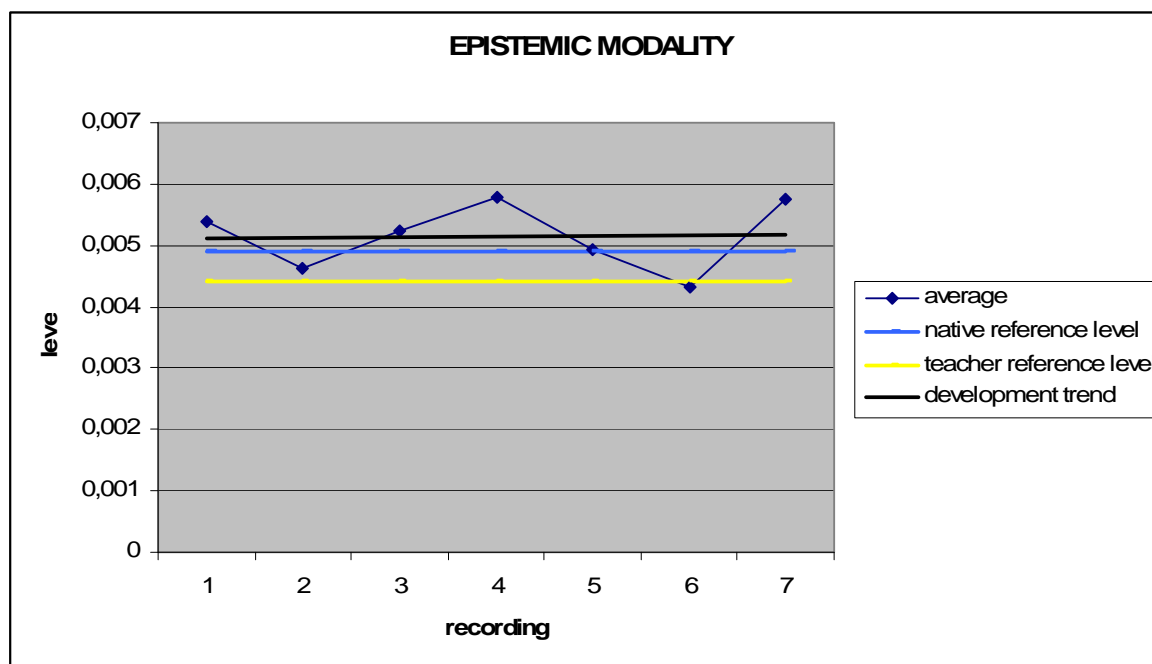


Figure 27. Individual epistemic modality development

The teachers' epistemic modality seems in large part to be dependent on the types of class. Workshops, as illustrated in Figure 29, promote epistemic modality (e.g. T11 with ratio at 0.0088; T16 with ratio at 0.0088, T7 with ratio at 0.0122). Lectures, in turn, seem to have an opposite effect. Epistemic modality in all lectures showed significantly low intensity levels, as compared with the average ratio of 0.0044 (e.g. T9 with ratio at 0.0015; T10 with ratio at 0.0022; T12 with ratio at 0.0015). A possible explanation could be, as claimed in the case of overall modality, an authoritarian teaching style in the lockstep mode, dominant in lectures, as well as a traditional role of the teacher as a source of knowledge in this educational setting.

MODALITY TYPE	College student	Native 2	Native 3
EPISTEMIC MODALITY	0.004887586	0.003822222	0.004709
DEONTIC MODALITY	0.002606712	0.002266667	0.002752
Ratio	1.875	1.68627451	1.711111

Figure 28. Native reference deontic and epistemic modality levels

The students' higher epistemic modality can be attributed to the use of *of course* overrepresented in Student 6 (0.002024), Student 10 (0.002635), or Student 11 (0.005195), compared with the zero native reference level and the teacher reference level of 0.000272. Interestingly, the students did not use the natural *apparently* or *obviously* (0.000017). Instead, they resorted to the common *of course* (0.000167), which has the same modal value although it is not interchangeable with the afore-mentioned modal adverbs.

TEACHERS	T1	T2	T3	T4	T5	T6	T7	T8	T9
	linguistics+ grammar	TEFL 1	listening 1	grammar& writing 1	voice emission	intro to lit	Br. & U.S. studies	phonetics	British lit
EPISTEMIC MODALITY	0.0028	0.0037	0.0035	0.0030	0.0033	0.0016	0.0122	0.0080	0.0015
TEACHERS	T10	T11	T12	T13	T14	T15	T16	T17	AVERAGE
	TEFL 2 - lecture	use of English 2	American literature	U.S. history	reading 3	use of English 3	speaking 3	integrated skills 3	
EPISTEMIC MODALITY	0.0022	0.0088	0.0015	0.0019	0.0045	0.0052	0.0088	0.0027	<b>0.0044</b>

Figure 29. Teachers' epistemic modality

Like epistemic modality, deontic modality, which encompasses discursal affection materializing in evaluative judgments of desirability, preference, intent, ability, or obligation, shows radically different levels in individual cases from recording to recording. Yet, since the overall average trend shows a fixed developmental tendency, individual deviations should be treated as idiosyncrasies rather than as results of external factors (to be discussed at a later point).

Deontic modality							
S1	0.003755	0.002013	0.003353	0.00369	0.002593	0.00324	0.000842
S2	0.000654	0.002019	0.002038	0.002296	0.001376	0.00291	0.002177
S3	0.002183	0.000558	0.000847	0.002119	0.002415	0.005499	0.003299
S4	0.004446	0.000488	0.003223	0.003831	0.002459	0.000789	0.002081
S5	0.001241	0.000794	0.001144	0.000397	0.001038	0.003559	0.001886
S6	0.004439	0.002792	0.001412	0.003478	0.002456	0.005778	0.002914
S7	0.001635	0	0	0.000651	0.001123	0.001645	0.002166
S8	0.001132	0.002577	0.005141	0.005335	0.005568	0.003827	0.005455
S9	0.00223	0.002469	0.002695	0.001435	0.001299	0.000915	0.001964
S10	0.003106	0.000904	0.002703	0.003051	0.006551	0.002674	0.001884
S11	0.002132	0.002681	0.002465	0.000981	0.004303	0.005048	0.002096
S12	0.000817	0.003329	0.001935	0.001683	0.00369	0	0.004537
S13	0.004439	0.002087	0.002204	0.001381	0	0.001575	0.003781
av	<b>0.002478</b>	<b>0.001747</b>	<b>0.002243</b>	<b>0.002333</b>	<b>0.002683</b>	<b>0.003122</b>	<b>0.002699</b>
NR	<b>0.002607</b>						
TR	<b>0.0018</b>						
LIR	0.0057						

Figure 30. Individual deontic modality development



Although the overall results do not show radical changes in the average development, they do indicate a rising development trend. It is only in recording 2 that average deontic modality decreases to the teacher reference level (0.001747, as contrasted with the teacher reference level of 0.0018) and rises thereafter stabilizing around the native reference level (0.002699; native reference level of 0.002607). It could be concluded that, although initially affected by the teachers' low deontic modality, the students later exceeded the native reference level under the gradually increasing influence of authentic English they were exposed to in each year of education and teacher talk radically decreasing in year 3.

L2 exposure	Year 1	Year 2	Year 3
Authentic English	49 482 min.	107 503 min.	82 699 min.
Teacher talk	83 621 min.	118 735 min.	64 449 min.

Figure 31. Overall L2 exposure

A higher level of the students' deontic modality over teachers' deontic modality results from the overrepresentation of selected modality devices in the students' discourse. The three flagrantly overrepresented forms are *should* with the students' ratio of 0.000795, as compared with the teachers' ratio of 0.000228 and the native ratio of 0.000489, *have to* with the students' ratio of 0.000331, as compared with the teachers' ratio of 0.000178 and the higher native ratio of 0.000652, as well as deontic *really* with the students' ratio of 0.000437 increasing towards the end of the study, as compared with the teachers' ratio of 0.000231 and the native ratio of 0.000326. It is also possible that the relatively high third year deontic modality levels are linked to a high deontic modality level in the students' Polish discourse (0.0057).

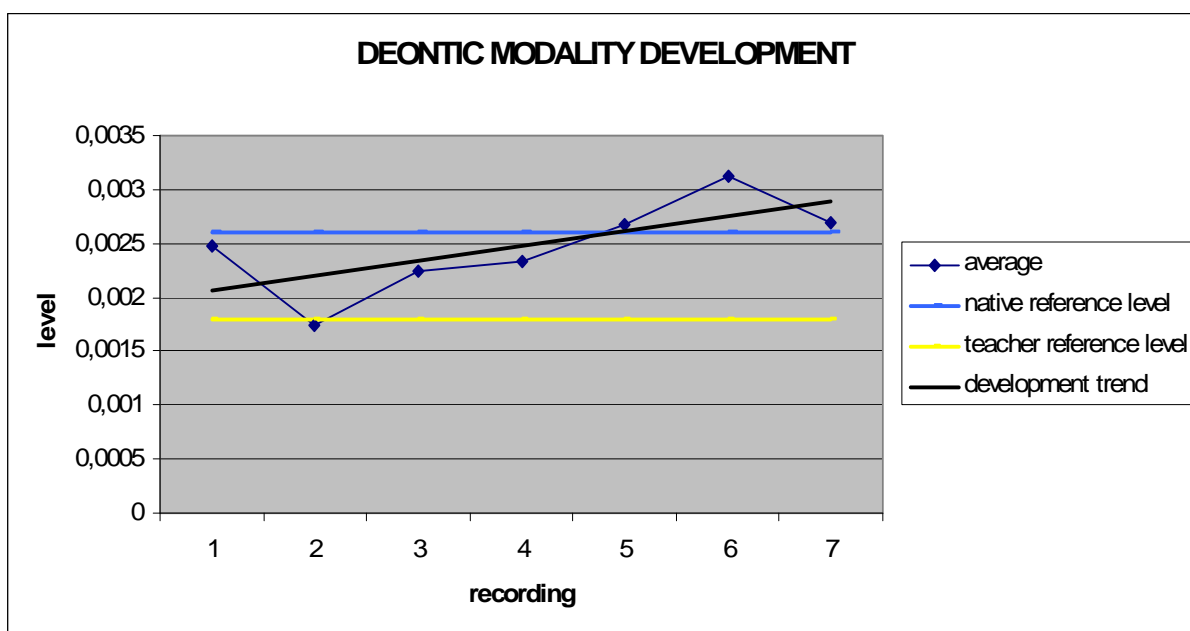


Figure 32. Doentic modality development

It seems that whereas the students might have overused *should* or *have to* as a means of persuasion or the deontic *really* as a means of compensation for the lack of other deontic devices, the teachers might have focused more directly on concrete information, which could slightly lower the deontic modality of their discourse. It is also possible that the students' communicative contexts were more conducive to the use of deontic modality devices, as their task in one of two activities in each recordings was to argue a point, find a solution or convince their partners. In this respect, the teachers may have been more focused on the transfer of knowledge, especially in longer stretches of speech.

TEACHERS	T1	T2	T3	T4	T5	T6	T7	T8	T9
	linguistics+ grammar	TEFL 1	listening 1	grammar& writing 1	voice emission	intro to lit	Br. & U.S. studies	phonetics	British lit
DEONTIC MODALITY	0.0010	0.0030	0.0020	0.0036	0.0009	0.0025	0.0058	0.0022	0.0010
TEACHERS	T10	T11	T12	T13	T14	T15	T16	T17	AVERAGE
	TEFL 2 - lecture	use 2 of English	American literature	U.S. history	reading 3	use of English 3	speaking 3	integrated skills 3	
DEONTIC MODALITY	0.0004	0.0022	0.0023	0.0012	0.0006	0.0012	0.0000	0.0007	<b>0.0018</b>

Figure 33. Teacher deontic modality

	Original English films/progr ams:	English interaction with NS	interaction with non-NS	chatting on the net	year 1	informal correspondence	Authentic listening	Non-authentic listening	Pairwork	Groupwork	Lockstep	Games	RAZEM
	Original English films/progr ams:	English interaction with NS	interaction with non-NS	chatting on the net	writing informal emails	informal correspondence	Authentic listening	Non-authentic listening	Pairwork	Groupwork	Lockstep	Games	RAZEM
S1	4215	35	0	215	425	305	1658	520	429	286	8054		16142
S2	4265	35	40	100	37	0	764	380	478	440	5910		12449
S3	4250	0	125	3740	395	863	1274	275	580	200	3830		15532
S4	1835	360	265	0	20	30	1455	557	800	2000	5125		12447
S5	2850	0	70	0	165	0	1565	185	485	570	8895		14785
S6	1995	60	420	120	0	0	1990	315	885	1980	7195		14960
S7	200	55	805	0	0	0	995	220	325	165	6485		9250
S8	1340	0	0	0	0	60	1763	305	480	322	7695		11965
S9	1195	555	3435	50	115	0	1480	390	388	355	8996		16959
S10	3595	320	825	35	135	50	1590	360	515	262	7645		15332
S11	1330	15	1260	650	180	150	653	220	345	155	4252		9210
S12	2430	60	145	90	285	15	950	300	670	985	4469		10399
S13	1430	120	0	55	25	50	800	100	230	355	5070		8235
	Original English films/progr ams:	English interaction with NS	interaction with non-NS	chatting on the net	year 2	informal correspondence	Authentic listening	Non-authentic listening	Pairwork	Groupwork	Lockstep	Games	RAZEM
	Original English films/progr ams:	English interaction with NS	interaction with non-NS	chatting on the net	writing informal emails	informal correspondence	Authentic listening	Non-authentic listening	Pairwork	Groupwork	Lockstep	Games	RAZEM
S1	1939	85	34	289	255	170	1012	472	499	383	9988		15125
S2	8620	2	0	50	30	0	712	669	1068	2030	5692		18873
S3	8549	680	1749	5052	777	874	965	402	1946	637	2957	7675	32263
S4	4486	130	225	0	27	0	1396	616	1264	3082	5796		17022
S5	5748	1425	0	0	0	0	1707	371	621	1043	12366		23282
S6	3151	0	21	170	96	32	1471	449	1212	4666	11175		22443
S7	94	94	3268	0	0	0	976	450	803	815	12440		18941
S8	667	0	164	0	25	0	1413	359	783	630	12089		16130
S9	2444	133	4930	0	0	32	1093	670	570	471	11738		22080
S10	3793	159	962	74	128	0	1098	466	498	536	14770		22484
S11	0	604	0	460	762	113	1366	679	1806	665	3357		9811
S12	5315	41911	54062	2666	3973	2505	1019	237	1251	2377	6154		121472
S13	1895	0	0	97	146	0	1350	275	2500	1475	10213		17951
	Original English films/progr ams:	English interaction with NS	interaction with non-NS	chatting on the net	year 3	informal correspondence	Authentic listening	Non-authentic listening	Pairwork	Groupwork	Lockstep	Games	RAZEM
	Original English films/progr ams:	English interaction with NS	interaction with non-NS	chatting on the net	writing informal emails	informal correspondence	Authentic listening	Non-authentic listening	Pairwork	Groupwork	Lockstep	Games	RAZEM
S1	7060	438	306	379	292	117	245	883	570	421	6613		17322
S2	13849	274	342	0	183	0	509	261	811	854	1684		18767
S3	10775	11459	6574	6666	4566	913	143	783	1008	467	3033	6848	53236
S4	3948	272	2888	0	68	0	269	650	1052	2659	3886		15692
S5	0	0	0	0	0	0	0	0	0	0	0		0
S6	5065	62	371	26	0	26	257	502	1660	3889	3834		15691
S7	4324	247	5683	0	0	0	9	477	406	185	6211		17541
S8	350	0	4891	0	16	0	251	628	850	772	7306		15063
S9	3640	8435	6090	0	48	0	276	881	531	378	5522		25801
S10	3723	4009	1321	95	159	0	118	1098	632	857	10019		22031
S11	107	0	0	0	2183	2863	311	761	1125	739	3243		11333
S12	1575	0	12291	350	583	0	200	500	2043	3052	4113		24709
S13	283	0	0	0	20	0	219	444	1225	1117	8987		12294
	Original English films/progr ams:	English interaction with NS	interaction with non-NS	TOTAL EXPOSURE									
	Original English films/progr ams:	English interaction with NS	interaction with non-NS	chatting on the net	writing informal emails	informal correspondence	Authentic listening	Non-authentic listening	Pairwork	Groupwork	Lockstep	Games	RAZEM
S1	13213	558	340	883	972	592	2915	1874	1498	1090	24655	0	48590
S2	26734	311	382	150	250	0	1985	1310	2358	3324	13287	0	50089
S3	23574	12139	8448	15457	5738	2650	2382	1460	3535	1303	9821	14523	101031
S4	10269	762	3378	0	115	30	3120	1823	3116	7741	14807	0	45161
S5	8598	1425	70	0	165	0	3272	556	1106	1613	21261	0	38067
S6	10210	122	812	316	96	58	3719	1266	3757	10534	22204	0	53094
S7	4618	397	9755	0	0	0	1980	1147	1534	1165	25135	0	45731
S8	2358	0	5054	0	42	60	3427	1292	2113	1724	27090	0	43159
S9	7279	9123	14455	50	163	32	2849	1941	1489	1204	26256	0	64840
S10	11111	4489	3107	205	422	50	2806	1924	1645	1655	32433	0	59847
S11	1437	619	1260	1110	3125	3127	2329	1660	3276	1560	10851	0	30354
S12	9320	41971	66498	3106	4841	2520	2169	1037	3964	6415	14737	0	156580
S13	3608	120	0	152	191	50	2369	819	3955	2947	24270	0	38480

Figure 34. Individual L2 exposure

Yet it would be an overstatement to claim that it is lectures where the teachers' deontic modality decreases and workshops where it increases. As illustrated in Figure 33, it is an individual characteristic rather than one attributed to the type of class that determines the level of teachers' modal intensity levels. For example, the deontic modality level in T9 lecture (British literature), with a low ratio of 0.0010, is still higher than in the same teacher's T14 workshops in reading comprehension (0.0006).

A possible explanation could be a correlation between the students' reported anxiety in classes and the teachers' deontic modality. As shown in Figure 36, after the rejection of T6 and T17, which distorted the results, the correlation is significant (-,535 with  $p=,040$ ).

	Deontic modality	Reported anxiety		Deontic modality	Reported anxiety
<b>T1</b>	0.001	2.5	<b>T10</b>	0.0004	7.5
<b>T2</b>	0.003	0	<b>T11</b>	0.0022	1.5
<b>T3</b>	0.002	0	<b>T12</b>	0.0023	0
<b>T4</b>	0.0036	2.5	<b>T13</b>	0.0012	0
<b>T5</b>	0.0009	5	<b>T14</b>	0.0006	10
<b>T6</b>	0.0025	10	<b>T15</b>	0.0012	0
<b>T7</b>	0.0058	1.5	<b>T16</b>	0	9
<b>T8</b>	0.0022	2.5	<b>T17</b>	0.0007	0
<b>T9</b>	0.001	10			

Figure 35. Teacher deontic modality vs. students reported anxiety level

	T deontic modality	Reported anxiety
T deontic modality	1	<b>-0,535</b>
	p= ---	<b>p=,040</b>
Reported anxiety	<b>-0,535</b>	1
	<b>p=,040</b>	p= ---

Figure 36. Correlation between students' anxiety and teachers' deontic modality with T6 and T17 rejected

This suggests that either the lack of deontic modality on the part of teachers' discourse increases classroom anxiety, or classroom anxiety negatively affects their use of deontic modal devices. Although never certain, the former relation seems more plausible.

An attempt was also made to correlate the students' deontic with their epistemic modality. The variables included student gender, initial modality levels, final modality levels

as well as deontic and epistemic modality represented in the students' Polish linguistic output. However, results in most cases show little correlation. As illustrated in the correlation table (Figure 37), the only significant correlation was found between final deontic modality and final epistemic modality (.5704, with  $p=.042$ ).

	GENDER	POLISH EPISTEMIC MODALITY	POLISH DEONTIC MODALITY	YEAR 1 EPISTEMIC MODALITY	YEAR 1 DEONTIC MODALITY	YEAR 3 EPISTEMIC MODALITY	YEAR 3 DEONTIC MODALITY
GENDER	1	-0,1756	0,1501	0,3313	0,1677	0,4746	0,0689
	p= ---	p=,566	p=,624	p=,269	p=,584	p=,101	p=,823
POLISH EPISTEMIC MODALITY	-0,1756	1	0,2301	-0,3659	0,0441	-0,1844	-0,0957
	p=,566	p= ---	p=,450	p=,219	p=,886	p=,547	p=,756
POLISH DEONTIC MODALITY	0,1501	0,2301	1	-0,3374	-0,3421	-0,0883	-0,1442
	p=,624	p=,450	p= ---	p=,260	p=,253	p=,774	p=,638
YEAR 1 EPISTEMIC MODALITY	0,3313	-0,3659	-0,3374	1	0,3159	0,1367	0,4878
	p=,269	p=,219	p=,260	p= ---	p=,293	p=,656	p=,091
YEAR 1 DEONTIC MODALITY	0,1677	0,0441	-0,3421	0,3159	1	0,0585	0,1151
	p=,584	p=,886	p=,253	p=,293	p= ---	p=,849	p=,708
YEAR 3 EPISTEMIC MODALITY	0,4746	-0,1844	-0,0883	0,1367	0,0585	1	<b>0,5704</b>
	p=,101	p=,547	p=,774	p=,656	p=,849	p= ---	<b>p=,042</b>
YEAR 3 DEONTIC MODALITY	0,0689	-0,0957	-0,1442	0,4878	0,1151	<b>0,5704</b>	1
	p=,823	p=,756	p=,638	p=,091	p=,708	<b>p=,042</b>	p= ---

Figure 37. Deontic vs. epistemic correlation

These findings could indicate that those who modalize their discourse to clarify their stance on the reliability of the conveyed information also show more affection in discourse construction. It could also be said that those who show more deontic affection in their discourse tend to assume a limited stance on the truthfulness of the conveyed information. Yet, since no such correlation was found in relation to initial modality levels, this claim seems to have somewhat weak grounds.

On more solid grounds Polish deontic modality can be linked to final deontic modality in English. Although Figure 37 above shows no significant correlation between the two, Figure 38a clearly indicates that five cases exceed the reliability area and thus distort the possible correlation.

After rejecting S6, S7, S10 S11 and S13, a significant correlation of ,8139 with  $p=,014$  between L1 deontic modality and the final deontic modality was found (see Figure 38b). Yet since no reliable correlation was established between L1 deontic modality and deontic modality measured in the first year of the study (-,1724 with  $p=,683$ ), it could be concluded that the observed correlation is incidental in nature, and somewhat surprisingly, that L1 modality is statistically little correlated with L2 modality, unless the subjects' L1 modality changed over the course of the study.

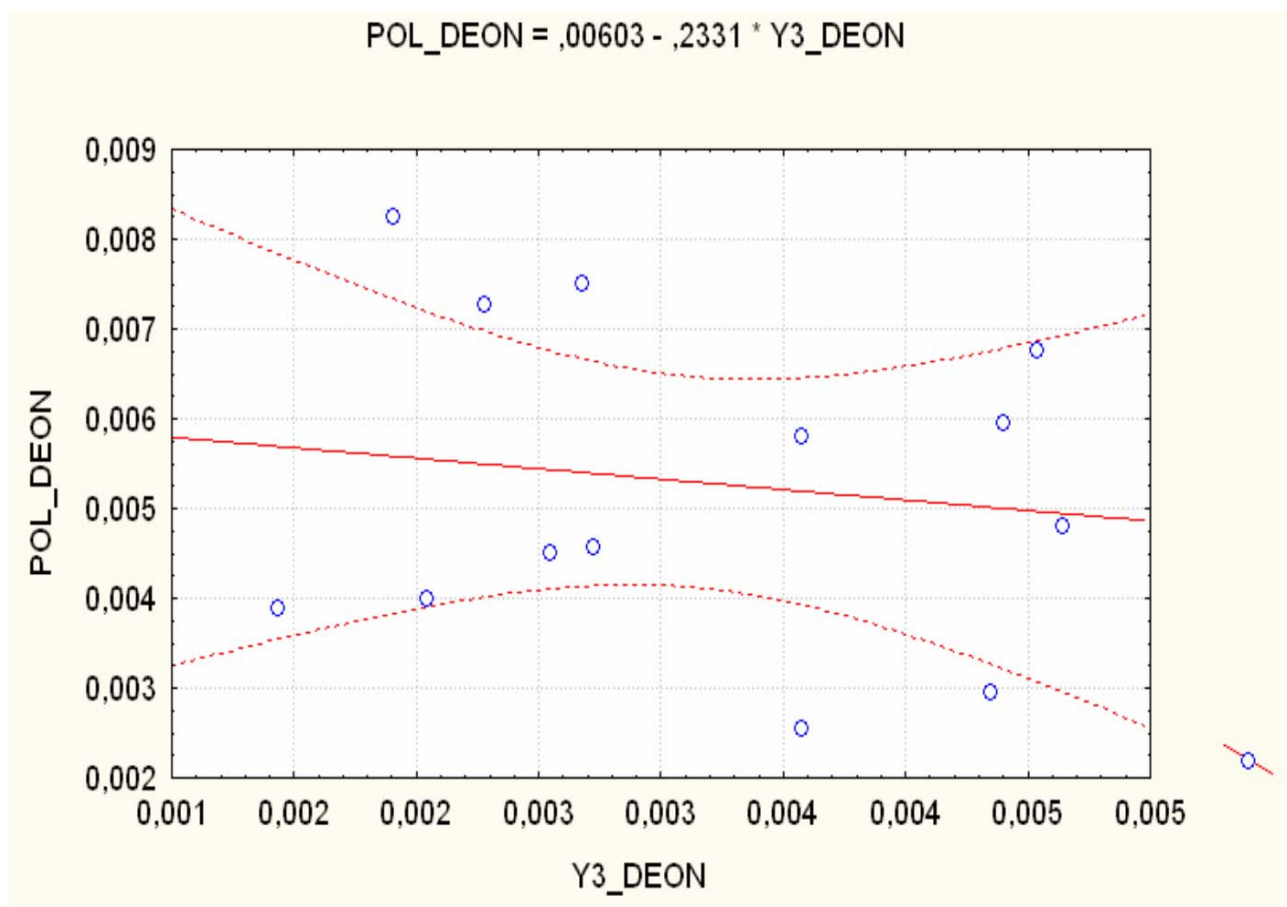


Figure 38a. Deontic modality reliability

It could also be concluded that since L1 modality and final L2 modality were measured at the same time, this correlation may be more than incidental due to the specific mood of the subjects.

	GENDER	POLISH EPISTEMIC MODALITY	POLISH DEONTIC MODALITY	YEAR 1 EPISTEMIC MODALITY	YEAR 1 DEONTIC MODALITY	YEAR 3 EPISTEMIC MODALITY	YEAR 3 DEONTIC MODALITY
GENDER	1	-0,1389	0,0715	0,5521	-0,0222	0,6975	0,1309
	p= ---	p=,743	p=,866	p=,156	p=,958	p=,054	p=,757
POLISH EPISTEMIC MODALITY	-0,1389	1	-0,0533	-0,2175	0,2678	-0,1234	0,0631
	p=,743	p= ---	p=,900	p=,605	p=,521	p=,771	p=,882
POLISH DEONTIC MODALITY	0,0715	-0,0533	1	0,4895	-0,1724	0,2272	<b>0,8139</b>
	p=,866	p=,900	p= ---	p=,218	p=,683	p=,589	<b>p=,014</b>
YEAR 1 EPISTEMIC MODALITY	0,5521	-0,2175	0,4895	1	0,1557	0,5908	0,6465
	p=,156	p=,605	p=,218	p= ---	p=,713	p=,123	p=,083
YEAR 1 DEONTIC MODALITY	-0,0222	0,2678	-0,1724	0,1557	1	-0,3009	-0,2999
	p=,958	p=,521	p=,683	p=,713	p= ---	p=,469	p=,471
YEAR 3 EPISTEMIC MODALITY	0,6975	-0,1234	0,2272	0,5908	-0,3009	1	0,5742
	p=,054	p=,771	p=,589	p=,123	p=,469	p= ---	p=,137
YEAR 3 DEONTIC MODALITY	0,1309	0,0631	<b>0,8139</b>	0,6465	-0,2999	0,5742	1
	p=,757	p=,882	<b>p=,014</b>	p=,083	p=,471	p=,137	p= ---

Figure 38b. Deontic vs. epistemic correlation with S6, S7, S10 S11 and S13 rejected

As for epistemic modality, results were vague and no significant correlation was found. Such was also the case of other L1 vs. L2 modality correlations.

As shown in the ongoing discussion, it is not the intensity of the use of modality devices that distinguishes Polish speakers from English speakers. Although slightly diverting from the native reference model in the final measurements, the difference was not jarring. This somewhat surprising finding challenges a common belief that Polish native speakers modalize their speech radically less frequently in the Polish language than native speakers of English do in their L1. In fact, Polish discourse may be more epistemically and deontically modalized. It seems that it is not so much the modality intensity levels in the subjects' speech that make a difference as the diversity and distribution of modality devices throughout their discourse.

## 7.2.4 Modality diversity

Unlike in the previous calculations, where a simple linear relation ratio was used to proportionally illustrate modality levels, in the case of modality diversity a more complicated ratio has to be applied. It would be naïve to expect that, having a virtually infinite number of modality devices, a ten minute stretch of speech will include twenty different devices whereas a hundred-minute one will display proportionally more devices, which in this case would mean two hundred. Therefore, the following equation was used for modality diversity calculation:

$$Md = \frac{n}{\sqrt{L}}$$

where  $Md$  represents modality diversity

$n$  represents the number of modality devices used

and  $L$  represents the length of language output

As shown in Figure 39, six cases show a steady increase in the number of modality devices, particularly S5 from the ratio at 0.193729237 to a high 0.3691294, S7 from a low 0.115548685 to an average 0.2280034. It is interesting to note that whereas in the initial measurement the students' modality diversity ranged from a low 0.1155 to 0.2814, in the final measurement their levels stabilized at 0.2424. It seems that not only did the students' modality diversity increase but it tended to approach a specific level, higher than the teacher reference level of 0.1814, although lower than the native reference level of 0.31.



Student	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
S1	0.220942783	0.198626524	0.274686578	0.279198907	0.249918941	0.090006121	0.1740777
S2	0.198983016	0.100483484	0.221162934	0.235160415	0.248827741	0.305163518	0.2309715
S3	0.181700321	0.094517494	0.134439542	0.247016091	0.222911285	0.238179297	0.2321115
S4	0.281467456	0.132517831	0.107285269	0.178685422	0.199606105	0.140413989	0.2651957
S5	0.193729237	0.139443338	0.136704149	0.219212251	0.186048524	0.253094724	0.3691294
S6	0.201744792	0.145180176	0.16787322	0.255541369	0.214766045	0.228044587	0.2290393
S7	0.115548685	0.131495499	0.141943743	0.126336503	0.174142817	0.223054454	0.2280034
S8	0.164832677	0.118440095	0.16660954	0.239091267	0.316569925	0.185576872	0.2769716
S9	0.177236112	0.149805379	0.179827	0.131212205	0.162195076	0.192494103	0.2180035
S10	0.167183464	0.150346195	0.185996222	0.172905403	0.281216689	0.149270359	0.212631
S11	0.212232523	0.258890187	0.173755588	0.125306298	0.185545443	0.299915852	0.2289343
S12	0.202071752	0.206421543	0.197957642	0.142093947	0.190164039	0.223606798	0.2260955
S13	0.195867257	0.204294462	0.191670793	0.166182672	0.071106819	0.16836406	0.2608696
average	0.193349	0.156189	0.175378	0.193688	0.207925	0.207476	0.242464
NT	0.310000	0.310000	0.310000	0.310000	0.310000	0.310000	0.310000
TR	0.18146192	0.18146192	0.1814619	0.1814619	0.1814619	0.18146192	0.181462

Figure 39. Modality diversity development

The average modality diversity development shows a clear regularity, similar to the other trends described in the earlier sections of the discussion. In the second measurement the ratio decreases below the teacher reference level and increases thereafter, exceeding the teacher reference level in the fourth measurement and approaching the native reference level in the final recording with the ratio at 0.2424, as compared with the native reference level of 0.31.

Again, the shift from the teacher reference level towards the native reference level can be attributed to the circumstance that whereas in the first year of the research the students' exposure to teacher talk outweighed their exposure to authentic English by nearly two to one, the ratio was approximately one to one in the second year and one to two in the third year of the study. It seems that exposure to language type as such had a decisive effect on the increasing repertoire of modality devices employed by the students.

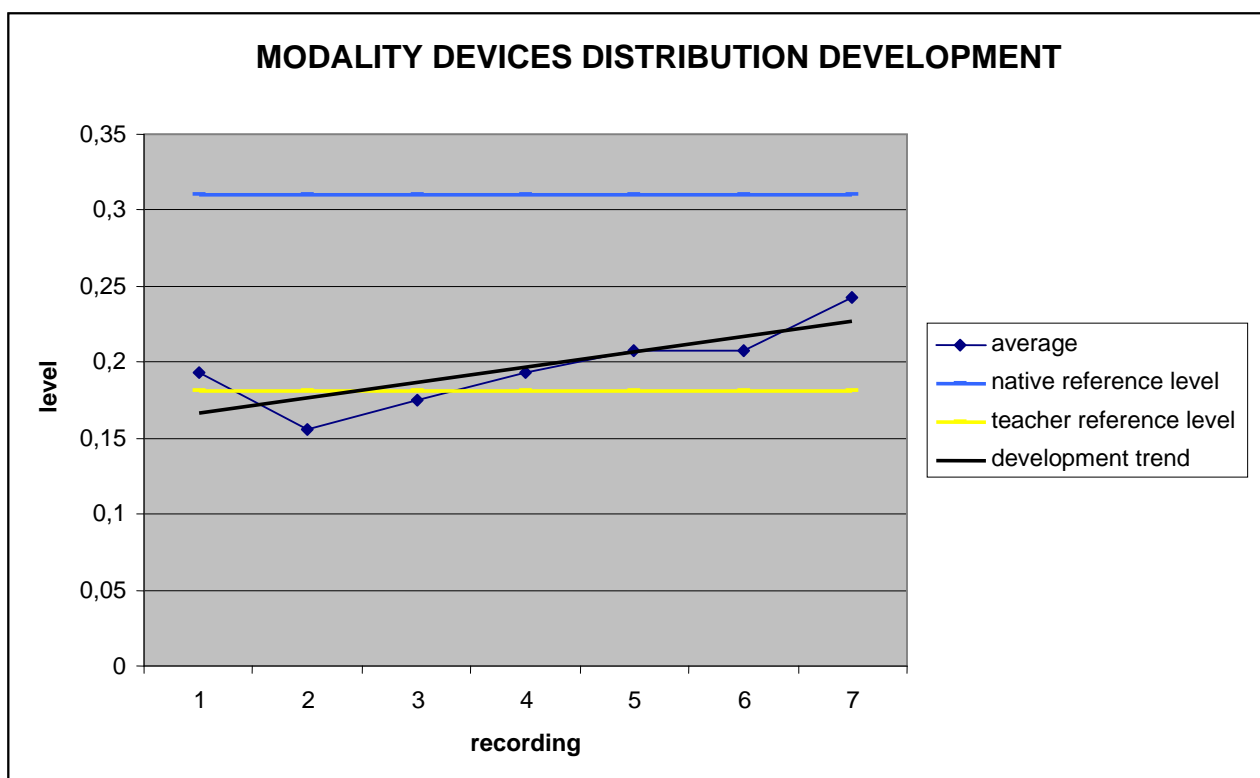


Figure 40. Modality devices distribution development

Figure 41 clearly shows that but in one case (S4) L1 modality diversity levels were significantly higher than L2 ones. L1, therefore, apparently did not play a debilitating role in the students' L2 performance with respect to the diversity of modality devices. This is confirmed by the statistical analysis, which indicates that the correlation between the students' L1 modality diversity and their L2 modality diversity is ,052 with  $p=,865$ . This suggests that the students' L2 modality diversity is independent from any L1 influences.

	S1	S2	S3	S4	S5	S6	S7
L1	0.360216	0.313756	0.400892	0.212014	0.409722	0.308277	0.412021
L2	0.212494	0.220108	0.192982	0.186453	0.213909	0.206027	0.162932
	S8	S9	S10	S11	S12	S13	Average
L1	0.450897	0.392098	0.514685	0.303218	0.358925	0.3984	0.371932
L2	0.209727	0.172968	0.188507	0.212083	0.198344	0.179765	0.196638

Figure 41. Students' Polish modality diversity vs. English modality diversity

The finding that the students' average overall L1 modality diversity rate (0.371932) was higher than both the teacher reference level (0.181462) and the native reference level (0.31) might result from the fact that in all recordings as many as 112 different Polish modality devices were employed, as compared to 93 in the English recordings. The Polish discourse includes modality devices, which seem to have no direct English equivalents, such as *niby*, *przecież*, *chyba*, *podobno*, *ponoć*, which might account for why the Polish discourse was more diversified in terms of modality devices used than that found in the native reference performance.

TEACHERS	T1	T2	T3	T4	T5	T6	T7	T8	T9
	linguistics +grammar	TEFL 1	listening 1	grammar& writing 1	voice emission	intro to lit	Br. & U.S. studies	phonetics	British lit
distribution	0.144561	0.249461	0.1562515	0.1984269	0.1479478	0.1343433	0.278325	0.2461449	0.1597395
TEACHERS	T10	T11	T12	T13	T14	T15	T16	T17	AVERAGE
	TEFL 2 - lecture	use of English 2	American literature	U.S. history	reading 3	use of English 3	speaking 3	integrated skills 3	
distribution	0.1278946	0.2816715	0.1741213	0.1681792	0.1915725	0.2089996	0.153393	0.06382	0.181462

Figure 42. Teacher modality diversity

The use of modality devices in teacher discourse is not a regular one. The diversity levels cannot be linked to class types. Whether someone uses a wider or a narrower range of modality devices is attributable to individual discourse quality rather than to the nature of the subject taught.

MODALITY TYPE	College student	Native 2	Native 3
Native modality distribution	0.31	0.30	0.24

Figure 43. Native L1 modality diversity levels

### 7.3 Conjunctions

Although the potential repertoire of English conjunctions is not as rich as that of modality devices, its analysis also offers numerous opportunities for interpretation. This section will attempt to present and discuss the development of the overall use of conjunctions

and will attempt to single out and analyze the development of those conjunctions the specificity of which determines the naturalness of L2 discourse, with reference to both teacher reference levels and native reference levels, as well as types of language exposure.

Like in modality analysis, the following linear ratio will be used for intensity level calculations:

$$CR = \frac{n}{L}$$

where  $CR$  represents the modality ratio

$n$  represents the number of occurrences found

and  $L$  represents the length of language output

The above ratio will be applied in all calculations, unless otherwise stated.

### 7.3.1 Conjunctions: overall results

The analysis shows that the intensity levels of conjunction use can be radically different from recording to recording in the case of the same individual subject. This suggests that the degree to which the speaker uses conjunctions to link stretches of their speech may depend on the length of the stretches or on individual choices. The occasional deviations from both teacher reference (0.81) and native reference (0.89) are no indication of conjunctive deficit.

Student	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
S1	0.012216	0.008564	0.007325	0.011382	0.010169	0.005185	0.007098
S2	0.008805	0.003231	0.00866	0.006123	0.004676	0.00582	0.005988
S3	0.013141	0.009492	0.009602	0.012251	0.01028	0.011142	0.013833
S4	0.008401	0.010732	0.006906	0.010217	0.010602	0.009036	0.009936
S5	0.008995	0.005556	0.006865	0.007513	0.007269	0.00695	0.007436
S6	0.013951	0.005025	0.007343	0.013524	0.009007	0.010112	0.006193
S7	0.005177	0.008165	0.0092	0.014393	0.015249	0.01023	0.008307
S8	0.012264	0.008574	0.011814	0.009654	0.008351	0.013116	0.008865
S9	0.010595	0.005271	0.008816	0.006604	0.010991	0.010979	0.005892
S10	0.012422	0.01085	0.015418	0.011592	0.011231	0.010695	0.007221
S11	0.011727	0.003351	0.013555	0.011776	0.009145	0.008163	0.00875
S12	0.012658	0.011984	0.008224	0.010095	0.008118	0	0.011982
S13	0.012365	0.013356	0.011021	0.009666	0.009551	0.010597	0.009924
av	0.010978	0.008012	0.009596	0.010369	0.009587	0.008617	0.008571
NR	0.008961	0.008961	0.008961	0.008961	0.008961	0.008961	0.008961
TR	0.008097	0.008097	0.008097	0.008097	0.008097	0.008097	0.008097

Figure 44. Overall conjunction use development

Although not much deviating from both the teacher and native reference levels, the students overall conjunction intensity ratio did undergo changes from the first measurement at 0.010978 to the final measurement at 0.008571. Notwithstanding this somewhat insignificant alteration, the overall development trend in Figure 45 does show that the intensity of conjunction use by the students was “corrected” to the reference levels. This again indicates that the exposure of L2 learners to specific input types does have a decisive effect on discourse competence development.

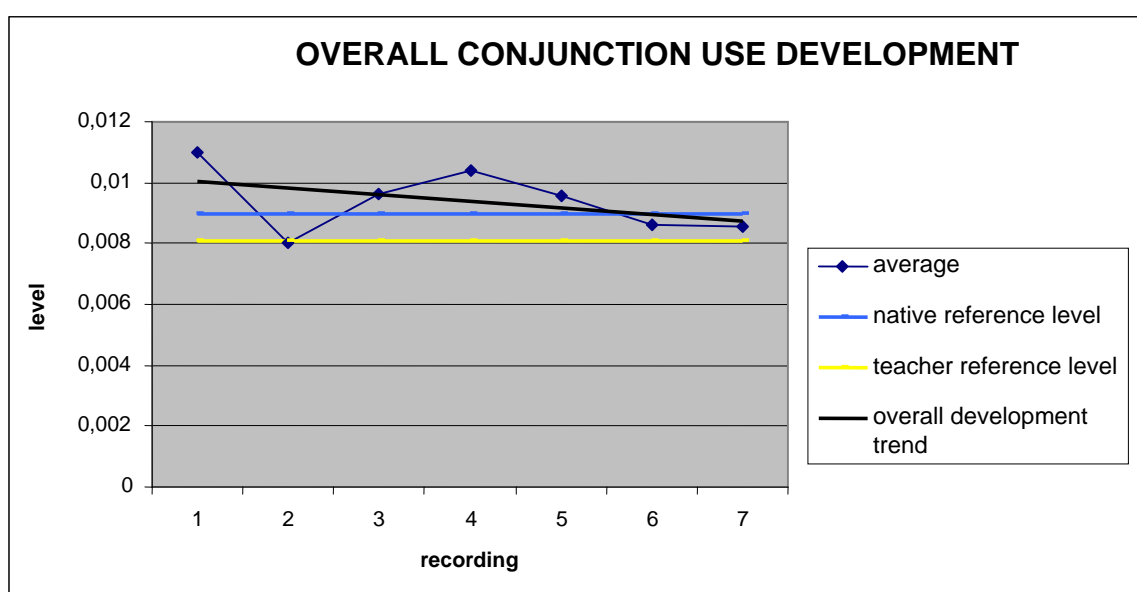


Figure 45. Overall conjunction use development

It should also be noted that the final level of conjunction use among the students appears to have remained independent of their L1 conjunction use intensity (0.01102201). This is an interesting finding since the L1 conjunction intensity level is almost identical with the L2 conjunction level at the initial measurement. It seems that the exposure to large quantities of L2 input balanced the L1 influence in this respect.

### 7.3.2 Specific conjunctions

Since the use of conjunctions was dominated by the common *and*, *but* or *so* (0.056; 0.0015, 0.011 in native discourse respectively), found in large quantities both in L2 English discourse and natural English one, the analysis of these two could distort the results and might not adequately reflect the possible development of conjunction intensity. Therefore, an attempt was made to single out those conjunctions that were both characteristic of natural English discourse and underrepresented in L2 discourse as examined in the survey study. These were *and so*, *but still*, *and still*, *and then*, *but then*. They will be referred to in this discussion as specific conjunctions.

Student	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
S1	0.0009512	0.0011167	0.0002824	0.0007728	0.0010917	0	0.0003643
S2	0.0009512	0	0.0008472	0	0.0002729	0	0
S3	0.0003171	0.0005583	0	0.0003864	0.0002729	0.0007223	0.0003643
S4	0.0003171	0	0	0	0.0002729	0.0003611	0.0003643
S5	0	0	0	0.0011592	0	0.0007223	0.0003643
S6	0	0	0	0.0003864	0	0	0.0003643
S7	0	0	0.0005648	0.0003864	0.0002729	0.0003611	0.0003643
S8	0	0.0005583	0.0008472	0	0	0.0003611	0
S9	0	0.0005583	0.0002824	0.0003864	0.0002729	0	0
S10	0	0	0.0002824	0	0	0	0
S11	0	0	0	0	0	0.0003611	0.0003643
S12	0	0	0	0	0	0	0.0010929
S13	0	0	0	0	0	0.0003611	0
average	0.000195	0.000215	0.000239	0.000268	0.000189	0.000250	0.000280
reference	0.001140	0.001140	0.001140	0.001140	0.001140	0.001140	0.001140
No of ss	4	4	6	6	6	7	8

Figure 46. Specific conjunction use development

As shown in Figure 46 two subjects distort the picture of possible development. Both S1 and S2 demonstrated a high level of specific conjunction use in the initial measurement, the remaining subjects having the same ratio three or four times lower or even at the utter zero. To calculate a possible development trend, S1 and S2 were rejected.

Student	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
average	0.000058	0.000152	0.000180	0.000246	0.000099	0.000295	0.000298

Figure 47. Specific conjunction use development with S1 and S2 rejected

As shown in Figure 47 and Figure 48, after the rejection of S1 and S2, the development in the use of specific conjunctions was significant, from a jarringly low 0.000058 to 0.000298. Although in recording 5 there was a sharp breakdown in the use of specific conjunctions, the overall trend was steady and significant, although the final level of student specific conjunction use did not reach the teacher reference level, let alone the native reference level.

What also increased with respect to the use of specific conjunctions was the number of students using them. As illustrated in Figure 46, this number increased steadily throughout the study and doubled at the final measurement, as compared with the starting level.

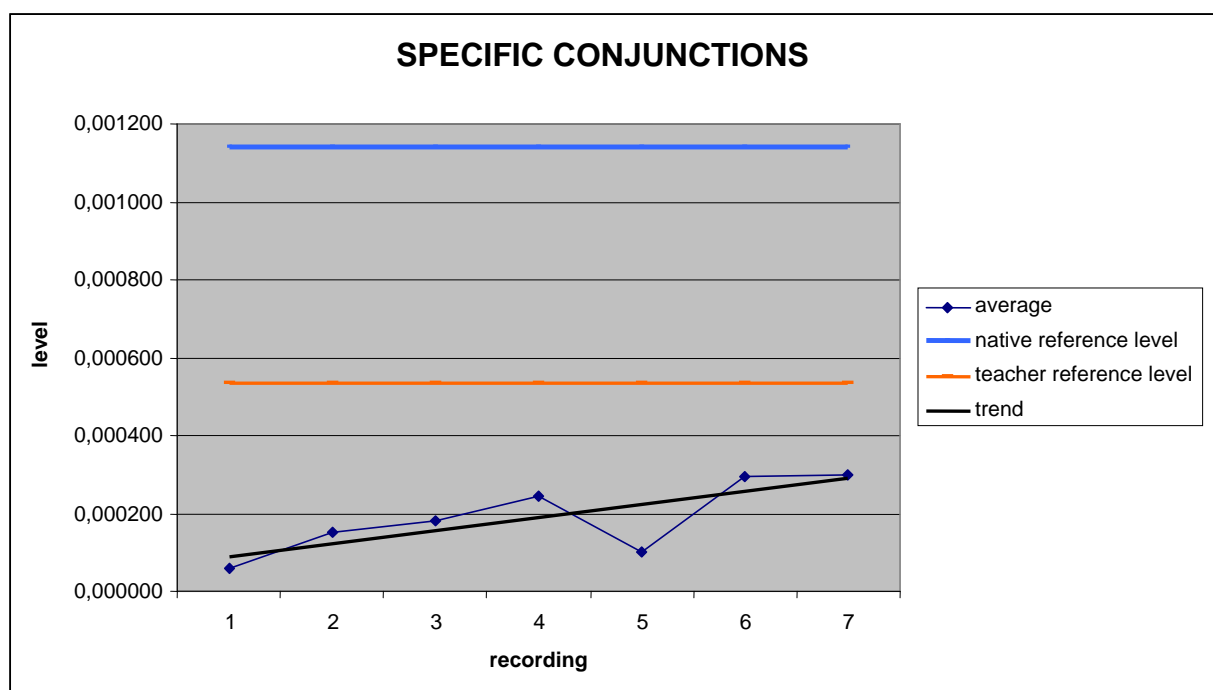


Figure 48. Specific conjunction overall development with S1 and S2 rejected

The use of specific conjunctions by the teachers was not uniform, hence few conclusions can be drawn in this respect. The level of 0.000533, although higher than the students' ratio, could be incidental. As shown in Figure 49, only eleven out of seventeen teachers used specific conjunctions, with some of them exceeding the native reference level (e.g. T7 with ratio at 0.0032 or T8 with ratio at 0.0015; compared with the native reference level of 0.001140). This clearly shows that it is individual teachers that affected the average specific conjunction teacher reference level.

TEACHERS	T1	T2	T3	T4	T5	T6	T7	T8	T9
	linguistics+ grammar	TEFL 1	listening 1	grammar& writing 1	voice emission	intro to lit	Br. & U.S. studies	phonetics	British lit
specific	0.000774	0.000000	0.000000	0.000804	0.000181	0.000446	0.003201	0.001546	0.000255
TEACHERS	T10	T11	T12	T13	T14	T15	T16	T17	AVERAGE
	TEFL 2 - lecture	use of English2	American literature	U.S. history	reading 3	use of English 3	speaking 3	integrated skills 3	
	0.000000	0.001102	0.000251	0.000000	0.000303	0.000194	0.000000	0.000000	<b>0.000533</b>

Figure 49. Teacher specific conjunction use

What also needs to be underscored is a similarity between the students' final use of specific conjunctions and that of the teachers', as the number of teachers whose talk included them was the afore-mentioned 11 out of 17 (65 %), and the number of students was 8 out of 13 (62 %), yet with more even intensity results in individual cases. This suggests that notwithstanding a higher teacher overall conjunction use level, as compared with the students' overall conjunction use level, specific conjunctions may not be an integral part of many teachers' repertoire. Their use by teachers may not be dependent on class type and seems to be an individual quality of the teacher.

### 7.3.3 Formal conjunctions

The analysis of formal conjunction use development shows more dynamic changes in their use throughout the study from the average ratio at the first measurement at 0.000111 to a



final high 0.000533. The intensity of formal conjunction use more than quadrupled over the course of the research.

	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
S1	0.000289	0	0	0.000461255	0.001081	0.000324	0.001684
S2	0	0	0.00034	0	0.00055	0.000364	0.000272
S3	0	0	0	0.000847458	0.000345	0.000289	0.00055
S4	0.000404	0	0	0.001277139	0.000492	0	0.000416
S5	0	0	0	0	0	0	0.000943
S6	0	0	0	0.000386399	0	0	0
S7	0	0.00048	0	0.000325733	0	0	0
S8	0	0	0.000685	0.000254065	0.000309	0.000425	0.000682
S9	0	0	0	0	0	0	0
S10	0.000345	0	0	0	0	0.000891	0
S11	0	0	0	0	0.000538	0	0.000524
S12	0.000408	0	0	0	0	0	0.000907
S13	0	0	0.000367	0.000276167	0	0.000787	0.000945
av	0.000111	0.000037	0.000107	0.000294478	0.000255	0.000257	0.000533
NR	0.000489						
TR	0.00022						

Figure 50. Formal conjunction use development

That it radically increased is no surprise as the use of formal conjunctions is directly linked to grammar competence, which was a dominant element of the students' college education. What is astonishing is the fact that, as illustrated in Figure 50, the students' use of formal conjunctions remained at low levels throughout the first year of the studies, notwithstanding the intense training in conjunction use which they received in the first semester of the writing and grammar course. Although it would be an overstatement to claim that formal instruction had little influence on the students' actual discourse competence, it certainly had no immediate effect.

And whether first year linguistic training materialized in this respect only in the second year is also difficult to determine. In the third semester, the students took a course in descriptive grammar, in which conjunctive aspects of discourse construction were discussed. This could be reflected in the temporary increase in the use of formal conjunctions in

recording 4 (0.00029), which decreases shortly after to a stable 0.00025, only to rise to a high 0.00053 in the final measurement. Whether it was so, however, is sheer speculation. The increase in the use of formal conjunctions might as well have been caused by a more extensive exposure of the students to authentic English, richer in formal conjunctions (native reference level of 0.000489), beginning in year 2, and less intensive contact with teacher discourse, relatively deficient in the use of formal conjunctions (0.00022), in the same period. This interpretation has solid grounds, since whereas in semesters 4 and 5 the students' use of formal conjunctions remained around the teacher reference level, as shown in Figure 51, it reached the native reference level in the final measurement. It is also likely that both aforementioned factors had a facilitative effect on the increase in the use of formal conjunctions by the students.

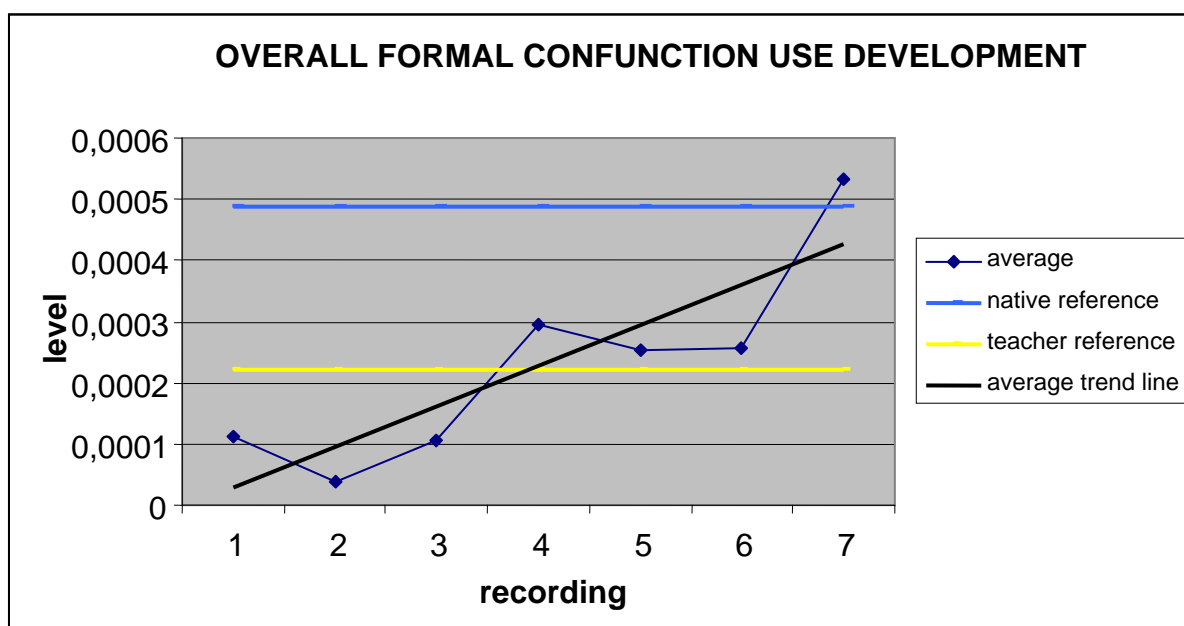


Figure 51. Overall formal conjunction use development

The teachers' use of formal conjunctions cannot be linked to any particular subject or class type. As illustrated in Figure 52, some of the lectures as well as workshops showed high ratios, e.g. T13 (U.S. history), with a ratio at 0.000468, and T3 (listening), with a ratio at

0.000498. A similar irregularity can be found at low intensity levels, e.g. T12 (American literature) and T4 and others (practical English) with no formal conjunctions.

TEACHERS	T1	T2	T3	T4	T5	T6	T7	T8	T9
	linguistics+ grammar	TEFL 1	listening 1	grammar& writing 1	voice emission	intro to lit	Br. & U.S. studies	phonetics	British lit
level	0.000258	0.00021533 2	0.000498	0	0	0	0	0	0.000255
TEACHERS	T10	T11	T12	T13	T14	T15	T16	T17	AVERAGE
	TEFL 2 - lecture	use of English 2	American literature	U.S. history	reading 3	use of English 3	speaking 3	integrated skills 3	
level	0.000202	0.001653	0	0.000468	0	0.000194	0	0	<b>0.00022</b>

Figure 52. Teacher formal conjunction use

	College student	Native 2	Native 3
NATIVE FORMAL CONJUNCTION USE	0.000489	0.000311111	0.00030581

Figure 53. Native reference formal conjunction use

In the authentic communications analyzed, all three samples showed higher ratios than the average teacher reference level, with the college student setting the native reference level at a high 0.000489. The high native reference level ratio, as compared with formal conjunction use levels found in native 2 and native 3 samples, might result from the partly formal contexts of the student recordings. Each measurement included one task which could promote the use of formal conjunctions. Also, the low levels of the teacher use of conjunctions should not be attributed to their possible linguistic deficiency. It seems rather that some of the teachers are still not able to alleviate the apparent classroom limitations and fail to employ natural discourse devices in their classroom communication.

The contrastive analysis of the students' use of Polish vs. English formal conjunctions shows no correlation (see Figure 54). In fact, some of the students demonstrated high Polish ratios and low English intensity levels (e.g. S5, S12), or low Polish ratios and high English intensity levels (e.g. S3, S13)

student	Polish formal conjunctions	English formal conjunctions
S1	0.0004	0.000548
S2	0.000502	0.000218
S3	0.000441	0.00029
S4	0	0.00037
S5	0.000761	0.000135
S6	0.000329	5.52E-05
S7	0	0.000115
S8	0.000602	0.000337
S9	0.001367	0
S10	0.000662	0.000177
S11	0	0.000152
S12	0.001193	0.000188
S13	0.001174	0.000339

Figure 54. Polish formal conjunction vs. English formal conjunction use

The correlation between L1 and L2 formal conjunction use, as shown in the table below, was  $-0.1857$  with  $p=0.544$ . This finding suggests that the students' use of formal English conjunctions could be independent of L1 influence.

	POLISH FORMAL CONJUNCTIONS	ENGLISH FORMAL CONJUNCTIONS
POLISH FORMAL CONJUNCTIONS	1	$-0.1857$
	$p=0.544$	$p=0.544$
ENGLISH FORMAL CONJUNCTIONS	$-0.1857$	1
	$p=0.544$	$p=0.544$

Figure 55. Polish formal vs. English formal conjunction use correlation

### 7.3.4 Conjunctions diversity

For the analysis of conjunction diversity no ratio was used as the number of conjunctions is a finite one. The results will be given only in numbers showing how many different conjunctions were used by individual subjects.

The analysis shows less radical changes than those in formal conjunction use development, yet the progress is still significant (see Figure 56). Although the overall results

do show a rising trend, as in the specific conjunction development analysis, two cases (S1 and S2) were rejected from calculations, as their initial high ratios distorted the development trend.

Student	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7	Polish
S1	9	8	7	8	10	5	5	9
S2	7	5	6	4	9	5	6	9
S3	6	4	5	7	8	10	8	15
S4	6	5	4	3	7	6	7	10
S5	5	6	4	5	6	7	8	9
S6	4	4	4	7	4	4	5	12
S7	4	5	6	7	7	6	6	9
S8	4	5	8	5	5	6	7	12
S9	5	6	7	5	5	5	5	18
S10	6	3	6	6	5	4	5	11
S11	4	3	4	5	5	6	6	4
S12	5	4	4	5	5	5	9	14
S13	4	4	6	5	6	7	6	19
average	5.307692	4.769231	5.461538	5.538462	6.307692	5.846154	6.384615	11.61538
NR	11.000000							
TR	6.058824							

Figure 56. Conjunctions diversity development

As illustrated in Figure 57, the students' conjunction diversity level grows steadily from a low 4.8 at the first measurement steadily to 6.55, a level slightly higher than the teacher reference level of 6.06. In contrast to formal conjunction use, the students' level remained far lower than the native reference level of 11.

The six most common conjunctions used by the students were *and*, *but*, *then*, *because*, *so*, and *or*. Formal conjunctions showed little diversity. The natural *and so* or *but then*, already discussed in the previous sections, were used sporadically. In addition to the common six conjunctions, the college reference student used *however*, *even though*, and *on the other hand* and the afore mentioned specific conjunctions. So did the other two native referents.

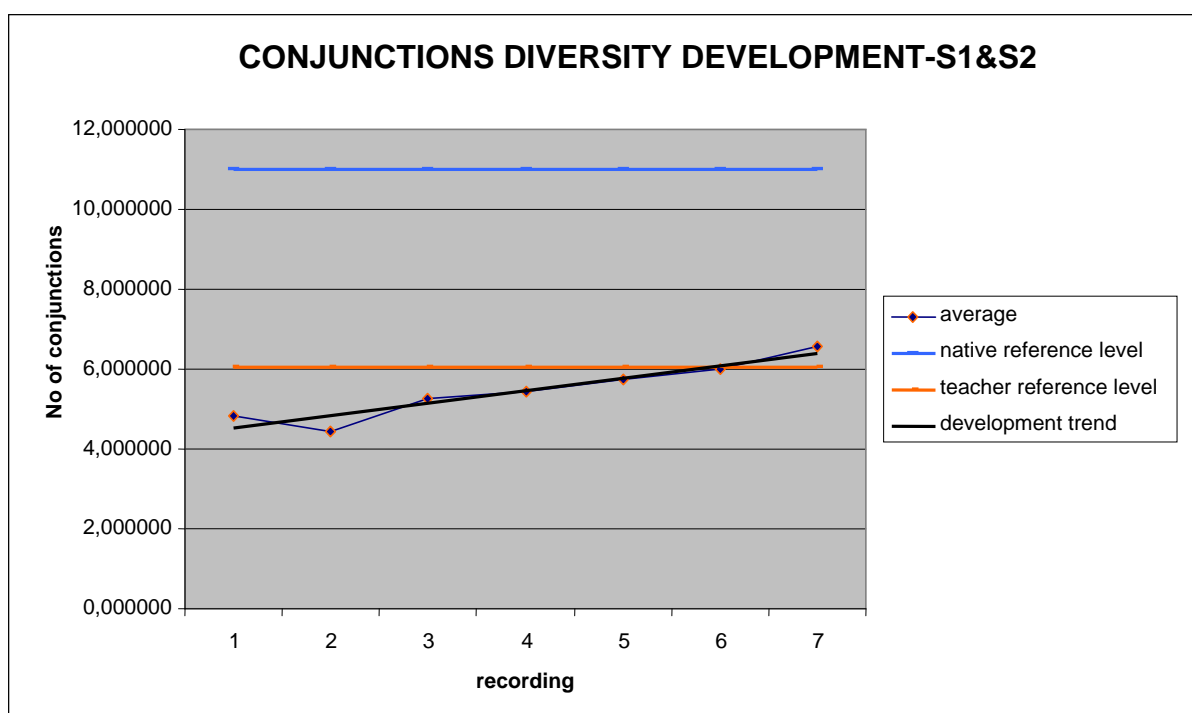


Figure 57. Conjunctions diversity development – S1&S2

The distribution of conjunctions throughout the teacher discourse was relatively even. As shown in Figure 58, slight individual differences were observed and no conclusion as to the type of class or subject taught can be drawn.

TEACHERS	T1	T2	T3	T4	T5	T6	T7	T8	T9
	linguistics+ grammar	TEFL 1	listening 1	grammar& writing 1	voice emission	intro to lit	Br. & U.S. studies	phonetics	British lit
diversity	6	6	6	6	7	6	6	6	6
TEACHERS	T10	T11	T12	T13	T14	T15	T16	T17	AVERAGE
	TEFL 2 - lecture	use of English 2	American literature	U.S. history	reading 3	use of English 3	speaking 3	integrated skills 3	
diversity	6	6	7	6	6	6	6	5	6.058824

Figure 58. Teachers' conjunctions diversity

The students' Polish conjunction diversity levels were comparably high and reached the English native reference level with the average of 11.62. This indicates that it was the students' discorsal deficiency in the use of conjunctions, not classroom limitations, that brought about the low levels of their conjunction diversity. At the same time, for all the students the correlation between L1 and L2 conjunction diversity was virtually nonexistent: ,0603 with  $p=,845$ . Yet, after the rejection of five students: S6, S9, S10, S11 and S12, it

amounted to a significant ,7054 with  $p=.049$ , which suggests that, at least in individual cases, L1 conjunctive diversity can affect the diversity of conjunctions in L2.

## 7.4 Relexicalization

Relexicalization, as an interactive aspect of discourse construction, offers fewer opportunities for interpretation than modality or conjunction use since the students relexicalized one another's speech only occasionally. Therefore, this section will present the results of a study into the development of relexicalization as a group phenomenon. Individual analysis is possible with reference to average levels calculated from all seven measurements with respect to the students' L1 discourse, and language contacts. In addition, no attempt to interpret the results with respect to the teachers' discourse will be made, as they did not interactively develop the topic at all. For all calculations a common linear ratio will be used.

Since the students rarely relexicalized each other's speech, the analysis of individual development is impossible. However, the calculation of the average development shows a clear trend. Relexicalization increased from a low 0.0027 at the first measurement and reached the level 0.00045 at the final measurement (see Figure 59). Although relexicalization broke down in recording 6 to a low 0.00024, a clear rising tendency can be observed.

Student	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
S1	0.00028885	0.000289	0.000289	0	0.000432	0	0.002525
S2	0.001636126	0	0.001019	0.000191	0.00055	0	0.000544
S3	0	0	0.000282	0	0.001035	0	0.000275
S4	0	0.000488	0	0	0.000492	0	0
S5	0	0.000397	0	0.000794	0.000692	0.000445	0
S6	0	0.000558	0.000282	0.000773	0.000273	0	0.000364
S7	0.000544959	0	0.001234	0.000326	0	0.000411	0.000361
S8	0	0	0	0.000508	0	0	0
S9	0	0.000224	0.000225	0	0	0.001372	0.000393
S10	0.000345066	0.000904	0	0	0.000468	0	0.000314
S11	0	0.00134	0.000616	0	0.000538	0.000918	0
S12		0.000666	0.000484	0.002243			0.000605
S13	0.000634115	0	0.000367	0.000276	0.000562	0	0.000473
average	0.000265317	0.000374	0.000369	0.000393	0.000388	0.000242	0.00045

Figure 59. Individual relexicalization development

No reference to native relexicalization or teacher relexicalization can be made as the referent college student relexicalized once only and teachers did not at all. It seems that, as authoritarian teacher talk includes long stretches of speech, particularly in lectures, teacher talk is far from natural in this respect. Regarding the reference college student, as the following discussion will show, her low relexicalization may have resulted from individual personality-motivated choices.

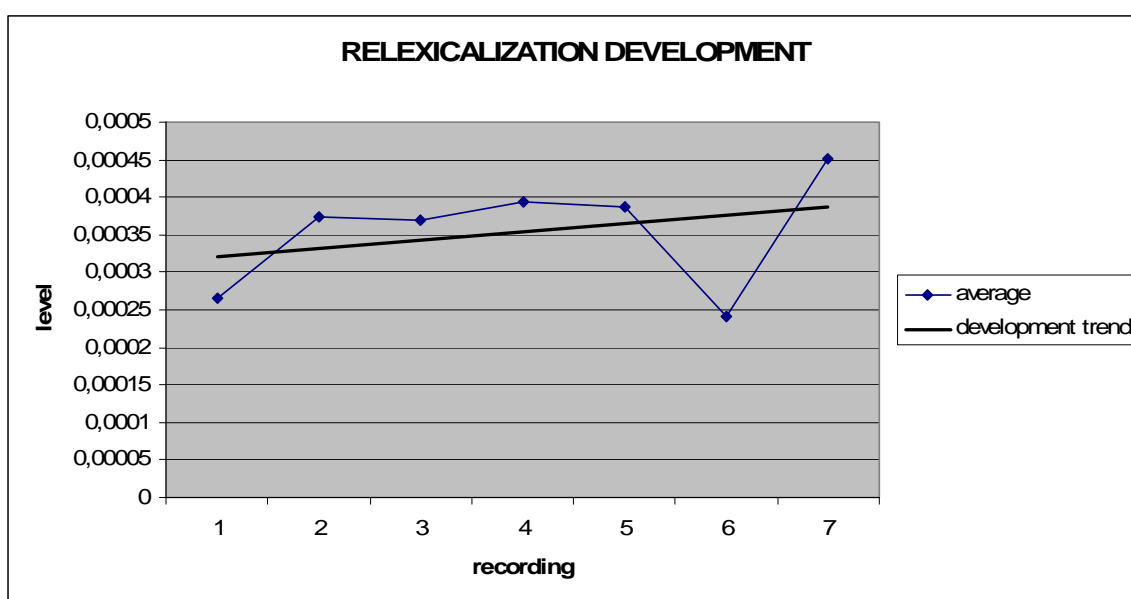


Figure 60. Overall relexicalization development

An interesting observation is made in the contrastive analysis of the students' L2 vs. L1 relexicalization. As indicated in Figure 61, three subjects, i.e. S1, S3, and S12, demonstrated zero relexicalization levels in the Polish language and significant relexicalization levels in English output. It is these three students that distorted the attempt to successfully correlate L1 and L2 relexicalization. On the rejection of these students, the correlation was calculated at the significant level of ,6584 with a reliable  $p=,038$ . Although the correlation indicates bidirectional influence, one could dare a statement that L1 relexicalization could positively reinforce L2 relexicalization.



Student	Relexicalizaion – Polish vs. English		
	POLISH RELEXICALIZATION	ENGLISH RELEXICALIZATION	L2-L1 RELEXICALIZATION RATIO
S1	0	0.000463764	4.637641
S2	0.0025113	0.000563032	0.224199
S3	0	0.000227497	2.27497
S4	0.0005549	0.000139956	0.2522
S5	0.001142	0.000332604	0.29125
S6	0.0009865	0.000321539	0.325934
S7	0.0011789	0.00041092	0.348563
S8	0.0009023	7.259E-05	0.080454
S9	0.0005125	0.000316304	0.617214
S10	0.0019868	0.000290163	0.146049
S11	0.0034052	0.000487486	0.143158
S12	0	0.000666324	6.663238
S13	0.0004696	0.000330292	0.703358

Figure 61. L1 vs. L2 relexicalization

Since the calculation of correlation calculation between L1 and L2 relexicalization levels was possible for ten out of thirteen subjects, it was decided that a specific ratio of L2 to L1 relexicalization would be calculated to find a pattern with regard to all thirteen subjects. Since in mathematical calculation division by zero is inadmissible, in the case of S1, S3 and S12 a L1 relexicalization level of 0.0001 was assumed. Such approximation would not distort the reliability of the results. The ratio is provided in Figure 61. In methodological discussion the high ratio above translates into a high tendency to relexicalize notwithstanding relexicalization levels in L1. For example S11 showed a L1 relexicalization level of 0.0034 and L2 level of 0.00049 only. The ratio calculated is close to zero, which indicates S11 did not tend to relexicalize in L2 in spite of a high L1 level. Similarly, S12 with a ratio of 6.99 indicates she tended to relexicalize a lot notwithstanding zero relexicalization in L1.

The above ratio was used to seek correlation between L2 relexicalization and the type of L2 exposure throughout the study.

TYPE OF L2 EXPOSURE	POLISH RELEX.	ENGLISH RELEX.	EN-PL RELEX. RATIO	POLISH REITERATION	ENGLISH REITERATION	REITERATION RATIO
OVERALL AUTHENTIC L2 CONTACT	-0,3926 p=,184	0,3447 p=,249	<b>0,6625</b> <b>p=,014</b>	-0,3904 p=,187	-0,0593 p=,847	<b>0,6641</b> <b>p=,013</b>
OVERALL INTERACTION	-0,3849 p=,194	0,4771 p=,099	<b>0,7552</b> <b>p=,003</b>	-0,3836 p=,196	0,002 p=,995	<b>0,7159</b> <b>p=,006</b>
OVERALL NONNATIVE I2 INTERACTION	-0,373 p=,209	0,4691 p=,106	<b>0,7246</b> <b>p=,005</b>	-0,3719 p=,211	0,0482 p=,876	<b>0,6826</b> <b>p=,010</b>
ORIGINAL PROGRAMS	-0,0667 p=,829	0,1858 p=,543	0,1711 p=,576	-0,0652 p=,832	0,1931 p=,527	0,2045 p=,503
NATIVE INTERACTION	-0,3926 p=,184	0,4753 p=,101	<b>0,7825</b> <b>p=,002</b>	-0,391 p=,187	-0,0749 p=,808	<b>0,7488</b> <b>p=,003</b>
OUT-OF-CLASS NONNATIVE INTERACTION	-0,3675 p=,217	0,4945 p=,086	<b>0,7503</b> <b>p=,003</b>	-0,3662 p=,219	0,0279 p=,928	<b>0,7098</b> <b>p=,007</b>
INTERNET CHATTING	-0,334 p=,265	-0,0925 p=,764	0,3138 p=,296	-0,332 p=,268	-0,3106 p=,302	0,3483 p=,244
EMAIL CORRESPONDENCE	-0,173 p=,572	0,321 p=,285	<b>0,6104</b> <b>p=,027</b>	-0,1702 p=,578	-0,2619 p=,387	<b>0,627</b> <b>p=,022</b>
INFORMAL_CORRESPONDENCE	0,0871 p=,777	0,3789 p=,202	0,486 p=,092	0,0898 p=,770	-0,2785 p=,357	0,5035 p=,079
CLASSROOM AUTHENTIC LISTENING	-0,2095 p=,492	<b>-0,6195</b> <b>p=,024</b>	-0,2496 p=,411	-0,211 p=,489	-0,5109 p=,074	-0,2335 p=,443
NONAUTHENTIC LISTENING	0,0995 p=,746	-0,1673 p=,585	-0,0205 p=,947	0,1001 p=,745	-0,3324 p=,267	0,0108 p=,972
PAIRWORK	-0,1237 p=,687	0,123 p=,689	0,2473 p=,415	-0,123 p=,689	0,1693 p=,580	0,2308 p=,448
GROUPWORK	-0,159 p=,604	0,0204 p=,947	0,0913 p=,767	-0,1596 p=,603	0,0819 p=,790	0,0691 p=,822
TEACHER TALK	-0,1377 p=,654	-0,309 p=,304	-0,2138 p=,483	-0,1394 p=,650	-0,0757 p=,806	-0,2301 p=,449
GAMES	-0,3056 p=,310	-0,2346 p=,440	0,1443 p=,638	-0,3041 p=,312	-0,3159 p=,293	0,183 p=,550
TOTAL	-0,4769 p=,099	0,3865 p=,192	<b>0,7776</b> <b>p=,002</b>	-0,4751 p=,101	-0,0851 p=,782	<b>0,7574</b> <b>p=,003</b>

Figure 62. Correlation between relexicalization, reiteration and L2 exposure type

As Figure 62 indicates, significant correlations were found between the relexicalization ratio and all types of interaction; the lowest significant high correlation was between the relexicalization ratio and overall authentic L2 exposure (.6625 with  $p=,014$ ), the highest between the relexicalization ratio and out-of-class native-speaker interaction (.7825 with  $p=,002$ ). No significant correlation was found between the ratio and classroom interaction (pairwork -.2473, groupwork .0913). No far-reaching conclusions should be drawn as to the role of pairwork and groupwork in relexicalization tendencies, as in both cases  $p$  was  $>,05$ .

What is also illustrated in Figure 62 is that there is no significant correlation between the relexicalization levels and L2 exposure types. Therefore, whether an individual has little

contact with authentic interaction does not mean they will not relexicalize in L2. As shown earlier, relexicalization levels may depend upon their L2 discourse. What could be concluded from the calculated correlation is that individuals with high relexicalization ratios are most likely to seek more interactive contact with authentic English. This finding has strong teaching implications, as the proper determination of the relexicalization ratio can help the teacher give learners with deficient relexicalization ratios more opportunities for L2 authentic interactive contacts.

## 7.5 Reiteration

The contrastive analysis carried out with the use of the same procedures as in the case of relexicalization shows similar results. The reiteration ratio is positively correlated with most of interactive English language contacts and the total of L2 exposure. However, even after the rejection of S1, S3 and S12, no significant correlation was found between L1 and L2 reiteration levels (,0846 with  $p=,816$ ).

	Polish reiteration	English reiteration	ratio
S1	0.00001	0.000289	28.90452
S2	0.002511301	0.000716	0.285058
S3	0.00001	0.000143	14.32286
S4	0.000554939	0.000306	0.551169
S5	0.001141987	0.000168	0.147031
S6	0.000986518	0.000237	0.240316
S7	0.001178898	0.000449	0.381153
S8	0.000902256	0.000356	0.395063
S9	0.00051247	0.000154	0.299613
S10	0.001986755	0.000215	0.108083
S11	0.003405221	0.000215	0.063228
S12	0.00001	0.000383	38.31906
S13	0.000469594	0.000561	1.193644

Figure 63. Individual L1 vs. L2 reiteration

Unlike relexicalization, the analysis of reiteration development shows a significant decrease after the first year of the study, from the level of 0.00035 at the first measurement to 0.00015 in recording 4 (see Figure 64). The ratio stabilizes thereafter around this level, slightly increasing at the final measurement (0.0018).

In the analysis of reiteration it was possible to relate this discourse aspect to the teacher reference level and the native reference level, both with low intensity ratios (teacher reference level of 0.000080; native reference level of 0.000163).

Individual reiteration development							
S1	0.000578	0.000604	0	0	0	0	0.000842
S2	0.000982	0.002827	0	0.000383	0.000275	0	0.000544
S3	0	0	0	0.000424	0	0.000579	0
S4	0.000404	0.000488	0.00046	0	0	0.000789	0
S5	0	0.000397	0.000381	0.000397	0	0	0
S6	0	0.000558	0.000282	0	0.000819	0	0
S7	0.001362	0.000961	0.000822	0	0	0	0
S8	0.000189	0.000859	0.000685	0.000762	0	0	0
S9	0	0.000602	0.000171	0	0	0	0
S10	0.001035	0	0	0	0.000468	0	0
S11	0	0	0	0	0	0.000459	0.001048
S12	0	0.001332	0.000968	0	0	0	0
S13	0	0.002087	0.001837	0	0	0	0
average	0.00035	0.000824	0.000431	0.000151	0.00012	0.00014	0.000187
native reference	0.000163	0.000163	0.000163	0.000163	0.000163	0.000163	0.000163
Teacher reference	0.000080	0.000080	0.000080	0.000080	0.000080	0.000080	0.000080

Figure 64. Individual reiteration development

And it seems that these low levels of reiteration led to a decrease in the students' reiteration intensity ratio. Reiteration may be a natural phenomenon, though more characteristic of written, not spoken discourse. This would account for why the students reiterated their speech more in the first year of the study, after which their reiteration level became "corrected" to the reference levels.

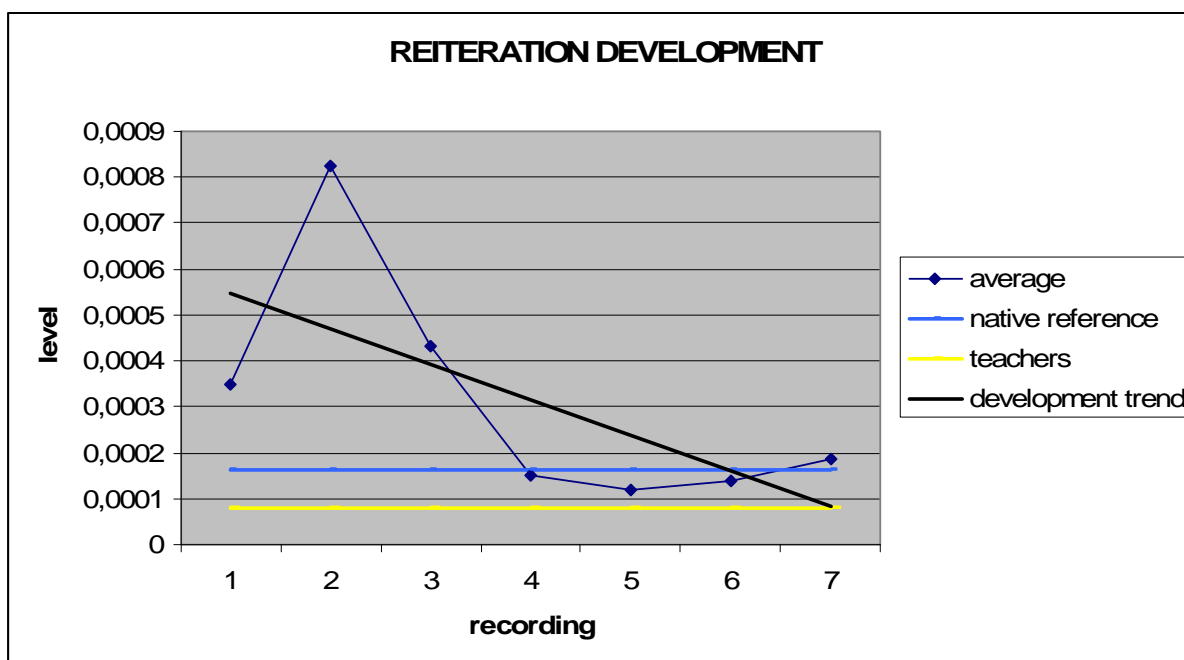


Figure 65. Overall reiteration development

## 7.6 Ellipsis and substitution

The analysis of ellipsis and substitution use, illustrated in Figure 66, shows that it did change over the course of the study, yet a development trend indicates only a slight alteration towards lower levels at the final measurement (0.000593). The use of substitutions was restricted mainly to *such*, *so* and *same*, which account for more than 70 percent of the intensity levels. The use of ellipsis was sporadic, as is indicated by the students' and the teacher reference level, as well as by the native reference intensity ratios.

ELLIPSIS AND SUBSTITUTION DEVELOPMENT							
S1	0.000867	0.000805	0.000335	0	0.000432	0	0.000842
S2	0.000327	0.001616	0.001019	0.001148106	0.000826	0.000728	0.000817
S3	0.001091	0	0.000282	0.000847458	0.001725	0	0
S4	0.000404	0	0.00046	0	0.000984	0.000789	0.000832
S5	0.00031	0	0.001144	0.000397141	0.000692	0.000445	0
S6	0	0.000558	0	0.000772798	0.000546	0.000722	0
S7	0.000272	0	0	0.001954397	0.000749	0.000822	0.001444
S8	0.000566	0	0	0	0	0.000425	0.000341
S9	0.000558	0.000673	0.000898	0.00143472	0.000325	0.001372	0.000786

S10	0	0.001808	0	0.000610128	0.000936	0	0
S11	0.000533	0.002011	0.001848	0.001962709	0	0	0.001572
S12	0.000408	0.001332	0.000968	0.000560852	0.000738	0.000605	0.000605
S13	0.001585	0	0.000367	0.000276167	0.001685	0	0.000473
average	0.000532	0.000677	0.000563	0.000766498	0.000741	0.000454	0.000593
NR	0.000489						
TR	0.000448						

Figure 66. Ellipsis and substitution development

No significant correlation was found between L1 and L2 ellipsis and substitution use (-,2993 with  $p=,434$ ), which suggests that L2 discourse in this aspect is not dependent upon its L1 equivalent.

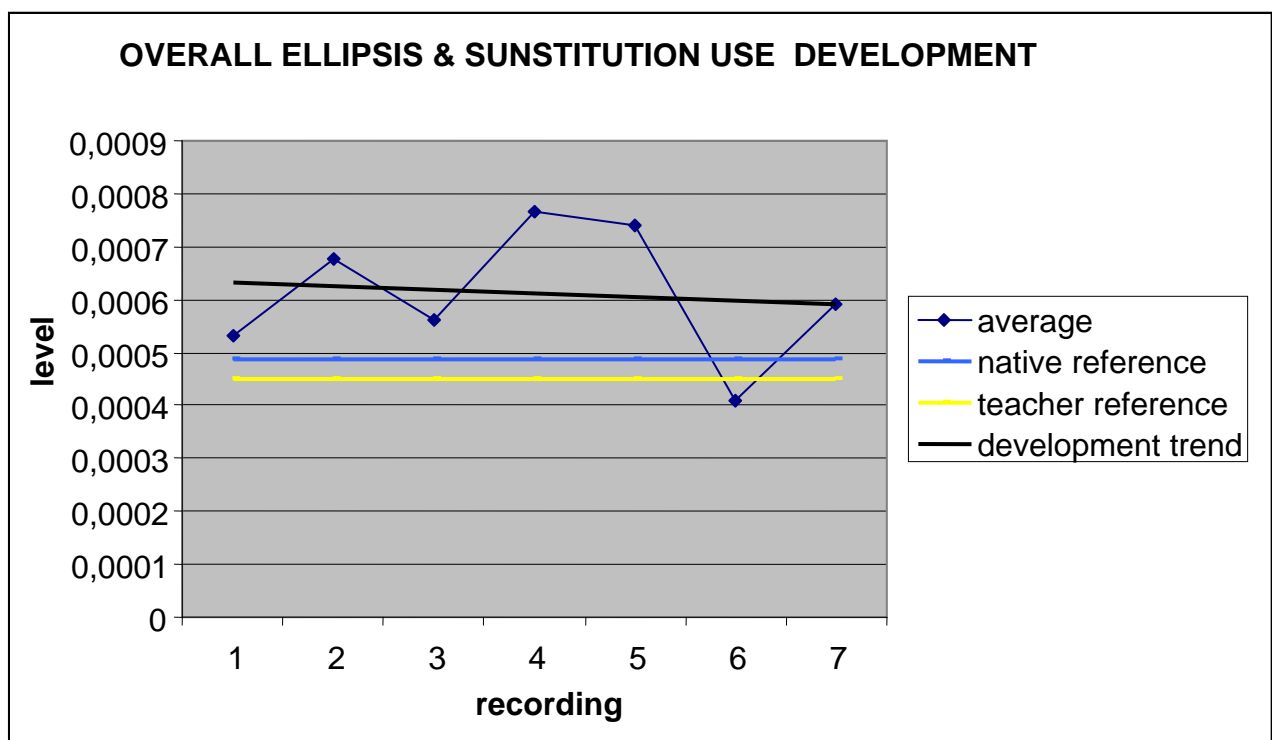


Figure 67. Overall ellipsis and substitution use development

The analysis of substitution use indicates that although the common *so*, *such* and *same* were indeed employed by the students, their speech was virtually devoid of *one* in contexts other than the procedural classroom interaction materializing in the common *take a look at this one*.

Equally low was the level of ellipsis use, which sporadically involved clauses and more frequently verb phrases.

## 7.7 Classroom procedures

The analysis of classroom procedures indicates that the development of discourse competence may take a peripheral position even in teaching English to advanced learners. As illustrated in Figure 68 illustrating the place of discourse competence in teaching materials used in practical English classes, discourse competence was taught predominantly with regard to grammar (31.16, as compared to oral skills at 14.31), with the stable level of discourse-oriented grammar teaching at approximately 5.0 throughout the study and oral discourse development between a low 0.87 in the first semester and 4.23 in the forth semester. Interestingly, sociolinguistic competence appears to be also dismissed in the teaching process (7.57).

COMPETENCE	SEMESTER						TOTAL
Discourse competence	1	2	3	4	5	6	
Oral competence included	1.56	1.98	4.03	4.32	2.12	1.72	<b>15.73</b>
Oral competence activated	0.87	1.78	3.76	4.23	2.02	1.65	<b>14.31</b>
Written competence	5.87	1.87	1.35	2.36	2.47	2.68	<b>16.6</b>
Written competence activated	5.65	1.45	1.32	2.13	2.13	2.45	<b>15.13</b>
<b>Grammar competence</b>							
Discourse-oriented grammar included	4.86	4.79	6.87	5.46	6.21	6.31	<b>34.5</b>
Discourse-oriented grammar activated	4.54	4.67	4.79	5.34	6.96	4.86	<b>31.16</b>
<b>Sociolinguistic competence</b>							
Competence included	0.78	0.89	1.89	2.59	1.59	2.15	<b>9.89</b>
Competence activated	0.33	0.54	1.54	2.16	1.16	1.84	<b>7.57</b>

Figure 68. Teaching materials vs. communicative competence development

This peripheral position of discourse competence development was confirmed by classroom observation. Although the number of observations (6) is nowhere near as representative of all the EFL courses, since the observed classes were speaking-oriented, a

somewhat gloomy picture of classroom practices emerges. In all six lessons, discourse competence was promoted, yet it happened indirectly through the negotiation of meaning in pairwork or groupwork. Figure 69 illustrates this finding.

Only in two lessons were the students instructed on discourse construction. Both lessons were taught by one teacher, which suggests that it is not a syllabus, but individual teaching convictions that determine the content of language instruction. If the statistics were to be trusted in this respect, out of 150 contact hours of speaking oriented classes, 16 percent were devoted to direct development of discourse competence, which clearly indicates that, throughout their three-year college education, the students received fewer than thirty hours of language instruction that directly promoted spoken discourse competence as contrasted with 760 contact hours of Practical English classes.

Type of discourse promotion	observations							
		1	2	3	4	5	6	Total [270]
<b>Direct discourse development</b>	type	none	none	Training in discourse markers	none	Discourse management	none	
	duration			15 min.		30 min.		45
<b>Indirect discourse development</b>	type	Negotiation of meaning	Negotiation of meaning	Negotiation of meaning	Negotiation of meaning	Negotiation of meaning	Negotiation of meaning	
	duration	30 min.	25 min.	30 min.	28 min.	15 min.	35 min.	163

Figure 69. Classroom observation results – type of discourse promotion

It is a safe statement, then, that discourse competence may still be left to its self-adjustment, which casts doubt of the adequacy of teaching practices.



## 7.8 Recapitulation

The above discussion of the development of discourse competence in thirteen individual advanced learners of English has shown how it actually developed throughout a three-year college program and what factors might have determined the process. This section aims at recapitulating the overall results of the study. A more thorough discussion, however, will be undertaken in the final chapter of the research under the heading of Final Conclusions.

As the above analysis indicates, it may not be the intensity of selected discourse aspects that distinguishes L2 learner speaking conventions from a natural conversational style. It is rather the qualitative features of spoken output that indicate that the learner's L2 discourse is natural or artificial. For example, the subjects did not deviate much from the modality native reference level, which might indeed suggest their discourse was close to natural. Yet, they did use fewer modality devices, which is the feature that distinguished their L2 production from a natural speaking style. It must be noted, though, that a significant progress was made throughout the study.

Such was the progress in the use of specific modality devices as well as deontic modality mechanisms. In all cases it was mainly the teacher factor that seems to have stimulated the development in the first year, and the authentic L2 factor that promoted the development in the third year. This finding can be attributed to the ratio of teacher talk contact hours to authentic English contact hours, changing from two-to-one in the first year to one-to-two in the second year.

The study shows a possible cross-linguistic influence in discourse construction. The analysis suggests that there might be a strong positive correlation between Polish deontic modality and English deontic modality. In addition, the data collected indicates that teachers' deontic modality may be directly linked to anxiety experienced by L2 learners, which has apparently strong teaching implications. The correlational analysis of these two variables shows that the higher deontic modality on the part of the teacher, the lower anxiety levels on the part of the students.

The development of conjunction use has produced different results. Formal conjunction use increased radically throughout the study, approaching the native reference level. Yet the levels of both specific conjunction use and conjunction diversity rose only slightly. It must be underscored, though, that the students' levels in this respect approached the reference level set by the teacher reference level. The influence of both teacher talk and authentic English was similar to that described in the analysis of modality.

An interesting observation has been made with reference to the effect of formal instruction on discourse development. Although the subjects did receive intense training in conjunction use in the first semester of the writing and grammar course, it was not until the second year that their levels of formal conjunction use increased. This suggests that formal instruction may have no immediate effect on the development of discourse competence.

The analysis of teaching materials has shown that the development of discourse competence may not be an integrative element of classroom practices even in teaching English to advanced learners. The numerical representations of discourse development orientation in teaching materials (see appendix E) indicate that, if taught at all, discourse aspects were treated predominantly with respect to grammar competence.

The study has also shown that L1 relexicalization levels were strongly correlated with L2 relexicalization levels, which might indicate that relexicalization in L1 positively enforces L2 relexicalization. It has also been indicated that there might be a clear link between interactive contacts, preferably with authentic English, and specific relexicalization ratios (calculation stipulated in section 4). In practice, it can translate into more attempts made by individuals with high specific relexicalization ratios to seek interactive contact with authentic English. As the proper determination of the relexicalization ratio can help the teacher give learners with deficient relexicalization ratios more opportunities for L2 authentic interactive contact, the teaching implications of this finding are critical.

The analysis of reiteration development has shown a decrease in the use of this discourse device on the part of the students. This suggests that, although a natural phenomenon in the subjects' first language, reiteration may be more characteristic of more formal communicative contexts, materializing perhaps in written output, not casual spoken interaction. The analysis of ellipsis and substitution use has indicated no regular development

and sporadic use of these devices both by the students and teachers as well as by the native referent.

## FINAL CONCLUSIONS

This research was designed to investigate the place of discourse competence development in teaching English to advanced learners of English. Discourse was understood in this study as an individualized language use which demonstrates cohesion and coherence in the process of meaning creation through interactive collaboration or intraactive expression of the speaker's thought. An attempt was made to determine how proficient learners of English develop their discourse competence in the long term. Accordingly, thirteen advanced students of English at an English language training college participated in the study designed to explore the dynamics of their discourse competence development throughout their three-year tertiary education. In addition, an analysis of possible factors that affected the development of discourse competence was carried out. The study allowed to verify some of the theoretical positions set forth in Part One of the research.

Research into the roles of psycholinguistic and sociolinguistic variables in discourse competence development, as was suggested in the literature review, abounds in more questions than answers. The conflicting results of many studies appear to grow from general procedural latitude in Applied Linguistics, manifested in the low systematicity of the research or lack of standardized data collection tools. Such is also the case of classroom research, which often shows either interpretative inconsistencies or far-fetched overgeneralizations in the discussion of the results. Some researchers, possibly having failed to suggest remedies for particular classroom practices, resort to what could be referred to as scientific conformism. An example in this respect is the claim by van Lier that classroom discourse is, in fact, authentic since communication in this educational setting is a natural institutional interaction. The discussion in the literature review challenged this approach on theoretical grounds in Chapter 2. Yet, also on practical grounds one finds it difficult to espouse this very optimism regarding the authenticity of classroom discourse, even at advanced levels of proficiency, as evidenced in the results of this study. For various reasons, classroom communication, including teacher talk or the subjects' discourse, failed to pass the native-like standards. Such

was the case of specific modality use or specific conjunction use by both the students and the teachers. The results clearly show that classroom discourse, including advanced proficiency levels, may significantly depart from natural L2 speaking conventions.

The main focus of the study, however, was not to verify the authenticity of classroom discourse. The research sought regularities in the development of the subjects' discourse competence and attempted to identify factors that determined the process. The study was aimed at answering the research questions posed in Chapter 6.2, which concerned uncertainties as to the process of discourse competence as such, namely whether L2 discourse actually develops, and if so which discourse aspects, and to what extent, are indeed amenable to change, how this process proceeds as well as whether advanced L2 learners achieve native-like levels in the use of selected discourse devices. The research questions also focused on possible L1 influences in discourse construction and discourse competence development, the effects of teacher talk as well as other types of input on learners L2 discourse. Basing on the discussion of the results undertaken in Chapter 7, this section will seek answers to the posed research questions.

The analysis of possible factors contributing to the development of discourse competence was carried out in two ways. Linearly, overall scores in discourse aspects intensity levels were related to possible factors. The other way involved correlating individual subjects' discourse competence development with types of their language exposure throughout the study. As the results show, it is (1) teacher talk, (2) exposure to authentic input, (3) L1 cross-linguistic influence, and (4) teaching procedures, although not necessarily in the order given, that appear to be fundamental underlying characteristics of the development of discourse competence in advanced L2 learners. However, although able to act separately, the factors often also combine and interact with one another. Therefore, in the effort to lead the reader through the entangling immensity of data load, the extent to which these factors affected the process was cross-examined first alongside the discussion over the development of specific discourse devices in Chapter 7 and will now be discussed separately in this ultimate portion of the research.

As the analysis indicates, it is often not so much the intensity of selected discourse aspects that distinguishes L2 learner speaking conventions from a natural conversational style

as the qualitative features of language spoken output. Whereas the students did not deviate much from the native reference level of modality, they did use fewer modality devices, although it must be noted that significant progress was made in the course of the study.

This finding indicates that L2 learners, even advanced ones, may in fact have a poor repertoire of modality resources (predominant use of deontic *should* and epistemic *maybe* in this study), or may still rely on their L1 devices. Both possibilities have apparent teaching implications. At beginner or intermediate levels, such a finding traditionally does not call for immediate action. This teaching tranquility may result from the optimism that at this stage of their linguistic interlanguage development the learners need not demonstrate familiarity with a wider range of modality devices, which they must have been introduced to, and which they should fully internalize further in the course of their L2 learning.

The results of this study debunk the naïveté of such an approach and suggest that the diverse and natural use of modality devices should be promoted from the very beginning of language instruction. The subjects of this study did make progress in this respect, yet in addition to formal instruction they were exposed to a variety of input through content-based instruction, teaching subject matter and informal contact with natural English. Regular learners rarely enjoy such L2 exposure.

A similar distribution was found in the use of specific modality devices as well as deontic modality mechanisms throughout the study. In all cases it was mainly the teacher factor that seems to have stimulated the development in the first year, and the authentic L2 factor that promoted the development in the third year. This finding can be attributed to the ratio of teacher talk contact hours to authentic English contact hours, changing from two-to-one in the first year to one-to-two in the second year.

This observation suggests that although teacher talk does have an effect on the learners' discourse construction, exposure to large amounts of authentic English, whether through interactive face-to-face contact or passive reception of input has a stronger impact on the development of natural deontic and specific modality use.

In addition, a significant correlation was found in the analysis of L1 vs. L2 influences. The study indicates that Polish deontic modality and English deontic modality may be strongly correlated. It has also been found that teachers' deontic modality may be directly

linked to anxiety experienced by L2 learners. The analysis shows that the higher deontic modality on the part of the teacher, the lower anxiety levels on the part of the students. This finding has an apparent teaching implication if anxiety is regarded as a detriment to L2 learning.

The analysis of conjunction use development has produced different results. Apart from the use of formal conjunctions, which increased radically throughout the study, the levels of both the employment of specific conjunctions and conjunction diversity rose only slightly, approaching the reference level set by teacher talk. In this respect, the native reference level was far higher than both the teacher reference level and the student level at the final measurement.

It seems that the development of specific conjunctions and conjunction diversity was affected primarily by teacher talk, which showed relatively low levels. The six most common conjunctions used by the students were *and*, *but*, *then*, *because*, *so*, and *or* and they did perform their function adequately, making the discourse coherent and cohesive. The natural *and so* or *but then* were sporadically used.

The analysis of discourse construction clearly indicates it is not only the textuality of speech that defines the whole of the discourse, but also the natural and appropriate use of discourse devices, which in the case of conjunctions suffered a significant deficit on the part of both the students and the teachers. And this very coherence and cohesion factor appears to account for the reason why the students refrained from a more resourceful use of conjunctions. The students, as it seems, may not have deemed it necessary to use other conjunctions if those at hand realized the coherence and cohesion of their discourse. Sensitizing both L2 learners and teachers to the necessity of a more resourceful and natural use of conjunctions is, therefore, advisable.

The analysis of conjunction use produces interesting results with regard to the effect of formal instruction on discourse development. Notwithstanding the intense training in conjunction use which the students received in the first semester of the writing and grammar course, their levels of formal conjunction use did not increase until the second year, which indicates that formal instruction may have no immediate effect on the development of discourse competence. It seems that fully internalizing a discourse device so that its use can

pass situational rigors of communication, as in the case of formal conjunctions, is a long-term process. It is also possible that the subjects' progress in the use of formal conjunctions was stimulated by factors other than language instruction, e.g. teacher talk or authentic L2 input. However, whether the subjects' eventually progressed in formal conjunction use in the second year due to exposure to teacher talk, natural discourse or other factors is not certain.

The study has also shown that there is a clear link between L1 and L2 relexicalization levels, which suggests that L1 relexicalization could positively enforce L2 relexicalization. It has also been indicated that interactive contact, preferably with authentic English, is strongly correlated with specific relexicalization ratios (calculation stipulated in Chapter 7.4). It could then be concluded that individuals with high specific relexicalization ratios are most likely to seek more interactive contact with authentic English. This finding has strong teaching implications, as a proper determination of the relexicalization ratio can help teachers give their learners with lower relexicalization ratios more opportunities for L2 authentic interactive contacts.

The analysis of reiteration development has shown a decrease in this aspect of discourse to the native reference level. This suggests that, although a natural phenomenon, reiteration may be more characteristic of written than spoken discourse. Since the subjects were exposed to a wide range of advanced authentic and non-authentic spoken input throughout their three-year college education, they might have adjusted their reiteration to natural speaking conventions in the English discourse. It is also possible that their reiteration levels decreased under the influence of the low reiteration intensity level found in the teachers' language output.

The analysis of ellipsis and substitution has indicated no regular development and their sporadic use by both the students and teachers as well as by the native referent. This is a somewhat surprising finding since ellipses and substitutions are a common feature of the English discourse.

Teacher talk, no doubt, has an effect on learners' discourse competence, yet not always a positive one. The linear analysis shows a restricting effect of teacher talk on the development of specific modality use, specific conjunction use as well as conjunction diversity. As for other aspects of discourse, teacher talk had at most a reinforcing value.



This finding, however, should not be interpreted as a mere criticism of the teachers' discourse competence. A foreign language classroom has its apparent limitations, and for various reasons, including educational ones, teacher talk is, and sometimes must be artificially formalized, focused mainly on knowledge transfer or factual teaching and, consequently, deficient in communicative devices, thus departing from natural, standard discursual conventions.

Natural speaking standards can be enforced by intensive contact with authentic English, whether through individual interaction with L2 native speakers or passive exposure to input. However, exposure to authentic English, as this study indicates, may not have a remedial effect on all discourse domains. Although the overall results show a clear tendency of the subjects' development towards the native reference level, except for the already discussed relexicalization ratios, a correlational analysis of all thirteen individual subjects fails to produce results indicating regularities.

Another factor which might determine the development of discourse competence is L1 transfer. Its negative effects, most notably in the use of individual modality devices such as *maybe* or *should*, have already been discussed in Chapter 7.2.1. Yet, the analysis of the subjects' L1 discourse competence and their L2 deontic modality use shows that there might be a clear positive link between L1 deontic modality and its L2 equivalent. The correlational analysis also shows a clear connection between the teachers' deontic modality and the subjects' anxiety levels. In this respect, however, the correlation is negative, which suggests that teachers' use of deontic modality decreases anxiety levels in the classroom. This finding has strong teaching implications, especially if the pedagogical objective is to lower the affective filter of the learner.

Next to the subjects' mother tongue, teacher talk and type of L2 exposure, the study also examined classroom procedures applied in Practical English classes through classroom observation and teaching materials evaluation. As suggested in section 7 of the previous chapter, both factors might not have played a facilitative role in the formation of the students' discourse competence. Teaching materials, collected on a weekly basis throughout the study, clearly show that oral discourse competence took a peripheral position in classroom procedures. The same conclusion can be drawn from classroom observations, which indicate

that the students might have received fewer than thirty hours of language instruction that directly promoted spoken discourse competence throughout the three-year college education, as contrasted with the total of 780 contact hours of Practical English classes. Although, the sample of classroom observation is by no means representative, these findings may point to the inadequacy of teaching procedures with respect to discourse competence development also at university level.

This gives a somewhat gloomy picture of classroom practices. Teaching English as a Foreign Language may still be viewed as the development of communicative competence with regard to grammar competence and sociolinguistic competence mainly. In contrast, discourse competence appears to be stranded on pedagogical peripheries or optimistically left to its self-adjustment, which could materialize on the condition that a sufficient amount of naturalistic instruction or exposure to large quantities of authentic input is provided. If, however, the predominant educational setting is a foreign language classroom, more emphasis should be placed on techniques helpful in natural discourse construction, especially at advanced levels.

The research did not investigate a number of other possible psycholinguistic and sociolinguistic factors such as the speaker's gender, age, personality trait, field dependence or learning styles. The relation of age to discourse competence development could not be analyzed, since all thirteen subjects were relatively uniform in this respect. The other factors were not subject to research for clarity reasons and should be explored in a separate study.

Although this research has shown a number of developmental patterns in discourse construction and identified possible factors determining it, there are areas which require further investigation. A major question confronting future researchers is whether the number of thirteen students that participated in this study is representative enough to make valid generalizations for a larger population. In addition, future research should explore the development of discourse domains other than those included in this investigation, such as use of back-channeling devices or references, as well as discourse marking. However, what could be more relevant and what this research sets solid grounds for is a qualitative analysis of the development of individual aspects of L2 discourse competence contrasted with their L1 counterparts. Future research could contrastively analyze what specific linguistic devices are

employed by individual discourse makers to realize deontic modality or other modality types in their mother tongue and the target language respectively. Such a qualitative procedure would help distinguish subtle differences and track the transfer of many individual linguistic and paralinguistic phenomena from L1 to L2. This procedure could also be applied to other discourse domains in separate studies.

Future research could also focus on identifying other factors that most likely determine the construction of discourse and the development of discourse competence. Possible factors include personalities, IDs, or learning styles of the speaker. It is also commendable to correlate discourse construction with the speakers' age, yet in such a case the procedures would be more than challenging. Selecting an appropriate age group of advanced learners for a longitudinal study could prove impossible, since most university learners are of relatively the same age.

## **APPENDIX**

A: Discourse devices as investigated in the survey study

B: Teaching materials evaluation sheet

Ca: Student diary used in the pilot study

Cb: Student diary used in the main study

D: Speaking activity for interview 5

E: Teaching materials evaluation results

F: Student 1 – discourse competence development results

G: Student 2 – discourse competence development results

H: Student 3 – discourse competence development results

I: Student 4 – discourse competence development results

J: Student 5 – discourse competence development results

K: Student 6 – discourse competence development results

L: Student 7 – discourse competence development results

M: Student 8 – discourse competence development results

N: Student 9 – discourse competence development results

O: Student 10 – discourse competence development results

P: Student 11 – discourse competence development results

Q: Student 12 – discourse competence development results

R: Student 13 – discourse competence development results

S: Individual students' Polish discourse

T: Teacher discourse

## Appendix A: Discourse devices as investigated in the survey study

<b>Discourse analysis and Grammar</b>
<b>Cohesion and textuality</b>
anaphoric reference
exophoric reference
cataphoric reference
nominal ellipsis
verbal ellipsis
clausal ellipsis
Substitution
Conjunctions
but
then
and
because
'cause
so
on the other hand
or
<b>Lexical cohesion</b>
Reiteration
Collocations
<b>Relexicalization</b>
<b>Modality</b> ( <i>suppose, inevitably, suggest, look as if</i> )
think
I don't know
maybe
definitely
seem
supposed
perhaps
probably
Got to
possible
Bound to
Modal + have
Will
may
Can
should
<b>Turn-taking</b>
Nomination
Self-selection
Back-channel responses
Overlaps
Utterance completion
<b>Transactions and topics</b>
transactional markers
associatively linked sub-topics + boundary markers
opening ones
closing ones
summarizing a stretch of talk

## Appendix B: Teaching materials evaluation sheet

### TEACHING MATERIALS EVALUATION

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>Discourse competence</b>																				
Oral competence included																				
Oral competence activated																				
Written competence																				
Written competence activated																				
<b>Strategic competence</b>																				
Included																				
activated																				
<b>Grammar competence</b>																				
Discourse-oriented grammar included																				
Discourse-oriented grammar activated																				
<b>Sociolinguistic competence</b>																				
Discourse-oriented competence included																				
Discourse-oriented competence activated																				
<b>Remarks</b>																				

## Appendix Ca: Student diary used in the pilot study

### STUDENT DIARY

<b>Week</b>	
<b>Out-of-class contact with English:</b>	
Original English films/programs:	
English interaction with NS of English (exclusive of EFL courses)	
English interaction with non-NS of English (exclusive of EFL courses)	
Informal correspondence	
Non-college EFL courses	
Including:	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	
Groupwork	
Lockstep	

<b>College courses:</b>	
<b>1. Listening</b>	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	
Groupwork	
Lockstep	
Your comments	

<b>2. Grammar</b>	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	
Groupwork	
Lockstep	
Your comments	
<b>3. Integrated skills</b>	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	
Groupwork	
Lockstep	
Your comments	
<b>4. Writing</b>	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	
Groupwork	
Lockstep	
Your comments	

<b>5. Phonetics</b>	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	
Groupwork	
Lockstep	
Your comments	
<b>6. History of Great Britain</b>	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	
Groupwork	
Lockstep	
Your comments	
<b>7. Introduction to Linguistics</b>	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	
Groupwork	
Lockstep	
Your comments	
<b>8. Descriptive grammar</b>	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	

Groupwork	
Lockstep	
Your comments	
<b>9. Introduction to literature</b>	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	
Groupwork	
Lockstep	
Your comments	
<b>10. British studies</b>	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	
Groupwork	
Lockstep	
Your comments	
<b>11. TEFL</b>	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	
Groupwork	
Lockstep	
Your comments:	



## Appendix Cb: Student diary used in the main study

### STUDENT DIARY

STUDENT \_\_\_\_\_

<b>Week</b>	
<b>Out-of-class contact with English:</b>	
Original English films/programs:	
English interaction with NS of English (exclusive of EFL courses)	
English interaction with non-NS of English (exclusive of EFL courses)	
Chatting on the net	
Writing informal emails	
Other informal correspondence	
Non-college EFL courses	
Including:	
Authentic listening	
Non-authentic listening	
Speaking:	
Pairwork	
Groupwork	
Lockstep	

<b>College courses:</b>	
<b>1. LISTENING</b>	
Authentic listening	
Non-authentic listening	
Speaking	Pairwork
	Groupwork
	Lockstep
Your comments	

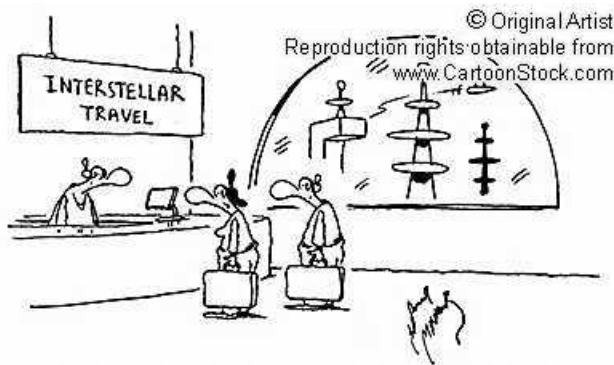
<b>2. GRAMMAR</b>	
Authentic listening	
Non-authentic listening	
Speaking	Pairwork
	Groupwork
	Lockstep
Your comments	
<b>3. INTEGRATED SKILLS</b>	
Authentic listening	
Non-authentic listening	
Speaking	Pairwork
	Groupwork
	Lockstep
Your comments	
<b>4. WRITING</b>	
Authentic listening	
Non-authentic listening	
Speaking	Pairwork
	Groupwork
	Lockstep
Your comments	

<b>5. PHONETICS</b>		
Authentic listening		
Non-authentic listening		
Speaking	Pairwork	
	Groupwork	
	Lockstep	
Your comments		
<b>6. HISTORY OF GREAT BRITAIN</b>		
Authentic listening		
Non-authentic listening		
Speaking	Pairwork	
	Groupwork	
	Lockstep	
Your comments		
<b>7. INTRODUCTION TO LINGUISTICS</b>		
Authentic listening		
Non-authentic listening		
Speaking	Pairwork	
	Groupwork	
	Lockstep	
Your comments		
<b>8. DESCRIPTIVE GRAMMAR</b>		
Authentic listening		
Non-authentic listening		
Speaking	Pairwork	
	Groupwork	

	Lockstep	
Your comments		
<b>9. INTRO TO THEORY OF LITERATURE</b>		
Authentic listening		
Non-authentic listening		
Speaking	Pairwork	
	Groupwork	
	Lockstep	
Your comments		
<b>10. BRITISH STUDIES</b>		
Authentic listening		
Non-authentic listening		
Speaking	Pairwork	
	Groupwork	
	Lockstep	
Your comments		
<b>11. TEFL</b>		
Authentic listening		
Non-authentic listening		
Speaking	Pairwork	
	Groupwork	
	Lockstep	
Your comments		

## Appendix D: Speaking activity for interview 5

### Men Are From Mars, Women Are From Venus



"I'm going to Venus. He's going to Mars."



"Just explain that 'Men are from Mars' thing one more time."

Do you agree with that statement? Discuss differences between men and women. In your discussion, feel free to express your opinion and comment on the following differences:

*Men get their sense of self from achievement; women get their sense of self from relationships*

*Women tend to be task-oriented, and being self-reliant is very important to them*

*Connections to other people are the most important thing to women*

*Men usually focus on a goal; women tend to enjoy the process - not that reaching a goal isn't important, but we like getting there too*

*Men are often more logical and analytical than women*

*Women tend to be more intuitive than men*

*Women talk too much*

*Men mess around*

*???*

## **CASE STUDY: Dartmouth College Fraternities and Sororities**

**The following reading presents a true case that raises the issue of whether single-sex or coeducational experiences may be best for students. Study the case.**

Dartmouth College, founded in 1769, belongs to the "Ivy League"—a highly selective group of private colleges and universities in the United States. In 1972 Dartmouth went from being an all-male college to a coeducational college. By the 1990s, Dartmouth enrolled roughly equal numbers of male and female students. However, some students and faculty there would say that despite this statistical equality, gender relations on campus are strained.

Blame for the problem has been placed on the colleges "Greek" system. This system, which exists at many colleges and universities, is a social system whereby a number of private, single-sex student residences called "fraternities" (for men) or "sororities" (for women) exist on or near campus. Nearly 50 percent of Dartmouth students in their third or fourth years at the college belong to one of the 25 Greek "houses" on campus. New students who want to join must be selected by current house members in order to belong.

For several years officials at the college called for vast reform of or an end to single-sex fraternities and sororities, in part because they maintain that the Greek system promotes a culture of discrimination, including sexism. Officials believe that a change in this residential and social system would help to foster "respectful relations between women and men."

An incident that occurred in the spring of 2001 renewed discussion about the role of the Greek system in perpetuating sexist behavior on campus. This incident involved the publication of a secret fraternity newsletter containing text and photos that were insulting to women. When the newsletter became public, the fraternity was "de-recognized" by the college, meaning that it will no longer function as a fraternity there; the college will take over the house and convert it to another use. After the newsletter incident, 101 Dartmouth professors signed a letter asking for an end to the Greek system. The professors' letter stated disappointment in the results of previous calls for reform: "It was our expectation that finally, after 25 years of coeducation, Dartmouth was ready to take action against institutionalized forms of discrimination and segregation that still dominated student social life, and which we deem so antithetical<sup>1</sup> to the fostering of a truly coeducational academic and residential culture." At a faculty meeting about the Greek system, one English professor remarked that he did not want people to see Dartmouth as a "failed experiment in coeducation." He went on to say that he personally knew two women who chose not to attend Dartmouth because of the prejudices fostered by the Greek system.

Members of fraternities and sororities say that they are not exclusionary since they often include members of different races and sexual orientation. They claim that their fellow residents in the single-sex houses provide friendship and support.

The majority of students at Dartmouth favor reforming the Greek system and approve of the punishments handed down by the college.

However, many are concerned about proposals to end the system because they depend on fraternities and sororities to meet their needs for a social life in the small New Hampshire town where the college is located. The houses offer independent social events planned by the students themselves. The alternative would be to have all social activities organized by the college, an idea that would not please most students.

*antithetical*: in opposition to

**Prepare for a role play. Read the situation and the roles**

### **The Situation**

Dartmouth students, alumni,<sup>1</sup> and faculty have strong opinions about the administration's proposal to end fraternities and sororities. Under pressure from the faculty, the trustees of the college have called a meeting to discuss the issue. At this meeting, they have asked to hear views of various students on campus.

*'alumni*: graduates

### **The Roles**

1. ***The trustees of Dartmouth College:*** You are considering eliminating fraternities and sororities on campus. You worry that the Greek system reinforces and even fosters sexist attitudes among students on campus. Professors have been pressuring you to eliminate the Greek system, claiming that it works against their desire to teach openness and nondiscrimination. Recent fraternity incidents involving discrimination have prompted heated debate on campus. You are interested in hearing students' opinions.
2. ***Students who have participated in the Greek system:*** You represent the nearly 50 percent of third- and fourth-year students as well as many alumni who have experienced belonging to the 25 fraternities and sororities at Dartmouth. You are deeply troubled by the fact that the administration is considering an end to a 160-year-old tradition. Many of your important relationships were formed in the fraternity or sorority that you joined. The single-sex environment helped build your self-esteem and leadership skills. The Greek system provided a social experience and volunteer opportunities, as well as a supportive academic environment that helped you thrive throughout the college years.
3. ***Students who have not participated in the Greek system:*** You represent the nearly 50 percent of third- and fourth-year students who do not participate in the Greek system. You feel that when the college became coeducational in 1972, it should have abandoned its support for the Greek system as well. You have been disturbed by the recent incident involving the sexist fraternity newsletter. You care deeply about the academic reputation of the college and worry that the Greek system discourages bright women from attending Dartmouth.

## Appendix E: Teaching materials evaluation results

COMPETENCE	SEMESTER						TOTAL
<b>Discourse competence</b>	1	2	3	4	5	6	
Oral competence included	1.56	1.98	4.03	4.32	2.12	1.72	<b>13.61</b>
Oral competence activated	0.87	1.78	3.76	4.23	2.02	1.65	<b>14.31</b>
Written competence	5.87	1.87	1.35	2.36	2.47	2.68	<b>16.6</b>
Written competence activated	5.65	1.45	1.32	2.13	2.13	2.45	<b>15.13</b>
<b>Grammar competence</b>							
Discourse-oriented grammar included	4.86	4.79	6.87	5.46	6.21	6.31	<b>34.5</b>
Discourse-oriented grammar activated	4.54	4.67	4.79	5.34	6.96	4.86	<b>31.16</b>
<b>Sociolinguistic competence</b>							
Competence included	0.78	0.89	1.89	2.59	1.59	2.15	<b>9.89</b>
Competence activated	0.33	0.54	1.54	2.16	1.16	1.84	<b>7.57</b>

### Teaching materials vs. communicative competence development

## Appendix F: Student 1 – discourse competence development

	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
<b>Discourse analysis and Grammar</b>	3462	4968	2982	2168	4627	3086	1188
<b>Cohesion and textuality</b>		0	0				
nominal ellipsis	0	0	0	0	0	0	0
verbal ellipsis	0	0	0	0	1	0,000216123	0
clausal ellipsis	0	0	0	0	0	0	0
Substitution	3	0,000866551	2	0,000402576	1	0,000335345	0
<b>Conjunctions</b>	0	0	0	0	0	0	0
but	10	0,002888504	5	0,001006441	8	0,002682763	8
then	6	0,001733102	3	0,000603865	4	0,001341382	4
and	12	0,003466205	7	0,001409018	2	0,000670691	4
because	3	0,000866551	14	0,002818035	5	0,001676727	2
'cause	0	0	1	0,000201288	1	0,000335345	1
so	6	0,001733102	7	0,001409018	1	0,000335345	3
on the other hand	0	0	0	0	0	0	0
that's why	0	0	0	0	0	0	0
however	0	0	0	0	0	0	0
as	0	0	0	0	1	0,000216123	0
since	1	0,00028885	0	0	0	0	0
still	0	0	0	0	0	0	0
tho	0	0	0	0	1	0,000461255	4
even though	0	0	0	0	0	0	1
while	0	0	0	0	0	0	1
thus	0	0	0	0	0	0	0
later	0	0	0	0	0	0	0
what's more	0	0	0	0	0	0	0
besides	0	0	0	0	0	0	0
after that	0	0	0	0	0	0	0
or	1	0,00028885	0	0	0	1	0,000216123
and so	0	0	0	0	0	0	1
but still	0	0	0	0	0	0	0
and then	1	0,000317058	1	0,000558347	0	2	0,000772798
but then	2	0,000634115	1	0,000558347	1	0,000282406	0
<b>Discourse analysis and Vocabulary</b>	0	0	0	0	0	0	0
Reiteration	2	0,000577701	3	0,000603865	0	0	0
Collocations	0	0	0	0	0	0	0
Relexicalization	1	0,00028885	0	0	0	2	0,000432246
Lexical readjustments	0	0	0	0	0	1	0,000324044
<b>Modality</b>	0	0	0	0	0	0	0
think	6	0,001733102	1	0,000201288	3	0,001006036	3
I guess	0	0	0	0	2	0,000670691	4
I don't know	0	0	3	0,000603865	9	0,003018109	1
maybe	2	0,000577701	1	0,000201288	1	0,000335345	0
definitely	0	0	1	0,000201288	0	0	1
seem	0	0	1	0,000201288	0	0	1
supposed	0	0	1	0,000201288	0	1	0,000461255
perhaps	0	0	0	0	0	0	0
probably	2	0,000577701	0	0	0	0	0
Got to	0	0	0	0	0	2	0,000432246
possible	0	0	0	0	0	0	0
Bound to	0	0	0	0	0	0	0
Modal + have	0	0	0	0	0	0	0
Will	0	0	1	0,000201288	3	0,001006036	0
may	1	0,00028885	0	0	1	0,000461255	0
Can	2	0,000577701	6	0,001207729	2	0,000670691	5
should	0	0	4	0,000805153	1	0,000335345	3
in my opinion	0	0	0	0	0	0	0
must	0	0	0	0	0	0	0
need	0	0	0	0	0	0	0
Of course	1	0,00028885	1	0,000201288	0	0	1
presume	0	0	0	0	0	0	0
I believe	3	0,000866551	2	0,000402576	1	0,000335345	1
personally	0	0	0	0	2	0,000670691	0
have to	1	0,00028885	0	0	2	0,000670691	2

agree	0		0	3	0,000603865	3	0,001006036			0		0		0	
completely			0		0		0			0		0		0	
really	8	0,002310803	2		0,000402576	4	0,001341382	1	0,000461255	3	0,000648368	10	0,003240441		0
generally			0		0		0	1	0,000461255		0		0		0
I'm sure			0		0		0		0		0		0		0
I suppose			0		0		0		0		0		0		0
fully			0		0		0		0		0		0		0
I must say			0		0		0		0		0		0		0
obvious	0		0	1	0,000201288	0		0		0		0		0	0
if fact			0		0		0		0		0		0		0
appear			0		0		0		0		0		0		0
my opinion is			0		0		0		0		0		0		0
likely			0		0		0		0		0		0		0
I would say	1	0,00028885	0		0	1	0,000335345		0	1	0,000216123		0		0
I'm afraid			0		0		0		0		0		0		0
the fact is			0		0		0		0		0		0		0
ought to			0		0		0		0		0		0		0
allowed			0		0		0		0		0		0		0
as for me	1	0,00028885	0		0	0		0		0		0		0	0
do/does	1	0,00028885	0		0	0		0		0		0		0	0
honestly	3	0,000866551	0		0	0		0		0		0		0	0
possibly			0		0		0		0		0		0		0
deeply			0		0		0		0		0		0		0
to be to			0		0		0		0		0		0		0
rather			0		0		0		0		0		0		0
that's my opinion			0		0		0		0		0		0		0
admit			0		0		0		0		0		0		0
actually			0		0		0		0		0		0		0
in a way			0		0		0		0		0		0		0
I would risk			0		0		0		0		0		0		0
somehow			0		0		0		0		0		0		0
basically			0		0		0		0	3	0,000648368		0		0
against/for			0		0		0		0	1	0,000216123		0		0
certainly			0		0		0		0		0		0		0
kind of			0		0		0	0	0	1	0,000216123		0		0
I know			0		0		0		0		0		0		0
simply			0		0		0		0		0		0		0
quite			0		0		0		0		0		0		0
pretty			0		0		0		0		0		0		0
as far as I know			0		0		0		0		0		0		0
so			0		0		0		0		0		0		0
extremely			0		0		0		0		0		0		0
for sure			0		0		0		0		0		0		0
such			0		0		0		0		0		0		0
that			0		0		0		0		0		0		0
I'm in favor of			0		0		0		0		0		0		0
I understand			0		0		0		0		0		0		0
I stand			0		0		0		0		0		0		0
totally			0		0		0		0		0		0		0
could			0		0		0		0		0		0		0
a bit			0		0		0		0		0		0		0
I mean			0		0		0	9	0,004151292	3	0,000648368	2	0,000648088	1	0,000841751
able to			0		0		0	1	0,000461255		0		0		0
at all			0		0		0		0		0		0		0
let's say			0		0		0		0		0		0		0
consider			0		0		0		0		0		0		0
indeed			0		0		0		0		0		0		0
entirely			0		0		0		0		0		0		0
I feel			0		0		0		0		0		0		0
supposedly			0		0		0		0		0		0		0
no way			0		0		0		0		0		0		0
sadly			0		0		0		0		0		0		0
I'm certain			0		0		0		0		0		0		0
in actuality			0		0		0		0		0		0		0
I heard			0		0		0		0		0		0		0
unfortunately			0		0		0		0		0		0		0
would			0		0		0		0	1	0,000216123		0	1	0,000841751



## Appendix G: Student 2 – discourse competence development

	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
<b>Discourse analysis and Grammar</b>	3056	2476	2944	5226	3634	2749	3674
<b>Cohesion and textuality</b>		0	0				
nominal ellipsis	0	0	0	0	0	0	0
verbal ellipsis	0 0 1	0,000403877	0 0 1	0,000191351	0 1	0,000363769	2 0,000544366
clausal ellipsis	0	0	0	0	0	0	0
Substitution	1 0,000327225	3 0,001211632	3 0,001019022	5 0,000956755	3 0,000825537	1 0,000363769	1 0,000272183
<b>Conjunctions</b>	0	0	0	0	0	0	0
but	8 0,002617801	3 0,001211632	7 0,002377717	7 0,001339457	4 0,001100715	6 0,002182612	6 0,001633097
then	5 0,001636126	0 0 3	0,001019022	0 1	0,000275179	0 1	0,000272183
and	7 0,002290576	1 0,000403877	5 0,00169837	17 0,003252966	2 0,000550358	5 0,001818843	3 0,000816549
because	1 0,000327225	1 0,000403877	5 0,00169837	5 0,000956755	3 0,000825537	2 0,000727537	7 0,00190528
'cause	0	0	0	0	0	0	0
so	3 0,000981675	2 0,000807754	2 0,000679348	3 0,000574053	3 0,000825537	2 0,000727537	4 0,001088732
on the other hand	0	0	0	0	0	0	0
that's why	0	0	0	0 1	0,000275179	0 1	0,000272183
however	0	0	0	0	0	0	0
as	0 0 0	0 1	0,000339674	0	0	0	0
since	0	0	0 0	0 1	0,000275179	0	0
still	0	0	0	0	0	0	0
tho	0	0	0	0	0	0	0
even though	0	0	0	0	0	0	0
while	0	0	0	0	0	0	0
thus	0	0	0	0	0 1	0,000363769	0
later	0	0	0	0	0	0	0
what's more	0	0	0	0	0	0	0
besides	0	0	0	0	0	0	0
after that	0	0	0	0	0	0	0
or	0 0 1	0,000403877	0 0	0 1	0,000275179	0	0
and so	0	0	0	0	0	0 0	0
but still	0	0	0	0	0	0 0	0
and then	1 0,000317058	0 3	0,000847218	0	0	0 0	0
but then	2 0,000634115	0	0	0 1	0,000272926	0 0	0
<b>Discourse analysis and Vocabulary</b>	0	0	0	0	0	0	0
Reiteration	3 0,000981675	7 0,002827141	0 0 2	0,000382702	1 0,000275179	0 2	0,000544366
Collocations	0	0	0	0	0	0	0
Relexicalization	5 0,001636126	0 0 3	0,001019022	1 0,000191351	2 0,000550358	0 2	0,000544366
Lexical readjustments	0	0	0	0	0	0	0
<b>Modality</b>	0	0	0	0	0	0	0
think	3 0,000981675	0 0 6	0,002038043	4 0,000765404	6 0,001651073	0 5	0,001360915
I guess	0	0	0	0	0	0	0
I don't know	2 0,00065445	0 0 2	0,000679348	2 0,000382702	1 0,000275179	2 0,000727537	3 0,000816549
maybe	1 0,000327225	0 0 4	0,001358696	2 0,000382702	3 0,000825537	2 0,000727537	1 0,000272183
definitely	0	0	0	0	0	0	0
seem	0	0	0	0	0	0	0
supposed	0	0	0	0 1	0,000275179	0	0
perhaps	0	0	0	0	0	0	0
probably	1 0,000327225	0 0 0	0 2	0,000382702	0	0	0
Got to	0	0	0	0	0	0	0
possible	0	0	0	0	0 1	0,000363769	0
Bound to	0	0	0	0	0	0	0
Modal + have	0	0	0	0 1	0,000275179	0	0
Will	2 0,00065445	2 0,000807754	3 0,001019022	1 0,000191351	1 0,000275179	0 1	0,000272183
may	0	0	0	0	0	0 1	0,000272183
Can	2 0,00065445	3 0,001211632	4 0,001358696	3 0,000574053	2 0,000550358	1 0,000363769	0
should	0 0 0	0 2	0,000679348	7 0,001339457	3 0,000825537	0 4	0,001088732
in my opinion	0	0	0	0	0	0	0
must	0 0 0	0 1	0,000339674	0	0	0	0
need	0	0	0	0	0	0	0
Of course	0	0	0	0	0	0 1	0,000272183
presume	0	0	0	0	0	0	0
I believe	1 0,000327225	0 0 0	0	0	0	0	0
personally	0	0	0	0	0	0	0
have to	1 0,000327225	2 0,000807754	2 0,000679348	0	0	0	0

agree	0	0	0	0	1	0,000339674		0	0	0	0
completely		0		0		0		0		0	0
really	1	0,000327225	3	0,001211632	1	0,000339674	1	0,000191351		0	1 0,000363769
generally		0		0		0		0		0	0
I'm sure		0		0		0		0	1	0,000275179	
I suppose		0		0		0		0		0	0
fully		0		0		0		0		0	0
I must say		0		0		0		0		0	0
obvious		0		0		0		0		0	0
if fact	1	0,000327225	1	0,000403877	4	0,001358696	3	0,000574053		0	
appear		0		0		0		0		0	0
my opinion is		0		0		0		0		0	0
likely		0		0		0		0		0	0
I would say		0		0		0		0		0	0
I'm afraid		0		0		0	0	0	1	0,000275179	1 0,000363769
the fact is		0		0		0		0		0	0
ought to		0		0		0		0		0	0
allowed		0		0		0		0		0	0
as for me	1	0,000327225	0	0	0	0		0		0	0
do/does		0		0		0		0		0	0
honestly		0		0		0		0		0	0
possibly	0	0	0	0	1	0,000339674		0		0	0
deeply		0		0		0		0		0	0
to be to		0		0		0		0		0	0
rather		0		0		0		0		0	0
that's my opinion		0		0		0		0		0	0
admit		0		0		0		0		0	0
actually		0		0		0		0		0	0
in a way		0		0		0		0		0	0
I would risk		0		0		0		0		0	0
somehow		0		0		0	1	0,000191351		0	0
basically		0		0		0		0		0	0
against/for		0		0		0		0		0	0
certainly		0		0		0		0		0	0
kind of		0		0		0		0		0	0
I know		0		0		0	1	0,000191351	1	0,000275179	
simply		0		0		0		0		0	0
quite		0		0		0		0	1	0,000275179	1 0,000363769
pretty		0		0		0		0		0	0
as far as I know		0		0		0		0		0	0
so		0		0		0	2	0,000382702		0	1 0,000363769
extremely		0		0		0		0		0	0
for sure		0		0		0		0		0	0
such		0		0		0		0		0	0
that		0		0		0		0	1	0,000363769	
I'm in favor of		0		0		0		0		0	0
I understand		0		0		0		0		0	0
I stand		0		0		0		0		0	0
totally		0		0		0		0		0	0
could		0		0		0	1	0,000191351		0	1 0,000363769
a bit		0		0		0		0		0	1 0,000272183
I mean		0		0		0	5	0,000956755	7	0,001926252	
able to		0		0		0		0	1	0,000363769	
at all		0		0		0		0	1	0,000363769	
let's say		0		0		0	1	0,000191351	1	0,000275179	1 0,000363769
consider		0		0		0		0	1	0,000363769	2 0,000544366
indeed		0		0		0	1	0,000191351		0	0
entirely		0		0		0		0		0	0
I feel		0		0		0		0		0	0
supposedly		0		0		0		0		0	0
no way		0		0		0		0	1	0,000363769	
sadly		0		0		0		0	1	0,000363769	
I'm certain		0		0		0		0		0	0
in actuality		0		0		0		0		0	0
I heard		0		0		0		0		0	0
unfortunately		0		0		0		0		0	0
would		0		0		0	1	0,000191351	1	0,000275179	

## Appendix H: Student 3 – discourse competence development

		recording 1		recording 2		recording 3		recording 4		recording 5		recording 6		recording 7
Discourse analysis and Grammar		3665		1791		3541		2360		2898		3455		3638
Cohesion and textuality				0		0								
nominal ellipsis		0		0		0		0		0		0		0
verbal ellipsis	0	0	0	0	1	0,000282406	1	0,000423729	1	0,000345066		0		0
clausal ellipsis		0		0		0		0		0		0		0
Substitution	4	0,001091405	0	0	0	0	1	0,000423729	4	0,001380262		0		0
Conjunctions		0		0		0		0		0		0		0
but	12	0,003274216	5	0,002791736	7	0,001976843	9	0,003813559	2	0,000690131	9	0,00260492	10	0,002748763
then	3	0,000818554	0	0	1	0,000282406		0	4	0,001380262	2	0,000578871	4	0,001099505
and	16	0,004365621	6	0,003350084	17	0,004800904	6	0,002542373	10	0,003450656	4	0,001157742	11	0,003023639
because	8	0,00218281	5	0,002791736	4	0,001129624	3	0,001271186	4	0,001380262	11	0,003183792	8	0,00219901
'cause		0		0		0		0		0	1	0,000289436		0
so	8	0,00218281	0	0	5	0,00141203	7	0,002966102	6	0,002070393	7	0,002026049	13	0,003573392
on the other hand		0		0		0		0		0		0		0
that'a why		0		0		0	2	0,000847458	1	0,000345066	1	0,000289436		0
however		0		0		0		0		0		0		0
as		0		0		0		0		0		0		0
since		0		0		0		0		0		0		0
still		0		0		0		0		0	0	0		0
tho		0		0		0		0		0		0		0
even though		0		0		0		0		0		0		0
while		0		0		0		0		0		0		0
thus		0		0		0		0		0		0		0
later		0		0		0		0		0		0		0
what's more		0		0		0		0		0		0	2	0,000549753
besides		0		0		0		0		0		0		0
after that		0		0		0		0		0		0		0
or		0		0		0	1	0,000423729	2	0,000690131	1	0,000289436	1	0,000274876
and so		0		0		0	1	0,000386399		0		0		0
but still		0		0		0		0		0	1	0,000361141		0
and then	1	0,000317058	1	0,000558347		0		0	1	0,000272926	1	0,000361141	1	0,000364299
but then		0		0		0		0		0		0		0
Discourse analysis and Vocabulary		0		0		0		0		0		0		0
Reiteration		0		0		0	1	0,000423729		0	2	0,000578871		0
Collocations		0		0		0		0		0		0		0
Relexicalization	0	0	0	0	1	0,000282406		0	3	0,001035197		0	1	0,000274876
Lexical readjustments		0		0		0		0		0		0		0
Modality		0		0		0		0		0		0		0
think	3	0,000818554	9	0,005025126	3	0,000847218	3	0,001271186	2	0,000690131	11	0,003183792	4	0,001099505
I guess		0		0		0		0		0		0		0
I don't know	3	0,000818554	2	0,001116695	0	0		0		0	1	0,000289436	1	0,000274876
maybe	1	0,000272851	0	0	0	0	3	0,001271186	5	0,001725328	2	0,000578871		0
definitely	2	0,000545703	0	0	1	0,000282406		0		0	1	0,000289436		0
seem		0		0		0		0		0		0		0
supposed		0		0		0	1	0		0	1	0,000289436		0
perhaps		0		0		0		0		0		0		0
probably		0		0		0	1	0,000423729	2	0,000690131		0	2	0,000549753
Got to		0		0		0		0		0		0		0
possible		0		0		0	1	0,000423729		0	1	0,000289436		0
Bound to		0		0		0		0		0		0		0
Modal + have		0		0		0		0		0		0		0
Will	4	0,001091405	0	0	5	0,00141203	2	0,000847458	1	0,000345066		0	1	0,000274876
may	0	0	0	0	1	0,000282406	1	0,000423729	1	0,000345066		0		0
Can	9	0,002455662	0	0	2	0,000564812	3	0,001271186	4	0,001380262	5	0,001447178	4	0,001099505
should	7	0,001909959	1	0,000558347	1	0,000282406	4	0,001694915	2	0,000690131	5	0,001447178	4	0,001099505
in my opinion		0		0		0		0		0		0		0
must	1	0,000272851	0	0	0	0	2	0,000847458		0		0		0
need	0	0	0	0	1	0,000282406		0		0		0		0
Of course		0		0		0		0	1	0,000345066		0		0
presume		0		0		0		0		0		0		0
I believe		0		0		0		0		0		0		0
personally		0		0		0		0		0		0		0
have to	1	0,000272851	0	0	1	0,000282406	1	0,000423729	0	0	1	0,000289436	1	0,000274876

agree		0		0		0		0		0		0		0
completely		0		0		0		0		0		0		0
really		0		0		0		0	2	0,000690131	10	0,002894356	4	0,001099505
generally		0		0		0		0		0		0		0
I'm sure		0		0		0		0		0		0		0
I suppose		0		0		0		0	1	0,000345066		0		0
fully		0		0		0		0		0		0		0
I must say		0		0		0		0		0		0		0
obvious		0		0		0		0		0		0		0
if fact		0		0		0		0		0		0		0
appear	1	0,000272851	0		0	0		0		0		0		0
my opinion is	1	0,000272851	0		0	0		0		0		0		0
likely	0	0	1	0,000558347	0			0		0		0		0
I would say		0		0		0		0		0		0	1	0,000274876
I'm afraid		0		0		0		0		0		0		0
the fact is		0		0		0		0		0		0		0
ought to		0		0		0		0		0		0		0
allowed		0		0		0		0		0	1	0,000289436		0
as for me		0		0		0		0		0		0		0
do/does		0		0		0		0		0		0		0
honestly		0		0		0		0		0		0	1	0,000274876
possibly		0		0		0		0		0		0		0
deeply		0		0		0		0		0		0		0
to be to		0		0		0		0		0		0		0
rather		0		0		0		0		0		0		0
that's my opinion		0		0		0		0		0		0		0
admit		0		0		0		0		0		0		0
actually		0		0		0		0		0		0		0
in a way		0		0		0		0		0		0		0
I would risk		0		0		0		0		0		0	1	0,000274876
somehow		0		0		0		0		0		0		0
basically		0		0		0		0		0		0		0
against/for		0		0		0		0		0		0	1	0,000274876
certainly		0		0		0	1	0,000423729		0		0		0
kind of		0		0		0		0		0		0		0
I know		0		0		0		0		0		0		0
simply		0		0		0		0		0		0		0
quite		0		0		0		0		0		0		0
pretty		0		0		0		0		0		0		0
as far as I know		0		0		0		0		0		0		0
so		0		0		0		0	2	0,000690131		0		0
extremely		0		0		0		0		0		0		0
for sure		0		0		0		0		0		0		0
such		0		0		0		0		0		0		0
that		0		0		0		0		0	1	0,000289436		0
I'm in favor of		0		0		0		0		0		0		0
I understand		0		0		0		0		0		0		0
I stand		0		0		0		0		0		0		0
totally		0		0		0		0		0	1	0,000289436		0
could		0		0		0		0		0		0		0
a bit		0		0		0		0		0		0		0
I mean		0		0		0		0	1	0,000345066		0		0
able to		0		0		0		0		0		0		0
at all		0		0		0		0		0		0	1	0,000274876
let's say		0		0		0		0		0		0		0
consider		0		0		0		0		0		0		0
indeed		0		0		0		0		0		0		0
entirely		0		0		0		0		0		0		0
I feel		0		0		0		0		0		0		0
supposedly		0		0		0		0		0		0		0
no way		0		0		0		0		0		0		0
sadly		0		0		0		0		0		0		0
I'm certain		0		0		0		0		0		0		0
in actuality		0		0		0		0		0		0		0
I heard		0		0		0		0		0		0		0
unfortunately		0		0		0		0		0		0		0
would		0		0		0	2	0,000847458		0	2	0,000578871	1	0,000274876

## Appendix I: Student 4 – discourse competence development

	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
<b>Discourse analysis and Grammar</b>	2474	2050	2172	783	2033	1268	2403
<b>Cohesion and textuality</b>		0	0				
nominal ellipsis	0	0	0	0	0	0	0
verbal ellipsis	0	0	0	0	0	0	1 0,000416146
clausal ellipsis	0	0	0	0	0	0	0
Substitution	1 0,000404204	0	1 0,000460405	0 2	0,000983768	1 0,000788644	1 0,000416146
<b>Conjunctions</b>	0	0	0	0	0	0	0
but	9 0,003637833	7 0,003414634	6 0,002762431	6 0,007662835	10 0,004918839	2 0,001577287	8 0,003329172
then	2 0,000808407	0 0	0 0	0 1	0,000491884	1 0,000788644	1 0,000416146
and	0 0	3 0,001463415	2 0,00092081	0 4	0,001967536	2 0,001577287	8 0,003329172
because	1 0,000404204	8 0,003902439	3 0,001381215	0 2	0,000983768	4 0,003154574	2 0,000832293
'cause	0 0	1 0,000487805	0 0	0 0	0 0	0 0	0 0
so	7 0,002829426	3 0,001463415	4 0,001841621	1 0,001277139	3 0,001475652	2 0,001577287	3 0,001248439
on the other hand	0	0	0	0	0	0	0
that's why	0	0	0	1 0,001277139	1 0,000491884	0	0
however	0	0	0	0	0	0	0
as	1 0,000404204	0 0	0 0	0 0	0 0	0 0	0 0
since	0	0	0	0	0	0	0
still	0	0	0	0	0	0	0
tho	0	0	0	0	0	0	0
even though	0	0	0	0	0	0	0
while	0	0	0	0	0	0	0
thus	0	0	0	0	0	0	0
later	0	0	0	0	0	0	1 0,000416146
what's more	0	0	0	0	0	0	0
besides	0	0	0	0	0	0	0
after that	0	0	0	0	0	0	0
or	0	0	0	0	0	0	0
and so	0	0	0	0	0	0	0
but still	0	0	0	0	0	0	0
and then	0	0	0	0	0	1 0,000361141	1 0,000364299
but then	1 0,000317058	0	0	0	1 0,000272926	0	0
<b>Discourse analysis and Vocabulary</b>	0	0	0	0	0	0	0
Reiteration	1 0,000404204	1 0,000487805	1 0,000460405	0	0	1 0,000788644	0
Collocations	0	0	0	0	0	0	0
Relexicalization	0 0	1 0,000487805	0 0	0 1	0,000491884	0	0
Lexical readjustments	0	0	0	0	0	0	0
<b>Modality</b>	0	0	0	0	0	0	0
think	4 0,001616815	0 0	0 0	0 0	0 0	0 1	0,000416146
I guess	0	0	0	0	0	0	0
I don't know	1 0,000404204	1 0,000487805	0 0	0 0	0 0	0 0	0
maybe	0	0	0	0	0	1 0,000788644	2 0,000832293
definitely	0	0	0	0	0	0	0
seem	0	0	0	0	0	0	0
supposed	0	0	0	0	0	1 0,000788644	1 0,000416146
perhaps	0	0	0	0	0	0	0
probably	0	0	0	0	0	0	0
Got to	0	0	0	0	0	0	0
possible	0	0	0	0	0	0	0
Bound to	0	0	0	0	0	0	0
Modal + have	0	0	0	0	0	0	0
Will	3 0,001212611	0 1	0,000460405	0 1	0,000491884	0 5	0,002080732
may	2 0,000808407	4 0,00195122	0 1	0,001277139	0	0 1	0,000416146
Can	1 0,000404204	3 0,001463415	6 0,002762431	0	0	0 7	0,002913025
should	4 0,001616815	0 0	5 0,002302026	1 0,001277139	0 1	0,000788644	1 0,000416146
in my opinion	0	0	0	0	0	0	0
must	0 0	1 0,000487805	0 0	0 0	0 0	0 0	0
need	0	0	0	0	0	0	0
Of course	1 0,000404204	0 0	0 0	0 1	0,000491884	0	0
presume	0	0	0	0	0	0	0
I believe	6 0,002425222	2 0,00097561	0 0	0 0	0 0	0 1	0,000416146
personally	0	0	0	0	0	0	0
have to	1 0,000404204	1 0,000487805	1 0,000460405	1 0,001277139	1 0,000491884	0 1	0,000416146

agree	1	0,000404204	0	0	0	0	0	1	0,000491884		0	0		
completely		0		0		0		0	0		0	0		
really	1	0,000404204	0	0	0	0	0		0		0	0		
generally		0		0		0		0	0		0	0		
I'm sure		0		0		0		0	0		0	0		
I suppose		0		0		0		0	0		0	0		
fully		0		0		0		0	0		0	0		
I must say		0		0		0		0	0		0	0		
obvious		0		0		0		0	0		0	0		
if fact		0		0		0		0	0		0	0		
appear		0		0		0		0	0		0	0		
my opinion is		0		0		0		0	0		0	0		
likely		0		0		0		0	0		0	0		
I would say		0		0		0		0	0		0	0		
I'm afraid	1	0,000404204	0	0	0	0	0		0		0	0		
the fact is		0		0		0		0	0		0	0		
ought to	1	0,000404204	0	0	0	0	0		0		0	0		
allowed	1	0,000404204	0	0	1	0,000460405	0		0		0	0		
as for me		0		0		0	0		0		0	0		
do/does		0		0		0	0		0		0	0		
honestly		0		0		0	0		0		0	0		
possibly		0		0		0	0		0		0	0		
deeply		0		0		0	0		0		0	0		
to be to		0		0		0	0		0		0	0		
rather		0		0		0	0		0		0	0		
that's my opinion		0		0		0	0		0		0	0		
admit		0		0		0	0		0		0	0		
actually		0		0		0	1	0,001277139	0	3	0,002365931	0		
in a way		0		0		0		0	0		0	0		
I would risk		0		0		0		0	0		0	0		
somehow		0		0		0	1	0,001277139		0	0	0		
basically		0		0		0		0	0		0	0		
against/for		0		0		0		0	0		0	1	0,000416146	
certainly		0		0		0		0	1	0,000491884	0	0		
kind of		0		0		0		0	1	0,000491884		0	0	
I know		0		0		0		0		0	0	0	0	
simply		0		0		0		0		0	0	0	0	
quite		0		0		0		0		0	0	0	0	
pretty		0		0		0		0		0	0	0	0	
as far as I know		0		0		0		0		0	0	0	0	
so		0		0		0		0	1	0,000491884		0	0	
extremely		0		0		0		0		0	0	0	0	
for sure		0		0		0		0		0	0	0	0	
such		0		0		0		0		0	0	1	0,000416146	
that		0		0		0		0		0	0	0	0	
I'm in favor of		0		0		0		0		0	0	0	0	
I understand		0		0		0		0		0	0	0	0	
I stand		0		0		0		0		0	0	0	0	
totally		0		0		0		0		0	0	0	0	
could		0		0		0		0	1	0,000491884		0	0	
a bit		0		0		0		0		0	0	0	0	
I mean		0		0		0		0		0	0	0	0	
able to		0		0		0		0		0	0	1	0,000416146	
at all		0		0		0		0		0	0	0	0	
let's say		0		0		0		0		0	0	0	0	
consider		0		0		0		0		0	0	0	0	
indeed		0		0		0		0		0	0	0	0	
entirely		0		0		0		0		0	0	0	0	
I feel		0		0		0		0		0	0	0	0	
supposedly		0		0		0		0		0	0	0	0	
no way		0		0		0		0		0	0	0	0	
sadly		0		0		0		0		0	0	0	0	
I'm certain		0		0		0		0		0	0	0	0	
in actuality		0		0		0		0		0	0	0	0	
I heard		0		0		0		0		0	0	0	0	
unfortunately		0		0		0		0		0	0	0	0	
would		0		0		0		0	3	0,001475652	1	0,000788644	1	0,000416146

## Appendix J: Student 5 – discourse competence development

	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
<b>Discourse analysis and Grammar</b>	3224	2520	2622	2518	2889	2248	2121
<b>Cohesion and textuality</b>		0	0				
nominal ellipsis	0	0	0	0	0	0	0
verbal ellipsis	1 0,000310174	0 0	0 0	1 0,000397141	0	0	0
clausal ellipsis	0	0	0	0	0	0	0
Substitution	0 0	0 0	3 0,001144165	0 2	0,000692281	1 0,00044484	0
<b>Conjunctions</b>	0	0	0	0	0	0	0
but	11 0,003411911	2 0,000793651	7 0,002669718	7 0,002779984	5 0,001730703	5 0,002224199	4 0,001885903
then	1 0,000310174	2 0,000793651	0	2 0,000794281	1 0,000346141	1 0,00044484	2 0,000942951
and	3 0,000930521	2 0,000793651	2 0,000762777	5 0,001985703	5 0,001730703	5 0,002224199	2 0,000942951
because	7 0,002171216	4 0,001587302	4 0,001525553	0 5	0,001730703	1 0,00044484	2 0,000942951
'cause	0	0	0	0	0	0	0
so	7 0,002171216	3 0,001190476	5 0,001906941	2 0,000794281	3 0,001038422	2 0,00088968	3 0,001414427
on the other hand	0	0	0	0	0	0	0
that's why	0	0	0	0	0	0	1 0,000471476
however	0	0	0	0	0	0	0
as	0	0	0	0	0	0	0
since	0	0	0	0	0	0	0
still	0	0	0	0	0	0	0
tho	0	0	0	0	0	0	1 0,000471476
even though	0	0	0	0	0	0	0
while	0	0	0	0	0	0	0
thus	0	0	0	0	0	0	0
later	0	0	0	0	0	0	0
what's more	0	0	0	0	0	0	0
besides	0	0	0	0	0	0	0
after that	0	0	0	0	0	0	0
or	0 0	1 0,000396825	0	0 2	0,000692281	0	0
and so	0	0	0	0	0	0	0
but still	0	0	0	0	0	1 0,000361141	1 0,000364299
and then	0	0	0 3	0,001159196	0 1	0,000361141	0
but then	0	0	0	0	0	0	0
<b>Discourse analysis and Vocabulary</b>	0	0	0	0	0	0	0
Reiteration	0 0	1 0,000396825	1 0,000381388	1 0,000397141	0	0	0
Collocations	0	0	0	0	0	0	0
Relexicalization	0 0	1 0,000396825	0 2	0,000794281	2 0,000692281	1 0,00044484	0
Lexical readjustments	0	0	0	0	0	0	0
<b>Modality</b>	0	0	0	0	0	0	0
think	1 0,000310174	2 0,000793651	0 6	0,002382844	7 0,002422984	0 1	0,000471476
I guess	0	0	0	0	0	0	0
I don't know	5 0,001550868	0 4	0,001525553	4 0,001588562	2 0,000692281	0 2	0,000942951
maybe	3 0,000930521	4 0,001587302	0 1	0,000397141	0	0 1	0,000471476
definitely	0	0	0	0	0	0	0
seem	0	0	0	0	0	0	0
supposed	0	0	0	1 0,000397141	0	0	0
perhaps	0 0	0 1	0,000381388	0 1	0,000346141	0	0
probably	2 0,000620347	0 0	0	0	0	0 1	0,000471476
Got to	0	0	0	0	0	0	0
possible	0	0	0	0	0	0 2	0,000942951
Bound to	0	0	0	0	0	0	0
Modal + have	0	0	0	0	0	0	0
Will	1 0,000310174	1 0,000396825	7 0,002669718	1 0,000397141	1 0,000346141	2 0,00088968	2 0,000942951
may	1 0,000310174	3 0,001190476	0 1	0,000397141	0	0	0
Can	4 0,001240695	3 0,001190476	4 0,001525553	3 0,001191422	1 0,000346141	1 0,00044484	4 0,001885903
should	1 0,000310174	1 0,000396825	2 0,000762777	0	0	0 1	0,000471476
in my opinion	1 0,000310174	0 0	0	0	0	0	0
must	0	0	0	0	0	0	0
need	0	0	0	0	0	0	0
Of course	0	0	0	0	0	0	0
presume	0	0	0	0	0	0	0
I believe	0	0	0	0	0	0	0
personally	0	0	0	0	0	0	0
have to	0 0	0 1	0,000381388	0	0	0	0

agree	2	0,000620347	0	0	0	0	0	0	0	0	0,000471476
completely		0		0		0		0		0	0
really	0	0	1	0,000396825	0	0	0	1	0,000346141	1	0,00044484
generally		0		0		0		0	1	0,000346141	0
I'm sure		0		0		0		0		0	0
I suppose		0		0		0		0		0	0
fully		0		0		0		0		0	0
I must say		0		0		0		0		0	0
obvious		0		0		0		0		0	0
if fact		0		0		0		0		0	1
appear		0		0		0		0		0	0
my opinion is		0		0		0		0		0	0
likely		0		0		0		0		0	0
I would say		0		0		0		0		0	0
I'm afraid	1	0,000310174	0	0	0	0	0	0	0	0	0
the fact is	0	0	0	0	1	0,000381388	0	0	0	0	1
ought to		0		0		0		0		0	0
allowed		0		0		0		0		0	0
as for me		0		0		0		0		0	0
do/does		0		0		0		0		0	1
honestly		0		0		0		0		0	0
possibly		0		0		0		0		0	0
deeply		0		0		0		0		0	0
to be to		0		0		0		0		0	0
rather		0		0		0		0		0	0
that's my opinion		0		0		0		0		0	0
admit		0		0		0		0		0	0
actually		0		0		0		0		0	0
in a way		0		0		0		0		0	0
I would risk		0		0		0		0		0	0
somehow		0		0		0		0		0	1
basically		0		0		0		0		0	0
against/for		0		0		0		0	1	0,00044484	0
certainly		0		0		0		0		0	0
kind of		0		0		0		0		0	0
I know		0		0		0		0		0	1
simply		0		0		0		0		0	0
quite		0		0		0	1	0,000397141		0	0
pretty		0		0		0		0		0	0
as far as I know		0		0		0		0		0	2
so		0		0		0		0	1	0,00044484	0
extremely		0		0		0		0		0	0
for sure		0		0		0		0		0	0
such		0		0		0		0	1	0,00044484	0
that		0		0		0		0		0	0
I'm in favor of		0		0		0		0		0	0
I understand		0		0		0		0		0	0
I stand		0		0		0		0		0	0
totally		0		0		0		0		0	0
could		0		0		0	1	0,000397141	1	0,000346141	1
a bit		0		0		0		0	1	0,00044484	0
I mean		0		0		0	2	0,000794281		0	1
able to		0		0		0		0		0	3
at all		0		0		0		0		0	0
let's say		0		0		0		0		0	0
consider		0		0		0		0		0	0
indeed		0		0		0		0		0	0
entirely		0		0		0		0		0	0
I feel		0		0		0		0		0	0
supposedly		0		0		0		0		0	0
no way		0		0		0		0		0	0
sadly		0		0		0		0		0	0
I'm certain		0		0		0		0		0	0
in actuality		0		0		0		0		0	0
I heard		0		0		0		0		0	0
unfortunately		0		0		0		0	1	0,000346141	0
would		0		0		0	1	0,000397141	1	0,000346141	1



## Appendix K: Student 6 – discourse competence development

	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
<b>Discourse analysis and Grammar</b>	3538	1708	2271	2588	3664	2769	2745
<b>Cohesion and textuality</b>		0	0				
nominal ellipsis	0	0	0	0	0	0	0
verbal ellipsis	0	0	0	0	0	0	0
clausal ellipsis	0	0	0	0	0	0	0
Substitution	0 1	0,000558347	0 2	0,000772798	2 0,000545852	2 0,000722282	0
<b>Conjunctions</b>	0	0	0	0	0	0	0
but	15 0,004755866	3 0,001675042	10 0,002824061	14 0,005409583	13 0,003548035	6 0,002166847	4 0,001457195
then	0	0 1	0,000558347	0	0	0	0
and	11 0,003487635	2 0,001116695	2 0,000564812	8 0,00309119	12 0,003275109	7 0,002527988	4 0,001457195
because	8 0,002536462	0	0 8	0,002259249	6 0,002318393	3 0,000818777	14 0,005055977
'cause	0	0	0	0	0	0	0
so	10 0,003170577	3 0,001675042	6 0,001694437	3 0,001159196	5 0,001364629	0 2	0,000728597
on the other hand	0	0	0	0	0	0	0
that'a why	0	0	0	0	0	0	0
however	0	0	0	0	0	0	0
as	0	0	0	0	0	0	0
since	0	0	0	0	0	0	0
still	0	0	0 1	0,000386399	0	0	0
tho	0	0	0	0	0	0	0
even though	0	0	0	0	0	0	0
while	0	0	0	0	0	0	0
thus	0	0	0	0	0	0	0
later	0	0	0	0	0	0	0
what's more	0	0	0	0	0	0	0
besides	0	0	0	0	0	0	0
after that	0	0	0	0	0	0	0
or	0	0	0 2	0,000772798	0 1	0,000361141	0
and so	0	0	0	0	0	0	0
but still	0	0	0 1	0,000386399	0	0 1	0,000364299
and then	0	0	0	0	0	0	0
but then	0	0	0	0	0	0	0
<b>Discourse analysis and Vocabulary</b>	0	0	0	0	0	0	0
Reiteration	0 0 1	0,000558347	1 0,000282406	0	3 0,000818777	0	0
Collocations	0	0	0	0	0	0	0
Relexicalization	0 0 1	0,000558347	1 0,000282406	2 0,000772798	1 0,000272926	0 1	0,000364299
Lexical readjustments	0	0	0	0	0	0	0
<b>Modality</b>	0	0	0	0	0	0	0
think	6 0,001902346	0	0 6	0,001694437	4 0,001545595	11 0,003002183	13 0,004694836
I guess	0	0	0	0	0	0	0
I don't know	4 0,001268231	0	0 1	0,000282406	1 0,000386399	1 0,000272926	0
maybe	5 0,001585289	1 0,000558347	6 0,001694437	5 0,001931994	2 0,000545852	4 0,001444565	5 0,001821494
definitely	0	0	0	0	0	0	0
seem	0	0	0	0	0	0 1	0,000364299
supposed	0	0	0	0	0	0	0
perhaps	0	0	0	0	0	0	0
probably	0	0	0	0	1 0,000272926	0	0
Got to	0	0	0	0	0	0	0
possible	0	0	0	0	0	0 1	0,000364299
Bound to	0	0	0	0	0	0	0
Modal + have	0	0	0	0 2	0,000545852	0	0
Will	12 0,003804692	0	0 5	0,00141203	1 0,000386399	0	0
may	0	0	0 1	0,000386399	3 0,000818777	0	3 0,001092896
Can	7 0,002219404	2 0,001116695	2 0,000564812	4 0,001545595	3 0,000818777	0	4 0,001457195
should	4 0,001268231	1 0,000558347	3 0,000847218	7 0,002704791	4 0,001091703	5 0,001805706	6 0,002185792
in my opinion	0	0	0 1	0,000386399	0	0	0
must	0	0 0	0 5	0,00141203	0	0	0
need	1 0,000317058	0	0 0	0	0	0	0
Of course	0	0 2	0,001116695	0	0 2	0,000545852	1 0,000361141
presume	0	0	0	0	0	0	1 0,000364299
I believe	1 0,000317058	0	0 0	0 1	0,000386399	0	0
personally	0	0	0	0	0	0	0
have to	1 0,000317058	0	0 0	0	0	0	0

agree	2	0,000634115	0	0	2	0,000564812	0	1	0,000272926	0	0		
completely	1	0,000317058	0	0	0	0	0	0	0	0	0		
really	5	0,001585289	1	0,000558347	0	0	2	0,000772798	1	0,000272926	3	0,001083424	0
generally	0	0	1	0,000558347	0	0	0	0	0	1	0,000361141	0	
I'm sure		0	0	0	0	0	0	0	0	0	0	0	
I suppose		0	0	0	0	0	0	0	0	0	0	0	
fully		0	0	0	0	0	0	0	0	0	0	0	
I must say		0	0	0	0	0	0	0	0	0	1	0,000364299	
obvious		0	0	0	0	0	0	0	0	0	0	0	
if fact		0	0	0	0	0	0	0	0	0	0	0	
appear		0	0	0	0	0	0	0	0	0	0	0	
my opinion is		0	0	0	0	0	0	0	0	0	0	0	
likely		0	0	0	0	0	0	0	0	0	0	0	
I would say		0	0	0	0	0	0	0	0	1	0,000361141	0	
I'm afraid		0	0	0	0	0	0	0	0	0	0	0	
the fact is		0	0	0	0	0	0	0	0	0	0	0	
ought to		0	0	0	0	0	0	0	0	0	0	0	
allowed		0	0	0	0	0	0	0	0	0	1	0,000364299	
as for me		0	0	0	0	0	0	0	0	0	0	0	
do/does		0	0	0	0	1	0,000386399	0	0	0	0	0	
honestly		0	0	0	0	0	0	0	0	0	0	0	
possibly		0	0	0	0	0	0	0	0	0	0	0	
deeply		0	0	0	0	0	0	0	0	0	0	0	
to be to		0	0	0	0	0	0	0	0	0	0	0	
rather		0	0	0	0	0	0	0	0	1	0,000361141	0	
that's my opinion		0	0	0	0	0	0	0	0	0	0	0	
admit		0	0	0	0	0	0	0	0	0	0	0	
actually		0	0	0	0	1	0,000386399	0	0	0	0	0	
in a way		0	0	0	0	0	0	0	0	0	0	0	
I would risk		0	0	0	0	0	0	0	0	0	0	0	
somehow		0	0	0	0	0	1	0,000272926	0	0	0	0	
basically		0	0	0	0	0	0	0	0	0	0	0	
against/for		0	0	0	0	0	0	0	0	0	0	0	
certainly		0	0	0	0	0	0	0	0	0	0	0	
kind of		0	0	0	0	0	0	0	0	0	0	0	
I know		0	0	0	0	0	0	0	0	0	0	0	
simply		0	0	0	0	0	0	0	0	0	0	0	
quite		0	0	0	0	0	0	0	0	0	0	0	
pretty		0	0	0	0	0	0	0	0	0	0	0	
as far as I know		0	0	0	0	0	0	0	0	0	0	0	
so		0	0	0	0	0	0	0	0	1	0,000361141	0	
extremely		0	0	0	0	0	0	0	0	0	0	0	
for sure		0	0	0	0	0	0	0	0	0	0	0	
such		0	0	0	0	0	0	0	0	0	0	0	
that		0	0	0	0	0	0	0	0	0	0	0	
I'm in favor of		0	0	0	0	0	0	0	0	0	0	0	
I understand		0	0	0	0	0	0	0	0	0	0	0	
I stand		0	0	0	0	0	0	0	0	0	0	0	
totally		0	0	0	0	0	0	0	0	0	0	0	
could		0	0	0	0	0	0	0	0	0	0	0	
a bit		0	0	0	0	0	0	0	0	0	0	0	
I mean		0	0	0	0	0	0	0	0	0	0	0	
able to		0	0	0	0	0	0	0	0	0	1	0,000364299	
at all		0	0	0	0	0	0	0	0	5	0,001805706	0	
let's say		0	0	0	0	0	0	0	0	0	0	0	
consider		0	0	0	0	0	0	0	0	0	0	0	
indeed		0	0	0	0	0	0	0	0	0	0	0	
entirely		0	0	0	0	0	0	0	0	0	0	0	
I feel		0	0	0	0	0	0	0	0	0	0	0	
supposedly		0	0	0	0	0	0	0	0	0	0	0	
no way		0	0	0	0	0	0	0	0	0	0	0	
sadly		0	0	0	0	0	0	0	0	0	0	0	
I'm certain		0	0	0	0	0	0	0	0	1	0,000361141	0	
in actuality		0	0	0	0	0	0	0	0	0	0	0	
I heard		0	0	0	0	0	0	0	0	0	0	0	
unfortunately		0	0	0	0	0	0	0	0	0	0	0	
would		0	0	0	0	2	0,000772798	3	0,000818777	2	0,000722282	1	0,000364299

## Appendix L: Student 7 – discourse competence development

	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
<b>Discourse analysis and Grammar</b>	3670	2082	2432	3070	2671	2432	2770
<b>Cohesion and textuality</b>		0	0				
nominal ellipsis	0	0	0	0	0	0	0
verbal ellipsis	1 0,00027248	0	0	1 0,000325733	0	1 0,000411184	0
clausal ellipsis	0	0	0	0	0	0	0
Substitution	0	0	0	5 0,001628664	2 0,000748783	1 0,000411184	4 0,001444043
<b>Conjunctions</b>	0	0	0	0	0	0	0
but	8 0,002179837	5 0,002401537	6 0,002467105	14 0,004560261	10 0,003743916	7 0,002878289	7 0,002527076
then	0	0	2 0,000822368	1 0,000325733	5 0,001871958	3 0,001233553	1 0,000361011
and	3 0,000817439	6 0,002881844	6 0,002467105	10 0,003257329	10 0,003743916	7 0,002878289	7 0,002527076
because	1 0,00027248	2 0,000960615	3 0,001233553	14 0,004560261	11 0,004118308	5 0,002055921	5 0,001805054
'cause	0	0	0	0	0	0	0
so	7 0,001907357	3 0,001440922	4 0,001644737	3 0,000977199	3 0,001123175	2 0,000822368	2 0,000722022
on the other hand	0	0	0	0	0	0	0
that's why	0	1 0,000480307	0	1 0,000325733	0	0	0
however	0	0	0	0	0	0	0
as	0	0	0	0	0	0	0
since	0	0	0	0	0	0	0
still	0	0	0	0	0	0	0
tho	0	0	0	0	0	0	0
even though	0	0	0	0	0	0	0
while	0	0	0	0	0	0	0
thus	0	0	0	0	0	0	0
later	0	0	0	0	0	0	0
what's more	0	0	0	0	0	0	0
besides	0	0	0	0	0	0	0
after that	0	0	0	0	0	0	0
or	0	0	0	0	1 0,000374392	0	0
and so	0	0	0	0	0	0	0
but still	0	0	0	0	0	0	0
and then	0	0	2 0,000564812	1 0,000386399	1 0,000272926	1 0,000361141	1 0,000364299
but then	0	0	0	0	0	0	0
<b>Discourse analysis and Vocabulary</b>	0	0	0	0	0	0	0
Reiteration	5 0,001362398	2 0,000960615	2 0,000822368	0	0	0	0
Collocations	0	0	0	0	0	0	0
Relexicalization	2 0,000544959	0	3 0,001233553	1 0,000325733	0	1 0,000411184	1 0,000361011
Lexical readjustments	0	0	0	0	0	0	0
<b>Modality</b>	0	0	0	0	0	0	0
think	7 0,001907357	2 0,000960615	2 0,000822368	2 0,000651466	4 0,001497566	3 0,001233553	6 0,002166065
I guess	0	0	0	0	0	0	0
I don't know	4 0,001089918	1 0,000480307	1 0,000411184	1 0,000325733	0	2 0,000822368	2 0,000722022
maybe	0	0	1 0,000411184	0	5 0,001871958	3 0,001233553	4 0,001444043
definitely	0	0	0	0	0	0	0
seem	0	0	0	0	0	0	0
supposed	0	0	1 0,000411184	0	0	1 0,000411184	0
perhaps	0	1 0,000480307	0	0	0	0	0
probably	0	0	1 0,000411184	0	0	0	0
Got to	0	0	0	0	0	0	0
possible	0	0	0	0	0	0	1 0,000361011
Bound to	0	0	0	0	0	0	0
Modal + have	0	0	0	0	0	0	0
Will	1 0,00027248	1 0,000480307	5 0,002055921	1 0,000325733	4 0,001497566	0	0
may	0	0	0	0	1 0,000374392	0	0
Can	6 0,001634877	2 0,000960615	3 0,001233553	2 0,000651466	0	5 0,002055921	3 0,001083032
should	6 0,001634877	0	0	0	1 0,000374392	1 0,000411184	0
in my opinion	0	1 0,000480307	0	0	0	1 0,000411184	0
must	0	0	0	0	1 0,000374392	0	0
need	0	0	0	0	0	0	0
Of course	0	0	0	0	0	0	1 0,000361011
presume	1 0,00027248	0	0	0	0	0	0
I believe	0	0	0	0	0	0	1 0,000361011
personally	0	0	0	0	0	0	0
have to	0	0	0	1 0,000325733	0	0	3 0,001083032

agree		0	0	0	0	0	1	0,000411184	0
completely		0	0	0	0	0		0	1 0,000361011
really		0	0	0	0	0	1	0,000411184	0
generally		0	0	0	0	0		0	1 0,000361011
I'm sure		0	0	0	0	0		0	0
I suppose		0	0	0	0	0		0	0
fully		0	0	0	0	0		0	0
I must say		0	0	0	0	0		0	0
obvious		0	0	0	0	0		0	0
if fact		0	0	0	0	0		0	0
appear		0	0	0	0	0		0	0
my opinion is		0	0	0	0	0		0	0
likely		0	0	0	0	0		0	0
I would say		0	0	0	0	0		0	0
I'm afraid		0	0	0	0	0		0	0
the fact is		0	0	0	0	0		0	0
ought to		0	0	0	0	0		0	0
allowed		0	0	0	1 0,000325733	0	1	0,000411184	0
as for me		0	0	0	0	0		0	0
do/does		0	0	0	0	0		0	0
honestly		0	0	0	0	0		0	0
possibly		0	0	0	0	0		0	0
deeply		0	0	0	0	0		0	0
to be to		0	0	0	0	0		0	0
rather		0	0	0	0	0		0	0
that's my opinion		0	0	0	0	0		0	0
admit	1	0,00027248	0	0	0	0		0	0
actually		0	0	0	0	0		0	0
in a way		0	0	0	0	0		0	0
I would risk		0	0	0	0	0		0	0
somehow		0	0	0	0	0		0	0
basically		0	0	0	0	0		0	0
against/for		0	0	0	0	0		0	0
certainly		0	0	0	0	0		0	0
kind of		0	0	0	0	0		0	0
I know		0	0	0	0	0		0	1 0,000361011
simply		0	0	0	0	0		0	0
quite		0	0	0	0	0		0	0
pretty		0	0	0	0	0		0	0
as far as I know		0	0	0	0	0		0	0
so		0	0	0	0	0		0	0
extremely		0	0	0	0	0		0	0
for sure		0	0	0	0	0		0	0
such		0	0	0	0	0		0	0
that		0	0	0	0	1 0,000374392		0	0
I'm in favor of		0	0	0	0	0		0	0
I understand		0	0	0	0	0		0	0
I stand		0	0	0	0	0		0	0
totally		0	0	0	0	0		0	0
could		0	0	0	0	0	1	0,000411184	0
a bit		0	0	0	0	0		0	0
I mean		0	0	0	0	0		0	0
able to		0	0	0	0	0		0	0
at all		0	0	0	0	0		0	0
let's say		0	0	0	0	0		0	0
consider		0	0	0	0	0		0	0
indeed		0	0	0	0	0		0	0
entirely		0	0	0	0	1 0,000374392		0	0
I feel		0	0	0	0	0		0	0
supposedly		0	0	0	0	0		0	0
no way		0	0	0	0	0		0	0
sadly		0	0	0	0	0		0	0
I'm certain		0	0	0	0	0		0	0
in actuality		0	0	0	0	0		0	0
I heard		0	0	0	0	0		0	0
unfortunately		0	0	0	0	0		0	0
would		0	0	0	1 0,000325733	2 0,000748783		0	1 0,000361011

## Appendix M: Student 8 – discourse competence development

		recording 1		recording 2		recording 3		recording 4		recording 5		recording 6		recording 7
<b>Discourse analysis and Grammar</b>		5300		3493		2918		3936		3233		2352		2933
nominal ellipsis		0		0		0		0		0		0		0
verbal ellipsis		0		0		0		0		0		0		0
clausal ellipsis		0		0		0		0		0		0		0
Substitution	3	0,000566038	0	0	0	0		0		0	1	0,00042517	1	0,000340948
<b>Conjunctions</b>		0		0		0		0		0		0		0
but	19	0,003584906	8	0,002290295	7	0,002398903	11	0,002794715	9	0,002783792	10	0,004251701	7	0,002386635
then	0	0	0	0	1	0,0003427				0		0		0
and	23	0,004339623	9	0,002576582	12	0,004112406	10	0,00254065	9	0,002783792	5	0,00212585	3	0,001022844
because	14	0,002641509	10	0,002862869	5	0,001713502	8	0,00203252	6	0,001855861	5	0,00212585	9	0,003068531
'cause		0		0		0		0		0		0		0
so	9	0,001698113	1	0,000286287	4	0,001370802	8	0,00203252	2	0,00061862	9	0,003826531	4	0,001363791
on the other hand	0	0	0	0	2	0,000685401		0		0	1	0,00042517	1	0,000340948
that's why		0		0		0		0		0		0		0
however		0		0		0		0	1	0,00030931		0	1	0,000340948
as		0		0		0		0		0		0		0
since		0		0		0		0		0		0		0
still		0		0		0		0		0		0		0
tho		0		0		0		0		0		0		0
even though		0		0		0		0		0		0		0
while		0		0		0		0		0		0		0
thus		0		0		0		0		0		0		0
later		0		0		0		0		0		0		0
what's more		0		0		0		0		0		0		0
besides		0		0		0	1	0,000254065		0		0		0
after that		0		0		0		0		0		0		0
or	0	0	0	0	1	0,0003427		0		0		0	1	0,000340948
and so		0		0		0		0		0	1	0,000361141		0
but still		0		0		0		0		0		0		0
and then		0	1	0,000558347	3	0,000847218		0		0		0		0
but then		0		0		0		0		0		0		0
<b>Discourse analysis and Vocabulary</b>		0		0		0		0		0		0		0
Reiteration	1	0,000188679	3	0,000858861	2	0,000685401	3	0,000762195		0		0		0
Collocations		0		0		0		0		0		0		0
Relexicalization		0		0		0	2	0,00050813		0		0		0
Lexical readjustments		0		0		0		0		0		0		0
<b>Modality</b>		0		0		0		0		0		0		0
think	16	0,003018868	14	0,004008016	5	0,001713502	7	0,001778455	8	0,002474482	5	0,00212585	7	0,002386635
I guess		0		0		0		0		0		0		0
I don't know	3	0,000566038	2	0,000572574	4	0,001370802	3	0,000762195		0	1	0,00042517	4	0,001363791
maybe	2	0,000377358	0	0	1	0,0003427	1	0,000254065	1	0,00030931		0	2	0,000681896
definitely		0		0		0		0	2	0,00061862		0		0
seem		0		0		0		0		0		0		0
supposed		0		0		0		0	1	0,00030931	1	0,00042517		0
perhaps		0		0		0		0		0		0		0
probably		0		0		0		0		0		0		0
Got to		0		0		0		0		0		0		0
possible		0		0		0		0		0		0	1	0,000340948
Bound to		0		0		0		0		0		0		0
Modal + have		0		0		0		0		0		0		0
Will	12	0,002264151	4	0,001145147	10	0,003427005		0	1	0,00030931		0		0
may	1	0,000188679	0	0	0	0		0	3	0,000927931	1	0,00042517		0
Can	14	0,002641509	8	0,002290295	9	0,003084304	3	0,000762195	6	0,001855861	5	0,00212585	4	0,001363791
should	3	0,000566038	1	0,000286287	0	0	7	0,001778455	1	0,00030931	6	0,00255102	10	0,003409478
in my opinion		0		0		0		0	1	0,00030931		0		0
must	2	0,000377358	0	0	0	0		0		0		0		0
need		0		0		0		0		0		0		0
Of course		0		0		0	2	0,00050813	3	0,000927931		0	1	0,000340948
presume		0		0		0		0		0		0		0
I believe	0	0	0	0	1	0,0003427		0		0		0		0
personally		0		0		0		0		0		0	3	0,001022844
have to	2	0,000377358	5	0,001431434	10	0,003427005	2	0,00050813	2	0,00061862		0		0

agree	1	0,000188679	3	0,000858861	1	0,0003427	1	0,000254065	2	0,00061862		0	1	0,000340948
completely		0		0		0		0		0		0		0
really	0	0	0	0	4	0,001370802	4	0,00101626	5	0,001546551		0		0
generally		0		0		0	1	0,000254065		0		0		0
I'm sure	1	0,000188679	0	0	0	0	2	0,00050813		0		0	3	0,001022844
I suppose		0		0		0		0		0		0		0
fully		0		0		0		0		0		0		0
I must say		0		0		0		0		0		0		0
obvious		0		0		0		0		0		0		0
if fact		0		0		0	1	0,000254065		0		0		0
appear		0		0		0		0		0		0		0
my opinion is		0		0		0		0		0		0		0
likely		0		0		0		0		0		0		0
I would say		0		0		0		0		0		0		0
I'm afraid		0		0		0		0		0		0		0
the fact is		0		0		0		0		0		0		0
ought to		0		0		0		0		0		0		0
allowed		0		0		0		0		0		0		0
as for me		0		0		0		0		0		0		0
do/does		0		0		0		0		0		0		0
honestly		0		0		0		0		0		0		0
possibly		0		0		0		0		0		0		0
deeply		0		0		0		0		0		0		0
to be to		0		0		0		0		0		0		0
rather		0		0		0		0		0		0		0
that's my opinion	1	0,000188679	0	0	0	0		0		0		0		0
admit		0		0		0		0		0		0		0
actually		0		0		0	3	0,000762195	9	0,002783792	4	0,00170068	5	0,001704739
in a way		0		0		0		0		0		0		0
I would risk		0		0		0		0		0		0		0
somehow		0		0		0	4	0,00101626	3	0,000927931		0	3	0,001022844
basically		0		0		0		0		0		0		0
against/for		0		0		0		0	1	0,00030931		0		0
certainly		0		0		0		0		0		0		0
kind of		0		0		0		0		0		0		0
I know		0		0		0		0		0		0		0
simply		0		0		0		0		0		0		0
quite		0		0		0		0		0		0		0
pretty		0		0		0		0		0		0		0
as far as I know		0		0		0		0		0		0		0
so		0		0		0		0		0	3	0,00127551	1	0,000340948
extremely		0		0		0		0	1	0,00030931		0		0
for sure		0		0		0		0		0		0		0
such		0		0		0		0		0		0		0
that		0		0		0		0		0		0		0
I'm in favor of		0		0		0		0		0		0		0
I understand		0		0		0		0		0		0		0
I stand		0		0		0		0		0		0		0
totally		0		0		0		0		0		0		0
could		0		0		0		0		0	1	0,00042517		0
a bit		0		0		0		0		0		0		0
I mean		0		0		0		0		0		0		0
able to		0		0		0		0		0		0		0
at all		0		0		0		0		0		0		0
let's say		0		0		0		0		0		0	3	0,001022844
consider		0		0		0		0		0		0		0
indeed		0		0		0		0		0		0		0
entirely		0		0		0		0		0		0		0
I feel		0		0		0		0		0		0		0
supposedly		0		0		0		0		0		0		0
no way		0		0		0		0		0		0		0
sadly		0		0		0		0		0		0		0
I'm certain		0		0		0		0		0		0		0
in actuality		0		0		0		0		0		0		0
I heard		0		0		0		0		0		0		0
unfortunately		0		0		0		0		0		0		0
would		0		0		0	5	0,001270325	3	0,000927931		0	2	0,000681896

## Appendix N: Student 9 – discourse competence development

	recording 1		recording 2		recording 3		recording 4		recording 5		recording 6		recording 7	
<b>Discourse analysis and Grammar</b>		5380		4456		4453		2091		3079		2186		2546
nominal ellipsis		0		0		0		0		0		0		0
verbal ellipsis	0	0	1	0,000224417	1	0,000224568		0		0	1	0,000457457		0
clausal ellipsis		0		0		0		0		0		0		0
Substitution	3	0,000557621	2	0,000448833	3	0,000673703	3	0,00143472	1	0,000324781	2	0,000914913	2	0,000785546
<b>Conjunctions</b>		0		0		0		0		0		0		0
but	20	0,003717472	11	0,002468582	9	0,002021109	5	0,0023912	5	0,001623904	5	0,002287283	7	0,002749411
then	0	0	1	0,000224417	2	0,000449135		0		0	1	0,000457457	1	0,000392773
and	16	0,002973978	5	0,001122083	12	0,002694812	3	0,00143472	17	0,005521273	10	0,004574565	4	0,001571092
because	12	0,002230483	2	0,000448833	6	0,001347406	1	0,00047824	5	0,001623904	6	0,002744739	2	0,000785546
'cause	3	0,000557621	0	0	0	0		0		0	2	0,000914913	1	0,000392773
so	6	0,001115242	2	0,000448833	8	0,001796542	4	0,00191296	6	0,001948685		0		0
on the other hand		0		0		0		0		0		0		0
that'a why		0		0		0		0		0		0		0
however		0		0		0		0		0		0		0
as		0		0		0		0		0		0		0
since		0		0		0		0		0		0		0
still		0		0		0		0		0		0		0
tho		0		0		0		0		0		0		0
even though		0		0		0		0		0		0		0
while		0		0		0		0		0		0		0
thus		0		0		0		0		0		0		0
later		0		0		0		0		0		0		0
what's more		0		0		0		0		0		0		0
besides		0		0		0		0		0		0		0
after that		0		0		0		0		0		0		0
or	0	0	0	0	1	0,000224568		0		0		0		0
and so		0		0		0		0		0		0		0
but still		0		0		0		0		0		0		0
and then		0	1	0,000558347	1	0,000282406	1	0,000386399	1	0,000272926		0		0
but then		0		0		0		0		0		0		0
<b>Discourse analysis and Vocabulary</b>		0		0		0		0		0		0		0
Reiteration	0	0	0	0	1	0,000224568		0		0	1	0,000457457	1	0,000392773
Collocations		0		0		0		0		0		0		0
Relexicalization	0	0	1	0,000224417	1	0,000224568		0		0	3	0,00137237	1	0,000392773
Lexical readjustments		0		0		0		0		0		0		0
<b>Modality</b>		0		0		0		0		0		0		0
think	10	0,001858736	8	0,001795332	3	0,000673703		0		0		0	7	0,002749411
I guess		0		0		0		0		0		0		0
I don't know	0	0	2	0,000448833	1	0,000224568		0	1	0,000324781	1	0,000457457		0
maybe	1	0,000185874	8	0,001795332	3	0,000673703	5	0,0023912	1	0,000324781	1	0,000457457	1	0,000392773
definitely	0	0	4	0,000897666	0	0		0		0		0		0
seem		0		0		0		0		0		0		0
supposed	1	0,000185874	0	0	0	0		0		0		0		0
perhaps		0		0		0		0		0		0		0
probably		0		0		0		0		0	1	0,000457457		0
Got to		0		0		0		0		0		0		0
possible		0		0		0		0		0		0		0
Bound to		0		0		0		0		0		0		0
Modal + have		0		0		0		0		0		0		0
Will	4	0,000743494	7	0,001570916	5	0,001122839	2	0,00095648	4	0,001299123	1	0,000457457	2	0,000785546
may	4	0,000743494	2	0,000448833	2	0,000449135		0		0		0	2	0,000785546
Can	1	0,000185874	5	0,001122083	3	0,000673703		0	2	0,000649562		0	1	0,000392773
should	4	0,000743494	7	0,001570916	7	0,001571974	1	0,00047824	2	0,000649562	1	0,000457457	2	0,000785546
in my opinion		0		0		0		0		0		0		0
must		0		0		0		0		0		0		0
need	1	0,000185874	0	0	0	0		0		0		0		0
Of course	0	0	0	0	1	0,000224568		0		0		0	1	0,000392773
presume		0		0		0		0		0		0		0
I believe		0		0		0		0		0		0		0
personally	1	0,000185874	0	0	1	0,000224568		0		0		0		0
have to	4	0,000743494	3	0,00067325	2	0,000449135		0	1	0,000324781		0	1	0,000392773
agree	1	0,000185874	1	0,000224417	1	0,000224568		0		0		0		0

completely		0		0		0		0		0		0		0
really	1	0,000185874	0	0	1	0,000224568		0		0	1	0,000457457		0
generally		0		0		0		0		0		0		0
I'm sure		0		0		0		0		0		0		0
I suppose		0		0		0		0		0	1	0,000457457		0
fully		0		0		0		0		0		0		0
I must say		0		0		0		0		0		0		0
obvious		0		0		0	1	0,00047824		0		0		0
if fact		0		0		0		0		0		0		0
appear		0		0		0		0		0		0		0
my opinion is		0		0		0		0		0		0		0
likely		0		0		0		0		0		0		0
I would say		0		0		0		0		0	1	0,000457457		0
I'm afraid		0		0		0		0		0		0		0
the fact is		0		0		0		0		0		0		0
ought to		0		0		0		0		0		0		0
allowed		0		0		0		0		0		0		0
as for me		0		0		0		0		0		0		0
do/does		0		0		0		0		0		0		0
honestly		0		0		0		0		0		0		0
possibly		0		0		0		0		0		0		0
deeply		0		0		0		0		0		0		0
to be to	1	0,000185874	0	0		0		0		0		0		0
rather		0		0		0		0		0		0		0
that's my opinion		0		0		0		0		0		0		0
admit		0		0		0		0		0		0		0
actually		0		0		0		0	1	0,000324781		0		0
in a way		0		0		0		0		0		0	2	0,000785546
I would risk		0		0		0		0		0		0		0
somehow		0		0		0		0		0		0		0
basically		0		0		0		0		0		0		0
against/for		0		0		0		0		0		0		0
certainly		0		0		0		0		0		0		0
kind of		0		0		0		0		0		0		0
I know		0		0		0		0		0		0		0
simply		0		0		0		0		0		0		0
quite		0		0		0	1	0,00047824		0		0	1	0,000392773
pretty		0		0		0		0	1	0,000324781		0		0
as far as I know		0		0		0		0		0		0		0
so		0		0		0	1	0,00047824		0		0		0
extremely		0		0		0		0		0		0		0
for sure		0		0		0		0		0		0		0
such		0		0		0		0		0		0		0
that		0		0		0		0		0		0		0
I'm in favor of		0		0		0		0		0		0		0
I understand		0		0		0		0		0		0		0
I stand		0		0		0		0		0		0		0
totally		0		0		0		0		0		0		0
could		0		0		0		0		0		0	2	0,000785546
a bit		0		0		0		0		0		0		0
I mean		0		0		0		0		0		0		0
able to		0		0		0		0		0		0		0
at all		0		0		0		0		0		0		0
let's say		0		0		0		0		0		0		0
consider		0		0		0		0		0		0		0
indeed		0		0		0		0		0		0		0
entirely		0		0		0		0		0		0		0
I feel		0		0		0		0		0		0		0
supposedly		0		0		0		0		0		0		0
no way		0		0		0		0		0		0		0
sadly		0		0		0		0		0		0		0
I'm certain		0		0		0		0		0		0		0
in actuality		0		0		0		0		0		0		0
I heard		0		0		0		0		0		0		0
unfortunately		0		0		0		0		0		0		0
would		0		0		0		0	1	0,000324781	2	0,000914913		0



## Appendix O: Student 10 – discourse competence development

	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
<b>Discourse analysis and Grammar</b>	2898	1106	1850	1639	2137	1122	3185
<b>Cohesion and textuality</b>		0	0				
nominal ellipsis	0	0	0	0	0	0	0
verbal ellipsis	0	0	0	0	0	0	0
clausal ellipsis	0	0	0	0	0	0	0
Substitution	0	0	0,001808318	0	0,000610128	2	0,000935891
<b>Conjunctions</b>	0	0	0	0	0	0	0
but	12	0,004140787	0	0,003783784	4	0,002440513	4
then	0	0	0	0,001081081	1	0,000610128	1
and	3	0,001035197	6	0,005424955	11	0,005945946	5
because	6	0,002070393	3	0,002712477	3	0,001621622	1
'cause		0	0	0	0,000610128	6	0,002807674
so	13	0,004485852	3	0,002712477	5	0,002702703	7
on the other hand		0	0	0	0	0	0
that's why		0	0	0	0	1	0,000891266
however	1	0,000345066	0	0	0	0	0
as		0	0	0	0	0	0
since		0	0	0	0	0	0
still		0	0	0	0	0	0
tho		0	0	0	0	0	0
even though		0	0	0	0	0	0
while		0	0	0	0	0	0
thus		0	0	0	0	0	0
later		0	0	0	0	0	0
what's more		0	0	0	0	0	0
besides		0	0	0	0	0	0
after that		0	0	0	0	0	0
or	1	0,000345066	0	0	0	0	0
and so		0	0	0	0	0	0
but still		0	0	0	0	0	0
and then		0	0	1	0,000282406	0	0
but then		0	0	0	0	0	0
<b>Discourse analysis and Vocabulary</b>		0	0	0	0	0	0
Reiteration	3	0,001035197	0	0	0	1	0,000467946
Collocations		0	0	0	0	0	0
Relexicalization	1	0,000345066	1	0,000904159	0	0	1
Lexical readjustments		0	0	0	0	0	0
<b>Modality</b>		0	0	0	0	0	0
think	3	0,001035197	2	0,001808318	4	0,002162162	6
I guess		0	0	0	0	0	0
I don't know	1	0,000345066	0	0	0,000540541	2	0,001220256
maybe		0	0	0	3	0,001830384	2
definitely		0	0	0	0	0	0
seem		0	0	0	0	0	0
supposed		0	0	0	0	0	0
perhaps		0	0	0	0	0	0
probably		0	0	0	0	0	0
Got to	2	0,000690131	0	0	0	1	0,000467946
possible		0	0	0	0	0	0
Bound to		0	0	0	0	0	0
Modal + have		0	0	0	0	0	0
Will	1	0,000345066	0	0	0,002702703	0	0
may		0	0	0	1	0,000610128	3
Can	5	0,001725328	2	0,001808318	6	0,003243243	0
should	3	0,001035197	0	0	0,001081081	2	0,001220256
in my opinion	2	0,000690131	0	0	0	0	0
must		0	0	0	0	1	0,000467946
need		0	0	0	0	0	0
Of course	2	0,000690131	0	0	0,000540541	0	3
presume		0	0	0	0	0	0
I believe	0	0	1	0,000904159	0	0	0
personally		0	0	0	0	0	1
have to		0	0	0	0	0	1

agree	2	0,000690131	0	0	0	0	0	1	0,000467946	0	0
completely		0		0		0		0		0	0
really	0	0	0	0	2	0,001081081	0	2	0,000935891	1	0,000891266
generally		0		0		0		0		0	0
I'm sure	0	0	0	0	1	0,000540541	0	0	0	0	0
I suppose		0		0		0		0		0	0
fully		0		0		0		0		0	0
I must say		0		0		0		0		0	0
obvious		0		0		0		0		0	0
if fact		0		0		0		0		0	0
appear		0		0		0		0		0	0
my opinion is		0		0		0		0		0	0
likely		0		0		0		0		0	0
I would say		0		0		0		0		0	0
I'm afraid		0		0		0		0		0	0
the fact is		0		0		0		0		0	0
ought to		0		0		0		0		0	0
allowed		0		0		0		0		0	0
as for me		0		0		0		0		0	0
do/does		0		0		0		0		0	0
honestly		0		0		0		0		0	0
possibly		0		0		0		0		0	0
deeply	0	0	1	0,000904159	0	0	0	0	0	0	0
to be to		0		0		0		0		0	0
rather		0		0		0		0		0	0
that's my opinion		0		0		0		0		0	0
admit		0		0		0		0		0	0
actually		0		0		0		0		0	0
in a way		0		0		0		0		0	0
I would risk		0		0		0		0		0	0
somehow		0		0	3	0,001830384	4	0,001871783	1	0,000891266	0
basically		0		0		0		0		0	0
against/for		0		0		0		0		0	0
certainly		0		0		0		0		0	0
kind of		0		0		0		0		0	0
I know		0		0		0		0		0	0
simply		0		0		0		0		0	0
quite		0		0		0		0		0	0
pretty		0		0		0		0		0	0
as far as I know		0		0		0		0		0	0
so		0		0		0		0		0	0
extremely		0		0		0		0		0	0
for sure		0		0		0		0		0	1
such		0		0		0		0		0	0
that		0		0		0		0		0	0
I'm in favor of		0		0		0		0		0	1
I understand		0		0		0		0		0	0
I stand		0		0		0		0		0	0
totally		0		0		0		0		0	0
could		0		0		0		0		0	0
a bit		0		0		0		0		0	0
I mean		0		0		0		0		0	0
able to		0		0		0		0		0	0
at all		0		0		0		0		0	0
let's say		0		0		0		0		0	0
consider		0		0		0		0		0	0
indeed		0		0		0		0		0	0
entirely		0		0		0		0		0	0
I feel		0		0		0		0		0	0
supposedly		0		0		0		0		0	0
no way		0		0		0		0		0	0
sadly		0		0		0		0		0	0
I'm certain		0		0		0		0		0	0
in actuality		0		0		0		0		0	0
I heard		0		0		0		0		0	0
unfortunately		0		0		0		0		0	0
would		0		0	4	0,002440513		0		0	0

## Appendix P: Student 11 – discourse competence development

	recording 1	recording 2	recording 3	recording 4	recording 5	recording 6	recording 7
<b>Discourse analysis and Grammar</b>	3752	1492	1623	1019	1859	2179	1908
nominal ellipsis	0	0	0	0	0	0	0
verbal ellipsis	1 0,000266525	1 0,000670241	0	0	0	0	1 0,000524109
clausal ellipsis	0	0	0	0	0	0	0
Substitution	1 0,000266525	2 0,001340483	3 0,001848429	2 0,001962709	0	0	2 0,001048218
<b>Conjunctions</b>	0	0	0	0	0	0	0
but	13 0,003464819	3 0,002010724	7 0,004313001	4 0,003925417	6 0,003227542	6 0,002753557	6 0,003144654
then	0	0	0	0	0	0	0
and	14 0,003731343	0	10 0,006161429	3 0,002944063	3 0,001613771	5 0,002294631	2 0,001048218
because	12 0,003198294	1 0,000670241	2 0,001232286	1 0,000981354	2 0,001075847	2 0,000917852	3 0,001572327
'cause	0	0	0	2 0,001962709	0	0	0
so	5 0,001332623	1 0,000670241	3 0,001848429	2 0,001962709	5 0,002689618	3 0,001376778	4 0,002096436
on the other hand	0	0	0	0	1 0,000537924	0	0
that's why	0	0	0	0	0	0	0
however	0	0	0	0	0	0	0
as	0	0	0	0	0	0	0
since	0	0	0	0	0	0	0
still	0	0	0	0	0	0	1 0,000524109
tho	0	0	0	0	0	0	0
even though	0	0	0	0	0	0	0
while	0	0	0	0	0	0	0
thus	0	0	0	0	0	0	0
later	0	0	0	0	0	0	0
what's more	0	0	0	0	0	0	0
besides	0	0	0	0	0	0	0
after that	0	0	0	0	0	0	0
or	0	0	0	0	0	1 0,000458926	0
and so	0	0	0	0	0	1 0,000361141	0
but still	0	0	0	0	0	0	1 0,000364299
and then	0	0	0	0	0	0	0
but then	0	0	0	0	0	0	0
<b>Discourse analysis and Vocabulary</b>	0	0	0	0	0	0	0
Reiteration	0	0	0	0	0	1 0,000458926	2 0,001048218
Collocations	0	0	0	0	0	0	0
Relexicalization	0	2 0,001340483	1 0,000616143	0	1 0,000537924	2 0,000917852	0
Lexical readjustments	0	0	0	0	0	0	0
<b>Modality</b>	0	0	0	0	0	0	0
think	13 0,003464819	3 0,002010724	6 0,003696858	0	2 0,001075847	2 0,000917852	2 0,001048218
I guess	1 0,000266525	0	0	0	0	0	1 0,000524109
I don't know	1 0,000266525	1 0,000670241	0	0	1 0,000981354	0	2 0,001048218
maybe	5 0,001332623	3 0,002010724	0	2 0,001962709	1 0,000537924	0	0
definitely	2 0,000533049	2 0,001340483	0	0	0	0	2 0,001048218
seem	0	0	0	0	0	0	0
supposed	1 0,000266525	2 0,001340483	0	0	1 0,000537924	0	0
perhaps	0	0	0	0	0	0	0
probably	0	0	0	0	0	0	0
Got to	0	0	0	0	0	0	0
possible	0	0	0	0	0	0	0
Bound to	0	0	0	0	0	0	0
Modal + have	0	0	0	0	0	0	0
Will	0	4 0,002680965	4 0,002464572	0	3 0,001613771	1 0,000458926	1 0,000524109
may	5 0,001332623	1 0,000670241	1 0,000616143	2 0,001962709	0	2 0,000917852	0
Can	4 0,001066098	0	1 0,000616143	0	0	6 0,002753557	4 0,002096436
should	1 0,000266525	0	2 0,001232286	0	1 0,000537924	1 0,000458926	1 0,000524109
in my opinion	0	0	0	0	0	0	0
must	0	0	0	0	0	0	0
need	0	0	0	0	0	0	0
Of course	1 0,000266525	1 0,000670241	2 0,001232286	1 0,000981354	1 0,000537924	1 0,000458926	2 0,001048218
presume	0	0	0	0	0	0	0
I believe	0	0	0	0	0	0	0
personally	2 0,000533049	0	1 0,000616143	0	0	0	0
have to	3 0,000799574	2 0,001340483	0	0	0	3 0,001376778	0

agree		0		0		0		0	2	0,001075847		0		0
completely		0		0		0		0		0		0		0
really	3	0,000799574	1	0,000670241	0	0		0	4	0,002151694	3	0,001376778		0
generally		0		0		0		0		0		0		0
I'm sure		0		0		0		0		0		0		0
I suppose		0		0		0		0		0		0		0
fully		0		0		0		0		0		0		0
I must say		0		0		0		0		0		0		0
obvious		0		0		0		0		0	1	0,000458926		0
if fact		0		0		0		0		0		0		0
appear		0		0		0		0		0		0		0
my opinion is		0		0		0		0		0		0		0
likely		0		0		0		0		0		0		0
I would say		0		0		0		0		0		0		0
I'm afraid		0		0		0		0		0		0		0
the fact is		0		0		0		0		0		0		0
ought to		0		0		0		0		0		0		0
allowed		0		0		0		0		0		0		0
as for me		0		0		0		0		0		0		0
do/does		0		0		0		0		0		0		0
honestly		0		0		0		0		0		0		0
possibly		0		0		0		0		0		0		0
deeply		0		0		0		0		0		0		0
to be to		0		0		0		0		0		0		0
rather		0		0		0		0		0		0		0
that's my opinion		0		0		0		0		0		0		0
admit		0		0		0		0		0		0		0
actually		0		0		0		0		0		0		0
in a way		0		0		0		0		0		0		0
I would risk		0		0		0		0		0		0		0
somehow		0		0		0		0		0	1	0,000458926	1	0,000524109
basically		0		0		0		0		0		0		0
against/for		0		0		0		0		0		0		0
certainly		0		0		0		0		0		0		0
kind of		0		0		0		0		0		0		0
I know		0		0		0		0		0		0	1	0,000524109
simply		0		0		0		0		0	1	0,000458926		0
quite		0		0		0		0		0		0		0
pretty		0		0		0		0		0		0		0
as far as I know		0		0		0		0		0		0		0
so		0		0		0		0		0	1	0,000458926		0
extremely		0		0		0		0		0		0		0
for sure		0		0		0		0		0	1	0,000458926		0
such		0		0		0		0		0		0		0
that		0		0		0		0		0		0		0
I'm in favor of		0		0		0		0		0		0		0
I understand		0		0		0		0		0		0		0
I stand		0		0		0		0		0		0		0
totally		0		0		0		0		0		0		0
could		0		0		0		0		0		0		0
a bit		0		0		0		0		0		0		0
I mean		0		0		0		0		0		0		0
able to		0		0		0		0		0		0		0
at all		0		0		0		0		0		0		0
let's say		0		0		0		0		0		0		0
consider		0		0		0		0		0		0		0
indeed		0		0		0		0		0		0		0
entirely		0		0		0		0		0		0		0
I feel		0		0		0		0		0		0		0
supposedly		0		0		0		0		0		0		0
no way		0		0		0		0		0		0		0
sadly		0		0		0		0		0		0		0
I'm certain		0		0		0		0		0		0		0
in actuality		0		0		0		0		0		0		0
I heard		0		0		0		0		0		0		0
unfortunately		0		0		0		0		0		0		0
would		0		0		0		0		0	1	0,000458926		0

## Appendix Q: Student 12 – discourse competence development

	recording 1		recording 2		recording 3		recording 4		recording 5		recording 6		recording 7	
<b>Discourse analysis and Grammar</b>		2449		1502		2067		1783		1355				3306
nominal ellipsis		0		0		0		0		0		0		0
verbal ellipsis		0		0		0	1	0,000560852	1	0,000738007		0	2	0,000604961
clausal ellipsis		0		0		0		0		0		0		0
Substitution	1	0,00040833	2	0,001331558	2	0,000967586		0		0		0		0
<b>Conjunctions</b>		0		0		0		0		0		0		0
but	16	0,006533279	10	0,00665779	8	0,003870343	8	0,00448682	2	0,001476015		0	14	0,004234725
then	0	0		0		0		0		0		0	1	0,00030248
and	3	0,00122499	4	0,002663116	5	0,002418965	2	0,001121705	4	0,00295203		0	9	0,002722323
because	5	0,00204165	1	0,000665779	3	0,001451379	2	0,001121705	3	0,002214022		0	4	0,001209921
'cause	0	0		0		0		0		0		0		0
so	6	0,00244998	3	0,001997337	1	0,000483793	4	0,00224341	1	0,000738007		0	5	0,001512402
on the other hand	1	0,00040833	0	0	0	0		0		0		0		0
that'a why	0	0		0		0		0		0		0		0
however		0		0		0		0		0		0		0
as		0		0		0		0		0		0		0
since		0		0		0		0		0		0		0
still		0		0		0		0		0		0		0
tho		0		0		0		0		0		0		0
even though		0		0		0		0		0		0		0
while		0		0		0		0		0		0		0
thus		0		0		0		0		0		0		0
later		0		0		0		0		0		0	1	0,00030248
what's more		0		0		0		0		0		0		0
besides		0		0		0		0		0		0		0
after that		0		0		0		0		0		0	2	0,000604961
or	0	0		0		0	2	0,001121705	1	0,000738007		0		0
and so		0		0		0		0		0		0		0
but still		0		0		0		0		0		0	2	0,000728597
and then		0		0		0		0		0		0	1	0,000364299
but then		0		0		0		0		0		0		0
<b>Discourse analysis and Vocabulary</b>	0	0		0		0		0		0		0		0
Reiteration	0	0	2	0,001331558	2	0,000967586		0		0		0		0
Collocations	0	0		0		0		0		0		0		0
Relexicalization	0	0	1	0,000665779	1	0,000483793	4	0,00224341		0		0	2	0,000604961
Lexical readjustments	0	0		0		0	0	0		0		0	0	0
<b>Modality</b>	0	0		0		0		0		0		0		0
think	2	0,00081666	5	0,003328895	1	0,000483793	2	0,001121705	2	0,001476015		0	3	0,000907441
I guess	0	0		0		0		0		0		0		0
I don't know	0	0	1	0,000665779	1	0,000483793		0		0		0	2	0,000604961
maybe	3	0,00122499	3	0,001997337	2	0,000967586	1	0,000560852		0		0	3	0,000907441
definitely	0	0		0		0		0	1	0,000738007		0		0
seem	0	0		0		0		0		0		0		0
supposed	0	0		0		0		0		0		0		0
perhaps	0	0		0		0		0		0		0		0
probably	0	0		0		0		0		0		0		0
Got to	0	0		0		0		0		0		0		0
possible	0	0		0		0		0		0		0		0
Bound to	0	0		0		0		0		0		0		0
Modal + have	0	0		0		0		0		0		0		0
Will	2	0,00081666	0	0	3	0,001451379	1	0,000560852		0		0	7	0,002117362
may	0	0		0		0		0		0		0		0
Can	1	0,00040833	2	0,001331558	6	0,002902758		0		0		0	4	0,001209921
should	1	0,00040833	1	0,000665779	2	0,000967586	3	0,001682557	1	0,000738007		0	10	0,003024803
in my opinion	0	0		0		0		0		0		0		0
must	3	0,00122499	0	0	0	0		0		0		0		0
need	0	0		0	0	0		0		0		0		0
Of course	0	0		0		0		0		0		0		0
presume	0	0		0	0	0		0		0		0		0
I believe	1	0,00040833	0	0	2	0,000967586		0		0		0		0
personally	1	0,00040833	0	0	0	0		0	1	0,000738007		0		0
have to	1	0,00040833	2	0,001331558	1	0,000483793		0		0		0	1	0,00030248
agree	0	0	1	0,000665779	1	0,000483793		0		0		0		0

completely	0	0	1	0,000665779	0	0	0	0	0	1	0,00030248
really		0		0	0	0	1	0,000738007	0	2	0,000604961
generally		0		0	0	0		0	0		0
I'm sure		0		0	0	0		0	0		0
I suppose		0		0	0	0		0	0		0
fully		0		0	0	0		0	0		0
I must say		0		0	0	0		0	0		0
obvious		0		0	0	0		0	0		0
it fact		0		0	0	2	0,001121705	0	0		0
appear		0		0	0	0		0	0		0
my opinion is		0		0	0	0		0	0		0
likely		0		0	0	0		0	0		0
I would say		0		0	0	0		0	0		0
I'm afraid		0		0	0	0		0	0		0
the fact is		0		0	0	0		0	0		0
ought to		0		0	0	0		0	0		0
allowed		0		0	0	0		0	0		0
as for me		0		0	0	0		0	0		0
do/does		0		0	0	0		0	0		0
honestly		0		0	0	0		0	0		0
possibly		0		0	0	0		0	0		0
deeply		0		0	0	0		0	0		0
to be to		0		0	0	0		0	0		0
rather		0		0	0	0		0	0		0
that's my opinion		0		0	0	0		0	0		0
admit	1	0,00040833	0	0	0	0		0	0		0
actually		0		0	0	0		0	0		0
in a way		0		0	0	0		0	0		0
I would risk		0		0	0	0		0	0		0
somehow		0		0	0	0		0	0		0
basically		0		0	0	0		0	0		0
against/for		0		0	0	0		0	0		0
certainly		0		0	0	0		0	0		0
kind of		0		0	0	0		0	0		0
I know		0		0	0	0		0	0	1	0,00030248
simply		0		0	0	0		0	0		0
quite		0		0	0	0		0	0		0
pretty		0		0	0	0		0	0		0
as far as I know		0		0	0	0		0	0		0
so		0		0	0	0	3	0,002214022	0		0
extremely		0		0	0	0		0	0		0
for sure		0		0	0	0		0	0		0
such		0		0	0	0		0	0		0
that		0		0	0	0		0	0		0
I'm in favor of		0		0	0	0		0	0		0
I understand		0		0	0	0		0	0		0
I stand		0		0	0	0		0	0		0
totally		0		0	0	0		0	0		0
could		0		0	0	0	1	0,000738007	0	1	0,00030248
a bit		0		0	0	0		0	0		0
I mean		0		0	0	0		0	0		0
able to		0		0	0	0		0	0		0
at all		0		0	0	0		0	0	1	0,00030248
let's say		0		0	0	0		0	0		0
consider		0		0	0	0		0	0		0
indeed		0		0	0	0		0	0		0
entirely		0		0	0	0		0	0		0
I feel		0		0	0	0		0	0		0
supposedly		0		0	0	0		0	0		0
no way		0		0	0	0		0	0		0
sadly		0		0	0	0		0	0		0
I'm certain		0		0	0	0		0	0		0
in actuality		0		0	0	0		0	0		0
I heard		0		0	0	0		0	0		0
unfortunately		0		0	0	0		0	0		0
would		0		0	0	2	0,001121705	0	0	3	0,000907441

## Appendix R: Student 13 – discourse competence development

	recording 1		recording 2		recording 3		recording 4		recording 5		recording 6		recording 7	
<b>Discourse analysis and Grammar</b>		3154		2396		2722		3621		1780		1270		2116
<b>Cohesion and textuality</b>				0		0								
nominal ellipsis		0		0		0		0		0		0		0
verbal ellipsis		0		0		0		0		0		0		0
clausal ellipsis		0		0		0		0		0		0		0
Substitution	5	0,001585289	0	0	1	0,000367377	1	0,000276167	3	0,001685393		0	1	0,00047259
<b>Conjunctions</b>		0		0		0		0		0		0		0
but	10	0,003170577	10	0,004173623	12	0,004408523	20	0,005523336	10	0,005617978	6	0,004724409	3	0,001417769
then	0	0	0	0	1	0,000367377		0		0	1	0,000787402		0
and	7	0,002219404	8	0,003338898	7	0,002571639	4	0,001104667	2	0,001123596	1	0,000787402	8	0,003780718
because	9	0,002853519	10	0,004173623	3	0,001102131		0	1	0,000561798	1	0,000787402	2	0,00094518
'cause		0		0		0	1	0,000276167	1	0,000561798		0		0
so	13	0,00412175	4	0,001669449	6	0,002204262	9	0,002485501		0,001123596	3	0,002362205	6	0,002835539
on the other hand	0	0	0	0	1	0,000367377		0		0		0		0
that's why		0		0		0		0		0	1	0,000787402		0
however		0		0		0		0		0		0		0
as		0		0		0		0		0		0		0
since		0		0		0		0		0		0		0
still		0		0		0		0		0		0	1	0,00047259
tho		0		0		0		0		0		0		0
even though		0		0		0		0		0		0		0
while		0		0		0		0		0		0		0
thus		0		0		0		0		0		0		0
later		0		0		0		0		0		0		0
what's more		0		0		0	1	0,000276167		0		0	1	0,00047259
besides		0		0		0		0		0		0		0
after that		0		0		0		0		0		0		0
or		0		0		0		0	1	0,000561798		0		0
and so		0		0		0		0		0	1	0,000361141		0
but still		0		0		0		0		0		0		0
and then		0		0		0		0		0		0		0
but then		0		0		0		0		0		0		0
<b>Discourse analysis and Vocabulary</b>		0		0		0		0		0		0		0
Reiteration	0	0	5	0,002086811	5	0,001836885		0		0		0		0
Collocations		0		0		0		0		0		0		0
Relexicalization	2	0,000634115	0	0	1	0,000367377	1	0,000276167	1	0,000561798		0	1	0,00047259
Lexical readjustments		0		0		0		0		0		0		0
<b>Modality</b>		0		0		0		0		0		0		0
think	2	0,000634115	5	0,002086811	4	0,001469508	4	0,001104667	4	0,002247191	2	0,001574803	1	0,00047259
I guess	0	0	0	0	0	0		0		0		0		0
I don't know	1	0,000317058	1	0,000417362	2	0,000734754		0		0		0		0
maybe	1	0,000317058	6	0,002504174	1	0,000367377	10	0,002761668		0	1	0,000787402	2	0,00094518
definitely		0		0		0		0		0		0		0
seem		0		0		0		0		0		0		0
supposed		0		0		0		0		0		0		0
perhaps		0		0		0		0		0		0		0
probably		0		0		0		0		0		0		0
Got to		0		0		0		0		0		0		0
possible		0		0		0		0		0		0		0
Bound to		0		0		0		0		0		0		0
Modal + have		0		0		0		0		0		0		0
Will	14	0,004438808	2	0,000834725	5	0,001836885	5	0,001380834	1	0,000561798		0	3	0,001417769
may		0		0		0		0		0		0	2	0,00094518
Can	9	0,002853519	7	0,002921536	5	0,001836885	3	0,0008285		0		0	4	0,001890359
should	6	0,001902346	1	0,000417362	0	0	3	0,0008285		0		0	3	0,001417769
in my opinion		0		0		0		0		0		0		0
must		0		0		0		0		0		0		0
need	2	0,000634115	0	0	0	0		0		0		0		0
Of course	0	0	0	0	1	0,000367377		0		0		0		0
presume		0		0		0		0		0		0		0
I believe	0	0	0	0	1	0,000367377		0		0	1	0,000787402		0
personally		0		0		0		0		0		0		0
have to	4	0,001268231	0	0	5	0,001836885		0		0		0		0

agree	0	0	2	0,000834725	0	0	0	0	0	0	0			
completely		0		0	0	0	0	0	0	0	0			
really	2	0,000634115	0	0	0	0	1	0,000276167	0	1	0,000787402	3	0,001417769	
generally	0	0	1	0,000417362	0	0		0	0		0		0	
I'm sure	1	0,000317058	0	0	0	0	1	0,000276167	0		0		0	
I suppose	1	0,000317058	0		0	0		0	0		0		0	
fully	0	0	1	0,000417362	0	0		0	0		0		0	
I must say	0	0	0	1	0,000417362	0	0	0	0	0	0		0	
obvious	0	0	0	0	1	0,000367377		0	0		0		0	
if fact	0	0	0	0	1	0,000367377	8	0,002209334		0	0		0	
appear		0		0		0		0	0		0		0	
my opinion is		0		0		0		0	0		0		0	
likely		0		0		0		0	0		0		0	
I would say		0		0		0		0	0		0		0	
I'm afraid		0		0		0		0	0		0		0	
the fact is		0		0		0		0	0		0		0	
ought to		0		0		0		0	0		0		0	
allowed		0		0		0		0	0		0		0	
as for me		0		0		0		0	0		0		0	
do/does		0		0		0		0	0		0		0	
honestly		0		0		0		0	0		0		0	
possibly		0		0		0		0	0		0		0	
deeply		0		0		0		0	0		0		0	
to be to		0		0		0		0	0		0		0	
rather		0		0		0		0	0		0		0	
that's my opinion		0		0		0		0	0		0		0	
admit		0		0		0		0	0		0		0	
actually		0		0		0		0	0		0		0	
in a way		0		0		0		0	0		0		0	
I would risk		0		0		0		0	0		0		0	
somehow		0		0		0		0	0	1	0,000787402		0	
basically		0		0		0		0	0		0		0	
against/for		0		0		0		0	0		0	1	0,00047259	
certainly		0		0		0		0	0		0		0	
kind of		0		0		0		0	0		0		0	
I know		0		0		0		0	0		0		0	
simply		0		0		0		0	0		0		0	
quite		0		0		0	1	0,000276167	0		0		0	
pretty		0		0		0		0	0		0		0	
as far as I know		0		0		0		0	0		0		0	
so		0		0		0		0	0		0		0	
extremely		0		0		0		0	0		0		0	
for sure		0		0		0		0	0		0		0	
such		0		0		0		0	0		0		0	
that		0		0		0		0	0		0		0	
I'm in favor of		0		0		0		0	0		0		0	
I understand		0		0		0		0	0		0	1	0,00047259	
I stand		0		0		0	1	0,000276167	0		0		0	
totally		0		0		0		0	0	1	0		0	
could		0		0		0		0	0		0	1	0,00047259	
a bit		0		0		0		0	0		0		0	
I mean		0		0		0		0	0		0	1	0,00047259	
able to		0		0		0		0	0		0		0	
at all		0		0		0		0	0		0		0	
let's say		0		0		0		0	0		0		0	
consider		0		0		0		0	0		0		0	
indeed		0		0		0		0	0		0		0	
entirely		0		0		0		0	0		0		0	
I feel		0		0		0		0	0		0		0	
supposedly		0		0		0		0	0		0		0	
no way		0		0		0		0	0		0		0	
sadly		0		0		0		0	0		0		0	
I'm certain		0		0		0		0	0		0		0	
in actuality		0		0		0		0	0		0		0	
I heard		0		0		0		0	0		0		0	
unfortunately		0		0		0		0	0		0		0	
would		0		0		0		0	1	0,000561798	1	0,000787402	1	0,00047259



## Appendix S: Individual students' Polish discourse

Discourse analysis and Grammar	S1	2497	S2	1991	S3	4536	S4	1802	S5	2627	S6	3041	S7	3393	S8	3325	S9	5854	S10	1510	S11	881	S12	2515	S13	4259
<b>Cohesion and textuality</b>				0		0	0			0		0		0		0		0		0		0		0		0
elipses	0			0		0	0	0		0		0		0		0		0		0		0	1	0,000397614	2	0,000469594
nominal ellipsis	0	0		0	2	0,000440917	0	0		0		0		0		0		0		0		0		0		0
verbal ellipsis	0	0		0		0	1	0,000554939		0		0		0		0		0		0		0	2	0,000795229		0
clausal ellipsis	0	0		0		0		0		0		0		0		0		0		0		0		0		0
substitution	0			0		0		0		0		0		0	1	0,000300752	1	0,000170823		0		0		0	2	0,000469594
Substitution	0	0	2	0,00100452		0		0		0		0	3	0,000884173	5	0,001503759	6	0,00102494	3	0,001986755		0	2	0,000795229	3	0,000704391
<b>Conjunctions</b>	0	0		0		0		0		0		0		0		0		0		0		0		0		0
but (ale)	1	0,000400481	2	0,00100452	7	0,00154321	2	0,001109878	3	0,001141987	4	0,001315357	3	0,000884173	7	0,002105263	8	0,001366587	4	0,002649007		0	3	0,001192843	10	0,002347969
then (wtedy)		0		0		0		0		0		0	1	0,000294724		0		0	2	0,001324503		0		0	2	0,000469594
a potem/i potem (and then)		0		0		0		0	2	0,000761325		0		0		0	1	0,000170823		0		0		0		0
and (i)	2	0,000800961	1	0,00050226	4	0,000881834	3	0,001664817	3	0,001141987	5	0,001644196		0	8	0,002406015	4	0,000683293	2	0,001324503		0	2	0,000795229	4	0,000939188
(a)	3	0,001201442	2	0,00100452	6	0,001322751	3	0,001664817	2	0,000761325	1	0,000328839	9	0,00265252	1	0,000300752	3	0,00051247	1	0,000662252		0	1	0,000397614	3	0,000704391
a tu		0		0		0		0		0		0		0		0	1	0,000170823		0		0		0		0
because (ponieważ, dlatego że)		0		0	1	0,000220459		0		0	3	0,000986518		0		0	2	0,000341647		0	1	0,001135074		0	4	0,000939188
'cause (bo)	3	0,001201442	1	0,00050226	3	0,000661376	4	0,002219756	3	0,001141987	3	0,000986518	4	0,001178898	6	0,001804511	4	0,000683293	2	0,001324503	1	0,001135074	6	0,002385686	8	0,001878375
so (więc)	1	0,000400481		0	4	0,000881834	1	0,000554939		0		0		0	1	0,000300752	2	0,000341647	1	0,000662252		0		0	1	0,000234797
tak że		0		0		0		0		0		0		0		0		0		0		0	1	0,000397614		0
czyli		0		0		0		0		0		0		0	1	0,000300752		0	1	0,000662252		0		0		0
tak więc		0		0	4	0,000881834	1	0,000554939		0		0		0		0		0		0		0		0		0
on the other hand (z drugiej zaś strony)		0		0	1	0,000220459	0		1	0,000380662		0		0	2	0,000601504	2	0,000341647		0		0		0		0
that'a why (dlatego)		0	1	0,00050226		0		0		0		0		0		0		0		0		0		0		0
however (jednakże)		0		0		0		0		0		0		0		0		0		0		0		0		0
as (skoro)		0		0		0		0		0		0		0		0		0	1	0,000662252		0		0	1	0,000234797
since (jakoże)		0		0		0		0		0		0		0		0		0		0		0		0	1	0,000234797
or (albo)		0		0		0		0		0		0		0		0		0		0		0	2	0,000795229	3	0,000704391
jak		0		0		0		0		0		0		0		0		0		0		0		0	1	0,000234797
aczkolwiek		0		0		0		0		0		0		0		0	1	0,000170823		0		0		0		0
chociaż		0		0		0		0		0		0		0		0	1	0,000170823		0		0		0		0
później		0		0		0		0	1	0,000380662	1	0,000328839		0		0		0		0		0	1	0,000397614	1	0,000234797
to	4	0,001601922	3	0,001506781	13	0,002865961	3	0,001664817		0	2	0,000657678	5	0,001473622	3	0,000902256	5	0,000854117	7	0,004635762	1	0,001135074	2	0,000795229	8	0,001878375
i to (jeszcze /jeszcze)		0		0	2	0,000440917		0		0		0	1	0,000294724		0	1	0,000170823		0		0		0		0
no to		0		0	2	0,000440917	2	0,001109878		0	1	0,000328839	1	0,000294724	1	0,000300752	3	0,00051247		0		0	3	0,001192843		0
no ale		0		0		0	1	0,000554939		0	1	0,000328839	1	0,000294724	2	0,000601504	2	0,000341647		0		0	1	0,000397614	2	0,000469594
no	4	0,001601922	1	0,00050226	4	0,000881834		0		0	3	0,000986518	3	0,000884173	3	0,000902256	13	0,002220704	4	0,002649007	9	0,010215664	6	0,002385686	7	0,001643578
no i		0	1	0,00050226	3	0,000661376		0		0	1	0,000328839		0	2	0,000601504	10	0,001708234		0		0	3	0,001192843		0
tylko że	1	0,000400481	1	0,00050226		0		0		0		0		0		0		0		0		0		0	1	0,000234797
natomiast		0		0	1	0,000220459		0		0		0		0		0	4	0,000683293		0		0		0		0
i tak/a tak		0		0	2	0,000440917		0	1	0,000380662		0		0		0		0		0		0		0	1	0,000234797
jednak	1	0,000400481		0		0		0		0		0		0		0		0		0		0	1	0,000397614	2	0,000469594
jeszcze		0		0		0	1	0,000554939		0		0		0		0		0		0		0		0		0
przede wszystkim		0		0		0		0		0	1	0,000328839		0		0		0		0		0		0		0

po czym		0	0	0	0	1	0,000380662	0	0	0	0	0	0	0	0	0	0
poza tym		0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0,000234797
podczas gdy (while)		0	0	0	0	0	0	0	0	0	0	0	0	0	2	0,000795229	0
<b>Discourse analysis and Vocabulary</b>		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reiteration		0	0	0	0	0	0	0	2	0,000601504	1	0,000170823	0	0	0	0	0
Collocations		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Relexicalization		0	5	0,002511301	0	1	0,000554939	3	0,001141987	3	0,000986518	4	0,001178898	3	0,000902256	3	0,00051247
Lexical readjustments		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Modality</b>		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
supposed (ma)	1	0,000400481	1	0,00050226	0	0	0	0	0	1	0,000300752	0	1	0,000662252	2	0,002270148	1
Got to (musieć)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Can (może)		0	1	0,00050226	6	0,001322751	1	0,000554939	0	2	0,000589449	0	3	0,00051247	0	0	4
should (powinien)	1	0,000400481	1	0,00050226	0	1	0,000554939	1	0,000380662	0	0	2	0,000601504	1	0,000170823	1	0,000662252
need (potrzebować)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Of course (oczywiście)		0	0	0	0	0	0	0	0	0	0	0	0	0	2	0,002270148	0
have to	2	0,000800961	0	0	4	0,000881834	1	0,000554939	0	1	0,000328839	0	3	0,000902256	1	0,000170823	1
agree (zgadzam się)		0	0	0	0	0	0	0	0	0	1	0,000300752	0	1	0,000662252	0	1
completely (całkowicie)		0	1	0,00050226	2	0,000440917	0	1	0,000380662	1	0,000328839	0	0	0	0	0	1
kompletnie		0	0	0	0	0	0	0	0	0	0	0	0	0	1	0,001135074	0
really (naprawdę)	1	0,000400481	0	1	0,000220459	0	0	0	4	0,001178898	2	0,000601504	1	0,000170823	1	0,000662252	0
(rzeczywiście)		0	0	0	0	0	0	0	0	0	0	1	0,000170823	0	0	0	0
generally (ogólnie, generalnie)		0	0	2	0,000440917	0	2	0,000761325	1	0,000328839	5	0,001473622	1	0,000300752	2	0,000341647	0
fully (w pełni)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
ought to		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
allowed		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
honestly (szczerze)		0	0	0	0	0	0	0	0	0	0	2	0,000341647	0	0	0	0
possibly (możliwie)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
deeply (głęboko)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
to be to (masz)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
somehow		0	0	0	0	0	0	0	1	0,000294724	0	0	1	0,000662252	0	0	0
basically (w zasadzie)		0	0	0	0	0	0	0	0	0	1	0,000300752	0	0	0	0	0
against/for (za/przeciw)		0	0	0	0	1	0,000554939	1	0,000380662	0	1	0,000294724	0	1	0,000170823	0	0
kind of (jakoś/jakiś)		0	3	0,001506781	0	0	2	0,000761325	1	0,000328839	4	0,001178898	1	0,000300752	2	0,000341647	1
simply (po prostu)		0	0	1	0,000220459	2	0,001109878	1	0,000380662	0	2	0,000589449	1	0,000300752	6	0,00102494	1
quite (dosyć)	1	0,000400481	0	1	0,000220459	0	0	1	0,000328839	0	0	1	0,000170823	0	0	0	0
pretty (całkiem)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
so (tak)		0	0	0	0	1	0,000554939	3	0,001141987	2	0,000657678	2	0,000589449	1	0,000300752	6	0,00102494
extremely (niezmiernie)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
such (taki)		0	0	0	0	0	0	0	0	1	0,000294724	0	0	0	0	0	0
that		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
I'm in favor of		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
I understand (rozumiem)		0	0	0	0	0	0	0	0	2	0,000589449	0	0	0	0	0	0
totally (całkowicie, zupełnie)		0	0	1	0,000220459	0	0	0	0	0	0	0	0	0	0	2	0,000795229
a bit (trochę)		0	0	0	0	0	0	0	0	0	0	1	0,000170823	0	0	0	3
able to (w stanie)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
at all (wcale, w ogóle)		0	1	0,00050226	3	0,000661376	0	1	0,000380662	1	0,000328839	1	0,000294724	0	2	0,000341647	1
indeed (doprawdy)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
entirely (całkowicie)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

[illegible]

[illegible]

## Appendix T: Teacher discourse

	T1		T2		T3		T4		T5		T6		T7		T8		T9		T10		T11		T12		T13		T14		T15		T16		T17	
		3876		4644		2007		4978		5528		4488		1562		3235		3919		4952		1815		3991		4278		3297		5151		680		1473
Cohesion and textuality																																		
nominal ellipsis		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000
verbal ellipsis		0,0000		0,0000	1	0,0005		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000
clausal ellipsis		0,0000	1	0,0002		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000
Substitution		0,0000		0,0000	1	0,0005	3	0,0006	3	0,0005		0,0000	3	0,0019		0,0000	2	0,0005	4	0,0008		0,0000	1	0,0003		0,0000	1	0,0003		0,0000	1	0,0015		0,0000
Conjunction		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
but	5	0,001290	3	0,000646	4	0,001993	2	0,000402	4	0,000724	2	0,000446	4	0,002561	2	0,000618	1	0,000255	1	0,000202	1	0,000551	5	0,001253	5	0,001169	1	0,000303	1	0,000194	1	0,001471	1	0,000679
then		0,000000	1	0,000215		0,000000	7	0,001406	1	0,000181	4	0,000891	5	0,003201	5	0,001546		0,000000		0,000000	3	0,001653	1	0,000251		0,000000	3	0,000910		0,000000	1	0,001471		0,000000
and	7	0,001806	10	0,002153	2	0,000997	8	0,001607	14	0,002533	8	0,001783	6	0,003841	14	0,004328	3	0,000766	3	0,000606	6	0,003306	5	0,001253	6	0,001403	4	0,001213	5	0,000971	3	0,004412	4	0,002716
because		0,000000	4	0,000861	1	0,000498	2	0,000402	3	0,000543	4	0,000891	5	0,003201	3	0,000927	4	0,001021	4	0,000808		0,000000	3	0,000752	3	0,000701	5	0,001517	10	0,001941	2	0,002941	1	0,000679
'cause		0,000000		0,000000	2	0,000997		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000	1	0,000251		0,000000		0,000000		0,000000		0,000000		0,000000
so	10	0,002580	7	0,001507	2	0,000997	12	0,002411	8	0,001447	3	0,000668	12	0,007682	11	0,003400	14	0,003572	9	0,001817	8	0,004408	7	0,001754	3	0,000701	7	0,002123	17	0,003300	1	0,001471	1	0,000679
on the other hand		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
that'a why		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000	1	0,000255		0,000000	3	0,001653		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
however		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
as	1	0,000258		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
since		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
still		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
tho		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
even though		0,000000		0,000000	1	0,000498		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000	1	0,000202		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
while/whereas		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000	1	0,000194		0,000000		0,000000
thus		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
later		0,000000	1	0,000215		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000	2	0,000468		0,000000		0,000000		0,000000		0,000000
what's more		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
besides		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
after that		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000
or		0,000000		0,000000		0,000000		0,000000	1	0,000181		0,000000		0,000000		0,000000		0,000000	1	0,000202		0,000000		0,000000	3	0,000701		0,000000		0,000000	1	0,001471	1	0,000679
and so		0,000000	0	0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000	1	0,000255	0	0,000000		0,000000		0,000000	0	0,000000		0,000000		0,000000		0,000000		0,000000
but still/and still		0,000000	0	0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000	0	0,000000		0,000000		0,000000	0	0,000000		0,000000		0,000000		0,000000		0,000000
and then	2	0,000516	0	0,000000		0,000000	4	0,000804	1	0,000181	2	0,000446	5	0,003201	5	0,001546		0,000000	0	0,000000	2	0,001102		0,000000	0	0,000000	1	0,000303	1	0,000194		0,000000		0,000000
but then	1	0,000258	0	0,000000	0	0,000000		0,000000		0,000000		0,000000		0,000000		0,000000		0,000000	0	0,000000		0,000000	1	0,000251	0	0,000000		0,000000		0,000000		0,000000		0,000000
Discourse analysis and Vocabulary		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000		0,0000
Reiteration		0,0000		0,0000		0,0000	1	0,0002		0,0000		0,0000		0,0000		0,0000	1	0,0003		0,0000		0,0000	1	0,0003		0,0000		0,0000						

definitely			0.000000	2	0.000431		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000251	1	0.000234		0.000000		1	0.000194		0.000000		0.000000	
seem			0.000000		0.000000		0.000000		0.000000		0.000000	1	0.000223		0.000000		0.000000		0.000000		0.000000		0.000000	3	0.000701		0.000000		1	0.000194		0.000000		0.000000	
supposed			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	1	0.000309		0.000000		0.000000	1	0.000551		0.000000		0.000000	1	0.000303	5	0.000971		0.000000		0.000000		
perhaps	1	0.000258		0.000000		0.000000	1	0.000201		0.000000	0.000000	0.000000	1	0.000640		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
probably	1	0.000258	1	0.000215		0.000000	1	0.000201		0.000000	0.000000	0.000000		0.000000	1	0.000309		0.000000		0.000000		0.000000		0.000000	1	0.000234		0.000000	1	0.000194		0.000000		0.000000	
Got to		0.000000		0.000000	1	0.000498		0.000000		0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
possible		0.000000		0.000000	1	0.000498		0.000000	3	0.000543	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	1	0.000303		0.000000		0.000000		0.000000		0.000000
Bound to		0.000000		0.000000		0.000000		0.000000		0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
Modal + have		0.000000		0.000000		0.000000		0.000000		0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	1	0.000251		0.000000		0.000000		0.000000		0.000000	
Will		0.000000	3	0.000646		0.000000	2	0.000402	9	0.001628	0.000000		4	0.002561	9	0.002782		0.000000		0.000000	6	0.003306		0.000000		0.000000	5	0.001517		0.000000	4	0.005882		0.000000	
may	5	0.001290	2	0.000431	4	0.001993		0.000000	2	0.000362	4	0.000891		0.000000	8	0.002473		0.000000	2	0.000404		0.000000	1	0.000251		0.000000	1	0.000303	5	0.000971		0.000000		0.000000	
Can	10	0.002580	5	0.001077		0.000000	2	0.000402	4	0.000724	2	0.000446	10	0.006402	3	0.000927	3	0.000766		0.000000	1	0.000551		0.000000		0.000000	2	0.000607	3	0.000582	3	0.004412	1	0.000679	
should		0.000000	3	0.000646		0.000000	6	0.001205	1	0.000181	2	0.000446	1	0.000640	1	0.000309		0.000255	1	0.000202		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
in my opinion		0.000000		0.000000		0.000000		0.000000		0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000
must		0.000000		0.000000		0.000000		0.000000		0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
need		0.000000		0.000000		0.000000	7	0.001406		0.000000	0.000000	0.000000		0.000000		0.000000	1	0.000255		0.000000	1	0.000551		0.000000		0.000000	1	0.000303		0.000000		0.000000		0.000000	
Of course	3	0.000774	3	0.000646		0.000000	0.000000	1	0.000181	4	0.000891	2	0.001280	1	0.000309		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	1	0.000234	1	0.000303		0.000000		0.000000		0.000000		0.000000	
presume		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
I believe		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
personally		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
have to		0.000000	3	0.000646		0.000000	0.000000	0.000000	0.000000	0.000000	4	0.000891		0.000000	4	0.001236	1	0.000255		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
agree		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
completely		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	2	0.000501		0.000000		0.000000	1	0.000194		0.000000		0.000000	
really	1	0.000258	2	0.000431	2	0.000997	4	0.000804	2	0.000362	0.000000	1	0.000640		0.000000		0.000000		0.000000		0.000000	1	0.000251		0.000000		0.000000	1	0.000194		0.000000		0.000000		0.000000
generally		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	1	0.000640		0.000000		0.000000		0.000000	1	0.000551		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000
I'm sure		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
I suppose		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000	1	0.000309		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
fully		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
I must say		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
obvious	2	0.000516		0.000000		0.000000	1	0.000201	1	0.000181	0.000000	1	0.000640		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	2	0.000607	1	0.000194		0.000000		0.000000
if fact		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	4	0.002561		0.000000		0.000000		0.000000		0.000000	1	0.000251		0.000000		0.000000		0.000000	1	0.001471		0.000000		0.000000
appear		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
my opinion is		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
likely		0.000000		0.000000		0.000000	3	0.000603		0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
I would say	1	0.000258		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	1	0.000234		0.000000		0.000000		0.000000		0.000000	
I'm afraid		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
the fact is		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
ought to		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
allowed		0.000000		0.000000		0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000		0.000000		0.000000		0.00																	

in a way		0.000000		0.000000		0.000000		0.000000	1	0.000223		3	0.001921		0.000000		0.000000	1	0.000202		0.000000	1	0.000251		0.000000	2	0.000607		0.000000		0.000000		0.000000	
I would risk		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
somehow		0.000000		0.000000		0.000000		0.000000		0.000000	1		0.000640	1	0.000309		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
basically		0.000000		0.000000		0.000000	1	0.000201		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
against/for		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
certainly		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
kind of		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
I know		0.000000		0.000000		0.000000		0.000000		0.000000	1		0.000640		0.000000	1	0.000255		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
simply		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
quite		0.000000		0.000000		0.000000		0.000000		0.000000	1		0.000223	1	0.000640		0.000000		0.000000		0.000000		0.000251	1	0.000234		0.000000	1	0.000194		0.000000		0.000000	
pretty		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	3	0.000582		0.000000	
as far as I know		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
so		0.000000		0.000000	1	0.000498		0.000000		0.000000			0.000000		0.000000	1	0.000255	1	0.000202		0.000000	4	0.001002		0.000000		0.000000		0.000000		0.000000	1	0.000679	
extremely		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
for sure		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
such		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
that		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
I'm in favor of		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
I understand		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
I stand		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
totally		0.000000	1	0.000215		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	1	0.000234		0.000000		0.000000		0.000000		0.000000	
could	1	0.000258		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000	2	0.000404	1	0.000551		0.000000		0.000000	2	0.000607	2	0.000388		0.000000		0.000000	
a bit		0.000000	1	0.000215		0.000000		0.000000	1	0.000181			0.000000	2	0.001280		0.000000		0.000000		0.000000	1	0.000251		0.000000		0.000000		0.000000		0.000000		0.000000	
I mean		0.000000	1	0.000215		0.000000		0.000000		0.000000			0.000000	2	0.000618	1	0.000255	1	0.000202	2	0.001102		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
able to/capable		0.000000	1	0.000215		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
at all		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	1	0.000234		0.000000		0.000000		0.000000		0.000000	
let's say		0.000000		0.000000		0.000000		0.000000		0.000000			0.001280	1	0.000309		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
consider		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
indeed		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
entirely		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
I feel		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
supposedly		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
no way		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
sadly		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
I'm certain		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
in actuality		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
I heard		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	
unfortunately		0.000000		0.000000		0.000000		0.000000		0.000000			0.000000		0.000000		0.000000		0.000000		0.000000		0.000000		0.000000	1	0.000234		0.000000		0.000000		0.000000	
would		0.000000	1	0.000215		0.000000	4	0.000804		0.000000			0.000000	2	0.001280		0.000000	2	0.000510	1	0.000202		0.000000	1	0.000251		0.000000		0.000000	3	0.000582		0.000000	
suggest		0.0000								0.0000	0.0000		0.0000		0.0000		0.0000				1	0.0006		0.0000		0.0000		0.0000		0.0000		0.0000		0.0000
hopefully		0.0000								0.0000	0.0000		0.0000		0.0000		0.0000				1	0.0006		0.0000		0.0000		0.0000		0.0000		0.0000		0.0000

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## SUMMARY

This research was designed to determine how proficient learners' L2 discourse competence develops in the long term and what factors might be attributable to this possible development in the Polish learning context. Accordingly, thirteen advanced students of English at an English language training college participated in the study. The study took a longitudinal form and explored the dynamics of the students' discourse competence development throughout their three-year education.

Part One of the research presents the theory of discourse competence and reviews relevant literature which discusses its development. The first chapter of the study constitutes an initial introduction to discourse analysis in the context of foreign language teaching and sketches the theoretical position of Applied Linguistics and Sociolinguistics on discourse construction and discourse competence development. The subsequent chapters overview the available literature regarding conceptions of competence, its distinction from performance, and the role of language transfer as well as classroom communication in L2 discourse construction. The final section of Part One groups the chapters that deal with sociolinguistic and psycholinguistic influences in the construction of discourse and the development of discourse competence.

Part Two will present the results of a longitudinal study of thirteen advanced students of English developing their discourse competence throughout their three-year English as a Foreign Language tertiary education. Data collection procedures include student weekly diaries to determine type of the students' L2 exposure, regular recordings of the students' oral performance to track the development of their discourse competence, recordings of the students' Polish oral performance to allow contrastive discourse analysis, classroom observation and teaching materials evaluation to determine the position of discourse competence development in classroom practices, as well as teacher talk analysis. With the methodology of the study stipulated, the section then interprets the course of individual subjects' discourse competence development, as well as attempts to identify those factors that might have determined possible alterations in the subjects' discourse competence.

The research sought regularities in the development of the subjects' discourse competence and attempted to identify factors that determined the process. The influences which the formation of discourse competence was found amenable to included teacher talk, type of L2 exposure, mother tongue transfer as well as teaching procedures. And so, the results point to a restricting effect of teacher talk on the development of the use of specific modality, specific conjunction as well as conjunction diversity and at most a reinforcing value of teacher talk in the development of other discourse aspects. As indicated in a correlational analysis, although there was a clear tendency of the subjects' development towards the native reference level, exposure to authentic English may not have been facilitative to the development of all discourse domains. The exception was the development of relexicalization. As the results indicate, not only could L2 relexicalization be positively reinforced by L1 relexicalization. It was also concluded that individuals diagnosed with a high tendency to relexicalize in L2 notwithstanding relexicalization levels in L1 are most likely to seek more interactive contact with authentic English. In addition, the study found that L1 influences in the construction of discourse can materialize in the use of L2 deontic modality. A correlational analysis also shows a clear negative correlation between the teachers' deontic modality and the subjects' anxiety levels, a finding which can be used as a technique to lower the affective filter of the learners. Finally, a factor determining the development of discourse competence were classroom procedures. The results clearly show that the development of discourse competence took a peripheral position in the students' tertiary education.



## STRESZCZENIE

Celem niniejszej pracy jest analiza długoterminowego rozwoju kompetencji dyskursu w języku angielskim u ucznia zaawansowanego oraz określenie czynników mających wpływ na ten proces w polskim kontekście edukacyjnym. Badania, w których wzięło udział 13 studentów nauczycielskiego kolegium języków obcych, miały charakter podłużny i skupiały się na dynamice rozwoju kompetencji dyskursu w okresie 3 lat studiów.

Część pierwsza pracy jest przeglądem dotychczasowych rezultatów badań dotyczących kompetencji dyskursu. Rozdział pierwszy stanowi wstęp do analizy dyskursu w kontekście nauczania języków obcych. Omawia on teoretyczne podstawy językoznawstwa stosowanego i socjolingwistyki w zakresie konstruowania dyskursu i rozwoju kompetencji dyskursu. Kolejne rozdziały przedstawiają teorie na takie tematy jak kompetencja a użycie języka, wpływ transferu językowego i komunikacji w klasie na konstruowanie dyskursu. Ostatnie rozdziały koncentrują się na czynnikach socjolingwistycznych i psycholingwistycznych określających rozwój kompetencji dyskursu.

Część druga dysertacji stanowi prezentację i analizę przeprowadzonych badań. Rozdział siódmy zawiera opis zastosowanych metod badawczych, takich jak tygodniowe kwestionariusze ucznia, regularne nagrania audio produkcji językowej studentów, obserwacja zajęć lekcyjnych, ewaluacja materiałów dydaktycznych, oraz analiza dyskursu nauczycieli akademickich. Rozdział ósmy stanowi analizę zebranego materiału pod względem ilościowym i jakościowym i podejmuje próbę skorelowania możliwych czynników określających rozwój kompetencji dyskursu.

Wyniki badań wskazują na działania następujących czynników: rodzaj kontaktów językowych ucznia, transfer językowy, dyskurs nauczycieli akademickich, oraz procedury nauczania. Zaobserwowano, że dyskurs nauczyciela może odgrywać rolę ograniczającą rozwój wybranych aspektów modalności, użycia łączników zdaniowych oraz co najwyżej „wzmacniającą” rolę w rozwoju innych aspektów kompetencji dyskursu. Analiza korelacyjna nie wykazała zależności pomiędzy kontaktem z autentycznym językiem angielskim a rozwojem wszystkich obszarów dyskursu, chociaż można zaobserwować wzrost poziomów

użycia poszczególnych aspektów dyskursu u uczniów do poziomu rodzimego użytkownika języka angielskiego. Wyjątek stanowi rozwój releksykalizacji. Analiza wskazuje również na to, że studenci charakteryzujący się wysoką tendencją do releksykalizowania w języku angielskim, mogą być bardziej aktywni w poszukiwaniu kontaktów z autentycznym angielskim, bez względu na poziom ich releksykalizacji w języku ojczystym. Innym czynnikiem określającym rozwój kompetencji dyskursu jest transfer językowy. Zaobserwowano, że wpływ języka ojczystego na poszczególne obszary dyskursu w języku angielskim może mieć miejsce w użyciu deontycznej modalności oraz releksykalizacji. W obu przypadkach korelacja jest pozytywna. Analiza korelacyjna wskazuje również na negatywną zależność między użyciem deontycznej modalności przez nauczyciela a poziomem stresu na zajęciach. Ostatnim wyróżnionym czynnikiem były procedury nauczania. Badania wskazują, że rozwijanie kompetencji dyskursu może nie być integralną częścią procesu nauczania.