Universidade Federal de Santa Catarina

Centro de Comunicação e Expressão

Curso de Graduação em Letras Língua Inglesa e Literaturas

BRAZILIAN SPEAKERS' DELETION OF THE WORD-FINAL /s/

KARINE PINTO MANFÉ

Trabalho de Conclusão de Curso

Florianópolis

July, 2014

BRAZILIAN SPEAKERS' DELETION OF WORD-FINAL /S/

Trabalho de Conclusão de Curso (TCC) para a disciplina LLE7462 do Departamento de Língua e Literatura Estrangeira do Centro de Comunicação e Expressão da Universidade Federal de Santa Catarina – Curso de Letras – Língua Inglesa e Literaturas, como requisito parcial para obtenção do título de Bacharel em Letras – Língua Inglesa e Literaturas.

Orientadora: Profa.Dra. Rosane Silveira

BANCA EXAMINADORA

_____
Profª. Dra. Rosane Silveira

_____
Prof. M.e Alison Roberto Gonçalves

Florianópolis
July, 2014

ABSTRACT

BRAZILIAN SPEAKERS' DELETION OF WORD-FINAL /s/

Karine Pinto Manfé

Universidade Federal de Santa Catarina
2014

Prof. Dr. Rosane Silveira
Advisor

Many researchers from different countries are mapping the pronunciation patterns of learners of English as a foreign language in order to identify specific difficulties students may have when learning a language. Once these patterns which may hinder successful communication are identified, educators could improve their teaching approaches concerning pronunciation so as to better assist their target students. Bearing this in mind, this research aimed at investigating why some Brazilian students delete the /s/ pronunciation in word-final positions (e.g., 'watches' and 'always'). The data counted on 10 participants who were asked to respond an open-ended questionnaire with their background information; to answer some questions according to an image and about their own habits; and to read a text in Portuguese and another in English. Regarding the non-linguistic variables, the results showed that the participants who less deleted the /s/ were the ones who spent more time learning English. Moreover, there was partial support to the hypothesis that certain dialects may lead to the deletion of /s/. Concerning the tests, the oral section with closed questions led to the highest percentages of /s/ deletions. Furthermore, all participants who deleted the /s/ in L1 also deleted it in L2. Moreover, the research also proved that the informants who delete the /s/ when reading also delete it when speaking. Finally, it could also be concluded that from the five linguistic categories present in the tests plurality, verb inflection and verb contraction were the ones on which most /s/ deletions occurred.

Keywords: Pronunciation of Brazilian learners of English as a foreign language, /s/ deletion, non-linguistic variables, linguistic categories.

Number of pages: 48

Number of words: 7129

RESUMO

BRAZILIAN SPEAKERS' DELETION OF THE /s/

Karine Pinto Manfé

Universidade Federal de Santa Catarina
2014

Prof. Dra. Rosane Silveira
Orientadora

Visando identificar as dificuldades específicas que alunos possam ter ao aprender um idioma, muitos pesquisadores de diferentes países estão mapeando os padrões de pronúncia do inglês falado pelos alunos cuja primeira língua não é o inglês. Dessa forma, os educadores podem melhorar as suas abordagens de ensino em matéria de pronúncia, de modo a melhor atender seus alunos. Levando isso em consideração, esta pesquisa teve como objetivo investigar por que alguns alunos brasileiros de inglês como língua estrangeira não pronunciam o /s/ na posição final de uma palavra (por exemplo, 'watches' e 'always'). Os dados contaram com a participação de 10 alunos que foram convidados a responder um questionário aberto com informações pessoais; completar um teste de fala semi-espontânea em português e inglês; e ler um texto em português e outro em inglês. Em relação às variáveis não linguísticas, os resultados mostraram que os participantes que menos apagaram o /s/ foram os que passaram mais tempo aprendendo inglês. Além disso, houve uma relação parcial para a hipótese de que certos dialetos podem levar à apagamento do /s/. Em relação aos testes, a seção oral com perguntas fechadas foi a que levou a um maior percentual de apagamentos do /s/. Pôde ser concluído também que todos os participantes que apagaram o /s/ em português também o apagaram em inglês. Ademais, a pesquisa mostrou que os informantes que apagaram o /s/ ao ler também o apagaram ao falar. Por fim, também se pôde concluir que das cinco categorias linguísticas presente nos testes pluralidade, flexão verbal e contração verbal foram as categorias em que a maioria dos /s/ foi apagada.

Palavras-chave: Pronúncia inglesa de estudantes brasileiros, apagamento do /s/, variáveis não-linguísticas, categorias linguísticas.

Número de páginas: 48

Número de palavras: 7129

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

1. INTRODUCTION

For many decades, in Brazil and worldwide the teaching of grammar and vocabulary were much more emphasized than the teaching of oral skills when it came to learning a foreign language. With the advent of the Communicative Approach in the 80's, using English in teaching contexts in order to communicate began to gain more attention, and so did the teaching of the oral skills for communication. However, most of the teaching materials based on the Communicative Approach still do not provide information on how pronunciation should be taught (Souza, 2009). Therefore, the decision on how this component should be taught (or not) to students would depend entirely on what would be chosen by each language teacher.

With the approach of major events, such as the Olympics in 2016, the World Cup in 2014, and also the Brazilian Federal Government project *Ciência sem Fronteiras* (Science Without Borders), which has been sending Brazilian students to study abroad since 2011, the need of being fluent in the English language is becoming more urgent in Brazil. However, a 2012 report[1], which shows the result of research carried out between 2009 and 2011 by the International Education company English First (EF), revealed that Brazil is in the 46th position in a rank of 54 countries when it comes to English proficiency.

According to Cláudio Anjos[2], exam director of the British Council, a British organization specialized in international educational and cultural opportunities, and also Luciano Timm[3], Marketing Director of EF, the crucial reason for having such a low rank

---

[1] Published on the website: www.ef.com.br/epi/
[2] Available at: www.britishcouncil.org/forum_ingles___apresentacao_claudio-2.pdf
[3] Available at: www.jornaldaciencia.org.br/Detalhe.jsp?id=84377

is deeply related to the Brazilian Educational system. Brazilian regular schools focus on teaching foreign languages to prepare the students for the college entrance examination called *vestibular*, in which they have to answer many text comprehension questions. Therefore, there is much emphasis on reading comprehension, and little attention is given to the listening, writing, and speaking skills.

1.1 Contextualization

Considering the issues discussed in the previous section and others related to specific difficulties learners may have when learning a language, many researchers from different countries are mapping the pronunciation patterns of English spoken by learners whose first language is not English. The idea is to identify these patterns which may hinder successful communication (e.g., Jenkins, 2000). This way, educators could improve their teaching approaches concerning pronunciation, so as to better assist their target students.

Having taught private English classes for some years, I was able to give attention to each learner more carefully. In order to improve their pronunciation of English, one of the activities they usually performed was the reading of texts out loud. First, these texts would be studied in a previous class in order to solve doubts about reading comprehension. Then, in another class the text would be read out loud, with the intention of focusing on the pronunciation performance only. While reading these texts out loud, some students displayed an interesting pronunciation pattern: Sometimes they did not pronounce the /s/ in word-final position (e.g., 'watches' and 'always'). Thus, my interest in investigating this phenomenon has aroused.

1.2. Objective and Research Questions

Based on the discussion in section I.1, the objective of my research is to investigate why some Brazilian students delete the /s/ in the end of words while reading English texts, and whether the deletion also occurs in extemporaneous speech. The study is guided by four research questions:

1) How are the participants' profile characteristics (regional dialect, education, length of time studying EFL, experience abroad, speaking another language) related to the /s/ deletion in L2?

2) Do the participants who delete the /s/ in the L1 also delete it in the L2?

3) Do the informants who delete the /s/ when reading also delete it when speaking?

4) What type of linguistic context influences the deletion of the /s/ in the L2?

2. REVIEW OF LITERATURE

In order to understand the pronunciation patterns displayed by Brazilian learners of English, it is necessary not only to understand the Brazilian educational system, but also particularities about a vast country where the differences in the Portuguese language regional speech patterns also influence the individual features of Brazilian English speakers' oral production. Moreover, intelligible pronunciation is essential, because the speakers' pronunciation is what will make others understand them and help them understand others, so that effective communication can happen (Jenkins, 2000).

2.1 Brazilian Portuguese and Language Transfer

For English learners whose first language is derived from Latin, there is the advantage of similarities in the alphabet, and the cognate words which can facilitate the learning of vocabulary (e.g., 'banana' and 'sofa'). On the other hand, regarding pronunciation, having the same alphabet misleads us to pronounce words with sounds that do not correspond to the phonology of the English language. Odlin (1989) describes this phenomenon as "language transfer"- "the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (p.27).

Phonologically, Brazilian Portuguese (BP) and English differ in many ways. For example, English has more vowel sounds and different syllabic patterns than Portuguese. Moreover, orally reading what is orthographically written in English may be a challenge for many learners. According to Gasser (1990, as cited in Zimmer, Silveira & Alves, 2009, p.9),

> "The new linguistic patterns of L2 are perceived by the learner in a way which is biased towards the L1 patterns, which are deeply entrenched in the learner's cerebral cortex".

Moreover, in BP as well as in English the word-final /s/ grapheme appears in three contexts: 1) It is part of the word root (as in *'mas'* and 'perhap**s**'); 2) It indicates verb tense inflections (as in *'nós gostamos'* and 'he like**s**'); and (3) It shows plurality inflection (as in *'coisas'* and 'thing**s**'). It is important to highlight that in English, besides the previous three s-ending uses mentioned, there is also the presence of the /s/ to indicate a contraction as a form of abbreviating (as in 'it'**s** harder'), or as a form of showing

possession (as in 'A girl's complaint'). Considering that /s/ appears in the end of words in Brazilian Portuguese[4] and in English, phonologically, as well as morphologically, and that this phoneme is graphically represented as /s/ in both languages; we could predict that the production of word-final /s/ by Brazilians should not be a problem. However, the question remains: Why do some Brazilians delete the English final /s/ when performing reading tasks?

Another relevant fact is that regional speech patterns may influence this phenomenon. Brazil has a diverse variety of speech differences caused by history, immigration and social class differences. There are a number of investigation projects cataloguing regional dialects in corpora or atlases (e.g., Projeto Varsul (Variação Linguística Urbana do Sul do País), ASPA (Avaliação Sonora do Português Atual, Atlas Linguístico[5])). Cagliari (1991, as cited in Souza, 2006) explores this topic by focusing on the literacy processes of children and adults. He states that people take into classroom the experiences they have with the oral productions present around them and that although they use the same language, these dialects have specific linguistic features (p. 52-53). Still, according to Cagliari (1991, as cited in Souza, 2006), these learners need to get used to the standard-Portuguese phoneme and grapheme system representations, which differ from their non-standard dialects productions.

A very frequent case of /s/ deletion in the end of words in BP in non-standard-Portuguese is when it indicates plurality (e.g., '*sete banana*', '*os livro azul*'). Bagno (1997) defends that the /s/ deletion occurs because when a sentence has at least one word

---

[4] As explained by Silva (2003), in BP, the word final /s/ has at least four allophones: [s], [z], [ʃ], and [ʒ], depending on the phonological context after /s/. In this study we will not discuss the different allophones as we will concentrate on the deletion of /s/.

[5] Available at: http://www.scielo.br/scielo.php?pid=S1981-57942012000300006&script=sci_arttext

showing plurality it is sufficient to indicate plural, as it does not interfere in the sentence meaning.

According to Aguiar (1937, p.290, apud RODRIGUES, 2012, p.6), /s/ deletion is a common phenomenon in Ceará (a state in the Northeast of Brazil). The author adds that in BP of Ceará's dialect the /s/ in the end of words is also deleted in other contexts besides plurality. A number of factors influence the deletion, among which the author highlights word frequency, part of speech, position of /s/ within the word, phonological context, and level of formality.

All the studies mentioned should be taken into consideration in order to better understand learners' different contexts, and the factors which may contribute to the deletion of the word-final /s/ by Brazilian learners of English. However, this research will take into account two aspects: 1) Regarding the non-linguistic variables - regional dialect, education level, length of time studying EFL, experience abroad, speaking another language. 2) The linguistic categories related to word-final /s/ - Plurality, verb contraction, verb inflection, possessive case and word root.

3. METHOD

3.1 Participants

The sample was gathered with the help of of 10 participants.The research participants are Brazilians, five are from Santa Catarina, two from São Paulo, two others from Rio Grande do Sul and one from Minas Gerais. Their ages range from 23 to 33. Three of them are males and 7 are females. All of them have Brazilian Portuguese as their

mother tongue. Three of them are Italian descendants and stated they have learned Italian with the family conversations in that language.

All five participants from Santa Catarina (SC) have not lived in another state besides theirs. The participants from the other states have lived in SC besides the state they were born. They all have studied English at a language school or with a private teacher for at least 1 year and for a maximum of 8 years and 10 months by the time data collection took place. Three of them have a Bachelor's degree; other four have a Master's and the other three have a PhD. Only one of the participants has had an experience of 8 months abroad, in the United States. Two out of the three who were in touch with the Italian language (because of their family ascendants) said they spoke Italian, although not very well.

3.2 Instruments

Three instruments were used in this research: a questionnaire, an oral task, and a reading task. The steps for data collection are divided into 3 parts, as summarized in Chart 1 and explained in the following paragraphs.

Chart 1. Research instruments

Part 1 Questionnaire	Part 2 Oral Tasks (guided conversations)	Part 3 Reading Tasks
12 open-questions (BP)	**Section I**: Portuguese Task 1: describing meals Task 2: listing foods available at home	English text containing 189 words with word-final /s/
	Section II: Portuguese and English Task 1: Portuguese - describing image Task 2: English - categorizing food names	Portuguese text containing 164 words with word-final /s/

Part 1 (questionnaire) − It was designed to collect participants' personal data. The questionnaire (see Appendix B) has 12 open-questions in Portuguese, and it was used to verify whether the participants' background L1 dialect, education level, contact with other languages, years of study of English and experience abroad could represent a possible influence in the results.

Part 2 (oral tasks) − This consisted of a guided conversation about the participants' eating habits (see Appendixes C, D and E). The instrument was divided into 2 sections: Section I is all in Portuguese and it comprises 2 tasks. In section II there are also 2 tasks, but task 1 is in Portuguese and task 2 is in English.

Section I (open questions) − In task 1(see Appendix C), participants are asked to describe, in Portuguese, the last 3 meals they had. Moreover, they were asked to inform the quantity of food items they had. This way the food items would be able to appear in plural forms. In task 2 (see Appendix C), participants are asked to describe, in Portuguese, what food they have at home (including quantities whenever possible).

Section II (closed questions) − In task 1 (see Appendix D), participants are asked to look at a food pyramid (See appendix E) for a minute. After that the researcher asked the participants to look at the pyramid again and say, in Portuguese, the items (with their quantities), which were included in group 2 and group 3. In section II task 2 (see Appendix D- seção 2), a sheet of paper is handed to the participant. The participant needed to look at the food pyramid (see Appendix E) and write the name of each element, in English, in its respective group (1, 2 or 3). The participant was also asked to report, in English, not only to which group (1, 2 or 3) respectively it belonged too, but also the

quantity of elements there were in each group, based on what they saw in the pyramid illustration.

Part 3 (Reading) – This part contains a text written in English (see Appendix F). and another one written in Portuguese (see Appendix G). The English text contains 189 words (title included). The text has 38 words ending with the /s/ grapheme (divided into 5 linguistic categories): 10 words showing plurality inflection, 13 words as word roots, 8 words as verb tense inflection, 06 words as a form of verb contraction and 01 word as a form of possessive case. The Portuguese text contains 164 words (title included). The text has 45 words ending with the /s/ grapheme (divided into 3 categories): 17 words showing plurality inflection, 16 words as word roots and 07 words as verb tense inflection. The participants were required to read aloud both texts, beginning with the English text, and their reading was audiorecorded using a Nokia 5000 mobile phone.

The instruments and procedures used in parts 2 and 3 attempt to answer the research questions: 2) Does the /s/ deletion occur both in the L1 and the L2? 3) Do the informants who delete the /s/ when reading also delete it when speaking? 4) What type of linguistic context influences the deletion of the /s/ in the L2? Prior to performing the research tests, all participants read and signed a consent form (see Appendix A)

3.3. Pilot Study

There were five purposes in piloting the instruments: 1) To check if the consent form was appropriate to explain the participants about the research and their participation in the study; 2) To certify the questions in the questionnaire were clear and suitable for the research; 3) To make sure the instructions, which are written in Portuguese in the

headings of the printed texts were clear enough to the participants; 4) To find out how much time each participant would need in order to complete the whole process; and 5) To verify which of the 3 recording devices available (computer, phone, stereo audio recorder) would be able to capture the clearest sound.

The pilot study was administered in June 2013, individually, at each respective participant's house. It was given to three people who filled the requirements for participating in the research. Two were from the west of Santa Catarina and the other was from Mato Grosso do Sul. However, the latter had spent much of his life time in Santa Catarina. The result of the pilot study showed the following: 1) While reading the consent form the participants had no doubts regarding the explanation of the research and their participation in the study; 2) Regarding the questionnaire, some question words needed to be in bold in order to highlight the importance of answering each one of those questions; 3) More detailed instruction about the reading process needed to be explicit in the headings, in order to guarantee that the recording procedure would not be interrupted during its process; 4) Each participant took about 30 (thirty) minutes to complete the whole procedure; 5) Among the computer, the stereo audio recorder and the mobile phone, the later proved to be the best device for capturing the participants' audio with quality.

Besides the findings above, the pilot study also showed the importance of two actions: 1) the presence of the researcher while the questionnaire was being filled. All participants asked at least one question in order to give a precise answer of what was being asked. Moreover, they seemed to feel very comfortable during the procedure and happy to contribute to the study. All of them were curious to know what exactly was being analyzed in the study, and it seemed important to send them the results of the

research after it is finished. One of them suggested including the participants' e-mail address in the personal data questionnaire, so that the researcher could send the results of the study. The suggestion was accepted and the question was included in the personal data questionnaire. 2) While administering the pilot study it was noticed that the participants were really careful trying not to make mistakes when reading the texts. Thus, it seemed relevant to include a different type of test. A test on which they needed to be more spontaneous on their personal answer, this way the researcher could possibly verify if the /s/ deletion was present only when reading or also when speaking. Thereby, Part 2 Oral Tasks instrument was included in the method.

3.4. Data Collection Procedures

At the first moment, the researcher contacted the participants and invited them to participate in the research. They were informed that the researcher would meet them (individually) at a quiet place to collect the data. Besides that, they were informed that the data collection procedures would take about 30 minutes to be completed. The data collection took place in the second semester of year 2013. On the data collection day the procedures happened as follow:

1) The participants received the consent form (see Appendix A) to be read, in order to clear out doubts and to sign it.

2) After finishing the procedure above, the participant received the questionnaire (see Appendix B) in paper to be filled. It was informed that if doubts arose while filling it, they were free to clear them out with the researcher.

3) Oral Section I (see Appendix C) – The participants were informed (in Portuguese) they were going to be asked some questions regarding their eating habits. When ready to answer (in Portuguese), the researcher started recording their answers.

4) Oral Section II (see Appendix D) – The participants looked at the food pyramid (see Appendix E) for a minute and after that, the researcher asked them some questions related to the image to be orally described in Portuguese). When the participants finished describing the elements (together with their quantities) in "Grupo 2 and Grupo 3" from the pyramid, the researcher stopped recording the session and handed a sheet of paper with "Section II". The researcher explained that the participant needed to look at the food pyramid and write the name of each element in its respective group (1, 2 or 3) in English. When the participants finished, they were asked to report, in English, not only to which group (1, 2 or 3 respectively) it belonged to, but also the quantity of elements, while being recorded.

5) The English text (see Appendix F) was handed in to the participant. Then, the text was read out loud while being recorded.

6) The text in Portuguese (see Appendix G) was handed in to the participant. Then, the text was read out loud while being recorded.

It is important to mention that before recording each task, the test was explained, an example was given and when the participant was ready the researcher recorded their answers.

3.5. Data Analysis Procedure

The Data Analysis happened as follows: first, the most relevant answers from the demographic questionnaire previously administered were gathered and Table 1 (p.15) was constructed joining these pieces of information and the result of the tests. By analyzing these pieces of information together, it is expected to have the answer to research question (1) How are the participants' profile characteristics (regional dialect, education, length of time studying EFL, experience abroad, speaking another language) related to the /s/ deletion in L2?

The guesses are that some characteristics such as level of education, years of experience with ESL, speaking another language apart from the mother tongue and English, and also having experience abroad could be related to the /s/ deletion. Furthermore, the table brings information about the participants' state of birth, family origin, exposure to the ascendants' language and places of residence (when longer than 10 years) in Brazil. The purpose of this analysis is to find possible regional speech patterns that may include word-final /s/ deletion in the mother tongue.

The second step was to examine the recordings in English and Portuguese, and then to create tables to better analyze the participants answers in order to respond each remaining question. Table 2 (p.17) shows which participants deleted the /s/ in all sections (oral open questions, oral closed questions and reading). The quantity of tokens per task and total tokens per participant is also shown, as well as which tasks were in Brazilian Portuguese (BP) and in English, indicated by L1 and L2, respectively. The objective of Table 2 (p.17) is to answer questions 2) Does the participant who delete the /s/ in L1 also

delete in L2? And 3) Do the informants who delete the /s/ when reading also delete it when speaking?

In order to answer question 4) What type of linguistic context influences the deletion of the /s/ in the L2? Table 3 (p.19) and Table 4 (p.20) were constructed. Table 3 has 4 columns and its focus is to relate the words' percentage to categories. The first column has the 5 linguistic categories (plurality, verb contraction, verb inflection, word root and possessive case). The second shows the quantity of possible /s/ deletions in each specific category, multiplied by the number of participants who deleted the /s/. The third column brings the quantity of times all participants deleted the /s/ in that specific category. And the last column, transforms this result into a percentage. The last row of table 3 shows the total amount of each column. Table 4 is also divided into linguistic categories and their percentage of /s/ deletions. However, as the results are displayed per each participant, it emphasizes how many of them deleted the /s/ in each category, instead of focusing on a total percentage, as the previous table. The aim is to focus on the participants' individual performance to add relevant data to the discussion.

4. RESULTS AND DISCUSSION

The main results gathered from the data collection are shown and discussed according to each of the four research questions.

1) How are the participants' profile characteristics (regional dialect, education, length of time studying EFL, experience abroad, speaking another language) related to the /s/ deletion in L2?

Table 1. Participants' Profile and Frequency of /s/ Deletion in the Tests

Participants	Oral Section I (Open Question)		Oral Section II (Closed question)		Reading Section		Total Deletions	Participants' Profile Characteristics					
	Deletions for Task 1 In L1	Deletions for Task 2 In L1	Deletions for Task 1 in L1	Deletions for Task 2 In L2	Deletions for Task 1 Text in L2	Deletions for Task 2 Text in L1		1.State of Birth	6.Exposed to the language of family ascends	7.Level of Education	8.Time studying EFL	9.Experience Abroad	10.Other Languages
P6	1	2	3	7/8	6/38	2/45	21	SP	-	BA	2,0	-	-
P7	1	4	4/8	2/8	-	-	11	SC	-	BA	3,0	-	-
P9	1	-	1/8	6/8	2/38	-	10	SC	-	Ma	1,0	-	-
P1	-	-	-	7/8	1/38	-	08	SC	Italian	Ma	3,5	-	-
P5	-	-	-	7/8	-	-	07	MG	-	PhD	1,1	-	-
P8	*	*	-	4/8	3/38	-	07	RS	-	Ma	1,5	-	-
P10	*	-	1/8	1/8	-	-	02	SC	Italian	PhD	8,10	8 months USA	Italian
P3	-	-	-	1/8	-	-	01	SP	-	BA	3,5	-	-
P2	-	-	-	-	-	-	-	SC	-	Ma	5,5	-	-
P4	-	-	-	-	-	-	-	RS	Italian	PhD	3,5	-	Italian

* There were no occurrences of words in plural in participant's tests.

Table 1 was built displaying the results of the participants' tests together with the most relevant information about the participants' characteristics. The Table was organized in a way that the data of the participants who most delete the /s/ are displayed in the first rows.

In a general panorama, 80% of the participants delete the /s/ in at least 1 of the test sections. One participant from SC (P2) and another from RS (P4) were the only ones who have not deleted the /s/ in any of the tests. The results show that participants from all four states (SC, MG, SP and RS) deleted the /s/ in at least one of the tests. Furthermore, it was noticed that from the 8 participants who deleted the /s/ only three deleted it in the open questions, two are from SC (P7 and P9) and one from SP (P6). These results may indicate that in a less controlled task, /s/ deletion is more likely to occur in the L2 speech of informants that are from Santa Catarina, which offers partial support to the hypothesis that certain dialects may lead to the deletion of /s/. It is important to highlight that P6 has deleted the /s/ in all tests, and we could assume that this participant is a specific case.

Regarding the variable Education, no important relation was found as the participants who have a BA as well as the participants with PhDs delete the /s/.

In relation to speaking another language, the hypothesis was that language transfer, based on the participants' contact with their ascendants' dialects could be taking place and for this reason the /s/ deletion occurred. In relation to speaking another language, the hypothesis was that language transfer, based on the participants' contact with their ascendants' dialects could be taking place and for this reason the /s/ deletion occurred. However, the results showed that the three participants, who reported speaking another language (Italian) with their family, are not the ones who delete the /s/ more

often. Moreover, in the Italian language plural inflection is made with a vowel change and not with /s/ in the end of words.

Table 1 shows that the participants who less deleted the /s/ were the ones who spent more time learning English (P4, P2, P3 and P10). However, some who studied longer also deleted the /s/ (P1 and P7). In addition, only one of the participants has had an experience abroad, so the data was insufficient to analyze this aspect.

2) Does the participant who delete the /s/ in L1 also delete it in L2?

In order to answer this question, it was necessary to analyze oral section I (task 1 and 2), oral section II (task 1 and 2) and the reading section (texts in English and in Portuguese). The results are shown in Table 2 below:

Table 2. Portuguese (L1) and English (L2) Tests

Participants	Oral Section I (Open Question)		Oral Section II (Closed question)		Reading Section		Total
	Deletions - Task 1 in (L1)	Deletions - Task 2 in (L1)	Deletions - Task 1 in (L1)[a]	Deletions - Task 2 in (L2)[b]	Deletions - Task 1 in (L2)[c]	Deletions - Task 2 in (L1)[d]	Deletions
P6	1	2	37,5%	87.5%	15.78%	4.44%	21
P7	1	4	50.0%	25.0%	-	-	11
P9	1	-	12.5%	75.0%	5.26%	-	10
P1	-	-	-	87.5%	2.63%	-	08
P5	-	-	-	87.5%	-	-	07
P8	*	*	-	50.0%	7.89%	-	07
P10	*	-	12.5%	12.5%	-	-	02
P3	-	-	-	12.5%	-	-	01
P2	-	-	-	-	-	-	-
P4	-	-	-	-	-	-	-

* There were no occurrences of words in plural in participant's tests.

a Total tokens possible = 8;
b Total tokens possible = 8;
c Total tokens possible – 38
d Total tokens possible = 45

As explained in the method section, the deletion of /s/ in the L1 was tested by asking the participants to answer questions (Oral Section I, Oral Section II, Task 1) and to

read a text in Portuguese (Reading Section, Task 2). At the same time, the participants provided data in the L2 by answering questions (Oral Section II, Task 2) and reading a text (Reading Section, Task 1). Observing the tests in L1 and L2, the results show that 40% of the participants (P6, P7, P9 and P10) deleted the /s/ in Portuguese, being four participants in the oral section and one participant in the reading section. Regarding the tests in English, 80% of the total participants deleted the /s/, of those, eight in the oral part and four in the reading of the text in English. Concluding that, all participants who deleted the /s/ in L1 also deleted it in L2. However, the percentage of people who performed this action in L2 was much higher.

3) Do the informants who delete the /s/ when reading also delete it when speaking?

It was also necessary to analyze oral section I (task 1 and 2), oral section II (task 1 and 2) and the reading section (texts in English and in Portuguese) to answer the question above. The results have already been displayed in Table 2.

The results show that 40% of the participants deleted the /s/ in the reading section. Of that total, four participants deleted /s/ in the English text and only one in the Portuguese text. It is also important to highlight that the only one who deleted the /s/ in the reading of the text in Portuguese was also the one who most deleted the /s/ in all sections (Participant 6). Moreover, this same participant deleted the /s/ in all tests.

Regarding the oral sections, 80% of the participants deleted the /s/. Of that total, eight participants did not pronounce the /s/ in Section II task 2 (closed questions) and three in Section I task 1 (open questions). From all 3 test sections, the oral section with closed questions led to the highest percentages of /s/ deletions, as 8 out of 10

participants deleted the /s/ in this task; followed by the reading task in the L2 (40%). Moreover, all participants who deleted the /s/ in the L2 reading section also deleted it in the L2 oral section.

4) **What type of linguistic context influences the deletion of the /s/ in the L2?**

To answer the question above 2 tables were constructed: The first focuses on all the L2 words all participants deleted the /s/. The words were organized according to linguistic categories (e.g., plurality, contraction) and are from oral section II task 2 (closed questions) and the reading section (English text). The second table also displays the results by showing the /s/ deletion in L2 divided into linguistic categories, but this time the results are organized per participant.

Table 3. Frequency of /s/ Deletion in the L2 According to Linguistic Categories
(Oral Section II task 2 and L2 Text)

Linguistic Categories	Possibilities of /s/ x Quantity of Participants	Quantity of Times Participants Deleted the /s/	/s/ Deletion Percentage in All Words
Plurality	18 x 08 = 144	42	29,16%
Verb Contraction	06 x 08 = 48	03	6,25%
Verb Inflection	08 x 08 = 64	03	4,68%
Word Root	13 x 08 = 104	01	0,96%
Possessive Case	01 x 08 = 08	01	12,5%
Total	46 x 08 = 368	50	13,58 %

At this point it is important to clarify that the percentages reported in Table 3 were calculated in relation to the participants who deleted the /s/ at least once. Therefore the number of participants is 8 (not 10, since 2 participants never deleted /s/). Another important point is that the results shown enclose two parts of the tests, oral section II

(closed questions) and reading section (English text), since the answers in the open questions cannot be controlled.

As mentioned before, the English text (see Appendix F) contains 189 words (title included). The text has 38 words ending with the /s/ grapheme (divided into 5 linguistic categories): 10 words showing plurality inflection, 13 words as word roots, 8 words as verb tense inflection, 6 words as a form of verb contraction and 1 word as a form of possessive case. The Oral Test Section II (closed questions) had 8 possibilities of words ending with /s/, 4 in task 1 and 4 in task 2; all of them showing plurality inflection with quantifiers. Therefore, both tests combined (Oral Section II and L2 text) has 46 words ending with /s/.

Independently from linguistic category, the /s/ deletion occurred 50 times, corresponding to 13,58% of tokens. Assuredly, the results show that the plurality category (29,16%) is the category which most influenced /s/ deletion. Followed by possessive case (12,5%), verb contraction (6,25 %) and verb inflection (4,68). The linguistic category which seemed to have least influenced the participants was the word root (0,96%). However, it is important to mention that there was only one possibility of possessive case, and only one participant deleted the /s/ in this category. Therefore, it would not be fair to say that the second category which most influenced /s/ deletion is the possessive case. After all, it was a limitation of the present study including only one example of this category in the tests.

Table 4. Frequency of /s/ Deletion per Participant and Word Category

(Oral Section II and L2 Text)

| PARTICIPANTS | LINGUISTIC CATEGORIES | | | | | Total Percentage Per Participant |
	Plurality	Verb Contraction	Verb Inflection	Word Root	Possessive Case	
P6	72,2 %	33,3%	12,5%	-	-	34,78%
P7	11,1%	-	-	-	-	4,34%*
P9	33,3%	-	12,5%	7,69%	-	17,39%
P1	38,8%	-	-	-	100%	17,39%
P5	38,8%	-	-	-	-	15,21%
P8	27,7%	16,6%	12,5%	-	-	15,21%
P10	5,5%	-	-	-	-	2,17%
P3	5,5%	-	-	-	-	2,17%

* P7 deleted more in the open questions, which is not displayed in this table

Table 4 shows the participants' percentages displayed into the five linguistic categories. The participants who most deleted the /s/ are on top of the line. Participant 6 did not pronounce the /s/ in 72,2 % of the plurality words, 33,3% in the verb contraction words and 12,5% in the Verb inflection words. In total this participant deleted the /s/ in 34,78 % of all the words in all tests. The reason why P7 is listed in the second place in the row with only 4,34 % of /s/ deletions is because in his case most /s/ deletions occurred in Oral Part Section I (open questions in BP)[6], which are displayed in Table 2.

_____

[6] All the sentences where /s/ deletion occurred had quantifiers, such as the sentence "4 pacotes de bolacha." P9 and P10 were participants who also used similar sentences in their discourses of open questions in Portuguese (see Appendix K), but not as much as P7.

P9 and P1 had the same total percentage (17,39%). However, the categories were different. The first deleted the /s/ in plurality inflection, verb inflection and word root categories. The later deleted in the plurality inflection words and possessive case. Three participants (P6, P9 and P8) had the same percentage of /s/ deletion, 12,5% in verb inflection. This was the second category with most /s/ deletions per participant.

P5 and P8 also had the same total percentage of /s/ deletion (15,21 %), but the categories were not the same. P5 followed into the plurality inflection category only, while P8 deleted the /s/ in the plurality, verb contraction and verb inflection categories.

P10 and P3 had a really low percentage (2,17%) of /s/ deletion in the tests. Although both of them deleted the /s/ in the plurality inflection category only, it confirms how words preceded by quantifiers can influence the results. In other words, if the /s/ is deleted solely in one category, it certainly will be in the plurality inflection category. Following P10 and P3, it would be accurate to say that P1 is the next in line from the ones who least deleted the /s/. As mentioned before there was only one possibility for possessive case, and it would not be fair if this one possibility accounted for 100% of the category. Once more, plurality inflection confirmed to be a relevant fact leading to /s/ deletion.

Verb contraction was in third place, as two participants (P6 and P8) deleted the /s/. The former 33,3% and the later 16,6%. Another relevant piece of data is that sometimes more than one participant deleted the /s/ in the same word/ sentence from the tests (see Appendices J and K). Sentences such as, verb contraction: "… like that, it's just the lack of space and…" (P6 and P8); verb inflection: "Sam spends hours chatting to his friends…" (P8 and P9); and plurality inflection "One of the things that really bothers me is having to share a room with my sister, Elys" (P6 and P8) from the L2 text. Would there

be time these sentences should deserve more attention. For example, it seems that the words/sounds which come after or before the words on which most /s/ deletions occurred influence this phenomenon, but this hypothesis should be carefully investigated.

5. CONCLUSION

The main purpose of this study was to investigate why some Brazilian students delete the pronunciation of /s/ in word-final position while reading English texts out loud, and whether the deletion also occurs in extemporaneous speech.

The purpose of the first question was to reveal how the participants' profile characteristics could be related to the /s/ deletion in L2. The results show that the participants who less deleted the /s/ were the ones who spent more time learning English. Moreover, Participants from all four states (SC, MG, SP and RS) deleted the /s/ in at least one of the tests. However, it was noticed that from all participants who performed this action the majority was from SC, which offers partial support to the hypothesis that certain L1 dialects may lead to the deletion of /s/.

Regarding the variable Education, no important relation was found as the participants who have a BA as well as the participants with PhDs delete the /s/. Furthermore, the participants who reported speaking another language are not the ones who delete the /s/ more often. In addition, only one of the participants had an experience abroad, so the data did not seem enough to analyze this aspect.

The second research question was to verify if the participants who delete the /s/ in the L1 also delete it in the L2. And it was found that although the percentage of people who performed this action in the L2 was much higher than in L1, all participants who deleted the /s/ in the L1 also deleted it in the L2. Moreover, the research also showed that

the informants who delete the /s/ when reading also delete it when speaking, answering question three. Regarding question four, which of the three tests (reading, oral open questions and oral closed questions) would lead the participants to most deletions of the /s/, it was found that the oral test with closed questions yielded the majority of /s/ deletion per participant (80%).

Finally, the last research question aimed at unfolding what type of linguistic context (plurality, verb contraction, verb inflection, word root and possessive case) influences the deletion of the /s/ in the L2. From the five categories, plurality inflection was the one which most lead participants to the /s/ deletion (29,16%) in relation to all tokens in the tests. In relation to the number of participants, 80 % of them did not pronounce the /s/ in words showing plurality; following there was verb inflection corresponding to 30% of the participants and verb contraction (20%).

5.1 PEDAGOGICAL IMPLICATIONS

Independently from linguistic category, I would like to call the attention to the fact that 80% of the participants did not pronounce the /s/ in word-final positions. Not that the deletion of this specific sound would prevent a successful communication, but being able to perceive this phenomenon or others which may occur in EFL students' speeches may be the key to identify how to help each student become more proficient.

This present study also showed that in an English classroom in Brazil there are students who speak dialects, or/and non-standard-Portuguese, and these dialects may influence their L2 pronunciation in different ways. Moreover, it was noticed that the students who have spent less time studying English as a second language do need more

assistance in the pronunciation of word-final /s/. These aspects can only be identified if the teacher is aware of the students' profile background, which can be done by using a questionnaire together with the leveling test applied to the students before English classes start.

Regarding pronunciation as a whole, it was said that the teacher is the one responsible for managing what and how to teach this skill. Research is being done; atlases are cataloguing the regional dialects to find out different speech patterns, and L2 research has been describing the pronunciation difficulties faced by Brazilian learners of English (Silveira, 2010). However, this information needs to be more easily available to our English teachers in order to provide them the possibility of improving their teaching approaches. Moreover, the regular classes of English taught from 5th grade up to College entrance need to be rethought. These classes need to prepare the students not only for *vestibular*, but also to improve their language knowledge by incorporating the teaching of oral skills and pronunciation.

5.2. *LIMITATIONS OF THE STUDY AND SUGGESTION FOR FURTHER RESEARCH*

One of the limitations of this study was already mentioned in the results section. When elaborating the English text to be read by the participants the researcher should have inserted a more balanced quantity of linguistic categories. There was only one token for the possessive case category against 18, 13, 8 and 6 tokens from the other 4 categories. Therefore, it would not be true to say that the possessive case was the second category which most influenced the /s/ deletion.

Moreover, it could also be valid for further studies to investigate if the phonological environment around the words/sentences on which the /s/ deletion occurred influences this phenomenon. Although this aspect was not analyzed in this present study, the results showed that more than one participant deleted the /s/ in the same word in three sentences from the L2 text.

REFERENCES

Bagno, M. (2004). *A lingua de Eulália: novela sociolinguística.* São Paulo: Contexto.

Cristófaro-Silva, T. (2003). *Fonética e fonologia do português: roteiro de estudos e guia de exercícios.* São Paulo: Contexto.

Jenkins, J. (2000). *The phonology of English as an international language.* Oxford: Oxford University press.

Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning.* New York: Cambridge University Press.

Rodrigues, A.G. (2012) A realização das fricativas no português brasileiro. *Web-Revista SOCIODIALETO, 2 (1), 1-22.*

Silveira, R. (2010). Uma análise da produção acadêmica na área da interfonologia português-inglês. In Rauber, A., Watkins, M., Silveira, R., Koerich, R. (Org.), *The acquisition of second language speech: studies in honor of Professor Barbara O. Baptista* (p. 3-19). Florianópolis: Insular.

Souza, M.A. (2006). Educação de jovens e adultos e a diversidade linguística: As relações entre a fala e a escrita. *Revista da Alfabetização Solidária, 6 (6), 49-59.*

Souza, M.O. (2009). A fonética como importante componente comunicativo para o ensino de língua estrangeira. *Prolíngua, 2, 33-43*.

Zimmer, M., Silveira, R., & Alves. U.K. (2009). *Pronunciation instruction for Brazilians: Bringing theory and practice together.* New Castle upon Tyne: Cambridge Scholars Publishing.

APPENDIX A - Consent Form

Universidade Federal de Santa Catarina

Centro de Comunicação e Expressão

Curso de Graduação em Letras Língua Inglesa e Literaturas

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

1. **Introdução:** Você está sendo convidado a participar do projeto de pesquisa que busca estudar características específicas da pronúncia da língua inglesa. Este formulário contém dados relacionados ao consentimento para utilização de informações coletadas durante a realização da pesquisa. As pesquisadoras são a orientanda Karine Pinto e sua Orientadora Professora Doutora Rosane Silveira.

2. **Objetivos:** Este estudo visa contribuir ao ensino de Língua Inglesa, uma vez que os dados coletados podem servir para a elaboração e melhoria de materiais didáticos, adequando-os às necessidades dos alunos brasileiros aprendizes do idioma e, também, contribuindo para o ensino nas áreas de Fonética e Fonologia de modo geral.

3. **Seleção dos participantes:** O participante desta pesquisa precisa ter mais de 18 anos de idade, ser brasileiro e ter estudado a língua inglesa por no mínimo 01 (um) ano.

4. **Procedimentos:** Se aceitar participar da pesquisa, você (i) lerá um texto em língua inglesa que será gravado, (ii) responderá a um questionário, (iii) lerá um texto em língua portuguesa que será gravado, (iv) responderá algumas perguntas.

5. **Riscos ou desconfortos:** Não existem riscos ou desconfortos associados à sua participação. A participação nesta pesquisa não acarreta, de forma alguma, em prejuízos ou em privilégios. Além do mais, asseguramos que esta pesquisa está submetida aos critérios da Resolução 196/96 e suas complementares. Se houver quaisquer dúvidas referentes ao seu desenvolvimento, o pesquisador está à disposição para esclarecimentos através dos contatos dispostos abaixo.

6. **Voluntariedade na participação:** O participante pode, a qualquer momento, deixar de participar da pesquisa, informando o pesquisador de sua decisão, a fim de que ele não utilize mais os dados do desistente.

7. **Confidencialidade:** Não haverá identificação nominal dos participantes, nem divulgação de quaisquer informações que podem revelar sua identidade.

8. **Divulgação dos resultados:** Todos esses dados integrarão o corpus da pesquisa. Esta pesquisa será concluída em Dezembro de 2013 e o estudo tornar-se-á público.

9. **Quem contatar:** Se você tiver qualquer dúvida sobre a pesquisa, podemos conversar sobre ela agora ou você pode entrar em contato com a professora Rosane Silveira, pelo e-mail rosane@cce.ufsc.br ou no telefone (48) 9615-9978.

Se você estiver de acordo em participar desta pesquisa, assine por extenso no espaço abaixo.

Eu, _____, concordo em participar deste estudo e autorizo o pesquisador a utilizar os dados por mim fornecidos.

_____

Assinatura do Pesquisador

Florianópolis, ____ / ____/ _____

APPENDIX B - Questionnaire

Questionário

1. Nome: _____

2. E-mail: _____

3. Data de nascimento: _____

4. Cidade e Estado onde nasceu:_____

5. Quanto tempo no total morou lá? _____

6. Seus **pais e avós** são de descendência brasileira? (se não, qual é a descendência deles?)

   _____

   _____

7. Você tinha o costume de ouvi-los conversando em outro idioma além do português do Brasil? **Quais** idiomas?

   _____

   _____

   _____

8. Em quais países, estados e cidades você já morou por mais de 01 ano? (Inclua a **duração de tempo** em que residiu lá e intervalo de **idade** que tinha quando residiu nestes locais)

   _____

   _____

   _____

   _____

   _____

9. Qual é o seu nível de escolaridade:

( ) Ensino Médio   ( ) Graduação

( ) Pós-Graduação   ( ) Mestrado

( ) Doutorado   ( ) Outro: _____

10. Descreva **onde** você aprendeu inglês e **quanto tempo** estudou o idioma em cada local (escola regular, escola de idiomas, outro) e a **idade** que tinha?

_____

_____

_____

11. Você morou fora do Brasil? **Onde**? **Por quanto tempo**? **Qual idioma** usou para se comunicar neste país?

_____

_____

_____

12. Você sabe falar outras línguas além do Português e do Inglês? Estudou essas línguas por mais de um ano? **Quais? Onde?** (escola regular, escola de idiomas, outro) e **por quanto tempo?**

_____

_____

_____

_____

_____

Muito obrigada pela sua contribuição!

SEÇÃO I (*Guia do Entrevistador*)

1- *Descreva os alimentos (incluindo quantidades <u>aproximadas</u>) de suas refeições (café da manhã, almoço etc.) de hoje.*

Entrevistador dá um exemplo.

Exemplo: No café da manhã eu comi 1 banana, 2 maçãs e tomei um iogurte.
No almoço eu comi macarrão com frango e molho branco
No café da tarde eu comi bolacha de água e sal com manteiga e chupei 2 tangerinas.
No jantar, comi 2 sanduíches com alface, tomate, presunto e queijo.

SEÇÃO II (*Guia do Entrevistador*)

2- *Descreva os alimentos (incluindo quantidades <u>aproximadas</u>) dos alimentos que tem em casa.*

Na geladeira tem 2 cocos, 4 laranjas, 2 pacotes de presunto, 2 pimentões, couve, tomate, alface, canjica e sopa.
No armário tem algumas torrada, 2 pães de doce, 1 pacote de bolachas Maria e 4 latas de atum.

SEÇÃO I (*Guia do Entrevistador*)

a) Primeiramente, Observe a imagem da pirâmide.

b) Quando estiver pronto, avise para que você possa responder algumas perguntas feitas pelo entrevistador.

1- Descreva os alimentos (quando possível com as quantidades) dos Grupos 2 e 3 .

Entrevistador dá um exemplo.

Exemplo: Grupo 1- Trigo, 2 espigas de milho, arroz, pão, 4 batatas, 4 mandiocas, algumas fatias de aipim, macarrão.

SEÇÃO II

2- Abaixo estão alguns itens do grupo 1,2 e 3. Coloque esses alimentos no grupo correspondente de acordo com a pirâmide.

Corn – Carrot – Tomato – Potato – Watermelon – Melon – Orange – Apple – Pear – Banana

Grupo 1 -

Grupo 2 -

Grupo 3 –

* Quando estiver pronto, avise para que possamos iniciar a gravação.

Pirâmide Alimentar

Alimentos Energéticos Extras
Alimentos Construtores
Alimentos Reguladores
Alimentos Energéticos

Grupo 7
Grupo 8
Grupo 5
Grupo 4
Grupo 6
Grupo 2
Grupo 3
Grupo 1

Água e líquidos

www.weblaranja.com Fonte: Baseado na pirâmide alimentar da UNB – Universidade de Brasília

Bad Habits – A Girl's Complaints

I think we should say the things which make us feel bad. One of the things that really bothers me is having to share a room with my older sister, Elys. She does not snore or have unpleasant habits like that, it's just the lack of space and you know, not having much privacy. I would like to make it clear that it's not only I who does not like sharing the room, she does not feel comfortable either. It's natural, after a certain age.

More problems? Yes, there are others. For example the use of bathroom - someone always seems to get in there first. It's the same with the phone. Sam spends hours chatting to his friends, especially his Greek friend Alexis, with whom he likes to practice Greek on the phone. Oh yes, and another frustrating thing is that I have to wear Elys' old clothes, which is a real drag. And she bosses me around – She's always telling me what to do. Perhaps, all of us feel annoyed, but in my opinion it's harder being the youngest in the family.

Maus Hábitos

Que falemos o que tem que ser dito quando nos sentirmos mal. Uma das coisas que mais me aborrece é ter que dividir o quarto com minha irmã mais velha, Thaís. Ela não ronca e nem tem hábitos desagradáveis como esses, mas é a falta de espaço e o fato de não termos muita privacidade. Que fique bem claro que nós adolescentes não gostamos e nem queremos mais dividir quarto depois de já termos passado de certa idade.

Dois outros problemas marcantes para quem vive em uma família grande são: O uso do banheiro – alguém sempre parece entrar lá cinco segundos antes de você. E o mesmo acontece com o telefone fixo – Marcos fica por horas papeando com seus amigos, especialmente Carlos um estrangeiro com quem ele gosta de praticar inglês. Ah... Mais uma coisa frustrante é ter que usar as roupas velhas da Thaís. Claro, talvez todos nós nos sintamos incomodados, mas não é fácil ser a mais jovem da família.

Text adapted to be used in the research:

Bad Habits – One girl's complaints

I think we should say the things which make us feel bad. One of the things that really bothers me is having to share a room with my older sister, Elys. She does not snore or have unpleasant habits like that, it's just the lack of space and you know, not having much privacy. I would like to make it clear that it's not only I who does not like sharing the room, she does not feel comfortable either. It's natural, after a certain age. More problems? Yes, there are others. For example the use of bathroom - someone always seems to get in there first. It's the same with the phone. Sam spends hours chatting to his friends, especially his Greek friend Alexis, with whom he likes to practice Greek on the phone. Oh yes, and another frustrating thing is that I have to wear Elys' old clothes, which is a real drag. And she bosses me around – She's always telling me what to do. Perhaps, all of us feel annoyed, but in my opinion it's harder being the youngest in the family.

S – Word root (13)　　　S – Plural inflection (10)　　　S – Verb tense inflection (08)

S – Verb Contraction (06)　　　S – Possessive Case (01)

Original text in English:

Bad Habits

One thing I really dislike is having to share a room with my older sister, Paula. She doesn't snore or have unpleasant habits like that, it's just the lack of space and you know, not having much privacy. Another thing about being in a large family is the problem of the bathroom – someone always seems to get in there first. It's the same with the phone. Sam spends hours chatting to his friends, especially Jane, his current girlfriend. Oh yes, and of course I have to wear Paula's old clothes, which is a real drag. And Paula bosses me around – She's always telling me what to do. It's hard being the youngest in the family. 　　　　　　　　　　　　　　　　　　　　(Unknown author)

Traduzido e adaptado para ser usado na pesquisa:

Maus Hábitos

Que falemos o que tem que ser dito quando nos sentirmos mal. Uma das coisas que mais me aborrece é ter que dividir o quarto com minha irmã mais velha, Thaís. Ela não ronca e nem tem hábitos desagradáveis como esses, mas é a falta de espaço e o fato de não termos muita privacidade. Que fique bem claro que nós adolescentes não gostamos e nem queremos mais dividir quarto depois de já termos passado de certa idade. Dois outros problemas marcantes para quem vive em uma família grande são: O uso do banheiro – alguém sempre parece entrar lá cinco segundos antes de você. E o mesmo acontece com o telefone fixo – Marcos fica horas papeando com seus amigos, especialmente Carlos um estrangeiro com quem ele gosta de praticar inglês. Ah... Mais uma coisa frustrante é ter que usar as roupas velhas da Thaís. Claro, talvez todos nós nos sintamos incomodados, mas não é fácil ser a mais jovem da família.

S – marca de plural (17 ocorrências)

S – parte da raiz da palavra (16 ocorrências)

S – conjugação do verbo (7 ocorrências)

APPENDIX J – Table 5. Participants' Sentences Deletions in L2 Tests

Participants	Oral Section II (Closed question) Deletions for Task 1	Reading Section Deletions for Task 1 Text	Total Deletions
P1	Two corn<u>s</u>, twelve carrot<u>s</u>, two tomato<u>es</u>, four potato<u>es</u>, two orange<u>s</u>, two apple<u>s</u>, two pear<u>s</u>	A Girl'<u>s</u> Complaints	08
P3	Two apple<u>s</u>	-	01
P5	Two corn<u>s</u>, two tomato<u>es</u>, four potato<u>es</u>, two orange<u>s</u>, two apple<u>s</u>, two pear<u>s</u>, four banana<u>s</u>	-	07
P6	Two corn<u>s</u>, two tomato<u>es</u>, four potato<u>es</u>, two orange<u>s</u>, two apple<u>s</u>, two pear<u>s</u>, four banana<u>s</u>	Thing<u>s</u>, it'<u>s</u>, it'<u>s</u>, friend<u>s</u>, clothe<u>s</u>, bosse<u>s</u>	13
P7	Four potato<u>es</u>, two orange<u>s</u>	-	02
P8	Two orange<u>s</u>, two apple<u>s</u>, two pear<u>s</u>, four banana<u>s</u>	Thing<u>s</u>, it's, spend<u>s</u>	07
P9	Two corn<u>s</u>, four potato<u>es</u>, two orange<u>s</u>, two apple<u>s</u>, two pear<u>s</u>, four banana<u>s</u>	Spend<u>s</u>, always,	08
P10	Two corn<u>s</u>	-	01

APPENDIX K – Table 6. Participants' Sentences Deletions in L1 Tests

Participants	Oral Section I (Open Question)		Oral Section II (Closed question)	Reading Section	Total Deletions
	Deletions for Task 1	Deletions for Task 2	Deletions for Task 1	Deletions for Task 2 Text	
P6	Duas tangerinas	Duas garrafas de água, Dois hambúrgueres.	Duas maçãs, três laranjas, duas peras	...nós adolescentes não gostamos... ...cinco segundos antes...	08
P7	Dois docinhos	quatro pacotes, duas bolachas, umas broas, uns pacotes	Quatro pimentão (ões), três laranjas, duas maçãs, três peras	-	09
P9	Dois tomates	-	Quatro tangerinas	-	02
P10	-	-	Quatro pimentão (ões)	-	01