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CAE model textbook conversations vs. student conversations: A comparison using Systemic-Functional Linguistics

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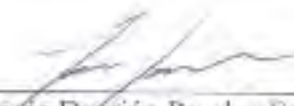División de Ciencias Políticas y Humanidades

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Tesis elaborada bajo la supervisión del comité del programa de Licenciatura y aprobada como requisito para obtener el grado de:
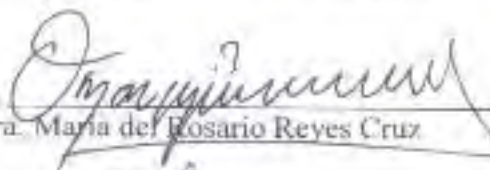
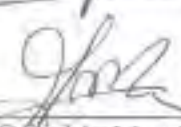## LICENCIADO EN LENGUA INGLESA

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ACKNOWLEDGEMENTS

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ABSTRACT

This study aims to explain the differences in argumentative options between CAE model conversations and English majors" conversations from the University of Quintana Roo in matters of the sections 3 and 4 from the CAE speaking section. This study compares these conversations using the system of engagement presented in the Systemic-Functional Linguistics (Halliday & Matthiessen, 2004; Perales, 2017).

The analysis is taken from parts 3 and 4 of the CAE model conversations taken from two different sources: the Gold textbook and examination videos from Cambridge"s YouTube channel. In matters of the students, sixteen students from the eighth semester of the English major were selected according to their professors" criteria to be the most proficient students within their classes. We applied the mock CAE exam with emphasis on the speaking section, parts 3 and 4. These dialogues were recorded with previous permission given by the participants. English majors" conversations were allocated in a corpus named RealConv whereas the CAE model conversations and examination videos" conversations were allocated in a corpus named ModelConv. Then, the conversations were segmented in small parts called moves (Martin & Rose, 2008). These moves from the two corpora were analyzed based on the engagement systems and compared.

The results showed a higher use of disagreements from the CAE model conversations than in the English majors" conversations. Likewise, English majors did not tend to disagree with each other but instead, they created a third putative speaker with whom they disagreed. This research paper aims to contribute to the improvement of CAE preparation courses and thus, have a better performance in the speaking part of this exam.

1. INTRODUCTION

In this chapter, the background of this research paper, rationale of the study, general and specific objectives, the corresponding research questions and hypothesis, and the significance of the study are outlined.

1.1 Background

The Bachelor's degree in English of Universidad de Quintana Roo (Uqroo) requires that their students reach a C1 level of English according to the Common European Framework of Reference for Languages (Council of Europe, 2001, p.26-27) in order to graduate successfully. Therefore, it is mandatory that students take the Certificate in Advanced English (CAE) test in order to demonstrate that they have mastered English at this level (Universidad de Quintana Roo, 2007; 2015). The CAE test is considered a „difficult" test by most English majors since its level is quite advanced. According to Bautista (2015) English majors tend to express strong negative anxiety when they take certification exams like TOEFL, FIRST CERTIFICATE, and CAE (p. 50).

Of course, there is a lot to be said about the CAE test and all its sections. However, we will concentrate on the speaking skill. In recent years, competence in speaking English has come into much greater prominence in many educational systems, many of which have been criticized for placing too heavy an emphasis on reading and writing instruction and national testing (Baldauf et al., 2012). Thus, as far as the importance of the speaking skill is concerned, Renandya (1999) states that "speaking is one of the central elements of communication. In English as a Foreign Language (EFL) teaching, it is an aspect that needs special attention and instruction" (as cited in Bautista, 2015, p.13).

In light of the above, this research paper is centered on an advanced level of speaking (C1). More specifically, this thesis focuses on parts three and four of the speaking section of the CAE test. The communicative requirements in these sections are different from those in sections one and two; sections three and four are of a more argumentative and interactive nature. In parts one and two the interaction between speakers is almost non-existent whereas in part 3, the speakers are asked to first discuss the written prompts previously given by the examiner and get to an agreement afterwards. In part four, the examinees have a further discussion related to the topics brought up in part three (Cambridge English, 2017). In both parts, three and four, the examinees have a limited time to exchange their ideas, interact with each other‟s opinion about certain topics and finally reach a decision through negotiation. The reasons why we‟ve chosen to focus on these specific parts will be explained next in the rationale section.

1.2 Rationale

Throughout the degree, students are constantly asked to speak in English. Consequently, this requirement should have increased their proficiency considerably. However, in our own experience, we have seen that at the moment of taking speaking mock tests of this particular exam (CAE), many of our classmates display an inappropriate organization of their ideas while speaking. We think that English majors are not commonly aware of the proper structures and suggested models within their textbooks. Hence, they rather use their own strategies without awareness of these sections" communicative requirements. That English majors are ill-prepared to succeed at the CAE was apparent in the last application on the CAE test that took place on December 15th, 2017. According to D. Corona, (personal communication, Dec 15, 2017) coordinator of the Language Learning Center (CEI by its acronym in Spanish), from a total of 35 students who took the test, only 16 students successfully passed it, providing us with a 45% rate of success. Notwithstanding the previous result, the percentage of a passing grade in terms of the speaking section in an isolated manner was different. We found that 26 students obtained a passing grade in this section, in this case 74%; however, the percentage of students that obtained a top score was 14%, in other words, only 5 students complied with the CAE"s oral communication requirements optimally. Although most of the students managed to pass the speaking tasks presented on this CAE test, just a few of them were able to achieve the highest score assigned within this section.

Anecdotally, we have seen that most English Language students at Uqroo do not usually follow a pre-designed pattern to produce a high-level conversation as it is required in the CAE speaking sections. Not only did we notice this particular problem reflected in our own speaking production, but also in our classmates" oral communication during our studies. Things changed for us when the specific models found in CAE textbooks were introduced and explained in detail for the first time by a professor of English in an English VII course. In that moment, we understood the importance of these particular patterns, not to mention the value of organising our ideas appropriately in order to reach the necessary level of English proficiency required in the CAE test. However, no empirical research study has been conducted on this matter, which is the motivation for this study.

It is possible that both teachers and students need more knowledge of certain discourse patterns that are relevant for CAE sections three and four. As Burns (2017, p. 242) argues, discourse analysis a key theoretical area that needs to be considered when researching and teaching speaking is: "teachers need to have awareness of a range of such theoretical areas in order to understand and address the speaking needs of their students explicitly." This led us to think about the importance of raising the discursive consciousness of English teachers who lecture any CAE preparation course so they can discover and explain oral patterns to students.

Despite the importance of understanding CAE oral discourse patterns, little research regarding the production of students in the CAE test has been done so far, specifically on the speaking skill. We want to focus this research on parts three-four of the speaking CAE sections since these sections seem to require specific ways of arguing that students may not be familiar with. As stated by the Cambridge Speaking Assessment Manual (UCLES, 2011), students taking the CAE speaking section are expected to "link their contributions to those of others" and "widen the scope of the interaction and negotiate towards an outcome" (p. 2). These discursive moves imply argumentation. However, as stated by Peón and Rojas (2011), Mexican students are not commonly taught to argue orally to negotiate disagreements and reach common goals. Therefore, they are likely to find these speaking tasks challenging due to insufficient preparation and knowledge of argumentation strategies. Moreover, there has not been any prior research on parts 3 and 4. Therefore, this thesis focuses on those specific parts of the speaking section.

1.3 Objectives

The general objective of this thesis is to compare contrastively the patterns of dialog found in ModelConv and RealConv elicited in response to mock CAE speaking situations in order to determine whether students produce the required outcomes in sections three and four of the CAE test. Likewise, the specific objectives that will lead us to achieve our general objective are as follows:

1. Apply mock CAE tests to English Language students and collect conversations on the performances of the different participants.
2. Describe conversations that the participants produced in sections three-four of the mock CAE test using the systems of engagement of the Systemic-Functional Linguistics.

3. Assemble a small corpus of model CAE conversations from at least three different recent, prestigious CAE preparations coursebooks.
4. Describe these models conversations using the systems of engagement and of the Systemic-Functional Linguistics.
5. Compare the kind of conversations found in textbooks with the ones provided by the students.
6. Characterize the differences and similarities between the two corpora.

1.4 Research questions and hypothesis

Some specific questions are addressed in order to conduct this thesis. They are designed to achieve the general objective. The questions are as follows:

1. What patterns of engagement are found in a sample of popular CAE coursebook model conversations for the speaking section of the CAE?
2. What patterns of engagement are found in LI students' conversations in mock speaking test situations?
3. Are there differences in engagement patterns across model conversations and actual student conversations?

Furthermore, our hypothesis states that English majors will produce conversations with systematically different patterns of dialog than those found in CAE textbooks.

1.5 Significance of the study

The findings of this study will redound to the benefit of CAE instructors and students who need to take the CAE test in order to graduate from the Bachelor's degree in English Language at the University of Quintana Roo. It is normally seen that English Language students tend to struggle with the speaking skill for several reasons such as insufficient competence or knowledge, test anxiety, fear of speaking in public, classroom community and negative self-talk among others (Bautista, 2015, p. 44). These factors are present during the preparation of English Language students towards the CAE test. The backgrounds of the students as well as the knowledge they have at the moment of presenting the speaking part are predominant factors influencing in their oral production. This study aims to describe their performance and to

compare it with models found in textbooks using the systems of engagement of Systemic-Functional Linguistics; therefore, readers of the thesis will gain insights. These insights might be used by instructors to prepare lessons that increase students" competence and alleviate anxiety.

In addition, this is the first study of speaking skill done at the Uqroo from a Systemic-Functional Linguistic (SFL) perspective; therefore, this study will open a new line of inquiry for further studies related to the English language from a SFL perspective.

2. LITERATURE REVIEW

In this section, the literature review of this study is thoroughly outlined. First of all, some definitions with regard to this research study such as speech genre, CAE test, and speaking task are presented. In the same way, the theories in relation to this research are described. To culminate with this section, some recent studies related to the field of speaking tests are summarised.

2.1 Theoretical Framework

Within this section, two theories relevant to the study of communication and interaction among students will be presented: intercultural rhetoric and systemic functional linguistics. These theories provide the grounds for examining the field and tenor in the ModelConv and RealConv in focus. Similarly, this section explains the most important terminology of this research paper. All definitions aim to enable a better awareness and understanding of all the aspects to be discussed in this research study. Likewise, it is important to mention that this terminology is based on theories related to the main topic of this thesis which is students" speech production.

2.1.1 Intercultural Rhetoric

In order to go deeper in the explanation of intercultural rhetoric theory, it is a must to first define these terms separately. On the one hand, the word rhetoric has been defined as "the use of

words by human agents to form attitudes or induce actions in other human being" (Burke, 1969, as cited in Perales, 2010, p. 74). Its implications can be correlated to different forms of existing communication: oral and written. This implies that the word choice and textual arrangement used in order to transmit either an oral or written message can have a considerable impact towards other people‟s understanding. Likewise, we have the word intercultural, which according to Cambridge (n.d.), it is defined as something that is relating to or involving more than one culture. In other words, the meanings of these two words are presented in the following theory.

Intercultural rhetoric, also known as contrastive rhetoric, can be defined as "the study of patterns of text and discourse in different languages that vary in structural and in cultural background" (Enkvist, 1997, p. 188). Intercultural rhetoric draws on many theories, different methods, linguistic discourse analysis among others involving second language acquisition (Connor, 2004, p.1). Similarly, contrastive rhetoric is an area of research in second language acquisition that is concerned with the problems second language writers find regarding composition (Connor, 1996, p. 5). Because speech is text, this definition can be adapted to oral situations so that a contrastive rhetoric of speech is concerned with the problems L2 speakers face when producing long stretches of text with specific social goals. In the same manner, as contrastive rhetoric is linked to the second language acquisition, Systemic-Functional Linguistics, which is explained below, is involved to the analysis of the word choice used not only in written text but also in oral text.

2.1.2 Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL), which enables an in-depth analysis of textual structure and word choice, has been identified as a valuable means to analyse texts used within educational contexts (see Feez, 2002; Macken-Horarik, 2002; Woodward-Kron, 2005, for example). SFL itself analyses the different levels of communication in languages as stated by Halliday (1994, as cited in Perales, Sima & Valdez, 2012) "Systemic-Functional Linguistics (LSF) provides constructs and procedures for the semiotic social analysis of the language". Accordingly, SFL involves taking into account the different existing levels of communication not only in the educational context but also in the social ones. SFL models different areas of language

into systems of choices that speakers/writers have at their disposal when constructing texts. In the same manner, there is another aspect influencing speakers" degree of commitment when having a conversation. This aspect is called Tenor and will be explained further in this section.

A system of SFL that is germane to this thesis is engagement. This system models the organization of speakers" discourse at the moment of producing their oral text.

2.1.2.1 Genre

To begin with this concept, it is essential to mention its importance in the speech production. First of all, countless authors have defined the term genre in different ways taking into consideration different insights (see for example Swales, 1990; Berkenkotter and Huckin, 1993; Kinneavy, 1971). Thus, deciding which term could explain clearly the concept in line with the objective of this thesis resulted quite challenging. To begin with some examples, a definition by Martin (1998, as cited in Perales, 2010) states that genre is a language processes oriented towards a determined specific goal that happens in regular stages found within texts. In other words, Martin believes that genre encompasses a series of communicative events which share a series of communicative purposes. In a nutshell, genre depends upon the communicative purpose(s). That is the reason why we could say that the purpose varies from one genre to another (Perales, 2010).

Notwithstanding the reference to texts, the focus of this thesis is to compare the speaking production of English students, thus both textual and speech genres will be taken into consideration. Of course, it is important to highlight that everything that we speak is text (basically, "oral text"), consequently there must be an organization regarding whatever that is set to be spoken depending on the choices we made (Perales, 2010, pp. 126-127).

Likewise, Swales (1990, as cited in Connor, 1996) provides us a clear definition of genre, but in this case, it focuses on the communicative purpose of discourse:

> A genre comprises a class of communicative events, the members of which share
>
> some set of communicative purposes. These purposes are recognized by the expert
>
> members of the parent discourse community, and thereby constitute the rationale for the

genre. This rationale shapes the schematic structure of discourse and influences and constraints choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action […] (pp. 126-127).

As shown above, genre includes a series of communicative events which share another series of communicative purposes. Thereupon, these purposes ought to be recognized by the expert members of the discourse community that uses the genre in order to constitute, in this way, the foundation of genre. Based on this, the focus on this thesis will embrace an oral genre. Inasmuch as the sections in focus have explicit goals and preferred patterns, the models found in those textbooks constitute a genre and will be the focus of this paper.

2.1.2.2 Register

At the same time, given that the term register appears to be highly linked to genre, it is usually associated as part of the genre. A relationship explained by Martin (2002, as cited in Perales, 2010) with regard to genre and register states that "register is a pattern of linguistic choices, and genre a pattern of register choices" (p. 78). It seemed plausible that the relationship between both terms encompassed what Systemic Functional Linguistics (SFL) aims to explain which is systematic choices.

Although this may be true, it is essential that a clear definition of the term register be provided, not to mention its components or characteristics. For instance, a quite straightforward definition by Halliday & Hasan (1980, as cited in Moris & Navarro, 2007) asserts that "a register is [...] a configuration of meanings that are typically associated with a particular situational configuration of field, mode and tenor" (p. 4)

Correspondingly, each situational configuration refers to a specific function of the term register. Under those circumstances, it is stated by Perales et al. (2012) that "the field refers to "the nature of the social action being carried out and the experiential world that is being built" (Hernández, 2011, as cited in Perales et al., 2012). The tenor refers to the roles and relationships

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between the participants of a situation. The mode that refers to the role that language plays in the situation and the modality –written, oral, visual– of the text." (pp. 37-38).

As it has been mentioned, „Register" involves a series of choices made by the speaker in which the meanings presented include a variation of tenor and mode. In spite of that statement, there is another definition for this term that was developed by Ellis and Uris (1969). They suggested that „register" can be considered as the range of varieties that a speaker has and the choice he opted for in certain moments. This definition implies that every moment that an oral interaction among speakers is taking place, they tend to exchange their points of view by selecting among their range of options the suitable option regarding the context that is presented. Field, mode and tenor play a major role in this interaction because based on these three characteristics of register is how a proper and accurate message is provided amongst speakers. To illustrate this, Halliday, Mackintosh and Strevens (1964) stated the following:

> When we observe language activity in the various contexts in which it takes place,
>
> we find differences in the type of language selected as appropriate to different
>
> types of situation (p.87).

Field is a focus of this thesis because we are interested in the type of social action that actual speakers carry out versus the social action performed by the models. The latter presumably conform to the goals established by Cambridge, which have to do with discussing and negotiating outcomes.

Moreover, tenor is another essential focus on this research paper. We chose to use the register variable of tenor that focuses on interpersonal meanings in conversations. Halliday (1978, as cited in Eggins & Slade, 1997) contends that that tenor is referring to the role of structure: the cluster of socially meaningful participants relationships opering in a situation. Then again, the tenor can be subclassified into four main dimensions: status relations, degree of affective involvement, frequency of contact or level of familiarity, and orientation to affiliation. Each one is briefly explained below:

First, status relations: Eggins and Slade (1997) refer to this dimension as the construction of a social self attributing to fellow interactants relevant social roles (p. 52). This means that

conversations can involve an inequality of status depending on the social role of a person. It might vary taking into consideration different variables such as whether or not one of the participants has more authority over the other or perhaps one of the participants possess more general knowledge than the other participant. As Poynton (1985, as cited in Eggins & Slade, 1997) points out, the legitimation for unequal status relations may come from a number of different sources such as force, authority, expertise, and status symbols.

Second, degree of affective involvement: this degree we "matter" to those with whom we are interacting. Affective involvement can range from nil (distant, unattached) through some such as school friends or work colleagues, to high for instant lovers, close friends, and family. This dimension can be either positive or negative and may be a permanent feature of a particular relationship (Eggins & Slade, 1997, p. 52). In a few words, affective involvement refers to the degree of love that the participants have, of course considering that they know each other.

Third, frequency of contact or level of familiarity: this dimensions is based on the level of familiarity constructed to operate between interactants (Eggins & Slade, 1997, p. 52). Familiarity is developed by contact which can be categorized as regular such as the relationship with our immediate families or intermittent being simply a one-off encounter. In a nutshell, contact refers to how often the participants see each other and if they have a familiar treat.

Fourth, orientation to affiliation: this dimension sheds lights on the inclination and disinclination to affiliate with various formal and informal social groups, such as family, workers, fellow students, residents in our area, or other passengers on a bus. Orientation to affiliation refers to the extent to which people seek to identify with the values or beliefs of those we interact with in these different social context (Eggins and Slade, 1997, p53).

This register variable called tenor and its four dimensions are fairly important to this research paper since we seek to find certain differences between students" real conversations and model conversations taken from real textbooks. Therefore, taking into considerations that students in the real conversation might know each other the tenor dimensions may be present or have a direct effect in the final outcome of each conversations. Something that may not happen in model conversations since most of them are actors who perform the conversations. Then, talking about students in video model conversations, they might be low in different dimensions as well considering that they might not know each other. In the final analysis, these dimensions of tenor

may emerge from cultural aspects or may not do it since participants are two different people with different variables of tenor.

2.1.2.3 System of Engagement

White, (2001, as cited in Perales, 2010, p. 79) defines engagement as the set of "resources for positioning the speaker"s/ author"s voice with respect to various propositions, and proposals conveyed by a text". Engagement is one of the SFL systems that perform tenor in texts; that is, it expresses tenor linguistically. It is also relevant to the study of the kind of social action accomplished in a conversation, or field. In the light of the definition these authors provide, they link the different outcomes that speaking communication involves. In the same way, the system of engagement not only incorporates the position of the speakers towards a certain point of view either written or oral, but also can incorporate the dialogue between the speaker/writer and other speakers/writers and texts (Perales, 2010).

Engagement is a subsystem of the broader system of Appraisal (Martin & White, 2005), which models evaluation in SFL. Engagement is inspired in the work of Russian literary theorist Mikhail Bakhtin. One of Bakhtin"s central contributions is the realization that all utterances respond to previous utterances of others. Some sentences make this fact more-or-less clear in their vocabulary and grammar. Others do not. Perales (2018) illustrates this phenomenon with a passage from Ur (2009, 10):

> "In the classroom, it is the teacher"s job to promote these three learning processes by the use of appropriate teaching acts… This is not, of course, the only way people learn a language in the classroom. They may absorb new material unconsciously… Through such mediation, however, the teacher can provide a framework for organized, conscious learning."

As Perales (2018) states, the second sentence is advanced as a response to a potential argument from a dissenting reader: students learn even without the teachers" explicit promotion of the learning processes described by Ur. This is indicated by the use of "of course." In Martin

and White"s (2005) engagement system, this kind of sentence is labelled as an instance of CONCEDE (capital letters are used to follow SFL conventions that name different types of textual engagement). The next sentence carries on with this CONCEDE move by introducing one such argument: students "may absorb new material unconsciously." The choice of "may" is relevant as it allows other opinions and possibilities that other speakers may adhere to in lieu of asserting the proposition as a fact. According to Perales (2018) "this kind of sentence is said to ENTERTAIN the proposition instead of asserting it. The last sentence, beginning with however," is used by Ur to COUNTER the objections of dissenting readers that she just textualized"

Because these sentences carry words that signal the presence of opinions or perspectives that are not the author"s, they encode the voices of the speakers who would hold those perspectives. As Perales (2018) states:

> In SFL, they are called "heteroglossic utterances" and are said to be instances of heteroglossia, or the presence of multiple perspectives (i.e. the utterances of others) within an utterance. Heteroglossia is a word derived from the Greek words heteros ("distinct in kind") and glossa ("tongue, language, speech"). It contrasts with monoglossia (from monos=one), which in the engagement system is the exclusion of other perspectives from an utterance. The first sentence in the excerpt above ("… it is the teacher"s job to promote these three learning processes…") is monoglossic because none of its words acknowledges other perspectives. It simply asserts the author"s view as a truth. These monoglossic utterances are also called bare assertions.

Heteroglossic utterances can be CONTRACTIVE or EXPANSIVE. Contractive ones aim at aligning the interlocutors with the speakers" positions. They are said to contract dialogic space. COUNTERS, or statements that oppose or rebut a previous statement, usually signaled by contrastive conjunctives likes *but* or *however*, are a type of heteroglosically CONTRACTIVE option. In contrast, EXPANSIVE utterances give the reader room to dissent with the author and thus expand dialogic space. Dialogic space may be expanded is by modulating the objectivity, truthfulness of generalizability of propositions with the use of modal verbs, epistemic verbs, "I

think" and other resources (Martin & White, 2005). By using these words and phrases, speakers recognize that alternative positions and interpretations are possible and/or acceptable. propositions incorporating such recognition are considered to be entertained, i.e. are thought to be instances of the systemic option ENTERTAIN. Broadly speaking, heteroglossic options tend to construct a potentially dissenting interlocutor that needs to be persuaded, whereas bare assertions construct a reader already convinced of the speaker"s positions. The full system of engagement options is presented in Figure 1 below.

Figure 1.- System of Engagement
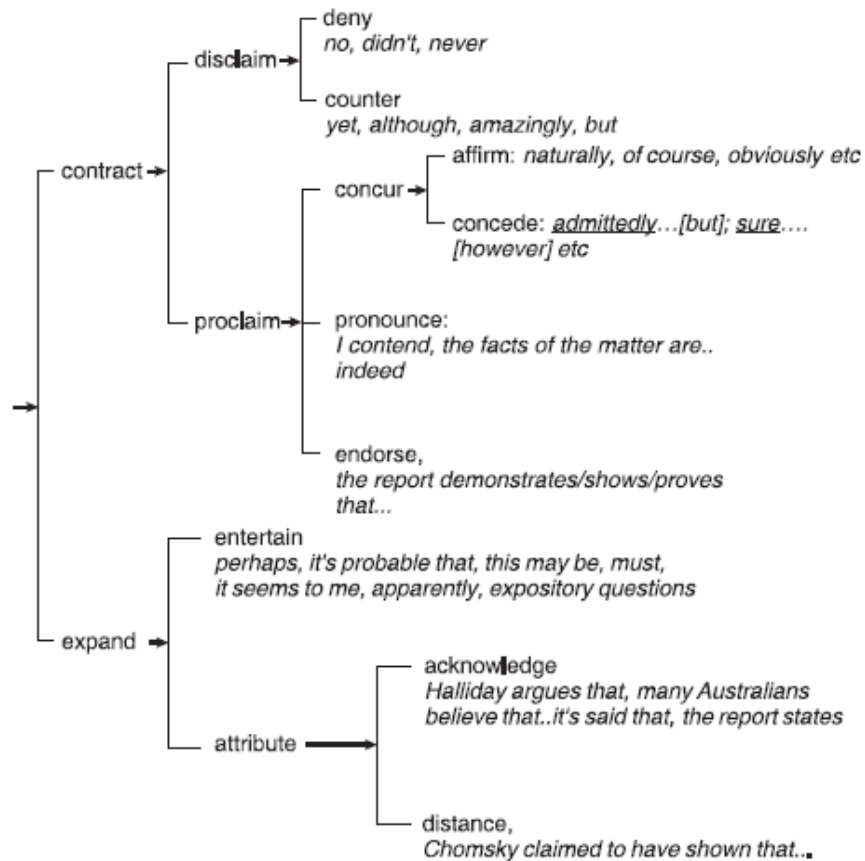
Figure 1. The system of engagement (Martin and White, 2005, pag 137).

Importantly, the system of engagement also allows the "negotiation" among speakers in matters of the degree of commitment towards the propositions arisen in their discourse (Mei, 2007, as cited in Perales, 2010, p. 80). This commitment is important given the fact that speakers/writers will have to go through a process of expressing different ideas, asking questions,

agreeing/disagreeing, etc. in order to fully convey the target message and/or agreements. Nevertheless, there are some moments during this exchange of ideas and agreeing/disagreeing process that speakers tend to construct a putative speaker to whom they discuss with. The existence of this putative speaker can be due several reasons that will be later explained.

2.1.3 Certificate in Advanced English (CAE)

The Cambridge English: Advanced (also known as Certificate in Advanced English (CAE) is an international English language examination developed by Cambridge English Language Assessment (previously known as University of Cambridge ESOL Examinations). It is targeted at Level C1 of the Common European Framework of Reference for Languages (CEFR) and can be used for study, work and immigration purposes (Hawkey & Milanovic, 2013). The updated exam (for exam sessions from January 2015) is made up of four papers developed to test your English language skills. As it was already mentioned before, this specific test was created to evaluate English learners who have a C1 level of English proficiency (Cambridge English, 2017). This is all related to our rationale of the thesis. The Bachelor's degree in English Language requires the CAE test to let students graduate successfully.

More specifically, the speaking section is conducted in four parts. The first part involves a brief exchange between each candidate and the examiner. The second part involves each candidate talking in turn, on their own, about a set of pictures. In the third part the candidates are given some pictures and a task; they are expected to discuss the task, exchange ideas and reach a decision through negotiation. In the fourth part of the test the candidates and the examiner discuss topics related to the task in part three. The examiner directs the interaction by asking questions which encourage the candidates to discuss issues in more depth than in earlier parts of the test. Candidates are expected to demonstrate a range of speaking skills such as pronunciation, intonation, initiation and maintaining a discussion, ability to organise thoughts and use of appropriate grammar and vocabulary (Cambridge English, 2017).

Now, from a profound consideration of specific features of this test format and its task design, it seems plausible to look forward to seeing common interactions of patterns between two candidates in the speaking section. Due to the fact that the authenticity of test content and the

authenticity of the candidate"s interaction with that content are important considerations in achieving high validity, some of the more familiar features of Cambridge speaking tests directly reflect this concern for authenticity. Some of them can be described as pairing of candidates: where possible (to allow for a more varied sample of interaction), the multi-part test format (to allow for different patterns of spoken interaction, i.e. question and answer, uninterrupted long turn, discussion), among others (CambridgeESOL, 2003). Hence, one of the most important things that a candidate has to consider at the moment of taking a CAE test is knowing that interaction is essential.. Apart from the fact that candidates have to master or be close to an advanced level of English (C1), they have to possess or demonstrate certain qualities (interaction) during this speaking part. These mentioned qualities can be found only during parts three and four of the CAE test since, in these parts, the type of interaction is essentially focused on candidate-candidate (the uninterrupted long turn and discussion) (CambridgeESOL, 2003).

This research paper sheds light on part three and four as they are the sections that require more argumentation toward a common goal, a skill likely to be problematic to Mexican learners.

2.1.4 Speaking Skill

To begin with the definition of speaking skill, Thornbury (2005, as cited in Šolcová, 2011, p. 51) stressed the fact that speaking is "like any other skill, such as driving or playing a musical instrument: the more practice you get, the more likely it is you will be able to chunk small units into larger ones" in order to achieve fluency.

Equally important, the speaking skill is necessary for effective interactions amongst people across the world in view that it is an international means of communication (Asakereh & Dehghannezhad, 2015). This is a demanding, difficult and multifaceted skill because one cannot communicate effectively unless they be equipped with sufficient knowledge of vocabulary, grammar, culture, *genre*, and *register* (Scrivener, 2005, as cited in Asakereh & Dehghannezhad, 2015, emphasis added).

According to Brown (1994) and Burns & Joyce (1997) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information orally (as cited in Cunningham, 1999, p. 1). Its form and meaning are dependent on the context in which

it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified and charted (Cunningham, 1999).

Some authors, such as the above mentioned, have expressed their ideas towards how the term „speaking" may be defined. Nonetheless, there are some other authors that make emphasis on the difficulty when defining this term. Nazara (2011) pointed out the difficulty of stating an accurate and single definition for this term; consequently she decided to provide a definition of this by making emphasis on two types of views: one based on its features and another based on another function. Regarding its features, this author considers „speaking" as a social event in which the topic is unpredictable whereas viewing it from the function side, it is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes (Nunan, 1999, p. 228). Both ways of describing the term speaking are correlated because, whenever an oral interaction occurs among speakers, they do not usually know about the topic beforehand and there are some moments in which the activity of speaking is used to get something in exchange such as goods, favors or simply information.

Similarly, speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participants" utterances (Gumperz, 1999 as cited in Nazara 2011, p. 30). This implies that speaking is related to cooperative actions amongst speakers involving a negotiated and self-regulated process in which they organize their point of views to state their ideas and therefore convey their aimed message.

2.1.5 Speaking Task

As stated by Underhill (1987, p. 56 as cited in Roca-Varela & Palacios, 2013), "oral tests are qualitatively different from other kinds of tests since they include items and activities which are typical and exclusive to them, and are conducted under different conditions from the rest of testing". In that case, speaking tasks would be those items and activities.

An interesting definition of task was stated by Lee (2000), who states that "a task is a classroom activity or exercise that has (a) an objective attainable only by the interaction among

participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange [...] (p. 32). This means that the purpose of a speaking task is to convey a message among speakers; therefore, it is an exchange of ideas.

As the previous authors stated, a „speaking task" can be defined in different ways according to the context in which it is going to be used. Having said this, for the purposes of this thesis, „speaking task" is defined as a set of items involved in a test and the interaction that takes place amongst interlocutors in a classroom or in a certain scenario in order to convey a message. This message is, therefore, constructed among speakers and it requires a successful exchange of ideas.

The following section examines published studies related to the topic of this thesis: EFL/ESL speaking skills.

2.3 Recent Studies

As it was mentioned before, little research has been done regarding the CAE test and more specifically in parts three and four taking into account patter of dialog (engagement). Of course, we can find that some researchers have done similar studies taking into consideration speaking interaction, EFL and ESL classroom speaking interaction, and some studies related to test and patterns of dialogue.

Girdlestone (2014) compared two languages, English and German. This was a contrastive discourse motivated by the misunderstandings in intercultural discussions between German and English speakers. The author analyses stretches of argumentative discourse in each language by using certain tools to identify argumentation components. This study seems quite similar to this research paper since the focus of the study relies on argumentative structure and there is a specific tool to analyse the patterns of argumentation found in some speaking interactions between English and German studies. All in all, results indicated that turn-shapes, argument structure and argument conventions differed between the two languages, as did modality, politeness and construction of discourse markers, suggesting that English and German speakers have two distinct cultures of argument.

Ubaque & Pinilla (2016) is an exploratory action research study carried out in a private, non-profit institution in Bogota, Colombia, with a group of 12 learners in a B1 English course due to the problem described as students" difficulties to elaborate on their ideas when discussing issues in class. "The study placed emphasis on the use of argumentation outlines and peer assessment to boost learners" argumentative abilities" (p. 111). As we can see, this study focuses on the argumentation part similar to this research paper. In this case they focus on students in a B1 level, whereas this one is on C1 students. In conclusion, findings revealed that argumentation outlines and peer assessment can promote learners" awareness and ability to engage in argumentation processes. Moreover, peer assessment appears to be an essential tool for enhancing personal and collaborative learning, as well as for promoting learner reflection and agency.

Fauzan (2016) implemented the debate technique and peer assessment in his study. This is in order to improve the third semester student"s speaking ability. Here we can observe that the main objective encompasses the enhancement of debate skills in the students of English department of IAIN Samarinda, in Indonesia, which is similar to the one of this research. The most important goal is to help future generation at the moment of taking the CAE test. Furthermore, even though they say it is all about debate, this study talks about argumentative issues and students" dialog as well. In the end, the result shows that the students gradually could express their thought and opinions in debate practice. This activity encouraged the students" creativity to explore the language, since they were asked to develop their arguments from certain motions. The motions were made familiar to them so that they found it easy to speak on the topics. By practicing speaking in the debate practice, they improved their fluency as well as their confidence.

Metsämäki (2012) focuses investigating the use of argumentation strategies, the use of rhetorical devices, use of persuasive discourse, and multimodal/paralinguistic methods. In this case "the study has been conducted from the perspective of language centre teachers with the aim of contributing to the development of innovative university-level L2 instruction in oral skills at language centres in order to promote university students" L2 English oral proficiency and raise their awareness of cross-cultural differences in intercultural communication" (p. 7). As it was stated, the study promotes awareness among students, so does this research paper. The

significance states that this paper will help English majors who want to take the CAE test in order to graduate, therefore the dissertation of Metsämäki creates that similar awareness in terms of argumentation strategies and dialog that can be useful for students in speaking test. In conclusion, the results show that the students acted out their roles fairly well and were active in their argumentative roles. The most common argumentation strategies were the use of straightforward statements, statistical information, evidence, facts, examples, repetition, restructuring, questions, logical reasoning, repeated questions and use of emphatic words. The most frequently used paralinguistic tools were gestures, head nods, body movements, eye-gaze, smiling, laughter, and assertive, intonational tone of voice. In cross-cultural comparison, the Finnish students used questions and repeated questions more than the non-Finnish students did; and the non-Finnish students used more paralinguistic features than the Finnish students did. Only smiling was used more by the Finnish students. A strong collaborative strategy clearly prevailed in both proponents" and opponents" groups.

Gélat (2001) described an experiment using a multiple research approach to investigate 10-year-olds in peer groups of three, interacting in preparation for a written argument in the Open International University of India. This situation was hypothesised to foster logical reasoning which could affect writing quality. Now, we can see that this is related to writing argumentation, however it shares a similar goal which is argumentative patterns even though it is writing. Since everything that we speak is oral text, this study is in part similar to what we want to achieve in this research paper. In the final analysis, the findings pertaining to the teacher-taught writers" compositions have also endorsed the contention that explicit direct genre instruction is an inefficient pedagogy. As demonstrated, there was a significant difference between the quality of compositions written by the controls who were instructed and informed in the structure, and the experimentals who were not directly taught. The oral preparation in small groups appears to have enabled the children to comply more effectively with the argument criteria than the controls who replied to their teacher"s questioning and listened to monologues. Therefore, findings indicate that the experimental group significantly excelled the controls" performance in both adjustment to argument form and the internal reasoning.

Moghaddam (2010) focused on candidates" experiences in the development of argumentative texts when preparing for the IELTS academic examination. In this case, the study

is similar to Gélat (2001). Similarly, it aims to demonstrate that students" improvement in the argumentative area could improve significantly the successful achievement of the desire band scores in this test. Finally, the study demonstrated that students" preparation for IELTS in formal classes contributes significantly to successful achievement of the desired band scores for entry into English-medium universities. From the data, it is evident that candidates obtained significant information about the nature and features of IELTS, and they acquired a range of linguistics resources in terms of composing argumentative texts, which are also useful for university study. In a few words, the study points to approaches which will enable OTEFL students to develop argumentative texts through the study of genres.

Felton & Kuhn (2001) centred in the skills involved in argument as a social discourse activity presumably develop during the childhood and adolescent years. The study seeks to find the course of the development of the interaction of children and adolescents. As this thesis compares model conversations with students" conversation to find out certain similarities or differences, this is another comparison of the dialogs of young adolescents and children to look for the same: dialog and argumentative discourse. This is carried out in the San Jose State University, Washington Square. The results indicate a number of respects in which adults behave more strategically in argumentative discourse than do young teens. Adults use the directly offensive strategy of counterargument more than twice as often as teens. Moreover, in other conversational moves, such as Interpret and Clarify, adults are preparing the way for counterargument by directing and defining the partner"s argument with the intent of weakening it. Such sequences, extending over multiple conversational moves, are less frequent among teens.

Andriessen (2006) contented that argumentation can help learners to accomplish a wide variety of important learning goals (Andriessen, 2006). In this case, it focuses on the importance of argumentation and the results of having a significant interaction. In the end, he draws six conclusions: Students cannot simply be told to learn by arguing; Students should be scaffolding in supporting each other"s argumentation; The type of medium has a major impact on arguing to learn; Students are more efficient at managing their ongoing collaboration through face to face conversation than when mediated by the computer; How a tool is used depends in part on what other tools and activities are in focus at the same time; and Most studies report great individual differences in using tools.

Cheng (2010) presents a study centred on ESL/EFL learners. This study aims to help students compose more effective arguments. The present study investigates the effectiveness of one heuristics based on classical rhetoric, stasis theory, for helping EFL novice writers to develop persuasive reasons in composing argumentative essays. Of course, even though this is an written argumentative study, it focuses similarly on what we want to achieve in this research paper. Additionally, it aims to help students reach a goal which is being better in what they want to write. In our case, it would be in what they want to speak. In conclusion, the results show that participants" essays exhibit considerable gains in the quality and range of reasons, particularly, with regards to a shift from minor, less important reasons to cogent, reader-based ones. Also, students" responses to the evaluation questionnaire in respect to the usefulness of this approach reflect the same trends as in the textual analysis.

Gilmore (2004) reported on an investigation into the discourse features of seven dialogues published in coursebooks between 1981 and 1997, and contrasts them with comparable authentic interactions EFL. This study reflects higher similarities to this thesis since it attempts to contrast the speaking interaction that can be found in coursebooks with students" production. In the final analysis, it seems clear that there have been substantial differences in the past between coursebook dialogues and their authentic equivalents. However, there is some evidence that material writers are beginning to acknowledge the existence of some of these discourse features in their dialogues. He also contends that the fact that textbooks have not accurately reflected authentic interactions in the past is understandable when we bear in mind that materials writers have traditionally tended to use dialogues as a medium to reinforce particular grammar points or to present vocabulary and functional language.

Lazaraton (2015) based her study on observations about the nature of the discourse produced in the systemic-functional context. This article responds to points raised in the article „The paired format in the Cambridge Speaking Tests" by Julie Norton. It is about how students perform during a paired oral assessment such as speaking exams, examinations and more prestigious tests, taking into account argumentative schemata and patterns of dialogue. All in all, Lazaraton states that the results that Norton presents are hard to follow. Nevertheless, she agrees with Norton when saying that it is impossible to correlate one aspect of a candidate"s performance with the awarding of a particular score in the speaking tests. The examiner"s

demeanor, gender, topic choice, or the candidate"s familiarity with a task type are some of the many variables which could influence the type of language elicited and the amount of talk produced. How this in turn impacts upon the final assessment of a candidate is enormously complex.

Gan (2008) reported on a case study of negotiation that occurred in peer group oral interactions. Analyses of the data point to the advantage of using peer group discussion task in generating the interaction patterns representative of natural conversational situations. By concentrating on the situated dynamics and process of peer group functioning, this study also demonstrates the importance of peer learning opportunities that resulted from collaborative reasoning under assessment conditions, which have typically been ignored in the conventional testing paradigm. In the end, Gan"s analyses identified four types of negotiation exchange sequence that occurred between four non-native peer ESL students engaged in a group oral discussion task. While these findings must be viewed with caution as the analyses in the present study, they were based on only one case study.

Woodfield (2008) focused on written discourse completion tasks under assessment conditions. Discourse analysis was used to illustrate how participants negotiated and constructed the assessment format itself as well as meaning exchange sequences. This study responds to the call to include native speakers in verbal protocol research. The study aimed to identify the focus of participants" attention while on task and employed content analysis to identify themes emerging from the participants" verbal protocols. In conclusion, findings from the analysis suggest that participants" attention may be directed to perceived deficiencies in the elicitation instrument, reflecting criticisms in the research literature relating to the design and authenticity of WDCTs. Secondly, the study found that participants may respond to these deficiencies by recreating the task within an authentic speech event.

Golder (1992) conducted a research study analysing argumentative discourse produced by 68 students aged 10-17 in order to find out argumentative discourse and operation. The study finds that they are prompt to negotiate the discourse object: negotiation (argumentative cooperativeness which presupposes an articulation of each partner's arguments with the other partner') and on the level of the formal argumentative markers of negotiation. In the final analysis, the key finding is that dialogal and argumentative operations are functionally linked: the

percentage of markers of utterance involvement, axiological forms and modalizations is much higher in argumentative cooperative discourse as compared to discourse where cooperativeness is only dialogal (in which the speakers merely regulate turn taking and maintain thematic continuity).

Nussbaum (2005) examined the effect of goal instructions on students" reasoning and argumentation in an interactive context (discussing a topic on-line). Goal instructions specify the goal of a discussion. This study was carried out using 224 undergraduates to find out certain characteristics of argumentation in different interactive contexts. In the end, some participants were eliminated from the sample because of lack of participation or related reasons. Of the initial 224 participants, 16 did not complete the survey and were not assigned to groups (leaving 208 participants). In addition, some participants failed to post any discussion notes. Because the group was an important level of analysis, and the groups were being compared on levels of argumentation activity, if one or more people did not participate, the entire group was eliminated, which resulted in the elimination of an additional 22 subjects. In a few words, Nussbaum"s study shows that both goal instructions and need for cognition can have substantial effects on the nature of student discussion and argumentation in an interactive context.

Norton (2005) aimed to contribute to the debate by considering how the pairing of candidates may impact upon the language sample produced and could affect the assessment process. Data from the Speaking Tests are presented which suggest that pairing potentially affects linguistic performance if one candidate has higher linguistic ability than the other, or if candidates know each other. Results suggests the value of gathering more data on social and cultural factors which may potentially influence linguistic performance and assessment, specifically, with regard to pairing effects on candidate performance.

Taylor-Hamilton (2005) addressed research done on direction-giving which is a commonly taught speech behaviour in L2 English and compares it to baseline data in L1 English and L1 Arabic. Within his results he found out that L2 English speakers use a different combination of strategies that is not related to the ones in the baseline database. He later shed lights on the fact that this was due to the social identity of from transfer of training of the students. In the end, the difference between L2 English and L1 English is highly significant, as is the difference between L2 English and L1 Arabic.

Bardovi-Harlig & Salsbury (2004) reported on the development of oppositional talk in L2 English conversation. In oppositional talk, speakers express opposing views. Oppositional talk in American English includes disagreements, challenges, denials, accusations, threats, and insults. In this chapter, the authors analyse the sequence and structure of turns in disagreements, following Pomerantz‟s (1984) analysis. In conclusion, these learners did not receive direct instruction in pragmatics during the course of the study; yet they showed progress in their disagreements. The occurrence of native-speaker and learner-interlocutor disagreements addressed to the learners to which they had to respond and the responses of the native-speaker and learner interlocutors to the learners‟ own disagreements serve as potential input to learners, potentially facilitating the learning experience

In order to explain thoroughly all these previous studies that were carried out taking into consideration speaking conversations, dialogue, and argumentation, we decided to use a chart in which certain aspects such as name of the author, year, context, level, paradigm, method, among others would be listed.

Table 1.- Recent studies

Author	Year	Title	Context	Level	Paradigm	Method	Results
Girdlestone, M.	2014	A Contrastive Analysis of Argumentative Discourse in English and German	United Kingdom	University	Qualitative	Analyzes stretches of argumentative discourse in each language.	Turn-shapes, argument structure and argument conventions differed between the two languages.
Ubaque, D. F., & Pinilla, F. S.	2016	Argumentation Skills: A Peer Assessment Approach to Discussions in the EFL Classroom	Colombia	Middle school	Qualitative	Takes on methodological principles of action research.	Argumentation outlines and peer assessment can promote learners‟ awareness and ability to engage in argumentation processes.
Fauzan, U.	2016	Enhancing Speaking Ability of EFL Students through Debate and Peer Assessment	Indonesia	General	Qualitative	Aims at implementing the debate and peer-assessment speaking argumentative ability.	Students had made some progress, the average scores raised from 60 in pre-test, 69 in cycle 1 and 75 in cycle 2.
Metsämäki, M.	2012	Influencing Through Language: Studies in L2 Debate	Finland	University	Qualitative	Investigates the use of argumentation strategies, the use of rhetorical devices, and use of persuasive discourse	Students acted out their roles fairly well and were active in their argumentative roles.
Gélat, M.	2001	Peer Interaction, Cognition and Argumentative Writing [Key Stage 2 Children]	India	University	Qualitative and Quantitative	Describes an experiment using a multiple research approach to investigate 10-year-olds in peer groups of three	Experimental significantly excelled the controls‟ performance in both adjustment to argument form and the internal reasoning

Moghaddam, S.	2010	Students" Preparation for IELTS: Development of Written and Oral Argumentative Texts	Australia	University	Qualitative	Focuses on candidates" experiences in the development of argumentative texts when preparing for the IELTS academic examination	It shows a continuous increase in her expert knowledge of applying lexical resources when producing written texts.
Felton, M. & Kuhn, D.	2001	The Development of Argumentative Discourse Skill	United States	Elementary and Middle school	Qualitative	Centres in the skills involved in argument as a social discourse act.	Teens to be more preoccupied with producing the dialogue
Andriessen, J.	2006	Arguing to learn	the Netherlands	University	Qualitative	Contents that argumentation can help learners to accomplish a wide variety of important learning goals	Sustained engagement involving multiple dialogues with different partners over a period of weeks significantly enhanced the number of two-side.
Cheng, F.	2010	Finding Reasons for ESL/EFL Argumentative Writing	Taiwan	University	Qualitative	Aims to help students compose more effective arguments	Participants" essays exhibit considerable gains in the quality and range of reasons.
Gilmore, A.	2004	A comparison of textbook and authentic interactions	United Kingdom	University	Qualitative	Reports on an investigation into the discourse features and contrasts them with comparable authentic interactions.	Contrived dialogues are beginning to incorporate more natural discourse features.
Lazaraton, A.	2006	Process and outcome in paired oral assessment	United Kingdom	University	Qualitative	Based on observations about the nature of the discourse produced in this context	It is impossible to correlate one aspect of a candidate"s performance with the awarding of a particular score in the speaking tests.
Gan, Z.	2008	Examining Negotiation in Peer Group Oral Assessment	Hong Kong	University	Qualitative	Reports on a case study of negotiation that occurred in peer group oral interactions.	Inadequate elicitation of the interactional language functions may well pose a validity problem.
Woodfield, H.	2008	Problematising Discourse Completion Tasks: Voices from Verbal Report	United Kingdom	University	Qualitative	Focuses on written discourse completion tasks under assessment conditions	Focuses on written discourse completion tasks under assessment conditions
Golder, C.	1992	Production of Elaborated Argumentative Discourse: The Role of Cooperativeness	France	Elementary school	Qualitative	Finds that students are prompt to negotiate the discourse object: negotiation on content often exchanges	Argumentative dialogue emerges as a complex form of language behaviour which brings interconnected language operations into play.
Nussbaum, E. M.		The effect of goal instructions and need for cognition on interactive argumentation	United States	University	Qualitative	Examines the effect of goal instructions on students" reasoning and argumentation in an interactive context	Analysis of the two surveys indicated that both had good internal consistency.
Norton, J.	2005	The paired format in the Cambridge Speaking Tests	United Kingdom	University	Qualitative	Aims to contribute to the debate by considering how the pairing of candidates may impact upon the language sample produced and could affect the assessment process	The data raise awareness of problems concerning the elicitation of language samples for assessment purposes.
.Taylor-Hamilton, C.	2004	Giving Directions as a Speech Behavior: A Cross-cultural	United Arab Emirates	University	Qualitative	Addresses research done on direction-giving in L2 English and compares it to	The difference between L2 English and L1 English is highly significant, as is the

		Comparison of L1 and L2 Strategies				baseline data in L1 English and L1 Arabic.	difference between L2 English and L1 Arabic.
Bardovi-Harlig, K. & Salsbury, T.	2004	The Organization of Turns in the Disagreements of L2 Learners: A Longitudinal Perspective	United States	University	Qualitative	The development of oppositional talk in L2 English conversation	Learners did not receive direct instruction in pragmatics during the course; yet they showed progress in their disagreements

In the final analysis, there are many studies that focus on argumentative discourse between students or participants with certain predesigned models. Some of them show or look to find a contrast. Of course, regardless of the year, since some of them seem somewhat old, they share similar purposes and a final goal which is helping students to be aware of the implications or help that a good dialogue or argumentative interaction conveys in order to improve their speaking or oral communication in class or during a test.

Some of them contrast or make a comparison between students from one country and students from another country or different places. This research study aims to make a comparison between RealConv and ModelConv. Something that none of these studies have already done. A few of them have a significant final goal which is helping students improve their speaking performance. Nevertheless, none of them focus on the CAE. They want to help students in their general speaking performance in order to probably pass a quiz or test. In this case this is the first study focused on the argumentative performance of students taking into consideration model conversations. This comparison can help students not only to improve their speaking performance and dialogue or argumentation, but also to have a better grade in the CAE test since these specific aspects of the argument are required in the CAE test.

3. METHOD

The aim of this chapter is to describe methodologically the design and procedures used in this research paper. To put it another way, it attempts to elucidate the organized development of the overall design in a specific context, taking into consideration the instruments, participants and data collection. This is a qualitative, discourse-analytic study inspired in SFL theory and analytic methods.

3.1. Participants

In view of the fact that the general objective of this thesis is to compare contrastively the patterns of engagement found in ModelConv along with RealConv, the main characteristics of the participants ought to include a high mastery of the English language and an awareness of what a certification test is. Thus, the participants to be included in this study were eighth-semester English language students who were currently enrolled in the bachelor's degree in English Language at the University of Quintana Roo.

In addition to this, the participants came from the groups in both shifts. The purpose of selecting students from both shifts was to widen our scope of research. The number of selected participants was going to be strongly dependent on their total number of students within their shift; hence, we were intending to select the same percentage of students in either small or large groups. Likewise, the selection was intentionally be in even numbers since the instrument required a pair of students to carry out the parts three and four from the speaking section in the CAE mock test.

Furthermore, it is naturally essential that the students be previously evaluated to determine whether they own an advanced level of English proficiency. The reason of this particular requirement is that the parts three and four presented in the Speaking section from the CAE test require examinees to carry out tasks containing a high level of the use of the language. To satisfactory achieve this, the instruments used in this thesis need to measure two different aspects of the participants.

3.2. Materials and instruments

As was previously stated, the main objective was a comparison of English majors in response to a CAE test. First, English majors ought to be previously evaluated. Equally important, the main instrument used in this paper was a speaking mock CAE test. The Cambridge English: Advanced test is used to evaluate all areas of language. Our mock test was only focused on the speaking section of the CAE test, more specifically in the third and fourth part of the

speaking section. Concerning to this instrument, Dr. Perales provided us with a sample paper that was obtained from the CAE official website.

For data and analysis purposes, two Excel spreadsheets were used. In one of them we analyzed the data based on the system of engagement. In matters of the spreadsheet containing the analysis based on the system of engagement, several columns were created. These columns represented the „tums‟, „number of move‟, „move‟ and finally 11 columns involving the system of engagement itself.   The process of coding was writing down all of the moves of their respective transcript in a separate spreadsheet. After it, we categorized each move according to their respective turn as well as number them. It is necessary to mention that the numbering of each move was restarted as another turn started. An example of these spreadsheets is shown in Figure 2.

Figure. 2 Example of the analysis process

	No. Turno	No. De move		Mono - Hetero	Exp-Cont-comb	Enter- Atrib	Disclaim-Proclaim	con-pron-endo	deny-coun	affir - conced	ackno - dist
1	No. Turno	No. De move		Mono - Hetero	Exp-Cont-comb	Enter- Atrib	Disclaim-Proclaim	con-pron-endo	deny-coun	affir - conced	ackno - dist
2											
3	1		Shall I start?	2	1	1					
4	2		Sure, go ahead	2	2		2	1		1	
5	1		Well, I think it is important to do...conserve endangered species	2	1	1					
6	1		because sometimes ...hmm... we can can share knowledge among those species	1							
7	1		for example, when going to a zoo ...hmm... for example, in a future maybe children cannot have the possibility of known a real elephant for example or a giraffe	1							
8	2		Yeah, I see your point	2	2		2	1		1	
9	2		and I think that ...hmm... it is really important to preserve those animals	2	3	1	2	2			
10	2		because, you know ...hmm... may...it may affect ...hmm... you know, the others ...hmm... animals if one disappears	2	1	1					
11	2		because it could be dangerous...	2	1	1					

3.3. Procedures

3.3.1 Data collection

The first step was to contact the corresponding teachers in charge of the English 7 subjects in the morning and afternoon shift. This was in order to ask whether they had applied a general diagnostic test at the beginning of the course. It is important to mention that the only requirement was getting to know whether or not the students were in an advanced level. Therefore, asking both teachers for their 10 or 6 top students was what we did. Of course, the teachers could not have applied a diagnostic test before. Consequently, they could take into account the last results of a previous quiz to know who were going to be the selected participants. As soon as we compiled the list of the top students, we could proceed to apply the main instrument.

After the selection of the students, we began with the application of the mock CAE test. The application of this instrument was divided into two phases. The students were explained about the different aspects presented in each part of these tasks. Subsequently, they presented the exam in pairs since it was a characteristic of this section. As the exam was being applied, the speakers were recorded for further analysis; notwithstanding, they were informed about this process beforehand and also be given an informed consent letter for their approval and notice. Once every couple of participants had completed the test, they were told that their names would stayed anonymous. They were also informed that after their recordings were analyzed, they would be informed about the results. Equally important, it is necessary to mention that the number of recordings were eight: five from the morning shift and three from the afternoon shift. Once the data collection stage was completed, we continued with the following stage which was the data analysis.

3.3.2 Data analysis

In this process it was not be required the use of specialized software. Instead, the data was analyzed manually by the researchers and with the use of two programs: Microsoft Word and Microsoft Excel. The purpose of analyzing the data manually was due to the fact that we had the intention to compare the recordings of the students" performance obtained from the mock test with the guidelines expressed in the systems of engagement. This provided us an insight regarding of the students" outcomes in specific parts (parts three and four) from the speaking section. The process of analysis consisted on three parts, the transcription of the recordings, the

segmentation of the transcripts in clauses and turns and finally its coding based on the system from the SFL that was engagement.

The first step was to do the recordings" transcription. In order to do all of them, we used Microsoft Word. Each transcription were going to not only contain every word and possible fillers said in the recordings but also be peer reviewed by the thesis"s authors, this was looking forward to maintaining authenticity. Before the analysis process began, we divided the number of recordings in two (four recordings per each member), so each one of the members of this thesis could work on the analysis and everything it was involved on this process in a separated manner. In the same way, the members were in charge of doing the transcripts, the segmentation in clauses of them and coding of the moves based on the systems from the SFL.

The second step was the segmentation in clauses and turns of all the paragraphs from the transcripts. To carry out this segmentation properly we had to identify the clauses within the paragraphs. In order to do this, it was necessary to take into consideration which one of the sentences could be added a tag; consequently, a clause was segmented and had the name of a „move". In matters of the turns, the first speaker marked the first turn and as they were giving the floor to the other speaker, another turn was assigned.

Finally, the moves were coded based on the systems from the SFL. For this task, we used Microsoft Excel. The process of coding was to write down all of the moves of their respective transcript in a separate spreadsheet. After it, we categorized each move according to their respective turn as well as number them. It is necessary to mention that the numbering of each move was restarted as another turn started. Likewise, the progress with the analysis was given to the director of the thesis, Dr. Moises Perales Escudero for its auditing. It is a must to mention that the members of this thesis were constantly working with their director to assure the correct analysis of each one of the recordings; thus, increase the truthfulness and reliability of the results. In the same manner, it is important to mention that we used simple counts and percentages to illustrate the existing tendency in the data, which is an important and legitimate process in qualitative research (Becker, 1970; Maxwell, 2010; Sandelowski, Voils & Knafl, 2009).

4. RESULTS AND DATA ANALYSIS

In this section, the different occurrences of the engagement systemic options are presented. First, the general MONOGLOSS tendency vs the general HETEROGLOSS tendency are contrasted. Second, within the HETEROGLOSS tendency, the EXPANSIVE and CONTRACTIVE tendencies are analyzed. Third, the CONTRACTIVE occurrences (DENY, COUNTER, AFFIRM, CONCEDE, PRONOUNCE, and ENDORSE) tendencies are shown as well. Finally, the EXPANSIVE occurrences (ENTERTAIN, ACKNOWLEDGE, and DISTANCE) are presented.

4.1 Monogloss vs Heterogloss

In this section, the total amount of monogloss and heterogloss options is compared according to each sub-corpus. It is important to mention that the term RealConv means real conversations according to the data gathered from English major students. Then the ModelConv means model conversations which is data collected from students" textbooks and model conversations taken from different examination videos. As seen in the following table, these are the raw numbers of occurrences presented in the MONOGLOSS VS HETEROGLOSS.

Table 2.- Monogloss vs Heterogloss occurrences

General Data				
Engagement option	RealConv	Percentages	ModelConv	Percentages
MONOGLOSS	186	59%	128	41%
HETEROGLOSS	354	61%	229	39%

Taking into consideration the RealConv corpus, 186 (59%) MONOGLOSS moves and 354 (61%) HETEROGLOSS moves are seen. Then regarding the ModelConv, there are 128 (41%) MONOGLOSS moves and 229 (39%) HETEROGLOSS moves. Then, in order to present the frequency of occurrences in these MONOGLOSS and HETEROGLOSS occurrences, we used the following figure.

Figure 3.- Monogloss vs Heterogloss
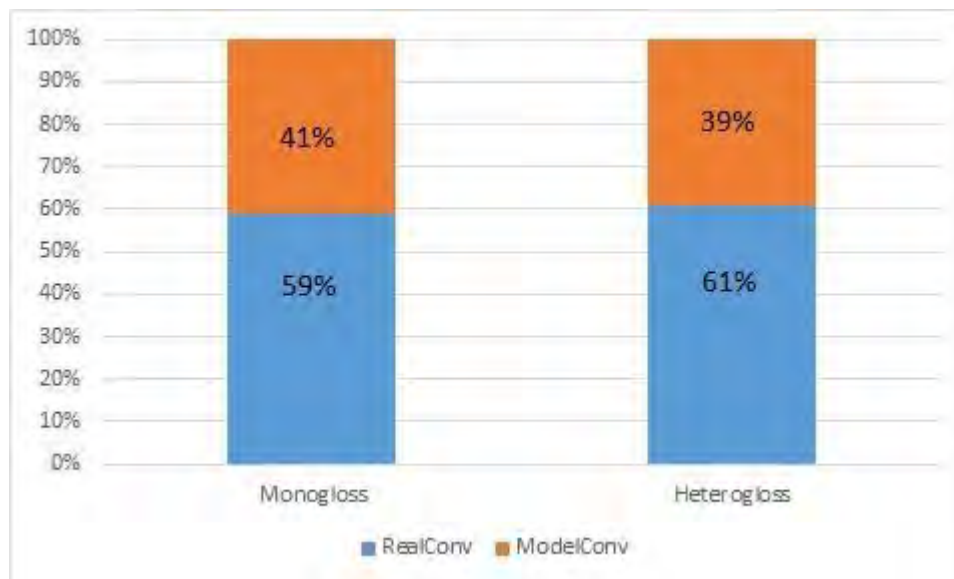
In Figure 3, in the first left column, the contrast between the MONOGLOSS and HETEROGLOSS moves in the RealConv and ModelConv is portrayed in two different colors: blue for the total percentage of RealConv moves and orange for the total percentage of ModelConv moves. All these moves are taken from the Real and ModelConv. Therefore the sum of the orange conversation and the sum of the blue ones show the 100%. For MONOGLOSS moves, 59% of these moves are found in the RealConv whereas 41% left are from the ModelConv. The same pattern was noticeable seen for HETEROGLOSS moves in which 61% of these moves in the RealConv whereas the other 39% of those moves are from the ModelConv. As we can see, there is a predominance of HETEROGLOSS moves over MONOGLOSS moves in both cases. This means that conversations from RealConv and the ModelConv tended to use more HETEROGLOSS moves while speaking in the CAE test. Of course, the model conversations are predesigned to be "the example to follow" during a real CAE application. The same pattern is seen in RealConv with mock CAE tests. Therefore, this means that due to the fact that the HETEROGLOSS occurrences are predominant in this part, the students" textbooks and model video examples seems to be in favour of the use of more HETEROGLOSS moves as well as the students. It could be assumed that the students have not taken into account the fact that their arguments were expressed using HETEROGLOSS moves. Nevertheless, they did use them constantly. Here we have some examples of HETEROGLOSS moves surrounded with the pre and post moves from RealConv in which moves will be divided by a „„|"". In this example a move complex is showed, which according to Martin

and Rose (2008) move complex is considered as a combination of moves, either MONOGLOSS or HETEROGLOSS .

Example 1. RealConv1, 01:05-01:13
TURN 1.- Nayeli: MOVE 1 I agree with you [CONTRACT:PROCLAIM:CONCUR:AFFIRM] | MOVE 2 because I think that all buildings are important too. [EXPAND:ENTERTAIN] | MOVE 3 They reflect part of the culture. [MONOGLOSS]

First, move 2 "because I think that all buildings are important too" is considered a HETEROGLOSS move of the EXPAND:ENTERTAIN type – one of which we will talk more thoroughly in further analysis. The previous move 1 which says "I agree with you" is also considered a HETEROGLOSS move of the CONTRACT:PROCLAIM:CONCUR:AFFIRM type – another category which will be discussed in the further sections. Then, the following move, move 3, which says "They reflect part of the culture" is merely considered a MONOGLOSSmove, or bare assertion. Basically, there are many different categories in the HETEROGLOSS tendency. In this example, this student opted to use more HETEROGLOSS moves of different types. In addition to these examples, here are other examples taken from the ModelConv.

Example 2. ModelConv1, 1:38-1:48
TURN 9.- Anton: MOVE 1 I think looking at the way they dress themselves is a good place to start. [EXPAND:ENTERTAIN] | MOVE 2 They're often photographed [MONOGLOSS] | MOVE 3 and sometimes become celebrities in their own right. [MONOGLOSS]

In the previous example, move 2 "They're often photographed" is considered a MONOGLOSS move. The previous move 1 saying "I think looking at the way they dress themselves is a good place to start" is considered a HETEROGLOSS move of the EXPAND:ENTERTAIN category. Finally, the following move 3 that expresses "and sometimes become celebrities in their own right" is considered another MONOGLOSS move.

As previously mentioned, HETEROGLOSS moves can either recognize another person's perspectives and develop dialogue (EXPANSIVE) or counter opinions and close perspectives, bringing the reader in alignment with the writer's own opinions (CONTRACTIVE). By contrast, the

MONOGLOSS moves are only mere assertions about something that we all know (Martin & White, 2005). Now, all of this tell us something noticeable about the way that the speakers position themselves and their interlocutors. First of all, they do develop dialogue. They opt to use either arguments, agreements or even disagreements. Therefore, this general interaction that the CAE test requires does exist not only in ModelConv since they are that so-called examples, but also in students" conversations. Therefore, as previously stated, both ModelConv and RealConv favor the use of more HETEROGLOSS moves. That would be the reason why RealConv and ModelConv are quite close in terms of the number of HETEROGLOSS moves. Now, within the HETEROGLOSS sub-category, there are EXPANSIVE:HETEROGLOSS and CONTRACTIVE:HETEROGLOSS moves which are to be examined in the next section.

4.2 Heterogloss: Expansive vs Contractive

In this section the differences found between EXPANSIVE and CONTRACTIVE options within HETEROGLOSS will be explained. As previously introduced, when having a conversation, there are two types of occurrences presented in the discourse: MONOGLOSS and HETEROGLOSS. HETEROGLOSS is the type of occurrence that leads to a negotiation of agreement between the speakers. Likewise, at the following level of delicacy, HETEROGLOSS is divided in two principal areas: EXPANSIVE and CONTRACTIVE. In matters of CONTRACTIVE moves, its principal feature is to close the space for dialogic alternatives; as a consequence, the speaker"s range of options is to DENY, COUNTER, AFFIRM, CONCEDE, PRONOUNCE or ENDORSE. On the other hand, EXPANSIVE moves open up the dialogic space for alternatives positions that take place during a conversation. Within EXPANSIVE moves, the speaker"s range of options is to ENTERTAIN, ACKNOWLEDGE or DISTANCE. Curiously, there are some moments in the conversation in which the speaker combines these two types of moves, which we will address them as COMBINED moves. The following example is a move complex showing a COMBINED move.

Example 3. RealConv2, 1:28-1:53
TURN 1.- Chloe: Well, at least for me it's kind of too late to say that we have to preserve energy resources MOVE 1 [EXPAND:ENTERTAIN/CONTRACT:DISCLAIM:COUNTER] | because we have almost finished them MOVE 2 [MONOGLOSS] | but I think that at least for me I

really   like   to   preserve   old   buildings   MOVE   3
[EXPAND:ENTERTAIN/CONTRACT:DISCLAIM:COUNTER] | because I am ...hmm... a big fan of
...hmm... going to that kind of cities that has a lot of ...hmm...old buildings like Merida or
or that kind of cities, MOVE 4 [MONOGLOSS] | I really like them, MOVE 5 [MONOGLOSS] |
do you like that? MOVE 6 [EXPAND:ENTERTAIN]

In example 3, students were asked to discuss about the ideal things to preserve for the
future, in this case, Chloe was answering a comment made by her partner. To answer this, in
move 1 from turn 1, she used a COMBINED move: an EXPAND:ENTERTAIN move and a
CONTRACT:DISCLAIM:COUNTER one. She had this COMBINED move because she first stated that it
was her own opinion and then gave this counter move/comment. Then, in move 2 Chloe
supported her ideas from move 1 by using a MONOGLOSS move. However, in move 3 she did the
same as in move 1 in which she provided her own comments and countered her own moves
previously made. Following this analysis, in move 4 and in move 5 Chloe supported her
statement from move 3 with some MONOGLOSS moves. Finally, she finished her turn by asking a
question in move 6 that was an EXPAND:ENTERTAIN move.

Figure 4.- Contractive vs Expansive and Combined moves
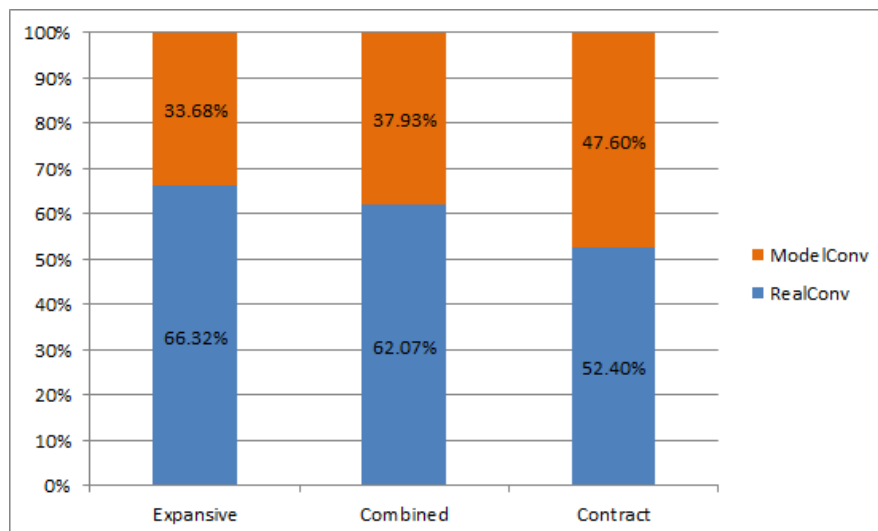
Figure 4 shows the percentages of EXPANSIVE moves, CONTRACTIVE moves and
COMBINED moves with relation to the total number of HETEROGLOSS moves collected from

RealConv and from the ModelConv. Here we have three columns comparing the conversations taken from the English major students (RealConv), which is the blue part, and the ones taken from the model conversations found in textbooks and CAE examination videos (ModelConv), which is the orange part. As it can be seen, there is a difference between ModelConv and RealConv. An intra-corpus comparison reveals that English major"s conversations have a rate of 66.32% of EXPANSIVE moves, 52.40% of CONTRACTIVE moves and 62.07% of COMBINED moves over ModelConv that has a remaining total rate of 33.68% EXPANSIVE moves, 37.93% of CONTRACTIVE moves and 47.60% of COMBINED moves (these figures are the labels in the bars above). Intercorpus comparisons reveal a predominance of EXPANSIVE moves in RealConv, and CONTRACTIVE moves in ModelConv. The exact figures are shown and discussed below.

Table 3.- Expansive vs contractive vs combined occurrences

General Data				
Engagement option	RealConv	Percentages	ModelConv	Percentages
EXPANSIVE	191	66.32%	97	33.68%
CONTRACT	109	52.40%	99	47.60%
COMBINED	54	62.07%	33	37.93

As seen in table 3, the results given in CONTRACTIVE moves and EXPANSIVE ones presented in both, RealConv and ModelConv show us that English majors had a preference towards expanding and agreeing with their partners than disagreeing with them. In table 3 we can see a total number of 191 (66.32%) EXPANSIVE moves in RealConv, whereas we have a total number of only 97 (33.68%) EXPANSIVE moves in the ModelConv. This shows that English majors were more prone to present their points in a way that opens the possibility of dialog. The fact that RealConv also includes fewer CONTRACTIVE moves (109, 52.40%) than in ModelConv (99, 47.60%) also suggests that students were not willing to rebut or their partners" arguments or promote their own.

Previous work on politeness in Mexican Spanish suggests that English majors" unwillingness to refute their partner"s arguments may be due to a desire to avoid disagreement

because disagreement is considered rude (Brown & Levinson, 1987; Scollon & Scollon, 2001; Félix-Brasdefer & Mugford, 2017). Although there was a high proportion of CONTRACTIVE moves in RealConv too (109, 52.40%), it is noteworthy that these CONTRACTIVE moves were not always addressed to the interlocutor. Instead, most of the time they were addressed to a putative addressee that the students" constructed as an antagonistic dialogic partner they disagreed with. Examples about this „putative addressee" phenomenon will be further presented in this section. The following example is a move complex showing the way in which speakers from RealConv tend to express their ideas without making the other person feel threatened. Likewise, the phenomenon of a third putative interlocutor is also seen within this example.

Example 4. RealConv3, 06:52-07:09

TURN 1.- Brian: Well, I think that is good to preserve things that we already have MOVE 1 [EXPAND:ENTERTAIN] | but it's better to innovate, you know, to create new things or to invest in something new, MOVE 2 [CONTRACT:DISCLAIM:COUNTER] | I don't know about how ...hmm... what about you? MOVE 3 [EXPAND:ENTERTAIN]

TURN 2.- Danna: Well, talking about conversation, maybe ...hmm... they should be taught about ...hmm... environment conservation MOVE 1 [EXPAND:ENTERTAIN] | 'cause they could care about the air MOVE 2 [MONOGLOSS] | and how to take care of the way ...hmm... they ...hmm... behave MOVE 3 [MONOGLOSS] | ...hmm... I think they should be taught [EXPAND:ENTERTAIN]

In example 4, students were asked to discuss whether it is best to innovate or to preserve what we have got. In this case, Brian started giving his opinion about the examiner"s question. He started in move 1 from turn 1. Brian first appears to express an opinion of his own in an expansive manner signaled by the use of "I think." However, this is immediately followed by a rebuttal in move 2, where he used a CONTRACT:DISCLAIM:COUNTER move to refute the previous statement in move 1 as it is a concession to the point of view held by a third, absent, dialogic partner with whom Brian ultimately disagrees as shown by the COUNTER in move 2. Finally, Brian closed up his turn by asking a question in move 3 in which he used an EXPAND:ENTERTAIN move.

Then, in turn 2, Danna started giving her opinion in move 1 by using an EXPAND:ENTERTAIN move about what Brian said in move 1 from turn 1. Interestingly, this comment did not agree with Brian‟s comments made in turn 1; instead, Danna indirectly disagreed with him by expressing her point of view towards „conservation‟ rather than „innovating‟ (which was the comment and the preference expressed by Brian in his turn). She then continued offering her reasons for this in move 2 and move 3 with MONOGLOSS moves and later finished her turn by reinforcing her principal point of view expressed in move 1 from turn 2; for this she used again an EXPAND:ENTERTAIN move to clarify that it was her personal viewpoint without affecting Brian‟s opinion. In other words, her moves did not incorporate Brian‟s perspective in any way; although it is clear that she does not agree, she did not code such disagreement   linguistically   in   any   way.

It is possible that the English majors‟ Mexican culture has an influence in this avoidance of disagreement. Previous studies using politeness theory (Brown & Levinson, 1987; Scollon & Scollon, 2001; Félix-Brasdefer & Mugford, 2017) have shown that Mexicans avoid disagreement and prefer solidarity because it‟s rude to disagree.

By contrast, the conversations found in ModelConv show us a different perspective of what the speakers usually do. Participants in those conversations are more likely to disagree with their interlocutors explicity, which may also reflect a possible influence from their culture. Likewise, the tenor may have also had influence somehow in the engagement options they had. In this case, since the pairs were friends and commonly see each other during classes, the affective involvement and the frequency of contact might have played a role in their decisions of whether they counter their partners‟ ideas or not. In the following example we have an example of a CONTRACTIVE move expressing total disagreement.

Example 5. ModelConv3, 08:03-08: 29
TURN 1.- Edward: MOVE 1 Oh, so maybe can we try providing new parks? [EXPAND:ENTERTAIN]
TURN 2 .- Victoria: MOVE 1 Parks, parks, I don‟t really like parks [CONTRACT:DISCLAIM:DENY] | MOVE 2 So, because I don‟t want to have a picnic in the park [CONTRACT:DISCLAIM:DENY]| MOVE 3 but maybe it is nice, [EXPAND:ENTERTAIN/CONTRACT:DISCLAIM:COUNTER] | MOVE 4 what do you think about

that?   [EXPAND:ENTERTAIN]

TURN 3.- Edward: MOVE 1 Sorry, I cannot agree with you, [CONTRACT:DISCLAIM:DENY] | MOVE 2 I really like parks [MONOGLOSS] | MOVE 3 because most people like to spend time with their family doing a picnic on free air if is a good weather..""" [EXPAND:ENTERTAIN/CONTRACT:PROCLAIM:PRONOUNCE]

In this example, students had to comment about some strategies to attract more tourists in a town. We can see that they differed in opinions. On the one hand, in turn 2, Victoria expressed her thoughts towards a question asked by Edward in turn 1. She made a claim and later on supported it with her reasons. By analyzing the moves that took place in turn 2, we have the claim (move 1) which is a CONTRACT:DISCLAIM:DENY move, which is the same case in move 2; however, in move 3, Victoria expressed a COMBINED move (EXPANSIVE and CONTRACTIVE ones) which if we break it down we realize that it is an EXPAND:ENTERTAIN move (signalled by "maybe" in "but maybe it is nice") and a CONTRACT:DISCLAIM:COUNTER move (signalled by "but"); as a result, Victoria expressed a COUNTER move to her own argument in order to make it look like she had a neutral point of view. She then finished her turn with a question in move 5 that is considered as an EXPAND:ENTERTAIN. In this case, Victoria opened up the dialogic space for Edward"s opinion.

In turn 3, Edward completely denied Victoria"s opinion and also offered his reasons. In turn 3 we can not only see that in move 1, Edward used a CONTRACT:DISCLAIM:DENY move in order to refute Victoria"s idea but he also offered his reasons. Edward supported his main claim (presented in move 1) with move 2, that is considered as a MONOGLOSS move, and move 3 that as we can see, is considered as a COMBINED move. This COMBINED move is an EXPAND:ENTERTAIN move that he used to give his personal opinion and also a CONTRACT:PROCLAIM:PRONOUNCE move because he said that „most people" like to do something, in other words, he spoke in a general way.

In the RealConv, there are only five instances of linguistically explicit disagreement between the students, but this disagreement, when it exists, is mitigated by CONCEDE or AFFIRM moves. Below is an example taken from RealConv with a CONTRACTIVE moves.

Example 6. RealConv4, 01:35-04:00

TURN 1.- Dalton: Ok, I think that preserve traditional ways of life could be better than any other things MOVE 1 [EXPAND:ENTERTAIN] | because as human beings we can see how, it....it's getting worse every day MOVE 2 [MONOGLOSS] | and you can see how many people have different..do different things with the past of the time MOVE 3 [MONOGLOSS] TURN 2.- Peter: MOVE 1 ...I, I got your point [CONTRACT:PROCLAIM:CONCUR:AFFIRM]| MOVE 2 and also in traditional ways of life, I, I gotta this conflict [MONOGLOSS] | MOVE 3 because I think in one hand I think it's OK to preserve that traditional ways of life and all that, that things [EXPAND:ENTERTAIN/CONTRACT:PROCLAIM:CONCUR:CONCEDE] | MOVE 4 but there are some other things that, that can be...can through the year..time, can become like a narrow-minded a way of think [CONTRACT:DISCLAIM:COUNTER] | MOVE 5 hmmm, because if you notice, nowadays we have some problems… [MONOGLOSS]

In this example, Peter made comments about the moves said by Dalton. It is seen that in move 1 from turn 2 he used a CONTRACT:PROCLAIM:CONCUR:AFFIRM move to start agreeing with what Dalton had said in move 1 from turn 1 in which he gave his personal opinion by using an EXPAND:ENTERTAIN move. This was signalled by the „I think", Dalton then supported his point in moves 2 and 3 from turn 1 with MONOGLOSS moves. However, Peter then expressed his disagreement to some extent in move 3 with a COMBINED move, in other words, it is an EXPANSIVE move and a CONTRACTIVE one, which in this case, they are EXPAND:ENTERTAIN move and CONTRACT:PROCLAIM:CONCEDE move. This COMBINED move can be seen because Peter was establishing a degree of agreement with Dalton"s claim in move 1 from turn 1 but at the same time this agreement was done with the purpose of showing a contrast in opinion. The way in which Peter expressed his point of view in move 4 is considered a CONTRACT:DISCLAIM:COUNTER move. These moves fell in those categories because in matters of the EXPAND:ENTERTAIN move, Peter said that „he thinks" that the comment stated by Dalton was correct, in this case he established that it was his personal opinion and likewise, by agreeing to what Dalton said, he was using a CONTRACT:PROCLAIM:CONCEDE move. Finally, moves 2 and 5 from turn 2 are MONOGLOSS moves because Peter just used it to express general comments about his own ideas.

As far as we can see, English major students are not usually keen to express their disagreement with their partners; however, the moment this happens, they tend to agree to some

extent with their partner's ideas before expressing their disagreement. It is necessary to highlight that not all comments that student made contained this process of agreeing before disagreeing; they mostly contain agreement instead. This agreement before disagreement can be considered as a way to soften the comments and do not totally deny them. This is one of the main reasons in which English majors have COMBINED moves, in other words, they combined the EXPAND:ENTERTAIN moves with CONTRACTIVE ones. Interestingly, the conversations taken from ModelConv rarely showed this pattern.

As a result, we could observe that in the examples previously presented from the RealConv and the ModelConv, English majors tend to use more EXPANSIVE moves than CONTRACTIVE ones, which is not the case in the model conversations. Following this patterns, in the next section we will analyze the levels of delicacy found in the EXPANSIVE moves. These are: ENTERTAIN, ACKNOWLEDGE and DISTANCE, likewise we will examine some examples found in the corpora.

4.3 Heterogloss: Expansive options

In this section the different levels of delicacy presented in the dialogically expansive area are analyzed. As seen in table 4, these are the raw numbers of occurrences presented in the ENTERTAIN vs ATTRIBUTE:ACKNOWLEDGE vs ATTRIBUTE:DISTANCE taken from the ModelConv and RealConv corpora.

Table 4.- Entertain vs Attribute:Acknowledge vs Attribute:Distance occurrences

General Data				
Engagement option	RealConv	Percentages	ModelConv	Percentages
EXPAND:ENTERTAIN	244	65%	130	35%
EXPAND:ATTRIBUTE:ACKNOWLEDGE	0	0%	0	0%
EXPAND:ATTRIBUTE:DISTANCE	1	100%	0	0%

On the one hand and taking into consideration the RealConv corpus, 244 (65%) EXPAND:ENTERTAIN moves are presented. Then regarding the ModelConv, there are 130 (35%) entertain moves. On the other hand, ATTRIBUTE:ACKNOWLEDGE moves are practically non-

existent and there is only 1 occurrence in the ATTRIBUTE:DISTANCE. Regarding the entertain level of delicacy found in the expansive HETEROGLOSS moves, it is the most popular among students. Nevertheless, the levels EXPAND:ATTRIBUTE:ACKNOWLEDGE and EXPAND:ATTRIBUTE:DISTANCE are seldom use or non-existent. According to figure 5, this was the percentage of occurrences found in these types of moves.

Figure 5.- Entertain vs Attribute:Acknowledge and Attribute:Distance
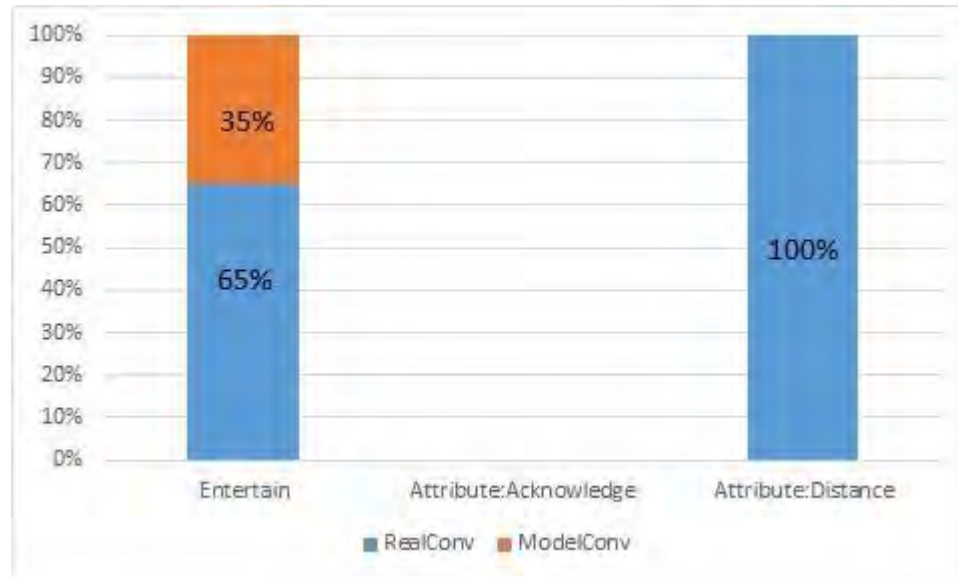
In this case, the total number of moves from RealConv are portrayed in color blue whereas the one from the ModelConv are showed in color orange. Figure 5 organizes the information as a means of identifying the general number of times in which these moves are used by the candidates. On the one hand, it seems clear that students used the EXPAND:ENTERTAIN option several times. The EXPAND:ENTERTAIN is related to a self-opinion, therefore whenever a student gives a general opinion while using "I think" or "I believe" or an expository question, this move is present. For this, students in RealConv used 65% of this ENTERTAIN option, whereas the students in ModelConv used this option 35%. This means that students in RealConv tended to use this kind of moves the most, which is logical since most of them usually reflect their opinions while speaking. In a few words, RealConv used almost all the time the EXPAND:ENTERTAIN level of delicacy since this is the 65%, where as the ModelConv students used the EXPAND:ENTERTAIN option, but they did not overuse it since it is basically the 35% percent. In spite of the fact that ModelConv students used fewer EXPAND:ENTERTAIN moves, they did it in order to strengthen their arguments or beliefs. Here is the example.

50

Example 7. ModelConv4, 0:51-1:02

TURN 1.- Nadia: MOVE 1 isn‟t it sometimes the case that someone is so much in the public eye that they really need professional help in this area? [EXPAND:ENTERTAIN/ CONTRACT:DISCLAIM:DENY]

TURN 2.- Anton: MOVE 1 I would think that this is unlikely to hold true in all cases [EXPAND:ENTERTAIN] | MOVE 2 but I do not think that a lot of these actors and so on are just terribly immature [EXPAND:ENTERTAIN/ CONTRACT:DISCLAIM:DENY] |

TURN 3.- Nadia: MOVE 1 It‟s a matter of opinion, really. [EXPAND:ENTERTAIN]

In example 7, Nadia and Anton were required to give their opinion regardless people preferring have someone choose their clothes and accessories for them. For this, in move 1 from turn 1, Nadia started by asking a rhetorical question to Anton in form of negation to express that sometimes is normal that people who are in the public eye use have this type of help. This is the reason the move is classified as a COMBINED one since it contained both an EXPAND:ENTERTAIN move and a CONTRACT:DISCLAIM:DENY one – another possible occurrence that would be explained in further analysis. Now, by examining the moves in turn 2 we can see that in move 1 Anton expressed "I would think that this is unlikely to hold true in all cases" the same pattern of "thought" or "idea" is presented. Then in move 2 "but I do not think that a lot of these actors and so on are just terribly immature" is considered not only EXPAND:ENTERTAIN, but it is also CONTRACT:DISCLAIM:DENY. Here, Anton not only differed with Nadia‟s question in turn 1 by saying that her idea is not always true in all the cases but also made an extra comment in which was made a personal opinion about the topic; that is the reason of using the words „I don‟t think‟ and „immature‟. Last, in move 1 from turn 3 which says "It‟s a matter of opinion, really" shows another EXPAND:ENTERTAIN move in view that it shows that the student or candidate was admitting an opinion. In the end, it seems clear that the speakers use these EXPAND:ENTERTAIN moves to strengthen their ideas in these examples. Of course students from the RealConv opted to use more of this level of delicacy. Here are some examples of this particular level taken from the RealConv.

Example 8. RealConv5, 4:02-4:17

TURN 1 - Isaías: MOVE 1 We are the ones who are supposed to be taking care of them. [EXPAND:ENTERTAIN] | MOVE 2 So I think it is you know, it is our responsibility to protect specially endangered species and stuff like that [EXPAND:ENTERTAIN] | MOVE 3 because, if we don"t do it now, later on we might not be able to see what they were. [EXPAND:ENTERTAIN/ CONTRACT:DISCLAIM:DENY]

In the previous example, moves number 1, 2, and 3 are EXPAND:ENTERTAIN. They all reflect that what the student is expressing is a belief, something that Isaías is thinking about. In move 1 the student is expressing "We are the ones who are supposed to be taking care of them." He means endangered species, of course. Here, he is expressing that, as a supposition which is also part of the ENTERTAIN option. Continuing, in move 2 which expresses "So I think it is you know, it is our responsibility to protect specially endangered species and stuff like that" is an example of a truism since Isaías sheds light on the duty people have regarding the protection of endangered species. Even though Isaías"s comment was an example of a truism, he brought it up as a personal comment, which is the reason for this move to be considered as an EXPAND:ENTERTAIN one. Last, move 3 that says "because, if we don"t do it now, later on we might not be able to see what they were" is also ENTERTAIN since it is part or the consequence of the move 2 which was related to the Isaías"s belief. It is important to mention that move 3 is not only EXPAND:ENTERTAIN, but it is also CONTRACT:DISCLAIM:DENY because he let his partner know the consequences in case we do not protect endangered species. Thus, it is a COMBINED option.

It is noteworthy that neither the students in RealConv nor the students in ModelConv opted to use the EXPAND:ATTRIBUTE:ACKNOWLEDGE or EXPAND:ATTRIBUTE:DISTANCE moves. Figure 5 shows 100% in EXPAND:ATTRIBUTE:DISTANCE due to the fact that there was only 1 (100%) move occurred only in one RealConv out of 0 (0%) in ModelConv. Hence, figure 5 shows 100% in color blue corresponding to RealConv. Of course, this does not mean that students used this option several times since they actually just use EXPAND:ATTRIBUTE:DISTANCE once. The level EXPAND:ATTRIBUTE:ACKNOWLEDGE is basically nonexistent in both RealConv

and ModelConv corpora. Consequently, in terms of percentage the figure does not show anything whatsoever since it is clear that it represents 0%.

Regarding the EXPAND:ATTRIBUTE:ACKNOWLEDGE and the EXPAND:ATTRIBUTE:DISTANCE occurrences, it seems that ModelConv do not promote these specific moves. This might be happening owing to the fact that it is not very common to hear someone quoting another person‟s belief or thought to claim something. Therefore, we could say that RealConv and ModelConv tend to use less EXPAND:ATTRIBUTE:ACKNOWLEDGE and EXPAND:ATTRIBUTE:DISTANCE occurrences. Here is the only example seen in RealConv using EXPAND:ATTRIBUTE:DISTANCE.

Example 9. RealConv6 09:15-09:38
TURN 1.- Peter: MOVE 1 we can create a new way of… of produce ener...ener...energy and resources as food and all that things. [MONOGLOSS]
TURN 2.- Dario: MOVE 2 Well, I think that...well, many people could say that money are not really important [ATTRIBUTE:DISTANCE] | MOVE 3 but if you are...are really conscious about what they is....are saying [EXPAND:ENTERTAIN / CONTRACT:DISCLAIM:COUNTER]

Now, example 9 shows that in move 1 from turn 1, there is a mere assertion said by student Peter which is called MONOGLOSS, it says "we can create a new way of… of produce ener...ener...energy and resources as food and all that things." Then, in m,ove 2 from turn 2, Dario says "Well, I think that...well, many people could say that money are not really important", which shows what many people say, nevertheless the student never expresses that he agrees or disagrees with that idea; thus, this is considered an ATTRIBUTE:DISTANCE move. Here we can see the option ATTRIBUTE:DISTANCE which can seem similar to ATTRIBUTE:ACKNOWLEDGE, but the difference is that the speaker only quotes what another person outside the conversation is saying to repeat their thoughts or believes. However, the speaker do not show whether they agree or disagree with that quotation (Martin & White, 2005, pp.113). Therefore, the quote is only to express what another person has claimed before. Interestingly, in move 2 Dario made this statement referring to something people had said before; however, this claim by „the people‟ never happened. In other words, Dario addressed his comment to a putative addressee in other to

establish his point of view. Finally the last move 3 is a COMBINED one: EXPAND:ENTERTAIN and CONTRACT:DISCLAIM:COUNTER move – seen in further analysis.

In the final analysis, it is pertinent to mention that students have a tendency towards using EXPAND:ENTERTAIN moves. These moves were seen in phrases that principally had the verb „Think" like „I think" and „I would think" among others. As Palmer (1986, as cited in Martin & White, 2005, p. 105) contends "formulations such as I think act to indicate „epistemic judgement." This sub-category of ENTERTAIN also includes evidence/appearance-based postulations such as it seems, it appears, apparently, and so on." On the contrary, they rarely used EXPAND:ATTRIBUTE:DISTANCE and EXPAND:ATTRIBUTE:ACKNOWLEDGE. We believe that this happens due to the fact that this levels of delicacy is mostly and originally used in written texts and seldom used in oral communication. Nevertheless, the English majors tended to textualize putative interlocutors not physically present in the conversation. This will be discussed in the next section call HETEROGLOSS:CONTRACTIVE options.

4.4 Heterogloss: Contractive options

In this section the different levels of delicacy presented in the contractive area are analyzed. The CONTRACTIVE area has two sub-levels of delicacy which are DISCLAIM and PROCLAIM . The DISCLAIM level is related to moves whose purpose is to directly reject any dialogic alternative. The PROCLAIM level is related to the use of any authorial intervention or interpolation that helps to establish the maximal acceptability of the speaker"s point and thus diminish the force of the dialogic alternatives presented in a discussion (Martin & White, 2005, p117). Likewise, these levels have deeper levels or sub-levels of delicacy. For DISCLAIM , these are DISCLAIM:DENY and DISCLAIM:COUNTER. For PROCLAIM, these are PROCLAIM:CONCUR:AFFIRM, PROCLAIM:CONCUR:CONCEDE, PROCLAIM:PRONOUNCE and PROCLAIM:ENDORSE. These sub-levels of delicacy of DISCLAIM and PROCLAIM will be further explained in this section. Table 5 shows the raw occurrences of these CONTRACTIVE options.

Table 5. Contractive options - raw numbers and percentages

General Data				
Engagement option	RealConv	Percentages	ModelConv	Percentages

DISCLAIM:DENY	21	46.67%	24	53.33%
DISCLAIM:COUNTER	36	52.17%	33	47.83%
PROCLAIM:CONCUR:AFFIRM	57	58.77%	40	41.23%
PROCLAIM:CONCUR:CONCEDE	14	70.00%	6	30.00%
PROCLAIM:PRONOUNCE	31	56.36%	24	43.64%
PROCLAIM:ENDORSE	4	44.44%	5	55.56%

As seen in Table 5, we have the raw numbers of the occurrences, as well as their percentages, in matters of the CONTRACTIVE options presented in both, the RealConv and ModelConv corpora. This table allows us to see a higher number of occurrences in the CONTRACT:DISCLAIM:DENY and in the CONTRACT:PROCLAIM:ENDORSE options presented in ModelConv than in the RealConv. On the other hand, in the following options: CONTRACT:DISCLAIM:COUNTER,   CONTRACT:PROCLAIM:CONCUR:AFFIRM, CONTRACT:PROCLAIM:CONCUR:CONCEDE and CONTRACT:PROCLAIM:PRONOUNCE, the numbers were superior in RealConv. These results demonstrate that speakers in ModelConv are more likely to deny, without any mitigation, a statement by their partner. In the same manner, they can even use an external authorial comment to reinforce their comment against their partner's comments. These comments are usually signalled by the use of words like „I contend", „the report demonstrates/shows", etc. Regarding the contractive options presented in RealConv, it can be seen that they had a higher usage of CONTRACT:DISCLAIM:COUNTER moves; however, these COUNTER moves were not precisely addressed to a partner's idea but instead, students textualized a putative addressee to whom they made these COUNTER moves to. The creation of this putative addressee allowed the students from RealConv for not engaging in a possible disagreement with their partner. Similarly, they were more prone to agree with their partner's ideas rather than disagreeing   with   them.   These   are   the   reason   for   their   higher   use   of CONTRACT:DISCLAIM:PROCLAIM:CONCUR:AFFIRM   and CONTRACT:DISCLAIM:PROCLAIM:CONCUR:CONCEDE. In order to be more specific, the following figure reveals the percentages in each of the sub-levels of contractive delicacy in both, the RealConv and ModelConv corpora.

Figure 6.- Contractive area and its sub-levels
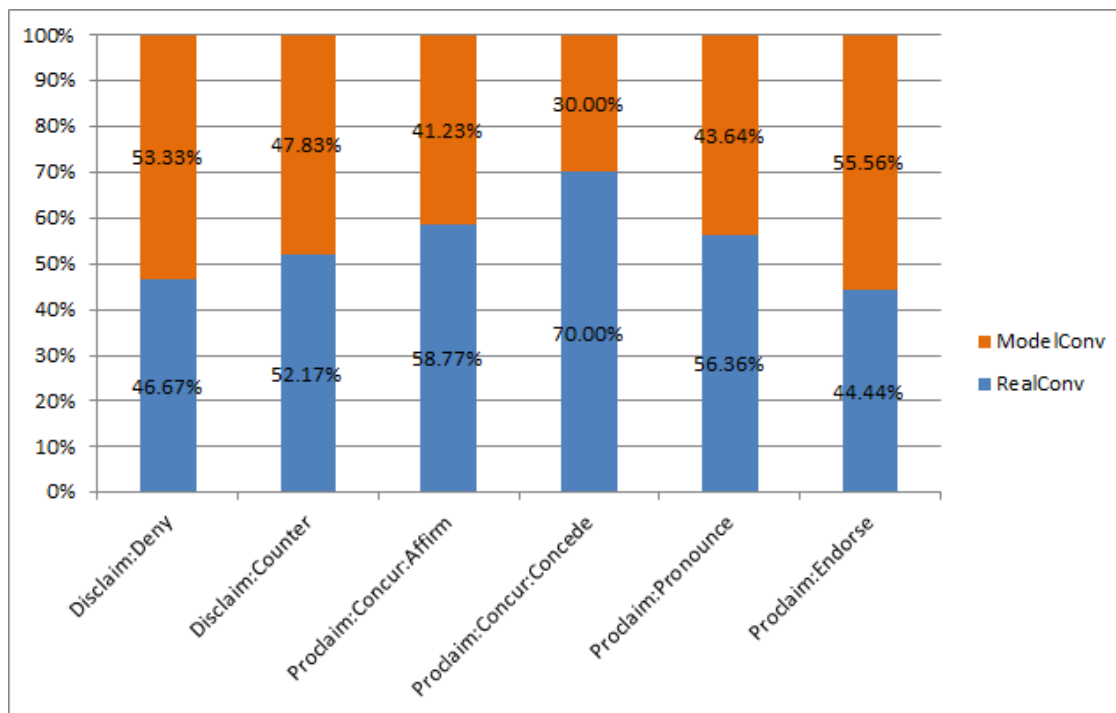
In figure 6 these two CONTRACTIVE options are presented. In the figure above, we have 6 columns representing the DISCLAIM and PROCLAIM levels. The first two columns are the sub-levels from the DISCLAIM level whereas in the other four we have the sub-levels from the PROCLAIM level. In the same way as it was previously presented in other figures, all of these columns are divided in two colors: orange and blue. Orange represents the ModelConv"s percentages whereas blue represents the RealConv"s percentages. These different types of CONTRACTIVE moves are discussed below in the same order in which they are presented in Figure 6.

Regarding the DENY moves we can see that they account for 53.33% of CONTRACT:DISCLAIM:DENY moves in ModelConv and 46.67% of moves in RealConv. In other words, of all DENY moves, close to 60% are found in the ModelConv and only 42% are in the RealConv. As for COUNTER moves, they account for 47.83% of all moves in ModelConv and 52.17% of all moves in Real Conv. These percentages show us greater use of CONTRACT:DISCLAIM:DENY moves in ModelConv and CONTRACT:DISCLAIM:COUNTER moves in RealConv.

These results suggest that speakers from the ModelConv are more likely to deny their partners" ideas more directly. However, even though the students in the RealConv had a greater

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use of COUNTER moves, these moves were not always addressed to their partner‟s comments but to a putative addressee instead, which will be further explained in this section. The following example is example is taken from a textbook from ModelConv. This move complex shows us the way in which speakers from ModelConv tend to deny their partners‟ comments.

Example 10. ModelConv5

TURN 1. Martin: MOVE 1 I think that being financially interdependent is the key. [EXPAND:ENTERTAIN] | MOVE 2 If you are still reliant on your parents for money, you are never entirely free to make your own decisions, [MONOGLOSS] | so in some senses you remain in the position that you were in when you were a child [MONOGLOSS]

TURN 2.- Daniela: MOVE 1 You mean, because you‟re having to ask your parents for money and possibly also having to justify what you spend it on? [EXPAND:ENTERTAIN]

TURN 3.- Martin: MOVE 1 Yeah [CONTRACT:PROCLAIM:CONCUR:AFFIRM]

TURN 4.- Daniela: MOVE 1 I don‟t think moving into a flat or house necessarily makes you and adult either. [EXPAND:ENTERTAIN/CONTRACT:DISCLAIM:DENY] | MOVE 2 A lot of people move out when they start university. [MONOGLOSS] | MOVE 3 I did, [MONOGLOSS] | MOVE 4 but although I probably thought of myself as very grown up, [CONTRACT:DISCLAIM:COUNTER]| MOVE 5 I wasn‟t really. [CONTRACT:DISCLAIM:DENY]

In example 10, we had a pair of students discussing the things that we often think make people mature. As it can be seen, in turn 1, Martin expressed his thoughts about this topic, for this he used an EXPAND:ENTERTAIN move because he used „I think‟, likewise he said that „being financially interdependent is the key‟. Martin supported his opinion in move 2 and move 3 with MONOGLOSS moves because he explained the reason of „being interdependent‟ was the key to be considered as mature; we can even see that he said that the fact of „still being reliant on your parents‟ money will never make you take your own decisions‟. In turn 2, Daniela asked Martin a question in move 1; this was an EXPAND:ENTERTAIN move because Daniela was asking for clarification checking if she had understood Martin‟s idea regarding the claimed that he made in matters of „being reliant on your parents‟ money‟; for this question Martin then used a CONTRACT:PROCLAIM:CONCUR:AFFIRM move in move 1 from turn 3 to affirm the proposition implied in Daniela‟s question, in this case, it was „Yeah‟. Then, Daniela, in turn 4, answered back

this question with a COMBINED move that was an EXPAND:ENTERTAIN move and a CONTRACT:DISCLAIM:DENY move; this combination was because she was providing her personal opinion about the question and also started with a negation. In this case Daniela gave her opinion about why „moving into a flat does not make you an adult either". In move 2 and move 3, Daniela used MONOGLOSS moves to not only claim that people normally tend to move out when they start the university but also to clarify that she did that. Later, Daniela, in move 4, used a CONTRACT:DISCLAIM:COUNTER move to express a different opinion about her own opinion presented in move 1 and Daniela then supported with a CONTRACT:DISCLAIM:DENY move in move 5. The following example exemplifies the use of a COUNTER move.

Example 11. ModelConv6

TURN 1. Nadia: MOVE 1 So would you be happier with some kind of interview? [EXPAND:ENTERTAIN] | MOVE 2 Do you think that would be useful? [EXPAND:ENTERTAIN]

TURN 2. Anton: MOVE 1 Possibly [CONTRACT:PROCLAIM:CONCUR:CONCEDE] | MOVE 2 but I think we may well get a clear picture of their skills by looking at their portfolio [CONTRACT:DISCLAIM:COUNTER] | MOVE 3 Since we want to hire them to create a visual effect [MONOGLOSS] | MOVE 4 it makes sense to look at examples of the different kinds of work they"ve done before. [CONTRACT:PROCLAIM:PRONOUNCE]

In example 11 students were giving their opinion about a question asked by the examiner. In this case, Nadia started giving her opinion with questions in move 1 and move 2 from turn 1, for this she used EXPAND:ENTERTAIN moves. As a matter of answer, Anton, in move 1 from turn 2, concede his partner"s idea by saying „Possibly"; for this he used a CONTRACT:PROCLAIM:CONCUR:CONCEDE move. Then, in move 2, Anton counter his own idea from move 1 by using „but" that is considered as a CONTRACT:DISCLAIM:COUNTER move and in move 3 he supported the idea in move 1. Lastly, in move 5 Anton used a CONTRACT:PROCLAIM:PRONOUNCE move to refer to the work that the other people have done before. Further, the analysis shows that the English majors" COUNTER and DENY moves were not always addressed to their partner"s ideas but instead, these students tended to deny a putative addressee"s ideas. We can see this phenomenon in the following example is taken from RealConv.

Example 12. RealConv7, 01:14-01:40

TURN1.- Brian: and what about energy resources? MOVE 1 [EXPAND:ENTERTAIN] | do you think that it is important to conserve these ...hmm... kind of sources? MOVE 2 [EXPAND:ENTERTAIN] |

TURN 2.- Danna: Yeah, I think so MOVE 1 [CONTRACT:PROCLAIM:CONCUR:AFFIRM] | 'cause, you know like ...hmm... as humans we use a lot ...hmm... you know, electricity MOVE 2 [MONOGLOSS] | and we need ...hmm... these energy resources MOVE 3 [MONOGLOSS] | like ...hmm... you know, sometimes it can't be like this, MOVE 4 [EXPAND:ENTERTAIN/CONTRACT:DISCLAIM:DENY] | see, we use...we can use the sun MOVE 5 [MONOGLOSS] | or what do you think? MOVE 6 [EXPAND:ENTERTAIN]

In example 12, students were talking about things that could be necessary to preserve for the future. In this case, Brian, in move 1 and move 2 from turn 1, asked Danna some question using EXPAND:ENTERTAIN moves. After this, in turn 2, especifically in move 1, Danna agreed with Brian‟s question in move 1 from turn 1 by using a CONTRACT:PROCLAIM:CONCUR:AFFIRM move. She later supported this comment in move 2 and move 3 by using MONOGLOSS comments. In move 4 we can see this phenomenon of speaking with this putative addressee, here it was used a COMBINED move: and EXPAND:ENTERTAIN move and a CONTRACT:DISCLAIM:DENY one in which Danna said that „it can‟t be like this‟, referring to our need as humans of using those resources. Although Danna appears to be the source of this proposition, the fact that she then denies suggests that she is not committed to the proposition. The denial thus textualizes a putative interlocutor who does hold the idea that it is okay for humans to use a lot of energy resources and whose views Danna opposes with the denial. Danna then appears to support her denial in move 5 with a MONOGLOSS move and lastly, she finishes her turn by asking a question in move 6 in which she used an EXPAND:ENTERTAIN move. The following example is taken from RealConv and it also exemplifies the use of DENY moves.

Example 13. RealConv8, 03:18-04:24
TURN 1.- Kacy: MOVE 1 also, as in Mexico is a country that is kind of… preservative [EXPAND:ENTERTAIN] | MOVE 2 because they… [MONOGLOSS] | MOVE 3 most of the

people don't give the chance to others to speak or something like that [MONOGLOSS] | MOVE 4 because they don't respect what they think or something. [MONOGLOSS] | MOVE 5 And I think it is very important to let the people decide whatever they want to do [EXPAND:ENTERTAIN] | MOVE 6 because it's their lives [EXPAND:ENTERTAIN] | MOVE 7 so you can... you must take care about yours [EXPAND:ENTERTAIN] | MOVE 8 not about others [CONTRACT:DISCLAIM:DENY]

TURN 2.- Edison: MOVE 1 talking about that specific topic or about those specific things that you are thinking, I didn't, mmm… some could be good to preserve and some could be very weak [EXPAND:ENTERTAIN] | MOVE 2 just let them go. [MONOGLOSS] | MOVE 3 Mmm… because time pass [MONOGLOSS] | MOVE 4 and I don't know everything changes. [MONOGLOSS] | MOVE 5 What do you think about energy resources? [EXPAND:ENTERTAIN]

In example 13, we have a conversation between two speakers in which they were asked about what important things should be preserved for the future. In this particular extract, Edison started a conversation by asking about Kacy's opinion about preserving traditional ways of life, We can see in turn 1, move 1 that Kacy used an EXPAND:ENTERTAIN move to give her personal opinion about the topic, then in move 2 she used a MONOGLOSS move to support it and then on move 3 and move 4 she used MONOGLOSS moves to continue speaking about this and later on move 5 Kacy gave her opinion using a EXPAND:ENTERTAIN move; however, the final opinion given in move 5 was not related to the principal question that she was asked but instead, it was related to some comments provided in move 3 and move 4 by a putative addressee. In move 6, move 7 and move 8, Kacy continued giving her reasons about the purpose of her comment in move 5, she used a MONOGLOSS move in move 6, an EXPAND:ENTERTAIN move in move 7 to make Edison know that it was something that must be done; finally she used a CONTRACTIVE:DISCLAIM:DENY move in move 8 to complete her comment in move 7, and therefore being specific. In turn 2, move 1, Edison used an EXPAND:ENTERTAIN move to talk about what Kacy said in turn 1. Following this, in move 2, move 3 and move 4 Edison used MONOGLOSS moves to back up his idea in move 1; notwithstanding, he made brief comments about not only Kacy's ideas in turn 1 but also to the question asked by the examiner. Finally,

Edison finished with an EXPAND:ENTERTAIN move in move 5 by asking a question and thus, changing the topic of conversation. Now we focus on exemplifying the use of COUNTER moves.

The next example is a move complex taken from RealConv in which we can see the use of a CONTRACT:DISCLAIM:COUNTER move and also this phenomenon of speaking to a putative addressee.

Example 14. RealConv9, 08:25-09:43

TURN 1. Peter: MOVE 1 In my opinion we have to move on, [EXPAND:ENTERTAIN] |MOVE 2 we have to create, discover, find new solutions [MONOGLOSS] | MOVE 3 because if we stay in just a..... in just a way of think, we would get stuck in the fu....past, [MONOGLOSS] | MOVE 4 I..I'm not mean...I....I didn't mean it's bad [CONTRACT:DISCLAIM:DENY] | MOVE 5 but maybe we can save lives, save the environment, save...hmmm.... species through discovering new things, through...hmm... improving all ways of lives, [CONTRACT:DISCLAIM:COUNTER]

TURN 2.- Dalton: MOVE 1 Well, I think that...well, many people could say that money are not really important [EXPAND:ATTRIBUTE:DISTANCE] | MOVE 2 but if you are...are really conscious about what they is....are saying [CONTRACT:DISCLAIM:COUNTER] | MOVE 3 so you can say that money make you happy | MOVE 4 so in what way...Which way? [EXPAND:ENTERTAIN]

In example 14, the pair of students were asked to decide what it is more important, to preserve what we have got or inventing new things. Here, Peter opened up the conversation in move 1 from turn 1 with a EXPAND:ENTERTAIN move because he was saying that „in my opinion" and claimed that we need to „move on". Then in move 2 and move 3 he used some MONOGLOSS sentences by offering his reasons on saying that „we have to move on". For this he said that „we have to create, discover…"; as it can be seen, these reasons do not provide any dialogical space. Then, in move 4, Peter used a CONTRACT:DISCLAIM:DENY to established that the fact of „getting stuck in past is not bad"; interestingly, Dalton did not say anything about it because Peter was the one who started giving his opinion after the examiners" question. In this case, Peter used this DENY move to a putative addressee to whom he, in move 5, even used a CONTRACT:DISCLAIM:COUNTER move to keep saying is not bad to „be stuck in the past" but by

moving on we can „save lives through discovering new things". Then, in turn 2, Dalton was giving his opinion towards the comments expressed by Peter in turn 1. He started his turn with move 1 in which he used an EXPAND:ATTRIBUTE:DISTANCE move in the statement, „...many people could say that money are not really important…". However, Peter never said anything about money. Therefore, Dalton actually invoked a putative addressee not present in the conversation that he could argue with.. . He did this in move 2 with CONTRACT:DISCLAIM:COUNTER: move; in this part, he used a COUNTER move, that was later on supported in moves 3 and 4, in order to refute the idea presented in move 1.

We now turn attention to the next type of CONTRACTIVE options, proclamations.

In figure 6, the different options of PROCLAIM are shown in four columns. The first column is the CONTRACT:PROCLAIM:CONCUR:AFFIRM moves, whose percentages are 41.23% from ModelConv and 58.17% from the RealConv. The second column is the CONTRACT:PROCLAIM:CONCUR:CONCEDE moves whose percentages are 30% from the ModelConv and 70% from the RealConv. In the third column we have the CONTRACT:PROCLAIM:PRONOUNCE moves whose percentages are 43.64% from the ModelConv and 56.36% from the RealConv. Lastly, we have the column of the CONTRACT:PROCLAIM:ENDORSE moves and its percentages are 55.56% from the ModelConv and 44.44% from the RealConv. By analyzing these percentages we can observe that there is a greater use of moves and CONTRACT:PROCLAIM:ENDORSE, moves in ModelConv and a predominance of usage of CONTRACT:PROCLAIM:CONCUR:AFFIRM, CONTRACT:PROCLAIM:CONCUR:CONCEDE and CONTRACT:PROCLAIM:PRONOUNCE in RealConv, although the latter is very balanced..

Having observed all the DISCLAIM options found in ModelConv and in RealConv, we will proceed presenting some examples found in both types of corpora, ModelConv and in RealConv. First, will present some examples taken from ModelConv. Here is a move complex showing an agreement made by the speakers by using a CONTRACT:PROCLAIM:CONCUR:AFFIRM move.

Example 15 ModelConv7, 12:06-12
TURN 1.- Edward: MOVE 1 Well, it depends of the person [EXPAND:ENTERTAIN] | MOVE 2 because a businessman is always busy, [CONTRACT:PROCLAIM:ENDORSE] | MOVE 3 you

have to [MONOGLOSS]

TURN 2.- Victoria: MOVE 1 Yeah [CONTRACT:PROCLAIM:CONCUR:AFFIRM]

TURN 3.- Edward: MOVE 1 You try a lot [MONOGLOSS] | MOVE 2 but not for that kind of issues [CONTRACT:DISCLAIM:COUNTER] | MOVE 3 you have to make business for other people [MONOGLOSS]

TURN 4.- Victoria: MOVE 1 Yeah, [CONTRACT:PROCLAIM:CONCUR:AFFIRM] | MOVE 2 totally agree with you [CONTRACT:PROCLAIM:CONCUR:AFFIRM]

In example 15, the students were asked to discuss whether they thought people have enough time for holidays these days. Edward opened up the conversation in move 1 from turn 1 right after the examiner asked the question, for this he used an EXPAND:ENTERTAIN: move because he stated that it depended on the person, he then supported in move 2 with a CONTRACT:PROCLAIM:ENDORSE move in which he claimed that normally, businessmen are always busy; he did not use any strong support for this comment but it he rather spoke generally; finally Edward finished with a MONOGLOSS move in move 3. In turn 2, specifically in move 1, Victoria used a CONTRACT:PROCLAIM:CONCUR:AFFIRM move to agree to what was stated by Edward. Then, Edward in turn 3 continued explaining his ideas that he started giving in turn 1; in move 1 from turn 3 he finished his idea from move 3 in turn 1 by using a MONOGLOSS move but Edward then, in move 2, he used a CONTRACT:DISCLAIM:COUNTER move to clarify that Edward did not refer to make business for a certain type of issues but instead that you have to make business for other people, he supported this in move 3 from turn 3 with a MONOGLOSS move. Finally, in move 1 and move 2 from turn 4, Victoria completely agreed with Edward"s ideas by using CONTRACT:PROCLAIM:CONCUR:AFFIRM moves. The next example is a move complex that will show the use of a CONTRACT:PROCLAIM:CONCUR:CONCEDE move.

Example 16 ModelConv8.

TURN 1. Nadia: MOVE 1 I"m all in favor of personality tests myself. [EXPAND:ENTERTAIN/CONTRACT:PROCLAIM:CONCUR:AFFIRM] | MOVE 2 The key issue here is to determine whether or not a candidate has the right skills. [CONTRACT:PROCLAIM:PRONOUNCE] | MOVE 3 A well-designed personality test would be

likely to give you that information. [EXPAND:PROCLAIM:PRONOUNCE] | MOVE 4 Would you go along with that? [EXPAND:ENTERTAIN]

TURN 2. Anton: MOVE 1 I would, up to a point. [CONTRACT:PROCLAIM:CONCUR:CONCEDE] | MOVE 2 I mean, personality testing might be the best approach in some circumstances [EXPAND:ENTERTAIN/CONTRACT:PROCLAIM:CONCUR:AFFIRM] | MOVE 3 but not with something like this [CONTRACT:DISCLAIM:COUNTER] | MOVE 4 I can't quite see it that personality would be crucial here [CONTRACT:DISCLAIM:DENY] | MOVE 5 For me it's a question of having good taste and being stylish yourself [EXPAND:ENTERTAIN]

In example 16 speakers were giving their opinions towards personalities tests. For this, Nadia opened up the conversation in move 1 from turn 1 by using a COMBINED move which in this case is an EXPAND:ENTERTAIN due to the „myself" and a CONTRACT:PROCLAIM:CONCUR:AFFIRM due to the affirmative sentence she gave. Then, in move 2, Nadia used a CONTRACT:PROCLAIM:PRONOUNCE move by making a statement talking about how to determine candidates" skills. Later in move 3 she used a similar type of move as in move 2, in this case a CONTRACT:PROCLAIM:PRONOUNCE by expressing a tool to get the information that she was talking about in move 2. Finally, Nadia closed up her turn with a question in move 4 by using an EXPAND:ENTERTAIN move. Anton, in move 1 from turn 2, agreed to the question asked by Danna in move 4 from turn 1 by using a CONTRACT:PROCLAIM:CONCUR:CONCEDE move. Then, Anton said more information about his statement in move 1 (this statement was „I would, up to a point"), for this he affirmed that personality tests might be the best approach in certain circumstances, this move is a COMBINED one since he used „might" in his answer, in other words, the moves were EXPAND:ENTERTAIN and CONTRACT:PROCLAIM:CONCUR:AFFIRM. However, in move 3, Anton made a counter statement of what he said in move 2 by using a CONTRACT:DISCLAIM:COUNTER, in this case he said that in that situation would not be suitable. In move 4 he continued giving his reasons by using a CONTRACT:DISCLAIM:DENY move. The previous said was due to the comment that he did not quite see those type of tests were crucial in that moment. Finally, Anton closed up his turn with a final opinion using a EXPAND:ENTERTAIN move. Continuing with the examples taken from ModelConv, we have an example in which is used a CONTRACT:PROCLAIM:PRONOUNCE move.

Example 17 ModelConv9

TURN 1. Nadia: MOVE 1 well, perhaps we could agree on what we would be least efficient first. [EXPAND:ENTERTAIN] | In this case, perhaps a personality test isn‟t really best, is it? [EXPAND:ENTERTAIN/CONTRACT:DISCLAIM:DENY]

TURN 2. Anton: MOVE 1 No, I agree [CONTRACT:PROCLAIM:CONCUR:CONCEDE] | MOVE 2 I think it would be best to have some information about how candidates styles him- or herself, and how well he or she communicates. [EXPAND:ENTERTAIN]

TURN 3. Nadia: MOVE 1 Yes, so that means observing them at work. [CONTRACT:PROCLAIM:PRONOUNCE] | MOVE 2 Well, that might be the best, [EXPAND:ENTERTAIN] | MOVE 3 but it might not be the most efficient [CONTRACT:DISCLAIM:COUNTER]

In example 17, students were getting to an agreement related to the personality tests. In the same manner as in example 17, Nadia opened up with a question expressing her interest in getting to a final decision, for this she used a EXPAND:ENTERTAIN. She then closed up her turn with a COMBINED move: EXPAND:ENTERTAIN move because she not only used the word „perhaps‟ in her statement but also finished it with a tag question. Likewise, the move was a CONTRACT:DISCLAIM:DENY one because she used a negative statement. Then, in move 1 from turn 2, Anton gave his answer by conceding to what Nadia had asked in move 4 from turn 1. This action was a CONTRACT:PROCLAIM:CONCUR:CONCEDE move. Later, in move 2 Anton finished with an EXPAND:ENTERTAIN move because he asked a question to Nadia. For this question, Nadia agreed in move 1 from turn 3 using a CONTRACT:PROCLAIM:PRONOUNCE with what Anton had asked and also she clarified the need for observing workers in their working hours. After, in move 2 Anton gave his opinion saying that „it might be the best‟; for this he used an EXPAND:ENTERTAIN. Finally, although Anton closed up his turn in move 3, he used a COUNTER move for his own statement in move 2 by having the use of a CONTRACT:DISCLAIM:COUNTER move; in other words, he said that „observing workers in their working hours would not be the most efficient strategy‟. As a last example for this PROCLAMATION options in ModelConv, we have the example in which a CONTRACT:PROCLAIM:ENDORSE move is used.

Example 18 ModelConv10.

TURN 1. Daniela: MOVE 1 Hmm…well, first of all, I really don‟t consider that we ever complete our education. [MONOGLOSS] | MOVE 2 What I mean is, it may be the case that you finish a university degree [MONOGLOSS] | MOVE 3 but nowadays a lot of people go on to do postgraduate courses or vocational training of some kind, [CONTRACT:DISCLAIM:COUNTER] | MOVE 4 even when they‟re quite old. [MONOGLOSS] | MOVE 5 It‟s more and more common for people to return to study throughout their lives [CONTRACT:PROCLAIM:ENDORSE]
TURN 2. Martin: MOVE 1 I think that being financially interdependent is the key. [EXPAND:ENTERTAIN] | MOVE 2 If you are still reliant on your parents for money, you are never entirely free to make your own decisions, [MONOGLOSS] | so in some senses you remain in the position that you were in when you were a child [MONOGLOSS]

In example 18, speakers were talking about the things that make you be considered as mature. Daniela expressed his reasons in move 1 and move 2 from turn 1 with MONOGLOSS moves because it did not open any dialogical space and she just said that she did not consider we ever finished their education and that included finishing a university degree. After this, in move 3 she countered her own statements in move 1 and move 2 with a CONTRACT:DISCLAIM:COUNTER move by saying that even though you finish a university degree, there are plenty more courses and postgraduate courses. In move 4 she supported her ideas with a MONOGLOSS move. Then, in move 5, she claimed that it‟s common for people to return to study, in this case she used a CONTRACT:PROCLAIM:ENDORSE move and with this she finished her turn. Now, in move 1 from turn 3, Martin, offered his personal reasons, using „I think‟, with a EXPAND:ENTERTAIN move. He then closed up his turn by supporting his statement in move 1 from turn 3 with some MONOGLOSS moves.

By contrast, English majors‟ conversations from RealConv showed up a preference towards agreeing to their partner‟s ideas rather than conceding or to refuting them. These preferences can be seen in the columns from the CONTRACT:PROCLAIM:CONCUR:AFFIRM moves. In the following example a move complex in which is present an agreement is presented.

Example 19 RealConv10. 00:00-00:20

TURN 1. Kacy: MOVE 1 I think that… hmm… first of all to preserve old buildings is important [EXPAND:ENTERTAIN] | MOVE 2 because it reflects our culture and our history. [MONOGLOSS] | MOVE 3 I think that, what would be more important is to know that what those buildings mean, ...hmm... [EXPAND:ENTERTAIN] | MOVE 4 what do you think? [EXPAND:ENTERTAIN] |

TURN 2. Nadya: MOVE 1 Well, I think the same. [CONTRACT:PROCLAIM:CONCUR:AFFIRM] | MOVE 2 I think it is important [EXPAND:ENTERTAIN/CONTRACT:PROCLAIM:CONCUR:AFFIRM] | MOVE 3 because we can...hmm... give an opportunity for the new generation to know about those buildings...old buildings...and its meanings and all those things [MONOGLOSS]

In example 19, students were talking about some things that should be preserved for the future, in this case, Kacy started the conversation in move 1 from turn 1 by establishing her own opinion in which she thinks that „old buildings need to be preserved"; for this, in move 1 she used an EXPAND:ENTERTAIN move. In move 2, Kacy then supported her comment made in move 1 with MONOGLOSS move because she clarified that „old buildings are part of our culture and history". Following this, in move 3 she used an EXPAND:ENTERTAIN move to give her thoughts about the importance to „know what those buildings mean" and finally finished her turn in move 5 by asking a question to Nadya, for this she used an EXPAND:ENTERTAIN move. Regarding the turn 2, in moves 1 and 2 Nadya used CONTRACT:PROCLAIM:CONCUR:AFFIRM moves to agree with Kacy"s statement made in move 1 from turn 1 about the importance of „knowing what those buildings mean". Finally, Nadya finished her turn in move 3 by supporting her reason of agreement with Kacy"s comment.

The next example is a move complex that is likewise taken from RealConv. This move complex show us how English majors do not show total opposition to their partners" comments with COUNTER moves but first seek to show agreement using AFFIRM moves.

Example 20. RealConv11, 00:45-01:15
TURN 1.- Chloe: MOVE 1 Well I think it is important to preserve...hmm... data and information [EXPAND:ENTERTAIN] | MOVE 2 because that is like a good way to ...hmm... to have ...hmm... save ...hmm... well, history and that kind of things like important things like

important events can be saved with data and information [MONOGLOSS] | MOVE 3...hmm...
what do you think about that? [EXPAND:ENTERTAIN]

TURN 2.- Mary: MOVE 1 Yes, you are right, [CONTRACT:PROCLAIM:CONCUR:AFFIRM] |
MOVE 2 mean, knowledge is something that we must preserved [MONOGLOSS] | MOVE 3
but I also think that energy resources is something that we must take into account.
[CONTRACT:DISCLAIM:COUNTER]

In example 20, the students were asked to respond the same question about things to preserve for the future. In move 1, Chloe opened up the conversation by giving her personal opinion about the topic, for this she used an EXPAND:ENTERTAIN move, she later supported it in move 2 with a MONOGLOSS move and finally finished her turn by asking a question to Mary, this question was an EXPAND:ENTERTAIN move. In matters of turn 2, Mary used a CONTRACT:PROCLAIM:CONCUR:AFFIRM move in move 1 to agree on what the Chloe said and also supported it in move 2 with a MONOGLOSS move; however, even though Mary agreed with Chloe"s comment, she used a CONTRACT:DISCLAIM:COUNTER move in move 3 to change the topic introduced by Chloe in turn 1. This action taken by Mary was because she wanted to indeed change the topic of conversation but not doing it without agreeing to Chloe"s comment, otherwise it would be rude or could lead to a verbal confrontation due to their different ideas. Having discussed AFFIRM moves, we now turn attention to CONCEDE moves.

The next example is a move complex that is likewise taken from RealConv. This move complex illustrates the use of a CONTRACT:PROCLAIM:CONCUR:CONCEDE move and also the phenomenon of speaking to a putative addressee.

Example 21. RealConv12 01:00-01:47
TURN 1 Nadya: MOVE 1 I think it is important [EXPAND:ENTERTAIN] | MOVE 2 because
we can...hmm... give an opportunity for the new generation to know about those
buildings...old buildings...and its meanings and all those things ...yeah...hmmm…
[MONOGLOSS] | MOVE 3 also traditional ways of life it is important to keep in mind that
...hmmm… it reflects about our culture and…[MONOGLOSS]
TURN 2.- Kacy: MOVE 1 Hmm, despite the fact they are taken for granted,
[CONTRACT:PROCLAIM:CONCUR:CONCEDE] | MOVE 2 I think it's important to reflect on

those things [EXPAND:ENTERTAIN] | MOVE 3 and try to keep...hmmm... like a journal of how we live for others to know that, [MONOGLOSS] | MOVE 4 I think it's precious and valuable, | MOVE 5 I agree. [EXPAND:ENTERTAIN]

In example 21, students were asked to discuss the important things to preserve for the future, Nadya expressed her opinion about something that Kacy previously commented. In turn 1, Nadya used an EXPAND:ENTERTAIN move in move 1 because she was giving her personal opinion about the topic; in move 2 she supported her ideas from move 1 with a MONOGLOSS move because the comment did not open or close any dialogic space; this is the same that happened in move 3 in which Nadya supported her ideas from move 2 with a MONOGLOSS move. Now, in turn 2, Kacy started giving her opinion in move 1 by using a CONTRACT:PROCLAIM:CONCUR:CONCEDE move; however, it is interesting to see that Kacy affirmed that other people usually take for granted traditional ways of life which was not something that Nadya had said but Kacy instead created this opinion said by a putative addressee. In move 2 and move 4 Kacy used EXPAND:ENTERTAIN moves because she was expressing her thoughts. In move 3 she used a MONOGLOSS move to support her ideas in move 2 and in move 5 Kacy used a CONTRACT:PROCLAIM:CONCUR:AFFIRM move in which she agreed on her own posture against this putative addressee.

As it can be seen, sometimes students used some external authorial propositions made by other speakers in order to reinforce their own statements and thus make them more ideal in a conversation. The following example presents a move complex that shows the use of a CONTRACT:PROCLAIM:PRONOUNCE move.

Example 22 RealConv13.

TURN 1. Brian: MOVE 1 Well, I think it is important to do...conserve endangered species [EXPAND:ENTERTAIN] | MOVE 2 because sometimes ...hmm... we can can share knowledge among those species [MONOGLOSS] | MOVE 3 for example, when going to a zoo ...hmm... for example, in a future maybe children cannot have the possibility of known a real elephant for example or a giraffe [MONOGLOSS]

TURN 2. Danna: MOVE 1 Yeah, I see your point [CONTRACT:PROCLAIM:CONCUR:AFFIRM] | MOVE 2 and I think that ...hmm... it is really important to preserve those animals

[EXPAND:ENTERTAIN/CONTRACT:PROCLAIM:PRONOUNCE] | MOVE 3 because, you know ...hmm... may...it may affect ...hmm... you know, the others ...hmm... animals if one disappears [MONOGLOSS] | MOVE 4 because it could be dangerous... [MONOGLOSS]

In example 22, we can see a conversation between two students whose main topic was to talk about the suitable things to preserve for a future. In this case, Brian opened up the conversation in move 1 from turn 1 by giving his personal opinion about the topic, in this case he used an EXPAND:ENTERTAIN move to clarify that he „thinks endangered species is good to preserved". Similarly, in movies 2 and 3 he explained more about his claim in move1. Brian used MONOGLOSS moves for that because they just said that „knowledge about species should be shared with other future generations" and he even provided an example about a zoo. Then, in move 1 from turn 2, Danna affirmed having seen Brian's point and she used a CONTRACT:PROCLAIM:CONCUR:AFFIRM for that. Then, in move 2, she used a COMBINED move: an EXPAND:ENTERTAIN move and a CONTRACT:PROCLAIM:PRONOUNCE because she used „I think" to start giving her opinion and also because she highlighted the importance of preserving those animals by saying „it is really important to preserve those animals". Finally, in move 3 and move 4, she strengthened her opinion made in move 2 by saying that „if those animals disappear could no only affect other species but also have the possibility of being dangerous". For this support, she used MONOGLOSS moves in both move 3 and move 4.

Continuing with the examples in which is used external propositions, here is a move complex taken from RealConv. Here, more about this phenomenon of discussing with a putative addressee and the use of an ENDORSE move are shown.

Example 23. RealConv13, 05:42-06:33
TURN 1. Brian: MOVE 1 Well, I think that ...hmm... yes I think that we can do a lot of thi...things in order to preserve all these ...hmm... factors that we already discussed [EXPAND:ENTERTAIN/CONTRACT:PROCLAIM:ENDORSE]
| MOVE 2 because... it's because of us that we already know what we...what hu...what we humans have already done in the past, [MONOGLOSS]
| MOVE 3 I don't know, what about you? [EXPAND:ENTERTAIN] | MOVE 4 What do you think? [EXPAND:ENTERTAIN]

TURN 2.- Danna: MOVE 1 ...hmm... I think ...hmm... you know, as only one person maybe you can't do much [EXPAND:ENTERTAIN/CONTRACT:DISCLAIM:DENY] | MOVE 2 but ...hmm... if you have that ...hmm... you...you can encourage people to do the same [EXPAND:ENTERTAIN/CONTRACT:DISCLAIM:COUNTER]| MOVE 3 so it could be really benef...benefit....it can be like a benefit [MONOGLOSS] | MOVE 4 ...hmm... so you can ...hmm... share your thoughts [MONOGLOSS] | MOVE 5 and tell people to do the same [MONOGLOSS]

In example 23, students were asked to decide whether if individuals could do much to preserve certain things for the future or not, in this case, as we can see in turn 1, Brian opened up the conversation in move 1 with a COMBINED move: an EXPAND:ENTERTAIN move and a CONTRACT:PROCLAIM:ENDORSE move. These moves were presented because the speaker emphasized that it was a personal opinion (I think) and also because he spoke generally and used an external position to back up his ideas. In move 2, he supported his ideas with a MONOGLOSS move because this support did not provide any dialogic space, and finally, Brian closed up his turn with move 3 and move 4 in which he asked questions to know about Danna‟s ideas. Now, in move 1 from turn 2, we can see that Danna started giving her opinions with a COMBINED move: EXPAND:ENTERTAIN move and a CONTRACT:DISCLAIM:DENY move. There were used because it was her personal opinion and at the same time she rejected and idea. Curiously, the idea rejected in move 1 from turn 2, is not addressed to something claimed by Brian in turn 1 but Danna instead rejected the idea from a putative addressee that had claimed that one person can indeed do much. After it, in move 2 she used another COMBINED move: EXPAND:ENTERTAIN move and a CONTRACT:DISCLAIM:COUNTER move. Interestingly, this COMBINED move was to express an opposite idea from the putative addressee‟s idea in move 1; Danna then kept supporting it in move 3, move 4 and move 5 with some MONOGLOSS moves. As we could see in this example, this „putative addressee‟ was also presented in English majors‟ discourse.

To close up this section, we could see that when it comes to having CONTRACTIVE moves there is a broad range of this area that can be divided into two sub-levels which are PROCLAIM and DISCLAIM which, similarly, are divided into several sub-levels. By having analyzed some of the examples regarding the CONTRACTIVE area, we could notice that students from RealConv do not usually deny their partner‟s ideas, but instead they are more likely to agree and use

EXPANSIVE moves rather than CONTRACTIVE ones. Now, in matters of the COUNTER moves, there was a higher level of usage of these type of moves than the DENY moves; nevertheless, there were some cases in which the students used these CONTRACT:DISCLAIM:COUNTER moves not with the purpose of counter their partner's proposition/comment but they rather used it to confront a putative addressee created by one of the speaker. We believe that this phenomenon happens because students initially want to discuss the topics; however, when having a disagreement, students from RealConv had a tendency to either use few moves to deny as well as to back it up or to create this putative addressee with whom they will argue and thus, indirectly reject/counter the original question/statement. While this phenomenon occurred in RealConv, the same did not happen in ModelConv. This is because speakers in ModelConv are more likely to directly disagree with their partner's ideas. Lastly, when including external authorial positions, both, speakers from ModelConv and the ones from RealConv had a preference towards selecting the ones that are explicit (CONTRACT:PROCLAIM:PRONOUNCE moves) rather than the ones that speak in a general way (CONTRACT:PROCLAIM:ENDORSE moves), this means that students prefer to be specific and accurate in their comments and do not only use comments that are considered as „accepted" among people.

4.5. Addressing of the research questions

Some specific questions were considered in order to conduct this thesis. The first questions asks *What patterns of engagement are found in a sample of popular CAE coursebook model conversations for the speaking section of the CAE?* In a few words, almost all these patterns of engagement were found in ModelConv. Those are presented during the third and fourth part of the CAE test. Of course, the most important or remarkable pattern was ENTERTAIN and the least used was EXPAND:ATTRIBUTE:DISTANCE with none in existence. Table 6 shows all the patterns or engagement options found:

Table 6.- Patterns found ModelConv.

Engagement option	Occurrences	Proportion

MONOGLOSS	128	15%
HETEROGLOSS	228	27%
HETEROGLOSS:CONTRACT	99	12%
HETEROGLOSS:EXPAND	97	11%
HETEROGLOSS:COMBINED	33	4%
CONTRACT:DISCLAIM:DENY	24	3%
CONTRACT:DISCLAIM:COUNTER	33	4%
CONTRACT:PROCLAIM:CONCUR:AFFIRM	40	5%
CONTRACT:PROCLAIM:CONCUR:CONCEDE	6	1%
CONTRACT:PROCLAIM:PRONOUNCE	24	3%
CONTRACT:PROCLAIM:ENDORSE	5	0%
EXPAND:ENTERTAIN	130	15%

Basically the patterns which were missing in the ModelConv were EXPAND:ATTRIBUTE:DISTANCE and EXPAND:ATTRIBUTE:ACKNOWLEDGE. This shows that conversations in ModelConv do not promote the use of this kind of patterns. Furthermore, the most remarkable pattern was ENTERTAIN with 130 (15%) moves which seems obvious since it is necessary to show firstly what you believe or think to start speaking with regard to one point of view. Conversations in ModelConv appear to promote these patterns, additionally they attempt to vary the use of all of them the more. It means that ModelConv not only uses different patterns, but also focus on almost all of them.

The second research question is *What patterns of engagement are found in LI students' conversations in mock speaking test situations?* Now, table 7 shows the patterns found in the students conversations:

Table 7.- Patterns found in RealConv.

Engagement option	Occurrences	Proportion

MONOGLOSS	186	14%
HETEROGLOSS	354	27%
HETEROGLOSS:CONTRACT	109	8%
HETEROGLOSS:EXPAND	191	15%
HETEROGLOSS:COMBINED	54	4%
CONTRACT:DISCLAIM:DENY	21	2%
CONTRACT:DISCLAIM:COUNTER	36	3%
CONTRACT:PROCLAIM:CONCUR:AFFIRM	57	4%
CONTRACT:PROCLAIM:CONCUR:CONCEDE	14	1%
CONTRACT:PROCLAIM:PRONOUNCE	31	3%
CONTRACT:PROCLAIM:ENDORSE	4	0%
EXPAND:ENTERTAIN	244	19%
EXPAND:ATTRIBUTE:DISTANCE	1	0%

As shown before, taking into consideration the students" conversations, the only pattern missing is EXPAND:ATTRIBUTE:ACKNOWLEDGE. This means that students second model conversations when considering the omission of this pattern, even without knowing that they did not use it at all. Of course, they barely used EXPAND:ATTRIBUTE:DISTANCE since there was only one move. Then we can see that EXPAND:ENTERTAIN keeps being the most remarkable or used pattern of engagement since there are 244 (19%) occurrences appearing in RealConv which is the most used taking into account the other occurrences. Of course, something really interesting to mention is that there are more MONOGLOSS moves (186 moves) in RealConv than in ModelConv (128 moves) and regarding the disagreements, many of the DENY or COUNTER moves in the the RealConv are against a putative addressee who was not presented in the conversation. This voice was called the third putative voice. Hence, as shown in the previous list of patterns, students might have used these patterns but they did not use it in an adequate or expected way.

Finally, the last research question asks *Are there differences in engagement patterns across model conversations and actual student conversations?* This question can be answered

taking into consideration the two previous questions. First, the majority of the patterns found in RealConv are similar to the ones found in ModelConv, nevertheless, there is only one pattern visible in students" conversations which is EXPAND:ATTRIBUTE:DISTANCE but non-existent in ModelConv. Therefore, it can be said that this pattern is barely visible in student" conversations not to mention EXPAND:ATTRIBUTE:ACKNOWLEDGE which is basically non-existent in both corpora.

Table 8.- Intercorpus Comparison

Engagement option	RealConv	ModelConv
MONOGLOSS	14%	15%
HETEROGLOSS	27%	27%
HETEROGLOSS:CONTRACT	8%	12%
HETEROGLOSS:EXPAND	15%	11%
HETEROGLOSS:COMBINED	4%	4%
CONTRACT:DISCLAIM:DENY	2%	3%
CONTRACT:DISCLAIM:COUNTER	3%	4%
CONTRACT:PROCLAIM:CONCUR:AFFIRM	4%	5%
CONTRACT:PROCLAIM:CONCUR:CONCEDE	1%	1%
CONTRACT:PROCLAIM:PRONOUNCE	3%	3%
CONTRACT:PROCLAIM:ENDORSE	0%	0%
EXPAND:ENTERTAIN	19%	15%
EXPAND:ATTRIBUTE:ACKNOWLEDGE	0%	0%
EXPAND:ATTRIBUTE:DISTANCE	0%	0%

In the final analysis, both RealConv and ModelConv share the majority of the possible patterns of engagement. However, there are two particular patterns which are practically unseen in both corpora (EXPAND:ATTRIBUTE:ACKNOWLEDGE and EXPAND:ATTRIBUTE:DISTANCE).

Furthermore, participants in the RealConv corpus used to deny or reject certain ideas or beliefs that were not claimed by their direct peer during the conversation. This so-called third

voice named "the putative addressee" was an important finding in the RealConv corpus. Table 9 shows the frequency and divides it according to each corpora, the ModelConv and RealConv.

Table 9.- Frequency of moves and distribution of the putative addressee in ModelConv and RealConv

Putative Addressee	Moves	Distribution
ModelConv	0(0%)	0(0%)
RealConv	21(25%)	7(75%)

As seen in the previous table, the putative addressee is basically non-existent in ModelConv. Nevertheless, RealConv has 21 moves in which participants called this so-called third voice. These 21 moves were found scattered in 7 different RealConvs. This clearly expresses that students were the only ones who decided to called this voice. This reason may vary depending on the dimensions or variables of tenor which are another important aspect that we need to take into considerations. Of course, this is reflected in the amount of times that students denied or rejected their partners" ideas or beliefs during the interaction due to the different dimensions of the tenor. Table 10 shows the distribution of the direct and indirect disagreement in RealConv and ModelConv corpora.

Table 10.- Direct and indirect disagreement in RealConv and ModelConv corpora

	Direct disagreement		Indirect disagreement	
	Moves	Distribution en las conversaciones	Moves	Distribution en las conversaciones
ModelConv	19	4 Conv.	16	4 Conv.
RealConv	6	4 Conv.	19	8 Conv.

On the one hand, students in the ModelConv made use of more CONTRACT:DISCLAIM:DENY or CONTRACT:DISCLAIM:COUNTER in all the four conversations from the ModelConv corpus with 19 direct disagreement moves and 16 indirect disagreement moves. This might happen due to the lack of affective involvement or frequency of contact seen in the videos and model textbooks. Of course, taking into account that the people in the model textbooks are actors who merely performed the dialogues. On the other hand, students in the RealConv corpus used fewer CONTRACT:DISCLAIM:DENY and CONTRACT:DISCLAIM:COUNTER moves during the speaking task. There are only 6 direct disagreement moves found merely in 4 of the RealConv corpus. This is fewer than in the RealConv. Then we have 19 indirect disagreement moves found in the 8 RealConv corpus. This means that due to the fact that students share the dimensions of tenor such as status relations, affective involvement, frequency of contact or orientation to affiliation, they opted to deny or reject their peer‟s opinion or idea using more indirect disagreement moves. All these moves were found in all the RealConv corpus. In the final analysis, taking into consideration all the CONTRACT:DISCLAIM:DENY and CONTRACT:DISCLAIM:COUNTER moves in RealConv, there are still more of these moves in the few four RealConv, reason why we can say that the dimensions of tenor play an important role in the findings of this research paper.

5. CONCLUSIONS

In this chapter, the general conclusions regarding the results obtained in this research paper are presented. In the first place, the problem, objectives, research, questions , hypothesis, methods and results are summarized. Then, there is a thorough discussion of this study‟s findings in connection with previous studies. Finally, the limitations of the study are presented as well as the opportunities for further research.

5.1. Summary

English major students at the University of Quintana Roo are constantly asked to speak in English. However, in our own experience, we have seen that at the moment of taking speaking mock CAE tests, many of our classmates display an inappropriate organization of their ideas while speaking. That is the reason why we can say that English majors are not commonly aware of the proper structures and suggested models within their textbooks, hence, they rather use their own strategies without the appropriate awareness of these sections" communicative requirements.

Despite the importance of understanding CAE oral discourse patterns, little research regarding the production of students in the CAE test has been done so far, specifically on the speaking skill. Due to the lack of empirical research study regarding this matter, this research took place in order to help future English students and English teachers. This research paper focuses on parts three-four of the speaking CAE sections since these sections seem to require specific ways of arguing that students may not be familiar with.

Moreover, the development of this thesis involved a series of specific objectives. The first objective in this thesis was the application of the mock CAE test to English majors and likewise to collect their conversations. We made sure to carry out this objective really carefully and due to this, as previously said in the subsection of participants in the chapter of method, we applied the test to the selected students in pairs and recorded their conversations as well. Finally, we gathered these conversations, assembled them in a small corpus that was labelled as real conversation corpus (RealConv) and thus, accomplished this objective.

The second objective was to describe the conversation from the English majors and describing them according to the system of engagement of the SFL. After we accomplished the first objective, we proceeded to analyze English majors" conversations based on the SFL systems; however, due to the explicitness found in their performances in each of their conversations, we decided that describing the conversations by only using the system of engagement was enough to obtain the results that we sought and thus, accomplished this objective.

The third objective was to gather model CAE conversations from at least three different and recent CAE preparation coursebooks. Throughout our thesis, we realized that there were not sufficient model conversations in CAE preparation coursebooks; consequently, we opted to use CAE examination videos in order to assemble, along with the conversation found in CAE preparation coursebooks, a small and adequate corpus that was labelled as model conversation corpus (ModelConv) and thus, accomplished this objective.

The fourth objective required the same as done in objective 2 in the sense that we analyzed the conversations from ModelConv based on the system of engagement. Nevertheless, since we only described the conversation from the RealConv based on the system of engagement, we had to carry out a similar description in ModelConv.

Finally, we accomplished the last objectives by comparing the conversation in the two corpora (RealConv and ModelConv corpora) additionally by finding/characterizing the differences and similarities between them.

There are three research questions which were considered in order to conduct this thesis. The first inquiry asks *What patterns of negotiation and engagement are found in a sample of popular CAE coursebook model conversations for the speaking section of the CAE?* In a few words, almost all the possible patterns of engagement were found in ModelConv. The patterns which were missing in ModelConv were EXPAND:ATTRIBUTE:DISTANCE and EXPAND:ATTRIBUTE:ACKNOWLEDGE. This shows that conversations in ModelConv do not promote the use of this kind of patterns. Furthermore, the most remarkable pattern was ENTERTAIN with 130 (100%) moves which seems obvious since it is necessary to show firstly what you believe or think to start speaking with regard to one point of view.

The second research question is *What patterns of engagement are found in LI students' conversations in mock speaking test situations?* Here again almost all the possible patterns of engagement were found in RealConv, the only pattern missing is EXPAND:ATTRIBUTE:ACKNOWLEDGE. This means that students follow the same pattern in ModelConv when considering the omission of this pattern, even without knowing that they did not use it at all. Of course, they barely used EXPAND:ATTRIBUTE:DISTANCE since there was only one move. Something really interesting to mention is that there are more MONOGLOSS moves (186 moves) in RealConv than in ModelConv (128 moves) and regarding the disagreements, many of the DENY or COUNTER moves in the the RealConv are against a third putative voice who was not presented in the conversation.

The last research question asks *Are there differences in engagement patterns across model conversations and actual student conversations?* This question can be answered taking into consideration the two previous questions. First, the majority of the patterns found in students" conversations are similar to the ones found in model CAE textbooks, nevertheless, there is only one pattern visible in students" conversations which is EXPAND:ATTRIBUTE:DISTANCE but

non-existent in ModelConv. Therefore, it can be said that this pattern is barely visible in student‟ conversations not to mention EXPAND:ATTRIBUTE:ACKNOWLEDGE which is basically non-existent in both corpora. In the final analysis, both students‟ and model share the majority of the possible patterns of engagement and negotiation. However, there are two specific patterns which are practically unseen in both corpus of conversations.

Finally, the hypothesis of this study states that English major students would produce conversations with systematically different patterns of dialog than those found in CAE textbooks. This assertion resulted to be true and false in some way. First of all, conversations in RealConv as well as in ModelConv used most of the possible levels of delicacy explained in Martin & White (2005). Regardless of the differences found, the final analysis showed that there is considerable use in most of the patterns, therefore the hypothesis seems to be false in this way.

Second of all, although conversations in ModelConv did not promote or use the patterns EXPAND:ATTRIBUTE:DISTANCE and the EXPAND:ATTRIBUTE:ACKNOWLEDGE whatsoever, students only used EXPAND:ATTRIBUTE:DISTANCE once and did not use EXPAND:ATTRIBUTE:ACKNOWLEDGE at all, therefore the hypothesis is true in this way owing to the fact that students used systematically different patterns of dialog.

Last of all, most of the pattern, more specifically CONTRACT:DISCLAIM:DENY and CONTRACT:DISCLAIM:COUNTER, are used systematically different in student‟s conversations since they used them to call a putative addressee which was not present in the conversation. Conversely, conversations in ModelConv used this patterns to deny or refute any idea emerging from their partners assertions, so the hypothesis seems true again. The frequency was previously shown in table 9.

In conclusion, even though there is a constant variation in RealConv and ModelConv patterns that could make us believe that students did not produce conversations with systematically different patterns of dialog than those found in CAE textbooks, students did produce them differently in light of the fact that they preferred to use the same patterns in a systematically different way (the putative addressee seen in table 10) not to mention the particular pattern CONCEDE that was seen at least once in student‟s corpora. In a few words, the hypothesis is true.

Likewise, it is important to mention that speakers from RealConv had a tendency towards agreeing with their partner‟s idea by using CONCEDE, AFFIRM or ENTERTAIN moves rather than

opposing to them. Interestingly enough, the moment speakers from RealConv wanted to refute a comment, they unintentionally created and addressed their comments to a putative addressee instead of addressing them to their partners. This strategy, probably used unconsciously, was mostly related to COUNTER or DENY moves and although speakers from the RealConv not only saw each other constantly but also were friends, causing that the affective involvement and the frequency of contact were high, they did not seek to disagree between them. This is because among Mexicans, to refute a person‟s idea is considered to be rude because you would be challenging the veracity of their ideas (Brown & Levinson, 1987; Scollon & Scollon, 2001; Félix-Brasdefer & Mugford, 2017). On the other hand, the putative addressee phenomenon was not present in ModelConv. Along with cultural differences, it is possible that the difference is a product of the varying patterns of relationships between the participants in ModelConv and RealConv. The speakers in ModelConv most likely did not know each other and thus the affective involvement and the frequency of contact was non-existent. The opposite is true for the speakers in RealConv. Therefore, these factors might explain the fact that ModelConv speakers were more likely than those in ModelConv to address COUNTER and/or DENY moves to their partner‟s ideas. Because of their lack of affective involvement, participants in ModelConv may not have felt any need to take into consideration the impact of their comments on their partner‟s self-esteem nor would they feel challenged when their interlocutors challenged or countered their opinions.

5.2. Comparison with previous studies

Regarding the results obtained at the end of this research paper, we could notice some similarities and differences with previous studies. These similarities and some differences will be highlighted in this subsection.

To begin with, this study was similar to some extent to the one presented by Gilmore (2004) in which he reported on an investigation into the discourse features of seven dialogues from coursebooks and compared them with authentic interactions. However, in this case, we opted to focus on the parts 3 and 4 from the Speaking task from the CAE examination test that required the participants (English majors) to use argumentation in order to get to an agreement. This strategy is almost the same as seen in Metsämäki (2012) in the sense that the students used

these argumentation strategies such as straightforward statements, facts, examples, repetition and restructuring, among others, to achieve the goal of the tasks.

Another similarity is that the participants of this study underwent training in some semesters of the major in light of the application of the CAE examination test as a requirement to get the degree. Moghaddam (2010) conducted a similar study but it was to prepare students for the IELTS academic examination. In this case, he implemented the development of argumentative texts as a way of preparation for the academic examination. This type of texts worked out effectively because it allowed students to have a significant improvement in their performance for the test. Likewise, the participants of this study were taught some guidelines including some argumentative texts (model conversations) that make them have a notion of the ideal performance for parts 3 and 4 from the CAE examination test. At the same time since they were also exposed to this negotiation features from these parts (3 and 4), they were able, as well as in Woodfield (2008), to use some of this features in this study.

Regarding the goals in parts 3 and 4 of the speaking section from the CAE examination tests, all the participants were able to express their points of view towards the main questions in the respective parts; however, when expressing these ideas, their partners not always made arguments towards them but rather expanded their ideas. An identical situation happened with some of the participants in the study conducted by Nussbaum (2005). He eliminated some of the participants of his study due to their lack of commitment in expressing their arguments in order to fulfill a goal. These results that participants in both studies, Nussbaum (2005) and in our study did not always look for a verbal confrontation or simply did not seek to express a counter argument towards an occurrence established by a speaker.

One of the main reasons for the above is that students are lacking in debate techniques. The fact that they had a preference towards expanding rather than having an opposite point of view infers that students do not know how to support these statements. The use of debate techniques or negotiation techniques, as in Fauzan (2016), is something that could enhance the speaking ability by practicing them.

Another result of this study is that participants normally looked forward to adapt their own statements to indirectly reject their partners" ideas without being rude at the moment of expressing it. This is due to their social discourse that did not allow them to directly refute an idea made by the speaker. This is the same in Felton & Kuhn (2001) study that considered

„argument" as a social discourse and believed that this had a background back to childhood or adolescent years.

In the same manner, in most of the cases, participants just agreed to most of their partners" claims or created a third putative speaker to whom both speakers argued with. This could be also due to their culture; as expressed in Taylor-Hamilton (2005), speakers normally let their cultural values and perceptual learning styles shape their own way of speaking as well as the register they build; as a consequence, they used a different combination of strategies that is not related to the adequate way of speaking. As it is known, in Mexican culture it is considered impolite to disagree with a person (Brown & Levinson, 1987; Scollon & Scollon, 2001; Félix-Brasdefer & Mugford, 2017); as a consequence, the fact that they even involved a third putative addressee and also agreed to each other to refute her statements, suggested that they were circumventing the main objective of the speaking task in the parts 3 and 4 from the CAE examination test which is interacting and getting to an agreement about a specific topic.

As a last similarity, the performance students had in the application of the mock CAE examination test was considerable different than the aimed one. As claimed in Chalhoub-Deville & Wigglesworth (2005), and Lazaraton (2015), it is impossible to correlate the candidate"s performance with the awarding of a particular score in the speaking tests; in this case, they would suggest that language is something that continuously evolves and thus, its competence cannot be entirely measure based on scores.

Now, regarding some differences, we found that when having parts 3 and 4 from the speaking task for the exam, the participants of this study tended to agree more on their partners" ideas than to disagree. For this, Golder (1992) conducted a study with similar purposes but it was discovered that argumentative cooperative discourse is much highly used than when cooperativeness is only dialogal. Here is then shown that speakers are more likely to not only maintain thematic continuity but instead, they could establish a certain degree of disagreement. This is the opposite as found in this study because students shown a low level of disagreement in response to their partners" ideas.

5.3. Contribution of the results

There is a lot to be said with regard to the contributions of this research paper. In view of the above, the contributions will be useful for many reasons. First, this research paper sheds lights on helping students to be aware of all the implicit criteria that the CAE test requires candidates to produce during the third and fourth part of the speaking section. Thus, this paper can contribute to the general awareness of the students who need or opt to take this popular test in the future, not to mention that this shows what students ought to do and how they should do it.

Another important contribution is the awareness of the plausible putative addressee in RealConv. Model conversations did not promote or show the existence of this putative addressee in the disagreements found. Conversely, students used it given the fact that in Mexican context it is not polite to refute your partner"s idea. For this reason, speakers had a tendency to address their comment to a putative speaker with whom they disagreed. Therefore, they would avoid being rude with each other by expressing a comment showing disagreement . Now, there is no doubt whatsoever that this needs to be avoided.

Moreover, all these findings can be useful not only for students, but also for future teachers. This could help them to create awareness at the moment of teaching the way in which students should speak and the possible pattern that students should use during the parts three and four.

Finally, it is important to mention that conversations in ModelConv tented to use more DENY and COUNTER moves. Therefore, it would be a good idea to teach students that they should present their real opinions and not omitting theirs. In conclusions, this research paper contributes in the development of future students who want to take the CAE test as well as teachers who are required to teach any preparation for the CAE test course.

5.4. Limitations of the study

To begin with, one of the important limitation that this study had was the small sample size. This study was carried out with a total number of 16 students who were organized in pairs, in other words, 8 pairs of students. This sample was sufficient enough to conduct this study effectively; however, with a wider sample, the results could have been more reliable.

In the same manner, a test to measure students" level was not applied. In order to select the students, the teachers in charge of the English 7 subject from both shifts, morning and

afternoon, were the ones who provided us a list with the names of students with the best performance in the speaking skill. Even though most of these students were proficient enough to perform the speaking tasks in the mock CAE test, some of them did not have a good performance. Likewise, since the instrument was applied a couple of weeks after the beginning of the semester, the teachers had not spent much time with the students to get to know them nor their level; as a consequence, their choice of students might not have been complete accurate.

Equally important, there were few model conversations in the CAE preparation coursebooks. The principal goal of this study was to compare English majors" conversation with the ones found in CAE preparation coursebooks; however, when looking for these conversations, there was a scarcity of it. As a way to overcome this situation, we had to use another type of data that could serve for our purpose; in fact, this was the reason of considering CAE examination videos as a viable resource.

Another important limitation is the insufficient comparability of the two corpora, ModelConv and RealConv, in terms of the speakers" affective involvement and frequency of contact. As discussed above, the participants in RealConv have known one other for at least three-four years and are in contact on an almost daily basis. The speakers in RealConv, on the other hand, are unlikely to know each other and are clearly actors in some cases. These differences, along with the cultural differences highlighted above, might explain the distinct patterns of engagement we found. Future studies must be conducted with contrasting corpora that are equal in terms of these tenor variables (affective involvement and frequency of contact) in order to rule out their impact and more clearly isolate cultural variables.

Finally, this study did not analyze the specific lexis and grammar that was used to perform each engagement option across the two corpora. Therefore, there is the possibility that students meant to say other things than the way it was addressed. In this case, if we analyze the above said, there would be a broader interpretation of the result. The next section will then encompass the opportunities for further research.

5.5. Opportunities for further research

In order to conclude this chapter, it is necessary to explain the different opportunities or possible suggestions for further analysis taking into account the thematic of this research paper.

First, it would be a good idea to implement this study with more students. We took into consideration 16 participants from only from the University of Quintana Roo. Even though this was a good start, it would be interesting to get to know the results obtained from different participant from different Universities or probably parts of Mexico.

Furthermore, students from different careers who master the level to take the CAE test can be taken into consideration as well. This is thought in order to focus not only in students who require this CAE test to graduate, but also students who want to participate taking this test for work purposes and perhaps other necessities.

Moreover, it would be a great idea to have applied previous tests to reveal the real level of the students. In spite of the fact that we got interesting results at the end, we based our results on students who are advanced in school level since we only asked their professors in charge of the English VII subject for the most distinguished students. Of course, these students do require the level of English and the CAE test in order to graduate. They might not have been prepared though.

As a final point speaking of students in this research paper, it would be a great idea to compare whether there is any difference between the oral production of students who have travelled abroad and students who have only been in Mexico studying the degree taking into account the patterns already mentioned in previous chapters. Finally, it would have been useful to use in ModelConv. In this research paper there were only 4 of this conversations taken from textbooks and YouTube videos. Hence, it would be interesting to check if more or the same amount of model conversations in contrast with the same amount of students" conversations would make a remarkable difference.

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