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THE FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

THE EFFECT OF INSTRUCTIONS ON ASPECTS
OF CONVERSATIONS BETWEEN
NATIVE AND NONNATIVE SPEAKERS OF ENGLISH

by

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A Dissertation submitted to the Department of
Curriculum and Instruction in
partial fulfillment of the requirements
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Approved:

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THE EFFECT OF INSTRUCTIONS ON ASPECTS
OF CONVERSATIONS BETWEEN
NATIVE AND NONNATIVE SPEAKERS OF ENGLISH

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In this study, the effects of instructions and time on other-correction behavior by native speakers (NSs) of English when speaking with nonnative speakers (NNSs) and on how much NNSs talk in conversations with NSs were examined.

The subjects were selected by availability from the student body of Barat College in Lake Forest, Illinois and were randomly assigned to one of two groups of pairs. These pairs, consisting of one NS and one NNS, met on three occasions. Each time, they received written instructions directing them to converse for at least ten minutes. The conversations were tape recorded. The two groups differed in that the NSs in one group were also instructed to correct the English of their NNS partners while those in the other group did not receive such instructions.
The number of other-corrections in each session was counted, and the amount of time during which the NNS was speaking was measured in seconds. Analysis of Covariance (ANCOVA) was performed on each of these measured variables using a mixed design of two treatment levels and three trials, with NNS scores on the SPEAK Test of spoken English proficiency serving as the covariate. No effect of instructions or time on other-correction or speaking quantity was found. Also, no significant relationship between NNS proficiency in spoken English and other-correction or speaking quantity was found. However, a significant relationship between other-correction and age of the NS was found; higher other-correction scores were associated with older NS subjects.
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