

SPOKEN FLUENCY		PROSIGN
C2	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.	
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	
B2	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	
	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.	
B1	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.	
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	
A2	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	
A1	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	
Pre-A1	Can manage very short, isolated, rehearsed, utterances using gesture and signalled requests for help when necessary.	

(Council of Europe, 2018, p. 144)

Louvain International Database of Spoken English Interlanguage (LINDSEI)
(Gilquin, De Cock, & Granger, 2010)

Transcription conventions:

A = interviewer speech

B = informant/learner speech

(em)/(er)/(eh) = filled pause

(uhu) = backchanneling

. , .., ... = unfilled/silent pause: less than 1 second, 1-3 seconds and >3 seconds

<overlap /> = start of overlapping speech

X = unclear word



What do you think makes speaker B fluent/disfluent?

- Do you all emphasize the same features?
- What potentially relevant information is missing from this transcription?

Council of Europe. (2018). *Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors*. Retrieved from <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

Gilquin, G., De Cock, S., & Granger, S. (2010). *Louvain International Database of Spoken English Interlanguage: Handbook and CD-ROM* Louvain-la-Neuve: Presses Universitaires de Louvain.

- ... (eh) I could talk about topic two .
- <A> yeah
- a country I have visited
- <A> which country would that be
- I (eh) went sailing (em) few years ago to Orkney Islands and Shetland .. that was a great experience . beautiful countries .. and (eh) I love sailing and to sail across the North Sea and I experience heavy wind . and (eh) when I got there I learnt that you don't have to . live in a big city to be happy . I have always been a city girl . and when I got there I realized that . living in a on a country . with few people around you is fantastic <laughs> love being there
- <A> how long did you spend there
- I spent three days in (eh) Orkney Island and two in Shetland
- <A> and how long did it take to sail over
- (eh) it took about two days each way . I think
- <A> how many were you in the boat
- oh about . eighty it was a big sailboat <foreign> Statsraad Lehmkuhl </foreign> . the Norwegian one and (eh) .. it was just a great experience and I want to go back
- <A> and what made you pick that as a holiday
- actually it was my father and I . that went on this trip and (eh) my father too love sailing . we share that hobby <laughs> and he asked me to go I didn't really know . <begin laughter> what <end laughter> I was getting into but (eh) . turned out great . just a father-daughter trip
- <A> right
- we: . no it was many people like us taking this trip and we worked together as a team on this boat . together with sailors so we learned to lower the sails and . scrub the deck and everything <laughs>
- <A> <laughs> well talking of bi= this is a big boat like <overlap /> this is (eh)
- <overlap /> yes very big one of
- <A> how many masts
- three
- <A> right
- so I think it's one of the biggest (eh) sailboats in the .. I don't know if it's the biggest in the world but at least in Europe and ..
- <A> and when you were in the Orkneys and Shetland you slept on the boat
- yes . we did <laughs>
- <A> and went on land during the day
- yes

LINDSEI-NO, NO08

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<https://uclouvain.be/en/research-institutes/ilc/cecl/lindsei.html>