

# Final Written Research Report

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***A transcript analysis of listening tapes – the authenticity across locally published listening materials for primary schools in Hong Kong***

Submitted by

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## Declaration

I, *LEE, Cheuk Lam*, declare that this research report represents my own work under the supervision of *Dr. WONG, Ming Har Ruth*, and that it has not been submitted previously for examination to any tertiary institution.

Signed Cherry

*LEE, Cheuk Lam*

10 May, 2019

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# **A transcript analysis of listening tapes – the authenticity across locally published listening materials for primary schools in Hong Kong**

## **Abstract**

This paper investigates the authenticity of listening materials produced by a local textbook publisher for primary schools in Hong Kong. It adopts the approach of transcript analysis, with the use of listening tapes designed for the six levels of primary education – from primary 1 to primary 6. Through a detailed analysis of the mentioned materials, the development of authenticity across the materials written for all the six years will also be examined. In this study, authenticity will be measured based on a list of measurement that contains a series of discourse features. The development of authenticity will then be observed through a comparison among the results obtained from the analysis. Results reveal that the listening materials show varied authenticity in three different dimensions, namely the situational context, the purpose, and the discourse features. For the analysis of discourse features, the listening materials are further classified into daily conversations and radio interviews. Generally, both radio interviews and daily conversations are not considered authentic as data of each feature display a great inconsistency in terms of the content, occurrence rate and function when contrasting with authentic spontaneous speeches. With the results, the rationale behind integrating non-authentic materials in language classrooms, as well as the impacts, mainly towards students' communicative competence, of advocating authentic materials in second language teaching will be discussed.

**Keywords:** transcript; listening materials; authenticity; intelligibility

## **Introduction**

There has always been a hot debate on whether authentic materials should be used in foreign language teaching, particularly in the teaching of reading and listening skills (Li, 2015). Prior to language output in foreign language learning, Herron & Seay (1991) suggested that foreign language learners should start their learning with an extensive period of listening input. Mousavi (2012) also emphasized that listening competence plays an essential role as it helps

learners build vocabulary and improve language use. Thus, in this study, listening skills and related materials will be the focus.

In Hong Kong, English Language is taught as a second language. Learners' listening skills are mainly acquired by *typical* listening exercises – they listen to taped and scripted materials, which demonstrate a contrived style of communication, with sentence structures and vocabulary carefully and tightly monitored. A series of questions will usually be followed to test their understanding of the tape content. Some scholars support the use of contrived listening materials as they help learners eliminate their anxiety and frustration when facing unedited and authentic tapes and help teachers avoid impractical and ineffective teaching. However, Morley (1990) argued that less emphasis should be put in listening comprehension and intelligibility. With reference to Crystal & Davy (1975), traditional textbook materials are way too contrived and display very limited resemblance to the informal and natural style of spontaneous communication. Teachers are strongly encouraged to adopt authentic materials, no matter what the level of language teaching is, so as to engage students in listening tasks that 'mirror "real life" situations'. Field (1998) also stated that using native-like authentic listening material provides opportunities for learners to familiarise themselves with the target language so that they can cope with the language used in different situations outside classrooms.

Yet, despite the advantages and importance of adopting authentic materials, traditional language materials used in textbooks are still dominant in the majority of second language classrooms (Mousavi, 2012). Hence, in this research, the authenticity of listening materials used in Hong Kong will first be analysed to see if authenticity or intelligibility is the priority focus of language education in Hong Kong, followed by a detailed discussion regarding the reason behind using contrived dialogues and whether authentic materials should be advocated in language classrooms.

## **Literature Review**

### *Authenticity*

There is a wide range of definitions of 'authenticity' proposed by scholars from different fields, thus this concept may still remain ambiguous and appear to be unmeasurable

to teachers. In this study, ‘authentic’ refers to the *natural and genuine use of language* (Gilmore, 2007). Unlike the contrived listening tapes developed for pedagogical use, authentic language materials mirror a ‘*naturalness* of language form’ as what can be found in spontaneous utterances made by the native speakers of that language.

In short, authenticity can be defined based on the *source* of the utterance (who made it), the context (where and how it was produced) and the purpose (why it was made) (Marrow, 1977; Gilmore, 2007). Both Kienbaum (1986) and Porter & Roberts (1981) stated that the language is authentic when it is produced by *native speakers* of the target language for the same group of native speakers in a shared language community (Porter & Roberts, 1981; Gilmore, 2007). Authentic materials carry an appropriate situational context where the language is properly used in different situations (Rodgers & Medley, 1988; Herron & Seay, 1991). It was also emphasized by Little *et al.* (1988) that an authentic text is ‘created to fulfill some *social purposes*’ (Little *et al.*, 1988; Guariento & Morley, 2001). Most common examples of authentic texts that fulfill social purposes are newspaper, magazines and dialogue from movies or radio. In addition, in terms of purpose, Rodrique, Davis & Duquette (1990) and Fischer (1993) both asserted that authentic language input as materials produced without any pedagogical intentions.

Studies have been done by different scholars to examine the effects of adopting authentic materials in language classrooms. With reference to Porter & Roberts (1981), Duquette et al, (1989), Omaggio (1993) and Rogers & Medley (1988), they all asserted that learners improved linguistically by using authentic materials in classrooms. Learners’ comprehension skills were greatly enhanced after immersing in the exposure to authentic materials, and their *functional proficiency*, which they can use the language to communicate well in the real world and everyday situations, could also be developed. In particular, Herron & Seay (1991) conducted a research with a group of students from an intermediate school who spoke French as a foreign language. Authentic French radio tapes had been used to replace the regular classroom materials, and the result showed that students who were exposed to authentic tapes displayed a *superior* listening comprehension skill towards a set of unedited dialogues. However, Feyten (1991) and Schmitt (2013) argued that less-proficient learners may not be able to handle authentic materials as their comprehending skill was very limited. Learners might feel anxious if lifelike materials are adopted at the very beginning of teaching as they

might not be able to understand the content due to the use of native accents, complex vocabulary items and the normal spontaneous speech rate. Therefore, the question remains in the choice of material – as authentic materials are greatly supported by scholars around the world, a benchmark should be clear to teachers on how to measure the authenticity so that the materials can be well-chosen and will not cause frustration and anxiety among learners.

### *Theoretical Framework – selecting features to determine authenticity*

Both Gilmore (2007) and Herron & Seay (1991) had carried out research to investigate whether using authentic and unedited materials is effective in strengthening students' language skills in foreign language learning. In their studies, they suggested several features to determine whether a text is authentic. In the research paper written by Herron & Seay (1991), the authenticity of the materials was determined by different factors – whether the material was scripted, normal in speed and tempo, involved speakers in different accents and spontaneous. While according to the research which discussed the role of authenticity in foreign language learning conducted by Gilmore (2007), lots of factors should be considered in order to define a source of language input authentic, such as, the text itself, the participants, the purpose of the material, as well as its social and cultural context.

All the above factors were indeed useful to measure the authenticity of the material. However, some of the factors were too broad and extensive which might not be suitable to be adopted in this study. For instance, a more comprehensive explanation would be needed for factors like 'the text itself'. Therefore, only some will be taken into account, namely, the context, the purpose and the tempo.

On the other hand, Gilmore (2004) had done a quantitative analysis of contrived textbook dialogues from English textbooks and a set of authentic conversational scenarios which were reformulated base on the chosen textbook dialogues. The frequency of appearance of some particular discourse features in the materials was calculated and the results of each feature among the two sets of texts were then contrasted. In the study, it can be concluded that differences do exist in terms of several discourse features between textbook materials and authentic scenarios, including, turn-taking patterns, repetitions, pauses, hesitation devices and



back-channeling. All these discourse features were more significant and measurable as they can be expressed in a specific number to express their rate of occurrence.

### *Operational definition – measuring authenticity*

Upon the selection of features which can be used to determine the authenticity of listening materials, a standardized measurement should be set up. Below are the benchmark or standardized frequency rate of each feature in spontaneous speeches that can help quantify the measurement of authenticity:

#### *(i) Situational context*

According to Rogers & Medley (1988), the learning materials should expose learners to various types of realistic contexts, so to provide learners opportunities to experience the language used in different real-life situations and get them well-prepared to cope with real life events and be able to use English communicatively.

#### *(ii) Purpose*

As mentioned before, Rodrique, Davis & Duquette (1990) and Fischer (1993) both stated that materials that are specially designed and published for pedagogical use should not be considered as authentic.

#### *(iii) Accent*

With reference to Considine (2018), authentic materials that involved various types of accent could give learners huge advantage in the real world as they would be able to understand and comprehend when they encounter English speakers from different nationalities and countries.

(iv) *Turn-taking patterns*

As stated by Jannah (2014), there were three types of turn-taking patterns in spontaneous speech. Firstly, the most common type was the change of speakers recurs in the conversation with no gaps and overlaps. Secondly, one speaker might dominate the whole conversation without much interruption from another speaker. Lastly, overlaps occur when more than one speaker talks at a time.

(v) *Tempo*

For daily conversations, the authentic and normal speed of talking ranges from 4.4 to 5.9 syllables per second (syl/sec) (Rodero, 2012). As for radio interviews, the average speed of talking is 5.34 syl/sec (Kendall, 2009).

(vi) *Repetition*

According to R. Dufour, et al. (2009), the average value of one & two-word repetition in daily conversations is 2.7 to 3.1 times. Despite the fact that repetition has been widely seen as a kind of disfluency and error in speeches, Gilmore (2004) emphasized that it appears very often in authentic conversations and it is not a right approach to avoid errors in learners' input. Besides, repetitions can also perform practical functions, for example, repeating particular words or phrases helps highlight and label important information inside the content. As in radio interviews, repetition has a distinctive function – summary question, which the host repeats the speaker's answer to clarify information and help listeners concentrate on the story (Beaman, 2011)

(vii) *Hesitation Device*

In this paper, only filled pauses, such as 'hmm...' and 'ehh...', will be analysed. In spontaneous speeches, both Goto, et al. (1999) and Fehringer & Fry (2007) mentioned that speakers made use of filled pauses to buy time and plan their utterance when their thinking process could not keep up with the speaking

process. Hesitation device is a very prominent feature in spontaneous conversations. With reference to Gabrea (2000), the average value of filled pauses in spontaneous speeches is 12.

(viii) *Back-channeling*

As stated by Carter & McCarthy (1997) and Pivek (2007), back-channeling referred to some short responses, such as ‘yes’, ‘uhum’ and ‘right’, message perceivers make to show understanding, agreement and express attention. One important point to note is, back-channels paid an *affective* role in conversations. In authentic conversations, message perceivers were often regarded as ‘*responsive and sympathetic*’ when they responded to the speaker with back-channels. The target pace of back-channeling in daily conversations is every 30-40 words, i.e. it occurs 2.75 to 5 times in a 1-minute conversation with 110-150 wpm (Cutrone, 2010). Yet, as in radio interviews, in an article published by chrwradio (n.d.), it was mentioned that interviewers should avoid intervening the speaker when they were answering questions. In other words, back-channeling does not occur frequently in radio interviews.

Through combining and incorporating all the features mentioned above, a set of more detailed and comprehensive measurement, which is going to be adopted in this study to determine whether the chosen materials are authentic, will be presented in the Methodology section.

## Methodology

### *Research Questions*

The following research questions outline the main focus of the study:

- 1) Are the current listening materials for Primary schools authentic? In what ways are they/are they not?
- 2) Is there a significant development of authenticity in the listening materials over the years from Primary 1 to Primary 6?

### *Methodological Design*

Transcript analysis was adopted in this study, using the listening materials produced by a local publisher in Hong Kong. Book 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 6B of the series *Primary Longman Elect Listening* were used. This series of listening booklets were all published by Pearson Longman Hong Kong Education in 2009. All the transcripts required for the analysis can be found in the attached *Audio Scripts* in each booklet. The respective *Listening CDs* were also used for the analysis.

The authenticity of listening materials were investigated through the following measurement list:

- (i) Situational context
- (ii) Purpose of the text
- (iii) Accent of the speaker(s)
- (iv) Tempo
- (v) Turn-taking patterns
- (vi) Repetitions
- (vii) Hesitation devices (filled pauses)
- (viii) Back-channeling

Among all the listening materials, monologues and transcripts without a conversation were not taken into account. Only materials which contain two speakers or above were adopted for the analysis, this is because some of the discourse features only apply to dialogues, like turn-taking patterns and back-channeling.

### *Data Collection, Analysis and Presentation*

The purpose of the study is to investigate the authenticity of locally published listening materials. In order to answer the first research question, data were collected in two ways. First of all, the audio scripts were analysed. The situational contexts were determined by identifying the setting and the storyline of each listening material. Then, the purpose was found out by spotting the intended audience and publishing source. As for the three discourse features (repetition, hesitation devices and back-channeling), the frequency of occurrence and function of each feature were recorded.

Secondly, data was also collected by listening to the tape in the CDs. The accent of the speaker was identified by locating whether any distinctive features of a particular kind of accent were found. The turn-taking patterns were also be determined by listening to the tapes. Last but not least, the tempo was calculated by the following formula:

$$\frac{\text{Total number of syllables}}{\text{Length of conversation (seconds)}}$$

If the data of each feature obtained from the analysis show resemblance to the standardized benchmark of authenticity, in terms of the content, frequency of occurrence and functions, stated in the *Literature Review*, the chosen materials of this study will be regarded as *authentic*, or vice versa.

To answer the second research question, the development of authenticity was observed. Data collected from Book A and B in each level were combined and labelled as a specific year group, for instance, data found in Book 1A and 1B were gathered and labelled as 'Primary 1'. Four features were selected for comparison, namely the tempo, repetition, hesitation device and back-channeling. The data of each feature from each year group was then contrasted to

another, and the trends were compared to observe the development, so as to conclude if there were any changes in authenticity in the listening materials across the six years of primary education. Graphs and tables were used as a visual aid to present the data.

## Results

Below is a table showcasing the total number of listening transcripts for analysis:

|  |     |
|--|-----|
| Total number of transcripts (P.1 - P.6)    | 227 |
| With monologues                            | 80  |
| No conversations                           | 21  |
| Total number of transcripts with dialogues | 126 |

From Primary 1 to 6, the total number of transcripts was 227. There were 80 transcripts with monologues, which were transcripts with only one speaker or pre-written scripts in a specific text type, such as play, story, poem, guessing game, advertisement, news, etc. There were also 21 transcripts that were not taken into account as they did not contain any conversations. Thus, the total number of transcripts with dialogues was 126.

The number of transcripts in each year group is as follows:

|                    | <b>Total no. of transcripts</b> | Daily conversations<br>(Face-to-face/on phone) | Radio interviews |
|--------------------|---------------------------------|--|------------------|
| P.1 (Book 1A + 1B) | <b>23</b>                       | 23   | 0                |
| P.2 (Book 2A + 2B) | <b>17</b>                       | 17   | 0                |
| P.3 (Book 3A + 3B) | <b>16</b>                       | 16   | 0                |
| P.4 (Book 4A + 4B) | <b>18</b>                       | 18   | 0                |
| P.5 (Book 5A + 5B) | <b>20</b>                       | 16   | 4                |
| P.6 (Book 6A + 6B) | <b>32</b>                       | 23   | 9                |

Radio interviews were found in materials made for Primary 5 and 6 learners – 4 for Primary 5 and 9 for Primary 6. As the benchmark to measure authenticity, in terms of tempo and the three discourse features (repetition, hesitation devices and back-channeling), of daily conversations and radio interviews are different, the data of tempo and the three discourse features were further classified into two different types and analysed separately.

(1) *Authenticity of listening materials*

(i) *Situational context*

Looking into the transcripts from Primary 1 to Primary 6, regarding the setting, all of the listening materials were situated in different places, occasions and events. Among all the places, ‘Home’ was the most frequently used setting in the listening materials, accounting for 41.3% among all. Followed by ‘School’, which took up 22.2% of the total. As for the other types of situational contexts, such as, shops (various types of shop were found in the listening materials – toy shop, bookshop, etc), the park and restaurants, were places that learners usually visit. Therefore, in terms of situational contexts, it was mostly authentic as a wide range of places and settings were included.

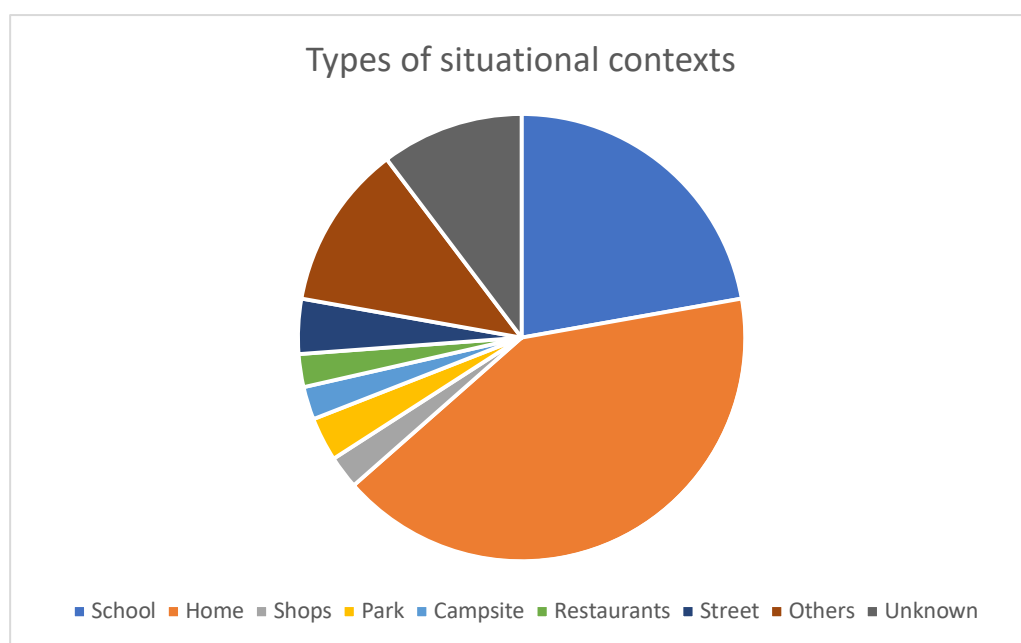
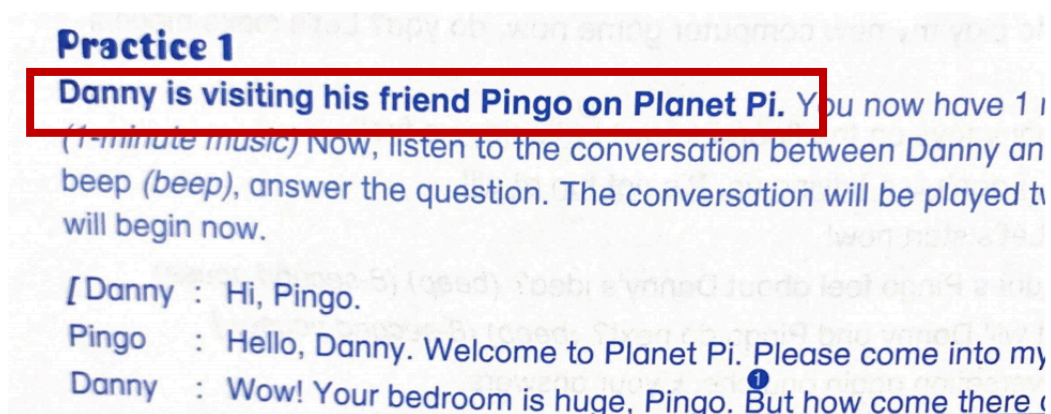


Chart 1: Types of situational contexts

However, some inauthentic examples were found in the listening materials. One example is shown below:



Picture 1: Example of inauthentic storyline

The setting of this particular transcript is situated at *Planet Pi*. With reference to the storyline, *Pingo* is an alien who lives on the planet and *Danny* is visiting his house. This storyline was not realistic as it would not happen in real-life. Therefore, to a small extent, the listening materials contained inauthentic storyline.

(ii) *Purpose*

All the listening materials from Primary 1 to Primary 6 were specially designed and recorded for the use of language teaching. They were published for pedagogical and academic purposes along with the related exercise books. Moreover, the major audience and user were the primary school students and teachers in Hong Kong. The listening materials allowed students to practice processing the target language items and ultimately aimed at strengthening students' receptive skills. Last but not least, they were not published to serve any social purposes. Therefore, the listening materials were not considered authentic with regards to the purpose.

(iii) *Accents of the speaker(s)*

All the transcripts from Primary 1 to Primary 6 all involved speakers speaking in a British accent. This could be deduced as a distinctive feature that other accents were not prominent throughout all the listening materials. For example, post-vocalic r, which is a very common feature in American English, was not identified in any of the utterances in the tapes.



To sum up, the use of accent of the speakers was inauthentic as a wide variety of accents was not adopted. Yet, it was authentic in terms of involving speakers who could speak natively in one particular kind.

(iv) *Turn-taking patterns*

Among all the listening materials, 97.4% consisted of a consistent turn-taking pattern, which change of speakers recurs with no gaps or overlaps. Speakers were constantly exchanging information, expressing opinion, making requests and responding to one another. No overlaps have been recorded in any of the materials, while 2.63% of them contained one very dominant speaker. Hence, to a great extent, the listening materials were authentic with regards to the turn-taking pattern as speakers mostly followed the common pattern. However, overlaps were not encouraged in the listening materials which contributed negatively to the authenticity regarding this feature.

[1 Ken : Hello, Dad.  
Dad : Hello, Ken. How is school? Tell me about your classmates and teachers.  
Ken : OK. This is Cindy. She is my friend. She is in Class 1B. (beep) (8-second pause)  
2 Ken : This is Tommy. He is a monitor. (beep) (8-second pause)  
3 Ken : This is Miss Tong. She is my class teacher. She is nice. (beep) (8-second pause)  
4 Ken : This is Mr Wong. He is my English teacher. (beep) (8-second pause)  
5 Ken : This is Billy. He is seven years old. He is my classmate. (beep) (8-second pause)  
Dad : Your teachers and friends are all very nice. ]  
Narrator: Listen to the conversation again and check your answers. The conversation will begin now.  
(Repeat [ ] without pauses.)  
This is the end of Practice 2.

Picture 2: Example of transcripts with one dominant speaker

2 Mr Wu : This is your chair, Jim. Sit down, please.  
Jim : OK. (beep) (8-second pause)  
3 Mr Wu : Look at the blackboard, Jim. Don't look at the window.  
Jim : Sorry, Mr Wu. (beep) (8-second pause)  
4 Mr Wu : Sue and Jim, don't talk, please.  
Sue & Jim: Sorry, Mr Wu. (beep) (8-second pause)  
5 Mr Wu : Stand up, please. Goodbye, class.

Picture 3: In the transcript and the tape, there were no sound overlapping with Mr. Wu's teaching before he said 'Don't talk'; overlaps were avoided

(v) *Tempo*

An overview of data in respect of tempo is displayed below:

|     | Daily conversations<br>Authentic tempo:<br>4.4 – 5.9 syl/sec (Rodero, 2012) |               | Radio interviews<br>Authentic tempo:<br>5.34 syl/sec (Kendall, 2009) |               |
|-----|---|---------------|--|---------------|
|     | Range   | Average       | Range  | Average       |
| P.1 | 1.2 - 2.0 syl/sec   | 1.565 syl/sec | /  | /             |
| P.2 | 1.4 - 2.3 syl/sec   | 1.870 syl/sec | /  | /             |
| P.3 | 1.9 - 2.8 syl/sec   | 2.288 syl/sec | /  | /             |
| P.4 | 2.4 - 3.3 syl/sec   | 2.644 syl/sec | /  | /             |
| P.5 | 2.6 - 3.5 syl/sec   | 2.820 syl/sec | 2.6 – 3.1 syl/sec  | 2.825 syl/sec |
| P.6 | 2.8 - 3.9 syl/sec   | 2.984 syl/sec | 2.8 – 3.3 syl/sec  | 3.011 syl/sec |

As shown in the table above, the average tempo of daily conversations ranged from 1.565 syl/sec to 2.984 syl/sec, while the average tempo of radio interviews was 2.825 syl/sec to 3.011 syl/sec. All the values of tempo obtained from the listening materials did not reach the authentic tempo rate. In other words, speakers in the listening tapes tend to speak slower than speakers in real-life conversations. Overall, the tempo was inauthentic.

(vi) *Repetition*

The table below shows the frequency of occurrence of repetition:

|     | <b>Daily conversations</b><br>Authentic function:<br><b>1) Redundant (disfluency)</b><br><b>2) Practical (e.g. highlighting information)</b><br>(Cevik, Wong & Lee, 2019) |                             |                         | <b>Radio interviews</b><br>Authentic function:<br><b>1) Summary question</b> (Beaman, 2011)<br><b>2) Practical (e.g. highlighting information)</b> |                             |                         |
|-----|---|-----------------------------|-------------------------|--|-----------------------------|-------------------------|
|     | Authentic value of one & two-word repetition in a conversation: <b>2.7 – 3.1 times</b><br>(R. Dufour, et al. 2009)  |                             |                         |  |                             |                         |
|     | no. of transcript   | Frequency of occurrence (%) | No. of times/transcript | no. of transcript  | Frequency of occurrence (%) | No. of times/transcript |
| P.1 | 4 (out of 23)   | 17.4%                       | 1                       | /  | /                           | /                       |
| P.2 | 4 (out of 17)   | 23.5%                       | 1                       | /  | /                           | /                       |
| P.3 | 2 (out of 16)   | 12.5%                       | 1-2                     | /  | /                           | /                       |
| P.4 | 2 (out of 18)   | 11.1%                       | 1                       | /  | /                           | /                       |
| P.5 | 2 (out of 16)   | 12.5%                       | 1                       | 0 (out of 4)   | 0                           | /                       |
| P.6 | 7 (out of 23)   | 30.4%                       | 1-5                     | 1 (out of 9)   | 11.1%                       | 1                       |

*Frequency of occurrence*

From the table above, the occurring rate of repetition among the six levels ranged from 11.1% to 30.4%, which indicated that repetition was not widely and frequently adopted in the transcripts. From Primary 1 to 5, only 1 to 2 times of repetitions were found in each transcript, while in Primary 6, the highest number of repetition per transcript hit 5. However, since the highest frequency in daily conversations (Primary 1 to 5) and radio interviews did not exceed 2.7, the general occurring frequency of repetition was not considered authentic.

## Function

In the listening materials, the main function to adopt repetition was for speakers to ask for confirmation and make clarification, which could both be regarded as practical functions. Yet, no redundant repetitions were seen in any of the listening transcripts. Hence, the function of repetitions was not entirely authentic as disfluencies, in terms of repeating particular words or phrases, was totally omitted.

[Ken : Look at my pictures, Mum! <sup>①</sup>This is Mr Park.  
Mum : Mr Bark?  
Ken : No. Mr Park. He is my English teacher. (beep) (8-second pause)  
<sup>②</sup>This is Jerry.  
Mum : Jerry?  
Ken : Yes. Jerry. (beep) (8-second pause). <sup>③</sup>He is a monitor. (beep) (8-second pause)  
Mum : Is this you, Ken?  
<sup>④</sup>

Picture 4: Example of repetition; function: asking for confirmation and making clarification

### (vii) Hesitation devices (filled pauses)

An overview of the occurring frequency of hesitation devices is as follows:

|     | Daily conversations  |                             |                         | Radio interviews  |                             |                         |
|-----|--|-----------------------------|-------------------------|-------------------|-----------------------------|-------------------------|
|     | Average value of hesitation devices in a spontaneous conversation: <b>12</b> (Gabrea, 2000)<br>Authentic function: <b>indicates thinking process, buying time to plan the utterance</b> (Goto, et al., 1999) |                             |                         |                   |                             |                         |
|     | no. of transcript  | Frequency of occurrence (%) | No. of times/transcript | no. of transcript | Frequency of occurrence (%) | No. of times/transcript |
| P.1 | 11 (out of 23)   | 47.8%                       | 1-2                     | /                 | /                           | /                       |
| P.2 | 7 (out of 17)  | 41.2%                       | 1-2                     | /                 | /                           | /                       |
| P.3 | 10 (out of 16)   | 62.5%                       | 1-4                     | /                 | /                           | /                       |
| P.4 | 9 (out of 18)  | 50%                         | 1-3                     | /                 | /                           | /                       |
| P.5 | 10 (out of 16)   | 62.5%                       | 1-2                     | 1 (out of 4)      | 25%                         | 1                       |
| P.6 | 13 (out of 23)   | 56.5%                       | 1-2                     | 7 (out of 9)      | 77.8%                       | 1                       |

### *Frequency of occurrence*

According to the table, filled pauses were more widely applied in the listening materials, the occurring rate accounted for 41.2% to 62.5% in daily conversations among Primary 1 to 6, and it particularly reached 77.8% in radio interviews that were made for Primary 6 learners. However, despite the high frequency rate, there were no more than 4 times of filled pauses recorded in each transcript, which was very far from the authentic value – 12. Therefore, the occurring frequency of filled pauses was inauthentic in a broad sense.

### *Functions*

The purpose of using filled pauses in both the daily conversations and radio interviews matched the suggested authentic function. Scholars asserted that speakers add filled pauses in their conversations to buy time for planning the utterances, and all the filled pauses found in the listening materials perform the same role. Thus, in terms of functions, the filled pauses were determined as authentic.

## **Practice 2**

**Penny and Kenny are packing their school bags. They are telling Mum about their things.**

Listen to the conversation. The conversation will be played two times. When you hear a beep (*beep*), write the number in the correct box. You now have 20 seconds to look at the pictures. (*20-second music*) The conversation will begin now.

[ Mum : Look in your school bag, Penny. What do you have?

Penny : Hmm ... I have eight pencils.

Mum : Eight pencils? OK.

Penny : I have two rulers.

Picture 5: Example of hesitation device (Hmm...)

(viii) *Back-channeling*

The table below illustrates the occurring frequency of back-channeling:

|     | Daily conversations   |                             |                             | Radio interviews                                    |                             |                         |
|-----|---|-----------------------------|-----------------------------|---|-----------------------------|-------------------------|
|     | Target pace of back-channeling in a spontaneous conversation: <b>2.75 – 5 times</b> (Cutrone, 2010) |                             |                             | Frequent usage is not recommended (chrwradio, n.d.) |                             |                         |
|     | Authentic function: <b>show agreement, understanding and express attention</b> (Pivek, 2007)        |                             |                             |   |                             |                         |
|     | no. of transcript   | Frequency of occurrence (%) | No. of times/average length | no. of transcript                                   | Frequency of occurrence (%) | No. of times/transcript |
| P.1 | 0 (out of 23)   | /                           | /                           | /   | /                           | /                       |
| P.2 | 2 (out of 17)   | 11.8%                       | 1 / 168.3 secs              | /   | /                           | /                       |
| P.3 | 2 (out of 16)   | 12.5%                       | 1 / 167.3 secs              | /   | /                           | /                       |
| P.4 | 4 (out of 18)   | 22.2%                       | 1 / 151.5 secs              | /   | /                           | /                       |
| P.5 | 0 (out of 16)   | /                           | /                           | 1 (out of 4)  | 25%                         | 1                       |
| P.6 | 4 (out of 23)   | 17.4%                       | 1-2 / 131.1 secs            | 2 (out of 9)  | 22.2%                       | 1                       |

*Frequency of occurrence*

As stated in the table above, back-channeling was not commonly recorded in daily conversations, which was only found in 11.8% to 22.5% of listening transcripts. Besides, back-channeling was not spotted in materials designed for Primary 1 and 5 learners. As for radio interviews, back-channeling was found in around 22-25% of the materials. Concerning the occurring rate in each transcript, there were only 1-2 times in recordings of average length in 131 – 168 seconds. Therefore, the occurring frequency of back-channeling was not regarded as authentic.



## Functions

Speakers in the listening materials also made use of back-channeling to show agreement, understanding and express attention. In the tapes, back-channeling was often applied in conversations that involved a mother and her child, which could showcase a close mother-daughter relationship. As in radio interviews, the host adopted back-channeling to show that they were listening actively. To conclude, the function of back-channeling in both daily conversations and radio interviews could be considered authentic.

[Host : Good evening. I'm Steven Green and this is our phone-in programme. Today we're discussing problems in our environment. First, we have Billy on the line. Billy, what do you want to talk about?

Billy : Well, I live in Causeway Bay. <sup>①</sup> There are so many cars, buses and lorries on the roads. They make so much noise that I can't hear the TV. I have to turn it up so it's really loud.

Host : **Oh dear!**

Billy : <sup>②</sup> My friend suggested that I should wear headphones but they're quite expensive to buy. Isn't that silly — wearing headphones in my own house?

Host : Ha ha, right. You should write a letter to the government about it.

Picture 6: Example of back-channeling in radio interviews (responding to the accident)

## (2) Development of authenticity across the six year groups

Among the four features that were selected for comparison, *tempo* showed an increasing trend in daily conversations across the six year groups, which indicated that the average speed of talking was gradually becoming faster from Primary 1 to Primary 6:

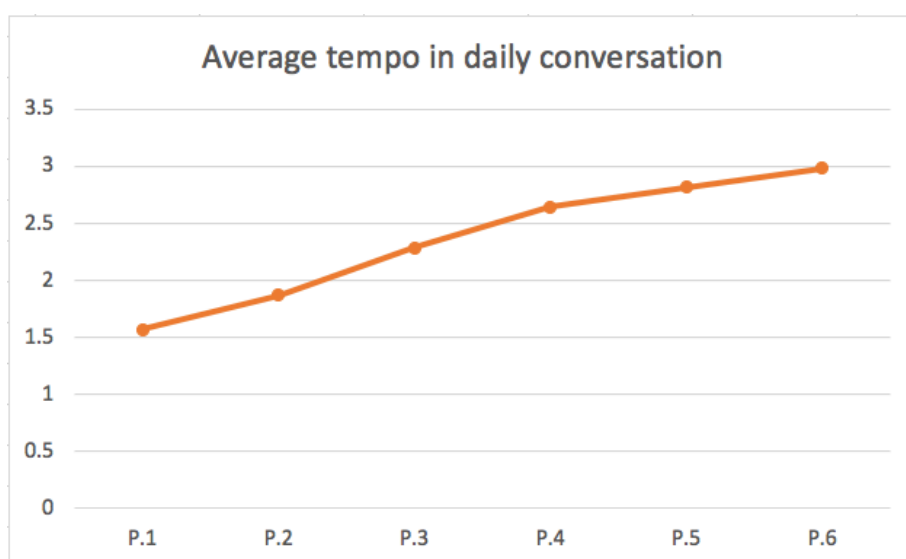


Chart 2: Development of average tempo in daily conversations

As for radio interviews, there was also a steady increase of tempo from Primary 5 to Primary 6, which showcased a positive growth in the authenticity in respect of tempo.

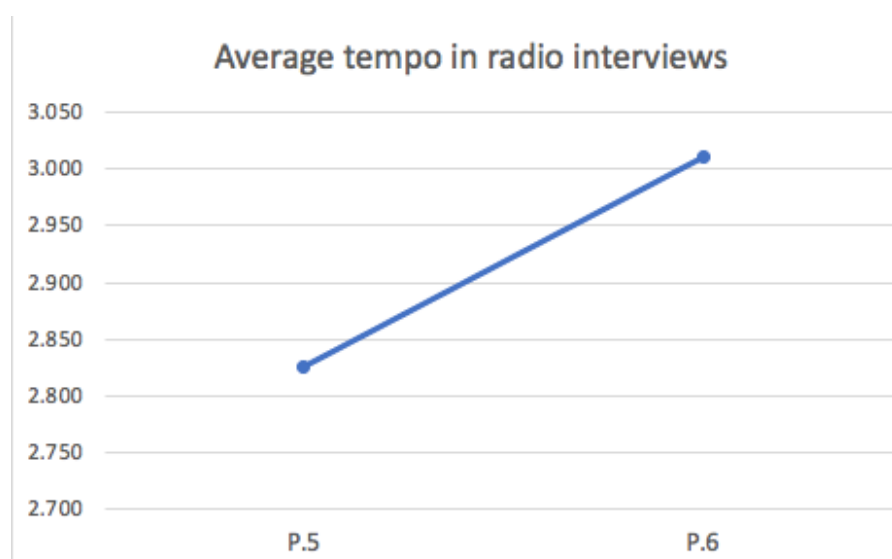


Chart 3: Development of average tempo in radio interviews

Concerning the development of authenticity regarding the three discourse features – repetition, hesitation devices and back-channeling, after comparing the results from different year groups, the results are as follows:

### *Repetition*

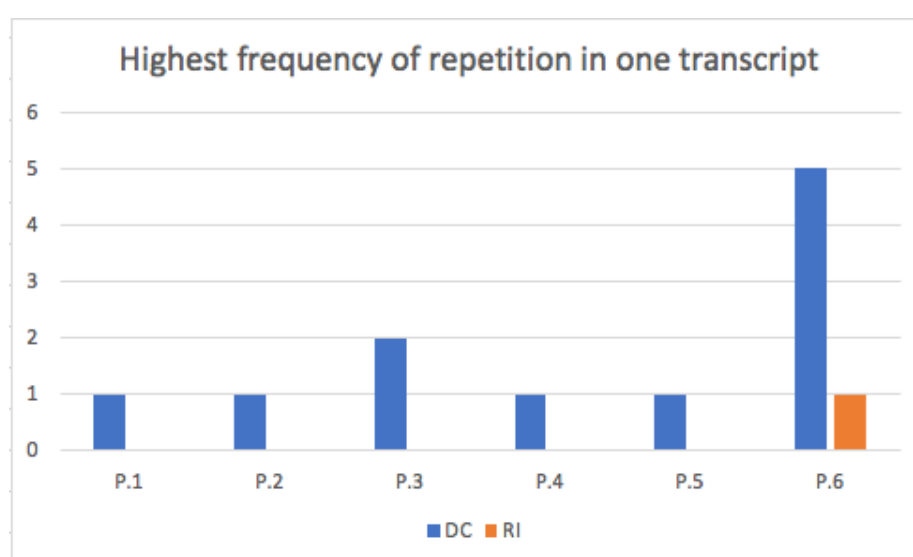


Chart 4: Highest frequency of repetition per transcript

For daily conversations, the highest frequency of repetition per transcript from Primary 1 to 5 did not exceed 2. Besides, there was no significant increase from Primary 1 to 5. Yet, it



could be observed that the authenticity in terms of repetition in Primary 6 was the highest among all. As for radio interviews, as data was only obtained in Primary 6, a comparison could not be done.

### *Hesitation Devices (filled pauses)*

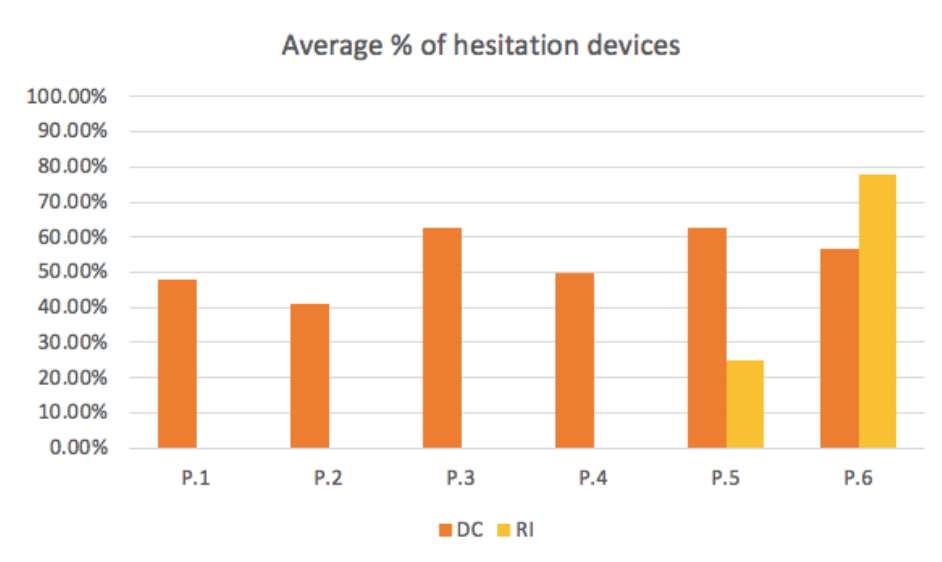


Chart 5: Average occurring rate of hesitation devices

From the graph, there was also no significant rise regarding the average occurring rate of hesitation devices from Primary 1 to 6 in daily conversations. As for radio interviews, from Primary 5 to 6, the occurring rate drastically increased from 25% to 77.8%. To sum up, with regards to the use of hesitation devices, there was no significant development of authenticity in daily conversations, however, an increase in authenticity in radio interviews from Primary 5 to 6 was recorded.

### *Back-channeling*

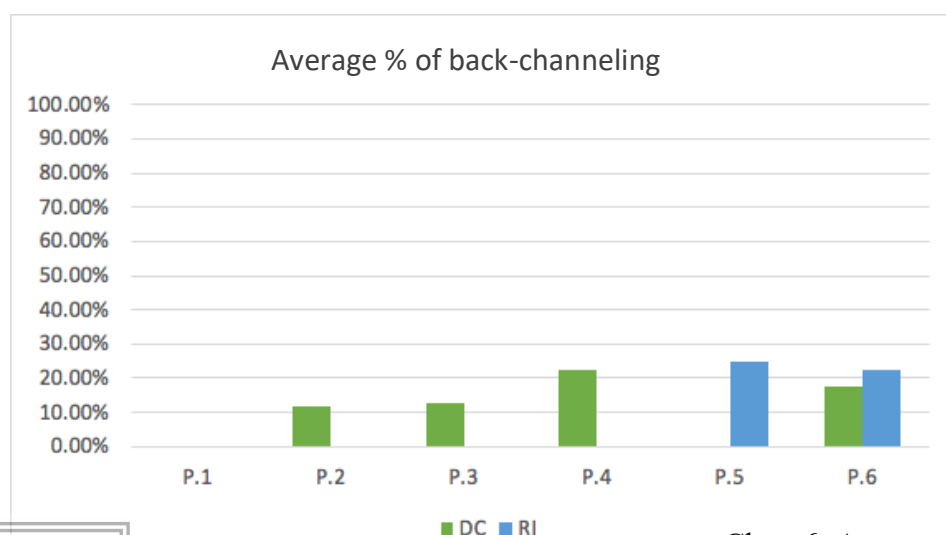


Chart 6: Average occurring rate of back-channeling

According to the graph, very similar to the other two discourse features, there was no remarkable increase from Primary 1 to 6 in the average occurring frequency of back-channeling in daily conversations. In radio interviews, the occurring rate dropped from 25% to 22.2%. Therefore, no significant positive development in authenticity was recorded in both types of spontaneous speech with respect to the use of back-channeling.

### Overview

Overall, authenticity of listening materials could be determined from three dimensions: the situational context, the purpose and the discourse features. The table below illustrates a summary of the result regarding authenticity of listening materials obtained from the analysis:

| Dimension           | Features            | Authenticity was measured by looking at... | Result<br>[DC: Daily conversation    RI: Radio interview]  |  |
|---------------------|---------------------|--|--|--|
| Situational context | Situational context | Setting (place);<br>Storyline              | <b>Authentic</b> in terms of the great variety of places; inauthentic storyline were found                       |  |
| Purpose             | Purpose             | Purpose                                    | <b>Inauthentic</b> as all the materials were designed for pedagogical intentions                                 |  |
| Discourse features  | Tempo               | Number of syllables per second             | DC & RI:<br><b>Inauthentic</b> as the average tempo did not reach the authentic value                            |  |
|                     | Turn-taking pattern | Type of turn-taking pattern                | <b>Authentic</b> to a great extent: patterns were mostly consistent; <b>inauthentic</b> as overlaps were avoided |  |
|                     | Repetition          | Function;<br>Frequency of occurrence       | DC:<br>Function: <b>authentic</b><br>Frequency of occurrence: <b>inauthentic</b>                                 | RI:<br>Function: <b>authentic</b><br>Frequency of occurrence: <b>inauthentic</b> |
|                     | Hesitation devices  | Function;<br>Frequency of occurrence       | DC:<br>Function: <b>authentic</b><br>Frequency of occurrence: <b>inauthentic</b>                                 | RI:<br>Function: <b>authentic</b><br>Frequency of occurrence: <b>inauthentic</b> |
|                     | Back-channeling     | Function;<br>Frequency of occurrence       | DC:<br>Function: <b>authentic</b><br>Frequency of occurrence: <b>inauthentic</b>                                 | RI:<br>Function: <b>authentic</b><br>Frequency of occurrence: <b>authentic</b>   |

## Discussion

### *Emphasizing intelligibility for ESL learners*

According to the results of the analysis, it was concluded that listening materials designed and recorded for learners who learn English as a second language (ESL) in Hong Kong are generally not authentic from three dimensions, namely the situational context, the purpose and the discourse features. However, despite the fact that listening materials in Hong Kong are not authentic, they are still widely adopted as the mainstream teaching tool for enhancing listening skills in local classrooms. It could be deduced that intelligibility is rated more important than authenticity in Hong Kong.

As stated by Hiroko, et al. (2012), intelligibility refers to how accurate can a listener comprehends and transcribes a speaker's utterances. Ockey G.J. & Wagner, E (2018) added that intelligibility is the ability of a listener to decode a spoken message. Even though a lot of scholars advocated the use of authentic materials, supporters of intelligible materials argued that intelligibility is paramount for learners who are not native speakers of that language. For instance, Hamada (2016) asserted that using authentic materials in ESL/EFL classrooms is challenging. It first takes time for learners to 'shadow perfectly' which cannot be done within designated class time. Intelligible materials also help eliminate learners' anxiety and establish a sense of achievement.

In the listening transcripts, it could be identified that a lot of measures had been taken to help retain intelligibility for learners in Hong Kong. In other words, a lot had been done to help reduce confusions for learners so that they can comprehend the content more easily:

#### *(i) Avoiding disfluencies*

As seen from the result, disfluencies were rarely included in the tapes, such as, repetition and hesitation devices. In the tapes, as they were all scripted and pre-designed, the conversations and dialogues went on very smoothly without many pauses and redundant repetitions.

(ii) *Pointing out the possible answers*

In the cases where repetition was adopted to highlight specific information, based on the storyline and context, indeed it aligned with the authentic practical function of repetition. Yet, from the perspective of retaining intelligibility, practical repetition was actually helping students to sort out the required information easier as the repeated phrase was very likely the answer of a particular question.

(iii) *Slowing down the speech rate*

From the results, all the tempo did not reach the authentic and ideal tempo rate in spontaneous speeches. According to Rodero (2012), speech rate is a crucial factor to build up intelligibility. The writers of the listening materials decided to slow down the tempo as when the speech rate goes too fast, that is having too many words or syllables per time frame, listeners will not be able to comprehend and interpret the message upon hearing, especially people who cannot speak natively in that language.

(iv) *Stressing on clarity*

In the listening tapes, no overlaps were recorded even in some specific scenarios. This is also one of the measures to help secure intelligibility. When more than one speaker speaks at the same time, the important information cannot be easily filtered. Moreover, in order to make the important ideas clear without causing confusions, the responses given by different speakers were very definite and significant – either *yes* or *no*. If gradable answers were given, it might cause ambiguity and learners might not be able to extract the required answers.

*Intelligibility vs. Authenticity*

As the results of the analysis displayed that intelligibility was more emphasized in the listening materials in Hong Kong, it in fact contradicted to the studies which advocated the use

of authentic materials. In the previous sections, a lot of studies stated that authentic materials that ‘mirror’ real-life conversations are beneficial to learners linguistically. Ultimately, the goal of language learning is to get learners prepared to encounter and cope with English in the outside world. The most effective and important element in second language teaching is that it starts instantly with exposing learners to the target language. It is asserted and believed that under an extensive input of authentic materials, learners’ language comprehension could be nurtured as they could experience language used by native speakers of the target language (Herron & Seay, 1991).

Gilmore (2004) listed a couple of negative impacts brought along by traditional textbook materials to indicate the limitations of supporting intelligibility instead of authenticity. For example, it is not a right approach to avoid errors in students’ inputs. Speeches without errors, as in the current traditional dialogues, are too unrealistic. Besides, in contrived dialogues, back-channeling was not widely used, which made the speakers ‘cold and unsympathetic’ as they rarely show attention to each other. Crystal & Davy (1975) also mentioned that at the present, the traditional materials did not achieve the aim to provide learners the ‘linguistic expertise’ so that they can participate in different daily situations requiring the use of English language fluently and confidently. In short, as stated by Gilmore (2007), contrived textbook language is ‘a poor representation’ of the real world and does not contribute positively in promoting students’ language skills.

To be more specific, Gilmore (2007) made a comparison between authentic language input and traditional contrived textbook materials to further support the importance of adopting authentic materials. The main difference between the two types of materials lies in the ability to strengthen learners’ communicative competence. From the area of Sociolinguistics, communicative competence, which was further developed by Hymes (1974) based on the idea of linguistic competence proposed by Chomsky (1965), mingles both grammatical accuracy and appropriateness of the socio-cultural context (Hymes, 1974; Kamiya, 2006). In other words, it refers to the mastery of language form and being able to use it effectively under an appropriate social context. Scholars who advocate the use of authentic materials in classroom generally agree that students’ communicative competence can be enhanced as they promote students’ ability to participate in real life events utilizing the target language (Guariento & Morley, 2001).

Yet, it could not be neglected that inauthentic materials, in fact, do benefit students to a considerable extent. Suggested by Mousavi (2012), non-authentic materials tend to contain a less complex structure than the authentic materials. When the structure of the material consists of a simple structure, it will be easier for learners to get familiarised with it, thus to rely on the structure to make sense of the content. In other words, being familiarised with the structure of the material aids the learner to comprehend unfamiliar texts. On the other hand, as inauthentic materials contain less linguistic and cultural elements, they tend to be easier for learners to process.

### *Promoting English as a lingua franca*

Traditionally, the standard native speakers' pronunciation, such as Received Pronunciation (RP) and General American accent (GA), are seen as the target accent for ESL learners to acquire. Therefore, these types of accent were commonly adopted in teaching materials and curriculum in different countries around the world (Chan & Evans, 2015). As seen in the result of the analysis, British accent was the only variety adopted in the chosen materials.

According to Jenkins (2015), native speakers are people who speak a particular language as their mother tongue – they were born and raised in countries where English was the very first language to be spoken, such as the UK and the USA. Together with Canada, Australia and New Zealand, Kachru (1992) put these five countries that use English as a native language (ENL) into the *inner circle* in the three-circle model of World Englishes. It was emphasized that the ENL countries in the *inner circle* are the 'norm-provider'. Followed by the *outer circle* ('norm developing') – constituted with ESL countries and the *expanding circle* ('norm-dependent'), which is formed by countries that use English as a foreign language (EFL).

Nowadays, during the teaching process, the usual practice is to help learners eliminate their 'mother-tongue-influenced' English that was regarded as pronunciation errors. Learners are then strongly advised to follow the standard accents as the norm and ultimately speak like the native speakers from the *inner circle* in terms of pronunciation, intonation, grammar, etc. However, using the standard accents spoken by native speakers for educational purpose has

been receiving criticisms in recent decades. Instead, English as a lingua franca (ELF) is more widely supported.

Kirkpatrick (2007) stated that only using standard native accents neglected the real language use in this multilingual world. Originally, learners were expected to acquire the standard native accents so that they could be well-prepared to interact with English native speakers. However, with reference to the data in 2010, the total population of speakers who speak English as a foreign language doubled in the recent decade which the number of non-native speakers of English exceeded the number of native speakers for more than 50% (Gilmore, 2007). Suggested by Chan & Evans (2015), learners are now more likely to encounter scenarios which they have to communicate with non-native speakers rather than native speakers.

Lingua franca originally refers to the ‘intermediary language’ used among people who speak different mother tongue (McLeod, 1984). At present, the ELF approach emphasizes the communication between a group of non-native speakers of English as the teaching aim. ELF can be regarded as a ‘reduced form’ of English, it contains the highly occurring features of language in communications between a group of non-native speakers, such as deviation in phonological aspect (Gilmore, 2007). ELF approach is beneficial to learners – it can maximise learners’ opportunities to learn a variety of *simple* English that they can understand, and can be widely understood by people from different nationalities who also do not speak English as their mother tongue.

Overall, teaching is always flexible. In spite of the rising number of non-native speakers in the world which learners are expected to communicate with them with ELF to ensure intelligibility, the importance of introducing the standard English accents cannot be underestimated. Therefore, tracing back to the authentic benchmark in terms of accents, learners should be exposed to a great variety of accents, including both ENL and EFL, so that they can communicate effectively with people from different nationalities.

### *Pedagogical implication*

If authentic listening materials are going to be developed as a new trend in the educational sector in Hong Kong, the question remains at how to choose the suitable authentic materials for learners, as well as how to make teaching with authentic materials easier.

It is undeniable that authentic materials will be too complicated for young learner, especially primary school students in Hong Kong. Simply asking learners to listen to unedited tapes without giving them guidance could make the teaching ‘fruitless’ (Herron & Seay, 1991). Hence, teachers, as a facilitator in the classrooms, can make use of various methods and resources to raise the teaching effectiveness with authentic listening materials.

The first step is to present language ‘solidly contextualised’ (Gilmore, 2007). Teachers should select authentic materials which include and mirror the contexts learners are most likely to encounter in daily lives. During the teaching process, teachers can first provide learners the essential background information about the tape, so as to ensure that learners are clear to the setting and storyline before listening to the unedited tape. With a clear understanding of the setting and storyline, it will be easier for beginning learners to interpret the content.

Besides, teachers can also design simple tasks to help with the teaching using authentic and unedited materials. For instance, the most common way is to design some pre-tasks and post-tasks. For the pre-task, it does not require heavy preparation work, it could be done verbally by asking learners some guiding questions to provoke their thinking towards the content of the tapes. Post-tasks will also be effective in testing students’ understanding of the tapes. If the results of the post-test show that they cannot comprehend the content, more scaffolding can be added and adjustment of pedagogical decisions can be made.

Last but not least, for beginning learners, other than authentic audio-recorded resources, video-recorded resources can also be included at the beginning stage of teaching with authentic materials. Teachers should not only limit the teaching tools to audio-tapes like radio interviews, but also try to incorporate authentic video resources like movies. It was suggested by Allen (1999) that non-verbal cues like body gestures and facial expressions can assist learners’ comprehension.



## Conclusion

In this study, a transcript analysis was carried out to investigate the authenticity of a set of listening materials designed for local primary schools that were published by a local textbook publisher. The analysis was performed with a set of detailed measurement list. Results showed that the listening materials were generally inauthentic in terms of three dimensions – the situational context, the purpose and the discourse features. It could be concluded that intelligibility was seen as a more important feature in Hong Kong than authenticity. Authenticity indeed brought along a lot of benefits to learners, particularly in regards to enhance their communicative competence. Yet, to a small extent, intelligibility also helped learners get rid of their anxiety and increase listening comprehension. By the end of the study, a few methods were suggested to help make teaching with authentic materials easier for teachers nowadays, including giving learners adequate background information, as well as preparing some simple tasks.

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## Appendix 1 – Data collection table

Below is a data collection table used throughout the process of analysis (originally in excel format). It was adopted to record the content, the frequency of occurrence and the function of each feature.

Red: Primary 1

Orange: Primary 2

Yellow: Primary 3

Green: Primary 4

Blue: Primary 5

Purple: Primary 6

## Appendix 1 – Data collection table

|           |                     |  | Context   | Tempo/Speed (Typical speaking rate: 4 syllables per second) | Length of conversation | Purpose of the text      | Turn-taking patterns (Terminal overlaps / Latching)  | Lexical Density   | False starts | Repetitions   | Self-correction | Pauses  | Hesitation devices | Back-channeling |
|-----------|---------------------|--|---|---|------------------------|--------------------------|--|---|--------------|---|-----------------|---|--------------------|-----------------|
| Book 1A   | Chapter 1           | Warm up (written up specifically for different questions)    |   |   |                        |                          |  |   |              |   |                 |   |                    |                 |
|           |                     | Practice 1 (written up specifically for different questions) |   |   |                        |                          |  |   |              |   |                 |   |                    |                 |
|           | Chapter 2           | Practice 2   | At school - particularly the staff room. The two speakers want to join the singing club. The teacher is doing the registration process by asking her students for their personal information like and age.  | 1.2 syl/sec   | 113 secs               | Pedagogical and academic | Consistent (speakers speak one by one with no overlaps.)   | Remark: lexical items with high occurrence: XXX years old, good afternoon and good bye. | No           | One clarification made on the surname: Yung (speakers repeated twice)                       | No              | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Oh...)          | 0               |
|           |                     | Warm up (monologue)  |   |   |                        |                          |  |   |              |   |                 |   |                    |                 |
|           | Chapter 3           | Practice 1   | Ken's home - the speaker is showing his mother some pictures and introducing the people shown on the pictures   | 1.7 syl/sec   | 91 secs                | Pedagogical and academic | Consistent (speakers speak one by one with no overlaps.)   | Remark: lexical items with high occurrence: This is XXX. He/she is XXX.                 | No           | One clarification made on the teacher's name: Mr. Park and One confirmation seeking: Jerry? | No              | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Oh...)          | 0               |
|           |                     | Practice 2   | Ken's home - the speaker is talking about his school life to his father regarding their names, character and age. Special remark: unlike practice 2, there aren't any pictures or whatsoever, the speaker, however, is using sentence pattern like 'This is...' | 1.4 syl/sec   | 76 secs                | Pedagogical and academic | One speaker is too dominant (Special remark: the speaker keeps on talking without the father's interrupt)  | Remark: lexical items with high occurrence: This is XXX, XXX years old, teacher, nice   | No           | No  | No              | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | No                 | 0               |
|           |                     | Warm up (monologue)  |   |   |                        |                          |  |   |              |   |                 |   |                    |                 |
|           |                     | Practice 1   | Classroom - The teacher is telling the children what to do in class by giving directions and orders   | 1.6 syl/sec   | 95 secs                | Pedagogical and academic | One speaker is too dominant (Special remark: the speaker keeps on giving directions and the other speakers are just responding 'yes') --> No meaning-making and information exchange   | Remark: lexical items with high occurrence: orders and directions, classroom objects    | No           | No  | No              | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | No                 | 0               |
|           | Chapter 4           | Practice 2   | At school, probably in a classroom - the teacher is welcoming a new boy (i.e. the speaker) to the class and telling him what to do. All students are having a class, and the new boy keeps offending the 'class rules'  | 1.5 syl/sec   | 65 secs                | Pedagogical and academic | Consistent (speakers speak one by one with no overlaps.) Special remark: no overlaps even though there should be one: when the ss are talking the teacher was trying to ask them. Now, it is like the teacher is asking the ss to stop talking without them actually disturbing the class --> trying to retain intelligibility | Remark: lexical items with high occurrence: orders and directions, classroom objects    | No           | No  | No              | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | No                 | 0               |
|           |                     | Warm up (monologue)  |   |   |                        |                          |  |   |              |   |                 |   |                    |                 |
|           |                     | Practice 1   | Penny's home - she is reading a book to her mum about students' school things   | 2.0 syl/sec   | 99 secs                | Pedagogical and academic | Consistent (speakers speak one by one with no overlaps.) Special remark: showing intimate mother-daughter relationship   | Remark: lexical items with high occurrence: numbers and stationery                      | No           | One clarification made on the quantity of stationery: five                                  | No              | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Oh...)          | 0               |
| Chapter 5 | Warm up (monologue) | Practice 2   | Speakers' home (unclear) - the speakers are telling their mother about their things - in particular their stationery. Their mum is checking with them if they have different stationery   | 1.2 syl/sec   | 105 secs               | Pedagogical and academic | Consistent (speakers speak one by one with no overlaps.) Special remark: showing intimate mother-daughter-son relationship   | Remark: lexical items with high occurrence: numbers and stationery                      | No           | No  | No              | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Hmm...)         | 0               |



|         |           |            |   |             |          |                          |  |   |    |  |  |   |  |   |
|---------|-----------|------------|---|-------------|----------|--------------------------|--|---|----|--|--|---|--|---|
| Book 1B | Chapter 6 | Practice 1 | Pet shop - some children gather at the pet shop and talk about the animals they see. They also describe their most significant features   | 1.3 syl/sec | 99 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are <b>exchanging information, giving out opinions and responding to one another</b> )   | Remark: lexical items with high occurrence: animals, features, I like XXX                 | No | No   | No   | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Oh.)  | 0 |
|         |           | Practice 2 | Toy shop - some children are in a toy shop to talk about some toys (apparently: dolls) and describe their distinctive features  | 1.4 syl/sec | 98 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are <b>exchanging information, giving out opinions and responding to one another</b> )   | Remark: lexical items with high occurrence: animals, features, I like XXX, It is XXX      | No | No   | No   | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0  | 0 |
|         | Chapter 1 | Practice 1 | Donny's home (unclear) - the speaker is showing his friend some pictures with different people and animals. They take turns to describe the people and animals shown on the picture                     | 1.3 syl/sec | 76 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are <b>exchanging information, giving out opinions and responding to one another</b> )   | Remark: lexical items with high occurrence: animals, features, I like XXX, It is XXX      | No | No   | No   | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0 as if they are talking about separate topics | 0 |
|         |           | Practice 2 | At school - classroom - the speakers are talking about their pets. The teacher asks the students to show her pictures one by one and they introduce their pets to one another + describe their features | 1.5 syl/sec | 134 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are <b>exchanging information, giving out opinions and responding to one another</b> ) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: animals, features, I like XXX, It is XXX      | No | No   | No   | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0  | 0 |
|         | Chapter 2 | Practice 1 | At school - the speakers are talking about their pictures   | 1.3 syl/sec | 139 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are <b>exchanging information, giving out opinions and responding to one another</b> )   | Remark: lexical items with high occurrence: colour, features, I have XXX, It is XXX       | No | No   | No   | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (Oh.)  | 0 |
|         |           | Practice 2 | Mimi's home - children are gathering around and talk about the toys they bring along, mainly in terms of their colours  | 1.2 syl/sec | 145 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are <b>exchanging information, giving out opinions and responding to one another</b> )   | Remark: lexical items with high occurrence: colour, features, I have XXX, It is XXX       | No | No   | One student corrected the colour of the clothing item: It is yellow. Oh no, it is yellow and black | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Oh.)  | 0 |
|         | Chapter 3 | Practice 1 | Sue's home or grandma's home - the speaker is showing her grandma some pictures of her birthday party. They are describing the colour of different people's clothing items                              | 2.0 syl/sec | 75 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are <b>exchanging information, giving out opinions and responding to one another</b> ) <b>Special remark: showing intimate grandma-granddaughter relationship</b>  | Remark: lexical items with high occurrence: colour, clothing items, This is XXX           | No | One clarification is made for grandma: Their shorts are yellow | No   | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Oh.)  | 0 |
|         |           | Practice 2 | Sue's home or grandma's home - the speaker is showing her grandma some pictures of a school fashion show. They are describing the features, especially colour of different people's clothing items      | 1.8 syl/sec | 68 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are <b>exchanging information, giving out opinions and responding to one another</b> ) <b>Special remark: showing intimate grandma-granddaughter relationship</b>  | Remark: lexical items with high occurrence: colour, clothing items, This is XXX           | No | No   | No   | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (Oh.)  | 0 |
|         |           | Warm up    | In the park probably - the speakers are talking about different objects they see and their locations/positions  | 1.7 syl/sec | 82 secs  | Pedagogical and academic | Consistent (speakers speak one by one with no overlaps.) <b>Information exchange: Asking for confirmation: Really?</b>   | Remark: lexical items with high occurrence: objects in the park, preposition of locations | No | No   | No   | First time: Signature 'beep' sound after several utterances, followed by a 5-sec pause. Second time: No pauses. | 0  | 0 |



|           |   |  |             |          |                          |   |  |    |    |   |   |           |   |
|-----------|---|--|-------------|----------|--------------------------|---|--|----|----|---|---|-----------|---|
|           | Practice 1  | In the park - the speaker is talking to his grandpa about the objects they see in the park and their locations.<br>On the phone (setting unknown), with phone ringing sound as the lead in. The speakers are talking about the objects in the park. (So the grandma call in to ask where the grandpa is but it leads to talking about the locations different objects (by making them as the grandpa's first person view). The conversation ends very rush and grandma did not even state what was the very first intention she was calling) | 1.5 syl/sec | 125 secs | Pedagogical and academic | Consistent (speakers speak one by one with no overlaps. They are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: objects in the park, preposition of locations                  | No | No | No  | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0         | 0 |
|           | Practice 2  |  | 1.9 syl/sec | 85 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)   | Remark: lexical items with high occurrence: objects in the park, preposition of locations<br>Where is XXX? | No | No | No  | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0         | 0 |
| Chapter 4 | Warm up   | unclear - with a group of children talking about the quantity of different animals (Simply reading out what the questions want)<br><i>At a zoo - a teacher is with her students and she is reading a poem to the students in the zoo. This material is written in a specific genre - poem and it is also about the animals at the zoo and their quantities.</i>  | 1.7 syl/sec | 85 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information BUT NOT RESPONDING TO EACH OTHER)  | Remark: lexical items with high occurrence: animals, numbers, There are XXX?                               | No | No | No  | First time: Signature 'beep' sound after several utterances, followed by a 5-sec pause. Second time: No pauses. | 0         | 0 |
|           | Practise 1 (monologue)                                    |  |             |          |                          | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                                       | Remark: lexical items with high occurrence: animals, numbers, There are XXX?                               | No | No |   |   |           |   |
|           | Practice 2  | At a zoo - the teacher is talking about the animals with her students at the zoo. The students are telling the teacher what animals they can see and their quantities  | 1.7 syl/sec | 147 secs | Pedagogical and academic |   |  | No | No | The student corrected her counting from seventeen to eighteen | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Hmm..) | 0 |
| Chapter 5 | Warm up (written up specifically for different questions) |  |             |          |                          | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                  | Remark: lexical items with high occurrence: activities to do at home (watching TV)                         | No | No | No  | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0         | 0 |
|           | Practice 1  | At home - mum is back and asking the children what they are doing at home.<br><i>Unknown - the speakers are reading out a story that is written by some other people. The whole material is not a conversation</i>   | 1.6 syl/sec | 143 secs | Pedagogical and academic |   |  | No | No | No  |   |           |   |
| Chapter 6 | Practice 2 (monologue)                                    |  |             |          |                          | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                  | Remark: lexical items with high occurrence: outdoor activities e.g. swimming, ice-skating                  | No | No | No  | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Oh.)   | 0 |
|           | Warm up (written up specifically for different questions) |  |             |          |                          |   |  |    |    |   |   |           |   |
|           | Practice 1  | At a campsite - during a summer camp - the speaker is talking to a teacher about the activities different people are doing   | 1.6 syl/sec | 148 secs | Pedagogical and academic |   |  | No | No | No  |   |           |   |





|         |           |   |  |             |          |                          |   |   |    |  |    |   |           |   |
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|         |           | Practice 2  | On the phone (setting: campsite), with phone ringing sound as the lead in. The speakers are talking about what other people are doing at the campsite (So the mum call in to see if her son is having a good time, but the son is the dominate information provider. There isn't an ending for this phone conversation | 1.9 syl/sec | 138 secs | Pedagogical and academic | One speaker is too dominant (Special remark: the speaker keeps on talking and mum did not intervene much) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>   | Remark: lexical items with high occurrence: outdoor activities e.g. seimming, ice-skating                                     | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0         | 0 |
| Book 2A | Chapter 1 | Warm up (monologue)                                       |  |             |          |                          |   |   |    |  |    |   |           |   |
|         |           | Practice 1  | At school - probably at the staff room - the teacher is telling the student about Open Day. The teacher is telling the student what she can do on the Open Day and where can he find the related activities.   | 2.0 syl/sec | 70 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)   | Remark: lexical items with high occurrence: activities at a carnival, places at school and floor names                        | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Oh.)   | 0 |
|         |           | Practice 2  | Joe's school. The speaker went to visit her friend named Joe and Joe and showing the spealing around his school. The speaker asks questions about different places. Joe responds with the location of different places and what students usually do in different places.   | 1.7 syl/sec | 151 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> <b>Special remark: showing very close friendship between Joe and the speaker</b> | Remark: lexical items with high occurrence: activities at school (e.g. reading, drawing), places at school and floor names    | No | One clarification was made: Joe said that his classroom is on the sixth floor but the speaker misheard so Joe had to clarify himself | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0         | 0 |
|         | Chapter 2 | Warm up (monologue)                                       | Riddles  |             |          |                          |   |   |    |  |    |   |           |   |
|         |           | Practice 1 (monologue)                                    | Speaker's home - she suggested playing a guessing game and she was the only one who gave out the answers without any responses from the other speaker. So technically it was a monologue.  |             |          |                          |   |   |    |  |    |   |           |   |
|         |           | Practice 2  | At a park - The speakers go out to play together. They are at a park and they are talking about the places inside to one another. Also, they are talking about some rules in a park with 'You must/must not'   | 1.4 syl/sec | 126 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>  | Remark: lexical items with high occurrence: activities at a park, you must/must not XXX, the rules at a park or public places | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Mmm..) | 0 |
|         | Chapter 3 | Warm up (written up specifically for different questions) | Talking about feelings   |             |          |                          |   |   |    |  |    |   |           |   |
|         |           | Practice 1  | Gary's home - The speaker is visiting her friend Gary with her mum. They are talking about their feelings and what to do to deal with the feelings. (They do not speak with reservation. If they do not like one specific thing, they tend to make it very obvious so the children know what is going on)              | 2.0 syl/sec | 147 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>  | Remark: lexical items with high occurrence: activities at home  | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0         | 0 |
|         |           | Practice 2 (monologue)                                    | At Sue's home. The speaker's dad is reading her a story with no intervene from Sue   |             |          |                          |   |   |    |  |    |   |           |   |
|         | Chapter 4 | Warm up (written up specifically for different questions) |  |             |          |                          |   |   |    |  |    |   |           |   |
|         |           | Practice 1  | Probably at a park - The Chan family is having fun at a park. First the family is having a picnic and mum keeps asking her children what do they want. Then the children are playing around and mum starts talking about different rules at the park   | 1.6 syl/sec | 202 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>  | Remark: lexical items with high occurrence: food items, rules at the park, feelings   | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0         | 0 |



|  |           |                              |   |             |          |                          |  |  |    |  |    |   |  |  |
|--|-----------|------------------------------|---|-------------|----------|--------------------------|--|--|----|--|----|---|--|--|
|  |           | Practice 2                   | At the speakers' home - The family members are talking about what food do they want and like. Eventually they are making milkshake together. Before making the milkshake, they are gathering the food ingredients.  | 1.7 syl/sec | 203 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: food items, numbers, feelings                      | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Let me see...)  | 0  |
|  | Chapter 5 | Warm up                      | Unknown - a woman is asking the speaker about his personal information  | 1.6 syl/sec | 93 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)  | Remark: lexical items with high occurrence: personal information                               | No | One repetition of information: the phone number          | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0  | 0  |
|  |           | Practice 1                   | At Ken's home - his mum is helping him to fill out his student record card. The speaker is telling his mother about his personal information and his mum is teaching him how to fill it in with appropriate information   | 1.9 secs    | 151 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)  | Remark: lexical items with high occurrence: personal information                               | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0  | 0  |
|  |           | Practice 2                   | At school - the speaker is talking to the teacher about Art Club. At first the teacher is talking to the speaker about their own lives (like where do they live) and chit-chat. Then, they are talking about going out to a park and do sketching together  | 1.8 secs    | 95 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)  | Remark: lexical items with high occurrence: personal information and transportation            | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0  | 0  |
|  | Chapter 6 | Warm up (monologue)          | The speaker read some poems and students have to identify the rhyming pairs   |             |          |                          |  |  |    |  |    |   |  |  |
|  |           | Practice 1 (monologue)       | The speaker is reading a story  |             |          |                          |  |  |    |  |    |   |  |  |
|  |           | Practice 2 (monologue)       | The speaker read a poem   |             |          |                          |  |  |    |  |    |   |  |  |
| Book 2B<br>(Cancelled the warm up section) | Chapter 1 | Practice 1                   | Cathy's home - grandpa is visiting the speaker. Grandpa is asking the speaker what she is doing at home and the speaker is telling grandpa what she usually does at home in order to help with the housework, as well we what kind of housework do other family members do  | 2.0 syl/sec | 198 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another)   | Remark: lexical items with high occurrence: housework at home                                  | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0  | 0  |
|  |           | Practice 2                   | Cathy's home - grandpa is visiting the speaker. Now the speaker is telling her grandpa about her best friendship by showing him a photo. The speaker talks a lot about her best friend including her name, class and her personality, as well as what housework does she do at home. (The storyline seems to be not very authentic - why does grandpa need to know what kind of housework does she do at home?) | 1.9 syl/sec | 144 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                      | Remark: lexical items with high occurrence: housework at home                                  | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (That's good) - responding about what the speaker has been talking about                     |  |
|  | Chapter 2 | Practice 1                   | At school - the speaker is talking to the teacher about the student of the month. The speaker is jotting down some notes about the student. The teacher is telling the speaker about the student's name, age and what he usually does at school to help with the work that made him the student of the month  | 2.3 syl/sec | 125 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)  | Remark: lexical items with high occurrence: chores at school                                   | No | One clarification is made on the class the student is in | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Oh,)  | 1 (That's good) - responding about what the speaker has been talking about |
|  |           | Practice 2 (monologue)       | The speaker is reading a poem   |             |          |                          |  |  |    |  |    |   |  |  |
|  | Chapter 3 | Practice 1 (quite authentic) | On the phone (setting unknown), with phone ringing sound as the lead in. The speakers are talking about the what activities to be done on different days of a week and they are making plans to go to different places  | 2.2 syl/sec | 195 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)  | Remark: lexical items with high occurrence: different activities and hobbies, days of the week | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (1 Umm... 1 Well) - indicates the thinking process   | 0  |
|  |           | Practice 2                   | Grandparents' house - the speaker is chit-chatting with her grandma asking about her daily life - what she does on different days of a week. And they are making plans to go to the park together   | 1.8 syl/sec | 305 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                      | Remark: lexical items with high occurrence: different activities and hobbies, days of the week | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0 (as they are making plans there might be more authentic to add some more hesitation devices) | 0  |



|         |           |  |   |             |          |                          |  |   |    |   |    |   |                     |   |
|---------|-----------|--|---|-------------|----------|--------------------------|--|---|----|---|----|---|---------------------|---|
|         | Chapter 4 | Practice 1                               | At a campsite where Happy Camp is held. The speaker is at the camp and a teacher is telling him about the camp, particularly about the schedule of the camp - what people should do at different times of a day. The speaker tends to ask questions using 'What time...?'   | 1.7 syl/sec | 184 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)  | Remark: lexical items with high occurrence: activities at a camp, time, what time XXX? at XXX (time)                    | No | One clarification is made on the time to have lunch | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0                   | 0   |
|         |           | Practice 2 (monologue)                   | At a campsite - the teacher is reading a story  |             |          |                          |  |   |    |   |    |   |                     |   |
|         | Chapter 5 | Practice 1 (monologue) (radio programme) | At home - the speakers are listening to a play on a radio programme   |             |          |                          |  |   |    |   |    |   |                     |   |
|         |           | Practice 2 (monologue)                   | Speaker's home - she suggested playing a guessing game and she was the only one who gave out the answers without any responses from the other speaker. So technically it was a monologue.   |             |          |                          |  |   |    |   |    |   |                     |   |
|         |           |  | At school - the speakers are working on a project about their teachers' favourite festivals. The speakers ask the teacher lots of questions: e.g. what are the reasons behind? How does he usually spend his favourite festival?  |             |          |                          |  |   |    |   |    |   |                     |   |
|         | Chapter 6 | Practice 1                               | At school - the speakers are asking each other what their favourite festival is. They talk about the reason behind and how do they spend their favourite festival (Special remark: there is a proper and reasonable ending: 'my bus is coming' 'see you')   | 2.0 syl/sec | 266 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                      | Remark: lexical items with high occurrence: festival, Christmas, activities to do at Christmas, time                    | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Well)            | 0   |
|         |           | Practice 2                               | Speaker's home - they are watching a TV show with the host presenting a recipe. The speakers did not talk about their opinions or something else  | 2.2 syl/sec | 207 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                      | Remark: lexical items with high occurrence: festival, Christmas, activities to do at CNY and Autumn, housework and time | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 4 (1 Ah, 3 Oh,)     | 0   |
| Book 3A | Chapter 1 | Practice 1 (monologue) (cooking show)    | Speaker's home - she suggested playing a guessing game and she was the only one who gave out the answers without any responses from the other speaker. So technically it was a monologue.   |             |          |                          |  |   |    |   |    |   |                     |   |
|         |           | Practice 2 (monologue)                   | On the phone (setting unknown), with phone ringing sound as the lead in. The speakers are chit-chatting about what food is left at home and decide what to cook. Special remark: a context is provided in the phone call from the mum: saying that she is still busy at work and wants her child to help buy dinner but the speaker insists to help make salad. | 2.5 syl/sec | 159 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                      | Remark: lexical items with high occurrence: food item, is there XXX? Are there XXX?                                     | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0                   | 1 Yes! (After mum talks about her schedule at work and how busy she is the speaker gave a 'Yes!' to respond. Then the mum keeps talking about her request on asking the speaker to help check the food) |
|         | Chapter 2 | Practice 1 (quite authentic)             | Speaker's home - mum is reading a story   |             |          |                          |  |   |    |   |    |   |                     |   |
|         |           | Practice 2 (monologue)                   | Home - the speaker's dad is ordering food for lunch from a fast food shop. They order food with 'May I have XXX?' and then dad gives information to the fast food shop guy  | 2.5 syl/sec | 133 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)  | Remark: lexical items with high occurrence: food item, May I have XXX? numbers and quantifiers                          | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0                   | 0   |
|         | Chapter 3 | Practice 1                               | Home - the speaker is telling his dad about the school picnic. The speaker is giving information about the picnic to his dad and discuss what food to bring to the picnic, as well as what toys to buy to the picnic and their prices.  | 1.9 syl/sec | 251 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: food item, number, XXX dollars, quantifiers                                 | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (1 Oh yes. 1 Oh,) | 0   |
|         |           | Practice 2                               |   |             |          |                          |  |   |    |   |    |   |                     |   |



|         |           |  |  |             |          |                          |  |  |    |  |    |   |                      |  |
|---------|-----------|--|--|-------------|----------|--------------------------|--|--|----|--|----|---|----------------------|--|
|         | Chapter 4 | Practice 1                               | A shopping centre - the speaker and her family are at the shopping centre. They are talking about what to buy and their prices, followed by planning where to have lunch but then decided to do more shopping first.   | 2.3 syl/sec | 192 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: products in a shopping mall/ department store, prices and numbers                        | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (...Wait)          | 0  |
|         |           | Practice 2                               | A shopping centre - the speaker is talking to a woman and the woman is asking some questions about him in order to fill in a form. The questions are mostly about the speaker's personal information, why does he do shopping here and what does he usually do in this shopping mall.          | 2.7 syl/sec | 208 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinion and responding to one another)  | Remark: lexical items with high occurrence: products in a shopping mall/ department store, activities to be done in a shopping mall  | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 4 (3 Well, 1 Hmm...) | 0  |
|         | Chapter 5 | Practice 1 (monologue)                   | The speaker is reading a poem  |             |          |                          |  |  |    |  |    |   |                      |  |
|         |           | Practice 2                               | At school - the speakers are talking about the parents' day with their teacher. They talk about the basic information like date and time, also they talk about the activities that can be done on the parents' day.  | 2.7 syl/sec | 216 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinion and responding to one another)  | Remark: lexical items with high occurrence: activities to be done on parents' day, floor names, places at school                     | No | One repetition made by the teacher: the date of the parents' day | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Oh, )             | 0  |
|         | Chapter 6 | Practice 1                               | At school - the speaker is interviewing the pupil of the month and decided to write an article about her for the school magazine. The speaker asks the pupil of the month a lot of questions regarding her personal information, what she usually does at school and other opinions & talents. | 2.8 syl/sec | 211 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinion and responding to one another)  | Remark: lexical items with high occurrence: activities at school, places at school, hobbies  | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 3 (Well,)            | 0  |
|         |           | Practice 2 (monologue)                   | The speaker is reading a poem  |             |          |                          |  |  |    |  |    |   |                      |  |
| Book 3B | Chapter 1 | Practice 1                               | Barry's home - the speaking is visiting her cousin Barry. They are talking about different awards: who got the award, what does he/she usually do by looking at some pictures. Barry is referring to different people using the preposition of location  | 2.4 syl/sec | 134 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: different award name, activities at school, preposition of location (next to, behind...) | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (Oh,)              | 0  |
|         |           | Practice 2 (monologue)                   | The speaker is reading a poem  |             |          |                          |  |  |    |  |    |   |                      |  |
|         | Chapter 2 | Practice 1                               | At school - the speaker wants to write about good friends for the school magazine. He talks to his schoolmates and asks them questions about who their good friend is and why are they good friends.   | 2.6 syl/sec | 206 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: good friend, hobbies   | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Well,)            | 0  |
|         |           | Practice 2 (monologue) (radio programme) | At home - the speakers are listening to a story on a radio programme   |             |          |                          |  |  |    |  |    |   |                      |  |
|         | Chapter 3 | Practice 1                               | At school - probably staff room - the speaker is talking to the teacher about the school newsletter. The speaker would like to write about the teacher in the newsletter and is asking her questions about her age, her height, her past experience and the current teaching job.              | 2.4 syl/sec | 182 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinion and responding to one another)  | Remark: lexical items with high occurrence: school, teaching   | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Oh, I see.)       | 0 (the answer given by the teacher is quite short) |
|         |           | Practice 2 (monologue)                   | The speaker is reading a poem  |             |          |                          |  |  |    |  |    |   |                      |  |



|         |           |   |  |             |          |                          |  |   |    |   |    |  |  |                             |
|---------|-----------|---|--|-------------|----------|--------------------------|--|---|----|---|----|--|--|-----------------------------|
|         | Chapter 4 | Practice 1 (quite authentic)                              | On the phone (setting: Uncle Bob's home), with phone ringing sound as the lead in. The speakers are being taken care by uncle Bob while mum calls back to check on her children. They exchanged information like what did they children do with uncle Bob and where did they go to. (The storyline is quite authentic as it really is like the mum is checking on her children by asking what did they do and what recent news happened. Eventually the mum wanted to talk to uncle Bob but he was sleeping, the whole thing is very likely to happen in real life.) | 2.0 syl/sec | 148 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: activities to do at home, linking words like 'then', 'after...'             | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses.  | 1 (Really...)  | 0                           |
|         |           | Practice 2  | At the speakers' home - the parents are talking about their holiday after coming back. The children are asking them about their trip, like how was their hotel, what did they do and their feelings. Eventually the parents are sharing presents they brought back with their children.  | 2.2 syl/sec | 125 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: floor names, things to do on a trip, feelings                               | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses.  | 0 (Very passionate to talk about their trip, did not have to think much because it is their personal experience) | 1 (That sounds interesting) |
|         |           | Practice 3 (monologue)                                    | The speaker is reading a story to her children   |             |          |                          |  |   |    |   |    |  |  |                             |
|         |           |   | Shopping centre - she suggested playing a guessing game and she was the only one who gave out the answers without any responses from the other speaker. So technically it was a monologue.   |             |          |                          |  |   |    |   |    |  |  |                             |
|         | Chapter 5 | Practice 1 (monologue)                                    | At the shopping centre - a lady is asking the speaker questions about Father's day and she has to fill in a form. The lady first asked the speaker about his personal information. Then, she asked him about his habits on how to celebrate Father's day, such as, what do they do, and what gift did he give out  |             |          |                          |  |   |    |   |    |  |  |                             |
|         |           | Practice 2  | At the shopping centre - a lady is asking the speaker questions about Father's day and she has to fill in a form. The lady first asked the speaker about his personal information. Then, she asked him about his habits on how to celebrate Father's day, such as, what do they do, and what gift did he give out  | 2.5 syl/sec | 167 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinion and responding to one another)  | Remark: lexical items with high occurrence: Father's day, presents, numbers   | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. (Long questions: 16-sec pause)   | 1 (Well,)  | 0                           |
|         |           |   |  |             |          |                          | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: activities to do on Father's day, presents, numbers                         | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. (Long questions: 16-sec pause) <b>Special remark: now they will give time for students to look at the questions before the recording starts, the break is 8-sec long</b> | 0  | 0                           |
|         |           | Practice 3  | On the phone (setting: Danny's home), with the phone ring as the lead in. The speaker is calling his good friend exchanging information about what they have done for the Father's day.  | 2.6 syl/sec | 98 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: activities to do at weekends, feelings, time of a day (morning, evening...) | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. (Long questions: 16-sec pause) <b>Special remark: now they will give time for students to look at the questions before the recording starts, the break is 5-sec long</b> | 0  | 0                           |
|         | Chapter 6 | Practice 1  | Probably at school - the speaker is talking to her friend about the weekend. They exchanged information like what they did at the weekend and more details.  | 2.4 syl/sec | 125 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: activities to do at weekends, feelings, time of a day (morning, evening...) | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. (Long questions like filling in address: 16-sec pause)   |  |                             |
|         |           | Practice 2 (monologue)                                    | The speaker is reading a story to her child  |             |          |                          |  |   |    |   |    |  |  |                             |
|         |           | Practice 3  | At home - the speaker's mum is helping her child to fill out a form for a competition. Mum is asking her daughter about her personal information like which school does she go to, address, etc  | 2.8 syl/sec | 122 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)  | Remark: lexical items with high occurrence: personal information: age, address...                                       | No | Two repetitions (Clarification): address & phone number | No |  | 0  | 0                           |
| Book 4A | Chapter 1 | Warm up (written up specifically for different questions) |  |             |          |                          |  |   |    |   |    |  |  |                             |



|  |           |   |   |             |          |                          |   |   |    |   |    |   |   |   |
|--|-----------|---|---|-------------|----------|--------------------------|---|---|----|---|----|---|---|---|
|  |           | Practice 1  | At school - the speaker wants to join some activities at Rainbow Youth Club and he is talking to his teacher. The speaker first introduces his personal information and tells the teacher his hobbies, his interests and his available days to join the trainings.  | 2.9 syl/sec | 139 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                  | Remark: lexical items with high occurrence: hobbies, days of the week               | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 3 (2 Well 1 sorry) <b>Special remark: there are hesitation devices when the teacher needs to check for further information about different activities</b> | 1 (Great!) the speaker inserted this in between the teacher's speech talking about Thursday's ice-skating class |
|  |           | Practice 2  | At the school's new reading room at the mentioned club - The teacher is doing a survey on students' reading habits. First the interviewee tells the teacher his personal information like name and age. Then the teacher asks him about his reading habits and if he reads newspapers. Eventually invited him to speak to some kids and got his contact information.  | 2.6 syl/sec | 192 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)   | Remark: lexical items with high occurrence: personal information, hobbies           | No | One clarification made on the flat number | No | One time: Signature 'beep' sound after several utterances, followed by a 8-sec pause                            | 0 (very consistent pattern: one question one answer)  |   |
|  | Chapter 2 | Warm up   | Unknown - 3 speakers are sitting together and discuss about their siblings through looking at some pictures. They are comparing each other to their siblings using comparative forms.<br>On the phone (setting: Mrs Brown's home), with phone ringing sound as the lead in. The speaker is calling a pet adoption centre and asking for recommendations on dogs. The owner talks about the dogs by comparing their body sizes, age and other characteristics to provide clear information to the speaker. (The storyline is quite authentic as the information of the dogs are very clear and it is very likely to happen in real-life. The people's opinion also makes sense (e.g. have children, so the dog has to like children) | 2.4 syl/sec | 85 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)   | Remark: lexical items with high occurrence: siblings, comparative forms of language | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (Ah yes.)   | 0   |
|  |           | Practice 1  | The speaker is reading a poem to the children   | 2.9 syl/sec | 130 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                  | Remark: lexical items with high occurrence: dogs, comparative forms of language.    | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0 (Alan gave a big speech about Sammy but no back-channeling is applied)  |   |
|  | Chapter 3 | Warm up (written up specifically for different questions)   |   |             |          |                          |   |   |    |   |    |   |   |   |
|  | Chapter 4 | Practice 1<br>Practice 2 (monologue) (radio programme)<br>Warm up (written up specifically for different questions) | At the speakers' home - the speaker is talking to his sister about an advertisement in the newspaper. The advertisement is about a shop going on sale and they decided to go there after lunch. They are jotting down the prices of different food items and discuss what to buy. (coming up with a shopping list)<br>The speaker is presenting an advertisement on radio   | 2.8 syl/sec | 190 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                  | Remark: lexical items with high occurrence: food items, prices, quantifiers         | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (1 Hmm... 1 Ok...) appropriately used when they are discussing what to buy it takes time to think   | 0   |
|  |           | Practice 1  | At a restaurant - The Lee Family is in a restaurant. The speakers are ordering food and talking to the waiter. The waiter is presenting the available dishes to the family and they choose from different dishes.<br>Probably at a restaurant - the speaker is booking a table for dinner on Grandma's birthday at the restaurant. (phone call? no sound as lead in) The speaker at first gives personal information like name and phone number to the restaurant lady. The restaurant lady is also recommending some location and food to the speaker.   | 2.6 syl/sec | 132 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: food items, tastes, May I have XXX?     | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Mmmm (throughout the ordering process: no hesitation device)  | 0   |
|  |           | Practice 2  |   | 2.7 syl/sec | 210 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another)   | Remark: lexical items with high occurrence: food items, tastes, date                | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Oh! (for a free pudding)  |   |





|           |  |   |   |             |          |                          |   |   |    |   |    |   |                                 |  |
|-----------|--|---|---|-------------|----------|--------------------------|---|---|----|---|----|---|---------------------------------|--|
|           |  | Practice 1<br>Practice 2 (monologue)<br>(radio programme)<br>Warm up (monologue)<br>(written up specifically for different questions) | On the phone (setting) School office - the man is talking to a staff in the school office as he is going to visit Rainbow School soon, with phone ringing sound as the lead in. He asks the staff about the directions to get to the school. Then the staff gives him a very detailed direction using the preposition of movement     | 2.5 syl/sec | 153 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: transportations, districts, preposition of movement | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0                               | 0  |
| Chapter 3 |  | Practice 1  | setting unknown - the speaker is talking to a friend about healthy eating, they take turns to talk about different things, like what they think about people only eating fast food and how can they change their eating habits to become more healthy   | 2.6 syl/sec | 207 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: food items, healthy                                 | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (1 That's a good point 1 Oh.) | 0  |
|           |  | Practice 2<br>Warm up (written up specifically for different questions)   | Canteen - the speakers are having a chat - one of the speakers refuses to eat even though it is lunchtime, he talks to the other speaker about the reason why and the other speaker is trying to comfort him and recommend him how to maintain a healthy lifestyle.   | 2.3 syl/sec | 140 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: food items, healthy, lunch                          | No | One asking for confirmation on 'Smart Lunch 3.2.1' from the boy | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Well,                         | 1 I see (inserted between Mary's long speech) 1 Oh dear! (inserted when Ben is talking about how he is being called 'Fatty') |
| Chapter 4 |  | Practice 1 (monologue)  | The speaker is reading a story to her class   |             |          |                          |   |   |    |   |    |   |                                 |  |
|           |  | Practice 2 (monologue)<br>Warm up (written up specifically for different questions)   | At classroom - she suggested playing a guessing game and she was the only one who gave out the answers without any responses from the other speaker. So technically it was a monologue.   |             |          |                          |   |   |    |   |    |   |                                 |  |
| Chapter 5 |  |   |   |             |          |                          |   |   |    |   |    |   |                                 |  |
|           |  | Practice 1<br>Practice 2 (monologue)<br>(radio programme)<br>Warm up (written up specifically for different questions)                | On the street (on the way home) - the speakers are on their way home and they are talking to one another about why one of the speakers is sad, as well as how much he doesn't want to go to school. Then the other speaker is giving him suggestion on how to improve his English.<br>The speaker is listening to a play on the radio | 2.5 syl/sec | 191 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: English, days of the week, go to school             | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0                               | 1 Oh dear! (inserted after the speaker talks about his bad day at school)  |
| Chapter 6 |  |   |   |             |          |                          |   |   |    |   |    |   |                                 |  |





|         |           |   |  |             |          |                          |   |   |    |    |    |   |  |  |
|---------|-----------|---|--|-------------|----------|--------------------------|---|---|----|----|----|---|--|--|
|         |           | Practice 1  | Planet Pi (?????) - the speaker is visiting his friend on Planet Pi. His friend is showing him around the place he lives in. The speaker finds everywhere very dirty so he is giving advice to his friend on how to keep his room clean.   | 2.2 syl/sec | 161 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: places in a house (e.g. living room, bedroom)                 | No | No | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (1 Ugh... 1 Oh...)                               | 0  |
|         |           | Practice 2 (monologue)                                    | The speaker is reading a poem  |             |          |                          |   |   |    |    |    |   |  |  |
| Book 5A | Chapter 1 | Warm up (written up specifically for different questions) |  |             |          |                          |   |   |    |    |    |   |  |  |
|         |           | Practice 1  | Unknown - the speaker is telling her friend about a book she has been reading. She talks about the details of the book, like the characters, the setting, the plot and her feelings towards the book. The plot is mainly about what things people can or cannot do in Planet Pink and Planet Wag. <b>Special remark: there is a lesson to be learnt: always learn about the culture of other places before visiting.</b> | 2.6 syl/sec | 152 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: places in a town, habits, Planet                              | No | No | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0  | 0  |
|         |           | Practice 2 (radio programme)                              | Unknown - the speaker is listening to an interview on a radio programme - HK Today. The topic is about children's politeness in Hong Kong and the guest is a principal of a local school. The interviewee is presenting his thoughts on children's behaviour nowadays, and he suggests different ways to teach children to be polite and considerate.  | 2.8 syl/sec | 157 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: politeness, behaviour, children                               | No | No | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0 (No thinking process involved in this interview) | 0 (The interviewee inserted a long speech but the host did not intervene at all) |
|         | Chapter 2 | Warm up (written up specifically for different questions) |  |             |          |                          |   |   |    |    |    |   |  |  |
|         |           | Practice 1 (monologue)                                    | The speaker is reading a story to her child  |             |          |                          |   |   |    |    |    |   |  |  |
|         |           | Practice 2 (monologue)                                    | The speaker is reading a poem to her child   |             |          |                          |   |   |    |    |    |   |  |  |
|         | Chapter 3 | Warm up (written up specifically for different questions) |  |             |          |                          |   |   |    |    |    |   |  |  |
|         |           | Practice 1  | At Ricky's party - the speaker is talking to his friend at the party. His friend is asking him about different people in the room who are the speaker's family members and friends. Ricky is introducing the people, the food and the game to his friend. <b>(Special remark: the speaker describes people's characteristics to make everyone clear to his friend)</b>   | 3.0 syl/sec | 98 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: family members, describing words, clothing items, party items | No | No | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Aaargh... (the chicken wing is so hot)           | 0  |
|         |           | Practice 2 (monologue)                                    | Setting unknown - the children suggested playing a guessing game. The whole recording continues without any responses from the other speakers. So technically it was a monologue.  |             |          |                          |   |   |    |    |    |   |  |  |
|         | Chapter 4 | Warm up (written up specifically for different questions) |  |             |          |                          |   |   |    |    |    |   |  |  |



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|-----------|--|---|---|-------------|----------|--------------------------|---|--|----|----|---|----|---|---|--|---|
|           |  | Practice 1  | At the lost property office - the speaker is accompanying her mother to the lost property office. The officer is helping them to complete a form in order to trace the lost items. The officer first asks the mother for her personal information like name and what items did she lose. Then the mother describes the incident like where did she lose them and what time did she lose them. She also describes the items in detail. She found her necklace at the end ( <b>Special remark: the bag is ignored</b> ) | 2.9 syl/sec | 134 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, and responding to one another)  | Remark: lexical items with high occurrence: necklace, transportation, places' name, describing words | No |    | One repetition (Clarification) of the surname Hart, the mother also help spell it out for the officer | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (1 Let's see 1 Let me see) during the searching process |  | 0 |
|           |  | Practice 2 (radio programme)                              | The speaker is listening to a play on a radio programme   |             |          |                          |   |  |    |    |   |    |   |   |  |   |
| Chapter 5 |  | Warm up (written up specifically for different questions) |   |             |          |                          |   |  |    |    |   |    |   |   |  |   |
|           |  | Practice 1 (quite authentic) (storyline)                  | At the campsite - the brownies went camping for the weekend and now they are getting ready to leave the campsite. The teacher is checking on every group to see if they have done with the cleaning work. Eventually the teacher would like everyone to take a group picture and she gathers everybody  | 3.2 syl/sec | 89 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: cleaning work at a campsite                              | No | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0   |  | 0 |
|           |  | Practice 2 (monologue)                                    | The speaker is telling a play to her students   |             |          |                          |   |  |    |    |   |    |   |   |  |   |
| Chapter 6 |  | Warm up (written up specifically for different questions) |   |             |          |                          |   |  |    |    |   |    |   |   |  |   |
|           |  | Practice 1  | At the speaker's home - the speaker is talking to his friend about where to take his cousins who are coming to visit HK again. They are discussing where to bring them and what they can do. Every suggestion the friend is making the speaker said no.   | 3.1 syl/sec | 126 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: attractions in HK, things to do when you visit HK        | No | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0 (No thinking process during the discussion)             |  | 0 |
|           |  | Practice 2  | At school - the speaker is interviewing his NET about places he has been to in HK. First the speaker asks questions like if the NET has been to different attractions in HK and her feelings towards them.  | 3.0 syl/sec | 168 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, and responding to one another)  | Remark: lexical items with high occurrence: attractions in HK, things to do when you visit HK        | No | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (1 Let me think... 1 Last month...)                     |  | 0 |
|           |  |   |   |             |          |                          | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> |  |    |    |   |    |   |   |  |   |
|           |  |   | show filming setting - the speaker is interviewing a film star who has just won the best director award in the 38th film festival. The speaker asks questions to the film star, such as when did he start to love films and how many films has he directed.   | 3.5 syl/sec | 80 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: films, director  | No | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0   |  | 0 |
| Chapter 7 |  | Warm up   |   |             |          |                          |   |  |    |    |   |    |   |   |  |   |
|           |  | Practice 1 (radio programme)                              | Unknown - it is an interview on a radio programme with a host interviewing a group of callers and ask them about the people they admire the most. The callers talk about the people they admire and the reason behind.  | 3.1 syl/sec | 153 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: admire, people   | No | No | No  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (oh.)   |  | 0 |



|         |           |  |   |             |          |                          |   |   |    |    |    |   |   |  |
|---------|-----------|--|---|-------------|----------|--------------------------|---|---|----|----|----|---|---|--|
|         |           | Practice 2                               | At Ben's home - he is talking to his mum about a picture that was painted by his mum's art teacher. Then mum starts talking about different information about the art teacher, like her age now, and what she has been doing in the past.   | 2.9 syl/sec | 153 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: art teacher, paint, age                         | No | No | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses.   | 1 (Oh...)                                   | 0  |
| Book 5B | Chapter 1 | Practice 1                               | On the street probably - the speakers see some very delicious sweet menu and they decided to make a fancy dessert for mum on her birthday. They then discuss the ingredients they need to go get in order to make the dessert.  | 2.7 syl/sec | 209 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, giving out opinions, making requests and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: dessert, food items, quantifiers                | No | No | No | First time: Signature 'beep' sound after several utterances, followed by a 5-8-sec pause. Second time: No pauses. | 2 (1 Well...1 Hmm...)                       | 0  |
|         |           | Practice 2 (radio programme)             | In the speaker's father's car - the radio programme is about how to make your own wrapping paper and the guest is an Art teacher. In the conversation, the Art teacher introduced the materials people need in order to make the wrapping paper and the related procedure.  | 2.6 syl/sec | 134secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                                       | Remark: lexical items with high occurrence: steps, linking words (e.g. first, next.), paper | No | No | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses.   | 0 (The guest keeps talking about the steps) | 0 (The guest keeps talking about the procedure but the host doesn't say anything to intervene) |
|         |           | Practice 3 (monologue)                   | The speaker is listening to an advertisement on the radio which is only presented by one person   |             |          |                          |   |   |    |    |    |   |   |  |
|         | Chapter 2 | Practice 1 (monologue)                   | Speaker's home - the children suggested playing a guessing game and the conversation continues without any responses from the other speaker. So technically it was a monologue.   |             |          |                          |   |   |    |    |    |   |   |  |
|         |           | Practice 2 (monologue) (radio programme) | The speakers are listening to a play on the radio.  |             |          |                          |   |   |    |    |    |   |   |  |
|         |           | Practice 3 (monologue)                   | The speakers are listening to an advertisement on the radio which is only presented by one person   |             |          |                          |   |   |    |    |    |   |   |  |
|         | Chapter 3 | Practice 1                               | At Sally's home - the speaker is interviewing her uncle about the transportation in Hong Kong. The interview is about why people choose MTR in Hong Kong. First the speaker asks her uncle about some personal information like age and address. Then she asks questions about her uncle's habits on taking the MTR, like how often does he take? and what other kinds of transportation does he like.  | 3.2 syl/sec | 207 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, and responding to one another)  | Remark: lexical items with high occurrence: transportations, days of the week               | No | No | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses.   | 2 Well...                                   | 0  |
|         |           | Practice 2                               | On the phone (setting: Uncle Tony's home), with phone ringing sound as the lead in. The speaker is calling to Sally's mum to ask if he can go to Sally's presentation day. They are making plans on where to gather and discussing what are the best ways to get to Sally's school, as well as what they can do after Sally's presentation.   | 3.3 syl/sec | 124 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, and responding to one another)  | Remark: lexical items with high occurrence: transportations                                 | No | No | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses.   | 1 Oh,                                       | 0  |
|         |           | Practice 3 (monologue)                   | The speaker is listening to a presentation done by her friend at school.  |             |          |                          |   |   |    |    |    |   |   |  |
|         | Chapter 4 | Practice 1                               | On the phone (setting: Mrs Lau's home), with phone ringing sound as the lead in. The speaker is calling the drama centre to ask about the new drama course for her daughter. The staff requests the speaker to come in person and fill in the form. Then, the staff is making plan with the speaker, e.g. what time is the best for her to come. She also asks the speaker which district is she coming from so she can give her a more detailed direction. | 3.4 syl/sec | 136 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>                                       | Remark: lexical items with high occurrence: drama, come, transport, districts, time         | No | No | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses.   | 2 Well,                                     | 0  |
|         |           | Practice 2 (monologue)                   | The speakers are watching a play in the drama centre.   |             |          |                          |   |   |    |    |    |   |   |  |



|         |           |   |  |   |          |                          |  |  |    |   |   |   |  |  |
|---------|-----------|---|--|---|----------|--------------------------|--|--|----|---|---|---|--|--|
|         |           | Practice 3<br>Practice 1 (monologue)<br>(radio programme)<br>Practice 2 (monologue)<br>(radio programme)<br>Practice 3 (monologue)<br>(radio programme) | on the way to visit Grandma - the speaker is talking about which bus to get to grandma's house would be the best choice. Then they talked to the inspector at the station and they talk about the duration of the bus trip, whether it is near to Grandma's house, etc.<br>The speaker is listening to a play on the radio<br>The speaker is listening to a story on the radio<br>The speaker is listening to the news report on the radio | 2.9 syl/sec                               | 99 secs  | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>  | Remark: lexical items with high occurrence: bus, numbers, time, distance           | No | One clarification is made on the distance by the mum (half a kilometre), after the daughter asks again. | No  | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0  | 0  |
|         | Chapter 6 | Practice 1 (monologue)<br>(radio programme)   | The speaker is listening to an advertisement on the radio  |   |          |                          |  |  |    |   |   |   |  |  |
|         |           | Practice 2 (radio programme) (not that authentic)   | The radio programme is a phone-in interview show, the show is about the accidents people had when doing sports. The callers call in to talk about the accidents they had and the related details, like the course of event and how did they solve them.<br>The speaker is reading a poem to her son  | 2.8 syl/sec                               | 181 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>  | Remark: lexical items with high occurrence: accidents, hurt, sports name           | No | No  | No  | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0  | 1 Right! by the caller after the host suggests something but throughout the process of callers' describing the incidents, the host did not intervene |
|         |           | Practice 3 (monologue)  |  |   |          |                          |  |  |    |   |   |   |  |  |
|         | Chapter 7 | Practice 1  | At home - probably. The speaker is talking to his mother after school about how serious the absence rate is in class today. Then he tells his mother some cases, like some accidents of those absentees. Those people are hurt when doing sports, sick, not feeling well.<br>The speaker is telling a story to her son   | 2.7 secs (because the speaker is sick)    | 172 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> <b>Special remark: no pauses when taking the temperature</b> | Remark: lexical items with high occurrence: accidents, well, feeling, sick, doctor | No | No  | No  | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Oh dear...   | 0  |
|         |           | Practice 2 (monologue)  | At the clinic, the speaker's mum is sick too and she is not seeking help from the doctor. The doctor is filling in a form on his computer and he first records some basic information like date and time. Then he starts asking the speaker's mum's personal information like name and age. Then she starts telling the doctor about her sickness.   | 2.7 syl/sec (because the speaker is sick) | 121 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)   | Remark: lexical items with high occurrence: well, feeling, sick, doctor            | No | No  | One self-correction on the age: forgot that she had her birthday not long ago | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (1 Well, 1 Oh.)                                    | 0  |
| Book 6A | Chapter 1 | Practice 1 (radio programme)  | Unknown - it is an interview on a radio programme with a host interviewing a group of callers and ask them about their dream job. The callers talk about why they choose that as their dream job and how they are working hard to achieve the goal.  | 2.8 syl/sec                               | 116 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b>  | Remark: lexical items with high occurrence: dream job, the job details             | No | No  | No  | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0 (very consistent pattern: one question one answer) | 0  |
|         |           | Practice 2 (monologue)<br>(radio programme)<br>Practice 3 (monologue)   | The speaker is listening to an advertisement on a radio programme<br>The speaker is reading a rhyme to his cousin  |   |          |                          |  |  |    |   |   |   |  |  |
|         |           | Practice 4  | At home - the speaker is helping his friend to fill in a survey form. First the speaker advised the friend to fill in her personal information, like name. Then they are filling in the form with the courses the friend had before and what new courses she is going to take.   | 3.0 syl/sec                               | 104 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)   | Remark: lexical items with high occurrence: hobbies, courses name                  | No | No  | No  | One time: Signature 'beep' sound after several utterances, followed by a 5-sec pause.                           | 0  | 0  |



|           |                              |   |             |          |                          |   |   |    |  |    |   |   |   |
|-----------|------------------------------|---|-------------|----------|--------------------------|---|---|----|--|----|---|---|---|
| Chapter 2 | Practice 1 (radio programme) | At school - the speakers are listening to a radio programme talking about jobs. In the radio programme the host asks the guest questions about his job - engineer, like what does he need to do at his work, and what's the biggest thing he had built.   | 3.3 syl/sec | 160 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <i>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</i> | Remark: lexical items with high occurrence: engineer, design, buildings, bridges                | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 (well.)   | 0 (The guest gives big speeches but the host never intervened)                                      |
| Chapter 3 | Practice 2                   | On the phone (setting) Mr Clark's house - the speaker is going to give a talk soon and he is calling to the teacher at that school, with phone ringing sound as the lead in. He is calling to ask what should he talk about for the talk to a group of children and his worry. Then the teacher is giving his detailed direction on how to get here.  | 3.3 syl/sec | 157 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <i>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</i> | Remark: lexical items with high occurrence: school, talk, pupils, directions                    | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (1 Well... 1 I sec...)                                    | 0   |
|           | Practice 3 (monologue)       | The speaker is giving a talk at the zoo   |             |          |                          |   |   |    |  |    |   |   |   |
|           | Practice 4 (monologue)       | The speaker is reading some riddles to her class. No answers are mentioned in the recording so it is technically a monologue.   |             |          |                          |   |   |    |  |    |   |   |   |
|           | Practice 1 (monologue)       | The speaker is listening to a story on the radio  |             |          |                          |   |   |    |  |    |   |   |   |
| Chapter 4 | Practice 2 (radio programme) | At home - the speaker is listening to a radio programme. The programme is about how a representative from an NGO conducts his work in India. The host asks the guest questions like what has he been doing for work in India, and how did he help people in need. The guest also gives some advice on how to help people in need even though you cannot be there in person.                               | 3.2 syl/sec | 174 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <i>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</i> | Remark: lexical items with high occurrence: help, India, natural disasters                      | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0   | 0 (the guest gives big speeches but the host did not intervene, and little responses from the host) |
|           | Practice 3 (monologue)       | The speaker is watching the news on TV  |             |          |                          |   |   |    |  |    |   |   |   |
|           | Practice 4 (monologue)       | The speakers are watching a documentary   |             |          |                          |   |   |    |  |    |   |   |   |
|           | Practice 1                   | At school - the speakers are discussing what to do to raise money for Charity Week. They give suggestions to each other like doing a performance, running a craft store... They are compromising what to do and what they can contribute  | 3.1 syl/sec | 120 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <i>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</i> | Remark: lexical items with high occurrence: charity week, activities to be done in charity week | No | One repetition (both clarification and confirmation): pasta? | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Ah! (but too little as they are brainstorming what to do) | 0   |
|           | Practice 2                   | At school - the speakers' teacher is now talking to the principal about the Charity Week. They are talking about what the students eventually decided to do, and how they are going to do it. And then they talk about what they can help as a teacher.   | 3.9 syl/sec | 147 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <i>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</i> | Remark: lexical items with high occurrence: charity week, activities to be done in charity week | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Well,   | 1 A Magic show! after the teacher presented the idea  |
|           | Practice 3                   | At the Elderly Home - the speaker is talking to a staff who works in the Elderly Home. The speaker mentions that the school is having a charity week very soon and tells the staff that the students are going to visit the Elderly Home. They are discussing the date and what the students are going to do during the visit.  | 3.5 syl/sec | 163 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)  | Remark: lexical items with high occurrence: activities to be done during the visit              | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Let's sec...  | (quite authentic) 1 How lovely! 1 That's a good idea (inserted during the speaker's plan)           |
|           | Practice 4                   | David's neighbourhood - the speaker is asking his neighbour to sponsor him to raise money for the Elderly Home. The speaker is filling in a form to record this sponsorship. The neighbour gives him his personal information like name and phone number. Then the neighbour invites him in to ask other neighbours. They also help the speaker fill in the form by giving him their personal information | 3.4 syl/sec | 228 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)  | Remark: lexical items with high occurrence: number, sponsor, personal information               | No | No   | No | One time: Signature 'beep' sound after several utterances, followed by a 5-sec pause.                           | 1 Well,   | 0   |
|           |                              |   |             |          |                          |   |   |    |  |    |   |   |   |
|           |                              |   |             |          |                          |   |   |    |  |    |   |   |   |
|           |                              |   |             |          |                          |   |   |    |  |    |   |   |   |



|           |                              |  |             |          |                          |   |   |    |  |    |   |  |   |
|-----------|------------------------------|--|-------------|----------|--------------------------|---|---|----|--|----|---|--|---|
| Chapter 5 | Practice 1                   | Unknown - the speakers are talking about films. They talk about different new films - the plot (the ending) and their feelings towards the films.  | 3.6 syl/sec | 126 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <i>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</i>   | Remark: lexical items with high occurrence: film, ending, feelings    | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0  | 0   |
|           | Practice 2 (monologue)       | The speaker is listening to a play on the radio  |             |          |                          |   |   |    |  |    |   |  |   |
|           | Practice 3 (monologue)       | The speaker is listening to an advertisement on the radio  |             |          |                          |   |   |    |  |    |   |  |   |
|           | Practice 4                   | On the phone (setting) speakers' house - the speaker is going to borrow a DVD and she is calling the shop called Video World, with phone ringing sound as the lead in. She is calling to ask if they have specific DVDs and gives the staff her personal information for registration.   | 3.5 syl/sec | 113 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)<br>Consistent (speakers speak one by one: they are exchanging information and responding to one another) <i>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</i> | Remark: lexical items with high occurrence: DVD, personal information | No | 1 repetition by the speaker of her surname. 2 repetitions by the staff on the VIP card number and phone number | No | One time: Signature 'beep' sound after several utterances, followed by a 5-sec pause.                           | 1 Just a minute...                                   | 0   |
| Chapter 6 | Practice 1                   | Jacky's home - the speaker is visiting her cousin Jacky. They are talking to one another about what they like doing in their spare time. They then start talking about books and they are exchanging opinions with each other.   | 3.2 syl/sec | 129 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another) <i>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</i>  | Remark: lexical items with high occurrence: books, plots, feelings    | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0 (very consistent pattern: one question one answer) |   |
|           | Practice 2 (monologue)       | A book shop - the speaker and her mum are at a book shop. The shop assistant is interviewing her mother to find out why customers choose to buy books from this book shop. First the staff asks mum to give him some personal information like name and age. Then he asks her questions like what books does she usually read, how much does she usually spend on buying books, and any suggestions on expanding the varieties of books. | 3.7 syl/sec | 219 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)  | Remark: lexical items with high occurrence: books, children           | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0 (interviewing instantly but no hesitation devices) | 1 Oh, dear. (after listening to the speaker's mum unfortunate incident)           |
|           | Practice 3                   | At home probably - the speaker is listening to a radio programme. The radio programme is interviewing an author of the best-selling children's books. The host asks the guest some questions about her personal life and the process of how she writes the books.  | 3.1 syl/sec | 129 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)  | Remark: lexical items with high occurrence: books, authors            | No | No   | No | One time: Signature 'beep' sound after several utterances, followed by a 5-sec pause.                           | 1 Well,  | 0   |
|           | Practice 4 (radio programme) |  |             |          |                          |   |   |    |  |    |   |  |   |
| Chapter 7 | Practice 1                   | At school probably - the speakers are discussing a school project. The theme of the project is about how different countries celebrate Xmas differently. They talk about countries like Holland and Finland about their cultural habits.   | 3.6 syl/sec | 147 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <i>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</i>   | Remark: lexical items with high occurrence: Christmas, countries      | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Well,  | 0 (When the speakers are giving big speeches, they do not intervene one another.) |
|           | Practice 2 (monologue)       | The speakers are watching a cookery programme on TV  |             |          |                          |   |   |    |  |    |   |  |   |
|           | Practice 3 (monologue)       | The speakers are reading some poems  |             |          |                          |   |   |    |  |    |   |  |   |
|           | Practice 4                   | The speakers are listening to some riddles   |             |          |                          |   |   |    |  |    |   |  |   |
| Book 6B   | Chapter 1                    | The speaker is listening to a story in the English Centre  |             |          |                          |   |   |    |  |    |   |  |   |
|           | Practice 1 (monologue)       |  |             |          |                          |   |   |    |  |    |   |  |   |
|           | Practice 2                   | At school - the speaker is talking to her teacher about his school life. The teacher is showing him some old pictures of his old school. Then the teacher recalls his old school life and tells different stories to the speaker.  | 3.1 syl/sec | 158 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <i>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</i>   | Remark: lexical items with high occurrence: school, teachers          | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Wow! (inserted between the teacher's story)        | 0   |
|           | Practice 3 (monologue)       | The speaker is reading some riddles in the English Centre  |             |          |                          |   |   |    |  |    |   |  |   |



|           |  |  |             |          |                          |   |  |    |  |    |   |                             |  |
|-----------|--|--|-------------|----------|--------------------------|---|--|----|--|----|---|-----------------------------|--|
| Chapter 2 | Practice 4                               | At home probably - the speaker has lost something in the centre and her mum is calling the centre to ask about it, with the phone ring as the lead in. The staff is filling in a form about the lost item and first he asks the mum about the speaker's personal information like name and phone number. Then the staff asks about the characteristics of the lost item and the details of the incident. | 3.0 syl/sec | 128 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)  | Remark: lexical items with high occurrence: lost item, describing words    | No | One repetition is made by the staff for the phone number   | No | One time: Signature 'beep' sound after several utterances, followed by a 5-sec pause.                           | 0                           | 0  |
|           | Practice 1 (monologue)                   | The speaker is reading a story to her class  |             |          |                          | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: story                          | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 2 (1 Hmm... 1 How about...) | 0 (No intervene from the speakers when each of them is presenting their idea)      |
|           | Practice 2                               | At school - the speaker is planning a story with his classmate Lily. They talk about the theme and setting. They also talk about the characters and the plot.  | 2.9 syl/sec | 152 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)  | Remark: lexical items with high occurrence: books, prize                   | No | One repetition (clarification) of the age: six and a half? | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | No                          | 1 Wow! (It sounds exciting) inserted after the guest's long speech about the story |
| Chapter 3 | Practice 3 (radio programme)             | The speaker is listening to a radio programme. The radio programme is about an author of children's book. The guest shares her experience of writing book and awards.  | 2.9 syl/sec | 163 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)  | Remark: lexical items with high occurrence: books, prize                   | No |  | No |   |                             |  |
|           | Practice 4 (monologue)                   | The speaker is listening to the news on the radio  |             |          |                          |   |  |    |  |    |   |                             |  |
|           | Practice 1 (monologue)                   | The speaker is reading a poem at home  |             |          |                          |   |  |    |  |    |   |                             |  |
|           | Practice 2 (monologue)                   | The speaker is watching a play on TV   |             |          |                          |   |  |    |  |    |   |                             |  |
|           | Practice 3 (radio programme)             | The speaker is listening to a radio programme. The radio programme is about the problems of the environment nowadays. The callers call in to describe the environmental problem they found in their neighbourhood and express their opinions about how to deal with the problem.   | 3.0 syl/sec | 107 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: environment, problems          | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Hmm...                    | 1 Oh dear! (inserted in the description given by the caller) 0                     |
|           | Practice 4 (radio programme)             | The speaker is listening to a radio programme. The radio programme is about the situation of local beaches. The guest is a doctor who also helps clean the beach regularly. The guest introduces the NGO and suggest what listeners can do to help keep the beaches clean.   | 3.1 syl/sec | 175 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)  | Remark: lexical items with high occurrence: beach, clean                   | No | No   | No | One time: Signature 'beep' sound after several utterances, followed by a 5-sec pause.                           | 1 Well,                     | 0 (The guest is giving a big speech but the host did not intervene)                |
| Chapter 4 | Practice 1 (monologue)                   | The speaker is listening to a play on the radio  |             |          |                          |   |  |    |  |    |   |                             |  |
|           | Practice 2 (monologue) (radio programme) | The radio programme only features a speech of one host, so it is technically a monologue   |             |          |                          |   |  |    |  |    |   |                             |  |
|           | Practice 3 (monologue)                   | The speaker is listening to a talk in the assembly   |             |          |                          |   |  |    |  |    |   |                             |  |
|           | Practice 4                               | At school - after school Tom talks to Jenny about the green club charity fair. One of the speakers has the draft of the poster and they state all the details of the charity fair like date and activities in the conversation.  | 3.2 syl/sec | 126 secs |                          | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)  | Remark: lexical items with high occurrence: charity fair, date, activities | No | No   | No | One time: Signature 'beep' sound after several utterances, followed by a 5-sec pause.                           | 1 Hmm...                    | 0  |
| Chapter 5 | Practice 1 (radio programme)             | The speaker is listening to a radio programme. The radio programme is about choosing a song for someone special. The callers are calling in to choose a song for their friends, any special message and the reason why they are choosing a song for them.  | 2.9 syl/sec | 136 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: song, message                  | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Hmm...                    | 0  |
|           | Practice 2                               | The speaker is reading a story to her daughter   |             |          |                          |   |  |    |  |    |   |                             |  |



|           |  |  |  |             |          |                          |   |  |    |  |    |   |                |  |
|-----------|--|--|--|-------------|----------|--------------------------|---|--|----|--|----|---|----------------|--|
|           |  |  | At home - the speaker is talking to her mum about how the speaker gets to know her good friend Linda. The speaker is describing their story.   | 3.1 syl/sec | 102 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: friend,  | No | One confirmation from the mum: Linda?  | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 0              | 0  |
|           |  | Practice 4                               | On the phone (at Helen's home probably) - the speaker is talking to his friend on the phone about choosing the Star Pupils (with the phone ring as the lead in) - They are discussing on who should be chosen as the Star Pupil according to their personality.  | 3.1 syl/sec | 130 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)  | Remark: lexical items with high occurrence: personality                                    | No | No   | No | One time: Signature 'beep' sound after several utterances, followed by a 5-sec pause.                           | 1 Hmm...       | 0  |
| Chapter 6 |  | Practice 1 (radio programme)             | At home probably - the speaking is listening to a radio programme about his favourite writer. The host invites a famous writer to be on the show and talk about why do children love his books and his future plans.   | 2.8 syl/sec | 188 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: book, writing                                  | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Well,        | 0 (The guest is giving a long speech about what he wrote in his new book but the host did not intervene)         |
|           |  | Practice 2 (monologue)                   | The speaker is reading a poem by his favourite writer  |             |          |                          |   |  |    |  |    |   |                |  |
|           |  | Practice 3                               | At home - the speaker is talking to her sister about their homework - the sister does not know some questions in her homework and she is asking for advice from her brother.   | 3.2 syl/sec | 117 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: homework, writing                              | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Oh, 1 Ugh... | 0 (The speaker's brother is giving a long speech about what he wrote in his HW but his sister did not intervene) |
|           |  | Practice 4                               | Sunny Youth Centre - the speakers are talking to the teacher from the centre. The teacher is doing a survey about what activities of the centre do the speakers like the most. The speakers have to talk about their favourite activities, the reason why and what suggestions they make                 | 2.9 syl/sec | 151 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)  | Remark: lexical items with high occurrence: activities in the centre                       | No | Two repetitions by the teacher: visiting the children's home and coming trip (imitating the writing process)                                 | No | One time: Signature 'beep' sound after several utterances, followed by a 5-sec pause.                           | 1 Oh,          | 0  |
| Chapter 7 |  | Practice 1                               | At home - the speaker is talking to her elder brother about making card for the teachers as the farewell party will be tomorrow. The elder brother is teaching the speaker how to write the thank you card and the speaker is telling the brother what is so special about each teacher.                 | 3.0 syl/sec | 145 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information and responding to one another) <b>Special remark: the narrator interrupts the conversation by adding the question after each possible answer</b> | Remark: lexical items with high occurrence: teachers, thank you card                       | No | No   | No | First time: Signature 'beep' sound after several utterances, followed by a 8-sec pause. Second time: No pauses. | 1 Well,        | 0  |
|           |  | Practice 2 (monologue) (radio programme) | The speaker is listening to a school radio programme which only features one host, so it is technically a monologue  |             |          |                          |   |  |    |  |    |   |                |  |
|           |  | Practice 3 (monologue) (radio programme) | The speaker is listening to an advertisement on the radio at home  |             |          |                          |   |  |    |  |    |   |                |  |
|           |  | Practice 4                               | At home - the speaker wants to join a summer course and her mum is calling the summer school to get more information and enrol. The staff from the school first asks the mother for some personal information then she introduces some more details about the summer course like the duration and price. | 3.1 syl/sec | 158 secs | Pedagogical and academic | Consistent (speakers speak one by one: they are exchanging information, making requests and responding to one another)  | Remark: lexical items with high occurrence: personal information, details about the course | No | 2 (One clarification is made by the mum about the district she lives in: Tai po; One repetition (clarification) is made on the phone number) | No | One time: Signature 'beep' sound after several utterances, followed by a 5-sec pause.                           | 0              | 0  |

