

PART II

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APPENDICES

Appendix I: 'Personal Learning History' questionnaire

1. Name?
 2. Male Female
 3. Age?
 4. Nationality?
 5. Length of time studying English?
 6. English level (Eiken, TOEIC, IELTS etc)?
 7. Hours per week studying English in the classroom? What type of class?
 8. Do you enjoy learning English? Why/Why not?
 9. What areas of English do you **prefer** to study?
Number them from 1-7 (1 = most like, 7 = least like):

Listening ___ Speaking ___ Reading ___ Writing ___ Grammar ___

Vocabulary ___ Pronunciation ___
 10. What classroom activities do you **most** like? Why?
 11. What classroom activities do you **least** like? Why?
 12. If you could change your classes to make them better or more useful, what would you change? Why?
 13. Have you travelled or lived abroad? Where? How long for?
 14. Do you use English outside the classroom? Where? How many hours per week?
- 1 Future plans and reasons for learning English?

Appendix II: 'C'-Test

Extract 1:

A traditional English breakfast is a very big meal – sausages, bacon, eggs, tomatoes, mushrooms...But now ___ many peo ___ just ha ___ cereal wi ___ milk a ___ sugar, or to ___ with marm ___, jam, o ___ honey. Marmalade a ___ jam a ___ not t ___ same! Marm ___ is ma ___ from ora ___ and j ___ is ma ___ from ot ___ fruit. T ___ traditional brea ___ drink i ___ tea, wh ___ people ha ___ with co ___ milk. So ___ people ha ___ coffee, of ___ instant cof ___, which i ___ made wi ___ just h ___ water. Many visitors to Britain find this coffee disgusting!

(30 spaces)

Extract 2:

Every morning, billionaire Milton Petrie walked from his New York apartment and bought a newspaper from the ragged old man on the street corner. One mor ___ the m ___ wasn't th ___. Petrie lea ___ that h ___ was ve ___ ill i ___ the ci ___ hospital. Immed ___ he pa ___ his hos ___ bill a ___ later, wh ___ the m ___ died, pa ___ for h ___ funeral. The old man was just one of the many people that Milton Petrie helped with his money.

(16 spaces)

Extract 3:

Of all my relatives, I like my Aunt Emily the best. She's m ___ mother's youn ___ sister. S ___ has ne ___ married, a ___ she li ___ alone i ___ a sm ___ village ne ___ Bath. Sh ___ in h ___ late fif ___, but sh ___ still qu ___ young i ___ spirit. S ___ has a fa ___ complexion, th ___ brown ha ___ which s ___ wears i ___ a b ___, and da ___ brown ey ___. She h ___ a ki ___ face, a ___ when y ___ meet h ___, the fi ___ thing y ___ notice i ___ her lov ___, warm sm ___. Her fa ___ is a lit ___ wrinkled n ___, but I th ___ she i ___ still rat ___ attractive. She is the sort of person you can always go to if you have a problem.

(40 spaces)

Extract 4:

Every day is fraught with danger. You wa ___ in t ___ morning, ru ___ to t ___ window a ___ take a de ___ breath. Do ___! Hasn't any ___ told y ___ about t ___ air be ___ polluted wi ___ lead fr ___ petrol? Ne ___ you g ___ to t ___ bathroom. Af ___ touching t ___ lavatory han ___, your inno ___-looking ha ___ are cov ___ in bact ___, which ev ___ a go ___ wash wo ___ entirely rem ___. You si ___, and g ___ dressed. Go ___ heavens! Didn't you realize that all that nylon won't let your skin breathe?

(30 spaces)

References:

Extract 1: Headway Elementary (Soars & Soars 1993: OUP), page 66.

Extract 2: New Headway English Course; Pre-Intermediate (Soars & Soars 2000: OUP), page 50.

Extract 3: New Headway English Course; Intermediate (Soars & Soars 1996: OUP), page 23.

Extract 4: Headway Upper-Intermediate (Soars & Soars 1987: OUP), page 49.

Score = / 116

Appendix III: DCT Scenarios (Japanese translation)

Sample Scenario:

あなたはセミナーの前に友達とコーヒーを飲んでいます。そろそろセミナーに出る時間ではないかと時計を見ようとしたところ、時計を忘れたことに気がきました。あなたは友達になんと聞きますか。

Scenario 1

あなたはセミナーに出席しています。とてもいい天気で教室は暑くなってきました。教授が窓のそばに立っています。教授に窓を開けてもらうように頼みましょう。

Scenario 2

あなたは学部の廊下にいます。次のセミナーはTrent Buildingで行われますが、どこにあるのか分かりません。Jones教授があなたに向かって歩いてきます。Trent Buildingの場所を教えてください。

Scenario 3

あなたは学生の誰かにあなたのプロジェクトに必要なアンケートに答えてもらわなくてはなりません。あなたは友達のLucyに頼むことに決めました。Lucyが自分自身のプロジェクトでとても忙しいことは知っていますが、彼女があなたのプロジェクトのためには適任だと感じています。セミナー終了後、彼女のところに行ってアンケートに答えてもらえるようお願いしましょう。

Scenario 4

あなたは論文に必要な記事や書物を集めるのに苦労しています。図書館でもほとんど見つけることができず、このままでは論文がかけなくなるのではないだろうかと不安に感じています。あなたに論文のテーマを与えた教授はその分野の専門家で、セミナーを行っています。セミナーが終了後、彼女のところに行ってあなたに記事をいくつか持ってきてもらうように頼みましょう。また、あなたが時間がなく急いでいる旨も伝えておきましょう。

Scenario 5

あなたは論文をセクレタリーに提出しなくてはなりません。彼女の事務所はもうすぐ閉まりそうですし、あなたは既に遅れています。事務所に着いたところ、二人の教授が立ち話をして入口を塞いでいます。中に入れてもらえるように教授に頼みましょう。

Scenario 6

あなたは論文を手伝ってもらうために4時に友達に会う約束をしていましたが、その日の朝ひどい歯痛で目覚め歯医者に行かなくてはならなくなったのですが、4時しか空いていません。友達はとても忙しい人ですが、あなたが近いうちに論文を提出しなくてはならないために別の約束をキャンセルしていました。彼のセミナーが終わるのを待って4時からの約束を明日に変更してもらえないか頼んでみましょう。

Scenario 7

あなたは友達とカフェテリアで軽食を取っています。友達の一人が大学の新しい規則について何か話していますが、周りがうるさいためよく聞こえません。友達にもう少し大きい声で話してくれるよう頼みましょう。

Scenario 8

あなたは今教授の研究室にいます。今日は休暇に入る前の最終日です。あなたは論文を終わらせるため、休暇もノッティングムに残る予定です。あなたは論文のテーマに苦労し誰かの助けが必要だと感じています。休暇中に教授と会うことはできないか頼みましょう。

Scenario 9

あなたは今セミナーに参加しています。教室に強い陽射しが射し込み、とても暑いです。あなたの友達が窓の近くに座っています。窓を開けてくれるよう頼みましょう。

Scenario 10

あなたは論文に必要な記事や書物を集めるのに苦労しています。図書館でもほとんど見つけることができず、このままでは論文がかけなくなるのではないだろうかと不安に感じています。あなたの友達は似たテーマの論文作成の真っ最中で、いくつかの本を買っていました。図書館にはそのような本はありませんでした。あなたは今友達と学部の廊下に立っています。友達にその本を貸してもらい、翌日持ってきてもらえるように頼みましょう。

Scenario 11

あなたはプロジェクトを行っていて、教授に長いアンケートに答えてもらう必要があります。彼女はとても忙しい人ですが、プロジェクトを終わらせるためにはどうしてもアンケートに答えてもらわなくてはなりません。授業終了後、彼女の研究室に行きアンケートに答えてもらえるようお願いしましょう。

Scenario 12

あなたは図書館の前で立っています。次のセミナーはPortland Buildingで行われます。友達があなたに近づいてきました。Portland Buildingの場所を聞きましょう。

Scenario 13

あなたはいつも忙しくしている客員教授と会う約束をしていました。あなたは当日の朝目覚めたらひどい風邪で体調がよくありません。教授のセミナーに参加しましたが体調が悪化し、とてもその後彼と会えそうにありません。セミナーの休憩時間に教授のところに行ってほかの日に変更できないか頼んでみましょう。

Scenario 14

あなたは教授と会う約束をしています。研究室の入口に着いた時、二人の友達が貼ってある時間割を見ていて入口が塞がっています。中に入れてもらえるよう頼みましょう。

Scenario 15

今日は休暇に入る前の最終日です。あなたは次の試験に備えるため、休暇もノッティングムに残る予定です。あなたは試験必須項目のコンセプトの一つについて苦労しています。あなたの友達はそのコンセプトについて良く分かっていますが、2日後に帰省するためとても忙しそうです。セミナー終了後会ってコンセプトについて説明してもらえるよう頼みましょう。

Scenario 16

あなたは今セミナーに参加しています。教授が新しいコンセプトについて説明していますが、よく聞こえません。大きい声で話してもらえるよう頼みましょう。

Appendix IV: DCT rating guidelines

NAME:

DATE:

1. Look at the pictures on the computer screen and respond to the cues given.
2. Now score the learner responses from 1 – 5
5 = The response is wholly appropriate and polite. It does not contain anything you would find odd or unnatural. You would be happy to say the same thing in the situation described.
4 = The response is appropriate and polite but there are minor problems that indicate the respondent might not be a native speaker.
3 = The response is mostly appropriate or polite but the problems are slightly more serious. You would not be offended if you heard this but you would realise that it was not a native speaker.
2 = The response is not appropriate or polite and you would be slightly offended if you heard this or would find it odd.
1 = The response is wholly inappropriate or impolite. There are severe problems and you would be offended or confused if you heard this.
3. The focus of this test is on **contextual appropriateness** rather than grammatical & lexical accuracy (although they are linked to some extent). Try to keep the context of the utterance and the people being addressed in mind as you score. Scenarios test students' ability to respond appropriately when talking either to a) a friend or b) a teacher: try to rate with this in mind.
4. An example of a rating of 1, 3 and 5 is given before each scenario to guide you.
5. Please rate 'no response' as **1**.
6. (incomp.) = answer incomprehensible.
... = pause

Thank you very much for your help with this research!

Sample scenario:

You are having coffee with a friend before your seminar. You want to check whether you have to leave soon, when you realize that you don't have your watch with you. You ask your friend for the time.

You say:

Scenario 1:

Examples:

- 5 Excuse me professor it's really hot in here. Could you open the window please?
3 Excuse me please open the window.
1 Hey open that.

You are attending a seminar. It is a very sunny day and the classroom is hot. The professor is standing near the window. You ask him to open it.

You say:

Scenario 2:

- 5 Excuse me Professor Jones could you tell me where the Trent Building is please?
3 Where is the Trent Building?
1 Hey you where is Trent Building?

You are in the corridor of your department. Your next seminar is taking place in the Trent Building, but you don't know where the Trent Building is. One of your professors, Professor Jones, is walking down the corridor towards you. You ask him for directions to the Trent building.

You say:

Scenario 3:

- 5 Lucy I know you're really busy at the moment but I was wondering if you could complete this questionnaire for me? I'd really appreciate it if you could.
- 3 Excuse me I have a question for you can you...can you answer my question?
- 1 Er thank you but I have to...

You have to ask a student to complete a questionnaire for one of your projects. You decide to ask Lucy, a friend of yours. You know that she is very busy with her own projects at the moment, but you feel that she is the best person for your assignment. At the end of the seminar, you turn to her and ask her to complete the questionnaire for you.

You say:

Scenario 4:

- 5 Excuse me professor... I'm having problems finding research materials for my essay. Would it be possible for you to bring in some books or articles I could use?
- 3 Excuse excuse me I can't find some articles could you tell me some articles please?
- 1 Which is the best articles for to write the essay are you think? Give it to me.

You are having difficulties finding articles and books for one of your essays. You hardly found anything in the library and fear that you will not be able to write the essay. Your professor, who gave you the essay topic and who is a specialist in this area, is conducting a seminar. After the seminar is over, you go up to her and ask her to bring in some articles for you. You also tell her that it is urgent.

You say:

Scenario 5:

- 5 Excuse me please.
- 3 Excuse me please let please er... please let me through please let me go through.
- 1 Erm I'm sorry to be in late but can you pass this essay for the secretary?

You have to hand in an essay to the secretary. The secretary's office is closing soon and you are already running late. When you get to her office, two professors are standing in front of it. You ask them to let you through.

You say:

Scenario 6:

- 5 Hi Mike... listen I know you cancelled another appointment to meet me this afternoon but I woke up this morning with terrible toothache and I can only see the dentist at four today. Do you think we could rearrange our meeting for another day?
- 3 Sorry I I have to go to dentist so I I don't I can't met I can't meet you today so please meet meet tomorrow.
- 1 Mm good afternoon goodbye.

You arranged to meet a friend of yours at 4pm to help you with your essay. However, on the morning of your meeting, you wake up with a terrible toothache and the dentist can only see you at 4pm. Your friend has cancelled another meeting to see you this afternoon and is very busy, because he has to hand in his essay soon. You wait for him after his seminar and ask him to meet you tomorrow instead.

You say:

Scenario 7:

- 5 Sorry? I can't hear you very well. Can you speak up a bit please?
- 3 Sorry I... can't hear... your speaking so please speak more louder.
- 1 No... you more louder.

You and some friends are having a snack in the cafeteria. One of your friends is telling you something about new university regulations for your course. But you cannot hear her very well, as it is quite noisy. You ask her to speak louder.

You say:

Scenario 8:

- 5 Excuse me professor. I know it's during the holidays but I was wondering if you had any free time would it be possible to meet with you and get some help with my essay?
3 I can't... I can't work this essay myself so... could you help me about this essay?
1 You will help me with essay.

You are in your professor's office. It is the last day before the university holidays. You are staying in Nottingham during the holidays to finish your essays. You are having difficulties with your topic and fear that you will need some more help. You ask your professor for a meeting during the holidays.

You say:

Scenario 9:

- 5 Hey can you open the window a bit please? It's boiling in here.
3 Can you open the window? If you can please.
1 Open the window now.

You are attending a seminar. The sun is shining into the classroom and it is very hot. A friend of yours is sitting next to the window. You turn to your friend and ask him to open it.

You say:

Scenario 10:

- 5 Hey I'm having problems finding good sources my research topic. Do you think I could borrow some books from you? If it's ok could you bring them in for me tomorrow? Thanks a lot.
3 I also I also write my essay but I I I couldn't I couldn't find article and books so you have you have similar books so erm erm erm could you bring it next day?
1 I can't wait.

You are having difficulty finding articles and books for one of your essays. You hardly found anything in the library and fear that you will not be able to write the essay. A friend of yours is in the middle of writing an essay on a similar topic and has bought several books on this topic. The library does not have these books. You and your friend are standing in the corridor of your department. You turn to her and ask her to lend you the books and bring them in for you the next day.

You say:

Scenario 11:

- 5 Excuse me professor... I know that you're really busy at the moment but I was wondering if you could complete this questionnaire for me? I'd really appreciate it.
3 I have to ask someone to completely the questionnaire so if you possible please answer the questions.
1 Can you ask can you ask me... can you ask that?

You are running a project for which you would like your professor to complete a lengthy questionnaire. She is a very busy person, but the questionnaire is essential for your project. At the end of class, you go up to the professor's desk and ask her to complete the questionnaire for you.

You say:

Scenario 12:

- 5 Hey how's it going? Erm do you know where the Portland Building is?
3 I don't I don't know where Portland Building is so tell me tell me the way to Portland Building.
1 Where is?

You are standing in front of the library. Your next seminar is taking place in the Portland Building, but you don't know where the Portland Building is. A friend of yours is walking towards you. You ask him for directions to the Portland Building.

You say:

Scenario 13:

- 5 Excuse me professor... I'm terribly sorry but I'm feeling quite ill today so I don't think I'll be able to meet with you this afternoon. Would it be possible for us to make an appointment for tomorrow instead?
- 3 Excuse me excuse me... we have have... excuse me we are going to meeting with a... meeting but I have cold with a fever so... so may I may I visit to you another day?
- 1 Do er I I have I have ever to another appointment.

You arranged a meeting with a visiting professor, who is always very busy. On the morning of the meeting you wake up with a fever and a terrible cold. You attend his seminar, but feel too ill to meet him afterwards. You go to him during a short break and ask him for another appointment.

You say:

Scenario 14:

- 5 Excuse me can I get through?
- 3 Sorry I... sorry I have to meet professor so... so I will go through.
- 1 Move aside.

You have an appointment with a professor. When you arrive at her door, two of your friends are looking at her timetable and are blocking the door. You ask them to move aside.

You say:

Scenario 15:

- 5 Hey I know you're really busy but I really need your help. Can you spare me a bit of time before you go away to explain a few things?
- 3 I want I want to prepare prepare for my exam but I don't know I don't know the concept of the exam so if you have enough time to meet me... please tell me please tell me the concept of the exam.
- 1 Teach me the concept erm... and quickly.

It is the last day before the university holidays. You are staying in Nottingham during the holidays to prepare for your exams, but you are having difficulties with one of the concepts that is essential for the exams. Your friend understands the concept, but is flying home in 2 days and is quite busy. You turn to him after the seminar is over and ask him to meet you and explain the concept to you.

You say:

Scenario 16:

- 5 Excuse me but I'm having difficulty hearing. Could you speak a bit louder please?
- 3 I would appreciate if you speak more loud.
- 1 Hey speak up.

You are attending a seminar. The professor is explaining a new concept, but you cannot hear her very well. You ask her to speak louder.

You say:

Appendix V: Rating descriptors for IELTS oral interview

1. Pronunciation/Intonation/Stress

- 5 The student's pronunciation, intonation patterns and sentence stress are very natural and close to native speaker performance although there might be a slight non-intrusive accent.
- 4+
- 4 The student's pronunciation, intonation patterns and sentence stress are quite natural and rarely impede comprehension.
- 3+
- 3 The student's pronunciation, intonation patterns and sentence stress are clearly influenced by the 1st language and, at times, may impede comprehension.
- 2+
- 2 The student's pronunciation, intonation patterns and sentence stress are clearly influenced by the 1st language and often impede comprehension.
- 1+
- 1 The student's pronunciation, intonation patterns and sentence stress are identical to the 1st language and make comprehension extremely difficult or impossible.

2. Body Language

- 5 The student's facial expressions, gestures and level of eye contact closely approximate those of a friendly, engaged, native-speaker interlocutor and lead to a highly favourable impression.
- 4+
- 4 The student's facial expressions, gestures and level of eye contact approximate quite well those of a friendly, engaged, native-speaker interlocutor. Although some body language may be unnatural, the student's behaviour still leads to a favourable impression.
- 3+
- 3 The student's facial expressions, gestures and level of eye contact at times approximate those of a native-speaker interlocutor. Although some of his/her behaviour is typically Japanese, it would not lead a native speaker (unfamiliar with Japanese culture) to assume any particular lack of interest or engagement.
- 2+
- 2 The student's facial expressions, gestures and level of eye contact are typically Japanese but show occasional approximation towards native speaker norms. The behaviour might, at times, lead a native speaker (unfamiliar with Japanese culture) to assume a lack of interest or engagement.
- 1+
- 1 The student's facial expressions, gestures and level of eye contact are typically Japanese and show no approximation towards native-speaker norms. The behaviour would lead a native speaker (unfamiliar with Japanese culture) to assume a lack of interest or engagement.

3. Fluency

- 5 The student's speech is fluent. The speech rate is natural and pauses occur between rather than within 'thought groups'. Any pausing observed is for collecting thoughts rather than constructing utterances and is at a level acceptable for native speakers.
- 4+
- 4 The student's speech is generally fluent. The speech rate is natural most of the time and pauses usually occur between rather than within 'thought groups'.
- 3+
- 3 The student's speech is fluent some of the time but not consistently. The speech rate and level/place of pausing is natural at times but may deteriorate when topics are challenging.
- 2+
- 2 The student has poor fluency. The speech rate is slow and pauses are frequent and inappropriate as the candidate searches for words.
- 1+
- 1 The student is essentially unable to speak English. Utterances are limited to a few, isolated words or short, memorised phrases with long pauses in between.

4. Context Appropriate Vocabulary Use

- 5 The student's use of vocabulary is wholly appropriate and natural for the context and closely approximates the language a native speaker would use.
- 4+ 4 The student's use of vocabulary is mostly appropriate and natural for the context but there are minor problems, which indicate that he/she might not be a native speaker.
- 3+ 3 The student's use of vocabulary is sometimes appropriate and natural for the context but not consistently. It is obvious that he/she is not a native speaker from his/her choice of vocabulary.
- 2+ 2 The student's use of vocabulary is largely inappropriate and unnatural for the context and might cause confusion or offence.
- 1+ 1 The student's use of vocabulary is wholly inappropriate and unnatural for the context and would cause confusion or offence.

5. Interactional Competence

- 5 The student's interaction with the interlocutor closely approximates that of a native speaker. He/she is able to take turns, extend the discourse and use 'reactive tokens', discourse markers and hesitation devices appropriately. He/she is also able to effectively repair the conversation when breakdown occurs.
- 4+ 4 The student's interaction with the interlocutor largely approximates that of a native speaker. He/she is usually able to take turns, extend the discourse and use 'reactive tokens', discourse markers and hesitation devices appropriately. He/she is also usually able to repair the conversation when breakdown occurs.
- 3+ 3 The student's interaction with the interlocutor sometimes approximates that of a native speaker but not consistently. He/she demonstrates sporadic ability to take turns, extend the discourse and use 'reactive tokens', discourse markers and hesitation devices appropriately and to repair the conversation when breakdown occurs.
- 2+ 2 The student's interaction with the interlocutor is poor. He/she demonstrates little ability to take turns, extend the discourse and use 'reactive tokens', discourse markers and hesitation devices appropriately or to repair the conversation when breakdown occurs.
- 1+ 1 The student has little or no interaction with the interlocutor. He/she demonstrates no ability to take turns, extend the discourse and use 'reactive tokens', discourse markers and hesitation devices appropriately or to repair the conversation when breakdown occurs.

Appendix VI: Student-student role-play card

Meeting a Friend

You are walking down the street in Osaka when you suddenly meet a friend from university who you haven't seen for a while. Greet your friend, catch up on his/her news and then say goodbye. Your conversation should last about 3 minutes.

Appendix VII: Rating descriptors for student-student role-play

A. Conversational behaviour

- 5** The student's interpersonal distance, body orientation, touching, facial expressions, level of eye contact and gesturing closely approximate those of a friendly, engaged, native-speaker. The student uses reactive tokens¹ to effectively build rapport with their interlocutor and create a highly favourable impression.
- 4+**
- 4** The student's interpersonal distance, body orientation, touching, facial expressions, level of eye contact and gesturing approximate quite well those of a friendly, engaged, native-speaker. The student is largely able to use reactive tokens to effectively build rapport with their interlocutor and create a favourable impression.
- 3+**
- 3** The student's interpersonal distance, body orientation, touching, facial expressions, level of eye contact and gesturing at times approximate those of a native-speaker. The student sometimes uses reactive tokens to build rapport with their interlocutor. Although some of his/her behaviour is non-native-like, it would not lead a native speaker (unfamiliar with Japanese culture) to assume any particular lack of interest or engagement.
- 2+**
- 2** The student's interpersonal distance, body orientation, touching, facial expressions, level of eye contact and gesturing show little approximation towards native speaker norms. The student rarely uses reactive tokens to build rapport with their interlocutor and their behaviour might, at times, lead a native-speaker (unfamiliar with Japanese culture) to assume a lack of interest or engagement.
- 1+**
- 1** The student's interpersonal distance, body orientation, touching, facial expressions, level of eye contact and gesturing show no approximation towards native speaker norms. The student rarely uses reactive tokens to build rapport with their interlocutor and their behaviour would lead a native-speaker (unfamiliar with Japanese culture) to assume a lack of interest or engagement.

¹ Reactive Tokens are defined as 'a short utterance by an interlocutor who is playing a listener's role during the other interlocutor's speakership. That is Reactive Tokens will normally not disrupt the primary speaker's speakership, and do not themselves claim the floor.' (Clancy et al., 1996: 355)

R.T.'s are divided into 5 groups:

1. Back-channels: non-lexical, vocalic forms, serving as continuers, displays of interest or claims of understanding.
2. Reactive expressions: short, non-floor taking lexical words or phrases produced by the non-primary speaker.
3. Collaborative finishes: the speaker's utterance is completed by the non-primary speaker.
4. Repetitions: the non-primary speaker repeats or 'echoes' a portion of the previous utterance.
5. Resumptive openers: 'back-channels' used by the non-primary speaker & immediately followed by a full turn from the same participant. Their function is to register the prior turn before taking the floor.

(Clancy, P.A., A. Thompson, R. Suzuki & H. Tao. 1996. The conversational use of reactive tokens in English, Japanese and Mandarin. *Journal of Pragmatics* 26: 355-387)

B. Conversational management

- 5** The student's management of the conversation closely approximates that of a friendly, engaged native speaker. He/she is able to initiate and terminate the conversation appropriately, take turns & extend the discourse by providing further information. He/she is able to nominate new topics in a way that topical coherence is maintained throughout. He/she is also able to use hesitation devices to hold the floor and discourse markers to enhance the overall coherence of the conversation. Finally, he/she is able to repair the conversation when breakdown occurs.
- 4+**
- 4** The student's management of the conversation largely approximates that of a friendly, engaged native speaker. He/she is usually able to initiate and terminate the conversation appropriately, take turns & extend the discourse by providing further information. He/she is usually able to nominate new topics in a way that topical coherence is maintained throughout. He/she is also usually able to use hesitation devices to hold the floor and discourse markers to enhance the overall coherence of the conversation. Finally, he/she is usually able to repair the conversation when breakdown occurs.
- 3+**
- 3** The student's management of the conversation sometimes approximates that of a friendly, engaged native speaker but not consistently. He/she demonstrates sporadic ability to initiate and terminate the conversation appropriately, take turns & extend the discourse by providing further information. He/she demonstrates sporadic ability to nominate new topics in a way that topical coherence is maintained throughout. He/she also demonstrates sporadic ability to use hesitation devices to hold the floor and discourse markers to enhance the overall coherence of the conversation. Finally, he/she demonstrates sporadic ability to repair the conversation when breakdown occurs.
- 2+**
- 2** The student's management of the conversation is poor. He/she demonstrates little ability to initiate and terminate the conversation appropriately, take turns or extend the discourse by providing further information. He/she demonstrates little ability to nominate new topics or maintain topical coherence. He/she also demonstrates little ability to use hesitation devices to hold the floor or discourse markers to enhance the overall coherence of the conversation. Finally, he/she demonstrates little ability to repair the conversation when breakdown occurs.
- 1+**
- 1** The student is unable to manage the conversation. He/she demonstrates no ability to initiate and terminate the conversation appropriately, take turns or extend the discourse by providing further information. He/she demonstrates no ability to nominate new topics or maintain topical coherence. He/she also demonstrates no ability to use hesitation devices to hold the floor or discourse markers to enhance the overall coherence of the conversation. Finally, he/she demonstrates no ability to repair the conversation when breakdown occurs.

Appendix VIII: IELTS oral interview transcripts for the lowest & highest proficiency students in pilot study, compared with a NS performing the same task

A. Kanae (lowest proficiency)

- 1 Interviewer: There we go hello
2 Kanae : Hello
3 I: How are you doing? [K: Eh?] How are you today?
4 K: How are you er ah I'm fine thank you
5 I: Good I'm Danielle
6 K: I'm Kanae
7 I: Nice to meet you
8 K: Nice to meet you
9 I: Nice to meet you too so today we're gonna do erm an interview for Alex and this is going to test
10 your oral skills in different ways so erm let's see why don't you tell me a little bit about yourself?
11 K: Mm me? [I: Eh he] er my name is Kanae M. I ah I am eh? I am tw twenty years old I live
12 in Osaka er I go to go to by I go to the Gaidai university [I: eh he] by train
13 I: ok
14 K: Er I like er Englishu but I don't speak English very well (3 seconds) mm I (3 seconds) I should
15 study Englishu hard
16 I: What what year are you in school?
17 K: Ah TOEIC score?
18 I: No what year are you a first year student a second year student third year student fourth year
19 student?
20 K: Ah three
21 I: Third year student?
22 K: *San nen sei*
23 I: ok and er what class are you taking with Alex?
24 K: Eh? er yes *hyougen ne eh?*
25 I: What class are you taking are you taking communicative writing?
26 K: *Hyougen no Englishu hyougen*
27 I: Expression?
28 K: Difference eh
29 I: Expression?
30 K: Expression? Ah expressionu (incomp.) English [I: ok sure] how to expression in Englishu [I: ok]
31 yeah
32 I: Great are you enjoying the class?
33 K: Yes
34 I: Oh good glad to hear it erm so you said that you lived in Osaka how long have you been living in
35 Osaka?
36 K: Eh twenty years
37 I: Oh your whole life? [K: Mm] oh ok and erm have you ever thought about living in the country or
38 living somewhere else?
39 K: No
40 I: What do you think your life would be like if you lived in the countryside?
41 K: Oh I want to go abroad but ah *e to*
42 I: If you were to live in the country [K: Living no] rather than in a city how do you think your life
43 would be different?
44 K: Oh (incomp. Japanese)
45 I: Yeah so city life country life [K: Mm] what do you think?
46 K: Ah *tokai to inaka to?* [I: Mm hm] *wa dou chigaimaska?* [I: Mm hm] *e to* I live in Osaka nearby
47 convenience store [I: Ah ha] *yappari e to* there is convenient for live [I: Ah ha] near the station
48 near the *suupaa* [I: Ah ha] *e car* many cars many [I: Ah ha] but countryside isu many forest
49 [I: Mm hm] ando natural natural there [I: Mm hm] mm is good pointo [I: Mm hm] mm I liku
50 countryside er summer ah during summer vacation [I: Mm] I went to Nagano [I: Ah] mm summer
51 vacation and winter vacation [I: Ah ha] I went to Nagano it isu ah I go I like to snowboarding

52 [I: Oh] my ah I belong to summer ah snowboarding circle
53 I: Oh really?
54 K: Mm *ee* I like sn in Osaka I *e chigau* snowboarding I don'to snowboarding [I: Ah ah ha] mm
55 Nagano is very goodo
56 I: I see I've never been to Nagano erm how long have you been snowboarding?
57 K: *e to* Three years
58 I: Three years?
59 K: Three years
60 I: And how did you get involved in snowboarding? How did you come to snowboard?
61 K: How did you *to*
62 I: Erm er like why why did you decide to learn how to snowboard?
63 K: Ah Liku? Eh? *Donna youna tokoro ga suki ka?*
64 I: Erm well like why snowboarding [K: Why?] instead of skiing or some other sport?
65 K: Ah *e* why? [I: Mm hm] *e* becausu *e to* many people together *e to* some *e to ne tama tama*
66 [I: Mm hm] I join to the snowboarding circle [I: Ah ha] *hajime* the first time *e* I scare *chigau*
67 I [I: Scared to snowboard?] yes buto *nanako e to* slide slide [I: Turn?] turn turn *de* only one
68 only one *te iu ka* friendsu with friends buto *hitori hitori de jouzu ni narutakute e to* I *renshu*
69 practice snowboarding [I: Ah ha] *de* one more er very well [I: Ah] was very do do [I: Ah ha] so
70 one more I in in a year [I: Ah ha] er three times [I: Mm hm] I went to Nagano [I: Ah] to
71 snowboarding [I: Ah ha] my every year [I: Ah ha] *sore denan te iu ka naa ne* many friends
72 [I: Ah ha] I'm want to make many friends [I: Mm] same [I: Ah ha] hobby
73 I: Right ok great thank you very much [K: (laughs) thank you] ok we're going to move into a role
74 play exercise now and what I want you to do is take a look at this erm I am going I'm going to a
75 wedding and I want you to ask me questions about the wedding here are some ideas that you can
76 use to formulate questions (20 seconds)
77 K: Mm yeah
78 I: ok
79 K: ok
80 I: So let's go ahead and begin
81 K: Ah [I: Roleplay] ah roleplay [I: Roleplay] mm
82 I: So you know that I'm going to a wedding [K: mm mm mm] so ask me questions about the
83 wedding
84 K: Yeah wedding? [I: Mm hm] *e to* (2 secs) who is getting married?
85 I: My brother is getting married
86 K: Ah your brother? [I: Mm hm] *ee* where did the pla ah where do the place and the time eh of the
87 wedding?
88 I: Erm let's see the location is going to be at a church and at the local registry office because we
89 have to register our marriage license and the wedding is going to be at eleven am
90 K: Ah oh he how long how long he has known the couple?
91 I: How long have I known the couple? Erm well I just met my brother's fiancée six months ago
92 K: Mm ah six months ago ah ha *motto kaiwa* conversation? [I: Mm hm] eh
93 I: So you can ask other questions
94 K: These? Oh ok how the couple meet each other?
95 I: Erm the couple met on a holiday three years ago (3 seconds)
96 K: What's the gift (3 seconds) you going to buy?
97 I: You know I'm thinking about that now but I haven't decided. Do you have any suggestions?
98 What do you think I should buy them?
99 K: Ah *nani ka* I'd recommend? [I: Mm hm] Ah I recommend apron
100 I: Apron oh that would be nice
101 K: *e* brother's wife [I: Ah ha] to brother's wife *e to* you're brother *ni wa* (10 secs) mm cooking seto
102 I: Oh cooking set [K: Mm] ok
103 K: *e to* couple is is cooking *chigau na* [I: ok] together *de* [I: I see] mm
104 I: ok thank you that's a nice suggestion both of those are great all right so we're gonna move into
105 another section here erm you had mentioned that you're majoring in English
106 K: Maji?
107 I: Right your major

108 K: Ah major?
 109 I: Is English correct?
 110 K: English major?
 111 I: Major at school you're studying English right?
 112 K: Ah major what is a major?
 113 I: Major is what you study [K: Ah] at university
 114 K: Ah ha ha Englishu [I: Ah ha] *eibeigo*
 115 I: ok
 116 K: English only
 117 I: English only and why did you choose English as your major?
 118 K: Eh mm because *e to I* I was I can't to Englishu eh I can't speak English well buto I want to speak
 119 Englishu er (2 secs) buto 'til now I didn't study English mm
 120 I: Did you study English in high school?
 121 K: Yes (laughs) English I studied Englishu *e to I* when I go to university *haitte kara* I didn't study
 122 Englishu [I: Ah ha] *de* ando *ima* now *e to I e to* speaku Englishu is very importanto
 123 I: Eh he why why is that?
 124 K: Why? Mm various country people make friends [I: ok] ando various various culture [I: Ah ha] is I
 125 studied mm I *suunta* grow up [I: Ah ha] grow up grow up *ka? Dekiru* I can grow up [I: Ah ha] for
 126 man for woman [I: Ah ha] *sou kara* English is importanto *kedo nan de yarou* the true [I: Mm hm] *a*
 127 *chigau jujitsu* true my mother [I: Mm hm] want to ah wanto me to go to Gaidai university [I: I
 128 see] she ah her dream [I: Mm hm] isu attend attendance attendo airport airporto attendanto [I: Ah
 129 ha] mm *mukashi kara no* her dream [I: Ah ha] *sore ga* me [I: Ah ha] buto "whoa" *nan te iu kana*
 130 I: (K laughs) What's your dream?
 131 K: My Me? [I: What's your dream?] *E to sore mou* it is very goodo buto English *ga* Englishu I can'to
 132 I can't speak English *dakara nani kana ma* finally I marry to someone [I: Mm hm] happy
 133 wedding [I: Ah ha] (12 seconds) *nani yumei e to* now [I: Mm hm] is student?
 134 I: Me?
 135 K: Yeah
 136 I: No I I teach
 137 K: Teacher teacher? Communicatu *ka?*
 138 I: Communicative
 139 K: Ah teacher
 140 I: Teacher
 141 K: *Nattehatta*
 142 I: Oh did I want to become a teacher?
 143 K: *Narita katta?*
 144 I: Ah ah I I didn't make a conscious decision
 145 K: Conscious *to?*
 146 I: Conscious meaning I want to be a teacher so I'll do this this and this to become a teacher more I
 147 have been teaching a long time [K: Mm] and became a teacher [K: Mm] so not thinking about it
 148 very hard but became a teacher so [K: Mm] so do you want to become a flight attendant?
 149 K: A little
 150 I: A little bit
 151 K: Mm buto Englishu more more [I: Oh] study English [I: Oh] *san* three *san nen sei dakara* [I: Oh]
 152 *ato mou han toshi* [I: Right] *ne* half a year [I: Right] *shushoku dakara aseteru* (laughs)
 153 I: ok I understand well thank you so much for coming today [K: yeah] and participating in this
 154 project of Alex's erm that's it and you can go back to class now
 155 K: Yeah thank you
 156 I: Thank you so much
 157 K: Thank you very much

B. Takami (highest proficiency)

- 1 Interviewer: Hi I'm Danielle
2 Takami: I'm Takami
3 I: Nice to meet you Takami
4 T: Nice to meet you
5 I: What year are you in school here?
6 T: Huh?
7 I: What year are you in school?
8 T: Ah third year
9 I: Third year [T: Yeah] and you're a student of Alex's I take it?
10 T: Yeah
11 I: What class are you taking with Alex?
12 T: Er expression class
13 I: Expression? How [T: English expression] ok how are you enjoying the class?
14 T: Ah (laughs) er (2 secs) ah we can write lots of English [I: Eh he] er how to write English sentence
15 [I: Mm] yeah it's different from Japanese style [I: Eh he] yeah so I enjoy
16 I: Eh he oh great erm so you said you're a third year student so let's see erm where do you live?
17 T: Er I live in Hirakata now but er my hometown is in Aichi
18 I: In Aichi [T: yeah] what's Aichi like? I've never been there
19 T: Er do you know Nagoya?
20 I: Er not really [T: ah] is it near Nagoya?
21 T: Yeah yeah yeah er (2 secs) it's er middle of Japan [I: Oh] yeah and my hometown is er famous for
22 ceramics
23 I: Oh ok what's the name of your town?
24 T: Er Setto
25 I: I know setto ware [T: Yeah?] yeah (laughs) but I've never been [T: Oh] to Aichi so yeah
26 T: You should try (laughs)
27 I: Yeah yeah setto ware's really nice er is is Setto what kind of town is Setto?
28 T: What kind?
29 I: Yeah is it kind of a countryside town or city with lots of big buildings? [T: mm] How would you
30 describe it?
31 T: Mm it's er (coughs) mm it's kind of city [I: Mm hm] but er it's old town [I: Ah ok] so mm er little
32 bit small town
33 I: Ah ha and how many people are in your family?
34 T: Ah there are five people including me [I: Mm hm] father mother mm younger sister younger
35 brother
36 I: What how old are your brothers and sisters?
37 T: Erm my sister is er nineteen years old and my brother is er sixteen years
38 I: ok so Aichi seems to be a a long ways away from Gaidai
39 T: Yeah
40 I: How is it that you decided to come to Gaidai University?
41 T: Ah in fact er I'd like to enter into other university in Aichi do you know Nanzen University? [I:
42 No] No? erm I'd like to enter that university but I er failed [I: Ah] failed to the examination [I: Eh
43 he] (laughs) so I came this university [I: Mm hm] (coughs) anyway er I'd like to study English [I:
44 Eh he] so er Nanzen University has also foreign language course [I: Eh he] so maybe I have I'd
45 like to speak English
46 I: I see ok erm tell me what do you like to do in your free time?
47 T: Free time (laughs) er er I usually play the guitar or listen to music
48 I: Ah ha what kind of music do you like?
49 T: Erm I like er I like rock music or (3 seconds) or pop music
50 I: Who are your favourite bands?
51 T: Erm do you know Radio Head? [I: Mm hm] and Nirvana
52 I: And who?
53 T: Nir Nirvana
54 I: Ah Nirvana [T: Yeah yeah] mm hm

55 T: Er Seager Ross do you know Seager Ross ? er Iceland [I: ok] and ambient [I: Ah ha] (incomp.)
56 I: Oh ok erm and you said your other hobby was playing [T: Guitar] guitar erm how long have you
57 been playing?
58 T: Er since high school (4 seconds) yeah
59 I: What kind of music do you like to play?
60 T: Er rock music (laughs) (4 seconds) and also er I'd like to play ambient [I: Mm hm] er but I have
61 but I don't have to enough money to buy er other device [I: Ah ah ha] so basically I I have to settle
62 settle settle rock
63 I: Oh I see ok right now what we're gonna do is we're gonna do a role play exercise erm in this role
64 play you are a student who has missed the four the first morning erm when the first morning of a
65 new course so the first day of class unfortunately you missed it and on that day the instructor
66 presented information about the course set up what the objectives were when the exams are gonna
67 be held all that kind of thing so what I want you to do is I want you to pretend that I am your
68 teacher for that course and you are the student who missed that day and I want you to ask me
69 questions about the course (12 seconds) so any time you're ready (35 seconds)
70 T: Do I have to ask all these questions?
71 I: Yeah that'll be good
72 T: Erm ok er excuse me [I: Mm hm](9 seconds) er how many lessons er do I have to have every day?
73 I: Er the class will meet four times a day there are three classes in the morning and one class in the
74 afternoon
75 T: ok er what about the time of lesson
76 I: The lessons will start at nine o'clock in the morning and each lesson will last an hour [T: And] and
77 then the afternoon lessons will start at two and they'll last for an hour and thirty minutes
78 T: Yes (9 seconds) er (coughs) and how many students er are there in my group?
79 I: There are ten students in each group
80 T: Er ah and how how does the group erm form?
81 I: The groups will be determined by the level of English [T: Yes] so it's dependent upon the level of
82 English of each student
83 T: (incomp.) (12 seconds) erm what are the trips to in college?
84 I: There will be at least one trip a fortnight that will be arranged and there will be some extra trips on
85 the weekends depending on student demand
86 T: Mm (9 seconds) erm what about the homework erm what kind of homework?
87 I: Erm homework is optional
88 T: Optional? [I: Yeah] Er (2 secs) thank you
89 I: You're welcome I'll see you in class ok great so we're gonna do another exercise erm you'd
90 mentioned to me that you wanted to go to a university in Aichi prefecture erm how do you think
91 things would be different for you if you had gone to that university instead of coming to Kansai
92 Gaidai?
93 T: Er mm the most important thing is the money [I: Oh ok] because I live alone now so I pay erm
94 house pay [I: Rent?] house rent yeah [I: Mm hm] and er spend food or other things [I: Ah ha] yeah
95 so my problem (sound lost as cassette changes side)
96 I: Have you thought about finding a roommate?
97 T: A roommate ah it is not popular in Japan er I don't know the case of America but in Japan
98 basically er we usually live alone or we er er go to university from er near our home er hometown
99 hometown
100 I: You had said that you were majoring in English why did you choose English as your major?
101 T: Er because er just I like English [I: Mm hm] and really want to know about er other country's
102 culture or er something like that [I: Mm hm] so er I er I major in English
103 I: Mm hm how do you do you think you'll use you're English after you graduate?
104 T: Erm after graduate? [I: Ah ha] er I haven't decided
105 I: What would you like to do after you graduate?
106 T: Mm I I'm taking the teacher's course [I: Oh] so I'd like to be a English teacher in junior high
107 school or high school
108 I: Ah ha great ok well thank you very much for coming and participating in this interview
109 (T laughs) and that's it for today
110 T: Thank you

C. Craig (native speaker sample)

- 1 Interviewer: Good afternoon
2 Craig: Hello
3 I: My name's er Fleur Gamush
4 C: Hi nice to meet you I'm Craig
5 I: Craig erm have you got your er identity card there?
6 C: Yep there you are
7 I: Great thanks very much [C: Mm hm] alright so erm can we talk a little bit about your hometown?
8 C: My hometown?
9 I: Yeah
10 C: Er which one? I've got two
11 I: You've got two oh ok
12 C: Erm the place I was born or?
13 I: Either one [C: Oh ok] which one would you like to speak about?
14 C: Erm I'll talk about
15 I: Which one do you consider your hometown?
16 C: Erm well that's a very good question (I laughs) 'cos I'm not quite sure ok [I: Yeah] we'll we'll go
17 for the place I was born [I: ok] it's er it's called Crewe it's in the north of England it's er
18 between Liverpool and Manchester [I: Mm hm] erm it's not really a city it's it's a very big town
19 and the only thing it's famous for is its railway erm when people are traveling from the south of
20 England up to the the very north of England or Scotland everybody goes through Crewe [I: ok]
21 it's this massive great big railway station there [I: Mm] and it's really known for its trains
22 I: So that's what it's known for
23 C: Yeah and my my whole family from my parents were both born there my grandparents and my
24 also my great grandparents as well [I: Wow great] it's a real dynasty
25 I: Yeah [C: Mm] and how long did you live there?
26 C: Er until I was ten
27 I: Mm have you been back since?
28 C: Ah no I haven't [I: No?] but er I can't really get homesick because I don't really remember it that
29 clearly but er I'd like to go back and visit my roots
30 I: Oh ok so erm if we can move on now I'd like you to erm tell me a little bit about marriage rituals
31 in your country
32 C: Marriage rituals [I: Yeah] in my country ok
33 I: So can you describe a a usual traditional wedding from[C: Erm mm hm] from your culture?
34 C: ok well er in the church there'll be the standing in front of the priest there'll be the bride and
35 groom erm usually on the groom's right er just behind him er usually there's a guy called the best
36 man erm and then one two or three er groomsmen [I: Mm hm] then on the bride's left just behind
37 her there'll be somebody called the matron of honour and then usually two bridesmaids erm on the
38 the matron of honour and the best man are usually the erm the bride and groom's sort of best
39 friend or their or their brother or sister somebody who's really close to them the marriage the
40 marriage ceremony itself usually takes about let's say about half an hour I suppose erm and then
41 after the wedding the bride and groom and also the the matron of honour the bridesmaids and
42 just the best man and the groomsmen the so called bridal party will leave the church and then go
43 somewhere for a photo session and then all of the guests at the wedding and then the bridal party
44 all meet up several hours later at a place and they have a like a big dinner party which is called a
45 reception [I: Mm hm mm hm] mm
46 I: Is there anything you're expected to do as a guest?
47 C: Erm
48 I: If you went to a wedding in your country?
49 C: Er look happy (laughs) [I: Mm hm] er no a ap apart from that nothing really I mean some guests at
50 the wedding er have some sort of relationship erm sorry er if if they're a relative if they've
51 got some some sort of familial relationship with the bride and groom [I: Mm] have to give a
52 speech [I: Mm] for example the bride's father [I: Mm hm] has to give a speech [I: Mm hm] I

53 can't remember if the groom's father no I don't think the groom's father does give one it's
54 the bride's father who's in that [I: Mm yeah] yeah erm
55 I: And what about in terms of clothing or gifts or that kind of thing anything you're expected to
56 wear?
57 C: As a guest?
58 I: Yeah as a guest
59 C: Well sure you've got to dress formally [I: Mm] and people would raise eyebrows if you turned up
60 in jeans and a T-shirt [I: Mm] so if you're if you're a man then you should wear a suit and a tie
61 [I: Mm hm] erm ladies sh should wear some sort of formal dress
62 I: Mm hm and what is it ok to bring money or would you bring gifts?
63 C: Erm ok [I: or nothing at all] it's it's usually gifts it's [I: ok] better than money er well if I think
64 of the weddings that I've been to [I: Mm hm] er I know in other cultures erm money is sometimes
65 more appropriate but [I: Mm hm] we prefer to give gifts
66 I: Mm hm ok well thanks for that we'll move on to the next part and this part is er a role-play
67 [C: Mm hm] so er I am a colleague of yours [C: Mm hm] and you need to find out this
68 information [C: ok] from me so take a few minutes or a few seconds to read it [C: Mm hm] and
69 then (13 seconds)
70 C: ok
71 I: ok? Good
72 C: Alright so your friends are getting married?
73 I: Yeah yeah
74 C: Mm hm who are they?
75 I: Erm my er it's actually my my brother [C: Oh right ok] that's getting married
76 C: So a family wedding
77 I: Yeah yeah it's a family wedding this weekend [C: Mm hm] which will be very nice [C: Mm]
78 erm I'm looking forward to it
79 C: Ah ha and how long have you known his fiancée?
80 I: Erm ooh not not so long I met her only about six months ago [C: Mm hm] mm [C: ok] so I don't
81 know her that well
82 C: Ah ha where's er where's she from is she from New Zealand too?
83 I: Er she she is yes
84 C: Oh sorry are you from you ah
85 I: I'm from New Zealand
86 C: I'm sorry I'm listening from your accent [I: Yeah yeah yep] so I could tell you're from New
87 Zealand
88 I: She's also a New Zealander yeah that's right [C: Mm hm] mm so yeah they've not known each
89 other that long
90 C: Oh ok [I: Yeah] so are they both living in New Zealand or does your brother live overseas like
91 you?
92 I: Er no no they're in New Zealand yeah yeah so they're they're [C: Eh he] planning on er living
93 there [C: Eh he] so that's where they work and
94 C: ok and that's where they're having the wedding?
95 I: They are they are [C: Yeah] it's in er a local church yeah in New Zealand yeah
96 C: Ah ha right and er so when is it it's next week-end?
97 I: That's right at eleven o'clock yeah in the morning this next Saturday
98 C: Next Saturday [I: Mm hm] ah ok so when are you flying down?
99 I: Tomorrow
100 C: (laughs) Have you have you have you bought a present yet?
101 I: Erm tch yeah I did actually I bought them a a a digital camera
102 C: Ah that'll be nice [I: Mm] are you going to give them the digital camera before the wedding or
103 after it?
104 I: Well that's yeah maybe that's a good idea maybe I should give it before eh?
105 C: Possibly yeah
106 I: So they can er so they can actually have some photos yeah yeah
107 C: Yeah so so how did they meet each other?
108 I: They met on holiday three years ago [C: Really?] yeah so they've been together quite a long

109 time but er [C: Mm hm what] but I only met her six months ago I guess that's from being
110 overseas
111 C: Ah ok what so they were both traveling er [I: In Europe] by themselves or they were with other
112 groups of friends?
113 I: Mm I don't really know if she was by herself or not [C: Mm] yeah er he he was with his mates
114 but they were in they were in Europe when they met mm
115 C: Mm ok sounds great
116 I: Great [I: Yeah] thanks alright now for the er for the final part erm I'd like to ask you a little bit
117 about your future plans [C: Mm hm] what are you planning to do erm job-wise in the future?
118 C: Er job-wise in the future? [I: Mm] erm at the moment I'm I'm not quite sure [I: Mm hm]
119 erm I've got sort of two or three paths open to me [I: Mm hm] erm one of them is actually to
120 keep working er for the company I'm with at the moment [I: Mm hm] erm I quite like working
121 here so [I: Mm] I might continue to do that [I: Mm hm] I dunno possibly one day take it over
122 [I: Mm hm] erm also I'm I'm starting to do CELTA training at the moment er so er well I I'm
123 going into training to be a CELTA trainer [I: Mm hm mm hm] so er that would be good for me if I
124 left Japan I could use that I think [I: Yeah] I think I'd prefer to do teacher training if I'm gonna
125 move to another country [I: Right yeah] erm rather than just pure EFL teaching [I: Yeah yeah] er
126 so I I might do that
127 I: Better (incomp.)
128 C: Yeah that's right or erm another thing I'm thinking of doing is actually while I'm doing this
129 CELTA training is also starting a masters [I: Oh really? Mm] as well
130 I: Whereabouts are you thinking about doing it?
131 C: Erm I'll probably do it a distance course either er Woolangong University [I: Mm hm] in Australia
132 [I: Mm hm] or Macquarie University [I: Mm] in Australia or possibly Nottingham or Birmingham
133 [I: Ah ok yeah] in England but the Nottingham and Birmingham ones are very very expensive
134 I: They're pricey aren't they I heard that?
135 C: They're very pricey [I: Mm] erm and with an MA er if I were to stay in Japan erm then I could
136 I might possibly go into university work or on the other hand actually I I might go somewhere like
137 erm the Middle East for example which is [I: Yeah] equally as lucrative [I: Yeah] in in this kind of
138 work
139 I: Yeah nice holidays as well
140 C: Yes that's right very [I: Over there] nice holidays
141 I: Well in all universities [C: Mm hm] sort of (incomp.)
142 C: The only thing is at the moment in in the Middle East your options are are limited with the
143 [I: Which country?] socio-political yeah yeah yeah which countries you can go to
144 I: Which would you consider?
145 C: Dubai
146 I: Dubai mm UAE
147 C: I I think d yeah Dubai or the UAE erm are probably the safest ones at the moment [I: Mm mm]
148 I've spoken to people who taught in Yemen [I: Mm] er before [I: Mm but that's before] but
149 Yemen's been very dicey [I: Yeah for a long time] erm for about the past ten ten years
150 I: Oman is another option I think
151 C: Ah sorry that's what I meant actually [I: ok yeah yeah] not Yemen Oman yeah
152 I: Oman and I know I've known a few people in Qatar as well
153 C: Oh have you?
154 I: Mm but I think the best deal you're gonna get is in the UAE and particularly in Dubai [C: Mm]
155 mm
156 C: In Qatar however I er when I did my DELTA training [I: Mm] I met somebody who was working
157 in Qatar [I: Mm] and I think the British Council have closed down [I: Really?] their branch there
158 [I: Oh] I th I think yeah
159 I: I knew another friend in Bahrain who got sent home for four months during the latest [C: Ah]
160 problems but is back there now so [C: Mm] I dunno
161 C: Mm
162 I: Mm so erm so a possible MA a possible move of countries [C: Mm yeah it's] it's a bit up in the air
163 C: It's always been up in the air erm [I: Yeah mm] actually (both laugh) the only time I've ever really
164 been er a hundred per cent certain about what I wanted to do with the next few years of my life is

165 when I was a teenager [I: Mm] and er I er at university I decided that I wanted to come to Japan
166 I: Oh ok wow well thanks very much for talking to me Craig [C: ok] that's the end of the interview
167 C: Right thanks
168 I: Bye bye
169 C: Bye

Appendix IX: Guidelines for completing learner diaries

Learner Diary

The aim of the learner diary is to find out your HONEST feelings and opinions about these lessons. I would appreciate it if you could spend a few minutes after each class completing them. Hopefully, your ideas will help me to understand how I can improve the class: I will collect your diaries in about once a month to read your comments.

What you write in your diary is completely confidential and any of your comments made public will be anonymous (i.e. your name will not be mentioned). Please try to explain exactly how you feel even if it might be embarrassing!

What should you write in your diary?

Think back to the lesson and try to write down everything that happened. How did you feel about it? Did you enjoy it or hate it? Why do you feel like this? What did you learn in the class? Was it useful? Why/why not? How could the class have been better? Please try to write in English but if you can't express something clearly, write in Japanese and ask the teacher to help you translate it later.

Here is an example of the kind of things you could write in your diary (but you are free to write anything you choose!):

22nd August, 2003

Today, we watched a video about hiring a car in Britain. First, we talked to our partner about our own experiences of hiring a car ~ I have never hired a car so I didn't have anything to say and I felt a bit bored waiting for the activity to finish. Next, we studied some vocabulary about hiring a car. I learnt some new words which are useful if I travel abroad. After that we watched a video about hiring a car. It was quite difficult to understand because they spoke very fast and used some difficult words but I could understand 80% after the 3rd listening. I think that my listening skills are improving slowly but I felt tired after listening to the video for 45 minutes.

Appendix X: Significant events from learners' diaries (organized into recurring themes)

Notes on transcription:

- The transcriptions are faithful copies of students' own words.
- The names have been removed to protect participants' anonymity.
- Author's comments are sometimes included to clarify comments and are shown in [square parentheses].
- Comments referred to in Chapter 6 are shown in **bold**.

Part A. Experimental Group

Noticing in the classroom

Components of communicative competence:

a) Linguistic competence features

1. **EA:** Also there were some slangs that I have never know like grand, love every minutes and so on. So this class was very useful for me to know and learn new sentences.
2. **EA:** There were some words I didn't know in "Around the World in 80 Days". I have never heard the words 'peaches and cream', so at first, I thought "What's 'peaches and cream'? 'Strawberry and cream' is thinkable." In my opinion, strawberry is much better to be with cream like a shortcake. So I thought it's a different of culture.
3. **SN:** Today's class taught me that I had difficulty in using proper intonation according to contexts. I think I can tell which words are important and have to be stressed, but when I try to speak, it sounds a bit strange, wrong-stressed. I know intonation is one of the most important parts in English conversations, especially with native speakers. Our teacher told us without intonation, they cannot understand what a speaker really wants to say. So I would like to improve my intonation, make it sound more naturally and clearly. I have not concentrated on it before, since now I'll try to pay attention to it.
4. **SN:** [Weekend Away role play] When we made a plan, I faced a trouble. That is how to make proper use of "will", "be going to ~" and past tense such as "would" "could" and "should". I actually did not know the difference between them, that is, when to use which one. However somehow I finally could find out what "will" and "be going to ~" really means. I wonder why no Japanese teacher told us those important differences.
5. **RI:** Intonation and pitch change play an important role in asking questions politely. I learned it for the first time, and I was very surprised. Probably I have spoken English in a rude way because my English may be flat. I should speak English exaggeratedly!
6. **YM:** Next, we looked at 'Weekend Away'. I was kind of surprised at various ways of making suggestions, giving + asking opinions and agreeing + disagreeing. It was great to learn the differences in meanings when we use 'would, should, could' and 'we'll, we're going to...' It was a bit difficult to understand them, but it made sense at the end, so now I can use them correctly. I think I will practice using them and expand the ways of talking in English.
7. **YH:** Next, we listened to the tape and answered the questions. It was difficult a little because Japanese don't care about intonation. So, I have to care about intonation when I speak English.
8. **KH:** Also we learned about stress and intonation. When I read aloud, the sentence that I read is not melodious but monotonous. Intonation is the point that I want to improve, but it's difficult.
9. **KH:** And we learned vocabulary from Alex and PJ's audition tapes. These expressions are spoken language, so I just copy and use them. It's very useful.

10. **TY:** I know very well that I always speak flatly when I speak English. I think that's why I don't distinguish the way I speak Japanese from the way I speak English. So when I speak English making the pitch range, I feel uncomfortable and strange anyway. I have to get rid of this bad habit and want to speak more fluently.
11. **MT:** We learned about linking and using weak forms. It was difficult a bit, but I found it very useful.
12. **JY:** Today, I learned how to be a great dictionary user... I was awful user... Through this questions, I understand that "l" means that the stress would be next vowel. And I realized that English English dictionary is easier to understand English when I'm reading English sentences. It's better not to translate to Japanese and I'd like to use E.E. dictionary more often than E.J. dictionary.
13. **HH:** We watched the video again and checked the intonation and body language. The intonation changed many times, so it was difficult. We learned the word patterns. "Say" was changed various words, tell, scream, go, I'm like and so on are the examples of that. It was interesting.
14. **NM:** we learned what kinds of verb we should use in planning a trip. When we did the activity, we didn't use "would", "could" and "should". We also didn't use the sentence "there is". This sentence is very common so I think it is very useful.
15. **NM:** Happy New Year! Today, we practiced the way of planning. We had two weeks holiday, so I forgot it. I think I could plan the weekend away better. The sentences, "there is..." and "there are..." are very useful. I tried to use them many times.

b) Pragmalinguistic competence features

1. **MH:** I didn't recognize to say "Can I practice my English with you" is not nice. I might used it before. I had no idea to talk to people from other countries.
2. **NN:** Ending conversation phrases are good to know. If I don't know these phrases, I can't understand the person whom I talk to wants to end the conversation and will make him/her uncomfortable so I'm glad to know these expressions.
3. **YN:** I have wanted to know differences between very formal English and casual English, and I could find some casual English out of the program, such as "how ya doin'?" I would like to understand about the differences and types more in detail.
4. **YN:** The video we watch today seemed a little strange to me. I felt what made Mellow T such a strange man. However, the ending of their conversation was probably a good one because Mellow T gathered that Louis tried to finish talking very well from his words. In addition, I learned a new expression from his words, "it's been an education".
5. **MW:** Today, we watched the movie of Big Brother. I learned greetings. I knew some greetings. However, I didn't know how native speaker say for the first time. I want to use many kinds of greeting when I greet.
6. **MW:** We watched the film "Annie Hall" and practiced how to end conversations. I didn't know the better way of ending conversations, so today's lesson was very good for me. And this film looked interesting. However, I didn't know why Annie came to like Alfie because my impression about him is not nice. It is difficult to understand his humor and his looks is not good. So, I want to watch this film and solve this question.
7. **RM:** Learning the polite way to say is very important. Although English has less different way to be polite than Japanese has, the more polite, the better.
8. **RM:** I enjoyed being polite and rude as a customer for a hotel. I think being polite is more difficult than being rude regardless the language we speak... when I have a chance to go to a hotel and talk to reception, I'll try to do it politely and at the same time observe receptionist's way of speaking.
9. **SN:** Did I tell you about my part-time job? I have worked at Ito-Yokado as a clerk of customer-service. Sometimes foreign people come to ask something to me. I can somehow catch what they say, and try to respond in a polite way, for of course they are customers. Then I freeze. How should I say? Is it ok and polite to say such a such? Of course in the end, I can manage it but some worries won't leave me. Now that I know some politer ways, they will be of some help.

10. **TK:** Today, we learnt how to close a conversation. For example, “Well... I’ve got to go”, “OK then, thank you for your help!” and so on. **Actually, I was surprised that there were so many ending clauses. Now I know them, so I want to use them when I talk with foreigners!**
11. **TK:** We looked at answers of questions on the Fawlty Towers’ tapescript. We put P or I [polite or impolite] in the box. In fact, I mostly got correct answers, but I got some wrong answer because I looked at only grammar of the tape script when I answered the questions. I found out that it was important to listen to the intonation! Intonation shows politeness and impoliteness more even though the sentences are so polite grammatically.
12. **TK:** Today we learned “Formal & Informal English”. I could understand the differences between them when I looked at sentences, but it was still hard to suit formal and informal English to every situation.
13. **RI:** I was surprised that there were many expressions in spoken language. I like especially an expression of “I love every second of it!”
14. **RI:** a few months ago, I noticed that Mr Gilmore usually said “have a look” instead of “look”. I thought that the phrase of “have a ~” was more casual and more common than just “look”. I’d also love to use its phrase.
15. **MY:** We made a dialog polite and impolite. I sometimes use impolite words in a formal situation without knowing they are impolite. I have to be careful in my choice of words according to circumstances. I’ll use the expressions I learned today like “Would you mind ~?” and “I was wondering if ~?”
16. **YM:** Today, we focused on polite and less polite English. I’ve never taken a lecture on this topic before even though I’ve been interested to learn, so it was a good opportunity for me today. I knew that there are levels of politeness in English also, but I didn’t know we can affect how polite we sound by the way we speak. It was funny to find that Alex changed his voice higher, softer and smaller when he said something polite.
17. **YM:** Next, we did a roleplay in both polite and impolite way. I first acted an impolite guest checking in. It was quite fun because I teased Yu (a receptionist) a lot. It was also comfortable because I didn’t have to care about politeness; I could say however I want. On the other hand, I felt a little bit nervous when I acted man in polite way because it had to sound like I was educated. So I tried to change my intonation to make it sound more polite. Now I learned the way to speak polite English, so I hope I’ll be able to use it some day in a proper situation.
18. **KH:** At the end of conversation, when I wanted to end and leave there, I always said, “Oh sorry I have to leave, bye”, something like that. I don’t have variation of ending conversation, so I’m really happy to learn about it.
19. **KH:** [starting a conversation with a stranger] Last Wednesday, I spoke to a foreigner on my way home. She sit next to me on the train. I smiled at her, then she smiled at me, too. She looked like traveller, so I said, “Are you travelling alone?” “Yes” “Oh, where are you going?” “I’m going to Kyoto”. I understood she didn’t want to keep talking. And I had to get off at the next station. So I said, “Really?” But sorry, I have to get off at the next station, I’ve enjoyed talking to you. Thank you, bye.” “Bye” she said.
20. **YK:** Today, we watched Fawlty Towers’ video. And we studied the way of speaking of polite and impolite. The way of speaking of Basil was easy to distinguish polite from impolite. And I found “would you” or “please” was good for the way of polite speaking.
21. **YK:** We studied about the difference between polite sentence and impolite sentence. I didn’t change the sentence both polite situation and impolite situation. For example, if I want someone to turn off the air conditioner, I always say “Please turn off the air conditioner”, not use “Could”, “Would” or “Would you mind...”. But today, I learned a lot of polite sentence. So I will use them next time.
22. **TY:** Today we studied the difference between the polite speaking and not polite (friendly) speaking. I was surprised and shocked because I sometimes had spoken in impolite ways to teachers. So I’ll try never to use such words. **I was also surprised because there are many expressions to describe one thing!**
23. **AO:** We studied ending conversation. I didn’t know how to end conversation, so it was useful topic for me.

24. **JY:** We kept on cover up polite and less polite... we acted out both polite and impolite way. The polite version was very difficult and strange because I usually don't use those words and phrases, and I'm not used to them.
25. **HH:** **I think my English skill has improved by studying in this class. We talked about many kinds of things, so I became able to speak correct English at each situations and make dialogues naturally. I also learned many ways to say, for example, Formal, Informal, Polite, Rude and Argue types. They are useful and very interesting for me.**

c) **Sociopragmatic competence features**

1. **MH:** We learned how to end conversations from this video, and how to continue. I have to be careful when I talk to foreigners whether they want to finish the conversation or not.
2. **SS:** I hear many English native people in Japan say Japanese people run away or shake their necks which means saying no or refusing, when they ask a direction to somewhere. They don't even try to say something. They should try to communicate. They're not good at communicating with unknown people like you said. They're afraid of it.
3. **SS:** Introduction strategy was very helpful. I often tend to say same things to everyone when I introduce myself. I could learn some expressions. Also I knew there were many ways to introduce myself by using my body that we don't do in Japan.
4. **SS:** It was good to learn the end of conversation in Com. Eng. Class. I knew how to end the conversation and what foreigner does when they don't want to talk I with.
5. **YN:** I listened to my partners' talking carefully, I would like to follow their good points. One partner used gesture many times, and the other partner seldom withdrew other people's gaze.
6. **TT:** And today I noticed Japanese nationality in myself because even though Alex told us Don't wait and be selfish, I waited the speaker to speak unconsciously. How funny!
7. **MW:** Then we practised how to act when we meet people for the first time. The members of my group were all cheerful and we hugged each other. I often hug people without regard to age or sex. I've already met lots of people around the world at Gaidai, and I will meet more people, so I should pay attention to how those people act when they meet other people for the first time.
8. **MW:** I just don't know how to end conversations when I want to be alone. Some Japanese are too humble to end conversations. We should be honest, and end a conversation in a polite way. It wouldn't hurt the other speaker.
9. **YS:** We watched video (debate). It was too noisy. I didn't like the debate which was done in the video.
10. **MiW:** Today, we practiced how to introduce ourselves by using shake hands, hug, kiss one cheek. Japanese never do kiss in greeting. Therefore, I was ashamed to do so. However, I wanted to get used to the way of it!!
11. **RM:** Due to the cultural differences, I was a little bit surprised to know that there are different ways to start conversation which are acceptable or not. In particular, I was surprised that "Can I ask you some questions?" was unacceptable. I thought this is polite to start a conversation with a stranger. However, I understand that this is not good way because this way gives no choice to a person to be spoken to.
12. **RM:** **In Japanese conversation, harmony is important and Japanese cultural aspects shows that sense of "pause" is also Japanese cultural beauty. I don't say which is better, English or Japanese. For me, both is interesting.**
13. **RM:** The other day, when I was talking with some friends in English (Japanese was only me), I was only listening to them without saying my opinion. I let them speak and waited as Japanese do. Then, one of them said, "Are you bored?" No, I was not. But language cultural difference brought such misunderstanding. Well, maybe I didn't show interesting that much by saying "ah-ha", "really?", something like that. I'm trying to change my way of getting into conversation in Japanese or English.
14. **RM:** Arguments, gesture – Jade should learn how to argue if she wants to make herself understood. She was like a small kid. Comparing with Japanes way of arguring was

interesting. After all, I think Japanese are not good at urging. Some people get very quiet, not trying to say a word to imply anger. But it may not be efficient way.

15. **RM:** Mark & Alison are very nice and funny husband and wife!! I found that their way to decide the plan was different from the way I did with my partner. Both Mark and Alison gave their opinions clearly. In other words, they equally insist where they want to go and where they don't. Ours was like the one person mainly decide and the other just agrees.
16. **SN:** Still on "Big Brother" we practiced how to greet with someone, such as shaking hands, hug and kiss. We, as a group of 7 people played an greeting drama. Then I wondered why foreign people could easily hug and kiss somebody and why not Japanese?
17. **SN:** Today we watched the movie "Around the World in 80 Days" and studied how to start conversations with others and develop them. In the movie, Michael had tried to have conversations with others actively. Though some attempts, of course, failed to continue, I learned something new from him. It is a kind of positiveness that he had. He never stopped talking to others in spite of his former failures. This is exactly what I lack! I think that I'm afraid of failing or being hurt by being rebuffed (partly because I'm Japanese?) However, if others thought the same as me, conversations would never start, wouldn't they? It's terrible!! So I change my mind and will try to be more active in starting conversations.
18. **SN:** [Secrets & Lies] In the video, a social worker used response-words effectively, succeeded in making conversations smooth. However one thing I couldn't stand her is chewing gum while talking to other. It is impolite, isn't it?
19. **SN:** About telling stories, we learned some technics. One of them, talking like "did I tell you about ~?" to show others that "I am going to talk so do not interrupt me", surprised me, for Japanese rarely do so, that is, we tend to share our talks and give the other turns.
20. **SN:** **Body languages we employ are one of the clearest examples which show us how Japanese and British are different when we communicate. As I told you before, it is still a bit difficult for me to act like a foreigner. Japanese use by far fewer body languages than European or American, I think, of course, knowing how they behave when communicates is important in order to make a proper understanding what they really want to mean.**
21. **SN:** Today my dream came true! We could watch "Big Brother" again! It was said to the same season as B.B. we watched last semester, but I wonder if it was true. Were there any fat stupid loud girl? Anyway, I was strongly impressed by a girl who had acted like a geek whose name I forgot. When she had a quarrel, she always shouted loudly so that my head was about to blow up. More importantly, I could not catch what they said any more without the script. They spoke crazy quickly. I never want to argue with foreign people!
22. **TK:** I often make a conversation finish inadvertently when I ask somebody to explain something to me. I often tend to pretend deliberately that I understand what they say. It is because I usually feel that people seem to be angry when I ask them to repeat a same thing for several times. But, today I became relief because you told us that it was a normal thing to do it in English countries until they understand completely.
23. **TK:** As watching this movie, we reviewed the last lesson: how to start conversation. Through this video, I realized that it was very effective way for starting conversation to talk about something around me or weather. For example, "it's a beautiful day, isn't it?" or "this ship is quiet, isn't this? Where are other passengers?" and so on.
24. **RI:** **I must not speak English as same as when I speak Japanese. I need a lot of gesture, eye contact, and a tone of voice... The way of speaking English is more exaggerated and overreacted!**
25. **RI:** I'm trying to react exaggeratedly when I talk with international students. They almost always use gesture and facial expressions, don't they? I reckon it is easier for people to understand what they're trying to say or how they feel than Japanese.
26. **RI:** Even now, class is important in Britain, isn't it? I have never cared who is upper class or working class in Japan. I'm from a very rural area in Mie, so in fact I'm working class, isn't it? Do people usually regard lower class as poor in Britain?

27. **RI:** I was surprised at the fact that hugging and kissing close friends or relatives isn't common in the West. I have imagined that Westerners always hug and kiss each other when they meet.
28. **RI:** In my opinion, Japanese had better have more gesture, eye contact and so on. We, Japanese, don't express much more feelings... I don't know why. Maybe, it's because of cultural aspects, but I think it's not good way to communicate.
29. **RI:** In my opinion, English people are vigorous when they argue something with anger. I don't used to arguing like English, so I will be beaten immediately by their spirit. However, I was glad to hear that English weren't really angry. I'm rarely angry... If I argue with foreigners, I would say something with more pitch change, much more body language, and so on.
30. **RI:** [Alison & Mark's roleplay] I learned a lot of expressions and words I haven't used ever. For instance, I haven't said "definitely" though I know its word when I agree... I was also surprised that English people often say something together. In Japan, usually one doesn't say anything and listen while the other speaks. Therefore, in my case, it's very hard to interrupt other people.
31. **ES:** **The role play was fun. I enjoyed playing with my partners. But I was still embarrassed to do eye contact. I'm not used to do that. I need to practice eye contact or facial gestures more.**
32. **ES:** [being assertive in conversation] **Today's class was quite sporting. We were constantly talking during the class. I tried very hard to be dominant in my group, but I failed. My group's members were all talkative and Westernized. I couldn't be as bold as them. One of the reasons would be my background. My father is a traditional Kyoto person and my mother is an old-fashioned person grown in a countryside. I'm sure my family is completely typical Japanese family. If I talk as I did in today's class in my home, I might be chased out the home. My family won't allow me to talk like that. It is quite natural that I couldn't do in today's class because I've been grown in the traditional Japanese family for 20 years. Therefore, I need to change my character in family and classes.**
33. **MY:** I found that in a conversation between English speakers, there're a lot of things that aren't in a Japanese conversation. By using body language and intonation, we can get attention of others and convince them easier.
34. **YM:** It was quite interesting to know that I have to be competitive in English conversation. I agree that most Japanese people are likely to wait till a turn to talk comes to them. So I thought I have to try to be more active in the conversation when I speak English.
35. **YM:** Today, we made a presentation on each topic from "Video Nation"...By the way, I felt lonely when I asked questions to other people because nobody answered to them. I understood how you feel, Alex...So I will participate in class more from now on. It was nice to experience your place!!
36. **YM:** Next, we tried to answer true false questions about eye contact, inter-personal space and touching. It was really hard!! I've got wrong answers (about half of them were wrong). I guess that was because I had my own stereotype of Westerners. I had thought that everybody in the West likes to kiss and hug and to move their hands when they speak. I learned that there are many people in the world!!
37. **RM:** [starting conversations] **It was obvious that when listener gives more information, the conversation is successful and I was surprised that Americans doesn't mind about speaking their personal affairs even about their divorcing. I think in Japan, we hide those personal aspects as much as we can. So I thought it was needed to make and decide the topics depend on the person we talk to.**
38. **RM:** On Friday, on my way home from the school, I saw a foreigner on the train. First, I was anxious about talking to her, however I took courage. I used some strategies that we've learned in class. "Lovely day, isn't it?" I said. First, she gazed at me however, she was so kind to answer me "Yeah, it is" with her big smile. She is about fourty or so, I guess (of course, I didn't ask her age). We had a great conversation in about twenty minutes.

39. **RM:** We got very interesting and surprising information about body language. We were separated in 3 groups and in each group we had to answer about eye contact, interpersonal space and touching. In each country the body language differs and it also differs based on how close they are. When I talk to or listen to someone, I used to look the other person's eye because without it, I can't concentrate on the conversation much. However, in Japan, it might be too strong so we have to use appropriate body language in each country and in each situation.
40. **AN:** 1) I believe my English, especially cultural knowledge and vocabulary range has improved.
41. **KH:** It is true that Japanese don't use many gestures when they are talking. But it's natural for us. So to tell what I want to say only with gesture is very difficult. However I enjoyed this game and understood gesture is important.
42. **KH:** Today, we learned about starting conversations. When my friend and I went to CIE lounge, we always couldn't speak to overseas students because we didn't have confidence to and didn't know how to speak to some foreigners. So, today's lesson is very useful for me, I think. I have heard that Japanese seldom speak to stranger if they are on the train and sit side by side. However in Africa people begin to talk with people even if they are strangers. I don't think Japanese know the way to start conversations neither in Japanese nor in English. So the lesson is helpful.
43. **KH:** We watched Julia and David's date on the video, and saw their facial expression. And then we wrote the dialogue to go with one of the scenes in small groups. This work was so difficult, but I enjoyed it. Westerners' facial expression is more clear than Japanese one, however it was not easy, so I understood why native speakers, especially teachers, often said they didn't know what Japanese students thought.
44. **KH:** I think Westerners' feeling expression seems to be exaggerated, but it's very natural for Westerners. Japanese are often said they are poor at expression of feeling. That could be true. However, I don't think it's bad because it's our Japanese culture. It's quite difficult for foreigners to understand it, but I think Japanese style is o.k. unless foreigners misunderstand.
45. **KH:** In this course, I've learned a lot of cultural things, such as behavior, gesture, feelings, and so on. So I appreciate you about it.
46. **YK:** Japanese is usually weak on eye-contact, and so do I, but foreign people misunderstand that the person who don't do eye contact don't want to talk with them. It is unhappy. So I am trying to do eye contact.
47. **YK:** Today, we learned the way of telling stories. And we watched a part of the movie. In the movie, almost all of the part, one person spoke. But the story attracted me because the way he spoke was really exaggerated. He used the body languages and eye contact and so on. And I found that exaggeration was important when we spoke English.
48. **YK:** Today, we watched the video of "Big Brother". Because I like Big Brother, it was happy for me, and I thought I wanted to watch it. The characters of Big Brother used a lot of gestures. I wonder why they used so much gestures. And I found there were many different between the British and Japanese.
49. **TK:** **Body language is also the important part of conversation. Body language makes conversation more exciting. Shaking hands is the most common. When I met A's speaking partner [foreign students at the university are often paired up with a Japanese student for language practice], I introduced myself to him and shook hands at the same time. I felt happy to use what I learned in the class immediately.**
50. **TY:** **"Japanese conversation has been compared to ten-pin bowling". But I think there is a reason for that. Japanese tend to think "cutting in the conversation" can be selfish. I think that's why Japanese don't join the conversation very much. They care about how everyone look at themselves more than English speakers. So, today's class was really interesting because I could see the difference between Japanese and English speakers through the study of developing conversation.**
51. **TY:** Today we watched the comedy "Fawlty Towers". I watched it for the first time, but I really enjoyed it because it was really fun. I learned some new things in this class. I was surprised to know that English speakers also use foreign language (French) to make

themselves look intelligent. I think it's interesting because Japanese use English words for the same reason. (I think that's one of the reason "Japanese English" come out. Most of them are wrong e.g. "office lady" -> "a (woman) office worker").

52. **NM:** I think I could use some hesitation devices. But to continue to speak was difficult. Why Japanese become silent when they are thinking? I think it is the difference of culture.
53. **NM:** [HW starting a conversation with a foreigner] The other day when I talked with my friends, a foreigner came and said, "Can I sit here?" and sat down next to me. She studied Japanese, so I spoke to her. "Is it homework?" The she said yes. I asked "Is it difficult?" She said yes and asked me some questions. I taught them and she was pleased. We enjoyed talking about each other. When the chimes rang, I said "I should go. I've enjoyed talking to you." She said she also enjoyed. Then we said bye. Before talking I felt nervous, but I enjoyed.
54. **NM:** Today, we learned how to make a good conversation. I learned interviewer have to ask more information per question. The next question should be connected with the topic. I learned Japanese conversation often like ten-pin bowling. I think it because Japanese people often change the topic like bowling ball.
55. **NM:** We talked about "Body Language". I think Japanese people don't use gestures so often like Westerners. We don't show our real feelings by facial expressions like Westerners. I think Westerners are very honest. Gestures have various meanings in each countries, so it is difficult to understand correctly.
56. **NM:** We watched foreigner is planning trip. They made suggestions and gave opinion many times. They also asked opinion each other. When we tried to plan, we couldn't it well. The words they used are different from ours. I think today's video was interesting because we could see general foreigner's way of planning.
57. **MT:** We learned about Body Language. I'm very surprised that I had some misunderstandings of using body language.
58. **JY:** I don't know that there are many forms of showing polite and impolite to the other in English as well as Japanese. However, English shows polite not only with words and phrases but also with intonations and behaviours. It's not difficult for me to distinguish polite and impolite of intonation but when it comes to express it with mouth, I found it very tough today, so I should concentrate on that from today.
59. **JY:** We compared English arguement and Japanese arguement . The most surprise was that argueing is common in English. Japanese don't argue a lot so it is weird and surprising.
60. **HH:** Today we learned about "the features of arguments". At first, we listened to the argue of Jade, Jonny & Kate from Big Brother. When they got angry, they spoke very fastly and a lot of bad words, so it was very threatening. It was also very harder than Japanese and Western people shows their feeling on face, so it is more understandable than Japanese.

d) Strategic competence features

1. **MH:** I'm really bad at communication strategies. When I was in U.S., I always had problems with it. I had to explain (describe) what it was like in the situation that I don't know the word. I tried hard, but took so long to explain or describe. So I was depended on my electronic dictionary. Today's lesson was useful for me. And it is true that we tend to run away from the problems like you said. I do too even I don't want to do that. I am learning many things in your class!!
2. **SS:** I sometimes pretend to understand even when I speak in Japanese and don't ask. When I was in NZ, I did it many times because of my Japanese character and often caused some problems. So I try not to do any more.
3. **NN:** I think that gestures may be an important factor for me when I communicate with people in English... Gestures often send more messages than words. I'm going to Australia in August, so I would like to use the strategies I learned today at shops (I want to use 'watchamacallit'!).

4. **NN:** I think learning hesitations is very useful because I'm often at a loss for words when I speak. So I want to try not to make any pauses in conversation by using them.
5. **YN:** [Circumlocution strategies] I had never thought of what I learned today. When I explain something, I had never done it rationally... I think I will have to explain many things if I go abroad, so I will try to remember as many ways to explain something as I can.
6. **YN:** When we practice taking control of a conversation, I noticed that I used some of the strategies unconsciously when I talked with students from abroad. I thought the most important strategy was Repeating Information. I'll use this because this is very easy way to make something clear and to reduce misunderstandings.
7. **MiW:** Today we practiced to communicate by using gesture. It was difficult for me to tell water-skiing. However, Alex helped me. Thank you very much. I knew we could communicate even if we didn't use language. Therefore, don't be in a bind when we communicate with someone who speaks different language.
8. **MiW:** **Today, we practiced how to use hesitation words. The English way of hesitate is different from Japanese. I need to be careful when I speak English because I usually say "E-to" or "Uh-n".**
9. **RM:** When I have a conversation in English with international friends, I usually use those hesitation devices. I've been using unconsciously, but maybe I got with listening English conversation a lot. However, is it not good to use hesitation devices too much? I think, it might make listener uncomfortable a little bit. What do you think?
10. **TK:** I noticed through this activity that the "gesture" was immensely important for communication. To gesture is the easiest way to let somebody understand what I want to say! I'm going to try to be an English people who are good at gesturing.
11. **RI:** **When I used hesitation devices like "Erm", "let me think", "anyway" and so on, I seemed to be a person like an English native speaker. I would like to use these hesitations positively as I would speak English.**
12. **ES:** [communication strategies] Today's practice was useful to me. It is more difficult to explain something in English than I expected. I think we can apply today's lesson in many situation.
13. **MY:** Today we learned hesitation. Before this class, I didn't know what to do when I am at a loss for words. I just stopped talking to think what to say. However, by knowing these hesitation devices, I can continue my talking. So, this lesson was very useful to me. I will remember as many hesitation devices as I can and use them when I talk with chatty foreign people.
14. **MW:** The homework was to underline the hesitation words in the script of Alex's and PJ's audition tapes. I found that both of them use numerous numbers and kinds of hesitation devices, so from that I could understand how they are important to keep a conversation and take a time to think of the next words.
15. **YS:** I think that Japanese people are silence when they speak English, too. In my case, I'd been silence when I was asked question at Nova (before, I went to Nova). It was because I couldn't think in English and use hesitation devices. I used more Japanese hesitation devices than English. But, I learned many English that, I wanna try to use them when I speak English speaker. If I use it, I think the conversation is more natural.
16. **YK:** Today, we learned about "hesitation devices". It was 'er', 'erm', 'you know' and so on. I didn't care about them until we learned them, but once I think of English speakers, they often say them. By using the hesitation divices, I can be a good English speaker, I think.
17. **TK:** **I have thought that asking again what you said is not good. I was afraid that if I asked repeatedly, partner might be angry or disappointed and think, "Do you really listen to me?" It was wrong idea. If I don't ask anything, the problems become deeper and deeper. Before that, I'm going to ask and confirm information. I think it makes the conversation more interesting.**
18. **TY:** **Today's class was really interesting for me. "A Tokyo Story" [teacher's personal story] was very fun. At the same time, I thought that there're many Japanese who do the same thing as the girl in the story [run away when there is a**

breakdown in communication]. I work at fast-food restaurant as a part-time job, I often see the people who in trouble like this. People who aren't good at English often tend to get panic easily.

19. **MT:** Today we learned what we can do when we don't know a word. Alex said that Japanese people pretend to know a thing which they don't know or understand. And Alex is annoyed when Japanese took such an attitude. **I also pretended to understand what my host family said when I was staying in America, and it was no good. And when I took an interview, I did it once and I was confused afterward. So I stopped to ask what she mean. She never behave bad to me, and told me very kindly. At that time I realized that I shouldn't hesitate to humiliate myself. So today's class was very useful for me.**
20. **HH:** We looked at some pictures and decided how they felt. I made many mistakes so I thought it is difficult to catch their feeling from the facial expression... I learned a lot, and I thought Western expression changed more and more than Japanese one.

e) Discourse competence features

1. **MiW:** Today, we learned listener responses. I noticed I hardly use responses such as "can't you", "Oh dear", "Cor blimey" and so on. So I want to be good at using these.
2. **MiW:** Today, I learned important things; the use of sign-posting language. I want to use this when I speak English.
3. **RM:** I didn't care about the ellipsis that much before. But, I found we use ellipsis a lot when we speak. Not only English but also Japanese have the way to say a sentence shorter. Japanese have more ellipsis, I think. For example, Japanese miss a subject a lot, which is hard for non-native of Japanese.
4. **RM:** In order to speak English as natural as native speakers, what I learned today was important. When I speak with my friends, I think I tend to use "Hedgers". After all, that means I'm Japanese. But actually not only Japanese but also foreigners try to soften their words.
5. **SN:** the interview showed us a good example of successful conversations. There are several factors which are important for making better conversations such as good reactions, expanding answers, or open questions. I wonder why we have difficulty in using these technics, though we can do so naturally when speak with our Japanese friends.
6. **SN:** How to make conversations successful depends on both questioners and respondents. As our teacher said, yes, Japanese tend to answer just "yes" or "no", and that's all, especially to those who we don't know so much. So, I thought I should try to expand answers and express myself spontaneously.
7. **SN:** Oh excellent! Today's lesson is informative for me. Because we studied about lots of response-words, some of which I had never known such as "Cor blimey" or "Gosh". Additionally, to my shame, I have really few vocabulary of response-words! Oh dear! Every time others tell me something surprising to me, I never fail to say "Really?" Though, probably, I know what to say other than "Really?", it always come out of my mouth, unconsciously.
8. **TK:** Continuing, developing and dominating conversations are quite hard!! Especially, dominating conversations!! I have to think quickly what I want to say and say it as quickly as possible in English to dominate conversations. Sometimes, there's no chance to break in the conversations. But, the activities I did in today's class were really interesting though they were difficult for me!
9. **RI: I studied how I could keep conversation (going) naturally. It is effective for an interviewer to ask the opening question; how, what, where and when. Besides, a listener should expand his answers. If so, conversation will be kept (going) naturally. I could continue to talk with friends more naturally than I had thought. I think I want to try such conversation with any other people.**
10. **RI:** I thought that English which was spoken in a natural speed was very fast, so it was very hard for me to listen to. Jenny Ford was responding some words such as "good" or

“right” twice on end. It may be more natural, I expect. I’d like to express my responding way like that.

11. **RI:** I thought it was very hard to get complete information from ellipsis... There are a lot of broken English or dialects in Secrets & Lies.
12. **RI:** I’m not accustomed to using the sign-posting language yet, but I’m definitely going to acquire it.
13. **ES:** Interview is really difficult. I often don’t know what to ask even in Japanese interview. I may be not a curious person. I’m poor at activating a conversation even in Japanese, so English interview is much harder... I don’t know how to find topics in an interview.
14. **MY:** Today we learned many kinds of ending conversations. There were some ending conversations which I hadn’t known before. Now I know hesitation devices, starting conversations, and ending conversations, so my talk will be much better than before.
15. **MY:** We watched a video “Freeze! Don’t Move!” The speech of the speaker contains an introduction and a summary. I always don’t care about them but my speech would be more nice with them. It was also good to know that by making a verb present continuous, a speech become more dramatic.
16. **YM: Today, we focused on ‘sign-posting language’ first. It was quite hard to classify into right categories. I think that is showing that I’m not familiar with them. There were some words that I didn’t know such as ‘If you ask me’ and ‘To put it bluntly’, so it was a great opportunity for me to learn and practice using them!! I will surely try to use them when I speak English, which hopefully could make people impressed.**
17. **YM:** Next, we watched scenes from ‘ Fargo ’. I’ve never seen it before so it was kind of interesting to see. I learned that we could make it formal by not only the words we use, but also intonations and our facial expressions. It was great to know those features!!
18. **RM:** We watched the video that Alison & Mark are talking about weekend trip as we did in last class. I found their way of making plan is very great and differs a lot from the way we did. They discussed using much more suggesting and especially it was very creative and natural. They agree and disagree with each other’s suggestions not so strong but convincing. I hope I also have a conversation naturally in English like theirs.
19. **RM:** Today we corrected the answer for sign-posting language. I think it’s very useful to “trick” somebody who is talking with me that I’m a great speaker of English. I rarely use “reformulators” but I think it’s important to make everything sure.
20. **RM:** We checked our weekend trip scripts with the other partner from last time. I think by using the strategies we learned, our skill, especially negotiating and agree/disagree skills are rather improved.
21. **AN:** Today, we worked on Listener Responses. There are so many Listener Responses & each has some meanings so it’s difficult to remember. But I found some new words like “Marvellous”.
22. **YH:** Today, we compared English conversation with Japanese conversation. I studied that developing conversation about one main topic was very important. Today’s class was useful for Japanese.
23. **YH:** [discourse markers] Today, we learned about “Sign-posting Languages”. I had many wrong answers, but I try to remember them. Native speakers really use a lot of them. Before now, I used few kinds of them. So, I will remember the various kinds of sign-posting languages, use them.
24. **KH:** [developing conversation] When I speak English, I hardly continue to talk with one topic. I know it’s because I don’t have enough vocabulary to say something I want to say. But I learned the way to make and keep a conversation today, so I try to do that when I talk with someone who speaks English.
25. **KH:** First of all we learned sign-posting language. I have heard these words many times but I was not quite sure what they meant and when they were used in conversation. Now I learned about that, so I really want to use these words naturally.

26. **YK:** Today we studied various listener responses, and I thought that I was happy when listener widely responded to my conversation. I'm glad to know that there are a lot of listener responses.
27. **YK:** [discourse markers] Today, we learned about "sign-posting language". And I felt, it was difficult for me to categorise the words. But thankfully, I could know how important the word were. So I definitely thought I tried to use these words from now.
28. **AO:** [reactive tokens] We learned a new topic: Listener's Responses. I was surprised to know there are so many ways of listener's responses. I always use "Oh!" "Really?"
29. **MT:** Listener responses was very interesting. I am sometimes in trouble even in Japanese conversation how to respond. It will help me a lot from now on.
30. **MT:** Yes, it has improved especially in vocabulary. I didn't know much of Sign-Posting Language and Listener Responses, so they were useful.
31. **JY:** We talked about what is the good interview and how to make good interview. What is the good interviewers do is that they connect questions to the previous answers. I think it is very important to do interview but it is difficult for Japanese...
32. **JY:** We talked about how are conversations different between Japanese & English. Japanese often don't make conversations long. It is like question -> answer. But in English, people keep conversations long like asking a question -> answers it -> expand answer -> question on topic or sub-topic. They repeat them again & again and once there are not any questions or answer they change topic using the words like "so", "now", etc. We exercised them in the class today. I talked about my hometown with my partner. I tried to expand the answers but it was a little bit difficult because I don't usually create new answers when I speak English. I need to feel it and experience it from today.
33. **HH:** We learned about "Making Conversation II". English conversation is fast so we need to predict when a speaker finish. In Japan pause in the conversation is common, but conversation in English doesn't like pause. I'm quite used to the pause so it is difficult to keep the conversation moving quickly.
34. **TY:** Today I learned sign-posting language. If I could use them it would sounds like more fluently, so I'll try to put them in conversation. **What I was interested in was there are many kinds of "opinion markers". I think that in Japan, there aren't as many as you have.** Anyway, I enjoyed your class very much! I like your class the best because it's useful.

The Four Skills:

a) Listening

1. **NN:** Listening to natural speed English is not easy, but I feel I found a point which makes listening easier: listen to stressed word mainly. I've always tried to listen to every word because somehow I feel uneasy about not listening to all of the speaker said. However, I knew I don't have to listen to every word so I will change my way of listening English gradually.
2. **EA:** We watched "My Fair Lady" today. I have never seen it before, so I was happy to watch it. However... I couldn't understand some words because it was too fast sometimes. Especially, the first scene was more difficult to understand than any other scenes. So if I have plenty time, I would like to watch it with English subtitles. I have no idea whether I can stand or not if I get the lesson of Higgins!
3. **RM:** I was glad when I almost understood the interview without the discription of it. My ears are getting used to the natural speed of spoken English. The more I spend my time with listening natural English speed, the better I can catch up.
4. **RM:** **In addition, when I watch movies and news in English and listen to them, I found my ears were getting used to the natural speed and I did understand.**
5. **SN:** Today's class was really useful for me, for I'm not so good at pronunciation, and sometimes it's really hard for me to understand what a native speaker is talking because of their speaking speed or squashed sounds. **I'm not going to say that I will be a perfect listener after today's class, but at least, it gave me a kind of tip about how I can infer the whole story from stressed words.**

6. **RI:** I discovered a new way of listening. I was surprised and glad that I could listen English easier than I had done before. If I can notice even a strong syllable, I can almost understand about what people talks.
7. **ES:** Why do native English people speak so fast? I'm not used to a conversation at a fast tempo because I've been grown up in Kyoto. People in Kyoto speak very slowly and elegantly even if they argued something. I thought I should get used to a fast tempo of English.
8. **ES:** The English subtitle was very helpful. I couldn't understand Michael's English without the subtitle. So I'd like you to put the English subtitle when we watch a video.
9. **ES:** To listen to "Annie Hall" was difficult. When I listened to it without watching the screen, I couldn't understand at all. The character's English was so fast that I couldn't catch up with them. Moreover, the meanings of the character's lines were deep. Maybe their lines contain some jokes. I wanted to understand the meanings clearly.
10. **ES:** **I didn't understand the conversation of Weekend Away between Mark and Alison well. I couldn't catch the phrases or vocabularies when I listened to the conversation. Therefore I was surprised to look at the tapescript that was composed of well-known vocabularies.**
11. **ES:** Yes, my English improved because of this class. **Although listening skill is still in low, I believe my speaking improved gradually. I don't think I gained something helpful for listening skill from the class... I couldn't catch up with the conversation in Big Brother or Video Nation. I hope I can find more proper materials to my level.**
12. **MY:** **[My Fair Lady] I couldn't understand almost all of what character talked about. Their speed of talking is very fast for me. I barely recognize the contents of the movie by watching and guessing. I wanted English captions.**
13. **MY:** Today, we watched "My Fair Lady" again with a tapescript. Although I couldn't catch character's lines last time, I understood them clearly this time. Reading the tapescript with classmates was a lot of fun.
14. **RM:** [Video Nation] the man's way of speaking was so hard to understand. I thought he had a strong accent. Like Japanese, English also has great variety of accents based on the place.
15. **YS:** Today, we watched a part of 'Secrets & Lies' and answered questions in the sheet. Hortense and Jenny Ford's conversation was fast, so I couldn't hear so much. So, I caught the situation by their gestures. I noticed that Jenny repeated 'listener responses'.
16. **YS:** **I think my listening skill has not changed very much since before, there were many times I could not understand what people say in the films.**
17. **KH:** ...we learned weak form of words. If we speak English like native speakers, we have to learn it. But it's too difficult to listen what a native speaker say because of weak forms. I think weak forms of words is troublesome for non native speakers especially for me.
18. **YK:** **Today, we listened to native English speaker's conversation. I could hardly understand what they said, so I was shocked a little. I haven't ever listened to the British's conversations, so I think I couldn't hear that. But I want to learn to listen to it, so I think this is a good opportunity.**
19. **TK:** **My listening skill has rather improved because I lerned the features of English. By focusing on the stressed word, the pitch, and something like that, I got to understand spoken English well.**
20. **TY:** By the way, I couldn't catch what they spoke almost anything. Because they spoke too fast for me. I can catch what teachers say almost all, but I can't understand the conversations on TV, and radio. I don't know why this happens. Is there no way but to get used to it?
21. **NM:** We listened Alex's and PJ's talking. They speak very fast and use many hesitation devices, so I couldn't listen almost. So I think I should practice listening more.
22. **AO:** We watched the video "Big Brother". I didn't know about it at all. But it sounds interesting. When we listen to introductions of members and match their names with their ages and hometowns, I had a difficulty listening. I didn't understand very much. I thought I want to improve my listening skill more.

23. **AO:** I think my English is a little improved. You taught us so many ways to communicate with people well in English. So I got a lot of knowledge, and I think writing & reading English is improved. But listening and speaking is not good. When I watched the movie without titles (?) (Japanese or English), I hardly understand what characters say. In order to understand it, I watched one film again and again, but I cannot success in getting their words. I have to train more.
24. **MT:** When I see Fawlty Towers, it was hard to hear it but I realized that I must get used to the pace of native speaker speak and understand.
25. **MT:** They were all interesting, and as for me, it was challenging. They speaks so fast. However I enjoyed them. Watching parts of movie and singing a song has improved my listening skill. Also linking was effective. It helped me a lot when I couldn't catch clear words. I could imagine and make sense what they said.

b) Speaking

1. **RM:** ...in particular, speaking skills has been improved. Since we have more opportunities to speak English, my speaking skills got better, I think. What we learned was focused on the practical skills of speaking.
2. **SN:** I think my English skills have improved totally, specifically my speaking skill.
3. **KH:** I've been studying intonation in the class, but it's hard to master it. I know words, intonation, and body language in English as knowledge, but I can't use them naturally unless I try to use them consciously.
4. **TK:** I think my English has improved in so many ways, especially in speaking and cultural knowledge. I learned much about the way of expression, for example, polite English.
5. **JY:** I improved in speaking particularly. I improved my skill of informal speaking and formal speaking and also got used to using "would" and "could" at a situation of planing.

c) Reading

1. **YS:** I noticed that reading conversation writing [tapescripts from films] is not interesting if I don't speak rhythmically. So, I think that I'll try to speak with using intonation as possible as I can, I want to do so and speak more cheerfully.

d) Writing

Learning environment

a) The teacher

1. **SS:** Today it's first time to take communicative Eng. I've heard my best friend who is in 4th class say the teacher is so nice! So I was looking forward to take this course. The teacher, Alex is so cool as my friend said. He's so friendly and funny.
2. **NN:** **I was a little nervous before you came to the class, but when I saw you, I felt relaxed because you were smiling. I enjoyed your first lesson and I like the peaceful atmosphere of your teaching, so I'd like you to keep it through this year.**
3. **TT:** Maybe I leave your lesson. Thank you for nice lessons and the nicest homeworks. Your bright morning smile was always enough bright to wake my mind.
4. **RM:** **It's really nice to see you, Alex (Could I call you Alex??). Today was the first class of this course, so I've been wondering what the teacher is like. I was happy to know you are very friendly and smile all the time. That makes me enjoy, without feeling nervous.**
5. **RI:** I really enjoy myself in this class. It is nice that you teach us with pleasure and intelligibilities.

b) Other learners

1. **MK:** Today, my partner was not absent, so I had to work with him. I tried to do the work along with him. But, we couldn't. I couldn't enjoy this class, again. So I told you I'm gonna change my partner. I can't stand doing work with him any more. I want you understand this: I don't hate him or I don't think he is a bad person. He is a person I can't get along with.
2. **MK: Today, especially I could enjoy this role-play because my partners are very nice. When partners are bad this kind of activities become torture itself.**
3. **SN:** I think that we (or I?) sometimes feel uneasy with [class]mates who we don't know very much. Because I and some mates have been friends since the 1st grade, and sadly it seems that we tend to be with those who have been already friends. And then! I think this Communicative English II class can give us the best chance to be friends with them.
4. **SN: Special secret advice I can give you is... to make boys & girls pairs when doing activities! Boys are always motivated by girls, girls, girls!**
5. **MY:** Today, we practiced how to explain things with a few partners. Conversations with classmates are so enjoyable, so I want more time to talk with classmates in classes.
6. **YN:** [changed classes after 1st term from control to experimental groups] Class I and II are very different. Class I is more positive.
7. **YS: We changed a person who sit together because some didn't want to sit their partner. So, we'll have to sit other person every class. But I don't want to do so. I like Y, and I want to sit with her. If we change our partner every class, I think that new problems will happen.**
8. **KO:** I can relax with boys. But with girls, I sometimes feel nervous. That seems bad. However, I will do much effort to speak with girls. I bet that help my English improved.
9. **NM:** Today, we watched Big Brother audition tape. I was looking forward to watch the video except mine. I think everyone tried hard. I enjoyed watching very much. I could know about classmates more. In the next class, we'll watch the rest of it including mine, so I don't want to attend the class. I don't want to watch myself.
10. **MI: I suggest you to change the students' seats every time, and have students have discussions with all the class members. Thanks to these, they could be partners with every student and know more each other.**

c) **Tension in the classroom**

1. **RM:** This course is good for me because this course is the only class of English that I can enjoy without being nervous.
2. **RM:** We need to relax and laugh. As I told you, this class is good for me to relax, especially this semester. Because I'm kind of stressed with too much courses.
3. **ES:** I'd like to become friends with many students in my new class. I'm a little shy, but I would talk with others. Actually, I was so shy that I couldn't take part in class of last year.
4. **YS:** I think that I can't gradually speak English in class, I may be afraid of speaking English. I always admire my classmates who can speak English very well!
5. **YH:** [HW – start a conversation with a stranger] I talked to a stranger sitting next to me. "Have you got the time please?" And she taught me. Next, I asked "Are you shopping alone today?" She said "Yes". Then, we talked about what we want to buy. After that, she asked me, "Are you a student?" So I answered. And then, I knew she teaches English in Japan. And we ended the conversation. Since I'm not good at developing the conversation, it was good that she talked a lot. I was tensed up very much.
6. **NM:** First, I was nervous because some of the classmates spoke English frequently [fluently?].
7. **MI:** Now I think I can use some slangs and speak more naturally than before. The regrettable thing was that I couldn't be positive or talkative very well.
8. **MT: We see the scenario and checked the words. There was a lot of words that I'm not sure that the meaning is correct. It was embarrassing that I ask the meaning of a word that is easy and I should know, but it is not useful for me if I didn't ask.**

d) External concerns

1. **MK:** Today, we learned how to use “kiss” and “hug” and when we should use them. It was good class, but I couldn’t concentrate. Because, I left my very important homework at home. During the class, my heart was full of this problem. I finished this homework by the all-night work, so I was regretting very much. I’m so, so, sorry for today’s my behavior.
2. **YS:** I had a stomach ache so I didn’t concentrate on the work.
3. **YSh:** Today, I was cold because of the air conditioner, so I couldn’t be concentrated in the class.
4. **YSh:** Today, it was typhoon, so some students were absent from school. I thought that I would be so, but I went to school. Before I arrived to school, I was tired, I was worried about the outside conditions during the class. Yuka and Marie can speak English very well, so I didn’t want to speak English a little.

What motivated students (activities, materials)?

1. **MH:** The movie (TV program) called “The big brother” was like “Real World (MTV)”. I wanted to watch it!! I was so suprised that there are so many different diarects in England. It was interesting to hear all different diarects.
2. **MH:** I like this class because it’s fun, and I can learn many things that are practical.
3. **SS:** You praised one of my sentences, which made me happy & more interesting to make up sentences. You’re a good teacher! Your way of teaching is everybody’s hope!!
4. **SS:** Today was continue of Big Brother. I listened to Alex & PJ’s speech. I really enjoyed watching 12 new people in DVD because they were different and some had very strong character! For example, when I listened to PJ’s speech, I couldn’t follow him because he spoke very fast, but when I read the script, I was like what?! He was so strange but I had a lot of fun to read it.
5. **SS:** I quite enjoyed watching the video, I liked Annie’s character. ‘Hi! Bye!’ and ‘la-di-da la-di-da...’ are interesting. After this lesson, I kept saying those words to my friends (classmates) and they laughed at me.
6. **NN:** [My Fair Lady] I think it’s notable and interesting that the rich people and labor have considerably different pronunciation in England. Does the difference still exist?
7. **EA:** [BB] I am expecting that the video will be fun to watch! What I want to say to PJ, one of the mates of Big Brother, is “You spoke too much”. At first, he was wondering what to say in two minutes, but at last he spoke and spoke with many hesitation. It was ok because it was fun to check hesitation he used, but too long!
8. **EA:** Also there were some slangs that I have never know like grand, love every minutes and so on. So this class was very useful for me to know and learn new sentences.
9. **MK:** Today, we made some dialogues along given situations. When I do this kind of activities with my partner, I can’t help making them funny. So, I could do this work very pleasantly. I can’t do work pleasantly at other classes, so I like your class.
10. **MK:** Anyway, this semester, I could enjoy this class very much since my teacher is the best I ever had and some of my classmates are very nice.
11. **MW:** We saw ‘My Fair Lady’ again. After that we played rolls of the characters from the movie. It was very interesting. It’s a good way to imitate real English even though it was difficult to speak English like Eliza.
12. **MW:** I think it a good way to use interesting texts when we study grammer or phrases because it makes study fun.
13. **MiW:** Today’s class was very funny!! First we checked our homework. I learned weak form was very different. Next, we learned rythm of English. We listened to the song that has regular rythm. After this, we sang this song!! It was really fun for me!! Today, I could learn English rythm with enjoying. I like today’s class.
14. **MiW:** Today we watched the movie; “My Fair Lady”. I knew this movie, but I had never watched this. Therefore, it was very interesting for me to see this. Professor Higgins lesson was useful to us, especially “How kind of you to let me come”. When I speak

English, my English don't have stress and rhythm. I made up my mind to make a conscious effort.

15. **MiW:** We watched the movie of "My Fair Lady". I could know many new words. It was very fun to act this movie with friends. I was role of Eliza, I felt as if I was able to be Ordilly Hepbarn [Audrey Hepburn]. This is joke!! I wanted to watch this movie more!!
16. **MiW:** we watched the audition tapes of Big Brother member. I didn't like PJ because he was a narcissist.
17. **MiW:** Today was the final day... Thank you for your teaching!! I liked your smile. A yearly class went on quickly... I think I could improve my skill in the respect of extending my knowledge. I had learnd so many things. For example, starting and ending conversation, polite and less polite English and so on. Your lessons is really convenient for speaking English more natural and interesting and being a better communicator.
18. **RM:** As for Big Brother, it was very hard to listen their English because they speak fast. But, anyway, Big Brother must be fun for me!! I want to watch the continuation!! I even think I want to join them!!
19. **RM:** Watching a movie with English subtitles (or without) is one of good ways to study English practically. Many people say they learn casual English from movies.
20. **RM:** About the story of Secrets and Lies, finding the natural mother would be very tough decision, if the adoptive parents were nice and she had happy childhood.
21. **RM:** The comedy we watched [Fawlty Towers] is really funny. Although it was sarcastic to change the reaction and way of speaking depending on the class, it's good for fun. I just enjoyed.
22. **RM:** I liked almost all of the materials. As for the movies, and other video materials, I enjoyed them while improving listening skills. I prefer materials which I can enjoy its content while I also can learn the practical English to speak and listen. So, I think the materials were used effectively.
23. **RM:** When I speak English with international friends and teachers, I had many chances to practice what we learned in this course. That was the most effective aspect of this course. The more we learned important skills of English conversation, the better I came to communicate in English.
24. **SN:** Now, I think that Movies are really useful, interesting, and easy-to-learn tools... In fact, I learned some expressions or words from them, for the English in movies are exactly natural speaking English. I think it's not just me who likes movies as texts, so why don't we use them more if we have extra times?
25. **SN: Still on "Fawlty Towers": today we could watch the video with subtitles, so that I could catch every joke! Last class I caught most of them, but sometimes they, especially Basil, spoke too quick, for me to understand. However, every time I missed them, audiences in TV laughed! How frustrating! There must be something funny!**
26. **TK:** I think materials were totally useful because they contained much information and new things for me to learn.
27. **RI: I really felt that your class is very fun. The lesson of "Tom's Diner" was interesting. I could learn where I should put stresses or how to take rhythms while I enjoyed myself. I had hummed the song of Tom's Diner after finishing the class.**
28. **RI:** I always use hesitation and ending conversation you taught me when I speak English. It's very useful!
29. **RI:** I like Video Nation, so I'll sometimes watch it to practise listening English and also to be fun!
30. **RI:** I think my English has improved more or less. My English became more natural because of learning "you know", "well", or linking, intonation and so on. I couldn't learn those things in high or junior high, so those way of expression are very useful to me. Formal and informal expression can be also effective for me. I could use them separately depending on the situations; meeting professor, talking with friends and so on. 2) It was interesting!... I could practice listening English with natural speed. **All of the materials you gave me was practical. Sometimes I check them to remember how I should say something in formal situation, etc...** 4) **My listening and speaking skills could be**

improved in your lesson. Before participating in your class, my English was terrible! It was very Japanese English and quite unnatural. However, I really think that now I can speak English more naturally than before thanks to your lessons. You taught me how I should speak English for native English. It was very hard but quite useful for me. 5) I like your teaching! Your lessons are unique, interesting and active!

31. **ES:** I always envy my friends when they talk about their foreigner friends or host families because I've never been abroad! I don't want to feel inferior to them anymore, so I'd like to study abroad so that I can be confident in myself.
32. **ES:** Today's lesson was a karaoke. I loved the music of "Tom's Diner"... I loved the rhythm of the song so much that it echoed in my brain a while after the class.
33. **ES:** [BB] I hate this kind of TV program, but maybe it is a good opportunity to watch foreign popular program. It was useful for me to listen to English spoken in a real life, not in a drama or movie.
34. **ES:** Today's class was so fun! I'd never practised gestures of greeting such as hug or shaking hands. I could learn a lot from today's class.
35. **ES:** "Fawlty Towers" was very funny. I love watching this kind of drama. I feel like listening to the comedy dialog. I don't feel like listening to serious stories carefully, so comedy helps me to stimulate my listening ability.
36. **ES:** I'm interested in the class system in Britain, therefore, studying about upper-class's or working class's favourite things is quite amazing. There are some different points from Japan... I like comparing different cultures.
37. **MY:** Today, we practiced how to explain things with a few partners. Conversations with classmates are so enjoyable, so I want more time to talk with classmates in classes.
38. **MY:** We presented about a topic we had chosen on Video Nation. This presentation was so interesting because not only can we practice listening, but also we can learn about British people's thoughts and events. I want to do a presentation like this again if I have an opportunity. I'll access Video Nation's HP and use it to improve my listening skill.
39. **MY:** The variety of the expression increased and my speech became rich. 2) I like the materials because the explanations are so clear and contains many things that I haven't known.
40. **YM:** We listened to the song "Tom's Diner". I liked it a lot. It had a strong rhythm which kept the same beats. It still remains on my mind. I found English was hard to speak because of the rhythm today. So from now on, I'm going to focus on the rhythm which English has, and make my English more fluent.
41. **YM:** Today we watched the 'Big Brother' audition tape. I really enjoyed watching it except my part! I was not expecting to see it today, so it was kinda 'surprising attack' for me. I didn't want to see my face being on the big screen, so I was facing down on the desk until it was over. I also didn't want to listen my song, so I stoped my ears! I was blushing. Well, once my turn was over, I was so comfortable to see the others. After I watched the performance of everyone, I thought that everyone had great characters, and I was surprised that they were all talented!!
42. **YM:** Next, we were put into a group of four, and talked on topics we chose. It was really fun. I tried to speak a lot, but at the same time I cared about the others if they were talking enough or not. At the end of the class, however, I was so competitive to speak because of Akira!! He just didn't stop talking @ all, so I tried to ask questions like using why!! I usually don't speak that fast, so I bit my tongue. But it was really fun!!
43. **YM:** **I learned a lot of things that I haven't know before! Obviously, speaking has improved. I think that because I learned many techniques which make my English sound more natural. For example, it was great to learn 'listener responds', 'sign-posting languages' and so on. Also, it was good to study polite English and formal English because I will definitely need them in the future.**
44. **KT:** Other lesson tends to focus on very formal English and this course wasn't. The skills we learnt this year was more useful and necessary in our life outside the class e.g. like talking to a English friends.
45. **RM:** We watched an interesting video "Purple Violin". It was quite interesting and I could learn lots of strategies in the video. To become an interviewer we must become

- very good and skilled listener, I realized. Moreover, we had to make the conversations wide and deep as much as we can. While the speaker talks, we have to think of next questions or comment immediately and at the same time. It might be very difficult and hard work, but when I master it, it might make me very great person in communications.
46. **RM:** I think in this class, we could learn mainly a lot about listening & speaking and especially the way of expressing our feeling by using gestures and changing the voice tone. Since I learned them, I observe carefully the native speaker's natural way of speaking and their expressions. **I definitely enjoyed watching videos. Every videos that you brought to our class was very interesting such as Big Brother and Babe. In these videos, there are full of things we can learn.**
 47. **KM:** [changed classes after 1st term from control to experimental groups] Honestly I thought your class was boring in first semester because the class was mainly text activity. I thought "this is communicative English III so I don't want to study the same way as high school or communicative English I and II". I considered the class as easy class. Once I think so, it is difficult to keep high motivation to improve English skill in the class. I wanted more challenging and enjoyable class. In second semester, my mind was dramatically changed. Your class I were based on discussion and video activity without textbooks. This was really enjoyable and challenging.
 48. **KM:** In 1st semester, I learned English communication on textbook. In 2nd semester I learned by video or prints. I felt that video activity is better than textbook activity. I don't know why but maybe it is because that in video we can learn not only by sound but also by visual. Also, I had more discussion in 2nd semester I think this is other reason why I prefer 2nd semester. Students in class 1 are better English speaker than students in class 2. This would be good for me to learn English efficiently.
 49. **YS:** The DVD (Fawlty Towers) seemed to be funny, but I couldn't understand the conversation. So I could laugh not by the conversation words, but the situation in the screen.
 50. **YS:** Then we watched Fawlty Towers. English in the movie was very difficult, but with subtitles, I could understand. I want to be able to hear all English in this movie and laugh someday!!
 51. **YH:** There were a lot of interesting materials. Especially we used many films. I wanted to see to the ends. In the films, native speakers appears. So, we could learn natural English. Sometimes it was difficult for me to listen. But it was good exercises. I could enjoy this year. I couldn't learn speaking last year, but in this course, there were a lot of occasions to communicate with other people. So, it was very fun.
 52. **KH:** Today, we watched the last scene of "Around the World in 80 Days". To travel around the world in 80 days is successful!! I don't believe that it could be done. But it's very wonderful and interesting.
 53. **KH:** [students' BB audition tapes] To speak for 3 minutes is not easy for me. But after watching my video, I understood what is not good for me or how I should speak. If there was no opportunity like that I couldn't notice about it.
 54. **KH:** I didn't know I could listen native speaker's speech on internet easily. It's very useful to study, especially listening so I'd like to use useful links like it.
 55. **KH:** In this course, we used lots of and kinds of materials. Most of them were interesting. Your materials were so unique that I could enjoy them. But I wanted to watch the films from the beginning to the end.
 56. **YK:** The materials were sometimes difficult, but they were interesting and useful. Alex gave me a lot of chances to speak and listen to English, it was very effective.
 57. **TK:** We sang a song, focusing on its rhythm. It was very interesting. After singing the song, I heard the speech made by native speakers like a song.
 58. **TK:** Anyway, I enjoyed your class very much! I like your class the best because it's useful.
 59. **TY:** Yes I think speaking has improved a lot. I like roll-playing with students because it was practicing to speak English.
 60. **NM:** We watched a part of movie "My Fair Lady"... We watched this movie a bit today and I want to watch to the last. I think this movie teach us how to pronounce correctly. I

can't listen to every word but I want to practice listening English by watching some movies. I enjoyed today's activity.

61. **NM:** Today we learned about communication strategy. It is difficult to communicate with foreign people. Today's activity is very useful for us when we communicate with foreign people.
62. **NM:** We learned how to tell the story. I was surprised to know that when policeman approach the driver, they point a gun at the driver in America. It's amazing that American people keep gun in glove box.
63. **NM:** We practiced to complain politely at a hotel. If we go to foreign countries, we may face such situation. So I think this activity was very useful.
64. **NM:** [presentation/dictation from Video Nation] Today, we did presentation. Our video is about "singing dog". It was difficult to catch all the speaker's words. We did our best. The master of the dog says her dog sing well. In fact, the dog won first prize in a competition. But I don't think he sing. I think he is just howling. That point is interesting.
65. **NM:** I think today's lesson is important. If I could use formal English, it would fantastic. I would like to try to speak formal English.
66. **NM:** In this course, we studied by using of movie, music and so on. So I enjoyed learning English. Sometimes topic was difficult, homework was hard, but most of the lessons was interesting and useful. When I talk with foreigners, I would like to use the techniques which I learned in this class. I'm glad to study English with you.
67. **AO:** Today, we learned how to use the dictionary. It was useful and interesting time for me. I rarely used English-English dictionary before. But I felt I could understand words' meaning better than when I used English-Japanese ones. I'm interested in other pages except pages which have meanings of words, too. The dictionary will be useful to study English.
68. **AO:** We also watched the Big Brother's audition tape of Alex's and PJ's. I did my best to understand what they said, but they speak fast, so it was difficult. And we found out the meaning which we didn't understand in their tapes, and checked. It was a little interesting, because there are many expression I knew for the first time.
69. **MT:** It was useful to learn exaggerative vocabulary. It was very interesting.
70. **JY:** The articles about body language was very interesting. An American psychologist's study that "man sat down next to people in a park when there were other empty seats nearby, the in most case the other people got up and walk away", this was surprising for me. Watching from TV on movie I had been thinking that Western people would start a conversation because they are like to speak each other. In today's class there are lots of discovery!
71. **JY:** I enjoyed learning from the videos and DVD. It was interesting. Also acting out the situations was challenging and useful.
72. **JY:** We didn't watch the movie to the end so I was concerned about it. I'm going to watch it at home soon.
73. **HH:** The materials we used are interesting and fresh for me. I enjoyed most of them. Especially making conversations and learning with films.

What demotivated ss (activities, materials)?

1. **TT:** Today, at the end of the class, we were given the most difficult homework in our 14 years student life. It was that we have to make our own application videos for Big Brother and we would watch the videos together in class. I really don't know what to do about it and I really want to run away from the world. I absolutely don't want to do such homework from bottom of my heart!!
2. **TT:** Today, we watched the video. I was really embarrassed during I was saying something stupid on the screen. I was not sure, how many times I wanted to die. How many times I regretted that I didn't hire an assassine to kill the video. It was the longest three minutes in whole in my life. I think I aged some years.
3. **MK:** Sometimes, it's not easy to talk with other students who can speak very fluently. I feel so because basically I am negative thinking person maybe.

4. **YS:** Final comments: 1) I think my English didn't change 2) Boring 3) I didn't have such a memory 4) I could see other's body language 5) I don't have nothing to suggest 6) no other comments.
5. **RM:** It was very hard to listen to Mellow T's English. Since I don't like rap music and it's hard to understand rapper like Mellow T (gangster), it was not so interesting, actually.
6. **TK:** The activity I didn't enjoy was video recording because I hated to be recorded by someone and watched it!!
7. **YM:** **I didn't like the class which focused on the parts that I'm not good at because they were hard... I understand I can't improve my English without practice but it was boring.**
8. **AN:** To tell the truth, I didn't like "Fawlty Towers". I didn't think it's funny, also it was hard for me to understand.
9. **YS:** You said, "We'll make a speech for Big Brother and record the speech on video, then we'll watch them". I was very surprised. For me, it wasn't happy subject. It's ok only to record it on video, but... I don't want my classmates to watch my speech.
10. **YS:** In English II class [reading & writing class], the teacher speaks so much, so I become tired and not to like hearing English a little. I don't have enough English skill to understand the teacher speaks.
11. **YH:** I don't like speak in front of other people. So, I don't want classmates to watch my video tape. I'm so unwilling to do it that I want to cry...
12. **KH:** Today's lesson was a bit boring. I want to talk with every classmate. Now, we sit the same place and with the same partner. I would like to have a chance to do some activities with other partner. If you give us the chance, we can be more friendly and we can make good mood to speak.
13. **KH:** You said Japanese were very quiet and didn't speak a lot. I don't think so and it made me a little angry. I think Japanese just don't have the confidence to speak English like me, so I hope you don't say that.
14. **MI:** Not enjoy: It was when I took a partner who wanted to speak Japanese than English during role-playing.
15. **MT:** We learned telling story again. I don't like it. I like making stories and writing it down. But I don't like telling because I can't express feeling. I can't act well. In addition, I didn't understand the story I don't understand where is interesting though that's because I'm Japanese and thinking Japanese way.

Comments on pre- & post-course tests

1. **NN:** I always think that the score of TOEFL isn't a good criterion of judging one's real English level, especially in speaking ability, so the test you gave... was more useful than TOEFL, I thought.
2. **MiW:** I also didn't do a good job in computer test [DCT]. Although I have learned how to speak Polite and Casual English, I could not use it properly.
3. **RM:** I was very shy when I was taking speaking test today!! Because everybody was behind me and they could hear my speaking. I don't have self-confidence yet, so I was afraid what they were thinking. Almost all students in class I can speak so fluently. That's why I was nervous. I thought I could do better if I did it in another room, not in front of everyone. **A girl in class 1, who doesn't take speaking test yet, said to me that she was able to listen the questions and she was thinking the answers a little, so when she take the test, she would prepare some answers. My turn was first, so I thought it's not fair!!**
4. **RM:** **I took an interview test [IELTS oral interview] by Mr Flynn last Fryday. I was a little bit nervous, so I'm afraid if I made mistake...**
5. **SN:** [ss-ss roleplay] In our play, I was really at a loss to ask him questions, for Yu always said "No" to me. I thought he should have said yes to get conversations more lively even if it were not true.

6. **SN:** I completely forgot that we had to take some tests again. They were exactly the same texts we had at the beginning of this course, but I could not remember answers! Gee, how annoying!
 7. **SN:** [DCT] The computer test I had today was terrible, I got disappointed at myself... I tried to show several skills I had studied through this course such as formal & informal way of speaking English, yet I could not. If I could take the test again, I'd love to!!
 8. **ES:** [DCT] I didn't do the speaking test today, so I asked my friends who took that test. They said it wasn't so difficult, but they were nervous to take the test before classmates. I guess it would be better to take an exam alone. We can display our real abilities because we can relax. Besides, we can hear questions and answers when someone takes the test before us. I think it's not fair.
 9. **ES:** **Role-playing test was also terrible today. I and my partner's conversation was not active. Actually, my partner had asked me what topics should we talk about yesterday. However, our plan made no sense.**
 10. **YM:** Well, I also did role play today. My partner was T. I don't still get used to be recorded, so I was kind of nervous while I was doing the role play. T seemed to have a cold, so I was sorry for him. After I finished, I regretted it in some parts. I thought I could have used closing phrase and more sign-posting languages.
 11. **RM:** [DCT] I completely couldn't do my best in computer test because it was almost the last part of class and many people were in the corridor. I couldn't hear well and everything was disturbing me... unfortunately.
 12. **AN:** Today I took computer exam. I didn't feel I did better job than before at all. I felt a little embarrassed doing, I mean speaking loudly in the hallway.
 13. **NM:** [ss-ss roleplay] **We had another work today. It was a conversation with a friend. Because you recorded our conversation on video, so I felt stressed. There were some silences in our conversation. It was difficult for me. I don't want to record. Do you have a plan like today's activity in this semester?**
 14. **AO:** I did the role playing and computer test. I wanted to use some expressions which I studied in your class, but when it came to say something, I could not do well. It was regrettable.
 15. **MT:** [DCT] First I did a test with computer. I don't like this test, actually. I got upset and forgot every words for the moment. I didn't do good.
 16. **HH:** When it comes to the computer test [DCT], I felt tense, because there were some students around me. I could use the polite English, so lessons are useful!
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Part B. Control Group

Noticing in the classroom

Components of communicative competence:

a) Linguistic competence features

1. **YK:** Oh! Good news! I found first time the difference between "be going to" and "will". That's so interesting. I usually use these with unconscious but I glad to know that!!
2. **YK:** We learned what's the difference between just normal adjs and extreme ones. We learned a lot!! And we talked about sth with extreme adjs. That's fun.
3. **YK:** I learned what differences between present continuous and present simple. I'm quite sure that I understand!! It's helpful.
4. **YK:** **At last [finally] you made us pronounce correct way as usual. It's really helpful!!**
5. **YK:** Today's theme is Call. I think it's really useful. I wanna work out of Japan. So maybe I can use "put sb through" or something. I wanna learn more useful expression.

- So... Next we talked what I like or dislike on a cell phone. I learned “cut off” and radio waves!! I always wondered how I can say this in Eng. finally I got ya!!
6. **SF:** Next, we learned differences between “the passive” and “the active”. I was by way of understanding the feature of “the passive”, but I couldn’t explain why I think one sentence is right, and the other sentence is strange. I learned making proper use of them. The keyword is “emphasise”, I think.
 7. **SF:** We also made a sentence using “in case”. I felt it is functional a lot. I’ll try to remember it in case I need to use it. It was pouring with rain today, so it was right for me to bring my umbrella in case it rains!
 8. **SF: I learned the names of many parts of human’s body. It increased my vocabulary a lot!!**
 9. **SF:** I learned an order of describing a person. I was amazed at the fact that there is a rule like that in English... Today’s lesson was very beneficial for me because having a lot of expression to describe people is useful, and often used in my life.
 10. **SF:** Today, learning about Northern England dialects such as nan and lads was very beneficial for me.
 11. **SF:** Today, I learned English grammar from you, and played a game using it. I was taught it when I was junior high school student, but I felt it difficult and didn’t understand it at that time. However, I felt it very easy so I thought students should be taught English grammar in English.
 12. **SF:** Today’s class was about “work”. First, I wrote down what you said, and made sentences for each word. There were four words which I met for the first time: superiors, open-minded, uptight and spouse.
 13. **SF:** Through studying about animals, I learned homophones, defining relative clauses, and non-definite relative clauses. I felt studying homophones in English is very fun! I had learned about relative clauses, but I didn’t know distinction between defining relative clauses and non-defining ones, so today’s class was beneficial for me!! Today, I learned many words concerning animals, but especially words about person who is compared to an animal were very interesting!! I’m not a bookworm, but I have to read a novel “The Great Gatsby”, so last night I stayed up late like a night owl. However, I’m not sleepy today!
 14. **SF:** Next, I made 4 questions, and asked them to my partner to practice a use of the past perfect. It was troublesome thing for me because I don’t have to care the difference between the past and the past perfect in Japanese.
 15. **SF:** It was surprising for me that often was stronger than quite often because I had been thinking that “quite” meant “very”.
 16. **SF:** I learned the difference among a car, that car, and the car, and it was beneficial to me because I thought using them properly would make conversation smooth.
 17. **TM:** We learned “-ing” and “-ed”. Sometimes I confused. Now I can see their differences clearly.
 18. **TU:** I could learn many new vocabularies. The words of parts of body and face are very useful. Half of them are actually I knew before the class.
 19. **TU:** Getting to know how to use “always ~ never” (frequency) is very good for me.
 20. **MK:** We studied about -ing/-ed, which were really easy to study. I thought almost everyone in my class knew about a use of them.
 21. **MK:** I think my grammar has improved.
 22. **AH:** Next, we had a listening practice. Lorna was talking about her problems on phone. In her telephone conversation, we learned some new expressions. My head is hurting = My head is killing me. I don’t have any money = I’ve run out of money. The neighbours are annoying me = My neighbours are driving me crazy. They are very useful!!
 23. **YK:** Next, we talked about Rio de Janeiro and studied normal adjectives and extreme adjectives. We also learned how to use very, really and absolutely. I thought today’s class was really meaningful and I enjoyed learning them.
 24. **YK:** We had homework about idioms and I didn’t know most of them. Therefore, this homework is really useful to know new idioms.
 25. **YK:** In grammer, we learned many differences and it’s very good.

26. **HM:** I learned some idioms. I like “my cup of tea”. But, I prefer “my cup of hot chocolate”. That’s very pretty. I remembered the idiom now, so I want to use it when I find a guy who is my type.
27. **HM:** Today’s lesson gave me a new discovery, because I could know some correct pronunciation of words. There were some words that I misunderstood to remember. I think it’s interesting that there are some words that have different sounds between America and England. But I wanna remember English pronunciation, because I’ll go to Australia.
28. **HM:** I also think grammar has improved, because you explained it in details.
29. **Yosuke Tanaka:** I made sentences using the words which is related with friends. It is effective way to memorize words for me.
30. **MN:** We studied about –ing and –ed. I’m not good at using them. It is difficult! Because I didn’t know which I should use them. Of course right now I can understand it! To study grammar is very useful for writing!!
31. **MN:** Then we learned grammar of defining and non-defining relative clause. I’m not good at English grammar, so it was very useful.
32. **MN:** We also learned about “Conditionals”. To tell the truth, I don’t know when to use them very much. So, I couldn’t use these sentences in the conversations. But thanks to today’s class, I could know how to use them well!! I’ll try to use them to express my feelings.
33. **MN:** today’s most interesting subject was “onomatopoeic words”. Some of them are unfamiliar and difficult to express. Because I’d never used onomatopoeic words in daily conversation. Also it is different from Japanese. I really enjoyed today’s subject.
34. **MN:** At first we talked about the scale of frequency. I was surprised when I found the word with “quite” means less frequency than the one without it.
35. **NY:** Today, when I said “My dog is very luxurious”, my teacher said that was wrong. And I learned that I should use “spoilt” in that situation. I think there’re a lot of words that I am misunderstanding.
36. **NY:** I remembered that my teacher told me that “had better” is stronger than “should” when I was a high school student. “Had better” intend that you must do indirectly. Is that true??
37. **MT:** We learned the difference “Do you ever...?” and “Have you ever...?” I didn’t know the difference so I was very happy to understand the difference.
38. **MT:** Today, we learned the present perfect tense. I didn’t know when the present perfect tense would be used until today’s class, but I could understand a little.
39. **YI:** I was very glad to know the order of adjective. I had confused about this.
40. **YI:** We studied also about vocabulary about birth, marriage and death. There were a few words I’d already known. I realized that I have a small vocabulary of English.
41. **NI:** Today we learned onomatopoeic word. Japanese has a lot of onomatopoeic words and I like using them when I write a sentence or talk with someone. However, I hardly knew English ones. Also, they are quite different from Japanese ones. They are helpful to imagine a sight so that I was interested in them. Different way of expressing sound is interesting.
42. **NK:** Today we learned the passive voice. It’s not negative meaning! [In Japanese, passive usually has negative semantic prosody].
43. **NK:** Today we learned vocabulary about body. These vocabulary is useful to express our feeling.
44. **NK:** Today we enjoyed a game in English. The width of pitch of English is larger than that of Japanese. So maybe it is difficult for native speaker to understand Japanese English. We cannot say which good language is. I like both Japanese and English.
45. **NK:** Today we talked about cook. It was difficult for me to tell boil and steam, for example, before this class, because we often use “yuderu” or “yaku” and there is no such a specific word. Now I understand them better so I want to choose a correct word depend on occasions.
46. **NK:** I realized that I have poor vocabulary about animals so I decided to get it.

47. Yuka Tatsumi: When I talk with Japanese in English, I badly use katakana English [English with Japanese pronunciation]. So, I want to take care not to do so.
48. **YT:** I didn't know that there were such many words mean 'friends'. Although one meaning often expresses one word in Japanese, that is wrong in English.
49. **YT:** Differences between future tenses was hard to be used properly, but I thought we should notice them. There were still lots of things that I hadn't learned before.
50. **YT:** Words which are concerned with occupation were difficult a bit for me. Although I often overheard such words, making a sentence with them needed us to beat our brains.
51. **YT:** Grammar that I learned in this class was very usefull.
52. **TS:** Next, we learned about idioms. I understood some idioms meaning ambiguously but I didn't understand completely. I felt if I want to speak English, I must study idioms more. And I thought English expression is very interesting!
53. **TS:** I seldom use the present perfect in conversation, essay, etc, but today I learned it so I try to use it.
54. **MH:** And we learned the difference between state verbs and action verbs. I understood the difference between them. It was useful for Japanese. From now on I will pay attention to these small differences more ever.
55. **MN:** English people speak making strong stress and weak stress but Japanese don't. Today we practiced to speak English making strong point and weak point. It's quite hard for me because I talk Japanese flatly. I found that making stress in speaking English so important otherwise English people don't understand my English.

b) Pragmalinguistic competence features

1. **MK:** It was useful to know how to suggest my opinions. I've never used 'Why don't you...?' so I want to use it next time when I need to suggest something.
2. **MN:** We learned about "suggestions". When I use them, I always confuse which one I should use. So today's class was useful to me.

c) Sociopragmatic competence features

1. **SF:** Next, we talk types of smile. How many kinds of smile we have!! I learned listener smile, polite smile, miserable smile and true smile. Certainly they are different each other. Japanese including me tend to make social smiles, so I often think Japanese are liar.
2. **SF:** Next. We talked about an attitude of Japanese students in class. Japanese students have been studied passively, so I think it is difficult for them to change their attitude right away; however, I feel I have to be more active because I'm here to improve my English skill.
3. **SF:** I also got cultural knowledge of foreign countries from you which was very interesting to me.
4. **AH:** I think my cultural knowledge has improved thanks to this class.
5. **SO:** Today, we talked about the teenage cult. I don't wear like punk(er)? but I like punk music. It is interesting and fun. Also, I can feel happy when I listen to it. Japanese teenagers tend to do same thing as other people or their friends. I try not to be the same as others.
6. **YS:** Yes, to some extent I can know the way of English thinking little.
7. **NI:** Today we listened to music and talked about the impression. I think expressing our impression by words is really difficult for Japanese. I have read a book that shows difference of education between Japan and Western countries. The book explained that in Western countries, children learn the way of criticism but in Japan children don't learn it so that Japanese can't express the impression by words. I agree the book. For example, when I go to the movies or the musium with friends, we remark the impression but it's sometimes only "good, so-so or not good". When I went to England, my host mother asked me how the picture was good. I was really upset. How...? So it was difficult to express the impression of music in English. I keenly realized the need of such kind of

lesson since early childhood because if we can't express the impression by words in Japanese, we can't it in English, of course.

d) Strategic competence features

1. **NI:** I used Japanese when my talk in English was not understood, so I think I'd like to use only English with gesture from now on when I communicate with friends and teacher in class.

e) Discourse competence features

The Four Skills:

a) Listening

1. **SF:** I listened two women's speaking from a tape, and answered the questions. I could hardly understand them. I depressed a lot. My partner, Maki, well understood them. She speaks English very fluently!! I hear she've studied abroad for a year when she was high school student.
2. **SF:** We listened four people speaking, and answered some questions. It was easy to listen. I was relieved.
3. **SF:** I'm sure my English has improved this year because of your class. At the beginning of the year, I couldn't understand what you said, and speak English at all, but now I think I can.
4. **TU:** Today, we could have opportunity to dictate the conversations about telephon number. I was weak at number expression. So it's good.
5. **TU:** Tape recording was very easy (comfortable) to listen. I could understand whole.
6. **AH:** Today we used the text book 'Face to Face'. Dave was talking with a counselor to get advice about dating, and he was trying to find his ideal person to date with. He was excited when he was speaking, so I thought he should calm himself.
7. **AH:** You told us some interesting story of your own experience in English, so maybe my listening ability was improved as well.
8. **YK:** I think you can speak a little faster to improve students listening skills. They'll understand you.
9. **MN:** Today's listening is fast! But I think I have to get used to this speed.
10. **MN:** Sometimes listening quiz was easy. But if all of the quizzes were difficult, I think it demoralized us and we felt that we didn't want to do it anymore. So, it was good to challenge various types of listening!
11. **TM:** Today, we did dictation. I couldn't write very much because you spoke very fast.
12. **MK:** At first, I had a hard time understanding British English because I wasn't used to it. However, you speak clearly and slowly, so I could get to understand it gradually.
13. **YT:** After that, we listened teacher's accident story, taking notes. Because I had practiced noted down information many times, my skill seemed to be improved a little.
14. **YT:** I think my English has improved this year because of these classes. Compared with last year, it becomes easier for me to get what people say in English. My skill of listening has bettered. My top marks of TOEFL became 560, although that of last year was 500.
15. **HK:** Next, we listen to the tape about Sara's visit to Rio's Carnival. Speaking speed was so appropriate for me that I could understand it relatively easily.
16. **TM:** Then we did dictation. I made 21 mistakes in it. I was shocked. So, I do my best to improve my listening skill.

b) Speaking

1. **SF:** In your class, I came to speak English more than last year. Everyone speaks English, so I feel I'm in good environment to speak English actively!
2. **SF:** recently I'm used to speaking English gradually by the grace of your class!!

3. **SF:** This course was effective to improve my listening and speaking in that it gave me chances to use what I had learned practically. Japanese students don't have much opportunity to listen and speak English. Hence, although they study English for a long time, they can't talk with foreigners, so I think it was lucky for me that I could attend your class this year.
4. **HT:** This class gave me opportunity to communicate with my classmates in English a lot.
5. **HM:** I think I could improve my English ability, especially speaking.
6. **MN:** Because I can speak more fluently than before when I talk with my friend in English. In the class, there were many activities which talk or discuss with classmates.
7. **TM:** In this course, I had to talk in English at least a few times every class, and you spoke English. So, I think they had influences on improving my listening and speaking skills absolutely.
8. **TM:** I think my English has improved this year. My speaking skill improved a little. Still now, I can't speak English very well and when I talk with people in English, I'm very nervous, but I think I improved my attitude toward speaking and talking a little.
9. **NI:** I think my English has improved this year. Especially, speaking has improved. At the beginning of this course around April, I couldn't speak anything at all during pair conversation. However, as the lesson goes on, I became to tell my partner what I want to say to some extent. Therefore I realized that my speaking has improved.
10. **YT:** We thought and wrote down 'like and dislike of mobile phones'. They are familiar things for us, so we had a lot of opinions about them.

c) Reading

d) Writing

Learning environment

a) The teacher

1. **SF:** Hi Alex! Nice to meet you! Before class, I wondered if you were grim teacher. But you looked cheerful!! So I was relieved.
2. **TU:** The biggest reason why I could enjoy the class was you. I loved your character and way of teaching.
3. **MK:** I think it is always nice that you listen to each group's conversation and after, you write mistakes on the whiteboard that you hear.
4. **YT:** I like your funny character and I'm sorry but I was shy in the class.
5. **NY:** My teacher always correct the sentences we said. That's very good because I will [would] use them in future unless somebody corrects them.

b) Other learners

1. **YK:** First of all, we discuss "what makes happy and dipressed. That was fun but class were really quiet.
2. **SO:** It wasn't really effective for me because my partners had difficulty understanding my English and I had to speak really slow.
3. **YT:** At "Dating Profile Form" we took pair work. It was enjoyable because I could know about women's idea.
4. **MK:** I like your class, because I can talk with my classmates and get to know them more and more. Many people are still shy, but I want to make as many friends as I can in this class!!
5. **MK:** It's nice to sit someone different every class. I usually sat next to someone who I really know, but these days I sit someone who I never talked or who I don't know very well. I made more friends.
6. **KK:** Because of the other member's girl's talk, I cannot talk well today.
7. **NK:** Today we continued to talk about job. My partner was H. She is a new friend! It is nice to have a conversation with someone I've never talk in classes.

8. **CM:** Every members in my class are good examples for me to follow. They act as an encouragement to me. I have to be active not to be left by them.

c) Tension in the classroom

1. **YK:** We played a game which we can practice the way to say “contrast stress” “Don’t you mean...?” like this. I thought everyone were shy or something. Every time I think nobody talking in this class. It’s quite weird...
2. **SF:** I really enjoyed this year because I could relax and talk with you and my friends in English without a dread of making mistakes.
3. **TU:** Today’s theme “Dance” was my favorite things. So I liked today’s class...But I felt that other students didn’t like this kind of theme. I think Japanese university’s students are too shy. Don’t you think so?
4. **HT:** We had a lot of time to discuss with partners. It benefited me well. Japanese are shy. Making their partners is better than making groups.
5. **MN:** But I’m sorry that I couldn’t answer when you ask us questions. I was afraid of making a mistake. Then, you always said to us that it wasn’t a bad thing to make a mistake. It encouraged me very much. I’ll try to speak much more in the class from now on!!
6. **MN:** Then, when I discussed in a large group, I couldn’t enjoy very much. Because there were various people who had different opinions or interests, of course. So, for example, when we discussed our favorite musician, I couldn’t talk about myself and I hid my real opinion. Everyone doesn’t know the musician and some people doesn’t like Japanese-pop music. But I know I shouldn’t be afraid!
7. **NY:** Today, we talked about jobs. Both of my partners said that they didn’t want to be a teacher. They said they couldn’t stand in front of many students. I also agreed with them.
8. **NY:** Today, we dictated one sentence. The content was that Japanese people don’t argue or insist their opinions. The teacher of English II says same thing. I think everybody knows that and wants to change, but they (also me) are afraid of making mistakes. Because Japanese students are educated by teaching perfect is best.
9. **TM:** **And we talked about giving opinions. I think saying my opinion is important, but I was very shy. So, it’s difficult for me to say my opinions.**
10. **YS:** **Today is first lesson of this class. There are no person who I know. There are no person who know me. I’m very nervous.**
11. **MK:** Today, I felt really sorry for you because we don’t talk in class. Maybe that makes you not happy. If I were you, I would feel unhappy. We are just listening so sometimes I try to speak out, but we are still quiet. Japanese are shy, but we should ask questions + answer teacher’s question. I think this is our problem.
12. **MK:** Today, I was a little bit sad because my partner seems that she is not interested in working together as a partner. I think she is too shy.
13. **KK:** Your comment “double chin in Japanese” made me laugh, but in the intermission before English 2 class, some class mate said your comment was unfit for class. I don’t think so but some people said it. You’d better to word carefully.”
14. **KK:** I know you’re always make a preparation for class but it was a little boring class for me. I think we’re quite shy. We need some work to break the shy idea. I think it bring a good merit for this class.
15. **KK:** **I said “my favourite shopping place is DAIEI, supermarket” [a cheap supermarket in Japan] to my group mate. They laughed, but I was serious. I’ll say “my favourite is Costco” next time.**
16. **KK:** I made the big mistake in this part. Alex said “on page 55” but I did page 45! My brain didn’t work well in the morning.
17. **NI:** We seldom express our opinion actively in class and sometimes don’t say real intention. Japanese cannot help but do in that way to some extent, I think. Because our learning style in class had always been passive since elementary school. In addition, we had no time to discuss something. Also in Japanes society, people flatter not to hurt others.

18. **CM: Today, I was partnered with S. Her pronunciation is beautiful and she speaks English fluently, so, I was shy of speaking.**
19. **YT:** In first class, my mind was full of anxiety. Because my class of last year wasn't such a high level and I felt it was a mistake I was in this class. Today, I could feel relaxed although my fear remains.
20. **YT:** Although talks with a group were a good way to communication, I hesitated a little because there were only men, except me in my group.
21. **KN: Today, I was very nervous and worried about my speaking skill. While I could speak when talking with my friends, I couldn't in the class. A friend beside me spoke so fluently, so I was very depressed, envied him and accused myself of confidenceness.**
22. **KN:** Then, we were formed in groups of three or four and introduced each other. Though I had no time introduce myself and was disappointed a bit, I was happy to know them well. I think I am getting accustomed to the class slowly and feel calm.
23. **MN:** Speak in English with my friends is a little ashamed but I did my best not to stop talking in English.

d) External concerns

1. **HM:** Today's lesson was very challenging for me, because I was hungry at that time!
2. **NY:** Today, I was very sleepy, and I couldn't concentrate the lesson.
3. **MK: I have lots of homework in other classes, so I usually go to bed around past 2:00. I'm tired.**
4. **MK:** I don't like coming here by train every day. I'm tired of it. However, I've got no choice.
5. **KK:** And classroom was really dampish [humid]. It is really stressful.
6. **KK:** Before the class, I made a deposit in my savings account, I received my part time job pay yesterday. I was thinking what I spend for while this class.
7. **KK:** I couldn't study well this day, because my home town was under water [local flooding]. I was thinking about it in class. Sorry of my rudeness.
8. **NK: But to be honest, today I couldn't really focus on the class because the news of the final interview of studying abroad was noticed at p.m. 1:00. I was worrying it. But now I'm happy. I passed!!**
9. **NK:** I had cold. I have a sore throat and headache. You also seemed to have cold today. Take care.
10. **KN:** Today, to tell the truth, I couldn't join the class actively because I was very worried about having a lot of things to do. I should have concentrated more.
11. **KN:** Today, I was very sleepy because I had slept just for two hours.
12. **KN:** In these days, I had many worries and felt down, but I became happy a little to listen to this song. Today, I had been depressed, but I became active when I studied in this class.
13. **KN:** Today, I had a high fever of 38 degrees this morning, so swam and had a bad cough in class... I couldn't listen to the movie about the ballet and explain it to the partner. Now, I'm so sorry to him. I must recover as soon as possible not to bother my classmates.

What motivated ss (activities, materials)?

1. **YK:** We list up some Japanese celebrations and with my partner I discussed like what to do on the celebration day or something like that and we changed a partner and explained each other. That was fun.
2. **YK:** Today we talked about friends. There are many types of friends like soul mates, close friends... We don't have that many words for friends in Japanese so that's very interesting.
3. **YK:** We got a lot of opportunity to talk in English with my friends so I think that's good.
4. **YK:** We moved on text book. We got to answer some questions which is really easy but some slang are really interesting. I wanna learn more slangs which are useful for us.

5. **SF:** Today's class was very fun! I feel I can make friends with others in your class, because you pair off me with other students.
6. **SF:** [commenting on a photo in the textbook] I thought if people die [dye] the river into green, the environment will be destroyed. Do they use safety materials? I wonder about it.
7. **SF:** Next we listened four people speaking about their birthday. I pitied Kay because she became 30 years old. I became 20 year-old on May 9, and I was really depressed.
8. **SF:** Today, I was surprised to know that blind date is prevailing in foreign countries. I can't imagine to date with someone I don't know!!
9. **SF:** I read an article about an full-moon party in Koh Phangan, and talked about the nightlife in Japan, and our experience of going dancing and clubbing. However, I have never gone dancing as well as clubbing, so Maiko told me many things about them. It was very interesting information for me!
10. **SF:** Today's class was about cooking. First, I chose the ways of cooking banana which I like to try and don't like to try. I have eaten it only raw, so a variety of recipe was interesting to me. Especially, I want to try the recipe that I bake bananas in the oven in their skin.
11. **SF:** I also learned the differences among 3 types of conditionals. I always think your class is beneficial for me because I can review much concretely and plainly what I've studied.
12. **SF:** **We learned about iguanas a lot. I found out that they are vegetarians, triple in length in a year, and can live long relatively. I didn't like their ugly appearance, but I felt like having them as a pet after I heard they get on people's heads when they are frightened of something.**
13. **SF:** Next, I studied about teenage cults like punk, hippies, and skinheads. I didn't know hippies and skinhead, so it was very surprising for me that hippies often drugged, and skinheads hate everybody. There are many theory to explain why youth cults happen, but I think young people don't want to be obedient but want to resist everything.
14. **SF:** Today, we talked about weird things such as crop circles. There were 6 theories about crop circles in my text, and I put them number in order of certainty. At first, I thought theory that hoaxers made them was the most convincing, but my opinion changed after I listened to an interview with crop circle expert. People couldn't make such an enormous and elaborate circle in a few hours, but I couldn't believe another theory that aliens made them. If so, I hope their message is favorable to us!!
15. **SF:** I read an article written by Bill Bryson, and thought it was very fun because I found out that an apple and matches could be a bomb!! I'll memorize that to prepare for the contingency.
16. **SF:** Next, I talked about my feeling about money with my partner. I as well as her liked money very much, so we had a lively conversation.
17. **SF:** I think the two texts we used were suitable for the communicative English because both of them were full of topics to make conversation. I like "Inside English" very much since it has lots of interesting topics. I felt "Face to Face" was good for enriching my vocabulary because it has many words. I'm going to keep these texts in case I'm in trouble in the future.
18. **TM:** Today, I had many chances to talk, so it was good lesson. Interview is a good way to practice talking in English. I think it is good to divide students A and B because I don't know what will the other students ask me.
19. **TM:** We watched "Billy Elliot". I really like that way of class. I can enjoy with an image. I would like to watch more images. It is easier to understand situations and fun!
20. **TU:** It was my first time to use the textbook "Face to Face". Actually, the class activity was really nice, because I like to speak and communicate with someone in English. And we had an opportunity to get know about my classmates. So today's class was totally interesting, I think.
21. **TU:** With my partner, I did the puzzle of comic. It was very difficult but interesting. When I got to know the answer, I felt satisfaction. It was very challenging, so I liked it.

22. **TU:** Today's topic was very interesting. Because we all have interests about boyfriends and girlfriends.
23. **TU:** Today's theme was "work" which I really have interests... Since the topic was interesting, I had fun when we discussed it.
24. **YH:** we listened a song that name is "Don't worry be happy". Almost of my group member don't like this music, but I like it. This lyric and gay rhythm really make me happy!!
25. **YH:** Today, we listened conversation that was a girl speaking. The story was so funny such as a joke, so I like the listening exercise.
26. **YH:** Some parts are interesting and some parts are boring. I enjoyed communicate with teacher and classmate. Because I could know about classmate through some interview.
27. **MK:** I don't know your way of teaching yet, but I think I don't want to have class doing childish stuff like hangman. I did it last year and everyone in my class seemed to be fed up with it. So I hope you will teach us practical English in a good way.
28. **HT:** To know someone's favorite type of girls or boys is interesting. I was excited. I don't have girlfriend. I want one.
29. **HT:** I really understood how terrible my lifestyle is. I like smoking, drinking and staying up late. I haven't had a lot of meat and vegetables. I decided to improve my diet.
30. **HT:** Today I had a lot of time to talk with my partner. I exactly felt my communicative skill improved...Practice is very precious.
31. **AH:** Next, we changed the members and discussed shopping. This topic was easy for us to talk over, so I enjoyed it today!
32. **YK:** I think a group of four makes a conversation better rather than a group of two. I recommend we make a big group more often.
33. **YK:** We talked about phones and cellular phone. I think these are very close to us, so we had a lot of opinions.
34. **YK:** I think my English has improved, especially cultural knowledge through your classes. You talked about England or world which I hadn't known and it was a little cultural shock for me. I really liked to listen to your experiences.
35. **HM:** I also think I could know English cultural knowledge. It was very interesting.
36. **YT:** I want to learn more useful phrase which I can use in daily conversation.
37. **YT:** I enjoyed group discussion. I could find other's opinions.
38. **YT:** [materials] That was useful and gave me new ideas but some part were boring.
39. **MN:** I like to talk with my partner because I can know real her.
40. **MN:** We played customer and clerk [role-play]. It is very useful because we can use these conversations when we visit foreign countries.
41. **MN:** We also studied this subject by reading an article. It showed some concrete reasons which made teenage cults. This kind of subject is very familiar to us and I really enjoyed studying.
42. **MN:** We studied about "Weird" in today's class... Then, I like this kind of discussion. It has no correct answer and I can know how my classmates think about that. Of couse, there were various ideas and some of them surprised me. So, I can enjoy this subject.
43. **MN:** We studied about Music today, and I was very excited!! Because I like listening music very much.
44. **MN:** We studied about wheels. At first, we listened to your own story. It was interesting story and I was surprised to hear that you repair your Mini by yourself. (Was it difficult?)
45. **MN:** After that we discussed our own opinions about money with partners. When we think money, we only imagine cash. But foreigners usually use not only cash but also cards and cheques, I think. It's interesting difference!
46. **MN:** Next, we were talking about "desert". In my idea, desert is a very very hot place and the oasis has beautiful landscape. But I was surprised when I heard there are sometimes flash floods!! Then, you have many precious experiences in various countries. I envy you!! The pictures are really nice and I could know the real desert from it. I always enjoy your interesting stories! (Thank you for telling us).

47. **MN:** I enjoyed talking about subjects with a partner, especially making a travel plan and imagining own stories. Because there was no answer and we could do it freely. It improved my imagination.
48. **MN:** I think all of the materials are nice! The text book has many subjects to discuss.
49. **NY:** Today we talked about the healthy or fitted person. I was surprised to hear that my teacher was a vegetarian!! I want to be vegetarian, but I can't stop eating meat. And I have a question! Don't you eat fish, shell, ham, sausage, too??
50. **NY:** Today, I learned about iguana. I was surprised to hear that an iguana will triple in length in one year. That sounds uncomfortable to me. Some people say that iguanas are very cute, but I don't like them. They give me gooseflesh.
51. **NY:** I enjoyed the movie "Babe" and "Christmas Carol". Especially "Christmas Carol" was so difficult to understand because there was no caption in the screen, but I could guess in the each situation.
52. **MT:** In this class, we did a lot of listenings and had conversations so there are great effect to improving our English skill.
53. **MT:** The material we used is good because the books are full of English which is used in daily life and there are interesting topic.
54. **YS:** This day, we learn about scooter. I'm surprise that in foreign country, licence don't need when people ride scooter. I don't like it, because when I drive the car, scooter is very hindrance.
55. **YS:** I enjoy activities that we talk about myself. I cannot enjoy activities that we image something, making story etc...
56. **MT:** I liked the textbooks we used because the topics were related to our daily lives. The level of them were ok. I was interested in all topics.
57. **MK:** I like the book called "Inside English" better because this is not old fashioned textbook. It's fun to use this.
58. **YI:** We studied about crop circle. I was surprised at the pictures on the the text because I have never seen such a big and strange shaped crop circles on TV and in any pictures. I believe that these crop circles are made by aliens.
59. **YI:** There were many chances to speak and listening English and the content was interesting, so it was good to enjoy studying English.
60. **KK:** I like group work. It wake me up.
61. **KK:** My partner, K was absent today. I did the work with the other class mate. Changing partner brought my attitude change and I could refreshed.
62. **KK:** Today's class is little better than usual class. Every class mate could speak out a lot with partner.
63. **KK:** I'd like to learn more about England. I read the books about theme, but I want to feel real English taste. "Live from London", Japan Times [newspaper], is my favourite.
64. **KK:** N & I were talked a lot in English. We talked about the theme that Alex gave us. We digress the talk soon. It is real communication!
65. **KK:** **Today's class was usefull for our future. Good theme. I will learn how to write resume in case I apply job in other country.**
66. **NI:** Today we learned about a short phone conversation. As I have never called foreigner, I want to try today's conversation some day.
67. **NI:** As I like cooking, I'd like to read foreign cooking book someday. Therefore, today's lesson will be really useful for me.
68. **NI:** Today, we talked about job interview. Answering these questions was difficult for me but it was really good practice for my future since we have to take such interview next year. I don't know whether the interview is taken in English or in Japanese. However, I realized that I can't answer them even in Japanese. I have to practice from now on.
69. **NI:** The material we used in the class is easy and interesting. I enjoyed two books because I could learn foreign culture as well as English. In addition, they are not so difficult that I enjoyed reading at any time. I particularly enjoyed conversation with partner. It helped my improvement of speaking ability that is my weal point.

70. **NK:** Today we changed our seats! I really enjoyed talking with my new pare. It's a good idea to change seats every time, because I can talk with a lot of friends.
71. **NK:** Movie is also useful [for learning English]. Sometimes there are lots of slang and it is difficult to understand for me but I want to know a lot of spoken English.
72. **NK:** Learning English with music is not like study but fun, so I am enjoying doing it.
73. **NK:** Textbooks were apparently easy but there were lots of things I hadn't known. "Face to Face" is made for Japanese so it is easy to understand.
74. **CM:** I felt strongly that I don't have skills which is useful for my future. In this case, future means communicating, going abroad or having a job. I'm afraid of that.
75. **CM:** Today, we learned more about the foreign festival. I've heard of Rio carnival, but I've never been to Rio carnival. I think it's really fantastic. I want to visit. I want to visit many festival in Japan this year, too. I want to learn more about cultures all around the world.
76. **CM:** I enjoyed talking with a partner, which is useful for communication. My shyness doesn't mean boring.
77. **YT:** Next topic was 'Have you played a trick (joke) on a friend?' I thought that people in Japan hardly tricked other people compared with American, so I felt it unfamiliar. However, it was amusing to hear such stories.
78. **YT:** Today, we did various kinds of things and I was a little tired. But I felt as if this class had been shorter than ever... I think it is good to feel that time passed faster. If I feel bored or don't enjoy the class, it will surely seem long.
79. **YT:** Today's topic was 'Shopping'... I thought today's lesson was very useful for student who would go or study abroad in future.
80. **YT:** I explained about close friend, N. She is a friend when I was childhood. It is interesting to speak about friends. I want to make a lot of friends!!
81. **HK:** Next we listened to a cheerful song. It was easy to listen to and memorable. I really enjoyed the song, even hummed afterward.
82. **MN:** Sitting with somebody different is good. There's not much chance to talk with all of my class mates. I'm going to try to sit with all my class mates. This is my goal.

What de-motivated students (activities, materials)?

1. **YK:** We got to read an article about full-moon party. Those question we did was pretty easy. We talked a lot. That was good for me! But class was so quiet today, including me?!
2. **TU:** I think I always do the pair activities with same person. Now, I want you to change your way of numbering when you make some groups in the class.
3. **TU:** I think there are some class members who don't try to show their enthusiasms when we do pair activities. I want you to encourage them.
4. **TU:** Today's theme 'music' is my favorite thing. Through the group activity, I got to know that my classmates are generally low enthusiastic toward music, except some members. In such reason, I'm not satisfied with discussion in a group.
5. **TU:** **Actually, I didn't like the time to do groupe discussion, because some member of the class were too quiet to attend the discussion. When I asked them an opinion, they never returned or returned in Japanese. So, I strongly want university to devide students classes by more reliable examination (e.g. oral interview). I know it's tough, or maybe impossible, but I want it.**
6. **TU:** We used two books (texts) mainly. Both were fine. Especially, listening stuffs were fun to listen. But I wanted to use newer books which include current topics or etc.
7. **YH:** Today's lesson is a set of wheels. I think the topic is not so fun for me because I don't have a set of wheels, car or motorbike.
8. **MK:** We studied with textbook and handouts. Honestly, I felt a bit tired of this kind of study.
9. **MK:** We talked about jobs. But it wasn't interesting for me because I've never had a job.
10. **MK:** **[materials] Sometimes it is easy to do for university students. Get rid of too-easy materials.**

11. **HT:** Most of materials were useful. Some of them were boring and easy. Grammar we studied in this course was easy and almost known to everyone. So, this course might as well focus on communication.
12. **AH:** The materials were interesting, but some topic were not enjoyable for me.
13. **YK:** **We talked about a party and dancing but actually I don't like dance or discos. So I was reluctant to talk about it and its topic was boring.**
14. **YK:** Both textbooks were interesting... However both texts were easy.
15. **SO:** The text was little bit too easy. I hope it'll get harder later on.
16. **YT:** These days we don't have much communication. I want to do more communications.
17. **NY:** We discussed about music today, too. Everybody in my group is not interested in enka [Japanese folk music]. I can't understand why old people in Japan like enka. I wonder I will also like enka as I get older.
18. **KK:** The dice game we played in the latter part of class was little bored for me. Almost all of the student looked fun but it was bored for me.
19. **KK:** I answer the question with my partner. I don't like this kind of lesson, more talk with the other class mate and more talkative theme is better.
20. **KK:** After that we listened to the annoying song "Don't Worry, Be Happy".
21. **KK:** We used the Inside English worked on Section 3, Dancing... It seemed that most class mate weren't interested in this topic. Class was almost dead. It was very sleepy class.
22. **KK:** There were a lot of chances to speak out and talk in class but, I don't think my English has improved in the class. I did these topics in my high & Communicative 1-2 [1st year university courses]. I prefer more academic communicative English. It's good for "Communicative English" but, I think contents are little easy for 20 years old upper level class student. To make the corse more effective for students, change the text book and add some activity, like academic discussion or watching TV shows in class and talk about it (but too many video class is boring).
23. **NI:** topic about dance was not interesting for me. Most of Japanese don't always dance. Also my partner and I don't dance. Therefore there isn't nothing to speak and we couldn't have a lively conversation.
24. **YT:** Although it was good to do work with new partner, the subject was boring for me. Because I didn't have little interest in dance and nightlife. I thought almost all the classmates were the same as me. So, I felt this class was less interesting than ever [usual?]
25. **YT:** **If the materials are more a little difficult, students will be motivated.**
26. **YK:** A boy next to me seemed to be sleepy. He said he danced in a disco until 4:00 A.M. I was a bit bored.

Comments on pre- & post-course tests

1. **YK:** Some people took speaking test [DCT]. It was quite hard too and I got so embarrassed when some students past by me. He was like "What's going on??"
2. **SF:** [DCT] I think speaking to your computer is shameful a bit.
3. **MN:** Today's class was the test day. We did the same test in April. At that time, it was very difficult for me. But today, I felt it was easier than before. Of course, some part was still difficult. I could listen to the most of listening section and in the pronounce section, the stress and emphasized part wre easy to find! I'm very happy because I could improve my English skills through the year even if it is a small progress.
4. **MN:** [DCT] Last time, I was so nervous and couldn't say what I wanted to answer. So, this time I tried to calm down. I think I did better though I restarted some answers. I hope I can speak English more correctly in the real situation.
5. **TM:** [student-student role-play] I and my classmate went to another class for role-playing. I was very nervous and role-playing was miserable. I think I must practice more.
6. **YS:** [DCT] I answered the question with computer. I thought it is a good idea. However, it's difficult. I can't speak in different ways depending on whom she is speaking to. I think English is less severe than Japanese as regards an honorific expression.

7. **CM:** The most stressful thing that we had today was roleplay [student-student role-play]. I couldn't concentrate on the other (grammar, word) tests since my mind was full of anxiety.
8. **CM:** The computer test [DCT] was the most formidable test for me today. I don't know whether I could do well since I was ashamed to be listened to me and wanted to finish early.
9. **YT:** Before this class, we received the result of our test. My score was the average grade. However, my listening level was lower than any other section. Although I had disliked taking the test, it was good and useful for us to know our weak and strong points.
10. **TS:** [DCT] I did speaking test!! It was easier than I thought. But I couldn't answer some questions. And I answered same answer to some questions. It was a pity... But when I finished its test, I took a deep breath. I was very nervous until I did this test.

Appendix XI: Case study interview transcripts

Transcription notes:

1. I = interviewer (author), MY/MK/YK/MH/MU/HY = case study students.
2. Author's comments on transcriptions indicated by [square parentheses].
3. Transcripts are not verbatim accounts: hesitations, false starts, repetitions, back-channeling etc. have been omitted for the sake of brevity. In addition, some sections including interviewer comments, digressions or inaudible speech have been left out.

1st Interview (June 2004)

MY (Experimental group: Class 1)

- 1 I: You've been learning English for 13 years so when did you start learning
2 English?
- 3 M: I started maybe when I was 5 because I lived in Canada for my parents' business
- 4 I: So how old were you when you were in Canada?
- 5 M: I think when I was 5 and I stayed for about 5 years so maybe 10, 11 when I left
- 6 I: So your English was pretty good by the time you left?
- 7 M: I think so
- 8 I: Did you go to a normal Canadian school?
- 9 M: Yes
- 10 I: So English lessons must have been really easy for you back in Japan?
- 11 M: Mm hm because I came back when I was in 6th grade and then we started learning
12 English from year 7 and then we started from ABCs so that was quite easy
- 13 I: So why did you decide to do English at Gaidai [university]?
- 14 M: Well I wanted to learn more and English was the only thing I could really do
- 15 I: Well that's a good reason. What are your other classes like?
- 16 M: English 2 is a little bit hard and there's always lots of homework and the reading
17 is hard. Practical English we're doing things for the TOEIC and reading we're
18 reading this book
- 19 I: So you talked about things you like doing in class so you put speaking and
20 listening first and grammar and pronunciation last. Why do you feel like that?
- 21 M: Mostly I like speaking with people in English and about this class is
22 Communicative English so I thought speaking is necessary for this class and
23 listening well, in the tests like TOEIC or TOEFL I get pretty good grades on
24 listening so I like listening. And vocabulary, I don't think I have much vocabulary
25 because like in Canada I was very small so. When I take tests, you know in the
26 last parts there's like long stories and most of the hard vocabularies I can't really
27 understand so I think I have to work on that. Writing is because, well I like
28 writing sometimes not all of the time so I put that 4th. Reading I don't like reading
29 much actually I don't even read that much in Japanese. And pronunciation, I
30 thought it's not very important for me
- 31 I: I understand well you learnt English at the right time, when you're young it's easy
32 to pick up so you don't have the same problems as other people
- 33 M: And grammar well I don't really remember the grammar constructions like how to
34 connect it I just know what goes first or and I mostly get that right so I don't need
35 grammar so much, I don't know if that's good or bad but
- 36 I: Well if you can do it then you don't need to learn the rules do you? OK so just
37 talking about the class, what do you think of what we've been doing in
38 Communicative English? Are you enjoying it or?
- 39 M: Yes
- 40 I: You can be completely honest, don't just tell me what I want to hear
- 41 M: Yeah I enjoy the class. Last year the Communicative English 1 and 2 was really
42 really easy and it was things we learned when we were in junior high but this year

43 I think the level goes right up
44 I: Is that a good thing?
45 M: Yeah that's a good thing and the context is interesting
46 I: What do you mean by the context?
47 M: Like what we do, the topics
48 I: Why are they interesting?
49 M: It's not just from the book what we do is not just speaking or pronunciation it has
50 lots of reading listening all sorts of types
51 I: So lots of variety?
52 M: Yeah
53 I: Do you struggle sometimes to understand the dvds?
54 M: My Fair Lady that movie, the first part when the professor and the girl met, that
55 was really hard to understand, what they were saying and I couldn't understand
56 most of what they were saying but the other parts were ok. And the dvd Big
57 Brother, I like that kind of shows, what are they called reality shows? So I
58 enjoyed watching that. I think it's kind of for young people
59 I: So you're not struggling to understand you can get the main idea?
60 M: Yeah
61 I: So if you compare what we're doing with using a course book how do they
62 compare?
63 M: Like I said, I think I prefer the thing we're doing right now not just from the
64 textbook because I think it's more interesting and we don't just learn the things
65 that are in the book but we can learn from other materials
66 I: So what more are you learning from the materials we're using that you don't learn
67 from a book?
68 M: I can't explain, I don't know how to say
69 I: There is a difference but you're not sure what. You said in your diary 'We read
70 the script of My Fair Lady, I couldn't exactly understand what we were trying to
71 do'. What did you mean by that?
72 M: I can't really understand what we were supposed to learn from reading the script
73 I: So it seemed a bit pointless to you, did it?
74 M: Mm
75 I: Well the reason I get you to do that is it forces you to look more closely at what
76 they're saying. If you just listen and read you can skip things you don't
77 understand so it makes you look at it more carefully and the second thing is it's
78 good practice for speaking in a natural way, trying to get the intonation the same
79 as on the video and the pronunciation of the words, that was the point of doing it
80 M: All right
81 I: So you're quite enjoying what we're doing. Is there anything you would change if
82 you could?
83 M: Nothing in particular, I don't think
84 I: And do you think your English is improving with the kinds of things we do in
85 class?
86 M: Yes yes
87 I: OK thank you very much

MK (Experimental group: Class 1)

1 I: So you've been studying for about 8 years, English. You started when?
2 M: Junior high school
3 I: Junior high school so same time as everybody else?
4 M: Yes almost
5 I: So did you have any native speaker teachers?
6 M: No
7 I: So the first contact with native speaker teachers was university?
8 M: No, in high school just one time
9 I: What did you think of your English classes at junior high school?

10 M: Actually I don't remember because I was not good student, I wasn't serious at all.
11 I hate English class so but I think it's good class maybe the teacher is good, the
12 lesson I think was good but high school is actually not good class. We did just
13 easy study so there is no speaking class no listening class just grammar class
14 I: You didn't like that?
15 M: Not so much. I wasn't good student but my score was the highest in class, I don't
16 know why
17 I: So now you like studying English don't you?
18 M: Yes
19 I: What changed your mind about English?
20 M: Actually I hated English when I was junior high school because it kind of difficult
21 and I couldn't do well. My score was always bad but at high school my score was
22 pretty good so I could think to study English because I could get good score
23 I: Is that why you decided to study it at university?
24 M: Yes but the most reason why I study English is maybe I like American culture, I
25 like overseas drama like Friends or E.R.
26 I: You prefer them to Japanese dramas do you?
27 M: Yes
28 I: Why is that?
29 M: Maybe I like American culture
30 I: So different areas that you like to study, you put speaking/listening first then
31 bottom writing and grammar. Why do you feel like that?
32 M: Because I'm bad at grammar. My grammar score is the worst in this class.
33 Because I didn't study when I was junior high school we studied the basic
34 English. I didn't study so I don't have basic skill in English, basic grammar.
35 I: So the other classes you're taking at the moment, which ones do you enjoy the
36 most?
37 M: Mm Communicative English class because it's not too difficult. I think the
38 English 2 class is kind of difficult for me sometimes
39 I: What are you doing in English 2?
40 M: Writing and reading, newspaper articles
41 I: What about your other classes, TOEIC class and business English?
42 M: Business English class I think it's easy because English 2 class is too difficult so I
43 feel the other class is kind of easy
44 I: So you don't like classes that are too hard?
45 M: Sometimes
46 I: So you said your favourite activity is chatting with classmates. Why do you like
47 doing that?
48 M: Funnier than just studying
49 I: So you like to be active? Are a lot of your classes like that, just listening?
50 M: No but last year my class almost like that. The reading class is the teacher brings
51 the books and he translate the English to Japanese and we just wrote we just
52 memorised
53 I: So you didn't like that?
54 M: It's easy, I couldn't think my English improved by that reading class
55 I: You said things you don't like 'no topic chat' what does that mean?
56 M: Maybe I talked specific theme, the today's topic is blah blah blah so we have to
57 learn this. Maybe I don't like free talk
58 I: What's the problem with free talk?
59 M: We can do free talk not in the class. At the class I want to talk about some specific
60 topics. We can free talk not in the class, anytime
61 I: So you've been to New Orleans for 4 months was that like a homestay?
62 M: Study programme from September until December
63 I: Where did you stay?
64 M: In a dormitory with American roommates
65 I: So they are your American friends who you keep in contact with?

66 M: Yes
67 I: And what did you think of New Orleans?
68 M: New Orleans is hot and kind of dangerous city, a lot of crime. Actually at the
69 September one of the Japanese female tourists was killed, throw away in the river,
70 21
71 I: That's terrible. Did they catch the person that did it?
72 M: Yes
73 I: So your plans for the future, you want to be a teacher of Japanese?
74 M: But I found it's very hard to be Japanese teacher so I changed my plan. I wanna
75 be a translator, tour guide in Japan
76 I: So let's talk about the class. What do you think of what we've been doing?
77 M: I think very good class because every topic is useful and we share our opinion to
78 classmate
79 I: So you enjoy sharing ideas?
80 M: Yes!
81 I: What about watching videos?
82 M: Ah, it's very useful and My Fair Lady because today I studied My Fair Lady in
83 other English class so... Big Brother is very funny and we can know the overseas
84 atmosphere, what kind of they like
85 I: Is that different? What struck you about it?
86 M: Like their audition tape vet funny, it's kind of crazy so
87 I: Is it different from Japan?
88 M: More normal, too crazy like them
89 I: So what about the difficulty of what we watch, do you find it difficult to follow?
90 M: Mm very difficult, I couldn't catch a lot what they are talking. My Fair Lady I
91 couldn't understand almost the first scene. People are on the street and they are
92 talking to each other, it's too difficult
93 I: You have the script so you can listen and read, does that help you?
94 M: Yes, it helps me a lot
95 I: So it's quite difficult to understand so do you think we shouldn't use it?
96 M: Ah but I prefer to watch because you are the teacher so usually you talk at plain
97 English or slowly but maybe you speak more faster when you talk to native
98 English speaker so we can know how the normal speed
99 I: So you think it's important to see the real way that
100M: Conversation mm
101 I: Even if it's difficult?
102M: Maybe
103 I: So we watch it two or three times, don't we so how much do you think you can
104 understand by the end?
105M: Maybe 75% or 80%. When we look the script I can understand but sometimes
106 even I looking script I can't catch
107 I: So how does that make you feel? Does it make you feel depressed?
108M: If other classmates could understand I depressed but if my friend also couldn't
109 understand so ohh
110 I: So how do you think what we're doing compares with using a course book?
111M: I prefer not text, using only text because we can study a lot of topics not just from
112 the textbook or I don't know. If we studied by textbook maybe we don't have
113 opportunity to see like Big Brother or My Fair Lady
114 I: Is it helping your English to improve do you think?
115M: Like hesitating expressions maybe I have to use it when I speak. I think it helpful
116 to speak to give conversation 'cos we don't study the conversation skill from the
117 English 2 class so this Communicative English class is important
118 I: Is there anything you would change in the class if you could change anything?
119M: Maybe I think we should have the opportunity to talk to other classmates more
120 and when we do some activity at end when we check the answers you said right
121 answers so I think it's not good to study because every time you say the answer

122 I: Rather than asking you?
123M: I'm happy for that but I think you shouldn't say all the answer sometimes you can
124 ask us
125 I: The reason I probably don't do that very often is it's very slow. If I ask 'What's
126 your answer?' there's lots of whispering together it takes a long time and slows
127 the whole class down. It's always very slow with Japanese students, that's why I
128 always kind of avoid it
129M: I love your way of teaching
130 I: You don't have to say that just because it's on tape. All right M thank you
131 very much we'll stop there

YK (Experimental group: Class 3)

1 I: I've got your Personal Learning History that you gave me before so let's just talk
2 a little bit about this first so you said you've been studying English for about 8
3 years so you started in junior high school did you?
4 Y: No elementary school
5 I: So how old were you when you started?
6 Y: 12
7 I: 12 years old so the same time as everybody else?
8 Y: 1 year early
9 I: So did you go to a private language school?
10 Y: Yeah a Juku [night school]
11 I: So did you have any NS teachers before university?
12 Y: I was taught by Canadian for 2 year
13 I: So why did you decide to study English at university?
14 Y: I like English and I want to be good and speak to lots of foreigners
15 I: Why do you like talking to foreigners?
16 Y: I don't know from long ago I like English
17 I: So did you enjoy studying English at school?
18 Y: Yeah I like
19 I: So which English classes have you got now?
20 Y: Now reading, grammar
21 I: So what do you think of your classes this year?
22 Y: I don't enjoy them. I can't listen to the teacher so I don't know what to do
23 I: So what do you do? Ask your friend?
24 Y: Ask to friend or
25 I: Just sit there? Yeah? That's not good, if you don't understand don't feel
26 frightened to ask the teacher. So what about our class, are you finding that
27 difficult?
28 Y: No but sometimes I don't know what to do
29 I: How do you feel about that? Do you feel embarrassed?
30 Y: Yeah
31 I: But you shouldn't feel embarrassed because it's natural not understanding, it's not
32 your language. So what do you think of the kind of classes that we're doing Y?
33 We're not using a textbook. Are you OK? Don't cry! Really because it's not just
34 you who has problems in the class. Don't forget you're in the top 4 classes in
35 Kansai Gaidai, that's really good isn't it? So we're not using a textbook in class,
36 we're watching dvds and things what do you think about those, do you enjoy it or
37 not?
38 Y: I like the topics
39 I: You were saying the listening is quite difficult for you so obviously with the dvd
40 it's designed for native speakers not for students so do you find it difficult to understand?
41 Y: Yeah I don't understand at all but the picture tell me
42 I: So OK maybe the first time is difficult but we watch 2 or 3 times and then you
43 have the tapescript to read. At the end do you more or less understand?

Y: No
44 I: So what about the questions I give you to answer when you're watching, can you
45 answer them or not?
46 Y: Yeah
47 I: Yeah? So you don't understand nothing, more than that. So if it's difficult to
49 understand do you feel like 'I don't want to watch these dvds'?
50 Y: No
51 I: No? So it's difficult but you still like to watch it?
52 Y: Yeah yeah
53 I: Yeah? So if you compare what we do in our class with using a textbook which do
54 you prefer?
55 Y: I prefer what we use here because if I study a textbook I may sleep
56 I: So you find them boring do you?
57 Y: Boring and [incomp.]
58 I: So reading all the time it makes you sleepy does it?
59 Y: Yeah
60 I: The activities that we're doing, do they help you to improve your English?
61 Y: Yeah
62 I: Yeah? What have you liked especially so far?
63 Y: You teach me how to speak and if native speaker it be good so I can approach
64 native speaker
65 I: Right so you like to see real English?
66 Y: Yeah
67 I: So you feel your English is becoming closer to native speaker style
68 Y: Yeah
69 I: So have you got any questions you want to ask me about?
70 Y: I want to speak many classes students. I always speak to my next person.
71 I: So you want to change more?
72 Y: Yeah

MH (Control Group: Class 2)

1 I: So you've been studying English for 7 years you said
2 M: Yes from junior high school
3 I: And have you had native speaker teachers before?
4 M: In high school the ATL teacher who came our class once a month
5 I: Oh so not much, Were they American?
6 M: Australian
7 I: So your 1st real contact with native speaker teachers was at university was it?
8 M: Yeah yeah
9 I: So what nationality teachers did you have last year?
10 M: American
11 I: So this year you're doing English 2, Reading 2, Practical English etc. Tell me
12 about your other classes, what are you doing and how are they?
13 M: English 2 now we're doing research paper. The teacher wrote down many
14 countries name and we choose the country and we research about the country and
15 make the research paper so it's difficult
16 I: Why is it difficult?
17 M: I don't know exactly what to write about. I can't decide what should I write.
18 Many information is on the internet or in books so how to organise
19 I: But do you enjoy it?
20 M: Oh yes it's challenging but enjoyable. In English 2 class we should not speak
21 Japanese so if one of us speak Japanese all of our points get down so we can't
22 speak Japanese
23 I: So what about Reading 2 what are you doing?
24 M: Reading 2 teacher is Japanese but he's clever and he knows modal very well and

- 25 he teaches us very well so in his reading class we're now reading American
 26 novels so he teaches us deeper comprehension, very interesting
 27 I: So what are you reading?
 28 M: Strawberry Season
 29 I: And Practical English, what's that?
 30 M: Practical English is to get high score in TOEIC test so we're practicing listening
 31 or reading TOEIC test
 32 I: So looking at what you prefer to study, you put reading and writing number 1 and
 33 2. You like those best?
 34 M: Yeah I like reading and writing difficult but I like it
 35 I: And you put vocabulary and grammar 6 and 7. Why did you put those bottom?
 36 M: Vocabulary is my weak point so I don't like but I have to
 37 I: So you put speaking quite low it's 5th you don't like speaking very much?
 38 M: Not dislike just weak point
 39 I: So the things you've put you don't like are the weaker things for you?
 40 M: Yeah
 41 I: And you've never traveled abroad
 42 M: No no
 43 I: And you don't get the chance to speak English outside the class
 44 M: In Nara many foreign people come so many foreign people ask me where is the
 45 nani nani nani
 46 I: Right, ask for directions. So you have quite a lot of practice in Nara?
 47 M: Yes
 48 I: So taking about the Communicative English class, what have you thought of the
 49 course so far?
 50 M: Interesting so we have many talking activities so it's so useful for me because I
 51 can't speak well
 52 I: Are there any things you like or don't like especially?
 53 M: Sorry nothing
 54 I: What do you think of the 2 coursebooks?
 55 M: We use this book few pages in one class so I think a little more pages
 56 I: What you want to go faster through it, is that what you mean?
 57 M: Yeah and more practice so our talking time is a little too long so we talk but for
 58 example today's activity 'Dancing' for example Japanese students don't dancing
 59 so much so we don't have anything to say so we want to skip, not skip but a little
 60 faster
 61 I: Sometimes it's difficult to know how quick to go because quite often students are
 62 a bit slow to think of ideas but I understand what you mean about dancing, not
 63 such a good topic
 64 M: For Japanese, yeah
 65 I: What about the other book Face to Face?
 66 M: Well, I love this kind of book. So far we have learned who we are or what's the
 67 best friend, to know ourselves so it's so interesting so we have never done before,
 68 quite different from our experience we have
 69 I: Previous experience yeah

MU (Control group: Class 2)

- 1 I: So you've been learning English for 7 years so you started in junior high school
 2 did you?
 3 M: Yes
 4 I: So did you have any native speaker teachers?
 5 M: No
 6 I: So your first native speaker teacher was at university was it?
 7 M: Yes my hometown is very country [rural] so I saw foreigners so I saw 2 or 3
 8 foreigners in my hometown
 9 I: Where's your hometown?

10 M: Okayama
11 I: So what other classes have you got in the university?
12 M: English 2
13 I: English 2 yeah, what do you do in English 2
14 M: Reading or writing, and Practical English
15 I: What's that about?
16 M: It's for TOEIC test
17 I: So what do you think of the classes that you've got this year?
18 M: English 2 is very difficult. We can't use dictionary in the class and every time I
19 find the word that I don't know the meaning ask the teacher and teacher tells me
20 the meaning
21 I: Ah you're not allowed to check?
22 M: So I'm very shy so I can't ask the teacher in front of people
23 I: Ah so you just don't say anything
24 M: Yes
25 I: I see, that's not a good idea really is it? So what do you do, do you check when
26 you go home?
27 M: Yes
28 I: Why are you so shy M?
29 M: When I'm reading something I don't care if I find the words that I don't
30 understand so if I cannot understand the meaning but I can read so
31 I: Mm that's a good strategy. What about Practical English, are you enjoying that?
32 M: Practical English is in Japanese so she explains in Japanese so it's easy but her
33 English is very good especially pronunciation so it's good for me to study
34 pronunciation
35 I: So you like studying English do you?
36 M: Yes
37 I: So why did you decide to study English at Gaidai?
38 M: At first my friend borrowed a cd, Spice Girls so I wanted to sing their songs
39 without seeing card so
40 I: So it was music that inspired you?
41 M: Yes
42 I: So you put about things that you prefer, you like speaking and listening as your
43 favourites and vocabulary and grammar last, why did you put this order?
44 M: When I'm home I'm reading something
45 I: What reading out loud?
46 M: Yes and study pronunciation
47 I: So is that how you practice at home?
48 M: Yes I like speaking alone in my home
49 I: Oh do you? Well that's good practice
50 M: I like listening foreigners speak because their English isn't very good and I can
51 study pronunciation too. Always listening to cd is my favourite
52 I: What of people singing or talking?
53 M: Talking
54 I: Well you've put vocabulary and grammar bottom. Why did you put those lowest?
55 M: I didn't like grammar when I was high school student.
56 I: Why didn't you like grammar?
57 M: I couldn't understand grammar so passive or past participle but after I entered
58 university my grammar is better
59 I: So you've been to China for a week, you've never been to an English-speaking
60 country?
61 M: No
62 I: Is there anywhere you'd like to go?
63 M: I want to go to Turkey
64 I: Ah interesting country. What about English-speaking countries?
65 M: I want to go to England because my mother like Beatles, my mother wants to go

66 to England so I want her to take me
67 I: To Liverpool? All right talking about the class M, are you enjoying what
68 we're doing or not?
69 M: I enjoy
70 I: What things do you like and what do you like less?
71 M: I like to practice conversation with partner or group work I like
72 I: What do you think of the course books that we've got?
73 M: I like one of them [Face to Face]. I don't like this [Inside English] because my ear
74 is very bad
75 I: Why is it bad?
76 M: When I was junior high school student doctor said you are hard of hearing
77 I: What in both ears or just one?
78 M: Just one so when I am home and listening to cds I raise up volume until I can
79 listen but in class I can't turn up the volume
80 I: Ah sometimes it's too low for you is it?
81 M: Yes
82 I: So what about the level of the books? Do you think the level is too easy or
83 difficult?
84 M: Sometimes in the book the same thing is in the book what we did last year so we
85 repeating
86 I: For example?
87 M: Like present perfect
88 I: So some of the grammar points?
89 M: Yes yes
90 I: So your favourite kind of activity is group work or speaking activities?
91 M: Yes
92 I: And your least favourite is listening?
93 M: Yes
94 I: Because it's hard to hear
95 M: Yes
96 I: So do you think your English is improving this year?
97 M: Maybe sometimes you checked our pronunciation /r/ and /l/. The way you teach
98 us is very easy to understand so my pronunciation is improving
99 I: ok so just having a look in your diary you said for grammar it's more
100 understandable to be explained by a foreign teacher. Why is that do you think?
101 Because I would have thought a Japanese teacher could explain it better
102M: Japanese teacher try to teach us the grammar technically so read the grammar
103 book and it says this [rules] so this sentence is like this but foreign teacher teach
104 us not from book because they are NS so they understand well about the grammar
105 so
106 I: So the way of explaining is different is it?
107M: Yes
108 I: A lot of your comments in the diary are about vocabulary that you've noticed that
109 you think is useful for you for the future, like you've said describing feet you said
110 'I think foot is only foot but it can be separated into 10 parts' so a lot of your
111 comments are talking about words. Is that an importing thing for you learning
112 new words?
113M: In future I want to read a book without dictionary so I learn vocabulary as many
114 as possible
115 I: So in the book we have lots of different kinds of activities. What's your favourite
116 kind of activity?
117M: Speaking
118 I: Why do you like that so much?
119M: Those students next to me Y is very cheerful and I enjoy to talk with her and
120 I can't practice speaking outside the class so, I can reading writing but speaking I
121 cant do

- 122 I: Right so that's what you like to practice in the class?
 123M: Yes
 124 I: So you're fairly happy with what we're doing in the class?
 125M: Yes
 126 I: Is there anything you would change?
 127M: No
 128 I: All right thank you very much

HY (Control group: Class 4)

- 1 I: You said you'd been learning English for about 7 years so you started at junior
 2 high school did you?
 3 H: Yes
 4 I: And did you have any native speaker teachers at junior high school or high school?
 5 H: I had 1 native speaker since I was in junior high school so
 6 I: What nationality?
 7 H: When I was a 1st year student he was Canadian and from the 2nd year the teacher
 8 changed, the teacher was maybe American. And since I was in high school I was
 9 in the international course so 3 native speakers taught me but twice a week
 10 I: Tell me a bit about the classes you're taking at the moment. Are you enjoying
 11 them?
 12 H: English 2 is very hard for me
 13 I: What are you doing in English 2?
 14 H: Writing essay and reading. Reading book is very difficult, I think the book is little
 15 old English
 16 I: What are you reading?
 17 H: This [shows her book]
 18 I: Oh so short stories do you think they are old-fashioned. Do you think that's good
 19 or bad?
 20 H: Very bad because I don't know, I can't read the story easily that is good to
 21 improve my English skill but I can't understand the meaning of the story
 22 I: A lot of words you don't know?
 23 H: Yes
 24 I: What about the other classes?
 25 H: Practical English is the class for TOEIC this class like high school class
 26 I: What's a high school class like?
 27 H: Teacher tell us the homework and we solve question about grammar and reading
 28 and in the class the teacher said answer and we check my answer
 29 I: And what do you think of that?
 30 H: This class for TOEIC is good but I don't like the class so much because this class
 31 is very boring because only teacher is speaking and only check the homework so I
 32 want to do many question
 33 I: And what about Current English?
 34 H: This class is difficult for me too. Second year in this university is very hard for
 35 me so in this class we learn about Iraq or Japanese politics and we use newspaper
 36 as a text so this is difficult
 37 I: Have you got a Japanese teacher for that?
 38 H: No maybe British
 39 I: So you put you enjoy speaking pronunciation and listening. Why did you put
 40 those as the ones you like most?
 41 H: Because I have studied English for 7 years but I have been to Australia for 2
 42 weeks for home-stay but I can't speak English
 43 I: What's the reason for that do you think?
 44 H: When junior high school and high school I don't have time to speak English
 45 because in English class we only read English and translate into Japanese and
 46 memorise so many words and grammar question so I didn't
 47 I: You didn't have the chance to improve your speaking

48 H: Yes
49 I: I see so let's talk about the Communicative English course H, are you
50 enjoying it? What do you think of the class?
51 H: I enjoy the class than before. At first I can't hear your English because this is the
52 First time to have a teacher from Britain in university so first I confused
53 I: So it's better now is it?
54 H: Yes
55 I: So tell me about the course in a bit more detail. What kind of things have we done
56 that you liked? What kinds of things have we done that you don't like so much?
57 H: I like to talk with partner like today to change partner is good for me because I
58 can hear many students speaking English and I can speak many students.
59 Sometimes after talking you write some words on the blackboard
60 I: What mistakes and things?
61 H: Yes that is very useful I think because the teacher I was taught last year said
62 nothing about that so I couldn't notice my English where is
63 I: Where the problems were?
64 H: Yes
65 I: So you like to have your English corrected?
66 H: Yes
67 I: Anything else that you like or don't like?
68 H: I don't have dislike point so far
69 I: You put you don't like reading or writing. Why did you put that?
70 H: Because I can read by myself and in English 2 class we read a lot and write essay
71 so I thought that I want to improve other skill in this class
72 I: So what do you think of the books we're using?
73 H: To be able to know other country and culture is good but I sometimes think which
74 book use which day
75 I: Oh because you're bringing both every time? I usually plan the class just before I
76 teach so sometimes it's difficult to tell you which book I'm going to use, sorry
77 H
78 H: It's ok
79 I: Do you like both books or do you prefer one more than the other?
80 H: I like this book [Inside English] because this book is about not only grammar but
81 also other things but I can learn about grammar too by learning about other things
82 I: So you like to learn grammar do you?
83 H: I don't like grammar but if I learn grammar during speaking or other thing it's ok
84 I: So it's mixed in with other things so that ok?
85 H: Yes, when I was at high school there was a grammar class. We study about only
86 grammar in that class, that was very stressful
87 I: A bit dull was it just grammar?
88 H: Yes many students fell asleep
89 I: So there's more variety in this book is there?
90 H: Yes and when we use this book you tells your story, that is interesting
91 I: You like hearing my stories?
92 H: Yes
93 I: So what do you think of the other book, Face to Face?
94 H: Face to Face is good to communicate with other student
95 I: Lots of speaking activities, aren't there?
96 H: Yes, I like it
97 I: What about the level of the two books? Do you think the level is ok?
98 H: I think it's ok but Face to Face is easier than this book
99 I: So is Inside English difficult or is it about the right level for you?
100 H: I think this is just the right level
101 I: So Face to Face is a little bit easy is it?
102 H: This seems a little easy but ok
103 I: So is there anything you would change in the class?

104 H: I want to change the seats every class
105 I: So you want to talk to different people?
106 H: Yes
107 I: Anything else? So do you think your English is improving in this course?
108 H: I don't know yet but I sometimes feel that I try to speak English than before
109 I: You're trying more? Try harder than before?
110 H: Yes when I was 1st year student I was in level 6 class but many student speak
111 Japanese when native teacher told us to speak English. Now many student try to
112 speak English so this is good effect for me. So if I keep trying to speak English
113 my English will be better than now
114 I: Is there anything else you want to ask me H
115 H: No
116 I: ok thank you very much for coming today
117 H: Thank you

2nd Interview (July 2004)

MY (Experimental group: Class 1)

1 I: How have you enjoyed the classes this term? What have you liked, what have you
2 not liked?
3 M: Well I thought the part where we did the stress was really hard. I got some of the
4 questions wrong
5 I: Was it useful?
6 M: Yeah I think so. We can understand which part is important if we listen carefully.
7 I thought the ending conversations or starting them was useful because I think that
8 a lot of Japanese people get it wrong, like they don't know how to start a
9 conversation, they don't know when to end a conversation or how
10 I: Why do they get it wrong do you think?
11 M: Well I guess it's kind of different in Japan. I think that Japanese people don't
12 really start a conversation with strangers so much but I don't think it's not like
13 they don't want to
14 I: No, too shy or, it's just not part of the culture is it?
15 M: No so maybe they just don't know how or what to say first
16 I: Anything else?
17 M: I'm not sure
18 I: What about the listening materials, did you find it difficult to understand?
19 M: I think it was about right
20 I: Because one of the problems with using that kind of material is that it's fast, isn't
21 it? And sometimes they use a lot of difficult vocabulary
22 M: But you always give us the script so we can follow
23 I: But not 1st time
24 M: Yeah but we watch it like 2nd time we kind of get the idea
25 I: So if you compare what we've been doing with a normal course book, how do
26 they compare? How would you prefer to be studying English?
27 M: I think it's more interesting like the things we're doing right now because we
28 don't just do listening or reading, it's not just one category of English, it's like all
29 kinds so I thought it was useful
30 I: What about the vocabulary in it? There's a lot more slang isn't there in the
31 materials we're using?
32 M: Yeah
33 I: Is that a good thing or a bad thing? I mean like there's bad language and informal
34 language whereas maybe in a course book you'd have more formal maybe more
35 polite language
36 M: Yeah but we've been learning those vocabularies since we were at junior high or
37 high school so I think it's like more interesting and more new your stuff. I think

- 38 it's useful when you go abroad, learning slang so I thought it was good
 39 I: Is there anything that you haven't liked very much this term?
 40 M: Not really I don't think so
 41 I: So if you could change anything, what would you change next term?
 42 M: I don't know, I haven't really thought about it
 43 I: Any other comments you want to make?
 44 M: Not really no
 45 I: Right, we'll stop it there then. Thank you very much
 46 M: Thank you

MK (Experimental group: Class 1)

- 1 I: So you've had a whole term now in the class. How do you feel about the lessons?
 2 M: I enjoy the whole of this class like Big Brother it was kind of difficult to
 3 [incomp.] I wanted to prepare more
 4 I: Did you enjoy watching them?
 5 M: Watching is very good fun but you know to record my video [homework
 6 assignment] was difficult
 7 I: I think everybody felt like that. What else in particular did you like?
 8 M: I could know other student hobby or their ability
 9 I: What else in the course did you like in particular?
 10 M: Role play how to start conversation and how to end, how to distinguish when
 11 other people want to talk to me or he doesn't want to talk to me
 12 I: Ah like the signals that they use?
 13 M: Yeah. Intonation highlighting was good to know but couldn't understand some
 14 question. Did you read my diary? I wrote
 15 I: So what was the problem there, whether it was a fall or a fall-rise?
 16 M: I don't know why I have to highlight the word [discussion of specific example
 17 follows]
 18 I: So that was useful was it?
 19 M: Yeah
 20 I: Was there anything about the 1st term that you didn't enjoy so much?
 21 M: The thing about Rap
 22 I: Why because you didn't like Rap?
 23 M: Yeah but that class that video talks about how to end a conversation so it was
 24 good, I don't know I think I could enjoy all the class
 25 I: Nothing in particular you didn't enjoy?
 26 M: No sometimes the partner was not good
 27 I: What about the videos that we saw did you find them difficult to understand?
 28 M: Not so much the most difficult movie was My Fair Lady
 29 I: So what percentage of it would you say you could understand, of the videos in
 30 general?
 31 M: 80%
 32 I: That's good. So you feel more confident now?
 33 M: Just listen. I'm very nervous about the next term CIE, preparing for overseas.
 34 There is difficult writing class, I'm not good at grammar so what should I do?

YK (Experimental group: Class 3)

- 1 I: So Y, have you enjoyed what we've studied this term?
 2 Y: Yeah I enjoy the classes but sometimes I feel sleepy. I don't sleep enough so I
 3 become to feel sleepy in class
 4 I: Why don't you sleep enough?
 5 Y: My house is far from the school so getting up early
 6 I: What time do you get up?
 7 Y: 5 am. I sleep 2 o'clock
 8 I: Why 2 o'clock?
 9 Y: Homework

10 I: So you're only sleeping for 3 or 4 hours a day
11 Y: Yeah
12 I: So why are you sleeping? Is it because the classes are boring or you're tired?
13 Y: Both but not always. Print of intonation when we learn intonation we used paper
14 then I became sleepy I want you to, I don't like study paper so Big Brother makes
15 me wake up. It's very good so I wake up
16 I: More active things?
17 Y: Yeah
18 I: The thing is sometimes I want you to learn something new for example learning
19 about intonation patterns is a new for you and it's a little bit difficult so you need
20 the print to understand the idea. So if we only practice, like role-play, that's good
21 for your speaking but you're not learning any new information so sometimes I
22 want to give you prints so that you can learn new things. What things have you
23 enjoyed most this term?
24 Y: I liked Big Brother. I wanted to watch the whole thing. I want to know their life in
25 Big Brother
26 I: Maybe we'll watch it again next term
27 Y: I like these class so we played a role as stranger
28 I: What meeting a stranger?
29 Y: Yeah it was fun
30 I: Did you try to start a conversation with a stranger?
31 Y: No
32 I: What about things that you didn't like so much?
33 Y: Maybe intonation is difficult so I was bored
34 I: What about listening to native speakers. Did you find it difficult to understand
35 what they were saying?
36 Y: So so, but I think I improve a little
37 I: Your listening skill? So it's getting easier is it?
38 Y: Yeah
39 I: So when you watch the videos, if you don't understand everything do you feel
40 frustrated or do you feel it's ok because I understand more or less?
41 Y: A little frustrated
42 I: When I give you the print with the words on it does that help?
43 Y: Yes
44 I: So if you listen and read together is it easy to understand?
45 Y: Yes I can't listen to the native speaker. When I see the print I was surprised
46 because I didn't know they say
47 I: Ah but when you read it you can understand?
48 Y: Yeah
49 I: So this term we haven't used a course book. If you compare the things we have
50 studied this term with using a course book, which one do you think is better?
51 Y: I think text isn't needed because I want to improve my speaking and listening
52 skill. I think if I will use book it's hard to speak more smoothly with native spkr
53 I: So you prefer the materials we have used this term?
54 Y: Yeah
55 I: Even though they are difficult, that's ok? So when you 1st watch without the
56 script, what percentage do you understand?
57 Y: Maybe 20%
58 I: So after we've finished and you watch it 3 or 4 times and you read the script what
59 percentage do you understand then?
60 Y: 90
61 I: Oh so more or less everything?
62 Y: Yes
63 I: So you feel happy with that?
64 Y: Yeah
65 I: So if you could change anything next term what would you change?

66 Y: I want you to decide the partner. First interview I told you I want to change
67 partner. It means I don't decide
68 I: You want me to decide?
69 Y: Yeah, every class
70 I: Why don't you want to decide yourself?
71 Y: I always sit the same place
72 I: But why do you sit together you four or five? Were you in the same class before?
73 Y: No but Ist you decided the seats and we are there every week with other girls so it
74 was difficult for us to move around
75 I: ok, I'll think about that maybe I'll make new pairs and try and mix you up more.
76 What about the vocabulary you're learning? It's more informal because we're
77 watching films, there's a lot of slang. What do you think about that? Do you think
78 it's useful or do you prefer more formal vocabulary?
79 Y: I want to know more informal words because the words you use I want to know
80 I: If we were using a course book, the listening exercises would be easier. Would you like that?
81 Y: I want to learn not textbook English but really English speaker so I prefer the
82 informal
83 I: So if you can choose easy textbook listening exercises or difficult native speaker
84 listenings which one do you prefer?
85 Y: Native speaker
86 I: Because?
87 Y: Because it is really English
88 I: Is there anything else you want to ask me?
89 Y: No

HY (Control group: Class 4)

1 I: So we've had a whole term now so tell me what you think
2 H: Some class before we watched video about ballet
3 I: Oh Billy Elliot
4 H: Yes. One student watched and one student just listened and I listened but after
5 that I wanted to watch the whole thing
6 I: Well it's easy to watch in Tsutaya or something like that so you can watch the
7 whole film from the video store
8 H: Playing working with some students like group is good, I like that. I think I can
9 talk more than working with one partner
10 I: Oh really? Why's that?
11 H: Because if we work with some students, about 4 or 5 students, so if someone
12 speaks something other students say something and everyone started to speak
13 I: So it's easier to have a conversation with 4 or 5 people?
14 H: Yes
15 I: Well the idea is that if there are 2 people you can talk for 50% of the time but if
16 there are 4 or 5 people you can only talk for 25% of the time so that's the reason
17 we do a lot of pairwork
18 H: I think so too
19 I: What about the course books H, have you found them interesting?
20 H: Yes, we studied about Warsaw in Poland that was interesting
21 I: Yeah, the best shopping street
22 H: How to shop
23 I: The dialogues and conversations in shops? Did you like that?
24 H: Yes I think that was very useful when I go abroad
25 I: What about the two course books that we've been doing, the orange one [Inside
26 English] and the white one [Face to Face]. Which one do you like the best?
27 H: I like the orange one because when we use the orange book we often talk about
28 around the world
29 I: Other places
30 H: Yes I'm interested in foreign countries so that is good

31 I: But the white book is all topics about Japan isn't it yeah? Those are topics that
32 you know about so do you think it's easier to talk about those topics?
33 H: Yes I think the white book is easier than the orange book but sometimes I don't
34 know what to answer to the question
35 I: What about the level of the books? Do you think the level is too easy, too hard or
36 just right?
37 H: Sometimes I feel the class little difficult but most of the time it's just my level
38 I: So H if you could change anything next term what changes would you
39 make?
40 H: I want to learn how to pronounce fluently and how can I speak or pronounce
41 fluently or well and I don't know
42 I: That's ok. If you think back over this term, what things did you like the best and
43 what things did you like the least?
44 H: I can't remember all of the class. I like to learn about foreign countries and play
45 game and I like least... I don't have dislike. I can't speak English but I like
46 speaking
47 I: Which things do you like less?
48 H: I don't like reading so much
49 I: But you like the reading about Poland
50 H: Yes but if the content is not so interesting I don't like
51 I: ok so you don't like reading boring things
52 H: Yes

3rd Interview (November 2004)

MY (Experimental group: Class 1)

1 I: So I just wanted to talk to you about things you put in your diary and about the
2 course and how you feel about it but I notice you've missed a lot of classes
3 recently. What's been happening?
4 M: I've been working part-time job
5 I: What a lot?
6 M: I guess a lot it's kind of hard to keep up with the balance
7 I: What's your part-time job?
8 M: I work at a karaoke bar
9 I: So it's quite a lot of late nights is it?
10 M: Mm
11 I: So you have trouble getting up in the mornings?
12 M: Yeah
13 I: Are you missing a lot of other classes or just mine?
14 M: I guess I'm missing some others
15 I: How many hours a week are you working?
16 M: About 30 or 40
17 I: 30 or 40 hours a week? That's a lot
18 M: Maybe too much
19 I: That's like a full-time job isn't it?
20 M: Yeah I work after school
21 I: Why are you working so much? Are you trying to save up money?
22 M: Yeah I'm trying to go abroad I don't know when but
23 I: To live or study or?
24 M: Study I guess
25 I: So you want money for that?
26 M: Mm
27 I: So during the holiday you didn't speak any English?
28 M: I guess not too much
29 I: So do you find it difficult when you come back?
30 M: Understanding isn't that hard but it takes time for me to respond

31 I: Talking about dominating the conversation you said 'It was hard not to pause in
32 the conversations'. Do you think English conversation is different from Japanese
33 style?
34 M: English people are more talkative like they like to talk. Japanese people they're
35 not too open so especially when you're not too close it's hard to [incomp.] topic
36 and talk about it a long time
37 I: Do you think it's useful focusing on things like that in the class?
38 M: I think it helps when they go abroad. I'm not sure if they'll do the same when
39 they're speaking Japanese but I think it'll help when they're speaking English
40 they'll be able to dominate the conversation
41 I: So the listener response stuff was any of that new to you?
42 M: I've heard of most of them but I only use a few of them. I don't have the chance
43 we've heard of it but we don't really use it because we're not too familiar with
44 speaking those expressions. And also I think the words and expressions they use
45 in English are small like they don't have a lot of varieties. We use the same
46 expressions or the same vocabulary. It's not like we don't know other expressions
47 when we hear them we know what they mean but I guess it's because we only use
48 a little bit of English
49 I: Yeah we call that active and passive vocabulary. So the stuff we did on pronouns
50 and ellipsis did you find that difficult?
51 M: Not really pronouns was I guess it was kind of obvious most of them so I could
52 guess but ellipsis it kind of sounds like it's already a sentence
53 I: It is a sentence but spoken ones are different from written ones
54 M: I guess ellipsis was kind of hard to guess.
55 I: What about the stuff we did on telling stories?
56 M: I thought it was useful but it was hard to make them interesting
57 I: Hard to make your stories interesting
58 M: Like the one we did with the police and the driver it was hard to make it
59 interesting and after I wrote it and looked at the video the video was really
60 different from what I wrote
61 I: Did you think what you saw on the video was a more interesting story?
62 M: Yeah it was more natural
63 I: So what was missing from your story that the video had?
64 M: I'm not sure, it was missing the background information also it didn't seem that
65 natural
66 I: So do you think information like that comparing your story with a native speaker
67 story is a useful activity to do in class?
68 M: Yeah 'cos we can understand how different they are. It seems like Japanese
69 people aren't really creative like making stories
70 I: No you don't get many opportunities to be creative in school [A long discussion
71 on different types of class follows]. One of the problems for me as a teacher is
72 that I know if I ask a question I won't get an answer from the students so these
73 days either I ask a question to one specific person but that can be a very slow way
74 to teach
75 M: Yeah it's kind of because we feel like if we say the wrong answer I'll get in
76 trouble
77 I: But that's the wrong attitude for class because making mistakes is normal in a
78 classroom because you're learning. If you didn't make mistakes you wouldn't
79 have to be in the class
80 M: Yeah like we know but we're kind of embarrassed to say
81 I: So about the course in general what do you think about it?
82 M: I like watching the play we watched, what was it?
83 I: Fawly Towers?
84 M: Yeah it was really funny. In the class we get to see a lot of interesting videos
85 I: We don't just just watch them though do we? Usually there is a reason for it.
86 Would you prefer just to be able to watch to enjoy? What do you think about the

87 way that we have analysed the conversations?

88 M: I think because we enjoy the video it makes it more interesting to work on what
89 we're focusing on

90 I: So if you could choose just watching video or watching and analyzing what
91 would you choose? Because to analyse it takes a lot of time, doesn't it so you
92 could watch the whole of the episode or just watch a scene and then think about it
93 or read and analyse the language

94 M: Well just watching the video I think we will enjoy it but we won't get much, we
95 won't learn much about what we're really trying to learn

96 I: So you think it's the right balance do you?

97 M: Yeah

98 I: If you could use a normal textbook instead of using this material which would you
99 prefer now?

100M: You mean do it every class?

101 I: Yeah

102M: I prefer what we're doing right now because we have opportunities to think about
103 it ourselves and talk to each other about

104 I: But you probably have opportunities to talk to each other in here [an example
105 textbook]

106M: But in a textbook it seems like it's already there

107 I: So there's nothing for you to create, is that what you mean? All right this one
108 Talk A Lot is all about Japan so the idea is to get you talking a lot but it's
109 different from what we're doing because this is just to practice talking whereas
110 what we're doing is analysing language and how it works

111M: I guess it's more harder to do this but I think it's more interesting because we get
112 to learn more about the things we're talking about

113 I: You like that?

114M: Yeah it's not just talking. There's more to learn

115 I: What about the level because like today it was quite hard to catch what's going
116 on. When we watched Fawlty Towers today how much would you say you
117 understood of it?

118M: 60 to 70%

119 I: That's quite high. Did you understand a lot of the jokes?

120M: Maybe half

121 I: So watching something like that is quite tricky, it's for native speakers so it's not
122 slowed down and the vocabulary is not carefully selected for a learner so that
123 makes it harder. Do you find that de-motivating?

124M: I'm not sure but for me not really

125 I: So if you only understand 60% that doesn't make you feel depressed or like you
126 want to give up?

127M: Not really

128 I: So how does it make you feel when you don't understand?

129M: Well I'd like to watch it again to know what they say

130 I: So usually the 1st time you watch it you don't understand everything that's natural
131 but then afterwards we look at it again in detail and analyse and then when you
132 watch it again of course you understand a lot more, don't you? So by the end how
133 much would you say you understand?

134M: Almost 100%

135 I: So do you think that way of doing listening is useful? Do you think it's improving
136 your listening skills?

137M: Yeah

138 I: Because as a teacher I've got 2 choices, either I could give you simpler listenings
139 like maybe from a book like this so you could understand everything or I could
140 give you listenings which aren't adapted for learners so maybe you can only
141 understand 60%. If you compare those 2 what would you prefer to get?

142M: I'd prefer the 50% understanding one

- 143 I:** Why's that? Maybe you'd feel better if you understood everything
- 144M:** Yeah but that means we already know all the stuff so there's not much to learn. If
- 145** you only know 50% and then we analyse and we understand the other 50% we
- 146** learn more
- 147 I:** The type of language you get in here is quite different from the type of language
- 148** that you get in Fawlty Towers or something like that, for example in the Tarantino
- 149** there's a lot of swearing and so the vocabulary you're learning is quite different.
- 150** What do you think about that?
- 151M:** Most of what we learn is vocabulary. We don't know a lot of swearing we only
- 152** hear them in movies and we don't learn them in class
- 153 I:** Is it a bit shocking to learn that in class?
- 154M:** No not really but it's kind of surprising
- 155 I:** Do you think it's good to learn that kind of vocabulary?
- 156M:** Yeah if we were planning on going abroad or speaking to a native speaker as a
- 157** friend we may use those words so I'm just seeing how to use them, to get to know
- 158 I:** So you approve of learning slang?
- 159M:** Yeah
- 160 I:** So is there anything you would like to change about the classes if you could?
- 161M:** I can't really think
- 162 I:** So how about your English do you think it's improving and what areas are
- 163** improving?
- 164M:** I'm learning more vocabulary and new expressions because we have time to
- 165** speak English in class my communication skills are improving
- 166 I:** What about your listening skills are they getting better?
- 167M:** Yeah I think so I hope so actually

YK (Experimental group: Class 3)

- 1 I:** [Reading comments from student's diary] So what did you think of the role-play?
- 2** Was it difficult to do?
- 3 Y:** Yes because I can't remember words
- 4 I:** So when you watched the video of Purple Violin it was difficult to understand?
- 5 Y:** Yeah I watch description I understand a lot of words
- 6 I:** So is that new information for you about listener responses [back-channeling]?
- 7 Y:** Yes
- 8 I:** Is that useful?
- 9 Y:** Yeah very much because people who speak English are glad to hear the listener
- 10** responses
- 11 I:** Yeah well it makes you sound more friendly I think. You said 'I found that when
- 12** we talk with people we must link the topic'. Do you think in Japanese you do the
- 13** same thing?
- 14 Y:** Maybe I try to link the topic when I talk with my friend but it is less than in
- 15** English. It's not as important as in English.
- 16 I:** So you agree that the pattern of conversation in Japanese is different do you?
- 17 Y:** Yeah
- 18 I:** So is that useful information?
- 19 Y:** Yeah
- 20 I:** Why?
- 21 Y:** To talk with English it is important
- 22 I:** So with listener responses you said 'I'm glad to know there are a lot of listener
- 23** responses'. Why did you write that?
- 24 Y:** To use the listener response I can speak good like English
- 25 I:** Like a native speaker so do you like that? You want to sound like a native
- 26** speaker?
- 27 Y:** Yeah
- 28 I:** So when you watched Secrets and Lies it was quite difficult to understand?
- 29 Y:** Yeah

30 I: So we watched it 3 or 4 times so at the end could you understand more do you
31 think?
32 Y: Yeah but when I watch with script I understood but if I didn't have the script I
33 almost I don't understand
34 I: So how does that make you feel in the class? If it's difficult do you feel
35 depressed?
36 Y: When we saw the movie other students maybe understood. It was depressed I
37 think
38 I: Ah because other students understood more than you?
39 Y: Yes
40 I: But for example in the class would you prefer easy listenings or listenings like
41 this if you could choose?
42 Y: This
43 I: Really? Why is that?
44 Y: Because it isn't study if I can understand everything
45 I: Oh so this is more of a challenge for you?
46 Y: Yes
47 I: So is it helping you improve your English listening to films?
48 Y: No because sometime I can't understand what Alex says. First semester I could
49 understand what you said
50 I: More than the 2nd semester?
51 Y: Yes
52 I: Really? That's strange. Am I speaking faster?
53 Y: Sometimes if you're excited conversation then I couldn't understand
54 I: ok I'll try not to get excited. So we've been looking at how to tell stories. Was
55 that useful for you?
56 Y: Yes. I can find the way of telling my story. In Japan we don't use body language
57 so I'm happy
58 I: So this term have you enjoyed the classes?
59 Y: Yeah
60 I: What things have you enjoyed or not enjoyed?
61 Y: I can know the listener responses or the way of telling stories so it is useful for me
62 but not enjoy is sometimes I don't know what to do because I don't understand
63 what you say
64 I: But you know if you don't understand please ask me to repeat it. It's not a
65 problem for me. I would prefer if you tell me when you don't understand
66 Y: Yeah
67 I: Now if you could choose to study from a normal textbook or study like this,
68 which would you prefer?
69 Y: I think it is better now because real conversation in English I can know and it's
70 better
71 I: So you like to see real English in class?
72 Y: Yes
73 I: So do you think the English in Textbooks is not real English?
74 Y: In the class of the textbook I think it is less of us to speak English
75 I: Less chance for you to speak English if you study a normal textbook?
76 Y: Yes
77 I: So you think in this course you have more chance to speak?
78 Y: Yeah
79 I: You like that?
80 Y: Yeah
81 I: So is there anything you would like to change in the class?
82 Y: No
83 I: And you're happy studying native speaker style English even though it's
84 difficult?
85 Y: Yeah

MU (Control group: Class 2)

- 1 I:** So you said 'it was useful to practice intonation in English'. Have you studied
2 much about intonation?
- 3 M:** No I need practice
- 4 I:** How is your listening M? Is it a problem for you?
- 5 M:** My listening skills still is I think superior to another but last time I took TOEFL
6 test I didn't do well in listening
- 7 I:** You're talking about the role-playing the scene was very vague
- 8 M:** I think
- 9 I:** Yeah the reason it was vague was I wanted it to be like a real conversation so if I
10 said to you 'talk about this this and this' then it's not a real conversation so I was
11 testing how well you can make a real conversation. You say about your
12 grandfather 'in my head I had a lot of things I wanted to tell my partner but I
13 couldn't, I'm afraid of making mistakes when I'm talking'. Why are you afraid of
14 making mistakes?
- 15 M:** Why? Now I've been studying English for about 8 or 9 years so I think other
16 students is better speaker than me
- 17 I:** So you're embarrassed?
- 18 M:** Yes
- 19 I:** But all students make mistakes that's natural
- 20 M:** But especially I'm poor at English grammar and now I'm taking Practical English
21 1 with 1st year students so but I make a more mistake than 1st years
- 22 I:** You say your speaking and writing are becoming worse this term
- 23 M:** Yes
- 24 I:** Do you really think that?
- 25 M:** Yes A said English 2 teacher is little bit not bad but compared with our ex-
26 teacher not so good. He's talking and talking all the class by himself so we cannot
27 practice speaking
- 28 I:** So on the last page October 22nd you said 'when you told your story to your
29 partner you were concentrating on telling the story so I used improper word
30 grammar or tense but I cannot tell the story smoothly if I concentrate on
31 vocabulary or grammar'. So you think you have to choose either telling it
32 smoothly or having correct grammar?
- 33 M:** At this time I can't do both
- 34 I:** So which do you think is more important?
- 35 M:** I think to tell a story is more important
- 36 I:** So have you been enjoying the classes this term in general?
- 37 M:** Yes
- 38 I:** Which book are you enjoying the most, the orange book [Inside English] or the
39 white book [Face to Face]?
- 40 M:** Face to Face
- 41 I:** Face to Face? You like it more?
- 42 M:** Yes
- 43 I:** What do you like about it?
- 44 M:** This book give us questions about 1 topic so we can talk about a topic more easily
- 45 I:** So what things have you enjoyed the most this term?
- 46 M:** But I like movies so I enjoyed Babe
- 47 I:** You liked watching Babe I see. What do you think of the books? Is the level ok?
- 48 M:** Some people say in this book we have to do what we already did in high school
- 49 I:** So the grammar is a bit easy is it?
- 50 M:** Yes some students say
- 51 I:** Do you think that?
- 52 M:** Sometimes but I'm poor at grammar so I'm happy to study. But this book is easy
53 [Inside English] but listening is difficult
- 54 I:** In here? So if you could change the class what changes would you make?

- 55 M:** This class?
56 I: Is there anything you would change?
57 M: No I'm satisfied with this class
58 I: So there's nothing you would change?
59 M: I want to have more chance to speak in front of people
60 I: Like presentations? Why is that?
61 M: I want to be teacher so I want to get used to being in front of people
62 I: Is there anything else you want to say?
63 M: No

HY (Control group: Class 4)

- 1 I:** So the role-play that we did you said it was embarrassing?
2 H: Yes
3 I: You said 'I wanted to talk about being busy but I couldn't because I didn't know
4 how to express that' what did you mean by that?
5 H: I had many things to do like homework essay and other things and I couldn't
6 sleep so I was very busy
7 I: So why couldn't you express that? You can express it to me now can't you
8 H: Yes but when I was recorded I was very tension and confused
9 I: I see so it's because of the video camera?
10 H: Yes
11 I: So you said 'the next time seemed better because I prepared some sentences for
12 the conversation'. Ah because you did the role-play twice so you think the 2nd one
13 went better?
14 H: Yes I consult a dictionary when I watching Babe
15 I: So you enjoyed the lesson we did about kitchen things did you?
16 H: Yes because there are a lot of laughing
17 I: At my pictures
18 H: And that class was very practical so in the future we can use the class
19 I: So useful to learn
20 H: Yes
21 I: So you said 'since the 2nd term I sometimes think my English speaking ability
22 might be improved little by little because talking English became more enjoyable
23 than the 1st term'. Can you explain what you mean by that?
24 H: I don't know exactly why I feel enjoyable but I think I can express my feeling or
25 what I want to say better than 1st term. In 1st term I didn't feel good so much in
26 conversation class because I couldn't speak as other student
27 I: So it made you feel bad?
28 H: Yes but in 2nd term I decided to speak more without hesitation
29 I: So you changed your mind a little bit did you?
30 H: Yes
31 I: What made you change your mind?
32 H: From long time ago I wanted to be able to speak English fluently but when I was
33 a freshman many other student in class talk in Japanese and teacher told not to
34 speak Japanese but most of them speak in Japanese but now in this class many of
35 students try to speak in English. I think it's good opportunity and since August I
36 take pre-departure class for study abroad and there are more student who have
37 motivation to speak English so I want to study abroad so I have to practice more I
38 think so I changed
39 I: I don't really understand why people study English and then speak Japanese to
40 each other in the classes. Why do you think they do it?
41 H: Because talking in Japanese is very easy and we can tell exact thing which we
42 have in mind but in English we can't tell everything we think and some students
43 really want to talk in English but I think feel shy because other students talk in
44 Japanese
45 I: So if too many people are speaking Japanese everyone will speak it

- 46 H: Yes
- 47 I: So in the job interview you had a severe interviewer did you? Who was that?
- 48 H: K and N
- 49 I: Was it a good experience?
- 50 H: Yes
- 51 I: You said you were a bit depressed because you couldn't answer the questions
- 52H: Yes his question was very difficult he said 'please demonstrate a flight attendant
53 here so please announce the statement before the plane taking off' so I don't know
- 54 I: This term have you enjoyed the lessons on the whole?
- 55 H: Yes
- 56 I: What things have you enjoyed the most?
- 57 H: Like game today we had card and pick up one card and talk about that topic and I
58 like that
- 59 I: What do you like about that?
- 60 H: Because we can practice what we think about that and when we talk we use
61 dictionary and we can know about many words to describe our feeling and
62 sometimes you correct our answer like for example you correct the
63 misunderstanding I use luxury to express being bit so that is good
- 64 I: So you like your mistakes to be corrected?
- 65 H: Yes
- 66 I: Is there anything you haven't enjoyed so much? What do you think of the books
67 we've been using? Do you like those textbooks?
- 68 H: Yes but sometimes I feel little boring because I don't like make sentences with
69 using words so much. It's difficult and there is 2 types of student, one type of
70 student try to make sentences together another student tries to make by oneself
- 71 I: If you're working with them it's difficult
- 72 H: Yes
- 73 I: That's true I know some people don't like to work in pairs. So which textbook do
74 you prefer the orange one [Inside English] or the white one [Face to Face]?
- 75 H: In speaking I like white one but when we know about other culture I like orange
76 one so in using orange textbook sometimes I don't know what to answer because I
77 don't have enough knowledge about topic
- 78 I: So that's why the white one is better for speaking because you already know
79 about that topic?
- 80 H: Yes but I think to know other culture is important
- 81 I: So do you think your English is improving this year?
- 82 H: Little by little
- 83 I: What's improving in particular?
- 84 H: I think listening is improving. My TOEFL score listening section is getting higher
- 85 I: What about the other sections?
- 86 H: I think the other sections is almost the same as previous
- 87 I: So is there anything that you would like to change on the course?
- 88 H: I don't have thing to be changed but I want to know when I consult a Japanese-
89 English dictionary in speaking there are many words which mean same meaning
- 90 I: Synonyms?
- 91 H: Yes I don't know which word to choose so I want to know
[Lengthy discussion on dictionary use follows]

4th Interview (January 2005)

YK (Experimental group: Class 3)

- 1 I: So do you think your English has improved this year because of the course?
- 2 Y: Yeah
- 3 I: What's improved especially do you think?

- 4 Y:** Listening and cultural knowledge
5 I: What about your speaking has that improved?
6 Y: I don't speak English much so I don't think my speaking skill is up
7 I: So what about the materials we used in class? Did you like the handouts we used?
8 Y: Yeah your material were sometimes difficult but it's interesting and useful for me
9 I: What was useful about it?
10 Y: Your material shows the starting conversation or ending conversation. The thing
11 we use when are English people for example hesitation devices
12 I: So what did you especially enjoy or not enjoy and why?
13 Y: I like Big Brother very much. I can know the really life in England
14 I: What were big differences do you think?
15 Y: Maybe the Big Brother in Japan everyone don't appear their real
16 I: So don't show their true self?
17 Y: Yeah
18 I: Was there anything you didn't enjoy much?
19 Y: I don't remember
20 I: So how effective was it in improving your listening and speaking skills?
21 Y: You gave me chance to listening to English a lot of chance so
22 I: You think that's helped?
23 Y: Yeah
24 I: It was quite fast English though so do you think you can listen to natural English
25 more than before now?
26 Y: Maybe
27 I: So you said before that it was good to have difficult listenings. Do you still think
28 that?
29 Y: I still have the problem but maybe less
30 I: So what would you suggest for me to change to improve this course for next
31 year's students?
32 Y: Maybe your way is very interesting and not boring so I don't think you should
33 change
34 I: So have you got any other comments you'd like to make? Have you enjoyed this
35 course?
36 Y: Yes
37 I: Because it was hard for you wasn't it? Because maybe your level was a bit lower
38 than some students so I'm quite interested to know how you feel. Would you like
39 it to be easier or do you think the level was ok?
40 Y: I feel my level don't match class 3

MU (Control group: Class 2)

- 1 I:** OK M what about question number 1. Do you think your English has
2 improved over this year?
3 M: Yeah my speaking has got better I believe because compared to class when I was
4 1st year people have a lot of motivation in this class so they spoke a lot of English
5 so I tried to speak
6 I: Because you know a lot of English don't you? On the test you scored pretty
7 highly so inside your head there's a lot of English but the problem is actually
8 getting it out, isn't it?
9 M: Yes
10 I: So you think speaking is the main thing that's improved this year?
11 M: Yeah and writing. When I hand in my essays you checked them and made it clear
12 what is the problem grammar or spelling so I understood very clearly what is the
13 mistake
14 I: You found that useful to have that feedback?
15 M: Yes
16 I: So what about the materials we used in class the two books. What did you think

17 of those overall?

18 M: Both of them are interesting. Usually many teachers let us buy two books and
19 they use only one but this class we used both of them

20 I: So it wasn't a waste of money. Did you like them or not and which one did you
21 prefer?

22 M: Face to Face there are a lot of questions. We were given a lot of question
23 beforehand and we can talk about that question so

24 I: Why did that help?

25 M: It makes easier to discuss about one topic

26 I: What did you think of the orange book?

27 M: We can study about the culture or food or a lot of things from orange book so it's
28 useful

29 I: So you liked them both did you?

30 M: Yeah

31 I: What did you think about the level of the books were they too easy too difficult or
32 just right

33 M: Orange one I think it's a little easy

34 I: Everything about it?

35 M: Not everything but grammar. Everyone in the class said we have already studied
36 about for example past participles

37 I: What about the listening or reading?

38 M: I think the listening in the orange book is very slowly so it made for Japanese not
39 native speakers so

40 I: Is that a good thing or bad thing?

41 M: Bad when we take TOEFL the listening is faster so we can't practice in the class

42 I: So what did you particularly enjoy or not enjoy this year and why?

43 M: I like writing essay but most of the work is fun

44 I: Anything special you remember really liking or really not liking?

45 M: There's no work I don't like so I like to talk with partner

46 I: So you like lots of speaking practice in class

47 M: Yes

48 I: So how effective is this course do you think your listening and speaking skills
49 have improved by doing this course?

50 M: Listening is not so improved but speaking has improved. The tape is very easy to
51 listen so I can't realize whether I have improved or the tape is easier

52 I: Was that both books?

53 M: Particularly orange one

54 I: So if you could change this course what would you change?

55 M: Some student try to speak Japanese when you don't watch them so you should
56 make rule like if you speak Japanese you pay

57 I: Yeah lots of people suggest that but it's really hard to stop people if they want to
58 speak Japanese it's really hard to stop them. Anything else would you change the
59 books?

60 M: You should prepare another listening tape

61 I: Did you want more difficult grammar or do you think you don't need grammar
62 any more

63 M: A little grammar is ok

64 I: Anything else any other comments

65 M: Not like other teachers you often walk around the class so we can ask a question
66 to you easily so I think it's good

67 I: You like me to walk around? Yes I think students don't want to ask if everybody
68 else is listening do they?

HY (Control group: Class 4)

1 I: So do you think your English has improved this year because of these classes?

2 H: Yes I think my English was improved through this year because I think mostly it's

3 because of this interview. At first actually I was reluctant to have this interview
4 because I like English but I'm not good at speaking English and I couldn't express
5 what I thought. But as I said before I'm going to study abroad and I want to be
6 able to speak English so I thought this is a good opportunity

7 I: What speaking with me?

8 H: Yes and I thought I have to be more aggressive [assertive] to learn and after
9 changing my mind to learn English and speaking English seems more interesting
10 and enjoying even though I couldn't express all of my feeling. Now I enjoy
11 speaking

12 I: So what areas have you improved the most this year do you think?

13 H: From this class? I think speaking and basic grammar like 'a' 'the' something like
14 that

15 I: Some students said the grammar was really boring because it was too easy but for
16 you it was useful was it?

17 H: I'm boring and I think it's easy but even though I think it's easy I couldn't write
18 those sentences perfectly so now I make less mistake than before so I think it's
19 good

20 I: What about the materials we used in class, the 2 books, were they boring,
21 interesting, too easy, too difficult?

22 H: I think they are a little easy now but at first that was just level for me and orange
23 book is very interesting to know about other culture and other country but I didn't
24 know much about foreign country so it was hard to talk with partners about
25 foreign culture and Face to Face was good to talk with partner but that book
26 seems easy

27 I: What about the listening activities in the books? How was the level?

28 H: Until last year I have not been taught by English teacher so I learned US English
29 or Australian English or Canadian English so I couldn't get what you said. Now
30 it's ok but it was very hard but to learn many kinds of English is very good for
31 me. Now I can talk to British people

32 I: What about the listening activities in the books? What did you think of those?

33 H: In Face to Face I think the tape speaks to slowly

34 I: Is that a good thing or a bad thing?

35 H: Good to hear but not good for improve

36 I: What about the listenings in the orange book?

37 H: I don't remember much

38 I: So over the year what did you especially enjoy or not enjoy?

39 H: I enjoyed speaking especially for 2nd term and other activities team or talking with
40 partners

41 I: So mostly the speaking activities?

42 H: Yes speaking and I didn't like making sentences with new words

43 I: Why not?

44 H: Because I know that it's important to know how to use the words but it's little
45 boring for me and some students make sentences by themselves but others try to
46 work together and most of partner didn't know do the work by myself or with
47 partner

48 I: What about your listening has it improved?

49 H: Yes I think somewhat improved because I couldn't get what you said at the
50 beginning of the class but now I can understand what you say but if people speak
51 too fast I can't hear

52 I: So what would you suggest I change to improve this course for next year's
53 students? Is there anything you would recommend?

54 H: I liked this class but I wanted to try some presentation

55 I: Anything else?

56 H: Nothing special

Appendix XII: Sample materials used in experimental treatment group

A. Dictionary skills (using Oxford Advanced Learner's Dictionary, 6th Edition)

How Good a Dictionary User Are You?

Try this quiz to find out how good a dictionary user you are:

1. If an area is suffering from a **drought**, what is it lacking?
A. food B. water C. air
2. How long is a **fortnight**?
A. one night B. four nights C. two weeks
3. *The people were really friendly.* What part of speech is **friendly** in this sentence?
A. adjective B. adverb C. preposition
4. What phrasal verb could you use to replace **extinguish** in the following sentence?
It took firefighters four hours to extinguish the blaze.
A. put away B. put out C. put off
5. What is the opposite of **sensible**?
A. senseless B. insensitive C. silly
6. If two people meet and get on like **a house on fire** what happens?
A. they fall in love B. they become good friends C. they start to argue
7. What does **GP** stand for?
A. guinea pig B. general practitioner C. general post
8. Which of the following words does not rhyme with **court**?
A. fought B. port C. curt
9. What is the past participle of **lay**?
A. laid B. lain C. lay
10. Which syllable is stressed in the word **economize**?
A. the first B. the second C. the fourth
11. Which of the following nouns is **countable**?
A. luggage B. baggage C. holdall
12. What is the adjective related to **humility**?
A. humble B. human C. humid
13. What is the US English word for **fridge**?
A. freezer B. icebox C. ice cube
14. What is the plural of **criterion**?
A. criterions B. criteria C. criterion
15. When does the verb **eat** take a direct object?

- A. always B. never C. sometimes
16. What part of speech is **square** in this sentence? *You'll have to square it with your manager first.*
 A. verb B. noun C. adjective
17. Which entry in the dictionary tells you the meaning of **square** given above?
 A. 3 B. 9 C. 10
18. What is the correct phonetic spelling of **dictionary**?
 A. B. C.
19. If something or somebody **gives you the creeps**, how do you feel?
 A. excited B. frightened C. shy
20. Which preposition should go in the space? *How did the children react ___ the news?*
 A. with B. against C. to
21. Where can you find pictures of types of animal?
 A. A7 B. B3 C. C2
22. Where can you find a map of Australia?
 A. A8 B. B14 C. C8
23. Where can you find a list of countries and nationalities?
 A. Appendix 1 B. Appendix 2 C. Appendix 3
24. Does an American resume look the same as a British resume?
 A. yes B. no C. I don't know
25. Match the definitions on the left with the terms on the right and then number them to show the order in which they would appear in a dictionary entry. The first one has been done for you as an example:

- | | |
|-------------------------------------|----------------|
| • The word in bold blue type | example |
| • Adj/noun/verb/adv | definition |
| • Look forward to sth/doing sth | derivative |
| • <i>It began to rain heavily.</i> | idiom |
| • (be) above board | part of speech |
| • -heavily | headword |
| • /kræb/ | phrasal verb |
| • the meaning of the word | pronunciation |

That's the end of the quiz ~ you might like to do the study pages B1 to B16 to learn more about your dictionary.

B. English pronunciation & intonation

My Fair Lady

The Story:

Eliza Doolittle, a poor flower girl in London, has been taken in by Professor Higgins, and his friend Colonel Pickering, to learn to speak English like a lady but she is having problems with her pronunciation...

A. Professor Higgins makes Eliza practise the following sentences:

- The rain in Spain stays mainly in the plain.
- In Hertford, Hereford and Hampshire, hurricanes hardly ever happen.
- How kind of you to let me come.
- With blackest moss, the flower pots, were thickly crusted one and all.

Why do you think Higgins has chosen these sentences for Eliza to practise? Watch the video and check your answers.

B. Now watch again and answer these questions:

Section 1:

1. What is the problem with Eliza's pronunciation of 'The rain in Spain stays mainly in the plain'?
2. How does the flame help Eliza with her pronunciation?
3. Professor Higgins says "Have you no ear at all?" What does this mean?

Section 2:

1. What is the problem with Eliza's pronunciation of 'How kind of you to let me come'?
2. What is the problem when Pickering says 'Did you try the plain cake'?
3. What does Higgins mean by 'I couldn't touch it'?
4. Why is Eliza upset?

Section 3:

1. What is the difference between 'I can't understand' and 'I can't understand a word'?
2. What is the problem with Eliza?

Section 4:

1. Higgins says 'I know your nerves are as raw as meat in a butcher's window'. What does this mean? (Hint: find '*raw nerves*' in your dictionary).
2. What does Eliza want to conquer?
3. What does Higgins mean when he says 'I think she's got it'?

C. Practice Professor Higgins' sentences yourself – can you get the pronunciation right?

D. Watch the scene again and read the script below. Underline any new words or expressions you find and check the meaning.

Section 1:

1 Professor Higgins: All right Eliza, say it again.

2 Eliza: The rain in Spain stays mainly in the plain.

3 Prof. Higgins: The rain in Spain stays mainly in the plain.

4 Eliza: Didn't I say that?

5 Prof. Higgins: No Eliza, you didn't 'say' that. You didn't even say that. Now every night before you get
7 into bed where you used to say your prayers, I want you to say 'The rain in Spain stays mainly in the
8 plain' fifty times. You'll get much further with the Lord if you learn not to offend his ears. Now for your
9 H's. Pickering, this is going to be ghastly!

10 Pickering: Control yourself Higgins, give the girl a chance.

11 Prof. Higgins: Oh well, I suppose we can't expect her to get it right the first time. Come here Eliza and
12 watch closely. Now, do you see that flame? Every time you pronounce the letter H correctly, the flame
13 will waver and every time you drop your H, the flame will remain stationary. That's how you'll know
14 you've done it correctly. In time your ear will hear the difference, you'll see it better in the mirror. Now,
15 listen carefully: 'In Hertford, Hereford and Hampshire, hurricanes hardly ever happen'. Now, repeat that
16 after me: 'In Hertford, Hereford and Hampshire, hurricanes hardly ever happen'.

17 Eliza: 'In 'ertford, 'ereford and 'ampshire, 'urricanes 'ardly hever 'appen'.

18 Prof. Higgins: Oh no no no. Have you no ear at all?

19 Eliza: Shall I do it over?

20 Prof. Higgins: No please start from the very beginning. Just do this go 'ha ha ha ha'.

21 Eliza: Ha ha ha ha.

22 Prof. Higgins: Well go on go on go on.

23 Eliza: Ha ha ha ha...

24 Prof. Higgins: Does the same thing hold true in India, Pickering? This peculiar habit of only dropping a
25 letter like the letter H and using it where it doesn't belong like 'hever' instead of 'ever'.

(song)

Section 2:

26 Prof. Higgins: Again Eliza: 'How kind of you to let me come'.

27 Eliza: 'How kind of you to let me come'.

28 Prof. Higgins: No! Kind of you, kind of you, kind. 'How kind of you to let me come'.

29 Eliza: 'How kind of you to let me come'.

30 Prof. Higgins: No no no no kind of you, kind of you, like cup of tea, kind of you say say 'cup of tea'.

31 Eliza: Cup of tea.

32 Prof. Higgins: No no a cup of tea. It's awfully good cake this, I wonder where Mrs Pearce gets it.

33 Pickering: Mm first rate and those strawberry tarts are delicious.

34 Prof. Higgins: Mm.

35 Pickering: Did you try the plain cake?

36 Prof. Higgins: (sighs) Try it again.

37 Pickering: Did you try the...

38 Prof. Higgins: Pickering! Again Eliza.

39 Eliza: Cup of tea.

40 Prof. Higgins: Oh no! Can't you hear the difference? Look, put your tongue forward until it squeezes

41 on the top of your lower teeth, then say 'cup'.

42 Eliza: Cup.

43 Prof. Higgins: Then say 'of'.

44 Eliza: Of.

45 Prof. Higgins: Then say 'cup cup cup cup of of of of'.

46 Eliza: Cup cup cup cup of of of of.

47 Pickering: By Jove Higgins, that was a glorious tea. Why don't you finish that last strawberry tart? I

48 couldn't eat another thing!

49 Prof. Higgins: No, I couldn't touch it.

50 Pickering: Shame to waste it.

51 Prof. Higgins: Oh it won't be wasted. I know someone who's immensely fond of strawberry tarts.

52 Cheep cheep cheep cheep.

53 Eliza: Oh!

(song)

Section 3:

54 Prof. Higgins: Four, five, six marbles. Now, I want you to read this and I want you to enunciate every

55 word just as if the marbles were not in your mouth. 'With blackest moss, the flower pots, were thickly

56 crusted one and all'. Each word clear as a bell.

57 Eliza: With blackest moss, the flower pots, I can't, I can't!

58 Pickering: I say Higgins, are those pebbles really necessary?

59 Prof. Higgins: If they were necessary for Demosthanes, they are necessary for Eliza Doolittle. Go on

60 Eliza.

61 Eliza: With blackest moss, the flower pots, were thickly crusted one and...

62 Prof. Higgins: I can't understand a word, not a word!

63 Eliza: With blackest moss, the flower pots, were thickly crusted one and all.

64 Pickering: Higgins, perhaps the poem's a little difficult for the girl. Why don't you try something

65 simpler like 'The Owl and the Pussy Cat'? Oh yes, that's a charming one.

66 Prof. Higgins: Pickering, I can't hear a word the girl's saying! What's the matter?

67 Eliza: I swallowed one.

68 Prof. Higgins: Oh it doesn't matter, I've got plenty more. Open your mouth, one, two...

(song)

Section 4:

69 Prof. Higgins: The rain in Spain stays mainly in the plain.

70 Eliza: I can't! I'm so tired, I'm so tired.

71 Pickering: For God's sake Higgins! It must be three o'clock in the morning. Do be reasonable!

72 Prof. Higgins: I am always reasonable. Eliza, if I can go on with a blistering headache, you can.

73 Eliza: I've got an 'eadache too.

74 Prof. Higgins: Oh here. I know your head aches, I know you're tired, I know your nerves are as raw as

75 meat in a butcher's window. But think what you're trying to accomplish. Just think what you're dealing

76 with – the majesty and grandeur of the English language is the greatest possession we have. The noblest

77 thoughts that ever flowed through the hearts of men are contained in its extraordinary, imaginative and

78 musical mixtures of sounds and that's what you've set yourself out to conquer Eliza, and conquer it you

79 will (sighs). Now try it again.

80 Eliza: The rain in Spain stays mainly in the plain.

81 Prof. Higgins: What was that?

82 Eliza: The rain in Spain stays mainly in the plain.

83 Prof. Higgins: Again!

84 Eliza: The rain in Spain stays mainly in the plain.

85 Prof. Higgins: I think she's got it! I think she's got it!

(song)

E. As....as...

“As raw as meat in a butcher's window”

Lots of expressions in English use this pattern. Match phrases on the left with ones on the right'

- | | |
|----------------|------------------------|
| • As smooth as | a razor |
| • As cold as | silk (a baby's bottom) |
| • As high as | a mouse |
| • As sharp as | a bell |
| • As quiet as | a sheet |
| • As white as | a kite |
| • As clear as | ice |

Can you make some sentences using these expressions?

F. Work with a partner and make your own pronunciation practice sentences like Professor Higgins. Think about problem sounds, linking, weak forms, sentence stress and intonation. Try your sentences out on another group!

C. Hesitation devices & British sociopragmatic conventions

Big Brother

A. You are going to see some scenes from a British programme called 'Big Brother'. Answer the following questions as you watch:

1. What is the programme about exactly?
2. Why is the show called Big Brother?
3. Fill in the missing numbers and dates in this sentence:

Although over _____ people applied for Big Brother and over _____ people made it through to the audition stage, only _____ housemates were finally selected to be on the programme. They entered the Big Brother house on _____.

4. The housemates are meeting each other for the first time ~ Do you think they will a) shake hands b) wave c) hug d) kiss one cheek e) kiss both cheeks f) just smile. What greetings do you think they will use? Circle the expressions you hear in the box below:

*I'm pleased to meet you *Nice to meet ya *Hello *(Name only)
 *Pleased to meet ya *It's a pleasure to make your acquaintance *How ya doin'?'
 *I'm (name) *How do you do? *How's it goin'?' *How are you?
 *You all right? *Can I introduce you to... *This is (name) *What's your name?
 *My name is (name) *May I introduce myself?

5. Match the Big Brother housemates with their ages and hometowns:

Age	Name	Hometown
27	Alex	Leicester
22	Jonny	Southport
23	Lee	Hornechurch
25	PJ	London
21	Sandy	Cambridge
36	Spencer	Birmingham
22	Adele	Earl's Court, London
23	Alison	Aberdeen
29	Jade	Bermondsey, London
20	Kate	County Durham
43	Lynne	Birmingham
22	Sunita	Beckenham, Kent

B. You will see Alex and PJ's audition tapes for Big Brother 3. They have 2 minutes to explain why they want to be on the programme and use a lot of hesitation devices to give themselves 'thinking time'. Watch the video and tick the hesitation devices you hear them use ~ which ones are used the most?

- Well...
- Erm...

- Er...
- So...
- Actually...
- Anyway...
- You know...
- You see...
- I mean...
- In fact...
- As a matter of fact...
- Let's see (now)...
- Let me think...
- I'll have to think about that...
- To be honest...
- The thing is...
- What I'm trying to say is...
- How shall/can I put it...
- Basically...
- Obviously...

C. Answer these questions true or false:

Alex:

1. He has got a lot of work on at the moment.
2. He became a famous model after the Armani Campaign.
3. He was in Australia for a year and a half.
4. He saw the advertisement for Big Brother in a newspaper.

PJ:

5. He didn't apply last year because he had a girlfriend at the time.
6. He would like to win the prize money of seventy thousand pounds.
7. He's at medical school at the moment.
8. He's going to start a job in Bournemouth at the end of September.

D. Would you like to be on Big Brother? Why? Why not?

Plan and record a 3 minute video audition tape to send to Big Brother. Try to think of reasons why you should be chosen for the programme and make your video as memorable as possible! DO NOT memorise what you want to say; use hesitation devices if you need to think of what to say next.

Audition Tapes ~ Big Brother

Alex: 1 Hi, my name's Alex Sibley and er I'm twenty-two and I live in Hornechurch in
 2 Essex. Erm, I'm a, I'm a model, I've been modelling about four years er and to
 3 be honest with you works a little bit scarce at the moment and er, I'm just
 4 looking for new things. Erm, in October I shot the Armani Campaign which was
 5 like my big break but unfortunately when the er airplanes crashed into the Twin
 6 Towers, all eyes were focused in on that and my big break went unnoticed so
 7 after all that hard work of four years of trying to get somewhere but I'm not
 8 bothered anyway I want to look for new things, I can't really be a model my
 9 whole life, I need to get a real job one day, but I would like to be on Big
 10 Brother, erm mainly because I was in Australia for a couple of well about a
 11 year and a half and I came back to England to this Big Brother phenomena an I

12 I loved it, I loved every minute of it, I was even watching it on the internet and
13 obviously a couple of weeks ago I saw the erm, the advertisement on TV for it
14 and I'm going to give it a go so here's my my video and er I hope we can work
15 with each other. So that's me, Alex Sibley, saying good-bye to you.

PJ: 1 Right, my name's PJ as you've probably guessed being as you're looking at my
2 file. Er, right I've got two minutes so what shall I say? Erm, this application's
3 probably going to be a bit late actually because I've had this, I've had the form
4 for a month but I haven't really got round to doing it basically because I've just
5 been trying to think about what I could do, sort of, be a bit in your face like, I've
6 actually got the whisky down there just in case I need a shot, you know just in
7 case I have to run into the sea naked, er, I've also got the pogo stick just in case
8 I have to do any tasks but basically I just can't be bothered so I'm just going to
9 do, I'm just going to speak to you for about two minutes which is about what?
10 Another minute and a half left. Erm, I would've applied last year but I had sort
11 of a girlfriend so she wasn't very keen on that, so I've had to dump her, poor
12 sod, erm so that's why I'm applying now. Er, Big Brother, er, the reasons why
13 I want to get onto it obviously erm, I wouldn't mind the seventy grand or
14 whatever it is to win er, but also I've got this bet with my mates, right I don't
15 probably look like it to you er, I probably look more like erm a kebab shop
16 owner or something but a-, apparently, I seem to do all right with the women,
17 well in fact I do. Erm, so I've always said to my mates that if I was ever sort of
18 famous and I could get into the Met Bar for one night, that I could probably get
19 off with a celebrity now that hasn't actually sort of happened at the moment
20 being as I'm still at law school so I haven't had much chance to get down the
21 Met Bar but er I presume that after my f- big er, you know, impending fame
22 with Big Brother that I'll be a- able to go there every Friday, you know
23 probably meet Natalie Embruglia, something like that, and er basically prove
24 my mates wrong. Er, I haven't really got much to say to be honest, basically
25 that I, you know except that want to really get on Big Brother, obviously
26 everyone is going to be saying that on the video, er, you know, "look how
27 crazy I am, look how wild I am, I'm gonna do this, I'm gonna do that", erm,
28 but basically what I can promise is that if you throw a fit bird in about my age,
29 twenty-one to thirty, erm I will have sex with her in about a week erm, which
30 would be quite good for your viewing figures, erm, also quite good for me
31 actually (laughs) erm, what else have I, I've also got a body like Craig's but I
32 can't really show it at the moment because my window cleaner's going to

33 come round in a minute and I don't really want him perving all over me erm,
 34 so that will be good for your viewing figures as well. Erm, er basically I can,
 35 hopefully I can get along with a lot of people, erm, I'd like to think that so I
 36 should be all right in the house and basically I've got a rubbish mortgage
 37 coming this er, at the end of September when I start my job down in
 38 Bournemouth so I really er, I just want to have a good time before er, I get into
 39 all the serious parts of my life and things like that. Well you never know, you
 40 know, if I do win bro-, Big Brother I can just sack the law off and become a
 41 famous l- er, I don't know, porn star or sumit, or the first 'it'lad. What do you
 42 reckon about that? Erm, I doubt that though, I don't think I've got the sort of,
 44 hair to be honest. Anyway, well this is basically crap, you're probably
 45 throwing it in the bin as we speak, erm, so I'd best go. I'll see you soon, yeah?

Big Brother Audition Tapes ~ Vocabulary

A. Find words in the tapescript which have the same meaning as those below:

1. A chance to become famous (Alex, line 5).
2. To not mind/care (Alex, line 8).
3. To really like something (Alex, line 12).
4. To try something (Alex, line 14).
5. To not find the time for something (PJ, line 4).
6. To not feel like doing something (PJ, line 8).
7. To not be enthusiastic about something (PJ, line 11).
8. Thousand (PJ, line 13).
9. Friends (PJ, line 14).
10. To be popular with women (PJ, line 16).
11. To start a sexual relationship with somebody (PJ, line 19).
12. An attractive woman (PJ, line 28).
13. What do you think? (PJ, line 42).
14. Not good/rubbish (PJ, line 44).

B. Just in case...So that...

PJ: "I've actually got the whisky down there **just in case** I need a shot, you know, **just in case** I have to run into the sea naked."

We can use **in case + simple present tense** to talk about the future, e.g. *Take an umbrella in case it rains*. This means the same as: *Take an umbrella so (that) you won't get wet*.

Join the following sentences using 'in case' or 'so that', make any necessary changes:

1. You should insure your house. You may have a fire.
2. The film star wore dark glasses. He didn't want anyone to recognize him.
3. She packed the glasses carefully. She didn't want them to get broken in the post.
4. You should always have a jack and carry a spare tyre. You may have a puncture.
5. The thief wore gloves. He didn't want to leave any fingerprints.
6. The station has an elevator. JR want everyone to be able to get onto the platform.
7. You should take traveller's cheques. If they get stolen, you can get some new ones.
8. You should take your dictionary with you to class. There are a lot of difficult words and you might not understand them.

(Adapted from **Think First Certificate, 1993: Longman**)

D. Starting conversations in English

Starting Conversations

- A. Starting conversations with strangers can be difficult so it is a good idea to practice different strategies. With your partner, think of different phrases you could use to start a conversation with a stranger.
- B. Decide whether the sentences below are acceptable (A) or unacceptable (U) ways of starting a conversation:
1. Can I ask you some questions?
 2. Lovely day/awful weather, isn't it?
 3. Is anyone sitting here?
 4. Are you travelling alone today?
 5. Can I practice my English with you?
 6. Excuse me, have you got a light?
 7. Have you got the time please?
 8. Quiet here today, isn't it?
 9. How old are you?
 10. The train fares have gone up again!
 11. Good football match, isn't it?

Common strategies for starting conversations include: talking about something around you; talking about the weather; making a common complaint; asking for a small favour. If the other person gives short answers and avoids eye contact, it probably means they are not interested in talking to you. However, if they look at you, smile and add further comments, it is a signal that they are happy to develop the conversation.

- C. Imagine you are in the following situations. Write some short dialogues to show how you would start and develop the conversation. Act them out to another group.
- You are sitting at a table in a café in Cairo, drinking tea and smoking a 'hubbly bubbly'. You start talking to a man sitting at the table next to yours who is also smoking.
 - You are on a train in India, travelling from Bombay to Madras. You start a conversation with an Indian woman travelling in the same carriage.
 - You are sitting in the restaurant on a boat travelling from China to Japan. There are almost no passengers around. The waitress brings you your drink and you start a conversation with her.
 - You are on a train in America, travelling to New York. You start talking to the man sitting next to you.
 - You are in the port in Felixstowe, England and ask a lorry driver for a lift to the train station. He agrees and you get in the truck. You start a conversation with him.
- D. Watch the scenes from 'Around the World in Eighty Days' with Michael Palin and write down his 'opening strategies'. Is he successful in starting a conversation? Why/why not?
- E. Read and act out Michael's conversations below:

(Café, Cairo)

- 1 Michael:** Hello can I have a tea like that please? (waiter serves tea) Thank you erm I
- 2** I didn't order this.
- 3 Waiter:** Oui
- 4 Michael:** No does this come with the tea? Erm I don't know if I should do this I
- 5** gave up smoking 20 years ago. I really ought to try one er what do I do?
- 6** Mm it's very pleasant. This is very nice.
- 7 Man:** Yes.
- 8 Michael:** Do you take it into your lungs?

9 Man: No.
10 Michael: No no just into your... Oh I see yeah when you see the bubbles going
11 you're on your way. Yeah it's very mild isn't it? I always thought these
12 were fierce. I thought you were all getting out of your minds on these!

(Train from Bombay to Madras, India)

1 Michael: Are you travelling all the way to Madras?
2 Woman: Yes from Bombay to Madras.
3 Michael: Ah what will the erm what will the south be like? I've never been there
4 before.
5 Woman: Well a lot more pleasant than Bombay it's er it's less hurried people have
6 a little more time for you probably just about as hot as this. It's like
7 another country the the whole culture is different the languages are
8 obviously... the south has the Dravidian languages and if we didn't speak
9 English or three or four Indian languages we wouldn't be able to
10 communicate at all.
11 Michael: Yes I've just been boning up on my Hindi which is going to be fairly
12 useless for me.
13 Woman: I'm afraid that's not going to help you very much in Madras in fact I I
14 would advise you not to say very much in Hindi.
15 Michael: It is such an extraordinarily large country. What does unite India? What is
16 the expression of Indian patriotism?
17 Woman: That really is a tough one to answer. I I don't know what makes India
18 India. Right now probably er
19 Michael: Cricket?
20 Woman: Probably the independence struggle most recently.

(Ferry from Shanghai to Yokohama)

1 Michael: Can you tell me erm is this a Japanese boat?
2 Woman: No Chinese boat.
3 Michael: Ah sorry so you and the crew are Chinese?
4 Woman: Yes
5 Michael: But the passengers are Japanese.
6 Woman: Japanese and Chinese.
7 Michael: Where where are all the passengers? Is this a very quiet boat... at the
8 moment?
9 Woman: Yes thank you.
10 Michael: Ah the sea is very calm at the moment.
11 Woman: Sometimes.
12 Michael: Sometimes it is it is rough?
13 Woman: Yes.
14 Michael: Feel seasick?
15 Woman: Never mind.
16 Michael: (laughs) Thank you.
17 Woman: Thank you.

(Train, Glenwood Springs to New York, USA)

1 Michael: Where are you from?
2 Man: Ah Omaha Nebraska.
3 Michael: Yeah
4 Man: The Strategic Air Command is Omaha's claim to fame. That's where the
5 the president and the people lie during a national emergency er to blow up
6 the rest of the world (laughs) so.
7 Michael: Can I ask you do you do you have a family who travel with you? Are you
8 married?
9 Man: Like I say I'm divorced now I I formally travelled with my wife back and

10 forth to Chicago but er now it's just me.
 11 **Michael:** When did you divorce?
 12 **Man:** Er officially about three four months ago. I mean it's not that we were
 13 peaches and cream getting along but I didn't think we were in a situation
 14 where we were getting along that badly. I did everything I could to salvage
 15 the relationship but...
 16 **Narrator:** Americans will tell you anything and some of the stories are as long as the
 17 line itself but time for talk is one of the pleasures of the train.

(Lorry, Felixstowe to the train station, England)

1 **Michael:** Excuse me, you're not going anywhere near a railway station are you?
 2 **Man:** Felixstowe.
 3 **Michael:** That'd be fine thanks (gets in lorry) ooh thanks a lot that's great.
 4 **Man:** It's all right.
 5 **Michael:** I bet this doesn't happen to you that often.
 6 **Man:** No no (laughs)
 7 **Michael:** I just see these lorries I've seen them all round the world drawing up and I
 8 thought it's time I went in one. I thought I'll get a British driver so that I
 9 can have a nice chat see how things have been in the last 80 days...
 10 Beautiful morning isn't it?
 11 **Man:** Lovely absolutely lovely.

F. Answer the questions below:

1. What does 'getting out of your minds' mean? (line 12, Cairo)
2. How is Madras different to Bombay?
3. Why is English useful in India?
4. Why do you think the Indian woman advises Michael not to use Hindi in Madras?
5. What is Omaha famous for?
6. What does 'peaches and cream getting along' mean? (line 13, USA)
7. What does Michael say about Americans?
8. Why did Michael choose a British lorry driver to ask for a lift?

G. Michael's conversations in the café in Cairo and on the ferry to Japan are particularly unsuccessful. Rewrite them, imagining you are talking to him, and help him to develop the conversation.

Role-play ~ Student A

Situation 1

You are sitting on a park bench with your dog by your feet. A stranger sits down next to you and tries to start a conversation. Help him/her to develop the conversation.

Situation 2

You are alone at a party, sitting in the living room and drinking a beer. A stranger approaches you but you don't feel like talking so avoid any eye contact and answer with short responses. If they continue talking to you, say, "I think I'll go and get another drink" and leave.

Situation 3

It is the first day for you at a new university. You arrive early and go to your class. Another student is already waiting there so you try to start up a conversation with him/her. If they seem happy to talk, develop the conversation, if they seem reluctant, end the conversation politely and leave.

Situation 4

You are on the shinkansen from Tokyo to Osaka. A stranger sits down next to you and tries to start a conversation. Help him/her to develop the conversation.

Situation 5

You are sitting in a café, drinking coffee. The man/woman sitting near you asks you for a small favour. Help them with the favour but you don't feel like talking so avoid eye contact (keep trying to read your book/newspaper) and answer their questions with short responses.

Role-play ~ Student B

Situation 1

You are sitting on a park bench with your dog by your feet. A stranger sits down next to you and tries to start a conversation. You don't feel like talking so avoid any eye contact and answer with short responses. If they continue talking to you, say "I'm sorry but I'd just like some peace and quiet if you don't mind!"

Situation 2

You are at a party and see an interesting person sitting alone in the living room. Sit down next to them and start up a conversation. If they seem happy to talk, develop the conversation, if they seem reluctant, end the conversation politely and leave.

Situation 3

It is the first day for you at a new university. You arrive early and are standing outside your class waiting for the teacher to come. Another student arrives and tries to start up a conversation with you. Help him/her to develop the conversation.

Situation 4

You are on the shinkansen from Tokyo to Osaka. A stranger sits down next to you and tries to start a conversation. You don't feel like talking so avoid any eye contact and answer with short responses. If they continue talking to you, say "I'm sorry but I've got quite a lot of work to do."

Situation 5

You walk into a café and sit down at a table next to a stranger. Ask them a small favour to start a conversation and then try to develop it. If they seem happy to talk, develop the conversation, if they seem reluctant, end the conversation politely.

Role-play ~ Student C

Situation 1

You are walking in a park and sit down on a bench next to a stranger with a dog. Try to start up a conversation. If they seem happy to talk, develop the conversation, if they seem reluctant, end the conversation politely and leave.

Situation 2

You are alone at a party, sitting in the living room and drinking a beer. A stranger approaches you and he/she looks very nice. Help him/her to develop the conversation.

Situation 3

It is the first day for you at a new university. You arrive early and are standing outside your class waiting for the teacher to come. Another student arrives and tries to start up a conversation with you. You don't feel like talking so avoid any eye contact and answer with short responses. If they continue talking to you, say "Sorry, I've forgotten I need to buy a pen" and leave.

Situation 4

You are travelling to Osaka (a new city for you) and get on the shinkansen in Tokyo and sit next to a stranger. Try to start up a conversation. If they seem happy to talk, develop the conversation, if they seem reluctant, end the conversation politely.

Situation 5

You are sitting in a café, drinking coffee. The man/woman sitting near you asks you for a small favour. Help them and then try to develop the conversation.

E. Closing conversations in English

Well Bye... Ending Conversations

A. You are going to watch a scene from the film 'Annie Hall' by Woody Allen. In this scene, Alfie and Annie meet for the first time in a tennis match. Answer the following questions:

1. Who has got a car, Alfie or Annie?
2. Where does Annie live?
3. Does Alfie drive? Why/why not?
4. What does Annie mean by "Oh my God! Look, there's a parking space!"?
5. What does Alfie think of Annie's driving?
6. Where did Annie get her tie?

B. Complete the following parts of the conversation using the phrases in the box:

- Yeah don't worry I'm a very good driver. So listen hey, you want some gum anyway?
- No Chipperwafol
- Oh I'm in her acting class
- Wisconsin
- Well, I do commercials sort of, you know

Alfie: So how long you known Janet? Where do you know her from?

Annie:

Alfie: Oh you're an actress?

Annie:

Alfie: Well you're not from New York right?

Annie:

Alfie: Right where?

Annie:

Alfie: Er, you're driving a tad rapidly

Annie:

Alfie: No no thanks

- I know it's really silly isn't it?
- Oh thank you
- Yeah my grammy
- Yeah
- Oh you do yeah? Oh well it's er this is er, this tie was a present from grammy Hall
- Oh (laughs)
- Yeah I know

Alfie: Well thank you

Annie:

Alfie: You're you're a wonderful tennis player

Annie:

Alfie: You're the worst driver I've ever seen in my life that's any place Europe any place Asia

Annie:

Alfie: And I love what you're wearing

Annie:
 Alfie: Who grammy grammy Hall?
 Annie:
 Alfie: You're kid what you're kidding what did you do grow up in a Norman Rockwell painting?
 Annie:
 Alfie: You're grammy?
 Annie:

Watch the scene again and check your answers.

C. Vocabulary: match the words on the left with the correct definition.

<ul style="list-style-type: none"> • Dumb • A lift • A jerk • Uptown • Downtown • A tad • Hostility • The curb • Gear • Grammy • Be beat 	<ul style="list-style-type: none"> • An idiot • City centre • A bit • Unfriendly or aggressive feelings • Not the city centre • Be tired • Informal word for grandmother • Things • The edge of the path (raised) • A ride in a car • Stupid
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D. Ending conversations:

Situation 1:

A: Well, it was nice talking to you. (*closing*)

B: Yes you too. Oh, are you coming to Bob's party on Saturday by the way?
 (*closing not accepted*)

A: Of course!

B: OK I'll see you there. (*closing*)

A: Great (*closing*)

A: Bye. (*farewell*)

B: Bye (*farewell*)

Situation 2:

A: Well, it was nice talking to you. (*closing*)

B: Yes, you too. See you later. (*closing accepted*)

A: Bye. (*farewell*)

B: Bye (*farewell*)

When we end a conversation, we usually signal that we want to stop with a *closing phrase* which tells the other speaker that we plan to finish. If they have nothing left to say, they will use a closing phrase too (see situation 2 above) but if there is something else they want to say, this is their last chance to do it (see situation 1 above).

In the scene from 'Annie Hall', Alfie and Annie make closings a number of times but they do not really want to say goodbye so the closings are not followed by farewells. How many examples of this can you find in the tapescript?

Well, bye ~ Annie Hall

1 Annie: Hi, hi hi
2 Alfie: Eh? Oh hi, hi
3 Annie: Well, bye (laughs)
4 Alfie: You you play very well
5 Annie: Oh yeah? So do you. Oh God what a hm, what a dumb thing to say right? I mean you say (laughs)
6 'You play well' and then right away I have to say you play well oh oh God Annie, well, oh well
7 la-di-da la-di-da la-la yeah
8 Alfie: Er you, you want a lift?
9 Annie: Oh why? Er Y you got a car?
10 Alfie: N no I'm I was going to take a cab
11 Annie: Oh no I have a car
12 Alfie: You have a car? So hm I don't understand why if you have a car so then then why did you say 'Do
13 you have a car?' like you wanted a lift?
14 Annie: I don't I don't oh jeaz I don't know I wasn't (laughs) it's it's I got this VW out there. What a
15 jerk yeah. Would you like a lift?
16 Alfie: W-w sure w-which way are you going?
17 Annie: Me oh downtown
18 Alfie: Down I'm I'm going uptown
19 Annie: Oh well you know I'm going uptown too
20 Alfie: Well you just said you were going downtown
21 Annie: Yeah well you know but I could
22 Alfie: Oh sorry sorry
23 Annie: I'm New York town too I mean I live uptown. What the hell you know it would be nice to have
24 your company you know I mean I hate driving alone
25 Alfie: Yeah

26 Alfie: So how long you known Janet? Where do you know her from?
27 Annie: Oh I'm in her acting class
28 Alfie: Oh you're an actress?
29 Annie: Well, I do commercials sort of you know
30 Alfie: Well you're not from New York right?
31 Annie: No Chipperwafol
32 Alfie: Right where?
33 Annie: Wisconsin
34 Alfie: Er, you're driving a tad rapidly
35 Annie: Yeah don't worry I'm a very good driver. So listen hey, you want some gum anyway?
36 Alfie: No no thanks
37 Annie: It's easy I
38 Alfie: No no no no would you would you watch the road. I'll get it. Leave it to me I'll get you a piece
39 Annie: So listen do you drive?
40 Alfie: Do I drive? No er I've got a problem with driving.
41 Annie: Oh you do?
42 Alfie: Yeah I've got a license but I've got too much hostility
43 Annie: Oh right
44 Alfie: Nice car you keep it nice. Can I ask you is this is this a sandwich?
45 Annie: What? Oh yeah
46 Annie: I live over here. Oh my God! Look there's a parking space!
47 Alfie: That's ok we we can walk to the curb from here that's fine. You want your tennis stuff?
48 Annie: Huh?
49 Alfie: D'you want your gear?
50 Annie: Oh yeah, good thanks, thanks a lot yeah
51 Alfie: Well thank you
52 Annie: Oh thank you
53 Alfie: You're you're a wonderful tennis player

54 Annie: Oh (laughs)
 55 Alfie: You're the worst driver I've ever seen in my life that's any place Europe any place Asia
 56 Annie: Yeah
 57 Alfie: And I love what you're wearing
 58 Annie: Oh you do yeah? oh well it's er this is er, this tie was a present from grammy Hall
 59 Alfie: Who grammy grammy Hall?
 60 Annie: Yeah my grammy
 61 Alfie: You're kid what you're kidding what did you do grow up in a Norman Rockwell painting?
 62 Annie: Yeah I know
 63 Alfie: You're grammy?
 64 Annie: I know it's really silly isn't it?
 65 Alfie: Jesus you know my grammy never gave gifts you know she was too busy getting raped by
 66 Kossacks.
 67 Annie: Yeah well
 68 Alfie: Well, thank you again... I'll see ya
 69 Annie: Oh yeah yeah. \ Hey well listen hey d'you want to come upstairs and er have a glass of
 70 wine or something? Oh no I mean you don't have to you're probably beat and everything
 71 Alfie: No no that'd be fine I don't mind sure
 72 Annie: Sure
 73 Alfie: That'd be fine I've got time I've got nothing er nothing until my analyst appointment
 74 Annie: Oh what you see an analyst?
 75 Alfie: Oh yeah just for fifteen years
 76 Annie: Fifteen years?

Well Bye... Ending Conversations II

A. "Well, thank you"

How many other ways of closing a conversation can you think of?

B. Here are some common ways to close down a conversation:

1. Saying you have to do something:

OK (then)...	I've got to...	go/get going/ be off/run/get back/get on.
Right (then)...	I must (n't)...	let you go.
Well (anyway)...	I ought (n't) to...	take up any more of your time.
(I suppose)...	I'd better (not)...	finish my essay (give another excuse).
So...	I should (n't)...	

2. Thanking the other person for something:

OK (then)...	thanks/thank you	your help.
Right (then)...	(very much/a lot)	your time.
Well (anyway)...	for...	agreeing to ...
So...		

3. Saying you enjoyed the conversation:

OK (then)...	I've enjoyed...	talking to you.
Right (then)...	it's been nice...	seeing you again.
Well (anyway)...	it was good...	catching up with your news.
So...		

4. Talking about the future:

OK (then)...	we'll have to get together again soon.
Right (then)...	hope to see you again soon.
Well (anyway)...	let me know how it goes/you get on.
So...	I'll see you tomorrow/next week/etc.
	I hope everything goes well/ok.
	take care (of yourself).
	look after yourself.

C. How would the other speaker reply to the closing expressions above?

D. Imagine you meet your partner on the university campus and have a short conversation with them. Close down the conversation after a few minutes and say goodbye.

F. Developing conversations in English

Making Conversation

- Michael: So what did you do when you left college?
- Ed: I tried to make a career as a painter but it was too difficult so I went back to music.
- Michael: And that's when you started busking?
- Ed: That's right. I started playing on the streets in England and then I travelled around Europe and the States. I met a lot of different musicians in different countries and learnt some of the styles of music that they played.
- Michael: Could you play us some?
- Ed: Sure, yes. This is a typical Breton melody.

(Extract from Headway Video Pre-Intermediate: OUP)

In English, making conversation is like playing tennis:

- When I introduce a topic, I expect you to hit it back, to add something & carry it further.
- The more lively the conversation gets, the more interesting it is.
- Whoever is nearest hits the ball.
- Nobody stops the game to give you a turn; you are responsible for yourself.
- Everyone tries to keep the game going & nobody keeps the ball for long.

To keep the conversation going we often follow this pattern:

Question \Rightarrow Answer \Rightarrow Expand answer \Rightarrow Question on topic or sub-topic

- a) Find examples of this pattern in the conversation above.
- b) With your partner, write a conversation about your hometown, following this pattern.
- c) Now have a conversation and try to keep it going as long as possible. You could start the conversation by talking about one of these topics (or choose your own!): free time, pets, holidays, hopes for the future.
- d) You are going to interview your partner on video. Decide what subject you will talk about and plan some questions.

Continuing the Conversation

"I have found, in my experience with Americans, that they are friendly and that they seem to talk easily with each other. When I talk to them, I often wonder what to talk about. I say 'Hello' and 'How are you?' After that, I don't know what to say."

Immigrant, after 10 years in the USA (The Culture Puzzle: Prentice-Hall).

Do you have the same problem as this person? Why is it difficult to talk to foreigners?

A. Once you have successfully started a conversation with someone, you need to find topics to get to know the other person better. Decide whether the topics below are appropriate (A) or inappropriate (I):

- Jobs/work: What do you do?
- Money: How much did your house/car cost? How much do you earn?
- Age: How old are you?
- Studies: What are you studying? How do you like your classes?
- Free time: What are you doing this weekend? Have you got any plans for the holiday?
- Religion: What religion are you? Do you believe in God?
- Family: Have you got any brothers/sisters/children? Are you married?
- Physical appearance: How much do you weigh? Is that your natural hair colour?
- Sports: Did you see the match yesterday? Who won the game on Saturday?
- Possessions: Nice car! Ooh I like your skirt! That's a gorgeous bag!
- Yourself: I only arrived here a few days ago. A strange thing happened to me today...
- Politics: Who do you vote for?

B. Role play: you are going to act out different situations where you meet and try to begin and continue conversations with strangers. Be careful! Some of the people might not want to talk to you so watch out for signals of acceptance or rejection!

G. Reactive tokens & ellipsis in English

Secrets & Lies

- A. You are going to watch a scene from a film called Secrets & Lies by the British director Mike Leigh. Before you watch, match the following words from the scene to their definitions:

<ul style="list-style-type: none">• Prison cell• Moaning on• Red tape• Have a shufti• An optometrist• To put something off• To pop in/back• Irreplaceable• Environment• Expectations• Under the impression• The snag	<ul style="list-style-type: none">• Go somewhere quickly, suddenly/for a short time• Official rules which are unpopular• To look at something• A small room to keep criminals locked up• Complaining• What you believe will happen• To think something• The problem• Physical conditions around you• An eye specialist• Impossible to replace• To change something to a later date
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- B. In this scene, Hortense visits Jenny Ford ~ watch and try to find out what they are talking about. Who do you think Jenny Ford is?
- C. Watch the scene again and answer the questions below.
1. What time of day is it?
 2. What does Jenny keep putting off? How can Hortense help her?
 3. Does Hortense live with anyone else?
 4. When did Hortense's mother die?
 5. Did Hortense have a happy childhood?
 6. Who is Hortense looking for?
 7. What does Jenny give to Hortense?
 8. Why do you think Jenny leaves the room?
- D. Jenny Ford is a very sympathetic listener and uses a lot of 'listener responses' while she talks to Hortense. Read the tapescript below & try to write in appropriate responses in the spaces. Then listen again & check your answers.

1 Jenny: Hortense, hello Jenny Ford. Nice to meet you. Come this way.
2 Hortense: Oh hi
3 Jenny: How are you? All right?
4 Hortense: Fine thank you.
5 Jenny: _____ Sorry about this prison cell, we've been moaning on about it for years but
6 there you go. Have a seat, make yourself at home. Now, before we go any further,
7 have you got any ID? Passport? Driving license?
8 Hortense: Yeah
9 Jenny: Have to get used to all this red tape. Would you like a Rolo?
10 Hortense: No thank you.
11 Jenny: You sure?
12 Hortense: Yeah. There you go (hands over her ID).
13 Jenny: Hm, have a shufti. That's great Hortense thanks.
14 Hortense: Thank you.
15 Jenny: You on your lunch break?
16 Hortense: Yeah, an extended one.
17 Jenny: Have you had any lunch?
18 Hortense: No, not yet.
19 Jenny: No, me neither. So what do you do?
20 Hortense: I'm an optometrist.
21 Jenny: _____ that's one of those things you keep putting off and putting off
22 isn't it? And I've got to the stage now with the Guardian crossword where I'm, I'm
23 going like this so I think the time has come don't you? I'll have to pop in, you can
24 give me a test. Where do you live?
25 Hortense: Kilburn.
26 Jenny: _____ In a flat?
27 Hortense: Yes.
28 Jenny: Do you share?
29 Hortense: No, I live on my own.
30 Jenny: _____ I lived on my own for about six years before I was married. It's all right
31 isn't it?
32 Hortense: Yeah.
33 Jenny: Right Hortense. Let's talk a little bit about you shall we? Now obviously you've been
34 giving a great deal of thought to things and you've come to a decision which is good.
35 But for me, the question is "Why now?"
36 Hortense: I just feel that it's the right time that's all.
37 Jenny: _____ You thinking about getting married?
38 Hortense: No.
39 Jenny: D'you have children?
40 Hortense: No.
41 Jenny: You thinking about having children?
42 Hortense: No.
43 Jenny: _____ Are you sharing this with your parents? Do they know that you're
44 here today and how do they feel about it?
45 Hortense: They're both dead actually.
46 Jenny: _____
47 Hortense: Yeah, mum died two months ago now.
48 Jenny: _____ Was it sudden?
49 Hortense: Yeah.
50 Jenny: Perhaps that's what's made you start on this?
51 Hortense: I don't know.
52 Jenny: It's possible.
53 Hortense: I'm not trying to replace her, she's irreplaceable, well they both are.
54 Jenny: _____ And when you were growing up was it was it a happy
55 environment?
56 Hortense: Yes, very.

- 57 **Jenny:** _____ and did you erm, were you able to discuss the fact that you'd been
- 58 **Hortense:** _____ No, it was never really an issue.
- 59 **Jenny:** _____ so you've only just found out?
- 60 **Hortense:** Oh no, they told me when I was little.
- 61 **Jenny:** _____ and do you remember how you felt about that?
- 62 **Hortense:** Well it's not exactly something you forget is it?
- 63 **Jenny:** _____ So how did you feel?
- 64 **Hortense:** Well, we all just got on with it as a family, d'ya know what I mean?
- 65 **Jenny:** _____ Perhaps you should've discussed it.
- 66 **Hortense:** My parents loved me and that was all that matters, isn't it?
- 67 **Jenny:** _____ So now that we've got you here, what are your expectations?
- 68 **Hortense:** Basically, I just want to know.
- 69 **Jenny:** _____ Let me share something with you Hortense. Somewhere
- 70 out there and we don't know where, is your birth mother. Now, she's probably
- 71 married, perhaps not. She may have other children. She might be dead. She may even
- 72 be in Australia or somewhere, we just don't know but what we do know is that at the
- 73 time she gave you up for adoption, she was under the impression that she would
- 74 probably never see you again. Now, as I know you're very well aware the law has
- 75 changed since then and you are now legally entitled to seek your birth mother out.
- 76 But the snag is, she may not want to see you. So I don't want you to raise your hopes
- 77 too high at this stage.
- 78 **Hortense:** Sure.
- 79 **Jenny:** OK? Have a look at this.
- 80 **Hortense:** What is it?
- 81 **Jenny:** It's all about you. I tell you what, I'll leave it with you and I'll pop back in a few
- 82 minutes. Can I get you anything?
- 83 **Hortense:** No, thank you.

If you were adopted, would you look for your 'birth mother'? Why/why not? In Britain, children now have the right to find out who their real parents are ~ do you agree with this law? How do you think 'birth mothers' feel when they are suddenly contacted by their children after about twenty years?

Listener Responses

When you are listening to someone in an English conversation, it is important to respond to what they say with 'listener responses'. These are short noises, words or phrases which show that you are listening carefully, that you are interested and that you want them to continue. If you don't do this, the speaker will soon feel discouraged and will probably end the conversation. There are a wide range of listener responses in English ~ try to memorise a variety of them and use them as much as you can.

A. Put the listener responses below into the correct category, depending on their function.

Mm	No	Really?	Fantastic	What a shame
Yes/yeah	Oh	That's terrible	Is that right?	I see
Great	Right	Amazing	Oh no	Me too
Is it?	Oh dear	Mm hm	Well done	Oh God
Does he?	How interesting	ok	Good	I know
That's nice	Me neither	Will she?	Wow	How awful
I'm sorry to hear	What's that?	Unbelievable	Of course	Eh he
that	Can they?	Did you?	Quite	(Repeat a key
Cor blimey	Wonderful	Fine	Exactly	word)
Sure	Lovely	Certainly	Brilliant	Absolutely
True	Definitely	Perfect	Marvelous	Excellent
Cool	Gosh			

Showing surprise or interest:

Showing understanding:

Bad news:

Good news:

Agreeing:

Getting more detail:

B. Making short questions using the grammar pattern: *auxiliary verb + subject* is an important way to show interest. Respond to the following speakers using this pattern (the first one has been done as an example).

1. She used to be a nurse you know.
Did she?
2. He was sent to prison when he was ten.
3. I could swim by the age of two.
4. They're going to get married next week.
5. She'll definitely pass the exam.
6. You can come too if you want.
7. He loves strawberries.
8. He won't live for more than another year.
9. She's a good-looking woman.
10. I can't take any more.

C. What's the difference between 'I see' and 'I know'?

D. Your intonation is very important when you use 'listener responses'. Practice saying the expressions with the correct intonation.

E. In pairs, prepare a role-play where you meet a friend and catch up on each other's news ~ try to use as many 'listener responses' as you can in your conversation.

H. Oral narratives & register in English

Telling Stories

A. What is happening in this picture?

1. What do you think the policeman is saying to the driver?
2. What is 'police procedure' in your country when a car is stopped? How do you think it is different in America?
3. What do people usually keep in their car's glove box in your country? How about in America?

B. Work in pairs & imagine you are policemen in America. Policeman 1 is going to tell a story to Policeman 2. Try to make your story as interesting and funny as possible, Policeman 2 should try to sound interested in the story. Here are the details:

- The other day, you stopped a suspicious car with an American man (called Chuck) and an oriental woman in it, the man was driving.
- You parked behind the car and approached it with your gun drawn.
- You walked round to the driver's side and pointed your gun at the driver and told him not to move.
The driver replied, "I know, I know" but continued to move his right hand towards the glove box.
- You warned the driver again, saying you would shoot him if he didn't put his hands on the dashboard.
- The driver's girlfriend told him to listen to you and to put his hands on the dashboard.
- Finally, the driver put his hands on the dash but he was nearly shot by you!
- Chuck was trying to get his registration out of the glove box.

C. Write down your dialogue & practise acting it out in a natural way.

D. Now watch this scene from Reservoir Dogs (Quentin Tarantino). How was it different from your story? Think about:

- (a) the different parts of the story
- (b) the grammar patterns
- (c) the vocabulary
- (d) the intonation
- (e) the body language

E. Parts of a Story

Stories often contain the following parts:

Part 1. An introduction, saying what the story is about, for example, "A weird thing happened to me last week" or "Talking about holidays, did I ever tell you about my trip to Everest?"

Part 2. Background information: Who? When? Where? What?

Part 3. The 'action': What happened? Then what happened? What's the climax?

Part 4. The reaction: the speaker & listeners react to the story. For example "Wow, that's amazing!" or "God, how awful!"

Part 5. A summary: joins the story back to the present time, for example, "And I've never flown again since that day" or "And that was the last time I ever saw her".

Can you find these parts in the scene from Reservoir Dogs? Are any missing? Try to write the missing parts.

Grammar Patterns

Put the verbs from the story in the correct column below:

Past simple	Present simple	Present continuous	Present perfect	Future

Which tense are most of the verbs in? Why?

Vocabulary

In stories, people often exaggerate their language to make it more interesting, for example “The fish I caught was *enormous*” instead of “The fish I caught was *big*”.

Find exaggerated words in the story which mean:

Normal words	Exaggerated words
Foolish man Moving slowly Say Shoot you Pretty Woman	

How many words can you find which mean ‘to say’?

How does Policeman 1 check his friend is still listening?

What words does Policeman 1 use to continue his story?

Why does Policeman 1 use direct speech in his story (e.g. And I said “...”)?

How does his way of speaking change in the direct speech on lines 6-7 and 14-16?

Intonation

If we tell our stories with flat intonation, people won’t listen to us so it is important to use a wide pitch range. Listen to the scene again and draw arrows on the tapescript to show where there are big changes in intonation. For example:

So hey, so, so anyway, I’ve got my gun drawn right? And I’ve got it pointed right at this guy, and

I tell him “Freeze, don’t fuckin’ move”

Body Language

In English, we often use a lot of body language when we tell stories to make them 'come alive' and to keep the listeners interested. Watch the scene again without sound and make notes on Policeman 1 & Policeman 2's body language. Think about eye contact, gestures & interpersonal space.

F. In pairs, practise acting out this scene using a good range of intonation & body language.

G. Look at your original story again. Try to improve it using what you've learnt here.

H. Policeman 1 is telling this story to male colleagues. Would his way of telling the story change if he were talking to a female superior? How?

Imagine you are at a formal dinner party and you want to tell this story to your boss's wife.

Rewrite the story, starting like this:

So anyway, I've got my gun drawn, you see? And I've got it pointed right at this man, and I tell him "Freeze, don't move"...

I. Now think of a story you can tell in class. Write it down and practise telling it in an exciting way. Think about (a) parts of a story, (b) grammar, (c) vocabulary, (d) intonation and (e) body language.

B. Transcript from 'Freeze!' ~ 'Reservoir Dogs' (Tarantino)

- 1 **Policeman 1:** So hey, so, so anyway, I've got my gun drawn right?
2 And I've got it pointed right at this guy, and I tell him "Freeze, don't fuckin' move"
3 and this little idiot's looking right at me, nodding his head yeah and he's sayin'
4 "I know, I know, I know" but meanwhile, his right hand is creeping towards the glove box. And I
5 scream at him, I go, "Asshole, I'm gonna fuckin' blow you away right now!
6 Put your hands on the dash" and he's still lookin' at me, nodding his head, you know.
7 "I know buddy, I know, I know" and meanwhile, you know, his hand is still goin' for the
8 glove box and I said, "Buddy, I'm gonna shoot you in the face if you don't put your hands on
9 the fucking dash". And then this guy's girlfriend, this real sexy Oriental bitch, you know, she
10 starts screaming at him, "Chuck, Chuck, what are you doin'?" Listen to the officer and put
11 your hands on the dash!" So, you know, then like, like nothing. The guy snaps out of it
12 and casually puts his hands on the dash.
13 **Policeman 2:** What was he goin' for?
14 **Policeman 1:** His fucking registration.
15 **Policeman 2:** Ha! Ha ha ha! You're kiddin'?
16 **Policeman 1:** No man, stupid fuckin' citizen doesn't know how close he came to
17 getting' blown away. That close, man.

I: Formal & informal registers in English

Formal & Informal English

A. Introduction:

- **Formal English** is the type of language used for serious public purposes, particularly in written communication, and can be found, for example, in official reports, business letters, public notices and important speeches.
- **Informal English** is the type of English we use for personal reasons, particularly in spoken communication, and can be found, for example, in conversations between friends, popular television programmes and private letters.
- Using the right level of formality/informality in the right situation is very important if you want to be a successful communicator. What's wrong with these sentences? How should they be changed?

(In a letter to a teacher): *Dear Sir, How are my kids getting on?*

(Talking to a visiting friend): *"We regret the unavailability of fresh coffee."*

B. Decide whether the following features are formal or informal and write F or I in the box:

1. More basic vocabulary with a lot of phrasal verbs used instead of Latin and Greek-based words, for example 'put off' instead of 'postpone' or 'do up' instead of 'redecorate'.
2. More Latin and Greek-based words, for example: 'ameliorate' (to improve) or 'comprehend' (to understand).
3. Use of slang and swear words, for example: 'the missus' (my wife) or 'bugger off' (go away).
4. More vague language, for example: 'thingie', 'something like that', 'kind of', 'and so on', etc.
5. More use of the passive, for example: 'It is suggested' instead of 'I suggest'.
6. More use of family names or titles rather than first names, for example: 'Dr Parker/sir' or 'Mrs Jones/madam' rather than 'Nick' or 'Mary'.
7. More contractions, for example: 'I'm' instead of 'I am'.
8. More exaggeration and use of adjectives, for example: 'I nearly died', 'it cost a fortune', 'fantastic', 'awful', 'amazing'.
9. Longer politeness expressions, for example: 'Thank you very much indeed' instead of 'thanks'.
10. More ellipsis (words or phrases left out because they are unnecessary), for example: 'Seen Joe?' instead of 'Have you seen Joe?'.
11. More complicated grammar structures and long, complex sentences, for example: 'The police are attempting to discover the location of the missing vehicle' instead of 'They're trying to find out where the car's gone'.
12. More personal information, for example: 'I'm going to my sister's wedding' instead of 'I have an important engagement'.

C. Look at the skeleton conversations below and rewrite them in a very formal or very informal style.

(i) Carl Showalter has just driven into a long-stay car park in an airport but decides not to stay there and he tries to leave. He talks to the car park attendant.

Man: How are you?
Carl: Decided...not...park.
Man: Not...park?
Carl: Yes...just arrived...decided...not...travel.
Man: Sorry...still pay... four dollars.
Carl: Just arrived!
Man: Minimum charge...four dollars.
Carl: Here...four dollars.

(ii) Marge Gunderson is a police officer. She is questioning Shep Proudfoot (an American Indian who has just been released from prison) about a telephone call he received at home.

Marge: Remember...telephone call...Wednesday night?
Shep: No.
Marge: Live...1425 Freemont Terrace?
Shep: Yes.
Marge: Other people...live... there?
Shep: No.
Marge: Telephone call...past 3am. Hard...believe...don't remember.
You...problems...drugs...other problems...now...on parole.
Shep: Meaning?
Marge: Meet criminals...break parole... return...prison. You...no
connection...murders...before...don't want that...Remember...people...phoned?

D. Watch these scenes from the film ' Fargo ' by the Coen brothers. Are the characters speaking in a formal or informal way? What features helped you to decide?

(i)

1 Man: Hi how ya doin' ?
2 Carl: Yeah I decided not to park here.
3 Man: What do ya mean? You decided not to park here?
4 Carl: Yeah I just came in and I decided not to park here so...
5 Man: But well I I'm sorry sir it...
6 Carl: Yeah I decided not to er I er... you know not er I decided not to take the trip as it turns

7 out so...

8 Man: Well I'm sorry sir we've still got to charge you the four dollars.

9 Carl: I just pulled in here. I just fucking pulled in here.

10 Man: Well but see there's there's a minimum charge of four dollars. Long-term parking

11 charges by the day.

12 Carl: I guess you think you're er you know like an authority figure? With that stupid fucking

13 uniform huh buddy? Fucking clip-on tie there big fucking man huh? You know these are

14 the limits of your life man. Ruler of your little fucking gate here, here there's your four

15 dollars you pathetic piece of shit.

(ii)

1 Marge: So do you remember getting a call Wednesday night?

2 Shep: Nope.

3 Marge: You do reside there at 1425 Fremont Terrace?

4 Shep: Yep.

5 Marge: Anyone else residing there?

6 Shep: No.

7 Marge: Well Mr Proudfoot this call came in past three in the morning. It's just hard for me to

8 believe you don't remember anyone calling. Now I know you've had some problems

9 struggling with the narcotics, some other entanglements, currently on parole.

10 Shep: So?

11 Marge: Well associating with criminals, if you're the one they talked to, that right there would be

12 a violation of your parole... would end you up back in Stillwater. Now I saw some rough

13 stuff on your priors but nothing in the nature of a homicide. I know you don't wanna be

14 an accessory to something like that! So you think you might remember who those folks

15 were who called ya?

Vocabulary

- Pull in: to stop your car
- Buddy: friend
- Reside: live
- Narcotics: drugs
- Entanglements: problems
- On parole: released from prison early
- Homicide: murder
- An accessory: a person connected to a crime
- Folks: people

Fawlty Towers

Basil Fawlty and his wife Sybil own a small hotel in the South of England. Their waiter, Manuel is from Spain and doesn't speak much English...

A. In these two scenes, two guests arrive at the hotel to check in ~ watch and decide whether Basil is polite or rude to each man. Why do you think he is being polite or rude in each case?

B. Watch again and answer the questions below:

Scene 1

1. Does Mr Brown want a single or a double room? What does he mean by 'I feel lucky today' ?
2. Why does Basil say there are no free rooms? Is he telling the truth?
3. Why does Basil say 'If you can' and 'in Spain' ?
4. Does Basil speak good Spanish? How about Mr Brown?
5. What does Basil mean by 'as you seem to get on so well together' ?

Scene 2

6. How long does Melbury want to stay? Has he made a reservation?
7. Who does Basil speak to on the phone ? What do they talk about?
8. Why doesn't Melbury write his first name on the form?
9. What kind of rooms are available at the hotel?

10.

76 Basil: Naturally, naturally, *naturelment*.

77 Melbury: I shall er I shall be staying for one or two nights.

78 Basil: Oh please please (rings bell) Manuel... Well it's it's rather grey today, isn't it?

79 Melbury: Oh yes it is rather.

80 Basil: Yes of course usually down here it's quite beautiful but today is a is a real old er *rotter*.

'Naturelment' is French and means 'naturally', 'rotter' is a rather old-fashioned word meaning 'bad' (from the verb 'to rot'). Why does Basil choose to use these words do you think?

11. What does Basil mean by 'It would be quicker to train a monkey' (line 111)?

C. Read the tape script below to check your answers to the questions.

D. In the boxes in the tapescript, , decide whether what is said is polite (P) or impolite (I). What clues helped you to decide in each case? Write them in the space provided. The first one has been done as an example.

E. Rewrite the sentences you think are impolite to make them more polite.

Scene 1

1 Brown: Hello, got a room?
2 Basil: I beg your pardon?
3 Brown: Got a room for tonight mate? *Too informal: contractions & use of 'mate.'*
4 Basil: I shall have to see sir, a single?
5 Brown: Yeah, no make it a double, I feel lucky today. (Looks at Polly) Hello!
6 Polly: Good morning.
7 Brown: Only joking.
8 Basil: No, we haven't.
9 Brown: What?
10 Basil: We haven't any rooms, good day.
11 Sybil: Number seven is free Basil.
12 Basil: What? No er Mr Tone is in number seven dear.
13 Sybil: No, he left while you were putting the picture up Basil. You have luggage sir?
14 Brown: Er just one case. In the car, the white sports.
15 Sybil: Fill this in would you sir? _____
16 Basil: (Speaking to himself) If you can. _____
17 Sybil: Hope you enjoy your stay Mr Brown.
18 Basil: Ah Manuel, would you fetch this gentleman's case from the car outside and take it to
19 room seven? _____
20 Manuel: Er is not easy for me.
21 Basil: What?
22 Manuel: Is not easy for me entender.
23 Basil: Ah it's not easy for you to understand. Manuel – we're training him, he's from
24 Barcelona, in Spain – obtener la valisa.
25 Manuel: Que?
26 Basil: La valisa en el er auto blanco er sportif y a la sala siete por favor, pronto!
27 Manuel: Is impossible!
28 Basil: What? _____
29 Manuel: Is impossible entender.
30 Basil: Look it's perfectly simple! _____
31 Brown: Manuel, si vas y busca mi equipaje qui este in mi automobile blanco y lo traer a la sala
32 numero siete.
33 Manuel: Senor habla Espanol.
34 Brown: Solo un poco lo siento pero he olvidado mucho.
35 Manuel: No senor habla muy bien muy muy bien formidable!
36 Brown: Gracias gracias.
37 Manuel: Lo voy a coger ahora.
38 Basil: Well if there's anything else I'm sure Manuel will be able to tell you, as you seem to get
39 on so well together. _____
40 Brown: Er key. _____

Scene 2

41 Basil: Yes? Yes? Well yes? _____
42 Melbury: Well I was wondering if you could offer me accommodation for a few nights?

43 Basil: Well have you booked?
44 Melbury: I'm sorry
45 Basil: Have you booked? Have you booked?
46 Melbury: Well no.
47 Basil: Oh dear.
48 Melbury: Why are you full?
49 Basil: No no we're not full, we're not full, of course we're not full. _____
50 Melbury: Well I'd like a...
51 Basil: One moment one moment please! Yes? _____
52 Melbury: A single room.

53 Basil: Your name please could I have your name? □ _____

54 Melbury: Er Melbury.

55 Basil: (Telephone rings) One second please, hello? Ah yes Mr O'Reilly, well it's perfectly
56 simple er when I asked you to build me a wall I was rather hoping that instead of just er
57 dumping the bricks in a pile you might have found time to cement them together you
58 know, one on top of the other in the traditional fashion. (Speaking to Melbury) Could you
59 fill it in please? Oh splendid, ah yes yes yes ah but when Mr O'Reilly? (Speaking to
60 Melbury) There there there! Yes yes yes but when? Yes yes yes yes ah the flu yes.
61 (Speaking to Melbury) Both names please. Yes I should have guessed Mr O'Reilly, that
62 and the potato famine I suppose.

63 Melbury: I erm beg your pardon? □ _____

64 Basil: Would you put both your names please? Well would you give me a date?

65 Melbury: I only use one.

66 Basil: You don't have a first name?

67 Melbury: No I am Lord Melbury so I simply sign Melbury.

68 Basil: Go away. I'm so sorry to have kept you waiting your lordship I do apologize now is there
69 something er something anything that I can do for you anything anything? □

70 Melbury: Yes well I have filled this in.

71 Basil: Oh please don't bother with that, now a room? A special room? A single? A double? A
72 suite, well we don't have any suites but we have some beautiful doubles.

73 Melbury: No no no no just a single.

74 Basil: Just a single absolutely how very wise if I may say so your honour. □ _____

75 Melbury: With a bath.

76 Basil: Naturally, naturally, naturelment.

77 Melbury: I shall er I shall be staying for one or two nights.

78 Basil: Oh please please (rings bell) Manuel... Well it's it's rather grey today, isn't it?

79 Melbury: Oh yes it is rather.

80 Basil: Yes of course usually down here it's quite beautiful but today is a is a real old... er rotter.
81 (Rings bell) Manuel. Still, it's good for the wheat.

82 Melbury: Oh yes, I suppose so.

83 Basil: Oh yes, I hear it's coming on wonderfully at the moment huh thank God oh I love the
84 wheat! Oh there's no sight like a field of wheat waving in the... waving (rings bell)
85 Manuel! ... Well how are you? I mean if it's not a personal question well it is a
86 personal... look let me get your cases for you.

87 Melbury: Oh yes thank you very much, they're just outside.

88 Basil: Thank you splendid, I won't be one moment (he collects Melbury's cases). Ah Lord
89 Melbury may I may I introduce my wife? □ _____

90 Melbury: Yes we have met.

91 Basil: Ah my wife may I introduce his Lordship?

92 Sybil: Thank you Basil, we've sorted it out now.

93 Basil: Splendid splendid.

94 Melbury: Er now I wonder could I deposit this case with you? It's just a few valuables.

95 Basil: Valuables? Of course please let me take it now. I'll have it put in the safe straight away er
96 Sybil er would you put this in the safe please?

97 Sybil: I'm just off to the kitchens Basil.

98 Basil: Yes, well if you're too busy.

99 Sybil: Nice to have met you Lord Melbury. Hope you enjoy your stay.

100 Melbury: Thank you so much.

101 Basil: I'll do it then, then I'll do the picture. I'll put this away in one moment your Lord. Er
102 Manuel, er would you take these cases to room twenty one?

103 Manuel: Que?

104 Basil: Take to room twenty one.

105 Manuel: No entender.

106 Basil: Prender las casos en... oh it doesn't matter, I'll do it right thank you Manuel.

- 107 Manuel: Oh I take them.
 108 Basil: No no no, go and wait.
 109 Manuel: Wait?
 110 Basil: Wait! In there! Go and wait go and be a waiter in there! ☐ _____
 111 I do apologize your Lordship, I'm afraid he's only just joined us. It'd be quicker to train a
 112 monkey... Oh do er please follow me I mean if you're if you're ready, there's no hurry.
 113 Melbury: Oh yes yes yes no fine.

Polite & Less Polite English

Sometimes we have to be more polite than at other times ~ we usually want to show more politeness towards **important people** or **strangers**. We can decide how polite to be according to how close we are to the other person. It is not necessary to be too polite with friends, equals or family members, for example if you say, "I was wondering if I could possibly use your bathroom Mrs Jones?" to your friend, it would sound sarcastic. On the other hand, if you say, "Hey Jane, where's the lav? (the toilet)" to an old lady, it would sound rude so choosing the right level of politeness is important.

Below are listed some important ways we can change the level of politeness:

- The more words you use, the more polite a sentence becomes, for example:

Order:	The door!
Imperative:	Close the door.
Imperative + please:	Please close the door.
Question:	Can you (please) close the door?
Question + explanation:	Can you close the door, please? It's rather cold.
Unreal past forms:	Could you close the door, please? Would you mind closing the door, please? I was wondering if you'd mind closing the door, please?
- The **way you speak** (or your **intonation**) can affect how polite you sound. In general, the pitch starts high to show politeness (see Headway Intermediate Pronunciation, p19-p21).
- If you bother someone, you can:
 - Apologize for disturbing them, e.g.: *I'm (terribly) sorry to disturb you but...*
 - Show you are reluctant, e.g.: *I hate to bother you but...*
 - Give a strong reason, e.g.: *There's simply no-one else I could ask.*
 - Make the favour seem smaller than it is, e.g.: *Could I make a very quick phone call please? I won't be a second.*
- If you make requests, give the other person a chance to refuse, e.g.: *It would be really nice if you could, but don't worry if you're too busy.*
- If you reject a request or an idea, start with a positive comment first, e.g.: *Well you're right in a way but...* or *Well you've got the general idea but...*
- Exaggerate interest, agreement or sympathy with the other person, e.g.: *Really!* Or: *You're absolutely right there!* Or: *Oh no! That must have been awful!*
- Giving compliments and praise, e.g.: *The reason I asked you is because you're so good at organizing things...*
- Have plenty of eye contact, smile and nod your head to show interest and agreement.

A. The dialogue below is between a hotel guest, checking in and a receptionist. Complete the conversation using the key words given, making it very polite or rather impolite:

Receptionist: Here/key. Room 10/ 1st floor. Good view of harbour. Help bags?
Guest: No
Receptionist: ok

(The guest goes up to his/her room and finds there are no towels in the bathroom. He/she phones the reception to complain).

Receptionist: Reception.
Guest: No towels/bathroom
Receptionist: Sorry/bring some up
Guest: ok

(The receptionist takes some towels up to the guest's room & knocks on the door.)

Guest: Enter
Receptionist: Here/towels
Guest: ok
Receptionist: Everything ok?
Guest: Yes
Receptionist: Enjoy/stay
Guest: ok

B. Make (polite) complaints for the following situations:

Student A: You are a hotel guest and have just checked into your room (room 10) at the Old Custom House Hotel. Choose one of the problems below and phone the reception to complain.

- ❖ There's no soap in the bathroom.
- ❖ There's no toilet paper in the bathroom.
- ❖ The TV in your room doesn't work.
- ❖ The bed-sheets in your room are dirty.
- ❖ The guest in the room next to yours is making a lot of noise.

Student B: You are the receptionist at the Old Custom Hotel. Student A phones you to complain about something. Apologize and help them with their problem.

J: Non-verbal communication

How much do you know about body language?

Are the following questions true (T) or false (F)?

A. Eye contact

1. In the West, a lack of eye contact is seen as cold or disinterested.
2. Southern Europeans look at each other more than Northern Europeans.
3. In normal conversation in the West, we spend about 80% of the time looking at each other.
4. When we speak to someone, we usually look at them when we begin and finish speaking in particular.
5. The speaker looks at the listener more than the listener looks at the speaker.
6. We look at people more when we really like them or when we are angry with them but our other facial expressions are different.
7. It is difficult for us to hide our feelings with our eyes.
8. The eyelids communicate more than the eyes themselves.

B. Inter-personal space

1. People can show dominance by being in a higher position than others or by sitting behind a large desk.
2. Westerners like to sit opposite each other when they are talking.
3. People usually stand closer to each other when they are attracted or when they are angry.
4. People from South America and the Middle East stand further apart when they talk to each other than Americans do.
5. In America, if a stranger sits down next to a person in a park when there are free benches nearby, they will usually start a conversation.
6. Westerners don't like strangers to get closer than 50 cm.

C. Touching

1. Americans and North Europeans don't touch each other much.
2. Children touch their mothers more than their fathers.
3. Men touch their friends' faces, necks and forearms more than women do.
4. Men touch their friends' hands more than other parts of the body.
5. People in France touch each other more than people in England.
6. People who are very good friends usually shake hands.
7. In the West, patting someone on the arm, shoulder or back is a sign of affection.
8. Hugging and kissing close friends or relatives is common in the West.

Now read about eye contact, inter-personal space or touching in 'How to Communicate Successfully' (Andrew Wright, 1987). Check your answers together in groups of three.

Gestures Assignment

The kinds of gestures people use and the sounds they make differ from country to country. Interview someone from another country and ask them the questions below (it might be helpful for you to take some digital photos of your interviewee's gestures, if you can!) Report your findings to the class.

1. Nationality:
2. Age:
3. Profession:
4. Describe some common hand gestures you use. In what situations and with who do you use these gestures? What do they mean? Give some examples.

5. Describe some hand gestures you like to receive from other people. In what situations are they used? What do they mean? Give some examples.

6. Describe some hand gestures you *don't* like to receive from other people. In what situations are they used? What do they mean? Give some examples.

7. Are there any sounds you make to show other people how you are feeling (e.g. sounds of frustration or sounds to get someone's attention etc.)? What do they mean?

8. Are there any other hand gestures (not described above) which you find obnoxious, vulgar or impolite? In what situations are these used? What do they mean? Give some examples.

(Adapted from 'Everybody's Guide to People Watching': Aaron Wolfgang, 1995)

K. Negotiating plans

Weekend Away

A. Listen to Mark and Alison planning their weekend trip away and look at your map of the area around Beachton. Make a note of the places they plan to a) stay the night and b) visit:

Friday:

Saturday:

Sunday:

B. Listen again and answer these questions:

1. What does Alison mean by 'talk over me'?
2. What information did Alison forget to tell Mark?
3. What does Alison definitely want to do?
4. Why does Mark think the safari park is not worth visiting?
5. Does Mark want to go to the sport's day in Stinkton?
6. Why doesn't Mark want to go to the craft market in Oldfield?
7. Why do they decide not to visit the church in Little Bampton?
8. Why do they decide not to stay in The Trout on Sunday evening?

C. Listen again and read the tapescript; underline any words or expressions which are new for you and check the meaning in your dictionary.

D. Check the tapescript and make a list of the ways Mark and Alison

- a) make suggestions:
- b) give opinions:
- c) ask for opinions:
- d) agree & disagree:
- e) Confirm their plans:

Compare Mark & Alison's discussion with yours; how is it different?

Tapescript: Weekend Away

- 1 Alex:** So just make write down on your pieces of paper er where you're going to stay what you're going to do what's your [Alison: The itinerary?] what's your itinerary yeah.
- 3 Mark:** OK so we're here right are we going to stay in polluted [Alison: Just a second] Beachton
- 4** where the hotels are all pre-booked? There are some Bed and Breakfast so we could
- 5** grope around for one of those.
- 6 Alison:** Do we know where we arrive?

7 **Alex:** Er it's te erm [Mark: In Beachton?] yeah Friday evening it's about six p.m.

8 **Alison:** Right. Erm oh it's Friday so there probably won't be any spaces in the Bed and Breakfast.

9 We could try? All we want to be doing is sleep is having a meal and then go to bed.

10 **Mark:** OK so [Alison: So it doesn't matter it doesn't matter that Beachton is polluted.] decide

11 what we want to do on Saturday then you decide where you want to stay.

12 **Alison:** (laughs) Do you think you could talk over me again? Erm I fancy [Mark: OK there's a

13 safari park that's open on Saturday] I fancy the safari park... yeah.

14 **Mark:** There's a [Alison: A sports] Stinkton swimming pool and erm sport's fair on Saturday

15 no.

16 **Alison:** Oh I forgot to tell you erm... where is it? There's erm Cook Cookwell Festival that's on

17 at the weekend and they have folk music a fair sheepdog trials and dancing.

18 **Mark:** OK well that's definitely for later on [Alison: That caught my eye.] 'cos you'd need to be

19 drunk.

20 **Alison:** (laughs) So we'd have to go there after going to The Trout.

21 **Mark:** Definitely.

22 **Alison:** Erm what did what do we know about the castle? Guided tours on Sunday.

23 **Mark:** So you can't go there Saturday anyway and you have [Alison: Well shall we?] you have

24 to book the guided tours.

25 **Alison:** Right so the attractions are go to the Lochness Castle go to the quarry go to the erm...

26 festival go to the safari park er

27 **Mark:** Can we assume the weather is current?

28 **Alex:** Yeah.

29 **Mark:** OK it's going to be a good day tomorrow so tomorrow's outdoor things. We can either go

30 to craft's market in the morning and then out later [Alison: Mm] or just go out.

31 **Alison:** Well I definitely want to go to the erm Cookwell Festival... that would be good to do.

32 Maybe we could go there somewhere else in the morning Saturday so perhaps we should

33 go to the craft fair in the morning and then mm but I would quite like to go to the safari

34 park as well. What do you think?

35 **Mark:** The safari park is unlikely to be very good. If it's only five pounds to get in that's going

36 to be fairly grim. The festival's in Cookwell?

37 **Alison:** Yeah.

38 **Mark:** OK.

39 **Alison:** The thing is we could sleep in Cookwell look they have Bed and Breakfast there so we

40 could get up we could stay there Friday night so that we're there Saturday morning.

41 **Mark:** Well look there's a good walk along the river from Cookwell to Gloster and back there's

42 Bed and Breakfast in Gloster so you could stay in Gloster and then walk from there to

43 Cookwell.

44 **Alison:** Could do.

45 **Mark:** Then you're there for the... festival.

46 **Alison:** Festival and you've got the erm... What do we know about The Trout?

47 **Mark:** And there's a few rooms there's not many rooms but it's nice.

48 **Alison:** Well do you think we should think about priorities? What are the things that we really

49 want to see?

50 **Mark:** I thought you had. You said you definitely wanted to go to the Cookwell Festival.

51 **Alison:** I do want to go to the festival.

52 **Mark:** There you go that's sorted then.

53 **Alison:** Erm so what would you definitely want to do?

54 **Mark:** Well that's what I'm suggesting if it's going to be nice weather tomorrow [Alison: OK so

55 we] then it would be good to go for a walk.

56 **Alison:** So we'll stay in Gloster so we'll arrive Friday night and we'll catch a bus to Gloster.

57 **Mark:** So we'll get our five pound ticket [Alison: Yeah] that gets us to Gloster tonight.

58 **Alison:** Yeah and then we'll go to the festival tomorrow and erm so let's write that down festival

59 and then shall we?

60 **Mark:** You can ring The Trout tomorrow [Alison: We could go there erm we could go there for

61 supper, couldn't we?] or when we get to Gloster tonight and find out whether they've got

62 rooms and if they haven't there's B&B's in Cookwell.

63 Alison: For the Saturday night?
64 Mark: Mm hm.
65 Alison: Do you think we should fit in going to the sport's day as well?
66 Mark: No it'll be rubbish. And you can either go to the castle on Sunday or go fossiling.
67 Alison: So you definitely don't want to go to the safari park?
68 Mark: Mm hm.
69 Alison: That's ok I I can live without that erm... You know this craft place craft market?
70 Mark: Mm.
71 Alison: That's only on on Saturdays.
72 Mark: Mm.
73 Alison: So the Sunday really we've got...
74 Mark: That's that's a posh way of saying 'jumble sale' (laugh).
75 Alison: So on the Sunday we've only got the option of going to the castle or the quarry, is that
76 right? Yeah it is.
77 Mark: Also if you look at Oldfield look there's factories around it. It's got two churches a gay
78 pub (laugh) and factories.
79 Alison: There's a nice little church there in Little Bampton so I mean that would be quite a nice
80 place to visit. I think we'll probably be busy though perhaps go to the castle [Mark: Mm
81 hm] and erm fossiling?
82 Mark: Mm hm.
83 Alison: Right we should jot these things down then.
84 Mark: So that means that on Sunday night we're staying at The Trout or in Cookwell.
85 Alison: Yeah. The Trout no we're going to the castle we need to book the castle... does it say?
86 Mark: If you want if you want to go to the castle.
87 Alison: On Sat on Saturday. And then Sunday night ...we may as well stay back at The Trout...
88 if they've got rooms do you think?
89 Mark: Well we need to leave Beachton on Monday morning at ten.
90 Alex: Yeah ten.
91 Alison: That's true perhaps we should get back to Beachton so we you know it's an easy morning
92 Monday?
93 Mark: Mm hm.
94 Alison: OK I think I think we've covered everything there we've planned our weekend.

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