



ANALYSIS OF CONVERSATION IN THREE ENGLISH  
TEXTBOOKS PUBLISHED IN CHINA: HOW CLOSELY  
DOES IT REFLECT REAL CONVERSATION?

LING LI

A THESIS SUBMITTED  
FOR THE DEGREE OF MASTER OF ARTS IN  
ENGLISH LANGUAGE TEACHING  
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)  
ASSUMPTION UNIVERSITY  
BANGKOK, THAILAND.

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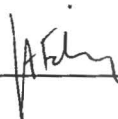
Academic Year        June 2008

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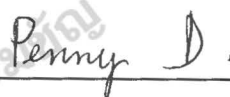
The Graduate School of Assumption University has approved this final report of the twelve-credit course, 7000 Thesis, submitted in partial fulfillment of the requirements for the degree of Master of Arts (ELT/ELL)

Approval Committee:

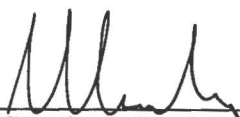




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## Acknowledgement

I would like to express my heartfelt gratitude to the following people who, through their assistance, encouragement, and support have made this study possible.

My deepest gratitude goes to my thesis supervisor, Professor Joseph Foley, who patiently motivated me to conceive and develop the main idea of the thesis. Without his constant encouragement, generous support and precious advice, this thesis would not have been completed.

Also, my heartfelt thanks are devoted to Dr. Steve Conlon and Dr. Penny Diskaprakai, the committee members during the oral defense. Thank you for having read this thesis and having made the comments and suggestions.

In particular, I would like to express my thanks to Ms. Lily Jiang, Ms. Dikai Xu and Mr. Gang Liu for the assistances they gave me to complete my data collection.

Many heartfelt thanks to my family. My mother, father and uncle who gave me much love and warmth, because of them, I can overcome the frustrations, which occurred in the process of writing this thesis. This thesis is dedicated to all of them.



**For my father Li Guixian**



## Abstract

With the emphasis on the practical use of English in China, conversation has become more and more important to help college students to improve their speaking skills. In Chinese universities, conversation based on the English textbooks is often used in oral English teaching. However, the question is whether conversation in the textbooks reflects real conversation.

The purpose of this study is to analyze the real function of textbook conversation for students, how it works, and how much it reflects real conversation. The subjects of this study are nine conversations extracted from three college textbooks published and used widely in China, which represent different levels of English. The sample data is chosen at random from the textbooks. The principles of data analysis are based on the findings of recent studies on oral communication, in particular on Thornbury and Slade's research in 2006.

The findings of this study showed that there exist differences between conversation occurring in the textbook and real conversation. The probable reason for this is that the texts look as if they are 'scripts' specially prepared in advance, thus they do not reflect the frequency of features such as word repetition, false starts, and the periods of long silence that can occur in real conversation. However, the lexis and grammar of casual conversation is in general a reasonable reflection of how language is used in these informal contexts.



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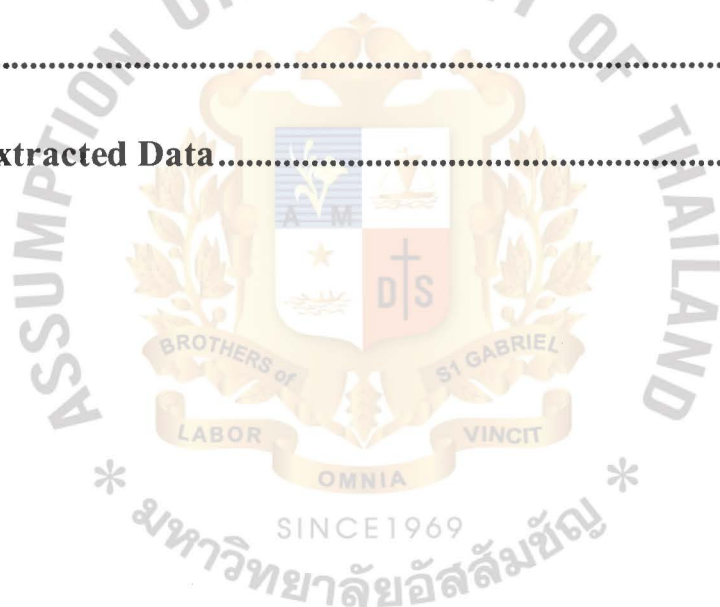
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## **Chapter 1: Introduction**

The purpose of this study is to investigate the conversation sample extracted from the English textbooks published in China, to find out what are the differences between textbook conversation and real conversation, and to see how much it reflect real conversation.

### **1.1 Background**

#### **1.1.1 Oral English textbooks including conversation used in China**

On account of the increasing use of spoken English, conversation in particular, has started to receive a great deal of attention in Chinese universities. Generally speaking, Chinese universities provide two different courses of oral English for undergraduate students. The first is that of native speakers of English directly teaching the students who major in English. The second is Chinese English teachers teaching non-English major students oral English courses. It is felt that students will benefit more from being taught spoken English by native speakers of English. However, there is a big population of undergraduate students whose majors are not English. It is impossible for them also to be taught by native speakers of English. Consequently, a large number of Chinese English teachers are engaged in teaching spoken English courses.

As far as the use of textbooks on spoken English is concerned, there are two types of oral English teaching in Chinese universities. Teachers who are native speakers of

English do not seem to make use of oral English textbooks published in China. By contrast, most Chinese English teachers use textbooks as supplementary teaching materials to teach spoken English. As for Chinese college students, English is not native or mother language; most of them study English, especially oral English, using textbooks or other material. There are a variety of textbooks on spoken English available in the market.

### **1.1.2 Existing problems of conversation in English textbooks**

Chinese English teachers are willing to use conversation in textbooks as example to exercise students' spoken English. However, the question is whether that these conversations provide college students with the authentic model to improve their spoken English skills. As Burns (1998) indicated that although plenty of language teaching materials purport to offer "real-life communication skills", as is consistent with the shift to communicative language teaching, in fact very little of this materials is actually based on authentic spoken interaction. That means a large number of spoken English materials on the market do not really represent spoken settings in real-life. Tomlinson also pointed out that

the language of coursebook represent a 'can do' society in which interaction is generally smooth and trouble-free, the speakers cooperate with each other politely; the conversation is neat, tidy and predictable; utterances are almost as complete as sentences and no-one interrupts anyone else or speaks at the same time as anyone else.(1998:69)

That implies that the conversation in textbook is different from naturally occurring everyday conversation and other forms of talk. Finally, as Carter (1998:46)



commented “in some successful coursebooks, rather than the dialogue taking precedence over the linguistic features to be learnt, the language teaching points take precedence over the reality of the dialogue”. Too often textbook dialogues follow the language teaching points, such as the functions and grammatical structures to be taught. Textbook dialogues therefore seem to be more artificial than real.

The problem is although there is a plentiful supply of dialogues they are likely to be artificial not real. Artificial conversations cannot really help in making conversation sound ‘real’. In real life, students cannot use the dialogues from the textbooks to start a conversation. They find that their conversation sounds more like written rather than spoken language.

## 1.2 Rationale

There are advantages for college teachers’ and students’ using materials to develop spoken English skills. For non-native English teachers in China, access to good material is important, and the more realistic the material is, the more effective the teaching will be. A good textbook provides organized units of work; all the plans and lessons teachers need have been included in detail. Teachers can save a great deal of time in terms of their preparation to design good activities for students. As for students, a textbook may shape their ‘perceptions of their own abilities and of the steps they need to take to progress further’ (Littlejohn and Windeatt 1989:164). Students can develop their abilities in English by virtue of the use of textbooks or

other materials, in that textbooks or materials not only supply samples of what is to be taught in class to students, but also provide a lot of exercises which could be done outside of class.

Hatch (1978: 404) declared that 'language learning evolves out of learning how to carry on conversations, out of learning how to communicate'. Thornbury and Slade pointed out that 'the role that conversation plays in our formation as social beings starts at an early age' (2006: 1). These two arguments imply that an account of how conversation works is essential for students' learning process of a second-language. China has changed a great deal in teaching of its English education, in particular on the practical application of English, in recent years; there have been many education agencies starting to pay attention to how spoken English influences students' communication and cooperation abilities. With the emphasis on the practical use of English, conversation, as the direct reflection on the practical English, has become an important part of spoken English in leading students to improve their speaking skills.

Furthermore, Barraja-Rohan (1997:74) advocated that teachers should teach "how conversation works and how participants manage talk-in-interaction". Knowing about real conversation can be effective for students to improve speaking skills by talking with each other in English. That is because they can speak English naturally in real conversation. The more they speak English, the more fluent they will become.

That is why the research would like to look at the relationship between textbook conversation and real conversation. The research is interested in how textbook conversations work, and how close the textbook conversation is to real conversation. Through this study, the research is ready to provide some implications for teachers, and possibly for material writers.

### **1.3 Objectives of the study**

This purpose of this study is to find out the degree to which textbook conversation reflects authentic conversation, and to find where differences are. If most of the sample conversations from those textbooks are found to be close to real conversation, they might better reflect conversation in real life. If not, the authors and publishers should attempt to make textbook conversations reflect real conversation. Teachers should exercise more in using such artificial models.

The main objectives of this thesis are as follows:

- To compare textbook conversation with real conversation
- To see how near or how far textbook conversation is from authentic conversation in terms of the natural features, lexis, and grammar features

### **1.4 Significance of the study**

This research draws some implications for teachers and the writers of teaching material. Through this study, some indications from the findings will reveal the



problems of textbook conversation in terms of authenticity. The benefits for students for students will be in how far or how authentic the sample conversation in the textbooks is.

## 1.5 Research question

1: What is the difference between textbook conversation and real conversation in terms of the natural features, lexis and grammar features?

## 1.6 Organization of the thesis

Chapter one gives the background of oral English textbooks used in China and the existing problems; provides explanation about the objectives and significance of this study and it also present how the research is going to be organized.

Chapter two is literature review, in which the definition, the natural features of conversation and some features of vocabulary, grammar of real conversation, some examples and analysis will be shown.

Chapter three outlines the methodology adopted in this study. It will give the descriptive method to orientate this study, and give the description of subjects of study and the procedures of sampling.

Chapter four is mainly based on analyzing the data collected from three textbooks

commonly published and used in China, and the research findings.

Chapter five brings together the overall findings —the difference between textbook conversation and real conversation will be given, it will show how near or how far the textbook conversation is to real conversation. Some implications and suggestions as well as recommendations for further research will be made.



## Chapter 2: Literature Review

The review presented here attempts to identify some of the theoretical and practical issues related to real conversation and the characteristics of real conversation.

### 2.1 What conversation is

Thornbury and Slade (2006) describe that casual conversation is a fundamental human activity and one in which most of us engage many times a day. Conversation is the kind of talk which in terms of casual, authentic, and ordinary features, is produced by at least two people. With the emphasis of informality, people exchange feelings, attitudes, values and thoughts naturally in conversation. According to Thornbury and Slade,

Conversation is the informal, interactive talk between two or among more people, which happens in real time, is spontaneous, has a largely interpersonal function, and in which participants share symmetrical rights.

(Thornbury and Slade 2006:25)

Moreover, conversation can be casual, natural talk which is not motivated by any clear pragmatic purpose among people.

### 2.2 The natural features of conversation

Thornbury and Slade (2006:8) find some characteristics of real conversation as follows:

- It is spoken

- It happens in real time
- It takes place in a shared context
- It is interactive
- It is interpersonal
- It is informal
- It is expressive of identity

### **2.2.1 Conversation is spoken**

Conversation is different from the written language and the formal interview and speech. It takes place in real settings, thus it is different from talk in prepared form in a specific place, such as on TV. It possesses most of the prosodic features of the spoken language, i.e. sentence stress, intonation, tempo and articulation rate, rhythm and voice quality. Sometimes it includes body language, facial expression and eye contact. Since it is spoken, it occurs transiently among people and disappears when they have finished talking. One cannot catch it again unless using sound recorders. Hughes (2002:12) considers that “the spoken form of any language is fundamentally transient. When a word is spoken this event happens within the ‘co-ordinates’ of a particular place and moment and these can never be reduplicated.”

### **2.2.2 Conversation happens in real time**

‘The main factor which distinguishes written from spoken language...is time’ (Crystal and Davy, 1975:87). The real-time spontaneity of talk represents a number of features,



which distinguish it from writing. Conversation is produced naturally in real world when people meet each other at anytime. It flows freely according to people's different concerns, interests, and topics. It might change according to people's needs in the process of communication. It is a reflection of people's thoughts, attention, and concerns in real life.

Even the newspaper article with quoted speech follows the conventions of written language...a subject and predicate with no *erms* or *ahs* or false starts and back-tracking as in spoken language. Here is a clearly transcribed speech:

- (4) Rob: *Oh a friend of ours in Paddington, they had to move out of the flat* = =
- (5) Grace: = = *Mm*
- (6) Rob: *because the whole* = =
- (7) Grace: = = *roof collapsed.*

Compare this to the news articles, we can find transcribed speech occurs in real time, whereas the news articles are translated in written form, which has been through a production process of several stages of drafting, editing and publication.

The real-time feature of conversation produces a series of dysfluency effects which cannot be found in written language. Such dysfluency effects are as follows:

1. Hesitation: *So erm they go back to school tomorrow?*
2. Word repetition: *it was in fact heading for the the city.*
3. False starts: *No I think I don't know many people who...*
4. Repairs: *the Bureau thought er saw the storm*
5. Unfinished utterances: *they had to move out of the flat because the whole [...]*

## 6. Fillers: *Well you know except for the neighbors*

Fillers can be used to fill a momentary hesitation occasioned by the demands of real-time processing pressure, for example, vague language, '*sort of*', which doubles as pause filler. The most frequent pause filler are '*er, erm, uh, and um*'. Besides, some verbal fillers, such as '*well I mean, well erm you know*', are typically used to buy time at the beginning of a speaking turn. '*I mean*', as *discourse marker* can be the filler to signal the speaker's pragmatic intentions. A number of other common expressions, such as '*actually, obviously, and you know*' have this function.

## 7. The repetition of sentence frames: repetition may take the form of 'borrowing chunks from the previous speaker's utterance'

PC: *So what went wrong?*

SS: *What went wrong was that the storm developed down near Wollongong (...)*

### 2.2.2 Conversation takes place in a shared context

Conversation happens in contexts which are shared and immediate to all participants. Participants share not only the physical context but also the institutional, social and cultural contexts. While in written context, writers cannot instantly adapt their message according to their ongoing assessment of their readers' comprehension; greater explicitness is needed to ensure understanding.

Thornbury and Slade (2006:14) think that the sharing of contextual knowledge results in a number of features of talk that distinguish it from most written text. For example:

- the frequent use of pronouns;
- the frequency of deictic items (that is, word that 'point' to features of the physical context, such as *this, that, there, now, then* etc);
- ellipsis where what is omitted can be reconstructed from the context;
- non-clausal expressions that can stand alone, and whose interpretation relies on situational factors.

### 2.2.3 Conversation is interactive

Thornbury and Slade (2006:15) declare that conversation is speech but it is not a speech; it evolves through the taking of successive turn by the two or more participants; it is co-constructed reciprocally and contingently. That is to say, in order to keep a conversation moving effectively, both speakers need to take a share of responsibility so that the conversation is more of a two-way communication. Otherwise, it would be quite a struggle and the result would often be undesirable if only one person tries hard to keep it going. When one speaker builds up a conversation, asking question, speakers often use complaint, and offering and so on to encourage conversation. At least one speaker should respond to the first. There are many forms to respond the previous speaker, such as the use of question and repetition.

Moreover, there are some *discourse markers* in the flow of talk, such as *yes, yeah, yes all right, no, oh, well, so*, etc. these are known as *intereactional signals*. Like spoken

language, written language uses a greater variety of discourse markers. But those discourse markers rarely happen in a spoken context, such as academic prose: *moreover, therefore, however, whereas, by the same token* etc. In comparison with written language, conversation has a narrower range of discourse markers, but uses them more frequently: McCarthy (1998) notes that the words *yes, no, so, well, oh* and *right* occur significantly more frequently in collection of spoken data (spoken corpora) than in collections of written data (written corpora).

#### **2.2.4 Conversation is interpersonal**

Conversation is social phenomenon that happens in human social activities. Halliday describes that interpersonal meaning is meaning as a form of action: the speaker or writer doing something to the listener or reader by means of language' (1985:53). Here, the 'something' that a speaker is doing in conversation is social 'work'—the establishing and maintaining of social ties. All people belong to society, live in society, and survive by the support of other members of society, so they often contact conversation. This fact makes conversation a necessity in people's daily communication, people's exchange of ideas, and people's maintenance of interpersonal relationships.

Speech is also quintessentially the form in which the inter-personal functions of language are carried out and the form is subject to the benefits and disadvantages that stem from the way it is produced. Therefore, whereas the tangible, non-ephemeral nature of writing lends it to logical and contractual functions in society, for example record keeping and legal tasks, the spoken form, being more essentially more dependent on the time and place it is



produced, is used for more informal or rhetorically based tasks.

(Hughes 2002:14)

### 2.2.3 Conversation is informal

Conversation can take place among people at anytime and anywhere. It may be in any form in our daily life, such as shopping, chat, and discussion and so on. Partly because of its spontaneous and interactive nature, and partly because of its interpersonal function, conversation is characterized by an informal style (Thornbury and Slade, 2006:20). Because of those features of conversation, it is different from the other styles of more formal spoken genres, such as speeches and presentations used in certain situations. Besides, conversation can be produced about any topic in any casual situation. The language of conversation can be free flowing, flexible and natural.

Thornbury and Slade (2006) demonstrate that informality in speech is characterized mainly by lexical choices—such as the use of slang, swearing and colloquial language and by pronunciation features, such as the use of contractions. Examples of an informal style include as follows:

- |                |  |
|----------------|--|
| Lexical:       | <i>Is the school OK?</i> (Rather than undamaged)                           |
|                | <i>Yeah.</i> (Instead of the more formal 'yes')                            |
|                | <i>Oh my god I hadn't thought about that ...</i> (swearing)                |
| Pronunciation: | <i>You don't know.</i> (Rather than do not)                                |
|                | <i>The school's closed next to us.</i> (Rather than <i>the school is</i> ) |

#### 2.2.4 Conversation is expressive of identity

Conversation can show the identities of speakers. It seems that people can start any kind of conversation, but in fact conversation can be produced according to people different occupations, genders, ages, and classes in society. It is difficult to imagine that people who work in a kitchen talk about making airplanes. The use of regional varieties in conversation is an indication that conversation is a critical site for the negotiation of social identities. It is through informal talk that people establish and maintain their affiliation with a particular group, and 'vernacular features of grammar can be highly prized because of their role in establishing and maintaining social solidarity among the speakers in selected groups' (Biber et al., 1999:1121).

Dunbar argues that language fulfils these social functions more effectively than physical grooming because,

It allows us to reach more individuals at the same time; it allows us to exchange information about our social world so that we can keep track of what's happening among the members of our social network (as well as keeping track of social cheats); it allows us to engage in self-advertising in a way that monkeys and apes cannot; and last but not least, it allows us to produce the reinforcing effects of grooming...from a distance.

(Dunbar 1996:192)

Thornbury and Slade (2006:21) point out that conversation is both interpersonal and expressive of personal and social identity is linguistically encoded in a variety of ways:

- the use of supportive back-channelling (such as *Mm*);
- the use of appraisal language (that is, language that expresses the speaker's attitude

to, or evaluation of, what he or she is saying): *completely, probably, I'm so glad, oh my God*, etc;

·many sentence have human agents, and the speaker is often the subject of the sentence: *I'm so glad the kids were not there; I was speaking to erm...*;

- the telling of stories;
- a preference for informal rather than formal or specialized lexis, e.g. *they had to move out of the flat* rather than *they had to vacate their apartment*;
- the use of humour;
- the use of swearing (bloody hell!);
- the use of nicknames and familiar address terms (such as *love, mate*);

## 2.3 The vocabulary of conversation

### 2.3.1 Lexical size

In comparison with written language, the number of words for spoken language, and conversation in particular, is considerably fewer. Nation notes that ‘from the small amount of evidence available, it seems that about half the words needed to understand written English are needed to understand spoken English’( 1990: 85). Schmitt cites an analysis of a corpus of Australian English (Schonell et al., 1956), which suggests that ‘a person can largely function in everyday conversation with a vocabulary of 2000 words,’ (Schmitt, 2000:74).

Furthermore, Nation points out that ‘in developing learners’ spoken English

vocabulary it is best to give learners practice in being able to say a lot using a small number of words.’(1990:93).

### **2.3.2 Lexical density and lexical variety**

#### **2.3.2.1 Lexical density**

Lexical density is a measure of the ratio of the text’s content words to its function words. Content words carry more information load [*nouns, adjectives and lexical verbs*]. Function words are articles, auxiliary verbs and prepositions and inserts [*yeah, mm, yuk*]. Also talk is not only produced in real time, but has to be understood in real time. There is also recourse to the immediate context using deictic words [i.e. words, such as *here, that, now*], and pronouns [*I, you, they*].

The fewer the content words, in proportion to function words and inserts, the lower the lexical density. Conversation has by far the lowest lexical density in both spoken and written forms. As Stubbs (1996) points out, talk is not only produced in real time but has to be understood in real time. Hence, conversation language must be more easily and readily understood and predictable. The lower lexical density of conversation, the more predictable it is in comparison to written language that uses a higher proportion of unpredictable lexical words.

#### **2.3.2.2 Lexical variety**

Lexical variety is the measure of different words in a text. Spoken language generally



shows less lexical variation than written language. Ure (1971: 95) found that spoken texts generally had much lower ratios than written texts, confirming that the former show less lexical variation than the latter.

### 2.3.3 Lexical frequency

McCarthy and Carter (1997) point out that the top 50 spoken words cover 48.3% almost half of spoken text. That is to say, nearly half of all conversation consists of just 50 words, endlessly recycled. Written text consists almost entirely of function words [*the, with, but, are, when* etc.]. Spoken text include some content words [*know, well, got, think, right*].

A closer look at the data reveals that these words are elements of discourse markers [*you know, I think, well...*]. Other common discourse markers include “*and, yeah, but, oh, so* and *yes*”. However, it would be virtually impossible to sustain a coherent conversation using just these words. Nevertheless a common core of frequently occurring words might provide the learner with a critical mass [a core lexicon] on which they can build their vocabulary. McCarthy (1999) that ‘heavy duty words’ can be grouped into at least 9 significant categories (excluding function words which are listed as grammatical rather than lexical items). Other features of spoken language relating to lexical frequency include the higher incidence of adverbial phrases, and a lower incidence of nouns.

### 2.3.4 Lexical repetition

A distinctive characteristic of conversation is repetition. Repeated words, in particular the repeated uses of keywords often appear in conversation to make talk both cohesive and coherent. Since conversation is transient, listeners need to use repetition to understand what speakers say. Repetition helps listeners construct an accurate schema for the communication.

### 2.3.5 Vague language

Vagueness is a feature of spoken language that is often censured in the false belief that it is evidence of woolly thinking. The use of the tags *and stuff like that* and *or something* are called vague category identifiers, including the use of the indefinite pronouns *something* and *somebody*. Other vague tags include: *and things*; *and/or stuff like that*; *and all that sort of things*; *or what have you*; *and this, that and the other*. Furthermore, *loads of*, *a lot of*, *a bit of*, *umpteen*, *some*, *several*, *a few* are other common ways of expressing vague quantities.

### 2.3.6 Discourse markers and other inserts

Thornbury and Slade (2006:57) declare that conversations are more than simple layering of successive independent utterances, one upon the other. Topics are started, commented on, developed replaced...all negotiated by the interactants. Discourse markers (Schiffrin 1987) serve to show how what is being said is connected to what has already been said, either within a speaker's turn or across speaker's turns.

Relations work at the local level by connecting adjacent utterances (*and, but, so*) and the macro-structure with *firstly, finally, anyway* etc.

Here are some common markers:

- *Right, now, anyway*
- *Well*
- *Oh*
- *And, but, or*
- *So, because*
- *You know, I mean*

## 2.4 The grammar of conversation

According to Thornbury and Slade,

There are at least two common misconceptions about the grammar of spoken language: it is assumed either that spoken language is simply written grammar realized as speech or that spoken grammar is less complex. The recognition that spoken language is characterized by, among other features, repetitions and simplifications—contractions, ellipsis, and lack of clausal complexity began to appear in teaching materials in the 1960s and 1970s.

(Thornbury and Slade 2006:73)

More recently, the case for 'real English', including recognition of the distinctive and systematic nature of spoken grammar, has been argued vigorously, particularly by researches working with corpora of spoken language (such as the CANCODE corpus). Carter and McCarthy contend that 'written-based grammars exclude features that occur widely in the conversation of native speakers of English... and with a frequency and distribution that simply cannot be dismissed as aberration' (1995:142). Biber argues for the primacy of spoken grammar: Conversation is the most commonplace,

everyday variety of language, from which, if anything, the written variety, acquired through painstaking and largely institutional processes of education, is to be regarded as a departure' (1999:1038).

This does not mean that we need to teach separate grammars; they share the same grammar of English. As McCarthy points out, 'we should never assume that if a grammar has been constructed for written texts, it is equally valid for spoken texts. Some forms seem to occur more frequently in one mode or the other, and some forms are used with different shades of meaning in the two modes' (1998:76).

#### 2.4.1 Complexity

The complexity of real conversation refers to lexical content which is densely packed into fairly simple grammatical frames. In contrast to written language, the complexity of spoken language is more like that of a dance; it is not static and dense but mobile and intricate (Thorbury and Slade, 2006:76).

According to McCarthy, turns that are just phrases, incomplete clauses, and clause that look like subordinate clauses but which seem not to be attached to any main clause in spoken data (1998:79-80). In other words, the complexity of conversation can be represented by a great number of *non-clausal segments* in conversation.

#### 2.4.2 Heads and tails



The complexity of spoken language is achieved incrementally. This incremental construction consists of the optional slots that are known as heads and tails. They occur either before or after the body of the message. The *head* typically consists of a noun phrase to identify key information or topic and to establish a common frame of reference for what follows—whether a statement or a question. The *tail slot* is more retrospective in its use, serving to extend, reinforce, clarify or comment on what the speaker is saying.

Typical tail-slot items are:

- ☐ .Question tags: *Croatia's Yugoslav, isn't it? That parramatta's a good side, aren't they?*
- ii .Interrogatives: *there's a nice big pub there, no? They started already or?*
- ☐ .Reinforcement tags: *you're in trouble, you are.*
- ☐ . Noun phrase identifiers: *yeah she's nice Robyn; they hate the Yugoslaves the Croats; Jeff's the other guy from Wollongong that photo you saw.*
- ☐ .Evaluative adjectives: *he drops them anywhere, terrible.*
- ☐ .Vague category identifiers: *you know high mass and all the rest; you trying to make me talk or something?*
- ☐ .Comment clauses: *the things he does, I don't know; I was down there Sunday I think; that's a bit unfair I reckon.*

Moreover, discourse markers, interactional signals, and vocatives (such as *How are you, Jessie?*) are also common tail-slot items.

### 2.4.3 Grammatical incompleteness

Since conversation is jointly constructed, spoken language is often ungrammatical. Its utterances are often either left incomplete or non-standard usages arise through syntactic 'blending'. That is to say, there is grammatical mismatching between the start of an utterance and its completion. Here is an instance of typical *incompleteness* and *blends*:

- *I think there's there's the colour I like is a sort of buttery yellow.*

The fact that non-standard forms not only exist but are tolerated by native-speaker interlocutors suggests that to demand one hundred percent accuracy in speaking activities in the classroom may not only be unrealistic but unwarranted (Thornbury and Slade 2006:83).

### 2.4.4 Ellipsis

Ellipsis is the deliberate omission of items, such as *subject pronouns*, *verb complements* as they are redundant and recoverable from the immediate context, either linguistic context or the situational one (Thornbury and Slade, 2006:83).

Ellipsis most frequently occurs at the beginning of utterances rather than in their middle or at their end. Here is the example as follows:

Chris: Is your wife working? She going back to work?

Gary: When she gets motivated I suppose

Chris: God on her, stands her ground.

Chris: You going to stay in your mum's house?

Gary: Nah- moving...probably. Might move into a, Bardwell Park.

The omitted elements have been re-instated between brackets:

Chris: Is your wife working? [*Is*] She going back to work?  
Gary: [*She is going back to work*] When she gets motivated I suppose  
Chris: God on her, [*she*] stands her ground.  
Chris: [*Are*] You going to stay in your mum's house?  
Gary: Nah- [*I'm*] moving...probably. [*I*] might move into a, Bardwell Park.

#### 2.4.5 Deixis

Real conversation takes place in a shared context, so speakers can use direct expression to go on speaking. In other words, participants in conversation can make use of some language devices such as personal pronouns (*I, you, she/he*), demonstratives (*this* and *that*), and adverbials (*here, there, now, then*) to express or replace what they have already understood in speaking.

#### 2.4.6 Tense and Aspect

Thornbury and Slade (2006:90) declares, tense and aspect are used in conversation generally parallels their use in other registers. That is, tense is used as a grammatical marker of time, while aspect serves to distinguish between verbal situations that are seen as in progress or complete.

The present tense is the most common tense in casual conversation outnumbering the past tense by roughly four to one. This reflects the speakers focus on the present and actual. Progressive aspect is used in past narrative to provide a narrative frame for the key events in the narrative. Of these progressive forms the majority (70%) are in the present. Curiously, progressive aspect is more common in American conversational data than in British data. Perfect aspect is also far less frequent than simple forms in

conversation, even taking into account *have got*, the single most common present perfect in British English.

#### 2.4.7 Modality

In grammar, modality is the best understood by thinking about the interpersonal features of the context of use. It relates to the way the speakers indicate their attitudes, judgments with regard to what is being said: such a thing probably happens; should happen, might have happened.

Modals, whether in the verbs or adjuncts, are very common in conversation precisely because of the interpersonal function. As Thornbury and Slade (2006:90) show:

- *can*, *will* and *would* are extremely common in conversation as are semi-modals *have to*, *used to*, *going to*.
- *may*, *shall* and *must* [to mark logical necessity] are relatively infrequent
- *semi-modals* tend to occur much more in spoken data than *ought to*. This may be to avoid bald and direct statements and may appear too assertive in conversation.

#### 2.4.8 Reporting

Another aspect of the grammar of conversation is the way speech is reported. While reporting verbs are not usually markers for aspect in written registers (*he said*, *she told me*), it is very common in conversational data to find such verbs to reports.



Reporting words or phrases include the use of *discourse markers* to launch direct speech quotation, of the verb *to go*, of 'dramatic' devices to enhance the narrative, such as imitating exclamation and parenthetical comments on paralinguistic features of the exchange. Another common quotative is *be like* which is common for introducing direct speech that conveys a person's attitude. Finally, one kind of way that thoughts are also reported in their direct form: *I thought 'oh yeah, end of the story.'* On many occasions speakers always report thoughts or attitudes in a form which looks as if they had given voice, in direct speech, to those thoughts and attitudes during the reported interaction.



## Chapter 3: Research Methodology

### 3.1 Introduction

This chapter presents the research methodology used in the study. It describes the subjects involved, the procedures for data collection, the instruments for data collection and analysis.

### 3.2 Methods of research

The type of this study will be a descriptive research. The research will analyze dialogue extracts from three English textbooks published in China to find the similarities and differences between dialogue extracts in these textbooks and real conversation.

### 3.3 Subjects of the study

#### 3.3.1 Descriptions of the Three Textbooks

These textbooks are widely used in Chinese universities.

The first book is *College Spoken English Course—Developing Verbal Strategies for Communication*, published by Higher Education Press in 2004 in Beijing. It was edited by a Chinese teacher, Xiao Li, who is teaching in Nanjing University. This book is based on conversational development to establish the general structure of spoken English. Conversation plays the key role in this book. In the analysis in Chapter four, this book will be indicated as *A*.

The second one is *New Interactive English — Viewing, Listening & Speaking (4)*. It was published by Qinghua University Press in 2004 in Beijing. This book is the national textbook published and issued by China Education Ministry. Under the China Education Ministry, Qinghua University Press organized more than 30 agencies and 90 Chinese experts and scholars to write and edit this textbook. Conversation is one quarter of this book. In Chapter four, this book will be termed *B*.

The third book is *New English Course—Listening & Speaking (student's book 2) 4th Edition*. It was edited by Chinese teachers in the Department of Foreign of Qinghua University and published by Qinghua University Press in 2005 in Beijing. At present, it is the main English textbook of Qinghua University. Conversation is one third of this book. In Chapter four, this book will be termed *C*.

### **3.4 Procedures for data collection**

#### **3.4.1 Sampling**

Sampling was based on a previous study, such as Wong (2002), he extracted thirty dialogues from eight textbooks as samples in the study *Applying conversation analysis in applied linguistics: evaluating dialogue in English as a second language textbooks*. Wong extracted around 3.75 dialogues in each textbook. Accordingly, this research will choose 3 dialogues from the beginning, middle, and end part of each book to analyze in detail. Additional samples are added in the appendix to indicate the representatives of the samples analyzed.

### 3.5 Methods used in the data analysis

Based on three steps in the following table, the data will be analyzed to compare textbook conversation to real conversation.

The framework of analysis is demonstrated in the following table:

<b>A general comparison of the natural features of real conversation and textbook conversation</b>
<b>Comparison between the vocabulary of real conversation and the vocabulary of textbook conversation</b>
<b>Comparison between the grammar of real conversation and the grammar of textbook conversation</b>

#### **1. Does textbook conversation stimulate a situation that produces real conversation?**

- 1.1 To see whether textbook conversation is like spoken
- 1.2 To see whether textbook conversation looks as if it would take place in real time
- 1.3 To see whether textbook conversation looks as if it would take place in a shared context
- 1.4 To see whether textbook conversation is interactive
- 1.5 To see whether the function of textbook conversation is primarily interpersonal
- 1.6 To see whether textbook conversation is informal
- 1.7 To see whether textbook conversation is expressive of identity



## **2. Does textbook use the vocabulary of real conversation?**

2.1 To compare lexical size of textbook conversation to real conversation

2.2 To compare lexical density and lexical variety of textbook conversation to real conversation

2.2 To compare lexical frequency of textbook conversation to real conversation

2.4 To compare lexical repetition of textbook conversation to real conversation

2.5 To compare discourse markers and other inserts of textbook conversation to real conversation

## **3. Does textbook use the grammar of real conversation?**

3.1 To compare complexity of textbook conversation to real conversation

3.2 To compare heads and tails of textbook conversation to real conversation

3.3 To compare grammatical incompleteness of textbook conversation to real conversation

3.4 To compare ellipsis of textbook conversation to real conversation

3.5 To compare deixis of textbook conversation to real conversation

3.6 To compare tense and aspect of textbook conversation to real conversation

3.7 To compare modality of textbook conversation to real conversation

3.8 To compare reporting of textbook conversation to real conversation

# Chapter 4 Data and Data Analysis

In this chapter, the research has chosen nine conversations from three textbooks that are used in Chinese universities to analyze. Based on what studies have been said in the literature review, this chapter is to compare real conversation with the conversations used in the sample data from the textbooks.

The framework of analysis is as previously outlined in chapter 3.

1. A general comparison between the natural features of real conversation and textbook conversation
2. Comparison between the vocabulary of real conversation and the vocabulary of textbook conversation
3. Comparison between the grammar of real conversation and the grammar of textbook conversation

## 4.1 A general comparison between textbook conversation and real conversation by the natural features

The research is based on seven natural characteristics of real conversation to do general analysis as follows:

4.1.1 To see whether textbook conversation is like spoken
4.1.2 To see whether textbook conversation looks as if it would takes place in real time

<b>4.1.3 To see whether textbook conversation takes place in a shared context</b>
<b>4.1.4 To see whether textbook conversation is interactive</b>
<b>4.1.5 To see whether the function of textbook conversation is primarily interpersonal</b>
<b>4.1.6 To see whether textbook conversation is informal</b>
<b>4.1.7 To check whether textbook conversation is expressive of identity</b>

#### **4.1.1 To see whether textbook conversation is like spoken**

Without samples of spoken language giving the prosodic features, stress, intonation, voice quality and so on, it is very difficult to get the ‘feel’ of real spoken language. One of these three books has CD-ROM. Obviously, to help in practicing spoken English, one book B may be more useful than A and C which doesn’t have any recorded speech.

#### **4.1.2 To see whether textbook conversation looks as if it would takes place in real time**

The following are features that we would expect in conversation taking place in real time.

4.1.2.1 hesitations
4.1.2.2 word repetition
4.1.2.3 false starts
4.1.2.4 repairs

4.1.2.5 unfinished utterances
4.1.2.6 fillers
4.1.2.7 the repetition of sentence frames

**4.1.2.1. Hesitations:**

In real conversation, people sometimes hesitate to continue their talk because of thinking or changing topic.

**A 1**

(17)Mrs. Thompson: Oh, **well...**

**B 1**

(13) Patty: **Mmm-hmm.**

(14) Amy: **Ah...** Yes ... That's a great idea. Thanks for the trip.

**B 2**

(11) Amy: **Um,** no...I can't aff...

**B 3**

(3) Nick: No, no. ... It's about... **well,** us.

(9) Nick: Well, I...**uh...**I wanted to ask you out.

(16) Waiter: ... **uh, un** café? Te? Cappuccino?

**C 1**

(4)Megan: Well, **uh...**I ...**Uh,** I-I ... and...**uh...**you don't find out what happened until the last page.

(12)Louis: **Um...**I...I always read in bed.

(14)Louis: **Um...**At night, ...

**C 2**

(8) Angela: In my head... **I mean** I have a lot of headaches.

(11) Doctor: A teacher...**umm...**do you smoke?

**C 3**

(6) Garry: She likes...but Alan...**erm...**



- (8) Garry: Who? Linda? ...I, **well...**I, you know...
- (10)Garry: Oh, nothing...well...**erm...**I...**er** I asked her to a disco yesterday but...**erm...**
- (14) Garry: The weather? ...yesterday and, **you know...**Anyway...

**Table 4.1.2.1 Outcome** (“√” stands for there is “hesitation” in conversation, and “o” stands for there is no “hesitation” in conversation.)

Text	Hesitations
A 1	√
A 2	o
A 3	o
B 1	√
B 2	√
B 3	√
C 1	√
C 2	√
C 3	√

As can be observed, 78% of extracts in the sample data have utterances which include hesitations.

#### 4.1.2.2 Word repetition:

Word repetition which is distinguished from *lexical repetition* that will be explained in the following analysis of the vocabulary of real conversation (in 4.2.5), refers to the speaker repairing the same word in an utterance. For example, “*it was in fact heading for the the city*”, here, “*the*” is used twice.

#### B 3

- (3) Nick: **No, no.** it’s not about that. It’s about... well, us.
- (4) Talia: **Us? Us,** as in you and me?
- (9) Nick: Well, **I...**uh...**I** wanted to ask you out.

#### C 1

- (10)Louis: Well, **I'm...I'm** really into self-improvement. You know, **I...I** like reading books that...Oh yeah, **I...I** just read this book **on...on** ...
- (12)Louis: Um...**I...I** always read in bed.

**C 3**

- (8) Garry: Who? ... **I**, well...**I**, you know...
- (10) Garry: Oh, nothing...well...erm...**I...er I** ... but...erm...

**Table 4.1.2.2 Outcome**

Text	Word repetition
<b>A 1</b>	○
<b>A 2</b>	○
<b>A 3</b>	○
<b>B 1</b>	○
<b>B 2</b>	√
<b>B 3</b>	√
<b>C 1</b>	√
<b>C 2</b>	○
<b>C 3</b>	√

Table 4.1.2.2 shows that 44% of extracts in the sample data have utterances which include word repetition.

**4.1.2.3 False starts**

In real conversation, speakers often start or continue conversation in the form of false starts.

**B 2**

- (10) Jackie: Oh, **just ...this thing. Nothing** really. Anyway, he’s taking me to ...

**C 1**

- (4)Megan: Well, uh...**Uh, I-I** like stories ...

**C 2**

- (11)Doctor: **A teacher**...umm...do you smoke?

**C 3**

- (10)Garry: Oh, **nothing**...well...erm...**I...er** I asked her to a disco yesterday but...erm...
- (12) Garry: Not really, Doreen. It's **not that...** **She's** Alan's girlfriend. You know that. I like you best and well, you know...

Table 4.1.2.3 Outcome

Text	False starts
A 1	○
A 2	○
A 3	○
B 1	○
B 2	✓
B 3	○
C 1	✓
C 2	✓
C 3	✓

As can be found, 44% of extracts in the sample data have utterances which include false starts.

#### 4.1.2.4 Repairs

In real conversation, when people make mistakes, they often do self-repair in what they say.

Table 4.1.2.4 Outcome

Text	Repairs
A 1	○
A 2	○
A 3	○
B 1	○
B 2	○
B 3	○
C 1	○
C 2	○
C 3	○

From table 4.1.2.4, we find there is no repair use found in the sample data.

4.1.2.5 Unfinished utterance

Similarly, because of the uncertain things happening in real life, there are some unfinished utterances produced by people in conversation.

A 1

(17)Mrs. Thompson: Oh, well [...]

A 2

(18)Kathy: Don't tell me [...]

B 2

(11) Amy: Um, no...I can't aff [...]

B 3

(5) Nick: Yes. Do you remember that class we took together in the library [...]

(7) Nick: And do you remember when we were studying together in the library [...]

(13) Nick: You're kidding. I didn't know. Well, I guess I should've [...]

(15) Nick: Well, then [...]

C 3

(6) Garry: She likes the work very much but Alan...erm [...]

(10) Garry: Oh, nothing...well...erm...I...but...erm [...]

Table 4.1.2.5 Outcome

Text	Unfinished utterance
A 1	√
A 2	√
A 3	○
B 1	○
B 2	√
B 3	√
C 1	○
C 2	○
C 3	√

As can be seen, 56% of extracts in the sample data have unfinished utterances.



#### 4.1.2.6 Fillers

When people talk in real life, they often use some fillers, such as ‘*pause filler*’ (er and erm), ‘*verbal filler*’ (well I mean, and well erm you know and so on), ‘discourse markers’ and ‘other common expressions’ (actually, obviously and you know and so on).

##### A 1

(2) Ted: Here, let me help you. **Well**, I can arrange the furniture in the sitting room for you if you want. (**Verbal filler**)

(17) Mrs. Thompson: Oh, **well**... (**Verbal filler**)

##### A 2

(3) David: **Well**, he is very good-looking. (**Verbal filler**)

(15) David: **Well**, they don't play football in Italy. They play soccer. (**Verbal filler**)

##### A 3

(1) Father: **Well**, Phil. Now that you ... (**Verbal filler**)

##### B 1

(7) Patty: **Hmm**. She used to be, but not ... (**Pause filler**)

(10) Amy: **Actually** (**Common expression**), I'd rather avoid seeing him. It's a little ..., if you know what I mean (**Verbal filler**).

(11) Patty: Oh, I see. **Well** (**Verbal filler**), here's an idea. I think ...

##### B 2

(2) Jackie: Hi. Jackie Bishop. **Well**, that's my real name. My stage name is Jackie Backer. (**Verbal filler**)

(7) Amy: Oh, that's great! Oh, **wait**, is your brother that soccer player...? (**Pause filler**)

(11) Amy: **Um**, no...I can't aff... (**Pause filler**)

(16) Jackie: **Absolutely**! ... (**Common expression**)

##### B 3

(3) Nick: No, no. it's not ... It's about... **well**, us. (**Verbal filler**)

(8) Talia: **You mean** when we were studying for that Shakespeare exam? (**Verbal filler**)

(9) Nick: **Well** (**Verbal filler**), I...uh (**Pause filler**)...I wanted to ask you out.

(12) Talia: Oh, no! **Well** (**Verbal filler**), I had a boyfriend, but ... In fact, we ...

(13) Nick: You're kidding. I didn't know. **Well** (**Verbal filler**), I guess I should've...

- (14) Talia: I'm not ... though, **you know**. (Verbal filler)
- (15) Nick: **Well** (Verbal filler), then...

**C 1**

- (4)Megan: **Well** (Verbal filler), **uh** (Pause filler)...I enjoy mysteries. **You know** (Verbal filler), especially stories ... **uh** (Pause filler), I-I like stories where... what happened- and...**uh** (Pause filler)...you don't find out...
- (6) Megan: Oh, **well** (Verbal filler), I always have a book...
- (8) Megan: **Well** (Verbal filler), I love..., **you know** (Verbal filler), when I'm ...
- (12)Louis: **Um** (Pause filler)...I...I always read in bed.
- (14)Louis: **Um** (Pause filler)...At night, **you know** (Verbal filler) - and on vacation. ...

**C 2**

- (5) Doctor: **Well** Angela Stensgate, how can I help you? (Verbal filler)
- (8) Angela: In my head... **I mean** I have a lot of headaches. (Verbal filler)
- (9) Doctor: **I see**... (Verbal filler)
- (11)Doctor: A teacher...**umm**...do you smoke? (Pause filler)
- (15)Doctor: Now listen. Miss Stansgate, you've got a problem. **Actually**... (Common expression)

**C 3**

- (2) Garry: Oh, he had... **you know**... (Verbal filler)
- (6) Garry: She likes ... but Alan...**erm**... (Pause filler)
- (8) Garry: Who? Linda? Oh **well** all my friends like her and I, **well**...I, **you know**... (Verbal filler)
- (10)Garry: Oh, nothing...**well**...**erm**...I...**er** I asked her to a disco yesterday but...**erm**... (Pause filler)
- (12) Garry: Not really, Doreen. It's not that... She's Alan's girlfriend. You know that. I like you best and **well, you know**... (Verbal filler)
- (13) Doreen: Oh all right...**anyway**...(Common expression)

**Table 4.1.2.7 Outcome**

Text	Fillers
A 1	√
A 2	√
A 3	√
B 1	√
B 2	√
B 3	√
C 1	√

C 2	√
C 3	√

Table 4.1.2.7 indicates that all extracts in the sample data have utterances which include fillers.

#### 4.1.2.8 The repetition of sentence frames

Repetition which speakers produce in real conversation often takes the form of ‘borrowing’ chunks of the previous speaker’s utterance’.

##### A 2

- (15)David: Well, they don’t play **football** in Italy. They play soccer. (*Borrowing chunks from* (12) Kathy: Wow, he sounds great! Maybe he could come to a **football** game next weekend.)
- (16)Kathy: **Italy**? You mean he’s Italian. (*Borrowing chunks from* (15) David: Well, they don’t play **football** in Italy. They play soccer.)

##### A 3

- (10)Son: Can I **go to the bank and withdraw money** from a checking account? (*Borrowing chunks from* (9) Father: If you have a savings account you have to **go to the bank to withdraw money**.)

##### B 1

- (5) Patty: What kind of **information**? (*Borrowing chunks from* (4) Amy: ...and a little **information**.)
- (12)Amy: She’s **taking acting classes at the university**? (*Borrowing chunks from* (11) Patty: Oh, I see. Well, here’s an idea. I think **Jackie’s taking acting classes over at the university**. Maybe you could catch up with her there.)

##### B 2

- (5) Amy: I’m not surprised. You do seem...**incredible**. (*Borrowing chunks from* (4) Jackie: As a matter of fact, I spoke to an agent last week. I just sent him a tape, and he thought it was **incredible**.)
- (9) Amy: **Tonight**? Really? What are you **celebrating**? (*Borrowing chunks from* (8) Jackie: ...**Tonight** he’s taking me out for a **celebration**.)
- (10) Jackie: Oh, just ...this thing. Nothing really. Anyway, **he’s taking me** to this restaurant near here. Valentino’s. Have you ever eaten there? (*Borrowing chunks from* (8) Jackie: ...Tonight **he’s taking me** out for a celebration.)



**B 3**

- (2) Talia: What? **You have a confession make?** I thought this whole thing was over.  
(*Borrowing chunks from* (1) Nick: **I have a confession to make.**)
- (3) Nick: No, no. **it's not about that. It's about...** well, us. (*Borrowing chunks from*  
(3) Nick: No, no. **it's not about that.**)
- (6) Talia: Of course, I remember it. **I remember it well.** (*Borrowing chunks from* (6)  
Talia: Of course, **I remember it.**)
- (7) Nick: And **do you remember when we were studying together in the library...**  
(*Borrowing chunks from* (5) Nick: Yes. **Do you remember that class we**  
**took together in the library...?**)
- (8) Talia: You mean **when we were studying** for that Shakepear exam? (*Borrowing*  
*chunks from* (7) Nick: And do you remember **when we were studying**  
**together in the library...**)

**C 1**

- (4)Megan: Well, uh...I enjoy mysteries. You know, especially stories where a  
detective has to find out who killed somebody. Uh, I-I like stories where  
you have to keep turning the pages to **find out what happened-**  
and...uh...you don't **find out what happened** until the last page.  
(*Repetition of the sentence frames*)
- (10)Louis: Well, I'm...I'm really into self-improvement. You know, I...I like reading  
books that...that **help me** to study better or **help me** to be a better person.  
Oh yeah, I...I just read this book on...on improving you memory-really  
**helped me.** (*Repetition of the sentence frames*)

**C 2**

- (17) Doctor: So there are three things you must do... **One, stop smoking.** Don't have  
any cigarettes at all. **Two, take exercise** two or three times a week.  
Swim, run or play tennis. All right? (*Repetition of the sentence frames*)
- (19) Doctor: And **three... take an aspirin** every morning. (*Repetition of the*  
*sentence frames*)

**Table 4.1.2.8 Outcome**

Text	Repetition of sentence frames
A 1	o
A 2	√
A 3	√
B 1	√
B 2	√
B 3	√
C 1	√
C 2	√



C 3	o
-----	---

As can be observed, 78% of extracts in the sample data have utterances which include the repetition of sentence frames.

**4.1.2 Comments:** Through the analysis and statistic from 4.1.2.1 to 4.1.2.8, we found that there are differences between textbook conversation and real conversation. In nine textbook conversations, not every conversation possesses this natural feature of real conversation which takes place in real time. The sample data is limited to reflect this feature of real conversation.

**4.1.3 To see whether textbook conversation takes place in a shared context**

Real conversation has heavy reliance on the shared knowledge of the participants, including knowledge of the immediate temporal and spatial context. To large extent, it accounts for a number of features of talk that distinguish it from most written text.

the use of <i>pronouns</i>
the frequency of <i>deictic items</i>
<i>ellipsis</i> where what is omitted can be reconstructed from the context
<i>non-clausal expressions</i> that can stand alone

In A 1, we can find *ellipsis* where what is omitted can be reconstructed from the context.

(8)Ted: **Want me** to pick it up for you then?

...

Obviously, here, all participants in this conversation know about Ted would like to give help to Mrs. Thompson.

In A 2, we can find *non-clausal expressions* that can stand alone.

- ...
- (3) David: Well, he is very good-looking.
- (4) Kathy: **Oh, yeah?** Tell me more.

Here, Kathy uses non-clausal “Oh, yeah” with an interrogative form to replace the formal utterance “is he really very good-looking?” in communication, participants can understand each other by ellipsis of language.

In A 3, we can find the use of *pronoun*.

- ...
- (5) Father: No, they’re different. You ought to think about the differences before you decide.
- (6) Son: What are **they**?

Here, speaker Son makes use of pronoun “*they*” to substitute what the Father mentioned before.

In B 1, we can find *ellipsis* where what is omitted can be reconstructed from the context.

- ...
- (9) Patty: Her brother Dean, the soccer player, works out here, though. I remember seeing him yesterday around lunchtime. Maybe you could speak to him.
- (10) Amy: Actually, I’d rather avoid seeing him. It’s a little complicated between him and me, **if you know what I mean**.

Here, Amy uses the filler “*if you know what I mean*” smartly to hide what Amy should explain.

In B 2, we can find the use of *deictic item*.

- ...
- (10) Jackie: Oh, just ...this thing. Nothing really. Anyway, he’s taking me to this restaurant near here. Valentino’s. Have you ever eaten there?
- (11) Amy: Um, no...I can’t aff...
- (12) Jackie: I ate **there** once, and I saw Madonna.

...

(Here, Jackie applies deictic item “there” to point to the physical context “a restaurant, Valentino’s”. It is clear to find out responder understand this kind of substitution.)

In B 2, we can find the use of *deictic item*.

(1) Nick: I have a confession to make.

(2) Talia: What? You have a confession make? I thought this whole thing was over.

(3) Nick: No, no. it's not about **that**. It's about... well, us.

...

(Here, Nick use deictic item “that” to refer to something happened in participants’ understood context.)

In C 1, we can find *ellipsis* where what is omitted can be reconstructed from the context.

(13)I: Oh. And when do you like to read?

(14)L: **Um...At night, you know- and on vacation.** I read all the time when I’m on vacation.

...

Here, speaker L omits “I like to read”.

In C 2, we can find *non-clausal expression* that can stand alone.

...

(6) Angela: Doctor, I have this pain.

(7) Doctor: **Where?**

...

Here, Doctor makes use of “where” with interrogative to substitute the whole sentence “where is the pain?”

In C 3, we can find ellipsis where what is omitted can be reconstructed from the context, and *non-clausal expression* that can stand alone.

...

(2) Garry: Oh, he had a cold last week but today he’s ... **you know...**

(3) Doreen: **Mmm...**

...

Here, Garry uses ellipsis and discourse marker “you know” to omit what Garry doesn’t want to talk about. Besides, Doreen uses non-clausal “Mmm” to response what Doreen understood.

**4.1.3 Comments:** Through the analysis of the use of *pronoun, deictic items, ellipsis*

and *non-clausal expressions*, we find out that they naturally occurred in these nine textbook conversations. Like real conversation, the sample data looks as if it takes place in a shared context.

#### 4.1.4 To see whether textbook conversation is interactive

In real conversation, speakers often encourage conversation by asking questions, making complaints, and offering and so on. If the conversation is interactive, responders must be reflecting actively. Thus, they frequently use some words and phrases, such as *discourse markers* and *interactional signals*. To judge whether these textbook conversations are interactive, it is necessary to find words or phrases mentioned. In the following analysis, the research lists an example in every textbook conversation.

##### A 1

(16) Amy: **May I watch my favorite TV program now?** (Question)

(17) Mrs. Thompson: Oh, **well...** (interactional signal)

##### A 2

(14) Kathy: **Why is that?** (Question)

(15) David: **Well ...** (interactional signal)

##### A 3

(12) Son: Oh, I'd.... **OK?** (Question)

(13) Father: (Laughs) **OK.** (interactional signal)

##### B 1

(12) Amy: **She's taking acting classes at the university?** (Question)

(13) Patty: **Mmm-hmm.** (interactional signal)

##### B 2

(10) Jackie: Oh, just ... **Have you ever eaten there?** (Question)



(11) Amy: **Um, no...**I can't aff...(interactional signal)

### B 3

(8) Talia: **You mean when we were studying for that Shakespeare exam?**  
(Question)

(9) Nick: **Well, I...uh...**I wanted to ask you out. (interactional signal)

### C 1

(3)Interview: **What do you like to read?** (Question)

(4)Megan: **Well, uh...** (interactional signal)

### C 2

(7) Doctor: **Where?** (Question)

(8) Angela: In my head... **I mean I...** (interactional signal)

### C 3

(9) Doreen: What? **What are you trying to tell me, Garry?** (Question)

(10) Garry: **Oh, nothing...well...erm...I...er** I asked her to a disco yesterday  
but...erm...(interactional signal)

**4.1.4 Comments:** Based on the analysis of *asking question* and *interactional signal*, we notice these nine textbook conversations are interactive. The sample data reflects the feature of real conversation, which is interactive.

#### **4.1.5 To see whether the function of textbook conversation is primarily interpersonal**

In real conversation, participants communicate, exchange ideas or talk about some topics naturally. Speakers talk to each other without specific purpose. However, one sample conversation, **C 2** is not interpersonal. Firstly, **C 2** is an informal interview, and the purpose is informative. The management of the discourse is very much in the control of the interviewer. The roles of participants are established from the outset as

interviewer and interviewee: the interviewee having been contacted because of his expertise, and the purpose of the interviewer's questions being to elicit information.

## C 2

(1)Interviewer: Megan, you like reading, don't you?

(2)Megan: Sure.

(3)Interviewer: What do you like to read?

(4) Megan: Well, uh...I enjoy mysteries. You know, especially stories where a detective has to find out who killed somebody. Uh, I-I like stories where you have to keep turning the pages to find out what happened-and...uh...you don't find out what happened until the last page.

...

**4.1.5 Comments:** By the analysis of 4.1.5, we observe that only one example, C2, is not interpersonal, because it takes place in the context of an interview. Most of the sample data reflects this feature of real conversation which is interpersonal.

### 4.1.6 To see whether textbook conversation is informal

Frequently, people talk about something in the form of informality in casual conversation. The informality is like:

lexical choices: *colloquial language, slang and swearing*

pronunciation features

#### Lexical choice:

##### A 1

(17)Mrs. Thompson: Oh, **well**... (Use “**well**”, instead of Mrs. Thompson's disagreements”)

##### A 2

(4)Kathy: Oh, **yeah**? Tell me more. (Use “**yeah**”, instead of more formal “yes”)

### B 1

- (8) Amy: Oh. Too **bad**. (Use “**bad**”, instead of Amy’s unhappy language)  
(13) Patty: **Mmm-hmm**. (Use “**Mmm-hmm**”, instead of “yes, she is taking acting classes at the university.”)

...

### B 2

- (9) Amy: **Tonight?** .... (Use “**Tonight**”, instead of “will he take you out tonight?”)  
(11) Amy: Um, **no**...I can’t aff... (Use “**no**”, instead of “no, I have not ever eaten there.”)

...

### B 3

- (3) Nick: **No**, no. .... (Use double” **No**”, instead of “I don’t think the whole thing was over.”)  
(12) Talia: Oh, **no!** Well, I had.... (Use “no” instead of the sentence as “I don’t think I had a boyfriend”)

...

### C 1

- (2) Megan: **Sure**. (Use “**Sure**”, instead of “yes, I like reading.”)  
(10) Louis: ...Oh **yeah**, I...I just read this book on...on improving you memory-really helped me. (Use “**yeah**”, instead of more formal “yes”)

### C 2

- (7) Doctor: **Where?** (Use “**Where**”, instead of “where is that pain?”)

### C 3

- (10) Garry: Oh, **nothing**...well...erm...I...er I asked her to a disco yesterday but...erm... (Use “**nothing**”, instead of “I have nothing to tell you.”)

### Pronunciation:

#### A 1

- (1) Mrs. Thompson: **I’m (I am)** absolutely exhausted ... Friday evening.  
(4) Amy: **I’ll (I will)** ...  
(3) Mrs. Thompson: Oh, can you, Ted? **That’d (That could)** be a great help.

...

#### A 2

- (2) Kathy: I really **don’t (do not)** like...  
(5) David: He’s (**he has**) got dark hair ...

(6)Kathy: **That's (That is)** nice. ...

...

### A 3

(4)Son: **Isn't (Is not)** a checking ...

(5)Father: No, **they're (they are)** different. ....

(12)Son: Oh, **I'd (I would)** .... I'd (**I would**) rather....

...

### B 1

(6) Amy: **I'm (I am)** trying to ...

(10) Amy: Actually, **I'd (I would)** ....**It's (It is)** a little ...

(11) Patty: Oh, I see. Well, **here's (here is)** an idea. I think **Jackie's (Jackie is)** taking ...

...

### B 2

...

(8) Jackie: Dean Bishop! **That's (that is)** right. **He's (He is)** my older brother. We just adore each other! **He's (He is)** a soccer star, and **I'm (I am)** going to...

(10) Jackie: ... Anyway, **he's (He is)** taking me ...

(11) Amy: Um, no...**I can't (I cannot)** aff...

...

### B 3

...

(10)Talia: You did? Wow! ... So, why **didn't (did not)** you?

(11) Nick: **I'd (I had)** heard ...

(13) Nick: **You're (you are)** kidding. I **didn't (did not)** know. Well, I guess I **should've (should have)**...

...

### C 1

...

(4)Megan: ...uh...you **don't (do not)** find out what happened until the last page.

(8)Megan: ... **I'm (I am)** home alone. **It's (It is)** a great way... **I'm (I am)** not with friends.

(10)Louis: Well, **I'm (I am)** ...**I'm (I am)** really into self-improvement. ...

...

### C 2

...

(14) Angela: No. You see I **don't (do not)** have the time. ....

(15) Doctor: Now listen. Miss Stansgate, **you've (you have)** got a problem. Actually **you've (you have)** got two problems. You smoke and you **don't (do not)**



take exercise.

(17) Doctor: ....**Don't (Do not)** have any cigarettes at all. ....

...

C 3

...

(2) Garry: Oh, .... **he's (he is)**... you know...

(11) Doreen: Oh really! .... **aren't (are not)** you?

(12) Garry: Not really, Doreen. **It's (it is)** not that... **She's (she is)** Alan's girlfriend.  
You know that.

...

**4.1.6 Comments:** According to the analysis of lexical choices and pronunciation features, we confirm that textbook conversation is informal in contrast to written language. The sample data reflects this feature of real conversation.

**4.1.7 To check whether textbook conversation is expressive of identity**

In real conversations, people transfer their personal and social identity in a variety of ways, which are listed as follows:

4.1.7.1 the use of supportive back-channel
4.1.7.2 the use of appraisal language
4.1.7.3 many sentences have human agents, and the speaker is often the subject of the sentence
4.1.7.4 the telling of stories
4.1.7.5 a preference for informal rather than formal or specialized lexis
4.1.7.6 the use of humor
4.1.7.7 the use of swearing

## 4.1.7.8 the use of nicknames and familiar address terms

## 4.1.7.1 The use of supportive back-channel

Conversation in real life, people often use the supportive to show their supporting and agreement.

**B 1**

(13) Patty: **Mmm-hmm.**

**C 1**

(7)I: **Hmm.** And where do you like to read?

(9)I: **Hmm.** How about you, Louis? What do you enjoy reading?

(11)I: **Hmm.** And where do you like to read?

**C 3**

(3) Doreen: **Mmm...**

Table 4.1.7.1 Outcome

Text	Back-channel
A 1	○
A 2	○
A 3	○
B 1	√
B 2	○
B 3	○
C 1	√
C 2	○
C 3	√

As can be seen, 33% of extracts in the sample data have utterances which include the use of supportive back-channel.

## 4.1.7.2 The use of appraisal language

Appraisal language is frequently used to express the speakers' attitude to, or

evaluation of, what he or she is saying.

### A 1

- (5) Mrs. Thompson: How **nice**, honey! (Evaluative language to express evaluation)  
(7) Mrs. Thompson: **Great!** Oh, that reminds me of my car. The repairman said it should be ready this afternoon. (Evaluative language to express evaluation)  
(9) Mrs. Thompson: That'd be **lovely**. (Evaluative language to express evaluation)  
(13) Mrs. Thompson: That's very **nice** of you all. Thanks. I think I'll give you each a reward one day. (Evaluative language to express evaluation)  
(14) Ted: That won't be necessary, Mom. But I wonder if I could **possibly** have the car on Saturday. (Express attitude and feeling)

### A 2

- (3) David: Well, he is very **good-looking**. (Evaluative language to express evaluation)  
(5) David: He's got dark hair and green eyes and a **wonderful** smile. He had a beard last time I saw him. He has his own business. (Evaluative language to express evaluation)  
(6) Kathy: **That's nice**. What kind of business? (Evaluative language to express evaluation)  
(12) Kathy: Wow, he sounds **great!** Maybe he could come to a football game next weekend. (Evaluative language to express evaluation)

### A 3

- (12) Son: Oh, **I'd rather** have a checking account. **I'd rather** spend money than save it. OK? (Express attitude and feeling)

### B 1

- (8) Amy: Oh. Too **bad**. (Evaluative language to express evaluation)  
(10) Amy: Actually, **I'd rather** avoid seeing him. It's a little complicated between him and me, if you know what I mean. (Express attitude and feeling)  
(11) Patty: Oh, I see. Well, here's an idea. I think Jackie's taking acting classes over at the university. **Maybe** you could catch up with her there. (Express attitude and feeling)  
(12) Son: Oh, **I'd rather** have a checking account. **I'd rather** spend money than save it. OK? (Express attitude and feeling) (Evaluative language to express evaluation)  
(14) Amy: Ah... Yes ... That's a **great** idea. Thanks for the trip. (Evaluative language to express evaluation)

### B 2

- (5) Amy: I'm not **surprised**. (Express attitude) You do seem...**incredible**. (Evaluative language to express evaluation)  
(8) Jackie: Dean Bishop! That's **right**. ... (Evaluative language to express evaluation)

- (14) Jackie: Yes, can you believe it? It was so **exciting!**
- (16) Jackie: **Absolutely!** I even booked the perfect table for people-watching.  
(Express attitude)
- (17) Amy: I'm **impressed.** (Express attitude) You really plan ahead. You're amazing  
(Evaluative language to express evaluation)

**C 1**

- (4)M: Well, uh...**I enjoy mysteries.** ... (Evaluative language to Express attitude and feeling)

**C 2**

- (5) Doreen: Oh really...? (Express to confirm and doubt)

**Table 4.1.7.2 Outcome**

Text	Appraisal language
A 1	√
A 2	√
A 3	√
B 1	√
B 2	√
B 3	○
C 1	√
C 2	√
C 3	○

As can be observed, 78% of extracts in the sample data have utterances which include appraisal language, 22% of extracts do not have appraisal language.

**4.1.7.3 Many sentences have human agents, and the speaker is often the subject of the sentence:**

There many sentences that have human agents, where the speaker is often the subject of the sentence.

**A 1**

- (2)Ted: Here, let me help you. Well, *I can arrange the furniture in the sitting room*



*for you if you want.*

**A 2**

(1)David: Listen, a friend of mine is coming to town next week. *I think you might like him.*

**A 3**

(12)Son: Oh, *I'd rather have a checking account. I'd rather spend money than save it. OK?*

**B 1**

(6) Amy: *I'm trying to get hold of someone named Jackie Bishop. I was told that she's a member of this club.*

**B 2**

(4) Jackie: As a matter of fact, *I spoke to an agent last week. I just sent him a tape, and he thought it was incredible.*

**B 3**

(14) Talia: *I'm not seeing anyone now*, though, you know.

**C 1**

(12)L: *Um...I...I always read in bed.*

**C 2**

(9) Doctor: I see...*Let me ask you some questions.* What do you do?

**C 3**

(10) Garry: Oh, nothing...well...erm...I...er *I asked her to a disco yesterday* but...erm...

**Table 4.1.7.3 Outcome**

Text	Sentence/ subject
A 1	√
A 2	√
A 3	√
B 1	√
B 2	√
B 3	√
C 1	√

C 2	√
C 3	√

Through table 4.1.7.3, we find that all extracts in the sample data have utterances, where the speaker is often the subject of sentence.

#### 4.1.7.4 The telling of stories:

In real conversation, people sometimes tell all kinds of stories to stimulate and continue to communicate with each other.

##### A 2

###### David’s long turn:

- (3) David: Well, he is very good-looking.
- (5)David: He’s got dark hair and green eyes and a wonderful smile. He had a beard last time I saw him. He has his own business.
- (7)David: Import/export. And he loves to travel.
- (9)David: He’s almost thirty.
- (11)David: He loves jazz and he’s played the piano for years. I’m sure he likes dancing, too.
- (15)David: Well, they don’t play football in Italy. They play soccer.
- (17)David: Yes. So there is one small problem, I guess.
- (19)David: Right. He doesn’t speak English.

##### B 1

###### Patty’s turn:

- (7) Patty: Hmm. She used to be, but not anymore. She stopped coming here a while ago. Maybe a year ago, even.
- (9) Patty: Her brother Dean, the soccer player, works out here, though. I remember seeing him yesterday around lunchtime. Maybe you could speak to him.
- (11) Patty: Oh, I see. Well, here’s an idea. I think Jackie’s taking acting classes over at the university. Maybe you could catch up with her there.

##### B 2

###### Jackie’s long turn:

- (4) Jackie: As a matter of fact, I spoke to an agent last week. I just sent him a tape, and he thought it was incredible.
- (6) Jackie: And my brother knows this film director. He’s going to introduce me to him.
- (8) Jackie: Dean Bishop! That’s right. He’s my older brother. We just adore each other!

He's a soccer star, and I'm going to be a movie star! Tonight he's taking me out for a celebration.

- (10) Jackie: Oh, just ...this thing. Nothing really. Anyway, he's taking me to this restaurant near here. Valentno's. Have you ever eaten there?
- (12) Jackie: I ate there once, and I saw Madonna.
- (14) Jackie: Yes, can you believe it? It was so exciting!
- (16) Jackie: Absolutely! I even booked the perfect table for people-watching.

**B 3**

**Nick's long turn:**

- (5) Nick: Yes. Do you remember that class we took together in the library...
- (7) Nick: And do you remember when we were studying together in the library...
- (9) Nick: Well, I...uh...I wanted to ask you out.
- (11) Nick: I'd heard you had a boyfriend.
- (13) Nick: You're kidding. I didn't know. Well, I guess I should've...

**C 3**

**Garry's long turn:**

- (2) Garry: Oh, he had a cold last week but today he's ... you know...
- (4) Garry: His girlfriend Linda works in the hotel too.
- (6) Garry: She likes the work very much but Alan...erm...
- (8) Garry: Who? Linda? Oh well all my friends like her and I, well...I, you know...
- (10) Garry: Oh, nothing...well...erm...I...er I asked her to a disco yesterday but...erm...
- (12) Garry: Not really, Doreen. It's not that... She's Alan's girlfriend. You know that. I like you best and well, you know...
- (14) Garry: The weather? Oh it rained all day yesterday and, you know...Anyway...I must go now. See you next week, darling.

**Table 4.1.7.4 Outcome**

Text	Story-telling
A 1	o
A 2	√
A 3	o
B 1	√
B 2	√
B 3	√
C 1	o
C 2	o
C 3	√

As can be noticed, 56% of extracts in the sample data have utterances which include the telling of stories.

4.1.7.5 A preference for informal rather than formal or specialized lexis:

According to the analysis of 4.1.6, we know that every textbook conversation is more informal than written language.

4.1.7.6 The use of humor:

When people talk about each other in real life, they sometimes make use of humor in real conversation.

Table 4.1.7.5 Outcome

Text	Humor-using
A 1	○
A 2	○
A 3	○
B 1	○
B 2	○
B 3	○
C 1	○
C 2	○
C 3	○

As can be observed, there is no use of humor in the sample data.

4.1.7.7 The use of swearing:

Similarly, people often make swearing to gain others' beliefs in real conversation.

Table 4.1.7.7 Outcome

Text	Swearing-use
A 1	○



<b>A 2</b>	○
<b>A 3</b>	○
<b>B 1</b>	○
<b>B 2</b>	○
<b>B 3</b>	○
<b>C 1</b>	○
<b>C 2</b>	○
<b>C 3</b>	○

Table 4.1.7.7 shows there is no use of swearing in the sample data.

4.1.7.8 The use of nicknames and familiar address terms:

As in real conversation, when people talk, sometimes they use nicknames and familiar address terms to explain or clarify what they are trying to say.

A 1

(5)Mrs. Thompson: How nice, **honey!**

C 3

(14) Garry: The weather? Oh it rained all day yesterday and, you know...Anyway...I must go now. See you next week, **darling,**

Table 4.1.7.8 Outcome

Text	Nicknames and familiar address terms
<b>A 1</b>	√
<b>A 2</b>	○
<b>A 3</b>	○
<b>B 1</b>	○
<b>B 2</b>	○
<b>B 3</b>	○
<b>C 1</b>	○
<b>C 2</b>	○
<b>C 3</b>	√

From the table 4.1.7.8, we identify that 22% of the extracts in the sample data have utterances which include the use of nicknames and familiar address terms.

**4.1.7 Comments:** Through the analysis and statistic from 4.1.7.1 to 4.1.7.8, we find out that there are some features occurring much in textbook conversations, such as 4.1.7.2, 4.1.7.3 and 4.1.7.5. Moreover, some features are found a little in the sample data, such 4.1.7.1, 4.1.7.4, and 4.1.7.8. Finally, there is no use in the sample data, such as 4.1.7.6, and 4.1.7.7. In a word, textbook conversation is limited to reflect the feature of real conversation, which is expressive of identity.

## 4.2 Comparison between textbook conversation and real conversation by the vocabulary features

As for the vocabulary of textbook conversation, the research is based on some vocabulary characteristic of real conversation as follows:

4.2.1 Lexical size
4.2.2 Lexical density and lexical variety
4.2.3 Lexical frequency*
4.2.4 Vague languages
4.2.5 Discourse markers and other inserts

### 4.2.1 Lexical size

**4.2.1 Comments:** In spoken language, 2000 words would be sufficient for a person to make everyday conversation. In this research, by counting, the numbers of words appearing in the sample data are within 2000 words. Textbook conversation reflects the feature of real conversation, in which lexical size is almost 2000 words.

4.2.2 Lexical density and lexical variety

4.2.2.1 Lexical density

Lexical density is a measure of the ratio of the text’s content words to its function words. The fewer the content words, the lower the lexical density. Content words are words that carry a high information load, such as *nouns*, *adjectives* and *lexical verbs*. Function words are those that serve mainly a grammatical purpose, such as *articles*, *auxiliary verbs* and *prepositions*, to which should also be added inserts, i.e. words like *hmm*, *yeah*, *yuk* and so on. Moreover, *deictic language* (i.e. words, such as *here*, *that*, *now*) and *pronouns* are also function words.

Text	Content words	Function words	Ratio	Lexical density
A 1	62	126	62:126=0.49	Low
A 2	74	89	74:89=0.83	High
A 3	92	112	92:112=0.82	High
B 1	60	98	60:98=0.61	High
B 2	76	115	76:115=0.66	High
B 3	51	111	51:111=0.46	Low
C 1	75	128	75:128=0.59	High
C 2	79	92	79:92=0.86	High
C 3	52	80	52:80=0.65	High

As can be analyzed, the lexical density of majority conversations in the sample data is higher than real conversation.

#### 4.2.2.2 Lexical variety

Lexical variety is the measure of different words type comparing with the total words used in a text. Spoken texts have much lower ratios than written texts.

Text	Total words	Different words type	type-token ratio	Lexical variety
A 1	183	117	0.64	High
A 2	163	113	0.69	High
A 3	204	97	0.48	High
B 1	158	107	0.68	High
B 2	191	116	0.60	High
B 3	162	94	0.58	High
C 1	203	83	0.41	Low
C 2	171	89	0.52	High
C 3	132	76	0.57	High

According to analyzing, the lexical variety of majority conversations in the sample data happens high, whereas the lexical variety of real conversation is low.

**4.2.2 Comments:** Through the analysis of lexical density and variety, we find out that lexical density and variety of majority extracts in the sample data are higher than in real conversation. Textbook conversation does not reflect the feature of real conversation, in which lexical density and variety is low.



### 4.2.3 Lexical frequency

Generally speaking, discourse markers, which include “you know, I think, well, and, yeah, but, oh, so, and yes”, occur more frequently in spoken text than in written text.

#### A 1

- (2) Ted: Here, let me help you. **Well**, I can ...  
(3) Mrs. Thompson: **Oh**, can you, Ted? That'd be a great help.  
(7) Mrs. Thompson: Great! **Oh**, that ...  
(13) Mrs. Thompson: That's very nice of you all. Thanks. **I think** I'll give you each a reward one day.  
(17) Mrs. Thompson: Oh, **well**...

#### A 2

- (1) David: Listen, ... **I think** you might like him.  
(3) David: **Well**, he is very good-looking.  
(4) Kathy: **Oh, yeah?** Tell me more.  
(13) David: **Oh**, I don't know...  
(15) David: **Well**, they don't ...  
(8) Son: **But** you can ...  
(11) Father: Sure, you just write a check at the bank. **But** remember ...

#### A 3

- (1) Father: **Well**, Phil. ...  
(12) Son: **Oh**, I'd rather have a checking account. I'd rather spend money than save it.  
OK?

#### B 1

- (8) Amy: **Oh**. Too bad.  
(10) Amy: Actually, I'd rather... him and me, **if you know what I mean**.  
(11) Patty: **Oh, I see. Well**, here's an idea. ...  
(15) Patty: **Oh**, likewise! Thanks!

#### B 2

- (1) Amy: **Oh**, I'm ...  
(3) Amy: **So**, do you ...  
(2) Jackie: Hi. Jackie Bishop. **Well**, that's my real name. my stage name is Jackie Backer.  
(7) Amy: **Oh**, that's great! **Oh**, wait, is your brother that soccer player...?  
(10) Jackie: **Oh**, just .....  
(14) Jackie: **Yes**, can you...

### B 3

- (2) Talia: What? You have a confession make? **I thought** this whole thing was over.  
(3) Nick: No, no. ... It's about... **well**, us.  
(5) Nick: **Yes**. Do you remember...  
(8) Talia: **You mean** when...  
(9) Nick: **Well**, I...uh...I wanted to ask you out.  
(10) Talia: You did? Wow! ... **So**, why didn't you?  
(12) Talia: **Oh**, no! ...  
(15) Nick: **Well**, then...  
(13) Nick: You're kidding. I didn't know. **Well**, I guess I should've...

### C 1

- (4) Megan: **Well**, uh...I enjoy mysteries. **You know**, especially ...  
(5) Interviewer: Ah! **And** when do you like to read?  
(6) Megan: **Oh**, **well**, I always...  
(8) Megan: **Well**, I love to... **you know**, when I'm home alone. ...  
(10) Interviewer: **Well**, I'm...I'm ...**You know**, I...I like reading books that...**Oh yeah**, I...I ...  
(11) Interviewer: Hmm. **And** where do you like to read?

### C 2

- (5) Doctor: **Well** Angela Stensgate, ...  
(9) Doctor: **I see**...Let me ...  
(8) Angela: In my head... **I mean** I have a lot of headaches.  
(13) Doctor: **I see**. And what about exercise? ...  
(14) Angela: No. **You see** I don't have the time. I work hard and I have a lot to do...

### C 3

- (1) Doreen: **Oh**, good. And how's Alan?  
(2) Garry: **Oh**, he... he's ... **you know**...  
(5) Doreen: **Oh** really...?  
(8) Garry: Who? Linda? **Oh well** all my friends like her and I, **well**...I, **you know**...  
(10) Garry: **Oh**, nothing...**well**...erm...I...er I asked her to a disco yesterday **but**...erm...  
(11) Doreen: **Oh** really! ...  
(12) Garry: Not really, Doreen. It's not that... She's Alan's girlfriend. **You know** that. I like you best and **well**, **you know**...  
(13) Doreen: **Oh** all right...**anyway**...what's the weather like?  
(14) Garry: The weather? **Oh** it rained all day yesterday and, **you know**...**Anyway**...

Table 4.2.3 Outcome (“H” refers to the high frequency, and “L” refers to the low

frequency.)

Text	Lexical frequency
A 1	H
A 2	H
A 3	L
B 1	H
B 2	H
B 3	H
C 1	H
C 2	H
C 3	H

**4.2.3 Comments:** It is obviously that discourse markers take place frequently in the sample data. It is high that the use of discourse marker in 89% of the sample data. Textbook conversation reflects this feature of real conversation, in which there is a high lexical frequency.

**4.2.4 Vague language**

Vagueness is a feature of spoken language that is often censured in the false belief that it is evidence of woolly thinking. The use of the tags *and stuff like that* and *or something* are called vague category identifiers, including pronouns *something* and *somebody*. Other vague tags includes: *and things*; *and/or stuff like that*; *and all that sort of things*; *or what have you*; *and this, that and the other*. Furthermore, *loads of*, *a lot of*, *a bit of*, *umpteens*, *some*, *several*, *a few* are other common ways of expressing vague quantities.

**A 1**

(1)Mrs. Thompson: I’m absolutely exhausted and there are so many **things** to do

before everybody arrives on Friday evening.

(10)Amy: Is there **anything else** I can do?

A 3

(8)Son: But you can pay for **things** with checks if you have a checking account. And there is no danger of losing spending money.

B 1

(4) Amy: ...and **a little** information.  
(7) Patty: Hmm. She used to be, but not anymore. She stopped coming here **a while** ago. Maybe a year ago, even.

C 1

(4)Megan: Well, uh...I enjoy mysteries. You know, especially stories where a detective has to find out who killed **somebody**. Uh, I-I like stories where you have to keep turning the pages to find out what happened- and...uh...you don't find out what happened until the last page.

C 2

(8) Angela: In my head... I mean I have a lot of headaches.  
(9) Doctor: I see...Let me ask you **some** questions. What do you do?

Table 4.2.4 Outcome

Text	Vague languages
A 1	√
A 2	○
A 3	√
B 1	√
B 2	○
B 3	○
C 1	√
C 2	√
C 3	○

**4.2.4 Comments:** By the analysis of vague language, we notice that 56% of the extracts in the sample data make use of vague language. Textbook conversation is limited to reflect this feature of real conversation which uses vague language.



**4.2.5 Discourse markers and other inserts**

**4.2.5 Comments:** According to the analysis of lexical frequency in 4.2.3, we confirm that there are a plenty of discourse markers and other inserts in these nine textbook conversations. Textbook conversation reflects this feature of real conversation which uses a great number of discourse markers and other inserts.

**4.3 Comparison between textbook conversation and real conversation  
by the grammar features**

Based on the following features as table demonstrated, the research analyzed the grammar between textbook conversation and real conversation.

4.3.1 Complexity
4.3.2 Heads and tails
4.3.3 Grammatical incomplection
4.3.5 Ellipsis
4.3.6 Deixis
4.3.7 Tense and aspect
4.3.8 Modality
4.3.9 Reporting

**4.3.1 Complexity**

The complexity of real conversation means lexical content is densely packed into fairly simple grammatical frames. According to McCarthy, turns that are just phrases,

incomplete clauses, and clause that look like subordinate clause but which seem not to be attached to any main clause in spoken data. In other words, the complexity of conversation can be represented by a great number of *non-clausal segments* in conversation.

### A 1

(5)Mrs. Thompson: **How nice, honey!**

(7)Mrs. Thompson: **Great!** Oh, ...

(12)Amy: **Sure.**

(17)Mrs. Thompson: Oh, **well...**

### A 2

(4)Kathy: Oh, **yeah?** Tell me more.

(7)David: **Import/export.** And he loves to travel.

(16)Kathy: **Italy?** You mean he's Italian.

### A 3

(2)Son: **Hey!** ...

(3)Father: Sure, **if you want to have a checking account.**

(13)Father: (Laughs) **OK.**

### B 1

(3) Patty: **Coming right up.**

(4) Amy: ...**and a little information.**

(8) Amy: Oh. **Too bad.**

(15) Patty: Oh, likewise! **Thanks!**

### B 2

(9) Amy: **Tonight? Really?** What are you celebrating?

(11) Amy: Um, **no...**I can't aff...

(10) Jackie: Oh, **just ...this thing.** Nothing really. ...

(13) Amy: **Wow!**

(16) Jackie: **Absolutely!** ...

### B 3

(2) Talia: **What?** ...

(3) Nick: **No, no.** ...

(4) Talia: **Us? Us, as in you and me?**

(12) Talia: **Oh, no!** Well, ...

- (15) Nick: **Well**, then...
- (18) Nick: **Two**.

**C 1**

- (2)Megan: **Sure**.
- (5) I: **Ah!** And...
- (11)I: **Hmm**. ...
- (13)I: **Oh**. ...

**C 2**

- (7) Doctor: **Where?**
- (8) Angela: **In my head**... I mean I have a lot of headaches.
- (11) Doctor: **A teacher**...umm...do you smoke?
- (14) Angela: **No**.
- (15) Doctor: **Now listen**
- (16) Angela: **Yes**.
- (17) Doctor: ... **All right?**

**C 3**

- (3) Doreen: **Mmm**...
- (5) Doreen: **Oh really**...?
- (6) Garry: She likes the work very much **but Alan**...erm...
- (8) Garry: **Who?** **Linda?** ... **you know**...
- (9) Doreen: **What?** What are you trying to tell me, Garry?
- (10)Garry: ... **but**...erm...
- (11) Doreen: **Oh really!** ...
- (12) Garry: Not really, Doreen. **It's not that**...
- (14) Garry: **The weather?** ...

**Table 4.3.1 Outcome**

Text	Complexity
A 1	H
A 2	H
A 3	H
B 1	H
B 2	H
B 3	H
C 1	H
C 2	H
C 3	H

**4.3.1 Comments:** Depending on the analysis of complexity of the sample data, we find out that there exist a large number of non-clausal segments, such as phrases and incomplete clauses in the sample data. That means that the sample data reflect the complexity feature of real conversation.

#### **4.3.2 Heads and tails**

The complexity of spoken language is achieved incrementally. This incremental construction consists of the use of optional slots which are known as heads and tails. They occur either before or after the body of the message. The *head* typically consists of a noun phrase to identify key information or topic and to establish a common frame of reference for what follows—whether a statement or a question. The *tail slot* is more retrospective in its use, serving to extend, reinforce, clarify or comment on what the speaker is saying.

#### **Heads:**

##### **A 2**

(1)David: Listen, **a friend of mine** is coming to town next week. I think you might like him.

(16)Kathy: **Italy**? You mean he's Italian.

##### **A 3**

(1)Father: Well, **Phil**. ...

(2)Son: Hey! **My own checks with my own name** on them.

##### **B 1**

(9) Patty: **Her brother Dean, the soccer player**, ...

(11) Patty: Oh, I see. Well, here's **an idea**. ...

##### **B 2**



(2) Jackie: Hi. **Jackie Bishop**. Well, that's my real name. My stage name is Jackie Backer.

(8) Jackie: **Dean Bishop!** ...

(10) Jackie: Oh, just ...**this thing**. ...

### B 3

(4) Talia: **Us?** Us, as in you and me?

(3) Nick: **No, no. ...It's about...** well, us.

(10) Talia: **You did?** Wow! ... So, why didn't you?

(16) Waiter: **Tutto bene?** ...

### C 1

(1) Interviewer: **Megan**, you like reading, don't you?

(4) Megan: ... You know, especially **stories** where...

(14) Louis: Um... At **night**, you know- and **on vacation**. I read all the time when I'm on vacation.

### C 2

(5) Doctor: **Well Angela Stensgate**, ...

(6) Angela: **Doctor**, I ...

(8) Angela: **In my head...** I mean....

(15) Doctor: Now listen. **Miss Stansgate**, you've...

### C 3

(4) Garry: **His girlfriend** ...

(9) Doreen: **What?** ...

(14) Garry: **The weather?** ...

### Tails:

#### A 1

(3) Mrs. Thompson: Oh, can you, **Ted?** That'd be a great help. (**Vocatives**)

(13) Mrs. Thompson: That's very nice of **you all**. Thanks. I think I'll give you each a reward one day. (**Noun phrase identifiers**)

(17) Mrs. Thompson: Oh, **well...** (**Discourse marker**)

#### A 2

(2) Kathy: I .... But... **anyway**. (**Discourse marker**)

(11) David: ..., **too**. (**Discourse marker**)

(17) David: Yes. So there is one small problem, **I guess**. (**Comment clauses**)

#### A 3

(7) Father: First of all, a savings account pays *interest*, two or three percent (Noun phrase identifiers), ...

(11) Father: Sure, ... **ten cents a check** (Noun phrase identifiers). ...

(12) Son: Oh, I'd rather ... I'd rather ... **OK?** (Interactional signals—response elicitor)

(13) Father: (Laughs) **OK.** (Interactional signals—response form)

## B 1

(6) Amy: I'm ... **someone named Jackie Bishop**... (Noun phrase identifiers)

(7) Patty: Hmm. ... Maybe a year ago, even. (Discourse marker)

(8) Amy: Oh. Too **bad.** (Evaluative adjectives)

(10) Amy: Actually, ...if you know **what I mean.** (Discourse marker)

(15) Patty: Oh, likewise! **Thanks!** (Interactional signals—polite formulae)

## B 2

(1) Amy: Oh, I'm Amy Lee, **by the way.** (Interactional signals—attention signal)

(7) Amy: Oh, that's great! Oh, wait, is your **brother that soccer player**...? (Noun phrase identifiers)

(10) Jackie: Oh, just ...this thing. **Nothing really** (Interactional signals—attention signal). ... **Valentino's** (Noun phrase identifiers)...

## B 3

(4) Talia: Us? Us, as in **you and me?** (Noun phrase identifiers)

(13) Nick: You're kidding. **I didn't know**... (Comment clauses)

(10) Talia: You **did?** (Interrogatives) Wow! ... So, why **didn't you?** (Question tags)

(14) Talia: I'm ... **you know.** (Discourse marker)

(16) Waiter: ... **café? Te? Cappuccino?** (Question tags)

## C 1

(1) Interviewer: Megan...**don't you?** (Question tags)

(9) Interviewer: Hmm. How about you, **Louis?** (Vocatives) ...

## C 2

(2) Angela: Thank you, **doctor.** (Vocatives)

(3) Doctor: ...**aren't you?** (Question tags)

(17) Doctor:...**All right?** (Interactional signals—response elicitor)

(18) Angela: Yes, **doctor.** (Vocatives)

## C 3

(2) Garry: Oh, he had... but today he's ... **you know**... (Discourse marker)

(4) Garry: His girlfriend... **too.** (Reinforcement tags)

- (6)Garry: She likes the work very much but Alan...erm... (**Interactional signals—back-channel device**)
- (8) Garry: Who? Linda? ... I, well...I, **you know...** (**Discourse marker**)
- (9) Doreen: What? What are ... **Garry?** (**Vocatives**)
- (10)Garry: Oh, nothing...well...erm...I...er I asked her to a disco yesterday but...erm... (**Interactional signals—response elicitor**)
- (11) Doreen: Oh really! You are ... **aren't you?** (**Question tags**)
- (12) Garry: ... **you know...** (**Discourse marker**)
- (14) Garry: ...See you next week, **darling.** (**Vocatives**)
- (15) Doreen: All right **Garry** (**Vocatives**). Bye...

**Table 4.3.2 Outcome**

Text	Heads/tails
A 1	o/H
A 2	√/H
A 3	√/H
B 1	√/H
B 2	H/H
B 3	H/H
C 1	H/H
C 2	H/H
C 3	H/H

**4.3.2 Comments:** By the analysis of heads and tails, we see that heads and tails seem to occur frequently in the sample data. Textbook conversation reflects this feature of real conversation which uses heads and tails.

### 4.3.3 Grammatical incompleteness

Real conversation is often ungrammatical, even by its own relatively relaxed standards. Some typical incompleteness, such as ‘abandonment’ (where the speaker abandons or re-starts an utterance), ‘interruption’ (incompletion caused by the interruption of another speaker) and ‘completion by other speaker’, are used as the

criteria to compare the sample conversation to real conversation.

**A 1**

(17)Mrs. Thompson: Oh, well...  
(Abandonment)

**A 2**

(18)Kathy: Don't tell me...  
(19)David: Right. He doesn't speak English  
(Interruption)

**B 2**

(11) Amy: Um, no...I can't aff...  
(12) Jackie: I ate there once, and I saw Madonna.  
(Interruption)

**B 3**

(15) Nick: Well, then...  
(Abandonment)

**C 2**

(11) Doctor: A teacher...umm...do you smoke?  
(Abandonment)

**C 3**

(6) Garry: She likes the work very much but Alan...erm...  
(7) Doreen: Is she nice?  
(Interruption)  
(10) Garry: Oh, nothing...well...erm...I...er I asked her to a disco yesterday  
but...erm...  
(11) Doreen: Oh really! You are having a nice time, aren't you?  
(Interruption)  
(12) Garry: Not really, Doreen. It's not that... She's Alan's girlfriend. You know that. I  
like you best and well, you know...  
(13) Doreen: Oh all right...anyway...what's the weather like?  
(Interruption)

**Table 4.3.3 Outcome**



Text	Grammatical incompleteness
A 1	✓
A 2	✓
A 3	○
B 1	○
B 2	✓
B 3	✓
C 1	○
C 2	✓
C 3	✓

**4.3.3 Comments:** According to the analysis of grammatical incompleteness, we observe that there exists grammatical incompleteness in 66% of the extracts in the sample data. Textbook conversation is limited to reflect this feature of real conversation which uses grammatical incompleteness.

#### 4.3.4 Ellipsis

Because of the immediate context, either the linguistic context or the situational one, some redundant phrases, such as ‘*subject pronouns*’ and ‘*verb complements*’, are often omitted in real conversation.

##### A1

(8) Ted: [**Do you**] Want me to pick it up for you then?

##### A3

(7) Father: First of all, a savings account pays interest, [**the interest is about**] **two or three percent** whereas a checking account doesn’t pay interest.

##### B 1

(3) Patty: [**a large iced tea is**] **Coming right up.**

##### B 2

(9) Amy: [**is he taking me out for a celebration**] Tonight? Really? What are you celebrating?

(11) Amy: Um, no [**I haven't eaten there**]...I can't aff...

**B 3**

(3) Nick: No, no [**the whole thing wasn't over**]. It's not about that. It's about ... well, us.

(4) Talia: Us [**is it about us**]? Us, as in you and me?

(16) Waiter: Tutto bene[**would you like a cup of tutoo ben**]? Is everything all right?  
May I get you uh, un café? Te? Cappuccino?

**C 1**

(4)Megan: Well, uh...You know, especially [**I enjoy**] stories ...

(14)Louis: Um...At night, you know- and [**I read**] on vacation. I read a...

**C 2**

(7) Doctor: Where [**is the pain**]?

(11) Doctor: [**you are**]A teacher...umm...do you smoke?

(12) Angela: Yes, I do. [**I smoke**] About thirty cigarettes a day.

**C 3**

(10) Garry: Oh, [**I have**] nothing [**to tell you**]...well...erm...I...er I asked her to a disco yesterday but...erm...

**Table 4.3.4 Outcome**

Text	Ellipsis
A 1	√
A 2	○
A 3	√
B 1	√
B 2	√
B 3	√
C 1	√
C 2	√
C 3	√

**4.3.4 Comments:** Depending on the analysis of ellipsis, we identify that the proportion of ellipsis in the sample data is 89%. The majority reflect the feature of real conversation which has ellipsis.

#### 4.3.5 Deixis

As we all known, real conversation takes place in a shared context, so speakers can use direct expression to go on speaking. In other words, participants in conversation can make use of some language devices such as personal pronouns (I, you, she/he), demonstratives (this and that), and adverbials (here, there, now, then).

##### A 1

- (1)Mrs. Thompson: *I*'m absolutely exhausted and there are so many things to do before everybody arrives on Friday evening.
- (2)Ted: Here, let *me* help *you*. Well, *I* can arrange the furniture in the sitting room for *you* if *you* want.

##### A 2

- (1)David: Listen, a friend of mine is coming to town next week. *I* think *you* might like *him*.
- (2)Kathy: *I* really don't like blind dates. But tell *me* about *him* anyway.

##### A 3

- (1)Father: Well, Phil. Now that *you* are going to have to handle your own finances, *you*'ll have to open a bank account. How do *you* want to handle your bills? Do *you* want to pay by cash or use checks?
- (2)Son: Hey! My own checks with my own name on *them*.

##### B 1

- (7) Patty: Hmm. *She* used to be, but not anymore. *She* stopped coming *here a while ago*. Maybe *a year ago*, even.
- (11) Patty: Oh, *I* see. Well, *here's* an idea. *I* think Jackie's taking acting classes over at the university. Maybe *you* could catch up with *her there*.

##### B 2

- (8) Jackie: Dean Bishop! *That's* right. *He's* my older brother. *We* just adore each other! *He's* a soccer star, and *I'm* going to be a movie star! Tonight *he's* taking me out for a celebration.
- (10) Jackie: Oh, just ...this thing. Nothing really. Anyway, *he's* taking me to *this* restaurant near *here*. Valentno's. Have *you* ever eaten *there*?

##### B 3

- (2) Talia: What? **You** have a confession make? **I** thought **this** whole thing was over.  
(5) Nick: Yes. Do **you** remember **that** class we took together in the library...

C 1

- (10)Louis: Well, **I**m...**I**m really into self-improvement. **You** know, **I**...**I** like reading books that...that help **me** to study better or help **me** to be a better person.  
Oh yeah, **I**...**I** just read **this** book on...on improving **you** memory-really helped **me**.  
(11)Interviewer: Hmm. And where do **you** like to read?

C 2

- (9) Doctor: **I** see...Let **me** ask **you** some questions. What do **you** do?  
(14) Angela: No. **You** see **I** don't have the time. **I** work hard and **I** have a lot to do...

C 3

- (10) Garry: Oh, nothing...well...erm...**I**...er **I** asked **her** to a disco **yesterday** but...erm...  
(12) Garry: Not really, Doreen. **It's** not that... **She's** Alan's girlfriend. **You** know that. **I** like **you** best and well, **you** know...

Table 4.3.5 Outcome

Text	Deixis
A 1	√
A 2	√
A 3	√
B 1	√
B 2	√
B 3	√
C 1	√
C 2	√
C 3	√

**4.3.5 Comments:** Based on the analysis of deixis, we find that all the extracts in the sample data use deixis. Like real conversation, textbook conversation reflects this feature well.

4.3.6 Tense and aspect



Text	Present tense	Past tense	Future tense
<b>A1</b>	Almost from the beginning to the end Example: (8)Ted: Want me to pick it up for you then?	None	2 times Example: (4)Amy: I'll help you decorate the room.
<b>A2</b>	Almost from the beginning to the end Example: (2)Kathy: I really don't like blind dates. But tell me about him anyway.	1 time Example: (5)David: He had a beard last time I saw him.	1 time Example: (1)David: Listen, a friend of mine is coming to town next week.
<b>A3</b>	Almost from the beginning to the end Example: (4)Son: Isn't a checking account just a savings account with checks?	None	2 times Example: (1)Father: Well, Phil. Now that you are going to have to handle your own finances, you'll have to open a bank account.
<b>B1</b>	Almost from the beginning to the end Example: (9) Patty: Her brother Dean, the soccer player, works out here, though. I remember seeing him yesterday around lunchtime.	3 times Example:(7)Patty: Hmm. She used to be, but not anymore. She stopped coming here a while ago. Maybe a year ago, even.	None
<b>B2</b>	Almost from the beginning to the end Example: (3) Amy: So, do you have an agent?	7 times Example: (12) Jackie: I <b>ate</b> there once, and I <b>saw</b> Madonna.	4 times Example: (6)Jackie: ...He's <b>going to</b> introduce me to him.
<b>B3</b>	Almost from the beginning to the end Example: (1) Nick: I have a confession to make.	10 times Example:(10)Talia: You did? Wow! ...So, why didn't you?	1 time Example: (17) Nick: I'll have a cappuccino.
<b>C1</b>	Almost from the beginning to the	None	None

	end Example:(11)I: Hmm. And where do you like to read?		
C 2	Almost from the beginning to the end Example:(14)Angela: No. You see I don't have the time. I work hard and I have a lot to do...	None	None
C 3	Almost from the beginning to the end Example:	2 times Example: (2) Garry: Oh, he had a cold last week but today he's ...you know...	None

**4.3.6 Comments:** By the analysis of tense and aspect, we notice that the present tense occurs much more than the other tense in the sample data. Like real conversation, textbook conversation reflects this feature well.

### 4.3.7 Modality

Modality is another area of grammar that is taken into account the interpersonal features of its contexts of use. The researcher is depends on it to see whether textbook conversation reflect the modality of real conversation.

#### A 1

- (2)Ted: Here, let me help you. Well, I **can** arrange the furniture in the sitting room for you if you want.
- (3)Mrs. Thompson: Oh, **can** you, Ted? That'd **be** a great help.
- (6)Jack: I **can** go to the supermarket with you to carry the bags for you.
- (7)Mrs. Thompson: Great! Oh, that reminds me of my car. The repairman said it **should be** ready this afternoon.
- (9)Mrs. Thompson: That'd **be** lovely.
- (11)Mrs. Thompson: **Perhaps** you **can** help me with the washing up afterwards.
- (14)Ted: That won't be necessary, Mom. But I wonder if I **could** possibly have the car on Saturday.

(16) Amy: **May** I watch my favorite TV program now? I don't feel like doing my homework at the moment.

## A 2

(1) David: Listen, a friend of mine is coming to town next week. I think you **might** like him.

(12) Kathy: Wow, he sounds great! Maybe he **could** come to a football game next weekend.

(13) David: Oh, I don't know if Franco **would** like that.

## A 3

(5) Father: No, they're different. You **ought to** think about the differences before you decide.

(8) Son: But you **can** pay for things with checks if you have a checking account. And there is no danger of losing spending money.

(9) Father: If you have a savings account you **have to** go to the bank to withdraw money.

(10) Son: **Can** I go to the bank and withdraw money from a checking account?

(12) Son: Oh, I'd **rather** have a checking account. I'd **rather** spend money than save it. OK?

## B 1

(1) Patty: Hi there. What **can** I get for you?

(6) Amy: I'm trying to get hold of someone named Jackie Bishop. I was told that she's a member of this club.

(7) Patty: Hmm. She **used to be**, but not anymore. She stopped coming here a while ago. Maybe a year ago, even.

(9) Patty: Her brother Dean, the soccer player, works out here, though. I remember seeing him yesterday around lunchtime. Maybe you **could** speak to him.

(10) Amy: Actually, I'd **rather** avoid seeing him. It's a little complicated between him and me, if you know what I mean.

(11) Patty: Oh, I see. Well, here's an idea. I think Jackie's taking acting classes over at the university. Maybe you **could** catch up with her there.

(12) Amy: She's taking acting classes at the university?

## B 2

(6) Jackie: And my brother knows this film director. He's **going to** introduce me to him.

(8) Jackie: Dean Bishop! That's right. He's my older brother. We just adore each other! He's a soccer star, and I'm **going to** be a movie star! Tonight he's taking me out for a celebration.

(14) Jackie: Yes, **can** you believe it? It was so exciting!

(15) Amy: I guess you **have to** go to the right places.

B 3

- (13) Nick: You're kidding. I didn't know. Well, I guess I **should**'ve...
- (16) Waiter: Tutto bene? Is everything all right? **May** I get you uh, un café? Te? Cappuccino?
- (17) Nick: I'll have a cappuccino.

C 1

- (4)M: Well, uh...I enjoy mysteries. You know, especially stories where a detective **has** to find out who killed somebody. Uh, I-I like stories where you **have to** keep turning the pages to find out what happened- and...uh...you don't find out what happened until the last page.

C 2

- (5) Doctor: Well Angela Stensgate, how **can** I help you?

Table 4.3.7 Outcome

Text	Modality
A 1	√
A 2	√
A 3	√
B 1	√
B 2	√
B 3	√
C 1	√
C 2	√
C 3	o

**4.3.7 Comments:** According to the analysis of modality, we see that modality is used in 89% of the sample data. The majority reflect this feature of real conversation as they are essential interpersonal.

4.3.8 Reporting

One aspect of the grammar of conversation is the way speech is reported. While



reporting verbs are not usually markers for aspect in written registers (*he said, she told me*), it is very common in conversational data to find such verbs to make reports. Furthermore, reporting words or phrases include the use of *discourse markers* to launch direct speech quotation, of the verb *to go*, of 'dramatic' devices to enhance the narrative, such as imitating exclamation and parenthetical comments on paralinguistic features of the exchange: and sort of smiling all the way through it I... said. Another common quotative is *be like* which is common for introducing direct speech that conveys a person's attitude. Finally, one kind of way that thoughts are also reported in their direct form: I thought '*oh yeah, end of the story.*' On many occasions speakers report thoughts or attitudes in a form that looks as if they had given voice, in direct speech, to those thoughts and attitudes during the reported interaction.

#### A 1

- (2) Ted: Here, let me help you. **Well**, I can ...  
 (3) Mrs. Thompson: **Oh**, can you, Ted? That'd be a great help.  
 (7) Mrs. Thompson: Great! ... **The repairman said** it should be ...

#### A 2

- (1) David: **Listen**, a friend of mine ...  
 (3) David: **Well**, he is ...  
 (13) David: **Oh**, I don't know ...  
 (15) David: **Well**, they ...

#### A 3

- (1) Father: **Well**, Phil. ...  
 (3) Father: **Sure**, if you want to ...  
 (11) Father: **Sure**, you just ...  
 (12) Son: **Oh**, I'd rather...

#### B 1

- (6) Amy: I'm ... **I was told** that she's ...  
 (11) Patty: Oh, I see. **Well**, here's an idea. ...

(14) Amy: **Ah...** Yes ...

## B 2

(3) Amy: **So**, do you have an agent?

(4) Jackie: As a matter of fact, **I spoke** to an agent last week. ...

(7) Amy: **Oh**, that's great! **Oh, wait**, ...

## B 3

(9) Nick: **Well**, I...uh...I wanted to ask you out.

(11) Nick: **I'd heard** you had a boyfriend.

(13) Nick: You're kidding. I didn't know. **Well, I guess** I should've...

## C 1

(4)M: **Well**, uh...

(6) M: **Oh, well**, I always ...

(8)M: **Well**, I love t...

## C 2

(5) Doctor: **Well** Angela Stensgate, ...

(15) Doctor: **Now listen**. Miss Stansgate, ...

(17) Doctor: **So** there are three things you must do...

## C 3

(2) Garry: **Oh**, he had... **you know**...

(8) Garry: Who? Linda? **Oh well** all my friends... **you know**...

(9) Doreen: What? What are you trying to **tell** me, Garry?

(10)Garry: **Oh, nothing**...well...erm...I...er...

(12)Garry: **Not really**, Doreen. ...

(14)Garry: **The weather?** **Oh** ...**you know**...

Table 4.3.8 Outcome

Text	Reporting
A 1	√
A 2	√
A 3	√
B 1	√
B 2	√
B 3	√
C 1	√
C 2	√
C 3	√

**4.3.8 Comments:** Based on the analysis of reporting, it is obviously that all the extracts in the sample data use reporting. Reporting seems to be a frequent feature in the sample data. Textbook conversation reflects this feature of real conversation well.



## Chapter 5: Conclusion

The purpose of this chapter is to summarize the data analyzed in chapter 4 describing a general view about what is happening in textbook conversation, and what features there are in common with real conversation in order to solve the research question raised in Chapter 1.

Review of research questions:

What is the difference between textbook conversation and real conversation in terms of the natural features, lexis and grammar features?

The findings of the research follow the following three steps.

5.1 A general comparison between textbook conversation and real conversation by the natural features
5.2 Comparison between textbook conversation and real conversation by the vocabulary features
5.3 Comparison between textbook conversation and real conversation by the grammar features

### 5.1 A general comparison between textbook conversation and real conversation by the natural features

Real conversation	Textbook conversation
1. It is spoken	It is difficult to get the ‘feel’ of real



	spoken language
2. It takes place in real time	It is limited to reflect the feature of real conversation, which takes place in real time (see table 1 below)
3. It takes place in a shared context	It takes place in a shared context
4. It is interactive	It is interactive
5. It is interpersonal	The majority are interpersonal
6. It is informal	It is informal
7. It is expressive of identity	It is limited to reflect the feature of real conversation, which is expressive of identity (see table 2 below)

**Table 1**

Real conversation takes place in real time *	Textbook conversation
1. It has hesitations	78% of the sample data have utterances which include hesitations
2. It has word repetitions	44% of the sample data have utterances which include word repetitions
3. It has false starts	44% of the sample data have utterances which include false starts
4. It has repairs	There is no repairs in the sample data
5. It has unfinished utterances	56% of the sample data have utterances which are unfinished utterances.
6. It has fillers	All of the sample data have utterances which include fillers.
7. It has the repetition of sentence frames	78% of the sample data have utterances which include the repetition of sentence frames
<b>Conclusion:</b> Textbook conversation extracted from the sample data is limited to reflect the feature of real conversation which takes place in real time.	

Table 2

Real conversation is expressive of identity	Textbook conversation
1. It has the use of supportive back-channel	33% of the sample data have utterances which include the use of supportive back-channel
2. It has the use of appraisal language that expresses the speakers' attitude	44% of the sample data have utterances which include the use of appraisal language that expresses the speakers' attitude
3. There are many sentences having human agents, and in which the speaker is often the subject of the sentence	All of the sample data have utterances, where speaker is often the subject of the sentence
4. It is the telling of stories	56% of the sample data possess the telling of stories
5. It has a preference for informal rather than formal or specialized lexis utterances	All of the sample data have a preference for informal rather than formal or specialized lexis utterances
6. It has the use of humor	There is no use of humor in the sample data
7. It has the use of swearing	There is no use of swearing in the sample data
8. It has the use of nicknames and familiar address terms	22% of the sample data have the use of nicknames and familiar address terms
<b>Conclusion:</b> Textbook conversation extracted from the sample data is limited to reflect the feature of real conversation which takes place in a shared context.	

5.2 Comparison between textbook conversation and real conversation by the vocabulary features

Real conversation	Textbook conversation
1. 2000 word would be sufficient fro learners to say most of the things they would like to say in real conversation	The number of words used in the sample data is within 2000 words.
2. A lower lexical density and less lexical variety	A higher lexical density and more lexical variety

3. A high lexical frequency	A high lexical frequency
4. Uses vague languages	It is limited to reflect this feature of real conversation which uses vague language
5. Use discourse markers and other inserts	It also used a lot of discourse markers and other inserts

**5.3 Comparison between textbook conversation and real conversation**  
**by the grammar features**

Real conversation	Textbook conversation
1. it has complexity	It has complexity
2. It has heads and tails	It has heads and tails
3.It has grammatical incomplection	It is limited to reflect this feature of real conversation which has grammatical incomplection
4. It has ellipsis	The majority reflect the feature of real conversation which has ellipsis
5. It has deixis	It has deixis
6. Tense and aspect: present tense is more than other tenses	It uses much more present tense than other tenses.
7. It has modality	The majority reflect this feature of real conversation as they are essential interpersonal
8. It is reported	It is reported



According to the data analysis and comparison, the findings indicate that conversation extracted from the textbooks match up most features of real conversation. However, there is some limitation for it to reflect some features of real conversation. First of all, as for the natural features, it does not take place in real time, whereas real conversation happens in real time; it is not expressive of identity, whereas real conversation is expressive of identity as well as intelligibility in the process of communication. Furthermore, as for the vocabulary features, its lexical density and variety is high, whereas the lexical density and variety of real conversation is low; real conversation uses vague language, but not all textbook conversations use vague language. Finally, as far as the grammar features are concerned, not all textbook conversations have grammatical incompleteness, ellipsis, and modality. To sum up, conversation extracted from the textbooks seems to be limited in that it was probably 'scripted' and therefore does not entirely reflect real conversation. However, the main aim seems to be to help students to improve their fluency in speaking.

#### **5.4 Limitations of the study**

The sample data is from three textbooks, consequently, the prosodic features, stress, intonation, voice quality are not evident. It is very difficult to get the 'feel' of real spoken language. There is a loss of spontaneity and authenticity of real conversation. Furthermore, because the sample data seems to be scripted with an anglo-oriented background such as the use of name, it may cause some cultural problems for Chinese students. There is also the impression given that English is only used with native speakers and not with non-native speakers.

#### **5.5 Suggestions for further studies**



More research is needed in material development. This would include developing materials based on recordings which come from naturally occurring conversation, not just with native speakers but also with non-native users the language.



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## Appendix: Extracted Data

### A 1

Textbook A	<i>College Spoken English Course—Developing Verbal Strategies for Communication</i>
Page	67-68

- (1)Mrs. Thompson: I'm absolutely exhausted and there are so many things to do before everybody arrives on Friday evening.
- (2)Ted: Here, let me help you. Well, I can arrange the furniture in the sitting room for you if you want.
- (3)Mrs. Thompson: Oh, can you, Ted? That'd be a great help.
- (4)Amy: I'll help you decorate the room.
- (5)Mrs. Thompson: How nice, honey!
- (6)Jack: I can go to the supermarket with you to carry the bags for you.
- (7)Mrs. Thompson: Great! Oh, that reminds me of my car. The repairman said it should be ready this afternoon.
- (8)Ted: Want me to pick it up for you then?
- (9)Mrs. Thompson: That'd be lovely.
- (10)Amy: Is there anything else I can do?
- (11)Mrs. Thompson: Perhaps you can help me with the washing up afterwards.
- (12)Amy: Sure.
- (13)Mrs. Thompson: That's very nice of you all. Thanks. I think I'll give you each a reward one day.
- (14)Ted: That won't be necessary, Mom. But I wonder if I could possibly have the car on Saturday.
- (15)Jack: Would you mind if I get a few new PC games when we are in the supermarket?
- (16)Amy: May I watch my favorite TV program now? I don't feel like doing my homework at the moment.
- (17)Mrs. Thompson: Oh, well...

## A 2

Textbook A	<i>College Spoken English Course—Developing Verbal Strategies for Communication</i>
Page	151

- (1)David: Listen, a friend of mine is coming to town next week. I think you might like him.
- (2)Kathy: I really don't like blind dates. But tell me about him anyway.
- (3) David: Well, he is very good-looking.
- (4)Kathy: Oh, yeah? Tell me more.
- (5)David: He's got dark hair and green eyes and a wonderful smile. He had a beard last time I saw him. He has his own business.
- (6)Kathy: That's nice. What kind of business?
- (7)David: Import/export. And he loves to travel.
- (8)Kathy: About how old is he?
- (9)David: He's almost thirty.
- (10)Kathy: Does he like dancing or music?
- (11)David: He loves jazz and he's played the piano for years. I'm sure he likes dancing, too.
- (12)Kathy: Wow, he sounds great! Maybe he could come to a football game next weekend.
- (13)David: Oh, I don't know if Franco would like that.
- (14)Kathy: Why is that?
- (15)David: Well, they don't play football in Italy. They play soccer.
- (16)Kathy: Italy? You mean he's Italian.
- (17)David: Yes. So there is one small problem, I guess.
- (18)Kathy: Don't tell me...
- (19)David: Right. He doesn't speak English.

### A 3

Textbook A	<i>College Spoken English Course—Developing Verbal Strategies for Communication</i>
Page	186-187

- (1)Father: Well, Phil. Now that you are going to have to handle your own finances, you'll have to open a bank account. How do you want to handle your bills? Do you want to pay by cash or use checks?
- (2)Son: Hey! My own checks with my own name on them.
- (3)Father: Sure, if you want to have a checking account.
- (4)Son: Isn't a checking account just a savings account with checks?
- (5)Father: No, they're different. You ought to think about the differences before you decide.
- (6)Son: What are they?
- (7)Father: First of all, a savings account pays interest, two or three percent, whereas a checking account doesn't pay interest.
- (8)Son: But you can pay for things with checks if you have a checking account. And there is no danger of losing spending money.
- (9)Father: If you have a savings account you have to go to the bank to withdraw money.
- (10)Son: Can I go to the bank and withdraw money from a checking account?
- (11)Father: Sure, you just write a check at the bank. But remember checks cost money, usually ten cents a check. So a checking account is more convenient, while a savings account is more economical.
- (12)Son: Oh, I'd rather have a checking account. I'd rather spend money than save it. OK?
- (13)Father: (Laughs) OK.

## A 4

Textbook A	<i>College Spoken English Course—Developing Verbal Strategies for Communication</i>
Page	104

Caller 1: Hi, I'm Monica, and I'm really having problems with my son. I just don't know how to deal with him. It seems that he's starting to lose interest in school. He doesn't want to study anymore. His marks are getting worse. I tried to talk to him, but he won't listen. I can't get through to him. What do you think should I do?

Host: Ok, Dr. Lee, what advice do you have for Monica?

Dr. Lee: How old is your son, Monica?

Monica: Thirteen.

Dr. Lee: Mm... thirteen. Yes, early teens are rough times. Might it be a good idea to set up some rather strict requirements to guide him through?

Monica: Strict requirements? Such as what?

Dr. Lee: For instance, you could arrange for him two hours of study a day. Be consistent. Two hours every night.

Monica: That's certainly not a bad idea, thank you.

Host: Lets him from Dr. Day.

Dr. Day: Well, have you ever thought of setting up a system of rewards and punishment? No study, no rewards.

Monica: No rewards? What do you mean?

Dr. Day: No TV, no food. I mean no food between meals. No entertainment, etc. if he improves, you introduce the rewards.

Monica: Like buying him something?

Dr. Day: Yes, something like that.

Monica: That's not a bad idea, but I'm afraid

Host: I'm sorry, we have a lot of callers waiting. Monica, you've received some good advice from our experts. I hope one of the suggestions works.

Monica: Yes, thank you.



A 5

Textbook A	<i>College Spoken English Course—Developing Verbal Strategies for Communication</i>
Page	106

Clerk: Yes, can I help you with anything?

Customer: I'm looking for a Valentine's gift for my girlfriend. Well, actually, she's not my girlfriend yet, so I really don't know what to get her.

Clerk: How about some chocolate?

Customer: Well, I think she's on a diet.

Clerk: Then how about giving her some jewelry?

Customer: I don't want to spend too much money.

Clerk: Okay. Let's see. What else? ... Well, here's a nice bottle of cologne. I'm sure she'll like that.

Customer: Oh, I don't know. I wanted to give her something unusual.

Clerk: I'm afraid something unusual might be expensive. Why sending her a nice card, and you can also buy her some roses. Most women like to get flowers.

Customer: Right. I'll get her a card and some flowers. Thank you.

Clerk: You are very welcome.

Textbook A	<i>College Spoken English Course—Developing Verbal Strategies for Communication</i>
Page	176

Helen: Hi, Bob!

Bob: Oh, hi.

Helen: You look worried. What's the matter?

Bob: Well...er... I've just got two replies to my job applications and I can't decide which job I should take.

Helen: Well, what are the alternatives?

Bob: To work as a driver for City Bus Lines or to work as a driver for Bloomer Brothers' Taxi Company.

Helen: As I see it, there isn't much difference between the two jobs. Both require you to sit behind a wheel and dash along dusty or wet roads all the year round.

Bob: That's quite true. But don't you think it might be less boring to work as a taxi driver? I mean if I work as a taxi driver, I can driver freely wherever I want to go; whereas a bus driver has to follow the same route back and forth all the time.

Helen: Er, well, you don't go where you want to go. You go where your passengers want to go. Actually, but jobs are quite monotonous: you take people you don't know from one place to another from morning till night every day. If I were you, I'd just take whichever pays me more.

Bob: Well, that's exactly my trouble. I know the payment from the bus company, but I won't know how much I can earn as a taxi driver until I have actually worked there.

## B 1

Textbook B	<i>New Interactive English — Viewing, Listening &amp; Speaking (4)</i>
Page	14

- (1) Patty: Hi there. What can I get for you?
- (2) Amy: How about a large iced tea?
- (3) Patty: Coming right up.
- (4) Amy: ...and a little information.
- (5) Patty: What kind of information?
- (6) Amy: I'm trying to get hold of someone named Jackie Bishop. I was told that she's a member of this club.
- (7) Patty: Hmm. She used to be, but not anymore. She stopped coming here a while ago. Maybe a year ago, even.
- (8) Amy: Oh. Too bad.
- (9) Patty: Her brother Dean, the soccer player, works out here, though. I remember seeing him yesterday around lunchtime. Maybe you could speak to him.
- (10) Amy: Actually, I'd rather avoid seeing him. It's a little complicated between him and me, if you know what I mean.
- (11) Patty: Oh, I see. Well, here's an idea. I think Jackie's taking acting classes over at the university. Maybe you could catch up with her there.
- (12) Amy: She's taking acting classes at the university?
- (13) Patty: Mmm-hmm.
- (14) Amy: Ah... Yes ... That's a great idea. Thanks for the trip.
- (15) Patty: Oh, likewise! Thanks!

**B 2**

Textbook B	<i>New Interactive English — Viewing, Listening &amp; Speaking (4)</i>
Page	26

- (1) Amy: Oh, I'm Amy Lee, by the way.
- (2) Jackie: Hi. Jackie Bishop. Well, that's my real name. my stage name is Jackie Backer.
- (3) Amy: So, do you have an agent?
- (4) Jackie: As a matter of fact, I spoke to an agent last week. I just sent him a tape, and he thought it was incredible.
- (5) Amy: I'm not surprised. You do seem...incredible.
- (6) Jackie: And my brother knows this film director. He's going to introduce me to him.
- (7) Amy: Oh, that's great! Oh, wait, is your brother that soccer player...?
- (8) Jackie: Dean Bishop! That's right. He's my older brother. We just adore each other! He's a soccer star, and I'm going to be a movie star! Tonight he's taking me out for a celebration.
- (9) Amy: Tonight? Really? What are you celebrating?
- (10) Jackie: Oh, just ...this thing. Nothing really. Anyway, he's taking me to this restaurant near here. Valentno's. Have you ever eaten there?
- (11) Amy: Um, no...I can't aff...
- (12) Jackie: I ate there once, and I saw Madonna.
- (13) Amy: Wow!
- (14) Jackie: Yes, can you believe it? It was so exciting!
- (15) Amy: I guess you have to go to the right places.
- (16) Jackie: Absolutely! I even booked the perfect table for people-watching.
- (17) Amy: I'm impressed. You really plan ahead. You're amazing



**B 3**

Textbook B	<i>New Interactive English — Viewing, Listening &amp; Speaking (4)</i>
Page	74

- (1) Nick: I have a confession to make.
- (2) Talia: What? You have a confession make? I thought this whole thing was over.
- (3) Nick: No, no. it's not about that. It's about... well, us.
- (4) Talia: Us? Us, as in you and me?
- (5) Nick: Yes. Do you remember that class we took together in the library...
- (6) Talia: Of course, I remember it. I remember it well.
- (7) Nick: And do you remember when we were studying together in the library...
- (8) Talia: You mean when we were studying for that Shakepear exam?
- (9) Nick: Well, I...uh...I wanted to ask you out.
- (10) Talia: You did? Wow! ... So, why didn't you?
- (11) Nick: I'd heard you had a boyfriend.
- (12) Talia: Oh, no! Well, I had a boyfriend, but we split up during that semester. In fact, we had split up by mid-semester.
- (13) Nick: You're kidding. I didn't know. Well, I guess I should've...
- (14) Talia: I'm not seeing anyone now, though, you know.
- (15) Nick: Well, then...
- (16) Waiter: Tutto bene? Is everything all right? May I get you uh, un café? Te? Cappuccino?
- (17) Nick: I'll have a cappuccino.
- (18) Nick: Two.

B 4

Textbook B	<i>New Interactive English — Viewing, Listening &amp; Speaking (4)</i>
Page	2

Talia: Hang on a second. You never said anything about a commercial. I want to hear more about this. Don't leave out any details. This could be important.

Nick: OK. So, over lunch she describes the deal...

Jackie: So, you'll wear our shoes when you play. And we'll use your name in ads. Do that and fifty thousand dollars is yours.

Nick: Sounds good. And this will be sometime next year?

Jackie: Uh, yeah, that's right. We can work out the details later for this, but we'll probably want you to appear in a commercial.

Nick: Cool!

Jackie: In fact, I'm working on an idea for a commercial right now. do you want to hear about it?

Nick: Sure.

Jackie: OK. Picture this. You're sitting in a park. On a bench. It's a beautiful spring day.

Nick: So far, so good.

Jackie: OK. A young kid comes up to you and says, "Hey! Aren't you Nick Crawford, the soccer star?"

Nick: Uh-huh.

Jackie: And you say, "That's me." Or something like that.

Nick: Right.

Jackie: And then the kid says, "Wow! Cool shoes! What are they?" and you say, "Kicks. What else?"

Nick: That's it?

Jackie: That's it.

Nick: So, all I have to do is sit on the bench... and talk to a kid?

Jackie: That's all you have to do.

Talia: That’s what I thought! This Jackie person recorded your conversation over lunch. Then she edited the tape so it sounds like you’re accepting a bribe.

Nick: Oh, wow.

B 5

Textbook B	<i>New Interactive English — Viewing, Listening &amp; Speaking (4)</i>
Page	38

Talia: Don’t you work for a shoe company? Kicks Shoes?

Jackie: I’m sorry, but you can’t be serious.

Talia: Oh, I can be quite serious.

Jackie: Listen. I’ve got to go. It must be time for my class. See you, Amy.

Amy: Yes. Bye, Jackie. It was great talking to you.

Talia: So what did you find out?

Amy: Listen to this. Jackie and Dean are going to Valentino’s after her class tonight to celebrate. She’s booked a special table.

Talia: This is perfect. Great work. You should be proud of yourself.

Amy: Thanks, but it was nothing. Piece of cake, in fact.

Talia: OK, then. You call Valentino’s and make a reservation for two.

Amy: Oh, wow. Are we going to Valentino’s?

Talia: Oops ...no. I was planning on calling Nick.

Amy: I see.

Talia: Thanks for being understanding.

Amy: After I call Valentino’s, is there anything else you want me to do?

Talia: Yes. I’m going to need your help. We have a lot to do in the next two hours.

B 6

Textbook B	<i>New Interactive English — Viewing, Listening &amp; Speaking (4)</i>
Page	97

Talia: Who is it?

Nick: Nick.

(Talia opens the door and lets Nick in.)

Talia: Here I am! Ready to celebrate.

Nick: Didn't you get my message?

Talia: No! What's wrong? Are you OK?

Nick: Yeah! ... No...

Talia: I don't know how to tell you...

Nick: What are you talking about?

Talia: The tape. I mean, there is no tape. I never recorded Jackie and Dean's conversation.

Nick: Yes, there is. I was there.

Talia: No. I messed it up. I didn't press the right buttons.

Nick: Oh, no!

Talia: I feel awful. If I had been more careful, we would have had the evidence!

Nick: Wow! And we were supposed to be celebrating tonight.

Talia: How stupid! I can't believe I didn't press the right button! I just wish I had been more careful.

Nick: And I wish you would stop kicking yourself.

Talia: Well, I'm supposed to be a professional! And I want to be a reporter!



# C 1

Textbook C	<i>New English Course—Listening &amp; Speaking (student's book 2) 4th Edition</i>
Page	196-197

- (1) Interviewer: Megan, you like reading, don't you?
- (2) Megan: Sure.
- (3) Interviewer: What do you like to read?
- (4) Megan: Well, uh...I enjoy mysteries. You know, especially stories where a detective has to find out who killed somebody. Uh, I-I like stories where you have to keep turning the pages to find out what happened- and...uh...you don't find out what happened until the last page.
- (5) Interviewer: Ah! And when do you like to read?
- (6) Megan: Oh, well, I always have a book with me. I even read on the subway.
- (7) Interviewer: Hmm. And where do you like to read?
- (8) Megan: Well, I love to read on the weekends, you know, when I'm home alone. It's a great way to spend my time when I'm not with friends.
- (9) Interviewer: Hmm. How about you, Louis? What do you enjoy reading?
- (10) Louis: Well, I'm...I'm really into self-improvement. You know, I...I like reading books that...that help me to study better or help me to be a better person. Oh yeah, I...I just read this book on...on improving you memory-really helped me.
- (11) Interviewer: Hmm. And where do you like to read?
- (12) Louis: Um...I...I always read in bed.
- (13) Interviewer: Oh. And when do you like to read?
- (14) Louis: Um...At night, you know- and on vacation. I read all the time when I'm on vacation.

## C 2

Textbook C	<i>New English Course—Listening &amp; Speaking (student's book 2) 4th Edition</i>
Page	206-207

- (1) Doctor: Come in... come in. Ah, hello. Please take a seat.
- (2) Angela: Thank you, doctor.
- (3) Doctor: You're Angela Stansgate, aren't you?
- (4) Angela: Yes, I am.
- (5) Doctor: Well Angela Stensgate, how can I help you?
- (6) Angela: Doctor, I have this pain.
- (7) Doctor: Where?
- (8) Angela: In my head... I mean I have a lot of headaches.
- (9) Doctor: I see... Let me ask you some questions. What do you do?
- (10) Angela: I'm a teacher.
- (11) Doctor: A teacher... umm... do you smoke?
- (12) Angela: Yes, I do. About thirty cigarettes a day.
- (13) Doctor: I see. And what about exercise? Do you take any exercise? Do you play tennis? Do you swim?
- (14) Angela: No. You see I don't have the time. I work hard and I have a lot to do...
- (15) Doctor: Now listen. Miss Stansgate, you've got a problem. Actually you've got two problems. You smoke and you don't take exercise.
- (16) Angela: Yes.
- (17) Doctor: So there are three things you must do... One, stop smoking. Don't have any cigarettes at all. Two, take exercise two or three times a week. Swim, run or play tennis. All right?
- (18) Angela: Yes, doctor.
- (19) Doctor: And three... take an aspirin every morning.

### C 3

Textbook C	<i>New English Course—Listening &amp; Speaking (student's book 2) 4th Edition</i>
Page	232-233

- (1) Doreen: Oh, good. And how's Alan?
- (2) Garry: Oh, he had a cold last week but today he's ... you know...
- (3) Doreen: Mmm...
- (4) Garry: His girlfriend Linda works in the hotel too.
- (5) Doreen: Oh really...?
- (6) Garry: She likes the work very much but Alan...erm...
- (7) Doreen: Is she nice?
- (8) Garry: Who? Linda? Oh well all my friends like her and I, well...I, you know...
- (9) Doreen: What? What are you trying to tell me, Garry?
- (10) Garry: Oh, nothing...well...erm...I...er I asked her to a disco yesterday but...erm...
- (11) Doreen: Oh really! You are having a nice time, aren't you?
- (12) Garry: Not really, Doreen. It's not that... She's Alan's girlfriend. You know that. I like you best and well, you know...
- (13) Doreen: Oh all right...anyway...what's the weather like?
- (14) Garry: The weather? Oh it rained all day yesterday and, you know...Anyway...I must go now. See you next week, darling.
- (15) Doreen: All right Garry. Bye...

C 4

Textbook C	<i>New English Course—Listening &amp; Speaking (student's book 2) 4th Edition</i>
Page	175

- Owner: 423-6197
- Enquirer: Hello. Is that Mr . Johnson?
- Owner: Yes, speaking.
- Enquirer: I am phoning about your advertisement in today's paper about the furnished flat you have to rent .Is it still available?
- Owner: Yes, it is, although somebody else has already phoned about it.
- Enquirer: Could you tell me the address please?
- Owner: Yes, it's 17Green Street, York.
- Enquirer: Thank you. How many bedrooms has the flat got?
- Owner: Two. They're quite big and would easily take four people.
- Enquirer: I see. What are the heating and would easily take four people.
- Owner: Well, there are electric fires in all the rooms, and cooking is by electricity as well.
- Enquirer: Thank you. How much is the rent please?
- Owner: It's 80 pounds a month. The electricity is extra and is on a meter.
- Enquirer: If I rent the flat when will I be able to move in?
- Owner: It's vacant from 1<sup>st</sup> October, so any time after that.
- Enquirer: Thank you ...



C 5

Textbook C	<i>New English Course—Listening &amp; Speaking (student's book 2) 4th Edition</i>
Page	187

- American girl: So how do you like our city?
- Janice: Oh, I love it — it's so exciting. Don't you agree, Ben?
- Ben: ... Yes, it is exciting ... but it's too noisy and dirty for me.
- American girl: Well, what do you think of the sites?
- Ben: Oh, they're amazing — especially the skyscrapers.
- Janice: I prefer the monuments. I think the Statue of Liberty is beautiful.
- American girl: Yes it is. Ok, now what's your opinion of transport in the city?
- Ben: At the moment we're using taxis. They're not too bad.
- Janice: Well, they're very expensive.
- American girl: What about the subway?
- Janice: Oh I hate it. We had a ride on it yesterday — it was terribly.
- Ben: Oh, I think it's all right. Anyway, it's very cheap.
- American girl: Ok, can you tell me where you're staying?
- Janice: Hang on, the address is in my bag ... here ... 103 East 49<sup>th</sup> Street.  
The Hotel Metropolitan.
- American girl: Do you like it?
- Ben: Oh no, I think it's awful — I prefer older hotels.
- Janice: Well, I like it.
- American girl: Fine, now can you write your names on the questionnaire, please?  
Here's a pen.
- Ben: Ok.
- American girl: Thanks, that's great. And when are you returning to England?
- Janice: We're flying back on Saturday.
- American girl: Well, enjoy the rest of your stay.
- Ben: Thanks.
- American girl: Bye-bye.

C 6

Textbook C	<i>New English Course—Listening &amp; Speaking (student's book 2) 4th Edition</i>
Page	172-173

A: Hello.

B: Mum! It's me.

A: Oh, hello, darling. How are you?

B: I can't hear you, Mum. It's a really bad line.

A: Sorry, dear. I said how are you?

B: Terrible, Mum. My back's killing me, and the house is a mess.

A: Don't worry, darling, I'll come and help you clean the house.

B: But that's not all — the kids are driving me mad. Ella Put Him Down!

A: Don't worry, darling. When we've cleaned the house, I'll take the children to the park.

B: Oh, thanks, Mum. There is something else though. Ella, I Said Put Him Down! Sorry — the thing is, I'm expecting six people for dinner, and the fridge is bare. Do you think you could do some shopping on your way over here?

A: No problem, darling. I'll stop at the supermarket and then I'll make a meal your friends will never forget.

B: Thanks, Mum. I don't know what I'd do without you. Could you do one more thing for me?

A: Of course, darling. I'll stop at the supermarket and then I'll make a meal your friends will never forget.

B: Thanks, Mum. I don't know what I'd do without you. Could you do one more thing for me?

A: Of course, darling, what is it?

B: Well, I've run out of money. Could you possibly pay for the shopping, and I'll pay you back at the end of the month?

A: That's fine. You don't have to pay me back.



