

**THE USE AND TEACHING OF  
DISCOURSE MARKERS IN HONG KONG -  
STUDENTS' PRODUCTION AND TEACHERS' PERSPECTIVES**

**Volume II**

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## **Appendix 1**

## **Textbook Dialogues**

- 1 A: I've got a letter from my pen-friend, Stella. She's coming to visit me next week.  
2 What would you suggest Stella does in Hong Kong, Wu?
- 3 W: I'd suggest she goes to visit places in different areas of Hong Kong.
- 4 M: That's a good idea. Let's think about the places in Kowloon first.
- 5 W: OK. If Stella goes to Kowloon City, she can find a lot of restaurants there. She  
6 can try different kinds of food – Chinese, Thai, Japanese...
- 7 M: What about Mong Kok? The clothes in 'Women's Street' are really cheap.
- 8 W: I'd suggest Stella goes to Tsim Sha Tsui, too. There are three museums, Kowloon  
9 Park and a lot of shops there, too. I'm sure Stella will like it.
- 10 A: Good idea, Wu! I think I'll take Stella to Tsim Sha Tsui because she can learn  
11 more about Hong Kong in the Museum of History.
- 12 M: What about the places in the New Territories? I'll suggest Stella go to Sham  
13 Tseng to eat roast goose.
- 14 W: The Gold Coast is near Sham Tseng. I'd suggest she goes to the beach there after  
15 that.
- 16 M: Does Stella like climbing mountains?
- 17 A: I think she does.
- 18 M: Then I'd suggest she goes to Sha Tin. She can find the famous Lion Rock there.  
19 She can climb up to the top of the lion's head!
- 20 A: It's too dangerous, Mei Mei! I think I'll take her to try roast goose in Sham Tseng  
21 instead.
- 22 A: What would you suggest Stella does on Hong Kong Island, Mei Mei?
- 23 M: I'd suggest Stella goes shopping in Causeway Bay. There's Times Square and a  
24 few Japanese department stores there. I'd love to join you, Anna!
- 25 A: Sure.
- 26 W: I'd suggest Stella goes up to the Peak. She can see many parts of Hong Kong  
27 from the Peak.
- 28 M: Oh yes! There's big shopping centre on the Peak, too.
- 29 A: Now I remember. Stella wanted to go up to the Peak. Her uncle visited Hong  
30 Kong last year and told her the view from the Peak was beautiful.
- 31 M: We've talked about the places in Kowloon, the New Territories and Hong Kong  
32 Island. What's next?
- 33 W: Lantau Island – it's Hong Kong's biggest island. I'd suggest Stella goes to Mui  
34 Wo. There's a nice hotel there. We can have a barbecue outside the hotel.
- 35 M: Then she can take a bus from Mui Wo to the Buddha. My family went there last  
36 week. It's really huge.
- 37 W: Will you take Stella to Lamma Island, too, Anna?
- 38 A: I don't think she has enough time.
- 39 W: I'd suggest you take her to the reservoir on Lantau, too. You can find very nice  
40 walks near the reservoir.
- 41 A: Good idea! I'll do more exercise before she comes, so I can enjoy the walks.  
42 Thank you for your suggestions, Wu and Mei Mei. I'm sure Stella will like Hong  
43 Kong very much.

(Source: Keobke, K. 1998. Listening 6. Oxford Primary Skills Series. Hong Kong: OUP.)



## **Appendix 2   Student Data 001**

E:      Today is the 4th of December. OK let's start. Eh which type of toy do you think it will sell the best Fiona?

F:      Em I think Monopoly would sell the best because I think this this toy eh was is suitable for both girls and boys and that em many people would come together and play it so I think it is best.

E:      Eh how about you?

A:      Eh I'm not I don't agree with her eh because eh Monopoly is eh avoid bring game for children nowadays. I think Barbie toys are dolls will the best because it has a long term success and eh the production cost is low but we can sell it in a very high price. Eh Barbie tall doll toys is attractive to children especially girls which can have a best selling.

E:      Eh how about you William?

W:      I think the in handle electric games seem to be the toy of the future.

E:      Eh but in my own point I think we should the best selling toys is the some of the educational type toy because eh because I think parents would like it and would like to pay for it but if you it we only sell Barbies or some of Monopoly playing games then parents may think that it was just playing but not some teaching so they may not willing to pay for that eh do you have any suggestion?

T:      Eh in my opinion eh the toy or Linsaid tortoise will sell the best. Eh over the last 20 years the best selling item have usually been based on popular films or TV programmes so I think that Linsaid tortoise will sell the best. Also eh eh the Linsaid tortoise eh the cost of Linsaid tortoise the price eh is is low. Eh our eh eh the market of America is eh always the large large toy market eh but but recently parents in America no longer want to spend eh eh eh more money on on the toys so since Linsaid tortoise is cheap eh they are they are more willing to eh buy the Linsaid tortoise.

E:      Eh but I think the Linsaid tortoise hot was already passed. Nowadays the modern children will not like this kind of toy do you agree?

F:      I absolutely agree with you (laughter). I think em the Linsaid tortoise are only suitable for boys not all age of people.

E:      Yes so I think my suggestion is more suitable because eh the educational type toy may is suitable for boys or girls eh act and so are the target wider. Eh eh do you have any opinion about that? Do you have any opinion about that?

F:      Let's have the conclusion.

A:      Ah eh about the type of toy.

E:      Yes why not have a vote? How many of you prefer eh selling the selling the Linsaid tortoise? No one? (laughter) How about you?

W:      Eh I think your suggestion is better than me.

E:      So eh how about the Barbie Dolls? Oh Angela you support the Barbie toys.



A: Yes.

E: Fiona?

F: Em I agree with you.

E: Oh (laughter). That means we we we we decided to to to to sell the educational type toy. Is that?

Together: Yes.

K: Yes OK.

K: I've one question. Eh what type of education eh toys eh we will sell?

E: Eh which type? We we depends on the designer how to design it (laughter). So I think it's only the nature of the toy is educational type OK. And then ah how about the price?

W: I think it should sell it below ten US dollars.

E: Why you say ten US dollars?

A: Why not Hong Kong dollars? Why not HK dollars? Yea you are in HK...

W: Because most of toys are sell to the US.

E: Really? But I but I think we should we should put effort on the local market.

Together: Yes.

E: How about you?

F: Eh I have no idea.

E: You have no idea about that.

F: I think about one hundred to two hundred dollars.

E: Eh do you have any idea about that?

T: Eh I agree with eh William's William's ideas eh since America since America is the biggest market eh as as I taught before parents in America no longer want to spend eh more eh many much more money on the toy, eh so em the toys eh should be below ten US dollars.

E: But if we only sell the price in ten US dollars, then our profit will lower.

F: I have some idea.

E: Yes.

F: Eh I see that eh in (?) the eh educational games games are mostly sold at the price about three hundred to five hundred dollars so we can sell it at eh two hundred to forty four hundred dollars.

E: It's reasonable. Do you agree that? Do you agree that?

Together: I agree.

E: Then William?

N: I agree.

E: Agree also OK. That means we've solve the problem. Then the last emm problem is that where should the toy be manufactured in Hong Kong or in somewhere else?

A: In China I think eh because there is cheaper labour force there and the and the (+ ) and the rent are lower.

F: Yes I think so because China has eh cheap raw materials also. Eh let's Tony.

T: Eh I agree with eh Fiona. Eh but I think that eh Thailand and Philippines are also a suitable site.

E: Eh William do you have same other suggestion about that?

W: I totally agree with Fiona.

E: You totally agree with Fiona, then Angela?

A: Eh I think eh there must have some advantages eh in Thailand or Philippines, but we can have better communication in China with the producers.

E: Eh then which place do you prefer?

A: China.

E: China.

A: Eh I I think China is also a good place.

E: Yes then you agree with us also?

W: Eh I agree you but ah ah China has eh less skilled labour.

E: Not I think China has skilled labour also, is it?

F: May have more also.

E: Yes because you in Thailand and Philippines the labour force is not skilful I think is it?

F: We'll have language problem with them also.

E: Yes we'll have language problem with them (laughter) and and and so I think China is the most suitable place is it? Ah then oh eh when we solve the most problem, how about the advertising slogan. Have you got any idea? (laughter)

A: I've no idea. How about William?

W: I'm also got I haven't got any idea.

T: Eh I also.

E: Slogan is a big problem I think I think I think if we do not have ah attractive slogan the the+

F: I think we should have a slogan for attracting the parents not the children.

E: +yes I think so (+ ).

E: Yes eh I have some idea eh why not about eh the toys of interesting the toy of teaching. Do you think it's OK?

F: Good idea.

A: Oh that's good.

T: Wonderful. Very good.

E: Oh it's OK. Then I I I I propose for our boss. OK OK that's all thank you.

### **Appendix 3   Student Data 002**

- V:      Emm so today we must make a proposal eh to our boss for a new best selling toy. So Elaine have you got any ideas?
- E:      Em I think something special is better maybe about Hong Kong.
- V:      Yes and Niki?
- N:      And I think eh eh we can manufacture some toys about eh eh (? ), but this comic is eh [quite (+ )]....
- V:      [Popular you mean popular?
- N:      Popular yes.
- V:      Kelvin, how about you?
- K:      I don't think that I I I think the Hong Kong should have some toys can represent      [ Hong Kong.
- E:           [ Hong Kong.
- Together:      Yes yes.
- K:      But Hong Kong haven't any cartoon so eh the designer should design the eh toy by surrounding at by something surround them.
- E:      Maybe we can we can create some idols about the singers or or the actors.
- V:      Idols? So em I mean what sort if we so we've we so we agree with eh about some idols? So em pushing it prelim that boys or girls or the teenagers, em em I have a idea that it should be toys of those boys or girls not only one sex yes and how about you Niki?
- N:      I agree because eh eh it'll eh make more profit.
- V:      Make more profit.
- E:      Hmhm the market is very large (+ ).
- V:      Ng-ng so and Kel- em so em since since em we have think about the market so em what should be the price? A low price toy or a high price toy because em we have different market for different prices.
- E:      Yes different product with different price.
- V:      Yes but em I mean the high price the high price market or the low price market (? ).
- E:      I think we can't set the price too high.
- V:      Ng why?
- E:      Because we are aim on the teenagers they they have no much money to buy our products if we set the price too high.
- V:      And how about you Niki?
- N:      I think about eh \$100 to \$200 is OK. \$100-\$200.
- V:      So em what sort of yes we have we haven't think of what sort of toy is it. So \$100-\$200 and in in between \$100 to \$200 em what what kind of toy can we we em make?
- E:      Soft toy or plastic make of plastic?
- V:      No soft toys soft toy is em very big market I think.



N: Yes everybody eh adult and children buy soft toy.

K: The the economic in Hong Kong is decreasing no in the people do not spend much money on entertainment espec= especial in buying toys.

V: Or can we think eh other country's market I mean foreign market we because Hong Kong market is so small [that...]

E: [Chinese is a big market.]

V: Yes.

K: Eh and the toys made in China is increasing (? ). Many parents em willing spend the money on their children because they only have one to two children in the their family and so the toys is (+ ) eh they will buy more toys in their own.

V: Shall we aim at China instead of Hong Kong?

E: Yes.

V: So but the price shall we change the price since not every every family in China can afford \$200.

E: But I think in China they they have they have they are willing to buy for high price.

V: So em what idea can you think of?

N: I think Singapore is also a big market.

V: But Singapore is such a small city.

N: But we can eh set the price higher.

V: Yes so eh where where should we manufacture the toys since Hong Kong (? )

Together: Japan.

E: The manufacturing cost is very very high with good quality.

V: With good quality and why you think the China is a suitable place Kelvin?

K: Because the salary is low eh.

V: The quality is a bit eh I mean a bit low.

E: We can send some some people qualified qualified eh what qualified people to to supervise the manufacturing process.

N: We can link with Japan company but make the toy in China.

V: Eh eh Japanese company and then (? ) we can cooperate together to manufacture in China.

N: Yes.

V: But em eh I mean if if we also we make manufacture in China and we sell in China also.

E: Is it?

K: Then the price can be lower.

V: And the soft toys where can the raw materials be made I mean where shall we import the raw materials? It seems that China does not so much raw material of making soft...

E: I think we can import the raw materials from Malaysia.

V: Malaysia yes. And and I think we can also import some yes from S.E. Asia+

N: Yes.

V: +Yes.

N: There are raw materials...

E: The price is lower.

V: How about advertising (? ) we should think of advertising how to promote our toys ?

N: In China not many eh children read the comic about (? ).

V: Eh eh eh so should we do something on TV, maybe we can sponsor (? ) on TV of China the television of China.

E: It' a good idea and we can also em sponsor the idols.

V: Yes.

N: Eh ask them to promote our product for us.

V: Yes we can sponsor the the idol's concert in China so that eh (? )...

N: As a as a so (? )

V: Kelvin what do you think of advertising?

K: Advertisement always depend on the TV programme. Now the Chinese eh the Chinese the China eh people of Chinese can see the Hong Kong programme in China. So eh I think the TV programme can can promote the toys efficiently.

#### **Appendix 4   Student Data 003**

J:        Today we are going to discuss we are going to make a proposal to our boss for a new best selling toy. Do you have any suggestions?

C:        I think Hello Kitty is the best. You know what is Hello Kitty?

M:        I don't know.

C:        You don't know I tell you.

M:        What's Hello Kitty?

C:        This is my example. She's 20 years old.

M:        20?

C:        Yes 20 years old.

S:        Very old. Many Malaysian people may have this already.

J:        So you means Hello Kitty will will sell the best eh will will sell the best. Am I right?

C:        Yes I think many girls like the Hello Kitty and also we need to change the people's mind that eh the boys can also like the Hello Kitty also. They can use the Hello Kitty product also.

M:        Boys? No.

S:        But I like XO more. I think XO is better than Hello Kitty.

C:        New mind.

M:        I like Batman.

J:        But ah (+ ) I think Hello Kitty is not the best because eh eh as I know eh no eh no cartoon is is relate related to [to to Hello Kitty.

C:        [Excuse me. During last Christmas and the Easter Holiday ah we've got the Hello Kitty TV programme.

M:        Really?

Together:        Yes really.

M:        Which channel?

S:        Is ATV or eh?

Together:        ATV.

M:        But I think but I think eh it's not very popular you know ah I think Batman cartoon is more popular.

S:        Batman?

M:        Yes Batman.

C:        I think Batman is just for boys.

M:        But girls will also like this this cartoon character.

C:        What what's the opinion Simon?

S:        Ahh I think the best selling selling selling toy the best selling they is not Hello Kitty. I think is plastic models. I like plastic model and I know that everybody like plastic model. And there may not be plastic model. And in Malaysian may there [may not be a lot plastic model.



M: [Sorry you are not on on track.

S: OK you shut up. If we introduce the plastic model to them it they will find that it is very interesting and may buy and may buy and and we can earn and we can earn much money. Agree? Do you all agree?

M: So how about John? Do you agree?

J: I've no idea.

C: Hay how come?

S: You should give idea. Batman yeh?

J: But I I I I do want to know what's your plastic eh plastic what?

S: Plastic model.

J: Plastic model. What do you mean?

S: [Eh ha it's difficult to [explain.

M: [Ha gunder. [Gunder.

S: Ah Air 15 just fighter eh (? ) super ah gunder. Yes gunner.

C: Do you know what's toy gunder?

C: Yes gunder.

S: M1 A1 eh Tank. Eh eh also Emily II?

J: Yes? How about Sailor Moon?

M: Sailor Moon can also plastic model.

J: But the cartoon is very popular. [Every people should know.

M: [Yes.

S: Then in new plastic model we can we can make our Sailor Moon series.

M: Emm maybe maybe.

J: But we can talk about the type of toy. Type of toy.

S: The type of toy.

J: Cherry said that Hello Kitty is good. But eh what type of toy do you what?

Together: All all all.

M: I also prefer. But you?

C: Yes okay.

J: Is it suitable for boys?

S: No problem. I just boys can buy can buy it.

C: For the girl friends la.

Together: Yes give for girl friends you know?

C: And say I love you.

Together: Yes

C: Give me five.

S: Batman. Em Batman Batman cartoon is not popular. I think that Sailor Moon eh may be better for because the the TV programme can can help to promote the items.

C: I think Sailor Moon is just for the kids.

M: Not I love Sailor Moon.

S: Yes also. (laughter)

C: I think they are happy.

S: Don't you like it don't you like it?  
 M: You like Sailor Moon? You like Sailor unanmious? Sailor total?  
 C: The 3 pairs. It your turn.  
 S: How about your idea John?  
 J: I've one.  
 M: Many time left. We should discuss about the price of the toy.  
 Together: Tape.  
 S: Hah forget the type of toy la we have a lot of ideas but no conclusion.  
 J: What type of toys?  
 M: I think models is better.  
 C: I think models can make many other kinds of other things such as...  
 M: ...such as Hello Kitty models...  
 C: Sailor Moon models...  
 Together: Sailor Moon models, XO model yes OK.  
 M: Then the type toy. What?  
 Together: The type of toys is... Plastic model. Yeah.  
 S: Plastic model. Heh how about the price of the toys?  
 J: Ah sorry we can talk about the name first.  
 Together: Name?  
 J: The name. The name of the toy.  
 Together: Name of toy.  
 M: There's a series of toy then. Then how can we so so the name?+  
 S: So the name?  
 M: +Which name? What's the name?  
 M: Let's say product name.  
 S: No no no let say Sailor Moon series.  
 M: Or Bratell?  
 C: Barbie?  
 S: Which one?  
 J: Let's have the election. (laughter)  
 M: Which one is popular? You know.  
 C: Barbie?  
 M: Barbie. How about how about your idea Simon?  
 S: But I think Sailor Moon is popular.  
 M: Sailor Moon.  
 S: Yes Sailor Moon.  
 J: So the name of the toy is Sailor Moon.  
 M: Yes. OK. Sailor Moon series. And and how about if the cost if the type of the toy is XO, we also call it Sailor Moon series?  
 S: No we just sell the Sailor Moon toy series.  
 M: Ah and how about the XO?  
 C: How about the Hello Kitty?  
 S: Batman?

J: I think we'll not sell it.  
 M: Why?  
 J: You know what I mean.  
 C: Maybe we may ask our boys. Our boss?  
 M: Your boys?  
 C: Our boss boss to confirm it.  
 J: Maybe we just choose one eh one item and we should we should think that eh it will sell the best you know just one item.  
 S: That means we recommend the Sailor Moon to the boss.  
 M: Sailor Moon.  
 M: How about the price?  
 S: 50 dollars. US dollars. (laughter)  
 J: Yes US dollars is suitable.  
 M: Nearly 400 eh Hong Kong dollars.  
 S: Eh 50 yen is better.  
 Together: Yes yes yes.  
 J: We can't make profit.  
 M: 50 yen?  
 J: 50 yen.  
 S: We can't make profit you know?  
 M: Why not?  
 C: We need to think of our raw materials.  
 J: Yes if we if we eh use eh VVC to to to to make it...  
 M: OK just plastic.  
 C: And also [eh  
 J: [Many kind of plastic. Yeah there are many kinds of plastic you know.  
 C: I don't think we can eh we can stood the price.  
 M: Set the price.  
 C: Yes set the price. Colloation? (laughter)  
 M: Why not?  
 C: Set the price first.  
 M: Why?  
 C: We must ...  
 M: What's the price?  
 C: We can't set it first ah.  
 M: Why?  
 C: We need to eh think of what we use where we make first then [we know the price.  
 M: [Yeah.  
 S: The price the price is proportional.  
 C: Depend on... (laughter)



S: Depend on the proportional proportional to the labour force and and and the price of the raw material you know.

C: Yeah.

J: But ah since it's for the children, this can't be too high the price I mean.

M: No Lego is very expensive. It is popular the children.

S: But how much is it?

C: This one this size the smallest size.

M: Say it 20 dollars.

J: 20 dollars.

M: This size Hong Kong dollars.

C: We may... I ( ? ) make many kind of plastic plastic model. We can make the very small one and very thick one just just for the people choose.

S: That's means different size have different price.

C: Yeah.

M: Em I think we should manufacture them in China.

C: Yeah yeah I think so.

S: Yeah yeah I think so.

C: Cheap labour.

S: Yeah.

M: Cheap raw material.

S: Cheap labour force.

J: High quality.

M: Yes.

S: Yes. (Bell rings)

## **Appendix 5 Student Data 004**

Jo: OK let's start. Eh in my opinion I think the best sell toy are Snoppy. How about you Dick?

D: Joseph I want to ask you a question what we need to discuss?

Jo: Eh we need to discuss the which is the toy business in Asia. Business in Asia. You know what is your opinion?

D: Eh in my opinion I think that eh TV game is the best thing for the children to play eh because TV game is exciting and is quite attractive to the children. Children can eh learn to react more faster in the game. Eh how about you Joyce?

J: In my opinion I think Barbie ah is the young people is the young children like to play. How about Raymond?

R: Eh I don't think so. I think that eh the productory= will not treat it is the best because it teach you how to earn money. Do you think so Joseph?

Jo: No I still think the Snoppy is the best. It is cute.

R: Eh kill?

Jo: Cute.

R: K-I-L-L?

Jo: C-U-T-E. Will you think so?

R: No Snoppy is all (laughter). Yes it's already (? ) and it's a dog. Can you listen?

D: But I think it's bad because there is a TV programme in Cable TV now.

R: I haven't Cable TV in my home.

D: You're poor.

Jo: Yes you are.

J: But I think TV game is quite expensive. I think Barbie is cheaper than TV game.

Jo: But my Snoppy is cheaper. It's only fifty Hong Kong dollars.

R: Not all the children like to play Snoppy.

J: It's out-date.

D: Outdate.

Jo: I think the Barbie is not a good toy. Eh Barbie is just a doll but it costs eh at least one hundred fifty Hong Kong dollars. It's quite expensive.

J: But it's beautiful.

Jo: Oh too ugly+

J: No it's beautiful.

Jo: +no how about you Raymond?

R: In the girls' view [it's but in our viewpoint it's not.

J: [Yes of course.

R: Because it's it's a toy for children not for girls only.

J: But the but the boys can play (laughter).

R: Play?  
 J: Yes.  
 D: But I think Sloppy eh eh eh...  
 R: When you measure it it's high priced than the Barbie.  
 Jo: Of course Barbie is produced in Thailand.  
 R: Yes.  
 D: Do you think so?  
 J: No comment.  
 D: No comment. How about you Raymond?+  
 J: How about you Raymond?  
 R: +but it's not eh...  
 D: Raymond?  
 R: Eh what I support is the Monopoly is better than Snoppy too. Snoppy is just a little toy and and is not (laughter) and is not suitable eh for the children who's at the age of 9 or 10. But Monopoly is eh suitable for all the range of ages. Is it?  
 Jo: Eh I don't think so. I think+  
 D: Shut up.  
 Jo: +Raymond how about you?  
 R: I totally agree with you because (+ )...  
 J: I also agree with Dick.  
 Together: Oh.  
 J: How about you Joseph?  
 Jo: Totally disagree. [You're wrong. But it's now three to one+  
 J: [Why? You're wrong. Yes.  
 Jo: +oh poor.  
 D: Oh no time no time.  
 Jo: Eh the the the monopoly is eh eh decided by you Raymond. What is the slogan you want to have?  
 R: The slogan is 'Monopoly, money money money and more money'.  
 D: No too flat.  
 Jo: No it's interesting.  
 D: OK then what we have the result is the monopoly. Eh I'm sorry Joseph your Sloppy is eh outdated and out of our [decision.  
 Jo: [Too poor.  
 D: And so eh do we all agree with that?  
 Jo: [No.  
 J: [Yes.  
 D: OK then that's all for the discussion.



## **Appendix 6   Student Data 005**

W:     OK let's start to discussing the topic. Eh of what?

A:     Today we should discuss emm design a few best selling toys that a do you have any idea Cindy?

G:     Which type of toy do you suggest?

C:     Lego.

Together:     Lego.

G:     Why do you think Lego should be that toy?

C:     I think em the market potential is good since we can design different kinds of Lego to suit different ages of ( ? ).

W:     But I don't think Lego is suit for girls because em not not popular to girls and what do you think Gary?

G:     Yeah I don't I don't agree with your idea eh because eh do you think the the kids who's between 18 who's over 18 will play Lego?

C:     But do you think the people over 18 have time and the interest to play toys? (laughter)

G:     Yes, but but someone who is between 12 and 18 who also will not play the Lego. Ah!

Together:     Ah what? (laughter)

G:     Someone between 12 and 18 will also play...

A:     Yeah yeah.

G:     Yeah.

C:     Play toys?

G:     Will not play Lego. Do you think so?

C:     Will not play Lego. Eh but play what kind of toys?

A:     I'd I'd suggest puzzle because eh eh there can be high level puzzle and also low level. So eh if in high level puzzle can give then older people to play.

C:     But which one is is defined as high level?

A:     Eh high level is it that eh when the puzzle is smaller the and their numbers of it.

C:     And even if you eh pack them correctly you can't understand all the picture (laughter) isn't it?

A:     No that's the idea of ( ? ) puzzle can have many eh eh eh... How can I say many pictures that you can choose, so eh the variety is very yeah very great.

C:     Eh if choosing among the puzzle and the Lego, I'll prefer Lego because eh it's more constr constructibile because puzzle only has one picture and you you are regard in on-only (laughter) only only making one picture but if you using Lego, you can create many many ( ? ) and many instrument that you like.

A:     But I think eh eh puzzle (laughter) can suit girls and boys.

G:     But puzzle need a lot of space for us to place.

A:     Lego also.

G: No but puzzle require a large area but ah...

A: But eh of course if you play a game of course you need to a space.

G: But do you think puzzle needs eh eh eh (laughter)...

A: That means you need a a container or a tray to to a to store it.

G: Yeah it is difficult to store.

A: But apart from that that eh , I think that puzzle can also have the eh variety because eh many puzzle has different colours after the light is goes out. Eh eh how to say it?

W: ( ? ) Yeah.

A: But do you agree with Lego if you agree?

G: Eh I don't agree with also Lego.

C: Me too (laughter) I don't like the Lego.

A: What do you suggest?

W: I don't know I don't know the English name.

A: Yeah.

G: What is the Chinese name? Em.

W: 膠

A: Oh it's very dangerous.

W: Dangerous?

A: Yes if the children eat it.

C: But the toy is not suitable for the age under 2. Do you think all the children will eat eat that ( ? )

A: But eh eh if I'll eh no eh I have the experi= experience to play not toy that you suggest and I find it can't be reversible, yeah.

G: Irreversible.

A: It's not reversible.

G: Just play it once.

A: Yeah after after eh you eh is it manufacture different eh one one type of eh eh thing I need that it has a yellow colour or red colour, but after mix up, then we can't use the plastic again. There's a waste of money.

G: Mixed colour yeah (+ ). So I suggest eh software soft sometimes of software.

A: Software? Do you think the younger children are capable to use the software?

G: Yeah.

A: To consider the price. You know it's very expensive.

G: No but eh nearly every every teen has has a computer in their home.

A: But do you think that they can operate the computer properly?

G: Eh no but we should can can write the programme easier for for them to play. You know that depends on the programmer, not the player.

A: But how about the price?

G: The price?

W: Yeah I don't think everybody can afford to buy.



Together: Yeah.

A: One I I I I think one software is worth about several hundred dollars one for a game. But do you think do you think the parents will like will buy will buy them?

G: But we can know what the price.

A: Sorry?

G: We can know what the price.

W: Then you can make no profit?

G: No we know (? )

W: All-all-all (+ )...

A: That means you sell more but in a lower price.

G: Yeah. Eh also we can design some something called computer access language that can let people play and also they can learn [something during the during play the game.

W: [Sorry. (laughter)

(laughter)

A: But you should remember that our target is not onl= is not just for the eh older older people but also very young eh for example 2 or 3.

G: That's also OK you can design some English programme, that is [eh that's a lot of pictures in the screen and you can click the picture (? ).

W: [No no.

L: But do you think it is a toy? I I think the trend of education is yeah is something using the computer with some pictures and icons. Do you still think that the the parents of the family will buy them the software that they have in the school?

G: Why not?

A: Why not? Waste of money you can have you can play it you can assess it and learn it from the school.

G: No but the programme is redesigned and the school haven't got such a programme you know (laughter).

A: OK you win you win OK software software (laughter).

L: Yeah but most of my concern is on the price.

G: On the price?

L: Yes. I don't I don't think the parent will buy them the software.

G: But instead the price is about \$50.

W: But if it's your case if it's your case it don't it don't mean our case. Perhaps your parents dare to buy all of the expensive software to you but...

G: But we can set the price at \$50. [It's not expensive.

A: [No the manufacturing price is so high+

G: How do you know?

A: +because eh you can't manufacture in China because eh I think it hasn't got so high technology.

G: [No no.

L: [So manufacturing is not the main main point of the price, I think it's the creation that means em you need a profession or professor or a a an expert to create



a programme. I mean I mean the price the salary the wages paid for the em paid for the programme is the most not the manufacturing.

G: But we don't need eh don't need a large number of programmers, we just need 2 or 3 then they can do all the programmes you know.

A: Then your programme is low-grade.

G: [No but we... (laughter)]

W: [That's low is low B.]

A: Then then you always you always stress on on on eh using the software.

C: Are you standing firm?

G: Ah?

W: You put your feet down on on the software (laughter)

A: Then just think of another toy because we four had... (laughter) are stamping the foot.

C: We cannot go into agreement.

G: Then what kind of toy do you suggest Annie?

A: Em it's difficult (+ ).

A: I think I think toy is very personal. It can't meet all the people although the range of the age but we just think of one that em is much general that is more acceptable by the public not all people.

A: So how about back to the Barbie?

G: Barbie?

A: Yes.

C: Only suit girls, but you can also manufacture the Heman, Xman.

A: Spiderman or Batman, Superman.

W: Yeah.

A: I just mean the the the doll.

G: But there's a lot of these toys in the market.

A: When also copyrights. If we follow them to eh manufacture the toys we can't eh follow their copy because it has copy right. But if Barbie and He-man are so popular then we eh manufacture other toys is not eh eh how to say 理想?

C: Ideal.

A: Yeah.

G: So until now no conclusion is made.

## Appendix 7    **Student Data 006**

A: We're the design team of a Hong Kong toy manufacture. We must make a proposal to our boss for a new best selling toy. Eh let's start now.

T: Okay. What type of toys eh we may make Laverne?

L: I think the toy like Barbie doll it would be better sell+

T: Yeah.

L: +because Barbie is our (? )

T: But it only em for the girls.

A: Em how about the boys?

L: Eh we can (laughter) her boy friends oh (laughter).

T: But do you think eh the boys eh like to play the doll? Ah what's your opinion Angel?

A: I think the boys aged between five or to seven years old may be like to play because they are too young and then her mother give her (laughter) he will play.

T: Ah ah in my opinion eh the boys eh want to play the electronic games eh more than the doll.

L: We can make the Barbie for girls and other electronic games for boys.

A: 2 types.

T: How do you think it will become popular?

L: Ah there have many games eh like the ( ? ) doll electric games. Eh we can change eh change the game eh every time and they buy it in what...

?: ( ) Copyrights? ( ) (+ )

Together: (laughter)

A: Make some new games.

T: What what type of game [do you?

A: [Like the Mono= Monopoly game is popular in nowadays.

T: You mean in the computer?

A: Yes.

T: Not the paper game. Monopoly.

Together: Not the paper game.

T: Yes it's the TV game.

L: Some I've heard that some company has has ( ? )

T: But the idea only the idea.

Together: (laughter)

T: If we can use eh use the eh comic eh eh comic...

L: Copy from the comic book?

T: Yeah the people we can attract more teenagers.

A: Teenagers yes.

L: The comics help us to promote+

T: Yes to promote...

J: +yes it also suitable for boys and girls quite good.  
 Together: Yes quite good.  
 A: And what about the price of the toys?  
 L: If the price are too expensive, then no one will buy.  
 T: Eh I think only a hundred or (+ ) is suitable.  
 J: Only the games? (laughter)  
 A: How about the toys? Eh how about the toys? (+ )  
 J: Seventy dollars.  
 T: Cheaper than the computer game.  
 A: Yeah yeah yeah.  
 T: Eh cheaper than (? )  
 Together: Yeah yeah yeah+  
 A: So we can get more (? )  
 Together: +mm mm.  
 T: How about the locat= where the toy will be manufactured?  
 A: What's your opinion Joyce you?  
 J: I think eh we may produce it in China eh China is very big+  
 L: And fertile.  
 J: +because the production cost is much lower in China.  
 Together: Hmhm.  
 L: But I think is it Thailand will be better because Thailand's major cost is lower than Chinese.  
 T: But but the manufactory (? ) Nowadays USA has the (+ ) did not let the Chinese to export into the USA so...  
 A: But China is a big market.  
 J: Yes but if we produce (+ ) manufactory= (+ )  
 A: Eh put the location on the manufacture of ...  
 T: But I think China is better than the Thailand because the transportation plan is (? )?  
 L: Haha.  
 T: How about your opinion Joyce?  
 J: Also the labour cost in China is cheaper.  
 A: And the rent rent is cheaper too. OK.  
 T: Then what about the (laughter).  
 A: How to promote our toys?  
 J: We have to get some advertising programme to promote our toy. Do you have any suggestion?  
 A: Eh (laughter) 'Barbie toy take care you every night'. (laughter)  
 J: Or em we have a policy that buy one and get one free in the first hour (laughter). Only the first hour.  
 L: Then how about do we need to eh need to have any advertisement in TV programmes or newspapers?  
 A: Of course.



L: Then how to...  
 T: Use our slogan for advertisement.  
 A: Yeah 'Barbie doll take care you every night' yeah. (laughter)  
 L: Barbie is your good friend everywhere. (laughter)  
 A: Yeah 'Barbie is your good friend everywhere'. (laughter)  
 T: How about the monopoly? (laughter)  
 L: Don't laugh.  
 A: Hm eh eh (+ ) do you eh ? (+ )  
 L: It's better to to produce in Japan because the technology of Japan is more high and and the pictures will be beautifully cut. What do you think?  
 A: I agree.  
 T: I totally agree.  
 A: Eh so let us come to a conclusion. We're now going to produce eh Barbie and electronic games, electronic monopoly games. Eh we're going to produce Barbie in China in Shanghai and the computer game in Japan.  
 T: The price of the oh...  
 A: The price of Barbie is around seventy dollars the computer game is around one hundred dollars and the advertising slogan is... (laughter) 'Which is your good friend? Eh and the take care you every night'.

## **Appendix 8    Student Data 007**

E: A-a let's start.

K: Okay. Today we are going to discuss that what kind of toys is best is for new best selling. Eh what do you think Eric?

E: Eh maybe transformer maybe suitable.

## Together: Transformer?

K: Transformer is Chinese called 變形金鋼.

Together: All- ye- old-fashioned.

F: I I ah think some some toys for ( ? ) (laughter) should be introduced into the market.

E: Like what?

F: Eh for example+

**B: Puzzle.**

F: +puzzle? Puzzle is it a toy?

E: Lego.

F: Lego old-fashioned always.

B: No I like Lego.

K: Eh yes yes yes.

F: Eh eh I think eh some toys ah that ah can pay for ( ? ) is suitable.

B: So OK can you give me any example?

E: I like 3 dimension puzzle.

K: 3 dimension puzzle.

B: All quite a good idea.

F: What I consider as is it the children like playing puzzles? They might like to throw it but don't want to+

B: I think the the size of the puzzle is very important. If the if it's very attractive and the and the children would like to deal with it.

F: +they might swallow them.

E: If it is very large in size it can they can't swallow that.

K: And I think that many people eh just buy the puzzle and give it to somebody when they' d birthday present. And then the body just keep the puzzle (? ).

F: You mean they don't eh they will not [eh finish it.

K: [try to ( ? ) yes.

B: I've a problem but...

F: Yes.

K: What what our our emm- how how old are the children - their range of age eh what's the range of [age?

K: [They're too young, they would not like to.

F: But we can decide the the level the level of difficulty of the 3D.

B: No no no what I mean is what is our customer is our customer's range of age?

F: I think for all age if we if we are going to discuss about the 3D puzzle.  
 B: Not about 3-D puzzle but only our customer. What's their age?  
 K: You want to sell a series of puzzle that suitable for this age?  
 F: Yes yes ah do you agree?  
 E: Yeh yeh yeh.  
 B: You haven't give me any idea.  
 E: I think that this kind of toy can suit all kind of people even the elder people.  
 B: ( ? ) That's a good idea.  
 F: But I have an idea. I think if we eh eh if have some toys eh I don't know ah.  
 Do you have any idea?  
 B: Haha let me think. Maybe video game is more suit more suitable.  
 F: I I I can't eh define the term of toy very very very well because I don't know  
 eh do you think playing computer is a toy?  
 B: No I mean video game+  
 F: But just eh...  
 B: +just like yes em red handle.  
 F: You mean like street-fighter.  
 B: Maybe just kind of game.  
 K: But I...  
 E: I think this is games but not toys.  
 K: Yes I think so.  
 F: Is a toy need to be a an object that you can pick it and then play with it is it?  
 (laughter)  
 E: You mean that you can take it everywhere.  
 F: Eh take it and then play with it. Move it.  
 K: Oh yes. Some video games is just small size.  
 B: Such as game boy you mean.  
 K: Just as the game boy.  
 B: And and any more idea? Ah I think of the small motorbike+  
 F: Small motorbike.  
 B: +and the small car very small about  
 F: But it may be dangerous.  
 B: No not dangerous you can find it in toy for us. It's very small and only the  
 children below [five can...  
 F: [Yes I I I agree that because la eh eh [motor motor motor...  
 E: [Elect= electric motorbike?  
 F: Yes yes.  
 B: Ah not only motorbike but but the car.  
 F: Can also be a car.  
 E: But you must think that this kind of toy cost many cost much. It's very  
 expensive and not all student not not all child can buy this at all.  
 K: And we can design some car that is eh not expensive eh ( ? )  
 F: Electric?



K: Yes not using electric.

B: You mean for example eh eh eh solar energy (laughter)? You use a mirror to absorb energy?

K: I think there's a fine wheel inside the car and we just...

F: Orrr-err but but I don't think eh that's the children would play a toy with so many trouble. They have to do some work and then they can play.

K: And no I I think that they are and they have a lot of energy they would like to do.

F: We have to discuss what type of toys to discuss which type do you think of Becky?

B: We have 3 choice 3D games motorbike puzzle. Maybe I should agree puzzle because it's cheaper easier no no need no need for electricity.

F: How about you Kenneth?

E: Me too because the other two I think is not suitable for all kind of people. If you are older like eh

B: No how about video game?

E: +eh ten something then it the car may be small for them to to ride.

F: To me I think the 3D puzzle is eh a some kind of new idea so that they may be popular in the the society. Eh for examp=

B: Eh no no if we we choose puzzle then we can produce a series of puzzle and only 3D you know.

F: Eh eh eh I think this is a new idea to be popular and the video game and motorbike eh is a eh somebody has produced it and and already the the society [has...]

E: [But  
3D puzzle

F: How about you?

K: Will you think it is a piece of eh boring?

F: We can design it and make it interesting (laughter) eh eh employ some eh profession professioner to design.

K: But sometimes a sometimes someone eh play a toy and he doesn't eh he doesn't want to think about it.

B: Ah what's our (+ ) what's our (+ ). Why we need to design a toy ah because we want to earn money ah. It doesn't matter whether they have the patience to done it or not ah+

F: We only want them to buy.

B: +yes good great. Give me five. You know you understand?

K: Yes.

F: Then we have to the the range of price of the toy.

B: No no no the range of price... But we should discuss how about the location?

F: The location - China.

K: China labour is very cheap.

E: Yeah.

B: Guangdong.

F: Sure. That should not to too far from Hong Kong.

B: OK China la. Not bad not bad.

E: But the price?

B: The price.

F: I think it's a great range because we want to produce a series of puzzles.

B: And they produce the puzzle that for the human such as human puzzle (laughter).

F: Elderly.

B: Elder oh oh. Not elderly adult. For the adult. It may have eh a thousand pieces pieces of puzzle then the price is about \$300.

F: Em for small children we can produce some some puzzle under \$1000.

E: About fifty dollars

F: Yes.

B: And how about...?

K: ( ? )

E: Not sticker. Some [simple simple...

K: [Atom model?

E: No no no some modern block and can we [can and make it ball like something...

B: [Use glue to stick it together.

F: A lamp ah a car ah you know.

B: Then if we produce some puzzle then there is a picture drawn by somebody. We should we should pay the rights the bills of right.

F: Emm can you clarify?

B: Or sorry em if the picture is drawn by ( ? ) then we make it into a puzzle then we should pay for the rights.

F: But we don't have to produce some [kinds...

B: [I like it. Because I like it.

F: That's the detail of the production. Let talk about the the raft okay?

B: We should not discuss now.

F: Number four (laughter).

E: Or slogan.

F: Slogan better to think...

B: I seldom see a puzzle company a puzzle company that have that have advertisement in the street. I seldom see a puzzle company that has advertisement in the street eh.

F: So that we would we should become a first one to do this to make it to make it eh special.

B: OK let's see.

K: And we can design a poster that has a puzzle in it and the puzzle and the puzzle inside there's a ( ? ) in the puzzle.

E: I I have some ( ? ) 3D puzzle.

B: ... for the children [young and adult (laughter).

## **Appendix 9   Student Data 008**

- G: ... Yes OK let's discuss eh the proposals to our boss for a new best selling toy.
- C: OK what's your opinion Elaine? (laughter)
- E: I think the the boys should em they should like to play the electronic games.
- C: What kind of electronic games do you suggest?
- E: Eh I think the Neeken Doll.
- C: Neeken Doll?
- E: Yes.
- C: But I I think eh the boys most like to play in computer lesson is disc disc games.
- M: Instead of electronic games.
- G: Yes.
- E: But not many people have computer in their home.
- M: But I think the computer game is eh popular and will become more (+ ) popular.
- C: Popularity.
- G: Popular.
- E: More popular.
- C: What do you mean (laughter)?
- G: OK what should you think?
- M: I think some of them may eh want to play Heman ah.
- Together: Heman?
- G: Heman is old-fashioned toys.
- E: Yes.
- M: Some of them may like this eh.
- C: But I I I think Superman is better because there is a film a television programme but Batman is...
- E: I think it eh we can produce a toy that can eh eh like the Superman they can eh fly in the sky, that kind of toy.
- C: But the price will will increase.
- M: You can fly (laughter).
- G: You can use the remote control to control the toy.
- E: I like electronic toy (laughter).
- M: Use battery.
- E: Flyable electronic toy.
- M: But the parents eh eh+
- E: What?
- M: +tend to pay eh less money eh to buy to buying toys. By the way I think that the Heman and Batman will be cheaper than computer.
- M: Yes.



C: Computer has eh a wide various functions eh...  
 E: But this is too expensive.  
 G: But it will ...  
 C: But the disc is computer in home is very eh popular [and and very common.  
 G: [Not very popular.  
 M: OK I don't just say boys eh (laughter) oh I think Barbie ah.  
 Together: Barbie. Barbie. For girls. Barbie girls how do you think?  
 E: Maybe the the the eh Teddy Bear or Forever Friends...  
 G: But it's too expensive. Eh Barbie is just eh a hundred dollars around a hundred.  
 E: But the Barbie cost both are very expensive.  
 G: But can lower the price.  
 C: Em too many but (laughter).  
 M: They can buy for eh their daughters or not is just for their parents, their girl friends...  
 E: I think la Barbie is outdated.  
 C: Barbie is outdated.  
 G: Barbie yes I think so.  
 M: No I don't think so.  
 G: Throw your Barbie away (laughter).  
 M: But I don't think Barbie is outdated or old-fashioned toys because eh these continue eh to be popular in the coming years 13 years.  
 E: But I think...  
 C: Most girls like the black bear.  
 G: But it's too expensive for their parents to buy.  
 M: Just as ( ? ) toys it need hundred or [thousand dollars.  
 E: [Only that brand name and and other doll like the the the the eh other bear not on= not only just the...  
 M: But for the Barbie you can change her clothes (laughter) and have many and have the haircut ah. But for the Teddy Bear it can't (laughter).  
 E: Nowadays girl think that Barbie is very old.  
 M: But... but we just want to.  
 E: No nowadays girls like like like the...  
 C: You are the electronic games (laughter).  
 M: You're seventy and you can't. No we produce those toys for the eh three three to eight years old girls eh so I think ah they may ah they may like this la like Barbies.  
 C: I agree with.  
 G: And then reproduce a doll for the nine over nine years old em girls.  
 C: Maybe we can eh produce a series of toys like babies Barbie+  
 E: Baby Barbie? Baby Barbie to seventeen Barbie?  
 C: +and bear Teddy Bears.  
 E: Oh what's the price?

G: The price?

M: I think I think a hundred dollars around one hundred is below one hundred.

E: Below one hundred?

M: Around one hundred acceptable.

C: Eh maybe the Batman em is below fifty dollars.

M: No impossible. We can't gain.

C: I think the boys and girls will think that eh the price is too cheap that they won't use so cheap and they will not buy it+

E: I think eh around one hundred is OK.

C: + or buy for their friends.

G: In Batman? Batman or for...

M: For Batrman and Barbies and Teddy Bears anything else (laughter).

C: But I think now the price eh may...

M: What?

C: I think that Batman eh the price of Batman around 18 is acceptable and reasonable.

G: I agree with you.

C: I think the price may according to the the size. If a big bear, the price is...

M: What about the locations that the where the toy will be manufacturing will be manufacturing?

E: I think that Tung Tung...

C: In Guongzou.

M: How about in Philippines?

E: I think that Malaysia or Thailand.

M: Why? Why?

E: Cheaper labour force of course.

C: But China the mainland the labour is very also cheap.

E: But em in Malaysia or in Thailand they have the materials.

C: China also has materials.

E: Ok you prefer China, I prefer Malaysia.

M: We tell the boss to this (laughter) to decide this (laughter).

E: The boss choose it. Don't argue with this.

C: OK. Talking about the...

M: Slogan ah?

C: My my toy is good. (laughter)

G: Cheaper toys cheap toy.

E: Batman is the best.

M: 'The price is cheap the price is cheap but the toy is good'. Very good very good (clap hands). Can we take his decision?

C: Eh 'Cheap cheaper boy cheaper toys and eh better cheaper price and better toy'.

Together: Oh (clap hands) very good.

M: I agree with you. The slogan is always your suggestion.

E: Barbie is forever (laughter).  
 M: Batman is forever is OK (laughter).  
 C: Barbie is forever. Barbie is forever (laughter).  
 M: How about Teddy Bear? Oh (laughter) oh how about Monopoly?  
 C: Sorry?  
 E: Oh Monopoly.  
 M: Monopoly.  
 G: Eh everyone likes it.  
 M: Yes it's suitable for...  
 E: Every people [youngest or elderly or...  
 C: [Yes.  
 G: What kind of Mon= Monopoly?  
 C: Just (+ )...  
 M: Eh Monopoly is most the most popular games for the adult and the children they can play la.  
 G: I know what you [mean.  
 E: [They can satisfy their...  
 G: Money-mind head (laughter).  
 C: They dream dreams which they are are... rich men.  
 E: You are too... Can you repeat once again?  
 C: OK.  
 E: I can't hear.  
 C: I mean they in when they play Manopler=+  
 Together: Monopoly.  
 C: +Monopoly eh they can dream they are rich men so that's what I am say that's all.  
 M: They can they can do what they want (laughter).  
 E: I think they can buy what they want (? ) and they can buy the electric electricity station.  
 Together: They can do this is true life true society.  
 M: It can satisfy their wills.  
 C: Yeah.  
 E: What's the slogan of the Monopoly?  
 M: Monopoly?  
 Together: Yes (laughter).  
 E: Good simple and clear.  
 M: 'Monopoly is always yeah' (laughter).  
 E: Always yeah.  
 M: Always yeah. OK so...  
 C: What's the price?  
 E: The price of the Monopoly is around one hundred dollars.  
 M: No it's too cheap.



E: Over one hundred dollars. It's according to the size. If it's the big Monopoly+

M: Some can carry the trip.

E: +the ( ? ) may be one hundred dollars.

G: More carriable is it? More portable?

Together: One hundred dollars acceptable one hundred one hundred.

E: three hundred dollars.

Together: No expensive.

C: I think we can make 3 size the small regular and big.

M: OK OK well bye.

C: Make up the conclusion.

Together: No no need to conclude.

## **Appendix 10 Student Data 009**

T: Let's start our discussion.

Le: The type of toy eh I think will sell the best is the toy which request our IQ that is that can this the price of this toy is not eh is not very expensive, it is everyone can afford to buy it. The price may the price range may be from one hundred to one hundred and fifty dollars and I think...

W: Sorry for interruption? Eh would you explain what is IQ?

Le: IQ?

L: No the toys.

Le: In the toy that request or require our thinking such as puzzle or I don't know how to how to explain it eh... You think Step-and-Step (? )...

T: Other other company has already buy this Step-and-Step.

Le: But how how how can you design a new type of toy?

L: Eh I think you should design this toy for girls because eh it seems that girls spend more money on toy. You see eh Barbie is for girls not boys but eh it can sell 80 million a year.

Le: How about Mctender 64. It's a it's an electronic game which which is welcomed many many boys in Hong Kong or...

T: I I see what you mean but this is too expensive.

W: I don't think so.

T: Three thousand for the for the...

L: Fifteen.

W: Lower than four four thousand.

L: Nine hundred for one game how can you afford?

W: Not really I agree with you eh Lawrence.

L: I love you thanks.

Le: I also Lawrence, how about you Tommy?

T: Just for a minute.

Le: And then Lawrence. Have you got any other idea?

L: Eh maybe you can decide to sell a soft doll, some hairy doll, hairy doll.

Le: But don't you think that it is low it's it's made of eh low quality. Eh if you can design a cute face like some PC dog ah, Keroppy ah, Hello Kitty ah - this is cheap but this is eh this is very fashionable. You can make it to a high price. It is still somebody to buy it.

L: But I don't think it is.

W: I agree with you Lawrence.

T: You always agree with him.

W: Just because I'm with him ha.

T: This are strongly disagree with him.

Together: Why?

W: Can you explain why? Give three reasons or above.

T: First of all this kind of toy is only welcomed by girls not boys. Secondly...

W: How do you find it? How do you find boys love like soft dolls?

L: Parents will also like PC dolls.

T: But you mean that the hair hairy doll not not the not the cute eh not the cute...

Le: Only give an example.

L: Am I right?

W: Yes.

T: Secondly it it eh does not eh educate people while you are play with them. Am I right?

W: Toys always not educate people+

T: But I think that some...

W: +[except educational toys.

T: [Yes some people say educational toy eh provide some provide some with fun and also and also learning. [Am I right?

W: [So you think we should eh introduce toy which is educational?

T: Yes.

L: Do you think educational toy is very difficult to make it?

T: Not really if you have if you have got any special idea please tell me?

Le: Eh you haven't any special idea.

T: I have Step-and-Step.

L: Step-and-Step is not your idea. It's other people's idea.

T: Something like that. I have see some some eh educational toy but this is so low B that people who are over 5 can easily finish this.

L: What do you mean by low B?

Together: The level is very low.

L: Eh five year old children can done it can do it easily.

T: The small computer is very expensive.

Le: Yes.

W: Ha? I don't agree with you. Small computer is very cheap.

L: I agree with you (laughter).

Le: Very cheap. How much?

W: Computer is cheap now today nowadays.

Le: Small computer how much?

W: Ha? That's not a computer. The CP is very cheap.

T: But this is not ah useful since one one machine for one games.

W: Yes I agree with you.

L: You can you can't exchange the the programme. Moreover, the computer is eh is is eh can be outdate eh within a certain period of time.

Le: You you agree with Lawrence or disagree with him (laughter)?

T: Disagree with him (laughter).

Le: Then why you say that why you say his toy?



T: Because eh he said not computer because Wilson said that computer is good so I I...

W: Ah cheap is not equal to good.

T: But you said that it's good.

W: Ha it's cheap not good.

T: But why why do you introduce [the computer?

W: [The price is cheap ha ha. I haven't introduced just because he said it's very expensive so I argue that nowadays computer price...

L: Have you heard cheap things no good. Cheap things no good.

T: Sometimes may but sometimes cheap thing may em maybe have a eh large effect.

L: So we we we all agree that the price should not be too expensive or too high. Am I right?

Le: Yes.

W: Then what's the range?

Le: (Laughter) The range I think is below \$200 will be more will be more people to buy.

L: One hundred to two hundred dollars.

T: Yeah do you think there is such a cheap toys such a cheap cheap toy.

Le: But but we we're discussing about what type of toy and we have not finished.

T: Yeh such a such a low price you can't make good [toy

L: [But em do you think that of the price is too high you know that the toy the children play the toy only one or two year then will throw it away.

T: If the toy is attractive, it's not the money of their children. It's the money of their family.

L: If the toy is attractive, they will urge their family to buy.

T: Don't go around this point OK?

Le: OK the type of toy.

T: I I haven't any idea.

L: You?

W: I beg your pardon?

L: What's the idea of the type of toy which we should play?

W: Oh I just think eh the type of toys. Perhaps we can produce toys such as Heman or Sheila because they have TV programme.

L: But don't you think that they are outdate?

Le: Now outdate.

W: Nowadays the society is 復古 so outdate is not outdate now. Update is outdate now.

Le: Don't you think that it will would be welcomed by eh all walk people from all walks of life?

W: First it's welcomed by me.

Together: Only you not me, not Leo and us and Lawrence.

L: Ha welcome by you?

Le: I I also have a few Heman at home (laughter).

W: So interesting?

L: So what what...

Le: And so what what what kind of toy should we should make?

W: Eh some (+ ) some... (laughter)

Le: So so we all agree that Wilson's idea is good?

L: Yes I agree with him.

T: If if we don't em we make the toy like Heman or Sheila then it can be more it can be like Barbie or other girls' toys. So if we take the Wilson's idea, it can be both for boys and girls. Do you agree?

L: Never mind. I always disagree with his ideas so I don't have anything to say.

T: OK.

L: Discuss the price of the toy.

Le: We have discussed it. How about the location where the toy will be manufactured?

W: China China.

Le: I think that Malaysia because the labor force is cheap and the location of and the location of the factory would not cost much.

L: Yes yes yes.

W: China is best country.

T: OK.

Le: How about the advertisement?

W: Oh we have TV programme comic book popular film. Do we need to have any advertisement?

Le: But but but the discussion is eh is twelve minutes how come we can end so fast?

L: We have passed ten minutes.

T: Then it is not a new designed toy.

W: Let's finish the discussion, only fifteen something second left. Oh we have a computer now.

T: It's not a new design toy.

L: Yes.

Le: You just eh copy the cartoon character.

L: Do you think that it's more attractive in in some cartoon or TV programme or some TV games?

W: Oh maybe.

T: So...

W: Introduce some TV games.

L: So Heman eh fight with the Barbie. Heman fight with the Barbie. (laughter)

Le: So let me conclude the discussion.

T: OK let you conclude.

Le: The type of toy that we should make is Barbie or Heman, the price of toy should be in between one hundred and two hundred and the location where the toy will be manufactured is China and and there there eh that's it.

W: Wa excellent excellent.



## **Appendix 11 Student Data 010**

F: Let's start.

Ca: Em let's start our discussion on the type of toy which we think will sell the best and I think the Monopoly is the best because it's suitable for all age of people. Do you agree with me?

Cd: Yes I think so. Eh we know that it's very popular in the world eh eh maybe the teenager or the elders they all like the game. And there're may eh we em eh (+ )...

C: Different types and...

Cd: K different types of Monopoly. Yes eh do you think so Carmen?

Ca: Em I agree with you because it can attract many people to buy this game.

C: But I don't think so because the young people cannot know how to play this game because it's difficult to play. If the people is eh it cannot eh the people is too young it cannot know how to play the game.

Ca: Eh but I think if you say that eh what about Barbie? Is it suitable for the elders?

C: Barbie but Barbie is not favourable for a boy just a girl.

Cd: But we know that em monopoly is suitable for all eh the market is large that we can sell very eh we can sell in large number and we can earn much money.

C: It may be but (+ )...

F: Then is it that is the Mono= Monopoly related connected with any films or programmes or any books?

Ca: Em I don't think so.

F: So what's your suggestion?

Cd: Eh maybe we can eh insert install the eh the film called Star War is it and we can use the planet as a 物業.

Ca: Building.

Cd: We can build some buildings in maybe Mars or eh eh Jupiter OK and if any people pass my planet they need to pay money to me and instead of just a a road called Chung Hau Street eh something like this.

F: I'm agree with you eh it can make the stud the (+ ) the people more interesting in this game. (Bell rings)

C: I also agree.

Cd: Me too. So we all agree how about the price of toy? Over one hundred two hundred dollars or below two hundred dollars?

C: About one hundred dollars. Do you agree?

Ca: Em I agree with this because one hundred dollars is suitable because all the parents or people can buy this.

F: Em yes I think one hundred is acceptable.

Cd: But eh will you think that we can improve the quality and then the sale price will be higher. People will be attracted by the package because it's very beautiful or by some famous designer.

C: But it is only a toys no need to have a better quality.

Cd: Beg your pardon.

C: Because it is only a toy no need to have a better quality.

Cd: But eh em Monopoly game called “Hotel” is in high quality that also many people buy it.

C: Ah ah.

Ca: And yes it costs about eh two hundred dollars or more but also many family eh eh buy it because they think that it’s very interesting and and not as the old one they think that it’s quite bored.

F: So eh the the price will be about two hundred dollars (+ ). OK and what’s the location we should manufacture the Monopoly?

Ca: I think China is the best place to manufacture this game because eh they eh China have has a cheap labour and also the skill of the labour is good. Eh do you agree with that?

C: I agree with Carmen. But do you think eh Malaysia or some other east SE Asia country is possible?

Cd: And I think Thailand or the Philippines is quite good because Thailand and and the Philippines are allowed the duty free import into the US and also they can they have inexpensive labour force, so I think both of them are quite good. What about you?

F: I think Thailand is a good place eh since the labour cost is lower and also Claudia can had mentioned it and it’s both and it’s a good place to manufacture our new Monopoly. Eh a do we all agree that Thailand?

C: I agree.

Cd: So next part. Eh what’s the slogan is it of the toy any opinion?

F: Eh what about ‘The planet you buy the money you gain’?

Cd: I think it’s quite attractive and interesting. How about you Carmen?

Ca: Eh I think that this is good because and we can eh attract people because we have a new version called ‘Planet’ and it can mention this.

C: I have no opinion.

F: So we all we have discussed all the things.

Cd: So have a conclusion? We’ll have the eh eh new game called ‘Planet’ and the it the method of playing is just like other monopoly and it’s suitable to all people. And then the price of toys is about two hundred dollars because we need to improve the quality. Also eh the place of em manufacture the toy will be in Thailand. Lastly the slogan of the toy is ‘The planet you buy, the money you gain’...



## **Appendix 12 Student Data 011**

- J: Eh OK let's start.
- Y: Today we're going to discuss em the proposal to em about a new best selling toys. Do you have any idea?
- S: You should you should say your opinion first.
- Y: OK em I think the type of toys eh will sell the best is model em like the car model, ( ? ) model and ship model. ( ? ) Do you agree with me?
- S: But I think it's sold traditional toys. Sorry eh I think eh we should eh we should we should eh make some more popular like
- J: cartoon
- S: +yes like Batman...
- Y: But the car model can be connected to the popular film and TV programme like the popular one em.
- J: But it can only eh suitable for boys. But I think if we use some cartoon model it's suitable for all children.
- Y: But you can be boss and other can think about some other toys for girls.
- J: But I think if only car models eh ship model eh it do not have some advertise eh advertise rate advertise value.
- Y: What do you think Penny?
- P: Eh a a a different idea of toy.
- S: Strange idea.
- P: Yes eh I am thinking about something about educational toy.
- Together: Eh...
- Y: How about those models? How about these models?
- S: So what what's the toy name for? What's the type of toy?
- P: The toy name is called the Rainbow the Rainbow Rainbow.
- Y: What type of toys?
- P: Educational toy. It's for both boys and girls and and it has many questions and if the the eh player who who who answer the...
- Y: Is it a machine a machine like like a computer?
- P: No it's like a something like a there's some box some colour photos colour of the Rainbow and if you ans= ans= and if you get the right answer you can build the build the eh bridge. You can use the boxes to build the bridge.
- J: But sorry to interrupt but I think eh it just suitable for the about 10 years old eh children.
- P: Below I think. Below.
- J: Ha?
- P: Below ha.
- S: Educational toys woo?
- J: You know what I mean? I mean eh Penny's opin= Penny's toy eh just suitable for the children who is who are about ten so I I don't think it's difficult to promote it.



P: But eh you can design you can design a different set of question cards different level, the question type...

S: It it should play eh in a group but it can it cannot play it it can't play it alone.

Y: But they sell alone.

J: Yes.

S: If they play alone, they will is very bored.

J: Yes yes oh yeah I totally agree with with Sunny.

S: Oh great!

Y: What kind of choice do you think is+

S: Batman.

Y: +sell the best?

L: What Batman?

S: Because Batman has a toy and a car and a plane, it can combine with many type of toys. Eh because Batman is popular in film or cartoon, eh it can eh more many many people know know that so I think it's easy to promote and the and the...

J: Eh yeah where can it be produced? What do you think?

S: So you agree with me?

Y: Em...

S: Do you agree with me?

Y: Partly agree with you.

P: You said that the Batman car the Batman's car we can eh eh make it bigger and then some functions functions+

Together: Yeah. Yeah. Yeah.

P: +like other models move it by control.

J: Remote control wa?

S: Yes. But if we make that kind of toys the price is very high.

Y: Eh two main types main types of toy different price.

S: Yes we can make the car the function, partly has function and no function.

J: Ha ha ha ha.

P: How about the copyright?

J: Copyright we should buy.

S: Yes yeah. But I don't think the copyright is very expensive because we can also promote eh Batman so I think eh the company will allow...

Y: Only Batman eh do you think other series type of eh popular popular programme?

J: No because I like Batman.

Y: Besides Batman.

P: But in film Batman there's many many...

J: No Robin Hood.

S: Yeh yes many other characters.

Y: The aeroplane of the Batman.

J: ( ? )

S: Yeah Cap Woman la?

J: Yes Cap Woman.  
 S: So I'm totally agree with James James.  
 J: What's your opinion?  
 Y: Besides Batman seems besides Batman seems...  
 J: So what's your opinion? You agree with me?  
 Y: Yes.  
 J: How about you (laughter)?  
 Y: Add some models (laughter)?  
 J: So we eh decide to ...  
 S: (? ) the toys. Yeah yeah yeah is Batman.  
 J: How about the price of the toys?  
 S: Eh I think.  
 J: What's the range?  
 S: I think it can between fifty dollars to eh I think two hundred, fifty to two hundred dollars.  
 Y: You can buy a Batman doll only or buy a set of set of characters.  
 S: Ye yeah ha ha ha ha.  
 Y: It can't be too expensive but it can't be too cheap because if it's too cheap, the the em quality is too bad will be too bad.  
 J: Yes, I agree with you, so how about the+  
 Y: The location?  
 J: +where the toy will be manufactured?  
 Y: Yes where?  
 J: I think China is the best place because the labour eh labour force us low and then they have they have also they have quite good skills.  
 S: Yeah I am agree with you.  
 P: I think it should packed in Hong Kong to make it like a make it high class.  
 S: And it should (? ) by Hong Kong it can so that it can have cheaper [price.  
 Y: [price  
 and a better quality.  
 S: Yes.  
 P: High quality.  
 S: Finally we discuss eh the some promote eh some promote advertising how to promote how to promote? I think we discuss eh.  
 J: Advertising.  
 Y: Poster any beautiful poster?  
 S: Yeah.  
 Y: Eh poster em Batman poster eh outside the toy shop, the shop sell [toys and TV TV and in some comic books also comic books and and books for ten= ten= teenager. We can eh we can said the toy is eh safe for every children eh it is eh is very fun (+ ).  
 S: [Yes and I think TV programme...

J: Haha.  
S: What do you think other do you have any other idea? Do you have any other idea?  
Y: But if we ah...  
J: You mean the advertise how to adver= how to promote the toy?  
Y: If we have a advertising programme in the TV it will cost a lot.  
J: Yes but it it is the most effective one I think.  
P: Yes ad= we can ah adver= the advertising advertising new...  
J: Advertising new?  
P: The plan yes the plan for the plan for a TV we can plan a what time and what is the money for the whole for a range of...  
S: Yes so we can eh we can have a...



### **Appendix 13 Student Data 012**

- W: We're going to design a new best selling toy em to our boss.
- E: Sorry have you got any idea about the about the price of toy?
- G: Heh.
- E: About the price of toy?
- G: The price of toy.
- W: Eh let us talk about the type tape of toy and the name of the toy first.
- P: The price first.
- E: Price. First of all I think the price is better not more than em eh ten ten of US dollar ten US dollars.
- W: What about the tape of the toy (laughter)?
- P: What type of the toy? In my opinions I think eh the Monopoly and the baby toy is the is the best one for the type of toy and and even in a they are very successful and have a soft light friend. Eh when we're going to sell this we can combine with the popular film or TV game programmes eh just as were the Niger Tortoise, Star War toys and now we are so and also the (? )
- E: OK your point is fine.
- P: Heh no I haven't finished (laughter). It may be sell for the eh girls. Is it a good idea Gloria? Design for the girls?
- G: How about the boys?
- P: How about the boy?
- E: Yes for the toy for the boy.
- P: Not just for the girl. For the boys Star War.
- E: Star War.
- P: Design a set of toys eh about the Star War.
- E: But the Star War game is outdated.
- Together: Outdated ah.
- P: I think it's also ah fresh in this century (laughter).
- G: Let's think about the a a new new toy+
- P: A new toy special?
- G: +special.
- E: I think the TV game.
- P: TV game?
- E: Yes.
- P: Also outdated. (laughter)
- E: Now outdated now?
- Together: Computer. Computer games?
- E: It's the best and it's very popular nowadays. Yes.
- P: Yes what?
- E: Computer games?
- P: Computer games eh it's quite good.
- E: But I think the game should be more educated.

P: Eh that's a good idea. That's great (laughter).  
 E: OK.  
 G: OK let us design to design this toy design a computer game.  
 W: But but should we eh name?  
 E: Yes name the toy. Name of the toy.  
 P: Eh Sailer Staff Sailer Staff.  
 E: Oh the name is no good. Computer games and maybe we can we can think that next. How about the location?  
 P: Where is the best place for for selling our toy or manufacturing our toy (laughter)?  
 E: Eh maybe we can try some em place where is em can be lower cost and famous traffic condition.  
 G: We can sell it to China.  
 P: China an advantages to manufacture the toy.  
 W: The labour is cheaper in China.  
 G: The cost is lower.  
 E: Yes.  
 G: Do you agree?  
 P: Now I'm agree (laughter).  
 E: Eh maybe Philippines Philippine is is another good place Philippine.  
 P: Philippines is not a good place always many typhoons (laughter) unstable.  
 E: But there's cheaper label cheaper cheaper labor.  
 P: Cheaper label? Cheaper labor.  
 E: Labour labor sorry.  
 P: But China is also eh (+ )  
 E: (? ) one place to go to to sell it. We can find the other place.  
 G: Maybe the maybe eh...  
 P: Have you seen the McDonald's toys?  
 E: No ugly I think.  
 P: Ugly? I think it's very cuter. Just a product in China and manufacturing in China. So em we we manufacture the toy in China is a good idea.  
 E: But I think this this is not on flat.  
 C: Not on flat?  
 P: It's not on flat?  
 E: Yes.  
 P: It's your...  
 Together: You mean the computer game?  
 E: No I mean the McDonald McDonald toys.  
 Together: The location? The location ah. The location ah.  
 W: Only to decide which location ah. Ah China.  
 P: Are you come with me?  
 E: Of course. You are talking about McDonald toys.

P: No I'm talking about the computer games and let's talk about the advertising slogan for the toy (+ ). Ah Winnie.

W: Yes.

P: Eh what do you think about the advertising slogan for the toy?

W: Yes em (+ ) should we give the name of the toy first. It's more easy to think about the advertising slogan.

E: The name what do you think Pauline?

P: Sailor Staff.

Together: No. Not good.

P: If you don't think my my opinion is good, let's ah give me some opinion.

E: The name. The computer game?

P: Yes.

E: Eh eh em.

P: Hey I know.

E: Yeah.

P: Bubble Bobo Bubble Bobo.

E: Bubble Bobo. Yes OK OK maybe this name brand.

Together: Bubble Bobo. (laughter)

E: It's quite cute OK?

P: Please sign on the page the page Bubble Bobo.

E: OK.

W: Oh it's good.

G: How about the advertising slogan for the toy?

E: Advertising advertising slogan. Eh (+ )

P: Eh we've got no idea. Let's talk it about later (laughter).

E: Yes.

G: I have some idea. The slogan is eh 'Bubble+

Together: Bubble Bobo.

G: +is funny is the game that's funny and educated for boys and girls'.

Together: Oh oh good idea.

P: Oh let's give this proposal to our boss. I think he he will think it excellent.

E: OK maybe we can talking more think about the education to the boys and girls.

P: Ye... I pardon?

E: I say that eh the advertising slogan for the toy for the toys we can speak say more things.

P: Eh what happen?

G: Let's have a conclusion+

P: Conclusion.

G: +the tape of the toy the type of the toy is eh computer game. The name is Bubble Bobo.

Together: Bubble Bobo.

E: And and the price of the toy is about eh about ten US dollars ten.



P: Ten US dollars.

E: Yes the location eh will be manufactured in China.

P: Yes.

W: The advertising slogan is 'Bubble Bobo (laughter) is the game that's funny and educated for boys and girls'.

## **Appendix 14**

## **ICQ On-line Communication Extract**

**Speakers:** University students

**Topic:** A casual ICQ exchange between friends - Ann is wishing Laura happy birthday.

Ann: happy birthday ne

Laura: thank you...hehe...double 2 lar...ho charm

Ann: getting old lor...ai...how are you?

Laura: Thank you for your card wor...which is very nice. I've seen him and my mum for two days in London, we visited some places and took some pictures. Yesterday they went off to the school in Northampton which is further north from London...I think he is ok in there now...my mum now is approaching to the airport back to HK.

Ann: oh.... have good time ne... it should be very happy for you.

Laura: I had a very good time in with them in London but now I am suffering from revising exams....ai...I'm visiting Felix's school after exams...so looking forward... ar...how about u? Have u done something excited?

## **Appendix 15**

## **ICQ On-line Communication Extract**

**Speakers:** University students

**Topic:** A casual ICQ exchange between friends

Viki: it's snowing quite strong outside...be careful  
Sue: I will, thx  
Viki: wei wei...lei dim ar?  
Sue: ok la, juz got bk from Amsterdam loh. how r u?  
Sue: ok..la...I have 9 tmw ar..  
Viki: haha, I have 2-4 ar ..... sooooooooo happy  
Sue: che..... anyway...have your rash gone?  
Viki: yes, but I have scar oh... ho ugly ar!  
Sue: mutt yea is scar?  
Vicki: la --- in Chinese  
Sue: mutt ar?  
Viki: u know when u fall down n have a wound then it heals ..... then u have a mark left?  
Sue: icic...ng gan yiu la...still a pretty girl. haha!!  
Viki: hehe, I know!!!!  
Sue: anyway I have to take a shower now...cu later  
Viki: ok



**Data Sheet - What are discourse markers?**

Please read the following extracts from real language data and make yourself familiarised with what are defined as discourse markers in this survey.

**Extract 1**

*(The speakers are engaged in a discussion of making preparations for a debate.)*

Roy: *Erm **okay** this is the basic structure. **And** we've got thirteen points.*

Kevin: *Mhm.*

Roy: ***So** this is what we'll do. **Firstly** introduce the speakers.*

Kevin: *Yes.*

Roy: ***Then** introduce the topics of the debate and the main topics. **Er thirdly** we'll give the reasons for actually having the debate in the first place..*

**Extract 2**

*(This is from an interview of a mother-to-be who is commenting the health system in UK. She is recounting her experience of how a midwife urged her to deliver the baby before she changed her shift at half-past seven.)*

Interviewee: ***And** luckily I managed to push her out in five minutes before seven thirty.*

Interviewer: ***Gosh.***

Interviewee: ***So** I was lucky. **But** it was just annoying in that respect.*

**Extract 3**

*(This is from a service encounter in a post office. The customer is asking the post office clerk of how to fill in a form for sending a parcel.)*

Customer: *What shall I put?*

Clerk: *Photograph frame.*

Customer: *Pardon?*

Clerk: *Photograph frame.*

Customer: ***Oh right. Okay.** That is specific then.*

Clerk: ***Well** you can't put goods or anything like that **you know** because no...*

Customer: ***Okay.** Photo frame...*

**Extract 4**

*(This extract is from an interview for a survey of modern family life. The interviewee is commenting the National Health Service, the equivalence of the Hospital Authority in Hong Kong.)*

Interviewee: ***So** it's whatever light you want to perceive it in **I think**.*

Interviewer: ***I think** we're still very lucky compared to most western countries aren't we?*

Interviewee: *We are. Certainly are **yeah**.*

Interviewer: ***Right. So** we move on from health if you're happy with that. **Let's move on** to crime vandalism and accidents. **So** crime experienced by family.*

**Extract 5**

*(This is a conversation between friends talking about Christmas.)*

Judith: ***And it's like** it means a lot to me **you know**. **But I think** Christmas is brilliant a family thing.*

Peter: ***You know** when they are all together **and** it's...*

Judith: *We get together. **I mean like** if it snows it's even better 'cos I just look out the window **and** let the world go by...*

### Extract 6

(This conversation is from a university tutorial.)

Student: **Well actually** there's a couple of things **really really** quickly ask you one draft of my medieval English.

Tutor: **Go on.**

Student: I'm not happy with the first one. I just wondered if you could have a glance and see if there're any problems

Tutor: Yes. **Okay.** (Pause) **Right** coming into the language test.

Discourse markers are words or phrases which function to organise and monitor the progress of a piece of written or spoken language. We are familiar with conjunctions like *firstly, secondly, and, or, so, therefore* in written language. In spoken language, the most common ones include *I mean, okay, well, so, actually, right, you know, anyway, and, 'cos*, etc. Globally, they mark openings (*well, right*) and closings of conversations (*okay*), as well as boundaries of topics (*so, right*). Locally, they link up ideas in a talk and mark relationships between idea units, which may indicate continuation (*and, also*), sequence (*first, next, then*), contrast (*but*), conclusion (*so*), etc. Also they can reflect the attitude of the speaker (*I think, well, really, actually*), and many of the above usages express a speaker's assessment of the conversational situation as informal. The present questionnaire is referring to discourse markers in spoken language. Here is a summary of the main functions of the most frequent discourse markers found in real language data:

Discourse Markers	Main Functions
<i>Well</i>	Mainly occurs at the beginning of a conversation and indicates a speaker's mental thoughts. Usually it prefaces a negative response and indicates inadequacy of an answer. It also introduces the topic of a conversation and can serve as a delaying device in conversations.
<i>Alright/right/okay</i>	Mainly occurs at the beginning of an utterance and serves as a kind of spoken punctuation mark to mark the boundary of an exchange or topic.
<i>So</i>	To indicate a summary or conclusion of what has been previously said.
<i>And</i>	To mark continuation of speech.
<i>But</i>	To indicate a contrastive viewpoint.
<i>Like</i>	To mark a suggestion or an example.
<i>You know</i>	A listener-oriented marker to check that the listener is sharing the viewpoint, or to appeal to the listener for support. Sometimes it serves as a softener.
<i>I mean</i>	A speaker-oriented marker to modify or clarify the speaker's own contribution. Sometimes it serves as a softener.
<i>'Cos</i>	The informal form of 'because' normally to give explanations.
<i>Yeah</i>	The informal form of 'yes' normally to show acknowledgment.
<i>Actually/Really/I think</i>	To reflect the attitude of a speaker, e.g. indicating reinforcement.



### Section 1      Comparison of texts

Please read the following conversations by native speakers of English. The discourse markers have been highlighted in the original texts (Script A), whereas all the discourse markers are taken out in the deleted texts (Script B). Try to compare the effects discourse markers have on the spoken exchanges when they are present and when they are omitted. Then indicate your opinions based on the attitude statements on p.4-5.

The following extract is from an interview of a mother-to-be who is supporting the view that it is useful to have a midwife to accompany her to the hospital before delivery.

#### Script A – Original Text

Interviewee: *Em I'd find that really beneficial. And also I think the midwife comes to you and goes to the hospital with you <Interviewer Mhm> which didn't happen before because all my others went waters broke except for the last one and I was afraid that the waters would go. That's why I had ambulances every time.*

Interviewer: *Oh right.*

Interviewee: *Because I think for the first one they said You should have an ambulance when your waters go because you're not allowed to sit up.*

Interviewer: *Oh.*

Interviewee: *And I had such an awful lot of fluid <Interviewer Really. Mhm.> I had excess fluid for each one <Interviewer Mhm> and so I didn't hesitate with the third one even though the waters hadn't gone.*

Interviewer: *Mm.*

Interviewee: *I still wanted to have an ambulance.*

Interviewer: *Oh right.*

Interviewee: *So that would be good to have a midwife to come with me.*

#### Script B – Deleted Text

Interviewee: *Erm I'd find that really beneficial. The midwife comes to you and goes to the hospital with you <Interviewer Mhm> which didn't happen before. All my others went waters broke except for the last one. I was afraid that the waters would go. I had ambulances every time.*

Interviewee: *For the first one they said You should have an ambulance when your waters go, you're not allowed to sit up.*

Interviewee: *I had such an awful lot of fluid. I had excess fluid for each one. I didn't hesitate with the third one, the waters hadn't gone.*

Interviewer: *Mm.*

Interviewee: *I still wanted to have an ambulance.*

Interviewee: *That would be good to have a midwife to come with me.*

The following is from an informal meeting held at an educational publisher's office. The staff are planning the production schedules for educational materials.

#### Script A – Original Text

Chairlady: *Oh right and he's got Workbook Two hasn't he 'cos he said he would print it out.*

Staff A: *He's got Workbook Two he's got the fonts he needed but he hasn't got the artwork he needed.*

Chairlady: *Right okay but it's all under control.*

Staff A: *It's actioned.*

Chairlady: *Good there's something else I wanted to ask you... when are you going to start handling reprints 'cos I need some advice.*

Staff B: *Erm I won't, I couldn't offer you any intelligent advice until I actually get it...but I'm not getting it until June.*

Staff A: *Linda's coming in June yeah.*

Staff B: *So until June.*

Chairlady: *So I have to talk to Hamish.*

Staff B: *Everything is Hamish yeah.*

Chairlady: *Right.*

#### Script B - Deleted Text

Chairlady: *He's got Workbook Two hasn't he? He said he would print it out.*

Staff A: *He's got Workbook Two he's got the fonts he needed he hasn't got the artwork he needed.*

Chairlady: *It's all under control.*

Staff A: *It's actioned.*

Chairlady: *When are you going to start handling reprints I need some advice.*

Staff B: *Erm I won't, I couldn't offer you any intelligent advice until I get it... I'm not getting it until June.*

Staff A: *Linda's coming in June.*

Staff B: *Until June.*

Chairlady: *I have to talk to Hamish.*

Staff B: *Everything is Hamish.*



**School of English Studies**  
**The University of Nottingham**

**CODE**

**The contents of this questionnaire are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances.**

**Section 1**

The following statements concern your opinions on the use of discourse markers (henceforth DMs) in spoken discourse. Please consider each statement carefully after comparing the texts on p.3. Then indicate your views by putting a slash ( / ) in the most appropriate category which comes closest to your own attitude.

**++ strongly agree          +agree          ? uncertain          - disagree          -- strongly disagree**

Attitude Statements	++	+	?	-	--
1. DMs can oil the wheels of communication.					
2. DMs cannot serve as a fluency device.					
3. DMs can guide listeners towards understanding the conversations better.					
4. DMs are not very useful devices to help understanding the conversations.					
5. Knowledge of DMs helps processing information in listening.					
6. DMs can orientate the listener to the overall idea structure and sequence in talk.					
7. It is still an effective listening strategy for listeners to focus closely on the key words in talk without referring to DMs.					
8. The meanings of the conversations can still be conveyed clearly without DMs.					
9. I can still understand the conversations using other linguistic knowledge rather than referring to the DMs.					
10. DMs can display to listeners the speakers' attitude.					
11. DMs cannot signal relationships between ideas in talk.					
12. DMs can signal relationships between ideas in talk.					
13. Without DMs, the conversations are still coherent and interpretable.					
14. Without DMs, the conversations become bitty and incoherent.					
15. The sequence of the speakers' mental thoughts can be displayed clearly through DMs.					
16. DMs do not necessarily help display the speakers' mental thoughts.					
17. DMs appear to be redundant in the conversations.					
18. Relationships between the speakers would sound more distant and formal if there					

are no DMs in the conversations.					
19. Showing responses with DMs can yield a softening and facilitative effect on talk.					

## Section 2

The following statements concern your opinions related to the teaching of discourse markers in Hong Kong in general. Please consider each statement carefully and indicate your views by putting a slash ( / ) in the most appropriate category which comes closest to your own attitudes.

**++ strongly agree      +agree      ? uncertain      - disagree      -- strongly disagree**

Attitude Statements	++	+	?	-	--
20. DMs have been presented as a listening skill in most listening activity books.					
21. DMs have been presented as a speaking skill in most oral books.					
22. The listening materials that I am using for my students contain DMs.					
23. The speaking materials that I am using for my students contain DMs.					
24. I sometimes highlight DMs in oral lessons.					
25. I sometimes highlight DMs in listening lessons.					
26. Students have traditionally been taught to speak in written language form and they seldom display DMs in their speech.					
27. It is necessary to create and develop linguistic awareness of DMs and promote proficiency in the actual use of them.					
28. There is a need to promote spontaneous understanding of DMs as a fluency device in spoken language.					
29. Students should be helped to exploit DMs to improve their speaking and listening skills.					
30. DMs are so important in facilitating communication that they should gain special attention in the teaching of the spoken language.					
31. DMs are only small words in conversation and it is not worth the time to teach them.					
32. DMs do not carry specific meaning and there is not much pedagogic value.					
33. DMs are redundant and sub-standard features in speech and there is not much pedagogic value.					
34. It is too early to teach DMs in spoken text at junior secondary level.					
35. It is too early to teach DMs in spoken text at upper secondary level.					
36. It is an appropriate time to highlight DMs in spoken text at junior secondary level.					
37. It is an appropriate time to highlight DMs in spoken text at upper secondary level.					



38. DMs as a linguistic device for both listening and speaking purposes should be introduced at the same time.					
39. It is too ambitious to expect students to learn DMs for both listening and speaking purposes at the initial stage.					
40. DMs as an aspect of speaking skill should be delayed to a later stage until awareness of DMs as a listening skill has been grasped.					
41. At the initial stage, we should prioritise developing in students a receptive awareness towards the use of DMs.					
42. At the initial stage, we should prioritise teaching of DMs for speaking purpose.					
43. Students can benefit in public examinations, especially in listening comprehension, if they know what DMs are.					
44. Students can follow a university lecture better in the future, especially those conducted by native speakers, if they know the meanings DMs point to.					
45. Students can understand native speakers better in their future workplace if they know what DMs are.					
46. It is not important to emphasise training students to speak with DMs though they frequently occur in native speaker speech.					
47. It is a bit advanced to prioritise teaching of DMs as a speaking skill because my students' general proficiency of spoken English is inadequate.					
48. Students as second language learners do not need to speak with DMs as frequently as most native speakers do, but only need to progress to a speaking proficiency level capable of fulfilling their communicative purpose.					
49. It is essential for my students to learn to speak with DMs so as to signpost to listeners their communicative intent.					
50. It is important for students to learn to incorporate DMs in their speech which is an essential speaking skill for the public oral examination.					
51. It is necessary to teach students to speak with DMs so as to enhance fluency.					
52. Students should be left at their discretion to learn to speak with DMs in the future when other interaction opportunities arise.					
53. Students should be taught how native speakers use DMs and follow their way of using them.					
54. We should expand our perspective to respect and allow acceptable local use of DMs different from the native speaker norm.					
55. It can be regarded as a wrong usage when Hong Kong learners use DMs differently from native speakers.					
56. It should not be regarded as a wrong usage when Hong Kong learners use DMs					



differently from native speakers.					
57. Domination of the native speaker norm as the teaching model means that native speaker's use of DMs should be employed as the model of reference for Hong Kong learners.					
58. The native model of using DMs should provide a point of reference for non-native Hong Kong learners.					
59. It is not necessary to stick to the native speaker norm of using DMs because English language teaching should seek relevance to local culture while trying to enable global transaction.					
60. It is unjustifiable to require non-native learners to use DMs like native speakers of English.					
61. It is unrealistic to expect non-native learners to use DMs like native speakers of English.					

Personal Particulars

Please put a slash ( / ) where appropriate.

1. Gender

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female
2. Where is your native country?

<input type="checkbox"/>	Hong Kong, Special Administrative Region of the People's Republic of China
<input type="checkbox"/>	UK
<input type="checkbox"/>	Australia
<input type="checkbox"/>	Others (please specify)
3. Which of the following is your first language?

<input type="checkbox"/>	Cantonese
<input type="checkbox"/>	English
<input type="checkbox"/>	Others (please specify)
4. Which of the following is your second language?

<input type="checkbox"/>	Cantonese
<input type="checkbox"/>	English
<input type="checkbox"/>	Others (please specify)
5. Do you hold a first degree in English or an English language-related subject?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
6. Have you received any training in English language teaching?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
7. Do you have a master's degree in TESOL/TEFL?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
8. For how many years have you been teaching English?

<input type="checkbox"/>	1-3 years
<input type="checkbox"/>	4-7 years
<input type="checkbox"/>	Over 7 years
9. At present how many English lessons do you take up each week?  
(Please take the average if your school practices cycle system.)

<input type="checkbox"/>	1-8
<input type="checkbox"/>	9-16
<input type="checkbox"/>	Over 16
10. Are you interested in having a telephone interview or a face-to-face interview in Hong Kong?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If your answer to Q10 is yes, please fill in your details:

Name: \_\_\_\_\_

Correspondence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Contact telephone no.: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Should you have any queries please contact me at the following address:

Loretta Fung  
School of English Studies  
University of Nottingham  
Nottingham  
NG7 2RD  
UK  
E-mail: aexpylf@nottingham.ac.uk

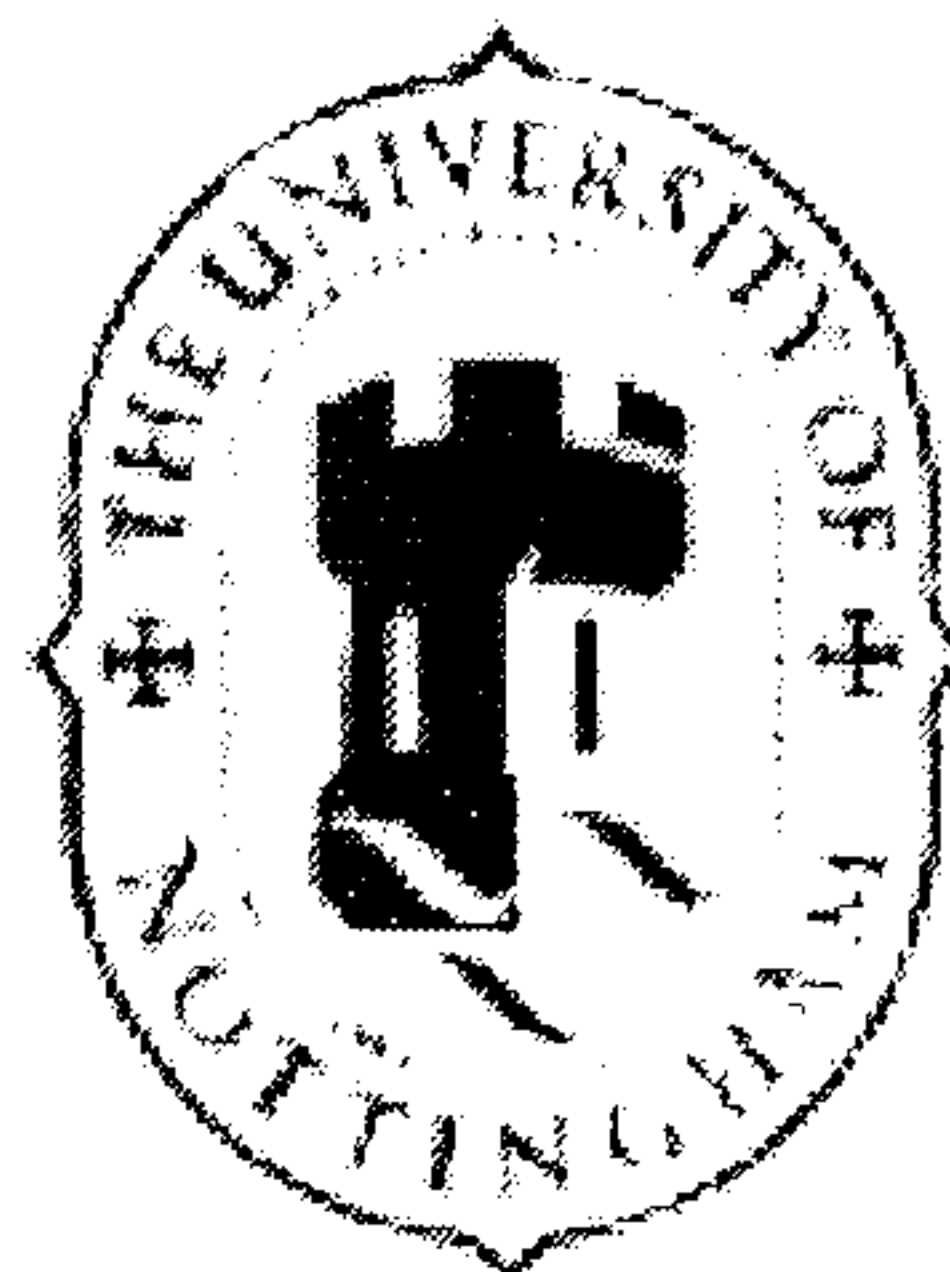
**Please mail back p.4-8 using the pre-paid envelope by 14 February, 2000.**

**Thank you very much for your participation.**

**Appendix 16B**

**Questionnaire on Discourse Markers**

School of English Studies  
The University of Nottingham



8 February, 2001

**Re: An attitudinal survey of senior form ESL teachers in Hong Kong on English discourse markers**

Dear Sir/Madam,

I write to invite you to participate in the above survey as recommended by your Principal. The survey forms part of a research project on English teachers' attitude towards the use and teaching of discourse markers in upper secondary schools being undertaken under the direction of Professor Ronald Carter in the Department of English Studies, University of Nottingham.

The present research focuses on the study of discourse markers, a frequent linguistic feature found in native speaker speech, and the role they play in a pedagogic context, so as to bring this to the attention of English researchers, educators, teachers, and materials writers in Hong Kong. Specifically, the present survey aims at collecting opinions of senior form English teachers of all the EMI secondary schools in Hong Kong to investigate the relevance and teachability of this aspect of spoken language for secondary school students. Your contribution is vital to the success of the study.

The findings of this under-researched, yet beneficial language area, will not only reveal your viewpoint to us, but more valuably can enhance the potential for teaching the spoken language more effectively and authentically. They will be of great significance for students with regard to their speaking and listening abilities, either for academic purposes, or for social interaction as a life-long communication skill.

I treasure very much your expertise. Please read over the data and complete the questionnaire as instructed. It will only take you 15 minutes to finish the questionnaire. All information provided will be kept confidential. I would be very grateful if you could return the completed questionnaire using the pre-paid envelope by 2 March (Friday), 2001.

Thank you very much for your participation.

Yours sincerely,

Loretta Fung    *MA (ELT)*



## Data Sheet (Read Only)

### What are discourse markers?

Please read the following extracts from real language data and make yourself familiarised with what are defined as discourse markers in this survey.

#### Extract 1

(The speakers are engaged in a discussion of making preparations for a debate.)

Roy: **Erm okay** this is the basic structure. **And** we've got thirteen points.  
Kevin: **Mhm**.  
Roy: **So** this is what we'll do. **Firstly** introduce the speakers.  
Kevin: Yes.  
Roy: **Then** introduce the topics of the debate and the main topics. **Er thirdly** we'll give the reasons for actually having the debate in the first place...

#### Extract 2

(This is from an interview of a mother-to-be who is commenting the health system in UK. She is recounting her experience of how a midwife urged her to deliver the baby before she changed her shift at half -past seven.)

Interviewee: **And** luckily I managed to push her out in five minutes before seven thirty.  
Interviewer: **Gosh**.  
Interviewee: **So** I was lucky. **But** it was just annoying in that respect.

#### Extract 3

(This is from a service encounter in a post office. The customer is asking the post office clerk of how to fill in a form for sending a parcel.)

Customer: What shall I put?  
Clerk: Photograph frame.  
Customer: Pardon?  
Clerk: Photograph frame.  
Customer: **Oh right. Okay**. That is specific then.  
Clerk: **Well** you can't put goods or anything like that **you know because** no...  
Customer: **Okay**. Photo frame.

#### Extract 4

(This extract is from an interview for a survey of modern family life. The interviewee is commenting the National Health Service, the equivalence of the Hospital Authority in Hong Kong.)

Interviewee: **So** it's whatever light you want to perceive it in **I think**.  
Interviewer: **I think** we're still very lucky compared to most western countries aren't we?  
Interviewee: We are. Certainly are **yeah**.  
Interviewer: **Right. So** we move on from health if you're happy with that. **Let's move on** to crime vandalism and accidents. **So** crime experienced by family.

#### Extract 5

(This is a conversation between friends talking about Christmas.)

Judith: **And it's like** it means a lot to me **you know. But I think** Christmas is brilliant a family thing.  
Peter: **You know** when they are all together **and** it's...  
Judith: We get together. **I mean like** if it snows it's even better '**cos** I just look out the window **and** let the world go by...

Discourse markers are words or phrases which function to organise and monitor the progress of a piece of written or spoken language. We are familiar with conjunctions like **firstly, secondly, and, or, so, therefore** in written language. In spoken language, the most common ones include **I mean, okay, well, so, actually, right, you know, anyway, and, ‘cos**, etc. Globally, they mark openings (**well, right**) and closings of conversations (**okay**), as well as boundaries of topics (**so, right**). Locally, they link up ideas in a talk and mark relationships between idea units, which may indicate continuation (**and, also**), sequence (**first, next, then**), contrast (**but**), conclusion (**so**), etc. Also they can reflect the attitude of the speaker (**I think, well, actually**), and many of the above usages express a speaker’s assessment of the conversational situation as informal. The present questionnaire is referring to discourse markers in spoken language. Here is a summary of the main functions of the most frequent discourse markers found in real language data:

Discourse Markers	Main Functions
<b>Well</b>	Mainly occurs at the beginning of a conversation and indicates a speaker’s mental thoughts. Usually it prefaces a negative response and indicates inadequacy of an answer. It also introduces the topic of a conversation and can serve as a delaying device in conversations.
<b>Alright/right /okay</b>	Mainly occurs at the beginning of an utterance and serves as a kind of spoken punctuation mark to mark the boundary of an exchange or topic.
<b>So</b>	To indicate a summary or conclusion of what has been previously said.
<b>And</b>	To mark continuation of speech.
<b>But</b>	To indicate a contrastive viewpoint.
<b>Like</b>	To mark a suggestion or an example.
<b>You know</b>	A listener-oriented marker to check that the listener is sharing the viewpoint, or to appeal to the listener for support. Sometimes it serves as a softener.
<b>I mean</b>	A speaker-oriented marker to modify or clarify the speaker’s own contribution. Sometimes it serves as a softener.
<b>‘Cos</b>	The informal form of ‘because’ normally to give explanations.
<b>Yeah</b>	The informal form of ‘yes’ normally to show acknowledgment.
<b>Actually/I think</b>	To reflect the attitude of a speaker, e.g. indicating reinforcement



# Section 1 Comparison of texts

Please read the following conversations by native speakers of English. The discourse markers have been highlighted in the original texts (Script A), whereas all the discourse markers are taken out in the deleted texts (Script B). Try to compare the effects discourse markers have on the spoken exchanges when they are present and when they are omitted. Then indicate your opinions based on the attitude statements on p.5-7.

The following extract is from an interview of a mother-to-be who is supporting the view that it is useful to have a midwife to accompany her to the hospital before delivery.

## Script A – Original Text

Interviewee: **Em** I'd find that really beneficial. **And also I think** the midwife comes to you and goes to the hospital with you <Interviewer **Mhm**> which didn't happen before **because** all my other babies went waters broke except for the last one **and** I was afraid that the waters would go. **That's why** I had ambulances every time.

Interviewer: **Oh right.**

Interviewee: **Because I think** for the first one they said you should have an ambulance when your waters go **because** you're not allowed to sit up.

Interviewer: **Oh.**

Interviewee: **And** I had such an awful lot of fluid <Interviewer **Really. Mhm.**> I had excess fluid for each one <Interviewer **Mhm**> **and so** I didn't hesitate with the

third one **even though** the waters hadn't gone.

Interviewer: **Mm.**

Interviewee: I still wanted to have an ambulance.

Interviewer: **Oh right.**

Interviewee: **So** that would be good to have a midwife to come with me.

## Script B – Deleted Text

Interviewee: I'd find that really beneficial. The midwife comes to you and goes to the hospital with you which didn't happen before. All my other babies went waters broke except for the last one. I was afraid that the waters would go. I had ambulances every time.

Interviewee: For the first one they said you should have an ambulance when your waters go, you're not allowed to sit up.

Interviewee: I had such an awful lot of fluid. I had excess fluid for each one. I didn't hesitate with the third one, the waters hadn't gone.

Interviewee: I still wanted to have an ambulance.

Interviewee: That would be good to have a midwife to come with me.

The following is from an informal meeting held at an educational publisher's office. The staff are planning the production schedules for educational materials.

## Script A – Original Text

Chairlady: **Oh right and** he's got Workbook Two hasn't he '**cos** he said he would print it out.

Staff A: He's got Workbook Two, he's got the fonts he needed **but** he hasn't got the artwork he needed.

Chairlady: **Right okay but** it's all under control.

Staff A: It's actioned.

Chairlady: **Good there's something else I wanted to ask you...** when are you going to start handling reprints '**cos** I need some advice.

Staff B: **Erm** I won't, I couldn't offer you any intelligent advice until I **actually** get it...**but** I'm not getting it until June.

Staff A: Linda's coming in June **yeah.**

Staff B: **So** until June.

Chairlady: **So** I have to talk to Hamish.

Staff B: Everything is Hamish **yeah.**

Chairlady: **Right.**

## Script B - Deleted Text

Chairlady: He's got Workbook Two hasn't he? He said he would print it out.

Staff A: He's got Workbook Two, he's got the fonts he needed, he hasn't got the artwork he needed.

Chairlady: It's all under control.

Staff A: It's actioned.

Chairlady: When are you going to start handling reprints I need some advice.

Staff B: I won't, I couldn't offer you any intelligent advice until I get it... I'm not getting it until June.

Staff A: Linda's coming in June.

Staff B: Until June.

Chairlady: I have to talk to Hamish.

Staff B: Everything is Hamish.



School of English Studies  
The University of Nottingham

CODE
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The contents of this questionnaire are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances.

Section 1

The following statements concern your opinions on the use of discourse markers (henceforth DMs) in spoken discourse. Please consider each statement carefully after comparing the texts on p.4. Then indicate your views by putting a slash ( / ) in the most appropriate category which comes closest to your own attitude.

++ strongly agree    +agree    ? uncertain    - disagree    -- strongly disagree

Attitude Statements	++	+	?	-	--
1. DMs can oil the wheels of communication.					
2. Knowledge of DMs helps processing information in listening.					
3. DMs can display to listeners the speakers' attitude.					
4. DMs are not very useful devices to guide listeners to understand the conversations.					
5. DMs do not necessarily help to orientate the listener to the overall idea structure and sequence in talk.					
6. It is still an effective listening strategy for listeners to focus closely on the key words in talk without referring to DMs.					
7. The sequence of the speakers' mental thoughts can be displayed clearly through DMs.					
8. Without DMs, the conversations become bitty and incoherent.					
9. Relationships between the speakers would sound more distant and formal if there are no DMs in the conversations.					
10. I can still understand the conversations using other linguistic clues rather than referring to the DMs.					
11. DMs do not necessarily help to signal relationships between ideas in talk.					
12. Showing responses with DMs can yield a softening and facilitative effect on talk.					
13. Without DMs, the conversations are still coherent and interpretable.					
14. DMs appear to be redundant in the conversations.					

Section 2

The following statements concern your opinions related to the teaching of discourse markers in Hong Kong in general. Please consider each statement carefully and indicate your views by putting a slash ( / ) in the most appropriate category which comes closest to your own attitudes.

++ strongly agree      +agree      ? uncertain      - disagree      -- strongly disagree

Attitude Statements	++	+	?	-	--
15. DMs have been presented as a listening skill in most listening materials I am using for my students.					
16. DMs have been presented as a speaking skill in most oral materials I am using for my students.					
17. I always highlight DMs in oral lessons.					
18. I always highlight DMs in listening lessons.					
19. Students have traditionally been taught to speak in written language form and they seldom display DMs in their speech.					
20. It is necessary to create and develop linguistic awareness of DMs and promote proficiency in the actual use of them.					
21. There is no need to promote spontaneous understanding of DMs as a fluency device in spoken language.					
22. Students should be helped to exploit DMs to improve their speaking and listening skills.					
23. DMs are only small words in conversation and it is not worth the time to teach them.					
24. DMs do not carry specific meaning and there is not much teaching value.					
25. DMs are redundant and sub-standard features in speech and there is not much teaching value.					
26. Students can benefit in public examinations, especially in listening comprehension, if they know what DMs are.					
27. It is important for students to learn to incorporate DMs in their speech which is an essential speaking skill for the public oral examination.					
28. Students can follow a university lecture better in the future, especially those conducted by native speakers, if they know the meanings DMs point to.					
29. Students can understand native speakers better in their future workplace if they know what DMs are.					

Attitude Statements	++	+	?	-	--
30. Students should be taught how native speakers use DMs and follow their way of using them.					
31. Students should be taught to speak like a native in order to be a member of the local English speaking elites.					
32. It is an appropriate time to highlight DMs in spoken text at junior secondary level.					
33. It is an appropriate time to highlight DMs in spoken text at upper secondary level.					
34. It is too ambitious to expect students to learn DMs for both listening and speaking purposes at secondary level.					
35. At secondary level, we should prioritise teaching students to learn DMs mainly for listening purpose.					
36. DMs as a linguistic device for both listening and speaking purposes should be introduced at the same time at secondary level.					
37. DMs as an aspect of speaking skill should be delayed until awareness of DMs as a listening skill has been grasped.					
38. Students should be left at their discretion to learn to speak with DMs in the future when other interaction opportunities arise.					
39. My students do not need to speak with DMs as frequently as most native speakers do, but only need to progress to a speaking proficiency level capable of fulfilling their communicative purpose.					
40. It is realistic to require my students to use DMs like native speakers of English.					
41. The American way of using DMs should serve as a model for my students.					
42. The British way of using DMs should serve as a model for my students.					
43. It can be regarded as a wrong usage when Hong Kong learners use DMs differently from native speakers.					
44. We should respect and accept a Hong Kong style of using DMs.					
45. We should help students to recognise and accept different national and regional uses of DMs.					
46. It is justifiable to require my students to use DMs like native speakers of English.					
47. It is necessary to expose students to different varieties of using DMs for purpose of comprehension, though not of production.					
48. It is not necessary to stick to the native speaker norm of using DMs because English language teaching should seek relevance to local culture while trying to enable global transaction.					



Personal Particulars

Please put a slash ( / ) where appropriate.

1. Gender

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

2. Where is your native country?

<input type="checkbox"/>	Hong Kong, Special Administrative Region of the People's Republic of China
<input type="checkbox"/>	UK
<input type="checkbox"/>	Others (please specify)

3. Which of the following is your first language?

<input type="checkbox"/>	Cantonese
<input type="checkbox"/>	English
<input type="checkbox"/>	Others (please specify)

4. Which of the following is your second language?

<input type="checkbox"/>	Cantonese
<input type="checkbox"/>	English
<input type="checkbox"/>	Others (please specify)

5. Do you hold a first degree in English or an English language-related subject?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

6. Have you received any training in English language teaching?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

7. Do you have a master's degree in TESL/TEFL?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

8. For how many years have you been teaching English?

<input type="checkbox"/>	1-4 years
<input type="checkbox"/>	5-9 years
<input type="checkbox"/>	Over 10 years

9. At present how many English lessons do you take up each week?  
(Please take the average if your school practices cycle system.)

<input type="checkbox"/>	1-8
<input type="checkbox"/>	9-16
<input type="checkbox"/>	Over 17

10. Are you interested in having a telephone interview or a face-to-face interview in Hong Kong?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If your answer to Question 10 is yes, please fill in your details:

Name: \_\_\_\_\_

Correspondence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Contact telephone no.: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Should you have any queries please contact me at the following address:

Loretta Fung  
School of English Studies  
University of Nottingham  
Nottingham  
NG7 2RD  
UK  
E-mail: aexpylf@nottingham.ac.uk

**Please mail back p.5-8 using the pre-paid envelope by 2 March (Friday), 2001.**  
**Thank you very much for your participation.**

## **Appendix 17**

## **Letter to the Principal**

8 February 2001

Dear

Re: **An attitudinal survey of senior form ESL teachers in Hong Kong on English discourse markers**

I write to invite members of your staff to participate in the above survey.

The survey forms part of a research project on English teachers' attitudes towards the use and teaching of discourse markers in upper secondary schools being undertaken under the direction of Professor Ronald Carter in the Department of English Studies, University of Nottingham. The objectives and details of the survey are described in the enclosed self-explanatory letter.

The present survey aims at collecting opinions of senior form English teachers from all the EMI secondary schools in Hong Kong. Your participation will therefore be of tremendous value and will certainly contribute to the success of the study.

You can assist simply by randomly inviting four English teachers (Form 4-7) in your school to complete the enclosed questionnaire. It will only take 15 minutes to finish a questionnaire. All information obtained will be kept confidential. Four pre-paid envelopes are provided for members of your staff to return the questionnaires on completion. I would appreciate to have them returned by 2 March 2001 (Friday).

Should you have any queries please feel free to contact me at the Department's address or by e-mail (aexpylf@nottingham.ac.uk).

Thank you very much for your assistance.

Kind regards.

Yours sincerely

Loretta Fung    *MA (ELT)*

Enc

**Appendix 18**

**Reminder to the Principal**

23 February, 2001

Dear

**Re: An attitudinal survey of senior form ESL teachers in Hong Kong on  
English discourse markers**

I wrote on 8 February to invite members of your staff to participate in the above survey. Owing to the anonymous nature of the questionnaires, I would be grateful if you could circulate this reminder to the staff concerned and have the questionnaires returned within one to two weeks. Please ignore this letter if the questionnaires have already been completed and returned.

Thank you once again for taking the time to participate in this study.

Kind regards.

Yours sincerely

Loretta Fung *MA (ELT)*



## **Appendix 19**

### **Thank You Letter to the Principal**

20 March, 2001

Dear

Re: **An attitudinal survey of senior form ESL teachers in Hong Kong on English discourse markers**

May I take this opportunity to thank you and your staff for assisting in the above survey. The participation has been of tremendous value and provided us with valuable information on the attitudes of senior form English teachers from all the EMI secondary schools in Hong Kong towards the use and teaching of discourse markers.

On my behalf, please give my sincere thanks to all the teachers involved in completing the questionnaires. They have done a good job to facilitate researching ways of improving the teaching of spoken language in Hong Kong. All the information they have provided will be kept confidential.

Just in case that some of your staff might not be able to find time to fill out the questionnaires before the deadline, we would like to assure them that we are still expecting their help. Please invite them to return the questionnaires using the previously pre-paid envelopes provided as soon as possible. If your staff require another copy of the questionnaire, please do not hesitate to contact Loretta Fung (email: [aexpylf@nottingham.ac.uk](mailto:aexpylf@nottingham.ac.uk)). She would be more than happy to arrange it.

Kind regards.

Yours sincerely

Professor Ronald Carter  
Professor of Modern English Language

Discourse markers are words or phrases which function to organise and monitor the progress of a piece of written or spoken language. We are familiar with conjunctions like *firstly, secondly, and, or, so, therefore* in written language. In spoken language, the most common ones include *I mean, okay, well, so, actually, right, you know, anyway, and, ‘cos*, etc. Globally, they mark openings (*well, right*) and closings of conversations (*okay*), as well as boundaries of topics (*so, right*). Locally, they link up ideas in a talk and mark relationships between idea units, which may indicate continuation (*and, also*), sequence (*first, next, then*), contrast (*but*), conclusion (*so*), etc. Also they can reflect the attitude of the speaker (*I think, well, actually*), and many of the above usages express a speaker’s assessment of the conversational situation as informal. The present discussion is referring to discourse markers in spoken language. Here is a summary of the main functions of the most frequent discourse markers found in real language data:

Discourse Markers	Main Functions
<i>Well</i>	Mainly occurs at the beginning of a conversation and indicates a speaker’s mental thoughts. Usually it prefaces a negative response and indicates inadequacy of an answer. It also introduces the topic of a conversation and can serve as a delaying device in conversations.
<i>Alright/right /okay</i>	Mainly occurs at the beginning of an utterance and serves as a kind of spoken punctuation mark to mark the boundary of an exchange or topic.
<i>So</i>	To indicate a summary or conclusion of what has been previously said.
<i>And</i>	To mark continuation of speech.
<i>But</i>	To indicate a contrastive viewpoint.
<i>Like</i>	To mark a suggestion or an example.
<i>You know</i>	A listener-oriented marker to check that the listener is sharing the viewpoint, or to appeal to the listener for support. Sometimes it serves as a softener.

<i>I mean</i>	A speaker-oriented marker to modify or clarify the speaker's own contribution. Sometimes it serves as a softener.
<i>'Cos</i>	The informal form of 'because' normally to give explanations. It also functions as a coordinating conjunction.
<i>Yeah</i>	The informal form of 'yes' normally to show acknowledgment.
<i>Actually/I think</i>	To reflect the attitude of a speaker, e.g. indicating reinforcement.

## Real Language Data

### A. Interview on health matters

- Interviewer: **So** if we could talk through the diaries. No health problems?
- Interviewee: No everything's pretty much the same as normal. I still have repeat prescriptions for asthma but without no **you know** major traumas for health at all.
- Interviewer: **Good.**
- Interviewer: Who makes the decisions on whether you should go to the hospital or doctor's or whatever **I mean** I suppose you make it yourself
- Interviewee: **Well** I tend to make it for the children if I think we need a doctor for the children.
- Interviewer: **Mm. I mean** most things **you know** common colds and things we look after at home.
- Interviewee: I go every now and again the doctor will ask me to call in every so many repeat prescription you've got to call in for them to check you over+
- Interviewer: **Right**
- Interviewee: +after you've been having them for so many months and then if she thinks I need to go down for anything she tells me then but we've had no problems this year.
- Interviewer: **Good. So.** How often do you have to go?
- Interviewee: Em the repeat prescriptions are every month and usually or every sixth prescription repeat for a month **cos** it's medication is for a month prescription.
- Interviewer: **Right.**
- Interviewer: I have to go and make a visit to get another prescription **because** it runs out.
- Interviewer: **Right. And** you have to pay for the prescriptions presumably?
- Interviewee: No. **Cos** I'm on income support **so** I don't have to pay for the prescriptions.
- Interviewer: **Right.**



## B. Interview for survey of family life

- Interviewee: ...they're going to have to perform surgery after Easter this year. **But** his vision's twenty-twenty.
- Interviewer: **Oh right.**
- Interviewee: **But** it's **just** his eye can wander about on its own and it can change his vision from his left to his right eye.
- Interviewer: **Right. So** it's a **sort of** form of cosmetic surgery **in a way.**
- Interviewee: **Yeah but** that's all it will be. It'll **just** be straightening up **so** he looks **sort of** normal+
- Interviewer: **Yeah.**
- Interviewee: +whatever normal is **but** his eye
- Interviewer: A lazy eye?
- Interviewee: **Yeah that's right.** It'll stop him **sort of** letting the eye wander around on its own.
- Interviewer: **Mm. Good. Well** no problems there. Em **and** you also mentioned everybody caught colds in October.

## C. Group interview about living area

- Interviewer: That's a particularly good school is it **yeah?**
- Interviewee: **Yeah. Well** all my family went there and my children are going there now.
- Interviewer: **Right.**
- Interviewee: **Right.** And it's always been a good school.
- Interviewer: **Okay. Right.** Thanks.
- Interviewer: Erm how about the erm on the **sort of you know** the downside of it?
- Interviewee: Dislikes noise.
- Interviewer: Noise. **Right.**
- Interviewee: **Yeah.**
- Interviewer: **So** what sort of noise are you thinking of?
- Interviewee: All night parties. **And**
- Interviewer: **Oh.**
- Interviewee: **Right.**
- Interviewer: **Okay. So sort of** disturbances that **sort of** thing.
- Interviewee: Mm. Neighbours **yeah.** (pause) **Okay.**



**Textbook Dialogue**

Woman: **Now**, the next thing we've got to decide is when to have the conference in June.

Man 1: That's a four-day conference, **right**?

Woman: **Well**, originally, yes, **but** we've had to cut one day...we can't really afford four days. **Now**, it's got to be over a weekend so that people will be able to attend.

Man 2: **Yes**, a weekend is good – Friday to Sunday. **But** we've got to be careful about holidays. Keep in mind that the Dragon Boat holiday's on the third Thursday...

Woman: **Yes**, the twenty-first...

Man 2: **Right. And** lots of people will be away on holiday. If we begin the conference on the next day, on the twenty-second, we won't get many people.

Woman: Starting on the fifteenth, **you mean**?

Man 1: **Yes**. That sounds good.

Woman: **Right, then**. We're agreed.

Question: When will be the conference days?

JUNE						
SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	<u>15</u>	<u>16</u>
<u>17</u>	18	19	20	21	22	23
24	25	26	27	28	29	30

(Source: Pottor, J. 1997. *Steps and Skills. Integrated Listening, Reading and Writing 5. Paper III. (revised edn).* Hong Kong: Witman. pp.243, 245.)



**Name of Candidate:**

**Native of Origin:**

**Gender:**

**Teaching Experience:**

**Qualification:**

**Orientation:**

**Guiding questions for the semi-structured depth-interview:**

**1. Linguistic/Pedagogic value of DMs (refer to the CANCODE data)**

- a. How do you perceive the role of DMs in communication and in the teaching of spoken English in HK?

**2. Speaking model**

- a. Real data indicates that NS speakers use a lot of DMs in their speech, do you think we should learn every way NS sound? Do you expect your students to imitate the NS model? Why?
- b. Should NS norm serve only as a point of reference? Why?
- c. Choice of model - What are your views of the language as spoken by yourself and your students, and which are the models (British or American, or any local form) you use to assess the proficiency of your students?
- d. Do you think there is a HK variety – ‘Chinguish’? How do you view it, as an innovation or a deviation from the NS norm?
- e. In seeing the trend of English as an international language and the strategic position of Hong Kong as an international business centre, how do you perceive the necessity of equipping our students with regional variations, and exposing them to different varieties of Englishes?
- f. Will there any constraints in the HK classroom if implementing this? If yes, what are they?



**3. Under-emphasis of DMs in textbooks/teaching (refer to the sample of textbook dialogue)**

- a. What do you think of the representation of DMs in the existing spoken language curriculum, especially in relation to the objectives, exams, materials, and teaching methods? Have enough emphases been given?
- b. Do you think there is a need to modify the teaching materials to focus more on the attitudes of the conversationalists, the flow of interaction rather than purely on the message content itself?
- c. Do you usually highlight DMs in your lessons? If yes, how do you teach them?

**4. Professional enlightenment**

- a. Have you come across linguistic feature like DMs in your pre- and/or in-service teacher training?
- b. How do you view the present teacher education in equipping you or English teachers in general to understanding this aspect of spoken language or features at discourse level?

**5. Practices in language learning and teaching processes**

- a. What priority should we give to teaching DMs, for receptive or productive purpose? What are your considerations in making this choice?
- b. Are secondary pupils in your schools, or on the whole in Hong Kong capable of understanding DMs? What is the most appropriate level DMs can be taught?
- c. Can you think of any useful strategy for teaching DMs in your classroom? How do you think of methods like providing L1/L2 models from different kinds of speakers, different varieties of English in various contexts and offering classroom opportunity to use DMs?

**I: Interviewer****A: Candidate A**

I: Shall we refer to some of the examples of discourse markers from the data scripts that we have. So the first question that I would like to ask is about how do you feel about the usefulness of discourse markers in communication?

A: Em I first I didn't think about it much. But then after reading some of your data language data I compared to the original version of the script with Script B where the discourse markers have been taken away and I notice there is a big difference. Em I think everybody uses discourse markers very naturally in their speech without realising it. So I think em without all these, the language sounds terribly unnatural. I think people use it all through I mean even in em the texts or sentences I've just spoken I'm sure I've used quite a lot of discourse markers in it. Don't you think so?

I: Yeah yeah of course. We are not aware of the existence of it without a detailed study of the language data in fact, so em you agree that they are very useful, don't you?

A: Sure.

I: Yeah. So on top of

A: The topic is very interesting.

I: So you mean that if we use more discourse markers, it will be more natural or say on top of this naturalness, what sort of usefulness do you perceive the importance of discourse markers?

A: I think it will indicate the speaker's attitudes, whether em that hesitations throughout or whether to support the idea or I can feel very strongly discourse markers not only the words themselves but also the tone in which they are spoken+

I: Yes right

A: +I mean that show hesitation. Of course, I agree with you when I say this I might indicate reservation I agree to a certain extent even the tone itself in which they are spoken will help indicate the stance or the attitude of the speakers.

I: Yeah I think you are very right but I think because of the corpus data we can just record the words rather than intonation but I think intonation accounts for the functions as well yeah good.

A: Not just for the words themselves spoken em texts (? )

I: Pardon?

A: It just occurs to mind I mean you use spoken data in your study+

I: Right

A: +Em not just written scripts just occurs to me it's not important.

I: Sorry I can't quite hear of what you're saying.

A: I mean it just occurs to me maybe instead of using written transcription of the data why don't you use just use a tape just submit a tape even a video tape+

I: a video tape

A: +even the intonation of the speaker can be one aspect of the analysis.

I: Ha ha that can be possible I think. Do you have the new language data sheet that I've attached to you?

A: Yeah they are right next to me.

I: So in fact there are three pieces of interview discourse again there're quite a number of discourse markers that I have highlighted. How do you perceive say if a piece of



- interview if all these discourse markers are deleted how do you perceive the language data?
- A: especially to their meanings?
- I: Yeah I think it will be more difficult to guess the sometimes there is the relationship between two statements would not be so clear with those discourse markers because they include what like because, so I mean these words which I previously don't look upon them as discourse markers, but you define them as part of discourse markers so if take away these words I mean the meaning itself would be in piece because this what will sort of link up the relationships between two statements, or two phrases or the relationship between ah one thing and the other. I mean they have these functions naturally if they are taken away the relationship between the first statement and the second statement will much become unclear.
- I: Yes I see your point yeah.
- A: And another thing I've raised out before that is the speaker's stance or attitude. I think these are the two differences I can notice+
- I: OK very good thank you
- A: +between one with DM one with..
- I: On the whole you find that the role of DM is very important and how do you perceive the importance of them in the teaching of spoken English in Hong Kong then?
- A: I don't think we have given much attention to this area in our curriculum in Hong Kong. We teach part of it like connectives *so* and *because but despite* but not *OK right em sort of* but we don't teach things like these. Students will have to em to I mean pick these up as they listen to the teacher, as they listen to the language being used in genuine situation and naturally they pick it because I think DMs is present in their mother tongue too.
- I: Ha ha for examples can you give me some examples then? So you mean in Cantonese.
- A: I think we have interjections similar interjection like mm, the word *right* we have 係 so indicate that eh we agree with the speakers right respond to *right* 係 Cantonese we say 係.
- I: On top of 係 can you give me some more examples it's quite interesting to further elaborate this point I think.
- A: I mean here you say something and you want to show support and agree em to show that we haven't knocked out you are still with the speakers you say 係. 係.. You just show the sort of agreement. In English ah I think *right* most of the time often more or less like the same *that's it*. I don't know if I have misinterpreted the word *right*.
- I: OK yeah it's your opinion that's good no problem it's nothing right or wrong it's just a matter of your opinion how you perceive it. That means you still you find that in fact there is a need to incorporate this kind of discourse markers in the teaching of spoken English in Hong Kong don't you?
- A: Em I think it's worth mentioning that we may not need not to elaborate a lot. Em may be in a oral lesson once or twice at least we should mention how these discourse markers help to convey meaning em so students will instead of speaking simple sentences as many Cantonese-speaking students tend to do so ah I think they write relatively more complicated sentences than they can speak. When they speak, maybe there is a factor of interaction, pronunciation and and they become suddenly scared, and they tend to narrow down the sentence pattern to very simple basic structures em to sounds terribly unnatural sometimes when you listen to the students during their discussion.
- I: So you mean it's a matter of spoken language proficiency and there're quite a number of factors come into play.
- A: And then if they are aware of these discourse markers, they may borrow these and em try to link up their speeches without sounding having to sound too unnatural or expect silences sometimes dead air sometimes in between their discussion. Of course, we should



- not encourage them to use too much or too often, but then if they know how to use them, it may be a good thing to link up certain points in their arguments+
- I: OK good
- A: +and even with response usually when one person speak the others most of the time but it's a sign of good communication. When they respond to others' opinion, use of discourse markers that would make sound blunt rather than impolite.
- I: So you mean without discourse markers it would sound blunt and impolite.
- A: Yes sometimes yes they would just adequately simply say something like straightforwardly. Whereas if they put it in a subtle way like *em well em yes but right* if they have used this kind of tone *em* it may make them sound less rude instead of *I disagree*. Many of my students would do that quite straightforwardly. There is a better way there's always a better way of doing that and I'm trying to teach them to disagree politely but they would sound terribly formal+
- O: Hm I see your point
- A: +sometimes if I will teach them an expression *em* like *I'm afraid I don't agree with you here* *em* sometimes they can pick it up sometimes most of the time they don't. They find the expressions completely formal. So if they can use discourse markers like *well yes* I also think that *er* that I see it that way so I think some discourse markers are much simpler to learn rather than expressions like *I'm afraid I don't agree with you here* compare a phrase.
- I: So you mean these are the things that we have been learning here are quite formal
- A: DMs may be easier to pick up+
- I: Hm hm good.
- A: +I think they are natural.
- I: OK so shall we proceed. So far we have discussed that the real data indicate that native speakers use a lot of discourse markers in their speech. In fact it is quite do you agree that native speakers use a lot of discourse markers?
- A: Yeah.
- I: Yeah. But do you think as second language learners or second language speakers we need to learn every way the way native speakers sound?
- A: Em I don't know I haven't given much thought about that but this it may be a good idea since it's been pointed out. It's the first time it ever occurs to me that as a teacher as an experienced teacher in Hong Kong but I should draw my students' attention to discourse markers except *em* the conjunctions that I mentioned before. Em discourse markers like *mm eh well good well right* in a way sort of like these *em* I don't think I've ever made a mention to of it in my class, but then it would be good if there is a video, some interview just like the data you'd sent me, the real language data you've sent me. If I can show them and try to give them a text to compare the differences with discourse markers and without, maybe they too will realise the importance, the intricate differences that discourse markers made to a text or a speech+
- I: So you're making very good suggestions
- A: +maybe I think it's worth spending a few lessons on that maybe... in terms of time but I still don't know how to incorporate it in the curriculum normally
- I: OK right so but so
- A: maybe a topic like interjections, I thought we once taught a chapter on interjection like *uhh auh yuk yh* these interjections I'll treat them more or less like these items.
- I: So going back to the question that I've just raised, we have gone a bit far to the methodology I think but they are good ideas. So *em* I just mention that native speakers use quite a lot of DMs in their speech, it is our findings from the corpus data. But do you think we need to learn every way that native speakers sound? +
- A: Em I don't know how to...



- I: +follow every way they say. So if they use so many we should follow or you have objection saying that oh it's not necessary. So how do you think about this issue?
- A: (pause) Em I think we need to I mean have this awareness, I think as a second language learner it's good to have awareness of this use of discourse markers although I don't know how to incorporate this in the formal curriculum em but then I should think that second language learner should be brought ah ah to this issue I mean we should raise their awareness so that one of the resources is real life interaction or real life dialogue but other people in English
- I: That means you agree that we should develop awareness towards the use of discourse markers+
- A: Yeah yeah.
- I: +and acquiring the model use the native speaker model as the model that we need to follow? Is that what you mean?
- A: Yeah I do agree yeah. I think it's one of the resources that they can draw they do oral discussion when they have real life interaction with an Eng speaker. Is it relevant?
- I: Yeah good. So if we talk about the choice of model then for example, what are your views of the language spoken by yourself or our students say which are the model that you think we should use to assess the proficiency of your students say the British model, American style or any Hong Kong local style of model?
- A: I mean at this stage we have to be more tolerant in the Hong Kong public exam they even have em dialogue spoken by Australian we try to incorporate the Australian accent even to the Singaporean accent and Hong Kong speaker of English so I think it doesn't really matter with model we're following.
- I: Do you?
- A: But of course students will have the most exposure in the classroom from the teacher the teacher'll be naturally the primary source of model but then this is not the most natural situation I still say we are just using the language in the classroom as a teacher for teaching. So that's why we are trying to do is to get more exposure in a genuine use of the language as far as possible
- I: That means you encourage that we should em expose our students to different kind of varieties Australian, British, American, Singaporean whatever sort.
- A: Native Hong Kong Chinese
- I: Native Hong Kong Chinese. So you don't have any particular favour preference for any particular variety?
- A: Well not really. But for spelling em for safety sake we still ask them to keep to the British style
- I: OK but for the way we speak you don't mind.
- A: Right no. Ah even if you say dance or dance it's preferably alright for me I think in the same sentence in Hong Kong we may find a mixture of British or American style kilometre or kilometre em kilometre obviously American but as long as it's genuinely understood we communicate in English we still accept it...(?). I mean by nature Hong Kong is very much cosmopolitan city itself. It won't find out that now you're speaking em accent and in the word maybe in British style. We won't point out things like these.
- I: OK yeah good. Do you think there is a Hong Kong variety Chin= Chinguish?
- A: Yes sure for sure there is. Em.
- I: How do you perceive how do you perceive it?
- A: Em I think it's inevitable even if you go to Singapore Malaysia there are may be terms more favoured than any other place in the world, in English basically in English. I think language itself basically cannot be detached from the culture eh the place where it is spoken where it is used the people who use it a lot of things will influence it.
- I: How do you view it do you think Chinguish is an innovative thing or just a deviation from the native speaker norm?



- A: Oh I have looked upon it as a deviation having not enough exposure to the eh how it used in the West but they have more exposure they may do it away eventually. I mean some of my student they went to study overseas em for the first three or four months they may struggle with the language but afterwards their English because of the language environment em they just speak it as everybody around them em very natural and they don't have to struggle anymore. They'd rather concentrate on the meaning than on the grammar, but whereas at the beginning most of them go through a stage of struggling em they have some words in their mind but they don't know how to make it articulate don't know how to express them very fluently. I mean they will sort out of this stage basically language is influenced by the environment.
- I: You've just mentioned a very good point I think saying that language cannot be detached from the culture so in saying+
- A: the environment and all the people everything around you
- I: +so in saying that do you have any positive or negative connotation towards it? Or do you just regard it something very neutral because it's natural it cannot be detached from culture and environment?
- A: Yes, a few times I read my students' composition, em I thought this is Chinese English +
- I: Can you give me some examples?
- A: +it's in a way that it impinge the meaning to a native speaker, but I'll just mark it. But sometimes I can hear that it is Chinguish but sometimes we haven't a NET a native English teacher you know? But sometimes they seem to be more tolerant if they can understand it then, sometimes they'll just let go. They would not say not bad grammatical em as far as they can understand it they will not point it out as a grammatical mistake.
- I: Alright so you find that the native speaker the expatriate teachers are more tolerant than non-native speaker teacher in marking, they way they speak or the way they write. OK.
- A: Yes but of course em Chinguish sometimes impinge the meaning for most of the time they will to NS.
- I: Before that you've just mentioned that there is a need for Hong Kong students to be equipped with the linguistic tool of saying regional variations different regional variations and exposing to different varieties of Englishes. Do you find that the representation here in the Hong Kong curriculum is enough in that sense?
- A: You mean different varieties?
- I: Yeah you've just mentioned that in the public exam students can listen to different accents or speakers, but do you think what they have in the lessons or the daily practice exposure are these enough?
- A: Ah no because there have been complaints. Students have to listen to Australian accent English dialogue in the listening exam. They received quite a lot of complaints saying that this is not that common in Hong Kong Australian accent English so they say they'd rather most of the time all the teaching periods the kind of English that students are being exposed to are sort of BBC English, the kind of English used by the teachers. So I think the Examination Authority seems to have accepted these cases and they try to use less of the student type the most difficult abbreviation they try to refrain from using them anymore in public exam. This is what I heard of but I don't remember in which occasion I heard about this. But I heard about comp- I know people complain and then the Exam Authority compromised and said and we won't incorporate so much Australian accent, or Irish people or Scottish people speaking English. Try to use the more standard kind.
- I: Are there any ways that we can improve or expose our students to different regional variations? Can you think of any good suggestions ah methods that we can expose students to this?
- A: I once send students out to the streets interviewing tourists and they are bound to come across of course there is not guarantee what sort of variation they will come into contact



but and then they realise that people in different parts of the world may mediate I mean speak slightly differently from each other even though we are all speaking English. Actually this will em boost their confidence they know that even if they are not speaking the kind of standard English em no big deal so do a lot of people around the world I mean they are not speaking the kind of ah BBC English or standard American English that we always hear that we're being exposed to as it is. That's OK I mean some of my students they have interviewed em people in Europe. Most of these are from most of these people English is not their mother tongue. It's very much a second language to them and they come across people from Africa, India, Singapore who speak fluent English but we can tell the difference from the kind of BBC English or the kind of standard they normally listen to or they can come into contact.

I: So your students were aware of the differences weren't they?

A: We don't have a lot of those chances I'm afraid. It's only once or twice a year and they can em get into actual experiences. That's good.

A: For most of these people their mother tongue is not English is very much like a second language to them em they came across people from Africa, em India as well Singapore they speak fluent English but you can tell the difference from the kind of standard they normally listen to or they come into contact with.

I: So em your students were aware of the differences, weren't they?

A: Em we don't have a lot of those chances I'm afraid it's only once or twice a year but they can get into they have such an experience actually we may do it this year for one class of student but we may not do it every year that's the problem.

I: So in a sense there are some constraints in the Hong Kong classroom to expose students to different varieties. Don't you think so?

A: Yeah absolutely yes. Even if they actually show them some videos of films it would be American English most of the they're exposed to.

I: OK. So how do you as an English teacher view the multilingual scene nowadays you know because of the sorry

A: I think we have to depend on the publisher to come out with more of these teaching aids there isn't much we can do to limited resources we can encourage them to surf the Internet but then most of things from the Internet would be written texts+

I: That's right

A: +oral and spoken. I think it's the spoken language em that makes the difference much more stand out.

I: Are there any other effective ways that we can improve this exposure?

A: I think in recent years summer study tours are very popular among students but they will depend very much whether the parents can afford this summer courses that will mean \$20,000 \$20,000 Hong Kong dollars just for a month of overseas study during the summer holidays. I don't know most students joining these exchange programmes em study overseas for one whole year. I think to have exposure like this they will really have more contact with the genuine use of different varieties of English but then not everybody can afford it. Ah yes there's one more thing em every Friday is the English-speaking Friday and even in the morning assembly we have students coming out to say something to talk about certain topics in English and we invite speakers from other parts of eh but then it's very limited to eh people that the teacher can contact. Like last time we had a Mexican an American Mexican definitely he speaks English with a Danish accent but then it is very confined to all those people the teacher can come into contact with there's no guarantee as to we don't have a programme that deliberately incorporate different varieties of people to incorporate people who speak different varieties of English to come in our assembly we can't do that deliberately but it's difficult to get someone who native language is English to come to speak to us already. We're lucky in these few years in that we have two students who are supposed to be studying



international schools but because their parents are current missionary and they don't think they should pay such high fee in international school and they would like their children to learn Chinese as well as one more language and already they speak English at home their mother tongue so we have two students

I: What's the native origin of them?

A: One's actually a Danish someone from Denmark but then sometimes we invite these students to the stage on Friday.

I: OK. So very good resource.

A: It all depends on luck you know we don't have this kind of students every year and if you have them they may stay for five or six years at the most. Some of them may be gone up to Form 2 or 3. We also have a student from Shanghai she has been attending an international school em till primary one and actually she's a Hong Kong Chinese but then her parents come to Shanghai at that time so she attended the international school there for several years and then she came back with a rather native-like tone and we invite her to come up to the stage sometimes too.

I: OK. So far in our conversation we find that your view is that we should stick to the native speaker norm try to follow them on one hand, but on the other hand we discover that different speakers from different origins have a different style of speaking eh even for Hong Kong students we've got a style called Chinglish. How can we balance these two norms in a sense? So on one hand we need to follow the native speaker norm, on the other hand we discover that with the globalisation of English it is inevitable that we develop our own variety so Singaporean English, Hong Kong English or other styles, so how can we balance this?

A: Em I think even if the native speaker come to Hong Kong they have to tolerate the kind of English we're speaking now em as long as it doesn't impinge the meaning we understand each other I would say em with spoken English which should be much more tolerant em but then in written language I still insist that we should be able to write basically grammatically correct sentences+

I: OK

A: +I don't know if I have expressed myself clearly.

I: OK. So do you find that there is a place for a double norm, saying on one hand we need to follow the native speaker the way of saying things, but on the other hand we have to accept our own variety knowing that it's culturally attached to the way we speak. How do think about this?

A: Ah yeah there may be some contradictions it sounds a bit self-contradictory.

I: But never mind yeah.

A: Well I think it's a good issue if an American coming to Hong Kong, you'll get used to it and you can tell that this is something that being influenced by L1 to second language learner's mother tongue em but somehow they they cannot understand what's being conveyed so I think they will not hear you I can't tolerate this the kind of interjections it's Cantonese I don't understand what you're saying. Sometimes I mean they don't impinge the meaning at all so they use it in a language why not? Em like instead of saying *Ouch* when feeling hurt em they'll just say 哎 哟 Chinese in Cantonese so but I think they can work out the equivalent em they can stand the meaning right away. Say it's spoken in HK em bound to be some incorporation of some Cantonese interjections not all are native-like I must say but if live in another country I'd try to pick up em things that how are being used from the people all around me. I think it's very much affected by the environment by the people by the culture all around you. If I go to Singapore, maybe I'll pick up some of their ah em intonation maybe.

I: So that means while picking up the native speaker standard you can tolerate

A: I can tolerate yes people incorporating some of the mother tongue em DMs

I: Yeah OK good OK right. So...



- A: Confusion sometimes. I'd like to bring out one word. It's the conjunction *em* students keep using 'although' with 'but' in the same sentence. I don't know if you'd remember that +
- I: Yeah I agree.
- A: +because they are expressed in that way in Chinese. They use two pairs of connectives sorry one pair of connective in Chinese, whereas in English one word will include the meaning of that two phrases in Chinese, one word 雖然 (*although*) one word 但是 (*but*) being included but in Chinese we use two connectives to bring out the meaning. That's why we translate it directly into English they will keep using this pattern. I keep correcting them in written English but then in spoken form it may be a bit irritating to native speakers. This will not impinge meaning at all. Right.
- I: So they can still understand what they are talking about although you use *although* and *but* at the same time.
- A: Yeah this is one very typical example I think certainly. I hope this is useful.
- I: OK fine. So far we've been discussing about the DMs, *em* do you think it's an imminent language issue facing Hong Kong, or you think there are some other more important language issues that are facing Hong Kong?
- A: I don't think anybody has paid much attention to that no. But when I was in my secondary school I once heard my English teacher called to a native speaker she was talking about she was teaching us oral. She did mention something like even if you hear someone talking on the phone the person may not be speaking anything at all just *ha ha well then*+
- I: I think these are discourse markers then.
- A: +that shows communication she tried to show us *em* that linking words like this or DMs like these are useful in our oral. But it's for only once that I can remember and she was only talking about this for a couple of minutes only+
- I: so as a language teacher
- A: +never again.
- A: So we pick up the use quite naturally but then in most secondary schools now in Hong Kong *em* it is mainly the Cantonese-speaking environment even though we try to bring in Putonghua but still you can't hear any Putonghua being being used in any corner of the school. It's not typical at all+
- I: So what are the most immi=
- A: +so basically students would stick to Cantonese.
- I: OK so it's a difficult a difficulty
- A: in learning English it's more difficult I think.
- I: Yeah so as as a very experienced language teacher, what are the most imminent language issues facing Hong Kong you think?
- A: I think still *em* the language of instruction medium of instruction+
- I: Right OK
- A: +Hong Kong is unique with the Governor, not the Governor but the Chief Executive I should have dropped this idea of having a Governor anymore (laughs). The Chief Executive try to bring changes in the medium of teaching and after 3 or 4 years it's been adopted I think now they are in an embarrassing situation because all around the world or *em* even from within the commercial world there's been an urge for students to learn English better. Actually people *em* are still struggling ah shall we turn back to *em* I mean the situation before the 1997 or shall we proceed with mother tongue teaching? *Em* that's why I think in no other places in the world would being have this embarrassing situation.
- I: Very unique to Hong Kong. So we are now standing in the middle don't know where to go isn't it?
- A: Right so I thought maybe after 1997 the medium of instruction would be settled once and forever but the thing is not to be the case. *Em*+



- I: How's the situation now?
- A: +there may be more interesting things to talk about. That's why in Britain you've chosen a topic which I think is rather interesting whereas in Hong Kong we're still talking about developing oral material, how to make our English better but while at the same time sticking to mother tongue teaching. I don't know we're in a very embarrassing situation.
- I: OK do you have the textbook dialogue data with you?
- A: Textbook data.
- I: There's a timetable, em a calendar textbook dialogue towards the end.
- A: Ah I think so.
- I: At the very end in fact it is a piece of textbook dialogue from em I think listening or oral paper for Form 5 students. It's one of the extracts that I got. In fact I discover that there are quite a number of discourse markers as well from from this piece of textbook dialogue. But on the whole as a teacher having taught in Hong Kong for more than 10 years+
- A: Pardon
- I: +yeah what do you think of the representation of discourse markers in most of the textbook spoken language curriculum in Hong Kong?
- A: On oral it may take a lot of them but the teachers seldom bring students' attention to them. So they are just there but students don't realise the importance em and they don't try to learn and pick up these. Em I don't think there is any effort made by both teachers and students+
- I: OK
- A: +because they think this is not important+
- I: OK
- A: +only the vocabulary will play a major role in expressing meanings and in picking up what other people mean so none of us I mean neither teacher nor student have paid enough attention to them at all. Even though we see them very often because they don't come with the answer anyway. That's also one reason why we've neglected them. Just pay attention to words like *fourthly secondly thirdly* because they indicate a point. For Form 6 students they need to have this knowledge em if they are looking for an appropriate answer, then *oh certainly* it's the first point. Or *on the other hand* which the sequence bring out a contrasting idea we do bring their attention to these connectives but other than these em not much attention have been paid.
- I: OK personally do you think personally do you think there is a need to modify the teaching materials just like this to focus more on the attitude of the people who are speaking in the conversation, the flow of interaction rather than just purely on the message content itself?
- A: Em as I told you right the beginning I haven't given much thought to it. Now that I'm still studying the questionnaire and some data material actually I'm thinking of drawing my students' attention for once or twice during the listening lesson for which the scripts of the tapes will be available to students maybe I'll try to highlight some of them towards try to draw their attention to the importance of these DMs. But I have never done that before honestly. Em the only thing we did is ah words like to tell them to listen out to words like firstly, secondly, or next, or on the other hand which brings out a contrasting meaning+
- A: Do you think it's worthwhile
- I: +or bring out another point the only thing we have done so far em discourse markers work like this that show sequence, that show contrasting idea, or connective em even reason although, even though those what we have drawn their attention to. I think actually we can em bring their attention to the use of them in the spoken language. We can make use of them more often in their oral in their during their discussion. It'll make the discussion more fluent personally I think. They only use it for listening for the



- answers. If they ever bring their attention to discourse markers for only one reason to em detect the answer right away.
- I: So do you think it's worthwhile for textbook writers to incorporate the teaching of discourse markers to highlight more about the attitude of the conversationalists?
- A: Ah yes especially for oral yes I think there should be a chapter on that+
- I: Mm mm OK I see.
- A: +but it hasn't really occurred to me before that. Yes I think it would be a good idea to have a chapter in their oral book.
- I: How do you think about using of real language data such as those that one of the project in Nottingham using CANCODE the CANCODE data from natural recordings. Do you think we should put something like that in the classroom in a simple manner to to start with?
- A: That will certainly be useful but as I have said before the teachers will not be so resourceful as to be able to do this. We have to depend on the publisher to do that for us.
- I: OK I see right so in talking about the professional life of the teachers have you come across linguistic feature like discourse markers at discoursal level at in-service level or pre-service training?
- A: No.
- I: No.
- A: No.
- I: No. So when was the most recent teaching training time that you have? Can you recall? Do you have any refresher course recent?
- A: I haven't taken a certificate course or diploma course for a long long time but then em I only join weekend courses especially during this summer holiday I attended how many day 5 or 6 full days afternoon on using the language software a software language course called 'Infinity 2000'. It's basically for English teaching rather than IT information technology. It's not that technical basically for English teachers but I'll call that it's the most recent training that I had.
- I: Is it organised by the Education Department?
- A: I don't know I think it's the company that write this software.
- I: Do you think the present teacher education can adequately equip you or teachers to understand this aspect of spoken language?
- A: Ah there's nothing in the teacher training, nothing at all.
- I: OK nothing at all.
- A: Nothing at all in this aspect.
- I: So in talking about the teaching of discourse markers what priority should we give to teaching this? So it be just for receptive or for productive purpose? So for just listening understanding all these discourse markers or do you expect your students to produce them as well?
- A: I've mentioned before for for higher form we teach students the functions of discourse markers just to expect the answer for listening part of the. But then I'd like to see if they use it or being taught or their awareness being drawn on the drill of their oral in the spoken language as well. That's why I mean that it's worthwhile to have a chapter even on their oral book talking about the use of discourse markers. They don't only use it for drilling the answer from listening context speaking context from a spoken context sorry I got confused but they should be offered to be able to produce it like this.
- I: Do you think the two procedures should come as the same time or say for receptive purpose come first and then come the productive one. How do you think?
- A: Em not for the lower form I don't think the lower form should be required to do like that. So maybe about Form 3 Form 4 Form 3 to 7 they can be exposed to. Of course listening is closely related to speaking em so I don't see why they should be separated
- I: OK so you mean the two processes should come hand in hand together?



- A: Yes I think of course for the 4 skills listening speaking reading and writing we already have a normal procedure to follow. Is it reading first?
- I: How so you think?
- A: And then listening listening first, reading and then speaking and then writing isn't it? I think we can follow this sequence that should be quite logically. So we do we expose them in the listening text first and then draw their attention to the use of the spoken language oral. But I don't think it will come into use in writing except when they are writing a dialogue incorporating dialogue in a composition yeah. It would be a good idea students can write short dialogues in their composition especially for Form 5 students and they can bring into use of discourse markers even in their writing. Sometimes we ask them to use quotes to make the composition more interesting and many of the students have have used them actually when they tell a story. Especially for Form 5 students almost always there are a story telling topic an imaginative topic in which they would tell a story with an open-ending and students have to come up with the ending. We encourage students and almost always students would choose that one. I'll persuade the students to choose the story writing one and many of them would try to incorporate some dialogues em as one of the strategies it would be more fun more direct and em there's a variety and many of them will just one of two lines of dialogues in their writing. I think if will be good in their dialogue writing they can use discourse markers naturally as well.
- I: That's good. You've just mentioned that developing linguistic awareness and putting the use of discourse markers in different on a contextual basis, how do you think of putting it in a graded or systematic teaching do you think there's a need for it?
- A: I still don't think that we should use this a lot in lower secondary lessons maybe I'm I'm wrong.
- I: There's no answer to this.
- A: I haven't thought that I mean deep into this issue but if you just ask me offhandedly, I'd say it's more relevant to higher form students.
- I: That's good that's good.
- A: Maybe we should start teaching them at lower form. I haven't tried I mean whereas wait for your study to find out.
- I: Do you think it's just other teachers other Hong Kong schools on the whole I mean all the students on the whole are capable of understanding discourse markers not just for your schools?
- A: Of course I think they all em they'll I mean they try to use discourse markers but unsuccessfully because only discourse markers is em eh well they haven't dragged and haven't given time to say what to say next so if they have a more resourceful pool of discourse markers that will help the speech to be more fluent this is what I think.
- I: OK so you're looking for some more resources some more resources to help teachers.
- A: Yes that might have them to sort of em making the speech more natural rather than ah make the pupils listening to them so that they are dragging they are thinking em they don't know what exactly to say. So I think it'll be useful in a way yeah like use words like *you mean, you mean this you mean that* or *I mean this I mean that* it'll help to explain themselves much better.



**I: Interviewer****B: Candidate B**

I: First of all, how do you perceive the role of discourse markers in communication?

B: OK in communication. Let me think about it.

I: Yeah in everyday communication especially I think for native speakers, you use a lot of discourse markers.

B: Yes far from communication. I believe that it's not 100 percent necessary because I actually repeat myself without them. Em I really don't think it's completely necessary BUT we use them to make each other feel better, to eh show that you understand and a lot of that is going on conversation between friends or people that you know well. Anyway I don't think it's necessary BUT I do think that it soften the conversation mm mm I mean here in Hong Kong they use it quite a bit but I think I mean NSs do use this hm hm and I mean this is so necessary but you hear that you do really want to continue to speak even more and it's a kind of pushes you forward inspire you on to speak more.

I: Yeah so it is a kind of encouragement for the speaker for the listener to speak more

B: A lot of it I think a lot of it I won't say a 100% to of any of these question but a lot of them even gosh when I hear gosh wa he's quite surprised and I'm going to continue. When mm, I'd continue speaking I'll do when I hear that.

I: Do you find that they're really useful things in our conversation?

B: I don't think they're really useful because I mean I teach in my environment in my workplace I think there are three native speakers only three or four of us, we don't really converse so much because we're so busy but I do work a lot with Chinese I mean I do a lot of Chinese I mean I don't use many discourse markers when I speak to them or my students.

I: Why?

B: I think it confuses them quite often. I've got even with I got German friends and I say that Ha It's interesting and they just don't understanding what I mean and they em so back to my colleagues, em I think sometimes it takes a little later.... and I find the students just more confused I think I keep everything there simple.

I: Eh according to some of our findings from some natural conversation there are examples of discourse markers like *well alright OK so yeah but you know I mean cos, actually I think* em all these, do you frequently use all these in your daily conversation say with NS friends

B: Yes with NS friends for sure with my finance we speak like that all the time

I: OK but not to your students?

B: No no no I trim it down and make it very simple em I just don't find I mean it's not 100 percent but I would not say *well* I don't use the word well in the classroom you know I don't use yeah because let me see why I don't think they will find it quite understand will understand it yeah yeah certainly yeah? like that that sounds quite British actually em I know I know the British students like the niece the data sheet that you sent extract 1-5. I see that this yeah and I hear my British friends say like that I find it completely unnecessary

I: Completely unnecessary OK.

B: That word yeah yeah certainly yeah? come over yeah? and I'll show you yeah like that. I think some are necessary but I don't think all of them are BUT we use some with native speaker of English. I just find because the native speaker understand the meaning behind



- them all em whereas my students don't and I don't think they have never been taught they don't speak it much.
- I: Have you ever thought of teaching them so that they know much more about your language? So know a bit more about the language since you're a language teacher.
- B: Yeah I don't em I don't because who do they listen to English they listen to me they listen to other non-native teacher at work they don't watch they may watch Chinese television at home em what would be the point really and and there are so much more other things that have to be taught and the curriculum that needs to be you know like structures sentences all that. I just find that in the end it is not important to them because they are not going to use it people around are not using it.
- I: Then how about say in the public exam they need to engage in discussion and in the future when they get to university they may need to contact have discussion with the lecturers listen to attend lectures so do think under all these situations they need a certain degree of proficiency in spoken language or listening ability especially in relation to discourse markers so that they can understand all these better in the future?
- B: Right yes yes em yes OK so let take the public exam I'm thinking the HKCE which I'm very familiar with.
- I: Yes I'm interested to listen to your personal experience then yeah.
- B: Yeah I I find (pause) I mean they are not they are not they are looking at ideas, see what else, grammar, use of communication skills of interjecting, of clarification, of suggesting and I mean that's one third of that. And again I really don't think from my experiences that I hear is they use them incorrectly. And use of well some students will start every sentence with the word well and I don't believe they are really necessary it's grand if they can use it. Let's take the university situation where they are listening to lecturers who obviously don't draw in discourse markers I mean em in the context they will get it eventually I mean if they order eventually I mean they give them lecture OK basic structure and we've got 13 points so that's it what we'll do firstly I think they can understand it quite clearly. Then introduce em I don't think but these things like yeah that kind of words I mean like I think they'll get those within a context but the little kids and I teach Form 2 which I told you em I think it'll just confuse I do believe that all the kids will get it simply because it's in a context.
- I: Get it simply in context OK
- B: and maybe perhaps they have a better listening skill ( ? ) but I think it's naturally picked up more than having them taught.
- I: although from your viewpoint it seems that there's no need to spend time to teach them explicitly but do you think we need to draw their awareness saying that these frequent discourse features in a piece of conversation and they can show us some direction about the attitudes of the speakers so in order that they can understand the discourse better. Do you think there is a need for this kind of awareness-raising?
- B: OK let's look at that scenario where tomorrow I go for a class for one hour show them that and explain it quite a few things like teachers I don't think they worth hang on that *unless* they are exposed quite a bit more in other place besides classroom but I think they'd be quite probably interested in it but like all these other things I think because we're not using it and exposed to the proper use of them. Em and not in the whole not by other teachers at schools so I think if I probably can take the data sheet and show them tomorrow but I don't think they will remember gosh, you mean, yeah I don't think they'll remember them any level I'm not talking Form 2 Form 4, maybe Form 5 as they start using them frequently daily and have more exposure and at the university you know those lectures they might have ....
- I: So that means for the higher form students you think there might be em a need to expose them to that kind of features but not that necessary for junior form students



- B: I need don't pick it up through more exposure in life and that would be like university students ah em I myself have written books and listening materials for Witman Publishing and we specifically don't put in many many of these words because we just don't make it more difficult we're aiming at market for kids so we keep it quite simple but I don't know that the A-Level pa= listening books and those those will contain more of that. Em not just because they have been taught as a group but they have a better grasp of things
- I: Do you have the textbook dialogue with you em the data sheet on textbook dialogue? With a calendar towards the end with a short conversation. In fact it's from from a textbook in Hong Kong published in Hong Kong by a native speaker and those words highlighted are the discourse markers.
- B: This is for Form 5 is it?
- I: EM I think yes that's for Form 5 that's right.
- B: Must be must be Form 5.
- I: Yeah for Form 5 you can tell by the format.
- B: Yeah yes yes I see. Well those ones some of them they would know but cos they know it from very young age. Yeah I know the gentleman who wrote it. Right I think the word right yeah and but are quite common but I won't go into other ones like I mean cos I've written the same level of materials the end em right is quite common DM and is frequently used in the HKCE Listening Exam cos I've used a lot but they don't notice these are not really difficult ones except perhaps the most difficult one is you mean but the word but I mean they learn it in primary school. I tutor little kids I do a lot of tutoring at home and it's quite amazed that how they can make sense of between but and I mean at 6 or 7 years old when I tutor. So I think the most difficult discourse markers is first you mean and the second one now the others they are exposed to at a very young age in Hong Kong.
- I: OK right thank you for this part. So another question that I want to raise is we find from the corpus data the real language data that native speakers use a lot of discourse markers in your speech. Em do you think you want your students to learn every way that native speakers sound?
- B: No no.
- I: Why not?
- B: I think that's expecting too much too much I mean my colleagues can get them and they are educated professionals so em I mean you know it would be grand it would be great if they could. But I just don't see it and that my colleagues are I mean you know they are pretty good at them at school in EMI schools they are already got you know wonderful command of English em they are not using I mean but of course they're using some of the discourse markers but they won't write you mean or yeah or my students I think much to ask but it would be great a wonderful thing but I don't think it can happen.
- I: Can you notice what type of discourse markers do your students or colleagues use in their conversation with you?
- B: OK let me look some of these ( ) well I'm sure you don't hear well from them. Probably but but that shows nativeness but I don't hear much nativeness from them. So quite common but I think that's a kind of Chinese translation of 係 .
- I: You know Chinese?
- B: Yeah a little bit. Em I don't whether this is discourse markers but . So is more common probably and this *mm mm mm* very high pitch I hear of Chinese speaking with each other and it's quite common with that ng ng ng and I'm not on the staff room ..contact with my colleagues a lot ..*Ng ng ng ng* like these really the most common. Em I think again it's a translation 唔 唔 you mean I heard you mean and again it's translation 你知啦 like this. Em no gosh and I don't think so they don't put a lot of extra word in it when they come to talk me at a given date approach my desk Janice can you come down let's go are



- you ready can I ask you a question? Like this, there's nothing there. Yeah so that's my answer.
- I: OK so in teaching your students in learning a language since you're a native speaker eh what model would you choose for your students when you teach?
- B: what model?
- I: Say the British model, American model or you accept the local form?
- B: I see well you know I mean I can't think of any British British style. I'm most an American. I can't bring of the British way because it was a British colony for so long and they have been more exposed to British accent em specifically in the HKCEE exam they just only recently brought in American accent and I've been here for 14 years so I go mostly tell them British and then Canada Commonwealth form. I go more for the British and the local em I don't believe that just because eh all the Chinese do it all the Chinese say it that's right and I quite often say that just because everybody say it means that it's correctly. I'm the examiner for the Hong Kong Examination Authority and they constantly readmit saying that no no no just because all the majority saying this doesn't mean it's the way of saying it so em mostly I think I go with the British model and not necessarily the local because there's a lot of Chinese direct translation and this doesn't mean that it's correct for example *I think it's not right* that's Chinese but that's supposed to be *I think it's not right*. So if just because on this basis I think it's not right doesn't make that a correct sentence in Hong Kong so anyway...
- I: Do you accept that kind of error from your point of view?
- B: Do I accept them?
- I: When students say it would you correct them or pointing out that it's only the Chinese way of saying in the sense it's wrong?
- B: Yeah. I'll tell you one reason why I've told you that I have a lot of tutoring in my house so I've got students extreme from all different areas of Hong Kong at different levels. You know I mean I mean they came in and being paid to correct that and it's a regular correction of 60 minutes so I think that's carried on to my work and em I don't believe that (? ) I'll quickly correct that and get them to repeat that again and then carry on with the conversation.
- I: Because many people say that there is a HK variety called Chinglish, do you regard it as an innovation or a deviation from the NS norm?
- B: Deviation em you know they don't want I believe they want to know the right way I don't think they do from my experience of colleagues they do want to hear the right way of they want me to explain and I'll say this is Chinese I mean I do know quite a lot of the Chinese language this is what you know maybe this is what your opinion of your language there is another one I gave something I gave a book to her and in English I gave her a book and I will correct that and explain. So I think it's a deviation in the end they do want to know better English they do.
- I: So in saying that they want to know better English then referring to the discourse markers we've just been discussing, why not teach them more about this because it is so commonly used among native speakers in order to raise their proficiency to be more native speaker like?
- B: The key to this is first of all the key is it is used by native speakers and in their world I mean they're not just exposed even students at least when they graduate you know I mean they still be ensconced in the local community and again that can necessity and I just don't think it will make them better communicators among themselves em you know and em I don't think more is better for them anyway you know.
- I: Right. Another thing I want to know is that nowadays English has become an international language and many people speak English not just among the native speakers but also among those non-native speakers. How do you perceive the necessity of equipping our students with different regional variations and getting them to exposing



- them to different variety of English? Most of the educated people know English no matter how the proficiency of them it is a language not just used by the native speakers but also by NNS say a Hong Kong student will speak a Singaporean guy Korean so the only medium that they can communicate. So how do you perceive the necessity of equipping our students of different regional variations American English Singaporean English Malaysian English and exposing them to different varieties of Englishes nowadays in the world?
- B: So are you saying that is it necessary?
- I: Yeah the point is English has become an international language.
- B: Yes so you em you are not specifically asking DMs now?
- I: EM I think it's one step forward from DMs because I guess there may be different use of DMs among different people.
- B: Are you saying that should are you asking should should they know English to communicate with..
- I: Should students know more about different regional variations different kinds of..
- B: Why I see I don't think so. Again there's Japanese and there's Korean but I really I mean really our students don't get much exposure to all of that...
- I: Do you think classroom should be the first place of exposure to them?
- B: Ah no no I don't think so I just don't think it's necessary. I mean OK Singaporean English Korean English when will they ever get exposure to that? I'm thinking of my own students they're pretty the kids in HK are not like the kids in England and Canada who who have the freedom you know I think there's really they don't really have the opportunity to get exposure. Kids in the international schools I think they do but I really don't think any of my students have up till right now any of my 120 have that let's see even none of them have a conversation with the Singaporean Korean none of them have had any any Malaysian unless so I don't think any of them have any exposure to them so it's not necessary to expose them in the classroom I don't think so, not think so at all.
- I: From the newspaper in Hong Kong we always find that there are complaints about the language standard especially from the business circles saying that students in Hong Kong are incapable of communicating well em in that respect so as a teacher what can we do to help then to raise the standard?
- I: So on the whole your viewpoint can be summarised I hope I have not mistaken your point you don't think it's so necessary to teach students discourse markers or to highlight them in your lessons. Am I correct?
- B: Yeah yes that's right.
- I: So it's not even worth one or two lessons to mention what they are. Is that what you mean?
- B: Well I mean ah like I said I think they would be interested I think they would find it interesting and even give them an exercise where they underline these discourse markers I mean you know give them these extracts and don't highlight them and get them underline them. I think they'll find that interesting but whether they can use them I don't think they'll. There'll be some that they'll use you know and understand and maybe a quarter of the ones that you put down in the extract that native speakers are using and again some just overuse them *and* some of them will start every sentence with and, some of them start a sentence with *well. I didn't know well.* I've got kids like that to start a sentence with well so I mean I just don't think it's necessary I think a lot of them can be picked up in context when they're old enough to understand it but how come if my colleagues were very capable professionals...
- I: So how about those advanced learners just like Form 6 or 7 students do you think there's still a need for them to know a bit of discourse markers?
- B: Yes because they're materials for using them more I mean they are expected to use them more in a group discussion I believe I don't teach Form 7 but I know the listening



- activities a lot more difficult the kids my ex-students come up and they said so difficult em but I think I think I'm always tell them it'll get easier I think I think it does for them but again I don't believe that the writers are putting in too many discourse markers cos immediately make listening a difficult task cos I know I write the materials for Form 5. If I put in discourse markers in Form 5 listening my book will suddenly become Form 1 2 market and there's only a few Form 1 sorry Band 1 or 2 schools or so I mean the publishers don't want it because it's too difficult for Band 3, 4 and 5. I would not put too many of them in there now I do put *mm* in my writing because it gives the kids time to catch up with the previous previous sentences or statements you know em that's a lot of it used for HKCE level but I would not complicate that text.
- I: I see your point
- B: the scripts the scripts it will really confuse the weakest and that's Form 5 (?) that's the question advanced learners? I think I probably worth teaching Form 7 students simply because they will be striving a little bit more effort than the Form 5 were.
- I: In teaching them do you think you'll just teach them for receptive purpose or well you opt for both receptive and productive purposes?
- B: I don't I don't think I mean product I don't think so I mean in their oral that would be productive purpose oral
- I: That's right. Do you expect them to understand, to know to use them as well?
- B: I mean I just think it'll make I think if a child if a student Form 7 student with using these words in the group discussion occasionally if they were using yeah gosh ah I mean ah mm if they favour doing that in the F7 final A-level oral exam I believe they will probably be marked down for being indecisive I know I hear it before I personally don't mind it myself cos I mean I've been I've been an oral examiner for Form 5 I do know local teachers look down upon hesitations and that's what some of these you know saw alright great, OK I think they've been marked down for hesitating. So now I don't I think for Form 7 students it's in listening if anything if anything to help them to understand if the characters in the listening I mean if they understood it would be valuable to know that to clarify themselves and the students could listen again if to say I mean you know but I I just I don't think it's going to help them much but still to train them in Form 7 the teachers are all Chinese in Form 7. Em at school we have one native speaker, she's not even a native speaker teaching Form 7. I think it'd be more helpful at the university level where the professors some lectures speaking mild minute using this language.
- I: If you need to teach this Form 6 7 students advanced learners of English of DM, what kind of strategy would you use would you recommend for teaching them?
- B: Well I mean I like this kind of sheet you can find in this you've got the data sheet with 1-5. I probably let them listen to these first find some sort of something from some book and then listen and then let them listen first and then give them the script just like I have here. And then I probably say OK cos are there anything helping or changing things or I probably like what you did here tell them what discourse marker is and then can you see any here? Find them. That's what probably I'll do highlight them, so get them to listen first, get them to highlight second and thirdly get them to listen once again and fourthly may be get them in a group discussion to use some of them that's probably what I'd do. Get them to be active with it not just stand up in the front and say this and this this and this this OK bye bye. I'll get them to try to analyse something and may be use it and may be get em them to listen to four other students and then pick up whether to be use some, how do they use some yeah.
- I: Then do you recommend em some kind of ah say first language and also second language corpus data as input rather than all these artificial scripts that usually written by writers with all the discourse markers try to simplify them or to delete all of them?
- B: Oh I see what you mean. So give them a text...
- I: Real corpus data



- B: Sorry
- I: Yeah the real language data would you recommend that?
- B: OK so real language data or the state one what are you saying?
- I: The real language one meaning the natural conversation.
- B: Yeah yeah.
- I: You prefer that
- B: Em yeah because what I would do is to take a original text and something that they understand in their in their lives yep.
- I: Yeah good OK OK. So em so regarding this topic do you have any other viewpoints that you want to express any ideas that coming up from our conversation or from the data sheet regarding discourse markers say?
- B: I think coming to conclusion there are some discourse markers that we use a lot I mean when I think I've been here for 14 years...your previous your previous sentence again with the word but that's quite a important change that's the opposite meaning of what you said earlier so I think that's important whereas yeah is so ah so unnecessary. Cos I have one student from an international school she comes here and all she does every line she answers with yeah yeah I mean that's British I know you must be familiar with that and I always tell her that it's so unnecessary. It is em you can stop it and I taught her for 4 years she's still use it regularly. Em that makes me confused listening to yeah yeah yeah because it just doesn't doesn't put any meaning to anything it just makes everything the same ending with yeah.
- I: You find that overuse of the word yeah.
- B: Yeah yeah at the end of a sentence. I think that's quite a that's sort of downtown London phrase maybe I don't know. I don't think it's I know I know a lot of British here in Hong Kong and only really (? ) I don't use really use that you know in professional language or...
- I: So if we go back to the teacher training, they do you personally come across linguistic feature like DM in teacher training in language teaching with this topic being highlighted?
- B: OK in any of my language teacher training?
- I: Yes something like that.
- B: Eh no not.
- I: You don't find this necessary instead in fact.
- B: I was not trained. The only I mean I I basically taught myself everything I know cos I was not trained in second language teaching I was trained in Home Economics and Education with English minor but not not teaching English as a second language. But I did study in British Council and did take a course for 3 months cert. The only place I have seen any reference has been em in books for writing these words however, moreover, but, in a in a written text but never for oral never for oral listening. So I haven't any training BUT I have read a book in books with regard to em writing English.
- I: Then how about for your colleagues for the other colleagues teaching English do you think especially for the non-native for the local Hong Kong English teachers do they need to learn discourse features like discourse markers or any other features at discorsal level so that they can be better equipped to teach their students?
- B: I mean it's always good if you're in a discipline always good to know more about it I mean I become hi wonderful em become you know expert in it I think they should be taking you know or something at the Education Department I mean I think it is necessary for them em to become more aware of it. I think they should become more aware of it as much in their discipline as possible I mean doctors do it accountants do it. So I think they should made aware of it yeah. Whether they use it or not it's another matter.

**I: Interviewer**

**C: Candidate C**

- I: First of all I would like to ask you how do you perceive the role of discourse markers in communication? By discourse markers maybe I'm referring to something like *em* as simple as *firstly secondly and* or some very popular ones like *well right OK so like you know I mean cos* all these things. So first of all how do you perceive the role of discourse markers in communication do you personally think that they are useful things or well a bit redundant things.
- C: I I still explicitly eh in in oral lessons with I I did intend to make eh drawing explicit attention drawing explicit attention in oral lessons with Form 4 onwards from time to time yeah and smoothly with progression with you know the unit standard Hong Kong coursebook you know one of these eh Impact or what does it call A Modern Course you know a bit of grammar a bit of listening a bit of oral a bit of composition yeah all these all these books provide a bit of solid diet we do eh touch on the oral topic from time to time I do I do eh not all these *well* I mean you know I'm talking to you now our speech is very natural eh receptive mode so em ah you know I do draw attention to ( ? ) as well.
- I: Haha hmhm so what are the functions they have in conversation?
- C: Well from time it gather own thoughts it's one function I draw attention most to students you know to point out that certain can be useful reflect of thoughts
- I: Reflect of what sorry I beg your pardon?
- C: Taking taking his time to gather own thoughts
- I: Em em thoughts right.
- C: WELL yeah I have been making similar exaggerating noise with kids sometimes because language isn't going a matter of words.
- I: Hmhm right. Hi?
- C: Hello.
- I: Ng ng yeah I can hear you.
- C: That tha that tha that's your turn.
- I: OK OK so you find that they are quite useful things in conversation don't you?
- C: They they they're all sorts of eh signals in speeches a little story that I tell the kids still from time to time. My grandma my grandmother minds a bird you know one of these birds very good at imitating speech in any other noise really you know these black bird with yellow (?) very good talker+
- I: Mm mm
- C: +Yeah you know these birds right?
- I: Yeah yeah.
- C: Well the point that I want to make to the kids is that this minor bird has a very ignoring habit that there are certain point in speech where we intend to make pauses helping our listeners will encourage them to go on to show our attention you know by saying you know what I mean yeah yeah yeah yeah yeah yeah 係 . So so this bird would would also obviously attune to the same sort of liminal signal that make to one another and when grandma say yeah the bird get yeah like a hundred of a second in front of me
- I: Mm mm yeah I see your point OK.
- C: Well to some extent I keep telling *yeah* to get them naturally but there's no harm there's no harm in being explicit.



- I: Ng so when you talk to your students and when you have conversation with your students do you find that your students would use discourse markers as good as non-native speakers of English?
- C: Ah no I couldn't say that I couldn't say that em these are such subtle effect that you know you can attune myself you know towards you know what I'm what I'm what I'm listening in A-level oral the thing I'm looking out for ah you know more more the the stronger feature of like third-person agreement consistency you know with tenses you know difficulty in maintaining past tenses throughout you know and the you know missing-s plural em mark suggest of time you know. It's not the the use the use of functional non-functional apparently non-functional the use of apparently non-functional discourse marker is not something you know particularly attuning myself towards in any they are so much you can you know attuning to in a in a circumstance it's very hard work you know in doing oral assessment you know.
- I: Right but do you think you students can pick up em because you're the model of teaching to them do you think your students treat you as the model so that they will pick up these automatically from your conversation from your daily contact with them as a way to help their communication throughout?
- C: I certainly hope so yeah and and I I would assume I would assume to some extent yeah yeah especially if you try to if you try to exaggerate the some features you know if you would say something like WELL YOU KNOW like that exaggerating a little bit it'll do a bit funny you know they will perhaps you know indicate some interaction pleasure on it you know you get that you know you can sort of that.
- I: OK so in the daily contact with them em can you discover any discourse markers that they often use maybe as a result of language transfer from Cantonese or any other special discourse markers that they always use?
- C: There are some cases you know I I agree in Chinglish you know that they keep on saying *no la* you know+
- I: No la
- C: +they speak la at the end of the sentence. In fact you know what particularly la is quite a number of kids what I'm particularly interested is what they speak in Chinese the other day that she has picked up the habit from them.
- I: So instead of la can you find any more examples it's quite interesting for me to
- C: Ah (. ) well not not...
- I: Alright it's difficult to think of some examples all of a sudden I know. OK shall we proceed to another question em in research real data real language data indicates that native speakers use a lot of discourse markers in your speech do you think your students should learn every way that native speakers sound?
- C: Do you what students should do what?
- I: Do you think your students should learn every way native speakers sound+
- C: Well
- I: +with discourse markers as an example because in every day speech
- C: with the way native speaker sound
- I: Yeah for example all you native speakers use a lot of discourse markers in your speech it's one particular feature from the research data.
- C: Em I I do I do want them to develop ah yeah at least approximation to native speaker intonation and the you know markers and tenses yeah.
- I: Yeah mm. So in the questionnaire I find I find that your response to two questions em in asking you whether it is justified to require students to use discourse markers like NS you agreed but in asking you whether it's realistic for students to use discourse markers like native speakers em you disagreed with that can you elaborate this bit a little bit?
- C: Ah ah



- I: So it is justified but not realistic. Is it the real situation of your students or the Hong Kong students as a whole?
- C: (. ) OK (. ) It depends it depends on the priority you hold.
- I: Mm mm that's right.
- C: It's ah obviously it's possible to communicate in a language you know in different situation in different world I couldn't make ah well you know it's extremely high priority you stand here
- I: Mm mm so any additional opinion in particular with this point it's justified to expect our students to use discourse markers like native speakers but it's not very realistic in a sense.
- C: It's depends on what you mean by non-native speakers em (. ) in fact I'm sorry I can't+
- I: OK never mind never mind.
- C: + tell you more here.
- I: So in talking about the choice of model in the questionnaire you choose the British model as a model for your students and why do you make that choice?
- C: Why not the American model or?
- I: Yeah yeah.
- C: Sheerly because that since since I'm most able to offer.
- I: OK. Since because you're British so any other reason other than your identity as a native speaker a British native speaker?
- C: I had been in my time worked as an English language instructor teaching the American language course in Saudi Arabia and I prefer British English (laughs).
- I: Any particular reason for this favouritism?
- C: No I think I think the original English is eh richer eh original language is somewhat of greater potentiality yeah that particular feature English which is the ability to achieve you know prestigious in terms of time sequence aspect action you know and they I've raised suggestion that you know English-speaking people may have probably do have a distinctive distinctive perception of time just through the the moulding effect of the perception of the very nature of the language itself. That you know to me that topic is interesting in a way in terms of differentiation.
- I: How do you think about the American English and other popular variety in the Englishes that are available in the world nowadays? How do you think about American English?
- C: Well sort of ah (. ) I I I think eh in the in the obviously in the main difference is in terms of spoken language aren't they you know the original American English and the original British Australian English don't have the great surface differences you know exactly in the reporting speech you know that make the difference hidden in spoken languages so I think the American English is particularly weaker in the in terms of in terms of the present perfect which you know eaten your breakfast yet you know rather than have to eat it breakfast yet.
- I: Do you find that the British English is more superior in a sense?
- C: No I don't think it's I don't think it's possible to I don't think it's possible to claim its general superiority though general superiority superiority when you say superiority to what do you expect?
- I: So how do you personally feel that you just prefer British English it doesn't mean that you find that British English is more superior than the American English or other varieties. Am I correct?
- C: Well in terms of languages in speech you see eh I believe so that yeah to some extent it's the ability to check the level of sincerity in which the other person spoke which is eh you know the predetermined superiority em no
- I: So you don't think it's a matter of superiority anyway.
- C: No I don't think so.



- I: OK so I would like to ask you another question do you think according to your teaching experience in Hong Kong do you think there is a Hong Kong variety Chinglish. Do you discover that among your students?
- C: Emm (. ) I+
- I: a particular way for Chinese students to use to speak.
- C: +I'm reluctant to say so.
- I: Why?
- C: Because I can't recognise a (pause) well you could I guess you could scratch it round and say *Coming back you haven't come back to school today* you know where with you know with Hong all you know with tendency to so you know although and but you know to make the contrast, em but I I I tend to come out here and read the relevant book called *Learner Englishes* you know that *Learner Englishes* about second language learners from different language group em I haven't haven't seen anything in Hong Kong which gives me a sense of you know there is a specific there's a specific evolution of a distinctive Hong Kong variety of English.
- I: OK mm mm mm. OK fine. Em the other thing that I'd like to ask as you may know English has become an international language nowadays and the and in Hong Kong as an international business centre English performs quite an important role in this sense. How do you perceive em the necessity of equipping our students to understand to know different variations and exposing them to different varieties of Englishes for example we've just mentioned American English, Canadian English, say Singaporean English, Australian English all these regional variations.
- C: I'm certainly in favour of yeah eh yeah exposure to different varieties of Englishes yeah+
- I: Right hm mm hm mm but how or are there any constraints in Hong Kong classrooms.
- C: +People from different countries speak different English you know people... and yeah obviously some eh language groups will be less easily perceptible comprehensible than others em yeah.
- I: So you find that there's a need to expose students to different varieties of Englishes.
- C: In terms of what they're capable of I think I think I think the current materials that we that we use at least to keep them exposed to American Australian British and you know occasional eh you know Indian or Chinese you know quite quite a few not too many actually not too many Chinese eh speakers of English em additional exercises you know
- I: You mean em what to say the present materials you mean those used in higher forms students
- C: Sorry (? ) in terms of 4 or 5 levels
- I: You think there are enough materials in this particular aspect don't you?
- C: No I'm want just won't say I think there may be enough ah yeah I think there are enough representation of due to speech style+
- I: OK
- C: +in the additional materials yeah
- I: Hm hm OK. So em before that we just mentioned that you mentioned that you hope you want your students em to pick up the British speaking norm and now we mention that we need to expose students to other regional varieties of Englishes do you think there is any contradiction in this respect?
- C: No no
- I: Hm mm no why not?
- C: Well you know I cannot tell of the original version of the word norm but you know the originality of material you know available within the lesson content of the existing
- I: Hm you find that there is no contradiction
- C: Eh no I don't I don't regard my students involved increasingly with transfer you know I'm quite happy to point out there will be a Hong Kong.

- I: OK right so far as an experienced language teacher what are the most imminent issues facing Hong Kong on the whole?
- C: What are the?
- I: The most imminent language issue that you find facing Hong Kong nowadays among?
- C: The most pressing language issue?
- I: Yes you may say yeah
- C: What's your word?
- I: Imminent.
- C: Imminent more or less pressing your choice of word. From the point of view of a very experienced language teacher in Hong Kong.
- C: (. )
- I: It's difficult to tell isn't it?
- C: (. ) you know I I taught for 6 years in Zambia
- I: OK in Zambia
- C: It's a you know very remote region you know where I might have a class of 40 sharing 17 books you know and there was no telephone no television you know very very basic you know surrounding it'll lucky if you can even see a newspaper books in library very very poor very poor ground area very basic very basic and the and yeah the kids study so hard that they you know there's so much English materials available to Hong Kong students yet I find them I'm shocked how little they try to you know deploy the available resources you know they may take outside the classroom and inside the classroom. There are very good kids but don't don't show very commitment really they have an awful lot of awful lot of reluctance.
- I: Mm mm what's reason for that?
- C: Yes it's a good question yes it's a good question (laughs) you know I don't have an answer for that.
- I: It's difficult to tell again yeah. They are not so motivated to learn.
- C: what you know I teach in grade form you know they can take you know 10 grade A you know+
- I: I know
- C: +Grade A in HKCE you know and+
- I: no it's a very good school
- C: +and they're so much previous of time and again I guess you know that you know if they could if they could learn a little of fun a little of sesame street they could learn a little of foreign TV Sesame Street Time eh you know yeah Sing Along you know enjoy games if they can have that kind of televisual inputs maybe at a younger age then again you know they could do they could do you know something live and stimulating and funny you know appropriate to their ages and set along the way as they grow older you know I'm I'm not sure what it is but yeah it's it's you know I think of a reason you know with you know with the enjoyment of play in terms of idols in there+
- I: Yes that's right
- N: +if you enjoy a good play could be brought back you know along the way+
- I: Yeah good OK
- C: +it will help things
- I: Yeah I agree with you. Em OK so if you go back to usefulness of discourse markers what do you personally find the representation of discourse markers in the present spoken language curriculum in Hong Kong, especially in terms of the objectives, the teaching methods or the teaching materials
- C: I think it's I think it's I guess it's few I guess it's few and a very low status even to this topic the crowded what to call it you know categorical topic has to be dealt or you know hasn't made with direct action. (? )



- I: That means if I have not mistaken that means discourse markers have not been highlighted and do you think there is a need to put them into focus then.
- C: There's a need to
- I: There's a need to well put discourse markers into the spoken language curriculum to put them to give them their proper focus?
- C: Well since they're appropriate well a proper focus seems to be playing for time and their ah plenty of gain of time you know as it goes along when it's necessary to play with time gather gather my thoughts em I think you know they emerge naturally and if they don't emerge you know no need to taught ti give me explicit teaching in well em ah I don't know you know what I mean no need to gave me no need to give me in any previous lesson that I pick them up no problem when it takes it takes you know (laughs)
- I: Do you think there is a need to say to put more emphasis on the teaching of discourse markers say teaching materials then at least to mention them
- C: Em I think yes you can label them you can label them discourse markers right if you if you call discourse markers you know you can call them discourse markers to Form 1 students call them discourse markers to grammar 6 students you know discourse markers em I felt it has a heading em or you just call them well I don't know you know what I mean let them stand yes put them off a sub-heading you know what I mean what's the best thing you can say that you know what I mean you know considerable as a paragraph might be (yawning)
- I: Yes can you suggest any way any interesting or specific way of highlighting discourse markers in your lesson?
- C: Well I guess you know you know yes favourable way ideally in an ideal world I'd rather to play a game sometimes just to get some pieces em you know drawing attention to the fact that you know well you know what I mean there must be loads of stuff to lie around already and used to play many time just to get you know just a kind of occasion well in an analogy you know just once in a while listen real I mean natural language is talking about street interview task just once in a while you don't have to hammer away week after week after week but just once in a while it's quite funny to observe a real way thing of behaviour in real life you know
- I: Do you recommend to give them some real recording to listen to with different familiar contexts so that they can pick them up as naturally as possible?
- I: In the questionnaire you said that you always highlight discourse markers in your lessons and besides.
- C: Lying I must be lying.
- I: You must be lying (laughs)
- C: Alright so I have to correct it on your behalf. OK then you're lying OK.
- I: Right so another question is have you come across linguistic features like discourse markers in your pre-service or in-service language teacher education because you marked down in the questionnaire that you have received teacher training and you are a native speaker and you've got your first and master degrees in in something related to English but have you come across features at discorsal level like this in your pre-service or in-service teaching training?
- C: Whether I've come across discourse markers or any other topics
- I: So do you know it yourself eh because you're a native speaker or because you got the information from the teacher training?
- C: Well English English people tend to be very poor at grammar until they you know until they struggle with foreign languages.
- I: Yeah then what's your case?
- C: Not the same not the same yeah but the term the terminology discourse markers you know you know I don't want to add to the catalogue I wouldn't want I wouldn't want



- secondary school kids em yes like like sixth form for sure you know they don't hear the word discourse maker you know because the grammar could rather+
- I: So that means em you
- C: the terminology having to learn grammatical terminology is not easy (? )
- C: Do you want to teach discourse markers to students below Form 6 level or do you mean you don't want to give them the terminology?
- I: I I I don't want to I'm reluctant I'm reluctant to overload the teaching of language with the teaching of grammatical terminology.
- C: Hm mm but how about this feature itself do you still agree that you should teach them although we won't mention very much
- I: I do believe that it's worth you know it's it's it's worth you know exercising features like em *well you know what I mean* etc ah to students the actual way of playing the time with the language em you know that's just for example create redundancy you know saying the same thing twice but you know the word try to say it in different ways you know to you know functions to have (? ) of course you can give it whole redundancy you know that most of the time
- I: OK do you think the present education in Hong Kong say can adequately equip em other teachers of English to understand this aspect of spoken language. Do you think your colleagues em or some other non-native speakers colleagues understand or know what discourse markers are or do you think they have come across this kind of things in the teacher training programme?
- C: Ah OK they have+
- I: Yeah you think they have
- I: +Yeah definitely I'm sure I have a couple of hard-working colleagues you know a couple a couple of the you know of the non-native say well in their speech and I guess you know they say this topic
- I: Mmmm OK good can I ask what priority should we give to teaching discourse markers. Do you think it's just OK if it's just for listening purpose or do you think OK we should do it for both listening and speaking purposes how do you think about this?
- C: I I I yeah I I'm only favour yeah if possible yeah to do with relation to listening especially to listening and you know once in a while you could start with something really interesting examples from real life real life spectrum
- I: Do you mean you just expect you students to understand it from a receptive for receptive purpose not for speaking purpose you don't expect them to produce
- C: I mean that's obviously for receptive it's the idea it's the idea of reception in terms of teaching.
- I: Hm mm do you expect them to say it as well to use it in the language?
- C: Again you know I have you know because after 8 months ha ha ha ha ha you know with the French don't get ha ha ha they get yu yu yu show the difference so what's the motivation in Cantonese they hesitate so yes sure expect them to be explicit really yes.
- I: So so that means you opt for both listening and speaking purposes don't you?
- C: Right yes but listening has to come first [
- I: [Come first hm hm right. OK good. OK so far they are mainly they are the questions that yes there's one more that I would like to ask em Have you ever taught in other schools non EMI schools in Hong Kong before?
- C: Eh no I've been in the same school for my life.
- I: OK because I'm thinking of for your students they are from a comparatively a higher they have a higher language standard em I guess that's why I ask you students from other non-EMI schools whether they would understand what discourse markers are say at the same level as your students. Say if you want to teach other Form 5 6 or 7 do you think other students in other non-EMI schools would understand what they are whether they can manage them?



- C: Well depend on how they depend on the amount of topic they approach you know if if the examples you know the analogy examples to students you know you know from the from Chinese you know analogy can be made when you know the behaviour can be demonstrated in a specific circumstance yes sure you know try the innovation we've suggested it's the question of you know behind the hard priority right
- I: Do you have any idea of how em linguistic awareness towards discourse markers can be developed? In what way can this be this kind of awareness can be fostered?
- C: I would eh I would I would image that we could more intimately and interactingly carry this out eh it could be made you know the more fun it could be the better
- I: So can you suggest eh what kind of context can be recommended to students in learning discourse markers that you think?
- C: What kind of context em well I I guess em say the natural contexts for developing listening skills I suggest is telephone conversations+
- I: OK.
- C: +for teaching of mm of telephone skills.

