

Framework of speaking skills for beginner English learners in higher education

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Abstract.

This study attempts to address the issue of low speaking performance of beginner English language learners at King Abdulaziz University (KAU) in Saudi Arabia by implementing a communicative language teaching approach (CLT). The CLT based programme follows a three-step teaching process which involves 1. awareness raising (explicit teaching of the features of oral communication) 2. noticing (providing opportunities for learners to notice the features in oral and written texts) 3. practicing (providing practicing time where students can apply the features to their speaking such as roleplays). The treatment is based on theories of communicative competence (Canale and Swaine, 1980) and Oracy Skills framework (Mercer et al., 2017) grounded in the notion of CLT. Combining the two frameworks resulted in the emergence of an additional category of Canale and Swains' model of communicative competence: interactional competence. Data was gathered by giving learners a pre-test and a post-test in the form of a roleplay in order to investigate the impact of the CLT-based teaching approach on their oral communication skills. Initial results show development in learners' speaking skills in relation to the five categories of the enhanced model of communicative competence, in addition to an improvement in their fluency rate. As a result, this paper encourages educators and researchers to use the framework of speaking skills in order to help beginner English learners develop effective and successful communication skills in the context of higher education.

Keywords: CLT; communicative competence; interactional competence; Oracy skills; roleplays

1. Introduction

Over the last three decades, English has become a global language used for leisure, trade, media, business, research, and education (Dearden, 2014; Eaton, 2010; Oxford, 2003; Flowerdew and Peacock, 2001). More importantly, English has become the means of contact between countries and nations, an important factor for self-empowerment, the language of numerous educational fields, and also, it has become a requirement for employment in various sectors (Department for Education and Skills, 2002). The importance of English and the growing demand for learning the language called for the need to continuously search for methods and approaches to better teach and learn the language.

According to Richards (2006), methods for teaching English as a second/foreign language (ESL/EFL) has witnessed numerous alterations and developments. English language instruction has shifted from a grammatical and structural focus (e.g. grammar- translation

method, audio-lingual method) towards a more communicative focus (Finocchiaro and Brumfit, 1983). English language instruction has become more concerned with developing the communicative abilities of its users promoting the importance of meaning rather than form; concentrating on functions and notions of the language rather than linguistic and syntactic structures; giving attention to what is being said rather than how it is being said. As a result, a communicative language teaching (CLT) approach emerged to advance English language users' communicative competence and communicative abilities.

Previous research on the situation of English language learners (ELLs) in Saudi Arabia has proven that students' English-speaking skills is relatively low, (e.g. Al-Nofai, 2010; Liton, 2012; and Elyas & Al Grigri, 2014). With the aim of helping English language learners at King Abdulaziz University (KAU) develop their speaking skills, this study focuses on investigating the impact of a CLT-based English programme on ELLs' speaking skills and fluency in the context of higher education at KAU. This investigation is conducted by using a unique, combined framework which is created by merging two frameworks under the notion of CLT: communicative competence (Canale and Swaine, 1981) and oracy skills framework (Mercer et al., 2017). These two frameworks have been frequently used to improve learners' communication skills in general and specifically their speaking and listening.

2. Methodology

The main objective of this research study is to investigate the impact of a gradual process of awareness raising, noticing, and practicing grounded in the notion of CLT on ELLs' oral skills in the higher education context of Saudi Arabia.

2.1 Theoretical Framework

a. Communicative Competence

The term communicative competence was coined by Dell Hymes in 1971 which views the speaker-listener in actual social interaction (Putz, 1992). In 1980, Canale and Swaine contributed to Hymes' conception of competence by examining the communicative approaches to language teaching. They combined the various perspectives of competence and constructed a framework for second language teaching programmes, specifically for curriculum design, classroom practice, and evaluation. Communicative competence is composed of four competencies: grammatical, discourse, strategic, and sociolinguistic. It has developed from different theories and conceptions of second language teaching and learning.

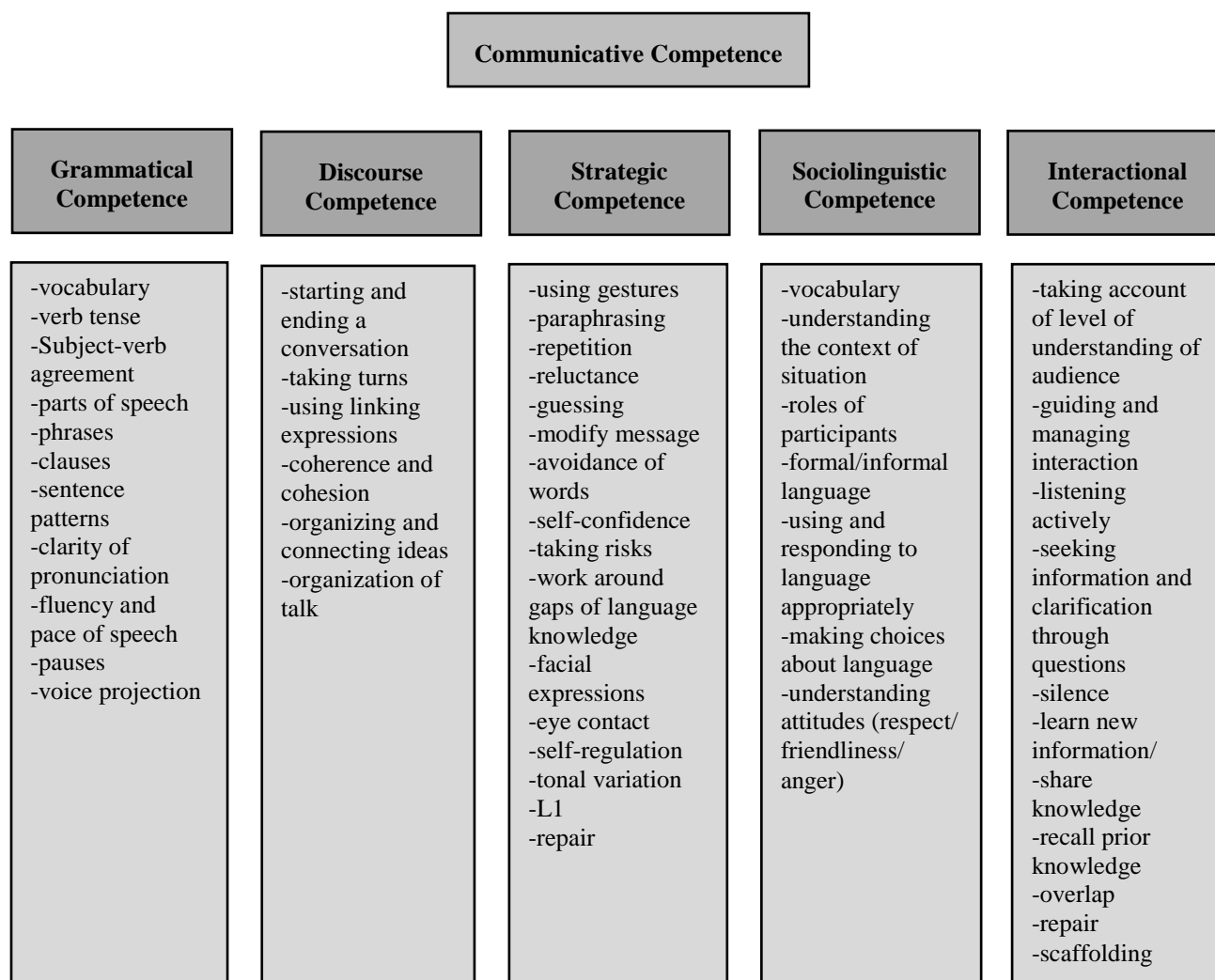
b. Oracy skills framework

The term Oracy was coined by Wilkinson in 1965 to refer to the skills of speaking and listening and to distinguish them from reading and writing- 'literacy'. Mercer et al. (2017) developed the oracy skills framework from theories of second language acquisition such as communicative competence as well as notions of accuracy and fluency. Their framework represents the different skills needed for effective spoken communication. It was designed to reflect a range of register and communicative situations. It was developed for use in schools and to encourage communication in academic context.

c. Combined framework (Developed model of communicative competence)

In order to emphasize the importance of oral interaction to beginner ELLs and to value the role of interaction in the development of learners' speaking skills, there was a need to combine the two frameworks and enhance Canale and Swaine's communicative competence model. By adding a fifth category and referring to it as **interactional competence** (figure 1), all the interactional features were extracted from the four competencies, as well as the interactional features from oracy skills framework, and were inserted under the interactional competence category. Young defines interactional competence as "a relationship between participants' employment of linguistic and interactional resources and the contexts in which they are employed" (in Walsh, 2011, p. 161). The combination of the two frameworks contributed to the expansion and development of the original model of communicative competence that can be used in academic contexts. The fifth competency (interactional competence) reflects a range of communication features that mostly appear during oral communication between learners. These features are particularly useful for the Saudi context because they help learners expand their knowledge of oral communication and support the development of their oral communication skills.

Figure 1. Enhanced model of communicative competence



The combined framework can be used to for curriculum purposes (e.g. designing activities and assessment), as well as in classroom activities and self-reflection. More importantly, the components of the five categories are not mutually exclusive. This means that there can be overlapping features among the five competencies depending on how students make use of the features. What is important is that this framework can be adapted and modified according to learners' English level.

2.2 The Three-Step Teaching Approach

The teaching approach was designed to help learners improve their speaking skills through a process composed of three steps: awareness raising, noticing and practicing. Raising students' awareness refers to explicit teaching of the five categories and basic components of the enhanced model of communicative competence in a simplified way using simple language to make it comprehensible to students. Explicit teaching is a feature of task-based instruction (TBI) which is an extended version of CLT, and as Richards asserts "TBI is based on an approach that involves teaching explicitly about the structures and grammatical features of spoken and written texts" (2006, p. 36).

Noticing is a cognitive and a complex process in second language learning as it "involves the intake of both meaning and form and it takes time for learners to progress from initial recognition to the point where they can internalize the underlying rule" (Batstone, 1996, p. 273). In this study, noticing involves providing opportunities for learners to notice how the features of communication (figure 1) are used in oral and written texts. For oral texts, audio-recordings from the textbook that reflect basic elements of communicative competence and oracy skills are used as examples to showcase how communicative features are integrated in oral conversations. As for written texts, worksheets were created (using the enhanced model of communicative competence) to show ELLs how features of communication are used in conversations.

Practicing involves encouraging learners to use the features in their oral communication through various interactive activities (e.g. roleplays). Thus, communication features are reinforced in every step of the teaching approach. The most significant results in this study emerged from roleplays and they are considered the main data collection instruments for this study (section 2.3-b).

2.3 Data Collection Instruments and Participants

a. Participants

The main participants of this research study are female college students ages 18-20 studying English during their first year at KAU. First year college students are usually enrolled in mandatory English courses and they study English alongside other subjects such as Math, Science, Computer Studies, and religious subjects in which Arabic is the language of instruction in all subjects. The aim of studying English is to enable them to major in fields that use English as a medium of instruction such as Engineering, Medicine, or Language teaching.

According to CEFR descriptors (Council of Europe, 2001), the participants are beginner ELLs and have been placed in level A2 as a result of their placement tests which have proven

that they not only have low literacy skills, but also have low speaking skills and fluency rates. Participants in this study participated in various interactive, communicative activities throughout the teaching process including roleplays.

b. Instruments

The main data collection instrument used to investigate the impact of CLT on learners' speaking skills and fluency rates was roleplays. Roleplays were chosen because they are the most suitable tools that reflect learners' speaking performance. According to Littlewood (1981), there are five types of roleplays:

1. Roleplaying controlled through cued dialogues
2. Roleplaying controlled through cues and information
3. Roleplaying controlled through situations and goals
4. Roleplaying in the form of debate or discussion
5. Improvisation

These roleplays gradually shift from controlled, guided roleplays where learners are provided with information and specific situations, to less controlled roleplays where students use the oral communication skills that they learned during the teaching approach in order to conduct debates, discussions, or improvisation of their own situations. For the current study, the second type of roleplays (roleplaying controlled through cues and information) was chosen because it is suitable for A2 level learners and relevant to the coursebook they are using.

The aim of using roleplays is to practice incorporating the features of oral communication (which students learned in the first two steps: awareness raising and noticing) and to increase interaction and communication between students (an example of the roleplay is available in appendix A). Additionally, students were given a pre-test and a post-test in the form of a roleplay which have the purpose of examining whether any development occurred in their oral skills and fluency rates as a result of the treatment.

2.4 Analysis and Results

By comparing learners' speaking performance in the pre-test roleplays with their speaking performance in their post-test roleplays, and analysing their conversations using the combined framework (figure 1), multiple case studies emerged. The entire study involved 10 roleplays, but for the purposes of this paper, I will focus on one case study and draw out the key findings. The significant findings of the remaining roleplays will be displayed through an overall comparison of students' pre-tests and post-tests (section 2.4.4).

2.4.1 Case study 1- Participant profile

Layla began to learn English after entering university. She says that the difference between teaching English at school and at university is that schools mainly focus on teaching grammar, whereas at university the focus is on many skills such as grammar, writing, and conversations.

2.4.2 Pre-test roleplay analysis

Layla conducted her pre-test roleplay with another student (Enas) and the topic of their roleplay was ‘shopping’ (excerpt 1). The following section provides detail analysis of their roleplay according to the combined framework (figure 1). For explanation of symbols, see appendix B.

Excerpt. 1

1 E: With you (uuh) for the shopping (uuh) mall?

2 L: the in Yasmine mall.

3 E: the mall (umm) of (uh) shh shop shop you (umm) usually (uh) buy (0.5) sold?

4 L: the if (0.2) Zara and Adidas.

5 E: (umm) (0.3) and the kind of clothes you I like to (0.2) wear?

6 L: sports, jeans and (0.3) oteachero

7 E: ot-shirto

8 L: t-shirt!

9 L: How (0.5) [ofef] (0.2) often you go shopping?

10 E: (umm) (0.2) weekend?

11 L: Who you go shopping (0.5)

12 E: owitho

13 L: owitho?

14 E: with

15 L: with.

16 E: family and (uhh) friend.

17 L: and when you usually go shopping?

18 E: (umm) in afternoon? (umm) (0.5) in afternoon.

a. Grammatical Competence

From excerpt 1, a number of observations can be made. Firstly, some of the questions asked by Enas lack question words as in line 1 “*With you for the shopping mall?*”, line 3 “*the mall you usually buy?*”, and line 5 “*and the kind of clothes you I like to wear?*”. Other questions which are asked by Layla indicate correct use of question words “*how, who, when*” (lines 9, 11, and 17). Additionally, there are multiple instances of short pauses, hesitations, and filled pauses.

b. Discourse Competence

Layla and Enas initiated their conversation without making use of opening words/phrases (line 1) and the conversation ended without any closing remarks either (line 18). Turn-taking was in a question and answer sequence as each student took a turn asking a question after the previous student responded with micropauses between turns.

c. Strategic Competence

The slight rise of intonation at the end of lines 1 and 3 imply that Enas's utterances were questions that Layla needed to respond to. Tonal variation can be seen in line 6 in the word "teacher" which was articulated quieter than Layla's tone in her previous speech as well as in line 13 in the word "with". It can be considered a strategy to seek help. The dialogue also contains repeated words in line 18 "in afternoon? (.) in afternoon" with the aim of confirming the response.

d. Sociolinguistic Competence

The majority of the questions (lines 3, 5, 9, 11, 17) were followed by a relevant response (lines 4, 6, 10, 16, 18) except for one question (line 1). The lexical items used by the students were relevant to the subject of the roleplay (e.g. shopping mall, Zara, wear, jeans).

e. Interactional Competence

There are two examples of scaffolding that occur in the roleplay. In line 6, Layla used the strategy of tonal variation to seek assistance as she uttered the word "teacher" in a lower tone than her normal tone. Enas provided support by saying another word "t-shirt" also in a low tone. Enas's scaffolding helped Layla say the word "t-shirt" in a normal tone. This could be an indication that the word *teacher* is a mispronunciation of the word *t-shirt* rather than an irrelevant choice of word and is considered an example of other-initiated other-repair (Schegloff, Jefferson, and Sacks, 1977). Another example of scaffolding occurs in line 11. When Layla dropped the word "with" from the question, Enas provided assistance by telling her the missing word in a low tone (line 12). These two examples of scaffolding indicate the presence of interactional competence.

Summary

In the previous pre-test roleplay, features of the five competencies are evident. The verb tense students used in their dialogue (present tense) is suitable for the topic being discussed (grammatical competence). Some of the questions show that students are aware of correctly incorporating question words (grammatical competence). The roleplay is organized in a sequence of questions and answers and students take turns asking each other questions (discourse competence). Most of the responses are relevant to the questions being asked and the vocabulary is relevant to the topic (sociolinguistic competence). Interaction is not only achieved through questioning and responding, but also in the scaffolding students provide to each other when needed (interactional competence). Tonal variation is also used as a strategy to request support (strategic competence).

However, there are also numerous examples that show lack of fulfillment of some features such as missing question words and helping verbs and inaccurate pronunciations (grammatical competence). Opening and closing remarks are missing (discourse competence),

and there is one irrelevant response (sociolinguistic competence). There are also numerous pauses which are related to fluency and speech rate (grammatical competence).

In order to investigate the impact of the three-step teaching approach (section 2.2) on students' speaking performance, the following post-test was conducted with the same pair of students (Layla and Enas) with the topic 'the weekend'.

2.4.3 Post-test roleplay analysis

Excerpt. 2

19 L: Hello.

20 E: How are you today?

21 L: I am fine.

22 E: What is (0.5) weather (umm) like [ost] ((outside))?

23 L: I don't know. Go and check it.

24 E: Why (umm) why not you like [ost] ((outside))?

25 L: OK. It looks like (uuh) different day.

26 E: I have (umm) go to work tonight.

27 L: Yes, ok, see you.

28 E: Bye.

a. Grammatical Competence

All sentences in the post-test roleplay contain subjects and verbs in questions (line 20, 22, and 24) and answers (21, 23, 25, and 26). Inaccurate pronunciation is evident in lines 22 and 24 "[ost]" which is a mispronunciation of the lexical term 'outside', and there are a number of pauses within both students' utterances (lines 22, 24, 25, and 26). There are missing words in lines 22 "[the] weather", line 24 "[don't] you like", and line 26 "I have [to]" but the conversation continued despite that.

b. Discourse competence

Both participants incorporated opening phrases "Hello. How are you today" (lines 19 and 20) and closing phrases "See you" and "Bye" (lines 27 and 28). Both speakers responded to the questions asked by each other and they spoke one at a time.

c. Strategic competence

There are no incidents of repair, scaffolding, or repetition in the post-test roleplay. There is no communication breakdown that required the use of any strategies. There is one incident where Enas hesitated before completing her question (line 22) which is a strategy to think about what is going to be said.

d. Sociolinguistic competence

Students' choice of language is related to friendly, informal conversations (e.g. line 26 "I have (umm) go to work tonight. "). Their questions and responses were connected to the topic of the roleplay. For example, in line 22, Enas was able to ask a question in relation to the topic

“*What is (.) weather like [ost]?*”. Line 24 also shows an example of language use aligned with the topic of the roleplay “*Why you not like [ost] ((outside))?*”. Layla provided responses related to the questions asked by Enas and the responses indicate appropriate language use.

e. Interactional competence

Students interacted by asking questions and responding. Most of their responses indicate active listening and their lexical choices show understanding of each other’s level of English. Although there are not any examples of scaffolding or repair in their roleplay conversation, this does not reflect lack of interactional competence. Rather, it could be evidence of communicative competence development.

Summary of Layal’s speaking performance

It is evident in the post-test roleplay that students’ speaking performance contain features that are indicative of communicative competence such as use of opening and closing sentences (discourse competence), correct use of question words (grammatical competence), and appropriate use of vocabulary which is relevant to the topic of the roleplay (sociolinguistic competence). However, there are examples from the roleplay that indicate unfulfillment of sociolinguistic competence (unconnected utterances) and grammatical competence (inaccurate pronunciation and pauses).

In the following section, the key findings from Layla’s speaking performance is summarized.

Findings and Results of Layla’s speaking performance

Layla’s pre-test shows that her conversation with Enas did not contain any opening or closing words, whereas the post-test did. The structure of the conversations in both tests was in a question-answer format, however, Layla did not exchange roles in the post-test as she did in the pre-test. Additionally, there were two incidents where Layla needed assistance with pronunciation in the pre-test whereas mispronunciation did not occur during the post-test. Because communication breakdown did not occur in the post-test, Layla did not make use of any strategies to request help or overcome the breakdown. Her responses in the pre-test were not in the form of a complete sentence (they did not contain subjects and verbs), while her responses in the post-test were complete sentences (containing subjects and verbs).

It can be said that there are features from grammatical competence and discourse competence that are present in the post-test while they were missing in the pre-test which can be an indication of communicative competence development. On the other hand, there are features from interactional competence and strategic competence that were evident in the pre-test but did not occur in the post-test, but these features only occur when there is communication breakdown or seeking assistance which by itself indicates development in the post-test. Thus, they do not indicate lack of interactional and strategic competence in the post-test. In summary, the comparison of Layla’s pre-test and post-test indicates development in her communicative competence and speaking skills.

Regarding fluency, it is measured by using aspects of discourse competence (Lennon 1980, Grosjean 1980, Gotz 2013) which was found as the most relevant measurement for this study. By looking into a number of features related to fluency, table 1 indicates that Layla was more fluent in her post-test roleplay than her pre-test roleplay.

Table 1. Comparison of fluency- Layla

Fluency Features	Pre-test	Post-test
Number of filled pauses	0	1
Number of unfilled pauses	5	0
Number of repetitions	3	0
Number of repairs	0	0
Speech rate (words per minute)	32/1.32	21/0.54
(Total number of words/total speaking time)	= 24	= 38

2.4.4 Overall comparison of students' pre-tests and post-tests

Using the new model as a reference point for analyzing students' communicative competence and speaking performance in roleplays, various aspects of development in their speaking skills are reflected with regards to the five categories. The following section shows a comparison of all 10 participants' speaking performance in their pre-tests and post-tests which indicate development in their oral communication skills.

a. Discourse competence

The most salient feature of discourse competence that is evident in the post-tests as opposed to the pre-tests is the use of opening and closing words or phrases. Unlike the pre-tests, all 20 participants conducted interactive dialogues where one student asks a question and the partner provides a response with micropauses between each turn. As students abide by the turn-taking structure, the number of overlaps between their utterances decrease in their post-tests. Students' ideas were logically connected showing a coherent piece of dialogue similar to their pre-tests.

b. Grammatical competence

While the pre-tests revealed a common issue among students regarding question formation (missing question words such as 'what' and 'who', missing auxiliaries such as 'do' and 'did'), post-tests indicate the contrary. The correct use of auxiliaries in question formation in post-tests is more than the pre-tests. Regarding pronunciation, although there are a number of mispronounced words in the post-tests, they are lower than the number of mispronounced words in the pre-tests.

c. Strategic Competence

Rising intonation (at the end of questions that lack question words as well as at the end of some responses) was a prominent feature in student's pre-tests. However, it does not occur in

the post-tests as students correctly use rising intonation at the end of their questions. In terms of hesitations, they not only reflect speakers' fluency rate, but are also considered as a strategy for students to gain time to think of an appropriate response. Since the number of hesitations decrease in all participants' post-tests, this could be considered as development in their communicative competence.

d. Sociolinguistic competence

The salient feature that was frequent among the pre-test roleplays is the irrelevancy of a number of students' responses to the questions that were directed to them. However, all students' responses in the post-tests are aligned with the preceding questions. Similar to the pre-tests, the language and vocabulary students use in the post-tests is relevant to the topic of their conversations and appropriate to their level of English.

e. Interactional Competence

The interesting feature of scaffolding that was evident in the pre-tests did not occur in the post-tests. The scaffolding that took place in the pre-tests was for the purpose of correcting or helping with a mispronounced word, providing clarification, or providing general support. However, these types of support did not appear in the post-tests. This could be due to the fact that communication breakdown is not evident for such interaction to occur. Rather, interaction in the post-tests took place in a different form; through coherence of ideas, connectedness of turns, and responses that are aligned with the questions indicating an increase in learners' communicative competence. As Walsh explains, interactional competence is "highly context specific: the interactional competence required in one context will not always transfer to another. Different interactional resources will be needed in different contexts" (2011, p. 165).

2.5 Discussion

The aim of this paper was to investigate the impact of a three-step teaching process (awareness raising, noticing, and practicing) on the development of beginner English learners' communicative competence and speaking performance in the higher education context of Saudi Arabia. By using roleplays as the key tool for examining whether development has occurred in learners' speaking skills as a result of the CLT teaching approach, several findings arise from this data.

Raising learners' awareness of the significant features of oral communication has a positive impact on second/foreign language teaching and learning. The explicit teaching of oral communication features from the two frameworks (the first step in the teaching approach) raised students' awareness of the basic communication elements that need to be incorporated in an oral conversation. This is evidenced by the development that occurred in Layla's speaking performance in the post-test. The positive effects of explicit teaching have been discussed by many researchers in the field of education. Halenko and Jones (2011) found that the reason that explicit instruction is so facilitative is that it enables learners consciously to notice and then become aware of the effective functioning of aspects of communication and therefore successfully apply them.

Providing learners with opportunities to notice what they learned needs to be reinforced along the teaching approach to get effective results. Noticing was reinforced throughout the treatment by providing oral and written examples, and by practicing to incorporate the features in conversations through roleplays. Roleplays allowed learners to notice the features

that were missing in their pre-tests, and they were able to successfully apply them in their post-tests. Mackey explored “the relationships between feedback, instructed ESL learners’ noticing of L2 form during classroom interactions and their subsequent L2 development” (2206, p. 405). Her study found that there may be a connection between noticing and the development of L2 question forming. After stimulated recall during the interviews, some learners were able to notice that the questions they formed were “not very good” because the listener was not able to understand the question and therefore, she was not able to reply either. Mackey believes that this could be evidence of noticing. Students were able to notice their mistakes in their pre-tests and successfully attempted to avoid them in their post-tests. As described earlier, features of discourse competence (opening/ending words and phrases) and grammatical competence (correct pronunciation of words and correct use of question words in questions), which are evident in students’ post-tests as opposed to their pre-test, are indicative of their communicative competence development as a result of the teaching approach which involves noticing.

The most significant findings from this qualitative investigation emerged from roleplays. McReynolds explains that “roleplaying techniques are particularly appropriate for the assessment of interpersonal styles because they necessarily require the [student] to bring forth actual interpersonal behaviors from his or her behavioral repertoire” (McReynolds et al., 1981, p. 359). In the current study, roleplays allowed participants not only to orally interact with each other, but they also allowed learners to support each other in a number of ways. It allowed learners to bring forth a number of interactional and communication features that did not exist in the two frameworks (communicative competence and oracy skills). These features include scaffolding and repair. Walsh explains that scaffolding “involves the ‘feeding in’ of essential language as it is needed and plays an important role in assisting learners to express themselves and acquire new language” (2011, p. 119). The feeding in is evident in excerpt 1 (section 2.4.2) where students support each other by adding in a missing word. Scaffolding can also be provided through *direct repair* which Walsh describes as “short, quick correction” and considers it a useful interactional strategy (p. 119). Repair is evident in excerpt 1 where a student provides a more accurate pronunciation to her partner’s mispronounced word. Although Walsh’s philosophy is related to teachers scaffolding students, I believe it can also be applicable to scaffolding between students and is considered an essential interactional feature of oral communication. These features (scaffolding and repair) alongside other interactional features (such as overlap and repetition) were mapped on to the enhanced model of communicative competence making this study original and marking a spot in the field of second/foreign language teaching and learning.

2.6 Conclusion

The aim of this study was to explore the impact of a carefully planned teaching approach grounded in the notions of communicative competence and oracy skills, in the light of a communicative language teaching approach (CLT), on ELLs’ speaking skills. The results in this paper indicate that learning English through CLT has a positive impact on the development of their English language communication skills and fluency rates. These results suggest that there is an association between the current model of CLT and the development of English language learners’ communicative competence and speaking performance. More importantly, the framework of speaking skills for beginner ELLs can be used to create effective communicative activities, assess ELLs’ oral skills, or analyze learners’ talk. Barring

the limitations of small number of students volunteering in this study, the findings provide an optimistic indication of the effectiveness of explicit teaching of communication features, coupled with various noticing opportunities through interactive activities (roleplays), on the development of students' English-speaking skills.

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Appendix A

Roleplay Example

Student A

Tell your partner about shopping.
Say:
what your favorite shopping mall is,
the names of shops you usually buy
clothes from,
and the kind of clothes you like to
wear.
Answer your partner's questions.
Then listen to your partner telling
you about her shopping habits.
Ask your partner 2 questions about
her shopping habits.

Student B

Listen to your partner telling you
about shopping.
Ask 2 questions about shopping.
Then tell your partner about your
shopping habits.
Say:
how often you go shopping,
who you go shopping with,
and when you usually go shopping.
Then answer your partner's
questions.

Appendix B

Table 2. *Transcription convention adapted from Seedhouse (2004) and Schegloff (2007)*

[Point of overlap onset
]	Point of overlap termination
=	(a) Turn continues below, at the next identical symbol (b) if inserted at the end of one speaker's adjacent turn, indicates that there is no gap at all between the two turns (c) Indicates that there is no interval between adjacent utterances
(0.5)	Numbers in parentheses indicate silence, represented in tenths of a second; what is given here indicates 0.5 second of silence
(.)	Very short untimed pause; ordinarily less than 0.2 second
word	Speaker emphasis
-	A hyphen after a word or part of a word indicates a cut-off or self-interruption
?	Rising intonation, not necessarily a question

.	Low rising intonation, or final, not necessarily the end of a sentence
()	A stretch of unclear or unintelligible speech
Wo:rd	Colons show that speaker has stretched the preceding sound
oword ^o	Material between “degree signs” is quieter than the surrounding talk
((word))	Transcriber’s comments
[gibee]	In the case of inaccurate pronunciation of an English word, an approximation of the sound is given in square brackets
<i>Ja</i> ((tr.:yes))	Non-English words are italicized and followed by an English translation in double parentheses
□	Marks features of special interest

Makeh (2013, p. 16)