

LISTENER STRATEGIES IN COLLABORATIVE DISCOURSE
OF ADDIS ABABA UNIVERSITY
FOURTH YEAR STUDENTS

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ABSTRACT

This study was an attempt to investigate the interactional listening strategies fourth year AAU students use. It was particularly made to find out how they indicate understanding and problems of understanding. Six students who represented three educational achievement groups (two top-ranking, two middle - ranking and two bottom-ranking - as determined by CGPA) were selected from the Department of Foreign Languages and Literature. Two instructors, both native English speakers, who were advisers to the students were identified to help with the research. Suitable tasks and an authentic discussion topic were selected. The subjects were recorded, using audio and video recordings, while carrying out the two tasks and a discussion related to their senior essays with their advisers. A system of analysis which identified fifteen observable strategies that indicate understanding, problems of understanding and desire to shift topic or role was developed. The strategies used by the students were then coded, categorized and analysed.

The results of the study showed that students used 'listening response or backchanneling' most frequently to indicate attention, approval and understanding. 'Prompt' and 'reformulations/summarizing' were used less frequently to indicate understanding. The most frequent strategies used to indicate or solve problems of understanding were, in descending order of frequency: 'specific request for

confirmation' followed by 'potential request for confirmation' and 'minimal query'. Students used, only in the discussion activity, 'shifting role' and 'topic switching' to indicate desire to change topic or take new role as speaker.

Results of the task performance indicated that the most successful students were, generally speaking, those who used a greater variety and higher frequencies of strategies. Students who used strategies most successfully to accomplish the tasks were not exclusively top-ranking (according to academic performance) and similarly those who used strategies least successfully were not exclusively bottom-ranking.

Based on the findings of the study it is recommended that students should be helped in developing a range of strategies they can use to participate more actively and flexibly, according to purpose, in collaborative discourse.

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CHAPTER ONE

THE PROBLEM, PURPOSE, SIGNIFICANCE AND ORGANIZATION OF THE STUDY

1.1. Statement of the problem

It is generally agreed that the principle of meaning is active knowledge construction rather than passive reception of information. As far as listening in collaborative discourse is concerned, meaning is created through an active process of perceiving and constructing a message using linguistic as well as non-linguistic knowledge (Pierce, 1988:41; Dirven & Taylor, 1985:6; Littlewood, 1981:7; Rost, 1990:81; Brown, 1990:144; Wells, 1981:7; Rixon, 1986:6; Riley, 1981:148).

While trying to construct meaning, listeners may drive at targeted understanding- a specific interpretation that was intended by the speaker; acceptable understanding -inferences drawn by a listener that are satisfactory to both speaker and listener; non-understanding- where the listener is unable to draw any appropriate inference; and misunderstanding- where there is a conflict between the types of inference expected and actually drawn (Rost, 1990: 62). When there is a communicative problem, involving non-understanding or misunderstanding, the solution is not separately sought either by the speaker or by the listener, it is rather sought jointly by "working together to establish and maintain a mutually acceptable topic " (Ellis, 1984:91) or "a negotiation of an agreement on meaning" (Schwartz,

1980:151). In other words, success in communication depends as much upon the listener as on the speaker (Cook, 1987:5; Sacks et al, 1974; French & Woll, 1981: 162).

The listener contributes to the process of negotiation by "giving clear signals when he has understood or not understood, and most important, by refusing to give up" (Ellis, 1985: 142). This involves, on the part of the listener, developing strategies for an increasing repertoire of responses and for addressing instances of non-understanding and misunderstandings that occur (Rost, 1990: 153). The strategies involved in using language in this way are of fundamental importance in communication (Bygate, 1987:22). In fact, difficulty in responding and using certain features of interaction can give the impression that the listener (participant) is rather stiff, impolite, formal or slow (Bygate, 1987:35). Hence, it is very important that learners be equipped with the necessary tools (strategies) to help them reach a reasonable level of communicative competence in order to get the best out of what they listen to.

Rea (1986), as quoted by Haile Michael (1992), states that university education demands cooperative learning- whereby seminars and discussions are conducted. Students in AAU may also benefit a lot from doing the same: learning cooperatively- discussing with their peers, instructors and advisors (native speakers of English and non-native speakers),

taking part in seminars and discussions where active participation, in which questions are asked and views expressed, is expected. Thus, they should, during their ELT training at AAU, develop effective strategies for negotiating meaning in collaborative discourse.

To date, no research has been done in AAU with the intention of bringing to light the various strategies listeners actually use in collaborative discourse to negotiate meaning. This study is, thus, an attempt to investigate the interactional listening strategies some fourth year students in AAU are able to use to determine how frequent, desirable or useful such strategies are and to suggest the sorts of strategies that may be valuable to develop.

1.2. Purpose of the Study

The purpose of the study is, accordingly, to find out what strategies AAU fourth year students use to shape the spoken discourse they participate ⁱⁿin/order to:

- a) indicate understanding/attention,
- b) indicate problems of understanding, and
- c) indicate desire to shift topic or role and maintain it

In line with this, the following basic questions will be asked:

- a) How do AAU fourth year students participating in collaborative discourse indicate understanding or attention to the speaker?

- b) What strategies do they use to change instances of non-understanding, and misunderstanding into acceptable understanding?
- c) How do they indicate desire to shift role or change topic and maintain it?
- d) What are the pedagogical implications that may be drawn as far as the development of interactive listening strategies are concerned?

The procedures and rationale for this study were fundamentally derived from:

- a) Research findings which aim to describe the role collaborative discourse/negotiation of meaning plays in second language acquisition (SLA)- (Ellis, 1984, 1985; Krashen, 1981, 1985; Rost, 1990; Anderson and Lynch, 1988), the relationship between listening and speaking (Ur, 1984; Rixon, 1986; and Brown et al., 1984).
- b) Studies made by Pica et al. (1987), Pica (1991), Rost (1986, 1990, Rost & Ross (1991), Anderson and Lynch (1988) - on the role certain listening strategies play in comprehension of a discourse.

1.3. Importance of the Study

Many researchers agree that human beings in every day life constantly encounter partial, underspecified, information.

It also goes without saying that no one would understand spoken discourse correctly all of the time- even native speakers. Active listeners are those who ~~en~~construct reasonable interpretations on the basis of an underspecified input and point out when more specific information is needed. As noted by Brown (1990:172), "perhaps the most important ~~con~~tribution we (teachers) can ~~make~~ is to help our students listen to the foreign language with such a feeling of confidence that they are able to ask questions, just like a competent native listener, when they have failed to understand something." The provision of feedback on success is also equally important.

The researcher hopes that the answers provided to the basic questions of the research will have some important pedagogical implications for the development in students of appropriate strategies to indicate success or otherwise in collaborative discourse. Thus it may be possible to employ some of the insights from this research in preparing teaching materials that are particularly intended to facilitate academic learning at the university.

Answers to the basic questions may also raise instructors' and teacher trainers' awareness of the interaction behaviour of AAU students and therefore provide valuable insights for strategy training as well as teacher education.

.../

1.4. Organization of the Study

The study is conducted in an attempt to investigate the sorts of observable strategies that fourth year AAU students use in collaborative discourse. A review of related literature on the different strategies listeners use, the relationship between listening and speaking, and the role of interaction in SLA is provided in Chapter Two. The research procedure, to achieve the aims already set, described in the third and fourth chapters includes:

- a) Collection of data based on audio and video recordings of interactions between NS and NNS (one-to-one interactions between selected students and instructors) which are then transcribed;
- b) Development of a model of description which can account for the different kinds of strategies used by students to negotiate meaning. These are divided into three: strategies used to indicate understanding, problems of understanding, and desire to override topic and role.
- c) Statistical analysis and discussion of the results.

The last Chapter, Chapter Five, deals with the conclusions arrived at and the recommendations made as a result.

1.5. Limitations of the Study

Learner strategies in general and listener strategies

in particular are at times observable and at times not. This study will deal only with those listener strategies that are observable or can be seen in the actual transcribed data. Due to time constraint, and the nature of the study (the difficulties in transcribing), the number of subjects is limited to only six students, and from one department.

The two sexes are not treated equally. There is, in the study, only one female and this is not likely to be in any way representative of female students in the university. Besides, the study focuses only on one-to-one interaction (interactions between one instructor and one student) and not on group (more than two participants) interaction. Thus the limitations of applicability of the study in the above **respects** should be considered.

1.6. Transcription Symbols Used

There is no uniform set of symbols for transcription. Therefore, the following set which appears most convenient for the purpose of this study has been used. Symbols used by the following writers: Schwartz (1980), Gaskil (1980), van Lier (1988), and Rost (1990) were adapted.

- | | | |
|--------------------|---|---|
| (XX) | : | unintelligible or indistinguishable utterance |
| .,.,., . . . , etc | : | pause; one period approximates one second. These periods are separated from the preceding word by a space |
| ? | : | rising, question intonation |

e:r, the ::: : one or more colons indicate
lengthening of the preceding
sound

[: overlap of two channels - eg.
verbal and non-verbal

(()) : double brackets indicate comments
about non-verbal reactions

T. : Teacher /instructor

T₁ : top-ranking student one

T₂ : top-ranking student two

M₁ : middle-ranking student one

M₂ : middle-ranking student two

B₁ : bottom-ranking student one

B₂ : bottom-ranking student two

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

There is by now a substantial body of research that outlines the behaviours learners use and describes the thought processes they engage in while taking part in interaction. In particular, the focus of much of this research has been on identifying the communication strategies speakers use to get messages across. In this paper, however, an attempt will be made to identify the listener strategies or processes used by language students to understand or interpret a message. Although many factors can contribute to the success of learners, the focus here will be on the listener behaviours or strategies that can be identified through empirical research, strategies that will be manifest in actual performance from the analysis of speech data. In other words, only those behaviours or strategies that do not need to be investigated through introspective research techniques will be dealt with.

First the theoretical underpinnings and assumptions on which this research rests - the role of listener strategies in interactive discourse and the effect of these strategies on comprehension and language learning/acquisition- will be discussed. Then the research concerning the relationship between listening and speaking will be reviewed. Finally a typology of observable listener strategies in interactive discourse will be provided.

2.1. Listener Strategies vis-à-vis Related Concepts

In this part an attempt will be made to define listener strategies, explain the role of the listener, and consider the relationship between listener strategies and other types of strategies in second language learning.

The nature of "input", by which we mean language that is addressed to the L₂ learner (Ellis, 1985), and the interactional modifications that occur in native speaker non-native speaker (hereafter described as NS and NNS, respectively) conversation have been extensively investigated over the last 15 years (Anderson & Lynch, 1988). The investigations, however, according to Anderson & Lynch (1988), were not without weaknesses: most of them approached NS-NNS conversations from the point of view of the L₂ speaker, and not the listener. The importance of listeners' active participation in conversation - indicating when they have made a reasonable interpretation of the meaning as intended by the speaker, and indicating when they are having problems of comprehension - has already been mentioned in the first chapter. It is a skill that young native speakers as well as L₂ learners have to acquire and develop.

In analyses of interactions between L₂ learners and native speakers, many writers (Pica et.al, 1987; Brown, 1990; Pica, 1991; Rost, 1990; Rost & Ross, 1991) noted the positive effects listeners' active participation had on the input listeners received from their native speaker partners. So

as employing an number of specific means to construct meaning and learn. The word strategy refers to those means (Willing, 1989) or to specific actions or techniques employed in the reconstruction of meaning (Wenden, 1987:7).

Certain kinds of strategies are used in communication in order to compensate for deficiencies in an interlanguage. These include: a) strategies used to compensate for problems in listening and understanding- confirmation checks, clarification requests, indicating current interpretations, etc. (Bygate, 1987:34; Anderson and Lynch, 1988; Rost, 1990; Pica, 1991), and b) strategies used to compensate for production deficiencies - paraphrase, mime, literal translation, circumlocution, etc. (Ellis, 1985; Bygate, 1987; Tarone, 1983; 1989; Fasil, 1992). Some writers (Tarone, 1983; Faerch & Kasper, 1983; Bygate, 1987 take communication strategies to refer to only those strategies used to compensate for production deficiencies -ie, only those strategies which are noted in group 'b' above. Many writers, however, agree that the strategies identified in both 'a' and 'b' may be described as communication strategies (Oxford, 1990; Willing, 1989; Chamot, 1987; Abraham and Vann, 1987; Wenden and Rubin, 1987). In fact, Oxford (1990) uses the term 'communication strategies' to refer to strategies across the four language skills instead of just in speaking and listening, as do Tarone (1983), Varadi (1983), Bialystok (1983), and others.

For the purpose of this paper, listener strategies will be defined as those observable means used to indicate current

interpretations and those used to compensate for problems in interpretation/listening. Some of these strategies have already been described under group 'a' above. It follows, then, that if the term communication strategies can be applied to both speaking as well as listening situations, observable listener strategies may be taken as a subset of communication strategies.

Many terms have been used by different writers to refer to often overlapping aspects of listener strategies as means to compensate for problems of interpretation. Various writers (Van Lier, 1988; Yule et al., 1992; McHoul, 1990; Pica et al., 1987) have used the term 'negotiation of meaning' to describe how problems get discussed and resolved by both participants. Oxford (1990), Wenden (1987), and Willing (1989) use the term 'social strategies' to include ways of asking for clarification, verification, and correction. Schwartz (1980), McHoul (1990), van Lier (1988), Rost (1990), and Pica et al. (1987) use 'repair strategies' to refer to the indicating of trouble sources. 'Risk strategy' - referring to the frequency of clarification requests and confirmation checks - is used by Rost (1990), Brown et al. (1985); ^{and} Brown & Yule (1983). 'Editing strategies' -referring to probing for clarification is used by Rost (1990:67). The term 'cognitive language learning strategies' is used by Abraham and Vann (1987). Indeed one of the problems of carrying out research in this area is that there is no agreed typology of strategies.

According to Willing (1989) , communication strategies are in one important sense different from learning strategies. That is, the purposes that engender the two sets of strategies are different: whereas the goal of communication strategies is the successful interpretation and production of messages "the goal of learning strategies is the comprehension, internalization, storing, and setting up of accessing potential for useable data" (Willing, 1989:140). Learners may, however, use communication strategies to communicate successfully as well as to create some of the effects that can be achieved by learning strategies. A NNS in collaborative discourse may, for instance, ask to have a word explained or a meaning clarified; in so doing he/she a) can more successfully interpret the message, and b) may be assisted with ongoing learning.

Some writers (Willing, 1989; Widdowson, 1990) support the view that whenever a text is comprehended a form of learning may be said to have occurred. It may be argued, then, that since listener strategies are partly means of understanding a text, they may function simultaneously as strategies of learning. In other words, to quote from Willing (1989;144), "Many communication strategies may be seen as necessarily incorporating strategies of learning." Therefore, for practical purposes in the language teaching context, a sharp distinction between the two notions would not in fact be useful." Oxford's position is, in fact, a stronger one: "The argument that communication strategies

cannot also be learning strategies is inaccurate- learning often results even if communication is the main goal" (Oxford, 1990:243). Therefore, it is argued that communication strategies (which also include observable listener strategies) should be learnt for their potential use as learning skills (Oxford, 1990; Rubin, 1987; Willing, 1989; Wenden, 1987).

There are thus three common factors which these three types of strategies (learning strategies, communication strategies, and listener strategies) may be said to contain: all are geared toward the broad goal of communicative competence, all are geared toward comprehension, and all aid language acquisition (Oxford, 1990:8).

In an experiment that was designed to assess the effects of prior training on learners' ability to use certain listener strategies, Rost and Ross (1991) found that prior training of learners in certain listener strategies can exert an effect on their interaction behavior and can influence their immediate comprehension of discourse. The result also showed that the trained ones performed better in the tasks provided than the ones who had not been given training.

In addition, many research studies confirm that effective L₂ listeners make better use of listener strategies than do less effective L₂ listeners (Murphy, 1987; O'Malley, 1987; O'Malley et al, 1989; Abraham and Vann, 1987). In another case study that compared the strategies of two language learners, Abraham and Vann (1987:68) reported that one of

the learners, the more successful one, used a greater variety of strategies that could directly or indirectly contribute to learning than the other learner - the less successful one. The comparisons also indicated that the absolute number of strategies used by the more successful learner was greater than the absolute number of strategies used by the less successful learner. The comparisons further indicated some similarities in the listener's strategies the subjects used: "While both subjects frequently asked for clarification of meaning and for questions to be repeated, the clever one used several strategies far more frequently than the other student" (Abraham & Vann, (1987: 86).

In the following table of the 'observed strategies', from Abraham and Vann (1987), only strategies related to listener strategies in collaborative discourse are presented.

Strategies		Gerardo successful	pedro unsuccessful
I	Cognitive Language Learning Strategies		
A	Clarification/Verification		
	1. Asks for meaning	16	10
	2. Asks to have Statement/ Question repeated	9	9
	3. Repeats part of word or phrase, asks for more	13	1
	4. Paraphrases to confirm understanding	9	1
	5. Repeats word or phrase in question to confirm if he heard correctly	13	1
	6. Asks for correct form or verification that form is correct	23	1
	7. Uses visual representation of language during interview to clarify or verify	9	-
	Total	92	23
	Total No. of strategies used	317	81
	No. of different strategies used	32	19

TABLE 2.1 Listening Strategies of two learners (from Abraham & Vann, 1987)

What the above research shows is the fact that listeners have an important role to play in negotiating meanings. They can, by actively participating in interactions- using different listener strategies - understand the text better and as much as is required for the purpose at hand, and more effectively than listeners who do not employ such a variety of interactive listening strategies.

2.2. The Role of Interactive Discourse in
Language Learning

There are a lot of researches in the field of **SLA** that have been carried out to investigate what makes input comprehensible to the learner. Results of most studies indicate that comprehension is best assisted when the content of a text is repeated and re-phrased in interaction (Krashen, 1985; Long, 1985- in Pica et al, 1987; Ellis, 1984; Ellis, 1985; Pica et al, 1987; van Lier, 1988; Pica, 1991; Rost, 1990). In other words, interactions/ interactional modifications in the form of clarification requests, confirmation checks, and comprehension checks are found to have a facilitating effect overall on comprehension.

Among the studies that have proved the utility of two-way interaction (where the speaker as well as the listener has a role to play in the negotiation of meaning) the Heidelberg Project- in Krashen, 1985 - is one. In the study it is reported that ~~there are~~ "positive correlations between acquisition of German and the amount of leisure contact with Germans ($r=.64$) and work contact ($r= .55$).

Similarly, Long (1983 a in Krashen, 1985:34) in a study that compared the effect ~~on~~ comprehension of one way interactions, such as lectures, and two way interactions such as real conversations, reported that interactions between NS and L_2 learners resulted in the use of far more negotiations in the form of confirmation checks (the NNS confirming that he understood his conversational

partner), comprehension checks (the NS making sure that the NNS understood him) and clarification requests (the NNS asking for help) than did one way interactions.

Pica et al. (1987) also compared the comprehension of L₂ learners under two input conditions or linguistic environments. In the first condition, input was modified before the subjects saw or heard it and no opportunities were given for modification through interaction. In the second situation input was not premodified linguistically but opportunities were given for NS-NNS modifications of input in which both parties restructured the interaction to arrive at mutual understanding. The modifications were brought about through moves that included clarification requests, confirmation checks and comprehension checks.

Results of the study provided empirical evidence for the value of NS-NNS interaction in the negotiation of meaning and for the important role which such negotiations play in input comprehension (Pica et al., 1987:746).

Pica (1991) described a similar study - again to test the importance of negotiated interaction for the comprehension of L₂ input. This time she compared three different interactional behaviours on three different groups: 8 negotiators, 8 observers who could only watch and listen to the negotiators, and 8 listeners who carried out the task away from the other two groups. The comprehension scores of the three groups were compared. The results showed that direct participation in the negotiation process was the most

effective means to facilitate comprehension. The observers **also** performed better than those who were allowed only to listen.

Krashen (1985:34) ~~agreess~~ agrees with the views of Long (1985) and Hatch (1978) when he ~~talks~~ talks of the consistency of the weak form/version of the 'interaction hypothesis' with his 'input hypothesis':

A weak form of the interaction hypothesis is, of course, fully consistent with the input hypothesis. It (interactive hypothesis) claims only that two way interaction facilitates acquisition in that it allows more negotiation of meaning, and thus gives the acquirer optimal data to work with, i.e. comprehensible input.

Krashen (1981:102), writing about the role played by comprehension in L₂ learning, claims that comprehension plays a central, and possibly pre_dominant part in the whole process of language learning. In his own expression, "... comprehension ~~may~~ be at the heart of the language acquisition process" (Krashen, 1981:102).

While agreeing on the importance of comprehensible input, some writers believe that comprehensible input ~~may~~ not be either necessary or sufficient for SLA to take place (Ellis, 1985; Chaudron, 1983; Swain, 1983). Long (1983b), however is of the view that the effects of interaction and comprehensible input on SLA are clear and can be seen or drawn indirectly in terms of a simple syllogism.

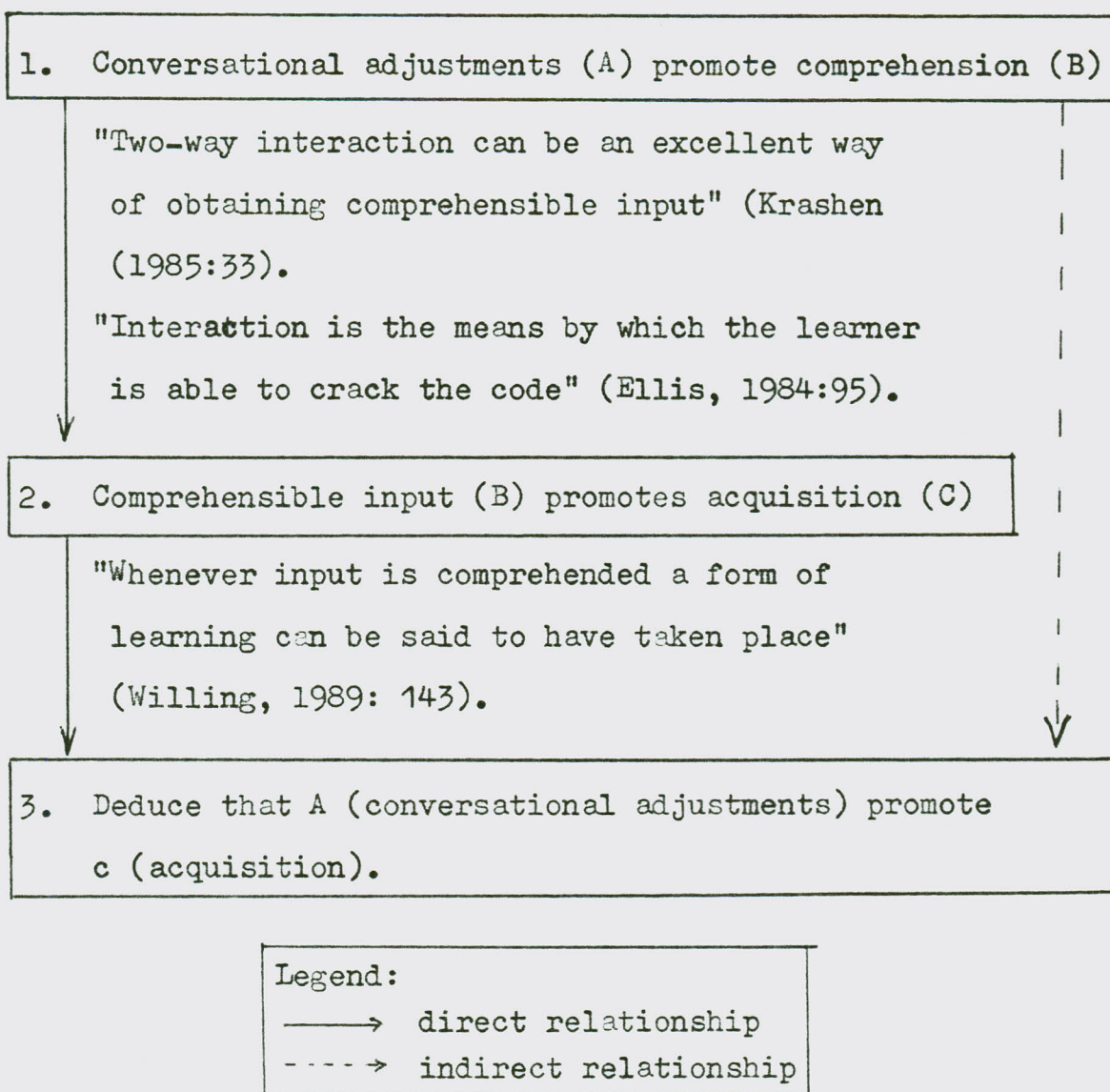


FIGURE 2.1 Long's view of the relationship between interaction and SLA

Long considers interactional adjustments to be the most important influence for second language acquisition and points out that these may occur even without/when there are no formal modifications. He argues that inasmuch as interactional adjustments expose the learner to new linguistic material, they can be taken as the main sources of comprehensible input.

The following figure provides a similar model to account for the way in which interactional adjustments in two-way interaction/communication aid second language acquisition.

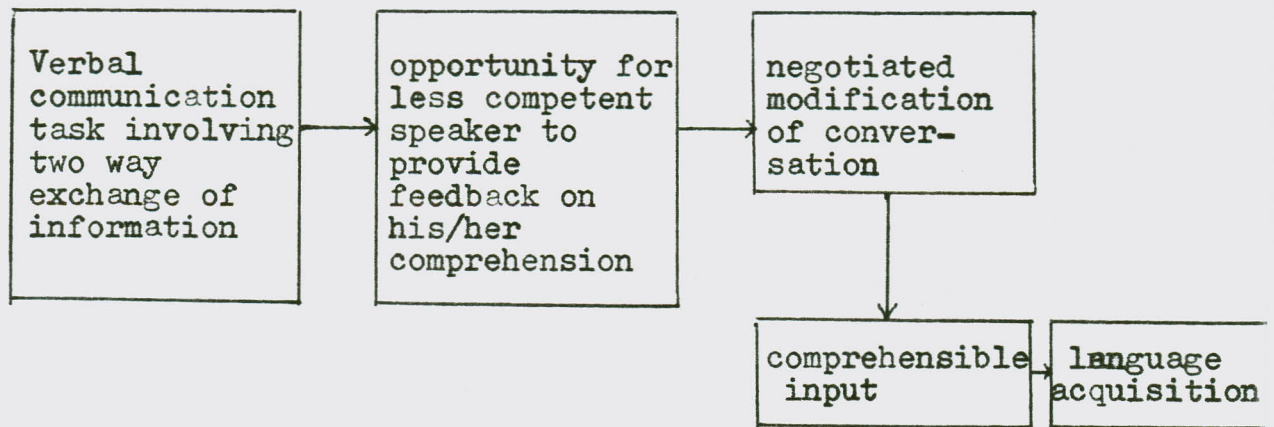


FIGURE 2.2 Relationship between interaction and second language acquisition (Long 1983 in Ellis, 1985)

According to Ellis (1985), Krashen's and Long's case for comprehensible input is a strong claim. Against it, Ellis argues that a) second language acquisition may take place without interactional modifications (eg. watching TV), and b) interactional adjustments do not always result in comprehensible input.

An intermediate position/hypothesis, and one on which everybody agrees, is proposed by Ellis (1984:93): "Interaction plays an important role in the rate of second language development."

2.3. The Relationship between Listening and Speaking

For second language learners to be proficient partners in conversation they need to be skilled as both speakers and listeners (Anderson and Lynch, 1988; Ur, 1984). Yet language teachers and course writers have not always appreciated this interdependence - they have often separated off 'listening' and 'speaking' as discrete parts of communicative competence.

Penny Ur, for instance, regrets treating 'listening comprehension' as an isolated skill. In her own words: "Listening comprehension has been treated as if it were an isolated skill - and in the classroom it can be practised as such upto a certain point; but in the long run it must obviously be integrated with active speech production." (Ur, 1984: 167). She goes on to justify this by saying that a normal member of a society must both listen and be listened to, absorb the speech of others and produce his own - these two activities should be learned together in the classroom. Anderson and Lynch (1988:15) have the same view. The claim of these writers is firmly based on the following belief:

The traditional method of developing listening skills - getting learners to listen and then to answer subsequent comprehension questions- has limitations as a technique for developing reciprocal skills, partly because it separates the skills of listening and speaking and partly because it encourages a passive view of listening skills.

When listening and speaking are separated, the listeners do not get the chance to interact with the input, ie. to indicate when there is problem of understanding, or to provide feedback as to their comprehension. To use Anderson and Lynch's words, isolating the two skills leads learners to suppose that: "successful listening is a purely receptive activity in which they receive and record what they hear, rather than actively attempt to integrate the

incoming information and seek clarification when that interpretation-building process meets an obstacle" (Anderson & Lynch, 1988:15).

A communication experiment in an L_1 situation conducted by Anderson and Lynch (1988) has confirmed the value of integrating the two skills. In the experiment a speaker had to instruct a listener to draw a diagram or arrange a set of objects. The result indicated that "the most effective spoken performances came from speakers who had previously been listeners on a similar task" (Anderson & Lynch, 1988: 16).

Another similar research conducted by Brown et al. (1987) in both L_1 & L_2 situations, also pointed to the interdependence between listening and speaking. The experiment required paired tasks involving giving and following instructions for making a route on a map. There were some poor performances, with vague instructions, produced by some speakers. The results of the study showed that the same speakers (who performed poorly) often seemed to perform unsatisfactorily as listeners, too - ignoring the possibility of using certain listener strategies such as queries or requests for clarification from their partners. So "a poor performance from the same instruction-giver often indicated unsuccessful listening and speaking combined" (Anderson & Lynch, 1988:16).

Another research was conducted by Brown et al. (1984) to study the effects of experience on the hearer's role.

The researchers compared the performances of a number of pupils they recorded in two sessions one week apart. These speakers had in the first week initially taken the speaker's role and then had, in the same session, taken the hearer's role in listening to another pupil giving instructions on a different version of the same task. One week later, the researchers recorded the pupils' performances on other versions of two tasks. In their spoken performances in the first week, the speakers produced, on average, 58% of the required information in their instructions on the two tasks. One week later, in their second performances, having taken the hearer's role, the average score rose to 78% of the required information. That was a significant improvement.

The implication here is that an effective programme to develop listening strategies has to provide a variety of listening situations - reciprocal listening (where the listeners have opportunities to interact or intervene when help is needed) and non-reciprocal listening (where the listeners have no opportunity to intervene when help is needed). In other words, to quote Rixon (1986;6), "Many teaching materials concentrate on helping learners cope with transactional language but it is equally important to give them the chance to recognize and use features of interactional language".

2.4. Listener strategies in Collaborative Discourse

In this section, research which has identified and described listener strategies in collaborative discourse will be reviewed. As has already been mentioned, the focus of the study will be on those behaviours or strategies that can be observed.

2.4.1. Displays of Understanding and/or Participation

In collaborative discourse people are most often concerned with getting their message across, as speakers, and reasonably interpreting the text, as listeners. The essential part of this process includes providing feedback which plays a pivotal role in maintaining the interaction (Rost, 1990). In other words, when there are problems of understanding listeners are expected to react to the speaker's text to resolve communication breakdowns that occur. It is even helpful, according to Rost (1990), to look at what listeners do when they face no problems of understanding for "the listeners facility in displaying signs of participation and understanding in expected ways constitutes an important aspect of listening ability" (Rost, 1990:91). In this section therefore we look at what listeners do and are expected to do in situations where there are no apparent problems of comprehension - at least from the view point of the speaker. Most of what listeners do under such situations is also discussed in category I of Chapter Three (3.2).

2.4.1.1. Providing Obligatory Responses

While obligatory responses refer to ritualistic encounters (which differ from culture to culture), it would here be better to limit the scope of the term to adjacency pairs. Adjacency pairs are, according to McCarthy (1991:122), exchanges whereby the move by the speaker requires an overt response by the listener. Where there is a question, for instance, there must be a response of some kind. Where there is a greeting there must be some sort of acknowledgement. According to Rost, the knowledge of rituals/adjacency pairs plays an important role in helping the listener know exactly when to respond or intervene. Even in open-ended conversations, interactions will often setup routine exchanges that require overt acknowledgement by the other participant (Rost, 1990:99).

To put it another way, listeners in collaborative discourse are expected to a) provide responses for moves that require overt feedback from the listener - these are obligatory responses, and b) provide these responses at the right time.

According to Crombie (1988) and Sinclair & Coulthard (1975), whenever a speaker requests a linguistic response the listener has to respond in some way - this is described in chapter 3 under sub-category 1.3. Further more whenever a speaker requests a non-linguistic response or action the listener has to react in some way - non linguistically or with verbal accompaniment, sometimes. This is described in chapter

3 under sub-category 1.4. According to Cook, if the speaker's requests for information or action are not answered appropriately "we are likely to interpret this somehow: as rudeness perhaps, or deafness, or lack of attention" (Cook, 1988:53).

As pointed out by Sacks et.al. (1975) and Rost (1990), responses should be provided around points of transition relevance - instead of being given randomly throughout the interaction. Listeners, of course, have different cues at their disposal to help them decide when it is appropriate to interrupt the speaker or take the floor. According to Beatie, (1983); Duncan, (1972); and Harrigan (1985) as cited by Rost (1990), such cues may be taken as 'traffic signals' for listener interruption. The main cues for listener responses are given in Figure 2.3 Thus the ability to provide appropriate and timely 'obligatory responses' can indicate the listener's orientation to and comprehension of the discourse at hand.

Listeners will attend to any of these cues or at a convergence of two or more of these cues.

1. Intonation - an onset of terminal rise or fall in intonation signalling the end of a clause.
2. Drawl - a drawl on a syllable, signalling a possible end of a clause.
3. Sociocentric sequence - the presence of a stereotyped expression, typically following a substantive statement, such as 'y' know but uh---'.
4. pitch loudness - drop in pitch and/or loudness
5. Gesture - termination of a hand gesticulation used during the speaking turn.

FIGURE 2.3 cues for listener response (Rost, 1990:100)

It should however be known that L_2 intonation patterns are, in most cases, erratic and difficult to assess the functional value of .

2.4.1.2. Providing Listenership Cues

The terms 'listenership cues' (Gumperz, 1983), 'listening responses' (Van Lier, 1988), and 'backchannelling signals' (Rost, 1990) refer to verbal, semi-verbal, and non-verbal cues (such as 'yes', 'yea', 'uhm' and non-verbal nodding) that are used to indicate that a listener is attending to a speaker (Goldstein & Conrad, 1990:448). In this study the above terms are used interchangeably. Rost maintains that "without appropriate back-channelling, a conversation is likely to break down or simply stop - the listener must provide appropriate recognition that the discourse is being edited and that acceptable inferences are being drawn" (Rost, 1990:100).

It should however be made clear that listenership cues do not necessarily show that the listener has understood the text at transactional level. Leo van Lier (1988:116) has clearly stated the role of listenership cues or back-channels:

Listening responses fulfil an important function in verbal interaction. They are typically demonstrations of approval, attention, encouragement, understanding. Their character is supportive or neutral as regards the turn in hand, and in that sense they may facilitate the turn's development ('lubricate' it), and may boost its duration and smoothness. Absence of appropriate listening responses usually has a disrupting influence on the current turn.

Thus a better way of explaining this listener strategy is to say that it tends to be used interactively to show that the listener is cooperating with or attending to the presumed intent of the speaker. This strategy is used in the model and is described in sub-category 1.2. in Chapter Three.

2.4.1.3. Prompting the speaker

This is a strategic listener response used to explicitly prompt speakers on how to continue the conversation. There are according to Rost (1990:201) two ways of doing this:

- a) using formulaic prompts (such as 'oh, really'), and
- b) using specific referential questions. Such a question will be different from a 'clarification request' (see under 2.4.2) in the purpose of the utterance. The former is used with the intent of showing cooperation and direction as to how to continue the topic, while the latter is used with the intent of solving some problems of understanding.

This strategy is used in the model developed in chapter 3. Some modifications have been made to make understanding of it easier. It is described in chapter 3 (3.2) under category 1.

2.4.1.4. Reformulating a Speaker's Point of View

Skilled listeners in collaborative discourse know that they should sometimes reformulate the speaker's utterances. They may do so for two reasons: a) to indicate participation or cooperation with the speaker, and b) to reject the speaker's point of view. As reported by Rost (1990:105), reformulation

of the speaker's talk based on cooperative intent is quite common in communications among L₂ teachers and their students and it serves as a ratification of the speaker's effort to communicate and this allows the interaction to continue.

Reformulation as a listener strategy is also used in the model of analysis presented in the third chapter - under category 1, sub-category 1.1.

2.4.2 Query & Repair - Displays of Problems of understanding

Skilled listeners usually do not override topics or points that are ambiguous or unclear to them - unless the point is not important for the purpose at hand. That is to say, they try to repair or reconstruct the text by negotiating with the speaker. Emphasizing the importance of repair, Willing (1989:62) writes: "Conversations often do not develop smoothly, as participants check whether they have understood correctly, request clarification, or clear up mis-understandings. Repairs need careful handling." If listeners do not query trouble spots if they choose to take high risks - it means that they tolerate the ambiguity and continue with the problem.

Strategies used to indicate problems of understanding are presented in the model of analysis under category 2 in Chapter Three.

2.4.2.1 Clarification Requests

As pointed out by Ellis (1985:301), when L₂ learners interact with native speakers or non-native speakers, they

often experience considerable problems of understanding. To secure mutual understanding, listeners may query various aspects of the discourse. Pica et al. (1987:740) define 'clarification requests' as "moves by which one speaker seeks assistance in understanding the other speaker's preceding utterance through questions and statements such as 'I don't understand' or imperatives such as 'Please repeat'." Rost (1990:112) similarly defines the term 'query' as "questions, statements, and non-verbal reprises through which the listener indicates non-understanding or confusion."

Rost (1990) has adapted, from Bremer et al. (1988), three types of listener queries: global query (problem related to overall text), local query (problem related to a portion of the discourse text), and transactional query (problem related to macrostructural organization). These are categorized from a formal perspective. He also identifies 7 other types of listener queries categorized from a functional perspective.

McTear (1985-in Rost, 1990) has also identified four specific sequences involving requests for clarification: non specific request for repetition, specific request for repetition, specific request for specification, and potential request for elaboration. These specific sequences or strategies indicate a type of conversational repair mechanism in which the listener identifies a problem and requests clarification.

Clarification requests are included in the system of analysis and are discussed in Category 2 in Chapter Three.

2.4.2.2. Confirmation Checking

This is a strategy whereby one speaker seeks confirmation of the other's preceding point through repetition of what was perceived to be part of the preceding utterance (Pica et al., 1987:740). According to Oxford (1990:169), confirmation checking means "checking to make sure that something has been rightly understood - through moves such as "Did you say---?" As pointed out by Rost (1990:114), inasmuch as neither speaker nor listener can ever be fully sure of the inferences being made by the interpreter, listener checking, as well as speaker checking of listener's comprehension, is a common practice in all types of information exchange activities-even among competent speakers.

McTear (1985), as cited by Rost (1990:119), has identified two types of confirmation check: specific request for confirmation whereby a listener repeats a word (or words) to make sure that he/she has understood it, and potential request for confirmation whereby a listener offers a hypothesis - type check concerning his/her current state of understanding. These are described and exemplified in the model of analysis under category 2 in Chapter Three.

2.4.3. Displays of desire to override topic and/or role

While it is important that listeners indicate their understanding and problems of understanding in some way ,

it is not unexpected that they sometimes use moves which show neither understanding nor problems of understanding. Such moves usually indicate the listener's desire to shift role - listener to speaker, or modify the topic at hand or totally ignore the topic being discussed. These are described and exemplified under category 3 in Chapter Three - (3.2).

2.4.3.1. Shifting to the Role of Primary Contributor

According to Rost (1990:103), "one of the unspoken norms regarding listening/speaking roles in casual talk may be that of symmetry: participants are expected to distribute these roles more or less equally over an extended conversation." In other words, the role of participants as primary contributors and primary interpreters has to be balanced. Thus, listeners at some point may start developing the topic at hand and entertain the role of primary contributor. Conversation, therefore, goes on with participants switching their roles back and forth as topic developers and interpreters. What Rost (1990:104) has written may summarize the point: "In collaborative discourse listeners have purposes beyond understanding the transactional content of a speaker... they can make contributions that are relevant to the content of the speaker's talk."

2.4.3.2. Topic Switching

These may, according to Bremer et al. (1988 - in Rost, 1990:113), be seen at two levels: topic switches and

overriding. The former indicates the listener's desire to develop a given aspect of the discourse topic - and not the present topic. The latter - overriding - refers to questions or statements that listeners ask or make to apparently ignore the immediately preceding discourse. In both cases, the listener is switching the topic at hand. Examples are given in the model of analysis under category 3 in Chapter Three.

Finally I wish to make a few points concerning degrees of risk involved in use of these strategies.

Many writers agree that as acquisition progresses, the language learner uses various strategic listener responses/strategies of listening more often and over a wider range of discourse types (Rost, 1990; Bremer et al., 1988 - in Rost, 1990). In addition good learners are expected to move away from using global and local queries to using more specific queries in an attempt to repair the discourse.

Moreover, as acquisition progresses, listeners learn to utilize a balance of low-risk and high-risk strategies at appropriate points in conversations. Low-risk strategies are (according to Brown and Yule, 1983; Brown et al, 1985 as cited in Rost, 1990:28) those strategies related to the success principle whereby the listener assumes current understanding needs to be checked. High-risks strategies, on the other hand, are related to a 'parsimony principle' whereby the listener assumes current understanding is correct without checking if it is. In other words, as

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acquisition progresses, listeners move from treating all listening tasks with the same risk orientation to adopting flexible orientation depending on purpose (Rost, 1990:157).

The strategies that have been described under 2.4 of this chapter may, then, indicate whether a listener is using an overall low or high-risk strategy. If a listener, for instance, uses the strategies under 2.4.2 frequently, it means that he/she is adopting an overall low-risk strategy. On the other hand, if a listener primarily adopts strategies described under 2.4.1. (1.2 especially), it means that he/she is using high-risk strategies. The following figure (based on Brown et al., 1985 - cited in Rost, 1990:228-229) indicates what listeners adopting high-risk or low-risk strategies do.

.../

Low - risk strategies	High - risk strategies
<ol style="list-style-type: none">1. Check that all entities are unambiguously identified (eg. by name, location, etc).2. Require exact specification of descriptions.3. Check that the speaker knows what you understand.4. If necessary, recapitulate your movements.5. Do not make any new interpretation until you are sure you have the required information.6. Move minimally away from current focus.7. Be prepared for your partner's understanding to be different from your own.8. Constantly test speaker's representation.9. Remind speaker of your goals.	<ol style="list-style-type: none">1. Assume maximal identity of information - eg. assume a mentioned entity is the one you have in mind (in focus)2. When detail is lacking, eg. in specifying an entity or relationship, use a best-guess tactic.3. Assume your information is secure and ignore incompatible information (eg. refuse to incorporate extra information that does not make sense).4. Only process speaker's turn in terms of what you know - don't request additional information, give minimal feedback so that speaker doesn't give additional information.

FIGURE 2.4 Risk-strategies

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In this chapter I have tried to review the relationship between listener strategies and other related concepts - communication strategies and learning strategies. Then the role of interactive discourse in language learning has been assessed. I have also tried to indicate the relationship between listening and speaking. Finally an attempt has been made to review the different aspects of listener strategies, identified by different writers, that are used in collaborative discourse.

CHAPTER THREE

THE RESEARCH DESIGN

3.0. Introduction

As indicated earlier the focus of this study is on investigating the types and frequencies of observable listener strategies 4th year Addis Ababa University (AAU) students use in collaborative discourse. An attempt has been made to analyse the strategies used under four broad categories: strategies used

- a) to indicate understanding/attention,
- b) to indicate problems of understanding,
- c) to indicate desire to override topic and role,
and
- d) to maintain the role of a speaker.

The following guide questions were thus asked in order to analyse data within these four broad categories.

- a) What kinds of strategies do listeners use to indicate understanding and/or attention?
- b) What strategies do they use to indicate problems of understanding?
- c) What strategies do they use to indicate desire to override topic and role?
- d) How often do they maintain the role of a speaker?

3.1. The Corpus

3.1.1. Selection of Participants

As has already been pointed out, interaction in L₂

learning situations consist of discourse jointly constructed by the learner and his interlocutors (Ellis, 1985). Different kinds of conversational interactions may require different kinds of listening strategies. The kinds and frequencies of strategies used by listeners in interactions that are prompted or necessitated by tasks such as following instructions and that are done for the sake of information or opinion exchange may vary. It may even be expected that different types of tasks require different kinds and frequencies of strategies. Hence, three different activities (one discussion and two different types of tasks) were used to investigate the types and frequencies of strategies used in these conditions.

The researcher thus had to identify students that could be expected to interact in both kinds of activities - discussions and tasks involving following instructions. High school students could be observed interacting in one of the situations (the tasks) but not in the other (the discussion) for there would be no genuine reason for which they would discuss in English. A similar problem existed with 1st, 2nd, and 3rd year university students. The best option was to use 4th year ILS students who are expected to write senior essays in English. These students have a real reason for interacting in English - with their advisers during advising sessions. Thus, 4th year ILS students were selected for the study.

Six students were selected. All of them were from the Department of Foreign Languages and Literature. They were drawn from three overall educational performance levels- as determined by their CGPA. Each was then assigned to one of three groups: top-ranking (TR), middle-ranking (MR), and bottom-ranking (BR). In addition it was decided that only subjects whose advisers were native speakers of English (who were also non-Amharic speakers) would be chosen. This was again for authenticity's sake- if the advisers were Amharic speakers then not only was there the possibility of using Amharic but there might also be no genuine reason to use English throughout. Fortunately, there were sufficient students who fitted well into the three overall educational performance levels and who were advisees of native English speakers. One of the subjects was a female- this was not a selection made with the intention of identifying the strategies used by the different sexes, but occurred by mere chance - as she fitted well into one of the three levels and was the advisee of a native English speaker.

The study focused on the observable listener strategies used by the six students. The students were not actually aware of the exact purpose of the study- except that they were required to participate in the activities for research purposes. The instructors or the advisers, however, did know the purpose of the research.

One of them was, in fact, adviser not only to some of the subjects but also to the researcher as well.

The subjects were told that they were needed for the study only because they were advisees of native English speakers - and not because of their CGPA or overall educational performance.

3.1.2. Selection and Description of Activities

As has already been mentioned under 3.1.1, different kinds of activities were needed to enable the researcher to identify the different types and frequencies of strategies that might be used in different situations, There were, thus, three activities selected - a discussion, a map task, and a pie-chart task. The discussions were expected to be freer than the tasks - hence, different roles of participants and different patterns of interactions were expected to emerge from the data.

3.1.2.1. The Discussions/Advising Sessions

All the students were recorded while discussing matters related to their senior essay topics with their advisers. The first three minutes of the recordings were not analysed.

The subjects were told by their advisers when they would discuss their senior essays or they made the arrangements together. This, it was hoped, would help the subjects to prepare themselves in advance. It would, in addition, help to make the discussions more realistic.

The following table shows the duration of the discussions- actual and analysed.

Subjects	Duration, actual	Duration, analysed
T ₁	21	18
T ₂	23	20
M ₁	17	14
M ₂	20	17
B ₁	18	15
B ₂	19	16

TABLE 3.1 Duration of discussions

3.1.2.2. The Tasks

Students were presented with two types of task: a) a map task (see Appendix A) , and b) a pie-chart task (see Appendix B). All the students were given exactly the same tasks. There were two versions of the visual material in the tasks: a speaker's version (to be used by the native English speakers and a hearer's version (to be given to the students). The instructors also had a separate sheet of instructions to be read to the students and were provided with further information which could optionally be made available to students if clarification was sought. They were also allowed to study the visual material available to the students.

The tasks, adaptations from Anderson and Lynch (1988), were designed to confront listeners with a number of 'problem points'. These were points in the instructions where listeners might be unsure as to the item referred to in their task-sheet. The 'problem points' were indicated in the speaker's version with the expanded (correct and unambiguous) reference-see also Appendix - for the supplementary information on 'problem points'. This was done so that when any student felt he/she needed more precise information, the speaker could easily supply him/her with the right information. In other words, they were indicated to serve as guidelines for the speakers.

Students were informed that they were free to stop and question the speaker whenever problems arose. That is to say, they were allowed, indeed encouraged, to ask for clarifications, repetitions, and confirmation.

In the tasks, unlike the discussion sessions, all the recordings were analysed. The 'dummy recordings' which were only used for allowing the students to get used to being recorded, lasted **only** for about two minutes. The following table shows the duration of each task.

Subjects	duration in minute		
	Task 1	Task 2	Total
T ₁	10'30	7'30	18
T ₂	10'50	8'20	19'10
M ₁	9'10	9'20	18'30
M ₂	11'20	12'40	24
B ₁	10'50	7'30	18'20
B ₂	11'40	24'00	35'40

TABLE 3.2 Duration of tasks

3.1.3. Recording Procedure

Both video and audio recordings were made. The video-taping was especially important to enable the researcher to detect non-verbal reactions while the audiotaping was used to facilitate transcription of the conversations. The video camera was fixed on a tripod and it was installed and set up by the advisers or by someone who would then leave the room. This was considered desirable for it minimized the fear or nervousness or whatever else might be experienced by the students when talking to someone in the presence of other observers. The audio tape recorder was put in a place where it could record clearly.

3.2. Development and Description of Model

In order to carry out the task of interpreting the data generated by the research it was clearly necessary to develop a system of analysis - a model.

According to Pit Corder (1983:15), "Since communication is a cooperative enterprise, one must suppose that we may adapt both productive and receptive strategies of communication," but he continued that "so far no one has attempted... to investigate the latter (receptive strategies)". Seime (1989) and Towolde (1988) investigated the listening strategies college and Junior Secondary School students use, but they treated the transactional aspect and not listening strategies in collaborative/interactive discourse.

Ultimately, it was not possible for the researcher to obtain from the literature a sufficiently detailed taxonomy from which to derive a system of analysis which treated the strategies listeners use to indicate understanding, problems of understanding, and desire to override topic and role in collaborative discourse. Although considerable assistance was available from Rost's (1990) description of the different strategies used by listeners in collaborative/interactive discourse, other writers (Oxford, 1990; Richards, 1983; Willing, 1989; Wenden and Rubin, 1987; Ellis, 1985; Bygate, 1987; Crombie, 1988; Anderson and Lynch, 1988) have only focused on particular aspects of listener strategies in collaborative discourse. All these works were studied carefully and relevant strategy descriptions were noted, but none of them provided a model sufficient for the current research.

Hence a model of some kind had to be designed and modified, by the researcher, utilizing information derived from the literature review, the pilot study and subsequently from the data collected during the main research. It was also found to be important to include, in the model, strategies that might not be found in the data as this would help to show what strategies the subjects lack and what strategies they actually know and use.

The first task was thus to classify into categories those observable listener strategies that might be found in collaborative discourse that could be identified from the literature review and/or had been identified during the pilot study. This involved a close study of the strategies identified by a number of researchers in order to sift out those concerned specifically with performance in collaborative discourse. Accordingly four main categories of strategies were established. Strategies used to indicate understanding (either from the listener's or the speaker's point of view) were assigned to category I (see Table 3.3 and also Chapter 2 - 2.4.1). Strategies used to indicate problems of understanding were assigned to category II (see Table 3.4 and also Chapter 2 - 2.4.2). Strategies that indicate desire to override topic or role of the previous speaker, and which therefore could not be clearly assigned

to either Category 1 or Category 2 were assigned to Category III (see Table 3.5). Finally the turns taken by the listeners (the students) to maintain the primary role of contributor/speaker were assigned to Category IV (see Table 3.6).

The model developed by the researcher identifies 6 strategies for indicating understanding/approval in category I. Rost (1990) had identified four strategies under this category. Two of them (back-channelling and prompting) were used in the model. Rost's description of the first one was taken as it was while his description of the second one (prompting) was slightly modified for the sake of simplicity. Two of his strategies (identifying transition points and organizing turn taking - see also chapter 2 - 2.4.1) were rejected as they were felt to be too general to be applied to particular strategies. They were rather believed to refer to the overall interaction. They could however be used to discuss the relative degree of risk taken by each participant in an interaction. One strategy (summarizing or reformulating the speaker's contribution) was taken from Bygate (1987). Again, under the same class, two strategies (respond and react, 1.3 & 1.4) were taken from Crombie (1985). These same strategies had also been identified and used by Sinclair & Coulthard (1975) to analyse classroom interaction. The sixth strategy under Category I - providing an example - was taken from Murphy (1991).

Six strategies were also identified in the second category- strategies used to indicate problems of understanding (see Table 3.4). The first sub-class clarification request (2.1) was taken from Oxford (1990), Rost (1990), Anderson & Lynch (1988), Pica et al. (1987), and Ellis (1985). All of them agree on the meaning and use of the term -(see Chapter 2 - 2.4.2.1). There are however some writers (McTear, 1985; Bremer et al., 1988 - both in Rost, 1990) who have identified specific strategies under this sub-category and I found them fit for the model. Three of these strategies (non-specific request for repetition, specific request for repetition, and specific request for elaboration) had been identified by McTear. Out of these ~~three~~ strategies two had also been identified by Bremer et al., but employing different terms- minimal query and local query. The terms 'non-specific request for repetition' and 'minimal query' have thus been used interchangeably in this study, and similarly the terms 'specific request for repetition' and 'local query'. Another strategy, in addition, was also taken from Bremer et al. - global query or metalinguistic query - a strategy which had not been identified by McTear.

The second sub- class of strategies for indicating problems of understanding confirmation checking (2.2), was defined after Oxford (1990), Rost (1990), Willing (1989), and Pica et al. (1987). All of them agree on the meaning and use of this term (see Chapter 2- 2.4.2.2).

The model for this part of the research model was eventually designed, however, in favour of the descriptions of Rost (1990) and McTear (1985) for they had identified specific strategies that were considered to be most suitable for the purpose of this study. There were thus two strategies included in the model under this sub-category (2.2.1 & 2.2.2.). McTear (1985) had identified two strategies (specific request for confirmation and potential request for confirmation), the later also being subsequently identified by Rost but using a different term (hypothesis-type check). For the purpose of this study the terms 'hypothesis-type check' and 'potential request for confirmation' have been used interchangeably - see 2.2 in the model.

Sub-categories 2.1 and 2.2 are similar in that they are used to refer to strategies used by the listener to solve problems of understanding or to clear up uncertainties. However, while clarification requests (2.1) are used by listeners to seek assistance in understanding the text through questions, statements such as 'I don't understand', and imperatives such as 'Please repeat', confirmation checks (2.2) are used to seek confirmation of an utterance through repetition or reformulation of what was perceived to be all or part of the preceding text. They/both are, in essence, different means to the same end.

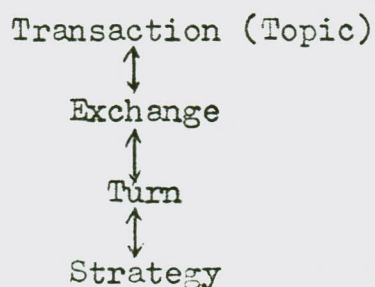
In the third category, displays of desire to override topic and role of current speaker, three strategies were identified. Rost had identified a set of strategies that indicate 'listener shaping of discourse'. I felt that these strategies would not fit into either Category I or Category II. Since most of his strategies indicate, in one way or another, desire to override the topic and/or role of current speaker, they were assigned to a third category. All the strategies under Category III are thus adaptations of Rost's set of strategies described as 'listener shaping of discourse'- see also 2.4.3 in Chapter 2.

The last category - Category IV - consisted of only one sub-category. It is, strictly speaking, inappropriate to call this sub-category 'strategy' for it consisted only of turns that the listeners (students) had taken as primary contributors or speakers while the instructors would become listeners. Thus Category IV indicates listeners'/ participants' desire to maintain the role of a speaker. Students were said to have maintained the role of speaker when they kept on talking as the instructors backchannelled. This last category was derived exclusively from the data and was considered necessary in order to account for the substantial proportion of interaction during one of the activities when the student listeners took on the role of major topic contributor.

3.3. Identifying and Counting Strategies

Once the data had been collected the next step was to transcribe, identify, and code each turn taken by the students. Then the types and frequencies of strategies used under each category and sub-category were counted. These strategy and turn counts were then tabulated in such a way as enable the researcher to analyse and interpret them easily.

Some hierarchical relationships were indicated in the data collected. The bare bones of the hierarchy, or rank scale, can be expressed as follows:



Each turn of the interactions was characterized by a particular discourse exchanges. There were specially five structures that emerged from the data:

1. Teacher talks and student backchannels.
2. Teacher questions and student answers.
3. Teacher talks and student talks.
4. Student questions and teacher answers.
5. Student talks and teacher backchannels.

All of these structures played roles, in one way or another, in indicating the students' understanding (1&2)

semiverbal channel. Similarly when a semiverbal and/or nonverbal reaction was accompanied by a verbal reaction or response of the same function then the strategy count was coded only under the verbal channel. If nonverbal reactions occurred alone, however, the strategy count would definitely be identified under the non-verbal channel.

Intonation (except rising or question intonation) has not been discussed or used in the analysis for it was believed there would be so many errors or instabilities in the students' use of patterns of interaction (a common problem of L₂ learners) that I could not rely on them.

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TABLE 3.3. Category I - Strategies used to indicate understanding

Sub-category	Type of strategy	Description	Example of exponent of expression
1.1.	Summarizing or reformulating the speaker's contribution	The listener evaluates the speaker's contributions and reformulates them. He/she indicates understanding by summarizing the speaker's meaning or intention	<p>T - because the schools are just reluctant</p> <p>T₁ - sure they are reluctant they just want us to finish their text book</p>
1.2.	Listening responses* (back channelling)	The listener provides appropriate cues to the speaker to indicate approval, attention, encouragement, and understanding. The listener indicates these by verbal, semi-verbal, and non-verbal cues as the speaker proceeds.	<p>T - We turn into progress street</p> <p>B₁ - Ok</p> <p>T - and then we take the first left</p> <p>B₁ - uhm [((nod))</p>

* They do not necessarily indicate that the listener is understanding, they tend to be used interactively to demonstrate attention, approval and encouragement.

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sub- category	Type of strategy	Description	Example
1.3.	Respond	The listener indicates understanding by providing an appropriate response to an elicitation	T - what do they actually do when they are learning? T ₂ - may be relating what I said to what they know
1.4.	React	The listener provides a non-linguistic response appropriate to a directive (request for non-linguistic response or action). This may be followed or accompanied by linguistic 'okay' or 'I won't.	T - underline the title of the book M ₁ - ((underlines the title of the book))
1.5.	Prompting the speaker	The listener provides prompts to the speaker in order to indicate understanding and attention or participation	T - ok so you are not concerned with ... B ₁ - questions T - yes questions

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sub category	Type of strategy	Description	Example
1.6	Providing example	The listner provides examples in order to indicate understanding	T - certainly by context certainly by context ... any any B ₁ - for example the sentence you have just stated

TABLE 3.4 Category II - Strategies used to indicate problems of understanding

sub-class	sub-category	Type of strategy	Description	Examples
2.1		clarification request	Skilled listeners will identify part of the discourse needing repair and will query those points when appropriate	see sub-categories
	2.1.1	global query (metalinguistic query)	The listener indicates an understanding problem, or desire for elaboration, related to overall text or task and not explicitly or specifically related to the immediate text.	T - between the side of the circle and the top of the circle T ₁ would you please speak slowly?

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sub-class	sub-category	Type of strategy	Description	Examples
2.1.	2.1.2	Non-specific request for repetition (minimal query)	The listener indicates an understanding problem, or desire for elaboration, generally connected to immediately preceding discourse	T - we go along Tewodros street and the next place we're going to visit the Nations Museum the Nations museum ... B ₂ - repeat this one
	2.1.3	Specific request for repetition (local query)	The listener identifies a portion of the discourse text as a trouble source, and requests the speaker to repeat the information	T - that's down to palace Road and then along ... T ₁ - you said we turn down and then what? T - and then along to the palace...
	2.1.4	Specific request for elaboration	The listener requests explanation of information that has not yet been given, but is considered important for the understanding of the message.	T - and in the other two you put 'do not smoke' and 'over 15 per day' M ₂ - in which? in which I write T - ok 'do not smoke' in the 30% slice

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sub-class	sub-category	Type of strategy	Description	Example
2.2		Confirmation check	Skilled listeners use gambits for checking their understanding when appropriate	see sub-categories
	2.2.1.	Specific request for confirmation	The listener repeats a word or words to make sure that he/she has understood it.	T - in one of them you put less than 10 per day T ₁ - I write lesson 10 T - le:ss tha:n 10 per day T ₁ - well well
	2.2.2.	potential request for confirmation (hypothesis-type check)	The listener reformulates what the speaker has said according to his/her own understanding. He/she offers a hypothesis-type check concerning his/her current state of understanding.	T - outside those you put 8% 12% and 30% M ₁ - outside the three slices you mean? T - outside yea

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TABLE 3.5. Category III - Strategies used to indicate desire to override topic and role

sub-category	Type of strategy	Description	Examples
3.1.	Shifting role	The listener changes his/her role of respondent or interpreter to primary topic contributor or speaker - under the same topic or the topic being discussed	<p>T - the context itself should enable for the practice to take place</p> <p>M₂ - yes</p> <p>T - after initial presentation</p> <p>M₂ - yes if I show them a model context and then</p>
3.2.	Topic switching	The listener starts to develop a given aspect of the discourse topic, but not the present topic	<p>A - I thought that most of the people I talked to at the job interview were friendly, but there were two very rude people, especially ...</p> <p>B - I had an interview once too</p> <p style="text-align: right;">Rost (1990)</p>
3.3.	Overriding	The listener asks questions or makes statements which apparently ignore the immediately preceding discourse	<p>A - I would like you to answer all of the questions on side 1 ..</p> <p>B - Can we open the window?</p> <p style="text-align: right;">Rost (1990)</p>

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TABLE 3.6. Category IV - Turns taken by students to maintain the role of a speaker

sub category	Type	Description	Examples
4.1.	Maintaining role as a speaker	Listeners, once they have shifted their role, maintain the role of speaker and the previous speaker may start back channelling or interpreting the text.	<p>T - which strategies will enable them to compensate for the text</p> <p>T₁ - well I can't definitely say this or that but let me express my feeling.</p> <p>T - uhhm</p> <p>T₁ - er: I think the students have their own not work</p> <p>T - uhhm</p> <p>T₁ - and just using → (T₁ holds the floor for the next seven turns)</p>

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF DATA

4.0. Introduction

The main goal of this research, as previously noted, was to look at the types and frequencies of observable listener strategies six AAU fourth year students make use of to indicate understanding, and problems of understanding. The presentation and discussion of the results obtained from the data is given in three sections. In the first section the data obtained from the two tasks (Map Task & Pie Chart Task) is presented and discussed. In the second section, the data obtained from the discussions in the advising sessions is presented and discussed. This division of the activities into two sections is used as the two types of activities (task and discussion) may differ in the patterns of interaction they require of the listener. Finally, the use of individual strategies across the three activities is discussed in the third section, and a brief analysis of relative risk adoption is given.

4.1. Presentation and Discussion of Task Activities

Two types of tasks were utilised to investigate the types and frequencies of strategies the selected students used in negotiating meaning. Similar patterns are used to present and analyse the data on the two types of tasks. The relationships that exist between the strategies used in performing the two types of tasks are analysed.

4.1.1. Task 1 - The Map Task

4.1.1.1. Types and Frequencies of Strategies Used from each Category

The following table sets forth the types and frequencies of observable listener strategies that the selected students used in carrying out Task 1.

TABLE 4.1 Types and Frequencies of Observable Strategies Used in Task 1

Sub cat.No.		T ₁				T ₂				M ₁				M ₂				B ₁				B ₂			
		V	SV	NV	Total	V	SV	NV	T	V	SV	NV	T	V	SV	NV	T	V	SV	NV	T	V	SV	NV	T
1.1	Summarizing or reformulating	8	-	-	8	-	-	-	-	2	-	-	2	-	-	-	-	18	-	-	18	-	-	-	-
1.2	Backchannelling	22	9	2	33	14	6	2	22	11	14	1	26	15	1	1	17	42	-	1	43	10	-	2	12
1.3	Respond	1	-	-	1	2	-	-	2	-	-	-	-	5	-	-	5	12	-	-	12	5	-	-	5
1.4	React	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1.5	Prompt	6	-	-	6	-	-	-	-	2	-	-	2	1	-	-	1	3	-	-	3	-	-	-	-
1.6	Providing example	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.1.1	Global query	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	3	-	-	3	-	-	-	-	-
2.1.2	Minimal query	-	-	-	-	5	-	-	5	3	1	1	5	-	-	-	-	5	-	-	5	8	-	3	11
2.1.3	Local query	4	-	-	4	2	-	-	2	5	-	-	5	-	-	-	-	7	-	-	7	1	-	-	1
2.1.4	Specific request for elaboration	4	-	-	4	-	-	-	-	2	-	-	2	9	-	-	9	7	-	-	7	1	-	-	1
2.2.1	Specific request for confirmation	14	-	-	14	2	-	-	2	17	-	-	17	8	-	-	8	37	-	-	37	3	-	-	3
2.2.2	Potential request for confirmation	7	-	-	7	-	-	-	-	2	-	-	2	13	-	-	13	19	-	-	19	3	-	-	3
3.1	Shifting Role	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.2	Topic switching	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.3	Overriding	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-
4.1	maintaining the role of a speaker*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total types & instances	9			78	4			33	8			61	7			54	10			154	7			36

* This sub-category should not be taken as a strategy of listening - but rather as a listener's share of turn as speaker.

The data in the above table reveals that students, within the same task, used different types of observable listening strategies. This is particularly manifested in the variety of strategies used by T₂ and B₁. These two students used 4 and 10 types of strategies, respectively. The same students may also be used to exemplify the wide divergence in the total number of instances of strategies used. T₂ used observable strategies only 33 times while B₁ used them 154 times. The value or otherwise of employing certain strategies frequently will be discussed under 4.1.1.4 (outcomes of performances).

Table 1 also shows that certain strategies were used much more frequently than others. For example, while backchanneling strategies (sub-category 1.2) were used frequently by all students, there were no examples of strategies coded in 'shifting role' (sub-category 3.1).

From the same table it can be seen that different types and frequencies of strategies were used in the three channels - verbal, semi-verbal, and non-verbal channel. This holds true for the performances of all the students.

TABLE 4.2 Types and Frequencies of Strategies Used from Each Category

Category	Channel	T ₁	T ₂	M ₁	M ₂	B ₁	B ₂
1 Indicate Under- Standing	Verbal	37	16	15	21	75	15
	Semi- Verbal	9	6	14	1	-	-
	Non- Verbal	2	2	1	1	1	2
	Total	48	24	30	23	76	17
	Types	4	1	3	3	4	2
2 Indicate Problems of under- standing	V	30	9	27	30	78	16
	SV	-	-	3	-	-	-
	NV	-	-	1	-	-	3
	Total	30	9	31	30	78	19
	Types	5	3	5	3	6	5
3 over- riding	V	-	-	-	1	-	-
	SV	-	-	-	-	-	-
	NV	-	-	-	-	-	-
	Total	-	-	-	1	-	-
	Types	-	-	-	1	-	-
4 Become Speaker	V	-	-	-	-	-	-
	SV	-	-	-	-	-	-
	NV	-	-	-	-	-	-

The above table shows that most of the strategies utilized by the students fell into Category 1 (strategies used to indicate understanding) or Category 2 (strategies used to indicate problems of understanding). While more of the strategies for T₁ and T₂ were identified under Category 1, the rest of the students used more strategies from Category 2. There were no strategies or moves coded in Categories 3 (overriding) or 4 (becoming major contributor or speaker) - except one instance

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of one type of strategy that was used by M_2 . This may be attributed to the fact that the students were engaged in a task which they had to complete and overriding the topic or role (category 3) or maintaining the role of a speaker (category 4) would not help them to accomplish their task.

The table also shows that with the exception of one student more types of strategies were used from category 2 than from category 1.

It should also be borne in mind that sub - category (react) was not counted in the task activities since students were continuously reacting to the instructors' directions by writing or marking on the task-sheet and thus individual instances of reacting to indicate understanding were difficult to count.

4.1.1.2. Index of Interaction

An index of interaction - an indication of how actively engaged in the negotiation of meaning a student was - may be indicated by dividing the total number of turns (which may be less than the total number of strategies) by the total time used to complete a task. The result shows the average number of turns per minute a student took and thus shows how interactive he/she was.

TABLE 4.3 Index of Interaction for Task 1

Participant	Total time (in minutes)	Turns taken by students only			Total turns	Average turn per minute index of Interaction
		V	SV	NV		
T ₁	10'30	67	9	2	76	2.24
T ₂	10'50	25	6	2	33	3.00
M ₁	9'10	40	17	2	59	6.43
M ₂	11'20	51	1	1	53	4.76
B ₁	10'50	151	-	1	152	14.04
B ₂	11'40	31	-	5	36	3.10

The table makes it clear that some students were taking more active roles than others. While B₁ negotiated to indicate understanding or problems of understanding very often, T₂ and B₂ were less active in the process of negotiation. In other words, for every turn T₂ and B₂ used (32 and 36 respectively) B₁ was taking more than four times as many of them (his total turns being 152). As indicated in the table most of these negotiations were done verbally.

4.1.1.3. Computed Mean and Standard Deviation for

Sub - Categorized in Task 1

The mean (\bar{X}) and standard deviation (S) of strategies used by the students were computed to see how many times on average each strategy was employed, and to see how students differed in using the strategies.

TABLE 4.4. Mean and Standard Deviation for Sub-categories in Task 1

Sub.C.No.	Sub-category	Σx	\bar{x}	s
1.1	Summarizing or reformulating	28	4.67	6.59
2.2	Backchannelling	153	25.5	10.24
1.3	Respond	23	3.83	4.22
1.4	React	-	-	-
1.5	Prompt	12	2.0	2.1
1.6	Providing example	-	-	-
2.1.1	Global query	4	0.67	1.1
2.1.2	Minimal query	26	4.3	3.7
2.1.3	Local query	18	3.2	2.4
2.1.4	Specific request for elaboration	23	3.8	3.2
2.2.1	Specific request for confirmation	81	13.5	11.8
2.2.2	Potential request for confirmation	44	7.3	6.7
3.1	Shifting Role	-	-	-
3.2	Topic switching	-	-	-
3.3	Overriding	1	0.16	0.37
4.1	Maintain the role of a speaker	-	-	-

The mean scores and standard deviation for each sub-category are displayed in the above table. The mean scores demonstrate that certain strategies were used more frequently than others. Thus 'backchannelling'(1.2), with 25.5 occurrences on average, was the most frequent one. Next in order of frequency was sub-category 2.2.1 (specific request for confirmation), with 13.5 occurrences on average. Certain strategies were not at all used: providing example (1.6), shifting role (3.1), topic switching (3.2) and maintaining the role of a speaker (4.1).

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The standard deviation for each sub-category also indicates that the six students differed greatly in the frequency of certain strategies they used, particularly in sub-categories 2.2.1 (specific request for confirmation), 1.2 (backchannelling), 2.2.2 (hypothesis type check), and 1.1 (reformulating). On the other hand, the differences in frequency use indicated in other strategies were relatively smaller, viz: sub-categories 3.3. (overriding), 2.1.1 (global query), 1.5 (prompting), 2.1.3 (local query), and 2.1.4 (specific request for elaboration).

4.1.1.4 Outcomes of Performances in Task 1

One of the goals of this research was to investigate how listeners, by negotiating with the speaker, try to change instances of non-understanding and misunderstanding into acceptable understanding. Some potential problems were thus built into the tasks. To successfully accomplish the tasks, students were required to identify the problem areas where insufficient information was given and to repair certain aspects of the discourse.

The overall success or otherwise of the students in performing the task was worked out by examining how they indicated or marked on a map the route to each of the places to be visited on a tour of an imaginary city. There were seven places to be visited, including the hotel where the tour started and ended. One point was given for successfully

marking the route from each place to the next. The performances of all the students in Task 1 are indicated in the following table.

TABLE 4.5 Results of Performances in Task 1

	T ₁	T ₂	M ₁	M ₂	B ₁	B ₂
Successfully marked routes out of 7	7	3	5	4	6	4
%	100	42.85	71.4	57.1	85.7	57.1

Generally speaking the task was most successfully completed by a top-ranking student (T₁) and a bottom-ranking student (B₁). One of the top-ranking students did not manage to mark most of the places on the route successfully, while M₁, M₂, and B₂ marked most of the routes as they were required.

It might be helpful to look at the students' success or otherwise in relation to the index of interaction, types, and frequencies of strategies used. The highest index of interaction and thus the highest use of strategies was displayed by B₁ (see Table 4.3) - one of the most successful students. T₁, who also marked everything successfully, had an index of interaction of 7.2. This was the second highest index of interaction - next to that of B₁. Thus it may be tentatively concluded that for these students and for this particular type of task a high index of interaction directly correlated with a higher level of success in performing the task. T₂'s index of interaction confirms the same thing - the lower the index of interaction on

this task the lower is the level of success. To substantiate this, we can note that M_1 's index of interaction is greater than that of B_2 's and M_2 's and the results of the task performances for these students indicate that M_1 did better than B_2 and M_2 .

The level of success can also be directly related to the types and frequencies of the strategies used (see Table 4.1). Thus, B_1 used the highest number (154) and variety of types (10) of strategies. The next highest number of instances of strategy use and variety of types of strategies were used by T_1 , 78 and 9 respectively. The lowest were utilized by T_2 - with 4 types of the strategies used and a total number of instances of strategy use of only 33. M_1 who performed better on the task than B_2 and M_2 also used more types (8) and a larger number of instances of strategy use (61) than did B_2 and M_2 . This result supports the claims that have been made by Abraham and Vann - that more successful students use a greater variety of strategies and higher instances of strategy use than less successful learners or listeners (Abraham & Vann, 1987).

4.1.2 Task 2 - The Pie Chart Task

4.1.2.1. Types and Frequencies of Strategies Used from Each Category

The types and frequencies of strategies used in Task 2 are represented in Table 4.6.

TABLE 4.6. Types and Frequencies of Observable Strategies Used in Task 2

Sub-Cat.No.		T ₁				T ₂				M ₁				M ₂				B ₁				B ₂			
		V	SV	NV	Total	V	SV	NV	T	V	SV	NV	T	V	SV	NV	T	V	SV	NV	T	V	SV	NV	T
1.1	Summarizing or reformulating	3	-	-	3	-	-	-	-	-	-	-	-	-	-	-	8	-	-	8	-	-	-	-	
1.2	Backchannelling	19	2	-	21	14	8	-	22	7	13	1	21	21	-	1	22	27	1	1	29	10	-	-	10
1.3	Respond	1	-	-	1	-	-	-	1	-	-	1	11	-	-	11	1	-	-	1	15	-	3	18	
1.4	React	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1.5	Prompt	1	-	-	1	-	-	-	1	-	-	1	-	-	-	5	-	-	5	-	-	-	-		
1.6	Providing example	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2.1.1	Global query	1	-	-	1	-	-	-	1	-	-	1	-	-	-	1	-	-	1	2	-	-	2		
2.1.2	Minimal query	3	-	-	3	5	-	1	6	1	1	5	7	-	-	1	1	3	-	-	3	3	-	3	
2.1.3	Local query	3	-	-	3	1	-	-	1	-	-	-	1	-	-	1	-	-	-	2	-	-	2		
2.1.4	Specific request for elaboration	1	-	-	1	-	-	-	1	-	-	1	1	-	-	1	4	-	-	4	2	-	-	2	
2.2.1	Specific request for confirmation	9	-	-	9	4	-	-	4	7	-	-	7	5	-	-	5	24	-	-	24	4	-	-	4
2.2.2	Potential request for confirmation	4	-	-	4	-	-	-	8	-	-	8	16	-	-	16	13	-	-	13	8	-	-	8	
3.1	Shifting role	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3.2	Topic switching	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3.3	Overriding	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
4.1	Main taining the role of speaker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Total types & instances	10	-	-	10	4	-	-	4	33	8	-	41	7	-	57	9	-	66	88	8	-	96		

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The table shows that again certain strategies were used more frequently than others. Sub-category 1.2 (backchanneling) was the strategy that occurred with the highest frequency. On the other hand, there are some strategies that were not coded at all. Again it should be noted that sub-category 1.4 (react) was not coded for the same reasons explained under 4.1.1.1.

The result in table 4.6 again shows that some students used a greater variety of strategies than others. This time it was T_1 who used a greater variety of strategies (10) than did B_1 (9). These constituted the largest variety of strategy types used by any of the students. M_1 , B_2 and M_2 used 8, 8, and 7 types of strategies respectively while the lowest number of types of strategies was used by T_2 - one of the top-ranking students according to CGPA.

As with Task 1, the total sum of strategies used by B_1 (one of the bottom-ranking students) represented the highest figure (88) while T_2 's total was the lowest figure (33).

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TABLE 4.7 Types and Frequencies of Strategies Used Under Each Category

Category	Channel	T ₁	T ₂	M ₁	M ₂	B ₁	B ₂
1 Indicate understanding	V	24	14	9	32	41	25
	SV	2	8	13	-	1	-
	NV	-	-	1	1	1	3
	Total	26	22	23	33	43	28
	Types	4	1	3	2	4	2
2 Indicate problems of understanding	V	21	10	18	23	45	21
	SV	-	-	1	-	-	-
	NV	-	1	5	1	-	-
	Total	21	11	24	24	45	21
	Types	6	3	5	5	5	6
3 Indicate overriding	V	-	-	-	-	-	-
	SV	-	-	-	-	-	-
	NV	-	-	-	-	-	-
	Total	-	-	-	-	-	-
	Types	-	-	-	-	-	-
4 Maintain the primary role of speaker	V	-	-	-	-	-	-
	SV	-	-	-	-	-	-
	NV	-	-	-	-	-	-
	Total	-	-	-	-	-	-
	Types	-	-	-	-	-	-

Table 4.7 shows clearly that most of the strategies used by the students fell either into Category 1 (strategies used to indicate understanding) or Category 2 (strategies used to indicate problems of understanding). No strategies or turns were coded in the third or fourth categories. Most of the students (T₁, T₂, M₂, and B₂) used more strategies from Category 1. On the other hand, M₁ and B₁ used 23 and 43 strategies from Category One, and 24 and 45

strategies from Category 2, respectively. They thus used an approximately equal number of strategies from Category 2 and Category 1. There is however similarity in the types of strategies used under the two categories. All the students used more types of strategies from Category 2 than from Category 1.

4.1.2.2. Index of interaction

As explained in 4.1.1.2, an index of interaction may be found out by dividing the total number of turns by the total time taken to complete the task. This can be used to determine the extent to which each student was interacting or was negotiating with the speaker.

TABLE 4.8 The Index of Interaction in Task 2.

Participant	Total time in minutes	Turns taken by students only			Total turn	Index of interaction
		V	SV	NV		
T ₁	7'30	42	2	-	44	5.87
T ₂	8'20	23	8	1	32	3.84
M ₁	9'20	27	14	6	47	5.04
M ₂	12'40	54	-	2	56	4.41
B ₁	7'30	86	1	1	84	11.2
B ₂	24'00	44	-	3	47	1.96

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The above table indicates that some of the students were very active in negotiating with the speaker. Others were however far less active. This can easily be seen by comparing B_1 and B_2 , both bottom-ranking students. B_1 took, on average, 11 turns per minute while B_2 took less than two turns per minute on average. The next highest index of interaction was that of T_1 's (5.87).

The rank order of index of interaction for the six students when compared to Task 1, remained the same except that T_2 and B_2 were reversed in rank. In Task 1 B_2 had a higher index of interaction than T_2 , but it was the other way round in Task 2.

It may also be seen from the table that most of the negotiations made were carried out in the verbal channel. Next in order was the semi-verbal channel, with the fewest negotiations being made purely in the non-verbal channel.

4.1.2.3. Computed Mean and Standard Deviation for sub-categories in Task 2.

The mean (\bar{x}) and standard deviation (S) of the different strategies used by the students were calculated to show how many times students utilized each strategy on average and to show how far students differed in using the strategies.

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TABLE 4.9. Mean and Standard Deviation for Sub-Categories in Task 2

Sub-Cat. No.	Sub- Category	ΣX	\bar{X}	S
1.1	Summarizing or reformulating	11	1.83	2.97
1.2	Backchannelling	125	20.8	5.6
1.3	Respond	33	5.33	6.8
1.4	React	-	-	-
1.5	Prompt	7	1.17	1.77
1.6	Providing example	-	-	-
2.1.1	Global query	5	0.83	0.67
2.1.2	Minimal query	23	3.83	2.03
2.1.3	Local query	9	1.17	1.07
2.1.4	Specific request for elaboration	9	1.5	1.26
2.2.1	Specific request for confirmation	49	8.83	7.0
2.2.2	Potential request for confirmation	48	8.16	5.3
3.1	Shifting role	-	-	-
3.2	Topic switching	-	-	-
3.3	Overriding	-	-	-
4.1	Maintain the role of a speaker	-	-	-

The above table shows that listening response (1.2) was again used much more frequently than other strategies. It was used 20.8 times on average. Next in order of frequency was sub-category 2.2.1 (specific request for confirmation) with 8.83 occurrences on average. Third was hypothesis-type check (sub-category 2.2.2) which occurred 8 times on average. Others, as indicated in the table were much less frequent, while again certain strategies were not found at all in the data-providing examples (1.6), shifting role (3.1), topic switching (3.2), overriding (3.3), and maintaining the role of a speaker (4.1).

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The standard deviation, compared with Task 1, shows that students did not differ as much in the frequencies of strategies they used as in Task 1. The strategies in which students showed the most significant differences in frequency of use were 2.2.1 (specific request for confirmation) and 1.3 (respond) with standard deviations of 7.0 and 6.8, respectively.

4.1.2.4 Outcomes of Performances in Task 2

As with Task 1, some 'problem points' were built into Task 2, and students were required to negotiate with the speakers in order to have the 'problem points' clarified. The success or otherwise of the students in accomplishing the task was determined by their ability in correctly marking 14 items on a pie chart. One mark was given for each item.

TABLE 4.10 Results of Performances in Task 2

	T ₁	T ₂	M ₁	M ₂	B ₁	B ₂
Items correctly represented out of 14	14	12	12	11	13	10
%	100	85.7	85.7	78.6	92.8	71.4

The above table shows that most of the students were largely successful in their task performance. While T₁ succeeded in solving all the 'problem points', B₁ succeeded

in identifying 92.8% of the items used to mark or score the task. The same result was identified in Task 1-with T_1 and B_1 ranking first and second respectively. T_2 also performed well in Task 2, unlike the same student's performance in Task 1. The lowest mark was scored by B_2 who correctly identified only 10 out of the fourteen items or points.

If we look at the index of interaction the lowest figure (1.96) was the figure calculated for B_2 . One might say that B_2 was the least successful in the task performance because this student was, far from negotiating regularly with the speaker, very reserved and showed little confidence or willingness in either indicating understanding/attention or querying the problem points. However there is some evidence that a close relationship need not necessarily exist between the level of success and the index of interaction. Some students had a low index of interaction but showed quite good performance in the task. T_2 had, for instance, a lower index of interaction than M_2 and yet T_2 performed better than M_2 . This could be because some of M_2 's strategy uses were ineffective in helping him to resolve problems of understanding. It must also be born in mind that effective listeners also use strategies that are not observable such as deduction, predicting, inferring, etc. to achieve successful understanding.

If we again look at the level of success in relation to the types of strategies employed by each participant we see that the most successful student (T_1) used more types of

strategies (10), see Table 4.6., than any other participant. The next most successful student (B_1) also used more varieties of strategies than the rest of the students, except T_1 . The same with the third successful student. But there is also an irregularity - T_2 who ranked third, as far as performing this task was concerned, used the lowest number of different strategies (only 4).

Thus in Task 2, unlike in Task 1, the level of success was somewhat less directly related to the variety of strategies used and the index of interaction.

4.2. Presentation and Discussion of the Discourse in the Advising Sessions

The discussions in the advising sessions were expected to exhibit different patterns of interaction, primarily because students were not required to correctly perform a particular task and they were also able to take the role of a speaker or major topic contributor if they wanted. Unlike in the task activities there were no ways of cross checking how far students could successfully interpret the message by negotiating with the instructors. The patterns of interaction may however be presented and discussed as follows.

4.2.1 Types and Frequencies of Strategies Used in Each Category

Table 4.11 shows that most of the strategies used by students were from category 1 - strategies used to indicate

Table 4.11 Types and Frequencies of Strategies used under
Each category

Category	Channel	T ₁	T ₂	M ₁	M ₂	B ₁	B ₂
1	V	38	17	34	35	47	41
	SV	7	27	45	4	7	3
	NV	12	13	7	13	25	17
	Total	57	57	86	52	79	61
	Types	4	3	3	3	4	2
2	V	2	1	15	5	12	1
	SV	-	-	-	3	-	1
	NV	-	-	-	-	-	-
	Total	2	1	15	8	12	2
	Types	2	1	3	3	3	2
3	V	3	1	6	3	6	-
	SV	-	-	-	-	-	-
	NV	-	-	-	-	-	-
	Total	3	1	6	3	6	-
	Types	2	1	1	1	2	0
4	V	30	17	13	26	7	4
	SV	-	-	-	-	-	-
	NV	-	-	-	-	-	-
	Total	30	17	13	26	7	4
	Types	1	1	1	1	1	1
	Total	92	76	120	89	104	67
	Types	9	6	8	8	10	5

Understanding or attention. All the students used a wider variety of strategies from Category 1 than from any other category - except B₂ who used an equal number of types of

strategies from Categories 1 and 2. Some students used more varieties from Category 2 (strategies used to indicate problems of understanding) than from Category 3, strategies used to override (M_1 , M_2 , B_1 and B_2) - except T_1 and T_2 who used an equal number of varieties from Categories 2 and 3. All the students used the one sub-category in Category 4 for maintaining the role of major topic contributor or speaker. It is not appropriate to call the moves in Category 4 'strategies' for they are not strategies used by listeners but turns taken by the previous student listeners to contribute to the topic as major speakers.

The frequency occurrence of the strategies under categories 1 - 3 also shows that a large proportion of the total number of strategies were used to indicate understanding (Category 1). The highest number of strategy uses from Category 1 was recorded by B_1 , who used three strategies 89 times. The lowest numbers in this category were recorded by T_1 & T_2 who used certain strategies 57 times, equally. Next in order of frequency was 'turns for the purpose of maintaining the role of speaker' (category 4). All the students used more turns for this purpose than strategies for overriding (Category 3). In addition a majority of students used turns for maintaining the speaker's role more frequently than strategies to indicate problems of understanding (Category 2).

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4.2.2. Index of Interaction

The index of interaction of the discussion sessions (see Table 4.12 below) is arrived at by dividing the total turns by the total time analysed. The role of students as primary interpreter and as primary contributor (speaker) is also given in percentages.

TABLE 4.12 Index of Interaction

Participant	total time in minutes	turns taken by students only			Total turn	turn as primary interpreter		turn as primary contributor		average turn per minute
		V	SV	NV		No.	%	No.	%	
T ₁	15	73	7	12	91	61	67.0	30	33.0	6.07
T ₂	20	36	27	13	76	59	77.6	17	22.4	3.8
M ₁	14	68	45	7	119	106	89.1	13	10.9	8.5
M ₂	17	69	7	13	89	63	70.8	26	29.2	5.2
B ₁	15	72	7	25	104	97	93.3	7	6.7	6.93
B ₂	16	46	4	17	67	63	94.0	4	6.0	4.18

The above table shows that students' average turns per minute ranged from nearly 4 turns (for T₂) to almost 9 turns (for M₁) every one minute on average. The table also brings out the role students played as primary contributor or speaker. T₁ used 33% of his total turns playing the role of speaker, primary topic contributor - while the adviser was interpreting/ listening to what the advisee had to say.

4.2.3. Computed Mean and Standard Deviation for Sub-categories in the Discussion session

The mean was calculated in order to show the average frequency of strategies in each sub-category. The mean is the sum of the frequency of a sub-category divided by 6, the number of students who took part in the discussion. The standard deviation was computed to demonstrate the difference among the students in using strategies in different sub-categories.

TABLE 4.13 Mean and Standard Deviation for Sub-categories in the Discussion Sessions

Sub.cat.No.	Sub. Category	ΣX	\bar{X}	S
1.1	Summarizing or reformulating	1	0.17	0.37
1.2	Backchanneling	295	49.2	16.4
1.3	Respond	81	13.5	8.2
1.4	React	1	0.17	0.37
1.5	Prompt	19	3.17	2.24
1.6	Providing example	1	0.17	0.37
2.1.1	Global query	-	-	-
2.1.2	Minimal query	2	0.33	0.47
2.1.3	Local query	-	-	-
2.1.4	Specific request for elaboration	21	3.5	3.69
2.2.1	Specific request for confirmation	4	0.67	0.69
2.2.2	Potential request for confirmation	10	1.67	2.4
3.1	Shifting role	16	2.67	1.89
3.2	Topic switching	2	0.33	0.47
3.3	Overriding	-	-	-
4.1	Maintain the role of a speaker	97	16.17	9.4

Table 4.13 shows that certain strategies were manifested much more frequently than others. A typical example is backchanneling (1.2) which appeared 49.2 times on average. Second and third frequent were maintaining the role of a speaker (4.1) and respond(1.3) with mean averages of 16.17 and 13.5, respectively. Other strategies, as shown in the table, were much less frequent. Three of them - global query (2.1.1), local query (2.1.3), and overriding (3.3) - did not occur at all in the data.

The standard deviation shows that students differed substantially in the frequency with which they used certain strategies. For listening response (1.2), for example, there was a standard deviation of 16.4. The next most significant difference seen in the frequency of strategies used by students was respond (1.3) - with a standard deviation of 8.2. There were no significant differences among students in using the other strategies. There was also some difference manifested in the frequency of turns students took to play the role of primary contributor or speaker (sub-category 4.1) with a standard deviation of 9.4.

4.3. Discussion of the relative frequency of strategy uses across the three activities

Various similarities were found between the types and frequencies of strategies students used in carrying out the

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three activities. Some differences emerged too. There were notably similarities between strategies used in carrying out Task 1 and Task 2. The following table makes the comparison clear.

TABLE 4.14 Top Six Frequently Used Strategies in Activities 1-3

Rank	Task 1		Task 2		Task 3	
	sub.cat	\bar{x}	sub.cat	\bar{x}	sub.cat	\bar{x}
1	1.2	25.5	1.2	20.8	1.2	49.2
2	2.2.1	13.5	2.2.1	8.83	4.1	16.7
3	2.2.2	7.3	2.2.2	8.16	1.3	13.5
4	1.1	4.67	1.3	5.33	2.1.4	3.5
5	2.1.2	4.3	2.1.2	3.83	1.5	3.17
6	1.3	3.83	1.1	1.83	3.1	2.67

The table shows that the most frequent strategies used in completing Task 1 were, in descending order; listening response (1.2), specific request for confirmation (2.2.1) potential request for confirmation (2.2.2), summerizing or reformulating (1.1), and non-specific request for repetition (2.1.2). Similar frequencies were identified in analysing data from Task 2. The frequency of occurrence of the various strategies used in completing Task 2 was, again in descending order: listening response (1.2), specific request for confirmation (2.2.1),

potential request for confirmation (2.2.2), respond (1.3) and non-specific request for repetition (2.1.2). Summarizing or reformulating (1.1) ranked sixth in Task 2 while respond (1.3) ranked sixth in Task 1.

Thus it may be generalized that the students used predominantly the same strategies in activities prompted by the tasks, since the six most frequent strategies in Task 1 were also the top six frequent strategies in Task 2, with one slight variation in rank order.

There were also some strategies that were used frequently in both the task activities and the discussion. In this respect, listening response (1.2) was the most frequently used strategy used in both the tasks and the discussion (see table 4.14).

Respond (1.3), which was the sixth most frequently recorded strategy in Task 1 and the fourth most frequently occurring strategy in Task 2, was the third most frequently used communication strategy used in the discussion.

On the other hand, certain differences emerged too. Firstly, while specific request for confirmation (2.2.1) and potential request for confirmation (2.2.2) were the second and third most frequent strategies in the task activities these strategies occurred quite infrequently or rarely in the discussion activity. Secondly, while no turn was coded for sub-category 4.1 (maintaining the role of a speaker) in the task activities, this same sub-category was the second most frequently used (with

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$\bar{x} = 16.17$) in the discussion activity.

As far as a comparison of the types of strategies used in the three activities is concerned, it may be concluded that there were some differences between the strategies used in carrying out Tasks 1 - 2 and the strategies used in the discussion. These differences were mainly due to the occurrence in the discussion of strategies in the third category and subsequently turns in the fourth category. These categories would not be expected^{to} occur in the task activities since, unlike in a discussion where listeners can switch the topic or become primary contributors, the main purpose of the tasks was simply to complete the activity by negotiating problems of understanding.

4.3.1 Category 1 - Strategies Used to Indicate Understanding/Attention

Listening response was not only the most frequent strategy used in Category 1 but also the most frequent of all the strategies used in all the three activities. Students used listening response to demonstrate approval, attention, encouragement and understanding. As stated by Van Lier (1988:16), absence of appropriate listening responses usually has a disrupting influence on the current turn. The subjects of this study were, as has already been indicated, good at providing appropriate listening responses, generally speaking. Below are some examples from the data.

T - you can encourage the learners to work out things for themselves

B₂- yeah

T - that's another possibility

B₂- okay

[((moves head up and down))

T - now what we were ~~looking~~at was a kind of background to your topic

B₂- yes yes

T - because you are

Instructor - B₂ : Discussion

In this way, by providing listening responses, listeners may boost the smoothness of the interaction. When listening responses were not provided instructors often asked the students whether they were understanding or attending or not. The following extract from the data illustrates this:

T - now what techniques are going to be useful for doing that?so that you are ~~looking~~ at techniques for helping learners to learn better rather than techniques ~~for~~ helping teachers to teach better ... yeah? are you with me?

T₂- yea

[((moves head up and down))

Instructor - T₂ : Discussion

.../

'Respond' (1.3) was another of the strategies used relatively frequently to indicate understanding. What makes this strategy different from others is the fact that it is used by a listener only when the other participant questions him/her. This strategy was thus used more frequently in the discussion activity than in the task activities.

The other strategy used to indicate understanding was summarizing or reformulating the speaker's contribution (1.1). This was used more frequently in the task activities than in the discussion activity. The following example is typical of how students carried out reformulations to indicate understanding.

T - no I think the bus will collect you your own bus

B₁- oh my own car
 ((smiling))

T - yeah er:m

B₁- oh the car should be here it is my own

T - right

Instructor - B₁ : Task 1

4.3.2. Category 2 - Strategies Used to Indicate Problems of Understanding

The strategies students used to indicate problems of understanding in the task activities were different from

those used in the discussion activity. The most frequently used strategy in this category was specific request for confirmation (2.2.1) - with $\bar{x} = 13.5$, 8.83, and 0.83 for Task 1, Task 2 and the discussion, respectively. The following extract illustrates how this strategy was used:

T - then we go along Palace Road..
B₁- long Palace Road .. I have to make ..
T - is that going along Palace Road?
B₁- long Palace Road
T - along along
B₁- along
T - yea go along Palace Road
B₁- a:long
T - along yeah

Instructor - B₁ : Task 1

In the above extract the student expected the instructor to say 'yes' or 'no' i.e. to confirm or disconfirm. This strategy is considered effective in that it does not require the speaker to repeat the whole utterance but only the problem area. Although the strategy was used 134 times in Tasks 1 and 2, it was used only five times in the discussion activity : one student used it twice, three students used it once only, and two students did not use it at all.

The next most frequently used strategy in category 2 was potential request for confirmation or hypothesis-type check

(2.2.2) - with $\bar{x} = 7.3$ and 8.0 for Tasks 1 and 2 , respectively, and 1.83 for the discussion. This strategy may also be considered efficient in that the listener provides a hypothesis concerning his/her current state of understanding and makes the sequence shorter (Rost, 1990:14). As can be seen from the mean, this strategy was used much less frequently in the discussion activity.

Another strategy that was used relatively frequently by the students to indicate problems of understanding was minimal query (2.1.2) - with $\bar{x} = 4.3$ and 3.83 for Tasks 1 and 2, respectively and 0.33 for the discussion. This strategy is considered inefficient, albeit better than continuing with a problem of understanding, in that it makes the sequence of interaction longer which might introduce potential for new problems of understanding. Comparing minimal query (2.1.2) and potential request for confirmation (2.2.2) may make this point clear. The following extract from the data illustrates the use of minimal query:

T - now then you go up to the top half of the circle
... and you've got to draw a line from the centre
... at an angle and the line should end up about
a third of the way up.. between the side of the
circle and the top of the circle...

T₂ - would you repeat please?

T - uhhm...er::m you've got to... you've got
to draw a line from the centre ... at an
angle.. and the line should end up about

a third of the way up between the side of
the circle and the top of the circle.....

T₂ - would you please repeat it once?

T - okay... then you go up to the top half

Instructor - T₂: Task 2

compare this with a second extract:

T - er::m..right then the next thing is to
draw another line from the circle

M₂ - centre of the circle?

T - yeap er: this time you draw it up at an angle
to the other side ... about half way between
the side of the circle and the top...

M₂ - half way between the side of the circle
[
((frowns))

T - yeah so that

Instructor - M₂: Task 2

A study of the two extracts shows that the listener in the first extract (T₂) employed 'minimal query' which not only slowed down the interaction but also caused some frustration to the speaker. In the second extract, however, the listener (M₂) provided a hypothesis-type check (and specific request for confirmation) and that made the task of the speaker easier and saved time as well.

One of the most frequently used strategies to indicate problems of understanding in the discussion activity was specific request for elaboration (2.1.4) with $\bar{x} = 3.5$. This strategy was used less frequently when compared to other strategies in the same category in Tasks 1 and 2.

4.3.3. Other Categories

There were no strategies identified in the task activities that indicated any desire on the part of the listener to take a new role or change the discourse type (Category 3) - for reasons already mentioned under 4.3. In the discussion activity, on the other hand, while the frequencies of topic switching (3.2) and overriding (3.3) were very insignificant, shifting role (3.1) was used with a mean average of 2.67, and relatively more frequently. These strategies are transitional, since once a listener has changed the topic or his/her role the next turn will be counted for the new role the listener is playing as primary contributor or speaker.

The frequency of turns taken in the discussion by students to maintain the role of primary contributor or speaker (Category 4) ranged from a minimum of 4 (by B₂) to a maximum of 30 (by T₁). The mean average for the six students was 16.17. No turn, from Category 4, was identified in the task activities. This is not surprising as the purpose of the task was to get students to negotiate

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problem points of potential misunderstanding rather than possible opportunity for free exchange of idea.

4.3.4. Relative Risk Adoption

Listeners, in any segment of collaborative discourse, may adopt high-risk, low-risk, or flexible-risk strategies. Listeners who adopt high-risk strategies assume that the new information needs no change or minimal change from current knowledge. In other words, they are less likely to negotiate with the speaker by querying discrepancies or uncertainties. On the other hand, listeners who adopt low-risk strategies want to be assured that their current understanding is as close as possible to the speaker's intended meaning or to a targeted understanding. Below are given some examples of both high and low-risk-strategy use by the students, from the data:

The following extract shows high-risk adoption

T - so we come out of the palace

T₂- uhm

T - we come out of the palace right? and we go down the road and we go to visit the National Monument.

T₂- okay

T - alright?

T₂- okay

T - we have about 20 minutes for photographs and the bus takes us on down that road... and first left to the market

T₂- ahaokay

Instructor - T₂ : Task 1

The extract shows that T₂ assumed that the information she had was consistent with what the speaker (T) was saying. But as can be seen from the student's performance (see the task sheet of T₂ - Task 1, Appendix 3) , the student took the Museum for the National Monument. The result of which was confusion in the completion of the task. This student was definitely adopting a high-risk strategy.

For comparison, a different degree of risk adoption employed by another student is given below:

T - now okay right we have about an hour's tour at
the mill

B₁- at the factory?

T - yeah

B₁- and at meal

T - at mill

B₁ okay.. we have had a lunch or what?

T - no no we just go round and look at the mill

B₁- oh yeah

[
((moves head up and down))

T - right.. and then the bus will come to us

B₁- is it the grinding factory

T - textile

Instructor - B₁ : Task 1

The above extract clearly shows that the listener was adopting a low-risk strategy. This student was one of the most successful students as far as the task performance was concerned, though a bottom-ranking student according to his CGPA academic performance. The maximum number of turns was recorded by this same student. Here it is worth noting that, in Rost's view, though low-risk strategy is often valuable to successfully accomplish a task, it is often unnecessary to maintain a low-risk strategy throughout the interaction for it slows down the discourse and assumes occasionally absurd dimensions (Rost, 1990:229). It is also worth noting that the two tasks encouraged the students to use low-risk strategies while the discussion did less so.

Students (listeners) who do not treat all listening tasks with same risk orientation - 'high' or 'low' risk- but adopt them with flexible orientation, depending on purpose and need are considered competent listeners. From the data it was seen that one student (T_1) was consistently adopting flexible risk strategies - asking for clarification or confirmation when necessary and indicating understanding when there were no problems of understanding. Thus this student (T_1) did not take so many turns as the low-risk taker (B_1) did nor as few turns as the high-risk taker (T_2) did, and yet this student (T_1) was the most successful listener of all.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This study attempted to investigate the types and frequencies of observable listener strategies of 6 AAU students used to indicate understanding or attention, and problems of understanding. To achieve this purpose, the interactions between two instructors, native speakers of English, and six students were taped, transcribed and analysed. Each of the students was recorded while carrying out three activities (two tasks and one discussion). A model of analysis, that modified aspects of observable listener strategies in collaborative discourse identified by different writers, was developed in order to classify, analyse and discuss the different strategies used by the students.

There were four basic questions that were set to guide the researcher achieve the main purpose of the study. These were:

- (a) How do the subjects indicate understanding or attention to the speaker
- (b) What strategies do they use to change instances of non-understanding and misunderstanding into acceptable understanding?
- (c) How do they indicate desire to shift role or change topic and maintain it?
- (d) What are the pedagogical implications that may be drawn as far as the development of interactive listening strategies are concerned?

The following conclusions and recommendations were, thus, made based on the analysis of the three activities and the results or outcomes of the task performances that were directed at answering the above questions.

5.1. Conclusions

5.1.1. The results of this study indicate that the strategy most frequently used to demonstrate attention, approval and understanding (both in the tasks and in the discussion) was 'listening response or backchannelling'. Students used three of the channels for this purpose: verbal, semiverbal and nonverbal.

Another strategy that students used to demonstrate understanding was 'summarrizing or reformulating what the speakers said.' This strategy was, however, used much less frequently. On rare occasions students also indicated understanding by 'prompting'.

5.1.2. Students used observable listener strategies to indicate problems of understanding much more frequently in the task activities than in the discussion session. In the task activities, the strategies most frequently used to indicate problems of understanding were (in descending order of frequency): specific request for confirmation, potential request for confirmation, and minimal query. While the first two are considered effective strategies (Rost, 1990:114,157),

'minimal query' is generally considered ineffective, especially it if/is used frequently in discourse, as some of the subjects did. This strategy is considered ineffective for it makes the sequence of interaction unnecessarily longer and this may introduce potential for new problems.

5.1.3. As may be expected, students showed virtually no desire to shift their role or to change the topic and maintain it as far as the task activities were concerned. On the other hand, students sometimes shifted their role or switched the topic in the discussion activity. There were no instances of 'overriding.' Once students had shifted their role or switched the topic of discussion they sometimes maintained the role of a speaker for a number of turns. It was found out that the top-ranking students took more turns to maintain the role of a speaker than did the middle-ranking or bottom-ranking students.

5.1.4. The results of the study also show that those students who used strategies most successfully to accomplish the tasks were not exclusively top-ranking (according to CGPA) and similarly those who used strategies least successfully to accomplish the tasks were not necessarily bottom-ranking. One of the top-ranking students (T_1) was the most successful as far as the task performance was concerned. The next most successful student, in the task performance, was a bottom-ranking student (B_1). The least successful student in one of the tasks (Task 1) was a top-ranking student (T_2), and in Task 2 it was a bottom-ranking student (B_2).

5.1.5. The most successful students, as far as completing the tasks was concerned, were generally those who used listener strategies more frequently than the less successful ones, especially in Task 1. In Task 2, however, there was only one inconsistency: T₂ with a fewer number of strategy uses than M₂ performed better than him. This particular instance conflicts with Abraham and Vann's (1987) findings which reported that the successful student used strategies more frequently than the less successful language learner. of course it is possible that the student concerned was employing strategies that were not observable such as deduction, inferencing, prediction, etc. Generally speaking, however, it is possible to conclude from the two tasks that the more successful students were those who used listener strategies more frequently or those who were more interactive.

5.1.6. The findings of the study further revealed that the more successful students (in terms of success in carrying out the tasks) were, generally speaking, those who used a greater variety of strategies. In this regard the current finding concurs with the findings of Abraham and Vann (1987) who reported that the successful student used several more strategies than the successful language learner.

5.1.7. The particular type of task used in this research, involving negotiating problem points by asking clarification, confirmation etc., encouraged the use of low-risk strategies whereas the discussions did less so. The results of the

research make clear that students performed less successfully in the tasks when they adopted high-risk strategies. When students adopted low-risk strategies, they performed more successfully. Adoption of either high or low-risk strategies throughout a discourse is said to be disadvantageous (Rost, 1990:157). High-risk strategies are not always helpful since a listener may not always deduce the right information without repair and low-risk strategies, if adopted frequently, may slow down the pace of the discourse. The goal (what competent listeners do) is adopting flexible orientation based on the purpose at hand.

5.2. Recommendations

Based on the findings the following recommendations, regarding the development of listener strategies in collaborative discourse of AAU students, are made.

5.2.1. The teaching of listening should be directed not only at getting students to listen and answer comprehension questions (if at all this is done) but also at developing reciprocal skills by providing them with the chance to negotiate with other participants. In other words students should be given the opportunity to absorb/interpret the speech of others and produce their own and to learn these two activities together in the language classroom.

.../

5.2.2. Students should be made aware through learner-training that there is a variety of strategies that can be used to indicate understanding and problems of understanding. In particular, they should be made aware that certain strategies are more effective than others. Thus students may be made aware that using 'global query' or 'metalinguistic query' and 'minimal query' may be better than continuing with a problem but are likely to be less effective than strategies such as specific request for repetition, specific request for elaboration, specific request ^{for} confirmation, or hypothesis-type check for solving problems of understanding.

5.2.3. Students should be made aware of the relative risk-strategies they are adopting while they are taking part in collaborative discourse. In addition they should be made aware that the goal of training in listening strategies in collaborative discourse is to adopt a flexible risk-strategy appropriate to the needs of discourse.

5.2.4. Students should be provided with a wide range of different kinds of activities, in order to provide practise in sufficient situations to enable them to develop confidence in using a wide variety of strategies.

5.2.5. The above point also has implication for materials writers. If materials are to be designed in order to help students acquire effective communication strategies then a wide variety of listening activities should be included.

Teaching materials should concentrate not only on helping students cope with transactional listening but also on providing students with features of collaborative discourse.

5.2.6. Finally, further research into the kinds of interactive listener strategies AAU students use needs to be carried out on a wider scale, including an assessment of those strategies that may not be observable in actual performance.

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APPENDICES

N.B. About the transcriptions

The complete transcript of the interactions is not included in this volume. There are however extracts from each of the activities for each participant. In addition, one complete transcription is provided for each activity (map-task, pie chart-task, and discussion). For sample of the complete transcriptions see the interactions between:

- a) Instructor - T_1 for Task 1
- b) Instructor - B_1 for Task 2
- c) Instructor - M_1 for Discussion

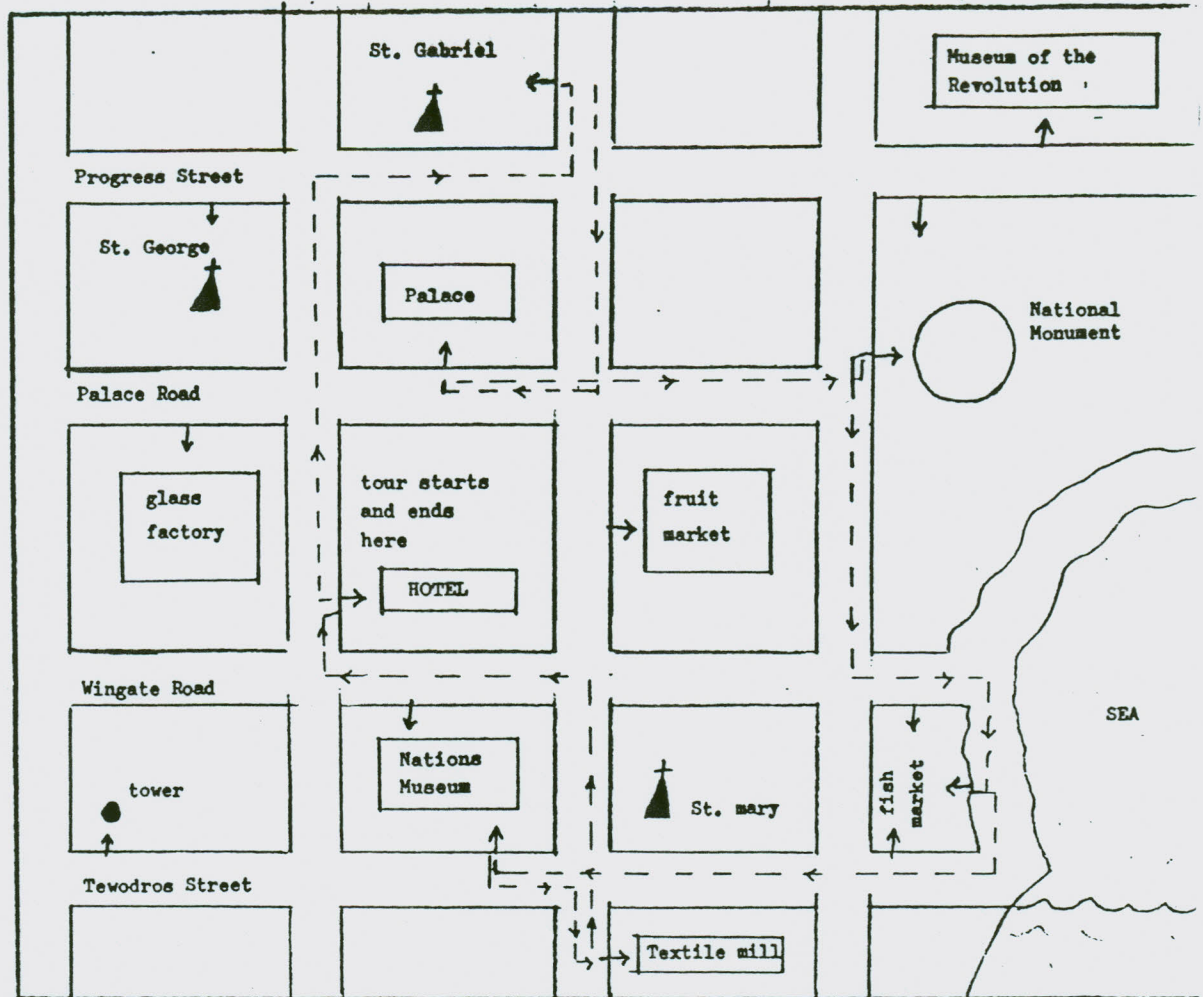
The complete transcription (for each activity and for each participant) is presented in another volume.

Appendix A.

Task 1

Instructions

"right + the tour starts off from the hotel + and we go up as far as Progress Street + we turn into Progress Street + and then we take the first left and that's the first stop + St. Gabriel's Church (pause) we have about half an hour or so at the Church + then we leave for the Palace + that's down to Palace Road and then along (pause) after that we come out of the palace and go down the road + we go to visit the National Monument (pause) right + about twenty minutes there for photographs + then the bus takes us on down that road and first left to the market + and we go into the market from round the back + that's the beach side (pause) you'll have time to do some shopping + then back to the bus and we go along Tewodros Street + and the next place we visit is the Nations Museum + you'll have plenty of time for a good look round and I'll be doing a guided walk for those who want it (pause) and then the last stop on the tour is the textile mill + that's along Tewodros Street and turn right (pause) we have about an hour's tour at the mill + then the bus brings us back to the hotel + left into Wingate Road + round the corner + and we're back at the hotel (pause) and that's the city tour complete"



Guidelines for speaker

The intended problem points in the script are given below - they are underlined

We turn into Progress Street - turn right into Progress Street

St. Gabriel - NB not St. George

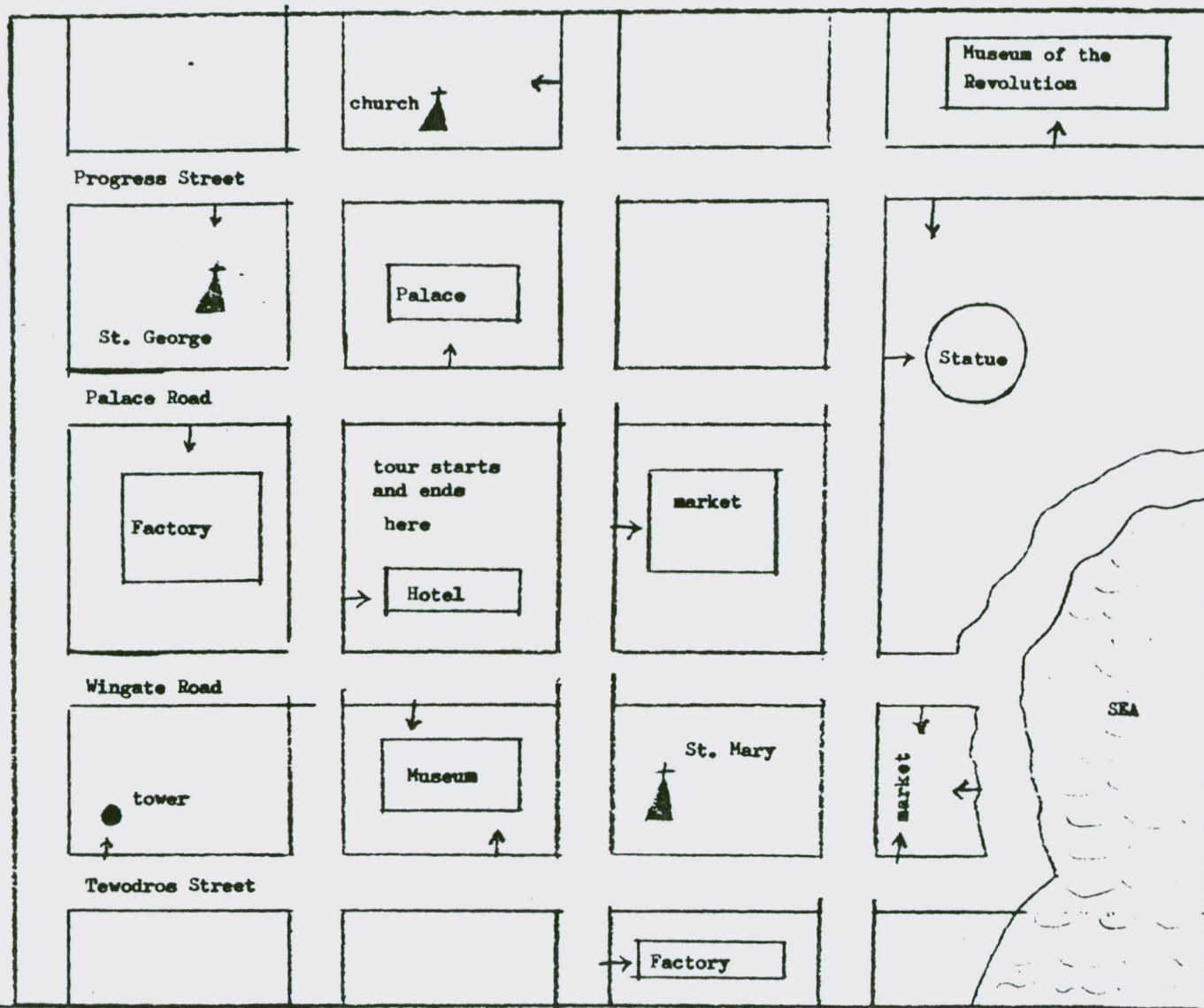
the National Monument - Statue on Hearer's map

the market - the one the speaker means is the fish market

the Nations Museum - museum on Hearer's map. Between Tewodros Street and Wingate Road

the silk mill - factory at the bottom of the Hearer's map

Task 1
Genet City Tour
Hearer's map



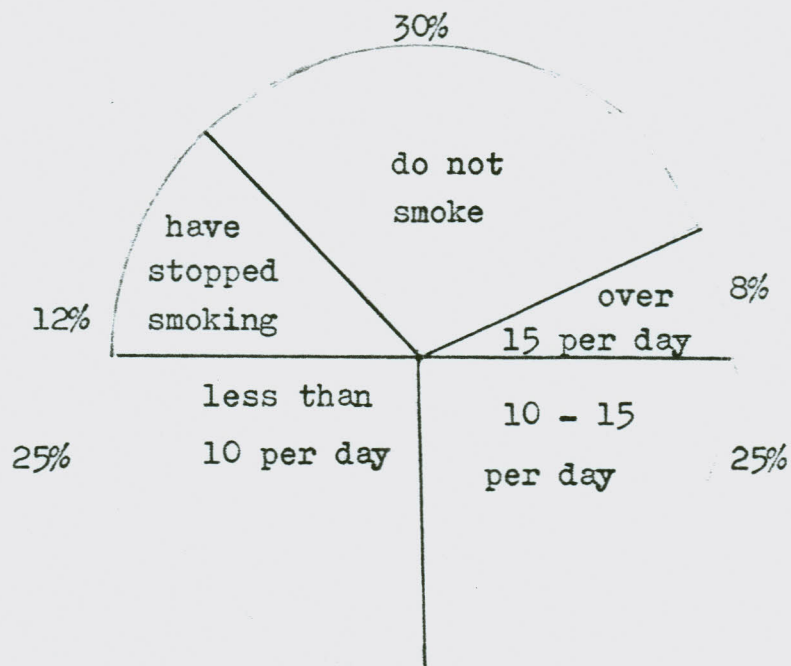
Appendix B. Task 2
Instructions

right diagram two + diagram two is about the number of cigarettes that adults (only men) in Dire Dawa smoke a day so what you should have, to start with, is a circle with a line across the middle (pause) and the first thing you should do is to draw a line from the centre of the circle down to the bottom (pause) so now you've got two quarters at the bottom of the circle and outside them you put "25%" (pause) um then you go up to the top half of the circle you've got to draw a line from the centre at an angle and the line should go + should + the line should end up about a third of the way up between the side of the circle and the top of the circle (pause) right then the next thing + um + is to draw another line + again from the centre + and this time you draw it up at an angle to the other side about half-way between the side of the circle and the top (pause) ok so now you've er you've er you've got the top half of the circle divided into three slices + that + you've got a big one a medium one and a small one and outside those you put "8%" "12%" and "30%" (pause) right inside the circle + inside the slices + you've now got to write in what each of them er represents (pause) so inside the two at the bottom + in one of them you put "less than 10 per day" and in the other you put "10-15 per day"(pause) then up at the top again in the 12% one you put "have stopped smoking" and in the other two you put "do not smoke" and "over 15 per day" (pause) right and then you're finished .

TASK 2

Speaker's diagram

Cigarette consumption by adults (men only)
in Dire Dawa.



Speaker's version

Guidelines for speaker

The intended problem points in the script are given below - they are underlined

a circle with a line across the middle - students need to draw bottom half of the circle

outside them - it doesn't matter which is which, because they are both 25%

from the centre at an angle - to the right

the side of the circle - the right-hand side

to the other side - to the left

outside those - 8% should go outside the small slice, 12% outside the medium slice, 30% outside the large one

in one of them - it doesn't matter which

in the other two - "do not smoke" goes in the 30% slice;

"over 15 per day" goes in the 8% slice

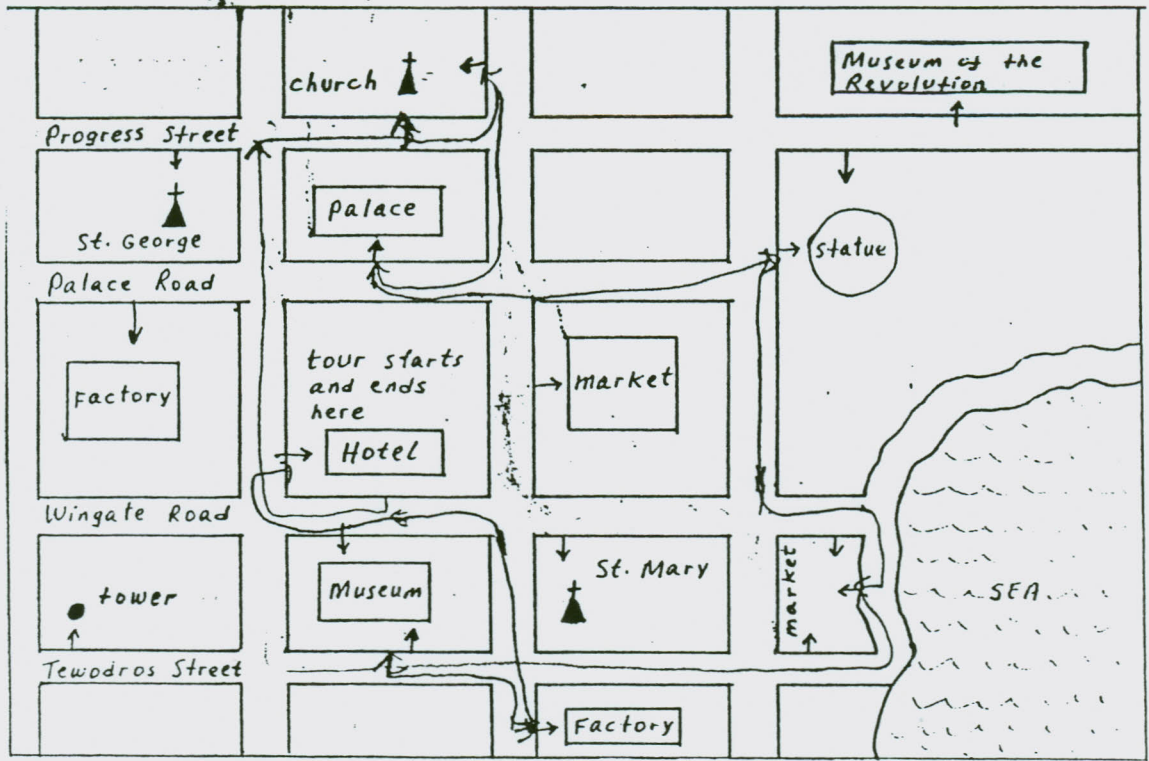
TASK 2

Hearer's Version*

Cigarette Consumption by adults (men only) in DireDawa

* ~~When~~ ~~problems~~ arise, you are free to stop and question the speaker - asking for clarification.

Genet city tour
Hearer's map *

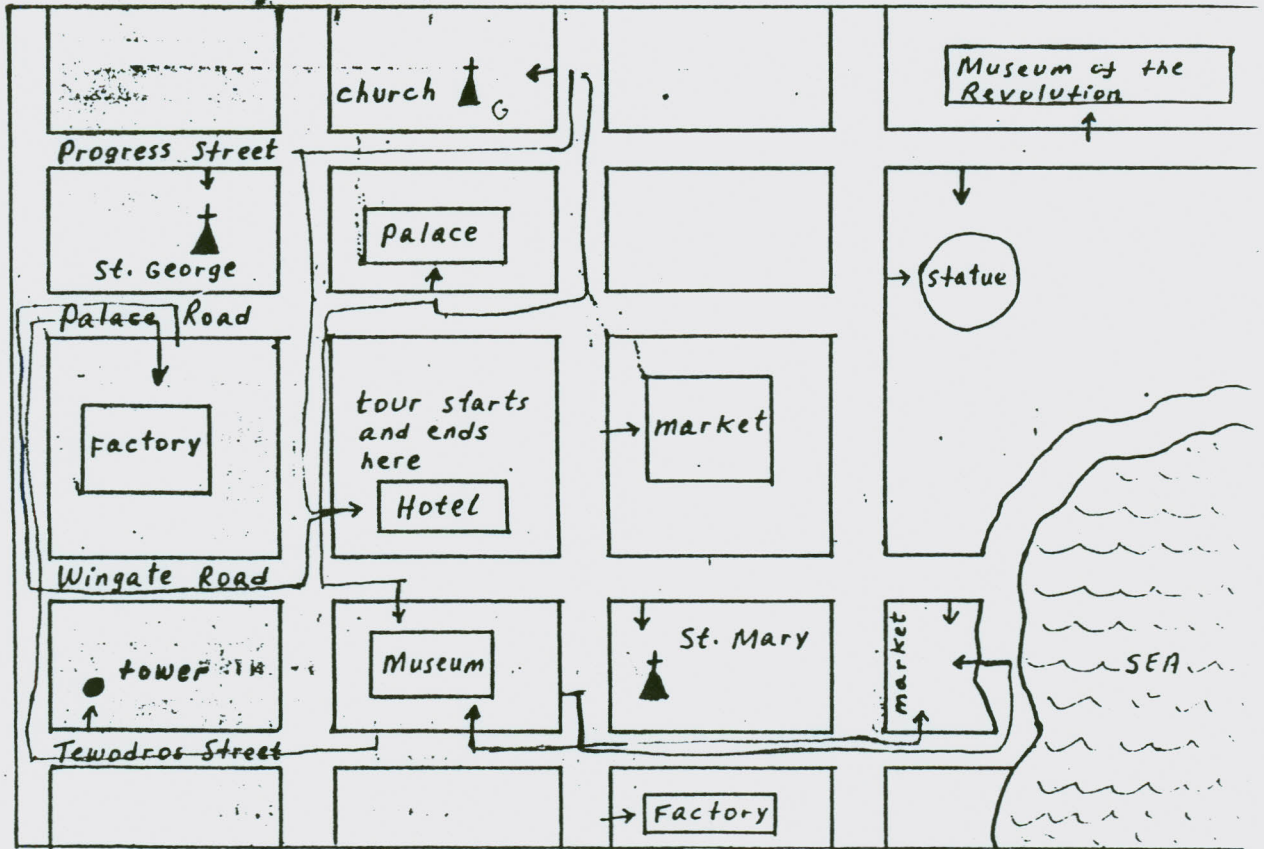


When problems arise, you are free to stop and question the speaker - asking for clarification

T₂

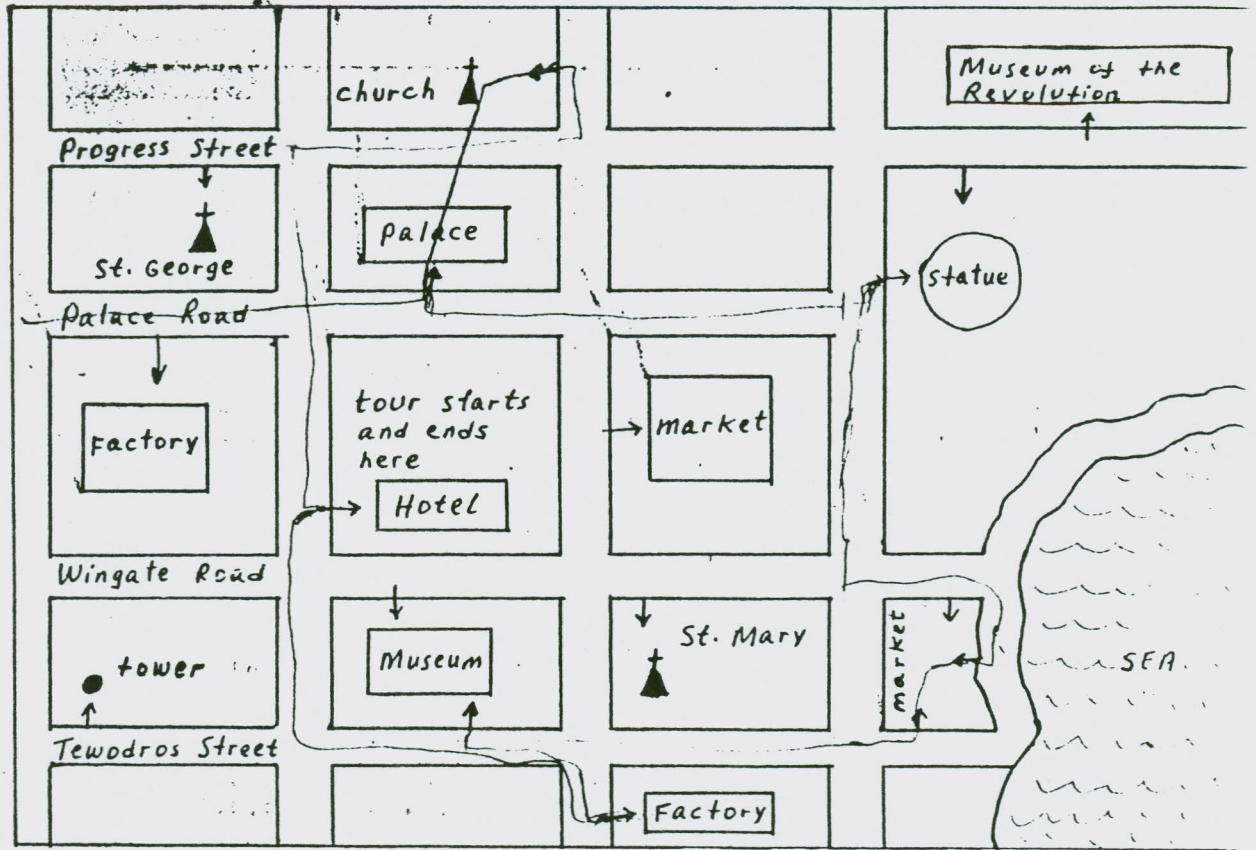
1

Genet city Tour
Hearer's map *



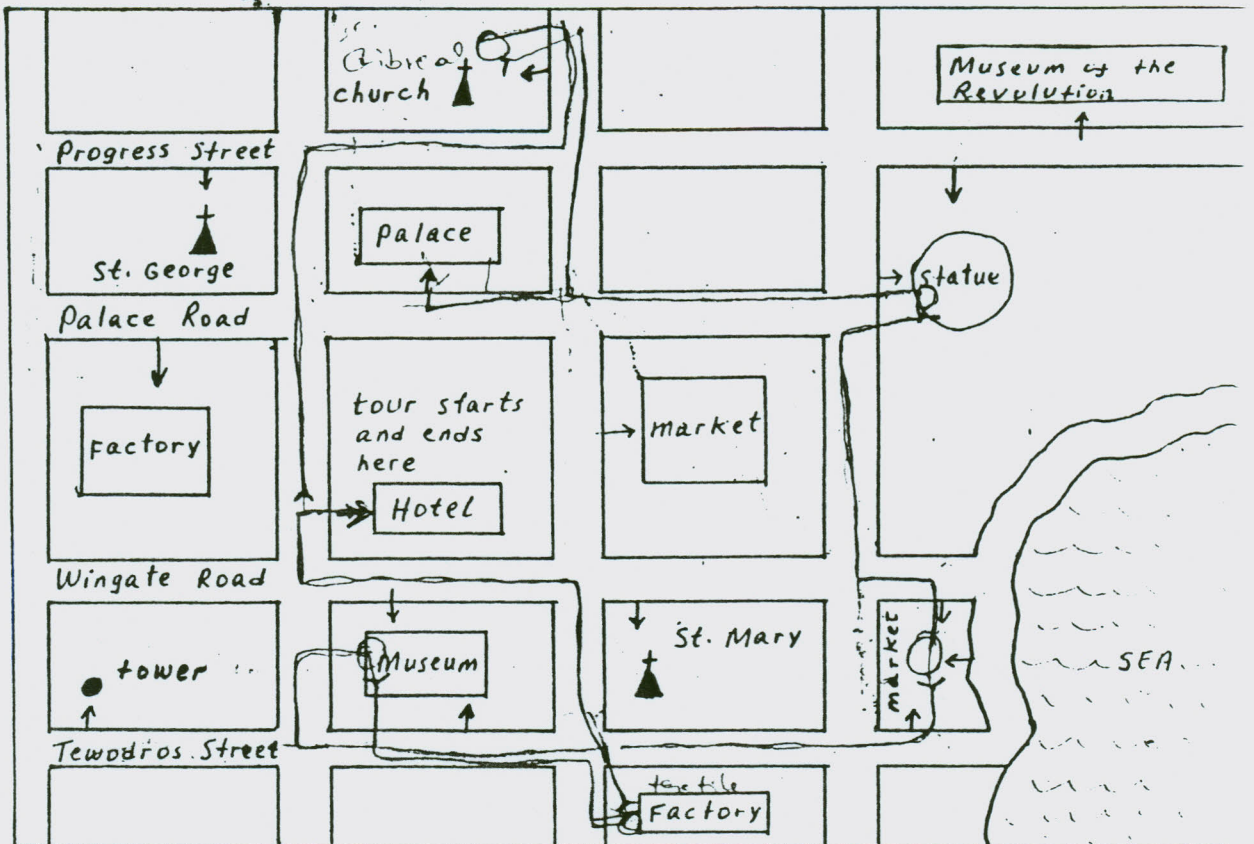
*
When problems arise, you are free to stop and
question the speaker - asking for clarification

Genet city Tour
Hearer's map *



*
When problems arise, you are free to stop and question the speaker - asking for clarification

Genet city Tour
Hearer's map *

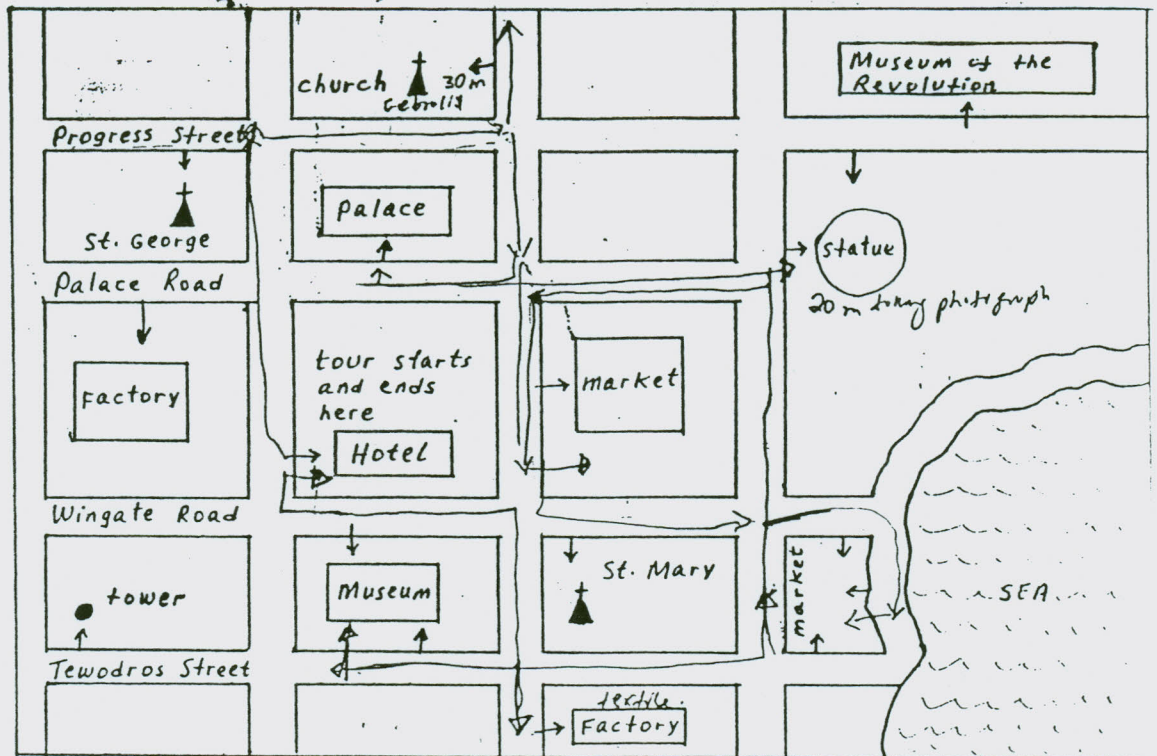


*
When problems arise, you are free to stop and question the speaker - asking for clarification

B₁

K 1

Genet city tour
Heater's map *



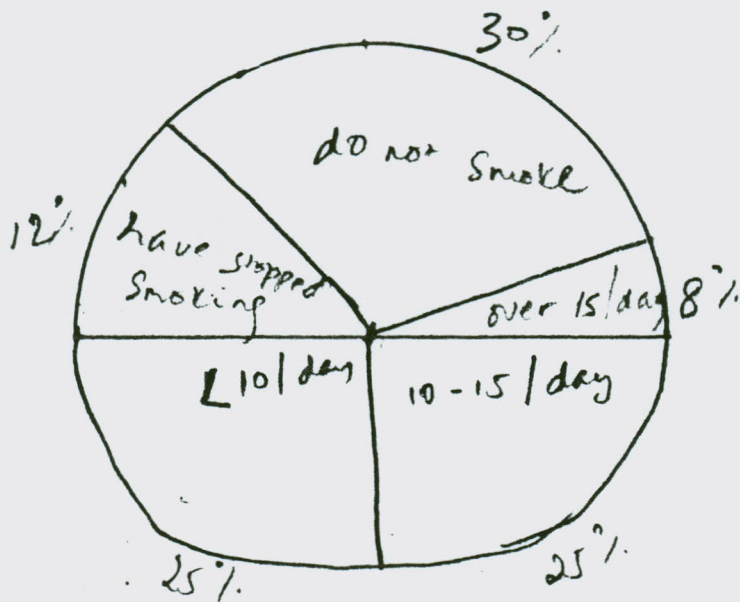
*
When problems arise, you are free to stop and question the speaker - asking for clarification

TASK 2

T₁

Hearer's Version *
- 124 - *

Cigarette Consumption by adults (men only) in Dire Dawa



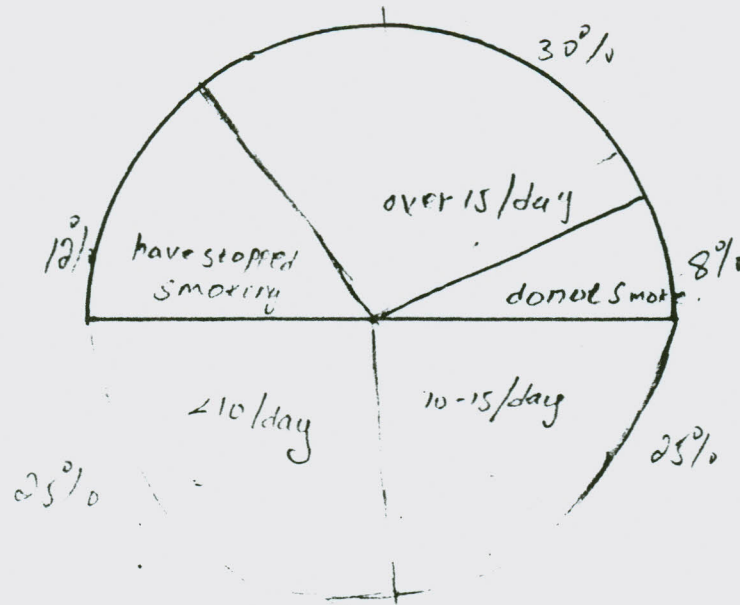
* When problems arise, you are free to stop and question the speaker - asking for clarification.

T2 TASK 2

- 125 -

Hearer's Version *

Cigarette Consumption by adults (men only) in Dire Dawa

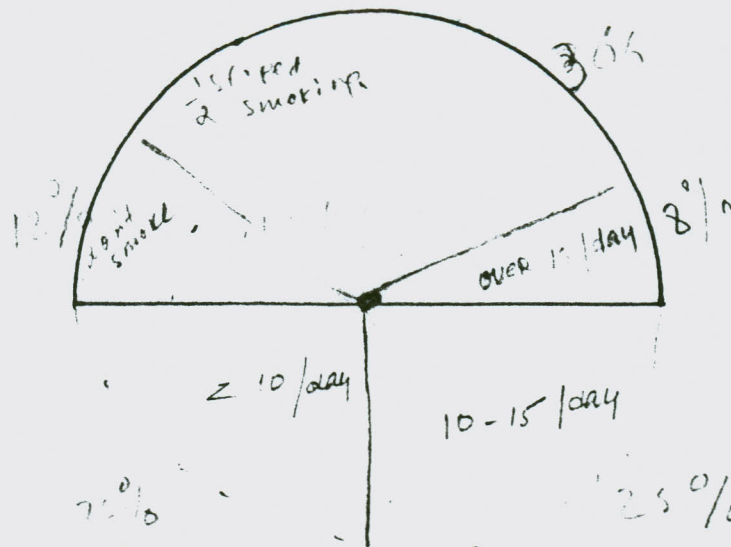


* When problems arise, you are free to stop and question the speaker - asking for clarification.

TASK 2 M1
- 25 -

Hearer's Version *

Cigarette Consumption by adults (men only) in Dire Dawa



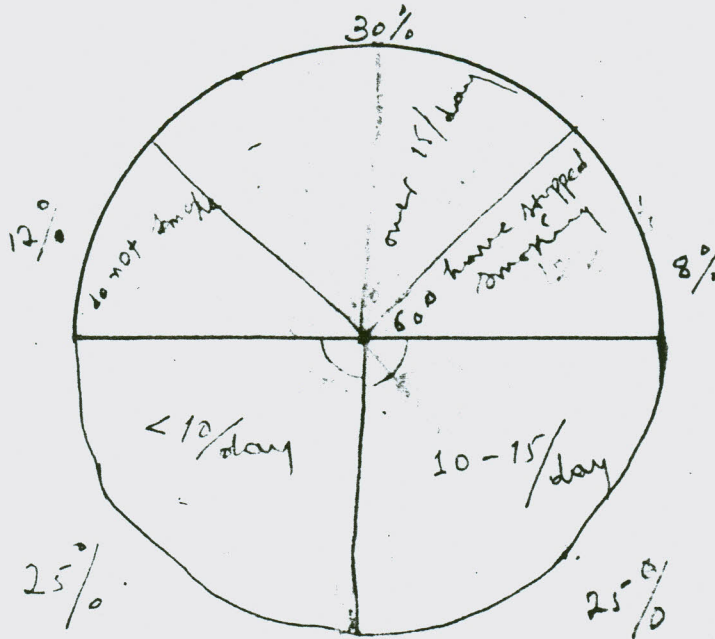
* When problems arise, you are free to stop and question the speaker - asking for clarification.

TASK 2 M2

- 127 -

Hearer's Version *

Cigarette Consumption by adults (men only) in Dire Dawa



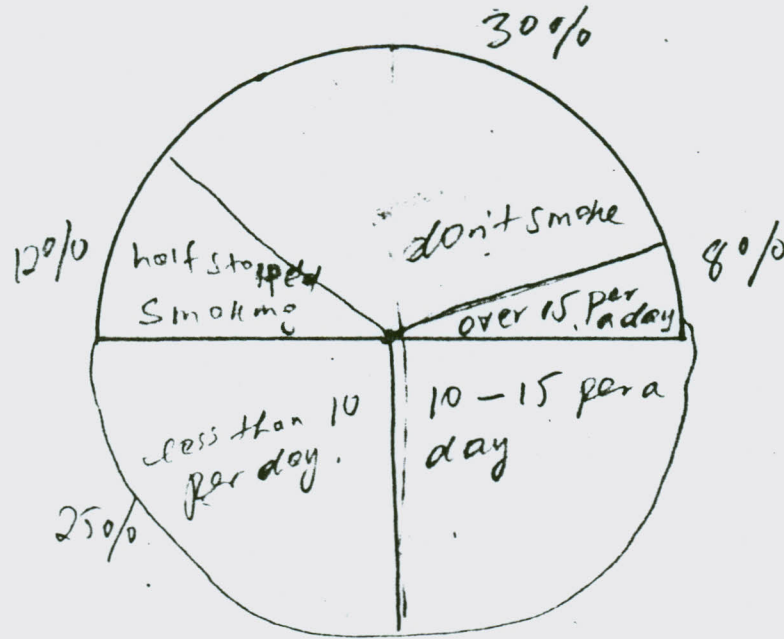
* When problems arise, you are free to stop and question the speaker - asking for clarification.

TASK 2 B1

- 128 -

Hearer's Version *

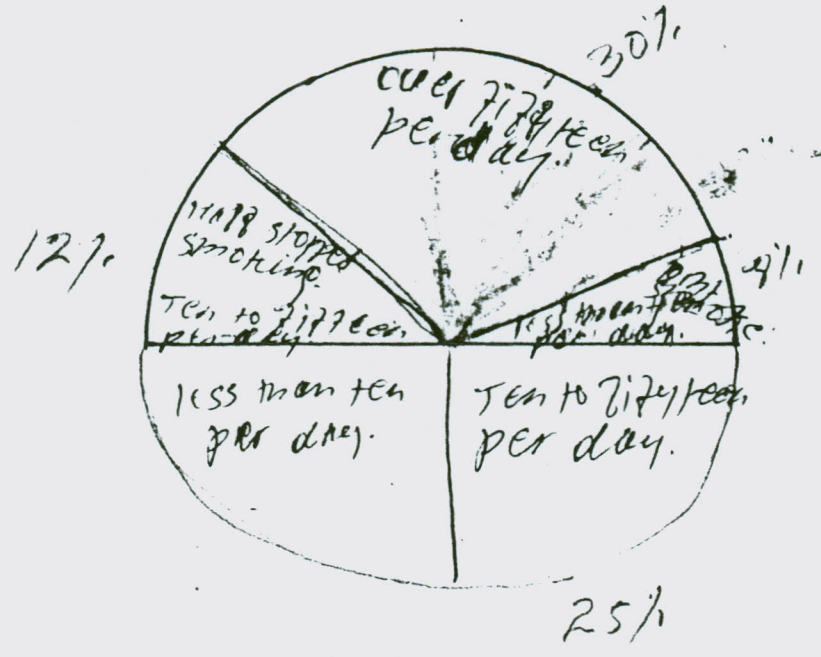
Cigarette Consumption by adults (men only) in Dire Dawa



* When problems arise, you are free to stop and question the speaker - asking for clarification.

Hearer's Version *

Cigarette Consumption by adults (men only) in Dire Dawa



* When problems arise, you are free to stop and question the speaker - asking for clarification.

Appendix IV

Extracts from the Interactions between Instructors and Students

NB - See chapter 1 for symbols used in the transcription

- Capitals are used only for proper names, not to indicate beginnings of sentences

T₁ = TASK 1 - MAP TASK

Sub-categories	No. of turn	Text
1.2	1	T. so it is the tour of Genet City okay?
1.2	2	T ₁ . ((moves head up and down -nods))
	3	T. right .. the tour starts from the hotel ,,,,
1.2	4	T ₁ . ((nods))
	5	T. and we go up as far as Progress Street
1.2	6	T ₁ . ((nods))
	7	T. ... and then we take the first left and that's the first stop .. St. Gabriel's Church
1.2	8	T ₁ . Okay [((nods)) is
	9	T. going to mark/it alright?
2.1.1	10	T ₁ . yeah you haven't given me instructions I mean ...
	11	T. well you're going to mark the route map okey?
1.2	12	T ₁ . Okay
	13	T. so let's start again
1.5	14	T ₁ . again alright
	15	T. the tour starts off from the hotel ... okay?
2.2.1	16	T ₁ . from the hotel
	17	T. um-hmm
1.1	18	T ₁ . okay ... from the hotel
	19.	T. the tour strats off from the hotel
1.2	20	T ₁ . okay
	21	T. and we go from the hotel up as far as progress street

.../

sub-categories	No. of turn		Text
1.5	50	T ₁	following the street
	51	T	uhhm
1.2	52	T ₁	okay
	53	T	and then along ... to the Palace ,,,,
2.2.2	54	T ₁	so I have to turn left and then go in
	55	T	okay
1.2	56	T ₁	uhhm
	57	T	after that we come out of the palace
1.2	58	T ₁	uhm
	59	T	and we go down the road .. and we go to visit the National Movment ...
2.2.1	60	T ₁	is it in .. museum?
	61	T	umm?
2.2.1	62	T ₁	monument?
	63	T	National monument
2.1.4	64	T ₁	there's a museum here
	65	T	uhhm
2.1.4	66	T ₁	factory ... okay
	67	T	yeah it's marked the statue in your map
1.2	68	T ₁	yeah yeah
	69	T	that's right
2.1.4	70	T ₁	so which road am I going to follow?
	71	T	well you come out of the Palace
1.2	72	T ₁	okay

- 73 T. you go down the road
- 2.1.3 74 T₁ down the road into okay
- 75 T. down the road to the National
monument .. to the status ... right
so we have about twenty minutes there
for photographs ..
- 1.2 76. T₁. okay
77. T. and then the bus takes us down that
road and first on the left okay? to the
market ... first on the left to the
market er::: and we go into the market
from round the back .. that's on the
beach side
- 1.1 78. T₁. so it has to be this way if it is left
- 79 T. aha
- 1.1 80 T₁. I I thought because I have two
markets
- 81 T. right ::
- 1.1 82 T₁. when you said beach I got the
83 information therefore I have to get
back
- 83 T. okay so the the the market I'm talking
about is the fish market
- 1.1 84 T₁. okey so it has to be around
- 85 T. uahm
- 2.1.3 86 T₁. you said you want you went along the
- 87 T. so the bus takes us down the road
right and then first left
- 2.2.1 88 T₁. first left
- 89 T. the bus goes left
- 2.2.1 90 T₁. the bus goes left
- 91 T. eh eh left

.../

1.5 92 T₁. left the market place
93 T. the bus goes left
2.2.2 94 T₁. you mean this way?
95 T. uhhm
1.1 96 T₁. for me it's right
97 T. but for the bus it's left
1.2 98 T₁. uhm right okay
 [((laugh))
99 T. okay er::m and then me go into the
 market round the back
2.2.1 100 T₁. this has to be left
101 T. uhhm okay?
1.3 102 T₁. okay
103 T. er :: that's the beach the beach side okay?
1.2 104. T₁. umm
105 T. right you have some time to do some
 shopping
1.2 106 T₁. okay
107 T. and then we go back to the bus
1.2 108 T₁. uhhm
109 [((nods))
109 T. and we go along Tewodros Street ...
2.2.1/2 110 T₁. Tewodros Street ... uhhm
111 T. and the next place we are going to
 visit is the Nations Museum .. and you'll
 have plenty of time for a good look
 round there and I'll be doing a guided
 walk for those people who want it ..
 the Nations Museum
1.2 112 T₁. alright
113 T. okay? ... and then the last stop on the
 tour is the textile mill ... the textile mill
 and that's along Tewodros Street again

.../

1.2 114 T₁. okay
115 T. and turn right
2.2.1/1.2 116 T₁. turn right .. uhm
117 T. along Tewodros Street and turn right
1.2 118 T₁. okay ..
119 T. where is the factory? ...
2.1.4 120 T₁. I have got two factories
121 T. ahah .. well the textile mill is the
factory at the bottom of your map ..
2.1.3 122 T₁. so we got out of the museum and then ...
123 T. ~~uhhm~~
2.2.2 124 T₁. and then we turned left? right?
125 T. well you come out of the museum
1.2 126 T₁. hmm
127 T. er:m and then you go along Tewodros
Street
1.2 128 T₁ okay
129 T. alright .. and then you turn right ..
1.2 130 T₁ uhm
131 T. and that's that's the textile mill
1.5 132 T₁. end
133 T. yeah and we have about one hour's
tour at the mill
1.2 134 T₁. okay ...
135 T. er::m
2.2.1 136 T₁. mill ?
137 T. the textile mill is the factory
1.2 138 T₁. okay
139 T. okay? yeah?
1.5 140 T₁. and then
141 T. and then the bus brings us back to
the hotel so we go left into Wingate Road

.../

T₂: TASK 1 - MAP TASK

sub category	No. turn	Text
	1	T. right the tour starts off from the hotel
1.2	2	T ₂ . ((moves head up and down - nods))
	3	T. ... and we go up as far as Progress Street .. We turn into Progress Street and then we take the first left .. and that's the first stop and that's called St Gabriel's Church
2.2.1	4	T ₂ . St Gabriel's Church?
	5	T. yeah er .. let me tell you again we are start off from the hotel
1.2	6	T ₂ . uhm
	7	T. and we go up as far as Progress Street right?
1.2	8	T ₂ . okay ..
	9	T. and then we turn right into Progress Street ..
1.2	10	T ₂ . aha alright
	11	T. okay we turn right into Progress Street then we take the first left
1.2	12	T ₂ . okay
	13	T. first left okay? and that's the first stop that's St Gabriel's Church
1.2	14	T ₂ . aha ..
	15	T. okay ? now we have about half an hour or so at the church then we leave for the palace .. that's down to Palace Road .. down to Palace Road .. and then along
1.2	16	T ₂ . aha alright
	17	T. okay? .. right so after that we come out of the palace
1.2	18	T ₂ . aha okay

.../

- 19 T. we come out of the palace and we go
down the road we go to visit the
National Moument ..
- 2.1.2 20 T₂. would you please repeat ?
- 21 T. yeah we go er we go down we go down
the road and we go to visit the
National monument
right about 20 minutes there for
photographs and then the bus takes
us on down that road .. and first left
to the market and we go
into the market from round the back
that's the side nearest the beach
- 2.1.2 22 T₂. would you repeat it ?
- 23 T. okay let me go back a little bit right?
- 1.2 24 T₂. okay
- 25 T. so we come out of the palace
- 1.2 26 T₂. uhm
- 27 T. we come out of the palace right and we
go down the road and we go to visit
the National Monument
- 1.2 28 T₂. okay
- 29 T. alright?
- 1.2 30 T₂. okay
- 31 T. we have about 20 minutes there for
photographs and the bus takes us on
down that road .. and first left to
the market er we go into the market
from round the back .. and that's the
beach side
- 1.2 32 T₂. aha okay ...

.../

M₁ : TASK 1 - MAP TASK

sub category	No. of turn	Text
	1	T. right the tour starts off from the hotel .. and we go up as far as Progress Street and then we turn in to Progress Street and .. then we take the first left .. and that's the first stop .. it's called St. Gabriel's Church ...
2.2.1	2	M ₁ . stops in St. Gabriel's ?
	3	T. yeah St. Gab. it's St. Gabriel not St. George's Church
2.2.1	4	M ₁ . St. Gabriel ...
	5	T. the church
2.1.2	6	M ₁ . would you please repeat?
	7	T. right the tour starts off from the hotel
1.2	8	M ₁ . uhm
	9	T. and then we turn right into Progress Street
1.1	10	M ₁ . we go this way L ((points with his finger))
	11	T. yeah
1.2	12	M ₁ . okay
	13	T. and then we take the first left and that's the first stop that's St. Gabriel's Church okay?
1.2	14	M ₁ . umm
	15	T. and then we're going to leave for the palace ...
2.2.1	16	M ₁ . for the palace

.../

17 T. um-hmm

1.2 18 M₁. uhm

19 T. so that's down to Palace Road .. and
then along

2.1.2 20 M₁. umm?
L((leaning forward))

21 T. that's we come out of the church

1.2 22 M₁. uhm

23 T. and then we go down to Palace

1.5 24 M₁. Road

25 T. Road .. and then along

2.2.1 26 M₁. along

27 T. uhhm .. we go along the road to the palace

1.2 28 M₁. uhm

29 T. okay ..

1.2 30 M₁. ((nods))

31 T. now after that we come out of the Palace
we come out of the palace

2.2.1 32 M₁. okay .. we go to the palace okay
we go to the palace

33 T. uhhm

2.1.3/2.1.4 34 M₁. from where sorry once ... I mean would
you pleas repeat the second?

35 T. okay right right so out or St. Gabriel's
Church yeah

1.1 36 M₁. we we're leaving from the Church ok
from the church

37 T. right so er::m we have about half
or so half an hour at St. Gabriel's
Church

1.2 38 M₁. okay okay

39 T. and then we leave for the palace

.../

1.2 40 M₁. okay
41 T. that's down to Palace Road .. okay
1.2 42 M₁. okay
43 T. and and then along
1.2 44 M₁. okay
45 T. after that we we come out of the palace
2.2.1 46 M₁. Palace okay we come of out of the palace
47 T. right we come out of the palace and
then we go down the road to visit
the National Monument ...
2.2.1 48 M₁. National Monument?
49 T. uhhm okay right that's the one
that's marked statue on your map
1.2 50 M₁. umm
51 T. alright okay er: about 20 minutes
there for photographs
1.2 52 M₁. uhm
53 T. and then the bus takes us on
down that road
1.2 54 M₁. uhm
55 T. okay? down that road and
1.2 56 M₁. okay
57 T. we go first left
2.2.1 58 M₁. first left?
59 T. umhmm
1.2 60 M₁. uhm okay
61 T. first left to the market and we
go into the market from round
the back by the beach
2.2.1 62 M₁. wait wait there ,, we (XX)
for twenty minutes
63 T. uhhm

.../

M₂: TASK 1 - MAP TASK

sub-categories	No. of turn	Text
	1	T. right the tour starts off from the hotel
1.2	2	M ₂ . okay
	3	T. and we go up as far as Progress Street
1.2	4	M ₂ . okay
	5	T. and we turn into Progress Street
1.2	6	M ₂ . uhm
	7	T. and then we take the first left
1.2	8	M ₂ . okay
	9	T. and that's the first stop .. it's called St. Gabriel's Church
1.2	10	M ₂ . okay
	11	T. St. Gabriel's Church no problem?
1.2	12	M ₂ . yes
	13	T. okay we have about half an hour a at the church and then we leave for the palace .. that's down to Palace Road ..
1.2	14	M ₂ . okay
	15	T. and then along and after that we come out of the palace
2.2.1	16	M ₂ . palace?
	17	T. uhhm
2.2.2	18	M ₂ . we left we leave out of the Palace Road first ...
	19	T. do you want me to say it again?
1.3	20	M ₂ . yes
	21	T. so where do you want to start from?

.../

- 1.3 22 M₂. start from the hotel and then
up to the Progress Street and then
we take left of the Progress Street ...
- 23 T. er no we turn no we go up as far
as Progress Street alright and then
we turn into Progress Street
- 2.2.2 24 M₂. yes then to the left of St. George
Church
- 25 T. no not to St. George's Church we are
going to St. Gabriel's Church not
St. George's Church
- 2.2.1 26 M₂ Gabriel's Church
- 27 T. uhhm ... no we're not going to St.
George's Church
- 2.2.2 28 M₂. yes we stopped here
[((points with finger))
- 29 T. where?
- 1.3 30 M₂. here
[((points with finger))
- 31 T. no when we say we turn into
Progress Street it means we turn
right into Progress Street
- 2.2.1 32 M₂. into Progress
- 33 T. We turn right into Progress Street ...
- 2.2.2 34 M₂. this one?
[((points with pencil))
- 35 T. we turn right into Progress Street
okay alright and then we take
the first left .. okay and that's the
first stop that's St. Gabriel's Church
- 2.2.2 36 M₂ here?
[((points with pencil))

.../

23 T. alright

2.2.2 24 B₁. just on the way to Progress Street?

25 T. no no no no you have to turn into Progress Street first

2.2.1 26 B₁. here is Progress Street
[((points with finger))

27 T. right

1.2 28 B₁. okay

29 T. yeah

2.2.1 30 B₁. here is the right hand side
[((points to the right hand side))

31 T. uhm okay

1.2 32 B₁. I think so

33 T. okay

2.2.1 34 B₁. this is the left hand side

35 T. right okay

2.1.1 36 B₁. shall I make a mark

37 T. no no you made the mark up there

1.2 38 B₁. yeah yeah

39 T. so now you want actually you have to turn right into right along the Progress Street

1.2 40 B₁. okay

41 T. now you take the first turning

2.2.1 42 B₁. the first?

43 T. on the left

2.2.1 44 B₁. on the left

45 T. and that's the first stop St.Gabriel's Church

2.1.2 46 B₁. oh sorry I didn't understand here
[((moves head sideways))

47 T. uhm

.../

73 T. yeah

2.1.1 74 B₁. shall I make er write the name?

75 T. er write the name

1.2 76 B₁. okay Gabriel's Church

77 T. yeah good

1.2 78 B₁. okay

79 T. we have about half an hour or so at
the church

2.2.1 80 B₁. half an hour

81 T. so half an hour yeah yeah

1.2 82 B₁. okay half an hour

83 T. yeah half an hour look for

1.2 84 B₁. half an hour
thirty minutes

85 T. yeah

1.2 86 B₁. okay

87 T. and then we leave for the Palace

2.2.1 88 B₁. for the Palace

89 T. right

2.1.4 90 B₁. which way?

91 T. go we go that's down to Palace Road you
go down to Palace Road

2.2.2 92 B₁. like this?
((points or indicates with pencil))

93 T. right can you find the Palace Road?

1.3 94 B₁. here is the Palace

95 T. right so go down

2.1.4 96 B₁. shall I make shall I make
the way right to the palace or::

97 T. the Palace Road (XX)

1.1 98 B₁. here is the Palace Road

99 T. good

.../

B₂ : TASK 1 - MAP TASK

sub-categories	No. of turn	Text
	1	T. right the tour starts off from the hotel okay? and we will go up as far as Progress Street okay? so you are going to draw with your pencil .. we go up as far as Progress Street and we turn into Progress Street .. and we take the first left and that's St. Gabriel's church ...
2.2.1	2	B ₂ . St. George?
	3	T. well we go up to Progress Street right?
1.2	4	B ₂ . okay
	5	T. yeah and then we take we turn into progress Street
2.1.2	6	B ₂ . how can (XX) it?
	7	T. well you you're going to turn right .. turn right into Progress Street ... okay? turn right into Progress Street .. okay? is that alright? is that alright? ...
2.2.2	8	B ₂ . to this side? L ((points to the right))
	9	T. uhhm .. is that right or left?
1.3	10	B ₂ . right ...
	11	T. okay .. er:m and then we take the first left .. we take the first left and that's the first stop St. Gabriel's church .. St. Gabriel's Church
2.2.2	12	B ₂ . where is St. Gabriel's Church?
	13	T. well we said you start from the hotel

.../

1.2 14 B₂. yes
15 T. okay? and you turn into Progress Street
1.2 16 B₂. okay
17 T. and then you take the first left
2.2.1 18 B₂. first left?
19 T. uhhm from Progress Street
1.2 20 B₂. yeah okay
21 T. and that's the first stop St. Gabriel's
Church now when you go to Progress
Street when you go to Progress Street
2.1.2 22 B₂. [((moves head sideways))
23 T. alright? you turn right into Progress
street aha okay right now you take the
1.2 24 B₂. [((nods))
25 T. first left and that's the church ...
2.2.2 26 B₂. it is this one
[((points with pencil))
27 T. and that's St. Gabriel's Church .. alright? so
1.2 28 B₂. [((nods))
29 T. we have about half an hour or so at
the church .. and then we leave for
the palace .. that's down to Palce Road
and then along ...
2.1.2 30 B₂. would you repeat that?
31 T. uhhm okay so we leave the church
1.2 32 B₂. yes

.../

TASK 2 - PIE CHART TASK

T₁ : TASK 2 - PIE CHART TASK

Sub-categories	No.of turn	Text
	1	T. right so task two diagram two diagram two is about the number of cigarettes that adults only men in Dire Dawa smoke a day .. so what you should have to start with is a circle with a line across the middle ..
2.1.3	2	T ₁ . a circle with what?
	3	T. a circle with a line across the middle
1.1	4	T ₁ . I make it complete
	5	T. okay uhhm
2.2.1	6	T ₁ . a circle?
	7	T, uhhm
2.1.2	8	T ₁ . would you mind repeating it?
	9	T. a circle
1.2	10	T ₁ . okay
	11	T. alright and when you finish the circle you'll have a line across the middle
1.2	12	T ₁ . right alright
	13	T. alright
1.2	14	T ₁ . okay
	15	T. so the first thing you should do is to draw a line from the centre of the circle down to the bottom ... uhhm er::m so now you've got two quarters at the bottom of the circle
1.2	16	T ₁ . right
	17	T. and outside them you put 25% ...

.../

2.2.1 18 T₁. outside them?
19 T. outside them er:m then you go
up to the top half of circle and you've got
to draw a line from the centre ... at an
angle and the line should go er:m
the line should end up about a third
of the way up between the side of the
circle and the top of the circle ..

2.1.3 20 T₁. between the side which side
L((frowns))
21 T. yeah

2.1.1 22 T₁. would you please speak slowly
23 T. okay let me say it again you go up to
the top half of the circle

1.2 24 T₁. okay
25 T. and you've got to draw a line from the
centre

1.2 26 T₁. okay
27 T. at an an angle and the line should
end up about a third of the way up ...
between the side of the circle and the
top of the circle ...

2.2.1/2.1.2 28 T₁. the side of the circle ... the side ...
it's not clear for me
L((moves head sideways))
29 T. okay so so so you've got to draw a line
from the centre at an angle right? this
is on the right hand side

1.2 30 T₁. okay —

.../

T₂: TASK 2 - PIE CHART TASK

sub-categories	No.of turn	Text
	1	T. diagram two .. is about the number of cigarettes that adults only men in Dire Dawa smoke per day .. so what you should have to start with is a circle with a line across the middle.....
2.1.2	2	T ₂ . would you repeat?
	3	T. yeah okay .. what you should have to start with is a circle
1.2	4	T ₂ . uhm
	5	T. with a line across the middle ..
1.2	6	T ₂ . uhm
	7	T. alright? .. and the first thing you should do is to draw a line from the centre of the circle down to the bottom
1.2	8	T ₂ . okay
	9	T. okay? so now you've got two quarters at the bottom of the circle
2.2.1	10	T ₂ . two [((frowns))
	11	T. two quarters .. at the bottom of the circle ... now you've got two
1.2	12	T ₂ . yeah
	13	T. slices at the bottom of the circle .. okay? and outside of them you put 25%
2.2.1	14	T ₂ . two quarters ... two quarters?
	15	T. yes the the you've now got two quarters two two quarter circles

.../

1.2 16 T₂. uhm
[((nods))

17 T. at the bottom right

1.2 18 T₂. yes yes

19 T. so outside each quarter circle you
write 25%

1.2/2.2.1 20 T₂. okay ... 25 %

21 T. uhm now then you go up to the top
half of the circle ... and you've got to
draw a line from the centre .. at an
angle and the line should end up
about a third of the way up .. between
the side of the circle and the top of the
circle ..

2.1.2 22 T₂. would you repeat please?

23 T. uhhm ... er::m you've got to ... you've
got to draw a line from the centre..
at an angle .. and the line should end
up about a third of the way up between
the side of the circle and the top of the
circle

2.1.2 24 T₂. would you please repeat it once?

25 T. okay .. then you go up to the top half of
the circle and you've got to draw a line
from the centre at an angle and the
line should end up about a third of
the way up .. between the side of the circle
and the top of the circle

1.2 - 26 T₂. okay

27 T. okay? right now the next thing is to draw
another line.. again from the centre and this
time you draw it at an angle to the other
side about half way between the side
of the circle and the top

2.1.3 28 T₂. half way between what?

M₁ : TASK 2 - PIE CHART TASK

sub-categories	No. of turn		Text
	1	T.	okay diagram two .. diagram two task two is about the number of cigarettes that adults only men in Dire Dawa smoke in a day
1.2	2	M ₁	okay [((moves head up and down-nods))
	3	T.	okay? so what you should have to start with is a circle with a line across
2.1.2	4	M ₁ .	[((leans forward))
	5	T.	the middle ... a circle
2.2.1	6	M ₁ .	with a line
	7	T.	with a line across the middle
2.2.1	8	M ₁ .	a line across the middle.....
	9	T.	a circle .. and there should be a line across the middle right?
1.2	10	M ₁ .	uhm
	11	T.	okay now next .. the first thing that you should do is to draw a line from the centre of the circle down to the bottom
2.2.2	12	M ₁ .	this one
	13	T.	uhhm er:m so now you've got two quarters
2.1.2	14	M ₁ .	[((leans forward))
	15	T.	at the bottom of the circle
2.2.1	16	M ₁ .	two quarters
	17	T.	at the bottom of the circle two quarters .. right? .. and then well ... the first thing you're going to do is to draw a line

.../

M₂ : TASK 2 - PIE CHART TASK

sub-categories	No. of turn	Text
	1	T. diagram two is about the number of cigarettes that adults only men in Dire Dawa smoke a day so what you
1.2	2	M ₂ . ^L ((nods))
	3	T. should have to start with is a circle with a line across the middle
1.2	4	M ₂ . okay
	5	T. okay? and the first thing that you should do is to draw a line from the centre of the circle down to the bottom ... right now you've got two quarters at the bottom of the circle and outside of them you put 25% ...
2.2.2	6	M ₂ . 20%?
	7	T. outside them you put 25?
2.2.2	8	M ₂ . quarter of the circle one sector of the circle
	9	T. yeah er:m you've drawn the line from the centre of the circle down to the bottom .. right? you've done that no you've done it ..
1.2	10	M ₂ . uhm
	11	T. okay you've drawn you've already drawn a line from the centre of the circle down to the bottom okay? so now you've got two quarters at the bottom .. yes?
1.3/2.2.2	12	M ₂ . this one? ^L ((points with pencil))
	13	T. uhm you've got two

.../

2.2.2 14 M₂. half percent of semicircle .. or 25?
of whole circle

15 T. ahh 25% of the whole circle

2.2.2 16 M₂. so it's this one

17 T. right so you've got okay that means
you've got two quarter circles at
the bottom right? .. yes? right so
outside each quarter circle outside
I want you to write 25% ...

2.2.1 18 M₂. 25% ?

19 T. umhmm...

1.2 20 M₂. okay ..

21 T. and then you go to the top half of
the circle

1.2 22 M₂. okay

23 T. and you've got to draw a line from
the centre

1.2 24 M₂. okay

25 T. at an angle..

2.2.1 26 M₂. angle?

27 T. eh?

2.2.1 28 M₂. at an angle?

29 T. yes right er it's got to be at an
angle to the right

1.2 30 M₂. okay

31 T. and the line should go the line should
end up about $\frac{1}{3}$ of the way up..
between the side of the circle and the
top of the circle

2.2.2 32 M₂. $\frac{1}{3}$.. of the upper semi circle?

33 T. yeah the line should end up about $\frac{1}{3}$
of the way up between the side of the
circle and the top of the circleuhhm...

1.2 34 M₂. okay

.../

B₁: TASK 2 - PIE CHART TASK

Sub-categories	No.of turn	Text
	1	T. right diagram two
1.2/1.5	2	B ₁ . okay hearer's version
	3	T. that's your version right?
1.2	4	B ₁ . okay
	5	T. diagram two is about the number of cigarettes that adults only men in
1.2	6	B ₁ . ^((nods))
	7	T. Dire Dawa smoke per day
1.2	8	B ₁ . okay ^((nods))
	9	T. so what you've got to start with is what you should have is a circle with a line across the middle
1.1	10	B ₁ . so I have to make the circle
	11	T. right ..
1.2	12	B ₁ . okay and
	13	T. the circle
1.1	14	B ₁ . an: imaginary line which divides the circle into two parts
	15	T. right
2.2.2	16	B ₁ . this way? ^((points with pencil))
	17	T. er:m no the line is already drawn for you
1.2	18	B ₁ . oh okay
	19	T. oh what what erase that one the first thing you should do
1.2	20	B ₁ . okay
	21	T. is to draw you've got the circle
1.1	22	B ₁ . yes I have got the circle ^((nods))

.../

23 T. the first thing you should do is to draw
a line from the centre of the circle

2.2.1 24 B₁. from the centre of the circle

25 T. right down to the bottom

2.2.1 26 B₁. down to the bottom

27 T. so now you've got two quarters at the
bottom of the circle

2.2.2 28 B₁. sorry?
[((leans forward))

29 T. you have two quarters at the bottom of the circle

1.2 30 B₁. yes one two that
one I have got

31 T. yes good er outside them you put 25%

2.1.4 32 B₁. from one of them

33 T. outside of them outside of
them you put 25%

2.2.1 34 B₁. outside the circle?

35 T. yeah

2.2.2 36 B₁. here
[((points with finger))

37 T. yeah that's right

2.2.1 38 B₁. 25%

39 T. yeah

1.2 40 B₁. okay

41 T. er:m now you go to the top half of the
circle

2.2.1 42 B₁. the top ah the top half of the circle

43 T. now you've got to draw a line from
the centre

1.2/2.2.1 44 B₁. okay from the centre

45 T. at an angle

2.2.1 46 B₁. at an angle

.../

47 T. and the line should go the line should
end up about a third of the way between
the side of the circle and the top of
the circle

2.1.2 48 B₁. sorry I didn't understand here
49 T. alright

2.1.4 50 B₁. may I make three lines from
51 T. no one line at the moment one line

2.2.1 52 B₁. one line
53 T. which is going to go

1.5 54 B₁. like the way I have did at the bottom?
55 T. right but (XX)

1.2 56 B₁. okay
57 T. should end up from the centre

1.5 58 B₁. from the centre to
59 T. to about $\frac{1}{3}$

1.1 60 B₁. aha $\frac{1}{3}$ of the half circle
61 T. right one fourth

2.2.2 62 B₁. one third
63 T. one third let me read it again one third
of the way between the side of the circle
and the top of the circle so one third of the
way up

2.1.2 64 B₁. I have to I have to make my own estimation?
65 T. estimation a third of between there and there

1.2 66 B₁. that is it
67 T. okay good well done okay .. er:m right er
top of that right?

1.2 68 B₁. okay
69 T. next thing

2.2.1 70 B₁. next line?
71 T. next line

.../

1.2 72 B₁. okay
73 T. you draw another line
1.2 74 B₁. okay
75 T. again from the centre
2.2.1 76 B₁. from the centre
77 T. right from the centre
1.2 78 B₁. okay
L((nods))
79 T. and this time you draw it up at an
angle to the other side of the circle
other side of that half about half way
between the side of the circle and the
top .. so this line goes at the top
2.2.2 80 B₁. this way
L((points with pencil))
81 T. yes that one
2.2.2 82 B₁. this direction
L((points with pencil))
83 T. yeah good
1.2 84 B₁. okay
85 T. er you draw that at an angle to the
other side about half way between the
side of the circle
1.2 86 B₁. uhm
87 T. so now you've got the top half of the
circle divided into three slices
1.2 88 B₁. one two three yeah
89 T. correct good er:m and you've got a
big one
1.2 90 B₁. yeah
91 T. a medium one
2.2.1 92 B₁. a big one?

93 T. and a small one

1.1 94 B₁. yeah two small one and one big one
l ((nods))

95 T. right

1.2 96 B₁. okay

97 T. oh one is medium is small

2.1.4 98 B₁. which is which one

99 T. that's small isn't it?

1.3/1.1 100 B₁. yeah this is small and this is middle

101 T. right .. and outside those you put 8%

2.2.2 102 B₁. where shall I put here?

103 T. okay

2.2.1 104 B₁. eighteen or

105 T. eight eight

2.2.1 106 B₁. eight

107 T. eight

2.2.1 108 B₁. eight

109 T. eight

1.2 110 B₁. okay

111 T. good 12%

2.2.1 112 B₁. 12% here shall I put here?

113 T. alright

1.2 114 B₁. okay

115 T. and 30 %

2.2.1/2.2.2 116 B₁. 30% somewhere here?
l ((points with finger))

117 T. yeah

2.1.4 118 B₁. thirteen or thirty

119 T. thirty

2.2.1 120 B₁. three /əv/

121 T. three /əv/good

1.2 122 B₁. okay

.../

123 T. right now inside the circle

2.2.1 124 B₁. inside the circle

125 T. that's inside the slices inside each slice

2.2.2 126 B₁. inside this one

127 T. you've now got to write what each
of them represents

2.1.2 128 B₁. oh I haven't got your idea
L((moves head sideways))

129 T. write write

1.5 130 B₁. here here is thee

131 T. so let's say inside two at the bottom
look at'm here

1.2 132 B₁. okay okay

133 T. inside the bottom

1.2 134 B₁. okay

135 T. in one of them you put less than 10
per day put less than 10 per day

1.1 136 B₁. less than ten in one day okay

137 T. write the words less than ten per day

2.2.1 138 B₁. less than 10 per day okay

139 T. good .. in the other in one of them you've
put that one in the other

2.2.2 140 B₁. here?
L((points with finger))

141 T. umhm right

1.2 142 B₁. okay

143 T. put 10-15 per day

2.2.1 144 B₁. 10-15 per a day

145 T. per day okay?

1.2 146 B₁. okay

147 T. then at the top

1.2 148 B₁. top okay
L((nods))

149 T. again in the 12% one
1.2 150 B₁. yeah okay
151 T. you put 'have stopped smoking'
2.2.1 152 B₁. have stopped smoking .. from 12%
153 T. right
2.2.2 154 B₁. 50%
155 T. no no just write 'have stopped smoking'
2.2.1 156 B₁. have stopped smoking
157 T. then at the bottom er:m and then in
the other two you put 'do not smoke'
2.2.1 158 B₁. in the other two okay do not smoke
159 T. right
2.2.2 160 B₁. do not smoke and here also
161 T. ah ah and write
2.2.2 162 B₁. the other two you have
said me
163 T. and over 15 per day
2.2.2 164 B₁. here
[((points with finger))
165 T. yes do not smoke and over 15 per day
2.2.1 166 B₁. over fifteen
167 T. over fifteen
1.5 168 B₁. per day per a day okay
169 T. and then you've finished

.../

B₂: TASK 2 - PIE CHART TASK

sub-categories	No. of turns	Text
	1	T. okay diagram two ... diagram two is about the number of cigarettes that adults that's men only in Dire Dawa smoke each day ... so what you should have to start with is a circle .. with a line across the middle and the first thing you should do is to draw a line from the centre of the circle down to the bottom okay? so now you've got two quarters at the bottom of the circle .. right?
1.2	2	B ₂ . yeah L((nods))
	3	T. and outside them you put 25%
2.2.1	4	B ₂ . outside of them
	5	T. outside of them that's right outside of them you put 25% .. okay? it doesn't matter which alright? outside of both of them .. okay? er:m then you go up to the top half of the circle .. and .. you've got to draw a line from the centre at an angle
2.2.1	6	B ₂ . at an angle so you've got to draw
	7	T. at an angle so you've got to draw a line .. er .. from the centre to the right to the right .. at an angle and the line should go the line should end up about one third of the way up between the side of the circle and the top of the circle ..
2.1.1	8	B ₂ . I am not clear

.../

1.3 9 T. you want me to say it again?
10 B₂. okay
L((nods))
11 T. so er:m .. you are looking at the top
half of the circle alright?
1.3 12 B₂. yeah
13 T. and you've got to draw a line from
the centre .. to the right to the right
at an angle okay? and the line should
end up about 1/3 of the way up .. the
side of the circle between the side of
the circle and top of the circle 1/3 of
the way up between the side of the circle
and the top of the circle do you
want more help ? ... okay?
2.1.2 14 B₂. (XX)
L((moves head sideways))
15 T. right so so you've drawn you've drawn
a line you've drawn a line to the right
1.2 16 B₂. yeah
17 T. okay now the line is supposed to be about
a third of the way up between the side
of the circle and the top of the circle ..
..... okay er:: and then the
next thing to do is to draw another
line again from the centre and this time
you should draw it up at an angle to the
other side .. about half way between
the side of the circle and the top ..
okay so now you should have the
top half of the circle divided into three
slices
1.2 18 B₂. yeah ...
L((nods))

.../

19 T. right? so you've got a big one
a medium one and a small one?

1.3 20 B₂. they are not actually

21 T. uhhum ... so ..

2.1.1 22 B₂. can I rub it?

23 T. uhhm

2.2.2 24 B₂. I feel this one is right

25 T. uhhm ... okay

2.1.2 26 B₂. can you (XX)?

27 T. you want me to read again?

1.3 28 B₂. ((moves head up and down))

29 T. okay so the next one is you're going
to draw another line from the centre
okay? and this time you're going
to draw it up at an angle to the
left side to the left side okay?

2.14 30 B₂. to what proportion?

31 T. right er about half way between the
side of the circle and the top half of
the circle divided into three pieces
... is that right?

1.3 32 B₂. no no it's not right .. into six
pieces no into five

33 T. u: hmm

1.3 34 B₂. into five

35 T. into five

1.2 36 B₂. yeah

37 T. okay it should be into three...

2.1.2 38 B₂. it is into five
{
((frowns))

.../

TASK 3 - DISCUSSION (ADVISING SESSION)

T₁ : TASK 3 - DISCUSSION

sub-categories	No. of turns	Text
	1	T. the question is whether they gain by understanding because of their reading I mean is it because of their teaching or because they have used reading strategies? or they have the ability to use certain reading strategies? which will enable them to compensate for the text?
1.3/3.1	2	T ₁ . well I can't definitely say this or that but let me express my feeling
	3	T. uhhm
4.1	4	T ₁ . er: I think the students have their own net work
	5	T. uhhm
4.1	6	T ₁ . and just using that net work well they may understand it
	7	T. uhhm
4.1	8	T ₁ . but as far as er: the teaching of reading is concerned
	9	T. uhhm
4.1	10	T ₁ . from my experience and from what er:: teachers do
	11	T. uhhm
4.1	12	T ₁ . I don't think it is entirely out of the teacher's teaching but the students' net work that is assisting them to comprehend
	13	T. right
4.1	14	T ₁ . the material that they read

.../

- 4.1 15 T. uhhm
- 4.1 16 T₁. no focus with no focus was given and
it is (XX) no teaching given attention
(XX)
- 17 T. perhaps when when when you say (XX)
this is the students have to be able to
understand the materials they read and
surely the focus ought to should not be
on understanding specifically but not on
developing skills and strategies that can
be applied to other materials
- 1.2 18 T₁. uhm
^L((nods))
- 19 T. okay? and part of the problem at the
moment is that reading is viewed as
extracting specific information from the
text instead of developing skills and
strategies for application to other texts
so that's one area that that
- 1.2 20 T₁. ^L((nods))
- 21 T. area that that
- 4.1 22 T₁. but er: I thought that this opens the way
meaning if they understand er:m then
read and understand texts that they have
- 23 T. uhhm
- 4.1 24 T₁. then when they are guided by their teacher
and by their net work
- 25 T. uhhm
- 4.1 26 T₁. and that will enable to develop their
reading strategies and it enables them to
understand whatever material they read..
other than the texts
- 27 T. uhhm

- 4.1 28 T₁. that they use in class
29 T. yeah I mean I'm not saying that
you've said though what you put
here is er: inappropriate
- 1.2 30 T₁. ((nods - moves head up and down))
31 T. what I'm saying is you know when
you if you are going to make a
statement at the beginning
- 1.2 32 T₁. uhm
L((moves head up and down))
33 T. you need to be very careful about what
you are going to argue I think really
you should be arguing perhaps for a
- 1.2 34 T₁. L((nods))
35 T. more process oriented approach to the
teaching of reading
- 1.2 36 T₁. okay
37 T. where you're focusing more on skills
and strategies and less on directly
- 1.2 38 T₁. L((nods))
39 T. instructing understanding or comprehension
- 1.2 40 T₁. ((nods))
41 T. from a specific teaching material
approach and perhaps your your tendency
- 1.2 42 T₁. L((nods))
43 T. to graduation next to be sort of (XX)
- 1.2 44 T₁. oh yeah
L((smile))
45 T. I mean which would you say would
be most valuable texts which are
authentic or texts which are within
the familiarity of their experience?

- what what
- 1.3 46 T₁. I I
- 47 T. what would be the key factors?
- 1.3 48 T₁. I:: will focus or I focus on the
experience
- 49 T. uhhm
- 4.1 50 T₁. I mean that's that's the main factor
- 51 T. uhhm
- 4.1 52 T₁. as long as the text the reading text is
within their experience
- 53 T. uhhm
- 4.1 54 T₁. although there could be some difficulties
- 55 T. uhhm
- 4.1 56 T₁. with in it the students understand it
- 57 T. uhhm uhm
- 4.1 58 T₁. and I give priority to that and next
to that authenticity so that's it
- 59 T. so something is is within their experience
is going to be more er::m more
interesting?
- 1.3 60 T₁. well perhaps interesting
- 61 T. uhm ... I mean the relationship between
interest and priority is quite intriguing
- 1.5 62 T₁. interest and (XX)
- 63 T. I mean er what what's what criteria
you use for selection of text .. you've
identified authenticity interest, readability
familiarity er:
- 1.2 64 T₁. ((nods))
- 65 T. and the right level of difficulty
- 1.2 66 T₁. yeah
l
((nods))

T₂: TASK 3 - DISCUSSION

sub-categories	No. of turns	Text
	1	T. when you say it's not the custom er:m what do you mean?
4.3	2	T ₂ . students are not brought up that way
	3	T. uhm
4.1	4	T ₂ . students always do private works .. homeworks and classworks are always private
	5	T. uhhm
4.1	6	T ₂ . no# if we try to show them I am sure they will do it
	7	T. right .. why has it been the tradition why has it been like that you think?
4.1	8	T ₂ . it's the methodology that our schools have come up you see teachers are not taught there is no teacher who knows about group work the teacher doesn't know and I propose personally that we should have a kind of workshop and seminars so that
	9	T. uhhm
4.1	10	T ₂ . we should introduce some methods to our schools
	11	T. uhhm
4.1	12	T ₂ . all teachers so that they will try that if possible
	13	T. right is there a logical connection between introducing the techniques and trying them out or do you think that if we introduce the techniques teachers

- will use them?
- 1.3 14 T₂. I feel so
15 T. or do you think the teachers will say
this is very interesting but .. not really
for me?
- 4.1 16 T₂. I don't think it will be a problem
17 T. uhhm
- 4.1 18 T₂. introducing when we introduce
we will show them how to implement
19 T. ghm
- 4.1 20 T₂. and I ~~don't~~ I myself will try it
out in class
21 T. uhhm
- 4.1 22 T₂. and I will show and I may write my
own observation
23 T. um
- 4.1 24 T₂. evaluation
25 T. um
- 4.1 26 T₂. and the thing that the teacher may
feel to be a problem would be dealt
by myself I I myself will teach in
the class and see
27 T. okay so you believe that the
teacher you as a good teacher
- 1.2 28 T₂. uhm
29 T. would be able to model certain
techniques which other teachers
30 T₂. ((nods))
- 1.2 31 T. would then employ
32 T₂. that's what I feel
33 T. right and your feeling is that

.../

teachers would then go away and would implement those techniques ..

- 1.2 34 T₂. ((nods))
35 T. okay our students at university 305 and 306 have tried to introduce a few of the techniques that we proposed on 305 and 306 right
- 1.2 36 T₂. uhm
37 T. a few many of the techniques we discussed we didn't see in teaching practice at all
- 1.2 38 T₂. uhm
39 T. why did it happen so when they're teaching in large classes the courses are designed to help teachers teach in large classes?
- 1.3 40 T₂. well ... may be the problem of most of the students may be personel in the first place they may not be .. they themselves are the first time teacher
- 41 T. right
- 4.1 42 T₂. that might be problem and the other thing they were not or we were not willing to show what we have learnt or there might be
- 43 T. yeah .. yeah okay I'm wondering how we can best tackle the problem of introducing change ... I'm not convinced that the answer is modelling and then saying to the teacher rather like Jesus said go and do likewise you know
- 1.2 44 T₂. ((nods))
45 T. er::m ... I wonder whether the most

important thing is to change teachers' attitudes .. to help them become more aware of what language is and how language learning takes place er::m ... there are

1.2 46 T₂ uhm

47 T. obviously certain beliefs certain attitudes certain values that teachers have ... you've said for example certain things you didn't learn in that way teachers are not exposed in that way so some of these characteristics are results of habits and traditions

1.2 48 T₂. uhm
l
((nods))

49 T. others may be cultural there may be certain cultural things there may be some cultural aspects of learning ... for example you mentioned earlier today that the right thing within the culture for you to do when I came into the room

1.2 50 T₂ uhm
l
((nods))

51 T. is to stand up and I'm supposed to say what's it called?

1.3 52 T₂. for God's sake

53 T. for God's sake

1.2 54 T₂. uhhm

55 T. now that's something which you recognize as being cultural okay? it's very different for me

1.2 56 T₂. uhm

.../

M₁ : TASK 3 - DISCUSSION

sub-categories	No. of turns	Text
	1	T. the problem is a large number of the reading passages in the text are not necessarily suitable then you can go on saying reading is rightly important (XX) okay? but you must you must know what the topic is from the first one or two pages
1.2	2	M ₁ . uhm L((nods))
	3	T. otherwise I get bored okay?
1.2	4	M ₁ . ((smiles))
	5	T. when I read this my feeling was that I read this 100 times so get to the point
2.1.4	6	M ₁ . so do you advise me to change that part?
	7	T. yes change some part of it
1.2	8	M ₁ . uhum
	9	T. start off particularly 1-1 okay 1-2 .. 1-1 rather than the role of English say er::m reading passages as you said I intend to look at problem of the reading passages used in our textbooks and find out to what extent these are useful
1.2	10	M ₁ . uhm L((nods))
	11	T. or not okay
1.2	12	M ₁ . yeah

13 T. clear er::m right .. so that's a
matter of giving purpose right chapter

122 14 M₁. [okay
[((nods))

15 T. three .. there is more wrong with it
why did you select only five passages?

1.3 16 M₁. when you see the textbook er::: you
will see some sort of similarities between
the passages

17 T. umhum

4.1 18 M₁. even in content

19 T. alright

4.1 20 M₁. and most of them are inclined to
propagate themselves in this

21 T. propaganda

4.1 22 M₁. propaganda most of them are not as such
that interesting

23 T. but that's that's one of the things you're
gonna your conclusion
are going to come out of them .. that
they are not interesting or whether they
are not interesting or whether they
are interesting or not

4.1 24 M₁. well the main factor is that they are

25 T. uhm uhm

4.1 26 M₁. similar in content especially

27 T. uhm

4.1 28 M₁. so and I thought that

29 T. I think need to at least specify so many

1.2 30 M₁. [uhm
[((nods))

31 T. analysed passage titles so many are
concerned with political topics so many

1.2 32 M₁. [((nods))

33 T. so many are concerned with environmental
so many are fiction stories and you're
1.2 34 M₁. ((nods))
35 T. got (XX) in love story I mean you take
them far which is okay 1-2-3-4-5 those
might be the ones you call interesting
alright
1.2 36 M₁. uhm
37 T. so if all the rest of political
1.2 38 M₁. uhm
39 T. you could say political purpose (XX)
interesting
1.2 40 M₁. uhm
41 T. or
3.1 42 M₁. well this is actually this is the way you
have told me to do
43 T. uhhm
4.1 44 M₁. you have told me that even I was planning
to take at least ten passages
45 T. aha
4.1 46 M₁. but you told me that take five
47 T. uhhm
4.1 48 M₁. and you have asked me that (XX)
49 T. that could be misunderstanding
2.1 50 M₁. uhm
51 T. I said take five when you are analysing
on readability ... on the language use
right? not just the topic right?
I mean that is another point I will
come to er:m I think you need to say
how many passages if you do only titles
you need to say the range of titles okay?

.../

there are some passages which schools
are advised not to teach

1.2 52 M₁. sure
[((nods))

53 T. right obviously you can leave that out

1.2 54 M₁. uhm
[((nods))

55 T. I think you can comment on the fact
that 1-5-10-12

1.2 56 M₁. uhm

57 T. are schools are told not to teach the
passages and I think you were told that
two three years ago so that (XX) for
some time

3.1 58 M₁. but you see I want I have planned to
see at the back in the appendix

59 T. alright

4.1 60 M₁. specially by making some sort of
arrangement er::

61 T. yeah but from the actual questionnaire
of of which passage do you find difficult
and which useful for that one I think
you need a wider ranger of passages okey?

1.2 62 M₁. uhm

63 T. umm

2.1.4 64 M₁. do you think that the reading (XX) are
useful?

65 T. yeah yeah

2.2.2 66 M₁. which do you mean? the first one?

67 T. yes both both of these

1.2 68 S. uhm
[((nods))

.../

69 T. are useful

1.2 70 M₁. umm

71 T. oh no no that side not to the teacher
to students

1.2 72 M₁. uhm uhm

73 T. that could be to the teacher as well

1.2 74 M₁. uhm

75 T. I think you should allow the (XX)
I mean what how can do you think
the reading passages are useful

1.2 76 M₁. yes

77 T. there must be about four reading passages
alright?

1.2 78 M₁. yeah yeah
((nods))

79 T. (XX) in understanding the reading
passages they are asking about all the
the passages

1.2 80 M₁. sure
((nods))

81 T. but then when you come to this question
er:m ranking in order of difficulty
and in interest you've only got two items

1.2 82 M₁. uhm

83 T. so the contradiction in the items teachers
are given

3.1 84 M₁. well well I can make myself some
change

85 T. yeah

4.1 86 M₁. but I did

87 T. umm

4.1 88 M₁. the way you told me to do

- 89 T. ah ah:: I'll come to that in a
minute that's the misunderstanding
er::m ... small point when you come
to teachers you say ... 60% .. 20%
- 2.1.4 90 M₁. why?
91 T. because when there are only five teachers
you just say one teacher 3 out of 5
(XX) it's alright with your students
because you've got a large number
- 1.2 92 M₁. ((nods - moves head up and down))
93 T. but when you are taking only three
4-5-6 people turning them into
- 1.2 94 M₁. umhum
95 T. percentage
- 2.2.2 96 M₁. I should select (XX) value
97 T. yeah yeah otherwise you're pretending
to have scientific evidence
- 1.2 98 M₁. ((smiles))
99 T. 60% of teachers sounds as if you're
claiming 50% of teachers in the
country think that (XX) okay?
- 1.2 100 M₁. [okay
{
((nods))
- 101 T. okay so you take that (XX) of teachers
- 1.2 102 M₁. alright
103 T. bigger point ..
- 1.2 104 M₁. ((leans forward and nods))
105 T. in your first chapter you said you're
looking at the reading passages from
the point of view the interest yeah?
- 1.2 106 M₁. sure
107 T. suitability

1.2	108	M ₁ .	yeah
	109	T.	readability
1.2	110	M ₁ .	right [((nods))
	111	T.	appropriacy
1.2	112	M ₁ .	yeah [((nods))
	113	T.	but when it comes to the actual questionnaire you don't touch on readability at all or an appropriacy so what you've done is narrow yourself just to asking people whether they find these five passages interesting and useful now you can narrow it down a lot more than what we when I see the statistics of the five passages I thought you're going to look at it from that point of view yes (XX) what passages they find interesting what is the language level in these passages
1.2	114	M ₁ .	hum
	115	T.	what is the role of readability
1.2	116	M ₁ .	alright [((writes a note))
	117	T.	what sort of cultural appropriacy so if you're doing that then you're going to be analysing the passage and then of course you've got (XX)
1.2	118	M ₁ .	uhmm
	119	T.	and that is why we are talking about 5 or 6 not looking at the moment because you can't analyse all of them
1.2	120	M ₁ .	uhmm

- 121 T. from that point of view okay?
- 1.2 122 M₁. uhm uhm
- 123 T. so I think
- 1.2 124 M₁. so I have to see the passages from
the point of view readability
- 125 T. what you got here
- 1.2 126 M₁. uhm
- 127 T. but also from the point of view of
readability from the point of view of
your own judgement of their cultural
appropriacy
- 1.2 128 M₁. uhm
[((nods))
- 129 T. okay? love story could be an example
is that culturally appropriate? is it
related to students' knowledge or not?
- 1.3 130 M₁. no no not
- 131 T. is it defensive to muslims?
- 1.3 132 M₁. yes
[((smile))
- 133 T. right that is one of the issues you should
be looking at okay?
- 1.2 134 M₁. uhm
- 135 T. I don't know .. that is what you are
searching alright? er:m and that you
have to .. talk to somebody like Abdu
- 2.2.1 136 M₁. Abdu?
- 137 T. yeah
- 2.2.2 138 M₁. MA?
- 139 T. yeah MA student he is also a muslim
he is very aware are you a muslim?
- 1.3 140 M₁. no Christian .. Orthodox Christian
[((moves head sideways))

- 141 T. no right okay right he is much more aware of the culture from Islamic view point
- 2.1.4 142 M₁. so shall I look this readability in
143 T. in your chapter on methodology yes because this is the chapter when you tell me what you are going to do
- 1.2 144 M₁. sure
[((nods))
- 145 T. so you must tell me that you're going to do it and how you're going to do it ..
- 2.2.2 146 M₁. do you mean the first chapter to be included or::
- 147 T. the first chapter is okay
- 1.2 148 M₁. uhm
149 T. when you come to chapter three
- 1.2 150 M₁. uhm
151 T. you need to discuss er:: what how you're going to judge you just (XX) how are you going to judge whetehr it is appropriate culturally and whether it is the right level linguistically
- 1.2 152 M₁. uhm
153 T. somewhere you said it is difficult
- 1.2 154 M₁. uhm
[((writes note))
- 155 T. but you need to have some judgement
- 1.2 156 M₁. uhm
157 T. some way of judging what you expect to be a level of difficulty
- 1.2 158 M₁. ghm
159 T. and I think a little bit of readability

testing would be nice (XX)

1.2/2.1.4 160 M₁. uhm .. so how how can how how
161 T. er:: m have you read er: Nuttal

2.2.2 162 M₁. Christine Nuttal
163 T. yeah

1.2 164 M₁. yes
[((nods))
165 T. okay on a chapter on reader and level
she talks about readability and how
to judge and how to measure it

1.2 166 M₁. yes
167 T. she gave a couple of formula that you
can use

1.2 168 M₁. sure
[((nods))
169 T. then the advantage of the formula

1 1.2 170 M₁. ((nods))
171 T. so you're not given the whole answer
of it you're at least given it as a guide
to decide the advantages how difficult
or easy the passages are

1.2 172 M₁. uhm
173 T. and you could compare them with er:
ordinary novels or newspaper or with
texts they have to read for their subjects

3.1 174 M₁. well I will I haven't planned to deal
with this principles in chapter two
175 T. in chapter two you don't

1.2 176 M₁. yeah yeah
177 T. no point in writing that in chapter two
unless you are actually looking at
attitudes in your methodology in the third
that's when it's going to come back

therefore to deal with readability where
you come to chapter two it means
chapter to your background to literature

1.2 178 M₁. uhm yeah
[
((nods))

179 T. then you've got to your discussion
you don't do any text readability in
chapter three and four then there
is no reason in writing in chapter two

1.2 180 M₁. uhm
[
((nods))

181 T. the only one to chapter two what you're
going to do in your research okay

1.2 182 M₁. yeah er::

2.2.2 183 T. and in (XX)

2.2.2 184 M₁. do you mean I need to work on the
questionnaire again?

185 T. no no no that's not the question

2.1.4 186 M₁. how can I encompass in this chapter?

187 T. in this chapter what you've got so far
the findings in the research okay designing
procedures analysis of students'
responses you don't you've actually
given me your result again

1.2 188 M₁. uhm

189 T. okay

1.2 190 M₁. yeah

191 T. but that's alright okay? somewhere you
need to tell me how you set the
questionnaire before you give the result

1.2 192 M₁. uhm

193 T. design of the research procedure here

- oh yes you've done it here
- 1.2 194 M₁. umm
195 T. that needs to be expanded rationale
for the questions okay and you need
in here er:m you would say you then
selected certain techniques and
measured the levels of difficulty
by using
- 1.5 196 M₁. code index
197 T. or one of the formulas in in
- 1.5 198 M₁. Nuttal
199 T. Nuttal okay you decide which formula
you would like it's upto you okay and
then apply it to a couple of the text
and then you come up with some conclusion
about the level of difficulty alright
- 2.1.4 200 M₁. is that the conclusion part?
201 T. well I mean your findings will be
level of difficulty
- 1.2 202 M₁. uhm
203 T. your conclusion will be this is quite a
high level of reading difficulty
- 1.2 204 M₁. ((nods))
205 T. much higher than er:(XX) right?
- 1.2 206 M₁. okay
207 T. er:m what you've got here but basically
you've made it so simple you've reduced
what you want (XX) originally you said
you're looking at the text from the point
of view of suitability readability and
appropriacy
- 1.2 208 M₁. ((nods))

- 209 T. now all you've done is look at five
texts from the point of view of
- 1.5 210 M₁. appropriacy in the sense that appropriacy
from the point of view of interest
- 211 T. right interest is one aspect I agree
- 1.2 212 M₁. yes
L((nods))
- 213 T. uhm
- 3.1 214 M₁. so so
- 215 T. readability is another
- 1.2 216 M₁. yes
L((nods))
- 217 T. cultural appropriacy is another okay
- 1.5 218 M₁. another
- 219 T. but you've cut out everything except
interest
- 2.1.4 220 M₁. so what I mean is shall I differentiate
appropriacy from what
- 221 T. from what you've got so far
- 1.2 222 M₁. uhm
L((nods))
- 223 T. yes I'm saying it's much wider from
what you've got what you've got is
only one aspect .. whether they find it
interesting okay? useful to get (XX)
- 1.2 224 M₁. uhm
- 225 T. I'm not quite sure what they (XX) er:m
so that's that's the big thing you've got
to widen widen what you do in the
text you don't need any more
questionnaire

.../

- 1.2 226 M₁. uhm
L ((nods))
- 227 T. if you're looking at the text and
then commenting on the text readability
use Nuttal ..
- 1.5 228 M₁. Christine Nuttal
- 229 T. Christine Nuttal chapters on text
selection
- 3.1 230 M₁. well well I have searched and have
some copy of it
- 231 T. umm?
- 4.1 232 M₁. I have
- 233 T. you've got okay she's got all the
answer she's the (XX)
- 1.2 234 M₁. yeah
L ((smile))
- 235 T. particularly on research text selection
she's got a very good chapter on that
okay? then that's one point .. so what
you've got here is okay plus add that
okay
- 1.2 236 M₁. uhm
L ((nods))
- 237 T. which is going to make double the (XX)
of the chapter
- 1.2 238 M₁. okay
L ((nods))

M₂: TASK 3 - DISCUSSION

sub-categories	No. of turn	Text
	1	T. okay may be it'd be useful to .. describe in your introduction er:m what you mean by contextualizing and to what extent or why contextualizing is important
3.1	2	M ₂ . I intended to include it in the review second unit
	3	T. aha okay alright er:m what would you say would be the main reason for need for contextualizing what reason could you give?
1.3	4	M ₂ . of course as we know even ourselves are very poor in the language we are not taught so as to produce or to use the language
	5	T. uhm
4.1	6	M ₂ . simply to memorize what we learned and in order to develop production
	7	T. uhhm
4.1	8	M ₂ . communication proficiency
	9	T. yeah
4.1	10	M ₂ . we have to try by ourselves
	11	T. uhhm
4.1	12	M ₂ . or students should try or use the language by themselves by using the different contexts
	13	T. you had mentioned two or three times to me past year and half exactly what you've said just now that we

- ourselves are very poor in using the language
- 1.2 14 M₂. uhm
[((nods))
- 15 T. alright ? er:m .. I don't find that you are poor either in using the language in terms of communicating orally or in terms of using the language to communicate in writing
- 1.1 16 M₂. of course it is not as we are expected
17 T. well I mean it's good to strive for high standards
- 1.2 18 M₂. ((nods))
19 T. but it's also good you should have more er:m confidence in your own performance in your own ability
- 1.2 20 M₂. okay
[((nods))
- 21 T. I mean don't you're judging yourself against a native speaker proficiency which you don't need to do do you?
- 1.3 22 M₂. no but I am judging my self on my level
23 T. so you're not judging yourself against other people your judgements are against what you would like to be
- .2 24 M₂. yes
[((nods))
- 25 T. okay well I mean that's that's quite reasonable but my impression is that you actually .. have have used a good number of you know what one might call learning styles or learning strategies of your own

- in order to learn
- 1.2 26 M₂. ((nods))
27 T. right and er:: you should not
necessarily feel that you are er::m that
you have failed in any way right?
- 1.2 28 M₂. okay
29 T. er::m I mean I remember having
conversation with you before you (XX) as
I said to you before you need to flatter
your strength and try to develop from
where you are alright?
- 2.1.2 30 M₂. mm?
31 T. any way that's that's outside the subject
er:m okay so you're going to in your
review of the literature you're going to
talk about the importance of
- 1.5 32 M₂. context
33 T. contextualizing in general
- 1.2 34 M₂. yes yes
35 T. right
- 2.1.4 36 M₂. why it (XX) the language through context?
37 T. right okay .. er:m can you think about
I mean I've written down a number of
ideas here but I would expect to see ..
you know justifications for contextualizing
- 1.2 38 M₂. okay
[((nods))
39 T. can you think of any of them
off hand?
- 1.3 40 M₂. for example students can easily
understand what they are learned
41 T. uhhm

- 4.1 42 M₂. what what the teacher is teaching them
43 T. uhhm
- 4.1 44 M₂. because unless for example if a teacher
teach them a simple vocabulary they
simply repeat the word (XX) but in
order to understand the meaning
more simply deeply
45 T. uhhm
- 4.1 46 M₂. to know the difference and similarity
between words they have to know in
which context the words are used ...
so contextualization is necessary
47 T. so that you make the meaning clear?
- 1.3 48 M₂. yes
((nods))
49 T. right okay so you need to choose an
appropriate situation in which the
meanings and the items used
- 1.2 50 M₂. yes
51 T. fine okay what's it in the context that
makes the meaning clear? ... in what
way is for example if I were going to
teach a language item to you say a
vaocabulary item or a number of vocabulary
items in context
- 1.2 52 M₂. ((nods))
53 T. why does the context contribute (XX)
in helping you to learn the words?
- 1.3 54 M₂. because students know what they
experienced
55 T. have already experienced
- 4.1 56 M₂. yes that's presented through the context

B₁: TASK 3 - DISCUSSION

sub-categories	No. of turn	Text
	1	T. okay now I'm sure he will be able to work through the overall sort of approach
1.2	2	B ₁ . uhm L ((nods))
	3	T. but obviously one of the things you're going going to have to do is the review of background to literature
1.2	4	B ₁ . yeah L ((nods))
	5	T. okay? er:m ... er in your background to literature you probably want to look at approaches to teaching and learning grammar
1.2	6	B ₁ . yes L ((nods))
	7	T. okay? so for example you could look at er: teaching and learning grammar by Jermy Harmer
1.2	8	B ₁ . uhm L ((nods))
	9	T. because you should be looking at can you rembmer from 305 and 306 that we talked about the er: the covert and the overt approaches
1.2	10	B ₁ . yeah yeah L ((nods))
	11	T. to teaching grammar?
1.3	12	B ₁ . ((nods))

- 13 T. yeah? and we talked about deductive
and inductive ways of learning
- 1.2 14 B₁. yes
L((nods))
- 15 T. okay? now that is dealt with in Jermy
Harmer's er:
- 1.5 16 B₁. book
- 17 T. book okay? it might also be worth having
a look back at an introduction to English
language teaching 'practice of English
Language Teaching' by Harmer
- 1.2 18 B₁. uhm
L((nods))
- 19 T. alright er::m .. and probably you would
also need to look at a few guides which
actually illustrate
- 1.2 20 B₁. ((nods))
- 21 T. those approaches to the teaching of the
courses okay? have you actually had
a look in the British Council for the
kinds of er: course books that are
available did you have a look?
- 1.3 22 B₁. I was just glancing over the parts of
grammar which said if clause
- 23 T. uhhm okay
- 4.1 24 B₁. I just pick one of the books and I
glance over to see where the if clause
is found
- 25 T. uhhm uhm okay er:m well some of the
books that you could be looking at would
be 'Project English'
- 1.2 26 B₁. okay
L((nods))

- 27 T. by Tom Hutchinson ... a cover under
which which which er: (XX) number
one or number two I don't think it's
number three put number one or number
two
- 2.1.4 28 B₁. in which book?
- 29 T. well you have just (XX) ENE Grade 1
- 3.1 30 B₁. the book may
- 31 T. to 3 to Grade 12 Project English is
divided into different books
- 1.2 32 B₁. I see
[((nods))
- 33 T. okay ? I think it is one or three
- 1.2 34 B₁. okay
- 35 T. another one you could look at is er:m
a book by Woods and Nicky Mclaud and
it's called
- 2.1.4 36 B₁. have you recommend that this book before?
- 37 T. yes
- 2.1.4 38 B₁. when we added course with you?
- 39 T. yes yes .. er:m ... it's not actually a
book for elementary learners but there
[((nods))
- 1.2 40 B₁.
41 T. are very interesting approaches to the
teaching of grammar okay? basically it is
- 1.5 42 B₁. basically it is useful for the teacher
- 43 T. yes and it's also particularly useful
- 1.2 44 B₁. ((nods))
- 45 T. because it shows grammar for communication
- 1.2 46 B₁. ((nods))
- 47 T. rather than formal grammar okay?

.../

- 2.2.2 48 B₁. it shows that the way how we teachers
are communicating with students or
the way students can communicate
with themselves?
- 49 T. it's not so much that it's really looking
at er:m the way that grammar is
is used in written English mainly in
- 1.2 50 B₁.
51 T. written English so the kinds of
activities we have here for example
er:m a passage taken from a
- 1.5 52 B₁. a magazine?
53 T. a magazine right and in the passage
- 1.2 54 B₁.
55 T. may be there are a number of novel
words (XX) able to (XX) these are
- 1.2 56 B₁.
57 T. taken from the texts students job is
then to read through and in discussion
- 1.2 58 B₁. I see
59 T. with their partners work out the most
appropriate choice right?
- 1.2 60 B₁. okay
61 T. er:m and in some cases you could
have (XX) so you're going to decide
- 1.2 62 B₁.
63 T. what different meanings are implied
by different choices okay?
- 1.2 64 B₁.

.../

B₂: TASK 3 - DISCUSSION

sub-categories	No. of turns	Text
	1	T. so you have a contrast between er: isolated presentation of formal items
1.2	2	B ₂ . right [((nods))
	3	T. against may be an improved version which would include contextualized and meaningful demonstrations of how
1.2	4	B ₂ . [((nods))
	5	T. structures are used right okay er::m any other point you would make about the present ENE approach to teaching items?
1.3	6	B ₂ . the passages some of them are very difficult to demonstrate
	7	T. okay does that have an effect on the teaching of the grammar items? ...
1.3	8	B ₂ . no ... it has
	9	T. umm
4.1	10	B ₂ . it has .. most of the words are very difficult to understand er:m as result er::
	11	T. so if the passages were simpler they would be more comprehensible
1.2	12	B ₂ . yeah
	13	T. and that might help it would be an important factor in helping learners to improve their language
1.2	14	B ₂ . yes [((nods))

- 15 T. right okay er: one of the things you could be looking at is er: different ways of er: approaching the presentation of new grammar items right? er:m
- 1.2 16 B₂. ((nods))
- 17 T. context is obviously very important
- 1.2 18 B₂. umm
L ((nods))
- 19 T. right? but how are you going to contextualize ? okay for example you could contextualize in a dialogue in a story in situations in classroom situation in a chart or a table all of these are ways we looked at right? er::m another way would be by instead of presenting the items directly .. you
- 1.2 20 B₂. L ((nods))
- 21 T. could present them indirectly .. are you with me?
- 1.3 22 B₂. yeah
- 23 T. right if you are going to present a new language item directly you would you would may be present it in /^a short story or in some kind of inventive situation yeah ?
- 1.2 24 B₂. okay
- 25 T. and you would focus immediately on the language item
- 1.2 26 B₂. ((nods))
- 27 T. alright ?
- 1.2 28 B₂. yeah
- 29 T. another way of doing it would be er:m

to present a text in for example unit one which includes a number of the structures that are going to be taught in unit 2 - 3 - 4 - 5 right? now what's the point you've made about the present or the present text ? present ENE reading passages?

- 2.1.2 30 B₂. umm?
31 T. what was the point you've made just now about the present ENE passages? that they are ...
- 1.3 32 B₂. they are difficult
33 T. right .. because ?
- 1.3 34 B₂. ... the long and the words in the passage are very very difficult to understand
35 T. the word you mean vocabulary?
- 1.3 36 B₂. yeah
37 T. okay anything else ? is it just the vocabulary?
- 1.3 38 B₂. the title the title
39 T. the topics themselves?
- 1.3 40 B₂. yeah they are not ..
41 T. they're not not what?
- 1.3 42 B₂. most of them are political
43 T. uhhm
- 4.1 44 B₂. and some of them are you know
45 T. some are political
- 1.2 46 B₂. yes
47 T. uhhm
- 1.2 48 B₂. political
49 T. yes and so ?

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of materials used for this thesis have been duly acknowledged.

Name Berhanu Bogale

Signature *Berhanu B*

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