

THE NATURE OF TURN-TAKING AMONG
FRESHMAN STUDENTS IN AN EFL CLASS
IN THEIR GROUP DISCUSSIONS AT
ADDIS ABABA UNIVERSITY

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IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

By
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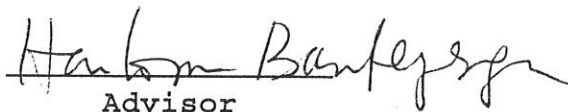
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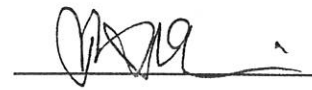
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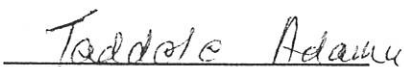
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ABSTRACT

This study was carried out to describe the nature of turn-taking among the freshman students in their group discussions. In other words, it attempted to describe the nature of turn-taking to see the level of student participation. For the study one freshman class which consisted of 33 students was selected. The students were then divided into five groups. The data was gathered by video recording the group discussions. The recording was made three times and, on the average, one group was video taped for 20 minutes. Allwright's (1980) turn-taking categories (with slight modification) were used for the analysis of the data.

The overall results revealed that students got the great majority of the turns (i.e., 126 or 33.9%), out of the total (372), by responding to specific solicits, that is, by allocation. However, they got very limited turns on their own initiative, i.e., by volunteering (30 or 8.1% turns), self-selecting (21 or 5.7% turns) and stealing (2 or 0.5% turns). Students did not take any turns by interrupting.

Results also showed that out of 372 turns, 162 (43.5%) turns were taken by both the teacher and the group leaders for discourse maintenance. Both took 23 (6.2%) unsolicited turns during others' turns to maintain the discourse without the intent to gain the floor. Of these, students particularly group leaders took only one turn. The teacher took 2 specific solicits

and interrupted only once. However, he did not steal any turns.

The findings further indicated that out of the total of 117 specific turns, 53(45.3%) and 61(52.1%) turns were given by the teacher and group leaders respectively. Students gave only 3(2.6%) specific turns.

Based on the results of the study, it was strongly recommended that instructors should help students build their confidence so that they could speak of their own accord without awaiting the teacher's and group leaders' allocation of turns for opportunities to talk.

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CHAPTER ONE

INTRODUCTION

1.1 Statement of the Problem

There is evidence to suggest that interaction in the classroom promotes the learners' ability to use the second or foreign language to express their ideas (e.g. Allwright, 1984; Ellis, 1988; Van Lier, 1988) as it provides the students with the opportunities to interact with each other. The process of interaction enables them to practice the target language and learn better. This is true in classrooms where the students can freely and on their own initiative take turns and use the language to communicate their ideas.

In traditional language teaching, however, interaction seems to be dominated by the teacher, that is, the teacher rules the classroom discourse. Here students do not often get the opportunity to use the target language to express their ideas in the classroom. They do not have the power to self-select or to choose another student to take the turn and speak, since the next speaker after a student's turn will be the teacher (McHoul, 1987). Therefore, in such classes (Sinclair and Coulthard, 1975) turn-taking is under the control of the teacher, and students rarely speak out of turn (as cited in Van Lier, 1984) and learn the language through use. This is what currently prevails in Ethiopian schools and it can be attributed to the way materials (textbooks) are developed and the methodology teachers follow in their attempt to accomplish the lessons.

Due to the aforementioned situation at high school, students joining Addis Ababa University lack skill and competence in the language. This being the reason for developing the new Freshman English textbook, namely, College English, the primary goal of the book is to help first year students improve how they use English instead of simply helping them to improve their knowledge of linguistic forms and comprehension. Therefore, there is a shift of focus from usage (in schools) to use (at University) (College English vol. 1 Instructor's Manual, 1996:1).

To this end, College English has been developed with a variety of tasks and activities which the authors believe have the potential for various kinds of interaction to take place in the classroom and for the realisation of participatory learning. It assumes that a combination of instructor-led whole class work, individual work and cooperative group-based work will help students to get the best out of their language learning experiences at university (College English, Vol.1, Instructor's Manual, 1996:5). The book claims to aim at encouraging students to discuss, interact and take turns in any form in performing the language tasks. However, the often-heard complaint is that students do not freely take turns on their own initiative in group discussions and express their ideas using the target language. They rather depend on the teacher and the group leader to take turns.

Taking the above complaints into account, the need for a closer investigation of the nature of turn-taking in College English classes is important.

1.2 Objectives of the Study

As has been stated above, College English claims to promote participatory type of language learning. It attempts to provide students with the opportunities for interaction and personal involvement.

In view of this, a study on turn-taking helps us to understand the style of (language) teaching and learning: to what extent students get the opportunity to use the target language in the classroom. The objective of this study is, therefore, to describe the nature of turn-taking among the Freshman students in their group discussions. In other words, it attempts to describe the nature of turn-taking to see the level of student participation. To achieve this objective, the researcher will be trying to answer the following basic questions:

- (a) Do students in group discussions get turns on their own initiative (i.e., by volunteering, self-selecting, interrupting and stealing)?
- (b) Do students get turns by allocation (i.e., by responding to specific solicits the teacher or the group leader makes)?
- (c) Do students in group discussions give turns to others? Or is it only the teacher and the group leaders who give turns?

It is apparent that in attempting to describe the nature of turn-taking among the students, the researcher will also see how the teacher and the group leaders affect the nature of turn-taking. So, although the teacher's role is expected to be

that of a co-communicator, it is important to discuss the kinds of turns he takes as a facilitator.

1.3 Significance of the study

The study is significant as it takes into account what goes on in the actual classroom about which we know very little.

Since no study of this kind has been carried out in the Ethiopian context at any level, it is hoped that the findings of this study will shed some light on the patterns of turn-taking in our situation. The findings of this study are also hoped to benefit College English instructors as it can make them be aware to what extent turn-taking is connected with classroom organization, material and teacher's style of teaching. Lastly, the study can also give some ideas for material developers.

1.4 Scope of the Study

The study is limited to the first year university level. More specifically it concentrates only on one section for it would not be manageable to transcribe all the data and analyse if it were more than one.

Although the researcher is aware of the fact that the non-verbal behaviours accompanying the verbal behaviour are very important aspects of communication, due to time constraints and to avoid complications the researcher has limited his study to verbal acts.

1.5 Definition of Terms

Interaction: Refers to the process of interpersonal communication.

Speech exchange system: Refers to different interactional settings (e.g. meetings, classroom, press conference)

Conversation: Refers to those cases of talking where there is a state of conversational participation open to all parties, where there are shared rights of communication (Speier 1973, as cited in Van Lier, 1988)

CHAPTER TWO

Review of Related Literature

2.1 Discourse Analysis : An Introduction

Traditional language teaching focused on linguistic forms or usage, to use Widdowson's (1978) term. It has been assumed that language teaching is teaching the abstract system of the language, i.e., grammar, vocabulary and pronunciation, and the way in which they function in sentences (e.g. McCarthy, 1991; Coulthard, 1985; Stern, 1983; Widdowson, 1978).

However, studies in sociolinguistics have brought to the attention of people in the field that language teaching is not merely concerned with linguistic forms, since the very essence of language is that it serves as a means of communication -it involves people in some kind of interaction. Therefore, the present tendency in language teaching is towards teaching language as communication or use as Widdowson (1978) calls it.

Given the above shift in language teaching perspective, discourse analysis is an important area that needs the attention of foreign language teachers.

The definition of discourse has been influenced by a number of disciplines. Every discipline understands and interprets it in its own context. Nevertheless, in this study discourse is approached from the functionalists' point of view. Hence it is defined as language in use. Fasold (1990:65) shares this view: " the study of discourse is the study of any aspect of language use". In other words, discourse brings language and context together, because (Schiffrin, 1994) it is viewed as a

system through which particular functions are realised.

Discourse, as Cook(1987:7) says, may be composed of one or more well-formed grammatical sentences and it may also contain mistakes in it, and it often does (commonly in classroom discourse). It does not necessarily consist of sentences either. It can be anything from a simple grunt through short talks up to an extended talk (in spoken discourse) and from simple scribbled notes up to big novels (in written discourse). Thus, discourse cannot always be understood as consisting of sentence(s). It should not also be viewed as a set of decontextualised units of language structure; it should rather be seen as a collection of inherently contextualised units of language use. Language teaching cannot be seen outside this view. Classroom discourse should bring language and context together so that students can see the relationship between grammar and its use.

Following this, the analysis of discourse cannot be limited by any means to the description of linguistic forms independent of its use or what message it attempts to communicate (Brown and Yule, 1983). In fact discourse analysts are more concerned with: why two interlocutors converse, how they interpret each other's linguistic forms appropriately based on the context, how it is that whatever they exchange is coherent and makes sense, what specific roles each plays and what sort of conventions they follow as they converse with each other (McCarthy, 1991:8).

Discourse analysis is interested in the aforementioned features and attempts to account for them. In connection with this, Cook(1989:14) also points out that:

In order to account for discourse, we need to look at features outside the language: at the situation, the people involved, what they know and what they are doing. These facts enable us to construct stretches of language as discourse, as having a meaning and a unity for us. The way we recognise correct and incorrect sentences is different. We can do this through our knowledge of grammar without reference to outside facts.

Viewed from the above perspective, effective communication can take place not just by understanding the grammar of sentences or by conforming to the rules but by relating stretches of language to the physical ,social and psychological world in which they occur. In discourse or discourse analysis we are not interested in smaller grammatical units. We rather concentrate on higher-level organizational features of spoken language or written texts. Discourse in this sense is concerned with the interaction and relationship between speaker and listener or between writer and reader in the process of producing and interpreting speech and writing as well as language and the contexts of its use (Fairclough, 1992; McCarthy, 1991; Schiffrin, 1994).

Finally, the appearance of discourse analysis in linguistics has contributed to the shift in language teaching perspective from usage to use. The new emphasis on meaning, texts and speech functions (rather than on the grammar, vocabulary and pronunciation) has made foreign language teaching to be "closer to the living reality of language in

use" (Stern, 1992:162). We cannot think of studying language separately from the communicative intentions of language users and the context within which they use language. Neither do we teach language especially a foreign/second language devoid of the context in which it is used.

2.2 Classroom Interaction: Its Role in Second Language Learning

Classroom interaction is one aspect of classroom research. A great deal of research has been conducted to see whether interaction or amount of learner participation and acquisition /proficiency/ achievement correlate or not. And studies have exhibited mixed results.

As Ellis(1994:592-93) reports, Seliger (1977), Naiman et al. (1978) and Strong (1983&1984) came up with positive correlations. Seliger (1977) conducted his study with 6 adult learners of English and measured their participation by the amount of verbal interaction that occurred. And in order to check their learning he gave different tests (such as cloze, structure and comprehension). The results were such that total interaction scores correlated significantly with structure and aural comprehension tests and proportion of initiations correlated significantly with aural comprehension test. Naiman and others, on their part, took L2 learners of French from different grade levels and measured their participation through various measures of classroom behaviours (e.g. student hand-raising, student complete/partial responses and student correct/incorrect responses). And he measured their learning through comprehension and imitation tests. The result was

positive. Similarly, Strong (1983/84) took 13 kindergarten pupils in bilingual classrooms and measured their participation by responses learners made to utterances produced by others. To see whether they have learnt he used various measures of linguistic correctness, vocabulary and pronunciation based on classroom speech. The result was that children's responsiveness correlated significantly with proficiency measures.

Allwright and Bailey (1991:132) and Ellis (1994:592-93) report, on the other hand, that Day (1984), Ely (1986) and Slimani (1987) have found no relationship between participation and proficiency/achievement. Day (1984) replicated Seliger's (1977) study with larger subjects, and he measured their degree of participation using responses they gave to the teacher's general solicits. To see if learning had occurred, he made oral proficiency assessment and gave a cloze test. The result was negative, i.e., there was no significant relationship between measures of participation and measures of learning. Ely(1986) as cited in Ellis (1994) also made similar investigation by taking 72 first year adult L2 learners of Spanish. He measured the learners participation by the number of self-initiated utterances, and to see whether they had learnt, he gave oral fluency and correctness, and written correctness task. Finally, Slimani(1987), who followed in both Seliger's and Day's footsteps and looked for the relationship between participation and learning by using both 'uptake' and test scores as measures of learners' performance, observed no positive correlation between interaction and progress in mastering the language.

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This researcher believes that Day's(1984), Ely's(1986) and Slimani's(1987) findings may not be conclusive as we have observed in our context many students who have improved their command of the language by practicing and using opportunities that are available to them.

Various other second language researchers (e.g. Allwright, 1984 and 1989; Allwright and Bailey, 1991; Stern, 1983; Malamah- Thomas, 1987; Chaudron, 1988; Ellis, 1988, 1994 and 1992; Rivers, 1987; Van Lier, 1988) have given us much insights into the importance of interaction for better language learning.

As the name implies, interaction is not something that only one person does. It is basically a two-way process; it could be more than that. In relation to this, Rivers(1987:9) says: "Interaction can be two-way, three-way or four-way, but never one-way". Interaction in the classroom is possible as a result of the coming together of both the teacher and the students. And the success of the interaction depends on how the teacher and the students get along in a way which helps the learners learn. From this we understand that interaction is not something that one does to another; it is rather something that people (i.e., teacher and students) who are involved do together cooperatively. In other words, both the teacher and the students in the class have to manage it as it goes along (Allwright and Bailey, 1991:18-19).

A teacher directed classroom may not be interactive. For successful interaction the contribution of the students is crucial. In relation to this , Allwright and Bailey (1991:19) say that successful interaction in the classroom requires everyone to manage at least five things:

1. Who gets to speak?
2. What do they talk about?
3. What does each participant do with the various opportunities to speak?
4. What sort of atmosphere is created?
5. What accent, dialect, or language is used?

According to the above view, the success of interaction depends on how far every participant manages the aforementioned things. By managing them we are managing the interaction. And the purpose for managing interaction in the language classroom is for giving every student the best possible opportunity for learning the language (Allwright & Bailey , 1991). When everybody gets the opportunity and actively participates, real interaction can take place. Rivers (1987:9) shares this view and further elaborates saying that for real classroom interaction to occur the teacher should be able to step out of the limelight, give a full role to the students to carry out the task and he should accept all kinds of opinions students forward and be tolerant of the errors they make in their attempt to communicate their ideas.

Classroom interaction is significant as it is the sine qua non, to use Allwright's (1984) words, for language development. Talking about the importance of interaction in the classroom,

Chaudron (1988:10), citing Allwright (1984) and Breen (1985), writes the following:

Interaction is viewed as significant because it is argued that (1) only through interaction can the learner decompose the TL structures and derive meaning from classroom events; (2) Interaction gives learners the opportunities to incorporate TL structures into their own speech..., and (3) the meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and learners.

According to the above view, classroom interaction provides second language learners with opportunities to practice the target language through the input that they encounter.

There is evidence to suggest that the types of interactions learners participate promote the learners' ability to use the language to express their ideas, opinions and so on. Adding to this, Ellis (1988:95) notes that interaction contributes to the students language development as it is "the means by which the learner is able to crack the code". Another statement of this view of interaction is Rivers' (1987:4): "Through interaction students can increase their language store as they listen to or read . . . linguistic material, or even the output of their fellow students in discussion, problem-solving tasks". Viewed from the aforesaid perspective, classroom interaction is important as it involves not just the expression of one's own ideas but so also the comprehension of others' ideas.

Allwright (1984:156) notes that the importance of interaction in classroom language learning setting is that it entails joint management of learning. The joint management of learning here implies that in language classrooms teachers should not simply be seen as teachers and learners just as learners. This is because both of them are involved in and are expected to contribute for learning to take place. It is quite true that the teacher plays a strong leadership role. But that will not have much result without the learner's role. Hence successful second language pedagogy necessarily involves the successful management of classroom interaction.

The importance of interaction is significant not only to get our message across but so also to extend our linguistic competence. In this regard, Allwright (1984:157) says that:

... the process of communication is in an important sense, a learning process. We learn by communicating, especially in language learning, where...it is by using the means of communication, in solving communication problems, that we not merely practice communicating but also extend our command of the means of communication, the language itself.

As indicated above, through interaction/communication learners practice communicating their ideas and also learn linguistic forms, i.e., grammar, vocabulary and pronunciation. The interaction hypothesis proposed by Long (1985) shares this view and stresses on the fact that the process of interaction or communication is a learning process(as cited in Ellis, 1992). Through interaction a student develops his knowledge of syntactic structures. In other words, both use and usage are

reasonably promoted through the process of interaction.

However, Krashen (1982) argues that what interaction assumes can be materialised only when the learner obtains input that is roughly suited to the level of development the learner has reached. Therefore, language development will take place, as he further says, provided that the learner obtains 'comprehensible input' as this will ensure that the input is at the right syntactic level. But it can be argued, as Ellis (1988) says, it is not input in itself that is important rather the interaction (that is, the two-way communication process) as this involves the learner's active contribution to the interaction. And the interaction could be between the teacher and the students and/or student and students. Varonis and Gass (1985) argue that "students should be encouraged to interact among themselves" (in Aston, 1986:130). This is because student-student interaction can maximize negotiation for meaning and make input more comprehensible (Aston, 1986).

Swain (1985) also talks about 'comprehensible output'. By proposing this, she argues that learners do not need just comprehensible input but rather the opportunity to use their linguistic resources. She claims that learning/acquisition can be promoted when there are opportunities for pushed output. This is important not only to achieve full grammatical competence but also to convey the message.

In this regard she argues that:

...production may encourage learners to move from semantic (top-down) to syntactic (bottom-up) processing. Whereas comprehension of a message can take place with little syntactic analysis of the input, production forces learners to pay attention to the means of expression (in Ellis, 1994:282).

Therefore it is important to push learners to produce more since that will aid their acquisition of the language.

From the above discussion we may infer that for interaction to occur both input and output are very important. Moreover, interaction is a mutual endeavour in the sense that it is at least a two way process. It requires an active participation of the two parties. Hence, we cannot think of a language classroom without interaction. Interaction in its broad pedagogic sense, as Allwright (1984:159) puts, is "an inescapable and inescapably crucial aspect of classroom life".

It is on the basis of such view that second language researchers underscore the pedagogical significance of classroom interaction and say that learners learn better in the process of interaction as they negotiate meaning and make input more comprehensible (e.g. Aston, 1986; Allwright, 1984; Van Lier, 1988; Ellis, 1992 and 1994). In conclusion, it should be noted that classroom interaction is not an end in itself; it is rather a means to an end — the end being the advancement in the language being learnt.

2.3 Conversation Analysis

Conversation analysis came into existence in its present shape by three sociologists, namely, Sacks, Schegloff and Jefferson (1974). Their work is still considered as a pioneer one which has made significant contribution in the field of conversation analysis. In fact the idea was originally brought by Harold Garfinkel who developed the approach known as ethnomethodology (which is concerned with the methods people use to participate in and make sense of interaction). What Sacks, Schegloff and Jefferson did was that they applied these methods to conversation. When they did this, they did it not because they had a special interest in language but because they found conversation analysis as a first step in dealing with social interaction 'in a rigorous, empirical and formal way' (Cook, 1989:52; Coulthard, 1985: 59; Schiffrin, 1994:232).

Conversation analysis, as the name implies, seems only applicable to spoken discourse or interaction. As a result, it is concerned with problems centred around social order. In view of this, conversation analysis does not analyze social order per se; it rather (Schiffrin, 1994) seeks to find out the methods by which people create some kind of social order. In other words, conversation analysis tries to give some solutions to problems related to the distribution of turns or the exchange of turns at talk.

The major problem in conversation might be turn distribution such as: How do participants allocate turns at talk? How do they know the current speaker has finished speaking and another person can hold the floor? How does the

next speaker get the turn? Under what circumstances do turns overlap or silence or gap occurs? and so on. These are important questions that seek answers so that communication can take place in a natural order.

Therefore, conversation analysis looks for certain regularities and patterns in the organisation of a talk. In view of this, it is worthwhile to investigate the theoretical underpinnings of turn-taking.

2.3.1 The Theoretical Underpinnings of Turn-taking

A description of the nature or pattern of turn-taking cannot be overlooked if we want to know how interaction is organised and managed by the participants (be it in classroom discourse or informal conversation). This is because interaction involves order; it is abide by the conventions set by the participants.

The first and most influential work on turn-taking was done by Sacks, Schegloff and Jefferson (1974). Their pioneer work has served as a stepping-stone for other studies that followed. The study was on natural conversation and they noticed that conversational turn-allocation proceeds in an orderly manner. Since the work of these three sociologists, a great deal of theoretical and empirical research has been conducted on the identification and analysis of turn-taking (Nunan, 1985).

Turn-taking is not merely limited to natural conversation or classroom discourse. It is also common in many other human

activities that involve more than one person. It is used for the ordering of moves in games (e.g. volleyball), in serving customers at business establishments, in interviews, meetings, debates, trials and so on (Sacks, et al. 1974: 696).

The nature of turn-taking in all the above human activities is not and cannot be the same. Each of them is governed by certain rules, regulations and procedures of its own. Sacks et al. (1974) use the term Speech Exchange System to refer to turn-taking in different interactional settings (i.e., debates, discussions, meetings, ceremonies, classroom lessons, and the like) and demonstrate that the order or the turn exchange varies from one speech exchange system (e.g. classroom lessons) to another (e.g. discussion).

Any form of interaction is not random; the exchange of turns in any interactional setting is governed by certain procedures. These procedures, as Van Lier (1988:96) points out, may be determined in advance in the form of strict rules (e.g. debates) or they may evolve as norms or conventions in the interaction itself. In relation to this, Van Lier (1988:96) identifies three major issues that such procedures basically address: (1) the 'proper' size or length of a turn; (2) the identification of the end of a turn, and (3) the sequence of turns or who comes next. Thus in any form of interaction such issues exist and the interactants should abide by these procedures for proper exchange of meaning or for communication to occur.

Although there is a simple set of ordered rules equally available to all participants, turn-taking systems, as Fairclough (1992:153) and Short (1996:213) indicate, are not always organised around equal rights and obligations for all participants or interactants. This is due to the fact that turn-taking is highly affected by power. There is a difference in distribution of rights and obligations between powerful and non-powerful interactants. All other things being equal, we observe the following differences in turn distribution between powerful (P) and non-powerful (NP) interactants: (a) P may select NP to speak, but not vice versa; (b) P may self-select, but NP may not do; (c) P may take the longest turn, but not NP; (d) P may initiate exchange, but not NP; (e) P may interrupt NP, but not vice versa; (f) P may control the topic; (g) P may have the most turns and so on. In many institutional types of discourse where there are no equal rights and obligations we see an asymmetrical distribution of rights (e.g. to self-select, or to interrupt, or to control the floor for a long time) and obligations (e.g. to speak if chosen to do so).

Turn-taking is synonymous with interaction or discourse because it is impossible to think of interaction without at the same time raising the issue of turn-taking. It addresses the basic problem of discourse as it is concerned with the nature of speaker change in a rule-governed manner in different interactional settings.

One of the problems in the study of turn-taking is that there is no clearcut definition for the concept 'turn'.

Consequently, there are problems in categorizing or classifying turn-taking. The significance of any classification, as Van Lier (1988:107) says, depends on how useful it is for any subsequent work. This is because whatever classification we make can only be used as means to achieve a certain end; it is not and cannot be an end in itself.

Accordingly, some attempts have been made to classify/categorize turn-taking and thereby turns. In this regard, Allwright's (1980) classification of turn-taking is a pioneer work. Van Lier (1988) has also attempted to classify turn-taking. However, the researcher believes that Allwright's work might have been a springboard for him. Both categories are modestly reviewed in chapter three.

2.3.2 Definition of Turn

Many discourse and conversation analysts have tried hard and found it extremely difficult, if not impossible, to give a precise definition to the concept 'turn'. Hence the problem we encounter when exploring the nature of turn-taking in informal conversations or in institutional types of discourse (e.g. classroom) is, as Nunan (1985) points out, to decide what a turn is and to identify when one turn has ended and another has begun.

While an interaction is going on, it may not be difficult to identify a turn as we can simply point at the person currently holding the floor and speaking. Furthermore, as Van Lier (1988:100) indicates, we might tend to say that a turn occurs whenever one person speaks, for as long as he or she speaks, and until another person speaks.

But the problem here is that in the course of the interaction someone else may jump in and hence turns may overlap as a consequence of which we may have problems in deciding whether to accept the latter as a new and separate turn or not.

Not only that, we may encounter false starts, restarts, half-finished or cut-off turns, and so on in which the borderlines are likely to be blurred and make it difficult to separate or demarcate the turns (Nunan, 1985; Van Lier, 1988). Such problems can be easily observed predominantly in natural or informal conversations where turns are not pre-allocated; they are locally managed.

Defining a turn in a more specific and precise way is very difficult since a turn cannot be understood as a static unit . In relation to this, Goodwin (1977: 41-42) writes the following:

A definition of turn as a static unit with fixed boundaries does not accurately describe its structure. Rather, the turn has to be conceptualised as a time-bound process.... It...does not seem possible to first define the turn and then work out how it is to be exchanged. Rather, intrinsic structural elements of the unit being exchanged, its boundaries, seen implicated in the process of exchange itself (as cited in Van Lier, 1988:102-103).

According to the above view, the turn should be understood and conceptualised as a time-bound process. It is the time that matters and determines the structure of the turn. Thus in an attempt to define the turn the question

'What is a turn?' may not be answered. What can be answered rather is 'when is a turn', since this takes us to a description of what a turn will 'turn out to be' (Van Lier, 1988). In the following paragraph the researcher attempts to give a functional definition to the concept 'turn'.

In this study a turn is defined as a short utterance or an extended utterance by one person as long as that person speaks and before another one comes in and starts speaking. When we put on a continuum or cline, it starts from a single word at the left extreme and a stretch of talk at the right. It should be borne in mind that in this study listening responses (Erickson, 1970) or back-channels (Yugve, 1970; Duncan, 1973) that occur during a current turn are not regarded as turns; they are rather considered as turn lubricators, to use Orestrom's (1983) term (as cited in Van Lier, 1988:116). All restarts are also considered as separate turns.

2.4 Turn-taking in Natural Conversation

Quite a lot of research has been made into the nature of turn-taking in natural conversation. And almost all studies of conversational turn-taking build upon the classic study by Sacks, Schegloff and Jefferson (1974). Their pioneer work has served as a stepping-stone for other studies that followed. Van Lier (1988:134) says that the basic systematics suggested in Sacks et al.'s study has withstood the test of time and this is apparent as the rules proposed by them are generally accepted as the basic unmarked set underlying the turn-taking process.

Turn-taking is a fundamental aspect of conversation since the latter is a cooperative activity involving two or

more participants; and each of the participants should get the opportunity to participate. It is from this view that there must be some rules and regulations which govern who gets to speak and when. The fact is that in conversation the roles of speaker and listener change. It is very rare for only one person to speak throughout. Not only that, the end of one speaker's turn and the beginning of the next speaker's takes place with little overlapping and few silences (Sacks et al. 1974; Coulthard, 1985; Wardhaugh, 1992; Cook, 1989). This is because, as Ervin-Tripp (1979) says, in conversation speakers somehow know when and where to enter and they do it so easily and skilfully (in Van Lier, 1988).

In naturally occurring conversations, speakers signal to each other that one turn has ended and the next one should begin. In other words, there are particular signals that enable speakers to hold or to pass the floor in conversation. This gives us the impression that turn-taking is not predetermined in conversations; it is rather "interactionally managed by the participants" (Van Lier, 1988:133). In ordinary conversation participants just 'naturally' take turns; there is no pre-allocation. Therefore, depending on the situation in which he operates and to whom he is talking to with the help of the signals, the participant can get into conversation or get out of conversation.

The turn-taking system for natural conversation is the basic one, because other turn-taking systems can be derived from it. Sacks et al. (1974: 700-701) observe the following facts in any natural conversation although there can be some cultural differences:

- (a) speaker change occurs. One person does not continue speaking indefinitely;
- (b) overwhelmingly, one party talks at a time;
- (c) despite this overwhelming tendency, occurrences of more than one speaker at a time are common, but brief;
- (d) transitions (from one turn to a next) with little gap and little overlap are common;
- (e) neither the order nor the size of turns is fixed;
- (f) the length of conversation, what will be said, the relative distribution of turns or the number of participants is not specified in advance (it can vary); and
- (g) repair mechanisms exist for dealing with turn-taking errors and violations.

Sacks, Schegloff and Jefferson (1974) describe the turn-taking system for conversation in terms of two major components and a set of rules. These components are: the turn-constructive component and the turn-allocation component. The turn-constructive component refers to the various unit-types with which a speaker may set out to construct turns. These include words, phrases, clauses and sentences. The turn-allocation component (Fasold, 1990) seems to be more important and interesting of the two as the rules that will be discussed below follow from this. The turn-allocation techniques are of two groups: (a) those in which next turn is allocated by current speaker's selecting next speaker; and (b) those in which a next turn is allocated by self-selection.

Sacks et al. (1974:704) identify the following set of rules that govern the construction of turns in natural conversation:

1. For any turn, at the initial transition-relevance place of an initial turn-constructive unit:
 - a. If the turn is constructed so as to involve the use of a 'current speaker selects next' technique, then the selected speaker has the right and obligation to speak.
 - b. If the turn is not so constructed, then self-selection for next speakership may, but need not, be instituted. So anyone who starts first acquires the right to speak.
 - c. If that does not happen, then the current speaker may, but need not continue, unless another self-selects.
2. For any speaker's turn, if neither (a) nor (b) has operated, and the current speaker has continued to speak as allowed by rule (c), the rules recycle and are in effect at the next transition-relevance place and continue to apply-recursively at each next transition-relevance place, until transfer to another speaker is effected.

The aforementioned rules by Sacks et al. (1974) can be summarised as follows: The rules occur at each transition-relevance place: (1) The current speaker may select the next speaker by addressing the person, naming him/her, etc.; (2) If that does not occur, any participant may 'self-select' as next speaker; and (3) If not, the current speaker may continue.

As mentioned earlier, conversation takes the leading position among the speech-exchange systems. If we compare the features of turn-taking in conversation with the features in various other speech-exchange systems (e.g. meetings, interviews, debates, press conference or ceremonies) differences are readily noted. They differ not only from conversation; they also differ from each other on a range of turn-taking parameters, and in the organisation by which they achieve the set of parameter values (Sacks et al. 1974:729).

Such differences suggest that different turn-taking patterns are involved in various speech-exchange systems. For example, in debates the ordering of all turns is pre-allocated (pre-specified) as 'for' and 'against' positions. But in meetings (in contrast to both conversation and debates) turns are partially pre-specified by chairpersons. The chairpersons have rights to talk first and also to talk after each speaker. They may use such turns in order to allocate next-speakership (Sacks et al., 1974:729; Coulthard, 1985).

To sum up, conversational turn-taking systems with respect to their allocational arrangement involve 'one turn at a time' allocation, that is, the use of local allocational means, whereas that of debate involves pre-allocation of all turns. Turn-taking systems of meetings are a bit different from the two, because they involve both local-allocational and pre-allocational means (Sacks et al. 1974:729). How about classroom talk? Does it involve local-allocational or pre-allocational means or both? The next section will discuss the nature of turn-taking in the classroom.

It can be safely concluded from the above discussion that the analysis of conversational turn-taking system is basic and serves as a springboard for the study of turn-taking in all other speech-exchange systems including the classroom.

2.5 Classroom Discourse and Turn-taking

Various studies of classroom discourse seem to suggest that the classroom is (Van Lier, 1984) a world of its own, with its own rules, regulations and conventions that are somehow different from the natural discourse. There are some differences in the turn-taking patterns between second language classroom and general conversation. Adding to this, Ellis (1988:97) says that "...the basic pattern of classroom discourse differs considerably from the discourse patterns found in normal conversations outside the classroom." In the classroom discourse, the roles of teacher and students are fixed or institutionalised with their expected and predictable behaviour patterns. Not only that, classroom discourse is usually directed by one person, i.e., the teacher.

Some researchers (e.g. Gremmo, Holec, and Riley, 1977 and 1978) argue that in second language classrooms, discourse rights are invested in the teacher. They are directed by the teacher. It is the teacher who has all the right to participate in all exchanges: to initiate exchanges, to decide on the length of exchanges, to close exchanges, to include and exclude participants and the like (as cited in Ellis, 1994:581). Almost all the turns are in the hands of the teacher.

As observed by Sinclair and Coulthard (1975) as cited in Ellis (1994), in second language classrooms the dominant type of discourse has three exchanges: a teacher (initiation), a pupil (response) and a teacher (feedback), that is Teacher-Pupil-Teacher (TPT) type of exchange.

So the nature of turn-allocation is rigid as the teacher is the prime mover of the discourse. In relation to this, Ellis (1992:38) writes the following:

...in classroom discourse there is frequently a rigid allocation of turns. Who speaks to whom at what time, about what topics is subject to strict control with the result that competition and individual learner initiative are discouraged....

According to the above view, classroom discorsal turn-taking is rigidly controlled. As a consequence of this, there is no doubt about who is going to speak next, at what particular time and perhaps also on what issue. The prevalence of this situation solves the problem of turn distribution and transition (which are typical to turn-taking) though it hampers free interaction.

Based on the rules set for the construction of turns in natural conversation, McHoul (1978:188) proposes a simple set of rules for the management of turn-taking in the classroom speech-exchange system. It should be borne in mind that the following rule-modifications were possible only after detailed transcription and re-transcription and listening and re-listening to the video-and audio-recordings of different lessons.

These are the rules:

1. For any teacher's turn, at the initial transition-relevance place of an initial turn-constructive unit:
 - A. If the teacher's turn is constructed so as to involve the use of a 'current speaker selects next' technique, then the selected student has both the right and obligation to speak.
 - B. If the turn is not so constructed, then the teacher must continue.
2. For any selected student's turn, at the initial transition-relevance place of an initial turn-constructive unit:
 - A. If the selected student's turn involves the use of a 'current speaker selects next' technique, then it is the teacher who has the right and obligation to speak.
 - B. If the turn is not so constructed, the teacher may self-select as next speaker.
 - C. If not, the student may continue, but need not, unless the teacher self-selects.
3. For any teacher's turn, if the teacher has continued to speak, then the other rule recycles and continues to operate only when transfer to a student is effected.
4. For any student's turn, if neither of the first two rules has operated, and the current speaker (the student) continues to speak allowed by rule C in 2, the rules recycle and are in effect at the next transition-relevance place and continue to apply recursively until transfer to the teacher is effected.

The above simple set of rules for teacher-student interactions, i.e., in formal spoken discourse in the

classroom situations shows us the 'unequal encounter', to use Van Lier's (1984) terms, between a teacher and a group of students.

In many classrooms, equal rights of communication are suspended. This is because the teacher allocates the turns to the students, i.e., he decides who the next speaker is going to be; and when the student's turn is completed the teacher holds the floor over again automatically and speaks as much as he wants. Interestingly enough the teacher has the right to stop or interrupt the turn of the student when the need arises since the teacher has more power than his students. The following quotation from McHoul (1978:188) can summarise the axiom of classroom discourse:

Only teachers can direct speakership in any creative way. While students can direct speakership (i.e., can construct their turns so as either to continue or to select the teacher), the permutability of selectees is of zero degree; there can be no permutability from one choice.

In order to understand the role of the teacher in classroom interaction, it is necessary to consider how differential participation rights are distributed in classrooms. McHoul (1978:189) observes the following features in classroom talk by contrast with everyday conversation:

1. The potential for gap and power is maximized.
2. The potential for overlap is minimized in that:
 - a) the possibility of the teacher (or a student) 'opening up' the talk to a self-selecting student first starter is not accounted for;
 - b) the possibility of the student using a 'current speaker selects next' technique to

- select another student is not accounted for;
3. The permutability of turn-taking is minimised.

As has been mentioned above, classroom turn-taking system is not open-ended allowing any student to self-select to speak next. It is apparent that self-selection is the prime source of overlapping turns. In classroom talk turn-taking is pre-allocated to a large extent although local management exists minimally.

This results in poor student-student interaction and negotiation and competition; it also discourages individual student initiatives. As a consequence, transition and distribution of turns cease to be governed by negotiation, competition or personal initiative (McHoul, 1978; Ellis, 1992; Van Lier, 1984). Hence, as Van Lier (1988:105) points out, the participants (students) in a second language classroom are not concerned with resolving turn transition and distribution problems. They are rather concerned with observing the turn-taking rules. Because of these rules, he further explains, students don't have "the power and initiative to change and influence the discourse".

Although recent trends in classroom organisation, such as group work attempt to break the traditional rigid type of turn-taking, it does not always succeed in recreating the 'natural' sort of turn-taking patterns. It is true that in group-oriented interaction students have more roles to play as they will have to manage the discourse or the topic by interacting and negotiating for meaning with one another. In such classrooms the pattern of turn-taking will be fairly distributed between the teacher and the students, and between students and students provided that the teacher sets

up tasks and activities that promote interaction and thereby turn-taking.

Finally, the researcher decided to venture on the nature of turn-taking because College English claims to encourage students to take turns relatively freely and confidently and thereby to take control of the classroom discourse.

2.6 Studies Made on Classroom Discourse in the Ethiopian Context

Some studies have been conducted in the Ethiopian context on classroom discourse related issues such as classroom interaction, participation and explanation.

Abdulkadir Ali (1983) carried out a study to find out the kind and frequency of verbal and non-verbal behaviours that transpire when teachers and students in four selected 12th grade English classes interact. Two of the questions he investigated were how much of all events in the class comprised teacher's talk and how much students' talk. The findings showed that three out of the four teachers did 57% to 84% of the talk in the class and the remaining teacher did 57% of the talk. And the other finding was that in the three classes students did 12% to 18% of the talk and in the fourth one 35%. It was observed that although students' participation in class discussion was minimal, the teachers did a great deal of prompting.

Meselech Habte (1991) undertook a study to describe the methods senior secondary school English language teachers used. Her findings showed that the lessons were dominated

by teacher talk and grammar explanations with very little student involvement.

Weldu Michael (1996) in his attempt to describe the nature of explanations given by grade ten English language teachers investigated the amount of class time spent on giving explanations. The finding was that the six sample teachers on average spent 40.01 per cent of the class time on giving explanations. He also found out that out of the explanations given teacher initiated explanations constituted a significant proportion.

Amanuel Gebru (1996) also conducted a research to investigate the extent to which Addis Ababa University first year female students participated in English language classes as compared to boys. The finding was such that there was no significant difference in verbal participation between male and female students.

Fikirte H/Mariam (1996) also tried to find out the extent to which social and pedagogic factors influence the participation behaviours of (i) AAU Freshman students in general; and (ii) relatively 'high', 'average' and 'low' classroom participators in particular. Her study showed that both social and pedagogic factors have positive influences on the participation behaviours of the majority of the students. However, the positive influences of pedagogic factors were found to be greater than the positive influences of social factors. The study also revealed that there was no significant difference between the influences of social and pedagogic factors for the 'high' and 'average' participators. However, pedagogic factors were found to have greater influences on the participation behaviours of 'low' participators.

Although the above studies touched upon the different aspects of student participation, they did not show the nature of turn-taking among students in group discussions. This study, therefore, attempts to describe the nature of turn-taking among the first year students in their group discussions.

CHAPTER THREE

THE DESIGN OF THE STUDY

3.1 Introduction

As has been stated in the introductory chapter, the main objective of the study is to describe the nature of turn-taking among the Freshman students in their group discussions. In other words, it attempts to describe the nature of turn-taking to see the level of student participation. To achieve this objective, the following guide questions are set by the researcher:

- (a) Do students in group discussions get turns on their own initiative(i.e., by volunteering, self-selecting, interrupting and stealing)?
- (b) Do students in group discussions get turns by allocation(i.e., by responding to specific solicits the teacher or the group leader makes)?
- (c) Do students in group discussions give turns to others? Or is it only the teacher and the group leaders who give turns?

The researcher believes that the aforementioned questions will enable him to investigate the nature of turn-taking among the Freshman students in their group discussions.

3.2 Subjects of the Study

The subjects of this study were 33 students of one section from College of Social Sciences taking College English. The section was not randomly selected, but it was

simply arranged with a colleague. So it was chosen primarily on the instructor's willingness to participate in the research project. This was done because the recording had to be made at three different times during the allocated class-time. And this would require on the part of the instructor to arrange make up classes as he would lag behind the rest of the instructors. Hence the researcher had to consider such problems and look for a colleague who could bear up all this.

The researcher took only one section since it would be unmanageable to transcribe all the recorded material and analyse the nature of turns taken by all the students.

3.3 Instrument of Data Collection

Since the study concentrates on the nature of turn-taking, it is basically descriptive. To this end, the data gathering instrument was video recording the group discussions.

A video tape camera with a built-in sound mechanism that needed no additional light than the day light was used to record the discussions. With this, it was possible to gather the required data for the study. The video recording was preferred to an audio recording for easy identification of each participant (i.e, student) as he/she takes the turns and for detecting how they get and give turns. Although the researcher is aware of the fact that the non-verbal behaviours accompany the verbal behaviour and that they are very important aspects of communication, due to time constraints and to avoid complications the researcher has limited his study to verbal acts.

The class was divided into five groups, and the recording was made while the students were discussing the speaking activities/tasks from College English Units 2,3 and 4. The topics for discussion were:

1. What can teachers and students in schools do in order to (a) raise the awareness of people about the dangers of AIDS, (b) help some people change their sexual behaviour, and (c) change their attitudes and behaviour towards AIDS sufferers? (Unit 2: AIDS).
2. The advantages of introducing modernisation to traditional peoples are greater than the disadvantages (Unit 3: Culture and Values).
3. (a) What are the main problems you face in understanding English spoken by teachers or instructors? How do you try to overcome them?
 (b) When do you take notes in lectures? How do you decide which points to take notes on?
 (c) Discuss some of the qualities of the good language learner? (Unit 4: Improving Study Practices).

The recording was made three times on the above three topics. Since College English class has a double period, it lasts one hour and forty minutes. On the average, one group was video taped for 20 minutes on each task. So the videotaping was made for four hours and twenty minutes as a whole.

3.4 Model for Analysing the Recorded Data

In order to achieve the objective of the study and to answer the aforementioned questions, the video-recorded data was transcribed verbatim with a special focus on the turns.

Since turn-taking studies are still at the embryonic stage with respect to classroom interaction (Allwright, 1980:168), the researcher has faced problems in trying to find a system for analysing the nature of turn-taking. The models that have been found to date are the ones developed by Allwright (1980) and Van Lier(1988).

Van Lier (1988:109-110) has attempted to classify turn-taking in a stretch of classroom interaction. He generally classifies turns as primary distinctions into four major categories, namely, prospective (the way the turn is linked to the subsequent turn(s)), retrospective(the way the turn is linked to the preceding turn), concurrent (a turn that is taken during a current turn which is related to that turn in a servicing sense) and neutral (a turn which is indeterminate as to any of the above three, and which is not implicative of prospective or retrospective relations to its surrounding turns). Van Lier further explains the more specific distinctions of each category. He identifies the following sub-categories under each major classification/category:

1. Prospective

- A Allocating: nominate, signal or gaze
- B. Soliciting : verbal (general solicit) or behavioural
- C. Ending :end, give up or give way

2. Retrospective

- A. Allocated: pre-allocated or locally managed
- B. Unallocated : response to solicit, self-select, floor-seeking, negative feedback or stolen.
- C. Ok- Pass

3. Concurrent

- A. Listening response
- B. Intra-turn repair /repair-initiation

4. Neutral

- A. Rehearsal
- B. Private

Although Van Lier claims that it is complete and comprehensive, the classification contains fuzzy edges and ambiguous concepts that are not relevant to this study. It seems to be complicated in that the classification is not only to identify whether a turn was allocated or self-selected, but also if that same turn subsequently allocates a next turn or next activity or task. Identifying if a turn is linked to the preceding or to the subsequent turn is not the concern of this paper. The main concern of the study is just to investigate how teacher and students get and give turns, the types of turns and how they are initiated. Hence any turn is considered as a turn whether it is linked to the preceding or to the subsequent turn.

The classification also contains concurrent and neutral turns of which most of them are not related to this study. The sub-category, listening response, is not considered as a turn because it plays the role of a lubricator, to use Orestrom's (1983) term, as it occurs during a current-turn. And it normally occurs in any speech exchange system. As Van Lier (1988:116) points out, their function is to support the turn in hand. Listening responses, rehearsal and private turns are very difficult to code. All of them are either non-verbal or non-vocal both of which are not considered in

this study. In general Van Lier's classification is very 'crude' detailed and a bit complicated given the objective of this study.

The other model developed by Allwright (1980) classifies turn-taking into two categories: turn getting and turn giving. Each of these categories consists of eight and two subcategories respectively. This is the only model that has been found usable for this research given the purpose of the study. However, the researcher has made some modifications to the model so that it meets the purpose of the study.

Out of the original categories some have been revised; some have been left out especially those to do with non-verbal behaviours both from turn getting and turn giving. One new sub-category has been added to accommodate the features observed in the transcripts. In addition, to avoid confusion and misunderstanding, some terminologies that were used as codes in turn getting categories have been replaced by clearer designations; some have been redefined in accordance with the objective and the questions raised for investigation.

A. Turn Getting Categories

1. **Accept** : Respond to a specific solicit (This includes (a) turns that are made available after interruptions which are not intended to gain the floor, (b) when the teacher or the group leader or a student poses question(s) to a person who has been speaking before him /her and (c) those that

are already made personal at the outset).

2. **Steal :** Respond to a specific solicit made to another person.
3. **Volunteer:** Respond to a general solicit.
- 4 **Take:** Take an unsolicited turn, when a turn is available, to maintain discourse.
5. **Self-select:** Take an unsolicited turn when a turn is available, to express one's ideas or views (not necessarily to keep conversation going)
6. **Make:** Make an unsolicited turn, during the current speaker's turn, without intent to gain the floor (i.e., to maintain discourse)
7. **Interrupt:** Start a turn, during that of the current speaker, with intent to gain the floor.
8. **Miss:** Fail to respond to a specific solicit.

B. Turn Giving Categories

1. **S:** Make a specific solicit.
2. **G:** Make a general solicit.

CHAPTER FOUR

Results and Discussion

4.1 Introduction

As has been stated earlier, the general objective of the study is to describe the nature of turn-taking among the freshman students in their group discussion. In other words, it attempts to describe the nature of turn-taking to see the level of student participation. To meet this objective, the following guide questions are set by the researcher:

- (a) Do students in group discussions get turns on their own initiative (i.e., by volunteering, self-selecting, interrupting and stealing)?
- (b) Do students get turns by allocation (i.e., by responding to specific solicits the teacher or the group leader makes)?
- (c) Do students in group discussions give turns to others? Or is it only the teacher and the group leaders who give turns?

It is apparent that in attempting to describe the nature of turn-taking among the students, the researcher will also see how the teacher and group leaders affect the nature of turn-taking. So, although the teacher's role is expected to be that of a co-communicator, it is important to discuss the kinds of turns he takes as a facilitator.

The purpose of this chapter is, therefore, to address the aforementioned main questions and discuss the results. For the sake of simplicity and convenience the first two questions are tabulated and presented together. Below is the presentation of the data and discussion of the findings.

In the first section, turn getting categories will be presented to see whether the students get turns on their own initiative and by allocation. Following this the overall distribution of turns among the participants in terms of turn getting categories will be described. In the third section, turn giving categories will be presented to see whether students, the teacher or group leaders give turns to other students. In the fourth section, the overall distribution of turns among the participants in terms of turn giving categories will be described. Finally, discussion of the findings will be presented.

4.2 Turn Getting Categories and Their Distribution

Among the Participants in each Group

One of the questions of this study is to find out whether students get turns on their own initiative and by allocation. This is important because it can show us to what extent students take turns on their own initiative as well as by allocation of turns by the teacher or the group leaders.

Table 1 Turn Getting Categories and Their Distribution Among the Participants

Group1

Turn Getting Categories	P A R T I C I P A N T S								Total	%
	T	M1*	M2*	M3	F1	F2	F3*	F4		
Accept	-	2	4	4	5	3	4	3	25	34.3
Steal	-	-	-	-	-	-	-	-	-	-
Volunteer	-	1	-	-	-	3	1	1	6	8.2
Take	18	12	4	-	-	-	3	-	37	50.7
Self-select	-	-	-	-	1	-	-	-	1	1.4
Make	1	1	-	-	-	-	-	-	2	2.7
Interrupt	-	-	-	-	-	-	-	-	-	-
Miss	-	-	-	-	-	-	1	1	2	2.7
Total	19	16	8	4	6	6	9	5	73	100

* Group Leaders

As can be observed from Table 1, all the participants (with the exception of the teacher) got turns through specific solicits. Students predominantly got turns by responding to specific solicits made to them. Out of the total turns (73), 25 (34.3%) of them were responses to specific solicits. This is the second highest of all the turns students /participants got through different turn getting categories. Of all the turns they got, most of the students with the exception of M1 and M2 (the group leaders) responded more to specific solicits. However, two students (F3 and F4) failed to respond to specific solicits made to them. Also, the teacher did not get any turn through nomination in this group. This means that other participants did not address any question to the teacher to answer or to elaborate any certain point. This is no wonder given the conservative society students come from. Most of the students do not often like asking their teacher to explain any points that they are not clear about.

The most striking finding in this group is the preponderance of discourse maintenance. Out of the total turns (i.e., 73) the share of discourse maintenance amounted to 37 (50.7%), which is the highest of all the turn getting categories. Such turns were exclusively taken by the teacher and group leaders. Of these, the teacher took the great majority (18). Following the teacher, M1 (who was the group leader during the discussion of the first

task) got 12 turns for the same purpose. F3 and M2 got three and four turns respectively, albeit not as much as the former two, to maintain the discourse as they were group leaders in the discussion of tasks two and three respectively[See Appendices B & C].

Like 'Take', the one discussed above, the turn getting category 'Make' is another type of discourse maintenance. However, the latter is through taking an unsolicited turn during the current speaker's turn without the intention to hold the floor. Accordingly, there are only two turns and both were taken by the teacher and M1(the group leader).

The figure for 'Take' is the highest as it can be observed from the table. This could be attributed to the reason that the participants (i.e., the students) have not yet built confidence which may enable them to self-select and express their ideas freely. The evidence is that there is only one student(F1) who got a turn by self-selection. Moreover, no participant has taken a turn through stealing or by interruption.

Regarding the general solicit, the figure is minimal. Only six turns were taken in response to the general solicits made. Accordingly, M1, F3, and F4 got one turn each and F2 got the highest(3) turns through general solicits.

The table reveals that the teacher and M1 had a relatively disproportionate number of turns compared with the other participants. Accordingly, out of the total turns (73) for the group, the teacher and M1 got 19 and 16 turns respectively through different turn getting categories.

As has been described above, very insignificant number of students got turns on their own initiative. They did not get any turns by stealing or interrupting. Four students got six turns and only one turn by volunteering and self-selecting respectively. The teacher and the group leaders took about half (50.7%) of the total turns to maintain the discourse.

Table 2 Turn Getting Categories and Their Distribution Among the Participants

Group 2

Turn Getting Categories	P A R T I C I P A N T S							Total	%
	T	M1*	M2	M3*	F1	F2	F3*		
Accept	1	4	5	8	7	6	7	38	39.6
Steal	-	-	-	-	-	-	-	-	-
Volunteer	-	-	4	-	-	-	1	5	5.2
Take	19	11	-	2	-	-	10	42	43.8
Self-select	-	1	1	1	-	-	-	3	3.1
Make	6	-	-	-	-	-	-	6	6.3
Interrupt	-	-	-	-	-	-	-	-	-
Miss	-	-	-	1	1	-	-	2	2.0
Total	26	16	10	12	8	6	18	96	100

* Group Leaders

As the above table shows, unlike in group 1, here all participants including the teacher got turns through specific solicits. Of all the turns (96), 'Accept', which is the second highest, constituted 38 (39.6%). From this, the teacher got only one turn. Most of the students with the exception of M1 and F3 (the group leaders) responded more to specific solicits made by the teacher and/or the group leaders. Nevertheless, two students (M3 and F1) failed to respond to such solicits.

Almost similar to the preceding group, very insignificant number of students got turns on their own initiative. Of the five turns got through general solicits, four were by M2 and the remaining (one) by F3. As regards self-select, there were only three turns and these were taken by three different students. No student took a turn given to somebody else and no student interrupted either.

The most striking finding here again is the preponderance of 'Take'. Out of the total turns for the group, the share of 'Take' is 42 (43.8%) which is the highest of all the turn getting categories. As one might expect, the majority of the turns (i.e., 19) were attributed to the teacher. And the other two group leaders (M1 and F3) took 11 and 10 respectively. The teacher also took unsolicited turns during other participants turns to maintain the discourse.

In terms of turn distribution, the teacher stands out as he had a disproportionate number of turns overall compared with other individual participants. As the findings show, all students got the great majority of the turns by allocation and only very limited students got turns on their own initiative.

Table 3 Turn Getting Categories and Their Distribution Among the Participants

Group3

Turn Getting Categories	P A R T I C I P A N T S							Total	%
	T	M1*	M2*	M3	M4	F1	F2		
Accept	-	2	2	2	3	1	4	14	22.6
Steal	-	-	1	-	-	-	-	1	1.6
Volunteer	-	1	-	1	2	4	1	9	14.5
Take	17	7	2	-	-	-	-	26	41.9
Self-select	-	-	1	3	1	-	3	8	12.9
Make	4	-	-	-	-	-	-	4	6.5
Interrupt	-	-	-	-	-	-	-	-	-
Miss	-	-	-	-	-	-	-	-	-
Total	21	10	6	6	6	5	8	62	100

* Group Leaders

Table 3 shows that all in all 62 turns were taken by all participants through different turn getting categories. With the exception of the teacher, all other participants got turns through specific solicits. Of all the turns(62), students got 14(22.6%) turns in response to specific solicits made to them by the teacher and/or group leaders.

As the table reveals, in this group relatively speaking more students got turns on their own initiative(i.e., by stealing, volunteering and self-selecting). Accordingly, 9(14.5%) and 8(12.9%) turns were taken through general solicit and self-selection. One student(M2) was found guilty of turn stealing. No student failed to respond to specific solicits made. Students did not get any turn by interruption either.

Like in the preceding groups, there is also a preponderance of discourse maintenance in this group. Out of 26 turns, the majority of them (i.e., 17) were taken by the teacher and the remaining turns were taken by M1(7 turns) and M2 (2 turns) both of whom were group leaders. The teacher also took four unsolicited turns during other participants' turns to maintain the discourse. However, he didn't do any interruption to hold the floor.

In terms of turn distribution, first of all as can be seen from the table, there weren't many turns taken by the

participants as compared with the other four groups. Secondly, out of the total , the teacher stands out as he took two to four folds of turns in comparison with other individual participants.

As far as the number of turns is concerned, students got more turns on their own initiative than by allocation. It is apparent that some students got more self-initiated turns than others.

Table 4 Turn Getting Categories and Their Distribution Among the Participants

Group 4

Turn Getting Categories	P A R T I C I P A N T S								Total	%
	T1	M1*	M2	M3	M4	F1*	F2*	F3		
Accept	-	4	4	4	4	4	1	5	26	33.8
Steal	-	-	-	1	-	-	-	-	1	1.3
Volunteer	-	1	2	1	-	1	1	-	6	7.8
Take	14	7	-	-	-	4	7	-	32	41.5
Self-select	-	1	1	-	-	1	1	-	4	5.2
Make	7	-	-	-	-	-	-	-	7	9.1
Interrupt	-	-	-	-	-	-	-	-	-	-
Miss	-	-	-	-	-	-	-	1	1	1.3
Total	21	13	7	6	4	10	10	6	77	100

* Group Leaders

Table 4 reveals that out of the total of 77 turns, all students got 26 (33.8%) turns by responding to specific solicits made to them. And one student failed to respond to a specific solicit made to him.

The above table further shows that students did take turns on their own initiative by volunteering, self-selecting and stealing. But few turns (only 6 or 7.8%) were taken in response to general solicits. Not many students were found self-selecting. There were only four of them. And only one student got a turn by stealing.

In this group also discourse maintenance took the lead (i.e., 41.5%) of all the turns. Of these, 14 were taken by the teacher alone, and the remaining turns were taken by the three group leaders at different discussions. The teacher took two to three times as many turns as that of the three students. The teacher did also take unsolicited turns during other students' turns to maintain the discourse. However, he did not do any interruption in any student's turn to gain the floor.

As it has been the case in all other groups, the imbalance in the distribution of turns between the teacher and other participants (i.e., students) also prevails here. Accordingly, the teacher took more turns when compared with other individual participants followed by one group leader (M1). However, it should be borne in mind

that he took all those turns to maintain the discourse. Students got very limited turns on their own initiative; they got the great majority of the turns by responding to specific solicits.

Table 5 Turn Getting Categories and Their Distribution Among the Participants

Group 5

Turn Getting Categories	P A R T I C I P A N T S								Total	%
	T	M1*	M2*	M3	M4	F1	F2	F3		
Accept	1	4	3	3	3	6	3	2	25	39.1
Steal	-	-	-	-	-	-	-	-	-	-
Volunteer	-	1	-	-	2	-	1	-	4	6.2
Take	15	7	3	-	-	-	-	-	25	39.1
Self-select	-	-	2	-	2	-	1	-	5	7.8
Make	4	-	-	-	-	-	-	-	4	6.2
Interrupt	1	-	-	-	-	-	-	-	1	1.6
Miss	-	-	-	-	-	-	-	-	-	-
Total	21	12	8	3	7	6	5	2	64	100

* Group Leaders

The above table reveals that out of the overall turns (64), students got 24 turns by responding to specific solicits. Although the number was insignificant, students got turns by volunteering and self-selecting as well. Accordingly, only three students (M1, M4 and F1) got four (6.2%) turns by responding to general solicits and the other three (M2, M4 and F2) got 5 (7.8%) turns by self-selection. Students did not get turns by stealing and neither by interrupting.

The teacher took the majority of the turns, i.e., 15 turns to maintain the discourse. Group leaders (M1 and M2) also took 7 and 3 such turns, but it was minimal. The teacher also took unsolicited turns during others' turns to maintain the discourse. However, the group leaders did not take such turns. Unlike in the preceding groups, in this group, the teacher interrupted once and gained the floor. He also got a turn by responding to a specific solicit.

In terms of turn distribution, similar to other groups the teacher stands out as he had a disproportionate number of turns overall compared with other individual students. Students predominantly got turns by allocation; they got limited turns on their own initiative.

4.3 The Overall Distribution of Turns Among the Participants by Turn Getting categories

This is very important because it can give us the overall picture of whether students got more turns on their own initiative (i.e., by volunteering, interrupting, self-selecting and stealing) or by allocation of turns by the teacher and the group leaders. It also enables us to see what extent the class has been interactive.

Table 6 Distribution of each Turn Getting Category as Calculated from Total Turns Taken by each Group of Participants across all Turn Getting Categories

Turn Getting Categories	Teacher		Group Leaders		Other Participants	
	Frequency	%	Frequency	%	Frequency	%
Accept	2	1.9	49	33.1	77	66.4
Steal	-	-	1	0.7	1	0.9
Volunteer	-	-	8	5.4	23	18.9
Take	83	76.8	79	53.3	-	-
Self-select	-	-	8	5.4	13	11.2
Make	22	20.4	1	0.7	-	-
Interrupt	1	0.9	-	-	-	-
Miss	-	-	2	1.4	3	2.6
Total	108	100	148	100	116	100

Table 7 Distribution of each Turn Getting Category as Calculated from the Total Turns Taken across all Participants

PARTICIPANTS	Turn Getting Categories															
	Accept		Steal		Volunteer		Take		Self-select		Make		Interrupt		Miss	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Teacher	2	1.5	-	-	-	-	83	51.2	-	-	22	95.7	1	100	-	-
Group Leaders	49	38.3	1	50	8	26.7	79	48.8	8	38.1	1	4.3	-	-	2	40
Other Participants	77	60.2	1	50	22	73.3	-	-	13	61.9	-	-	-	-	3	60
Total	128	100	2	100	30	100	162	100	21	100	23	100	1	100	5	100

Table 8 The Distribution of Turns Among all Participants
Out of the Total Turns Taken

PARTICIPANTS	TEACHER	GROUP LEADERS	OTHER PARTICIPANTS	TOTAL	
	F	F	F	F	%
Accept	2	49	77	128	34.4
Steal	-	1	1	2	0.5
Volunteer	-	8	22	30	8.1
Take	83	79	-	162	43.5
Self-select	-	8	13	21	5.7
Make	22	1	-	23	6.2
Interrupt	1	-	-	1	0.3
Miss	-	2	3	5	1.3
Total	108	148	116	372	100

Regarding unsolicited turns (when turns are available), Table 6 reveals that the teacher got 76.8% of the turns to maintain the discourse. This is followed by group leaders who got 53.3% of the turns out of a total of 148 turns. Both the teacher and the group leaders got that much because by virtue of their power, they are expected to keep the discussion going either by making general or specific solicits.

Apart from taking an unsolicited turn when a turn is available, the teacher also got turns by taking unsolicited turns during other speakers' turns without the intention to take over the floor. Such turns were often taken to prompt and help students when they hesitated too much or when they paused for a longer time. Accordingly, out of the total turns

(i.e., 108) the teacher took, the above type of turn getting constituted 20.4%. Group leaders also got turns through this means. However, it was very minimal in this particular case.

When compared with group leaders, other participants (i.e., students) got the most turns (60.2%) by responding to specific solicits [See Table 7]. It is important to note that group leaders got turns by responding to specific solicits not just as group leaders but also as any member of the group. In fact they got very limited turns as group leaders [See Appendices A-C]. The teacher got only two turns to respond to specific solicits made to him. This is perhaps because students do not often ask their teacher questions or because it is not common for students to ask their teacher to give his ideas or views on a certain issue under discussion.

Group leaders as well as other participants also got turns by responding to general solicits. As table 7 shows, out of 30 turns, both group leaders and other participants got 8 (26.8%) and 22 (73.3%) turns respectively. It is important to note that group leaders got these turns not only as group leaders but also as any member of the group when they were not group leaders. Students also got turns by self-selection. According to Table 6, out of 116 turns, they got only 13 (11.2%) turns by self-selection. A very wide gap exists between responding to specific solicits on the one hand and self-selection and general solicits on the other. Students should be encouraged to take more of the latter turn getting categories.

Contrary to Allwright's (1980) finding, the teacher was not found guilty of turn stealing. As regards interrupting,

he did only once. Regarding turns taken by the teacher to maintain the discourse, this finding corresponds with Allwright's finding in the sense that the teacher took a great deal of the turns in both studies.

As can be seen from the above Table 8, students got very limited turns on their own initiative (i.e., by volunteering, self-selecting and stealing). They did not interrupt at all; they rather got the great majority of the turns by responding to specific solicits the teacher/the group leaders made. They also failed to respond to specific solicits made. The teacher and the group leaders took 162 (43.5%) turns out of the total of 372 turns because they had to give turns to students [See Table 8].

4.4 Turn Giving Categories and Their Distribution Among the Participants in each Group

The other question that this study aims to find out is whether students, the teacher or group leaders give turns in group discussions to others. The researcher has left out all turn giving categories that are non-verbal as the concern here is the verbal acts.

Table 9 Turn Giving Categories and Their Distribution
Among the Participants

Group 1

Turn Giving Categories	P A R T I C I P A N T S								Total	%
	T	M1*	M2*	M3	F1	F2	F3*	F4		
S	10	11	2	-	-	-	3	-	26	78.8
G	5	-	2	-	-	-	-	-	7	21.2
Total	15	11	4	-	-	-	3	-	33	100

Table 9 shows that 33 turns were given to different participants in the group discussions. Of these, the great majority of the turns (78.8%) were specific solicits, whereas the remaining were given out through general solicits. No participant other than the teacher and the group leaders gave turns in this group. It is apparent that with the exception of the teacher and the group leaders other participants may not make general solicits; they rather make specific solicits, albeit this didn't occur here.

Unlike in other groups, the group leader (M1) made more specific solicits than the teacher. As compared with specific solicits (26), few (7) solicits were addressed to the group and most of these solicits were made by the teacher. The teacher stands out of all the participants as he was often addressing solicits to individual participants and to the group as a whole.

The discrepancy between the grand totals of the turn getting and turn giving categories (73 versus 33) is attributable to the non-verbal behaviours. Many of the specific solicits made by both the teacher and the group leaders were through signalling (pointing with a finger, chin, arms, eye gaze and the like all of which are not regarded here.

Table 10 Turn Giving Categories and Their Distribution Among the Participants

Group 2

Turn Giving Categories	P A R T I C I P A N T S							Total	%
	T	M1*	M2	M3*	F1	F2	F3*		
S	14	8	1	2	-	-	10	35	81.4
G	8	-	-	-	-	-	-	8	18.6
Total	22	8	1	2	-	-	10	43	100

The above table reveals that a total of 43 turns were given to various participants of the discussions. Out of these, 35 (81.4%) turns were made through specific solicits and the rest were given by general solicits. As it might be expected (in a foreign language setting), the teacher made the majority of the specific solicits. However, one student (M2) who was not a group leader made one specific solicit to the teacher.

As regards general solicits, all were made by the teacher. Students (more specifically the group leaders) tend to nominate the next speaker immediately after the

current speaker has finished his/her turn before making any general solicits.

The teacher made more specific solicits than any other participants. This is so because most of the students for various reasons do not like speaking on their own initiative. Therefore the teacher has to encourage and nominate students to take turns and use the target language in the classroom. He should also create a conducive atmosphere so that they build their confidence and attempt to take turns on their own initiative.

Table 11 Turn Giving Categories and Their Distribution Among the Participants

Group 3

Turn Giving Categories	P A R T I C I P A N T S							Total	%
	T	M1*	M2*	M3	M4	F1	F2		
S	6	5	2	-	-	1	-	14	58.3
G	9	-	1	-	-	-	-	10	41.7
Total	15	5	3	-	-	1	-	24	100

The above table reveals that in all the three recordings made, only 24 turns were given to students. Of these, 58.3% of the turns were given through specific solicits, while the remaining turns were made through general solicits. Interestingly one student (F1) made one specific solicit.

As can be seen from the table, the teacher has made more solicits than the group leaders. What makes this group different is that the teacher has made more general solicits than specific solicits. Consequently, we observe, relatively speaking, more participants responding to general solicits in this group than in any other groups.

Students did not give turns to other participants excepting one. All the turn giving was made by the teacher and the group leaders.

Table 12 Turn Giving Categories and Their Distribution Among the Participants

Group 4

Turn Giving Categories	P A R T I C I P A N T S								Total	%
	T	M1*	M2	M3	M4	F1*	F2*	F3		
S	12	3	-	-	-	4	6	-	25	87.1
G	6	1	-	-	-	-	-	-	7	21.9
Total	18	4	-	-	-	4	6	-	32	100

As can be seen from Table 12, a total of 32 turns were made by both the teacher and the group leaders. Out of these, the majority of the turns (87.1%) were made through specific solicits. The general solicit was minimal. Except one group leader (M1), others did not make any general solicits. Students did not make any specific solicits and neither did they make any general solicits.

With regard to the distribution of turns made, the teacher gave a disproportionate number of turns. He gave more solicits, i.e., specific as well as general than the group leaders. When he did this, it was not to dominate the group. It was rather to maintain the discourse by nominating students to take turns. As the table shows, no student gave turns to others.

Table 13 Turn Giving Categories and Their Distribution
Among the Participants

Group 5

Turn Giving Categories	P A R T I C I P A N T S								Total	%
	T	M1*	M2*	M3	M4	F1	F2	F3		
S	11	5	-	-	1	-	-	-	17	77.3
G	4	-	1	-	-	-	-	-	5	22.7
Total	15	5	1	-	1	-	-	-	22	100

Table 13 shows that a total of 22 turns were made in this group by the two turn giving categories. Out of these, the large majority of the turns (17 or 77.3%) were made through specific solicits, while only 5 (22.7%) were made through general solicits. Only one student (M4) made a specific solicit.

Similar to the preceding groups, it is the teacher here also who gave the most turns by specific (11) and general (4) solicits. As a result, the teacher gave a total of 15 turns which is about three times as many

as that of the other participants. Other than the teacher and the group leaders only one student gave a turn to another participant. This might give the impression that the teacher dominated the group discussion. But the fact is that the teacher had to make solicits when students fail to get turns freely and on their own initiative.

4.5 The Overall Distribution of Turns Among the Participants by Turn Giving Categories

This is very important because it can give us some ideas as to whether most of the turns were teacher-initiated, group leader-initiated, or learner-initiated.

Table 14 Distribution of each Turn Giving Category as Calculated from the Total Turns Given by each Group of Participants across the Turn Giving Categories

Turn Giving Categories	P A R T I C I P A N T S					
	Teacher		Group Leaders		Other Participants	
	F	%	F	%	F	%
S	53	62.4	61	92.4	3	100
G	32	37.6	5	7.6	-	-
Total	85	100	66	100	3	100

Table 15 Distribution of each Turn Giving Category as Calculated from the Total Turns Given across all Participants

Participants	Turn Giving Categories			
	S		G	
	F	%	F	%
Teacher	53	45.3	32	86.5
Group Leaders	61	52.1	5	13.5
Other Participants	3	2.6	-	-
Total	117	100	37	100

Table 16 The Distribution of Turns Among all Participants by Turn Giving Categories Out of the Total Turns Given

Turn Giving Categories	Teacher	Group Leaders	Other Participants	Total	
	F	F	F	F	%
S	53	61	3	117	76
G	32	5	-	37	24
Total	85	66	3	154	100

Table 16 shows that there were only 154 turns in terms of turn giving categories in all the three recordings. Of these, 117(76%) and 37(24%) turns were made through specific and general solicits respectively. Out of the total specific solicits made, the majority (52.1%) were made by group leaders followed by the teacher(45.3%) [See Table 15]. Interestingly enough other participants (i.e.,

students) made only 3 (2.6%) specific solicits [See the same Table]. Few general solicits were made and those were by both the teacher and the group leaders. The teacher made a considerable number of them, but he made more specific solicits when considering the total number of turns he made across both solicits [See Table 14 and 15].

Students made very insignificant number of solicits. They made only three specific solicits. However, they did not make any general solicits. As regards specific solicits, it was so limited because from what the researcher has observed very few students like to ask their group members questions relating to what has been said or request for clarification on what their friends have said. They simply say what they want to say and do not worry much about ideas forwarded by others.

4.6 Discussions

4.6.1 Discourse Maintenance

The findings of the study showed that the teacher took a great deal of turns for discourse maintenance. However, it should be borne in mind that in this study discourse maintenance is of two kinds. One is taking an unsolicited turn when a turn is available and the other is making an unsolicited turn during the current speaker's turn without the intention to gain the floor. Both of them are coded as 'Take' and 'Make' respectively. The latter form is the same as what Van

Lier (1988) calls 'Intratum repair' which includes request for clarification, replacement of errors, and also instances of prompting and helping. By virtue of their power, the teacher and group leaders take both kinds of discourse maintenance.

In the analysis of the turn getting categories the most striking finding is the preponderance of discourse maintenance in the absence of solicits when a turn is available. As one might expect, the great majority of turns taken to maintain the discourse were attributed to the teacher [See Table 6 or 7]. Group leaders also took a considerable number of turns to maintain the discourse. The difference is very insignificant. This is perhaps because the group leaders assume a relatively equal power with the teacher. In the presence or absence of the teacher they take turns to solicit turns when turns are available by making specific or general solicits.

Out of the total of 372 turns, 162 (43.5%) were taken by both the teacher and the group leaders to maintain the discourse [See Table 8]. They took a significant number of turns. This might be attributable to various reasons. One probable reason is that since the students are being exposed to group work for the first time, it appears that they lack the confidence to freely take turns and express their ideas using the target language. By virtue of their power, most students also seem to expect the teacher

and the group leader to structure their behaviour, i.e., they expect the teacher/the group leader to give them the turns even if they speak reasonably good English. It also seems that by virtue of his power the teacher is expected to encourage and initiate students to take turns so that they get practise opportunities.

The other type of discourse maintenance which is coded as 'Make' is also taken by both the teacher and the group leaders, albeit the latter took only one turn out of 33 turns in total [See Table 6]. Both made such turns not to take over the floor entirely, or cut the speakers short, or obstruct the turn in progress. In other words, they were not taken with the intention to gain the floor. It was rather to prompt and help the students to continue their talk. The following extract can show how this occurs:

F1{Accept}: Teachers and students must
 teach...teachers and students must
 teach eh teachers must teach the
 people eh people...must teach the
 people eh...

T {Make}: Feel free! Don't worry!

F1{ Accept}: [restarts] AIDS AIDS is dangers
 one's life and how can transmit
 from one person to another and how
 can to prevent it. It is enough
 [See Appendix A]

This extract shows that the teacher interrupted F1 as she repeated, paused and hesitated too much. He tried to encourage her to feel free and to continue

her talk. There are some more instances of prompting, giving encouragement, requesting for clarification and the like.

As it was mentioned earlier, the teacher and the group leaders are the only participants who can get turns by taking unsolicited turns when turns are available and by taking unsolicited turns during others' turns to maintain the discourse. The fact that they took the great majority of the turns out of the overall turns does not imply that they intended to dominate the discussions. Both of them are responsible for keeping the discourse going by making solicits as most students did not take turns freely.

4.6.2 Responding to Specific Solicits

The findings of the study also showed that students predominantly got turns by responding to specific solicits made to them by the teacher and group leaders. It must be understood, however, that specific solicits in this study do not just refer to direct nominations every time. It also includes (a) turns that are made available after interruptions (which are not intended to takeover the floor) [See Appendices A-C], (b) when the teacher, a student or the group leader asks a question(s) or requests a student who has spoken before him/her without interruption for elaboration [See Appendices A-c], and (c) those that are already made personal from the outset [See Appendices A-C]. The third is the dominant one.

Out of 372 turns, students including group leaders got 126 turns by responding to specific solicits the teacher and the group leaders made. The reason why students got a great deal of the turns through specific solicits may be attributable to the fact that (1) perhaps most of the students have not yet built confidence which may enable them to freely take turns on their own initiative; (2) the nature of the tasks which may have failed to appeal^{to} the students; (3) the influence of the group leaders who do not often make general solicits before making specific solicits, or even if they make, they give little amount of wait-time; and (4) the students' command of the language which is often labelled poor to express their ideas.

4.6.3 Self-initiated Turn Getting

The findings of the study showed that students got very limited turns on their own initiative (i.e., by volunteering, self-selecting, stealing). They did not take any turn by interrupting. It was only the teacher who took a turn by interrupting.

Of the total of 372 turns, students got only 53 turns on their own initiative. Accordingly, 2 (0.5%) turns were taken by stealing, 30 (8.1%) turns by volunteering and 21 (5.7%) turns by self-selection [See Table 8]. Given the total turns and as when compared with responses to specific solicits, the figure is minimal. What this means is that the students do not

often take the initiative to take turns to respond to general solicits or just to self-select in the absence of solicits. They do not speak of their own accord. They are more dependent on teacher- or group leader-allocated turns. Consequently, the teacher and the group leaders are the prime movers of the discourse. This may be attributable to (1) the students upbringing, i.e., their cultural background. In the Ethiopian society (except in cities like Addis Ababa which have some European orientation) children are supposed to remain quiet especially when they are with adults. It is a hierarchically structured society. This seems to be reflected in the classroom and thus students expect the teacher to invite them to speak next; (2) the teacher and the group leaders are accorded maximal speaker rights by virtue of their higher status role in the group discussion. Therefore, students expect the teacher or the group leader to structure their turn-taking behaviours as to who should take the next turn. This might have also been the reason why we do not see students interrupting their teacher, not even their group leader and also not taking many turns by stealing; (3) the language teaching and learning methodology students had been exposed to before joining university/college. In schools language teaching still focuses solely on grammar and vocabulary, but at university/college level there is a shift in focus from usage to use. They are now required to sit in groups and discuss tasks: a learning style to which they were never

exposed to before (with the exception of few privileged schools); (4) the students' command of the language which is often labelled poor. Because of this, most of them do not like to speak as they feel they may be laughed at; (5) the personality of the students; students who are introverts prefer to keep quiet. They do not like to say anything unless they are asked to do so; and (6) the nature of the task may have had its own influence although no observation has been made.

These could perhaps be some of the reasons why students have not taken many turns on their own initiative. However, as stated in the review section, initiative is very important, for it enables the learners to use every opportunity that is available (be it in the classroom or outside) to practise the target language.

4.6.4 Making Solicits

We observe a large discrepancy between the totals of turn getting and turn giving (372 versus 154). This is entirely attributable to non-verbal turn giving, i.e., giving turns through signalling (pointing with finger, chin, arm), eye gaze, pauses and hesitations that give way to interruptions and unmarked turn giving. All these are not considered in this study. So it is only limited to specific and general solicits.

A great deal of solicits were addressed to individuals rather than to the groups[See Table 16]. This might be due to the fact that students do not take turns on their own initiative. Had they taken more turns through self-selection, by responding to general solicits, stealing or perhaps interruption, there would have been more unmarked turn giving. However, most of the turns are initiated (i.e., direct nomination) by the teacher and the group leaders.

Students seem to expect that the next speaker after a student's turn is either the teacher (if he is present) or the group leader. And that they should get turns through the teacher or the group leader. It has been found out that students gave very insignificant number of turns to others through specific solicits. They did not make any general solicits at all; they rather responded to general solicits. It seems that making general solicits is the duty and responsibility of the teacher and that of the group leaders.

CHAPTER FIVE

Summary of Findings, Conclusions and Recommendations

5.1 Summary of Findings

This study was carried out to look into the nature of turn-taking among the Freshman students in their group discussions. In other words, it attempted to describe the nature of turn-taking to see the level of student participation.

Results showed that students got turns through different turn getting categories: responding to specific solicits, responding to specific solicits made to others, responding to general solicits and taking an unsolicited turn when a turn is available. Out of these, they got the great majority of the turns (126 or 33.9%) through specific solicits, i.e., by teacher's and group leaders' allocation of turns. Of these, 77 turns were taken by students and 49 were taken by group leaders. Students took very limited turns on their own initiative, i.e., by responding to general solicits, self-selecting and even stealing. Students got only 30 (8.1%) by responding to general solicits out of the total of 372 turns. Of these, 22 turns were taken by other participants and 8 were by group leaders. Students got 21 (5.7%) turns by self-selecting, out of the total of 372 turns. Out of these, 13 turns were taken by other participants (i.e., students) and 8 turns were taken by group leaders. Only two students got 2 (0.5%) of the turns

by stealing and five failed to respond to specific solicits made to them, i.e., 5(1.3%) of the total turns. Students did not take any turn by interrupting.

Results also showed that out of 372 turns, 162(43.5%) turns were taken by both the teacher and group leaders for discourse maintenance. Of these, the teacher took 83 turns and group leaders 79. They also took 23(6.2%) turns by making unsolicited turns during others' turns without the intent to gain the floor. Students took only one turn out of this total. The teacher took only 2 turns in response to specific solicits made to him, and interrupted only once.

As far as turn giving is concerned, of the total turns(154), 117(76%) turns were specific solicits. The remaining 37(24%) turns were general solicits. Of the overall solicits, most of them were made by the teacher although group leaders made a little more specific solicits. Interestingly students gave only 3(2.6%) turns out of 117 specific solicits. They did not make any general solicits.

5.2 Conclusions

The importance of interaction has been stressed by many classroom researchers and language teaching and learning theoreticians. This is because interaction enables students both to practice communicating their ideas using the target language and to develop their knowledge of linguistic forms. For this to occur the way students take turns is crucial.

As the distribution of turns show, the great majority of the turns the students took were in response to specific solicits i.e., by allocation. Students do not self-select frequently and are dependent on the teacher's and group leaders' allocations for opportunities to talk. As a result, there was a very low incidence of turns taken by the learners on their own initiative. It appears that the majority of the students preferred to take turns when selected or nominated by the teacher or the group leaders. Only some of them spoke of their own accord. As a result, the teacher and the group leaders took a great deal of turns to make specific solicits. The teacher exclusively took turns to prompt, help and encourage students to feel freer and take turns smoothly.

Even if the students have been characterised as taking less speaking turns on their own initiative and as being more dependent on teacher-allocated turns, the class was to some extent interactive. The turn-taking patterns observed show that students were using the target language to communicate their ideas. Most of them were also taking long turns [See Appendices A-C]. Given the traditional language teaching and learning style students had been exposed to at school, the level of student participation is encouraging. The extent to which these findings typify other freshman classes remains to be determined through analysis of a larger corpus of data. Nevertheless, these findings

give us some insights that participatory language learning could be promoted at university/college level as well as in Ethiopian schools.

The researcher believes that College English has partially succeeded in promoting the teaching of English through student participation. It attempts to maximize learner's use of the foreign language in the classroom. However, it requires instructors to do more on confidence building since students do not take turns freely on their own initiative.

5.3 Recommendations

From the findings, discussions and conclusions made, the following are recommended:

5.3.1 Instructors should help students build their confidence so that they can speak of their own accord. In other words, students should be encouraged to take turns on their own initiative and use the target language to communicate their ideas.

5.3.2 Students should be encouraged to have more roles to play in managing the discourse in the classroom by interacting and negotiating for meaning with one another.

5.3.3 It is important that instructors raise a sense of curiosity in students to learn the language through use. In this sense understanding learners and

making class activities relevant to them are important. This implies that some of the tasks in College English need improvement.

5.3.4 It has been observed that some students particularly group leaders tend to dominate the turn-taking process. It is, therefore, recommended that learning activities should be selected and designed in such a way that they could be appealing to all students.

5.3.5 As a corollary to the above, subsequent research works should investigate the quality of learning activities and the level of learner participation in group work.

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APPENDICES

Discussion Transcripts

Symbols and Abbreviations used in transcription

- T: Teacher
M1: Male Student, using numbers (M1, M2, etc.)
F1: Female Student, using numbers (F1, F2, etc.)
/S/: Specific Solicit
/G/: General Solicit
eh: Hesitation filler
uhm: Hesitation filler
...: Pause
[]: Comments by the researcher
-: Used to indicate an incomplete word
xxx: Continues (for long turns: extended talk)
{ }: Type of turn getting category

Appendix A: Discussion Transcript 1

Group 1

M1 {Take}

[Group Leader]. First and second the business is how AIDS spreads from the background you know already. What is the spread of AIDS in our country? Yemisrach.

[M1 gazes at the girl F1]. /S/

F1 {Accept}

I think AIDS is spreading widely in Ethiopia. Eh according to one radio programme eh when I heard broadcasting in Amharic, it says the rate increased by 300 every month. My opinion is this.

M1 {Take}

Well. What about you sister? [M1 points to F2]/S/

F2 {Accept}

My answer is similar to hers. . . AIDS is spreading very fast [inaudible]. People are still not sure about the way AIDS is transmitted.

M1 {Take}

Do you know any people who suffered eh any victim who is victimized from your knowledge of from you you know that at the very beginning that you heard about AIDS.

that at the very beginning that you heard about AIDS. What do you know? . . . What kind of view do you have about AIDS at all? /S/

F2 {Accept}

I think AIDS is a very dangerous disease. It ...it can be transmitted easily because you may share. Eh you may catch AIDS eh in a hospital or may be eh when you go to the dentist. So it is a very dangerous disease.

M1 {Take}

What about you, brother? /S/

M2 {Accept}

I think the AIDS is spreading the country Ethiopia very dangerous. Because many people suffer from AIDS in every hospitals ...The people also know...there is little understanding about AIDS...Therefore we must eh aggravated the understanding of AIDS in the people. This is my idea eh my opinion.

M1 {Take}

What do you say about AIDS? [M1 points to F3] /S/

F3 {Accept}

I think it is very spreading high rate of speed because I know many relatives who catch AIDS.

M1 {Take}

Do you know any victim? /S/

F3 {Accept}

Sure. I know.

M1 {Take}

Eh how do eh whenever you saw eh whenever you see that person or that victim eh what kind of situation or overview you saw upon him or the change or the behavioural the character you saw? /S/

F3 {Accept}

They doesn't eh they doesn't want to be known by other persons because they are afraid of their social life might be distracted. so they doesn't have to know eh

M1 {Make}

Outcasted or nucleated from others? You mean that they outcasted or nucleated from the others?

F3 [nodes]

M1 {Take} What about Yohannes? /S/

M3 {Accept}

Eh...I have the same idea within my friend. I don't have a different idea because AIDS is well spread in Ethiopia is shown eh It is known already when I heard in the radio and some newspapers. Eh it is widely spread.

M1 [M1 signals F4]

F4 {Accept}

In Ethiopia eh the spread of AIDS is [inaudible] common mostly in the rural area. Because the cause of this is in rural areas, there is no any...They don't know about the disease AIDS...That is all I have.

M1 {Take}

My opinion about AIDS is that as they hear at the very beginning eh according to the Ethiopian calendar 1987 eh the rate of the rise. I think so uhm so low at the very beginning. But by now it is aggravated or three or four fold than the previous one eh being people don't know anything. They are innocent for this...they hear but practically they are completely empty. For that matter in Ethiopia especially those young are really attacked by the disease or infected by the disease. I told you about AIDS.Eh AIDS is the very serious disease in Ethiopia such a plague or fatal disease. So eh so a lot of people or several people especially those younger...This is what I do have about AIDS.

F1 {Self-Select}

Now whether AIDS exists or not they don't assure and assure that and the most important thing is to help people recognise that AIDS exist really. Eh I think this is my opinion.

M1 {Take}

Ok! The next one, well, I told about AIDS. The role of a student and that of teachers being they are more rational part of the people that means here they are intellectual Eh so they have to teach people who are so innocent the welfare of themselves... As you see AIDS is a very danger and incurable disease. For that matter in order to make people know something

about AIDS, we have to advise them as much as possible as we can . And moreover the attitude of the people towards those patients or sufferers is observable.. Rather than make it observable we better make it to be in a good position....instead of to make the people outcast or nucleated from the people we have to care or look after until to their death...So at all what I have this one.

T {Take}

Okay! Any other who would like to add?/G/

F2 {Volunteer}

People should realize that AIDS victims are part of the population eh and they should not be social outcasts. They have the right to live in a society...and people should realise that living with AIDS victims should in a community doesn't mean the spread of AIDS. You can't catch it because you live with AIDS victims and sex education should be given in schools. Teachers and students should teach people that the way AIDS is spread...That's all.

T {Take}

Any other person who would like to add to what has been said?...Something to do to what has been said?...Anything to do? Yohannes, do you have anything to add? /S/

M3 {Accept}

Since they are teachers and students are the backbone of the people as possible especially when AIDS hearing I think soIn 1987 Ethiopia calendar there were some errors distributes towards the people. So in order to correct those errors teachers it has eh it has step. The teacher must stimulate the student and also the student stimulate the people. In case of it may be in case of drama, in case of literature and so on. Eh so since AIDS is danger, they play they must play important role with the people. Because they must change the ideas of the people towards AIDS sufferers because the people outcasted them. So since they were our family or our friends, we didn't we must not away from. So this is it.

T {Take}

Eh any other idea? Another idea to add to what they said? Yes, Yemisrach./S/

F1 {Accept}

Eh. I haven't as a new idea. But people especially young ones are not aware of AIDS. They don't believe whether AIDS exists or not and teachers should stimulate the feeling that eh and help them realise that AIDS really exists by giving them some evidences. Today there are many people suffering from AIDS our relatives, our friends are dying alth AIDS...So teachers should give evidence for students. And another thing eh to change the attitude of the people...They think they can catch AIDS by social activities with AIDS victim by playing with them, by chating, by eating together and the like. So students and teachers should try to change the attitude of the people.

M1 {Take}

What about you [M1 points to F3]...Say something /S/

T {Take}

Can you give additional ideas? /S/

F3 {Miss}

[Fails to respond]

T {Take}

Eh. Finished? [T then signals M2]

M2 {Accept}

In order to raise people awareness about AIDS, teacher and student eh it is better to prepare a meeting and discuss how it spreads transmits, how AIDS can be prevented eh the method how it can be prevented and students also this way. Students also get something from this meeting and try to learn people. In this way, by meeting eh by this way the student teach eh others people.

M1 {Take}

I don't have any idea. What about you? Say something.
[M1nominates F4] /S/

F4 {Miss}

[Fails to respond]

T {Take}

You have finished your discussion? [T asks the group]

/G/

M1 {volunteer}

Of course. Yes.

Group 2

M1 {Take}

[Group Leader] OK. The first question [M1 points to M2] /S/

M2 {Accept}

The spreadness eh the spreadness of this disease is just uncontrol everytime is that most of the peoples our countries are not conscious of this disease. Because of they do not know eh how it can be spreaded and suffer them and they didn't know the real cause that it can be transmitted from one to another. So unconsciously or unknowingly they just do as much as possible.. They did like and so they suffer with this disease.

M1 {Take}

Eh. You [M1 nominates F1] /S/

F1 {Accept}

AIDS in Ethiopia is spread much more in eh much more accelerating because most peoples can't safety cannot safety...so that the of spread of AIDS in Ethiopia much more accelerated.

M1 {Take}

Ok! What is your view to the first question? [M1 gazes at F2] /S/

F2 {Accept}

The number of AIDS victim in Ethiopia is accelerating rapidly because they believe there have been enough propaganda and in the rural areas to prevent much of it. That's all.. That is my opinion.

M1 {Take} What about you? [M1 points to M3] /S/

M3 {Accept}

Since Ethiopia is underdeveloped country, AIDS is

spreading at fastest rate. For instance, there is no education in the country side. Uhm in this case spreading also at fastest rate and also in the town. No body is caring.

M1 {Take}

What about you? [M1 points to F3] /S/

F3 {Accept}

My idea is eh I think eh the spread of AIDS in Ethiopia is becoming more serious than any other disease that has been discovered and because we always listen in the media and eh I think it is time to take action. Eh that is my opinion .

M1 {Take}

Eh. The cause of AIDS spread in Ethiopia eh the main cause eh the people have no this much idea about. Therefore eh people eh there is eh therefore people can catch by AIDS...This is the main cause ... my group

T {Take}

Eh. Is there anyone? [T invites anyone from the group] /G/

M2 {Volunteer}

The main eh the main cause that this disease is spread in our country is that most of the rural countries of the peoples did not know how this AIDS can be transmitted from one infected person to the another so that they do as much as they interest is stimulated to do so. So they didn't know the real cause that the disease is transmitted or they don't know how it can be transmitted. So they just practising sexual intercourse several times.

T {Take} Any other additional ideas? /G/

M1 {Take} Additional idea? [M1 gazes at and signals M3]

M3 {Miss} [Fails to respond]

T {Take}

[Inaudible] you have to think about the question and gather ideas which will be shared to members of the

group shortly

M1 {Take}

From about about AIDS what can student and teachers in the school to do raise the awareness of the dangers of AIDS and change attitude and behaviour of people towards AIDS sufferers? Can you say something, my sister? [M1 signals F1]/S/

F1{Accept}

Teachers and students must teach...teachers and students must teach eh teachers and student must teach the people eh people ...must teach the people...

T{Make} Feel free! Don't worry! /S/

F1 {Accept}

[starts again] AIDS AIDS is dangers once life and how can transmit from one person to another and how can to prevent it. It is enough.

M1 {Take} What is your suggestion? [M1 points to F2] /S/

F2 {Accept}

Student and teachers can raise the awareness dangers of AIDS and change the attitude and behaviour uhm peoples towards AIDS sufferers by teaching how can be transmitted and ways it will not be transmitted and making how the risk patients are concerned by explaining about any misguided ideas about AIDS and its victims and by making sure to people that there is no any kind of medicines for it and teach ways of preventing it. That is my idea.

T {Take} Eh? Any other suggestion? /G/

M1 {Take} What about you? [M1 gazes at M3] /S/

M3 {Accept}

To raise the awareness of the dangers of AIDS in schools students should be taught. Most of the time we know that AIDS transmitted through sexual intercourse. To avoid this we just teach them people to have not to have more than one eh friend or ex partner.

M1 {Take} What about you? [M1 signals F3] /S/

F3 {Accept}

Teachers play a big role in the controlling of the spread of AIDS especially the students because the

students are the younger generation and also AIDS is destroying the younger generation. So they should teach others how dangerous it is especially in developing countries because in developed countries they almost controlled it. [Inaudible] and about the victims we shouldn't neglect them. We should show sympathy for them.. That is all.

M3 {Self-Select}

[Inaudible] their productive years. This will deteriorate the economy of the country. And this affects the country.

T {Take}

Do you have something to say? [T says to the group]
/G/

M2 {Volunteer}

Teachers and students are more reliable persons that are that give good explanation about the transmission or transfer of this AIDS from the infected to a normal person especially teachers and students are eh must know how this serious disease can be transferred from the infected person of a normal one. So especially the causes eh the methods or the ways this disease is transmitted from one person to another is eh must of the time the affected the new generation that eh who are between 18 and 30 [xxx] Generally this is my idea.

T {Take}

Any additional? Anything additional which you would like to say? okay!

Group 3

T {Take} Let's start the discussion.

M1 {Take}

[Group Leader] Ok! Eh in 1987 eh the carriers of AIDS are those carriers of AIDS are few but now there are many carriers of AIDS. This indicates that AIDS transmits very rapidly in our country. And eh when eh people have AIDS it is said that it is TB. But you know TB is not AIDS and eh many peoples go to

hospitals and say that many people go to it is said that little eh or few persons die of AIDS. But hospitals themselves do not report the exact event. They report few events. But there are many eh peoples who die by AIDS. And eh students eh prepare figures which shows the serio eh the seriousness of AIDS and students aware and try to ...aware peoples by teaching.

T {Take}

Now we can discuss the first one eh and later we will move to the second one. So let's see what everybody says as far as the first notion is concerned. Okay? Any other? /G/

F1 {Volunteer}

Ok. In 1977 the number is eh peoples are patients of AIDS are some few but nowadays the number of People have increased from time to time. Eh even if different informaitons are given by mass medias the number of peoples patient of AIDS increased from time to time and they are different types of patients eh education in hospitals, in schools and so. But when we see Ethiopia's spread of AIDS is increasing.

F2 {Self-Select}

The spread of AIDS in Ethiopia is very rapid and the number of AIDS carriers is doubling time to time and this shows how dangerous AIDS is .Eh that's all.

T [T points to M2]

M2 {Accept}

Eh. AIDS is increasing from time to time because I daresay that no sufficient idea about AIDS in Ethiopia medias giving information about it.

M3 {Self-Select}

Ok! The spread of AIDS in our country eh increased at a rapid speed eh and this is because of having sexual partner and using unboiled injection and other different defects. In this case this is eh shows the ser-eh seriousness of AIDS in our country. Since our country is underdeveloped, there is no enough livelihood to eh enough livelihood. In this case in ord- eh order to resist this problem the people

participate in [Inaudible] This is one proposed to spread AIDS in our country. . .

T {Make}

May be your friends might not listen. Speak louder.
/S/

M3 {Accept} I have finished.

T {Take} You have finished? Okay. Another idea? /G/

M4 {Volunteer}

Concerning the spread of AIDS we see that every session the hospital revealed that there are so many peoples are dying and so many carriers within the hospital. But we see so many people are dying in home before they reach hospital. But actually we hear in...on the radios that the numbers are still lower. But when we see in our surroundings in place so many peoples are dying. But we give another reason. Eh we say due to TB and other related diseases. But actually seems that it is AIDS. Eh that's all..

T {Take}

Any other idea? Additional ideas?...Have you finished the first question? Don't you have anything to add?
/G/

F2 {Volunteer} We have said.

T {Take}

I mean eh you might have said your own share. But you can also add any additional if at all you have any additional ideas.

M1 {Take}

Teachers and student must have teach eh the people in order to eh prevent the transmission of AIDS. Students have to prepare a drama and certain essays. Eh this eh by this teach the people eh and eh students themselves. When they go home eh, they have to teach their family and their father, mother, brother, eh and sisters also. Eh they have to teach neighbours also
[xxx] That is suggestion.

T {Take}

Anything additional? What about you? [T signals F2]/S/

M2 {Steal}

[steals the turn] In order to prevent AIDS, teachers must teach eh the spread of AIDS in Ethiopia for their students. And in every [Inaudible] for five minutes and student also give information about eh for their partner and the society. It can be done by teaching eh by giving information about the use of condoms.

F2 {Self-Select}

Teachers and students must eh teachers and students must teach the society eh must teach the society how dangerous AIDS is and... and they can do this by showing dramas and arranging programmes eh that can teach the society the seriousness of AIDS. Eh concerning the sufferers the society eh must not consider the sufferers as cursed. Eh they must not avoid them. Instead they must encourage eh to continue their medical treatment.

T {Take} Anything additional? /G/

M3 {Volunteer}

Courses must be given eh by the other courses uhm by the teacher, because it is the most nervous icur-eh incurable disease in our society as well as in the world. Ans students must have to teach people who are not familiar with its pre- eh transmission and protection. About the sufferers infected persons eh should not be outcast because instead we have to help as much as possible and advise them to not consider themselves inferior to the other. I have finished.

M4 {Self-Select}

[Inaudible] its prevention of AIDS teachers and students...efforts are best should because as we see in eh...schools teachers should give gender education form of gender education should be given and when they go to their home, they teach the people and their environment. It is in such a way that we can prevent the spread of AIDS. Otherwise eh.. eh a problem concerning about sufferers we should give support and look after them. Otherwise they stand for revenge.. to eh that means they will infect this disease to the other people. So we must compromise them not to ...diss-eh disseminate. That is all.

T {Take} Anything additional everybody? /G/

F1 {Volunteer}

[Inaudible] teachers and students [Inaudible] society in one country. Teachers and students must communicate each other. They must be change the idea of about the cause of AIDS, about the prevention method, about the transmission and how to help eh patients [Inaudible] AIDS and also how to change somebody to correct their idea about AIDS xxx and that is all.

T {Take}

Anything additional that you think can be added to what has been said? Anybody who is interested? Finished? Thank you.

Group 4

M1 {Take}

[Group Leader]. The spread of AIDS is so terrifying that eh more attention should be given especially these days. There are places where the spread of HIV/AIDS virus is dramatically increasing time after time especially places like Nazareth, Dire Dawa these and the like. These places are where hundreds of bars [Inaudible] and where there are ladies on the streets waiting for someone to come in. So these are places dangerous for the spread of AIDS...There are hundreds of thousands of people suffering from the spread of AIDS and what should be done at schools by the teachers and eh students... is to give to give some sort of lessons in the classroom about HIV and AIDS eh

T {Make} Excuse me. Let's finish the first question. /S/

M1 {Accept}

[starts again] That is how the spreading of AIDS especially terrifying in some places in rural areas eh... uhm... it is not as dangerous as it is in citieand towns. So...eh I don't know what you say on this. Shall we start with you? [M1 signals F1] /S/

F1 {Accept}

It's the same thing. It is the something ...eh uhm...

T {Make}

Just express your views rather than saying the something. /S/

F1 {Accept}

I think that...AIDS is very spread in the cities and towns where there are eh lots of bars and night clubs, and I think eh the reasons for this is...there are lots of prostitutes ..eh...and foreigners who come to night clubs uhm and they don't know and they just go with prostitutes eh the the the and I think AIDS has also spread in the cities where there are no schools because they don't know anything. There is no media. There is no radio, no TV. So they can't. So they don't know anything about it. So I think that has also spread in the cities.

M1{Take} What do you say on this? [M1 nominates M2] /S/

M2 {Accept}

Well. The other thing that I would like to say... eh... on this point as far as AIDS is concerned in our country. The reason why the spread of this disease is increasing time after time is the direct contact of our country with other eh foreign countries in trade and other economic aspects. This might have a little bit negative effect on spreading this disease since people who come from other places or world. This may have eh spread this dangerous disease. So in general when you see the general spread of the disease in our country most of the areas are towns and cities which are covered by this fatal disease.

T {Take}

Ok! Any other person who would like to add to what has been said so far? /G/

F2 {Volunteer}

...Eh... AIDS spread in our country every where as we see and hear in mass media It spreads all over in our country without making any distinction in urban areas as well as in rural areas. And it makes no distinction between the sexes or ages...it affects both.

T {Take}

Eh..Ok. Yerom, would you like to add anything or what has been said? /S/

M3 {Steal}

[Steals a turn give to Yerom]. Ok....as we have heard from mass media through broadcast on mass media and the report from medical fields. The spread-eh spread of AIDS a very fast rate meaning most of the peoples many peoples eh eh

T {Make}

Your friends can't listen to You Speak louder! /S/

M3 {Accept}

[restarts] Many of them infected with this viruses. Therefore the AIDS spread into a very fast rate.

T {Take}

Ok. Yerom, add to what your friends have said. /S/

F3 {Accept}

AIDS is spread fast in Ethiopia....so we must teach eh...

T {Make} Feel free. Don't worry about your notes. /S/

F3 {Accept}

[restarts] We must teach about the dangerous virus AIDS. We have advice student...but we took them cultural language. because they believe it is not AIDS but it is the anger of God. They said they said what is AIDS. Eh they said we don't know... use by condoms. Student and teachers are difficult to learn eh for learn.

T [T signals M4]

M4 {Accept}

When we want to see the spread of AIDS in Ethiopia the most affected area was trade centre. Because in trade centre different people come from different corner of the country even if from the outside world eh

T {Make}

[interrupts] Please don't worry about your notes, excuse me. /S/

M4 {Accept}

[restarts] may be those people affect or carrier of the virus. So those people make connect with a

different people at that area and go to their home. They spread the AIDS and these are the traders and lorry drivers, soldiers and the distribution the spread of AIDS is aggravated and becomes a serious problem. This is my suggestion.

T {Take}

Anything? Anybody would like to add? Group leader can you invite anybody in the group to express his ideas?
/S/

M1 {Accept}

OK! If you have any additional idea or something like that you can add...Any additional idea? /G/

M2 {Volunteer}

Specially as far as the way that we can prevent this disease is concerned especially teachers and we...students have a lot of things to do just at least to prevent the expansion or spread to this disease. The one method that should be explained here is of course by inviting family planning teaches and by collecting students and direct contact with students to discuss this burning issue xxx so I think this is very important

T {Take}

So in a way you have started discussing the second question. Ok!... so everybody can express your ideas.

M1 {Take}

The other thing is that can be done in school is by teachers and students are active in this aspect to give or to teach people. Eh for example, we students can form eh club in the university. We can do that and teacher can give us lesson about how...HIV...actually we all know how it is spread [Inaudible] We have to go on streets to distribute condom to people We have to go far remote areas where there is no media where there isn't anything like that, where people cannot have any information about this HIV disease xxx That is all.

T {Take}

Eh! Any additional ideas? Mind you! You are discussing the second question now. So you can express your ideas

freely. /G/

M3 {Volunteer} Teachers at school taught students how eh

T {Make} Your friends cannot listen. Speak louder. /S/

M3 {Accept}

[restarts] Teachers at school taught students how AIDS is a serious disease in Ethiopia and they and they must give the awareness of ...the awareness they must give to the victims of AIDS. That means instead of taking AIDS the victims as sub-human.. that means rejecting from social groups. They take they should keep the maintenance that it is AIDS sufferer must be take as our friend friend relationship and live as social groups and the way students is protected from AIDS.

T {Take} Eh...Any additional? /G/

F1 {Volunteer}

Ok. The teacher and student can form groups and they can teach the people on the street who doesn't know nothing about it..So they can treat... so they can teach them. They go to night clubs and bars and they give them condoms. They can put posters every where every where on the roads and they can go to rural rural cities and they can teach them as well.

M1 {Take}

[Inaudible]because in our country Ethiopia most of the people are backward...so the way...they treat those people who are affected by HIV is horrible.

F1 {Self-Select}

Yeah. Well, they can teach them as well that AIDS is not infected by shaking hands with them or by talking, to them...or by touching them or anything...so they can teach them. But I don't think that will make any difference because eh I don't know.

M1{Take}

It is already implied eh as she says. She is right that that people with this deadly virus. This people to be outcasted but this attitudes completely be changed in the whole country. Because say we know that there are people in in some parts of the world, say, in America, with HIV disease eh still they are part of

the community. Since they are part of the society, they participate in every activity which is going on in the community. So this kind of attitude should be developed in our country too. So I mean to do this teachers and students should play an important role in this eh aspects I think.

T [T points to M4]

M4 {Accept}

Address the people to the dangers...the danger of AIDS by teaching...eh...and eh practice eh address to the people the danger of AIDS by teaching, by practice themselves, the way that protect AIDS...The way those are eh one to one eh reduce sexual intercourse with different partnership and use condom. By this way we can teach the distribution and the spread of AIDS in Ethiopia in future time.

M1 {Take}

Again let's try hard sometime to go out and teach people to use condom as Addis being broadcast on the radio and TV. Because you remember that condom is not also reliable method or reliable way to prevent condom. I don't know what governments are going to do or the scientist or member of the HIV Association xxx Anyway what do you say? [M1 points to M2] /S/

M2 {Accept}

Eh of course many things are said by us generally eh but one thing that I would like to give emphasis is..of course...eh you know the relation. When we say the relation between boys and girls in schools eh must be...or should be correct and of course rational one. As you know, for `example, one girl should not approach the other boy eh you know eh excessively... means the relationship must be limited xx That is my opinion.

M1 {Take}

I think we have said many things so we stop now

Group 5

T {Take}

Ok! You are going to lead the group? So you can first start first question and then you can move on to the second question...Okay? Good. /S/

M1 {Take}

[Group leader] What do you say about the first question? [M1 signals F] /S/

F1 {Accept}

AIDS is transmitted in Ethiopia. It is easily transmitted in Ethiopia because the Ethiopian people they don't have enough understanding about AIDS. Because of this, the disease is transmitted easily. And now the Ethiopian peoples suffer from AIDS. Many peoples die because of AIDS eh because the the people they don't have understanding how the disease can be transmitted from the infected person to the normal eh and this is my suggestion.

T {Take} Any additional idea? /G/

F2 {Volunteer}

I think AIDS is spreading the AIDS in Ethiopia. Eh it spreads by difference meanses but the peoples cannot or are not knowledgeable how to do. It spreads how to do control it or how to do eh how to do defence it...Therefore AIDS is spread by intercourse...it transmitted by intercourse. If one person affected by AIDS virus and he or she doing sex other person transmitted by this eh means and by sharing...syringe and other. The second the students and the teacher must be eh...

T {Interrupt}

The second one eh the second question we will discuss it later on. Ok? Now let's discuss the first question.

M2 {Self-Select}

We heard from eh we heard the information from televisions, radios and mass medias AIDS is a dangerous and spreads a very fast rate to....to affect any person if he does not separate with sexes...even teachers eh students...Excuse eh it is done or

affected simply

T [T signals M3]

M3 {Accept}

[Inaudible] in alarming rate because most of the peoples eh d-d- do not know how how to...it sp-sp-reads and sev- sev- several several propaganda which is called AIDS is the fire of God and AIDS [Inaudible] and so on. So it it spreads in most part of the country.

M1 {Take}

Eh. In the ministry of healthy reported.. the Ethiopian AIDS sufferers become increase. Because most of the people... do not know how AIDS is transmitted and this is because the main and they use a syringe for many people and they use sexual intercourse with persons.

T [T signals M4]

M4 {Accept}

[Inaudible] it is prostitution and eh many in Ethiopia separate from the AIDS. Eh in Ethiopia....many people separate in the world in the world from the AIDS. The AIDS affected prostitution, lorry driver and young generation. Young generation affected the drug so and so.

M2 {Self-Select}

Especially a person who lives [Inaudible] eh...

T {Make} Why don't you speak louder? /s/

M2 {Accept}

[restarts] he is affected mainly the disease the younger ones without leaving. It is living one to one is one method to be reduce the spread of AIDS and eh...[fades out]

F2 {Self-Select}

[Inaudible] we must be give to peoples AIDS how to do, how to spread it and how to can we defence it... Therefore teachers accumulate informations about AIDS to it spread and how to do it how defence eh how we can defence it. Therefore he must be...student or...and teachers must be given education or sex education for peoples. Because most or best AIDS

spread is by doing intercourse. Therefore peoples must be if they can must be limit by one to one or they must be eh they must been don't be promiscuous promiscuous and...teachers and students to give sex education for peoples. By this means we can defence it eh the AIDS from our country.

M1 {Take}

But they do not organize. My advice to them is even if they known how AIDS is treated. They do not organize. So my advise to them is that to organise and to know the how AIDS spread the people...and this and the people must the people must change their attitude towards AIDS sufferer. They must not outcast from the soliety. Even if you contact with them, they do not have AIDS. So they must not outcast them from society.

M4 {Self-Select}

[Inaudible] disease. Therefore prohibited sexual intercourse prohibited a drug eh behavioural change of behaviour.

T [T signals M1]

M1 {Accept}

Although the teacher and students [inaudible] the spreads of AIDS. They are not organize. They have not organised themselves...although they know the spread of AIDS. Teachers and students...they are not organised. If they are organized many people will learn.

T {Take} Anything additional ? /G/

M4 {Volunteer}

Students and teachers are educate AIDS to come back the issue...they have not treatment. Therefore advice to prohibited a sexual intercourse and drug. The people must be follow the law of the chcurh. It is enough.

T {Take}

The law of chruch Okay! Another eh another person who would like to add to what has been said? How about you [T points, to F1] /S/

F1 {Accept}

Ethiopian people they don't have enough understanding about AIDS. Many people eh they don't believe the existence of AIDS. So the teachers and students must be teach the society about the disease, how the disease transmitted from the idle person to the normal eh and how the disease affected the economy of the country. So the teachers and students teach about the spread.

T {Take}

Eh. Finished? Uhm, anything additional other members on what has been said? Yes, Yeshi, do you have anything to say or to add to what has been said? /S/

F3 {Accept}

The students and teachers schools are teachers [inaudible] AIDS have distributed is very very danger. So our country peoples are heartfelt carefully...Finished.

T {Take}

Eh. Anything additional? Yes? Do you have anything to say? What about eh you? [T points to M2] /S/

M2 {Accept}

Teachers and students discussed about AIDS, how to protect AIDS and how to protect AIDS and HIV, how transferred AIDS and eh how...how to eliminate to reduce the ...the carriers to be first to to teach the unknown persons to protect or to reduce unlimited promiscuous and to use condoms for protecting and eh...[fades out]

T {Take} Anything additional? Finished?...Thank you

Appendix B: Discussion Transcript 2

Group 1

F3 {Take}

[Group Leader] Introducing modernisation to the traditional peoples are better than the disadvantageous. Let me give you a chance. [F3 nominates M1] /S/

M1 {Accept}

Actually, I would like to be against of the modernisation for those of the cultural or traditional people because if modernisation is introduced to the traditional, it becomes more disadvantageous what they achieved forever. For instance, we take the pokot people. Pokot people by now they lost all in all what they have kept for centuries or for decades so at all in my opinion introducing the modernisation for the cultural people or traditional people is disadvantageous because they lost their culture, their way of life and how to live and other. So at all eh in my opinion I am and against of this idea.

F3 [F3 signals F2]

F2 {Accept}

Because of modernisation life for the traditional people could be easier. They may have free drinking water. Health office could be built. Schools could be constructed which will make the country prosperous in education. We will have a generation...and they may eh electricity could be widespread eh what eh if electricity is widespread [Inaudible] sources would be constructed for which make women's life easier. Roads could be constructed and communication could be...for example, mass medias, radios, TVs, could be introduced along with electricity. Telephone lines could be eh which is another form of communication...could be built eh and it is good. That's all.

F3 [F3 points to F1]

F1 {Accept}

I heresay the advantages of introducing modernisation to traditional eh is more than its disadvantages. For example, if we take eh in our country our day to day eh service is connected with agriculture. So, for example, if we introduce better ways of eh eh better ways of eh modern ways of farming, they can increase eh they can increase their output or their product. Consequently, they can improve their country's total product.

F3 {Take}

I would like to give the chance to Yohannes[F3 points to M3] /S/

M3 {Accept}

Eh...in my opinion is important to introduce modernisation to the cultural areas. Let me give you an example. Eh for example the 'shankila' They don't have any clothe. So it is hazardous to them. So in order to get clothe and in order eh to improve their culture, it is important to introduce modernisation to them. This is not only the use of modernisation. It has many advantages in roads of transportation, communication, health etc. For example, when you take the communication, even if you are sleeping, you can communicate with your brother who is in America xxx Thank you.

F3 [F3 signals F4]

F4 {Accept}

I support the idea of introducing modernisation for the traditional people [Inaudible] as you know most cultural practices are found among uncivilised people. For example, in our country in the southern part there is a cultural practice which is cutting of penis for the purpose of marriage [Inaudible] it is done by these uncivilised people .Eh such kinds of things must be eradicated from their culture xxx That's all.

F3 {Take} Yared [F3 nominates M2] /S/

M2 {Accept}

The advantage of introducing modernisation to the traditional people are greater than the disadvantages.

When we say this people who is not get modernisation suffer from many things malnutrition and other other things. Therefore it is necessary to eh for them make modernisation to change their life style and other other things and in this way the people also eh prefer modernisation to modernised and I don't think so its disadvantages. Therefore it is good introducing modernisation to the traditional people. That's all.

T {Take}

I think now the group leader can come in can I mean, express her own ideas. /S/

F3 {Accept}

I think modernisation is eh eh not advantageous to the traditional people because it distructs their precious culture. For example, in Ethiopia eh our hospitality eh is distructing. We were so hospitality before but now we are accepting European culture and eh our culture is being distructed. This is my idea.

T {Take}

Eh. Any eh anybody now...any member of the group who would like to add to what has been said so far ...Anybody would like to add?..Feel free and ideas. /G/

F2 {Volunteer}

Another important aspect of modernisation is girls would have better opportunity to learn and [Inaudible] succeed in higher education and farmers could have better cult- better cultivation in the extension programme. All in all if we try eh we may lose our culture to some extent But we can still continue with modernisation and there are ways of accepting modernisation without losing our culture. Therefore modernisation is for the better. Thank you.

T {Take}

Eh. Anyother idea? Eh...points that you would like to add or to raise?...Any additional ideas? ...Is that all? Ok Thank you very much.

Group 2

M3 {Take}

[Group Leader] We are going to make debate eh on two juxtaposing ideas, that is, introducing modernisation to traditional people has greater disadvantage eh and the other one is the advantage. Ok. Can you say something? [M3 signals M2] /s/

M2 {Accept}

I think eh introducing the modernisation towards eh the urban peoples or urban dwellers are more greater the disadvantageous eh than in many ways. For example, culture. Culture eh like the Pokot peoples has advantages for people to differentiate from the others. As we know the [Inaudible] has been just diminished its styles and that that was practised by those peoples during earliest times is quite different from that that we have that we are going to have xxx It is enough.

M3 [M3 signals F2]

F2 {Accept}

I support the idea that disadvantages eh introducing modernisation than eh its advantages. There are some tribe since they are far away from modernisation, they don't know what its its advantage is such kind of tribe. Eh they are practising bad cultural habits such as circumcising the female eh not having balanced diet food, the females the male being dominant. As a result the female are dependent. And there are also some young females who kill themselves or migrate to another places because they are forced to marry at an early age xxx That is all I have.

T {Take} Ok. Any other? /G/

M3 {Take} Yemisrach [M3 nominates F3] /S/

F3 {Accept}

[Inaudible] introducing modernisation for traditional peoples is advantageous. Eh modernisation in my sense it means adapting, make use of modern ideas eh or modern way of living [Inaudible] so if modernisation eh comes to the traditional people especially towards education, it will help them to send their childrens

to schools especially for girls because eh traditional people prefer their their girls to [Inaudible] eh rather than sending them to school. And the other point I would like to raise is eh through modernisation traditional people can get pure water xxx That is my idea.

M3 [M3 points to F1]

F1 {Accept}

Modernisation makes...life easy in the rural areas fetch water [Inaudible]...

T {Make} Keep on. It's alright. /S/

F1 {Accept}

[restarts] Modernisation makes life easier. Eh it saves time and energy. Few years back in rural womans fetch water eh...

T {Make} Keep on. It's alright.

F1 {Accept}

[restarts] Modernisation makes eh life easier. It saves time and energy eh...rural womans for had to travel hours to fetch water for their household but now because of modernisation eh...farmers plough of modernisation eh eh sells goods in far. It is difficult...It is enough.

M1 {Self-Select}

On my opinion modernisation for traditional people is eh very great advantages. In fact there is some disadvantages eh but great advantage to traditional people. If we take, for example, eh fertiliser. Fertiliser is the one part of eh it is the one result of modernisation. Eh so fertiliser is one very useful to agricultural purpose. The other advantage communication, that means transportation, post office and the other. This is the result of modernisation. Therefore it is greater advantages to traditional people.

T {Take} Okay. Yohannes, what about yourself? /S/

M3 {Accept}

Introducing modernisation to traditional people had disadvantage. Because if you take urbanisation is one form of modernisation eh [Inaudible] they come here to

urban areas and most of them sit astride the roads. This has greater disadvantages. But he can plough his land eh...and live a good life.

T {Take}

Any points to add or any ideas to argue against? /G/

M2 {Volunteer}

I think the one that I'm going to add is in case of the modernisation a great number of peoples just becoming the sufferers of the AIDS by now. For example, the developed nations are a great disadvantageous because of the AIDS. As you know, the peoples of the urban centres are more or less concentrated along the one areas. So this epidemic disease, this incurable disease or a disease which has no medicine by now is becoming so serious in urban centres than in rural dwelling peoples xxx I think introducing modernisation is disadvantageous in my opinion.

T {Take}

Any other person? Any other person? The group leader do you have anything to say? /S/

M3 {Accept} No. I have finished.

T {Take} Thank you very much.

Group 3

M1 {Take}

[Group leader] [Inaudible] whether modernisation has advantage or disadvantage to introducing to traditional people. Okay! Now we are going to start. Ok. You can start. [M1 gazes at F1] /S/

F1 {Accept}

Ok. Introducing modernisation eh to the traditional people is advantageous because of many things like in order to eliminate unnecessary ceremonies like marriage ceremony or funeral. There are different types of ceremonies and which is harmful eh for the peoples. In order to eliminate this type of ceremonies modernisation is important. Another is to change the traditional belief of the people. That's all.

M1 {Take}

She tells us about the advantages of modernisation.
Now Yifredew continues./S/

M2 {Accept}

First of all eh I daresay that introducing modernisation for traditional people in some cases advantages in some cases disadvantages. That is the advantage is they might get social services like electricity eh.... health services because of infrastructure Because of this reason, they might prefer modernisation rather than their culture. The disadvantage is eh the disadvantage is because of conservativeness. For example. Old people do not like to destroy their culture because of civilisation. And because of civilisation they consider it as if the work of Satan. Because of this, they might not accept it. Finally in my opinion introducing modernisation to the traditional people is advantageous.

M1 {Take}

Now Yifredew tells about the disadvantage and advantage. But final he concludes that the advantage is good he says. Now Yeshet continues. /S/

F2 {Accept}

The advantages of introducing modernisation to the traditional peoples eh is to traditional people is greater than... I think is greater than the disadvantages. Modernisation eh gives to traditional people what they need in life...it would facilitate their way of living eh and it for example gives them education eh... eh it is obvious that one of the major things in one person's life is education and they get scientific education so on. Eh in other eh the other thing modernisation is good than the the disadvantage is that in traditional in tra- tra-traditional people eh eh

T {Make} It's alright. Keep on. /S/

F2 {Accept}

[restarts] Ok. Eh eh.... trad- traditional people are eh think that eh for example when eh one person if sick traditional people keep it is the cause

of that sickness is spiri- spirits eh...so on
eh...

T {Make}

they assume that if he is sick, they assume that he is
possessed by evil spirits. /S/

F2 {Accept}

[restarts] Eh they eh try to give false reason
tradition eh eh ...

T {Make} Keep on! Keep on! It's alright. /S/

F2 {Accept}

[restarts] Eh tradition eh tradition is eh we can say
that tradition is the other way of human right
violation also. Because eh for example if we go to the
southern region of our country eh there are tribes who
put clay on their lip eh eh eh this is a harmful and
bad tradition and people say that it is traditional
harmful and bad tradition [Inaudible] it has to be
avoided.

M1 {Take}

Yeshet says that introducing modernisation to
traditional people has advantages in such education,
health and such things. Now Yidnekachew. /S/

M4 {Accept}

Ok! The disadvantage of introducing modernisation to
the traditional peoples is problematic and hence
disturbs in that eh in that it is a great loss of
identification. When modernisation is brought, it
creates disturb in that people. Losing culture is
the major problem. I want to keep my culture we see
this problem in Addis this is what I can say.

M1 {Take}

Ok. Yidnekachew tells about the disadvantage of
modernisation to the traditional people. It has
disadvantage. Now Yohannes. /s/

M3 {Accept}

I am going to speak to debate about introducing
modernisation to the traditional cultures
eh...advantages to that of the disadvantages. Because
it gives different social services like hospital
hospital and other transport system school and other

important things which are important for the development [Inaudible] And the other it gives changes the general attitude of the people to modern way of living and eh as Yared has discussed colonisation is one way of modernisation xxx The advantages is greater than the disadvantages. This is all.

T {Take}

Ok! Anybody who would like to add to what has been said? If anything is missing, you can add. /G/

M1 {Volunteer}

As my opinion, introducing modernisation to traditional people has advantages such that it improves the economy. Eh using traditional eh using traditional eh using modern materials to produce crops is better than the traditoanls. Such for agriculture using tractors is better than using oxen.. and traditional cultural has many problems xxx Eh because of this all, things, introducing modernisation to traditional has advantage. That is my idea.

M2 {Self-select}

I am going to ask you, Yidnekachew, because you said that introducing modernisation creates disturbance. In which situation can modernisation create disturbance?
/S/

M4 {Accept}

Every nation has its won way of life association. They have their own associations. When modernisation is introduced, they lose their integrity in that....some people follow that [inaudible] the way by modernisation and they leave their culture and they become culture addict.

T {Take}

Any idea you like to add? Any points you would like to add if at all you have? Nothing? Okay.

Group 4

F1 {Take}

[Group Leader] There is going to be a debate in this group The idea is introducing modernisation to the traditional people are greater than the disadvantages

eh and some of them are going to debate for and others are going to debate against. I would like you to start
[F1 nominates M1] /S/

M1 {Accept}

Thank you for giving me the chance...eh... of speaking eh debating on on the disadvantages of modernisation to traditional people like Pokot eh and other traditional people. Well uhm...although the ultimate goal of humanity is to achieve modernisation in ...every ...eh every nation eh every nations of the world, there are so many drawbacks that modernisation can bring about to the traditional people...eh... This disadvantage or drawback can be seen in different ways like eh like in one lose their identify and culture. For example, when the first missionaries came from Europe xxx That is what I have

F1 {Take}

Now I like to give the chance to someone who will argue for the advantage, Yerom./S/

F3 {Accept}

Ok...eh... as the first time as the first time modernisation has different from traditional. There are many parts for transport, education, health and agriculture eh and the transport by traditional. We can go from place to place by packanimal...eh.... but now we went to by plane, by car and different eh transports. In agriculture the farmers are no specialisation fertiliser but now eh they use fertiliser and medicine, different medicine, education xxx .At the time education has no. There is no education in modernisation eh we can learn at university of health eh....eh hospitals and different clinics has now but that time there is on clinic or hospital. At general modernisation is different to traditional.

F1 [F nominates M3]

M3 {Accept}

I argue for the modernisation the advantage of modernisation to the traditional people. As you know any particular society have their own eh and society

have their own particular culture. But some of the culture are bad and other are good. Eh the advantage of the introduction of modernisation to the traditional people is the avoiding that bad culture eh one the advantages. When we take in the case of their way of living, standard condition, economical, discovery of the introduction of medical, transportation, the improvement of nutrition such kinds are the advantage of the introduction of modernisation to the traditional people xxx Generally the introduction of modernisation to the traditional people is important.

T {Take} OK. Another person? /G/

F1 {Take} Yezialem. /S/

M2 {Accept}

Thank you. I'm happy to have this opportunity to present my debate backing the disadvantage of modernisation towards ones culture. Eh first and foremost one thing that must be taken into consideration is that when we say modernisation, of course, modernisation have advantages in development of eh in development of one country of the world at large. But one thing that must be eh emphasised is...if it is involved in one culture especially nowadays. xxx Thank you very much.

F1 {Take} Alemzewde [F1 nominates F2]/S/

F2 {Accept}

Today I am arguing against the intorduction of modernisation to the traditional people. Eh I can say some points about the disadvantages of introducing modernisation to the traditional peoples like the Pokot...As we know eh one of the striking problems in our world is unemployment...eh...Due to the introduction of machines, there is there appears a number of unemployment...eh. Due to the eh eh when machineres are [Inaudible] there appears a substitution of ...eh... or the manual labour substituted by machineries. Due to this there is a great or concentration of unemployment in our world xxx Therefore introduce eh introducing modernisation

to the traditional people is disadvantages.

T {Take}

Alright. Any ideas eh and what about you? [T nominates F1] /s/

F1 {Accept}

Well. I would like to say that the advantages are greater than the disadvantages eh because [Inaudible] as a result of introducing communication and transportation. We can also introduce...we can also introduce justice because there is no justice in traditional areas...eh...I mean ...eh...for example if a man was to marry a woman eh eh eh has to kill somebody else xxx So they could get to the places on time. Eh that's all.

M1 {Self-Select}

What you have said so far is true that modernisation can result in in the development of social and economic activities of any any cultural traditional people. I don't mean modernisation is completely disadvantageous to the traditional people. Eh of course there are so many things that we can't deny modernisation can bring to the traditional people. But one thing that we have to consider eh we have to take into account is those traditional people have been...eh.... those traditional people have been living for centuries without any interference of outsiders xxx Thank you.

T {Take} Ok! Anybody who would like to add? /G/

M2 {Volunteer}

Ok! One important point that is incurred by the influence of...eh....modernisation is divorce. As you know now a days divorce is doubling because of the fact that in many western countries eh there is a habit that they consider love as a temporary eh temporary thing that after a two years or one year of marriage time. They say that love is over and let's separate...Eh so this kind of situation have a great negative impact on the social eh life xxx That is my point. Thank you.

F2 {Self-Select}

I would like to add for my suggestion about the last point. And there is also eh another suggestion about eh the origin of AIDS eh the origin of AIDS when scientists try to disseminate all black Africans during the colonisation period. This eh they created this AIDS. There is another suggestion eh this another suggestion what scientists come through as a consequence of the scientists trial. The other is when modernisation eh the modernisation people come eh came from Europe to Africa xxx And this is the advantage of introducing modernisation to the traditional people.

T {Take}

Okay! Anything additional? Is there any point which has been said by your friends which you like to disagree with? /G/

M1 {Volunteer}

The other point that I would like to make is eh of course in the eyes of the so-called modern people. What the traditional people or what the traditional do or the way of life of the traditional people can be taken as as the the backward and outdated way of life. But for those traditional people it is their life uhm it is their living eh and it is their life. Eh they have maintained for for more than centuries. So it is another way of colonising. Those people with a different method xxx That is the additional point I wanted to make.

T {Take} Okay. Thank you very much...That's all.

Group 5

M1 {Take}

[Group Leader] Ok. We are going to debate of introducing modernisation to the traditional people are better than the disadvantage. Let's start by you.
[M1 point to F1]/S/

F1 {Accept}

I want to argue that modernisation eh...is very importanteh because most Ethiopian culture [Inaudible]

for example around Gonder marriage eh is the early the age of the girls forced by their parent. This brings disease in the girls; for example cancer and other diseases in addition to this, many girls...eh ...don't get...eh ...the opportunity to go to school because of their parents use the girls for.. to need.. to stay home do the home activities. Because ...because of this culture in rural areas affected the womans and womans are very important. Eh educated womans are very important for the country.

M1 {Take} I give you the chance to you [M1 points to M2]/S/

M2 {Accept}

Introducing modernisation is disadvantageous than advantageous because...eh...once the peoples don't accept the idea eh...modernisation. The other is economy eh isn't allow to accept the idea eh means economy most peoples that traditional areas that leads hand to mouth. Even if one person be accepts the idea, he can't change fashion xxx It is not necessary it is disadvantage of introduce modernisation.

M1 {Take} What about you ? [M1 signals M4]/S/

M4 {Accept}

I think modernisation is important for traditional...eh...even if it is important there is high risky to the people. For example...eh in the previous no one smoker or drugist. After development most people are smokers and drugers. If we take our country especially young generation, most people started smoking This will be incase of modernisation. Therefore I don't the advantage of modernisation.

M1 [M1 signals F2]

F2 {Accept}

Introducing modernisation is greater than eh disadvantages... eh...introducing to traditional peoples is greater than disadvantages. I argue by supporting the advantages.Eh...introducing modernisation to the traditional peoples are advantageous...Because all things which creates by modernisation is advantages to the traditional peoples. We can take the developed country and

developing country. The people who lives in developed countries are using all materials are developed or modernisation. And their total production or GDP is great. But in developing country it is not modernisation. It is by cultural. Therefore modernisation is advantageous than cultural .

M1 {Take} Okay. I invite you to discuss [M1 points to M3]/S/
M3 {Accept}

Eh introducing modernisation have...eh...has a negative impact on traditional people. This is the case that that the attitude of the peop- peoples that if they give area...eh is concern- concentrated on traditional.

T [T gazes at M1]

M1 {Accept}

Ok. In my opinion modernisation is better than.. eh I can say that modernisation has advantageous when we see political and economic. It is somewhat better. Eh so I can say that [Inaudible] advantage is better than disadvantage.

T {Take} Eh in what sense? /S/

M1 {Accept}

In economically and politically. When eh if you see cultural politics one is superior to the other [Inaudible]. One can do as he wants. But in modernised all men have equal. In economical...eh...what I can say is produce more in a small amount of labour. In this sense more in a small amount of labour. In this sense advantage is greater than disadvantage.

T {Take}

Ok. Yes, what is your idea? Do you say that introducing modernisation is more advantageous or disadvantageous to the traditional people like the Pokot? /s/

F3 {Accept}

Modernisation to the traditional introducing is advantage because they can live [Inaudible] so they can happiest. Another case modernisation people destroys protection hospitality service. Traditional people traditional people cultural practice. So they

say lived saved modernisation affected by traditional people.

T {Take}

Is there anyone who wants to add? No?

Alright Thank you very much.

Appendix C: Discussion Transcript 3

Group 1

M2 {Take}

[Group Leader] The group first went what are the main problems faced in understanding English spoken.. eh...and how do you try to overcome this problem. And now I I will start to discuss about this...eh... question and I will start by giving the first chance to my friend. [M2 points to M1] /s/

M1 {Accept}

Thank you for the chance that have been given. Eh as usual the main problem that have faced or the problem or eh my problem which [Inaudible] the words or the queers word or the unusual or uncommon word that me spoken by my instructor...The other points is that have first eh is the teacher might speak too fast due to this respect. I can't understand the idea the gist or the theme what the teacher set xxx so this is what I have on the first question.

M2 {Take} Any other idea? Eh... any other idea? /G/

F2 {Volunteer}

The main problems I have in listening to lectures is speed. Sometimes lecturers ..eh...say eh very fast and the other is voice. Some lecturers have he speaks very slow...Their problem is voice. Some lecturers have such a low voice that I can't hear them. Eh...therefore the measure I take to overcome this problem is to try to concentrate on the lectures as much as possible xxx[fades out]

M2 {Take} Any other idea? First question. No? /G/

T {Take}

It can be on any other questions as well. When do you decide which points to take notes from lectures? How do you decide which points to take note on as why she has suggested? And you can also raise ideas from the third point. Discuss some qualities of the good language learner.

F4 {Volunteer}

The main problem I face in understanding English spoken by instructors is that...eh...their pronunciation...eh...They speaks...eh...they speak...eh just the words just their native language so I have a problem...eh I face a problem to understand what they mean. But after they speak one mores time, I can understand what they want to say. Eh a good eh...

T {Make} some qualities of the good language learner./S/

F4 {Accept}

[restarts] A good language learner can learn...eh...from his mistakes from reading fiction books, from Tv, radios.

T {Take} Eh. so are you saying that he uses more opportunities to learn the language? /S/

F4 [nodes]

T {Take} Another idea? /G/

F3 {Volunteer}

The main problem I face with my instructors is when I comes across words...eh...difficult words and I I overcome this problem by look after eh looking at the dictionary after the lecture. And I think a good language learner must be courageous enough to make mistakes and to learn from his or her mistake. That is all.

M2 {Take} Yohannes [M2 nominates M3] /S/

T {Take} Yohannes, you have been invited. /S/

M3 {Accept}

As my friends said the main problem...eh...of our instructor is pronunciation eh...some instructors just seems the foreigners. So it is difficult to hear. This is the main problem and the second is...eh...fastness

of our instructor...Eh so eh I faced this problem by two things One I must come with reading in my home and then after the instructor eh tell raised some ideas and again after I return my house I am eager reading the ideas. And the eh second point is no note taking. This of course a big problem when the teacher just speaking fastest xxx[fades out]

T {Take} Ok. Yemisrach [T nominates F1] /S/

F1 {Accept}

The main problems in understanding English spoken by instructors is first my instructors speak words which I don't know early especially at the beginning of the course eh and especially when I come here for the subject matter. And second when the instructors is different pronunciation which are completely different which I used to speak and eh used to listen xxxx eh the second point when I'm taking notes I decide or choose which points are important about a subject matter by guide such as first by using indicator words and second from the instructor won words such say for example when he puts especially stress on words and when he uses words frequently.

T {Take} And some qualities of the good language learner? /S/

F1 {Accept}

Eh...I say...eh...a good language learner is the one...eh...is one who tries to improve his his own eh by using his own measures say for example reading fictions by watching TV, by listening to radios...and eh. This is all.

T {Take} Additional ideas on the third point? What are the qualities of a good language learner? /G/

F2 {Volunteer}

A good language learner is not afraid of speaking and making mistakes. A good language learner takes a good note of new words and refers to a dictionary eh and he studies their meanings, listens to radios, TVs, and peoples speaking to a good pronunciation and uses any opportunity to use the language.

T {Take}

Eh any additional qualities of a good language

learner? You can cite many...eh many qualities. Yared, what about yourself? Have you given your own views [T nominates M2] /S/

M2 {Accept}

Ok. As we discussed in the first question, the most problem was in fast reading in the teacher. Instructor gives reading and the pronunciation. And this can overcome by pronunciation by referring the dictionary and understanding pronunciation. This is the main issues discussed and eh we we can make by this. It is difficult the second and the third eh not discussed in this group.

T {Take} Any point that you want to add? In that all? Good.

Group 2

F3 {Take}

[Group Leader] we want to discuss about the problems we face... about the problems we face attending class especially when lectureerss give some lectures. So you are going to give some points.

T {Take}

Why don't you introduce the three questions so that we give our own additional ideas? /S/

F3 {Accept}

Ok. What are the main problems in understanding English spoken by instructors or teachers? How do you solve? Let's start with you. [F3 nominates M2] /S/

M2 {Accept}

Of course my opinion is that for different levels I had come from grades to grades have problems that I faced to me during especially when the teacher speaks or reads Eh there are some problems like pronunciation. Some...some instructors may read that... that word more precisely and others read that word in a sophisticated way that they become...they want to become admired and they want become foreigners when they pronounce this word. When they pronounce this word, it makes me more complicated xxx This is my suggestion.

F3 [F3 signals F2]

F2 {Accept}

Some of the problems I have faced in understanding English spoken by my instructors is that some of them not speak loudly. Some of them pronounce words terribly and some of them speak so fast that I can't grasp what they are saying eh and I try to overcome of this problems by referring to reference books and discussing with friends eh...that is what I have.

F3 {Take} Ok. I will give the chance to you. [F3 signals F1]
/S/

F1 {Accept}

The main problem in understanding English spoken by my instructor is his misunderstanding thing eh when the lecturer pronounce the words, it is difficult to heard the words. This problem is overcome by listen attentively. I take a note the lecturer says, he stress the words such as remember carefully and so on. A good English....a good language learner is not be afraid when he makes mistake when he speaks something. He always ask the teacher when he is not understand. He discussed it his friends.

F3 {Take} What is your idea about the first question? [F3 points to M1] /S/

M1 {Accept}

Ok. The main problem to understand the main eh first the teacher sometimes use difficult word to me. So...by that time I can't understand immediately from by that time. And the second...most of the time the teacher is fast by lecturing. Therefore I can't catch immediately the main idea from the teacher. And the third understand problem for me is teacher sometime is not loud speak. Eh the teacher is not loud speak xxx I can solve this problem. This is all.

F3 {Take} Ok. Yohannes [F3 nominates M3] /S/

M3 {Accept}

The problem I face when the teacher repeats the same idea many times. I feel monotonous and I leave attending his lecture. That is the problem I face. And also the teacher stammers and stutters when he speaks

also I don't like this. This is also the problem I face. I solve the problems. I overcome these problems by reading supplementary materials I am optimistic enough to read and understand I overcome this by this way.

F3 {Take}

OK. Our next discussion is about in taking notes when the lecturer gives us lecture. So when do you take notes in lectures? [F3 nominates F2] /S/

F2 {Accept}

I usually takes notes while the instructor is instructing. I decide to take points while the instructor emph-eh emphasized about and eh the instructor told us to point down and those I don't understand so that I could refer back to them and I take notes which I think that are important to me. That is [fades out].

M2 {Self-Select}

Especially I am going to take notes when the instructor eh speaks some special words that he is going to make stress. Eh The information is more reliable in such types of words. For example, the teacher make express his idea by by listing the words eh remember...He may say remember and he may say be careful or he may say be take care. When he says this I'm going that note down those information which are relevant. In addition I am going take place notes outside the class even.

F3 {Take} Ok. Can you tell us some? [F3 gazes at F1]/S/

F1 {Miss} [Fails to respond]

T {Take} I think she gave three points. So...

F3 {Take} Ok! Yohannes [F3 gazes at M1] /S/

M1 {Accept}

Ok. We take... take notes from lecture eh somebody teaching. From that class plus another from the library eh reference books eh

T {Make}

[Interrupts] Excuse me. What she is saying is eh when your instructors give you lectures. Eh we take notes from books. That's true. But the focus here is taking

notes from lectures given by our instructors. /S/

M1 {Accept} The same eh you know... [Laughter]

T {Make} How do you decide eh whether a certain point is important for you or not?/S/

M1 {Accept}

The main idea only...only lecture from the lecture. The main idea only write and and then I can go to library and refer.

F3 {Take} Eh Yohannes [F3 nominates M3] /S/

M3 {Accept}

Eh uhm when I enter this compound eh a few years ago, I have been here and I am not taking notes. Eh I read from others students notes. And I am not taking. So I don't know.

T {Take} You don't take notes? /S/

M3 {Accept} I don't take notes. Yes.

T {Take} Eh. You read other students' notes, I see.

F3 {Take} Ok. Our last discussion is going to be about the qualities of a good language learner. So eh...

T {Make}

Why don't you give us some points yourself first?

You'd better give us your own views regarding understanding English spoken by your instructors. /S/

F3 {Accept}

[restarts] Ok. The problem I face when lectcturers give lectures is sometimes sometimes they escape some points. They feel we know it but we don't know. So I will try to overcome the problem by asking the teacher himself if he is [Inaudible] if not I will go and ask some other person [Inaudible] and refer some books. And the other question is about the note taking. I take the note right after the instructor says something when I feel is important. I write it That's all.

T {Take} How about a good language learner? /S/

F3 {Accept}

I call someone a good language learner eh if eh if he is eager to know new words and he practise it. And if he is not afraid of speaking in English and practising ..eh what is your idea about a good language learner?

How about you? [F3 nominates F2] /S/

F2 {Accept}

I take a good language learner someone who speak when the opportunity arises and who is not afraid of making mistakes and learn from his mistakes. Eh someone who ask a question when things are not clear and eh whose main concern is not on the grammar part but on making understand the communicant. And who use every opportunity to learn more about the language. That is what I call a good language learner.

F3 [F3 nominates M2]

M2 {Accept} In my opinion as she explained or as she already said a good language learner is a learner who is going to be learn from his mistakes that he making and he can learn a language more precisely as from other members. Even he can refer more phrasal words from dictionaries or other reference books to become more [Inaudible] in his language. Even he can also improve his language by interconnecting with partners or friends.

F3 {Take}

Ok. What about Yohannes? Who do you say a good language learner? [F3 signals M3] /S/

M3 {Accept}

Eh the American says the best way of learning English through speaking. So the best eh a good learner uses English as his daily language and uses the more new words daily. He can do this way. And it is not sin to make mistakes. He can learn from his mistakes.

T {Take}

Any additional idea? Any points which you do not agree with if at all they have been raised? /G/

M2 {Volunteer} Additional idea on the points or [Inaudible]? /S/

T {Accept} Uhm just either of the two. /S/

M2 {Accept}

Especially a good language learner can learn language in addition to his mistake. He can also learn language especially by gathering book from reference and making speaking xxx He can improve his language repeatedly

from time to time.

T {Take}

Eh may I ask you a question? You said you ask questions if the teacher is inviting, what do you mean? [T asks F3] /S/

F3 {Accept}

What I mean is if the teacher says do you have any problem about this. Even some teachers they are not inviting eh They don't like when they are asked. If the teacher is like that I don't ask him but if he is inviting I ask him.

T {Take} so? /G/

F3 {Volunteer} That is all.

Group 3

M2 {Take}

[Group Leader] Now we are going to express our our ideas with the given question. First of all first of all we will start from the first one and we will go to others. Okay can you say? [M2 signals M1] /S/

M1 {Accept}

For the first question about the main problems I faced to understand the English spoken by instructors. To understand the English spoken by instructors...eh...is some instructors pronounce a word in different ways. Their pronunciation is great a problem and ...eh...the other is when they speak English, they speak quickly and I can't understand that way. They may they may speak eh some new words new vocabulary xxxx This is all.

T {Take} Alright. Another person? /G/

F1 {volunteer}

Some problem I faced in understanding the English speaking of my instructor is their speed and they speak words I don't know before this time and their speed [Inaudible] Their speed is very fast at the time I may misunderstand what they said and overcome these problems by giving attention xxx Thank you.

F2 {Self-Select}

The main problems that I have faced in understanding spoken English by instructors is as you have said pronunciation ...eh...sometimes grammar eh grammar usage. I overcome these problems by asking friends in groups Eh sometimes I will ask the teacher. The other question is I take notes when something important is said by the teacher xxx That is all.

T {Take} Anyother? come in whenever you have something to say./G/

M4 {Volunteer}

The main problems eh problems students face in understanding lectures is the pronunciation of the teacher...eh... teacher reads the word in different way. So it is difficult for students to understand. And the other thing is the speed. Sometimes speak slowly so that it is difficult xxx This is it.

T {Take}

Alright. May I ask you a question? You said that when...eh...the teacher speaks slowly you face a

problem. What do you mean by that? Do you face a problem when the teacher speaks slowly or when he speaks fast? /S/

M4 {Accept} Slowly especially when we are unable to hear.

T {Take} Eh so you mean soft or low voice. Slowly refers to the speed.

M3 {Self-Select}

The main problem I face in understanding English spoken by instructor are the first one as it is mentioned by every person pronunciation. Some instructors may pronounce one word in different ways. So it is difficult to differentiate who pronounces in the correct way and who is not. And the second problem is speed. Eh. Some instructors are fast enough when they speak xxxx That's all.

M2 {Take}

As everybody mentioned the problem with the students is when the instructor uses new words or phrases. And when sometimes the instructor are too fast to hear

them and if the instructor don't [Inaudible] that means if he is not a native speaker the eh problem up to now. As is everybody meantioned we are trying to overcome such a problem by follow what the instructor is talking about xxx If there is any new idea eh you can tell your ideas. Any one? /G/

F1 {Volunteer}

[Inaudible] Yigremew say something I don't understand what mention in third question...eh...the qualities of the good learner [Inaudible] English is measured by what? What the number of words? What he know? If somebody knows the whole vocabulary? Is that it means that he is very good? So I don't understand with points. /S/

M1 {Accept}

[Responds to the question] What I want to say it that eh this is not only the measures. But it is the condition eh a condition that provided that he knows most of the vocabulary. Unless he knows the vocabulary how he can speak? When he read he can't understand that mean unless he knows most vocabulary xxx To say he is a good learner must must be provided.

T {Take}

What do others say regarding the issue raised by these two students? Eh others what do you suggest? /G/

M3 {Self-Select}

[Inaudible] I don't ever support. A student who knows the vocabulary doesn't mean that he can convey his own idea. So...eh...it is not a necessary condition but it is important to know the vocabulary. It is not the major point eh but as you know vocabulary even though it is necessary eh I never say it is necessary eh to be good English learner.

T {Take} Alright. Anyother point you want to raise? One last chance. Thank you .

Group 4

F2 {Take}

[Group Leader] For you assigned a group leader, today there are some issues which are raised or which will

be discussed by our members. And first point is what are main problems faced by your instructors and I would like to give the chance first for Yared. /S/

M1 {Accept}

Thank you very much for giving me this opportunity. Well...eh...on the first point...on the first point eh I don't have much problems in understanding my teachers speaking English. Mostly because I so far I have never had a problem in my understanding. So...so I am afraid I don't have much to say on this. On the second point I take notes whenever whenever it is necessary when there are important points xxx so, that's all I can say.

F2 {Take} The second chance will be given I think for Lezialem./S/

M2 {Accept}

Thank you very much. And I am happy to have this opportunity to present or to express by idea regarding these issues. Eh...first...of course I don't eh have any problem on as far as understanding of my instructors speaks. But some problems might arise in general or when we see or when observe from general points. Some problems might face, one student might face in his listening of the speech of a lecturer xxx Thank you very much.

F2 {Take} Next I will give to you. [F2 signals F1] /S/

F1 {Accept}

Thank you. Eh usually there is a problem in understanding what the teacher says when he doesn't articulate a word. When he is supposed to be articulated and when he doesn't speak out loud. [Inaudible] usually eh doesn't speak so loud. We can't hear what he is saying xxx That's all.

F2 {Take} The next chance will be for Yeshitila./S/

M4 {Accept}

The first eh issue that mentioned there eh the problem to understand some teachers uhm pronounce eh differently. One teacher pronounce in other way and another teacher in other way. In single words they use different pronunciation xxx So this is my idea.

F2 {Take} And the next chance for you [F2 points to M3]/S/
 M3 {Accept}

The first point what is the problem faced in understanding English spoken by instructors. The the main problem I have....I have faced with the problem in understanding English spoken by my instructors is the new words he uses. That means whenever he uses new words I confuse. The second is the pronunciation...and the pronunciation he fast reading eh fast speaking xxx This is all.

F2 {Take} Yerom [F2 nominates F3]/S/
 F3 {Accept}

[Inaudible] All instructors are not equally learn so in the pronunciation is different from instructor. We want take lecture eh we must use by words, phrase, by sentences. Then eh....

T {Make} Keep on. Have you finished? Keep on! /S/
 F3 {Accept}

I take the lecture by words, phrases eh by sentences. Then I collect the idea and improve again writing. Instructors are different. Methods are different. So some are speak and eh fast. Some are slow and speak. So it difficult to take the note.

T {Take} Finished, Yerom? /S/
 F3 {Miss} [Fails to respond]
 F2 {Take}

The problems when I face when instructors speak English. When they speak new words first time for me and at this time I would like to overcome such problem by finding eh searching from the dictionary and by interpreting contextually. And the second point which I face is lack of co-ordinated explanation. There is a lack of co-ordinated explanation from eh the instructors. There is a lack of continuous flow of ideas xxx And this is my opinion.

M2 {Self-Select}

A critical reader when he reads, he should analyse eh try to compare and contrast the ideas with ideas given by other intellectual or persons pertinent to that

subject. So it can have a positive contribution to improve one's language.

T {Take} Additional quality? Any additional No? Thank You.
That's all.

Group 5

M2 {Take}

[Group Leader] Different students have different problems while learns while learns with different teachers. From that [Inaudible] in that eh to understand spoken English for the instructors spoken by the instructor and how to overcome the problem?
[M2 signals M1]

M1 {Accept}

Thanks. There are so many problems I face. For example pronunciation and the teacher speak fast. So I didn't know. I didn't make understand what the teacher say and I try to overcome this problem. I prepare myself before attending the class and eh I read so many books and the dictionary. Eh I watch television. I try to read magazine and so. This is my idea.

M4 {Self-Select}

The main problem the instructor teach a lecture a very speech and doesn't speak loudly. This problem overcome eh before come by making arrangement eh I read text.
Enough.

T {Take} Why don't you come in? You don't need to be invited eh come in [T signals F2]

F2 {Accept}

The Problems of eh my problems eh...eh when when the listening the lecture, there is a lot of problems. The lecturers may he uses the complex words or difficult word and he uses when when eh eh lecture, his pronunciation is not clear for us eh and he speak eh speaks slowly and his

voice eh may be we cannot hear his voice. Therefore I solve this problems...by sitting front and...front eh eh....

T{Make} Alright! Keep on! Feel free./S/

F2 {Accept}

[starts again] from eh and by asking not clear or the difficult questions or the questions which is not clear for me and I take short notes or generalise or the main idea of the lecture by simple word and sentences. Eh that is enough.

T [T points to F1]

F1 {Accept}

The main problem I faced is in the language spoken by the instructor is the speed of the instructor. To overcome the problem I [Inaudible] before I came to class. I take notes simple in the form of words. And I expand the notes outside the class. The second question the the good learner eh the behaviour of good learner is...eh it must be ...eh eh

T {Make} Feel free. It's alright. Speak it. /S/

F1 {Accept} [restarts] It must be eh eh it must be eh...

T {Make} Eh he must not have afraid of making mistakes. Feel free. /S/

F1 {Accept} [restarts] He must not be afraid of making mistakes [F1 repeats what the teacher said]

M2 {Take}

I faced the problems when instructors spokes eh I ask the teacher the instructors this to mention the points if it is not clear for us please make clear and another's way. To overcome such problems pronunciation is my problem. I read in the form of Amharic and check dictionary in that case to ask my friends in such problems to understand in this way. Ok how to eh we take notes eh when instructor instructs? [M2 asks the group]/G/

T {Take}

I think some of them have given us their views to the three questions. Some of them have given on the first one. So is there anyone who would like to comment on the last two questions?/G/

M1 {volunteer}

Ok. I try to take my notes if I found that that part is useful for me. For example, teacher might say there are some words that indicates the topic that eh the

main I take notes in the form of words or phrase. And the third question is that the quality of a good language learner is do not regret from his mistakes. That is my problem. For that when I was grade eleven I speak fluently I can say. But when I speak I made a mistake and my friends become laugh. I don't know the reason. Because of this regret from this mistake and as you see me xxx this is the main according to me.

T {Take} So You are expressing your ideas clearly. So why do you day that you are poor in English? No. It's alright. Any other? Can you try? [T points to M3] /S/

M3 {Accept}

Actually eh I can't say there are problems in all instructors. But there are several problems when I a-a- attend the instructors. This eh problem may be the pronunciation of the instructor and the voice of the instructor. Some instructors are too too fast to take notes and perhaps I can't understand what they said.

T {Take} Another person who would like to add?/G/

M4 {volunteer}

The second question is the instructor gives a lecture I make by listen, writing main idea. After that I make references. The third question eh...what the question? [M4 asks T to remind him the question] [laughter] /s/

T {Accept}

The third question is what are the qualities of the good language learner? Who do you think is the good language learner?/S/

M4{Accept} He reads a magazine , a fiction, listen English news and so on.

M2 {Take}

When I take notes when instructor instructors for us and I take notes in the form of words, sentences and as possible in the form of paragraphs in that case when it is not clear within the ...and writing materials I refer such points to clear and to understand the idea the instructor says. And the other is the the quality of good language learner. Eh the good language learner is the students to practising to learn , speaking whatever and reading

newspapers and to listen English English news and other methods to understand.

T {Take} Eh. Any additional ideas which have not been raised yet...if you fell somebody has said something which you don't agree with? You can also tell us why you disagree with him or her. Any additional ideas? Is that all the group leader? Is that all? Have you finished? Ok.