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**AN INVESTIGATION OF THE PATTERN OF TURN-TAKING IN GROUP DISCUSSIONS IN GRADE 11 EFL CLASS AT KOKEBE TSIBAH SENIOR SECONDARY SCHOOL**

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PRESENTED TO  
THE SCHOOL OF GRADUATE STUDIES  
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AS A FOREIGN LANGUAGE (TEFL)**

**BY  
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ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

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Girma Wossenie

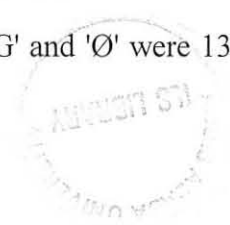


## ABSTRACT

The purpose of this study was to examine grade 11 students' level of participation in the group discussions by taking turns in ELT classroom at Kokebe Tsibah Senior Secondary School.

The study was conducted on thirty students along with their English teacher from one section. The students were divided into five groups and each group comprised six members. Out of fourteen speaking activities presented in the newly developed grade 11 English textbooks for both semesters, three group discussion tasks were randomly selected. Of the three tasks, two were taken from Student's Book I for the first semester and one was taken from Student's Book II for the second semester. For the two tasks, the videotaping was made for three hours during the first semester and for the third task the videotaping was conducted for an hour and twenty-five minutes during the second semester. Taken as a whole, four hours and twenty-five minutes of videotaping was carried out in order to collect data from the group discussions. Each group discussion was videotaped nearly for eighteen minutes on each given task. The data were analysed by making a slight change of Allwright's turn-taking categories developed in 1980. The results from the analysis of the data showed that the sum total of 453 turns were taken in all the three group discussions under turn getting categories. Out of the aggregate turns (453), the students and the group leaders took 156 turns in response to personal solicits. 70 turns were taken through self-initiation by the group leaders and other students in the groups. The highest number of turns (181) was used in discourse maintenance under the category of 'Take' to keep the group discussions active. From 43 turns under the category of 'Make', the largest share of turns were taken by the teacher and the remaining few turns were used by the group leaders and by other students in the groups.

The results also showed that a total of 307 turns were made across the categories of turn giving. Turns observed under the categories of 'P', 'G' and 'Ø' were 135, 45 and 127 respectively during the group discussions.

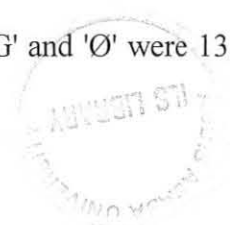


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# CHAPTER ONE

## INTRODUCTION

### 1.1 Statement of the Problem

Research on turn-taking in Ethiopian school context has been done only by Taddese Habte (1997) on 33 A.A.U Freshman EFL class. However, no research work on turn-taking has been carried out in Ethiopian high school ELT classrooms. This may be because of the fact that English language teaching has been largely influenced by traditional language teaching methodology where the area of grammar, lexis and phonology were emphasized in EFL classes and, therefore, little attention was paid to set communicative tasks in ELT textbooks (for example, the old English textbooks for grade 11, ENE) to engage students in pair and group activities. In such traditional ELT classrooms, the teacher is the only interlocutor that most students encounter in their English classes, and as a consequence the students may become less competent in conversational skills, even where they have a good knowledge of the target language.

However, the new English textbooks (i.e. English for Ethiopia) open up opportunities for learners to get into pairs /groups to discuss where the language production and reception of students progress in a series of turns. This new strategy for changing the interactional dynamics of EFL classes at high schools sets the teacher and the learner in a new light.

This means that at present the perspective of teaching English language in Ethiopian high schools would seem to change from the previous methodology of English language teaching.

In this new perspective, learners in EFL classes at high schools are supposed to be participants and contributors in pair/group discussions. Such recent empowerment of the learners to use the target language in pairs or groups in Ethiopian high schools EFL classes may alter the traditionally almost passive and receptive role of the learners in the target language classrooms. And this empowerment may not mean in anyway that pair and group discussions are simply a matter of seating arrangements but it requires different teacher and learner skills from those involved in teacher led activities (Wajnyrb, 1992).

The required skill in a pair/group discussion is the technique of turn-taking. It is a new feature that the newly developed high school EFL textbooks require the learners to use in pair/group discussions.

However, the students familiarity with the turn-taking skill may be open to question given the fact that they were not exposed to it either in pairs or groups in their previous traditional target language learning. This embryonic skill, as noted by Allwright 1988, is not adequately investigated in a second/foreign language classroom and its investigation may be worthwhile.

## **1.2 Objective of the Study**

The newly developed English textbooks for grade eleven (i.e. ENGLISH FOR ETHIOPIA STUDENT'S BOOK I & II ) consist of speaking sections at each unit. Each of these speaking sections attempts to promote use of the target language either in pairs or groups in the classroom. Thus, the sections require the students to get into pairs/groups to do the activities by using their own resources of the English language. As the students get into groups/pairs to discuss tasks with their fellow students, turn-taking takes place.

The study on turn-taking helps to examine to what extent the students in speaking sections use the target language in the classroom pair or group discussions.

Therefore, the general objective of this study is to investigate the skill of turn-taking in group discussions in grade 11 EFL classes. The specific objectives include the following:

1. To see the level of involvement by the teacher and by the students in taking and giving turns at each group discussion.
2. To find out the role of the teacher and the group leaders in allocating and making turns in group discussions.
3. To examine the overall turn distribution among the students, group leaders and the teacher in group discussions.

### **1.3 Significance of the Study**

The important aspect in the production and reception of the target language in the classroom group discussion is the skill of turn-taking. Since the idea of pair/group discussion seems to be recent in Ethiopian high school EFL classes, the findings of this study may shed light on the structure of turn-taking at grade eleven EFL classes.

The study is also thought to provide information to high school English language textbook writers and teachers to what extent students are free to use the target language in their pair and group discussions by taking turns.

Finally, the study may open ways to other researchers to investigate turn-taking at different grade levels of EFL classes in Ethiopian school contexts.

#### **1.4 Limitation of the Study**

Out of fifteen sections for grade eleven students in Kokebe Tsibah Senior Secondary School, this study is limited to section nine of grade eleven EFL classroom.

From the total of fourteen speaking sections in grade eleven students' English textbooks for semester I and II, the researcher selected three group discussion tasks for this study. This is because of time and financial constraints that makes difficult to videotape, transcribe, categories and analyse turn-taking in pair/group discussions in all the fourteen speaking activities presented in the textbooks.

In order to preclude complexity and somehow the unpredictable nature of non-verbal communication, this research is limited to verbal communication in grade eleven section nine EFL group discussions. However, the researcher's interpolations will be used in the transcripts to indicate clear non-verbal acts during the group discussions.

#### **1.5 Definition of Terms**

Turn-taking: the process of exchanging the role of speaker in EFL classroom group discussions.

Turn: a single word or a stretch of talk delivered by a single student with or without interruption by another student or a teacher in a group.

Interaction: refers to the process of maintaining communication by using the target language during the group discussions.

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 Conversation Analysis Compared to Discourse Analysis

Conversation analysis (CA) and discourse analysis (DA) are two different approaches to the study of conversation. Conversation analysis focuses on naturally occurring speech or verbal communication, whereas discourse analysis is concerned with both coherent and incoherent discourse.

Levinson (1983) distinguishes between conversation analysis and discourse analysis. According to him, discourse analysis deals with transactional discourse and written text, whereas conversation analysis focuses on issues related to naturalistic speech. Moreover, Brown and Yule (1983) describe the difference between conversation analysis and discourse analysis as transactional discourse (message-oriented) and interactional discourse (person-oriented). Their interpretation of the terms transactional and interactional discourse, are that in transactional discourse the purpose is to transfer efficient information and in interactional discourse the purpose is to establish and maintain social relationships. They further explain that conversation analysis deals with the use of language to negotiate role-relationships and the exchange of turns in conversation. In contrast, discourse analysis focuses on a tape recorded of an event from which the discourse analyst then makes a written transcription of the spoken language.

As noted above, the differences that exist between CA and DA are commonly emphasized, and the work on turn-taking can be used as a springboard to examine the differences that are noted between the two approaches of verbal communication.

The most important contribution in conversational analysis has been made by three sociolinguists, Sacks, Schegloff and Jefferson (1974), and their findings are substantial that discourse analysts may draw some significant structure of turn-taking that may be realised in pedagogic discourse.

*A promising approach to the problems of turn-taking in naturalistic discourse is offered by conversational analysts where the discourse analysts may gain the most from the conversational interaction (Brown and Yule, 1983:230-231).*

Therefore, it is from the examination of such naturalistic discourse data that patterns of use of the target language are seen to emerge. Some of the structures that are found in naturalistic spoken data are likely to be ignored or underplayed in the target language teaching as degraded or bad style owing to the continued dominance of standards taken from the written code (McCarthy, 1991).

Moreover, Cunningsworth (1987) states that CA deals with real data of verbal communication and from such studies that one can identify a number of significant features of conversation that may be needed for teaching conversational skills, for example, in ELT classrooms. He further notes that CA distinguishes between self-repair and other repair in conversations. Such repair is also required in case of communication break downs (as in for example, in group discussions in ELT classroom) and one of the first technique to maintain conversation is by using appropriate strategies and language for repair. Since conversation is a collaborative activity involving two or more people competing for the

floor (in order to take turns) and negotiate meaning, turn-taking techniques are substantial skill to take part effectively in a conversation.

Sacks et al (1974) describe the way turns take place in conversation. According to them, one of the basic rules is that only one person speaks at a time and a speaker may select the next speaker through the use of adjacency pairs. One way in which meanings are communicated and interpreted in conversation is through adjacency pairs. They are paired utterances such as question-answer, offer-acceptance, request-compliance and so on. Practice with adjacency pairs (for example, in EFL classes) in short dialogues will help students in turn-taking skills and develop their ability to respond in real time. That is, outside of the classrooms. Coulthard (1977) describes adjacency pairs as 'the basic structure unit in conversation'. Adjacency pairs thus provide turn-taking, and also prompt the type of talking that the next speaker can do.

In addition to what has been discussed about conversation, Leinson (1983) points out that conversation as characterized by turn-taking. This is because that conversation involves two or more people and it is governed by turn-taking norms and conventions which determine who talks. When and for how long. A speaker who lacks how to handle turn-taking in conversation is one who does not let others have a turn to speak. (Bygate, 1987).

Participants in conversation co-operate to produce an orderly exchange of turns. Hatch (1992:53) explains: 'conversations are supposed to be symmetrical, that is each party should receive a fair share of turns at talk.'

In conversation the roles of speaker and listener change. It is unlikely for a single person to speak all the time in conversation as it is a collaborative process (Richards, 1990). This shows that there is an exchange of turns by participants during conversation.

One of the most important work on the nature of turn-taking in natural conversation was carried out by three sociolinguists that mentioned above. Their work has laid a foundation for various subsequent studies on turn-taking. van Lier (1988) acknowledges that the basic systematic suggested by Sacks et.al 1974 study still holds its novelty where other mechanism of turn-taking built upon it.

Accordingly, Sacks, et.al (1974:696-735) put forward the principles of turn-taking that can appear in any conversation, as follows:

1. Speaker - change recurs
2. Overwhelmingly, one party talks at a time.
3. Occurrences of more than one speaker at a time are common, but brief.
4. Transitions (from one turn to a next) with no gap and no overlap are common. Together with transitions characterized by slight gap or slight overlap, they make up the vast majority of transitions.
5. Turn order is not fixed, but varies.
6. Turn size is not fixed, but varies.
7. Length of conversation is not specified in advance.
8. What parties say is not specified in advance.
9. Relative distribution of turns is not specified in advance.
10. Number of parties can vary.
11. Talk can be continuous or discontinuous.
12. Turn-allocation techniques are obviously used. A current speaker may select a next speaker (as when he addresses a question to another party); or parties may self-select in starting to talk.
13. Various turn-constructural units are employed; e.g. turns can be projectedly 'one word long', or they can be sentential in length.
14. Repair mechanisms exist for dealing with turn-taking errors and violations; e.g. if two parties find themselves talking at the same time, one of them will stop prematurely thus repairing the trouble.

The above features of turn-taking principles in naturally occurring conversation indicate that turn-length, turn order and turn context are not arranged in advance in ordinary conversation, nor is the relative distribution and length of the turns. van Lier (1988) explains that turns are interactionally managed by the participants.

Sacks et al. (1974) describe turn-taking in terms of two components. The first component of the turn - taking process is turn-constructual component. Viewed from their account, the speaker may construct a turn on lexical, phrasal, clausal and sentential constructions. Moreover they argue that a speaker is initially entitled to have a turn to one unit-type (that is, lexical, phrasal, clausal or sentential). The second component of the turn-taking process, according to them, is the turn-allocation component, that is, the selection of the next speaker. Turn allocation, Sacks et al's interpretation of the term, falls into two groups:

- a) the current speaker selects the next speaker.
- b) the next speaker self-select.

In conversation, as Sacks et al. argue, the basic rules for turn-taking are that if the current speaker 'has selected the next speaker then the selected participant has the right and is obliged to take the next turn to speak' (P.704). If the current speaker has not selected the next speaker, then self-selection may, but need not occur, the first starter acquires rights to a turn, and transfer occurs at that place.

The current speaker selects the next speaker technique based on Sacks et.al explanation, may be carried out at the very beginning of a turn but any turn transfer does not happen until the first possible transition-relevance place. If the current speaker has selected the next speaker, he or she may, but need not, continue until someone self selects.

According to Sacks et al. the foregoing systems allow for efficient turn-taking in naturally occurring conversation. However, the model has one major shortcoming that Sacks et al. recognize (P.721): 'that is the vagueness in the description of the features which define a transition place' (Ellis and Beattie, 1986).

The proposed account for turn-taking model, by Sacks et al. 1974, is a well developed model that can have many pedagogical implications for second /foreign language classrooms. Nevertheless, rules for turn-taking differ according to the type of speech event. In classroom, the chair allots turns. In ordinary conversation in English turn-taking is characterized by self-regulated competition and initiatives, whereas in classroom discourse there is frequently a rigid allocation of turns (Richards and Schmidt, 1983).

Generally speaking, though conversation analysis and discourse analysis have different theoretical backgrounds, they are complementary. The complementarity rests on that both of them study verbal communication in different contexts.

The linguistic approach to the analysis of discourse views discourse analysis as the study of the relationship between language and the contexts in which it is used (McCarthy, 1991; Coulthard, 1985). McCarthy further points out that discourse analysts study language in use. The study on discourse by discourse analysts indicate that language learning is learning to use language how to communicate.

Thus, the contribution of discourse analysis to language teaching pedagogy seems reasonable to accept the importance of teaching language as communication or use in Widdowson's (1978) terms, where one can not consider language teaching in terms of presenting the form or usage only. It is from this point of view that Widdowson (1979) points out about change of language teaching materials as follows:

*Language teaching materials have in the past been largely derived from the products theoretical sentence grammar. We now need materials which derive from a description of discourse: materials which will effect the transfer from grammatical competence, to what has been called communicative competences, a knowledge of how sentences are used in the performance of communicative acts of different kinds (Widdowson, 1979:50).*

As a result of the development of language teaching theories, the current pedagogical thinking in EFL classes seem to be changing from traditional models of teaching language. In traditional ELT classrooms the teacher is considered to be a person in authority in class where his/her purpose is to impart linguistic knowledge and skills to learners and the learners as an unidentified mass (Allwright, 1988:172), relatively passive recipients of the knowledge, expecting the teacher to be responsible for their learning of the target language.

Despite the need for knowledge of the target language forms or usage, it has often been emphasized that students may have learned a large number of sentence patterns and words without knowing how they are actually put to communicative use (Widdowson, 1978). And such views from many ELT classroom researchers insisted the change on language teaching pedagogy. Tarone and Yule (1989) argue that in recent years there is a change of focus in language teaching pedagogy, that is, presenting language as a set of forms or usage to presenting language as a functional system which is used to fulfill a range of communicative use. Certainly, this does not mean that a knowledge of the target language forms or usage is less important, but it has to be complemented by a knowledge of appropriate use of the language in a given context.

Viewed from the above perspective, Spolsky explains:

*... learning a language involves not just learning the phonology, morphology, sentence syntax, and semantics, but also the pragmatics, discourse rules, rules of sociolinguistic appropriateness, and rules for verbal and non-verbal conversational strategies (1989:54)*

Moreover, Canale and Swain (1980) explain that the ability to use language as communicative competence. According to them, communicative competence incorporates grammatical competence, sociolinguistic competence, strategic competence and discourse competence. From the above given key components, the traditional language teaching methods throw light on the development of the learners grammatical competence where other components are not considered as part of lessons (Tarone and Yule, 1989).

Thus, the work on communicative competence indicates that second/foreign language learning does not mean learning the forms or rules of the target language but also learning language in its context of use.

By way of summary, the study of discourse analysis and conversation analysis have contributed a lot in the field of language teaching pedagogy. Particularly, the study on discourse analysis seems to help language learners to integrate discourse with the form of the language. And this in return alter the traditional language teaching methods where it brings the missing element into many language classes (Hammerly, 1991).

## **2.2 Pair and Group Work for Promoting Turn-Taking in ELT Classrooms**

The contemporary approaches in language classroom tend to encourage pair and group work activities which believed to promote more creative use of language. The activities in pair or group help learners to integrate knowledge and skills that were gained from the previous learning and apply their ideas, needs, feelings and experience when they work in pairs or groups.

*...some pupils are more intelligent than others, while some are more gifted in learning languages, some pupils are out-going, communicative, extrovert personalities, while others are shy, withdrawn introverts. In small groups, all these types of learners can meet and mix, compensating for one another's strong points and deficiencies as language learner (Brumfit, 1984:77)*

According to the above view, the use of pair and group work in language classrooms may help the students to draw on their available language resources in a non-threatening atmosphere with their classmates. Through interacting with their classmates in pairs or groups the students can increase the chance of practising the target language. As the students sit together in groups to discuss tasks, it is more likely that varied target language skills and experiences come out to tackle the given task.

Nunan (1992:35) explains the advantages of group discussion in the following ways:

*...faster learners will consolidate their own understanding of issues at hand when explaining them to slower learners, thus engaging in cognitive elaboration that enhance their own understanding. Similarly, the slower learners will benefit peer tutoring by their teammates who are wrestling with the same question.*

Referring to the advantages of pair and group work and its important role in language classroom interaction and learning cited in Richards and Lockhart (1994:153) Long (1983) and Krashen (1985) have pointed out that when second language learners interact focusing on meaningful tasks in pairs or groups each student is more likely to receive:

- a. Comprehensible input from his or her conversational partner,
- b. a chance to ask for clarification as well as feedback on his or her output.
- c. adjustment of the input to match the level of the learner's comprehension, and
- d. the opportunity to develop new structures and conversational patterns through this process of interaction.

As viewed from the above perspectives, a well organised and a negotiable task in pair/group work helps the students to personalise the language they learn, to make use of their own world knowledge, and to express their ideas and opinions where such approaches can promote language classroom interaction and learning (Richards, et.al 1990).

Proponents of pair and group work activities in language classrooms (e.g. Cullingford, 1995; Clark and Starr, 1986; Long and Porter, 1985; Richards and Lockhart, 1994) claim the advantages of interaction through which abundant language practising can take place. All most all the proponents share the same view over the significance of pair and group work in language classrooms.

More importantly, Long and Porter (1985) put forward the pedagogical and psycholinguistic advantages of pair and group work. The pedagogical arguments include the following:

- Group work increase the opportunities for learners to use the language.
- Group work improves the quality of student talk.
- Group work allows greater potential for the individualisation of instruction.
- Group work promotes a positive affective climate.
- Group work has been found to increase student motivation.

Long and Porter (1985:208-227)

In providing a psycholinguistic rationale for group work, Long and Porter highlight that group work provides an environment in which learners can comprehend, it gives them opportunities for student generated communication and it provides contexts within which meaning can be negotiated.

Brumfit (1984) and Cullingford (1995) suggest that working in groups massively promote the development of oracy as the students both producing and receiving language. Likewise,

Nunan and Lamb (1996) state that pair and group work are indispensable to develop interactional skills in the target language.

Furthermore, Cullingford (1995) states that group work is not a matter of seating arrangements around the table, but group work means collaboration: the sharing of ideas and the sharing of resources where careful organisation and planning (e.g. varying the pair or group arrangements so that students not always work with the same classmates, group size, purpose, roles etc) required for successful group work activities.

However, the researcher thinks that strategy of interactional dynamics in pair/group work is still at its embryonic stage at highschool EFL classes & some students may not be familiar with such activities and may not think that they can learn from their peers. This, in fact, may happen from the teacher side, too. Rivers (1987:4.5) notes, "As teachers, we frequently overlook how much students learn from their peers" Thus, it is worth noting and reminding students as well as teachers that practising in pair/group work activities are useful ways of improving fluency in English.

In other words, group work activities in ELT classrooms begin and they are finally terminated. Between these two points, it is obvious that the exchange of speaker and listener takes place. That is, the students are supposed to take turns in order to participate in such group discussions. This is because that students learn a foreign language through the process of interacting, negotiating and conveying meanings in their group discussions. This means that members of the group are given the opportunity to listen to each other as a means of allowing the members to contribute his/her own ideas by deriving from his/her own experiences through the skill of turn-taking. With regard to this, van Lier (1988) explains:

*...conversational turn-taking forces participants to be actively involved, and to plan and structure their contributions in contextually appropriate and acceptable ways (1988:106).*

This shows that turn-taking in group discussions require active forethought, planning and speculating so as to contribute effectively in the discussions. Rivers (1987) notes that in group-oriented interaction, the teacher should encourage the students to take control of turn-taking mechanisms by using or adopting some of the features of natural discourse. She further explains that it is substantial to teach students the techniques of turn-taking rather than granting the students a speaking turn in a group interaction.

This is because of the fact that the amount of student participation increases in group controlled forms of turn-taking in ELT classrooms. Legutke and Thomas (1991) argue that as individuals and group members, the students engage in communicative self-expression while experimenting with the target language. Such experimentation, according to them, with the target language embraces not only its expressive use, but also the conscious understanding of its structure and rules. Although one of the purpose of communicative classroom is to maximize the amount of interaction (for example, through pair/group discussion) between the students in EFL classes it could be thrown away by poor implementation.

As noted above, language classroom interaction in pairs/groups is important in learning the target language. However, pair and group work are not panacea for foreign/second language learning. This is because teacher-fronted activities may be useful for certain kinds of activities and a poorly organised group work may be as ineffective as lockstep Long and Porter's (1985) view.

### **2.3 The Need for Turn-Taking in a Second Language Classroom Discourse**

Turn-taking is a vital skill to interact in the target language. Cunningsworth (1987,1995) points out that coursebooks interested in equipping learners communicatively could provide in models and practice in turn-taking and interruption techniques. This is because turn-taking is a very highly skilled activity that SLL needs to develop (van Lier, 1988; Hudson, 1996).

Accordingly, Dudley-Evans and John (1998:110) suggest three major skills in taking turns: One key skill lies in recognising when the speaker is giving signals that she/he is ready to finish the turn and handover the floor to another speaker. This technique according to them may be done by the nomination of another speaker. There is also a possibility that other participants may enter the discussion without being nominated (i.e., self-select technique in Sacks et.al's 1974 term). Listeners have to be aware of either syntactic, phonological or non-verbal clues that the turn is coming to an end. A second skill is to gain entry at the end of the turn. According to them, sometimes a listener will anticipate the conclusion of a turn and complete it for the speaker as a way of gaining the floor. The third skill incorporates the technique of handling the turn effectively to judge how long is appropriate and to prevent interruptions; to judge when a contribution will be most effective.

Referring to the skills of turn-taking, Richards (1990:67-68) points out three strategies as summarized below:

1. Strategies for taking a turn. These involve ways of entering into a conversation or taking over the role of speaker, and include:
  - using interjections to signal a request for a turn such as "Mm-hmm," "Yeah," & rising intonation
  - using facial or other gestures to indicate a wish to take a turn.
  - accept a turn offered by another speaker by responding to a question or by providing the second part of an adjacency pair.
  - completing or adding to something said by the speaker.
  
2. Strategies for holding a turn. These involve indicating that one has more to say, for example, through intonation or by using expressions to suggest continuity, such as "First," "Another thing," "Then."
  
3. Strategies for relinquishing the turn. These are devices used to bring the other person (s) into the conversation, and include:
  - using adjacency pairs
  - using phonological signals
  - pausing to provide an opportunity for someone to take up the turn.

In classroom pair and group discussion the learners should know a number of turn -getting and giving techniques (i.e., how to get a turn, how to hold it and how to pass it to their fellow member) in order to participate and contribute effectively. This shows that turn-

taking is a complex skill that one can not ignore in second/foreign language classrooms if she/he wants the classroom to be communicative.

McCarthy (1991) explains that features of how turns are given and gained in English prompt specific training. Similarly, Rivers (1987) argues that teaching students how to take turns appears simple, but it requires teaching a number of skills.

As noted above, turn-taking skill is an important feature of interaction in EFL pair/group discussion. Keller (1976) points out the participants in discussions should be able to identify places where the next speaker may come in whether nominated or not and learning ways of nominating the next speaker, and learning some important formulae for interruption or conversational tools.

Thus, in communicative classroom, as pointed out by Kumaravadivelu (1993), students should be motivated to ask for information, ask for clarification, show their agreement/or disagreement etc. with their fellow students and teachers.

This shows that if the students are to use the target language effectively in the classroom pair/group discussion, they need to learn various conversational techniques and receive abundant practice in the skill of turn-taking (Cunningsworth, 1995).

## **2.4 The Differences Between Turn -Taking in Teacher-Directed Traditional ELT Classrooms and Turn-Taking in Current ELT Classrooms.**

The turn-taking mechanism in traditional language classrooms fall almost exclusively under the control of the teacher. McCarthy (1991) notes that the traditional classrooms

have very ordered turn-taking under the control of the teacher and pupils rarely speak out of turns. And, by the same token, Widdowson (1987) says that pupils can contribute only when they make a bid by raising the hand and when this accepted and ratified as a claim for a speaking turn.

In such kind of teacher oriented EFL classrooms the interaction is mainly initiated by the teacher and students may have a chance to say a word when they raise their hands and allowed for a speaking turn. Such tight control of classroom interaction by a teacher may not facilitate language learning process, since it does not call up on students own initiatives for participation.

In regard to this, Williams and Burden explain:

*Classes that are kept rigidly under the teacher's control are more likely to lead to dissatisfaction and alienation and do not facilitate personal, social or academic growth (1997:197).*

As pointed out above, in traditionally teacher-oriented interaction the students in EFL classes are likely to be marginalized as to not to draw and use their own language resources. Ellis (1988:97) states: 'In classrooms the predominant type of discourse is three phase- a teacher initiation, a pupil response, teacher feedback.' This was what Long and Porter (1985) call locksteps, where students consider their teacher as responsible for initiating any classroom interactions.

Thus, the teacher-oriented classroom discourse seems not to encourage students to take up turns by their own initiatives to speak in the classrooms. In such case, the teacher is responsible for any turn-taking mechanisms. In relation to traditional classroom discourse and turn-taking Ellis puts forward:

*...in classroom discourse there is perfectly 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 initiatives are discouraged (1992:38)*

As noted in the foregoing pages, the turn allocation in traditionally teacher -directed classroom discourse is tightly supervised by the teacher. As a result of this, the students have no rights to take turns, hold turns as they wish and pass on to others in the classroom discussion. Thus, the teacher is the only one to manage such mechanisms of turn-taking as noted by McHoul (1978:188), 'Only teachers can direct speakership in any creative way.' This indicates that the teacher decides any sort of turn-construction and allocation in the classroom and the students are less likely to act independently of teacher control in ELT classrooms.

However, the recent trends in language classroom organisation (e.g. pair and group work) indicate the shift of tight interactional patterns of traditional EFL classrooms. In relation to this new trends, Legutke and Thomas (1991) explain that the current EFL classroom trends put the teacher and the learner in a new light which contrast with previously held views of classroom interaction.

In this new perspective, the teacher acts as a facilitator who encourages his/her students in pair or group work activities so that the group members follow their intuitions and express opinions by taking turns. Similarly, Williams and Burden (1997) suggest that language classrooms in particular need to be places where learners use the target language to communicate, to try out new ways of expressing meanings, negotiate, to make mistakes without fear and to learn, to learn from success and failures. Under this current role relationships between teacher and students, the students are expected to be active contributors by taking turns in pair or group discussions in their classroom as opposed to

the traditionally almost passive and receptive role- relationships between the teacher and the students.

Littlewood (1981) notes that foreign language learners need opportunities to develop conversational skills, in stead of only handling its structure, they need to be exposed to classroom discourse where the emphasis is on using their available resources for communicating meanings as efficiently and economically.

Since classroom interaction is important in English language learning, its prominence stressed by different classroom researchers (e.g. Allwright, 1988, van Lier, 1988; Nunan, 1992). By citing Allwright (1984) and Breen (1985) Chaudron (1988:10) points out the importance of classroom interaction in the following way:

*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.*

This idea is also shared by Wajnryb (1992) as she explains that learners use a language by using it, learners passivity and non-involvement will be more of a hinderance than a help in foreign /second language classrooms. This denotes that learners' active involvement in classroom interaction is viewed more acquisitionally beneficial than passive reception of the target language.

Brubacher et.al explain:

*...the language production of students includes meaningful communication as students negotiate with each other. Students must make themselves understood, so their language production must be comprehensible. As they struggle to do so, they are acquiring indispensable language competencies (1990:205).*

Accordingly, the process of group discussion in current EFL pair/group work alter the traditional ways of language teaching methodology. And in the current communicative classrooms meaningful interactions should occur whereby the students have the chance to use the target language productively and receptively (Brown, 1994; Kumaravadivelu 1993; Richards et.al, 1990). Furthermore, Hatch (1978:404) explains 'One learners how to do conversation, one learns how to interact verbally, out of this interaction syntactic structures are developed.'

Interaction, as underlined by Williams and Burden, 1998; Rivers, 1987, in the target language classroom is an important part of the learning process where its effective realisation may be influenced by the skill of turn-taking.

In sum, the way in which students in a second or foreign language classroom need to know how to negotiate control of a group discussion is through the technique of handling turn-taking. The students in the group discussions have to be efficient at getting a turn and to be good at letting other students have a speaking turn in order to develop their conversational skills in EFL classes.

## **2.5 Some Studies Carried Out in Classroom Discourse in Ethiopian School EFL Classes**

Abdulkadir Ali (1983) conducted a study on verbal and non-verbal behaviours in four selected 12th grade English classes to find out the kind and frequency of interaction. He investigated how much teacher's talk and students' talk constituted in the class. The findings indicated that three out of the four teachers did 75% to 84% of the talk in class and the remaining teacher did 57% of the talk. Moreover, he found that in the three classes students did 12% to 18% of the talk and 35% in the fourth class. In his findings it was

noted that the teachers played major role in class discussion and students participation in class discussion was found insignificant.

Meselech Habte (1991) carried out a study to see the methods senior secondary school English language teachers used. Her study indicated that lessons were dominated by teacher talk and explanation of grammar whereby students participation in the classrooms talk was observed very minimal.

Weldu Michael (1996) investigated the nature of explanations given by six experienced grade 10 English language teachers from six schools found in five zones in Addis Ababa. His findings showed that the sample teachers on average spent 40.01 per cent of the class time on giving explanations. He observed that teacher initiated-explanations constituted a significant proportion out of the explanations made in the classroom.

Amanuel Gebru (1996) conducted his study on the extent to which Addis Ababa University freshman female students take part in English classes as compared to boys. His findings showed that there was no significant differences in verbal participation between female and male students in their EFL classroom discourse.

Fikirte H/Mariam (1996) also carried out a study to investigate social and pedagogical factors that influence the participation behaviours of Addis Ababa University Freshman students in general and the 'high', 'average' and 'low' classroom participators in particular. Her findings indicated that social and pedagogical factors have positive influence on the majority of students participation behaviour. The study also showed that there was no significant difference between the influence of social and pedagogical factors for the 'high' and 'average' participators. However, pedagogical factors were observed to have greater influence on the participation behaviours of 'low' participators.

Taddese Habte (1997) investigated the nature of turn-taking in EFL classroom on 33 A.A.U Freshman students to find out the students level of turn-taking in group discussions. His findings showed that students got turns through different turn-getting categories. The great majority of the turns (126 or 33.9%) through specific solicits, that was, by allocation from the teacher or the group leaders. Under turn-giving categories there were 154 turns where 117 (76%) were specific solicits. The remainder 37 (24%) turns were general solicits. From the overall solicits, the majority of them were made by the teacher though group leaders made few specific solicits. His findings also revealed that students did not make any general solicits.

As pointed out above, all the studies investigated classroom interaction from different perspectives. However, the study on turn-taking was carried out by Taddese (1997) at A.A.U Freshman EFL class.

Having Taddese's work at University EFL class, the present researcher aims at investigating turn-taking in group discussions at grade 11 EFL class. This is because of the fact that Taddese's work on the nature of turn-taking on 33 A.A.U Freshman EFL class may not highlight or provide us any information about the pattern of turn-taking in grade 11 EFL class.

## **CHAPTER THREE**

### **THE DESIGN OF THE STUDY**

#### **3.1 Introduction**

There were fifteen sections for grade eleven students at Kokebe Tsibah Senior Secondary School. Out of fifteen sections, the researcher took one section for the study. The school Deputy Director and an English teacher of grade eleven section nine co-operated with the researcher to arrange the section for the study.

Particularly, the teacher found volunteer to carry the load of arranging and giving make up lessons for those students who missed their regular English lessons owing to the involvement in the research project. Therefore, the section for the study was not randomly selected due to the commitment that the project required both from the teacher as well from the subjects side.

#### **3.2 Subject of the Study**

According to the purpose of the study, thirty students were needed. However, the number of students in this section, mentioned above, was seventy-four. In order to get the students the researcher decided to select students from their attendance sheet. The selection of the subjects from the attendance sheet was carried out by picking out students whose names appeared in odd number order from top and bottom of the list simultaneously.

### **3.3 Instrument of Data Collection**

A video camera was used primarily to record the group discussions. And then, the following procedure carried out to explore the recorded data.

- A. The video taped data were transferred to audio cassettes for easy listening and transcribing.
- B. The transcribed data from audio cassettes were thoroughly checked on TV screen.

The checking process on TV screen was done in order to get improved data as well as to identify clearly the subjects and categorize their discourse more easily than the audio.

Out of fourteen speaking activities in Student's Book I and II of English for Ethiopia' grade 11, the researcher randomly selected two group discussion tasks from Student's Book I and one group discussion task from Student's Book II. For the two group discussion tasks, the videotaping was carried out during the first semester and for the third group discussion task the videotaping was done during the second semester.

The subjects were divided into five groups where each group comprised six members. The videotaping was made while the students were discussing the tasks in their respective groups.

The three tasks selected for group discussion were:

## 1. School Uniforms

Some schools require their students to wear a uniform to school. In other schools, the students wear their ordinary clothes. What are the arguments for and against school uniforms?

Here is a topic for you to discuss:

What are arguments for and against school uniforms?

(Book I Unit 5: Clothes and Fashions, P.102)

## 2. The Ideal School

Imagine that you have been given the responsibility of setting up a new Senior Secondary School in your area. You want the best school possible for the students and the teachers. How would you go about building and organising the school?

Here are some questions to help you:

1. Where will the school be situated?
2. Will the school be for boys only, for girls only, or will it be co-educational?
3. Will the students wear a school uniform?
4. How will the students be selected?
5. How many students will there be in each class?  
How many classes will there be in each grade?
6. What subjects will be taught?
7. How many teachers will there be?
8. What sports and other activities will be available to the students?
9. What will the school buildings be like?
10. What equipment and books will be needed?

(Book I Unit 7: Organizations, P.141-142)

### 3. Sharing Problems

There is an old English proverb which says:

A problem shared is a problem halved.

In this activity you will work in small groups. Take turns to be student 'A' and student 'B', student 'A' has a problem. The problem can be real or imaginary. Student 'A' explains the problem to student 'B'. Student 'B' then gives advice to student 'A' and suggest some possible solutions. For student 'B' to be able to do this, he/she may need more information. When student 'B' has finished, the other members of the group can provide additional advice.

Here are some examples of 'problems' for Student A:

- I can't do my homework properly because there is too much noise at home.
- I need some new clothes for school.
- Our neighbour is very old and has no one to look after her.
- My best friend refuses to speak to me

Think of some other problems. They may be real or imaginary.

In this activity, Student 'A' will probably use expressions like:

I'm very worried /upset/ unhappy.

I don't know what to do.

Can you give me some advice?

Can you advise me what to do?

Student 'B' will probably use expressions like:

I'm sorry to hear that.

Don't worry.

Why don't you . . . ?

If I were you, I'd . . .

(Book II Unit 6: Families and Group PP. 82-83)

The videotaping was made for four hours and twenty-five minutes where each group nearly videotaped for eighteen minutes on each given task above.

### **3.4 Model for Analysing the Recorded Data**

Turn taking is not adequately exploited in classroom research. Allwright (1988:175) explains: ' . . . turn-taking studies are still in their infancy-still at the embryonic stage with respect to language classroom research.' This indicates that there is no recently developed models to investigate the pattern of turn-taking mechanisms in classroom discourse.

So far, the researcher found only two models that were available to examine turn-taking in classroom interaction. The models were developed by Allright (1980) and by van Lier (1988).

According to van Lier (1988) the classifications of turn- taking fall into four major categories as follows:

1. Prospective: the way the turn is linked, through turn-taking devices, to the subsequent turn (s).
2. Retrospective: the way the turn is linked, through turn-taking devices, to the preceding turn (s).
3. Concurrent: a turn that is taken during a current turn which is related to that turn in a servicing sense. In this category fall such brief turns as e.g., back channels or listening responses.

4. Neutral: a turn which is indeterminate as to 1), 2) or 3), and which is not implicative of prospective or retrospective relations to its surrounding turns. (van Lier, 1988: 109)

van Lier further divides his major categories of turn-taking into the sub categories:

**1) The Prospective turn incorporates:**

- a) allocating-specifying a speaker for the next turns by nominating, signaling and eye gazing.
- b) soliciting-specifying the content or substance of the next turn without specifying the next speaker (verbal), behavioural (non-verbal).
- c) ending-end a turn without implications for content or speaker ship of subsequent turn (S), give up, give way (e.g. for interruption).

**2) The Retrospective turn incorporates:**

- a) allocated: pre-allocated, locally allocated.
- b) unallocated: response to solicit, self-select (when a turn is available) floor seeking (when a turn is not available)
- c) ok-pass: negative feedback (e.g. cutting the turn short), stolen

**3) The Concurrent turn incorporates:**

- a) Listening responses (also called back Channelling)
- b) Intra-turn repair/ repair - initiation (includes brief requests for clarification, replacement of errors, and also instances of prompting and helping).

- 4) The Neutral turn (personal trials) incorporates:
  - a) rehearsal
  - b) private

van Lier (1988: 107-120)

The above model to analyse turn-taking mechanism in classroom interaction by van Lier (1988) was well developed and some of the turn-taking categories and sub-categories seem to be related with this study. Even so, the researcher found that it was complicated and somehow interrelated with non-verbal acts which this study is less concerned. Though the researcher used interpolations in the transcripts to show clear non-verbal acts to make the context clear during the group discussions, such acts are not considered as a turn.

The prospective and the retrospective turns indicate that the turn is whether related to the subsequent or to the preceding turns by turn-taking devices. Such identification or turns did not take place in this project. This was because that a turn is a turn whether it linked to the preceding or to the subsequent turn as long as the teacher, the group leaders or the group members take it, hold it or pass it in the group discussions.

Moreover, the listening responses under the concurrent turn, which is not considered as a turn in this study, and the rehearsal and private turns under the neutral turn are not also related to this study.

Therefore, the turn-taking model developed by van Lier, is not helpful to categories and analyse the data collected for this study.

The second turn-taking model the researcher found useful was developed by Allwright (1980). Allwright's turn-taking categories fall into two major categories. They are turn getting and turn giving categories.

The turn getting categories consist of eight subcategories as follows:

1. Accept: respond to a personal solicit
2. Steal : respond to a personal solicit made to another.
3. Take : respond to a general solicit.
4. Take : take unsolicited turn, when a turn is available, discourse maintenance.
5. Make : make an unsolicited turn, during the current speaker's turn, without intent to gain the floor.
6. Make : start a turn, during that of the current speaker, with intent to gain the flow.
7. Make : Take a wholly private turn, at any point in the discourse.
8. Miss : Fail to respond to a personal solicit.

The turn giving categories consist of four symbolized subcategories as follows:

1. — : fade out and or /give way to interruption.
2. Ø : make a turn available without making either a personal or a general solicit.
3. P : make a personal solicit (i.e. nominate the next speaker)
4. G : make a general solicit.

Allwright (1980:165-187)

From the above original turn-taking categories, as devised by Allwright (1980), the researcher has used some of them as they were, left out others and made slight modifications as the transcribed data dictated.

As pointed out above, the derived turn-taking categories for the analysis of the data are given below:

A. Turn Getting Categories.

1. Accept : respond to a personal solicit. It includes: questions put forward to a particular participant, the current speaker addresses the next speaker by name, pronoun or signal.
2. Self-initiated : respond to a general solicit (e.g. a question addressed to the group members).
3. Take : take an unsolicited turn, when a turn is available.  
Discourse maintenance.
4. Make : make an unsolicited turn or start a turn, during that of the current speaker with or without the intent to gain the floor.
5. Miss : fail to respond to a personal solicit.

## B. Turn Giving Categories

1.  $\emptyset$  : make a turn available by concluding one's ideas or opinions without passing the turn on to his/her group members.
2. P : make a personal solicit.
3. G : make a general solicit.

The above derived turn-taking categories exclude the second and the seventh categories from turn getting categories and the first category from turn giving categories as well. This was due to the fact that the categories were not observed in the data. Moreover, category five and six of turn getting were used in combination as it was found that only the teacher made such turns almost through out the group discussions. This may be because of the impact of our culture that makes the students to proceed on the assumption that turn-taking should be managed by the teacher in the classroom discourse. Apart from such wrong assumptions, the students have mainly drawn and used the Amharic techniques of turn-taking during the discussions of the tasks in English.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter highlights the distribution of turns among the students, the group leaders and the teacher in each group discussion. The presentation of turn distribution under turn getting and giving categories in Episode I, II and III can show the level of involvement by the teacher, the group leaders and other students in the groups in each episode separately.

Moreover, the distribution of turns from the three episodes can give us the overall picture of turns that were taken and made by the students, the group leaders and the teacher in turn getting and giving categories during the discussion of the tasks.

#### 4.2 Distribution of Turns Among the Students, the Group Leaders and the Teacher in each Group Discussion (Table 1-10).

**TABLE 1. TURN DISTRIBUTIONS IN GROUP 'A' UNDER TURN GETTING CATEGORIES**

**GROUP A**

TURN GETTING CATEGORIES	STUDENTS IN GROUP 'A' DISCUSSION							TOTAL	%
	T	*SF <sub>1</sub>	SF <sub>2</sub>	SF <sub>3</sub>	*SM <sub>1</sub>	SM <sub>2</sub>	SM <sub>3</sub>		
ACCEPT	-	4	14	5	5	4	2	34	34.5
SELF-INITIATED	-	3	1	3	2	2	2	13	13.1
TAKE	6	18	-	4	10	-	4	42	42.4
MAKE	8	1	-	-	-	-	-	9	9
MISS	-	-	-	-	-	-	1	1	1
<b>TOTAL</b>	<b>14</b>	<b>26</b>	<b>15</b>	<b>12</b>	<b>17</b>	<b>6</b>	<b>9</b>	<b>99</b>	<b>100</b>

\* Group Leaders      SF = Female Student      SM = Male Student      T = Teacher

Table 1 shows a total of 99 turns were taken by the teacher and the students in group discussion 'A' under the category of turn getting. Out of the total turns, 34 (34.3%) turns were used in response to personal solicits directed towards each of the students in the group discussion. Under this category (i.e., Accept), SF<sub>2</sub> responded predominantly to personal solicits than the other students in the group.

As it can be seen from the above table, 13 self-initiated turns were observed under the second category. The distribution of turns across this category indicated that turns were taken through self-initiation by the students in the group.. Though the teacher is considered to be a member in the group discussion, he did not get any turn under the first two categories. That means no questions were put forward to the teacher from the group members nor the teacher self-initiated to take turns during the discussion.

An interesting finding in this group was the preponderance of turns in the category of 'Take'. From the aggregate turns (i.e. 99) in group 'A' discussion episodes, 42 turns were taken for the purpose of discourse maintenance.

Unlike Taddese's (1997) findings where the category of 'Take' was exclusively used by the teacher and group leaders, the turns under this category were taken not only by the teacher and the group leaders, but also by other students in the group discussion. As a result, the teacher, SF<sub>1</sub> (group leader), SF<sub>3</sub>, SM<sub>1</sub> (group leader) and SM<sub>3</sub> got 6, 18,4,10 and 4 turns each respectively. Nevertheless, SF<sub>2</sub> and SM<sub>2</sub> did not make any discourse maintenance in the category of 'Take'.

The second important finding in group discussion 'A' was the almost exclusive use of the category of 'Make' by the teacher. Out of the total of 9 turns for this category, the teacher

took 8 turns whereas SF<sub>1</sub> (group leader) took only one turn. Only one student (SM<sub>3</sub>) missed a turn in this group discussion.

As it can be observed from table 1, turn getting categories and their overall turn distribution in group 'A' discussion reveal that the majority of turns were taken by the group leaders, SF<sub>2</sub>, the teacher and SF<sub>3</sub>, SM<sub>2</sub> and SM<sub>3</sub> took less turns as compared to their fellow group members.

With regard to the turn giving categories, table 2 below shows that the total of 66 turns were made during the group discussions.

**TABLE 2. TURN DISTRIBUTIONS IN GROUP 'A' UNDER TURN GIVING CATEGORIES**

**GROUP A**

TURN GIVING CATEGORIES	STUDENTS IN GROUP 'A' DISCUSSION							TOTAL	%
	T	*SF <sub>1</sub>	SF <sub>2</sub>	SF <sub>3</sub>	*SM <sub>1</sub>	SM <sub>2</sub>	SM <sub>3</sub>		
P	6	6	2	6	7	-	2	29	43.9
G	1	-	-	-	1	-	-	2	3
Ø	-	13	5	4	6	5	2	35	53.1
<b>TOTAL</b>	<b>7</b>	<b>19</b>	<b>7</b>	<b>10</b>	<b>14</b>	<b>5</b>	<b>4</b>	<b>66</b>	<b>100</b>

\* Group Leaders      SF = Female Student      SM = Male Student      T = Teacher

Of these, 29 (43.9%) turns were made through personal solicits, 2(3%) turns by general solicits and 35(53%) turns were made available without passing the turns on to the other members while the discussions were in progress.

Except SM<sub>2</sub>, all the group members including the teacher made specific solicits under turn-giving categories. However disproportionate the turns made were, it was found interesting that not only the group leaders and the teacher that made specific solicits, but also other students in the group.

Another finding under the categories of turn giving were the category of 'G' In this category, only the teacher and SM<sub>1</sub> (group leader) made turns available to the students in the group by making general solicits.

The prevalence of turns 35 (53%) under the third category 'Ø' reveal that the majority of the students in this group discussion did not pass turns on to their members in the group. Consequently, a large number of turns were made without making either personal or general solicits during the discussion of the three tasks. When such turns were made available, either the group leaders or the teacher takes turns in order to keep the discussion going on.

**TABLE 3. TURN DISTRIBUTIONS IN GROUP 'B' UNDER TURN GETTING CATEGORIES**

**GROUP B**

TURN GETTING CATEGORIES	STUDENTS IN GROUP 'B' DISCUSSION							TOTAL	%
	T	*SM <sub>1</sub>	SF <sub>1</sub>	SF <sub>2</sub>	SM <sub>2</sub>	SM <sub>3</sub>	SM <sub>4</sub>		
ACCEPT	-	1	7	3	4	8	4	27	33.3
SELF-INITIATED	-	-	3	3	2	3	1	12	14.8
TAKE	6	26	-	-	-	1	-	33	40.9
MAKE	6	1	-	-	-	1	-	8	9.8
MISS	-	1	-	-	-	-	-	1	1.2
<b>TOTAL</b>	<b>12</b>	<b>29</b>	<b>10</b>	<b>6</b>	<b>6</b>	<b>13</b>	<b>5</b>	<b>81</b>	<b>100</b>

\* Group Leaders      SF = Female Student      SM = Male Student      T = Teacher

It can be observed from table 3 that the students in this group discussion get turns by personal solicits. They responded to questions put forward to each of them by the teacher and by the group leader.

Out of the aggregate turns (81), the category of 'Accept' comprised 27 (33.3%) turns. With the exception of the teacher, all the students in group 'B' were involved in this category. Only one student (SM<sub>1</sub>) missed to respond to such personal solicits put forward to him.

Apart from the teacher and SM<sub>1</sub> (group leader) the students responded frequently to general solicits under category (2) by their own initiation.

The striking finding, like group 'A', was the predominance of turns on the category of 'Take'.

It comprised the highest (i.e., 33) turns from all the categories of turn getting. Of these, the majority of the turns (26) were taken by the group leader. Though minimal, SM<sub>3</sub> took one turn and the rest six turns were taken by the teacher. This denotes that it was the group leader and the teacher that did most discourse maintenance in group 'B' discussion.

Also, the preponderance of turns occurred on category four. In this category (i.e., 'Make'), there were 8 turns. Of these, mainly the teacher took 6 turns, the group leader and SM<sub>3</sub> took all the turns to the exclusion of other students in the group.

The overall view of turn getting categories show that SM<sub>1</sub> (group leader) has made a disproportionate contribution to keep the group discussion alive.

**TABLE 4. TURN DISTRIBUTIONS IN GROUP 'B' UNDER TURN GIVING CATEGORIES**

**GROUP B**

TURN GIVING CATEGORIES	STUDENTS IN GROUP 'B' DISCUSSION							TOTAL	%
	T	*SM <sub>1</sub>	SF <sub>1</sub>	SF <sub>2</sub>	SM <sub>2</sub>	SM <sub>3</sub>	SM <sub>4</sub>		
P	3	15	-	-	-	1	1	20	35.2
G	1	8	2	-	-	-	1	12	21
Ø	-	1	5	4	4	9	2	25	43.8
<b>TOTAL</b>	<b>4</b>	<b>24</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>10</b>	<b>4</b>	<b>57</b>	<b>100</b>

\* Group Leaders      SF = Female Student      SM = Male Student      T = Teacher

Regarding the turn giving categories in group 'B' discussion, the above table (4) depicts that a total of 57 turns were made in all the three recordings. Of the total, 20 of the turns were given by personal solicits, 12 by general solicits and the remainder turns were made available without making personal or general solicits.

Similar to group 'A', interestingly turns were made available through personal solicits by the students who were not group leaders (SM<sub>3</sub> and SM<sub>4</sub>). Moreover, the turns that were made through general solicits differ from that of the previous group. Consequently, it was found that not only the teacher and the group leader who gave turns through general solicits, but also two students (SF<sub>1</sub> and SM<sub>4</sub>) in the group. The number of turns under the category of Ø (25 turns out of 57 turns) was remarkably high due to the fact that the students failed to hand over turns to their classmates in the discussion.

By and large, it was found that the group leader stood out of all the students as well as the teacher in making solicits both personal and general during the discussion.

**TABLE 5. TURN DISTRIBUTION IN GROUP 'C' UNDER TURN GETTING CATEGORIES**

**GROUP C**

TURN GETTING CATEGORIES	STUDENTS IN GROUP 'C' DISCUSSION							TOTAL	%
	T	*SF <sub>1</sub>	SF <sub>2</sub>	*SM <sub>1</sub>	SF <sub>3</sub>	SM <sub>2</sub>	SM <sub>3</sub>		
ACCEPT	-	2	6	4	3	9	4	28	28.3
SELF-INITIATED	-	5	2	4	2	3	5	21	21.3
TAKE	15	5	-	13	-	1	-	34	34.3
MAKE	16	-	-	-	-	-	-	16	16.1
MISS	-	-	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>31</b>	<b>12</b>	<b>8</b>	<b>25</b>	<b>5</b>	<b>13</b>	<b>9</b>	<b>99</b>	<b>100</b>

\* Group Leaders      SF = Female Student      SM = Male Student      T = Teacher

The above table (5) shows that a total of 99 turns came out in all the three recordings under the category of turn getting. Students participation in category (1) and (2) (i.e., Accept 28 turns; self-initiated 21 turns), with the exception of the teacher, reveal that turns were gained both by specific as well as general solicits.

Like the previous groups, the highest number of turns (34 turns out of 99) appeared in category (3). Of these, the teacher took 15 turns, the group leaders (SF<sub>1</sub> & SM<sub>1</sub>) took 18 and the remaining one turn was taken by SM<sub>2</sub> in order to keep the discussion active.

The important finding in category (4), unlike in group 'A' and 'B', was the exclusive appearance of the teacher to make unsolicited turns. He made 16 turns to maintain the discourse. Neither the students nor the teacher missed any turns under category (5).

The table further divulges that students in group 'C', though self-initiated to take turns and respond to personal solicits, were dominated by the teacher and the group leaders. It was almost certain that the group leaders and the teacher took responsibility to make discourse maintenance.

**TABLE 6. TURN DISTRIBUTIONS IN GROUP 'C' UNDER TRUN GIVING CATEGORIES**

**GROUP C**

TURN GIVING CATEGORIES	STUDENTS IN GROUP 'C' DISCUSSION							TOTAL	%
	T	*SF <sub>1</sub>	SF <sub>2</sub>	*SM <sub>2</sub>	SF <sub>3</sub>	SM <sub>2</sub>	SM <sub>3</sub>		
P	8	5	-	9	-	1	-	23	41.8
G	7	-	1	3	1	-	-	12	21.8
Ø	-	2	2	5	3	7	1	20	36.4
<b>TOTAL</b>	<b>15</b>	<b>7</b>	<b>3</b>	<b>17</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>55</b>	<b>100</b>

\* Group Leaders      SF = Female Student      SM = Male Student      T = Teacher

It can be seen from table (6) that the aggregate of 55 turns were made by the students, by the teacher and the group leaders.

23 (41.8%) turns were given out by specific solicits, 12 (21.8) through general solicits and the rest 20 (36.3%) turns were made by the category of 'Ø'.

Of 23 turns under the category of 'P', the teacher and the group leaders made the largest percentage of the turns where only one student (SM<sub>2</sub>) made a turn which constituted a very small percentage of the total turns made by personal solicits.

As noted above, the category 'G' comprised the total of 12 turns in which the teacher, SM<sub>1</sub>; SF<sub>2</sub> and SF<sub>3</sub> made 7, 3, 1, 1 turns each respectively.

The observed prevalence of turns under the category of 'Ø' were due to failure of the students to hand over turns to their group members.

This means that the students had not fully acquired the vital skill of turn-taking that would help them to interact in the target language.

**TABLE 7. TURN DISTRIBUTIONS IN GROUP 'D' UNDER TURN GETTING CATEGORIES**

**GROUP D**

TURN GETTING CATEGORIES	STUDENTS IN GROUP 'D' DISCUSSION							TOTAL	%
	T	*SM <sub>1</sub>	SM <sub>2</sub>	SF <sub>1</sub>	*SM <sub>3</sub>	SF <sub>2</sub>	SM <sub>4</sub>		
ACCEPT	-	1	9	4	3	2	1	20	30.3
SELF-INITIATED	-	4	5	3	3	2	1	18	27.2
TAKE	-	20	-	2	-	2	2	26	39.3
MAKE	-	1	-	-	-	-	-	1	1.6
MISS	-	1	-	-	-	-	-	1	1.6
<b>TOTAL</b>	-	<b>27</b>	<b>14</b>	<b>9</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>66</b>	<b>100</b>

\* Group Leaders      SF = Female Student      SM = Male Student      T = Teacher

Table 7 reveals that the students in this group discussion carried out the discussion tasks to the exclusion of the teacher. This helped the researcher to see the students level of participation in the absence of the teacher (See Group D episodes in Appendix A, B and C, PP. 21-24; 46-48; 65-68).

The sum total of 66 turns were taken by different turn getting categories. From these, 20 turn were used in response to specific solicits.

Interestingly enough, the students as well as the group leaders got 18 turns in response to general solicits by self-initiation. Like the other groups, the preponderance of turns occurred under the category of 'Take'. Thus, the group leader took 20 turns; SF<sub>1</sub>, SF<sub>2</sub> and SM<sub>4</sub> took two turns each. This indicated that the group leader got vastly disproportionate turns to maintain the discourse.

Insignificant percentage of turn came out under the category (4) for making unsolicited turns. This is the most important finding to claim that the category of 'Make' is teacher's

category; however, Allwright (1988) claims there is no built in distinction between the teacher and the learners in his turn taking categories.

**TABLE 8. TURN DISTRIBUTIONS IN GROUP 'D' UNDER TRUN GIVING CATEGORIES**

**GROUP D**

TURN GIVING CATEGORIES	STUDENTS IN GROUP 'D' DISCUSSION							TOTAL	%
	T	*SM <sub>1</sub>	SM <sub>2</sub>	SF <sub>1</sub>	SM <sub>3</sub>	SF <sub>2</sub>	SM <sub>4</sub>		
P	-	14	1	1	1	3	-	20	37.7
G	-	6	1	1	-	-	1	9	16.9
Ø	-	3	6	5	5	2	3	24	45.4
<b>TOTAL</b>	-	<b>23</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>53</b>	<b>100</b>

\* Group Leaders      SF = Female Student      SM = Male Student      T = Teacher

Turn giving categories and their distribution in table 8 shows that 53 turns were given during the discussion. Out of the total turns (i.e., 53), 20(37.7%) turns were used to respond to personal solicits where 9 (16.9%) turns used to respond to general solicits and the remaining highest turns (24 turns) were made available without making either personal or general solicits.

By and large, the predominance of turns were not uncommon under the category 'Ø' in all the preceding group discussions.

In the absence of the teacher in this group discussion, the group leader made a considerably large number of turns by specific and general solicits. However minimal, the other members of the group were made turns through specific and general solicits (See, for example, Appendix C Group D episode turn number 97, 102, 104, 109), too.

**TABLE 9. TURN DISTRIBUTIONS IN GROUP 'E' UNDER TURN GETTING CATEGORIES**

**GROUP E**

TURN GETTING CATEGORIES	STUDENTS IN GROUP 'E' DISCUSSION							TOTAL	%
	T	*SF <sub>1</sub>	*SM <sub>1</sub>	SM <sub>2</sub>	SF <sub>2</sub>	SM <sub>4</sub>	SM <sub>3</sub>		
ACCEPT	-	5	2	8	8	6	18	47	43.5
SELF-INITIATED	-	2	2	1	-	1	-	6	5.5
TAKE	13	4	11	13	3	1	-	46	42.5
MAKE	5	1	1	1	-	1	-	9	8.3
MISS	-	-	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>18</b>	<b>12</b>	<b>16</b>	<b>23</b>	<b>11</b>	<b>8</b>	<b>20</b>	<b>108</b>	<b>100</b>

\* Group Leaders      SF = Female Student      SM = Male Student      T = Teacher

Table 9 presents the fact that a total of 108 turns were used in the students group discussion 'E' in turn getting categories. Out of the total turns, category (1) comprised 47 (43.5%) turns where all the students, with the exception of the teacher, responded to specific solicits. More importantly, SM<sub>3</sub> took 18 turns and responded most frequently to specific solicits than other students in the group. This was because of the nature of the discussion task three which encourages the students to work in adjacency pairs and then move to group discussion. Because of this advantage, SM<sub>2</sub> and SM<sub>3</sub> were frequently involved in question and answer exchange whereby SM<sub>2</sub> made 17 turns available through the category of 'P' and SM<sub>3</sub> responded to all the specific solicits to his partner under the category of 'Accept' (See- Appendix C Group E Episode turn number 128-158 PP. 70-72).

Similar to the previous groups, a considerably large number of turns were used to maintain discourse under the category of 'Take'. However, the highest distribution of turns under this category depict dissimilarity to the foregoing groups under the same category (see the category of 'Take' in group A to D). And this indicates large number of turns were taken, except SM<sub>3</sub>, by the students, the group leaders and the teacher in order to keep the discussion active.

Category (4) consists of 9 turns. Of these, the teacher took five turns and the remaining four turns, to the exclusion of SF<sub>2</sub> and SM<sub>3</sub>, were each taken by the two students (SM<sub>2</sub> and SM<sub>4</sub>) and by the two group leaders. No turns were missed in this group discussion.

**TABLE 10. TURN DISTRIBUTIONS IN GROUP 'E' UNDER TURN GIVING CATEGORIES**

**GROUP E**

TURN GIVING CATEGORIES	STUDENTS IN GROUP 'E' DISCUSSION							TOTAL	%
	T	*SF <sub>1</sub>	*SM <sub>1</sub>	SM <sub>2</sub>	SF <sub>2</sub>	SM <sub>4</sub>	SM <sub>3</sub>		
P	6	3	9	17	4	1	3	43	64.1
G	3	-	1	-	-	-	-	4	5.9
Ø	1	3	2	4	3	4	3	20	29.8
<b>TOTAL</b>	<b>10</b>	<b>6</b>	<b>12</b>	<b>21</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>67</b>	<b>100</b>

\* Group Leaders      SF = Female Student      SM = Male Student      T = Teacher

The above table (10) reveals an aggregate of 67 turns made under the category of turn giving in group discussion 'E'. A very large percentage (i.e., 64.1%) of the turns were made by category 'P'. An important finding in this category, unlike the preceding groups, is that the teacher as well as all the students in the groups made personal solicits. In contrary to large percentage of turns under category 'P', very few number of turns were made under the category 'G', whereby only the teacher and SM<sub>1</sub> (group leader) made three and one turn respectively.

Likewise to the preceding groups, the category of 'Ø' comprised significant number of turns (i.e., 20 turns). As it happened to all groups, turns under this category were made available by the students without making either personal or general solicits.

4.3 The Total Number of Turns in Episode I and Their Distribution to the Teacher, the Group Leaders and Others Students in the Groups Under Turn Getting Categories.

**Table 11. TURN DISTRIBUTION IN EPISODE I UNDER TURN GETTING CATEGORIES**

**Episode I**

TURN GETTING CATEGORIES	TEACHER		GROUP LEADERS		OTHER STUDENTS IN GROUPS		TOTAL	
	F	%	F	%	F	%	F	%
ACCEPT	-	-	1	2	36	60	37	27.6
SELF-INITIATED	-	-	5	10.2	20	33.3	25	18.6
TAKE	14	56	40	81.6	3	5	57	42.5
MAKE	11	44	1	2	-	-	12	8.9
MISS	-	-	2	4	1	1.6	3	2.2
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>49</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>134</b>	<b>100</b>

F = frequency

Table 11 presents the overall turns that were taken and their distribution to the teacher, the group leaders and other students in Episode I. Moreover, it reveals the level of participation by the teacher, the group leaders and other members of the group at large.

With regard to category 4, the table shows that both the teacher (56%) and the group leaders (81.6%) got the largest percentage of the turns whereas other students in the groups took 3(5%) turns in episode I. Therefore, from the total of 134 turns, the disproportionate frequency of turns used under the category of 'Take'. This indicates that the students in episode I group discussion give almost exclusive responsibility to the teacher and to the group leader to maintain the group discussions.

Interestingly enough, the overall view of category (4) in episode I confirms the earlier claim of the current researcher that this category belongs to the teacher. This is because of the fact that no significant percent of turns appeared under this category in distribution to the group leaders or to other students in the groups. Furthermore, the teacher by virtue of his power, under category of 'Make', was entitled to start a turn either by interrupting or by making a takeover bid during that of the student's turn to speak. This means that the teacher took unsolicited turns most frequently to encourage those students who were diffident about expressing their ideas.

As can be observed from episode I and the table (11), the prevalence of frequency of 'Accept' (i.e., 36 turns) divulges that the students mainly responded to personal solicits directed towards each of them.

As far as the 'self-initiated' category is concerned, a total of 25 turns, not including the teacher, were taken in response to general solicits. Of these, 33.3% were taken by other students in the group and 10.2% were taken by group leaders. Though minimal in terms of the total turns in episode I, it was satisfactory given the fact that students inadequate experience of such group discussion in their previous EFL classes.

Insignificant number of turns were missed by group leaders (4%) and other students in the groups (1.6%). The teacher did not miss any turn due to the fact that neither the group leaders nor the other students in the groups addressed any question to him.

**4.3.1 The Total Number of Turns in Episode I and Their Distribution to the Teacher, the Group Leaders and Others Students in the Groups Under Turn Giving Categories.**

**Table 12. TURN DISTRIBUTIONS IN EPISODE I UNDER TURN GIVING CATEGORIES**

**Episode I**

TURN GIVING CATEGORIES	TEACHER		GROUP LEADERS		OTHER STUDENTS IN GROUPS		TOTAL	
	F	%	F	%	F	%	F	%
P	9	81.8	23	57.5	2	5.1	34	37.7
G	2	18.1	7	17.5	3	7.6	12	13.3
Ø	-	-	10	25	34	87.1	44	48.8
<b>TOTAL</b>	<b>11</b>	<b>100</b>	<b>40</b>	<b>100</b>	<b>39</b>	<b>100</b>	<b>90</b>	<b>100</b>

F = frequency

Table 12 divulges that a total of 90 turns were made in discussion episode I. From these, the category of 'P' comprised 34 turns that were made by the teacher, group leaders and other students in the groups. The distribution of turns under this category shows that the teacher made 81.8 percent, group leaders 57.5 percent and other students in the groups made 5.1 percent which was very limited.

With regard to category 'G', out of 12 general solicits, the teacher, the group leaders and other students in the groups made 18.1, 17.5 and 7.6 percent of the turns respectively. To the exclusion of the teacher from the category of 'Ø', the category constituted the highest number of turns (i.e., 44) in episode I under turn giving categories. This shows that turn-taking is an embryonic skill that needs to be taught and practised in a second/foreign language classroom.

4.4. The Total Number of Turns in Episode II and Their Distribution to the Teacher, the Group Leaders and Others Students in the Groups Under Turn Getting Categories.

**Table 13. TURN DISTRIBUTIONS IN EPISODE II UNDER TURN GETTING CATEGORIES**

**Episode II**

TURN GETTING CATEGORIES	TEACHER		GROUP LEADERS		OTHER STUDENTS IN GROUPS		TOTAL	
	F	%	F	%	F	%	F	%
ACCEPT	-	-	2	5.1	38	59.3	40	30.6
SELF-INITIATED	-	-	3	7.6	22	34.3	25	19
TAKE	11	39.2	32	82	1	1.5	44	33.6
MAKE	17	60.7	2	5.1	3	4.5	22	16.8
MISS	-	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>28</b>	<b>100</b>	<b>39</b>	<b>100</b>	<b>64</b>	<b>100</b>	<b>131</b>	<b>100</b>

F = frequency

Table 13 presents the fact that 131 turns were made in total under the category of turn getting. With regard to unsolicited turns, the teacher and the group leaders predominantly took 39.2 and 82 percents respectively as calculated from the total turns to the category of 'Take'. The category of 'Make', which is another discourse maintenance was mainly used by the teacher (60.7%) than the group leaders and other students as observed in episode II group discussions.

Similar to the previous episode I, other students in the groups responded most frequently to personal solicits under the category of 'Accept'. The self-initiated category constituted of a 19 percent of the sum total of 131 turns. From these, the majority of the truns (22) were taken by other students in the groups and few turns (3) were used by group leaders. No missed turns were observed in the episode.

4.4.1. The Total Number of Turns in Episode II and Their Distribution to the Teacher, the Group Leaders and Others Students in the Groups Under Turn Giving Categories.

**Table 14. TURN DISTRIBUTIONS IN EPISODE II UNDER TURN GIVING CATEGORIES**

**Episode II**

TURN GIVING CATEGORIES	TEACHER		GROUP LEADERS		OTHER STUDENTS IN GROUPS		TOTAL	
	F	%	F	%	F	%	F	%
P	7	58.4	19	59.3	5	9.7	31	32.3
G	5	41.6	9	28.1	-	-	14	14.6
Ø	-	-	4	12.6	47	90.3	51	53.1
<b>TOTAL</b>	<b>12</b>	<b>100</b>	<b>32</b>	<b>100</b>	<b>52</b>	<b>100</b>	<b>96</b>	<b>100</b>

F = frequency

As the above table (14) shows the sum total of 96 turns were made in category of turn giving in discussion episode II. Again, the teacher and the group leaders made frequent specific solicits (see the frequency of 'P' under the teacher and the group leaders Table 12) than other students in the groups. In the episodes (see Appendix B), only the teacher and the group leaders made general solicits. No general solicits were made by other students. As it commonly observed in the preceding groups, the turns made under the category of 'Ø' in episode II constituted the largest percentage as compared to the other turn giving categories. This shows that the students level of sophistication in the skill of turn-taking is not developed yet.

4.5. The Total Number of Turns in Episode III and Their Distribution to the Teacher, the Group Leaders and Others Students in the Groups Under Turn Getting Categories.

**Table 15. TURN DISTRIBUTIONS IN EPISODE III UNDER TURN GETTING CATEGORIES**

**Episode III**

TURN GETTING CATEGORIES	TEACHER		GROUP LEADERS		OTHER STUDENTS IN GROUPS		TOTAL	
	F	%	F	%	F	%	F	%
ACCEPT	-	-	4	10.8	75	58.1	79	42
SELF-INITIATED	-	-	5	13.5	15	11.6	20	10.6
TAKE	15	68.1	28	75.6	37	28.6	80	42.5
MAKE	7	31.8	-	-	2	1.5	9	4.7
MISS	-	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>22</b>	<b>100</b>	<b>37</b>	<b>100</b>	<b>129</b>	<b>100</b>	<b>188</b>	<b>100</b>

F = frequency

As can be observed from table 15, the sum total of 188 turns were used in episode III. Of these, the highest frequency of turns (75) were taken by other students in the groups. The group leaders took the remaining very limited turns (4) in response to personal solicits. Out of 20 turns to the second category, the group leaders took 5 turns and other students took 15 turns in response to general solicits by their own initiatives.

A remarkably different from the preceding two episodes, the highest number of turns were observed under the category of 'Take' in episode III. In this category, other students in the groups took 37 turns, group leaders 28 turns and the teacher took 15 turns. The groups interestingly maintained their discussion vis-a-vis to the turns used in discourse maintenance in episode I and II. From nine turns to the category of 'Make', the teacher and

other students in the groups took seven and two turns separately in the order mentioned to keep the discussion alive.

#### 4.5.1. The Total Number of Turns in Episode III and Their Distribution to the Teacher, the Group Leaders and Others Students in the Groups Under Turn Giving Categories.

**Table 16. TURN DISTRIBUTIONS IN EPISODE III UNDER TURN GIVING CATEGORIES**

**Episode III**

TURN GIVING CATEGORIES	TEACHER		GROUP LEADERS		OTHER STUDENTS IN GROUPS		TOTAL	
	F	%	F	%	F	%	F	%
P	7	53.8	20	71.4	44	55	71	58.8
G	5	38.4	2	7.2	6	7.5	13	10.7
∅	1	7.6	6	21.4	30	37.5	37	30.5
<b>TOTAL</b>	<b>13</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>80</b>	<b>100</b>	<b>121</b>	<b>100</b>

F = frequency

Table 16 reveals that a total of 121 turns were made in episode III which exceeded the total number of turns made in the previous episodes under the category of turn giving. Interestingly enough, a disproportionate of turns (i.e., 71) were made through personal solicits. Out of these, 44 turns were given by other students in the groups, 20 turns by group leaders and the rest 7 turns were made by the teacher. The large share of turns under the category of 'P' can be attributed to the nature of the discussion task (see Appendix C Episode III). Therefore, such tasks that appeal to the students are more likely to generate interaction among the group members.

Regarding category 'G', group leaders, the teacher and other students in the groups made 2, 5 and 6 turns each separately in the order mentioned in making general solicits. In episode

III, turns made available without making either personal or general solicits were less than episode I and II (See Table 12 and 14). Since episode III was the last recording the students may have developed self confidence in making the discussion free and pass on turns to their classmates in the groups..

4.6. The Total Number of Turns in Episode I, II & III and Their Distribution to the Teacher, the Group Leaders and Others Students in the Groups.

**Table 17. TURN DISTRIBUTIONS IN EPISODE I, II AND III UNDER TURN GETTING CATEGORIES**

**Episode I, II & III**

TURN GETTING CATEGORIES	TEACHER		GROUP LEADERS		OTHER STUDENTS IN GROUPS		TOTAL	
	F	%	F	%	F	%	F	%
ACCEPT	-	-	24	15	132	60.6	156	34.5
SELF-INITIATED	-	-	22	13.8	48	22	70	15.5
TAKE	40	53.3	107	66.8	34	15.6	181	39.9
MAKE	35	46.7	5	3.2	3	1.4	43	9.4
MISS	-	-	2	1.2	1	0.4	3	0.7
<b>TOTAL</b>	<b>75</b>	<b>100</b>	<b>160</b>	<b>100</b>	<b>218</b>	<b>100</b>	<b>453</b>	<b>100</b>

F = frequency

The above table shows the sum total of turns that were taken in all the three recordings under the category of turn getting. The table is very important to show the overall turns and their distribution to the teacher, the group leaders and other students in the groups.

An aggregate of 453 turns were made up of episode I, II and III of turn getting categories (See Table 11, 13 and 15) where each of the episodes contributed 134, 131 and 188 turns respectively to make up the sum total.

From the sum total of 453 turns, the second highest share of turns (i.e., 156) were appeared under the first category. Out of 156 observed turns, other students in the groups took the largest turns (132) in response to personal solicits. Following them, 24 turns were used by the group leaders in order to respond to the questions put forward to them.

For the second category (self-initiated), there were 70 turns. With the exception of the teacher, the turns were taken predominantly by other students in the groups (i.e., 48 turns) where the remaining 22 turns were used by the group leaders. In the first two categories, the teacher did not take any turns. This manifests that the students in the group discussions were not used to ask questions or seek clarification from their teacher and this put the teacher mainly in a position to make solicits either personal or general.

The most noticeable findings from all the three recording were the highest frequency of turns under the category of 'Take'. It can also clearly observed that out of 453 turns 181 (the highest in turn getting categories) were taken in discourse maintenance; consequently, the teacher took 40 turns, the group leaders 107 and the other students in the groups took 34 turns to keep the discussion going on.

The other interesting finding was the category of 'Make'. Under it, a very large number of turns (i.e., 35 turns out of 43) were used by the teacher and the rest 8 turns were taken by the group leaders and by other students in the groups. The turns taken by the teacher in discourse maintenance overwhelmingly out numbered the turns taken by the group leaders and the students in the groups at large. This divulges that the category of 'Make' was almost exclusively reserved for the teacher or it was teacher's prerogative.

Under category (5) the group leaders and other students in the groups missed 2 and 1 turns each separately in the order mentioned. No turns were missed by the teacher.

4.6.1. The Sum Total of Turns made in Discussion Episode I, II & III and Their Distribution to the Teacher, the Group Leaders and Others Students in the Groups under Turn Giving Categories.

**Table 18. TURN DISTRIBUTIONS IN EPISODE I, II AND III UNDER TURN GIVING CATEGORIES**

**Episode I, II & III**

TURN GIVING CATEGORIES	TEACHER		GROUP LEADERS		OTHER STUDENTS IN GROUPS		TOTAL	
	F	%	F	%	F	%	F	%
P	23	51.1	68	57.1	44	30.7	135	43.9
G	21	46.6	16	13.4	8	5.5	45	14.6
Ø	1	2.2	35	29.4	91	63.6	127	41.3
<b>TOTAL</b>	<b>45</b>	<b>100</b>	<b>119</b>	<b>100</b>	<b>143</b>	<b>100</b>	<b>307</b>	<b>100</b>

F = frequency

Table 18 denotes the category of 'P', 'G' and Ø of turn giving in all the three recordings carried out. The categories bring into light all the turns made during the group discussions of the three tasks.

Therefore, 307 turns were made in the aggregate under turn giving categories. Of these, 135 turns were made available by the category of 'P' where the teacher, the group leaders and other students in the groups gave 23, 68 and 44 turns respectively. No matter how influenced the category of 'P' by the teacher, the group leaders and other students in the groups made personal solicits.

Again, the category of 'G' was highly dominated by the teacher. However, the group leaders and other students in the groups made turns through general solicits. Though very limited general solicits were made by the students in the groups, it was encouraging given



- 131 SM<sub>3</sub>  
(Accept) How can I start? /P/.
- 132 SM<sub>2</sub>  
(Take) Ok. Tell me something about yours. /P/
- 133 SM<sub>3</sub>  
(Accept) I am third year Addis Ababa University students and my field is doctorate. My parents live in Harar and Oh doctor I'm going to be crazy.
- 134 SM<sub>2</sub>  
(Take) Tell me everything. I am your doctor. I am going to help you. Don't you believe me? /P/
- 135 SM<sub>3</sub>  
(Accept) I believe you doctor.
- 136 SM<sub>2</sub>  
(Take) So.
- 137 SM<sub>3</sub>  
(Accept) First of all my relation people around me are not comfortable. There is nobody who cares about me. Even my friends are going depart from me. I don't know why? eh I have nobody outside the University except my parents. They sent some money by that money I try to relax myself but I can't. So, I keep always solitude.
- 138 SM<sub>2</sub>  
(Take) Can you guess why your friends are far from you? /P/
- 139 SM<sub>3</sub>  
(Accept) I can not.
- 140 SM<sub>2</sub>  
(Take) Is there any change in your behaviour? /P/
- 141 SM<sub>3</sub>  
(Accept) I don't know.

- 142 SM<sub>2</sub>  
(Take) Ok. Is there uha any behaviour you don't like from your friends?  
/P/
- 143 SM<sub>3</sub>  
(Accept) Yes. They always play and talk with girls but I don't like it.
- 144 SM<sub>2</sub>  
(Take) Why don't you want to talk with girls? /P/
- 145 SM<sub>3</sub>  
(Accept) I can not talk with them freely because I am very afraid.
- 146 SM<sub>2</sub>  
(Take) Ok. Do you . . . do you love someone? /P/
- 147 SM<sub>3</sub>  
(Accept) Yes. I love eh . . . yes, I love one girl but I don't know she loves  
me or not.
- 148 SM<sub>2</sub>  
(Take) Why don't you ask her? /P/
- 149 SM<sub>3</sub>  
(Accept) How can I? /P/
- 150 SM<sub>2</sub>  
(Take) Everybody far from you if you don't trust with them. If you want  
with them you must see them. They may be on your side. You  
must see them without forget the truth. Do you . . . do you love  
the girl? /P/
- 151 SM<sub>3</sub>  
(Accept) Yes. I really love her.
- 152 SM<sub>2</sub>  
(Take) Is she beautiful? /P/

- 153 SM<sub>3</sub>**                      Yes. She is very beautiful . When I saw her I fall in love with her  
**(Accept)**                              [ss-laugh].
- 154 SM<sub>2</sub>**                      Do you know about her? /P/  
**(Take)**
- 155 SM<sub>3</sub>**                      No.  
**(Accept)**
- 156 SM<sub>2</sub>**                      Has she boy friend? /P/  
**(Take)**
- 157 SM<sub>3</sub>**                      I haven't seen her . . . [inaudible]  
**(Accept)**

Interestingly enough, the above extract also shows that SM<sub>3</sub> did major discourse maintenance under the category of 'Take' and as well made turns available to his partner by the category of 'P'. This is attributed to the fact that task 3 allows adjacency pairs and group discussion in an imaginary role.

Because of the task, the preponderance of turns in response to personal solicits were found remarkably higher in Episode III than Episode I and II (See Table 11 and 13 of the category of 'Accept').

Such tasks that call upon students to play an imaginary role in EFL classroom pair /group discussions help the students to use their target language resources in communication.

### **4.7.2 Self-Initiated Turns**

The self-initiated turns under turn getting categories found interesting. In the aggregate of 453 turns, 70 turns were taken in self-initiation by the students and the group leaders to respond to questions or to express their opinions without nomination from the group members (See, for example, Episode I turn number 14, 15, 16 and 17; Episode II turn number 106, 108, 109 & 113 and Episode III turn number 100, 101 and 102).

However minimal the turns were taken by self-initiation, it was found encouraging given the fact that such practise of pair and group discussions in Ethiopian highschool EFL classes are very recently introduced from the newly developed English textbooks. Therefore, it seemed that the students were muddling through the speaking activities by drawing their own first language techniques of turn-taking to participate in the group discussions.

### **4.7.3 Turns Under 'Make' and 'Take'**

In this study, both 'Take' and 'Make' are used for discourse maintenance from different perspectives.

'Take' stands for the use of unsolicited turn by the member of the group when a turn is available and 'Make' represents unsolicited turn or start a turn during that of the current speaker with or without the intent to gain the floor.

The findings of this study showed that the category of 'Take' permeated through students, the group leaders and the teacher.

However, given the sum total of turns (i.e., 453) very insignificant percentage of turns were taken by other students in the groups to keep the group discussions moving (See table 17 the category of 'Take').

The teacher and the group leaders primarily shouldered responsibility for maintaining discourse during the discussions. The students in the groups more frequently waited for their group leaders or the teacher to allocate them turns in stead of taking turns when it is available. This may be due to the reason that students considered themselves as less entitled to take such turns in the presence of the teacher or the group leader.

Moreover, the findings indicated that in the absence of the teacher from group discussion 'D' (See Episode 'D' in Appendix A, B, and C) only one student (SM<sub>1</sub>-group leader) took a turn to maintain discourse. No other students started a turn with or without intent to gain chance to speak in all the three episodes of 'D'. Nor significant turns were taken by group leaders or other students under the category of 'Make' in episodes of A, B, C and E.

Thus, the absence of the teacher from group 'D' discussion confirmed that it was only the teacher who took unsolicited turns to encourage students to speak louder, interrupts and ask questions or seek clarifications through out the discussion tasks (See such turns, for example, Appendix B Episode II turn number 4, 5, 55, 57 and Appendix C Episode III turn number 40, 50, 58, 82). The above presented facts shows that turns under category of 'Make' was almost exclusively taken by the teacher. And this may reject the claim by Allwright (1988) that there is no difference between the teacher and the students in his turn-taking categories.

#### **4.7.4 Turns Made by Solicits**

Both 'P' and 'G' of turn giving categories are helpful to see how turns were made by personal or general solicits during the discussion of the tasks.

Unlike Tadesse's (1997) findings, other students in the groups made turns available through personal solicits (See Table 18 the category of 'P'). However, the turns that were made by the teacher and the group leaders stood out well than the other students in the groups. This happened because of the fact that other students in the groups mainly considered the group leader or the teacher who has got the right to distribute speaking turns. Therefore, other students in the group frequently excluded themselves from asking questions or clarifications either from their teacher, group leaders or from their group members during the discussions.

In turn giving category of 'G', very few turns were made by other students in the groups. Nevertheless, the group leaders and the teacher took their roles as an advantage in the groups and gave out more turns to the group members than other students in the groups (See Table 18 the category of 'G').

Thus, other students in the groups were found predominantly the recipients of turns either from personal or general solicits than giving out turns by their own initiatives.

#### **4.7.5 Turns Without Hand over**

Turn hand over by the students to their group members were observed in rarity during the discussion of the tasks. The following extract from Episode III was found interesting as SM<sub>3</sub> passes a turn to a student called Mahlet (SF<sub>1</sub>).

**SM<sub>3</sub>**  
**(Accept)**

Yes, I have a problem concerning about we wearing a uniform. It is not suit as compared to other school uniform. On my own, it would have been better if we wear sweater than a coat. I think the tailor have no any idea about teaching. How do you see this, Mahlet? /P/

(Episode III turn number 109)

Such turn hand over appeared only in Episode I, turn number 108, and in Episode III turn number 31 (See Appendix A and C). Had there been such kind of turn passes by a student to his /her member in the group discussions, the large number of turns abandoned would have been minimized and the group discussions would be more lively.

As noted earlier, students in the group discussions took self-initiated turns or turns in response to solicits. However, turns that were abandoned during the discussions constituted 41.3 percent, which made clear that the students in the group discussions were lacked experience to hand over turns to their fellow members in a group. This may show that the students lack of exposure to handle turns properly in grade 11 EFL classroom group discussions.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary of Findings

The skill of turn-taking is an important feature in EFL classroom group discussions. And this study embarked on investigating turn-taking to find out the level of student participation in grade 11 EFL classroom group discussions and the following results came out:

- A. The findings from the group discussions showed that the students, the group leaders and the teacher got turns by different turn getting categories. Turns were taken by: responding to personal solicits, responding to general solicits, through self-initiation, taking unsolicited turns when a turn is available and taking turns with or without intent to maintain discourse. With regard to the first category, from the sum total of 453 turns the students took the second highest number of turns (156) under turn getting categories in response to personal solicits. Out of 156 turns, other students in the groups got 132(60.5%) turns and the group leaders took 24 (15%) turns. The turns in response to general solicits by self- initiation were 70. Out of these, 48 (22%) turns were taken by other students in the groups and the remaining 22 (13.7%) turns were taken by the group leaders.

The findings also revealed that turns in the category of 'Take' constituted the highest percent (i.e., 39.9% = 181 turn) than the other turn getting categories. From these

turns, the group leaders took 107, the teacher used 40 turns and other students in the groups took 34 turns.

The turns that were taken with or without intent to gain the floor were primarily managed by the teacher. He took 35 turns from a total of 43 turns for the category of 'Make'. Following the teacher, the group leaders took 5 turns and other students in the groups got 3 turns. This showed that the group leaders and other students in the groups took very limited number of turns to maintain discourse under the fourth category of turn getting.

Significantly, no questions were addressed to the teacher and as a result he did not get any turn in response to personal or general solicits under the first two categories of turn getting.

From the total of 453 turns, only three turns were missed by the students. That means they failed to respond to personal solicits put forward to them by their group members.

- B. In relation to turn giving categories, the findings showed that 307 turns were made in the aggregate.

The results of the aggregate turns that were made by the students and the teacher showed the following distribution across turn giving categories: personal solicits 135 (43.9%), general solicits 45(14.6%) and left overs 127 (41.3%). Of 135 turns in personal solicits, the teacher gave out 23 (51.1%) turns, the group leaders 68 (57.1%) turns and other students in the groups 44 (30.7%) turns. In general solicits there were 45 turns, of which the teacher made 21(46.6%) turns, group leaders 16 (13.4%) and other student in the groups gave out 8 (5.5%) turns. Out of 127 turn leftovers, the

teacher 1(2.2%), the group leaders 35(29.4%), other students in the groups 91(63.6%) turns.

However limited turns, the results revealed that the group leaders and other students in the groups made turns available to their group members both by general and personal solicits.

## **5.2 Conclusions**

When arranged properly and given the appropriate guidance and encouragement, pair and group discussions promote interaction. In such pair and group discussions the participation of the students by taking turns extend the chance for interaction and create the conditions for the students to practise their available target language resources and communicate their own meaning.

From the findings, the researcher reached the conclusion that a large percentage of the students took turns in response to personal solicits. The students were almost reticent unless they were addressed by the group leaders or by the teacher to speak. After taking turns by means of allocation, the students lacked in experience and self-confidence to hand over turns to their fellow members in the groups. And for this reason, turn leftovers constituted a considerably large percentage from the categories of turn giving.

Consequently, the group leaders and the teacher predominantly took turns in discourse maintenance as well as in allocation of turns to the students in the group discussions.

Again, the majority of the turns that were made through personal and general solicits were mainly dominated by the group leaders and the teacher. Albeit few, the students took self-initiated turns and also made turns in personal and general solicits.

More importantly, it was observed that some of the students took lengthy turns during the discussion of the tasks. Therefore, the turn-taking techniques in group discussions are useful activities for promoting communicative language use in EFL classes. As long as the group discussions are well organized and the students are encouraged to take turns at grade 11 EFL classes, the current researcher believes that such communicative activities in groups may prepare the students for tertiary EFL classes where participatory learning takes place.

### **5.3 Recommendations**

Based on the findings, discussions and conclusions the following are recommended:

5.3.1. It has been observed from the group discussions that interaction and allocation of turns were made predominantly by the teacher and the group leaders. Thus, it is recommended that interaction and allocation of turns should be equally initiated by other students in the groups. To achieve this English language teachers at grade 11 should encourage the observed minimal self-initiated turns, turns made through solicits and turns handed over during the group discussions.

5.3.2. The newly developed English textbooks for grade 11 promote pair and group work and require the students to take turns in group discussions. But how turns can be taken, held and handed over seem to be taken for granted and left to the students to find out. Since the skill of turn-taking is difficult for second language learners, it should be taught and practised.

5.3.3. English language teachers at grade 11 should encourage students that taking turns in EFL classroom group discussions would help them to converse with one another and make them build self-confidence and improve their fluency in English.

5.3.4. The techniques of turn-taking in group discussions in EFL classes demand different skill on the part of the teacher than the traditionally teacher oriented EFL classes. Therefore, it is recommended that English language teachers at grade 11 should receive awareness training to handle the skill of turn-taking in group discussions. However, this may require the investigation of turn-taking in a large corpus of data at grade 11 EFL classroom group discussions.

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## APPENDICES

### TRANSCRIPTS OF EPISODES FROM GRADE 11 EFL CLASSROOM GROUP DISCUSSIONS IN KOKEBE TSIBAH S. SECONDARY SCHOOL

**Transcript Conventions are given below:**

- T : Teacher
- \*S : A group leader
- S<sub>M</sub> : An identified male student
- S<sub>F</sub> : An identified female student
- SS : An unidentified students
- [ ] : The researcher's interpolations that intended to make context clear.
- ... : Indicates a pause
- eh, eh... eh, mm : Fillers
- 1, 2 etc : The numbers in serial orders in each group episode indicate sequence of **turn - taking** and not line numbers.
- ( ) : Turn getting categories.
- /P/ : personal solicit.
- /G/ : General solicit
- /Ø/ : make a turn available without making either personal or a general solicit

## Appendix A: EPISODE I Discussion Transcript 1

### GROUP A DISCUSSION EPISODE

- 1 <sup>\*</sup>S<sub>F1</sub>  
(Take) Now we are going to discuss the necessity of uniform in high schools. Some are supporting it and some are against it. Rahsachew and eh... Wondemagn and Gethane are eh... against it and we the three of us Rahael, Meruke and Atetegab are supporting it. Now we will start from Atetegab, She is supporting the idea of wearing uniform in high school.
- 2 S<sub>F2</sub>  
(Accept) Ok, thank you. As she said I am here supporting the idea of wearing uniform. Let me define first what a uniform is. A uniform is eh is a style of clothing that identifies people as a member of a group, And also, a school is a group of a set of students that comes from different places and have got families and having different standards of Living and eh have got eh different point of view. But all students have got one common goal that is their school, And eh as . . . as I said because of this they are ... Because they have got the same ha one common and . . . and a student is a group of ... [ T. encourages and says: It is ok, Go on. She continues]
- 3 T  
(Make)
- 4 S<sub>F2</sub>  
(Take) A style of eh . . . a truthful student must wear the same clothes and have concentrate only eh the same clothe, And let me tell you some thing. There is an assembly hall in school the students are the one who are eh ... eh participating members and this participation members must concentrate their effort on ... their study. And eh is it good having eh ... eh is it good having another unnecessary doing things? No, is in not good. But. . . they have to concentrate their effort on their studies. eh some girls, for example, they wear unnecessary clothes. For example, especially girls wear very short mini skirts, eh very expensive clothes and they have . . . they may attract some boys and eh . . . we can imagine that eh...  
Truthful student is the same as a white paper if a white paper once spoiled, it can not be eh erased and nobody can't make it as it before as white as it before. So, if eh student once spoiled we can't make it eh just like before. So, a uniform is the best thing. Don't worry about this things, we have got the best solution. The solution is if me eh if we know that the ...main problem is the competition is increasing for the syle of dressing. We can solve it by

wearing the same clothe, a uniform. There is a one proverb: Birds of the same feather flow together. If the same eh... so many students wear the same clothe they may . . . they eh only compete for eh no for style of dressing they compete only for their improving education. So, uniform is eh a one who make student to have some common idea. Thank you for this.

5 S<sub>M1</sub>  
(Take)

Ok, first of all I thanks to get such chance to discuss about wearing or uniform and do not wearing a uniform I support not wearing a uniform. And I have some ideas wearing a uniform and not wearing a uniform. eh I am against wearing a uniform, To wear a uniform ... It have effects economically when we see it. Morally and also other things there are to be discussed. So when we say economically affect, especially in our country if we see one family we have more than five children and six children, so, he don't have enough work or enough salary to feed even to feed them not to wear them clothes and do other extra things. But to feed the daily ... he have a shortage of money. So, may be they'll get break fast and they'll not eat lunch or if they get lunch they'll not eat dinner. So, what is going to be those families having five or six childrens in one school and different schools. Is he going to able to pay the money for wearing a uniform. Not only that there are some students also learning by supporting themselves or by helping themselves by selling other things like cigarette and like shoes ... shinning and other also means of getting money. What is going to be for these students? How are going ... to bring the money for uniform but they don't have even for their daily supply of food. So, we are affecting them morally because others students they may family may be they have enough money to help a uniform to pay for the school. For the charge what they're asked. But there are students that can't pay this money. So, are we going to say to them go out from school? Be streets or be other things? They're part of us. Also equalities ... ok when we discuss there will be equality among students ... But there is no equality only by wearing a uniform, Because there are other things bring competition among the students. Wearing a shoes can bring competition among the students, having a bag can bring competition among the students. Also, other things ornaments or other things can be bring among the students. So, there is no equality by wearing a uniform. Also the uniform will not be comfortable to the weather. Sometimes the weather is very hot and sometimes the weather is very cold, but we're wearing just

a uniform ... may be I feel very cold what I'm going to do is that I want a jacket ... /Ø/. [ Inaudible]

6 <sup>\*</sup>S<sub>F1</sub>  
(Take) Now you continue [ looking at S<sub>F3</sub>]

7 S<sub>F3</sub>  
(Accept) I'm . . . I'm eh I'm arguing wearing or school uniform. For this I have a short reason. My reason ... my reason is wearing school uniform can avoid eh the difference between poor and rich student. And what I mean . . . rich student can psychological influence on poor student. So, wearing school uniform so wearing school uniform can avoid this problem. For this ... eh because of this reason I support wearing school uniform.

8 <sup>\*</sup>S<sub>F1</sub>  
(Take) Ok, now Wondemagne continue /P/.

9 S<sub>M2</sub>  
(Accept) Thank you for this chance. I said eh we should not eh wear uniform because eh students wear uniform unable to eh as they like, they are concentrate only on one jacket and one trouser. Always in school it is difficult for us and ... students wearing uniform can affect personal hygiene it means, we have to change our clothe eh twice a week according to a personal ability and eh having eh being highly concentration eh students eh if only one jacket and only one trousers it may faded and worn out within a short period of time. So that students family may be obliged to, substitute it frequently. And eh wearing a uniform eh may be eh students wearing a uniform eh may be eh it is difficult ... longer time, it takes longer time for the teacher to point our particular student among other eh students wearing a uniform eh may be eh it is difficult... longer time, it takes longer time for the teacher to point out particular student among other because of similarities eh and the other point eh there may be high ...buying new clothes eh may be students families eh think that eh the students family may think that he or she has school clothes so whay should...why should worry about buying new clothes...eh and eh the other reason is eh...eh some students especially girls wear...wearing only trousers.Thank you. /Ø/

10  $S_{F_1}^*$   
(Accept) Wearing a uniform is eh nice. . . is very important one. . . if for example, there are some ... there are lot of kind of students in school and some are polite and some are not polite and ... eh the arrogant student will. . . some arrogant students would like to go out and they would like to have alcoholic drink that something school doesn't permit, When they go out, they can easily be detected by the teacher by the society and by their parents and this kind of problem can be eradicated ... just identify that guy parents will give an advice for their their children not to do that kind of things, And they can easily detect and can easily give them advice. And Rasachew said poor families can not afford to buy a uniforms, but the administration eh ... eh will pay special attention for this kind of person and time eh interval will be given to save some money in order to pay for the uniform. And this can be avoided by that means.

11  $S_{F_1}^*$   
(Take) Getana Have you got anything? /P/

12  $S_{M_3}$   
(Self-initiated) eh I eh against . . . support I mean wearing uniform. Because Rasachew said that if one woman has seven or six children in the ... that learns at the same school if school if school says pay 175 birr for 5 children and they have no money to pay them ... that will be the problem of the uniform.

13  $S_{F_1}^*$   
(Take) I said the administration will give the time interval in order to pay. And one of you said that eh ... eh we can not . . . we can not eh keep our personal hygiene by wearing a uniform because only we wear only clothe, But it is enough to wash it once a week the uniform will be washed once a week. And that will be enough, And we can use uniform at least for three years. Parents should not worry about the clothe that they are going to eh . . . eh . . . buy for us. So, it is very . . . it is very eh it is fair to wear a uniform. /Ø/

14 S<sub>M2</sub> [clear his throat and continues] I disagree with you. . . if one trouser and  
(Self-initiated) only one jacket eh always in school it may faded and worn out within a short  
period of time. So that the students . . . the students family obliged to  
substitute it frequently. /Ø/

15 S<sub>F1</sub>\* That is the experience of wearing a uniform at elementary. And I used to  
(Self-initiated) wear a uniform three or four years at least a uniform. There is not going to be  
a problem and it is not going to worn out and fade./Ø/

16 S<sub>M1</sub> Ok, you may wear it three or two years, But do you think the other students  
(Self-initiated) are like you? Or are all the students the same? /P/

17 S<sub>F1</sub>\* What is the difference? /P/  
(Self-initiated)

18 S<sub>M1</sub> There are many difference among the students because especially the boys  
(Accept) they want to play and to do many things in . . . during the break time. May  
be at this time the clothe will be worn out. Not only that, Okay, to wash it  
also one clothe to wash it daily or weekly also it affects it because it may be  
finished during not for one year or two years may be finished after one year.  
What is going to be the family, the family is a poor family. From where is he  
going to bring ...? Again, money or this clothe? /Ø/

19 T [Addresses a student called Atetegabe] Do you have any issue about this? /P/  
(Take)

20 S<sub>F2</sub> Yes, in fact, I feel that a very rare eh rare case you are talking about . . . well  
(Accept) you are . . . I think you are matured. So is it eh . . . are you going to obliged  
by washing it weekly? No, you don't have to wash it weekly. You have to  
keep it clear . . . you are not a small child. /Ø/

21 S<sub>F1</sub>\* Yes  
(Make)

- 22 <sup>\*</sup> S<sub>F1</sub> You don't have to use the same kind clothe while playing and while learning, you have to identify it and you are not that much small kids. /Ø/  
(Take)
- 23 T [ Addresses a student called Rahael]. Rahael, you sit idle. Just give your opinion. /P/  
(Take)
- 24 S<sub>F3</sub> I give my advice [ T-um-um-um and encourage her to speak louder] you wear your uniform in a school when you go house you must change and you can take care. So. . . /Ø/  
(Accept)
- 25 T [ Addresses a student called Getenate] What about Getenate? The last comment. /P/  
(Take)
- 26 S<sub>M3</sub> No, [ nods a "no"]  
(o)
- 27 <sup>\*</sup> S<sub>F1</sub> We can achieve equality and the spirit of equality will be ... if we wear a uniform  
(Take)
- 28 S<sub>F3</sub> It is also by wearing school uniform we can also avoid unnecessary wearing style, especially girls which wear tight and very short clothes, they attract boys, So, by wearing uniform school uniform we can avoid this things. /Ø/  
(Self-initiated)
- 29 S<sub>M2</sub> Ok, wearing a uniform I said eh . . . wearing a uniform can affect personal hygiene I said. That means, we have to change our clothes twice a week according to personal ability. But eh students eh always wearing uniform it may faded eh, for example who play, So eh wearing a uniform eh can affect this ... /Ø/  
(Self-initiated)
- 30 <sup>\*</sup> S<sub>F1</sub> I think it is enough if you clear yourself and the uniform will not be that much dirty. And you can keep your personal hygiene. /Ø/  
(Take)
- 31 S<sub>M1</sub> Ok, Meruke now you mentioned that by wearing a uniform there will be equality in the school, but I don't think there will be equality only by wearing a uniform. /Ø/  
(Take)

- 32 <sup>\*</sup> S<sub>F1</sub> You mean in clothes. /P/  
(Take)
- 33 S<sub>M1</sub> Yes, in clothes. When I speak firstly, because there are other things which bring competition among the students. Not only clothes bring competition there is if I wear a shoes I mean, a fashion shoes or if I bought a bag a fashion bag other students may be attracted with it. They may be tested with what I did. So, it is also a problem only I mean it is not going to avoid the competition among the students wearing a uniform so not only shoes, or bags there are also other ornaments which bring also competition and attractivity./Ø/
- 34 <sup>\*</sup> S<sub>F1</sub> Well ornaments avoided by unit leaders and they control the ornaments and no girl will with ornaments will enter this compound. And this will be avoided by the unit leader. /Ø/  
(Self-initiated)
- 35 S<sub>M1</sub> Also, we know that any students have a right to wear what we want and what he needs. /Ø/  
(Self-initiated)
- 36 T Now, let us move to group two.  
(Take)

## Group B DISCUSSION EPISODE

37 <sup>\*</sup>S<sub>M1</sub>  
(Take)

Now in this group discussion we have two types namely about the uniform wearing a uniform ... The idea of school uniform now on this side there are two sub-division. There are one group says wearing a uniform is better and one group say wearing in not supportable. Meaning it is not good. Now, we have got two groups. Group A and Group B. Now this are 'A' members and this are group 'B' members. Now, first let I introduce the names of each members. The names of group 'A' and group 'B'. Now from group 'A' Tsegenet Gezahagn and Fitsum represent. From group 'B' ... and Haimanot represent. And eh then I think eh according to time given it is better to start the discussion. Now, let I give or chance for group 'A'. They can start discussion ok, Tsegenet. /P/

38 S<sub>F1</sub>  
(Accept)

Ok, thank you to give this opportunity. First, in this discussion for I stand students wearing a uniform to school. I have a reason to this first if we say students... eh... wear their ordinary clothes there will be a big difference between them. This means some students are eh wearing different kind of clothe means attractive clothes and the other student eh... wear eh.. a very... means normal eh clothes, when we say attractive clothes such as sexy clothes, min., maxi bare trousers and so on. And this other student with normal students sight are attracted by their clothing style...and the other students eh... this normal students disturb their parents to buy eh this kind of attractive clothes and this time their eh parents will suffer because they don't have enough money to buy this kind of attractive clothes and there will be eh their children idea to buy this unnecessary things and eh they have enough time will be given to pay the uniform. The money for the... to the uniform. When I come to second point eh... in the class teachers can not teach properly this kind of students because this kind of student eh this kind of students eh... when the teacher in the classroom this kind of student...compare themselves one another ...and eh they are eh...it has side effect from eh their sight. When the students especially girls they come to school to correct and they not looks like the students...Just they are government workers and mothers eh and this students do not come to learn if they come to compare themselves each other eh when we see this eh their parents capacity for example that student must be from

poor-poor family and they can not eh get food properly if they can not work properly . . . when this students wear uniform ... he can wear uniform through out the year. If the parents capacity is decrease is decrease in this time . . . and this student normally, you know that, they expose themselves for notorious people. When . . . eh not only themselves expose but their parents, their teachers and their friends for this notorious people. When we say their friends, their friends will tell what to do and when we see the teachers people don't think teachers are not control and they are not eh . . . they are not advising and they don't eh to pud their education. When we see parents . . . this ... [Confusing ideas]

To generalize my idea, uniform is important to school. eh . . . firstly, I speak eh first the schools in the schools the students clothing style change second, parents eh . . . didn't worry about their clothes and the third there is not attraction eh of student. /Ø/

39 S<sub>M1</sub><sup>\*</sup>  
(Take)

Ok, is that your idea? /P/

40 S<sub>F1</sub>  
(Accept)

Yes.

41 S<sub>M1</sub><sup>\*</sup>  
(Take)

Ok, now I have a question, you said that teachers can not teach such type of students. What do you mean by saying that? can you explain for us, please?  
/p/

42 S<sub>F1</sub>  
(Accept)

Okay, I said that when teachers teaches in the classroom this notorious students eh . . . they are not listen to him. Because they eh . . . compare their clothes and their clothing styles with one another . . . and because of this they don't listen to him and the teacher will will disturb and he does not . . . he does not eh . . . eh his interest is very short. /Ø/

43 S<sub>M1</sub><sup>\*</sup>  
(Take)

Ok, I think it is clear idea. Is there opposing idea from group 'B'? /G/

44 S<sub>F2</sub>

(Self-initiated)

Yes, I have an opposing idea. Wearing a uniform is not needed in the high school students because I have some reason to mention. It has side effect on the weather, economically and politically. We are eh. . . now in the third world in the third world in the developing country. If we consider the people the majority the poor people are more in the developing country. If you are considering the people... will be expensive for wearing school uniform. Again, people are not that much educated in the developing country. That means they may have ... they don't know about contraceptive or birth control they may have more than nine or ten children in the family. If the chance . . . if ... if... from childrens if students get chance to come to school to attend class. Then, they will be asked money for the students to wear the uniform. At this time there is a problem created... for the family. On the weather side if you are considering, I know many schools that have black colour clothing .... On the weather side you're considering the equatorial region that means the sun is not slanting vertically our country belongs if you are clothing black colours it becoming from hot and we can not be able to teach, there may be a sleep in the class in the class on the political side, if . . . if a person can have the same clothing style at the surrounding uniform that means he can borrow from others or it can have it. If he do some crime and he can enter in the class compound there will be a problem created for a chasing person who chased him. It has some side effects. Thank you. /Ø/

45 S<sub>M1</sub><sup>\*</sup>

(Take)

Ok, I think it is clear. And is there any opposing idea from this group? For her idea. /G/

46 S<sub>M2</sub>

(Self-initiated)

Ok, first of all I would like to say thanks for this chance . . .

47 T

(Take)

Speak up [ Teacher - Encourages]

**48 S<sub>M2</sub>** First of all I would like to say thanks for this chance. I start my argument regarding to the wearing . . . and then I have some points about eh its usage. The first point is or students who some are going to enter to the schools and eh also is for the unit leader to select the students and eh the second point to reduce family expenses that is some students wants to be equal other students to wearas... as their friends wear and they disturb their parents eh but. If there is a uniform clothe there is no competition between them so that students should not wear the normal clothe especially including much secondary schools Thanks./Ø/

**49 T** Ok, before we go to other point [addressing Haimanot] Haimanot you raised about some political issue, I don't understand that could you clarify it? /P/

**50 S<sub>F2</sub>** Okay, If a person does something crime or something wrong things he may have the same clothing style as the surrounding. At this time he wear that clothe and he can do what ever he like wrong things and he may enter into the school compound. ....

**51 T** [ Teacher back channeling - umm-umm] Good. Good.

**52 T** That means, for example, if kokebe Tsibah school uniform is like blue and that person will wear the same uniform and he can jump over the wall and enter the school compound and it will be similar to that . . . with those students and therefore it is very difficult to detect that person. I hope that is your idea.

**53 S<sub>F2</sub>** Yeah

**54 T** I do understand

55 <sup>\*</sup>S<sub>M1</sub>  
(Take)

Okay. Do you have any contradiction idea based on what she says? Meaning on the political effect of the uniform. Do you have any idea? If you don't have any idea let I give the chance to Tariku let he continues. /P/

56 S<sub>M3</sub>

(Accept)

Thanks as a representative. As he mention that I am here today on the side of wearing a uniform is unfair for the students, And also I have some points to clarify my point . . . my idea. First, first there are some students who learn at school by helping themselves... they may polish shoes or washing cars and doing some other business to help themselves, eh when we see them the money they get by doing such kind of business is very less which means it is... it is not that much enough even for feeding them and giving them shelter. In addition to that . . . bought eh pay your money for uniform it hard to them. Where do they bring? They may suffer from lack of money. eh . . . and also we may say that they bring the money they used for clothing. There is big difference the clothes which they use. They bought to wear themselves and the uniform which means that if you see ordinary clothe he can buy the ordinary clothe with very cheep price, but if we see the uniform. . . he has to pay for the uniform from seventy up to hundred birr. But can buy ordinary clothe within half of the money. He can buy salvage and he eh can safe his money... eh and he can safe him money. And also even he many not have a chance to get the money so, if he like his learning or if he really need to learn we may forced him for crime. Which means by forced by students to bring the money for the uniform we encourage crime. So, it has also effect not only at him but also at his surrounding and the peoples. And the other thing that there are some students they learn at day time and they may work at night. They may be and also eh. . . they may be not have much time for going to home and changing clothes. So they obliged that to go to the work the place they work by wearing that to the place they work wearing to work as they wear at the school. They forced to go to the working place with their uniform they wear the uniform. It has a moral effect on them. It may no suit eh the clothe may not suit for the work and alos it has a moral effect on some student... And eh. . . the other point eh. . . eh as we know or as my companion mentioned that our country is a third world country which means that one of the poorest country and the living condition of most of the peoples are like from hand to mouth which is not that much fair. And eh which is not that much fair and eh . . . so if we forced such kind of peoples pay money for uniform it may hard for them or so they many forced for to stop their learning or for some other crime. /Ø/

- 57 <sup>\*</sup> S<sub>M1</sub>  
(Take) Okay. I have a question on ... on your remarks, eh... do you have an ... an devidence for moral ... things? /P/
- 58 S<sub>M3</sub>  
(Accept) Yes. I have . . . eh there are some students . . . he may be eh . . . that much he look big enough . . . which means . . . he may be 30 years old or more than that age and may be learn at school. He show his strength but . . . and our country unfortunately most of the students . . . most of the students did not understand him. So, when they see they may say when he wear a uniform are you still a student? or they may laughed at him and eh he may suffer from lack of moral. And the other thing I need to say that as it was mentioned in the proverb clothes do not describe the identify of a person. [showing the written proverb from the paper] clothes is just only a clothe eh which . . . which cover our external body structure. It doesn't describe any of our ideas. Which never bring moral change, idea change. Nothing else. /Ø/
- 59 <sup>\*</sup> S<sub>M1</sub>  
(Take) Okay. Formerly, you said that eh we can buy a salvage, student can wear a salvage. Do you think that salvage is legal in governmental taxes? /P/
- 60 S<sub>M3</sub>  
(Accept) It does not mean that it is legal but eh if he is poor he can't wear salvage is somehow it is better standard. There are also some people who wear clothe which were throw at the garbage, Because of their no money to buy that clothe, So, how - what can we do for them? If they have no money to buy the clothe but they need the clothe so they get it from garbage. Salvage is better way from that. But he may have no that much any money to buy ... ready-made clothes. But within less price he can bought salvage and wear ... and it may suit him. eh ... he can cover from his hair to his nail. /Ø/
- 61 <sup>\*</sup> S<sub>M1</sub>  
(Take) Okay. From this group let me give you a chance. /G/
- 62 S<sub>M4</sub>  
(Self-initiated) Thank you giving this chance. I have additional information about wearing a uniform. If a crime is committed upon the students outside the school eh ... it will help to know the school which he belongs and get help her ... get help

her. If eh . . . If eh he is committing the crime it will easy to contact the school and to know the student that eh . . .that to do things. And the other is to prevent outsiders. eh . . if eh . . . two differentiate out the student to outsiders who could create the unrest for the students and eh . . . and it will be . . . it will has prevent for the students as well as the school prevent from danger. And another point is eh ... it is like a trademark . . . it will be the students identify by their clothe and he is from this school for example, he is from kokbe Tsibah school. He is from Menelik school it will be like eh ... a brand of trade-mark or a flag. Thank you. /Ø/

63 <sup>\*</sup>  
S<sub>M1</sub>  
(Take)

Okay, what do you mean by outsiders? /P/

64 S<sub>M4</sub>  
(Accept)

Outsiders means they are eh . . . a member of eh . . . the students. They are outside and they have eh no aim. /Ø/

65 <sup>\*</sup>  
S<sub>M1</sub>  
(Take)

Okay. According to the time given I think it is better to conclude and let me give the last chance for comment. /G/

66 S<sub>F1</sub>  
(Self-initiated)

As he said eh Letark said we can not wear uniform to school because we have not enough money. Why don't you have enough money? It is given . . . the time for eh it is given enough time to pa . . . pay for the uniform. And why don't we say we can not eh pay for uniform? /G/

67 <sup>\*</sup>  
S<sub>M1</sub>  
(Take )

Okay. Another comment. /G/

68 S<sub>M3</sub>  
(Self-initiated)

Okay. For . . . first for answer her question she said that we have enough time. It was given enough time. Thus, if we have the money . . . if we have some external money we use for daily . . . we save the money a little by little and we can use for other thing but there are some peoples . . . there are some they may have no chance to get the money. Even for some days . . . sometimes they may not get the money and sleep with not eating any food, by

not eating any food. They may sleep with bare stomach. So, how . . . how . . . could they save the money? Even . . . even it may hard for them to get the money to feeding them. And generally I want to emphasises that wearing uniform has some advantage, but when we see our economy and our living conditions it has more disadvantages than its advantages. It has more disadvantages than its advantage. Thank you. /Ø/ [ SF<sub>1</sub> wants to speak but did not get the chance].

69 <sup>\*</sup>S<sub>M1</sub>  
(Take)

According to the time given for this discussion I think this is enough . . . eh this is enough for the time and our aim eh our main aim is not to debate or this item. To have a speaking skill in such discussion and just to develop this type of discussion. And I think this is enough and let discuss eh let us join by another discussion. And thank you.

## Group C DISCUSSION EPISODE

- 70 <sup>\*</sup>S<sub>M1</sub>  
(Take) Ok. Good morning. Ladies and gentlemen. eh Thank you for coming in time at this time eh . . . and I called this emergence meeting eh . . . for eh . . . the purposeful action of this school, as you know I'm the director of this school and you are responsible for everything that is going to happen in this school And as you know this uniform eh . . . the government has ordered the students to wear a uniform. But in our school there is a contradiction between the students that says some students must wear a uniform and the others must not. So, since this is a democratic country we have to have to conclude the wish of the students and I hope that this discussion workout the contradiction between the students. So, I hope that eh . . . to you had each have about this uniform case and eh shall I start with Ruth? /P/
- 71 S<sub>F1</sub>  
(Accept) Yes. Of course. Eh first of all dear chairman . . . I here like to present my . . . by supporting the main important of school uniform. As I mentioned above let me put . . . First of all, school uniform isolate the student that have good conduct and characters from those are not disciplined all manners. Which means it eh . . . [T- encourages: Be a little louder] which means different student are going to learn in the school so that eh . . . difficult to learn with good students. In eh . . . in the second which is the school uniform eliminate the since being of poor and rice from the mind of the students. Therefore, if the student wear different type of clothe it is difficult to remind whether they are student or not. Therefore, eh school uniform plays a great role in the school life of the students.
- 72 T  
(Make)
- 73 S<sub>F1</sub>  
(Take)
- 74 <sup>\*</sup>S<sub>M1</sub>  
(Take) Yes, of course. I agree with this point, but eh . . . as you see some eh . . . students have since they have good reason that ... we better see others and must .... Can you ... /P/
- 75 S<sub>M2</sub>  
(Accept) First of all thank you very much for giving me this chance. And I'm not the support of wearing a uniform. Wearing a uniform has many disadvantage. I will list some of its disadvantage from the easiest to the heaviest. First, it is not suitable for personal hygiene that it means eh when one student wear one

clothe for or whole period of week the uniform will become dirt. So, it is not suitable for personal hygiene and eh the second, disadvantage is that wearing a uniform it is out of the wish of the students. If democracy is proclaimed in Ethiopia the wish of students must be kept. So, if the school oblige eh must not oblige the students to wear uniform. The last, and the greatest disadvantage of wearing a uniform is it affects the economy of one family highly. That means eh one family may have more than five or six children If the school oblige this children to wear a uniform . . . many eh problems may be faced to his family. So, the person can't afford the money to pay for his students uniform. So, it highly affect the problem of economy. And the money that eh . . . one student must pay for this uniform is around seventy birr. Seventy birr in this country is very . . . very big. It can buy so many . . . so many old clothes in Amharic we say salvage. It can buy so many salvage he may use for one year or two years, So, all eh . . . all eh wearing uniforms is suitable for keeping personal hygiene and it is not eh . . . it is not good for economy.

**76 T**  
(Take) [addresses Mesfin] When you say eh wearing wearing uniform doesn't keep personal hygiene what do you mean by that? Can you clarify it? /P/

**77 S<sub>M2</sub>**  
(Accept) Yes. I can clarify it. By mean keeping it is not suitable to keep personal hygiene mean that if one student wear a uniform for a whole period of a week. The uniform will become dirt. So, he will come to the school with that clothe [T. back channeling] um-um-um

**78 T**  
(Make) So it can't keep personal hygiene.

**79 T**  
(Take) eh you said that many people in Ethiopia are poor eh . . . they can not afford to buy the uniform but you know eh . . . parents buy normal clothes for the students, for the children, eh? [S<sub>M2</sub> - yes] that means eh do children have the capacity or students have the capacity to change their normal clothe everyday? That means it is contradicting when you say eh. . . eh and eh. Yes. Can. . . can you help him? /G/

- 80 S<sub>M3</sub>  
(Self-initiated) Many people have [T um-um] in this case can be . . . it is difficult especially one parent more than two or more children in the school to pay the money so difficult. In this case to buy ordinary clothes like salvage is good. This salvage is important for this . . . to compare to the rice student it is not affect.
- 81 T  
(Make) Because one student learn for the aim to finish eh . . . school and work to progress.
- 82 S<sub>M1</sub>  
(Take) Okay. I agree with this point, but you know our aim is today is not to talk about. . . we have to decide something that is shall the students must eh . . . shall the students wear uniform or shall they wear then ordinary clothes? This is our aim and we have to decide and so ... Let's see the points quickly eh from Bruktaite and finally give conclusion. /P/
- 83 S<sub>F2</sub>  
(Accept) Thank you to give me this chance and as . . . as my point of view . . . eh . . . eh students should eh . . . eh be wear uniforms eh . . . uniform has more or less advantages. The first one, the pre condition eh by which a good way education can be used through eh keeping students equally and the second one is in the absence of fashionable clothes which bring similarity eh . . . among the students and the third one is in the reduction of problem of family that means eh . . . family of students will not be forced by children eh . . . eh . . . to buy fashion clothes. Since they wear uniform. And the fourth one is eh . . . eh in indicating eh . . . that student have common things. That means . . . during coming of eh students eh wearing theirs. . . theirs uniform in school eh . . . everyone can understand that eh they come is. . . they coming to learn. In the fifth one is, it differentiating . . . it differentiating real students eh real student from that other. That means eh some students to coming this school to show their clothes and eh some... behaviours. /Ø/
- 84 T  
(Take) Okay. Biruktaite in your opinion eh you said that eh wearing uniform bids up the atmosphere of eh good learning. Eh it is good eh, but can you justify your opinion by giving some examples? That how . . . how wearing uniform fills up the atmosphere of good learning attitude? can you justify your opinion? /P/

**85** S<sub>F<sub>2</sub></sub>  
(Accept) Yes. Eh . . . eh. That means . . . uniform means the meaning is the same . . . eh uniform means the same. uni means the same. I think, then if students have the same uniform . . . the attention is . . . their attention is [T-um-um] there attention [T - Their attention is where?] Their attention is from coming to learn. They don't . . . they don't compare their friends clothes. They learn in a good way, They do not eh . . .

**86** T  
(Take) It is good [and he invites another students to come in] Can you give any idea about this? /P/

**87** S<sub>M<sub>1</sub></sub>  
(Self-initiated) \*  
Yes. Of course. eh, you know, when we say that students comes to eh school its aim is to learn but [T um - um] when we comes if you wears a uniform. . . everybody is the same. He wears a uniform and I wears a uniform we feel the same we have the same clothes. We don't have any idea to compete about and eh especially if in the school. If there is no a learning programme of moral or discipline. . . if a student doesn't wear a uniform he starts to compare himself with others and he starts to asked his parents . . . he starts to think more than he could think about his family and his business he stops . . . he forgets in general his aim. /Ø/

**88** T  
(Take) That means that he is mentally disturbed? /P/

**89** S<sub>M<sub>1</sub></sub>  
(Accept) \*  
Yes.

**90** T  
(Make) Okay um-um

**91** S<sub>M<sub>3</sub></sub>  
(Self-initiated) As we know God created all people in the world. . . so we are equal [T um-um] by wearing a uniform we are not equal God created us. . . so we are eaul. We don't disturb our mind by we are wearing diffenent clothes the other. So, if God created us they are . . . we are created by the same God. We are equal. . . we don't have to disturb our mind He is the superior of all by saying . So we are equal in the world. We are equal. /Ø/

92 S<sub>M1</sub>  
(Take)

But it seems quite sure but eh it is not us it is our mental that says this we wish not and say that always but if you ... for example, take if I wish some clothes and much food you saw me and you can say that I don't feel like that. . . it's natural to feel like that it is like. I told you that if there is a moral learning in the school. If there is a discipline learning in the school the students may feel that God created everyone and everybody is equal in this world. So, no difference between us. But, since there is no moral, as you know in our country. Such kind of education are not present in this eh century. So, if there is such kind of condition. The students feel it is naturally and if he feels there must be action some action he tries to be the same with other students. And I don't think it is possible to say I can't feel like this. [Then, he invites another student to come in] Do you have any points to add? /G/

93 S<sub>F3</sub>  
(Self-initiated)

Yes. I . . . I add some point. Student must wear a uniform. eh . . . the first point uniform is student identify. I mean this eh student should know they are learning. And the second point, for psychological affect eh, for example, one student has a highly great family and he wear a nice clothes and the other hand there one student he has a lowly . . . low family. . . he doesn't wear a eh nice clother, So, this time he feel bad, And the third point, is change eh. . . the concentration of our mind. When we when we are seeing a boys or a girls who dress more attractive clothe just led us directly concentrated on it eh rather then get on education, so, we must wear a uniform. Thank you. /Ø/

94 S<sub>M1</sub>  
(Take)

Okay. Thank you very much for this kind discussion and as you know there is disadvantage and advantage of wearing a uniform. But we can't avoid it we have to decide ...

So, as you know the beneficial thing here is to wear a uniform but there must be some condition that I think must satisfied when we say that a uniform must be weared. That the wish of a person eh I mean the wish of the student must be kept what kind of uniform he likes to. . . any. . . any other condition has to be kept. and we decided that a uniform must be weared. and I close this discussion and we will transmit the decision for the department tomorrow and thank you very much. eh. . . and this will be enough for today. Thank you. /Ø/

## GROUP D DISCUSSION EPISODE

- 95 <sup>\*</sup>S<sub>M1</sub>  
(Take) This is Kokebe Tsibah Senior 9. Group for student discussion. Today we are discuss about uniform . . . That is wearing a uniform or not. There are two sides. eh for and against side.  
First, let me introduce them. From for side, Befekadu Adane, Yoseyas Mesfin and Kokeb Shiferaw and against side Tesfaye Temtem and Miheret gezachew. Ok, now let's go to the discussion. As you know some schools require their students to eh wear a uniform to school. In other school student wear their ordinary clothe. What are the arguments for and against this school uniforms? Do you think it is eh . . . eh wearing eh for student? Let me eh give chance for Yoseyas. What do you say? /P/
- 96 S<sub>M2</sub>  
(Accept) I am supporting school uniforms. Because it . . . helps our family from extra expense. When I say it they are able to send their children to government school. Due to this reason eh our family. . . can be able to buy eh a school uniform.
- 97 <sup>\*</sup>S<sub>M1</sub>  
(Take) eh...eh school uniform prevent the extra expect. Do you think that school uniform prevent extra expect? /P/
- 98 S<sub>M2</sub>  
(Accept) Yeah!
- 99 <sup>\*</sup>S<sub>M1</sub>  
(Take) Okay! Is there any contradiction from eh for eh form against side? /G/  
(Okay what do you say?)
- 100 S<sub>F1</sub>  
(Self-initiated) Even though uniform has eh. . . advantage eh relatively it has the disadvantage . . . eh the disadvantage is eh higher than its advantage. For example. a student eh forced to wear a uniform eh. . . through out eh the semester or even through out the year. Eh this has its own psychological dis...eh dissatisfaction. eh the dissatisfaction. Eh the dissatisfaction leads to the student eh toward the negative attitude of eh... learning. Um, but the students without uniform have the possibility to wear variety of clothes...

eh... so this eh freedom will make the student eh... eh to attend eh his education or her education eh...eh properly. In addition to this eh as Yoseyas said um. . .wearing of a uniform eh. . . wearing of a uniform eh. eh decreases the price for their parents. But eh. . . most of the students in secondary school has young because of this eh they don't need eh to wear only one uniform. They change eh. . . they need to change eh different type of eh. . . different uniforms. eh so eh I . . . I don't comfortable Yoseyas idea.

**101** <sup>\*</sup>  
**S**<sub>M<sub>1</sub></sub>  
(Take) Okay, any other supporting idea? /G/

**102** **S**<sub>M<sub>3</sub></sub>  
(Self-initiated) Ok, Thanks for giving this chance, My point... wearing different kind of clothes with the student. When I say different... every family has its own capacity eh to good for his children. This capacity depend on income eh...eh income plays a big role in living kind of one family. According to their income eh families. . . income families the clothe which they wear which eh buy for their children is vary from one family to another family. When we come to the main problem eh even . . . even though the students know the ability of their family they want to wear. The clothe they saw from their family friend and they make trouble to their family. But some students may not trouble to their eh family. But there is psychological problem. /Ø/

**103** <sup>\*</sup>  
**S**<sub>M<sub>1</sub></sub>  
(Take) eh. . . thank you. What does you mean by psychological problem? I think it has eh a little bit confusing. Do you explain it as much as possible? /P/

**104** **S**<sub>M<sub>3</sub></sub>  
(Accept) When I mean psychological problem eh when eh. . . who can buy. . . modern clothe they wear students eh. . . who can not buy they wear students eh. . . who can not buy that clothe there is a problem. And they may not eh ask their family but there is psychological problem. Means their attention is attracted by the clothe. And they shortage the life of teaching and learning process. In another case when we come to girls eh girls wear clothe and they affect eh boys. ... inappropriate wearing of clothes even eh teachers affected by that. This is enough /Ø/

- 105** S<sub>M4</sub>  
(Take) I'm from against side. My idea against Befekadu that is. . . even if they wear the same the same kind of uniform they differ eh in nature and quality of their clothe. The students from the rich family may wear highly priced clothe that means the same uniform the same in colour and the student from eh poor family may wear the uniform less price and eh it. . . the difference is prevails. In addition to this there is a difference in wearing shoes and other ornaments eh the students from the rich family may wear highly priced shoes and moderate and fashionable shoes. And student from eh poor family may wear the so-called 'Monga' and other things. . . eh. . . the differences prevails and eh. . . the uniform can't get rid this. . . problem.
- 106** S<sub>M2</sub>  
(Self-initiated) Okay. Tsefay says that eh. . . shoes and other jewellery affect eh students teach. . . teaching and learning process. But. it is a little bittle again? /P/
- 107** S<sub>M1</sub>  
(Miss) \*  
I don't understand? What do you mean or little bittle again? /P/
- 108** S<sub>M2</sub>  
(Accept) When I say a little bittle. . . when we compare clothe eh shoes when they think about clothe they shortage the like of teaching. . . and learning process. But it is eh less thinking about shoes and other things, I think /Ø/
- 109** S<sub>M4</sub>  
(Self-initiated) Okay. In addition to this most our country students they are from the poor families in. . . they can't buy uniforms and eh it still exist difference between the poor family and the rich families. . . and if they have an idea oppose to this you may ask. /G/
- 110** S<sub>M1</sub>  
(Take) \*  
Okay. I think you have a doubt can you tell you us? /P/
- 111** S<sub>F2</sub>  
(Accept) Fashions and ornaments opinion students make them to be in the eyes of the vagabounds followed by disaterous consequences. Eh, in my opinion when we see the price of uniforms from other eh. . . commercial clothes eh as Tsefaye says many. . . as Tesfaye said many eh families can't buy uniforms eh even it happens it is possible to solve this problem by giving uniforms on

credit basis eh. From schools to students coming from families low eh socio-economic status. To avoid the above differences and problems it is right to have school uniforms which makes students to have similar attitude and avoid discrimination between them. Despite their social economical and educational difference of their families. /Ø/

112 <sup>\*</sup>S<sub>M1</sub>  
(Accept)

Against? Both are excellent. And thank you for coming in and give your idea. If we have enough time. I think we will eh. . . we will more than. . . we will talk more than this but the time is gone and we have to stop now. So, thank you for joining us. Goodbye.

## GROUP 1E DISCUSSION EPISODE

**113** S<sub>M1</sub>  
(Take) Let me introduce myself my name is Antana Abebe the introducer of this group five students and you see at eh my right Semegn, Moges and Mhalet will discussed on usefulness of wearing uniform and on my left Romel and Fasil will discussed on wearing uniforms our discussion will be based on economical that means according to our parents economy, social that means relation between students and psychological that means mental influence on the students and cultural influences of wearing uniform. Now I gave a chance to Mhalet she will discuss the economic effect of wearing a uniform. Ok Mhalet /P/

**114** S<sub>F1</sub>  
(Accept) Ok. Thanks Antana. As Antana said I'm fully agree to wear uniform around school compound. The reason why agree to wear a uniform is it helps parental economic advantage. When I say uniform is important for economical advantage. Nowadays children have varifies of things they want and eh their demand is very high. Meaning they need beyond their level without considering parental economy and eh their demanding current fashion clothe. If they worked for their family they can get it easily, but if they are not it is difficult to satisfy their wish ... and they will create conflict with parents. Because parents have not fulfilling their eh wish. Let me give one example assuming that there are two girls who are friends. One of the girl is from the lower class of family and she is only for her parents. The other one is from wealthy family and she wears pretty fashion clothe. The poor one also want to wear like the friend but she couldn't.....  
One day the two friends decide to ask their parents to buy them fashion clothes that costs five-hundred birr. The one who is from wealthy family she ask her mother'mum I need a new fashion clothes that costs five hundred birr right now. Oh, sweet doesn't matter I will buy it tomorrow said her mother. But the one who is from poor family she asked her mother as the same manner. Mum I need a new fashion clothe that costs five-hundred birr. Her mother is going worry and oh, my daughter from where did I get? Then she forced them. If they don't buy that type of clothe she may have to say to keep herself. At that time they frighten so much and borrow money on interest. The money that borrowed have to pay within a year but that they couldn't pay

on a time And they suffered a lot, If uniform is . . . if wearing uniform is introduced in school it can solve such kind of a problem. In addition to this it is cheaper than any other clothe. Thank you my much. /Ø/

**115** S<sub>M1</sub>  
(Take) Okay. Thank you Mhalet as you heard she concerned on avoidance of unnecessary conflict between students on clothes without regarding their parents economy. Now, I give a chance to Moges he is concerned on cultural effects of wearing a uniform. /P/

**116** S<sub>M2</sub>  
(Accept) Okay. I'm satisfied at this time our culture is diminished by many. . . many things. From this things, clothing is one. In clothing Ethiopia is very-very interesting and self-sufficient country, So, it must be keep properly other wise

**117** T  
(Make) .....[T- encourages by saying go on-go on] After some time there is no culture in Ethiopia. There is no way without culture. To keep our culture. . . to keep our culture uniform is greater advantage. Uniform is to discipline students in

**118** S<sub>M2</sub>  
(Accept) clothing. This in . . . in our world. Those comes from European they are bad. They promote to expose the body to unnecessary things For like HIV, like HIV. For generally, wear uniform replacement of our culture from other bad European clothing construction. But, I didn't say don't come anything from other country. But those things. . . harmful otherwise better than coming from other country. Thank you. /Ø/

**119** S<sub>M1</sub>  
(Take) \* Okay. Thank you Moges. I think we have to give attention on Moges topic it is the youngest to protect our culture and say something on HIV that we have to protect ourself from HIV. Okay, now I give chance to Fasil. Your concern on un usefulness of wearing uniform./P/

**120** S<sub>M3</sub>  
(Accept) Ok. Thank you. My topic is the disadvantage of wearing uniform. well, I chose this topic. In one school there are eh from poor family students form rich family students learning together. Those who come from poor family students whether he wear pretty clothe or not feeling anything. I think the main aim of the organizers eh the organizers is that worried about the competition between the poor family student and the rich family students wearing. On my opinion, it is not important it is not important because since now it is family ability, So, his not want us like rich student clothe. For example look this book [showing a book] eh, look it. Can we say it is

good or not? No we can't. It may be the worst book that you ever seen and eh the same manner we can't say the student is intelligent or not by only looking at his clothe. Also, eh in developing country the majority of the people is poor. So, eh uniform wears bring no change. Thank you. /Ø/

**121** S<sub>M1</sub>  
(Take) [ Encourages, Looking at M<sub>1</sub>] Go ahead.

**122** S<sub>M1</sub><sup>\*</sup>  
(Take) Okay. What he says in some what contradicts to what Mhalet says. She answer. . . she may answer at the end of the discussion, Okay. Now, I give a chance to Mahalet [and immediately calls Semegn]. She is concerned on discipline in school. /P/

**123** S<sub>F2</sub>  
(Accept) Thank you for invitation. eh. I have said the school uniform must wearing the students. Because it balanced among the students. Most of there are poor to buy so many clothes. And it is useful for school discipline also, Eh, there are ... people outside this school. Ehey jump our school fence and make many mistake in our students also. And they. . . and they make. . . and they damage our school supplies. We don't know who they are and where they come from. So, we protect it by wearing school uniform. And like I was explain before. I take as a source of our students especially girls they attract their attention and wearing fashionable clothe, So, we protect it by wearing uniform and it controls our school discipline also. So. . . /Ø/

**124** T  
(Take) Okay. I have. . . I need some clarification on Tsefay's view. I hope on Fasil's view could you say in your opinion that most of eh our people in Ethiopia, in Addis Ababa are they poor? Eh, So they can not afford to buy uniform but, you know, this parent, you know, they buy different kinds or types of eh clothes for their children whether he is a boy or a girl. Eh, at least they have to buy a clothes. So, they buy two, three or four clothes in a year. But, you know, uniform is only one. They buy one uniform for a year. So, will it not be easier for parents to buy one uniform rather than three or four eh clothes. What is? ...How can you justify your opinion here? /P/

**125 S<sub>M3</sub>** (Accept) For one student a uniform take seventy birr, but in eh...eh salvage one clothe take ten up to fifteen birr The majority of the clothe we wear are the salvage. Then, the family want eh the salvage.

**126 T** (Take) Do you think that we encourage this salvage business. Because salvage is out of government principle. Because salvage is a counterband. It is smuggling, So, when we eh encourage our students to wear the salvage, it means that in my opinion we are encouraging this. So, in order to avoid this eh...eh is it not good to wear a uniform? How do you see it? probably your friends can help? /G/.....

**127 S<sub>M4</sub>** (Self-initiated) We don't want salvage but we have no other means to wear another clothe, This why not because they want salvage [um-um by the teacher] Because they have no other means.

**128 S<sub>M1</sub>** \* (Self-initiated) I contradict with your idea. I mean... most of the parents in Addis not buy three clothes in a year for riches not for the majority. For majority may buy one clothe for a year. It is only if he finishes his clothe. Not for his exchange only for he wear. One clothe most of have and also eh. . .most of the people now are poor. You know, they don't have ok, in Ethiopia most of the people have at least eight children eh five to eight out of them may three or five are learn [T correct] they are learning

**129 T** (Make)

**130 S<sub>M1</sub>** They're learning. To pay them for five student seventy-five birr, it is for Ethiopian standard 600 birr is one percent yearly income. Ok, out of 600 birr he buy 'shir', 'Berbera' the just like basic needs foods than be buy this things what he can do sixty birr a year, If he buy clothes for five children I think it is not good for that ok... /Ø/

**131 T** (Take) Ok, it is good.

**132 S<sub>M1</sub>** \* (Take) Ok, thank you now eh turn to Romel /P/

133 S<sub>M4</sub>  
(Accept)

Ok, as Antana said I'm against the idea of uniform. There are many reasons for this. The one and the most important is uniforms are very costly when we to see our country's situation, it is a third world country and of course one of the poorest country of the world. And most of the people. . . an average income of one person is not more than 120 birr and most of the people wear second hand clothe, which is much more cheaper than uniform and eh rather income of the numbers of children is not more than seven eh to eight children. and eh. . . mind you this is without counting the number of relatives that may be in that family. This parents have to support that family and their food, shelter and other basic needs apart from this... apart from this if we eh ask the parent for the seventy birr that we pay in our school the parent. . . the parent must pay 120 birr which is greater than their year income. If it continue like this the number of children coming to school will definitely decrease. Just because people can not pay for the unnecessary uniform. And eh the second reason is that eh wearing a uniform is not our problem our problem is getting a good education, better teachers more practical than eh and more facilities for learning and eh more facilities for learning. We shouldn't be concerned for wearing a uniform I think we should be concerned about the standard of their education. That is another point I have noticed is that we can never hinder students mission. For example, student jump over the fence eh what is called like eh peace dogs. They don't want eh to learn.

Student eh carry clothes on their bags if they want to do what they should like or like cinema or other thing. If they don't want to be noticed by other people and eh students really want to compete after wearing uniform they can compete by their shoes, by their hair styles by their jewelley and etc. And I don't understand why we should be so pessimistic about eh students wear whatever they like..... And another point if we think that we can avoid the difference between the rich and the poor only by make the poor student... only by making the poor student wearing uniform. Since we are live in the capital country we can never avoid the difference between the rich and the poor and eh I think eh... the poor eh the poor student already know that he is poor and if not eh if he doesn't know that he is poor. I think we should make him know that he is poor and advise him to work out in stead of making him ran away from the reality that he is poor.

And I have eh and I have a question for eh on what Moges said. He said that the Western culture is having a bad influence on our culture. And it is

true that I agree with it and I think the government should do something about it. But how could we see that uniform eh wearing a uniform can. . . can be a solution? Because uniform are not eh either our culture, eh... eh if we want the. . . if we want them eh...eh if we want to keep our culture we make believe our people that our culture is good and not less than any other culture. Not switch from one Western culture to other Western culture. I have finished. Thank you. /Ø/

134 <sup>\*</sup>S<sub>M1</sub>  
(Take)

Okay. eh he asked question to Moges, but it is a time. We have no time to answer it. eh by the way we said he. . . to generalize his idea on base of what other said is like .....

Thank you, now we finished our discussion.

## Appendix B: EPISODE II Discussion Transcript 2

### GROUP A DISCUSSION EPISODE

- 1 <sup>\*</sup>S<sub>M1</sub>  
(Take) Pleasure to get this chance again to discuss about ideal school. As you know, ideal school is just an imaginary school. That is the school the place where one should be shaped and lay foundation for future life. So, in school is that students learn. Their responsibility and right as citizens and improve their ability to think critically and develop such basic values as truth, justice and equality. Because human knowledge is extended through research carried out in schools. So, we all agree that school should be situated in areas where there can be power. Schools ... there is shortage of schools and the schools should be also available with enough means of ... eh transportation, basic necessities like water and electricity also hospitals or clinics. So, but we have different ideas in what kind of schools it should be build. It could be co-educational school or only for boys or only for girls. So, I have three girls they are going to discuss their ideas and I have also with me two boys. they have different ideas. And thank you. /Ø/
- 2 S<sub>F1</sub>  
(Take) Ok. Thanks for the second chance I support eh. . . eh the idea of separating of high school girls and boys from each other. As eh. . . eh. . . as a positive and negative atom attract each other and a negative-negative atom repel each other. It is the same is true for boys and girls in high schools. The degree .... When boys and girls are together in high schools, they will fall in love usually. And, but if they are separate the degree of eh. . . eh falling in love with each other will be minimized. And students will concentrate on their study not falling in love. And this major problem will be avoided by separating high school girls from highschool boys. This is my point. /Ø/
- 3 <sup>\*</sup>S<sub>M1</sub>  
(Take) Ok. Thanks Meruke, Getane, What do you think? /P/
- 4 S<sub>M2</sub>  
(Accept) My point is the school must be co-educational to avoid the shyness [Teacher-interrupts and asks question]

- 5 T I think Getane you said co-educational what do you mean by that? /P/  
(Take)
- 6 S<sub>M2</sub> Boys and girls are mixed.  
(Accept)
- 7 T Ok, Good.  
(Make)
- 8 S<sub>M2</sub> And to avoid the shyness of the student for example, if one boy learns in school which is for boys only when he leave that school and go to university he eh afraid of talking with girls, sitting with girls, even studying with girls, So, it must be co-educational to avoid the shyness. of the students.
- 9 \* S<sub>M1</sub> Ok, eh. Rahael. /P/  
(Take)
- 10 S<sub>F2</sub> Ok, Thank you. My idea is . . . [inaudible]  
(Accept)
- 11 T A little bittle louder  
(Make)
- 12 S<sub>F2</sub> My idea is the school must be separated for girls and boys. Because wearing styles of some girls can attract boys and eh. . . some boys can forget their academic study. So, it must be separate. My idea is one this.  
The second idea is male students are stronger than female. So, they attack, bit the female students for their interest. So, the school must be separate. Thank you. /Ø/
- 13 \* S<sub>M1</sub> Ok, Wondimagegn /P/  
(Take)
- 14 S<sub>M3</sub> Thank you. eh. . .I said. . .eh. . . I think school should be for boys and girls. eh. . . should be co-educational eh. . . That means eh students eh [clearing his throat] eh boys and girls should sit together. That should be no discriminational between boys and girls. And the other point eh. . . boys and

girls sitting together eh. . .I mean boys and girls learning together eh. . .that is one beneficial. That is to share their idea and support to each other to learning process. Thank you. /Ø/

15 <sup>\*</sup>  
S<sub>M1</sub>  
(Take)

Ok. Lastly Atetegeb. What do you want to say about? /P/

16 S<sub>F3</sub>  
(Accept)

Ok. First of all I'd like to thank for giving me the second chance.

17 T  
(Make)

Be a little bittle louder.

18 S<sub>F3</sub>  
(Accept)

eh. . . eh I would like to define what an ideal school is? An ideal school is an examplenary school for any other schools. So, it must be build within much care than any other school. To produce a well trained person. And. . . eh. . .there it must be cons . . .build for only for girls. I support this idea. I have got two reasons for this. The first one is biologically girls are completely different from boys. For example, one girl may come across eh...eh one natural problem. Is she going to tell to other boy she has this kind of problem?

No, If she is courageous to tell them and may be they afraid her or they would laugh at her. And may be they don't understand what she is talking about. And the second one is eh...eh while they are learning, for example, biology especially reproduction .... When they learn about internal structure of male and that girls will not be that much courageous to ask... what they want and they don't understand. So, it must be eh. .. means only for girls. And. . .generally, as we know, school that are only for girls or only for boys are much successful than co-educational. Thanks. /Ø/

- 19 <sup>\*</sup>S<sub>M1</sub>  
(Take) Ok, Thanks for your eh. . . suggestion. But I have suggestion eh. . . even I support co-educational. Of course, when we see in our country there is shortage of schools especially high schools there is very lot of people who doesn't get the chance to go to school. So, if you make co-educational than to make it only for boys or for girls, it will have many students in it. I mean, we can give chance to many students. Economically because when we see our economy is poor like other African countries. So, co-educational is the best in our situation now. I mean in ... with our problem. But Meruke said if it is not co-educational girls may not fall in love, but they also can fall in love even it is only for girls or boys. That is not the problem or falling in love is not the problem. That is the nature. /P/
- 20 S<sub>F1</sub>  
(Accept) It is problem. They can't go to higher schools Especially girls who are involving in such kind of things. They can't go to higher schools And you said that me can not. . . eh ok. [she lost her idea]
- 21 S<sub>F2</sub>  
(Self-initiated) They may foreget their study, their learning They think that boy, how they get. So, they forget their learning. So, love is problem. It is na. . . natural but it must be on time./Ø/.....
- 22 T  
(Take) Ok. Meruke. For example, the government will assign to build the school, and ideal school. You are a government assignee or a government apointee, so where are you going to build that ideal school. What... What the situation look like? Can you. . .? Can you tell us? /P/
- 23 S<sub>F1</sub>  
(Accept) Yes. It will be preferable [Teacher encourages] if it is situated where transport. . . where transportation is available and eh where silent is. . . where we can achieve silence [Teacher-back channelling] and means of . . . if there is. . . there must be electricity...water and light. /Ø/
- 24 T  
(Make) Yeah. Do you have additional point? Yes, Getachew. /G/

25 <sup>\*</sup>S<sub>M1</sub>  
(Self-initiated)

Ok. I mean it is good to have basic necessities. Just like she mentioned But also if I was given by the government that chance I prefer to make it in villages especially where there is no schools. Because in cities there are schools city boys or city childrens go to schools but when we see villages they have shortage of schools. So, I prefer to building in village. And I prepare to build it co-educational. /Ø/

26 T  
(Take)

In fact, this is not the question of eh village or city now to be an ideal school the situation is like what? What. . .what look like the situation? The sight. . . the scenery? Where are you going to be build the school? For example, in Addis Ababa. . .Where are you going to build that school. . .that ideal school? Is it in the middle of 'Mercato' or in the middle of 'Arat Kilo' where do you ... where are you going to build? /P/

27 <sup>\*</sup>S<sub>M1</sub>  
(Accept)

I mean the place must be [Teacher back channelling] clean area also must be eh not noisy, not near market or factory or not musical instrument [Teacher back channelling] but it should be far from such things. But there must be ab... ability to get means of transport and there must be any danger ... children must not exposed to any danger. So, I prepare such silent place.

28 T  
(Make)

Good.

29 <sup>\*</sup>S<sub>M1</sub>  
(Take)

Ok. Thanks. We finish this.

## GROUP B DISCUSSION EPISODE

- 30 <sup>\*</sup>S<sub>M1</sub>  
(Take) This is the second. . . This is the second topic of consult of an ideal school  
But I think it is first better to define what and ideal school is. an ideal school  
is an imaginary school. Meaning it is not established but it is perfect in its  
formation and its way of teaching.  
eh And now we eh we have some guest as you see ... now we have some  
guests who are assigned who are eh assigned to establish eh this ideal school.  
and they are investors from. . . they are investors from Europe. they have eh. .  
.a capital from 5 up to 6 million US dollars in Commercial Bank of Ethiopia.  
And eh. . .now they will eh no. . . I will ask them some questions to give a  
hint for that school And it might be eh much more useful for the next  
generation of Ethiopia. and I will start my questions from Mister Gezahegn  
and I will ask a question.  
Where the school is situated? Can you tell this for us, please? /P/
- 31 S<sub>M2</sub>  
(Accept) Ok, I want eh. . . I want construct my own school in the center of the city  
because I want to see by others and it will be more eh more and it will be  
more easy for transportation. /Ø/
- 32 <sup>\*</sup>S<sub>M1</sub>  
(Take) Okay. eh how can you say that eh meaning establishing schools in the center  
eh. . . Do you think that establishing a school in the center as much important  
because eh as we have seen in Addis. . . Let us take Addis Ababa. In Addis  
Ababa there are many schools in center of Addis Ababa and don't you think  
that the concentration will make this. /P/
- 33 S<sub>M2</sub>  
(Accept) I think. . . eh I think this like other schools. I want to construct in the middle  
of the city because there is eh many things that the . . . the school see by  
others eh other people come to school eh other people come to school around  
by ... and very many things and they see that ... And they want to get that  
school. And that will be more interested. /Ø/
- 34 <sup>\*</sup>S<sub>M1</sub>  
(Take) Okay. So good idea. and is there another idea on this? /G/

- 35 S<sub>M3</sub>  
(Self-initiated) I have got an idea. But to clarify his idea. When the school will be at the center of the city it has a chance to get more student. . . it has a chance to get more student which means that most of the peoples we know that in the cities there are many peoples live near to each other. So, opening the school near to them they get a chance to get that school easily. Different transportation problems and it make eh and they know their school clearly and within a short time. /Ø/
- 36 S<sub>M1</sub>  
(Take) Okay. You said that the problem of transportation will be avoided but you are constructing a perfect school. So, since it perfect eh we can ... have services. So, why don't you construct your school as far as the town? /P/
- 37 S<sub>M3</sub>  
(Accept) Oh, if you have a service it is good. But as you know from the eh...eh capital of our country we are not that much potential to have services for all of the students. There may be some students who are from very poor family, So, it may be hard for them to pay money for service. So, it is better for them to get the school near to them and got to school with foot without paying any money for service or for any other thing. /Ø/
- 38 S<sub>M1</sub>  
(Take) \*  
Okay. Is there any different idea? /G/
- 39 S<sub>F1</sub>  
(Self-initiated) I have another idea different from one of them. I think the school will be situated not too far or not so close to the center of the city. That means, if the. . . if the school is situated in the center of the city, there will be some problem that can be created during the coming and return back to home and school. That means, the roads are not that much wide there will be complete. . . complicate roads can be compacted with students and the vehicles and there will be an accident created if the school is at the center. At the same time, as you hear there is a problem of sound of the vehicles that can be created it can attract our ...
- When we are teaching it can takes our possibility of teaching towards it. And again if it is far away from the center of the city there will be a difficulty on the transportation system. To reach on time to school as I think the school should be situated not so far and not so close to the center of the city. /Ø/

- 40 <sup>\*</sup> S<sub>M1</sub>  
(Take) Okay. I think it is a clear idea. Another idea which is different from her. /G/
- 41 S<sub>F2</sub>  
(Self-initiated) I think the school is situated as far as town. Because when we see. . . when we building school as far as eh as the center of the town. There is a problem. For example can sounds disturb us and other quarrels eh and . . .and any noises disturb us. eh When we see the school building eh. . . as far as town there is nothing disturb us. For example, eh. . . eh that part is not sound it has not sound. It is silent. I know that my eh country's capacity and the students problem. But we can not do any thing because we have not capacity for transport or for any thing creating. Thank you. /Ø/
- 42 <sup>\*</sup> S<sub>M1</sub>  
(Take) Okay. Now directly eh [ S<sub>M4</sub> interrupts and wants to ask S<sub>F2</sub>]
- 43 <sup>\*</sup> S<sub>M1</sub>  
(Make) Do you have a question? You can ask. /P/
- 44 S<sub>M4</sub>  
(Accept) You said that the students quarrel. Can you... can you explain? /P/
- 45 S<sub>F2</sub>  
(Accept) Okay. When students, teacher teaching in the classroom. Eh some eh some notorious people quarrel outside the school it is at this time some sound like this [pronouncing the sound whooo. . . whooo] and any kind of sound and the traffic con. . . sorry. . . the traffic concentration is very high eh like car sound eh [pronouncing can sound] any kind of sound in this time we can't teach properly. [ ss-laughs at the way she pronounces the sounds of cars and quarrels] /Ø/
- 46 <sup>\*</sup> S<sub>M1</sub>  
(Take) Okay, Now I will directly go to my another question. How students will be selected? And I will give this question for [inaudible]. /P/

- 47 S<sub>M3</sub>  
(Accept) Ok, Thanks for giving me this chance. And I make myself ready for selection I think that I select the students by giving them entrance exam and by. . . and by giving entrance exam and by. . . and by interview. The entrance exam help me to examine how that they learned for ... how much strong they are? Their accepting capacity and understand their accepting capacity. And by giving them eh interview it help me eh to see face to face. Are they strong enough? Which means that are they morally matured? Are they eh morally matured or they are simply thinking about playing or any other thing? Or are they no care for their learning? It help me understand this things [ inaudible]. And the other thing I want to assist as much as possible I will try to control co. . . corruption which means that at some schools student get to school because they are the family of the director or some... other person [inaudible] or they may know him or by giving money for him. This is the worst thing which makes most of the schools not to be a success. So, as much as possible I try to control such kind of thing. and all the students who get to that school have to get that chance because of their... maturity because of . . . their capacity not because of the family of the eh director or any person or their family has money. Thank you. /Ø/
- 48 S<sub>M1</sub>  
(Take) Thanks for that. According to the time given I think it is better close on the discussion. But on the conclusion I like to say ... This kind of discussion expedition is very necessary especially for students in the Ethiopian highschoools because as we know most of the highschoool students are afrading speaking in English because they have because. . . they will be affected by different factors. . . they are in shame to speak in this language. This eh expedition programme eh. . . eh should be continual. and thank you. /Ø/
- 49 S<sub>M3</sub>  
(Make) There is something the introducer jump. He may forget it. But we are assigned to discuss about the school must be for only boys or girls or it must be co-educational. /P/
- 50 S<sub>M1</sub>  
(Accept) Yes, It think that. But the time given is very short. So, what can I do, then? [ss-laugh]

## GROUP C DISCUSSION EPISODE

- 51 <sup>\*</sup> S<sub>M1</sub>  
(Take) First of all thank you very much for giving me this chance. the government gave me a chance to build a school. Since the school are not being built it is an ideal school. Here is the form which we are discussed I will ask you some questions. Questions are raised. I will ask you some questions. where will be the school situated? I will start from Tsegarada. /P/
- 52 S<sub>F1</sub>  
(Accept) Thank you. My idea is this school must have been built the place where far from any trade centers like bar, pastries, mmm music shops, cinemas, theaters because the students coming out of the school eh at actual time and having a power of force eh the power of force eh to went there than to the library. So, eh the school must have been built far from this things. /Ø/
- 53 <sup>\*</sup> S<sub>M1</sub>  
(Take) Do you have any idea? Taddeos /P/
- 54 S<sub>M2</sub>  
(Accept) Yes. But it is already said but eh the school must be built any conditions that obstacle learning and teaching processes and eh it must be build also in areas where eh the conditions can facilitate learning teaching programme. So, eh to start with there must eh...eh be no noise any obstacles eh that are regarded as bad conditions must be avoided when we say that school must be build. It is already said but this condition must be fulfilled. /Ø/
- 55 T  
(Make) What are these bad conditions? /P/
- 56 S<sub>M2</sub>  
(Accept) eh when I say. . . [Teacher-interrupts and clarifies his question].
- 57 T  
(Make) when you construct a school you have to avoid this bad conditions which hamper the or hinder the eh the educational system of that school. What are this bad conditions? Can you raise some examples? /P/

- 58 S<sub>M2</sub>  
(Accept) Yes, For example, in the place where the school is going to be built if there is a house which . . . which is used for a party. . . night party some people like that or peoples which are going to be ... Wearing fashion clothes any things that takes the attention of the student from learning will be obstacle [Teacher-back channelling] or will be considered as bad conditions. Then, when I say this bad conditions must be avoided and the student must concentrate on his lesson and if there are some conditions like this means bad eh boys, bad thing going in that surrounding the attention may not be only on the learning process. And that is my point. /Ø/
- 59 T  
(Take) Do you have the plan at hand the situation the scene or plan of the sight of that school? /P/
- 60 S<sub>M2</sub>  
(Accept) But in fact we are here to build a school and eh the government give us to invest on the land but still we don't have the plan and but eh [Teacher-back channelling] we are discussing now what conditions must be fulfilled before the plan is already done or before we say the school must be built on this place. We have to consider the situation that must be... considered. /Ø/
- 61 T  
(Make) Ok. Good.
- 62 S<sub>F2</sub>  
(Self-initiated) My idea is similar to my friends and I say if the school is built eh. . . far from the center of the city eh the students can learn. . . like voice of cars and shop of music this is ... this kind of problem attract the attention of the student. So, the school. . . the school built a little far from the center of the city. /Ø/
- 63 T  
(Take) If the school is eh far from the center of the school probably the students may face transport problem. How can you solve that problem? Is there any...any view of this transport problem? /G/
- 64 S<sub>F2</sub>  
(Self-initiated) I think this kind of problem eh reduced by eh.
- 65 T  
(Make) [Interrupts and says] To be reduced by what?

- 66 S<sub>F2</sub> (Accept) Reduced by the director of the school by. . . by bus. . . means by school bus.
- 67 T (Make) Will the school eh. . . afford that bus eh. . . that school bus? According to our situation according to our economical standard. [Everyone in the group gazes at each other] You can help her? /G/
- 68 S<sub>M2</sub> (Self-initiated) Yes, of course. It can. . . no the school is first of all is built to help the students and since it is helpful it have to take the interest of ... or problem of the students and their families. So, in [inaudible] If I were the director or the manager to do this I will make the students to pay regular payment [Teacher-back channelling] according to the standard of the family and I will take the school bus to give them a transport to their home but in fact it may not be eh profitable for the school but we have to think also for the interest or benefit if the peoples since we are saying we are built the school here or we are investing since we say that [inaudible] we have to take school bus. /Ø/
- 69 T (Take) Ok, Do you have any other idea to solve this eh transport problem? /G/
- 70 S<sub>M3</sub> (Self-initiated) Yes. The school should be situated near the center of the city because to favourable for transportation system. Far from the city ...
- 71 T (Make) Be a little bittle louder.
- 72 S<sub>M3</sub> (Accept) Far from city there is no transportation system to get. Near from the city it is favourable for student.
- 73 T (Take) That means your idea is eh to build that ideal school in the center of the city.
- 74 S<sub>M3</sub> (Accept) Yes.
- 75 T (Take) That is you are against eh Taddeos' view.

- 76 S<sub>M3</sub> Yes.  
(Accept)
- 77 \* S<sub>M1</sub> Biruktayt. You can give your idea. /P/  
(Take)
- 78 S<sub>F3</sub> It is similar to Taddeos. The school away eh far from bad situation. Eh such  
(Accept) as voices produce automobiles, factories, garage eh and the market etc. It will  
be assumed that eh it is a proper position. /Ø/
- 79 \* S<sub>M1</sub> Okay, The second question is that eh will the school be for boys or girls or  
(Take) will it be a co-educational? And... how the student will be selected? Tell me  
your idea. /G/
- 80 S<sub>M2</sub> Well, eh the students will be selected according to their standard I mean when  
(Self-initiated) the students came to school when they come to school eh an exam will be  
given and eh their discipline the way they are going to learn will be tested in  
many ways in examination, the appropriate way to select the students and it  
must be I think co-educational because eh we must facilitate the contact  
between boys and girls eh to be sociable, you know, in eh many countries eh  
if boys and girls do not grow together there is luck of communication when  
they grow. And there attention will be converted whenever they are together  
but if there is a molar I mean a moral lesson is given in that school and boys  
and girls are taught together eh there should be good sociable working  
together and they can learn from each other and they can understand that boys  
are not different from girls. They can teach together. They are equal. And eh  
I think they develop this kind of sense of humanity and I think also that many  
conditions are also favourable for build this school co-education. . . co-  
educationally, Thank you. /Ø/
- 81 \* S<sub>M1</sub> I have to ask you one question. Learning co-educationally may cause a love  
(Take) affection between girls and boys. How... do you see it? /P/

- 82 S<sub>M2</sub>  
(Accept) Well, it may aff. . . cause love affection between. . . between boys and girls but, you know, you can't. . . say that. . . you can't deny that. . . the fact that love is the gift of God it may occur at any time, But the reason is not the occurrence ... the reason is. . . the problem is not the occurrence of love the eh the problem is the way the students take the meaning of what love mean there. So, I think as you said it may occur. So, it is the problem. So, if eh I were a director I wish teach the students moral discipline and what also love means including the subject [ss laugh at his point of view]. /Ø/
- 83 T  
(Take) Do you have any supplementary ideas? or eh against. /P/
- 84 S<sub>F3</sub>  
(Self-initiated) The school should be for boys and girls to develop eh...eh their social life [Teacher-back channelling] means opposite sex lives for building eh future life. But if it is single sex it eh might have influence to interact each other and eh might develop shyness to both sex so that eh the . . . the school. . . the school co-educational between boys and girls. /Ø/
- 85 T  
(Take) That means if the school is co-educational eh it produces advantage for sharing of eh experience among boys and girls.
- 86 S<sub>F3</sub>  
(Accept) Yes, Yeah
- 87 T  
(Take) Is there any different view? /G/
- 88 S<sub>M3</sub>  
(Self-initiated) Co-education is important [Teacher-back channelling] But if . . . if one student attract with girls as a result of failed the exam. In this case student should not be learn co-education.
- 89 \*  
S<sub>M1</sub>  
(Take) Do you have any different idea? /G/
- 90 S<sub>F1</sub>  
(Self-initiated) eh I understand his ideas.

- 91 T You have ideas on what co-education or. . .  
(Make)
- 92 S<sub>F1</sub> All are not problem in education.  
(Self-initiated)
- 93 T Ok. Ok continue.  
(Make)
- 94 S<sub>F1</sub> In this we have a chance to get a lesson must not be selected in their sex  
(Self-initiated) [Teacher-back channelling] because of that school is the place where we get a knowledge in stead of this selection must have took place eh. . . their tendency. So we will. . . will the school for boys or for girls eh. . . eh and co-education I don't think there is a problem but co-educational is better than eh for girls only or for eh boys only for eh social life.
- 95 <sup>\*</sup>S<sub>M1</sub> Ok, Thank you very much for giving this advance you are all always on my  
(Take) guard supporting me about new ideas. And thank you very much.

## GROUP D DISCUSSION EPISODE

- 96 <sup>\*</sup> S<sub>M1</sub>  
(Take) Thank you very much and we are going to discuss about ideal schools. If you are given a chance to build a school where will be situated? /P/
- 97 S<sub>M2</sub>  
(Accept) I think eh... eh I will be situated near urban people. . . urban people live because . . . if I build near eh rural people there is a problem. That is eh rural people eh especially youth are busy and eh have not time to learning in this school. There is no. . . there is no... time to learn in this school. Because they have many works. They farm and. . . and so and just like that. I prefer eh urban. . . near urban area. /Ø/
- 98 <sup>\*</sup> S<sub>M1</sub>  
(Take) Ok, What about Befekadu? /P/
- 99 S<sub>M3</sub>  
(Accept) Okay, If I have given responsibility to situate eh a new secondary school eh. . . if . . . the school must be moderate eh and it must be in towns. Because there is many reasons, Eh in towns. . . but if the eh school must. . . eh to help countryside boys and girls it must be in countryside. But if moderate school eh we must be in towns. But if moderate school eh we must be in towns. So, where . . . the schools are mostly be found. . . and far from roods other things can be included./Ø/
- 100 <sup>\*</sup> S<sub>M1</sub>  
(Take) Ok, Ok Do you have any suggestion? /G/
- 101 <sup>\*</sup> S<sub>M1</sub>  
(Self-initiated) Yes. I think the school should be situated in a safe place. Eh That means the school should be situated eh far from disturbance things like car, music, bar and similar disturbances. Because all this things are affected on school. . . eh in addition to this eh it. . . it should be situated eh. . . it should be situated eh where there is available transportation. It should be also situated where there are the required number of school aged children. Eh. . . eh and there are many disturbant things eh they are affected eh. . . eh on school because eh when the school is in such a way eh they obstacle for the conducive

learning - teaching programme. That means when the students eh study in the library they can not study properly and when the teacher eh teaches eh in the classroom eh the students eh not attend eh to him. This is my idea. /Ø/

102 <sup>\*</sup>S<sub>M1</sub>  
(Take) What about Tesfaye? /P/

103 S<sub>M4</sub>  
(Accept) Okay, If I get the chance of the responsibility of establishing a new senior secondary school, it will be situated near eh that means far from the main roads because of eh. . . there is many cars and eh it will. . . the students may get car accidents. for safe. . . to save this car accident it will be far from the main roads. In addition to this it will be far from the industries and factories because of their noisy sound and other things it disturb the eh..eh teaching and learning process. That is it. /Ø/

104 S<sub>F1</sub>  
(Self-selected) The school should be situated in a place where students could get proper transportation access so that eh students will not be eh late due to unnecessarily traffic eh during rush hours. Thank you. /Ø/

105 <sup>\*</sup>S<sub>M1</sub>  
(Take) Thank you for your answers. And we go to the second question. Will the school be for boys or girls only or will it be co-educational? /G/

106 S<sub>M3</sub>  
(Self-initiated) I prefer eh the school may be. . . must be co-educational because eh. . . eh when students eh boys and girls teach separately there is affection. . . social affection eh school is not only eh. . . teaching maths, physics so on but it is the place where we have to join the society, how to eh participate in the society. In this case eh in school we can training what kind of girls? What kind of behaviour that have about girls and so many things can be mentioning in this. . . in this topic. And so co-education is better. /Ø/

107 <sup>\*</sup>S<sub>M1</sub>  
(Take) Who has additional idea? /G/

- 108** S<sub>M2</sub>  
(Self-initiated) I believe that it is co-educational, It must be co-educational. Because if the school is eh for boys and eh for girls only there will be. . . there will be eh it has an affection. That is students can not be do together anything. Because they have no experience. . . because they have no experience to do anything together. That is my idea. /Ø/
- 109** S<sub>F1</sub>  
(Self-initiated) The school should be eh the school should be for both boys and girls. Because they should work together. As they are going to build one nation together in the future. /Ø/
- 110** S<sub>M1</sub>  
(Make) \*  
Do you have an idea? [gazing at S<sub>F2</sub>]
- 111** S<sub>F12</sub>  
(Accept) I think it should be co-educational because for both eh boys and girls eh learn and understand the relationship between eh. . . eh boys and girls. That means all boys know that eh they are equal to eh girls. Eh . . . eh that means eh. . . that means there is no sex difference. /Ø/
- 112** S<sub>M1</sub>  
(Take) \*  
Ok. We haven't time. We go to last question How will be the students selected. Do you know how? /G/
- 113** S<sub>M3</sub>  
(Self-initiated) If I have given the responsibility to set a moderate school eh if it must be moderate school eh if it must be moderate I select best students. . . by their results. There is so many eh so many methods to select better student. eh one of them by their result grade four up to grade eight. . . card including grade eight ministry card. I select this. . . by this means./Ø/
- 114** S<sub>M2</sub>  
(Self-initiated) Ok. If I were a director I would select the students according to their results from the elementary school [inaudible] about greater than 75% and no other criteria will be supplied.

## GROUP E DISCUSSION EPISODE

- 115 T**  
(Take) [Encourages] Free discussion. You have to feel at ease when you discuss. you have to be natural. So eh try to make it short.
- 116 S<sub>F1</sub>**<sup>\*</sup>  
(Take) Okay. Now the topic we have to discuss is concerned about eh if we have responsibility to . . . if we have responsibility to setting up a new secondary school. How would we construct it? Where will it be situated? Now eh I give the chance for Fasil. /P/
- 117 S<sub>M1</sub>**  
(Accept) Ok, On my opinions it is not important to build in crowded area. For example, if the school will be. . . if the school will be present in a market place the disadvantage is many cars brings unwanted sound. And eh the peoples crowds and so it is not important setting in crowded area. /Ø/
- 118 S<sub>M1</sub>**  
(Make) What is your idea? /P/
- 119 S<sub>M2</sub>**  
(Accept) Ok. My idea is contradict with Fasil idea. Because as I think it must be situated in a place where a lot of people live because there is a lot of eh. . . eh children that are young enough to learn. If you take Merkato and. . . If you take 'Arat Kilo' and 'Kara' both of them are in Addis but 'Arat Kilo' is the central place and 'Kara' is found at the corner of the city and there is a lot of people in 'Arat Kilo' and there is a lot of. . . a lot of youngsters who have to learn in 'Arat Kilo'. So, we have to situate. . . such kind at 'Arat Kilo'. I don't mean there is no need situation school in 'Kara' but 'Arat Kilo' is better than such kind of place that a lot of people live. And protect them from being gamblers, drugists eh and street children such kind of unwanted. . . from being unwanted eh person. Now I give a chance to Martha. . . eh to Semegn. /P/
- 120 S<sub>F2</sub>**  
(Accept) Ok, Thank you. Even if co-educational for students ....
- 121 T**<sup>\*</sup>  
(Make) Be a little bittle louder. Go on.

122 S<sub>F2</sub>  
(Accept) [continues] I imagine that school must. . . school should be built in a capital city because there is no any transportation problem and there is rich experimental materials and do students. . . students do experiment to more about reality of things who learn a chance to get a job eh when they complete their education than rural areas. So, I support eh the school should be built in a eh capital city. We have so many examples for the student choose it than rural areas. Thank you. /Ø/

123 S<sub>F1</sub>  
(Self-initiated) \*  
The school that I'm going to construct is situated 175 km from Addis. It is a very small town in which we can find peasants, dwellers and others and it is a place where I was born in order to help this people I want eh. . . I want to situated there. eh First I will request the municipality to get the place where the new school situated eh if it is permitted I will start the construction of the classroom, library, laboratory, toilets, sport field and etc. Eh after this I will equip eh. . . eh with the material that is important in teaching and learning process. Such as, desks, blackboards, chemicals etc. After this is fulfilled eh I will design my policy for my school in order . . . in order to accept a new students. . . a new students. Thank you very much. I will give the chance to [inaudible] . /P/

124 S<sub>M1</sub>  
(Accept) Ok. Ok. The school is build . . . Its advantage is the school is build at the rural area. . . at the rural area...area Since most of the people about 85% is living there. . . living there.

125 T<sub>M1</sub>  
(Make) [Encourages] Good. Go on.

126 S<sub>M1</sub>  
(Accept) [Continues] Living there so. . .so. . .so the school is build. . .it must be people can able to improve his capacity can improve his knowledge and eh. . . most of the people in the rural area living so means is agriculture. If you can get the people education through the school. . . it can able to improve ... He can able to improve . . . improve his capacity. She can able to improve his capacity. She can able to create another modern instrument and so on.

127 T  
(Make) [Encourages] It is good.



128 S<sub>M4</sub> [Continues] This meaning my. . . our country change, develop, our country  
(Accept) develop and our aim is. . . our aim is how to avoid . . . how to avoid  
unemployment from Ethiopia and living peaceful. But we can get successful  
result with hard working. Thank you very much.

129 S<sub>M4</sub> Thank you very much. What is your idea about this? /P/  
(Make)

130 S<sub>M3</sub> Ok, Thank you. I want the school to be situated in a place where we can't get  
(Accept) much intellectual people. I mean eh rural areas. Because I think eh the school  
should be open in a place where you can get much educated people. I know  
that we are. . . we will take risks but eh. . . eh as you know the higher the risk  
the higher you can get. So, I think it should be in a place. . . in a rural place.  
/Ø/

131 S<sub>F1</sub>\* Ok, As you listen all of them . . . as you listen all of them they tried to  
(Take) explain where the school will be situated and how they organised. When we  
come eh to the second point the tittle will be is there... is there school for eh...  
co-educational or it separated for boys and girls? I invite Fasil who is the one  
who eh to oppose eh the school be separated.  
Ok, Thank you, I say in one school [T-encourages to speak louder] I say in  
one school students learn co-educational. The purpose is help together, work  
together....



## DECLARATION

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

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