

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(GRADUATE PROGRAM)

**THE PRACTICE OF 'REPAIR' DURING CONVERSATIONAL
DISCOURSE IN EFL CLASSES**



ANTENEH GETACHEW

JUNE, 2009

**THE PRACTICE OF 'REPAIR' DURING CONVERSATIONAL
DISCOURSE IN EFL CLASSES**

**BY
ANTENEH GETACHEW**



**A Thesis presented to the Department of Foreign Languages and
Literature**

**In Partial Fulfillment of the Requirements for the Degree of Master of
Arts in Teaching English as a Foreign Language (TEFL)**

June, 2009

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(GRADUATE PROGRAM)

THE PRACTICE OF 'REPAIR' DURING CONVERSATIONAL
DISCOURSE IN EFL CLASSES

BY
ANTENEH GETACHEW



APPROVED BY BOARD OF EXAMINERS:

Nuru Mohammed (Ph.D)
ADVISOR

[Signature]
SIGNATURE

Alemu Haider (Ph.D)
EXAMINER

[Signature]
SIGNATURE

ACKNOWLEDGEMENTS

First and for most, I would like to express my heartfelt gratitude to my advisor Dr. Nuru Mohammed for his ceaseless effort to correct all the chapters of my paper. I consider myself lucky to complete this project under his supervision.

Next to this, I also owe especial credit to my colleagues in Mekelle University for facilitating things during the data gathering phase. Particularly I am indebted to Mergiw Alene, who let me observe his classes for a long time; and Amanuel Gebru who did the recordings.

I should also mention, Dr. Alemu Hailu, Kebede Yimer, Bahiru Haile, Fitsum Asmerom, Anegagregn Gashaw, Selamneh Getachew, Zebiba Reshid and Andargachew Getu for their assistance of any kind to the success of my study.

I will never forget the contribution of my family who morally supported me during my study periods.

Finally, I would like to forward my passionate thanks to my wife Sr. Melkamzer Gessesse who nurtured me the stamina I had bearing the agony of detaching for two years.



TABLE OF CONTENTS

Contents	Pages
ACKNOWLEDGEMENTS	i
LIST OF TABLES	v
ACRONYMS USED	vi
TRANSCRIPTION SYMBOLS	vii
ABSTRACT	viii
 CHAPTER ONE: INTRODUCTION	
1.1. Background to the Study	1
1.2. Statement of the Problem	5
1.3. Objectives of the Study	10
1.4. Research Questions	10
1.5. Significance of the Study	10
1.6. Scope of the Study	11
1.7. Limitations of the Study.....	11
 CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1. Discourse Analysis.....	13
2.2. What is Conversation Analysis (CA)?.....	14
2.3. Historical Emergence of Conversation Analysis	16
2.4. Institutional versus Ordinary Conversation	17
2.5. Conversation Analysis (CA) and Second Language Acquisition (SLA).....	21
2.6. Organizational Patterns of Conversation	23
2.6.1. Topic	23
2.6.2. Turn-Taking	23
2.6.3. Sequence Organization.....	23
2.6.3.1. Pre-Sequence	24
2.6.3.2. Adjacency Pair	24
2.6.3.3. Inserted Sequence.....	25

2.6.3.4. Side Sequence	25
2.6.4. Preference Organization.....	25
2.6.5. Overlap.....	26
2.6.6. Repair	27
2.6.6.1. Repair Defined with Reference to Error correction	27
2.6.6.2. Repair and Second Language Acquisition (SLA)	28
2.6.6.3. The Organization of Repair during Conversational Episodes.....	30
2.6.6.3.1. Initiation and Initiation Techniques	30
2.6.6.3.2. Techniques of Response.....	32
2.6.6.3.3. Techniques of Reactions to Response	32
2.6.6.3.4. Comprehension Checks	32
2.6.6.3.5. Causes for Repair-initiation in Interaction	33
2.6.6.4. Organizational Pattern Types of Repair in Conversation	34
2.6.6.4.1. Self-initiated Self-repair	35
2.6.6.4.2. Self-initiated Other-repair	36
2.6.6.4.3. Other-initiated Self-repair	37
2.6.6.4.4. Other-initiated Other-repair	38

CHAPTER THREE: DESIGN AND METHODOLOGY OF THE STUDY

3.1. Design of the study.....	39
3.2. Methodology of the study	39
3.2.1. Subjects of the Study and Sampling Techniques	39
3.2.1.1. The Setting	39
3.2.1.2. The Tasks	40
3.2.1.3. Teachers	41
3.2.1.4. Students	41
3.2.2. Techniques of Data Collection and Analysis	41
3.2.2.1. Techniques of Data Collection.....	41
3.2.2.1.1. Recording	42
3.2.2.1.2. Transcribing	43
3.2.2.2. Techniques of Data Analysis	44



3.2.2.2.1. Quantitative	45
3.2.2.2.2. Qualitative	45
3.2.3. Pilot Test	50
3.2.3.1. Subjects Used for the Pilot Test	51
3.2.3.2. When the Pilot Test is Conducted	51
3.2.3.3. Lessons Gained from the Pilot Test	51
3.2.4. Inter-rater Agreement	52

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Frequency Distribution of Students and Teacher Roles of Repair- initiation	54
4.2. Frequency Distribution of Repair and Repair-initiation Patterns	57
4.3. The Nature of Repair and Repair-initiation Strategies Used during Classroom Conversational Discourse	59
4.3.1. Self-initiated Self-repair	65
4.3.2. Self-initiated Other-repair	70
4.3.3. Other-initiated Self-repair	72
4.3.4. Other initiated Other-repair	79

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions	85
5.2. Recommendations	87
BIBLIOGRAPHY	89

APPENDICES

Appendix-I Distribution of Repair and Repair-initiation Patterns and Repair-initiation Roles of Students and Teachers Across Lessons/Transcripts	93
Appendix-II Lessons Transcripts	95
Lesson-1/Transcript-1	95
Lesson-2/Transcript-2	108
Lesson-3/Transcript-3	121
Lesson-4/Transcript-4	136

LIST OF TABLES

Tables	Pages
Table-1 Frequency Distribution of Students and Teacher Roles of Repair-initiation during Conversational Discourse Across the Four Lessons.....	54
Table-2 Frequency Distribution of Repair and Repair-initiation Pattern Types Across the Four Lessons -----	57

ACRONYMS USED

DA: Discourse Analysis

CDA: Critical Discourse Analysis

CA: Conversation Analysis

MO: Modified Output

L₁: First Language

L₂: Second Language

SLA: Second Language Acquisition

NTRI: Next Turn Repair Initiation

TS: Trouble- Source

EFL: English as a Foreign Language

RQ: Research Question

T: Teacher

S: Student

S1: Student one

S2: Student two

S3: Student three

S4: Student four

S5: Student five

SS: Students in unison

NS: Native speakers

NNS: Non-native speakers

T-S: Teacher-student

S-S: Student-Student

TR1: Transcript One

TR2: Transcript Two

TR3: Transcript Three

TR4: Transcript Four

TRANSCRIPTION SYMBOLS

- Overlapping utterances (left brackets note beginning of the overlap, and right brackets close or end of the overlap: [])
- Researcher's comments: (())
- Hearings which are in doubt or not heard: ()
- Immediately contiguous utterances but not overlapping : =
- Rising intonation not necessarily a question: ?
- Prolongation or stretching of sound just preceding them: ::
(The more colons the longest the stretching)
- A cut off or self interruption often done with a glottal or dental stop: -
- Untimed short pause: +
- Untimed longer pause: ++
- Purposely left utterance or part of an utterance: - - -
- Lines of moves: indicated by numbers
- Repair-initiation: —→
- Trouble- Source: TS

(Schegloff, 2000:235-6)

ABSTRACT

The main aim of this study is to investigate the practice of repair during conversational discourse in a foreign language classroom. Thus, it is meant to assess the nature of repair and repair-initiation patterns practiced during conversational discourse in EFL classes, see the extent to which students and teachers use repair-initiation strategies during S-S and T-S interactions respectively, examine where the repair-initiations occur with reference to the trouble-source (TS) in the observed patterns, find out the most frequent repair and repair-initiation strategies used during classroom conversational discourse. The main subjects of the study were first year English major students taking the course Communicative English Skills-II and their teacher. Eight lessons recordings were made, from all four sections students, from which four lessons were transcribed for analysis. The analysis of the transcribed data shows that all of the four repair initiation patterns were used during conversational discourse in EFL classes except a variation in frequency of use. In addition, the quantitative analysis reveals that both students and teachers play repair-initiation roles in S-S and T-S interactions respectively from which other-initiation strategy is more frequently used than self-initiation. Moreover, other initiated self repair pattern is most frequently used during conversational discourse in EFL classes. Along with this, concerning the position where repair-initiations occur in the observed patterns, in self initiated patterns the repair-initiations mostly occur in same turn; whereas in other initiated repair patterns the repair-initiations frequently occur in next turn immediately after the trouble-source. Finally, the thesis concludes by considering the implications of the findings for further researches as to why other repair-initiation mechanism is highly apparent as well as other initiated self repair pattern is most frequently occur during conversational discourse in EFL classes. So, the study recommends EFL teachers to conduct CA researches in their classrooms to see the meaning negotiation strategies, in light with the practice of repair, and thereby to get feed back for remedial works and enhance students' communicative competence.

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Language teaching is always in a dynamic line of change from a focus on decontextualized sentences (grammar) to the study of language use in certain social and pedagogical settings. The study of language use in context is studied through discourse which is a relatively recent language study area. So, if language teaching is a genuine professional enterprise, teachers should log into investigations of elements and implementations of new practices based on the recently advocated language teaching perspectives. Like wise, to properly understand and implement these new practices, features of the classroom discourse should be dealt on so that insights could be obtained which can advocate EFL learning. Especially in countries like Ethiopia, where English is not used outside of the classroom, it is crucial to carry out a classroom research on the different dynamics and examine what is happening there. The meaning negotiation strategy, through the practice of repair initiation mechanisms during conversational discourse in EFL classes, is among the many pivotal dynamics in classroom discourse. Hence, the theoretical foundation of this particular focus area of the present study is seen with in the broader scope of discourse and conversation analysis in the next successive paragraphs.

Discourse is a comprehensive term used to refer both to the spoken and written forms of language use as a social practice. Its comprehensive nature can be associated with the multidiscipline it originated: sociology, philosophy, linguistics, anthropology, communication, education, psychology and literary theory (Tannen, 1982; Wood and Kroger, 2000). In addition, Holec (1980) believes that the idea as well as the scope of discourse is not clearly agreed among linguists as it is relatively a new language study which requires more time to have its full picture; so it is hardly surprising to notice inadequacies. Moreover, inadequacies may also result from lacking precision in defining some of the crucial and conceptual terms in discourse such as 'discourse itself', 'interaction', 'talk' and 'conversation.'

It is widely believed that the term discourse refers both to the oral and written aspects of language use (McCarthy, 1991). However, the problem is how interactive are these two aspects

of language use? (debating whether written discourse is interactive or not). Scholars like Coulthard (1977) contends that interactivity should also be used to describe the nature of written discourse as the reader is there to interact with the text. On the other hand, Widdowson (1977) tactfully argues that in written discourse “there is interactivity without interaction” (Holec, 1989). Therefore, it is possible to sense the difficulty of demarcating a boundary even between written and oral discourse regard to their degree of interactivity, so this could also add another task to understand the nature of ‘discourse.’

The term ‘interaction’ (Glanville, 2001; Holec, 1980) is used to describe a direct communicative exchange among participants in turns, non-casual and uncontrolled way in its own space. In addition, ‘conversation’ is an interactive process which at least requires two conversants so that it can be taken as the most accurate example of interaction. For instance, we can consider people who withdraw from interaction (due to biological problems e.g. autism) but withholding conversation non-verbally; by interpreting such signs we meaningfully interact with them (Glanville, 2001). Finally, the term ‘talk’ in its own right might not be interactive, but talk-in-interaction is equivalent with conversation and thus Schegloff et al (1977) preferred to use it in their conversation analysis works. As to Schegloff et al (1977) talk is what we mostly do in our everyday lives to run things smoothly, so it is what moves the world. Moreover, conversation (Levinson, 1983) refers as the most common kind of talk in which two or more people interact freely in their turns. Even though this is the commonly agreed truth, we still know relatively little about talk. It doesn’t mean that language is not studied so far but studies predominantly focused on the descriptive and literal function of language i.e. how it transmits information. No doubt, those studies have contributed to the study of language, but it is not the whole story about language (Wood and Kroger, 2000). So, despite the inadequacies we felt to delimit the idea and scope of discourse in specific terms, it is commonly believed that discourse is the study of both the written and spoken language use in different social organizations both in ordinary as well as institutional settings. Here after the terms conversation, conversational discourse, interaction and talk-in-interaction are used interchangeably.

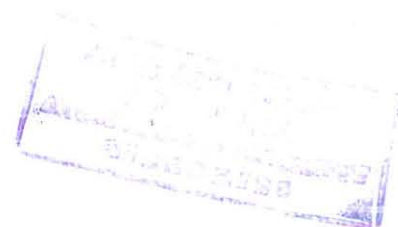
Along with this, discourse analysis encompasses different varieties of language-use analysis in various social settings: critical discourse analysis (CDA), pragmatics, conversation analysis (CA) etc. To explain, Wood and Kroger (2000) suggest that CDA studies the relation between

language and power i.e. the analysis of discourse with respect to racism, sexism, and ethnicity. Along with this, pragmatics (Levinson, 1983) focuses on analyzing principles and practices used in understanding linguistic performances such as “appropriateness”, “usage” and “interpretation.”

On the other hand, conversation analysis (CA) is the most commonly recognized micro analytic type of discourse analysis originated in American sociology first in the work of Erying Goffman and Harold Garfinkel in the 1960s and 70’s. Latter other American sociologists, Sacks, Schegloff and Jefferson (1975) further developed CA by taking research practices from ethnomethodology (Nunan, 1993; Mazeland, 2006). After this work of Sacks, Schegloff and Jefferson, conversation analysis (CA) is used to refer talk-in-interaction, which includes interaction not only in everyday conversation but also in institutional settings; the fundamental focus of the latter is the organization of talk (Wood and Kroger, 2000).

CA differs from the other varieties of discourse analysis in its focus on analyzing actions rather than abstract language (e.g. turn-taking, repair works, sequence organization). In addition, since CA uses naturally occurring language data unlike data gained through experiments, interviews or other forms of elicitation, it claims to be different from other varieties of DA (Nunan, 1993). However, in its scope conversation analysis is a sub-category of discourse analysis; whereas due to its particular focus on language use in social interaction than grammar, it is highly related with ethnomethodology, a study area in sociology and used to analyze techniques in talk-in-interaction (Nunan, 1993; Cook, 1989). To add on, Ethnomethodology, (Wood and Kroger, 2000) studies how the social world and social order integrate or the systematic act of certain group of communities; thus, conversation analysis analyses also social interaction in a certain context.

In addition, scholars like Coulthard, 1977; Jacob and Jackson, 1982 cited in Wood and Kroger, 2000 contends that conversation is a complex form of rule governed behavior. Researches in this area have been dealing with the identification and formulation of the general rules through which two or more people take turns, open and close conversational episodes, introduce, maintain and change topics, repair ambiguities and problems to further build extended communication. This can make input comprehensible which then helps to produce modified output (MO) especially with the use of repair and repair-initiation strategies. So, as to these authorities, studying



conversation analysis helps to understand conversational structures and organizations as well as human cognitive processes. Similarly, Clark (1996) also mentions that conversation is the fundamental site for language use. Though conversations are created from utterances, they do more than the sum of their parts.

Moreover, concerning the significant role conversation plays in social interaction, Bruffee (1984:639) also argued that thought and conversation are complementary. Thought means an internally going on conversation so that our behavior of conversation helps to know how we think and process ideas internally. He further explained that "If my talk is narrow, superficial, biased, and confined to clichés, my thinking is likely to be so too." Bruffee's idea is also reflected in Goethe's quote "the test of civilization is conversation" which places strong demand on the teaching as well as studying of conversation skill in our lives (Holmes, 1929:712).

In conversation analysis the primary focus is the organization of talk including the non-verbal features. So, the investigation of this organization provides information about the organizational features of interaction such as turn-taking, structure of acceptance and refusals, forms of conversational repair as well as other strategies used in conversational deal (Wood and Kroger, 2000). It is also mentioned that conversation analysis has an implication for second language acquisition studies in that it deeply investigates classroom interaction which then provides many viewpoints to enhance second language learning and teaching. For instance, the use of repair and repair-initiation strategy during classroom interaction helps to modify the input through repair negotiation strategy so that input could easily be conceptualized and output is further reinforced (Mitani, 2005). Since the focus of this study is the organization of repair, this crucial term needs to be explained especially with reference to error correction.

Repair (Schegloff et al, 1977; Wong, 2000) is a way of handling troubles that arise in the process of speaking, hearing, understanding and communicating in an interactional setting. It is used basically with repair-initiation strategies: confirmation checks, clarification requests, restatements, repetitions and understanding checks even when the utterances are linguistically correct. On the contrary, error correction refers to the replacement of error or mistake (due to linguistic problem) by what is thought to be correct (Schegloff et al, 1977). Hence, repair is a broader way of handling troubles exist due to meaning and form disorder during interaction

while error correction is limited up on solving linguistic errors so that error correction is one part of repair. In addition, Nuru (2000) citing Van Lier (1988) suggested that repair deals with various problems during interaction including correction of errors so it is taken at a broader scope than error correction because the latter is meant to focus mainly on linguistic errors.

Moreover, Nuru (2000) on his part argued that errors corrected encourage language learning than those remained uncorrected. In here, it is possible to say that repair work is a source of both linguistic and metalinguistic inputs as it includes error correction along with handling many other forms of communication problems. Nuru (2000:76) citing Schachter (1984) also reinforced this idea "The sources of metalinguistic input are the whole set responses ranging from explicit corrections at one end of the continuum, through confirmation checks and clarification requests to (recognized and unrecognized) failures to understand." So, by implication repair strategies when used in class could better help to enhance language learning by dealing with both the linguistic and metalinguistic problems and make them comprehensible.

Thus a study into how the repair and repair-initiation strategies practiced among students and teachers during conversational discourse can be a way forward to understand the teaching-learning process of spoken language as well as to improve second language acquisition process (Vom Saal, 1983). Brown and Yule (1983) and Cunningsworth (1987) also added that a study on the patterns of conversation, the implementation of these patterns as well as the way of understanding and negotiating meaning to produce modified output (MO) develop student's communicative competence and urge teachers to prepare better teaching materials, tasks and situations in their classes.

1. 2. Statement of the Problem

The development of an effective way of learning a second/foreign language remains debatable for many years. As a result, different hypotheses appeared to be major part of the effort of devising the better way to facilitate SLA. The main propositions in this regard are Krashen's (1985) input hypothesis and Swain's output hypothesis. The input hypothesis argues a focus on providing learners with comprehensible input better helps to facilitate second language acquisition; whereas the output hypothesis argues comprehensible output is equally important as comprehensible input to facilitate SLA. However, despite the potential controversy between the

two arguments, in both cases 'comprehensibility' of the input and the output seems to get common attention. In this regard, Long's (1983) interaction hypothesis claims the importance of interactional modifications as crucial mechanisms to make input comprehensible in the language classroom; and interactional modifications (Liebscher and O'Cain, 2003) during conversations can be made by the use of repair and repair-initiation mechanisms.

Concerning the role of interactional modifications to make input comprehensible as well as encourage comprehensible output during classroom interactions, researchers overseas have made proofs in the EFL context. For instance, Shehadeh (2001) proved that interactional modification practices made through self- and other-initiation repairs mechanisms encourage the production of modified output (MO). In addition, Long's (1983) work as well as much recent work of him on interaction hypothesis Long (1996) suggested that meaning negotiation during interactions through the practice of interactional modifications used among interlocutors facilitate acquisition. So, Long's (1983) interaction hypothesis interconnects comprehensible input, internal learner capabilities (selective attention), output and second language acquisition entirely in an integrative way (Dolly, 1990:318; Nakahama et al, 2001:379). Here their logic goes like "interactional modification makes input comprehensible; comprehensible input promotes acquisition; therefore interactional modification promotes acquisition." So, the practice of interactional modification technically called the organization of 'repair' should get due attention as it interconnects Krashen's (1983) input hypothesis and Swain's (1985) output hypothesis through Long's interaction hypothesis.

In addition, Shehadeh (2001) also explained that the presence of repair can perform two things at once. First, it helps to adjust problems in interaction by making use of interactional modifications such as: elaboration, slower speech rate, gesture, additional contextual cues, comprehension checks, clarification request, and self repetition or paraphrase so that inputs will be made comprehensible. Second, after the repair work has been appropriately used language production (output) is enhanced because of the conducive interactional setting come after; this in turn plays a fundamental role to facilitate the rate of SLA.

Moreover, Liebscher and O'Cain (2003) also added that repairs are important ways to negotiate meaning as well as form during verbal interaction, and negotiation is considered pivotal in



second language acquisition. Hence, the practice of repair as a strategy of modifying interactions as well as a means to negotiate meaning in EFL classes thereby helps to enhance the effort of SLA, can be considered crucial and worthy of investigating. To further strengthen, there are studies conducted abroad, both on ordinary and institutional conversations, which can provide insights to better understand the nature of repair and repair-initiation pattern in EFL context. More importantly, these studies can trigger EFL teachers to investigate their own classroom situations and further catch on the practice of repair mechanisms during classroom conversations as well as its teaching. So, brief reviews are made on some of the fundamental works in the next few paragraphs.

To begin with, Schegloff et al (1977) conducted a study on the preference of self repair over other repair focused on naturally occurring conversations. They used a large corpus of audio tapes and a small corpus of video tapes for their analysis; and found that self-repair predominates over other-repair. The finding proved their previous proposition “casual inspection of talk in interaction finds self-correction vastly more common than other-correction.”

The other study conducted was by Schegloff (2000) and Wong (2000) independently and in their own ways on “Delayed next turn repair initiation in Native/Non-native speaker conversation.” In their investigations they found another place where other repair-initiation can occur i.e. termed to be ‘fourth position’ repair-initiation and it is against the previously studied position of other repair-initiation (NTRI). As a result, they argued that repair-initiation can occur in fourth position which is delayed in reference to the trouble source (TS) especially during Native and Non-Native speakers (N-NNs) English conversations.

In addition, Shehadeh (2001) investigated the role of self- and other-initiations in providing opportunities for modified output (MO) in task-based interactions. He used thirty five adult participants-8 native speakers (NSs) and 27 non-native speakers (NNSs) of English representing 13 different L1 backgrounds performing three tasks (picture description, opinion exchange, and decision making). The first two tasks were performed in NS-NNS and NNS-NNS pairs and were audio taped, and the third was completed in NNS groups and was audio- and video taped. The result showed that both self- and other-initiations provided NNSs with rich opportunities to produce MO. However, in four of the five interactional contexts examined in the study,

significantly more instances of MO resulted from self-initiation than other-initiation. The results suggested that self-initiations play crucial role in enhancing MO and that learners need both time and opportunity to initiate and complete repair of their own messages.

Moreover, Nakahama et al (2001) also tried to see negotiation of meaning in conversational and information gap activities (comparative view) targeted at interactions between NSs and NNSs in a relatively unstructured conversation and a two way information gap task. The results showed that conversational interaction has the potential to offer considerable learning opportunities at multiple levels of interaction even though it offered fewer instances of repair negotiation in the traditional sense than did the information gap activities.

On top of this, Liebscher and O'Cain (2003) attempted to show conversational repair as role defining mechanism in classroom interaction. They focused students and teachers in content based German as a foreign language class used repair to negotiate meaning and form. By using qualitative and quantitative approaches, they tried to show how repair is used differently in institutional and ordinary setting. The result revealed that repair initiation used in classroom interaction differs from repair initiation in discourse outside the classroom both in terms of type and the ways in which various types are used. With respect to the repair-initiation types used in ordinary discourse differences are noted between the teachers and students. For instance, students were observed to use specific repair-initiation techniques during their interaction with the teachers with the sense of showing reserved relationship like what they do in the classroom as mere learners and listeners.

Surprisingly, even when the teachers allow students to use their L1 with the intention of letting students use repair initiation strategies which are not specific and reserved, students again preferred to use the specific strategies which were noticed in the foreign language environment. As a result, Liebscher and O'Cain (2003) noted that the difference is not merely due to incomplete L2 usage because the students and teachers were competent both in their L1 and L2; or not because the students have not been taught repair initiation strategies; rather it is because the initiation of repair in the classroom appears to be ruled by their respective roles as teachers and learners, therefore students prefer to act accordingly. In addition, the result also indicated that repair is a resource for modified input as well as modified output in classroom settings.

On the contrary, coming to the Ethiopian EFL classroom contexts, the investigation of such routine actions, strategies and patterns of repair are not investigated before despite their paramount importance in second language learning. In Ethiopia, where English is used as a foreign language mainly for academic purpose, students a step out of the classroom switch to their first language as they lack enough environmental support to use English. So, a look in to the classroom language use should not be an optional study area to better let teachers understand what to do and bring about the change we are crying for. One way of looking in to the classroom language use is investigating how the organizational patterns of conversation manifest themselves in classroom context. Among the many patterns, repair and repair-initiation paves the way towards better language production or modified output (MO). It makes input comprehensible through meaning negotiation as it deals with troubles in speaking, hearing, hesitating and understanding, which then create better interactional setting. On top of this, the repair work in the classroom context should (Schegloff, 2000) goes beyond a deal with 'form' i.e. error correction to the extent of dealing with the thought we process in our mind.

Though there are no local studies conducted particularly on the organization of repair in the Ethiopian EFL context, it is important to mention some of the classroom researches done on EFL classes on different issues by Seime (1999), Berhanu (2000), Nuru (2000), and Tamene (2000) for their PhD studies. Since these studies have no direct linkage with the present study, no attempt is made to review them in here. On the other hand, Girma (1999) and Kassahun (2006) attempted to assess turn-taking pattern and teacher's wait-time during teacher-student (T-S) interaction respectively. In these conversation analysis works also since the issue of repair organization is not raised, it is possible to say that in the local scenario no study has been found on the EFL classroom practice of repair and repair-initiation strategy during conversational discourse. Despite these all, there is one study which could exceptionally be mentioned and conducted by Kebede (2008) in Amharic classes. This study analyzed many conversational patterns together rather than focusing on one; and adding to its being on students' first language (Amharic) class and focused only on T-S interaction, it couldn't analyze repair and repair-initiation pattern in depth as well as didn't reflect the situation in the EFL context. The result of this study concerning the organization of repair as a single pattern showed that other initiation self repair mechanism is used more frequently than the others during T-S interactions. However,

the present study is different from this one, first in its in depth analysis of repair initiation pattern only; second its being conducted in the EFL context and third it included both T-S and S-S interaction for its treatment. It, hence, is aimed to narrow this noticeable gap at least by raising the issue of repair as a study area.

1. 3. Objectives of the Study

The main objective of this study is to assess the nature of repair and repair-initiation patterns practiced during conversational discourse in EFL classes. It specifically aims to:

- ▶ See the extent to which students and teachers do use repair-initiation strategies during S-S and T-S interactions respectively;
- ▶ Examine where the repair-initiations occur with reference to the trouble-source (TS) in the observed patterns, and
- ▶ Find out the most frequent repair and repair-initiation strategies used during classroom conversational discourse

1.4. Research Questions

1. So, in order to achieve the main objective of the study the following basic research questions are addressed
2. How are repair and repair-initiation patterns practiced during conversational discourse in EFL classes?
3. To what extent do students and teachers use repair-initiation strategies during S-S and T-S interactions respectively?
4. Where do repair-initiations occur with reference to the trouble-source in the observed patterns?
5. What are the most frequent repair and repair-initiation strategies used during classroom conversational discourse?

1. 5. Significance of the Study

The study assumed to have different contributions. First, the result of this study provides English instructors at colleges and universities insights on how the repair initiation mechanisms practically used to avoid linguistic and metalinguistic problems (in speaking, hearing, understanding, communicating etc) during classroom conversations. This could again help them

to see how meaning is negotiated during classroom interaction to provide better comprehensible input thereby motivate students to produce modified outputs as well as build mutual understanding among them. Thus, teachers could be encouraged to look into their classrooms and examine the meaning negotiation strategies used in their classes so that they better note possible gaps for remedial works. Second, the result of the study could empower EFL teachers to treat conversation analysis in their self prepared teaching materials in both undergraduate and graduate programs by considering the contribution of repair strategies to negotiate meaning in classroom interactions. Finally, the study serves as a means to trigger EFL teachers to turn their faces to classroom researches in general and conversation analysis studies in particular which better help to understand the classroom dynamics so as to fill gaps duly in their teachings.

1. 6. Scope of the Study

This study is confined only to Mekelle University. As the nature of the study demands more finance, time and better research expertise than owned by the present researcher, the study does not consider ordinary conversations in its investigation; rather it only focuses on institutional conversation with a particular focus on classroom conversational discourse. Despite these, the study includes student-student (S-S) and teacher-student (T-S) interactions during whole class, group and pair works as much as possible.

In addition, even if the study tried to analyze both student-student (S-S) and teacher-student (T-S) interactions in any modes of occurrence, it doesn't attempt to analyze written discourse features. Moreover, the study did not also take a step to investigate other organizational patterns of conversation except 'repair' and 'repair-initiation'. Even with in the scope of repair no attempt is made to quantify the repair-initiations made due to linguistic error and metalinguistic problems; rather all communicative problems are seen with in the broader scope of repair. In short the organization of repair and repair-initiation pattern is the focus of the study.

1.7. Limitations of the study

The study appears to be limited due to three uncontrolled cases. Primarily, it was aimed to record sample lessons from spoken English classes with the intention of getting richer corpus as it is an advanced course given to second year students. However, second year students were out of campus for practicum program; so the researcher recorded one lesson from spoken English

classes during his first week of data collection; and used only for the pilot test. In addition, the course (communicative English Skills-II) in which the recordings were made for the main study was handled by one instructor. Therefore, this made difficult to record lessons from classes handled by different instructors; and to make use of possible variations in the recorded data. Moreover, the short period of time given for the whole study made impossible to transcribe and use more than four lessons which otherwise was able to see things in a wider sketch than this. Despite these inadequacies, the researcher used his level best to avoid possible problems which might have affected the results of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Discourse Analysis

Discourse analysis refers to the study of language in use in certain social settings. In addition, it is not restricted to the description of linguistic forms devoid of contexts, purposes or functions in which these forms are used (Brown and Yule, 1983; Massi, 2001). In explaining the scope of discourse analysis, Schiffrin (1987) and McCarthy (1991) also depicts that discourse analysis is not confined to the analysis of spoken language use in social contexts in general and interactions among speakers in particular; it also studies written and printed words beyond a sentence level that we mostly encounter in our everyday lives such as newspapers, recipes, notices, letters, leaflets etc. Hence, we should view it in a rather broader perspective in which discourse analysis also studies written interactions.

Discourse analysis (DA) (Wood and Kroger, 2000; Massi, 2001), today is both multi-and interdisciplinary and its perspectives vary in many dimensions which are both foundational and methodological. For instance, the perspectives vary in terms of orientations toward language as action and as topic, the definition of terms, the nature and role of theory, the nature of research questions, the sorts of data it uses, the conceptualization and treatment of context, data collection, sampling, transcription, level of analysis and writing reports. Though it is difficult to identify all of the varieties of discourse analysis, it is worthwhile to discuss the basic ones (Wood and Kroger, 2000).

Hence the most commonly noted varieties of discourse analysis are: conversation analysis (CA), critical discourse analysis (CDA) and pragmatics. Critical discourse analysis (Wood and Kroger, 2000) studies the relation between language and power as well as it analyses the role of discourse analysis in social and cultural critique. So, it mostly deals with the analysis of language with respect to social issues such as racism, sexism, and ethnicity. On the other hand, pragmatics (Levinson, 1983) studies the principle and practices underlying all linguistic performances: This subsumes all aspects of language usage, appropriateness and understanding. For instance,

pragmatics claims that meaning of an utterance (language as used) cannot be fully understood by looking at the “literal” meaning of sentences or words by which that utterance is formed.

As it is mentioned earlier conversation analysis is one variety of discourse analysis, but it differs from the others in many ways. Nunan (1993) suggests that conversation analysis (CA) is different from other forms of discourse analysis (DA) in terms of the data it uses for conversational work. This might be due to its strong relation with ethnomethodology which studies naturally occurring events in day-to-day interaction. Since CA inherits practices from ethnomethodology it mostly avoids the use of data obtained through formal experiments, interviews and other forms of elicitation; thus conversation analysis works deviate from other forms of discourse studies which use invented speech samples in their analysis.

Moreover, conversation analysis (CA) also claims to be different due to its focus on action in which events in talk-in-interaction can be analyzed in terms of actions performed by participants in conversation. This implies when conversation analysts build collections of actions, they are meant to examine: repair-initiations, requests, turn- takings, sequence organizations etc, rather than the language itself. A single job in such collection of actions can be done by different linguistic and non-linguistic components. For instance, initiations can be reflected through Wh-words, silence or discourse markers like “huh’ during problematic conversations. Generally, it is possible to say that discourse analysis is a vast and complicated area which is not either contingent only to conversation analysis or other varieties.

2.2. What is Conversation Analysis (CA)?

“Conversation analysis may be taken as a sub-part of linguistics disciplines such as discourse analysis and interactional socio-linguistics” (Mazeland, 2006). In addition, scholars like Wood and Kroger (2000) and Mazeland (2006) explain that conversation analysis (CA) is an established research practice emerged from ethnomethodology which latter claims to have its own methodological features. It specifically meant to study the social organization of ‘conversation’ or talk- in-interaction through a detailed examination of corpus of recordings and transcriptions obtained from the recordings. Moreover, conversation analysis is similar with interactional socio-linguistics with its involvement in problems of social order and how language creates social context and vice-versa. Along with this conversation analysis embraces the analysis of ethnography of communication due to its focus on human knowledge as well as its belief that the

details of conversation or (interaction) are very essential in establishing organizations of interaction (Schiffrin, 1994).

Conversation analysis studies interaction in talk by particularly emphasizing on the details of talk and ways in which the sense and reference of talk depends on the context or occasions of use (Wood and Kroger, 2000). Nunan (1993:84) also supports that conversation analysis focuses on language use for social interaction rather than the study of grammatical rules. To this end since conversational analysis stems from sociology particularly from the school of ethnomethodology, it underlines one basic question: "How it is that conversational participants are able to produce intelligible utterances, and how are they able to interpret utterances of others?" To cap it all, CA distinguishes itself from other varieties of discourse analysis in all these aspects aforementioned.

The scope of conversation analysis (Cook, 1989) goes beyond the study knowledge of the language system and the factors which give coherence in one way discourse such as the giving, holding and yielding of turns, the negotiation of meaning and direction, the shifting of topics, the signaling and identification of turn types, the use of voice quality, face and body (non-verbal features). Therefore, the teaching of conversation might be difficult in the classroom due to such ranges of entities. In addition, ordinary conversation which is the primary study area of conversation analysis works are characterized by greater spontaneity, freedom and greater equality among participants; whereas all of these features are in contrary with classroom situations where language use is directed to a specific purpose (the institutions purpose), and where one person (the teacher) is traditionally in charge of the others (the students). However Levinson (1983) advises to place extra credit on conversation analysis works and its classroom practice despite the strict nature of institutions; because conversation with no doubt is the major practice of language use as well as the right encounter towards language acquisition in everyone's life. Hence the most commonly noted questions for conversation analysts to be answered in their investigations are:

- *How do topics get nominated, accepted, maintained and changed?*
- *How is speaker selection and change organized?*
- *How conversational ambiguities are resolved (Repaired)?*
- *How are non-verbal and verbal aspects of conversation organized and integrated?*
- *What role does intonation play in conversation management?*

- *What recurring functional patterns are there in conversation and how are these organized?*
- *How is socially sanctioned behavior (for example, politeness, versus rudeness, directions versus indirectness) mediated through language?* (Nunan, 1993:86)

Generally, CA is considered part of DA and mostly analyses the organization of talk in interaction both in ordinary and institutional settings.

2.3. Historical Emergence of Conversation Analysis

Until the emergence of discourse analysis and its sub-varieties the study of language was limited to grammar particularly focusing on decontextualized sentences or units of sentences. However, this way of studying language ignores the study of language in naturally occurring events during meaningful communication. After 1960s and 70's the development of discourse analysis, conversation analysis and pragmatics introduces new study approaches to language in terms of its use in specific social contexts (Richards, 1980; Goodwin and heritage, 1990) cited by (Kebede, 2008).

Though conversation analysis works can be seen mainly under linguistics disciplines such as discourse analysis and interactional socio-linguistics, it emerged in the work of American sociology especially in the works of Erying Goffman and Harold Garfinkel (Nunan, 1993; Schiffrin, 1994; Mazeland 2006).

After the foundational works of Goffman and Garfinkel other American sociologists, Harvey Sacks, Emmanuel Schegloff and Gail Jefferson (1975) further developed conversation analysis by bringing research practices from ethnomethodology- a research discipline in American sociological study. These sociologists were primarily focused on the analysis of talk-in-interaction by making use of recordings and transcriptions from naturally occurring conversations (Wood and Kroger: 2000; Mazeland: 2006). After the recognition given to institutions as center of modernization, these sociologists broaden CA's scope to the study of institutional conversations in clinical and medical interactions, lessons and news interview.

As to Coulthard (1992) most of the fundamental contributions to conversation analysis works had been made by Sacks, Schegloff and Jefferson, not because they are especially interested in language; rather because they saw conversation analysis as a first step towards achieving a naturalistic observational discipline to deal with details of social interaction in an exhaustive,

empirical and formal way. Surprisingly however, they and others in this tradition come to be attracted in the analysis of conversational structure and organization in which their findings become useful in the area and even to the details of everyday life until today.

2.4. Institutional versus Ordinary Conversation

Previously especially in the first two decades of its emergence conversation analysis works were focused on analyzing conversations in ordinary situations such as those in everyday encounters (between friends and family members); rather than interactions in specific institutions. There were enough reasons to the analysts to basically focus on the analysis of ordinary conversation. First it is the basic bond of human sociality; second it is the predominant vehicle for human interaction in the social world as well as the primary medium of communication a child exposed and to ensure the continuation of socialization. Thus ordinary conversation pre-exists than any other forms of institutional interactions. In addition, ordinary conversations do not put justifications to equity or efficiency among interactants i.e. it is accomplished with much freedom and equality than communication practised in institutions such as legal, medical, pedagogical settings etc (McAdams, 2001; Neville, 2005).

However, after institutions appeared to be central part of modern life conversation analysis works begin to make investigations in different social institutions. Studies in such settings are based themselves on the concern and methodology of ordinary conversation analysis and ethnomethodology. Especially after Drew and Heritage's fundamental work on "Talk at work: interaction in institutional settings", studies on institutional interaction (talk) prevail in conversation analysis research. As a result of this shift in focus analysts have investigated interactions in many institutional settings: medical and therapy, consultations, the law, policy and emergency services, journalism, mass media, education, organization meetings, socio technical team work (e.g. surgery, air transport, control centers, architecture, scientific research), business and retail, telephone helplines, survey interviews), public speaking, mediation and computer supported cooperative work (McAdams, 2001; Neville, 2005).

In ordinary conversation analysis works (McAdams, 2001) turn taking, sequence organization and repair were the commonly recognized practices. However, at the beginning of the research practices of conversations in institutions, these practices were not fully focused; hence turn-

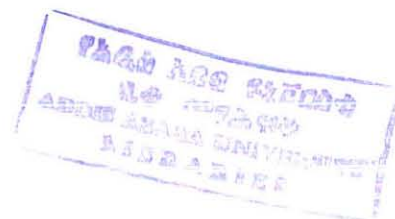
taking and sequence organization were the primary focus areas. After a passage of time, research interests have grown to analyze most of the elements gained from ordinary conversations into institutional conversation practices such as classrooms and other institutions based on the roles and purposes of the institutions. Thus the study domains of institutional conversation works were mostly based on official or formal task-based or role based activities. This might be due to the fact that organizations and institutions are studied both in their own right and in comparison with the ordinary interaction (Wood and Kroger, 2000). To put in a nut shell, the specific study areas of institutional interactions (Heritage, 1997) are:

1. *turn-taking organization*
2. *Overall structural organization*
3. *sequence organization*
4. *turn design (kinds of actions performed and means by which performed)*
5. *Lexical choice (e.g. "Police officer" vs. "cop")*
6. *Interactional a symmetries (of participation, of intereactional and institutional "know how," of knowledge, of rights of access to knowledge (Wood and Kroger, 2000:205)*

Neville (2005:822) by citing Heritage (1984) also suggests that conversation analysts considers some basic questions as a means to indulge in the study of institutional conversation. These are:

- *How do the routine activities of institutions actually get done, and in ways that are orderly, acceptable and recognizable for those who participate in them?*
- *How do people talk to understand one another and act according to relevant roles, to accomplish institutionally specific tasks and goals?*
- *How do participants orient to institutional constraints such that institutional interaction differs from ordinary conversation? In short how are institutions talked into being?*

Coming to one particular institution which is the focus of this study, we can see institutional conversation in terms of classroom teaching. Dalton and Sison (1995) suggested that in modern educational theory there are many outstanding approaches amongst which the sociocultural perspective developed by Vygotsky (1978) is the one which dictates that instructional conversation should base itself on sociocultural perspective. This implies conversations in the classroom should be similar to those in the ordinary situations where the students and teachers background is rooted so that it becomes possible to maximize students and teachers participation. In addition, this view underlines the support that can be gained from interlocutors which are more knowledgeable (in here, the teacher) so that the learner is capable of performing at a higher level. This view contributes both to the learning of academic contents and the language of

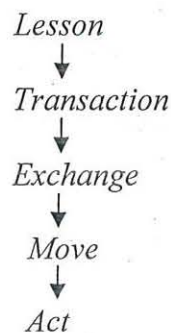


instruction. This is because of the fact that instructional practices which stems from sociocultural theory underlines activity through language; and language's basic function is socio-cultural to reflect speaker identity and attitudes.

In addition, Dalton and Sison (1998:4) further explained that instructional conversation facilitates teaching activity by taking experiences from ordinary social interactions. As a result, when skillful teachers establish instructional conversation, conversation with students appear more fluent and natural, shifting from social and everyday topics to instructional topics that require complex analyses and language use. Thus, it is possible to say that conversation assists instruction by creating an entire and active interactive behavior in the students understanding. So, the integration of conversation and instruction can be taken as a tool that helps and directs the participants towards an interactive atmosphere and new understandings.

Regarding the differences between institutional and ordinary conversations McCarthy (1991) suggests that ordinary conversations are more or less unstructured in nature and free as compared to conversations in institutions. In addition, participants have equal rights to initiate, respond and follow up problems in their interactions; whereas institutional conversations (e.g. classroom interactions) are structured and formal. These features are also reflected in other institutional conversations such as job interviews and telephone talks.

Moreover McCarthy (1991) by citing Sinclair and Coulthard (1975) adds that the classroom conversation has its own structure: the teacher asks (what is this?); the student responds (this is a book); then the teacher approves (Ok! this is a book). Therefore the structure is Elicitation (E) Response (R) and Evaluation (E) and can be put in a hierarchical model



This model (McCarthy, 1991:22; Nunan, 1993:36) is used in Birmingham school's discourse analysis and shows how the lowest rank builds the highest one and how the highest rank encompasses the lowest ones; though it is used in the traditional teacher centered classroom.

On the other hand, Jarvis and Robinson (1997) also suggested that the classroom conversational discourse has its own pattern consisting of three features: **Focus—Build –Summarize**. **Focus**, involves teacher's overt focal point on the topic to share it to the students; **Build**, concerns with developing ideas with the students on the topic; and **Summarize**, is a feature meant to sum up the points built in the process of the lesson mostly done by the teacher. Since this pattern uses basic conversational processes adapted for the formal, unrestricted nature of the classroom; it appears to be an important means to freely share meaning.

Mazeland (1987) also contended that everything especially turns are pre-allocated in institutional interactions whereas in ordinary interactions things are locally organized and there is no way of advance settlement of these patterns. As a result, conversation analysis works in institutional interaction use this restrictive model of pre-allocating patterns of conversation. Therefore, it is possible to say that organization features of interaction such as turn-taking and sequencing are restricted based on role and power difference of the participants such as teacher and pupil, physician and patient, or judge and defendant. However, it should be noted that such restrictions are not always important because institutional interaction can be taken as a subset of the method used in ordinary interaction (Mazeland, 1987).

Generally it is logical to conclude that institutions (Classrooms) are formal environments where interactions are made based on clear rules of procedures in which participants clearly know their roles, functions and power relationships (e.g. Teacher-Pupil). To this end, these scholars noted that the model is used irrespective of the subject matter taught and pupil's age range.

On the other hand, concerning the linguistic environment institutions (classrooms) and ordinary conversation environments are also different. Gaies (1983) explained classrooms have access to a better proficient speaker (the teacher) to interact with and provide better linguistic input. Especially in countries like Ethiopia where English is used mainly for academic purpose, the classroom appears to be the only environment where students interact in English with a better interlocutor (i.e. the teacher). Vygotsky's (1978) sociocultural theory also supports that L₂

learners advance to higher levels of linguistic knowledge when they work together and interact with speakers of the L₂ who are more knowledgeable than they are; keeping the classroom interactional language is based on learner's proficiency it can facilitate second language learning.

2.5. Conversation Analysis (CA) and Second Language Acquisition (SLA)

As international communication need increases in the trend towards globalization the demand for communicative competence in English is increasing more and more especially in countries Like Ethiopia where English is used as a foreign language. However, the actual experience of students and even teachers show deficiency of communicative competence. I think this is mainly resulted from the lack or improper handling of interpersonal interaction in EFL classes where the main source of students' communicative competence is cultivated

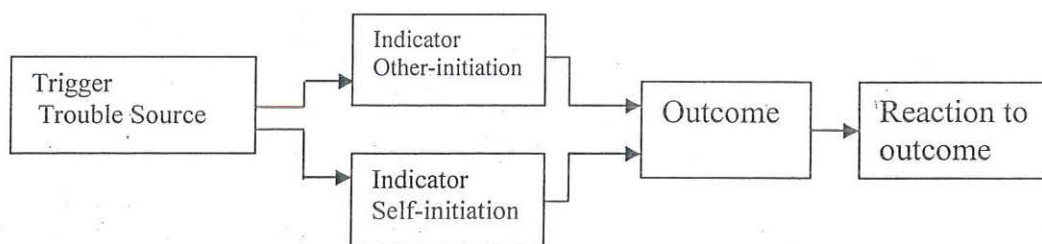
Cheon (2004) referring to the works of (Ellis, 1988; Rivers, 1987; Kramsch, 1986) explained interpersonal interaction as an essential input for second language acquisition (SLA). She further suggested that language instruction requires the development of interactional competence where interaction lies at the heart of communicative language teaching. As to Cheon the interactionist perspective emphasized interaction in general and meaning negotiation in particular which are central to CA with respect to SLA's theoretical preconditions.

In addition, Cheon (2004) by citing Pica (1994) also argued that meaning negotiation is an essential method of modifying interaction which can contribute much to SLA by helping learners make input comprehensible and modify their own output which in turn provides students the opportunity to access form and meaning. Meaning negotiation in SLA can be made during interactions of learners either with native speakers (NS) or non-native speakers (NNS) (Long and Robinson, 1998) mentioned by Cheon (2004). Hence, Cheon (2004:3) by referring Kramsch (1986) suggested three essential ways of teaching natural discourse in the classroom so that they can better develop interinteractional competence

- 1. To work on teacher/student oriented interaction in which case students use the teacher as conversational partner.*
- 2. Partner centered interaction during which students get opportunities on how to learn to negotiate meaning with their partners in the classroom as well as how to produce meaning.*

3. *Students practice ways of interacting by keeping the social and cultural norms found in natural conversation setting.*

Long's (1983) interaction hypothesis also proposes that language acquisition is facilitated by the use of the target language in interaction specifically the negotiation of meaning has been shown to contribute greatly to SLA. In this respect interaction is useful to make input more comprehensible which then encourages modified output. So, classroom interaction especially meaning negotiation interrelate both input and output to enhance second language acquisition (Cheon, 2004; Shahadeh, 2001). This idea is proved by Shehadeh's (2001) investigation on the role of NNS-NNS interaction, specifically the role of self-initiation in providing opportunities for the production of MO. He confirmed that meaning negotiation plays crucial role for MO. Shehadeh (2001) also proved that it is not only Krashen's (1983) input hypothesis that facilitates SLA but also Swain's (1985) output hypothesis plays parallel role towards the enhancement of SLA. As a result Shehadeh (2001) put the model used in classroom interaction particularly relating self- and other-initiation and modified output (MO).



Shehadeh (2001:434)

From this model, one can understand that in classroom interaction when there is a problematic utterance (trouble-source) which triggers self or others to initiate for solution; before the interlocutors resume the main flow of conversation, they expect an outcome. The outcome can have various forms: failing to repair, expressing difficulty in repairing or communicating the intended meaning, appealing for help, repeating the trouble-source utterance without modification, inserting new but not directly relevant information, switching the topic, or successfully reprocessing and reformulating the utterance (i.e. producing other initiated MO). Even if the outcome is any one of these, the next pattern in the model is reaction to the outcome provided.

Generally, Mitani (2005) concluded that, despite the debates over the implication of conversation analysis (CA) to second language acquisition (SLA), conversation analysis and its micro analytic approach is beneficial for second language acquisition (SLA) studies.

2.6. Organizational Patterns of Conversation

Coulthard (1992:55) puts in general terms that “All communities have an underlying set of non-linguistic rules which govern when, and how often speech occurs.” For example, Ethiopian children behave in interaction according to the speech norms of their society. So, this implies that conversations commonly have some very essential organizational patterns; topic, turn-taking, sequence organization, preference organization, repair and repair-initiation.

Since the focus of this study is particularly on the investigation of the organizational patterns of repair and repair- initiation, only a rough look is made on the other patterns, with the sense of giving some theoretical/conceptual under pinning to the organization of the whole study.

2.6.1. Topic

The idea of topic (McCarthy, 1991) is vague for many language teachers, but it can be defined as an extension of talk bounded by transactional marker of lexical or phonological sort. For instance, lexical markers such as: by the way, to change the subject; and phonological markers like changes in pitch. In addition, we can take semantic border to explain the idea of their different talks using single word or phrasal titles such as ‘ holidays’, ‘buying a house’ etc.

2.6.2. Turn-Taking

Turn-taking is one of the basic organizational patterns of conversation in which speakers and listeners exchange their roles with overlapping or few silences (Coulthard, 1985). This pattern (Sacks et al, 1974) helps to talk by keeping turns among participants so that it becomes possible to avoid problems created due to “when to begin and finish the talk” during interactions by providing the rule which states “only one person talk at a time” (Hopper et al, 1996).

2.6.3. Sequence Organization

Mazeland (2006:156) defines sequence organizations “The ways conversationalists link turns to each other as a coherent series of interrelated communicative actions”. Along with this, sequence refers to a series of ordered turns in which participants run different intereactional activities. As

to Mazeland (2006) different patterns of sequence organization are used in interactional activities: pre-sequence, inserted sequence, adjacency pair, and side sequence

2.6.3.1. Pre-Sequence

Pre-sequence is a technique in which one speaker uses to invite or let others participate in interaction. It also helps other speakers to guess about the idea in the talk (Steuten, 1997) cited in Kebede (2008). On the other hand, Heritage (2001) notes pre-sequences are parts of interactions (question and answers) which pave ways before interactants indulge in their actual conversations. The following example is taken from Coulthard (1992:72) to show pr-sequence organization.

Example:

A: Say what you doin' tonight?

B: Oh, I'm just

From this example, one can understand that the first question in (A) and the reply in (B) are meant to check whether (B) is free or not tonight before they rush to the main conversation. In here, since (B) replied that she/he has something to do tonight, we can understand that their conversation ends (Coulthard, 1992). So, it is possible to say that pre-sequence helps to adjust preconditions for further conversation.

2.6.3.2. Adjacency Pair

One basic unit of conversation is the existence of adjacency pairs in interactions having two parts held by two different speakers. Part-2 is conditionally relevant and given in response to part-1; therefore part-1 is a proposal and part-2 is expected to be the uptake of that proposal (McCarthy, 1991; Coulthard, 1992; Heritage, 2001)

The following example is taken from Heritage (2001:2745)

Example:

Ann: where about are you going?

Betty: I've got a job at Columbia University in New York

Ann: have you?

In this example, Ann proposes that Betty tell her whereabouts she is going, and Betty takes up the proposal, by saying that she's got a job at Colombia University. In just two turns, Ann and Betty, manage to coordinate on the content, participants' roles, time, place and commitments of their joint action. They would have failed if Betty had replied 'what do you mean?' or 'you mean

me?' or I don't know' or I' won't tell you'. The following are adjacency pairs which commonly occur in conversations:

Greeting -- Greeting

Question – answer

Complaint – Apology/ Justification etc.

(McCarthy, 1991:119 and Coulthard, 1992:69)

2.6.3.3. Inserted Sequence

Sometimes sequence of turn pairs may not be linear; rather there are situations where one pair occurs inside another and are called inserted sequences (Cook, 1989; Coulthard, 1992)

Example: This is taken from Cook (1989:54)

1. A: *Did you enjoy the meal?*
2. B: *(Did you?)*
3. A: *Yes.*
4. B: *So did I*

In this example one pair consisting question and answer contains another. The pattern is (Q (Q-A) A), the pair in 2 and 3 are inserted between 1 and 4.

2.6.3.4. Side Sequence

Cook (1989) explains side sequence is related with inserted sequence but in side sequencing speakers simply move from one topic to another, unrelated one and then go back to the original topic. The following example is taken from Cook (1989:54)

A: *I am dying to know- where's my watch by the way?*

B: *What?*

A: *what Gillian's aerobics sessions are like HA HA HA HA*

B: *What aerobics sessions? It's here'*

A: *Gillan does aerobics sessions every evening. LEADS them.*

Thanks can you imagine.

In the above example we can see the speakers move from the main topic 'the aerobics' and the sub-topic 'missing watch' which is a common pattern in conversations.

2.6.4. Preference Organization

In adjacency pair, the second act which is a response to the first speaker's utterance can have two alternative forms preferred and dispreferred. The speakers of the second part can provide a preferred or dispreferred response and this pattern in conversation is termed to be preference organization (Coulthard, 1992; Mazeland, 2006). Wood and Kroger (2000) also suggest that preferred or dispreferred responses can reflect the structure and shape of the conversation.

However, these alternative responses cannot occur in the same turn hand in hand; rather they occur in different conversational turns. Preferred responses show acceptance of a proposal (invitation, suggestion or advice) whereas dispreferred ones indicate refusal of the proposals. Coulthard (1992) notes that the difference between these two responses is psychological and linguistic ones. For instance, the dispreferred ones are marked by discourse markers – (oh, well), whereas the preferred responses are not shown by such markers. In addition, he forwards that dispreferred responses reveal linguistic complexity whereas preferred ones are forwarded in simple acts. In here, the linguistic complexity of dispreferred responses is the result of the speaker's attempt to be technical and polite while she/he disapproves the proposal of the first speaker (Darnyei and Thurrell, 1994). Generally, dispreferred responses (Levinson, 1983:334-5) have the following features:

- A. **Delay:** before responding to the first speaker's proposal the interlocutor may make pauses using discourse markers such as- 'well', 'hehh.'
- B. **Prefaces:** before directly telling his/her refusal, the speaker may show his/her gratefulness as well as expression of thanks for the first speaker's proposal (invitation or suggestion) and then politely declines using announcers like 'uh' and 'well.'
- C. **Accounts:** Carefully explains why she/he takes dispreferred act.
- D. **Declination:** making the response to be suited for the nature of the first part of the pair and slowly rejects the proposal.

2.6.5. Overlap

This is also another organizational pattern of conversation occurs during turn-taking; one speaker may speak quickly before the other finishes in which case their utterances overlap. In addition, during beginnings and endings of conversations if two speakers begin or end together overlap occurs (Moerman, 1988).

In the next few pages one of the main organizational patterns of conversation (repair and repair-initiation) is dealt in depth as it is the focal point of this study.

2.6.6. Repair

2.6.6.1. Repair defined with reference to Error Correction

Repair refers to variety ways of handling troubles those arise in the process of speaking, hearing, understanding and communicating in an interactional setting. Therefore, the organization of repair comprises of confirmation checks, clarification requests, restatements, repetitions, understanding checks etc even when the utterances are linguistically correct (Schegloff et al, 1977; Wong, 2000). However, classroom experiences (Wong, 2000) showed that the scope of repair in second language acquisition (SLA) is limited only to the correction of linguistic errors or to the clarification of communication problems due to such errors.

On the contrary, Schegloff (2000) and Liebscher and O'cain (2003) revealed repair in conversation analysis works is not meant to directly correct an error; rather it goes to the extent of handling other sorts of trouble other than mistakes: the unavailability of a word such as a name when needed (or of a name recognition on the recipient's side); hearing problems due to noises of internal or external sort; an uncertain hearing or understanding in search of confirmation. In addition, there are also acts from the recipient directed to interfere for not the purpose of correction; rather searching for a word, requesting repetition or offering candidate information due to problems in hearing or understanding for confirmation or replacement (Schegloff et al, 1977).

On the other hand, the term error correction is used to refer the replacement of an 'error' or 'mistake' by what is thought to be correct. So, repair works are neither limited to error correction nor replacement. There are many occasions in repair works where interlocutors have to do something else other than error correction or replacement. For instance, an act of word search which can occur when an item (e.g. a word) is not at access to a speaker due in the flow of the interaction (Schegloff et al, 1977).

The following example is taken from (Schegloff et al, 1977)

Example: (1) *Clacia: B't, a-another one theh wentuh school with me*
-+ *wa:s a girl na:med uh, (0.7) "w't th' hell wz*
-+ *er name. "Karen. Right. Karen*
(2) *Olive: +Yihknow Mary uh::: (0.3) Oh:: what was it.*
-+ *uh:: Tho:mpson*



In both cases we can't find a noticeable error but repair is made due to the inability of the speaker to remember names duly so in such cases there is repair but not error correction. Generally, whether for the sake of modification/correction or confirmation/repetition/reaffirmation, the ongoing line of the interaction would be stopped to deal with possible troubles, and this event of interfering in talk-in-interaction for negotiating meaning thereby to create an extended context of interaction is termed to be repair (Schegloff, 2000). So it is possible to draw a point of departure between repair and error correction in which the latter focuses only on correcting linguistic errors and taken to be one part of repair.

2.6.6.2. Repair and Second Language Acquisition (SLA)

Wong (2000) by citing (Pica, 1988; Long, 1983; Gass and Madden, 1985; Schachter, 1984) explained what speakers do in a joint fashion toward problems in conversation is negotiation of meaning; and this provides comprehensible input which then encourages the production of modified output (MO). Thus, meaning negotiation creates better opportunity of interaction to facilitate the rate of second language acquisition.

Second language acquisition is facilitated through modified output which makes use of repair as negotiating mechanism in communication, then helps to understand each other's message meaning (Liebscher and O'cain, 2003). So, repair is a conversational mechanism used to negotiate meaning and provides speakers opportunity to solve problems occur in speaking, hearing or understanding. This mechanism is used both in ordinary and classroom conversational discourse with some expected differences such as deficiencies of students L₂ learning and the fact that students have been taught mainly non-naturalistic techniques for initiating repair (Liebscher and O'Cain, 2003). Repair in classroom (Liebscher and O'Cain, 2003) is used even to correct form errors along with meaning; so repair works which exist during conversations of ordinary settings and institutions are different in this respect also, because in the former the act of repairing linguistic errors are less pertinent. As a whole, it is possible to conclude that repairs are vital resources to make inputs comprehensible through meaning negotiation, which then encourages the likelihood of modified output by reinforcing further interaction in classroom settings.

Analysts have investigated interactional modifications and revealed a model in which problems can be resolved during incomplete understanding of meaning. The model is described as a **trigger-resolution** sequence.

Example: *A: what is your name*
 → *B: my name?*
 A: yeah

(Varonis and Gass, 1985)

This type of sequence consists of three components: the **trigger** (the problematic utterance); the **indicator** (the utterance which signals incomplete understanding); and the **reaction** to the response (which the indicator prompts). The sequence indicates how meaning is negotiated to help interactants regain the right conversational track (technically called 'conversational footing') in areas where participants experience problems (Wong, 2000). Wong in this regard further noted that this sequence model is mostly used by non-native speakers (NNS) to negotiate meaning as well as create better conversational context through which the rate of language acquisition is facilitated.

Nakahama et al (2001) also explained that interactional modifications (repairs) which are made during interaction processes help to make input comprehensible and indicates that repair is fundamental for meaning negotiation. Hence, to further strengthen their stand these scholars quoted Long's (1996) idea that negotiation works that trigger interactional modification by competent speakers reveals the interlinkage among input, careful attention of learners and output which can then promote the rate of language acquisition.

Therefore, repair negotiation is viewed as a way of trouble shooting problems of an utterance (or part of it) which creates barriers of mutual understanding in conversations (Nakahama et al, 2001). In addition, Pica (1991), Varonis and Gass (1985) cited in Nakahama et al (2001) explained the feature repair negotiation in two terms: **trigger** (the speaker's perception of non understanding act for the negotiation of meaning); and **signal** (sign of the perception of non understanding act resembled in clarification request, confirmation check or understanding checks due to what speaker's produces). In here '**signal**' may also be indicated by the use of non-verbal reactions like silences made against the problematic utterance of the speaker.

2.6.6.3. The Organization of Repair during Conversational Episodes

“The practices of repair (dealing with troubles) form an orderly organization of practices” (Schegloff, 2000:207). Thus, some basic parts of the repair organization crucially exist during episodes of repair activity. Firstly, there is a repair-initiation which marks the possible disjunction with the immediately preceding talk; secondly there is also a repair outcome which reveals the solution or abandonment of the problem. However, much of the working organization of repair is shaped by the features of repair-initiation (Schegloff, 2000).

2.6.6.3.1. Initiation and Initiation Techniques

The first agenda concerning repair-initiation in the practices of repair is who initiates repair; and this is mainly used to organizationally differentiate between repairs initiated by the speaker of the problematic talk (trouble-source) and those initiated by anybody else. Technically these patterns are termed to be ‘self-initiation’ and ‘other- initiation’ respectively. The second central idea in this organization is the position where the repair-initiation occurs by reference to the trouble-source: repair initiated with a narrow window immediately after the problematic talk i.e. in the same turn, transitional space and third turn(the turn after next turn); and these positions are used during self- initiations. On the other hand, other initiations occurs in the next turn position following the trouble source (Schegloff, 2000) and is termed to be next turn repair initiations (NTRI’S).

There is also a position where repair (Schegloff, 2000) is sometimes initiated and termed ‘fourth position repair initiation’ or delayed repair-initiation; it mostly noted by markers like ‘Oh or you mean X’. Though this fourth position repair-initiation is made by others (other than the speaker of the trouble source), Schegloff prefers to call it fourth position repair initiation (not other’s repair initiation). This might be due to its rare occurrence in conversations or because he reserves the term ‘other-initiated repair’ for repairs initiated by other than the speaker of the trouble source in relatively close proximity to the trouble source- ordinarily in next turn” (Schegloff, 2000).

Concerning the techniques of initiation, the initiator may use different ways when s/he comes across communication difficulties; and Schegloff et al (1977) summarize these techniques in to two broad categories:

1. Self-initiation techniques with in the same turn of the trouble source: - In this respect the speaker of the problematic utterance uses variety of non-lexical speech indicators such as cut-offs, sound stretches, 'uh's etc to indicate the possibility of self repair-initiation immediately following the problematic utterance. Mirzayan(2003:2) in his part also added the following self repair-initiation techniques

- *cut offs*
- *lexical perturbations*
- *lexical delay*
- *syllable lengthening*
- *micro pauses*

2. Other repair-initiations use a group of turn-constructural devices to initiate repair. Varonis and Gass (1985:76) noted the following markers of other repair- initiation.

a. *Echo*

i. *Rising intonation*

E.g. S: *what is your name?*

120S: *My name?*

S: *Yeah*

ii. *Falling intonation*

140S: *But he work with uh uh institutions*

→ 140J: *institution*

140S: *Do you know that?*

b. *Explicit statement of non-understanding: Pardon, what? When? Who? Where? I don't understand, 'Huh' etc.*

E.g. J: *Are you a student in your country?*

120S: *in my class?*

J: *in your country?*

→ 120S: *Oh, I don't understand*

J: *Ok ok so what did you do in your country?*

c. *Non-verbal response: Silence, mmmm*

Example:

S: *what is your purpose for studying English in Ann Arbor?*

→ 120S: *Silence*

S: *What is your purpose for studying English?*

d. *Inappropriate response*

J: *Are you a student in your country?*

→ 120S: *in my class?*

J: *in your country*

e. *Summary: do you mean?*

f. *Surprise reaction: Really? Did she?*

The organization of repair-initiation in addition to the initiation triggering techniques, it has also techniques of responding to the repair-initiation as well as techniques of reaction to the given responses (Varonis and Gass, 1985)

2.6.6.3.2. Techniques of Responses

a. *Repetitive*

E.g. 140J: *This is your 2 term?*

140J: *Pardon me*

→ 140J: *2 term, this is this term is term your 2 term*

b. *Expansion*

J: *Yeah, How long...will you be? Will you be staying?*

120J: *I will be four months*

J: *four months?*

→ 120J: *Stay four months here until April*

c. *Rephrasing*

140s: *you know heating?*

140J: *so it is a heat exchanger*

→ 140S: *radiator*

d. *Acknowledgement*

140S: *when can you go to visit me?*

140J: *visit?*

→ 140S: *yes*

e. *Reduction*

UL S: *what is your purpose for studying English in Ann Arbor?*

120S: *Silence*

→ UL S: *what is your purpose for studying English?*

(Varonis and Gass, 1985:77-8)

2.6.6.3.3. Techniques of Reactions to Response

Reactions to responses are an optional unit of the meaning negotiation pattern, in some way trying to pop up the routine or practice before the speakers resume the main flow of conversation

(Varonis and Gass, 1985:77)

Example

120S: *my father now is retire*

120J: *retire?*

120S: *yes*

120J: *Oh yeah*

2.6.6.3.4. Comprehension Checks

This is also an optionally occurring pattern in the organization of repair-initiation during conversations. It can occur in all of the following four places: a) after the trigger (or potential

trigger) b) after the indicator c) after the response, and d) after the reaction to the response (Varonis and Gass, 1985:78).

Example:

- a. 140J: *I was born in Nagasaki*
→ 140S: *Do you know Nagasaki?*
- b. 120S: *I'm from Venezuela*
→ J: *Venezuela*
120S: *Do you know?*
- c. 140S: *declares her ingress*
→ 140J: *Ingless*
140S: *Yes, if for example, if you when you work you had an ingress.*
→ 140J: *You know*
- d. 140S: *and your family have some ingress*
140J: *yes ah, ok ok*
→ 140S: *more or less ok?*

In the above cases patterns indicated by (→) show how an interceptor (speaker of the first utterance) checks for others understanding in conversation.

2.6.6.3.5. Causes for Repair-Initiation in Interaction

Different researchers in this area of study attempted to associate triggers of initiation to different factors; and they termed such factors 'triggers of misunderstanding in communication'. Therefore triggers of misunderstanding in communication arise mainly due to: External and participant related factors (Bau-Franch, 2001).

The external factor refers to the different communication barriers found out of the interactants personal problems. These factors include background noise, troubles related to the use of foreign language and interacting in a different language/culture; so these can increase the likelihood of misunderstanding (Ibid, 2001)

The other cause is related to the participants of interaction: either the speaker or the listener. Regarding to the speaker, speaker's positivity (kindness) and capacity may trigger listener's to initiate repair. For instance, speakers' kindness or to be ethical in some culture (Ethiopian case) may hide information that listeners want to make sense of what is being said or make use of ambiguous forms. In addition, the speaker's capacity may create ambiguity in misunderstanding the listener's ability of interpreting meaning based on the cues provided. On the other hand,

sources of misunderstanding can be associated with the listeners in which they might not have heard or might not have been listening. Along with this, Levinson (1992) cited in Bau-Franch (2001) explained that the addressee may not be able to interpret the current utterance because s/he is still engaged in interpreting the previous utterance without being conscious of the change in topic. On top of this, due to a word or part of an utterance listeners may face problems of understanding (Linguistic factor). Sometimes even when they are able to understand the words, the listeners may not be able to interpret in the context they are in (Thomas, 1995) cited in Bau-Franch (2001).

Another scholar Brown (1995) cited in Bau-Franch (2001) also presented a different point to refer the degree of understanding in interaction. If the speakers and hearers have different needs and goals, mutual understanding is not achievable. However, this scholar also noted that “understanding is unproblematic as far as the hearer understands enough for his/her needs and goals at a given interaction”. As to him, this is because of the fact that the idea of correct interpretation is unattainable due to interlocutor’s different goals. Therefore, the notion of correct interpretation should be replaced by the idea of ‘adequate interpretation’. This second and weaker notion can help to deal with misunderstandings and partial understandings.

Similarly, Kasper and Blum-Kulka (1993:178) by citing Schegloff (1987) put three general causes for misunderstanding during talk-in-interaction.

1. *Language based difficulties leading to linguistic decoding and encoding problems. This includes both the problematic proposition uttered by the first speaker; and problematic sequential implicative in the interpretations of initial utterances due to supra-segmental features; intonation, pitch, stress etc.*
2. *Conceptual and strategic deficiencies related to gaps in culture specific pragmatic knowledge.*
3. *Operational difficulties that may lead to interactional slips and inputs apparently being ignored.*

Generally, Bau-Franch (2001) concluded that “Since misunderstanding is an ordinary feature of human communication, understanding is not warranted in communication”

2.6.6.4. Organizational Pattern Types of Repair during Conversation

Much of the working organization of repair is shaped by the features of repair-initiation. The crucial questions therefore are who initiates the repair (Self or others)? Who plays the role of

repairing (giving solutions to problems) - (self or others)? And where lays the initiation with reference to the trouble source (TS): same turn i.e. along with the trouble source, transitional space, next turn (NTRIs), third turn or fourth position (delayed repair-initiation) which is a rarely used position during conversations (Schegloff et al, 1977; Allwright and Bailey, 1991; Schegloff, 2000; Wong, 2000; Liebscher and O'cain, 2003).

In addition, Schegloff (2000) noted the organization of repair is an organization of action not turns; and this action consists of triggers of initiation, repair-initiation and solution/abandonment. By considering such factors these scholars developed four basic repair and repair-initiation pattern types in which all of them exist between the crucial and sociological concepts of 'self' and 'other'; and mostly used in social organizations and social interactions. Each of these pattern types are discussed in the next few pages.

2.6.6.4.1. Self-initiated Self-repair

Self-initiated repairs ordinarily involve the speaker of the trouble source to initiate repair (in same turn, in turn's transitional space or third turn) and brings it to conclusion him/herself in the same turn or with in a close proximity of the TS i.e. in the turn's transitional space or third turn, which occurs next to the next turn repair-initiation (NTRI) (Schegloff, 2000).

Schegloff et al (1977) also revealed the organization of conversation favors self-initiation over other initiation of repair. As to them, this is because of the fact that self repair-initiations may occupy three positions in conversational exchange: same turn, in turn's transition space, and third turn. On the contrary, others repair-initiation mostly occurs in one position, the turn immediately subsequent to the trouble source (NTRIs); and rarely in fourth position (delayed turn). Schegloff et al (1977) in their investigation also proved self-initiated repair is vastly more common than other repair-initiations in ordinary conversations.

Repair initiated by self (Shehadeh, 2001) indicates that the speaker of the trouble source prejudices that the interlocutor has not understood or misunderstood an utterance or part of it or else that the utterance was ill formed in some way. In other words the speaker of the trouble source realizes that successful transmission of the message will require a reformulation or modification of utterances toward comprehensibility.

Example: 1(same turn)

N: *she was given me all the people that
-+ were go:ne this yea"r I mean this
-+ quarterly'// know*

J: *Yeah*

In here the first speaker (N) recognizes a problem in his utterance which then is initiated by the cut-offs and pauses (-+); therefore s/he repairs the problem in the same turn of the TS by replacing 'year' with 'quarterly.' A similar event is also shown in example-2 as follows.

Example- 2(same turn)

Roger: *We're just workin on a different
thing, the same thing*

Example-3(third turn)

Hannah: *And he's going to make his own paintings.*

Bea: *Mm hm,*

Hannah: *-+ And- or I mean his own frames.*

Bea: *Yeah,*

(Schegloff et al, 1977)

From this example we can see that the first speaker (Hannah) identifies the problem in her first utterance, but she herself initiates and repairs in the third turn.

2.6.6.4.2. Self-initiated Other-repair

This pattern most commonly revealed when the speaker failed to remember an item (e.g. name of a person, things) and wants others to provide him with the required information. In this respect the speaker shows an overt withdrawal of the repair effort in different ways which were mentioned in part (2.6.6.3.1) under techniques of repair-initiations (Schegloff et al, 1977). AllWright and Bailey (1991:89) further added that "this combination occurs when speakers note breakdowns and request assistance (for example, in a word search- the familiar tip-of-the-tongue phenomenon when the speakers cannot produce the word they wish to use."

Example:

B: *-+ He had dis uh Mis+uh w-whatever K-I can't think of his first name Watts on, the
one that wrote [that piece,*

A: *[Dan watts.*

(Schegloff et al, 1977)

In this example, the first speaker (B) fails to remember a full name of some one and showed his/her failure by making pauses in his/her utterance(-+). Then immediately with an initial overlap represented by left square bracket, someone else provides the full name.

2.6.6.4.3. Other-initiated Self-repair

This pattern can be noted when anyone other than the speaker of the trouble source initiates for repair mostly in the turn (position) next to the trouble source (NTRI); and the trouble maker gives solution to the problem him/herself (Schegloff, 2000). Shehadeh (2001) by citing (Lyster and Ranta, 1997; Spada, and Frohlich, 1995) also explained that other initiation proves the speaker's utterance has not been understood misunderstood or was ill-formed in some way. So other initiations "can refer in either comprehensibility or accuracy or both." Allwright and Bailey (1991) also added that "this happens when interlocutors note and comment on the errors, but the speakers themselves are able to repair the breakdowns."

In ordinary conversation, repair-initiations made by others against problems during conversation mostly occur in the turn coming immediately after the trouble-source turn (NTRI) (Schegloff et al, 1977; Schegloff, 2000). Based on this fact, Wong (2000:247) developed a sequence model to explain this pattern i.e. other-initiated repair sequence.

Turn 1: Talk

Turn 2: NTRI

Turn 3: Response to the NTRI

Example: 1

T.S. S: What is your name?

→ *120J: my name?*

S: Yeah

(Wong 2000:246)

This example showed that the speaker indicated by the arrow wants to confirm the addressee due to the first utterance which is assumed to be problematic (TS); and the speaker of the TS repairs the problem by saying "Yeah".

Example: 2

Ken: Is Al here to day?

TS Dan: Yeah

(2.0)

→ *Roger: -+ He is? hh eh heh*

Dan: well he was.

(Schegloff et al, 1977)

In the above example, the communication trouble occurs when Dan replied in agreement for Ken's question; but Roger poses a repair-initiation utterance because of the tense problem he identified then Dan himself repaired the problem by substituting 'is' by 'was'

2.6.6.4.4. Other-initiated Other-repair

Interlocutors other than speaker of the trouble source initiates for repair and give solution to the problem themselves. In the exact terms of the scholars "this pattern revealed when interlocutors other than the speakers of the trouble-source both call attention to the problems and provide the corrections" (AllWright and Bailey, 1991:89).

Example:

B: =[Oh:::
TS A: =[half the group that we had la:s' term wz there en we jus' playing arou:nd.
→ B: -+ uh-fooling around
A: Eh-Yeah...

(Schegloff, 1977)

In this example, there is a problematic utterance represented by TS which is spoken by conversant A. Due to the communication trouble noticed, a conversant which is represented by B and indicated by the arrow initiated for repair in NTRI position after a short pause indicated by(-+) and repaired him/herself by replacing 'playing around' with 'fooling around.'

DESIGN AND METHODOLOGY OF THE STUDY

3.1. Design of the Study

The study aims to investigate the nature of repair and repair-initiation patterns practiced during conversational discourse in EFL classes. Like studies carried out overseas by, Schegloff et al, 1977; Schegloff, 2000; Wong, 2000; Shehadeh, 2001, Liebscher and O’Cain, 2003, the present study is also primarily based on a descriptive design in which the variables under investigation (repair and repair-initiation) are described as they occur during conversational discourse in the EFL classes in a way that could depict visible mental picture. Along with this, for the purpose of describing the frequency distribution of the repair and repair-initiation mechanisms used during conversations and to determine the extent to which both teachers and students use these strategies during T-S and S-S interactions respectively, a quantitative approach is also used. To this end, the study followed both a qualitative and quantitative approach to achieve its purpose.

3.2. Methodology of the Study

3.2.1. Subjects of the study and Sampling techniques

3.2.1.1. The setting

The study targeted at higher institutions found in Ethiopia. This is with the intention of getting relatively better student’s language use which in turn helps to make the corpus richer for analysis. Among the twenty one universities in the country, Mekelle University was purposively selected. Since the researcher was member of the teaching staff there, it was possible to avoid bureaucratic problems during data collection, such as teacher’s unwillingness to be observed especially when a video camera is to be used as it poses more frustration. If this was not handled earlier, it would have affected the whole process of the study including the results gained.

In addition, concerning the selection of the course under investigation communicative English skills classes were preferred to other courses given in the English department in the sense that the course is meant to develop students’ basic communication skills so that it can create better opportunities of interaction among students and teachers which in turn provided relatively richer language data. Even though, communicative English skills was given to students of other

departments, English Major students were preferred assuming that they could give extra attention to use the language as well as it was given to English majors with a different weight i.e. in three credit hours. Finally, as it is noted above the purpose of this study is to investigate the practice of repair during classroom conversations, so the subjects were the tasks, teachers and students discussed below.

3.2.1.2. The Tasks

Four different tasks were used for the purpose of this study. Reading, grammar, problem solving and opinion exchange tasks were especially used. Even though two of the tasks used (reading and grammar) do not fulfill the idea suggested by Pica et al (1989) cited in Shehadeh (2001) that there is a great deal of consensus regarding the value of a picture description task, an opinion exchange task, a group decision making task, information gap tasks and problem solving tasks in providing richer data on interaction in general and negotiated interaction in particular, they were used for recording assuming that there is interaction in every task though the degree varies.

Even more specifically information gap tasks and problem solving tasks are preferred (Pica et al, 1993 cited in Nakahama et al, 2001) due to the fact that they require a single convergent goal and outcome. This is to mean that such tasks have found to generate more opportunities for the interactants to negotiate than do tasks that do not require a convergent out come, such as opinion exchange and free conversation. However, any of these tasks are used as they occur in the normal lesson plan i.e. they are not prepared or presented in any way 'special' for the purpose of this study. So, based on the idea gained from the literature reviewed, problem solving and opinion exchange tasks are used in this study. The topics of these tasks were "life boat" and "sources of happiness" respectively

In addition, interactions during grammar and reading lessons were recorded because of the fact that these tasks could help to generate more T-S interaction in which the teacher's use of the repair initiation strategies was clearly noticed. Moreover, in these two tasks it is obvious to see the dominant initiation role of the teacher due to the more controlled nature of the activities which requires one agreed answer, mostly supplied and approved by the teacher. Despite this, even the reading and the grammar tasks were able to provoke an interactive atmosphere in the classroom which might be due to the nature of the questions used in production phase of the

grammar lesson and the post reading stage. The topics of the grammar and the reading lessons were 'Relative Clause' and 'HIV/ AIDS' respectively.

Moreover, in order to see the students' free role in using repair initiation mechanisms during their interaction(S-S) the problem solving and the opinion exchange tasks were very much helpful. In these tasks since the teacher's role was simply to give instructions as well as facilitating students' discussion, students were able to interact freely with out the teacher's presence as well as with his presence as a facilitator. So, these two groups of tasks were used to see both the students and teachers use of the repair initiation mechanisms in their own right.

3.2.1.3. Teachers

Currently communicative English skills were given to first year students of the Education stream in the sampled institution; and it was given for two consecutive semesters under two different course codes (communicative English skills -I and -II). Since communicative English-I was given during the first semester; the study used the second phase of the course. Only one instructor (M.A holder) was assigned to teach the course to all English major students of the four sections during the second semester. So, it is obviously clear that this teacher was the only participant observed while teaching.

3.2.1.4. Students

Communicative English skills were given to first year students of the English department based on the curriculum in use; so second and third year students were automatically excluded from the study. There were four sections at the level of first year in which all of them had 30 students on average. For the purpose of the present study all of the sections were included purposively in order to get a wider corpus by raising the probability of obtaining richer data. Hence, at least 120 students were observed during classroom conversations though all of them did not generate the data needed.

3.2.2. Techniques of Data Collection and Analysis

3.2.2.1. Techniques of Data Collection

Conversation analysis works do not use data elicited through the commonly used techniques such as questionnaire and interview. Instead, things should be kept recorded as they are without



the interference of the researcher for the purpose of repeated listening to the recordings of natural talk and transcribing. To this effect, the main processes of data collection used in this study were **recordings**, made by the help of a video camera which then were transcribed for ease of analysis.

3.2.2.1.1. Recording

Conversational discourse is difficult to see and analyze the features in a brief moment, so it should be kept recorded for the purpose of repeated listening and watching. In addition, the recorded data is presented as it is while transcribed to keep its authenticity. This is because of the fact (Nunan, 1993) that CA relies particularly on the use of naturalistic, uncontrolled and subjective data.

Due to difficulty of identifying who the interactants are, and to properly use the non-verbal communication cues as supportive inputs during data analysis, video recording was preferred to the audio one. The recording included both student-student (S-S) and teacher-student (T-S) interactions during whole class, group and pair works as much as possible. This was done because of the researcher's concern to obtain richer corpus and analyze the extent to which students and teachers used repair initiation mechanisms in their own right during S-S and T-S interactions respectively. In addition, even if the study tried to analyze both student-student (S-S) and teacher-student (T-S) interactions in any modes of occurrence, it doesn't attempt to separately and deeply analyze the non-verbal cues used during classroom interactions. However, they were used as supportive inputs to understand and analyze the verbal data as well as to make use of the overall communicative context for the discussion made in chapter four.

The data was entirely collected from the recordings made in four sections taught by one instructor. There were made 8 lessons recordings in which each class was observed twice; however moments of silence as well as written works, which occurred while the actual class was going on, were not recorded. In addition, since all the four sections were handled by one instructor, the lessons were used cyclically in each section in which case a lesson was recorded twice.

The recording process including the pilot test took about a month's time. Hence, the first week was devoted for piloting the instrument/framework used in the study; the second week was used to make the researcher and the recording material (Video camera) familiar to the students in class. This was done with the aim to minimize the impact of student's artificial communicative behavior and make them behave as usual so that the authentic nature of the data was not affected. After one week acquaintance, the actual recordings were made in the third and fourth week based on the regular schedule of the classes. The recordings did not occur in a definite time interval because the lessons which were thought to be provocative appeared some times in consecutive periods and at other times with one or two day's interval.

On the other hand, the researcher was unable to make the recording himself due to the bureaucracy beyond his control (i.e. impossible to keep the video camera in others' hands). As a result, the recordings were made by the University Camera man. However, before he began the recording, brief orientation was given to him by the researcher. In here, he was first told that the recordings are to be used for a research purpose so that to focus on any forms of interaction as well as any kind of talk during classroom conversation; rather than on the beautification of the scenes. In addition, he made to capture both the verbal and non-verbal communication cues used during interactions. This helped much during analysis by giving relatively richer data; especially when there were poor verbal communications, the non-verbal cues filled a wider gap which then helped to understand the overall interactional context. Moreover, he was let to care for the quality of the voice during recordings by giving due attention to the selection of cassettes with better quality and other technical inputs so that the act of transcribing is done with minor difficulties. On top of this, the researcher on his part also cared much to minimize any interference in the teaching process while he was acting as a participant in the classroom as well as in different group works.

3.2.2.1.2. Transcribing

Transcription refers to the transformation of the spoken discourse in to a written form that is fully susceptible to analysis and available for inclusion in the report of the research. Therefore, the overall purpose of the transcript is to make analysis easier and possible so that the conversational discourse features can be seen and analyzed easily. In this case the different patterns of repair and repair-initiation could easily be noted during analysis.

For the purpose of this study only four lessons were transcribed and used. This decision was made after the result of the pilot test showed that as long as students and teachers engage in communication, repair initiation strategies doubtlessly be used either verbally or non-verbally despite their difference in frequency. Hence, the researcher's concern was on the interactional duration among students and the teacher. In this regard, the tasks used in the study were also able to provoke the interaction looked for.

The four lessons were selected and transcribed for analysis based on the degree of interaction noticed in them as well as the better interactive behavior of students. Since the four tasks were taught cyclically in the four sections one lesson was selected from each of the sections for transcription. This decision was made purposively by noticing the performance of students in each of the sections during the four lessons. For instance, students in section two were relatively interactive during the problem solving task so the recording made on them was transcribed for analysis to get relatively richer corpus. The transcriptions made with this assumption as well as for the reasons mentioned earlier were found to be enough to achieve the purpose of this study.

The researcher then made frequent attempts to carefully listen and understand the recorded interactional episodes before he took an action of changing them in to written form. This tedious and time taking process followed **Play—Stop—Record** procedure now and then. After the transcription was made, the researcher tried to cross check the recorded data with the written version by carefully listening and watching the video player. In here, conventional transcription symbols were used serving various purposes. In addition, letters and numbers were also used to easily identify interlocutors as well to easily indicate each move (turns) during analysis. This is to remind the effort made by the researcher in carefully putting notes to identify interactants as well as conventional transcription symbols in places where interactants used non-verbal cues (silence, pause, laughter and others). These then helped to interpret the interlocutor's intention, feeling, act and stand during analysis. Thus, the discussion on the samples of corpus was made in light with such conversational discourse features.

3.2.2.2. Techniques of Data Analysis

Based on the nature of the research questions the analysis is made in two distinct sections. The first section is devoted to the discussion of the quantitative data and meant to answer RQ2 and RQ4. The second section describes the organizational features of the repair initiation patterns by

making use of sample excerpts from the actual classroom data. The description mainly treats repair-initiation turns, techniques used to initiate for repair, causes for initiation, ways of repairing the breakdowns and the resulting pattern type. In doing so, it answers RQ1 and RQ3.

3.2.2.2.1. Quantitative

In this study two of the research questions (RQ 2 and 4) required empirical responses.

- ▶ To what extent do students and teachers use repair-initiation strategies during S-S and T-S interactions respectively?
- ▶ What are the most frequently used repair and repair-initiation strategies during classroom conversational discourse?

To adequately answer these questions a quantitative approach was used to particularly show the frequency of occurrence of the patterns, and the extent to which students and teachers played repair-initiation roles in terms of frequency, percentage and mean value. Then, the results gained from the quantitative analysis were also described along with the findings from the qualitative description as well as ideas reviewed from the literature.

3.2.2.2.2. Qualitative

As it is noted earlier, the study draws up on also a qualitative approach to analyze the repair and repair-initiation patterns occurred during classroom interactions. Hence, two of the research questions were qualitatively dealt on. For instance, the first research question (RQ1)

- ▶ How are repair and repair-initiation patterns practiced during conversational discourse in EFL classes?

required a qualitative description made by explaining the nature and organizational features of the repair and repair-initiation pattern types practiced during classroom conversational discourse. So, it was done through discussion of sample excerpts taken from the transcribed data. In addition, RQ3

- ▶ Where do repair-initiations occur with reference to the trouble-source in the observed patterns?

also claimed qualitative explanation; so it was described by the use of samples of corpus from the transcribed data. Therefore, to analyze the repair and repair-initiation patterns found from the transcribed data, four pattern types which were developed by Schegloff et al, 1977; Allwright and Bailey, 1991; Schegloff, 2000; Wong, 2000, were used. Hence, these four different basic

repair and repair-initiation pattern types were considered to be the instruments used to analyze the data in this study.

The four patterns exist between two sociologically important terms “Self” and “Other” as well as build upon two basic questions: who initiates the repair and give solution to the problem (self or other)? and where the repair-initiation is made with reference to the trouble-source (TS)? (in same turn, turn’s transitional space, next turn, third turn or fourth position). Hence, the four major pattern types discussed below are used in the present study as frame work of the qualitative analysis; and used to investigate the nature of repair practiced during classroom conversational discourse.

1. Self-initiated Other-repair
2. Self-initiated Other-repair
3. Other-initiated Self-repair
4. Other-initiated Other-repair

A brief discussion is made on each of these patterns by using samples of corpus from the pilot test and the main study to exemplify the organizational structure of each of the repair initiation patterns.

1. Self-initiated Self-repair

The notion of repair initiated by self indicates that the speaker of the trouble source prejudices the interlocutor has not understood or misunderstood an utterance, or part of it or else that the utterance was ill formed in some way. In other words, the speaker of the trouble source realizes that successful transmission of the message will require a reformulation or modification of utterances toward comprehensibility. To practically show the use of the under focused repair initiation strategy during conversational discourse in EFL classes, let us look at the following sample excerpts gained from the pilot test made on second year spoken English class. The task was debating on the motion “Should women be equal to men”. The example shows the repair initiation strategy used to avoid communication breakdown when a student against the motion speaks his argument

Example: 1(same turn)

S: . . . I am going to talk about + particular things because we have not enough time to talk more about what womens have what womens womens e – e – e
I mean how womens are going to dominated from women . . .

In here, the speaker (S) fails to properly forward his argument and indicates his failure by using the discourse marker (e- e- e-), a pause (+) and the phrase 'I mean'; this is considered to be repair-initiation. As a result, he himself repairs the problem in the same turn of the TS by rephrasing his question. For instance, he replaces 'what' with other questioning word 'how' so that he was able to speak out his idea by using this repair initiation strategy. In doing so, the speaker is able to communicate his idea effectively. Let us look another example of the same pattern taken from the grammar task used for the main study. In here, we can see the teacher's use of repair initiation strategy while he is asking a question to the students.

Example 2/TR2(same turn)

69 T: . . . therefore the other question is, is it who use as a person I mean is it e-h who use as a subject or the object. How do you know whether a given relative pronoun is used as a subject or object?

From the above example one can clearly see that when the teacher in 69th turn speaks he notices that he didn't use the right word to effectively address the question to the students. Thus by using "lexical perturbation" technique i.e. "I mean" he indicates his failure but he was able to give solution to the problem himself immediately in the same turn by saying "I mean is it e-h who use as a subject to the object". So, in doing so he could make his question clear so that other participant could easily join the interactional flow.

2. Self-initiated Other-repair

This pattern most commonly occurs when the speaker failed to remember an item (e.g. name of a person, things) and wants other to provide him with the required information. In this respect, the speaker shows an overt withdrawal of the repair effort in different ways which were mentioned in part (2.7.3.1) under techniques of repair-initiations. To show the use of this repair initiation strategy during classroom conversational discourse, let us examine the following sample data taken from the grammar task used for the main study. In this case, we can note the teacher's role of initiating students to provide him with the word that he couldn't get out immediately in his speech.

Example /TR2

61 T: ... is the antecedent noun therefore if you look at the next example ((T reads from the module)) "oral poetry has a very strong tradition in Ethiopia"

++

→ This indicates that the relative clause used to give additional -? information
62 SS: information

In this example the teacher in the 61st turn, especially in the transitional turn fails to immediately access the word "information" so that using a cut-off (-) he initiates others to forward him the word. Then, immediately in the 62nd turn students in unison provides him with the word 'information' with an overlap which might indicate that the first speaker (the teacher) was retrieving the required word. As a result, the interlocutors were able to overcome the communication trap in their interaction.

3. Other-initiated Self-repair

This is a pattern revealed when anyone other than the speaker of the trouble source initiates for repair mostly in the turn (position) next to the trouble source (NTRI); and the trouble maker gives solution to the problem him/herself turn. It mostly exists in the following sequence.

Turn 1: Talk

Turn 2: NTRI

Turn 3: Response to the NTRI

Now let us see sampled classroom data to verify the practicality of the aforementioned facts. This excerpt is taken from the pilot test made on second year Spoken English class. The task was debating on the motion "Should women be equal to men." Here the repair initiation strategy is noticed when the chair person, who was leading the debate, is making his opening speech before the actual debating come in to play.

Example: 1

T.S. S: ((chair person)) good afternoon teacher

→ T: you need to speak up () you need to speak up

S: you conclude by only 3 minutes so start for this group

This example showed that the interlocutor indicated by the arrow is unable to hear what is spoken by the first speaker then wants him to speak louder which otherwise affect the whole interactional process afterwards. As a result, the speaker of the problematic utterance as noted by (TS) ables to take a step and forwards the instruction to the debaters audibly. Hence, this could put the interactional process in a good beginning.

The next sample is also taken from the pilot test made on Communicative English Skills class given to first year Mechanical Engineering students. The lesson was grammar particularly “Expressions of certainty”; while the teacher asks students to identify what each sentence meant to show a student forwards him an answer for the first sentence. In their interaction repair initiation strategy was used to check students understanding on the topic under focused. Let us see the analyzed sample event following.

Example: 2

TS S: Certainty

→ T: + It is-?

S: High degree certainty

T: High degree of certainty

In the above example, from the wider context we can understand that the teacher asks a question which is not evident in the sample; as a result the student replied “certainty” as noted by TS. Therefore the teacher uses a rising intonation technique to initiate the first speaker, in next turn as indicated by the arrow, to give solution to his problematic utterance; then the speaker himself rephrases the statement in third turn and the teacher again confirms in the fourth turn. In so doing, interlocutors were able to maintain mutual understanding on the issue raised.

4. Other-initiated Other-repair

Interlocutors other than speaker of the trouble source initiates for repair and give solution to the problem themselves. In other words, this pattern revealed when interlocutors other than the speakers of the trouble-source both call attention to the problems and provides the corrections.

Let us practically see the use of this strategy in negotiating meaning during classroom conversational discourse. The sample excerpt is taken from the problem solving task, done on the issue entitled “Life boat”, used for the main study. In here, when students are discussing in group

3.2.3.1. Subjects Used for the Pilot test

The pilot test was made on students, who were taking spoken English and communicative English skills and were different from those used for the main study. The students who were taking Spoken English were second year English majors; whereas those who were taking Communicative English Skills were first year mechanical engineering students. Engineering students were selected for the pilot study based on the researcher's assumption that there will be better language use of students since they joined the department because of their better scores as to the working tradition in the university. In addition, the teachers used in the pilot study were also different from the one used for the main study.

The tasks used for the pilot test were debating made on the motion 'equality of women with men' in the spoken English class and 'expressing certainty' in the communicative English class. However, the use of these tasks in the pilot study was accidental, simply done by the good will of the instructors to observe their classes. Hence, these two recordings were repeatedly listened to check the existence of the repair initiation strategies. Sample excerpts are taken from the recordings used for the pilot test and included under section (3.2.2.2) of this chapter. The samples taken from the pilot test are assessed to see the practice of repair and repair-initiation strategies as well as the organizational features of the patterns. These then are discussed in terms of who made the repair-initiations? and where do the repair-initiations occur in the organizational structure of the patterns? The assessment in the pilot test encouraged the researcher to investigate the nature of the patterns in a wider sketch to achieve the major purpose of the study.

3.2.3.2. When the Pilot Test is Conducted

The recordings for the pilot test were made two weeks before the researcher engaged himself in the actual classroom observation. This is with the assumption of handling possible problems early such as deciding level of students, type of the course and the sketch of the corpus to be used for the main study which otherwise would have made things to fall apart.

3.2.3.3. Lessons Gained from the Pilot Test

The main lessons gained from the pilot study were, firstly it helped to decide the number of lessons to be recorded for the main study. As it is said earlier it was difficult to decide the size of



the corpus due to the researcher's frustration of lacking richer data during analysis. Secondly, it provided some clues on the nature of tasks which are engaging and can boost better interaction in the classroom so that richer corpus was obtained from the recordings made for the main study. The third point noted crucial was the importance of careful capturing of the non-verbal cues during recordings. It was viewed from the pilot test result that the non-verbal cues used among interlocutors were crucial to understand the overall communicative context. In the classrooms conversational episodes it was observed that the cues were used as repair-initiation mechanisms. so care was taken during recordings for the main study not to ignore such fillers. Finally, the pilot test also showed that during T-S interaction it is the teacher who mostly initiates repair as well as gives solution to problems; so it was noted that the student's role can be seen especially from the S-S interaction where the teacher acts as a facilitator during pair and group discussions. As a result, during recordings for the main study it was attempted to capture S-S interactions held in pairs and different groups. In here, especial attention was given not to miss group discussions where students talk more. Generally, it is possible to say that the pilot test was the state of the art in this study.

3.2.4. Inter-rater Agreement

To answer two of the research questions (RQ2 and RQ4) a quantitative approach is used. Thus, to decide the frequency distribution of the repair initiation strategies used both by the teacher and students in each of the lessons transcribed for analysis, pattern counts were made from the transcribed data. However, in order to establish the accuracy of the researcher's counting of the patterns as well as to ensure that the resulted figures are not unnecessarily fine gained, it was felt that others also should make the pattern count. Then, a friend, who is a PhD candidate in TEFL, was asked to apply the counting. Before he made the pattern count the four repair and repair-initiation pattern types, their differences, the possible techniques used for initiation and other related concepts were explained to enable him handle the count easily.

In addition, the reviewed literature of this study was brought to him to let him see the elements clearly along with their examples so that he did the counting accordingly. The researcher's count and that was gained from the co-counter show fewer differences on the self-initiation repair patterns (self initiated self repair and self initiated self repair) and almost no differences on the other initiation repair patterns (other initiated self repair and other initiated, other repair). Few of

the differences between the two results made on the self initiation repair patterns might be resulted due to the various nature of the techniques used to indicate self initiations which are either verbal or discourse markers. Generally, the aim of the inter rater agreement was to make the data gained reliable therefore with fewer differences between the two counts the data used in the analysis is reliable.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Frequency Distribution of Students and Teacher Roles of Repair-initiation

Repair-initiation roles	Teacher made repair-initiations		Students made repair-initiations		Total	
	No.	%	No.	%	No.	%
Self repair-initiation	64	44.44	71	50	135	47.20
Other repair-initiation	80	55.56	71	50	151	52.80
Total	144	50.35	142	49.65	286	
\bar{X}	72		71			

Table-1 Frequency Distribution of Students and Teacher Roles of Repair-initiation during Conversational Discourse Across the Four Lessons

Repair-initiations could be made either by “Self” or “Other” so they are technically termed to be “self-initiation” and “other-initiation”. Since repair-initiation can’t be out these two, the students and teachers roles of initiation are seen in terms of these two categories. This implies both students and teachers either initiate themselves or others in the overall repair work during conversational discourse in EFL classes. Use the numbers indicating the line of moves in **appendix-I** to exactly refer specific events of self- and other-initiations made by students and the teacher across the four lessons transcribed.

As it can be seen from Table-1 above, both the teacher and students were played repair-initiation roles during classroom interactions. Here, we should note that the roles played by both parties should be seen independently as the students’ repair-initiation roles were typically seen in the absence of the teacher or when the teacher acts as a facilitator, mostly in group and pair

discussions and some times in whole class discussions. So, the students' repair-initiation roles were more evident during S-S interactions than in T-S interactions. The researcher, during his classroom observations, was also frequently noted that students were active to independently solve communicative problems in S-S interaction such as in group discussions, where the teacher acts as a facilitator or passive participant. So, in such cases students were observed both to play initiation roles and to respond to the triggers; however some times when they are not able to convince each other they were seen seeking the teacher's approval which might indicate the nature of classroom conversational discourse. That means the teacher is considered to have the absolute power/authority to make final decisions on the differences among interlocutors, especially in the post reading and grammar tasks in which most of the discussion questions get solutions with the teacher's final remark. Therefore, especially during whole class discussions it is the teacher who played the active role of repair-initiation i.e. he most frequently initiates students to amend communication breakdowns during T-S interactions.

Based on this practically observed fact, let us examine repair-initiation roles played by the students and the teacher independently as the roles of both parties are seen indifferent interactional contexts S-S and T-S interactions respectively, so they can't be compared. The teacher played 64 (44.44%) self initiation roles in the four lessons and 80 (55.56%) roles of other initiation during the same lessons. This implies that during classroom interactions, the teacher most frequently initiated the students to bring about solutions to any sort of problems that could trap them not to make effective communication. From the resulting figure it is also possible to say that he was able to motivate others to bring about solutions to problems themselves during their interactions which at the same time played decisive role to ignite the meaning negotiation effort which then lead interlocutors to further interaction. On the other hand, the teacher initiates and repairs problems of any kind by himself 64 (44.44%) times. This shows that the teacher was conscious of problems in his speech and able to give solutions mostly himself or triggered others (students) to supply him, which could otherwise affect the overall interactional setting. So, this finding proves Schegloff's et al (1977) idea that other repair-initiation strategy is highly used when there is power difference among interlocutors so is true for the teacher initiates students 80 (55.56%) times than self initiation role which is 64 (44.44%) times. This fact is in contrary to repair-initiation roles in ordinary conversation in which case self repair-initiations are regularly

used than other repair-initiations because in ordinary settings interlocutors have equal power relationship as well as the equal freedom during their conversations (Schegloff et al, 1977). To further strengthen, the mean value of the teacher's repair-initiation role also showed that when he acts as an active participant during classroom interactions more specifically in T-S interactions he played 72 roles of both self and other repair-initiation on average during interactions in the four lessons. The mean result of the teacher's role is almost equal with that of the students' roles in case of both strategies (self- and other-initiation). However the teacher is dominant in terms of playing other-initiation strategy as he has the greater power in the classroom.

On the other hand, students mostly during S-S interactions were able to play repair-initiation role which is the central strategy for repair works during interactions. Thus from the obtained quantitative data students were played 71 (50%) self repair-initiation roles and the same 71 (50%) roles of other repair-initiation. From this one can understand that students when they are engaged mostly in S-S interactions in which the teacher's role is limited, they were able to initiate themselves as well as other students to repair problems during their interactions. So, this again implies that when students are given the autonomy they are able to identify communicative problems as well as can give solutions themselves during their classroom interactions. In here the students' role in both self and other repair-initiations found to be equal 71 (50%); this might be due the equal power relationship among them as well as the equal freedom they have during classroom interactions. Here, it doesn't mean that all students were equally participated during interactions but in principle they are all students by title having equal power in their classes; so cases that could bring possible role differences among the students during interactions are not focused in this study. So, the mean value also showed that students were able to use the repair-initiation mechanism of both self- and other- during classroom interactions 71 times on average in the four lessons analyzed.

Finally, when we compare the frequency of self and other repair-initiations roles played by both the teacher and students during interactions (T-S and S-S) in the four lessons, it appeared that other repair-initiation role is used more frequently than self repair-initiation i.e. 151(52.80%) and 135 (47.20%) times respectively. So this could also prove Schegloff's et al (1977) idea that other repair-initiation roles are more common in institutional conversations where participants are

different in their power relationship (e.g. teacher-student) as well as due to the strict and controlled nature of institutions, the case in point here is EFL classroom.

Generally, from the findings of the quantitative analysis it is possible to conclude that both students and teachers were able to use repair-initiation strategies during conversational discourse in EFL classes which could be seen in their own right. Thus they were able to minimize/avoid communicative breakdowns (recognized and unrecognized) in their interactions. This helps to establish a more suitable environment for interaction as well as meaning negotiation which could then facilitate the rate of SLA. In addition, the findings also encouraged us to conclude that other repair-initiation mechanisms are more frequently used than self repair-initiation in EFL classroom contexts may be for the reasons mentioned before

4.2. Frequency Distribution of Repair and Repair-initiation Patterns

	Repair and repair-initiation Pattern types	Frequency										
		Lesson-1		Lesson-2		Lesson-3		Lesson-4		— X	Total	
		N o.	%	No.	%	No	%	No	%		No.	%
1	Self initiated self repair	23	21.90	29	27.62	35	33.33	18	17.14	26.25	105	36.71
2	Self initiated other repair	4	13.33	14	46.67	7	23.33	5	16.67	7.5	30	10.49
3	Other initiated self repair	25	19.08	18	13.74	50	38.17	38	29.01	32.75	131	45.80
4	Other initiated other repair	4	20	4	20	9	45	3	15	5	20	6.99
	Total	56		65		101		64	100		286	

Table-2: Frequency Distribution of Repair and Repair-initiation Pattern Types Across the Four Lessons

As it can be seen from Table-2 the frequency distribution of the repair and repair-initiation patterns is different. Based on the information in the table, other initiated self repair pattern revealed 131 (45.80%) times from the organizational structure of the strategies used to trouble shoot problems during classroom interactions among interlocutors. So, this shows that this pattern type has a wider occurrence during classroom interactions. On the other hand, the least frequently occurred pattern type is other initiated other repair whose frequency is 20 (6.99%). From this we can understand that interlocutors were able to give solutions to their problems of

various sorts themselves mostly by others initiations during conversational discourse in EFL classes. To further strengthen, the mean values also shows that other initiated self repair is by far more apparent than other initiated other repair pattern whose means are 32.75 and 5 respectively. So, since this strategy is used 32.75 times on average during conversations in the four lessons, it is reasonable to say that interlocutors were able to give solution to their own problems during interactions in EFL classrooms mostly when indicated by others. This could again reveal the meaning negotiation effort, resulted from the joint effort of initiators and solution providers during classroom interaction, made towards the

Finally, it is possible to generalize from the findings made from the quantitative analysis that other initiated self repair is the most apparently noticed pattern during conversational discourse in the EFL classes. In addition, both students and teachers could play repair-initiation roles due to recognized and unrecognized problems during classroom conversational discourse in which the students' role is mostly apparent when the teacher assumes facilitator role. Moreover, the result of the analysis also leads us to boldly confirm that other repair-initiation strategy is used more frequently than self repair-initiation during conversational discourse in EFL classes.

4.3. The Nature of Repair and Repair-initiation Strategies Used during Classroom Conversational Discourse

Repair strategy what speakers do in a joint fashion in EFL classes toward problems in conversation enhances the negotiation of meaning. This helps again to provide comprehensible input, encourage modified output and build favorable environment for interaction through which the rate of SLA can be facilitated. So, repair provides speakers the opportunity to solve problems during speaking, hearing, understanding and communicating by playing repair-initiation roles or repairing communicative problems. This process of repair work could assist students to build up their communicative competence.

In this section the overall nature of repair and repair-initiation strategies used during conversational discourse are highlighted. A total of 286 repair initiation patterns of the four categories were observed during conversational discourse in the EFL classes. So let us have a look at the nature of the repair initiation strategies used by students and teachers during interactions in EFL classrooms by taking samples of corpus from the transcribed data.

The use of repair initiation strategy was observed to serve as a means to negotiate meaning among interlocutors during classroom conversational discourse in the four lessons. From the total of 286 repair initiation strategies used across the four lessons, the following samples are described in light with some of their prominent organizational features. For instance, in the first lesson on reading entitled HIV/AIDS when the teacher and students were discussing questions in the post reading stage, 56 repair initiation strategies of different sorts were used to solve problems during their interactions. In this lesson, the teacher was observed initiating students for different reasons to provide solutions to problems during their interaction. For instance, repair initiation made to confirm others' views were among the causes; let us look the following sample excerpt.

Example 1/TR1

9T: =Do you think that HIV affected only sub-Saharan countries?

TS 10 S: . . . No! it is affects all over the world but especially it focuses on the poorest or in Sub-Saharan African countries.

→ 11 T: Ok! that makes you surprise?

12 S: Yeah!

From this example, we can understand that in response to the question raised in the 9th line the student in the 10th line forwards his answer. However, the teacher in the 11th line as noted by the arrow initiates for repair in next turn immediately after the trouble-source. The initiator wants to confirm the stand of the first speaker regarding his idea reflected in the 10th line. As a result the student himself confirms his stand or repairs the trouble in the third turn (12th) hence they were able to understand each other and make effective communication. So it could prove the existence of repair-initiation with out an overt problem noticed as it occurs here for confirmation check. Thus, the overall structure of this sample shows the existence of repair work during classroom conversational discourse.

During the same lesson (reading) the teacher also asks students to identify the target audience to whom the text is written for. In the response of one student, he noticed a problem and initiates for repair; but the cause of the initiation in this case is different from what was noted in the sample above. The overall organizational feature of this sample conversational episode is evident in the example following.

Example 2/TR1

TS 36 S: The new generation the young generation should read the
passage.

→ 37 T: The young generation only, is it?

38 S: Not only but mostly

In this example the teacher in the 37th turn (next turn) initiates for repair as he notes problem of audience specificity in the first speaker's utterance forwarded in the 36th turn. The initiator here uses explicit statement of asking for confirmation technique, as it can be noted by the arrow. As a result, in the 38th turn the student again rephrases his first statement and fills the breakdown. The repair-initiation made in here is due to the first speaker's problem in exactly identifying the audience to whom the text is written for i.e. comprehension check. In effect, the problem is then repaired by the speaker of the problematic utterance in his use of the appropriate adverb 'mostly'. As a result, interlocutors are able to hold common understanding which then paves a way for their next point of discussion.

A similar pattern of repair organization could also be revealed when interlocutors initiate others for repair using discourse markers other than explicit statements. Look the following sample

taken from the grammar lesson on 'relative clause', typically during T-S interaction. In this case, when the teacher is explaining the structure and notion of relative clause by using examples given in the module, he asked a student in the class to identify the two clauses from the given example. The repair initiation strategy used in this particular event is looked as follows.

Example 3/TR2

52T: ...look the example here given ((T reads from module)) () identify the main clause and relative clause

TS53 S: The main clause oral poetry has-

→ 54 T: = e-h?

55 S: a strong tradition in Ethiopia.

As it is noted in this example above, the student in the 53rd turn was unable to finish his statement when he is responding to the question raised in the 52nd turn. As it can be noted from the immediate cut-off (-) in the student's speech, the speaker was unable to finish his statement. Due to this failure, the teacher in the 54th turn triggers him (repair-initiation) to finish the statement by using the discourse marker noticed in the 54th turn. Then in the 55th turn the student finishes his statement and clears the communication trouble the interlocutors faced during their interaction. As a result, they were able to maintain their communication track. Obviously the repair- initiation occurs in the next turn immediately after the trouble-source.

A similar pattern like those noted in the examples above could also take a different organizational feature during classroom interactions. In this case, the repair-initiation is caused due to voice problem. Now let us examine the following sample taken from the problem solving task during S-S interaction in groups. During this task entitled "life boat" students were made to discuss in groups and to solve the problem posed to them. The problem is which two people to be thrown in to the sea before the boat sunk down as it can hold only 4 people, but the actual number of people in the boat is 6. So, let us look the next sample that shows one of those events of repair initiation work done by interlocutors during their interaction, meant to solve the problem mentioned earlier.

Example 4/ TR3

TS 50 S3: I have a question for you so number 1 is 1 year baby extremely suffering-

→ 51 S4: Loud! loud!

52 S3: =a rare treatable disease but if this the child is got a good specialist
he can come to healthy for the future he come he came a scientist
or a doctor e-e-e as well as most other things he also can can a
whole man to develop country to develop socially highly ()

From this example, one can see the trouble source in the 50th turn due to inaudibility of the first speaker's utterance. Since interlocutors were unable to properly hear the question forwarded, a student in the 51st turn initiates for repair indicated by the arrow. Therefore, in the 52nd turn the trouble maker repairs the problem by speaking the next part of his question loudly. Hence, this proves the ideas that repair can occur without any noticeable problem during interaction, so is here repair-initiation come due to voice problem. The repair-initiation made in the next turn by reference to the trouble-source and the overall organization of the repair work reveals other initiated self repair pattern.

On the other hand, speakers also use repair-initiation strategy when they are in need of information to properly address their ideas. This is also observed during classroom T-S interactions which can be seen from the next sample excerpt. The sample is taken from the grammar task during whole class discussion. The teacher was explaining the use of relative pronouns for person, things and both; in the middle he asked students to identify the case to which 'that' can be used by referring two statements given in the module. As a result of the teacher's question, the following event of repair negotiation strategy is seen.

Example 5/TR2

63T: ... ++ but I think the first pronoun 'that' must be used for both persons and
thing, is it possible to use 'that' in the first place and second place? ((T nodes
to S))

TS 64 S: ... in the first

→ 65 T: Yes of course! in the case of non-defining relative
clause?

66 SS: No ... No ... No

In here, as a result of the student's problem in exactly identifying the specific context of the question (the case to which the use of pronoun 'that' is asked) raised in 64th line, he responds in

the 64th turn. The teacher then initiates for repair in the next turn by indirectly reminding him the context of the question, as indicated by the arrow. Thus, students in unison give solution to what the teacher raised in the 66th turn. The problem caused the initiation in here is because the first speaker misses the point of the question asked before and was unable to repair the problem himself thus others (students in unison) react in the third turn (66th line). Hence, interlocutors were able to negotiate toward consensus on the point raised. This could be an example of other initiated other repair pattern.

The classroom conversational discourse could also reveal another organizational pattern of repair work. The following excerpt taken from the grammar lesson on 'relative clause' can give evidence that self initiated self repair pattern is also used as meaning negotiation strategy in classroom conversational discourse. In here when the teacher is explaining the idea of relative clause he wants to provide students an example of his own. While he is speaking the sentence he felt a kind of problem which could trap students to understand so that repair initiation strategy is used to manage the problem. Now let us examine the actual sample classroom data.

Example 6/TR2

77 T: ...The man who I say- I mean sorry the man who I saw yesterday is a doctor.

From this example, one can clearly see the nature and practice of self initiated self repair pattern during conversations. In the 77th turn while the teacher is uttering his speech he recognizes that he used a wrong word so that he himself initiates for repair in the same turn by using the phrase "I mean sorry" and again provides the repair in the same turn before the organization of the interaction take a different structure. Therefore using this repair initiation strategy the teacher was able to communicate with the interlocutors so that the students could join the interaction flow.

In repair initiation strategy use during classroom conversational discourse, there is also another pattern having a different organizational feature. To show the feature of this pattern let us examine the next sample taken from the opinion exchange task entitled 'sources of happiness'. During whole class discussion, the teacher was asking each student to share their opinions as a result students were forwarding their views to the class accordingly. In the middle of their

discussion, as a result of the students' different opinions on a certain element of happiness, the teacher is asking a question (118th) but in the middle he fails to finish the question due to lack of information that could make the question clear. As a result, repair initiation strategy is used among interlocutors to fill this information gap and keep interacting.

Example 7/TR4

116T: Ok! what about having lots of friends?

117S2: ... I am not agree with this due to this I give it 1 e- e- number 5.

→ 118 T: Can you tell us your dormitory life? = is it

very good or bad? dormitory life I think in one dormitory e- e how many students?

119 SS: Twenty six or twenty five

120 T: Ok! 25 = Ok! what do you think about the life of dormitory?

It is clearly shown from the example above, the teacher wants to ask a question but he lost in the middle of his speech due to lack of accurate information about the number of students in one dormitory. Thus he initiates students, in the same turn along with the trouble source, to provide him the information required and showed his failure by the tone of hesitation implied in his speech as well as by the filler (e - e). As a result, interlocutors (students in unison) in the third turn (119th) provide him the information (number of students in one dormitory) therefore; he could forward his question in the 120th turn. This enables students to interact freely and negotiate meaning. The structural organization of repair revealed in here is self initiated other repair pattern.

Generally the result gained from the analysis showed that in all of the four lessons transcribed for the purpose of this study, different repair and repair-initiation patterns were practiced during classroom conversational discourse. Therefore, both the teacher and students were able to negotiate meaning by using the repair initiation strategies during their interactions in the classroom. In addition, as it can be noted from the naturally occurring sample excerpts used in here, all the repair-initiations are not meant to directly correct linguistic errors rather they occur to smoothly run the flow of the interactions by avoiding non-linguistic problem such as requesting for confirmation, clarification, hearing problem, and many other communication

barriers. Therefore, this actually observed result further strengthens the idea of Schegloff (2000) and Liebscher and O’Cain (2003) in that repair and repair-initiation is used to avoid various problems during interaction even when the utterances are linguistically correct.

In the following sub-sections each of the four repair initiation pattern types are analyzed independently by using sample corpus gained from the transcribed data. Hence, the discussion here below could further elaborate the issue raised in two of the research questions (RQ1 and RQ2)

4.3.1. Self-initiated Self-repair

Self-initiated repairs ordinarily involve the speaker of the trouble source to initiate repair (in same turn, transitional space or third turn) and brings it to conclusion him/herself in the same turn or within close proximity of the trouble source (TS) that is in the transitional space or the turn after next turn(third turn). This strategy was used 105 times during interactions in the four lessons from which student used 60 times whereas the teacher used 45 times.

A simple example of self initiated self repair strategy from the classroom data, typical of T-S interaction during a post reading task was observed serving the purpose noted above. This is seen in the next excerpt in which the teacher initiates and repairs the problem himself while forwarding a question to the students in class. That means when he is forwarding the question he feels that students couldn’t make sense of the first word used so that he has to provide another synonym so as to make the question clear. The resulting effort of the teacher’s use of repair initiation strategy is seen from the example below.

Example 8/TR1

41 T: ... = Number 3 what is the central idea of the third
paragraph:: the central idea here e- the main idea
of the paragraph

As it is revealed in the above example, the teacher in the 41st turn while clarifying the idea of the question he uses the word “central” but he immediately noticed that students may not understand this word so that he tries to replace the word “central” with another equivalent by indicating the repair-initiation using lexical delay technique ‘e-’ . In the same turn, he uses the word “main”

instead of “central” and in doing so he effectively addresses the question so that interlocutors come in to the interaction footing. So this organizational structure reveals same turn self initiated self repair pattern.

In the same post reading task, the same strategy was used by speakers to overcome problems themselves in their interaction. Let us consider the next sample to see when the teacher and a student used self initiated self repair strategy as trouble shooting mechanism during a whole class discussion. In this case we can see the effort made by the interlocutors to effectively transmit their ideas by using repair initiation strategy.

Example 9/TR1

81T: Ok! you have I think- how the physical weakness affect the health of the grand parents?

82S: Healthy and physical weakness by the way are parallel so in my opinion that is

→ 83 T: Yeah! in your opinion but in paragraph 5 it is clearly written e-m-e that is 5 here OK! ++ let's start from the first one with regard to their economic situation . . . I think the relationship between the relatives and the orphan children are very weak therefore this indicates in which paragraph? ((T points to S))

→ 84 S: When the families are surviving before their death they have () relation with their parents with their father and their mother ((other S laughs)) but after their death after they die after they passed away e- m - m so difficult for the children to make close relation with their grand parents

In the example above, the teacher in 83rd turn is hesitating to confidently indicate the paragraph number therefore he initiates for repair by using “syllable lengthening technique” and able to repair the problem himself in the same turn by saying ‘5 here ok!’ So this is an example of same turn self initiated self repair. In addition, in the 84th turn also a student while he is forwarding his idea faced a problem to immediately get the appropriate phrase so that he uses lexical perturbation technique of substituting different expressions “after their death after they die after they passed away”. So by recognizing the problem he finally repaired his failure by using the phrase that he considered is right. In this way both speakers were able to communicate their ideas effectively so that further interaction could be made among interlocutors.

Self initiated self repair pattern can also be build from a different organizational feature during conversational discourse. That means unlike those repair initiations which occur in same turn, it could also occur in third turn. Now let us look a sample from the actual classroom data taken from the problem solving task typically of S-S interaction. In this aspect an effort of repair initiation is observed when a student tries to explain the meaning of one crucial word in their discussion.

Example 10 /TR3

53 S5: () that means rare treatable- yes! rare treatable means
negative consequence

54 S4: Ok!

→55 S5: e- that is not treated no more chance to live

The structure of the above example builds self initiated self repair pattern where the repair-initiation occurs in the third turn. This means in the 53rd turn the student tries to explain what rare treatable means but after a while he understands that his explanation is not enough so he indicates the insufficiency of the explanation (repair-initiation) in 55th turn (→) i.e. in third turn with reference to the TS by using lexical delay technique (e-) and repairs himself in that third turn by explaining the term rare treatable again. So, this could prove self initiated self repair pattern can also have such kind of organizational feature where the repair-initiation occurs in third turn; hence this appeared to be similar with Schegloff's (2000) proposition that self repair initiation could occur in three positions, same turn, transitional space and third turn.

Now let us look the same pattern of repair initiation drawn from the problem solving task 'life boat' during S-S interaction where the teacher acts as a facilitator in managing the group works. In this case the repair-initiation occurs in turns transitional space where the teacher asks for confirmation of the decision made by the student to throw the 45 years old pregnant woman into the sea. To make the talking issue clear, students were ordered to decide 2 people to be thrown in to the sea as the boat can hold only 4 people. Primarily there were 6 people in the boat, if we don't throw 2 people the boat will sink down. So as result of this problem students were discussing in different groups, the sample here below shows a specific event of repair initiation work done by interlocutors in their interaction.

Example 11/TR3

87T: Ok! others?

88S4: . . . prostitution is a great problem especially in our country because you know there are different disease like HIV, a lot of problems social, psychological but in case of this, this pregnant woman cannot contribute to these 6 people because she is illegally pregnant which may discriminate in my opinion.

89 T: But don't focus on () the country, what about the life of the baby? do you have ---? ((T points to S2))

++

→ Of course ok! she is a prostitute and do you think that she, the life of the baby should be affected?

90 S2: No! . . . () in the future he may a president at the same time he may be die, he is optional

In the example above, the teacher tries to ask a question in the 89th turn about who should be thrown in to the sea. But he identifies that his question was not clear to the student so after making a longer pause (++) in the transitional turn as noted by the arrow he again explains his question. In the transitional turn he initiates for repair using micro pause technique (++) and then by trying to change the structure of the question he could finally rephrase the question himself which then enables him to get a response from the student in the 90th turn. This clearly shows that the idea that self-initiated, self repair pattern can occur in the transitional turn before next turn. So, by rephrasing his idea in the turns transitional space the teacher was able to address his question which as a result enables him to build the conversational flow with the interlocutor.

In the next sample classroom data, even though we can observe the same pattern the cause of the repair-initiation is 'difficulty of the speaker to properly pronounce a word in use. so the organizational structure of the repair work in here claims to have a different feature. This example is especially taken from a problem solving task during S-S interaction. The overall event in the task is explained in the above example.

Example 12/TR3

132S1: Ok! it is better to throw this guy rather than a healthy one = the other- the

fourth one in my opinion the third one the- the-

133S3: No! that is the fourth one because she is HIV-

→ 134 S1: Yeah! Because e-e he is she is e-e-e prost- prostitute.

Here again we can see another example of self-initiated self repair strategy which occurs in the third turn. The student in the 134th turn initiates for repair by using syllable lengthening (e-e-e) and a cut-off (Prost-) technique; and he then immediately repairs the problem by uttering the right word prostitute. The problem caused the repair initiation here is the first speaker's difficulty to easily pronounce the word prostitute; thus by indicating his failure using the features mentioned earlier, he was able to give solution himself in the same turn where the problem occurs. In so doing, he is able to express his argument effectively which then triggers other to react either supporting the speaker's argument or against it.

Let us look at one final example taken from the opinion exchange task during S-S interaction. When students are working in different groups to share their opinions regarding their sources of happiness, a student in his turn begins to reflect the things he gets joy from but he couldn't get ideas easily so that he used repair initiation strategy as it is seen the following excerpt.

Example 13/TR4

23S1: What about you?

→24 S4: () get or makes by different ways= example ++ if e-e I buy I bought or I
buy new clothes I'm very happy.

25 S1: At that time you are personally happy?

The student in the 24th turn fails to forward his ideas easily; as a result she initiates for repair indicated by micro pause, lexical delay and changing different words in her speech (I buy, I bought or I buy). Finally she was able to reflect her opinion in the same turn of the trouble-source. Here, the problem causing the repair-initiation is both the difficulty of getting out her idea immediately as well as the trouble to use the right word. As a result of the repair done in the same turn, another speaker is able to ask for confirmation in the 25th turn. The repair initiation strategy the student used here to effectively get out her idea by giving solution to the problem enables others to actively engage in the meaning negotiation process.

Generally from the discussion made on the selected samples of corpus, it is possible to say that self initiated self repair pattern is revealed from the repair initiation strategy used during conversational discourse in EFL classes. In addition, repair-initiations are observed to occur in all of the three positions (in same turn, transitional space and third turn) in which same turn repair-initiation appears to be more common as to the result gained from the quantitative analysis. This shows that the speakers were well conscious of problems in their speeches and able to provide solutions by themselves immediately in the same turn. Moreover, most of the self repair-initiation techniques discussed in section 2.6.6.3.1 of the review literature are used to indicate repair-initiations in the samples analyzed.

4.3.2. Self-initiated Other-repair

This pattern most commonly occurs when the speaker failed to remember an item (e.g. name of a person, things) and wants others to provide him with the required information. In this respect, the speaker shows an overt withdrawal of the repair effort in different ways which were mentioned in part 2.6.6.3.1 of the review literature. When we come to the actual classroom scenario, during conversational discourse across the observed four lessons, this strategy was used 30 times from which the teacher used 19 times where as students used 11 times.

Hence, let us examine some examples taken from the actual classroom data. The first sample is extracted from the post reading task during T-S interaction. In this case, the teacher while he is answering a question in the post reading stage he couldn't get the final word in his statement thus used repair initiation strategy so as to cure the breakdown in their interactions.

Example 14/TR1

49T: That is right!

= Ok! ((T Points to another S)) can you add?

50S: . . . but as an addition HIV/AIDS has a great impact on the developing countries

→51 T: = this disease that means HIV/AIDS has – or seriously affects the
developing- e- m-e develop-

52 S: Countries

53 T: Countries ok! ++ just look at paragraph 3 . . .

In this sample, the teacher in the 51st turn fails to immediately get a word following the adjective “developing” then the speaker indicates his failure by syllable lengthening technique and a cut-off (-) in the same turn along with trouble-source. Then, the student in the 52nd turn supplies him with the word ‘Countries’ but overlaps with the first speaker’s word as indicated by the square bracket. The overlap can indicate that both speakers were concentrated in their interaction to immediately fill gaps in their talk. As a result, the organizational structure noted in the sample reveals self-initiated other repair pattern occurred during classroom interaction.

To further strengthen the existence of this pattern during classroom conversational discourse, let’s see the following example which has a similar organizational structure except that the repair-initiations occur in the transitional space as well as the repair made without an overlap. This sample extract is taken from the post reading task, typically from T-S interaction in whole class; and shows the repair initiation strategy used by the teacher and students to keep their interaction flowing.

Example 15/TR1

175 T: () Ok!

++

→ Number 3 HIV/AIDS is a big -?

176 S: Threat

177 T: a big threat

++

→ The last question all orphan children there should be sustainable –
sustainable - ?

178 SS: assistance

179 T: assistance

In the same way, the sample noted above can also verify the existence and practice of self-initiated other repair pattern during conversations in EFL classes. For instance, in this sample we can see that in the 175th turn, especially in the transitional space as indicated by the arrow the teacher fails to immediately get the word and indicates his failure using a cut-off (-). This is repair-initiation occurred in the transitional space. Therefore, in the 176th turn the student provides him with the required word (threat) which could show the effort made to negotiate

meaning in interaction. In addition, the teacher again fails to immediately get the word “assistance”; then he initiates others to provide him the word. Hence, students in unison provide him in the 178th turn and the teacher approves their answer in the 179th turn. So, this proves the idea that self initiated other repair pattern mostly occurs when speakers fail to get words, names of persons or things at the tip of their tongue (Schegloff et al, 1977).

In the problem solving task also, typically in S-S interaction this pattern is revealed from the repair initiation strategy used by the students. When students were engaged in discussions of their groups, one of them was arguing a point about the consequence of throwing the doctor in to the sea; in doing so the speaker was unable to finish his statement due to difficulty of properly remembering information given the instruction. As a result, he initiates others to supply him the information; and the over all organization of the repair work can be seen from the following sample data.

Example 16/TR₃

- 225 S1: =He is specialized in children disease specialized it is specialized-
226 S2: = In childhood disease = Ok!

As indicated by the arrow the student in the 225th turn initiates for repair due to his failure to easily remember the information concerning the doctor’s specialization. In effect, in 226th turn another student forwards him the required information so that they could continue their interaction. The repair-initiation technique used by the initiator is a discourse marker (-) or cut-off.

From all these classroom data, self initiated other repair pattern type is also revealed in the organizational structure of the repair work done during conversational discourse in EFL classes both in T-S and S-S interactions.

4.3.3. Other-initiated Self-repair

This pattern reveals when anyone other than the speaker of the trouble source initiates for repair mostly in the turn next to the trouble source (NTRI); and the trouble maker gives solution to the problem him/herself. This initiation proves that the speaker’s utterance has not been understood, misunderstood or was ill formed in some way. So, other initiations generally indicate problems

of either linguistic or metalinguistic sorts that interlocutors note and comment, but the speaker themselves are able to repair the breakdowns

When we come to the actual classroom scenarios, this particular pattern is used 131 times during interactions in the four lessons from which the teacher used it 66 times where as students used 65 times. Now let us look the practicality of these theoretical assumptions by using samples of corpus taken from the transcribed lessons. The following sample is especially taken from the opinion exchange task during S-S interaction. When students are reflecting their opinions regarding the things they get happy with, they were using this repair strategy to bring about solutions to various sorts of problems in their interaction and thereby to negotiate meaning.

Example 17/ TR4

TS 008 S1: Ok! is it a religious ceremony?

→ 009 S2 : e - e

10 S1: Religious ceremony or what?

TS 11 S2: Yes, it is a religious ceremony, this is traditional
ceremony.

→ 12 S1: Traditional ceremony?

13 S2: Yes!

→ 14 S1: = In your country?

15 S2: Yes! as a result we celebrated with our neighbors with our societies
celebrate in one place . . .

This sample corpus reveals other initiated self repair pattern resulted from the repair initiation strategy used among students during conversational discourse in EFL classes. For instance, the student in the 9th turn was unable to hear or understand the question forwarded in the 8th turn. Due to this he initiates for repair in the turn next by using a discourse marker or syllable lengthening technique (e - e). Therefore, in the 10th turn or third turn in reference with the TS, the speaker of the trouble source gives solution by rephrasing his question. In addition, due to the speaker's reaction noted in the 11th and 13th turn, another student in the 12th and 14th turn initiates the speaker of the TS to confirm his ideas respectively. Hence, the speaker of the trouble source confirms his idea in the 13th and 15th turn accordingly. In this regard the student who makes the repair initiation in both turns used rising intonation technique to indicate the repair-initiation

(traditional ceremony? and in your country?). Concerning, the position of the repair-initiations two of them occurs in the next turn with reference to the TS. So by doing so the interactants were able to further build up their interactional flow.

Another example taken from the same opinion exchange task, typically in T-S interaction reveals also the same pattern obtained from an event of meaning negotiation strategy used during classroom interaction. In this case, the repair-initiation is meant to ask for explanation i.e. when interlocutors are unable to understand the speaker's idea they can trigger him to further elaborate his point so that they could held common understanding which then helps to make effective communication.

Example 18 /TR4

TS 38T: What about two countries are fighting each other do you feel happy?

→ 39 S: Again

40 T: For example, Eritrea and Ethiopia fight each other = do you feel
happy?

In the above sample excerpt, we can note that the student was unable to understand the question raised by the teacher in the 38th turn; thus he initiates for repair in the 39th turn. To indicate his failure in getting the idea of the teacher posed in his utterance, the student used an explicit statement technique to initiating for repair i.e. "again". Hence, the teacher himself repairs the problem by explaining the question with a contextualized example. The position of the repair-initiation in this sample is next turn i.e. immediately after the trouble source. So, this proves the idea that most of the repair initiations in this pattern occurs in the next turn with reference to the trouble source (NTRI) (Wong, 2000).

Now let us look at another sample gained from the classroom data, especially from the opinion exchange task during whole class discussion. Here, though the repair initiation pattern is similar with those noted in the above two examples, the organizational features in here appeared to be complex as it can be seen from the following excerpt. The repair initiation strategy is used here when interlocutors are in a position to challenge the opinions of others. The organizational feature of their argument can be seen from the next example.

Example 19/TR4

TS 52 S1: . . . you said that you don't want lots of friends- but at one time they become harsh and stranger behavior but after a few days or a few years they change their behaviors at that time what do you do?

→53 S2: e- e I didn't get your point

54 T: Just explain this clearly

55 S2: () He said that I want a few friends e - e but e - e after a few e - e days or a few years they change their behavior and they are become strange for you at this time what do you do? if you loose them e - e you have stop your relationship = what do you do?

This sample also shows other initiated self repair pattern in which the student in the 53rd turn initiates for repair because of his difficulty to understand the point/question forwarded in the 52nd turn. But here, the speaker of the trouble source gives solution in the fourth position (turn) which is rather different from Wong's model. As one can see from the example, in the third turn or in the 54th line there comes the teacher's interference meant to order the first speaker to explain the idea clearly. So, the repair-initiation occurs in next turn and the repair is made in the fourth position in contrary to the fact mentioned in the literature. As a result, even if the basic structure of the repair organization is not changed due to the occurrence of the initiation in the usual position (NTRI) (repair-initiation is the main organizational feature of the patterns, Schegloff et al, 1977) the repair did not come in the usual (third turn) position. In here, the interference of the teacher is to give emphasis to the repair-initiation made by a student immediately before his command. Therefore, it helps to further strengthen their interaction stemming from the different views held by the interlocutors concerning 'the importance of having lots of friends.' This slight change in the organizational structure of this pattern shows the typical nature of classroom interaction which is different from interactions in ordinary settings.

As it is mentioned in the literature, non-verbal cues could also be used by interlocutors as repair-initiation techniques when they face problems during their interaction. To practically support this view, a sample extract showing repair-initiation strategy is taken from the opinion exchange task; typically of T-S interaction. This sample appears to be a bit complex in its organizational

features, as it consists different repair-initiation techniques used by the interlocutors. To understand the detail let us analyze the excerpt.

Example 20 /TR4

TS 123 S1: It's very important for me or for us ok job satisfaction-

124 T: = Ok! sorry can you hear?

++ can you hear this person?

125 SS: ((Silence))

→ 126 T: Ok! say it loudly please

127 S1: Job satisfaction very important for me- supportive family is very important for me -

The structure of the repair initiation pattern noticed in the example above appears to be complex because of the three repair-initiations made. First, due to the unheard voice of the first speaker the teacher asks the whole class whether the first speaker could be heard or not; in which case the teacher's question can be taken as indirect way of initiating the speaker of the trouble source or more directly it can be taken as a question forwarded to the class. Then, the students kept silent or did not respond to the teacher's question which again initiates the teacher to directly order (initiate) the trouble maker to loudly speak again. So, this can be taken as a more direct initiation addressed to the speaker of the trouble source. As a result, the trouble maker himself repaired his problematic utterance in the 127th turn. So this can be taken as example of delayed (fourth position) repair initiation because the more direct repair-initiation which addresses the speaker of the TS occurred in the fourth turn (126th) with reference to the trouble source.

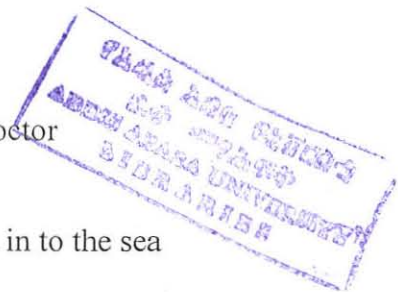
On the other hand, when the teacher asks whether the first speaker's utterance is audible or not (124th) the students kept silent which can be taken as a non-verbal initiation technique. As a result, the teacher decides himself to order the first speaker to speak loudly again. This independently can be taken as next turn repair initiation in which the teacher's question can be considered as problematic, the students silence as initiation and the teacher's commanding statement as repair (solution). In using this strategy interlocutors are able to communicate effectively which then helps them to further strengthen their interaction in the classroom. Despite

the complex structure of the pattern noted in the sample above, it reveals other initiated self repair pattern.

Repair initiation strategy is also used by students when they are unable to hear or understand speakers' utterance during interaction. In the following case an interlocutor is used a discourse marker to indicate his difficulty of understanding or hearing. The example taken from the classroom data, typically from the problem solving task during S-S interaction could verify this organizational feature.

Example 21/TR3

- TS 145 S1: We are we are already agree with the doctor
→ 146 S2: e – e – e
147 S1: The 52 years old doctor must be thrown in to the sea



The repair-initiation position in this example is the commonly noted turn i.e. next turn. The interlocutors fail to understand or hear the first speaker's utterance as a result a student initiates the repair in the 146th turn (next turn); and again the speaker of the trouble source provides solution to the problem in the third turn (147th). In here the initiator uses a discourse marker or syllable lengthening technique (e – e – e) to show the difficulty he faced in understanding the idea of the first speaker or his inability of properly hearing the first utterance. In effect, the trouble source speaker paraphrases his original statement so that they could resume their interactional flow. So this sample proves the idea that interlocutors initiate for repair due to non-understanding, misunderstanding, inaudibility or ill-formed ness of the first speaker's utterance in the next turn immediately after the trouble source in which the trouble maker could give solution him/herself in the third turn. To further strengthen this idea, let's consider the next example again. In here, the teacher during T-S interaction in the post reading task was unable to hear or wants the speaker confirm his statement; thus he used an explicit statement of non-understanding to initiate the student to repeat what he said first. As a result, the meaning negotiation strategy they are working on takes the following structure.



Example 22 /TR1

TS 42 S: . . . the negative socio-economic impact of HIV/AIDS

→ 43 T: Yes? say it again

44 S: the negative socio-economic impact of HIV/AIDS

As one can see from the sampled classroom data above without an overt problem in the first speaker's utterance, the teacher in the 43rd turn as indicated by the arrow initiates for repair. This might be due to improper hearing resulted from inaudible voice of the speaker or need to confirm the first speaker's idea. To initiate for repair the second speaker uses explicit statement of non-understanding; as a result in the third turn the speaker of the problematic utterance repairs the breakdown by repeating his statement. Then, this negotiation strategy enables interlocutors to make effective communication so that they can keep on interacting. This organizational structure proves the idea that repair initiation can occur without the existence of an overt problem or error in interaction.

Some times repair organization may also result in abandonment of a problem rather than giving solution. In such cases the speaker of the problematic utterance reacts to the initiation but not actually solving the problem. Let us examine the next example taken from the post reading task; especially noted during T-S interaction and shows this organizational feature. In here, both the teacher and students were engaged in answering the comprehension questions. When they were doing so comprehension problems were highly apparent in the students' responses; so the teacher was in a position to initiate students to check their understandings. In this way interlocutors were able to use repair initiation strategies in their interaction.

Example 23/TR1

59T: Do you think that the health of the grandparents affected by attention
according to the reading passage?

TS 60 S: . . . Yeah!

→ 61 T: Are you sure?

62 S: ((laughs indicating hesitation))

In the excerpt above, we can also notice other initiated self repair pattern in which the teacher initiates the student in the next turn to reconfirm his reaction forwarded in the 60th turn. The

teacher here uses a surprise reaction technique (are you sure?) to initiate the student to give solution by reconfirming his reaction again. From the context we can intelligently guess that prior to the 59th turn the teacher and the students had a deal on answering the comprehension questions in the post reading task. As a result of the teacher's question a student responded to the teacher. However, the teacher doubts the correctness of the student's answer; then he again poses another question noted in line 59. The student courageously says Yeah!; hence the teacher again initiates the first speaker in the next turn (61st) to check his being certain using a question which implies sense of surprise. However, the student who is the speaker of the trouble source doesn't give verbal solution to the problem; rather he reacts non-verbally which implies hesitation or uncertainty (62nd). So this might lead to another communication flow in which other interlocutors come in to play to deal on the point further so that they could get the room to negotiate meaning.

From all these sampled classroom data, we can deduce that other initiated self repair pattern type has occurred in many of the interactional episodes during the classroom conversational discourse. More samples are discussed under this particular repair initiation pattern to imply its high frequency of occurrence during conversational discourse in EFL classes. So, it is possible to say that the repair strategy which reveals this pattern has been used by interlocutors as a means to avoid communicative problems as well as fill gaps in their interactions of both T-S and S-S.

4.3.4. Other-initiated Other-repair

This is the fourth commonly noted pattern in the organization of repair during conversations. It occurs when interlocutors other than the speaker of the trouble source initiates for repair and give solution to the problem themselves.

In the observed classroom scenario, this repair negotiation strategy is used 20 times during interactions in the four lessons from which the teacher used 14 times and students used 6 times. So, this pattern can be seen from the samples showing the interlocutors meaning negotiation effort. For instance, the following excerpt taken from the grammar lesson during whole class T-S interaction can show the organizational structure of this pattern. In here, we can note the teacher's initiation of students to check their understanding concerning the explanation made on relative clause. Let us look at the sample following in which the repair-initiation is meant to check understanding.

Example 24/TR2

105T: e- h?

TS 106 S: So it should- ((S backs to refer the module again))

→ 107 T: Do you understand my question? ++ . . .

108 S2: if we described e -e - using 'that' that () have no value have no-
is not necessary if we . . .

As it can be noted from the excerpt above and the wider context implied in the sampled corpus, a question was asked to the students in class before the 105th line. The teacher then invites a student to answer in (105th turn). As a result the student in the 106th line begins to respond but ends in a sudden cut-off indicated by the slash (-). Since the interlocutor (teacher) doesn't get the point in the first speaker's statement, he initiates for repair in the next turn (107th) by using explicit statement of non-understanding. As a result, another student gives solution to the problem in the third turn (108th). In this structure also, since the repair-initiation occurs in the turn next to the trouble source (NTRI) and the repair occurs in the third turn, it supports the idea that in other initiation patterns the most commonly noted repair-initiation position is next turn which occurs immediately after the trouble source (Wong, 2000).

In addition, the following sample extract could also show the organization of the same repair initiation pattern noted in the above example among students in S-S interaction during group discussions. This is taken from the problem solving task made on the topic 'life boat' in which students used the strategy to avoid misunderstanding among them during interaction in their groups.

Example 25 /TR3

68S1: . . . if it is necessary if it is necessary for us we can repeat again here

++

Of course it must be thrown in to the sea

TS 69 S2: ((laughs)) if we can understand for example why we repeat?

we take another circumstance to solve the problem or the chaos

→ 70 S3: Is it a question or-? I didn't understand your question, is it a
question?

71 S1: Question! not question ((laughs))

In the example above, the student in the 70th turn were confused or unable to understand the purpose of the first speaker's utterance forwarded in the 69th turn, whether it is a question or not. As a result he initiates others in the 70th line or next turn as indicated by the arrow to repair the communication breakdown. Then, in the 71st turn another third student confirms that the purpose of the first speaker is not questioning; rather it is to suggest an alternative talking point for further discussion. Hence, interlocutors were able to avoid the confusion and able to maintain mutual understanding in their interaction so that they could keep on interacting in turns. Obviously, the position where the repair-initiation occurs is next turn (NTRI) and the technique the initiator used to indicate the trouble is explicit statement of non-understanding as indicated by the arrow. So, this sample also reveals the practice of other initiated other repair pattern which similarly helps students to create a better environment during their interaction in the classroom.

Let's look at another third sample which reveals the same repair initiation pattern taken from another transcript or lesson, typically from the opinion exchange task during S-S interaction. This excerpt shows the repair negotiation strategy students used to build up any form of communication breakdown when they are exchanging their opinions in different groups.

Example 26/TR4

78 S1: Ok! anything that makes me happy in this real word is I can say almost everything makes me happy in this real world but never can become as scoring highest mark in my education endeavor + so that makes me happy in my life::

++

TS Ok? ((S1 nods to S2))

→ 79 S2: me?

80 S3: Yeah!

In here, after the first speaker reflected her view concerning the sources of her happiness, which was the talking issue for that lesson; she invited another student to suggest her idea too. The first speaker did this in the turns transitional space indicated by the untimed longer pause (++), with in the 78th turn as indicated by (TS). To invite the next speaker she said (Ok?) and used a non-verbal cue (nodding). However, the next speaker was not sure whether the chance is given to her



or not; as a result she asks for confirmation (repair-initiation) by using an explicit statement of non-understanding in the 79th line as indicated by the arrow (→). As a result, another third student confirms in the third turn (80th) that the chance is given to her. In doing so the students were able to continue interacting by exchanging turns; since they were able to early handle the misunderstanding in their use of the repair initiation strategy, the situation empowers them for further interaction. To conclude, this fourth pattern type of repair organization is also practiced during conversational discourse in the EFL classes in all of the four lessons between the teacher and the students as well as among the students.

Generally, in the qualitative discussion made in this section the different repair and repair-initiation patterns are observed in the sampled classroom data. Along with these patterns, the different organizational features: repair-initiation turns, techniques of repair-initiations, causes of repair-initiations and ways of responding to initiations are also seen to be central elements in the overall organization of the repair work done during classroom conversational discourse.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Based on the findings of this study, the following conclusions are drawn:

1. Based on the results gained from the analysis, all the four repair and repair-initiation pattern types were apparent during conversational discourse in EFL classes. In addition, the result also revealed the noticeable difference in frequency of occurrence among the four pattern types. Other initiated self repair being the most frequent where as other initiated other repair is the least persistent pattern. In addition, the frequency of occurrence of these patterns also appeared to be different from one lesson to the other for the reasons which are not focused in this study.
2. Regarding the position / turn where the repair-initiations occur with reference to the trouble source; in case of self initiation self repair strategy the study proved that the repair-initiations mostly occur in the same turn along with the trouble-source except a few repair-initiations which appeared in transitional space and third turn. On the other hand, during other-initiation repair the result of the study revealed that the repair-initiations most frequently occur in next turn (NTRIs) immediately after the trouble source turn.
3. Concerning the degree of students and teachers roles of repair-initiations during S-S and T-S interactions, the findings of the study revealed that students were able to play repair-initiation roles mostly during S-S interaction when the teacher acts as a facilitator and passive group member. So, this leads us to conclude that students are able to identify problems during interactions; therefore they initiate themselves or others to give solution so that they can negotiate meaning for effective communication. On the other hand, the teacher obviously took the highest repair-initiation role during T-S interaction in which he played the most active role. Hence, it is possible to say that teachers are able to trigger students to remedy communication breakdowns during classroom interactions; especially in T-S interactions they are still the main activists of classroom conversational discourse.

4. In relation to the use of repair-initiation strategies during classroom conversational discourse, the findings of the study revealed that other repair-initiation is more frequently used than self repair-initiation by interlocutors during the four lessons. However, when we see the use of repair-initiation strategies during T-S and S-S interactions separately, the quantitative result showed that other repair-initiation is highly used by the teacher during classroom interactions especially when he assumed the active role during conversational discourse. This implies that when interlocutors have different power relationship such as (teacher-student) the party which has the weaker authority could be snatched his freedom to play apparent role; this is because of the interlocutors' preferences to act according to their perceived roles as teacher and learner.
5. During classroom conversational discourse both the teacher and students used different techniques of repair-initiations both verbal and non-verbal sorts. Based on the results of this study different discourse markers, cut-offs, lexical lengthening, syllable stretching, explicit statements of non-understanding, surprise reactions and others too were used as repair- initiation techniques.
6. In addition, from the results of the qualitative analysis, it is also noted that the causes for the repair-initiations were clarification request, confirmation check, inaudibility of sound, understanding checks, information request, lacking words at the tip of tongue etc. As a result, interlocutors give solutions by paraphrasing, repeating, explaining, giving examples, confirming, speaking audibly, changing words/phrases, providing information and sometimes abandoning the repair.
7. Generally, the findings of this study showed that repair and repair-initiation mechanisms were in use during classroom conversational discourse despite their difference in persistency. In addition, the result of the study proved that during self initiation repair patterns the repair-initiations mostly occurs in the same turn of the trouble-source; where as in other initiation repair patterns the repair-initiation mostly occur in next turn immediately after the trouble source turn. Moreover, it is also found that both teachers and students play repair-initiation roles during conversational discourse in which students play more roles during S-S interactions or when the teacher assumes lesser role/facilitator. So it is clear that teachers still play the dominant role during T-S interactions in the EFL classrooms. Therefore, as a whole it is possible to conclude that

there are efforts of meaning negotiation among interlocutors during conversational discourse in EFL classes despite the limited roles played by students when the teacher assumes an active role during whole class discussions.

5.2. Recommendations

Based on the above conclusions of this study, it is possible to forward the following Scholastic suggestions:

1. The result of the study showed that all the repair and repair- initiations patterns are in existence during conversational discourse in EFL classes which indicates the practice of repair negotiation strategies among interlocutors. However, before it is taken to be firm knowledge in the area the existence and practice of this meaning negotiation strategy should be assessed in different EFL classrooms on various teachers and students as well as in other academic institutional contexts.
2. The frequency distribution of the repair initiation patterns shows variation from lesson to lesson for the reasons which are not adequately known in the search of this study. So it is worthy of investigating such variations with respect to task types, students and teachers' interactional behavior as well as communicative competence. This could again help EFL teachers to select better task types which can allow more opportunities for meaning negotiation as well as encourage them to examine students and their own interaction behavior and performance as well.
3. As it can be noted from the results of this study other initiation self repair mechanism is used more frequently during classroom conversational discourse. It is assumed that this repair negotiation strategy is more apparent in institutional settings due to difference in power relation between interlocutors (teacher-student) in here, so EFL teachers should try to balance this traditional perceived role difference by empowering students to act on equal bases as well as assuming facilitating role during classroom interactions more often than before.
4. Based on the findings of the study, it is encouraging to see a significant repair-initiation role played by students mostly in the absence of the teacher or when he assumes a passive role during classroom interactions. However, extra effort should be exerted to let students play repair-initiation roles in T-S interactions even when the teacher acts as an active

interlocutor. Along with this, it is often observed that even in S-S interactions in group and pair discussions, the same students are always dominating the interaction process; thus to maintain whole inclusive mutual understanding during conversations, majority of others should come in to the actual play ground. To do so EFL teachers should make active follow ups during group and pair discussions so that meaning negotiation could be facilitated; and teachers no longer be sole conductors during classroom interactions.

5. EFL teachers have to do conversation analysis works in their classrooms to get feed back on students' interpersonal interaction and their meaning negotiation effort. This enables them to craft remedial works for cultivating students' communicative competence. However, to put this effort of EFL teachers on a scientific ground as well as to empower them to examine students' classroom communication behavior, EFL departments should design short term refresher courses as well as action research schemes to EFL teachers. Especially it is advisable for EFL departments in higher institutions to jointly design projects to introduce action researches on CA to EFL teachers through on job trainings.

BIBLIOGRAPHY

- Allwright, D. and K.M. Bailey, 1991. **Focus on the language classroom**. Cambridge: Cambridge University Press.
- Atkinson, J. M. and J. Heritage. 1992. (eds). **Structure of Social action: Studies in Conversation analysis**. Cambridge: Cambridge University Press.
- Berhanu, B. 2000. "Verbal participation in group work: A case study of first year students at Addis Ababa University." **Unpublished doctoral dissertation**: Addis Ababa University.
- Bou-Franch, P.2002. "Misunderstandings and unofficial knowledge in institutional discourse." Retrieved from <<http://www.uv.es/~boup/PDF/Misunderstanding.pdf>> [Accessed Dec. 23/2008].
- Brown, G. and G. Yule. 1983. **Teaching the Spoken Language: An Approach based on the Analysis of Conversation English**. Cambridge: Cambridge University Press.
- Bruffee, K. A. 1984. "Collaborative Learning and the Conversation of Mankind." **College English**. 46/7: 635-652. Retrieved from <<http://www.jstor.org/>> [Accessed Feb.9/2008].
- Cheon, H. 2004. "The viability of computer mediated communication in the Korean Secondary EFL Classroom." **The Asian EFL Journal**. Retrieved from <<http://www.asian-efl-journal.com/march03.sub2.php>> [Accessed Jan. 12/2008]
- Clark, H. H. 1996. **Using Language**. Cambridge: Cambridge University Press.
- Cook, G. 1989. **Discourse**. Oxford: Oxford University Press.
- Coulthard, M. 1992. **An Introduction to discourse analysis (2nd ed)**. London: Longman.
- Cunningsworth, A. 1987. "Course Book and Conversation Skills." In L. E. Sheldon(ed). **ELT textbook and Materials Problems Evaluation and Development**. London: Modern English Publication.
- Dalton, S. and J.Sison. 1995. "Enacting instructional conversation with Spanish speaking students in middle school mathematics." **NCRCDSSL Research Reports**. Retrieved from <http://repositories.cdlib.org/crede/ncreds_research/rr12> [Accessed Jan.14, 2008].
- Do'rnyci, Z and S. Thurrell. 1994. " Teaching Conversation Skills internationally: Course content and rational." **ELT Jorunal**. 48/1: 40-48.
- Dolly, M.R. 1990. "Adult ESL students management of dialogue Journal conversation." **TESOL quarterly**. 24/2: 317-321. Retrieved from <<http://www.jstor.org/>>.[Accessed March 6/ 2008].

- Ellis, D. G. and W. A. Donohue. 1986. (eds.). **Contemporary Issues in Language and discourse process**. London: Lawrence Erlbaum Associates Publisher.
- Gaies, S. J. 1983. "The Investigation of language classroom processes." **TESOL quarterly**. Retrieved from <<http://www.jstor.org/>> [Accessed March, 6/2008].
- Girma W. 1999. "An Investigation of the patterns of turn-taking in group discussions in grade 11 EFL class." **Unpublished M.A thesis**: Addis Ababa University.
- Glanville, R. 2001. "Try again. Fail again. Fail better: The cybernetics in design and the design in cybernetics." Retrieved from <<http://www.emeraldsight.com/>>. [Accessed March 6/2008].
- Heritage, J. 2001. "Conversation: Linguistic aspects." **International Encyclopedia of the social and behavioral sciences**. 4: 2740-2746.
- Holec, H. 1980. "You did say or interactive discourse?" **TESL-EJ**. Vol.4, No.4. Retrieved from <<http://tesl-ej.org/ej16/r19.html>>[Accessed Jan.14, 2008].
- Holmes, E.E. 1929. "Conversation in School." **The English Journal**. 18/9: 712-720. Retrieved from <<http://www.Jstor.org/>> [Accessed March, 6/2008].
- Hopper, R. et al. 1986. "Conversation Analysis Methods." In Donald G. Ellis and William A. Donohue (eds). **Contemporary Issues in Language and Discourse Process**. London: Lawrence Elbaum Associates Publisher.
- Jarvis, J. and M. Robinson.1997. "Analysing education discourse: An Exploratory study of teacher response and support to pupils learning." **Applied linguistics**. 18/2:212-227.
- Kasper, G. and S. Blum-Kulka.1993.(eds.) **Interlanguage pragmatics**. Oxford: Oxford University Press.
- Kassahun T. 2006. "Assessment of instructional pauses in college: AAU in focus." **Unpublished M.A. thesis**: Addis Ababa University.
- Krashen, S.D. 1985. **The input hypothesis: Issues and implications**. London:Longman.
- Levinson, S. C. 1983. **Pragmatics**. Cambridge: Cambridge University Press.
- Liebscher, G. and J. D. O'Cain. 2003. "Conversation as a repair role defining mechanism in classroom interaction." **The Modern Language Journal**. 87/3: 375-390. Retrieved from<<http://www.jstor.org/>>[Accessed Feb.3, 2008]
- Long, M. H. 1983. Native speaker/Non-native speaker conversation and the negotiation of comprehensible input. **Applied Linguistics**. 4: 126-41.

- Massi, M. P. 2001. "Implementing discourse analysis for intermediate and advanced language learners." **Literacy across cultures**. Vol. 5 Retrieved from <<http://www.Sagepublication.com>> [Accessed Jan. 16, 2008].
- Mazeland, H. 1987. "A short remark on the analysis of in situational interaction: The organization of repair in lessons." **International programtics association conference paper**. Retrieved from <www.let.rug.nl/~mazeland> [Accessed March 6, 2008].
- Mazeland, H. 2006. "Conversation analysis." **An Encyclopedia of language and linguistics**. PP.153-162.
- McAdams, R.H. 2001. "Conversation analysis: Sociological." **International encyclopedia of the social and behavioral sciences**. 4: 2740-2746.
- McCarthy, M. 1991. **Discourse analysis for language teachers**. Cambridge: Cambridge University Press.
- Mirzayan, A. 2003. "Some aspects of self-repair initiation in Wichita conversation." **23rd Siouan and Caddoan conference paper**., Retrieved from <<http://www.jstor.org/>> [Accessed March 6, 2008].
- Mitani, H. 2005. "Applied Conversation Analysis Methodology to Analysis of Second Language Classroom: A Review of Current Perspectives." **E-journal**. Retrieved from <<http://www.ecls.ncl.ac.uk/>> [Accessed Feb. 10, 2008].
- Moerman, M. 1988. **Talking culture: Ethnography conversation analysis**. Philadelphia: University of Pennsylvania press.
- Nakahama, Y. et al. 2001. "Negotiation of Meaning in Conversational and Information Gap Activities: A Comparative Discourse Analysis." **TESOL quarterly**. 35/ 3: 377-405.
- Nevile, M. 2007. "Discourse and society." **Book review**. Retrieved from <<http://www.Sagepublications.com>> [Accessed Feb. 2, 2009].
- Nunan, D. 1993. **Introducing discourse analysis**. London: Penguin English.
- Nuru, M. 2000. "Feedback in the EFL classroom: An exploration of its role in the communication of teacher expectations." **Unpublished doctoral dissertation**: Addis Ababa University.
- Schegloff, E. A. 2000. "When 'others' repair initiate repair." **Applied linguistic**. 21/2: 243-295.

- Schegloff, E. A., G. Jefferson, H. Sacks. 1977. "The Preference for Self-correction in the Organization of Repair in Conversation." *Language*. 53/2: 361-82. Retrieved from <<http://www.jstor.org/>> [Accessed Feb.3, 2008].
- Schiffrin, D. 1987. **Discourse markers**. Cambridge: Cambridge University Press.
- Schiffrin, D. 1994. **Approaches to discourse**. Oxford: Blackwell Publishers.
- Seime, K. 1999. "An exploration of the relationship between uptake and classroom questioning: A case study." **Unpublished doctoral dissertation**: Addis Ababa University.
- Swain, M. 1985. Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass and C.g. Madden (eds) *Input in second language acquisition*. Rowley, Mass: Newbury House.
- Tamene, K. 2000. "Classroom verbal behavior and learning opportunities in selected secondary school EFL classrooms." **Unpublished doctoral dissertation**: Addis Ababa University.
- Tannen, D. 1982. **Analysing discourse: Text and Talk**. Washington D. C: George Town University Press.
- Uilichny, P. 1996. "Perform conversation in an ESL classroom." *TESOL quarterly*. 30/ 4: 739-764. Retrieved from <<http://www.Jstor.org/>> [Accessed Feb.9/2008].
- Varonis, E.M. and S. Gass, 1985. "Non-native/Non-native Conversations: A Model for negotiation of meaning." *Applied linguistics*. Vol. 6, No.1, PP.71-89.
- Vom Saal, D.R. 1983. "Conversation and second language acquisition: A Micro/video analysis." *TESOL quarterly*. Vol. 17, No. 3, PP. 494-495. Retrieved from <<http://www.jstor.org/>> [Accessed March 61/2008].
- Wong, J. 2000. Delayed next turn repair initiation in native/non native speaker English conversation. *Applied linguistic*. 2/21:244-267.
- Wood, L. A. and R. O. Kroger. 2000. **Doing discourse analysis: Methods for studying action in talk and text**. London: Sage Publication Ltd.
- አበደ ይመር። 2000። "የአማርኛ ትምህርት ክፍለ ጊዜያት የመምህር ተማሪ ንግግር ልውውጥ ትንተና" ለአማርኛ ማስተማር ማስተርስ ዲግሪ ማሟያነት የተሰናዳ ጥናት፤ አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ቤት። (ያልታተመ)።

APPENDIX-I

DISTRIBUTION OF REPAIR AND REPAIR-INITIATION PATTERNS AND REPAIR-INITIATION ROLES OF STUDENTS AND TEACHERS ACROSS LESSONS/TRANSCRIPTS

The table following is meant to provide readers with detail information regarding the distribution of the repair initiation patterns during conversational discourse in four of the lessons transcribed. So it can be used as a reference to easily cross check the nature of each of the patterns in every lesson by making use of the numbers indicating the lines of move. Looking the table can make things easier to identify roles played by both the teacher and the students in making repair-initiations as well as providing solutions in response to the initiations.

In addition, even if it is not focused in this study, readers can easily compare the four different tasks in regard to their suitability for better meaning negotiation work as well as in providing students with better opportunity to make more repair-intimation works during classroom interactions. Therefore, this table should be used along with the transcripts attached in appendix-III when need arises to exactly look in to the nature of the repair initiation patterns.

	Repair and repair-initiation Pattern types	Frequency		Lines of move	Lessons/ Transcripts
		Teacher	Student		
1	Self initiated, self repair	17	6	004,19,21,23,41,46,48,57,70-72,74,83,84,95,97,103,107,113,115,121,137,143,155,157	1
		18	11	001,12,22,24,28,31,40,43,47,49,50-52,56,58,61,67,69,71,72-74,77,80,84,87,89,95,97,103,107,113,122	2
		6	29	006,008,19,32-34,37-39,44,46,52,53,72,77,78,83,86,89,95,96,100,111,134,160,178,188,189,195,202,209,215-217,222,223,229,232,234,253,257	3
		4	14	24,27,28,45,46,60,69,92,96,100,112,117,140,145,148,173,178,183	4
2	Self intimated other repair	4	0	51-52,65-67,85-86,177-178	1
		14	0	005-006,50-51,56-57,58-60,61-62,63-64,67-68,75-76,77-78,85-86,87-88,91-92,101-102,111-112	2
		0	7	62-63,112-113,132-133,152-154,165-166,200-201,225-226	3
		1	4	21-22,86-87,98-99-100,112-113,118-119	4
3	Other initiated self repair	25	0	11-12,17-18,21-24,29-30,35-36,37-38,43-44,51-52,55-56,59-60,65-66,69-70,71-72,77-78,85-86,99-100,129-130,131-132,133-134,137-138,151-152,155-156,159-160,167-168,171-172	1
		18	0	11-12,17-18,19-20,23-24,25-26,37-38,44-45,48-49,54-55,73-74,75-76,79-80,97-98,99-100,105-106,109-110,115-116,123-124	2
		10	40	002-003,007-008,18-19,23-24,26-27,31-32,33-34,41-42,51-52,54-55,59-60,64-65,67-68,79-80,94-95,97-98,103-104,112-113,136-137,139-140,146-147,155-156,161-162,165-166,168-169,121-122,171-172,174-175,180-181,182-183,188-189,190-191,194-195,199-200,201-202,206-207,208-209,213-214,218-219,220-221,224-225,228-229,230-231,235-236,243-244,246-247,248-249,251-252,254-255,256-257	3
		13	25	002-003,009-10,12-13,14-15,20-21,25-26,30-31,34-35,39-40,49-50,50,53-55,54-55,59-60,61-62,65-66,94-95,72-73,84-85,91-92,102-103,104-105,106-107,125-127,126-127,129-130,131-132,136-137,141-142,144-145,147-148,152-153,156-157,160-161,163-164,167-168,176-177,179-180,186-187	4
4	Other initiated other repair	4	0	51-53,55-57,65-66,85-87	1
		4	0	37,90-91,106-107-108,112-113-114	2
		6	3	69-70-71,129-130-131,199-201,224-226,235-237,250-252,83-84,88-89-90,118-119-120	3
		0	3	78-79-80,85-86-87,98-99-100	4

Table - Distribution of repair and repair-initiation patterns and repair-initiation roles of students and teachers across lessons/transcript

APPENDIX-II

LESSON TRANSCRIPTS

LESSON ONE

TRANSCRIPT ONE (TR1)

((Reading- HIV/AIDS))

((Post-reading activity))

Recorded date: April 17, 2009

- 001 T: Ok! ((T begins asking question))
- 002S: There was 20-35 of children () with their parents
- 003T: Therefore what do you understood?
- 004S: in the middle four e-m-e-m eight thousands
- 005T: Ok . . . another
- 006S: Orphan childrens () HIV/AIDS mostly from sub Saharan African countries as it grows at alarming rate
- 007T: Yeah! and I think the rate of HIV is increasing from time to time ok!
= This group ((T asks for reflection))
- 008S: it says that most of sub-Saharan African countries are affected with HIV/AIDS as it indicated in 2000 there were about 32 million orphan children that affected with HIV and researched e-m-e-m works on () African Countries
- 009T: = do you think that HIV affected only Sub-Saharan Countries?
- 10S: No! it is affects all over the world but especially it focuses on the poorest or in Sub-Saharan African countries
- 11T: Ok! That makes you surprise?
- 12S: Yeah!
- 13T: e-h-e-h ((T points to other S))
- 14S: As my brother said the increasing rate is high, it is increasing alarming, it is really surprising because most of the children are remaining-without:: Becoming orphans e-h and as result of this disease most mothers and the fathers are dying and that is why I surprised
- 15T: To add something? ((T asks another S))

16S: It is almost similar but amazing the whole people the world all 2 million orphan fathers but another but another 40 million

17T: = This makes you surprise?

18S: = Yeah!

19T: = I think from the first paragraph you can understand and that it is increasing from time? to time and the crisis is also e-h just increasing in alarming rate + this is the answer for question number 1.

= when let's try to see question number 2

++

Who should read + this text + who should read this text?

20S: ... This this written material this paragraph this passage because + + HIV/AIDS is not age selective it kill all people we are suffering from this disease but young peoples should read it more because they are highly affected by this disease.

21T: e- h- m so what is your answer?

22S:

my answer is
is that

23T:

my answer is
is that

 young people should read this passage :: or that all people should read this passage?

24 S: People who can read this passage should read this passage

25T: = why?

26S: because HIV is not age selective it kill . . . we are all suffering from this disease.

27T: HIV kills all the age are age level therefore all people should read to () the situation.

28S: - - - especially us

29T: especially us?

30S: we . . . ((laughs))

31T: we Ethiopians?

32S: Yeah! We Ethiopians or sub-Saharan countries

33T: = Sub-Saharan countries

= people who lives in sub-Saharan African countries.

= e-h? ((T invites another S))

34S: () the young generation because mostly HIV/AIDS is target on the productive generation

35T: Therefore:: Therefore?

36S: The new generation the young generation should read the passage

37T: The young generation only, is it?

38S: not only but mostly

39T: mostly the young generation should read rather than the older

= Ok! e - h ((T invites another S))

40S: () all society the educated person all society must read because it -

41T: Ok! That is fine, I agree with your-

= Number 3 what is the central idea of the third paragraph::

the central idea here e - the main idea of the paragraph

+ +

42S: The negative socio-economic impact of HIV/AIDS

43T: Yes? say it again

44S: the negative socio-economic impact of HIV/AIDS

45T: OK! another

= Yes?

46S: especially less developed countries are affected by HIV/AIDS.

= that means especially poor countries are affected by the AIDS by the AIDS by the disease
by HIV/AIDS

47T: Do you understand the question? you are asked to find the central idea of the third
paragraph we are all answered question number 1 I think read it again the third
paragraph.

= e-h-e ((T points to another S))

48S: In general the third paragraph central idea is e-e- HIV/AIDS affects both the adult and the
youth and it has a negative consequence on the socio economic activities.

49T: That is right!

= Ok! ((T points to another S)) Can you add?

+ e- h?

50S: - - - but as an addition HIV/AIDS has a great socio-economic impact on the developing
countries

51T: = Ok! this disease that means HIV/AIDS has- or seriously affects the develop e-e-m the developing -?

52 S: [countries]

53T: [countries] ok ++ just look at paragraph 3 ++ you can imagine about the negative socio-economic impact of AIDS this indicates that HIV has a negative socio economic impact particularly in African countries especially sub-Saharan countries -- - being overburdened by so many other socio-economic problems says. So from this we can understand that the main idea of the third paragraph is HIV is additional problem to Ethiopia economy it is additional burden to Ethiopian economy + this is the answer.

= e- m- m again let's come to question number 4 according to paragraph 4 to answer this question you do try to refer paragraph 4 grandparents of orphans has little to give but one thing = what is that? I think anybody should answer this question because it is easy question.

54S: Second line from the last -

55T: = Ok! therefore it says?

56S: = () one thing they can survive is -

57T: ... affected by the economic deprivation of physical weakness therefore the answer is that = grandparents of the orphan children- what paragraph the passage does clearly underline this problem?

++

I think the question says what affects the health of the grandparents, in which paragraph do you get the answer of this question?

58S: attention is their health problem

59T: Do you think that the health of the grand parents affected by attention according to the reading paragraph

60S: Yeah!

61T: are you sure?

62S: ((laughs indicating hesitation))

63T: Ok! ((T nods to other S))

64S: taking of the grand children- they could be resting but because of the present adult children they are protecting the grand children affect the grand parents.

65T: The question is - - - ?

66S: that affect the grand parents' health

67T: In what in what cases the health of the grand parents affected?

= she said sanitation lack of sanitation affect the health of the grand parents but according to the reading passage this might not be the answer ((T points to other S))

68S: I think this the physical and economic weakness of the grand parents it is also found in paragraph 5

69T: = paragraph S? Ok! Yeah!

70S: + + means grand parents means they are old

71T:

So
So?

72S: = they can do nothing economically they are disadvantaged so in that case they may face different problems from different directions –

73T: Ok! the physical weakness?

74S: The physical weakness and + + economic weakness

75T: The physical - - - and lack of money ((T points to other S))

Yeah?

76S: Shortage of material

77T: Do you think that the grand parents face shortage of material?

78S: ((silence))

79T: Just look at the question, what are the negative effect on the health of the grand parents not on the children ((T nodes to other S))

80S: () but as our opinion it may be physically weakness and economical weakness greatly it can be the sad of their children.

81T: Ok! You have I think – how the physical weakness affect the health of the grand parents.

82S: healthy and physical weakness by the way are parallel so in my opinion that is-

83T: Yeah! in your opinion but in paragraph-5 it is clearly written e-m-e that is 5 here ok + + let's start from the first one with regard to their economic situation- “ children who live with their grand parents face various problems. These problems include lack of adequate

foods, materials, clothing unless the grand parents have other children to provide them with financial assistance the grand parents do work like carrying wood, baking injera, Selling Charcoal which may not fit to the age and physical condition” ++ for example do you think that a person or a woman whose age is 50 for instance do you think this person can carry and sell the wood. Do you think that such kind of people sell or can bake injera to generating income I think this might affect the health of the grandparents.

= () the family ties between the orphans + + and relatives has getting low. What does indicate the family ties between the orphans and the relatives are getting low? I think the relationship between the relatives and the orphan children are very weak therefore this indicates in which paragraph? ((T points to S))

84S: When the families are surviving before their death they have () relation with their parents with their father and their mother ((other S laughs)) but after their death after they die after they passed away e- m- m so difficult for the children to make close relation with their grand parents because they have no e- m- - it is very loose () but when we say that we don't mean that there are no children who are who have who have close relation with their parents. Some of the children the children have not relation with their grand parents some of the children the children are not relation with their grand parents especially the children the children who have do not relation with the grand mother, grand father before the death of the father and the mother.

85T: It is I think in paragraph e – e paragraph-

86S: [Paragraph 5]
87T: [5]

((T invites another S))

88S: The paragraph is the last and the relationship is depends is to the place where the grand children are brought if it is near by to the grand parents the relation is well but if not it is not well ((S stares at T))

89T: Ok! () you answer the question based on your background knowledge but try to answer the question based on the reading passage + + in the reading passage what what is your answer? based – ((T nodes to another S))

90S: Few orphan children ::

91T: = Ok! that is fine

92S: - - - one of them visit their relatives or they are no relationship with their relatives

93T: That is fine! ((T nodes to another S))

94S: relation between the orphan children and the grand parents () orphan children are engaged in difficult works i.e more than their capacity like () and sanitation activities.

95T: Ok! e- h- e - e according to the passage this is the answer, how do you know? try to read the last paragraph and you can understand. just look at the last paragraph line + line 5 ((T reads the paragraph)).

++

“When we asked 15 orphans to write their daily routines for one week only one of them mention visit his relatives once a week and the rest said that they are engaged in the daily routines of the household activities including sanitation activity”

= I think the researcher conducted research on 15 children and he asked a question whether they visit their relatives or not at this time only one children said that he visited his relatives once a week but the other- the rest of the children said that they are + were engaged in different kinds of activities. This indicates that the relationship between orphan children and the parents are very low.

++

Do you have any question + I think it is clear ((T stares at one group))

96S: Yeah! it is clear

97T: Because of this e- m- e - m the last sentences because the researcher asks 15 children and only one children said that he visited his relatives at the weakened

= question task 4 ((T reads instruction from hand out) find words which are closer to the meaning of given below from the passage and paragraph number 5 are given for easy references. Question number 1 says “difficult” and I think there is paragraph references therefore the answer of this question is found in paragraph + + 1 so first try to do this the answer of these questions and then we will try to do together ((T rounds the different groups))

++

Find words which are closer to the meanings given below from the paragraph number 5 is given for easy reference + question number 1 the word "difficult" are is given you are asked to find the synonyms word from paragraph 1 so who an tell us? Ok

((T points to another S))

98S: biggest challenge

99T: e- m-e-m?

100S: big challenge the biggest challenge challenge

101T: The challenge challenge is - = Yes? ((T invites another S))

102S: challenge

103T: Challenge Ok! the answer is challenge

= challenge means difficult so difficult is the same as e-m-e-m challenge. I think to answer such kind kind of e-h- + this kind of question first of all you need to identify parts of speech a-h you need to identify whether a given word is noun, a verb, adjective and adverb for example if the first one is adjective you tied to find adjective from the given passage for example "difficult" is an adjective "challenge" is also adjective therefore in this way you can find the answer. If this one is noun you should not found a verb from the reading passage you should find a noun which is have or which has the same meaning with the given world.

++

() means ((T reads the next word)) + I think you can find in the same paragraph paragraph 4

++

Ok! number 3 + number 4 ((T invites S))

104S: Severe

105T: Ok! do you have the same answer? ((T points to other S))

106SS: Yeah!

107T: Ok! the answer is severe

++

e- h number 4 "broadcast" () ((T reads next word)) broad cast is the same as

() therefore the meaning of broadcast and () is the same. You are asked to find other word which have which has the same meaning with this one ok? ((T points to S))

108S: release

109T: Ok! do you agree?

110S₂: = Yes

111T: Ok! do you agree? = "release" is the answer

++

Number 5? ((T stares and points to S))

++

112S: Sadness

113T: Ok! "melancholic"- Sadness this is e-e-e you can find the answer of this question from paragraph 4

+

Ok! number 6 "Suddenly" or "abruptly" ()

114S: dramatically

115T: dramatically look at "abruptly" or "Suddenly" is adverb dramatically is also adverb but which which have the same meaning ++ e- e- e the next one number 7 "out" or "outlet"?

++

Ok! ((T point to S))

116S: Survive

117T: Ok! Survive ((T points to another S)) e-h- he said survive

++

((T points to the Ss)) e-h?

118Ss: Survive

119T: Ok! there is I think in paragraph 3 there is a word survival as answer for number 7 ++ it is possible to use survival as answer for question number 7 I think you said survive is the answer for member 7. Why don't you use survival because survival is found in the same paragraph ((T looks for Ss to respond))

++

e- h? ((T points to one S))

120S: because the word survive has the some meaning with survival

121T: Ok! I accept your answer e-e-e- survival e-e-e survive is survive has the same meaning with () but my question is why don't you use survival.

- - - e-h ((T points to another S))
 +
 Ok? ((T asks for next word))
 122S: Constraints
 123T: Ok! e-h ((T points to another S))
 + +
 he said constraint + + yeah? ((T points to other S))
 = e-h?
 124S2: the same
 125T: the same constraint constraint and restriction and constraint have the same meaning
 restriction means something that has a limit = and the next one is "privation" is given + +
 what is a possible answer for this one ((T looks for Ss to answer))
 + +
 Yes -yes? ((T points to S))
 126S: deprivation
 127T: e-h yes?
 128S: deprivation ((low voice))
 129T: = yes?
 130S: deprivation
 131T: say it again please
 132S: deprivation ((low voice))
 133T: + + I think you must say say it loudly
 134S: deprivation
 135T: Ok! deprivation has the same meaning with privation, what about what about privation
 means?
 136S: () ((murmur))
 137T: e-h-e-h I think you must say it say it loudly please
 138S: globalization includes-
 139T: globalization = say it loudly includes?
 140S2: reducing for a time
 141T: reducing - - - ok? another "finance/ fund" + + finance/fund is given ((T seeks answer for
 next word))

142S: subsidize

143T: subsidize, do you agree? she said subsidize e-h - - -

++

Yeah! The answer is subsidize

++

Ok! the last question e-e "tour" / () is given let us find another word to this

given

144S: ()

145T: () means tour therefore the equivalent word for this two words is (). Now let's start - -

- do you have any questions?

++

((T reads instruction from handout)) "Complete the following sentences with appropriate answer from the list of words given below and discuss with your parent."

I think you have discuss this one now try to answer these question and some words are given here ((T reads list of words)) "routine, trait, engaged, security, assistance and income" are given now you tried to select the appropriate word and put in the blank spaces. Before you answer the questions I think you have to take out the meaning of each word.

= what does "routine" means? ((T looks for answer))

= Ok?

146S: ()

147T: Yes . . . yes

148S: . . . so difficult

149T: so difficult ok! e-h?

150S: it is a daily activity

151T: it is a daily -?

152S: activity

153T: activity= ok? ((T points to answer S))

154S: + activity-

155T: say it loudly= what kind of activity ++ what kind of activity= what kind of activities are considered routine?

156S: regular

- 157T: ++ regular= regular activity- regular way of doing activity
++ “alarming” ((T seeks answer for next word))
“alarming”
- 158S: ()
- 159T: e- h yes? Yes?
- 160S: ()
- 161T: ok? ((T points to another S))
- 162S: ()
- 163T: Ok! e-h?
- 164S: ()
- 165T: Ok! Security” ((T seeks answer for next word))
- 166S: ()
- 167T: e- h- e- h
- 168S: ()
- 169T: () “income” ((T seeks answer for next word))
- 170S: age
- 171T: e- e- e say it loudly
- 172S: age
- 173T: age but the word is “income”
++
e- e- e
- 174S: ()
- 175T: () ok!
++
number 3 HIV/AIDS is a big?
- 176S: threat
- 177T: a big threat
++
The last question all orphan children there should be sustainable- sustainable? ((T seeks answer))
- 178SS: assistance
- 179T: assistance

++

Ok! Yeah! let us ++ page 7 there is one part part 6 ((T reads instruction from handout for next activity)) "writing short report" ++ you are supposed here to write a short report on the economic impact of HIV/AIDS in Mekelle town asking a certain body ++ I think I will give you this one as an assignment and the task I want you this one as an assignment and the task I want you use the following procedures to do this activity. There are five points that you need to focus here ((T reads from handout). The first one is you need to find which age group highly affected with HIV, the focus on the development activity, the next one is the problem caused on education I think education negative affect on education, it has negative impact on education so try to find some reliable information from the concerned body from the HIV bureau. And the last one is measure to be taken to university ++ therefore based on this point you need to prepare questions so that using the questionnaire you can gather relevant data from the HIV bureau therefore after you gather these data you are asked to write a report in group.

++

When you write this report don't forget your report should have 3 parts- the introduction part, the body part and ++ the conclusion ++ part therefore this group this is group 1, 2, 3,4,5,6, ((T assigns the groups)). Each group need to prepare a questionnaire and ask all these questions the concerned body and ask all these question and find the appropriate data don't forget if you want to prepare when ever you write the report don't try to cheat me () but I tried to ask these questions to the concerned body because I have a friend there I try to ask all these questions and I try to find relevant information regarding to these point. If your answer is different from my answer I will give you zero mark for each group. Therefore your answer should match with mine because most students try to do such kind of activities without going to the HIV bureau ++ therefore you do take care += so ok! so I will give you two weeks.

APPENDIX-II

LESSON-TWO
TRANSCRIPT-TWO (TR2)
((Grammar –Relative clause))

Recorded date: April 20, 2009

001T: Ok! Let's come to the next activity ((T reads from handbook)) . . . "Uganda has a serious AIDS problem, the second one is () which is our major problem likely to have an AIDS problem and the third one a person who is infected with AIDS is not likely to live long and the last one is Janamiru who is infected with AIDS is not likely to livelong, there are 4 examples." Based on these examples try to answer the question that follow. There are 4 I mean 3 questions. The first question is what pieces of information are given about the first noun in each sentence. The second one is does information each relative clause able to define or give essential information about the noun or does it simply give extra information about it. Number 3 in which sentence can we omit the relative clause and it make sense. Therefore please try to discuss this questions orally ((T writes on the board about relative clause while SS engaged in group discussion))

++

((T rounding the groups) = does the information in each relative clause help to define or give essential information or give extra information. For instance, let's take this one there are two types of clauses here

002S: = Yeah!

003T: The one the main clause the other one is the relative clause Ok! Which one is the relative clause and which one is the main clause for sentence the first sentence?

++

Try ok:: and try to identify

004Ss: () ((responds in group))

005T: e-h therefore?

++

If clause means () :: and the relative clause is?

006S: Kampala has a serious AIDS problem

007T: Yeah! dependent means?

++

Ok! What is a clause?

008S: Clause is a group of words

099T: Therefore can you say all group of words can make sentence?

10S: a group of words they may have verb but may not have subject

11T: it is a group of words may have verb but may not have subject?

12S: may have verb may not have ++ subject

13T: OK! Clause is a group of words may have verb may not have subject?

14S: Yeah!

15T: Ok! e-h? ((T points to other S))

16S: Clause is a part of sentence that have a main clause and dependent clause

17Y: that has - ?

18S: dependent and main clause

19T: = main clause and?

20S: = dependent clause

21T: can you explain what main clause is?

22S: main clause is e-e- a sentence that is that has a sense or a meaning in by itself.

23T: e-h-e-h

24S: When but independent- dependent has no sense or it has not a meaning.

25T: it hasn't give?

26S: it depends on the meaning-

27T: Ok! ((T invites another S))

28S: Clause is a group of word which has a relative pronoun which describes I mean
which describes a noun

29T: That's about relative clause but simply forget relative I asked you what is clause I
asked you what does clause means? ((T points to other S))

30S: Clause means uncomplete sentence i.e. partial-

31: Ok! ((T writes on board))

= . . . I think which contains subject and verb, there are two types of clause the main clause and the other one is subordinate clause or ++ subordinate clause we can say. This main clause is independent clause where as this one is the dependent clause. Independent clause can give a meaning by itself but dependent clause doesn't give a meaning by itself to give a meaning, it should depend on the independent clause, this is the difference. So clause means a group of words which contains subject and verb. If it is a main clause it can give a meaning by itself. If it is subordinate clause it doesn't give a meaning by itself.

= the other one is- what are the two types of relative clause?

++

The first one is defining + defining relative clause and the other one is non-defining relative clause. What is the difference between the defining and non-defending?

32S: Defining relative clause defines the noun it refers to while non-defining relative clause doesn't define the noun it refers to

33T: Yeah! That is right! Ok!

= The first one is defining and the second one is non-defining relative clause. In defining relative clause the relative clause defines the antecedent noun but in non-defining clause the relative clause gives additional information to the antecedent noun.

= Ok! If you are say it so let's try to answer these three questions.

++

Question number 1 ((T reads from handout)) "What two pieces of information are given about the first noun in each sentence ++ let's take the first sentence in the first sentence, can you tell me the two pieces of information ((T points to S)

++

Ok?

34S: Kampala is the capital of Uganda and the second information is Kampala has a great AIDS problem

35 T: Ok! you are right! I think in the first sentence there are two pieces of information. The first one is Kampala is the capital of Uganda, this is one information the other information is Kampala has a serious AIDS problem therefore in the first sentence we have two pieces of information.

= let me ask you another question do you think that the first sentence is example of defining or non-defining ((T points to S)) ok?

36S: Non-defining

37T: It is none? +

[defining]
[Defining]

38S:

39T: I think the first sentence is an example of non-defining relative clause.

++

OK!

40T: Good! e-h becoming on the way e-h non-defining relative clause before we tried to read or before we tried to see the main points here I want you to tell us again the difference between the defining and non-defining relative clause ((T points to S)) who can tell us? Ok!

41S: The important information whereas the non-defining relative clause additional or adding some information of the noun.

42T: Ok! non-defining it gives additionally give noun ok!= what is the difference between defining and non-defining + I think last time we have discussed some activities on page 7 and I think all these () some notes () defining and non-defining. Before we read the notes here can you tell us the difference between defining and non-defining based on the activity you did last time ((T points to S)) ok?

43S: Defining relative clause means it should e-m-e-m-e-m it should another () to define but non-defining is it stand by itself

44T:+ () only + by itself?

45S: + it have may be additional sentence but not in that sentence it has not + cause or effect it has.

46T: Ok! ((T points to other S)) e-h-what do you understand?

47S: e-m-e-m () it gives it describes an essential information whereas non-defining is it's an extra it is not an essential information he gives an essential- he is an extra information.

48T: So e-h-e-h? say it again?

49S: ((laughs)) he is non-defining = defining means he is he is or he describes or he replaces an essential information explain an essential information where as non-defining means it is



not it is not find it is not describes an essential information an extra information about that clause.

50T: That that that is right!

= ok ++ e- h here it says ((T reads from handout)) “ we use comma when we are () two separate pieces of information about one noun. Relative clause that are separated off by commas are called non-defining because they do not restrict or defines the subject. We can we can separate the main clause from the relative clause and the grammar of the sentence will- still be correct”.

= that means to to identify whether a given sentence is defining or non-defining we can easily identify = if a sentence contains comma, the sentence is none? ((T expects confirmation))

51SS: $\left[\begin{array}{c} \text{defining} \\ \text{defining} \end{array} \right]$

52T: that means the use of this comma is to separate main clauses from the relative clauses from the relative clauses therefore in this particular sentence the purpose of the relative clause is to give additional information to the antecedent noun therefore in the defining relative clause there is two pieces of information each pieces of information is separated with comma therefore relative clause used to give additional information.

= So look at the example here given ((T reads from module))

() identify the main clause and relative clause

++

Ok?

53S: The main clause oral poetry has-

54T: = e-h-?

55S: a strong tradition in Ethiopia

56T: Oral poetry has a strong tradition in Ethiopia. This is a main - ? $\left[\begin{array}{c} \text{Clause} \\ \text{Clause} \end{array} \right]$

57S:

58T: "This country" this is + = a relative clause. This relative clause used to give additional information to the antecedent noun = which one is the antecedent noun here?

Oral poetry

60S:

Oral Poetry

61T: = is the antecedent noun therefore if you look at the next example ((T reads from module)) "oral poetry has a very strong tradition in Ethiopia"

++

This indicated that the relative clause used to give additional?

information

62SS:

Information

63T: It is not essential to define the antecedent noun therefore in non-defining relative clause it is possible to omit the relative clauses and the meaning exist clear that means the meaning will not be affected if you omit the relative clauses. Therefore, it is possible to omit relative clauses

++

Ok! let's see the other one ((T reads from module))

"further more priority or main focus is given to the information in the main clause not in the relative clause" in case of- in case of- non-defining relative clause for- for instance if the writer is on the main clause but not on the relative clauses.

++

() we use "who" or "whom" for people and we use the relative pronoun "which" for things ((T writes this on board)

++

In non-defining relative clause we use such types of relative pronoun "who" and "whom" for people and "which" for a thing ++ it is possible to use "that" here

++

But I think the first pronoun that must be used for both persons and thing is it possible to use "that" in the first place and second place? ((T nodes to S))

64S: in the first

65T: yes of course! in the case of non-defining relative clause?

66Ss: No :: No ::

67T:

No
No

if in non-defining relative clause we all use "who" and "whom" for people and "which" for thing but "that" can not be used for both people and things because this is a non-defining relative clause. So let's try to see the use of "who" and "Whom" and "which" in the following examples.

++

OK! ((T reads from module)) "John () who is infected with AIDS, died in 1984". This is a non-defining relative clause we use "who" here because the antecedent noun is?

68SS: [a person]
69T: [a person]

therefore the other question is, is it "who" use as a person I mean is it e-h who use as a subject or the object. How do you know whether a given relative pronoun is used as a subject or object?

+

We said for instance in case of non-defining relative clause ((T writes on board)) For instance "whom" can be used as object and again "who" can be used as a subject. Therefore, this relative pronoun can used as object and this relative pronoun as subject. Again in case of things "which" can be used either as object or subject.

= how do you know whether for sentence the relative pronoun "which" is used as the subject or object. Now- now - now do you know the- the for instance in the the-the first example ((T reads from module)) "John (), who is infected with AIDS, died in 1984." "Who" is used because the antecedent noun is a person. Here "who" used as a subject how do you know? that is the question = How do you know a given pronoun is used as a subject? ((T writes on board)

++

Ok! ((T nods to S))

70S: ()

71T: This e-e relative pronoun "whom" we use "who" here as a relative pronoun and we use "who" because the antecedent noun is the person for a person we use "who" and again the man is the same as the person therefore "who" is used because the antecedent noun is + the

person. Now the second question is, is it "who" used, the person is used as a subject or the object? I think the 2nd sentence "who" used as a subject or as the object, how do you know?

72S: we can distinguish () e-e for example-

73T: = e-h?

74S: = who lives next door? we ask just like this

75T: = ok! who lives next door? Ok! e-h?

76S: = The man

77T: = The man ok! Yeah! you are right by asking the question who lives next door? The answer is + the man lives next door. If your answer is + the man lives next door, 'the man' here used as subject the doer or the agent of the action and 'lives' here used as a verb therefore "who" is also a subject because instead of "who" you can replace with with the man or instead of the man you can use "who". Therefore, the man and who are the same, if this one is subject ((T shows on board)) this is also subject, if this one is used as object this is also used as the object. Therefore in the first sentence "who" is used as a subject; therefore this noun is also a subject.

= The next one ((T reads from the board)) "The man who I say" I mean sorry + +" the man who I saw yesterday is a doctor? in this sentence + + who used as a subject or object? ((T stares at SS))

78S: subject

79T: How do you know?

80S: Ok! the man is who is a doctor the man which see which saw by another person, indirectly he is () by other person

81T: Ok! e-h Yeah! another? ((T points to another S))

82S: the () in the structure of the sentence "I saw a doctor"

83T:= ok!

84S: who refers to for instance for the e-e for the doctor now now it is used as an object

85T: Yeah! that is right!

= or just look at this one "I saw- I saw who?"

86S: = doctor

87T: = I saw the man or the doctor, I saw the man, the man is?

88S:

The doctor
a man

89T: Ok! I saw the man 'I' subject 'saw' a verb and 'the man' is the object. If the man is the object this relative pronoun is also used as object because the purpose of this one is to quality or modify this noun therefore in the first sentence "who" use as subject and in the second sentence "who" use as object. Simply we can identify that if there is a relative pronoun here ((T shows on board)) relative pronoun after that pronoun if there is the pronoun for instance I or We or You or the name of a person these used as- as- as subject here and the antecedent noun here is used as object. But in case of this one there is antecedent noun here plus relative pronoun after the relative pronoun () verb. This is the simplest way to identify the relative pronoun as subject or object. Therefore look at the 2nd example ((T reads from module))

++

"AIDS, which is all killer disease is the object of a major education problem in Ethiopia" = I think here it says the relative pronoun is used as a subject because after the relative pronoun there is no ++ subject there this is used as a subject

= ((T reads next question from module)) "Ephreme Negere, who/whom everyone likes" This one is?

90S: ()

91T: e-e- the relative pronoun 'who' and 'whom' used as- as object because = what is the subject of this sentence?

92SS: Everyone

93T: Everyone likes who? = Ephrem Negere, Everyone is subject 'like' is a verb, Ephreme Negere is the object if Ephrem Negere is object the relative pronoun who/whom also used as object.

++

Ok! you can you can understand whether the relative pronouns are used as subject or object ((late comer S knocks at the door))

++

((T reads from module)) "defining or restrictive clause contains important information about a person or a thing which is inseparable from the subject" when we say inseparable from the subject we mean that we don't need to use e- e the comma because comma is usually used in non-defining relative clauses not in defining relative clauses therefore in defining relative clauses one information cannot be separated from the rest of the information because the relative clauses are usually used to define the antecedent noun therefore we don't need any comma.

++

Thos means that e- e sorry you can't take out the information in the relative clauses. This means that priority is given to the information in relative clause as well as the information in the main clause. We have said earlier in the non-defining relative clause the writer give priority to the main clause but not on the relative clause but in case of defining relative clause the writer should give focus on both defining and I mean defining? I mean relative clauses and or main clauses because one information cannot be separated from the other information therefore the focus of the writer may be on both clauses that is on both clauses that means means on both main clause and relative clause.

++

Ok! in non-defining clauses we use 'who' or 'whom' for people 'which' for a thing while 'that' can be used for both people or things + ((T writes on board)). In case of defining we use who and whom for people + + and 'that' can say and the other one is we use 'which' and 'that' for things.

++

Who, whom, that can be used for people for instance and but 'who' can be used as subject. The same is true that it can be used as object 'Which' and 'that' is used for things. These both relative pronouns can be used for people for instance and but 'who' can be used as a subject the same is true that it can be used as object. So when we compare these e- e- relative pronouns we use relative pronoun you see in non-defining relative clause' that 'can be used for people 'that' can be used for things ok!

++

So look at the examples again let's () two examples only ((T reads from module)) "The person who /that was sick is Janamiru ((SS drag chairs))

++

Why don't you make it - ? ((T order SS to move back))

94S: it is enough

95T: Ok! = "the person who that was sick was Janamiru". In this example again the relative pronoun 'who' is used as subject ok? when we come to the other one e-e the third example ((T reads from module)) "The person who/whom/ that again there is bracket+ the () is Janamiru therefore this relative pronoun is used as what? as-? as objects because the subject of this sentence is? what is the subject of this sentence

++

96S: ()

97T: What is the subject of e-e the third example?

98S: () Janamiru

99T: e- e- e?

100S: Janamiru

101T: The third example I said + the person who /whom/ that the reporter met was

Janamiru

++

What is the subject of this sentence?

102S2: The reporter

103T: = the reporter is the subject + you know if you have the module you can read and understand, the problem is you share one module for 5 or 6 that is the problem. So that is why I told you to bring your module.

++

Ok! therefore the person who/whom/that, these relative pronouns used as object because the subject of this sentence is the reporter. The reporter met who? + the person or Janamiru so the person or Janamiru is the object. Therefore if the person is the object the relative pronoun is also works as- as-e -e- e object.

++

What is the use of e- this bracket ((T shows on the module)) there is bracket I think after 'who' after 'who', 'whom' or 'that' . . . there is another bracket what is the function of e-h this bracket?

++

“The person who /whom/ that/the reporter met was Janamiru” what do you understand from the bracket? ((T points to S)) e-h? Ok? e-h?

++

104S: who also whom or that-

105T: e-h?

106T: So it should- ((S backs for refer the module again))

107T: Do you understand my question?

++

Ok! what about the others? what is the function of this bracket? after the relative pronouns there is another bracket added what, what, what this shows?

Ok? ((T nodes to another S))

108S2: If we described e- e- using ‘that’ that () have no value have no- is not necessary if we . .

109T: which one is may be necessary or may not be necessary?

110S2: that

111T: that? if not there is the word who/whom/that and then another bracket there is –

++

112 S2: () ((laughs)) it is not for in relative clauses we use may not use.

113T: is it only for ‘that’ or the other relative pronouns? that is my question = is it only for ‘that’ or the other relative pronouns? because some other relative pronouns are here mentioned who, that, whom and other bracket + is it this bracket used for the relative pronoun that or for the others?

114S3: In this sentence the object is I think – ()

115T: = Ok?

116S3: So we can use who, whom or that in order to show the object

117T: Yeah! you are right= ‘who’, ‘whom’ and ‘that’ are used as object that means we can use in place of the person what is the function of the object- the bracket?

++

When we agree that the relative pronoun ‘that’ are used as object and then what is the function of this bracket? ((T points to S))

118S: () This bracket shows that idea-

119T :() Ok?

120S: Yeah!

121T: e-h ((T points to other S))

122S: This shows that we can use it without e- e - e these pronouns.

123T: Yeah! the answer is + you can omit if you want you can use the relative pronouns
who, whom or that or? you can?

[Omit
Omit]

124S:

125T: = you can write the sentence without using the relative pronoun that, whom and who
therefore look at the one sentence which is ((T reads from module)) have you got? at the
bottom...

126SS: ((SS refer the module))

127T: we can omit the relative pronouns 'who' 'whom', 'which' 'that' when they are used as
the object of the sentence. If these relative pronouns are used as the object of the sentence
you can omit. To show you can omitted you can use this - this

((T shows on the board)). If you want you can use if you don't you can omit, the meaning can
be the same whether there is these relative pronouns or not.

= Ok! if you have any question regarding defining and non-defining you are welcome

128SS: ((Silence))

129 T: Ok! thank you!

APPENDIX-II

LESSON-THREE

TRANSCRIPT-THREE (TR3)

((Speaking – Problem solving task))

((Life Boat))

Recorded date: April 22, 2009

001T: ((T writes the instruction on board))

++

Assume that there is a boat in the sea there are 6 people the boat can hold only 4 people. If there are 6 people the boat () to sink down because the capacity of the boat to hold is only 4 people. However, in the boat there are 6 people therefore we say there are 6 people in the boat the boat can hold only 4 people 2 people should be thrown away + why do we throw 2 people in to the sea because the boat can hold only 4 people. ++ The the persons who are in the boat are the following.

= ((T reads from the board)) “The first one is 1 year baby extremely suffering from a rare treatable disease -. The other person in the boat is a 55 years old woman who is a grand mother of a baby in excellent health condition. The other person the captain of the ship, he is 33 years old he has got children his wife died. The other person 45 years old pregnant woman, she might be a prostitute, look at the heavy bag she carries. So the next person 77 years old scientist who is the developer of atomic bomb which dropped in the town of Japan during the world during the second world war, currently he involves in some research to cure cancer. The other people in the boat 72 year old doctor, he is a specialist in childhood disease police are investigating him because he committed guilty.”= So the number of people in the boat are 6 people. From these 6 people which people should be thrown away in to the sea? And which people- indirectly which people should be saved? To do this one first do it this activity individually and you can compare with your partner.

++

I think the instruction is clear? ((T arranges SS in groups))

002SS: ((Silence)).

003T: first individually and then-

++

Decide two people to be thrown away ((T rounds each group))

004S: ((requests for clarification)) ()

005T: but he is the only doctor, but don't forget he is a doctor he is a specialist in childhood + if
you kill that person the child affected by different childhood disease

++

Ask such kind of questions e-h? ((T comes closer to S))

++

What what what is your idea?

006S: If you are a guilty, he must be thrown because if you are a doctor- e-e and he was a
criminal, he must be a guilty he must be thrown

007T: for instance if he is the only doctor in the country and if you find that person is guilty do
you throw this people?

008S: because it was investigate a crime or it was find crime to - to - to guilt.

009T: Ok! you can discuss Ok! ((T moves to other group))

++

What about your answer?

10S1: () more advantages of the 1st one. The 4th one even though she is a pregnant she might be
a positive and the disease may do what transmitted to a baby after that

() exposed for the woman for the child.

11T: I think question number 4 shows has no a disease?

12 S2: ~~ah~~ ()

13T: number 4

12Ss: number -?

15S1: She is a proste-

16T: Yeah! she is a prostitute but she doesn't have any we don't have- whether she has caught
with the disease or not.

= we know that-

17S1 = she might () by that disease

18T: e-h?

19S1: by -by saying this by assuming this better to throw away

20T: e-h ((T order SS to discuss in their group))

++

But- you have questions? but try to ask questions in order to get the opinions of the persons Ok!

((T moves to other group))

21S1: Number 1 and number 4 for me

22S2; She is a pregnant she is a prostitute and she is a prostitute and -

23S1: What does prostitute means?

24S2: Prostitute means ((coughs)) her way of life is by selling her genitals

25S1: ()

26S2: e-e?

27S1: ()

28S3: In my opinion that person is better better to throw to the sea rather the others.

29T: the other . If you have any question you can ask him

30S4: Number 5 ()

31T: Just speak loudly:

32S4: Ok! about number 5 e- e his his he has value on giving or taking some knowledge of the other society his got he must be how we say we say he is made something on medicine of this, so how number 5 is - ?

33S3: I think nowadays-

34S4: he has a value?

35S3: Yeah! I think -

36S4: he made something so-

37S3: I have a special case for this. Nowadays many persons no agreement due to the scientist of due to the scientist of which made what? a weapons

38S4: Ok! ok [at that time]

39S3: [in our world]

= he produces something for the society especially he produces not good for the people due to this reason many people or around the world, most of the peoples can't agreed

each other so who fights each other with the with the methods of weapons so that scientists, scientists is must be thrown in the sea rather than a good, a bad for the peoples so he must be thrown to the sea.

40S4: Ok! as a result as a result of the bad weapon he must be () in the sea

41T: So what is your answer? ((T asks S))

42S4: My answer is number 2 and number 5

43S: Can you tell us your reason?

44S4: Ok! I have a reason for this my reason is her life is already passed so for the future she may she may be produce + she hasn't any value as a result she must be thrown in the sea.

45T: Ok! do you have any question to him?

46S: She can live more this 60 or 70 so in this reason for this reason take number 1.

47S4: what is my reason, what is your reason?

48S5: She live but not restricted so number 1 should be thrown- 1 year baby.

49S4: Ok! ((S nods in agreement)) I understood your idea but-

50S3: I have a question for you so number 1 is 1 year baby extremely suffering-

51 S4: loud loud

52S3: a rare treatable disease but if this the child is got a good specialist he can can come to healthy for the future he come he came a scientist or a doctor e- e- e as well as most other things he also can can a whole man to develop country to develop social highly ()

53 S5: () that means rare treatable yes rare treatable means negative consequence.

54S4: Ok?

55S5: e-- that is not treated no more chance to live

56S4: Ok!

57T; ((T moves to other group)) what about this group?

58S1: . . . in my opinion is that if we throw the baby her grandmother is also thrown from the -.

59S2: = No no I am talking about number 1 number 1

60S1: **h!** you'r talking about number 1 but they are related

61S2: Whose grand mother?

62S1: number 2

++

My question is number 1 and number 2 are related because her grand mother is treated her ((S points to the instruction on board)) + she is the grand mother of the baby.

++

Are question number 1 and 2 related?

63T: No, I think in the boat there are 6 people but the boat only hold 4 people from these 6 people we need to throw 2 people which people should be thrown? this is the number of people who are in the boat

64S1: but the grandmother for the first one?

65T: No, no these are different ideas ((T moves other group))

66S1: . . . if it is necessary () we can repeat our discussion now again.

67S2: repeat it!

68S: Again? If it is necessary if it is necessary for us we can repeat again here

++

Of course it must be thrown in to the sea

69S2: ((laughs)) if we can understand for example why we repeat? we take another circumstance to solve the problem or the chaos

70S3: is it a question or-? I didn't understand your question is it a question?

71S1: question not question ((laughs))

72T: Ok! Stop your discussion now once you decide your answer go to compare your answer with other group. For instance e - e your group has decided 2 people to be thrown, which people to be thrown.

++

Just tell to the group ((T orders another big group discussion))

S1: . . . from these 6 people the 1st one said that the baby a rare treatable disease there is a chance to live or to die therefore she is not living a long because she is suffered in a rare treatable disease. If she remain in the boat after 18 seconds or hour only she will die so we are decide the baby from the boat ++ e - m the other reason is the same. You know that the man is a doctor but there is a crime on him because he is a guilty he is searched by a policeman. If he is arrested by a police he is thrown in to jail so he can't do any thing by his profession. So we can decide these two.

73S2: Ok! as to our proposal what is the contribution of the 55 years old woman to those people and the 6th question number 6, 72 years old doctor can save the life of the baby. Therefore ++ it is not important to throw the man of course he committed a crime, he may be corrected by () and after he releasing from the jail he may do any thing. Imagine when there is no specialist in Mekelle town he is the one therefore he may be corrected from the crime but you do not correct from death
+ + we don't have to throw.

74S1: If there is one doctor specialist but there is a doctor whose are use for the whole people yes? You knew that for instance, if he guilt a senior crime for instance by killing many people or a dangerous or a crime related with the country or other it decide to him to get to jail for many years the whole life + in order to punish him. So it prefer from the action.

75T: ((T joins the group and sits))

76S2: ... () he is a childhood specialist + and by the time he released from the jail there may be spreaded child disease immediately he can save the life of the child in that area. Therefore, but after throw him in to the water he may be eaten by shark therefore his life may not be rebirthed.

+ I think he do not + again what is the contribution-

77T: Do you know do you know the purpose is to save the life of the other persons because the boat carry only 6 I mean only 4 persons Ok! it is has 6 people the the boat sank downs so to save the people and the boat you need to throw 2 people, it may be eaten by the shark because there is a shark in the sea but the purpose of this is to save the lives of 4 people and the lives of I mean the boat.

78S2: Yeah! + + he is may be contribute to those people who are in the boat but when we see those 55 years old woman and 45 years old woman they have less contribution to the other because they can save each other again when we see fifty- e-m-e-m I mean the 45 years old woman she is prostitute she may be die after period of time.

79T: How do you know?

80S2: Because she is prostitute

81T: Do you think that all prostitutes will die soon?

82S2: I think so

83T: Ok! do you have questions? ((T invites other SS to ask))

((Cell phone rings))

++

He said e-e question number e - m she is a prostitute she will soon die + do you agree?

84S3: I disagree

85T: Ok!

86S3: Because all prostitute e - e all prostitutes e - e prostitutes may not be exposed for disease died what immediately then we have time what ((S rinse his throat)) to what from that situation. So she not be thrown in my opinion ((S faces difficulty in pronouncing prostitutes)).

87T: ok! others?

88S4: () . . . prostitution is a great problem especially in our country because you know there are different disease like HIV, a lot of problems social, Psychological but in case of this, this pregnant woman cannot contribute to these 6 people because she is illegally pregnant which may discriminate in my opinion.

89T: But don't focus on () the country, what about the life of the baby? do you have - ? ((T points to S2))

++

Of course ok! she is prostitute and do you think that she, the life of the baby should be affected?

90S2: No! . . . () in the future he may a president but at the same time he may be die, he is optional. But what is the contribution of this pregnant woman?

91T: Ok! questions or comments

++

((T moves to other group)) please ask a question to him.

92S1: Why you are thrown in the sea that pregnant woman?

93S2: ((S refers back the points))

E - h ok! as we see from this

++

A 55 years old pregnant woman she might be a prostitute it say the speaker is not hundred percent sure but she might be prostitute, if she is prostitute she can transmit something

94S3: Something?

95S2: Yeah! like AIDS for example or sexual transmitted disease so-

++

In order her to save the life of other we should throw her in to the sea + the doct-regarding the doctor the doctor should be thrown in to the sea also because the police is investigating his case he might commit crime we don't know he might killed many peoples in this time also if he survive in the future so he should be thrown into the sea.

++

What about you?

96S1: it is mine is e-e similar with the doctor but I am difference from you with I said that 55 years old woman who is the grandmother of the baby ++ e-e which is in excellent health condition is must be thrown in the sea

97S2: The grandmother of the baby which is in excellent health condition should be thrown into sea you said?

98S1: Yes! Because-

99S2: In case of this I don't accept this because if you throw the grandmother of this excellent the boy excellent-

100S1: = first- first I- I try to consider what the reason is why first listen to my reason

101S2: Ok!

102S1: The reason is that ++ as you know that she is the grand mother of the baby as you know-

103S1: are you sure she is the grandmother of this baby?

104S1: Yeah! I think-

1045 S3: but the teacher told that these are different people

106S2: That is! I think so

107T: ((T comes to the group up on SS request)) any problem?

108S1: I think the woman is the grandmother of this baby?

109S2: [I don't think]

110T: [No!] these are different people we don't have nay information

111S1: . . . The baby has a scarcity food that means he lacks balance balance food . . . in this reason he has he has got a rare treatment disease.

112S2: No! do you know first you have to understand this idea
 ++
 1 year 1 year baby extremely suffering with a rare treatable disease a rare treatment means-? the disease-

113S1: The babay has a disease that has no treatment has no treatment before

114S2: Yeah! can be recovered from the disease in short period of time.

115T: Here rare treatable implies there is less chance of cure

116S1: Therefore his grandmother has not treatment therefore she must be thrown in to the river.

117S2: For me I don't accept this + what about you?

118S4: The doctor must not thrown in the sea in to the sea

119S1: Why?

120S2: The doctor must be thrown because he is guilty

121 S1: = he must justify his reason ((S stops the interference))

122S4: he make a guilty he has he must be asked for guilty but guilty must not be taken to death

123S1: You are – ((laughs)) in a mistake guilty and what guilty and doctor the profession are different. As you know that he is a doctor or a specialist of a childhood but he did before crime so that investigates by the police so he must be thrown in to the sea rather than save other peoples life.

124S2: We should agree with this one

125S1: Yeah!

126S2: the doctor should be thrown but find for another
 = we don't know also he is going to kill many people in the + future.

127S1: Yeah!

128T: ((T moves to another group))

129S1: . . . he is to die because he is suffering from the treatable disease

130T: is that treatable or rare treatable? because there is meaning difference

131S2: rare treatable

132 S1: Ok! it is better to throw this guy rather than a healthy one= the other- the fourth one in my opinion the third one the- the -

133S3: No! that is the fourth one because she is HIV-

- 134S1: Yeah! because e-e-the is she is e-e-e prost- prostitute.
- 135T: Do you think- ()
- 136S1: e - e-?
- 137T: because she is a prostitute should be thrown in to the sea?
- 137S1: Because + + as we as we all know HIV just () by sex then she may () HIV to other people
- 138T: What will be + the fate of the baby? she is a pregnant
++
- 139S1: The baby e-e?
- 140T: Do you decide + + her thrown to the sea
- 141 S1: ()
- 142T: If you throw the mother you also throw the baby in to the sea
- 143S1: Ok! ((T moves to another group))
- 145S1: we are we are already agree with the doctor
- 146S2: e- e - e
- 147 S1: The 52 years old doctor must be thrown in to the sea
- 148S2: Yeah! the 1 year old baby and the 72 year old doctor must be thrown. Do you accept?
= Do you accept this ((S asks Ss in the group))
- 149SS: ((Silence))
- 150T: ((T orders another big group discussion))
- 151S1: ((disagree in idea)) call the teacher and let us ask him ++ 55 years old woman-
- 152S2: The baby health or the woman health?
- 153S1: Whose health? the baby's or the woman's health?
- 154 T: Ok! for the woman
- 155 S1: the woman?
- 156T: Yeah!
- 157S1: + oh!
- 158T: Don't forget here the baby is not in the boat we don't know... but the number of people in the boat are 6
- 159 S1: Yeah!
- 160T: But we want to throw 2 people to make 4 so 2 people are sacrificed to- to -to- to save the lives of other people = so the number of peoples are mentioned here number 1, number 2

up to number 6 therefore 55 years old woman is in the boat but the baby ++ is not in boat we don't know.

161S1: The woman is in excellent health condition?

162T: Yeah! ((T leaves the group))

163S2: She is in better health condition?

164S1: Yeah!

165S2: but-?

166S2: = She can't save the person's life because she is suffering with a rare treatment disease

168S1: who?

169S2: The baby

170S1: No ++ don't relate the first question with the second

171 S2: Is that ? are you sure?

172S1: Yeah! you don't have to relate the first_

173S2: So if you are sure with this the first person must be thrown

174S1: The first person?

175S2: Yes!

176S1: 1 year boy with rare treatable disease?

177S2: = must be thrown in the seas ++

178S1: Do you know throwing + the boy who is suffering from treatable disease and throwing 55 years old women + is the same. Because if you throw the boy suffering from treatable disease he can be treated- he can be recovered from the disease. If you throw 55 years old woman also e- you are also going to put the boy in risky-

179S2: You have you have tell us now if condition. If he got only supporter he may treated but he has no supporter.

180S1: Who? the boy?

181S2: The baby suffering with rare treatable disease_

182S1: e - e?

183S2: So_

184S1: There is no supporter?

185S2: Yeah!

186S1: How do you know?

- 187S2: ((laughs)) if he has ++ supporter
- 188S1: + there is nothing given here- there about the supporter ++ how can you determine the boy has no any assistant?
- 189S2: As you know he is ++ 1 year old++ almost he is in- in his mother hand already so + his mother already known the health condition of him may be economy economic problem, by social problem she can't survive or she can't treat him.
- 190S1: e- e - e -?
- 191S2: So he is in a rare treatable disease. In this case the baby must be thrown.
- 192S1: Do you know the disease is treatable means? Some what ++ he may recover from the disease without any treatment he may he may! ((stress on last phrase))
- 193S2: To support to save peoples' lives that have a good e-e exemplar or a good persons who are done good work we must throw = we must not throw these.
- 194S1: Ok! e - e?
- 195S2: To save what? the people
- 196S1: the boy should be thrown, somewhat confusing really.
- 197T: ((T orders SS for whole class discussion))
- 198S1: ... When they are travel when she is born if she is born the amount of people will increase.
- 199S2: To six?
- 200S1: Yeah! I mean-
- 201S2: To five?
- 202S1: It will be five e - e then it will be the boat will be sink
- 203S2: Ok! ((S invites another S))
- 204S3: What is that I want tell you in addition to Gemechu is that just we () the pregnant woman may born during (). If she give birth during travel () the child doesn't the child doesn't change the weight. If she were if she were 50kgs () and if she give birth with the child doesn't changes the weight with her child. So being born and being () the weight of the woman doesn't change.
- 205S1: ... If we are treat number 1 the person who is 1 years old. If we are thrown the pregnant woman what is the reason?
- 206S2: If we thrown the pregnant woman?

207S1: If we treat ++ we have two doctors?

208S2: Two doctors?

209S1: Yeah! that means the scientist who deal the cancer and the other doctor e - e the 72 years old doctor

210S2: Ok!

211S1: Even he do or he will he made crime he can treat for the person who is 1 years old, what is the reason?

212S2: ++ if you throw-

213S1: = If you throw the pregnant woman-

214S2: = What is the problem?

215S1: Yeah! that means they will be dying after a time when they are travel + instead of what we can treat number 1

216S2: = ok!

217S1: That means there is treat number 1 instead of thrown that

218S2: If you treat treat number 1 whom you are going to throw?

219S1: Number 1 will be treat () treat means that he could be treatable. Hagos said that he may be disease that child would be suffering from the HIV/AIDS but since it is treatable disease he will be treated by the doctor who is 72 years old then we can throw the 45 years old pregnant woman ++ in my opinion.

220S2: No, in case of me we don't have should not throw the pregnant woman, we should not also here you are saying the 72 years old doctor can treat the boy who can be treated or who is suffering from this treatable disease, you mean that?

221S1: Yeah!

222S2: We have to throw this doctor in to the sea because we don't know the crime he committed we don't know it might be from e - e lack of e- ability to treat the people and he may he might killed so many people before this time so in the same way he may kill also this boy the boy that can be treated e - e he can kill so he should be thrown and the boy should be thrown.

223S1: e - e ok! ((Hesitation)) that number 6 is e-e () a scholar

224S2: a doctor?

225S1: = he is specialized in children disease specialized it is a specialized-

226S2: = in childhood disease= ok!

227SS1: = it is a specialized assume that police are investigating because he is a committed guilty or a crime.

228S2: Because he is committed guilty?

229S1: That guilty can be the person there is no any action refers based on his capacity of a - a ability during the treating time may be that guilty can be during- think in your own way, how we can know whether that is based on its capacity or not but it says he is specialized in children... he is but even the police are investigating he committed guilty that guilty may be in theft or it can be even if I mean the persons can be try to the other that crime can be committed by other action so he is specialized children specialized doctor for children there is no action () indicate-

230S2: e - h you mean that the doctor should not be thrown into the sea?

231S1: Yeah!

232S3: ... we are deciding on number 1 and number 6 that it a 1 year old 1 year 1 year 1 year old child must be thrown in the river and 72 years old doctor who special in childhood disease not be thrown in the in the riv- in the river in the sea

233T: Yeah! ((T invites another S to forward the idea of the group))

234S: ... first the children who is suffered from the rare treatable disease should be thrown down because he is suffered from a ra- a rare treatable disease for instance the disease may be HIV/AIDS so making him throw () because he may be die because the disease is a rare treatable disease and the second choice is the child the doctor should be thrown down from the boat.

235T: Which doctor?

236S: The doctor which is 72

237T: [years old doctor
seventy two years old]

238S: Yes!

239T: Ok! ... if you have any question you can ask ((T invites other S))

240S2: I am agree for number 1 but for number 6 by what indicator or by what it is () difficult or easy how can we understand or how can we him for the doctor special doctor to throw instead of others.

241T: Ok!

242S1: How can we know whether the crime is easy or difficult?

243S2: Yes-?

244S1: It may be difficult but it has fifty percent probability to be difficult crime or high degree crime...

245S2: Yes! but he is what? special doctor in my opinion instead of him I suspect others...

246T: Ok! Which people should be thrown?

247S2: For me number 5

248T: Number -?

249S2: Number 5

250T: Number 1 and-

251S2: Yes?

252T: Number 1 and Number 5

++Ok! another

253S3: ... there are e- e- e some guys without any profession like number 2 and number number 3 or I mean number e- e- number 4

254T: Number 2 and number 4 better to be thrown in to the sea?

255S3: Better throw number 4

256T: You have to decide people which people?

257S3: Number 4 and- [Number 1

258T: [Number 4 and number 1

=Question ((T invites others to suggest))

++

Ok! there is no e- e- right answer for this one there is no wrong answer for this one. Simply the purpose of this activity is to help you improve your speaking activity to express your ideas freely. So I don't have any answer for this one.

++

Ok! thank you!

259SS: ((laugh))

APPENDIX-II

LESSON-FOUR

TRANSCRIPT-FOUR (TR4)

((Speaking- Opinion exchange task))

Recorded date: April 24, 2009

((Sources of happiness))

001T: ((T writes on board)) ok! I am sure last time we tried to see some speaking activity and we have finished that activity and today we start unit-2 the title of the unit is "Globalization" and under this globalization there is another speaking part and we will try to treat this () activity.

++

before we see the e - e concern of the activity first of all I want you to answer this question ((T shows the question on board)) "what makes you happy?"

++

to answer this question better to sit in a group again and try to answer this question "What makes you happy?" and then you can show your answer with the other partner = so can you sit in a group again?

002S: e - e in group of 6 or-?

003T: Ok! 5 students in one group

004SS: ((SS arranges themselves accordingly))

005T: ((T moves to one group)) = what makes you happy? tell to a friend what makes you happy and you can continue this way

= ok!

006S1: What makes you happy? = what kind of ceremony?

007S2: on- for example on Christmas on Sunday at the time of Christmas at that day- we are happy at that day so this makes happy

008S1: Ok! is it a religious ceremony?

009S2: e - e

10S1: religious ceremony or what?

11S2: Yes, it is a religions ceremony, this is traditional ceremony

- 12S1: Traditional ceremony?
- 13S2: = Yes!
- 14S1: = In your country?
- 15S2: Yes! as a result we celebrated with our neighbors with our societies celebrate in one place...
- 16S1: Ok! my sister! is anything you makes you happy ((S1 invites another 3rd S))
- 17S2: = Each by each
- 18S1: Tell us
- 19S3: e - e what makes you happy for this question my answer is e-e-e my hippies get from nature, I would like to admire nature for example when I sit individually from e-e
- 20S2: () loud ((S2 tells S3 to raise her voice))
- 21S3: ((laughs)) ok! when I sit individually from darkness time and when I see star that is more than hundred percent I get happy that is makes for me happiness
++
do you get me?
- 22S2: We are against this
- 23S1: What about you? ((S1 invites another 4th S))
- 24S4: () get or makes by different ways. Example ++ if e - e I buy I bought or I buy new clothes
I'm very happy
- 25S1: At that time you are personally happy? ((Late comer SS enter to class))
- 26S4: Yeah! ++ and I play different new games example football, running etc.
- 27S1: If you- that the previous time you know me I try always to sing a song so music is just Part of my life and it makes me happy so song happiness then music is just I told you you know ++ e - e - e I always do I always sing a song a very very much ++ e - e I am always sing and I do my album now just you will listen the future time it may for the new year the coming new year. Then music is not only makes happy but it is a part of my life
++
This is my idea
- 28S3: Ok! one question for me e - e for future you can you should music person you only listen e - e listen e - e to past your time or the future you have ambitions.
- 29S1: = Yeah! I want to be I want be a famous singer like Tilahum Gessesse-

30SS: ((laugh))

31S1: = Just in our music in our music () I want tell you something about Tilahum Gessesse he is a model of thousands or hundreds of singers Tilahum Gessese this is enough

++

Then I want to be like Tilahum Gessesse by the way

32T: ((T orders whole class discussion)) Ok! let's start from this group= what makes you happy? for instance ((T point to one S))

33S: What makes happy means + I am I have many suggestion on this= what makes happy means-

34T: I can't hear you therefore please speak + loudly

35S: Ok! and not only this when two persons fight each other e - e it makes me happy I make I-

36SS: ((laugh))

37S: = I happy at that time...

38T: What about two countries are fighting each other, do you feel happy?

39S: Again

40T: For example Eritrea and Ethiopia fight each other + do you feel happy?

41S: Ok! when e - e this is e - e my idea is on this is when two boys or different e-e different sexes fight each other I makes happy I makes happy

42SS: ((laugh))

43T: Ok! Thank you very much= e - h this group? just...

44S: Living with so many students sociably makes me happy and also I also I makes happy by visiting so many sites in different areas in Mekelle University that I know that I got some information like churches and other buildings....

45T: ((T delivers handout to SS for further discussion)). Look the elements of happiness here. Just look at-

++

Ok! here it says "what makes people happy?" ((T reads instruction from the module)) under question number 1 look at the ingredients for happiness ingredients means the elements that makes you happy.

= Look at the ingredients for happiness, how important is each one to you? you give 1 for very important ingredients of happiness and you give 5 for not important ingredients of happiness...

((T gives correction on some elements of happiness))

++

These are some of the elements of happiness therefore try to give 1 point for very important ingredients of happiness, give 5 point for not important elements of happiness so decide yourself

++

For example if 'good friend' is very important to you you give 1 and for instance 'big house' is not important thing for you you can give 1 point I mean 5 points. So 5 points will be given for not very important and 1 point is given for very important. So according to this instruction please try to do it. ((T moves to one group))

46S1: He said I didn't have e-e I didn't want to a lot of friends?

47T: Yeah! he said he doesn't want ++ to have lots of friends

48S1: because of their character

49T: Because of -?

50S1: Their character $\gamma\theta$ I haven't $\rho\Lambda\theta$?

51T: Just ask him

52S1: ... you said that you don't want lots of friends- but at one time they become harsh and stranger behavior but after a few days or a few years they change their behavior at that time what do you do?

53S2: e - e I didn't get your point

54T: Just explain this clearly

55S1: () He said that I want a few friends e - e but e - e after a few e - e days or a few years they change their behavior and they are become strange for you at this time what do you do? If you loose them e - e you have stop your relationship= what do you do?

56S2: ... interaction with different society makes different things different problems... you can't found even a loyal friend to you and I want to have a smooth relationship ++ a life happy living happy life with few friends now that is my idea.

57T: ((T moves to other group)) what things can make you happy? Ok! ((T points to S))

58S1: The things that makes me happy is that e - e

59T: Loudly

60S1: ((rinse his throat)) = discussing, disc- group discussion with my classmates like this because it has its own great or () contribution

++

61T: OK! what else is it the only thing that makes you happy?

62S1: Looking films, listening music

63T: Ok! the others= what makes you happy?

64S2: If you get the necessary mark there is you can get happiness

65S3: You are happy with that?

66S2: Yeah! for example-

67S3: Of course that is you are right but every everybody becomes happy when he succeed his goal

68S2: = Yeah!

69S3: = But ++ what you are expected here is what you become happy something for example I will be happy when I play football but I will not succeed with e -e - e with football

70T: ((T moves to other group))

71S1: I play music or playing football makes me happy

72S2: Do you want to be football player in the future = is that your goal?

73S1: Yes!

74S2: Ok! what about you?

75S3: Coming that Mekelle University and getting if more food can satisfy...

76SS: ((laugh))

77T: ((T moves to other group))

78S1: Ok! any thing that makes me happy in this real world is I can sy almost everything makes me happy in this real world but never can become as scoring highest mark in my education endeavor + so that makes me happy in my life

++

Ok? ((S1 nodes to S2))

79S2: me?

80S3: Yeah!

- 81S2: make me happy listening music also singing not only that enjoying with my friends makes me happy
- 82T: ((T moves to other group))
- 83S1: ... what is the cause, a loving marriage that is one point.
- 84S2: So? ++ a loving marriage is not necessary for you?
- 85S1: it is necessary for me
- 86S3: Ok! ... and e - e a good result in exam is that is also ((laughs))
- 87S2: Unquestionable?
- 88S3: Yes!
- 89S2: ((S2 points to S1))
- 90S1: For me with in the exception of because a lot of friends, holiday and no money worries are not important for me
++
All other things that are listed here are important for my life for my- I excite by-by these things.
- 91S2: For example, ++ why a loving friend is not important for you?
- 92S1: Well! this is a good question ++ if you are living e - e- it is not it is not now it is not in the present but for he future to lead your life exactly it is obligation you are married or marriage= so you must marriage a loving friends that means if you are if you if you are loving someone a single women you must live that is ...
- 93S2: Ok! without loving there is no marriage as you know so-
- 94S1: e - e?
- 95S2: Without loving there is no marriage so-
- 96S1: no- no- no- e - e - e in the present time you are living without loving that means you are not marriage e - e - e ((laughs)) በቃ ከምትወደው የምትወደው ጋነው እንጂ መኖር ያለብህ አግብተህ መጨቃጨቅ ምን አገባኝ::
- 97T: ((T moves to other group))
- 98S1: ... I think this is not an immediate but in the future you may at what-
- 99S2: At what level during this time or-?
- 100T: = No - no it is not only in this time at this time but in the future after for example after the graduation ++ e - e you may decide to have a wife.

173S4: . . . the education time is e - e - e = what we call ((Laughs)) sorry! do you ++ do you think we have a lot of times to learn if don't we have a holiday?

174S2: . . . don't you think that the economy is increasing time to time?

175S3: How can be increasing from time to time?

176S1: Increasing from time to time?

177S3: Yeah!

178T: Let me ask you a question = do you think that everybody can have the same e - e ingredient?

++

179SS: That means-?

180T: = Do you think that one thing can make every body happy?

181S5: No!

182T: No! therefore she has right-

183S5: But e - e her she says since holidays are very essential she she recognized essential

184T: = essential? holiday is essential for her

185S5: But generally we are debated things since this debate is as a whole

186T: As a whole?

187S5: Yeah!

188T: Yeah! that is why I want you to ask + whether the person () question because the person is () in discussion.

++

. . . therefore I want you to express your opinions

++

it is better to stop here= we have finished.

DECLARATION

I, the undersigned, declare that the thesis is my original work and has not been presented for a degree in any University and that all sources of materials used for the thesis have been duly-acknowledged.

Name: Anteneh Getachew

Signature:  _____

Place: Institute of Language Studies, Addis Ababa University

Date of submission: June, 2009