Conversation 1

SL: Supervisor   SS: Supervisee

1. SL: So: any progress on your (0.3) on your paper?

2. SS: Yes, and here is my (0.1) uhhh uhmm transcriptions for: my first sample uhhh

3. SS: We have three groups

4. SL: Uhm

5. SS: Gay man, straight female and straight male

6. SL: So this (0.1) these are for the gay

7. SS: Yeah yeah

8. SL: Aha

9. SS: Ok

10. SL: An:d the other one for straight =

11. SS: Straight man

12. SL: A:nd (0.2) female

13. SS: Yea yes uh[hh]

14. SL: ↑[so] what was your title by the way? ↓I forgot you title

15. SS: Uhhm language choice, lingo (0.1) uhhmm

16. SL: Language choice and identity construction, [right?]

17. SS: [yeah but] we we decided to change to

    lingo (0.1)

18. SL: I don't like the gay↓ lingo: or what I̲ still [prefer] the language choice =

19. SS: [(   )]

20. SS: Right sure, (0.1) because as mention in the uhh discussion before, they suggested to

change to lingo

21. SL: Yeah

22. SS: Yeah

23. SL: But I [I: I]

24. SS: [In your]

25. SS: Yes yes

26. SL: I don't really like it

27. SL: And Identity [construction]

28. SS: [construction] of Malaysian gays

29. SL: Of (0.2) Malaysian gays (0.6) in (0.2)

30. SS: In ma:lay:sia:

31. SL: I I told you to include English, right?

32. SS: Oh ok

33. SL: Language choice and identity construction of (0.3) Malaysian gays =

34. SS: So if =

35. SL: ↑Uhh interaction (0.2) ↓in English

36. SS: I see, ok

37. SL: Oh no if that would be case we have to remove language choice

38. SS: yes yes [so there is]

39. SL: ↑[Should] be the identity construction of Malaysian gays i̲n

40. SS: In English interaction

41. SL: In (0.1) English

42. SS: Sure, so: uhhh (0.3) would involve code switching now?

43. SL: Yeah we can th- we can say that, it is in (0.1) uhhh (0.3) ↓ id- identity construction of Malaysian gays ↑ in English dominated (0.2) int[eraction]

44. SS: [interact]ion

45. SL: So: we should say identity construction of Malaysian gays in English dominated int[eraction]

46. SS: [interact]ion

47. SL: So it should be, this should be, you have to change the title

48. SS: Yeah

49. SL: And so there for if you're going to change the title, <u>d</u>id you bring the sample the propos- the: research questions that you have?

50. SS: Yes, I ummm (   ) everywhe(h)re (0.8)

51. SL: What is PR (sebartan)?

52. SS: Hah?

53. SL: PR (sebartan)?

54. SS: Umm PR!

55. SL: (   )

56. SS: (   ) BN:

57. SS: Do you want me to translate this?

58. SL: Yeah

59. SS: Oh ok, uhhh <u>d</u>o not be fool by (0.1) this uhhh

60. SL: Politics

61. SS: Politics things, so BN <u>B</u>N here is referring to BN =

62. SL: Barisan national

63. SS: Barisan national

64. SL: Uha so they're sending:

65. SS: Ye(h)ah

66. SL: Text messages =

67. SS: Texts yeah, this is common now a days

68. SL: Why are this time sending that?

69. SS: Heh yes (   ) (0.3) to not fool by BN (0.1) who: is desperate (0.1) to use (0.1)

   uhhh religion uhh religious issues, religious and racial issues

70. SL: Uhm

71. SS: To: (0.2) sprite to: (   ) to destroy ahh things like that

72. SL: Yeah so the other party

73. SS: Yes, (0.2) do I need to read more?

74. SL: No no it is all [right]

75. SS: [heh] ok (   ) the main idea

76. SL: Yeah I got the idea

77. SS: Heh

78. SL: So wha- what is the title that we first work on?

79. SS: Ok uhhmm the proposal, I don't have the proposal here, but this is the: (0.1) uhhh

   umm (0.1) the purpose likes that I:

80. SL: Uhm

81. SS: Uhh I presented [for the discu-]

82. SL: [so the previous] title that you have is language choice and [id-]

83. SS: [this is]

the one

84. SL: Aha we will change that to id<u>en</u>tity construction of (0.2) Malaysian gays (0.4) in

English interaction

85. SS: Yes

86. SL: What was your: uhm: (0.1) dominated (0.2) interaction? (0.3)

87. SL: Ok, what was your uhh research questions? =

88. SL: Was there a change with research questions [last time?]

89. SS: [uhhh um] (0.1) no

90. SL: Uhm

91. SS: Just do just do uhhh of the vi- [English and]

92. SL: ↑ [examine the] (0.1) the [language] choice =

93. SS   [research questions]

94. SL: ↑ So the main objectives (0.1) ↓ examine the (0.3) English choice, examine the

identity portraying (reading the proposal)

95. SS: Uhm (0.6)

96. SL: ↓ The reasons for choosing (0.2) what is the language (   ) Malaysian (   ) what

identity the Malaysian gays portray

97. SL: So (0.3) so examine the language (0.1) <u>u</u>sed (0.2) by <u>M</u>alaysi:an gay man (0.1) in

↓ (0.1) English =

98. SS: Dominated interaction

99. SL: Dominated (0.1) interaction, (0.2) ↓ examine the identity (0.2) uhhh (0.1)

constructed (0.1) uhm

100. SL: ↑ But then are you going to conduct interviews? =

101. SL: So you will not conduct [interviews, right?]

102. SS: [I conducted an inter]view (0.1) uhm to find what the

reasons (0.1) just to answer: the research questions, right?

103. SL: Uhm

104. SS: Yeah (0.4)

105. SS: An- and I have like uhhmm written the kind of questions that I will ask for the

interview,(0.1) but I'm not sure, I want to clarify with you today

106. SL: Uhm

107. SL: ↓ So (0.2) theoretical framework =

108. SL: ↑ So (0.1) I was thinking because this one you talk about

109. SL: what framework is this?

110. SS: Uhm: that is taken from SCT and IST

111. SL: (reading the proposal ... ↓ two questions) (0.12)

112. SS: They are available

113. SL: But you have here (0.2) the mega mode-

114. SL: this is what I'm interested in

115. SS: Ok

116. SL: The ma- mega model

117. SS: Uhm

118. SL: But I couldn't find uhm (0.1) (reading the proposal.. identity (   ) sexuality)

(0.11)

119. SS: You were saying about mega model?

120. SL: Yeah

121. SL: What is this maga model all about? What does it =

122. SS: Basically it's about to show the stages of uhh the men =

123. SS: So how they go through ummm (0.1) in being homosexual men an:d from pre

    sexuality and then (0.1) the question about the identity (0.1) uhhh big enough to come

    out through

124. SL: But yo- you don't because you have to analyze from conversation, am I right?

125. SS: Yes yes, so I'm thinking of how to lead actually ↓ first (0.3)

126. SL: Actually I'm thinking that

127. SS: Um um

128. SL: You know, after looking through with this theory

129. SS: Uhm

130. SL: Because it is conversation

131. SS: Yeah

132. SL: So like for example here (0.1) like uhhm (0.3) like for example would say, ↓ you

    want to analyze (0.3) like examine (0.3) uhm (0.2) the language (0.2) used by (0.1)

    Malaysian (0.2) gay man in English dominated inst- (0.3) in English [dominated]

133. SS: [dominated] interaction

134. SL: Interaction

135. SL: So perhaps here you would say (0.1) what (0.2) gay (0.2) language (0.2) (   )

    language used by in English and d- dominated ↓ to portray (0.3) their (0.1) gay =

136. SS: Identity =

137. SL: Identity

138. SL: So the first question here, what gay (0.2) what language (0.1) used (0.1) by

    Malaysian gay (0.1) men (0.2) to (0.3) position (0.1) their (0.2) or to construct (0.2)

    their identities (0.1) in (0.1) a: in English: (0.1) dominated (0.2) interaction

139. SL: So that is your first question =

140. SL: Th- the second question now would be (0.2) how: sorry analyze (0.1) how: (0.1)
↓ gay men (0.4) position (0.2) their (0.2) identities (0.1) in: an interaction

141. SL: So then let us say uhm (0.3) how: ↓ the (0.1) Malay (0.2) gay men (0.1) position
(0.1) themselves (0.1) in (0.2) ↑ position their identities (0.7)

142. SL: ↓ Ok uhm (0.1) analyze how gay men position their identities (0.4) uhm (0.4)
through (0.3) um (0.2) position their identities (   ) (0.1) interaction

143. SL: A:nd (0.1) the third one examine (0.2) the reasons (0.1) or (0.10) identities (0.1)
using (0.1) a: huh ↑ examine the reasons for (0.2) choosing (0.1) or using (0.1) a:
particular language (0.7) to construct (0.2) their id- to construct and position (0.4) their
identities (0.2) in an interaction in English dominated (0.5) interaction

144. SL: Ok that one would be (0.1) be ↑ what is that? (0.27)

145. SL: Uhm what day is today?

146. SS: Thirteen

147. SL: So how would you: (0.1) so what a- what are the features now that you have seen
here?

148. SS: Ok uhhmm if I want to compare umm uhhh (   ) three: conversations ok? the
features that (0.1) I can (0.3) maybe they use more the (0.9)

149. SL: So what what is the language here that would show that they're gays? (0.2)

150. SS: Maybe not so much at the beginning bu:t towards the: end (0.24)

151. SL: So wh- any any uhmm (0.2) uhhhm visible kind of (0.2) uhm (0.1) language that
would show their identity?

152. SS: Meaning?

153. SL: Any any word any any language that would reflect that they are gays? (0.14)

154. SS: Umm may be not here not in: this conversation (0.6)

155. SL: What about here?

156. SS: There was one where they're making like umm gay jokes as (   )

157. SL: Yeah so that it is very evident here that there is no [linguistic choice]

158. SS: [yeah yeah]

159. SS: Uhm uhm I understand (0.3)

160. SL: Uhm (0.3) so I think uh based on your data uhm (0.4) uhm (0.5) may:be (0.1) ok

    so because language choice is not [evident] here

161. SS: [Uhm]

162. SS: Yes yes

163. SL: Ok just read on this theory so uhh ok =

164. SL: So we need to change based on data there is no linguistic choice

165. SS: Um um

166. SL: So based on the data it shows, ↑can can I keep this copy for me?

167. SS: Oh yes sure

168. SL: So based on you data it shows onl- it doesn't have any language choice, so: you

    would just say (0.6) we will based it from the data (0.19)

169. SL: So it's still the same

170. SS: Umm

171. SL: But your main objectives now would be different (0.1), it is no longer the

    language (0.1) choice =

172. SL: Because there is no choice at all, (0.1) ↑ am I right?

173. SS: Yes no: uhhh to: cou-

174. SL: No

175. SS: Ummm

176. SL: Heh ye(h)ah there is no:

177. SS: Yeah

178. SL: ↑Because you told me last time they use certain words

179. SS: Yes

180. SL: But they [don't]

181. SS: ↑[yeah for] this particula:r sample, he: is not more of the kind of (0.1)

    even now he: is a:- he's identifying himself as gay as gay but the language that he uses

    not so much towards (0.1) that side

182. SL: Yeah so there for it might be possible in other interv- conversations, it might not

    appear

183. SS: Um um

184. SL: So you have to so you have to change the objectives based on this

185. SL: So: ex- the ↑first one would be ↓examine (0.2) umm (0.3) the: (0.1) identity

    (0.1) constructed (0.2) b:y (0.1) Malaysian (0.4) gay man (0.1) in English (0.2)

    dominated (0.2) interaction

186. SL: Then the second one would be (0.1) analyze (0.3) the: uhm positioning (0.3) of

    (0.1) identities (0.2) of Malaysian (0.4) gay men in (0.3) an interaction

187. SL: So

188. SS: Umm

189. SL: Then the third one would be: (0.1) examine (0.5) the reasons (0.1) for (0.2)

    constructing (0.1) such (0.1) identities

190. SL: So your questions now would be what (0.7) identity (0.2) or identities (0.1)

constructed (0.2) by (0.1) Malaysian gay men (0.2) in an English (0.2) dominated (0.1)

interaction

191. SS: Um

192. SL: So↑ this time (0.1) all intervie- all conversations of gay men, no longer with =

193. SS: The three groups

194. SL: Yeah, (0.1) so I think that would lessen your work

195. SS: Right

196. SL: Ok, then (0.1) umm (0.1) how: do Malaysian (0.1) gay men (0.1) position their

identities as gays (0.6) as gays (0.1) in an English (0.2) dominated (0.1) interaction

197. SL: Then the third one is (0.1) uhmm (0.3) what are the reasons (0.3) for constructing

(0.2) such (0.2) identities in (0.1) an interaction? =

198. SL: Maybe you can ask them later on (0.1) why do they construct that kind of

identity in an interaction

199. SL: ↑ Why do why do they want to be like that?

200. SS: Uhm and so (0.1) ↑so if these↓ would be the questions, so: what about the

language aspects?

201. SL: The?

202. SS: Language aspects, (0.1) because ummm (0.1) looking at the uhhh the focus here

you: uhh look into more into identities, what about the languages?

203. SL: Because here it's, it doesn't reflect [with the] language itself (   ) language

choice =

204. SS: [um um]

205. SL: But this one would be would be still under discourse analysis

206. SS: Well, would be ma- (   ) heh I was just

207. SL: No

208. SS: Wondering

209. SL: Because you are looking at [English]

210. SS: [English]

211. SL: Yeah dominated

212. SS: ↑ Because I'm referring to: one of you studies before, this is about (0.1) the

Christianity, right? =

213. SL: ↑ No that one is different [different from this]

214. SS: [yeah I'm jus- I'm] just the concept of the:

215. SL: Yeah

216. SS: Because here you also looking into the identity uhh but then also will under each

identity lo- look into the: (0.1) language aspects in the the conversations or the speech

umm like the: verbs and adjective (   ) so I was just wondering [that]

217. SL: [No] ↑ so you can

what what lan- identities are constructed by Malaysian gay men

218. SS: Um um

219. SL: In an English dominated interaction

220. SS: Um um

221. SL: So you ↑ you're going to analyze the discourse, you're analyzing the language

itself

222. SL: So (0.1) read on positioning theory

223. SS: Positioning (0.5)

224. SL: Ok read on positioning theory, use the positioning theory as your theoretical

    framework

225. SL: Because you know what, on in your data it doesn't reflect

226. SL: So that means your data itself (0.1) w<u>i</u>ll not be: useful with that kind of res-, so

    that means your your earlier assumption wasn't right (0.7)

227. SS: So positioning theory will be my frame<u>w</u>ork?

228. SL: Yeah

229. SS: Ok ok, right (0.25)

230. SL: Maybe you can,(0.2) ok just stick on this and read on positioning theory =

231. SS: ↑ [Ok]

232. SL: = [Then] (0.1) one more thing is that (0.1) read (0.1) ↓ on conversation analysis

233. SS: Ok

234. SL: That you need to know the transcription (0.7) ↓ convention (0.1) because this one

    is not how you're going to transcribe

235. SS: Um um ok

236. SL: So you should understand the transcription conventions =

237. SL: So (0.1) uhhh da- your data ↑ can I keep this data?

238. SS: Yeah [sure]

239. SL: ↑ [so I] can study

240. SS: Yes

241. SL: ↑ Because your data ↓ does: not actually

242. SS: Show: the:

243. SL: [Yeah]

244. SS: [Yes]

245. SL: So how would you analyze?

246. SS: Um

247. SL: I'm going to re- I'm going to look through your data, because your data doesn't

    really (0.1) say anything on the: kind of research that you would have =

248. SL: ↑ So just uhh work on with this

249. SS: Um um

250. SL: Then (0.1) read on positioning theory [and] read on conversation analysis =

251. SS: [and this]

252. SS: ↑ And the transcription convention

253. SL: Yeah, you need to understand how to transcribe this is not ↑ [how] you're going

    to transcribe

254. SS: [yes]

255. SL: Ok

256. SS: Uhh actually uhh in the last page

257. SL: Uhm

258. SS: This is uhhh ↓ my ↑ these questions that I: I'm planning to ask the

259. SL: ↓ What was the

260. SS: But uhh =

261. SL: Oh no don't ask this kind of questions

262. SS: Um um

263. SL: These so very specific questions that will you ask

264. SL: Ok ummm from here I'm going to uhh check what are the possible questions that

    you could ask

265. SL: Ok!

266. SS: Ok

267. SL: And just keep this one

268. SS: Ok sure

269. SL: So: just focus on that first =

270. SL: ↑ Can you do a: uhm the fi- first chapter of your paper?

271. SS: Ok

272. SL: And submit this, I I need the first chapter so I can see the: real picture of your

     research

273. SS: Ok

274. SL: Including the positioning theory

275. SS: Um

276. SL: So that I can relate this one through your (0.1) uhhh [data] =

277. SS: [data]

278. SL: = Because your data doesn't reflect any language [choice] at all

279. SS: [choice]

280. SS: Ok

281. SL: And doesn't reflect even the language that they use that would reflect who they

     are

282. SS: Um

283. SL: ↑ But the way I look at it here uhh the way they construct their identity is (0.2)

     ↑ by positioning themselves who they are, (0.1) by taking a stance of who they are

284. SS: Um

285. SL: So like this on here it is it is evident that (0.1) like (0.2) uhhm (0.4) like (0.1) he gives that(0.1) ↓also then (0.2) (   ) then (   ) (0.4) where is the (0.12), ↑ oh so like this one (0.3) (reading the proposal) uhh oh what, it is not

286. SL: I think I need to read thoroughly this uhh (0.1) conversation (0.6)

287. SL: Ok try to uhh (0.1), may be try to go for uhh uhm I will read this I will study this conversation

288. SS: Ok

289. SL: And we will see how the: how the (0.1) identity, you know, reflect from this work
=

290. SS: So I will read this

291. SL: Yeah read the positioning theory yeah

292. SL: That one would uhh help you a lot

293. SS: Umm what about, do you have any studies that I may be can refer to any suggested studies that I can refer to =

294. SL: On positioning theory

295. SS: Yes

296. SL: I don't have yet any [studies] on positioning theory that =

297. SS: [ok ok]

298. SL: = You can read on that

299. SS: Ok

300. SL: Ok just start to read on that then we can

301. SS: Thank [you]

302. SL: [disc]uss it further

303. SS: (   )

304. SL: Yeah

Conversation 2

1. SL: So: (0.1) ↑ from your readings, ↓ so:

2. SL: What (0.1) what (0.3) did you what did you get from here?

3. SL: From your [reading]

4. SS: [from this] (0.1) [particular] transcription

5. SL: [Yeah right]

6. SL: Yeah (0.22)

7. SL: So is there any (0.1) issue? =

8. SS: No it just like I ask you before, ummm uhh my mind has been like <u>v</u>iewed to this
   guy kid just (0.1) produce uhhh not many words .hhh

9. SS: and then it just the (   ) answered questions and re-initiate new topics

10. SL: Uhm

11. SS: And then uhhh (0.2) like for example, but they said just few: not more than three
    times when (0.1) he tried to: (0.1) had on the topic to make it more interested =

12. SS: For example: on (0.1) 941, (0.1) 42, and 43 (0.2)

13. SS: When the son, he: tried to: when the father said what about your pocket money
    and yo- the mom complains that for this I gave you 30 ringgit but then (0.1) you said 1
    ringgit is enough for you =

14. SS: Then (0.1) he said that (   ) Money, I only used 1 ringgit and then I treat treat my
    friends with money that is way the 30 ringgit is small

15. SL: Uhm

16. SL: So what what was, what was your idea earlier? =

17. SL: What do you want to look here?

18. SS: The: earlier idea is just like to: see the conversational skills and (   ) see the: (0.1)
    uhhh (0.2) when they did keep initiate topic or not, when how do they converse? How
    did they participate in conversation? (0.1) the participation level

19. SL: But you were talking about pragmatics earlier! (0.5)

20. SS: How do we assess pragmatics on this? =

21. SL: So from your from your uhh from your: uhhh (0.1) from your proposal earlier you
    wanted to look at pragmatics that is ↑ why ↓ I would [ask you] whether would that be
    possible in this kind of data?

22. SS: [on this]

23. SS: I can say is not possible I think =

24. SL: It is not possible

25. SL: .hhh So what particular issue did you see here?

26. SS: May be conversation (0.1) al skills

27. SL: When you say about conversation skills what are you referring? =

28. SS: I mean (0.2) the way he participates in conversation (0.1) in (0.1)

29. SL: So when you say when you say the way: (0.1) the: child participates in a
    conversation what what issue, ↑ is there ↓ a problem in the way the student particip- the
    way the: kid participates here?

30. SS: Umm (0.1) it is not really: (0.2) contrib-, he does not really contribute to the
    conversation

31. SS: I mean he just rely on (0.1) the surrounding people =

32. SS: If the people did not ask questions, maybe he will just keep quite

33. SL: Th- that is your assumption, am I right?

34. SS: Yeah

35. SL: But what really here?

36. SS: Umm just like ummm not many not more: than five words in one sentence and (0.2) no: new (0.2) topic (0.7)

37. SL: So what was your earlier (0.1) uhhh your research questions earlier? =

38. SS: Yeah i gave you an email to read before

39. SL: The:

40. SS: The one you asked me to do the statement problem (1:53)

41. SL: So, .hhh generally this is what would you like to look at, describe the conversational skills, right?

42. SS: Yeah

43. SL: So when talk about conversational skills what what =

44. SS: I think (you'll) give example

45. SL: ↑What?

46. SS: I think (you'll) gave example

47. SL: Uh uh sorry o(h)k

48. SL: So if you're going to, going to analyze the conversational skills, what you want to:

49. SL: how would you do that?

50. SS: Uhhh I don't uhh I don't need the conversational skills to: (0.1) what particular things to look at (0.1), I just go (0.1) to see what is come out =

51. SL: So when you say conversational skills what do you mean?

52. SS: I mean like (0.1) the initial idea I have is to look does it he like umm uhhh (0.2) topic maintenance, topic initiating

53. SL: Uhm

54. SS: The [la-] the lack of uhh speech production in (   ) that like not more than three

    word or more than five words, something on that in (speech)

55. SL: ↑ [so]

56. SL: So whose model is that (0.1) that are you using? (0.3)

57. SS: Umm the one I referred to previous study, if you are: =

58. SL: (   )?

59. SS: Umm (   ) since 2006

60. SL: Di- (0.1) does they have a: (0.1) brief description on how to analy- describe the:

    conversational skills?

61. SS: The collected data (0.1) uhhh they record and transcribe

62. SL: Uhm

63. SS: Then they see and then they set uhhh which one is topic maintenance and which

    one is topic initiating ↓ and which one is (0.1) uhhh and then they calculate the

    percentage

64. SL: ↑ Because you- your research questions how do (   ) children perform in

    conversation? =

65. SS: Then basically I'll just describe how do they perform

66. SL: But the your your first objective is to describe the conversational skills =

67. SS: Uh uh ok, (0.1) it is contradict

68. SL: Yeah (0.7)

69. SS: Then I should say to describe their performance (   ) in conversation =

70. SL: When you say performance what do you mean? =

71. SL: How can it be assess? =

72. SL: How can you could you assess their performance?

73. SL: Wh- when you say performance what does it mean in this context? (0.2)

74. SS: Then (0.1) performance from where I think (0.1) that (their) participation

75. SL: For th-, whose idea are you following?

76. SL: So↑ (0.1) th- this you cannot just invent and create

77. SL: There should be a: [bases] for that

78. SS: ↓[bases]

79. SL: ↑So like for example when you talk about ↓when when you when you when you discuss about conversational skills ↑so (0.2) whose idea is this? (0.1) That you can refer

80. SS: This one I get from a study by (   ) this one that one I can tell you that (0.2)

81. SL: To describe, when you talk about conversational skills ↑are you look ↓at, (0.1) how the skills are measured? (0.9)

82. SL: What are the parameters (0.1) when you talk about conversational skills?

83. SL: Do you know that?

84. SS: Parameters for conversational skills

85. SL: Yeah

86. SL: What are the parameters when you talk about (0.1) to describe the conversational skills? =

87. SL: How would you know that (0.1) the: when you talk about conversational skills these are skills that you are you are trying to measure?

88. SS: I mean like I'm asking questions and so on, do (   ) is that what you mean?

89. SL: No conversational skills not only answering questions =

90. SL: Conversational skills [would]

91. SL: [like] greeting =

92. SL: It's quite (0.1) big area, so that is why I asked you (0.1) where did you get this idea?

93. SL: What is your bases:?

94. SL: So (0.1) the bases for this, (0.1) ↑ is there any existing study that would talk about conversational skill:s?

95. SS: Ye:s

96. SL: OK and (0.2) when you say conversational skills .hhh which school of thought or which idea are you following? =

97. SL: You can have an ana- clear analysis here =

98. SL: Otherwise it would be too difficult for you to analyze =

99. SL: ↑ Like ↓ for example (0.1) ok =

100. SS: [Do you]   [do]

101. SL: ↑ [I would] like [to] ask you (0.1) who will you analyze the conversational skills here? (0.3)

102. SS: If ummm then I will just see: (0.2) hhh heh

103. SL: Yeah my question is how will you analyze the conversation (0.1) uhhh conversational skills   here now? =

104. SL: Because this is the actual data (0.3)

105. SL: So this is now the data that you have =

106. SL: So your first question would would, your first objective is to describe the conversational skills of: =

107. SS: ↓ (   ) =

108. SL: So how would you describe the conversational skills here?

109. SL: What are the parameters? (0.7)

110. SL: Ok what are the (0.1), so from here what are your (0.3) parameters or guide

111. SS: Ok

112. SL: What are your guide or: (0.1) uhhh (0.2) parameters (0.3) to analyze (0.2) the conversational skills? =

113. SL: Did you get my point?

114. SS: Yes yes I↓ got your point

115. SS: But I keep on having this in mind the topic maintenance topic initiating that is what I have in my mind all =

116. SL: They are

117. SL: This part of conversational skills? =

118. SS: This only the study that I refer to (0.1) this

119. SL: How how is that?

120. SS: Vidrik

121. SL: Vi:dri̱k (0.18)↓Vidrik (0.17), because you need to, if you do your thesis, this is a master =

122. SS: Yeah I know, it should be much more: (0.1) [intense]

123. SL: [You must] =

124. SL: Yeah you must really understand what you are talking

125. SS: Doctor but I'm confused because you ask me into: different directions: =

126. SL: ↑ No I'm not asking you with different direction but [I ask you] based on your data =

127. SS: [I know]

128. SS: I know =

129. SL: [And you tell me what is] in your mind, because how would you analyze this?

130. SS: [Yes yes yes yes]

131. SL: So th- because the question there that you must have un-, ↑ I'm not giving you in

↓ different direction I'm (0.2) I'm basing on what kind of direction that you want to =

132. SL: But I'm questioning you if you go with this how would you analyze

conversational skills? (0.7)

133. SL: Because it might be (0. 6) did you put something here on the conversational skills?

=

134. SS: Yes I added something =

135. SL: Where is that? (0.1) in (0.14)

136. SS: Uh here in the (0.35)

137. SL: This is just the finding (0.1) that (   ) children like in assertive utterances failed

to reply adequate to marks, (0.1) like (   ) and where involve more in topic maintaining

=

138. SL: So the question is did you see the methodological framework of this particular

study and the analytical framework in particular?

139. SS: No:

140. SL: So how did you come up with this with this one in your literature?

141. SL: See you must understand that one here =

142. SL: So like ↑ for example ↓ for the first one you need to (0.1) describe the

conversational skills =

143. SL: My question is what are your guide or guide line or parameters to analyze the

conversational skills or to describe I think that is the: (0.1) the , more appropriate and to

describe the: =

144. SS: OK If I want to ask this question can I just, like for example you say which (0.1)

base which guide or: what is the parameters, can I just say ok (   ) used the: (0.1)

quoted (0.1) uhhh conversations based on types of uhhh (0.1) assertiveness or

responsiveness and then type of (   )

145. SL: So you can do this one but if, you must make sure that you have a full

understanding on that

146. SL: Like for example uhhh with those uhh that you mentioned, so (0.1) how would

you identify those in the text itself? =

147. SL: That is why ↑ I'm asking you now this is the text (0.2) how will you analyze now

the conversation, how will you describe now the (0.1) conversational skills?

148. SS: Then first I will identify uhhh this one as assertive and responsive, is that correct?

=

149. SL: A:ssertive =

150. SS: Or responsive =

151. SL: So how, what for example? =

152. SL: ↑Like [for example]

153. SS: [Like for] example number two:, number three the mother said something, I

will send you back to hostel this time, this is the mother initiated the conversation

154. SL: Uhm

155. SS: And then the son replied ok, so this one ca- I categorized this as (0.1) responding

156. SL: Res:ponsive, why? =

157. SS: Because it like provide response to what the mother had said before =

158. SL: So what is responsive in in, (0.1) who defined, so how do the other researchers

(0.1) define the word responsive? =

159. SL: If I just say ok yes (0.1) o:k

160. SS: Isn't that still a response =

161. SL: Ok if that what you think in the previous, you know, in the previous studies would

say like that ↑any response would mean responsive =

162. SL: But that one must be substantiated

163. SL: Did you get my point?

164. SS: Yeah

165. SL: ↑Like for (0.1) like for example if you would say (0.1) uhhh response

166. SL: So: =

167. SS: It ok, let us elaborate more: (0.1) more (   ) because I (   ) heh.

168. SL: No because yo-, (0.1) yo- you're doing master, and we are expecting you: =

169. SS: I know

170. SL: To really come up with your (0.1) with your: =

171. SS: Come up with something

172. SL: Come up with something and discuss with us (0.1) what you have in mind, ↑it

isn't that we will discuss with you what we have in mind .hhh because you're doing

master, you are not doing undergrad [research]

173. SS: [But I'm] still

174. SL: So =

175. SS: I know I know what you say, this now doctor as master student I should come and

should come (0.1) and give you what I have in my mind

176. SL: Yeah then =

177. SS: But at this particular point of my life of master right now, I still don't know what

to: (0.1) to, because I still have not finalize my research objectives =

178. SS: I still have not finalize my [research questions]

179. SL: [you know the reason] why you not be able to finalize it,

because you're not sure (0.1) with (0.1) what you would like to do =

180. SL: .hhh and some of the reasons why you are not sure with what you are going to do

because you lake the very (0.1) specific knowledge, you know that =

181. SL: What, because if you are if you have a very strong foundation and you understand

thoroughly what you do, you can take a stance on that, you can take a stand on that =

182. SL: This is what you are going to do because it is like this and that

183. SL: So that one would prove that you have a thorough reading and you have a

thorough understanding on what you want to look at

184. SL: ↑But in your case is, I know you've done a lot of readings (0.1) but in your case

still like (0.2) a bit of this, a bit of that uhh changeable

185. SL: ↑So that that would show that (0.1) that would ↓show that (0.3) you have no: uhh

very strong foundation yet when it comes to this particular study

186. SL: So: (0.1) you need to really (0.1), like this one now when you say describe the

conversational ski- (0.2)

187. SS: Ok basically I put these things this form basically I just want to describe (0.1) how

do (0.1) class children participate in conversation, first when they converse with their

parents and then with friends

188. SL: Yeah So yeah right =

189. SS: And then I'll just (0.1) like what (   ) before which used conversation analysis

like you go and have no any idea in your mind .hhh and then you just [transcribe]

190. SL: [Yeah]

191. SL: Yeah [but you need to], you must understand: (0.1) that when you do that there

should be a bases: =

192. SS: [But then how:]

193. SL: = So because is [how do you]

194. SS: [I know the bases] then I'll just use these bases like the (0.1) the

assertive when (   ) type (   ) (0.1) or I'll just analyze these only

195. SL: Yeah but my question with you how will you analyze the data based on this? (0.5)

196. SS: For me I will just (0.2) categorize ok this is as responsive, this is less responsive

then I will just come up with a conclusion the most that (0.1) uhh utterances used by

class children are (0.1) categorize as responsive =

197. SL: So whose (0.1) whose notion of responsive are you following?

198. SS: Then you s-, (0.1) you mean like who (0.2) you mean how to describe [(   )]

199. SL: ↑[No I] mean

whose idea that whose idea that would say if one would say 'ok' (0.2) or any responses

wh- even when you say (0.1) 'uhm', 'yeah' it is a form of responsive was that a: (0.1) is

that (0.1) a clear definition or a clear (0.1) uhhh description of what you say responsive

in conversational skills?

200. SL: So that is why you need to understand =

201. SL: You need to read

202. SL: ↑ Did you get my point? =

203. SS: I know, but I (0.1) I've been reading, but I think no which, (0.1)what kind of (   )

I should focus to be honest with you =

204. SL: What?

205. SS: Because I don't know what (0.1) to: (0.1) what do these people expect from me to

come up with

206. SS: If only think about pragmatics and then they say no need to do pragmatics, change

to conversation skills, then when I come up with conversational skills and you

207. SL: ↑No, I'm not =

208. SS: Something like this =

209. SL: We are now working on with this =

210. SS: I know but [I]

211. SL: ↑[So] I'm asking you because don't tell me that I will be the one to

analyze this =

212. SS: I'm not asking you to analyze =

213. SL: ↑You would be the one analyze, you have to tell me that, now I'm asking you

(0.1) how would you analyze the conversational skills here? =

214. SL: .hhh and you telling me this is responses =

215. SL: Now I'm asking you (0.1) [whose:]

216. SS: [(   )], I know I understand that

217. SL: Yeah

218. SS: You mean that (0.1) who said that [this is resp]onses and this [is not] responses=

219. SL: [yeah right]   [yeah]

220. SL: = Because that would mean that (0.2) I mean your your knowle<u>dge</u> on this

particular area, when you just say .hhh ok this is a response this is, ok is a response

assuming (0.1) that is a response and

221. SL: Whose notion are you following =

222. SS: I understand that =

223. SL: ↑ What if you say (0.1) ok (0.1) or (0.2) short responses like 'uhm', so (0.1) would it be: (0.1) would it be classify as a as a: a response? =

224. SL: Because you were saying (0.1) what is the other one?

225. SL: R:esponse =

226. SS: Assertive

227. SL: Assertive (0.1) ↑ Because like for example when you say (0.1) even a<u>ss</u>ert is a form of response

228. SL: Did you get my point? =

229. SS: Yes yes I do get the point

230. SL: So (0.1) that is why I I I asked you, so (0.1) <u>h</u>ow would you <u>rea</u>lly explai:n this one? =

231. SL: So that is why I told you <u>r</u>ead on that

232. SL: So th- that is why when talk, because in doing you master like when you talk about conversational skills, understand the concept of what conversational skills =

233. SL: .hhh it is not just (0.1) what you have in mind

234. SL: You need to read what, ↑ when you say conversational skills, <u>w</u>hat is conversational skills? and how would you asses (0.1) the conversational skills of the individual? =

235. SL: If ↑ I would ↓ look at the data .hhh and I could see a lot of responses ↑ these all responses (0.3)

236. SL: Your responses can be assertive (0.2) assertive kind of response =

237. SL: But if would you say 'ok is yo-, these all responses because they response' (0.2) what kind of idea is that? (0.3)

238. SL: ↑ So try to read my advice for you =

162

239. SL: So, ok (0.1) so if you want to look at conversational skills (0.1) so you have to:

   look at (0.1) when you talk about conversational skills and there are different categories
   =

240. SS: First I need to define properly what is conversational skills =

241. SL: ↑It's not just defining conversational skills, (0.1) understand (0.1) thoroughly

   what is conversational, what are these conversational skills and .hhh ↓how will you

   asses (0.1) conversational skills

242. SL: Because the moment you (0.1) the moment you present the paper would say or

   (0.1) write the paper (0.1) is this, the very first thing to do is (0.1) d̲ata

243. SL: So how would you describe this one?

244. SL: Don't tell me response response, all are responses, am I right? (0.2)

245. SL: But (0.2) are all the responses would mean (0.1) conversational skills?

246. SL: Because sometimes you, (0.1) you know, uhhh ehh like what you me- initiator or

   whatever, so .hhh you have to, that is why I told you (0.1) whose idea and what are your

   parameters?

247. SL: So understand what is (0.1) the concept of conversational skills because this one is

   the ↑main (0.1)↓ focus of your research

248. SL: Then another one, so from here (0.1) your research question number one is (0.2)

249. SS: Contradict

250. SL: Yeah (0.4)

251. SL: So maybe you can use what (0.4) conversational skills (0.2), what are the

   conversational skills (0.1) u̲sed (0.1) by (0.1) the: (0.1) [post] operative =

252. SS: [You see]

253. SS: = used by means there are specific skills

254. SL: Yeah

255. SS: Some parameters that I should

256. SL: Yeah because you want to describe .hhh but you have yo-, your research is to id-
to [really identify here] what are the differences?

257. SS:[to identify clearly]

258. SL: Because if you want just to describe, then (0.1) I would say if I were the reader, so
(0.1) what then so that is how they talk, (0.1) and so

259. SS: Then has nothing more on that

260. SL: Yeah

261. SL: ↑So you have to describe and identify what are the the the: (0.1), what are the
conversational s- =

262. SS: Skills =

263. SL: What con-, what are the conversational skills used?

264. SL: So you describe and a- and the same time identify, what are the commonly used
ones

265. SL: Am I right?

266. SL: .hhh ↑[then]

267. SS: [It should], it is ok

268. SL: The second one is (0.1) to describe the gestural features

269. SL: So when you say about gestural features, what do you understand about this? =

270. SL: Because this is another thing that [you] need to understand thoroughly here

271. SS: [Yes]

272. SL: So conv- conversational skills, you identify the conversational skills (0.2) then =

273. SS: Different gestural features (0.11)

274. SL: ↑So how would you describe the (0.1) uhhh gestural features? =

275. SL: When you say gestural features, these are the: (0.2) nonver[bal]

276. SS: [Non]verbal =

277. SL: Yeah =

278. SS: ↓[Language]

279. SL: [So how] would you (0.1), like for example from this data (0.1) how would you

   describe the nonverbal here?

280. SS: Yes I can, I have to refer to: (0.1) the video tape =

281. SL: No but when you analyze the data it should be on the text not in the video for

   example here so that it why I told you to bring the: this one and discuss so that you

   would know exactly how you're going to work on that otherwise if you go with this

   (0.2) and you don't have the the date the how [would you]

282. SS: ↓[The gestures] (   ) try to show the

   gestural features =

283. SL: Yeah

284. SL: So do you think your data shows the gestural features?

285. SL: If the answer no:, then replace

286. SL: Did you get my point?

287. SS: Yes yes yes (0.3)

288. SS: Ok then I ha-, I should include (0.1) the gestural symbol based on CA, right?

289. SS: [For the]

290. SL: ↑[Yeah:] for the transcription =

291. SS: Yes yes I know

292. SL: But why do you think uhhhm (0.3)

293. SS: Why do I plan to that?

294. SL: Yeah (0.7)

295. SS: Because there are finding suggesting that (   ) (0.3) like problem in this area

296. SL: Uhm

297. SS: Like for example this one (0.10)

298. SL: ↑Why don't you ↓look at, because convers-, you talk about conversational skills here, then you would say that ok what are the different using, what conversational skills are used by them

299. SL: Then perhaps you can look at the: (0.11)

300. SS: I wanted to look at the: (0.4)

301. SL: Why don't you looking at the turn-takings? (0.6)

302. SS: Isn't (   ) like sequence [organization of those things]

303. SL: [How: (0.1) do:] they (0.1) take (0.2) turns =

304. SS: Turns =

305. SL: Am I right?

306. SL: ↑Because I I know:, but even even in the: conversational skills actually you need to look at this one in conversation

307. SL: Like for example here, (0.1) uhh are there some (0.1) some parts here that (0.1) uhhh (0.1) the: (0.5), so for example you want to look at the conversation skills

308. SL: So under conversational skills (0.5) that is why I I don't really understand what you what you mean by conversational skills =

309. SL: Because (0.1) .hhh when when you talk about conversational skills I presume that you can analyze the turn talking, how do they take turns? (0.2) and you can analyze the sequential structure of talk (0.8)

310. SS: And also the repair

311. SL: Yean (0.1) and the repair (0.1) because these are the: (0.1)

312. SS: (   ) in conversational (0.1) conversational skills

313. SL: Yeah in conversation analysis, so you look at turn-taking, how do they take turns?

314. SL: Then ho- the sequential structure of the talk and the repair (0.2) rather than, that is why I was asking you how far you have understood about conversational skills

315. SL: Then the second one would be (0.2) uhhm (0.1) perhaps you can look at (0.1) uhhh the: gestural (0.2) features, (0.1) and how these gestural features (0.1) uhhm how: it contributes (0.2) in (0.1) the conversation (0.3)

316. SL: So like for example uhhh (0.1) what what are the contribution of the uhhh gestural features in, to enhance the conversation

317. SS: Like the: (0.1) eye contact for example (0.5)

318. SL: Enhance the conversations, so here you study the turn tak- taking sequential structure and repair in co- (0.1) in the conversational skills

319. SL: Then another one you have to look at how: gestural features (0.1)

320. SS: Enhance [the conversation]

321. SL: [Enhance the] conversation uhh in like for example to enhance the: uhh umm (0.2) for example you would you would examine the, for example your second objective to examine (0.1) the (0.1) gestural (0.1) features (0.2) or (0.1) in

322. SS: (   )

323. SL: Yeah and so on and so forth

324. SL: So here perhaps you can you can look at (0.1) uhm (0.1) the:, how (0.1) the: gestural (0.1) features (0.3) enhance (0.1) the (0.2) uhm flow (0.1) of (0.2) conversation (0.1) between the:, (0.1) so you may now look at,↑so first you look at the conversational

skills, so the tur-, they they turn, they take ↓turn like this, then ↑then you can also look

at this one how this gestural features enhance the flow of conversation in terms of turn

taking, in terms in terms of sequential structure (0.1) in terms of repair.

325. SL: So still focusing on that but you are not focusing on gestural structure

326. SL: Then (0.1) the third one would be (0.2) what are the factors contributing to failure,

identify the ca- factors contributing (0.3), so you may now uhhh, how would you

identify the factors here?

327. SL: Because this one is co- (0.1) conversation, within the conversation itself

328. SS: This one is (0.1) like when I: (0.1) read something like most of the studies

commonly umm most of the studies (0.1) .hhh uhhh factors contributing, contributed (

) so this at (   ) to see the factor can be study or not (0.15)

329. SL: So: (0.2) so what factor have you seen? (0.6)

330. SS: May- maybe here the factor (   ) of, (0.1) non familiar (   ) (0.2)

331. SL: So how would it relate to here (0.2) to the data?

332. SS: Maybe this is just my assumption (0.10)

333. SL: Maybe you can, the third one maybe you want to ex- analyze (0.3) h:ow (0.1) the

conversational skills (0.5) in gestural (0.2) features (0.3) contribute (0.3) to the success

of (0.4)

334. SS: interaction

335. SL: Yeah

336. SL: Success of the (0.1) interaction (0.15)

337. SL: (Reading the proposal ... (   ) conversation) (0.1) so here you would like to look

at what are the: (0.1) uh for example conversational skills uhh for example you would

say what are the: (0.1) what conversational skills (0.5) are used (0.1) in (0.2) the

interaction? =

338. SS: Interaction

339. SL: So (0.1) so (0.1) what conversational skills are used in interaction in term of turn-

taking, in term of sequential order, (0.1) in terms of repair =

340. SL: So you're, what, what are the, what are the: uhhh seq- what are the what are the:

uhhm different (0.1) conversational skills are used in turn-taking?

341. SL: What are the conversational skills in (0.2) in sequencing the:, you know, the

sequential structure of talk? And what are the conversational skills in terms of repair?

342. SS: Here should I just uh des- uhh should I just asking and describe the conversational

skills based on these three things? =

343. SL: Yeah =

344. SS: For (   ) data

345. SL: You you can focus on this only

346. SL: Do I need to compare to: like for example normal (   )? =

347. SL: Oh no no need no need, you just focus on that

348. SL: ↑Because here, you have a lot of things to analyze already here

349. SL: Then like for example what, how: gestural features contribute to enhance the: (0.1)

conversation in terms of, like in turn taking for example when they say 'ok:' uhh for

example, when they take their turn (0.1), so are there some oth-, is it a companied with:

=

350. SS: Some gestural [features]

351. SL: [Gestural] features =

352. SS: Hands movements =

353. SL: Yeah, hands movements (0.1) in order to enhance the:

354. SS: Uh

355. SL: ↑Like ↓for example when they do repair, what do they do when they do repair? so it still, it goes back here =

356. SL: So the third one is how this conversati- analyze (0.1), ↓how the conversational skills and gestural features (0.2) contribute to the suc<u>ce</u>ss or failure? (0.5)

357. SL: So perhaps you can look at here (0.1) in (0.1) ( ) conversational skills contribute a lot to the success of the interaction, so how? (0.3)

358. SS: Uhm

359. SL: Or perhaps you can look at (0.1) uhm you can look at also here, what what are the reasons why (0.1), maybe you can ask them why: why do they used that particular of conversational skills? (0.2)

360. SL: So perhaps you can also, it is either you can have this one or you can look at here the: (0.1) uhh you want to (0.1) examine (0.1) the reasons (0.1) for =

361. SS: [Particular features]

362. SL: = [Using such] (0.1) conversational skills (0.3) and (0.1) gestural features, I think this one is easier, (0.3) in interaction

363. SL: So this one would be your: (0.1), so now what you're going to do, if you want to examine (0.1) uhhh (0.1) the reasons, why they use this like, in turn taking they use this kind of convers-, why they use like kind of, you can interview them, why you use like this when when, why do you respond like this, why do you respond like that =

364. SS: Oh I interview them

365. SL: Yeah

366. SS: Ok

367. SL: So (0.1) as support

368. SL: Or like for example you want to look at, like for example when when they

respond, (0.1) when they say (0.1) 'no' (0.1) then they just do like that, [so why those]

movements are like that? =

369. SS: [(   )]

370. SL: = So that would be your third

371. SS: That will answer this

372. SL: Yeah

373. SS: (   )

374. SL: So (0.1) just like that

375. SL: So: (0.2) as simple as that

376. SL: Don't make the thesis complicated (0.4)

377. SL: Ok

Conversation 3

1.SL: ↑ uhh tell me (0.1) what is exactly we are (0.1) suppose to: (0.1) discuss today with

   reference to you're a (0.2) umm

2.SS: Umm

3.SL: Resea:rch or some kind of uh (0.1) umm findings related to your (0.2) umm

   methodology: or:

4.SS: Ok

5.SL: Data which you read

6.SS: Ok

7.SL: Or: umm (0.1)↑ whatever you want to discuss

8.SS: Ok

9.SL: Maybe, you know

10.   SS: Oh [ok]

11.   SL: ↑ [Can] you tell me   briefly

12.   SS: Alright, I uhh, this is my research title, I want to look at interaction among primary

      ESL (0.1) and the role of input and output on (   ) vocabulary acquisition (0.1) for:

13.   SL:↑ That is going to be your [uhh] (0.1) [main]

14.   SS: [Uhu]   [propose] research title =

15.   SL: Oh I see

16.   SS: Um

17.   SL: Um

18.   SS: So I will be looking at interaction (0.1) input and also output

19.   SL: But that is good, huh?

20. SS: OK

21. SL: Interaction

22. SS: Um

23. SL: And uhhh what exactly goes in: and I (   )

24. SS: Yes

25. SL: Output

26. SS: Ok

27. SL: So: (0.1) you chosen (0.1) your uhh (0.1) research frame also, ↑right?

28. SS: Ye:s yes (0.1) right

29. SL: Uhh (0.1) would you like to say something: =

30. SS: Ok

31. SL: Explicitly about your theoretical framework

32. SS: OK

33. SL: Uhm

34. SS: My framework will be base on longs interaction hypothe_sis_, .hhh like uhhh he connected with input .hhh in order to make the input comprehensible (0.1) interaction should happened ↓when the learners negotiate _mea_ning with uhh (0.1) interlocutors

35. SL: Uhm

36. SS: And then I also wanna put in (   ) hypothe_sis_ uhh output hypothesis in a way that .hhh she says that comprehensible input is not alone (0.1) enough to acquire vocabulary

37. SL: Uhm

38. SS: But (0.1) you need to provide opportunities for students to: ↑speak up =

39. SS: So I like to ask you doctor: =

40. SL: Um tell me

41. SS: Umm do you think it's too much, too ambitious for the proposal?

42. SL: Uhhm ↑I don't think it is too ambitious for you to: do this kind of topic

43. SS: OK

44. SL: But at the same time

45. SS: Um

46. SL: You see, there are so many: question:s

47. SS: Yes

48. SL: Uhm on this uhh cr- (0.1) critical comments .hhh on (0.1) uhh (   ) model of input

    hypothesis uhh

49. SS: Um

50. SL: Uhm (0.1)↑ but at the same time, you know, (0.1)↓ uhh you can defen:d and also

    you can↑ add some[thing] hmm to reinforce the:

51. SS: [Ok]

52. SS: Ok

53. SL: Uhhh input hypothesis

54. SS: Ok

55. SL: Uhhh by some kind of uhh previous studies

56. SS: Um

57. SL: Undertaken: the pro[cess] of learning activities, hmm?

58. SS: [Ok]

59. SS: Umm

60. SL: .hhh and what exactly: (0.1) the difference uhh umm (0.1) now you have

    betwee[n:] the: learning and a:, what is it? uhh uhm (0.1) uhm

61. SS: [Um]

62. SS: Um

63. SL: The other one, what what is it? uhm =

64. SS: Acquisition =

65. SL: Acquisition ri(h)ght

66. SS: Um um

67. SL: ↑So: probably, ↓you know, that would help you to: uhm

68. SS: Ok

69. SL: Strengthen you<u>r</u> uh theoretical framework

70. SS: Oh [OK]

71. SL: [Hmm]

72. SS: (Meaning to say) um

73. SL: Yeah tell me? =

74. SS: Uhh I have to: justify why I do so and so =

75. SL: ↑Yeah maybe, ↓you know, look at, you can in<u>f</u>use uhm

76. SS: Uha ok

77. SL: Uhh some kind of uhh case study or hmm?

78. SL: O<u>r</u> some of the: points [you] want to be emphasize or: (0.1) [uhm]?

79. SS: [Um]   [OK] ok

80. SL: In process of learning or (0.1) acquisition, hm?

81. SS: Ok

82. SL: If (   ) you want to differentiate

83. SS: Alright, ok

84. SL: Umm uhm ↑or sometimes, you know, there are different levels

85. SS: Uhh

86. SL: The child comes to: formal learning (0.1) [Sch]ooling

87. SS: Ye[s:]

88. SS: Yes

89. SL: Uhhh (0.1) with some ↑ knowledge (0.1) ↓ of the mother tongue, right?

90. SS: Um yes

91. SL: Right at home, spoken at home

92. SS: Umm

93. SL: Uhhm ↑ but the moment the [child] introduce to the formal system

94. SS: [Uha]

95. SS: Yes

96. SL: Uhhm (0.1) uhhh (0.1) the whole thing changes for the child, is he?

97. SS: Ok

98. SL: Uhhm he child starts giving importance to whatever uhh (0.1) explained, whatever taught in the schoo:l

99. SS: Uhm

100. SL: Uhhm even if you ask the:

101. SS: Yes

102. SL: If you give the right form, (0.1) the child will sometimes say (0.1) no no no this is how I was taught in my (0.1) school by my teacher

103. SL: So this [is the] correct form, this is, that is how some of the children argue

104. SS: [Uha]

105. SS: Uhm uhm

106. SL: Ha? =

107. SL: Be<u>cau</u>:se (0.1) whatever the child (thinks) (   ), when she or he is introduced to the formal system .hhh what[ever] he started at the formal level is correct, isn't he? =

108. SS: [Umm]

109. SL: That kind of attitude is also (0.1) (   ) into the lab

110. SS: Ok

111. SL: So: (0.1) uhhm for them (0.1) uhm ↑acquisition and learning

112. SS: Um

113. SL: Are ↑parallel ↓for: uh sometimes to (0.1) go, till they get a custom to the formal system

114. SS: OK

115. SL: Then they realize uh (0.1) oh uhm there is some:, hm

116. SS: Ok

117. SL: Uhh interrelationships

118. SS: Ok

119. SL: Between these two

120. SS: Um

121. SL: Right?

122. SS: [Uh]

123. SL: [So:], yes

124. SS: Uhh doctor I, you mentioned that uhm (0.1) when I:, let's say I wanna do a quasi experimental study

125. SL: Uhm

126. SS: Um (0.1) <u>sh</u>ould I: be the one w<u>h</u>o: uhm should I be the one who give: uhhh the treatment or should I (0.1)↑employ the teachers ↓(0.1) to:, <u>they</u> are existing teacher to (0.1)do it?

127. SL: Uhm (0.1) uhhh you can give some instruction[s: uhh]

128. SS: ↑[Yes:]

129. SL: What exactly you expect and uhh (0.1) uhhh what type of of procedures to be followed

130. SS: Umm

131. SL: Uhhh umm (0.1) uhm to the: uhhh regular instructors

132. SS: OK

133. SL: Uhhh so that uh (0.1) they can do the: function

134. SS: Um

135. SL: Uhhm (0.2) you can be un observer(0.1) hmm

136. SS: Observer

137. SL: Yeah (0.1) so: that would be: (0.1) uhhh more .t, you know, natural

138. SS: Ok

139. SL: Right? =

140. SS: So it is better that I don't go

141. SL:↑Yeah without directing (   )

142. SS: Ok [ok]

143. SL: [Yeah]

144. SL: Umm because they are already: introduced as teachers and known as teachers

145. SS: Ok

146. SL: Of that class or [uhhh] ha program and so

147. SS: [Umm]

148. SS: Ok [yeah]

149. SL: [Yeah]

150. SS: Yes you're

151. SL: .t But there is nothing wrong

152. SS: Uha

153. SL: Uhm hmm (0.1) you can be part of the: (0.1) instructor also

154. SS: Ok ok

155. SL: Uhm

156. SS: Ok for: uhh and then I will conduct uhhh (0.1) pretest and posttest as well

157. SS: So should the: teachers (0.1) be the (0.1) tester, evaluator (0.1) or: should I c(h)ome
     in to the picture suddenly

158. SL: Oh:

159. SS: Um

160. SL: You see, for the first (revelation)

161. SS: Um

162. SLL Uhhh maybe can come to the picture (0.1) hmm

163. SS: Oh

164. SL: Uha

165. SL: Ok

166. SL: Uhmm (0.1) but the: ↑teachers (   ) evaluate (   ) continuance uhh (0.1)
     assessment, ↓they know they know these students, their students [better] (0.1) than
     anybody else

167. SS: [Umm]

168. SS: Ok

169. SL: Uhhh they make evaluation

170. SL: ↑But uhh the objectivity: or the objective evaluation

171. SS: Um

172. SL: You can also be part of it, ha?

173. SS: [Ok]

174. SL: [Or] even if you don't know, somebody else going to kn(h)ow that

175. SS: O:h

176. SL: So as a researcher you can (0.1) yeah

177. SS: O:h ok

178. SL: ↓That is what I: feel

179. SS: Ok

180. SL: Uhhh ↑after the: test (0.1)↓ [post]

181. SS: [Ok], would it be better for the students to feel
    comfortable with the evaluator or it doesn't matter (0.1) at all

182. SL: Uhhm

183. SS: Um

184. SL: .t uhhh (0.1) ↑it doesn't matter (0.2) you see, external evaluation

185. SS: Um

186. SL: Is part of our: uhhm (0.1), ↓at least (0.1) in higher studies uhh

187. SS: Uhh

188. SL: It is our practice, ha?

189. SL: Uhhh ↑maybe at the school level: I don't know whe[ther] the students still ↓uhhh
    umm (0.1), how the students will (0.1) uhh will come hum

190. SS: [Ok]

191. SS: Um

192. SL: Such types o:f external (   )

193. SS: UM

194. SL: Uhhm (0.3)↑you mean you want to do this uhhh (0.1) in the classroom, right? =

195. SS: Uhh uhh the treatment will be done in the classroom =

196. SL: In the classroom =

197. SS: But uhhh the: s-, because there are three types of test

198. SL: Uhm

199. SS: The first one is vocabulary com- comprehension, I will be done together

200. SL: Uhm

201. SS: And then there is receptive acquisi[tion]

202. SL: [Toge]ther means the: students =

203. SS: In the classroom =

204. SL: In the classroom

205. SS: Yeah

206. SL: Ok ha

207. SS: But for the output production

208. SL: Uhm

209. SS: I have to do it individually: so:

210. SL: Uhm

211. SS: So the (0.1) evaluator should be the same person that gives the treatment [as well?]

212. SL: [Oh yeah]

     (0.1) umm

213. SS: Um

214. SL: Yeah in that case activates (   ) in the classroom (needs), it would be better the:
    teach[er] (0.1) as [as] a: evaluator =

215. SS: [Um]   [ok]

216. SS: = [Um] um

217. SL: [Um]

218. SL: Uhhm (0.1) .t↑ maybe the performance

219. SS: yes

220. SL: Level (0.1) the external [uhh] uhh participants, I mean members can participate
    umm

221. SS: [Umm]

222. SS: Ok

223. SL: And associate uhh (0.2) themselves, but within the classroom better teacher

224. SS: Ok [ok] (0.1) teachers Ok

225. SL: [Yeah]

226. SS: I I like you to introduce uhh I came up with a hypothesis

227. SL: Uhm

228. SS: Uhh (0.1) learners who are expose to input (0.1) with negotiation, negotiated
    interac[tion]

229. SL: [Inter]action =

230. SS: ↑ With ↓and without output production they will perform those who are just expose
    to input only

231. SL: Uhm

232. SS: So I came up with three different research questions

233. SL: Oh I see, ok

234. SS: The first one is to: test, I underline here already, [the vocabulary comprehension]

235. SL: [the vocabulary comprehension]
    uhm

236. SS: And then (0.1) receptive acquisition:

237. SL: Um

238. SS: Uhhh the receptive acquisition here is defined as uhmm (0.1) the passive
    knowledge just uhhh [(   )] knowledge

239. SL: [Uhm]

240. SS: And then the last one is productive acquisition

241. SL: Umm

242. SS: So these three research questions, there will be different tests

243. SL Uhm (0.1) .t umm (0.1) receptive is uhm .t (0.1) uhm (0.3), how do you differentiate
    receptive and productive?

244. SS: Uhh

245. SL: Reproduction (0.1) you mean?

246. SS: Uhh (0.1) yeah yeah

247. SL: Oh yeah, (0.1) [only] receiving hmm

248. SS: [Umm]

249. SS: Umm

250. SL: Uhh without↑ uhhh (0.1)

251. SS: Producing yeah

252. SL: ↓Producing

253. SS: Um

254. SL: Yeah,   yes sure

255. SS: Ok, do you think it is too much that I run uhhh I talk about input and hypoth- input

and then output, is it (0.1) is it too:, .hhh because that is what I'm afraid

256. SL: .hhh uhh umm ↑ but you are uhh going to concentrate only on vocabulary: =

257. SS: Acquisition =

258. SL:↓ Acquisition and comprehension (   ) ha?

259. SS: Yes umm

260. SL: I don't think it is too much ha

261. SS: Ok [ok]

262. SL: [It] seems for me quite uhhh reasonable

263. SS: O:h [ok] ok

264. SL: [Ha]

265. SL: Yeah (0.1) because uhhh you are not going to ↑a:dd ↓ the other different structural

266. SS: OK

267. SL: Huh, ↑you see?

268. SS: Yeah umm

269. SL: Yeah, so (0.1) uhhm vocabulary comprehension, of course when you comprehend

with ↑vocabulary: uhhh ↓ you have to: look to the: what (0.1) procedures you are

follow uhm extra extra

270. SS: Ok

271. SL: But [still] (0.) uhh, you know, (0.2) it is not that (0.1) too much

272. SS: [Um]

273. SS: Ok

274. SL: Hmm, ok quite normal

275. SS: OK

276. SL: Uhm

277. SS: So so there will be three groups like I said (0.1) the: the (0.1) the pre-modified input (0.1) alone

278. SL: Uhm

279. SS: And then the pre-input and interaction (0.1) but without output

280. SS: And then this one will be input, interaction (0.1) with [output]

281. SL: [With out]put

282. SS: Yeah, so each will have fifteen =

283. SL: ↑Fifteen, fifteen

284. SS: And this is recommended by Creswell heh

285. SL: Uhm ok ok, (0.1) that is quite (0.1) ok

286. SS: Oh ok

287. SS: And then: beside the things that I tried to control =

288. SL: What are they?

289. SS: The the forty [five students]

290. SL: [forty five:] students, and then:

291. SS: Um

292. SL: Primary national school level

293. SS: Umm

294. SL: And then (0.1) oh you have the multi (0.2) cultural (0.1) ethnic uhh (0.1) hmm

295. SS: Um

296. SL: Malay (0.1) mother tongue spoke at home, Bahasa Malaysia

297. SS: Umm

298. SL: Then academic background (0.1) pre education they are just five, primary

    education they are just seven, (   ) of construction would be:, .hhh English language

    proficiency level into intermediate level

299. SS: Um

300. SL: [Uhm]

301. SS: [And] this one is not based on observation but based on the (0.1) [standards] by

    [the] ministry

302. SL: [There are]

    [ok]

303. SL: Have some records, ha?

304. SS: Ok

305. SL: Uhm

306. SS: And then it will be focus on (0.1) ten concrete nouns

307. SL: Do you think that is ok? =

308. SL: What what types of nouns? =

309. SL: [Uhh] concrete [nouns]

310. SS: [Uhh] (0.1)   [things] that can be seen, can be touched, can be

311. SL: yeah

312. SS: .hhh This is example on the: =

313. SL: What do you have about the daily activity =

314. SS: I just want to tell you

315. SL: Yeah

316. SS: Um

317. SL: O:h I see

318. SS: Oh yeah, the noun also from the: from the: ca- curriculum

319. SL: Ok

320. SS: Ok

321. SL: Umm (0.5) so↑these uhhh (0.1) nouns (0.3) ↓they are all concrete nouns hmm

322. SS: Um

323. SL: So what are you going to do with the:se uh?

324. SS: Uhh the nouns they:, these will be the tested items

325. SL: Uhm

326. SS: To show whether they can acquire and (0.1) uhh

327. SL: Umm [a:nd] uhhh =

328. SS: [Um]

329. SS: = Um

330. SL: Make use of them

331. SS: Uhhh just just a base =

332. SL: Base =

333. SS: Meaning =

334. SL: Meaning

335. SS: Uh yeah

336. SL: Ok

337. SS: Ok, and then I'm (0.1) the:, this is the: task

338. SL: Uha

339. SS: Ok, the first task is just how to say, they need to (0.1) locate the: the: noun =

340. SL: Noun

341. SS: And place them according to the numbered box

342. SL: Uhm

343. SS: Based on the instructions

344. SL: Uhm

345. SS: So for the input, only group they can ask any thing to th-, with the: inta-
    interlocutors

346. SL: Ok

347. SS: For the one with interaction, they can negotiate for meaning

348. SL: Uhm

349. SS: And, but for the output one they can negotiate for meaning and they must reproduce
    the word again (0.1) the next ten minute

350. SL: Uhm ok

351. SS: So I time one vocabul- one vocabulary for one minute

352. SL: ↓One minute

353. SS: And then they repeat the task

354. SL: Uha

355. SS: By the order of the test item (alter)

356. SL: (alter) ha

357. SS: Oh yeah, and then (0.1) the following day, the next day uhh

358. SL: Uhm

359. SS: The purpose is to increase the exposure (0.1) of the test items =

360. SL: Oh, what do you mean by: (0.1) exposure? =

361. SS: [Uhhh]

362. SL: [Uhhh] (0.1) to know: (0.1) about the use of a: (0.1) particular noun in different uhh
    (0.2) uhh sittings [or: in]

363. SS: [Yes:]

364. SL: Ok ok

365. SS: Yeah I think [that one]

366. SL: [In phrases] that also?

367. SS: Yeah

368. SL: Oh yeah

369. SS: And then I: in:, is the same procedures, (0.1) this one has boxes

370. SS: Here I replace it with the image of empty kitchen

371. SL: May: I ask you a question? =

372. SS: Sure [sure] doctor

373. SL: [Yeah]

374. SL: You see when you: study: the: =

375. SS: Ok =

376. SL: Uhh exposure

377. SS: Ok

378. SL: Uhh what I wanted to ask you? =

379. SS: The exposure

380. SL: Yeah exposure

381. SS: OK

382. SL: Uhhh does it uhh (0.1) include (0.2) .t uhhm (0.1) .t the: (0.1) use of that particular

    noun?

383. SS: ↓ use of particular noun

384. SL: Uhh (0.1) in appropriate (0.1)

385. SS: Um

386. SL: Context

387. SS: Ok

388. SL: Uhm (0.1) or to fill: the: (0.1) gap

389. SS: Ok

390. SL: In a (0.1) sentence or phrase

391. SS: Uhm

392. SL: What exactly: you text?

393. SS: Uhh

394. SL: You want to test?

395. SS: Uhhh uhh I guess that one I have to think about it first then inform you

396. SL: Oh yeah

397. SS: Umm

398. SL: So the purpose

399. SS: Um

400. SL: Yeah maybe more than one also, right?

401. SS: Uhh ok ok

402. SL: Uhm

403. SS: I'll read up more that

404. SL: Yeah right

405. SS: Ok

406. SL: That will help you

407. SS: Yeah

408. SL: .t yeah

409. SS: So I'm, and then uhh the testing instrument (0.1) for the vocabulary

comprehension, I will be using listening task (0.1) the: =

410. SL: Listening task

411. SS: Um

412. SL: Ha

413. SS: Receptive acquisition and productive acquisition, it will be: (0.1) adopted from (

) and (   ) (0.1) [vocabulary] knowledge skills

414. SL: [Oh I see]

415. SL: Vocabulary knowledge skills

416. SS: [Yeah]

417. SL: [Yeah]

418. SL: How do they skill?

419. SS: U[hhm] (0.1) ok, [uhm]

420. SL: [Uhm]   [uhm]

421. SL: Maybe if you [have any] idea you can tell me

422. SS: [The next]

423. SL: Otherwise uhh (0.l) uhhh maybe we can discuss later ↑ also

424. SS: Yeah we can [discuss]

425. SL: [So voca]bulary knowledge skill

426. SS: Umm

427. SL: Uhm you mean the: (0.1) regular five (   ) skills that types of: =

428. SS: I I think something like [that]

429. SL: [Some]thing like that

430. SS: Yeah

431. SL: Ok, (0.1) uhm

432. SS: But I will try to read up [that and then]

433. SL: [Yeah sure] sure

434. SS: Ok

435. SL: We can discuss that also

436. SS: Umm

437. SL: Aha

438. SS: And then for data analysis for the re-, uhh because (0.1) the, yeah I remember the (0.1) panel, the examiner, they mentioned how am I going to answer research question one, research question two

439. SL: Uhm

440. SS: Uhhh for the first time, it would be the t-test to compare (0.1) (means) =

441. SL: (Means) and [standard (   )]

442. SS: [The post-test] course

443. SL: Umm

444. SS: See, if there is any (0.1) uhh difference, significant difference between the: one with input and the one with interaction

445. SL: Uhm

446. SS: For the first time (0.1) for =

447. SL: Yeah right, it seems to be:

448. SS: Is it all right?

449. SL: Yeah it seems to be ok, [hum]

450. SS: [Ok]

451. SL: Uhm (0.1) negotiated integrations without input

452. SS: Umm

453. SL: And then (0.2) .hhh with input ↓during the negotiated interaction without output production

454. SL: ↓Ok relation to vocabulary comprehension (0.1) right?

455. SS: Ok, (0.1) [umm]

456. SL: [Umm]

457. SS: For for the receptive acquisition I'll↑ look↓ between three (0.1) groups just now

458. SL: Uhm

459. SS: And then I will use (INNOVA) to test, ↑for: receptive acquisition

460. SL: Uhm

461. SS: Um, because to look is there any difference between the uhh

462. SL: Yeah

463. SS: Receptive

464. SL: Yeah that kind of uhh (0.1)

465. SS: Ok

466. SL: Umm

467. SS: OK, and then uhm, is there any significant difference between the: three groups for productive, that one I will use INNOVA as well

468. SL: Uhm

469. SS: Uhh because to test three groups

470. SL: Uhm

471. SS: Um (0.1) yeah, so far: that is all I have

472. SL: Uhm

473. SS: And uhh this is, I I write up (0.1) my introduction part already

474. SL: Uhm

475. SS: I just wa(h)nt to ha- you ha- to have look on me

476. SL: Yeah

477. SS: That is all

478. SS: But I haven:'t, I tried my best. I haven:'t done (0.1) the: (0.1) testing instrument, data analysis and analytical yet

479. SS: This one I just in point forms

480. SL: Anyway probably you might have made a: (0.1) .t sample analysis, right?

481. SS: Sample analysis

482. SL: Uha

483. SS: Ok

484. SL: Yeah, you see, uhhm (0.1) that would uhh (0.1) make you ha: (0.1) confident

485. SS: Ok ok

486. SL: Uhh to go ahead with the: any type of a: umm

487. SS: Ok

488. SL: (   ) to complete study

489. SS: Umm

490. SL: Hum (0.1) uhh =

491. SS: So should it be brief (0.1) uhh the number of the students?

492. SS: Should it be

493. SL: ↑Uhhh

494. SS: ↓Small (0.1) is small enough?

495. SL: Yeah, maybe at least testing one or two items ha

496. SS: [O:h ok ok] ok =

497. SL: [Vocabulary]

498. SL: = How they rea:ct and uhhh hum

499. SS: Umm

500. SL: Uhh really are you getting real (0.1) uhh data for your analysis ha

501. SS: Ok ok

502. SL: ↓Yeah that kind of: (0.1) one or two items ha

503. SS: Ok

504. SL: Yeah

505. SS: Alright

506. SL: Ummm

507. SS: Ok (0.1)↓ sample analysis (0.3)

508. SL: That is, that would be a good exercise ha

509. SS: Ok

510. SL: Like pilot study or uhh hmm?

511. SS: Alright alright

512. SL: Yeah brief hum?

513. SS: Uhm

514. SL: Yes (0.3) umm (0.2) uhhh (0.3) how many: research questions you:

515. SS: Three research questions =

516. SL: You have three research questions

517. SS: Umm yeah

518. SL: Yeah (0.2) umm

519. SS: I I'll be looking ↓at how ↑three groups (0.1) effect three things vocabulary

comprehension

520. SL: Uhm

521. SS: Receptive acquisition

522. SL: ↑A[nd then the:]

523. SS:　　[And productive]

524. SL: Yeah

525. SS: Umm

526. SL: ok (0.4)

527. SL: .hhh Why you have uhhh (0.1) chosen the: nouns only?

528. SS: Uhm uhh (0.1)

529. SL: [Is there] any:

530. SS: [Because]

531. SS: Uhhh because you, (0.1) uhhh because our previous meeting you said be careful
with the load of the:, I I really wanted to (　) into verbs

532. SL: Umm

533. SS: As uhh to differentiate ↓my proposal also

534. SL: Uhm

535. SS: I'm, would it be ok? =

536. SS: So what do you think doctor?

537. SS: Do you think =

538. SL: Uhh (0.2) .t, you see

539. SS: Umm

540. SL: Uhm (0.1) uhm (0.1) so though there are nouns another forms

541. SS: Yes

542. SL: Activities and functions uhh

543. SS: Umm

544. SL: Uhh (0.1) performed

545. SS: Um

546. SL: Uhh or sometimes uhhh (0.1) uhhh (0.1) relevant, more relevant ha

547. SS: Umm

548. SL: To explain uhm to understand also, to understand, a comp(h)rehend also

549. SL: Uhhh uhhh that is why, you know, even the universal:

550. SS: Umm

551. SL: Grammatical: explanations

552. SS: Yeah

553. SL: Uhm say that (0.1) there is no sentence without verb ha heh I m(h)ean even
sometimes we delete verb

554. SS: Ok

555. SL: In the surface structure (0.1) but still in the deep structure (0.1) there is a verb hmm

556. SS: Ok

557. SL: Uhh I'm a student

558. SS: Umm

559. SL: Uhhh I'm (0.1) is a connecting verb

560. SS: Uhm

561. SL: In some languages, is and are

562. SL: ↑ But in some languages, it is not ↓ necessary to have even the connecting verb

563. SS: Uhm

564. SL: Uhhm ↑ but that doesn't mean that uhhh yeah sentence uhh exist (0.1) without verb

565. SS: Uhm

566. SL: Uhhh uhm (0.1) at the deep level: suddenly you think, when you think (0.1). when you form a sentence with two nouns, they are (　) noun and pronoun

567. SS: Yes

568. SL: .hhh As (0.1) a: teacher, ha?

569. SS: Yeah

570. SL: In some languages

571. SS: Umm

572. SL: Uhhm (0.2) you are, ↑deep structure has (0.1) uhhm (0.1) that connecting, ha

573. SS: Umm

574. SL: Process

575. SL: But uhhh you don't uhh ↑add any: <u>v</u>erb in the surface structure (0.1) [in] some languages =

576. SS: [Ok]

577. SL: But some languages insist that there should be a copula connecter, ha

578. SS: Ok

579. SL: Uhm so he's a student or they're students or: (0.1) .hhh I was a teacher ha

580. SS: Umm

581. SL: So that kind of sentences: uhh (0.1) you have

582. SS: Ok

583. SL: at the (0.1) <u>s</u>urface level

584. SS: Um

585. SL: So: uhm (0.1) whatever you think, you (0.1) give a shape to (0.1) a particular uhhh mean

586. SS: Ok

587. SL: And the surface (0.1) the outer hum

588. SS: Umm

589. SL: level

590. SL: Uhmm so that kind of arguments are also there

591. SS: ↑ Ok ok

592. SL: [Umm]

593. SS: [Umm]

594. SL: So you can (0.2)

595. SS: Looking into (0.1) [the text]

596. SL: [Yeah yeah] into that kind of uhh hmm

597. SS: Ok

598. SL: Yes, anything uhm, do you think that it be easy for you to: uhm (0.4) analyze uhhh
     with the: (0.1) present (0.1) framework that you have cho- chosen?

599. SS: Uh[hh]

600. SL: ↑ [Uh]m, are you (0.1) uhm

601. SS: Umm

602. SL: Quite confident and [uhh] uh(h)h [heh]

603. SS: [I:]   [heh]

604. SL: Beca(h)use ↑ researcher should be: ha more [con]fident

605. SS: [Ok]

606. SS: Ok ok

607. SL: Uhm (0.1) that his (0.1) research frame

608. SS: Umm

609. SL: Uhh can: (0.1), he can really manipulate and work with that (0.1) framework

610. SS: Uhm

611. SL: Ha, with ea:sy and with uhhh, effect you ha

612. SS: Ok [ok]

613. SL: [To] achieve you effectiveness heh

614. SS: Ok

615. SL: You see, I'm sure you can do tha:t

616. SS: Oh thank you thank you [heh]

617. SL: [Yeah], ok

618. SS: Thank you for the [(   )]

619. SL: ↑[Any other question] you have uhhh with the data: or with (0.1)

    with type of te_st which you are going to conduct [uhm] (0.2) hum

620. SS: [Umm]

621. SS: [So]

622. SL: ↑[May]be based on you experience

623. SS: Yes

624. SL: Uhhh (0.1) in giving ↑the test hum

625. SS: Ok

626. SL: Or when you _observe the teacher

627. SS: Ok

628. SL: how he: gives the test (   )

629. SS: Umm

630. SL: Probably you can ↑say↓something about that [to the:] teacher

631. SS: [In the]

632. SS: O:k [uhh] (0.1) provide (0.1) [uhh]

633. SL: [Uha]   [yeah] right hum

634. SS: I see I see ok

635. SL: Observe (0.1) observe and make second (0.1) [hum] comments hum

636. SS: [Umm]

637. SS: Ok

638. SL: Before you go for for fulfill (   ) uhhh (0.1) collection of hmm

639. SS: Alright ↓[alright] ok

640. SL: [Ok]

641. SL: ↓That also help, hum?

642. SS: Ok

643. SL: Uhm

644. SS: Umm

645. SL: Ummm .t (0.3) so that is reference to the: uhm .t research frame (0.1) [and] sample
      analysis

646. SS: [Ok]

647. SL: Uhm and of course you have already: (0.1) uhhh correlated your objectives and uhh
      (0.1) and uhh questions, research questions ha

648. SS: ↑Do you think it is o(h)k ↓heh I'(h)m very [heh]

649. SL: [heh] really? =

650. SL: If you have anything:

651. SS: Uhhh

652. SL: As a: (0.1) uhh (0.2) feel that if: something will go round

653. SS: Ok

654. SL: Then (0.1) you ca(h)n ↑discuss that, (0.1) ha

655. SS: Ok

656. SL: Yeah, it seems to me there is correlation =

657. SS: Ok ok thank yo(h)u

658. SL: ↓Yeah alright yeah (0.2) uhh (0.3) right

659. SL: Uhm (0.2)↑ what is the: significance of theoretical: (0.2) consideration?

660. SS: Oh uhh because they are: still young, so I would have to (0.1) take permission from
     their: parents (0.1) before I conduct any test

661. SL: right, to the politeness uhh

662. SS: Yeah heh

663. SL: Yeah sure official also partly

664. SS: Ok heh

665. SL: Yeah, ↑this all we do with the inform also

666. SS: Uha

667. SL: You see, whenever you go for: uhh field work

668. SS: Uhm

669. SL: Uhm , even with (   ) informants

670. SS: Uha

671. SL: Uhh you have to be: (0.1) more considerate ha

672. SS: Oh ok

673. SL: Accommodate you

674. SS: heh Ok

675. SL: Uhh not war, loading them with so: many questions

676. SS: Ok heh

677. SL: Ha

678. SS: Ok ok

679. SL: Yeah out of (   ) (   ) you know some of the: =

680. SS: Yes yes

681. SL: Uhhh (0.1) investigators

682. SS: Umm

683. SL: Uhhh whoever work with them and uhh (0.1) sometime trouble the informants hum

684. SS: Ok ok ok

685. SL: .hhh Especially children, you know, at school level, they will be [hum]

686. SS: [Yes]

687. SL: Yeah, maybe (0.1) ↑ uhm (0.1) yeah (0.1) .t so that is why, you know, test or a:
   anything whatever you give, should not exceed uhh (0.1) ↓ one hour

688. SS: One hour, ok

689. SL: Uhhh that is what the: (0.1)

690. SS: Ok

691. SL: I think, (0.1) ↑ maybe only the final exam sometimes two hours, right?

692. SS: Um um (0.1) um yes

693. SL: Uhh s- school level (0.1) I don't think they give three hours test, [or three] hours
   examination, they don't =

694. SS: [No no]

695. SL: = .hhh So: restrict a: ha

696. SS: Ok the time

697. SL: ↓ Y[eah] time factor

698. SS: [Ok]

699. SL: [Uhm]

700. SS: [Um] (0.2)↓ shouldn't be =

701. SL: ↓Yeah (0.1) to get at least uhh (0.2) relevant data, ↑hum?

702. SS: Ok, (0.1) I just like to ask you uhh on in your opinion (0.1) doctor, so I'm, like when I interview someone, like should (0.1) I give a token or some(h)thing, you know

703. SL: Oh I see, ↑yeah yeah you can, that is also part of uhhh

704. SS: Heh

705. SL: Uhhh (0.1) uhh when you visit uhh place ousi:de you area, (0.1) uhh hometown or others

706. SS: Uh

707. SL: You go to: (   ) or [rural areas]

708. SS: [Yeah yeah]

709. SL: ↑Yeah↓ some kind of a: (0.2) uhhh yes you can

710. SS: Ok ok heh

711. SS: [Is that]

712. SL: [Offering] ↓ something (0.1) yeah in between, hum

713. SS: Ok

714. SL: Uhhh you know, when I used to visit some of the rural areas in my place

715. SS: Umm

716. SL: ↑Long back uhh ↓when I was doing some work with my students =

717. SS: [Umm]

718. SL: = [And] also: my own research

719. SS: Yes

720. SL: In 1960s

721. SS: Yeah

722. SL: Uhhh I used to offer them, you know:, the: (0.1) chewing uhmm =

723. SS: Sweets

724. SL: Petal: le[a:f] uhh (0.1) or a: some kind of peanut uhh

725. SS: [Oh]

726. SS: Oh ok

727. SL: Of course uhh with some snacks, like this and that

728. SS: heh Ok

729. SL: You know, small shops uhh .hhh those days heh

730. SS: Yeah

731. SL: heh Before forty ni(h)ne years heh, so that is a: (0.2) yeah, .t and also some (0.1)

    finally: uhh they love the: fieldwork

732. SS: Uh

733. SL: ↓Used to give them something as uh token

734. SS: Ok, (0.1) how how many students were in one class?

735. SL: ↑Uhhh (0.1), you know, ummm when we started linguistic uhhh programs

736. SS: Uhm

737. SL: In our universities uhh, ↑maybe five ↓to ten

738. SS: O[:h]

739. SL: [Or] sometimes fifteen (0.1) yeah

740. SS: Wow, [ok]

741. SL: [MA] (0.1) programs, ha

742. SS: Ok

743. SL: Yeah, many of the universities uh during those days (0.1) they had only MA

    programs in linguistics

744. SS: Oh

745. SL: In linguistics, not uhh English

746. SS: Ok

747. SL: .hhh another languages, but in MA uhh linguistics program uhh we had maximum of fifteen that is all

748. SS: O:h

749. SL: But yeah (0.1) uhm (0.2) yes (0.3) but uhhh (0.3)   in India they don't teach uhh the undergraduate level, except as uhh subjects

750. SS: OK

751. SL: In the language courses

752. SL: Uhh but in MA level they teach linguistics

753. SS: O:h ok, (0.1) you were a teacher last time? =

754. SS: I mean like secondary school teacher

755. SL: ↑O:h, just for one year

756. SS: Uha

757. SL: ↑Not to, not to as a: language teacher

758. SS: Uh

759. SL: I was basically as uhh mathematics uhh graduate

760. SL: ↑Uhh so (0.1) im- immediately after uhhh completing my (0.1) PSC mathematics with physics (   )

761. SS: Umm

762. SL: Uhm (0.1) I was in a dilemma whether to go for higher studies, this and that

763. SS: Ok

764. SL: ↑So meanwhile: I don't want to (   )↓that one (   )

765. SS: Ok

766. SL: Uhhh so I: uhh taught mathematics ha

767. SS: Uh

768. SL: In a big high school [at that time]

769. SS: [Ok heh]

770. SL: Consisting of uhhh hundred, thousand three hundred, thousand four hundred

    students at that time

771. SS: Ok

772. SL: .hhh So my class had uhh around forty, thirty, forty students

773. SS: Um um

774. SL: Uhh and I al- uhhh uhhh the teacher, mathematics teachers were ask to teach

    English

775. SS: Um

776. SL: As a class teacher for heh, yeah yeah go teach English

777. SL: So that was the only experience I had in schools

778. SS: Ok

779. SL: Teaching just fo ten months

780. SS: O:h

781. SL: Yeah

782. SS: Ok ok

783. SL: Yeah otherwise uhh (0.1) uhhh I have no experience in teaching languages in the

    school level =

784. SS: I see, ok =

785. SL: And then I started my MA program

786. SS: Alright

787. SL: And then (0.1) to that uh only universities

788. SS: Ok

789. SL: I have taught in nine universities

790. SS: Um

791. SL: In India three universities

792. SS: Ok

793. SL: And elsewhere six universities

794. SS: Oh ok

795. SL: ↑Anything else?

796. SS: O:h thank you for sharing doctor, I'll try to: uhm (0.1) I'll try to: make my (0.1) proposal [more] solid

797. SL: [Uhm]

798. SL: So: you, yeah you can do that, ok

799. SS: Ok, is it feasible? (0.2)

800. SS: Is it doable?

801. SL: Um

802. SS: What do you think doctor?

803. SL: Ok, yeah sure

804. SS: Ok ok ok heh

805. SL: You can: (0.1) yeah

806. SL: If I (   ) you need any ha

807. SS: OK

808. SL: Changes or uhh ha

809. SS: Ok alright alright hmm

810. SL: Umm reinforcement, you can do that

811. SS: Ok ok

812. SL: But it seems (   ) working (0.1) on it

813. SS: Umm

814. SL: Umm hope you can (0.1) ha

815. SS: Yes yes

816. SL: Add

817. SS: Ok (0.1), so when I'm done, I will contact you doctor

818. SL: Hmm please do, yeah

819. SS: Ok ok

820. SL: Yeah

821. SS: Alright

822. SL: ↓Umm we'll meet .hhh↑ha

823. SS: Ok

824. SL: Depend on your: ha

825. SS: Ok, thank you doctor

826. SL: You are welcome

827. SS: heh Ok

Conversation 4

1.SL: So how are you?

2.SS: Fine thank you, is he a doctor?

3.SL: This is no, this is uhhh (0.1), this is friend

4.SS: H:a

5.SL: So this, so this is the thesis?

6.SS: Yeah (0.1) uhhh (0.3) the: chan- the change that I think that I should do is uhhh uhh

instead of Polysemy I shoud uhhh put (0.1) colloc[ation] and this is from =

7.SL: [Who]

8.SL: Who said so?

9.SS: I don't know, (0.2) because uhhh (0.2)

10. SL: Who is this?

11. SS: Polysemy is very (0.1) new for me

12. SL: Oh Polysemy:

13. SS: Yes I I don't, I didn't read about it =

14. SS: But collocation (0.1)

15. SL: Col- uhhh ok

16. SS: Collocation is better (0.1) because [in Iran]

17. SL: ↑ [You call] me, is it?

18. SS: Yes

19. SL: Uha (0.6)

20. SL: So collocation, you are not, you don't know what it (0.1) does [the]

21. SS: [Coll]ocation is the

   problem of Iranian, [poly]semy is different =

22. SL: [Ok]

23. SL: Polysemy, this is, yeah different

24. SS: Yes

25. SL: So this is the whole thesis, is it?

26. SS: Yes

27. SL: Uha the project

28. SS: Um

29. SL: This is (0.1) (   ), oh this is English Arabic, ha

30. SS: Yes (0.1), but I want to do from (0.1) Persian =

31. SL: Yeah yeah you can do the same, follow this style

32. SS: Yes

33. SL: ↑But here I want to see the objectives, you see, here I think there is no: (0.1), uha

   they put hypothesis

34. SL: But here in our (0.1) faculty

35. SS: Uhm

36. SL: No need for hypothesis

37. SS: Ok

38. SL: Just forget it, you know

39. SS: Ok

40. SL: Oh this is Algeria, uh Algeria: (0.1) because I was there

41. SS: Really?

42. SL: Yeah, so: they care about (0.1) ↑because it is, it is ELT

43. SS: Uhm

44. SL: If ELT, they care about about this: =

45. SS: Hypothesis =

46. SL: Hypothesis

47. SL: But for here, there is no hypothesis

48. SS: Uhm

49. SL: So: (0.2) ok I want to see, so here they have (0.1) polysemy, is it?

50. SS: Y[eah]

51. SL: [For] you, you want to care about collocation

52. SS: Yeah

53. SL: And all types of collocations:

54. SS: Uhhh we decided beca[use it is dictionary:] (0.1) grammatical of collocation

55. SL: [Polysemy is a lot]

56. SL: .t Oh dictionary grammatical of collocation =

57. SS: Because I studied about collocation problems

58. SL: Uhm

59. SS: By ref- referring to dictionary

60. SL: Uhm

61. SS: Some researchers suggested (0.1) uhh referring to dictionaries, for collocation is

    better for grammatical not lexical =

62. SS: Because lexical collocations

63. SL: Uhm

64. SS: Is uhhh (0.1) received through uhh real communication

65. SS: It is very wide (0.1) to put inside the dictionary =

66. SS: But grammatical is limited to dictionary and dictionary is put reference for

   collocation (0.1) .hhh problems =

67. SL: And grammatical collocation is it [a lot]?

68. SS: [Verb]

69. SS: Uhhh =

70. SL: How many [types]?

71. SS: [Verb] (0.1) verb and uhhh prepositions

72. SL: Uhm

73. SS: Verb and nouns

74. SL: Uhm

75. SS: And uhhh (0.3) uhh I have the list, but I don't remember

76. SL: [So]

77. SS: [Three] three types =

78. SL: Three types, Ha?

79. SS: I think =

80. SL: And it is very problematic in Iran in [Ir-] among [Iranian] students =

81. SS: [Yes]   [Yes]

82. SS: Very problematic, especially using (0.1) uhhh (0.1) uhhh (0.1) compound verbs

83. SL: Uhm

84. SS: For example the: usage of get get (0.1) with different prepositions

85. SL: Ok

86. SS: Or uhhh (0.1) using verbs with uhhh prepositions is the most problematic uhhh thing

   that uh students face

87. SL: Uhm

88. SS: Uhh based on different researchers on collocation (0.1) uhhh problems with Iranian students =

89. SS: Because there are so: many (0.1) researchers on (0.1), researchers on grammatical or lexical collocation problems with students written (0.1) uhh for dictionary (0.1) translation

90. SS: And it is, it would be repetitive, if I want to uhh do one question like this =

91. SS: Because .hhh she also (0.1) uhhh investigated the problems students may face with polysemy words

92. SL: Uhm

93. SS: But for me, it is not, it is useless to do a repetitive work for one question that what are the collocation problems because they already done

94. SS: I want to see: the second and third questions similar to this

95. SL: You mean the:

96. SS: Questions (0.1) enough or not?

97. SL: Three, yeah three

98. SS: Three yes

99. SL: So here we have only questions, see =

100. SL: We must look for objectives

101. SL: I see, we don't like (0.1) the normal one, oh this is, sorry

102. SS: Uhm

103. SL: So here: (0.3), so you must, you must find objectives, you know =

104. SS: I [think]

105. SL: [Obje-]

106. SS: Objective is different [beca-]

107. SL: ↑ [Or] aims, oh [yes], it is the same aim

108. SS: [Yes]

109. SS: Yes

110. SL: So here the researcher addresses the difficulties and problems which may face

111. SS: Uh I don't want this one =

112. SL: Oh you don't want this

113. SS: No

114. SL: So you want to replace with what?

115. SS: Uhhh I want to see

116. SL: Uhm

117. SS: Whether they uhh use (0.1) what kind of dictionary they use

118. SL: Uhm

119. SS: I want to uhh look (0.1) how they use dictionary when they are translating, for

   example, I'm sure they (stop) dictionary =

120. SL: So objective one (0.2) to (0.1) investigate

121. SS: Uhm

122. SL: Investigate how (0.1) Iranian (0.3) students (0.2)

123. SS: [Use]

124. SL: [Use] (0.1) grammatical co-, is it like that?

125. SS: No no, use uhhh [m- m-] uhhh monolingual dictionary =

126. SL: [Uhhh]

127. SL: Oh, use (0.1) mono (0.1) lingual (0.1) [dictionary]

128. SL: ↑[Actually] the first question, it should be

    (0.1) whether they use ↓bilingual diction- uhhh monolingual dictionary when translating

    (0.1) collocations better

129. SL: Uhm

130. SS: Because I'm sure that they don't, (0.1) they refer to bilingual, like this problem =

131. SL: Of course yo- yo- you just make it as a: objective, you don't say I I'm sure

132. SS: Uh uh [ok]

133. SL: [this] will be in the analysis

134. SS: Uhm

135. SL: So here to investigate how Iranian stud[ents use]

136. SS: [Whether]

137. SL: Oh whether

138. SS: Because I'm not sure (0.1) whether they u- whether: (0.2) if they use the

    monolingual dictionary (0.1) [whether]

139. SL: [students] use monolingual dictionary or else

140. SL: Oh (0.2) you you put in your mind how many dictionaries? =

141. SL: monolingual and th- [th-]

142. SS: [Bil]ingual

143. SL: So wi-, then monolingual

144. SS: Or [bi-]

145. SL: [Or] (0.2) uhhh =

146. SS: What kind of dictionaries (0.1) usually they use? Is it ok?

147. SL: If we speci-, we can specify it (0.1) or we can say (0.1) we can say for example

    what types of dictio[naries] used comma such as

148. SS: [Yes]

149. SS: Uhm

150. SL: Monolingual (0.1) uh[hh] bilingual or: =

151. SS: [Bi]

152. SS: Collocational =

153. SL: Collocational, you see

154. SS: Ok

155. SL: So number two (0.5) oh here, uhhh it aims to shed light on whether bilingual

  dictionaries are helpful in [selecting]

156. SS: [Yes:] I want to see (0.1) if there is (0.1) better to use mo-

  mono[lingual because]

157. SL: [Good, so this] is (0.1) objective two

158. SS: Yes

159. SL: In addition, it aims that guiding the students to the appropriate way of using (0.1)

  ↓bilingual dictionary and pushing them to pay more attention (0.1) to translation of (0.1)

  collocation =

160. SS: For this uhh, do you think what I'm thinking?

161. SL: ↓I know yeah

162. SS: Because uhh from uhhh translating form Persian to English

163. SL: Uhm

164. SS: They should if they don't know the: meaning of the verb, for example they don't

  know how to: uhhh translate ded- (0.1) dedicate, for example they don't know dedicate ok

165. SL: Yes

166. SS: Or they don't know the (0.1) order

167. SL: Ok

168. SS: They should uhhh refer to: bilingual dictionary first from Persian to English

169. SL: Uhm

170. SS: And if they find the meaning then (0.1) refer to monolingual for using the usage in the sentence =

171. SS: Because bilingual dictionaries don't have many options and samples

172. SL: Yeah

173. SS: Because (0.1) the other previous studies like this (0.1) uhhh suggested that bilingual is not enough for usage and uh preventing grammatical collocations problems, some[thing] like that

174. SL: [Yeah]

175. SS: And (0.1) uhh another uhh researcher (0.1) that I read yesterday told that, foreigner not Iranian, told that (0.1) uhhh it is good to use both of them then you are (0.1) decoding

176. SL: Uhm

177. SS: It is not possible to just refer to monolingual

178. SL: Ok

179. SS: But it should be: both of them, and I want to conclude th- the third one =

180. SS: If (0.1) they are: familiar with the verbs or the lexicon or the meaning, it is ok for the monolingual just enough, if they don't know (0.1) first they should find the meaning from bilingual (0.1) and then (0.1) check the (0.1) usage from monolingual, that is more reliable

181. SL: Yes that is good

182. SS: Yes

183. SL: So you want to sustain this, the subjective, ha?

184. SL: The third one

185. SS: [Uhhh]

186. SL: [You] want to do it?

187. SL: Uhhh it aims that guiding (0.1) students to the appropriate =

188. SS: Yes getting and uhh, suggestion for better (0.1) using of dictionaries in writing and

[transla]ting, decoding, encoding excuse me

189. SL: [Good]

190. SL: Ok here you have the methodology

191. SL: The tools which will be use in this research in order to test the ↓(Reading the

proposal)

192. SS: No

193. SL: (Reading the proposal .. to gather information (0.1), questionnaire is giving) we

don't have questionnaire

194. SL: Of course now you will give them uhhh a piece of: (0.1) uhhh [maybe] literary text

195. SS: [Text]

196. SS: Uhm

197. SL: And they have to translate

198. SS: Ok

199. SL: And then they have to see how all tho- these types of collocations, ↑grammatical

collocations

200. SS: Ok

201. SL: Is (0.1) translated from A to B which is, what are the the suitable dictionaries they

might use?

202. SS: Uha

203. SL: But here now we must use theory for that

204. SS: Uhhh (0.2) I couldn't any suitable theory =

205. SL: Never mind

206. SL: Do you know th- th- th- do you know the book I I I, di- di- =

207. SS: Yes

208. SL: Did you bring E-book

209. SS: Yes

210. SL: Which book? =

211. SL: Mona Baker, Baker

212. SS: Mona Baker

213. SL: Where is it? =

214. SL: With you? =

215. SS: No not now =

216. SS: But uhh I found (0.1) one or uhhh two writers

217. SL: Uhm

218. SS: From uhhh nineteen decade (0.1) that nineteen decade that they suggested something

219. SL: Uhm

220. SS: For this case =

221. SS: I will bring it next week for you =

222. SL: Yeah I want to see

223. SS: And you see that which one is better (0.1) to put as a theory or as a suggestion

224. SL: I can I can find don't worry, but never mind yo- yo- yo- you, by next week I will

    decide the theory

225. SS: Ok

226. SL: I have few (0.1) .hhh I'm re-, I have read all these theories, I don't know where exactly

227. SS: Uhm

228. SL: About (   ) uhhh idioms, collocations, polysemy ↓ and all that

229. SS: Uha

230. SL: you know

231. SS: Uhm

232. SL: So: (0.1) I'll, I will check it, it is not a big deal

233. SS: For the first question that we decided now, so first question, what kind of dictionaries they usually use?

234. SL: Yes

235. SS: Ok, it is not need to any questionnaire? =

236. SS: because I should ask them, [no]

237. SL: [No] no need, no need

238. SL: Oh you mean the questionnaire?

239. SS: Because the first question, how can I find the answer? =

240. SS: The first [question]

241. SL: [Oh you] need questionnaire

242. SS: Yes

243. SL: Questionnaire (0.1) yes

244. SS: For the first question

245. SL: How? Which which is =

246. SS: Which [one is usually]

247. SL: [Is better for you]

248. SS: No, which one is usually (0.1) they use?

249. SL: Yeah (0.1) uhm yeah that is right, you have to ask them

250. SS: Umm

251. SL: And then we have to select students =

252. SL: .hhh So you decided to do this in Iran, isn't it?

253. SS: Yes

254. SL: In the university?

255. SS: University of institution (0.1) English [institution]

256. SL: [But you are] not touch on schools, ↑ha?

257. SS: School

258. SL: Only university =

259. SS: I can do it in school but school uhhh students are not uh[hh advanced]

260. SL: [That is why bette]r

261. SL: Of course, that is why (0.1) uhhh so yo- yo- you are sure that even the the: students

   at university they have such problem, is it? =

262. SS: Ye:s I'm sure =

263. SL: So, which university you will:

264. SS: Uh[hh maybe] maybe uhhh m[:y]

265. SL: [You have too many]   [Isfahan]?

266. SS: No no (0.1) (   ) my cit- my hometown

267. SL: And how ma-, maybe two classes?

268. SS: Many classes =

269. SL: Many classes (0.1) one one hundred students

270. SS: No problem [even] two hundred I can

271. SL: [Three]

272. SL: ↓That too much, yes (0.1) good

273. SL: ↑If this is the case (0.1)↓ then now by next week (0.1) we will decided the theory

274. SS: Ok

275. SL: Then we will do the proposal defense

276. SS: Ok

277. SL: Very fast

278. SS: ↓Um

279. SL: I will talk to people here, my friends (0.1) and then what to do, it is (0.3)

280. SL: ↑Then after that you go back to Iran

281. SS: Ok

282. SL: Follow this

283. SS: .hhh But before uhh leaving I need to, for example myse- ummm I will translate

   myself (0.1) one (0.1) uhh text into: English and you show me how to analyze it, ok?

284. SS: ↓Because I don't know

285. SL: ↑O:h↓ (0.1) you m- [uhhh]

286. SS: [For] example one paragraph

287. SL: Uhm

288. SS: You you show me (0.1), you tell me how to analyze =

289. SL: Then you follow?

290. SS: Yes

291. SL: Fine [bu- bu-]

292. SS: [a:s] sample

293. SL: Yeah can no problem

294. SL: But n- to analyze (0.1) you must see students results

295. SS: Yes

296. SL: Then you analyze

297. SS: Uhh, (0.1)↑ no need to: analyze the sentences? =

298. SS: No just (0.1) extracting the errors, just [this?]

299. SL: [Extrac]ting the errors and comments on the

  errors

300. SS: Uha

301. SL: ↑ Why they use this? ↓ If they use this dictionary what happened [to]

302. SS: [Oh] the analyzes

  this, descriptive

303. SL: Yes of course

304. SS: Uhm (0.1) then it is better bec[ause]

305. SL: [Of] course

306. SS: For syntax or: (0.2) [uhh]

307. SL: ↑ [You] you can use both

308. SS: Uha

309. SL: Qualitative and quantitative

310. SS: No I want qualitative, it is better, yes it is more (0.1) easier =

311. SS: ↑ Oh I I [should] put it in graphs and =

312. SL: [Can]

313. SL: = ↑ Graphs [yes]

314. SS: [(   )] statistics =

315. SL: Yes can also, no problem, you see

316. SS: Yes

317. SL: ↑Then you have to say that uhh (0.1) out of one hundred

318. SS: Uha

319. SL: ↑They use: <u>bilingual</u>

320. SS: Uha

321. SL: The rest they use mono

322. SS: Uha

323. SL: ↑ The types of errors like this like that ↓like this like that

324. SS: I was studying the: book for uhh research methodology as I passed before

325. SS: .hhh How, what the reliability of the questionnaire:, validity, it is something like that

  I I just [mix]

326. SL: [Forget] about that, we don't like to go to uhh to such [detail]

327. SS: [O:h]

328. SL: You're only [master]

329. SS: [I didn't] know, o:h, I didn't [know]

330. SL: [This is] this is pretty enough

331. SS: Uhm

332. SL: You understand

333. SS: I don't need those details that =

334. SL: No [no]

335. SS: [How] I choose the students

336. SL: ↑Can can no problem, we can write down, of course when you:, this will be in the

  chapter of methodology

337. SS: Uhm

338. SL: Under under data collection =

339. SS: no, I mean I don't need (0.1) pretest and posttest [because it is big deal]

340. SL: [No no we don't have], we don't

    have this idea, I don't know about this

341. SS: Uhh

342. SL: You know, we just make it in a simple way

343. SS: Ok

344. SL: Related to translation with (0.1) with uhhh something about ELT, you know

345. SS: Uhm

346. SL: But we not, we aren't going to touch deeply: (0.1) [on ELT]

347. SS: [Oh yes]

348. SL: So: to be in the safe side

349. SS: Better

350. SL: Yes

351. SS: Because I saw that very difficult

352. SL: I know

353. SS: Like that

354. SL: ↑Because they are pure ELT

355. SS: Uhm

356. SL: Which is I can no:t do it

357. SS: Uhm

358. SL: So, you know, putting the errors like this bet- inside the table, it is not problem

359. SS: Uhm

360. SL: But then know I will check myself which data, which theory (0.1) I think I uhhh

(0.2) hhh (0.1) ok ummm .t (0.1) so you decided n collocation, ha?

361. SS: Yes

362. SL: ↓ I want to see which theory [we w-]

363. SS: ↑ [Another] thing, when I look at these chapters

364. SL: Uhm

365. SL: About definitions of polysemy and problems that students face that make uhhh (0.1)

huge uhh amount of data =

366. SL: That is questionnaire?

367. SS: Yes

368. SL: Excellent (0.3)

369. SL: So: this is the questionnaire (0.2) (   ) (0.2) how many questions?

370. SL: Eleven (0.3) ↓ I need to get some (   ) the test

371. SL: Of course we can attach the test

372. SS: We cannot?

373. SL: We can

374. SS: Yeah [this is] very good because [of]

375. SL: [Sample]   [Of] course =

376. SS: They they put the right (0.1) preposition

377. SL: Yeah

378. SS: Oh I changed a little bit this (0.1) one and I wanted to to (0.2) ↓ have (   )

379. SS: Is it ok [I use]

380. SL: [Dictio]naries, I want the most reliable reference in translation (0.1) ↓ and

another areas of foreign language studies in both professional and unprofessional levels,

dictionaries bilingual information on words spellings and pronunciation (0.1) meaning and definition as well as addition (0.1) explanation such as (0.1) derivation and usage

381. SL: ↓One of the challenge categories which can be (0.1) found as important entry in dictionaries is collocation

382. SL: Collocation is considered one of the (0.1) major troubles for the translator (0.2) ( )

383. SL: Many researchers have been done in uhh the field of dictionary use .t in writing and translation

384. SL: Most of them indicate that there is a gap between dictionaries ↓and their users

385. SL: ↓The learners usually neglect to choose an appropriate dictionary (0.1) .t and do not use it in effective way to benefit from the required information

386. SL: Zaghlol claimed that one of the causes of collocation (0.2), the relation in translation is relying on bilingual dictionaries which include only synonym without any sample (0.1) sentences

387. SL: Many researchers indicate Iranian English learners seem to have difficulty (0.1) i- with English collocation, both in (0.1) receptive and productive skills

388. SL: These examples are (0.2) oh this is uhhh (0.1) um

389. SS: is it the statement of the problem (0.2) or not?

390. SL: Yeah here claims that one causes ummm uhhh claim that one of the: causes of collocation (0.1) violation in translation is relying on ( )

391. SL: ↑Of course ↓here now later (0.2) so: when you follow such thing (0.1) so: uhhh (0.3) we have we have introduction like this ok uhhh uhhh objectives, questions

392. SL: Now after this you put (0.1) problem (0.1) statement (0.3) of (0.1) the problem (0.3) ok?

393. SS: Uhm

394. SL: ↑Why do you think you want to do such study?

395. SS: Uhm

396. SL: ↑Is because (0.2) Iranian students, they are really (0.2) got (0.2)

397. SS: Pro[blems]

398. SL: [Prob]lems with types of dictionaries they [use?]

399. SS: [And] do I need to put the: names of

uhhh researchers, add to this or in the statement of problem, no need to have the literature

400. SL: You can you can, no problem, you can put something

401. SS: Uhm

402. SL: But then the second paragraph, you must go: (0.1) in detail about what is the

problem

403. SS: Uhm

404. SL: It is not enough just to mention (0.1) they have, I mean uhh you will say uhhh X and

Y and Z wrote something about the problems

405. SS: Uh

406. SL: But what is the main problem? Why the Iranian students have such problem? Is

because (0.1) they have pro- they are weak in grammar? Is because have not (0.2) good

knowledge in: English vocabularies?

407. SS: Yes

408. SL: Is because that because of the mother tongue? This [effect]

409. SS: ↑[I can] put the result of the other

uhh studies about problems [and put] it inside

410. SL: [But don't]

411. SL: Yeah

412. SS: Yes

413. SL: Then will be the problem

414. SS: Yeah the results and the reasons that they have, what kind of problems they have

415. SL: Ok

416. SS: I can extract form (0.1) [previous] (0.1) researchers?

417. SL: [Such]

418. SL: Ok good

419. SS: Yes

420. SL: Good

421. SL: You put here, so there is no hypothesis, ok?

422. SS: Ok

423. SL: Statement (0.1) and then after that uhhh wait until next week

424. SS: Ok

425. SL: Al- uhh yeah I will check (0.1) tod- tomorrow I will text you

426. SS: Ok

427. SL: I will say (0.1) the theory that we are going to use is like that

428. SS: Uhm

429. SL: Then after that (0.1) you put here after the: statement you put (0.1), you know of course the significant of the study

430. SS: Yes

431. SL: Why it is important? (0.3) the (0.2) s:igni (0.1) ficant (0.2) of the study, (0.1) why it is important?

432. SS: Uhm

433. SL: Ha?

434. SL: After that we go we we: put methodology

435. SS: Uhm

436. SL: We talk about (0.2) uhhh under the methodology

437. SS: The participants (0.1) and then the tools

438. SL: Yeah he- he- here uh actually they put uhh in chapter three here (0.7), 24 (0.5) I

cannot ( ) this, methodology, you know data, sample (0.2) research tools means uhhh

what kind of theory, questionnaire if you want to use

439. SL: You can use use use such (0.1) such style

440. SL: But of course this is the detailed one later on you right

441. SS: Uhm

442. SL: But for the proposal, we just make small section

443. SS: Yeah

444. SL: About the data (0.1) who is the data? Who is the participant? (0.2) their English

background

445. SS: Uhm

446. SL: From where? (0.1) the age

447. SS: Uhm

448. SL: You see, (0.1) a:nd from where? Which university? How many students?

449. SS: Uhm

450. SL: OK

451. SL: [This and that]

452. SS: [And their maj]ors

453. SL: Uh yes, and then the theory

454. SS: Yes

455. SL: And we discuss about the theory, what is the theory? (0.2) how we apply it

456. SS: Uhm

457. SL: Then we talk about procedures of analysis (0.1) ho-, so it will be like this

458. SL: So after after you write (0.2) this one and significant, then we we jump to (0.4) then

we jump and so: (0.2) uhhh meth- uhhh methodology (0.5)

459. SL: Under this section (0.1) you talk about (0.1) data (0.2) ok?

460. SS: Uhm

461. SL: In the data of course (0.1) you have participants

462. SS: Yes (0.5)

463. SL: Who are they? (0.4) their English bac- background (0.7) a:nd how many? (0.3) a:nd

(0.2) uhhh proficiency (0.1), participants I mean (0.1) who are they? Uhh and then uhhh

never mind

464. SS: Uhm

465. SL: Ok then (0.1) after that (0.2) model (0.2) of analysis (0.5) what (0.1) is (0.1) the

theory (0.2) we will use?

466. SL: ↑Ok?

467. SS: Uhm

468. SL: ↑Then we discuss about the theory

469. SS: Ok

470. SL: You, discussion (0.3)

471. SL: Uhhh three which is very very important, how: (0.1) you (0.1) will

472. SS: Ok

473. SL: Analyze (0.2) the (0.1) data?

474. SL: ↑Of course you will say, I will give them text book

475. SS: Uhm

476. SL: I will uhh (0.1) maybe pass uhhh arti-, I will give them text (0.2) then questionnaire (0.3) the:n (0.3) uh[hh]

477. SS: [Multi]ple choices [for example] like this =

478. SL: [Ye:s]

479. SL: = You discuss about the questionnaire, what is about?

480. SS: Uhm

481. SL: What (0.2) i:s about? (0.1) then here after you fee:l (0.1) and then what to do, you g- you are going to extract the mistakes

482. SS: Uhm

483. SL: ↑Even even even it is (0.1) whether mistakes or not mistakes, you just extract and dis- and analyze

484. SS: Uha

485. SL: it is not only to put (0.1) the errors

486. SS: Uha

487. SL: No even the correct one

488. SS: Ok

489. SL: You see, [because] you have data one hundred students =

490. SS: [Ye:s]

491. SL: .hhh So mu- uhhh must be: (0.1) mix from students using bilingual, students using monolingual

492. SS: Yeah

493. SL: Then what types of errors =

494. SL: ↑You just uhh, of course I will show you how to analyze

495. SS: OK

496. SL: One page, two pages then you follow: (0.1) [to] the rest

497. SS: [Ok]

498. SS: Another question that I have is uhhh (0.1) I kno- I know from other researchers that
there is Collins dictionary for collocation

499. SL: Yes

500. SS: Yes, but as I think there is not uhhh very popular in Iran and students don't know
about it

501. SL: I see, you must g- you must give reason why they ignore .hhh Collins dictionary =

502. SS: But if I want to test that Collins dictionary is useful, it would be three groups and I
don't know how to do this

503. SL: Yes [I see]

504. SS: [I just] want to look at dictionary bilingual or monolingual as general learners
dictionary because .hhh uhhh except uhhh translators in major of translation

505. SL: Uhm

506. SS: General learners (0.1) don't know about Collins dictionary, you know?

507. SL: Yes

508. SS: And I don't want to test the Collins, but (0.1) for the suggestions I can suggest the
collins =

509. SS: I see that they don't know col-, I can put a question (0.1) inside the questionnaire, do
you know about the Collins dictionary for collocation? And when they uhhh (0.1) answer
no:

510. SL: Uhm

511. SS: In the third part that I, my objectives, I want to suggest a better way (0.1) for their

   writing

512. SL Uhm

513. SS: I can suggest using collocation (0.1) dictionary

514. SL: I see, (0.2) [good yeah]

515. SS: [It isn't good] to test three dictionaries =

516. SL: It is too much =

517. SS: Two dictionaries are [enough bilingual] and monolingual

518. SL: [Two dictionaries]

519. SL: Yeah enough, and then depends on the data you will have (0.1) and then of course

   when you fin- you find the data (0.1) you will analyze something like this, you know

520. SS: Uhm

521. SL: Let me see how they analyze for example, (0.1) from the data: (0.1) questionnaire =

522. SS: And another question that I'm uhh confusing about (0.1) introduction for such as

   short proposal

523. SL:↑ Enough this one

524. SS: Is it enough? =

525. SS: But I: put uhhh a little bit about statement problem here

526. SL:↑ No no [no]

527. SS: [And] I can =

528. SL: The problem you sa- uhhh separated [in different section]

529. SS: [separate statement] of the problem

530. SL: Yes

531. SS: And how, but this one that someone claims that it is the problem, it's not [uhh

statement] of pro- problem

532. SL: [No]

problem]

533. SL: No, this is uhhh

534. SS: This is [back]ground =

535. SL: [Because]

536. SL: = This is background, (0.1) but here ↑ he mentioned about the problem (0.1), but

you have to mention what is the detail problem

537. SS: ↑|Uha, in my country?

538. SL: Yes, the:

539. SS: ↓|Uhm detail

540. SL: Detail (0.1) problem

541. SS: In my case

542. SL: I:n Iranian case

543. SS: Uhm ok (0.4)

544. SL: You see, (0.)you make it in detail

545. SS: Ok,↑| and is it a good introduction [that] you =

546. SL: ↓|[Yeah]

547. SL: = Ok because   (   ) (   ) no problem

548. SS: Is it (0.1) clear?

549. SL: Clear

550. SS: Um

551. SL: Because this is only proposal

552. SS: Yes (0.3)

553. SL: ↑See you follow thing in analysis

554. SS: Uhm

555. SL: ↑First you comment on the grammatical mistakes (0.1) or ↓ meaning mistakes

556. SS: Uhm

557. SL: Then you comment on why they use (0.2) uhh, of course when you analyze, you

must put in your mind (0.1) the objective

558. SS: Uhm

559. SL: The res-, when you analyze you must find (0.1) answers to the research questions

560. SS: Uhm not another things

561. SL: Yeah yeah, you just (0.2), ↑you have the data in front of you, you put the

objectives in front of you

562. SS: Uhm

563. SL: Ok? =

564. SL: ↑And based on that you do the analysis

565. SS: Ok

566. SL: ↑Don't go so far from the objectives

567. SS: Ok

568. SL: That will be disaster

569. SS: Ye:s

570. SL: you see, (0.1) so you have the thr- the three points, three objectives (0.1) while you

analyzing you look at one by one and analyze

571. SS: Uhm

572. SL: Paragraph one (0.1) for objective one, paragraph two for objective two

573. SS: Oh

574. SL: ↑ Three for th- three, you know?

575. SS: Uhm

576. SL: Go like thi:s till the end

577. SS: Not every paragraph for three objectives?

578. SL: No no it is too messy

579. SS: Uhm

580. SL: Each paragraph (0.1) one [objective]

581. SS: [Looking] for one objective

582. SL: Yes

583. SS: [O:h I didn't know, I] didn't know

584. SL: [If you mix all together you mus-]

585. SL: Yeah because (0.1) ↑ some people like do like that but ha- you must be very

professional

586. SS: Uhm

587. SL: You see, ↑ so do like this ha?

588. SS: Um

589. SL: For each objective one paragraph

590. SL: ↑ You can uhhh ↓ it is not problem I I I'm saying one paragraph (0.1) you might put

two paragraphs

591. SS: Uhm

592. SL: For each objective, no problem

593. SS: Oh ok

594. SL: Paragraph one (0. 2) two: uhh, objective one two paragraphs

595. SS: Uha

596. SL: Objective two one paragraph, no [problem]

597. SS: [Uhhh I] design it like this

598. SL: Yeah organize very [organized], ↑till: the end =

599. SS: [Organized]

600. SS: = Uha ok

601. SL: OK

602. SS: And I: should uhhh (0.1) add some questions to this questionnaire as [(   )]

603. SL: [Of course]

   because this is uhh (0.1) maybe easy

604. SS: Yes

605. SL: Because you have to put questions (0.1) related only to collocations

606. SS: Yes

607. SL: You can put text (0.1) text or something

608. SL: So: now (0.1) I want to think about this

609. SS: Ok

610. SL: Problem (0.1) uhhh organize objectives

611. SS: Uhm

612. SL: Here you put the objectives like this

613. SL: You put in the points better

614. SS: Uhm

615. SL: Like this one, two, three (0.2) put the objectives here and then put one, two, three

   (0.1) the objectives

616. SS: Yes

617. SL: Then the research questions, the problem, significant, then go to the: (0.5) to here

methodology

618. SS: Uhm (0.1) ok

619. SL: Ok?

620. SS: Ok

621. SL: That is it =

622. SL: So I hope by next week ↑ and (0.1) the section of the theory leave it

623. SS: Ok

624. SL: Till I find

625. SL: So: by next week you must finish, of co- course you can [do], work hard

626. SS: [Yeah]

627. SL: Next week give me the whole, every thing

628. SS: And literature review two, four [pages]

629. SL: [Two], three pages because it is a proposal (0.1)

fifteen pages enough

630. SS: Ok

631. SL: You know

632. SL: When I, we we decided the: theory (0.1) I will talk to people immediately to do the:

proposal defense

633. SL: Any questions?

634. SS: Thank you

635. SL: OK, you [usually]

636. SS: [Do you] think that it is [uhh]

637. SL: [Enou]gh: enough

638. SS: Reference

639. SL: You only only master, you know

640. SS: Yes

641. SL: And this is good reference we rely on

642. SS: Yes

643. SL: I thought (0.1), why in Iran yo- you don't have problem with polysemy's word?

644. SS: I didn't uhhh study about polysemy, I I'm sure they have problem =

645. SL: Yeah because here (0.1) everything already here, you make things easy (0.2) and very fast

646. SS: You know it is a kind of uhh (0.1) very special like for all learners don't kno- they don't want to know about polysemy, you know, it is not very:

647. SL: Not easy

648. SS: Not easy for uhh all learners from other majors except English

649. SS: Because I want to see (0.2) the general knowledge of using dictionary m- general learners, not specified learners of linguistics or translations students

650. SS: You know, it is (0.2) not very useful (0.1) because many students do not need to know about polysemy, even (0.1) the word is very unfamiliar for most of learners because they don't know they don't know uhhh the specified (0.1) terms of English

651. SL: Um

652. SS: They are more (0.1) engaged with translation in Iran

653. SL: Yes

654. SS: For writing

655. SL: That is right

656. SS: Yes, and they have (0.1) many problems (0.1) when they want to produce good

writing (0.2) and specially collocations

657. SS: And one of my prof- one of one of my friends that doing res- doing Phd here, maybe

we will meet one day in a party or something (0.1) uhhh he is very professional (0.1)

translator from (0.1) Persian to English or vice versa (0.1) and he suggested me that it is

very problematic (0.1) thing that, I already faced

658. SL: Oh really?

659. SS: Yes

660. SL: As a: collocation?

661. SS: Yes

662. SL: Good (0.1) then Inshallah you will (processed) with this

663. SL: Ok, so this is how many pages?

664. SS: Eighty

665. SL: Oh eighty

666. SS: Eighty but uhhh actually [it is]

667. SL: [You] can make it hundred, hundred twenty

668. SS: Yeah

669. SL: Plus references and all ha

670. SL: Of course uhh appendix, it is not counted

671. SL: It is still the: (0.1) references after ref-, oh let me see I (   ) (   ) yeah (0.1) this is

what I mean Mona Baker

672. SL: You got the book, is it?

673. S: Ok

674. SL: ↑Do you have it?

675. SS: Yes I have it =

676. SS: But I should uhhh update uhhh it because it is expired

677. SL: Ok

678. SL: I want to take Ghazala, I have it with me (0.2) yeah I have (0.9)

679. SS: When I studied about syntax (0.2) se- semantics, excuse me not syntax [semantics]

in: first month I met you (0.1), I was really confused =

680. SL: [Semantics]

681. SS: = I didn't understand (0.1) the whole thing of semantics, it is [very complicated for

me]

682. SL   [What what what is

your] English background? =

683. SL: You are from MESL

684. SS: Tran- translation, my degree is translation

685. SL: Oh translation

686. SS: Yes

687. SS: I'm not uhh very good, I'm not very good in linguistics

688. SL: O:h (0.6)

689. SL: That is good (0.2)

690. SS: If you want these two pages you can have it, because I have ↓ at my (   )

691. SL: Never mind, I just want to look at it (0.10)

692. SL: So then see you next week

693. SS: Ok

694. SL: Once you finish everything =

695. SS: Everything except the theory =

243

696. SL: Except the theory leave it to me

697. SS: OK thank you so much

698. SL: Take care, ha?

699. SS: OK you too (0.5)

700. SS: Have a good day doctor

701. SL: Yes you, take care, bye

702. SS: Bye

Conversation 5

1.SL: So (0.1) how can I help you?   Hah

2.SS: So

3.SL: What kind of project you want to do?

4.SS: So: anything concerns syntax

5.SL: O:k a:nd which which e<u>x</u>actl<u>y</u> (0.1) you want to do, what kind of syntax? =

6.SL: Do you have any ↑idea ↓any plan for that?

7.SS: Um may be concerning the: X-bar theory, something related (0.1) the framework of

  X-bar theory

8.SL: Oh th- the <u>X</u>-bar theory only =

9.SS: Yeah, (0.1) or including thematic rule

10. SL:↑Semantic analysis .hhh

11. SS: Yeah, (0.1) theta role =

12. SL: Oh you want theta role

13. SS: Yeah

14. SL: You'll apply the:, (0.1) you are from which country? =

15. SS: Nigeria =

16. SL: Nigeria

17. SS: Yeah

18. SL:↑ Yeah you may analyze Nigerian verbs

19. SS: Ok

20. SL: <u>O</u>nly applying theta role

21. SS: Ok

22. SL: You should appl:y both, the X-bar theory (0.1) one the latest one that we took

before

23. SS: That is uhhh TP, IP and CP

24. SL: Yeah that one

25. SS: Yeah

26. SL: Uhhm plus the: (0.1) the function of theta role the seven one or eight =

27. SS: Yeah yeah I [know] agent patient

28. SL: [yes]

29. SL: Yes

30. SS: Up to the locative

31. SL: ↑Exactly

32. SS: Yeah the H

33. SL: Yes, so if you manage to do that

34. SS: Yeah

35. SL: But then uhh are you ↑are you already registered? =

36. SS: No, (0.3) this is my th- my first semester

37. SL: This is a second semester? =

38. SS: Four semester, (0.1) first semester

39. SL: Uhhh still early

40. SS: So early

41. SL: Uh so now you have to finish all the: =

42. SS: Coursework

43. SL: Coursework then you have to:

44. SS: Uhh before the course uhh now I intended to go to Nigeria

45. SS: If I get the topic, then I can start collecting data when I came when I go back there

46. SS: Because this holiday is long but the next one is v:ery short that is the reason why I want to use this opportunity

47. SL: Umm

48. SS: You get me?

49. SL: Yes yeah

50. SL: Which part from Nigeria ↓are you from?

51. SS: Northern part

52. SL: And normally there yo- you, which language is used, ↑ha?

53. SS: Yeah northern part

54. SL: Yeah but I mean there (0.1) w:- what is the national language are you using?

55. SS: Uhhh (0.1) specifically national language is English

56. SL: Uhm

57. SS: But we have three (0.1) national languages, official language is English language, but we have three national languages, my own language Hausa

58. SL: Uhm

59. SS: Then Igbo, Yoruba

60. SL: I see

61. SS: But in our nor- northern part, you know, in Nigeria we have thirty six states

62. SL: Yes

63. SS: In northern part we have eighteen states, we are speaking Hausa, (0.1) even from Niger Cameroon there are many Hausa speakers

64. SL: And you want to analyze ↑the dialect or ↓the: (0.2) uhhh the national language? (0.2)

65. SL: I think, you know, why why don't you analyze th- the: the dialect =

66. SS: The dialect =

67. SL: The most (0.1) used dialect

68. SS: So I (   )

69. SL: You are using which language? Hausa? =

70. SS: Hausa yeah

71. SL: Ok you can analyze the verb of Hausa language

72. SS: Ok

73. SL: So for example, you: what are the types of verbs?

74. SS: ok [(   )]

75. SL: [In Hausa] language =

76. SL: What is the function (0.1) of Hausa verbs?

77. SS: Ok

78. SL: How you will use Hausa verb? =

79. SL: What are the: syntactical analyses of Hausa verbs?

80. SS: Uhm

81. SL: You see how? =

82. SL: ↑ So you need only: three objectives

83. SS: Ok

84. SL: To to, yeah three objectives

85. SS: Ok

86. SL: ↑ First you have to analyze (0.1) the theta roles ↓ of this Hausa verbs?

87. SS: Yeah yeah

88. SL: Second objective, you have to analyze (0.1) the: the syntactical the syntax the the

   (0.1) the morph-syntactical analysis of Hausa verbs

89. SS: Yeah

90. SL: Then the third objective is you have to use the: X-bar theory

91. SS: Ok

92. SL: That is it, this your [master]

93. SS: [so] so this think can I, there is a need field fieldwork!

94. SL: There is, ↑actually we have two options =

95. SS: Yeah, I think this one there is no need (0.1) because already we have all the (   )

   (0.1) and the things =

96. SL: Yeah but what what I want you to do for example:, you have to: record

97. SS: Ok

98. SL: You let a Hausan (0.1) Haus- a person from Hausa, th- the speaker of Hausan

   language

99. SS: Uhh

100. SL: Uhhh for example, try: to talk to a farmer

101. SS: To farmer

102. SL: [Uhha]

103. SS: [To farmer]

104. SL: Let him: talk about his uhhh daily activity in ↑ a farm, (0.1) ok? =

105. SS: Using Hausa language

106. SL: Yes

107. SL: ↑While he is speaking you have to record for him

108. SS: Ok

109. SL: Ok

110. SL: And of course uhhh le- see how how how long is the: record, (0.1) half hour, fifteen (0.1), yea- half hour or: fifty five minutes let him ↑ ta:lk uhhh

111. SL: ↑ You can ask him some question, (0.1) ↓ ok? =

112. SL: You can, you can for example prepare questions (0.1) to ask him about his activities in the farm =

113. SL: ↑ After, of course you have to record, (0.1) after that (0.1) uhhhh let somebody to transl<u>a:</u>te what he says ↑ in English

114. SS: Ok

115. SL: Ok:

116. SL: And then you tr<u>y</u> to figure out <u>w</u>hat kinds what types of theta role he was using? =

117. SL: What types of verbs he was using?

118. SL: Ok?

119. SS: Ok yeah =

    SL: And then from there we can (0.1) we can come up with another idea for example, what are the <u>m</u>ost theta role he is using? Ha?

120. SS: So this only one person is ok?

121. SL: Hah?

122. SS: Only one person is ok?

123. SL: Yeah yeah enou<u>gh</u> enough one person

124. SS: Is ok?

125. SL: Enou<u>gh</u>

126. SS: Haa

127. SL: Don't use too many

128. SS: Ok

129. SL: Ok one person: he must be (0.1) uhhh =

130. SS: Native speaker of [Hausa]

131. SL: [native] speaker of Hausa language

132. SL: He must know what he is saying, because you are going to ask him questions

133. SS: Ok

134. SL: Let us say prepare (0.1) 20 questions, let him: talk about his activities daily

   activities, (0.1) after that (0.1) uhhh you might use [translate]

135. SS: [transcribe]

136. SS: Yeah

137. SL: ↑Transcribe yes =

138. SS: First I have to transcribe it

139. SL: Yes of course =

140. SS: Then I take the transcribing to translator =

141. SL: To English =

142. SS: Yes, we have many translators there

143. SL: Good, ↑ but are you speaker of Hausa language?

144. SS: Yeah

145. SL: Good you you can do it by [yourself]

146. SS: [yeah] I can do it =

147. SL: You can do it

148. SS: Ok

149. SL: But if you feel you need the: =

150. SS: After I [translate] I'll take to my lecturer because in my first degree I did in my

   native language

151. SL: [third person]

152. SS: Then we have many translators

153. SL: Uhm

154. SS: Then I can it to them for necessity correction if there is

155. SL: You mean in Hausa language or English? =

156. SS: In English both

157. SL: Oh also ok

158. SS: And bring both two text

159. SL: Yes

160. SS: To their

161. SL: Cool cool ok, then in this way (0.1) uhhh you will have authentic data, (0.1) uhhh

   acceptable translation =

162. SL: Then you have to write down to underline all the types of verbs he is he will be

   using, you know

163. SS: Yeah

164. SL: Then from there we can set three objectives

165. SS: Ok

166. SL: ↑But the question is that do you think there are (0.1) books written: in Hausa

   structure language

167. SS: Yeah [yeah]

168. SL   [got ha?]

169. SS: (   )

170. SL: Oh ok you can ca- you will be able to get them? =

171. SS: Yeah in structure of Hausa something like syntactic structure (0.1) yeah

172. SS: Even now I have one in English but even it is audited but still is use used, I should

bring it to you to see English combine English and Hausa (0.2) I will bring it to you

173. SL: ↑Can no problem

174. SS: Ok [when]

175. SL: [so] (0.1) you can bring them tomorrow we have meeting I don't know what

time

176. SS: Ok

177. SL: You can uh:m you have a telephone number of course

178. SS: Yeah

179. SL: Write it here, then once I I will (0.1) fix the day the time of meeting I will let you

know it =

180. SL: You might see me afternoon like this time

181. SS: Yeah (0.14)

182. SL: So for how many days you will: stay in Nigeria?

183. SS: Almost (0.1) two months

184. SL: Oh you will be leaving July and August

185. SS: Yeah

186. SL: Because break semester

187. SS: Yeah

188. SL: And you will back in se- in in September

189. SS: Yeah early septe[mber]

190. SL: ↑[Are] done with your papers?

191. SS: Which papers?

192. SL: With all: course papers or not yet

193. SS: Only three, I did three

194. SL: Only three

195. SS: Yeah

196. SL: So by next semester you need to have? =

197. SS: Two

198. SL: Two more papers

199. SS: Yeah

200. SL: Do they ↑ allow you ↓ to register for: =

201. SS: No I will not register at that time because

202. SL: Umm

203. SS: If I came back I don't how it changes to go back to Nigeria

204. SL: Ok [then uh]

205. SS: [because], you know, we are under scholarship =

206. SL: Oh I see, then the good chance for you is to go this ti:me

207. SS: Yeah yeah

208. SL: To do what I'm telling you to do

209. SS: Yeah

210. SL: Then we have data

211. SS: Yeah

212. SL: At least

213. SS: Yeah

214. SL: That is very good (0.2) a:nd: of course you have resources (0.1) try the moment

  you come back this time bring all: the linguistics (0.1) resources on Hausa language

215. SS: Ok

216. SL: And if there is any: work written on syntax semantics (0.1) of course I mean

  syntax on =

217. SS: Theta role =

218. SL: Theta role (   ) so, isn't it? =

219. SS: Yeah there [is but], you know, even in un- undergraduate I did theta role (0.1) in

  our lecture =

220. SL: ↑ [there is]

221. SL: = You did? =

222. SS: Because we we used to apply it in my own language, yeah

223. SL: Tha- that excellent

224. SS: Theta role, we are we use normally, we apply it but we we ar:e, even I have some

  question because when I was in the: undergraduate in our country when our lecturer (   )

  to that theta role, he didn't mention it but he said uhh they ar:e arranged in hierarchical

  order the theta role

225. SL: Uhm

226. SS: One is (0.2) one has (   ) than the other, like for example he said the: (0.1) agent

  is more (   ) than the remaining seven =

227. SL: Oh yeah I agree with him

228. SS: He [he]

229. SL: [that] is right =

230. SS: Ok, so (0.1) <u>bu</u>t used to apply some problem on the (   ) of theta role, which we

used to call it (   ) in our language (0.1) and in normally sentence always ↑agent (   )

in the initial position

231. SL: Uhm

232. SS: For example, Ali went to school

233. SL: Uhm

234. SS: Ali is an agent who went (0.1) to school so uhh locative

235. SL: Yes

236. SS: Ha, so in our own language become a (   ) where the school can based before Ali

237. SL: Oh I understand =

238. SS: Do you get me?

239. SL: Yes

240. SS: That he said it is a problem, (0.2) because the agent supposed to be in an initial

position =

241. SL: That is right

242. SS: Ha

243. SL: Bu- bu- bu- but because you are dealing with the: (0.1) dialect

244. SS: Ok

245. SL: If you are dealing with dialect here is ↑the story

246. SS: Ok

247. SL: He, of course I agree with him if you are dealing with (0.1) standard language

248. SS: Yeah

249. SL: Then will be initial and till the end

250. SS: Yeah

251. SL: ↑But if you are dealing with dia_lect (0.1) for sure you are not following the:

hierarchical (0.1) steps of theta role =

252. SS: Ok it is not dialect, it is standard Hausa

253. SL: Standard Hausa?

254. SS: Yeah

255. SL: S- uh uh this this theta role I believe (0.2) when they are structure it, it based on

English language first

256. SL: So: ↑Hausa standard I don't know how how Hausa language, (0.1)↓ I mean the

standard of Hausa (0.1) is far: or nea:r: fro:m the standard English =

257. SS: It is near =

258. SL: Near, isn't it? =

259. SS: Yeah, I speak rarely Arabic and English (0.1) because we have almost the same

thing with Arabic because we are using we have long words

260. SL: Uhm

261. SS: We have many similarity with Arabic and English verbs

262. SL: But how is the: th- th:- the style of writing?

263. SL: English way? =

264. SS: Using English way

265. SL: I see

266. SS: English way

267. SL: Write, try to write a sentence here

268. SS: For example

269. SL: I went I uhh I'm going to school (0.13)

270. SS: This (0.1) this one I, this one to, this is I now, this is (0.2) we call it pre-vowel

pronoun

271. SL: Ok

272. SS: Pre-vowel pronoun

273. SL: Uhm

274. SS: Because it is replacing the name of person

275. SL: Yes

276. SS: Like pronoun

277. SL: Uhm

278. SS: But we used to call it pre-vowel pronoun, this one now is a tense marker

279. SL: Tense marker

280. SS: Yeah to shown the tense, that is the continuous tense

281. SL: Good

282. SS: This one (   ) this is the name (   ) (0.1) going (0.1) this one, 'makaranta' this is

noun that is school (0.4)

283. SL: School

284. SS: This I (0.2) I'm going to school

285. SL: So the the: yeah the agent is in the initial position =

286. SS: Yeah the agent is this one I =

287. SL: ↑ But this is Hausa standard language?

288. SS: Yeah

289. SL: See now the agent =

290. SS: Is the in the in- [initial position]

291. SL: [initial position]

292. SS: Yeah

293. SL:↑But sometimes =

294. SS: You can put the agent in (0.1) uh (0.1) uh not [in]

295. SL: [in] the middle [or the end]

296. SS: [yes in the] middle =

297. SL: Give me example =

298. SS: This (0.1) this is the 'makaranta' I will write (0.7) make it (0.1) (   ), this is

    'makaranta'

299. SL: Umm

300. SS: This is (0.4) school (0.1) that (0.1) I'm going

301. SL: Oh school that I'm going

302. SS: Yeah

303. SL: I understand you: (0.1), like I think we have something in Arabic language similar

304. SS: Yeah yeah

305. SL: Uhhhh let me (0.1) if I used the Arabic language I'll say: (0.4), yeah

306. SL: ↑ For example in Arabic I I can say: 'ana adhabo ila al madrasa' I go to school

307. SS: Yeah 'ana a-

308. SL: ['adhabo ila al madrasa'] =

309. SS: ['adhabo ila al madrasa']

310. SL: = Now if I do it in another wa<u>y:</u>

311. SS: Um

312. SL: Uhhh 'ila al madrasa ana dahibon'

313. SS: 'dahibon' yeah

314. SL: Yeah, so this is very nice =

315. SS: 'lakin ana atakalamo alogha al Arabia kalilan lis kathiran' (0.1) if to say I'm

speaking fluently I will do it in Arabic

316. SL: There is

317. SS: Or (   ) something English and Arabic but I'm not speaking ar- Arabic

[language]

318. SL: [yeah] but good I mean you: can make use (0.1) of your dialect to analyze the:

theta role

319. SS: Yeah

320. SL: Because you are a native of this, because if you are not, if you are (0.1) not the

native of Arabic language you will not be able to analyze the [Arabic verbs]

321. SS: [yeah yeah yeah]

322. SL: You see

323. SS: Yeah

324. SL: So even ↑ myself ↓ and there is Arabic words verbs may, ↑ I will give comments

↓ but not detailed because my (0.1) my ground my background is not Arabic language itself

325. SS: Uh ok

326. SL: So what about you, you are not native speaker

327. SS: But Arabic, you know Arabic is more complicated than English =

328. SL: Yeah because of the: morphological aspects =

329. SS: Aspects yeah =

330. SL: ↑ Too: much

331. SS: Yeah

332. SL: We have genders [and] uhh um um yeah I agree with you

333. SS: [yeah]

334. SS: Yeah

335. SL: So good if you if you have this idea (0.1) then while you're going back there

336. SL: do what I'm telling you

337. SS: Ok

338. SL: ↑Try to meet a farmer, but before meeting him ↓try to set few questions, (0.1) ten
   to fifteen questions .hhh about uhhh farm: activities, ok?=

339. SL: So you ask him and you have to record, (0.1) ok?

340. SS: Ok

341. SL: After that d- d- uhh you follow what I'm what I told you (0.1)↑ at least you have
   ↓data =

342. SL: ↑Once you are here, ↓when you register you have the data and you have (0.1)
   somehow experience in how to analyze the theta role from undergraduate and master
   level

343. SL: And then uhhh (0.1) of course later we'll follow certain theories (0.1) because we
   have to go deeply (0.1) then we set three objectives (0.1) and that is it

344. SS: Ok

345. SL: You see, so you are leaving in July Inshallah, ha? =

346. SS: What you said? =

347. SL: You are leaving in July

348. SS: Yeah, next week =

349. SL: Next week?

350. SS: Yeah

351. SL: So tomorrow is the results you have to have wait them

352. SS: Tomorrow

353. SL: Do you have any question you want to ask?

354. SS: No

355. SL: ↑So Inshallah I'll try uhh uhh (0.1)↓ this is t- this is your telephone

356. SS: Ok

357. SL: ↑ When I'll: ↓ ask you to come to bring me, I want to see the books

358. SS: Ok

359. SL: Ok, (0.1) so anyhow but for sure by Fri-, ok if you want to bring them, ↓ bring

them on Friday

360. SL: So:↑Friday (0.1)↓ around 10 or 11

361. SS: Ok

362. SL: Ok I'm here, you can show me the books

363. SS: Ok sir

364. SL: Ok, so good luck ha? Thi- this [is a good idea]

365. SS: [ok thank- thank] thank you sir, I'm very grateful

366. SL: It is ok welcome

367. SS: Thank you sir I'm very grateful

368. SL: Ok

369. SS: Al Salam Alaikom

370. SL: Wa Alikom Al Salam Wa Rahmat Allah

Conversation 6

1. SL: Ok (0.2) uhm: (0.3) I made some corrections here (0.1) uhmmm (0.1) specially in in this part like for example I put here uhh in: Malaysian =

2. SS: Uhm =

3. SL: In Malaysian prominent political figures particular prime minster (0.1) uhhh uses plugs to post his concerns about Malaysia (0.1) ↑Malaysia ↓project

4. SS: S- sorry

5. SL: Malaysia project, right?

6. SS: Ah ah

7. SL: (reading the proposal)

8. SL: I think don't put appraisal analysis, may be you can just put analysis of attitude

9. SS: I see, aha

10. SL: Uhm um that one (0.2) why do you say an analysis of attitude? =

11. SL: Are you just analyzing the attitude? (0.2)

12. SS: Because when I read through some of the: uhhh ummm the (   ) (0.2) uhm till today domain concern is attitudinal and (0.1) attitudinal: meanings of the of the writer =

13. SS: So that is why I (0.1) [I (   )]

14. SL: [when] when you say attitudinal: uhh meaning wh- (0.2) which which met-function is that? (0.3)

15. SS: Uhhh[hh]

16. SL: [In-]

17. SS: In-

18. SL: Inter[personal]

19. SS: [interpersonal]

20. SS: Um Um (0.3)

21. SL: But you are l- in your objective this what I was a bit concern[ed uhh] (0.1) =

22. SS: [um um]

23. SL: Because here you said in your objective, the first objective is to examine the expressions the att- the over expressions of attitude, judgment and appreciation as attitudinal =

24. SL: So it should be more analysis of attitudinal (0.1) meaning

25. SS: Aha (0.2)

26. SL: Because attitude would might be perceive like (0.1) it is you know, the the (0.3)

27. SS: (   ) attitudinal meaning (0.5)

28. SL: Meaning (0.4) in (0.2) ok to analysis the research for using =

29. SL: So↑ how would you analyze the research for using attitudinal meanings in plugs? =

30. SL: So are you going to talk to him why did he use that?

31. SS: Oh uhh (0.1) no I'm not uhh interview him

32. SL: Uhm

33. SS: Uhh (0.1) I I I: (0.1) I thought that (0.1) uhm after after going to uhh the analysis I would have to make a conclusion based on the (0.2) data that I have

34. SL: Yeah, but the first one to examine the author expression of the attitude, judgment and appreciation as attitudinal meaning in that (0.4) that (   ) plug

35. SL: Then the second one would be (0.2) after you examine the expression what will you do? (0.3)

36. SS: Uhm (0.1) I have to look at which of: the: uhmm which of those three that (0.1) our (   ) use most

37. SL: To <u>analyze</u> the:?

38. SS: The the most (0.3) number of (0.10)

39. SL: ↑How would you analyze the attitudinal uhh meanings?

40. SS: Uhh um (0.1) first I wo- I would have take up uhhh um (0.4) uhh the <u>text</u> and then

41. SS: umm (0.1) analyzing it based on umm (0.1) what does (0.1) w- whi- which word is

indicated ummm shows his attitude towards words (0.1) uh [his (   )]

42. SL: [so when] you talk (0.1)

about attitude towards word (0.2)

43. SL: uhh umm when you say analyze the author's expression, what you want to do here?

44. SS: I'll be looking at uhh [how]

45. SL: [how] will you analyze the author's expression of attitude?

46. SS: Uhhum I'll be looking at umm the (0.1) uhhh polarity of the (0.2) of the: um

attitude such as um there are (0.4)

47. SS: uhh umm (0.4) <u>there</u> are actually two types of uhh (0.2) two types of umm

attitudinal meanings

48. SS: one is uhh direct which is uhh inscribe and everyone is umm (0.1) indirect (0.1)

which is (0.1) going to be (0.4)

49. SL: <u>So</u> my question here is that (0.1) what will you, how will you analy- how would

you examine the author's expression? (0.6)

50. SL: How would you analyze the author's expression of attitude the author's expression

of judgment? (0.14)

51. SL: So how how are you going to analyze it? =

52. SL: Because I don't think the second to analyze the reason for using may not ab- (0.2),

the reason fo- of using attitudinal meanings in the plug (0.7)

53. SL: Because the objective, from the objective you must have a very clear uhm (0.1) understanding (0.7)

54. SL: What attitude that is not appreciation (0.5) expresses no meaning (0.10)

55. SS: Uhhh (1.49)

56. SL: So how are you going to do that?

57. SS: Uhm (0.1) because attit- umm attitudinal meanings are conce- concerns with umm (0.1) three things, the first one to negotiate feelings, number two is to judge people's character in reading

58. SL: Uhm

59. SS: And the last one who evaluates both of things.

60. SS: So an- (0.1) for these three, I'll be looking at uhmm in terms of affect, judgment, and appreciation

61. SS: So the (0.1) at- the attit- attitudinal meanings can: be consisted with uhmm (0.1) the affect, judgment, and as- appreciation =

62. SS: Affect will be concerns with to negotiate feelings to: to persuade (0.2) uh how the author persuade readers to (0.1) to agree with uhh (0.1) his point of view =

63. SS: And then number two is to (0.1) uhmm to to judge uhm the (0.1) social behavior and character of (0.1) people in general =

64. SS: And number three looking at the appreciation of how the author evaluate uhm (0.1) the worth of things =

65. SS: So: I should be looking at uhhh appreciation and judgment not attitude (0.1) appreciation and judgment (0.3) sh- the attitudinal meaning is the whole concept of umm

66. SL: Uhm

67. SS: What the author is trying to convey but then he actually umm related to umm feelings uhmm judgment of character as well as the [(   )]

68. SL: [So if so if in] your first ques- objective it says that to examine the author's expression of attitude, judgment and appreciation of attitudinal meanings (0.1) in the plugs =

69. SL: So my question is how would you examine?

70. SS: Uhm I'll be looking at uhhm (0.1) the: (0.2) the: director uhh implicit (0.1) meanings by (0.1) uhhh indirect (0.1) meanings, there are several (0.1) uhm types of (0.1) uhh direct meanings

71. SS: The first one would be (0.1) uhh the manner of process, (0.1) uhhh number two: will be looking at the uhh (0.3)

72. SL: So first one is just like you are going to analyze the direct and indirect (0.1) expressions

73. SS: Yes:

74. SL: Then how would you know it is direct or indirect?

75. SS: in- in-: (0.3)

76. SL: Uhmm be very clear, you know, with your, because from objective itself

77. SS: Uhm

78. SL: If you are not clear with your objectives

79. SS: Uhm

80. SL: Then it it goes (0.3) it goes to the rest of your uhmm (0.1) to the rest of your (0.2) uhhmm research proposal =

81. SL: Because the first one is still not very clear to examine the author's expression of attitude, judgment and appreciation as attitudinal meanings, (0.2) to analyze the reasons of using attitudinal meanings in the plug

82. SL: So how will you analyze the reasons?

83. SL: are you going to interview? Or you going to (0.1)

84. SS: Uhhh (0.1) uhm there will be any (   ) (0.1) uh In my methodology, which is that I (0.1) I'm going to make conclusion based on which uhh =

85. SL: But I need to I need to have a clear and explicit explanation =

86. SL: How would you examine the author's expression of attitude, (0.1) expression of judgment, appreciation? (0.32)

87. SL: So the question is how? (0.1)

88. SL: How will you do this? (0.3)

89. SL: Because the first question is what attitude, (0.5) when you say what attitude, but here you say examine the author's expressions.

90. SL: Here you say what attitude, judgment and appreciation express (0.13)

91. SL: What attitude, judgment are expressed (0.5) by the writer, (0.17) then it is just like here the first one you going to (0.2), you want to look at what kind of (0.1) uhmm attitude, judgment and appreciation? (0.5)

92. SS: I think that (0.1) that here is about (0.1) uhmm (   ) use that suppose to be (0.2) expression of af- affect, judgment, and appreciation

93. SL: Examine the author's expression of affect?, is that what you mean?

94. SS: Yeah judgment and appreciation

95. SL: Then it should be what affect, (0.1) judgment

96. SS: Appreciation (0.2) expressions

97. SL: ↓ Are express the attitudinal meaning (0.21)

98. SL: Then after you do that what will be the next?

99. SS: Uhm (0.12) to locate which of the three (0.3) expressions, (0.4) which one of those three expressions are used (0.2) most frequently by the author ↓ in order to uh (0.3) express his

100. SL: So where is the functional here now? (0.2)

101. SL: How woul- because when do the functional you analyze the text itself

102. SS: Uhm (0.7)

103. SL: So we are stuck in the objectives

104. SS: Uhm (0.6)

105. SL: ↑Can you do uh I think th- this one, you know, I'm just uh I'm just worried about uhhh you because (0.1) this uhh this the second time that you have to do this

106. SS: Um um

107. SL: Ca- is that possible for you just to simply replicate (0.2) a study

108. SS: Replicate a study =

109. SL: So there is a (0.1), look for a: (0.1) very good, ↑the same study on, ↓look for some studies that talk about attitudinal meanings in, did you see any study on this?

110. SS: Uhhh no because although I do find some of uhh of theses talk about political and speeches but then that one was focusing on uhh on the attitudinal meaning =

111. SL: Look for: th- then look for like a speech (0.1) that study on using appraisal theory and look at how they analyze because uhmm the problem here is that (0.3) you don't (0.2) have a very clear picture: (0.1) on what you want to achieve

112. SS: Uhm

113. SL: If you don't have a clear picture that would aff- affect you analytical framework

114. SS: Yeah =

115. SL: ↑Because you say, ↓ how would I analyze it? (0.3)

116. SL: So did you see the work of Obama? =

117. SS: Yes I did, but then it only looks at the mood and modality =

118. SL: ↑ Then look at the mood and modality from there using the appraisal theory (0.3)

119. SL: I I think there are some revi- and then mo:del from that partic- because I know you
    can, I know you are very good, you read a lot (0.1) and you have spent so much time in
    reading (0.1) but still you ha- yo- you need to figure it out how you are going to go
    through

120. SS: Uhm

121. SL: Uhhh umm you can really you ca- I know you can have really good research but
    (0.1) I think for you as a starting (0.1), you know, work for you, trying to look for, this
    is the research conducted in the past (0.1) then try to modal on that because I have seen
    that (0.2) despite you have read so much and so much on your mind

122. SS: Um

123. SL: And you wa- you want to explore like this and that but you want to explore but it
    is still vague (0.1) for you

124. SL: ↑ It would be easier to model one research

125. SS: Uha

126. SL: Then from that research (0.1) you can use it as your model, you know, to continue
    with your , it is just like you replicate because I find ahh I find this (0.1) uhh quite
    difficult uhh I me-↑ I know you have an idea but you cannot defend it

127. SL: ↑ Then it (0.1) when you present

128. SS: Uhm

129. SL: It is the same thing, if you cannot defend, they will say o:h you have to [change]

it, then you will say, ok I want change it, I will change it =

130. SS: [yeah]

131. SL: = Because you cannot defend it

132. SS: Yeah

133. SL: Ok then they'll say you have to repeat =

134. SL: You say, I have no choice just to repeat, .hhh because you need to argue:, there

should always be argument, (0.1) this is what I'm going to do, this is my theoretical

framework, this is my analytical framework, this is this is my data, and this is how I'm

going to analyze applying like this and that

135. SL: But if you s- (0.1) still like (0.2) confused, (0.1) unsure: uhhh of what you are

going to do (0.1), then it will not make sense, you cannot finish that

136. SL: So I would like you to just to make like make life easier (0.3)

137. SL: So try to se- see appraisal (0.3)

138. SL: ↑But go on with this because I know you have (0.1) you have uhhh spent so much

time (0.13)

139. SL: Uhhh can you look, perhaps you can look for any paper that focuses on attitudinal

meaning (0.25)

140. SL: Uhhh why don't you (   ) article that you, which article are you really referring

with this?

141. SS: Uhm: (0.1) one on (0.1) national anthem that you gave me

142. SL: Yeah that one is a very good paper

143. SL: So then follow the framework here

144. SL: So why don't you follow this kind of uhhh (0.3) you follow this kind of uhhh (0.3) research

145. SS: Uhm because I looked at the: uhh the: analysis of the data, it's (0.2) it is very (   ) so I do:n't know how: (0.2) to explain (0.2) the analysis in in my paper (0.51)

146. SL: These are the: epic (   ) nominal group

147. SS: Umm

148. SL: Like loyal, hero, strong process (   ) with attitudinal (0.2) [meaning]

149. SS: [(   )] attribute to relation (   ) (0.6)

150. SL: ↑So the first uhh analysis is describing attitude (0.1), the second one is (evoking) attitude, (0.1) then the third one would be (0.1) the a- affect (0.5)

151. SL: So there will be three research questions if you (0.1) uhm

152. SS: Ok

153. SL: And judgment would be (0.1) the the there will be three =

154. SL: So the first question would focus on the: (0.2) uhhm would focus on the: uhh (0.2) attitudinal uhmm what are the resources for expressing attitude

155. SS: What attitude (   )

156. SL: Yeah (0.6)

157. SL: Then (0.2) the second one would be (0.17) uhhmm (0.5) it is just like you want to analyze the inclusion of values of affect in a text (0.2) to indicate the: attitudinal stance (0.6)

158. SS: How is th(h)at heh can doctor? to include the affect =

159. SL: The inclusion, to analyze the inclusion of values (0.1) [of affect] (0.7)

160. SS: [inclusion]

161. SL: As indicator of attitudinal stance (0.44)

162. SL: Ok, ↑ so ↓ (0.1) what you're going to do here is: just follow this one and (0.1) then the third one you have to look at judgment

163. SS: So th- (0.2) three different for: (   ) can

164. SL: Because you look at affect, (0.3) uhh judgment [and]

165. SS: [and] appreciation =

166. SL: Appreciation (0.3)

167. SS: So one for each of uhhh them

168. SL: Yeah

169. SS: I thou- I thought I was supposed to combine all three in one and then only uhm (0.4)

170. SL: Because you have to a- to analyze each

171. SS: Uhm

172. SL: So try try to rework on this (0.2) uhmm s- (0.2) still we are in the objectives are really very clear to me

173. SS: Uhm

174. SL: <u>So</u> don't include any more the (0.3) reasons

175. SS: Ok

176. SL: Just analyze simply the text itself

177. SS: Uhm ok

178. SL: Ok so the rest, the literature review fine, (0.2) the appraisal theory (0.3) uhhh but in the appraisal theory you have to focus more on the attitudinal meaning

179. SS: Uhm

180. SL: Ok but you can discuss all what the theory is all about

181. SS: Umm

182. SL: But later on you have to focus on the: (0.1) uhh attitudinal uhhh meaning

183. SL: I don't understand you idea about plan for analysis

184. SS: Because that is that is, during the umm proposal uhhh the panel asked me to have a (0.2) coding categories so that word one (   ) coding categories (0.1) of what the analysis would be about because I I adopted that from umm appraisal in English

185. SL: Uhm

186. SS: (   )

187. SL: Yeah

188. SS: So that word coding category (0.3) [(   )]

189. SL: [ok but] ↑ try to improve this one

190. SS: Ok

191. SL: Then can can I give you by next week you can submit

192. SS: Yeah

193. SL: Ok

Conversation 7

1. SS: So far this is the: theoretical framework how (0.4)

2. SL: Uhm

3. SS: This is what we intend to do like I'm trying to like for the time being I'm trying to take away the argumentations, the topoi things, until I understand what the topoi is =

4. SL: So you are focusing only on the: =

5. SS: ↑ The nomination which is this the inclusion exclusion, in here the predication is uhh it just like adding adjective like (   ) terrorist, in these like =

6. SL: [Uhm]

7. SS: [Adjec]tives that are used in substitution for the name that instead of calling them the armed groups, they're along the article they calling them the terrorists

8. SS: So this type so you know when the watcher appears people will know that this is the armed group, this is the level =

9. SL: [So]

10. SS: [So] it's used as substitution to the to the original name, so this is what predication is in my understanding so far heh

11. SL: Uh so the nomination strategy here is just like how are they uhh uhm the word nomination here are, you're referring to [how they are]

12. SS: [to the most], mostly it's about nominals

13. SL: Uhm

14. SS: The nouns the names an- an- and

15. SL: [Yeah]

16. SS: [(   )] extended at the way they're represented like for example if the the nominals are mentioned then it is inclusion but if they are not mentioned they are exclusion

17. SS: [But when are referring to]

18. SL: [Uhhhm ↑so the nomination] strategies would ↓actually uhhm include also the inclusion and exclusion

19. SS: Yeah

20. SL: So the moment they are included and uhhh or mentioned

21. SS: [Yeah]

22. SL: [In] the text as when they are talked about from uhm [in in] the:

23. SS: [yeah]

24. SL: In the topic for example then that

25. SS: Yeah

26. SL: Fall under nomi[nation] strategies =

27. SS: [yeah]

28. SS: But even the exclusion even if they're not mentioned or they are mentioned in a different title

29. SL: Uhm

30. SS: Just like the examples the example I showed to you about the families

31. SL: Uhm

32. SS: They said that the families origin the government to fight the rebels

33. SL: Uhm

34. SS: While it is not the families, it's it's the government voice here

35. SL: Uhm

36. SS: So: along the article you can easily [predict] that is the gover[nment voice]=

37. SL: [so]   [yeah right]

38. SS: But the government is using the name of the of [the]

39. SL: ↑ [so] how would you analyze the

text from here?

40. SS: (   ) if in the exclusion part right?

41. SL: Yeah [right]

42. SS: [you] asking [about the exclusion]

43. SL: ↑ [so are you going] to analyze [using (0.2), label] this one as

nomination

44. SS: ↑ [I'm going to analyze]

45. SS: Yeah

46. SL: Then [predication]

47. SS: [because under] exc- under exclusion there is a suppression here like in in the

example I told you just now, is the the government or the name of the government is is

suppressed or like hidden

48. SL: Uhm

49. SS: But the the name could instead s- the families and relatives (   ) people who dead

=

50. SL: Do you have an idea on how to analysis this?

51. SS: Yeah

52. SL: Uhhh [predication]

53. SS: [I have it] [actually]

54. SL: [can can i] see that in in your written [ahhh]

55. SS: [yeah]

56. SS: Because of the thing (   ) just printing the analysis so far uhhm (0.6) (   ) this is

the example about the family (0.4) ok this one but with few [correc]tions from this is

not the final copy =

57. SL: [uhhm]

58. SS: I have the

59. SL: ok

60. SS: things corrected here

61. SL: So that (   ) (reading proposal ↓ [famili:es] and

62. SS: ↑ [check this]

63. SS: Yeah check [the examples]

64. SL: ↓ [relati:ves] of (   ) family, home for family conformed in the armed

terrorists which have nothing to do with humanity freedom and democracy (0.18) the

first (   ) from

Conversation 8

1. SL: So I, I am wondering on, actually am working on your, I'm not, I have my, I have a lots of comments on your paper (0.1) uhhh but I cannot I cannot uhhh I didn't print it yet but (0.1) I (0.1) put here a lot of uhh a lot of comments and suggestions, especially in the: first part

2. SL: Because yo- your, ↑ I forgot exactly what is the title of your ↓ research.

3. SS: Linguistic vitality of Malayal- Malayalam language in Malaysia =

4. SL: Ling- can you, ↑ but yo- you have the hard copy?

5. SS: Yeah but not the copy

6. SL: Ok (0.2)

7. SL: Linguistic vitality that means (0.3), linguistic (0.2) vitality (0.3)

8. SS: Of Malayalam language =

9. SL: Of Malayalam (0.4) language

10. SS: In Malaysia

11. SL: In Malaysia

12. SL: Actually I was thinking of changing your uhhh (0.2) title because the focus um of your research is actually focus on Malayalam language =

13. SS: (   )

14. SL: =Which is not related to [English] at all

15. SS: [English]

16. SL: So since your degree in masl, am I right?

17. SS: yes

18. SL: So we are going to change the title to uhhh (0.1) um (0.6) language (0.2) shift (0.13) shift (0.15)

19. SS: If if I put it this way (0.3)

20. SL: language

21. SL: Ho- what is the, do you have any oth- other idea of looking at it?

22. SS: One thing is ah Malayalam in Malaysia is English contributing factor of decline

23. SL: ah that one maybe you can say uhh language shift towards (0.2) English (0.2) among (0.1) Malayalam speakers in Malaysia (0.9)

24. SL: So, it should be language shifts towards English al among Malayalam speakers (0.1) [in Malaysia]

25. SS: [in Malaysia]

26. SS: Yeah

27. SL: So: so that would be (0.1) uhhh that would be the title of your uhh paper

28. SL: Ok, then I (0.1) I have ↓here, so with this your focus here now I change here the (0.3) so from here, so that is way I put here the shift from Malayali to eng-, Malayali is the language?

29. SS: Malayalam Malayalam

30. SL: Malayalam

31. SS: Yeah

32. SL: Ok just

33. SS: Malayalam ( ) people

34. SL: Oh, ok I think you have to check some of the things that I did because I saw Malayali

35. SS: Ok

36. SL: So Malayalam is the name of your language?

37. SS: Yeah

38. SL: The shift from Malayalam to English has become interesting iss- issue to explore

39. SL: (reading the proposal …The purpose of the study is to examine how Malayali Malayalam speakers shifted from Malayalam to English and at the same time asses the vitality of Malayalam language in the Malayalam community)

40. SL: So still you're going to look at the shift and at the same time, since you look at, you want to look at shift, then you want to asses also what is then the linguistics vitality now of Malayalam language in the Malayalam community when they shifted to English =

41. SL: So it just like uhhh the (0.1) assumption here is that they might have abandoned the Malayalam language but they (0.1) shifted towards English =

42. SL: So that is why you need to look at now to the intergenerational, am I right?

43. SS: Yes

44. SL: Intergenerational

45. SS: (   ) there

46. SL: yeah

47. SL: So that is what you're going to do =

48. SL: So I change her research questions to examine the shi- the objective, examine the shift from Malayalam ↑(0.2) to English (0.2) in the intergenerational families in intergenerational families of in Malayalam community, examine the status of English and Malayalam languages in Malayalam community =

49. SL: So because you need to look at also uh parallel with your parallel with the English language and Malayalam lan- language and then you have to look at what are the stat- status of the two languages

50. SS: Ok

51. SL: Ok ↓ whether are they moving on towards the: <u>d</u>ominate more in the English
    language or uhh um (0.1) dominate in the Malayalam language =

52. SL: So it is just looking at the status of both lan[guag]es =

53. SS: [um]

54. SL: = Then,   at the same time since you're lo- looking at the Malayalam community,
    you need to assess the linguistics vitality of the Malayalam language =

55. SL: Because we assume that Malayalam language is actually abandoned by most
    speakers and English becomes the dominate choice.

56. SL: <u>Then</u> so: we move on to the research question, I changed it to <u>how</u> is speaker of
    Malayalam language shifts (0.1) uhhhm from Malayalam =

57. SS: to English

58. SL: to (0.1),↑ so how do they shift?

59. SS: umm

60. SL: <u>So</u> it is just like, that is why you can look at now that how the shifting actually
    occurs from the first generation

61. SS: to the [second]

62. SL: [second] and the third =

63. SL: How the from Malayalam is the mother tongue then how that particular mother uh
    that speakers shifted from Malayalam to English from the second up to the third
    generation. =

64. SL:↑So maybe uhh just my assumption, maybe in the second generation English was
    already introduced and so it ah and then plus the plus the: educational system or the

school where they went contributed then the third one would be the: th- the next generation sometime English becomes more prominent rather than the =

65. SS: Malayalam =

66. SL: So, perhaps you can you can look at with that and perhaps look at some the: issues regarding this particular ummm (0.2)

67. SS: Doctor the interview that I did uhh with ten people (0.2)

68. SL: Uhm

69. SS: (   ) it was uh from (0.1) uhh they speak a little bit of Malayalam or the don't know it all (   ) so I thought of doing another interview

70. SL: Uhm

71. SS: With people who Malayalam s but don't speak Malayalam at all, they only speak English

72. SL: No, you just have =

73. SS: Do I have to =

74. SL: No no need =

75. SS: No =

76. SL: no need, you jus you just look at them

77. SS: Focus on that ten

78. SL: Yeah, so how do they, this is what I am a bit uh confused with uh with the participants, I don't know who are your participants yet =

79. SL: You have to describe it here. Ok and the: sample (   ) (0.4)↑aside from the interview, you have to disseminate questionnaire

80. SS: uh in interviews uhh (0.3) focus, I had language vitality test

81. SL: uh a language vita[lity] test

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82. SS: [yes]

83. SL: Yeah

84. SS: ↑The language vitality test re respondents uh different from the interview (0.3)

85. SL: Uhha (0.2) I am just uh , so this is what I am confused

86. SL: So the first part of the analysis should focus more on the (0.1) ok the first part of the data, this one I don't understand really uhh

87. Sl: So, I need to put a note here (0.1) so: one (0.2) the f:irst, I don't know, this (   ) I confused with you:r uhh paper

88. SL: The the numbering would automatic

89. SL: I don't know, I can't really

90. SL: ↑I think it is better for you to remove the numbers here

91. SS: Ok

92. SL: So I can

93. SS: Uhm

94. SL: It makes me confused

95. SL: Ok, so: the first (0.2) part (0.1) of the: analysis should (0.1) focus on (0.1) the: uhhm (0.2) on language shift shift (0.3) from Malayalam (0.3) to English (0.2)

96. SL: So here you need to show (0.1) uhh show how (0.1) the: (0.2) three (0.1) generations (0.2) shifted (0.1) from (0.1) M- Malayalam =

97. SS: to English =

98. SL: to (0.1) English ↑ but you did↓ only an interview, am I right?

99. SS: yes

100. SL: ↑So like for example you have for example to illustrate (0.1)

101. SS: uh I put [the]

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102. SL: [the] first generation, or generation one, what are their language choices

    (0.2) the language choice

103. SL: So let us say Ma- or language languages spoken (0.1) Malayalam (0.2) or (0.3) ok

    and which is dominate and which is not dominate =

104. SL: Then, second generation what is the: what is the: (0.1) langu- what are the

    languages spoken (0.4) ok and which is dominant and which is (0.2) not that dominant =

105. SL: and third generation as well =

106. SL: So that is what you are going to [show] here (0.2)

107. SS: [(   )]

108. SL: So in↑ your how many uh how many people you interviewed?

109. SS: ten of them

110. SL: So out of ten, so how many out of <u>out</u> of the ten partic- participants you had, so

    how many of them have moved to the, or the first generation, the second and the third

    generation, how did they (0.1) uhh umm =

111. SS: The first generation uhm: most them spoke speak Malayalam

112. SL: Uhm

113. SS: Except for: (0.3) the all of them speak Malayalam the first generation

114. SL: Yeah

115. SS: Second generation (0.1) uhh (0.1) sort of uh maybe got one: uhh one third did not

    speak Malayalam

116. SL: uhm

117. SS: and the third generation almost [not at all]

118. SL: [can you], I think I'm just thinking, if you are going

    to do the first parts, there should be a lot of data here

119. SL: so maybe we can have like, come up with a survey (0.2) like with many speakers =

120. SL: I think there are so many speakers of uhhh Malayalam

121. SL: How many you are (   )

122. SS: (   ) about your parents what did they speak [(   )]

123. SL: ↑[Ithink] can you add more on

124. SS: the inter[view]

125. SL: ↑[but] the interview is fine that is enough, you say yo- you did ten interviews

126. SL: then perhaps you can ask mo:re on the (0.1) language choi- the [language] that
     they used

127. SS: [choice]

128. SL: Maybe you can have as many as you can

129. SL: ↑Just give them↓ like (0.1) what language did they speak, you know,↑ are you
     looking to different domains here?

130. SS: Yeah , I did in the interview, I asked them about uhh [home]

131. SL: [which] domain?

132. SS: [Home] uhh social (0.2) uh and work

133. SL: [Home]

134. SL: work (0.1) and?

135. SS and uhhh, yeah home, social and work, these three domains

136. SL: ok, so these are the three domains?

137. SS: Yeah

138. SL: Then you can ask them like (0.1) uhhh what (0.1) what language do they speak?
     What language do they prefer? Ok what generation are they? So that you can have,

because the more you get (0.1) the more (0.1) uhhh the more uhh how would I say uhhm

solid your (0.1) your data is

139. SS: Ok

140. SL: So perhaps we can have uhh (0.2) how many do you think you can have? (0.5)

141. SL: Because I'm definitely sure it would be moving on, the trend would be moving on

towards English and third generation

142. SS: If I would to have uhhh let us say about thirty

143. SL: Thirty

144. SS: Ten from each (0.1) generation, generation one, two and three.

145. SL: Make it sixty

146. SS: Sixty

147. SL: Yeah , twenty, twenty, twenty =

148. SS: So this will be questionnaire

149. SL: Yeah just just the: (0.1) just a survey

150. SS: Umm ok

151. SL: You can just, you can come up with a survey

152. SS: Ok (0.6)

153. SL: On their uhhh (0.1) on their choices

154. SS: So I will put uhh there uhh (0.1) th- the lan- =

155. SL: the languages [spoken in different domains of uh]

156. SS: [what languages they speak in different domains] and which they

feel is more dominant

157. SL: Yeah and (0.1) which is more dominant of so many languages that they speak,

which is more dominant, is it English? Or whatever

158. SS: and ask reason why?

159. SL: Uhhm (0.2) reasons?

160. SL: Uhhh yeah you can you can ask that one too, it might have support later in your analysis =

161. SL: But we're concern here with the, you know, so that you have very strong data

162. SS: Ok

163. SL: Then the second par- the second (0.1) uhhh (0.1) part of your analysis (0.1) must (0.1) focus on the: status of (0.1) English (0.2) and Malayalam (0.2) language

164. SL: So like for example, then what is now the, in that community based on the interviews that you have, that you conducted, so what is the current status now of English? (0.1) which which of the two languages (0.2) is actually (0.1) given a: (0.1) special role or a higher role? Or the other one might be more dominant than the other

165. SS: Uhm

166. SL: Ok, so but based on you finding what did you find?

167. SS: They are all shifting tow- more towards English

168. SL: Yeah

169. SS: Because they feel that Malayalam is not uhh relevant to dai:ly: life, especially the younger generation

170. SL: Yeah [and]

171. SS: [and] uhh there is one lady from uhh generation one sixty and above (0.1) who didn't (   ) to her children because she feels that it is =

172. SL: It is up no used [any mo]re

173. SS   [not used] and recently I interviewed one (0.1) uhhh because I

thought of adding it to the interview, this one guy from uhh generation one, who is sixty

seven

174. SL: Uha

175. SS: and he doesn't spea- he can't speak Malayalam but he doesn't speak Malayalam

although he can understand it

176. SL: Ok

177. SS: and the reason he gives the same, he says you can even walk into India (0.1) uhh

Hindi is used (0.1) in most areas

178. SL: Uha

179. SS: Malay- Malayalam and Tamil will be only used in Kerala and some heh where else

s(h)o

180. SL: So it is, it up [no use]

181. SS: [it is] , in Malaysia only Tamil given (0.1) any (0.1) uhh any importance

about this, you know, only Tamil is given kind of status =

182. SL: Yeah , so it is just like, it is of (0.2) uhh the function is very limited =

183. SS: Yeah very limited

184. SL: ↑ So the third one =

185. SS: ↑ My son doctor heh awes(h)ome he didn't, he doesn't stay, he lived in my (   )

for: almost thirteen, fourteen years

186. SL: Uha

187. SS: (I mean) he used to go there every day

188. SL: Yeah

189. SS: But he never picked up (0.1) Malayalam =

190. SS: My Mom in law learned English from him and he used to converse with the father in law in Malay

191. SL: Uha

192. SS: So I asked him why? He said I don't know why heh, why I sh(h)ould [I (   ) heh]

193. SL: [it is up no use]

194. SL: Yeah he w- he will [not] appreciated it

195. SS: [ye(h)ah]

196. SL: Then the third one uhhhm (0.1) would be (0.1) this one now (0.2) the vitality:

197. SS: Yeah of co[urse]

198. SL: [test]

199. SS: So the first [par-]

200. SL: ↑ [So] the first two are (0.1) uhh you need to add (0.1)

201. SL: So the vitalities the vitality test =

202. SS: Or I bring it down vitality test [and the]

203. SL: [would be] the last is the [vit-]

204. SS: [the] (unisco:)

205. SL: Yeah

206. SS: Yeah be the [last part]

207. SL: [because] because thi- this one no longer th[e: (0.1)] main focus of the study

208. SS: [focus]

209. SL: So I'm just wondering this one, are these interviews?

210. SS: Which one? The unicso:

211. SL: interge-, why are you highlighting this one?

212. SS: It shouldn't be highlighted?

213. SL: Yeah don't highlight it

214. SS: Ok

215. SL: The:n (0.1) where is now the last chapter? =

216. SL: Whi- which is the conclusion and the recommendation (0.3)

217. SS: It is all here in the first chapter (0.3) (   )

218. SL: Is this the conclusion of the entire thesis?

219. SS: Yes

220. SL: Ok, that one would be:, I changed the because you did- you don't follow the (0.2) chapter (0.1) five (0.16)

221. SL: Then (0.5) I don't know why such numbers are kept on (0.1) kept on appearing (0.4)

222. SL: Then, it should be followed by your (0.1) references, (0.4) should be here

223. SL: So: (0.1) this is how what I did =

224. SL: So you need to put (0.2) like chapter one introduction =

225. SL: So I put background of the study, and I I put some comments on this

226. SL: ok

227. SL: Then I think improve your literature review just, chapter two would be literature reviews and you write like

228. SS: Ok

229. SL: And you put like introduction like this chapter presents the literature review of the study and so on and so forth =

230. SL: Then towards the end, you need to come up with your (0.1) conclusion =

231. SL: So the conclusion would be:, I put here, I include also the literature, the status of English, (0.1) you need to uhh include that

232. SS: Uhm

233. SL: Uhhh and the shift (0.1) uhhh of the minority ethnic groups from ethnic language to [English] =

234. SS: [uhm]

235. SL: = There are some studies like the study of Tamil and so on, yeah , (0.2) then and Chinese

236. SL: Then from here chapter three, (0.1) you need to have introduction then research design (0.1) then participants =

237. SL: You need to write discuss here the participants, who are the participants?

238. SL: So you need to put that one here (0.1) uhh who are (0.1) the participants (0.2)

239. SL: Ok

240. SL: Then would be followed by the sampling (0.3)

241. SL: Ok

242. SL: then their sample size (0.2)

243. SL: I think sampling and sample size you can lump them as one

244. SS: As one ok

245. SL: ↓ Yeah

246. SL: So then followed by vitality, test, interviews (0.3) uhhhm =

247. SS: So the interview I bring it up (0.1) about before language vitality test

248. SL: Yeah

249. SL: [before]

250. SS: [and the] first the questionnaire

251. SL: Yeah

252. SL: You move this one (0.1) uhhm (0.2) earlier, put this earlier than the: (0.1) uhhh
    (0.2) before (0.1) the vi:ta:ltiy (0.1) test (0.2) (   )

253. SS: Needs actually just (   ) (0.1) methodology

254. SL: What is resource and discussion? =

255. SL: I don't understand this one =

256. SL: Why you put resource and discussion here? =

257. SL: You don't need that one, presentation of data are =

258. SS: This is how it will be (0.1) it is, these all under methodology

259. SL: data the (   ) (0.5) ok

260. SL: So just try to look at that and try to improve

261. SS: Um ok

262. SL: Then this one you have also to follow =

263. SL: Then

264. SS: Uhm ok

265. SL: The dig- from here (0.2) uhhh there should be always an introduction

266. SS: Do I have to put the numbers there?

267. SL: Don't put li-, ↑don't put the numbers yet

268. SS: Umm because it is always (   ) it heh

269. SL: Yeah I I am confused =

270. SL: So here you have to discuss also that this chapter (0.2) your introduction

271. SL: This chapter uhh uhh analyzes or presents (0.3) what is to be presented, that is for
    your introduction

272. SS: Uhm ok

273. SL: Then the way you present your findings it should be here

274. SS: Uhm

275. SL: Then the the vitality test would be the last one

276. SL: Ok

277. SL: Then (0.2) another thing I guess that you need to work on would be (0.1) uhhh (0.2) the writing

278. SL: I I find ou- quite few things to be improved uhh grammatically

279. SS: Uhhh [I'm]

280. SL: [I know] you I know you're too busy with [with this] you you over look maybe some of those

281. SS: [heh]

282. SS: Ok

283. SL: But just try to look into that =

284. SL: But I want to have a a clear (0.1) paper now uhhh on on (0.1) this research

285. SL: So: (0.2) what a clear that yo- this is arranged and up to this, every time you submit uhhhm before the chapter you need to have like (0.1) uhhhm

286. SL: I need to see also the (0.1) uhhhm (0.1) preliminaries like the abstract

287. SS: Ok

288. SL: a- first title page (0.4) abstract (0.3)

289. SS: About the English and Malay

290. SL: Yeah

291. SL: At now ↑ just in English first ↓ because we [need] I need to double check =

292. SS: [ok]

293. SL: Acknowledgement, then table of contents (0.3) then (0.1) would be your (0.1) list of tables (0.1) and figures

294. SL: Ok

295. SL: Then (0.2) you know the (0.1) you need to do the (0.1) agreement form (   ) form

296. SS: Yeah

297. SL: Yeah

298. SL: This is what you are going to do (0.5)

299. SL: So the first part would be title page (0.2) then followed by the (0.1) declaration

300. SS: Yeah ok, I have sample of that (0.4)

301. SL: Then (0.2) followed by the abstract (0.2) then (0.1) acknowledgement, table of contents, (0.1) then list of figures uhhh list of table, then the first chapter

302. SS: Ok

303. SL: Yeah

304. SL: ↑ If you want to number that start with (0.1) 1.0

305. SL: Ok

306. SL: So then a- at the end of that (0.1)↓ ok did you notice this one (0.1) summary

307. SL: Ok chapter two, there should be an introduction like this chapter begins with an examination of the theoretical framework of politeness, it includes some of (   ) and so on, more (   ) the thematic, you talk about (0.1) the chapter

308. SS: I did introduction for every chapter

309. SL: But in in the one that you sent to me there is non

310. SL: Your introduction is a bit different (0.5)

311. SS: Oh yeah I didn't do for chapter two

312. SL: Yeah

↑

313. SL: And then towards the end of every chapter, so you put like this =

314. SL: At the end of the chapter you can say you may not provide a conclusion like the two concepts of like that one

315. SS: Umm

316. SL: Then you start again with chapter three =

317. SL: There is an introduction this chapter presents a discusses the research design, methodology, conceptual framework and so on.

318. SL: So that [(means)] (0.1) the study was conducted

319. SS: [(   )]

320. SL: No it is not like that one this

321. SL: ↑You [have to <u>intro</u>duce] the chapter

322. SS: ↑ [what chapter]

323. SS: Oh ok ok

324. SL: So introduce the chapter then towards the end you need to have (0.1)   [the conclusion] of the chapter

325. SS: [the conclusion]

326. SS: Ok

327. SL: ↑Then another one would be (0.2) in chapter four, this the introduction for the chapter

328. SL: Then because the: conclusion of the entire paper the entire thesis would be put in chapter five

329. SS: Ok

330. SL: So in you chapter five (0.5) for example here (0.1) uhhm (0.5) so usually in chapter five you need to come up with the concluding statement and the [recommendation]

331. SS: [recommendation] (0.13)

332. SL: Ok

333. SL: So I'm going to send this one =

334. SL: ↑So uh no need for you to (0.1) change the topic =

335. SL: I don't know why why are you: =

336. SS: Because Emy, you don't remember Emy?

337. SL: who's Emy?

338. SS: Emila

339. SL: Oh so what is she how =

340. SS: We did something on uh so- (0.1) something on verb uhh verb clauses something in Tamil

341. SL: Yeah

342. SS: So: when she submitted her: paper (0.2) uhhh eventually (   ) and they rejected it because they said there is nothing to do with English

343. SL: Uh [hhha]

344. SS: [then] [she]

345. SL: ↑ [because] that one is totally different

346. SS: So [she]

347. SL: ↑ [she] did a study on?

348. SS: totally on Tamil

349. SL: Oh it cannot be

350. SS: Umm

351. SL: If you do like that one then you must be in (0.1) Tamil studies not in =

352. SS: So what cannot she (   ) after that supposed to come and see her without title because it may be rejected because there uhhh something to do with English

353. SL: Yeah

354. SS: That is why I got wo(h)rried heh

355. SL: No it's it's all right because your paper is more into sociolinguistics

356. SS: Uhm

357. SL: But her its more into o-

358. SS: Linguistics

359. SL: Linguistics yeah

360. SL: If I were also the supervisor I will not accept her paper (0.4)

361. SL: But then it is important that in the title itself English must be emphasized

362. SS: Oh ok

363. SL: Yeah (0.23)

364. SL: Ok, so I attached here (0.2) uhhm (0.26)

365. SL: Ok so I sent it to you just uhhhhh (0.2) read that one so I have some some comments =

366. SL: What I'd like you to do next time when you submit, submit a soft copy and a hard copy =

367. SL: I want a complete one

368. SS: Ok

369. SL:↑so I can relate uhh everything, you know, from the:↓from the: uhh including the introductory part up to the last part

370. SL: Yeah

371. SS: Uhm

372. SL: <u>So:</u> do the: do the: uhmm preliminaries as well then print then and send me soft

copy as well =

373. SL: So it would be more comfortable for me if it is a hard copy

374. SS: Ok

375. SL: Yeah

376. SL: Then if I feel like comfortable reading the soft copy then it would be much better

377. SS: Can I see you two weeks from now doctor?

378. SL: <u>Su</u>re sure no problem

379. SS: next week I will be off ↑ I'm [going on]

380. SL: ↑ [will you be] on holiday ↓by next week

381. SS: No heh hol(h)iday is on end of may heh

382. SL: Uhh so you don't have holiday yet?

383. SS: No:

384. SL: I think you should finish now because (0.1) it is mo- we are moving towards the

end of the semester

385. SS: Yeah

386. SL: So if you couldn't submit it then you might as well extend it to another semester

387. SS: I need uhh because I tried to finish it but it is uhh I was so happy that I did the (

) test heh

388. SL: Yeah

389. SS: ↑I want to make adjustment but now that

390. SL: just a few things you need to add

391. SS: Ok

392. SL: Uh no need for you really to

393. SL: See your name is really here so that means you've been doing your thesis long
time ago

394. SS: [heh]

395. SL: [heh look at that one the people that follow, you know] (0.1) that follow after you

396. SL: So quite a lot

397. SS: Very (   ) doctor heh

398. SL: Yeah I know it is

399. SS: Because, you know, single mother:

400. SL: And you have a [lot of things]

401. SS: [a lot of things]

402. SL: Yeah

403. SS: And lately they send me on courses

404. SL: courses for what?

405. SS: Uhmm we have this head of panel in the schools

406. SL: Uhm

407. SS: So I'm the head panel in my school =

408. SS: So they've been sending me to (   ) courses uhh

409. SL: Uha

410. SS: So that we go back to school and uhhh

411. SL: Share

412. SS: And this is by the English language teaching center the LTC

413. SL: Uhha so you must be very busy

414. SS: So next week there is uhh they start a new program for English in schools Call

   Linus (0.2) (   )

415. SS: They have Linus program [earlier that]

416. SL: [you are right]

417. SS: (   ) the call it for: uhhh PM (met) (0.2) for to make sure that low students who go

   up (0.1) without learning how to read or: count and, you know, things like that

418. SL: Uha

419. SS: So know they starting this program for English

420. SL: Uha:

421. SS: So next week I will be given the (0.1) cou(h)rse heh

422. SL: Th[at would be great heh] =

423. SS: [(   ) heh]

424. SL: = So quite a lot of works [to do as well] heh

425. SS: [Yeah heh]

426. SL: here w- you forgot, you know, you didn't sign uh h earlier the (0.1) with our:

427. SS: Umm

428. SL: But I can't remember exactly when was that =

429. SL: So but just sign here

430. SL: where is (0.1) [been (   )]

431. SS: [(   )]

432. SS: Yeah (   )

433. SL: So you have to (0.1) because the first one we have was like ummm (0.3) proposal,

   (0.2) discussion proposal we did that one

434. SL: Then the second one (0.2) uhhm (0.4) uhh the chapters

435. SL: Then now we need to discuss about (0.1) uhm (0.1) discussion on (0.2) the: (0.1)

   five chapters (0.1) and (0.1) analysis

436. SL: Today is

437. SS: Second of May =

438. SL: Second of (0.2) May (0.4) ok then you sign here, just sign here as well (0.11)

439. SL: Ok

440. SL: So: I think you need to: you need to: work on with that fast

441. SS: Uhm

442. SL: So that we have enough time to [re:-]

443. SS: [finish it]

444. SL: Uhhh edit as well because I need to (0.1), I'm trying also to: edit your work =

445. SL: Maybe you can, I know if it is uhh if it is (0.1) long then sometimes we: over look

   uh quite [lots of things]

446. SS: [I will give it] to someone for editing

447. SL: Later on, that would be later on once you have done everything, once we have

   (0.1) fix uhhh everything then (0.1) that is the time that you have to ask someone to uhh

   go for editing

448. SL: Yeah

449. SS: I need about two weeks because I need to do the questionnaire and only (   )

450. SL: Yeah two weeks Yeah

451. SL: ↑ But for the: for the: analysis for the sixty then you go for the: percentage =

452. SL: you don't need to you don't need to really look into like some statistical analysis,

   just go for the:

453. SS: Percentage =

454. SL: Percentage Yeah

455. SS: And presenting table of

456. SL: Yeah tables

457. SL: Ok

458. SS: Ok

459. SS: Thank you

Conversation 9

1. SL: Don't forget you have to submit one copy to: her =

2. SS: Yes Sir

3. SL: She is the co-supervisor

4. SS: Yeah

5. SL: She is around ha?

6. SS: Uhhh she is giving me time at 2

7. SL: Today?

8. SS: Today

9. SL: When you see ↑her: ↓you have to tell her that we already set all:

10. SS: Yes Sir

11. SL: The methodology, the da- the data of course we will discuss now

12. SS: Yes

13. SL: Did you sp- specify the main problem here?

14. SS: Yes Sir

15. SL: I hope to s-, where is the main problem? I forgot

16. SL: Uh I think you did last time

17. SS: Yes Sir

18. SL: Uhhh (Reading the proposal ... Ernest (   ) says) (0.14) ↓wha- yes yes yes ,

    (reading the proposal)

19. SL: ↑ So we have grammatical problems (0.2) with theta roles in Sindhi verbs, (0.1)

    (Reading the proposal .. these have been ignored continuously from 819)

20. SL: Do you have evidence for that?

21. SS: Yes Sir

22. SL: (Reading the proposal .. when the first grammar book was written by ( ) ( ))

23. SS: To the present date

24. SL: ↑ Do you have, do you have the year of this book?

25. SS: Yes I do have =

26. SL: Where is it? You must put it here, (0.1) oh you mean from, [this] ↑this [date]

   reflects the book?

27. SS: [this]   [date]

28. SS: Yeah

29. SL: Ok to present the date (Reading the proposal ( ) says) the one you met her? =

30. SS: No she is uhhh new young lady and who written last book on [( )]

31. SL: [( )] she is ne- ne-

   new lady ( ) book, (0.1) compound verbs

32. SL: So di- did she get book on <u>this</u>, syntax and structure? =

33. SS: Uhh generally grammar

34. SL: Ok

35. SS: Not particular syntax, she herself said that there is no proper work (0.1) on Sindhi

   syntax

36. SL: Uhm

37. SS: Yeah

38. SL: Uhhhm the onl- the only, this is the objectives

39. SS: Yes sir

40. SL: Purpose statement, why like this? =

41. SL: We don't have such um, (0.1) statement of problem (0.1) ha- this one delete

42. SS: Ok

43. SL: Objective, to establish the argument structure and thematic structure of Sindhi verbs, fine

44. SS: Yes Sir

45. SL: To analyze the morph-syntactic properties of Sindhi verbs, yes

46. SS: Yeah

47. SL: To explicate, ↑this is the X-bar theory

48. SS: Yeah

49. SL: ↑You remember that one?

50. SS: Yes Sir

51. SL: We took the ↑latest [one]

52. SS: [the] tree diagram and (   )

53. SL: Yes

54. SL: To explicate the structure properties of Sindhi verbs morphology, [syntax, and semantics]

55. SS: [syntax, and semantics]

56. SL: Why you mentioned this?

57. SS: I mean I wanted to ask you so that uhh should I mention [them or no need to mention]

58. SL: [no no no, (0.1) no need] no need to mention this

59. SS: These

60. SL:↑Yes because when when you talk about thematic and argument structure

306

61. SS: Uhm

62. SL:↑ Internally you are touching on (0.1) [semantics], ha? =

63. SS: [semantics]

64. SL: When you talk about (0.1) (   ), when when you answer number two

65. SS: Yes

66. SL: You are↑ indirectly way↓talk about morphology and syntax =

67. SS: Syntax

68. SL: You see

69. SL: So your ↑analyzes ↓ analysis will touch on: structure

70. SS: Yes Sir

71. SL: The:n (0.1) semantics =

72. SS: Semantics (0.1) [(   )]

73. SL: ↑[Struct]ure means syntax

74. SS: Yes

75. SL: You know

76. SS: Yeah

77. SL: So when you↑ argue you argue have structure like the one we did on the bored

78. SS: Yeah

79. SL: After when you (0.1) put all: these structu- I mean the the verbs then you will see

how (0.1) f- how the c- how from meaning wise from semantics, it changes or [uhh]

different something like that =

80. SS: [yeah]

81. SS: How struct- structure changes according to: morphology and semantics (   )

82. SL: Yes:

83. SS: Yes

84. SL: And you know morphology: you will you will: check on the: external structure

85. SS: Yeah

86. SL: You know all these (0.1) ing, e:d: [if] you have inflections uh inflections, suffixe:s,

   affixe:s all these things

87. SS: [yeah]

88. SS: All these forms =

89. SL: Yes (0.1) and for ↑ syntactic, it's the:

90. SS: Structure =

91. SL: The structure of sentence, it's [a ve:rb]

92. SS: [SOV]

93. SL: Exactly exactly

94. SL: Uh uh here we now miss, (0.1) what is this? =

95. SL: Oh this is the literature review =

96. SS: ↓ Literature review

97. SL: Ok

98. SS: ↑ I got all these books whatever I mentioned here

99. SL: You bou- you brought them?

100. SS: Yes

101. SL: ↑ Really?

102. SS: Books

103. SL: Excellent oh latest ma:n, this fantastic =

104. SL: Is it the latest? =

105. SL: Are you kidding? =

106. SS: No (0.1) this is not latest =

107. SL: Of course, you start from here, ↑oh you make it ↓ in order =

108. SS: Uh in order =

109. SL: ↑So they got people from there! =

110. SS: From two thousands uhhh 1840s to 2010

111. SL: Excellent, so this is the last four people [who] work with this =

112. SS: [yeah]

113. SS: = I met this lady who is professor

114. SL: Oh the ↑one ↓uhhh

115. SS: Yeah

116. SL: Gives the details comparative study (0.1) between:

117. SS: Sindhi [and Urdu]

118. SL: [Urdu and] Sindhi languages,(0.1) so both languages speakers can know:

  their phonology, morphology, syntax, (0.1) she talks about Sindhi and Urdu (0.3)

  phonology, syntax (reading the proposal .. (   ) bases on)

119. SL: Ok di-, (0.1) she got full book?

120. SS: Yes she has full book =

121. SL: ↑ Really?

122. SS: Yeah

123. SL: On the structure of Sindhi language and all

124. SS: Uhh no it is just comparative book between Sindhi and Urdu =

125. SS: Urdu the national language of Pakistan

126. SL: Yeah

127. SS: She is just comparing how Sindhi verbs can be used and how Urdu can be used=

128. SL: My goodness this this this is fantastic, you know, this (0.1) this ↑ this is this is the one will solve our problem, you know, because if we if we have problem with verbs at least this one as a guide for us you know

129. SS: Inshallah

130. SL: You must ↑ know how to understand the verbs of Sindhi ↓ otherwise, it's not only speaking you know

131. SS: No I [I]

132. SL: ↑ [so] that is why I suggest you to read, (0.1) ↓ you remember I asked you to read the grammatical books on Sindhi ve:rbs =

133. SL: ↑ You are the speaker of Sindhi language, is it?

134. SS: Yeah [and]

135. SL: [but] doesn't mean that you know the Sindhi verbs =

136. SS: No I don't

137. SL: You have to [fam-]

138. SS: [but] I'm reading books

139. SL: Yeah

140. SS: The books I brought here, (0.1) so: I keep on reading one by one, I've started from ( ) book (0.1) 1840

141. SL: Oh ok this ok good =

142. SS: So then I can I can come up with problem exactly that this is the thing, (0.1) what do I mention in my proposal

143. SL: Yes

144. SS: So I can justify when I speak

145. SL: So, here now the only thing is missing (0.1) is data type

146. SS: Yeah (0.1) the data type

147. SL: Oh th- the theory we will use Radford 2009 [enough]

148. SS: [yeah]

149. SL: Argument structure and theta roles theory, (0.3) this is this is approach?

150. SS: Yes

151. SL: Fine

152. SL: The:me, agent of course when you:, you re- you remember the thesis I gave to you?

    =

153. SS: = [Yes] I do remember

154. SL: [Yeah]

155. SL: Theme, agent, experience, loc-, so it is not only to say this is theme, this is agent,

   [This]

156. SS: [But] we have to prove from sentences =

157. SL: ↑ Uha you have to show the argument, that is why its argument structure

158. SS: Yes Sir

159. SL: If you show only theme, agent yo- you are bluffing, this undergraduate =

160. SS: [No no I have to prove from] sentences

161. SL: [You know, this is master]

162. SL: Yes

163. SL: So↑ listen to me↓ when you, yeah this is this is uh is, (0.1)↑ you know to tell the

   truth, you know, for example this (0.6) since we are dealing with theta ro:le (0.1) with theta

   structure

164. SS: Yes Sir

165. SL: This is only for you knowledge, ha

166. SL: And argument structure, (0.1) it is not necessary to use (0.1) the: (0.1) the structure the diagram and all

167. SS: The tree diagram =

168. SL: Yes because ju- just ↑ but we should use it never mind as a ma- as a matter of mapping the structure

169. SS: Yeah

170. SL: To show the examiner this is the: (0.1) this is the changes structurally, you know

171. SS: Yeah

172. SL: ↑ Because when you when you argue you will show: similar argument (0.1) which is similar to the structure, you know

173. SS: Yeah

174. SL: But ↑ here this is good ↓ at least know how =

175. SL: ↑ Number three ↓ it's up to the examiner he might <u>s</u>ay you can use it but here listen to me

176. SL: He:re (0.1) you must (0.1) because he might say here (0.1) ok since you are mentioning this, so why you are mentioning this

177. SS: Uhm

178. SL: But if he gives suggestions (0.1) he will ask you, I would like you to delete this (0.1)

179. SL: <u>B</u>ut you have to: outline all: the Sindhi ve:rbs ty:pes, structures in details

180. SL: So to avoid (0.1) we we must be ready for such such: attracting, you know

181. SL: So:, I don't like you to just simpl:e (0.1) superficial verbs .hhh and you go deeply into this

182. SS: Ok

183. SL: No, you must do the opposite

184. SL: Here: make it 80% all types of Sindhi verbs

185. SS: Ok

186. SL: And here never mind you just try ↑ any sentence you write, you can use the: (0.1)

  tree [diagram] =

187. SS: [tree diagram]

188. SL: = To show how it is different or: [similar]

189. SS: [similar]

190. SL: You see that?

191. SS: Ok

192. SL: And now the only point we didn't discuss is the data, .hhh (0.1) ↑ ha data (0.3)

  (reading the proposal ... ↓ (   ) data collection and data analysis, ↑ data will be collected

  through (   )) uh here here this now we: (0.1) under under (   )

193. SL: So now is like this (0.2) uhhh you have two options now, (0.1) either you have to

  look into the news (0.1) ok and you look at the verbs in Sindhi verbs how is it written

194. SS: Ok

195. SL: ↑ Or (0.1) you (0.1) make live interview (0.2) ↓ with Sindhi native speaker (0.1)

  .hhh and let him spell let him speak all:, I mean of course yo- yo- you don't ask him ok

  speak all the verbs in Sindhi language, not like this =

196. SL: Uhh what you do, you try to prepare 40 (0.1) or 30 questions, (0.1) ask him the

  questions

197. SS: Ok

198. SL: And then (0.1) let him speak naturally, ↑ don't stop him, (0.1) ↓ ok =

199. SL: ↑ Record (0.1) ↓ to avoid misleading any verbs

200. SS: Ok

201. SL: After you, for, let us say four forty minutes one hour

202. SL: One person is enough

203. SS: Ok

204. SL: Because you are doing (0.1) this is syntax, ok?

205. SL: After one hour or forty minutes ↑depends, let him talk freely, you know, after he finish write down all: the verbs he uses

206. SS: Ok

207. SL: Ok?

208. SS: Ok

209. SL: ↑Then use the verbs he used, don't spoon him spo- spoon feeding him

210. SS: Yeah

211. SL: Don't ask him please avoid such sentence, I want you yo use such sentence with verb

212. SS: No speak naturally

213. SL:↑ Naturally, but of <u>c</u>ourse when he will speak, (0.1) ↓try to be cleaver in in how to suggest the questions

214. SL: In in the questions try to put kind of questions which relate to activity

215. SS: Uhm

216. SL: How you how for example, let us say for example he is a farmer

217. SS: Yes Sir

218. SL: What is what is the main job you do daily? ↑Of course he will say I wake up early and verbs

219. SS: Yeah

220. SL: I go to the farm digging here and there, harv- uhhh uhhh (0.1) see what kind of verbs he uses =

221. SL: So we have two, (0.1) either we have to use news paper

222. SS: Yeah

223. SL: We look at all types of verbs (0.1) or:, but I want to ask you, is Sindhi language really have different dialects in that one? =

224. SS: Infinitely, they have more than 20 dialects and all of them are used in da- used daily

225. SS: .hhh a:nd uhh the problem that different dialects

226. SS: Dialect of southern Sundhis, they cannot understand to the northern, (0.1) north and south

227. SS: So there is different

228. SS: To some of the verbs they they use completely different =

229. SS: People like me can understand that what does actually this mean from even we can understand from the context of the sentence

230. SS: But the standard is mixture of all varieties of Sindhi language and standard is the only variety which can be shared by all Sindhis all around uhh

231. SS: I mean around whole province

232. SS: Uhh Kawish Kaw- the word I mentioned here, Kawish akhbar Kawish news paper

233. SL: That is good =

234. SS: This is the standard news paper, it is not only read in Sin- province of Sind in Pakistan but around whole country, where ever Sindhis are living they prefer to read this uh Kawish =

235. SS: And (0.1) each, even the unlearned man can understand of language of Kawish (0.1) easily =

236. SL: Really? =

237. SS: Easily accessible

238. SL: Uhm

239. SS: And easily available for a common man

240. SL: Oh so we can, now see this is the case, so we ha-, now we have Sindhi language as a

    standard language

241. SS: Yes

242. SL: Is it?

243. SS: Yeah

244. SL: From there we have different (0.1) [dialects]

245. SS: [different] dialects

246. SL: Wow, we have a lot of things to do then (0.1) uhm =

247. SS: So we have to be focused on [standard]

248. SL: ↑[so now]

249. SL: Yes

250. SS: Standard only

251. SL: ↑ We can focus ↓ on standard

252. SS: Yes Sir

253. SL: Or we can compare the standard (0.1) with the dialect

254. SS: Oh yeah!

255. SL: Or we can focus only on the dialect

256. SS: Yeah

257. SL: But I want to ask you the verbs in the dialect (0.1) are similar to the verbs in th-

    standard?

258. SS: Uhh (0.1) they are they are similar

259. SL: ↑ They are similar? =

260. SS: Yeah they are similar (0.1)

261. SS: But there are some verbs which are completely different

262. SL: How many? =

263. SS: But they mean they mean same things =

264. SL: Oh my goodness

265. SS: For example uhhh like this verb (0.19) there different verbs with different

   pronunciation

266. SL: Ok

267. SS: With different spelling, they mean the same one thing that is egg

268. SS: Uhh there is one part in Sind they said ('Batho')

269. SL: Ok

270. SS: ('Batho') and the other part like in uhhhh neighbors of mine, in my my province

   they said ('Ano') (0.2) others they say ('Undo')

271. SL: Uhm

272. SS: See uhh I mean, but in uhhh in standard (0.1) they try to use this one

273. SL: Uhh so this is dialect? =

274. SS: Yes Sir these two are dialects =

275. SL: This noun, isn't it? =

276. SS: ('Batho, Ano', 'Undo') are the: words we understood by all Sindhis

277. SL: Uhm

278. SS: This is standard, these are these two are different dialects

279. SL: ↑ But has the same meaning? Yeah? =

280. SS: Same meaning, (0.1) three of them are they have same meaning =

281. SS: This ('Batho') is not used in my area

282. SL: Uhhha

283. SS: ('Batho') is used in (0.1) no:- southern part of Sind

284. SL: So the- these are there different nouns, ha?

285. SL: [Mean eggs]

286. SS: [Three three] different nouns

287. SS: Yes Sir

288. SS: Three nouns with different spelling and pronunciation

289. SL: (reading the proposal ... ↓I will focus on Kawish news paper, it is (0.1) (   ) the whole province and it is easy available for every common person in the) then if this the case (0.3) we go to standard one

290. SS: Yes Sir

291. SL: Ok, (0.1) and of course the standard they have,(0.1) unless we want to:, ↑now its, now we have options: =

292. SL: We have:, but I want to ask you (0.3) the standard (0.1) got varieties of verbs (0.1) or: the dialect got varieties of verbs? =

293. SL: Like here for example the standard we have only one one word (0.1) for this egg, is it?

294. SS: Yes yes Sir

295. SL: So only one (0.1) but in the dia- in the dialect we have three, (0.2) isn't it? =

296. SS: We have three yeah =

297. SL: So the three of them (0.1) when when you put them in a sentence (0.1) they take different locations? =

298. SS: No they have same location

299. SL: [Hhaaa]

300. SS: [for example] for example if I use them in sentence

301. SL: Uhm

302. SS: (writing examples) (0.40)

303. SS: This is first person ('Ma') (0.1) means I

304. SL: Um

305. SS: A- ummm and ('Alhim') (0.1) object. (0.7)

306. SS: Subject, object, adverb

307. SL: Ok

308. SS: And uhh this uhh =

309. SL: Wr- write here subject S (0.2) and object

310. SS: And this is verb =

311. SL: Verb =

312. SS: And this is ending to show singular, (0.1) to show gender (0.1) and (   ) =

313. SL: Oh my goodness this is morphology, ok

314. SS: Yes Sir

315. SS: And now here (0.1) for I ate uhh ('Ma undo [ka(   )']')

316. SL: [Wait here] for this one (0.1) to show

    singular fo- for one for the verb? or for the subject?

317. SS: For subject

318. SL: Uha ok

319. SS: Here shows uhhh (0.1) singular (0.1) uhhh and second case (0.5) uhhh it but it it is

    linked with subject

320. SL: Ok

321. SS: Ok, and here uhhh this word (0.1) ↑ in three sentences

322. SL: Uhm

323. SS: They uhhh it has same place in all sentences but it even it means same thing

324. SL: Uhm

325. SS: But has three different forms (0.1) three different varieties to be used for one word that is egg, (0.1) uhhh

326. SS: But it occupies same place wherever and whenever we use even in past sentence

327. SL: Uhm ok

328. SS: For example if I use this here, here this one is (writing an example) (0.10) this last one, Reza cooks egg

329. SL: Uhm

330. SS: A:nd uh (0.4) if I used Reza (0.1) e̲ats then simply (0.2) this (' bajai') (0.1) it comes here (0.1) ('kai) or ( ) (0.2) meaning that there is no different place for them because they are used as object (0.1) and object in Singhi sentence comes very after subject

331. SL: This is uh (0.1) this is the case of standard

332. SS: Yes st- standard =

333. SL: Ok now if, p̲ut the same sentence in the dialect (0.1) and how: the location is for the verb

334. SS: ↑Even in in dialect the location is the same

335. SL: Ok so now ↑generally the verbs

336. SS: Yes

337. SL: In dialect or in standard no much difference in terms of location

338. SS: No

339. SL: Location and dislocation

340. SS: No

341. SL: Then finish we go to standard language

342. SS: Yeah

343. SL: We choose finish, (0.1) give me

344. SL: So it is ↑ now for me finial decision we ta- ↓ we took this, this is the best (0.1) well-known

345. SS: Yeah

346. SL: news Kao- Kao- [Kaosh-]

347. SS: [Kawish]

348. SL: What is this? =

349. SS: Kawish (0.1) 'K, A, W, =

350. SL: What does it mean? =

351. SS: It is a name of Akhbar

352. SL: I see, (reading the proposal .. newspaper (   ) around the whole province and it is easily available for every common person in Sindhi, (0.1) .hhh this new- news paper is easily available not only in Pakistan but also out of Pakistan) (0.1) yeah

353. SS: Yeah out of Pakistan =

354. SL: In India: =

355. SS: India =

356. SL: Why like that?

357. SS: Uhh because some of them they uhhh like Pakistanis living in India, Sindhi Pakistanis

358. SL: Uhm

359. SS: Those who are Hindus not Muslims but they are Sindhi, they can speak, .hhh

basically they are from Pakistan

360. SL: Uhm

361. SS: Uhh they demand from Pakistan news paper so because they cannot understand

scripts of Sindhi language used in India, (0.2) that is Sanskrit scripts

362. SS: But this scripts in Pakistan is Arabic scripts

363. SL: I see:, (reading the proposal .. ↓ in another countries, that is why this news has been

selected for the data collection, the sing (   ) culture (   ) (   ) variety of Sindhi

language which is easily understood for every person (   )) (0.2) ok

364. SL: So we have now: this (0.1) news paper =

365. SS: Even Kawish itself uhhh this is old Sindhi verb uhhh uhh verb (0.1) which means to

give news

366. SL: To give news =

367. SS: Yeah (0.1) but this is old very old Sindhi

368. SL: Data collection (reading proposal .. there are two types of data primary and

secondary data (   ) (   ) Secondary rather than primary data however primary data will

also be touched (   ) (   ) necessary)

369. SL: Ok now you have this news so means that, of course they will ask you ↑fine ↓you

get this news now: how many articles will you analyze?

370. SL: For us we are looking for the verbs

371. SS: Yes verbs

372. SL: Haa, so doesn't matter how many ar- articles

373. SS: No

374. SL: Now generally how many verbs you have in Sindhi language?

322

375. SS: Ummm as much as English has

376. SL: Oh seriously?

377. SS: Yes Sir

378. SS: Even I would say more than that, (0.1) more than English because uhhhh umm for example this you

379. SL: Then we say you analyze (0.1) 50 articles

380. SS: Ok

381. SL: Of course they will say:, I'm sure they will decrease (0.1)

382. SS: Ok

383. SL: Because in in each article,(0.1) because in my MA my master I analyzed similar case but into compounding compound =

384. SS: Compound =

385. SL: So uhh they told me (0.1) at that time I put 50 (0.1) they said no no need because you are d- going by articles and you are looking at the words, so they make it (0.1) 30

386. SS: Ok

387. SL: Never mind

388. SS: Ok Sir

389. SL: ↑ Now we have this article and we have varieties of verbs

390. SS: Yes

391. SL: So now: =

392. SS: And one one consider ↑do I need to:↓ focus on articles or even we uhh for example general topics in news paper

393. SL: A:ny because this is, no lesson we don't like to focus on one theme

394. SS: Yeah

395. SL: We are we are uhhh our area is nothing to do with CDA

396. SS: Yeah

397. SL: S- just verbs and types of verbs, but ↑later they will ask you maybe in the defense

ok, do you want to: (0.1) zoom it on one theme? =

398. SL: Ok we make it for example social

399. SS: Ok

400. SL: Or political

401. SS: Ok

402. SL: Uhh I want to ask you now (0.1)

403. SL: The verbs in political, the verbs of action

404. SS: Yeah

405. SL: The verbs of: (0.2) yeah action verbs

406. SS: Yes Sir

407. SL: More into political news? =

408. SL: That is why maybe we need to check social news, political new, sport news which

verbs (0.1) in in each type (0.1) referring to much actions and and =

409. SS: Political talks they always it uhhh they based on action verbs like, they want to do

this thing that thing, they want to complete this thing, finish this thing, they want to attack

on this thing, (0.1) .hhh I mean =

410. SL: ↑ So political news

411. SS: Political news

412. SL: So more into (0.1) political (0.1)

413. SL: ↑ but we will not put political in the headline

414. SS: We [will]

415. SL: ↑ [Wrong] line this is, ↓ it will be be disaster

416. SS: yes

417. SL: They will say this is not CDA why you put political, ↑ we just put it part of the data

418. SS: Yes

419. SL: Data analysis, data collection and this (0.1) under Kawish this one

420. SS: Yeah

421. SL: You put, you talk about (0.1) <u>d</u>ata type

422. SS: Yes Sir

423. SS: Or we may say that we will focus on general news [for]

424. SL: [Oh] general news which contain

↑all types of verbs

425. SS: Yeah

426. SL: We don't care about [any any]

427. SS: [General] news for example tourism or: even [political], social

=

428. SL: [Can all all]

429. SL: = ↑ Fine our main because our main concern is not this, (0.1) is the: argument

430. SS: Yes Sir

431. SL: How verbs are here and there

432. SL: So that is it then uhhh (0.1) you will see her (0.1) 2 o'clock

433. SS: 2 o'clock yes =

434. SL: And then discuss similar cases with her

435. SS: Yes

436. SL: That we discuss about this and that, (0.1) and if there is any comment from her, let

   me know:

437. SS: Inshallah

438. SL: Any (0.1) major changes she wants to add, let me know because by next week I will

   talk to the: (0.1) them

439. SS: Yes Sir

440. SL: To set the date for the: (0.1) proposal defense

441. SS: Sure Inshallah

442. SL: I want you (0.1), at least step one to be clear =

443. SS: Me to I want so, because I want to work (0.2) almost (0.1) 70% in this year

444. SL: You mean oh (0.1) you mean uhhh 2014?

445. SS: Two thousand

446. SL: Thirteen

447. SS: Thirteen

448. SL: Mid

449. SS: To mid of the fourteen

450. SL: Yes because once they say ok go ahead, (0.1) ↑finish go ahead, ↓be: (0.1) go in

   details

451. SS: Yes Sir

452. SL: Ok

453. SS: Thank you Sir

Conversation 10

1- SL: So, you will be working on the (0.2) uhhm (0.1) migration politics.

2- SS: Because I find out phenomenon like some people from Mainland.

3- SL: Uhm

4- SS: now they want to uhh immigrate uhh immigrate emigrate.

5- SL: [Uha]

6- SS: [Like] uh may be Malaysian uh citizen.

7- SL: Uhm

8- SS: But actually, that it is very difficult.

9- SL: Uhm

10- SS: Because there is already gap, ummm involve some religion religious issues and uh also some com communism issues.

11- SL: Uhm , [so what is]

12- SS: [Some local] Chinese.

13- SL: so, what is the problem here?

14- SS: the proble:m is some uh Chinese people maybe in the work (   ) ,they found the mainland, I mean the new era.

15- SL:[Uhah]

16- SS:[Uhm] they want work and ma- and they marri:ed umm in the land of Malaysia

17- SL: So they work and =

18- SS: = Maybe [marry]

19- SL: [These] are the people who come from. =

20- SS: = From china mainland.

21- SL: Chin, mainland china. =

22- SS: = Yeah, mainland china.

23- SL: And then they come here to Malaysia to:

24- SS: Maybe to work =

25- SL: = To work.

26- SS: Yeah, to [work].

27- SL: [And] other

28- SS: Yeah, they [want]

29- SL: [got] married.

30- SL: Yeah.

31- SL: So what what is the specific issue from here?

32- SS: (0.1) Uhhh (0.2) they want [become]

33- SL: [what is] the problem?

34- SS: Maybe they want to become citizens. =

35- SL: = ↑ Uhh, so these pe:ople, they [want to]

36- SS: [Become] citizen.

37- SL: They want to:

38- SS: A member [of]

39- SL: [Be:] a citizen of Malaysia.

40- SS: Uhm

41- SL: Or uh they want to: get like (0.1) PR then to citizenship, uh [permanent].

42- SS: [permanent]

43- SS: Permanent [resident].

44- SL: [Resident] then to citizenship, so what is the problem now?

45- SS: It is ve:ry difficult, very tough to get the PR and uh (   ) citizenship [of]

46- SL: [Uhh], but it is

   tough for them to get the (0.1) uhha to get the P the PR or the citizenship.

47- SS: Umm, but I [I]

48- SL: [So], what will you study [from here]?

49- SS: [Very very] (   ) if you can uh can convert

   into uh Muslim.

50- SL: So [conversion]

51- SS: [Conversion] (0.1) then may be easily you can get the PR.

52- SL: (0.3)↓ The PR, and so what would you like to look at from here?

53- SS: (0.1) Ummm (0.2) so for the (   ) thinkers, they don't have uhh religion or their

   religion is different from (0.1) ahh the (0.3) Islamic (0.1) religion.

54- SL: Uhhm

55- SS: For them very difficult to get the PR, so: =

56- SL: = W:hat [is]

57- SS: [I] want to see, if there is some hi:s- his- hi:story reason.

58- SL: Historical reason.

59- SS: Like communism and local Chinese umm uhh (0.1) history issues.

60- SL: Uhm

61- SS: To (   ) that (0.1) uh those group (0.1) people from (0.1) main:land china , [who]=

62- SL: [Uha]

63- SS: = Are immigrate [to Malaysia]

64- SL: [I still find] uh, I still find a bit uhhh (0.2) your read a bit broad.

65- SS: Broad! =

66- SL: = Yeah, broad from me, because like for example taking.

67- SL: ↑ Your main purp-, your main objective is that you want, these people come and work here for them to (0.1) uhh get the PR or citizenship.

68- SS: [Umh]

69- SL: [They] work and marry to get the uh um (0.1) citizenship here.

70- SL: But ↑ you're saying that very difficult for them to the PR and (0.1) to get the citizenship (0.2).

71- SL: But I think if you're going to look difficult to get the PR and citizenship and you said that conversion first into Islam would be faster for them to get.

72- SL: But th-the the <u>first</u> one that you are arguing that tough.

73- SL: it is tough to get the PR and citizenship, the second one that <u>conversion</u> is the easiest way for them to get the PR and the citizenship.

74- SL: Ok ↑ the first one is tough because they have a policy, Malaysia has a [very Uhhh]

75- SS: [(   )]

76- SL: What they call a very, a strict policy of getting, you know, PR, ↑ but the second one, conversion, this one is uhh need to be proven.

77- SS: [Umm]

78- SL: [You] know are there any proof that conversion actually uhhh um (0.2) uhh it speeds up the, you know, the: PR or the uhh citizenship of ah Chinese.

79- SL: So, I think the second proposition is somewhat a bit uhh not strong for me. =

80- SL: = ↑ It is a very strong claim, but probably you might not be able to support this kind of uhh (0.2) claim.

81- SL: Not unless you can present like some studies conducted that it shows that uhh, or some findings or any findings that would show that conversion, you know, speed up the processing of the PR or (0.1) uhm, because for the citizenship.

82- SL: Because based on my experience with some of my friends, so they converted to Islam, but still, you know, getting the PR and the citizenship is still a bit tough for them. =

83- SL: = So, I'm just uhh thinking that if you can not a very strong justification for this it would may not be a good claim.

84- SL: Ok, but↑ the first one is very clear because of the policy.

85- SL: So, I'm I'm looking at here. So what it is the problem? (0.2)

86- SL: Why don't you look at the:: you know perhaps uhh (0.3) um

87- SL: Why don't you look at (0.1) umm (0.1) with this question, why umm

88- SS: Because my my group uh is is focusing on with Chinese people.

89- SL: Yeah.

90- SS: Chinese people [(   )]

91- SL: [So, why] why this uh, why this Chine:se, you know, uhmm (0.1), are there some Chinese already who got their uh PR and citizenship?

92- SS: No.

93- SL: But there are a lot of [Chinese who] applied.

94- SS: [I have]

95- SS: Yeah, I have (   ) someone likes uh the coach, the coach in the: Malaysian team.

96- SL: Uha, what about those who applied?

97- SL: Are there number of people who applied?

98- SS: Just few people.

99- SL: So, I think uh you you lo:-look at (0.1) may be, just try to look first, what are the (0.2) problems (0.3) and issues (0.2) encountered by the Chinese (0.4) may be migrant Chinese (0.3) migrant workers or the migrant Chinese (0.1) in Malaysia.

100- SL: So, identify that first.

101- SL: what are the problems that, after you have identified the problems then we can move on what kind of research we can work on. =

102- SL: = So, what are the common problems that ah Chinese actually encountered here? (0.2) aside from (0.1) uhh difficulty of ge- of getting the PR and the citizenship, what else?

103- SS: because for the uhh manual labor, uh the Malaysian can get cheaper labor from Bangladesh.

104- SL: Uha

105- SS: Or from Indonesia.

106- SL: Uha

107- SS: Also the local Chinese.

108- SL: Uha

109- SS: They do not want to hire the people from main [mainland china].

110- SL: [Why?] =

111- SS: = May be the language.

112- SL: Ok.

113- SS: Language [(   )]

114- SL: [But] perhaps you can look at here now language (0.4) and (0.1) employability (0.4) of Chinese (0.3) national (0.1) in (0.1) Malaysia. =

115- SL: = So, when you say language, are you referring to the English language?

116- SS: Umm because as I remember my Malays friend told me that if the one who want become the citizen of Malaysia or immigrate uhhhhe should first one, uhh there is a three uh (0.2) uhhh three: (   ) , first one uh is must can speak Malay.

117- SL: Yeah.

118- SS: The second one is uh Muslim. =

119- SL: = Ok so that one uhh let's uhhh let is uhhh not talk about that one because it may not be the: focus here, because that one is too difficult for you to prove.

120- SL: So, I'm just uh thinking that why you don't look at language and employability (0.1) of Chinese national in Malaysia? =

121- SL: = How language actually influences the employability of the Chinese nationals in in Malaysia like those Chinese come from the mainland China.

122- SL: So when they come here are they employable or not?

123- SL: And how language actually influences, you know, their employability.

124- SL: I think that one would sound mo:re realistic for me rather than uhh rather than the first.

125- SL: Perhaps you can look at here umm, (0.1) how language (0.1) influences (0.2) the employability (0.4) of Chinese nationals (0.1) in Malaysia,(0.4) so this one would

126- SL: What languages, (0.1) you can look here what languages (0.1) are preferred (0.10) by (0.1) employers in hiring (0.1) Chinese (0.2) national.

127- SL: Right?

128- SL: And you said that it is too difficult for them to be hired, am I right?

129- SL: (0.5) so maybe you can look at on this area.

130- SL: I don't know but it is just my suggestion for you, if you would be interested in that area ok, rather than looking in another uhh in another perspective.

131- SL: So, may be you can look at uhh how (0.2), you know, how language influences the employability of Chinese national?

132- SL: And what languages are actually <u>preferred</u> by employers in hiring this Chinese national.

133- SL: What do you think of that? =

134- SL: = So here you have to think it over.

135- SL: So, if you think that you have to go with this kind of line, you know, of uhh field then we can we can move on with that.

136- SS: Yeah.

137- SL: Ok?

138- SS: Umm yeah.

139- SL: So try [to think it] over.

140- SS: [(   )]

141- SL: Try to think it over first yeah.

142- SL: If you think it would be good then that would be great.

143- SS: Because this one can combine my: [uhh]

144- SL: [your area], yeah language and employability.

145- SL: What is your first degree?

146- SS: My first degree!

147- SL: Yeah.

148- SS: Malay literature.

149- SL: Malay literature, (0.2) aha, so: now you have to (0.1) think which uh of this would, you know wither you would go with.