Appendix 2

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 uhhmm transcriptions for: my first sample uhhhh
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: And the other one for straight =
11. SS: Straight man
12. SL: And (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 I 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: Uh 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 in
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) identity construction of Malaysian gays in English dominated interaction

44. SS: interaction

45. SL: So: we should say identity construction of Malaysian gays in English dominated interaction

46. SS: interaction

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, did you bring the sample the propos- the: research questions that you have?

50. SS: Yes, I ummm ( ) everywhere (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 do not be fool by (0.1) this uhhh

60. SL: Politics

61. SS: Politics things, so BN BN here is referring to BN =
62. SL: Barisan national
63. SS: Barisan national
64. SL: Uhha 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: the one

84. SL: Aha we will change that to identity 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) used (0.2) by Malaysian 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 interview (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 and 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: And (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 but towards the: end (0.24)

151. SL: So wh- any any uhhmm (0.2) uhhmm 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)
SS: Umm may be not here not in: this conversation (0.6)

SL: What about here?

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

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

SS: [yeah yeah]

SS: Uhmm I understand (0.3)

SL: Uhmm (0.3) so I think uh based on your data uhmm (0.4) uhmm (0.5) maybe (0.1) ok

so because language choice is not [evident] here

SS: [Uhm]

SS: Yes yes

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

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

SS: Um um

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

SS: Oh yes sure

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)

SL: So it’s still the same

SS: Umm

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

language (0.1) choice =

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

SS: Yes no: uhhhh to: cou-

SL: No
175. SS: Umm

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 particular 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) by (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 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: 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 interviews 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) ummm (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 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) will 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 framework?

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 uhh 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 viewed 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 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 uh 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 [bases] when when you when you when you discuss about conversational skills [bases] 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 [bases] 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 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 skills?

95. SS: Yes

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
classional 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: Vidrik (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 that- 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 guideline 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) uhhhh conversations based on types of uhh (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 uhhhh 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 uhhhh this one as assertive and responsive, is that correct? =

149. SL: Assertive =

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: Responsive, 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? =

157
SL: If I just say ok yes (0.1) ok

SS: Isn’t that still a response =

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 =

SL: But that one must be substantiated

SL: Did you get my point?

SS: Yeah

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

SL: So:

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

SL: No because yo-, (0.1) yo- you’re doing master, and we are expecting you:

SS: I know

SL: To really come up with your (0.1) with your:

SS: Come up with something

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]

SS: [But I’m] still

SL: So =

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

SL: Yeah then =

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 responses and this is not] responses=

219. SL: [yeah right] [yeah]

220. SL: = Because that would mean that (0.2) I mean your your knowledge 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: Response =

226. SS: Assertive

227. SL: Assertive (0.1) ↑ Because like for example when you say (0.1) even assert 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) how would you really explain this one? =

231. SL: So that is why I told you read 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, what is conversational skills? and how would you assess (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 =
So, ok so if you want to look at conversational skills so you have to: look at when you talk about conversational skills and there are different categories =

First I need to define properly what is conversational skills =

It’s not just defining conversational skills, thoroughly what is conversational, what are these conversational skills and how will you assess conversational skills

Because the moment you present the paper would say or write the paper is this, the very first thing to do is data

So how would you describe this one?

Don’t tell me response, all are responses, am I right?

But are all the responses would mean conversational skills?

Because sometimes you, you know, like what you me-initiator or whatever, so you have to, that is why I told you whose idea and what are your parameters?

So understand the concept of conversational skills because this one is the main focus of your research

Then another one, so from here your research question number one is

Contradict

Yeah

So maybe you can use what conversational skills, what are the conversational skills used by the operative =

[You see]

= 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: (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)
So how would you describe the gestural features? =

When you say gestural features, these are the nonverbal =

Yeah =

[Language]

[So how] would you, like for example from this data how would you describe the nonverbal here?

Yes I can, I have to refer to the video tape =

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 and you don’t have the the date the how [would you]

[The gestures] try to show the gestural features =

Yeah

So do you think your data shows the gestural features?

If the answer no, then replace

Did you get my point?

Yes yes yes

Ok then I ha-, I should include the gestural symbol based on CA, right?

[For the]

[Yeah:] for the transcription =

Yes yes I know

But why do you think uhhhm
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 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:

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) uhh (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)
SS: And also the repair

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

SL: Then the sequential structure of the talk and the repair rather than, that is why I was asking you how far you have understood about conversational skills

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

SL: So like for example what are the contribution of the uhhh gestural features in, to enhance the conversation

SL: Like the eye contact for example (0.5)

SL: Enhance the conversations, so here you study the turn-taking sequential structure and repair in the conversational skills

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

SS: Enhance [the conversation]

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

SS: ( )

SL: Yeah and so on and so forth

SL: So here perhaps you can you can look at uhm the: how the: gestural features enhance the (0.2) uhm flow of 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 uhh, 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) how (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 success 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: Research 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: Yes 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 hypothesis, .hhh like uhhhh he connected with input .hhh in order to make the input comprehensible (0.1) interaction should happened when the learners negotiate meaning with uhh (0.1) interlocutors
35. SL: Uhm
36. SS: And then I also wanna put in (      ) hypothesis 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
SS: Umm do you think it’s too much, too ambitious for the proposal?

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

SS: OK

SL: But at the same time

SS: Um

SL: You see, there are so many: questions.

SS: Yes

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

SS: Um

SL: Uhm (0.1) but at the same time, you know, (0.1) uhh you can defend and also you can add some[thing] hmm to reinforce the:

SS: [Ok]

SL: Uhhh input hypothesis

SS: Ok

SL: Uhhh by some kind of uhh previous studies

SS: Um

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

SS: [Ok]

SS: Umm

SL: .hhh and what exactly: (0.1) the difference uhh umm (0.1) now you have between[n] the: learning and a:, what is it? uhh uhm (0.1) uhm

SS: [Um]
62. SS: Um
63. SL: The other one, 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 your 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 infuse uhm
76. SS: Uha ok
77. SL: Uhh some kind of uhh case study or hmm?
78. SL: Or 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) [Schooling

87. SS: Ye[s:]

88. SS: Yes

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

90. SS: Um yes

91. SL: Right at home, spoken at home

92. SS: Umm

93. SL: Uhhm up 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 school

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: Because (0.1) whatever the child (thinks) ( ), when she or he is introduced to the formal system. hhh whatever 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) should I be the one who: uhm should I be the one who give: uhhh the
treatment or should I (0.1) employ the teachers (0.1) to; they 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: 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) hhm
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: 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 uhh (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 come in to the picture suddenly
158. SL: Oh:
159. SS: Um
160. SL: You see, for the first (revelation)
161. SS: Um
162. SL: 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 know that
175. SS: Oh
176. SL: So as a researcher you can (0.1) yeah
177. SS: Oh 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: 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: Uhhhh maybe at the school level: I don’t know whether 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 of 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 uhhhh the: s-, because there are three types of test
198. SL: Uhm
199. SS: The first one is vocabulary comprehension, I will be done together
200. SL: Uhm
201. SS: And then there is receptive acquisition]
202. SL: [Together 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) 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 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]
     uhmm
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 uhhhh (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 uhh reasonable
263. SS: Oh [ok] ok
264. SL: [Ha]
265. SL: Yeah (0.1) because uhhh you are not going to add the other different structural
266. SS: OK
267. SL: Huh, you see?
268. SS: Yeah umm
269. SL: Yeah, so (0.1) uhm 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 (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: Oh I see
SS: Oh yeah, the noun also from the curriculum

SL: Ok

SS: Ok

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

SS: Um

SL: So what are you going to do with these uh?

SS: Uhh the nouns they these will be the tested items

SL: Uhm

SS: To show whether they can acquire and uhh

SL: Umm [and] uhhh =

SS: [Um]

SL: = Um

SS: Make use of them

SS: Uhhh just just a base =

SL: Base =

SS: Meaning =

SL: Meaning

SS: Uh yeah

SL: Ok

SS: Ok, and then I’m the this is the task

SL: Uha

SS: Ok, the first task is just how to say, they need to locate the noun =

SL: Noun

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 anything to th-, with the 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 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
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:

SL: Listening task

SS: Um

SL: Ha

SS: Receptive acquisition and productive acquisition, it will be: (0.1) adopted from ( ) and ( ) (0.1) [vocabulary] knowledge skills

SL: [Oh I see]

SL: Vocabulary knowledge skills

SS: [Yeah]

SL: [Yeah]

SL: How do they skill?

SS: Uh[hm] (0.1) ok, [uhm]

SL: [Uhm] [uhm]

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

SS: [The next]

SL: Otherwise uhh (0.1) uhhh maybe we can discuss later also

SS: Yeah we can [discuss]

SL: [So voca]bulary knowledge skill

SS: Umm

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

SS: I I think something like [that]

SL: [Some]thing like that

SS: Yeah
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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
SS: Umm

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

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

SS: Ok, (0.1) [umm]

SL: [Umm]

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

SL: Uhm

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

SL: Uhm

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

SL: Yeah

SS: Receptive

SL: Yeah that kind of uhh (0.1)

SS: Ok

SL: Umm

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

SL: Uhm

SS: Uhh because to test three groups

SL: Uhm

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

SL: Uhm

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

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

SL: Yeah

SS: That is all

SS: But I haven’t, I tried my best. I haven’t done the testing instrument, data analysis and analytical yet

SS: This one I just in point forms

SL: Anyway probably you might have made a sample analysis, right?

SS: Sample analysis

SL: Uha

SS: Ok

SL: Yeah, you see, uhhm that would uhh make you confident

SS: Ok ok

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

SS: Ok

SL: ( ) to complete study

SS: Umm

SL: Hum uhh =

SS: So should it be brief the number of the students?

SS: Should it be

SL: Uhhh

SS: Small is small enough?

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

SS: [O'h ok ok] ok =
497. SL: [Vocabulary]
498. SL: = How they react and uhh 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'll be looking at how three groups (0.1) effect three things vocabulary comprehension
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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
SS: Umm

SL: Uh (0.1) performed

SS: Um

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

SS: Umm

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

SS: Uh

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

SS: Umm

SL: Grammatical: explanations

SS: Yeah

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

sometimes we delete verb

SS: Ok

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

SS: Ok

SL: Uhh I’m a student

SS: Umm

SL: Uhhh I’m (0.1) is a connecting verb

SS: Uhm

SL: In some languages, is and are

SS: Uhm

But in some languages, it is not necessary to have even the connecting verb

SS: Uhm

but that doesn’t mean that uhhh yeah sentence uhh exist (0.1) without verb

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: verb 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) surface 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
SL: And the surface (0.1) the outer hum

SS: Umm

SL: level

SL: Uhmm so that kind of arguments are also there

SS: Ok ok

SL: [Umm]

SS: [Umm]

SL: So you can (0.2)

SS: Looking into (0.1) [the text]

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

SS: Ok

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?

SS: Uh[hh]

SL: [Uhm] are you (0.1) uhm

SS: Umm

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

SS: [I:] [heh]

SL: Bec(a(h)use [researcher should be: ha more [con]fident

SS: [Ok]

SS: Ok ok

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

SS: Umm

SL: Uhh can: (0.1), he can really manipulate and work with that (0.1) framework
610. SS: Uhm
611. SL: Ha, with easy 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 that
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 test 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: Ok [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[eh] time factor
698. SS: [Ok]
699. SL: [Uhm]
SS: [Um] (0.2) shouldn’t be =

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

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

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

SS: Heh

SL: Uhhh (0.1) when you visit uhh place outside you area, (0.1) uhh hometown or others

SS: Uhh

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

SS: [Is that]

SL: [And] also: my own research

SS: Yes

SL: In 1960s
SL: Uhh I used to offer them, you know; the chewing umm =

SS: Sweets

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

SS: [Oh]

SS: Oh ok

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

SS: heh Ok

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

SS: Yeah

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

SS: Uh

SL: Used to give them something as uh token

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

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

SS: Uhm

SL: In our universities uhh, maybe five to ten

SS: O[zh]

SL: [Or] sometimes fifteen (0.1) yeah

SS: Wow, [ok]

SL: [MA] (0.1) programs, ha

SS: Ok

SL: Yeah, many of the universities uh during those days (0.1) they had only MA programs in linguistics
SS: Oh
SL: In linguistics, not uhh English
SS: Ok
SL: hhh another languages, but in MA uhh linguistics program uhh we had maximum of fifteen that is all
SS: O:h
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
SS: OK
SL: In the language courses
SL: Uhh but in MA level they teach linguistics
SS: O:h ok, (0.1) you were a teacher last time? =
SS: I mean like secondary school teacher
SL: O:h, just for one year
SS: Uha
SL: Not to, not to as a language teacher
SS: Uh
SL: I was basically as uhh mathematics uhh graduate
SL: Uhh so (0.1) im- immediately after uhhh completing my (0.1) PSC mathematics with physics ( 
SS: Umm
SL: Uhm (0.1) I was in a dilemma whether to go for higher studies, this and that
SS: Ok
SL: So meanwhile: I don’t want to ( ) that one ( )
SS: Ok

SL: Uhhh so I: uhh taught mathematics ha

SS: Uh

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

SS: [Ok heh]

SL: Consisting of uhhh hundred, thousand three hundred, thousand four hundred students at that time

SS: Ok

SL: Uhhh So my class had uhh around forty, thirty, forty students

SS: Um um

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

      English

SS: Um

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

SS: So that was the only experience I had in schools

SS: Ok

SL: Teaching just fo ten months

SS: O:he

SL: Yeah

SS: Ok ok

SL: Yeah otherwise uhh (0.1) uhhh I have no experience in teaching languages in the school level =

SS: I see, ok =

SL: And then I started my MA program
SS: Alright

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

SS: Ok

SL: I have taught in nine universities

SS: Um

SL: In India three universities

SS: Ok

SL: And elsewhere six universities

SS: Ok

SL: Anything else?

SS: Oh thank you for sharing doctor, I’ll try to: uhm (0.1) I’ll try to: make my (0.1) proposal [more] solid

SL: [Uhm]

SS: So: you, yeah you can do that, ok

SS: Ok, is it feasible? (0.2)

SS: Is it doable?

SL: Um

SS: What do you think doctor?

SL: Ok, yeah sure

SS: Ok ok ok heh

SL: You can: (0.1) yeah

SL: If I ( ) you need any ha

SS: OK

SL: Changes or uhh ha
SS: Ok alright alright hmm

SL: Umm reinforcement, you can do that

SS: Ok ok

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

SS: Umm

SL: Umm hope you can (0.1) ha

SS: Yes yes

SL: Add

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

SL: Hmm please do, yeah

SS: Ok ok

SL: Yeah

SS: Alright

SL: Umm we’ll meet .hhh ha

SS: Ok

SL: Depend on your: ha

SS: Ok, thank you doctor

SL: You are welcome

SS: heh Ok
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: Ha

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]
location is the problem of Iranian, polysemy 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: Uhm

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: 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 uhh (0.1) received through uhh real communication

65. SS: It is very wide (0.1) to put inside the dictionary =
SS: But grammatical is limited to dictionary and dictionary is put reference for collocation (0.1). hhh problems =

SL: And grammatical collocation is it [a lot]?

SS: [Verb]

SS: Uhhh =

SL: How many [types]?

SS: [Verb] (0.1) verb and uhhh prepositions

SL: Uhm

SS: Verb and nouns

SL: Uhm

SS: And uhhh (0.3) uhh I have the list, but I don't remember

SL: [So]

SS: [Three] three types =

SL: Three types, Ha?

SS: I think =

SL: And it is very problematic in Iran in [Ir-] among [Iranian] students =

SS: [Yes] [Yes]

SS: Very problematic, especially using (0.1) uhhh (0.1) uhhh (0.1) compound verbs

SL: Uhm

SS: For example the: usage of get get (0.1) with different prepositions

SL: Ok

SS: Or uhhh (0.1) using verbs with uhhh prepositions is the most problematic uhhh thing that uh students face

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-] uhh monolingual dictionary =

126. SL: [Uhhh]

127. SL: Oh, use (0.1) mono (0.1) lingual (0.1) [dictionary]
[Actually] the first question, it should be whether they use bilingual 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: [Bi]lingual

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
219.

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 [translating, 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: Yes 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: Oh (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: [as] 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: [Extracting 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: Uhmm (0.1) then it is better becasue
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: bilingual

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

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
SL: Under data collection =

SS: no, I mean I don’t need (0.1) pretest and posttest [because it is big deal]

SL: [No no we don’t have], we don’t have this idea, I don’t know about this

SS: Uhh

SL: You know, we just make it in a simple way

SS: Ok

SL: Related to translation with (0.1) with uhhh something about ELT, you know

SS: Uhm

SL: But we not, we aren’t going to touch deeply: (0.1) [on ELT]

SS: [Oh yes]

SL: So: to be in the safe side

SS: Better

SL: Yes

SS: Because I saw that very difficult

SL: I know

SS: Like that

SL: Because they are pure ELT

SS: Uhm

SL: Which is I can not do it

SS: Uhm

SL: So, you know, putting the errors like this bet- inside the table, it is not problem

SS: Uhm
360. SL: But then know I will check myself which data, which theory (0.1) I think I uhh
(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 and do not use it in effective way to benefit from the required information

386. SL: Zaghloul claimed that one of the causes of collocation, the relation in translation is relying on bilingual dictionaries which include only synonym without any sample sentences

387. SL: Many researchers indicate Iranian English learners seem to have difficulty i- with English collocation, both in receptive and productive skills

388. SL: These examples are o this is uhh (0.1) um

389. SS: is it the statement of the problem or not?

390. SL: Yeah here claims that one causes ummm uhh claim that one of the: causes of collocation violation in translation is relying on (   )

391. SL: Of course here now later so: when you follow such thing so: uhhh (0.3) we have we have introduction like this ok uhhh uhhh objectives, questions

392. SL: Now after this you put problem statement of the problem 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: Problems
398. SL: [Problems 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 [previous] 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 and then after that uh huh wait until next week
424. SS: Ok
425. SL: Al- uhh yeah I will check tomorrow I will text you
426. SS: Ok
427. SL: I will say the theory that we are going to use is like that
428. SS: Uhm
429. SL: Then after that you put here after the statement you put, you know of course the significant of the study
430. SS: Yes
431. SL: Why it is important? the significant of the study, why it is important?
432. SS: Uhm
433. SL: Ha?
SL: After that we go we: put methodology

SS: Uhm

SL: We talk about (0.2) uhhh under the methodology

SS: The participants (0.1) and then the tools

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

SL: You can use use use such (0.1) such style

SL: But of course this is the detailed one later on you right

SS: Uhm

SL: But for the proposal, we just make small section

SS: Yeah

SL: About the data (0.1) who is the data? Who is the participant? (0.2) their English background

SS: Uhm

SL: From where? (0.1) the age

SS: Uhm

SL: You see, (0.1) and from where? Which university? How many students?

SS: Uhm

SL: OK

SL: [This and that]

SS: [And their majors]

SL: Uh yes, and then the theory

SS: Yes
SL: And we discuss about the theory, what is the theory? (0.2) how we apply it

SS: Uhm

SL: Then we talk about procedures of analysis (0.1) ho-, so it will be like this

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)

SL: Under this section (0.1) you talk about (0.1) data (0.2) ok?

SS: Uhm

SL: In the data of course (0.1) you have participants

SS: Yes (0.5)

SL: Who are they? (0.4) their English bac- background (0.7) and how many? (0.3) and (0.2) uhhh proficiency (0.1), participants I mean (0.1) who are they? Uhh and then uhhh never mind

SS: Uhm

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?

SL: Ok?

SS: Uhm

SL: Then we discuss about the theory

SS: Ok

SL: You, discussion (0.3)

SL: Uhhh three which is very very important, how: (0.1) you (0.1) will

SS: Ok

SL: Analyze (0.2) the (0.1) data?

SL: Of course you will say, I will give them text book
475. SS: Uhm
476. SL: I will uhh (0.1) maybe pass uhh arti-, I will give them text (0.2) then questionnaire (0.3) then (0.3) uhh
477. SS: [Multi]ple choices [for example] like this =
478. SL: [Yes]
479. SL: = You discuss about the questionnaire, what is about?
480. SS: Uhm
481. SL: What (0.2) is about? (0.1) then here after you feel (0.1) and then what to do, 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: [Yes]
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 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 uhh a little bit about statement problem here

526. SL: No no [no]

527. SS: [And] I can =

528. SL: The problem you sa- uhh separated [in different section]

529. SS: [separate statement] of the problem

530. SL: Yes
SS: And how, but this one that someone claims that it is the problem, it's not [uhh statement] of problem

SL: [No]

SS: This is [back]ground =

SL: [Because]

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

SS: Uha, in my country?

SL: Yes, the:

SS: Uhm detail

SL: Detail (0.1) problem

SS: In my case

SL: In Iranian case

SS: Uhm ok (0.4)

SL: You see, (0.) you make it in detail

SS: Ok, and is it a good introduction [that] you =

SL: [Yeah]

SL: = Ok because ( ) ( ) no problem

SS: Is it (0.1) clear?

SL: Clear

SS: Um

SL: Because this is only proposal
SS: Yes (0.3)

SL: See you follow thing in analysis
SS: Uhm

SL: First you comment on the grammatical mistakes (0.1) or meaning mistakes
SS: Uhm

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
SS: Uhm

SL: The res-, when you analyze you must find (0.1) answers to the research questions
SS: Uhm not another things

SL: Yeah yeah, you just (0.2), you have the data in front of you, you put the objectives in front of you
SS: Uhm

SL: Ok?

SL: And based on that you do the analysis
SS: Ok

SL: Don’t go so far from the objectives
SS: Ok

SL: That will be disaster
SS: Yes

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
SS: Uhm

SL: Paragraph one (0.1) for objective one, paragraph two for objective two
Oh

Three for th- three, you know?

Uhm

Go like this till the end

Not every paragraph for three objectives?

No no it is too messy

Uhm

Each paragraph (0.1) one [objective]

[Looking] for one objective

Yes

[O:h I didn’t know, I] didn’t know

[If you mix all together you mus-]

Yeah because (0.1) some people like do like that but ha- you must be very professional

Uhm

You see, so do like this ha?

Um

For each objective one paragraph

You can uhhh it is not problem I I I’m saying one paragraph (0.1) you might put two paragraphs

Uhm

For each objective, no problem

Oh ok

Paragraph one (0. 2) two: uhh, objective one two paragraphs
SS: Uha

SL: Objective two one paragraph, no [problem]

SS: [Uhhh I] design it like this

SL: Yeah organize very [organized], till: the end =

SS: [Organized]

SL: OK

SS: = Uha ok

SL: OK

SS: And I: should uhhh (0.1) add some questions to this questionnaire as [(       )]

SL: [Of course]

because this is uhh (0.1) maybe easy

SS: Yes

SL: Because you have to put questions (0.1) related only to collocations

SS: Yes

SL: You can put text (0.1) text or something

SL: So: now (0.1) I want to think about this

SS: Ok

SL: Problem (0.1) uhhh organize objectives

SS: Uhm

SL: Here you put the objectives like this

SL: You put in the points better

SS: Uhm

SL: Like this one, two, three (0.2) put the objectives here and then put one, two, three

(0.1) the objectives

SS: Yes
617. SL: Then the research questions, the problem, significant, then go to the: (0.5) to here methodology

618. SS: Uhmm (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 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: [Enough] 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 uhhh (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
SS: Yes, and they have many problems when they want to produce good writing and specially collocations.

SS: And one of my friends that doing res- doing Phd here, maybe we will meet one day in a party or something. He is very professional translator from Persian to English or vice versa and he suggested me that it is very problematic thing that, I already faced.

SL: Oh really?

SS: Yes

SL: As a: collocation?

SS: Yes

SL: Good then Inshallah you will with this

SL: Ok, so this is how many pages?

SS: Eighty

SL: Oh eighty

SS: Eighty but uhh actually [it is]

SL: [You] can make it hundred, hundred twenty

SS: Yeah

SL: Plus references and all ha

SL: Of course uhh appendix, it is not counted

SL: It is still the: references after re- oh let me see I ( ) yeah this is what I mean Mona Baker

SL: You got the book, is it?

SS: Ok

SL: Do you have it?
675. SS: Yes I have it =
676. SS: But I should uhh update uhh 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) 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: Trans- 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 =
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: Ok and which exactly (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 X-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: Only applying theta role
21. SS: Ok
22. SL: You should apply both, the X-bar theory (0.1) one the latest one that we took before

23. SS: That is uhh 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
SS: If I get the topic, then I can start collecting data when I come when I go back there

SS: Because this holiday is long but the next one is very short that is the reason why I want to use this opportunity

SL: Umm

SS: You get me?

SL: Yes yeah

SL: Which part from Nigeria are you from?

SS: Northern part

SL: And normally you, which language is used?

SS: Yeah northern part

SL: Yeah but I mean there (0.1) what is the national language are you using?

SS: Uhhh (0.1) specifically national language is English

SL: Uhm

SS: But we have three national languages, my own language Hausa

SL: I see

SS: But in our northern part, you know, in Nigeria we have thirty six states

SL: Yes

SS: In northern part we have eighteen states, we are speaking Hausa, even from Niger Cameroon there are many Hausa speakers

SL: And you want to analyze the dialect or the national language?
65. SL: I think, you know, why why don’t you analyze 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 syntactical the syntactic 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 this think can I, there is a need field work!

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 a person from Hausa, 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 uhh 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 long is the: record, (0.1) half hour, fifteen (0.1), yea- half hour or: fifty five minutes let him ↑ talk uhhhh
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 translate what he says ↑ in English
114. SS: Ok
115. SL: Ok:
116. SL: And then you try to figure out what 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 most 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 enough enough one person
124. SS: Is ok?
125. SL: Enough
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: =
SS: After I [translate] I’ll take to my lecturer because in my first degree I did in my native language

SL: [third person]

SS: Then we have many translators

SL: Uhm

SS: Then I can it to them for necessity correction if there is

SL: You mean in Hausa language or English? =

SS: In English both

SL: Oh also ok

SS: And bring both two text

SL: Yes

SS: To their

SL: Cool cool ok, then in this way (0.1) uhhh you will have authentic data, (0.1) uhhh acceptable translation =

SL: Then you have to write down to underline all the types of verbs he is he will be using, you know

SS: Yeah

SL: Then from there we can set three objectives

SS: Ok

SL: But the question is that do you think there are (0.1) books written: in Hausa structure language

SS: Yeah [yeah]

SL: [got ha?]

SS: ( )

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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: 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?
SS: Which papers?

SL: With all: course papers or not yet

SS: Only three, I did three

SL: Only three

SS: Yeah

SL: So by next semester you need to have? =

SS: Two

SL: Two more papers

SS: Yeah

SL: Do they allow you to register for: =

SS: No I will not register at that time because

SL: Umm

SS: If I came back I don’t how it changes to go back to Nigeria

SL: Ok [then uh]

SS: [because], you know, we are under scholarship =

SL: Oh I see, then the good chance for you is to go this time

SS: Yeah yeah

SL: To do what I’m telling you to do

SS: Yeah

SL: Then we have data

SS: Yeah

SL: At least

SS: Yeah
214. SL: That is very good (0.2) and: 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 are, 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 are 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) but 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 dialect (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 near: from 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)
SS: This (0.1) this one I, this one to, this is I now, this is (0.2) we call it pre-vowel pronoun

SL: Ok

SS: Pre-vowel pronoun

SL: Uhm

SS: Because it is replacing the name of person

SL: Yes

SS: Like pronoun

SL: Uhm

SS: But we used to call it pre-vowel pronoun, this one now is a tense marker

SL: Tense marker

SS: Yeah to shown the tense, that is the continuous tense

SL: Good

SS: This one ( ) this is the name ( ) (0.1) going (0.1) this one, ‘makaranta’ this is noun that is school (0.4)

SL: School

SS: This I (0.2) I’m going to school

SL: So the the: yeah the agent is in the initial position =

SS: Yeah the agent is this one I =

SL: But this is Hausa standard language?

SS: Yeah

SL: See now the agent =

SS: Is the in the in- [initial position]

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 way:

311. SS: Um

312. SL: Uhh ‘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
SL: Do you have any question you want to ask?

SS: No

SL: So Inshallah I’ll try uhh uhh (0.1) this is t- this is your telephone

SS: Ok

SL: When I’ll ask you to come to bring me, I want to see the books

SS: Ok

SL: Ok, (0.1) so anyhow but for sure by Fri-, ok if you want to bring them, bring them on Friday

SL: So: Friday (0.1) around 10 or 11

SS: Ok

SL: Ok I’m here, you can show me the books

SS: Ok sir

SL: Ok, so good luck ha? Thi- this [is a good idea]

SS: [ok thank- thank] thank you sir, I’m very grateful

SL: It is ok welcome

SS: Thank you sir I’m very grateful

SL: Ok

SS: Al Salam Alaikom

SL: Wa Alaikom Al Salam Wa Rahmat Allah
Conversation 6

1. SL: Ok (0.2) uhm: (0.3) I made some corrections here (0.1) ummm (0.1) specially in this part like for example I put here uhh in: Malaysian =

2. SS: Uhm =

3. SL: In Malaysian prominent political figures particular prime minister (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 analyze 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 text 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) there 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: So 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 uhmm 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 uhmm (0.1) the worth of things =
65. SS: So: I should be looking at uhhhh 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 umm 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 uhmm (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: Ummm 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 uhhmm (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) uhm attitude, judgment and appreciation? (0.5)

92. SS: I think that (0.1) that here is about (0.1) uhm ( ) use that suppose to be (0.2) expression of 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: Uhmm (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 would because when do the functional you analyze the text itself

102. SS: Um (0.7)

103. SL: So we are stuck in the objectives

104. SS: Um (0.6)

105. SL: Can you do uh I think this one, you know, I’m just uh I’m just worried about uhh you because (0.1) this uh this the second time that you have to do this

106. SS: Um um

107. SL: Can you do uh I think this one, you know, I’m just uh I’m just worried about uhh you because (0.1) this uh this the second time that you have to do this

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 uh of theses talk about political and uhh speeches but then that one was focusing on uh on the attitudinal meaning =

111. SL: Look for: the 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: Um

113. SL: If you don’t have a clear picture that would 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 model 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 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: Uhmm: (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 don’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 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 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 uhhm 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) uhhm s- (0.2) still we are in the objectives are really very clear to me

173. SS: Uhm

174. SL: So 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) uhh 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 your 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 I give you by next week you can submit

192. SS: Yeah

193. SL: Ok
1. SS: So far this is the theoretical framework how
2. SL: Uhmm
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: [Uhhm ↑ 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 uhh 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 nom[itation] 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 [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 ↓ [families] and

62. SS: ↑ [check this]

63. SS: Yeah check [the examples]

64. SL: ↓ [relatives] 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
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)

SS: If I put it this way (0.3)

SL: language

SL: Ho- what is the, do you have any other idea of looking at it?

SS: One thing is ah Malayalam in Malaysia is English contributing factor of decline

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)

SL: So, it should be language shifts towards English among Malayalam speakers (0.1) [in Malaysia]

SS: [in Malaysia]

SS: Yeah

SL: So: so that would be (0.1) uhhh that would be the title of your paper

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?

SS: Malayalam Malayalam

SL: Malayalam

SS: Yeah

SL: Ok just

SS: Malayalam ( ) people

SL: Oh, ok I think you have to check some of the things that I did because I saw Malayali

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: dominate 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: Then so: we move on to the research question, I changed it to how 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: So 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 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 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 vital[ity] test
82. SS: [yes]

83. SL: Yeah

84. SS: The language vitality test 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 first, I don’t know, this (      ) I confused with your 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: Uhmm

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]
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 out 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: ↑ [I think] 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 more on the (0.1) language choice- 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) uhh 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
and recently I interviewed one guy from generation one, who is sixty seven

and he doesn’t speak Malayalam although he can understand it

and the reason he gives the same, he says you can even walk into India (uhh) in most areas

Malay- Malayalam and Tamil will be only used in Kerala and some where else

So it is, it up [no use]

in Malaysia only Tamil given any importance about this, you know, only Tamil is given kind of status =

Yeah, so it is just like, it is of (uhh) the function is very limited =

So the third one =

My son doctor heh awesome he didn’t, he doesn’t stay, he lived in my ( ) for: almost thirteen, fourteen years

So it is, it up [no use]

(I mean) he used to go there every day

Yeah

But he never picked up (uhh) 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 the: (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 unisco:
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: Then (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 vita:ntity (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 introduce] 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 uhhhh (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: So do the do the: uhhh 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: Sure 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 uhh

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)rose 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
Then now we need to discuss about discussion on the five chapters and analysis.

Today is Second of May = Second of May (0.4) ok then you sign here, just sign here as well.

So: I think you need to: work on with that fast.

So that we have enough time to [re:-]

[finish it]

Uhhh edit as well because I need to, I’m trying also to: edit your work =

Maybe you can, I know if it is long then sometimes we: over look uh quite [lots of things]

[I will give it] to someone for editing

Later on, that would be later on once you have done everything, once we have fix uhhh everything then that is the time that you have to ask someone to uhh go for editing

Yeah

I need about two weeks because I need to do the questionnaire and only

Yeah two weeks Yeah

But for the: analysis for the sixty then you go for the: percentage =

you don’t need to really look into like some statistical analysis, just go for the:

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 data of course we will discuss now

12. SS: Yes

13. SL: Did you 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 this, 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
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 talk about morphology and syntax =

67. SS: Syntax

68. SL: You see

69. SL: So your analyzes will touch on: structure

70. SS: Yes Sir

71. SL: Then (0.1) semantics =

72. SS: Semantics (0.1) [( )]

73. SL: [ Structure means syntax]

74. SS: Yes

75. SL: You know

76. SS: Yeah

77. SL: So when you argue you have structure like the one we did on the bored

78. SS: Yeah

79. SL: After when you (0.1) put all: these structure- I mean the verbs then you will see how (0.1) how from meaning wise from semantics, it changes or [uhh] different something like that =

80. SS: [yeah]

81. SS: How 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, ex: [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 [verb]
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 man, 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 uhh 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 uhh

115. SS: Yeah

116. SL: Gives the details comparative study (0.1) between:

117. SS: Sindhi [and Urdu]

118. SL: [Urdu and] Sindhi languages, so both languages speakers can know:

their phonology, morphology, syntax, 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: Uh 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 verbs =

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
SS: Yeah (0.1) the data type

SL: Oh the theory we will use Radford 2009 [enough]

SS: [yeah]

SL: Argument structure and theta roles theory, (0.3) this is this is approach?

SS: Yes

SL: Fine

SL: Theme, agent of course when you, you remember the thesis I gave to you?

SS: [Yes] I do remember

SL: [Yeah]

SL: Theme, agent, experience, loc-, so it is not only to say this is theme, this is agent,

SS: [But] we have to prove from sentences =

SL: Uha you have to show the argument, that is why its argument structure

SS: Yes Sir

SL: If you show only theme, agent yo- you are bluffing, this undergraduate =

SS: [No no I have to prove from] sentences

SL: [You know, this is master]

SS: Yes

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 role (0.1) with theta structure

SS: Yes Sir

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 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 say you can use it but here listen
to me
176. SL: Here (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: But you have to: outline all: the Sindhi verbs types, 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 simple 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 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 course when he will speak, (0.1) try to be clever in in how to suggest the questions

214. SL: In the questions try to put kind of questions which relate to activity

215. SS: Uhm

216. SL: How you example, let us say for example he is a farmer

217. SS: Yes Sir

218. SL: 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 newspaper

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 and 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 newspaper

233. SL: That is good =

234. SS: This is the standard newspaper, 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: Uhha

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? =
SS: No they have same location

SL: [Hhaaa]

SS: [for example] for example if I use them in sentence

SL: Uhm

SS: (writing examples) (0.40)

SS: This is first person (‘Ma’) (0.1) means I

SL: Um

SS: A- ummm and (‘Alhim’) (0.1) object. (0.7)

SS: Subject, object, adverb

SL: Ok

SS: And uhh this uhh =

SL: Write here subject S (0.2) and object

SS: And this is verb =

SL: Verb =

SS: And this is ending to show singular, (0.1) to show gender (0.1) and ( ) =

SL: Oh my goodness this is morphology, ok

SS: Yes Sir

SS: And now here (0.1) for I ate uhh (‘Ma undo [ka( )]’)

SL: [Wait here] for this one (0.1) to show singular fo- for one for the verb? or for the subject?

SS: For subject

SL: Uha ok

SS: Here shows uhh (0.1) singular (0.1) uhh and second case (0.5) uhhh it but 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) uhhhh

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: And uh (0.4) if I used Reza (0.1) eats 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, put 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 final 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 uhh 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 newspaper 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) newspaper =

365. SS: Even Kawish itself uhhh this is old Sindhi verb uhh 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?
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 newspaper
393. SL: Any 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) data 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
SL: That we discuss about this and that, (0.1) and if there is any comment from her, let me know:

SS: Inshallah

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

SS: Yes Sir

SL: To set the date for the: (0.1) proposal defense

SS: Sure Inshallah

SL: I want you (0.1), at least step one to be clear =

SS: Me to I want so, because I want to work (0.2) almost (0.1) 70% in this year

SL: You mean oh (0.1) you mean uhhh 2014?

SS: Two thousand

SL: Thirteen

SS: Thirteen

SL: Mid

SS: To mid of the fourteen

SL: Yes because once they say ok go ahead, (0.1) finish go ahead, be: (0.1) go in details

SS: Yes Sir

SL: Ok

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 comm communism issues.

11- SL: Uhm, [so what is]

12- SS: [Some local] Chinese.

13- SL: so, what is the problem here?

14- SS: the problem 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 married 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]
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 people, 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 very 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) uhh 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: = What [is]

57-SS: [I] want to see, if there is some his- his- history 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 uhh (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: [Umm]
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 first one that you are arguing that tough.
73- SL: it is tough to get the PR and citizenship, the second one that conversion 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 Chinese, 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?
SS: Umm because as I remember my Malays friend told me that if the one who want become the citizen of Malaysia or immigrate uh huh he should first one, uhh there is a three uh (0.2) uhhh three: ( ), first one uh is must can speak Malay.

SL: Yeah.

SS: The second one is uh Muslim. =

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.

SL: So, I'm just uh thinking that why you don't look at language and employability (0.1) of Chinese national in Malaysia? =

SL: = How language actually influences the employability of the Chinese nationals in in Malaysia like those Chinese come from the mainland China.

SL: So when they come here are they employable or not?

SL: And how language actually influences, you know, their employability.

SL: I think that one would sound more realistic for me rather than uhh rather than the first.

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

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.

SL: Right?

SL: And you said that it is too difficult for them to be hired, am I right?

SL: (0.5) so maybe you can look at on this area.

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.
So, may be you can look at uhh how, you know, how language influences the employability of Chinese national?

And what languages are actually preferred by employers in hiring this Chinese national.

What do you think of that?

So here you have to think it over.

So, if you think that you have to go with this kind of line, you know, of uhh field then we can move on with that.

Yeah.

Ok?

Umm yeah.

So try [to think it] over.

[(            )]

Try to think it over first yeah.

If you think it would be good then that would be great.

Because this one can combine my: [uhh]

[your area], yeah language and employability.

What is your first degree?

My first degree!

Yeah.

Malay literature.

Malay literature, aha, so: now you have to think which uh of this would, you know wither you would go with.