Non-native Speaker Interaction

Does it constitute a good learning situation for pupils studying English as a foreign language?

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Abstract

Proponents of communicative language teaching in foreign language classrooms assume that the learners will profit from interacting in the target language on meaningful topics. The present study investigated whether non-native speaker interaction constitutes a good learning situation. Four research questions were posed: how pupils deal with breakdowns in communication, if they use any strategies to avoid problems, if they collaborate and negotiate for meaning and consequently if open-ended conversations among learners promote language development. Pupils in a Swedish secondary school were recorded interacting in the target language and conversation analysis was used to examine the data. It was found that there was a common structure to the way that the pupils dealt with problems, a few strategies were used and the pupils also collaborated. However, the conversations lacked some of the characteristics of interaction between native and non-native speakers that research have shown to be conducive to language development. Also, almost no negotiation of meaning was observed. Based on these results it is argued that non-native speaker interaction constitutes a good learning situation but probably needs to be accompanied by more explicit instruction.

Keywords
non-native, interaction, interlanguage, negotiation, repair
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1. Introduction

The teaching of English in Swedish schools is both domestically and internationally viewed as successful. Framed by the much discussed Program for International Student Assessment (PISA) of 2012, which reported a rapid decline in the overall performance of Swedish pupils (Skolverket, 2013), English is the exception to an otherwise criticized educational system. The European Commission (2012) reviewed proficiency levels of pupils studying foreign languages in secondary and upper secondary school, and found that Malta and Sweden came out on top with 82 percent of the pupils reaching a level of independent user across the different language skills. A significant difference between the two countries is that that English enjoys the status of an official language in Malta whereas it lacks any such general endorsement in Sweden. It seems that it is possible to successfully teach a language in an environment where it is not used for either basic interpersonal communication or general educational purposes.

Communicative Language Teaching (CLT) has long been heralded as the successor to more rigid and traditional approaches to the teaching of second languages. According to Savignon (1991), CLT acknowledges the collaborative nature of meaning making and views communication in terms of interpretation, expression and negotiation. This means that the learner is an active subject in all language activities. Adopting this view often means that group work and interaction among learners is seen as facilitating because it increases opportunities for language practice and improves the quality of student talk (Long & Porter, 1985). The Swedish School Inspectorate (Skolinspektionen, 2010) found many instances where English was used for meaningful interaction in Swedish classrooms but also recognized that some teachers needed to further promote the usage of communicative skills during their lessons. CLT thus seems to have extended its hold not only to professionals directly involved in teaching but also to the government institutions charged with validating the quality of education. The inspectorate seems convinced that using English as the sole language in the classroom, especially in authentic, meaningful interaction between the pupils, will create a good learning situation in the teaching of English in years 6-9 of Swedish compulsory school (Skolinspektionen, 2011, pp. 13-15).

An issue which needs to be addressed in adopting this view is whether interaction among non-native speakers (NNSs) of a language is sufficient to improve their language skills. Access to comprehensible input is a necessary factor in the development of a second language, but the modification of output that native speakers (NSs) use in the interaction with NNSs has also been shown to be hugely beneficial to the language development of NNSs (Long, 1983). A foreign language classroom does not by default have access to NSs and is thus left to employ CLT using only the learners in the interaction.

This study examines how group interaction functions among pupils in the teaching of English, with the aim of evaluating its value as a potential learning situation. Five groups of four pupils in year eight were recorded conversing in the target language on a meaningful communicative task. These recordings were previously used to investigate able pupils performance in varying group constellations (Sköldvall, 2013), but it was found that other factors than ability impacted the groups and numerous instances of interesting interactive patterns were observed. This called for further inspection of the data and the present study will thus revisit these recordings in an attempt to investigate the potential value of NNS-NNS interaction to the language development of foreign language learners.
1.1. Aim and research questions

The aim of this study is to investigate if interaction among pupils in the target language constitutes a good learning situation in the teaching of English as a foreign language. Sequences of interaction where the pupils are pushed to the limits of their ability offer opportunities for learning and will be the focal point of the study. Four areas of interest are defined in the following research questions:

1. How do pupils deal with situations in interaction where the limits of their language skills are exceeded or the communication breaks down?

2. Do pupils use any strategies to avoid potential problems and if so, what strategies are used?

3. Do learners collaborate and negotiate for meaning in order to complete tasks and reach a collective comprehension?

4. Does group interaction among learners on open-ended tasks promote the development of English?
2. Background

A review of the teaching of English in Swedish secondary schools published by the Swedish School Inspectorate (Skolinspektionen, 2010) includes a definition of the inspectorate’s view of what constitutes a good learning environment. It is made clear that the national steering documents promote the development of the pupils’ communicative skills. The inspectorate also argues that pupils should have ample opportunities to use the target language in authentic communicative contexts and that language input has to be appropriate for the pupils’ current linguistic knowledge. Given the inspectorate’s function to continuously evaluate the quality of education, the proper view of the teaching English as a foreign language is made abundantly clear to professionals in Swedish schools.

Savignon (2007) states that the essence of CLT is that learners engage in meaningful communication in order to develop their communicative skills. Aside from the challenge of constructing meaningful and authentic communicative tasks, the teacher also must consider the conditions that promote language learning. A more than relevant question is if oral interaction in the target language on topics that are meaningful to the pupils is enough to present them with a situation where they can improve their communicative skills. Sköldvall (2013) investigated group interaction by comparing the amount of words spoken, turn length and frequencies of different communicative patterns in different groups. By making numerical comparisons it was found that groups where only able pupils interacted were slightly less formal and therefore more likely to create a meaningful exchange. However, it was also found that able pupils supported the interaction in mixed-ability groups and thus enabled fluent conversations among all pupils. The patterns were only counted and not analyzed, wherefore a lot of questions were left unanswered by Sköldvall (2013). Section 2.2 of the text will review research that has been made within the field of second language acquisition (SLA) on general conditions for learning and more specifically interaction among learners. First however, the national steering documents will be more closely examined.

2.1. Curriculum and syllabus

The curriculum for compulsory school in Sweden acknowledges the connection between language, learning and personal identity. It is made clear that:

By providing a wealth of opportunities for discussion, reading and writing, all pupils should be able to develop their ability to communicate and thus enhance confidence in their own language abilities. (Skolverket, 2011, p. 11)

This is relevant for all the languages taught in Swedish schools, including the second languages that are part of the curriculum. The opportunities for discussion and ability to communicate echo the essence of CLT mentioned above. The passage also accepts the interplay between language ability and identity formation that is paramount in adolescent life. Confidence in personal ability is seen as a result of communicative skill, making it all the more important to teach.
The syllabus of English in secondary school states that the aim is to develop “all-round communicative skills” (Skolverket, 2011, p. 32). The different language skills are all part of the ability to communicate. This multi-faceted communicative skill includes:

the ability to use different strategies to support communication and solve problems when language skills by themselves are not sufficient. (Skolverket, 2011, p. 32)

An important part of authentic communication is that problems sporadically arise. Interaction with other people will always mean that both speakers and listeners in conversations have to stay active in order to convey and understand the contents of the communication. As stated above, the present study focuses on these situations and will show how the pupils deal with such instances. Motivation for constructing lessons that include these situations are available in the Core Content section of the syllabus, which directs the subject matter of lessons. Pupils should have ample opportunities to learn:

Language strategies to contribute to and actively participate in conversations by taking the initiative in interaction, giving confirmation, putting follow-up questions, taking the initiative to raise new issues and also concluding conversations. (Skolverket, 2011, p. 35)

This part of the syllabus provides a clear basis for incorporating open-ended discussions into lessons. No answer is provided to the issue whether it is enough to create a situation reminiscent of this or if the strategies have to be explicitly taught and teachers are thus free to decide for themselves what conditions that best facilitate learning.

### 2.2. Theoretical background

#### 2.2.1. Comprehensible input

One of the more widespread and influential theorists on second language learning is Stephen Krashen. Among his debated ideas, the *input hypothesis* is perhaps the most renowned. Krashen (1981) argues that comprehensible input is the crucial and necessary factor in language learning. In order for any acquisition to take place, the learner must be able to understand what is heard or read to be able to incorporate this into their own linguistic knowledge. Krashen (1981) discusses input in terms of quantity and argues that classrooms might be superior to the real world for beginning and intermediate students. The point is that authentic language might not be of any use to the learner if he or she does not understand it, which is especially crucial when starting to learn a language. All that is needed, at least to attain an intermediate level, is a large enough quantity of comprehensible target language. Ideally, the input that matches what the learner is currently capable of understanding is accompanied by structures that lie just beyond, which Krashen calls $i + 1$.

While these ideas have come to be used in numerous educational settings, not the least of which Sweden were the inspectorate acknowledges Krashen as an authority figure in SLA research (Skolinspektionen, 2010), they are certainly not without opposition. In an early reaction to the input hypothesis, White (1987) is skeptical of the benefits of simplified input and also contends the position that input alone can remedy erroneous grammatical structures that learners formulate. She notes that Krashen appears to assume that input arrives in the form of structures that can automatically be acquired. It is White’s (1987) position that input instead is made up of data which requires structural analysis by the learner in order to be understood and potentially become part of the learning process.
2.2.2. Modification, foreigner talk and interlanguage talk

The input hypothesis is today generally not accepted as being able to account for or prescribe an appropriate learning process. However, the argument that input has to be comprehensible in order to serve any meaningful purpose is logical and difficult to contest. This seems most logically acceptable for static input such as reading, but does the same hold true for oral interaction? Long (1983) is interested in the process that makes input comprehensible to the learner. Through modification of the actual input, NSs can change the words used or word order of what is said in order to make the contents of communication easier to comprehend when talking to NNSs. However, Long (1983) discovered that modification of the interactional structure by NSs was much more significant and more consistently found than modification of the input itself. These modifications were observed to be numerous but also varied in frequency based on the prior experience with foreigner talk of the NSs. The modifications that were recognized included strategies to avoid trouble, such as pacing, stress and pausing, and tactics to repair breakdowns, such as clarification requests and repetition of both own and other’s utterances.

In a different study, Long and Porter (1985) attempt to answer the question if group work in second language classrooms can be motivated by SLA research. Aside from pedagogical reasons, the negotiation work that is possible in interaction among NNSs, which they term interlanguage talk, is seen as a strong argument for implementation of group work in the curriculum. Long and Porter (1985) find that interlanguage talk can indeed be beneficial but goes on to remark that two-way task, where both speakers in a dyad have to collaborate to complete it are preferable to one-way work, where for instance one of the speakers tells the other a story. The former orientation is much more likely to induce modification of input and interactional structure when learners attempt to achieve mutual comprehension. In conclusion they call for more research on the subject, which they hope in unison with advances on the role of input in the language learning process will elucidate the benefits of group work in the second language classroom.

Concerns regarding the quality and potential usefulness of interlanguage talk have persisted despite the early findings of the usefulness of group work. Pica et al. (1996) evaluated the interaction in NNS dyads and compared it with NS–NNS dyads. The results indicated similarities between the different pair structures as far as modification of input was concerned and the feedback that NNSs gave each other displayed less morphosyntactic errors than utterances overall. However, the learners received less modified input from their peers, thus indicating that interlanguage talk addresses some but not all needs of the second language learner. In a later study, Del Pilar García Mayo and Pica (2000) again investigate dyadic interaction in a setting where English was taught as a foreign language and found slightly more positive indications that learner-learner dyads were not significantly different from a learner-NS structure. This study concerned contribution of input, feedback and output as the learners took part in task that were part of a CLT program. The authors concluded that interlanguage talk could play an important part in foreign language classrooms but that it does not address all the needs of language learners.

2.2.3. Negotiation of meaning

Negotiation of meaning appeared as a concept in SLA in order to separate native and non-native repairs of communication. Schegloff, Jefferson and Sacks (1977) use repair as a term for instances in conversations where the speakers halt the ongoing action to deal with communicative problems. These instances are not limited to error-correction, as it also can include problems of understanding or hearing, for which repair is a more accurate term than correction. In NS-NS conversations, Schegloff,
Jefferson and Sacks (1977) argue that adults prefer self-repair over other-repair. By using discourse analysis they could show that most repairs in fact were made within the same conversational turn as where the problem originated. Generally, the repairs that they studied had little to do with linguistic problems and insufficient knowledge on the topic that was being discussed was far more common.

In contrast, the conditions for repair in interlanguage talk are quite different. Breakdowns in communication occur much more frequently when language skills are lacking. According to Varonis and Gass (1985), sequences of repair can even dominate whole conversations between NNSs. They propose that these sequences are instead termed negotiation of meaning. The sequence consists of a trigger, where there is a part of an utterance that the listener does not understand, an indicator where the listener signals that there is a problem, a response and finally a potential response to the response. Varonis and Gass note that mutual background, experiences or other shared languages can compensate for the lack of language skills, thus enabling communication between NNSs without constant negotiation. They further suggest that learner-learner dyads might even facilitate language development to a greater degree because the given inequality between NSs and NNSs discourages negotiation, since it amplifies the difference between the speakers.

Schegloff et al. (2002) argue that repair sequences, including negotiation of meaning, can constitute a major part of the regular activity in language classrooms. For this reason, some attention has been devoted to investigating institutional repair and what settings are ideal in order to elicit the negotiation sequence. Doughty and Pica (1986) maintain that structured tasks where exchange of information is required are key in producing the modification of input and negotiation that facilitate learning. Their study indicates that the type of task that learners are given in group work are paramount in determining the usefulness of the exchange. Specifically, so called information gap tasks are shown to be especially beneficial by Doughty and Pica (1986). Learners that engage in decision making and optional exchanges are much less likely to modify their input. In contrast, Mackey (1999) is less concerned with the type of tasks that learners take part in but finds strong evidence for the fact that the nature of interaction plays a major part. She also agrees that interaction which includes negotiation of meaning is more conducive to language development.

2.2.4. Output and open-ended conversation

The negotiation sequence appears to be quite rigid and is perhaps best suited to investigate the interaction between learners that only have fairly basic language skills. Nakahama, Tyler and Van Lier (2001) propose that the exclusive study of what they call repair negotiation limits the focus of research to step-by-step completion of information gap activities. In an attempt to broaden the scope of investigations into NNSs' involvement in interaction, they compare guided tasks to more open-ended conversations where the learners engaged in authentic interaction. By examining the conversations they reach the conclusion that conversational activity offered the learners more opportunities to produce complex utterances and a possibility to draw on context and practice pragmatic skills, such as the use of support cues in the form of extralinguistic signals like oh and ah. In interviews conducted after the investigation, the learners indicated that they had felt more challenged when taking part in the conversations because they had to make an effort to understand what the other people were attempting to say. These findings are significant to the second and foreign language classroom, especially in settings such as Swedish secondary-school classrooms, where the predominant language ability is quite substantial and there is great potential for genuine exchange of meaning to take place.

Taking part in interaction can provide the learner with the comprehensible input that SLA -research has shown to be necessary in language development, but it crucially also enables NNSs to attend to
their own production. It is logical to assume that because linguistic competence to an equal degree is made up of receptive and productive skills, learners must be able to utilize their speaking and writing skills as part of the learning process. Swain and Lapkin (1995) maintain that output as part of the language development not only facilitates the improvement of the productive skills but also can improve the input that learners receive. The output hypothesis that they propose is that learners even without feedback or negotiation with other interlocutors on occasion will notice gaps in their own abilities by producing language. For this to happen, learners naturally have to push their abilities. What separates Swain and Lapkin’s (1995) position to that of others is that this push does not have to occur in negotiation of meaning. It is just as likely to happen through self-repair or simply trying to convey a meaningful message to others. In order to test the hypothesis, Izumi et al. (1999) constructed two tests, first a reconstruction exercise and second a writing task where production preceded the presentation of a model text and subsequent reproduction. In the pre-production stage of the latter test, the pupils were asked to underline passages that they thought were important to work on, and when their final product was compared to that of a control group which was not involved in the pre-production, the results were promising. Not only had noticing occurred, but also modification of output and thus learning had taken place. Izumi et al. (1999) argue that their results provide partial support for the output hypothesis, since only one of their tests indicated confirmation of the hypothesis. They also note that the small sample size of their study limits the potential for generalizing the results. Izumi and Bigelow (2000) revisit the same data as the previous study and conclude that although the results are favorable in drawing the learners attention to grammatical structures, they did not always notice the gaps in their knowledge. However, this does not disprove the hypothesis since it states that learners only will notice gaps on occasion. Even if the evidence is not definitive, the potential importance of the output hypothesis is paramount for the implementation of CLT.

The output hypothesis concerns instances when the individual learner notices gaps in his or her own knowledge. However, oral interaction not only consist of output but also includes collaboration with other learners in the foreign language classroom. From a sociocultural perspective, Donato (1994) shows that adult students of French as a foreign language were able to provide scaffolded help to each other in collaborative group work. Remarkably, of 32 instances of scaffolding all but eight were incorporated into subsequent production from the student that earlier required the scaffolded help. Donato also noted that students that were part of the group but did not take active part in the scaffolding also benefited from the exchange, as they too were observed to use target language structures that had been collaboratively constructed. This strengthens the argument not only that pairs of learners can benefit from interlanguage talk, but that also groups of learners can co-construct language forms that can become part of the intake. In such groups, other learners can function as temporary experts that provide the scaffolding required to acquisition language.

2.2.5. Summary of theoretical background

The widespread implementation of CLT in foreign language classrooms has increased the need for research on interlanguage talk. While early efforts focused on the role of input and NS-NNS interaction, later studies highlighted the negotiation of meaning that takes place between relatively unskilled NNSs. The output hypothesis and more open-ended interaction among learners of higher proficiencies remain relatively unexplored in SLA. This is especially true for group interaction. Research has indicated the difference between repair and negotiation of meaning, but has not yet investigated how more skilled language learners interact and whether interlanguage on higher levels adheres to the principles of NS-NS repair or maintains structures that are distinct from native speech.
3. Method

The present study employed discourse analysis in order to fulfill its aim to inspect the oral interaction among pupils and its potential value to their language development. Specifically, the method that was used followed the traditions of what is called Conversation Analysis (CA). Two main strands of discourse analysis exist, where the first is rooted in sociolinguistics, anthropology and sociology. According to Norrby (2004, p. 48) research that belongs in this category is concerned with the impact of factors such as social status, age, sex and ethnicity. In contrast, CA is not concerned with contextual factors outside of the conversation that is studied. Norry (2004, p. 42) maintains that CA views the conversation as its context and that factors such as the speakers’ identities are not relevant categories for study. In this regard, CA aligns under ethnomethodological research, since it is presumed that the analysis of spoken language is enhanced by ignoring static categories. This is not to say that CA ignores the fact that utterances have social functions. Schegloff et al. (2002) declare that speakers must organize their participation in turn-taking and that each speaker needs to fashion their turns into recognizable units and form their talk into discernible actions. They also must adhere to a sequence of utterances that make their intention come across and need some strategies to deal with problems and repair communication that breaks down. All of these requirements exist to enable the exchange of meaning between different individuals and as such, the rules of interaction have a social function.

Discourse analysis typically belongs in the group of qualitative methods. Holme and Solvang (1997, pp. 76-80) propose that qualitative research seeks to maximize the understanding of a limited setting and therefore needs to maintain flexibility. It might be said that the collected data guides the study and not the other way around. If the research questions are shown to be inapplicable to the data it is the questions that need to be modified rather than for new data to be collected. The strength of qualitative methods is according to Holme and Solvang (1997, p. 79) that they elucidate the entirety of the studied situation. This comes at the cost of width and scope of the study, since it is impossible to investigate a larger amount of situations in this manner. It should therefore be noted that any conditions and common traits that are observed in the data are limited to the specific setting of the present study.

CA was chosen as the method for the present study because it enables a very close inspection of group interaction. In a previous study, Sköldvall (2013) recorded group conversations with a focus on the contributions that pupils made in relation to their ability. It was noted by Sköldvall that ability was only one of the factors that impacted the conversations and the recordings therefore called for closer examination. When the aim and research questions of the present study were formulated it became apparent that the data that Sköldvall (2013) used would be relevant to an investigation into the value of interlanguage talk to second language learning. It was also decided that CA would strengthen the analysis of the interaction because it is designed to ignore static categories such as ability and identity. Sköldvall (2013) employed discourse analysis routed in sociolinguistics, whereas CA is better suited to analysis of linguistic qualities. Ignoring contextual factors outside of the conversations is both a strength and a weakness, but it crucially makes it possible to examine language development and not the specific individuals engaged in conversations. Sections 3.1 and 3.2 will briefly explain how Sköldvall (2013) made the recordings, while Section 3.3 focuses on the specific issues of the method used in this study.
3.1. Informants

The recordings were carried out at a secondary school in a suburb to a large city in Sweden. One class consisting of 26 pupils in year eight participated, although six pupils either choose to not take part in the study or were not present at the time. All of the 20 pupils that did participate had Swedish as their native language and as such studied English as a foreign language. The pupils were arranged into groups of four with two boys and two girls in each. Although gender will not be used as an analytic category, the aliases assigned to each pupil in the transcriptions will correspond to their respective sex. The pupils were used to switching work groups quite often, meaning that the forming of specific groups should not impact the validity of the study. Consequently, the group interaction is arguably naturalistic and the informants represent a typical eighth-grade English class in Sweden.

3.2. Procedure

In order to generate a meaningful communicative exchange, a number of topics for discussion were created and given to the groups (Appendix 6). The questions were based on preparatory tasks designed for the International English Language Testing System (IELTS) and examples from the national test on oral interaction in year nine (University of Cambridge, 2009; Skolverket & Göteborgs universitet, 2012). The IELTS is a standardized test for NNSs of English ans was included in order to increase the generalizability of the findings. The national test for English in year nine is constructed to evaluate the communicate abilities of the pupils as defined by the syllabus (see Section 2.1). The tests are similar in the fact that they are designed to generate an authentic, open-ended conversation and do not include explicit instruction or any intricate task design.

The recording of the group conversations took place in November of 2012. Upon taking part in the discussions, each group left the classroom and sat down at a table in the hallway. A small voice recorder was placed on the table and the conductor of the study explained its function and started the recording only when the pupils were clear on the contents of the provided material. Norrby (2004, pp. 227-228) claims that the unusual situation of being recorded can influence the participants but argues that the awareness of the voice recorder often diminishes after a few minutes. Taking heed of this, the initial parts of the recordings were approached cautiously. Norrby (2004, p. 225) also claims that the difficulty of transcription increases greatly when more than two informants interact. For this reason, a few notes were taken in the distance but the pupils were more or less left entirely alone to talk freely amongst each other.

3.3. Material and data analysis

The recordings were re-transcribed for the present study utilizing standardized symbols used in CA (Norrby, 2004, pp. 98-99). These symbols mark pauses, stress, variation in pronunciation and overlapping speech and spoken words were also not always spelled according to standard orthography. Have (2007, p. 95) maintains that transcriptions are only a representation of the actual data in CA and argues that it is in fact the recordings that should be studied. Nevertheless, an effort was made to make the transcriptions resemble the actual conversations as much as possible and they constitute the principal material that will be analyzed.

Lazaraton (2002, p. 38) proposes that CA employs an unmotivated examination of the material in place of having pre-set categories. For this reason, the areas of analysis were adjusted based on what
patterns emerged from the data. Holme and Solvang (1997, p. 94) argue that researchers must consider whether to be active or passive in the process of data collection and analysis in order to achieve maximum validity. The validity of the present study is derived from passivity during the data collection and flexibility in the analysis, since the purpose of qualitative research is to maximize the understanding of the studied situation. During the process of transcription, areas where the informants encounter problems were highlighted because they create situations where collaboration, strategy use, negotiation and repair can take place. These sequences are potential opportunities for learning and analyzing them should make it possible to fulfill the aim of the study: to investigate if interaction among pupils in the target language constitutes a good learning situation in the teaching of English as a foreign language.

There are different traditions regarding qualitative and quantitative methods within discourse analysis. Lazaraton (2002, p. 33) argues that parameters of the data collection and analysis align in dichotomies. Quantitative qualities that the present study had were that the studied conversations were controlled and somewhat experimental. The exchange was planned by the conductor of the study and the groups that the pupils were put in were also specifically arranged. As such, the recorded conversations were not entirely naturalistic. However, the activity closely resembled instances that occurred regularly in the teaching of English that the pupils were part of, wherefore it will be assumed that the discussions resemble naturally occurring classroom talk. The study was also subjective, descriptive, process-oriented, valid and holistic, which all are part of qualitative discourse analysis. Regarding the analysis of the data, Lazaraton (2002) proposes that quantitative reasoning is made on basis of how often something happens, whereas the why and how of different phenomena are qualitative. When the data was previously used, Sköldvall (2013) exclusively used quantitative reasoning. The present study will instead more closely examine how the interaction functions.

3.4. Ethical considerations

The intent of the present study is to inspect authentic talk in an educational institution. According to Vetenskapsrådet (2011, p. 42-43), open observational studies are typically used in schools and the written consent of parents is needed if any recordings are to be made. The pupils, who were below the age of 15, and their parents were thus informed of the general parameters of the study. A written consent form was sent by e-mail to the parents (Appendix 7) and the pupils were informed that they could also opt out of participation at any time. Vetenskapsrådet (2011, p. 43) establishes principles for video recordings that for the most part apply to sound as well. Chief among the principles is that it must not be possible to make any connection between the data shown in research and the setting where it was made. In the transcriptions, all the pupils have been assigned aliases and any mention of things, places or names that could compromise the anonymity of the informants has been erased. In the letter of consent, the parents were told that the recordings would be erased. After consultation with the supervisor of the previous study (Sköldvall, 2013), it was decided that the recordings could ethically be kept a short time longer since the present study would be conducted by the same author only a brief period after the first. This is also endorsed by Vetenskapsrådet (2011, p. 110), who maintains that it is very common for researchers to return to data that they have previously used in order to enhance the findings. The recordings were therefore encrypted and the usage of the data is limited to research.
4. Results

The specified aim of this study was to investigate if interaction among pupils in the target language constitutes a good learning situation in the teaching of English as a foreign language. Five groups of four pupils were recorded taking part in open-ended discussions on different topics. The pupils have all been assigned aliases in the transcriptions, from which the excerpts displayed below are taken from. When the recordings were transcribed and analyzed it became apparent that instances where the pupils deal with some type of problem were frequent and these areas will be examined in this part of the study. The first three research questions will be used as headers in Sections 4.1, 4.2 and 4.3. The fourth and final question can only be answered after investigating the other three, and will therefore be explored in the discussion. The full transcriptions, including a list of specialized symbols used, are available in Appendix 1-5, as they are far too extensive to be used here.

4.1. Dealing with problems

Most of the pupils appeared motivated to either reach a collective standpoint on the topic or convince the group of their position. Excerpt 1 is an example of a heated exchange between three pupils. Yrsa, Mikael and Per are arguing whether buying expensive clothes is waste of money.

Excerpt 1 - Group 3

105. M: >>if if eh if you if you (...) buy like expensive clothes like all the
106. time thats very like (...) [waste of money but maybe you can be rich so
107. yea but I +think+(.) yea but you buy ()
108. expensive clothes because you like them (0.8) [(anyway)
109. M:                [because your rich
110. Y:       [no because you like them
111. P:       [because you think theyre cool because they are like [oh they are
112. like
113. M:                [I I I dont
114. think if you
115. Y:                [yea but ()
116. +usually+ +expensive+ +clothes+ () are very nice

The amount of overlapping speech in this excerpt is indicative of an informal and quite intense discussion. All of Yrsa’s turns start with overlaps and she uses a loud voice on lines 107 and 116 to overtake the turn and make Mikael and Per acknowledge her contributions. Both Per’s turn on lines 111-112 and Mikael’s turns on lines 109 and 113-114 also start with overlaps. In this sequence it is apparent that the pupils are invested in the discussion and want to contribute to the groups interaction. The overlaps on line 107 and 109 are initiated following pauses while the overlaps lines 113-116 start without any overt signal that it is acceptable to initiate a turn. When language learners take part in this kind of meaningful interaction it is to be expected that they encounter situations were their abilities are challenged. In Excerpt 2, Olga is unable to complete her statement but is assisted by Yrsa, after which Olga concludes her turn.

Excerpt 2 - Group 3

170. O: but people make not so much money they maybe () slösa bort *dom*
171. [LAUGHING
On line 170, the micro pause is followed by a code-switch into Swedish and subsequent laughter. This triggers Yrsa to repair Olga’s statement by translating the final part of her turn into English and Olga then repeats the translation and concludes her turn on line 173. In this instance, Olga chooses to deal with the problem of conveying her intended statement through code-switching. This happens on a few other occasions throughout the groups. In Excerpt 3, Robert elects to use code-switching for a single word but also requests input from the other pupils on the specific lexical item.

**Excerpt 3 - Group 2**

349. R: >>have to pay for the (.). bensin or [whats it called
350. V: [for the yea
351. R: yea [“and”
352. T: [gas
353. R: >>just that costs maybe five hundred (.). for sixty liters
354. S: yea [but I

The micro pause and following code-switch on line 349 triggers Vera to repeat for the but this is only followed by a yea, thus constituting a support cue rather than repair. Tor offers a translation on line 352 but Robert has already continued his turn and shows no sign of registering Tor’s input. Both Excerpts 2 and 3 seem to indicate that pupils think that dealing with problems that occur in interaction through code-switching is not a preferred strategy. When it is used it is accompanied by some type of marker that displays this awareness, such as laughter or request for help. Other pupils in the groups appear to register the code-switch as a trigger for the initiation of a repair sequence.

Other-repair is by far the most common solution for dealing with breakdowns in the recorded discussions. The repairs are always preceded by a trigger that initiates the sequence. In Excerpt 4, a combination of a micro pause, faulty verb form and code-switching constitute the trigger.

**Excerpt 4 - Group 3**

86. O: [a lot of people does (.). do eller [like that too
87. M: [do yea
88. O: >>do they eh do and like many people doesnt like it so (0.8) I dont
89. [know

The initial faulty verb form on line 86 is not enough to trigger the repair sequence. Mikael only intervenes on line 87 when it is followed by a pause and code-switch from Olga. Excerpt 5 shows that Linnea’s downward gliding pronunciation of special triggers the other parties to provide suggestions for what she wants to say.

**Excerpt 5 - Group 1**

282. L: [I think
283. too (.). I also think if if its like for “special”
284. F: =occasion
285. D: special {=occasion}
286. A: [event
287. F: [a wedding or something
288. L: [“special” ehm special events or something if your getting
289. married {then (.).} of course

On line 284, Fredrik provides an immediate latching response to Linnea’s utterance. Disa and Anton also contribute with suggestions for a potential repair on lines 285 and 286 and Fredrik goes on to elaborate on his solution to the problem on line 287. Linnea accepts the input and uses both Anton’s
vocabulary support and Fredik’s more elaborate description. The sequence in this passage is thus trigger-correction(s)-confirmation. This sequence returns in Excerpt 6, where a micro pause, mumbling and downward gliding pronunciation of cars on line 391 trigger the repair.

**Excerpt 6 - Group 4**

391. E: but it would be better if like we had like (. ) INAUDIBLE °cars°
392. K: (electric cars
393. N: (electric cars yea
394. E: >>electric cars (. ) that would be better but I think like if car has

Both Katarina and Niklas register the trigger and simultaneously offer other-repair for Elsa’s problem. Elsa confirms that she accepts the correction by restating the offered vocabulary input. It is apparent that Katarina and Niklas are not disturbing the communication by interrupting Elsa, since their contributions are only made when there is a pause in the conversation that indicates that the current speaker has encountered a problem that makes it difficult for her to continue. Generally, the pupils appear to be attentive to these triggers. In Excerpt 7, Disa initiates other-repair in the middle of Linnea’s turn.

**Excerpt 7 – Group 1**

420. L: >>because they are like so good (. ) and we were not using them when
421. we like (. ) when (. ) were going to go to some place then just (. ) is
422. like ten minutes away (. ) [sometimes we take
423. D: [take the car
424. L: >>the car and (. ) thats really
425. D: =thats not [healthy

There are several micro pauses in Linnea’s turn on lines 420-422. The pause on line 422 triggers Disa to repair Linnea’s utterance on line 423, which happens at the same time as Linnea keeps speaking. This can be contrasted with instances were no repair takes place, even when there are clearly opportunities for it. In Excerpt 8, Hampus is forced to work out what he wants to say without any input from the other pupils.

**Excerpt 8 - Group 5**

207. H: [yea yea because I I I dont think °eh° eh this morning
208. when I came to school it was like (. ) it was like ten cars (. ) down
209. here °and° (. ) eh I thats not really good because (1) it °eh° it
210. could sometimes it could happened bad things and it yea but I think
211. if you should drive your chil your kid to the school you should drop
212. them off like hundred meters from the school
213. B: ([yes
214. I: ([yea
215. H: >>because its just (2) yea (1) you understand I think
216. LAUGH
217. I: its (not) (safe) for the children [small

There are several pauses in Hampus’ markedly long turn on lines 207-212. The long pause on line 209 is especially indicative of a breakdown in communication. In this instance, Hampus repairs the problem himself by continuing his turn. The other pupils’ only contributions are the support cues on lines 213 and 214. Hampus goes on to try to explain what he means and there are two remarkably long pauses on line 215 that again do not trigger any input from other parties. Everybody laughs and the exchange is concluded by Ida on line 217.
4.2. Avoiding problems

In addition to dealing with problems that have occurred, the pupils employ strategies in order to circumvent a potential breakdown in the interaction. The repair sequence that was found above can be skipped if the participants in the interaction can use strategies to avoid the problem. Robert lacks a key word to construct his argument in Excerpt 9 but decides to replace it with a different word. Vera’s response on lines 112-113 includes the word that Robert was looking for but is not part of a repair-sequence.

Excerpt 9 - Group 2

105. R: (if it is a shirt)
106. (. ) ah a blank shirt with a eh blue colour (. ) eh it maybe cost (. )
107. hundred crowns but if you got if you buy a shirt with eh (. ) a mark
108. on it it can eh cost eh five hundred b but just because of the mark
109. its the same shirt but it but its [the mark you changing it and you
110. V: yea beacuse its "a" its a famous
111. brand (. ) that everybody wants
112. R: >>yeah and you want and you want the for for the five hundred so it
113. is a waste of money of you think like that because (. ) eh a shirt
114. with a mark is eh very expensive "eh"

A hesitation and a micro pause precede the word mark on line 107. Robert then goes on to explain that it can eh cost eh five hundred b but just because of the mark its the same shirt and thus finds a way to convey what he wants to say with limited linguistic resources. Vera responds to Robert’s statement and offers the correct word on line 111 by highlighting it to the other pupils through the use of stress. This is an example of strategy use in interaction on both Robert’s and Vera’s part. The former uses a false friend but also explains the word by incorporating it into his turn. The latter employs reformulation to modify the output but disguises it as a response and thus avoids halting the interaction. Unlike Excerpt 8 there are no long pauses in Excerpt 9 that indicate a breakdown in the communication and the strategy use therefore appears to be effective in avoiding problems. Another example of a reformulation can be found in Excerpt 10, where it is disguised as a question.

Excerpt 10 - Group 3

325. O: Im in that situat situation eh at my "ehm" eller with my dad I have my
326. own room and with my mom I (. ) have to (. ) share a room with her (. )
327. so its ehm I (. ) choose (. ) to have a own room
328. M: =yea
329. P: you you would prefer an own room
330. O: =yes
331. P: okay so we disagree with that one

During Olga’s turn there are two micro pauses and a hesitation on line 327 that could initiate a repair sequence. However, Olga manages to find words for her utterance, which Mikael confirms in his support cue. Interestingly, Per elects to reformulate the final part of Olga’s turn as a question and uses stress to mark the linguistic item that he wants her to notice. Olga answers this question on line 330 and Per subsequently sums up the groups opinion on the discussed topic.

A simple strategy that the pupils use is providing support cues instead of repairs when there is a pause or hesitation. Norrby (2004, p. 147) defines the support cue as a simple signal for the current speaker to continue his or her turn. Excerpt 11 shows an exchange where Hampus supports Bosse.
Excerpt 11 - Group 5

174. B: if you live like outside the city (1) and you have (.), or maybe in
175. the north where its (.), one kilometer (.)
176. H: *yea*
177. B: >>your LAUGHING eh neighbor is (.), one kilometer from [from you and
178. H: [yea LAUGHING
179. B: >>*you* will do you will you want to do +things+ (1) its better that
180. you have a car so you can (.)
181. H: yea
182. B: >>drive and

On lines 175 and 180 there are micro pauses and on 177 a repetition that constitute triggers for
Hampus or any other participant in the group to initiate a repair sequence. Instead, Hampus elects to
provide Bosse with three different support cues on lines 176, 178 and 181, which encourage Bosse to
continue his turn. Simple encouragement makes for an effective communicative strategy that
facilitates the interaction.

4.3. Collaboration and negotiation

The pupils also on occasion challenge each other to further explain what they tried to say in a previous
turn. In Excerpt 12, Elsa requests a clarification from Johnny on lines 341-342, who subsequently
further explains what he meant in his previous statement.

Excerpt 12 - Group 4

334. J: [yea but if everyone is going to fly there there
335. are [there will be
336. E: [INAUDIBLE
337. J: >>lot of people [there I hate people
338. E: [or I I
339. N: [yea but like OMITTED said "thehm" subways (.), [and
340. in japan and china ehm in some points
341. E: [you
342. hate me?
343. J: =no no no but in great [scale like hundred people
344. E: [LAUGHING *yea*
345. J: >>are going on the same plane as me and im [like sick of them

It is unclear if the clarification request is made because the conclusion of Johnny’s turn on line 337
was not understood. Whatever the cause, Johnny must negotiate for meaning on lines 343 and 345 in
order for his contribution to be fully understood. Elsa confirms that she has accepted Johnny’s
modification on line 344. The repair sequence followed in this passage is indicator-response-
confirmation, which resembles the classical negotiation sequence described in Section 2.2.3. A more
intricate negotiation occurs in Excerpt 13, which starts out as an overt request for linguistic input from
Linnea and is finally resolved on line 443 after several turns and suggestions from the other pupils.

Excerpt 13 - Group 1

433. L: =and maybe if your like in a (.) what do you you call it "a"
434. D: road [trip?
435. L: [road (.) like a rolling chair
436. D: *what*
437. L: >>like a [(.), "ehm"
438. F: [I think I we understand what you mean
439. L: >>like I dont know what you call it (.) a rolling chair
440. F: no I dont [know it
441. A: [wheelchair
442. D: ["yea", wheelchair
443. L: =wheelchair oh (.) sorry (.) and then (.) I think you can use that
The downward gliding a on line 433 triggers an attempted other-repair by Disa that is not the word that Linnea is looking for. She instead attempts to describe the object on 435, but Disa, in place of understanding what is described, instead indicates that Linnea must continue the negotiation, which she does on lines 437 and 439. Fredrik appears to accept Linnea’s description on line 438 but does not apparently know the word she is looking for. Finally, Anton and Disa responds with the vocabulary item that was missing and Linnea confirms this on line 443. The negotiation sequence is not as simple as in Excerpt 12 and requires collaboration from all the group’s participants in order to be resolved.

Excerpts 12 and 13 are the only two instances throughout the groups that contain the typical steps in the negotiation sequence proposed by Varonis and Gass (1985). However, there are numerous cases where the pupils collaborate to construct a collective comprehension or unified opinion on the different topics. In Excerpt 14, Vera, Sara and Robert are co-constructing the group’s opinion.

Excerpt 14 - Group 2

125. V: [yea but like (. ) it is like accessories (. )
126. then it can be a real waste of money like shoes bags (1) bracelets
127. whatever (. ) that can be a huge waste eh but (0.3) [if its clothes
128. and
129. S: [like shoes but
130. like shoes and jackets are a quality you need quality (jackets and
131. shoes
132. R: [everything you
133. have to wear is not a waste of
134. V: [yes like (0.8)
135. winter (2) when its cold you need (. ) expensive clothes (to (. ) keep
136. you (. ) yea
137. S: [yea (0.5)
138. keep you (. ) healthy
139. R: [warm up
140. yourself (. ) (you) (know)

Notably, every turn in this excerpt starts with an overlap but each contribution builds on what the other group members have previously said. The pupils are thus collectively constructing a statement that they can agree on while at the same time using their shared language ability to convey the group’s standpoint on the issue.

4.4. Summary of analysis

The excerpts from the transcriptions in Sections 4.1, 4.2 and 4.3 are representative of the interaction throughout the five groups. Differences between the groups exist but it has not been the aim of this study to investigate these factors. Instead, the CA performed here has shown how pupils interact in open-ended discussions in the target language and more specifically the different strategies and techniques that are used in sequences where the pupils’ abilities are tested. Section 4.1 shows that the pupils in the recorded conversations share a preference for other-repair in order to deal with breakdowns in communication. The triggers that initiate the repair sequence are hesitations such as eh and ehm, gliding pronunciation, pauses and code-switching. These triggers are part of a re-occurring three-part sequence: trigger-correction(s)-confirmation.

The pupils also use strategies to avoid problems that require repair, as indicated in Section 4.2. When they lack a specific vocabulary item they replace it with a similar word and Incorporates it into the turn. As such they do not halt the conversation when a key word is missing but find ways to circumvent the problem. The pupils also use reformulations of previous utterances to provide an
alternate and more standardized way to phrase the specific contribution. These reformulations are not part of repair sequences and thus do not halt the interaction to focus on linguistic items. However, it should be noted that the frequency of repair is much greater than that of strategy use, which indicates that the pupils are not worried that repairing utterances will disrupt the interaction.

Section 4.3 shows that the pupils collaborate to achieve collective comprehension. On the other hand, the structure of negotiation of meaning found by Varonis and Gass (1985) occurs infrequently in the recordings. Excerpt 12 and 13 are exceptions, as the preference for other-repair almost completely dwarfs any modification by the speaker of the turn where the problem originated. It can therefore be said that the pupils do not negotiate for meaning but do collaborate and help each other to produce acceptable contributions to the interaction. The confirmation step in the three-part sequence commonly does not require modification, as the pupil that is the benefactor of repair has not uttered the specific word or phrase that requires it.
5. Discussion

This study has examined open-ended conversations among foreign language learners. The aim was to investigate whether interlanguage talk promotes the language development of pupils in Swedish secondary schools. Through the use of CA it was possible to closely study how the interaction among the pupils functioned and how they dealt with linguistic problems that arose in the conversations. The Swedish School Inspectorate (Skolinspektionen, 2010) promotes extensive use of the target language in the classroom and the syllabus (Skolverket, 2011) clearly instructs professionals to emphasize the teaching of communicative skills in contexts that are meaningful to the pupils. In the recorded discussions, the pupils clearly assist each other in order to deal with breakdowns in communication. They also use strategies to avoid problems and collaborate to achieve collective comprehension. Although these results are promising for the implementation of NNS interaction in foreign language classrooms, they are not completely unambiguous when examined in detail.

The first research question of the present study was how pupils deal with situations where their language skills are exceeded. A common structure was found in the data, which consists of a three-part sequence: trigger-correction(s)-confirmation. The trigger that initiates this sequence is found in utterances where both the speaker and the other parties notice that there is a problem. The output hypothesis proposed by Swain and Lapkin (1995) and conditionally acknowledged by Izumi et al. (1999) and Izumi and Bigelow (2000) supports the profit of noticing gaps in learning, which on the speaker’s part is important. The repair sequence immediately remedies the gap and there is therefore potential for learning, since the speaker should be motivated to fill the gap that has been found. In addition, the parties that do not take active part in the repairs can profit from the scaffolded help, as indicated by Donato (1994). Not surprisingly, the sequence differs from the patterns of repair found in NS-NS interaction by Schegloff, Jefferson and Sacks (1977). The preference for other-repair in the studied material is an especially noticeable divergence. Presumably, the pupils adhere to the common traits of NS-NS interaction when they interact in their shared native language. However, when they interact in the target language it seems that other-repair is more acceptable.

The second research question concerns the strategies used to avoid problems. It was found that the pupils occasionally use vocabulary that, although not adherent to standard English, can replace the missing word and be incorporated into turns. Varonis and Gass (1985) note that mutual background, experiences or other shared languages can compensate for the lack of language skills, which in this case seems to be the accurate. The usage of “false friends” is acceptable in NNS-NNS interaction if a native language is shared and a negotiation sequence is therefore not needed. It is possible that this extends to grammatical structures as well, but that was not noted in the recordings. Pica et al. (1996) argue that language learners in NNS-NNS dyads receive less modified input than learners in NS-NNS dyads. Del Pilar García Mayo and Pica (2000) also maintain that interlanguage talk, although conducive to language development in many aspects, needs to be accompanied by grammar-oriented approaches. Some of the strategies that the pupils in the present study were observed to use, as well as utilizing code-switching as a trigger for repair, might not facilitate language development. Even though the pupils interact in two-way tasks as recommended by Long and Porter (1985), it should be accepted that pupils cannot modify output that they do not notice as problematic. The usage of
reformulations as a strategy is interesting in this regard though, since it resembles the strategy use employed by NSs in Long’s (1983) study. This does offer modified input to the learners even if they are not required to modify their original utterance.

The third research question deals with negotiation of meaning and collaboration. There were very few negotiation sequences, as defined by Varonis and Gass (1985), found in the data. The reason for this is simply that more or less all the contributions by the pupils throughout the groups were understood by the other parties and no negotiation was therefore needed. When there is a problem, it usually comes in the form of a breakdown that initiates other-repair. The original speaker is therefore not required to modify his or her own statement. Doughty and Pica (1986) and Mackey (1999) maintain that task design and type of interaction is essential in eliciting negotiation and modification. The open-ended discussions examined in this study might not be correctly planned in this regard. Additionally, as noted above, the pupils’ shared native language alleviates pressure and diminishes the potential for negotiation. On the other hand, as Varonis and Gass (1985) argue, this can also facilitate interaction because the speakers engage in the discussions on equal footing. Nakahama, Tyler and Van Lier (2001) also indicate that pupils feel that open conversations are more challenging. Hence, the implications for the teaching of English as a foreign language are inconclusive in this regard.

5.1. Pedagogical implications

The fourth and final research question was whether group interaction among learners on open-ended tasks promotes the development of English. An affirmative answer to this question largely appears to hinge on an acceptance of the output hypothesis (Swain & Lapkin, 1995), which is that learners will profit from noticing gaps in their knowledge when they speak or write. The repair sequence found in the data includes this noticing, as well as solutions for filling the gap from other members of the group. The strategy use and collaboration found facilitates interaction but might also constitute a way for the learners to avoid more difficult language structures, since almost no negotiation of meaning occurs. However, it is important to note that Varonis and Gass (1985) base their proposed negotiation sequence on interaction among learners on basic levels. The secondary school pupils in this study were all fairly advanced learners.

Teachers of English in Swedish secondary schools are instructed to encourage pupils to interact using the target language in the classroom (Skolinspektionen, 2010). Regardless of what importance is assigned to comprehensible input (Krashen, 1981; White, 1987), interaction is an integral part of the syllabus (Skolverket, 2011). This study, with some reservations, provides support for the implementation of open-ended tasks where pupils talk freely amongst each other. The best arguments for doing so are that pupils can produce language, interact, notice gaps in their skills and receive feedback from each other. It should be acknowledged that task design might be important to consider (Doughty & Pica, 1986; Mackey, 1999) but the general idea that NNS-NNS interaction facilitates learning is supported.

5.2. Conclusion

The discourse analysis performed in this study has provided detailed information on the interaction among intermediate language learners. Through a qualitative mode of analysis it was possible to show how the pupils assisted each other in order to overcome problems and why the strategies and techniques that they used can facilitate the learning process. Unlike Sköldvall (2013), who measured
the frequency of different patterns, the present study instead closely examined what happened in the conversations and this revealed the intricate interplay that takes place in interlanguage talk. Discourse analysis in general and CA in particular provide very detailed information on the studied situation, but it is limited to the context were the recordings are made. The findings have to be confirmed by studies in other contexts in order to be generalized. Obviously, there is also a great need for this study to be compared to interaction on more structured tasks in order to evaluate what set-up is the most rewarding for the pupils. Some comparisons have been made above, but no studies from other Swedish secondary schools exist and interlanguage talk among more skilled learners remains relatively unexplored. The present study has made a small contribution to an area in SLA that calls for more attention.

Despite the limitations of the chosen method, the implications of this study are significant for the implementation of CLT as defined by Savignon (1991; 2007). Breakdowns in communication occur frequently in the studied conversations between NNSs, but is almost always instantly repaired. Strategy use and collaboration support the interaction, but negotiation of meaning is more or less absent in the material. The findings are indicative of a good learning situation because they display qualities that have been shown to facilitate the learning process, especially by studies on the output hypothesis (Swain & Lapkin, 1995). Given Sweden’s comparably successful teaching of English, it seems that the curriculum’s endorsement of CLT is working. Teachers can therefore be reassured that having their pupils interact in the target language outside of rigid task design is a sound choice. It does constitute a good learning situation, but probably needs to be accompanied by more explicit instruction.
6. References


7. Appendix 1

Group 1 – Transcription

[- Overlapping speech
[[- Simultaneous speech
= - Latching response
>> - Continuation of turn
(0.5) - Pause, in seconds
? - Rising tone
^hmm^ - Gliding pronunciation
insane - Emphatic pronunciation
*funny* - Said in a laughing tone
+hello+ - Uttered louder than normally
(watching) – Uncertain transcription
OMITTED - Omitted to protect the identity of the informants
INAUDIBLE - Inaudible utterance
LAUGH - Everybody laughs
LAUGHING - The speaker laughs
NOISE - Unrelated noise

Participants: Linnea (L), Disa (D), Anton (A), Fredrik (F)

Recording length: 15 minutes, 35 seconds

1. D: ok[ay
2. A: [okay
3. D: first question
4. F: =having a pet ah a dog or a cat in the city sh (0.8) [INAUDIBLE
5. L: [should be for
6. (.) bidden if you live in a city
7. A: ["hmm"
8. D: ["mm I dont think so (.) it depends on how you treat it [ehm
9. F: [yea
10. D: >>you have to go if you have a dog in a city you need to go out with
11. it just like you do in (1.5) the country [() but (.) [you should be
12. able to have one
13. F: [yea wou
14. A: [in the count
15. L: I think (.) theres no problem with a dog because a dog (0.8)
16. F: whats wrong with [cats
17. L: [you you can let a dog walk by itself [()]
18. F: [so can a
cat
19. L: [>>everywhere but a cat (.) I have three cats ^and^ I think they
20. would (.) be very [like *depressed* if they would just be in my house
21. D: [they they
22. [cat
23. D: they need more freedom
24. A: =yea INAUDIBLE you can really let them out because they they can (.)
25. [get run down by a car or something so [you cant really let them out
26. L: [INAUDIBLE yea
D: [my]
L: [yea maybe if its a like a
crowded city or something
D: [you do (.) but cats dont feel good if you have a leash on them
L: =no
A: mm
D: they really need their own freedom (.) theyre like (.). [very
independent
L: >>independent *persons* *because* they [are like persons
D: [ehm like dogs too but dogs
are really independent of their (.). owners (.). cats (.). arent
A: [==mm
L: [dogs [are like
D: [>>just as much (2.5) they need [their owner to go out
L: [they need their like leader
or (.). [they need someone to yea
D: [someone
L: cats are more
A: but also depends on hmaney you have
L: yea
D: [==you can have a cat
L: [[you can have a cat [there are like (.). inside cats I dont know
F: [but it wouldnt fit that good
A: [==no
D: [but they need to (.). but if you have a cat in the in the city then
you need to ehm ehm
L: satisfy the cat with [something
D: [you need to fix things so the cat can live there like ehm if you live in in a apartment (.). if you live (.). in the first on the first floor and your balcony is (.). like (.). eh really close to the ground then you can have a little (0.8)
L: stair [like ehm
D: [>>ladder (1) yea so the cat can walk down (.). then you can have a cat in the city
A: =no but the problem is you [cant really let
L: [I think
A: >>let it out because it (.). its a lot of cars [INAUDIBLE
L: [I think so too
A: >>so you cant really (1) [INAUDIBLE
F: [I think a cat can be a little smaller than that
D: [it depends on
L: [[cats are really really small
D: but [the cars are cars are (.). really fast
A: [yes but I still give it
L: they really are [but like (.). +here+ +here+
F: [yea but if they see a bus and theyre running around
why would they go there
L: >>like here in OMITTED theres absolutely no problem because (.). this isnt like a big city (.). its just [has cars but its not like ehm
A: [yea
D: =but I think like if you have an apartment (.). like in OMITTED (.).
and you live on the first floor (.). then I think you can have a cat but definitely not in like the middle of new york or something [(0,8)
then its then its then its mean to the cat I think
L: [==no I think thats a bit [harder but
A: [ya but I dont I wouldnt (.). count (.). OMITTED as a (.). [big city so
D: [city
LAUGH
D: [==>no I just [*thought* *about* *OMITTED*
F: [but "is"
A: but i ["guess"
D: [+cats+ not in the city and dogs (.). you can have
A: =yea you can de have [that (.). almost everywhere
F: [you can have a cat but [not recommended
L: [but it its also depends
on who you are and who (0.5) your cats are (.). if your cat (.). is like
D: dogs
[and]

L: >>satisfied in (.) with just being at home and (0.5) things like (.)
101. yea
102. F: this is good enough for me
103. D: [[yea
104. A: [[yea
105. L: then is (.) I think its okay I know (.) I know some people that have
cats just inside and they cant go out but I think thats a bit mean
(.).) because cats (.).) really want to go out (.).) they if they cant they
just like sitting in window "watching" yea
106. F: yea
107. D: watching the (freedom) out
108. L: [[="yea
109. F: [[okay should we see the next question
110. D: >>I think when you grow up everyone can be but when youre growing
when you are a child you need to eat meat to get protein and grow
111. A: =yea but
112. F: yea but "ehm" you need they need everyone needs something "to" to
exchange the meats protein and a INAUDIBLE fat and you get from the
meat (.) and why not anybody eh think besides think how expensive
vegetables would be
113. L: =yea [and
114. F: >>when perhaps people "who" raises animals for (.) killing just
so you can get meat what happen to them
115. D: =and [we
116. F: >>eh every people will lose their jobs
117. D: yea I dont think you should stop (.) all the
meatproduction
118. D: >>meat meatproduction yea you should (.) you really should
try
119. D: >>try to (0.5) [cut it down a bit but
120. F: [+eat+ +less+
121. D: >>I dont think its like
122. F: =dont stop it
123. D: =no cause [it
124. L: [you you need to cut it down a bit but (.) not it all
125. D: =not (.) all of it
126. F: I think you should be able to choose if you if dont like [bits
INAUDIBLE
127. D: >>I think everyone should give it a chance like one or two times a week
you can eat (.) eh (.) vegetarian food (.) [and the rest of [the days
you can
128. A: [mm
129. L: >>I think so too (.) we should like
130. F: =bout eh what kind of vegetarian did it say?
131. D: vege[te
132. A: [just vegetarian
133. D: then you can be a [(.) vegan
134. A: [so only (1) [not not a vegan
135. L: [I think vegans are no (0.8) like
136. thats just too much
137. D: =its a little bit [too much
138. L: [you know cows
139. A: =mm
140. L: >>when they have like (.). milk in their (0.5) LAUGHING *in* *their*
141. F: =we+ +get+ +it+
142. A: =yea
143. L: >>eh if if if they dont get (.).
144. F: milked
145. L: >>*milked* they they get like (0.6) they have really
146. D: =a thing
147. L: =no they have a big big they (.).) they get like they eh [its just
148. F: [their belly
149. expands
150. L: >>they they hurt them very much they need to get milked and like
151. NOISE
L: okay "ehm" (2.5) but I love meat but I think that I (. ) should think of eating more (. ) vegetarian food (. ) we all should

D: =like one or two time a week

L: >>it would really help the environment too

A: ["yea"

D: ["yea (1.5) okay should we (. ) move on?

A: yea (. ) okay buying expensive clothes is a waste of money

F: =yea

D: =yea (0.8) okay should we (. ) move on?

A: yea (. ) okay buying expensive clothes is a waste of money

F: =yes

D: =yes

L: good quality or something

D: =yes but (. ) then I think (. ) you can (. ) pay [a little bit extra but need to give *yourself* *something*

L: [yea (1) espec [and sometimes (. ) like

D: [you [you need to (0.8) give yourself [(a) (treat)

L: [maybe you should maybe you (. )

D: should think of (1.5)

F: but [I dont why

L: >>that they they maybe are "cheaper"

D: options

L: =options

D: [(I do I give myself pleasure of not buying things

L: why (((...)) do you have to save the money

F: [cause I (1.5) yea

L: =what are you saving for then?

F: =I have no idea

L: >>whats he [saving for?

A: [ayea

F: =he has nothing to [save for

D: [he he always saves for something now he has nothing but eh every time he saves his money (. ) he he always has a game he wants to buy or

F: =yea thats the same thing [I just save up cause know later always comes something expensive I want

L: [I (0.8) I save money the whole year (. ) I save money the whole year to like (0.5)

D: [wait

F: [(buy* *a* *christmas* *gift*

D: [(buy my buy my family *Christmas* *presents* and then I dont have any money anymore

D: =[ths my life circle [too

L: [yea LAUGHING

F: they would [(spend) INAUDIBLE

L: [(and every year I think like (0.5) this year I wi I will buy (. ) cheaper stuff so

D: =but it *doesnt* *work* *out* [really

L: =it doesnt work out (. ) [really

A: ["hm"

F: [how (. ) its so easy

L: =*no* you

F: [(I will spend any money

D: [(but I really start by making homemade soap

F: soap

A: =what

D: =soap
243. F: you make you make home made
244. D: you know soap
245. A: [yea I know soap
246. L: ['yea*
247. F: ['yea we know [soap
248. D: [for my aunt (.) she will love [INAUDIBLE
249. L: [thats really funny to
250. A: [make havent you done that?
251. L: [inaudible
252. D: [inaudible
253. L: [inaudible
254. D: [inaudible
255. F: [inaudible
256. anything (chocolates)
257. A: [wait how do you make soap I never done it before
258. D: [inaudible
259. F: [inaudible
260. A: [inaudible
261. LAUGHING
262. D: >>for example for example panduro there you can buy a lot of (.) ehm
263. stuffs then you can make your own things and (.) then you have this
264. (0.8) eh soap
265. L: its like a box with everything in it
266. A: [yea okay
267. D: [yea you get the box with the soap its like a (0.8) you know when
268. you bake a cake you get
269. F: 'yea`
270. D: +whats+ +the+ +word+ +for+ +that+
271. L: =ehm= you mean like (1) [INAUDIBLE
272. A: [what what [word for what (.)
273. D: [yea=ehm`
274. A: what what word for what
275. F: ehm this has nothing to do with soap but (.) we havent we we got a
276. far off topic
277. D: "ehm" 'yea`
278. LAUGH
279. D: not the clothes then and you can buy (.) you can put a little extra
280. money in clothes if youre going to use them but you dont [need to
281. waste all of you
282. L: [I think
283. too (.) I also think if if its like for "special"
284. F: =occasion
285. D: special {(occasion)
286. A: [event
287. F: [a wedding or something
288. L: ["special" ehm special events or something if your getting
289. married] [then (.) of course
290. F: [then you seriously need to spend [some money
291. L: [then of course (.) your
292. dress wont be like
293. D: three dollars
294. L: =no
295. F: but anyone would buy [some expensive then
296. A: [but normally I wouldnt (.) [really (.) spend
297. very much mo of my money (.) on clothes
298. F: [but normally
299. (0.8) no but also depends how much you buy (4)
300. D: but okay should we (.) move on?
301. A: [sure
302. F: [[okey
303. L: [yea
304. D: money makes people happy
305. L: =I think money makes people happy for a while
306. D: yes
307. F: [[but (would) (you)
308. L: [[for a while like (.)
309. D: for the moment
310. L: >>for yea for the moment they they know that they have money they can
311. [buy stuff
312. D: [but okey
313. L: >>but I dont think (. I dont think that money will keep them
314. happy for life
D: I think that if you're like a football player who has tons of money and then you get more money I don't think that makes any change but if you like living in a country where you barely can drink and eat and if you would get more money it would make you happy because it would save your life. Not because you would be able to buy a TV or something.

F: But money would mean money is a I think money doesn't exactly make up I think its a cause of what makes you happy. I think money gives you the opportunity to get the buy your friends things. I don't think that that can also make you happy for a moment.

L: Then its good no yea I think that can also make you happy for a moment.

D: And likewise but thats just for the moment.

L: And its like if we turn to the 'ehm' last question was like buying expensive clothes. I don't think that that can also make you happy for a moment.

A: Yea that will make you happy.

L: But I using money for a trip with your family to some.

F: That will last a lot longer.

D: (tropical)

L: >>that will be like a memory for life.

D: If you have too much money then you can get kind of sick of the money.

A: (1.5) that then it makes you happy the memories too so then you cannot. If you have.

L: But I don't I also think like.

OMITTED said like if you have too much money then you can get.

kind of sick of the money.

A: (1.5) that then it makes you happy the memories too so then you cannot.

D: I think so even if you're just swimming with your friends.

L: Yea but if you're having a good time with your family even if you don't think about it every day when you're like sad you can go back to it and think of all the INAUDIBLE you were laughing eating icecream.

D: Yea when you were at the beach and (.) its like its like now its like now I think of the summer vacation when I was with my friends and (.) like 'ehm' LAUGHING.

D: Yea if you have.

A: But if you have if you are really poor then of course you get very happy with eh because money means like food or eh education.

F: Ehm.

D: If you don't have any money and you get money then you can get happy for the moment if there's something you have saved for (cause) if you have nothing that you buy and just get more and more then I think it just (2) its must be (.) irritating.

L: Okay eh I think like big football stars should give more money to like (to)

D: [help]

L: >>to to 'ehm' [charity or]

D: [organizations (1.5) greenpeace (0.5) and stuff]

D: [yes of some of them] [too bad]

F: [I think that most of them]

A: [yea but vadhetere]
people I think that that would make them more happy than just having
money in their pocket

A: giving money to (. ) charity or something it makes you (. ) more happy

(. ) when you know youre about to

F: make up [(or) (something)

D: [(happy)

A: >>die die or something or something if you then you can

feel like your life was (. ) meaningful for oh other people so that

that can also

L: ehm should we (. ) [next quest

D: [living without a car is much better for everyone

F: no

L: *I* *must* *say* I *think* so

D: ehm [eh

A: [yes

D: no

F: =+noe+

D: >>I dont get of course the environment will be better "and" youll get

more (2) eh you get to move more (. ) by yourself [and INAUDIBLE but

L: [would you get [like

help if you (move) out?

A: [wouldnt+

+you+ +think+ +that+ (. ) if you if just (. ) made a city without

roads and you only build like subways (1.5) [and housing it would be

so much better for everyone

D: [aha+ yes that would

that would help

L: [I think I think you

should (. ) use the subways more more

A: [[yea

D: [but

L: >>because they are like so good (. ) and we were not using them when

we like (. ) when (. ) were going to go to some place then just (. ) is

like ten minutes away (. ) [sometimes we take

D: [take the car

L: >>the car and (. ) thats really

D: =thats not [healthy

F: [thats the (. ) thats the short distances how about longer

D: [distances

L: [road (. ) like a rolling chair

D: [road (. ) like a rolling chair

L: >>like a [(. ) "ehm"

F: [I think I we understand what you mean

L: >>like I dont know what you call it (. ) a rolling chair

F: no I dont [know it

A: [wheelchair

D: ["yea" wheelchair

L: =wheelchair oh (. ) sorry (. ) and then (. ) I think you can use that
8. Appendix 2

Group 2 – Transcription

[ - Overlapping speech
[[ - Simultaneous speech
= - Latching response
>> - Continuation of turn
(.) - Micro pause, less than 0.5 seconds
(0.5) - Pause, in seconds
? - Rising tone
^hmm^ - Gliding pronunciation
insane - Emphatic pronunciation
*funny* - Said in a laughing tone
+hello+ - Uttered louder than normally
(watching) – Uncertain transcription
OMITTED - Omitted to protect the identity of the informants
INAUDIBLE - Inaudible utterance
LAUGH - Everybody laughs
LAUGHING - The speaker laughs
NOISE - Unrelated noise

Participants: Vera (V), Robert (R), Tor (T), Sara (S)

Recording length: 14 minutes, 55 seconds

1. NOISE
2. R: I really disagree that because its people in ^the^ city who does have
3. children who (.) maybe feel alone and want someone somebody to (0.8)
4. be happy with or [something
5. V: [to have company
6. R: "yea have company when they got home from school maybe (1) and ehm it
7. it should not be forbidden just because you live in the city
8. S: yea maybe you should not like let it out on the street but eh (.) I
9. definitely think you can have a (.). innekatt (.). eh inside (.). cat
10. V: yea but I think (.) that it depends (.) which city it would like in
11. china (.) its forbidden there to (.) have a (.). dog of thats the
12. height is over some eh (0.5) special (ah eh
13. R: [yea
14. V: >>but I think (.) its alltså its about (.). how many people there are
15. if theres room for (0.5) like an animal (.) like a a [dog (cat)
16. R: [but you you can
17. feel like OMITTED said (.) you can have you can have it inside you
18. dont have to put it outside if if if it (.) [maybe if you
19. V: [yea
20. S: [but if you
21. R: >>buy two cats they can have company with with each other (.). until
22. you got at home
23. S: "yea and (.) you can like have a (.). a ehm a collar (.). LAUGHING *to*
24. *the* *cat* and go out but ehm if if you live eh (.) more on the
25. country you can have it outside also
26. V: "yea but I think that every body should (0.8) be able to have (0.5) a
27. cat or a dog
28. R: [yes]
29. S: [[yea I dont think I like (2) shouldnt be a law that you "dont" [(.]
30. get to have it
31. R: [just]
32. because you live in the city
33. S: [>>and thats crazy
34. T: [yes everybody should be able to have a cat if they want to (.)) or a dog
35. V: [yes]
36. R: [[so I disagree with that question
37. V: =I [think we all disagree
38. S: [ yea (0.5) [aa
39. T: [yes
40. R: [yea "ehm" number two (.)) eh everybody should be a vege
41. ve vegetarian
42. V: I [I disagree with that
43. S: [I dont think that
44. R: [I dis I disagree [the with that
45. T: [me too (.)) (definitely)
46. R: >>because animals eat animals (.)) why shouldnt we eat animals then
47. because they they kill each other anyway to eat each other (.)) its the same with us
48. S: [["ehm"
49. V: [][yea but I think that (.5) ehm we should (.)) not eat as much meat
50. as we do (.)) but I dont think that everybody has to (.)) become a vegetarian to (.)) fix the problem
51. S: [I dont
52. V: >>I dont know (.5) everybody can eat meat I dont think ["that" eh
53. "itsa"
54. S: [yes but we
55. sh I dont think we should eat eh like ehm a lot of eh (.)) pig and stuff because thats not even healthy (.)) but like ehm (.)) we need protein and then we can eat (.)) like kossor
56. V: =LAUGHING *cows*
57. S: =cows
58. V: yea [but
59. S: [but like eh [(.]) you can definitely cut down on the meat
60. R: [but if you dont
61. V: yea but I dont think that everybody should be (.)) all allitsa [totally vegetarian only [vegetables
62. S: ["no"
63. (0.5) no
64. R: [we should eh we should eat (0.5) ehm eh a smaller
65. V: =amount
66. R: >>a smaller
67. V: =amount [yea of meat
68. R: [yea (.)) of meat maybe but not (1) stop eating it
69. S: men "ehm" [INAUDIBLE
70. V: [we are created to eat [meat (.)) "like" yes
71. R: [yea
72. T: [[in one way humans
73. R: ["what+ "what+ "whatif+ lions didnt eat meat any more (.)) should
74. they go and eat eh grass or
75. S: LAUGHING
76. V: yea
77. R: so we all [disagree there to
78. S: [its like
79. V: no what did you have [to say
80. T: [in one way ehm humans are also animals in one
81. way we are just the smartest ones [so (0.5) like
82. V: [yea
83. R: [cause
84. T: [>>we also need meat we all have (.)) all eaters any [(part) (of)
85. (the) (world)
86. R: [because
87. V: [we +we+ +need+
88. +meat+ +for+ +our+ +brains+ so that we get smart (.)) smarter
89. S: =no thats fish
90. V: oh
91. T: LAUGHING
92. R: the next question
T: buying expensive clothes is a waste of money
S: kind of (. .) but like you decide [yourself
T: [ehm
R: [it is but you dont think of it
because
V: but its like quality or quantity or what its (. .) but
R: [if it is a shirt
(.) ah a blank shirt with a eh blue colour (. .) eh it maybe cost (. .)
hundred crowns but if you got if you buy a shirt with eh (. .) a mark
on it it can eh cost eh five hundred b but just because of the mark
its the same shirt but it but its [the mark you changing it and you
V: [yea because its "a" its a famous
brand (. .) that everybody wants
R: >>yeah and you want and you want the for for the five hundred so it
is a waste of money of you think like that because (. .) eh a shirt
with a mark is eh very expensive "eh"
V: yea but I I dont think that its always a waste of money like (. .) like
winter (. .) jackets
R: yea because [like
V: [that are really like big and warm (. .) they are expensive
because they (. .) have a (1) [purpose to fill (nowadays)
S: [yea but then yes but then eh its like
every little eh (. .) vad ska jag säga (. .) eh alla (. .) it was suppose
to for the beginning like nej det var inget förresten
V: LAUGHING
R: maybe a handbag for for [thousand is very (. .) yeah
V: [yea but like (. .) it is like accessories (. .)
then it can be a real waste of money like shoes bags (1) bracelets
whatever (. .) that can be a huge waste eh but (0.5) [if its clothes
and
S: like shoes but
like shoes and jackets are a quality you need quality [jackets and
shoes
R: [everything you
have to wear is not a waste of
V: [yes like (0.8)
S: winter (2) when its cold you need (. .) expensive clothes [to (. .) keep
you (. .) yea
S: keep you (. .) healthy
R: [warm up
yourself (. .) (you) (know)
T: =yes but buying expensive clothes is (. .) kinds exp waste of money
(according to me but I feel like (. .) if I had like five hundred
crowns and I can choose between buying (. .) like a (. .) one shirt that
was five hundred or like a video game (. .) I would buy the video game
ten times out of eleven (0.5) but thats more kind of a waste because
I would just spend a (. .) lot of time playing it
V: yea
R: so its not like ehm (. .) the biggest waste of money you can waste but
V: =yes I think (3) if you say clothes then I (. .) [I [dont (. .) dont
think its a
S: [if its
V: >>waste of money but if you say [accessories then I think its a waste
money
S: [its no I think its a waste of money
if you dont need it like the quality (. .) like on (. .) if you need a
really warm jacket then you should like spend (. .) more money so you
can have it longer
V: yea
R: we disagree if its eh accessories and we agree if its real if its
real clothes (. .) [you
V: [but only if (. .) if you buy (. .) if youre a
shopaholic then its a waste of money but if you only buy like (. .) a
garment (. .) not
S: =like louis vuitton [bags
V: [then its not (. .) what
R: skämtar du med mig
V: >>yeah but if [if its like
S: [yea
V: >>an absurd amount of money (. .) like (. .) ten thousand for a shirt
then its like [(. .) eh no
171. S: [eh no *no* LAUGHING
172. V: so we (3) half disagree (.) [agree yea
173. R: ["ehm" fifty *fifty*
174. S: [LAUGHING
175. V: [okay (.). money makes people happy
176. S: [yes
177. R: [yes
178. T: its true
179. R: *yes its true because with money you can buy anything you want
180. T: almost
181. S: [LAUGHING *cheeseburgers*
182. V: [okay (.) money makes people happy [not (.) [like eh forever
183. S: [yea
184. R: [it is the thing you do with the money youre happy eh [to do
185. S: [yes
186. V: =like old mill millionaires they arent happy
187. S: [some
188. R: [no thats true but
189. V: >>my friend (.). his father (.). knew two guys from (.). college or something eh one of them (.). they we they went the same education and everything (.). one of them (.). got like a (.). jo job as as a telephone (.). thing and the other (.). became a millionaire (.). and the millionaire took sui ehm became eh suicide
190. R: suicide
191. V: yea suicide (.). he killed himself so I dont think that (.). money always (.). makes [people happy
192. S: [na no it not (.). [makes them +happy+
193. R: [it is like eh
194. S: >>like it +makes+ +them+ ehm girigs or what is called
195. R: *yea thats true like they sitting with a butler (.). whos serving them (.). and you just sit there and watch TV (.). and its not funny but poor (.). you can make own games with you friends and (.). yea
196. S: [yea
197. V: [I think when you are when you dont have as much money you can (.). enjoy life much more "because"
198. R: with money "you"
199. V: [yea its more like
200. T: [(you can buy travels to like (.). [greece or
201. S: [y yea because when youre rich you can just like get things even that you dont deserve them you just like buy (.). [things and what do you mean
202. R: >>like the +like+ mark zuckerberg (.). he he discovered facebook (.). and now hes a mill eh a billionaire or millio
203. S: millionaire [or what its called
204. V: [yea
205. R: >>he got a lot of money LAUGHING
206. V: [I dont think he deserves it really (.). its just its just a network he havent worked a lot and (.). he just thought of the idea with two roommates and (.). now hes a billionaire
207. T: but some people that have too much much money they are like (.). they get friends because they have their money [so people are like
208. V: [yea
209. R: >>yea thats true so (.). they get so the [friends can get rich
210. T: [then its not real friends
211. V: they only use them for the money [they
212. T: [([yea]
213. S: *yea I think if you rich you can eh definitely get eh people can take advantage of you and (.) [your money
214. V: [yea
215. S: >>and you dont have real friends you just like have eh rich ehm bitchy friends
216. V: yea (2.5) so I dont think that
217. S: *na [it doesnt make people happy
218. V: [>>it is it isnt ehm constant (.). [happiness
219. S: [happy
220. V: [its only a (1) [happiness for for
221. R: [its for its for a short time
222. V: >>the moment (.). yea
223. R: eh first at first you very happy about the money you can go eh do
whatever you want (.) but after [(.) the eh after

244. V: [but then you get used to it like (.)

245. R: =its like boring if you [think of (.) if you think of it
246. V: [(.) you dont appreciate it (.)as much
247. S: =+yea+ you dont get used to it because you dont appreciate "the"
248. =like
249. R: [if if you are poor maybe no no not poor but (.) have a [a
economic
250. S: [normal
251. (.) +middle+ +class+
252. R: >>ehm you buy a you buy a iphone you appreciate it (.) but when
253. you got it when youre rich like "uh" (1) [it +its+ not
254. V: [I want another one
255. R: >>a big phone six thousand crowns (.) [not *really*
256. T: >>like once a month or like (.) three four times a year (.) then you
257. wont li like look up at it so much (.) usually do
258. S: +yea+ men eh basically you dont
259. appreciate (.) [things
260. R: [I think youre youre much more eh alone when you got
261. eh much money (.) "yee" if you got friends you can (0.8) I dont know
262. when you youre rich you often rich at things like things you havent (.)
263. worked for so much like ehm networks and things like that (.) so you
264. just sit there in your (.) house and dont do anything and have boring
265. the whole (.) day
266. S: [(ya]* but
267. V: [(ya)* (3.5) so I think that we agree that its
268. S: no its [its not good to have
269. R: [it+ +it+ +its+ good for a short time
270. S: [(no its not act
271. V: [(yea money makes people happy for a short time but then
272. R: =but [after a long time
273. S: [(then you just (.) +then+ you just "like" dont appreciate the
274. little things like (.) yea you take any everything ["for"
275. V: [you for granted
276. S: >>a for granted (0.8) [and you get
277. R: [they are like oh thats not good oh what a poor
278. shirt
279. T: =but then you can say like money makes you glad (.) not really happy
280. V: yea (4)
281. S: yea (1.5) ["yea*
282. V: [okey (.) living without a car is much better for everyone
283. R: "no"
284. T: I dont think its true (0.5) not for everyone
285. R: [no its not [true
286. S: ["like" (.) +kind+ of its better
287. for the environment but (.) its really useful to have a "car"
288. V: *yea
289. T: my dad got his job because he had a car (.). INAUDIBLE
290. S: [I mean im im "very" happy that we have
291. a car so I dont so my father can pick me up on on like eh on kvällar
292. and so I dont get raped and stuff
293. S: [LAUGHING
294. T: >>what if I get raped then (.) no one can [come pick me up
295. R: [because maybe after eight
296. a clock (.8) the buses stop going from (.) here OMITTED (.) and eh
297. then it can be very (.) [u useful to have a car
298. S: [(scary) (2) or like you dont wanna walk in
299. in a weather or something (1) [but like
300. V: [yea that (.) if all the [cars just (.]
301. disappear
302. R: [and its good
303. if you going to ehm to cousins maybe its not funny when you go to
304. the first you have to (.) got to the (2) [t bay subway
305. S: [to eh subway
315. V: =subway
316. R: >>then you have "to"
317. S: like ehm to the [centralstation
318. R: [its not like
319. LAUGH
320. S: no but eh like eh yes but I dont think like when were going far away
321. in the in Sweden (.). like to a cousins or something (.). "eh" I dont
322. think its good to have a car because it just eh (.). bad for the (.)
323. environment but like (.). I think then you can take a train (1.5) [but
324. like small
325. V: [yea
326. but I think that that the car that its "a" (.). [like one of the
327. T: [upgrade
328. V: >>best (.). "ehm" whats it called
329. T: =uppfinning
330. V: yea its whats it called
331. S: indvent [eh
332. T: [invention (.). [no?
333. V: [yea eh something but (.). has ever been made
334. up because its like [really (.).
335. S: [but like
336. V: >>effective like
337. S: yea [but like (0.5) its really
338. V: [you can (0.5) like get to places really (.). fast and (.). easy
339. and simple and its like (.). not complicated at all [and you
340. S: [yea but its
341. really bad for [the environment
342. R: [and its [eh its very
343. V: [but thats why we are
344. R: >>if if you think [inventions (.). its called
345. V: =yea
346. R: >>eh and if you think of it its very ex expensive (.). to have a car
347. [because you
348. S: [yea
349. R: >>have to pay for the (.). bensin or [whats it called
350. V: [for the yea
351. R: yea ["and"
352. T: [gas
353. R: >>just that costs maybe five hundred (.). for sixty liters
354. S: yea [but I
355. V: [yea its expensive but I think [that ehm (train) (was)
356. R: [like if you if you go if you take
357. "the" (.). trains maybe seven hundred per month (.) and thats
358. S: but like you dont eh go away far so often so I think you can eh (.).
359. live without a car but its like handy
360. T: but if you have a car you have to pay like (.). [a lot of money on
361. taxes
362. S: [>>to have sometimes
363. V: yea
364. S: []yea
365. R: [[okay we should go on to the (.). no we (didnt)
366. T: [(to) (buy) (.). in normal its like
367. three thousand a month (.). I think (.). not sure
368. R: +having+ you own room at home is not necessary disagree
369. S: disagree
370. LAUGH
9. Appendix 3

Group 3 – Transcription

[ - Overlapping speech
[[ - Simultaneous speech
= - Latching response
>> - Continuation of turn
(.) - Micro pause, less than 0.5 seconds
(0.5) - Pause, in seconds
? - Rising tone
^hmm^ - Gliding pronunciation
insane - Emphatic pronunciation
*funny* - Said in a laughing tone
+hello+ - Uttered louder than normally
(watching) – Uncertain transcription
OMITTED - Omitted to protect the identity of the informants
INAUDIBLE - Inaudible utterance
LAUGH - Everybody laughs
LAUGHING - The speaker laughs
NOISE - Unrelated noise

Participants: Yrsa (Y), Mikael (M), Per (P), Olga (O)

Recording length: 13 minutes, 26 seconds

1. M: okay lets start
2. NOISE
3. M: "eh" okay (.) like say the first question (.) having a cat or a dog
4. should be forbidden (.) if you live in a city
5. P: I actually disagree with that one (.) because if you have a cat or a
dig they can be like inside dogs and inside cats and they dont have
to go out if thats the problem
6. Y: ="yea" like I think (.) it kind of depends on (.) [where
7. M:
8. Y: >>no what yea kinda of but also (.) like how big your house is and
9. (. ) if the cat can jump out a window and go outside (.) [and
10. INAUDIBLE
11. M:
12. alltså some cats they just like (.) like "ehm" where I live ehm is
13. like eh a woman on the first floor (.) she has two cats so they just
14. like she ju
15. Y: =and thats okay but [if (.) they are on on like the first floor
16. M: [yea you can just let them like go on and then
17. they jump up again so
18. Y: >>but the (.) highest floor doesnt really work (.) that way
19. M: yea I know
20. Y: like cats cant
21. M: ja
22. NOISE
23. M: OMITTED what do you think?
24. O: "eh" I think (.) thats eh (1) I dont really know because I live in
27. (.) a house with my dad and we have dogs because (.). eller we have
28. one dog and (.). I think that (.). its like (.). if it if its a small
29. dog or a big dog [().] they alltså
30. Y: [yea
31. M: [yea alltså the you mean “the” [().] what do you call
32. Y: [like if its big you cant have it in
33. M: [black alltså you mean like you mean its like its “a” like a pitbull
34. or a chiwawa like [alltså is a big difference
35. O: [yea if you if you have a chiwawa (.). it can be
36. Y: “you can have it in you hand [bag
37. O: [yes yes
38. M: [yea
39. P: [it kinda depends depends on what dog
40. [have you
41. M: [if you have [if you have
42. O: [then its easier to have in an apartment
43. Y: [yea
44. M: [(yea (.). but if you have like a pitbull is like eh (.). but in usa I
dont think thats like a big thing but if you had a pit bull here in
45. sweden (.). I think many people would afraid if you have it in like
city
46. Y: [yea
47. M: >>but if you just like walk around in the usa then I dont know
48. Y: but in some houses you arent allowed to have pets
49. M: [yea [but so
50. Y: [and thats good cause some people might be allergic
51. M: so we like disagree on this question
52. Y: we kinda agree and disagree (.). *it* *depends*
53. M: yea (1.5) yes [“ehm”
54. P: [okey
55. M: eh okey should we got to the ne next question?
56. Y: *yea
57. M: [](okey
58. P: [everbody should be a vegetarian
59. M: eh (.). eh can you read the question again?
60. P: everybody should be a vegetarian (.). *I* disagree [with that one
61. M: [yea I disagree
62. with that one too
63. O: [{i disagree too
64. Y: [{I mean its really good to be a vegetarian [cause
65. M: [*I know but we should be
66. still as a need
67. Y: *yea but I know meats really good and its
68. M: cause if you dont alltså you need you need meat (.). [to like
69. Y: [yea (.). but you
70. can have like substitute food (.). or something (2) ehm [*but*
71. P: [like some
72. people likes meat and they dont want to be vegetarian (.). so they
shouldnt be like forced [to be vegetarians
73. M: [I mean like the I mean like the maybe (.)
74. would be good for the animals but eh like
75. Y: =”it”+ it is very good for the environment too
76. M: yea (.). ”but” I mean like (.). I dont think you could you like
eller såhåra you can force people to be a vegetarian like (.). OMITTED
what do you think?
77. O: ehm (.). I think that people should decide for they own if they want
to be a vegetarian or not because I like meat and
78. Y: a lot of people [do
79. O: [a lot of people does (.). do eller [like that too
80. M: *do yea
81. O: >>do they eh do and like many people doesnt like it so (0.8) I dont
82. [know
83. Y: [but you should try to eat as
84. M: alltså like [you should eat (.). that (.). yea not like
85. Y: [as much (.). vegetarian as you can (.). cause its really
good for the (.). e environ [(.]. ment
86. M: [yea (.). but do you agree with that or do you disagree
87. Y: =*both*
88. M: vi you like both on every question alltså
99. P: okejå [(.) ops
100. M: [I dont know eh but okay you can read the next one also really
101. INAUDIBLE third one
102. O: eh buying expensive clothes eh clothes is a waste waste of money
103. M: "eh" it depends (.) if you buy (.) like expensive clothes
104. O: jag ringer dig sen får se
105. M: >>if if eh if you if you (.) buy like expensive clothes like all the
106. time thats very like (.) [waste of money but maybe you can be rich so
107. Y: [yea but I +think+ (.) yea but you buy (.)
108. expensive clothes because you like them (0.8) }anyway
109. M: }because your rich
110. Y: [no because you like them
111. P: }because you think theyre cool because they are like [oh they are
112. like
113. M: [I I I dont
114. Y: yea but (.)
115. P: but you dont dont
116. M: [most people ye I know I know most people just buy
117. to like (1) [be cool (.) yea
118. Y: [be popular (.) yea
119. P: =most people doesnt buy (.) clothes that is expensive when they when
120. they are poor (1) [cause then you cant afford it
121. M: }ja jag vet yes I know }very
122. Y: }but you can buy
123. something nice like candy
124. LAUGH
125. P: yea (. ) so I I disagree with that one I think (.) because expensive
126. clothes is like
127. Y: you choose }to
128. M: [cause like alltså maybe many people too if you like if
129. you buy something (.) and your like oh you have a new like that and
130. also like yea yea (.) ehm I bought them like (.) yesterday then they
131. and most people ask like how much did it cost (.) so if you say like
132. it cost fifty crowns it would be like "eh" [awkward
133. Y: }*thats* *nothing*
134. M: >>yea thats nothing sådana like I bought mine for like nine hundred
135. (. ) so thats nothing to INAUDIBLE though nej
136. P: next question or what
137. M: [["eh" okay so
138. Y: }[yen (0.5) money makes people happy
139. P: }it makes }some people happy
140. M: }yes
141. O: }[yes+
142. Y: }[I think yea it must people happy but (.) maybe like }the really
143. M: }you gave
144. Y: }>>rich people because they dont actually need all that money
145. M: yes they do
146. Y: }=no they dont }"cause"
147. M: }[alltså okej ma maybe not that much but I mean like (.)
148. its good cause you
149. Y: }==I+ }know+ }but+ (.) the }if they have like (.) a lot of money left
150. M: }you have lot of alltså you what happen (.)
151. hallå (.) the other one
152. Y: I know (.) LAUGHING
153. M: okay ehm okay lets not okay men but eh (0.8) yea I think I agree with
154. that other one
155. Y: }=yea but I mean (. ) poor people }"really" [like
156. P: }money or like rich people
157. M: [I mean (. ) I would I would
158. be rich rather than poor alltså
159. P: }but+ }[its+ }like+
160. M: }>>I think everybody would think that
161. Y: }[+yea+ (.) but would you be happy or rich?
162. O: but people make not so much money they maybe (. ) slösa bort *dom*
[LAUGHING]

Y: [waste them]
O: [[>>and they they waste them]
M: [[but do they like I dont think cause if your rich if your like rich
(.). then ehm (.). alltså ehm I dont think you like get like (.). we
let say you get one million if you get one million (.). then you cant
call that person rich cause [then +the+ +doesn't+
Y: [well its [INAUDIBLE (people) (theyre)
M: >>I mean if you just get one million then you dont get anymore (.).
you understand eh the worst people they alltså they (.). usually get
like money like all the time (.). like soccer players or singers (.).
like that then you get they dont just get this money then
Y: [like zlatan]
M: >>yea so (.). I dont think they can waste their money cause (.). they
can they just get more money so (.). is like
P: =that (.). okay "eh" five [INAUDIBLE
M: [but +example+ +how+ did we agree or
disagree with that
Y: [(+ehm+ +both+
P: [(I I agree be|cause
M: [alltså were like [as in both on every question
Y: [(we INAUDIBLE (.). were not
disagreeing with each other
P: [rich +rich+ +people+ (.). is happy
M: when they have a lot of money and so is (.). poor people
O: =but maybe they get fat
LAUGH
Y: =yea no but no but thats usually "eh" the poor people who get fat
cause they dont have the money to buy [healthy food
M: [+nej+ eller it it depends
LAUGH
Y: no usually thats the case [they gotta go cause they
P: [INAUDIBLE
M: [I mean if they are really poor alltså in
Africa they they ["they"
Y: [yea of course but if youre like
M: =oh like normal (.). [normal poor
P: [but it it
M: [>>normal poor people (1.5) you can answer (.).yea
Y: [(+well+ +you+ *cant* +really* (.). explain but if you go to
mcdonalds (.).) every day and dont have enough money (.). to buy
healthier food
M: but I think its [(.). really
P: [but +some+ +some+ rich people stay in shape (.).
M: [most of them because theyre not like
Y: =cause they (.). like the the best soccer players basketball
players theyre [rich but dont get fat cause
P: [they are they are rich they need to stay in shape
M: [>>they have to stay in shape
Y: [(thats because they (.). [yea thats their "job"
P: [yea and thats because they (.). yea
M: [or else they get kicked out
LAUGH
P: but maybe after [they
M: [did you know +a+ did you know a guy eh that (.). a
soccer player they they bought a soccer player (.). then they say they
give him a diet cause they thought he was too fat
Y: she or he
M: [he he
P: [(okay but (.). we we agree on that one
M: [yea okay next question (.). living without a car is much better for
everyone ["ehm" ehm no
P: [well it is better you can (.). [it +is+ better
Y: [we can agree
M: [wait if nobody
Y: >>yea if nobody had a car it would be so much better (.). but
M: or it would be like (.). [more exercising
Y: [no I will be (0.8 the carbon (.). carbon
you can travel with airplanes you can still like travel with those things [but you (dont) (need) (cars)] [Ferrari and Lamborghini so]

but like the carbon dioxide were letting out and the air its not good for anyone its like global warming and

away from with my mom (. eh and it takes maybe one hour (. eh with a car)

but thats why you have the metro and ^ehm^

[yea but (.)]

[yea but then I thi I think it will take more eh (time if you were in the metro cause]

[you need [*privacy* you need to be like on your own privacy to do like *homework* like]

may when your young like (. until your like maybe I dont know (.)

when you when you like (.) three four years old then doesnt matter cause then you can can share a room with your sister or bother (that doesnt care cause she's small but now when your fourteen alltså (. ) its not the same thing

=but if you (. ) share a room (. ) alone sår här delar

[yea [yea
315. O: >>with your *mom* and (. .) your fourteen and maybe you have to (. .)
316. be with your *boyfriend* or *girlfriend* [LAUGHING
317. P: [awkward
318. O: >>*should* *they* *sleep* in the same *room* with your *mom* to
319. M: =no but I mean like I "ehm" if then I would just say like "eh" (. .)
320. sleep in the living room or something cause I wouldnt I wanna let her
321. (. .) I wanna let her then I would just say I would just say no I'm
322. not sleeping with my *mom* I just have two beds (. .) I still have to
323. beds ehm
324. P: yea
325. O: Im in that situation eh at my "ehm" or with my dad I have my
326. own room and with my mom I (. .) have to (. .) share a room with her (. .)
327. so its ehm I (. .) choose (. .) to have a own room
328. M: =yea
329. P: you you would prefer an own room
330. O: *yes
331. P: okay so we disagree with that one
332. M: "but" yea
333. P: OMITTED?
334. Y: "ehm" (. .) yea I think you should have the right to privacy
335. M: like "eh"
336. NOISE
337. M: we have time now (. .) INAUDIBLE
338. P: =no were were done so
339. Y: anyone who wants to add [anything
340. M: =wait okay lets just go through the question
341. P: =just +say+ just say agree or disagree on this one okay
342. M: wait dog (. .) we say we (. .) [disagreeing
343. P: [we disagreed on that one
344. Y: =no* we said
345. M: =but I mean alltså I think you should (. .) be allowed to have a dog in
346. the city
347. P: =yes so that disagree
348. Y: =yes but it in some places but some places [its not possible
349. to have a dog
350. M: =but if you have
351. like a (0.8) [then you keep it in the (. .) house
352. P: =but if it is possible you should be LAUGHING but if it
353. is possible it should not be forbidden (. .) to have a [(.) except that
354. does that INAUDIBLE
355. Y: =no (. .) [+but+
356. question INAUDIBLE den den
357. P: =the owner [doesnt buy a dog if hes allergic
358. M: =then he doesnt buy a dog if his allergic [alltså
359. Y: =no *I*
360. *I* =mean* *if* *the* *owner* *is* +allergic+ or something
361. M: [but the
362. question INAUDIBLE den den
363. P: =the owner [doesnt buy a dog if hes allergic
364. Y: =no then he doesn't buy a dog if his allergic [alltså
365. M: hallå
366. Y: =no *I*
367. *I* =mean* *if* *the* *owner* *is* +of+ *the* *house* and your
368. renting the house is allergic [(.) or the apartment
369. M: =but the owner stay in the house
370. Y: yea but a lot of pla houses where [you (. .) +rent+ +where+ +you+ (. .)
371. M: =like I rent rent we rent my (. .
372. Y: =not allowed to have animals
373. M: we we have a building like the building and we we rent it alltså (. .)
374. eh but the owner (. .) he I dont think he sleeps in that house
375. Y: =yea he doesn't have to but (. .) I mean he maybe doesn't like (. .)
376. animals in *his* LAUGHING
377. M: yea "ehm" but
378. NOISE
10. Appendix 4

Group 4 – Transcription

- Overlapping speech
- Simultaneous speech
- Latching response
- Continuation of turn
- Micro pause, less than 0.5 seconds
- Pause, in seconds
- Rising tone
- Gliding pronunciation
- Emphatic pronunciation
- Said in a laughing tone
- Uttered louder than normally
- Uncertain transcription
- Omitted to protect the identity of the informants
- Inaudible utterance
- Everybody laughs
- The speaker laughs
- Unrelated noise

Participants: Katarina (K), Elsa (E), Niklas (N), Johnny (J)

Recording length: 16 minutes, 09 seconds

1. N: oh okay first question (. ) "ehm" I kinda both agree and disagree [but
2. K: [I
3. think (. ) ehm you go first
4. N: >>LAUGHING ehm cause (. ) it would be (. ) okay to have a dog or a cat
5. in the city if you (. ) and this this is not a city this is this is a
6. sub (. ) [suburb
7. K: [suburb yea
8. N: >>to a city but ehm (. ) in the city yea sure its a lot of cars and
9. people and stuff and people can be allergic to to them and such but I
10. think (0.5) you can have a cat in the city "cause" theyll just
11. stay inside *all* *the* *time* (. ) but a dog eh (. ) [I dont really
12. know
13. K: [but I think
14. "ehm" I think (. ) I disagree I think you should have a cat (. ) I I
15. think you should be able to have a cat or a dog in a city or a suburb
16. or anywhere you live (. ) "ehm" but I think the most common thing that
17. people are (. ) disturbed by is like (. ) when you dont pick up after
18. them
19. J: [yea
20. N: [yea [the
21. K: [>>when like when there when there in the way or like (. ) yea
22. "eh" you should show respect to people who have allergies but (. ) I
23. think its up to them to like [( . ) look after
24. E: [but its (. ) outside
25. K: [yea cause I think
26. N: [yea take their medicines [and such
you don't like let other people in in your house its eh or (.). apartment

but most that are allergic must touch the (.). dog or cat first so to have a reaction

you doing [and stuff like that tho] though but LAUGHING

[but your not allergic

I think (.). yea great (.). ehm question number two

everybody should be vegetarians

[no I disagree

[no (.).] I *disagree* *so* *much*

[no (.).] I was (.). myself been a vegetarian and I
dont think (.). its a lifestyle for (.). anyone like I didn't fit me (.).

[so I (.).] got back

[meat is good

[to] meat eating meat and (.). I know I think you (.). eh I think you
like feel] better and I (.). the brain needs like proteins and stuff to
work ehm and its really hard to get those things you need from meat
not eating it

[yea then] its just fake products

[yea (1.5) yea yea

but I think that everyone has a choice (.). and

or like to opportunities I can be an vegetarian

[mm [vegetarian

[>>and (.). I can choose not to be

[yea [everybody sh

[>>and thats you choice [and but I still

[yea its the individual

[>>I dont think like (.). five year olds should be (.). like vege

vegetarians

[yea [vegetarians

[no cause

[no cause [they are like growing

[>>because like (.). [I I think I think like (.). atleast

[yea I know but

[ah eh [age

[>>"fifteen" beacuse so that you dont (.).] effects yea

INAUDIBLE

[get affected (.). so much cause for example my (.). ehm (.). god no mother

[godmother] yea LAUGHING

[yea ehm she (.). has two kids and they've been vege

vegetarian since they were like one year old [(.).] so

[yea (.). that is [I

think that but

is she a vegetarian

[yea eh is she a vegetarian as well

[yea

[yea cause I know that "ehm" if you if those kids then decide to (.). like by their own choice to go back to eat meat (.). I know that they have very hard time like (.). melting the food and [processing the proteins

[yea I know

[because they didn't have a choice (.). they just have to eat vegetarian food

[>>but I still think that they like] they like can (.). say no I dont like this I dont wanna eat this I wanna eat (.). a hot dog

LAUGH

[bacon

[and yea and then [they

[bacon is actually the think I miss the most
about being a vegetarian

J: [(I can understand
E: [(then you should be able to have a hot dog or bacon or whatever it
is) [not like
K: [so
E: >>oh my mom is a vegetarian (.). so I have to be
K: [yeya cause they didn't have a [choice
E: [I don't but I can understand that (.)
she like (0.5) [INAUDIBLE
N: [every one should choose their own
J: [(yeya
K: [(yeya I think yeya conclusion really I think its (.). we think its up
to the individual itself
N: [yeya
J: 'yeya' [it exactly
K: [and] eh yea
N: [its not necessary
K: [no yea not not not [like
N: [maybe if you don't like to kill an kill [animals
but
K: [yeya then
its great but you really should its individual choice (.). [okay read
question number three
E: [but its
still good if [some people are
N: [okay so we disagree we disagree on that too
K: ehm yea ehm can you read question number three
E: buying expensive clothes (.). is a waste of money
K: 'yeya'
J: 'eh'. (.). I both disagree and agree with that because "eh" some
expensive clothes are just eh
K: 'as good as the
J: [yeya (.). eh exact and (.). some are better (.). they are like eh super
stuff and like [that they "are" (1) yea
K: [yaas everything (.). like they breath and they are
softshell and they (.). [water rejective and everything
N: [yea
J: [yaas so I think it can be on both sides in
that case "so"
K: [yaas so like (.). its buying expensive clothes (.). is okay of they like
(.). worth it
N: [(yeya
J: [yeya like if they are very soft or something
E: [(I think that they I I still think like again that you have a
choice of your own (.). you can choose to buy this jacket h and m (.).
or you can choose to buy the jacket from
K: [peak performance [or] hollister
E: [>>for example [hollister
N: ['yeya"
E: >>and they look the same you have a choice I buy this one [or I buy
this one
N: [yea cause
I never
K: [its very
J: [yeya
N: [yeya
E: [LAUGHING
K: >>and everything like that cause so its very mainstream but I agree
as well its (.). I dont think its a waste of money (.). [like not if
you really want it
N: [no me me
K: neither but (.). but I never buy expensive clothes [*the* *like* the
most expensive
J: [LAUGHING
N: >>of everyone was a t shirt that cost me (.). like three hundred and
fifty *crowns* for something
J: [LAUGHING
K: [yea but thats (.). thats expensive
171. E: but but I think like ehm for me my opinion is that
172. K: [yea
173. E: >>I dont care if a buy a (.). shirt from h and m or Hollister and they
174. look the same besides that hollister as it is a little bird on it
175. N: [has a little bird on it
176. K: [yea
177. E: >>and (.). h and m doesn't I dont care if the h and m is more
178. comfortable (.). then I buy (.). [and if the Hollister
179. K: [yea
180. E: Hollister is more is more comfortable [then I buy that one
181. J: [its like eh when you buy
182. fake stuff (.). they look the same and feel the same [but they're fake
183. N: [no they dont
184. really feel [the same
185. J: [no but (.). almost
186. K: =its its very close
187. J: [(yes
188. N: [(yes
189. E: [(but I think also no
190. LAUGH
191. K: okay so we [(.) +we+ think its both
192. N: ["we"
193. K: >>but mostly not if [you like want its
194. N: [yea
195. J: ["yes
196. N: [(and both agree and disagree
197. K: [(so we disagree slash agree [(.). "ehm"
198. J: [yea
199. N: [yea so its (.). both
200. K: >>question number four
201. N: money makes people happy (1.5) [for some people maybe
202. J: [not (.). yea not in every case [cause
203. K: [like
204. if you only had money and nothing else that would make you happy
205. N: [no no
206. J: [(no
207. K: >>money I think people (.). its a great you can buy stuff that makes
208. you happy [I can buy a blouse
209. N: [yea i know
210. K: >>if that makes me happy
211. N: "yea I know but ehm money can buy anything ["so"
212. K: [LAUGHING
213. J: [yea
214. K: [eh no not anything but
215. K: =money cant buy love (.). from a
216. N: ["LAUGHING"
217. J: [(exactly but "ehm" money can do a lot of things it can makes make
218. you happy or it can make unhappy when you are trying to keep the
219. money
220. K: "yea I think we so we live in a world were (.). its eh everything is
221. quite material like we spoke about the clothes ["ehm" so
222. N: [yea.
223. K: >>but and we ehm so dependent on like numbers and (.). where we are in
224. our bank accounts [and stuff like that
225. N: [yea we are like obsessed with money so
226. K: [("LAUGHING"
227. K: [(yea yea but its true we its a big part of our lives and (.). so "I"
228. yea I think (.). I think it it is a (.). it is a it really means a lot
229. to us in both bad and good ways ["ehm"
230. N: [I guess in our age we really dont
care about money that much
231. K: =no I think we started to care more than [we do when were kids
232. N: [yea yea yea when you grow
233. older (.). you start to care more and more and more
234. K: =yea
235. N: >>and finally you [have
236. J: [yea
237. K: [and you [have to give
238. N: [>>you have and you have to have
239. K: =yea
240. E: I think that its bad (.). that money is like this big status like (.).
241. [I think
242. K: [and I think its true so
E: >>I think that it has [INAUDIBLE] really mean something its alone on this huge pedestal and it doesn't have grown to a lot bigger thing than it really is and I mean you need money you need some kind of (.) structure
K: [[structure yea]
J: [[structure yea]
E: >>like yea cause you can't have everything for free because [then it would crash (.)]
N: [no]
J: [no no (.)]
E: >>*trees* or [like something to pay with because you wouldn't it be better 'if' yea wouldn't it be better if everything was (.) being traded in stead of [yes you have or not money or [you can buy like]
N: [yea I know you may get a little chaotic *but*
K: *its*
E: >>I can't but I can trade you this phone for (.) "ehm" [half of the times in Egypt and [stuff like that
N: [yea I know you may get a little chaotic *but*
K: >money to 'buy' a new phone and something like that
J: =it would be very hard [eh when you]
K: >>or like (that)
J: >>are you going to eliganten "and" you're going to buy a new TV [and you give them like a *pig*]
K: [and]
E: you taking your own
N: [[LAUGHING
J: [>>bah* *ehm* I give you this pig for the TV
K: =yea cause I know but so in some way it like becomes money instead cause then you have to grade everything like how much is this one worth [and something like that
N: [yea yea (.) but if you trade everything you everyone can buy anything really
K: =yea
N: >>if you like but [if then you steal tings 'to' give people
K: [actually but then you like then you like
LAUGH
K: >>yea then you then you like be like (.) ehm like oh I trade you (.) in trading myself a (.) ferrari for my house (.) well sucks for you *but* LAUGHING I do like its yea you should be able to trade everything
J: [without (.) any (.) financial consequences
N: [yea but maybe (.) maybe you can have money and it ehm would be legal to trade [things (.) with people
K: [mm (0.8) [yea its a great idea as a I think
J: [you (could) (be) (0.8)
K: 'yea' I think you could (.) trade in like food and stuff
N: [mm
K: [yea food fo [food for food
J: [but not (.) a television against a pig cause [that just doesn't work
N: [yea
K: before it was (.) before it was like the prey for ehm I dont know (.) hardware
J: [yea
K: [yea and so we think (.) money
E: >>but before it was much easier because they didn't have a TV
K: [(they didn't care as much (there)
J: [(like everything handled about money
E: yea but I [but I
K: [they didn't care [was just like (.) it was just like
J: [ne] money what am I saying I don mean
food
LAUGH
N: (really) *wasnt* *needed*
K: it wasn't needed no it wasn't necessary to have the biggest car or the biggest it was just
J: it was the biggest pig
K: so (. ) on this one we think money can make people happy but "we"
could be better without
N: yea yea so "its” both yea
K: [aswell both that that as well ehm question number (. )
five
J: [five (1) living without a car is much better for everyone (. ) [no
LAUGHING "ass"
K:
N: [not
nononono
K: imagine the subways {. } yea and buses
N: [oh shit maybe like Japan (. ) where they push
J: [+you +need+ +to+ +you+ +need+ +to+ +have+ +a+ +car+ if you're going to like (. ) umed (. ) then you can't
K: [(and) (your) (car)
N: [(you can fly there) but its more
J: [yea but if everyone is going to fly there there are [there will be
E: [INAUDIBLE
J: >>lot of people [there I hate people
E: [or I
N: [yea but like OMITTED said "thehm" subways (. ) [and
in japan and china ehm in some points
E: [you hate me?
J: =no no no but in great [scale like hundred people
E: [LAUGHING "yee"
J: >>are going on the same plane as me and Im [like sick of them
N: [yes
K: [ehm ehm yea I I guess
it could be better for the environment but no no it cant because (. )
if we like stop using all the cars wed (. ) replace them with (. ) like
more airplanes more buses [more subways
N: [yes
K: >>and that wouldnt that wouldnt [it be like the same thing no exactly
N: [that wouldnt be better
J: subways (. ) doesnt [do the same as cars
K: [no but (.) you can think like
N: [yea but bus (. ) you go by bus
K: >>oh buses it will be buses everywhere and (. ) air planes youd see
them like
N: [yes it cant be train tracks everywhere either so
LAUGH
N. like on highways (. ) it *wouldnt* *work*
J: LAUGHING na [thats right
K: [so I dont think its and I think its great relief to have
like a car where you can just listen to music (. ) [when you drive by
yourself (.) I cant wait to get my license
N: [yea maybe (.) like
electric cars (. ) if electric cars (.) take over [its its (gonna)
(be) okay
K: [+yea+
J: [yea in *cars* eh
N. [or like magnetic (. ) if they put like
some kind of metal underneath [the (. ) road
J: [then its like a (. ) train
LAUGH
N: yea maybe but its more like a car (. ) *shut* *up*
K: yea but I think cars cars are (better) (. ) they're like good to have
[(.) and gently (. ) drive
J: [yea
N: =yea [we need more environmental (. ) friendly but
K: [I really really I really really I cant wait to have my
drivers license
N: =yea me neither
K: >>its gonna be such a relief to drive myself anywhere I wanted
N: "yea"

K: so ehm we think it wouldnt be better for everyone

J: [[no

E: but it would be better if we had like (.). INAUDIBLE "cars"

K: )))elecric cars

N: )))elecric cars yea

E: )))elecric cars (.). that would be better but I think like if car has

become such a big part of our lives (.). and then if we took away

the cars everything was was just [its just gonna

K: )))it would be hard to replace

J: yea we cant take back all the horses

N: yea but what what what we would do with the roads and

such if we [take away all the cars

K: yea eh we can use the horses (.). ["no*

N: [no no no

LAUGH

K: [I dont think so

N: )))if we take about (.). take away the cars will we then [(.). does that

include the buses?

E:)))we need to

(run)

J: I guess so

E: [))it does

N: )))yea yea everything that spits out "ehm" koldioxid

J. )))koldioxid* [LAUGHING

E: [next question

N: [)))carbon dioxide ca carbon dioxide

K: )))okay eh we we dis we disagree on number five

N: yea we do

E: having your own room (.). at home is not necessary

K: )))yes it is

J: [)))its necessary

N: [)))its necessary [)))its necessary (.). [my brother is a pain in

the ass (.). all the time

K: )))its very necessary

E: [you need somewhere

J: )))to be alone

K: yea like and to like be [(.). I have a private life

E: )))even people

K: )))and just (.). chillax

J: [))')ea*

N: [))you can afford it but "its"

E: )))even (.). even even even if its just like (.). a little home [with a

bed

K: [)))its so

E: )))but that is like (.). inside these walls its mine [and I can decide

J: [yes

E: )))whats in here like have [somewhere

K: )))whats happening in here [and what who

people get INAUDIBLE

E: )))yeah and like the

[and you can

N: [yea

E: )))like have control or like something to (.). to know that its mine

(.). its mine and I decide

J: I think so (.). [that v very important

K: )))I think (.). yea [that was good that was good eh (.)

E: )))good spoked

K: )))cause I live with (.). I lived in the

same room as my brother (.). until I was like like (.). one and a half

years ago [cause we

K: )))mm

N: )))couldnt afford any [bigger apartment

K: )))yea but thats a bit thats a big problem as well

cause I know people (.). and sharing it with your sibling cant be (.)

its its hard eh I never done it myself but (.). I started sleeping in

own room like (.). when I (.). could like when I was a 1 (.). from the

beginning

J: )))yea me too

K: )))yea so I dont have any like like shared rooms like that [but
E: like if you are small (.) [small kid
J: *small*
K: *small*
LAUGH
E: >>+then+ like it doesnt matter (.) because then you like [your own
sister and brother
K: [you dont
even care yea
J: [[*yea* *then* *you* *like* *them* LAUGHING
E: [[>>then its okay but but then (.) [when you grow
K: [those times are over
N: [[LAUGHING
J: [[*yes*
E: [[>>when you [grow up
K: [grow up
E: >>then (.) you need somewhere {to to like I said
N: [yea yea
K: [like INAUDIBLE
E: >>as I this is my place [my place
K: [like espec especially in our age (.) as well
J: =yea
E: [[>>somewhere to go and be alone (.) [and just listen to music
K: [and think
E: >>or [doing homework (.) its like
J: [it would be (.)) very awkward if you had a a girlfriend or
boyfriend [and then your +brother+ *yea* and your *brother* *comes*
*in* bah
N: [and in the +same+ +room+ LAUGHING [*as* *your* *brother*
K: [and you brother bah
go to sleep now and you like (.)) going to do something else no
LAUGH
J: *exactly*
N: [[*ehm*
K: [[*yea but I think (.)) yea its over fifteen year "fifteen"
NOISE
11. Appendix 5

Group 5 – Transcription

[ - Overlapping speech
[[ - Simultaneous speech
= - Latching response
>>> - Continuation of turn
(.) - Micro pause, less than 0.5 seconds
(0.5) - Pause, in seconds
? - Rising tone
^hmm^ - Gliding pronunciation
insane - Emphatic pronunciation
*funny* - Said in a laughing tone
+hello+ - Uttered louder than normally
(watching) – Uncertain transcription
OMITTED - Omitted to protect the identity of the informants
INAUDIBLE - Inaudible utterance
LAUGH - Everybody laughs
LAUGHING - The speaker laughs
NOISE - Unrelated noise

Participants: Hampus (H), Bosse (B), Ida (I), Gabriella (G)

Recording length: 12 minutes, 30 seconds

1. NOISE
2. H: *hello*
3. LAUGH
4. B: I think everybody (. ) should have the same (1) possibility so even if
5. you (. ) live in the (0.8) city you
6. H: "yea
7. B: >>>can have a car or a dog
8. H: yea (1.5) "eh" I think so too but "eh" I feel kind of sorry of eh
9. (. ) animals who cant go outside because I have a cat
10. B: "yea
11. H: >>>and he had like (. ) yea I dont know what he done but "he"(. ) what
12. he du did but he has eh he need to stay inside
13. B: "yea
14. H: >>>and hes like crazy (. ) [and going around
15. B: [yea
16. H: >>>and "meow" all the time so I feel kind of sorry for him so I think
17. that (1) yea that animals should have (. ) time to go out sometimes
18. (. ) but is maybe
19. B: [yea
20. I: [yea
21. B: >>>are kind of hard in the city
22. B: "yea
23. I: I also think (0.5) "its" (. ) eh the animals wants to go out so (. )
24. but if its a (. ) indoor [animal
25. H: [yea
26. I: >>>you can have it in the city but [(. ) if its
27. H: [yea]
28. I: >> like (.) if if it have to go out not (.) pretty good to have
29. [in the city
30. H: [no I dont think so (.) because if you live in example New York you
31. could not (.) let your cat out [on the
32. I: [no
33. B: [like thousand cats [running (.) on
34. the streets
35. H: [yea
36. G: [LAUGHING but I
37. mean if you have a dog (.) and you walking (.) with it because its
38. needs [to do its stuff you know
39. H: [yea * yea*
40. G: >>you have to pick pick "up"
41. H: the poo
42. G: *yeah the poo
43. H: [!] yea
44. B: [!] LAUGHING
45. G: and if you dont do that I feel like you shouldnt (.) be having a dog
46. (.) [because its not nice to (.) [*step* *in* *it*
47. H: [no
48. I: [no LAUGHING really not
49. H: =no (.) its not (.) "ehm" (.) yea but Idont think it should be
50. forbidden (.) [its like
51. B: [no
52. I: its your ["own" LAUGHING
53. H: [yea decision
54. B: maybe a cat a outdoor cat that
55. H: =yea
56. B: >>if there are too many (.) its (.) can be
57. H: chaos [LAUGHING
58. B: [chaos
59. H: yea (.) next one (.) everybody should be a veg vegetarian
60. B: no no no
61. H: no [no no LAUGHING
62. I: [no LAUGHING eh (.) or thats also your own (.) "eh" choose {eller
63. H: [yeah
64. (. I think so too because (.) meat is good {but (.) "eh"
65. I: [LAUGHING
66. H: >>but maybe you should eat (.) a little bit o (.) a little bit less
67. meat because
68. B: =yea
69. H: [!] yea
70. I: [!] yea the [the "eh" na ture
71. H: [I th yea that (.) yea nature (.) stuff LAUGHING but not
72. really it would I dont think it would should be a law (.) every no
73. one can eat meat
74. B: =its good if you are a vegetarian but (.) you dont have to
75. H: [!] yea yea no
76. I: [!] you can eat
77. G: [but dont you have to kill some animals or they will like (.) take
78. over the *planet* LAUGHING or (.) I dont know
79. B: [!] yea
80. H: [!] yea (. yea I agree with that too (.) because if we had like (.)
81. thousand cows running around (.) [running around
82. I: [!] yea LAUGHING
83. H: INAUDIBLE they will like morph and then (. thousand cows right now
84. but yea (0.8) but no everybody should not be (.) its your own your
85. own choice but maybe eat less meat
86. B: "yea
87. I: "thats" [!] yea (1.5) (to)
88. B: [try to (1.5) eat less
89. H: "yea (1) okay (.) buy expensive clothes is a waste of money (1)
90. [sometimes its good
91. B: "eh"
92. I: yea [but you
93. B: [but if you like the clothes (. ) and its your own
94. H: [!] yea
95. B: >>no money so
96. I: =but it could be better quality [yea
97. H: [!] yea exactly but sometimes its not
98. B: =yea
99. H: >>because [I bought a
100. I: [its just a ^ehm^ (.). like eh (.). a text [or you know
101. B: [the mark
102. H: [yea yea the stamp
103. well yea yea because I bought a (.). ^ehm^ eh a shirt (.). no not a
104. shirt not a yea a sweater (.). and when we washed it the first time it
105. like (1.5) lossnade
106. LAUGH
107. H: >>yea but it became kind of (.). uncomfortable and (.). yea and (.).
108. it wasnt really supercheap (((.)) cheap so
109. B: [yea
110. I: [no thats not nice when your
111. [*clothes*
112. H: [no but like yea now I have this (.). kind of expensive sweater and
113. then like (.). what [the (0.8) yea
114. B: [LAUGHING it can be a waste of money
115. I: [[yea
116. H: [(yea (.)) it could be [but but +sometimes+
117. B: [>>sometimes
118. H: >>its not its like really good quality but ^ehm^ non expensive
119. clothes could be (.). good quality (.). too
120. B: yea
121. H: I think
122. B: should we take the next?
123. H: =we could
124. B: money makes people happy
125. 126. LAUGH
126. H: >>yea*
127. H: yea its kind of (.). nice to have money but (.). if if you have money
128. in overflow (.). you dont know how to how to
129. B: =ues them
130. H: [(yea exactly
131. I: [(the most important thing is to (.). be happy [just with
132. 133. H: [yea
133. I: >>your friends or [yea
134. H: [ya I feel so to because (.). +yea+ if you (.). have
135. a lot of money (.). very much money you may be (1) yea I think I have
136. money then I will have friends but maybe you are so (.). douchy so you
137. will not get any friends
138. B: yea
139. I: yea (.). and thats *not* [a good
140. H: [no (.). and then not became become happy if
141. you dont have any friends I think so (.). +money+ +money+ is not
142. really
143. B: =friends is better than money
144. H: [(yea
145. I: [(yea *really* LAUGHING [much better
146. H: [(yea (.). but money is good so you can (1) yea
147. buy things you want to buy [and (.). go out so
148. I: [its like *freedom*
149. B: so you can do things with your friends
150. H: =yea exactly
151. I: yea [LAUGHING
152. H: [so you (.). you need them both LAUGHING
153. B: =yea
154. H: "ehm" (0.5) but if you dont have any money at all (1.5) that not kind
155. of fun (.). either
156. B: no
157. H: >>because if you have like (.). really need to (.). struggle to get
158. food
159. I: yea if you dont have food [then its
160. H: [ye yea so (.). you need money (.). quite [a
161. lot
162. I: [but
163. not too much [just so you can
164. H: [no
165. I: >>live LAUGHING
166. H: =yeah yeah if if you have if you can do things like (1) most of the
167. time and (1) yea having fun (.). its okay
168. B: [yea
169. I: [LAUGHING
170. H: okay should we take next one?
I: yea

H: living without a car is much better for everyone (1) no

I: =no

B: if you live like outside the city (1) and you have (.). one kilometer (.)

H: =*yes*

B: >>your LAUGHING eh neighbor is (.). one kilometer from [from you and

H: [yea LAUGHING

B: >>you* will do you will you want to do +things+ (1) its better that
you have a car so you can (.)

H: yea

B: >>drive and

H: but here in stockholm its not (.) really important because you could
take the subway like everywhere

I: =yea but people (.). use the car [(.) too much

H: [yea (.). yea

I: >>and the nature be so "ehm" *bad* [or something

H: [yea but it but it is more

comfortable to go with car

B: =yea

I: yea when

H: =when when you are when you are (.). in the road if you say like that
but if "eh" but if you example if you got to (.). yea what (.). what
would you say like OMITTED and you go in to (.). shop something its
like impossible to find a eh

B: yea then its better with subway

H: [(yea (.). because (1) yea its kind of hard to got through the (0.8)
center city

LAUGH

H: but yea the [central

B: [and find a parking

H: [(yea parking

I: [(yea you can also (.). take your bike if [(.) its just a

H: [(yea

I: >>small (.). [way

H: [yea yea because I I dont think "eh" eh this morning
when I came to school it was like (.). it was like ten cars (.). down
here "and" (.). eh I thats not really good because (1) it "eh" it
could sometimes it could happened bad things and it yea but I think
if you should drive your chil your kid to the school you should drop
them off like hundred meters from the school

B: [(yes

I: [(yea

H: >>because its just (2) yea (1) you understand I think

LAUGH

I: its (not) (safe) for the children [small

H: [yea INAUDIBLE +so+ (0.8) but if

you if you going like to gothenburg (.). its gonna be eh (.). which I do
sometimes (.). with my family

B: with car?

H: =yea with car (.). that may be better (.). but train is maybe better
but its (.). kind of more expensive (.). [so yea

B: [(yea

H: >>if in long ways car is better but (1) [in

I: short [(.) thats just (.).] [waste

227. H: [no

228. B: [(but its comfor comfortable (.). eh that you can use the car if you drive (.). drive somewhere (.).] [and when you

231. H: [yea

232. B: >>are there you can (.). use the car

233. H: =yea exactly (1.5) yea (2) number six (2) having your own room at
home is not necessary (.). it is necessary

LAUGH

B: you do (1) much (.). stuff in there

H: yea exactly if you (.). I (.). I would never (1) eh share a room with
my sister [INAUDIBLE

239. B: [yea

I: [LAUGHING

241. H: >>it would be (.). really pain

LAUGH
243. H: >>but she (.) yea because in in the room you have like a (1) yea what
244. do you say sanctuary [no one could
245. B: [yea (.) your (.) högkvarter
246. H: exact
247. I: LAUGHING [yea
248. H: [your own headquarters yea (.) because yea (.) you need a
249. own room room so you can relax and be on your own when you want to
250. I: yea you need to be just (.) with yourself and
251. H: *yea
252. B: do the homework
253. I: [LAUGHING
254. H: [yea *exactly* if you if you share a room (.) with (.) eh exa yea
255. [(.). yea sister or brother
256. I: [your sister
257. B: [brother
258. H: >>they could be kind of annoying when you doing homework but they
259. could still be annoying if you have an own room because they can come
260. into you room and like hehehe
261. I: *yea and try to (.). put them {out but
262. H: [yea
263. I: >>*they* *just* aah LAUGHING
264. H: yea *why* *would* *I* *like* *that*
265. LAUGH
266. H: yea but eh yea it is really necessary to have (own) (room) (.) if you
267. +have+
268. B: =if you lock it you can [(.) lock the
269. H: [>>*yea* *but* (.) but if if you have a (1)
270. if you have a room to everyone (.) you should have a room (.) by your
271. own (.) not really (.) [share
272. B: [yea
273. H: so yea (.) how long time have we (.) +twelve+ yea INAUDIBLE
274. B: but if your brother or sister dont disturb you [then (.).]
275. H: [yea
276. B: >>it can be okay
277. H: yea it can (1) are we done or?
278. I: yea I dont know
279. B: =nothing to say
280. H: no nothing
281. LAUGH
Agree / Disagree?

Discuss the following opinions. Do you agree or disagree with them? Explain your own opinion so that your classmates understand. Try to decide in your group if you agree or disagree with the statements. You have 15 minutes to discuss but it does not matter if you don’t have time to decide on all of the statements.

1. Having a cat or a dog should be forbidden if you live in a city.

2. Everybody should be a vegetarian.

3. Buying expensive clothes is a waste of money.

4. Money makes people happy.

5. Living without a car is much better for everyone.

6. Having your own room at home is *not* necessary.
13. Appendix 7

Letter of consent

OMITTED - Omitted to protect the identity of the informants

Fråga om samtycke till studie i klass OMITTED

Hej!


I studien tar jag hänsyn till Vetenskapsrådets forskningsetiska principer. Det betyder bland annat att jag varken namnger elever eller skola i min uppsats. Det innebär också att jag raderar alla inspelade samtal efter det att jag är klar med min uppsats.

Eftersom eleverna är under 15 år behöver jag, förutom deras samtycke, ditt tillstånd för att kunna göra mina observationer. Jag hoppas att du vill ge det genom att svara OMITTED eller mig på det här mejlet.

Tacksam för snabbt svar!
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