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Validating a group oral task in a university entry test:

Interactional competence as a target construct in an academic context

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A thesis submitted in fulfilment of the requirements for the degree of

Doctor of Philosophy

Department of Linguistics and English Language

Lancaster University

August 2022

For my parents, Shahizan and Rihan.

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

In the name of Allah, the Most Gracious, the Most Merciful

Declaration

This thesis has not been submitted in support of an application for another degree at this or any other university. It is the result of my own work and includes nothing that is the outcome of work done in collaboration, except where specifically indicated. Many of the ideas in this thesis were the product of discussion with my supervisor Professor Tineke Brunfaut. Excerpts of this study have been published in the form of abstracts in the following conference presentations:

1. Assessing Language across General and Specific Contexts. Language Testing Forum, UKALTA 2018 CRELLA, University of Bedfordshire, UK,

2. Bonn Applied English Linguistics (BAEL) Conference, Bonn, Germany, 2019.

3. The 1st Applied Linguistics and Language Studies International Conference 2021 (ApLIC2021), Malaysia.

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Abstract

Increasing seminar-style teaching and assessment diversification in higher education mean that group assessments have become part of degree assessments in many university contexts. In principle, therefore, group oral tasks seem a meaningful task type for university entry tests. However, limited research is available on the validity of such tasks, particularly for local university entrance tests such as the Malaysian University English Test (MUET), of which the scores are used to demonstrate meeting Malaysian university entry requirements. Therefore, this study investigated the interactional features elicited during a group oral task for a university entry test (MUET) and compared them to the interactional features of group oral assessments in the target domain (degree-level study), to shed light on the context validity of MUET's group oral task.

To gain insights into the construct tested by the MUET group oral task versus by degree-level group assessments, video recordings were made of four MUET simulation tests and of two groups of first-year and two groups of final-year students completing assessed group academic discussions in an English language and an IT course, respectively. After transcribing the recordings, Applied Conversation Analysis was conducted to identify the interactional features during group oral performances in the three settings (MUET, English course, IT course). The analyses of the talk revealed differences between the turn and topic management features of the group oral performances in the three contexts with a focus on MUET versus English and IT, and to a lesser extent between groups within the same context. More specifically, differences were found in general features of turn-taking (e.g., organisation of talk in terms of specific strategies used during the initiation, maintaining, and ending of the group interaction), turn length, number of turns, and turn allocations. Topic management features such as opening, topic initiation, extension and closing also differed. In addition, an evaluation

of the MUET materials by a group of ten expert language testers suggested that the MUET group interaction task did not lend itself to eliciting all the intended features listed in the MUET test specifications and rating scale.

All in all, these findings indicate important shortcomings to the validity of the MUET group oral task. The significance of the study lies in the insights gained into the context validity of the MUET group interaction task and their implications for this high-stakes test. The study also offers insights into the nature of turn and topic management microfeatures in academic group interactions more generally.

Acknowledgements

I would like to express my deepest gratitude to my supervisor, Professor Tineke Brunfaut, for her wisdom and kindness. Her expertise in the field of Language Testing is truly admirable, and I am honoured to be selected as one of her students. Her excellent supervisory skill is an inspiration.

My highest respect and appreciation to my parents, my saviours, Shahizan Hassan and Rihan Yusof who have showered me with endless love and support. Without them, it would have been an impossible feat.

My appreciation to all the participants who have voluntarily contributed to the valuable findings of this study.

My deepest gratitude to the sponsors: Ministry of Higher Education Malaysia, Universiti Utara Malaysia, the Minister of Rural Development, YB Dato' Seri Mahdzir bin Khalid, and the Chairman of Widad Business Group, Tan Sri Dato' Sri Muhammad Ikmal Opat Abdullah.

My heartfelt thanks to Lancaster University, the Lancashire police, and the Lancashire Safeguarding Children Board, who have ensured that my children and I were safe and secure throughout our stay in Lancaster during turbulent times.

My special thanks to my Dean, Professor Dr Shukri and mentors, Associate Professor Dr Siti Jamilah, Associate Professor Dr Ahmad Affendi and Associate Professor Dr Aspalila, for their continuous support and encouragement.

To the angels, Aqsa, Enaliza, Santi, Salmi, Juraini, Has, Zura and Arnis, thank you for the support and shared laughter. To my family, especially Cik Mimi, Cik Un, and Shahnaz, thank you for your continuous support and duas.

Finally, to my children, Arif, Amar and Zinni, the gifts from Allah, my reason for being, because of you, there is a purpose. To everyone mentioned and others, I am forever grateful.

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List of Abbreviations and Acronyms

CA	Conversational Analysis
CC	Communicative Competence
CEFR	Common European Framework
CLT	Communicative language teaching
EP	English proficiency
IELTS	International English Language Testing System
IC	Interactional Competence
MUET	Malaysian University English Test
OPI	Oral Proficiency Interviews
PBL	Problem/Project-based Learning
SBA	School-Based Assessment
STEM	Science, Technology, Engineering, And Mathematics
TRP	Transition Relevance Place
TCU	Turn Constructional Unit
TLU	Target Language Use
TOEFL	Test of English as a Foreign Language

1 Introduction

Interaction is at the core of the speaking skill. The term *Interactional Competence* (henceforth IC) was first introduced by Kramsch (1986), who defined IC as "the construction of a shared internal context or "sphere of inter-subjectivity" that is built through the collaborative efforts of the interactional partners" (p.367). She argued that IC involves participants who communicate in a jointly constructed discourse. Since then, IC has received considerable attention in the field of second language (L2) speaking assessment. For example, recent studies have discussed IC as an important construct to be measured in paired and group oral tests (see e.g., Crosthwaite, Boynton, & Cole, 2016; Galaczi, 2014; Galaczi & Taylor, 2018; Lam, 2018; Leaper & Riazi, 2014; Plough, 2018; Plough, Banerjee, & Iwashita, 2018; Roever & Kasper, 2018; Young, 2013). Among the recent articles on IC in L2 assessment, Galaczi and Taylor's (2018) offered a comprehensive definition, "IC is the ability to co-construct interaction in a purposeful and meaningful way, taking into account sociocultural and pragmatic dimensions of the speech situation and event" (p.5). In line with this, the present study sets out to investigate the construct definition, operationalisation and validation of IC in L2 group oral assessments. More specifically, it concerns a partial validation study investigating the construct underlying the group oral task of a high-stakes English test in Malaysia – the Malaysian University English Test (MUET). In particular, it explored IC by looking at the macro- and microfeatures of turn and topic management. This exploration was achieved by examining the co-constructed nature of speech (Young, 2011), which is seen as the essence of 'building and maintaining relationships' in IC (Plough et al., 2018). The empirical evidence for the validity inquiry was collected focusing on the context validity

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parameters of the socio-cognitive framework for language test validation (Taylor, 2011; Weir, 2005).

1.1   The Purpose of the Thesis

The general aim of this study is to contribute to the body of research on the representation of IC in the testing of L2 speaking. A more specific aim was to investigate aspects of the validity of a group oral test used for university entrance purposes in Malaysia. Thus, the study's objective was to examine the claim made by the Malaysian Examinations Council (2006) that the MUET group oral test measures IC as a target construct in academic contexts.

Despite the expansion of knowledge on IC in recent years, there is still a need to further develop our understanding of this concept, for example, by looking at the 'microinteractional features' (Galaczi & Taylor, 2018) of IC, particularly in specific contexts such as the academic context. This was done in this study through a comparison of interactional features of group oral test performances versus of real-life group academic oral assessments (the target language use situation (TLU)) at tertiary education level. As mentioned, the group oral test under investigation was part of MUET, which includes a group oral task to assess pre-university students' English language proficiency to meet university entry requirements. The group oral assessments explored to represent the TLU domain were: a) the group oral classroom-based assessment of a university-wide, undergraduate English language course, and b) the group discussion of a problem-based assessment project from an IT course in the Bachelor of Science in Information Technology.

1.2   Rationale for the Thesis

The rationale for the study is derived from both theoretical and contextual issues.

1.2.1   Theoretical rationale

From a theoretical perspective, some gaps remain in defining and operationalising IC as a construct in speaking assessments, including in group oral tests. Investigation of IC as a construct in speaking tests has gathered a substantial amount of research where the focus is on the 'co-construction' of the participants in the speaking tasks (e.g., Brooks, 2009; Brown, 2003; Chalhoub-Deville, 2003; McNamara, 1997; Kramsch, 1986; Swain, 2001). Co-construction is viewed as a key construct in paired and group oral tests as a way for participants to present a variety of interactional features such as "turn taking, initiating topics and engaging in extended discourse with a partner" (May, 2011, p. 1). However, according to Galaczi and Taylor (2018), there is a need for further development in this area of research "to more accurately understand and describe the construct of interactional competence" (p.1). Additionally, from a research perspective, the co-construction features between speakers during "maintaining the interaction and responding to each other" (Brooks, 2009, p.343) are viewed as challenging to investigate. Van Batenburg, Oostdam, van Gelderen, and de Jong (2016) put forward two issues concerning co-constructed discourse in paired/group tests: (a) the difficulty of separating individual contributions in a shared discourse, and (b) the challenge of assessing each individual's ability in a co-constructed discourse.

Galaczi (2014) investigated the way learners managed IC in paired speaking tasks and argued that in order to operationalise the "IC scales and descriptors" it is useful to provide "descriptive interactional features" (p. 572). Galaczi (2014) also emphasised mixed-method studies which combine "qualitative discourse analysis" with "quantitative statistical support" to explore the definition and conceptualisation of IC further. To date,

there is still a need for further investigation of more detailed insights into the microfeatures of IC particularly on the subconstructs of the turn and topic in IC within L2 speaking test contexts.

After considering the above-mentioned studies and in response to Galaczi and Taylor's (2018) call for further specificity in "the current definition of interactional competence" (p.9), the current study investigated MUET validity claims by measuring salient features of IC in group oral assessments in the academic context as well as the influence of tasks on performances during group oral assessments. Specifically, it investigated how IC was conceptualised and operationalised in the MUET group oral test and in the TLU domain – studied through an English language course's group oral classroom-based assessment and an IT course's problem-based group discussion. This study hopes, through a context validity study, to help fill the gap in defining and conceptualising IC. More detailed descriptions of IC as a construct in L2 paired/group oral assessments are presented in the Literature Review (Chapter 2), and how I investigated this is explained in the Methodology Chapter (3).

1.2.2   Contextual rationale and background

A second rationale for this study relates to several contextual issues. As explained below, this study was undertaken against a background of concerns among stakeholders regarding Malaysian undergraduates' lack of English-speaking proficiency in an academic setting (Kassim & Ali, 2010), as well as the Malaysian government's recent decision to impose new (higher) MUET cut scores for entrance to Malaysian public universities.

The history of the English language in Malaysia started when the British ruled the country in the 18th century. During that time, the English language was introduced as the

medium of instruction in primary and secondary schools (Foo & Richards, 2004). It was only after the Malay independence in 1957 and the rise of nationalistic sentiments that Bahasa Malaysia regained its place as the official medium of government and education (Foo & Richards, 2004; Gill, 2005). However, although English lost its status as the official medium of instruction after the independence (Omar, 1998), (in comparison to the Malay official language), English is now taught as a subject in both primary and secondary schools and even at the tertiary level. At the same time, English has continued to gain importance in Malaysia due to advancements in science and technology in the era of globalisation (Foo & Richards, 2004). In fact, at the tertiary level, English is currently used as the medium of instruction (in addition to being a subject in its own right). However, despite having learned English formally in school for at least 11 years, starting from as young as seven years old up to tertiary education, several studies have reported that Malaysian students often struggle specifically with English oral communication, (Abdullah & Abdul Rahman, 2010; Osman, Nayan, Mansor, Maesin, & Shafie, 2010; Zumusni et al., 2010). Moreover, a 2018 news report on the importance of English language proficiency for graduate employability included a claim by Dr Arshad Abd Samad (Universiti Putra Malaysia) that the level of English oral skills among university students is worrying as students still struggle with "Basic Interpersonal Communicative Skills" (Mustafa, 2018). These concerns raised regarding Malaysian students' low levels of speaking proficiency consequently also became a national concern, with a timetabled action plan to improve students' communicative abilities forming part of the government's English Language Education Reform in Malaysia: The Roadmap 2015-2025 (Don et al., 2015).

This brings me to the first contextual rationale for my research, which is situated in the area of testing speaking. Firstly, I choose to focus on the skill of speaking because

of the issues regarding Malaysian students' oral skills just mentioned. Secondly, within this, I focused on IC because IC is a relatively new concept that has not been fully implemented in the English language curriculum in Malaysia. On the one hand, the importance of interactional skills has been highlighted in the English Language Education Reform Roadmap. Namely, in the revamping of the English language curriculum, teachers have been advised to reassess their approaches to teaching English by incorporating "interaction-based theories of language learning" (Don et al., 2015, p. 217) and to make sure that there is "[i]ncreased opportunity for language interaction … during the English language lesson" (Don et al., 2015, p. 224). However, on the other hand, to what extent this has been implemented into actual teaching and assessment is unclear at present. In the Roadmap, it is stated that only in phase 3, which is scheduled for 2022-2025, the implementation of the suggested improvement to the curriculum must be reported. Also, the amount of publicly available research on IC within the Malaysian education context is fairly limited, with the exception of Ngah and Stapa (2019) and Sim et al. (2019). Thirdly, with reference to the implementation of IC, I specifically chose to focus on its operationalisation in testing rather than teaching, because although many educators claim to adopt Communicative Language Teaching (CLT) – an often-used approach to the teaching of English in Malaysian classrooms (Kam, 2002) – this is not necessarily reflected in their assessment of English. Sabri, Yu Qin, Balakrishnan, & Hui Yang (2014), for example, pointed out that the assessment of speaking is often neglected and that it is considered secondary to the assessment of reading and writing, which are most often tested in public examinations in Malaysia. In this sense, the MUET test investigated in my study forms an interesting exception, as it contains a speaking section to assess IC and one which includes a group discussion task. The MUET Regulation, Test Specifications, Test Format and Sample Questions document (2006) states that the

targeted construct of speaking ability for the MUET speaking test is communicative and interactional competence, and that the aim is to measure the test-taker's ability to participate in social and academic contexts (Malaysian Examinations Council, 2006). The MUET speaking test consists of two tasks: Task A, which is an individual long turn task, and Task B, which is an interaction task with four test-takers, i.e., a group oral task. The evaluation criteria for the speaking test include task fulfilment, language, and communicative ability (Malaysian Examinations Council, 2006).

A second contextual rationale for my research also relates to my decision to investigate the MUET speaking test (Task B). Given that English is the present medium of instruction at the university level, secondary school students – i.e., Malaysian nationals – are required to sit for MUET to gain entry to tertiary education (college or public universities) (Lee, 2004; Rethinasamy & Chuah, 2011). (International students have the option to either sit for IELTS, TOEFL (Kassim, & Buniyamin, 2015) or MUET). MUET was introduced in 1999 and is a four-skills English language proficiency test. The MUET reporting system is based on an aggregated score for all skills, ranging from 0 to 300, and the scores are translated into a band system ranging from Band 1 to Band 6 (Rethinasamy & Chuah, 2011). At the time of conceptualising the present study, an important contextual development regarding MUET was that on the 10th of October 2014, the Malaysian government announced that the minimum level requirement for MUET scores for university entry would be raised. The announcement was made by the then Prime Minister and Minister of Finance, Yang Amat Berhormat Dato' Seri Mohd Najib Tun Haji Abdul Razak while tabling The Budget 2015 in Parliament. During the announcement, Dato' Seri Najib simultaneously highlighted that: "to date, it is estimated that 53,000 graduates remain unemployed after six months of graduating" (The 2015 Budget Speech, 2014, p.23). This suggests that low English proficiency issues were seen by the government to

be a hindrance to graduate employment. In addressing the graduate employability issue, the government then proposed several initiatives. The initiative to raise the English language requirement for entry into public institutions of higher learning in Malaysia, i.e., one score band higher on MUET than before, was implemented. The government believed this would be the catalyst for improving students' self-confidence and skills to communicate in English (The 2015 Budget Speech, 2014).

It is highly plausible that the raised MUET bands for entry requirements have serious ramifications for stakeholders, especially undergraduate students. For example, while it can be hoped to be a catalyst for students to strive to attain the benchmarked standards in their preparation for university entry and ultimately make them more capable users of English, it may also result in an increase in the number of applicants who do not meet the new entry requirement. In an earlier newspaper interview from 2014, the University Utara Malaysia's vice-chancellor voiced his concerns over the new entry requirement plans; he pointed out that only 30% of the students in the local universities at the time were in Bands 3, 4, and 5, whereas the other 70% were in Bands 1 and 2 (Bernama, 2014). He feared that, based on these percentages, public universities in Malaysia would lose a large number of potential students after the new entry criteria would be implemented. In addition, Ahmad Afip, Hamid and Renshaw (2019) warned of possible implications of the raised MUET-band entry requirements on university programmes, that by having additional English language proficiency courses to cater to students with lower MUET band, university programmes might need to increase their programmes credit hours. As MUET is already a high-stakes test in determining university entry and study chances, the government's announcement has increased its stakes even more. Moreover, it needs to be kept in mind that the Band-level increase was a policy decision rather than a research-informed decision.

This evolving context, with several potential implications for university education, made me become particularly interested in the MUET test and prompted me to look into what is known from a research perspective about this test. As an English language lecturer in a public university in Malaysia, my job scope covers teaching, but also extends to other areas, such as curriculum development and review. From 2014 until the end of 2015, before leaving for the UK to do my PhD, I was assigned to lead a curriculum review team for the English language courses at my university. To this end, I became familiar with government policies involving the English language curriculum in Malaysia. One policy in particular that had a direct impact on our curriculum review process was the raised MUET-band entry requirements, and it influenced the team's decision to increase the English courses' credit hours. No research was available on the effect of a band level raise, and so, in principle, this could have been an interesting and important topic for PhD research. However, even though I was acutely aware of the implications of raised MUET bands for entry requirements for stakeholders, at the time of setting up my study the situation was ongoing, and it was not entirely clear which direction it would go; thus, it was deemed too unstable to specifically investigate the effects of the band level increases in my PhD. In fact, to my knowledge, to date, no study has yet investigated the implications of the raised MUET bands for university entry. But I am aware that universities such as my own have provided alternatives for students who do not achieve the required MUET band, such as providing pre-sessional English courses. Ultimately, the raised MUET bands for university entry increased the stakes of MUET, thus validation research on this test is deemed critical.

At present, the overall amount of publicly available research on MUET is fairly limited as a whole, although this has improved in recent years, with an increasing number of empirical studies on MUET having become available. However, the majority of these

studies have focused on examining the extent to which the overall MUET scores predict students' academic performance (see Rahmat, Min, Sungif & Yusup, 2015; Rethinasamy & Chuah, 2011). With respect to the speaking test, one study that is available reported a perceived connection between students' level of English language proficiency with their speaking performance on the MUET oral test (see Lateh, Shamsudin, & Said, 2015). Other recent research concerned alignment studies involving the benchmarking of MUET to CEFR, and the linking of MUET cut scores to IELTS bands (see Bidin, Mohd. Don, Abdul Raof, Zubairi & Mahat, 2020; Geranpayeh & Abd Rahman, 2018). However, to date, wider validation research, such as on the construct or context of the test, seems missing. For the speaking test, for example, there is no empirical evidence yet to substantiate the testing of the construct of IC, nor has any validation been undertaken of the MUET group oral task (Task B). Thus, this situation piqued my interest to start an investigation on whether MUET as the Malaysian main English proficiency test is measuring what it claims to measure: test-taker's IC ability to participate in social and academic contexts (Malaysian Examinations Council, 2006). I believe that by investigating the MUET speaking test construct, I can shed light on the salient features of the speaking construct, specifically IC, and ultimately inform good practice in measuring the speaking construct.

In sum, the proposed study is motivated by three reasons. The first is to contribute empirically to the limited research on how the construct of interactional competence is conceptualised and operationalised in group oral tests and shed further light on micro interactional features. The second reason stemmed from the need for empirical studies on the assessment of spoken interactional skills within the Malaysian education context. The third reason concerns gaps in the validation of the MUET, a high-stakes test, in particular its group oral test.

1.3 Outline of the thesis

In chapter 2, I review key literature relevant to the study, covering language test validity and validation, and specifically, the socio-cognitive framework (section 2.2); IC in L2 speaking assessment (section 2.3); and group interaction in the L2 assessment (section 2.3).

In chapter 3, I describe this study's methodological approach and the rationale for choosing a mixed-methods sequential design (section **Error! Reference source not found.**). Then, I present the study's theoretical framework (section **Error! Reference source not found.**) and the overall research design and research questions (section **Error! Reference source not found.**). This study was conducted in two phases; in the first phase, I investigated the salient interactional features in test takers' performances on the MUET group oral test and compared these with the salient interactional features produced by students during classroom-based group assessments in higher education institutions in Malaysia (the TLU situation). I present the data collection procedure and method of data analysis (applied conversation analysis) (section **Error! Reference source not found.**). This study utilized Applied CA, a method of analysis coined by ten Have (2007), to investigate interactional features in the academic context of higher education. This approach involves the implicit or explicit use of CA-inspired analysis to examine interactions. The aim was to compare the interactional features produced by MUET test-takers during its high-stakes group oral task with those observed in the classroom-based group discussions of English and IT undergraduate courses, representing the target language use domain (as detailed in 3.5.5.1). The second phase (expert judgment) was carried out to examine the MUET group oral task's features. I describe the methodological approach (section **Error! Reference source not found.**), quantitative data collection procedure (section **Error! Reference source not found.**) and methods of

analysis (section **Error! Reference source not found.**) of this part of the study. I end chapter 3 with an explanation of the ethical procedures adopted (section **Error! Reference source not found.**).

Then, in chapters 4 and 5, I report the results according to two key aspects of IC. Namely, chapter 4 focuses on turn management, i.e. I present the results of the analyses of salient turn management features in MUET test-takers' performances, and English and IT students' performances during group oral assessments (sections **Error! Reference source not found.**). Chapter 5 reports on topic management. I present the salient features of topic management according to the microlevel features of topic shifts, topic initiation, topic extension and closing of the discussion. These features are reported per participant group: MUET topic management results (section 5.2), English course topic management results (section 5.3) and IT course topic management results (section 5.4).

Chapter 6 then reports on the second phase of the study. After an introduction (section 6.1), I present analytic data, which was categorised according to the context validity parameters of task setting (section 6.2) and task demands (section 6.3). The results are then grouped under the following features: language functions, prompts, time, descriptors, and rubric/instructions.

In chapter 7, I discuss the results. First, I provide a summary of findings and discussion on the emerging patterns of turn and topic management features (section 7.2) from all three (MUET, English and IT) groups, and then I provide a summary and discussion of the context validity results (section 7.3). After that, I put forward the key arguments on IC and group oral assessments following my findings (section 7.4).

In the final chapter (8), I conclude this thesis with a summary of the study's aims, rationale and design (section 8.2), and then I present a summary of the key findings (section **Error! Reference source not found.**). Next, I outline the study's contributions

and implications (section 8.3). Finally, I point out the study's limitations (sections 8.4)

and provide suggestions for further research (section 8.5).

2 Literature Review

2.1 Introduction

Theoretically, the present study draws on IC (Kramsch, 1986; Young, 2000, 2002, 2011, 2013). Methodologically, it applies the socio-cognitive framework for test validation (O'Sullivan & Weir, 2011; Weir, 2005) and an applied Conversation Analysis (CA) approach, adopted from Sacks, Schegloff, and Jefferson's (1974) approach for analysing group interactions in the oral assessments under scrutiny.

In the following sections, the review begins with a very brief introduction of the concept of validity in language testing (2.2) and continues with a more elaborate description of the socio-cognitive framework for language test validation and key studies on the validation of speaking tests (2.2.1). Next, I review research on group interaction in second language assessment (2.3). Finally, I review the literature on IC as a construct in L2 group oral tests (2.4).

2.2 Language Test Validity and Validation

In traditional views, fundamentally, validity was defined as the extent to which a test measures the construct that it claims to measure (Alderson, Clapham, & Wall, 1996). Validity evidence could thereby be provided by investigating, for example, a test's face, concurrent or predictive validity. Then, following developments in the field, construct validity gradually became seen as "a more superordinate form of validity to which internal and external validity contribute" (Alderson et al., 1996, p.191). Some early methods of collecting validity evidence involved things such as test-taker questionnaires, multitrait-multimethod analysis, or convergent-divergent validation (Alderson et al., 1996).

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However, these early views and methodological processes have been critiqued for their granular manner and for being incomprehensive, impractical and lacking consideration of the validity consequences (see e.g., O'Sullivan, 2011).

Current views of validity heavily build on Messick's work (1980, 1987, 1995, 1996). Messick (1987) conceptualised validity as a unitary concept and defined it as "an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of interference and actions based on test scores" (p.1). Messick (1989) proposed to validate the intended uses of test scores, i.e., one must extend beyond the scores by providing a certain degree of validity evidence and theory to support the interpretation of test scores. As Messick (1989) put it, one should consider "the functional worth of scores in terms of the social consequences of their use" (p.5). All in all, the strength of Messick's conceptualization of validity lies in the "in-depth discussion of values of score interpretations and consequences of test uses" (Xi & Sawaki, 2017, p.197).

Building on Messick's work, several approaches to test validation have been proposed. A validation framework is seen as "the process used to prioritize, integrate, and evaluate evidence collected using various methods" (Xi & Sawaki, 2017, p.194). One currently influential validation approach is the argument-based approach (Kane, 1992, 2013; Kane et al. 1999). Kane's work has influenced other argument-based test validation approaches such as Bachman and Palmer's (2010) assessment use argument (AUA). AUA focuses on the intended use of a test through a process of 'assessment justification', which, comprises two main stages: 1) the assessment use argument is made explicit by formulating claims that link test takers' performance to the consequences of test use, and 2) the evidence collection stage is conducted to support the claims made in the AUA (Bachman, 2003, 2005; Bachman & Palmer, 2010).

Considering the argument-based approach (Kane, 1992, 2013) as a "work in progress", Xi and Sawaki described the argument-based approach as having two stages, i.e., "constructing an interpretive argument, and developing and evaluating a validity argument" (Xi & Sawaki, 2017, p.196). The interpretive argument approach contains assumptions that need to be proven true with supporting evidence through a network of inferences, including *domain description*, *valuation*, *generalization, explanation, extrapolation* and *utilization* (Xi & Sawaki, 2017). Xi and Sawaki (2017) further add that the more support given to the network of inferences, the "more meaning to a sample of test performance and the corresponding score so that a score-based decision is justified" (Xi and Sawaki, 2017, p.196).

Several studies have adopted an argument-based validation approach such as the highly cited TOEFL iBT™'s test use and consequences study by Chapelle et al. (2008). They reported that although the speaking tasks were found to replicate the demands of real-world academic speaking as far as possible, to what extent they did so require further research (Chapelle, Enright, & Jamieson, 2008). A recent extrapolation study conducted by Brown and Ducasse (2019) compared TOEFL iBT™ Speaking Tasks with Academic Speaking Tasks. The study was an extension of Chapelle et al.'s (2008) domain definition inference and focused on "linguistically-oriented analyses undertaken towards the development of TOEFL iBT™" (p.256). Another example of an argument-based validation study which investigated the linguistic features produced in speaking task performance is Brooks and Swain's (2014) corpus-based study. These studies which have used the argument-based approach and specifically focused on speaking tests, have primarily looked into the linguistic characteristics of language used in the TLU domain, rather than used conversation analysis to look into interactional features of speaking performances.

Although there exist a considerable number of validation studies which have used an argument-based approach, including to investigate the relationship between the nature of speaking tasks performance in high-stakes test contexts and speaking tasks performance within the academic context (see studies cited in the previous paragraph), such approaches have also been criticized. For example, Kane's interpretative/use argument (IUA) has been felt to be challenging to put into practice and to be very resource-demanding. Indeed, although the framework has been called transparent in terms of its structure, the validation execution is quite the opposite as Chapelle (2012) states that whoever attempts to construct the argument for the test's validity would discover that it is anything but simple. In addition, questions have also been raised regarding the suitability of the argument-based approach for local use of standardized assessments (Moss, 2013).

As the present study aimed to investigate a local use of standardized test, I therefore explored the usability of another type of validation approach developed on the basis of Messick's work, the socio-cognitive framework. I describe the socio-cognitive framework in the following section (2.2.1).

2.2.1 The Socio-cognitive framework

A highly influential validation framework, the socio-cognitive framework by Weir (2005), is recognised and used by many language testing scholars (e.g., Khalifa, & Weir, 2008; O'Sullivan & Weir, 2011; Taylor, 2011). The choice of using this framework in this study is not only because it is grounded in applied linguistics theory and research but also because it applies to contexts that involve high-stakes tests and classroom-based assessments (see Bannur, et. al., 2015; Khalifa & Weir, 2009; Taylor, 2011), both of which are central to the present study. The framework is a unified and comprehensive framework that recognises the cognitive as well as the social dimensions for gathering

evidence for test validation (Taylor, 2011). The framework has been argued to be highly practical – offering an accessible and workable structure – and to be useful for facilitating a coherent validation argument as well as identifying evidence for the validity argument and the stages of validity evidence collection (O'Sullivan and Weir, 2011). Indeed, Weir (2005) provides a clear linkage between the validity components as well as an explicit indication of where to begin the investigation. The structure of the validity research is outlined based on the propositions consistent with the intended interpretation in which the evidence is gathered. The structure functions as a step-by-step guideline for researchers from the beginning to the end. In this study, the validity evidence involves interactional features elicited during the group oral performance and task evaluation by language testing experts.

Given this study's focus on interactional features in group oral tests, it adopts context validity as described within the socio-cognitive framework for validating speaking tests (Taylor, 2011; Weir 2005) as the theoretical framework for the development of its research design (see **Error! Not a valid bookmark self-reference.**). The expected outcome is the use of a socio-cognitive framework to inform on the oral constructs relevant to the academic context for Malaysian higher education students, as mentioned in chapter **Error! Reference source not found.**.

Figure 2.1:   A Socio-cognitive Framework for Validating Speaking Tests (Weir, 2005, p. 46)
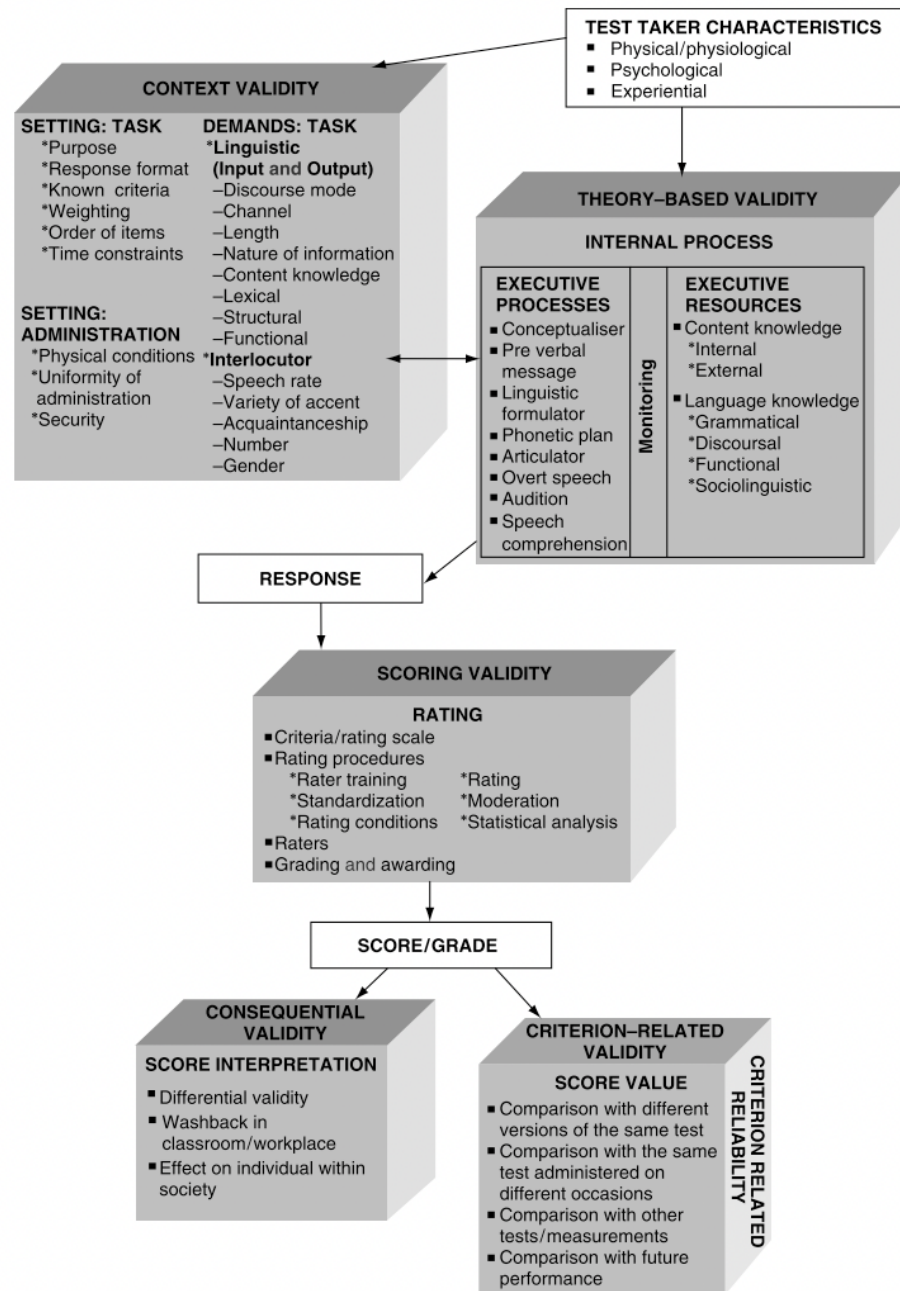
Here, I discuss the socio-cognitive framework, which was introduced by Weir (2005) and further adopted for the four skills including speaking. In *Examining Speaking: Research and Practice in Assessing Second Language Speaking*, Taylor (2011) described the process of gathering validation evidence into two stages in this framework (following Weir, 2005): stage one is known as *A Priori Validity Evidence* which refers to a period

'before the test event' and includes theory-based validity (also known as 'cognitive' validity [Taylor, 2011]) and context validity; the second stage is known as *A Posteriori Validity Evidence* which refers to the period 'after the test event' and comprises of scoring validity, criterion-related validity and consequential validity (Weir, 2005). The framework has several 'arrows' which link "the principal direction(s) of any hypothesised relationships" (Weir, 2005, p.43) between these validity characteristics. Taken together, however, the unified approach of the socio-cognitive framework for speaking tests investigates the *mental processing* of the candidate as well as the *social* use of the language in performing tasks (Weir, 2005).

The framework, as applied to conceptualising speaking test validity, begins with the element of test-taker characteristics, which connects directly to cognitive and context validity to form the before-the-test evidence or *a priori*. Taylor (2011) describes ways in which researchers can gather validity evidence on these. For example, she describes data gathering on the psychological characteristic of test-takers as "*a priori* evidence of the cognitive processing activated by the test task before the live test event (e.g., through verbal reports from test-takers)" (p.29). Weir (2005) emphasises the importance of theory relating to the cognitive processing that underpins equivalent operations in real-life language use, which creates a symbiotic relationship between cognitive validity and the third characteristic of context validity, i.e., authenticity, which is the extent to which the classroom learning tasks and activities simulate real-world scenarios encountered by the learners. Moreover, an authentic educational context involves a learning environment that replicates the complexities and challenges present in the real-world settings where the acquired knowledge and skills can be applied.

Context validity, as Weir (2005) suggests, should extend beyond the linguistic content parameters by including the social and cultural contexts in which the task is

performed. On social context, Taylor (2011) points out that consideration of the setting under which it is performed (such as response method, time available, order of tasks as well as linguistic demands inherent in the successful performance of a task), together with the actual examination conditions resulting from administrative setting, is necessary to ensure the attainment of the performance conditions.

For the after-the-test evidence (a posteriori), scoring validity is a superordinate term for all aspects of score reliability. Taylor (2011) explains it as the extent to which the interpretations of test scores are reached, through the application of appropriate criteria and rating scales by human raters, in which they exhibit agreement, are free from measurement error, have stability, and are appropriate in content sampling as well as reliable in decision-making indicators.

Consequential validity, another a posteriori characteristic, is concerned with the impact of the test, and the washback of tests on institutions and society. Weir (2005) sees consequential validity as related to the *avoidance of test bias* where the evidence collected from a test-taker should be proven to be free of unfair test bias based on the results of decisions of contextual features of the test.

The final characteristic is criterion-related validity, which Taylor (2011) describes as "a predominant quantitative and *a posteriori concept* concerned with the extent to which test scores correlate with a suitable external criterion of performance with established properties" (p.30). Evidence of criterion-related validity can come from three sources, i.e., demonstration of the relationship between test scores and an external criterion which is believed to be a measure of the same ability, of qualitative and quantitative equivalence forms of the same test, and of links of a test to an established external standard (e.g., the CEFR).

Since the present study focuses on a speaking test and on the topic of interactional competence, the validation effort in practice concentrated on the context validity parameters, particularly on task setting and task demands. This was to ensure the investigation of variations in interactional features while considering other factors such as test task types and time allocated. Additionally, focusing on collecting evidence on a priori characteristic of validity was also based on practical considerations such as what is feasible within the scope of a doctoral study and what data/participant access was manageable and permitted within the MUET research setting. I will now provide more information on these two aspects of validity.

2.2.1.1 Cognitive Validity

Even though my study does not directly focus on cognitive validity, it is inherently connected to context validity. Therefore, I will elaborate on it here. One of the key components of the socio-cognitive framework is the recognition of the cognitive processes that are involved in speaking. Weir (2005) describes cognitive validity as an empirical investigation of theoretically established "language processing" skills (p. 19) that are specific for a particular measurement purpose. In the context of speaking tests, Field (2011, p. 65) defined cognitive validity as "the extent to which the tasks in question succeed in eliciting from candidates *a set of processes* which resemble those employed in a real-world speaking event". The "fundamental processes that control encoding and retrieval functions" (Douglas, 2000, p.5) and involve "internal **cognitive** and metacognitive abilities such as planning and monitoring, as well as linguistic knowledge and resources" (Taylor, p.13). Thus, the aspects of investigation for cognitive validity involve: "the cognitive demands of the speaking process", "the nature of interaction involved", and "the pre-planning time" (Field, 2011, p.110).

Although, the current study investigates the nature of group oral interaction, it does not directly investigate the cognitive demands of the L2 test-takers' and students' performances as mentioned by Field (2011). Thus, the focus of this study was to collect relevant context validity evidence, video recordings of the test-takers' and students' performances in group academic discussions and analyse (see the Methodology and Result in Chapters 3, 4 and 5) the effect of tasks on the interactional features in turn and topic management features (see 2.4.1).

2.2.1.2   Context Validity

Context validity is a term coined by Weir (2005, p.19), who defines it as, "the extent to which the choice of tasks in a test is representative of the larger universe of tasks of which the test is assumed to be a sample." (p.19). Investigating context validity parameters involves considering both task input and expected output. Context validity is also concerned with establishing what was intended by the test developers as stated in the test blueprint or test specification (Weir & Wu, 2006).

To demonstrate context validity, test developers should ensure that both the descriptions of the test operations and administration conditions are comparable to those of the target situation (Weir, 2005). Weir offered the following context validity aspects for speaking: Task setting, Task demands and Administration setting (as shown in Figure 2.1, taken from Galaczi and ffrench, 2011, p. 113).

```
CONTEXT VALIDITY

SETTING: TASK                          DEMANDS: TASK
   • Response format                    Linguistic (Input and Output)
   • Purpose                               Channel
   • Weighting                             Discourse mode
   • Known criteria                        Length
   • Order of items/tasks                  Nature of information
   • Time constraints                      Topic familiarity / content knowledge
                                           Lexical resources
                                           Structural resources
                                           Functional resources

SETTING: ADMINISTRATION*               Interlocutor
   • Physical conditions                   Speech rate
   • Uniformity of administration          Variety of accent
   • Security                              Acquaintanceship
                                           Number
                                           Gender
```

Figure 2.1 Aspects of context validity for speaking (Weir, 2005 as cited inTaylor, 2011, p.113)

Test operations or task settings (O'Sullivan, 2008) are the settings under which the test is performed – which include the response method, time allocation and task order – to ensure that the performance of tasks is optimal (Taylor, 2011). While task demands "relates to the language of the INPUT and of the EXPECTED OUTPUT" and this include aspects such as "channel, discourse mode, text length, writer/speaker relationship, nature of information, topic familiarity, linguistic, interlocutor" (O'Sullivan, 2008, p.9). Thus, it is important to consider the coverage, demands and conditions of the task since these factors may influence the performance of the test-takers (Galaczi, ffrench, Hubbard & Green 2011). Task contextual parameters facilitate a systematic analysis of task features to provide insights and evidence on performance conditions to support the test usefulness (Weir, 2005). Therefore, to demonstrate context validity, the test developers should ensure that both the descriptions of the test operations and performance conditions are comparable to the target situation (Weir, 2005).

The framework depicted in Figure 2.1 Aspects of context validity for speaking (Weir, 2005 as cited inTaylor, 2011, p.113), outlines the task demands, such as 'lexical resources', 'structural resources', and 'functional resources'. However, it does not account for 'discourse features' or 'interactional features'. Therefore, to ensure that interactive spoken assessments, such as MUET, are properly designed and validated, it is essential to identify and highlight this gap in the framework. This study investigated the missing parameters such as the interactional features.

In speaking tasks, response format such as the interactional format (i.e., paired format) is used to measure speaking strategies such as "persuading, agreeing or disagreeing", where managing interaction format (i.e., group oral test) is used to elicit features such as "initiating an interaction, changing the topic or terminating the interaction" (Galaczi and ffrench, 2011, p.114). Several studies investigated the role of task and its influence on the test taker's interactional patterns or also known as the 'method effect' (see O'Sullivan et al. 2002). For example, Galaczi (2014, p.572) who reported on the influence of tasks on interactional competence across the different proficiency levels, found that:

> the more concrete and less abstract nature of the topics at B1 and B2 led to lower interactivity, whereas at the C1 and C2 levels the more abstract and cognitively challenging nature of the task prompt made the conversational partners engage more critically with each other's ideas, leading to more engaged interaction.

Van Moere (2010) investigated task variable and its influence on test takers' oral interactional features. He recommended that interactional tasks should contain specific goals to consistently elicit authentic interactional features. Other recommendations for the investigation of the context validity of speaking tests, in particular the investigations of interactional features, include "length of turn, interruptions/ overlaps, and gaps

between turns" (Nakatsuhara, Inoue, Berry, & Galaczi, 2017, p.15); a gap the current study hopes to fill.

2.3   Group Interaction in Second Language Assessment

The use of group discussion tasks in oral proficiency testing ("group orals") has been documented from as early as the 1970s (see Folland & Robertson, 1976). It was with the move towards a communicative approach in language testing that we have seen an increase in the use of interactive tasks in tests (see Taylor & Wigglesworth, 2009), which include the use of paired and group interactions (see e.g., Brooks, 2009; May, 2011; Nakatsuhara, 2013; Norton, 2005; Ockey, 2009). Several empirical studies have investigated the nature of interactions among participants in group oral assessments (e.g., Brooks, 2009; Gan et al., 2009; Ockey, 2014; Swain, 2001). Several studies in group oral *classroom-based* assessments reported constructive findings. Gan, Davison and Hamp-Lyons' (2009) case study reported common features of speech functions between an L2 peer group test interaction and real-life conversation. In terms of the relationship between the number of group members and the salient IC features produced during group oral performance, Nakatsuhara (2011) reported a more collaborative efforts in the group of three test takers, while in the group of four test-takers, the performance produced was described as "mechanical, unnatural turn-taking" (p.494). However, studies on group oral tasks in *high-stakes* tests reported less encouraging findings. In a corpus-based validation study carried out by He and Dai (2006) for a high-stakes test of the CET–SET group discussion task, they found little evidence of interactional skills being employed. Contributing reasons for lack of IC among the test-takers in the study may have been low confidence, and lack of interest and awareness of the test environment. Bonk and Ockey (2003) conducted a validation study on the second language group oral discussion task of

an EFL test at a Japanese university. Based on their Rasch analysis results, they concluded that "[t]he one-shot test of discussion ability is certainly an insufficient basis upon which to make a valid overall decision about an examinee's oral ability" (Bonk & Ockey, 2003, p.103).

The main argument for the use of group oral tasks is the claim that these allow test-takers to engage in a discussion with peers to produce *authentic discourse* that imitates group discussions in the classroom and the real world (Ockey, 2009, 2014; Swain, 2001). Ockey, Koyama and Setoguchi (2013) and Ockey, Koyama, Setoguchi and Sun (2015) state that one of the key purposes of the group oral format is to give test-takers some control over their performance in the test. Ahmadi and Sadeghi (2016) extended the argument further by stating that this kind of control will allow test-takers to have their own 'voice' and let them be in control as 'agents'. Therefore, the group oral format is used not only to measure the test-takers' language proficiency but also "to measure knowledge of a content domain and a more defensible construct of oral ability, one which includes interactional competence" (Ockey, 2014, p.1).

Therefore, Nakatsuhara (2013) suggests that, given the potential of group orals in capturing authentic discourse and their wide use in high- and low-stakes tests as stated above, there is a need for further in-depth investigation of group oral test discourse, particularly to understand how the test task affects the discourse and how group oral members co-construct interactions. Moreover, it is warranted to examine the claim made by The Malaysian Examinations Council that MUET is a test that measures not just pre-university students' communicative competence in English but specifically their ability to use the language in an academic context (Malaysian University English Test: Regulations and Scheme of Test, Syllabus, and Sample Questions, 1999). To this end, this study employed conversational analysis to investigate the macro- and micro-

interactional features of the topic and turn in group oral tests, focusing on those identified in Galaczi and Taylor's (2018) IC tree metaphor. The following sections define the L2 interactional features in detail.

2.4 Interactional Competence as a Second Language (L2) Group Oral Construct

Earlier research on L2 oral construct involved empirical investigation of the construct validity of tests of communicative competence (e.g., Bachman & Palmer, 1982). Bachman and Palmer (1982) adopted a quantitative, multitrait-multimethod approach to their investigation into construct validity. Other classical methods of analysis include item analysis using item response theory (IRT) via the Rasch Model (Woods & Baker, 1985). Although these studies were able to supply useful information to language testers, they were insufficient to inform other aspects (e.g., in-depth analysis of the nature of interactional skills) of speaking tests' construct validity. Another major theory in L2 oral testing is *Communicative Competence* (e.g., Canale & Swain, 1980; Hymes, 1967, 1974). However, *CC* has been critiqued (see McNamara, 1997) for focusing more on the individual candidate than the candidates in interaction and Young and He (1998) who pointed out that communicative competence is constricted to an individual learner's trait or bundle of traits.

Interactional Competence (IC), on the other hand, which is a term coined by Kramsch (1986), is described as interactive in a manner as it is co-constructed by all participants. The definition of IC is still a matter of discussion in the literature, though. Kramsch (1986) first described *interaction* as a "dynamic process of communication" that "always entails negotiating intended meanings, i.e., adjusting one's speech to the effect one intends to have on the listener. It entails anticipating the listener's response and possible misunderstandings, clarifying one's own and the other's intentions" (p. 367).

Jacoby and Ochs (1995) offered a term, *co-construction,* which is defined as "the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion, or other culturally meaningful reality" (p. 171). In this sense, IC ultimately broadens the concept of communicative competence by moving away from the focus on the individual. It is perceived as an extending concept of communicative competence, i.e., IC is "competence that is manifested in co-constructed interaction between individuals" (Galaczi & Taylor, 2018, p. 2).

An early model of IC was Anderson and Lynch's (1988) listening comprehension model of schematic knowledge, context, and systemic knowledge. Anderson and Lynch (1988) also included the sequential organisation of speech, turn-taking and repair in the structure of speaking as part of the IC. Somewhat later, Markee (2000) proposed a framework for IC, which analyses the schematic, interactional, systemic, and lexical knowledge to describe interactions in conversation better. The vital part of his model, the interactional knowledge, revealed the importance of context in conversation. Around the same time, Young (2000) wrote a paper on Interactional Competence: Challenges for Validity, where he describes four characteristics of IC:

1. It is concerned with the language used in specific discursive practices rather than with language ability independent of context.
2. It is characterised by a focus on the co-construction of discursive practices by all participants involved rather than on a single person.
3. The theory describes a set of general interactional resources that participants draw upon in specific ways to co-construct a discursive practice.
4. The investigation of a given discursive practice consists, first, in identifying the particular configuration of resources that form an interactional architecture of that practice and then, comparing the architecture of that practice with others in order to discover what resources are local to that practice and to what extent the practice shares a configuration of resources with other practices.

(Reproduced from Young 2000, p.5)

These characteristics encompass several key features: context, co-construction, and interactional architecture with local resources. The local resources in the joint constructions by the participants are "rhetorical script, the register of the practice, the

turn-taking system, management of topics, the participation framework, and means for signalling boundaries and transitions" (Young, 2013, p.16). These six interactional resources capture both the cognitive and social interactional traits of the speaking construct.

The use of spoken interaction in L2 speaking assessments has been widely discussed in studies such as Berry (2004), Brooks (2009), Davis (2009), Ducasse and Brown (2009), Galaczi (2008, 2009, 2010, 2014) and Nakatsuhara (2011). However, discussion on the conceptualisation of the definition and operationalisation of IC as a construct in L2 speaking assessment is still ongoing. In their paper, 'Interactional Competence: Conceptualisations, Operationalisations, and Outstanding Questions', Galaczi and Taylor (2018) provide a comprehensive description of IC from a social and psychological perspective, based on a historical evaluation of both theoretical and empirical studies. This culminates in the paper in a depiction of the construct of IC in the form of a tree metaphor, as shown in Figure 2.

Figure 2.2: Defining interactional competence (Galaczi & Taylor, 2018, p.9)
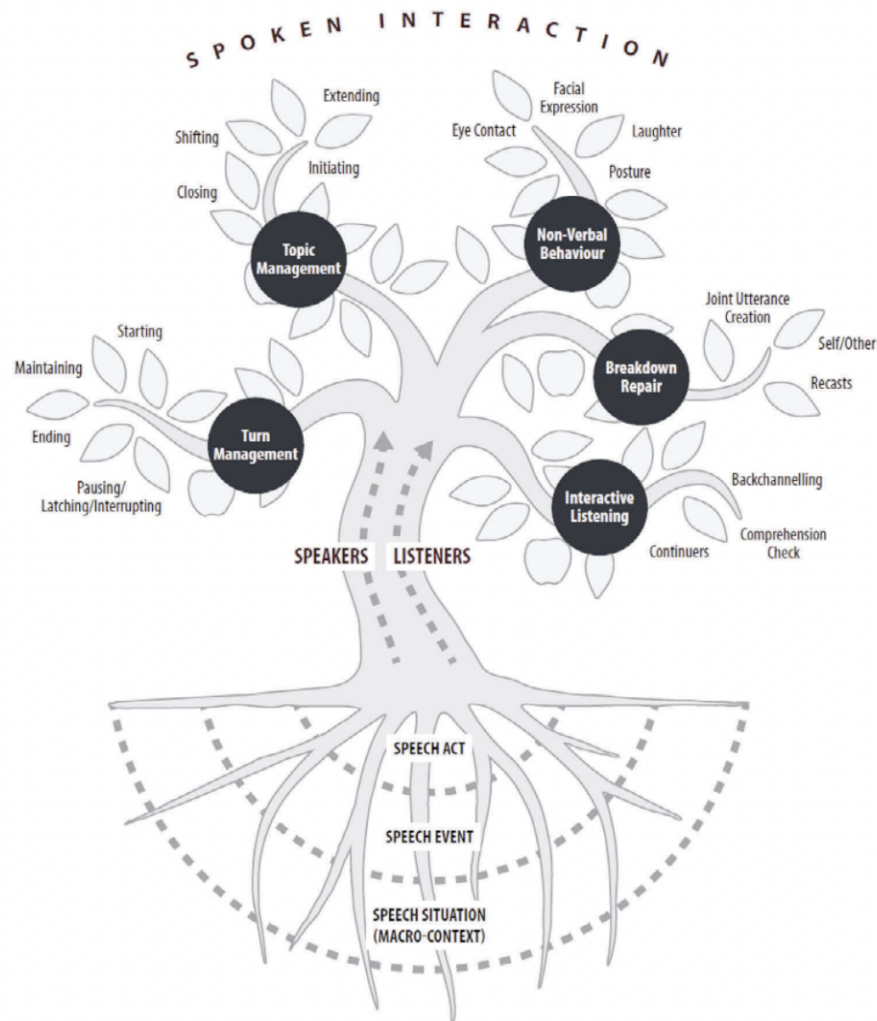
Figure 2.2 illustrates the relationships of all the phenomena described in the IC literature to date. Basically, it captures the IC macro- and microfeatures of spoken interaction. The roots of the tree visualisation consist of the speech situation, speech event and speech act. The five big branches or the "larger limbs of the tree", as described by Galaczi and Taylor (2018, p.8), represent the main elements of the IC construct: turn management, topic management, non-verbal behaviour, breakdown repair, and interactive listening. The leaves represent "the microfeatures of each skill" or the main element. Galaczi and Taylor point out, however, that the visualised microfeatures are not

exhaustive. When recommending important issues to consider in future research, Galaczi and Taylor (2018, p. 10) urged conducting a microanalysis level of investigation on:

- holding the conversational floor,
- assigning conversational rights,
- use of deixis and ellipsis for between-turn cohesion,
- use of vague language,
- collaboratively completing turns.

The discussion of IC as a construct in L2 speaking assessment particularly picked up in 2018 with a Special Issue on IC in the Language Testing journal. In the special issue, Plough, Banerjee and Iwashita (2018) reviewed papers on IC in the issue (e.g., repair sequences (Roever & Kasper, 2018), backchannels in IC (Ross, 2018) and listener responses (Lam, 2018). They acknowledged that although the issue discussed major issues related to IC, however, there are still areas to be explored:

1. the relationship between task and the evidence of IC that is elicited;

2. the role of nonverbal behavior in IC;

3. the effect of assistive technology (such as video-conferencing tools) upon the operationalization of IC; and

4. the extent to which computer-delivered tests can support inferences about IC.

(Plough, Banerjee & Iwashita, 2018, p.429)

In the same Special Issue, Roever and Kasper (2018) reported on turn features in group interaction from the psycholinguistic perspective. They found that sequential organisation of turn features in requests and refusals can be observed and measured in the different levels of IC. Both Ross (2018) and Lam (2018) offered perspectives on response as part of the IC construct in L2 speaking tests. Lam (2018) stated that "producing responses contingent on previous speakers' contributions" is "a de facto construct feature of IC" (p.1). To determine whether students' responses in his study were contingent on each other, Lam (2018) investigated "three conversational actions (*formulating,*

32

accounting, extending)" (p. 385). Lam also stated the need for more systematic investigations to determine what constitutes a response. This is an area of interest in the current investigation; the current study involves an in-depth and systematic investigation of the responses produced by both the test-takers and students (of the target language use) to identify and classify the microfeatures of turn and topic management.

Research interest in IC continued in 2020 with another Special Issue of Papers in Language Testing and Assessment Vol.9, Issue 1, 2020, aiming to bridge the gap between Conversation Analysis and Language Assessment with special relation to pragmatics. An article by Huth (2020) suggests that investigating IC features in "L2 learner production" and "while produced in sequential context, are also sensitive to other social contexts" (p.17). In a second article, Burch and Kley (2020) argued that intersubjectivity should be considered as a construct in IC speaking assessment.

In relation to observing and measuring different levels of IC features, Nakatsuhara, May, Lam, and Galaczi (2018) introduced a learning-oriented assessment feedback tool for teachers to assess learners' interactional skills. In their study, they listed salient IC macro features to be measured in learning-oriented assessments:

- Approaching the task
- Introducing new topics
- Developing own ideas
- Asking partner questions
- Responding to partner
- Developing partner's ideas
- Quality of contribution
- Quantity of contribution
- Maintaining own turn
- Keeping the interaction going
- Use of functional language
- Use of conversational strategies
- Negotiating towards an outcome
- Interactive listening
- Body language
- Manner of contributing to the interaction
- Creating a 'natural' interaction"

(Nakatsuhara, et al., 2018, p.49)

Although Nakatsuhara et al.'s study has undoubtedly contributed to the definition and operationalisation of the IC construct, the researchers admitted that further empirical studies should investigate other areas related to "IC skills across proficiency levels" (Nakatsuhara, et al., 2018, p.52), including turn and topic features with a particular interest in collaborative efforts in completing turns. The current study hopes to contribute theoretically to the IC construct through the investigation of the micro features of turn and topic management by investigating the collaborative efforts in responses in turns.

The following interactional features are undoubtedly important components of the IC construct: "'initiating, maintaining, and closing conversations', 'taking turns', 'confirming comprehension', 'inviting others in', 'keeping the floor', and 'relating contributions to those of other speakers'" (Galaczi, 2013, p.555). Language testing studies which employed CA in their investigation of turn management and topic management, either in silo or in amalgamate, are Galaczi (2014), He and Dai, (2006), Lam (2018, 2019), May (2010), Nakatsuhara (2011), Roever and Kasper (2018). However, there is still a lack of empirical IC research that investigates the definition and operationalisation of turn and topic microfeatures in the L2 group oral assessment context in amalgamate.

2.4.1 Defining key micro features of interactional competence

2.4.1.1 Turn Management Features

Recent research on IC emphasises the importance of sequential organisation as part of the IC construct in L2 assessments. Schegloff (2007) defines the term "[s]equential organization" as "the relative positioning of utterances or actions", while "[s]equence organization" covers "the organization of courses of action enacted through turn sat-talk – coherent, orderly, meaningful successions or "sequences" of actions or "moves." (p.2). Youn (2019) for example, argues that a critical piece of validity evidence in the

investigation of the L2 speaking construct is the sequential organisation and "[w]ithout an empirical description of what an intended language construct constitutes, valid and reliable assessment is simply not possible." (p.19).

Turn-taking is a type of sequential organisation (Schegloff, 2007). A focus on 'turn-taking' in social interaction was in fact already observed in the earliest and most widely cited publication in CA, "A Simplest Systematics for the Organisation of Turn-Taking for Conversation" by Harvey Sacks, Emanuel A. Schegloff and Gail Jefferson (1974). The paper listed two microfeatures of turn-taking: 'turn-constructional units' and 'turn-assignment rules' which were used to identify turn projection through the precise timing of turn beginnings (Sacks, Schegloff & Jefferson,1974, p.696-697).

However, earlier CA studies on turn management covered a more structured type of interaction – the interview. Consequently, they have garnered strong criticism over its fixed structure type of interaction; Potter (1996), for example, complained that "the dominant question and answer format is not ideal for getting at the sorts of turn-by-turn display of action and understanding that conversation analysts have utilised so effectively" (p.15). Following this, several 'natural interaction' studies emerged.

In language testing research, turn management features investigated for paired and group oral assessments are observable and measurable. Seedhouse et al., (2014) reported that interactional features operationalized as features of a candidate's oral production within a turn can influence scores. Liu and Jia (2017) for example, provided evidence of higher-level proficiency candidates "tended to have more instances of extended speech turns to develop the topic" (p.12) during a university-based speaking assessment. Galaczi (2014) reported on the connection between a higher level of proficiency and the use of a latch or overlap in a paired speaking test. She found that "the ability to start a turn after a latch/overlap was found to increase with proficiency level and as learners became more

efficient at simultaneously decoding their partner's utterance, composing their contributions and projecting the end of the turn." (p.572). Greer and Potter (2008) conducted a micro analysis on 'multi party talk' among EFL test takers in group oral tests focusing on "the indexical speaker-selection interrogative 'How about you?'" (p.299). Greer and Potter (2008) acknowledged that 'How about you?' in the turn taking practices was employed to give "a relatively equal opportunity" for all speakers to speak (p.314). They also reported that 'How about you?' was used by the "more confident" EFL test takers not only as a "turn-allocation technique, but also as a turn-relinquishing device" (p.315). From these studies, we can conclude different proficiency levels of IC produced turn taking features such as turn allocations and 'extended speech turns'. Thus, it is evident that such turn taking features are observable and measurable and are linked to topic features.

A threat to interactional authenticity in test settings, however, has been reported by Nakatsuhara (2013) in her CA investigation of turn-taking in group tests. Nakatsuhara reported 'unnatural' turn-sequential organisation, such as pre-determined turns, in the group oral tests she investigated. Luk (2010) also reported on interactional authenticity, or the lack thereof, adopting the 'applied CA' approach as its method of analysis to investigate the macro- and microstructures of turns in group interaction for school-based assessment. Luk observed the use of formulaic expressions by the teachers in his study, which were repeated by students in the next turns. He believes this indicates students' awareness of the assessment setting. Moreover, there was also evidence of pre-prepared speech by students in Luk's study as shown in "the student's strong desire to write out a speech for recitation", which "further contributes to the orderly turn-taking mechanism practised by the groups at the beginning of the talk" (Luk, 2010, p.47). Davison (2007) explains interaction as "an exchange of short turns between two or more speakers, [which]

requires less explicit structuring but more attention to turn-taking skills and planning how to initiate, maintain, and control the interaction through suggestions, questions, and expansion of ideas" (p. 40-41). It will be relevant to see whether similar issues of 'inauthentic' turn-taking will be observed in the present study too.

2.4.1.2 Topic Management Features

Seedhouse and Harris (2011) state that topic features are fundamental as a construct of a speaking test, together with other interactional features such as organisation of turn sequence and repair. Topic features involve speakers' preferences (He & Young, 1998) as well as "topic shifts, listener involvement, and turn-taking strategies" (Galaczi, 2014, p.554). According to Young (2000), topic features involve making decisions on "certain topics over others and decisions as to who has the right to introduce a given topic, how long a topic persists in discourse, and who has the right to change the topic" (p.7). Galaczi and Taylor (2018) went further by categorising the microlevel features of topic management as *initiating, extending, shifting and closing* (p. 227).

Another vital feature of topic management is topic preference, which has garnered significant interest among L2 interaction researchers. Studies in this area revealed that different levels of language proficiency influence how topics are managed in interactions (e.g., Galaczi, 2014; García, 2015). According to van Lier (1989), speakers in social interactions decide when, how long and what to talk about based on "setting, participants, topic, and activity." (p.493). However, in highly goal-oriented interactions such as in oral proficiency interviews, there is a topical organisation structure. For example, speakers can continue to discuss one topic "over a long stretch of talk" (Young 2013, p. 24). This form of 'topicality' is described by the conversational analyst Maynard (1980) as "something organised and made observable in patterned ways" (p. 263). Maynard (1980) concluded that topic changes that happened in 'specific environments' such as in testing

context are purposeful in nature. Gan et al. (2009), for example, found that in group oral test settings, which are classified as a 'specific environment', "[t]opical transitions appeared to be the result of participants constantly monitoring the content of talk for relevance to the assessment task agenda" (p.315).

Transitions in topic shifts in discursive practices can be identified by establishing topic boundaries (Young, 2000). Maynard (1980) defines topic shifts as "a move from one aspect of a topic to another in order to occasion a different set of mentionables, and they can be done in various ways" (p.271). There are several methods used to accomplish a shift in a topical talk, Kormos (1999) applied the Brown and Yule's (1983) and Young's (1995) systems and presented the following criteria:

1) explicit boundary markers such as 'all right', 'so'
2) imperatives or questions in the speech of the interviewer
3) long unfilled pauses (usually exceeding one second)
4) introduction of new information
5) rounding off by repetition or paraphrase in the closing of a salient lexical item that was used to initiate the topic
6) high pitch on a new lexical item, clause or sentence as an indication of topic opening
7) low pitch on the same lexical item that opened a topic (or a paraphrase of it) as an indication of closing, loss of amplitude
8) explicit abandonment of the topic.

(p. 169-170)

Another important concept of co-construction in IC is 'reciprocity', a relation between the speaker and listener, an important element to ensure the validity of group or paired speaking tests (Weir, 2005). According to Weir (2005), reciprocity is concerned with "who has speaking rights and with the sharing of responsibility in the maintenance of an interaction." (p. 71). An extension of reciprocity is contingency in response, which has been discussed in studies such as Gan's (2010) who reported that "topical development is characterized by the feature of contingency and responsiveness" (p.695), where higher proficiency participants were found to be more intensely contingent in their interactions. He also reported that there was "a lack of contingent development of topical

talk within the lower-scoring group" (p.598) in the study. Gan (2010) also suggests further research on the influence of topic-related group oral tasks on students' interaction, for high-stakes tests, like what the current study set out to achieve.

According to Young and Milanovic (1992), contingency in response is related to a topic which is "coreferential" (p. 404) with that of the previous turn. Further, Lam (2018) argued that "producing responses contingent on previous speaker contribution" (p.395) is an integral part of the IC construct. But a contingent response should extend beyond "acknowledgement tokens (e.g. "mm"), agreement tokens (e.g. "yeah"), and formulaic responses (e.g. "that's great", "I agree with you")" (Lam, 2018, p.394). Lam (2018) also argued a lot more needs to be done in terms of identifying and operationalising the criteria of a contingent response, in particular how to define responding "effectively" or "appropriately" (p.393). The current study aimed to investigate the response contingency produced by test takers and students, in particular the turn and topic features applied during the group oral tests, thereby hoping to contribute to the area of defining and operationalising contingent responses.

2.5 Summary

This literature review highlighted key aspects of language test validation, with a particular focus on group oral assessments. It specifically discussed an important validation framework, the socio-cognitive framework, which was used in this study. It also reviewed studies which investigated macro and micro features of IC in group oral tests. Throughout the review, I highlighted areas that warrant further investigation, as signalled by experts in each topic area.

While this study examines the dynamics of group oral interaction, it does not specifically explore the cognitive demands of the L2 test-takers' and students' performances as noted by Field (2011). The primary objective of this study was to gather context validity evidence through the collection of video recordings of group academic discussions among test-takers and students, and subsequently analyze the impact of tasks on interactional and turn/topic management features.

Galaczi (2013) identified several interactional features that are crucial components of the IC construct, such as initiating, maintaining, and closing conversations, taking turns, confirming comprehension, inviting others to participate, keeping the floor, and relating contributions to those of other speakers. Some studies in language testing (e.g., Galaczi (2014), He & Dai (2006), Lam (2018, 2019), May (2010), Nakatsuhara (2011), and Roever & Kasper (2018)) have used Conversation Analysis to explore turn and topic management, separately or in combination. However, there is still a gap in empirical research on IC that investigates the definition and operationalization of turn and topic microfeatures in the L2 group oral assessment context, and how they interact with each other. A gap the current study set out to fill.

3 Methodology

3.1 Introduction

This chapter starts with the research questions (3.2) and followed with the explanation of the methodological approach and the rationale for choosing a mixed-methods sequential design (3.3). Then, I present the study's overall research design and (3.4). Next, I describe the context validity's data collection procedure (3.5) and method of data analysis using conversation analysis (3.5.5). In the following section (3.6), I describe the methodological approach for the context validity study and the data collection procedure. I also explain the method of analysis for the context validity study (3.7). Finally, I report the ethical procedures followed for this study (3.8).

3.2 Research Questions

As mentioned in Chapter 1, this study aimed to gain empirical insights into the validity of a group oral test used for university entrance purposes, i.e., MUET. It specifically aimed to verify the claim that the MUET group oral test measures test-takers' ability "to take part in group discussions" (Malaysian Examinations Council, 2006, p.12) in the academic context, i.e. the extent to which salient interactional features in students' performances on the Malaysian University English Exam (MUET) group oral test compare to salient interactional features within classroom-based group assessments in higher education institutions in Malaysia (the target language use situation). In practice, the latter were explored for two TLU assessments, classroom group discussion assessments on an English language course and an IT course; more information on this is

provided in section 3.5. By investigating the interactional features of group orals, the study also hoped to contribute to insights into the concept of IC.

As indicated in Chapter 2, the socio-cognitive framework to test validation was adopted to theoretically frame and structure the study. Given its focus on a speaking test, it drew on the socio-cognitive framework for validating *speaking* tests (Weir, 2005, p. 46), as presented in section **Error! Reference source not found.**. As signalled before, in practice, the focus was on the *a priori* validation aspects of the framework, i.e. context validity. The research questions therefore were:

RQ1.   What is the context validity of the MUET Group Oral Test?

    RQ1a. To what extent do features of turn management elicited in the MUET group oral test reflect the features of turn management salient in an English language course and an IT course in a Malaysian HE institution?

    RQ1b. To what extent do features of topic management elicited in the MUET group oral test reflect the features of topic management salient in an English language course and an IT course in a Malaysian HE institution?

    RQ1c. To what extent do the task demands of the MUET group oral task reflect the target language domain (academic discussion at tertiary level)?

3.3   Mixed-Methods Approach

As stated by Weir (2005), from a methodological point of view, the different aspects of the socio-cognitive framework can be divided according to "a variety of methodological procedures for generating data" (p. 15) and at the same time validation research benefits from the use of multiple research methodologies for collecting *a priori* validity evidence. Table 4.1 shows research methodologies suggested by Weir (2005) for collecting *a priori*

validity evidence for context validity. As will be described in the sections below, several of these were adopted in this study.

Figure 3.1: A priori validation: investigating the specification of the construct and the operationalisation of the test (Weir, 2005, p. 222- 223)

Focuses	Actions and Instruments
STAGE I: DEVELOPMENT	
1.1 Specification of the construct	(1) Theoretical literature review
	(2) Research literature review
I. 1. 1 Context-based validity	(3) Document analysis: curriculum, textbooks, official syllabuses and existing tests
I. 1. 2 Theory-based validity	(4) Needs analysis where necessary
1.2 Specification of the assessment instrument	Items mapped by experts onto characterstics summarized in the left-hand column. (See frameworks described in Figures 1–4 in Part 2).
Context validity	
Purpose	Stakeholders can be asked to confirm these analyses:
Functional/skill requirements	• Expert's judgements (cross-checked where possible)
Linguistic requirements (lexis, structure)	
Type of information	• Student intro/retrospection on how they complete items
Discourse mode	
Method/response format	
Intended operations	
Topic familiarity	
Order of tasks/items	
Timing/length	
Weightings	
Interlocutor variables (L/S): speech rate/accent/ acquaintanceship	
Addressee (R/W)	
Theory-based validity	
Executive processing	
Executive resources	
Scoring validity	
Mark scheme	
Assessment criteria	
Rating scale	

In practice, this study adopted a mixed-methods approach, which Tashakkori and Creswell (2007) define as "research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches in a single study or program of inquiry" (p.4). Indeed, Mackey and Gass (2015) have similarly argued that, for researchers who want to gain different perspectives

in their research, it is thought that a mixed-methods approach which uses multiple data sources of both quantitative and qualitative methods and designs can allow them to do so.

Among the range of mixed-method designs described in the literature (e.g., Creswell, 2009), this study can be described as an exploratory, sequential mixed-methods design, as will be explained below. This type of mixed-methods design entails that:

> "the QUAN and QUAL strands of the study occur in chronological order. Questions or procedures (e.g., the sample or data collection techniques) of one strand emerge from or are dependent on the previous strand. The research questions for the QUAL and QUAN phases are related to one another and may evolve as the study unfolds." (Tashakkori &Teddlie, 2008, p.31)

In an exploratory sequential design, Mackey and Bryfonski (2018) describe the order of the sequence as "[q]ualitative data are collected first. Quantitative data are collected as a follow-up" (p.107). Indeed, in the present research, first qualitative data were collected, and then quantitative data to further inform and help explain the qualitative findings. I will now describe the overall research design.

3.4   Overall Research Design

The study started off with a focus on exploring the interactional features of MUET's group oral test, by comparing salient features in students' performances on MUET with those within classroom-based group assessments. A primarily qualitative methodological approach was adopted for this purpose, involving qualitative analysis of video recordings of group oral test performances. Qualitative research methods have been proven suitable for speaking test validation research due to the nature and complexity of the performance data produced in a speaking test (e.g., Brooks, 2009; Kim & Craig, 2012; O'Sullivan, Weir & Saville, 2002; Taylor, 2005; Van Moore, 2006). It is also believed that a

qualitative research approach can "provide the richer contextualised data important for a fuller understanding" (Mackey & Gass, 2015, p. 278) of the interactions involved in speaking assessments (see Galaczi, 2004, 2008; He & Young 1998; Lam, 2018, 2019; Lazaraton, 1992; Young & Milanovic, 1992), for example by using conversation analysis (CA) as the data analysis method. Indeed, such a qualitative research approach also promised to provide a rich and detailed understanding of the nature of the interactional features that emerged in the speaking assessments under scrutiny, and thus the qualitative data analysis method used was conversation analysis (CA). It should be noted, though, that within the qualitative methodology, a small-scale quantitative data analysis was included (the quantification of turn occurrences).

Then, prompted by and informed by the observations from this first study, a second study was conducted focusing on the context validity of the MUET group oral test. As explained by Galaczi and ffrench (2011), context validity is the study of test tasks in relation to how "their contextual parameters influence the way the test-taker performs" (p.112). In this study, the contextual parameters or the task parameters focused on were adopted from Weir's socio-cognitive framework. In practice, an expert judgement study was conducted to investigate the MUET group oral task's features. This was primarily quantitative in nature, involving a set of questionnaires designed and administered to expert judges. The questionnaire responses were then systematically and quantitatively analysed using descriptive statistics.

The overall research design, summarising the data collection and analysis methods used in this study, is presented in Figure 3.3.

Figure 3.2:   Overall Research Design
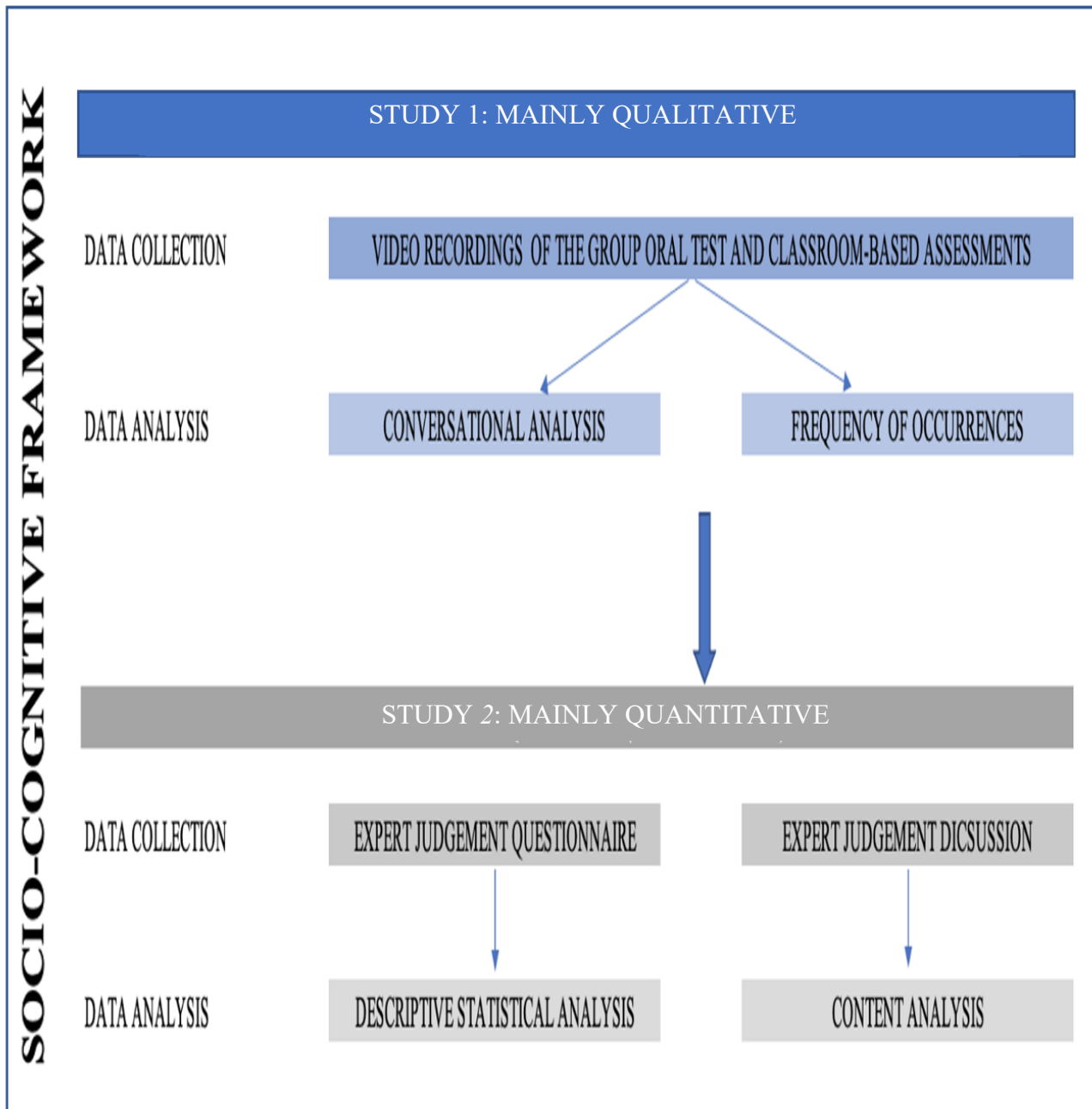
The sections below (3.5 -3.7) explain in detail the different types of data collection and analysis methods employed in this study. As a guide, I present a summary of the

research design in Table 3.1, which includes the research objective, research questions for Study 1 and 2, the instruments selected and how data were collected to answer the research questions, the participants who were involved in each part, and the type of analyses conducted to derive the findings.

Table 3.1:   Summary of Research Design

Research Objective	To investigate the validity of a group oral test used for university entrance purposes; in particular, to examine the Malaysian Examinations Council's (2006) claim that the MUET group oral test measures communicative competence and IC as part of its target construct, in the academic context.				
	Study 1				Study 2
Research question	RQ1. What is the context validity of the MUET Group Oral Test?				
	RQ1a. To what extent do features of turn management elicited in the MUET group oral test reflect the features of turn management salient in an English language course and an IT course in a Malaysian HE institution? RQ1b. To what extent do features of topic management elicited in the MUET group oral test reflect the features of topic management salient in an English language course and an IT course in a Malaysian HE institution?				RQ1c To what extent do the task demands of the MUET group oral task reflect the target language domain (academic discussion at tertiary level)?
Research Approach	Qualitative (Main) & Quantitative (Minor)				Quantitative (Main) & Qualitative (Minor)
Focus	Interactional features of the discourse in group oral tests/assessments				MUET group oral task
Participants	MUET (Form 6) 2 groups of MUET test-takers ● taken MUET test preparatory course ● 4 test-takers in each group	MUET (Foundation course) Group oral test 2 groups of MUET test-takers ● have not taken the MUET test preparatory course	English proficiency course Group discussion 2 groups of English course ● first year students ● 4 students in group 1 and 5	IT course Group discussion 2 groups of IT ● final year students ● 3 students in each group	Expert Judgements 10 language testing experts

		● 4 test-takers in each group	students in group 2		
Data Collection	Video recorded interactions of test-takers' discourse in MUET		Video recorded interactions of students' discourse in group oral task in an English classroom-based assessment	Video recorded interactions of students' discourse in group oral task in an IT classroom-based assessment	● Expert judgement questionnaire ● Post-judgement discussion
Data Analysis	● Conversation Analysis ● Frequency of occurrences analysis				● Descriptive statistics on judgements ● Content analysis of expert discussion

I will now describe in detail the methodology of this study, i.e., the research participants, data collection procedures and analyses used for both studies in this research.

3.5 Qualitative Study (Study 1): Data Collection

The methods of data collection for this study involved video recordings of two types of settings. The first set of video recordings was of test-takers' interactions in the MUET group oral test. The second set of video recordings was of students' interactions in group discussions during classroom-based assessments at a higher education institution in Malaysia. The purpose of investigating the students' interaction in the classroom-based group discussions assessments was to demonstrate 'real-life' interaction features in group discussions in an academic (higher education institution) setting and to gather data from the target language use (TLU) domain. In practice, the TLU settings investigated concerned an English and an IT course (a rationale for these two settings is provided in 3.5.2 and 3.5.4). Below, I explain the process of data collection involving three types of groups: MUET groups (test), followed by English and IT course groups (TLU).

3.5.1 MUET Group Oral Test

3.5.1.1 Data Collection

As mentioned above, the MUET data collected involved video recordings of test-takers performing the group oral test. As stated in Chapter 1, MUET is administered to Malaysian Higher School Certificate (STPM) candidates, matriculation students, and diploma and pre-university students who wish to pursue a first-degree programme in Malaysian universities (Malaysian Examinations Council, 2020). It is a high-stakes language proficiency test of which the scores are used for decisions concerning entry to and exit from university programmes in Malaysia (Geranpayeh & Abd Rahman, 2018).

The test consists of four skills sections: Reading, Listening, Writing, and Speaking. The speaking test consists of two tasks: Task A – an individual speaking task, and Task B – a group discussion task. The focus of this study is on Task B, the group discussion task. Although the study focuses only on Task B, to preserve the authenticity of test-takers' performances, the recordings began with Task A, where the test-takers performed the individual speaking task and continued with Task B, the group discussion task. However, as explained in the data analysis section below, the data analysis only focused on test-takers' interactional features, which emerged in Task B only.

The process of data collection for MUET proved to be challenging, with strict restrictions imposed by the Malaysian Examination Council. Thus, it was not possible to record MUET speaking tests in real-time; hence, the video recordings of the MUET performances were made during simulation tests. In total, performances were recorded from four groups. More specifically, first, in April and May 2017, recordings of test-takers' performances were collected from two groups of Form 6 students (last year of secondary school) at a secondary school in Malaysia who were about to apply for university entry. Form 6 is the pre-university level in Malaysia, comprising Matriculation and Foundation programmes (Rethinasamy & Chuah, 2011). Thus, the MUET performances were collected from students who match the university entry population of the official MUET administration. At the time of the recordings, none of the students had sat for MUET, but they were preparing to take the test. The students had been taking MUET preparation classes, where they were taught strategies on how to answer MUET exam questions or carry out MUET tasks.

A second set of MUET recordings, collected in August 2018, involved two groups of Foundation-programme students at a Malaysian university who were preparing for degree entry and planned to sit for MUET after completing their programme. At the time

of the recordings, none of these students had sat MUET nor had they been prepared for the test yet. As part of their Foundation study, students are taught English proficiency courses; however, these courses do not prepare them specifically for MUET. Therefore, before recording, I conducted two short sessions with the students in which I familiarised them with the format of the MUET speaking test as well as with several of the common strategies that MUET test-takers are expected to use in the test.

For the purpose of these simulation tests, retired MUET prompts were used which were not yet publicly available, and the regular MUET test procedures were fully adhered to. The prompts were from previous years' exam questions and had been supplied by the Malaysian Examination Council. The MUET test-takers conducted the group discussion according to whichever prompt was randomly assigned to them and which expected them to elaborate further on the topic of the prompt. There were two examiners present who administered the group oral test and who independently assessed the test-takers' performances on the spot. The examiners were Malaysian ESL lecturers working in universities or primary schools in Malaysia who had previously been examiners of MUET and had undergone the MUET examiners' training provided by the Malaysian Examination Council.

The group oral test started with the chief examiner explaining the test instructions to the students. It was also the responsibility of the chief examiner to manage the test by signalling the start and end of the test. Both the chief examiner and the second examiner were responsible for giving scores on the spot to the test-takers; however, only the chief examiner interacted with the test-takers by giving instructions throughout the test. The procedures for awarding scores for the group oral task performances in the simulation tests followed a process similar to the official test.

3.5.1.2 Participants

As stated above, the first set of MUET candidates were eight Form 6 (pre-university) students from a secondary school in Malaysia. These were split into two groups of four (a common practice in the MUET test), henceforth called Group 1 and Group 2. As mentioned, none of the candidates had sat for MUET at the time of the recording, but they were on a MUET preparatory course. All the candidates in Groups 1 and 2 were Malaysian and of Malay ethnicity. Their first language was Malay. The participants of Group 1 were all males, while Group 2 were all females. When asked about this gender grouping for the speaking test, the school said that while it is common practice for the Malaysian Examination Council to decide on this, since this is a religious school where segregation between genders is practised, the school had requested from the Malaysian Examinations Council to group their students according to gender for the MUET speaking test.

The second set of MUET candidates were eight Foundation students from a public university in Malaysia, split into two groups of four students each, henceforth referred to as Group 3 and Group 4. The candidates consisted of both genders, with one male and three females in each group. All the foundation students were also of Malay ethnicity, and their first language was Malay. The grouping was decided by the students themselves because at this stage they were not registered yet for MUET; hence they had not received their grouping for the actual test.

Table 3.2 provides a summary of the personal background characteristics of the MUET participants, as well as the 'anonymised label' used in this thesis to refer to each student (e.g., MUET1A – the first student (A) in the first group (1) who did the (MUET) simulation test).

Table 3.2:   MUET participant background information

Group	Test taker referred to as	Nationality	Gender	L1
MUET Group 1	MUET1A	Malaysian	Male	Malay
	MUET1B	Malaysian	Male	Malay
	MUETIC	Malaysian	Male	Malay
	MUETID	Malaysian	Male	Malay
MUET Group 2	MUET2A	Malaysian	Female	Malay
	MUET2B	Malaysian	Female	Malay
	MUET2C	Malaysian	Female	Malay
	MUET2D	Malaysian	Female	Malay
Foundation Group 1	MUET3A	Malaysian	Male	Malay
	MUET3B	Malaysian	Female	Malay
	MUET3C	Malaysian	Female	Malay
	MUET3D	Malaysian	Female	Malay
Foundation Group 2	MUET4A	Malaysian	Male	Malay
	MUET4B	Malaysian	Female	Malay
	MUET4C	Malaysian	Female	Malay
	MUET4D	Malaysian	Female	Malay

3.5.1.3 Materials

The materials for the MUET simulation recordings provided to the participants and raters included the following:

1. For the test-takers and examiners:

   a. MUET November 2016 (Booklet I) for the Form 6 students.

   b. MUET November 2016 (Booklet II) for the Foundation students.

The MUET question booklets consisted of one set of questions for each candidate (see Appendix 1). The speaking component carries a weighting of 15% of the overall MUET scoring (Malaysian Examinations Council, 2006). Each set comprises task instructions for Task A and Task B, and there are four sets of questions, one for each candidate. Task A is an individual presentation task where candidates are given two minutes for preparation time and two minutes to present based on the given scenario. A candidate delivers their presentation to the two examiners while the other candidates within the group can listen but cannot respond. The candidates are assessed based on the content,

language and communicative ability displayed in their Task A performance (Malaysian Examinations Council, 2006).

Task B is a group discussion task where candidates are given two minutes for preparation time and ten minutes to discuss the given scenario. This task is the focus of the present research. For Task B, the candidates' performance is assessed in terms of its accuracy, fluency, appropriacy, coherence and cohesion, use of language functions, managing a discussion, and task fulfilment (Malaysian Examinations Council, 2006). The group size for the MUET speaking test is typically four candidates who sit facing each other, as illustrated in Figure 3.3.

Figure 3.3:   MUET Speaking Test Seating Arrangement
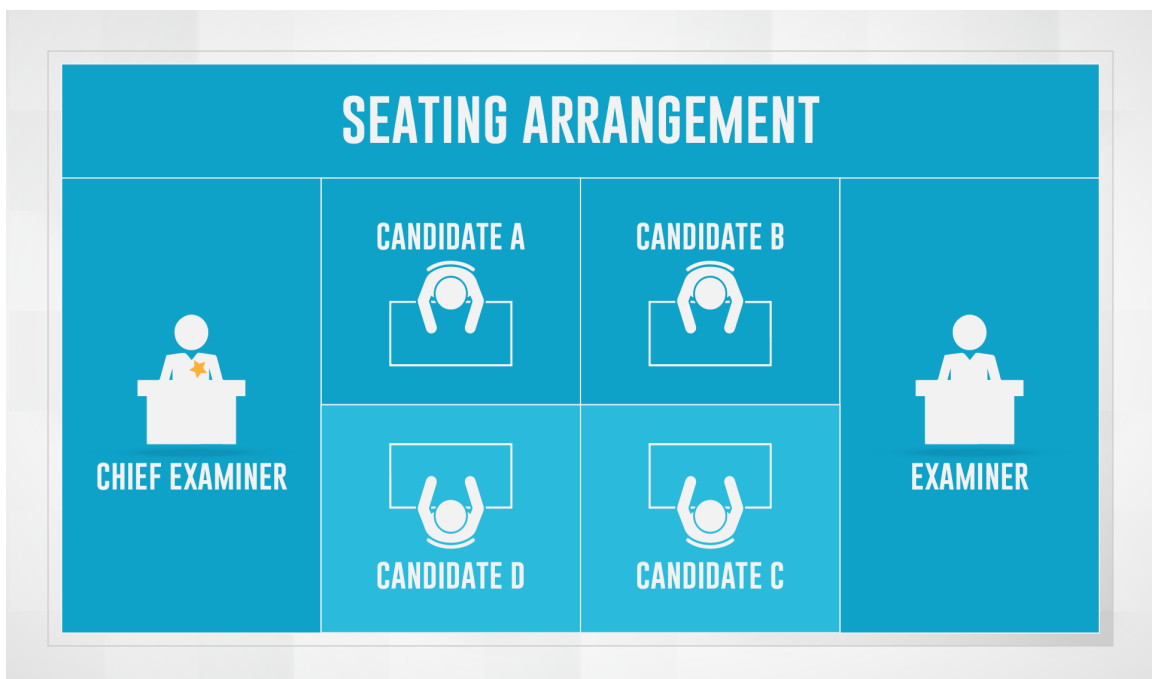
2. The examiners were additionally given the following:

    a.   A description of the aggregated rating scale and the six bands

    b.   A grading form

    c.   An outline of the procedures of the test administration

The documents provided to the examiners were those used in actual MUET speaking tests. The procedural documents for test administration served as guidelines to the examiners to ensure that the MUET simulation speaking test was conducted in line with the actual test. Similarly, the description of the aggregated scale and the six bands document, and the grading form for awarding marks to the candidates aimed to help replicate actual testing. Table 3.3 shows the overall MUET aggregated scores according to the six bands adopted from the MUET Regulations, Test Specifications, Test Format and Sample Questions document of the Malaysian Examinations Council (2015, p.10). As shown, MUET is scored on an aggregated scale of 0-300. The scales are then banded into six levels of achievement.

Table 3.3:   MUET Overall Band Score

Aggregated Score	Band	User	Communication Ability	Understanding	Task Performance
260 – 300	6	Very good user	Very fluent, accurate and appropriate, hardly any inaccuracies	High level of understanding of the language	Functions extremely well in the language
220 – 259	5	Good User	Fluent, appropriate but with occasional inaccuracies	Good level of understanding of the language	Functions well in the language
180 – 219	4	Competent user	Generally fluent, appropriate but with occasional inaccuracies	Satisfactory level of understanding of the language	Functions reasonably well in the language
140 – 179	3	Modest user	Fairly fluent, usually appropriate but with noticeable inaccuracies	Able to understand but with some misinterpretation	Able to function but with some effort
100 – 139	2	Limited user	Lacks fluency and appropriacy, inaccurate use of the language resulting in frequent breakdowns in communication	Limited understanding of the language	Limited ability to function in the language
0 – 99	1	Extremely Limited	Inappropriate and inaccurate use of the language resulting in very frequent breakdowns in communication	Poor understanding of the language	Hardly able to function in the language

For information, Table 3.4 presents the marks awarded by the MUET examiners for the simulation speaking test (task A and B) in the present study. The lowest speaking score achieved was band 3, which suggests that the study's MUET candidates performed at a level where they would be eligible for many university programs in Malaysia. Although in real testing the entry requirements would be the cumulative results from all language skills, the performance levels in the speaking test alone suggest that the participants possess the right proficiency level to perform in the target language use domain. Note, however, that the marks were not used further in this study as this was not within the focus or scope of the study.

Table 3.4:   The MUET Speaking Test (Task B) Results

| GROUP | CANDIDATE ID | COURSE | MUET SCORE | |
			SPEAKING BAND	TASK B SCORE /60
1	MUET1A	FORM 6	4	39
	MUET1B	FORM 6	4	39
	MUET1C	FORM 6	3	38
	MUET1D	FORM 6	4	38
2	MUET2A	FORM 6	4	38
	MUET2B	FORM 6	3	32
	MUET2C	FORM 6	3	30
	MUET2D	FORM 6	3	31
3	MUET3A	FOUNDATION	4	46
	MUET3B	FOUNDATION	5	47
	MUET3C	FOUNDATION	4	46
	MUET3D	FOUNDATION	5	48
4	MUET4A	FOUNDATION	5	50
	MUET4B	FOUNDATION	5	50
	MUET4C	FOUNDATION	5	48
	MUET4D	FOUNDATION	5	52

A copy of all the documents mentioned in this section, i.e., the test booklets (Appendix 1), the six bands and grading form (Appendix 2), together with the description

of the aggregated scale (Appendix 3),as well as the procedures of the test administration for MUET speaking test, can be found in Appendix 5.

3.5.2   English Course Group Discussion Assessment

3.5.2.1   Data Collection

Young (2013) argues that IC is 'practice-specific'; thus this study set out to compare performances in three different assessment contexts in an academic setting: the MUET Group Oral Test on the one hand, and group discussion assessments in two TLU settings on the other hand. More specifically, the group-based assessment performances of undergraduate students in an English and an IT course at one public university in Malaysia were video-recorded and analysed to determine the interactional features of the target language in its context and to compare this with the interactional features from the MUET group oral task performance.

The English course focused on in this section was chosen because, in every public and private university in Malaysia, undergraduates are required to take English proficiency courses. Thus, these courses are a common part of the TLU domain of every university student. The courses differ in proficiency level depending on the entry requirement of each degree program, and students are required to enrol in these English courses depending on their MUET band results. Thus, MUET bands are not just used for entry to Malaysian universities, but also to place students in the required English proficiency courses upon joining their programmes: "local undergraduates are required to register for a certain number of credit-bearing English courses according to their MUET results" (Siti Jamilah Bidin, et al., 2020, p.1).

The public university where I conducted this research had undergone a curriculum review during the period 2013-2015 for all the English proficiency courses for the

undergraduate programs. As a result, in 2015, the university's senate endorsed three proficiency core courses with three credit hours each to be offered to undergraduate students in 2016. The prerequisite to enrol for these courses was determined by students' English language proficiency, as determined by their MUET band score results. For example, MUET band 2 students were required to enrol for the English Proficiency I (intermediate level) course, students with MUET band 3 were required to enrol for the English Proficiency II (upper-intermediate level) course, and students with MUET band 4 and above were required to enrol for the English Proficiency III (advanced level) course. The English course selected for this study was English Proficiency II (EPII), the 'middle' level of the course offer, and a required course for first-year Malaysian students who entered their programmes with a MUET Band 3 score. The course syllabus offers the following general description:

> This upper-intermediate proficiency course emphasises the development of communication skills in an integrated manner using the four modes of speaking, listening, reading and writing. Students will be exposed to the appropriate language used in social and educational settings. Students will learn to distinguish the main ideas of reading and writing texts, express ideas spontaneously, and produce clear, detailed texts with justified viewpoints. (EPII course syllabus, 2016, p. 1)

Crucially, this course was chosen because, at the time of conducting this study, this was the only level that had a group discussion as part of its course assessments. The course could therefore provide insights into group oral assessments in the TLU situation. This course was evaluated through 100% coursework and consisted of the following assessments: Listening Tests – 20%, Reading comprehension quiz – 15%, Writing portfolio – 15%, Group Discussion – 15%, Writing & presentation (Leaflet) – 25%, and

Pair presentation – 10%. The group discussion task, which contributed 15% to the overall EPII coursework, was conducted in groups of 4-5 students. The following was the description of the task:

> This task is conducted in groups of 4-5 members. On the day of the presentation, topics will be given at the beginning of the session. Each group receives a situation in which the group members needed to give their responses and make a consensus. The presentation takes about 20-25 minutes. 2 minutes are allocated for preparation time. (EPII syllabus, Appendix 6)

The topics for the group discussions were provided by the EPII lecturer. Each group was given a different set of prompts to which the group members had to give their responses, and by the end of the discussion, they had to come up with a consensus. The sample prompts of the English course video-recordings were made in the present study can be found in Appendix 7. As per the syllabus, after two minutes preparation time, the discussion was about 20-25 minutes long per group. The seating arrangement was decided by the students themselves. For this study, the EPII group discussion was conducted in a specially dedicated recording room, one group at a time, to ensure good-quality recording. The assessment was guided by the students' regular class lecturer, who also evaluated the performances following the course's regular rating procedures.

The English marks in Table 3.4 were awarded for this classroom-based group assessment. The students scored high marks for all three scoring criteria. Based on their performance in this speaking assessment, the students show to possess the right proficiency level to perform in an academic discussion context. Again, the marks were not used in this study, as this was not within the focus or scope of the study.

Table 3.5:   The English Course Speaking Assessment Results

GROUP ID	CANDIDATE ID	ENGLISH SCORE			
		DELIVERY /10	CONTENT /10	LANGUAGE /10	OVERALL SCORE /30
1	ENG1A	10	9	8	27
	ENG1B	9	9	7	27
	ENG1C	8	9	8	25
	ENG1D	8	9	9	26
2	ENG2A	7	8	6	21
	ENG2B	7	8	6	21
	ENG2C	8	8	7	23
	ENG2D	8	8	7	23
	ENG2E	8	8	7	23

3.5.2.2 Participants

The EPII video-recordings involved nine undergraduate students from a public university in Malaysia, split into two groups. All the participants were Malaysian and had sat for MUET prior to joining their respective programs. In English course group I, all the students were male, and the group consisted of three Chinese students and one Malay student. Similarly, group II consisted of students of mixed ethnicity; there were four Malay and one Chinese student. Two out of five students were male. The first language of the Chinese students was Cantonese and the first language of the Malay students was Malay. Table 3.6 provides a summary of the personal background characteristics of the English course participants, as well as 'anonymisation labels' for the students (e.g., ENG1A).

Table 3.6:   English course participant background information

Group	Student referred to as	Nationality	Gender	L1
English Group 1	ENG1A	Malaysian	Male	Cantonese
	ENG1B	Malaysian	Male	Cantonese
	ENG1C	Malaysian	Male	Malay

	ENG1D	Malaysian	Male	Cantonese
English Group 2	ENG2A	Malaysian	Male	Malay
	ENG2B	Malaysian	Male	Malay
	ENG2C	Malaysian	Female	Malay
	ENG2D	Malaysian	Female	Cantonese
	ENG2E	Malaysian	Female	Malay

3.5.3   Materials

The recording was done during an actual group discussion classroom-based assessment; therefore, the materials were prepared by the lecturer. Before the group assessment began, the participants were given a copy of the group discussion task, to prepare for 2 minutes. The two groups were given a different set of questions by the lecturer. In the EPII group discussion item bank, the tasks consisted of a few themes-related prompts, which covered the following themes: Entertainment, Sightseeing, Society, Nature, Career and Study and Life-Changing Events.

3.5.4   IT Course Group Discussion Assessment

3.5.4.1   Data Collection

The second course from the TLU domain chosen for this study was an IT course from the undergraduate programme Bachelor of Science in Information Technology at the Malaysian university where the research was conducted. The reason for including a second course's group discussion was to provide another set of insights into the TLU situation. Before deciding on the IT course's group discussion, I enquired about several other content-based courses at the university and group assessments. However, I could not proceed with those because the group discussions were conducted in the Malay language. The IT course, however, met the needs of the present study: the course was

conducted in English and thus the students were required to communicate in English during the class assessments.

This IT course – Component-Based Development – is a core course for the Bachelor of Science in Information Technology with Honours [BSc. (IT)] program (Appendix 8). As a core course, Component-Based Development is offered to 7th semester students, as stated in the course syllabus (see Appendix 9). This course gives students insight into the IT development processes based on principles for building software systems from components.

The IT group discussion assessment was a problem-based solution task project. The description of the task can be found in Appendix 10. The weighting of this project was 30% of all assessments on the IT course. This 30% was made up of the following components: slides (15%), presentation (5%), and a demonstration of the solution to the task (5%). The remaining 5% of the mark for the group discussion constitutes peer evaluation (2.5%), and lecturer evaluation of students' overall participation (2.5%).

For the project, the students were working in groups of three or four. They were required to develop a component, i.e., a reusable software module using a stipulated approach, namely the "V Development Process". The teaching approach of this course was Problem/Project-based Learning (PBL). As part of the task, the group discussions involved how to search for or develop components, select, and evaluate the appropriate components, and integrate the components in the process of developing software. The discussions were conducted in the classroom with close guidance of and monitoring by the lecturer. At the end of the semester, the students presented the outcomes of their discussion using PowerPoint slides.

The group discussion recorded for this study was part of the classes where students were asked to discuss their project in their group. During these group

discussions, the students were not being assessed directly during their discussion, but rather assessed holistically on their participation during the group discussions. All students involved in the group presentations passed the course.

3.5.4.2 Participants

The IT course video recordings involved six undergraduate students from a public university in Malaysia, divided into two groups. All the participants were in their 7th semester of the IT programme and had sat for the MUET prior to entering their respective programs. IT Group 1 was mixed in ethnicity and nationality. All the students were male; and two of them were Malaysians of Malay ethnicity, and the other one was a Kazakh student from Uzbekistan. Group 2, in contrast, consisted of only Malaysians of Malay ethnicity but was mixed in gender, with two male students and one female student. The first language of the Malay students was Malay, while the Kazakh student's first language was Uzbek. Table 3.7 provides a summary of the personal background characteristics of the IT course participants, as well as 'anonymisation labels' (e.g., IT1A).

Table 3.7:   IT course participant background information

Group	Student referred to as	Nationality	Gender	L1
IT Group 1	IT1A	Malaysian	Male	Malay
	IT1B	Malaysian	Male	Malay
	IT1C	Uzbekistan	Male	Uzbek
IT Group 2	IT2A	Malaysian	Male	Malay
	IT2B	Malaysian	Male	Malay
	IT2C	Malaysian	Female	Malay

3.5.4.3 Materials

Since the recording occurred during class time, all the course materials had been provided to the students at the start of the semester. No specific materials were handed out during

the recorded session in relation to the group discussions, which were part of the problem-based project (Appendix 10). For the description of the project, please refer to 3.5.3.1.

Above, I have described the two assessments from an English and IT course at a Malaysian university, on which data was collected in this study to provide insights into the TLU domain. While these two settings admittedly have limitations in representing the TLU domain, they were nevertheless felt to be useful in that they represent two different group assessments (as shown above). In addition, the assessment recordings in each setting still constituted a large and rich volume of qualitative data to analyse, and more settings and data would have affected the practical feasibility of this study. The data collected from one university, although not necessarily representative of all universities in Malaysia, is however believed to be a useful and reasonable sample of the TLU, as it was one of the public universities in Malaysia, who are to a certain extent similar in pedagogy and student population. Also, collecting data in any Malaysian public university requires approval from the Education Ministry. Moreover, the data collection for this study involved video-recording during 'real' classroom time, which was not possible to coordinate across multiple university sites in the limited time that I had for my research stay in Malaysia. Furthermore, another challenge concerned the availability of recording devices on-site. Thus, it was more practical and feasible to collect data at one university.

In the next section, I describe the data analysis methods adopted in this study, i.e., 'applied' Conversation Analysis as the main method of analysis and a smaller quantitative analysis as the second method.

3.5.5 Qualitative Study (Study 1): Data Analysis

The main methodological approach for the qualitative data analysis was 'applied' Conversation Analysis (CA), a method used to analyse patterns of interaction. Within the context of the CA, a second method involving a small aspect of the data was employed. This comprised a quantitative analysis to gain more insight into turn sizes in the group discussions; it involved the quantification of turns, whereby the length of turns in the group interactions was measured to identify long and short turns. Further explanations of these two methods are provided below.

3.5.5.1 Conversation Analysis

In this section, I discuss Conversation Analysis (CA) and how I applied it in my study. Theoretically, the CA approach is concerned with "the social scientific understanding and analysis of interaction" (Maynard, 2013, p.11), and it focuses on the joint constructions of the speakers (Sacks, 1984). Specifically, it is concerned with the Turn Constructional Unit (TCU) and Transition Relevance Place (TRP). Moreover, it is considered a methodological approach for investigating "how talk is produced and how meanings of that talk are determined" (Hutchby & Wooffitt, 2002, p. 1). CA as an approach aims "to uncover the tacit reasoning procedures and sociolinguistic competencies underlying the production and interpretation of talk in organised sequences of interaction." (Hutchby & Wooffitt, 2002, p.14).

Sacks, Schegloff and Jefferson (1974) discussed CA through the interpretation of talk in organised sequences of interaction in their highly cited paper 'A Simplest Systematics for the Organization of Turn-Taking for Conversation'. The paper discussed the turn-taking system "as locally partly-administered, interactionally controlled, and sensitive to recipient design" (Sacks et al., 1974, p. 696). They offered the organisation

of turn-taking in conversation, which serves as the main reference for this study's investigation of turn management. It contains the following:

(1) Speaker-change recurs or at least occurs […]

(2) Overwhelmingly, one party talks at a time […]

(3) Occurrences of more than one speaker at a time are common, but brief […]

(4) Transitions (from one turn to a next) with no gap and no overlap are common. Together with transitions characterised by a slight gap or slight overlap, they make up the vast majority of transitions […]

(5) Turn order is not fixed, but varies […]

(6) Turn size is not fixed, but varies […]

(7) Length of conversation is not specified in advance […]

(8) What parties say is not specified in advance […]

(9) Relative distribution of turns is not specified in advance […]

(10) Number of parties can vary […]

(11) Talk can be continuous or discontinuous […]

(12) Turn-allocation techniques are obviously used. A current speaker may select a next speaker (as when he addresses a question to another party); or parties may self-select in starting to talk […]

(13) Various 'turn-constructional units' are employed; e.g., turns can be projected 'one word long', or they can be sentential in length […]

(14) Repair mechanisms exist for dealing with turn-taking errors and violations; e.g., if two parties find themselves talking at the same time, one of them will stop prematurely, thus repairing the trouble […]

(Sacks, Schegloff & Jefferson, 1974, p. 700-701)

Conversation analysis as a methodological approach to study social interactions has gained a reputation for its systematic procedures in investigating social interactions, and this includes "naturally occurring activities in their concrete details" by looking at "the machinery, the rules, the structures that produce and constitute that orderliness" (Psathas, 1995, p. 1-2) of the social interaction. Psathas (1995) continues to explain that 'traditional CA' does not involve any "preformulated theoretical or conceptual categories" but involves "the adoption of an open-mindedness and a willingness to be led by the phenomena of study" (p.2). Psathas reaffirmed that CA is not an approach where one would "impose an order on phenomena based on a preconceptualised category system" (1995, p. 10).

In recent years, however, the merging of two fields – Interaction and CA - has resulted in interdisciplinary studies such as 'Second Language Acquisition and CA' (see Markee, 2000), and this type of interdisciplinary work has been termed Applied CA (ten Have, 2007). In his book 'Doing Conversation Analysis', ten Have (2007) dedicated two chapters to *Applied* CA. He argued for the term 'applied CA' as studies that combined CA with other types of methodological and practical aspects from various research disciplines. Ten Have (2007) further explained 'applied CA' "in the sense that interactions with an institutional purpose were studied in order to discover how those interactions were organized as institutional interactions." (p.174).

Ten Have (2007) explained that although the term 'applied CA' reflects the interactional characters of 'ordinary conversation', it can also be further characterised or categorically enhanced based on the various kinds of 'institutional interaction'. Heritage (2005) describes the application of CA in institutional talk as an approach to studying "how interactional rules and practices are ceaselessly drawn on by the participants in constructing shared and specific understandings of where they are within a social

interaction" (p. 104). Ten Have (2007) suggests that by adopting the CA approach in studying institutional talk, one can investigate "the institutional arrangements as these pertain to the organisation of interaction, such as turn-taking, the distribution of speaking rights, etc., in relation to various aspects of the institution's functioning. On the other hand, the interest may be in studying the specific institutional activities, the specific interactional situation, its local, interactional requirements, and especially the ways in which the interactants show their orientations to these situations and requirements." (p.8). The context of the current study reflects the interactional features in a specific setting – the testing context. The application of CA in this study as its methodological approach took into consideration the 'context'. Context is important in CA, and it influences talk, "[i]n designing their turns-at-talk, participants orient to the preceding talk, which, thereby, is an important aspect of the 'context' of that talk" (ten Have, 2007, p.179).

This study thus adopted what ten Have (2007) termed Applied CA as its main method of analysis as it used "the implicit or even explicit use of CA-inspired" (p.174) analysis to investigate interactional features in the higher education (academic) context. The investigation compared interactional features produced by MUET test-takers during its high-stakes group oral task with interactional features that were observed in the target language use domain, which was represented by classroom-based group discussions in the English and IT undergraduate courses. Based on the discussions on 'applied CA' and 'institutional interaction' in testing and assessment contexts, it is hoped that the analysis can produced the specificity of interactional features produced from the three contexts in this study. Adopting the CA-inspired analyses of the interactions was important to provide the data analytic suggestions, as explained below.

3.5.5.2 Quantification in Conversation Analysis

Complimentary to the main qualitative CA data analysis, this study also used quantification in its data analysis. This involved measuring turns through a process of calculating the length of turns, in minutes and seconds, to establish the turn sizes. The turn sizes were calculated first by getting the start time and the finish time from the group discussion video-recordings uploaded in NVivo. From this time frame, I then calculated the turn length. The turns were then classified as long and short turns. In this study, turn size is defined based on both the duration of a turn and the topical features that emerged in Turn Constructional Units (TCUs), as outlined in table 3.8. The turns were categorized as either long or short based on the criteria presented by Brown and Yule (1983), where a short turn consists of one or two utterances, while a long turn is a string of utterances that could last up to an hour's lecture. On the other hand, Schegloff (2007) defines TCUs as the units of linguistic and paralinguistic components from which turns are constructed. Drew (2013) further explains that turn constructional units are components that speakers use to design turns-at-talk, which include lexis, phonetic and prosodic resources, syntactic and grammatical forms, timing, laughter, aspiration, gesture, bodily movements, and eye gaze. For detailed definitions, please refer to Table 3.8. Thus, this study defines 'long turn' by considering Galaczi's advice (2020) that "longer responses [last] approximately a minute (although technically there is no constraint on time)" (p.11). Therefore, a turn without interruption for slightly less than 1 minute (i.e., from 40 seconds onwards) or longer has been considered a 'long turn', as in MUET group 1, where the majority of the turns are long turns – ranging from 40 seconds to 2 minutes each turn.

However, in measuring turns, besides calculating turn length, turn allocation and self-selected turns were also investigated. Self-selected turns refer to the turns that a speaker chooses to take during a conversation or interaction. Turn allocation refers to the

process by which participants in a conversation take turns speaking. The process involves several factors, such as the timing and duration of turns, the signals used to indicate the end of a turn and the start of a new one, and the negotiation of turns between participants. To determine the difference between self-selected turns and turn allocations in this study, the following criteria were devised based on a review of literature. The self-selected turns and turn allocations appeared in starting, maintaining and ending interactions.

Starting

Main criterion 1: After a signal from the examiners and teachers that anyone could begin the discussion by using 'openings' such as *greeting and self-selecting oneself* (Limberg, 2007. p.183), e.g., "*so: I'll be the first candidate*" (ENG1A).

Main criterion 2: Another self-selection strategy is to state the topic of discussion when the first speakers began by reminding the group of the purpose of the discussion or by informing them of the topic, e.g., "*"We are here to discuss about going on a holiday require careful planning."* (MUET2A) or stating their stance using 'hedging words' (Prince, Frader and Bosk, 1982) such as "*in my opinion I think*" or "*I think in my opinion*".

Main criterion 3: Although Maynard (1980) suggests that the questioning technique utilized in an interaction is intended to ensure a clear understanding of the topic and to promote a continuous discussion on the topic, some initiators in the present study asked a question, as observed in the IT group interactions, as the means to start the group discussion, IT2A asked *"Ok so how about our last class?"*.

Maintaining

There were also different strategies for turn allocations. The following outlines the criteria of turn-taking that involve a combination of verbal and non-verbal behaviours observed in the interactions.

Main criterion 1: Speaker assigning or naming another speaker to continue the interaction, e.g., *"a:: to candidate A a: what is your opinion"* (MUET1A).

Main criterion 2: Speaker uses minimal token to maintain the interaction, e.g., "yeah" (ENG1B) or "ok" (ENG1A). Or can also be considered as Non lexical items: "yeah" and "okay" - the current speakers acknowledging the previous speaker's point but don't necessarily want to hold the floor themselves.

Main criterion 3: Repetition is a way to sustain turn-taking, e.g., *"because the last sentence in the scenario that provide elaboration"* (IT2A) and IT2B echoed, *"provide elaboration"*.

Main criterion 4: The present research utilized Schegloff's (1973) structural definition of overlap, which refers to the phenomenon in which two or more speakers talk at the same time, and the second speaker projects their talk to begin at a possible completion point of the previous speaker's turn, resulting in a new turn and breaking the continuity of the prior turn. For example, *"So all of you are agree with this point?"* ENG2D asked and the other group members verbally and nonverbally indicated their agreement simultaneously - nodded and said, *"[ya:]"*.

Main criterion 5: Apart from linguistic aspects, Schegloff (2007) highlighted the significance of non-verbal gestures in regulating turn-taking, e.g., MUET1A raised his hand to indicate his intention to speak, *"(raised hand) I want to change my mind"*.

<u>Ending</u>

Main criterion 1: Ending the discussion by fulfilling the requirement of the tasks – reaching a consensus, e.g., when the examiner asked *"Have you made a conclusion"*, MUET3A offered a conclusion on behalf of the other group members: *"So in conclusion I think a:: I think everyone agree majority agree with happy f,amily or healthy life?"*.

Main criterion 2: Stating the conclusion on behalf of the group, e.g., *"so (.) so we conclude that the traveling is: ... the best ahhh?"* (ENG1C).

Main criterion 3: Making a statement or utterance to signal its conclusion, e.g., *"take note guys."* (IT1A).

Main criterion 4: No ending (Hanging), when the discussion was left hanging, with no proper ending.

This combination of CA and quantitative data analysis has also been employed in Galaczi (2004, 2008, 2014), Lam (2015, 2018), and Nakatsuhara (2011). Nakatsuhara acknowledged that CA is, in principle, against 'coding and quantification' but nevertheless believed that in her study, these two approaches (qualitative and quantitative) complemented each other. Similarly, Lam (2015), in his PhD wrote a section on the "Support for quantification or mixing methods" (p.118-119) in which he discussed how the combination of CA with the statistical results in his study provided further insights into the CA results and vice versa.

Similarly, this study also found the quantitative results to be valuable in illuminating further insights into the understanding of a salient interactional feature - turn size in group oral discussion in an academic (higher education) context.

3.5.5.3 Transcription

The initial stage of CA analysis in this study was to transcribe all the video-recorded interactions of the group orals according to the conventions developed by Gail Jefferson and published in Atkinson and Heritage (1984). Prior to the transcribing process, the speakers were first identified according to their anonymisation labels; for example, speaker 1 from MUET group 1 was known as MUET1A.

The transcription process involved several stages in producing the final transcripts. The first stage involved transcribing the interactions verbatim, which was done in NVivo12. NVivo12 was useful because of its interface, where within one screen, I could play the video and transcribe it at the same time. It was also useful in giving accurate timing info of the start and end of every turn. The start and end of every turn were determined according to the timing and the speaker of that particular turn, which can be done directly in NVivo as the interface has a start time, end time, transcript and speaker columns. The next stage involved transcribing the interactions based on the Jeffersonian's CA transcription conventions (adapted from Ten Have (2007)), as shown in Appendix 28: Transcription Conventions.

3.5.5.4 Coding

It is acknowledged that the nature of CA promotes natural, open coding; however, since this study's objective was to investigate the validity of MUET in terms of the specific test construct stipulated in the test specifications, completely open coding might have been unfocused and risked analyses irrelevant to the study's objective. If open coding had been used, there would have likely been other construct-irrelevant aspects in the analysis. A more focused coding approach used in the present study was in fact also adopted in studies such as Ducasse (2008), Galaczi (2008) and Lam (2018).

Ten Have (2007) proposed four main aspects to focus on during CA data exploration: "turn-taking organisation; sequence organisation; repair organisation; and the organisation of turn-design" (ten Have, 2007, p. 125). Using the guidance, I selected the MUET groups to begin the coding process. The reason was intuitive as the MUET groups were the focus of the study, so it was natural to start with these groups. I began looking at the turn features in the transcripts, starting with turn-taking organisation.

Further explanation on the definition of turn is discussed in **Error! Reference source not found.**. As I explored further, salient microfeatures such as turn allocations started to emerge. Then, further examination revealed more prominent sub-microfeatures of turn allocation, such as assigning the next speaker. The emergence of sub-microfeatures signified that a next level of coding as a deeper exploration of the microfeatures was required. The decision to start with turn features was because, at the surface level, turn features were more apparent in comparison to topic features. As more turn and topic features started to emerge, I transferred the transcripts from NVivo into a Word document and turned them into tables with columns. The columns included one for remarks, to note the interactional features which I identified in that particular turn.

The coding process was iterative, going through several cycles. The first phase of coding involved allowing the IC features to transcend from the data without interference. At this stage, all individual groups in the three settings - MUET, English and IT - were coded separately focusing on only turn management features. Then, in a second stage of coding, I looked at the commonalities and differences in codes between groups in each setting. Next, as I had become more familiar with the data, I started to reflect on the data through line by line reading and coding. To further understand the phenomena, I considered the context following ten Have's (2007, p. 125) advice, "[w]hen a particular interest or phenomenon has emerged, focus on it, but keep it in context". I also referred to existing CA studies in language testing, the MUET speaking test specifications, Galaczi and Taylor's (2018) IC tree illustration, and other interactional related studies. This extensive and systematic data exploration resulted in several codes. For the final list of codes for turn management, and their definitions within the context of this study, see Table 3.8.

Table 3.8:   Codes for Turn Management Features

	Turn Management Features	
	Code	Definition
1	Turn	"A turn is the basic unit of conversation." (Wong and Waring, 2010, p. 9).
2	Turn constructional unit (TCU)	Schegloff (2007) describes turn constructional units or TCUs as a multi-unit turn. In other words, TCUs are the units of linguistics and paralinguistics components from which turns are constructed, "[a] turn is assembled out of components, notably turn - constructional units; speakers employ a variety of linguistic and other resources in designing these components and thereby building turns - at - talk, resources that include lexis (or words), phonetic and prosodic resources, syntactic, morphological and other grammatical forms, timing (e.g. very slightly delaying a response), laughter and aspiration, gesture and other bodily movements and positions (including eye gaze)" (Drew, 2013, p.132).
3	Turn size	There is no conclusive definition of turn size in the literature, however, Sacks et al. (1974) state that turn size can emerged in varying degrees in conversations. In this study, turn size is defined by both the duration in time of a turn and the topical features that emerged in TCUs and thus were characterised according to long and short turns -based on the following description, "A short turn consists of only one or two utterances, a long turn consists of a string of utterances which may last as long as an hour's lecture. There is clearly no principled point of cut-off between them. We may note, however, that short turns do not demand much of the speaker in the way of producing structure." (Brown & Yule, 1983, p.16).
3a	Long Turns	A long turn consists of a string of utterances which may last as long as an hour's lecture (Brown & Yule, 1983, p.16).
3b	Short Turns	A short turn consists of only one or two utterances (Brown & Yule, 1983, p.16)
4	Sequential organization	""Sequential organization" is the more general term. We use it to refer to any kind of organization which concerns the relative positioning of utterances or actions." (Schegloff, 2007, p.2).

5	Turn-taking	"So turn-taking is a type of sequential organization because it concerns the relative ordering of speakers, of turn-constructional units, and of different types of utterance". (Schegloff, 2007, p.2).
5a	Starting	Turn features used to initiate discussion and introduce new ideas (Galaczi, et. al, 2018). In the 'identification sequence' of the opening part of an interaction, Limberg (2007, p.183) reports on the use of 'starting' features such as "identification and a greeting".
6	Greeting	A formulaic expression taught in many English language classrooms as a way to start any form of speech production especially in a formal setting.
7	Self-selection	When the first speaker begins the initiation process by announcing himself as the first speaker.
8	State the topic of discussion	When the first speaker begins the initiation process by stating the topic of discussion.
9	State the stance	When the first speaker begins the initiation process by stating a stand, sometimes with the use 'hedging words' (Prince, Frader and Bosk, 1982) such as *'in my opinion I think'* or *'I think in my opinion'*
10	Questioning strategy	When the first speaker begins the initiation process by asking a group member a probing but vague question.
11	Refer to previous task	When the first speaker begins the initiation process by, in the context of MUET, referencing task A while interacting in task B
12	Maintaining	Includes features or method of obtaining the floor
13	Turn allocation	Turn allocation techniques are used in interaction when the speaker has completed his utterance, and it can be accomplished by assigning the next speaker to continue the interaction (Sacks et al., 1974). There are two types of turn allocation; a current speaker selects the next speaker, or the next speaker self-selects himself.
	I. Allocate turn by naming next speaker	When the current speaker assigns another speaker to continue the interaction.

	II. Allocate turn by using subtle strategy (i.e., questioning)	When the current speaker assigns a question to the next speaker to indicate that the current turn is ending and the next speaker has been selected to continue the discussion.
	III. Self-select	When the current speaker self-selects him/herself in order to maintain the interaction. An example of self-selection could also include 'a minimal' or 'neutral acknowledgement' where sometimes the turns consist of only one word like 'yeah' or 'ok'.
14	Overlap	Overlapping talk in turn-taking is when more than one person talks (Schegloff, 2000) or interacts nonverbally simultaneously in a conversation.
15	Repetition	Recurrence of utterance by one or more students across turns.
16	Ending	Includes turn features to indicate the end of the discussion

The process of coding for topic management features went through the same rigorous and systematic procedures. I began the process by identifying a 'topic' based on tasks, which was a different process for each setting. For example, the topic identification process for the MUET and English groups was relatively easier as the topics mentioned in the discussions were generally 'straightforward' and directly linked to the speaking task prompts assigned to the candidates/students. However, the identification of topics in the IT group discussions was more challenging as the topic developmental sequence varied and extended beyond the task given. The extensive coding process for all groups resulted in the codes presented in Table 3.9.

Table 3.9:   Codes for Topic Management Features

	Topic Management Features

	Code	Definition
1	Topic	Maynard (1980) describes 'topic' as "what the conversation is 'about'" (p.263).
2	Topic Sequence	In line with Galaczi's (2004) approach to operationalising topical sequence, the present study determined the topic sequence based on "the spate of talk that referred to a specific key word" (Galaczi, 2004, p. 78). The 'specific key word' in this study relates to the task assigned for the group oral assessments. When there is more than one topic discussed, the preceding topic has to be connected to the previous topic. Thus, a topic sequence can either be multiple exchanges on the same topic and also the same person talking at length about one topic.
3	Topic shift	Topic shifts involve a move from one aspect of a topic to another "shifting emphasis within a topic or moving towards a new topic" (Wong and Waring 2010, 104).
4	Initiating	The topical feature(s) of the first topic at the beginning of an interaction or "a new topic at the beginning of a conversation or after a close or a series of silences" (García, 2015, p.256).
4a	Opening	Schegloff (1986) describes 'opening' as "the 'anchor position' for the introduction of the 'first topic'."
4b	Greeting	A formulaic expression taught in many English language classrooms in Malaysia as a way to start any form of speech production especially in a formal setting.
4c	Initiation through self-selection	The first speaker began the initiation process by announcing himself as the first speaker.
4d	State the topic of discussion	The first speaker began the initiation process by stating the topic of discussion.
4e	State the stance	The first speaker began the initiation process by stating a stand using 'hedging words' (Prince, Frader and Bosk, 1982) such as *'in my opinion I think'* or *'I think in my opinion'*
4f	Questioning strategy	The first speaker began the initiation process by asking a group member a probing but vague question.
4g	Refer to previous task	The first speaker began the initiation process by referencing task A while interacting in task B
5	Maintaining	Includes the topical features used to maintain and ensure the continuation of the discussion.
5a	Extension	Similar to maintaining topics where the speaker continues "the proposition set up by the previous speaker by contributing to its propositional content (Galaczi, 2004, p.88-89).
5b	Goal orientation	Young and Milanovic (1992) describe Jones and Gerard's (1967) goal orientation as "the speakers' attempts to realize certain internal goals or plans through the interaction." (p. 406).

		In this study, although 'goal orientation' was not used as a code but it was still highly relevant in defining the "(f)our classes of social interaction in terms of contingency" (Jones & Gerard, 1967, p. 505).
5c	Contingency	"Contingency is a way of looking at the local dynamic of how participants create shared meanings in any one exchange" (Young and Milanovic, 1992, p. 404). "contingency as a property of sequences of speech between two interactants." (Young and Milanovic, 1992, p. 405). "a contingent utterance is one in which the content and often the form of the utterance depend in some way on a previous utterance." (Young and Milanovic, 1992, p. 405). Jones and Gerard (1967) proposed "(f)our classes of social interaction in terms of contingency (p.505): a. Pseudo-contingency, b. Asymmetrical Contingency, c. Reactive Contingency and d. Mutual Contingency. (Jones and Gerard 1967 as cited in Young and Milanovic 1992) In accordance with the above definitions and in line with Schegloff recommendation, "[th]e most common tendency is to think of these clumps as topical, the turns hanging together because they are somehow "about" the same thing." (p. 1), this study investigated these four types of contingencies based on the speakers' management of topics, either with the topics initiated by themselves or the other group members.
	I. Pseudo-contingency	"Pseudocontingency is characterized by a high degree of goal orientation but little reactiveness," (Young & Milanovic, 1992, p. 405), which resulted in what Galaczi classified as speakers taking on 'solo' roles,""[s]olo" versus "solo" interaction in initiating topics but not engaging to any great extent with each other's ideas. "Solo" development of topic (mainly by one person). Rare expansion of other-initiated topics" (Galaczi, 2004, p.107). In this study, 'pseudocontingency' is reflected in the speakers' involving in (long) turns with little or lack of engagement or reactiveness or expansions of other-initiated topics, in particular, topics initiated by the previous turn.
	II. Asymmetrical Contingency	"asymmetrical contingency is characterized by a high degree of goal orientation by one party and a high degree of reactiveness by the other party," (Young and Milanovic, 1992, p. 405) which results in more topic initiations by one party than the other – which reflect question and answer session – such as an interview,"an interview is characterized by asymmetrical contingency: The interviewer has a plan and conducts and controls the interview according to that." (van Lier, 1989, p. 496).

		Another indicator is based on the speaker's goal orientation – where "the interviewer has a predefined plan and conducts the interview to execute the plan)." (Johnson and Tyler in Young & He, 1998, p. 30). In this study, 'asymmetrical contingency' is characterised as a situation which reflects an oral interview where one speaker initiates or maintain the topics by asking questions while the other speakers reply to the questions.
	III. Reactive Contingency	"When the utterance is contingent upon a previous utterance by the other participant, we describe the relationship between the two utterances as reactiveness." (Young and Milanovic, 1992, p. 405). "The most obvious examples of reactively contingent utterances are adjacency pairs (Schegloff, 1978) such as question-answer sequences and topic continuity across conversational turns." (Young and Milanovic, 1992, p. 405). "reactive contingency is characterized by little goal orientation by either party but a high degree of reactiveness by both," (Young and Milanovic, 1992, p. 405). In this study, 'reactive contingency' is characterised as a situation where there is "topic continuity across conversational turns." (Young and Milanovic, 1992, p. 405).
	IV. Mutual Contingency	"mutual contingency is identified as a high degree of goal orientation and reactiveness by both parties." (Young and Milanovic, 1992, p. 405). "The distinction between reactive and mutual contingencies in the Jones and Gerard model has to do with the degree of goal orientation involved. Reactive contingency involves fairly low topic persistence, whereas mutual contingency involves high topic persistence as both parties pursue their internal goals. Reactiveness is high in both cases." (Young and Milanovic, 1992, p. 410). In this study, 'mutual contingency' is characterised based on high level of engagement through extension of topics, a topic initiated by one speaker were pursued/ continued and developed by the other speakers.
6	Closing	Includes the topical features used to end the discussion.
6a	Conclusion	A conclusion in the MUET context was framed as "[a]fter listening to everyone in the group, candidates will try to come to a consensus." (Malaysian Examinations Council, 2015, p.18). Also applicable to the English and IT groups..
6b	Ending statement	A statement or an utterance used to signal the end of the discussion.
6c	Question	The discussion ends with a question.
Other relevant CA key terms		

7	Minimal token of (i.e., acknowledgement/ agreement)	A speaker responds to the preposition set up by the previous speaker with a minimal response only (e.g. haah, yes) (Galaczi, 2004, p.88).

I also conducted an intercoder reliability evaluation with a second coder. The second coder was a Malaysian lecturer from a public university in Malaysia with a PhD in Discourse Analysis. While she was familiar with MUET, she had not been exposed to the data of this study prior to the intercoder reliability evaluation. The inter-coder reliability was tested for1) the turn management features and 2) the topic management features using 15% of the transcripts from the data. The result shows 95.6% agreement for the turn and topic feature codes.

3.5.5.5 Data Analysis Approach

After all the interactions had been comprehensively coded, I started with the first stage of analysis using the approach of CA, which encourages impartial exploration of emerging patterns, I began with repeated listening/viewing of the recordings of the three contexts (MUET, English and IT). However, the data analysis approach of the current study then digressed from the Sacks et al. "context-free" (Sacks et al., 1974, p. 699) considering that all three settings (MUET, English and IT courses) were within the group oral assessment context. The data-driven analytic process continued with the identification of phenomena of potential analytic interest. The next stage of analysis focused on what conversational actions were being performed and how they were performed whilst observing features of talk and the action they accomplished (Schegloff, 1996). Succeeding this approach, several salient themes relevant to group interactions emerged. These included two interactional features: turn management and topic management. The focus on turn and topic management is because these two interactional features are currently intended to be measured in the MUET speaking test (specifically in the group oral task) as stated in the Malaysian University English Test's Regulations, Test Specifications, Test Format and Sample Questions booklet (Malaysian Examination Council, 2006), "(vi) managing a

discussion: initiating, turn taking, interrupting, prompting, negotiating, closing" (p.13). The analysis then proceeded with gathering evidence of the emerging phenomena involving the abovementioned interactional features. Finally, the evidence was then compared in terms of its linguistic format, turn design and co-construction design (Lam, 2018).

Referencing the codes systematically and categorically, I identified patterns of turn and salient topic features. Then, I began to analyse patterns which emerged within each group in each setting. The patterns were then grouped under themes and categories, drawing on several sources as mentioned in the coding section: the MUET descriptors as published in the test specifications, Galaczi and Taylor's (2018) IC tree illustration, CA studies, and other IC- related studies.

The next stage of analysis concerned the quantitative data analysis. It involved calculating the length of turns to establish their sizes. As mentioned earlier, turn sizes were calculated first by getting the start time and the finish time from NVivo 12. From the time frame, I then calculated the turn length. The analysis of turn sizes complemented the qualitative analysis of turn and topic features.

All data analysis results are reported in the Results Chapter under the main heading of Conversational Analysis (CA) results (Chapter 4 and 5). After I completed analysing and reporting the CA results, I started with data collection and data analysis of the quantitative study, as explained in the next section.

3.6   Quantitative study (Study 2): Data Collection

The quantitative study consisted of an analysis of MUET speaking task B prompts (the group oral task under scrutiny). O'Sullivan (2008) suggested a way to operationalise the context parameter in his article "Notes on speaking", which he argued can generate a

review of "the relative level and/or complexity of each test in comparison to the others" (p.8). The systematic framework he proposed is useful for describing each test task. It involves evaluating two main aspects of a task: task settings and task demands. This study adopted it as a methodology to systematically evaluate the MUET prompts by asking the relevant questions of the task based on each parameter, as presented in Table 3.6. (Appendix 1). I employed expert judgements to review each test task. Since MUET is administered three times a year, in March, July and November, the review included MUET task B from the March 2016, July 2016, November 2016 and March 2017 MUET Question Booklets as well as the MUET speaking test specification document to investigate the operationalisation of the specifications.

3.6.1   Expert Judgements

This section describes in more detail the methodological approach of the context validity study, the expert judgements. To answer RQ2: *To what extent can MUET Task B (group discussion task) elicit the target language (academic discussion at the tertiary level) discourse types?*, a mixed-methods approach combining both quantitative and qualitative data collection methods was adopted (see also Galaczi, ffrench, Hubbard &Green, 2011). Namely, this part of the research consisted of an expert judgement questionnaire and a post-judgement group discussion by the experts. When using experts to make judgements either on the content or difficulty of test items, it is important to clarify whose judgements are being taken into account. In accordance with Alderson and Kremmel's (2013) suggestion in maintaining the reliability of a content validation study, the 'experts' were defined based on their professional and academic qualifications and experience in language testing. This second study hopes to relate the investigation of the MUET group oral task type to the results of the investigation of test-takers' actual performance (Study

1). Thus, it is imperative to state that the context validity study constituted one part of a two-part study – taking heed from Alderson and Kremmel's (2013) caution that expert judgements are best used to support or be supported with other validation findings.

3.6.2   Participants

The participating experts were all members of the Language Testing Research Group of the Department of Linguistics and English Language at Lancaster University. Judgements were collected from ten experts - seven females and three males. Three of the participants were academic staff at the department, five were PhD students, and two were Master's students. All participants were professionally and academically trained in language testing. In terms of their experiences as test item reviewers, more specifically, the majority of the participants (60%) stated that they had such experience, ranging from 1 to 10 years.

3.6.3   Instruments and materials

As indicated above, two methods were adopted in this study to gain insights from the language testing experts on the group oral task used to elicit MUET test-takers' L2 interactional performance in the academic domain. First, the expert judges completed an expert judgement questionnaire, and second, they took part in a post-judgement group discussion. Prior to this, a personal background questionnaire was administered to the experts. In the subsections below, I describe the documents: the background questionnaire, judgement questionnaire, and other relevant materials.

3.6.3.1 Demographics Sheet

To obtain a profile of the expert judges participating in the study they first completed a questionnaire reporting their gender, highest academic qualification, experience, and length of experience as a test item reviewer. A copy of this Demographics Sheet can be found in Appendix 19.

3.6.3.2 Judgement Questionnaire

The expert judgement questionnaire was developed after I had conducted the initial data analysis of the test-takers' performances in MUET Task B (Study 1). The latter analysis involved comparing the test-takers' performances in MUET Task B with their performances in group discussion assessments of the undergraduate courses. The comparative analysis led to the hypothesis that the nature of the task in group orals affects the interaction and it thus seemed that further investigation of test tasks' relevance and coverage might be helpful to understand how the tasks may affect test-takers' performances and the interactional features in those.

The judgement questionnaire was designed and developed in several stages. The design stage began with making decisions on which context validity parameters (e.g., the task setting and task demand parameters (Figure 3.5)) to include in the questionnaire. Then I moved on to the next stage, which was the process of defining and operationalising the selected parameters. The parameters were defined based on the description of the parameters in Table 3.9, and the questions were then formulated. The questions were categorised according to general vs prompt-specific questions. Finally, the questionnaire went through a process of drafting and redrafting in line with guidelines of good questionnaire design (Cohen, Manion & Morrison, 2017). The final draft of the

questionnaire was then piloted with a PhD student in the Department of Linguistics and English Language at Lancaster University.

Figure 3.4:   Context validity parameters (Weir, 2005, p.222-223)

11.2 *A priori* validation: investigating the specification of the construct and the operationalization of the test

Focuses	Actions and Instruments
STAGE I: DEVELOPMENT	
1.1 Specification of the construct	(1) Theoretical literature review
	(2) Research literature review
I. 1. 1 Context-based validity	(3) Document analysis: curriculum, textbooks, official syllabuses and existing tests
I. 1. 2 Theory-based validity	(4) Needs analysis where necessary
1.2 Specification of the assessment instrument	Items mapped by experts onto characterstics summarized in the left-hand column. (See frameworks described in Figures 1–4 in Part 2).
Context validity	
Purpose	Stakeholders can be asked to confirm these analyses:
Functional/skill requirements	• Expert's judgements (cross-checked where possible)
Linguistic requirements (lexis, structure)	
Type of information	• Student intro/retrospection on how they complete items
Discourse mode	
Method/response format	
Intended operations	
Topic familiarity	
Order of tasks/items	
Timing/length	
Weightings	
Interlocutor variables (L/S): speech rate/accent/ acquaintanceship	
Addressee (R/W)	

The questionnaire (attached as Appendix 22) comprised 39 Likert scale questions, four multiple-choice questions and one free comment question. The Likert scale consisted of four options ranging from 'strongly agree' as 4 to 'strongly disagree' as 1, where the judges were asked to choose from one of the options given. A first part of the questionnaire comprised general-type questions on group discussion tasks where the experts were asked to rate to what extent they thought the task would be able to measure

IC in academic discussions at the tertiary level. The following two examples of statements were used to get the experts' view on group discussion tasks: 'Group discussion tasks are likely to measure students' ability to interact at tertiary level' and 'Group discussion tasks are likely to measure students' IC in a second language'. The second part consisted of prompt-specific questions (with prompts labelled Booklet I and Booklet II). The judges were provided with two samples of MUET prompts. Namely, to investigate the tasks' relevance and construct coverage, the same prompts that had been used in the MUET simulation tests (Study 1) were selected, i.e., from the 2016 MUET speaking test set provided by the Malaysian Examination Council. The experts were presented prompt-specific statements such as 'The prompt provides input that encourages interaction as a channel of communication' and 'The interactional skills (e.g., reciprocity skills) required by the prompt are appropriate for the intended construct/skills'. The final question was an open-ended one where the experts had the opportunity to note any additional observations or comments about the task or the prompts.

To further assist the experts with evaluating the task setting and demands, the experts were also given other documents (see Appendix 1Appendix 2Appendix 3Appendix 4Appendix 5Appendix 14Appendix 18Appendix 20 and 22) guide them through the judgement activity and provide them with relevant information on the test and its educational context – which the judges were not familiar with beforehand.

3.6.3.3   Post-judgement group discussion

The post-judgement group discussion was designed to be an open discussion to gain further insight into the MUET speaking task B prompts. The discussion was conducted immediately after the experts had completed the questionnaire. There were no pre-prepared questions, to allow the experts themselves to lead the discussion. The aim was

not only to draw on the experts' opinions but also to allow further reflections on the group oral tasks.

3.6.4   Procedure

The data were collected in the following manner:

1. The experts met at the regular time and venue of the Language Testing Research Group of the Department of Linguistics and English Language at Lancaster University. Prior to the session, the members were informed by the coordinator of the group about the data collection session.

2. I, as the researcher, first gave a brief introduction to my study and the purpose of the data collection session. I also informed the participants that it was their choice whether to take part in the study, and I provided them with an information sheet.

3. After obtaining consent from the participants, they were given the background questionnaire to complete, which was later collected with the expert judgement questionnaire.

4. The participants were then given the following documents:

    a.   Expert judgement questionnaire.

    b.   The MUET speaking test question papers:

        1.   A sample MUET task from November 2016 (Booklet I).

        2.   Another sample MUET task from November 2016 (Booklet II).

    c.   Reference material on the target language use situation:

        1.   A pdf-version of documents on the English Proficiency II course, including the syllabus with the course assessment

descriptions and a sample of the speaking tasks from the
course workbook.

    2. The workbook of a university English course for 'Proficiency II'.

  d. To carry out the evaluation of the test tasks, together with the questionnaire, the experts also received the following:

    i. A document outlining the procedure and instructions for making the judgements.

    ii. A pdf version of the MUET documents, including the test specifications and grading scale.

5. The experts answered the questionnaire with no fixed timing so that they were not rushed and were able to familiarise themselves with the judgement activity and relevant materials.

6. Once all judges had completed the judgement questionnaire, we proceeded to a group discussion. The discussion was audio-recorded.

3.7   Quantitative Study: Data Analysis

3.7.1   Descriptive Statistics and Content Analysis

The answers to the Likert-scale and multiple-choice questions from the judgement questionnaire were analysed quantitatively, running basic descriptive statistics on the experts' responses. The results of this statistical analysis of the questionnaire were additionally informed by a content analysis of the post-judgement discussion. To this end, the audio-recorded post-judgement group discussion was first transcribed and then analysed qualitatively. Where relevant, responses from the discussion were linked to the answers from the open-ended questionnaire question to support, explain and enhance the

quantitative data. The content analysis of the discussion transcripts provided a useful explanation and support for the questionnaire results.

3.8   Ethics Procedure

This study gained ethical approval from Lancaster University's FASS-LUMS Research Ethics Committee. Additionally, consent was gained from the Director of the Malaysian Examinations Council (for the MUET materials), the Deans of the College of Arts and Sciences at the participating institutions (for the university participants in the classroom discussion and assessment), and the Board of Directors of a secondary school in Malaysia (for the MUET test-takers). After gaining access to the respective school and university, I explained the research to the individual participants, namely test-takers, examiners, students, lecturers, and language testing experts, from all of whom I obtained written consent prior to any recording (Appendix 15Appendix 16 and Appendix 17). The participants were informed that they had the right to refuse consent and that all participation was voluntary. During each briefing session, I also provided the following documents (see Appendix 11Appendix 12Appendix 13Appendix 14Appendix 18Appendix 19Appendix 20Appendix 22) to each participant:

i.   Participant information sheets

ii.   Consent forms

iii.   Personal background questionnaire

iv.   Questionnaires (only for the expert judges in the context validity study).

4 Turn Management Results

4.1 Introduction

This chapter and the next report on the results of the analyses of salient interactional features in test-takers' and students' performances during group oral assessments. As explained in the methodology chapter, 'salient' is used here to refer to features which were noticeable and/or prominent from the analysis. Taking Conversational Analysis (CA) as the methodological approach, test-takers' discourse in MUET and students' discourse in group discussion assessments in university-level courses (English and IT) were explored.

These analyses aimed to inform the answers to the following research questions:

RQ1a.   To what extent do features of turn management elicited in the MUET group oral test reflect the features of turn management salient in an English language course and an IT course in a Malaysian HE institution?

RQ1.   To what extent do features of topic management elicited in the MUET group oral test reflect the features of topic management salient in an English language course and an IT course in a Malaysian HE institution?

More specifically, the analyses focused on the interactional features of turn management and topic management because these intended to be measured by the group oral task of the MUET speaking test (Malaysian Examinations Council, 2006). The present chapter (**Error! Reference source not found.**) reports the results on the Features of Turn Management (4.2). Chapter **Error! Reference source not found.** reports the results on topic management.

4.2   Features of Turn Management

Turn is defined by Gan (2010) simply as everything a speaker says when he or she holds the floor. Schegloff (2007) describes turns as unique and as having their own "organisation and shape" (p.1). Turn management was a term used by Galaczi and Taylor (2018) to describe a range of turn features that speakers and listeners use at a microlevel of the interaction.

One of the primary aims of CA is to make interactional inferences based on "the sequentially organised strings of speaking turns" (Gumperz, 1999, p.458). This can be carried out by investigating 'turn taking', a type of 'sequential organisation' which concerns the "relative ordering of speakers, of turn-constructional units, and of different types of utterances" (Schegloff, 2007, p.2). Sacks, Schegloff and Jefferson's (1974) study on *turn constructional units* or TCUs, the units of spoken interaction from which turns are constructed, identifies several aspects of turn-taking in conversations (Sacks, Schegloff, Jefferson, 1974) which were presented in section **Error! Reference source not found.**.

The turn-taking system consists of two components: a "turn-construction" component and a "turn-allocation" component (Sacks, Schegloff and Jefferson, 1974 p.700-701). A 'turn-constructional component' is defined as a unit type which is used to construct a turn. It can take the form of "sentential, clausal, phrasal and lexical constructions (Sacks et al., 1974, p. 702). A 'turn-constructional component' can indicate a turn allocation, which is described as the process of how a current speaker selects the next speaker or a speaker self-selects him/herself. It is a technique used to distribute turns between speakers which can occur in two ways:

(a)   those in which the next turn is allocated by the current speaker selecting the next speaker; and

(b)　　　　those in which a next turn is allocated by self-selection.

(Sacks et al., 1974, p. 702).

This section (4.2) reports the distinct features revealed by the turn-by-turn sequential analyses of the MUET group oral test performances and the performances on the English and IT group discussion classroom-based assessments. It provides evidence of emerging patterns of turn management, which are presented here according to the following IC microfeatures categories: Initiating, Maintaining, Interrupting/Pausing/Latching, and Ending (Galaczi & Taylor, 2018). Table 4.1 presents the overall findings on turn management. This indicates that a range of turn management features could be observed in the dataset according to turn allocation (self-select or select the next speaker). There were differences in the features found in each of the three settings (MUET, English, IT) and there were also sometimes differences between the groups within a particular setting.

Table 4.1:　　　Overall Turn Management Results

Macro features (Interactional Features)	Microfeatures (Criterion Aspects)		Type (of Criterion Aspects)	# of groups with these occurrences
Turn Management		Turn size	Turn Length	N/A
	Starting	Opening (Self-select)	Greetings	MUET – 1 English – 1 IT - 0
			Volunteer	English – 1
			State the topic of discussion	MUET - 1
			Refer to previous (Task A)	MUET - 2
			Use of questioning strategy	IT - 2
	Maintaining	Turn Allocation - Select the next speaker		MUET – 1 English – 2 IT - 0

		Turn Allocation (Self-select)		All
			Repetition	MUET – 0 English – 1 IT - 1
			Non-verbal behaviour (Part of self-select in maintaining)	MUET – 1 English -0 IT - 2
		Interrupting	Pausing/ Overlap/ Latching	MUET – 1 English – 2 IT - 2
			Pausing	All
	Ending	(Self-select)	Conclusion	MUET – 4 English – 2 IT - 0
			Future plans	MUET – 0 English – 0 IT - 1
			No ending (hanging)	MUET – 0 English – 0 IT - 1

Below, I present detailed findings of the most salient features resulting from the turn-by-turn sequential analyses for turn management.

4.2.1 Turn length

Turn length in conversations come in varying degrees (Sacks et al., 1974), categorised according to long and short turns. Davidson (2007) describes an interaction as "an exchange of short turns between two or more speakers, [requiring] less explicit structuring but more attention to turn-taking skills and planning how to initiate, maintain, and control the interaction through suggestions, questions, and expansion of ideas" (p.40-41). Turn-taking events in pair or group interactions, typically consist of more exchanges of short turns and consist of "planning how to initiate, maintain, and control the interaction through suggestions, questions, and expansion of ideas" (Davison, 2007, p. 41). Further discussions of the findings below will show that in a 'natural' interaction, such as in IT group interactions, the turn size and the ordering of turns were less specified, with more short turns in the collaborative turn sequences. Even in the English group

discussions, towards the middle and end of the discussions, the size of turns became shorter, and the turns were less structured. Conversely, Fulcher and Davidson (2009), Galaczi (2004), and Luk (2010) all agree that long turns are more commonly found in individual presentations.

In terms of turn length in collaborative turns, there is no agreed length as to what constitutes 'a long turn' in the literature. However, due to the turn variations (between 'long' and short' turns) that emerged from this study, there is a need to distinguish between these variations. Thus, this study defines 'long turn' by considering Galaczi's advice (2020) that "longer responses [last] approximately a minute (although technically there is no constraint on time)" (p.11). Therefore, a turn without interruption for slightly less than 1 minute (i.e., from 40 seconds onwards) or longer has been considered a 'long turn', as in MUET group 1, where the majority of the turns are long turns – ranging from 40 seconds to 2 minutes each turn.

Table 4.2 presents the total length of the groups' performances and the number of turns in all three groups' interactions (MUET, English and IT). The allocation time, as stipulated by the task, is 10 minutes for MUET group oral performances, and 20-25 minutes, with an additional 2 minutes allocated for preparation, for the English group oral performances. For the IT groups, the discussions lasted for the whole 1-hour class time. I calculated the number of turns for each discussion.

In the MUET groups, the candidates stayed somewhat below the time limit of 10 minutes. While the test-takers in MUET groups 2, 3 and 4 produced 19-22 turns, the MEUT group 1 performance only included 8 turns for the duration of 08:49 minutes. In the English groups, group 1 performance of 27:33 minutes produced 81 turns and group 2's performance time was only 07:54 but produced 49 turns. Interestingly, therefore, the number of turns is notably different between some of the groups within a particular setting

and across settings, despite the closely comparable performance time in many cases. For instance, in English group 2, the performance time was 08:17, and the number of turns was 53. Comparatively, in MUET group 4, the performance time was 06:57, but there were only 21 turns.

In terms of the IT groups, both produced many turns due to the longer time available for the task as it was the main activity of the lesson. IT group 1 had 523 turns, and group 2 had 377 turns. The total performance time for IT group 1 was over just 44 minutes, and there were 30 minutes for group 2, as shown in Table 4.2.

Table 4.2:   Overall Performance Time and Number of Turns

GROUP	MUET G1	MUET G2	MUET G3	MUET G4	ENGLISH G1	ENGLISH G2	IT G1	IT G2
TOTAL TIME	08:49.1	07:15.7	07:47.4	06:57.0	27:33.77	08:17.9	44:23.2	30:06.0
NO. OF TURNS	8	22	19	21	81	53	523	377
NO. OF TURNS PERMINUTE	1	3.07	2.54	3.19	2.96	6.48	11.82	12.54

Although time is a determining factor for the number of turns in a group interaction, it is not the only factor. The following subsections (4.2.1.1- 4.2.1.3) investigate further other turn features starting with turn length. The reports on turn lengths in all group interactions starting with MUET groups are presented in (4.2.1.1), then of the English groups (4.2.1.2), and finally of the IT groups (4.2.1.3).

4.2.1.1   MUET Turn Length

The turn size in MUET group 1 was monopolised by long turns, as shown in Table 4.3, which reports the turn size for each speaker. The total length of the MUET group 1 interaction is just short of 10 minutes, at 08:89.1 minutes. From the total number of eight

turns, four turns – turns 3, 4, 7 and 8 – took more than 1 minute in length. while the other three turns were close to 1 minute such as turn 1 at 00:52.3, turn 2 at 00:41.1 and turn 5 at 00:40.7 seconds. The longest turn was by MUET1D who spoke for about 2 minutes, followed by MUET1C who spoke for 01:57.3, whereas the shortest turn was 00:02.8 (MUET1B). This shows that the majority of turns in MUET group 1 were long turns, from 40 seconds onwards. Despite this being a group interaction, it is evident that the MUET group 1 discussion did not contain much variation in turns and that they were mostly long turns, which is something that is normally associated with individual speeches rather than group interaction.

Table 4.3:   MUET Group 1 Turn Length

Turn no.	Speaker	Start (min.)	Finish (min.)	Length (min.)
1	MUET1D	00:15:31.9	00:16:24.2	00:52.3
2	MUET1A	00:16:24.2	00:17:05.3	00:41.1
3	MUET1C	00:17:06.5	00:18:21.7	01:15.2
4	MUET1B	00:18:21.7	00:19:41.3	01:19.6
5	MUET1A	00:19:41.8	00:20:22.5	00:40.7
6	MUET1B	00:20:22.6	00:20:25.4	00:02.8
7	MUET1C	00:20:47.9	00:22:45.2	01:57.3
8	MUET1D	00:22:45.2	00:24:45.3	02:00.1
Total				08:49.1

In MUET groups 2, 3 and 4, there were noticeable turn length variations, with evidence of short turns shown in Table 4.3, Table 4.4 and Table 4.5. Table 4.4 shows the turn length for MUET group 2. The total discussion time was 07:15.7, which was short in comparison to the 10 minutes allowed for the task. Group 2 produced a total of 22 turns, i.e., more turns than group 1. This included short turns, with the shortest turns (10, 17, 20 and 21) being 00:00.1 and 00:01.8, and consisting of fillers such as laughs and inaudible speech. Other examples of short turns were turn 15, 16 and 17, which was a discussion between MUET2B and MUET2C about food to bring on a holiday. This

included clarification types of replies: MUET2B: *"No pack the food from the home (.)*

cook cooking," MUET2C*: "I mean instant food,"* MUET2B: *"Then just hotel foo*d." The

longest turn was the third turn by MUET2B, who talked for 01:37.1 minutes in one go.

In comparison to MUET group 1, group 2 displayed more short turns, while still having

a few long turns in the interaction.

Table 4.4:   MUET Group 2 Turn Length

Turn no.	Speaker	Start (min.)	Finish (min.)	Length (min.)
1	MUET2A	00:12:26.9	00:12:53.3	00:26.4
2	MUET2C	00:14:56.3	00:15:11.1	00:14.8
3	MUET2B	00:15:12.8	00:16:49.9	01:37.1
4	MUET2D	00:16:50.2	00:17:32.3	00:42.1
5	MUET2A	00:17:32.4	00:18:06.0	00:33.6
6	MUET2C	00:18:06.3	00:18:36.9	00:30.6
7	MUET2B	00:18:37.3	00:19:28.7	00:52.3
8	MUET2D	00:19:29.8	00:19:30.3	00:00.5
9	MUET2C	00:19:55.9	00:20:14.0	00:18.1
10	MUET2A	00:20:14.0	00:20:14.1	00:00.1
11	CE	00:20:36.2	00:20:39.7	00:03.5
12	MUET2B	00:20:41.6	00:21:11.3	00:29.7
13	MUET2D	00:21:13.3	00:21:18.4	00:05.1
14	E	00:21:18.9	00:21:23.7	00:04.8
15	MUET2B	00:21:24.5	00:21:41.8	00:17.3
16	MUET2C	00:21:42.3	00:22:09.5	00:27.2
17	MUET2B	00:22:10.1	00:22:10.2	00:00.1
18	MUET2C	00:22:13.3	00:22:21.9	00:08.6
19	MUET2B	00:22:22.1	00:22:41.2	00:19.1
20	MUET2D	00:22:41.5	00:22:41.6	00:00.1
21	MUET2A	00:22:54.1	00:22:56.9	00:02.8
22	MUET2D	00:22:57.2	00:22:59.0	00:01.8
Total				07:15.7

The MUET group 3 interaction consisted of both long and short turns, as can be

seen in Table 4.5. There were four turns that lasted over 40 seconds, i.e., turn 1, 2 ,3 and

6. The length of the long turns was: turn 1: 02:08.4, turn 2: 01:07.5, turn 3: 01:04.1, and

turn 6: 00:50.9. Short turns of 00:00.1 can be found at turn 4 and 14. Other shorter turns

such as in turns 11 (00:05.8), 12 (00:01.3) and 13 (00:01.4) was when the group members

replied with a one-word answer, *'No'*: MUET3A, MUET3B: *'No'* and MUET3A: *'No'*.

Overall, MUET group 3 produced 19 turns with long turns appearing at the start of the

interaction and shorter turns produced mid-interaction onwards. In this group interaction,

there were more short turns produced as compared to long turns.

Table 4.5:   MUET Group 3 Turn Length

Turn no.	Speaker	Start (min.)	Finish (min.)	Length (min.)
1	MUET3A	14:10.0	16:18.4	02:08.4
2	MUET3C	16:19.0	17:26.5	01:07.5
3	MUET3D	17:29.8	18:33.9	01:04.1
4	MUET3B	18:34.3	18:34.4	00:00.1
5	MUET3A	20:20.3	20:34.4	00:14.1
6	MUET3D	20:34.6	21:25.5	00:50.9
7	MUET3A	21:26.1	21:29.5	00:03.4
8	MUET3C	21:30.2	21:35.0	00:04.8
9	MUET3A	22:21.8	22:32.7	00:10.9
10	MUET3B	22:32.7	22:57.8	00:25.1
11	MUET3A	22:58.2	23:04.0	00:05.8
12	MUET3B	23:04.6	23:05.9	00:01.3
13	MUET3A	23:05.9	23:07.3	00:01.4
14	MUET3B	23:07.3	23:07.4	00:00.1
15	MUET3A	23:22.1	23:52.0	00:29.9
16	MUET3C	23:52.0	24:28.0	00:36.0
17	E	24:29.2	24:30.1	00:00.9
18	MUET3A	24:32.2	24:54.2	00:22.0
19	MUET3D	24:54.2	24:54.9	00:00.7
Total				07:47.4

Table 4.6 shows that in the MUET group 4 interaction, there were five self ses

that reached over 40 seconds in length. The longest turn was turn 2 at 01:35.1, followed

by turn 4 at 01:02.1, and turn 9 at 01:09.3, produced after a pause. In group 4, the pauses

between turns were found in turn 6 (00:00.1), 8 (00:04.1), 13 (00:03.1) and 21 (00:00.1).

Overall, in group 4, the long turns appeared mainly at the start of the interaction and then

the interaction continued with shorter turns.

Table 4.6:   MUET Group 4 Turn Length

Turn no.	Speaker	Start (min.)	Finish (min.)	Length (min.)
1	MUET4D	14:25.7	15:08.8	00:43.1
2	MUET4A	15:10.6	16:45.7	01:35.1
3	MUET4D	16:47.7	16:49.0	00:01.3
4	MUET4B	16:49.0	17:51.1	01:02.1
5	MUET4C	17:53.7	18:25.2	00:31.5
6	PAUSE	18:25.2	18:25.3	00:00.1
7	MUET4D	18:28.2	18:29.0	00:00.8
8	PAUSE	18:29.0	18:33.1	00:04.1
9	MUET4A	18:33.2	19:42.5	01:09.3
10	MUET4D	19:42.9	20:30.6	00:47.7
11	MUET4B	20:33.8	20:38.4	00:04.6
12	E	20:38.7	20:40.3	00:01.6
13	PAUSE	20:40.2	20:43.3	00:03.1
14	MUET4B	20:43.6	21:21.1	00:37.5
15	MUET4B	21:15.7	21:15.8	00:00.1
16	MUET4B	21:19.0	21:19.1	00:00.1
17	E	21:22.3	21:22.4	00:00.1
18	MUET4B	21:23.1	21:23.2	00:00.1
19	MUET4B	21:24.6	21:31.9	00:07.3
20	MUET4B	21:31.9	21:39.2	00:07.3
21	PAUSE	21:39.2	21:39.3	00:00.1
Total				06:57.0

In conclusion, despite this being a group interaction, evidence of long turns was prevalent in all MUET groups, especially at the start of the interaction. As mentioned earlier, long turns are normally associated with individual speeches. However, except for MUET group 1, the MUET group 2, 3 and 4 interactions showed variations in turn length, also containing several short turns. In MUET group 4, the candidates also produced a few pauses in the interaction.

4.2.1.2   English Turn Length

The turn variations found in the English course interactions (English groups 1 and 2) are presented in Table 4.7 and Table 4.8, respectively. Similar to MUET groups 2, 3 and 4 presented above, there was a variety of turn lengths in the English group 1 performance, including both short and long turns. In total, there were 81 turns within the duration of 27:33.77 minutes of the English course group 1 interaction. Five of these lasted longer than 1 minute, which were mainly at the start of the interaction, e.g., turn 2 by ENG1B lasted for 02:39.9 minutes, which is a similar pattern in all MUET group interactions. The other four were turn 1 (01:44.6), turn 3 (01:49.9), turn 7 (01:22.3), and turn 60 (01:04.8). A type of short turn that was not present in the MUET groups, but occurred in English group 1 a lot, is overlap. As shown in Table 4.7, overlaps occurred in turns 4, 5, 6, 8, 9, 10 and 12. A very short turn in turn 38, where two speakers overlapped, was when both speakers laughed. However, not all short turns that appeared were overlaps; sometimes, it involved a minimal acknowledgement token such as *'ok'* or *'hm:'* in turn 19, 25 and 26.

Table 4.7:   English Group 1 Turn Length

Turn no.	Speaker	Start (min.)	Finish (min.)	Length (min.)
1	ENG1A	04:13.8	05:58.4	01:44.6
2	ENG1B	05:58.6	08:38.5	02:39.9
3	ENG1C	08:38.8	10:28.6	01:49.9
4	ENG1B	09:35.6	09:49.0	00:13.4 (O)[1]*
5	ENG1B	10:00.0	10:01.8	00:01.8 (O)
6	ENG1B	10:05.1	10:09.9	00:04.8 (O)
7	ENG1D	10:29.1	11:51.4	01:22.3
8	ENG1B	10:40.2	10:45.0	00:04.8 (O)
9	ENG1B	10:47.8	10:47.9	00:00.1 (O)

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[1]

10	ENG1B	11:47.9	11:48.0	00:00.1 (O)
11	ENG1C	11:51.9	12:23.3	00:31.4
12	ENG1B	12:20.9	12:23.5	00:02.6 (O)
13	ENG1B	12:23.5	12:29.4	00:05.9
14	ENG1D	12:39.1	12:41.5	00:02.4
15	ENG1A	12:52.1	13:14.9	00:22.8
16	ENG1B	12:59.5	13:01.3	00:01.8
17	ENG1A	13:10.4	13:14.8	00:04.4
18	ENG1A	13:10.7	13:23.3	00:12.6
19	ENG1D	13:23.4	13:23.8	00:00.4
20	ENG1A	13:24.0	13:25.1	00:01.1
21	ENG1D	13:25.2	13:26.3	00:01.1
22	ENG1A	13:26.6	13:27.9	00:01.3
23	ENG1D	13:28.4	13:29.2	00:00.8
24	ENG1B	13:29.8	13:31.2	00:01.4
25	ENG1A	13:31.4	13:31.5	00:00.1
26	ENG1D	13:31.5	13:31.6	00:00.1
27	ENG1A	13:31.9	13:37.6	00:05.7
28	ENG1B	13:37.6	13:39.5	00:01.9
29	ENG1A	13:39.6	13:44.7	00:05.1
30	ENG1D	13:44.1	13:44.6	00:00.5 (O)
31	ENG1B	13:44.7	13:47.5	00:02.8
32	ENG1D	13:47.6	13:48.5	00:00.9
33	ENG1B	13:48.6	14:18.4	00:29.8
34	ENG1D	13:54.2	13:56.8	00:02.6 (O)
35	ENG1C	13:57.8	14:03.2	00:05.4 (O)
36	ENG1C	14:00.2	14:00.3	00:00.1 (O)
37	ENG1A	14:18.5	14:22.9	00:04.4
38	ENG1B	14:21.1	14:21.6	00:00.5
39	ENG1C	14:21.1	14:21.6	00:00.5 (O)
40	ENG1C	14:22.9	14:29.4	00:06.5
41	ENG1B	14:25.9	14:26.7	00:00.8
42	ENG1D	14:29.6	14:35.7	00:06.1
43	ENG1A	14:33.7	14:35.7	00:02.0 (O)
44	ENG1B	14:35.8	14:41.4	00:05.6
45	ENG1A	14:39.0	14:39.1	00:00.1
46	ENG1D	14:41.4	14:45.0	00:03.6
47	ENG1B	14:43.9	14:45.2	00:01.3
48	ENG1D	14:45.2	14:47.5	00:02.3
49	ENG1A	14:47.8	15:07.9	00:20.1
50	ENG1C	14:53.1	14:53.2	00:00.1 (O)
51	ENG1C	15:08.3	15:09.4	00:01.1
52	ENG1B	15:09.9	15:12.6	00:02.7
53	all	15:11.9	15:14.5	00:02.6 (P)
54	ENG1C	15:24.5	15:42.2	00:17.7
55	ENG1B	15:29.0	15:31.6	00:02.6
56	ENG1B	15:31.3	15:31.4	00:00.1(O)
57	ENG1D	15:31.6	15:34.6	00:03.0 (O)

58	ENG1A	15:42.6	15:46.7	00:04.1
59	ENG1B	15:46.9	15:48.1	00:01.2
60	ENG1A	15:47.8	16:17.9	00:30.1
61	ENG1B	16:17.9	17:22.7	01:04.8
62	ENG1C	17:11.9	17:12.0	00:00.1(O)
63	ENG1C	17:22.8	17:38.1	00:15.3
64	ENG1B	17:28.0	17:28.2	00:00.2
65	ENG1B	17:38.2	17:40.4	00:02.2
66	ENG1C	17:40.3	17:40.4	00:00.1
67	ENG1B	17:41.5	17:42.3	00:00.8
68	ENG1B	17:43.7	17:45.5	00:01.8
69	ENG1C	17:45.5	17:49.7	00:04.2
70	ENG1D	17:49.7	17:57.0	00:07.3
71	ENG1B	17:57.0	17:57.1	00:00.1
72	ENG1C	17:57.0	17:57.1	00:00.1 (O)
73	ENG1B	17:58.0	17:59.7	00:01.7
74	ENG1D	17:59.7	18:24.6	00:24.9
75	ENG1C	18:19.4	18:20.0	00:00.6
76	ENG1B	18:24.3	18:37.1	00:12.8
77	ENG1C	18:26.2	18:28.5	00:02.3
78	ENG1B	18:36.0	18:36.1	00:00.1
79	ENG1B	18:37.1	18:37.2	00:00.1
80	ENG1D	18:39.9	18:43.5	00:03.6
81	ENG1B	18:40.4	18:40.5	00:00.1
Total				27:33.77

[*] (O) indicates X$ and (P) indicates pause.

In English group 2, in total, there were 53 turns within the duration of 08:17.9 minutes of group interaction. As shown in Table 4.8, there were more short turns as compared to long turns in group 2's interaction. The students started the discussion with the longest turn, at turn 1 (01:36.9) and other long turns appeared at turn 3 (00:43.60), 7 (00:50.2), 10 (00:45.3) and 26 (00:46.1); the remaining turns were short. Consequently, Group 2's interaction contained many short turn features, including overlaps at the early stages of the interaction, such as in turn 2 (00:00.3), 4 (00:00.1) and 6 (00:00.1). In between turn 1 and 6, there was a short turn at turn 5 (00:00.4) which was not an overlap. There were also pauses (turn 38 and 42).

Table 4.8:   English Group 2 Turn Length

Turn no.	Speaker	Start (min.)	Finish (min.)	Length (min.)
1	ENG2A	05:58.7	07:35.6	01:36.9
2	ENG2B	06:13.5	06:13.8	00:00.3 (O)
3	ENG2B	07:35.7	08:19.3	00:43.6
4	ENG2D	08:19.4	08:19.5	00:00.1 (O)
5	ENG2B	09:07.0	09:07.4	00:00.4
6	ENG2E	09:08.1	09:08.2	00:00.1 (O)
7	ENG2C	09:56.9	10:47.1	00:50.2
8	ENG2A	10:47.0	10:47.9	00:00.9
9	ENG2B	10:48.0	10:49.3	00:01.3
10	ENG2A	10:49.8	11:35.1	00:45.3
11	ENG2D	11:37.2	11:41.3	00:04.1
12	ENG2E	11:41.4	11:41.5	00:00.1 (O)
13	ENG2D	11:41.6	11:41.7	00:00.1 (O)
14	ENG2B	12:05.3	12:07.0	00:01.7
15	ENG2A	12:25.9	12:28.8	00:02.9
16	ENG2C	12:42.2	13:01.9	00:19.7
17	ENG2B	12:48.5	12:48.9	00:00.4
18	ENG2E	12:50.1	12:51.2	00:01.1
19	ENG2A	13:02.1	13:15.3	00:13.2
20	ENG2E	13:07.8	13:08.3	00:00.5
21	ENG2D	13:15.3	13:17.0	00:01.7
22	ENG2C	13:17.1	13:18.5	00:01.4
23	ENG2A	13:18.5	13:19.5	00:01.0
24	PAUSE	13:20.3	13:20.4	00:00.1
25	ENG2D	13:21.7	13:23.4	00:01.7
26	ENG2E	13:23.6	14:09.7	00:46.1
27	ENG2C	13:38.1	13:38.9	00:00.8
28	ENG2C	14:10.3	14:10.6	00:00.3
29	ENG2B	14:14.8	14:25.1	00:10.3
30	ENG2A	14:25.2	14:28.8	00:03.6
31	ENG2B	14:27.8	14:28.1	00:00.3 (O)
32	ENG2B	14:29.4	14:34.5	00:05.1
33	ENG2E	14:34.8	14:36.2	00:01.4
34	ENG2B	14:36.4	14:38.8	00:02.4
35	ENG2E	14:38.9	14:43.0	00:04.1
36	ENG2B	14:43.4	14:44.4	00:01.0
37	ENG2E	14:44.4	14:44.8	00:00.4 (O)
38	ALL	14:44.9	14:46.9	00:02.0 (P)
39	ENG2B	14:50.7	14:51.0	00:00.3
40	ENG2D	14:53.3	15:07.6	00:14.3
41	ENG2A	15:07.8	15:09.0	00:01.2
42	ALL	15:09.2	15:10.3	00:01.1 (P)
43	ENG2D	15:10.5	15:20.0	00:09.5
44	PAUSE	15:20.4	15:50.6	00:30.2
45	PAUSE	15:48.0	15:48.6	00:00.6

46	ENG2D	15:51.6	16:12.7	00:21.1
47	ENG2A	16:13.0	16:14.1	00:01.1
48	ENG2E	16:14.3	16:15.4	00:01.1
49	ENG2A	16:18.0	16:20.0	00:02.0
50	ENG2D	16:21.6	16:24.8	00:03.2
51	ALL	16:25.0	16:26.1	00:01.1
52	PAUSE	16:27.4	16:27.5	00:00.1
53	ENG2D	16:30.1	16:50.9	00:20.8
Total				08:17.9

* (O) indicates overlap and (P) indicates pause.

In sum, both English group interactions showed a combination of short and long turn features, with the long turns occurring at the beginning of the discussions. The interactions also included other turn microfeatures than in the MUET groups, such as overlaps and pauses.

4.2.1.3 IT Turn Length

In IT group 1, a total of 532 turns were produced by the students within the total duration of 44:23.2 minutes. Given the overall duration, Table 4.9, showing the length of turns, is presented in Appendix 27. The turn length in the IT group 1 interaction showed a variation of short and long turn, although most turns were short, and also comprised other turn features such as overlaps in turns 8 and 12, a pause in turn 13 and nonverbal behaviour in turn 17. Overall, long turns were rare (about 1%). The longest turn, turn 454, lasted for 02:09.2, and other long turns comprised turn 52 (01:07:1), 101 (00:49.7), 228 (00:50.5), 337 (00:55.9) and 421 (00:40.0).

For IT group 2, Table 8.3 in **Error! Reference source not found.** shows that a variety of turn lengths was produced in this group. However, 95% of turns were short turns, ranging from 00:00.1 to 00:48.1 in duration. Like in 'natural', non-test settings, the

IT group discussions' interactions included short turns with turn features such as overlaps and pauses.

In sum, although there were variations in terms of long and short turns in the IT group discussions, long turns occurred infrequently in comparison to short turns, which were much more common in both IT groups' interactions. The short turn features consisted of overlaps, pauses and non-verbal actions.

In the following subsections, excerpts taken from all three settings' data were used to report and illustrate the findings for other turn management features, i.e., the microfeatures of starting (4.2.2), maintaining (4.2.3), and ending (4.2.4).

4.2.2 Starting

This section focuses on the beginning part of interactive spoken productions. Different terms are found in the literature to refer to the beginning part of an interaction. Galaczi and Taylor (2018) use 'starting' to describe the act of initiating a discussion. In his study on office hours talk, Limberg (2007, p.183) reports on the opening part of the interaction as 'the identification sequence', which began with an "identification and a greeting" by the first speaker. Thus, to establish the starting part for the following turn-by-turn sequential analyses, the present research took into account that all three settings (MUET, English and IT courses) concerned a group oral assessment context. Therefore, it was decided that the first turn of the first speaker (either a test-taker or a student), after the examiner or the teacher gave the instruction to start the discussion, would be defined as the starting part of the discussion.

The results from the analysis of the type of 'starting' microfeatures in the present study are summarised in Table 4.11.

Table 4.9:   Starting Turn Microfeatures

Starting turn microfeatures	Type (of Criterion Aspects)	Group
Starting	Greetings	MUET 1 & ENGLISH 2
	Self-select	ENGLISH 1
	State the topic of discussion	MUET 2
	Refer to previous (Task A)	MUET 3 & 4
	Use of questioning strategy	IT 1 & 2

This indicates that there were two strategies used to open the discussions that were not directly related to the task – *greeting* and *self-selecting* – and three microfeatures directed at the tasks – *stating the topic of discussion, referring to the previous task* and *use of a questioning strategy*. Detailed findings on these five microfeatures are presented in the following subsections: Greetings (4.2.2.1), Self-selecting (4.2.2.2), Stating the topic of discussion (4.2.2.3), Asking a question (4.2.2.4) and Referring to previous task (4.2.2.5).

4.2.2.1   Greeting

Greeting is one of the starting features found in the group oral interactions. The starting part of MUET group 1's interaction shows MUET1D began with a greeting *"a:: a very good morning to examiners and fellow candidates"* – a formulaic expression taught in many English language classrooms in Malaysia to start any form of speech production, especially in a formal setting, like a test context. Whalen and Zimmerman (1987) reported in their study on office hour talk that any form of initial encounter commonly starts with identification and a greeting sequence. The use of greetings here is seen as a communication strategy to indicate the test-taker's readiness to begin the speech event.

A similar initiation pattern was found in both English course group discussion assessments. The first speaker in English group 2 (ENG2A) began his turn by greeting

his group members with both 'hello' and 'good morning': *"ok hello: and a very good morning:."* ENG2A then continued his turn by stating the purpose of the discussion followed by a stand, *"a: today we want to discuss about a:: how to prevent the a: feel tired and asleep because a: you must a: you have watching television and surfing internet (.) ok first of all my first point is a: you try to sleep early to get enough sleep a: for example as a student (.)"*.

4.2.2.2 Self-selecting

A salient feature associated with initiating is the selection of the first person to start the discussion. In all the group oral interactions (MUET, English and IT), the first speaker self-selected himself to start the discussion. Evidence of this can, for example, be found in the English group 1 interaction. In this interaction, the initiation started after the teacher-examiner signalled that anyone could start the discussion by saying *"you may start now"*, with *"you"* in the utterance not meant for anyone in particular. Then, ENG1A self-selected himself by announcing that he would start the discussion: *"so: I'll be the first candidate"*.

4.2.2.3 Stating the topic of discussion

Another strategy for self-selection in the initiation part, without directly announcing oneself as the first speaker, was to state the topic of discussion. In MUET group 2 and English group 1, both first speakers began the initiation process in this way. In turn 1 for MUET group 2, MUET2A started the discussion by reminding the other group members of the purpose of the discussion (going on a holiday which requires special planning) and stated, *"We are here to discuss about going on a holiday require careful planning. I think in my opinion it is important to plan our holiday activities. my first point is you have to*

enough time by planning our holiday activities such as where to go either trip abroad or in our country". The stand was established by using 'hedging words' (Prince, Frader and Bosk, 1982), such as *in my opinion I think'* or '*I think in my opinion'*, which were found in all MUET and English performances. However, these were not present in the IT performances.

Similarly, in English group 1, ENG1A started the discussion by informing the other group members of their topic: *"Ok then today we'll to discuss the: our hobbies and interests".*

4.2.2.4   Asking a Question

The starting turns for the IT course group interactions, however, did not follow any of the formal conventions observed in the MUET and English group interactions. There was no greeting or mentioning of the topic or task, nor any introduction or self-introduction. The first speaker in IT group 1, IT1C, started by asking a group member, IT1B, a probing but vague question: "*You have done↑ or you haven't finished yet?".* However, despite the question being vague, as there was no context given prior to the initiation, there seemed to be an understanding between both speakers, as IT1B then answered "*ya" (yes).* Presumably, IT1B had prior knowledge of what IT1C meant, as even without any information in that questioning line, both speakers were able to engage in the interaction.

In IT group 2, a question was used as the mean to start the group discussion, IT2A asked *"Ok so how about our last class?".* The question used in the initiating part of the interaction picked up on what had occurred in the previous class.

4.2.2.5   Referring to previous task

The start of the MUET group 3 and 4 group interactions involved the test-takers referencing task A while interacting with task B. This feature was not present in MUET groups 1 and 2. As explained earlier, MUET task A was an individual performance while task B was the group interaction task, but both task A and B share the same question. MUET4D began Task B by disagreeing with points which were made by the previous speaker in task A, *"Ok I am disagree with candidate B which says that a father should be generous"*.

To establish his own stand, MUET3A highlighted that he was aware of the different opinions on the topic of discussion (healthy living), which were discussed by the other test-takers during task A, *"Ok so a: so I have I know the certain candidates told about the most important talk to achieve the younger generation life so:: I agree with enjoy health life"*.

To summarize the starting turn features found in the group interactions (MUET, English and IT), these can be classified as either directly or not directly related to the tasks. The microfeatures of *greeting and self-selecting oneself* are 'openings' (Limberg, 2007. p.183) used to start the discussion which were not directly related to the tasks appeared in both the MUET group 1 and English group 2 interactions. The microfeatures related to the tasks such as *stating the topic of discussion* appeared in the MUET group 2 and English group 1 interactions, while *referring to the previous task only* appeared in the MUET group 3 and 4 interactions and *use of a questioning strategy* appeared in the IT interactions.

The following subsections present the results on microfeatures of maintaining turns 4.2.3: *turn allocation strategies* (4.2.3.1) and *interruption features* (4.2.3.2, 4.2.3.4, 4.2.3.5).

4.2.3 Maintaining

Galaczi and Taylor (2018) did not offer much explanation on the microfeature of turn-taking called 'maintaining'. In fact, in their paper, they only refer to the Cambridge English scales, which describe it as '*maintains and develops the interaction*' and *'keeps the interaction going'*. Maintaining interaction is considered an important spoken feature in interpreting fluency in the CEFR (Liu & Jia, 2017). Other than verbal features, Schegloff (2007) reported that non-verbal behaviour such as a gaze can also be used as an important tool in maintaining or ending turns: "similar dynamic appears to inform gaze direction; maintaining gaze at coparticipant can promote sequence expansion; and withdrawing gaze can discourage it" (p.118). The following subsections present salient features of maintaining turns involving both verbal and non-verbal behaviour which emerged from the interactions: Turn-Allocation Strategies (4.2.3.1), Repetition (4.2.3.2), Overlapping (4.2.3.4) and Non-verbal behaviour (4.2.3.5).

4.2.3.1 Turn-Allocation Strategies

Turn allocation techniques in interaction are perceived as an indication that the speaker has completed his utterance by assigning the next speaker to continue the interaction (Sacks et al., 1974, p.705). There are two ways in which turn allocation might occur: a current speaker might select the next speaker by addressing him with a question, or a speaker might self-select.

4.2.3.1.1 Selecting the next speaker

In the MUET groups interactions, the turn allocations were mostly the speaker assigning another speaker to continue the interaction. For example, in MUET group 1, MUET1D began with a long turn and at the end of his turn, he called upon MUET1A as the next speaker to continue with the discussion, *"a:: to candidate A for your opinion a: what is your opinion that this is a: what your opinion about the memorable event? what is the most memorable event?"* MUET1A then replied by thanking MUET1D *"ok thank you to candidate D: I think: my opinion is a special birthday"*. He then proceeded to present his views on the topic with another long turn. At the end of his long turn, MUET1A then called upon MUET1C to continue the discussion, *"while candidate C what is your opinion?"*.

Table 4.12 below schematises the turn patterns in MUET group 1, with the current speaker naming the next speaker at every turn. The interaction in the MUET group oral test was thus executed systematically. In fact, it was so systematic that there was an equal number of two turns for each speaker. Similar findings on turn allocations were reported in studies on Oral Proficiency Interviews (see Johnson & Tyler, 1998). However, the systematic and planned action of selecting a speaker for every turn allocation is uncommon in 'real life' group discussion. As described by Johnson and Tyler (1998), the main characteristic of natural conversation involves "the unplanned nature and unpredictable outcomes" (p.31), which includes not predetermining the selection of the next speaker.

Table 4.10:   MUET Group 1 Turn Allocation

Group: MUET Group 1	Turn (Duration: 10 minutes)	No. of Turns

1   MUET1D ⟶ MUET1A ⟶ MUET1C ⟶   2 times each
                      MUET1B ⟶ MUET1A ⟶ MUET1B ⟶
                      MUET1C ⟶ MUET1D
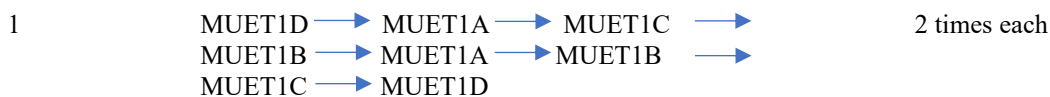
The English group 1 displayed a similar turn allocation strategy of naming the next speaker. It started with ENG1A as the first speaker who explicitly called upon the next person to reply or to carry on the conversation, *"a: for other places or other countries so for the last one I also can meeting so new friends so how about you candidate 2?"* Then ENG1B responded and allocated the turn to the next speaker, ENG1C*, "so this is my activities maybe other candidates has more activities to promote to me so how about you candidate C?"* (referring to student ENG1C). ENG1C took the turn and responded, *"we can also discuss the moral value that we get from the drama or movie like that how about you candidate four?"*, here ENG1C also allocated the next turn by selecting ENG1D, who was the last speaker to speak in this four-member group discussion.

Besides explicitly naming the next speaker, less direct indications to allocate the turn to the next speaker were used. For example, students in English group 2 used *"ok I'll pass some main point to my friend"* (ENG2A) or *"ok next:"* (ENG2B) and *"what about you?"* (ENG2E). These utterances were used to indicate that the current turn is ending, and another speaker has been selected to continue with the discussion.

4.2.3.1.2 *Self-selecting*

In addition to selecting the next speaker, there was also evidence of self-selection in the interactions. There were also self-select turns where the speakers maintained the turns by elaborating their point of views such as in the English and IT course where a turn was continued by the same speaker. For example, as seen in Excerpt 1 below, ENG1A *"Ok sure I can teach you how to swim (.) see if got time or not if got time we go to the swimming pool together for sure so the:: whether outside activity outdoor activity or inside indoor*

activity also have their own benefit", and continued with *ENG1A "then: just now for candidate four say like a: you like to play playing game the academic game do you mean that is like puzzle games?"*. In the IT course, in turn 11, IT1A self-selected himself to continue the discussion after the current speaker's turn ended. IT1A not only answered his own question, but he also appeared to be talking to himself, *"Send it to me and we do it together (0.5) where is my cursor? where is my cursor? I am feeling lucky (.07) Where is my cursor? (.011) I hate touch screen computer"*.

4.2.3.2 Minimal token

In the English course, for example, the current speaker began by selecting the next speaker in the beginning, but as the interaction progressed, the speaker also used minimal tokens to maintain the interaction. An example of minimal tokens or non-lexical items is shown in Excerpt 1, where sometimes the turns consist of only one word like *"yeah"* (ENG1B) or *"ok"* (ENG1A). Words such as *'yeah'* indicate an agreement, while *'ok'* is considered as "a neutral acknowledgement" (Heritage, 2005, p.127). However, "yeah" and "okay" in these instances are considered as the current speakers acknowledging the previous speaker's point but don't necessarily want to hold the floor themselves.

Excerpt 1

Turn	Line	Speaker	Utterance
19	1	ENG1B	For me I think (ahh) candidate me and candidate c and
	2		candidate D we have the same lifestyle because for
	3		(Koshen) he like like outdoor he prefer outdoor for us
	4		playing game watching drama yeah watching movie
	5		always like indoors activities maybe Koshen has more
	6		active in outdoor so maybe can teach us how to swim cos
	7		I don't know how to swim but Im interest on it (hhh)
20	8	ENG1A	Ok sure I can teach you how to swim (.) see if
	9		got time or not if got time we go to the swimming
	10		pool together for sure so the:: whether outside
	11		activity outdoor activity or inside indoor activity

	12		also have their own benefit
21	13	ENG1B	yeah
22	14	ENG1A	yeah
23	15	ENG1A	then: just now for candidate four say like a: you
	16		like to play playing game the academic game do
	17		you mean that is like puzzle games?
24	18	ENG1D	a::
25	19	ENG1A	Can train up you IQ and EQ ones?
26	20	ENG1D	a:: yes (nodding)
27	21	ENG1A	ok::
28	22	ENG1D	like that
29	23	ENG1B	I don't play that games (hhh)

4.2.3.3 Repetition

Another maintaining turn feature is repetition, which was found in IT group 2, as shown in Excerpt 2, when the students discussed what the lecturer had asked them to do. In turn 296, IT2A pointed on his computer to the last sentence of the instruction and said, *"because the last sentence in the scenario that provide elaboration".* IT2B then repeated *"provide elaboration"* and added *"on all stage",* and IT2A repeated, *"all stage in all stage that mean that".*

Excerpt 2

Turn	Line	Speaker	Utterance
291	1	IT2B	Basically madam want just::
292	2	IT2A	at the back [looking at computer]
293	3	IT2B	to explain about this right
294	4	IT2A	ya
295	5	IT2A	hmm
296	6	IT2A	because the last sentence in the scenario that
	7		provide elaboration
297	8	IT2B	provide elaboration
298	9	IT2B	on all stage
299	10	IT2A	all stage in all stage that mean that

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4.2.3.4 Overlapping

Overlapping in turn-taking is when more than one person talks (Schegloff, 2000) or interacts nonverbally at the same time in a conversation. The present study adopted the following structural definition of overlap from the conversational analysis perspective by Schegloff (1973) (as cited in Bennet, 1978, p.558), which offers a distinction between overlap and *interrupting*:

> By overlap, we tend to mean talk by more than a speaker at a time which has involved that a second one to speak given that a first was already speaking, the second one has projected his talk to begin at a possible completion point of the prior speaker's talk. If that's apparently the case, if for example, his start is in the environment of what could have been a completion point of the prior speaker's turn, then we speak of it as an overlap. If it's projected to begin in the middle of a point that is in no way a possible completion point for the turn, then we speak of it as an interruption.

In line with this, the study understood overlap as actions or utterances that were produced when more than one speaker talks at the same time, which resulted in a new turn and broke the continuity of the previous turn through a signal of a completion point of the current speaker. In both English group discussions, there was evidence of recurrence of overlaps. An example of overlap appeared at the end of the English group 2 discussion as the students agreed to a consensus; in turn 53, ENG2D asked*, "So all of you are agree with this point?"*. The other group members simultaneously verbally answered, *"yes I agree", "I very agree",* while also nonverbally nodding to signify agreement. A similar example was found in English group 1, as ENG1B said and non-verbally indicated, "*[ya:] (nodding)"*.

4.2.3.5 Non-verbal behaviour

Another example of non-verbal behaviour appeared in the MUET group 1 interaction. In minute 19:41.8, MUET1A raised his hand to indicate his intention to speak, *"(raised hand) I want to change my mind"*. Though it may be uncommon to see hand-raising while in natural interaction, it is perceived as a common way to indicate the intention to speak in a formal setting like in Malaysian classrooms, where it is a polite gesture.

In sum, the salient features of maintaining turns which emerged from the interactions comprised turn allocation, overlaps, repetitions, and non-verbal behaviour. However, the contexts in which these made their appearances are interesting, e.g., turn allocation by selecting the next speaker only appeared in the MUET and English groups but not in the IT groups. Meanwhile, features such as overlap appeared in most groups, except for some of the MUET groups.

4.2.4 Ending

There are two types of endings in interactions. The first is the end of each turn, which has been covered in the turn allocation subsection above. The second ending is the final ending of the interaction. Different ways of final ending were observed between the three settings.

4.2.4.1 Reaching a consensus

In the MUET group oral task, it is stated in the instruction that the test-takers must end their discussion with a conclusion. A conclusion in the MUET context was framed as "[a]fter listening to everyone in the group, candidates will try to come to a consensus*"* (Malaysian Examinations Council, 2015, p.18). The conclusion is considered an important element in the task to the extent that the examiners reminded the test-takers to

conclude their discussion. Another feature that emerged during the analyses of the MUET and English discussions' endings was that one of the test-takers or students would appoint themself to be the spokesperson and conclude the discussion for the other group members. Both features are connected, and hence are discussed together here.

In MUET group 1, MUET1D took on the role of summing up for the whole group. He ended their discussion with: *"I think enjoyable trip is the most memorable event (.) so: in the last all of us decide that an enjoyable trip is the most memorable event thank you"*. When he said, *"in the last all of us decide"* this indicated that in the end, as a group, all of them had come to the agreement that an enjoyable trip is considered a memorable event. By closing it with a *"thank you",* he indicated an end to the discussion.

Similarly, in MUET group 3, MUET3A decided to conclude on behalf of his group members, even though they had not reached a consensus during the discussion. They were asked by the examiner, *"Have you made a conclusion?"* as the discussion was nearing the time limit, and MUET3A decided to step in and offer a conclusion on behalf of the other group members: *"So in conclusion I think a:: I think everyone agree majority agree with happy family or healthy life?"*. By having two options here, 'happy family or healthy life', he narrowed down the options to the final two.

For MUET group 2, the conclusion was not as apparent as in the other two groups, and it took two turns to end the discussion. In turn 42 (see

), MUET2A informed that the group members agreed that 'budget' is the most important decision to plan a holiday, *"so:: I see all of this discussion will lead to:: one important point which is budget?"* but then he added his hesitancy *"a:: (1.3) so I think (hh)"*. Then, MUET2A announced the end of the discussion, *"[this is] the end (hhh) of this discussion"* (turn 43).

In MUET group 4, the ending was motivated by the examiner. As shown in turn 21 (see

), the examiner started by asking, "*Conclusion?*". Instead of answering, MUET4D repeated, "*Conclusion? ok a: in conclusion eh*", which the examiner understood as confusion, and she offered an explanation *"Is there anything else that you would like to say?"*. Again, in turn 25, MUET4B softly repeated what the examiner said, *"°is there anything else:°"* followed by a short laugh, then stated his shared stand with MUET4A and disagreement with MUET4D, "*I think I agree with candidate A, a:nd don't really agree with candidate D*", he then justified by saying *"because when the children: do something b:ad if the father scold them↑ they will be more aggressive*". He tried to elaborate further, *"a:: like m:: like:: [[smiling and hand gestures]]"* using his non-verbal actions to describe. The examiner sensing that he needed help, offered, "*They will rebel?*". MUET4B still tried to express himself using *[[hand gestures]]* and then he paused *(1.4)* before agreeing with the examiner *"a:: like they will rebel and they don't [[hand gesture]]"* but added more non-verbal action to express himself before taking a long pause *(3.3)*. The examiner then asked, *"Anything else?",* which was followed by a long pause. Then, MUET4A took the turn and said, "*As a conclusion I we should agree for a good father the most important quality a good father".* He thereby changed the pronoun *I* to *we* to let the listeners know, that this conclusion was on behalf of the other group members. MUET4A then continued with his explanation, "*should have is he should be firm with his children from candidate C because like English says Manners maketh men so when children have manners and have discipline they will have the".* Although MUET4A did not finish his sentence, the examiner took it as the ending and asked, "*Everybody agreed ya",* to confirm that everyone agreed with this stand, to which the group members replied, *"Yes".*

The endings for all the MUET groups were thus structured around reaching a consensus as the conclusion for the discussion. The ending for group 4, although it

involved presenting a stand, was somewhat different from the other MUET groups, however, because it was not directly arrived at in one or two turns. In fact, the turns were much more complex and involved some repetitions, questions, elaborations, and justifications.

4.2.4.2 Co-constructing a conclusion

It took several turns for the students to end the English course discussions. In English group 2, the attempt to conclude the discussion involved several topic sequences. In turn 84 (see

), ENG1C suggested their conclusion as *"so: maybe to conclude that we can say that a: every activities a: have their benefits have their::"*, however, he did not finish his sentence. ENG1B helped finish ENG1C's sentence by repeating *"have their own benefits"* (turn 86). Their interaction continued for a few more turns, and in turn 89, ENG1B mentioned that he didn't care about any activities. Then, in turn 92, ENG1C brought back the discussion to 'conclusion', *"so (.) so we conclude that the traveling is: (.02) how do we say (.) the best ahhh?"* but instead of agreeing with the option, ENG1D decided to correct ENG1C's word choice, "*a:: not the best but: is more:: prefers"* (turn 93). The students then continued to debate the best word choice between 'the best', 'more prefer', 'more favourite' and then the turn sequence turned to discussing the 'benefits' of 'budget' in travelling until finally, the discussion ended with ENG1D saying "*Ok thank you everyone"* in turn 123.

Similarly, the ending for English group 2 was reached after a few turn. It began with ENG2B, who mentioned 'conclusion' in turn 42 (

). Then, in turn 42, ENG2D continued with his stand, *"So a: for this feel (.03) points I strongly agree with the: manage time is the best point to:"* but he did not finish his sentence, and ENG2A finished the sentence for him *"To get enough sleep"*. ENG2D continued with his justification on why he agreed with time management as the best solution (turn 46). ENG2D continued his turn after an overlap in turn 48 with the word *"[revision]"*. ENG2A continued the next turn with *"Do a timetable"*. This was then repeated by ENG2E, *"Doing a timetable"* (turn 51). Then, ENG2A tried to conclude again in turn 52, *"So we can conclude"*. Instead of replying to ENG2A, ENG2D asked, *"So all of you are agree with this point"*, and was answered with *"[yes I agree]"* and *"[I very agree]"* by the other group members simultaneously. After a short pause, finally, ENG2D took his turn and admitted that this is their conclusion as a group, *"At last all of us are agree with manage his time is the best way for him to kick his bad habits so that he will not always feel tired and fall asleep because he stay up too late watching television and surfing the internet"* (turn 55).

In sum, the ending for the English groups showed that both groups had intended to end their discussion with a group conclusion, but it took several turn sequences with long and short turns for the students to co-construct their ending.

4.2.4.3 Ending statement

Another ending which emerged from the data was a statement or utterance that was used to signal the end of the discussion. This was found in the IT group 1. For example, since this was a classroom-based group discussion of a bigger project, IT1A concluded their discussion by reminding the other group members to complete and submit the project to the lecturer by 21st May and ended the discussion with *"take note guys"*.

4.2.4.4   No ending (Hanging)

The ending turn sequence in IT group 2 showed that the students were still discussing before the discussion ended. In turn 369 to 373 (

), IT2B and IT2C were discussing the '*system and software design*'. Their discussion came to an end with a question on CBD: *"so this about the CBD?"*. Then the lecturer announced, *"Ok I guess we wrap up the class at this point alright"*. The discussion was left hanging, with no proper ending.

In conclusion, the ending turn microfeatures produced in the IT courses were different from the MUET and English course group interactions. The ending turn sequences for the IT groups showed that although there was no conclusion for both groups but 'a reminder' in group 1 and 'a question' for group 2 indicated the ending for the IT groups.

4.3   Turn Management Summary

In sum, there are several clear empirical distinctions in turn management between the three contexts – MUET, English and IT – as well as some smaller distinctions between groups within one context. As shown in Appendix 23, in Table 4.13, the distinctions varied from the general feature of the turn-taking system with which the test-takers or students organised their talk to the specific ways of initiating or maintaining and ending the interaction.

In terms of the number and length of turns, there was variation in all groups. However, the evidence showed that these two features are interrelated. For example, in the MUET groups, especially in MUET group 1, the turn number was significantly lower than that of the other groups, even though the interaction time was quite similar. This difference was because in MUET group 1 more long turns were produced. In contrast, when turns were shorter, as in the IT group interactions, a greater number of turns was produced.

The starting turn features showed different types of openings in the group oral assessment performances. A discernible difference was *greeting*, which was found only in the MUET and English group performances. Meanwhile, strategies related to tasks such as stating the topic of discussion and referring to the previous task appeared only in the MUET and English group interactions. On the other hand, the use of a *questioning strategy* as the starting turn in the IT groups was distinct from the other groups.

In maintaining turns, several microfeatures were observed in the interactions: *turn allocation*, *overlaps, non-verbal behaviour* and *repetitions*. The turn allocation feature *selecting the next speaker* only appeared in the MUET and English groups but not in the IT groups, where students mainly used self-selection in their turn allocation, which sometimes involved non-verbal behaviour as the feature of overlap appeared in most groups, except for some of the MUET groups.

Different ways of ending the interaction were found between settings. The endings for all the MUET groups were structured around reaching a consensus for the discussions, which involved a group member volunteering a conclusion on behalf of the other group members. The conclusion consisted of a consensus among the group members, stating a stand based on one of the options provided in the task given. Meanwhile, the English group students co-constructed their conclusion across several turn sequences. On the other hand, the ending turns in the IT courses were different from the MUET and English course group interactions. The 'non-structured' ending turn sequences for the IT groups showed that, although there was no conclusion for both groups, 'a reminder' in group 1 and 'a question' for group 2 indicated the end of each interaction.

5 Topic Management Features Results

5.1 Topic Management Features

The production of topical features is considered a key component in the analysis of the interactional features. As I began to analyse, it became clear that analysis of topic features in isolation or separate from turn features was not suitable for my study for two main reasons, i.e. 1) because of the MUET grading scale, which measures both features, and 2) the emergence of both salient features (turn and topic) that complement each other. Having said that, although the analysis was conducted by looking at both turn and topic features as complementary to each other, the results of both turn and topic features can be presented separately, as has been done in this and the previous chapter.

5.2 MUET Topic Management Features

This section begins with descriptions of the MUET group oral tasks, which are crucial in identifying topics. Then, I describe in detail the topic management features (Initiating, Extending and Ending) which emerged from the MUET group interactions (5.2). I provide an overview of the topical features of each MUET group's interaction (5.2.3, 5.2.4, 5.2.5, 5.2.6).

5.2.1 MUET Group Oral Tasks

Given that tasks have a significant impact on interactions within the testing context and influence "the quality of a group interaction" (Fulcher, 2003, p.20), it is meaningful to

list of the task used in each of the MUET simulation tests. Table 5.1 presents the MUET group tasks which were used in the recordings.

Table 5.1:   MUET Group Tasks

MUET Group 1
Situation
There are many memorable events in our lives. What do you think are some of these?
Task B: Discuss which of the following is the most memorable events in a person's life.

i.special birthday
   ii.winning an award
  iii.enjoyable trip
  iv.graduation day

MUET Group 2
Situation
Going on a holiday requires careful planning. What do you need to plan for your holiday?
Task B: Discuss which of the following is the most important to plan for your holiday.

i.Holiday activities
   ii.What items to pack
  iii.Budget
  iv.Transport and accommodation

MUET Group 3
Situation
It is important for young people to have goals in life. What are some of the important goals?
Task B: Discuss which of the following is the most important goal in life.

i.To achieve the best academic results
   ii.To have successful career
  iii.To enjoy a healthy life
  iv.To have a happy family

MUET Group 4
Situation
A good father has many qualities. What are some of the important qualities a good father should have?
Task B: Discuss which of the following is the most important quality a good father.

i.Should be patient with his children
   ii.Should be generous to his children
  iii.Should be firm with his children
  iv.Should be able to joke with his children

The presentation of results begins with a summary of each salient microfeature, starting with *shifting* and then continues with the other microfeatures of topic

management: *initiating*, *extending,* and *closing*. Topic shift or *shifting* is used to describe the movement of topics while *initiating*, *extending,* and *closing* describe how the topics were employed in the interactions.

5.2.2 MUET Topic Shifts

The following shows the topic sequences that emerged from the MUET interactions. Table 5.2 provides a summary of the topic sequences observed in the MUET group interactions, presented according to turns and test-takers in each group.

Table 5.2:   MUET Group 1 Topic Shifts

Turn	Test taker	Topic
1	MUET1D	an enjoyable trip
2	MUET1A	a special birthday
3	MUET1C	an enjoyable trip
4	MUET1B	a special birthday
5	MUET1A	an enjoyable trip
6	MUET1B	an enjoyable trip
7	MUET1C	an enjoyable trip
8	MUET1D	an enjoyable trip – birthday – an enjoyable trip

In the MUET group 1 task, as in all Task B prompts, four options are given to the test-takers to consider. However, as shown by the topic shifts in Table 5.2, the test-takers only discussed two out of the four options, *an enjoyable trip* and *a special birthday*. In the first three turns, the test-takers alternated between *an enjoyable trip* and *a special birthday*. Then, nearing the end of the discussion, they started to narrow down the focus of the discussion to an *enjoyable trip* only. Finally, they concluded that *an enjoyable trip* was the most memorable event in one's life.

Similarly, the MUET group 2 task also consists of four options. Table 5.3 provides an overview of the topic shifts produced in the MUET group 2 interaction. This shows that the topic shifts in MUET group 2 were slightly different from those in MUET group

1, as in group 2, the test-takers combined or discussed two topics within one turn. For example, in turns 1 to 5, they discussed *holiday activities* and *budget*, and these two topics were discussed in connection to one another other, e.g. planning for holiday activities also requires planning a budget, as mentioned by MUET2B in turn 3, *"if we want to plan what we want to do a:: on holiday activities(.)we must know↑ how we want to how much we want to spend the money"*. Another feature of the group 2 interaction is that the test-takers covered all four options from the task prompt. They also discussed an additional topic which did not occur in the options, namely *food*. '*Food'* was a subtopic derived from the *items to pack* option. For the closing, the test-takers in group 2 ended their discussion by selecting *budget* as the most important thing to plan for a holiday.

Table 5.3:   MUET Group 2 Topic Shifts

Turn	Candidate	Topic
1	MUET2A	holiday activities and budget
2	MUET2C	holiday activities and budget
3	MUET2B	holiday activities and budget
4	MUET2D	holiday activities and budget
5	MUET2A	holiday activities and budget
6	MUET2C	budget and holiday activities
7	MUET2D	holiday
8	MUET2B	holiday activities and budget
9	MUET2D	transportation and accommodation
10	MUET2C	budget
11	MUET2A	budget
12	CE	-
13	MUET2B	budget
14	MUET2D	budget
15	E	items to pack
16	MUET2B	items to pack and budget
17	MUET2C	food
18	MUET2B	food
19	MUET2C	food
20	MUET2B	food
21	MUET2D	food and budget
22	MUET2A	budget
23	MUET2D	end

Table 5.4 shows the topic shifts in MUET group 3. There were three topics that emerged from the group 3 discussion: healthy life, healthy mind, and happy family. Two topics came from the prompt, while healthy mind came from the students themselves. Group 3 showed similar topical patterns as group 2 in the sense that the test-takers discussed two topics in one turn, such as turns in 1 and 3, but instead of using both topics to support one another, they were comparing these two topics. As the discussion neared the end, the topic quickly shifted to *happy family*. The abrupt shift of topic was because the test-takers needed to end the discussion and wanted to end with a consensus on one of the prompt options. Like group 1, this group did not explore other options provided in the prompt: *to achieve the best academic results* and *to have a successful career.* Another observation from group 3 is that there was a moderator, a test-taker, who self-appointed himself to ask questions to encourage the other test-takers to interact. Topic initial elicitor strategy is described as when the current speaker asked the opinion of the next speaker to signal the end of a turn. Topic initial elicitor occurred a lot as MUET3A acted as an interviewer and asked probing questions to the other test-takers. For example, in line 39, MUET3A asked MUET3C, *"so candidate C(.) what did you agree?".*

Table 5.4:   MUET Group 3 Topic Shifts

Turn	Test taker	Topic
1	MUET3A	healthy life and healthy mind
2	MUET3C	happy family
3	MUET3D	happy family and healthy mind
4	MUET3B	healthy life
5	MUET3A	(question)
6	MUET3D	happy family and healthy mind
7	MUET3A	(question)
8	MUET3C	happy family
9	MUET3A	(question)
10	MUET3B	healthy life and happy family
11	MUET3A	(question)
12	MUET3B	healthy life and happy family
13	MUET3A	(question)

14	MUET3B	no
15	MUET3A	(question)
16	MUET3C	healthy life and happy family
17	CE	(question)
18	MUET3A	(question)
		happy family/ healthy life
19	MUET3D	happy family
20	MUET3A	happy family

Table 5.5 shows the topic sequences for the MUET group 4 interaction. The first speaker in this group used an incongruous topic initiation strategy, i.e., she started by disagreeing with the option of *a generous father*, though it was unclear whom she disagreed with. She stated her stance at the end of her turn, namely that she agreed with *a father who jokes* as the most important quality of a good father. Like in group 3, there was a moderator (test-takers who self-appointed themselves to ask questions to encourage the other test-takers to interact), e.g., in turn 3 in Table 5.5. The main characteristic in MUET group 4 was that the test-takers structured their discussion by agreeing or disagreeing with each other. They discussed all four options presented to them*: "a father should be patient with his children, should be generous to his children, should be firm with his children* and *should be able to joke with his children"*. An interesting topic pattern was the closing that 'the moderator' imposed on all candidates – to agree with the option of a firm father, "*As a conclusion I we should agree for a good father the most important quality a good father should have is he should be firm with his children"*. Another noticeable feature in this group's sequence is the examiner insertions, as seen in lines 7, 10, 12, 14 and 16, using questions. The questions from the examiner prompted another turn and the interaction continued, as seen in turn 7 and 8 and turn 10 to 17.

Table 5.5:   MUET Group 4 Topic Shift

Turn	Test taker	Topic
1	MUET4D	(-) generous father/ (+) funny father

2	MUET4A	generous father
3	MUET4D	(question)
4	MUET4B	(-) firm father
5	MUET4C	funny father
6	MUET4A	(question)
7	E	(correction)
8	MUET4A	(-) funny father
9	MUET4D	(-) patient father
10	E	(question)
11	MUET4D	(question)
12	E	(question)
13	MUET4B	patient father
14	E	(question)
15	MUET4A	firm father
16	E	(question)
17	All	Agree

5.2.3 MUET Group 1 Topic Features

In this section, I present the macrofeatures (Initiating, Extending and Ending) which emerged in the MUET group 1 interactions. Beginning with turn 1, which comprises a complete cycle of topic features, starting with initiating (opening, topic initiation, formulation of a stance), extending (development of topic sequences), and finally an ending/closing. Similar topic feature patterns occurred in almost every turn, except for turns 4 and 7.

Excerpt 18 below shows an example of complete turn features in the first turn of MUET group 1. MUET1D began the interaction with a 'greeting' and addressed the examiners and the other group members. Schegloff (1986) describes 'opening' as "the 'anchor position' for the introduction of the 'first topic'" (p.116), and in this instance, the greeting sequence was similar to an exchange of 'howareyou' (Sacks, 1975). But MUET1D did not wait for the reply; instead, he continued the turn by stating the topic to his group members in lines 3-6, *"a::: there are many memorable <there are many memorable>(.) events in our lives(.)"* and he continued to state his stance, *"so in my opinion(.) I think that a::: an enjoyable trip is the most(.) memorable event(.)"*. He argued

for *an enjoyable trip,* one of the four prompt options. As shown in Table 5.2, the first topic sequence is related to his stance of *an enjoyable trip* where he added the benefit of spending time with loved ones. In this instance, *an enjoyable trip* is considered as the topic and followed by the first topic sequence, i.e., *spending time with loved ones.* MUET1D then proceeded to a second topic sequence, i.e., *visiting interesting places.* He elaborated on this topic sequence by giving examples of interesting places. This is considered as developing topic sequence two, as shown in Excerpt 18. MUET1D then continued the turn by reinstating his stance, *"so this is a very memorable (that) this is very most memorable time that we can spend with a: our family"* (lines 12-14). Finally, in lines 16-17, just before the closing of his turn, MUET1D used a questioning strategy as the topic initial elicitor to elicit a reply and encourage interaction from the next speaker, *"what your opinion about the memorable event? what is the most memorable event?"*. This is a final aspect of topic management which Galaczi and Taylor (2018) described as 'closing'. There were two types of closings which can be observed in the MUET interactions. The first type was a closing that occurred after each turn, as discussed earlier, while the second type is a closing at the end of the whole interaction. This instance is an example of the first type -the closing of a turn where MUET1D asked the next speaker's opinion on a *'memorable event'.* By doing so, the speaker achieved two purposes; the first purpose was intended by the speaker to allocate the next turn to the next candidate. The second purpose was intended as a topic initial elicitor, and it was attained by asking the opinion of the next speaker. Both were found in this turn.

Excerpt 18

Turn	Line	Speaker	Utterance
1	1	MUET1D	a::: a very good morning to examiners and
	2		fellow candidates a::: there are many
	3		memorable <there are many memorable>(.)
	4		because of a::: we let (.) we::: spend our time
	5		events in our lives. so in my opinion(.) I think

6			that a::: an enjoyable trip is the
7			most(.)memorable event because of what↑ with
8			our(friend) with our people that we love. a: at
9			place that is:: that is interesting for example we
10			went to a trip to Langkawi↑or we went to trip
11			to::countryside for example. for Australia↑ or
12			Melbourne .hh so this is a very memorable(that)
13			this is very most memorable time that we can
14			spend with a: our family. a::: to candidate A for
15			your opinion a: what is your opinion that this is
16			a::: what your opinion about the memorable
17			event↑ what is the most memorable event?

Similar to turn 1, turn 2 of the MUET group 1 interaction also consisted of all three topic features: Initiating, Extending and Ending. As shown in Excerpt 19, MUET1A began by thanking the previous speaker for allocating the turn to him (line 1), *"ok thank you to candidate D:*. He then used a topic initiation in the form of a stance "*I think: my opinion is a special birthday(.)"* and continued to develop the topic further by supporting his opinion *"if our family is a wealthy(.) we:: can: organise a birthday party↑', 'call a celebrity↑ to celebrate our birthday↑"* (lines 2-5). Then MUET1A continued expanding the topic of *birthday party* by adding another suggestion *"can give a present↑"*. But he also counterargued by stating a point which he had mentioned earlier in task A, *"I mention in task A a:: because a:: it's it is too ((difficult)) to: organise it because the cost of money is too high↑"*.

An example of closing of a turn is in lines 11-12, made by MUET1A. In this closing, MUET1A asked MUET1C's opinion on *'memorable event', "while candidate C(.) what is your opinion?"*. By doing so, MUET1A achieved two purposes: to allocate the next turn and to act as topic initial elicitor, which was achieved by asking the opinion of the next speaker.

Excerpt 19

| Turn | Line | Speaker | Utterance |

2	1	MUET1A	ok thank you to candidate D: I think: my
	1		opinion is a special birthday(.)because if
	2		our family is a wealthy(.) we:: can: make
	3		organise a birthday party↑ and call a
	4		celebrity↑ to celebrate our birthday↑
	5		besides that↑the:: a: our family members
	6		can give a present↑ from the::: a: from to us
	7		as I mention in task A a:: because a:: it's it
	8		is too ((difficult)) to: organise it because the
	9		cost of money is too high↑ as explain the
	10		cost to: organize it (.2) while candidate
	11		C(.) what is your opinion?

Turn 3, shown in Excerpt 20, was also a long turn which consisted of all three main topic features discussed in turns 1 and 2. At the beginning of turn 3, MUET1C initiated the turn with a topic initial elicitor *"a:: for me:"* indicating his intention of initiating the turn and giving his opinion, to which he added *"a:: for me: I think: I think the: an enjoyable trip also can make our live more memorable"* (lines 1-2). He then extended the topic *'trip'* with the first topic sequence, stating that when one goes on a trip, one can spend quality time with family, *"when we go to a trip we can try such many activities with our family↑ and siblings(.)"* (lines 3-4). He then extended the topic sequence further by suggesting family activities such as *"a: such new activities such as snorkelling in Langkawi at Langkawi↑"* (lines 8-9). In the end, he indicated a closing by restating his stance, *"so: I agree with my point↑ and: I believe a: an enjoyable trip is the most memorable event in a person lives(.)"* (lines 15-18).

Excerpt 20

Turn	Line	Speaker	Utterance
3	1	MUET1C	a:: for me: I think: I think the: an enjoyable
	2		trip also can make our live more memorable
	3		because (.)when we go to a trip we can try
	4		such many activities with our family↑ and
	5		siblings. so: with these before we can:
	6		communicate with new activities↑ that
	7		we doesn't: had our family:: a:nd with
	8		our siblings↑ to do a: such new activities

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9	such as snorkelling in Langkawi at
10	Langkawi↑ or we go trip to overseas↑ to
11	Korea↑ for example and can test↑ and try
12	such many activities there↑ and this can
13	make our lives more memorable↑ and give
14	experience and such more experiences in:
15	this trip so: I agree with my point↑ and: I
16	believe a: an enjoyable trip is the most
17	memorable event in a person lives.

As seen in Excerpt 21, the topic pattern for turn 4 was slightly different, although it was still a long turn, the topic initiation feature was in the form of an interruption. MUET1B started the turn by apologising for interrupting MUET1A, *"sorry for interrupting (.)"*. Continuing with topic initiation, MUET1A stated his stance by agreeing with the previous speaker, *"I think↑ I totally agree with candidate A a:: for his a:: opinion because I think↑ special birthday is the most memorable event in a person's life"* (lines 2-4). *'Special birthday'* is the first topic sequence for this turn, and it was then extended further when MUET1A justified his choice, *"because I think↑ when we organise an event a special birthday we can spend with our family members that we do not meet for a long time ago and we also can a: invite our friends to: to: create the event"* (lines 3-6). He then continued his turn and added that family and friends can bring presents, *"will bring with them ((present)) to give to the ((person)) that ((celebrate)) his birthday"* (lines 10-12). At the end of the turn, he expanded the topic further by suggesting activities, *"maybe a (0.5) an event that we can a: spend our life together such as make a karaoke or singing competition like that"* (lines 14-16). There was no clear closing, such as assigning the turn to the next speaker, in turn 4.

Excerpt 21

Turn	Line	Speaker	Utterance
4	1	MUET1B	Sorry for interrupting(.) I think↑ I totally
	2		agree with candidate A a:: for his a:: opinion
	3		because I think↑ special birthday is the most
	4		memorable event in a person's life because
	5		I think↑ when we organise an event a
	6		special birthday we can spend with our
	7		family members that we do not meet for a
	8		long time ago and we also can a: invite our
	9		friends to: to: create the event and and
	10		maybe they will bring with them((present))
	11		to give to the ((person)) that a:: ((celebrate))
	12		his birthday and I think when we organize
	13		an event we can also invite maybe a (0.5) an
	14		event that we can a: spend our life together
	15		such as make a karaoke or singing
	16		competition like that

In turn 5 (Excerpt 22), the interaction started to show less structured topic features. For example, the topic initiation used was a non-verbal action of hand raising, where MUET1A raised his hand to indicate his intention to interrupt and followed by (raised hand), *"I want to change my mind↑ I want to: I think the enjoyable trip is better than my point"* (lines 1-2). Earlier, in turn 2, he had chosen '*birthday*' as the best answer but now decided to change to '*enjoyable trip*' in this turn and explained that *"a: an enjoyable trip such as a: by attempting a vacation with our friends and families will add our memories with them"* (lines 3-5). Immediately after that (lines 7-8), he added that he agreed with the previous speaker's stand on an '*enjoyable trip*'. He then ended his turn by allocating the next turn to candidate C, *"what's your:: a: what's your opinion about enjoyable trip candidate B?"* (lines 9-10).

Excerpt 22

Turn	Line	Speaker	Utterance
5	1	MUET1A	(raised hand) I want to change my mind↑ I
	2		want to: I think the enjoyable trip is better
	3		than my point because a: an enjoyable trip

4	such as a: by attempting a vacation with our
5	friends and families will add our memories
6	with them because with friends we:: we not
7	always with them forever↑ maybe we will be
8	separate after we end our school period and I:
9	I think I'm agree↑ that enjoyable trip is the
10	most memorable event what's your:: a:
11	what's your opinion about enjoyable trip
12	candidate B?

In turn 6 (Excerpt 23), MUET1B initiated the topic and began his turn with agreeing with the previous speaker's stand, which was *"enjoyable trip also can be the most memorable event in a person's live"* (lines 2-3). He then developed the topic further by adding, *"because I think when we gather together we can speak we can communicate each other and tell about a story life story and else [and] I"* (lines 3-5) and let the sentence hanged.

Excerpt 23

Turn	Line	Speaker	Utterance
6	1	MUET1B	I think I also want to change my mind because I
	2		think maybe enjoyable trip also can be the most
	3		memorable event in a person's live because I
	4		think when we gather together we can speak we
	5		can communicate each other and tell about a story life story and else [and] I

MUET1C interrupted MUET1B with an overlap *"[yes]"* and then continued the turn by adding his own point on *'enjoyable trip'*, where he added the reason which is *"when we go to a trip↑ or vacation we can buy some gift or souvenirs↑ and bring back to our home"* (lines 3-4) for the sake of memories. He then extended to another benefit of going on a trip, which is to study the history *"we can study about a: history there and we can together with our family"* (lines 9-10). At the end of his long turn, he reiterated his stand, *"that enjoyable trip is a: the most memorable event in a person life"* (lines 17-18).

Excerpt 24

Turn	Line	Speaker	Utterance
7	1	MUET1C	[yes] I want to add my points about the
	2		enjoyable event↑ enjoyable trip this is the most
	3		memorable event in a person's live because↑
	4		when we go to a trip↑ or vacation we can buy
	5		some gift or souvenirs↑ and bring back to our
	6		home So: when we see: or a: we see the
	7		souvenirs we can record↑ our memory when we
	8		have the vacation so↑ this can ((memorise)) our
	9		memorable memorise our sweet memories
	10		when we go to such a trip or vacation and when
	11		we go to a trip we can study about a: history
	12		there and we can together with our family or
	13		sibling a: study or record our live: a: for
	14		example when we go to Malacca we can ((saw))
	15		see many historical (0.5) many history (0.3)
	16		places and we can: communicate with our dad
	17		dad and mums and we can fresh out memory
	18		with them↑ so I very agree↑ that this is a:: the
	19		most memorable event and I very proud to
	20		suggest that enjoyable trip is a: the most
	21		memorable event in a person life

The final turn of the MUET group 1 interaction was turn 8 (Excerpt 25). MUET1 initiated by agreeing with the previous speaker *"I agree with candidate C"* (line 1) and related back to what MUET1D said in turn 1, about taking trips to different places *"for example this year we go to Malacca week for next year we go to the other Korea or other country"* and continued to enforce the idea that taking trips was the group choice and added reasons such as creating memories, *"we create new memorable a: things we buy new a: souvenirs from many countries"* (lines 4-6). At this point, MUET1D included another topic, *'birthday party',* to compare to his earlier choice of going on trips and he enforced that '*birthday party'* is less memorable because it's a yearly occurrence, *"I think a:: birthday party we just we can create events for birthday party for yearly actually actually it's for yearly so for this year for next year and for others year so this is not the most memorable event(.) I think enjoyable trip is the most memorable event (.) so: in the*

last all of us decide that an enjoyable trip is the most memorable event" (lines 13-18). It

is also interesting to observe that the speaker concluded on behalf of the other group

members and that he did this through self-selection. He said in line 57, *"so: in the last all*

of us decide that an enjoyable trip is the most memorable event". Then, he ended with a

"thank you" (line 19) to indicate the end of his turn and the group interaction.

Excerpt 25

Turn	Line	Speaker	Utterance
8	1	MUET1D	I agree with candidate C that we went to the trip
	2		we do not went the same place for every year
	3		for example this year we go to Malacca week
	4		for next year we go to the other Korea or other
	5		country so we create new event we create new
	6		memorable a: things we buy new a: souvenirs
	7		from many countries not from a:: not for the
	8		same countries we do not go to the same place
	9		twice for every year or for two year so for so a::
	10		I think this is I think this is the most memorable
	11		event a: we did not go the trip a:: with a:: we go
	12		to the trip with a:: family and friends or also our:
	13		relatives others so we will create this happiness
	14		at that trips that we:: a:: can call this is the most
	15		memorable event a: besides that I think a::
	16		birthday party we just we can create events for
	17		birthday party for yearly actually actually it's
	18		for yearly so for this year for next year and for
	19		others year so this is not the most memorable
	20		event(.)I think enjoyable trip is the most
	21		memorable event (.) so: in the last all of us
	22		decide that an enjoyable trip is the most
	23		memorable event thank you

To summarize, from the four options given in the MUET Task B prompts, only

two topics were discussed, which were later narrowed to only 1 topic. The earlier turns

in Group 1's interaction consisted of more structured topic features, buts as the interaction

progressed topic features less became structured.

5.2.4 MUET Group 2 Topic Features

In this section, I present the macrofeatures (Initiating, Extending and Ending) which emerged in the MUET group 2 interactions. Beginning with turn 1, which comprises a complete cycle of topic features, starting with initiating (opening, topic initiation, formulation of a stance), extending (development of topic sequences), and finally an ending/closing. Similar topic feature patterns occurred in almost every turn, except for turns 4 and 7.

As stated in 5.2.1, the task for MUET group 2 required the candidates to discuss the most important type of planning needed for a holiday. There seemed to be two interpretations of *planning for holiday activities* (the first option of Task B). The first interpretation was planning where to go on holiday or planning for a holiday destination. The second interpretation was planning what to do (activities) during a holiday. For example, MUET2A interpreted it as *where to go* on holiday by referring to a holiday destination, *"by planning our holiday activities(.) such as where to go:: either a:: travel abroad or in a: countries or in our country a:: a::"*. Whereas MUET2C considered holiday activities such as *'visiting places'*, *"from my opinion is↑ it is impossible a:: it is impossible if we go on holidays without visiting place and do some activities"*.

As seen in Table 4.4: MUET Group 2 Turn Length, turn 1-13 are long turns which consisted of *Initiating, Extending* and *Ending* microfeatures in almost all turns. From Excerpt 26, turn 1, we can see that MUET2A initiated the topic *'plan for holiday activities'* by (re)stating the topic, *"We are here to discuss about going on a holiday↑ require careful planning(.)"*. Here, MUET2A established her stand, *'holiday activities'*; she then continued to develop the topic in length by pointing out: planning where to go and what activities to plan. In her first point, she explained various ways to plan where to

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go (lines 4-8), *"a:: travel abroad or in a: countries or in our country"*. The candidate then continued with the second point and developed the topic further by giving examples of activities, *"about holidays activities it sure involve also: with our families: and our ((closest)) relatives: so↑ they sure want to have some sport activities(.)so↑ a: then we have to plan either we want to have indoor activities or outdoor activities(.)"* (lines 23-27). She ended the turn by repeating her stance (lines 28-29), *"so↑ my point is↑ it is really important↑ to plan our holiday activities to::"*.

Excerpt 26

Turn	Line	Speaker	Utterance
1	1	MUET2A	we are here to discuss about going on a
	2		holiday↑ require careful planning(.) a: I think↑
	3		in my opinion it is important to plan our holiday
	4		activities(.) a: my first point is(.) we have to put
	5		enough time↑(.)a:: by planning our holiday
	6		activities(.)such as where to go:: either a::
	7		travel abroad or in a: countries or in our country
	8		a:: a:: besides if you want to spend time by the
	9		beach: or in the cities: a:and where to sleep:
	10		hotel or chalet so when we plan a: we plan all
	11		these things↑ we can we can come out with
	12		enough budget and a: other necessary things
	13		also(.)a:a: then↑ my second point is↑ a: we
	14		have to plan our activities our holiday activities
	15		because ↑so that the holiday will be smooth(.)::
	16		when we talk about holidays activities↑ it sure
	17		involve also: with our families: and our
	18		((closest)) relatives: so↑ they sure want to have
	19		some sport activities(.)so↑ a: then we have to
	20		plan either we want to have indoor activities or
	21		outdoor activities(.)a: if we spend our time by
	22		the sea: by the beach↑ usually we will do some
	23		sports such as softball↑ or scuba diving↑ so↑
	24		my point is ↑ it is really important↑ to plan our
	25		holiday activities to::a: ((that's))

MUET group 2 interaction began with what Young (2000) described as the 'knowledge of rhetorical script' in interactional competence, a trait commonly used in academic discussions. Rhetorical strategies are "sequences of speech acts that help to

define a particular discursive practise" (Young, 2000, p.6), specifically in expressing

agreement and disagreement. As shown in Excerpt 27, MUET2C began his turn by

agreeing with the previous speaker, *"yes I agree with you"*, but added *"however"*, an

indicator of a change of topic. She then proceeded with the topic holiday activities, *"if we*

go on holidays without visiting place and do some activities a:" (line 4-5). MUET2C also

extended the topic to money and budget, *"a: we can spend some money an::d a: to spend*

some mone:y to a: to pa:y a: the ((fine)) a: (hh) a: that's why we need to plan our budget

carefully" (line 6-9), as you can see the topics shift due to expansion of the initial topic

holiday activities.

Excerpt 27

Turn	Line	Speaker	Utterance
2	1	MUET2C	yes I agree with you↑ however a:: a::: from my
	2		opinion is↑ it is impossible a:: it is impossible
	3		if we go on holidays without visiting place and
	4		do some activities a:: but↑ if we want to visit
	5		some place and do some activities in the
	6		vacation on a vacation: a:we can spend some
	7		money an::d a: to spend some mone:y to a: to
	8		pa:y a: the ((fine)) a: (hh) a: that's why we need
	9		to plan our budget carefully so that we can go
	10		through our vacation a:: nicely(.)

Turn 3 (Excerpt 28) showed that MUET2B started the turn by agreeing with the

previous speaker, *"a:: I am agree with candidate C↑>"* (line 1) and immediately

continued with her justification by relating two topics: activities to money, *"> because<*

a: if we want to plan what we want to do a:: on holiday activities(.) we must know↑ how

we want to how much we want to spend the money" (lines 1-4). She then expanded the

topic by connecting activities to money, *"because if we want to go to th:e sport activity*

we can a: choose a: the sport that use(.) a little bit money or a lot money↑ so: it depends

on us how budget we: want(.)" (lines 5-8).

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Excerpt 28

Turn	Line	Speaker	Utterance
3	1	MUET2B	a:: I am agree with candidate C↑ > because< a:
	2		if we want to plan what we want to do a:: on
	3		holiday activities(.) we must know↑ how we
	4		want to how much we want to spend the money
	5		because if we want to go to th:e sport activity
	6		we can a: choose a: the sport that use(.) a little
	7		bit money or a lot money↑so: it depends on us
	8		how budget we: want(.)

In the next turn (4; Excerpt 29), MUET2D also used an agreement strategy, *"Yes I'm truly agree with you"* (line 1) and then explained the reason for choosing the same option, budget, *"because a:: when we plan our:: ((cough)) ou::r budget we can save a lot of time:"* (line 3), and also introduced another topic, time. However, she didn't extend the topic 'time', but instead argued the need to plan for budget, *"when we arrive at there↑ before we go the holiday(.) when we do something↑ we have to plan first(.) so ((cough))"* (lines 3-5). She then developed the topic 'budget' in lines 6 to 8.

Excerpt 29

Turn	Line	Speaker	Utterance
4	1	MUET2D	Yes I'm truly agree with you ((cough))
	2		because a:: when we plan our:: ((cough))
	3		ou::r budget we can save a lot of time:
	4		when we arrive at there↑ before we go the
	5		holiday(.) when we do something↑ we
	6		have to plan first(.) so ((cough)) a:: by
	7		planning the budget(.) it can make our
	8		plan a:: ou::r holiday trip much easier a:
	9		for our family :a: to go to the holiday(.)

In turn 5 (Excerpt 30), MUET2A started by apologising, *"Sorry to interrupt a:: when I say we have to plan"* (lines 1-2) and continued with the topic of budget planning, *"a: we will talk about the budget(.)"* (5). Then, related the topic activities to budget,

MUET2A said, *"so↑ if we put aside some budget(.) we a: we look at the activities we want to do first so↑ the budget will come later(.)"* (lines 8-12).

Excerpt 30

Turn	Line	Speaker	Utterance
5	1	MUET2A	Sorry to interrupt a:: when I say we have to plan
	2		our holiday activities(.) we have to come up
	3		with a:: what activities we'll want to do↑ a:nd
	4		a: a:what place: so↑ after that we will a:: we will
	5		touch about↑ a: we will talk about the budget(.)
	6		so↑ it is important to plan the holiday activities
	7		first↑ a:before talking about the budget(.)
	8		because some(.)a: when we go to holiday↑ we
	9		especially in our country we of course we want
	10		to do something that we like the most(.) so↑ if
	11		we put aside some budget(.) we a: we look at
	12		the activities we want to do first↑ so↑ the
			budget will come later(.)

In turn 6 (Excerpt 31), MUET2C began with, *"Yeah that is true"* (line 1) and continued to expand the topic of budget planning before going on a holiday. In turn 7, MUET2D whispered the word 'holiday', which overlapped with MUET2C.

Excerpt 31

Turn	Line	Speaker	Utterance
6	1	MUET2C	Yeah that is true bu:t if you don't have any
	2		mone:y(.) a:nd we are lack of to a:: carefully
	3		plan our budget it is will affect for our holida::y
	4		((a:apa)) (hhh) I mean a:: when you a:: (1.3)
	5		yeah(hh) when we go [holiday] holiday activities
7	1	MUET2D	[holiday]

Again, the topic of a budget was emphasised in turn 8 (Excerpt 32), as the candidate reinforced the idea that they need to plan the 'budget'. MUET2B began with an explanation that the holiday activities can only be carried out if they have money to spend, (line 3) before restating her stand *"so↑ budget is the most important thing I think(.)*

so:". She ended her turn by allocating the turn to the next speaker with an incomplete sentence, *"do you still think↑ tha:t a: budget?"* (lines 4-5).

Excerpt 32

Turn	Line	Speaker	Utterance
8	1	MUET2B	Because not not every activit:y that we: want to
	2		do on holiday we can do it if(.) we can't do it(.)
	3		we can do it a: because because we have enough
	4		money so↑ budget is the most important thing I
	5		think(.) so: do you still think↑ tha:t a: budget?

In turn 9 (Excerpt 33), there is a topic shift; instead of answering MUET2B's question of the previous turn, MUET2D said she understood MUET2A's points but restated her own stand on 'transportation and accommodation', *"I do see candidate A point but↑ for me transportation and accommodation are also important↑ a::we want to go to:: a:: holiday"* (lines 1-3). Then she emphasised, *"so(.) if we a:: put aside the transportation and accommodation↑ a:: where we want to sleep?"* (lines 4-6). To which MUET2C agreed and concluded that every point leads to the topic of 'budget or money' (turn 10). Thus, this is seen as a concluding statement. It also shows that although 'transportation and accommodation' was the topic of the discussion, somehow the speakers related it to the chosen option: 'budget'.

Excerpt 33

Turn	Line	Speaker	Utterance
9	1	MUET2D	I do see candidate A point but↑ for me
	2		transportation and accommodation are also
	3		important↑ a::we want to go to:: a:: holiday
	4		as we know↑ human needs to sleep↑ so(.) if we
	5		a:: put aside the transportation and
	6		accommodation↑ a:: where we want to sleep?
10	1	MUET2C	That's true:: and all of that we are using money↑

Excerpt 34 shows turn 11, where MUET2A initiated a conclusion. First, she acknowledged, *"Ok:: I see all of your points(.)"* (line 1), an indication that she has considered all points discussed. Then, she suggested they end the discussion, *"a: I thin:k our discussion should end here(.)"* and offered a concluding statement, *"a:: and we all agree with candidate C a:: so I think the most important thing to:: that that requires for a good holiday is the budget a:: and that's all(.)"* (lines 3-6), suggested a consensus that budget is the most important aspect in planning for a holiday. The examiner then initiated another turn by asking if they wanted to continue with their discussion as they still had time, *"Is there anything else you want to add? Since you still have time"* (12).

Excerpt 34

Turn	Line	Speaker	Utterance
11	1	MUET2A	Ok:: I see all of your points(.)
	2		a: I thin:k our discussion should end here(.)
	3		a:: and we all agree with candidate C point
	4		which is about budget a:: so I think the most
	5		important thing to:: that that requires for a good
	6		holiday is the budget a:: and that's all(.)

In turn 13 (Excerpt 35), MUET2B continued with the topic of 'budget' with an example of a rich person's holiday destination, *"where the family come(.) if they come from the rich(.) a: people they can go to ((abroad)) to Singapore"* (lines 2-3).

Excerpt 35

Turn	Line	Speaker	Utterance
13	1	MUET2B	a:: the budget is a:: according to the a:: where
	2		the family come(.) if they come from the
	3		rich(.) a: people they can go to ((abroad)) to
	4		Singapore or to others other countries(.)

In turn 14 (Excerpt 36), MUET2D continued with the same topic 'budget' but extended it with reasons, *"that if we want to go to the holiday if we want to: make holiday*

activity↑ we need mone:y if we want to buy ite:m o:r gift a: when we go to the trip" (line

2-4). Their discussion was interrupted by the second examiner, "*a:: none of you talk about*

what items to pack second point(.) would you like to elaborate in that? you still have

ti:me:" (15). This prompted the candidates to continue their discussion. From this point

on, the candidates produced shorter turns.

Excerpt 36

Turn	Line	Speaker	Utterance
14	1	MUET2D	m:: budget also a:: are the ((head)) of:
	2		something that if we want to go to the holiday
	3		if we want to: make holiday activity↑ we
	4		need mone:y if we want to buy ite:m o:r gift
	5		a: when we go to the trip we need also we also
	6		need money(.) so↑ everything that we want
	7		to:: a:: to do when we go to the holiday↑ we
	8		need to plan the budget first↑ (3.3) (that's all)(.)
15	9	E	a:: none of you talk about what items to pack
	10		second point(.) would you like to elaborate in
	11		that? you still have ti:me:

Turn 16 to 23 (Excerpt 37) show a series of shorter turns discussing the topic

'budget' and other related topics such as 'food items'. The topics changed frequently, and

MUET2B initiated the topic by giving a hypothetical context on budget, *"If we plan on*

what item to pack↑ we can cut down the budget(.)" (lines 1-2). MUET2C then extended

the topic further, *"m:: that is true bu:t when we go vacation also a:: we need to pack*

some food right?" (17, lines 6-7), where the topic shifted from budget to 'food'. MUET2B

disagreed, *"no pack the food from the home (.) cook cooking"* (18), and MUET2C then

clarified, *"I mean instant food"* (19). The discussion now extended to *"just hotel food*

(hh)" by MUET2B in turn 20. In turns 16 to 20, the topic of *food* was co-constructed over

several turns, from *packed food*, and *hotel-cooked food* to *home-cooked food*. MUET2D

brought back the topic of budget with the argument that home-cooked food can reduce

the budget, *"m:: for me when we bring our own item from home↑ we save and cut down*

our budget a lot(.) for our holiday" (21). In turn 22, MUET2A summarised their discussion topic around 'budget', *"so:: I see all of this discussion will lead to:: one important point which is budget↑"*. Then MUET2D ended the discussion, *"[this is] the end (hhh) of this discussion"* (23).

All in all, there was evidence of co-construction in the MUET group 2 interactions, as the candidates extended the topic *budget* further to *budget planning* and *budget for - activities, items, transport* or *accommodation. Budget* was also discussed with other options such as *holiday activities* such as in turn 3, line 20-21 (Excerpt 28), where MUET2B highlighted that if they want to plan any holiday activities, they need to also plan for 'money' (budget). Also, in lines 5 and 6, MUET2A related *accommodation* and *holiday activities* to *budget*.

Another issue related to the prompt was when the examiner highlighted that the option *items to pack* had not been discussed and encouraged them to discuss it. This gives the impression that the candidates were expected to discuss all options in the task. Another explanation for the examiner's comment may be that the discussion time was not fully utilised by the candidates, and therefore the rater decided to encourage discussion.

In MUET group 2 interaction, the topic management features include development of the topic in length by giving examples, as well as topic shifts. There was a variation in the way the candidates employed rhetorical strategies, i.e., some appeared to be more subtle than others. Finally, like the other groups, in the end, the topics were narrowed to one in order to reach a consensus.

5.2.5 MUET Group 3 Topic Features

This subsection reports the topic features in MUET group 3's interaction. The topic microfeature identified at the start of the MUET group 3 interaction is the opening phrase, *"Ok: so↑ a::"* by MUET3A (see Excerpt 38). He then continued with, *"I know the:: certain a: test-takers (told) told about >the most important talk< to achieve the younger generation life(.)"* (lines 1-3). Since MUET3A was the first candidate for task B, line 1-2, *"the:: certain a: test-takers (told) told about"* must refer to what he had heard earlier in Task A. This is an example of how what was said in Task A (individual presentation) was transferred to Task B (group discussion). MUET3A then continued his turn with a stance, *"so:: I agree with enjoy↑ health life(.)"* (lines 3-4), the first mention of the topic for this turn.

As seen in Excerpt 38, MUET3A then continued to develop the topic sequence by relating 'healthy lifestyle' to 'mental health'. He then stated that although he agreed that a healthy lifestyle is the most important goal in a person's life, *"so I agree with enjoy healthy lifestyle',* he disagreed with family and continued to explain, *"because, so it's about to ((achieve)) in life, but there are certain people that are ((successful)) when they that that are they have↑ not so good bonding relationship(.)"* (lines 12-16). By doing so, he extended the topic from 'family' to 'bonding' and 'relationship'. He then offered a closing statement *"so:: that's all from me"* and ended his turn with an 'open' topic initial elicitor, *"is there any candidate to agree with me?"* (line 25).

Excerpt 38

Turn	Line	Speaker	Utterance
1	1	MUET3A	Ok: so a:: so I have↑ I know the:: certain a:
	2		test-takers (told) told about >the most important
	3		talk< to achieve the younger generation

4		life(.)so:: I agree with enjoy↑ health life(.)
5		because a:: a:: ((healthier)) life is like is like::
6		there are a lot(.) beneficial beneficials for
7		everyone to gain(.)a:: it will strengthen a:: their
8		mind a:nd their mentality and also their:: a::
9		their:: a:: strength(.)so, a: these two types a:: a::
10		these two types >of< beneficial, a: will help
11		you↑ to a: to proceed↑ a: a: to proceed a:: your
12		goals(.) it will give you a: a lot of a:: mentality
13		strength to: a: to be ready when making
14		problem solving(.) so:: another thing that a:: so
15		I agree with enjoy healthy lifestyle but↑ I
16		disagree with a::a: with a:: family(.) because, so
17		it's about to ((achieve)) in life, but there are
18		certain people that are ((successful)) when they
19		that that are they have↑ not so good bonding
20		relationship(.) so:: because it's like this
21		condition is like a catalyst↑ for the certain
22		people to achieve their:: to achieve their goals↑
23		to achieve in their life a::even more(.) so:: that's
24		all from me, is there any candidate to agree with
25		me?

In the initial turns of MUET group 3, the collaborative efforts proved to be at a superficial level. For example, in turn 2 (Excerpt 39), MUET3C expressed agreement, but the agreement was not directed at the points made by the previous speaker *"a: for me I: agree with a:: the most important goal which is(.) to have happy family is because(.)"*. In this instance, MUET3C agreed with her own choice of the option *happy family* without making any reference to the option *healthy life* mentioned by MUET3A in the previous turn. Thus, this shows that she thought her stance, *happy family* should be considered the most important goal in life and completely disregarded MUET3A's option. She then proceeded to support her argument by stating the advantages of having a *happy family*.

Excerpt 39

Turn	Line	Speaker	Utterance
2	1	MUET3C	a: for me I: agree with a:: the most important
	2		goal which is(.) to have happy family is
	3		because(.) a::if we have a happy family(.) we
	4		can a:: get some support↑ from them, and the

5		a:: by a:: getting the support↑ you can they can
6		lead our live, to achieve the best↑ things like
7		a successful career or the best academic result,
8		and a healthy life(.)a:: a:: by having a happy
9		family we always happy and have a strength to
10		continue our daily life↑, and you can a:: it is
11		because the family is our backbone(.) I
12		disagree with (.9) a:: (.8) my point because a
13		healthy life can lead us to get a healthy but not
14		all th:e a:: result or career thank you

Another feature which emerged in group 3 was that the speaker brought task A into their discussion of task B. For instance, in turn 3 (Excerpt 40), MUET3D said, "*for me↑ I still a: strong o:n the opinion about having happy a: happy family↑ as the most important goal↑*". The word *still* referred to her earlier point in the previous task, task A, as this was her first turn for task B.

Excerpt 40

Turn	Line	Speaker	Utterance
3	1	MUET3D	for me↑ I still a: strong o:n the opinion about
	2		having happy a: happy family↑ as the most
	3		important goal↑ because, being happy relates
	4		to our mentality so:: these days there are a lot
	5		of mental issues↑ like depression and anxiety:
	6		and many people life got ((ruined)) because of
	7		that(.) so most of the time, depression and
	8		anxiety can caused by a family(.) so having a
	9		bad bad (.) family life could lead us to having
	10		those thing like depression and anxiety and this
	11		will ruin our life so I think that building a
	12		strong bond with a family can make us more
	13		happier: and know the meaning of life more
	14		effectively, so:: thank you (.05) any other test
	15		takers?

In turn 4 (Excerpt 41), MUET3B expressed agreement with MUET3A's stance, *a healthy lifestyle*, but continued to develop her own topic sequence. Thus, there was a lack of collaborative efforts at the topic development level, as the only collaborative efforts at this point were at the topic initiation level of acknowledgement.

Excerpt 41

Turn	Line	Speaker	Utterance
4	1	MUET3B	for me I agree with candidate A to have ((an))
	2		enjoy a healthy life(.) from a healthy life↑ we
	3		can (.5) we can a:: avoid from doing the bad
	4		things, such as, drugs, suicide and other kind of
	5		things(.)for me (.) m: (.05) to enjoy a healthy
	6		life it can make us release our stress from work
	7		and from other problems(.)it also can make our
	8		body ((health)) an:d it will also decrease the
	9		disease a: a:as we can see, youngster now↑
	10		usually always playing games, and doesn't have
	11		a healthy lifestyle, so it will it will (3.5) it will
	12		have ((them)) a worst future(.)so it cannot be
	13		(2.8) it cannot be (2.1) a: it cannot be (1.5) it can
	14		make them discipline to to create a better future.
	15		So to have a healthy lifestyle↑ we need to do
	16		some bad some good things such as doing
	17		exercise with our family and friends with doing
	18		that it can make our life better and we can have
	19		a strong and long-lasting relationship between
	20		us(.)

Another feature that could be observed in group 3, which group 1 and 2 did not have, was the role of moderators. As shown in excerpt 42, MUET3A self-appointed himself to be the group moderator and navigated the discussion by asking probing questions and encouraging the other candidates to talk, such as in turn 7, *"so candidate C(.) what did you agree?"* and turn 9, *"Ok you are welcome(.) So candidate B are there any other opinions that you agree besides a:: beside:: a:: successful career?"*. In another example, MUET3A reformulated his question, *"So candidate D what did you is there another point that you agree from four (pointing to question booklet) except the point of happy family?"*. Using the probing questions strategy, MUET3A elicited answers from the other group members.

Excerpt 42

Turn	Line	Speaker	Utterance
5	1	MUET3A	so: so candidate D what did you(.) is there like:

	2		another point that you agree from ((four))
	3		(pointing to question booklet) ((accept)) the point of happy family?
6	4	MUET3D	a:: I still disagree with candidate A and
	5		candidate B about a (having) healthy life as the
	6		most important goal(.) I still stick to my
	7		opinions that having happy family is the most
	8		important thing because a:: being happy
	9		having happy family makes us happy and
	10		when we are happy our minds become more
	11		relief and more relax and a: more healthier(.)
	12		so because a:: being happy related to a: our
	13		mental this is important because our mind controls our body↑ so if you are just being happy if it's just being healthy but not being happy I don't think there's a,point↑ in that(.)
7	14	MUET3A	so candidate C(.) what did you agree?
8	15	MUET3C	I agree with a:: to have a: happy family(.)
	16		because (.5) a: by building a: happy family,
	17		they can lead to our: healthy life because, we
	18		can make some activities with them and(.) if
	19		you don't have a happy family:(.) your a:
	20		mind,and your you will be more stress, and
	21		lead to sometimes a: the youngsters like to a:
	22		make thei:r body: a:like a: (.8) make their body
	23		worst they don't e:at and forgot to have ((*apa*)) forgot to have thei:r meals and they can be more: their mind will be worst(.) thank you(.)
9	24	MUET3A	Ok you are welcome. So candidate B are there
	25		any other opinions that you agree besides a::
	26		beside:: a:: successful career?
10	27	MUET3B	m:: for me I stick to the healthy life↑ because,
	28		if we have a healthy life, we also can have a
	29		good family: we also can have happy family
	30		because, if our life is healthy, we can (.9) we
	31		can (.5) repair our relationship with other
	32		people(.) so that, we can have a (successful) life and that is our goal (for a) youngster
11	33	MUET3A	so a:you still a::so for happy family you agree?
12	34	MUET3B	no.
13	35	MUET3A	no?
14	36	MUET3B	I will stick to healthy life because if we have a
	37		healthy life we can have also have a happy
	38		family, because a:: it's just it's like the root of it's just like to a happy family(.)
15	39	MUET3A	so I will stick↑ that I agreed to a healthy↑
	40		life(.) because a healthy life, is like I said it can
	41		increase↑ your mentality and your strength↑
	42		that will give you the catalyst to a: to: work
	43		more↑ to give a: to give more to achieve in

			life(.)so is there:: any: another opinion?
16	44	MUET3C	but a: what if, a: that person a: don't have
	45		happy family and their broken family, a: (.8)
	46		why they can (.5) how to lead to the healthy
	47		life↑ when their self is a: can their mind cannot
			their mind is can (1.3) their mind distract about
	48		their family problems(.)
	49		[bell rings]

There are two types of closings in MUET group 3 – a closing within a turn and a closing at the end of the interaction. An example of closing within a turn was when MUET3A ended his turn with a closing statement to indicate the end of his turn *"so:: that's all from me"* (Excerpt 38). However, he in fact did not end his turn and continued with a topic initial elicitor, *"is there any candidate to agree with me?"*. MUET3A did not allocate the next turn to any speaker. Another example of closing between turns is the use of concluding remarks to indicate the end of a turn. For example, in turn 3, MUET3D said, *"so I think that building a strong bond with a family can make us more happier: and know the meaning of life more effectively"* (Excerpt 40).

Excerpt 43

Turn	Line	Speaker	Utterance
18	1	CE	have you made a conclusion?
19	2	MUET3A	a:: so in conclusion I think
			a:: I think everyone
	3		a:: agree with majority agree with happy family
	4		or healthy life? what do you think?
20	5	MUET3D	°happy family°
21	6	MUET3A	[happy family?]
	7		so happy family is the most important goal, to
	8		achieve in life(.) so everyone:: is happy about
	9		it? (.06)
	10		so I think we will end our discussion here(.)

The second type of closing is when the candidate ends the discussion. The end of group 3 was initiated by the examiner, "have you made a conclusion?" in turn 18 (Excerpt 43). Self-selected himself again, MUET3A concluded on behalf of the group, "*a:: so in*

conclusion I think a:: I think everyone a:: agree with majority agree with happy family or healthy life?". He then asked for confirmation from the other group members, "*what do you think?*". To which MUET3D replied softly, °*happy family*°. The rushed closing to conclude ended with MUET3A answering his own question, "*so happy family is the most important goal, to achieve in life(.) so everyone:: is happy about it↑ so I think we will end our discussion here(.)*". This raises important questions regarding conclusions in the MUET group oral task. For example: Is it important to have a conclusion at the end of the discussion to serve the construct? If it is, what are the aspects or elements that we wish to assess and do we want to assess conclusions as to the end product, or is it also important to look at the process of deriving conclusions?

All in all, the patterns of narrowing the topics, which appeared in group 1 and 2, also appeared in MUET group 3. The collaborative efforts appeared only at the topic initiation level, but there was a lack of collaborative efforts at the topic development level as the test takers extended own topic. On the other hand, the test-takers referred to task A, which did not occur in group 1 and 2. Finally, the closings produced in the interaction include a closing within a turn and a closing at the end of the interaction, which is related to the rushed closing.

5.2.6   MUET Group 4 Topic Features

This subsection describes the topic features in MUET group 4's interaction. There was evidence of a more complex pattern of interactions that emerged from the MUET group 4 interaction, such as the use of rhetorical strategies of agreement and disagreement and topic sequence extension, which includes argument and counterargument. The results showed that the topics were presented in a negative form such as 'not generous father' and 'not firm father' as well as positive terms like 'funny dad' and 'patient dad',

Excerpt 44 below shows the first turn of MUET group 4, where MUET4D began by expressing disagreement, "*o:k: I am disagree with a: candidate B↑ which says that a father should be generous↑*". A topic initiation strategy where the opening is a disagreement, a strategy that did not appear in any of the other group interactions. Moreover, this was the first turn of the interaction in task B, the group interaction task. A possible explanation is that MUET4D was referring to the interaction that had occurred in task A, a task prior to task B, where candidate B argued that the most important quality of a good father is generosity. As reported in 5.2.5, making reference to task A was also found in the group 3 interaction. From line 3 onwards, MUET4D extended the topic of 'generosity' further with reasons for disagreeing. At the end of the turn, he ended it with a stance that a good father should be someone who jokes with his children.

Excerpt 44

Turn	Line	Speaker	Utterance
1	1	MUET4D	ok I am disagree with candidate B which says
	2		that a father should be generous why I'm saying
	3		this is because whenever a child is given reward
	4		every time he achieve what he should achieve
	5		then the children will be someone who is asking
	6		like to ask for reward. This would develop be a
	7		person who do the children to things without
	8		their willingness they do things because just to
	9		get the reward that they are being told by the
	10		father so I am disagree with generous. I strongly say that a father should do joke with children (.) that's all.

In turn 2 (Excerpt 45), MUET4A began with the expression, "*ok(.) from m:y opinion*", and continued to establish his stance by agreeing with MUET4B that a good father should be generous. At this point, MUET4B had not spoken yet during task B, the group interaction. Thus, it is assumed that the reference was made based on task A.

MUET4A then continued with the 'benefits' of having a generous father. He ended the turn with a thank you.

Excerpt 45

Turn	Line	Speaker	Utterance
2	1	MUET4A	ok(.) from m:y opinion, I would like to::
	2		strengthen↑a: candidate candidate B↑
	3		because↑ a: why the father must be generous
	4		to his children(.) and to other people >is
	5		because< a: right now what we see in
	6		Malaysia: (.5) and other continents i::n the
	7		world↑ (.) there are many unfortunate
	8		people((s)) such as beggars homeless(.8) and
	9		a:: kids↑ that are: that h:ave that do not have
	10		house(.)so whe:n the father are generous to the
	11		children, they will feel blessed and they have
	12		the feeling to help other a:: other people that
	13		are not so unfortunate *eh ah* that are
	14		unfortunate *ah hah*.(1.5)a:: and when a:
	15		sometimes a: older people, (.6) when they see↑
	16		children do good thing, they will feel(.4) a::
	17		they will (.6) a: they will feel th::e they will
	18		feel that that the:y have something to do: and
	19		they have bee::n (5.0)they have been ((aware))
	20		by th::e children that the world s:: should be a
	21		better place and (.8) must have people to
	22		help each other so it could be a good place:
	23		thank you(.)

Excerpt 46 shows turn 3 and 4 together. In turn 3, MUET4D acted as the moderator and initiated the next turn for MUET4B. MUET4B then used a gesture to seek confirmation that MUET4D was addressing her and continued with *"excuse me"* (line 2). This was in fact not an interruption because the turn was assigned to her; in fact, she said 'ok' before that. She then continued to state that she strongly disagreed with MUET4C as she believed that *"a: father should not be firm with his children"* (line 3). However, she, agreed with MUET4A that children nowadays are different and might react negatively

when scolded. This is evidence of where the candidate used a rhetorical strategy of agreement and disagreement and developed the topic sequence using relevant arguments.

Excerpt 46

Turn	Line	Speaker	Utterance
3	1	MUET4D	What about you candidate B?
4	1	MUET4B	(gesture point finger towards herself and shook
	2		her head) ok(.) excuse me ok, I'm not really
	3		agree:: with candidate C opinion(.) ok a: father
	4		should not be firm with his children, because a::
	5		(.8) like what candidate A said, just now,
	6		children have many: characteristics right↑ so
	7		when: sometimes some:: of the: children have,
	8		a sensitive:: sensitive: character, so then they
	9		could be more aggressive(.) when like when the
	10		father scold them, they feel like not really a::
	11		appreciated↑ feel like not abandon↑ by the
	12		father(.)so that's why↑ there's a case children
	13		run from their house: because they don't like
	14		their father(.)

In turn 5 (Excerpt 47), MUET4C began by stating her stand and agreeing with MUET4D, *"a:: a good father should be able to joke with his children"* (lines 1-2). She then supported her standby stating the benefits of jokes. She ended her turn by selecting the next speaker, *"how about you candidate C?"*. However, she forgot that MUET4C was her own assigned name. This prompted MUET4A to ask *"C?"* and the examiner to intervene and correct her.

Her argument was that a generous father who rewards his children would encourage his children to always expect rewards for their good deeds as in lines 5-6, *"children, to be a person who:, do things, without their willingness(.) they do things because just to: a: get the reward, that they are being told by the father(.)"*. In lines 7-8, she reinstated her disagreement that a *generous father* is the most important trait a father should have, *"so I am disagree with generous(.) I strongly say that a father should be*

able do joke with children". It was only at the end that she declared her stance that a good

father should joke with his children. She then ended her turn with, *"That's all"*.

Expressions such as *'thank you'* and *'that's all'* were found in all MUET group

interactions, to end a turn but not a topic.

Excerpt 47

Turn	Line	Speaker	Utterance
5	1	MUET4C	m:: I: agree with candidate D opinion which is
	2		a:: a good father should be able to joke with his
	3		children because for me a: make children happy
	4		a:: a:: is a:: a good thing and at the same point
	5		the children learn good things from the jokes(.)
	6		such as when father gives the jokes he told the
	7		children that it's not good for a: play with dirty
	8		things(.) so children will get learn↑ good things from the jokes (3.2) how about you candidate C?
6	1	MUET4A	C?
7	1	E	candidate A::

In turn 8 (Excerpt 48), MUET4A continued with the topic of a good dad with a

jointure, *"a:: for like what you said just now↑"*. Within the same turn, she added that the

character of a father would influence the personality of the children and justified that *"the*

children will not a:: be serious in their life and (.8) take something a:: a:: for granted"

(line 6-7). She then continued to extend the topic further with a hypothetical situation,

"life(.) so when a: the father have a: too many jokes with his children so the children will

not a:: be serious in their life and (.8) take something a:: a:: for granted" (lines 5-7).

Then she gave an example on the situation: *"when they don't take things too serious, and*

they will play↑ like when they exam they will do moderately and not so good, and when

they come home with the result and the father will joke about the result" (lines 8-11).

Finally, she ended her turn with *"that's all from me thank you"* (line 12).

Excerpt 48

Turn	Line	Speaker	Utterance
8	1	MUET4A	a:: for like what you said just now↑ a::
	2		maybe↑ the father should not joke a lot a: a: for
	3		children because:: children, a: don't have many
	4		personalities and mostly children will develop
	5		the personalities with their life(.) so when a: the
	6		father have a: too many jokes with his children
	7		so the children will not a:: be serious in their life
	8		and(.8) take something a:: a:: for granted you
	9		know ↑ so when a:: a:: they are not a:: when
	10		they don't take things too serious, and they will
	11		play↑ like when they exam they will do
	12		moderately and not so good, and when they
	13		come home with the result and the father will
	14		joke about the result and say it's nothing to:: get
	15		good results, like that *lah* (hhh) (2.3) a:: that's
	16		all from me thank you.

The group interaction continued with MUET4D stating her stand (Excerpt 49) – by using a double negative expression, *"a:: I am not disagree with candidate A↑"* (lines 1-2). This candidate then continued to expand the topic from a patient father to a lenient father. The topic extension also included justifications for why a patient father is not a good father (lines 3-12). MUET4D ended her turn by restating that she disagreed with MUET4A that a good father is a patient father.

Excerpt 49

Turn	Line	Speaker	Utterance
9	1	MUET4D	ok: I've got something↑ a:: I am not disagree
	2		with candidate A↑ which says the father should
	3		be patient, because, a: when a father be patient
	4		with his children↑, definitely the children: will
	5		feel they are being pampe:red with their
	6		father↑(.) so: when this happen, they like to act
	7		good in front of their parents, in front of their
	8		father↑but outside of the house without thei:r
	9		father supervision:, they be someone else who
	10		((didn't)) good (.) furthermore::whenever a: the
	11		father is patient of course when a: when his

12	children make mistakes he will give chances::
13	right↑ just forgive them:: this will causes the
14	children someone that play pretend↑ in front of
15	their parents and they just, act good↑ but
16	actually they are not (.)so I disagree with
17	candidate A (.)

In group 4, the moderators were either the candidates or examiners who self-appointed themselves to ask questions to encourage the other candidates to interact. The role of these moderators included making sure that the discussion progressed by asking the other candidates probing questions. In Excerpt 50, the examiner was involved in the group interaction when she asked for a conclusion. For example, in turn 10, the examiner realised that time was running out for group 4, and she asked, *"conclusion?"*, thus signalling to the group members to come up with a conclusion. When the candidates did not deliver 'the conclusion', she rephrased the question, *"is there anything else that you would like to say?"* (line 12). The interference from the examiner was to encourage the candidates to conclude, which shows the emphasis on conclusion for the MUET interactions. In turn 13, MUET4B shared his point of view on patient fathers, *"fathers should be patient for his children when (.) because when the children: do something b:ad if the father scold them↑ they will be more aggressive a:: like m:: like:: [[smiling and hand gestures]]"*. At the end of the turn, MUET4B used non-verbal action to describe a word, which prompted the examiner to say, *"they will rebel?"* (line 13), another example of interference in the group interaction by the examiner. MUET4B then continued with *"[[hand gesture]] (1.4) a:: like they will rebel and they don't [[hand gesture]] (3.3)"* (line 14). The candidate used a hand gesture to indicate that she could not think of the right word. However, these turns only discussed MUET4B's individual stand and were not representative of the whole group. Then the examiner asked, *"Anything else?"* (line 15). After a long pause, MUET4A concluded on behalf of the whole group, *"As a*

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conclusion I we should agree for a good father the most important quality a good father

should have is he should be firm with his children from candidate C because like English

says Manners maketh men so when children have manners and have discipline they will

have the(.)" (line 16). MUET4A proposed a conclusion with the assumption that all the

other candidates agreed that a good father is a firm father. To confirm, the examiner

asked, *"Everybody agreed ya"* (line 19), and all candidates replied yes.

Excerpt 50

Turn	Line	Speaker	Utterance
10	1	E	conclusion?
11	2	MUET4D	conclusion? ok a: in conclusion *eh*
12	3	E	is there anything else that you would like to say?
13		MUET4B	°is there anything else° I (hhh) I think I agree with candidate A, a:nd don't really agree with candidate D ok(.)for parents they need to:: *eh* fathers↑ fathers should be patient for his children when (.) because when the children: do something b:ad if the father scold them they will be more aggressive a:: like m:: like:: [[smiling and hand gestures]]
14		E	They will rebel?
15		MUET4B	[[hand gesture]] (1.4) a:: like they will rebel and they don't [[hand gesture]] (3.3)
16		E	Anything else?
17		Pause	(4.0)
18		MUET4A	As a conclusion I we should agree for a good father the most important quality a good father should have is he should be firm with his children from candidate C because like English says Manners maketh men so when children have manners and have discipline they will have the
19		E	Everybody agreed ya?
20		All	Yes

In sum, MUET group 4 interaction produced a topic feature - using the topic

initiation strategy where the opening is a disagreement, a strategy that did not appear in

any of the other group interactions. However, similar topic features which appeared in

the previous MUET groups also appeared in MUET group 4. For example, the patterns of narrowing the topics, which appeared in group 1, 2, and 3 appeared in MUET group 4. The collaborative efforts were also minimal and only appeared at the topic initiation level. Finally, the closings produced in the interaction include a closing within a turn and a closing at the end of the interaction was with one objective – to reach a consensus.

5.2.7 MUET Group Summary

In conclusion, all the MUET group interactions contain 'a full circle' of topic features which include an opening, topic initiation, topic extension and closing. The opening includes greetings and an opening sentence, and the closing contains a closing statement such as *"so:: that's all from me"* and a topic initial elicitor, *"is there any candidate to agree with me?"*. However, each group also contains distinctive topic features. For example, in MUET group 1, all the turns were equally distributed, and there were many topic features covered within one long turn. The students failed to co-construct their turns at a meaningful level (see **Error! Reference source not found.** the Contingency section). Similarly, in group 2, there were also long turns with complete topic features and evidence of co-construction in the group interaction.

There were also issues related to prompt and interference from the examiner, which gives the impression that the candidates were expected to discuss all options in the task. In group 3, distinctive topic features included the test-takers referring to task A and the way they ended the interaction, which is related to the rushed closing at the end of the interaction. In group 4, there was an issue with topic extension where the moderators interfered to encourage further discussion, and the candidates referenced task A in the task B interaction.

5.3 English Topic Management Features

This section presents the results of the English course group discussion topic features from English course group 1 and English course group 2. From the analyses, the following topic features emerged: opening, topic initiation, topic extension and closing. This section begins with descriptions of the English group oral tasks (5.3.1), which are crucial in identifying topics. Then, I describe in detail the topic management features (Initiating, Extending and Ending) which emerged from the English group interactions (5.3.2).

5.3.1 English Course Group Oral Tasks

The English course under investigation was English Proficiency II, an upper-intermediate proficiency course in a public university in Malaysia. The specific course learning outcome associated with the group oral task was that the students should be able to analyse information to express viewpoints effectively on social and academic matters. The English group discussion task carries 15% from the total of 100% coursework. The task was conducted in groups of 4 or 5. It required the students to give their views on a topic and derive a conclusion at the end of the discussion. The discussion took about 20-25 minutes, excluding the 2 minutes for preparation time. Table 5.13 below shows the scenarios given to the students on the data collection day. The first scenario was given to English course group 1, and the second scenario was given to group 2.

Table 5.6:   Scenarios for the English Course Group Discussion Task

Theme: Entertainment
1. You and your friends are discussing your hobbies and interests. Everyone shares your favourite activity/activities to entertain yourself during free time. Discuss the benefits of the activities.
2. Your roommate always feels tired and falls asleep because he stays up too late watching television and surfing the internet. He determines to kick his bad habit but does not know what to do. As his good friends, advise him.

5.3.2 English Course Topic Shifts

Topic shifts in the English groups were analysed based on topics related to the tasks given. The topic features appeared in a structure with an opening, topic initiation, topic extension and closing. At the beginning of the interaction, there were at least two topics discussed in one long turn. However, as turns became shorter, one topic was discussed over several turns.

The English group 1 topic discussion appeared in a structure, In the few early turns, the students discussed one or two topics per turn, and the topics were then developed and extended at great length, thus making them produced long turns. The long turns consisted of various topical features such as in turn one: opening, topic initiation, develop and extend topic sequence closing and topic initial elicitor. Also, in group 1, there were four main topic sequences which emerged from the topic discussion: Hobbies and Interests. As the turns became shorter, we could see that topics changed rapidly as well. There were some topics which were recycled for example *'swim'*, which was first mentioned in the first turn and then resurfaced again in turn 10. Then in turn 14, ENG1A again shifted the topic which was *'playing game'*, and this new topic became the topic of discussion for several turns and was discussed in detail. Though the topical features in one turn shows that the student was able to present their viewpoints well. However, this does not reflect co-collaboration.

English group 1.

Turn	Topic	Topical Features
1	hobbies and interests	Opening - Main topic
		Topic initiation
	swimming	Topic sequence 1
	advantage - stamina	Develop topic sequence 1
	advantage - relax – stress - study	Extend topic sequence 1
	feel stress go swimming	Extend topic sequence 1
	swimming in free time	Extend topic sequence 1

		lifeguard	Extend topic sequence 1
		swimming pool	Extend topic sequence 1
		save people	Extend topic sequence 1
		traveling	Topic sequence 2
		traveling locally	Develop topic sequence 2
		or overseas	
		learn culture	Extend topic sequence 2
		culture – expand viewpoints	Extend topic sequence 2
		gain knowledge	Extend topic sequence 2
		histories	Extend topic sequence 2
		meet new people	Extend topic sequence 2
		ask the opinion of the next speaker	Topic initial elicitor
2		watching movies	Opening
		watching movies	Topic sequence 3
		action and love story	Develop topic sequence 3
		benefit	Develop topic sequence 3
		release stress	Extend topic sequence 3
		gathering	Extend topic sequence 3
		travel	Topic sequence 2
		food hunter	Develop topic sequence 2
		outside Malaysia	Extend topic sequence 2
		Travel/ watch movies	Extend topic sequence 2
		preference – travel alone	Extend topic sequence 2
		or 1 partner	Extend topic sequence 2
		schedules	Extend topic sequence 2
		preference	Extend topic sequence 2
		info on cultures	Extend topic sequence 2
		around the world	
		information	Closing
		ask the opinion of the next speaker	Topic initial elicitor
3		watching drama	Topic sequence 3
		watching drama	Develop topic sequence 3
		cultures	
		travel through drama	Extend topic sequence 3
		learn culture	Extend topic sequence 3
		learn language	Extend topic sequence 3
		speaking skill and listening skill	Extend topic sequence 3
		subtitle	Extend topic sequence 3
		relaxing activity	Extend topic sequence 3
		watch drama watch with family and discuss	Extend topic sequence 3
		moral value	
		ask the opinion of the next speaker	Topic initial elicitor
4		agree	
5		playing games	Topic sequence 4
		academic games	Develop topic sequence 4
		benefits of games	Extend topic sequence 4
		problem solving games	Extend topic sequence 4
		concentration games	Extend topic sequence 4
		increase concentration/	Extend topic sequence 4
		focus	
			Closing
6			Minimal token
7		watching drama	Topic sequence 3
		language	Develop topic sequence 3
		language	Extend topic sequence 3

			Topic initial elicitor
		(vision)	
		ask the opinion of the next speaker	Topic initial elicitor
8			Minimal token
9			Topic initiation
		lifestyle	Topic sequence 5
		outdoor	Develop topic sequence 5
		indoors	Develop topic sequence 5
		outdoor/ swim	Extend topic sequence 5
		can't swim	Closing
10	swim		Topic sequence 1
11	agree		Minimal token
12	weather/ outdoor		Develop topic sequence 1
13	agree		Minimal token
14	playing games		Topic sequence 4
	academic game		Develop topic sequence 4
15			Minimal token
16	IQ/EQ		Develop topic sequence 4
17			Minimal token
18			Minimal token
19			Minimal token
20	games		Extend topic sequence 4
21	play		Extend topic sequence 4
22	counter strike Dotta 2		Extend topic sequence 4
23	agree		Minimal token
24	strategy		Extend topic sequence 4
25	agree		Minimal token
26			Minimal token
27	games		Extend topic sequence 4
28	games		Probing question
29	War craft/ Dotta		Extend topic sequence 4
	Strategy		
30			Minimal token
31	games		Extend topic sequence 4
32	strategy		Extend topic sequence 4
33	concentration		Extend topic sequence 4
	game		Extend topic sequence 4
	concentration/ playing games		Extend topic sequence 4
	good activity		Extend topic sequence 4
34	Teamwork		Extend topic sequence 4
35	agree		Minimal token
36	Dotta/ AOL/ teamwork		Extend topic sequence 4
37	new friend		Extend topic sequence 4
38	agree		
39	play game		
40	online		
41	online/ offline		
42	online/ offline		
43			
44	play game		
45	play online		
46	agree		
47	foreign friends		Extend topic sequence 4
	Dotta		
	communicate		
48	agree		
49			
50	Strategy		

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51	English (language)	
52		Minimal token
53	English (language)	Extend topic sequence 4
	communicate/ travel	Topic shift
54	travel/ stay in room	Topic sequence 2
55	stay in room	Develop topic sequence 2
56	benefits of traveling	Probing question
57	agree	Minimal token
58		Minimal token
59	travel	Topic sequence 2
	maintain relationship	Develop topic sequence 2
	travelling to places	Extend topic sequence 2
	memory	Extend topic sequence 2
	Photo/ memory	Extend topic sequence 2
	ask the opinion of the next speaker	Topic initial elicitor
60	travel/ partner	Develop Topic sequence 2
	travel	Extend topic sequence 2
	social	
	close friend	Extend topic sequence 2
	travel together	Extend topic sequence 2
	good attitude	
	good habit	
	good partner for travel	
	travel	
	social media	
	summary	Closing
	benefits of travelling	
61	travel	Extend topic sequence 2
	family	
	memories	
62	family	Extend topic sequence 2
63	family man	Extend topic sequence 2
64		Minimal token
65	travel	Probing question
66	budget	Extend topic sequence 2
67	budget	
68	budget/ travel	Extend topic sequence 2
	beach	
	memories	
69		Minimal token
70	memories	Extend topic sequence 2
71		Minimal token
72	memories	Extend topic sequence 2
73	benefits	Conclusion
74		Minimal token
75	benefits	
76		
77		
78		
79		
80		
81	benefits	
82		
83	benefits	
84	budget	
85	budget	
86	budget	
87		

88		
89		
90	online search	
91		
92		
93		
94		
95	travel	Suggestion
96		Closing
97		Minimal token
98	Thanking	Ending
99		

English group 2's assigned scenario required the students to advise a friend who is always tired. The topics shifted between *sleep early, reduce activities, timetable, time management* and *counselling*. The topic features include an opening, topic extension and topic closing. There was evidence of topic co-construction with shorter turns, such as completing each other's sentences in turns 6, 7 and 8.

5.3.3   English Course Group 1 Topic Features

The initiation of a topic is an indication of the beginning of the discussion. Excerpt 51 shows that ENG1A of group 1 started the interaction with the opening "*ok then*", followed by the topic initiation strategy stating the topic of discussion, *"today we will discuss the: our hobbies and interests (.)"*.

As mentioned, group 1's scenario required the students to discuss hobbies and interests, thus making it the main topic, and subsequent topics related to hobbies and interests are considered topic sequences. The first long turn consisted of two topics: swimming and travelling. Swimming was the first answer (line 6) and in the subsequent lines, ENG1A continued to develop the topic with *'the advantages of swimming'*, which is a topic extension of 'swimming', *"swimming can train my stamina: can improve my determination: and also relax stress when I'm studying"* (6-8). Extending the topic

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further, the student shared his plan to become a lifeguard and extended the topic further

by adding how he plans to do it (11-15). ENG1A then continued his turn but shifted the

topic to his second favourite activity – travelling – after a short pause *"(.) so: ok then for*

the second activity is traveling" (16). ENG1A then developed the topic with examples of

countries that one could visit, "*Singapore Thailand Hong Kong China Japan Korean (.)"*

(18-19) and continued with the benefits of travelling "*so I can learn other culture from*

other country". The student then discussed the advantages of travelling (19-24). Finally,

he ended his turn with a topic initiation elicitor. In sum, within one turn, several topical

features emerged, including opening, topic initiation, layers of topic extension, and topic

initiation elicitor (closing).

Excerpt 51

Turn	Line	Speaker	Utterance
1	1	ENG1A	ok then today we will to discuss the: our hobbies
	2		and interests (.) so: I'll be the first candidate then
	3		I'll be share my favourite activity to entertain
	4		myself during the free time (.) so: the: first activity
	5		I'll doing during the free time is I will going to
	6		swimming (.) ya because swimming can train my
	7		stamina: can improve my determination: and also
	8		relax stress when I'm studying I'm feel the stress
	9		feel the stress (.) so: a: ill going to be swimming
	10		during my free time and when during when (.) I'm
	11		swimming I'm also will try to train myself:
	12		become a lifeguard ya the purpose I become a
	13		lifeguard also I can guard the swimming pool then
	14		the second one I can save people life: when people
	15		is drowning in the water (.) so: ok then for the
	16		second activity is traveling is possible one can be
	17		traveling outside this country this Malaysia for
	18		example can be Singapore Thailand Hong Kong
	19		China Japan Korean (.) so I can learn other culture
	20		from other country then also can enlarge my view
	21		around the world because a: different country have
	22		a different view (.) ok then I also can gaining the
	23		knowledge about the histories a: for other places
	24		or other countries so for the last one I also can
	25		meeting so new friends so how about you

26   candidate 2?

The group discussion continued with turn 2 by ENG1B (Excerpt 52). ENG1B started his turn with a greeting and a self-introduction, *"a: a very good days a: I'm candidate 2 my name is Steven"* (line 1). He then initiated a new topic, 'movies', *"for my first choice will have a: mostly I'll have movies (.) so movies I like the action movies and love story movies"* (lines 3 to 4), thus making 'watching movies' the first topic for turn 2. Note that ENG1B initiated a new topic instead of extending topics (swimming and travelling) discussed in turn 1. The subsequent lines consist of topic extensions where ENG1C talked about the benefits of watching movies and extended the topic further by talking about the advantages of gathering with friends, *"relax and release the stress(.)"* and "*also gathering times a: in one time*" (lines 6 to 10). He again reiterated that watching movies is a worthy hobby, *"so for me it's very good activities (.) so for me"* (line 10). It was only after a momentary pause that ENG1B continued with a second topic, which was similar to ENG1A, *"so for me the second one is like candidate one (.) I like to travel besides travel"* and added that he is *"a food hunter I like to seek the food around"* (lines 11 to 14). ENG1B then broadened the topic of food to food outside of Malaysia. But after that, he shifted back to travelling, *"I feel: happy and I get a lot of a: a lot of a: information about cultures:"*. Next, he extended the topic further to *'culture'* as he talked about learning about cultures from different countries. Before the end of his turn, ENG1B reiterated the idea of learning about different cultures through travelling, and then did a turn allocation, "*this is my activities maybe other candidates has more activities to promote to me so how about you candidate C?"* (lines 15 to 29).

Excerpt 52

Turn	Line	Speaker	Utterance
2	1	ENG1B	a: a very good days a: I'm candidate 2 my name is

2	Steven m:for me to:: spend my free time I'll do
3	some activities a: for my first choice will have a:
4	mostly I'll have movies (.) so movies I like the
5	action movies and love story movies a: when I'm
6	watching to the movies (.) I will feel this benefit
7	for me I will feel like relax and release the stress
8	(.) and for movie we not have to go to watch by
9	ourselves I mean not alone we can ask our friends
10	to join: so we can have a movie: so we can have
11	like movie and also gathering times a: in one time
12	so for me it's very good activities (.) so for me the
13	second one is like candidate one (.) I like to travel
14	besides travel actually I'm like a food hunter I like
15	to seek the food around: like not for only Malaysia
16	but maybe for other countries and: why I like
17	travel for travel maybe I'm different like: going to
18	watch the benefit from the travel for me is I feel:
19	happy and I get a lot of a:a lot of a: information
20	about cultures: it's not only in Malaysia but
21	because we can go travel all around the world like
22	information and I knows the culture from
23	as Koshen Singapore Hong Kong China Japan all
24	of that(.) I like to like discover everything(.) so:
25	the benefit I get is one (.) first is happy and I get
26	more the another place included Malaysia and
27	included a: overseas. so this is my activities
28	maybe other candidates has more activities to
29	promote to me so how about you candidate C?

The discussion continued with ENG1C in turn 3 (Excerpt 53) with a similar topic, *'watching drama'*. ENG1C began by stating his hobby, *'watching drama',* and explained his choice *"because like watching Korea drama America China (.) we can learn about their cultures (.)"* (lines 2 and 3). He then continued with the benefits of watching drama - learning about other cultures: "*like America (.)" and "Chinese culture", "or Korean culture*" (lines 4 to 8). He then extended the topic further to how one can improve one's language skills through watching foreign dramas, *"like the American drama we can learn about our speaking skill:"* and explained why he prefers it, *"because I'm the person who do not like to: go out to the room hhh"* (line 15). He extended his turn, *"also if I can: I like to watch with my family because it can improve our relationship that we can be more*

closer:" (lines 18 to 20) and continued, *"we can also discuss the moral value"* (lines 17 and 18). He finally ended his turn with a turn allocation, *"how about you candidate four?"* (line 21). As a long turn, turn 3 has multiple topic features such as an opening, topic extension and closing. ENG1C used 'like', 'and', 'because' and 'also' to combine more than one idea, as seen in Excerpt 53.

Excerpt 53

Turn	Line	Speaker	Utterance
3	1	ENG1C	a:: for my hobby I the interested hobby that I was
	2		is watching drama because like watching Korea
	3		drama America China (.) we can learn about their
	4		cultures (.) for example like America (.) we didn't
	5		have the chance to travel in that country but we
	6		can from the drama we can see all the culture of
	7		the place and the (.) maybe some like (.) Chinese
	8		culture American culture or Korean culture that
	9		we never have the chance to involve that a: (.03)
	10		the next one is we can learn about a: the language
	11		like the American drama we can learn about our
	12		speaking skill: and improve our listening skill and
	13		spelling skill because of the subtitle of the: that
	14		provide by the drama and this is relaxing activity
	15		for because I'm the person who do not like to: go
	16		out to the room hhh so the more relaxing thing for
	17		me is sitting in the room and watch drama and this
	18		is also if I can: I like to watch with my family
	19		because it can improve our relationship that we
	20		can be more closer: and we can also discuss the
	21		moral value that we get from the drama or movie
	22		like that how about you candidate four?

Excerpt 54 below shows turns 4 to 71. The reason to include all turns is to show reciprocity between turns and topics discussed. Starting with turn 4, a long turn with the topic 'games', ENG1D began with an opening, stating his stand, *"Ok for me: a:: in my leisure time my hobby is a: playing games"* (lines 1-2). This is considered a stand because

the topic of the discussion is the 'best' hobby. He then extended the topic into: 'academic games' and 'concentration games'. ENG1C first talked about the benefits of playing games. He then extended the topic by naming a game he is playing, *"like bow bow games"* (line 8). He ended his turn with a concluding statement, *"that's all for me"* (line 11). What can be observed from this long turn, as with other long turns, is that within one turn, the topics changed several times; in this case, the main topic 'games' was extended further into the benefits of playing games such as '*bow bow games*'.

As the interaction progressed, both long and short turns emerged. However, shorter turns only appeared in the later part of the discussion. In turn 8, ENG1C returned to the topic of 'watching dramas' and extended with the advantages of watching foreign movies, "*when we get the: like Korean language or: American language we can learn from the drama and this is this can help us easily learn the language*" (lines 15-19). Then he ended the turn with a turn allocation, *"how about you candidate two?"* (line 20). Between turns 4 to 9, there were overlapping turns – 5, 6, 7 and 9. In turn 10, ENG1B responded by stating the difference between him and ENG1D, *"A he like like outdoor he prefer outdoor"* and added, *"so maybe can teach us how to swim cos I don't know how to swim but I'm interest on it (hhh)"*. Turn 10 revealed that ENG1B addressed ENG1D directly and extended the topic of swimming further. ENG1D responded by saying that he was willing to teach ENG1B how to swim. This showed a natural interaction between the speaker responding to what the previous speaker was saying.

The discussion then progressed with the students using a questioning strategy. In turn 15, ENG1A asked about the 'academic game', *": you like to play playing game the academic game do you mean that is like puzzle games?"*. Instead of just asking 'what is your opinion?', as observed in the MUET groups, this type of questioning strategy is evidently more advanced as it provides an example to support the question. ENG1A then

decided to extend the topic further by asking, *"can train up you IQ and EQ ones?"* (17), and ENG1D replied, *"a:: yes"* (18). ENG1B responded with, *"I don't play that games (hhh)"* (21) and ENG1A immediately added, *"we"*. Without picking up on the correction by ENG1A, ENG1D asked, *"why you don't play (hhh)"* (21). ENG1A replied by extending the topic to a specific game, 'DOTA 2', *"we seldom play like this like the game we also play like some counter strike DOTA 2"* (24). ENG1A extended the topic of 'playing games' by introducing a new topic 'DOTA 2' and shifted the topic of discussion to this specific game. ENG1B then replied, *"yeah hhh I play that (hhh)"* (25). ENG1A added a topic development on the game strategy, *"both game is more planning the strategy to win the game (.02) a:: yeah."* (26). ENG1B added, *"actually the game also nice to try maybe can try for that"* (27). Using the questioning strategy, ENG1D asked, *"do you play that game?"* (29). ENG1B reciprocated by giving an extended reply off a comparison between Warcraft and DOTA, *"I play: but similar it's not the: Warcraft it's not the DOTA it is similar (.03)"* and continued with the benefits of playing games *"it also can train your strategy and also actually I think every games train our: conc. ya and also train our concentration"* (30).

Turns 34 to 50 show the students co-constructed the topic 'games' further by expanding on the subtopic of the advantages of playing games. ENG1A mentioned how games could cultivate 'teamwork' (34) and ENG1C agreed and mentioned 'specific' games like DOTA and AOL focus on teamwork. Then ENG1C extended the topic further to making new friends, as these games required multiple players (36). There was agreement from ENG1B, but then ENG1D shifted the topic to playing the game online or offline (37-44). In turn 45, ENG1A stated that in online games they *"can meet a: some new friends around the world"*. He elaborated further with specific examples of what gamers can gain from the game – 'DOTA' and 'AOL', 'teamwork' and *"can*

communicate with them". ENG1C added, *"the strategy oo they using in the game"* (47). ENG1B extended the topic 'communicate' to learning the English language, *"we also learn English not really ahh (hhh) because International is a global language so use English to communicate"*. However, at the end of his turn, ENG1B shifted the topic back to travel, *"so you not really a:: prefer travel?"*. After ENG1B brought the topic back to 'travel', by asking ENG1C's preference, this prompted ENG1C to restate his stance that he prefers travelling. He ended his turn with allocating the next turn to two speakers, ENG1A and ENG1B, *"and I want to ask about candidate A and B (.) what is the: benefit that (.) is it a lot of benefit that when we travel?"* (50).

Turns 51 to 55 consisted of short turns where the students mentioned random things such as 'transform' and 'benefits'. But in turn 56, ENG1A brought the discussion back to 'travel' by discussing the benefits of travelling with a partner in a long turn, and he ended his turn with, *"ok how about you candidate B?"*. ENG1B responded with another long turn (57) and extended the topic by focusing on the type of travelling partner, *"but the partner is a very key key point if you go with your: it's a because a: it's a sentence when you go to travels we can know that people is going to join your social"*. ENG1B extended the topic further by stating that the travel partner is an important element, and he did this using a hypothetical situation and specific examples, *"but we go a: travel together and after travel maybe we become I realise that oh A is a very have a good have a very good attitude or he has very good habit maybe we can become closer but if(.) diversely maybe ya I'll keep far:"*. He continued with the topic of using social media while travelling, *"for mostly the youth they like to travel and like do a check in through the Instagram through Facebook"*. This is another long turn with complex strategies used to extend a topic, such as using explanations and examples.

Interestingly, the layering of topics was noticeable in this group interaction as the students connected two topics; for example, in turn 57 ENG1B combined the topic 'travelling with a friend' and 'social media', while in turn 59 ENG1C related the topic 'family' to 'travel', *"I'll go with my family la because I want to get the nice and nice moment with them and the our memories la to get our nice memories"*. By commenting that it is important for him to travel with his family, ENG1C was able to connect these two topics together. 'Family' is another topic developed in the subsequent turns. ENG1B commented that *"you still have very care about your families this is very nice"* (61), to which ENG1C replied, *"because I'm a family man hhh"* (62). This is another example of reciprocity or co-construction between turns where ENG1B's response was contingent on what was said in an earlier turn. ENG1C's response was also contingent on ENG1C's turn.

The interaction continued after ENG1C allocated the next turn to ENG1D, *"how about you candidate 4 is it you interested in travel?"*. ENG1D responded with, *"ya: actually: I interested really interested but: (.) you know the budgets is higher hhh"* (66). This turn connected the topic 'budget' to 'travel'. ENG1B supported ENG1D, *"ya budget is really issue hhh"* (68). ENG1D continued to expand, *"to travel we must have a lot of budget so: I think I just travel I just go with my friends to the place that we plan like a: like a:: beach at the beach we can picnic there: we also will get a:: memories right?"* (68). Both ENG1C, *"ya"* (69) and ENG1B, *"true (nodding) yes I did this hhh"* (70) agreed with ENG1D. As presented here, shorter turns on the same topic equate to mutual contingency – mutual understanding of the topic being discussed through extending using connecting ideas.

Excerpt 54

Turn	Line	Speaker	Utterance
4	1	ENG1D	Ok for me: a:: in my leisure time my hobby is a:

	2		playing games I like to play games a lot every day
	3		I was playing games but its a::: academic games
	4		like maths games its can:increase or skill to solve
	5		the problem ok (.) when I play the games I learn
	6		the new skills new tricks to solve the problem
	7		faster than the other people (.) next the game I play
	8		also I play a: concentration games that's needs lot
	9		of concentration likes bow bow games that will
	10		increase our concentration to to to: a thing that we
	11		ll focus such as in study we can implant we can
	12		implant this to our study so we can focus to one
	13		thing in a time ok that's all for me
5	14	ENG1B	[a lot hh]
6	15	ENG1B	[hhh (agreeing sound) wow]
7	16	ENG1B	[ok]
8	17	ENG1C	a:: or me watching drama like a: the drama also
	18		can help us like in our future life like when we get
	19		the: like Korean language or: American language
	20		we can learn from the drama and this is this can
	21		help us easily learn the language lah from their the
	22		place and it helps us in our future life (.)how about
	23		you candidate two?
9	24	ENG1B	ok
10	25	ENG1B	a:: for me I think a:: candidate a: me and candidate
	26		C and candidate D we have the same lifestyle
	27		because for D he like like outdoor he prefer
	28		outdoor for us playing game watching drama yeah
	29		watching movie always like indoors activities
	30		maybe D has more: active in outdoor so maybe can
	31		teach us how to swim cos I don't know how to
	32		swim but Im interest on it (hhh)
11	33	ENG1D	ya ya
12	34	ENG1A	Ok sure I can teach you how to swim (.) see if got
	35		time or not if got time we go to the swimming pool
	36		together for sure so the:: whether outside activity
	37		outdoor activity or inside indoor activity also have
	38		their own benefit
13	39	ENG1B	[yeah]
14	40	ENG1A	[yeah]
15	41	ENG1A	then: just now for candidate four say like a: you
	42		like to play playing game the academic game do
	43		you mean that is like puzzle games?
16	44	ENG1D	a::
17	45	ENG1A	Can train up you IQ and EQ ones?
18	46	ENG1D	a:: yes (nodding)
19	47	ENG1A	ok::
20	48	ENG1D	like that
21	49	ENG1B	I don't play that games (hhh)
22	50	ENG1A	we
23	51	ENG1D	Why you don't play ?(hhh)

24	52	ENG1A	We seldom play like this like the game we also
	53		play like some counter strike Dotta 2
25	54	ENG1B	Yeah hhh I play that (hhh)
26	55	ENG1A	The both game is more planning the strategy to
	56		win the game (.02) a:: yeah..
27	57	ENG1D	o:
28	58	ENG1B	Actually the game also nice to try maybe can try
	59		for that
29	60	ENG1D	Do you play that game?
30	61	ENG1B	I play: im not play but similar its not the: War craft
	62		its not the Dotta it is similar (.03) by phone (.) hh
	63		it also can train your strategy and also actually I
	64		think every games train our:conc. ya and also train
	65		our concentration so its not its not a: its not a: its
	66		not means that playing games is a bad activity but
	67		actually i feel that playing games can train our
	68		concentration so:: playing game is also a good
	69		activities (.)for me a: hh
31	70	ENG1D	o::
32	71	ENG1C	ya: ya: (.5)
33	72	ENG1C	strategy
34	73	ENG1A	we still can learn some teamwork in the game when we
			playing the game
35	74	ENG1B	yeah
36	75	ENG1C	like the Dotta and the: AOL they all focus on teamwork
37	76	ENG1B	yeah they all train
38	77	ENG1D	I think that playing we can also get a: new friends in the
			multiplayer games
39	78	ENG1A	ya:: sure sure sure
40	79	ENG1B	but you are playing game is your game is a: like a:
			online: or offline
41	80	ENG1A	online
42	81	ENG1A	there's online there's and offline
43	82	ENG1B	so play a lot of games
44	83	ENG1D	I play a lot (hhh) I play all the game (hhh)
45	84	ENG1A	when we playing online we sure can meet a: some new
	85		friends around the world then for another place
	86		Singapore friends also playing Dotta Thailand friends
	87		also playing Dotta: so we can communicate with them
	88		see whether how they playing the game: how they
	89		communicate in the game: when they playing the game
46	90	ENG1C	yeah
47	91	ENG1C	oh and the strategy oo they using in the game
48	92	ENG1B	we also learn English not really ahh (hhh) because
	93		international (mispronounced) is a global language so
	94		use English to communicate so you don't like you not
	95		really a:: prefer travel?
49	116	All	hhh
50	117	ENG1C	I'm preferring to travel because I want to change
	118		activities for I don't want to stay in the room (.) so

	119		I want to transform and I want to ask about
	120		candidate A and B (.) what is the: benefit that (.) is
	121		it a lot of benefit that when we travel?
51	122	ENG1B	hmm (nodding - in agreement)
52	123	ENG1B	(inaudible) transform hhh
53	124	ENG1D	you just stay in the room hhh
54	125	ENG1A	hmm I think a lot a lot for benefits
55	126	ENG1B	yeah I think so hhh (laugh)
56	127	ENG1A	ya see whether ya:: if you travel with your partner
	128		yeah you can improve your relationship maintain
	129		your relationship also (.) then you also can how to
	130		say (.) when you go for traveling to some places
	131		there is some memory for two of you or your
	132		partner when you become old already then you can
	133		refer back the photo this all of your memories (.)I
	134		think that is the most important thing for me (.) ok
	135		how about you candidate B?
57	136	ENG1B	but for me I think the partner is a very key key
	137		point if you go with your: it's a because a: it's a
	138		sentence when you go to travels we can know that
	139		people is going to join your social because if we
	140		like if before maybe Koshen is like just a: not
	141		really close friends but we go a: travel together and
	142		after travel maybe we become I realise that oh
	143		Koshen is a very have a good have a very good
	144		attitude or he has very good habit maybe we can
	145		become closer but if (.) diversely maybe ya I'll
	146		keep far away I mean through travel we can knows
	147		the partner is it (.) really suitable to you or not and:
	148		the now for mostly the youth they like to travel and
	149		like do a check in through the Instagram through
	150		Facebook so it's a trend la so I enjoy this when
	151		people wow you go you have travel here you have
	152		travel there I feel very happy and satisfied so this
	153		is the benefit I get
58	154	ENG1C	ya (0.6)
59	155	ENG1C	but for me a: my first travel maybe I'll go with my
	156		family la because I want to get the nice and nice
	157		moment with them and the our memories la to get
	158		our nice memories
60	159	ENG1B	hmm (agreement)
61	160	ENG1B	you still have very care about your families this is
	161		very nice
62	162	ENG1C	because I'm a family man hhh
63	163	ENG1B	oh I see hhh (laugh)
64	164	ENG1B	obviously
65	165	ENG1C	how about you candidate 4 is it you interested in
	166		travel?
66	167	ENG1D	ya: actually: I interested really interested but: (.)
	168		you know the budgets is higher hhh

67	169	ENG1C	ooo
68	170	ENG1B	ya budget is really issue hhh
	171		to travel we must have a lot of budget so: I think I
	172		just travel I just go with my friends to the place
	173		that we plan like a: like a:: beach at the beach we
	174		can picnic there: we also will get a:: memories right?
69	175	ENG1C	ya
70	176	ENG1B	true (nodding)
71	177	ENG1B	yes I did this hhh

Excerpt 55 shows the ending of the English group 1 discussion, where the students negotiated their way to the conclusion.

Excerpt 55

Turn	Line	Speaker	Utterance
77	1	ENG1B	so: maybe to conclude that we can say that a: every
	2		activities a: have benefits have their::
78	3	ENG1A	their have their own benefits
79	4	ENG1B	ya::
80	5	ENG1C	have their own benefits
81	6	ENG1B	don't care about the activities but every activities
	7		that we do have carry out their:: benefits (.) so: ya::
	8		it's like depends on our style
82	9	ENG1C	ya
83	10	ENG1A	so (.) so we conclude that the traveling is: (.02)
	11		how do we say (.) the best ah
84	12	ENG1B	a:: not the best but: is more:: prefers
85	13	ENG1A	not the best
86	14	ENG1D	not the best
87	15	ENG1A	more prefer
88	16	ENG1A	more favourite
89	17	ENG1C	ya and a lot of benefits
90	18	ENG1A	a: ok:
91	19	ENG1B	can get
92	20	ENG1D	a lot of benefits we can get
93	21	ENG1A	for the budgeting you also can learn search for online for
94	22	ENG1B	low budget travel
95	23	ENG1A	hah
96	24	ENG1A	for low budget travel hhh
97	25	ENG1B	ya
98	26	ENG1A	among Malaysia or: some other places ya: (.02) ok
99	27	ENG1D	maybe after this I will: try to::
100	28	ENG1C	yeah I will try to
101	29	ENG1A	how to search online to plan
102	30	ENG1D	hhh plan and search online

103	31	ENG1A	you should you must you must I must hhh
104	32	all	hhh
105	33	ENG1D	after this you must teach me
106	34	ENG1A	ok ok sure no problem
107	35	ENG1D	how to plan the
108	36	ENG1B	teach me too
109	37	ENG1D	the traveling
110	38	ENG1A	sure
111	39	ENG1B	maybe all this from our group
112	40	ENG1A	discussion

ENG1B signalled to the other group members that they should conclude their discussion, "*so: maybe to conclude that we can say that a: every activities a: have their::*" (turn 77). However, he left the sentence hanging, and it was completed by ENG1A, "*have their own benefits*" (80). ENG1B then added, "*don't care about the activities but every activities that we do have carry out their:: benefits (.) so: ya:: it's like depends on our style*" (81). ENG1A then made another attempt to conclude, "*so (.) so we conclude that the traveling is: (.02) how do we say (.) the best ah?*" (83). This prompted a negotiation of word choice as ENG1B disagreed with 'the best', "*a:: not the best but: is more:: prefers*" (84). ENG1A and ENG1D both agreed, "*not the best*" (85 & 86). ENG1A then offered two alternatives, "*more prefer*" (87) and "*more favourite*" (88). ENG1C agreed and added, "*ya and a lot of benefits*" (89). This discussion continued with the students completing each other sentences, starting from turn91 when ENG1B said, "*can get*", followed by ENG1D "*a lot of benefits we can get*" in turn 92, and then ENG1A added, "*for the budgeting you also can learn search for online for*" (93) and continued by ENG1B "*low budget travel*" in turn 94. Finally, in turn 111, ENG1B signalled the end of the discussion, "*maybe all this from our group*". This was followed by ENG1A, who added the word "*discussion*" (112). ENG1D then added that he would be interested to also search for low budget travelling online.

In sum, the English group 1 interaction consists of long and short turns. Long turns appeared at the beginning of the interaction and comprised of a 'full circle' topic feature such as topic initiation, topic extension and ending – all features appeared in one (long) turn. However, as the interaction progressed the turns became shorter. It is notable that when the turns were shorter, the topic features changed frequently, which affected the topic structure within those turns.

5.3.4 English Course Group 2 Topic Features

As mentioned, in group 2's assigned scenario, the students were required to advise a friend who is always tired. The transcribed interactions show that the students gave advice by discussing the advantages of getting sufficient sleep and the consequences of sleep deprivation. The topics were developed from the main topic sequence, and 5 subtopics were identified: *sleep early, reduce activities, timetable, manage time* and *counselling* (see Appendix 25).

In English group 2, the students sometimes presented the point of view according to numbers such as point one and point two for example in lines 8 and 9, *"ok first of all my first point is"* and lines 13 and 14 *"the: second point is a: try to do some activity"* (ENG2A). The topic features in long turns are to features appeared in the MUET group interactions where within one turn a variety of topic features emerged, i.e., ENG2A: opening, topic sequence 1, develop and extend topic sequence 1, topic sequence 2, develop and extend topic sequence 2, closing and topic initial elicitor.

The students produced long turns with the following features: opening, topic extension and topic closing within one turn. There was evidence of co-construction, such as completing each other's sentences in turns 6, 7 and 8.

TURN	Topic	Topical Features
1	prevent feel tired and asleep	Pre-opening and Opening

		discuss about a:: how to prevent	Topic initiation
		watching television and surfing internet	
		sleep early	Topic sequence 1
		8 hours enough sleep	Develop topic sequence 1
		go class early + do revision	Extend topic sequence 1
		attention/ lecture	Extend topic sequence 1
		reduce activities	Topic sequence 2
		reduce activities	Develop topic sequence 2
		surfing internet	Extend topic sequence 2
		knowledge	Extend topic sequence 2
		alarm	Extend topic sequence 2
		10 p.m.– 4 a.m.	Extend topic sequence 2
		ask the opinion of the next speaker	Topic initial elicitor
2		agree	Topic initiation
		timetable	Topic sequence 3
		divide time	Develop topic sequence 3
		ok next	turn allocation
3		manage time	Topic sequence 4
		revision	Develop topic sequence
		time slot	Extend topic sequence 4
		relax	Extend topic sequence 4
		revision	
			Conclusion
4		timetable	Topic sequence 3
		planning	Develop topic sequence 3
		manage time	Extend topic sequence 3
		treatment	Extend topic sequence 3
		timetable	
5		manage timetable	Develop topic sequence 3
		watching tv	Extend topic sequence 3
		limit	Extend topic sequence 3
		activities	Extend topic sequence 3
		change mindset	
6		timetable	Extend topic sequence 3
		counsellor	Extend topic sequence 3
		how to	Extend topic sequence 3
		sports	Extend topic sequence 3
		2, 3 hour	
		time management	
7		appointment	Extend topic sequence 3
8		counselling	Topic sequence 5
9		voice	Develop topic sequence 5
		advice on disadvantage of sleep late	
		disadvantage	
		sleep early	Extend topic sequence 5
		advantage	
10			Minimal token
11			Minimal token
12		sleep late	
13			Minimal token
14		disadvantage	
15		sleep early	
		feel good	
17		energy	
18		study	

19		Minimal token
20		Minimal token
21	suggestion talk slow eat different	
22	advice	
23		Minimal token
24	join activity	
25	participate	
26		Minimal token
27		Minimal token
28	join programme	
29	going to mosque	
30		Minimal token
31		Minimal token
32		Minimal token
		Minimal token
33		Conclusion
34	manage time	
35	enough sleep	
36	kick bad habit timetable	
37	manage time focus on academic	
38	timetable	
39	timetable	
40		Minimal token
41		Minimal token
42		Minimal token
43	manage time	

The group interaction began with ENG2A (Excerpt 56), who started the discussion by greeting his group members, *"ok hello and a very good morning everyone"* (line 1). Then, he initiated the topic for discussion by stating the scenario which was assigned to his group, *"a: today we want to discuss about a:: how to prevent the a: feel tired and asleep"* (lines 2 to 3).

Then in line 6 onwards, ENG2A began to develop the first topic sequence 'sleep' with examples, *"you try to sleep early to get enough sleep a: for example as a student (.) you have to get enough sleep at least for 8 hours".* He then extended the topic by stating advantages of having enough sleep, *"tomorrow you can go class early and you can study:"* (line 9). Maintaining his turn, ENG2A presented his second point, i.e., reduce

activities so that one can get enough sleep, and then tried to justify this further with a step-by-step guide to getting enough sleep, *"you have to do some preparation mean like set your alarm means like at 10 o'clock you must sleep before a: so 4 am you can get wake up to do some revision: and else (.)"* (line 20). Finally, ENG2A ended his long turn by allocating the next turn to another group member, *"ok I'll pass some main point to my friend"* (lines 23 and 24).

Excerpt 56

	Line	Speaker	Utterance
1	1	ENG2A	ok hello and a very good morning everyone: a:
	2		today we want to discuss about a:: how to prevent
	3		the a: feel tired and asleep because a: you must a:
	4		you have watching television and surfing
	5		internet(.) ok first of all my first point is a: you
	6		try to sleep early to get enough sleep a: for
	7		example as a student (.) you have to get enough
	8		sleep at least for 8 hours so: maybe a: for your:
	9		tomorrow you can go class early and you can
	10		study: for your some revision: and means you do
	11		you can give more attention when the lecturer
	12		give a: (0.1) lecture (.01) ok: and the: second
	13		point is a: try to do some activity that (.) can
	14		reduce your activity means like you (.01) every
	15		day you watching television: and (.) surfing
	16		internet as you know surfing internet is a good
	17		but sometimes if you not using the (.01) best way
	18		you will get some knowledge means like (.03)
	19		first try to do some maybe to get enough sleep
	20		you have to do some preparation mean like set
	21		your alarm means like at 10 o'clock you must
	22		sleep before a: so 4 am you can get wake up to do
	23		some revision: and else (.) ok I'll pass some main
	24		point to my friend

Excerpt 57 shows turn 2 where ENG2B began by thanking and acknowledging the points presented earlier by ENG2A. However, without elaborating on ENG2A's point, ENG2B shifted to a new topic, 'timetable', *"my suggestion is: a: make a:: (.02) timetable for daily life"* (line 1). He then expanded it by giving advice on how to organise a

timetable, "*divide the time to: watching television:: a: do the homework: do the discussion: so we can and sleep early a::*" (lines 3 to 4). ENG2B ended his turn by allocating the next turn, but not to anyone specific, "*ok next:*" (line 7).

Excerpt 57

Turn	Line	Speaker	Utterance
2	1	ENG2B	ok thank you (.) I agree with you point then my
	2		suggestion is: a: make a:: (.02) timetable for daily
	3		life so we can: a:: (.01) divide the time to:
	4		watching television:: a: do the homework: do the
	5		discussion: so we can and sleep early a:: (0.9) so:
	6		you can a: you didn't have a feel tired and fall
	7		asleep a::if you have a timetable (.) ok next:

In turn 3 (Excerpt 58), ENG2D stated his agreement with ENG2B, "*I agree with you because: we need to manage our time everyday*" then continued to develop the topic further "*we can a: like: we won't do the revision for so long time like for one for two to three hours we'll get tired so: a: we managed our time like we do 25 for a slot*" (lines 1 to 6). He extended the topic by suggesting ways to organise time, "*watch your tv for relax or videos (.)*" (line 7). In this turn, ENG2D agreed with the topic of time management. He then extended the topic further by providing examples of how to allocate time for studies and ended his turn by suggesting that time should be divided between study and relaxation. The topic 'time management' was a topic extension of 'timetable', which then extended to 'revision' and 'benefits'.

Excerpt 58

Turn	Line	Speaker	Utterance
3	1	ENG2D	I agree with you because: we need to manage our
	2		time everyday so that (.) when we manage our
	3		time we can a: like: we won't do the revision for
	4		so long time like for one for two to three hours
	5		we'll get tired so: a: we managed our time like we
	6		do 25 for a slot then rest you can by this rest time

	7		you can: watch your tv for relax or videos (.) so
	8		after that you can get back to your: revision so that
	9		then you have your time to revision and also have
			time to: for your entertain (.) too
4	1	ENG2B	thank you

Excerpt 59 shows turn 5 as relatively shorter in comparison to the previous turns. It started when ENG2E agreed with ENG2D, *"I also agree with you for my point I: a: think I: a: agree with a timetable"*. ENG2E then explained the advantage of having a timetable: *"we know how to manage a time how to sleep: to study: to a: play a game"* and extended the topic further by discussing ways to manage sleep, study and play games. He extended with a solution in finding a place to relax. He ended his turn by allocating the next turn, *"what about you?"*.

Excerpt 59

Turn	Line	Speaker	Utterance
5	1	ENG2E	a: I also agree with you for my point I: a: think
	2		I: a: agree with a timetable for me a: planning
	3		your timetable is: so: good we know how to
	4		manage a time how to sleep: to study: to a: play
	5		a game and get some video for a: a:brain a: for
	6		example a: we can a: when to some place to find
	7		a a find a treatment to a: release a: tension to I
			think also (.02) what about you?

In turn 6 (Excerpt 60), ENG2C responded to the previous question by ENG2E, who asked, *"what about you?"*. ENG2C continued with the topic sequence 'timetable' by suggesting that a student should allocate time for entertainment and doing coursework (lines 1 to 9).

Excerpt 60

Turn	Line	Speaker	Utterance
6	1	ENG2C	In addition a:: I think by manage timetable we
	2		can: a: limit our time with a: before this we

	3		watching television or: surfing internet a: 3 or
	4		4 hours for per day and now we can replace it by:
	5		and limit it for 1 hour per day (.01)and a:: the and
	6		another time and (.02) another time we can do
	7		some a: benefit activity like assignments study
	8		with or anything else we also can set a: our mind
	9		to change a: (.02) to change our mind to:: a:: (.05)

The discussion continued in turn 13 (Excerpt 61). ENG2A acknowledged ENG2C's point on 'timetable', *"I strongly agree with your point"* (line 1). But he quickly shifted to another topic, i.e., to get advice from a 'counsellor', *"maybe the counsellor can give you some advice how to prevent"* (lines 4 to 5). He also added a few suggestions of his own, *"like jogging play badminton and so on (.) and then in the night you can study do for 2, 3 hour"* (lines 7 to 10).

In Excerpt 61, there were two topics. As ENG2A acknowledged the previous points made by ENG2C on how to get enough sleep, he then added another topic, *'counsellor'*. Then, he developed the topic *'counsellor'* and suggested seeking advice from a counsellor. Suddenly, the topic shifted again when ENG2A said if the students get enough sleep, then they can do *'other activities'* such as *'sports'*. He then extended the topic by explaining that the students can study at night. As the discussion progressed, the students continued to develop the topics; however, the students tended to shift topics as stated above.

Excerpt 61

Turn	Line	Speaker	Utterance
13	1	ENG2A	I strongly agree with your point a: but I want
	2		a: to add another point means like if you have
	3		a: not enough sleep and get tired you can go
	4		to meets the counsellor maybe the counsellor
	5		can give you some advice how to prevent that
	6		mean give some way to: a: get enough sleep
	7		mean like a: every in evening you don't have
	8		sleep so you go to: go to: mean like jogging
	9		play badminton and so on (.) and then in the

10			night you can study do for 2, 3 hour and: if
11			you have a: finish your homework you can
12			a:watching some video surfing internet so
13			mean you limit your time as well as good
14	14	ENG2D	a: beside you can: (.) make appointment with the: (.01)
15	15	ENG2E	counselling

In Excerpt 62, ENG2D co-constructed the topic of *'counsellor'* as seen in lines 1-2. However, instead of extending the point on seeing a counsellor as suggested earlier by ENG2C, ENG2D shifted the topic to disadvantages of sleep deprivation for health and advantages of getting sufficient sleep: *"when you sleep a: (.02) too late it'll give you: a: disadvantage to your health or: (.02)"* (lines 3 to 6). A trait of acknowledging without further developing previous points is quite common in both English group interactions.

Excerpt 62

Turn	Line	Speaker	Utterance
16	1	ENG2D	ya we also can give them a voice a: not a
	2		voice hh like: a: you can just (.01) tell them
	3		a: when you sleep (.02) when you sleep a:
	4		(.02) too late it'll give you: a: disadvantage to
	5		can (.03) give them the a: give them some
	6		your health or: (.02) so that we can just like
	7		just now you have mention you can tell them
	8		to sleep early like you advantage why they
	9		need to sleep early ya so they can improve
	10		their focus besides improve their focus that
	11		they can improve their academic also so they
	12		can pay their attention when they have
	13		enough sleep

Mid English group 2 interaction, the students started to co-construct each other's sentences - a strategy employed by the students for reasons such as when they were stuck for words. As seen in Excerpt 63, line 19 onwards, the students helped ENG2C when she could not complete her sentences. ENG2C started her turn by agreeing with ENG2D, who previously talked about the negative effects of sleeping late. But at the end of her turn, she paused several times, *"(.02) after we wake (0.6)"*. Then, ENG2B added *'give',* and

ENG2E added *'give disadvantage',* which hinted that both ENG2B and ENG2E understood ENG2D, and ENG2E understood what ENG2B was trying to say. In turn 22, ENG2A extended with the advantages of sleeping. ENG2E finished ENG2A's sentence with the word *"fresh"* (23). To which ENG2D replied, *"yes energy go to class"* (24), and ENG2C added, *"yeah so can study:"* (25). Evidently, ENG2D and ENG2C understood the reference to the word "fresh" as they could offer further explanations. This type of co-construction by finishing each other sentences was not present in any of the MUET interactions but occurred a few times in the English groups' interactions.

Another example of such shared understanding occurred from turn 34 onwards. Here, ENG2B and ENG2E demonstrated topic co-construction when they completed each other's sentences. For example, when ENG2B did not complete his sentence, *"have that university (.02) for example:: join the::",* ENG2E completed it, *"join the programme like:"* (35). ENG2B then added, *"programme like go to mosque::"* (36), to which ENG2E agreed, *"yes can get rohaniah rohani hhh"* (37), and ENG2B continued with, *"can improve their::"* and ENG2E offered *"campaign"* (38).

Excerpt 63

Turn	Line	Speaker	Utterance
19	1	ENG2C	I agree with you that we said a:: sleep lately
	2		sleep late will:: a:: ya because when we sleep
	3		late a:: and long we can: get really dizzy
	4		(.02) after we wake (0.6)
20	5	ENG2B	give
21	6	ENG2E	give disadvantage
22	7	ENG2A	means like if we sleep early a: and a: you wake
	8		up at 5 am you can a: get fresh and you can boost
	9		your energy so you can happy to go to the class
	10		and you will feel a: good
23	11	ENG2E	fresh
24	12	ENG2D	yes energy go to class
25	13	ENG2C	yeah so can study:
26	14	ENG2A	yeah rite
	15		inaudible
27	16	ENG2D	how about you
28	17	ENG2E	a:: I think a:: we can a:: (.02) we can a:: call: and

	18		give a: suggestion like a: talk slow with her and
	19		I can give a step: like a: (.03) try to: ask him and
	20		bring him to: join to eat something different a:
	21		from this this is a: can what ahh ?can: m:: (.02)
	22		can give an energy:and can give a: (.03) a
	23		different life for me
29	24	ENG2C	advice
30	25	ENG2C	yes
31	26	ENG2B	for me (.) I think we can a: (.) bring them to join
	27		many activity at the night (.02) a:
32	28	ENG2A	means like participate in any programme that
	29		UUM have
33	30	ENG2B	a: yes
34	31	ENG2B	have that university (.02) for example:: join the::
35	32	ENG2E	join the programme like:
36	33	ENG2B	programme like go to mosque::
37	34	ENG2E	yes can get rohaniah rohani hhh
38	35	ENG2B	can improve their::
39	36	ENG2E	campaign
		all	Silence

The ending of the English group 2 discussion began with the announcement of the word *"conclusion"* (Excerpt 64, turn 40). ENG2D initiated the turn and provided a conclusion, *"by managing his time he: a: not just can: do their they just can focus on the academic they also can have their: entertain (.02) so: (.) it's the best way: for him to: kick his bad (.) bad habits yeah"* (45). In turn 46, ENG2A suggested *"do a timetable"*, which was echoed by ENG2E. ENG2A then tried to initiate a conclusion again, *"so we can conclude"* (49). ENG2D then asked for a confirmation, *"so all of you are agree with this point"* (50), probably referring to managing time through a timetable. The other group members simultaneously said they agreed (50). Finally, ENG2D ended with a final conclusion, *"at last all of us are agree with manage his time is the best way for him to kick his bad habits so that he will not always feel tired and fall asleep because he stay up too late watching television and surfing the internet"* (51). After a long pause, the lecturer then ended the discussion with *"ok thank you everyone"* (52).

Excerpt 64

Turn	Line	Speaker	Utterance
40	1	ENG2B	conclusion
41	2	ENG2D	so a: for this feel (.03) points I strongly agree
	3		with the: manage time is the best point to:
42	4	ENG2A	to get enough sleep
43	5	all	hhh
44	6	ENG2D	that point for him to a: to: kick his bad habit
	7		(.03) so: how about your means like he: needs
	8		to do timetable to: get so mean like he can
	9		like at first you do something and for: 5
	10		minutes get a rest and study: and so he can a:
	11		lets off means so we can pay attention on
	12		your study and a: do your assignment as well
	13		so you can submit early and do some revision
	14		for any subject
45	15	ENG2D	by managing his time he: a: not just can: do
	16		their they just can focus on the academic they
	17		also can have their:entertain (.02) so: (.) it's
	18		the best way: for him to: kick his bad (.) bad
	19		habits yeah
46	20	ENG2A	do a timetable
47	21	ENG2E	doing a timetable
48	22	ENG2A	so we can conclude
49	23	ENG2D	so all of you are agree with this point
50	24	all	yes I agree (simultaneously) I very agree
	25		long pause
51	26	ENG2D	at last all of us are agree with manage his time
	27		is the best way for him to kick his bad habits
	28		so that he will not always feel tired and fall
	29		asleep because he stay up too late watching
	30		television and surfing the internet
	31		long pause
52	32	L	Ok thank you everyone

5.3.5 English Group Summary

In sum, there are some similarities and differences between the topical features in the two

English groups:

- Students produced long turns with the following features: opening, topic extension

  and topic closing within one turn.

- Both group discussions started with an opening, followed by the initiation of the first topic. The first topic sequence was when the students announced their 'answers' for their respective tasks.

- When the turns were shorter, the topical structures were less regulated with frequent changes of the topic in shorter exchanges. Thus, the topical features changed frequently and affected the topical structure of those turns.

- There was evidence of topic co-construction, e.g., when speakers finished each other's sentences – a strategy employed by the students for reasons such as when they students were at a loss for words.

- All endings included a conclusion.

5.4 IT Course Topic Management Features

Several topic feature variations emerged from the IT groups. For each IT group (1 and 2), the results are presented according to the following subtopics: topic initiation, extending and closing.

5.4.1 IT Group Task

The IT group task was a problem-based task where the students were asked to develop an executable component with specifications which they had developed in the previous course (PBL1; PBL refers to Problem-based Learning). To complete the task, the students were required to discuss the stages of a component-based development process (V development process) during class time (see Appendix 10).

5.4.2 Operationalizing the IT Topic Features

The IT task did not specify which topic to discuss in the group discussion, thus making it more difficult to determine the distinction between these topics as it was not predetermined, unlike the MUET or English group discussion tasks. Therefore, a framework of analysis for identifying topics was established based on studies which operationalised 'topic', namely Button and Casey (1988) for topic initiation, and Brown and Yule (1983), Kormos (1990), Maynard (1980) and Young (1995) for establishing topic boundaries to determine the criteria for topic shifts. This framework of analysis was helpful in establishing topic boundaries but not in identifying the topics that emerged from the IT groups' interactions. In the end, through the analysis of the topical sequence patterns, four main topics emerged:

1. Task Approach: Describes topics which were related to how the students planned to execute the task.

2. Task Response: Describes topics which were related to responding to the task by answering the questions assigned by the task.

3. Information Search: Describes topics which were related to the process of finding information for completing the task.

4. Technical Aspect: Describes topics which were related to the equipment or tools used while doing the task.

Table 5.14 (Appendix 26) provides an overview of the four main topics as they occurred in the IT group interactions and of the subtopics which emerged within these four main topics. The table is divided into columns for IT groups 1 and 2. Underneath each column, I specify the line numbers in which the topic appeared, the speaker who uttered the topic, and the topic itself. I have also included the line numbers and speakers involved in the discussion of relevant topics; however, I have excluded lines which did

not mention any of the topics or which had minimal tokens of utterances. Table 5.14 shows the complexity of the topics which emerged from the IT topics. The four main topics appeared in no structure or order. Although the four main topics appeared similar in both groups, the subtopics are different.

5.4.3 IT Course Group 1 Topic Features

To remind the reader, topic initiation concerns the first topic sequence in a group's interaction. Like the groups in the other two settings, identifying the IT topic initiation began with ascertaining that "the initiator of a contact provides the first topic" (Schegloff, 1968, p.1078). On the day of recording the IT group's interaction, there was no specific instruction on how to start the discussion, as this group task spanned across several lessons. In this lesson, the lecturer simply told the students that they were free to start with any topic within the scope of the task.

The topic initiation for group 1 (Excerpt 65) began with IT1A asking the other group members about the slides, *"already two slides right"* (1), making 'slide' the first topic and 'task approach' the first topic sequence in the IT group 1 interaction. The question suggests that the students had been working on the slides prior to the current discussion. The use of questions to initiate a topic for the first topic sequence did not appear in the MUET or English group interactions. However, discourse studies involving OPI have reported the use of questions as topic initiating devices. For example, Linell, Hofvendahl and Lindholm (2003) reported that interviewers started the interaction with *"open single-unit questions"* (p.542). The use of a questioning method in the group's discussion might also be due to the IT group's task, for which the lecturer gave questions as guidelines, as the students' discussion concentrated on answering those questions.

Excerpt 66 shows the questioning technique used by group 1 students to assess the status of their work, specifically, the slides for the problem-based task that they were working on. First, IT1C asked whether IT1B had completed the slides (4). IT1B replied he had completed only a simple set (5). IT1A then suggested that they should continue working on adding more slides (6). IT1C responded to IT1A by reverting to the topic 'questions', *"you have seen the questions?"* (7). IT1A answered, *"ya already"* (8) while IT1B said, *"no no"* (9), which prompted IT1C to ask another question *"you haven't yet?"* (10). The discussion on slides continued, *"I not put the question yet but only the theme",* as IT1B informed them that he had not included the questions into the slides, only the themes. Even though it is believed that the use of a questioning line in the initial part of a discussion is a technique used to invite further interaction, it may also risk "mishearings and misunderstandings in topic shift environments… when topic boundaries are only weakly marked or not at all" (Kasper and Ross, 2007, p.2059). This occurred a few times during the interaction, for example, when IT1C asked, *"you haven't yet?"* (10), and IT1B misunderstood the question as asking him about the progress of his work.

As the discussion progressed, the complexity of the topics became apparent since there were no clear sequential organisational structures that directly related to the task, as had been the case in the MUET and English interactions. In fact, the entanglement of the topic shifts occurred in the main topics, such as those from 'task approach' to a 'technical aspect' are quite complex. For example, the topic 'technical aspect' concerns topics on tools such as the use of laptops (computers) and emerged because the students were using computers while executing their task, which is related to the 'task approach', to search for information and to prepare the slides.

Excerpt 65

Turn	Line	Speaker	Utterance
1	1	IT1A	already two slides right?
2	2	L	discussion should be in English ya
3	3	IT1A	(ok finger sign-body language) hhh
4	4	IT1C	you have done? or you haven't finished yet
5	5	IT1B	ya (.) a: just a simple set
6	6	IT1A	so later on we will add the slides for our (click sound)
7	7	IT1C	you have seen the questions?
8	8	IT1A	ya already
9	9	IT1B	no no
10	10	IT1C	you haven't yet?
11	11	IT1B	I not insert I not put the question yet but only the theme

In turn 14 (Excerpt 66), IT1A initiated a new topic 'cursor'. First, he initiated by suggesting that they work together on the slides, *"send it to me and we do it together (0.5)",* but after a 0.5 second pause, he asked, *"where is my cursor? where is my cursor? I am feeling lucky (.07) where is my cursor? (.011) I hate touch screen computer (talking to himself)".* The rhetorical questions about the cursor were not directly linked to the discussion on the task. In fact, like the previous turn, IT1A was expressing himself while working on the slides. IT1C understood the nature of the questions, but instead of answering IT1A, suggested that they prepare the slides on IT1A's computer *"we will make in your laptop or:: on: ok"* (16), and asked IT1B to send his work to IT1A's computer because *"my laptop batteries"* (18), a technical issue.

The discussion continued with the technical aspect (cursor and computer) and 'task approach' with subtopics such as 'slides', 'questions' and 'answers' (Excerpt 66).

Excerpt 66

Turn	Line	Speaker	Utterance
14	1	IT1A	send it to me and we do it together (0.5) where is
	2		my cursor? where is my cursor? I am feeling lucky
	3		(.07) where is my cursor (.011)
	4		I hate touch screen computer
15	5	IT1C	yes

		All	long pause
16	6	IT1C	we will make in your laptop or:: on: ok
17	7	IT1B	[[points to the IT1A's laptop]]
18	8	IT1C	maybe you can send them [[points to A's laptop]]
	9		cos my laptop batteries

However, Excerpt 67 shows another line of questioning strategy, which is used recurrently as a topic development strategy in the discussion. The questioning technique produced in this interaction is believed to have been used to gain clarity as well as to maintain "continuous topical talk" (Maynard, 1980, p. 264). The recurrent issue here was confusion among the students on whether they should include the questions together with the answers on the slides. IT1A asked IT1B, *"so now adding the slides right? the slides slides"* (20), to which IT1B replied with a minimal token of uncertainty, *"huh? a::"* (21), indicating a lack of understanding towards A's question. This prompted IT1C to ask another question with an added instruction to IT1B, *"just the questions right? you sent the list of question first and then if we make the thing the themes on the slides just tell it and we just put it sorted"* (22). Offering input to develop the topic 'slide' further, IT1B replied, *"a:: but they need to put the slide a: on the answer"* (26), suggesting that they only need to put the answers on the slides. Unsatisfied, IT1C asked again *"on the answer only"* (27), and IT1B confirmed with *"ah on the answer only"* (28). IT1A asked again, *"answer on the slide not the question"* (29), but this time IT1B replied by adding *"the question…just the answer in the theme"* (30), to which both IT1B and IT1C replied with minimal tokens of acknowledgement. However, IT1A decided to ask another question, *"so it means in slides we just need to put the answer only in the slides"* (33), and IT1B confirmed, *"ya"* (34). Then IT1A acknowledged with an *"ok"* (35). IT1C continued with the next turn, "*so madam said just a:: need to put all the information the questions the answers in the slides form"* (36 -37). IT1B added new information from the lecturer, "*ya that day in the day that we all don't come in the class"* (38). This additional information

finally convinced both IT1A and IT1C. The turns show how the students co-constructed their discussion using questions where the responses were reciprocated and then extended.

Excerpt 67

Turn	Line	Speaker	Utterance
20	1	IT1A	so now adding the slides right? the slides, slides
21	2	IT1B	huh a::
22	3	IT1C	just the questions right?, you sent the list of
	4		question first and then if we make the thing the
	5		themes on the slides just tell it and we just put it sorted
23	6	IT1B	a:: but they need to put the slide a: on the answer
24	7	IT1C	on the answer only?
25	8	IT1B	ah on the answer only
26	9	IT1A	answer on the slide not the question
27	10	IT1B	the question…just the answer in the theme?
28	11	IT1A	o::
29	12	IT1C	ok
30	13	IT1A	so it means in slides we just need to put the
	14		answer only in the slides?
31	15	IT1B	ya
32	16	IT1A	ok
33	17	IT1C	so madam said just a:: need to put all the
	18		information the questions the answers in the slides
			form?
34	19	IT1B	ya that day in the day that we all don't come in the class
35	20	IT1C	oh ya
36	21	IT1B	hhh
37	22	IT1C	ok

In Excerpt 68, the topic shifted from 'task approach' to 'task response'. In turn 47, IT1A reminded his group members that they should start working on the slides, "*because we (.03) we are already late for our PBL2*". Although initially, both IT1A and IT1C agreed, but then IT1C expressed concern, *"we don't have the all the answers or we don't have anything any answer for any question right"* (51) and IT1A tried to appease him by giving the answer and an assurance, "*some answers ...we already have some answers*" (52). Turn 47 to 52 are all related to the same topic, 'task response', as the students co-constructed their discussion around the subtopic 'answers'.

Once the students resolved the issues around the slides, the discussion progressed to looking for answers. IT1C proposed that they start with the easy questions: "*let do the some of the easy ones*" (65). IT1A then asked a question, *"easy one is"* (66), and IT1B answered, *"component",* and IT1A approved, *"component is the easiest one for me"* (68). In natural interaction, "unplanned speech that short idea units and 'incomplete sentences' are common" (Luoma, 2004, p.13). As seen here, the short turns consist of 'incomplete sentences', as the students co-constructed their interaction around the topic of where to start. After IT1C suggested that they should start with the question that they have not done yet, then both IT1A and IT1C agreed that they should start with *"vmodel"* (71 and 72). By mentioning 'component' and then 'vmodel', the students had linked between these two topics. Up to this point within this short interaction on deciding which topic to begin with, the topics changed three times, from 'easy ones' to 'component' to 'vmodel'. It was only after the students decided that the focus should be on 'vmodel' that the discussion began to progress to 'task response'.

On the topic of 'task response', the discussion then progressed to 'vmodel' as IT1A informed the others that it was in their PBL2 course where he had first heard about 'vmodel'. However, his statement was ignored by IT1C, who shifted the topic back to the task. IT1C suggested that they should find the answer to question 1 (73), and IT1A replied, *"maybe or we just give the answer from::"* (76) but then paused. This prompted a different topic, 'information search', with more examples of this in lines 77 to 80, where IT1A and IT1C negotiated whether to get the answers from the internet (e.g., Wikipedia) or by presenting their own ideas. As the discussion developed to 'looking for answers', the students shifted the topic from 'information search' to 'task response'. Interestingly, the turns also show that, although the students did not complete their sentences, they still managed to get the message across.

Excerpt 68

Turn	Line	Speaker	Utterance
47	1	IT1A	we need to find out what the answer for this thing
	2		right for all the themes because we (.03) we are
	3		already late for our PBL2 so I think we need to::
	4		we already classify this but we need to:
48	5	IT1B	yes
49	6	IT1C	find the answers
50	7	IT1A	find the answers
51	8	IT1C	we don't have the all the answers or we don't have
	9		anything any answer for any question right
52	10	IT1A	some answers …we already have some answers
53	11	IT1C	for the question
54	12	IT1B	PBL1
55	13	IT1A	from PBL1
56	14	IT1A	ya
57	15	IT1A	but there are something that is new to us
58	16	IT1C	ok:
59	17	IT1C	let do the some of the easy ones
60	18	IT1A	easy one is
61	19	IT1B	component
62	20	IT1A	component is the easiest one for me
63	21	IT1C	ok let's start from the which we haven't done
64	22	IT1A	vmodel
65	23	IT1C	vmodel
66	24	IT1A	because in PBL2 is the first time when I hear vmodel
67	25	IT1C	so we have to see the number one is the when to
	26		use the vmodel so have to give the answer like hm
	27		the vmodel should be used in this time and then bla
	28		bla bla something like that
68	29	IT1A	maybe or we just give the answer from::
69	30	IT1C	from our point of view or the book or from
	31		somewhere else
70	32	IT1A	from eBook also can from Wikipedia also can I guess
71	33	IT1C	o:: ok that means we have to trust to the answer not
	34		our idea
72	35	IT1A	no: our idea usually comes up

Turn 101 onwards show the students conducting an information search while reading information on the internet, sometimes out loud. In turn 101, IT1C highlighted that, *"we have to look some other time for information",* to which IT1A replied, *"no the other two::"* (102). Although the sentences are vague, IT1B understood and added, *"two*

characteristics" (104). It was unclear to the researcher what the 'two' meant though the students seemed to understand each other. In turn 105, IT1A shifted the topic to the characteristics of vmodel, *"two points when to use the vmodel"*. Then, in turn 107, IT1B instructed IT1A to *"put it in slide"* and *"download the slide"*. In turn 109, IT1A asked for confirmation *"download slide?"* and IT1C confirmed in turn 110, *"a: ya: sure the handout in the: slide"*. In sum, the interaction above shows how the students negotiated the topic of 'task approach', specifically, establishing what content should go on the slides. Although some of what was said seemed vague to the researcher, it was clear from the way the students co-constructed their turns contingently that they were able to understand each other, as shown above.

Excerpt 69

Turn	Line	Speaker	Utterance
100	1	IT1A	this is the answer
101	2	IT1C	cos the other question we have to look some other
	3		time for information
102	4	IT1A	no the other two::
103	5	IT1C	ok
104	6	IT1B	two characteristics
105	7	IT1A	two points when to use the vmodel
106	8	IT1C	ok so
107	9	IT1B	put it in slide (to student A)
	10	all	[[typing on the computer]]
108	11	IT1B	download the slide
109	12	IT1A	download slide?
110	13	IT1C	a: ya: sure the handout in the: slide
121	14	IT1A	O::
122	15	IT1A	facebook eh
123	16	IT1B	ahah

Excerpt 70 shows a discussion between the lecturer and the students. Starting with IT1C asking about vmodel, *"so we have to work on vmodel right?"*, the lecturer replied, *"most importantly the vmodel"*. This line of questioning shifted the discussion back to the topic sequence of 'task response'. Next, IT1C confirmed her interpretation of what

they should be doing, *"the questions about the vmodel?"* (118), and the lecturer answered *"yes"* (119). The lecturer then added, *"so I hope you guys can find the answers to that"* (120). IT1C answered that they were working on it. Then, the lecturer added *"all the stages in the vmodel",* and IT1B repeated *"all the stage from the"* and the lecturer repeated *"all the stages all those thing"* (124-126) and IT1A replied *"okay"* (126).

In Excerpt 70, the students continued with the questioning strategy to clarify their confusion about the task. Due to the nature of the problem-solution task, the IT students adopted an interrogative strategy to resolve conflicting issues related to the task. After the lecturer left the group, the students resumed their discussion on task approach. Excerpt 70 shows the students negotiated on whether to write the answers in paragraph or essay form. IT1C stated, *"no we have to write the"*. IT1A completed his sentence with *"essay like paragraph"*. IT1C then asked, *"like essay?"* and IT1A replied, *"like paragraph"*. The discussion over essay and paragraph continued until turn 136. Then, IT1A initiated a topic shift when he asked, *"why do we need to use the model"*. This question prompted a search online for information on the vmodel, as expressed by IT1A in turn 140, *"a:: manual searching what is it (inaudible) how to use it what is the advantage of the vmodel when why I don't think that is the valid question because (.)"*. In the end, IT1A expressed his concern that the questions might be invalid. This prompted IT1C to propose *"the alternative question"* (141). This signalled another topic shift from the topic sequence 'vmodel' to 'question'. The discussion continued with the topic *"the advantage"*, where the students repeated the term several times (143-146). Finally, IT1C explained, *"ya advantage is something like a question"*, connecting 'the advantage' to online search for answers on vmodel. Continuing with the discussion on that topic, IT1A added, *"advantage of vmodel simple and easy to use we can put it in why"* (148). The interaction shows how the students co-constructed their turns based on the topic negotiation strategy

involving several topics such as 'paragraph or essay form', 'vmodel', 'question' and 'the advantage'. Moreover, the students utilised multiple interactional strategies for topic extension, such as topic shift, topic extension and question and answer strategy.

Excerpt 70

Turn	Line	Speaker	Utterance
126	1	IT1C	no we have to write the
127	2	IT1A	essay like paragraph
128	3	IT1C	like essay
129	4	IT1A	like paragraph
130	5	IT1C	like essay not the question question and answer
	6		question and answer
131	7	IT1B	no
132	8	IT1A	no: I don't think so because
133	9	IT1B	just this
134	10	IT1A	o::
135	11	IT1C	just copy paste
136	12	IT1C	ok so
137	13	IT1A	why do we need to use the model
138	14	IT1C	control F Y (.06) 3 [[points to the screen]] 3 why hh
139	15	IT1A	what is that 3 why
140	16	IT1A	a:: manual searching what is it (inaudible) how
	17		to use it what is the advantage of the vmodel
	18		when why I don't think that is the valid question
			because (.)
141	19	IT1C	we have to find the alternative question
	20		something like a:
142	21	IT1A	ok
143	22	IT1B	the advantage
144	23	IT1A	advantage
145	24	IT1B	of using
146	25	IT1A	advantage in
147	26	IT1C	ya advantage is something like a question
148	27	IT1A	advantage is right here advantage of vmodel
	28		simple and easy to use we can put it in why
149	29	IT1C	yes (.) that's easy
150	30	IT1A	agree
151	31	IT1B	hh
152	32	IT1A	why:: [[typing]]
153	33	IT1C	we need to use
154	34	IT1A	why: we need to use [[typing]]

Excerpt 71 shows another interactional feature – the students repeated each other's words. In turn 157, IT1C instructed IT1A to *"format the other",* and IT1A replied in confusion, *"what?".* IT1C then repeated *"format this",* pointing to the computer, and IT1A replied, *"o::highlight",* and IT1C repeated, *"a::highlight this one".* There is also evidence of minimal token of acknowledgement *"a:"* referring to an agreement. The turns consisted of topic shifts from 'information search' to 'task approach'. The instances above show that the students multitasked between 'acquiring information' and slide preparation, which occurred simultaneously.

Excerpt 71

Turn	Line	Speaker	Utterance
157	1	IT1C	format the other
158	2	IT1A	what?
159	3	IT1C	format this
160	4	IT1A	o:: highlight
161	5	IT1C	a: highlight this one
162	6	IT1A	this one?
163	7	IT1C	yes: (.03) make it bright why is it in the green

Excerpt 72 shows discussion about the topic of advantages and disadvantages of the vmodel (177). Under the topic of 'task approach' the topic 'copy' emerged, which was not a complete topic change as it was related to the process of transferring the information onto the slide. The discussion on the task approach, however, was short-lived as it shifted to the topic sequence 'technical aspect'. Turns 187 to 208 consist of shorter turns where the students were discussing how to format and remove the hyperlinks from the slides, starting with IT1C who gave an incomplete instruction, *"highlight it and then",* which IT1A understood and he asked, *"format painter?".* IT1C then replied, *"double no no it's click DU".* Although the turns were shorter and incomplete, somehow the students understood each other and were able to interpret the meaning of each other's utterances. The topic discussed here was the process of removing hyperlinks.

In turn 201, IT1A brought back the topic task response, "*so: (.02) how the process in vmodel*". However, without answering, IT1C posed another question, *"we have to count m:: one by one or: just:"*; this turn shifted the topic back to the 'task approach'. However, without answering IT1C fully, IT1A proceeded to look for the question paper (205) and asked if anyone had that paper, to which IT1B replied, *"no:"*. IT1A then answered IT1C, "*yeah because a: she have given us the: the question and the table for: PBL2 right*". From this excerpt, we can see how the students alternated between topics organically. Although there were unplanned topic shifts, the discussion showed contingency among topics as the students alternated between topics seamlessly.

Excerpt 72

Turn	Line	Speaker	Utterance
177	1	IT1A	Advantage and disadvantage we already see
	2		before this this is the advantage and this is
	3		the disadvantage so you see the disadvantage
	4		is only 3 (.06) it is flexible
178	5	IT1C	hmm just copy
179	6	IT1A	(mumbling - inaudible)
180	7	IT1A	ok
181	8	IT1A	how: to: eliminate this:?
182	9	IT1B	format
183	10	IT1C	you mean
184	11	IT1A	just this one is falling right
185	12	IT1C	yes:
186	13	IT1A	so:
187	14	IT1C	highlight it and then
188	15	IT1A	format painter?
189	16	IT1C	double no no it's click DU
190	17	IT1A	DU?
191	18	IT1C	a: ya and then
192	19	IT1B	hmm
193	20	IT1C	no
194		IT1A	because this is a link I need to: o:: remove
	21		hyperlink yes yes
195	22	IT1C	a: yes maybe like this (showing it)
196	23	IT1A	try remove hyperlink
197	24	IT1A	a:: ok:
198	25	IT1A	like that:
199	26	IT1A	so we just right click or we want to pull it on

	27		(.) for disadvantage we three only (.) Three only
200	28	IT1B	put they all put all
201	29	IT1A	so: (.02) how the process in vmodel
202	30	IT1C	(inaudible)
203	31	IT1C	we have to count m:: one by one or: just
204	32	IT1A	no:
205	33	IT1A	no: just (.) from from the: (took out a paper)
	34		I think I have the: (.) question here with me
	35		(.) do you have the question also? (.02) the question for PBL2 and the:
206	36	IT1B	no:
207	37	IT1B	didn't bring
208	38	IT1A	yeah because a: she have given us the: the
	39		question and the table for: PBL2 right
209	40	IT1C	yes
210	41	IT1A	I remember
211	43	IT1A	download lah (.11) (inaudible) (.13)
	43		1,2,3,4,5,6 (.05) x box (.05)

Once the students resolved the issues regarding their slides, the discussion progressed to responding to the assessment's task. Excerpt 73 shows the students focused their discussion on finding the answers. IT1A asked, *"how many phase in vmodel"* (212), and IT1B replied, *"just write phase in vmodel"* (213). IT1A replied, *"phase a: yes phase in model"*. 'Phase' is an aspect of the vmodel. After a couple of short turns, the turns became longer as IT1A explained, *"so: we know there are 6 phase in vmodel (.05) but I don't know whether: there are some changes in vmodel because I'm not the"*. This turn was slightly longer than previous turns as the speaker extended the topic further, talking and typing simultaneously, *"a::: m:: no I don't think so there are 6 phase (.03) ok in vmodel (typing) (.07) ok (.03) For next question is: risk: risk of using vmodel"* (216).

After IT1A asked about 'risk of using vmodel', which prompted him to start a new search on the topic, *"so what are the risks of using vmodel? ((typing)) EMed process based: risk assessment using vmodel EMed process based nor is any I think the risk is all all all model is the same"* (221), The topic then shifted to 'risk of using vmodel', and

when IT1C asked for "*like*?" (245), IT1A replied he was not sure of the answer himself but continued to go off topic, "*I don't know like:: because (.02) from my IT project management class right there are something that they says about the risk but I don't remember that (.10) (working on the computer) research kit wow:: this can explains a lot (.04) risk assessment critical part (inaudible)*" (223). IT1C tried to offer a suggestion, "*a: make it easy like (.04) vmodel risks something like very easy question to google*" (225). The turns above showed that the discussion on 'the phases' and 'the risk of vmodel' did not reach any conclusion. In fact, there were times when the students went off topic. The discussion involved the students asking questions, but there was no definitive answer; thus, they continued to search for answers.

Excerpt 73

Turn	Line	Speaker	Utterance
212	1	IT1A	how many phase in vmodel?
213	2	IT1B	just write phase in vmodel
214	3	IT1A	phase a: yes phase in model
215	4	IT1A	so: we know there are 6 phase in vmodel (.05)
	5		but I don't know whether: there are some changes
	6		in vmodel because I'm not the
216	7	IT1B	hh
217	8	IT1C	oh and we write the name in the model
	9	IT1A	a::: m:: no I don't think so there are 6 phase (.03)
	10		ok in vmodel (typing) (.07) ok (.03) For next
	11		question is: risk: risk of using vmodel
218	12	IT1C	ok
219	13	IT1A	so what are the risks of using vmodel? ((typing))
	14		EMed process based: risk assessment using
	15		vmodel EMed process based nor is any I think the risk is
	16		all all all model is the same
220	17	IT1C	like?
221	18	IT1A	I don't know like:: because (.02) from my IT
	19		project management class right there are
	20		something that they says about the risk but I
	21		don't remember that (.10) (working on the
	22		computer) research kit wow:: this can explains a lot (.04) risk assessment critical part ( ) ((inaudible))
222	23	IT1B	hh

223	24	IT1C	a: make it easy like (.04) vmodel risks something
	25		like very easy question to google
224	26	IT1A	what?
225	27	IT1C	vmodel risks
226	28	IT1A	vmodel risks
227	29	IT1C	yes
228	30	IT1A	v model v model ( ) ((inaudible)) process-based
	31		risk assessment all about assessment including
	32		risk management (.02) trial and error ( )
	33		((inaudible)) ((reads from the computer))

There was also evidence that IT group 1 students negotiated the meaning of words as they were unsure of the words used in their problem-based task. Excerpt 74 demonstrates how they discussed definitions. The first example involved the words 'activity and objective'. IT1A began by asking IT1C the meaning of 'activity' and 'objective', *"activity and objective is different right? or the same"* (325). He was interrupted by the lecturer, who addressed the whole class, *"ok guys do you have any questions that you want to ask me? (.04) If you feel you do not understand while you do your readings"* (326). There was no response from the students. IT1A repeated to his group mates, *"a: is the objective and the: activity are the same one or different?"* (327). No one answered. After a long silence, IT1C mentioned, *"activity and objective"* (331). Then, IT1A repeated, *"activity and objective"* (332). Then IT1C said, *"no"*. IT1A said, *"it's different"*. This was then agreed upon by IT1C. IT1A then added, *"so: core activity (.04) what is the activity?"* (359), to which IT1B replied, *"the phase"* (361). The whole interaction involved the process of deriving meaning of the words 'activity and objective', which are related to the main topic – 'core activity' of the vmodel. Thus, it can be concluded that the discussion on the meaning of 'activity and objective' was related to the topic sequence 'vmodel', even though the connection was not made explicit.

The discussion continued with another word-definition discussion. In turn 363, IT1A asked about the meaning of 'criteria' and 'characteristic', when looking at the question on criteria, *"so: criteria to adopt to adapt what are the criteria to adapt from vmodel? (.02) what is the meaning of criteria? what is the meaning of criteria to adopt for vmodel or from vmodel?"*. IT1A asked further, *"criteria is like characteristic right?"* (368). Again, he was interrupted when the lecturer asked, *"IT1A is everything okay"* (369), and he replied, *"ok"* (394). Still unsatisfied, IT1A continued with *"criteria and requirement is it the same?"* (396), and IT1C replied, *"no"*. IT1B then answered, *"same like phase"* (379), re-introducing the topic 'phase'. Puzzled, IT1A asked, *"same like phase? (.06)"* and clarified his confusion by adding, *"so here here I don't understand what is the meaning here? (.01) what are the criteria to adopt for vmodel?"* (380). IT1A introduced the word 'criteria' to further develop the topic 'vmodel'. IT1B then extended the discussion by connecting technology and vmodel, *"hm:: a:: if you want to use if you use a: different technology before you want to use vmodel wh↑at the (.02) wh↑at the skill you need to: (.) improve in vmodel?"* (381). IT1A then introduced a new topic, 'waterfall', when he tried to give an example, *"o:: is it like for example we use a: waterfall model for example then we want to use vmodel so (.02)"* (409 and 410). IT1C then asked, *"in order to adopt to each other"* (382). Ignoring IT1C's question, IT1A then expanded the topic 'waterfall', *"so what do we need to take from the vmodel to the waterfall model like that?"* (lines 412 to 413). Unsure about IT1A's question, IT1C extended the discussion with a vague enquiry, *"it's something like a: you mean they using the one's control for the another one"* (385), to which IT1A replied with a minimal token of acknowledgement, *"hm::"* (387).

Excerpt 74

Turn	Line	Speaker	Utterance
325	1	IT1A	activity and objective is different right or the
	2		same? (pause - looking at each other A & C)
326	3	L	ok guys do you have any questions that you want
	4		to ask me (.04) If you feel you do not understand
	5		while you do your readings
327	6	IT1C	you are ((inaudible))
328	7	IT1A	what?
329	8	IT1C	you already see the ((inaudible)) yes
330	9	IT1A	no a: is the objective and the: activity are the
	10		same one or different?
	11		long pause
331	12	IT1C	activity and objective
332	13	IT1A	activity and objective
333	14	IT1C	no:
334	15	IT1A	it's different
335	16	IT1C	it's different
336	17	IT1A	different right
337	18	IT1C	yes
338	19	IT1A	so: core activity (.04) what is the activity?
339	20	IT1C	hm: a:
340	21	IT1B	the phase
341	22	IT1C	maybe we could use that one?
342	23	IT1B	there ((point to his laptop)) ((inaudible)) vmodel
	24		analysis:
343	25	IT1A	demo
344	26	IT1B	demo
345	27	IT1A	inspection ((inaudible)) vmodel
346	28	IT1C	so means that that for is the: core of vmodel
	29		((inaudible)) vmodel We can count them
347	30	IT1A	maybe
348	31	IT1B	the testing on a:: part in testing they make in
	32		testing and analysis in the requirement a: from
	33		the phase 1
349	34	IT1A	can take that one
350	35	IT1C	yes (.02) of course we don't know the exact
	36		answer but we just:
351	37	IT1A	try assume assume that's the answer
352	38	IT1C	a:
353	39	IT1A	Link this
354	40	IT1B	hh
355	41	IT1A	I'm too lazy
356	42	IT1C	just: give the:
357	43	IT1A	I'm waiting for the link
358	44	IT1C	a:: ok:
359	45	IT1A	unless they know its inspection testing
360	46	IT1A	a::
361	47	IT1B	core activity (.02) of vmodel
362	48	IT1B	analysis
363	49	IT1A	so: criteria to adopt to adapt what are the criteria

	50		to adapt from vmodel (.02)
	51		What is the meaning of criteria?
	52		what is the meaning of criteria to adopt for vmodel or from vmodel?
364	53	IT1C	criteria
365	54	IT1C	a: I think for
367	55	IT1A	for ((typing))
368	56	IT1A	criteria is like characteristic right?
369	57	L	IT1A is everything okay?
370	58	IT1A	ok
371	59	L	so how are you doing guys? ((to the whole class))
372	60	IT1A	criteria and requirement is it the same?
373	61	IT1C	no
374	62	IT1A	no ((inaudible)) ((reads from the computer))
375	63	IT1B	project test
376	64	IT1A	huh
377	65	IT1B	((nodding head))
378	66	IT1A	criteria:
	67	all	Silence
379	68	IT1B	same like phase
380	69	IT1A	same like phase (.06) So here here I don't
	70		understand what is the meaning here? (.01)
	71		What are the criteria to adopt for vmodel?
381	72	IT1B	hm:: a:: if you want to use if you use a: different
	73		technology before you want to use vmodel what the (.02) what the skill you need to: (.) improve in vmodel?
382		IT1A	o:: is it like for example we use a: waterfall model for example then we want to use vmodel so (.02)
383		IT1C	in order to adopt to each other
384		IT1A	so what do we need to take from the vmodel to the waterfall model? like that
385		IT1C	it's something like a: you mean they using the one's control for the another one
386		IT1A	hm::
387		IT1C	a::

As discussed previously, the students were using a search engine to look for answers (see Excerpt 75). In turn 424, IT1A expanded the topic sequence 'vmodel' by asking about the maintenance of the vmodel system, *"hh how to maintain the system ok how to maintain the system u↑sing vmodel?"*. IT1B replied, *"maybe testing?"* (423) and suggested, *"try testing"* (425). IT1A performed the search and found the following *"what*

is it and how do you use it what is vmodel (.11) maintenance of the system using vmodel

(typing and reading - inaudible) validation maintenance process rationalise life cycle

maintain vmodel user lets share let's see model in progress" (430). This long utterance

was IT1A reading from the internet. The same actions of searching for information and

reading from the internet continued until turn 431. The students were actively conducting

information searches throughout the discussion. It was IT1C who broke the pattern of

searching and reading from the computer and brought the discussion back to the task by

asking, *"so the question is?"* (439). IT1A replied, *"how to adapt vmodel in component?*

vmodel in component (.02)" (440). Advancing the discussion, IT1A had more questions,

"we get the model is vmodel (.02) I don't know whether it's the same like is it like? (.01)

corbalier is it the same (asking B) (.06) It's ok later on I'm not sure about this question

(.03) what is special about vmodel (0.1) special and advantage is the same thing right?"

(448). Then, IT1A asked about the meaning of 'special and advantage'. The negotiation

of meaning continued for several turns (448-453), with IT1A and IT1C trying to decipher

the meaning of 'special' and 'advantage'. Without reaching a conclusive answer, the topic

shifted again when IT1C suggested that they start to write (457).

Excerpt 75

Turn	Line	Speaker	Utterance
424	1	IT1A	hh how to maintain the system ok how to
	2		maintain the system using vmodel
423	3	IT1B	maybe testing
424	4	IT1A	testing?
425	5	IT1B	try testing
426	6	IT1A	let's see: how to
427	7	IT1C	maintain
428	8	IT1A	(types) how to
429	9	IT1C	maintain
430	10	IT1A	what is it and how do you use it what is
	11		vmodel (.11) maintenance of the system
	12		using vmodel (typing and reading -
	13		inaudible) validation maintenance

	14		process rationalise life cycle maintain
	15		vmodel user lets share let's see model in progress
431	16	IT1A	see (.) here so (.) they compare between
	17		(inaudible) and vmodel
432	18	IT1C	vmodel so as for testing (inaudible) they
433	19		they know how:: where the problem
	20		where the issues while testing in the test?
	21		(inaudible)
434	22	IT1A	but is it (.) isn't the maintenance is: use
	23		after the after system is (inaudible)
435	24	IT1C	a::
436	25	IT1A	so after the if the system has been released
	26		there's no point testing yet just need to
	27		maintain it but (.) usually the maintenance
	28		is not about the model it's about the
	29		system it's about the: (.) what the people
	30		ask from the: from us from the developer
	31		it's not about the model
437	32	IT1C	o: ok:
438	33	IT1A	how to maintain the system using
	34		vmodel? (.02) skip Later on (.06) how to
	35		adopt adapt vmodel and component?
	36		let's see let's see (types) model v
	37		development model in component (reads)
	38		an improve model for component-based
	39		software development hmmm (.06) an
	40		improve model for component-based
	41		software development (.07) please please
	42		please please (.10) it's not responding it's
	43		not responding so: (reads on) advantage
	44		of vmodel disadvantage of the:
439	45	IT1C	so the question is?
440	46	IT1A	how to adapt vmodel in component?
	47		vmodel in component (.02) I don't know
	48		how to answer this question? but I think
	49		maybe the answer is points on the
	50		computer no 12 to adapt model
	51		component by (.) creating the component
	52		we already adapt
441	53	IT1B	maintain
442	54	IT1B	using
443	55	IT1A	we already use the model
444	56	IT1B	the BJV
445	57	IT1C	ok
446	58	IT1A	BJV is (.04) o: Java B
447	60	IT1B	hm::
448	61	IT1A	we get the model is vmodel (.02) I don't
	62		know whether it's the same like is it like
	63		(.01) corbalier is it the same (asking B)
	64		(.06) Its ok later on I'm not sure about this

	65		question (.03) what is special about
	66		vmodel? (0.1) special and advantage is
	67		the same thing right?
449	68	IT1C	yes (.01) special from the other
450	69	IT1A	for me
451	70	IT1A	it's like almost the same like the
	71		advantage right
452	72	IT1C	if the advantage means
453	73	IT1A	the advantage is like what we have but
	74		they don't have (.01)
454	75	IT1C	Maybe different also is something like
	76		difference just now we write in the
	77		differentiating the waterfall
455	78	IT1A	what is software development vmodel?
	79		what is (.) what is vmodel? (.02) what is
	80		vmodel?
456	81	IT1A	what is model (reads from computer)
	82		model is (inaudible)
457	83	IT1C	hm:: just write the easy one
458	84	IT1 A	viola
			(continues typing and reading from the computer - inaudible)
459	85	IT1C	the requirement is (inaudible) for the
	86		vmodels right?
460	87	IT1A	hm: yes
461	88	IT1A	next (types) requirement system design
462	89		(types) system design (reads) to generate
	90		specification from (inaudible) the outline
463	91		(inaudible) viola Architecture design
464	92	IT1C	is this in the website the question
	93		architecture design?
465	94	IT1A	yes: (reads from the computer) module
	95		design architecture design
466	96	IT1C	ok

Excerpt 76 shows while working on their slides, IT1A shifted the topic to 'selenium" in turn 498, when he mentioned it was not working and IT1C just replied *"o: ok:"*. Then IT1A brought the discussion back to *"software development vmodel"* (500) and IT1C understood they are back at discussing the task and he asked, "*what was the question?"*, then IT1A replied, *"do:: do each phase must be completed for the next phase begins?"* (502). Starting with turn 503 to 516, we can see pattern of co-construction within turns using repetition of words. IT1C began with" software *development"* then

IT1A repeated and extended with *"in this software development vmodel"* (504). IT1C then continued with an incomplete sentence *"I think there was a::"* (505). IT1A extended with *"usually"* (506). Then IT1C added *"usually it shouldn't be: like the first one (inaudible) a: I think so:"* (507). IT1A repeated the word usually and extended the discussion further with his opinion, *"usually we need to complete the first part in order to start the second part usually but (.) I think one or two development model"* (508) and IT1C replied, *"a:: they are different"* (509). IT1A added *"they are different they just like just do your part and do your part and then they compile"* (510) and the interaction continued until turn 516.

Excerpt 76

Turn	Line	Speaker	Utterance
498	567	IT1A	it should be the same but I don't know why my selenium doesn't work
499	568	IT1C	o: ok:
500	569	IT1A	(reads) in software development vmodel (inaudible) phase of model (types)
501	570	IT1C	what was the question?
502	571	IT1A	do:: do each phase must be completed for the next phase begins?
503	572	IT1C	software development
504	573	IT1A	in this software development vmodel
505	574	IT1C	I think there was a::
506	575	IT1A	usually
507	576	IT1C	usually it shouldn't be: like the first one (inaudible) a: I think so:
508	577	IT1A	usually we need to complete the first part in order to start the
	578		second part usually but (.) I think one or two development model
509	579	IT1C	a:: they are different
510	580	IT1A	they are different they just like just do your part and do your part
	581		and then they compile
511	582	IT1C	a::
512	583	IT1A	it's ok I think this is yes we need we need to:: to finish the: what we
	584		to finish the::
513	585	IT1C	need first stage
514	586	IT1A	the first phase in order to start the second phase

515	587	IT1A	do each phase must be completed before the next phase begin? (.02)
	588		simplify (.04) how to simplify this question? (.02) phase in vmodel
516	589	IT1B	dah ada dah ni phase of vmodel
	590		we already have phase in vmodel but
517	591	IT1B	o: but not specific yet
518	592	IT1A	submission 21st May ((reads from the lecturers slide on the main
	593		screen)) slides contains the the gist of vmodel take note guys

The discussion for IT group 1 stopped when the lecturer announced the end of class. In IT group 1, the group ended their discussion with IT1A reminding the other members about the submission date "*submission 21st May ((reads from the lecturers slide on the main screen)) slides contains the the gist of vmodel. Take note guys.*" (518) (see in

). In sum, the IT group 1 produced a variety of topic features such as topic initiation, topic development and extension. The topics discussed appeared to be complex, which the distinction of topic boundaries to identify topic shifts. However, the IT group 1 did not show any specific features of closing or topic termination such as summaries or formulation of figurative expressions as reported by Drew and Holt (1998).

5.4.4   IT Course Group 2 Topic Features

The IT group 2 topic initiation started the same way as IT group 1, with a question. The way the interaction was initiated indicated that this was not the group's first discussion on this topic.

In Excerpt 77, the interaction in IT group 2 was initiated by IT2A who asked, *"ok so how about our last class"* (1). IT2B replied that the lecturer had given a set of questions related to the task for the class, *"a:: she list all the question"* (2). IT2A then asked, *"that we produced in slides (.03) who has the latest slide"* (3), to which IT2B replied, *"a:: post stage (inaudible) but I have (inaudible) I have got it yet"* (4). Unclear about IT2B's reply, IT2A asked again, *"IT2B that you got the latest latest slide or: IT2B"* (5). IT2B quickly denied, *"a: not me I didn't do the slide yet (.02) have you done the slide yet?"* (6-7), which prompted IT2A's response, *"I have done my part a:: that I divide the question but not all completely"* (9). Faced with a lack of response from IT2C, IT2B asked again, *"IT2B how about your progress"*. To which IT2C replied briefly, *"already finished"* (15). IT2B probed further, *"your part?"* (16), and she replied, *"all"* (17). Seeking confirmation, IT2B asked, *"do you mind that giving to us?"* (24). In essence, Excerpt 78 indicates that the sequence for topic initiation of IT group 2 was a 'task approach'. The interaction shows a series of negotiations which involved a question-and-answer strategy, as the

students tried to establish the completion status of the slides as part of their problem-based task. When one of the students was not satisfied with the answer given by another group member, he continued to ask questions about the same topic, the slides.

Excerpt 77

Turn	Line	Speaker	Utterance
1	1	IT2A	ok so how about our last class?
2	2	IT2B	a:: she list all the question
3	3	IT2A	that we produced in slides (.03) who has the
	4		latest slide?
4	5	IT2B	a:: post stage (inaudible) but I have (inaudible)
	6		I have got it yet
5	7	IT2A	IT2C that you got the latest latest slide or: IT2B?
6	8	IT2B	a: not me
	9		[A & B are looking at C who did not respond
	10		to the question]
7	11	IT2B	I didn't do the slide yet (.02) have you done the
	12		slide yet
8	13	IT2A	I have done my part a:: that I divide the
	14		question but not all completely
9	15	IT2B	but (.01) firstly I done from number sixty: six right?
10	16	IT2A	67
11	17	IT2B	ya 67 [till::] the end I think I thought I have
	18		already answer it but where's my: (.02) where
	19		is my:: first slide a:: thank you ya:
12	20	IT2A	till the end
13	21	IT2C	yes
14	22	IT2B	Mila how about your progress (gaze)
15	23	IT2C	already finished
16	24	IT2B	your part
17	25	IT1C	all
18	26	IT2A	hh all
19	27	IT2B	all part
20	28	IT2B	seriously lily (.04) including ours
21	29	IT2C	yes::
22	30	IT2B	all in slide (.02) or in document
23	31	IT2C	slide
24	32	IT2B	do you mind that giving to us
25	33	IT2C	giving
26	34	IT2B	no I already answer my part

The IT group 2 discussion continued with the topic of 'task approach' as shown in Excerpt 78. Student–lecturer interaction in group 2 was prominent in the sense that there were more occurrences. This may have been caused by the students' confusion over the task. The lecturer's visit to the group gave them the opportunity to gain clarification. For example, Excerpt 78 shows an interaction between students and the lecturer on the issue of what to include in the slides, where the student initiated the interaction when she asked whether to include the questions together with the answers in the slides. As the lecturer approached the group, IT2C asked, *"this a: this is what I have done (inaudible) question and answer but my answer is a: (.03) [sop overall schedule]"* (31). Then the lecturer asked IT2C, *"now show me show me the whole slide ok show me the whole slide (.01) you have to make sure that you guys working in such a way that you are going to get all the information for the v process v process model ok"* (32).

Still on the topic of 'slide', IT2C explained, *"a:: the answer is already but I don't put in the slide"* (33). The lecturer then reminded the students that she did not want 'question and answer' to be included in the slides, *"ok again ok again I don't want a question and answer kind of thing: right"* (34). Still uncertain, IT2A asked, *"make a conclusion"* (35). The lecturer clarified, *"so all the word answer question you should remove them (.01) ok: from all the slides"* (36). Despite the lecturer's explanation, IT2C was still confused, and asked, *"and answer also?"* (37) but this time IT2A replied to her, *"just left the answer"* (38). The lecturer then added, *"ok so you have to remember that when I mentioned to you about a: (.01) all these questions kan ya so those question should be or you should use all the questions to guide you in looking for the relevant information right so whatever information that you have found a: relevant to that particular topic a: for example for this topic ok: just put in there"* (39). IT2C then pointed out to the lecturer

that she had put the answers in the slides (pointing to the screen) *"I put all:: relevant answer for this"* (40). The lecturer acknowledged that what IT2C did was correct and then moved away from the group. This interaction shows how student–lecturer interactions occurred while dealing with confusion. The student (IT2C) was confused about the task and with the help of the lecturer, the students were able to gain understanding through topic negotiation by using a 'question and answer' strategy.

Excerpt 78

Turn	Line	Speaker	Utterance
	1	L	(walks over to the group, walks to IT2C)
30	2	L	right
31	3	IT2C	this a: this is what I have done (inaudible) question
	4		and answer but my answer is a: (.03)
			[*sop overall schedule]
32	5	L	ok
	6		now lets now show me show me the whole slide
	7		ok show me the whole slide (.01) you have to make
	8		sure that you guys working in such a way that you
	9		are going to get all the information for the v
	10		process v process model ok
33	11	IT2C	vprocess model a:: the answer is already but I don't
	12		put in the slide
34	13	L	ok again ok again I don't want a question and
	14		answer kind of thing: right so:
35	15	IT2A	make a conclusion
36	16	L	so all the word answer question you should remove
	17		them (.01) ok: from all the slides
37	18	IT2C	and answer also
38	19	IT2A	just left the answer
39	20	IT2C	left question
40	21	L	ok so you have to remember that when I mentioned
	22		to you about a: (.01) all these questions kan ya so
	23		those question should be or you should use all the
	24		questions to guide you in looking for the relevant
	25		information right so whatever information that you
	26		have found a: relevant to that particular topic a: for
	27		example for this topic ok: just put in there
41	28	IT2C	(pointing to the screen)
			I put all:: relevant answer for this
42	29	L	ok alright so that is: this one is okay I don't want
	30		the the word question and answer there cos we a
	31		are not answering the question cos we are creating:

	32		(.01) slides for that particular subtopic ok alright
	33		so you should work on it (.06) in that way
	34		(lecturer walks away from group)

*SOP refers to standard operating procedure.

Once the students of group 2 had achieved a certain level of clarity on how to do the slides, they were ready to proceed with their discussion on the vmodel. Excerpt 79 shows that IT2C instructed IT2B to search for more information on the vmodel: *"please find a: about the v model the detail about vmodel"* (50). IT2B agreed, and IT2C gave another instruction to IT2B, *"and IT2B please find about the testing testing part overall about testing part not just only the question"* (52). IT2B and IT2C then had an exchange about what to do with the information once found, and IT2C instructed IT2B to *"put it in the slide"* (57). Even though IT2C mentioned the vmodel when she asked IT2B to search for more information about it, the discussion had not progressed to 'task response' yet.

Excerpt 79

Turn	Line	Speaker	Utterance
50	1	IT2C	please find a: about the v model the detail about vmodel
51	2	IT2B	ok
52	3	IT2C	and 1B please find about the testing testing part overall
	4		about testing part not just only the question
53	5	IT2A	so we forget the question and find the
54	6	IT2C	yes
55	7	IT2B	and do you want it in the slide or:
56	8	IT2C	put it in the slide
57	9	IT2B	put it in the slide:
58	10	IT2B	Vmodel and it is all process
59	11	IT2C	overall about vmodel
60	12	IT2C	detail
61	13	IT2C	madam (calling the lecturer to come over to the group)
62	14	IT2C	madam (raise hand)
63	15	IT2A	testing about vmodel

In the IT group 2 discussion, the students also discussed the topic of 'technical aspect' (Excerpt 80). IT2B asked a rhetorical question, *"what's wrong with my TM?"* (64), and he quickly added *"turn to html instantly"* (65), explaining the problem he was

facing with TM – an internet provider in Malaysia – even though no one asked. IT2A then suggested something vague when he said, *"try to open"* (66), to which IT1C asked, *"what?"* (67), asking for clarification to the vague suggestion. Then, IT2A tried to suggest again, "*try to open:: the other:*" (68). Although the suggestion was vague, IT2B seemed to understand IT2A, and he offered a clarification, *"o: try to download"* (69). In group 2, the students also discussed information gathering topics via the internet search, which was evident from the use of words such as 'html' and 'download'.

Excerpt 80

Turn	Line	Speaker	Utterance
64	1	IT2B	what's wrong with my tm?
65	2	IT2B	turn to html instantly
66	3	IT2A	try to open
67	4	IT2C	what
68	5	IT2A	try to open:: the other:
69	6	IT2B	o: try to download

Up to this stage, the discussion was still focusing on 'task approach'. Still confused about the slides, IT2C decided to call the lecturer to their group again, as seen in Excerpt 80. As the lecturer approached the group, IT2C asked, *"I want to confirm only the answer in the slide?"* (74), and the lecturer replied, *"yes"* (75). Unconvinced that was what she had to do, IT2C asked again, *"not the question?"* (76) and the lecturer answered *"no"* (77), and added, "*I don't want the question in the slide because this is going to be"* (78). In fact, IT2C's confusion about whether to include the questions together with the answers in the slides extended until turn 83. After the lecturer's explanation, *"macam you buat notes la (just like making notes)"* (86), she moved away from the group.

IT2C then suggested including PBL1 in the slide to her group members, "*I think we continue our PBL1"* (89). This was the first time PBL1 was mentioned in the group 2 discussion. Sceptical of IT2C's suggestion, IT2A asked, *"PBL1 make it as slide?*" (90),

and IT2C answered, *"yes"*. Unconvinced, IT2A asked, *"to::"* (92), indicating he wanted to know the reason for this, and IT2C replied, *"because if you see the slide [kan] (smile) (.03) if you see the slide: we explain about software development we explain about software component-based development"* (93). IT2A thus introduced the topic 'software component-based development' which is discussed below. IT2C then continued, *"so for PBL 1↑ our already:"* (95) and IT2B completed her sentence with *"already discuss it"* (96), and IT1C agreed, *"yes"* (97).

Excerpt 81

Turn	Line	Speaker	Utterance
73	1	IT2C	madam: (raised hand)
74	2	IT2C	I want to confirm only the answer in the slide?
75	3	L	yes:
76	4	IT2C	not the question
77	5	L	no
78	6	L	I don't want the question in the slide because this
	7		is going to be no no
79	8	IT2C	this delete*?*
80	9	L	hm::
81	10	IT2C	delete
82	11	L	eh pasai apa? nak delete yang mana? (why do you
	12		want to delete? which one?) ah ok
83	13	IT2C	question
84	14	L	a: ok
85	15	IT2C	thank you madam
86	16	L	macam you buat notes la (just like making notes)
87	17	IT2B	I've found the advance vmodel
88	18	IT2B	Is it acceptable? or:
89	19	IT2C	I think we continue our PBL1
90	20	IT2A	PBL1 make it as slide
91	21	IT2C	yes
92	22	IT2A	to::
93	23	IT2C	because if you see the slide kan (smile) (.03) if you
	24		see the slide: we explain about software
	25		development we explain about software
	26		component-based development
94	27	IT2B	ya
95	28	IT2C	so for PBL 1 our already:
96	29	IT2B	already discuss it
97	30	IT2C	yes

The discussion regarding the slides continued to 114 onward, as shown in Excerpt 82. The students expanded on the topic of 'slide' and connected 'slide' and 'vmodel'. IT2A and IT2C both suggested, *"expand the slide about vmodel"* (114). IT2C then said, *"a: but the slide for the vmodel in the: another subtopic"*. IT2C's confusion over the task was apparent throughout the discussion. Earlier, she was confused about what to include in the slides, which was clarified by the lecturer. However, in this excerpt, her confusion extended to the topic of 'vmnodel'. IT1A proposed 'testing' as a new subtopic in slide 127, *"so I will make it a: sub sub topic about testing"* (125). Then IT2C suggested including the vmodel as well, *"about vmodel and about testing"* (126). Unconvinced of IT2C's idea, IT2A asked, *"vmodel and testing?"* (127). IT2C then said, *"another topic"* (128), and continued mumbling something which was inaudible. This prompted IT2B to ask, *"say what?"* (130).

Without answering IT2B, IT2C proceeded to call the lecturer over to the group again. When the lecturer arrived at the group, IT1C covered her mouth and whispered something to the lecturer. This led the lecturer to say in Malay, *"soalan"* (134), which means question, suggesting that the lecturer wanted IT2C to quickly ask her a task-relevant question. IT2B then interjected, *"she arranging:: something"* (135). Then it was IT2A who asked the question, *"so the slide is like a: continue our PBL1? so just elaborate?"* (136). The lecturer replied, *"it's not about it's not about continuation of PBL1 did you print the assignment I gave you? hmm make it handy all the time"* (137), suggesting that they should refer to the handout with the instructions for the task which she had given to them in the previous class. Until turn 141, group 2 had not started discussing their response to the task yet.

Excerpt 82

Turn	Line	Speaker	Utterance
114	1	IT2A	Expand the slide about vmodel
115	2	IT2C	Expand the slide about vmodel
116	3	IT2B	a: the one:
117	4	IT2C	a: but the slide for the vmodel in the: another
	5		subtopic
118	6	IT2A	subtopic
119	7	IT2A	the latest slide
120	8	IT2C	don't understand
121	9	IT2A	hhh
122	10	IT2A	one hundred twenty seven ok
123	11	IT2A	so I will
124	12	IT2C	[cough]
125	13	IT2A	so I will make it a: sub sub topic about testing
126	14	IT2C	about vmodel and about testing
127	15	IT2A	vmodel and testing
128	16	IT2C	another topic
129	17	IT2C	[mumbles - inaudible]
130	18	IT2B	say what?
131	19	IT2C	madam [call as lecturer walks by]
132	20	L	ya
133	21	IT2C	[whisper]
134	22	L	soalan [question]
135	23	IT2B	she arranging:: something
136	24	IT2A	so the slide is like a: continue our PBL1 so just
	25		elaborate?
137	26	L	it's not about it's not about continuation of
138	27	L	PBL1 did you print the assignment I gave you?
	28		hmm make it handy all the time
139	29	IT2A	hmm
140	31	IT2C	because
141	32	L	so that you can refer it to it ya
			[Lecturer walks away]

As the lecturer was about to leave the group, IT2A called her again, *"madam: wait a: I want I send to you guys the question that you get"* (139). IT2C then brought their attention to the questions again, *"ok if you see the question that madam give on e-learning"* (142). Then IT2A asked IT2C to look at the question, *"this is the question hmm"* (143), which he had sent to their group chat, *"no I just send to WhatsApp group"* (150). Looking at the questions, IT2C said, *"we look the component"* (152). The lecturer replied to the group that they should describe the 'phases of vmodel', *"no you look at this*

page yes you have that ok what you should do is ok what you should do is you describe

this all these phases some of it you have had all those from your from your previous work

right" (153). IT2A asked while pointing at his computer, *"o: describe about what is this*

slide" (157) and the lecturer confirmed by saying yes in Malay, *"iye::"*. She then added,

"explaining each one of those (.01) ok each one of those are phases right ... so what you

have to do you have to make sure you understand those phases" (160). IT2A

acknowledged by saying, *"ok"* (164).

Excerpt 83

	Line	Speaker	Utterance
139	1	IT2A	madam: wait a: I want I send to you guys the
	2		question that you get
140	3	IT2B	it's the same question right?
141	4	IT2A	I think (.02) wait okay
142	5	IT2C	ok if you see the question that madam give on e-learning
143	6	IT2A	this is the question hmm
144	7	IT2A	yes a: that I give
145	8	L	ada dak yang printed tu huh
146	9	IT2A	yes a:
147	10	L	huh
148	11	IT2B	no
149	12	L	ok
150	13	IT2A	no I just send to WhatsApp group
151	14	L	mashallah:: ok
152	15	IT2C	we look the component
153	16	L	no you look at this page yes you have that ok what
	17		you should do is ok what you should do is you
	18		describe this all these phases some of it you have
	19		had all those from your from your previous work right
154	20	IT2A	yes
155	21	IT2A	o::
156	22	L	betoi dak [isn't it right]
157	23	IT2A	o: describe about what is this slide [showing to the
	24		computer[
158	24	L	iye:: [yes]
159	25	IT2B	to explaining:
160	26	L	explaining each one of those (.01) ok each one of
	27		those are phases right
161	28	IT2A	yes
162	29	L	so what you have to do you have to make sure you
163	30		understand those phases

164   31   IT2A   o::: ok

In Excerpt 84, the discussion continued with a question from IT2A, *"so the biggest topic is about vmodel?"* (202), while the discussion still revolved around what to put on the slide. IT2A proposed that the vmodel was considered the main topic in the slides. IT2B agreed that the main topic for the slides should be the 'vmodel'. Developing the discussion further, IT2A suggested that they continue with the explanation of the diagram. 'Diagram' was a 'new' topic related to the vmodel. IT2A suggested: *"and we continue elaborate the diagram"* (204). This sparked another topic discussion related to the vmodel, namely 'software development design', for which IT2B claimed that he had the answers, *"a:: I've got one more a: actually a few answer but a: software development design: software development vmodel architecture design: I found what it is or in the process that happening during that stage (.02)"* (205). He then said he was not sure of the information and wanted IT2A to verify whether this was the kind of information that they were looking for, *"should I just continue with this or↑ (.03) check to look↑ (turn the computer to show to IT2A)"*. IT2C commented, *"if the point relate to vmodel"* (206). IT2B then confirmed that the information he had was connected to the vmodel, *"all the points my point are related"* (207). IT2C then suggested that he, *"just copy and paste"* (209).

Excerpt 84

Turn	Line	Speaker	Utterance
202	1	IT2A	So the biggest topic is about vmodel?
203	2	IT2B	ya
204	3	IT2A	and we continue elaborate the diagram
205	4	IT2B	a:: I've got one more a: actually a few answer but
	5		a: software development design: software
	6		development vmodel architecture design: I found
	7		what it is or in the process that happening during that stage (.02) should I just continue with
	8		this or (.03) check to look

	9		(turn the computer to show to IT2A)
206	10	IT2C	if the point relate to vmodel
207	11	IT2B	all the points my point are related
208	12	IT2C	just copy and paste
209	13	IT2B	copy and paste like usual hh

The continuation of the discussion (Excerpt 87) was driven by a conflict caused by IT2C. However, there was a change in the topic sequence with IT2B, who initiated the topic change when he asked IT2C what was the matter as IT2C did not respond, was visibly quiet and did not make any eye contact with the other group members. IT2C answered she was still confused about the question going back to what the lecturer had said, *"madam hhh madam just now say focus about the vmodel"* (216), and she added, *"how about the question?"* (220). The topic thereby changed from 'vmodel' to 'question'. IT2C then added, *"if find the answer that not relate to vmodel a part of vmodel is part of vmodel a part of component is component"* (224). She highlighted that any information related to the 'vmodel' is not related to a 'component' and vice versa. When IT2A asked her about this, *"o:: they are not relate to v model"* (225), IT2C answered, *"no"* (226). She then added, *"this only explain about the vmodel not in detail just:"* (228). When she insisted that this could just only be the introduction part of the slides and she did not understand what the lecturer wanted, IT2A suggested that she looked at the question again. Apprehensively, she asked, *"why?"* (233). IT2B then tried to explain it to her by linking the question to the instruction and reminding her that, "*but the other day madam told us just to: answer the question by following the theme and them come up with the conclusion right"* (235). IT2C stated that she had done that, *"yes so overall that I already done"* (236), but added, *"not relate too much it's relate but it's:"* (242).

IT2C tried to question the motive of adding 'component' and said it was not related to the questions, *"ok how about the component all detail about the component I put?"* (246). IT2A tried to negotiate the topic by suggesting the topic for the slide, "*I think*

we can we can make a slide that a:: that are topic name topic of vmodel and: we just put the intro and put a: everything component in the introduction and: we continue the details in the the subtopic of bottom of introduction can we do like that I mean the intro we put all the component introduction subtopic" (249). But IT2C showed disagreement when she said, *":it will be another topic"* (250). To stop the argument, both IT2A and IT2B tried to calm her down, *"actually I think I think it's okay it's okay"* (253), and, *"hhh relax"* (254). IT2A tried to convince her further by saying that there was a way to approach the situation, and he provided a solution, *"I think it's okay because a:: in the component also have say about vmodel so:: we make it as intro"* (255).

IT2C continued to argue for her case, "*yes in component it explains about vmodel but if we relate the question that we don't give on e-learning that 107 question is about overall about CBD not about the vmodel*" (256). She then directed IT2A and IT2B's attention to the questions, "*if you look all questions from 1 till to::"*, and, *"ok until 50 ok until 50*" (277). IT2C insisted that, "*this explain about the component about the component adaptation about the component conversation in 51 until 80 only to vmodel can you understand what I mean*" (279). Unclear about IT2C's intention, IT2A asked, "*so what are you trying to say that the 50 question is*" (280), and IT2c interrupted, "*about PBL1*" (281). Finally, IT2B offered a solution, "*the 51st question of:: or we just copy and why can't we just copy and use it hm:*" (282). While it seemed that IT2A and IT2B were quite clear on what needed to be done, IT2C was still struggling with the task. This interaction shows how the students co-constructed their turns around several topics. The topics shifted in an unstructured manner and unpredictably according to their viewpoints and the discussion was sometimes off-topic. They used a question-and-answer strategy to negotiate the topic and clarify their confusion.

The group's discussion was interrupted when the lecturer asked the whole class, "*ok do you have any question you want to ask me*" (283). Seemingly ignoring the lecturer's question, IT2A continued discussing the issue raised by IT2C, "*so this is not suitable for make an introduction (.03) or doesn't make sense*" (284), to IT2C. IT2C replied with, "*that's why I said it's continue about PBL1 but we add about vmodel subtopic about vmodel subtopic about testing and we explain more about (.02) wait wait (.03) we explain more about software adaptation software integration*" (285). This turn shows that IT2C disagrees with IT2A. He then replied, "*but in the question that madam are given it said we need to provide elaboration to all the stage so:: from the v diagram we need to elaborate on what are the requirement about on design design and what a:: did you look at the question eh the diagram that in the question the last*" (289). The turn-taking between IT2A and IT2B continued as IT2C insisted that the lecturer wanted them to elaborate on the stages of the vmodel, while IT2A suggested that they could compress the information into paragraphs (303).

Then, IT2A extended the topic further by suggesting how to do it, "*a:: the paragraph maybe 2 or 3 paragraph in one slide but the first 50 is is it in the flow flow of CBD or: the:*" (309), and, "*the flow o: (.03) follow the flow so I think we can erase the plan so make it a paragraph (.01) when the answer*" (311). Again, they were interrupted by the lecturer, who asked the whole class, "*so everything okay? I hope you are doing fine*" (312). IT2B replied, "*not quite madam*" (313), but not loud enough for the lecturer to hear. IT2C also whispered, "*[tak faham la madam ni nak apa sebenarnya] just only continue find the vmodel and find about testing*" (314) (I don't understand what she wants, just only continue to find the vmodel and find about testing). This comment was met with silence from the other group members.

IT2A then broke the silence as he informed his group members that he had sent information to the group chat, "*I had sent the the what I understand in the group did you think it will be like that*" (318), and IT2B asked, "*like the one you sent?*" (320). The students extended the topic further by offering new information to support the previous point as IT2A replied, "*ya the WhatsApp group*" (321). Which prompted IT2B to check on the chat and said, "*o:: simple introduction about CBD and it related to the vmodel and then we just explain about vmodel*" (322).

The discussion then progressed between IT2A and IT2B without the participation of IT2C. It developed into the topics of 'diagram' and the 'stages of the vmodel', and they also talked about the system design, which led to system integration and went deeper into the CBD and system and testing unit. This indicated further topic development, which can be classified as a topic extension. In turn 322, after looking at the information sent by IT2A, IT2B commented, "*o:: simple introduction about CBD and it related to the vmodel and then we just explain about vmodel*". IT2A explained, "*hm: because the diagram has the we need to elaborate about*" (323). IT2B asked, "*but how about the slide and the test part*" (325). IT2A replied, "*it's actually in the system design if a: if we see the arrow (0.1) the [inaudible] enter and test actually from the system design and continue to system integration*" (326). He explained further, "*maybe it's all in the system design I think because at the behind of the diagram like the unit design unit implementation and unit test it's not a:: focus or maybe:*" (328). IT2B added his point of view, "*or the three parts are related to CBD life cycle cos in here we also have nemesis (inaudible) select adapt but we need the qualification to adapt system and testing unit*" (329). Unclear, IT2A asked, "*o:: this is also about the vmodel or CBD*" (330). IT2B replied, "*the: CBD parts but its more suitable be used to elaborate these three stages*" (331). Here, we see that the co-construction of responses went beyond question and answer to more complex features

such as responses which are intertwined together as the students interpreted each other speech.

Excerpt 85

Turn	Line	Speaker	Utterance
215	1	IT2B	what's wrong [looking at C's computer]
216	2	IT2C	madam hhh madam just now say focus about the vmodel
217	3	IT2A	yeah the vmodel
218	4	IT2C	but:
219	5	IT2A	the question
220	6	IT2C	how about the question
221	7	IT2A	hhh that a: in the CBB question
222	8	IT2B	so probably
223	9	IT2A	she said that make a: the subtopic for vmodel so
	10		the biggest topic is vmodel
224	11	IT2C	if find the answer that not relate to vmodel a part
	12		of vmodel is part of vmodel a part of component is component
225	13	IT2A	o:: they are not relate to v model
226	14	IT2C	no
227	15	IT2A	a: no
228	16	IT2C	this only explain about the vmodel not in detail just:
	17		(turns her head around)
229	18	IT2B	introduction
230	19	IT2C	just introduction m:: so I don't understand
231	20	IT2A	hhh
232	21	IT2A	so take a look the question
233	22	IT2C	why
234	23	IT2B	but the other day madam told us just to: answer the
235	24		question by following the theme and them come
	25		up with the conclusion right
236	26	IT2C	yes so overall that I already done
237	27	IT2B	is
238	28	IT2C	my answer not [pause]
239	29	IT2B	relate
240	30	IT2C	relate to the question that madam
241	31	IT2B	not relate too much or just half of it
242	32	IT2C	not relate too much it's relate but it's:
243	33	IT2B	half
244	34	IT2C	more to:: ok
245	35	IT2A	more to
246	36	IT2C	ok how about the component all detail about the
	37		component I put
247	38	IT2B	in the other:
248	39	IT2C	in the other slide
249	40	IT2A	I think we can we can make a slide that a:: that are

	41		topic name topic of vmodel and: we just put the
	42		intro and put a: everything component in the
	43		introduction and: we continue the details in the the
	44		subtopic of bottom of introduction can we do like
	45		that I mean the intro we put all the component
	46		introduction subtopic
250	47	IT2C	it will be another topic
251	48	IT2A	actually
252	49	IT2C	Hm:: how to explain huh
253	50	IT2A	actually I think I think it's okay it's okay
254	51	IT2B	hhh relax
255	52	IT2A	I think it's okay because a:: in the component also
	53		have say about vmodel so:: we make it as intro
256	54	IT2C	yes in component it explain about vmodel but if
	55		we relate the question that we don't give on e-
	56		learning that 107 question is about overall about
	57		CBD not about the vmodel
257	58	IT2B	but in vmodel
258	59	IT2B	so what you are trying to say doesn't have any
	60		related vmodel and component
259	61	IT2C	no:::
260	62	IT2B	so
261	63	IT2A	don't
262	64	IT2B	don't be stressed out
263	65	IT2A	hhh
264	66	IT2B	relax sister
265	67	IT2C	[mumbling – inaudible]
266	68	IT2C	how I want to explain
267	69	IT2B	you're saying that in vmodel there is no:
	70		component related component [inaudible]
268	71	IT2C	they are related:
269	72	IT2B	but
270	73	IT2A	but the topic is for component not for vmodel
271	74	IT2C	if you look all questions from 1 till to::
272	75	IT2A	hundred
273	76	IT2A	until 99
274	77	IT2C	vmodel
275	78	IT2A	question about vmodel only
276	79	IT2B	o::
277	80	IT2C	ok until 50 ok until 50
278	81	IT2A	uh uh
279	82	IT2C	this explain about the component about the
	83		component adaptation about the component
	84		conversation in 51 until 80 only to vmodel can you
	85		understand what I mean
280	86	IT2A	so what are you trying to say that the 50 question is
281	87	IT2C	about PBL1
282	88	IT2B	the 51st question ok:: or we just copy and why can't
	89		we just copy and use it hm:

283	90	L	ok do you have any question you want to ask me (to the whole class)
284	91	IT2A	so this is not suitable for make an introduction
	92		(.03) or doesn't make sense
285	93	IT2C	that's why I said its continue about PBL 1 but we
	94		add about vmodel subtopic about vmodel subtopic
	95		about testing and we explain more about (.02) wait
	96		wait (.03) we explain more about software
	97		adaptation software integration
286	98	IT2A	but like
287	99	IT2C	software::
288	100	IT2C	adaptation integration o: banyak a::
289	101	IT2A	but in the question that madam are given it said
	102		we need to provide elaboration to all the stage so::
	103		from the v diagram we need to elaborate on what
	104		are the requirement about on design design and
	105		what a:: did you look at the question eh the
	106		diagram that in the question the last
290	107	IT2B	basically madam want just::
291	108	IT2A	at the back [looking at computer]
292	109	IT2B	to explain about this right
293	110	IT2A	ya
294	111	IT2A	hmm
295	112	IT2A	because the last sentence in the scenario that
	113		provide elaboration
296	114	IT2B	provide elaboration
297	115	IT2B	on all stage
298	116	IT2A	all stage in all stage that mean that
299	117	IT2B	that mean just end up with fewer slides based on
	118		this I estimated around 20 slides
300	119	IT2A	maybe the first 50: we:: just (.02) we:
301	129	IT2B	[inaudible]
302	130	IT2C	explain a little bit
303	131	IT2A	hm:: not: a little bit we can compress
304	132	IT2B	compile it into one sentence
305	133	IT2A	not one sentence:
306	134	IT2A	I mean one paragraph
307	135	IT2A	one or two paragraph a:: if we convert the slide
	136		maybe 2 or 3 about the first 50 its okay I think if
	137		we put the first 50 question for the introduction a::
	138		maybe not in the vmodel vmodel topic but we put
	139		the introduction we make it compressed a: into
	140		paragraphs so: above the introduction we put the
	141		vmodel topic so we start to elaborate below the
	142		topic so when we delete the question its already
	143		left the answer right so:: I think we can
	144		erase the blank to make it a paragraph ha:
308	145	IT2C	not paragraph but slide
309	146	IT2A	a:: the paragraph maybe 2 or 3 paragraph in one
	147		slide but the first 50 is is it in the flow flow of CBD

	148		or: the:
310	149	IT2C	the flow of CBD
311	150	IT2A	the flow o: (.03) follow the flow so i think we can
	151		erase the plan so make it a paragraph (.01) when
	152		the answer
312	153	L	so everything okay I hope you are doing fine
	154		(to the whole class)
313	155	IT2B	not quite madam
314	156	IT2C	[whispering] tak faham la madam ni nak apa
	157		sebenarnya just only continue find the vmodel and
	158		find about testing
	159		Silence
315	160	IT2C	just only continue find the vmodel and find about testing
316	161	IT2A	I think maybe like this a::
317	162	IT2B	so::
318	163	IT2A	I had sent the the what I understand in the group
	164		did you think it will be like that
319	165	IT2B	what
320	166	IT2B	like the one you sent
321	167	IT2A	ya the WhatsApp group
322	168	IT2B	o:: simple introduction about CBD and it related to
	169		the vmodel and then we just explain about vmodel
323	170	IT2A	hm: because the diagram has the we need to
	171		elaborate about
324	172	IT2B	vmodel and all the stages
325	173	IT2B	but how about the slide and the test part
326	174	IT2A	it's actually in the system design if a: if we see the
	175		arrow (0.1) the [inaudible] enter and test actually
	176		from the system design and continue to system
	177		integration
327	178	IT2B	come again
328	179	IT2A	maybe it's all in the system design I think because
	180		at the behind of the diagram like the unit design
	181		unit implementation and unit test it's not a:: focus
	182		or maybe:
329	182	IT2B	or the three parts are related to CBD life cycle cos
	183		in here we also have nemesis (inaudible) select
	184		adapt but we need the qualification to adapt system
	185		and testing unit
330	186	IT2A	o:: this is also about the vmodel or CBD
331	187	IT2B	the: CBD parts but its more suitable be used to
	188		elaborate these three stages
332	189	IT2A	hm: maybe
333	190	IT2B	because select the design that is unit implementation and
	191		test
334	192	IT2A	hm::

As shown in Excerpt 86, the discussion between IT2A and IT2B continued the same topic *slides* as part of their task response. IT2B suggested that they could elaborate on some of the information from PBL1. IT2A agreed, *"but I think we can just a few because it's about CBD and: we need to focus on the vmodel so the component and vmodel in the component"* (337). Then, IT2B shifted the topic to 'testing', *"type of testing I found a lot type of testing"* (339). During their discussion, IT2C questioned, *"so we don't answer the question the overall question"* (348). Ignoring what IT2C said, IT2A asked IT2B to open the file that he had just sent to their WhatsApp group earlier.

Not giving up, IT2C asked another question, "*[inaudible] about vmodel can we: can we take can we take and make [inaudible] (.10) but the introduction about CBD:"* (353). This time IT2A replied, "*I think we can I think we can make like that for the introduction we make the component for number 1"* (355). IT2C then suggested, "*just left now only focus about the vmodel and part of the testing because if we see the diagram about vmodel the selected the adapt the test is also expect about in CBD but not vmodel"* (362). Unsure of what IT2C meant, IT2B asked, "*so"* (364), and finally IT2A said, "*just make a vmodel just focus on vmodel"* (365).

Excerpt 86

Turn	Line	Speaker	Utterance
335	1	IT2B	maybe we can take from the PBL1
336	2	IT2B	that elaborate right on that right
337	3	IT2A	but I think we can just a few because it's about
	4		CBD and: we need to focus on the vmodel so
	5		the component and vmodel in the component
338	6	IT2B	yeah something like that
339	7	IT2B	type of testing I found a lot type of testing
340	8	IT2B	vmodel
341	9	IT2B	can I use this (turn the computer to A to show)
342	10	IT2A	hm::
343	11	IT2A	I think you can take the:
344	12	IT2B	does it have anything to do with component
345	13	IT2A	hm:: something like that just copy and just maybe
	14		you can detail on every the topic that stated in the google
346	15	IT2A	I also find found that they are same with that

347	16	IT2A	I think I found something that are related
348	17	IT2C	so we don't answer the question the overall
	18		question
349	19	IT2A	what
350	20	IT2C	we just focus on the model and the testing part
	21		hm::
351	22	IT2A	wait wait can you open the pdf file the pdf file
	23		that I sent is like that we are that are related to
	24		what we are doing now because the introduction in the
	25		pdf is all about the component but when the: when we go
	26		through the pdf the above and the below is all about the
	27		vmodel that explain to the draft I think madam want we
	28		make a slide from this elaborate information because a::
	29		at the below of the: at the page 4 maybe it explain more
	30		detail about vmodel that vmodel that related to CBD
	31		actually I don't understand do you get idea from the pdf
352	32	IT2B	elaboration
353	33	IT2C	[inaudible] about vmodel can we:
354	34	IT2C	can we take can we take and make [inaudible]
	35		(.10) but the introduction about CBD:
355	36	IT2A	I think we can I think we can make like that for
	37		the introduction we make the component for
	38		number 1
356	39	IT2C	We need to relate all this thing to
357	40	IT2A	to vmodel
358	41	IT2C	to the question that madam give
359	42	IT2C	the question
360	43	IT2C	that's what I say I tell about CBD just left
361	44	IT2A	just left first just discuss later hhh
362	45	IT2C	just left now only focus about the vmodel and part of the
	46		testing because if we see the diagram about vmodel the
	47		selected the adapt the test is also expect about in CBD but
	48		not vmodel
363	49	IT2A	vmodel
364	50	IT2B	so
365	51	IT2A	just make a vmodel just focus on vmodel
366	52	IT2B	system and software design
367	53	IT2B	it's general
368	54	IT2C	it's general it also explain about this part of CBD
369	55	IT2B	ya cos the
370	56	IT2C	because system of software design similar to requirement
	57		specification in CBD and PBL 1 also explain about the
	58		[inaudible] about the CBD
371	59	IT2A	so this about the CBD

The real ending for both groups started when the lecturer said that the class time

is up, "*ok I guess we wrap up the class at this point alright*". The IT group 2 students

were clearly continuing with their ongoing discussion, the final line was a question by IT2A, "*so this about the CBD*" (371). In sum, in the IT group 2 interaction, more complex interactional features were identified, such as short and long turns, extended topic features and non-verbal action.

5.5   Topic Management Summary

This chapter reported the findings from the topic management analyses of test-takers' and students' group oral performances. The macro and micro features of the topic management explored in this study were presented in the following manner, topic shifts, topic initiating, extending and ending, in reference to the features mention by Galaczi and Taylor (2018). To summarize, all group interactions contained a 'full circle' of topic features which includes an opening, topic initiation, topic extension and closing. However, each setting also contained distinctive topic features.

The following is the summary of findings of topic management analyses of test-takers' group oral performances in the MUET groups: many topic features were covered within one long turn and the speaking prompt also seemed to impact on topic management, as did interference from the examiner; which gave the impression that the test-takers were expected to discuss all options (topics) listed in the prompt and evidence of a rushed closing when the test-takers were asked to conclude with only one option (topic) at the end of each MUET group interaction by the examiners. In MUET group 1, only two out of the four options provided in the MUET Task B prompts were discussed, and eventually, one topic was chosen. Group 1's initial turns had more structured topic features, but as the interaction progressed, these features became less structured. In MUET group 2, the topic was developed in length through the use of examples and topic

shifts. The test-takers used various rhetorical strategies, some more subtle than others. All groups narrowed the topics to one to reach a consensus. MUET group 3 had similar patterns of narrowing the topics as groups 1 and 2, with collaborative efforts only at the topic initiation level. However, there was a lack of collaboration at the topic development level, as candidates extended their own topic. Additionally, group 3 referred to task A, which did not occur in groups 1 and 2. The interaction closings included both a closing within a turn and a closing at the end, which seemed rushed. MUET group 4 had a unique topic initiation strategy of starting with disagreement, which was not seen in any of the other groups. Nevertheless, it also showed similar topic features to the previous MUET groups, such as the patterns of narrowing the topics to reach a consensus. The collaborative efforts were minimal and only present at the topic initiation level, and the interaction's closings aimed to reach a consensus.

In the English group interactions, the students also produced a 'full circle' of topic features. Although, both the English groups shared the similarities in their topical features. However, their performances were characterised by less regulated topic structures with frequent changes of topics in shorter exchanges. Long turns that encompassed a full topic cycle - opening, topic extension, and closing - were observed at the beginning of the discussion, but as the interaction progressed, turns became shorter, and frequent topic changes disrupted the structure. The first topic sequence in both groups involved students sharing their answers for their respective tasks. Shorter turns had less regulated topical structures, resulting in frequent topic changes that impacted the topical structure. Students in both groups engaged in topic co-construction by finishing each other's sentences, sometimes when at a loss for words. Finally, all interactions ended with a conclusion. Moreover, shorter turns showed evidence of co-construction of responses.

In terms of ending the group oral, however, like MUET, all English group endings involved the students rushing to a conclusion.

Finally, the IT group interactions demonstrated complex patterns of topic features. Due to the nature of the IT assessment task, the topic features appeared intertwined, demonstrating multiple layers of co-construction of responses as the students extended the main topics to subtopics. All in all, the evidence showed that the IT students demonstrated collaborative interaction while engaging in different topic sequences, which included extending topics in their interactions. Both IT groups ended their discussions without a conclusion. The IT group interactions exhibited intricate patterns of topic features. Both IT groups initiated their discussions with questions, building on the co-construction of responses and producing complex topic features. The frequent use of questioning during the negotiation stage indicated that students required clarity on how to approach the task. Clarity of instruction is crucial in group discussions, especially when dealing with complex tasks such as problem-based tasks.The topic development in the IT interactions occurred after establishing clarity over the intended task approach. Multiple layers of topic sequences were observed, with frequent topic changes as the students extended the main topic to subtopics. The discussions included four main topic sequences: task approach, task response, information search, and technical aspects. The evidence showed that the students demonstrated collaborative interaction while engaging in different topic sequences, which included extending topics in their interactions. Students co-constructed the interaction by finishing each other's sentences, reflecting shared and common expectations. However, unequal contributions from participants were also observed, indicating some conflict in both groups. The interactions ended when the lecturer announced that class time was up, with group 2 continuing their discussion while IT1A from group 1 reminded members of the deadline.

6 Results of Expert Judges' Perceptions of the MUET Group Oral Test

6.1   Introduction

In this section, I report the results derived from the expert judgements questionnaire and follow-up expert group discussion on the MUET group oral task (Task B). These findings seek to shed light on the context validity of the MUET group oral task. First, I will report the findings in relation to research question 1c: To what extent do the task demands of the MUET group oral task reflect the target language domain (academic discussion at tertiary level)? To answer this research question, the investigation covered the aspects of the task's setting (6.2). The results were analysed using descriptive statistics. The data were then categorised according to the context validity parameters of the task setting: Response format, time, marks and known criteria (6.2.1, 6.2.2, 6.2.3 and 6.2.4). In the following section, the results of the task demands (prompt specific) parameters were then grouped under the following features: topic choice in prompt, type of knowledge, topical domain, discussions management strategies and language functions (6.3.2, 6.3.3, 6.3.4, 6.3.5 and 6.3.6). The chapter ends with a chapter summary (6.4).

6.2   Task Setting

The investigation on the interactional task settings and demands in this study is to shed light on the interactional goals and circumstances of MUET group oral test. Weir (2005,

p. 46) listed the following task setting parameters: purpose, response format, known criteria, weighting, order of items and time constraints.

6.2.1   Response Format

The parameter 'response format' is defined by O'Sullivan (2008) as the patterns of interaction used for the test task. The pattern of interaction used for MUET Task B is candidate-candidate interaction (group discussion). To investigate response format, Weir (2005) posed the following question: "Is there any evidence that the test response format is likely to affect the test performances?" (p. 63).

Table 6.1 presents the expert judges' views regarding Questions 1 to 5 of the expert judgement questionnaire – their general views on the group oral task response format. This shows that all experts agreed that group discussion is a task type that can, in principle, be used to measure IC in English-L2 at the tertiary level. A high number of experts (80%) thought that group discussion as a task type can elicit a variety of discourse types and language at the upper-intermediate level. Only 66% of the experts, however, (strongly) agreed that the group discussion task would be able to assess academic discussion. The latter suggests that some of the experts have reservations about using group discussion tasks to assess academic discussions. Overall, however, we can conclude that the experts saw group oral tasks as a useful response format, which can elicit a variety of discourse types, but with some reservations regarding academic discussion discourse.

Table 6.1:   Group Discussion Task Response Format

Group discussion tasks… (Q1-5)	N	f (%)				M	SD
		Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4		
... are likely to measure students' ability to interact at tertiary level.	10	(0%)	(0%)	(100%)	(0%)	3	0
… are likely to measure students' interactional competence in a second language.	10	(0%)	(0%)	(100%)	(0%)	3	0
… can be used to elicit a variety of discourse types	10	(0%)	(20%)	(50%)	(30%)	3.1	.738
… can be used to elicit discourse performance at the target proficiency level (upper intermediate)	10	(0%)	(20%)	(60%)	(20%)	3	.667
… can be used to elicit the target language construct (academic discussion)	9	(0%)	(33%)	(44%)	(22%)	2.889	.782

6.2.2   Time

Table 6.2 reports the experts' views preparation time and the time allocated to complete the MUET group oral tasks. Sixty percent agreed that the time allocated for preparation (2 minutes) and completion (10 minutes) were appropriate. However, during the post-judgment discussion, some experts raised concerns regarding the timing for the completion of the task. The judges felt that the test-takers might face difficulties interacting for as long as 10 minutes in task B because they would already have said so much about the same topic during Task A. For example, Expert 2 said: *"It's a lot of time*

actually". Expert 1 similarly commented: *"... either you repeat about everything you have said and then you have the additional bit of the okay we need to decide which is the most important one, so you have some negotiation ... but how do you do that for 10 minutes"*. Thus, the experts agreed that although the time allocated for both tasks may be appropriate, due to the interconnection between task A and B in MUET, 10 minutes for task B may be too long for the candidates since they will be repeating/ recycling the same topic which they presented earlier in task A.

Table 6.2:   MUET Time Allotment

The amount of time required to… (Q6-7)	N	f (%)				Mean	SD
		1	2	3	4		
… prepare for the task is appropriate	10	20%	20%	60%	0%	3	.667
complete the task is appropriate	10	0%	40%	60%	0%	2.6	.516

6.2.3 Marks

Table 6.3 shows the experts' views regarding the marks allocated for the MUET Group Oral Task. Marks for both tasks A and B of the speaking test are given on the criteria task fulfilment (20 marks), language (20 marks) and communicative ability (20 marks). Almost all judges (90%) (strongly) agreed that Task B's 50% weighting on the oral component is appropriate. However, regarding the 20 marks (out of 60) allocated to communicative ability, only a slight majority of 60% agreed that this proportion of marks was appropriate. In the discussion about the marks, Expert 3 questioned whether the communicative ability component mark for task B is justifiable. Expert 2 observed that the descriptors of communicative ability focused mainly on *"fluency and confidence and very little about repair, pre-emptive miscommunication those kind of thing"*, which are also salient features of communicative ability. Overall, the experts raised the issue of lack

of interactional features such as "repair pre-emptive miscommunication" in the descriptors, which means that raters are not directed towards assessing the salient features of interactional skill. Thus, the judges' disagreement with the statement was largely because of concerns regarding the comprehensiveness of the communicative ability criterion as operationalised in the rating scale.

Table 6.3:   MUET Marks Allotment

	N	f (%)				Mean	SD
		1	2	3	4		
Q8: The weighting for Task B (50% of the speaking test) is justifiable	10	0%	10%	80%	10%	3	.471
Q9: The mark allocated for communicative ability for Task B (20/60 marks) is justifiable	10	0%	40%	60%	0%	2.556	.527

6.2.4   Known Criteria

The term 'known criteria' refers to the familiarity of test-takers or markers with the criteria that will be used when assessing performances (Weir, 2005). The experts were asked to judge the known criteria stipulated in the MUET test specifications and rating scale; the results are presented in Table 6.4. The MUET known criteria are accuracy, fluency, appropriacy, coherence, cohesion, discussion management, use of language functions, and task fulfilment.

Table 6.4:   MUET Known Criteria

	N (10)	f (%)				Mean	SD
		1	2	3	4		
The target construct of 'accuracy' has been clearly… (Q10-12)							
… defined in the test specifications	10	10%	70%	20%	0%	2.1	.568

… operationalised for the raters in the rating scale.	10	10%	30%	60%	0%	2.5	.707
… defined in the test specifications	10	40%	60%	0%	0%	1.6	.516
The target construct of 'fluency' has been clearly … (Q13-14)							
… defined in the <u>test</u> <u>specifications</u>.	10	20%	50%	20%	10%	2.2	.919
… operationalised for the raters in the <u>rating</u> <u>scale</u>	10	0%	80%	20%	0%	2.2	.422
The target construct of 'appropriacy' is clearly… (Q14-15)							
… defined in the test specifications	10	0%	80%	20%	0%	2.2	.422
… operationalised for the raters in the rating scale	10	20%	70%	10%	0%	1.9	.568
The target construct of 'coherence' is clearly… (Q16-17)							
… defined in the test specifications	10	20%	50%	30%	0%	2.1	.738
… operationalised for the raters in the rating scale	10	50%	40%	10%	0%	1.6	.669
The target construct of 'cohesion' is clearly… (Q18-19)							
… defined in the test specifications	10	40%	50%	10%	0%	1.7	.675
… operationalised for the raters in the rating scale	10	70%	30%	0%	0%	1.3	.483
The target construct of 'discussion management' is clearly… (Q20-21)							
… defined in the test specifications	10	10%	30%	60%	0%	2.5	.707
… operationalised for the raters in the rating scale	10	40%	50%	10%	0%	1.7	.675
The target construct of 'use of language functions' is clearly… (Q22-23)							
… defined in the test specifications	10	0%	30%	60%	10%	2.8	.632
… operationalised for the raters in the rating scale	10	50%	50%	0%	0%	1.5	.527
The target construct of 'task fulfilment' is clearly… (Q24-25)							
… defined in the test specifications	10	20%	40%	40%	0%	2.2	.789
… operationalised for the raters in the rating scale	10	0%	50%	40%	10%	2.6	.699

In terms of 'accuracy', the majority of the experts (80%) (strongly) disagreed that this criterion was clearly defined in the test specifications, and all judges thought it was not clearly operationalised for the raters in the rating scale. For the second criterion, 'fluency', similar results were found, with the vast majority of the experts (strongly) disagreeing that it was clearly defined in the test specifications (70%) or clearly operationalised for the raters in the rating scale (90%). For the target construct of 'appropriacy', almost all experts (strongly) disagreed that the criteria were clearly defined in the test specifications (90%) or clearly operationalised for the raters in the rating scale (100%). On 'coherence', 60% of the experts agreed that the criteria were clearly defined in the test specifications. But almost all experts (90%) (strongly) disagreed that 'coherence' was clearly operationalised in the rating scale. Similarly, for the target construct of 'cohesion', 70% of the experts (strongly) agreed that this criterion was clearly defined in the test specifications; however, all of them (strongly) disagreed that 'cohesion' was clearly operationalised in the rating scale. Regarding the criterion 'discussion management', only 60% of the experts (strongly) agreed that the criteria were clearly defined in the test specifications, and they were 50-50 divided on whether it is clearly operationalised in the rating scale. Similarly, the experts were also split in their views on whether the 'use of language functions' was clearly defined in the test specifications, but a slight majority of 60% disagreed that it was clearly operationalised in the rating scale. Regarding the final criteria 'task fulfilment', a slight majority of 60% disagreed that the criteria clearly defined in the test specifications, while everyone (strongly) agreed that it was clearly operationalised in the rating scale.

Overall, this indicates that the experts did not feel that the known criteria for Task B are clearly defined in the test specifications. They also generally did not think that the criteria were effectively operationalised in the rating scale, possibly be due to the lack of

clarity in defining communicative competence features, as expressed by Expert 2 earlier (6.2.3). Expert 4 pointed out that there was a lack of distinction between the terms cohesion and coherence. During the discussion, the judges suggested that there should be a clear distinction between these two criteria.

6.3   Task Demands (Prompt-Specific)

Having analysed the experts' judgements on task setting, I now turn to the analysis of task demands by reporting the results for research question 1c: To what extent do the task demands of the MUET group oral task reflect the target language domain (academic discussion at tertiary level)? According to Van Moere (2006), task characteristics can significantly influence discourse performances. Therefore, analysing specific prompts can shed light on the investigation of task demands. This was done by means of questions (30-47) in the expert judgement questionnaire (see Appendix 22).

For the prompt-specific questions, two prompts were selected from the MUET November 2016 speaking test booklets 1 and 2, labelled as prompt A and prompt B below. These two samples of prompts given to the experts were the same as those used in the MUET simulation tests with students. The results on task demands are presented below by grouping and analysing the questions in terms of channel of communication, prompt topics, language functions, and communicative demands.

6.3.1   Channel of Communication

In a direct speaking assessment, the test-takers are expected to interact reciprocally with (an)other speaker(s) through the "bi- or multi-directional" (Galaczi & ffrench, 2011, p. 139) interactional features that promote jointly "co-constructed" interaction. In line with

this, this study sought to investigate the experts' views on the MUET group oral task's channel of communication.

The experts were asked to judge two questions (Q39-40) regarding the two MUET prompts: a) whether the input in the prompt encourages interaction for the test-takers, and b) whether the prompt is able to elicit those interactional skills (e.g., reciprocity skills) relevant to the intended construct/skills.

Table 6.5: Interactional Competence as a Construct in MUET Group Oral Task

	N	Prompt	f (%)				Mean	SD
			1	2	3	4		
The prompt provides input that encourages … (Q26 & 35)								
… interaction as a channel of communication	10	A	10%	40%	50%	0%	2.4	.699
		B	0%	70%	20%	0%	2.6	.699
The interactional skills (e.g., reciprocity skills) required by the prompt… (Q27 & 36)								
… are appropriate for the intended construct/skills	10	A	0%	60%	40%	0%	2.4	.516
		B	0%	50%	50%	0%	2.5	.527

As can be seen in Table 6.5, 70% of the experts disagreed that the task B prompt promotes interaction as a channel of communication, while the experts were divided on this with reference to the task A prompt. In addition, 60% did not think that prompt A could elicit the intended construct of interactional skills, while for prompt B, there was an equal spread of agreement and disagreement among the experts on this point. All in all, the two prompts' potential to promote interaction as a channel of communication and to elicit the appropriate IC skills among candidates is not entirely convincing, giving the negative to mixed views of the experts.

6.3.2 Topic Choice in Prompt

'Topic' has been widely investigated in the field of conversational analysis. Amongst the main areas of investigation are negotiating topics, topic transitions, topic closure, topical development, topical elaboration, topical junctures, topical summaries, topic transition sequence, and topic shifts (see Makoto Hayashi and Kyung-eun Yoon, 2009). However, the focus of this study is on topical choice in group oral discussion prompts.

Table 6.6 shows the results of the experts' judgements on the suitability of the prompts' topics with reference to the following: the target language use situation, target population, and the target proficiency level.

Table 6.6:   Topic Suitability

The prompt's topic is… (Q28 – 30 & Q37-39)	N	Prompt	f (%)				Mean	SD
			1	2	3	4		
… appropriate for the target language use situation (academic/entrance level university study).	10	A	0%	60%	40%	0%	2.4	.516
		B	0%	80%	20%	0%	2.2	.422
… suitable for the target population (e.g. age, gender, background, etc.).	10	A	0%	0%	90%	10%	3.1	.316
		B	0%	20%	80%	0%	2.8	.422
… suitable for the proficiency level (upper intermediate).	10	A	0%	60%	40%	0%	2.4	.516
		B	0%	70%	30%	0%	2.3	.483

Most experts (100% and 90% for prompts A and B, respectively) (strongly) agreed on the suitability of topics for the target population (in terms of age, gender and background). In terms of the suitability of the prompts for the target language use situation, which in this case is English proficiency for university entrance, 60% disagreed that prompt A could elicit the target language, and 80% disagreed that prompt B's topic

is suitable for the target language use situation. Many experts also disagreed, both for prompt A and B (60% and 70%, respectively), that the topics in the prompts were suitable for an upper-intermediate proficiency level.

During the discussion, the experts shared their concerns that the topics might not be able to elicit a higher level of proficiency, especially in the higher education context. Expert 6 said: "*I'm not sure if these two topics can actually elicit language at upper intermediate level, I mean even though the students have the language proficiency at that level, they may not be able to show that ability with these topics.*" There were also concerns in relation to adopting personal topics for MUET task B. For example, one of the concerns was related to the fact that test-takers need to negotiate a conclusion to signal the end of the discussion of task B. In relation to the appropriacy of negotiating topics such as life experiences, one of the experts said: "*Maybe because the second task has to do with something more practical and there could be different opinions about what is better and what is not. Whether life experiences just related to your emotions right now nobody can tell you.*" (Expert 4).

6.3.3 Type of Knowledge

Table 5.7 reports the experts' views on what type of knowledge needed to perform in the MUET prompt task B. Most experts (80 % and 90% for task A and B, respectively) thought that general knowledge is needed in order to perform in both prompt A and B. For question 37 and 46, 50% the experts considered cultural knowledge is needed in order to perform in both prompts, A and B. However, for the subject-specific and other types of knowledge, only 10% of the judges considered them less important to perform in the task.

Table 6.7:   Type of Knowledge in Prompts

What type of knowledge is needed to perform the prompt? (Q37 & 46)	General knowledge of the world	Cultural knowledge	Subject-specific knowledge	Other (Please specify)	No particular knowledge is needed
A	80%	50%	10%	10%	20%
B	90%	50%	10%	10%	10%

6.3.4   Topical Domain

Table 5.8 reports the results of the experts' views on the following types of domains: social-cultural, economic, science and technology, sports, environment, education and others. The results show that the socio-cultural domain (80% and 90% for task A and B, respectively) is the most popular type of knowledge that is needed to perform the prompt among the experts, while the other domains (e.g., economic, environment and education) were less popular, especially the science and technology and sports domains as none of the experts viewed these prompts A and B tapped into these types of topic domains.

Table 6.8:   Prompt's Topic Domains

Which domain is the prompt's topic part of? (Q38 & 47)	Socio-cultural	Economic	Science and technology	Sports	Environment	Education	Other (Please specify
A	80%	10%	0	0	0	20%	20%
B	90%	0	0	0	10%	0	30%

6.3.5 Discussions management strategies

It is noticeable that these fundamental interactional methods, i.e., coherence of sequence, repairs, listener's talk and organisation of larger units of interactions (Schegloff, 2006) are lacking in both the MUET test specifications and the rating scale. However, the experts agreed that both prompt A and B should be able, in principle, to assess initiating, turn-taking, interrupting, and closing (see Table 6.9). However, the experts were sceptic about the prompts' potential to assess prompting, as only 20% of the experts indicated for prompt A and only 30% for prompt B that it would lend itself to evaluating students' ability to prompt during the interaction.

Table 6.9:   Discussion Management Strategies

Which discussion management strategies is the prompt likely to elicit? (Q36 & 46)	Initiating	Turn taking	Interrupting	Prompting	Negotiating	Closing
A	90%	90%	70%	20%	50%	70%
B	90%	80%	80%	30%	70%	50%

6.3.6 Language Functions

Table 6.10 shows what proportion of experts thought that the language functions listed in the MUET test specifications and operationalised in the rating scale would effectively be elicited by prompts A and B. In terms of prompt A, a majority of experts (from 60% to 80%) judged that it would be able to elicit the following language functions: describing, explaining, comparing and contrasting, giving opinions, expressing agreement and disagreement, persuading and stating and justifying viewpoints. However, most experts (80% or more) did not think that prompt A would be able to elicit the following: defining, expressing relationship, making suggestions and recommendations.

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In terms of prompt B, a majority of experts (60%-80%) perceived the prompt as able to elicit the following language functions: describing, explaining, comparing, giving opinions, expressing agreement and disagreement, persuading and drawing conclusions. The experts (80% or more) also thought that, like for prompt A, prompt B would be unable to elicit the language functions of defining and expressing relationships. Thus, it can be concluded that both prompts A and B do not cover all the language functions listed in the test specifications and the rating scale.

Table 6.10:   Language Functions

Which language functions is the prompt likely to elicit? (Q35 & Q44)	Defining	Describing	Explaining	Comparing	Contrasting	Giving opinions	Expressing relationship	Making suggestions and recommendations	Expressing agreement and disagreement	Seeking clarification	Asking for and giving information	Persuading	Drawing conclusions	Stating and justifying viewpoints	Presenting an argument
A	10%	80%	80%	70%	60%	80%	0%	10%	70%	30%	50%	60%	30%	60%	50%
B	20%	80%	80%	40%	50%	80%	10%	30%	80%	40%	40%	60%	60%	50%	40%

6.4 Context Validity Summary

In sum, based on the experts' views, the sampled MUET prompts (A and B) will not elicit from test-takers all of the features listed in the test specifications or the rating scale (e.g., types of knowledge, topical domains, discussion management strategies and language functions). This is understandable because the source of inference was drawn from only two prompts. Another, arguably more important, insight from the expert judgements concerns the lack of clearly defined and operationalised known criteria (e.g., accuracy, fluency, appropriacy, coherence, cohesion, discussion management, use of language functions and task fulfilment), as listed in the MUET test specifications and rating scale. This finding is further supported by the lack of coverage of the specific language functions in both prompts A and B. Additionally, in terms of task difficulty, this is worth further investigation, as the prompts were not seen to be easily able to elicit discourse at an upper intermediate proficiency level.

All in all, the context validity results show several issues with the MUET prompts especially in terms of the features and language functions it intends to elicit, i.e., first, the lack of interactional features elicited, although this is understandable due to a small sample size used in this study, secondly, lack of clearly defined and operationalised known criteria, thirdly, lack of coverage of the specific language functions in both prompts and finally, the inability of the prompts to elicit discourse at an upper intermediate proficiency level.

7 Discussion

7.1 Introduction

This study aimed to investigate the validity of MUET, used for university entrance purposes, to examine the claim that its group oral task measures IC as a target construct in academic contexts (Malaysian Examinations Council, 2006). This chapter provides a discussion of the context validity results presented in Chapters 4-6. Section 7.2 informs the discussion on the salient interactional features observed, focusing on the macro- and microfeatures of turn and topic management with reference to Galaczi and Taylor's (2018) tree metaphor. I compare the validity evidence gathered from the test-takers' performances on the MUET group oral test and from the target language use situation (English and IT students' performances on group oral assessments). In 7.3, I discuss the results of the expert judgements of MUET group oral tasks. In 7.4, based on the discussion of both studies, I present a number of arguments regarding IC and group oral assessments. Finally, in 7.4.4, I propose a newly extended IC tree metaphor by revealing the microfeatures and extended microfeatures of turn and topic management as the key construct of IC in testing and classroom-based assessment in the higher education context. The new tree metaphor also captures the influence of the task on group oral performance.

7.2 The salient interactional features observed in the MUET group oral test: Summary and discussion

Although several studies have investigated the conceptualisation of IC through the examination of the co-construction of discourse by test-takers or learners engaged in both high-stakes testing and classroom assessment contexts (e.g., Galaczi, 2008, 2014; Gan, 2010; Gan, Davison & Hamp-Lyons, 2009; Lam, 2018; Luk, 2010; May, 2011), there is

still limited empirical evidence in defining and conceptualising the key features of interactional competence (Galaczi & Taylor, 2018). The current study aimed to help fill this gap.

The main reference for the present discussion of findings is Galaczi and Taylor's (2018) tree, a visual representation of the key features of IC which include the components of turn management, topic management, non-verbal behaviour, breakdown repair, and interactive listening. Figure 7.2 shows again the IC tree metaphor to guide the reading of this section. As explained earlier, the focus of this project was on the macro- and microfeatures of turn and topic management because these features are intended to be measured in the MUET group oral task, as stipulated in the Malaysian University English Test's Regulations, Test Specifications, Test Format and Sample Questions booklet (Malaysian Examination Council, 2006).

Figure 7.1:   Defining Interactional Competence (Galaczi and Taylor, 2018, p. 9)
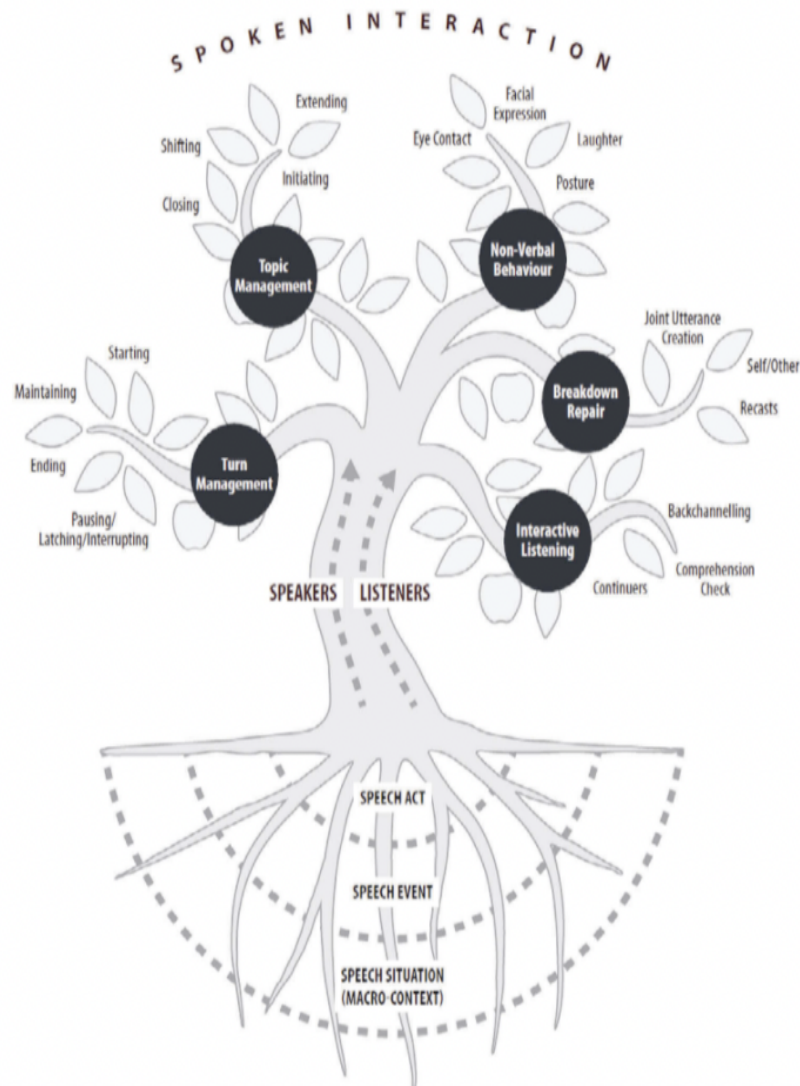
In Table 7.1, I present a summary overview of the qualitative findings of this study, which provide the answer to Research Question 1a and b. As the table shows, the occurrences of the microfeatures in the group interactions include starting, maintaining and ending of turns, as well as initiating, maintaining and closing of topics. The overview also indicates that the microturn feature of turn size, both short and long turns, was found in all groups (except for short turns in MUET group 1), as was the starting feature of turn opening. Turn allocations, a type of maintaining turn feature, equally occurred in all groups, but with differences in explicitness of turn allocation between settings. Namely,

naming the specific next speaker was found in all the MUET and English groups, while more subtle turn allocation strategies like questioning in both IT groups. Another salient maintaining feature found was overlaps. Finally, the turn ending microfeatures such as conclusion and ending statement were found in the MUET and English interactions while the question strategy was used by the IT groups. In the topic management microfeatures, opening with greeting, stance, purpose was found in the MUET and English interactions while the IT groups adopted the follow up questions strategy. Meanwhile, the only features which were noticeably different between turn and topic management in terms of their nature were the microfeatures which emerged in *extending.* Extending microfeatures include topic shift, which were found in all groups, while pseudo- contingency, asymmetrical contingency and reactive contingency were found in MUET, and English group discussions and mutual contingency was found in the IT group discussions. Finally, topic closing features such as conclusion and ending statement were found in both the MUET and English group discussions, while a suggestion and a question were used in the IT group discussions.

Table 7.1:   Summary of Findings on Turn and Topic Management Features

	MUET (FORM 6)		MUET (MATRIC)		ENGLISH		IT	
	Group 1	Group 2	Group 3	Group 4	Group 1	Group 2	Group 1	Group 2
TURN MANAGEMENT								
Turn size								
Long Turns	✓	✓	✓	✓	✓	✓	✓	✓
Short Turns		✓	✓	✓	✓	✓	✓	✓
Starting								
Opening	✓	✓	✓	✓	✓	✓	✓	✓
Maintaining								
Specific turn allocation (like naming next speaker)	✓	✓	✓	✓	✓	✓		
Subtle turn allocation (by using a strategy like questioning)			✓	✓	✓	✓	✓	✓
Overlap			✓		✓	✓	✓	✓
Repetition					✓	✓	✓	✓
Ending								
Conclusion	✓		✓	✓		✓		
Ending statement		✓			✓			
Reminder							✓	
Question								✓
TOPIC MANAGEMENT								
Initiating								

Opening (with greeting)	✓		✓			✓		
Opening with stance	✓		✓	✓				
Opening with purpose		✓			✓	✓		
Opening with follow up questions							✓	✓
Extending								
Topic Shift	✓	✓	✓	✓	✓	✓	✓	✓
Pseudo- contingency	✓	✓	✓	✓		✓		
Asymmetrical Contingency			✓	✓				
Reactive Contingency					✓	✓		
Mutual Contingency							✓	✓
Closing								
Conclusion	✓		✓	✓		✓		
Ending statement		✓			✓			
Suggestion							✓	
Question (Hanging)								✓

7.2.1 Turn Management

This section summarises and discusses the salient features revealed by the turn-by-turn sequential analyses of the MUET group oral test interactions and of the English and IT group discussion classroom-based assessments' discourse. It summarises the emerging patterns of turn management, starting with turn size and followed by the microfeatures of starting, maintaining, and ending. Within these microlevel features, several turn-related extended microfeatures emerged. For example, the microfeature *turn size* was analysed in terms of *short* and *long turns* and the microfeature *starting* was analysed in terms of *the opening* features. In *maintaining*, several methods of obtaining the floor, which cover features such as turn-allocation and overlap, were analysed. Finally, in *ending*, microfeatures such as *conclusion* and *ending statement* were analysed.

7.2.1.1 Turn Size

With respect to turn size, this study investigated two aspects: the number of turns and turn length. The number of turns was notably different between the groups across settings. For example, the allocation time for the MUET group oral discussion is 10 minutes, and all MUET groups stayed within this limit. Understandably, with a longer performance time of 20-25 minutes for the English groups, the latter students produced a slightly higher number of turns. Similarly, both of the IT groups produced the highest number of turns due to the longer time, i.e., a one-hour class time for the task. In terms of the number of turns per minute, the IT students still produced more turns in comparison to the English students and MUET test takers.

The second aspect of turn size explored in this study was *turn length*. Although *turn size* was not mentioned in Galaczi and Taylor's tree metaphor, the analysis of turn size in the present study brought my attention to long and short turns, which were

noticeable throughout all of the group interactions. The analysis showed that turn lengths varied between groups and within a group. Long turns appeared in all groups but were particularly prevalent in the MUET groups, especially in group 1, where the majority of turns were made up of long turns. Test takers' and students' performances in the other MUET and English groups, however, showed a combination of long and short turns. In the MUET group discussions, the majority of turns consisted of long turns; however, there were sporadic occasions where short turns occurred in the form of minimal tokens of disagreement, where one word 'no' was uttered and without any further elaboration, thus the brief and short turn ended abruptly. In the English groups, the long turns appeared at the beginning of the discussions and were then followed by shorter turns towards the middle and end of the discussions. In the IT groups, shorter turns appeared throughout the discussions, while long turns only occurred sporadically. The IT groups produced more short turns, which resulted in much faster interactions, the constant switching between speakers, speakers filling each other in, and there were more student relationships/group dynamics at play which impacted the interaction. Short turns in these interactions were perceived as speakers' engagement with each other in their group discussion.

In conclusion, the microfeature *turn size* plays an important role in turn management but raises validity concerns regarding MUET in this respect. As found by Davison (2007), group interactions are normally characterised by exchanges of short turns and require "less explicit structuring, but more attention to turn-taking skills and planning how to initiate, maintain, and control the interaction through suggestions, questions, and expansion of ideas" (p. 41). Long turns, on the other hand, are more commonly associated with an individual test-taker format such as that adopted in the earlier version of Cambridge Local Examinations Syndicate (UCLES) 'Main Suite' (O'Sullivan, Weir and

Saville, 2002; Saville and Hargreaves, 1999) or in IELTS, which also adopts the individual long turn format in part two of the test, where the test-taker is given a card which requires them to talk about a particular topic for up to two minutes. This study's finding of long turns in all MUET group interactions (and in the beginning part of the English groups) seems to conform to the individual long turn format and is therefore not reflective of the characteristics of group interactions as described by Davison (2007). The IT group interactions and the later parts of the English group interactions, in contrast, were characterised by short turns and can thus be considered interactive turn-taking, reflective of the group interaction format with respect to turn size.

7.2.1.2 Starting

For this section, it is useful to revisit the definition of *starting* adopted in this study. As explained in 4.1.2, it was decided that the first turn of the first speaker (either a test-taker or a student), after the examiner or the teacher gave the instruction to start the discussion, would be considered the initiating part of the discussion.

The microfeature which emerged from the analyses of *starting* in this study was an *opening*. As shown in Table 7.1, 'greetings' was the type of *opening* that only appeared in MUET group 1 and English group 2 and not in the other groups. The MUET test-takers and English students in these two groups apparently recognised they were in a testing or assessment setting and this was evident by the fact that the discussion started formally, with greetings and a declaration of stance.

Awareness of being in a testing or assessment context was also evidenced in the *openings* of all MUET and English groups. The test-takers and students began their discussions by stating the purpose of the discussion as well as declaring their standpoint in response to the task. The test-takers and students have narrowed their interactions into

the task-oriented mode as they began their discussions by declaring their standpoint in response to the task. An indication that they intend to proceed with the task in a direct, explicit and structured manner.

In the IT group discussions, however, the *opening* strategy used was follow-up questions on the previous task. As discussed by Schegloff (1991), the use of utterances such as 'questions' indicates shared knowledge. In the present study, the IT students initiated the discussion using follow-up questions, which indicated that they had shared knowledge from prior discussions regarding the task. It was found that questions were used in the IT discussions as a means of prompting the other students to participate in the interactions.

These results on the patterns of both the preopening and opening, for example the use of *greetings* as the pre-opening, and the use of specific types of openings (*stating the purpose of the discussion* and *stating one's stance*), indicate the influence of the tasks on the test-takers' and students' discourse, and participants' awareness of the testing context; this was evident both in the MUET and English groups. Their interactions could be viewed as 'performed' in a way that indicates awareness of being in a testing context. Contrastingly, the initiation turns in the IT course group interactions, did not follow any of the formal conventions observed in the MUET and English group interactions. The IT students did not begin their discussions with greetings or mentioning the topic or task, nor any introduction or self-introduction; they produced a more natural *starting* in their group discussions with no apparent structure due to the task or awareness of being in a testing setting.

7.2.1.3 Maintaining

Galaczi and Taylor (2018) did not offer much explanation on 'maintaining' of turn management. Therefore, in my analyses of maintaining turns, I referred to turn allocation techniques, a salient feature which was recurrent in all groups and is commonly used in interaction to indicate that the speaker has completed their utterance by assigning the next speaker to continue the interaction (Sacks et al., 1974). Besides turn allocations, other salient features of maintaining turns which emerged in this study's dataset were overlap and repetition.

The results show that turns in MUET groups were regulated and controlled with turn allocations. On the other hand, the English group discussions appeared to be in a continuum, and showed similarities to both MUET and IT groups. Starting with the number of turns, the English groups had slightly more turns in comparison to the MUET groups, but fewer turns than the IT groups. Within the English group discussions there emerged a mixture of short and long turns. The IT group interactions were notably different from those of the MUET and English groups, with a greater number of turns, and, other than the timing, the shorter turns also played a significant part in the higher number of turns. Further investigation of the number of turns and the contributing factors is needed to support this interpretation; however, the current results show that, out of the three settings compared, the IT groups' turn management features of having more short turns are the most similar to patterns commonly found in ordinary conversation. Though both long and short turns appeared in all three main groups, long turns were found mainly in the MUET and English group discussions: more so in the MUET discussions and only at the beginning of the English discussions.

In turn allocations, two strategies were observed: a turn allocated by the current speaker to the next speaker and a turn obtained through self-selection. With respect to the

first strategy, there were two types of turn allocation used in the interactions, the first one was when the current speaker named the next speaker, and the second one was when the current speaker used subtle strategies such as questioning techniques to allocate a turn to another student. The situation where the speaker assigned turns to the next speaker frequently occurred in the MUET group discussions and the beginning part of the English group discussions. This strategy was used probably to avoid confusion in multi-party talk over who would be the speaker for the next turn or to ensure that the speakers stay 'on task' and do not waste any time negotiating for the next speaker. Again, this seems to indicate high test situation awareness. Confusion can very well occur in group interactions due to vague turn assignments, as explained by Greer and Porter (2008): "in order to make sense of the question 'How about you?' participants must make sense of (1) the indexical element in linking it back to some prior question and (2) the addressee-based element in determining who 'you' refers to in any given case." (p.303). In the MUET group discussions, the transition between turns was signalled with even more explicit verbal cues. For example, test-takers assigned the next speaker by name, thus leaving no confusion over turn allocation.

In the English groups, as the discussions progressed, the turns became shorter and the turn allocations – when employed – were more subtle as the test-takers and students used strategies such as asking probing questions. In the IT groups, turn allocation of naming the specific person for the next turn was sparsely used and, when employed, the students similarly applied more subtle strategies such as asking probing questions. The same speakers seemed to rotate the turns amongst them, and there was also one member who decided not to participate in the discussion until his or her name was called.

A further observation regarding turn allocations was that they appeared in an apparent pre-planned manner. A dominant type of turn allocation throughout the MUET

group discussions was the current speaker selecting the next speaker; this limits the possibility for the next speaker to self-select. As Berkoff (1985) argued, the purpose of having a group oral format is that it can overcome issues of 'artificial conversation' between a 'distant examiner' and a 'nervous examinee'. However, this aim was not realised through MUET, even though there was no interviewer to control the turns as reported in OPI studies (e.g., Young 1995; Young and Milanovic, 1992; Young and He, 1998). The turns in MUET were regulated and controlled by the use of turn allocations, which resulted in an 'equal' number of turns allocated to each speaker in the group discussions. Although there was no interviewer to claim a turn, an apparent pre-fixed turn design was used by the group members, which allowed every test-taker to get an equal number of turns. This does not resemble natural 'turn structural organisation', which was seen in the IT and the later part of the English group interactions. Furthermore, when turn allocation is predetermined, it also affects the need of the listener to anticipate the next turn. As reported by Galaczi (2014), "[a] further function of the listener in conversation is that he/she has to forecast the remainder of the speaker's message and anticipate a 'transition relevance place' (Sacks et al. 1974), which would provide a point of legitimate speaker change" (p.561). Therefore, although allocating turns, especially at the start of the interaction, can encourage topic initiation and response from co-participants (Ten Have, 2007), when it is predetermined and used as excessively as in the MUET interactions, it seizes the opportunity for anticipation and free will. The result is that "the 'testness' of the talk can be seen in the rather even distribution of turns, or at least in the participants' attempts to distribute turns evenly." (Greer and Potter, 2008, p.315)

The English course's group discussions showed some similar features to MUET's 'turn structural organisations', such as long turns and turn allocation, but these features only appeared at the beginning of the English discussions. As the discussion progressed,

the English interactions developed into more natural interactions with short turns. The IT turn features, however, differed considerably in terms of the turn pattern from those of MUET and English. The IT group interactions had shorter turns, which resulted in much faster interactions. There was also constant switching between speakers, speakers filling each other in, and there were more student relationships/group dynamics at play, which impacted the interaction. This was in stark contrast with the MUET group interactions, which consisted of more long turns and a lot more specified turn allocations, which resulted in a controlled and more structured interaction.

In addition to selecting the next speaker, there was also evidence of self-selection in the English and IT group discussions, but only to a lesser extent in MUET. Three types of self-selection patterns emerged from the interactions. First, self-selection occurred when the current speaker indicated the end of his turn and the next speaker self-selected using utterances like *'yeah'* or *'ok'*, "a neutral acknowledgement" (Heritage, 2005, p.127). At the beginning of the English group discussions, the current speaker began by selecting the next speaker, but, as the interaction progressed, the speaker then self-selected themselves to maintain the discussion. They used one-word utterances such as *'yeah'* or *'ok'* for the purpose of continued discussion. Secondly, after a concluding statement by the current speaker, the next speaker self-selected themselves to continue with the discussion. This type of turn pattern was found in MUET interactions as the test-takers used concluding sentences as a turn allocation strategy, a signal which was understood by the next speaker to continue with the discussion. A third pattern was when the current speaker ended his turn but continued with the next turn by self-selecting themselves. This was found in the IT group discussions. Sacks et al. (1974) mentioned that self-selection frequently involves some competition for the floor, this might be the case in IT. The self-select turn pattern in IT showed that the turn was continued by the

same speaker, for example, IT1A self-selected himself to continue the discussion after his turn ended by not only answering his own question but also by what appeared to be talking to himself.

The turn allocation features in maintaining turns varied between settings. The MUET groups, as pointed out above, presented a seemingly planned structure in their turn-taking where the test-takers allocated the next turn to a specific test-taker by naming them, and they made certain that turns were allocated equally among the group members, as particularly evident in group 1. Although Greer and Potter (2008) reported that turn allocation is common in test settings, in MUET, the conduct of allocating an equal share of turns among speakers and naming the next speaker appeared rehearsed and pre-planned, i.e., unnatural. At the beginning of the English group discussions, there were also signs of planned and structured turn allocations through the selection of the next speaker by naming them, but as the discussions progressed, the students started to self-select and subtly allocated turns through questioning techniques, which is an indication of a more natural interaction. The IT groups had the most natural flow of maintaining turns in their discussions, with subtle turn allocations and more self-selections.

One of the three maintaining turns microfeatures plotted in the IC tree (see Galaczi & Taylor, 2018, p.9) is *interrupting*. From the conversation analysis perspective, Hutchby (2008) provided the following definition of interruption, "to interrupt is to start up a turn at a point which is not a legitimate transition-relevance place" (p.226). A salient feature that recurringly emerged between turns is overlap, which was generally found in maintaining turns. *Overlaps* were found in the English and IT group discussions but not in MUET discussions. Overlap did not occur in the MUET group discussions, most likely due to the pre-planned turn allocations by naming the next speaker which resulted in an overly structured turn-taking. The beginning part of the English discussions showed a

similar pattern as MUET, but towards the middle and end part of the discussions, shorter turns with overlaps began to emerge. In the English groups, besides verbal, overlap also occurred in the form of non-verbal behaviour, e.g., nodding - which signified agreement. In the IT group discussions, overlap occurred sporadically throughout the discussion, especially when the students were explaining or justifying something. Overlapping is an aspect of interaction that resembles casual, real-life conversation, and, as Galaczi (2014) found, "to start a turn after a latch/overlap was found to increase with proficiency level and as learners became more efficient at simultaneously decoding their partner's utterance, composing their contributions and projecting the end of the turn" (Galaczi, 2014, p. 572). Overall, the results on overlap suggest that the English and IT students were naturally engaging in turn-taking management during the group interactions. The lack of overlap in the MUET group interactions, on the other hand, suggests that the pre-planned turn allocation posed limitations to the test-takers' natural engagement in the MUET group discussions.

Another salient *maintaining* feature found only in the IT group discussions was *repetition*. Repetition is one of the four features of interaction that include ellipsis, deixis and action, which speakers use to design their turns so as "to display the connections between a current turn and its prior, and hence the coherence of their talk." (Drew, 2013, p.134). The IT students used repetition as a form of agreement with each other. They repeated certain phrases immediately after the previous speaker had uttered them to ensure that the current turn stayed connected with or responded to the prior turn.

To sum up, some features discussed in relation to aspects of maintaining turns, such as naming specific speakers, are an indication of pre-planned and structured features of 'test talk', and these were found in the MUET group discussions and at the beginning of English group discussions. Features that indicate 'natural' talk, such as overlap and

repetition, were found in the English and IT group discussions but not in the MUET ones. In other words, the way in which turn-taking was maintained in MUET largely differed from the TLU and came across as artificial.

7.2.1.4 Ending

Ending was the final microfeature of turn management investigated. A common characteristic of ending found in all group discussions was that the discussions were ended by a self-selected or self-appointed test-taker or student. It seemed that by knowing that the discussion was about to end, based on an announcement of the examiner or the teacher, one student volunteered him- or herself to end the discussion.

In terms of how the discussion was ended, the MUET and English group discussions shared similar ending features, using concluding remarks and ending statements. Howe's 1991 study (as cited in García, 2015, p. 256) reported that there is a "regular sequence of ending indicators" (p.9), such as summary assessments, acknowledgement tokens and pauses." The ending feature that emerged from the IT groups differed, however. In a classroom setting, studies have reported the use of instructional language, for example, the utterance "the last one", by teachers to foreshadow the closing of the current activity (Greer, 2019). In the IT group discussions, the lecturer suggested a closing when she mentioned that "the time is up". However, both groups took different approaches to closing. In IT group 1, the student ended the discussion with a reminder about the task to the rest of the group, while in group 2, the student ended with a question, and the discussion was adjourned due to the time limit, which left IT group 2 with an abrupt ending. It is believed that the IT group discussions showed a more natural ending than in the MUET and English groups in the sense that both IT groups showed different types of closing, using reminders and questioning

techniques. The MUET and English group discussions, in contrast, were more structured to the specific tasks as the test-takers and students closed with concluding remarks and ending statements, which are more of an indication of a 'test talk' feature.

7.2.1.5 Turn Management Conclusion

Ultimately, in answer to the turn management question, *RQ1: What are the salient interactional features produced by the MUET test-takers?*, the evidence collected on turn size, starting, maintaining and ending raises several validity issues. In particular, the turn features that emerged from the MUET group discussions did not demonstrate a wide range of interactional features, in comparison to the TLU setting, represented by the English and IT group discussions. Specifically, features such as short turns in turn length, subtle and/or self-selection in turn allocation, overlap and repetition, which are commonly associated with active involvement in interactions, were missing from the MUET group discussions. Additionally, the turn management features that were present in MUET were realised differently and over-represented in that setting as compared to the TLU setting. For example, long turns, the use of greetings, stating the purpose of the discussion as well as declaring their standpoint in response to the task in pre-openings and openings and turn allocation by naming the next speaker. Therefore, it can be concluded that, in terms of turn management, the MUET group oral does not comprehensively test speaking ability in the real-life context of a conversation as claimed in publicity for the test, but that it is more reflective of 'test talk'.

7.2.2 Topic Management

The cyclical process of the analysis of the microfeatures of topic management began with topic identifications to establish topic boundaries. As explained in the Methodology

chapter, establishing topic boundaries is a crucial initial step before conducting any analysis on topical microfeatures. The analysis for topic boundaries involved units of interactions defined by the criteria pertaining to "the jointly-maintained conversation" (Watson and Potter, 1962, p. 247). In line with this, I began my analyses with the process of identifying the criteria to establish topics. Once topic boundaries were established, the analyses continued with the Galaczi and Taylor (2018) categorisation of the following topic management microfeatures: "initiating, extending, shifting, and closing down topics" (p. 8).

The following discussion section on topic management begins with a summary of each salient microfeature starting with *initiating* and then continue with the other microfeatures of topic management: *shifting extending* and *closing*.

7.2.2.1 Initiating

Topic initiating features which emerged in this study were classified as preopening and opening. Starting with an opening, where the first speaker used *greetings* to initiate the discussion. Essentially, each group had an opening but with different strategies employed. For example, in all MUET discussions, besides a greeting, another recurrent opening feature was *a declaration of stance*. The MUET test-takers established their stance early in the group discussions, at the beginning of a turn, in turn 1, and then reinstated it again at some point in the discussion as a form of reinforcement. The stances were repeated several times throughout the discussions. The nature of the MUET tasks influenced the test-takers' performances as it required them to come to a final stance, and so they declared their stance at the beginning of the discussion and then repeated it again throughout the discussion, as found in groups 1 and 2. The way stance was presented in the MUET group discussions and how the test-takers had repeated it several times until

the end of the discussions as a conclusion in the MUET groups, reflects the pre-planned nature of the interaction. The said occurrences appeared in MUET groups 1 and 2 but not in 3 and 4. The difference in the performances between groups 1 and 2 with 3 and 4 was that the test-takers of groups 1 and 2 had undergone a MUET test preparation course prior to the recording time but the test-takers of groups 3 and 4 did not have any formal exposure to MUET or to a test preparation course. It is also believed that the test-takers in groups 1 and 2 were 'trained' to highlight their stance repeatedly in the discussion to facilitate the raters in assessing them. However, this assumption was based on an informal observation of the researcher and was not investigated further as it was beyond the scope of this study.

The topic initiation in the English groups also consisted of an opening. In English group 2, for example, the students used greetings as an opening to initiate the discussion, followed by 'stating the purpose of discussion'. There was no distinctive assertion of stance, such as had been observed in MUET. The topic initiation strategy employed in the English group 1 discussion, however, started with the first speaker mentioning the task. Similarly in group 2, the first speaker initiated the topic for discussion by highlighting the scenario assigned to the group.

The IT discussions, however, used a different strategy for its opening, in which the students used a questioning technique by asking about their work progress. The question suggests that the students had been working on the slides prior to the current discussion. After answering the questions posed by the first speaker, the IT group interactions then progressed quickly from topic initiation to topic development. A feature which was noticeably absent from the IT interactions was the academic stance. This was probably due to the nature of the task – a problem-based task that did not require the students to argue and declare their stance. This was unlike the MUET tasks which

required the test-takers to choose the best option from the prompt in the task, which led to a repetitive declaration of stance.

In conclusion, the evidence shows that the formulation of topic initiation among all groups was to a certain extent influenced by the nature of the tasks. Both the MUET test-takers and students of English were aware of the test setting for the group discussions, as they began with a formal form of greeting. Moreover, they also stated their 'stance' and the purpose of the discussion, another indication of their awareness of the assessment context. On the other hand, the disregard for any form of formality or structure in the IT discussions at the topic initiation stage indicates that the students were engaged in what is perceived as 'natural' and 'real life' classroom discussions. Therefore, the MUET test-takers' performances showed a lack of 'real-life' topic initiation features and indicated they were aware that they were 'performing' in an assessment context.

7.2.2.2 Shifting

Topic shifts or *shifting* is an interactional feature used to describe topical movements by developing "topics across speakers and turns" (Galaczi & Taylor, 2018, p.9). Maynard (1980) describes topic shifts as "a move from one aspect of a topic to another in order to occasion a different set of mentionables, and they can be done in various ways." (p.271). The analysis of topic shifts considered the definitions by Galaczi and Taylor (2018) and Maynard (1980), and the results of the topic shifts in all three contexts – MUET, English and IT. For *shifting*, the results showed that, first, the tasks had influence on the topic shifts, and second, the influence of tasks on the topic shifts was distinctive in MUET, moderate in English, but subtle in IT.

In the MUET group discussions, it was found that the topic shifts were profoundly related to the task that had been set, as the test-takers were required to discuss and argue

the best possible answer from the four options given in the task prompts. In a way, the tasks restricted the test-takers to discussing only the four options from the prompts; hence the test-takers had to narrow down the topics in their discussions. Due to this, there was also evidence of topic recycling. Ultimately, this resulted in a limited number of topic shifts. For example, within eight turns in the MUET group 1 discussion, there were only two topics – *trip* and *birthday* – discussed from the four prompt options. The test-takers in this group narrowed down the topics to two from the start of their discussion and then further reduced it to one topic as their potential task conclusion. In MUET group 2, all four options were discussed; however, more than one topic was discussed within one turn. At the end of the group 2 discussion, the test-takers concluded with only one topic. In MUET group 3, the test-takers discussed three topics from the four options given in the prompt and then narrowed it down to one topic as they had to conclude with one topic as the best option. At the beginning of the MUET group 4 discussion, the test-takers appeared to be covering all four topics, but in the end, they agreed on only one as the best possible option. So, there were only four main topics or less discussed in each MUET group, and the topics were essentially the options given in the tasks.

With the reduction of topics, there was also evidence of topic recycling as MUET test-takers tended to produce utterances indicating agreement or disagreement with each other, but little to no effort was made to explain why they (dis)agreed. Instead, the test-takers continued their turns by elaborating their own viewpoints, resulting in only minimal efforts in co-construction of each other's points. This suggests a negative implication of having options in the prompts, as this limits the possibility of expanding the topic of discussion beyond the options. In sum, the topic shifts in MUET showed a limited number of topics being discussed, which also resulted in recycled topics.

Similar to the MUET group discussions, the students of the English groups produced their topic sequences based on the tasks given. However, there were no options in the prompts. The results indicated that the tasks were only moderately influencing the performance in this case. In English group 1, for example, there were four main topic sequences discussed, and the main topic sequences were then extended to subtopics. As the turns became shorter, the topics started to shift rapidly. In both English groups, the results showed evidence of the students completing each other's sentences and developing each other's topics, an indication of engagement between speakers. As the turns became shorter and the topics and subtopics changed rapidly, some topics were recycled. For example, in English group 1, the topic 'swim' was first mentioned in the first turn and then resurfaced again in turn 10. In English group 2, the topic sequences centred around the student giving advice to other students on how to get sufficient sleep. The topics shifted between five topic sequences. There was also evidence of topic recycling in group 2.

The IT discussions presented a much more complex set of topic shifts as compared to MUET or English because of the lack of instruction in the IT problem-based task provided to the students. Although the students explained the task, there were no explicit instructions on how to approach the task. Due to the complexity of the topic shifts in IT, for the analysis to identify the topics, I developed a framework to identify keywords related to the task and categorised them into four main topic sequences: *Task approach, Information search, Task response and Technical aspect.* Indeed, the IT students also discussed topics which were not related directly to the task, such as Information Search and Technical Aspect, but which were relevant to Task Approach.

Evidently, the complexity of the IT topical sequences lies in the operationalisation of the task. In general, the structure of the IT discussions consisted of mainly short turns,

which also indicated rapid topic shifts. The results of the IT group discussions showed that the topic shifts were markedly more complex; it was felt that the students tended "to tie each turn topically to the previous turn such that analysts find it difficult to distinguish the precise point at which topics change" (Gan et al., 2008, p.319). Moreover, the short turns also included the use of minimal acknowledgement and the use of questions as a technique to propagate topic extension and mutual co-construction of ideas.

In conclusion, this subsection discussed the extent of the influence of tasks on topic shifts, which were noticeably different between the three (MUET, English and IT) group discussions. It affected the number and complexity of topic shifts. In the MUET groups, the topic shifts were profoundly related to the tasks set, and the options in the prompts prominently influenced the test-takers' performance. In the English group discussions, the degree of influence of task on performance was moderate as compared to MUET, as the students came up with their own topics in addition to those suggested in the task prompts. In IT, in contrast, the topic shifts were more numerous and complex as the task only provided a guideline for the task, and the students had to figure out how to approach and respond to the task themselves. In terms of the number of topic shifts, the MUET group discussions had a smaller number of topics as compared to the English and IT discussions. The English group discussions showed a slightly moderate number of occurrences of topic shifts, with more new topics emerging in the discussions. However, the topic shifts in IT were evidently the most complex among the three settings, with more topics discussed and this being more reflective of natural conversations. Therefore, it is concluded that the MUET group oral does not measure a comprehensive or full range of topic shifts. Essentially, the MUET topic shifts were presented in a structured and controlled manner and thus do not reflect the complexity of topic shifts with a wider range

of topics as revealed in the IT group discussions, which in turn reflects the complexity of 'real-life' academic discussions.

7.2.2.3 Extending

Extending or topic extension is concerned with the co-construction of turns, which relates to bringing "the discussion toward a level of heightened understanding defined by explicitness, familiarity, and specificity" (Waring, 2002, p.471) of topics. Topic extension is considered the most important feature in the co-construction of turns in L2 (Galaczi, 2014): "because it provides evidence that the test-taker/learner has sufficient English language ability to understand what his/ her interlocutor has said and to extend the topic further." (Galaczi, 2014, p.561). In line with this, the analyses conducted on topic extension in this study took into consideration the speaker-based and listener-based strategies (Waring 2002) in the formation of the co-construction and development of responsive turns.

The results show that several aspects of co-construction of turns and topic extension features emerged from the group discussions. For example, it was found that MUET test-takers were more invested in building and extending their own viewpoints instead of co-constructing each other's views. The minimal attempts of co-construction in the discourse were confined to the use of minimal tokens of acknowledgement, such as agreeing or disagreeing with the previous speaker's points. However, the co-constructions were short-lived as the test-takers proceeded to develop their own viewpoints instead of arguing each other's points. Therefore, by developing and extending their own viewpoints, the MUET test-takers were demonstrating a lower level of engagement with each other and certainly not in a meaningful manner.

The English groups displayed several topic features like the MUET performances, but also some different ones similar to the IT performances. The initial part of the English group interactions consisted of long turns with several topical features, including topic extension features, which was similar to the MUET group discussions, where the students were more focused on building their own viewpoints. However, as the discussions progressed, the English students started to co-construct the interactions by building and extending each other's topics, which is reflected in considerably more short turns as the discussion progressed. Within these turns, complex topical features emerged. For example, evidence of topic extensions can be seen through the provisions of specific instances, relatable experiences and probing questions. Although there were traces of the influence of the task, as seen in the initial topic sequences, as the discussions progressed, the students started to develop and extend their own topics.

In the IT interactions, the students demonstrated numerous collaborative efforts through extending and combining multiple topic sequences in their discussions. The topic sequences in IT proved to be the most complex among the three settings. There were four main types of topic sequences, three of which were not directly related to the task. The analysis of the IT topic sequences showed that the students from both groups focused a great deal on *task approach*. Although the students were required to discuss the questions posed in the task, due to the complexity of the instructions for the task, the students spent a significant amount of time trying to figure out how to approach the task before they attempted the questions. The second topic sequence was termed *task response* as it involved topics related to responding to the task by answering the questions assigned by the task. The third topic sequence was *information search*, a term used to describe topics related to the process of finding information for completing the task. The fourth topic sequence was *technical aspect*, a term used to describe topics that were related to the

equipment or tools used while working on the task. The IT group discussions showed evidence of complex topic sequence organisation as it did not have any organisational structure based on the task itself, which had been the case in the MUET and English interactions. For example, the topical sequences in the IT discussions constantly shifted between the four main topics: *task approach, technical aspect*, *information search* and *technical aspect*. There were different types of co-construction strategies used in IT, through different types of topic extension, for example, in the form of suggestions or justifications. Another example of co-construction of ideas was when the IT students also showed that they possessed shared and common knowledge while interacting with each other, as they were able to finish each other's sentences.

In sum, the topic extension results varied between all three settings. The MUET topic extension moves consisted of more individually induced topics, while the English topic extension moves evolved from individually induced topics to more mutually developed topics among speakers, and the IT topic extension moves consisted of mostly mutually developed topics. The results also revealed the effect the tasks themselves can have on topic extensions. Namely, the MUET topic extensions were heavily influenced by the tasks, whereas the English topic extensions were moderately influenced by the English tasks, and the IT topic extensions showed the influence of the IT task in a complex but indirectly influencing manner.

Below, I elaborate on the topic extension analysis, focusing specifically on *contingencies in response*.

7.2.2.3.1 Contingencies in Response

Further development of the analysis of *extending* led to the identification of a salient feature, *contingencies in response*. Young (1996) describes the importance of responding to topics as to be contingent on the previous turns: "If the topic continues across adjacent

turns, the second speaker is said to have ratified the preceding speaker's topic" (p.8).

Response is described by Schegloff (2006) as the "outcomes" or "sequences" that "are being constructed or enacted or projected" (p.3). Ross (2018) describes *responding* or *listener responses* as "potential indicators of L2 speakers' interactional competence" (p.371), and Lam (2018) extends the argument, "producing responses contingent on previous speakers' contributions – that emerged as a de facto construct feature of IC" (p. 377). In operationalising responding, Lam (2018) identified three criteria to analyse responding in test-takers' discourse in a group speaking assessment: formulating, extending, and accounting for (dis)agreement with co-participants' ideas. From these definitions, it is gathered that responding is the ability to discursively construct to make a meaningful response contingent on the previous speakers.

The patterns of interaction in the present study were distinguished based on Jones and Gerard's (1967) model of dyadic interaction and the concept of interactional contingency (as cited in Galaczi, 2004). From the analyses, four types of contingencies emerged: *pseudocontingency*, *asymmetrical contingency*, *reactive contingency* and *mutual contingency*. The varieties of responses that were found in the MUET, English and IT group discussions appeared to cover the spectrum of all four contingencies. In addition, a combination of contingencies also appeared within individual groups (e.g., a single type of contingency in one group versus a combination of two contingencies in another group) – a phenomenon that, to the best of my knowledge, has not been reported before.

Pseudocontingency

Pseudocontingency, which contains features that are similar to speakers taking on 'solo' roles (Galaczi, 2004), were found in MUET groups 1, 2 and 4. It reflects little to no effort identified in the test-takers' performances to demonstrate what Lam (2018) labelled as

'responding'. "Pseudocontingency is characterised by a high degree of goal orientation but little reactiveness" (Young & Milanovich, 1996, p. 405). The analyses showed that these three MUET group discussions could be categorised as pseudocontingency because of the expansion in self-initiated topics through explanation, elaboration and/or justification. All speakers in these groups displayed a high degree of goal orientation as their focus was on arguing for one's own stance. The result was that the MUET test-takers used long turns that resembled 'giving a speech' with a complete circle of topical features, from pre-openings to topic ending. This does not subscribe to the focal notion of IC, which is "jointly constructed by all participants" (He & Young, 1998, p.5). A glimpse of reactiveness emerged only when a test-taker initiated a new topic and the previous topics were acknowledged with minimal engagement or minimal social stimuli to briefly connect with the previous speaker's turn. Therefore, we can conclude that the MUET test-takers' fundamental content of their turns was not contingent on the previous speakers' contributions, as "they do not refer back to or topicalise elements of the previous speakers' talk" (Lam, 2018, p.390), or, when it happened, it was only through minimal engagement.

Asymmetrical Contingency

"Asymmetrical contingency is characterised by a high degree of goal orientation by one party and a high degree of reactiveness by the other party" (Young & Milanovich, 1992, p.405). Only one of the four MUET groups, i.e., group 3, demonstrated a combination of both pseudo- and asymmetrical contingency. Interestingly, while Van Lier (1989) highlighted that "[a]symmetry may be reduced by using task-based assessments of activities carried out in (peer) groups" (p.504), what was found in the MUET group 3 discussions was the opposite. The interaction started off similar to the other MUET

groups with long turns. The turns occurred consecutively as the test-takers took on 'solo' roles – initiating topics but not engaging to any great extent with each other's ideas. However, towards the middle part of the discussion, the MUET group 3 discussion turned into asymmetrical contingency. Like "[a]n interview [which] is characterised by asymmetrical contingency" (Johnson and Tyler, 1998, p.30), MUET3A took on the role of an interviewer, using probing questions, and the other test-takers responded to his questions. The probing questions used to gain responses from the other test-takers were formulated based on the options in the task. The responses to the questions were met with minimal tokens of acknowledgement and agreement, which indicates contingency on the preceding response by the other test-takers. The responder began with minimal tokens of acknowledgement and agreement before proceeding with the response. This is considered a contingent response when the content of the response is subjected to the previous turn, as argued by Lam (2018), who states that "[b]y furnishing an account for agreeing/disagreeing, the current speaker constructs a response in which the substantive content is contingent on a previous speaker's contribution" (p.390). The test-takers then continued to argue their own and each other's viewpoints until they reached a conclusion. The pattern of asymmetric contingency in group 3 continued until the end of the discussion.

Ross (2018) comments on the influence of a task on contingencies: "candidates' opportunity to demonstrate this facet of proficiency is contingent on the assessment tasks presented to them, and how the interviewer frames each task" (p.371). This seems to apply to MUET group 3, where the main concern in this case was the orientation from a group oral discussion to an interview. There appeared to be evidence of the influence of tasks on the test-takers' performance, and it appears to have caused a deviation from the intended construct. For example, when one test-taker in group 3 had oriented himself to

be an interviewer. This test-taker used questions formulated based on the prompt to elicit responses from the other test-takers, and in this manner, the group discussion task changed the dynamic of the group discussion into an asymmetrical interaction which is also found in collaborative dyads (e.g., Galaczi, 2004).

Reactive Contingency

Reactiveness in contingency has been described by Young and Milanovic (1992) as: "[w]hen the utterance is contingent upon a previous utterance by the other participant, we describe the relationship between the two utterances as reactiveness." They further added that "reactive contingency is characterised by little goal orientation by either party but a high degree of reactiveness by both" (Young & Milanovic, 1992, p.405). This study's results indicate that the only group discussions which showed characteristics of reactive contingency were the English groups'. However, the uniqueness of this contingency was that it showed a combination of pseudo- and reactive contingency. Namely, the English group discussions started off with pseudocontingency, which was similar to the MUET groups, with students taking on 'solo' roles and initiating topics but not engaging to any great extent with the previous speaker's ideas. However, as the discussion progressed, the turns in the English groups' discussions became shorter, and the topics were developed and extended by the students with some re-emergence of previously discussed topics. Topics were recycled to reinforce previously discussed ideas by the students. However, towards the middle of the discussions, there was evidence of interactional co-construction as the students engaged more with each other, such as through repetitions and asking questions to expand the discussions further. It was at this stage that the discussion showed evidence of 'naturally occurring conversation', whereby "a crucial part of this

interactiveness is a sense of involvement or reactiveness among interlocutors" (Johnson & Tyler, 1998, p. 48).

Mutual Contingency

Jones and Gerard (1967) described mutual contingency as both parties exhibiting a high degree of goal orientation and reactiveness, while Galaczi (2004) extends it as "each response is partially determined by each speaker and partially by a predetermined plan" (p.43). Johnson and Tyler (1998) compared it to a 'real-life' conversation: "[f]riendly, everyday conversation […] is based on mutual contingency with equal distributions of rights and duties" (p.30). In the IT group interactions, the students produced responses which can be classified as mutual contingency because of the collaborative efforts by the students working cooperatively (high mutuality) and contributing to talk equally (high equality). Moreover, the IT group interactions also produced much faster interactions, with constant switching between speakers, speakers filling each other in, and also more student relationships/group dynamics at play which impacted the interaction. Similar results of "frequent speaker changes, short turns, and strong listener support" were also reported by Galaczi (2014, p.568). The interactional behaviour in these groups of three IT students, however, seemed to be mutual between two active speakers but with one passive speaker. This was in contrast with the findings reported by Nakatsuhara (2011), who observed different results in three-member groups during their co-constructed interaction, "it was noteworthy that such collaborative attempts including all the group members seemed to be unique to groups of three. It appears in other words that groups of three tended to establish a greater degree of solidarity to accomplish the task all together than groups of four" (p. 495). In the present study, however, in both IT groups, but especially in group 2, there did not seem to be mutual solidarity between all three group

members. In fact, there was conflict found in the interaction, with one group member being uncooperative during the discussion.

In conclusion, in terms of contingency features, all four types of contingencies (pseudocontingency, asymmetrical, reactive and mutual contingency) were observed in the present study, but not all within the same setting. Also, some groups showed the use of multiple contingencies within their discussion. Starting with MUET, three out of four groups demonstrated pseudocontingency, and one group demonstrated two types of contingencies: pseudocontingency and asymmetrical contingency. Both of the English group discussions showed evidence of pseudo- and reactive contingency, while the IT group discussions showed signs of mutual contingencies. Therefore, as part of the answer to RQ1 *To what extent do features of turn management elicited in the MUET group oral test reflect the features of turn management salient in an English language course and an IT course in a Malaysian, HE institution?*, based on these results, I would firstly like to put forward that there was a construct underrepresentation of contingency in response – a vital aspect of IC – in the MUET group oral test since it was limited to pseudocontingency (and asymmetrical contingency in one group) in these performances. The TLU settings of English and IT, in contrast, showed evidence of reactive and mutual contingency, which are considered central to IC.

Secondly, Folland and Roberson (1976) argue for the advantage of group oral tests, stating that "the group test situation, constructed according to testees' future needs, can test all aspects of the integrated skills, particularly since the testees are judged according to their linguistic behaviour in a naturally developed situation" (p.160). This encapsulates the argument that an advantage of group oral tests is in their ability to measure integrated skills in a setting that promotes the natural development of the interaction. In contrast, the contingency results of the MUET group oral test showed its

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failure to measure a wider range of interactional skills, most likely due to its task and the test setting. The results showed that the test-takers in all four MUET group discussions only produced pseudo- or at best asymmetric contingencies. There was evidence of individually induced speeches in long turns in the test-takers discourse, which appeared as a facade of interaction. Moreover, there was also evidence of pre-planned, rehearsed speech, which effaced the 'naturally developed' interactions that group orals are expected to produce. The contingency results also showed that the MUET group oral test was not measuring the test-takers' abilities to produce two other types of interactions – reactive and mutual contingencies. Therefore, it failed to comprehensively measure the spectrum of contingency that appeared in the more 'real-life/natural' academic group discussions of the English and IT settings.

7.2.2.4   Closing

The last feature of topic management as described by Galaczi and Taylor (2018), is the closing. Two types of closings were observed in the MUET interactions. The first type was a closing that occurred after each turn due to long turns in the MUET group discussions. The closing patterns for each turn ended with a topic initial elicitor, as the current speaker asked the opinion of the next speaker to signal the end of a turn, or the speaker repeated his stance. These were distinctive closing features in all MUET group discussions. Similar patterns were also found in the earlier parts of the English group discussions, which consisted of long turns (but not in later parts).

The second type of closing, a distinctive closing feature for both MUET and English discussions, was that the test-taker or student asked questions to signal the end of the discussion before finally ending the discussion with an explicit conclusion. Radford, Blatchford and Webster (2011) found similar results in their study of a teaching assistant

whose "main involvement, orally, is to support on-task behaviour (1 and 4); she uses three closed questions (2-3) addressing task completion" (p.14). Young (2013) highlighted the difference between closings in academic advising sessions and ordinary conversations: "In closing academic advising sessions, it is not legitimate to reinvoke topics that have already been dealt with during the session, whereas in closing ordinary conversations, re-invocations are used to indicate that none of the participants has any further new topics to introduce" (p.19). It was also found that the MUET test-takers and English students restated their topics again during the rounding up or the concluding part of the discussions to signal task completion, a strategy used to highlight the conclusion, especially in MUET group discussions, where a conclusion is 'required' at the end of every discussion. Therefore, in these group discussions, the 're-invocation of topics' appeared unnatural, coerced or even forced.

Due to the time limit in MUET, it was found that the MUET test-takers 'rushed' to conclude their discussions, which, as Greer (2019) reports, is commonly found in test settings: "[a]n extensive review of the 51 test endings uncovered a range of test- takers' orientations to the timer" (p.164). In contrast, likely due to the longer time allocated for the English course's task, those students spent more time deliberating the conclusion before finally reaching a consensus. As was seen in English group 1, the students took their time to negotiate the right choice of words to frame the conclusion.

Contrastingly, in the IT group discussions, there was no 'proper' closure and no concluding statement, as had been found in both the MUET and English group discussions. The process towards the ending started when the IT lecturer signalled that they were nearly reaching the end of class time. In group 1, after the first lecturer announcement, IT1A reminded the other members about the submission date. By doing so, he signalled the end of their group discussion. In group 2, however, the students were

still continuing with their ongoing discussion as the final utterance was a question by IT2A asking about their task. However, the IT group discussions finally ended when the lecturer announced the end of the class time. As mentioned earlier, the IT group discussion task consisted of a series of classroom-based discussions for a problem-based project. Thus, the task itself did not require the students to end every discussion with a conclusion, unlike the tasks given for MUET and English group oral assessments. Therefore, this raises an interesting question of 'Does every group discussion need to end with a conclusion?'. This is important for group discussion tasks such as the one used in the MUET group oral test, where the test-takers are expected to conclude with one option from the prompt. However, if one answers, 'yes' to the question of the need for a conclusion, then we should also investigate 'What kind of conclusion do the test-takers or students need to produce and for what purpose?'. For example, do the students need to decide on 'the best' option or they are free to decide on how they want to 'close' the discussion.

The MUET group discussions were structured based on the path of closing the discussion with a conclusion. The test-takers were expected to end with a jointly negotiated conclusion. Luoma (2004) describes decision tasks for paired assessment as those where "the speakers express their opinions about the concerns and justify them to air different viewpoints before negotiating the conclusion. They need to follow the discussion and tie their own turns to those of the others. Decision tasks are fundamentally interactive, ... interaction additionally involves negotiation between different viewpoints and taking others into account" (p.151). This MUET closing pattern in topic management showed that the 'jointly negotiated conclusion' was missing from the discussions. The *closing* results show that the test-takers failed to conduct a jointly negotiated conclusion as they rushed to end their discussions with a concluding remark and/or by restating their

stance. Therefore, in relation to RQ1 on MUET's context validity, the evidence in *closing* demonstrates that the test-takers were well aware of the task requirement, and they complied. Greer (2019) has argued that, if this had not been the case, those who are less aware of the test setting would demonstrate "greater involvement with the topic talk and less concern for the test setting" (p.182-183). In conclusion, with respect to closing, the MUET test resembles 'test talk' more than 'real-life' interactions.

7.2.2.5 Topic Management Conclusion

The comparison of the topic management features between the MUET group discussions and the TLU (English and IT) group discussions was designed to inform the research question (RQ1a and b) on the MUET group oral test. In conclusion, with regard to topic management, the findings reveal important differences between the three settings of group oral assessments (MUET, English and IT) in all topic management aspects investigated. The MUET test-takers exhibited a lack of ability to engage with each other's topics at a higher and more meaningful level, which can be regarded a lack of representation of a higher-level interactional co-construction of the IC construct. Similarly, the English course's group discussions showed some similar features to MUET's 'turn structural organisations', such as long turns and turn allocation, but these features only appeared at the beginning of the English discussions. As the discussion progressed, the English interactions developed into more natural interactions with short turns. Shorter turns are significant to group interactions as they indicate a higher level of reactiveness. On the other hand, the students in the IT group discussions displayed more collaborative efforts in sustaining topics over longer stretches of discourse. Moreover, the IT discussions' disregard for any form of formality or structure at the topic initiation and

closing stage indicated that those students were engaged in a more 'natural' classroom discussion.

The results of the interactional analyses show that the act of 'responding' is an important IC construct, which corroborates Lam's (2018) claims that 'responding' is an essential part of the construct of IC. More specifically, the test-takers in MUET demonstrated a lack of collaborative efforts regarding the previous speakers' contribution but instead focussed more on "solo" topic development. As described by May (2011), "[i]nteractions that are seen as lacking in authenticity are characterised as stilted, with candidates perceived as talking at rather than to each other, and often containing long monologues, as opposed to genuine responses to what a partner has said" (p. 137). There was other evidence that signalled this too, such as the pre-planned and rehearsed speeches, obviously deviating from the intended 'natural' interactions that group orals are expected to produce.

The inference on the contingency results signifies that the MUET group oral test failed to measure a spectrum of contingencies that includes two other types of contingencies, reactive and mutual, which appeared in the English and IT group discussions. The MUET group oral test was eliciting only one type of contingency, pseudocontingency, which suggests construct underrepresentation for the other types of contingencies. Thus, the MUET group oral test did not measure the other contingency features that emerged in the 'real-life/natural' academic group discussions.

Overall, the findings on the interactional nature of the MUET group discussions show that the interactional features primarily reflect those of an assessment or testing context and much less so those of academic group conversations, which is the target construct. Thus, to answer RQ 1 on MUET's context validity in this respect, the results indicate that the MUET test-takers' performances lacked interactional features in relation

to contingency in response. Therefore, to ensure comprehensive construct representation of IC in group oral tasks, the test designers need to ensure that the tasks are able to elicit a wide range of response features, including co-construction of each other's viewpoints.

7.3 Language testing experts' perspectives of the MUET group oral task: Summary and discussion

A questionnaire was designed to gain language testing experts' perspectives on the potential of the MUET group oral task for eliciting discourse types as in the academic domain. This comprised a) general-type questions on group discussion tasks as a task type, where the experts were asked to rate the extent of the MUET task's ability to measure IC in academic discussions at tertiary level, and b) prompt-specific questions (i.e., MUET prompts) to investigate the prompts' comprehensiveness in measuring the intended construct – IC in academic discussions at the tertiary level. This was complemented with an expert group discussion held immediately after completion of the questionnaire.

The results for the general-type questions (on task setting) showed that the experts generally agreed that a group oral task, in principle, is an effective tool to measure interactional performance validly at the university level and for specific purposes such as academic discussion.

Regarding the prompt-specific questions, these were designed to analyse task demands. Two prompts were selected from the MUET November 2016 speaking test booklets 1 and 2, labelled as prompt A and prompt B. The results showed that the experts felt that the MUET prompts lacked in the following areas:

1. The prompts were not appropriate for the intended construct/skills, i.e., IC.

2. The topics of both prompts were unsuitable for:

    2.1. the academic target language use situation,

2.2. the target proficiency level (for academic/entrance level university study for degree qualification). On the other hand, the topics were deemed suitable for the target population.

3. In terms of knowledge requirements, the majority of the experts agreed that, for both prompt A and B, the test-takers would require socio-cultural knowledge in order to perform the tasks provided, while other types of knowledge were considered less relevant or unimportant. This is a concern as the test specifications list a variety of topical knowledge that is intended to be measured but is not according to the experts' judgements.

4. The experts agreed that both prompts would be able to elicit the majority of discussion management strategies as listed in the test specifications.

5. However, the experts felt that both prompts would only be able to elicit some of the language functions as listed in test specifications.

6. Apart from the channel of communication and topic choice, the experts' views were quite similar on prompt A and prompt B.

7.3.1   Discussion of the group oral task

As reported above, investigating the perspective of task setting, the experts agreed that the use of group oral tasks in speaking tests could elicit evidence of IC. In principle, therefore, a group oral test like MUET, could be an effective tool to measure interactional performance validly at the university level and for specific purposes such as academic discussions.

The experts' views are in line with other proponents of group oral tasks, such as Folland and Robertson (1976), who were among the first researchers to recommend using group discussion in speaking testing. In their study, Folland and Robertson compared the group oral examination with more traditional one-to-one interview oral tests and

presented the advantages of group oral examinations, where the test-takers have more control over their discussion as compared with tests with an examiner who controls the discussion in OPI-type oral tests. They reported that the group oral test made test-takers more comfortable with less examination stress as the test-takers had more control of the discourse: "[t]he discussion which develops gives more incentive to the testee to speak and exhibit his ability to use the language, especially since he can himself alter the course of the discussion" (Folland & Robertson, 1976, p. 161-62).

Another supporter of group oral tests, Fulcher (1996), proposed that a group oral task would make an excellent addition to speaking tests: "If the group oral discussion task type elicits assessable language from students, and if the task type or the language is, or is perceived by the student to be, qualitatively different from other task types, then an excellent case could be made for its inclusion in oral test batteries" (p.24).

7.3.2 Prompt

Although there is ongoing debate in the language testing literature around the complexity of group oral task design and its use, there is only a small number of studies which have investigated the influence of prompts on students' performances during group discussion tasks. A more recent paper, *The influence of prompt on group oral tests* by Leaper and Riazi (2014), reports on the influence of prompts on test-takers' discourse in group oral tests. The study provided evidence of how different types of prompt influence turns, syntactic complexity, and fluency in the interactions. Another relevant study is Galaczi (2014), who argued that tasks have an influence on interactional patterns and that different types of tasks can also affect the level of IC. She reported that the topics within task prompts affected the interactional patterns according to the CEFR levels, "the more concrete and less abstract nature of the topics at B1 and B2 led to lower interactivity, whereas at the C1 and C2 levels the more abstract and cognitively challenging nature of

the task prompt made the conversational partners engage more critically with each other's ideas, leading to more engaged interaction." (p. 572).

It was found that the experts judged the MUET prompts to be inappropriate for the intended construct/skills, i.e., IC. The topics of both prompts were deemed unsuitable for the academic target language use situation and the target proficiency level, although they were considered suitable for the target population. Therefore, it is concluded that the evidence indicates that prompts have an influence over the test-takers' discourse and affect the extent to which the test-takers are able to demonstrate their proficiency level and IC. On the other hand, the experts agreed that the MUET prompts could elicit a variety of topical knowledge which MUET intends to measure, but they also expressed concerns over the prompts' inability to elicit some of the language functions as listed in the MUET test specifications. In conclusion, the experts' finding on the prompts' (lack of) ability to elicit a whole range of language functions as listed in the test specification, suggests that there is need for a more suitable and tailored prompt type to fit the intended measurement of the test.

7.3.3 Expert judges' perceptions vs the macro- and micro-analyses of MUET elicited discourse

General views on the group oral task response format

All experts agreed that the group oral task response format can be used to measure IC in English-L2 at the tertiary level. They also believed that this task type can elicit a variety of discourse types and language at the upper-intermediate level, and that it could assess academic discussion. Although some experts had concerns about using group discussion tasks to evaluate academic discussions. Despite this, the overall consensus among the experts was that group oral tasks are a valuable response format that can elicit a variety of discourse types, albeit with some reservations about assessing academic discussion

discourse. This is evidenced within the IT groups, which displayed intricate patterns of topic features, as shown by the co-construction of responses and the extension of main topics to subtopics. The IT assessment task's nature contributed to the intertwined topic features and the multiple layers of co-construction of responses observed. Tasks clearly influenced the students' interaction, such as the frequent use of questioning which highlighted the students' need for clarity on how to approach the task, emphasizing the importance of clear instructions for complex tasks like problem-based tasks. After establishing clarity on the task approach, topic development in the IT interactions occurred, with frequent topic changes as the students extended the main topic to subtopics. The discussions included four primary topic sequences: task approach, task response, information search, and technical aspects. The evidence showed that the students engaged in collaborative interaction while discussing different topic sequences, which included extending topics in their interactions. The students co-constructed the interaction by completing each other's sentences, indicating shared and common expectations.

Time allocated for MUET task B

The majority of the experts agreed that the allocated time of 2 minutes for preparation and 10 minutes for completion was suitable. However, during the post-judgment discussion, some experts raised concerns about the completion time for the task. These judges were worried that the test-takers might find it challenging to interact for the entire 10 minutes in task B as they would have already discussed the same topic in Task A. Expert 2 remarked that "It's a lot of time actually," while Expert 1 expressed a similar sentiment, questioning how candidates could negotiate for 10 minutes when they would be repeating everything they said earlier. During the MUET interactions, the examiner pointed out that the candidates had not discussed the item 'to pack' and urged them to do

so. This may imply that the candidates were expected to discuss all the options presented in the task and also may have been due to the candidates not utilizing the discussion time fully, prompting the examiner to encourage further discussion. This suggests that the students struggle to continue their discussion within the stipulated time, however further investigation is needed to explore this issue.

MUET Marks Allotment

The majority of judges agreed that Task B's 50% weightage on the oral component was appropriate, but only a slight majority of them found the allocation of 20 marks for communicative ability reasonable. During the discussion, one expert expressed doubt about the justifiability of the communicative ability mark for Task B, while another expert noted that the descriptors focused on fluency and confidence, neglecting crucial interactional features like repair and pre-emptive miscommunication. The experts also raised concerns about the rating scale's failure to direct raters towards assessing salient interactional skills. Therefore, the judges' disagreement with the statement was mainly due to their concerns about the comprehensiveness of the communicative ability criterion in the rating scale. This component needs further investigation in the form of getting feedback from the raters, which is beyond the scope of the current study.

Known Criteria

Experts felt that the criteria for Task B were not clearly defined in the test specifications and were not effectively operationalized in the rating scale. This may be due to the lack of clarity in defining communicative competence features. During the discussion, the judges suggested that there should be clear differentiation between these two criteria. Again, this component would require further investigation, which is beyond the scope of the current study.

<u>Task Demands (Prompt-Specific)</u>

In order to investigate the extent to which the MUET group oral task reflects the target language domain of academic discussion at the tertiary level, I reported the findings for research question 1c. To what extent do the task demands of the MUET group oral task reflect the target language domain (academic discussion at tertiary level)? Task characteristics can greatly impact discourse performances (Van Moere, 2006), therefore, analyzing specific prompts can provide valuable insights into the investigation of task demands. I achieved this by referring to questions 30-47 from the expert judgement questionnaire. These prompts, namely prompt A and prompt B, from the MUET November 2016 speaking test booklets 1 and 2, were the same ones used in the MUET simulation tests with students. The results on task demands were categorized and examined based on the channel of communication, prompt topics, language functions, and communicative demands. The experts were asked to evaluate two questions (Q39-40) related to the two MUET prompts: a) whether the prompt's input encourages candidates to engage in interaction, and b) whether the prompt is capable of eliciting the interactional skills (such as reciprocity skills) that are relevant to the intended construct/skills. The majority of the experts disagreed that the prompt for task B facilitates interaction as a means of communication, and that it could elicit the intended construct of interactional skills. Overall, the ability of both prompts to promote interaction as a channel of communication and to elicit the necessary interactional skills from candidates was not entirely convincing, due to the experts' mixed to negative views. Interestingly, the topic management analysis of the MUET group oral performances shows that many topic features were covered within a single long turn, and the speaking prompt and interference from the examiner appeared to impact topic management. The initial turns in all MUET groups had structured topic features, although they became less structured as

the interaction progressed. Thus, there was a lack of collaboration at the topic development level, as candidates extended their own topics. The interaction closings were rushed and included both a closing within a turn and a closing at the end. Collaborative efforts were minimal and only present at the topic initiation level, and the interaction's closings aimed to reach a consensus. Therefore, this show that MUET group tasks were not able to elicit the intended construct of interactional skills.

<u>Topic Choice and Topical Domain</u>

The suitability of the topics for the target population, in terms of age, gender, and background, was strongly agreed upon by most experts. However, when it came to the suitability of the prompts for the target language use situation, which is English proficiency for university entrance, there were disagreements, with the majority of the experts disagreeing that prompt B's topic was suitable for the target language use situation. Additionally, many experts disagreed that the topics in both prompts were suitable for an upper-intermediate proficiency level. During the discussion, experts expressed concerns that the topics might not be able to elicit a higher level of proficiency, especially in the higher education context. Expert 6 highlighted the uncertainty of whether the topics could actually elicit language at an upper-intermediate level, even if students have the necessary language proficiency. Another concern related to the adoption of personal topics for MUET task B, in relation to the appropriateness of using topics such as life experiences, pointed out by one expert is that such topics could be difficult to evaluate since they relate to personal emotions. The topics for task B used in the MUET simulation tests were from the personal domain, such as family, lifestyle and planning a trip. However, since this study did not investigate the candidates' different proficiency levels, determining whether the topics could elicit language at an upper-intermediate level is beyond the scope of this study.

Discussion management strategies

It is worth noting that some essential methods of interaction, such as coherence of sequence, repairs, listener's talk, and organization of larger interactional units (Schegloff, 2006), are not incorporated into the MUET test specifications and rating scale. Nonetheless, the experts reached a consensus that initiating, turn-taking, interrupting, and closing could be assessed by both prompt A and B, at least in theory. Interestingly, the MUET group oral performance demonstrated that the candidates' ineffective turn-taking was a sign of limited interactional skills, particularly regarding their ability to respond to their partner.

Language Functions

For prompt A, a majority of experts believed that it could elicit various language functions, including describing, explaining, comparing and contrasting, giving opinions, expressing agreement and disagreement, persuading, and stating and justifying viewpoints. However, most experts did not consider prompt A capable of eliciting the language functions of defining, expressing relationships, making suggestions, and recommendations. Similarly, for prompt B, a majority of experts thought that it could elicit language functions such as describing, explaining, comparing, giving opinions, expressing agreement and disagreement, persuading, and drawing conclusions. Additionally, the experts agreed that prompt B, like prompt A, would be unable to elicit the language functions of defining and expressing relationships. Therefore, it can be concluded that both prompts A and B do not cover all the language functions outlined in the MUET test specifications and rating scale. The findings of the MUET group oral performances show it elicited a limited range of language functions such as the use of greetings as a communication strategy to indicate the test-taker's readiness to begin the speech event or an ending strategy which was structured around reaching a consensus as

the conclusion for the discussion. However, it lacks complex language functions in academic discussion at the upper-intermediate level such as defining and expressing relationships. But the accuracy of this claim can only be substantiated with conclusive evidence with further investigation.

7.4   Key arguments on IC and group oral assessments

On the basis of the findings and discussion of both the context validity studies, I will now put forward three arguments. Before presenting these, I would like to bring back the main reference point of this study, Galaczi and Taylor's (2018) tree metaphor (see Figure 7.2) – a visual representation of the key constructs of IC, which include the components: turn management, topic management, non-verbal behaviour, breakdown repair and interactive listening. The basis of my arguments are this study's findings on turn and topic management, which are two out of the five IC macro features presented in Galaczi and Taylor's (2018) tree metaphor.

My three main arguments are as follows. First, I argue that the IC macro features, *turn* and *topic management* as the construct of a group oral test, are *interconnected and interrelated with each other*. My second argument is that *the specific group oral task used in an assessment has significant influence on the test/ assessment discourse*. And finally, I argue that *authenticity is a highly relevant feature to the construct of IC within the context of paired/group speaking assessments*. Then I present the extended tree metaphor. I will now elaborate on each of these in turn.

7.4.1 Interconnectedness and Interrelatedness of Turn and Topic Management Features in the IC construct

Recent studies have argued for the inclusivity of IC as a construct in speaking tests (e.g., Galaczi & Taylor, 2018; Roever & Kasper, 2018; Young, 2011). I would like to extend this argument; I argue for an integration of the construct of IC through the linking of turn and topic management features.

Turn and topic management are the resources used to describe the interactive practices co-constructed by speakers (Young & He, 1998) and presented as IC macro features in the Galaczi and Taylor (2018) tree metaphor. In this study, it was found that *the macro features of turn and topic management are interconnected and interrelated with each other*. When analysed together, they provided the most useful kind of information.

I begin with *turn size*, a microfeature which emerged in this study but was not mentioned in Galaczi and Taylor's tree metaphor. In this study, turn size was a microfeature that emerged in both the turn and topic management results. Within turn size, there were two extended microfeatures, short and long turns, and the link between turn and topic management was established at this point. The results of *turn size* in turn management revealed only the number of occurrences of long and short turns in each interaction. However, the long turn results for *turn size* in topic management provided an in-depth look into the topic features that appeared within a long turn. Hence, the results of long turns in turn management were complimented with the results from topic management and in this manner, provided a deeper understanding of the salient interactional features that emerged from the group oral assessments.

Similarly, the results in *starting* for turn management concerned the number of occurrences of its extended microfeatures: *Opening*. However, it was only after the

analysis of *opening* in topic management that different characteristics of the extended microfeatures were identified such as: *opening with stance*, *purpose,* and *follow up questions*.

By the same token, the last microfeatures analysed were *ending* in turn and *closing* in topic, and they both shared the same extended microfeatures of *conclusion, ending statement, reminder* and *question*. In turn management, the extended microfeatures in *ending* were identified, while in topic management, the extended microfeatures were analysed based on the test-takers' and students' collaborative efforts, through topic movements and developments during the discussions. To further analyse the topic boundaries features, criteria for topic shifts were then established.

The only distinctive difference between turn vs. topic management microfeatures were the ones that emerged in *maintaining*. *Maintaining* in turn management focused on *turn allocation*, while *maintaining* in topic management covered the *contingencies among response* features. Both provided different types of evidence for the study, and there was no evidence of a direct connection between *turn allocation* and *contingencies among response* features.

In conclusion, this study indicates that despite some differences in the microfeatures of turn and topic management, these two macro features are largely associative and assistive of each other. They did not function as two separate areas as presented in the original tree metaphor. This study, therefore, proposes to 'bridge the gap' between turn and topic management through the establishment of an explicit link between the two features. Therefore, in any future studies on speaking tests and the IC construct, I argue that the interconnectedness of both turn and topic management and the need for both features to be looked at in connection with each other is integral to the conceptualisation and operationalisation of IC as a construct in group oral speaking tests.

7.4.2   The influence of task on interaction

My second argument is that *test-takers' and students' performances are contingent on the task* they are set. This study's findings have highlighted the influence of the task on performance by showing to what the extent the group oral tasks influenced the discourse patterns of each of the three settings' performances (MUET, English and IT). Each setting presented a different extent of influences. The influence of the MUET task on the test-takers' discourse was the most distinctive, resulting in similar discourse patterns in almost all groups in this setting. For example, the use of the interactional feature *stating the stance* appeared in all MUET group discussions and also appeared twice in a turn - at the beginning and at the end of the same turn as a form of reinforcing one's stance. 'Stance' or 'taking a stand' in the MUET group discussions was directly linked to the options in the prompt, which required the test-takers to argue and choose the best answer from the options given.

The use of stance in a specific domain such as the academic register has been reported by studies such as Biber's (2006). He reported different types of stance devices found in spoken university registers and academic research writing. The use of stance in the MUET test-takers' and the English students' discourse during the group oral test were identified as expressions of stance commonly used in spoken academic registers. For example, most of the test-takers in all MUET groups used *"in my opinion(.)"*, at least at one point of their discussion. Although this study did not pursue this line of questioning further as it was beyond the scope of the study, further investigation of the use of stance in university registers in connection to high-stakes group oral tests such as MUET is highly recommended.

Further evidence of the influence of the task on test-takers' discourse in the MUET group orals relates to the *recycling of topic* due to the options given in the prompts. In the

MUET task, the options of topics for arguments are listed in the prompt. This resulted in a limiting of the topics of discussion and, most importantly, it resulted in the test-takers putting in very little effort to extend on and engage with each other's responses.

In the English group discussions, there also was evidence of task influence on the students' performances; however, it was moderate as compared to MUET. The evidence showed that the students came up with their own topics in addition to those stated in the task. The IT group discussions were different in nature, with the use of problem-based tasks. Although the task did not directly impact the topics in the IT discussions, it impacted how the students approached the task. As discussed in 5.4.2, there were stages in the IT discussions, as the students had to figure out how to approach and respond to the task themselves. Ultimately, this resulted in the IT students producing more complex topic features.

In relation to the main reference of this study, Galaczi and Taylor (2018) discuss the connection between the conceptualisation of IC and tasks through several lenses, such as scoring and contextual perspectives. However, they did not directly link the role of the task to the tree metaphor. Therefore, to represent the effect of the task on the IC demonstrated, and to substantiate this study's argument that *test-takers' and students' performances are contingent on the task,* a visualisation of the argument is presented in a newly revised tree metaphor (see Figure 7.3). As illustrated in the revised tree metaphor, the 'variable' of task is depicted in the form of an arch to symbolise the overarching influence it has on the interactional features.

7.4.3   The Authenticity Claim

Galaczi and Taylor (2018) discussed IC based on theoretical and empirical research, including debates on authenticity. On the issue of authenticity, they related the discussion

to test validity and construct definition. In line with this, I present the third argument: *authenticity is a highly relevant feature to the construct of IC within the context of paired/group speaking assessments*. As mentioned earlier, this study aimed to investigate the validity claim that the MUET group oral test measures communicative competence in academic contexts (Malaysian Examinations Council, 2006). From this statement, an inference to the concept of 'authenticity' can be made for the MUET group oral test, which intends to measure the target language use (TLU) in its specific domain. The TLU here refers to the interactional features produced in academic group discussions in the higher education context. Therefore, the argument on *authenticity* focuses on the correspondence between the characteristics of the TLU and the characteristics of the test tasks (situational authenticity) (Bachman and Palmer, 1996). Recently, Hasrol, Zakaria and Aryadoust (2022) proposed "the concept of neurocognitive / neurophysiological validity which refers to the correspondence between the neurophysiological processes of test takers under test and non-test conditions" (p.4). They highlighted the recurring issue of lack of clarity in defining and operationalising authenticity. Although, the present study does not directly investigate authenticity from the cognitive or psychological perspective, but from the perspective of validating the test tasks to the target language use domains (Bachman and Balmer, 1996). According to Bachman and Palmer (1996), to claim the usefulness of language tests, one vital issue is that test designers need to be able to demonstrate the correspondence between test-takers' performance during the language test and "the language use in the specific domain other than the language test itself." (p.23), which relates to the concept of authenticity. Authenticity is defined as "the degree of correspondence of the characteristics of a given language test task to the features of a TLU task" (Bachman & Palmer, 1996, p.23).

Other scholars have made further statements that the investigations of the authenticity of oral tests should include to what extent a task elicits the 'authenticity' that reflects real-world everyday conversation: "Claims that test tasks replicate natural contexts and real-life situations which encourage natural language use remain the cornerstone of the claim to validity in oral test design" (Fulcher, 1996, p. 26). In essence, the argument is that the characteristics of the task should reflect and encourage target language use (TLU) in real-life contexts or non-test settings.

Recent studies on authenticity in the context of group oral tests investigated the degree of authenticity that a (group) oral task elicits. For example, Lam (2015) investigated the validity claim of a group interaction task in a school-based speaking assessment in Hong Kong that the new school-based speaking assessment format offers a more valid assessment by eliciting "authentic oral language use" in "low-stress conditions" (HKEAA, 2009, in Lam, 2015, p.1). He found that "what the subsequent assessed interactions show is, in essence, a staged performance of a composed dialogue based on students' knowledge and perceptions of what IC is, rather than a manifestation of students' spontaneous execution of the competence, which otherwise involves moment-by-moment monitoring of and contingent reaction to each other's talk" (Lam, 2015, p. 334). Similar results of rehearsed and pre-planned utterances were found in the MUET test-takers' performance during the group oral tests. Despite MUET's intended construct to measure test-takers' communicative competence in an academic setting, this study found that the MUET test discourse more closely approximated that of 'test talk' than that of 'real-life' interactions. The MUET test-takers' main focus seemed to be on the task objectives, which resulted in 'test talk' and in a lack of authenticity in their discourse. The test-takers demonstrated that they were well aware of the test setting, as there was evidence of coaching and pre-planned answers in the MUET groups. There was

also evidence of rehearsed performance in the MUET group oral test as the test-takers exhibited long turns with similar turn and topic management patterns found in almost every turn. This was in sharp contrast with the discourse features in the two target TLU settings and indicated that the MUET group oral test failed to elicit authentic oral language use, in particular, 'authentic' interactional skills in the academic context.

This study's findings also seem to indicate that MUET test preparation courses 'coach' test-takers to perform in a specific way during the MUET group oral test, and that this results in a failure of the test to elicit 'natural individual test responses'. However, further investigations are needed to obtain more evidence to substantiate the influence of the test preparation course on test-takers' performances.

In conclusion, as argued above and in support of Bachman and Palmer's (1996) test usefulness, this study hopes to reiterate the claim that *authenticity is a highly relevant feature to the construct of IC within the context of paired/group speaking assessments because in principle the test tasks should emulate the language task characteristics in TLU.* For test designers to claim 'test usefulness', one critical thing they need to demonstrate is the correspondence between the test-takers' performance during the language test and the target language use in a specific domain.

7.4.4   The extended tree metaphor

The evidence of the turn and topic management features gathered in this study has provided insights that enable an optimisation of Galaczi and Taylor's (2018) tree metaphor. I present an extended version of the tree metaphor which consists of features of turn and topic management elicited in the MUET group oral test, English language course and IT course in a Malaysian HE institution in Figure 7.3. For reference purposes, I also reproduce the original tree metaphor (Figure 7.2) here.

Figure 7.2:   Defining interactional competence (Galaczi and Taylor, 2018, p.9)
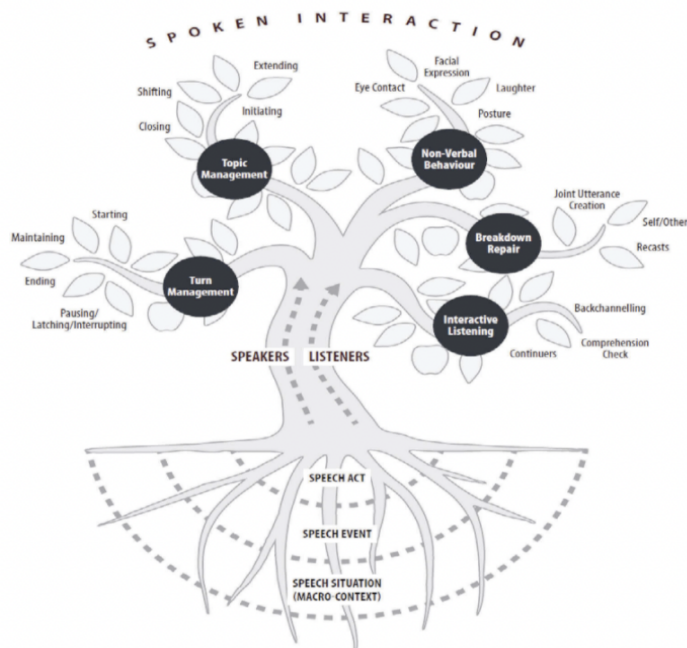
To explain the extended version of the tree metaphor, we will begin at the macro level, where the positioning of the main branches of *turn management, topic management, non-verbal behaviour, breakdown repair* and *interactive listening* remains the same as in the original model. The three main contributions to the original tree metaphor are: the extended microfeatures, the interconnectedness of turn and topic management microfeatures and task as an overarching feature over interaction. At the level of microlevel features, we see additions to the microfeatures and the extended microfeatures for both turn and topic management. The new tree is also filled with twigs to represent the extended microfeatures, whereas in the original model there were leaves which symbolised the microfeatures. The most noticeable addition is *turn size*, a microfeature which emerged in both turn and topic management features. Within *turn size* emerged two extended microfeatures in the form of short turns and long turns, with no other extended microfeatures.

Figure 7.3:   Turn and topic management features elicited in the MUET group oral test, English language and IT course in a Malaysian HE institution
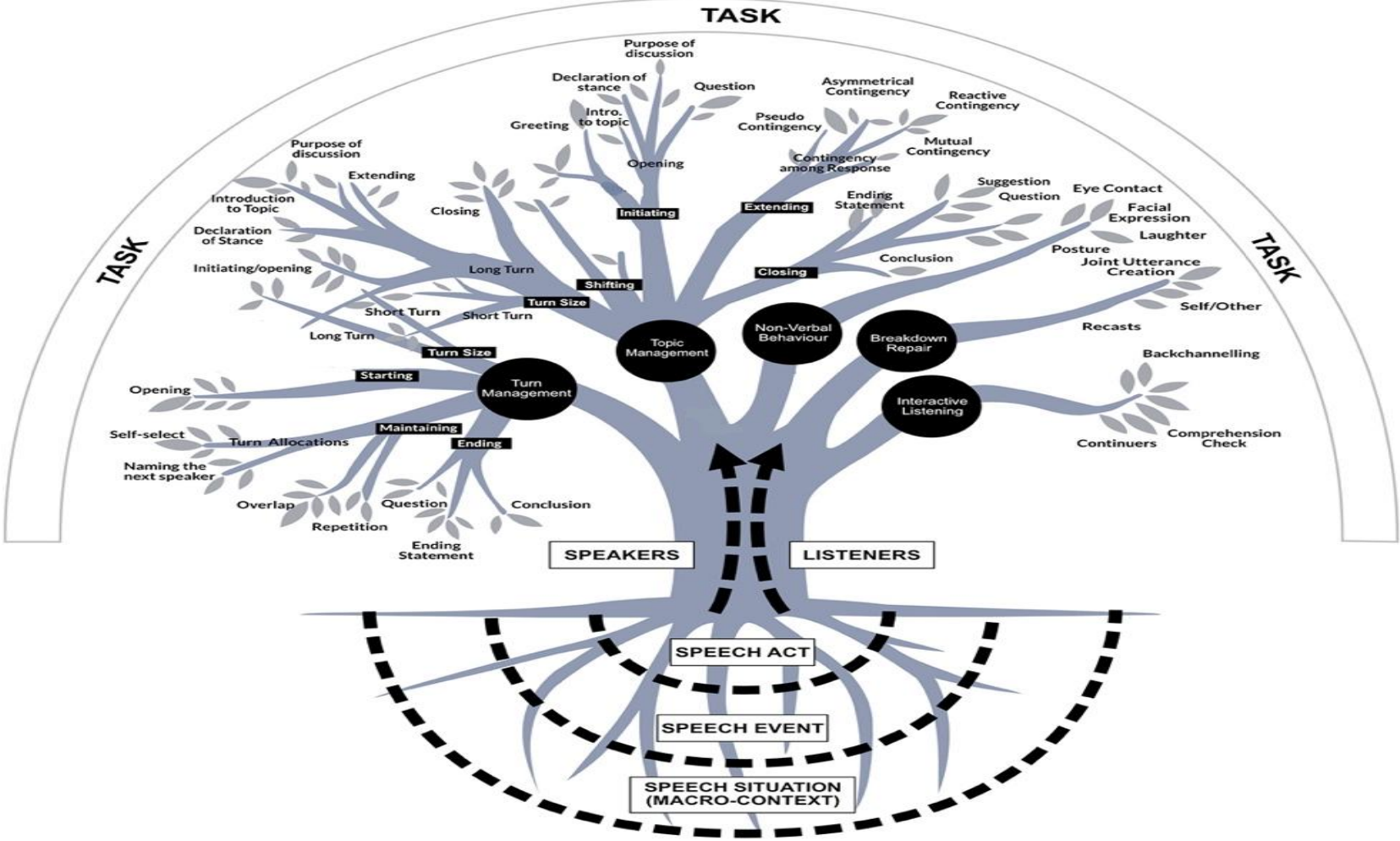
In the following description of the tree metaphor, consists of the turn and topic management features elicited in the MUET group oral test, English language and IT course in a Malaysian HE institution. I will first describe the microfeatures in turn management before proceeding to topic management. In the revised tree, the second microfeature in turn management is *starting*. In the Galaczi and Taylor model, there was no extended microfeature for *starting*. From the evidence collected in this study, the twigs were created to represent the extended microfeatures for *starting*, which is the *opening*. The third microfeature of turn management in the revised tree is *maintaining* and I have added twigs to represent the extended microfeatures of *turn allocation, overlap* and *repetition.* Within the *turn allocation* microfeatures, there are extended twigs to represent the types of turn allocation, such as *self-select* and *naming of the next speaker*. The fourth and final microfeature in turn management is *ending*. As mentioned earlier, there were no extended microfeatures in the original tree present, but the revised tree exhibits three types of extended microfeatures for *ending,* and they are *conclusion, ending statement* and *question*.

Moving on to the topic management features, as mentioned above, the first microfeature is *turn size*. In the original tree, there was no *turn size,* but it was added in the revised tree with two twigs representing the microfeatures: *short* and *long turns*. As seen in Figure 7.3, the twigs in the long turn for topic management include the extended microfeatures of *opening, initiating, opening, declaration of stance, introduction to topic, purpose of discussion, extending* and *closing*. The second microfeature for topic management is *shifting*. In the original tree, *shifting* was positioned between *closing* and *extending;* however, in the revised tree, *shifting* is positioned between *turn size* and *initiating*. There is no extended microfeature in *shifting* in the revised tree because it

focuses on topic movements. The third microfeature *initiating* appeared in the revised tree with its extended microfeatures *preopening* and *opening*, which are similar to the microfeature of *starting* in turn management. In the revised tree, the fourth microfeature in topic management is *maintaining*, with the inclusion of the extended microfeature, the *contingencies among response* with further extended features such as *pseudocontingency, asymmetrical, reactive* and *mutual*. The final feature of the revised tree is *closing* with similarly extended microfeatures as *ending* in turn management, which are: *conclusion, ending statement, reminder,* and *question*. The extended microfeatures only existed in the revised tree but not in the original tree. Finally, one of the most fundamental elements of the new tree is *task. Task* is visualised as an overarching element that affects the five IC macro features, represented by the branches of the tree. This is to illustrate 'task' as a crucial aspect that can influence the IC features in test-takers' and students' discourse. In conclusion, it is believed that the newly revised tree metaphor will contribute to the understanding of the conceptualisation and operationalisation of IC in academic discourse.

7.4.5 Key arguments on IC and group oral assessments summary

In sum, this section discussed the key arguments that emerged from this study. The three arguments presented are: *interconnectedness and interrelatedness of turn and topic management features in the IC construct, the influence of task on interaction* and *the authenticity claim*, as well as *the extended tree metaphor*.

8 Conclusion

8.1   Introduction

In this final chapter, I first summarise the aims, rationale and design of the study and then present a summary of the key findings of this study (section 8.2). Next, I outline the study's contributions and implications (section 8.3). I conclude by pointing out the study's limitations, while also providing suggestions for further research (sections 8.4 and 8.5, respectively).

8.2   Summary of the Study

The main objective of this study was to investigate the validity claims of the MUET group oral test regarding assessing IC. MUET, or the Malaysian University English Test, is an English language proficiency used for high-stakes decisions on entry to university degree courses in Malaysia, where English is the medium of instruction. There have been a number of calls for MUET validation studies, including in the most recent study on MUET, which concerned the alignment of MUET to the Common European Framework of Reference (CEFR). In a presentation on this project, Geranpayeh and Abd Rahman (2018) stipulated areas in need of research, including "needs analysis, purpose and use, MUET revision, test development and validation and training of item writers and markers" (p. 4). While it would have been impossible to address all of these in one study, the present study aimed to help fill aspects of this gap, in particular in the area of validation and potential advice for test revision.

The rationale for the present study, however, was derived from both theoretical and contextual issues. First, from a theoretical perspective, this study aimed to investigate

co-construction in IC, a key component of discourse in group oral tests (Kramsch, 1986). Several impactful studies have investigated co-construction in test-takers' or learners' discourse in both high-stakes testing and classroom assessment contexts (e.g., Galaczi, 2008, 2014; Gan, 2010; Gan et al., 2009; Lam, 2018; Luk, 2010; May, 2011). However, there is still relatively limited empirical evidence that informs definitions and conceptualisations of the key constructs of IC, which was reflected in Galaczi and Taylor's (2018) call for further specificity in "the current definition of interactional competence" (p.9), a gap which the current study aimed to help fill.

A second rationale of the study related to contextual issues, such as concerns among MUET stakeholders regarding Malaysian undergraduates' lack of English proficiency, particularly in terms of speaking skills, in the academic setting (Kassim & Ali, 2010), as well as the Malaysian government's recent decision to impose new, higher MUET cut scores for entrance to Malaysian public universities. Further evidence of the low English proficiency among Malaysian students resulted from Cambridge English's 2013 Baseline study, commissioned by the Malaysian Education Ministry. The Cambridge Baseline "found the spoken language a source of weakness for both teachers and students" (as cited in Don et al., 2015, p.76).

The MUET Regulation, Test Specifications, Test Format and Sample Questions document (2006, 2019) states that the targeted construct of speaking ability for the MUET speaking test is communicative competence, and that the aim is to measure test-taker's ability to participate in social and academic contexts (Malaysian Examinations Council, 2006).

Therefore, the present study set out to investigate interactional features as part of the construct of the MUET group oral test, and centred around the Malaysian Examination Council's (2006, 2019) claim that the MUET group oral task is designed to measure test-

takers' "ability to take part in group discussions on a wide range of contemporary issues" (p.12). More specifically, in the test specifications (Malaysian Examination Council, 2006), the following interactional skills are listed as intended to be measured:

- managing a discussion: initiating, turn-taking, interrupting, prompting, negotiating and closing
- task fulfilment: presenting relevant ideas, providing adequate content and showing a mature treatment of topic

These interactional skills listed by the Council motivated this study's focus on the specific IC features of turn and topic management and prompted the following research questions.

RQ1.   What is the context validity of the MUET Group Oral Test?

RQ1a. To what extent do features of turn management elicited in the MUET group oral test reflect the features of turn management salient in an English language course and an IT course in a Malaysian HE institution?

RQ1b. To what extent do features of topic management elicited in the MUET group oral test reflect the features of topic management salient in an English language course and an IT course in a Malaysian HE institution?

RQ1c   To what extent do the task demands of the MUET group oral task reflect the target language domain (academic discussion at tertiary level)?

Adopting Weir's socio-cognitive framework (2005), validity evidence for context validity was collected to address the above-mentioned research questions. Study 1 aimed to explore the nature of the interactional features in relation to the IC features as reflected in Galaczi and Taylor's (2018) tree metaphor as a construct of the MUET group oral test. The study investigated to what extent MUET task performances demonstrate interactional features through extrapolation of test performance (MUET) to performance in the target

real-life context (English and IT degree courses). The second study, the context validity study, aimed to investigate the extent the task setting of the MUET group oral task reflect the target language domain (academic discussion at tertiary level) through the language testing experts' perceptions. The research methodology adopted in this study was a mixed-method approach, combining conversational analysis of video-recorded group oral performances on the MUET test and of two TLU assessments (study 1) and descriptive statistical analyses of expert judgement questionnaire responses and analyses of expert comments during an expert group discussion (study 2).

Sections 8.2.1 and 8.2.2 ssummarises the study's answers to the research questions 1a, 1b and 1c. Sections 8.3.1 and 8.3.2 present the comparative findings from the MUET, English and IT group oral assessments, highlighting salient microfeatures and extended microfeatures in turn and topic management. Section 8.3.3 summarises the results on language testing experts' perspectives on the extent to which the MUET group oral task might be able to elicit discourse features from the academic domain.

8.2.1   Turn and Topic management features

This section summarises the results for RQs 1a and 1b . Two macro features were investigated: turn and topic management. Table 8.1 presents the salient features identified across all three research settings (MUET, English, IT).

Table 8.1:   Turn management and topic management salient features

Macro features: *Turn Management*		
Microfeatures	**Extended microfeatures**	**Type of features**
*Turn size	Short and long turn	
Starting	Opening	Greetings
		Stand, state the purpose of discussion and question technique

Maintaining	Turn allocation	Self-selection or naming the next speaker
	Overlap	
	Repetition	
Ending	Concluding	
	Ending statement	
	Question	
Macro features: *Topic Management*		
Shifting		
Topic features	Long turn	Opening – initiating – opening – declaration of stance – introduction to topic- purpose of discussion – extending closing
Initiating	Opening (with…)	Greeting, introduction to topic declaration of stance purpose of discussion question
Maintaining	Contingency in response	Pseudo, asymmetrical, reactive and mutual contingency
Closing	Conclusion	
	Ending statement	
	Suggestion	
	Question	Hanging
* turn size is a feature that was not present in Galaczi and Taylor (2018)		

For the first macro feature, turn management, several microfeatures emerged from the analyses: turn size, starting, maintaining and ending. Within these microfeatures, the following extended features emerged: short and long turn (turn size), preopening and opening (starting), turn allocation, overlap and repetition (maintaining), concluding, ending statement and question (ending).

With regard to the first microfeature, *turn size,* the results showed that MUET test-takers produced mainly *long turns* in the group discussions, while in the English group discussions, the students produced both *long* and *short turns.* Meanwhile, the IT students produced mainly *short turns* during their group discussions. The second microfeature is *starting;* the results showed that only one MUET group and one English group began their discussions with a *preopening*, as a signal to the start of the discussion

using a formal expression, *greetings*, which indicated that the test-takers and students recognised that they were in a testing or assessment context. The other MUET, English and IT groups started with *openings.* The *opening* strategies were different in different groups. For example, the MUET and English group discussions shared similar types of *openings,* such as s*tand,* and *state the purpose of discussion*, while the IT students started their discussion with a *question*. The third microfeature is *maintaining*. The MUET group discussions showed a considerably lower or equal number of turns in their discourse, which led to the interpretation that turns were regulated and controlled with *turn allocations*. Moreover, the *maintaining* features between and within groups showed that the MUET turn management was characterised by 'test talk'-like features with an equal number of turns and assigned *turn allocations*. The results also showed patterns of a structured and orderly manner in managing *turn allocation* in all MUET groups. Naming the next speaker, a strategy used in group discussions, is reflective of "the non-conversational settings of talk-in-interaction" (Schegloff, 2007, p.15) or 'test-talk'. Similar features of pre-planned and structured features of 'test talk' were also found at the beginning of English group discussions. However, as those discussions progressed and the turns became shorter, features of interaction that resemble casual, real-life conversation such as *self-selection* turn pattern, *overlap* and *repetition* began to emerge. The turn management features of the IT groups appeared markedly different from the MUET and English group discussions. For example, more turns were produced, with shorter turns playing a significant part in the increasing number of turns. However, it should be acknowledged that the number of turns was significantly larger in IT than in the MUET and English group discussions due to the longer duration of time for the IT group discussions and in terms of the proportion of turns over time, MUET and English group discussions still produced less turns within 1 minute in length in comparison to the

IT groups. Regardless, it does not change the fact that more short turns are commonly found in ordinary conversations. In *maintaining* turns, in the IT group discussions, features such as *self-selection* turn pattern, *overlap* and *repetition* occurred intermittently throughout the discussion. An interesting example of the *self-select* turn pattern in IT was that the same speaker continued with the next turn by self-selecting himself as if he was talking to himself. Such instances were not found in either the MUET or English discussions. The final turn management feature discussed in this study was the *ending*. A common characteristic of an *ending* found in all group discussions was a *self-selected* test-taker or student. In terms of the ending strategies, different strategies were found. For example, the MUET test-takers and English students used conclusions and ending statements. In IT, however, the discussions ended with a reminder and a question before the discussions were adjourned due to the time limit. The ending patterns showed that the endings in MUET and English were linked to the tasks, where the test-takers and students were asked to end with a conclusion, while in IT, the endings appeared more unpredictable. Therefore, it is concluded that if the unpredictability of ending is an indication of natural group interaction, then MUET and English displayed more of a 'test talk' feature than a natural talk one. In sum, it was evident that the MUET group discussions turn features did not demonstrate a wide range of interactional features, in comparison to those demonstrated in the TLU settings (the English and IT group discussions) such as shorter turns, informal and unrehearsed pre-openings and openings, self-select turn patters, overlaps and repetitions and unrehearsed endings. Thus, it can be concluded that the MUET turn structural organisation features, which appeared planned and overly structured, do not reflect turn features in 'authentic', 'naturally occurring' or 'real-life' academic group discussions.

The second macro feature investigated was topic management. The results revealed different topic features between MUET and the two TLU settings of the group oral assessments (English and IT). The results showed how different types of tasks implicitly influenced the test-takers' and students' performances. The microfeatures investigated were *topic shift* or *shifting*, *turn size*, *initiating*, *extending* and *closing*. The results of the first topic management microfeature, *topic shift,* showed topic occurrences in the MUET, English and IT group discussions. Topic shifts in MUET were profoundly less complex as compared to the other settings. Strong connections to the options in the MUET prompts were found to be influencing the test-takers' topic shifts. Consequently, there was also evidence of topic recycling. Like the MUET group discussions, the students of the English groups produced their topic sequences based on the tasks given. However, the results showed only a moderate influence from the task on the English students' performance. The topic shifts in the English groups were more complex as compared to MUET, as there were more topic sequences and topic extensions produced in the discussions. The English group discussions also showed moderate *topic shifts* with more new topics that emerged during the discussions. The degree of task influence on the English group discussions was not as significant, as there were no pre-set options in the prompt for the students, so they came up with their own topics during the discussions. *Topic shifts* in the IT group discussions appeared more extensively and complex due to the problem-based task. The IT topic shifts were the most complex among the three groups, with a considerably large number of topic shifts. The complexity of topic shifts with a wider range of topics was found in the IT group discussions, which reflects the complexity of the 'real-life' academic discussion. Essentially, in terms of the topic shift results, it can be concluded that the MUET group oral task does not measure a comprehensive or full range of topic shifts and thus does not reflect the complexity of

topic shifts with a wider range of topics typical of 'real-life' academic discussions, as revealed in the English and IT group discussions.

The second microfeature discussed in topic management was *turn size*. Overall, in the MUET group discussions, the turn size pattern consisted of mainly long turns with sporadic short turns. Despite this being a group interaction, it is evident that there were more long turns, which is something that is normally associated with individual speeches. The long turn in MUET contained a complete cycle of topic management features, such as pre-opening, opening, topic initiation, topic development, topic extension, closing, and topic initial elicitor. Short turns in MUET consisted of mainly fillers such as laughs and inaudible sounds. In the English group discussions, there was a variety of turn lengths, which ranged between short to long turns. Long turns generally appeared at the beginning of the discussion and produced similar complete cycles of the topic management features as shown in MUET. The long turns in English also appeared to have more than one topic sequence, which was not found in the MUET groups. Furthermore, overlap was found in the English group discussions but was not present in the MUET group discussions. The turn lengths in the IT group discussions showed a variation of short and long turns, where the majority of turns were short. Short turns indicate faster interactions with constant switching between speakers, speakers filling each other in, and more student relationships/group dynamics at play. This was found in the IT discussions and had an important impact on the interaction. Short turns in these interactions were perceived as speakers' engagement with each other in their group discussion

The third topic management microfeature discussed was *topic initiation,* with an extended microfeature: *Opening.* As mentioned in the turn management results, the *opening* feature found in MUET group 1 and English group 2, involves the speaker using greetings to initiate the discussions. The other group had an opening, but with different

strategies employed, such as in the MUET and English group discussions; the test-takers'

and students started the discussions with a *declaration of stance* and *statement of purpose*

of the discussion. In the IT groups, on the other hand, the students began with questions.

The conclusion that can be derived from the topic initiation results is that the formulation

of topic initiation among all groups was to a certain extent influenced by the nature of the

tasks. Evidently, the MUET test-takers and students of English showed awareness of the

testing setting when they began the discussions with a formal form of greeting. Moreover,

they also stated their *stance* and the *purpose of the discussion*, another indication of their

awareness of the assessment context. On the other hand, the IT students disregarded any

form of formality or structure in their discussions; even the topic initiation stage proved

this as the interactions were more 'natural' and like 'real life'. Therefore, the MUET test-

takers' performances showed a lack of 'real-life' topic initiation features and indicated

that the test-takers were aware, in a very conscious manner, that they were in an

assessment context.

Perhaps the most interesting finding relates to the topic extension features in

maintaining. The extended microfeatures which emerged from *maintaining* for topic

management were classified as *contingency in response* features. The results of

responding in the MUET group discussions showed that the test-takers were more

invested in building and extending their own viewpoints instead of co-constructing each

other's views. A limited demonstration of co-construction signified a weak alignment

between the topic currently being discussed with the topic previously discussed. The test-

takers' interactions showed varying degrees of presenting and extending not of each

other's but of their own viewpoints. By focusing on extending self-initiated topics, the

maintaining topic management results which emerged from the MUET group discussions

were categorised as *pseudo* and *reactive contingency*. The English groups produced two

types of contingencies in one group discussion and demonstrated varying collaborative efforts through *pseudo* and *reactive contingency*. The *maintaining* features in the English groups displayed shared commonalities between both MUET and IT topic management features. The starting of the discussions was filled with long turns where the English students showed varying degrees of presenting and extending their own viewpoints, which was similar to the MUET group discussions. However, as the discussions progressed, the English students produced co-constructed interactions by developing and extending each other's topics, which was reflected in shorter turns. In the IT topic extensions, the students demonstrated numerous collaborative efforts through extending and combining multiple topic sequences in their discussions. The topic sequences in IT proved to be the most complex among the three settings. Different types of co-construction strategies were used in IT during negotiations, suggestions, or justifications. Another example of co-construction of ideas was when the IT students also showed that they possessed shared and common knowledge while interacting with each other, as they completed each other's sentences. The IT group discussions showed *mutual* contingency features with much faster interactions, the constant switching between speakers, speakers filling each other in, and also more student relationships/group dynamics at play which impacted the interaction. Overall, the IT students showed evidence of *mutual contingency* features through collaborative efforts in the interactions.

The last microfeature of topic management is *closing*. Two types of closings were observed in the MUET interactions. The first type was a closing that occurred after each turn due to long turns in the MUET group discussions. The closing patterns that appeared after each turn used the topic initial elicitor strategy, where the current speaker asked the opinion of the next speaker to signal the end of a turn. These were distinctive closing features in all MUET group discussions. The second type of closing appeared at the end

of the discussion; for example, in MUET, the test-takers were required to argue for the best possible option and end the discussion with a conclusion. This resulted in all MUET group discussions having one self-selected test-taker who delivered a *conclusion* on behalf of the other group members. This second type of closing also appeared in the English discussions, where the students asked questions to negotiate a conclusion and ultimately signal the end of the discussion. In the IT group discussions, there was no 'proper' closure such as a concluding statement as had been found in both the MUET and English discussions. The process toward the ending began as the IT lecturer signalled the end of the class time. A student in group 1 ended by reminding his group members of the submission date, but a student from group 2 indicated he was not done as he had asked a question. In conclusion, the closing for the IT group discussion was unstructured and not definitive in nature as the students only signalled the end of their group discussion, and the discussions then ended abruptly.

Therefore, on the MUET group oral tasks, it can be concluded that there is lack of support for the validity claim that MUET group oral tasks can fully measure the expected test output, i.e., the test-takers' IC. First, the MUET group oral test, despite the ability to measure some IC features, was not able to measure a wider range of features, particularly the more complex features required to represent a 'real-life' academic discussion. Second, the English group discussion assessments were able to measure more 'natural'-like IC features which emerged towards the middle and end of the discussions. Third, the IT group discussion assessments were able to produce the most 'natural' and real-lifelike turn and topic management features in academic discussions.

8.2.2 The expert judges' perspectives on the ability of the MUET group oral task to elicit discourse features in the academic domain.

The second part of this study involved an expert judgement session where a group of language testing experts were asked about their perspectives on the ability of the MUET group oral task to elicit discourse features in the academic domain. This was to answer research question 1c. The question aimed to gain insights into the experts' perceptions of the oral group discussion tasks' ability to elicit the target language discourse types (academic discussion at the tertiary level). The results showed that the experts perceived the use of group oral tasks as an effective tool, in principle, to measure interactional performance validly at the university level and for specific purposes such as academic discussions.

The findings from the expert judgement study were consistent with the evidence presented in Study 1 concerning the problems associated with the MUET prompts. Specifically, the expert judgement results confirmed that the MUET prompts are unlikely to comprehensively assess the interactional features, such as turn and topic management. The experts also evaluated the MUET prompts and determined that they lacked proper representation and clarity in defining and implementing the desired interactional skills.

In conclusion, this study provided empirical evidence that the interactional nature of the MUET group discussions primarily reflects that of an assessment or testing context and much less so that of academic group conversations, which is the target construct. The MUET group discussions lacked several important features of real-life oral assessments and conversations in the academic context, as observed in the English and IT group discussions, where the students displayed more collaborative efforts in sustaining topics over longer stretches of discourse. Compelling evidence was found concerning the interconnectedness between tasks and test-takers'/students' discourse and the extensive

influence the MUET tasks have in influencing the test-takers' discourse. This link was further established with the second study, as experts identified specific problem areas in the MUET group oral tasks, particularly the options in the prompts. The results thus show that the task demands as operationalised in the MUET prompts failed to measure the intended construct of IC fully or comprehensively enough.

8.3   Implications and Contributions of the Study

8.3.1   Theoretical implications and contributions

This study has some implications for, and makes contributions to, the under-researched and under-explored construct of IC in second language assessment. In line with Galaczi and Taylor's (2018) call for empirical research on the conceptualisation and operationalisation of the IC, this study contributes to the conceptualisation of the IC construct, through the definition of the salient microfeatures of turn and topic management.

8.3.1.1   Construct definition of Interactional Competence

As mentioned earlier, empirical evidence from this study contributes to the conceptualisation of the key constructs of interactional competence based on Galaczi and Taylor's (2018) tree metaphor. The main theoretical contribution of this study concerns an expansion of the tree metaphor. It further develops the microlevel features of turn management and topic management, illustrated by branches and twigs. Galaczi and Taylor's (2018) original tree metaphor shows the branches as representing the macro features *turn* and *topic management* as well as *non-verbal behaviour*, *breakdown repair* and *interactive listening*. Extending from the *turn* management branches are twigs representing *starting, maintaining, ending, pausing/ latching/ interrupting* for turn

features, and the *topic management* branches are twigs representing *starting, extending, shifting* and *closing*. However, the branches and twigs are presented in a way that makes one assume that they follow in sequence.

The revised tree metaphor proposed based on the present study makes three important contributions: a) it emphasises the interconnectedness and interrelatedness of the macro features of turn and topic management, b) it expands the turn and topic management microfeatures, and c) it includes task in the model.

The first, unique contribution of this study lies in how it highlights the interconnectedness and interrelatedness of turn and topic management features as well as identifies extended microfeatures of these which were not present in the original model. It is argued that the connection between these two macro features lies within the microfeatures. Therefore, when these two macro features are analysed together, they provide the most useful kind of evidence. The connections between the macro features occur through the inclusion and expansion of the turn and topic management microlevel features.

In terms of the inclusion and expansion of turn and topic management microfeatures, this study proposed the first microfeature *turn size*, which emerged in this study but was not present in the original tree metaphor. *Turn size* was shown to be the feature that connects turn and topic management. This feature contains two microfeatures, *short* and *long turns,* and within the long turns, different types of topic microfeatures emerged, such as *preopening, opening, declaration of stance, introduction of topic, topic building, extending* and *closing*. Therefore, turn size was used to analyse both turn and topic management features, and it was found that when used together, it complimented and enhanced the discussion of the IC results.

Other microfeatures such as *starting* for turn management and *initiating* for topic management shared similarly extended microfeatures, i.e., *preopening* and *opening*, as well as ending for turn and *closing* for topic management. The results showed that despite different terms used - *ending* and *closing* microfeatures - both have similarly extended microfeatures, namely, *conclusion, ending statement, reminder* and *question*. Again, the overlapping of these extended microfeatures provided the link between turn and topic management.

The only features which were noticeably different between turn and topic management in terms of their nature were the microfeatures which emerged in *maintaining.* A clear difference was found in the type of microfeatures which have different functions and characteristics. In turn management, for example, the microfeature which emerged was *turn allocation*, while in topic management, the microfeatures which stood out were the *contingencies among response*. Principally, turn allocation focused on how the interaction continued based on turn-taking and turn allocations. While in *contingencies among response,* the focus was on how the topics were maintained in the test-takers' or students' responses. However, there was no evidence found of a direct link between the *turn allocation* and *contingencies among response* features as both provided different types of evidence for the study.

The final contribution in the expansion of the tree metaphor is an important feature, the *task*. This study found that tasks influence the co-construction of test-takers' and students' discourse in all aspects of the performances. In particular, the results showed that the tasks profoundly influenced the dynamic of interactions in all MUET group discussions. It was observed that the MUET group oral test prompts were closely connected to the co-construction efforts, especially in maintaining topics, which included the formation of topic shifts and topic recycling. The prompts in MUET tasks were also

found to influence the way in which the test-takers ended their discussion, which was to include a conclusion with one of the options given in the prompt.

In conclusion, it is thus hoped that this extended version of the tree metaphor contributes to a deeper understanding of the construct definition of IC in group interactions in the context of high-stakes tests and classroom assessments in higher education. In particular, the study has contributed to the expansion of the microfeatures of turn and topic management, as had been urged by Galaczi and Taylor (2018), "[t]he unlabelled branches […] acknowledge this reality and offer space for such microfeatures to be added in overtime as empirical investigation confirms their relevance" (p. 8).

8.3.2 Practical implications and contributions

This study also has practical implications for the under-researched MUET group oral task. The results of both validity studies lead to four main practical implications: for the task B prompt, for the link between task A and task B, for the speaking test specifications and for the MUET preparation courses.

8.3.2.1 Task B prompt

The empirical results from the study revealed that the options in the MUET prompt strongly influenced the test-takers' interactional features, which include unfavourable results in the formation of topic shifts and topic recycling, where the test-takers were inclined to repeat the same topics as listed in the options of the prompt. Moreover, as a 'requirement' of the MUET task, the test-takers had to choose the best answer and conclude with one of the options given in the prompt. Ultimately, this not only limits the opportunity for the test-takers to extend their topics beyond the options in the prompt but also profoundly influences the dynamic of the MUET group discussions.

As for the context validity study, the results confirmed that the MUET prompts failed to fully measure the expected test output, i.e., the test-takers' IC. The experts believed that the MUET prompts disproportionately focused on only certain features; for example, emphasis was given to only a specific type of topical knowledge, and the test was unlikely to measure a whole range of language functions which the test specifications claimed it would measure. The experts also indicated other issues, such as a lack of representation and clarity in the operationalisation of interactional features in the Task B format.

All in all, the empirical evidence revealed the effect of prompts on the test-taker's discourse during the group interactions, task B, and ultimately reflects on the (lack of) validity or shortcomings of task B. Thus, it is hoped that the newly gained empirical information can help inform revisions to the prompt to ensure increased validity and construct-representation. In particular, consider the exclusion of the options in the prompt to avoid problematic results such as topic shifts and topic recycling as highlighted above. Also, include a wider range of language functions in the prompt to fully measure the expected test output, i.e., the test takers' IC.

8.3.2.2 Narrowing test performance due to Task A and Task B

Although this study did not directly investigate the relationship between Task A (recently relabelled as Task 1) and Task B (recently relabelled as Task 2) of the MUET speaking test, the results suggested a link between Task A and Task B. Namely, the two tasks are interdependent in terms of the topics used in the prompts - the topics used in Task B are the same topics as in the options for Task A. The implication of this is that test-takers do not have an independent opportunity to demonstrate their competence in task B, with overlap in performances between the two tasks ranging from lexis to similar IC features

such as topic management features. It is believed that by having interdependent tasks, the test-takers are likely to recycle the same vocabulary and content, thus making it difficult to talk about the same content from Task A in Task B for another 10 minutes. Consequently, suboptimal use is made of the opportunity to sample widely from the speaking construct through these interlinked tasks. The present study has thus revealed important weaknesses in the overall design of the MUET speaking test.

Since starting the present study, the Malaysian education landscape has seen tremendous changes in English language education, including some changes to MUET. This started with the Malaysian Education Blueprint (MEB) 2013-2025, which documented a long-standing effort of the government to transform the education system in Malaysia. This led to the reformation of English language education in Malaysia, which was reflected in the 2015-2025 roadmap (Don, et al., 2015). The roadmap serves as a long-term plan for the government to bring about substantial improvement in students' English proficiency. The roadmap has led to the adoption and alignment of the curriculum, teaching, learning and assessment to the CEFR. Results from the Cambridge baseline study 2013 helped to inform the link between the English language levels and the CEFR levels of the Malaysian students. To further strengthen the reformation of English language education in Malaysia, a calibration study between MUET and CEFR was initiated as an effort to gain international recognition for MUET (Don, et al., 2015). The calibration effort was "a long process beginning with benchmarking and continuing with alignment" (Don, et al., 2015, p.76). In 2015, Cambridge English Assessment investigated the statistical link between MUET with the CEFR and it was "found that MUET Bands 5 and 6 "align closely" with CEFR levels C1 and C2 respectively. However, the research has not given 'a definitive picture' of the linking because the MUET candidates did not take the CAE speaking component" (cited in Bidin, et al., 2020,

p.10). Another comparability study by Siti Jamilah Bidin, Zuraidah Mohd. Don, Abdul Halim Abdul Raof, Ainol Madziah Zubairi and Nor Idayu Mahat (2020) was conducted to investigate the alignment between the MUET band scores with the IELTS band scores and the calibration between corresponding scores of three CEFR levels. The study reported positive correlations between the MUET band scores and IELTS band scores.

Indeed, these studies have had a significant impact on MUET and have led to an improved, revised version of MUET, which came out after the present study was conducted. The new version of MUET, dated 2019, which can be found on the Malaysian Examinations Council website, shows improvements in several aspects, including new sample speaking tasks. In particular, the prompt content for Task A and Task B is now no longer identical. However, a face value evaluation of the new prompts shows that there are still aspects of the tasks which remain unchanged. For example, the general topic area of the two speaking tasks is still derived from the same topic domain. Therefore, it is believed that the findings from the present study remain relevant and important because the main concern of using similar topic areas in the two speaking tasks (now called task 1 and task 2) is that the possibility of narrowing the test-takers' performance and tested construct during the test still exists. Moreover, the language in the test-takers' discourse (e.g., vocabulary), which the two tasks aim to elicit, might still be very similar and repetitive. Additionally, the students might also still recycle some of the task ideas and/or content from Task A in Task B.

A crucial aspect of a group interaction task is to elicit and assess test-takers' IC. Therefore, a practical recommendation would be to fully separate Task A from Task B and to replace one with another type of task to give the test-takers the opportunity to demonstrate a wider range of interactional features. The reason for introducing two independent tasks (two different task types and topics) is to give the students the

opportunity of a fresh start in Task B so that they can demonstrate a wider range of spoken competence with different vocabulary, language structures and a variety of topic management features by generating new topics, rather than repeating the topics they had already put forward in Task A. The current study thus has direct implications for more optimal task design in the MUET speaking test.

8.3.2.3 Test specifications

The third practical implication for the study is related to the MUET test specifications. As mentioned above, a collaborative study between the Malaysian Examinations Council and Cambridge Assessment English was carried out to align MUET to the CEFR. The study suggested improvements to the MUET test specifications. A first adjustment to the 2019 test specifications concerned the inclusion of two separate speaking constructs, one for task A (recently relabelled as Task 1), the individual presentation component, and one for task B (recently relabelled as Task 2), the group discussion task, i.e., "to assess the ability of test-takers to give an oral presentation of ideas individually, and to interact in small groups in both more formal and less formal academic contexts" (Malaysian Examinations Council, 2019, p.21). Second, an amendment was also made to the speaking test component's maximum score. Previously, as stated in the test specifications provided by the Malaysian Examinations Council (2006, 2011, 2015), the maximum test score for the speaking component was 45 marks or 15% of the overall score. In the 2019 test specifications, the maximum score has been increased to 90 marks or 25% of the overall score, which also means an equal distribution of marks for each of the four skill components tested (i.e., Listening, Speaking, Reading, and Writing). The third change to the test specifications was to the rating criteria for the speaking component, which now include two specific sub-skills - production and interaction - which is believed to be in

response to the earlier mentioned constructs. Finally, the test specifications now also state that the speaking test is measuring the following specific skills/features: subject/topic knowledge and linguistic knowledge. Despite these revisions, it was found that several important interactional features are either still missing or not clearly defined in the specifications, such as turn and topic management, non-verbal behaviour, breakdown repair and interactive listening. In this regard, the present study offers insights into how to expand the definition and operationalisation of interactional features in the MUET speaking test specifications, specifically for turn and topic management.

8.3.2.4 MUET preparation course

On the basis of the first study, it was speculated that MUET preparation courses influence the interactional features of test-takers' performances. This refers specifically, to the production of expressions associated with the test discourse as well as the construction of 'rehearsed' and pre-planned individual long speeches, which divert from the test objective, which is for the test-takers to produce natural co-construction of interactions. Although it was beyond the scope of the study, the effect of MUET preparation courses seemed profound. An implication of this study is thus the need to explore and minimise the construct-irrelevant or construct-narrowing impact of MUET preparation courses.

Overall, this study has shed detailed light on MUET Task B, and by extension, on the MUET speaking test, where no such empirical insights were available to date. The study hopes that the implications discussed will be used as a catalyst for other studies, as discussed in the recommendation section below, and for further concrete improvements to the MUET speaking test.

8.4 Limitations of the Study

This study provides valuable information about group oral tests and IC features, specifically on turn and topic management microfeatures. However, it also has limitations in terms of the IC features investigated, the validity of evidence collected, and the limited sample size.

8.4.1 Analysis of the interactional macro features

A first limitation of this study that needs to be mentioned is that both studies were limited to analysing only two interactional macro features, turn and topic management. The study did not investigate the other macro features from Galaczi and Taylor's (2018) tree metaphor, namely *nonverbal behaviour*, *breakdown repair* and *interactive listening*. The decision to focus on only two was made based on the emphasis of these features in the MUET test specifications, as explained in the Methodology chapter. Thus, it is acknowledged that this study only includes validity evidence on these two macrofeatures, and therefore the research only provides a partial validation study of the construct of IC in the MUET group oral test.

8.4.2 Validation study

As mentioned in the Methodology chapter, this study adopted Weir's socio-cognitive framework for validating the speaking test under scrutiny. Weir (2005) stated that to conduct a comprehensive test validation, validity evidence should include both the "a priori" (p.221) and "a posteriori validities" (p. 259). While the initial intention of this study was to collect scoring validity evidence, due to issues such as logistics and lack of availability of raters, I had to surrender that intention. Therefore, this study was limited to only two main studies.

8.4.3   Sample size

This study also has sample size limitations in both its studies. The data for the first study came from three settings: the MUET group oral test and English and IT classroom discussion assessments. These only covered samples collected from one higher education institution in Malaysia. This happened due to practical and policy reasons. As stated in the Methodology chapter, challenges faced during data collection included the difficulty of getting full cooperation from the Malaysian Examination Council as well as the Malaysian Ministry of Education, such as permission to gain access to schools and universities. Thus, I had only limited access to MUET test-takers and test tasks. If a larger set of sample tasks, a larger number of participants, and access to other relevant information requested during the study had been granted access by the Council, the study might have yielded more robust results on test-takers' and students' performances.

In terms of the second study, I had only a limited number of tasks (prompts) for evaluation in the expert judgement session. Due to the earlier mentioned challenges faced in getting co-operation from the Malaysian Examinations Council, I was only supplied with a limited number of past speaking test question papers for this study. The same test tasks were also used in the MUET simulation tests.

Nevertheless, despite its limitations, it is believed that this study has revealed considerable information that informs a validation evaluation of the MUET group oral test and its construct in terms of turn and topic management features.

8.5   Recommendations for Future Research

Specific recommendations for future research can be identified based on this study's theoretical and practical implications. First, I would like to reiterate that since validation is not a one-off process but an iterative one, continuous studies should be carried out to

provide other validity evidence such as from a cognitive or scroring validity study or evidence on posteriori validities of the MUET speaking test for continuous improvements to the test. It is hoped that this study's results will be used as a catalyst for other studies in the following areas.

8.5.1 Interactional features as a construct in group oral tests

The empirical evidence in this thesis propels a wider research agenda in defining and operationalising IC. In relation to the tree metaphor, further studies could be conducted on other interactional macro features, which have not been investigated in the present study, such as *nonverbal behaviour, breakdown repairs* and *interactive listening*. I am hopeful and optimistic that more microfeatures will be discovered, resulting in more branches and twigs in the tree metaphor. Furthermore, further studies can verify and extend the link between turn and topic management or establish any links between the other macro features. It is believed that an establishment of the links between macro features is integral to the conceptualisation and operationalisation of IC.

8.5.2 MUET validation study

In line with the earlier recommendations made by Geranpayeh and Abd Rahman (2018) of further areas in need of research, such as "needs analysis, purpose and use, MUET revision, test development and validation and training of item writers and markers" (p.4), this study would like to recommend the following research studies. Further validity evidence can be collected from new data sources such as the investigations could aim to find out about raters' considerations of and perceptions on the rating scale, its criteria, and descriptors to rate MUET group oral performances in terms of the IC macro- and microfeatures.

It is also recommended that future studies extend the current data source in the context validity study, which covered only two samples of MUET group tasks. It would also make sense that prompts are sampled from the latest, 2022 version of the group oral task format. Furthermore, to explore the potential for construct representation of interactional features in the MUET group oral test, it is recommended that future validation studies include exploration of the different types of group oral tasks that can measure a comprehensive range of IC features. Thus, future studies could also include comparative studies that explore different types of group discussion tasks, such as decision-making tasks, to determine to what extent such tasks can elicit interactional features of test-takers discourse. This is also in line with the Malaysian Examinations Council's intentions to measure a wider range of language functions as listed in the test specification.

8.5.3 MUET preparation courses

Future studies can further investigate the effect of MUET preparation courses on test-takers' discourse. The results of this study suggested that there is a considerable effect of the current MUET test preparation courses on test-takers' discourse, which narrows the IC features of the performances. Therefore, I highly recommend a review of the nature, content, and effect that the MUET test preparation courses have on test-takers' discourse. Such an investigation may reveal factors that lead to the production of 'rehearsed' and individual long speeches instead of natural co-construction of interactions, and such insights might then inform the design of test preparation courses that do not lead to a narrowing of the construct being tested. It is hoped that such studies will increase the validity of the MUET group oral test for measuring IC for academic purposes.

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Appendices

Appendix 1 MUET Test Booklets

Two prompts were selected from the MUET November 2016 speaking test booklets 1 and 2, labelled as prompt A and prompt B.

Prompt A

Candidate D

Task B: Group Interaction (10 minutes)

- *You have **two** minutes to prepare for the discussion.*
- *You may maintain or change your views presented in Task A.*
- *In your discussion, you may support or oppose the other candidates' views.*
- *At the end of the discussion, try to come to a group decision.*
- *You are given **ten** minutes for the discussion.*

Situation

Students should develop some good habits if they want to do well in their studies. What are some of these habits?

Task B: Discuss which of the following is **the most important habit** for students to do well in their studies.

      (i)   To be punctual

      (ii) To be hardworking

     (iii) To be careful

     (iv) To be motivated

Tear off along the perforated line.

Candidate A

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*
- *You have **two** minutes to present your views.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

Students should develop some good habits if they want to do well in their studies. What are some of these habits?

Task A: One good habit for a student is **to be punctual**. Elaborate.

Candidate D

Task B: Group Interaction (10 minutes)

- *You have **two** minutes to prepare for the discussion.*
- *You may maintain or change your views presented in Task A.*
- *In your discussion, you may support or oppose the other candidates' views.*
- *At the end of the discussion, try to come to a group decision.*
- *You are given **ten** minutes for the discussion.*

Situation

Students should develop some good habits if they want to do well in their studies. What are some of these habits?

Task B: Discuss which of the following is **the most important habit** for students to do well in their studies.

    (i)   To be punctual

    (ii) To be hardworking

    (iii) To be careful

    (iv) To be motivated

Tear off along the perforated line.

Candidate A

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*
- *You have **two** minutes to present your views.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

Students should develop some good habits if they want to do well in their studies. What are some of these habits?

Task A: One good habit for a student is **to be punctual**. Elaborate.

Candidate C

Task B: Group Interaction (10 minutes)

- *You have **two** minutes to prepare for the discussion.*
- *You may maintain or change your views presented in Task A.*
- *In your discussion, you may support or oppose the other candidates' views.*
- *At the end of the discussion, try to come to a group decision.*
- *You are given **ten** minutes for the discussion.*

Situation

Students should develop some good habits if they want to do well in their studies. What are some of these habits?

Task B: Discuss which of the following is **the most important habit** for students to do well in their studies.

    (i)   To be punctual

   (ii)   To be hardworking

  (iii)   To be careful

   (iv)   To be motivated

Tear off along the perforated line.

Candidate B

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*
- *You have **two** minutes to present your views.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

Students should develop some good habits if they want to do well in their studies. What are some of these habits?

Task A: One good habit for a student is **to be hardworking**. Elaborate.

Candidate B

Task B: Group Interaction (10 minutes)

- *You have* **two** *minutes to prepare for the discussion.*
- *You may maintain or change your views presented in Task A.*
- *In your discussion, you may support or oppose the other candidates' views.*
- *At the end of the discussion, try to come to a group decision.*
- *You are given* **ten** *minutes for the discussion.*

Situation

Students should develop some good habits if they want to do well in their studies. What are some of these habits?

Task B: Discuss which of the following is **the most important habit** for students to do well in their studies.

     (i)   To be punctual

    (ii) To be hardworking

   (iii) To be careful

   (iv) To be motivated

Tear off along the perforated line.

Candidate C

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

You are given **one** *minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have* **two** *minutes to prepare your response.*
- *You have* **two** *minutes to present your views.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

Students should develop some good habits if they want to do well in their studies. What are some of these habits?

Task A: One good habit for a student is **to be careful**. Elaborate.

Prompt B

Candidate D

Task B: Group Interaction (10 minutes)

- *You have **two** minutes to prepare for the discussion.*
- *You may maintain or change your views presented in Task A.*
- *In your discussion, you may support or oppose the other candidates' views.*
- *At the end of the discussion, try to come to a group decision.*
- *You are given **ten** minutes for the discussion.*

Situation

It is important to learn to control anger. What are the benefits of doing so?

Task B: Discuss which of the following is **the greatest benefit** of controlling anger.

      (i) To maintain a good relationship with others

      (ii) To think rationally

      (iii) To be successful

      (iv) To have better mental and physical health

Tear off along the perforated line.

Candidate A

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*
- *You have **two** minutes to present your views.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

It is important to learn to control anger. What are the benefits of doing so?

Task A: It enables us **to maintain a good relationship with others**. Elaborate.

Candidate A

Task B: Group Interaction (10 minutes)

- *You have **two** minutes to prepare for the discussion.*
- *You may maintain or change your views presented in Task A.*
- *In your discussion, you may support or oppose the other candidates' views.*
- *At the end of the discussion, try to come to a group decision.*
- *You are given **ten** minutes for the discussion.*

Situation

It is important to learn to control anger. What are the benefits of doing so?

Task B: Discuss which of the following is **the greatest benefit** of controlling anger.

    (i)   To maintain a good relationship with others

    (ii)   To think rationally

    (iii)   To be successful

    (iv)   To have better mental and physical health

Tear off along the perforated line.

Candidate D

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*
- *You have **two** minutes to present your views.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

It is important to learn to control anger. What are the benefits of doing so?

Task A: It enables us **to have better mental and physical health**. Elaborate.

Candidate C

Task B: Group Interaction (10 minutes)

- *You have **two** minutes to prepare for the discussion.*
- *You may maintain or change your views presented in Task A.*
- *In your discussion, you may support or oppose the other candidates' views.*
- *At the end of the discussion, try to come to a group decision.*
- *You are given **ten** minutes for the discussion.*

Situation

It is important to learn to control anger. What are the benefits of doing so?

Task B: Discuss which of the following is **the greatest benefit** of controlling anger.

      (i)   To maintain a good relationship with others

      (ii)   To think rationally

      (iii)   To be successful

      (iv)   To have better mental and physical health

Tear off along the perforated line.

Candidate B

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*
- *You have **two** minutes to present your views.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

It is important to learn to control anger. What are the benefits of doing so?

Task A: It enables us **to think rationally**. Elaborate.

Candidate B

Task B: Group Interaction (10 minutes)

- *You have **two** minutes to prepare for the discussion.*
- *You may maintain or change your views presented in Task A.*
- *In your discussion, you may support or oppose the other candidates' views.*
- *At the end of the discussion, try to come to a group decision.*
- *You are given **ten** minutes for the discussion.*

Situation

It is important to learn to control anger. What are the benefits of doing so?

Task B: Discuss which of the following is **the greatest benefit** of controlling anger.

      (i)   To maintain a good relationship with others

      (ii) To think rationally

      (iii) To be successful

      (iv) To have better mental and physical health

Tear off along the perforated line.

Candidate C

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*
- *You have **two** minutes to present your views.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

It is important to learn to control anger. What are the benefits of doing so?

Task A: It enables us **to be successful**. Elaborate.

Appendix 2 MUET Speaking Test Banding and Score Description

GUIDE TO AWARDING MARKS

DESCRIPTION	BAND	FOR EACH CATEGORY	TOTAL SCORE	INDICATOR
HIGHLY PROFICIENT USER	6	19 – 20	55 - 60	59 – 60 = 6 HIGH 58 – 57 = 6 MID 55 – 56 = 6 LOW
PROFICIENT USER	5	16 – 18	46 - 54	52 – 54 = 5 HIGH 49 – 51 = 5 MID 46 – 48 = 5 LOW
SATISFACTORY USER	4	13 – 15	37 - 45	43 – 45 = 4 HIGH 40 – 42 = 4 MID 37 – 39 = 4 LOW
MODEST USER	3	10 – 12	28 - 36	34 – 36 = 3 HIGH 31 – 33 = 3 MID 28 – 30 = 3 LOW
LIMITED USER	2	7 – 9	19 - 27	25 – 27 = 2 HIGH 22 – 24 = 2 MID 19 – 21 = 2 LOW
VERY LIMITED USER	1	0 – 6	0 - 18	13 – 18 = 1 HIGH 7 – 12 = 1 MID 0 – 6 = 1 LOW

Appendix 3 MUET Speaking Test Rating Scale

800/2 SPEAKING: ASSESSMENT CRITERIA

BAND / SCORE	TASK FULFILMENT (TASK A & B)	LANGUAGE (TASK A & B)	COMMUNICATIVE ABILITY (TASK A & B)	COMMUNICATIVE ABILITY (TASK B)
6 Highly Proficient User 20 - 19	• Shows very good understanding of topic given • Develops and organizes ideas effectively • Relevant response to the task given • Highly adequate response to the task given	• Good command of the language with hardly any errors. Can use a variety of structures • Uses appropriate and varied vocabulary effectively • Pronunciation does not interfere with comprehension and no noticeable errors in stress and intonation patterns	• Very fluent with occasional hesitation • Presentation is very easily understood • Delivers very confidently	• Interacts very confidently and manages the discussion very competently. Displays initiative and interest
5 Proficient User 18 - 16	• Shows good understanding of topic given • Develops and organizes ideas reasonably well • Relevant response to the task given with few slips • Adequate response to the task given	• Good command of the language with occasional minor errors. Can use some complex structures • Uses appropriate and varied vocabulary reasonably well • Pronunciation problems do not hinder comprehension. Only occasional errors in stress and intonation	• Fluent with some hesitation and occasional stumbling • Presentation is easily understood • Delivers confidently	• Interacts confidently and maintain the discussion competently. Displays initiative and interest
4 Satisfactory User 15 - 13	• Shows satisfactory understanding of topic given • Develops and organizes ideas satisfactorily • Response for the most part relevant to the task given • Adequate response to the task given but there are some gaps or redundancy	• Satisfactory command of the language. Some errors in structures but these do not hamper communication • Uses appropriate and varied vocabulary • Pronunciation is not clear but this only causes occasional misunderstanding. Shows mastery of basic stress and intonation patterns	• Generally fluent. Able to keep communication going though with occasional unevenness, light stumbling and groping for words • Presentation is generally easily understood • Delivers quite confidently	• Interacts quite confidently. Displays initiative and is able to adapt to changes in direction on topic at most times
3 Modest user 12 - 10	• Shows moderate understanding of topic given • Develops and organizes ideas but with some effort • Response is generally relevant to the task given • Moderate response to the task given. May not elaborate on points raised	• Moderate command of the language. Errors in basic structures but can manage to use a few correctly • Uses appropriate and varied vocabulary moderately well • Some problems in pronunciation, stress and intonation, but these do not cause serious misunderstanding	• Moderately fluent. Able to keep communication going although speech is uneven, hesitant and marked by some unsuccessful groping for words. • Presentation is partly comprehensible, but the listener has to rely on key words and phrases • Lacks confidence in delivery	• Attempt to interact but generally lacks initiative and interest and needs occasionally prompting. May take time to respond to changes in direction of topics
2 Limited User 9 - 7	• Shows limited understanding of topic given • Hardly develops ideas. Very limited development of ideas • Response of limited relevance to the task given • Limited response to the task given with major gaps and/or repetition	• Limited command of the language. No mastery of basic structures. Utterances – phrase level/telegraphic sentences • Limited Use of appropriate and varied vocabulary • Problems in pronunciation lead to miscomprehension. Has many problems with stress and intonation patterns	• Lacking in fluency. Speech is frequently jerky, marked by many false starts. • Presentation is partly comprehensible, but the listener has to rely on key words and phrases • Lacks confidence in delivery	• Limited attempts to interact and lacks interest in the discussion. May rely on prompting to keep communication going
1 Very Limited User 6 - 0	• Barely understands the topic given • Very limited development of ideas • Response irrelevant to the task given • Totally inadequate response	• Utterances one word level/phrase • Barely Uses appropriate and varied vocabulary • Pronunciation heavily influenced by L1 causing incomprehensibility. No control of stress and intonation patterns	• Speech is extremely uneven. Many utterances unfinished • Presentation is hardly comprehensible • No confidence in delivery	• Hardly makes any attempt to interact. May not respond even when prompted

Appendix 4 MUET Speaking Test Grading Form

MOCK MUET SPEAKING 2017
ASSESSMENT FORM

PRACTICUM:.................

GROUP NO:.................

CANDIDATE	NAME	INDIVIDUAL TASK (A)				GROUP TASK (B)				GRAND TOTAL (A+B)/2
		TASK FULFIL. (20)	LANG (20)	COM. ABILITY (20)	SUB TOTAL A (60)	TASK FULFIL. (20)	LANG (20)	COM ABILITY (20)	SUB TOTAL B (60)	
A										
B										
C										
D										

PRACTICUM:.................

GROUP NO:.................

CANDIDATE	NAME	INDIVIDUAL TASK (A)				GROUP TASK (B)				GRAND TOTAL (A+B)/2
		TASK FULFIL. (20)	LANG (20)	COM. ABILITY (20)	SUB TOTAL A (60)	TASK FULFIL. (20)	LANG (20)	COM ABILITY (20)	SUB TOTAL B (60)	
A										
B										
C										
D										

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Appendix 5 MUET Test Specification Regulation

MUET/RSQ800

MALAYSIAN UNIVERSITY ENGLISH TEST
(MUET)

REGULATIONS, TEST SPECIFICATIONS,

TEST FORMAT AND

SAMPLE QUESTIONS

The information in this booklet applies to the end-2008 MUET and thereafter until further notice.

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MAJLIS PEPERIKSAAN MALAYSIA
(*MALAYSIAN EXAMINATIONS COUNCIL*)

CHIEF EXECUTIVE
MALAYSIAN EXAMINATIONS COUNCIL
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NATIONAL EDUCATION PHILOSOPHY

Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a belief in and devotion to God. Such effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the family, the society and the nation at large.

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FOREWORD

The Malaysian Examinations Council, which was established under Act 225, Malaysian Examinations Council Act 1980, is a statutory body under the Ministry of Education Malaysia. The Malaysian Examinations Council is managed by a board of governors comprising vice-chancellors of local universities established under Section 6 of the University and University Colleges Act 1971 and under Section 1A of the University of Technology MARA Act 1976, the Chief Secretary of the Ministry of Education, the Director General of Education, the Director of Examinations of the Malaysian Examinations Syndicate, the Chief Executive of the Malaysian Examinations Council, and five other members appointed by His Majesty the Yang di-Pertuan Agong. The Chairman of the Council is also appointed by His Majesty the Yang di-Pertuan Agong from amongst the vice-chancellors of local universities.

The Malaysian Examinations Council is responsible for the conduct of the Sijil Tinggi Persekolahan Malaysia (STPM) (Malaysia Higher School Certificate) examination effective since the 1982 examination. This examination replaced the Higher School Certificate examination conducted by the University of Cambridge Local Examinations Syndicate in collaboration with Universiti Malaya. With effect from 1999, the Malaysian Examinations Council is also responsible for the management of the Malaysian University English Test (MUET). MUET is conducted thrice a year and is compulsory for students who intend to pursue first degree studies in local public universities.

This is the first time that the MUET syllabus is being revised since its inception in 1999. It is to ensure that MUET maintains its relevancy in testing candidates' English language proficiency. There are minor changes in the test specifications which detail the aspects according to the four components of MUET: listening, speaking, reading and writing.

I would like to take this opportunity to thank the members of the MUET Syllabus Committee chaired by Prof Datin Dr Zubaida S A Alsree from Universiti Teknologi MARA. The committee members are Prof Dr Anie Attan, Dr Harriet Wong, Prof Dr Chan Swee Heng, Dr Mohd Sallehudin bin Abd Aziz, Prof Dr Zuraidah Md Don, Prof Madya Khairi Izwan Abdullah, Prof Madya Dr Fatimah Hashim, Dr Tengku Sepora Tengku Mahadi, Ms Sivagnana Chelvi, Mr Martin Bates, Mdm Vasantha Mallar Menon, Mdm Gita Lam Yean Ling and Mdm Esther Evelyn Jevarajah. I also wish to thank all the schools that have allowed their students to participate as the sample for the verification and validation purposes of the test instruments.

Finally, it is hoped that MUET shall have the desired positive effects on the perceptions of students and enthusiasm of teachers with regard to the teaching and learning of English.

DR. JAMIL BIN ADIMIN
Chief Executive
Malaysian Examinations Council

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CONTENTS

INTRODUCTION

In the Malaysian education system, English has always played an important role. The Malaysian University English Test (MUET) serves to give continued emphasis on this role.

The objective of MUET is to measure the English language proficiency of pre-university students for entry into tertiary education. MUET comprises all the four language skills of listening, speaking, reading and writing. It measures and reports candidates' level of proficiency based upon an aggregated score range of zero to 300. The scores correlate with a banding system ranging from Band 1 to Band 6. A results slip is issued to each candidate who completes all four components of the test.

This booklet contains test specifications which detail aspects of each component of MUET. The test specifications list the skills relevant to help equip students with the level of proficiency in English and critical thinking skills for more effective academic study at tertiary level. They may also be used as a valuable guide to MUET for independent learners.

GENERAL REGULATIONS

1   **Test Dates**

    1.1   MUET is administered thrice a year, in March, July, and November.

    1.2   The Listening, Reading and Writing tests are administered on the same day while the Speaking test is administered over a duration of two weeks.

    1.3   Candidates will be informed of their specific test dates through the MUET registration slip (MUET/D) which can be downloaded from MEC's portal http://www.mpm.edu.my.

2   **Test Centres**

Test centres for candidates will be determined by the respective State Education Departments based on candidates' choice of town in which they wish to take the test.

3   **Registration**

    3.1   Registration for MUET is online whether through MEC's portal http://www.mpm.edu.my.

    3.2   Candidates from public and private schools/institutions will register for MUET through their respective schools/institutions.

    3.3   Private individual candidates can register for MUET online through MEC's portal http://www.mpm.edu.my.

    3.4   Dates for registration will be announced by the Malaysian Examinations Council in local newspapers and through MEC's portal http://www.mpm.edu.my.

    3.5   It is the responsibility of candidates to ensure that their particulars are entered correctly during the online registration.

    3.6   Payment of registration fee must be made by purchasing Malaysian Examinations Council's PIN (MEC PIN) from Bank Simpanan Nasional (BSN) or through internet banking. Candidates may surf MEC's portal http://www.mpm.edu.my for further information on registration and payment mode.

3.7 Candidates may check their registration status through the MEC's portal http://www.mpm.edu.my and via SMS.

4 **Test Fees**

The test fee is RM100.00 comprising the registration fee of RM40.00 and a subject fee of RM60.00.

5 **Change of Test Centres**

5.1 Candidates who wish to change their test centre must apply through their respective State Education Departments not later two weeks after the MUET/D uploaded at MEC's portal.

5.2 An administrative fee of RM25.00 will be levied for this purpose.

6 **Withdrawal from Test**

Fees of candidates who withdraw from the test will **not** be refunded. However, a refund of RM60.00 will be paid in the following cases.

(*a*) A candidate suffering from a long-term illness
(A copy of the medical certificate from a Government Medical Officer must be forwarded.)

(*b*) A candidate who has passed away
(A copy of the death certificate must be forwarded by the next of kin or a representative.)

(*c*) A candidate who get the offer to further study in local university.
(A copy of offer letter from university must be submitted.)

7 **Deferment of Test**

7.1 Candidates who wish to defer the test must write in to seek permission from the Malaysian Examinations Council stating reasons supported by evidence before the date of the test.

7.2 Approval to defer the test is at the discretion of the Malaysian Examinations Council.

8 **Contagious Diseases**

Candidates who suffer from contagious diseases are normally not allowed to sit for the test. If permitted, the candidate will be seated in a separate room.

9 **Arrangements for Specific Needs**

9.1 Applications for specific arrangements are allowed for

(*a*) candidates adversely affected by illness or other misfortunes,

(*b*) candidates with special needs.

9.2 Applications must be made on special forms which can be obtained from the online registration.

9.3 The Malaysian Examinations Council will not consider cases which are not reported prior to the test.

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10 **Materials provided by Candidates**

10.1 Candidates are required to write their answers using a pen or ball-point pen in black or blue ink, except for multiple-choice tests in which only BB or 2B pencils are to be used.

10.2 Candidates must bring their own pencils, erasers and other equipment.

11 **MUET Results**

11.1 The MUET results are presented in a results slip which is issued through the State Education Department.

11.2 Candidates from public and private schools/institutions will collect their results from their respective schools/ institutions.

11.3 Private individual candidates will receive their results from the Malaysian Examinations Council by post.

11.4 Candidates are given 12 months to collect their results after the date of release. After this period, the school, institution or State Education Department will return the unclaimed results slips to the Malaysian Examinations Council. Candidates who wish to claim their results slip after that period may request it directly from the Malaysian Examinations Council at a fee of RM20.00.

11.5 Candidates who have lost their results slip may apply for a certified statement of results. The application must be accompanied by information concerning the candidate, i.e. full name and identity card number, session and year of the test, examination centre and index number. A fee of RM20.00 will be levied for the first application, RM30.00 for the second application and RM50.00 for the third application for a certified statement of results.

11.6 Results will also be available on the MEC's portal http://www.mpm.edu.my and via SMS.

12 **Disqualification of Results and Expulsion of Candidates**

12.1 If the Malaysian Examinations Council is satisfied that a candidate has been involved in any breach of regulation or caution issued for this test or in any irregularity, misconduct or dishonesty whatsoever in connection with the test or any of the papers, the Council may at its sole discretion, bar the candidate from the test and refuse his further admission thereto, cancel his result thereof, and refuse his entry as a candidate in subsequent tests.

12.2 If the Malaysian Examinations Council is satisfied that breaches of regulation or caution or any irregularity, misconduct or dishonesty whatsoever in connection with the test have been widespread at any centre, or that the circumstances in which the test is held at any centre are unsatisfactory, the Council may at its sole discretion, cancel the entire test at that centre or the results thereof, in relation to all the candidates at that centre.

13 **Appeal of Test Results**

Candidates may appeal for rechecking of MUET results within two weeks after the release of result. A fee of RM 70.00 will be charged. Candidates may surf MEC's portal http://www.mpm.edu.my for further information on appeals for rechecking of MUET results.

14 **Answer Scripts**

Answer scripts of candidates remain the property of the Malaysian Examinations Council.

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15   **Conditions of Test Registration**

There is no entry requirement to sit for MUET.

16 **Validity of MUET**

The validity period for MUET results are as follows:

(*a*)   MUET results released before 2009 are valid until 18 July 2013.
(*b*)   From 2009, MUET results are valid for five years from the date of the release of results.

17   **Test Component**

MUET comprises four components: Listening, Speaking, Reading and Writing. The duration and weighting of each component are as follows:

Paper Code	Paper	Duration	Weighting
800/1	Listening	30 minutes	15%
800/2	Speaking	30 minutes	15%
800/3	Reading	90 minutes	40%
800/4	Writing	90 minutes	30%

18   **Test Scores**

Test scores are reported as follows:

Test Component	Maximum Score	Obtained Score
LISTENING	45	
SPEAKING	45	
READING	120	
WRITING	90	
AGGREGATED SCORE	300	
Band Achieved		

19 **Description of Aggregated Scores**

AGGREGATED SCORE	BAND	USER	COMMUNICATIVE ABILITY	COMPREHENSION	TASK PERFORMANCE
260 – 300	6	Highly proficient user	Very fluent; highly appropriate use of language; hardly any grammatical error	Very good understanding of language and context	Very high ability to function in the language
220 – 259	5	Proficient user	Fluent; appropriate use of language; few grammatical errors	Good understanding of language and context	High ability to function in the language
180 – 219	4	Satisfactory user	Generally fluent; generally appropriate use of language; some grammatical errors	Satisfactory understanding of language and context	Satisfactory ability to function in the language
140 – 179	3	Modest user	Fairly fluent; fairly appropriate use of language; many grammatical errors	Fair understanding of language and context	Fair ability to function in the language
100 – 139	2	Limited user	Not fluent; inappropriate use of language; very frequent grammatical errors	Limited understanding of language and context	Limited ability to function in the language
Below 100	1	Very limited user	Hardly able to use the language	Very limited understanding of language and context	Very limited ability to function in the language

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MALAYSIAN UNIVERSITY ENGLISH TEST
TEST SPECIFICATIONS

Aim

The Malaysian University English Test (MUET) seeks to measure the English language proficiency of candidates planning to pursue tertiary studies at Malaysian universities.

Implementation in Schools

The MUET programme should involve 240 hours of teaching time spanning three school terms. Instruction should be carried out for 8 periods per week at 40 minutes per period.

Teachers' Guide to MUET

Teachers' Guide to MUET complements the Test Specifications of the MUET. It provides a framework for preparing candidates for MUET.

Assessment Objectives

MUET tests the four language skills of listening, speaking, reading and writing.

Component	Test Specifications
1 Listening	Candidates are assessed on their ability to comprehend various types of oral text of varying length and level of complexity (content and language). Assessment will cover the following: (i) **knowledge** • recalling information • recognising main ideas • recognising supporting details (ii) **comprehension** • deriving meaning of words, phrases, sentences from context • paraphrasing (iii) **application** • predicting outcomes • applying a concept to a new situation (iv) **analysis** • understanding language functions • distinguishing the relevant from the irrelevant • distinguishing fact from opinion • drawing inferences • identifying roles and relationships (v) **synthesis** • following the development of a point or an argument • summarising information

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Component	Test Specifications
	(vi) evaluation • appraising information • making judgements • drawing conclusions • recognising and interpreting speakers' views, attitudes or intentions **Possible genres:** Lecture, briefing, talk, discussion, interview, telephone conversation, announcement, instructions, advertisement, news, meeting, documentary
2 Speaking	Candidates are assessed on their ability to make individual presentations and to take part in group discussions on a wide range of contemporary issues. Assessment will cover the following: **(i) accuracy** • using grammatically correct language • using correct pronunciation, stress and intonation **(ii) fluency** • speaking with confidence and fluency **(iii) appropriacy** • using language appropriate for the intended purpose and audience • using varied vocabulary and expressions • using varied sentence structures • observing conventions appropriate to a specific situation **(iv) coherence and cohesion** • developing and organising ideas • using appropriate markers and linking devices • using anaphora appropriately together with other cohesive devices **(v) use of language functions** • defining, describing, explaining • comparing and contrasting • classifying • giving reasons • giving opinions • expressing relationships • making suggestions and recommendations • expressing agreement and disagreement • seeking clarification • asking for and giving information • persuading • drawing conclusions • stating and justifying points of view • presenting an argument

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Component	Test Specifications
	• expressing relationships • making suggestions and recommendations • expressing agreement and disagreement • seeking clarification • asking for and giving information • persuading • drawing conclusions • stating and justifying points of view • presenting an argument (vi) **managing a discussion** • initiating • turn-taking • interrupting • prompting • negotiating • closing (vii) **task fulfilment** • presenting relevant ideas • providing adequate content • showing a mature treatment of topic ***Possible issues:*** Socio-cultural, economic, science and technology, sports, environment, education, health

3 Reading	Candidates are assessed on their ability to comprehend various types of text of varying length and level of complexity (content and language).
	
	Assessment will cover the following:
	
	(i) **comprehension**
	• skimming and scanning
	• extracting specific information
	• identifying main ideas
	• identifying supporting details
	• deriving the meaning of words, phrases, sentences from the context
	• understanding linear and non-linear texts
	• understanding relationships
	   – within a sentence
	   – between sentences
	• recognising a paraphrase
	
	(ii) **application**
	• predicting outcomes
	• applying a concept to a new situation

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Component	Test Specifications

	(iii) analysis
	• understanding language functions
	• interpreting linear and non-linear texts
	• distinguishing the relevant from the irrelevant
	• distinguishing fact from opinion
	• making inferences
	
	(iv) synthesis
	• relating ideas and concepts
	   – within a paragraph
	   – between paragraphs
	• following the development of a point or an argument
	• summarising information
	
	(v) evaluation
	• appraising information
	• making judgements
	• drawing conclusions
	• recognising and interpreting writers' views, attitudes or intentions
	
	Possible genres:
	Articles from journals, newspapers and magazines, academic texts, electronic texts

4 Writing	Candidates are assessed on their ability to write various types of text covering a range of rhetorical styles. Assessment will cover the following: **(i) accuracy** • using correct spelling and mechanics • using correct grammar • using correct sentence structures **(ii) appropriacy** • using varied vocabulary and expressions • using clear varied sentences • using language appropriate for the intended purpose and audience • observing conventions appropriate to a specific situation or text type **(iii) coherence and cohesion** • developing and organising ideas • using appropriate markers and linking devices • using anaphora appropriately together with other cohesive devices

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Component	Test Specifications
	(iv) use of language functions • defining, describing, explaining • comparing and contrasting • classifying • giving reasons • giving opinions • expressing relationships • making suggestions and recommendations • expressing agreement and disagreement • persuading • interpreting information from non-linear texts • drawing conclusions • stating and justifying points of view • presenting an argument **(v) task fulfilment** • presenting relevant ideas • providing adequate content • showing a mature treatment of topic ***Possible genres:*** Report, article, letter, essay

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Paper 1: Listening (800/1)

No	Item	Description
1	Weighting	15%
2	Duration	30 minutes
3	Number of texts	5
4	Basic criteria for text selection	Length, level of complexity (content and language), text type
5	Possible genres	Lecture, briefing, talk, discussion, interview, telephone conversation, announcement, instructions, advertisement, news, meeting, documentary
6	Number of questions	20
7	Possible question types	(i) Information transfer (ii) Short-answer questions (iii) 3-option multiple-choice questions
8	Skills tested	As in the test specifications

Paper 2: Speaking (800/2)

No	Item	Description
1	Weighting	15%
2	Duration	30 minutes
3	Number of tasks	2
4	Topic	Contemporary issues

5	Task format	Task A: Individual presentation
		    Preparation : 2 minutes
		    Presentation : 2 minutes
		Task B: Group interaction (4 candidates to a group)
		    Preparation : 2 minutes
		    Discussion : 10 minutes

6	Skills tested	As in the test specifications

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Paper 3: Reading (800/3)

No	Item	Description
1	Weighting	40%
2	Duration	90 minutes
3	Number of texts	6 (at least one text with graphics)
4	Basic criteria for text selection	Length (200 – 700 words), level of complexity (content and language), text type
5	Possible genres	Articles from journals, newspapers and magazines, academic texts, electronic texts
6	Rhetorical style	Analytical, descriptive, persuasive, argumentative, narrative
7	Number of questions	45
8	Possible question-type	(i) 3-option multiple-choice questions (ii) 4-option multiple-choice questions
9	Skills tested	As in the test specifications

Paper 4: Writing (800/4)

No	Item	Description
1	Weighting	30%
2	Duration	90 minutes
3	Number of questions	2
4	Possible genres	Report, article, letter, essay
5	Rhetorical style	Analytical, descriptive, persuasive, argumentative
6	Task	Question 1: Interpretation of information based on specific stimuli provided (no less than 150 words) Question 2: Extended writing based on a given topic (no less than 350 words)
7	Skills tested	As in the test specifications

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TEST FORMAT

MUET comprises **four** papers. Candidates are required to sit for all the four papers.

Details of the four components are as follows.

Paper 1: Listening (30 minutes)

Candidates will be required to listen to recorded texts twice and answer questions on them.

There is a total of 20 questions consisting of information transfer, short-answer questions and 3-option multiple-choice questions.

Paper 2: Speaking (30 minutes)

Candidates will be required to perform two tasks: individual presentation and group interaction.

For the individual presentation, candidates will be given 2 minutes to prepare for the given task and 2 minutes to present. Candidates will also listen to the other candidates while they are making their presentations and take down notes for the group interaction.

For the group interaction (4 to a group), candidates will be given 2 minutes to prepare points to support or oppose the other candidates' views. After listening to everyone in the group, candidates will try to come to a consensus. The group will be given 10 minutes for the group interaction.

Paper 3: Reading (90 minutes)

This paper comprises 45 multiple-choice questions based on passages from texts which may be taken from journals, newspapers, magazines, and academic and electronic sources. Questions are in the form of 3-option multiple-choice and 4-option multiple-choice questions.

Paper 4: Writing (90 minutes)

This paper comprises two writing tasks: transferring information from a non-linear source to a linear text and a piece of extended writing. The stimulus may take the form of linear and/or non-linear texts.

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Candidate A

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

You are given one minute to read the instructions and the tasks given.

Task A: Individual Presentation (2 minutes)

- *You have two minutes to prepare your response.*
- *You have two minutes to present.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task A: In your opinion, one benefit for the country is that **Malaysia will be internationally-known**. Elaborate on this.

Candidate A

Task B: Group Interaction (10 minutes)

- *You have two minutes to prepare for the discussion.*
- *You may maintain or change your view presented in Task A.*
- *In your discussion, you may support or oppose the other candidates' views.*
- *At the end of the discussion, try to come to a group decision.*
- *You are given ten minutes for the discussion.*

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task B: Discuss which one of the following will **benefit the country most**:

    (i) Malaysia will be internationally-known.

    (ii) Malaysia will earn more income due to the event.

    (iii) Malaysians will get the opportunity to attend an international event.

    (iv) Malaysian sportsmen and sportswomen will get the support of the home crowd.

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*
- *You have **two** minutes to present.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task A: In your opinion, one benefit for the country is that **Malaysia will earn more income due to the event**. Elaborate on this.

800/2

Candidate B

Task B: Group Interaction (10 minutes)

- *You have two minutes to prepare for the discussion.*
- *You may maintain or change your view presented in Task A.*
- *In your discussion, you may support or oppose the other candidates' views.*
- *At the end of the discussion, try to come to a group decision.*
- *You are given ten minutes for the discussion.*

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task B: Discuss which one of the following will **benefit the country most:**

      (i)   Malaysia will be internationally-known.

      (ii)   Malaysia will earn more income due to the event.

    (iii)   Malaysians will get the opportunity to attend an international event.

    (iv)   Malaysian sportsmen and sportswomen will get the support of the home crowd.

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*

- *You have **two** minutes to present.*

- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task A: In your opinion, one benefit for the country is that **Malaysians will get the opportunity to attend an international event**. Elaborate on this.

Candidate C

Task B: Group Interaction (10 minutes)

- *You have two minutes to prepare for the discussion.*
- *You may maintain or change your view presented in Task A.*
- *In your discussion, you may support or oppose the other candidates' views.*
- *At the end of the discussion, try to come to a group decision.*
- *You are given ten minutes for the discussion.*

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task B: Discuss which one of the following will **benefit the country most**:

    (i) Malaysia will be internationally-known.

    (ii) Malaysia will earn more income due to the event.

    (iii) Malaysians will get the opportunity to attend an international event.

    (iv) Malaysian sportsmen and sportswomen will get the support of the home crowd.

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have two minutes to prepare your response.*

- *You have two minutes to present.*

- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task A: In your opinion, one benefit for the country is that **Malaysian sportsmen and sportswomen will get the support of the home crowd**. Elaborate on this.

800/2

Task B: Group Interaction (10 minutes)

- *You have two minutes to prepare for the discussion.*
- *You may maintain or change your view presented in Task A.*
- *In your discussion, you may support or oppose the other candidates' views.*
- *At the end of the discussion, try to come to a group decision.*
- *You are given **ten** minutes for the discussion.*

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task B: Discuss which one of the following will **benefit the country most**:

    (i) Malaysia will be internationally-known.

    (ii) Malaysia will earn more income due to the event.

    (iii) Malaysians will get the opportunity to attend an international event.

    (iv) Malaysian sportsmen and sportswomen will get the support of the home crowd.

Appendix 6 English Course Syllabus

LANGUAGE CENTRE
COLLEGE OF ARTS AND SCIENCES
UNIVERSITI UTARA MALAYSIA

No.	Information on Course						
1.	Course Name : ENGLISH PROFICIENCY II						
2.	Course Code: SBLE2113						
3.	Name(s) of Academic Staff: MOHD HASREN BIN YUSUF MOHD ZULHUSNI BIN AB. RAOFF						
4.	Rationale for the inclusion of the course in the programme: This is a university core course.						
5.	Semester/Year Offered: 3/ 2						
6.	Total Student Learning Time (SLT)	Face to face				SL	TLT
	L = Lecture T = Tutorial	L	T	P	O		
	P = Practical O = Others	14	28			78.1	120.1
7.	Credit Value: 3						
8.	Pre-requisite (if any): MUET BAND 3, or UUM ENGLISH PLACEMENT TEST (ELPT) Band 6.0-6.5, or IELTS Band 6.0-6.5, or A PASS IN SBLE1073 ENGLISH PROFICIENCY I.						
9.	Objective(s) of course Students are expected to: 1 Understand the main ideas of complex texts. 2 Interact with a certain degree of fluency and spontaneity given both concrete and abstract topics. 3 Acquire knowledge on how to produce a clear and detailed text and justify viewpoints.						
10.	Course Learning Outcomes: Upon completion of the course, students will be able to: 1 Express viewpoints spontaneously on matters related to social and academic settings. (C2, P3, A2) 2 Distinguish between main and supporting ideas of complex texts on concrete topics. (C2, P1, A2) 3 Produce clear, detailed descriptions of events and experiences on familiar matters. (C3, P2, A2)						

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	4	Apply vocabulary and grammar related to concrete topics. (C3, P2, A2)
11.	Transferable Skills: Communicative skills and teamwork.	
12.	Teaching-Learning Methods and Assessment Strategy: A combination of teacher-centred and student-centred methods with emphasis on the latter. The assessment is formative.	
13.	Synopsis: This upper intermediate proficiency course emphasizes the development of communication skills in an integrated manner using the four skills of speaking, listening, reading and writing. Students will learn and practice the language in social and educational settings. Students will learn to distinguish the main ideas of reading and writing texts, express ideas spontaneously, and produce clear, detailed texts with justified viewpoints. The vocabulary and grammar aspects will also be developed throughout the course.	
14.	Mode of Delivery: Lectures, discussions, tutorials.	
15.	Assessment Methods and Types: Coursework (100%): Reading comprehension (20%), Listening test (10%), Writing portfolio (20%), Group discussion (15%), Poster and leaflet presentation (35%) and Impromptu speech (5%)	
16.	Mapping of the course/module to the Programme Aims	
17.	Mapping of the Course/Module to the Programme Learning Outcomes	
18.	Content Outline of the Course/Module and the SLT per Topic	

Topic	Learning Outcomes	Face to Face			SL	TLT
		L	T	P		

1. ENTERTAINMENT
1.1. Speaking
   1.1.1 Share personal interests and habits
   1.1.2 Engage in extended conversations on social topics
   1.1.3 Develop conversations
      1.1.3.1 Disagreeing politely
 	
1.2. Reading
	1,2,3,4	2	4		6	12

1.2.1. Understand specialised articles on related topic						
1.3. Listening 1.3.1. Understand the main ideas of short extracts and extended conversations in both concrete and abstract topics						
1.4. Writing 1.4.1. Write letters expressing emotions, highlighting events or experiences						
1.5. Grammar 1.5.1. Learn adjectives and adverbs						
1.6. Vocabulary 1.6.1. Describe films, music, books and pictures						

2. SIGHTSEEING
 	
2.1. Speaking
   2.1.1. Take part in informal discussions by making plans and recommendations
   2.1.2. Develop communication: Agreeing using synonyms
 	
2.2. Reading
   2.2.1. Understand main ideas and specific details in literary texts
 	
2.3. Listening
   2.3.1. Understand the main ideas of short extracts and extended conversations in both concrete and abstract topics
 	
2.4. Writing
   2.4.1. Write complaint letters with main ideas and supporting details
 	
2.5. Grammar
   2.5.1. Learn the future, passive and reporting tenses
 	
2.6. Vocabulary
	1,2,3,4	2	4		6	12

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2.6.1. Know the vocabulary relevant to the topic(s) in focus						

3. SOCIETY
 	
3.1. Speaking
  3.1.1. Engage in extended conversations through informal discussions by using points to support views and arguments
  3.1.2. Develop conversations
    3.1.2.1. Explaining and chatting
    3.1.2.2. Responding to complaints
 	
3.2. Reading
  3.2.1. Scan and identify main ideas and specific details in extended texts
 	
3.3. Listening
  3.3.1. Listen to extended conversations
  3.3.2. Interpret possible endings in conversations
 	
3.4. Writing
  3.4.1. Write leaflets/posters using persuasive language
 	
3.5. Grammar
  3.5.1. Learn *so / such* and comparatives
 	
3.6. Vocabulary
  3.6.1. Intensify adjectives and adverbs
	1,2,3,4	2	4		6	12

4. NATURE
 	
4.1. Speaking
  4.1.1. Develop conversations: confronting statements
 	
4.2. Reading
  4.2.1. Understand articles and reports concerned with contemporary problems
 	
4.3. Listening
	1,2,3,4	2	4		6	12

4.3.1. Listen to discussions or ideas from several native speakers describing activities
 	
4.4. Writing
  4.4.1. Write stories relating to personal experiences
 	
4.5. Grammar
  4.5.1. Learn the Present Continuous tense
 	
4.6. Vocabulary
  4.6.1. Use vocabulary related to the topic(s) in focus						

5. CAREER AND STUDYING
 	
5.1. Speaking
  5.1.1. Present ideas
  5.1.2. Give impromptu speech
 	
5.2. Listening
  5.2.1. Listen to conversations, news reports or presentations by native speakers
5.3. Reading
  5.3.1. Understand longer texts concerned with contemporary problems
 	
5.4. Writing
  5.4.1. Write personal statements
 	
5.5. Grammar
  5.5.1. Learn conditionals with Present and Past tenses
 	
5.6. Vocabulary
  5.6.1. Use vocabulary for presentation
  5.6.2. Use vocabulary related to giving information about oneself
	1,2,3,4	3	6		9	16

6. LIFE EVENTS
 	
6.1. Speaking
  6.1.1. Describe experiences and major events in details
  6.1.2. Develop conversations: Showing uncertainty
	1,2,3,4	3	6		9	20

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6.2. Reading
    6.2.1. Understand information, ideas, and opinions in specialised texts
 	
6.3. Listening
    6.3.1. Follow extended conversations between native speakers on complex topics
 	
6.4. Writing
    6.4.1. Write formal and informal emails
 	
6.5. Grammar
    6.5.1. Learn the Past Perfect tense
 	
6.6. Vocabulary
    6.6.1. Use formal and informal language						

		14	28		42	84

Assessment	Face to Face		SL	TLT
Coursework 100%	47.9		72.3	120.1
Total Notional Hours	47.9		72.3	120.1
Credit Hours		3.0		

REFERENCES

Main Reference:

Dellar, H., & Walkley, A. (2011). *Outcomes: Upper intermediate* (Asia edition). Singapore: Cengage Learning.

Additional References:

Azar, B. S. (2003). *Fundamentals of English grammar* (3rd ed.). White Plains, NY: Pearson Education.

Dummett, P. (2013). *Life: Upper-intermediate.* Singapore: National Geographic Learning.

Appendix 7 English Course Group Assessment Prompts

Theme: Entertainment

1. You and your friends are discussing your hobbies and interests. Everyone shares your favourite activity/activities to entertain yourself during free time. Discuss the benefits of the activities.

2. You and your friends are discussing the best movie(s) that you have ever watched. Discuss your favourite movie(s) in terms of the characters, setting, plot and moral values.

3. Your roommate always feels tired and falls asleep because he stays up too late watching television and surfing the internet. He determines to kick his bad habit but does not know what to do. As his good friends, advise him.

4. The popularity of Korean movies and celebrities has somewhat influenced Malaysian people's lifestyles, especially among the teenagers. Discuss the positive and negative effects of this phenomenon.

5. Songs can give some effects on our life. Discuss the effects of songs on your life.

Theme: Sightseeing

1. The final examination is over. You and your friends are planning for sightseeing during the semester break. Discuss the place/places that you would like to visit.

2. There is a hideous and neglected building at one area of your hometown. As concerned citizens, discuss the possible actions to improve the place.

Theme: Society

1. Discuss a very important issue that you think is a major problem in your society. Suggest ways to handle the problem.

2. Traffic congestion seems to be major problem in big cities. Suggest ways to solve the problem.

3. The welfare of the older citizens is an important issue to be highlighted. Some of our older citizens feel very lonely staying alone, some face health problems after retirement and some are even neglected by their own family members. Discuss possible ways to tackle this issue.

4. The increasing number of homeless people has become a great concern in our society. Discuss the factors and solutions to the problem.

5. Global economic problem will affect the societies in the world. Discuss ways to adapt to the situation during recession.

Theme: Nature

1. Think about a natural phenomenon that always happens in your country. In your group, discuss the factors and effects of it. Then, suggest ways to handle the situation or overcome the problem.

2. Human's activities can contribute to the damage of the environment. Discuss this issue and provide the solutions to the problem.

3. Environment issues have become a great concern in many societies in the world. Discuss possible ways to save the environment.

Theme: Career and Studying

Graduate's employability issue has become a major concern at institutions of higher learning. All concerned parties believe that graduates should possess certain values in order to be 'marketable'. Discuss the 'values' that should be possessed by graduates.

Theme: Life-Changing Events

Think about an important event that is really meaningful to your life. Briefly describe the event and tell how did it affect/ change your life.

Appendix 8 IT Program Course Structure

SEMESTER 1	SEMESTER 2
COURSE	COURSE
- Science of Thinking and Ethics - Foundations of Finance - Islamic and Asian Civilization - English Proficiency I (SBLE1073) MUET BAND 3	- Programming I - Programming II - Malaysian Nationhood - English Proficiency II (SBLE2113) MUET BAND 4
SEMESTER 3	SEMESTER 4
COURSE	COURSE
- Data Structures and Algorithm Analysis - Database System & Information Retrieval - Ethnic Relationship *English Proficiency III* (SBLE3123) MUET BAND 5 & 6	- Systems Analysis and Design - Information Technology Project Management - Fundamental of Entreprenuership - Co-Curriculum
SEMESTER 5	SEMESTER 6
COURSE	COURSE
- Research Methodology In IT - Basic Networking	- Computer System Organization - Operating System
SEMESTER 7	SEMESTER 8
COURSE	COURSE
- Introduction to Artificial Intelligence - Human Computer Interaction	- Mathematics for Information Technology - Discrete Structure - Project 1
SEMESTER 9	SEMESTER 10
COURSE	COURSE
- Statistics for Information Technology - Project 2 (PROBLEM BASED) Course Name : COMPONENT-BASED DEVELOPMENT Course Code: STIW3064 STIW3064 Component-based Development Semester 2 Session 2016/2017 (A162) PBL 2 Submission & Presentation: 21st May 2017	Practicum

Instruction:	
1. This project MUST be conducted in a group of three (3) as previously formed. 2. The solution, in the form of Power Point slides, MUST be uploaded (in the UUM Online Learning) and presented on the 21st May 2017. 3. You also MUST demo the component that you have developed. The scenario: In this project, you are required to develop an executable component of which the specifications were confirmed during the previous PBL1. Assuming that you have to undergo all the stages in the following component-based development process (V development process), you need to provide elaborations on all the stages.	

Appendix 9 IT Course Syllabus

1.	Course Name : COMPONENT-BASED DEVELOPMENT
2.	Course Code: **STIW3064**
3.	Synopsis: This course will give students insight in the development processes based on principles for building software systems from components. Students will acquire practical skills on how to search or develop components, select and evaluate the appropriate components, and integrate components in their endeavor towards developing software from components. The course mainly focused on the following topics: concepts and definition of component-based software engineering, component models and architecture, component-based development life cycles, component evaluation, component integration, and testing the component-based system.
4.	Description on the assignment For this assignment, the students are required to work in group of three or four. This assignment requires them to develop a component (a reusable software module) using the stipulated approach namely the "V Development Process". As the teaching approach is Problem/Project-based Learning (PBL), the information and description of the development approach was never been taught, and they have to find the information on their own but close guidance and monitoring are made. As a results, they will put those information on Powerpoint slides, describe it in a presentation, and apply in component development. The duration given is ONE month. During every class, the students are required to show their progress on their work, and the facilitator (the lecturer) will resolve any issue arises from the assignment as they work on it. The question is as in the attached Appendix.
5.	Assessment Students will be assessed based on the following: • Slides (15%) • Presentation (5%) • Demo on component (5%) • Peer evaluation (2.5%) • Lecturer evaluation (2.5%) All in all, these weigh 30% of their total marks.

Appendix 10 IT Course Group Task

STIW3064 Component-based Development

Semester 2 Session 2016/2017 (A162)

PBL 2

Submission & Presentation: 21st May 2017

Instruction:

1. This project **MUST** be conducted in a group of three (3) as previously formed.

2. The solution, in the form of Power Point slides, **MUST** be uploaded (in the UUM Online Learning) and presented on the **21st May 2017**.

3. You also **MUST** demo the component that you have developed.

The scenario:

In this project, you are required to develop an executable component of which the specifications were confirmed during the previous PBL1. Assuming that you have to undergo all the stages in the following component-based development process (V development process), you need to provide elaborations on all the stages.
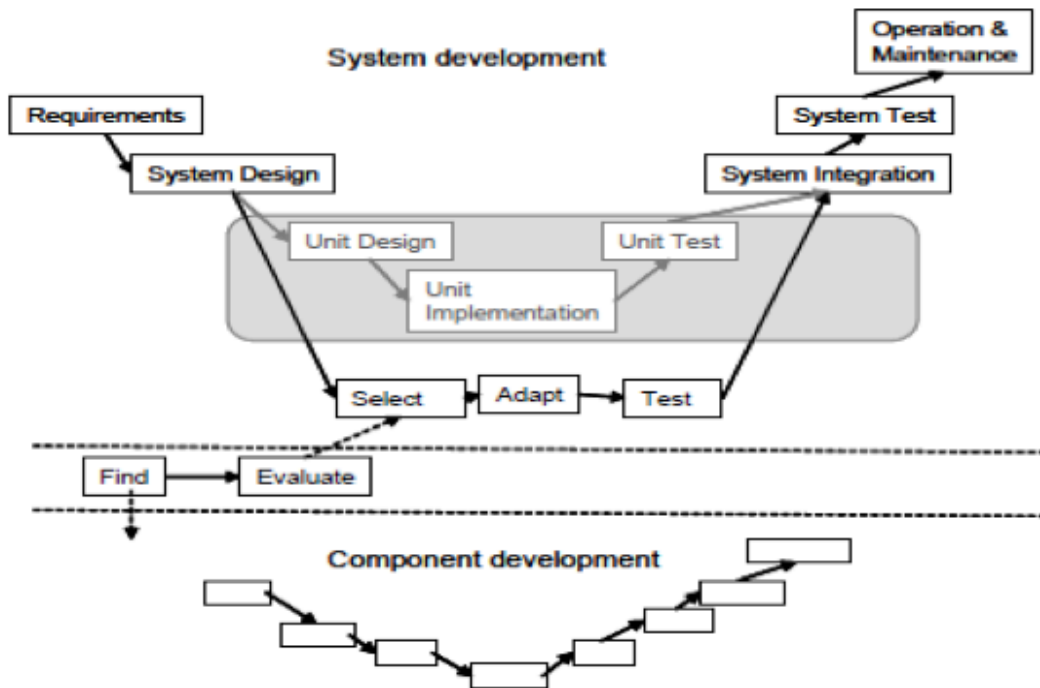
Figure 1. V development process for CBD

In addition, the materials provided to you during PBL1 can still be used as the basis wherever applicable. You are also required to produce the necessary documentations for the component, as well as for the presentations.

Participant information sheet

My name is Noor Asbahan binti Shahizan. I am a PhD student at Lancaster University in the United Kingdom, and I would like to invite you to take part in a study on group discussion tasks in English.

Please take time to read the following information carefully before you decide whether or not you wish to take part.

What is the study about?

This study aims to investigate the nature of spoken interactions between Malaysian students in a range of academic discussion tasks.

Why have I been invited?

I have approached you because I am interested in understanding how students interact with each other in the group oral task of the Malaysian University Entrance Test (MUET).

I would be very grateful if you would agree to take part in this study.

What will I be asked to do if I take part?
If you decided to take part, this would involve you becoming a participant in a simulated MUET group oral task.

What are the possible benefits from taking part?

Taking part in this study will allow you to demonstrate your performances in context. It will be a good opportunity for you to practice for the official MUET speaking test. Your insights will contribute to my understanding of how group interactions occur in English group discussion tasks**.**

Do I have to take part?
No. It's completely up to you to decide whether or not you take part. Your participation is voluntary. If you decide not to take part in this study, this will not affect your official MUET result or your position as a student or your relations with the school/university.

What if I change my mind?

It is difficult and often impossible to take out data from one specific participant when this has already been anonymised or pooled together with other people's data. Therefore, you are free to withdraw at any time <u>before</u> the MUET group oral test has started. But please appreciate that it is not possible to withdraw from the MUET group oral task during the test, since the task also involves other candidates and it would thus be difficult to eliminate data from one person only. However, if you still wish to withdraw <u>after</u> the test, you can do so within one week after the test but please understand that the data will remain as part of the study.

What are the possible disadvantages and risks of taking part?

It is unlikely that there will be any major disadvantages to taking part. Taking part will mean investing approximately 30 minutes of your time for the group oral task I will ask you to take part in. The study will have no repercussions on your official MUET grading. This is not an evaluation of your performance as a student and your individual data will only be available to me and my supervisor. No individual data will be shared with your institution; only findings reported at the aggregate level of the entire study will be made available to others, if they wish.

Will my data be identifiable?
After the group oral task, only I, the researcher conducting this study, and my supervisor from Lancaster University will have access to the data you share with me. I will keep all personal information about you (e.g. your name and other information that can identify you) confidential. That is, I will not share it with others. I will anonymise the speakers in the transcripts and hard copies of any data by using pseudonyms . This means that I remove any personal information.

How will my data be stored?

Your data will be stored in encrypted files (that is no-one other than me, the researcher, and my supervisor will be able to access them) and on password-protected computers.
I will store hard copies of any data securely in locked cabinets in my office.
I will keep data that can identify you separately from non-personal information (e.g. your views on a specific topic).
In accordance with Lancaster University guidelines, I will keep the data securely for a minimum of ten years.

How will I use the information you have shared with us and what will happen to the results of the research study?

I will use the data you have shared with me only in the following ways:
I will use it for academic and professional purposes only. This will include my thesis and potentially academic and professional journal/book publications. I may also present the results of my study at academic and professional conferences.

When writing up the findings from this study, I will mainly report the results at the general level, for all participants together. I might also like to add illustrations by reproducing some of the spoken interactions you produced as part of the task completion. When doing so, I will only use anonymised quotes (e.g. from interactions in

the MUET group oral task), so that although I will use your exact words, you cannot be identified in my publications.

Who has reviewed the project?
This study has been reviewed and approved by the Faculty of Arts and Social Sciences and Lancaster Management School's Research Ethics Committee.

What if I have a question or concern?

If you have any queries or if you are unhappy with anything that happens concerning your participation in the study, please contact myself Noor Asbahan Shahizan at **n.shahizan@lancaster.ac.uk** +44(0)7548033501 or my supervisor Dr Tineke Brunfaut, Senior Lecturer at Department of Linguistics and English Language, County South, Lancaster University, Lancaster United Kingdom, LA1 4YL,or email: **t.brunfaut@lancaster.ac.uk, or telephone number: +44 (0)1524 594084.**

If you have any concerns or complaints that you wish to discuss with a person who is not directly involved in the research, you can also contact our Head of Department, Professor Elena Semino at Department of Linguistics and English Language, County South, Lancaster University, Lancaster United Kingdom, LA1 4YL, or email: e.semino@lancaster.ac.uk, or telephone number: +44 (0)1524 594176.

Thank you for considering your participation in this project!

Noor Asbahan Shahizan

Appendix 12 Participation Information Sheet for English and IT Course Group Orals

Participant information sheet for the classroom discussion

Participant information sheet

My name is Noor Asbahan binti Shahizan. I am a PhD student at Lancaster University in the United Kingdom, and I would like to invite you to take part in a study on group discussion tasks in English.

Please take time to read the following information carefully before you decide whether or not you wish to take part.

What is the study about?

This study aims to investigate the nature of spoken interactions between Malaysian students in a range of academic discussion tasks.

Why have I been invited?

I have approached you because I am interested in understanding how students interact with each other in the classroom discussion.

I would be very grateful if you would agree to take part in this study.

What will I be asked to do if I take part?

If you decided to take part, this would involve you becoming a participant in a classroom discussion.

What are the possible benefits from taking part?

Taking part in this study will allow you to demonstrate your performances in context. It will be a good opportunity for you to practice communicating in a small group during classroom discussion. Your insights will contribute to my understanding of how group interactions occur in English group discussion tasks.

Do I have to take part?

No. It's completely up to you to decide whether or not you take part. Your participation is voluntary. If you decide not to take part in this study, this will not affect your performance in the course as well as your position as a student or your relations with the school/university.

What if I change my mind?

It is difficult and often impossible to take out data from one specific participant when this has already been anonymised or pooled together with other people's data. Therefore, you are free to withdraw at any time before the classroom discussion has started. But please appreciate that it is not possible to withdraw during the discussion, since the discussion also involves other participants and it would thus be difficult to eliminate data from one person only. However, if you still wish to withdraw <u>after</u> the discussion, you can do so within one week after the discussion but please understand that the data will remain as part of the study.

What are the possible disadvantages and risks of taking part?

It is unlikely that there will be any major disadvantages to taking part. Taking part will mean investing approximately 30 minutes for the classroom discussion, I will ask you to take part in. The study will have no repercussion on your course grade. This is not an evaluation of your performance as a student and your individual data will only be available to me and my supervisor. No individual data will be shared with your institution or your lecturer; only findings reported at the aggregate level of the entire study will be made available to others, if they wish.

Will my data be identifiable?

After the classroom discussion only I, the researcher conducting this study and my supervisor from Lancaster University will have access to the data you share with me. I will keep all personal information about you (e.g. your name and other information that can identify you) confidential that is I will not share it with others. I will anonymise the speakers in the transcripts and hard copies of any data by using pseudonyms . This means that I remove any personal information.

How will my data be stored?

Your data will be stored in encrypted files (that is no-one other than me, the researcher will be able to access them) and on password-protected computers.

I will store hard copies of any data securely in locked cabinets in my office.

I will keep data that can identify you separately from non-personal information (e.g. your views on a specific topic).

In accordance with Lancaster University guidelines, I will keep the data securely for a minimum of ten years.

How will I use the information you have shared with us and what will happen to the results of the research study?

I will use the data you have shared with me only in the following ways:

I will use it for academic and professional purposes only. This will include my thesis and potentially academic and professional journal/book publications. I may also present the results of my study at academic and professional conferences.

When writing up the findings from this study, I will mainly report the results at the general level, for all participants together. I might also like to add illustrations by reproducing some of the spoken interactions you produced as part of the task completion. When doing so, I will only use anonymised quotes (e.g. from interactions in the classroom discussion), so that although I will use your exact words, you cannot be identified in my publications.

Who has reviewed the project?

This study has been reviewed and approved by the Faculty of Arts and Social Sciences and Lancaster Management School's Research Ethics Committee.

What if I have a question or concern?

If you have any queries or if you are unhappy with anything that happens concerning your participation in the study, please contact myself Noor Asbahan Shahizan at n.shahizan@lancaster.ac.uk +44(0)7548033501 or my supervisor Dr Tineke Brunfaut, Senior Lecturer at Department of Linguistics and English Language, County South, Lancaster University, Lancaster United Kingdom, LA1 4YL,or email: t.brunfaut@lancaster.ac.uk, or telephone number: +44 (0)1524 594084.

If you have any concerns or complaints that you wish to discuss with a person who is not directly involved in the research, you can also contact our Head of Department, Professor Elena Semino at Department of Linguistics and English Language, County South, Lancaster University, Lancaster United Kingdom, LA1 4YL, or email: e.semino@lancaster.ac.uk, or telephone number: +44 (0)1524 594176.

Thank you for considering your participation in this project!

Noor Asbahan Shahizan

Lancaster University

Participant information sheet

My name is Noor Asbahan binti Shahizan. I am a PhD student at Lancaster University in the United Kingdom, and I would like to invite you to take part in a study on classroom-based assessment (group discussion) in English.

Please take time to read the following information carefully before you decide whether or not you wish to take part.

What is the study about?

This study aims to investigate the nature of spoken interactions between Malaysian students in a range of academic discussion tasks.

Why have I been invited?

I have approached you because I am interested in understanding how students interact with each other in MUET group oral test, classroom-based discussion and classroom discussion.

I would be very grateful if you would agree to take part in this study.

What will I be asked to do if I take part?

If you decided to take part, this would involve you becoming a rater in the MUET group oral test.

What are the possible benefits from taking part?

Taking part in this study will allow you to examine the test takers performance by awarding them score based on the MUET rating scale. Your insights in marking will contribute to my understanding of how group interactions occur in test and non-test contexts (i.e. target language use contexts).

Do I have to take part?

No. It is completely up to you to decide whether or not you take part. Your participation is voluntary. If you decide not to take part in this study, this will not affect your position as a rater.

What if I change my mind?

As a rater, your involvement will be from the beginning of the test until the end of the test. Hence, it is difficult and often impossible to exclude the data from a rater especially since it is throughout the test performance. Therefore, you are free to withdraw at any time <u>before</u> **the MUET group oral test** has started. But please appreciate that it is not possible to withdraw during the **MUET group oral test**, since the test also involves other participants. However, if you still wish to withdraw after the test, you can do so but please understand that the data will remain as part of the study.

What are the possible disadvantages and risks of taking part?

It is unlikely that there will be any major disadvantages to taking part. Taking part will mean investing approximately 30 minutes for the MUET group oral test, I will ask you to take part in. The study will have no repercussion on your position as a rater, since the purpose is observer the interactions of the test takers. Any concerns related to the raters' perception towards the students' abilities and their performance during the actual MUET test can be excluded knowing that the raters are trained professionals who will ensure reliable rating. This is not an evaluation of your performance as a rater and your individual data will only be available to me and my supervisor. No individual data will be shared with your institution; only findings reported at the aggregate level of the entire study will be made available to others, if they wish.

Will my data be identifiable?

After the MUET group oral test, classroom-based discussion and classroom discussion, only I, the researcher conducting this study and my supervisor from Lancaster University will have access to the data you share with me. I will keep all personal information about you (e.g. your name and other information that can identify you) confidential, that is I will not share it with others. I will anonymise any audio recordings and hard copies of any data. This means that I will remove any personal information.

How will my data be stored?

Your data will be stored in encrypted files (that is no-one other than me, the researcher will be able to access them) and on password-protected computers.
I will store hard copies of any data securely in locked cabinets in my office.
I will keep data that can identify you separately from non-personal information (e.g. your views on a specific topic).
In accordance with Lancaster University guidelines, I will keep the data securely for a minimum of ten years.

How will I use the information you have shared with us and what will happen to the results of the research study?

I will use the data you have shared with me only in the following ways:
I will use it for academic and professional purposes only. This will include my thesis and potentially academic and professional journal/book publications. I may also present the results of my study at academic and professional conferences.

When writing up the findings from this study, I will mainly report the results at the general level, for all participants together.

Who has reviewed the project?

This study has been reviewed and approved by the Faculty of Arts and Social Sciences and Lancaster Management School's Research Ethics Committee.

What if I have a question or concern?

If you have any queries or if you are unhappy with anything that happens concerning your participation in the study, please contact myself Noor Asbahan Shahizan at n.shahizan@lancaster.ac.uk +44(0)7548033501 or my supervisor Dr Tineke Brunfaut, Senior Lecturer at Department of Linguistics and English Language, County South, Lancaster University, Lancaster United Kingdom, LA1 4YL,or email: t.brunfaut@lancaster.ac.uk, or telephone number: +44 (0)1524 594084.

If you have any concerns or complaints that you wish to discuss with a person who is not directly involved in the research, you can also contact our Head of Department, Professor Elena Semino at Department of Linguistics and English Language, County South, Lancaster University, Lancaster United Kingdom, LA1 4YL, or email: e.semino@lancaster.ac.uk, or telephone number: +44 (0)1524 594176.

Thank you for considering your participation in this project!

Noor Asbahan Shahizan

Participant information sheet

My name is Noor Asbahan binti Shahizan. I am a PhD student at Lancaster University in the United Kingdom, and I would like to invite you to take part in a study on group discussion tasks in English.

Please take time to read the following information carefully before you decide whether you wish to take part or not.

What is the study about?

This study aims to investigate the nature of spoken interactions between Malaysian students in a range of academic discussion tasks.

Why have I been invited?

I have approached you because I am interested in gathering your critical evaluation on the group oral tasks of the Malaysian University Entrance Test (MUET).
I would be very grateful if you would agree to take part in this study.
What will I be asked to do if I take part?
If you decide to take part, this would involve participating in a Language Testing Research Group meeting, to evaluate the MUET group oral tasks. The discussion during the session will be audio-recorded.

What are the possible benefits of taking part?

Taking part in this study will allow you to share your knowledge on and experiences in research methodology in language assessment, and possibly also to gain further insights in this area. Your insights will be valuable for the validation of the MUET.

Do I have to take part?

No. It's completely up to you to decide whether or not you take part. Your participation is voluntary.

What if I change my mind?

If you change your mind, you are free to withdraw up to the start of the workshop. Your studies/ job will not be affected if you decide not to take part in this study.

What are the possible disadvantages and risks of taking part?

It is unlikely that there will be any major disadvantages to taking part. Taking part will mean investing approximately an hour of your time for the workshop.

Will my data be identifiable?
I will only make notes on the feedback and advice you provide me with. I will anonymise any names; the key aim of this workshop is to get your judgements on the MUET tasks.

How will my data be stored?

The recordings will be transferred and password protected on Box immediately after the LTRG session, and deleted from the recording devices.
The data will then be stored in encrypted files (that is no-one other than me, the researcher, and my supervisor will be able to access them) and on password-protected computers.
I will store hard copies of any data securely in locked cabinets in my office.

I will keep data that can identify you separate from non-personal information (e.g. your views on a specific topic).

I will keep the data securely for a minimum of ten years in accordance with Lancaster University guidelines.

How will I use the information you have shared with us and what will happen to the results of the research study?

I will use the data you have shared with me for academic and professional purposes only. This will include my thesis and potentially academic and professional journal/book publications. I may also present the results of my study at academic and professional conferences.

When writing up the findings from this study, I will mainly report the results at the general level, for all participants together. I might also like to add illustrations by reproducing some of the comments you gave. When doing so, I will only use anonymised quotes (e.g. from your feedback on the tasks), so that although I will use your exact words, you cannot be identified in my publications.

Who has reviewed the project?
This study has been reviewed and approved by the Faculty of Arts and Social Sciences and Lancaster Management School's Research Ethics Committee.

What if I have a question or concern?

If you have any queries or if you are unhappy with anything that happens concerning your participation in the study, please contact myself Noor Asbahan Shahizan at n.shahizan@lancaster.ac.uk +44(0)7548033501 or my supervisor Dr Tineke Brunfaut, Senior Lecturer at Department of Linguistics and English Language, County South, Lancaster University, Lancaster United Kingdom, LA1 4YL,or email: t.brunfaut@lancaster.ac.uk, or telephone number: +44 (0)1524 594084.

If you have any concerns or complaints that you wish to discuss with a person who is not directly involved in the research, you can also contact our Head of Department Professor Uta Papen, Professor of Literacy Studies at Department of Linguistics and English Language, County South, Lancaster University, Lancaster United Kingdom, LA1 4YL or email at: u.papen@lancaster.ac.uk or telephone: +44 (0)1524 593245,

Thank you for considering your participation in this project!

Noor Asbahan Shahizan

Appendix 15 Consent for MUET Candidate

CONSENT FORM for MUET CANDIDATE

Project Title: A validation study of the academic group oral task of the Malaysian

University English Test (MUET)

Name of Researchers: Noor Asbahan Shahizan

Email: n.shahizan@lancaster.ac.uk

Please tick each box

1. I confirm that I have read and understood the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily

2. I understand that my participation is voluntary. I also understand the information on withdrawal options as detailed in the information sheet.

3. If I am participating in the MUET group oral, I understand that any information disclosed within the test remains confidential to the participants of the test, and I will not discuss the observation with or in front of anyone who was not involved unless I have the relevant person's express permission.

4. I understand that any information given by me may be used in future reports, academic articles, publications
   or presentations by the researcher/s, but my personal information will not be included and I will not be identifiable.

5. I understand that the MUET group oral test will be video- and audio-recorded, and that data will be protected on encrypted devices and kept secure.

6. I understand that data will be kept according to University guidelines for a minimum of 10 years after the
   end of the study.

7. I agree to take part in the above study.

_____   _____   _____
Name of Participant   Date   Signature

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.
Signature of Researcher /person taking the consent_____   Date
_____   Day/month/year

One copy of this form will be given to the participant and the original kept in the files of the researcher at Lancaster University

Appendix 16 Consent Form for Classroom Discussion Participant

CONSENT FORM for CLASSROOM DISCUSION PARTICIPANT

Project Title: A validation study of the academic group oral task of the Malaysian University English Test (MUET)

Name of Researchers: Noor Asbahan Shahizan

Email: n.shahizan@lancaster.ac.uk

Please tick each box

1. I confirm that I have read and understood the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily ☐

2. I understand that my participation is voluntary. I also understand the information on withdrawal options as detailed in the information sheet. ☐

3. If I am participating in the classroom discussion, I understand that any information disclosed within the classroom remains confidential to the students within the class, and I will not discuss the observation with or in front of anyone who was not involved unless I have the relevant person's express permission. ☐

4. I understand that any information given by me may be used in future reports, academic articles, publications
   or presentations by the researcher/s, but my personal information will not be included and I will not be identifiable. ☐

5. I understand that the classroom discussion will be video- and audio-recorded, and that data will be protected on encrypted devices and kept secure. ☐

6. I understand that data will be kept according to University guidelines for a minimum of 10 years after the
   end of the study. ☐

7. I agree to take part in the above study.

_____   _____   _____
Name of Participant   Date   Signature

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.
Signature of Researcher /person taking the consent_____ Date _____ Day/month/year

One copy of this form will be given to the participant and the original kept in the files of the researcher at Lancaster University

Appendix 17 Consent Form for MUET Rater

C ONSENT FORM for MUET RATER

Lancaster University

Project Title: A validation study of the academic group oral task of the Malaysian University English Test

(MUET)

Name of Researchers: Noor Asbahan Shahizan

Email: n.shahizan@lancaster.ac.uk

Please tick each box

1. I confirm that I have read and understood the information sheet for the above study. I
   have had the opportunity to consider the information, ask questions and have had these
   answered satisfactorily

2. I understand that my participation is voluntary. I also understand the information on
   withdrawal options as detailed in the information sheet.

3. If I am participating as a rater in the MUET group oral, I understand that any
   information disclosed within the test remains confidential to the participants of the test,
   and I will not discuss the observation with or in front of anyone who was not involved
   unless I have the relevant person's express permission.

4. I understand that any information given by me may be used in future reports, academic
   articles, publications
   or presentations by the researcher/s, but my personal information will not be included
   and I will not be identifiable.

5. I understand that the MUET group oral test will be video- and audio-recorded, and that
   data will be protected on encrypted devices and kept secure.

6. I understand that data will be kept according to University guidelines for a minimum of
   10 years after the
   end of the study.

7. I agree to take part in the above study.

_____   _____   _____
Name of Participant   Date   Signature

**I confirm that the participant was given an opportunity to ask questions about the study, and all
the questions asked by the participant have been answered correctly and to the best of my ability. I
confirm that the individual has not been coerced into giving consent, and the consent has been given
freely and voluntarily.**
**Signature of Researcher /person taking the consent_____ Date
_____ Day/month/year**

**One copy of this form will be given to the participant and the original kept in the files of the researcher at
Lancaster University**

CONSENT FORM for Interactional Competence Task: Expert Judgments Workshop

Project Title: Validating a group oral task in a university entry test: Interactional competence in an academic context

Name of Researchers: Noor Asbahan Shahizan

Email: n.shahizan@lancaster.ac.uk

Please tick each box

1. I confirm that I have read and understood the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. ☐

2. I understand that my participation is voluntary. I also understand the information on withdrawal options as detailed in the information sheet. ☐

3. If I am participating as a participant in the expert judgements workshop, I understand that any information disclosed within the workshop remains confidential to the participants of the workshop, and I will not discuss the workshop with or in front of anyone who was not involved unless I have the relevant person's express permission. ☐

4. I understand that any information given by me may be used in future reports, academic articles, publications or presentations by the researcher/s, but my personal information will not be included and I will not be identifiable.

5. I agree to be recorded by the researcher during that the the expert judgements ☐
workshop. ☐

6. I understand that the data gathered will be protected on encrypted devices and kept secure. ☐

7. I understand that data will be kept according to Lancaster University guidelines for a minimum of 10 years after the end of the study. ☐

8. I agree to take part in the above study. ☐

Name of Participant   Date

Signature   .

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of Researcher /person taking the consent
_____
Date _____ Day/month/year

One copy of this form will be given to the participant and the original kept in the files of the researcher at Lancaster University

Lancaster University

A validation study of the academic group oral task of the Malaysian University English Test (MUET)

Personal background questionnaire

Dear participant,

Thank you very much for taking part in this study.

I would be grateful if you could complete the following background information questionnaire. All data will be anonymized.

Thank you very much for your time and effort!

Yours sincerely,
Noor Asbahan Shahizan

1. Name: …………………………………………

2. E-mail address: ………………………………………………………………………

3. Gender: ☐ male   ☐ female

4. Age: ………………

5. Nationality: ..………………

6. First Language: ………………………

7. Current activity:

    ☐ pre-undergraduate studies: ……………………………….………………..(please specify)

    ☐ undergraduate studies: …...……………………………….………….(please name the degree programme)

8. Number of years you have studied English?

    …………………………………………………years

Thank you.

Validating a group oral task in a university entry test: Interactional competence in an

academic context

Personal background questionnaire

Dear participant,

Thank you for agreeing to participate in this research project. Please complete this

background information sheet.

Thank you very much for your time and effort!

Yours sincerely,

Noor Asbahan Shahizan

1. Name: ……………………………………………
2. Gender: ☐ male   ☐ female
3. Highest academic qualification: …………………………………………………
4. Do you have any experience as a test item reviewer? ☐ yes   ☐ no
   If yes, please specify the duration: _____ years

Thank you.

Appendix 21 English Translation Bahasa Malaysia Emails for Permission for Data Collection

Email for Permission for Data Collection

Lancaster University

To …,

Request for Permission for Data Collection

With reference to the above, I, Noor Asbahan Shahizan, am currently pursuing a PhD in the field of Language Testing at Lancaster University, United Kingdom. I am an academic staff of the Universiti Utara Malaysia and currently pursuing my PhD under the scholarship of the Ministry of Higher Education, Malaysia. I am kindly asking for your permission to collect data at your institution for my PhD research.

My research concerns a validation study of the group oral task of the Malaysian University English Test (MUET). More specifically, I will investigate the interactions between test takers in the MUET group oral test. The MUET group oral test is designed to assess test takers' abilities to discuss a topic in the target language use context for students who are preparing to enter the higher education in Malaysia. Therefore, my study will also explore the interactive aspects of second language spoken communication in classroom interactions within the higher education context.

To this end, I will video- and audio-record spoken interactions in the following three situations:

    a. A simulation of the MUET group oral task (4 groups)

    b. A classroom group discussion for a content-based university course (2 groups)

    c. A group discussion that is part of the classroom-based assessment of an English language university course (2 groups)

I would really appreciate it if you would allow me to carry out my research involving the following students from the College of Arts and Sciences.

    a. A classroom group discussion for a content-based university course (2 groups)

    b. A group discussion that is part of the classroom-based assessment of an English language university course (2 groups)

Upon confirmation of your approval, selected individual lecturers will be contacted by email to inform them about the research. The email will include an explanation of the general purpose of the research and the data collection process, as well as the procedures and regulations for confidentiality and anonymity by the university. The participants of the study, the students will also be contacted through their lecturers via email to get their consent for participating in the group discussion and to be video- and audio-recorded. The students will be provided with an information sheet and a consent form (see Attachment).

I would like to emphasize that the name of the university and the names of participants in the study will be anonymized in all forms of reporting.

If there is a need for further clarification regarding this application, please do not hesitate to contact me at +44 (0) 7548033501 (UK number); +60124399264 (Malaysia number) or via email at: n.shahizan@lancaster.ac.uk . For any confirmation about my PhD student status and other relevant information, you may also contact my supervisor, Dr Tineke Brunfaut, Senior Lecturer, Department of Linguistics and English Language, County South, Lancaster University, Lancaster, United Kingdom, LA1 4YL; email: t.brunfaut@lancaster.ac.uk, line: +44 (0) 1524 594 084.

Thank you very much for considering my request. I look forward to your reply.

Yours sincerely,
Asbahan
(Noor Asbahan Shahizan)
Department of Linguistics and English Language
Room No. 30, County South
Lancaster University
Lancaster United Kingdom
LA1 4YL
Contact numbers: +44(0)7548033501
                 +60124399264
Email: n.shahizan@lancaster.ac.uk

Appendix 22 Questionnaires for Expert Judgement Workshop

Expert Judgements – Test Task Version

Project: Validating a group oral task in a university entry test: Interactional competence in an academic context

Procedure

You are given FIVE different materials:
1. MUET speaking exam papers.
    a. MUET November 2016 (Booklet 1)
    b. MUET November 2016 (Booklet 2)
2. The MUET test specifications.
3. A task evaluation questionnaire (2 parts: General and Prompt-specific questions).
4. Target language use situation: The syllabus for a university course for 'English Proficiency 2', which is a core course for degree qualification.
5. Target language use situation: The workbook of a university course for 'English Proficiency 2', which is a core course for degree qualification.

Expert Judgements – Test Task Version

Project: Validating a group oral task in a university entry test: Interactional competence in an academic context

Procedure

You are given FIVE different materials:
6. MUET speaking exam papers.
    a. MUET November 2016 (Booklet 1)
    b. MUET November 2016 (Booklet 2)
7. The MUET test specifications.
8. A task evaluation questionnaire (2 parts: General and Prompt-specific questions).
9. Target language use situation: The syllabus for a university course for 'English Proficiency 2', which is a core course for degree qualification.
10. Target language use situation: The workbook of a university course for 'English Proficiency 2', which is a core course for degree qualification.

Please proceed as follows:
1. Please familiarise yourself with the speaking section of the English course syllabus and workbook, to gain an idea of the target language use situation.
2. Please familiarise yourself with the MUET test specifications and exam papers. You will need to refer to these when answering the questions.
3. Carefully read through the task evaluation questionnaire and answer all the questions.

Your name: …………………………………………………………………………………..

I.   General questions

The following are statements that apply across all MUET Task B prompt versions, and thus need to be answered only once. Please tick the Likert-scale option that most closely expresses your point of view.

		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Group discussion tasks are likely to measure students' ability to interact at tertiary level.				
2.	Group discussion tasks are likely to measure students' interactional competence in a second language.				
3.	Group discussion tasks can be used to elicit a variety of discourse types (e.g. *description, narrative, instruction, comparison, explanation, justification* and *decision tasks*).				
4.	Group discussion tasks can be used to elicit discourse performance at the target proficiency level (upper intermediate - please refer to the course syllabus and workbook).				
5.	Group discussion tasks can be used to elicit the target language construct (academic discussion - please refer to the course syllabus and workbook).				
6.	The amount of time required to prepare for the task is appropriate.				
7.	The amount of time required to complete the task is appropriate.				
8.	The weighting for Task B (50% of the speaking test) is justifiable.				

		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
9.	The mark allocated for <u>communicative ability</u> for Task B (20 out of a total of 60 marks) is justifiable.				
10.	The target construct of 'accuracy' is clearly defined in the <u>test specifications</u>.				
11.	The target construct of 'accuracy' is clearly operationalised for the raters in the <u>rating scale</u>.				
12.	The target construct of 'fluency' has been clearly defined in the <u>test specifications</u>.				
13.	The target construct of 'fluency' has been clearly operationalised for the raters in the <u>rating scale</u>.				
14.	The target construct of 'appropriacy' is clearly defined in the <u>test specifications</u>.				
15.	The target construct of 'appropriacy' is clearly operationalised for the raters in the <u>rating scale</u>.				
16.	The target construct of 'coherence' is clearly defined in the <u>test specifications</u>.				
17.	The target construct of 'coherence' is clearly operationalised for the raters in the <u>rating scale</u>.				
18.	The target construct of 'cohesion' is clearly defined in the <u>test specifications</u>.				
19.	The target construct of 'cohesion' is clearly operationalised for the raters in the <u>rating scale</u>.				

	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
20. The target construct of 'discussion management' is clearly defined in the <u>test specifications</u>.				
21. The target construct of 'discussion management' is clearly operationalised for the raters in the <u>rating scale</u>.				
22. The target construct of 'use of language functions' is clearly defined in the <u>test specifications</u>.				
23. The target construct of 'use of language functions' is clearly operationalised for the raters in the <u>rating scale</u>.				
24. The target construct of 'task fulfilment' is clearly defined in the <u>test specifications</u>.				
25. The target construct of 'task fulfilment' is clearly operationalised for the raters in the <u>rating scale</u>.				

Your name: ……………………………………………………………………….

Prompt: Booklet 1

II. Prompt-specific questions

Please answer the following statements with respect to a specific Task B prompt. Tick the Likert-scale option that most closely expresses your point of view.

	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
26. The prompt provides input that encourages interaction as a channel of communication.				
27. The interactional skills (e.g. reciprocity skills) required by the prompt are appropriate for the intended construct/skills.				
28. The prompt's topic is appropriate for the target language use situation (academic/entrance level university study).				
29. The prompt's topic is suitable for the target population (e.g. age, gender, background, etc.).				
30. The prompt's topic is suitable for the proficiency level (upper intermediate).				

Now answer the following questions about the prompt's linguistic and communicative demands. Please tick all options that apply.

31. Which language functions is the prompt likely to elicit?

☐ Defining   ☐ Expressing agreement and disagreement

☐ Describing   ☐ Seeking clarification

☐ Explaining   ☐ Asking for and giving information

☐ Comparing   ☐ Persuading

☐ Contrasting   ☐ Drawing conclusions

☐ Giving opinions   ☐ Stating and justifying viewpoints

☐ Expressing relationship   ☐ Presenting an argument

☐ Making suggestions and
    recommendations

32. Which discussion management strategies is the prompt likely to elicit?

☐ Initiating

☐ Turn taking

☐ Interrupting

☐ Prompting

☐ Negotiating

☐ Closing

33. What type of knowledge is needed to perform the prompt?

☐ General knowledge of the world

☐ Cultural knowledge

☐ Subject-specific knowledge

☐ Other (*Please specify*):………………………………………………………...

☐ No particular knowledge is needed

34. Which domain is the prompt's topic part of?

☐ Socio-cultural

☐ Economic

☐ Science and technology

☐ Sports

☐ Environment

☐ Education

☐ Other (Please specify):………………………………………………………..

Your name: …………………………………………………………………………….

Prompt: Booklet 2

III.　Prompt-specific questions

Please answer the following statements with respect to a specific Task B prompt. Tick the Likert-scale option that most closely expresses your point of view.

	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
35. The prompt provides input that encourages interaction as a channel of communication.				
36. The interactional skills (e.g. reciprocity skills) required by the prompt are appropriate for the intended construct/skills.				
37. The prompt's topic is appropriate for the <u>target language use situation</u> (academic/entrance level university study).				
38. The prompt's topic is suitable for the <u>target population</u> (e.g. age, gender, background, etc.).				
39. The prompt's topic is suitable for the <u>proficiency level</u> (upper intermediate).				

Now answer the following questions about the prompt's linguistic and communicative demands. Please tick all options that apply.

40. Which language functions is the prompt likely to elicit?

☐ Defining   ☐ Expressing agreement and disagreement

☐ Describing   ☐ Seeking clarification

☐ Explaining   ☐ Asking for and giving information

☐ Comparing   ☐ Persuading

☐ Contrasting   ☐ Drawing conclusions

☐ Giving opinions   ☐ Stating and justifying viewpoints

☐ Expressing relationship   ☐ Presenting an argument

☐ Making suggestions and
    recommendations

41. Which discussion management strategies is the prompt likely to elicit?

☐ Initiating

☐ Turn taking

☐ Interrupting

☐ Prompting

☐ Negotiating

☐ Closing

42. What type of knowledge is needed to perform the prompt?

☐ General knowledge of the world

☐ Cultural knowledge

☐ Subject-specific knowledge

☐ Other (*Please specify*):………………………………………………………...

☐ No particular knowledge is needed

43. Which domain is the prompt's topic part of?

☐ Socio-cultural

☐ Economic

☐ Science and technology

☐ Sports

☐ Environment

☐ Education

☐ Other (Please specify):………………………………………………………..

44. Please note down any additional observations or comments you may have on MUET Task B in general or on this specific prompt.

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Thank you.

Appendix 23 Summary of Turn Management Features Results

Interactional Features	MUET (FORM 6)				MUET (MATRIC)		ENGLISH	IT
Turn Management								
Turn size	Short and Long Turns							
	Pattern: All groups: Long turns appeared in all groups, however appeared mostly in MUET group 1. In the other MUET groups and the English groups, long turns appeared in the beginning and switched to short turns as the discussion developed further.							
	Group 1	Group 2	Group 3	Group 4	Group 1	Group 2	Group 1	Group 2
	Frequent in group 1 as almost all turns were over 40 seconds long – throughout the discussion	A combination of both long and short turns – where the long turns appeared frequent at the beginning of the interaction but as the discussion progressed we could see more short turns with occasional long turns	A combination of both long and short turns – where the long turns appeared frequent at the beginning but replaced with shorter turns later in the discussion. However, towards the end of the discussion short and long turns seemed to intertwined	A combination of both long and short turns – where the long turns appeared frequent at the beginning and intertwined with shorter turns as the discussion progressed	A combination of both long and short turns – where the long turns appeared frequent at the beginning and sparingly throughout but became infrequent as the discussion progressed	A combination of both long and short turns – where the long turns appeared frequent at the beginning and sparingly throughout but became infrequent as the discussion progressed	Shorter turns appeared frequently and long turns appeared sporadically with the longest turn length at 49 seconds.	Shorter turns appeared frequently and long turns appeared sporadically with the longest turn length at 58 seconds.
Starting	Pattern: Greeting The type of opening - 'greetings' only appeared in MUET group 1 and English group 2 interactions.							
	MUET				English		IT	
	Group 1	Group 2	Group 3	Group 4	Group 1	Group 2	Group 1	Group 2

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	Greetings	Nil	Nil	Nil	Nil	Greetings	Nil	Nil
	Pattern: Purpose and Stand All of the MUET and English groups began their discussions with a clear purpose and stand for the discussion. However, IT groups both began with follow-up questions which indicated that it was not their first discussions.							
	MUET				English		IT	
	Group 1	Group 2	Group 3	Group 4	Group 1	Group 2	Group 1	Group 2
	Introduction & Stating purpose & Stand	Stating purpose & Stand	Acknowledgement & Stand	Stand	Stating purpose& Stand	Stating purpose	Follow-up question	Follow-up question
Maintaining	Turn allocation* (Appeared in all groups, with different turn allocation features)							
	Pattern: Self select & Assign speaker Turn allocation occurred in all groups but with variations. Some groups like MUET group 1 assigned the turn to the next speaker. There is connection between turn allocation and long turns as the turn became shorter as seen in the English and IT groups, turn allocation no longer occurred.							
	MUET				English		IT	
	Group 1	Group 2	Group 3	Group 4	Group 1	Group 2	Group 1	Group 2
	Mentioned specific (next) speaker in (almost) every turn	Primarily – Do not assign turns but used other strategies such as end the turns with expressions or questions	Assigned the next turn using questions without mentioning any specific speaker. As the discussion progressed one test taker took on the role of an interviewer and turn allocate turns	Primarily - Do not assign turns but used other strategies such as end the turns with expressions.	At the beginning part of the discussion – Mentioned specific (next) speaker. As the discussion progressed, the turns became shorter the (current) speaker stop allocating	Only occurred sparingly but the next turn were assigned either using expressions or questions without mentioning or addressing a specific speaker	Primarily – Do not assign turns but used other strategies such as by asking specific and meaningful questions	Turns were allocated in a subtle manner – without mentioning specific speakers

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	MUET				English		IT	
					turns to the (next) speaker but instead used other strategies like questioning technique			
	Method of obtaining the floor							
	Pattern: Two types which were recurring in the group discussions. Variations ranged from only turns allocated by the current speakers to the next speakers (e.g. MUET group 1) to a combination of self-selection and turn allocations.							
	MUET				English		IT	
	Group 1	Group 2	Group 3	Group 4	Group 1	Group 2	Group 1	Group 2
	Turn allocation by the current speaker	Self-selection following a gap or overlap and interruption	Turn allocation by the current speaker with minimal self-selection	Turn allocation and self-selection	Turn allocation with Self-selection following a gap or overlap with some turn allocation by the current speaker with at the beginning of interaction	Minimal Turn allocation and self-selection	Minimal Turn allocation and elf-selection following a gap or overlap and interruption	Minimal Turn allocation and self-selection following a gap or overlap and interruption
	Overlap							
	Did not occurred in any of the MUET groups				▪ During agreement (both groups)		▪ While explaining or justifying (both groups)	

					▪ When the students were helping each other (group 2)			

	Ending
	Pattern: A conclusion, an ending statement and a question. All discussions were ended by one person (e.g., a test taker/ student) on behalf of the other group members. For example, the variations of ending in MUET and English groups consist of two types, a conclusion and an ending statement. Whereby in IT, the student ended with a reminder and a hanging sentence.

	MUET (Form 6)		MUET (Foundation)		English		IT	
	Group 1	Group 2	Group 3	Group 4	Group 1	Group 2	Group 1	Group 2
	A conclusion by one test taker on behalf of the other group members	A statement to end the discussion by a test taker on behalf of the other group members	A conclusion by one test taker on behalf of the other group members	A conclusion by one test taker on behalf of the other group members	A statement to end the discussion by a test taker on behalf of the other group members	A conclusion by one test taker on behalf of the other group members	A reminder of the next tasks	A probing question

Appendix 24 MUET Groups Topic Features

Speaker	Turn	Key word (topic)	Macrofeatures	Microfeatures
MUET1D	1	greetings	Initiating	Opening
		memorable events		Opening
		my opinion		Topic initiation / stance
		enjoyable trip	Extending	Topic sequence 1
		spend time with our people (family and friends		Topic sequence 2
		examples of interesting places		Develop topic sequence 2
		memorable events	Ending	Restate topic
		question		Closing
MUET1A	2	thanking previous candidate	Initiating	Topic initial elicitor
		my opinion		Opening
		special birthday		Topic initiation/ stance
		birthday party	Extending	Topic sequence 3
		invite celebrity		Develop topic sequence 3
		money (budget)		Extend topic sequence 3
		question	Ending	Closing
MUET1C	3	a:: for me:	Initiating	Topic initial elicitor
		I think:		Topic initiation
		a trip	Extending	Repeat topic sequence 1/ stance
		activities		Develop topic sequence 1
		communicate with family		Develop topic sequence 2
		activities		Repeat
		trip	Ending	Restate stance (topic sequence 1)
MUET1B	4	apologize for interrupting	Initiating	Interruption
		agree with A		Topic initiation /Stance
		a special birthday	Extending	Topic sequence 3 (repeat)
		family members		Develop topic sequence 3
		friends		Develop topic sequence 3
		present		Develop topic sequence 3
		event (karaoke)		Develop topic sequence 3
MUET1A	5	(raised hand to inform about) change mind	Initiating	Opening 1 / opening
		enjoyable trip		change stance
		vacation	Extending	Develop topic sequence 1
		friends and family		Develop topic sequence 1
		enjoyable trip	Ending	Repeat stance
MUET1B	6	change mind	Initiating	Topic initial elicitor /

		enjoyable trip		Opening 1 / change stance
		memorable events		Repetition of topic initiation
		communicate	Extending	Develop topic sequence
MUET1C	7	enjoyable trip	Initiating	Repetition
		activity on the trip – buy souvenirs	Extending	Develop topic sequence 1
		buy souvenirs – create memories		Develop topic sequence 2
		create history – create memories		Develop topic sequence 3
		an interesting place		Develop topic sequence 4
		communicate with family	Ending	Repeat topic sequence
		enjoyable trip (agree)		Repeat stance
		enjoyable trip – memorable events		Repeat stance
		enjoyable trip		Repetition
MUET1D	8	visit new place, agree	Initiating	Topic sequence 1
		examples of places of interest	Extending	develop topic sequence 1
		enjoyable trip	Ending	Repeat stance
		souvenirs		Repeat topic sequence
		new place		Repeat topic sequence
		memorable event		Repeat stance
		go on trips with families and friends		Repeat topic sequence
		create happiness		Repeat topic sequence
		memorable event		Repeat stance
		birthday (counter argue)		topic sequence
		birthday (counter argue)		topic sequence
		memorable event		Repeat stance
		In the last		Prelude to closing
		All of us decided that		Conclusion

Table 1.1 An Overview of MUET Group 1 Topic Macro and Microfeatures

Speaker	Turn	Key word (topic)	Macrofeature	Microfeature
MUET2A	1	purpose	Initiating	Opening 1
		stance – holiday activities		Topic initiation 1
		allocate time to plan the activities	Extending	Topic sequence 1
		Place (travel abroad)		Topic sequence 2
		accommodation – one of the options		Topic sequence 3
		budget – also one of the options		Topic sequence 4
		holiday activities		Repetition topic sequence 1
		holiday activities with families		Develop topic sequence 1
		sport activities		Develop topic sequence 2
		indoor/outdoor activities		Develop topic sequence 3
		beach activities /water sport		Develop topic sequence 4
		plan holiday activities	Ending	Restate stance
MUET2C	2	Agree	Initiating	Agreement
		state stance –visit palace and holiday activities		Topic initiation 1
		visit places and activities	Extending	Topic sequence 1
		budget		Develop topic sequence
		budget	Ending	Restate topic sequence
MUET2B	3	Agree	Initiating	Agreement
		holiday activities	Extending	Topic sequence 1
		holiday activities		Develop topic sequence
		budget		Develop topic sequence
MUET2D	4	with previous speaker	Initiating	Agreement
		budget + holiday	Extending	Develop topic sequence
		holiday activities	Ending	Repetition of topic sequence
MUET2A	5	apology	Initiating	Interruption
		plan holiday activities	Extending	Topic sequence 1
		Plan activities first then budget		Develop topic sequence
		save up		Extend
MUET2C	6	that is true	Initiating	Agreement
		without money cannot plan		Counter argue
		budget + activity	Extending	Topic sequence
		holiday activity		Develop topic sentence
MUET2D	7	holiday		Whisper
MUET2B	8	budget	Initiating	Topic sequence
		budget	Extending	Restate stance

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		Agree with previous point	Ending	Concluding statement
MUET2D	9	transportation and accommodation	Initiating	Topic sequence 3
		transportation and accommodation		Develop topic sequence 3
MUET2C	10	money (budget)		Agreement
MUET2A	11	Previous points	Initiating	Agreement
		End discussion as a group		Initiating ending
		so we all agree		Concluding statement/ consensus
		budget	Ending	Restate stance
CE	12	anything else to add		Question
MUET2B	13	budget	Initiating	Topic sequence
		family as the source of budget	Extending	Develop topic sequence
		budget	Ending	Repetition of topic sequence
MUET2D	14	budget		Repetition of topic sequence
E	15	what items to pack	Initiating	Question
MUET2B	16	items to pack and budget	Extending	Topic sequence 4
MUET2C	17	items to pack and budget	Extending	Develop topic sequence 4
MUET2C	18	items to pack and budget	Extending	Develop topic sequence 4
MUET2B	19	type of food	Extending	Develop topic sequence 4
MUET2C	20	type of food	Extending	Develop topic sequence 4
MUET2B	21	type of food	Extending	Develop topic sequence 4
MUET2D	22	type of food and budget	Extending	Develop topic sequence 4
MUET2A	23	budget	Ending	Conclusion
MUET2D	24	end of discussion	Ending	Closing

MUET3D	3	'still' refered to task A as this is first turn for group (happy family)	Initiating	Restate stance
		happy family		Topic sequence 2
		the concept of happiness	Extending	Develop topic sequence 2
		mental health issues		Topic sequence 3
		link family life to mental health		Extend topic sequence 3
		a strong bond with a family can make us more happier	Ending	Concluding remark
		so:: thank you (.05) (indicating the end of the turn)		Closing
		any other test takers? (ask indirectly the opinion of the other speakers)		Topic initial elicitor
	4	Agreement	Initiating	Topic initiation
		healthy life		Topic sequence 1
		benefits of a healthy lifestyle – avoid from bad habits	Extending	Develop topic sequence
		develop mental strength		Extend topic sequence 1
		decrease the disease		Extend topic sequence 1
		example of non-healthy lifestyle		Extend topic sequence 1
		consequence of not having a healthy lifestyle		Extend topic sequence 1
		discipline		Extend topic sequence 1
		a healthy lifestyle↑ can make our life better	Ending	Concluding remark
MUET3A	5	probing question	Initiating	Topic initial elicitor
MUET3D	6	Disagreement	Initiating	Topic initiation
		happy family		Reinstate stand
		happy family makes us happy	Extending	Develop topic sequence 2
		happy, relief and more relax		Extend topic sequence 2
		happy mental		Extend topic sequence 2
		happy if it's just being healthy but not being happy I don't think there's a, point↑ in that(.)	Ending	Closing
MUET3A	7	probing question	Initiating	Topic initial elicitor
MUET3C	8	stand - happy family		Agree
		happy family, healthy life		Topic sequence 2
		consequence of unhappy family	Extending	Develop topic sequence 2
		on unhealthy mind and body		Extend topic sequence 2

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		thank you(.)	Ending	Closing

Table 1.2 An Overview of MUET Group 3 Topic Macro and Microfeatures

Speaker	Turn	Key word (topic)	Macrofeature	Microfeature
MUET4D	1	acknowledge previous argument - disagreeing father should not be generous	Opening	Opening 1 Topic initiation 1 (father should not be generous)
		children + reward - always asking for reward)		Topic sequence 1 Develop topic sequence 1
		disadvantage of reward system to kids	Extending	Extend topic sequence 1
		disadvantage of reward system to kids		Extend topic sequence 1
		disagree with generous father	Ending	Disagree with (generous father)
		agree with funny father		Restate stance (funny father)
MUET4A	2	ok support candidate B father should be generous	Opening	Opening Topic initiation 2 (father should be generous)
		in Malaysia	Extending	Develop topic sequence 2
		social issues		Develop topic sequence 2
		generous father helps unfortunate people		Extend topic sequence 2
		kids emulate adults		Extend topic sequence 2
		awareness		Extend topic sequence 2
		better world – hep each other		Extend topic sequence 2
		thank you	Ending	Closing
MUET4D	3	probing question	Opening	Topic initial elicitor
MUET4B	4	to confirm turn	Opening	Non-verbal

		stance/ disagree with A		Topic initiation 2
		disagree with A / disagree that a father should not be firm	Extending	Develop topic sequence 2
		questioning technique to develop point/ getting the listeners to agree with points		Develop topic sequence 2
		sensitive children = aggressive when hurt		Extend topic sequence 2
		explain the outcome of getting scolded by the father – not appreciated		Extend topic sequence 2
		Runaways – family conflict		Extend topic sequence 2 (no explicit closing)
MUET4C	5	agree – funny dad	Opening	Topic sequence 1
		makes children happy	Extending	Develop topic sequence 1
		(give example)		Extend topic
		(advantage)		Extend topic
		(probing question)	Ending	Closing Topic initial elicitor
MUET4A	6	(confirmatory question) confirmatory		Topic initial elicitor (question)
E	7	candidate A::		Topic initial elicitor
MUETA	8	a:: for like what you said just now↑ a::	Opening	Topic initiation
		fathers don't joke		Topic sequence 1
		influence personalities	Extending	Develop topic sequence 1
		effect of joking around		Extend topic sequence 1
		effect of joking around – not serious in studies		Extend topic sequence 1

		example of joking around		Extend topic sequence 1
		(2.3) a:: that's all from me thank you.	Ending	Pause Closing
MUET4D	9	ok: I've got something↑	Opening	Topic initiation
		not disagree –Father should be patient		Topic sequence 3
		patient = pampered	Extending	Develop topic sequence
		children faking it		Extend topic
		children faking it		Extend topic
		father too forgiving		Extend topic
		father too forgiving		Extend topic
		disagree		Reinstate stand
E	10	conclusion?		Question
MUET4D	11	conclusion? ok a: in conclusion *eh*		Repetition Question
E	12	is there anything else that you would like to say?		Question (Affirmation)
MUET4B	13	Agree with A but disagree with D Individual conclusion	Ending	Conclusion
		reinstate why father should be patient		Develop Conclusion
		reasoning		Develop Conclusion
		Unsure of words		Non-verbal gesture
E	14	They will rebel?		Probing Question
MUET4B	15	(Unsure of words)		Non-verbal gesture
E	16	Anything else?		Question to confirm
Pause	17	4.0	-	-

MUET4A	18	As a conclusion I we should agree for a good father the most important quality a good father		Conclusion
E	19	Everybody agreed ya?		The rater who asked is this a consensus.
All	20			All agree

Table 8.11 An Overview of MUET Group 4 Topic Macro and Microfeatures

Appendix 25 English Groups Topic Features

Group 1

TURN	Topic	Macro Features	Micro Features
1	prevent feel tired and asleep		Opening
	discuss about a:: how to prevent		Topic initiation
	watching television and surfing internet		
	sleep early		Topic sequence 1
	8 hours enough sleep		Develop topic sequence 1
	go class early + do revision		Extend topic sequence 1
	attention/ lecture		Extend topic sequence 1
	reduce activities		Topic sequence 2
	reduce activities		Extend topic 2
	surfing internet		Extend topic 2
	knowledge		Extend topic 2
	alarm		Extend topic 2
	10 p.m.– 4 a.m.		Extend topic 2
	ask the opinion of the next speaker		Topic initial elicitor
2	agree		Topic initiation
	timetable		Topic 3
	divide time		Extend topic 3
	ok next		turn allocation
3	manage time		Topic 4
	revision		Develop topic sequence
	time slot		Extend topic 4
	relax		Extend topic 4
	revision		
			Conclusion
4	timetable		Topic sequence 3
	planning		Extend topic 3
	manage time		Extend topic 3
	treatment		Extend topic 3
	timetable		
5	manage timetable		Extend topic 3
	watching tv		Extend topic 3
	limit		Extend topic 3
	activities		Extend topic 3
	change mindset		
6	timetable		Extend topic 3
	counsellor		Extend topic 3
	how to		Extend topic 3
	sports		Extend topic 3
	2, 3 hour		
	time management		
7	appointment		Extend topic 3
8	counselling		Topic 5
9	voice		Extend topic 5
	advice on disadvantage of sleep late		
	disadvantage		
	sleep early		Extend topic 5
	advantage		
10			Minimal token
11			Minimal token

12	sleep late		
13			Minimal token
14	disadvantage		
15	sleep early		
	feel good		
17	energy		
18	study		
19			Minimal token
20			Minimal token
21	suggestion		
	talk slow		
	eat different		
22	advice		
23			Minimal token
24	join activity		
25	participate		
26			Minimal token
27			Minimal token
28	join programme		
29	going to mosque		
30			Minimal token
31			Minimal token
32			Minimal token
			Minimal token
33			Conclusion
34	manage time		
35	enough sleep		
36	kick bad habit		
	timetable		
37	manage time		
	focus on academic		
38	timetable		
39	timetable		
40			Minimal token
41			Minimal token
42			Minimal token
43	manage time		

Group 2

TURN	Topic	Macro Features	Topical Features
1	prevent feel tired and asleep		Pre-opening and Opening
	discuss about a:: how to prevent		Topic initiation
	watching television and surfing internet		
	sleep early		Topic sequence 1
	8 hours enough sleep		Develop topic sequence 1
	go class early + do revision		Extend topic sequence 1
	attention/ lecture		Extend topic sequence 1
	reduce activities		Topic sequence 2
	reduce activities		Develop topic sequence 2
	surfing internet		Extend topic sequence 2
	knowledge		Extend topic sequence 2
	alarm		Extend topic sequence 2
	10 p.m.– 4 a.m.		Extend topic sequence 2

	ask the opinion of the next speaker		Topic initial elicitor
2	agree		Topic initiation
	timetable		Topic sequence 3
	divide time		Develop topic sequence 3
	ok next		turn allocation
3	manage time		Topic sequence 4
	revision		Develop topic sequence
	time slot		Extend topic sequence 4
	relax		Extend topic sequence 4
	revision		
			Conclusion
4	timetable		Topic sequence 3
	planning		Develop topic sequence 3
	manage time		Extend topic sequence 3
	treatment		Extend topic sequence 3
	timetable		
5	manage timetable		Develop topic sequence 3
	watching tv		Extend topic sequence 3
	limit		Extend topic sequence 3
	activities		Extend topic sequence 3
	change mindset		
6	timetable		Extend topic sequence 3
	counsellor		Extend topic sequence 3
	how to		Extend topic sequence 3
	sports		Extend topic sequence 3
	2, 3 hour		
	time management		
7	appointment		Extend topic sequence 3
8	counselling		Topic sequence 5
9	voice		Develop topic sequence 5
	advice on disadvantage of sleep late		
	disadvantage		
	sleep early		Extend topic sequence 5
	advantage		
10			
11			
12			
	sleep late		
13			
14	disadvantage		
15	sleep early		
	feel good		
16			
17	energy		
18	study		
19			

20			
21	suggestion		
	talk slow		
	eat different		
22	advice		
23			
24	join activity		
25	participate		
26			
27			
28	join programme		
29	going to mosque		
30			
31			
32			
33			Conclusion
34	manage time		
35	enough sleep		
36	kick bad habit		
	timetable		
37	manage time		
	focus on academic		
38	timetable		
39	timetable		
40			
41			
42			
43	manage time		

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Appendix 26 IT Groups Topic Features

IT GROUP 1			IT GROUP 2		
LINE	SPEAKER	TOPIC	LINE	SPEAKER	TOPIC
Task Approach			Task Approach		
Topic sequence (slide)			Topic sequence (last class)		
1	IT1A	slide	1	IT2A	last class
4	IT1C	question	2	IT2B	question
5	IT1B	set	3	IT2A	slide
6	IT1A	slide	5	IT2A	slide
7	IT1C	question	8	IT2B	slide
11	IT1B	theme (question)	9	IT2A	question
			10	IT2B	66 (question)
Technical Aspect			11	IT2A	67
Topic sequence (cursor)			12	IT2B	67
14	IT1A	cursor	16	IT2B	progress
15	IT1A	touchscreen computer	24	IT2B	slide
18	IT1C	laptop	25	IT2C	slide
19	IT1B	laptop batteries			
			Task Approach		
Task Response			Topic sequence (question and answer)		
Topic sequence (slide)			39	IT2C	question and answer
22	IT1A	slide	44	L	slide
24	IT1C	question	45	L	slide
25	IT1C	slide	47	L	vmodel
26	IT1B	slide + answer	48	IT2C	vmodel
27	IT1C	answer	49	L	question and answer
28	IT1B	answer	51	IT2A	conclusion
29	IT1A	answer + slide + question	52	L	question and answer
30	IT1B	question + answer	54	IT2C	answer
33	IT1A	slide+ answer	55	IT2A	answer
36	IT1C	question	56	IT2C	question
37	IT1C	answer + slide	58-59	L	question
			61	L	topic
Task Response			62	IT2C	answer
Topic sequence (component)			63	L	question
66	IT1B	component	65	L	slide
68	IT1A	component			
70	IT1A	vmodel	Information Search		
71	IT1C	vmodel	Topic sequence (vmodel)		
			76	IT2C	vmodel
Information Search			78	IT2C	testing
Topic sequence (vmodel)			79	IT2C	question
72	IT1A	PBL2 + vmodel	80	IT2A	question
73	IT1C	vmodel	82	IT2B	slide
74	IT1C	answer + vmodel	83	IT2C	slide
76	IT1A	answer	84	IT2B	slide
77	IT1C	book	85	IT2B	vmodel
78	IT1A	eBook	86	IT2C	vmodel
79	IT1C	answer + idea	87	IT2C	detail
80	IT1A	idea	90	IT2A	testing
Task Approach			Technical Aspect		
Topic sequence (answer)			Topic sequence (TM)		
112	IT1C	answer	91	IT2B	TM

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#	Code	Term	#	Code	Term
113	IT1C	question	92	IT2B	html
114	IT1A	two	93	IT2A	open
116	IT1B	characteristics	95	IT2A	open
117	IT1A	vmodel	96	IT2B	download
119	IT1B	slide			
120	IT1B	slide	Task Approach		
121	IT1A	slide	Topic sequence (slide)		
122	IT1C	handout + slide	101	IT2C	slide + answer
			103	IT2C	question
Task Response			105	L	question + slide
Topic sequence (vmodel)			107	IT2C	delete
126	IT1C	vmodel	112	IT2C	question
127	L	vmodel	117	IT2B	vmodel
128	IT1C	vmodel	119	IT2C	PBL1
130	IT1C	question + vmodel	120	IT2A	PBL1
132	L	answer	123	IT2C	slide + software
134	L	stages + vmodel	124	IT2C	software component based development
135	IT1B	stages	126	IT2C	PBL1
136	L	stages	128	IT2B	PBL1 + slide
			131	IT2C	slide
Task Approach			135	IT2A	slide
Topic sequence (essay vs paragraph)			137	IT2A	model
140	IT1A	essay + paragraph	138	IT2C	vmodel
141	IT1C	essay			
142	IT1A	paragraph	Task Approach		
143	IT1C	essay + question + answer	Topic sequence (vmodel)		
			140	IT2B	vmodel
Information Search			141	IT2A	slide + vmodel
Topic sequence (manual search)			142	IT2A	slide + vmodel
153	IT1A	manual search	144	IT2C	slide + vmodel
154	IT1A	vmodel	145	IT2A	vmodel + subtopic
156	IT1C	question	146	IT2A	slide
158	IT1B	advantage	149	IT2A	127
159	IT1A	advantage	152	IT2C	subtopic +testing
161	IT1A	advantage	154	IT2A	vmodel + testing
162	IT1C	advantage	155	IT2C	topic
163	IT1A	advantage + vmodel	163	IT2A	slide +PBL1
			165	L	PBL1
Technical Aspect					
Topic sequence (format)			Task Approach		
173	IT1C	format	Topic sequence (question)		
175	IT1C	format	171	IT2C	question
176	IT1A	highlight	172	IT2A	question
177	IT1C	highlight	174	L	printed
			179	IT2A	Whatsapp
Task Response			181	IT2C	component
Topic sequence (advantage and disadvantage)			183	L	phases
191	IT1A	advantage and disadvantage	188	IT2A	slide
194	IT1C	copy	191	L	phases
			194	L	phases
Technical Aspect			197	L	PBL1
Topic sequence (format)			203	L	diagram
198	IT1B	format	204	IT2A	diagram
203	IT1C	highlight	208	IT2C	question
204	IT1A	format painter	210	IT2C	component

205	IT1C	DU	214	L	question + component
206	IT1A	DU	216	IT2C	vmodel
210	IT1A	hyperlink	218-228	L	slide + question
212	IT1A	hyperlink	232	L	question
			233	IT2C	question
Task Response			234 - 241	L	techniques
Topic sequence (advantage and disadvantage)					
215	IT1A	disadvantage	Task Response		
218	IT1A	vmodel	Topic sequence (vmodel)		
223	IT1A	question	244	IT2A	vmodel
224	IT1A	PBL2	246	IT2A	diagram
227	IT1A	question	247	IT2B	software development design
228	IT1A	PBL2	251	IT2C	vmodel
			257	IT2A	question
Task Response					
Topic sequence (phases in vmodel)			Task Approach		
232	IT1A	phases in vmodel	Topic Sequence (vmodel)		
233	IT1B	phases in vmodel	261	IT2C	vmodel
234	IT1A	phases in vmodel	262	IT2A	vmodel
235	IT1A	6 phases in vmodel	264	IT2A	question
236	IT1A	vmodel	265	IT2C	CBB question
238	IT1C	model	268	IT2A	vmodel
239	IT1A	6 phases in vmodel	269	IT2C	vmodel
240	IT1A	risk of vmodel	270	IT2C	component
242	IT1A	risk of vmodel	271	IT2A	vmodel
243	IT1A	risk of vmodel	274	IT2C	vmodel
246	IT1A	risk	275	IT2B	introduction
251	IT1C	vmodel risks	276	IT2C	introduction
254	IT1C	vmodel risks	278	IT2A	question
255	IT1A	vmodel risks	280	IT2B	question
257	IT1A	vmodel risks	284	IT2C	answer
			285	IT2B	relate
Task Response			286	IT2C	question
Topic sequence (activity vs objective)			287	IT2B	relate
345	IT1A	activity vs objective	288	IT2C	relate
315	IT1A	activity vs objective	292	IT2C	component
359	IT1A	core activity	294	IT2C	slide
363	IT1B	vmodel analysis	295	IT2A	slide
364	IT1A	demo	296	IT2A	vmodel
365	IT1B	demo	297	IT2A	introduction
366	IT1A	vmodel	299	IT2C	topic
367	IT1C	core + vmodel			
370	IT1B	testing	Task Approach		
373	IT1C	answer	Topic sequence (component)		
374	IT1A	answer	304	IT2A	component
			305	IT2C	component
Technical Aspect			306	IT2C	CBD
Topic sequence (link)			307	IT2B	vmodel
376	IT1A	link	308	IT2B	vmodel + component
380	IT1A	link	317	IT2B	vmodel
			318	IT2C	related
Task Response			320	IT2A	topic
Topic sequence (testing)			321	IT2C	questions
382	IT1A	inspection testing	324	IT2C	vmodel
384	IT1B	core activity	325	IT2A	question

			329	IT2C	component
Task Response			330	IT2C	conversation
Topic sequence (criteria)			331	IT2A	question
386	IT1A	criteria + vmodel	332	IT2C	PBL1
389	IT1C	criteria	333	IT2B	question
392	IT1A	criteria + characteristic	335	IT2A	introduction
396	IT1A	criteria +requirement	336	IT2C	PBL1 + vmodel
402	IT1A	criteria	337	IT2C	testing
403	IT1B	phase	338	IT2C	software
404	IT1A	phase	340	IT2C	software
405	IT1A	criteria	341	IT2C	adaptation integration
406	IT1B	technology + skill	342	IT2A	question
409	IT1A	waterfall model	343	IT2A	v diagram
410	IT1A	vmodel	344	IT2A	design
411	IT1C	adopt	350	IT2A	scenario
412	IT1A	waterfall + vmodel	351	IT2B	elaboration
			352	IT2B	stage
Information Search and Task Response			353	IT2A	stage
Topic sequence (system maintenance)			354	IT2B	slide
460	IT1A	maintain system	358	IT2A	compress
461	IT1A	vmodel	359	IT2B	compile
463	IT1B	testing	360	IT2A	sentence
464	IT1A	testing	361	IT2A	paragraph
465	IT1B	testing	362	IT2A	slide
468	IT1C	maintain	363	IT2A	question
469	IT1A	vmodel	364	IT2A	introduction
470	IT1A	maintain vmodel	365	IT2A	topic
471	IT1A	validation	366	IT2A	answer
472	IT1A	maintain vmodel	367	IT2C	slide
473	IT1A	vmodel	368	IT2A	paragraph
474	IT1C	vmodel + testing	370	IT2C	CBD
476	IT1A	maintenance	371	IT2A	flow
480	IT1A	system + vmodel	375	IT2C	vmodel + testing
485	IT1A	vmodel + component	378	IT2C	vmodel + testing
488	IT1A	component based software			
492	IT1C	question	Task Response		
493	IT1A	component + vmodel	Topic sequence (CBD)		
494	IT1A	answer	385	IT2B	CBD
495	IT1A	model component	386	IT2B	vmodel
500	IT1B	Java B	387	IT2A	diagram
504	IT1A	vmodel	388	IT2B	vmodel
511	IT1A	advantage	389	IT2B	slide
512	IT1C	advantage	390	IT2A	system design
513	IT1A	advantage	393	IT2A	system design
515	IT1C	waterfall	395	IT2B	CBD
516	IT1A	software development vmodel	396	IT2A	vmodel v CBD
518	IT1A	model	398	IT2B	CBD
521	IT1C	vmodel	400	IT2B	design
523	IT1A	system design	402	IT2B	PBL1
526	IT1C	architecture design	404	IT2A	CBD
527	IT1A	architecture design	407	IT2B	testing
			408	IT2B	vmodel
			412	IT2B	component
			413	IT2A	topic
			417	IT2C	question
			419	IT2C	model + testing

			421-426	IT2A	pdf
			427	IT2B	elaboration
			428	IT2C	vmodel
			429	IT2C	CBD
			430	IT2A	component
			433	IT2A	vmodel
			434	IT2C	question
			435	IT2C	question
			436	IT2C	CBD
			438	IT2C	vmodel
			439	IT2C	vmodel
			440	IT2A	vmodel
			442	IT2A	software design
			445	IT2C	CBD
			447	IT2C	software design
			449	IT2A	CBD

Appendix 27 IT Group Turn Lengths Tables

Table 8.2:　　IT Group 1 Turn Length

Turn no.	Speaker	Start (min.)	Finish (min.)	Length (min.)
1	IT1A	00:07.6	00:09.8	00:02.2
2	L	00:07.8	00:08.0	00:00.2
3	IT1A	00:10.0	00:11.4	00:01.4
4	IT1C	00:11.7	00:16.8	00:05.1
5	IT1B	00:17.8	00:20.4	00:02.6
6	IT1B	00:20.4	00:21.1	00:00.7
7	IT1A	00:21.1	00:22.2	00:01.1
8	IT1C	00:22.2	00:23.3	00:01.1 (O)
9	IT1A	00:23.3	00:30.1	00:06.8
10	IT1B	00:30.1	00:31.8	00:01.7
11	IT1C	00:32.5	01:05.7	00:33.2
12	IT1B	00:34.4	00:34.8	00:00.4 (O)
13	IT1C	01:05.6	01:13.0	00:00.8 (P)
14	IT1A	01:13.0	01:16.7	00:03.7
15	IT1C	01:14.9	01:15.7	00:00.8
16	ALL	01:16.7	01:20.0	00:03.3
17	IT1C	01:20.0	01:20.1	00:00:01 (giving his mouse to A)
18	IT1B	01:25.9	01:29.5	00:03.6
19	IT1C	01:30.4	01:57.3	00:26.9
20	IT1B	01:56.6	02:00.1	00:03.5
21	IT1A	01:59.7	01:59.8	00:03.6
22		02:00.1	02:06.0	00:26.9
23	IT1A	02:06.0	02:18.6	00:03.5
24	IT1B	02:08.2	02:08.3	00:00.1
25	IT1B	02:18.7	02:22.3	00:05.9
26	IT1C	02:22.4	02:23.9	00:12.6
27	IT1B	02:24.0	02:25.0	00:00.1
28	IT1B	02:25.0	02:25.1	00:03.6
29	IT1C	02:27.5	02:33.6	00:01.5
30	IT1B	02:33.7	02:34.5	00:01.0
31	IT1A	02:34.9	02:35.9	00:00.1
32	IT1B	02:36.3	02:41.4	00:06.1
33	IT1A	02:41.6	02:42.7	00:00.8
34	IT1C	02:43.0	02:43.5	00:01.0
35	IT1A	02:44.0	02:52.3	00:05.1
36	IT1B	02:52.3	02:57.6	00:01.1
37	IT1A	02:56.7	02:56.9	00:00.5
38	IT1C	02:57.8	02:58.9	00:08.3
39	IT1B	02:59.0	02:59.1	00:05.3
40	IT1C	03:01.6	03:05.0	00:00.2
41	IT1B	03:05.1	03:07.0	00:01.1

42	IT1C	03:07.1	03:08.2	00:00.1
43		03:08.6	03:09.1	00:03.4
44	IT1A	03:09.5	03:12.4	00:01.9
45	IT1C	03:12.6	03:15.2	00:01.1
46	IT1A	03:15.9	03:17.5	00:00.5
47	IT1C	03:17.7	03:17.8	00:02.9
48	IT1A	03:19.0	04:26.1	00:02.6
49	IT1C	04:13.8	04:14.0	00:01.6
50	IT1A	04:18.0	04:18.8	00:00.1
51	IT1B	04:18.0	04:18.8	00:00.1 (O)
52	IT1A	04:31.8	04:54.6	01:07.1
53	IT1A	04:35.6	04:36.2	00:00.2
54	IT1B	04:54.6	04:55.7	00:00.8
55	IT1A	04:55.8	04:56.9	00:22.8
56	IT1B	04:57.0	05:03.0	00:00.6
57	IT1B	05:03.1	05:06.2	00:01.1
58	IT1C	05:03.1	05:06.2	00:01.1 (O)
59	IT1A	05:06.3	05:07.0	00:01.1
60	IT1C	05:07.1	05:08.1	00:06.0
61	IT1A	05:08.2	05:08.8	00:03.1
62	IT1C	05:08.4	05:08.5	00:00.7
63	IT1B	05:08.8	05:12.2	00:01.0
64	IT1A	05:12.3	05:14.4	00:00.6
65	IT1C	05:12.3	05:14.4	00:00.6
66	IT1A	05:15.1	05:17.8	00:00.1
67	IT1A	05:17.9	05:19.1	00:03.4
68	IT1C	05:19.2	05:19.5	00:02.1
69	IT1C	05:19.5	05:21.8	00:02.7
70	IT1A	05:21.9	05:26.8	00:01.2
71	IT1B	05:26.9	05:28.3	00:00.3
72	IT1A	05:28.5	05:30.6	00:02.3
73	IT1C	05:31.0	05:35.2	00:04.9
74	IT1A	05:35.3	05:48.0	00:01.4
75	IT1C	05:48.0	05:50.7	00:02.1
76	IT1A	05:50.8	05:54.7	00:04.2
77	IT1C	05:54.8	05:59.0	00:12.7
78	IT1A	05:59.1	06:03.6	00:02.7
79	IT1C	06:03.7	06:06.0	00:03.9
80	IT1A	06:05.9	06:33.6	00:04.2
81	IT1C	06:34.7	06:36.2	00:04.5
82	IT1A	06:36.3	06:38.8	00:02.3
83	L	06:38.8	06:40.4	00:27.7
84	IT1A	06:40.4	06:41.1	00:01.5
85	IT1C	06:43.8	07:16.9	00:02.5
86	IT1A	07:16.9	07:20.0	00:01.6
87	IT1C	07:22.5	07:24.0	00:00.7
88	IT1A	07:24.0	07:29.4	00:33.1
89	IT1C	07:25.9	07:30.4	00:03.1

90	IT1A	07:29.4	07:32.0	00:01.5
91	IT1C	07:40.0	07:42.1	00:05.4
92	IT1B	07:44.9	07:47.4	00:04.5
93	IT1A	07:47.4	07:48.3	00:02.6
94	IT1C	07:51.1	08:05.5	00:02.1
95	IT1A	08:05.5	08:06.3	00:02.5
96	IT1C	08:06.3	08:08.0	00:00.9
97	IT1A	08:08.0	08:08.4	00:14.4
98	IT1B	08:09.1	08:58.8	00:00.8
99	IT1A	08:17.8	08:17.9	00:01.7
100	IT1B	08:26.9	08:27.0	00:00.4
101	IT1A	08:30.9	08:35.4	00:49.7
102	IT1C	08:46.8	08:46.9	00:00.1
103	IT1C	08:58.8	09:02.2	00:00.1
104	IT1C	09:02.2	09:08.4	00:04.5
105	IT1B	09:06.6	09:06.7	00:00.1
106	IT1C	09:08.6	09:10.0	00:03.4
107	IT1A	09:11.2	09:17.3	00:06.2
108	IT1B	09:17.9	09:18.7	00:00.1
109	IT1C	09:19.6	09:19.8	00:01.4
110	IT1C	09:20.6	09:21.5	00:06.1
111	IT1A	09:21.5	09:24.1	00:00.8
112	IT1C	09:24.1	09:24.2	00:00.2
113	IT1B	09:26.1	09:26.9	00:00.9
114	IT1A	09:26.9	09:44.0	00:02.6
115	IT1C	09:44.0	09:46.0	00:00.1
116	IT1B	09:46.4	09:47.0	00:00.8
117	all	09:47.5	09:49.9	00:17.1
118	IT1B	09:49.0	09:49.5	00:02.0
119	IT1A	09:53.0	09:54.0	00:00.6
120	IT1C	09:54.1	09:54.2	00:02.4
121	IT1A	10:31.3	10:37.8	00:00.5
122	IT1A	10:36.4	10:38.7	00:01.0
123	IT1B	10:38.8	10:40.2	00:00.1
124	IT1A	10:40.0	10:40.9	00:06.5
125	IT1C	10:41.0	10:41.5	00:02.3
126	L	10:41.2	10:43.0	00:01.4
127	IT1C	10:43.0	10:43.4	00:00.9
128	L	10:45.0	10:48.0	00:00.5
129	IT1C	10:48.0	10:49.5	00:01.8
130	L	10:49.5	10:53.6	00:00.4
131	L	10:53.6	10:57.2	00:03.0
132	IT1C	10:54.3	10:57.7	00:01.5
133	L	10:57.7	11:00.7	00:04.1
134	IT1B	10:59.6	11:26.3	00:03.6
135	L	11:38.0	11:39.9	00:03.4
136	L	11:40.0	11:42.4	00:03.0
137	IT1A	11:42.5	11:43.8	00:26.7

138	IT1C	11:44.2	11:44.4	00:01.9
139	IT1A	11:44.4	11:47.4	00:02.4
140	IT1C	11:45.5	11:46.0	00:01.3
141	IT1A	11:47.0	11:50.5	00:00.2
142	IT1C	11:50.5	11:51.3	00:03.0
143	IT1B	11:54.1	12:01.0	00:00.5
144	IT1A	12:09.0	12:09.6	00:03.5
145	IT1B	12:22.0	12:23.5	00:00.8
146	IT1A	12:23.5	12:25.6	00:06.9
147	IT1C	12:32.0	12:44.0	00:00.6
148	IT1C	12:44.0	12:51.8	00:01.5
149	IT1A	12:51.8	13:23.1	00:02.1
150	IT1C	13:23.1	13:26.5	00:12.0
151	IT1A	13:26.5	13:26.6	00:07.8
152	IT1A	13:28.6	13:29.9	00:31.3
153	IT1C	13:29.9	13:31.3	00:03.4
154	IT1A	13:31.3	13:32.4	00:00.1
155	IT1B	13:32.4	13:32.9	00:01.3
156	IT1A	13:32.9	13:38.0	00:01.4
157	IT1B	13:38.1	13:43.2	00:01.1
158	IT1A	13:43.5	13:44.9	00:00.5
159	IT1C	13:44.9	13:46.9	00:05.1
160	IT1A	13:47.0	13:47.6	00:05.1
161	IT1C	13:47.9	13:48.5	00:01.4
162	IT1A	13:48.6	13:50.7	00:02.0
163	IT1B	13:50.9	13:55.9	00:00.6
164	IT1A	13:55.9	14:11.1	00:00.6
165	IT1C	14:11.1	14:16.7	00:02.1
166	IT1A	14:16.9	14:19.8	00:05.0
167	all	14:19.8	14:20.6	00:15.2
168	IT1A	14:20.7	14:22.0	00:05.6
169	all	14:22.0	14:23.9	00:02.9
170	IT1C	14:24.0	14:25.0	00:00.8
171	IT1A	14:25.3	14:26.4	00:01.3
172	IT1C	14:26.5	14:27.6	00:01.9
173	IT1A	14:27.7	14:32.3	00:01.0
174	IT1C	14:32.3	14:52.6	00:01.1
175	IT1A	14:52.6	14:53.3	00:01.1
176	IT1C	14:53.3	14:56.2	00:04.6
177	all	14:56.2	14:57.2	00:20.3
178	IT1A	14:57.3	15:01.4	00:00.7
179	all	15:01.4	15:03.0	00:02.9
180	IT1B	15:03.3	15:04.0	00:01.0
181	all	15:08.1	15:24.0	00:04.1
182	IT1B	15:13.5	15:13.6	00:01.6
183	IT1C	15:22.1	15:23.0	00:00.7
184	IT1A	15:24.0	15:24.8	00:15.9
185	IT1C	15:25.0	15:26.3	00:00.1

186	IT1C	15:27.2	15:31.3	00:00.9
187	IT1C	15:31.3	15:34.5	00:00.8
188	IT1B	15:34.5	15:36.3	00:01.3
189	IT1A	15:36.3	15:36.5	00:04.1
190	IT1C	15:37.1	15:57.6	00:03.2
191	IT1A	15:57.6	16:13.0	00:01.8
192	IT1C	16:13.3	16:14.4	00:00.2
193	all	16:14.4	16:44.5	00:20.5
194	IT1A	16:17.3	16:17.4	00:15.4
195	IT1C	16:45.7	16:48.0	00:01.1
196	IT1A	16:48.0	16:49.2	00:30.1
197	IT1A	16:49.2	16:50.0	00:00.1
198	IT1A	16:50.1	16:52.6	00:02.3
199	IT1B	16:52.6	16:54.4	00:01.2
200	IT1C	16:56.4	16:56.8	00:00.8
201	IT1A	16:57.1	16:59.0	00:02.5
202	IT1C	16:59.0	16:59.9	00:01.8
203	IT1A	16:59.9	17:03.5	00:00.4
204	IT1C	17:03.5	17:03.9	00:01.9
205	IT1A	17:04.0	17:06.3	00:00.9
206	IT1C	17:06.3	17:06.9	00:03.6
207	IT1A	17:07.0	17:07.9	00:00.4
208	IT1C	17:07.9	17:14.0	00:02.3
209	IT1B	17:14.1	17:17.4	00:00.6
210	IT1C	17:29.6	17:31.0	00:00.9
211	IT1A	17:31.0	17:31.7	00:06.1
212	IT1C	17:33.0	17:34.4	00:03.3
213	IT1A	17:37.6	17:40.3	00:01.4
214	IT1A	17:47.3	17:50.0	00:00.7
215	IT1A	17:50.6	17:53.8	00:01.4
216	IT1A	17:55.0	17:56.1	00:02.7
217	IT1B	17:56.8	17:59.3	00:02.7
218	IT1A	17:59.3	17:59.6	00:03.2
219	IT1C	17:59.6	18:15.0	00:01.1
220	IT1C	18:11.3	18:11.6	00:02.5
221	IT1A	18:15.0	18:15.3	00:00.3
222	IT1A	18:16.4	18:23.6	00:15.4
223	IT1B	18:23.6	18:24.4	00:00.3
224	IT1B	18:24.6	18:25.3	00:00.3
225	IT1A	18:27.7	19:18.2	00:07.2
226	IT1C	19:21.0	19:24.3	00:00.8
227	IT1A	19:24.3	19:27.0	00:00.7
228	IT1A	19:29.0	19:42.4	00:50.5
229	IT1B	19:40.0	19:40.5	00:03.3
230	IT1A	19:42.6	19:45.4	00:02.7
231	IT1A	19:46.7	20:10.5	00:13.4
232	IT1B	20:10.9	20:11.2	00:00.5
233	IT1C	20:13.3	20:17.1	00:02.8

234	IT1A	20:27.5	20:41.9	00:23.8
235	IT1C	20:43.6	20:43.8	00:00.3
236	IT1A	20:45.4	21:11.0	00:03.8
237	IT1A	21:00.8	21:01.3	00:14.4
238	IT1C	21:13.4	21:22.8	00:00.2
239	IT1A	21:23.0	21:23.9	00:25.6
240	IT1B	21:24.0	21:25.3	00:00.5
241	IT1C	21:25.4	21:25.9	00:09.4
242	IT1A	21:26.0	21:27.0	00:00.9
243	IT1C	21:33.7	21:52.6	00:01.3
244	IT1A	21:52.6	21:52.9	00:00.5
245	IT1C	21:55.4	21:56.5	00:01.0
246	IT1A	22:06.3	22:21.6	00:18.9
247	IT1C	22:23.0	22:24.1	00:00.3
248	IT1C	22:24.6	22:25.4	00:01.1
249	IT1A	22:25.4	22:39.7	00:15.3
250	IT1B	22:39.7	22:46.8	00:01.1
251	IT1A	23:14.8	23:15.9	00:00.8
252	all	23:18.8	23:20.9	00:14.3
253	IT1A	23:22.5	23:23.6	00:07.1
254	IT1A	23:23.4	23:24.4	00:01.1
255	IT1C	23:24.8	23:36.0	00:02.1
256	IT1A	23:36.0	23:37.3	00:01.1
257	IT1C	23:38.7	23:47.0	00:01.0
258	IT1A	23:48.6	23:51.1	00:11.2
259	IT1A	23:57.7	24:10.8	00:01.3
260	IT1C	24:00.4	24:00.6	00:08.3
261	IT1B	24:10.9	24:11.0	00:02.5
262	IT1A	24:12.3	24:14.8	00:13.1
263	IT1B	24:14.9	24:19.1	00:00.2
264	IT1C	24:19.2	24:20.0	00:00.1 (O)
265	IT1B	24:21.1	24:29.4	00:02.5
266	IT1A	24:29.4	24:31.5	00:04.2
267	IT1C	24:31.6	24:31.7	00:00.8
268	IT1A	24:33.1	24:45.2	00:08.3
269	all	24:45.3	24:46.7	00:02.1
270	IT1C	24:46.8	24:49.5	00:00.1
271	all	24:59.3	25:10.3	00:12.1
272	IT1B	25:08.4	25:08.5	00:01.4
273	IT1A	25:12.9	25:58.3	00:02.7
274	IT1B	25:29.5	25:29.6	00:11.0
275	IT1C	25:58.4	25:59.3	00:00.1
276	IT1B	26:00.0	26:02.1	00:45.4
277	IT1C	26:02.3	26:03.4	00:00.1
278	IT1C	26:04.7	26:06.0	00:00.9
279	IT1B	26:06.4	26:09.2	00:02.1
280	IT1B	26:09.3	26:09.9	00:01.1
281	IT1C	26:10.1	26:15.1	00:01.3

282	IT1A	26:15.2	26:23.5	00:02.8
283	IT1C	26:23.6	26:24.1	00:00.6
284	IT1B	26:24.9	26:37.8	00:05.0
285	IT1A	26:38.0	26:43.4	00:08.3
286	IT1C	26:42.5	26:47.6	00:00.5
287	IT1A	26:47.7	26:51.1	00:12.9
288	IT1B	26:52.4	26:58.5	00:05.4
289	IT1A	26:59.0	26:59.3	00:05.1
290	IT1C	27:00.0	27:00.5	00:03.4
291	IT1A	27:00.6	27:02.6	00:06.1
292	IT1C	27:02.6	27:03.4	00:00.3
293	IT1B	27:03.3	27:03.9	00:00.5
294	IT1A	27:05.5	27:08.2	00:02.0
295	IT1C	27:09.1	27:10.4	00:00.8
296	IT1A	27:12.4	27:12.6	00:00.6
297	IT1A	27:16.1	27:16.3	00:02.7
298	IT1C	27:16.7	27:35.0	00:01.3
299	IT1A	27:40.5	27:43.2	00:00.2
300	IT1B	27:44.4	27:44.7	00:00.2
301	IT1A	27:46.5	27:52.6	00:18.3
302	IT1A	27:47.3	27:50.0	00:02.7
303	IT1C	27:52.6	27:52.9	00:00.3
304	IT1A	27:53.9	27:58.9	00:06.1
305	IT1B	27:57.0	27:57.7	00:02.7
306	IT1B	27:58.8	27:59.0	00:00.3
307	IT1A	28:04.6	28:07.3	00:05.0
308	ITB	28:09.1	28:10.2	00:00.7
309	IT1C	28:10.4	28:10.7	00:00.2
310	IT1A	28:10.8	28:11.6	00:02.7
311	IT1A	28:16.5	28:23.6	00:01.1
312	IT1C	28:23.6	28:24.7	00:00.3
313	IT1B	28:24.7	28:25.8	00:00.8
314	IT1C	28:27.0	28:30.6	00:07.1
315	IT1A	28:30.7	28:31.0	00:01.1
316	IT1C	28:31.8	28:32.9	00:01.1
317	IT1A	28:40.9	28:47.0	00:03.6
318	IT1C	28:50.0	28:50.7	00:00.3
319	IT1A	28:53.8	28:55.5	00:01.1
320	IT1A	29:07.4	29:11.3	00:06.1
321	IT1B	29:12.9	29:20.1	00:00.7
322	IT1A	29:20.0	29:21.1	00:01.7
323	IT1C	29:22.4	29:23.3	00:03.9
324	IT1A	29:23.3	29:24.3	00:07.2
325	IT1C	29:45.8	29:47.3	00:01.1
326	IT1A	29:53.2	29:54.8	00:00.9
327	IT1B	29:54.8	29:55.0	00:01.0
328	IT1A	29:56.0	29:56.9	00:01.5
329	IT1A	29:58.6	30:04.6	00:01.6

330	IT1C	30:04.6	30:04.7	00:00.2
331	IT1B	30:07.5	30:09.5	00:00.9
332	IT1A	30:09.5	30:11.5	00:06.0
333	IT1B	30:12.5	30:12.7	00:00.1
334	IT1C	30:13.3	30:18.8	00:02.0
335	IT1A	31:07.4	31:09.9	00:02.0
336	IT1C	31:09.9	31:10.0	00:00.2
337	IT1A	31:11.2	31:20.9	00:05.5
338	IT1A	31:21.2	31:21.3	00:02.5
339	IT1B	31:22.5	31:23.5	00:00.1
340	L	31:23.5	31:23.9	00:09.7
341	IT1C	31:25.5	31:28.7	00:00.1
342	IT1A	31:28.6	31:29.9	00:01.0
343	IT1C	31:31.0	31:31.8	00:00.4
344	IT1A	31:32.5	31:33.5	00:03.2
345	IT1B	31:33.5	31:33.8	00:01.3
346	IT1C	31:34.9	31:35.0	00:00.8
347	IT1A	31:35.1	31:36.0	00:01.0
348	IT1C	31:36.0	31:36.6	00:00.3
349	IT1A	31:37.1	31:37.3	00:00.1
350	IT1C	31:40.0	31:45.8	00:00.9
351	IT1A	31:47.5	31:50.0	00:00.6
352	IT1C	31:52.0	31:52.6	00:00.2
353	IT1A	32:05.9	32:52.3	00:05.8
354	IT1C	32:18.7	32:22.8	00:02.5
355	IT1B	32:22.9	32:23.0	00:00.6
356	IT1C	32:23.1	32:24.2	00:46.4
357	IT1B	32:24.3	32:25.7	00:04.1
358	IT1A	32:30.3	32:39.4	00:00.1
359	IT1B	32:37.6	32:38.0	00:01.1
360	IT1A	32:40.4	32:50.9	00:01.4
361	IT1C	32:52.4	32:53.5	00:09.1
362	IT1A	32:53.6	32:58.6	00:00.4
363	IT1B	32:58.6	33:00.5	00:10.5
364	IT1A	32:58.9	32:59.0	00:01.1
365	IT1C	33:03.1	33:03.6	00:05.0
366	IT1A	33:04.1	33:04.4	00:01.9
367	IT1C	33:08.1	33:09.2	00:00.1
368	IT1A	33:09.4	33:11.5	00:00.5
369	IT1B	33:11.9	33:13.8	00:00.3
370	IT1A	33:14.0	33:15.0	00:01.1
371	IT1C	33:27.5	33:28.8	00:02.1
372	IT1A	33:31.5	33:31.8	00:01.9
373	IT1C	33:33.1	33:35.8	00:01.0
374	IT1A	33:43.7	34:39.6	00:01.3
375	IT1A	34:39.5	34:57.4	00:00.3
376	IT1B	34:53.4	34:53.8	00:02.7
377	IT1B	34:59.0	35:00.6	00:55.9

378	IT1A	35:01.4	35:01.8	00:17.9
379	IT1C	35:08.7	35:10.1	00:00.4
380	IT1C	35:10.9	35:12.8	00:01.6
381	IT1A	35:13.0	35:13.4	00:00.4
382	IT1A	35:15.6	35:16.8	00:01.4
383	L	35:18.0	35:19.7	00:01.9
384	IT1A	35:21.9	35:22.5	00:00.4
385	L	35:23.0	35:33.9	00:01.2
386	IT1A	35:33.9	35:35.0	00:01.7
387	IT1C	35:35.7	35:35.8	00:00.6
388	IT1A	35:36.6	35:41.5	00:10.9
389	IT1B	35:41.5	35:42.0	00:01.1
390	IT1A	35:42.0	35:42.1	00:00.1
391	IT1B	35:44.9	35:46.9	00:04.9
392	IT1A	35:47.0	35:47.8	00:00.5
393	all	35:47.6	36:15.4	00:00.1
394	IT1B	36:15.9	36:23.0	00:02.0
395	IT1A	36:23.3	36:25.4	00:00.8
396	IT1B	36:25.5	36:29.6	00:27.8
397	IT1A	36:31.3	36:36.4	00:07.1
398	IT1C	36:36.9	36:37.0	00:02.1
399	IT1A	36:37.7	36:37.8	00:04.1
400	IT1C	36:39.8	36:45.3	00:05.1
401	IT1A	36:45.3	36:46.9	00:00.1
402	IT1C	36:47.1	37:00.7	00:00.1
403	IT1A	37:00.8	37:01.0	00:05.5
404	IT1B	37:06.8	37:12.0	00:01.6
405	IT1A	37:15.8	37:17.6	00:13.6
406	IT1B	37:19.5	37:20.6	00:00.2
407	IT1A	37:22.6	37:24.9	00:05.2
408	IT1C	37:28.9	37:29.8	00:01.8
409	IT1A	37:31.3	37:31.4	00:01.1
410	IT1C	37:32.0	37:32.7	00:02.3
411	IT1A	37:32.8	37:41.8	00:00.9
412	IT1B	37:52.2	37:53.9	00:00.1
413	IT1C	37:54.0	37:54.2	00:00.7
414	IT1A	37:58.5	38:11.4	00:09.0
415	IT1A	38:27.5	38:30.1	00:01.7
416	IT1B	38:33.0	38:39.9	00:00.2
417	IT1A	38:42.6	38:42.7	00:12.9
418	IT1A	39:04.2	39:44.2	00:02.6
419	IT1C	39:44.3	39:49.2	00:06.9
420	IT1A	40:00.0	40:04.1	00:00.1
421	IT1A	40:04.1	40:04.2	00:40.0
422	IT1C	40:18.1	40:38.8	00:04.9
423	IT1C	40:39.4	40:40.5	00:04.1
424	IT1A	40:44.8	40:45.0	00:00.1
425	IT1A	40:45.9	40:46.8	00:20.7

426	IT1C	40:49.6	41:07.5	00:01.1
427	IT1A	41:07.7	41:07.9	00:00.2
428	IT1B	41:11.5	41:12.5	00:00.9
429	IT1A	41:12.5	41:12.9	00:17.9
430	IT1B	41:13.2	41:18.5	00:00.2
431	IT1A	41:18.5	41:20.7	00:01.0
432	IT1C	41:20.8	41:22.8	00:00.4
433	IT1A	41:24.6	41:26.0	00:05.3
434	IT1C	41:27.0	41:40.1	00:02.2
435	IT1A	41:40.9	41:42.0	00:02.0
436	IT1C	41:42.6	41:46.2	00:01.4
437	IT1A	41:47.8	41:48.5	00:13.1
438	IT1C	41:49.9	41:50.7	00:01.1
439	IT1A	41:51.4	41:52.1	00:03.6
440	IT1B	41:54.3	41:56.8	00:00.7
441	IT1A	41:56.8	41:57.6	00:00.8
442	IT1B	41:57.6	41:59.7	00:00.7
443	IT1A	41:59.8	41:59.9	00:02.5
444	IT1C	42:07.6	43:16.3	00:00.8
445	IT1A	43:16.4	43:20.8	00:02.1
446	IT1C	44:08.1	44:09.7	00:00.1
447	IT1A	44:27.7	44:34.7	01:08.7
448	IT1A	44:37.2	44:37.3	00:04.4
449	IT1C	44:38.7	44:59.1	00:01.6
450	IT1A	45:00.0	45:01.0	00:07.0
451	IT1C	45:04.0	47:13.2	00:00.1
452	IT1A	47:13.8	47:15.3	00:20.4
453	IT1C	47:16.3	47:42.9	00:01.0
454	IT1A	47:29.2	47:30.2	02:09.2
455	IT1C	47:42.9	47:43.6	00:01.5
456	IT1A	47:43.8	47:45.9	00:26.6
457	IT1B	47:45.2	47:46.4	00:01.0
458	IT1B	47:46.4	47:47.4	00:00.7
459	IT1A	47:48.3	47:53.9	00:02.1
460	IT1B	47:54.0	47:54.1	00:01.2
461	IT1C	47:57.7	48:36.0	00:01.0
462	IT1A	48:37.9	48:40.6	00:05.6
463	IT1B	48:39.3	48:39.5	00:00.1
464	IT1A	48:43.6	48:46.3	00:38.3
465	IT1C	48:48.0	48:49.1	00:02.7
466	IT1A	48:51.5	48:55.1	00:00.2
467	IT1A	48:55.1	49:08.0	00:02.7
468	IT1C	49:11.2	49:18.5	00:01.1
469	IT1A	49:24.2	49:28.6	00:03.6
470	IT1C	49:28.6	49:33.1	00:12.9
471	IT1A	50:09.9	50:55.6	00:07.3
472	IT1A	50:58.1	50:59.4	00:04.4
473	IT1C	50:59.4	51:03.8	00:04.5

474	IT1 A	51:28.7	52:08.9	00:45.7
475	IT1C	52:12.6	52:19.5	00:01.3
476	IT1A	52:21.4	52:24.8	00:04.4
477	IT1A	52:25.2	52:25.5	00:40.2
478	IT1C	52:34.4	52:36.4	00:06.9
479	IT1A	52:36.5	52:37.5	00:03.4
480	IT1C	52:38.6	52:51.2	00:00.3
481	IT1A	52:56.0	53:16.0	00:02.0
482	IT1C	53:20.7	53:23.1	00:01.0
483	IT1C	53:23.1	53:24.6	00:12.6
484	IT1A	53:26.3	53:28.4	00:20.0
485	IT1C	54:11.8	54:12.9	00:02.4
486	IT1A	54:14.3	54:14.7	00:01.5
487	IT1C	54:14.8	54:17.1	00:02.1
488	IT1C	54:17.4	54:19.9	00:01.1
489	IT1A	54:24.2	54:26.0	00:00.4
490	IT1C	54:26.0	54:28.8	00:02.3
491	IT1A	54:31.8	54:35.0	00:02.5
492	IT1C	54:35.2	54:37.8	00:01.8
493	IT1A	54:38.8	54:47.3	00:02.8
494	IT1A	54:47.3	54:48.0	00:03.2
495	IT1C	54:48.0	54:48.9	00:02.6
496	IT1A	54:48.9	54:59.8	00:08.5
497	IT1C	54:50.1	54:52.9	00:00.7
498	IT1A	55:02.8	55:05.3	00:00.9
499	IT1C	55:07.3	55:08.0	00:10.9
500	IT1A	55:08.0	55:09.9	00:02.8
501	IT1B	55:09.9	55:10.0	00:02.5
502	IT1C	55:10.9	55:11.8	00:00.7
503	IT1B	55:12.1	55:12.2	00:01.9
504	IT1C	55:13.7	55:19.6	00:00.1
505	IT1B	55:19.6	55:22.2	00:00.9
506	IT1C	55:22.2	55:24.1	00:00.1
507	IT1C	55:25.3	55:26.4	00:05.9
508	IT1B	55:28.5	55:28.6	00:02.6
509	IT1C	55:34.8	55:36.0	00:01.9
510	IT1B	55:37.6	55:40.7	00:01.1
511	IT1A	55:40.9	55:41.4	00:00.1
512	IT1C	55:42.4	56:06.6	00:01.2
513	IT1A	56:12.7	56:14.3	00:03.1
514	IT1C	56:14.5	56:18.4	00:00.5
515	IT1A	56:18.4	56:20.1	00:24.2
516	IT1C	56:20.2	56:22.3	00:01.6
517	IT1A	56:22.3	56:25.0	00:03.9
518	IT1C	56:25.1	56:26.0	00:01.7
519	IT1A	56:26.1	56:38.6	00:02.1
520	IT1C	56:39.3	56:49.8	00:02.7
521	IT1A	56:50.6	56:51.7	00:00.9

522	IT1C	56:52.0	56:56.9	00:12.5
523	IT1A	56:56.9	56:58.1	00:10.5
524	IT1C	57:00.9	57:05.8	00:01.1
525	IT1A	57:09.6	57:10.9	00:04.9
526	IT1C	57:11.4	57:13.6	00:01.2
527	IT1A	57:21.8	57:36.0	00:04.9
528	IT1C	57:42.6	57:43.7	00:01.3
529	IT1A	57:45.5	57:46.1	00:02.2
530	IT1A	57:47.7	57:49.5	00:14.2
531	IT1B	57:53.3	58:53.1	00:01.1
532		59:48.8	59:54.8	00:00.6
Total				44:23.2

* (O) indicates overlap and (P) indicates pause.

Table 8.3:   IT Group 2 Turn Length

Turn no.	Speaker	Start (min.)	Finish (min.)	Length (min.)
1	IT2A	02:43.4	02:47.5	00:04.1
2	IT2B	02:48.4	02:51.7	00:03.3
3	IT2A	02:54.5	03:02.7	00:08.2
4	IT2B	03:04.2	03:08.6	00:04.4
5	IT2A	03:10.2	03:14.7	00:04.5
6	IT2B	03:15.9	03:16.3	00:00.4
7	IT2A	03:16.4	03:36.6	00:20.2
8	IT2B	03:36.6	03:41.0	00:04.4
9	IT2A	03:42.1	03:51.3	00:09.2
10	IT2B	03:52.4	03:58.5	00:06.1
11	IT2A	03:59.2	03:59.8	00:00.6
12	IT2B	03:59.9	04:17.4	00:17.5
13	IT2A	04:02.1	04:02.8	00:00.7
14	IT2A	04:02.8	04:02.9	00:00.1
15	IT2B	04:29.4	04:30.9	00:01.5
16	IT2C	04:32.6	04:33.3	00:00.7
17	IT2B	04:34.6	04:34.9	00:00.3
18	IT1C	04:35.6	04:35.9	00:00.3
19	IT2A	04:36.5	04:36.8	00:00.3
20	IT2B	04:37.0	04:37.9	00:00.9
21	IT2B	04:39.7	04:45.2	00:05.5
22	IT2C	04:45.3	04:45.8	00:00.5
23	IT2B	04:53.6	04:57.3	00:03.7
24	IT2C	04:58.8	04:59.2	00:00.4
25	IT2B	05:12.8	05:14.7	00:01.9
26	IT2C	05:17.0	05:17.4	00:00.4
27	IT2B	05:18.6	05:19.9	00:01.3
28	L	06:03.0	06:30.3	00:27.3
29	IT2C	07:26.8	07:28.7	00:01.9
30	IT2B	07:29.0	07:29.4	00:00.4
31	L	07:41.2	07:50.8	00:09.6

32	L	07:50.7	07:52.6	00:01.9
33	IT2C	07:52.6	08:13.4	00:20.8
34	L	08:11.4	08:11.5	00:00.1
35	L	08:12.0	08:12.1	00:00.1
36	L	08:12.3	08:12.8	00:00.5
37	L	08:13.5	08:15.4	00:01.9
38	IT2C	08:16.8	08:30.3	00:13.5
39	IT2C	08:33.5	08:38.9	00:05.4
40	L	08:40.7	08:46.7	00:06.0
41	IT2A	08:46.7	08:47.3	00:00.6
42	L	08:47.6	08:55.0	00:07.4
43	IT2C	08:56.0	08:57.1	00:01.1
44	IT2A	09:00.4	09:01.2	00:00.8
45	IT2C	09:02.3	09:02.4	00:00.1
46	L	09:02.4	09:32.0	00:29.6
47	IT2C	09:34.7	09:39.1	00:04.4
48	L	09:39.0	10:09.8	00:30.8
49	IT2C	09:44.2	09:45.0	00:00.8
50	IT2C	10:17.7	10:30.1	00:12.4
51	IT2C	10:30.1	10:31.1	00:01.0
52	IT2B	10:32.3	10:34.0	00:01.7
53	IT2C	10:34.3	10:41.2	00:06.9
54	IT2A	10:41.2	10:42.8	00:01.6
55	IT2B	10:44.6	10:46.0	00:01.4
56	IT2B	10:50.6	10:53.8	00:03.2
57	IT2C	11:20.9	11:26.4	00:05.5
58	IT2B	11:28.0	11:28.7	00:00.7
59	IT2C	11:30.4	11:41.6	00:11.2
60	IT2A	11:41.7	11:43.8	00:02.1
61	IT2C	11:43.6	11:46.1	00:02.5
62	IT2B	11:50.0	11:55.0	00:05.0
63	IT2C	11:53.1	11:54.7	00:01.6
64	IT2B	11:54.7	11:55.8	00:01.1
65	IT2B	11:58.5	12:01.3	00:02.8
66	IT2C	12:03.3	12:04.8	00:01.5
67	IT2C	12:08.8	12:56.9	00:48.1
68	IT2C	12:56.9	13:09.0	00:12.1
69	IT2C	13:09.0	13:15.0	00:06.0
70	IT2A	13:15.0	13:16.4	00:01.4
71	IT2B	13:23.1	13:24.6	00:01.5
72	IT2B	13:33.1	13:35.2	00:02.1
73	IT2A	13:37.9	13:39.0	00:01.1
74	IT2C	13:48.0	13:48.8	00:00.8
75	IT2A	13:49.0	13:49.9	00:00.9
76	IT2B	13:51.1	13:52.1	00:01.0
77	IT2A	13:52.1	13:53.1	00:01.0
78	IT2A	13:58.9	13:59.3	00:00.4
79	IT2A	14:05.5	14:07.2	00:01.7

80	IT2C	14:17.4	14:24.0	00:06.6
81	IT2C	14:29.7	14:33.6	00:03.9
82	L	14:33.6	14:33.9	00:00.3
83	IT2C	14:34.1	14:35.5	00:01.4
84	L	14:35.6	14:35.7	00:00.1
85	L	14:37.0	14:39.5	00:02.5
86	L	14:39.6	14:39.9	00:00.3
87	IT2C	14:41.0	14:41.5	00:00.5
88	L	14:41.6	14:42.2	00:00.6
89	IT2C	14:43.4	14:43.8	00:00.4
90	L	14:44.0	14:45.1	00:01.1
91	L	14:45.6	14:46.4	00:00.8
92	IT2C	14:46.4	14:46.9	00:00.5
93	L	14:46.9	14:47.2	00:00.3
94	IT2C	14:47.2	14:49.7	00:02.5
95	L	14:50.3	14:53.4	00:03.1
96	IT2C	15:02.7	15:09.1	00:06.4
97	IT2A	15:02.7	15:09.1	00:06.4 (O)
98	IT2B	15:09.1	15:11.2	00:02.1
99	IT2B	15:12.5	15:13.6	00:01.1
100	IT2C	15:43.3	15:46.2	00:02.9
101	IT2A	15:48.2	15:51.0	00:02.8
102	IT2C	15:51.0	15:51.2	00:00.2
103	IT2A	15:53.9	15:54.0	00:00.1
104	IT2C	15:56.3	16:16.2	00:19.9
105	IT2B	16:16.2	16:16.8	00:00.6
106	IT2C	16:17.7	16:21.2	00:03.5
107	IT2B	16:21.2	16:22.4	00:01.2
108	IT2C	16:22.4	16:22.7	00:00.3
109	IT2B	16:23.6	16:33.3	00:09.7
110	IT2C	16:31.3	16:31.9	00:00.6
111	IT2C	16:33.6	16:36.0	00:02.4
112	IT2B	16:35.6	16:37.0	00:01.4
113	IT2A	16:41.3	16:41.9	00:00.6
114	IT2C	16:41.8	16:44.5	00:02.7
115	IT2A	16:45.4	16:46.8	00:01.4
116	IT2C	16:48.3	16:50.0	00:01.7
117	IT2A	16:52.1	16:55.2	00:03.1
118	IT2C	16:56.5	16:58.9	00:02.4
119	IT2A	17:02.8	17:04.1	00:01.3
120	IT2B	17:04.2	17:05.7	00:01.5
121	IT2A	17:05.6	17:07.6	00:02.0
122	IT2C	17:07.0	17:08.3	00:01.3
123	IT2B	17:10.2	17:11.4	00:01.2
124	IT2C	17:11.5	17:17.2	00:05.7
125	IT2A	17:18.4	17:19.5	00:01.1
126	IT2A	17:23.5	17:24.6	00:01.1
127	IT2C	17:25.9	17:26.9	00:01.0

128	IT2A	17:26.9	17:27.2	00:00.3
129	IT2A	17:29.8	17:31.5	00:01.7
130	IT2A	17:41.0	17:41.6	00:00.6
131	IT2C	17:41.6	17:43.4	00:01.8
132	IT2A	17:53.8	17:59.0	00:05.2
133	IT2C	18:00.2	18:01.8	00:01.6
134	IT2A	18:03.1	18:04.3	00:01.2
135	IT2C	18:06.5	18:07.5	00:01.0
136	IT2C	18:08.5	18:25.1	00:16.6
137	IT2B	18:14.7	18:15.2	00:00.5
138	IT2C	18:25.0	18:25.7	00:00.7
139	L	18:25.8	18:25.9	00:00.1
140	IT2C	18:32.0	18:32.1	00:00.1
141	L	18:33.7	18:34.0	00:00.3
142	IT2B	18:36.2	18:38.9	00:02.7
143	IT2A	18:41.7	18:50.0	00:08.3
144	L	18:47.4	18:48.1	00:00.7
145	L	18:50.1	18:51.4	00:01.3
146	IT2A	18:57.7	18:58.7	00:01.0
147	IT2C	18:59.1	19:01.4	00:02.3
148	L	19:01.4	19:02.8	00:01.4
149	IT2C	19:05.1	19:05.2	00:00.1
150	IT2A	19:19.2	19:20.1	00:00.9
151	IT2A	19:23.6	19:32.2	00:08.6
152	IT2B	19:34.3	19:35.5	00:01.2
153	IT2A	19:36.0	19:41.5	00:05.5
154	IT2C	19:41.6	19:47.1	00:05.5
155	IT2A	19:43.9	19:44.8	00:00.9
156	IT2A	19:47.7	19:49.2	00:01.5
157	L	19:49.2	19:50.0	00:00.8
158	IT2A	19:50.0	19:50.1	00:00.1
159	L	19:50.5	19:50.9	00:00.4
160	IT2B	19:51.1	19:51.5	00:00.4
161	L	19:52.0	19:52.4	00:00.4
162	IT2A	19:52.5	19:54.7	00:02.2
163	L	19:54.8	19:57.2	00:02.4
164	IT2C	19:57.0	19:57.8	00:00.8
165	L	19:57.7	20:14.2	00:16.5
166	IT2A	20:00.7	20:04.4	00:03.7
167	IT2A	20:14.3	20:15.1	00:00.8
168	L	20:15.1	20:15.7	00:00.6
169	IT2A	20:15.7	20:18.2	00:02.5
170	L	20:17.1	20:17.5	00:00.4
171	IT2B	20:18.2	20:18.8	00:00.6
172	L	20:19.5	20:22.8	00:03.3
173	IT2A	20:22.9	20:23.0	00:00.1
174	IT2B	20:22.9	20:23.0	00:00.1 (O)
175	L	20:23.5	20:27.1	00:03.6

176	IT2A	20:27.3	20:27.4	00:00.1
177	IT2B	20:27.3	20:27.4	00:00.1 (O)
178	L	20:28.6	20:46.1	00:17.5
179	IT2B	20:46.8	20:47.3	00:00.5
180	IT2A	20:48.8	20:49.7	00:00.9
181	L	20:49.7	20:49.8	00:00.1
182	IT2A	20:50.5	20:50.6	00:00.1
183	L	20:51.1	20:51.5	00:00.4
184	IT2A	20:51.5	20:52.1	00:00.6
185	IT2C	21:02.5	21:02.9	00:00.4
186	IT2B	21:04.4	21:05.2	00:00.8
187	L	21:07.1	21:08.0	00:00.9
188	IT2C	21:08.0	21:10.6	00:02.6
189	L	21:10.6	21:11.2	00:00.6
190	IT2C	21:11.8	21:12.8	00:01.0
191	L	21:12.8	21:13.1	00:00.3
192	L	21:13.2	21:13.6	00:00.4
193	IT2C	21:13.6	21:14.0	00:00.4
194	IT2C	21:14.0	21:20.2	00:06.2
195	IT2C	21:15.6	21:16.2	00:00.6
196	IT2C	21:20.3	21:20.9	00:00.6
197	L	21:21.0	21:25.0	00:04.0
198	IT2A	21:25.1	21:25.7	00:00.6
199	L	21:25.9	22:24.7	00:58.8
200	IT2A	22:27.7	22:28.1	00:00.4
201	IT2C	22:28.1	22:29.9	00:01.8
202	L	22:29.9	22:37.2	00:07.3
203	IT2C	22:39.9	22:43.3	00:03.4
204	L	22:43.5	23:39.6	00:56.1
205	IT2C	22:53.8	22:56.0	00:02.2
206	IT2C	22:56.0	23:03.8	00:07.8
207	IT2A	23:44.6	23:46.6	00:02.0
208	IT2B	23:46.6	23:46.8	00:00.2
209	IT2A	23:48.2	23:51.3	00:03.1
210	IT2B	23:52.0	24:24.2	00:32.2
211	IT2C	24:24.4	24:27.5	00:03.1
212	IT2B	24:28.3	24:30.4	00:02.1
213	IT2C	24:31.8	24:32.6	00:00.8
214	IT2B	24:33.2	24:35.3	00:02.1
215	IT2A	24:59.4	25:02.7	00:03.3
216	IT2B	25:02.8	25:03.8	00:01.0
217	IT2A	25:03.9	25:04.0	00:00.1
218	IT2B	25:11.0	25:17.6	00:06.6
219	IT2A	25:17.6	25:23.4	00:05.8
220	IT2B	25:32.8	25:33.0	00:00.2 (O)
221	IT2C	25:36.5	25:45.0	00:08.5
222	IT2A	25:45.0	25:45.5	00:00.5
223	IT2C	25:45.6	25:45.9	00:00.3

224	IT2A	25:47.5	25:48.0	00:00.5
225	IT2C	25:49.0	25:50.1	00:01.1
226	IT2A	25:50.6	25:54.2	00:03.6
227	IT2B	25:55.1	25:55.8	00:00.7
228	IT2A	25:55.8	26:04.0	00:08.2
229	IT2C	26:04.1	26:18.6	00:14.5
230	IT2A	26:18.6	26:21.5	00:02.9
231	IT2C	26:21.5	26:21.6	00:00.1
232	IT2A	26:22.4	26:23.0	00:00.6
233	IT2C	26:23.1	26:30.4	00:07.3
234	IT2B	26:31.2	26:31.6	00:00.4
235	IT2C	26:31.6	26:37.2	00:05.6
236	IT2A	26:37.2	26:37.3	00:00.1(O)
237	IT2A	26:39.8	26:41.2	00:01.4
238	IT2C	26:41.2	26:41.4	00:00.2
239	IT2B	26:42.6	26:55.7	00:13.1
240	IT2C	26:57.8	27:02.1	00:04.3
241	IT2B	27:03.3	27:03.4	00:00.1
242	IT2C	27:03.9	27:04.7	00:00.8
243	IT2B	27:05.9	27:06.7	00:00.8
244	IT2C	27:06.7	27:10.0	00:03.3
245	IT2B	27:10.0	27:12.1	00:02.1
246	IT2C	27:12.1	27:16.2	00:04.1
247	IT2B	27:16.2	27:16.8	00:00.6
248	IT2C	27:18.0	27:19.3	00:01.3
249	IT2A	27:19.4	27:19.9	00:00.5
250	IT2C	27:20.1	27:26.0	00:05.9
251	IT2B	27:27.2	27:27.9	00:00.7
252	IT2C	27:28.0	27:28.7	00:00.7
253	IT2A	27:33.4	28:06.0	00:32.6
254	IT2C	28:06.0	28:09.5	00:03.5
255	IT2A	28:10.9	28:12.6	00:01.7
256	IT2C	28:12.6	28:14.4	00:01.8
257	IT2A	28:14.2	28:17.5	00:03.3
258	IT2B	28:18.0	28:18.9	00:00.9
259	IT2A	28:18.9	28:29.7	00:10.8
260	IT2C	28:29.7	28:48.1	00:18.4
261	IT2B	28:32.9	28:33.0	00:00.1 (O)
262	IT2B	28:51.8	28:58.7	00:06.9
263	IT2C	28:59.7	29:00.4	00:00.7
264	IT2B	29:00.4	29:00.9	00:00.5
265	IT2A	29:03.4	29:03.5	00:00.1 (O)
266	IT2B	29:04.9	29:06.1	00:01.2
267	IT2A	29:06.2	29:11.1	00:04.9
268	IT2B	29:08.7	29:10.0	00:01.3
269	IT2C	29:10.7	29:11.2	00:00.5
270	IT2C	29:15.2	29:17.6	00:02.4
271	IT2B	29:22.5	29:27.8	00:05.3

272	IT2C	29:29.7	29:30.8	00:01.1
273	IT2B	29:30.8	29:31.0	00:00.2 (O)
274	IT2A	29:33.6	29:36.1	00:02.5
275	IT2C	29:38.1	29:46.4	00:08.3
276	IT2A	29:47.5	29:47.7	00:00.2
277	IT2A	29:55.3	29:57.0	00:01.7
278	IT2C	29:58.0	30:03.7	00:05.7
279	IT2A	30:03.7	30:04.8	00:01.1
280	IT2B	30:04.8	30:05.9	00:01.1(O)
281	IT2C	30:05.9	30:10.0	00:04.1
282	IT2A	30:10.7	30:10.9	00:00.2
283	IT2C	30:11.6	30:33.8	00:22.2
284	IT2A	30:35.5	30:41.9	00:06.4
285	IT2C	30:42.6	30:43.4	00:00.8
286	IT2B	30:46.6	31:04.6	00:18.0
287	L	31:08.6	31:11.4	00:02.8
288	IT2A	31:14.8	31:27.1	00:12.3
289	IT2C	31:27.0	31:55.3	00:28.3
290	IT2A	32:01.6	32:01.9	00:00.3
291	IT2C	32:03.0	32:04.4	00:01.4
292	IT2C	32:08.1	32:10.4	00:02.3
293	IT2A	32:24.2	33:00.1	00:35.9
294	IT2B	33:01.3	33:04.1	00:02.8
295	IT2A	33:04.1	33:04.5	00:00.4
296	IT2B	33:04.2	33:05.9	00:01.7
297	IT2A	33:05.2	33:05.6	00:00.4
298	IT2A	33:05.8	33:06.2	00:00.4
299	IT2A	33:07.7	33:14.3	00:06.6
300	IT2B	33:13.9	33:14.9	00:01.0
301	IT2B	33:15.8	33:16.9	00:01.1
302	IT2A	33:17.0	33:19.7	00:02.7
303	IT2B	33:20.1	33:26.6	00:06.5
304	IT2A	33:30.0	33:34.7	00:04.7
305	IT2B	33:35.0	33:35.3	00:00.3
306	IT2C	33:35.7	33:36.1	00:00.4
307	IT2A	33:37.1	33:41.1	00:04.0
308	IT2B	33:42.6	33:43.7	00:01.1
309	IT2A	33:44.7	33:45.4	00:00.7
310	IT2A	33:45.5	33:45.9	00:00.4
311	IT2A	33:47.1	35:04.1	01:17.0
312	IT2C	35:05.8	35:07.4	00:01.6
313	IT2A	35:07.4	35:26.5	00:19.1
314	IT2C	35:26.6	35:27.6	00:01.0
315	IT2A	35:28.7	35:42.8	00:14.1
316	L	35:44.8	35:48.7	00:03.9
317	IT2B	35:49.1	35:50.2	00:01.1
318	IT2C	35:54.0	36:11.1	00:17.1
319	IT2C	36:11.2	36:24.8	00:13.6

320	IT2C	36:24.8	36:28.5	00:03.7
321	IT2A	36:35.1	36:37.9	00:02.8
322	IT2B	37:35.0	37:38.1	00:03.1
323	IT2A	38:18.7	38:31.7	00:13.0
324	IT2B	38:33.0	38:33.3	00:00.3
325	IT2B	38:34.6	38:36.0	00:01.4
326	IT2A	38:36.6	38:37.5	00:00.9
327	IT2B	38:44.6	38:46.1	00:01.5
328	IT2A	38:53.1	39:00.0	00:06.9
329	IT2B	39:00.9	39:01.0	00:00.1
330	IT2B	39:06.9	39:10.8	00:03.9
331	IT2A	39:13.0	39:31.5	00:18.5
332	IT2B	39:39.1	39:40.3	00:01.2
333	IT2A	39:44.2	40:07.7	00:23.5
334	IT2B	40:09.5	40:33.2	00:23.7
335	IT2A	40:35.9	40:40.7	00:04.8
336	IT2B	40:40.7	40:50.3	00:09.6
337	IT2A	40:51.8	40:52.4	00:00.6
338	IT2B	40:54.0	41:01.6	00:07.6
339	IT2A	40:58.2	40:58.3	00:00.1
340	IT2B	40:59.9	41:05.0	00:05.1
341	IT2B	41:05.3	41:08.1	00:02.8
342	IT2A	41:12.0	41:27.0	00:15.0
343	IT2B	41:27.0	41:29.2	00:02.2
344	IT2B	43:06.0	43:10.6	00:04.6
345	IT2B	43:27.7	44:00.3	00:32.6
346	IT2B	44:00.0	44:00.9	00:00.9
347	IT2A	44:15.0	44:15.1	00:00.1
348	IT2A	44:22.0	44:23.7	00:01.7
349	IT2B	44:25.2	44:28.5	00:03.3
350	IT2A	44:28.6	44:47.0	00:18.4
351	IT2A	45:19.9	45:25.5	00:05.6
352	IT2A	49:59.5	50:05.4	00:05.9
353	IT2C	50:04.5	50:07.6	00:03.1
354	IT2A	50:09.7	50:11.2	00:01.5
355	IT2C	50:10.3	50:12.7	00:02.4
356	IT2C	50:14.0	50:14.1	00:00.1
357	IT2A	50:15.0	50:45.1	00:30.1
358	IT2B	50:38.4	50:38.5	00:00.1
359	IT2C	52:01.3	52:04.3	00:03.0
360	IT2C	52:17.0	52:34.2	00:17.2
361	IT2A	52:43.9	53:03.9	00:20.0
362	IT2C	53:07.1	53:11.3	00:04.2
363	IT2A	53:11.0	53:11.4	00:00.4
364	IT2C	53:12.0	53:13.5	00:01.5
365	IT2C	53:18.9	53:19.6	00:00.7
366	IT2C	53:22.1	53:31.6	00:09.5
367	IT2A	53:32.8	53:37.3	00:04.5

368	IT2C	53:38.0	54:07.3	00:29.3
369	IT2A	54:07.3	54:07.9	00:00.6
370	IT2B	54:15.2	54:24.2	00:09.0
371	IT2A	54:20.4	54:24.0	00:03.6
372	IT2B	54:34.2	54:35.9	00:01.7
373	IT2B	55:01.2	55:01.7	00:00.5
374	IT2C	55:01.7	55:07.1	00:05.4
375	IT2B	55:07.1	55:10.2	00:03.1
376	IT2C	55:12.9	55:26.0	00:13.1
377	IT2A	55:35.2	55:50.6	00:15.4
Total				30:06.0

Appendix 28 Transcription Conventions

Sequencing

[A single left bracket indicates the point of overlap onset.

] A single right bracket indicates the point at which an utterance or utterance-part terminates vis-à-vis another.

= Equal signs, one at the end of one line and one at the beginning of a next, indicate no 'gap' between the two lines. This is often called *latching*.

Timed intervals

(0.0) Numbers in parentheses indicate elapsed time in silence by tenth of seconds, so (7.1) is a pause of 7 seconds and onetenth of a second.

(.) A dot in parentheses indicates a tiny 'gap' within or between utterances.

Characteristics of speech production

word *Underscoring* indicates some form of stress, via pitch and/or amplitude; an alternative method is to print the stressed part in *italics*.

:: Colons indicate prolongation of the immediately prior sound. Multiple colons indicate a more prolonged sound.

- A dash indicates a cut-off.

.,??, Punctuation marks are used to indicate characteristics of speech production, especially intonation; they are not referring to grammatical units; an alternative is an italicized question mark:?

. A period indicates a stopping fall in tone.

, A comma indicates a continuing intonation, like when you are reading items from a list.

? A question mark indicates a rising intonation.

,? The combined question mark/comma indicates a stronger rise than a comma but weaker than a question mark. The absence of an utterance-final marker indicates some sort of 'indeterminate' contour

↑↓ Arrows indicate marked shifts into higher or lower pitch in the utterance-part immediately following the arrow.

WORD Upper case indicates especially loud sounds relative to the surrounding talk.

º Utterances or utterance-parts bracketed by degree signs are relatively quieter than the surrounding talk

< > Right/left carets bracketing an utterance or utterance-part indicate speeding up.

italics Italics are employed to cite a letter, word or phrase as a linguistic example, including Malay words

· hhh A dot-prefixed row of hs indicates an inbreath. Without the dot, the hs indicates an outbreath.

w(h)ord A parenthesized h, or a row of hs within a word, indicates breathiness, as in laughter, crying, etc.

"quotation marks" Quotation marks indicate participations are reading from the text.

<p style="text-align:center">Transcriber's doubts and comments</p>

( ) Empty parentheses indicate the transcriber's inability to hear what was said. The length ( ) of the parenthesized space indicates the length of the untranscribed talk.

(word) Parenthesized words are especially dubious hearings or speaker identifications.

(()) Double parentheses contain transcriber's descriptions rather than, or in addition to, transcriptions.

<p style="text-align:right">(Adapted from Ten Have (2007))</p>

Appendix 29 All Groups Transcripts

MUET GROUP 1					
Start Time	**End Time**	**Turns**	**Line No.**	**Transcript**	**Speaker**
00:00:17.0	00:00:17.1	1.		shall we start now? shall we start?	CE
00:00:19.8	00:00:32.3	2.		Ok Good morning to all candidates welcome to the MUET simulation test: so in this test you will have two tasks, task A and also task B, where task A is individual presentation and task B is going to be group presentation (.) ok so now: we'll look at task A first, so what I want you to do is now please read the questions, task A and also task B I give you one minute to read the questions.	CE
00:01:10.9	00:01:19.6	3.		ok go to task B, do not write anything yet	
00:01:22.4	00:01:29.8	4.		ok so your one minute is up, candidate A do you have questions regarding your task? [do you have any question?]	CE
00:01:28.0	00:01:31.2	5.		[non-verbal – shake head]	MUET1A
00:01:32.0	00:01:35.1	6.		no?	CE
00:01:32.3	00:01:34.6	7.		candidate B do you have [any question] regarding your task?	CE
00:01:34.4	00:01:34.5	8.		[no]	MUET1B
00:01:37.3	00:01:38.1	9.		Candidate C do you have any question?	CE
00:01:38.1	00:01:38.2	10.		no	MUET1C

00:01:40.3	00:01:43.3	11.		Candidate D do you have any question?	CE
00:01:43.3	00:01:43.4	12.		[no]	MUET1D
00:01:43.5	00:01:43.6	13.		[no]	CE
00:01:45.6	00:01:45.7	14.		okay so: in this test for task A I am going to give you two minutes to prepare for your presentation so you time starts now	CE
00:03:57.4	00:04:10.6	15.		done okay so your two minutes is up: so: can we start with candidate A first.:: so you can start your presentation and you have two minutes from now	CE
00:04:07.9	00:06:12.2	16.		A very good morning to the examiners and my fellow candidates. today I believe that a special birthday party is the one of the memorable events in our lives (.) because it is an annual event (.) it once a year (0.3) a special birthday is special for us because we will get the present from the lovely persons such as dad, mom, our siblings and our friends. usually they can give the memorable items for us such as television, smart phones, laptops and other else (.) moreover, they will save the money to give the items that the valuable a: the >< valuable one for us in birthdate in our birthday (.) next the people around us will celebrating us (0.3) our family will celebrate us by: doing: by organize by organize a birthday party (.) a: they will call our siblings, our friends, our cousins to: come to celebrate our birthday party to make it (.) to make it better, to make it a: wonderful, colorful for: us to celebrate our birthday (.) beside that, its too difficult to attempt it because the cost of money to organize it because it is to expansive to buy a cake: to buy a balloon: to call, to buy, to call the catering to make the food for the guests a::: besides that, the birthday party is the day that we can't simply to forget. [By attempt]	MUET1A
00:06:12.2	00:06:14.0	17.		[I am] so sorry candidate A but your time has finished: ok thank you very much:: so now we move to candidate B: candidate B you have two minutes from now.	CE

00:06:23.2	00:08:24.1	18.		Assalamualikum (Arabic salutation) a very good morning to one and all (.) the issue on hand today is one memorable event could be winning an award. I am candidate B and I do strongly believe (.) that an enjoyable trip is one is one memorable event that will be wining an award (0.3) therefore it is my honest opinion that (0.3) when we do a family day such as we go to Langkawi island that we can gather each other to make a strange to make a strong relationship and: besides we also can make a good instinct to each other and: (.) make a good believe in each other (0.3) beside, we can also make a wonderful game to play together (0.5) that in terms of (.) visiting the historical place like Mahsuri (.) Telaga Batu Tujuh and else. Moreover, we also can: make a good memorable and unforgettable memory to win our hearts (0.6) then we also can (0.6) we also can (0.8) So in conclusion I think enjoyable trip is one of memorable events that will be winning an award to: to: human being thank [you]	MUET1B
00:08:24.1	00:08:27.6	19.		[ok] thank you very much candidate B (.) so now we move to candidate C: so candidate C you have two minutes from now.	
00:08:36.1	00:08:44.4	20.		a very good morning to the examiners and all fellow candidates. I'm candidate C today I proudly (.) believe and want to suggest that a: one memorable event is a: an enjoyable trip is the most memorable event in our life. this is because nowadays many of people want to go to a trip (.) a: go to overseas to have a: to have a: (0.3) trip or a::(…) an experience there (.) this is because when we go to a trip we can study about history there: and make some experience with a: with our family or siblings when we doing such as more activities when we are going to: a trip such as going mount climbing or picnic at the beach and others(0.3) besides with this enjoyable trip we can brought so many gifts and souvenir so this can make our life more memorable and can make our life more happy and compare to other factor. I believe that an enjoyable trip can makes our life more memorable and give our life more experiences with our family [and] siblings together	MUET1C
00:10:42.3	00:10:42.4	21.		[thank you] thank you very much candidate C (.) ok now we go to: the last candidate D candidate D so you have two minutes from now	CE

00:10:50.9	00:10:51.0	22.		a very good morning to examiners and fellow friends (.) today I would like to say, I would like to say that a graduation day could be one memorable event of our lives a: (0.3) a graduation day is the most a: is the most event that give us the happiest feeling because of what during our: studies in the university we put many effort on our studies and our effort in studies was repay with this event a: actually a graduation day (0.3) after that this (.) after that a graduation day also can give happiness to our people that we love a: such as example our father, mother, our siblings and others if we married for our child and wife (.) so: a: this a:: we go to the graduation day with our family they will give a: they will motivate us a:: to, we give they will give us a motivate because of a:: our because (.) because of our (0.10) because of our (0.5) our result in exam and this also will motivate to freshies in the university: for the people in first year will motivate with a graduation day: so :I believe that a graduation day is a memorable event in our life thank you	
00:12:44.7	00:13:10.1	23.		Ok thank you very much so now move to a:: look at your task B so for task B: a:: you'll be given two minutes for you to prepare for your: discussion and after that I'll give you ten minutes for discussion ok: so: you can a:: what you can start preparing I give you ten minutes from now	CE
00:13:09.8	00:13:14.1	24.		And you can choose any of the four points given [alright] so you can change your point if you think the points in task A is difficult to for you to explain	E
00:13:14.1	00:13:14.2	25.		[yes]	CE
00:15:16.0	00:15:28.8	26.		Ok candidates your two minutes is up:: ok so now you have ten minutes for your discussion:: and anybody can start the discussion ok so your ten minutes start from now	CE

00:15:31.9	00:16:24.2	27.		a::: a very good morning to examiners and fellow candidates.	MUET1D
				a::: there are many memorable.	
				<there are many memorable>(.) events in our lives.	
				so in my opinion(.) I think that a:::	
				an enjoyable trip is the most(.) memorable event.	
				because of what?	
				because of a::: we let(.) we::: spend our time with our (friend)	
				with our people that we love.	
				a: at place that is:: that is interesting.	
				for example we went to a trip to Langkawi↑	
				or we went to trip to:: countryside for example. for Australia↑	
				or Melbourne (.hhh)	
				so this is a very memorable (that) this is very most memorable time that we can spend with a: our family.	
				a::: to candidate A for your opinion a: what is your opinion that this is a:::	
				what your opinion about the memorable event?	
				what is the most memorable event?	

00:16:24.2	00:17:05.3	28.		Ok thank you to candidate D: I think: my opinion is a special birthday because if our family is a wealthy (.) we: can make organize a birthday party and call a celebrity to celebrate our birthday. besides that the: a: our family members can give a present from the from the::: a: from to us as I mention in task A a: because a:: it is too difficult to: organize it because the cost of money is too high as explain the cost to: organize it (.2) while candidate C what is your opinion?	MUET1A
00:17:06.5	00:18:21.7	29.		a:: For me: I think: I think the: an enjoyable trip also can make our live more memorable because (.) when we go to a trip we can try such many activities with our family and siblings. So: with these activities that we doesn't: had before we can: communicate with our family: a:nd with our siblings to do such new activities such as snorkelling in Langkawi at Langkawi or we go trip to overseas to Korea for example and can test and try such many activities there and this can make our lives more memorable and give experience and such more experiences in: this trip so: I agree with my point and: I believe a: an enjoyable trip is the most memorable event in a person lives.	MUET1C
00:18:21.7	00:19:41.3	30.		Sorry for interrupting (.) I think I totally agree with candidate A a:: for his a:: opinion because I think special birthday is the most memorable event in a person's life because I think when we organize an event a special birthday we can spend with our family members that we do not meet for a long time ago and we also can a: invite our friends to: to: create the event and and maybe they will bring with them present to give to the person that celebrate his birthday and I think when we organize an event we can also invite a:: maybe a (0.5) an event that we can a: spend our life together such as make a karaoke or singing competition like that	MUET1B
00:19:41.8	00:20:22.5	31.		(raised hand) I want to change my mind I want to: I think the enjoyable trip is better than my point because a: an enjoyable trip such as a: by attempting a vacation with our friends and families will add our memories with them because with friends we:: we not always with them forever maybe we will be separate after we end our school period and I: I think I'm agree that enjoyable trip is the most memorable event what's your:: a: what's your opinion about enjoyable trip candidate B?	MUET1A

00:20:22.6	00:20:25.4	32.		I think I also want to change my mind because I think maybe enjoyable trip also can be the most memorable event in a person's live because I think when we gather together we can speak we can communicate each other and tell about a story life story and else [and]	MUET1B
00:20:47.9	00:22:45.2	33.		[yes] I want to add my points about the enjoyable event enjoyable trip this is the most memorable event in a persons live because when we go to a top or vacation we can buy some gift or souvenirs and bring back to our home so when we see or we see the souvenirs we can record our memory when we have the vacation so this can memorize our memorable memorize our sweet memories when we go to such a trip or vacation and when we go to a trip we can study about a: history there and we can together with our family or sibling a: study or record our live: for example when we go to Malacca we can saw see many historical (0.5) many history (0.3) places and we can: communicate with our dad dad and mum and we can fresh out memory with them so I very agree that this is a::the most memorable event and I very proud to say that enjoyable trip is a: the most memorable event in a person live	MUET1C
00:22:45.2	00:24:45.3	34.		I agree with candidate C that we went to the trip we do not went the same place for every year for example this year we go to Malacca week for next year we go to the other Korea or other country so we create new event we create new memorable a: things we buy new a: souvenirs from many countries not from a:: not for the same countries we do not go to the same place twice for every year or for two year so for so a:: I think this is I think this is the most memorable event a: we did not go the trip a:: with a:: we go to the trip with a:: family and friends or also our: relatives others so we will create this happiness at that trips that we:: a:: can call this is the most memorable event a: besides that I think a:: birthday party we just we can create events for birthday party for yearly actually actually it's for yearly so for this year for next year and for others year so this is not the most memorable event. I think enjoyable trip is the most memorable event (.) so: in the last all of us decide that an enjoyable trip is the most memorable event thank you	MUET1D
00:24:45.3	00:24:57.4	35.		Ok thank you very much: that's the end of our simulation test today: thank you to all our candidates okay	CE

Start Time	End Time	Turns	Transcript	Speaker
MUET GROUP 2				
00:00:07.3	00:01:05.5		So hello candidate welcome to this MUET simulation test ok so in this test you are going to answer two tasks to perform two task A and task B where task A is individual presentation and task B is group discussion ok so if we look the question here ok I give you one minute to look task A and task B ok and do not write anything yet	CE
00:01:34.6	00:01:37.5	1.	Ok so candidate A do you have any question regarding the question?	CE
00:01:38.8	00:01:38.9	2.	no	MUET2A
00:01:39.6	00:01:42.4	3.	Candidate B do you have anything to ask?	CE
00:01:41.6	00:01:41.9	4.	no	MUET2B
00:01:43.8	00:01:46.3	5.	Candidate C do you have anything to ask?	CE
00:01:46.2	00:01:46.3	6.	no	MUET2C
00:01:46.3	00:01:47.4	7.	Candidate D do you have anything to ask?	CE
00:01:47.3	00:01:47.9	8.	no	MUET2D
00:01:47.9	00:02:05.0	9.	Ok good so now I'm going to give you two minutes to prepare and you can write on the paper ok (aaa) and later you'll be given another two minutes for presentation so now I'll give you two minutes for you to prepare… look at task A	CE

00:04:06.7	00:04:06.8	10.	Ok candidates your two minutes is up so now you are given two minutes for presentation we shall start with candidate A first (…) candidate A you two minute from now so you can start your presentation	CE
00:04:21.6	00:04:22.1	11.	Good morning to examiners and fellow candidates. I'm candidate A. I'm going to talk about going on holiday requires careful planning (…) my opinion is it is important to plan our holidays activities (…) my first point is we have to put enough time if we plan our holiday activities we have enough time to decide enough time where to go and where to sleep. for example if you want to go if you want to travel abroad we have to plan in a long time about what our holiday will be (…) will be (…) what we'll do for our holidays activities and besides we have to decide where to sleep either hotel or chalet and from this we can know how much money we'll spend so it is important to plan our holiday activities. my second point is by planning holiday activities our activities will be more for example if we want to travel abroad we have to decide whether we want to take airplanes or by cars only so from the explanation we have it is important to plan our holidays activities. my third point is when it is important to plan holiday activities because if	MUET2A
00:06:22.6	00:06:32.3	12.	Ok candidate A your time is up so now we move to candidate B. candidate B you have two minutes from now you can start your presentation	CE
00:06:32.3	00:08:14.9	13.	Good morning to the examiners and fellow candidates (…) going on a holiday require careful planning and I think it is important to plan what items to plan (…) I think what item to plan is the most important thing because we must make sure the comfortness of our members that go to the holidays because if we have children or the teenagers we must make sure if (…) they (…) if we bring any of their needs. my second point is we can save more money if we plan what item to bring because if we plan what items to have/make (unclear) we can bring food so it'll save our money. like we do not have to buy at the store or at rnr others. my third point is its will it will confirm the smoothness of the activities because if we do not bring the things we need we will we not in the mood angry or do not happy to carry out the holiday. in conclusion I am agree is important to plan what item to make if we go for a holiday	MUET2B
00:08:15.7	00:08:17.7	14.	Is that all? is that all	CE
00:08:16.0	00:08:16.1	15.	yes	MUET2B

00:08:19.4	00:08:26.8	16.	Ok thank you very much ok now candidate C you have two minutes to present you can start now	CE
00:08:27.6	00:10:22.7	17.	Good evening to the examiners and to my fellow candidates given the tasks I talk about what you need to plan for your holiday. for my opinion it is important to plan your budget such as when people want to go on vacation they tend to spend more money especially when they want to visit (…) a place other than (our?) country. for the use of the money such our courses (?) and a place to stay it will cost a little money to consume. my second point is we need to plan our budget carefully because when we go on holiday we will buy some souvenir for our friends and cousins such as when we visit at Pulau Perhentian people tend to play/pay (?) key chain which is famous there. my third point is we need to use money to visit places that is famous at a certain place such as in Pulau Perhentian the most famous place is to do snorkeling and diving to watch the aquatic life. in conclusion I believe that it is important to plan our budget when we go on our holiday. that's all	MUET2C
00:10:23.0	00:10:24.0	18.	Ok now we move to the last candidate ok so you have two minutes to present the presentation so you can start now	CE
00:10:24.7	00:10:25.2	19.	A very good morning to the examiners and my fellow candidates today I want to talk about what I need to plan for my holiday I strongly believe that I have to plan my transportation and accommodation when I go for a holiday. my first point is transport is one of the fundamental that we need when we want to go to oversea or trip with our family for our holiday. as we know the fee of the transportation in the oversea are very expensive so we have to plan before we go to the holiday. my second point is accommodation is also important thing that we have to check before we go to a holiday we have to book where we want to sleep at the hotel or if we have any relative at the oversea we can save our money by sleep in their house and my third point is if we have if we travel alone we does not need a lot of money but if we travel with our family we need a lot of monies so we have to divide and calculate the budget carefully example 20% of our budget we use for accommodation and 30% we use for transportation. in conclusion I believe that it is important to plan our transportation and accommodation before we go to the holiday.	MUET2D
00:10:25.4	00:10:34.7	20.	Ok thank you very much that's the end of task A so now can you go to task B. ok for task B is going to be a group discussion after this I'm going to give to you two minutes for you to prepare for your presentation you can maintain your view point or you can change your view point so your two minutes start now	CE

00:10:34.7	00:12:29.3	21.	Ok candidates your two minutes is up so you'll be given 10 minutes for your group discussion and at the end of the discussion try to come to a conclusion ok so anybody can start the discussion so 10 min start from now	CE
00:12:26.9	00:12:53.3	22.	We are here to discuss about going on a holiday↑ require careful planning(.) a: I think↑ in my opinion it is important to plan our holiday activities(.) a: my first point is(.) we have to put enough time↑(.) a:: by planning our holiday activities(.) such as where to go:: either a:: travel abroad or in a: countries or in our country a:: a:: besides if you want to spend time by the beach: or in the cities: a:and where to sleep: hotel or chalet so when we plan a: we plan all these things↑ we can we can come out with enough budget and a: other necessary things also(.) a:a: then↑ my second point is↑ a: we have to plan our activities our holiday activities because ↑ so that the holiday will be smooth(.) a:: when we talk about holidays activities↑ it sure involve also: with our families: and our ((closest)) relatives: so↑ they sure want to have some sport activities(.) so↑ a: then we have to plan either we want to have indoor activities or outdoor activities(.) a: if we spend our time by the sea: by the beach↑ usually we will do some sports such as softball↑ or scuba diving↑ so↑ my point is ↑ it is really important↑ to plan our holiday activities to:: a: ((that's))	MUET2A

| 00:14:56.3 | 00:15:11.1 | 23. | yes I agree with you↑ however a:: a:::

from my opinion is↑ it is impossible a:: it is impossible if we go on holidays without visiting place and do some activities a::

but↑ if we want to visit some place and do some activities in the vacation on a vacation: a:

we can spend some money an::d a: to spend some mone:y to a: to pa:y a: the ((fine))

a: (hh) a: that's why we need to plan our budget carefully so that we can go through our vacation

a:: nicely(.) | MUET2C |
|---|---|---|---|---|
| 00:15:12.8 | 00:16:49.9 | 24. | a:: I am agree with candidate C↑ > because< a:

if we want to plan what we want to do a:: on holiday activities(.)

we must know↑ how we want to how much we want to spend the money

because if we want to go to th:e sport activity we can a: choose a: the sport that use(.) a little bit money or a lot money↑

so: it depends on us how budget we: want(.) | MUET2B |
| 00:16:50.2 | 00:17:32.3 | 25. | Yes I'm truly agree with you ((cough))

because a:: when we plan our:: ((cough)) ou::r budget we can save a lot of time: when we arrive at there↑ before we go the holiday(.)

when we do something↑ we have to plan first(.)

so ((cough)) a:: by planning the budget(.) it can make our plan a:: ou::r holiday trip much easier a: for our family: a: to go to the holiday(.) | MUET2D |

00:17:32.4	00:18:06.0	26.	Sorry to interrupt a:: when I say we have to plan our holiday activities(.) we have to come up with a:: what activities we'll want to do↑ a:nd a: a:what place: so↑ after that we will a:: we will touch about↑ a: we will talk about the budget(.) so↑ it is important to plan the holiday activities first↑ a: before talking about the budget(.) because some(.) a: when we go to holiday↑ we especially in our country we of course we want to do something that we like the most(.) so↑ if we put aside some budget(.) we a: we look at the activities we want to do first↑ so↑ the budget will come later(.)	MUET2A
00:18:06.3	00:18:36.9	27.	Yeah that is true bu:t if you don't have any mone:y(.) a:nd we are lack of to a:: carefully plan our budget it is will affect for our holida::y ((a:apa)) (hhh) I mean a:: when you a:: (1.3) yeah(hh) when we go holiday holiday activities	MUET2C
		28.	[holiday]	MUET2D
00:18:37.3	00:19:28.7	29.	I do see candidate A point but↑ for me transportation and accommodation are also important↑ a::we want to go to:: a:: holiday as we know↑ human needs to sleep↑ so(.) if we a:: put aside the transportation and accommodation↑ a:: where we want to sleep?	MUET2B
00:19:55.9	00:20:14.0	30.	That's is true and all of that we are using money	MUET2C

00:20:14.0	00:20:14.1	31.	Ok:: I see all of your points(.) a: I thin:k our discussion should end here(.) a:: and we all agree with candidate C point which is about budget a:: so I think the most important thing to:: that that requires for a good holiday is the budget a:: and that's all(.)	MUET2A
00:20:36.2	00:20:39.7	32.	Is there anything else you want to add? Since you still have time ((a::))	CE
00:20:41.6	00:21:11.3	33.	a:: the budget is a:: according to the a:: where the family come(.) if they come from the rich(.) a: people they can go to ((abroad)) to Singapore or to others other countries(.)	MUET2B
00:21:13.3	00:21:18.4	34.	m:: budget also a:: are the ((head)) of: something that if we want to go to the holiday if we want to: make holiday activity↑ we need mone:y ⇒ if we want to buy ite:m o:r gift a: when we go to the trip we need also we also need money(.) so↑ everything that we want to:: a:: to do when we go to the holiday↑ we need to plan the budget first↑ (3.3) (that's all)(.)	MUET2D
00:21:18.9	00:21:23.7	35.	a:: none of you talk about what items to pack↑ second point(.) would you like to elaborate in that? you still have ti:me:	E
00:21:24.5	00:21:41.8	36.	If we plan on what item to pack↑ we can cut down the budget(.) if a:: we have we buy a:: for we do not to buy it(.) again↑ a:nd if we pack the food can also we can ((pack)) the budget(.)	MUET2B

00:21:42.3	00:22:09.5	37.	m:: that is true bu:t when we go vacation also a:: we need to pack some food right? and that will use some money	MUET2C
00:22:10.1	00:22:10.2	38.	no pack the food from the home (.) cook cooking	MUET2B
00:22:13.3	00:22:21.9	39.	I mean instant food↑	MUET2C
00:22:22.1	00:22:41.2	40.	then just hotel food (hh)	MUET2B
00:22:41.5	00:22:41.6	41.	m:: for me when we bring our own item from home↑ we save and cut down our budget a lot(.) for our holiday and we can use the mone::y↑ to buy anything else(.)	MUET2D
00:22:54.1	00:22:56.9	42.	so:: I see all of this discussion will lead to:: one important point which is budget↑ a:: (1.3) so I think (hh)	MUET2A
00:22:57.2	00:22:59.0	43.	[this is] the end (hhh) of this discussion	MUET2D
00:22:59.4	00:23:00.0	44.	m:: that is true bu:t when we go vacation also a:: we need to pack some food right? and that will use some money	EC

MUET Group 3					
Start Time	**End Time**	Turn	Line	Utterance	Test taker
00:00:00.0	00:00:21.2	1.	1.	Ok: so↑ a:: so I have↑ I know the:: certain a: test takers (told) told about >the most important talk< to achieve the younger generation life(.)	MUET3A
00:01:27.3	00:01:30.7	2.	2.	so:: I agree with enjoy↑ health life(.)	
00:01:59.4	00:02:02.6		3.	because, a:: a:: ((healthier)) life is like is like:: there are a lot(.) beneficial beneficials for everyone to gain(.)	
00:02:02.6	00:02:03.0		4.	a:: it will strengthen a:: their mind a:nd their mentality and also their:: a:: their:: a:: strength(.)	
00:02:06.6	00:02:06.7		5.	so, a: these two types a:: a:: these two types >of< beneficial, a: will help you↑ to a: to proceed↑ a: a: to proceed a:: your goals(.)	
00:02:09.1	00:02:09.2		6.		
00:02:10.9	00:02:15.4		7.	it will give you a: a lot of a:: mentality strength to: a: to be ready when making problem solving(.)	
00:02:15.4	00:02:16.4		8.	so:: another thing that a:: so I agree with enjoy healthy lifestyle but↑ I disagree with a:: a: with a:: family(.)	
00:02:16.4	00:02:20.5		9.	because, so it's about to ((achieve)) in life,	
00:02:20.9	00:02:22.0		10.	but there are certain people that are ((successful)) when they that that are they have↑ not so good bonding relationship(.)	
00:02:22.0	00:02:22.2		11.	so:: because it's like this condition is like a catalyst↑ for the certain people to achieve their:: to achieve their goals↑ to achieve in their life a::even more.	
				so:: that's all from me, is there any candidate to agree with me?	

00:02:22.5	00:02:25.7	3.	12.	a: for me I: agree with a:: the most important goal which is(.) to have happy family is because(.)	MUET3C
00:02:25.8	00:02:26.3		13.	a:: if we have a happy family(.) we can a:: get some support↑ from them,	
00:02:26.5	00:02:26.6		14.	and the a:: by a:: getting the support↑ you can they can lead our live, to achieve the best↑ things like a successful career or the best academic result, and a healthy life(.)	
00:02:26.9	00:02:27.0		15.	a:: a:: by having a happy family we always happy and have a strength to continue our daily life↑,	
00:02:27.3	00:02:29.9		16.	and you can a:: it is because the family is our backbone(.)	
00:02:29.9	00:02:32.0		17.	I disagree with (.9) a:: (.8) my point because a healthy life can lead us to get a healthy but not all th:e a:: result or career thank you	
00:02:32.3	00:02:33.1	4.	18.	for me↑ I still a: strong o:n the opinion about having happy a: happy family↑ as the most important goal↑ because,	MUET3D
00:02:33.3	00:02:34.1		19.	being happy relates to our mentality so:: these days there are a lot of mental issues↑ like depression and anxiety: and many people life got ((ruined)) because of that(.)	
00:02:34.1	00:02:35.0		20.	so most of the time, depression and anxiety can caused by a family(.)	
00:02:35.0	00:02:35.4		21.	so having a bad bad (.) family life could lead us to having those thing like depression and anxiety and this will ruin our life	
00:02:37.0	00:02:37.9		22.	so I think that building a strong bond with a family can make us more happier: and know the meaning of life more effectively,	
00:02:37.9	00:02:38.3	5.	23.	so:: thank you (.05) any other test takers?	

00:02:37.9	00:02:38.0	6.	24.	for me I agree with candidate A to have ((an)) enjoy a healthy life(.)	M UET3B
00:02:38.5	00:02:46.2		25.	from a healthy life↑ we can (.5) we can a:: avoid from doing the bad things, such as, drugs, suicide and other kind of things(.)	
00:02:46.3	00:04:50.0		26.	for me (.) m: (.05) to enjoy a healthy life it can make us release our stress from work and from other problems(.)	
00:04:50.0	00:04:57.8		27.	it also can make our body ((health)) an:d it will also decrease the disease a: a:	
00:04:58.4	00:05:10.4		28.	as we can see, youngster now↑ usually always playing games, and doesn't have a healthy lifestyle,	
00:06:53.2	00:06:53.3		29.	so it will it will (3.5) it will have ((them)) a worst future(.)	
00:06:56.4	00:07:03.5		30.	so it cannot be (2.8) it cannot be (2.1) a: it cannot be (1.5) it can make them discipline to to create a better future.	
00:07:03.8	00:08:08.4		31.	So to have a healthy lifestyle↑ we need to do some bad some good things such as doing exercise with our family and friends with doing that it can make our life better and we can have a strong and long-lasting relationship between us(.)	
00:08:08.4	00:08:12.5	7.	32.	so: so candidate D what did you(.) is there like: another point that you agree from ((four)) (pointing to question booklet) ((accept)) the point of happy family?	MUET3A
00:08:12.8	00:08:19.3	8.	33.	a:: I still disagree with candidate A and candidate B about a (having) healthy life as the most important goal(.)	MUET3D
00:08:20.1	00:09:30.9		34.	I still stick to my opinions that having happy family is the most important thing because	
00:09:30.9	00:09:32.9		35.	a:: being happy having happy family makes us happy and	
00:09:32.9	00:09:38.9		36.	when we are happy our minds become more relief and more relax and a: more healthier(.) so because	
00:09:40.6	00:09:40.7		37.	a:: being happy related to a: our mental this is important because our mind controls our body↑ so	

00:11:00.8	00:11:02.9		38.	if you are just being happy if it's just being healthy but not being happy I don't think there's a, point↑ in that(.)	
00:11:02.9	00:11:40.2	9.	39.	so candidate C(.) what did you agree?	MUET3A
00:11:40.2	00:11:40.3	10.	40.	I agree with a:: to have a: happy family(.)	MUET3C
00:11:44.9	00:11:48.0		41.	because (.5) a: by building a: happy family, they can lead to our: healthy life because, we can make some activities with them and(.)	
00:11:48.4	00:13:53.5		42.	if you don't have a happy family:(.) your a: mind, and your you will be more stress, and lead to sometimes a: the youngsters like to a: make thei:r body: a:	
00:13:55.2	00:14:09.2		43.	like a: (.8) make their body worst they don't e:at and forgot to have ((*apa)*) forgot to have thei:r meals and they can be more: their mind will be worst(.) thank you(.)	
00:14:10.0	00:16:18.4	11.	44.	Ok you are welcome. So candidate B are there any other opinions that you agree besides a:: beside:: a:: successful career?	MUET3A
00:16:19.0	00:17:26.5	12.	45.	m:: for me I stick to the healthy life↑ because,	MUET3B
00:17:29.8	00:18:33.9		46.	if we have a healthy life, we also can have a good family:	
00:18:34.3	00:18:34.4		47.	we also can have happy family because, if our life is healthy, we can (.9) we can (.5) repair our relationship with other people(.) so that, we can have a (successful) life and that is our goal (for a) youngster	
00:20:20.3	00:20:34.4	13.	48.	so a: you still a:: so for happy family you agree?	MUET3A
00:20:34.6	00:21:25.5	14.	49.	no.	MUET3B
00:21:26.1	00:21:29.5	15.	50.	no?	MUET3A

00:21:30.2	00:21:35.0	16.	51.	I will stick to healthy life because if we have a healthy life we can have also have a happy family, because a:: it's just it's like the root of it's just like to a happy family(.)	MUET3B
00:22:21.8	00:22:32.7	17.	52.	so I will stick↑ that I agreed to a healthy↑ life(.)	MUET3A
00:22:32.7	00:22:57.8		53.	because a healthy life, is like I said it can increase↑ your mentality and your strength↑ that will give you the catalyst to a: to: work more↑ to give a: to give more to achieve in life(.)	
00:22:58.2	00:23:04.0		54.	so is there:: any: another opinion?	
00:23:04.6	00:23:05.9	18.	55.	but a: what if, a: that person a: don't have happy family and their broken family,	MUET3C
00:23:05.9	00:23:07.3	19.	56.	a: (.8) why they can (.5) how to lead to the healthy life?	
00:23:07.3	00:23:07.4	20.	57.	when their self is a: can their mind cannot their mind is can (1.3) their mind distract about their family problems(.)	
00:23:22.1	00:23:52.0	21.	58.	[bell rings]	
00:23:52.0	00:24:28.0	22.	59.	have you made a conclusion?	CE
00:24:29.2	00:24:30.1	23.	60.	a:: so in conclusion I think a:: I think everyone a:: agree with majority agree with happy family or healthy life?	MUET3A
00:24:32.2	00:24:54.2		61.	what do you think?	
00:24:54.2	00:24:54.9	24.	62.	°happy family°	MUET3D
00:24:54.9	00:25:09.1	25.	63.	[happy family?]	MUET3A
00:25:09.1	00:25:10.0		64.	so happy family is the most important goal, to achieve in life(.)	
			65.	so everyone:: is happy about it?	

			66.	so I think we will end our discussion here(.)	

MUET GROUP 4					
Start Time	**End Time**	**Turn**	**Line**	**Utterance**	**Test taker**
00:00:04.2	00:00:42.1	1.	1.	o:k: I am disagree with a: candidate B↑ which says that a father should be generous↑	MUET4D
00:00:42.1	00:00:42.2		2.	why I'm saying this is because whenever a child is given reward:: every time he achieve what he should achieve↑ then the children will be:, someone who is asking like to ask for reward↑ (.)	
00:00:42.6	00:00:42.7		3.	this would develop the children, to be a person who:, do things, without their willingness(.)	
00:00:43.3	00:00:43.4		4.	they do things because just to: a: get the reward, that they are being told by the father(.)	
00:00:43.6	00:00:43.7		5.	so I am disagree with generous(.)	
00:00:48.1	00:00:48.5		6.	I strongly say that a father should be able do joke with children. That's all.	
00:00:48.9	00:00:49.0	2.	7.	ok(.) from m:y opinion, I would like to:: strengthen↑ a: candidate candidate B↑ because↑ a: why the father must be generous to his children(.) and to other people	MUET4A
00:00:49.7	00:01:08.4		8.	>is because< a: right now what we see in Malaysia: (.5) and other continents i::n the	
00:01:08.4	00:01:12.5		9.	world↑ (.) there are many unfortunate people((s)) such as beggars homeless(.8) and a:: kids↑ that are: that h:ave that do not have house(.)	
00:01:12.7	00:01:18.0		10.	so whe:n the father are generous to the children, they will feel blessed and they have the feeling to help other a:: other people that are not so unfortunate *eh ah* that are unfortunate *ah hah*.(1.5)	
00:01:18.0	00:01:18.1		11.	a:: and when a: sometimes a: older people,(.6) when they see↑ children do good thing,=	
00:01:18.9	00:01:21.8		12.	they will feel(.4) a:: they will (.6) a: they will feel th::e they will feel that that the:y have something to do: and they have bee::n (5.0)	

00:01:21.8	00:01:24.6		13.	they have been ((aware)) by th::e children that the world s:: should be a better place and (.8) must have people to help each other so it could be a good place: thank you(.)	
00:01:24.6	00:01:37.1	3.	14.	what about you candidate B?	MUET4D
00:03:42.9	00:03:54.5	4.	15.	(gesture point finger towards herself and shook her head)

ok(.) | MUET4B |
00:03:55.7	00:03:57.6		16.	excuse me ok, I'm not really agree:: with candidate C opinion(.)	
00:05:57.7	00:06:01.8		17.	ok a: father should not be firm with his children, because a:: (.8)	
00:06:02.8	00:07:37.7		18.	like what candidate A said, just now, children have many: characteristics right?	
00:07:39.5	00:07:41.6		19.	so when: sometimes some:: of the: children have, a sensitive:: sensitive: character, so then they could be more aggressive(.)	
00:07:42.5	00:09:35.2		20.	when like when the father scold them, they feel like not really a:: appreciated↑ feel like not abandon↑ by the father(.)	
00:09:36.4	00:09:39.5		21.	so that's why↑ there's a case children run from their house: because they don't like their father(.)	
00:09:39.5	00:11:34.8	5.	22.	m:: I: agree with candidate D opinion which is a:: a good father should be able to joke with his children↑	MUET4C
00:11:36.4	00:11:36.5		23.	because↑ for me a: make children happy↑ a:: a:: is a:: a good thing and at the same point the children learn good things from the jokes(.)	
00:12:02.4	00:14:02.5		24.	such as when father gives the jokes he told the children that it's not good for a: play with dirty things(.)	
00:14:06.8	00:14:24.9		25.	so children will get learn↑ good things from the jokes (3.2)	

00:14:25.7	00:15:08.8		26.	how about you candidate C?	
00:15:10.6	00:16:45.7	6.	27.	C?	MUET4A
00:16:47.7	00:16:49.0	7.	28.	candidate A::	E
00:16:49.0	00:17:51.1	8.	29.	a:: for like what you said just now↑ a::	MUETA
00:17:53.7	00:18:25.2		30.	maybe↑ the father should not joke a lot a: a: for children	
00:18:25.2	00:18:25.3		31.	because:: children, a: don't have many personalities and mostly children will develop the personalities with their life(.)	
00:18:28.2	00:18:29.0		32.	so when a: the father have a: too many jokes with his children↑	
00:18:29.0	00:18:33.1		33.	so the children will not a:: be serious in their life and(.8) take something a:: a:: for granted you know?	
00:18:33.2	00:19:42.5		34.	so when a:: a:: they are not a:: when they don't take things too serious,	
00:19:42.9	00:20:30.6		35.	and they will play↑ like when they exam they will do moderately and not so good,	
00:20:33.8	00:20:38.4		36.	and when they come home with the result and the father will joke about the result and say it's nothing to:: get good results, like that *lah* (hhh)(2.3)	
00:20:38.7	00:20:40.3		37.	a:: that's all from me thank you.	
00:20:40.2	00:20:43.3	9.	38.	ok: I've got something↑	MUET4D
00:20:43.6	00:21:21.1		39.	a:: I am not disagree with candidate A↑ which says the father should be patient,	

00:21:15.7	00:21:15.8		40.	because, a: when a father be patient with his children↑, definitely the children: will feel they are being pampe:red with their father↑(.)	
00:21:19.0	00:21:19.1		41.	so: when this happen, they like to act good in front of their parents, in front of their father↑	
00:21:22.3	00:21:22.4		42.	but outside of the house without thei:r father supervision:, they be someone else who ((didn't)) good(.)	
00:21:23.1	00:21:23.2		43.	furthermore:: whenever a: the father is patient of course when a: when his children make mistakes he will give chances:: right?	
00:21:24.6	00:21:31.9		44.	just forgive them:: this will causes the children someone that play pretend↑ in front of their parents and they just, act good↑ but actually they are not(.)	
00:21:31.9	00:21:39.2		45.	so I disagree with candidate A(.)	
00:21:39.2	00:21:39.3	10.	46.	conclusion?	E
00:21:42.5	00:21:43.8	11.	47.	conclusion? ok a: in conclusion *eh*	MUET4D
00:21:43.0	00:21:47.1	12.	48.	is there anything else that you would like to say?	E
00:21:50.4	00:22:04.4	13.	49.	°is there anything else° I (hhh) I think I agree with candidate A, a:nd don't really agree with candidate D↑	MUET4B
			50.	ok(.) for parents they need to:: *eh* fathers↑ fathers should be patient for his children when (.)	
			51.	because when the children: do something b:ad if the father scold them↑ they will be more	
			52.	aggressive a:: like m:: like:: [[smiling and hand gestures]]	
00:22:32.7	00:22:32.8	14.	53.	They will rebel?	E

00:22:38.6	00:22:39.9	15.	54.	[[hand gesture]] (1.4) a:: like they will rebel and they don't [[hand gesture]] (3.3)	MUET4B
00:22:39.9	00:23:07.0	16.	55.	Anything else?	E
		17.		(4.0)	Pause
00:23:09.2	00:23:10.9	18.	56.	As a conclusion I we should agree for a good father the most important quality a good father should have is he should be firm with his children from candidate C because like English says Manners maketh men so when children have manners and have discipline they will have the	MUET4A
00:23:10.3	00:23:10.4	19.	57.	Everybody agreed ya?	E
00:23:11.0	00:23:12.1	20.	58.	Yes	All

ENGLISH COURSE GROUP 1				
Start Time	**End Time**	**Turns**	**Transcript**	**Speaker**
00:00:00.0	00:10:48.5	1.	hh (agreeing sound) wow	ENG1B
00:00:07.3	00:00:19.0	2.	Ok good morning everyone so: a: you are given this topic for you to discuss and you have 3 to 5 minutes to discuss about the topic before you have a real discussion ok and good luck (hands over the task to the students)	L
00:00:20.9	00:00:27.8	3.	ok thank you	ENG1B
00:00:27.8	00:00:47.7	4.	(Reads the scenario) m: You and your friends are discussing your hobbies and interests (.) everyone share your favourite activities to entertain yourself during free time discuss the benefits of the activities (.) so:: everyone: has pick one favourite activity right then discuss among themselves	ENG1A
00:04:06.0	00:04:13.1	5.	ok: your preparation time is over now you have fifteen minutes to have the discussion with your friends you may start now	L

00:04:13.8	00:05:58.4	6.	ok then today we will to discuss the: our hobbies and interests (.) so: I'll be the first candidate then I'll be share my favourite activity to entertain myself during the free time (.) so: the: first activity I'll doing during the free time is I will going to swimming (.) ya because swimming can train my stamina: can improve my determination: and also relax stress when I'm studying I'm feel the stress feel the stress (.) so: a: I'll going to be swimming during my free time and when during when (.) I'm swimming I'm also will try to train myself: become a life guard ya the purpose I become a life guard also I can guard the swimming pool then the second one I can save people life: when people is drowsing in the water (.) so: ok then for the second activity is traveling is possible one can be traveling outside this country this Malaysia for example can be Singapore Thailand Hong Kong China Japan Korean (.) so I can learn other culture from other country then also can enlarge my view around the world because a: different country have a different view (.) ok then I also can gaining the knowledge about the histories a: for other places or other countries so for the last one I also can meeting so new friends so how about you candidate 2?	ENG1A
00:05:58.6	00:08:38.5	7.	a: a very good days a: I'm candidate 2 my name is Steven m: for me to:: spend my free time I'll do some activities a: for my first choice will have a: mostly ill have movies (.) so movies I like the action movies and love story movies a: when I'm watching to the movies (.) I will feel this benefit for me I will feel like relax and release the stress (.) and for movie we not have to go to watch by ourselves I mean not alone we can ask our friends to join: so we can have a movie: so we can have like movie and also gathering times a: in one time so for me it's very good activities (.) so for me the second one is like candidate one (.) I like to travel besides travel actually I'm like a food hunter I like to seek the food around: like not for only Malaysia but maybe for other countries and: why I like travel for travel maybe I'm different like: going to watch movie because for travel I'm more prefer to go by myself a: or maybe just go with one partner I don't like too many partner because a: for travel if we go too many partners a: the schedules and the activities like will be disturbed (.) we cannot go as what we like (.) it's like will be interrupt (.) so for travel I more prefer to go by lesser a: lesser partner (.) the benefit from the travel for me is I feel: happy and I get a lot of a: a lot of a: information about cultures: it's not only in Malaysia but because we can go travel all around the world like as Koshen Singapore Hong Kong China Japan all of that (.) I like to like discover everything (.) so: the benefit I get is one (.) first is happy and I get more the information and I knows the culture from another place included Malaysia and included a: overseas. so this is my activities maybe other candidates has more activities to promote to me so how about you candidate C?	ENG1B

00:08:38.8	00:10:28.6	8.	a:: for my hobby I the interested hobby that I was is watching drama because like watching Korea drama America China (.) we can learn about their cultures (.) for example like America (.) we didn't have the chance to travel in that country but we can from the drama we can see all the culture of the place and the (.) maybe some like (.) Chinese culture American culture or Korean culture that we never have the chance to involve that a: (.03) the next one is we can learn about a: the language like the American drama we can learn about our speaking skill: and improve our listening skill and spelling skill because of the subtitle of the: that provide by the drama and this is relaxing activity for because I'm the person who do not like to: go out to the room hhh (laugh) so the more relaxing thing for me is sitting in the room and watch drama and this is also if I can: I like to watch with my family because it can improve our relationship that we can be more closer: and we can also discuss the moral value that we get from the drama or movie like that how about you candidate four	ENG1C
00:09:35.6	00:09:49.0	9.	ya: (nodding)	ENG1B
00:10:00.0	00:10:01.8	10.	hhh (laugh)	ENG1B
00:10:05.1	00:10:09.9	11.	ok:	ENG1B
00:10:29.1	00:11:51.4	12.	ok for me: a:: in my leisure time my hobby is a: playing games I like to play games a lot every day I was playing games but it's a::: academic games like maths games its can: increase or skill to solve the problem ok (.) when I play the games I learn the new skills new tricks to solve the problem faster than the other people (.) next the game I play also I play a: concentration games that's needs lot of concentration likes bow bow games that will increase our concentration to to to: a thing that we'll focus such as in study we can implant we can implant this to our study so we can focus to one thing in a time ok that's all for me	ENG1D
00:10:40.2	00:10:45.0	13.	a lot hh	ENG1B
00:10:47.8	00:10:47.9	14.	hhh (agreeing sound) wow	ENG1B
00:11:47.9	00:11:48.0	15.	ok	ENG1B

00:11:51.9	00:12:23.3	16.	for me watching drama like a: the drama also can help us like in our future life like when we get the: like Korean language or: American language we can learn from the drama and this is this can help us easily learn the language lah from their the place and it helps us in our future life (.) how about you candidate two?	ENG1C
00:12:20.9	00:12:21.5	17.	ok	ENG1B
00:12:23.5	00:12:29.4	18.	a:: for me I think a:: candidate a: me and candidate C and candidate D we have the same lifestyle because for Koshen he like like outdoor he prefer outdoor for us playing game watching drama yeah watching movie always like indoors activities maybe Koshen has more: active in outdoor so maybe can teach us how to swim cos I don't know how to swim but I'm interest on it (hhh)	ENG1B
00:12:39.1	00:12:41.5	19.	ya ya	ENG1D
00:12:52.1	00:13:14.9	20.	ok sure I can teach you how to swim (.) see if got time or not if got time we go to the swimming pool together for sure so the:: whether outside activity outdoor activity or inside indoor activity also have their own benefit	ENG1A
00:12:59.5	00:13:01.3	21.	yeah	ENG1B
00:13:10.4	00:13:14.8	22.	yeah	ENG1A
00:13:10.7	00:13:23.3	23.	then: just now for candidate four say like a: you like to play playing game the academic game do you mean that is like puzzle games?	ENG1A
00:13:23.4	00:13:23.8	24.	a::	ENG1D
00:13:24.0	00:13:25.1	25.	can train up you IQ and EQ ones?	ENG1A

00:13:25.2	00:13:26.3	26.	a:: yes (nodding)	ENG1D
00:13:26.6	00:13:27.9	27.	ok::	ENG1A
00:13:28.4	00:13:29.2	28.	like that	ENG1D
00:13:29.8	00:13:31.2	29.	I don't play that games (hhh)	ENG1B
00:13:31.4	00:13:31.5	30.	we	ENG1A
00:13:31.5	00:13:31.6	31.	why you don't play (hhh)	ENG1D
00:13:31.9	00:13:37.6	32.	we seldom play like this like the game we also play like some counter strike Dotta 2	ENG1A
00:13:37.6	00:13:39.5	33.	yeah hhh I play that (hhh)	ENG1B
00:13:39.6	00:13:44.7	34.	the both game is more planning the strategy to win the game (.02) a:: yeah.	ENG1A
00:13:44.1	00:13:44.6	35.	o:	ENG1D
00:13:44.7	00:13:47.5	36.	actually the game also nice to try maybe can try for that	ENG1B
00:13:47.6	00:13:48.5	37.	do you play that game?	ENG1D

00:13:48.6	00:14:18.4	38.	I play: I'm not play but similar it's not the: Warcraft it's not the Dotta it is similar (.03) by phone (.) hh it also can train your strategy and also actually I think every games train our: conc. ya and also train our concentration so it's not it's not a: it's not a: it's not means that playing games is a bad activity but actually I feel that playing games can train our concentration so:: playing game is also a good activities (.) for me a: hh	ENG1B
00:13:54.2	00:13:56.8	39.	o::	ENG1D
00:13:57.8	00:14:03.2	40.	ya: ya:	ENG1C
00:14:00.2	00:14:00.3	41.	strategy	ENG1C
00:14:18.5	00:14:22.9	42.	we still can learn some teamwork in the game when we playing the game	ENG1A
00:14:21.1	00:14:21.6	43.	yeah	ENG1B ENG1C
00:14:22.9	00:14:29.4	44.	like the Dotta and the: AOL they all focus on teamwork	ENG1C
00:14:25.9	00:14:26.7	45.	yeah they all train	ENG1B
00:14:29.6	00:14:35.7	46.	I think that playing we can also get a: new friends in the multiplayer games	ENG1D
00:14:33.7	00:14:35.7	47.	ya:: sure sure sure	ENG1A
00:14:35.8	00:14:41.4	48.	but you are playing game is your game is a: like a: online: or offline	ENG1B
00:14:39.0	00:14:39.1	49.	online	ENG1A

00:14:41.4	00:14:45.0	50.	there's online there's and offline	ENG1D
00:14:43.9	00:14:45.2	51.	so play a lot of games	ENG1B
00:14:45.2	00:14:47.5	52.	I play a lot (hhh) I play all the game (hhh)	ENG1D
00:14:47.8	00:15:07.9	53.	when we playing online we sure can meet a: some new friends around the world then for another place Singapore friends also playing Dotta Thailand friends also playing Dotta: so we can communicate with them see whether how they playing the game: how they communicate in the game: when they playing the game	ENG1A
00:14:53.1	00:14:53.2	54.	yeah	ENG1C
00:15:08.3	00:15:09.4	55.	oh and the strategy oo they using in the game	ENG1C
00:15:09.9	00:15:12.6	56.	we also learn English not really ahh (hhh) because international (mispronounced) is a global language so use English to communicate so you don't like you not really a:: prefer travel?	ENG1B
00:15:11.9	00:15:14.5	57.	hhh (laugh)	all
00:15:24.5	00:15:42.2	58.	I'm preferring to travel because I want to change activities for I don't want to stay in the room (.) so I want to transform and I want to ask about candidate A and B (.) what is the: benefit that (.) is it a lot of benefit that when we travel?	ENG1C
00:15:29.0	00:15:31.6	59.	hmm (nodding - in agreement)	ENG1B
00:15:31.3	00:15:31.4	60.	(inaudible) transform hhh	ENG1B
00:15:31.6	00:15:34.6	61.	you just stay in the room hhh	ENG1D

00:15:42.6	00:15:46.7	62.	hmm I think a lot a lot for benefits	ENG1A
00:15:46.9	00:15:48.1	63.	yeah I think so hhh (laugh)	ENG1B
00:15:47.8	00:16:17.9	64.	ya see whether ya:: if you travel with your partner yeah you can improve your relationship maintain your relationship also (.) then you also can how to say (.) when you go for traveling to some places there is some memory for two of you or your partner when you become old already then you can refer back the photo this all of your memories (.) I think that is the most important thing for me (.) ok how about you candidate B?	ENG1A
00:16:17.9	00:17:22.7	65.	but for me I think the partner is a very key key point if you go with your: it's a because a: it's a sentence when you go to travels we can know that people is going to join your social because if we like if before maybe Koshen is like just a: not really close friends but we go a: travel together and after travel maybe we become I realize that oh Koshen is a very have a good have a very good attitude or he has very good habit maybe we can become closer but if (.) diversely maybe ya I'll keep far away I mean through travel we can knows the partner is it (.) really suitable to you or not and: the now for mostly the youth they like to travel and like do a check in through the Instagram through Facebook so it's a trend la so I enjoy this when people wow you go you have travel here you have travel there I feel very happy and satisfied so this is the benefit I get	ENG1B
00:17:11.9	00:17:12.0	66.	ya	ENG1C
00:17:22.8	00:17:38.1	67.	but for me a: my first travel maybe I'll go with my family la because I want to get the nice and nice moment with them and the our memories la to get our nice memories	ENG1C
00:17:28.0	00:17:28.2	68.	hmm (agreement)	ENG1B
00:17:38.2	00:17:40.4	69.	you still have very care about your families this is very nice	ENG1B
00:17:40.3	00:17:40.4	70.	because I'm a family man hhh (laugh)	ENG1C

00:17:41.5	00:17:42.3	71.	oh I see hhh (laugh)	ENG1B
00:17:43.7	00:17:45.5	72.	obviously	ENG1B
00:17:45.5	00:17:49.7	73.	how about you candidate 4 is it you interested in travel?	ENG1C
00:17:49.7	00:17:57.0	74.	ya: actually: I interested really interested but: (.) you know the budgets is higher hhh (laugh)	ENG1D
00:17:57.0	00:17:57.1	75.	ooo	ENG1B &ENG1C
00:17:58.0	00:17:59.7	76.	ya budget is really issue hhh (laugh)	ENG1B
00:17:59.7	00:18:24.6	77.	to travel we must have a lot of budget so: I think I just travel I just go with my friends to the place that we plan like a: like a:: beach at the beach we can picnic there: we also will get a:: memories right?	ENG1D
00:18:19.4	00:18:20.0	78.	ya	ENG1C
00:18:24.3	00:18:37.1	79.	true (nodding) yes I did this hhh (laugh)	ENG1B
00:18:26.2	00:18:28.5	80.	does not a:: we must go to the outside country to get memories we just get also inside our hometown also (.) I think (interrupted)	ENG1C
00:18:36.0	00:18:36.1	81.	hmmm (nodding)	ENG1B
00:18:37.1	00:18:37.2	82.	so it's doesn't care (.) the place	ENG1B
00:18:39.9	00:18:43.5	83.	doesn't care the place the memories is the important thing I think	ENG1D

00:18:40.4	00:18:40.5	84.	ya::	ENG1B
00:18:43.7	00:18:50.6	85.	so: maybe to conclude that we can say that a: every activities a: have their benefits have their::	ENG1B
00:18:50.5	00:18:51.6	86.	have their own benefits	ENG1A
00:18:51.5	00:18:51.6	87.	ya::	ENG1B
00:18:52.0	00:18:52.6	88.	have their own benefits	ENG1C & ENG1D
00:18:52.6	00:19:03.2	89.	don't care about the activities but every activities that we do have carry out their:: benefits (.) so: ya:: it's like depends on our style	ENG1B
00:19:02.5	00:19:02.9	90.	ya	ENG1C
00:19:03.0	00:19:08.7	91.	so (.) so we conclude that the traveling is: (.02) how do we say (.) the best ahhh?	ENG1A
00:19:08.8	00:19:13.0	92.	a:: not the best but: is more:: prefers	ENG1B
00:19:09.6	00:19:11.5	93.	not the best	ENG1A
00:19:10.2	00:19:11.5	94.	not the best	ENG1D
00:19:10.6	00:19:12.2	95.	more prefer	ENG1A
00:19:12.2	00:19:13.4	96.	more favourite	ENG1A

00:19:13.3	00:19:13.7	97.	ya	ENG1C
00:19:13.8	00:19:15.3	98.	and a lot of benefits	ENG1C
00:19:15.5	00:19:16.4	99.	a: ok:	ENG1A
00:19:15.5	00:19:16.4	100.	can get	ENG1B
00:19:16.5	00:19:17.2	101.	a lot of benefits we can get	ENG1D
00:19:17.2	00:19:21.0	102.	for the budgeting you also can learn search for online for	ENG1A
00:19:21.0	00:19:21.9	103.	low budget travel	ENG1B
00:19:21.9	00:19:22.0	104.	hah	ENG1A
00:19:22.4	00:19:23.9	105.	for low budget travel hhh (laugh)	ENG1A & ENG1D
00:19:23.8	00:19:24.0	106.	ya	ENG1B
00:19:24.1	00:19:29.2	107.	among Malaysia or: some other places ya: (.02) ok	ENG1A
00:19:29.5	00:19:32.1	108.	maybe after this I will: try to::	ENG1D
00:19:31.8	00:19:33.0	109.	yeah I will try to	ENG1C

00:19:33.0	00:19:34.5	110.	how to search online to plan	ENG1A
00:19:34.5	00:19:35.2	111.	hhh (laugh) plan and search online	ENG1D
00:19:35.3	00:19:36.2	112.	you should you must	ENG1A
00:19:36.9	00:19:37.0	113.	you must I must hhh (laugh)	
00:19:37.0	00:19:38.9	114.	hhh (laugh)	all
00:19:39.2	00:19:41.5	115.	after this you must teach me	ENG1D
00:19:41.5	00:19:43.7	116.	ok ok sure no problem	ENG1A
00:19:42.9	00:19:44.2	117.	how to plan the	ENG1D
00:19:44.0	00:19:45.3	118.	teach me too	ENG1B
00:19:45.4	00:19:46.0	119.	the traveling	ENG1D
00:19:46.0	00:19:46.8	120.	sure	ENG1A
00:19:47.2	00:19:47.9	121.	Maybe all this from our group	ENG1B
00:19:49.3	00:19:49.4	122.	discussion	ENG1A
00:19:50.4	00:19:53.2	123.	Ok thank you everyone	L

00:19:53.2	00:19:53.9	124.	Thank you	all

			ENGLISH COURSE GROUP 2	
Start Time	**End Time**	**Turn**	**Transcript**	**Speaker**
00:00:12.2	00:00:22.5	1.	Ok good morning so you are given this topic for you to discuss and we have 3 to 5 minutes to discuss the topic (.02) here (handing over a piece of paper)	L
00:00:22.5	00:00:22.6		Discuss silently (inaudible)	all
00:05:50.3	00:05:55.6	2.	Ok so your preparation time is over and now you may start your discussion	L
00:05:55.7	00:05:56.0	3.	ok	ENG2B
00:05:58.7	00:07:35.6	4.	Ok hello and a very good morning everyone: a: today we want to discuss about a:: how to prevent the a: feel tired and asleep because a: you must a: you have watching television and surfing internet (.) ok first of all my first point is a: you try to sleep early to get enough sleep a: for example as a student (.) you have to get enough sleep at least for 8 hours so: maybe a: for your: tomorrow you can go class early and you can study: for your some revision: and means you do you can give more attention when the lecturer give a: (0.1) lecture (.01) ok: and the: second point is a: try to do some activity that (.) can reduce your activity means like you (.01) every day you watching television: and (.) surfing internet as you know surfing internet is a good but sometimes if you not using the (.01) best way you will get some knowledge means like (.03) first try to do some maybe to get enough sleep you have to do some preparation mean like set your alarm means like at 10 o'clock you must sleep before a: so 4 am you can get wake up to do some revision: and else (.) ok ill pass some main point to my friend	ENG2A
00:06:13.5	00:06:13.8	5.	yes	ENG2B

00:07:35.7	00:08:19.3	6.	Ok thank you (.) I agree with you point then my suggestion is: a: make a:: (.02) timetable for daily life so we can: a:: (.01) divide the time to: watching television:: a: do the homework: do the discussion: so we can and sleep early a:: (0.9) so: you can a: you didn't have a feel tired and fall asleep a:: if you have a timetable (.) ok next:	ENG2B
00:08:19.4	00:08:19.5	7.	I agree with you because: we need to manage our time everyday so that (.) when we manage our time we can a: like: we won't do the revision for so long time like for one for two to three hours we'll get tired so: a: we managed our time like we do 25 for a slot then rest you can by this rest time you can: watch your tv for relax or videos (.) so after that you can get back to your: revision so that then you have your time to revision and also have time to: for your entertain (.) too	ENG2D
00:09:07.0	00:09:07.4	8.	thank you	ENG2B
00:09:08.1	00:09:08.2	9.	a: I also agree with you for my point I: a: think I: a: agree with a timetable for me a: planning your timetable is: so: good we know how to manage a time how to sleep: to study: to a: play a game and get some video for a: a: brain a: for example a: we can a: when to some place to find a a find a treatment to a: release a: tension to I think also (.02) what about you	ENG2E
00:09:56.9	00:10:47.1	10.	In addition a:: I think by manage timetable we can: a: limit our time with a: before this we watching television or: surfing internet a: 3 or 4 hours for per day and now we can replace it by: and limit it for 1 hour per day (.01) and a:: the and another time and (.02) another time we can do some a: benefit activity like assignments study with or anything else we also can set a: our mind to change a: (.02) to change our mind to:: a:: (.05)	ENG2C
00:10:47.0	00:10:47.9	11.	to sleep maybe	ENG2A
00:10:48.0	00:10:49.3	12.	to sleep early	ENG2B

00:10:49.8	00:11:35.1	13.	I strongly agree with your point a: but I want a: to add another point means like if you have a: not enough sleep and get tired you can go to meets the counsellor maybe the counsellor can give you some advice how to prevent that mean give some way to: a: get enough sleep mean like a: every in evening you don't have sleep so you go to: go to: mean like jogging play badminton and so on (.) and then in the night you can study do for 2, 3 hour and: if you have a: finish your homework you can a: watching some video surfing internet so mean you limit your time as well as good	ENG2A
00:11:37.2	00:11:41.3	14.	a: beside you can: (.) make appointment with the: (.01)	ENG2D
00:11:41.4	00:11:41.5	15.	counselling	ENG2E
00:11:41.6	00:11:41.7	16.	ya we also can give them a voice a: not a voice hh like: a: you can just (.01) tell them a: when you sleep (.02) when you sleep a: (.02) too late it'll give you: a: disadvantage to your health or: (.02) so that we can just like just now you have mention you can tell them to sleep early like you can (.03) give them the a: give them some advantage why they need to sleep early ya so they can improve their focus besides improve their focus that they can improve their academic also so they can pay their attention when they have enough sleep	ENG2D
00:12:05.3	00:12:07.0	17.	tired	ENG2B
00:12:25.9	00:12:28.8	18.	to sleep early	ENG2A
00:12:42.2	00:13:01.9	19.	I agree with you that we said a:: sleep lately sleep late will:: a:: ya because when we sleep late a:: and long we can: get really dizzy (.02) after we wake	ENG2C
00:12:48.5	00:12:48.9	20.	give	ENG2B
00:12:50.1	00:12:51.2	21.	give disadvantage	ENG2E

00:13:02.1	00:13:15.3	22.	means like if we sleep early a: and a: you wake up at 5 am you can a: get fresh and you can boost your energy so you can happy to go to the class and you will feel a: good	ENG2A
00:13:07.8	00:13:08.3	23.	fresh	ENG2E
00:13:15.3	00:13:17.0	24.	yes energy go to class	ENG2D
00:13:17.1	00:13:18.5	25.	yeah so can study:	ENG2C
00:13:18.5	00:13:19.5	26.	yeah rite	ENG2A
00:13:20.3	00:13:20.4	27.	inaudible	
00:13:21.7	00:13:23.4	28.	how about you	ENG2D
00:13:23.6	00:14:09.7	29.	a:: I think a:: we can a:: (.02) we can a:: call: and give a: suggestion like a: talk slow with her and I can give a step: like a: (.03) try to: ask him and bring him to: join to eat something different a: from this this is a: can what ahh ? can: m:: (.02) can give an energy: and can give a: (.03) a different life for me	ENG2E
00:13:38.1	00:13:38.9	30.	advice	ENG2C
00:14:10.3	00:14:10.6	31.	yes	ENG2C
00:14:14.8	00:14:25.1	32.	for me (.) I think we can a: (.) bring them to join many activity at the night (.02) a:	ENG2B
00:14:25.2	00:14:28.8	33.	means like participate in any programme that UUM have	ENG2A

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00:14:27.8	00:14:28.1	34.	a: yes	ENG2B
00:14:29.4	00:14:34.5	35.	have that university (.02) for example:: join the::	ENG2B
00:14:34.8	00:14:36.2	36.	join the programme like:	ENG2E
00:14:36.4	00:14:38.8	37.	programme like go to mosque::	ENG2B
00:14:38.9	00:14:43.0	38.	yes can get rohaniah rohani hhh	ENG2E
00:14:43.4	00:14:44.4	39.	can improve their::	ENG2B
00:14:44.4	00:14:44.8	40.	campaign	ENG2E
00:14:44.9	00:14:46.9	41.	Silence	all
00:14:50.7	00:14:51.0	42.	conclusion	ENG2B
00:14:53.3	00:15:07.6	43.	so a: for this feel (.03) points I strongly agree with the: manage time is the best point to:	ENG2D
00:15:07.8	00:15:09.0	44.	to get enough sleep	ENG2A
00:15:09.2	00:15:10.3	45.	hhh	all
00:15:10.5	00:15:20.0	46.	that point for him to a: to: kick his bad habit (.03) so: how about your	ENG2D

00:15:20.4	00:15:50.6	47.	Means like he: needs to do timetable to: get so mean like he can like at first you do something and for: 5 minutes get a rest and study: and so he can a: lets off means so we can pay attention on your study and a: do your assignment as well so you can submit early and do some [revision] for any subject	
00:15:48.0	00:15:48.6	48.	[revision]	(o) others
00:15:51.6	00:16:12.7	49.	by managing his time he: a: not just can: do their they just can focus on the academic they also can have their: entertain (.02) so: (.) it's the best way: for him to: kick his bad (.) bad habits yeah	ENG2D
00:16:13.0	00:16:14.1	50.	do a timetable	ENG2A
00:16:14.3	00:16:15.4	51.	doing a timetable	ENG2E
00:16:18.0	00:16:20.0	52.	so we can conclude	ENG2A
00:16:21.6	00:16:24.8	53.	so all of you are agree with this point?	ENG2D
00:16:25.0	00:16:26.1	54.	yes I agree (simultaneously) I very agree	all
00:16:27.4	00:16:27.5	55.	Silence	
00:16:30.1	00:16:50.9	56.	at last all of us are agree with manage his time is the best way for him to kick his bad habits so that he will not always feel tired and fall asleep because he stay up too late watching television and surfing the internet	ENG2D
00:16:50.9	00:16:56.5	57.	Silence	
00:16:56.5	00:16:58.5	58.	Ok thank you everyone	L

IT GROUP 1

Start Time	End Time	Turn	Transcript	Speaker
00:00:00.0	00:00:03.1	1	already two slides right	IT1A
00:00:03.1	00:00:04.4	2	discussion should be in English ya	L
00:00:04.5	00:00:05.9	3	(ok finger sign-body language) hhh	IT1A
00:00:07.6	00:00:09.8	4	you have done or you haven't finished yet?	IT1C
00:00:07.8	00:00:08.0	5	ya	IT1B
00:00:10.0	00:00:11.4	6	a: just a simple set	IT1B
00:00:11.7	00:00:16.8	7	so later on we will add the slides for our (click sound)	IT1A
00:00:17.8	00:00:20.4	8	you have seen the questions?	IT1C
00:00:20.4	00:00:21.1	9	ya already	IT1A
00:00:21.1	00:00:22.2	10	no no	IT1B
00:00:22.2	00:00:23.3	11	you haven't yet?	IT1C
00:00:23.3	00:00:30.1	12	I not insert I not put the question yet but only the theme	IT1B

00:00:30.1	00:00:31.8	13	ok	IT1C
00:00:32.5	00:01:05.7	14	send it to me and we do it together (0.5) where is my curser where is my cursor I am feeling lucky (.07) where is my cursor (.011) I hate touch screen computer (talking to himself)	IT1A
00:00:34.4	00:00:34.8	15	yes	IT1C
00:01:05.6	00:01:13.0		silence	ALL
00:01:13.0	00:01:16.7	16	we will make in your laptop or:: on: ok	IT1C
00:01:14.9	00:01:15.7	17	(points to computer IT1A)	IT1B
00:01:16.7	00:01:20.0	18	maybe you can send them (point to IT1A laptop) cos my laptop batteries	IT1C
00:01:20.0	00:01:20.1	19	(giving his mouse to A)	IT1B
00:01:25.9	00:01:29.5	20	no no thanks I'm good:	IT1A
00:01:30.4	00:01:57.3		silence	
00:01:56.6	00:02:00.1	21	so now adding the slides right the slides↑ slides↑ (asking B)	IT1A
00:01:59.7	00:01:59.8	22	huh	IT1B

00:02:00.1	00:02:06.0	23	a::	IT1B
00:02:06.0	00:02:18.6	24	just the questions right↑you sent the list of question first and then if we make the thing the themes on the slides just tell it and we just put it sorted	IT1C
00:02:08.2	00:02:08.3	25	a::	IT1B
00:02:18.7	00:02:22.3	26	but they need to put the slide a: on the answer	IT1B
00:02:22.4	00:02:23.9	27	on the answer only↑	IT1C
00:02:24.0	00:02:25.0	28	ah on the answer only	IT1B
00:02:25.0	00:02:25.1	29	answer on the slide not the question↑	IT1A
00:02:27.5	00:02:33.6	30	the question…just the answer in the theme	IT1B
00:02:33.7	00:02:34.5	31	o::	IT1A
00:02:34.9	00:02:35.9	32	ok	IT1C
00:02:36.3	00:02:41.4	33	so it means in slides we just need to put the answer only? in the slides	IT1A
00:02:41.6	00:02:42.7	34	ya	IT1B
00:02:43.0	00:02:43.5	35	ok	IT1A

00:02:44.0	00:02:52.3	36	so madam said just a:: need to put all the information the questions the answers in the slides form	IT1C
00:02:52.3	00:02:57.6	37	ya that day in the day that we all don't come in the class	IT1B
00:02:56.7	00:02:56.9	38	oh ya	IT1C
00:02:57.8	00:02:58.9	39	hhh	IT1B
00:02:59.0	00:02:59.1	40	ok	IT1C
00:03:01.6	00:03:05.0		silence	
00:03:05.1	00:03:07.0	41	both of us don't come to class I don't know if you come or not	IT1A
00:03:07.1	00:03:08.2	42	on the 7th↑	IT1C
00:03:08.6	00:03:09.1	43	ya	IT1A
00:03:09.5	00:03:12.4	44	on the 7th I was in the copyright	IT1C
00:03:12.6	00:03:15.2	45	so you not coming here	IT1A
00:03:15.9	00:03:17.5	46	no no I have to:	IT1C
00:03:17.7	00:03:17.8	47	hhh	IT1A & IT1B
00:03:19.0	00:04:26.1		silence	

00:04:13.8	00:04:14.0	48	ok	IT1A
00:04:18.0	00:04:18.8	49	ok	IT1B
00:04:31.8	00:04:54.6	50	we need to find out what the answer for this thing right for all the themes because we (.03) We are already late for our PBL2 So I think we need to:: we already classify this but we need to:	IT1A
00:04:35.6	00:04:36.2	51	yes	IT1B
00:04:54.6	00:04:55.7	52	find the answers	IT1B &IT1C
00:04:55.8	00:04:56.9	53	find the answers	IT1A
00:04:57.0	00:05:03.0	54	we don't have the all the answers or we don't have anything any answer for any question right↑	IT1C
00:05:03.1	00:05:06.2	55	some answers …We already have some answers	IT1A
00:05:06.3	00:05:07.0	56	for the question↑	IT1C
00:05:07.1	00:05:08.1	57	PBL1	IT1B
00:05:08.2	00:05:08.8	58	from PBL1	IT1A & IT1C
00:05:08.4	00:05:08.5	59	ya	IT1A
00:05:08.8	00:05:12.2	60	but there are something that is new to us	IT1A

00:05:12.3	00:05:14.4	61	ok:	IT1C
00:05:15.1	00:05:17.8	62	let do the some of the easy ones	IT1C
00:05:17.9	00:05:19.1	63	easy one is	IT1A
00:05:19.2	00:05:19.5	64	component	IT1B
00:05:19.5	00:05:21.8	65	component is the easiest one for me	IT1A
00:05:21.9	00:05:26.8	66	ok let's start from the which we haven't done	IT1C
00:05:26.9	00:05:28.3	67	vmodel	IT1A
00:05:28.5	00:05:30.6	68	vmodel	IT1C
00:05:31.0	00:05:35.2	69	because in PBL2 is the first time when I hear Vmodel	IT1A
00:05:35.3	00:05:48.0	70	so we have to see the number one is the when to use the Vmodel so have to give the answer like hm the Vmodel should be used in this time and then bla bla bla something like that	IT1C
00:05:48.0	00:05:50.7	71	maybe or we just give the answer from::	IT1A
00:05:50.8	00:05:54.7	72	from our point of view or the book or from somewhere else	IT1C
00:05:54.8	00:05:59.0	73	from eBook also can from Wikipedia also can I guess	IT1A

00:05:59.1	00:06:03.6	74	ook that means we have to trust to the answer not our idea	IT1C
00:06:03.7	00:06:06.0	75	no: our idea usually comes up	IT1A
00:06:05.9	00:06:33.6	76	ok class sorry for the interruption ya a: I would like to see your progress in the description and information that you look in your slides regarding the process ya regarding the component model v process model ok so I hope you can focus on that as well because you need to understand that a: model before you can apply in the development process of your component ya alright	L
00:06:34.7	00:06:36.2	77	ok Vmodel	IT1A
00:06:36.3	00:06:38.8	78	ok we have to focus on vmodel	IT1C
00:06:38.8	00:06:40.4	79	we have to google it	IT1A
00:06:40.4	00:06:41.1	80	ok	IT1C
00:06:43.8	00:07:16.9	81	vmodel what do you find here hmmm let's see let see vmodel design architecture design coding ok	IT1A
00:07:16.9	00:07:20.0	82	so what about we: search the each question	IT1C
00:07:22.5	00:07:24.0	83	when to use the model↑	IT1A
00:07:24.0	00:07:29.4	84	a:: something like that	IT1C
00:07:25.9	00:07:30.4	85	in this project hhh	IT1B

00:07:29.4	00:07:32.0	86	when to use the vmodel↑ hh what	IT1A
00:07:40.0	00:07:42.1	87	just copy paste	IT1C
00:07:44.9	00:07:47.4	88	what do you see (showing to the computer screen)	IT1A
00:07:47.4	00:07:48.3	89	okay	
00:07:51.1	00:08:05.5	90	(reads from the computer screen) vmodel is one of the many software one of the many many more	IT1A
00:08:05.5	00:08:06.3	91	other model	IT1B
00:08:06.3	00:08:08.0	92	other than other than vmodel	IT1A
00:08:08.0	00:08:08.4	93	hmm	IT1B
00:08:09.1	00:08:58.8	94	the product is planned parallel with a corresponding face of development in vmodel (reads from the computer) this is the diagram of model we already have the diagram right (.02) we have to show the slides (.03) its ok so we have mix requirement system requirement high level design low level design (reads from the computer) what is the difference? later on the various face requirement that business requirement and software requirement begins in the lifecycle model (reads from the computer) in this model before the system start (.02) test plan test plan o: ok test plan purpose of meeting focus on meeting (inaudible)	IT1A
00:08:17.8	00:08:17.9	95	hmm	IT1C
00:08:26.9	00:08:27.0	96	okay:	IT1C
00:08:30.9	00:08:35.4	97	yes	IT1C

00:08:46.8	00:08:46.9	98	test	IT1B
00:08:58.8	00:09:02.2	99	what about ↓ which is actually the answer ↑	IT1C
00:09:02.2	00:09:08.4	100	what vmodel has should be used for small and middle size project (inaudible reads from the computer)	IT1A
00:09:06.6	00:09:06.7	101	hmm	IT1B
00:09:08.6	00:09:10.0	102	this is the answer	IT1C
00:09:11.2	00:09:17.3	103	cos the other question we have to look some other time for information	IT1C
00:09:17.9	00:09:18.7	104	no the other two::	IT1A
00:09:19.6	00:09:19.8	105	ok	IT1C
00:09:20.6	00:09:21.5	106	two characteristic	IT1B
00:09:21.5	00:09:24.1	107	two points when to use the Vmodel	IT1A
00:09:24.1	00:09:24.2	108	ok so	IT1C
00:09:26.1	00:09:26.9	109	put it in slide (to student A)	IT1B
00:09:26.9	00:09:44.0	110	(working on the computer)	all
00:09:44.0	00:09:46.0	111	download the slide	IT1B

00:09:46.4	00:09:47.0	112	download slide↑	IT1A
00:09:47.5	00:09:49.9	113	a: ya: sure the handout in the: slide	IT1C
00:09:49.0	00:09:49.5	114	O::	IT1A
00:09:53.0	00:09:54.0	115	Facebook eh↑	IT1A
00:09:54.1	00:09:54.2	116	ahah	IT1B
00:10:31.3	00:10:37.8	117	(lecturer walks over)	
00:10:36.4	00:10:38.7	118	so we have to work on vmodel right↑	IT1C
00:10:38.8	00:10:40.2	119	most importantly the vmodel	L
00:10:40.0	00:10:40.9	120	the vmodel	IT1C
00:10:41.0	00:10:41.5	121	ya	L
00:10:41.2	00:10:43.0	122	the questions about the vmodel↑	IT1C
00:10:43.0	00:10:43.4	123	yes	L
00:10:45.0	00:10:48.0	124	so I hope you guys can find the answers to that	L
00:10:48.0	00:10:49.5	125	ya ya we already start finding it	IT1C

00:10:49.5	00:10:53.6	126	all the stages in the vmodel so now we take question	L
00:10:53.6	00:10:57.2	127	all the stage from the	IT1B
00:10:54.3	00:10:57.7	128	all the stages	L
00:10:57.7	00:11:00.7	129	all those thing	L
00:10:59.6	00:11:26.3	130	ok	IT1A & IT1C
00:11:38.0	00:11:39.9	131	no we have to write the	IT1C
00:11:40.0	00:11:42.4	132	essay like paragraph	IT1A
00:11:42.5	00:11:43.8	133	like essay↑	IT1C
00:11:44.2	00:11:44.4	134	like paragraph	IT1A
00:11:44.4	00:11:47.4	135	like essay↑ not the question question and answer question and answer	IT1C
00:11:45.5	00:11:46.0	136	no	IT1B
00:11:47.0	00:11:50.5	137	no: I don't think so because	IT1A
00:11:50.5	00:11:51.3	138	just this	IT1B
00:11:54.1	00:12:01.0	139	o::	IT1A

00:12:09.0	00:12:09.6	140	just copy paste	IT1C
00:12:22.0	00:12:23.5	141	ok so	IT1C
00:12:23.5	00:12:25.6	142	why do we need to use the model	IT1A
00:12:32.0	00:12:44.0	143	control F Y (.06) 3 (points to the screen) 3Y hh	IT1C
00:12:44.0	00:12:51.8	144	what is that 3Y↑	IT1A
00:12:51.8	00:13:23.1	145	a:: manual searching what is it (inaudible) how to use it? what is the advantage of the vmodel? when why? I don't think that is the valid question because (.)	IT1A
00:13:23.1	00:13:26.5	146	we have to find the alternative question something like a:	IT1C
00:13:26.5	00:13:26.6	147	ok	IT1A
00:13:28.6	00:13:29.9	148	the advantage	IT1B
00:13:29.9	00:13:31.3	149	advantage	IT1A
00:13:31.3	00:13:32.4	150	of using	IT1B
00:13:32.4	00:13:32.9	151	advantage in	IT1A
00:13:32.9	00:13:38.0	152	ya advantage is something like a question	IT1C

00:13:38.1	00:13:43.2	153	advantage is right here advantage of vmodel simple and easy to use we can put it in why	IT1A
00:13:43.5	00:13:44.9	154	yes (.) that's easy	IT1C
00:13:44.9	00:13:46.9	155	agree	IT1A
00:13:47.0	00:13:47.6	156	hh	IT1B
00:13:47.9	00:13:48.5	157	why:: (typing)	IT1A
00:13:48.6	00:13:50.7	158	we need to use	IT1C
00:13:50.9	00:13:55.9	159	why: we need too use (typing)	IT1A
00:13:55.9	00:14:11.1		silence	all
00:14:11.1	00:14:16.7	160	simple and easy to use o:: ok that is: (.) hmm:	IT1A
00:14:16.9	00:14:19.8		silence	all
00:14:19.8	00:14:20.6	161	format the other	IT1C
00:14:20.7	00:14:22.0	162	what↑	IT1A
00:14:22.0	00:14:23.9	163	format this	IT1C
00:14:24.0	00:14:25.0	164	o:: highlight	IT1A

00:14:25.3	00:14:26.4	165	a: highlight this one	IT1C
00:14:26.5	00:14:27.6	166	this one↑	IT1A
00:14:27.7	00:14:32.3	167	yes: (.03) make it bright why is it in the green	IT1C
00:14:32.3	00:14:52.6		silence	all
00:14:52.6	00:14:53.3	168	add new slide	IT1A
00:14:53.3	00:14:56.2	169	silence	all
00:14:56.2	00:14:57.2	170	ok	IT1B
00:14:57.3	00:15:01.4		silence	all
00:15:01.4	00:15:03.0	171	(humming)	IT1B
00:15:03.3	00:15:04.0	172	continue right	IT1C
00:15:08.1	00:15:24.0	173	so:: the next is a: what are the advantage and disadvantage so:: what else we need↑ we can we can place a: table for advantage and disadvantage for vmodel if you guys agree if not:	IT1A
00:15:13.5	00:15:13.6	174	ok	IT1C
00:15:22.1	00:15:23.0	175	ok	IT1C

00:15:24.0	00:15:24.8	176	ya we will	IT1C
00:15:25.0	00:15:26.3	177	hh	IT1B
00:15:27.2	00:15:31.3	178	Advantage and disadvantage insert table:: a: two↑	IT1A
00:15:31.3	00:15:34.5	179	two (.) how many↑ can you	IT1C
00:15:34.5	00:15:36.3	180	just wait for	IT1A
00:15:36.3	00:15:36.5	181	ok	IT1C
00:15:37.1	00:15:57.6		silence (work on computers)	all
00:15:57.6	00:16:13.0	182	Advantage and disadvantage we already see before this this is the advantage and this is the disadvantage so you see the disadvantage is only 3 (.06) it is flexible	IT1A
00:16:13.3	00:16:14.4	183	hmm just copy	IT1C
00:16:14.4	00:16:44.5	184	(mumbling - inaudible)	IT1A
00:16:17.3	00:16:17.4	185	ok	IT1A
00:16:45.7	00:16:48.0	186	how: to: eliminate this: ↑	IT1A
00:16:48.0	00:16:49.2	187	format	IT1B

00:16:49.2	00:16:50.0	188	you mean↑	IT1C
00:16:50.1	00:16:52.6	189	just this one is falling right↑	IT1A
00:16:52.6	00:16:54.4	190	yes:	IT1C
00:16:56.4	00:16:56.8	191	so:	IT1A
00:16:57.1	00:16:59.0	192	highlight it and then	IT1C
00:16:59.0	00:16:59.9	193	format painter	IT1A
00:16:59.9	00:17:03.5	194	double no no it's click DU	IT1C
00:17:03.5	00:17:03.9	195	DU↑	IT1A
00:17:04.0	00:17:06.3	196	a: ya and then	IT1C
00:17:06.3	00:17:06.9	197	hmm	IT1B
00:17:07.0	00:17:07.9	198	no↑	IT1C
00:17:07.9	00:17:14.0	199	because this is a link I need to: o:: remove hyperlink yes yes	IT1A
00:17:14.1	00:17:17.4	200	a: yes maybe like this (showing it)	IT1C
00:17:29.6	00:17:31.0	201	try remove hyperlink	IT1A

00:17:31.0	00:17:31.7	202	a:: ok:	IT1A
00:17:33.0	00:17:34.4	203	like that:	IT1A
00:17:37.6	00:17:40.3	204	so we just right click or we want to pull it on (.) for disadvantage we three only (.) three only	IT1A
00:17:47.3	00:17:50.0	205	put they all put all	IT1B
00:17:50.6	00:17:53.8	206	so: (.02) how the process in vmodel↑ 5	IT1A
00:17:55.0	00:17:56.1	207	(inaudible)	IT1C
00:17:56.8	00:17:59.3	208	we have to count m:: one by one or: just	IT1C
00:17:59.3	00:17:59.6	209	no:	IT1A
00:17:59.6	00:18:15.0	210	no: just (.) from from the: (took out a paper) I think I have the: (.) question here with me do you have the question also (.02) the question for PBL2 and the:	IT1A
00:18:11.3	00:18:11.6	211	no:	IT1B
00:18:15.0	00:18:15.3	212	didn't bring	IT1B
00:18:16.4	00:18:23.6	213	yeah because a: she have given us the: the question and the table for: PBL2 right	IT1A

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00:18:23.6	00:18:24.4	214	yes	IT1C
00:18:24.6	00:18:25.3	215	I remember	IT1A
00:18:27.7	00:19:18.2	216	download lah (.11) (inaudible) (.13) 1,2,3,4,5,6 (.05) x box (.05) how many phase in vmodel	IT1A
00:19:21.0	00:19:24.3	217	just write phase in vmodel	IT1B
00:19:24.3	00:19:27.0	218	phase a: yes phase in model	IT1A
00:19:29.0	00:19:42.4	219	so: we know there are 6 phase in vmodel (.05) but I don't know whether: there are some changes in vmodel because I'm not the	IT1A
00:19:40.0	00:19:40.5	220	hh	IT1B
00:19:42.6	00:19:45.4	221	oh and we write the name in the model	IT1C
00:19:46.7	00:20:10.5	222	a::: m:: no I don't think so there are 6 phase (.03) ok in vmodel (typing) (.07) ok (.03) For next question is: risk: risk of using vmodel	IT1A
00:20:10.9	00:20:11.2	223	ok	IT1C
00:20:13.3	00:20:17.1	224	so what are the risks of using vmodel (typing)	IT1A
00:20:27.5	00:20:41.9	225	(typing) EMed (?) process based: risk assessment using vmodel (typing) EMed process based nor is any I think the risk is all all all model is the same	IT1A

00:20:43.6	00:20:43.8	226	like↑	IT1C
00:20:45.4	00:21:11.0	227	I don't know like:: because (.02) from my IT project management class right there are something that they says about the risk but I don't remember that (.10) (working on the computer) research kit wow:: this can explains a lot (.04) risk assessment critical part (inaudible)	IT1A
00:21:00.8	00:21:01.3	228	hh	IT1B
00:21:13.4	00:21:22.8	229	a: make it easy like (.04) vmodel risks something like very easy question to google	IT1C
00:21:23.0	00:21:23.9	230	what↑	IT1A
00:21:24.0	00:21:25.3	231	vmodel risks	IT1C
00:21:25.4	00:21:25.9	232	vmodel risks	IT1A
00:21:26.0	00:21:27.0	233	yes	IT1C
00:21:33.7	00:21:52.6	234	v model v model (inaudible) process-based risk assessment all about assessment including risk management (.02) trial and error (inaudible - reads from the computer)	IT1A
00:21:52.6	00:21:52.9	235	ok	IT1C
00:21:55.4	00:21:56.5	236	research gate o::	IT1C

00:22:06.3	00:22:21.6	237	VIP coming VIP coming (smiling while looking at someone entering the classroom) type of risk assessment vmodel (.01) risk assessment not not risk itself we need to find about risk itself	IT1A
00:22:23.0	00:22:24.1	238	next question	IT1B
00:22:24.6	00:22:25.4	239	a:: not	IT1A
00:22:25.4	00:22:39.7	240	(working on computer)	all
00:22:39.7	00:22:46.8	241	risk (inaudible)	IT1A
00:23:14.8	00:23:15.9	242	risk assessment method (inaudible)	IT1A
00:23:18.8	00:23:20.9	243	what are the risk of vmodel↑	IT1C
00:23:22.5	00:23:23.6	244	what are the risk of vmodel (types on computer)	IT1A
00:23:23.4	00:23:24.4	245	vmodel	IT1C
00:23:24.8	00:23:36.0	246	(continues typing)	IT1A
00:23:36.0	00:23:37.3	247	vmodel (.) advantage and disadvantage of risks (inaudible - reading from computer)	IT1A
00:23:38.7	00:23:47.0	248	there risk or:: (inaudible - points to computer, reading from computer)	IT1C
00:23:48.6	00:23:51.1	249	risk control F	IT1B

00:23:57.7	00:24:10.8	250	this is one for other model if we want to check out the other model	IT1A
			(reads further) Ok I know what is the risk no prototype	
00:24:00.4	00:24:00.6	251	o::	IT1B &IT1C
00:24:10.9	00:24:11.0	252	o::	IT1B &IT1C
00:24:12.3	00:24:14.8	253	So they just develop: (.) and	IT1B
00:24:14.9	00:24:19.1	254	They didn't develop the prototype for this for this: for this:	IT1A
00:24:19.2	00:24:20.0	255	o:: model	IT1C
00:24:21.1	00:24:29.4	256	model (reads further - inaudible) have high risk…so we can include that	IT1A
00:24:29.4	00:24:31.5		silence	all
00:24:31.6	00:24:31.7	257	hm::	IT1C
00:24:33.1	00:24:45.2		silence	all
00:24:45.3	00:24:46.7	258	risk of using vmodel	IT1B
00:24:46.8	00:24:49.5	259	risk of using vmodel (types on the computer)	IT1A
00:24:59.3	00:25:10.3	260	don't have prototype so (.) the:: stakeholder can see the (.02) does the system full the requirement or not	IT1B

00:25:08.4	00:25:08.5	261	o::	IT1C
00:25:12.9	00:25:58.3	262	don't have prototype so the stakeholder cannot see the expected deliverable deliverable (typing) expected (typing) so next question type of testing for vmodel	
00:25:29.5	00:25:29.6	263	hm::	IT1C
00:25:58.4	00:25:59.3	264	o:: type of testing	IT1C
00:26:00.0	00:26:02.1	265	mini testing	IT1B
00:26:02.3	00:26:03.4	266	unit testing:	IT1B
00:26:04.7	00:26:06.0	267	type of testing vmodel?	IT1C
00:26:06.4	00:26:09.2	268	like only unit testing	IT1A
00:26:09.3	00:26:09.9	269	o:: ok	IT1C
00:26:10.1	00:26:15.1	270	component testing, system testing, acceptance testing (points to the computer)	IT1B
00:26:15.2	00:26:23.5	271	tester life cycle hhh o::: V model (showing the shape of V) developers life cycle developer is what we do	IT1A

00:26:23.6	00:26:24.1	272	yes:	IT1C
00:26:24.9	00:26:37.8	273	so testers is what they are testing so there are 4, 5 actually from this diagram (.) So the acceptance system testing (inaudible) unit testing first of all we need to (.) check for unit testing right from from from this diagram	IT1A
00:26:38.0	00:26:43.4	274	(shows on the computer B) unit testing (inaudible)	IT1B
00:26:42.5	00:26:47.6	275	wow:: see (points to the computer) unit testing	IT1A
00:26:47.7	00:26:51.1	276	ok just key in the information	IT1C
00:26:52.4	00:26:58.5	277	(reads from the computer B) (.03) is it a testing for vmodel↑	IT1A
00:26:59.0	00:26:59.3	278	are you sure↑	IT1C
00:27:00.0	00:27:00.5	279	a::	IT1B
00:27:00.6	00:27:02.6	280	cos I think this is from (inaudible) testing	IT1A
00:27:02.6	00:27:03.4	281	a::	IT1C
00:27:03.3	00:27:03.9	282	a: no wonder	IT1A
00:27:05.5	00:27:08.2	283	because it is too many for (.01) for this	IT1A
00:27:09.1	00:27:10.4	284	you can say (points to computer A)	IT1C

00:27:12.4	00:27:12.6	285	so::	IT1A
00:27:16.1	00:27:16.3	286	acceptance	IT1B
00:27:16.7	00:27:35.0	287	a:: google for testing (types on computer A) testing for (inaudible)	IT1A
00:27:40.5	00:27:43.2	288	(reads from the computer) acceptance system duration unit why::	IT1A
00:27:44.4	00:27:44.7	289	duration	IT1C
00:27:46.5	00:27:52.6	290	o:: ok: do system duration (.02) system testing duration testing	IT1A
00:27:47.3	00:27:50.0	291	system duration	IT1B
00:27:52.6	00:27:52.9	292	duration	IT1B
00:27:53.9	00:27:58.9	293	system duration component they don't have component testing	IT1A
00:27:57.0	00:27:57.7	294	component testing	ITB
00:27:58.8	00:27:59.0	295	o: ok	IT1C
00:28:04.6	00:28:07.3	296	(reads from the computer) unit testing creation system test (inaudible) testing	IT1A
00:28:09.1	00:28:10.2	297	want to take this one:	IT1A

00:28:10.4	00:28:10.7	298	ya	IT1C
00:28:10.8	00:28:11.6	299	testing	IT1B
00:28:16.5	00:28:23.6	300	there is a now what is the: (.03) like (.02) expected	IT1C
00:28:23.6	00:28:24.7	301	expected answer	IT1A
00:28:24.7	00:28:25.8	302	answer yes	IT1C
00:28:27.0	00:28:30.6	303	a: so that (inaudible) vmodel is it raining↑	IT1A
00:28:30.7	00:28:31.0	304	yeah	IT1C
00:28:31.8	00:28:32.9	305	hm::	IT1A
00:28:40.9	00:28:47.0	306	(inaudible) type of testing in model (types on the computer)	IT1A
00:28:50.0	00:28:50.7	307	really interesting	IT1B
00:28:53.8	00:28:55.5	308	easy peasy lemon squeeze	IT1A
00:29:07.4	00:29:11.3	309	do we need to write the: explanation on them↑	IT1C
00:29:12.9	00:29:20.1	310	maybe (.02) or we just: do it this form then we can explain it later (.01) when to presentation	IT1A

00:29:20.0	00:29:21.1	311	ok	IT1C
00:29:22.4	00:29:23.3	312	basically	IT1A
00:29:23.3	00:29:24.3	313	(inaudible)	IT1B
00:29:45.8	00:29:47.3	314	testing core activity in vmodel	IT1A
00:29:53.2	00:29:54.8	315	core activity	IT1A
00:29:54.8	00:29:55.0	316	core	IT1C
00:29:56.0	00:29:56.9	317	the coding	IT1B
00:29:58.6	00:30:04.6	318	but (.02) what is the core activity in vmodel↑ what is the what are the core activities in vmodel↑ (typing)	IT1A
00:30:04.6	00:30:04.7	319	ok	IT1B
00:30:07.5	00:30:09.5	320	Means the: the main	IT1C
00:30:09.5	00:30:11.5	321	ya the main (types on the computer) the core activity	IT1A
00:30:12.5	00:30:12.7	322	ok	IT1C
00:30:13.3	00:30:18.8	323	core activities of (types on the computer) (.09) (inaudible - reads from the computer) (0.6) core activity	IT1A
00:31:07.4	00:31:09.9	324	activity and objective is different right? or the same↑	IT1A

00:31:09.9	00:31:10.0	325	(pause - looking at each other A & C)	
00:31:11.2	00:31:20.9	326	ok guys do you have any questions that you want to ask me? (.04) If you feel you do not understand while you do your readings↑	L
00:31:21.2	00:31:21.3	327	you are (inaudible)	IT1C
00:31:22.5	00:31:23.5	328	what↑	IT1A
00:31:23.5	00:31:23.9	329	you already see the (inaudible) yes↑	IT1C
00:31:25.5	00:31:28.7	330	no a: is the objective and the: activity are the same one? or different	IT1A
00:31:28.6	00:31:29.9	331	(pause)	
00:31:31.0	00:31:31.8	332	activity and objective↑	IT1C
00:31:32.5	00:31:33.5	333	activity and objective	IT1A
00:31:33.5	00:31:33.8	334	no:	IT1C
00:31:34.9	00:31:35.0	335	it's different	IT1A
00:31:35.1	00:31:36.0	336	it's different	IT1C
00:31:36.0	00:31:36.6	337	different right	IT1A

00:31:37.1	00:31:37.3	338	yes	IT1C
00:31:40.0	00:31:45.8	339	so: core activity (.04) what is the activity↑	IT1A
00:31:47.5	00:31:50.0	340	hm: a:	IT1C
00:31:52.0	00:31:52.6	341	the phase	IT1B
00:32:05.9	00:32:52.3	342	maybe we could use that one	IT1C
00:32:18.7	00:32:22.8	343	there (showing his computer) (inaudible) vmodel analysis:	IT1B
00:32:22.9	00:32:23.0	344	demo	IT1A
00:32:23.1	00:32:24.2	345	demo	IT1B
00:32:24.3	00:32:25.7	346	inspection (inaudible) vmodel	IT1A
00:32:30.3	00:32:39.4	347	so means that that for is the: core of vmodel (inaudible) vmodel we can count them	IT1C
00:32:37.6	00:32:38.0	348	maybe	IT1A
00:32:40.4	00:32:50.9	349	the testing on a:: part in testing they make in testing and analysis in the requirement a:from the phase 1	IT1B
00:32:52.4	00:32:53.5	350	can take that one	IT1A

00:32:53.6	00:32:58.6	351	yes (.02) of course we don't know the exact answer but we just:	IT1C
00:32:58.6	00:33:00.5	352	try assume assume that's the answer	IT1A
00:32:58.9	00:32:59.0	353	a:	IT1C
00:33:03.1	00:33:03.6	354	link this (referring to both of their computers)	IT1A
00:33:04.1	00:33:04.4	355	hh	IT1B
00:33:08.1	00:33:09.2	356	I'm too lazy	IT1A
00:33:09.4	00:33:11.5	357	just: give the:	IT1C
00:33:11.9	00:33:13.8	358	I'm waiting for the link	IT1A
00:33:14.0	00:33:15.0	359	a:: ok:	IT1C
00:33:27.5	00:33:28.8	360	unless they know its inspection testing	IT1A
00:33:31.5	00:33:31.8	361	a::	IT1A
00:33:33.1	00:33:35.8	362	core activity (.02) of vmodel	IT1B
00:33:43.7	00:34:39.6	363	analysis	IT1B

00:34:39.5	00:34:57.4	364	so: criteria to adopt to adapt what are the criteria to adapt from V model (.02) What is the meaning of criteria what is the meaning of criteria to adopt↑ For vmodel or from vmodel↑	IT1A
00:34:53.4	00:34:53.8	365	criteria	IT1C
00:34:59.0	00:35:00.6	366	a: I think for	IT1C
00:35:01.4	00:35:01.8	367	for (typing)	IT1A
00:35:08.7	00:35:10.1	368	criteria is like characteristic right↑	IT1A
00:35:10.9	00:35:12.8	369	abam is everything okay↑ (Asking IT1A)	L
00:35:13.0	00:35:13.4	370	ok	IT1A
00:35:15.6	00:35:16.8	371	so how are you doing guys (addressing the class)	L
00:35:18.0	00:35:19.7	372	criteria and requirement is it the same↑	IT1A
00:35:21.9	00:35:22.5	373	no	IT1C
00:35:23.0	00:35:33.9	374	no (inaudible reads from the computer)	IT1A
00:35:33.9	00:35:35.0	375	project test	IT1B
00:35:35.7	00:35:35.8	376	huh↑	IT1A

00:35:36.6	00:35:41.5	377	(nods his head)	IT1B
00:35:41.5	00:35:42.0	378	criteria:	IT1A
00:35:42.0	00:35:42.1		silence	all
00:35:44.9	00:35:46.9	379	same like phase	IT1B
00:35:47.0	00:35:47.8	380	same like phase↑ (.06) So here here I don't understand what is the meaning here (.01) What are the criteria to adopt for vmodel↑	IT1A
00:35:47.6	00:36:15.4	381	hm:: a:: if you want to use if you use a: different technology before you want to use vmodel what the (.02) what the skill you need to: (.) improve in vmodel↑	IT1B
00:36:15.9	00:36:23.0	382	o:: is it like for example we use a: waterfall model for example then we want to use vmodel so (.02)	IT1A
00:36:23.3	00:36:25.4	383	in order to adopt to each other↑	IT1C
00:36:25.5	00:36:29.6	384	so what do we need to take from the vmodel to the waterfall model like that?	IT1A
00:36:31.3	00:36:36.4	385	It's something like a: you mean they using the one's control for the another one	IT1C
00:36:36.9	00:36:37.0	386	hm::	IT1A
00:36:37.7	00:36:37.8	387	a::	IT1C
00:36:39.8	00:36:45.3	388	maybe	IT1A

00:36:45.3	00:36:46.9	389	different (pointing at the computer screen)	IT1B
00:36:47.1	00:37:00.7	390	WH5 model assumes that that is another model (.02) Criteria to adopt for vmodel (.03) a: ok: skip	IT1A
00:37:00.8	00:37:01.0	391	kiv	IT1B
00:37:06.8	00:37:12.0	392	what's the difference of vmodel with other model (type on computer)	IT1A
00:37:15.8	00:37:17.6	393	the other model or the specific one?	IT1C
00:37:19.5	00:37:20.6	394	hm:::	IT1A
00:37:22.6	00:37:24.9	395	like a specific one like the one you: (points and looks to the computer)	IT1C
00:37:28.9	00:37:29.8	396	WH5 model	IT1A
00:37:31.3	00:37:31.4	397	hh	IT1B
00:37:32.0	00:37:32.7	398	WH5 model?	IT1C
00:37:32.8	00:37:41.8	399	I don't know hh (.03) a:: no: maybe hmm (inaudible - reads from the computer) and other model	IT1A
00:37:52.2	00:37:53.9	400	There are	IT1A
00:37:54.0	00:37:54.2	401	question	IT1B
00:37:58.5	00:38:11.4	402	(reads from the computer - inaudible)	IT1A

00:38:27.5	00:38:30.1	403	(both IT1B & IT1C look at IT1A) they are comparing vmodel with waterfall model	IT1A
00:38:33.0	00:38:39.9	404	a: we can take a: differences (.02) we need to write the difference right↑	IT1C
00:38:42.6	00:38:42.7	405	only difference is ok I guess (.01) but there is the we are not doing the: real answer	IT1A
00:39:04.2	00:39:44.2	406	with waterfall model (types on the computer) because they are comparing each other (.10) (reads from the computer – inaudible) (reads) start first stage ok the (inaudible) phase between vmodel and waterfall model is that (inaudible) model testing activities are carried out after the development activities are over hm::: but vmodel testing activities start in the first stage	IT1A
00:39:44.3	00:39:49.2	407	read until here (points) the main until the process	IT1C
00:40:00.0	00:40:04.1	408	you can use the: my mouse	IT1C
00:40:04.1	00:40:04.2	409	hh:	IT1A
00:40:18.1	00:40:38.8	410	humming (reads from the computer - inaudible) waterfall after finish all oh yeah of course absolutely because we are using model for: (.04) reuse right	IT1A
00:40:39.4	00:40:40.5	411	yes	IT1C
00:40:44.8	00:40:45.0	412	risk of huh↑	IT1A
00:40:45.9	00:40:46.8	413	same question	IT1B

00:40:49.6	00:41:07.5	414	there are the same so (types) (.08) developable what is the word developable using vmodel It is not the model that develop that deliver the thing it is (.02)	IT1A
00:41:07.7	00:41:07.9	415	system	IT1B
00:41:11.5	00:41:12.5	416	it is what people	IT1A
00:41:12.5	00:41:12.9	417	use	IT1C
00:41:13.2	00:41:18.5	418	use what people want to build people just using the model the model didn't complete that	IT1A
00:41:18.5	00:41:20.7	419	means the question is incorrect↑	IT1C
00:41:20.8	00:41:22.8	420	the question is:: somehow incorrect	IT1A
00:41:24.6	00:41:26.0	421	we can ask the lecturer	IT1C
00:41:27.0	00:41:40.1	422	maybe but (looks at the lecturer) (.03) hold on (types) when to use vmodel? Why do we need to use vmodel↑	IT1A
00:41:40.9	00:41:42.0	423	again and again	IT1C
00:41:42.6	00:41:46.2	424	hh how to maintain the system↑ ok how to maintain the system using vmodel↑	IT1A

00:41:47.8	00:41:48.5	425	maybe testing	IT1B
00:41:49.9	00:41:50.7	426	testing↑	IT1A
00:41:51.4	00:41:52.1	427	try testing	IT1B
00:41:54.3	00:41:56.8	428	let's see: how to	IT1A
00:41:56.8	00:41:57.6	429	maintain	IT1C
00:41:57.6	00:41:59.7	430	(types) how to	IT1A
00:41:59.8	00:41:59.9	431	maintain	IT1C
00:42:07.6	00:43:16.3	432	what is it and how do you use it what is vmodel? (.11) Maintenance of the system using vmodel (typing and reading - inaudible) validation maintenance process rationalize life cycle maintain vmodel user lets share let's see model in progress	IT1A
00:43:16.4	00:43:20.8	433	see (.) here so (.) they compare between (inaudible) and vmodel	IT1A
00:44:08.1	00:44:09.7	434	vmodel so as for testing (inaudible) they they know how:: where the problem where the issues while testing in the test (inaudible)	IT1C

00:44:27.7	00:44:34.7	435	but is it (.) isn't the maintenance is: use after the after system is (inaudible)	IT1A
00:44:37.2	00:44:37.3	436	a::	IT1C
00:44:38.7	00:44:59.1	437	so after the If the system has been released there's no point testing yet just need to maintain it but (.) usually the maintenance is not about the model it's about the system it's about the: (.) what the people ask from the: from us from the developer it's not about the model	IT1A
00:45:00.0	00:45:01.0	438	o: ok:	IT1C

00:45:04.0	00:47:13.2	439	how to maintain the system using vmodel (.02)	IT1A
			skip	
			later on (.06)	
			how to adopt adapt vmodel and component?	
			let's see let's see (types) model v development model in component (reads) an improve model for component based software development	
			hmmm (.06)	
			an improve model for component based software development (.07)	
			please please please please (.10)	
			it's not responding it's not responding so:	
			(reads on) advantage of vmodel disadvantage of the:	
00:47:13.8	00:47:15.3	440	so the question is	IT1C
00:47:16.3	00:47:42.9	441	how to adapt vmodel in component	IT1A
			vmodel↑ in component (.02)	
			I don't know how to answer this question but I think	
			maybe the answer is (points on the computer) no 12 to adapt model component by (.) creating the component we already adapt	
00:47:29.2	00:47:30.2	442	maintain	IT1B

00:47:42.9	00:47:43.6	443	using	IT1B
00:47:43.8	00:47:45.9	444	we already use the vmodel	IT1A
00:47:45.2	00:47:46.4	445	the BJV	IT1B
00:47:46.4	00:47:47.4	446	ok	IT1C
00:47:48.3	00:47:53.9	447	BJV is (.04) o: Java B	IT1A
00:47:54.0	00:47:54.1	448	hm::	IT1B
00:47:57.7	00:48:36.0	449	we get the model is vmodel (.02) I don't know whether it's the same like is it like (.01) corbalier is it the same (asking B) (.06) it's ok later on I'm not sure about this question (.03) what is special about vmodel↑ (0.1) special and advantage is the same thing right↑	IT1A
00:48:37.9	00:48:40.6	450	yes (.01) special from the other	IT1C
00:48:39.3	00:48:39.5	451	for me	IT1A

00:48:43.6	00:48:46.3	452	it's like almost the same like the advantage right	IT1A
00:48:48.0	00:48:49.1	453	if the advantage means	IT1C
00:48:51.5	00:48:55.1	454	the advantage is like what we have but they don't	IT1A
00:48:55.1	00:49:08.0	455	have (.01) Maybe different also is something like difference just now we write in the differentiating the waterfall	IT1C
00:49:11.2	00:49:18.5	456	what is software development vmodel↑ what is (.) what is vmodel↑ (.02) what is vmodel	IT1A
00:49:24.2	00:49:28.6	457	what is model (reads from computer) model is (inaudible)	IT1A
00:49:28.6	00:49:33.1	458	hm:: just write the easy one	IT1C
00:50:09.9	00:50:55.6	459	viola (continues typing and reading from the computer - inaudible)	IT1 A
00:50:58.1	00:50:59.4	460	the requirement is (inaudible) for the vmodels right↑	IT1C
00:50:59.4	00:51:03.8	461	hm: yes	IT1A
00:51:28.7	00:52:08.9	462	next (types) requirement system design (types) system design (reads) to generate specification from (inaudible) the outline (inaudible) viola(.) architecture design	IT1A

00:52:12.6	00:52:19.5	463	is this in the website↑ the question architecture design↑	IT1C
00:52:21.4	00:52:24.8	464	yes: (reads from the computer) module design architecture design	IT1A
00:52:25.2	00:52:25.5	465	ok	IT1C
00:52:34.4	00:52:36.4	466	architect (spells)	IT1A
00:52:36.5	00:52:37.5	467	architecture	IT1C
00:52:38.6	00:52:51.2	468	archi (inaudible) there	IT1C
00:52:56.0	00:53:16.0	469	o: high level design (.01) Architecture design ture (spells) (.11) next question module design	IT1A
00:53:20.7	00:53:23.1	470	module	IT1C
00:53:23.1	00:53:24.6	471	module design (types)	IT1A
00:53:26.3	00:53:28.4	472	low level design	IT1C
00:54:11.8	00:54:12.9	473	(inaudible) testing↑	IT1C
00:54:14.3	00:54:14.7	474	yes	IT1A
00:54:14.8	00:54:17.1	475	(inaudible)	IT1C

00:54:17.4	00:54:19.9	476	I take it last semester it's quite easy actually	IT1A
00:54:24.2	00:54:26.0	477	what system you test↑	IT1C
00:54:26.0	00:54:28.8	478	a:: LAT system	IT1A
00:54:31.8	00:54:35.0	479	there are two sides one is King and the other for side A	IT1A
00:54:35.2	00:54:37.8	480	do you have the coding and all the information↑	IT1C
00:54:38.8	00:54:47.3	481	sure (.01) but my group is on on somebody that but I think I can ask them for to send it if	IT1A
00:54:47.3	00:54:48.0	482	if they have	IT1C
00:54:48.0	00:54:48.9	483	if they free	IT1A
00:54:48.9	00:54:59.8	484	please because I'm give the a: how the what do we call that how the selenium works yes	IT1C
00:54:50.1	00:54:52.9	485	hhh	IT1A
00:55:02.8	00:55:05.3	486	you make at the end of semester project	IT1B
00:55:07.3	00:55:08.0	487	yes	IT1C
00:55:08.0	00:55:09.9	488	a:: project at the end	IT1B

00:55:09.9	00:55:10.0	489	yes::	IT1C
00:55:10.9	00:55:11.8	490	project at the end not in early	IT1B
00:55:12.1	00:55:12.2	491	no::	IT1C
00:55:13.7	00:55:19.6	492	because she asks us to:: in this coming two weeks in this coming even one week	IT1C
00:55:19.6	00:55:22.2	493	a::	IT1B
00:55:22.2	00:55:24.1	494	it's really I really I really don't understand what is selenium	IT1C
00:55:25.3	00:55:26.4	495	selenium (inaudible)	IT1B
00:55:28.5	00:55:28.6	496	selenium (inaudible) I cannot use selenium here but in my friend's laptop I can use it I don't know why	IT1A
00:55:34.8	00:55:36.0	497	why is it different↑	IT1C
00:55:37.6	00:55:40.7	498	it should be the same but I don't know why my selenium doesn't work	IT1A
00:55:40.9	00:55:41.4	499	o: ok:	IT1C
00:55:42.4	00:56:06.6	500	(reads) in software development vmodel (inaudible) phase of model (types)	IT1A
00:56:12.7	00:56:14.3	501	what was the question↑	IT1C
00:56:14.5	00:56:18.4	502	do:: do each phase must be completed for the next phase begins↑	IT1A

00:56:18.4	00:56:20.1	503	software development	IT1C
00:56:20.2	00:56:22.3	504	in this software development vmodel	IT1A
00:56:22.3	00:56:25.0	505	I think there was a::	IT1C
00:56:25.1	00:56:26.0	506	usually	IT1A
00:56:26.1	00:56:38.6	507	usually it shouldn't be: like the first one (inaudible) a: I think so:	IT1C
00:56:39.3	00:56:49.8	508	Usually we need to complete the first part in order to start the second part usually but (.) I think one or two development model	IT1A
00:56:50.6	00:56:51.7	509	a:: they are different	IT1C
00:56:52.0	00:56:56.9	510	they are different they just like just do your part and do your part and then they compile	IT1A
00:56:56.9	00:56:58.1	511	a::	IT1C
00:57:00.9	00:57:05.8	512	it's ok I think this is yes we need we need to:: to finish the: what we need to finish the::	IT1A
00:57:09.6	00:57:10.9	513	first stage	IT1C
00:57:11.4	00:57:13.6	514	the first phase in order to start the second phase	IT1A

00:57:21.8	00:57:36.0	515	do each phase must be completed before the next phase begin↑ (.02) simplify (.04) how to simplify this question? (.02) phase in vmodel	IT1A
00:57:42.6	00:57:43.7	516	dah ada dah ni phase of vmodel	IT1B
00:57:45.5	00:57:46.1	517	we already have phase in vmodel but	
00:57:47.7	00:57:49.5	518	o: but not specific yet	IT1B
00:57:53.3	00:58:53.1	519	submission 21st May (reads from the lecturers slide on the main screen) slides contains the the gist of vmodel(.) take note guys	IT1A
00:59:48.8	00:59:54.8	520	ok I guess we wrap up the class at this point alright	L

IT GROUP 2				
Start Time	**End Time**	**Turn**	**Transcript**	**Speaker**
00:02:43.4	00:02:47.5	1.	ok so how about our last class?	IT2A
00:02:48.4	00:02:51.7	2.	a:: she list all the question	IT2B
00:02:54.5	00:03:02.7	3.	that we produced in slides (.03) who has the latest slide?	IT2A
00:03:04.2	00:03:08.6	4.	a:: post stage (inaudible) but I have (inaudible) I have got it yet	IT2B
00:03:10.2	00:03:14.7	5.	mina that you got the latest latest slide or: Mishar?	IT2A
00:03:15.9	00:03:16.3	6.	a: not me	IT2B
00:03:16.4	00:03:36.6	7.	[A &B are looking at C who did not respond to the question]	
00:03:36.6	00:03:41.0	8.	I didn't do the slide yet (.02) have you done the slide yet	IT2B
00:03:42.1	00:03:51.3	9.	I have done my part a:: that I divide the question but not all completely	IT2A
00:03:52.4	00:03:58.5	10.	But (.01) firstly I done from number sixty: six right	IT2B
00:03:59.2	00:03:59.8	11.	sixty seven	IT2A

00:03:59.9	00:04:17.4	12.	Ya 67 [till::] the end I think I thought I have already answer it but where's my: (.02) where is my:: first slide a:: thank you ya:	IT2B
00:04:02.1	00:04:02.8	13.	till the end	IT2A
00:04:02.8	00:04:02.9	14.	yes	IT2A
00:04:29.4	00:04:30.9	15.	Mila how about your progress? (looking at IT2C and her computer)	IT2B
00:04:32.6	00:04:33.3	16.	already finished	IT2C
00:04:34.6	00:04:34.9	17.	your part?	IT2B
00:04:35.6	00:04:35.9	18.	all	IT1C
00:04:36.5	00:04:36.8	19.	hh bull	IT2A
00:04:37.0	00:04:37.9	20.	all part?	IT2B
00:04:39.7	00:04:45.2	21.	Seriously lily (.04) Including ours?	IT2B
00:04:45.3	00:04:45.8	22.	yes::	IT2C
00:04:53.6	00:04:57.3	23.	all in slide? (.02) or in document?	IT2B
00:04:58.8	00:04:59.2	24.	slide	IT2C

00:05:12.8	00:05:14.7	25.	Do you mind that giving to us?	IT2B
00:05:17.0	00:05:17.4	26.	giving?	IT2C
00:05:18.6	00:05:19.9	27.	No I already answer my part	IT2B
00:06:03.0	00:06:30.3	28.	Ok class sorry for: for the interruption ya a: I would like to see your progress in the description and formation that you load in your slides regarding the process ya regarding the the component I mean the V process model ok so I hope you can focus on the extract because you need to understand that model before you can apply in the development process of your component ya (.01) alright	L
00:07:26.8	00:07:28.7	29.	madam said (inaudible whisper)	IT2C
00:07:29.0	00:07:29.4	30.	what's wrong?	IT2B
00:07:41.2	00:07:50.8	31.	(Walks over to the group, walks to IT2C)	L
00:07:50.7	00:07:52.6	32.	right	L
00:07:52.6	00:08:13.4	33.	this a: this is what I have done (inaudible) question and answer but my answer is a: (.03) [sop overall schedule]	
00:08:11.4	00:08:11.5	34.	ok	L
00:08:12.0	00:08:12.1	35.	ok	L
00:08:12.3	00:08:12.8	36.	now lets	L

00:08:13.5	00:08:15.4	37.	now show me show me the whole slide	L
00:08:16.8	00:08:30.3	38.	ok show me the whole slide (.01) you have to make sure that you guys working in such a way that you are going to get all the information for the v process v process model ok	
00:08:33.5	00:08:38.9	39.	V process model a:: the answer is already but I don't put in the slide	IT2C
00:08:40.7	00:08:46.7	40.	Ok again ok again I don't want a question and answer kind of thing: right so:	L
00:08:46.7	00:08:47.3	41.	Make a conclusion	IT2A
00:08:47.6	00:08:55.0	42.	So all the word answer question you should remove them (.01) ok: from all the slides	L
00:08:56.0	00:08:57.1	43.	And answer also?	IT2C
00:09:00.4	00:09:01.2	44.	Just left the answer	IT2A
00:09:02.3	00:09:02.4	45.	left question	IT2C
00:09:02.4	00:09:32.0	46.	Ok so you have to remember that when I mentioned to you about a: (.01) all these questions kan ya so those question should be or you should use all the questions to guide you in looking for the relevant information right so whatever information that you have found a: relevant to that particular topic a: for example for this topic ok: just put in there	L
00:09:34.7	00:09:39.1	47.	(pointing to the screen) I put all:: relevant answer for this	IT2C

00:09:39.0	00:10:09.8	48.	Ok alright so that is: this one is okay I don't want the the word question and answer there cos we are not answering the question cos we are creating a: (.01) slides for that particular sub topic ok alright so you should work on it (.06) in that way (lecturer walks away from group)	L
00:09:44.2	00:09:45.0	49.	the answer and:	IT2C
00:10:17.7	00:10:30.1	50.	[Lecturer leave the group]	
00:10:30.1	00:10:31.1	51.	I don't understand madam	IT2C
00:10:32.3	00:10:34.0	52.	What?	IT2B
00:10:34.3	00:10:41.2	53.	Do you want the question in the slide or just the answer?	IT2C
00:10:41.2	00:10:42.8	54.	just left the answer	IT2A
00:10:44.6	00:10:46.0	55.	ya just left the answer	IT2B
00:10:50.6	00:10:53.8	56.	Why don't we just left the slide and try to modify it	IT2B
00:11:20.9	00:11:26.4	57.	Please find a: about the v model the detail about vmodel	IT2C
00:11:28.0	00:11:28.7	58.	ok	IT2B
00:11:30.4	00:11:41.6	59.	and farli please find about the testing testing part overall about testing part not just only the question	IT2C

00:11:41.7	00:11:43.8	60.	So we forget the question and find the	IT2A
00:11:43.6	00:11:46.1	61.	yes	IT2C
00:11:50.0	00:11:55.0	62.	And do you want it in the slide or:	IT2B
00:11:53.1	00:11:54.7	63.	Put it in the slide	IT2C
00:11:54.7	00:11:55.8	64.	Put it in the slide:	IT2B
00:11:58.5	00:12:01.3	65.	Vmodel and it is all process	IT2B
00:12:03.3	00:12:04.8	66.	overall about vmodel	IT2C
00:12:08.8	00:12:56.9	67.	detail	IT2C
00:12:56.9	00:13:09.0	68.	madam (calling lecturer to come over to the group)	IT2C
00:13:09.0	00:13:15.0	69.	madam (raise hand)	IT2C
00:13:15.0	00:13:16.4	70.	testing about vmodel	IT2A
00:13:23.1	00:13:24.6	71.	what's wrong with my tm	IT2B
00:13:33.1	00:13:35.2	72.	turn to html instantly	IT2B
00:13:37.9	00:13:39.0	73.	try to open	IT2A

00:13:48.0	00:13:48.8	74.	what?	IT2C
00:13:49.0	00:13:49.9	75.	try to open:: the other:	IT2A
00:13:51.1	00:13:52.1	76.	o: try to download	IT2B
00:13:52.1	00:13:53.1	77.	for the other pdf	IT2A
00:13:58.9	00:13:59.3	78.	its ok?	IT2A
00:14:05.5	00:14:07.2	79.	maybe the other link	IT2A
00:14:17.4	00:14:24.0	80.	madam (raised hand)	IT2C
00:14:29.7	00:14:33.6	81.	I want to confirm only the answer in the slide	IT2C
00:14:33.6	00:14:33.9	82.	yes:	L
00:14:34.1	00:14:35.5	83.	not the question	IT2C
00:14:35.6	00:14:35.7	84.	no	L
00:14:37.0	00:14:39.5	85.	I don't want the question in the slide because this is going to be	L
00:14:39.6	00:14:39.9	86.	no no	L
00:14:41.0	00:14:41.5	87.	this delete?	IT2C

00:14:41.6	00:14:42.2	88.	hm::?	L
00:14:43.4	00:14:43.8	89.	delete?	IT2C
00:14:44.0	00:14:45.1	90.	eh pasai apa nak delete? yang mana? (why do you want to delete? which one?)	L
00:14:45.6	00:14:46.4	91.	ah ok	L
00:14:46.4	00:14:46.9	92.	question	IT2C
00:14:46.9	00:14:47.2	93.	a: ok	L
00:14:47.2	00:14:49.7	94.	thank you madam	IT2C
00:14:50.3	00:14:53.4	95.	macam you buat notes la (just like making notes)	L
00:15:02.7	00:15:09.1	96.	[mumbling/whisper]	IT2C & A
00:15:09.1	00:15:11.2	97.	I've found the advance vmodel	IT2B
00:15:12.5	00:15:13.6	98.	Is it acceptable or:	IT2B
00:15:43.3	00:15:46.2	99.	I think we continue our PBL1	IT2C
00:15:48.2	00:15:51.0	100.	PBL1 make it as slide?	IT2A
00:15:51.0	00:15:51.2	101.	yes	IT2C

00:15:53.9	00:15:54.0	102.	to::	IT2A
00:15:56.3	00:16:16.2	103.	because if you see the slide kan (smile) (.03) if you see the slide: we explain about software development we explain about software component based development	IT2C
00:16:16.2	00:16:16.8	104.	ya	IT2B
00:16:17.7	00:16:21.2	105.	so for PBL 1 our already:	IT2C
00:16:21.2	00:16:22.4	106.	already discuss it	IT2B
00:16:22.4	00:16:22.7	107.	yes	IT2C
00:16:23.6	00:16:33.3	108.	So we just continue on PBL1 (.02) for:: the first question that we have on:: 127 slide	IT2B
00:16:31.3	00:16:31.9	109.	I think like that	IT2C
00:16:33.6	00:16:36.0	110.	Yes I want the 127 slide	IT2C
00:16:35.6	00:16:37.0	111.	oh sorry sorry	IT2B
00:16:41.3	00:16:41.9	112.	the CBC?	IT2A
00:16:41.8	00:16:44.5	113.	Cos like madam say just now	IT2C
00:16:45.4	00:16:46.8	114.	make (inaudible) slide	IT2A

00:16:48.3	00:16:50.0	115.	(inaudible)	IT2C
00:16:52.1	00:16:55.2	116.	but the model is:	IT2A
00:16:56.5	00:16:58.9	117.	The vmodel a:: jap	IT2C
00:17:02.8	00:17:04.1	118.	So we just::	IT2A
00:17:04.2	00:17:05.7	119.	Vmodel is	IT2B
00:17:05.6	00:17:07.6	120.	Expand the slide about vmodel	IT2A
00:17:07.0	00:17:08.3	121.	Expand the slide about vmodel	IT2C
00:17:10.2	00:17:11.4	122.	a: the one:	IT2B
00:17:11.5	00:17:17.2	123.	a: but the slide for the vmodel in the: another subtopic	IT2C
00:17:18.4	00:17:19.5	124.	subtopic	IT2A
00:17:23.5	00:17:24.6	125.	the latest slide`	IT2A
00:17:25.9	00:17:26.9	126.	don't understand	IT2C
00:17:26.9	00:17:27.2	127.	hhh	IT2A
00:17:29.8	00:17:31.5	128.	one hundred twenty seven ok	IT2A

00:17:41.0	00:17:41.6	129.	So I will	IT2A
00:17:41.6	00:17:43.4	130.	[cough]	IT2C
00:17:53.8	00:17:59.0	131.	So I will make it a: sub sub topic about testing	IT2A
00:18:00.2	00:18:01.8	132.	About vmodel and about testing	IT2C
00:18:03.1	00:18:04.3	133.	vmodel and testing	IT2A
00:18:06.5	00:18:07.5	134.	another topic	IT2C
00:18:08.5	00:18:25.1	135.	[mumbles/ whisper - inaudible]	IT2C
00:18:14.7	00:18:15.2	136.	say what?	IT2B
00:18:25.0	00:18:25.7	137.	madam [call as lecturer walks by]	IT2C
00:18:25.8	00:18:25.9	138.	ya	L
00:18:32.0	00:18:32.1	139.	[whisper]	IT2C
00:18:33.7	00:18:34.0	140.	soalan [question]	L
00:18:36.2	00:18:38.9	141.	she arranging:: something	IT2B
00:18:41.7	00:18:50.0	142.	so the slide is like a: continue our PBL1? so just elaborate	IT2A

00:18:47.4	00:18:48.1	143.	it's not about	L
00:18:50.1	00:18:51.4	144.	It's not about continuation of PBL1 did you print the assignment I gave you hmm make it handy all the time	L
00:18:57.7	00:18:58.7	145.	hmm	IT2A
00:18:59.1	00:19:01.4	146.	because	IT2C
00:19:01.4	00:19:02.8	147.	[Lecturer walks away] so that you can refer it to it ya	L
00:19:05.1	00:19:05.2	148.	based on the question that you give on the slide you explain about the topics on PBL1 again	IT2C
00:19:19.2	00:19:20.1	149.	[inaudible] question	IT2A
00:19:23.6	00:19:32.2	150.	Madam: wait a: I want I send to you guys the question that you get	IT2A
00:19:34.3	00:19:35.5	151.	It's the same question right	IT2B
00:19:36.0	00:19:41.5	152.	I think (.02) wait okay	IT2A
00:19:41.6	00:19:47.1	153.	Ok if you see the question that madam give on e-learning	IT2C
00:19:43.9	00:19:44.8	154.	This is the question hmm	IT2A
00:19:47.7	00:19:49.2	155.	yes a: that I give	IT2A

00:19:49.2	00:19:50.0	156.	ada dak yang printed tu huh	L
00:19:50.0	00:19:50.1	157.	yes a:	IT2A
00:19:50.5	00:19:50.9	158.	huh?	L
00:19:51.1	00:19:51.5	159.	no	IT2B
00:19:52.0	00:19:52.4	160.	ok	L
00:19:52.5	00:19:54.7	161.	no I just send to WhatsApp group	IT2A
00:19:54.8	00:19:57.2	162.	Mashallah:: ok	L
00:19:57.0	00:19:57.8	163.	We look the component	IT2C
00:19:57.7	00:20:14.2	164.	no you look at this page yes you have that ok what you should do is ok what you should do is you describe this all these phases some of it you have had all those from your from your previous work right	L
00:20:00.7	00:20:04.4	165.	yes	IT2A
00:20:14.3	00:20:15.1	166.	o::	IT2A
00:20:15.1	00:20:15.7	167.	betoi dak? [isn't it right]	L
00:20:15.7	00:20:18.2	168.	o: describe about what is this slide? (showing to the computer)	IT2A

00:20:17.1	00:20:17.5	169.	iye:: [yes]	L
00:20:18.2	00:20:18.8	170.	to explaining:	IT2B
00:20:19.5	00:20:22.8	171.	explaining each one of those (.01) ok each one of those are phases right	L
00:20:22.9	00:20:23.0	172.	yes	IT2A & IT2B
00:20:23.5	00:20:27.1	173.	so what you have to do you have to make sure you understand those phases	L
00:20:27.3	00:20:27.4	174.	o::: ok	IT2A & IT2B
00:20:28.6	00:20:46.1	175.	Some of those you have had that you have had all the information not all la some of the information ok in during when you do the you did your first PBL the one that I asked you guys to keep I hope ok you guys still remember that so so	L
00:20:46.8	00:20:47.3	176.	so?	IT2B
00:20:48.8	00:20:49.7	177.	so elaborate the:	IT2A
00:20:49.7	00:20:49.8	178.	yes	L
00:20:50.5	00:20:50.6	179.	a:	IT2A
00:20:51.1	00:20:51.5	180.	the diagram	L

00:20:51.5	00:20:52.1	181.	a: the diagram	IT2A
00:21:02.5	00:21:02.9	182.	but madam:	IT2C
00:21:04.4	00:21:05.2	183.	what madam	IT2B
00:21:07.1	00:21:08.0	184.	yes?	L
00:21:08.0	00:21:10.6	185.	If you see the list of question kan	IT2C
00:21:10.6	00:21:11.2	186.	ya	L
00:21:11.8	00:21:12.8	187.	about the component:	IT2C
00:21:12.8	00:21:13.1	188.	alright	L
00:21:13.2	00:21:13.6	189.	so	L
00:21:13.6	00:21:14.0	190.	about the:	IT2C
00:21:14.0	00:21:20.2	191.	ok you have the you have got all those questions on what is a component and what how to do all those thing right	
00:21:15.6	00:21:16.2	192.	about the vmodel	IT2C
00:21:20.3	00:21:20.9	193.	yes	IT2C

00:21:21.0	00:21:25.0	194.	so you are going to transform this into subtopics in your slide ok	L
00:21:25.1	00:21:25.7	195.	subtopic?	IT2A
00:21:25.9	00:22:24.7	196.	and then: yes sub topic lah in one of the topic in your slide kan okay so one of the topic in your slide and then you use whatever is listed in here: alright I mean the question related to that one and then you find the information relevant to it ok and you just put that as the answer alright so I did mention to you last time you use all perceived information I mean sorry you use all these questions to help you to find the relevant information some question has no answer to it ya and then some question get no have different a: perspective that you are looking into perhaps you want to understand different thing and then it gives you a different thing alright so that is what you have to do (.) to read and to justify why you should why that information need to be a:: put in that ok in that section lah in that topic ok?	L
00:22:27.7	00:22:28.1	197.	so we do	IT2A
00:22:28.1	00:22:29.9	198.	based on idea [point at the computer]	IT2C
00:22:29.9	00:22:37.2	199.	alright so that one is ok: ok so what information do you have? so look at the information I mean look at the question relevant to that one ok so you have that (pointing to the computer)	L
00:22:39.9	00:22:43.3	200.	About the only the question about the invitation	IT2C
00:22:43.5	00:23:39.6	201.	All the techniques here when you want to apply: you have to know the how to right so the techniques tell you ok the technique tells you how to (.02) so that is the thing that you have to discuss alright you look for the information on the how to you find the information then you discuss ok to seek or to come up with a: a:: what do you call it to come up with an agreement about which one you are going to put in the example of techniques okay the how to are many so which one is suitable for yours it je right ok similar to the other steps similar to this one okay once you have found the answer remove the question I don't want to look at the question anymore alright [lecturer walks away]	L

00:22:53.8	00:22:56.0	202.	so	IT2C
00:22:56.0	00:23:03.8	203.	[mumbling]	IT2C
00:23:44.6	00:23:46.6	204.	So the biggest topic is about v model?	IT2A
00:23:46.6	00:23:46.8	205.	ya	IT2B
00:23:48.2	00:23:51.3	206.	and we continue elaborate the diagram	IT2A
00:23:52.0	00:24:24.2	207.	a:: I've got one more a: actually a few answer but a: software development design: software development vmodel architecture design: I found what it is or in the process that happening during that stage (.02) should I just continue with this or (.03) check to look (turn the computer to show to IT2A)	IT2B
00:24:24.4	00:24:27.5	208.	If the point relate to vmodel?	IT2C
00:24:28.3	00:24:30.4	209.	All the points my point are related	IT2B
00:24:31.8	00:24:32.6	210.	just copy and paste	IT2C
00:24:33.2	00:24:35.3	211.	Copy and paste like usual hh	IT2B
00:24:59.4	00:25:02.7	212.	hm:: like my part	IT2A
00:25:02.8	00:25:03.8	213.	your part?	IT2B
00:25:03.9	00:25:04.0	214.	not I mean some of the question like they are from my part	IT2A

00:25:11.0	00:25:17.6	215.	oh:	IT2B
00:25:17.6	00:25:23.4	216.	hm: maybe we can elaborate more about the detail	IT2A
00:25:32.8	00:25:33.0	217.	what's wrong? [looking at C's computer]	IT2B
00:25:36.5	00:25:45.0	218.	madam hhh madam just now say focus about the vmodel	IT2C
00:25:45.0	00:25:45.5	219.	yeah the vmodel	IT2A & IT2B
00:25:45.6	00:25:45.9	220.	but:	IT2C
00:25:47.5	00:25:48.0	221.	the question	IT2A
00:25:49.0	00:25:50.1	222.	how about the question?	IT2C
00:25:50.6	00:25:54.2	223.	Hhh that a: in the CBB question?	IT2A
00:25:55.1	00:25:55.8	224.	so probably	IT2B
00:25:55.8	00:26:04.0	225.	she said that make a:the subtopic for vmodel so the biggest topic is vmodel	IT2A
00:26:04.1	00:26:18.6	226.	If find the answer that not relate to vmodel a part of vmodel is part of vmodel a part of component is component	IT2C
00:26:18.6	00:26:21.5	227.	O:: they are not relate to v model	IT2A

00:26:21.5	00:26:21.6	228.	no	IT2C
00:26:22.4	00:26:23.0	229.	a: no	IT2A
00:26:23.1	00:26:30.4	230.	This only explain about the vmodel not in detail just: (turns her head around)	IT2C
00:26:31.2	00:26:31.6	231.	introduction	IT2B
00:26:31.6	00:26:37.2	232.	just introduction m:: so I don't understand	IT2C
00:26:37.2	00:26:37.3	233.	hhh	IT2A
00:26:39.8	00:26:41.2	234.	So take a look the question	IT2A
00:26:41.2	00:26:41.4	235.	why?	IT2C
00:26:42.6	00:26:55.7	236.	But the other day madam told us just to: answer the question by following the theme and them come up with the conclusion right	IT2B
00:26:57.8	00:27:02.1	237.	Yes so overall that I already done	IT2C
00:27:03.3	00:27:03.4	238.	is	IT2B
00:27:03.9	00:27:04.7	239.	My answer not [pause]	IT2C
00:27:05.9	00:27:06.7	240.	relate	IT2B

00:27:06.7	00:27:10.0	241.	relate to the question that madam	IT2C
00:27:10.0	00:27:12.1	242.	Not relate too much or just half of it	IT2B
00:27:12.1	00:27:16.2	243.	Not relate too much it's relate but it's:	IT2C
00:27:16.2	00:27:16.8	244.	half?	IT2B
00:27:18.0	00:27:19.3	245.	More to:: ok	IT2C
00:27:19.4	00:27:19.9	246.	more to?	IT2A
00:27:20.1	00:27:26.0	247.	Ok how about the component? all detail about the component I put	IT2C
00:27:27.2	00:27:27.9	248.	in the other:	IT2B
00:27:28.0	00:27:28.7	249.	in the other slide	IT2C
00:27:33.4	00:28:06.0	250.	I think we can we can make a slide that a:: that are topic name topic of vmodel and: we just put the intro and put a: everything component in the introduction and: we continue the details in the the subtopic of bottom of introduction can we do like that I mean the intro we put all the component introduction subtopic	IT2A
00:28:06.0	00:28:09.5	251.	It will be another topic	IT2C
00:28:10.9	00:28:12.6	252.	Actually	IT2A
00:28:12.6	00:28:14.4	253.	Hm:: how to explain huh	IT2C

00:28:14.2	00:28:17.5	254.	Actually I think I think it's okay it's okay	IT2A
00:28:18.0	00:28:18.9	255.	hhh relax	IT2B
00:28:18.9	00:28:29.7	256.	I think it's okay because a:: in the component also have say about vmodel so:: we make it as intro	IT2A
00:28:29.7	00:28:48.1	257.	Yes in component it explain about vmodel but if we relate the question that we don't give on e-learning that 107 question is about overall about CBD not about the vmodel	IT2C
00:28:32.9	00:28:33.0	258.	but in vmodel	IT2B
00:28:51.8	00:28:58.7	259.	So what you are trying to say doesn't have any related vmodel and component	IT2B
00:28:59.7	00:29:00.4	260.	no:::	IT2C
00:29:00.4	00:29:00.9	261.	so?	IT2B
00:29:03.4	00:29:03.5	262.	don't	IT2A
00:29:04.9	00:29:06.1	263.	don't be stressed out	IT2B
00:29:06.2	00:29:11.1	264.	hhh	IT2A
00:29:08.7	00:29:10.0	265.	relax sister	IT2B
00:29:10.7	00:29:11.2	266.	[whining]	IT2C

00:29:15.2	00:29:17.6	267.	How I want to explain?	IT2C
00:29:22.5	00:29:27.8	268.	You're saying that in vmodel there is no: component related component [inaudible]?	IT2B
00:29:29.7	00:29:30.8	269.	they are related:	IT2C
00:29:30.8	00:29:31.0	270.	but?	IT2B
00:29:33.6	00:29:36.1	271.	But the topic is for component not for vmodel?	IT2A
00:29:38.1	00:29:46.4	272.	If you look all questions from 1 till to::	IT2C
00:29:47.5	00:29:47.7	273.	hundred	IT2A
00:29:55.3	00:29:57.0	274.	until 99?	IT2A
00:29:58.0	00:30:03.7	275.	vmodel	IT2C
00:30:03.7	00:30:04.8	276.	question about vmodel only	IT2A
00:30:04.8	00:30:05.9	277.	o::	IT2B
00:30:05.9	00:30:10.0	278.	Ok until 50 ok until 50	IT2C
00:30:10.7	00:30:10.9	279.	uh uh	IT2A

00:30:11.6	00:30:33.8	280.	This explain about the component about the component adaptation about the component conversation in 51 until 80 only to vmodel can you understand what I mean	IT2C
00:30:35.5	00:30:41.9	281.	So what are you trying to say? that the 50 question is	IT2A
00:30:42.6	00:30:43.4	282.	About PBL1	IT2C
00:30:46.6	00:31:04.6	283.	The 51ˢᵗ question ok:: or we just copy and why can't we just copy and use it hm:	IT2B
00:31:08.6	00:31:11.4	284.	Ok do you have any question you want to ask me (to the whole class)	L
00:31:14.8	00:31:27.1	285.	So this is not suitable for make an introduction? (.03) or doesn't make sense	IT2A
00:31:27.0	00:31:55.3	286.	That's why I said its continue about PBL 1 but we add about vmodel subtopic about vmodel subtopic about testing and we explain more about (,02) wait wait (.03) we explain more about software adaptation software integration	IT2C
00:32:01.6	00:32:01.9	287.	But like	IT2A
00:32:03.0	00:32:04.4	288.	software::	IT2C
00:32:08.1	00:32:10.4	289.	adaptation integration o: banyak a::	IT2C
00:32:24.2	00:33:00.1	290.	But in the question that madam are given it said we need to provide elaboration to all the stage so:: from the v diagram we need to elaborate on what are the requirement about on design design and what a:: did you look at the question eh the diagram that in the question the last	IT2A
00:33:01.3	00:33:04.1	291.	Basically madam want just::	IT2B

00:33:04.1	00:33:04.5	292.	at the back [looking at computer]	IT2A
00:33:04.2	00:33:05.9	293.	to explain about this right	IT2B
00:33:05.2	00:33:05.6	294.	ya	IT2A
00:33:05.8	00:33:06.2	295.	hmm	IT2A
00:33:07.7	00:33:14.3	296.	because the last sentence in the scenario that provide elaboration	IT2A
00:33:13.9	00:33:14.9	297.	provide elaboration	IT2B
00:33:15.8	00:33:16.9	298.	on all stage	IT2B
00:33:17.0	00:33:19.7	299.	all stage in all stage that mean that	IT2A
00:33:20.1	00:33:26.6	300.	that mean just end up with fewer slides? based on this I estimated around 20 slides?	IT2B
00:33:30.0	00:33:34.7	301.	Maybe the first 50: we:: just (.02) we:	IT2A
00:33:35.0	00:33:35.3	302.	[inaudible]	IT2B
00:33:35.7	00:33:36.1	303.	explain a little bit	IT2C
00:33:37.1	00:33:41.1	304.	hm:: not: a little bit we can compress	IT2A
00:33:42.6	00:33:43.7	305.	compile it into one sentence	IT2B

00:33:44.7	00:33:45.4	306.	not one sentence:	IT2A
00:33:45.5	00:33:45.9	307.	I mean one paragraph	IT2A
00:33:47.1	00:35:04.1	308.	One or two paragraph a:: if we convert the slide maybe 2 or 3 about the first 50 its okay I think if we put the first 50 question for the introduction a:: maybe not in the vmodel vmodel topic but we put the introduction we make it compressed a: into paragraphs so: above the introduction we put the vmodel topic so we start to elaborate below the topic so when we delete the question its already left the answer right? so:: I think we can erase the blank to make it a paragraph ha:	IT2A
00:35:05.8	00:35:07.4	309.	Not paragraph but slide	IT2C
00:35:07.4	00:35:26.5	310.	A:: The paragraph maybe 2 or 3 paragraph in one slide but the first 50 is is it in the flow flow of CBD or: the:	IT2A
00:35:26.6	00:35:27.6	311.	The flow of CBD	IT2C
00:35:28.7	00:35:42.8	312.	The flow o: (.03) follow the flow so I think we can erase the plan so make it a paragraph (.01) when the answer	IT2A
00:35:44.8	00:35:48.7	313.	So everything okay? I hope you are doing fine (to the whole class)	L
00:35:49.1	00:35:50.2	314.	Not quite madam	IT2B
00:35:54.0	00:36:11.1	315.	[whining & whispering] Tak faham la madam ni nak apa sebenarnya just only continue find the vmodel and find about testing	IT2C
00:36:11.2	00:36:24.8	316.	[pause]	

00:36:24.8	00:36:28.5	317.	just only continue find the vmodel and find about testing	IT2C
00:36:35.1	00:36:37.9	318.	I think maybe like this a::	IT2A
00:37:35.0	00:37:38.1	319.	So::	IT2B
00:38:18.7	00:38:31.7	320.	I had sent the the what I understand in the group did you think it will be like that	IT2A
00:38:33.0	00:38:33.3	321.	what?	IT2B
00:38:34.6	00:38:36.0	322.	Like the one you sent	IT2B
00:38:36.6	00:38:37.5	323.	ya the WhatsApp group	IT2A
00:38:44.6	00:38:46.1	324.	o:: Simple introduction about CBD and it related to the vmodel and then we just explain about vmodel	IT2B
00:38:53.1	00:39:00.0	325.	Hm: Because the diagram has the we need to elaborate about	IT2A
00:39:00.9	00:39:01.0	326.	Vmodel and all the stages	IT2B
00:39:06.9	00:39:10.8	327.	but how about the slide and the test part	IT2B
00:39:13.0	00:39:31.5	328.	it's actually in the system design if a: if we see the arrow (0.1) the [inaudible] enter and test actually from the system design and continue to system integration	IT2A
00:39:39.1	00:39:40.3	329.	come again	IT2B

00:39:44.2	00:40:07.7	330.	Maybe it's all in the system design I think because at the behind of the diagram like the unit design unit implementation and unit test it's not a:: focus or maybe:	IT2A
00:40:09.5	00:40:33.2	331.	Or the three parts are related to CBD life cycle cos in here we also have nemesis (inaudible) select adapt but we need the qualification to adapt system and testing unit	IT2B
00:40:35.9	00:40:40.7	332.	O:: this is also about the vmodel or CBD?	IT2A
00:40:40.7	00:40:50.3	333.	the: CBD parts but its more suitable be use to elaborate these three stages	IT2B
00:40:51.8	00:40:52.4	334.	hm: maybe	IT2A
00:40:54.0	00:41:01.6	335.	Because select the design that is unit implementation and test	IT2B
00:40:58.2	00:40:58.3	336.	hm::	IT2A
00:40:59.9	00:41:05.0	337.	Maybe we can take from the PBL1	IT2B
00:41:05.3	00:41:08.1	338.	That elaborate right on that right	IT2B
00:41:12.0	00:41:27.0	339.	But I think we can just a few because it's about CBD and: we need to focus on the vmodel so the component and vmodel in the component	IT2A
00:41:27.0	00:41:29.2	340.	yeah something like that	IT2B
00:43:06.0	00:43:10.6	341.	Type of testing I found a lot type of testing	IT2B
00:43:27.7	00:44:00.3	342.	vmodel	IT2B

00:44:00.0	00:44:00.9	343.	Can I use this? (turn the computer to A to show)	IT2B
00:44:15.0	00:44:15.1	344.	Hm::	IT2A
00:44:22.0	00:44:23.7	345.	I think you can take the:	IT2A
00:44:25.2	00:44:28.5	346.	Does it have anything to do with component	IT2B
00:44:28.6	00:44:47.0	347.	Hm:: something like that just copy and just maybe you can detail on every the topic that stated in the google	IT2A
00:45:19.9	00:45:25.5	348.	I also find found that they are same with that	IT2A
00:49:59.5	00:50:05.4	349.	I think I found something that are related	IT2A
00:50:04.5	00:50:07.6	350.	So we don't answer the question the overall question	IT2C
00:50:09.7	00:50:11.2	351.	what?	IT2A
00:50:10.3	00:50:12.7	352.	We just focus on the model and the testing part	IT2C
00:50:14.0	00:50:14.1	353.	hm::	
00:50:15.0	00:50:45.1	354.	Wait wait can you open the pdf file the pdf file that I sent is like that we are that are related to what we are doing now because the introduction in the pdf is all about the component but when the: when we go through the pdf the above and the below is all about the vmodel that explain to the draft I think madam want we make a slide from this elaborate information because a:: at the below of the: at the page 4 maybe it explain more detail about vmodel that vmodel that related to CBD actually I don't understand do you get idea from the pdf?	IT2A

00:50:38.4	00:50:38.5	355.	elaboration	IT2B
00:52:01.3	00:52:04.3	356.	[inaudible] about vmodel can we:	IT2C
00:52:17.0	00:52:34.2	357.	can we take can we take and make [inaudible] (.10) but the introduction about CBD:	IT2C
00:52:43.9	00:53:03.9	358.	I think we can I think we can make like that for the introduction we make the component for number 1	IT2A
00:53:07.1	00:53:11.3	359.	We need to relate all this thing to	IT2C
00:53:11.0	00:53:11.4	360.	To vmodel	IT2A
00:53:12.0	00:53:13.5	361.	To the question that madam give	IT2C
00:53:18.9	00:53:19.6	362.	The question	IT2C
00:53:22.1	00:53:31.6	363.	That's what I say I tell about CBD just left	IT2C
00:53:32.8	00:53:37.3	364.	Just left first just discuss later hh	IT2A
00:53:38.0	00:54:07.3	365.	Just left now only focus about the vmodel and part of the testing because if we see the diagram about vmodel the selected the adapt the test is also expect about in CBD but not vmodel	IT2C
00:54:07.3	00:54:07.9	366.	vmodel	IT2A
00:54:15.2	00:54:24.2	367.	so?	IT2B

00:54:20.4	00:54:24.0	368.	Just make a vmodel just focus on vmodel	IT2A
00:54:34.2	00:54:35.9	369.	System and software design	IT2B
00:55:01.2	00:55:01.7	370.	It's general	IT2B
00:55:01.7	00:55:07.1	371.	It's general it also explain about this part of CBD	IT2C
00:55:07.1	00:55:10.2	372.	ya cos the	IT2B
00:55:12.9	00:55:26.0	373.	Because system of software design similar to requirement specification in CBD and PBL 1 also explain about the [inaudible] about the CBD	IT2C
00:55:35.2	00:55:50.6	374.	so this about the CBD?	IT2A

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Start Time	End Time	No.	Transcript	Speaker
00:00:00.0	00:00:21.2		Ok good morning. Today we are going to have your first task that is task A individual presentation can you please read the situation given one minute	E
00:01:27.3	00:01:30.7		Ok the situation given is it is important for young people to have goals in life what are some of the important goals right? So task A what important goal is to achieve the best academic results elaborate. B one important goal is to have successful career. C one important goal is to enjoy a health life elaborate. And D one important goal is to have a happy family elaborate.	E
00:01:59.4	00:02:02.6		Right so now do you have any questions?	E
00:02:02.6	00:02:03.0		(Raised hand) can hear about my my points	MUET3A
00:02:06.6	00:02:06.7		Again?	E
00:02:09.1	00:02:09.2		What is for candidate A	MUET3A
00:02:10.9	00:02:15.4		One important goal is to achieve the best academic results. Is that yours?	E
00:02:15.4	00:02:16.4		A:: (look at the booklet)	MUET3 A
00:02:16.4	00:02:20.5		Can you repeat again?	MUET3A
00:02:20.9	00:02:22.0		Candidate A?	E
00:02:22.0	00:02:22.2		Yes	MUET3A

00:02:22.5	00:02:25.7		One important goal is to achieve the best academic results.	E
00:02:25.8	00:02:26.3		Ok (nodding head and smiled)	MUET3A
00:02:26.5	00:02:26.6		Ya?	E
00:02:26.9	00:02:27.0		Yes (nodding head and smiled)	MUET3A
00:02:27.3	00:02:29.9		Alright. Ok so do you understand your task?	E
00:02:29.9	00:02:32.0		Silence (looking at each other)	
00:02:32.3	00:02:33.1		Do you have any questions?	E2
00:02:33.3	00:02:34.1		You have any questions?	E
00:02:34.1	00:02:35.0		Silence	
00:02:35.0	00:02:35.4		No	MUET3A
00:02:37.0	00:02:37.9		You understand the question?	E
00:02:37.9	00:02:38.3		yes	MUET3A
00:02:37.9	00:02:38.0		yes	MUET3D

00:02:38.5	00:02:46.2		Alright. So now we are going to give you two minutes for you to prepare your answers. You can start writing your answers now. Two minutes	E
00:02:46.3	00:04:50.0		(Writing)	All candidates
00:04:50.0	00:04:57.8		Ok end of your preparation time. We are gonna start with candidate A. you have 2 minutes to present your views. Ok you can start now.	E
00:04:58.4	00:05:10.4	1.	Ok a: one important goal is to achieve the best academic results. A: I said that because academic is a must have goal for the young generation to prepare their lives their live a:: a:: when they are adults so: (.5) a: firstly academic will give you the vital knowledge for you to: a: for you to continue a:: your: live a:: it will help you to: it will help you to improve your problem problem solving skill a: where it comes to a:: real life a:: situ situation and: a: a: some other cases that a:: academic results will show you the a:: a certain a certain title when a: like a: like dr title a: a: madam a: professors it will show you that you are an intellect an intellectual person a:: intellectual person so:: everyone will acknowledge you a:: in real life so a:: this academics a: a: will help you so in conclusion a:: academic results will be will be a must a helpful goal for the younger generation to prepare their life as an adult. Thank you.	MUET3A
00:06:53.2	00:06:53.3	2.	Silence	
00:06:56.4	00:07:03.5	3.	Thank you candidate A. Candidate B your two minutes start now.	E
00:07:03.8	00:08:08.4	4.	For my opinion a: in order for young people to have a successful career the youngster need to make a strategic plan in order to achieve all career. It can teach us to be discipline when we are adults. We can finish our life better for example make a schedule for our life make us become a successful person. Next we (.08) to find a successful career we need to follow our passions if we can follow our passions we can do our work happily it can make us to have a better lifestyle. If we fail to our passions we cannot succeed in our lives. So passion is a must to have a successful career (.1) A career is a: is important to have for youngster to make we become a successful adult. That's for me thank you.	MUET3B

00:08:08.4	00:08:12.5	5.	Silence	
00:08:12.8	00:08:19.3	6.	Thank you candidate B. Now we go on to candidate C alright your two minutes starts now	E
00:08:20.1	00:09:30.9	7.	For my opinion a:: important goal is to enjoy a healthy life because healthy life can make people stay healthy and it is important to have a healthy life because we can reduce the statistics of dangerous sick that a: people nowadays have like diabetes or: and a: we can a: we make a healthy life we can do some sports and healthy food and doing games that can sharpen our mind a: this is because people are too busy with their own work and this sometimes they don't care about their health and in conclusion a:: a:: a:: stay healthy is important to make our daily life more great thank you	MUET3C
00:09:30.9	00:09:32.9	8.	Silence	
00:09:32.9	00:09:38.9	9.	Thank you candidate C. Ok candidate D two minutes	E
00:09:40.6	00:09:40.7	10.	Ok for me a: having happy family is one of the important goals for the youngster because family always help us and the most important people in our lives since we were born so we grow up with them so it is important to have a good relationship with them because they are the one who affects us doing another thing and that's how we develop because of our family because of our parents and siblings they are how a: we can have a happy a: we can view the happy family by a: doing things together like spend time together and they are the reason why we are successful today and in a conclusion family a: in. A conclusion the most important thing in life is to have positivity and that is the youngsters' goals and positivity comes from happy family and this is how we become a better person thank you.	MUET3D
00:11:00.8	00:11:02.9	11.	Silent	
00:11:02.9	00:11:40.2	12.	Thank you candidate D. Alright we are done with our task A ok can you look at task B. Ok this is a group interaction for 10 minutes. So the situation is "It is important for young people to have goals in life. What are some of the important goals? Alright. So for task B discuss which of the following is the most important goal to achieve in life. I am going to give you two minutes for you to prepare your answers.	E

00:11:40.2	00:11:40.3	13.	Silent	
00:11:44.9	00:11:48.0	14.	You can start preparing two minutes from now.	E
00:11:48.4	00:13:53.5	15.	(Writing)	
00:13:55.2	00:14:09.2	16.	Ok we have 10 minutes for you to discuss and give me one conclusion on which of the following is the most important goal to achieve in life. Ok you may start 10 minutes from now	E
00:14:10.0	00:16:18.4	17.	Ok so a: so I have I know the certain candidates told about the most important talk to achieve the younger generation life so:: I agree with enjoy health life because a:: healthier life is like is like there are a lot beneficial beneficial for everyone to gain a:: it will strengthen a:: their mind and: their mentality and also their:: a:: strength so these two types a: beneficial will help you to proceed a: to proceed a:: your goals to give you a: a lot of mentality strength to be ready when making problem solving so another thing that a:: so I agree with enjoy healthy lifestyle but I disagree with a:: family because so it's about to achieve in life but there are certain people that are successful when they are they have not so good bonding relationship so because it's like this condition is like a catalyst for the certain people to achieve their goals to achieve in their life even more so that's all from me. Is there any candidate to agree with me?	MUET3A
00:16:19.0	00:17:26.5	18.	A: for me I agree with a:: the most important goal which is to have happy family is because if we have a happy family we can get some support from them and the a:: by a:: getting the support you can they can lead our live to achieve the best things like a successful career or the best academic result and a healthy live a:: by having a happy family we always happy and have a strength to continue our daily life and you can a:: it is because the family is our back bone I disagree with my point because a healthy life can lead us to get a healthy but not all the a:: result or career thank you	MUET3C

00:17:29.8	00:18:33.9	19.	For me I still strong on the opinion about having happy family that's the most important goal because being happy relates to our mentality so:: these days there are a lot of mental issues like depression and anxiety and many people life got ruined because of that. So most of the time depression and anxiety can caused by a family so having a bad family life could lead us to having those thing like depression and anxiety and this will ruin our life also I think that building a strong bond with a family can make us happier and know the meaning of life more effectively so thank you any other candidates?	MUET3D
00:18:34.3	00:18:34.4	20.	For me I will agree with candidate A to enjoy a healthy life. From a healthy life we can avoid from doing the bad things such as drugs, suicide and other kind of things for me to enjoy a healthy life it can make us release our stress from work and from other problems. It also can make our body health and it will also decrease the disease and as we can see youngster now usually always playing games and doesn't have a healthy lifestyle so it will have then a worst future so it cannot be a: it cannot be it can make them discipline to create a better future. So to have a healthy lifestyle we need to do some good things such as doing exercise with our family and friends with doing that it can make our life better and we can have a strong and long lasting relationship between us.	MUET3B
00:20:20.3	00:20:34.4	21.	So candidate D what did you is there another point that you agree from four (pointing to question booklet) except the point of happy family?	MUET3A
00:20:34.6	00:21:25.5	22.	A:: I still disagree with candidate A and candidate B about a healthy life as the most important goal I still stick to my opinions that having happy family is the most important thing because a:: being happy having happy family makes us happy and when we are happy our minds become more relief and more relax and a: more healthier so because a:: being happy related to our mental this is important because our mind controls our body so if you are just being happy if it's just being healthy but not being happy I don't think there is a point in that	MUET3D
00:21:26.1	00:21:29.5	23.	So candidate C what did you agree?	MUET3A

00:21:30.2	00:21:35.0	24.	I agree with a:: to have a: happy family because a: by building a happy family they can lead to our healthy life because we can make some activities with them and if you don't have a happy family your mind and you will be more stress and lead to sometimes a: the youngsters like to make their body a: like a: make their body worst they don't eat and forgot to have their meals and they can be more their mind will be worst. Thank you.	MUET3C
00:22:21.8	00:22:32.7	25.	Ok you are welcome. So candidate B are there any other opinions that you agree besides a:: besides a:: successful career?	MUET3A
00:22:32.7	00:22:57.8	26.	M:: for me I stick to the healthy life because if we have a healthy life we also can have a good family we also can have happy family because if our life is healthy we can repair our relationship with other people so that we can have a successful life and that is our goal to a youngster	MUET3B
00:22:58.2	00:23:04.0	27.	So a: you still a:: so for happy family you agree?	MUET3A
00:23:04.6	00:23:05.9	28.	No	MUET3B
00:23:05.9	00:23:07.3	29.	No	MUET3A
00:23:07.3	00:23:07.4	30.	I will stick to healthy life because if we have a healthy life we can have also a happy family because a:: it's just like the root to a happy family	MUET3B
00:23:22.1	00:23:52.0	31.	So I will stick that I agreed to a healthy life because a healthy life is like I said it can increase your mentality and your strength that will give you the catalyst to a: to work more to give more to achieve in life. So is there another opinion?	MUET3A
00:23:52.0	00:24:28.0	32.	But what if that person have happy family a: broken family how to lead to the healthy life when their self is a: can their mind cannot their mind is distract about their family problems	MUET3C
00:24:29.2	00:24:30.1	33.	Have you made a conclusion?	E2

00:24:32.2	00:24:54.2	34.	So in conclusion I think a:: I think everyone agree majority agree with happy family or healthy life?	MUET3A
00:24:54.2	00:24:54.9	35.	Happy Family	MUET3D
00:24:54.9	00:25:09.1	36.	Happy family? So happy family is the most important goal to achieve in life. So everyone is happy about it? So I think we will end our discussion here.	MUET3A
00:25:09.1	00:25:10.0	37.	Thank you very much.	E

Start Time	End Time	No	Transcript	Speaker
00:00:04.2	00:00:42.1		Good morning today we are going to do task A. The situation is a good father has many qualities what are some of the important qualities a good father should have? Candidate A a good father should be patient with his children, elaborate. Candidate B a good father should be generous to his children, elaborate. Candidate C a good father should be firm with his children and candidate D a good father should be able to joke with his children. Do you understand the question?	E
00:00:42.1	00:00:42.2		Yes	MUET4A
00:00:42.6	00:00:42.7		Excuse me (raised hand)	MUET4B
00:00:43.3	00:00:43.4		Yes	E
00:00:43.6	00:00:43.7		Can I ask about generous mean? Generous?	MUET4B
00:00:48.1	00:00:48.5		Generous	E
00:00:48.9	00:00:49.0		A:: generous	MUET4B
00:00:49.7	00:01:08.4		For example the father will give you allowances then let say if you have a got a good grade for your exam your parents will buy you your father especially will buy you presents those are generous. Ok?	E
00:01:08.4	00:01:12.5		Excuse me can I know the meaning of firm with his children?	MUET4C
00:01:12.7	00:01:18.0		Firm means they're going to be he is going to be strict.	E
00:01:18.0	00:01:18.1		Strict	MUET4C

00:01:18.9	00:01:21.8		Ya any other question?	E
00:01:21.8	00:01:24.6		Silent	E
00:01:24.6	00:01:37.1		No? Alright let's start ok I'm going to give you two minutes to prepare your responses ok? you can write your answers individually your two minutes starts now	E
00:03:42.9	00:03:54.5		Ok your two minute is up now candidate A you are given two minutes for you to tell me about your views alright your two minutes start now	E
00:03:55.7	00:03:57.6	1.	A good father should be patient with his children is because father is a head of a family. So he should be an example for his children and all the family. So a father must have many good qualities for the sake of his children to make him as an example for their future. So: a good father should be patient with his children is because children have many characteristics a: and they are very aggressive during their children day because they do not know anything about life they do not know the meaning of life or what is world about. So mostly children will play will cry a lot a: and some will do their own things. So when the father is not patient with his children a: he will show aggressive action such as abuse a: and not so bad thing for the family and when the children see the action of the father so the children will a: will do what they see when they are with their friends they will do aggressive things so they will think the action as daily actions because they know what their father do is right so they will do it frequently with their friends. As a conclusion a good father should must must be patient with his children.	MUET4A
00:05:57.7	00:06:01.8	2.	Thank you candidate B your two minutes start	E
00:06:02.8	00:07:37.7	3.	Ok good morning ok a good father should be generous generous to his children ok yes a: a: father need to be generous with his children because when for example when the children get good result in the exam then the father give something a: like a token to give to the children as appreciation so when the children get the token they will feel that they are appreciated then they will do constantly good in exam so a: next this show a: the love between father and his children but the father don't need to give too expensive gift to his children because if it's too much the children will not really take good care of it so in conclusion I think yes the fathers should generous to his children. With that I thank you.	MUET4B

00:07:39.5	00:07:41.6	4.	Right candidate C two minutes	E
00:07:42.5	00:09:35.2	5.	Assalamualaikum and good morning a: so a good father should be firm with his children because a: it will teach them how to be discipline in life and they will learn how to be a good human being from they are kid. So they will use their knowledge to build good human being in future when they are adult or teenagers a: once the fathers firm with his children a: the children will know the good and bad things in life so they will not do the bad things and always do the good things in life and try to avoid the bad things in life a:: a: a firm a: a good father will firm a: a good father should be firm to his children also will be a caring father because when he teach and the children his children they are they will they will a: he will do the best to to a: to shape his children to be a better and the best human beings. In conclusion a firm father should must be in a: a firm father should be in a firm father should every children has to have a very firm father thank you	MUET4C
00:09:36.4	00:09:39.5	6.	Thank you candidate C, candidate D two minutes	E
00:09:39.5	00:11:34.8	7.	Assalammualaikum and good morning to everyone okay so as we know a good father has many qualities and one of the best qualities that we think a father has to have is a: father should be able to joke with his children. Why I'm saying this is because as we know fathers are the one of the close person to children other than mother. Father also know us since we were small and raised us until we were adults so the reason why father have to be able to joke with his children is because when the children have a problem of course they will feel stress and when they feel stress the father have to try to console the children try to get close to children and make jokes so that the children will not feel stress will not feel left they are abandoned other than that when father are able to do jokes with their children he could also manage the children to feel more comfortable to him a: if you can see not all the fathers like to make jokes with the children right they are more serious compared to the mothers they become strict they become someone that someone is very strict person this will caused the children not comfortable they feel uncomfortable when they are with their fathers so from this family ties cannot be created so why I am saying joke is the best is because joke can help the children to feel they are close to family and this they could develop themselves to be someone who could manage the problem. In conclusion, the best quality a father needs have is able to do jokes with his children because this quality looks simple but it is main habit that a father can do to his children. That's all. Thank you.	MUET4D

00:11:36.4	00:11:36.5	8.	Ok we are done with task A we are going to do task B. Turn your paper around. Ok task B. This is a group interaction. You are going to be given two minutes for you to prepare your answers please make sure that you come up with one conclusion and later 10 minutes presentation alright? So you can prepare your two minutes now.	E
00:12:02.4	00:14:02.5	9.	[Writing]	
00:14:06.8	00:14:24.9	10.	Your 2 minutes is up now I give you 10 minutes for you to discuss as group okay alright so which of the following is the most important quality of a good father should have? Alright you may start the discussion.	E
00:14:25.7	00:15:08.8	11.	Ok I am disagree with candidate B which says that a father should be generous why I'm saying this is because whenever a child is given reward every time he achieve what he should achieve then the children will be someone who is asking like to ask for reward. This would develop the children to be a person who do things without their willingness they do things because just to get the reward that they are being told by the father so I am disagree with generous. I strongly say that a father should do joke with children. That's all.	MUET4D
00:15:10.6	00:16:45.7	12.	Ok from my opinion I would like to strengthen a: candidate B because a: why the father must be generous to his children and to other people is because right now what we see in Malaysia and other continent in the world there are many unfortunate people such as beggars homeless and kids that are that do not have house so when the father are generous to the children they will feel blessed and they have the feeling to help other people that are not so unfortunate eh that are unfortunate and when sometimes older people when they see children do good things they will feel that they have something to do and they have been (5.0) they have been aware by the children that the world is should be a better place and must have people to help each other so it could be a good place thank you.	MUET4A
00:16:47.7	00:16:49.0	13.	What about you candidate B?	MUET4D

00:16:49.0	00:17:51.1	14.	Ok excuse me ok I'm not really agree with candidate C opinion ok a: father should not be firm with his children because like what candidate A said just now children have many characteristics right? So when sometimes some of the children have a sensitive character so then they could be more aggressive like when the father scold them they feel like not really appreciated feel like abandon by the father so that's why there's a case children run from their house because they don't like their father.	MUET4B
00:17:53.7	00:18:25.2	15.	A:: I agree with candidate D opinion that a good father should be able to joke with his children because for me a: make children happy is a good thing and at the same point the children learn good things from the jokes. Sometime when father gives the jokes he told the children that it's not good to play with dirty things so children will learn good things from the jokes.	MUET4C
00:18:25.2	00:18:25.3	16.	[silent]	
00:18:28.2	00:18:29.0	17.	A:: but you can be sick	MUET4D
00:18:29.0	00:18:33.1	18.	[smile to each other]	
00:18:33.2	00:19:42.5	19.	A: for me like what you said just now a:: maybe the father should not joke a lot a: for children because children don't have many personalities because children will develop the personalities with their life so when the father have too many jokes with his children so the children will not be serious in their life and take something for granted you know? So when a: they are not a: when they don't take things too serious they will be like in their exam they will do moderately and not so good and when they come home with the result and the father will joke about the result and say it's nothing to get good results. That all from me thank you.	MUET4A

00:19:42.9	00:20:30.6	20.	Ok I've got something I am not disagree with candidate A which says the father should be patient because when a father be patient with his children definitely the children will feel they are being pampered with their father. So when this happen they like to act good in front of their parents in front of their father but outside of the house without their father supervision they become someone else who is not good. Furthermore whenever the father is patient of course when his children make mistakes he will give chances right just forgive them this will cause the children keep pretend in from of their parents and they just act good but actually they are not so I disagree with candidate A.	MUET4D
00:20:30.8	00:20:33.6	21.	Conclusion?	E
00:20:33.8	00:20:38.4	22.	Conclusion ok a: in conclusion	MUET4B
00:20:38.7	00:20:40.3	23.	Is there anything else that you would like to say?	E
00:20:40.2	00:20:43.3	24.	[smiling at each other]	
00:20:43.6	00:21:21.1	25.	I think I agree with candidate A and don't really agree with candidate D for parents they need to fathers fathers should be patient for his children because when the children do something bad if the father scold them they will be more aggressive like	MUET4B
00:21:15.7	00:21:15.8	26.	A:: like a:	MUET4B
00:21:19.0	00:21:19.1	27.	[smiling and hand gesture]	MUET4B
00:21:22.3	00:21:22.4	28.	They will rebel?	E
00:21:23.1	00:21:23.2	29.	[hand gesture]	MUET4B
00:21:24.6	00:21:31.9	30.	A: like they will rebel and they don't	MUET4B

00:21:31.9	00:21:39.2	31.	They don't like they will rebel that's all	MUET4B
00:21:39.2	00:21:39.3	32.	[silent]	
00:21:42.5	00:21:43.8	33.	Anything else?	E
00:21:43.0	00:21:47.1	34.	[Silent]	
00:21:50.4	00:22:04.4	35.	As a conclusion I we should agree for a good father the most important quality a good father should have is he should be firm with his children from candidate C because like English says Manners taketh men so when children have manners and have discipline they will have the	MUET4A
00:22:32.7	00:22:32.8	36.	[pause]	
00:22:38.6	00:22:39.9	37.	They will make a better person	E
00:22:39.9	00:23:07.0	38.	They will make a better person and for the future example when they have good manners like I said just now the world would be a better place to live okay that's all	MUET4A
00:23:09.2	00:23:10.9	39.	Everybody agreed ya?	E
00:23:10.3	00:23:10.4	40.	Yes	All
00:23:11.0	00:23:12.1	41.	Ok thank you very much	E