A P P E N D I X   M

SAMPLES   OF   LEARNER   TALK

LEARNER TALK : SAMPLE 1

Participants: Rakshma (RK), Kailash(Ka)*, Hina(Hi), Ranjit(Rn),

Malti(Ma), Harida (Ha).

TASK : Description of a visual of Michelangelo's " La Pieta".

RK : Suppose we do like this - in this - we see a picture-
Mother Mary - and er -

Rn : ⎰Sitting on a -   ⎱
Hi : ⎱Sitting on a st -⎰

Rk : Mother Mary -
Hi : ⎰ Stone, stone ⎱
Ha : ⎱ Stone, stone⎰

Rn : We can see here - what - it is stone, like that

Rk : Mother Mary sitting - er - with the dead body of his -
of her son - means -
Ma : Mmm - of Christ
Rk : Of Christ
Hi : See - we have to write in points - so - er - that was -
a - Christ is lying on her - see - I means -
Rk : lap -
Hi : Hmm ?
Rk : lap - lap
Hi : [chhe ne, ene ma:te ek shabda chhe] (you know,
there is a word for that)

Rn : lap
Ha : 1 - a - p
Rk : [Na:] (no) - so we - er - Mother Mary - [lakhne!]
(go on, write!) and then -
Ka : Mmm
Ma : [Stone thi fine bana:vyũ chhe, ne] (it's beautifully
made out of stone, isn't it?)
Rk : (indistinct)

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* Kailash, though a participant in this group of learners,
did not actively join in the discussion here.

Rn : [Legs na1 -mmm -bahu fin4 chhe - toes, ne badhũ] (the -mm-that - of the legs is very well made - toes, and all)

Ha : [ane a: - mm -pa1chha1thi] (and this -mm-behind)
Hi : [andar to jo!] (look at the inside !)

Ha : ┌dead┐↓
Ma : └dead┘body's - (Pause)

Hi : His - legs - no ? - mmm -

Rk : [pachhi] (then)

Rn : face - looking at the body.

Ma : body -

Ha : Dead body

Hi : With sorrow.

Rk : Not sorrow.

Ra : ┌ No - no! ┐
Ha : └ No - No ! ┘

(laughter)

Rk : This - er - expression is of er - happiness.
Ka : mmm
Rk : because - her son has died - means because of - er -
Ha : ┌ Hmm ┐
Ma : └ Hmm ┘

Rk : Good - so - er -
Rn : looking -

(pause)

Hi : [jo, a: expression] (look at that expression)
Ha : Mmm
Hi : (indistinct) - that expression.
Rk : on the face - on her face.
Ha : face
Rk : shows that - er - [lakhũ ne ?] (should I write?)
Hi : Hmm

Ka   :   Hmm -

Rk   :   shows that she is not - er -

Ma   :   sad

Rk   :   Mmm

Rn   :   because - death of her son

Hi   :   No - mmm

Rk   :   She's -

Hi   :   [ek minute - ek praka:rnũ dukh to thayũj hoy ne]
         (just a minute- surely she must have felt a certain
         sadness)

Rk   :   [dukh to thayũ hashe, pan ene - ek to - a :] (she
         must have felt sad, but she - this one - this) -
         she's pride

Rn   :   Proud

Rk   :   [Ke ma:ro son e je karyũ] (of what my son has done)

Ha   :   [vadha:re - e] (its more -that)

Rk   :   [a:mã: sũ bata:ve chhe -a:panne jova:nũ chhe tem-reality
         mã : - reality ni va:t nathi - a:mã: a : sa:chũ
         va:t nathi bata:vta: - one a : smiling chehro-jo -
         chhe - em chhe]

         (What is shown here- we have to see- in reality-
         it's not a question of reality -here the truth is
         not shown - and this smiling face - see? its like
         this) - show that -er - she - is proud

Rn   :   is proud

Rk   :   [hãne ? (right?) proud that- the son has - mmm-her
         son - is - [nahĩ] (no) - son

Ha   :   is -

                        pause)

Rk   :   [pachhi ?] (next?) (pause) -anything else is there?

LEARNER TALK : SAMPLE 2

Participants : Bela (Be), Ila (Il) Parul (Pa), Meena (Me)
             Sonal (So)* Smita (Sm)

TASK : Preparation of a plan for a poster on exploitation of
       women labourers

Me   : See now, we are going to prepare a poster - on the
       exploitation of women labourers - so - now - give your
       ideas about that -

Il   : Like the women work in - building construction

Sm   : Building construction

Me   : Work-working at the - er - means - er - like $\lceil S\tilde{u}$ kehva:y$\rceil$
       (how do you say that) er - giving -doing very hard work

Il   : $\lceil H\tilde{a}:\rceil$ (Yes)

Me   : What else we will -shall we show over here ? -
       we'll show her leaving.

Be   : No - er -

Me   : Show her very - er

Pa   : weak

Sm   : $\lceil h\tilde{a}\rceil$ (yes)

Me   : And - er - working with - er - other people over there—
       Then-what else shall we show? We will show her weak we will
       show that the - er - she is weak. Then - er - building will
       be constructed - er will be - on construction er - process-
       of construction - she will be holding some very heavy thing
       in her hand

Sm   : $\lceil$ma:tha: par lai ja:y$\rceil$ (She would carry it on her head)

Me   : On - on head, ya - then - er -

                   (Pause)

Pa   : ⌠She has one very small child ⌉
Il   : ⌊She can't be able to bring it⌟

Me   : Hmm?

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* Sonal joins the discussion some time after it has started

Il : She can't be able to bring it

Me : She is not able to hold that thing

Il : Hmm

Me : and?

Sm : She has one small child

Me : Small child with her - and doing what ?

Be : He is crying.

Me : Hmm?

Il : ⎧ He is crying ⎫

Be : ⎩ He is crying ⎭

     (laughter) - (pause)

Me : Then-er - what colour shall we - get for - that - mmm
will be dressed up in - er - like - er -

Sm : like village -

Me : Hmm - ya, she'll be dressed up like a villager - but -
er - what colour will be that one 's dress?

Pa : Red colour

Me : Red and black they have - usually they wear - then - er -
her body is to be shown very weak so - which colour we
will - er - will helped in - in a - er - I mean - showing
that she is very weak ?

Il : Yellow colour

Me : Hmmm?

Il : Yellow colour

Me : Pale colour - it should be pale colour - (pause) -okay,
well make- er - we'll make it pale now - er - what -
what slogan - can we introduce there? -

Sm : Mmm - slogan means what ?

Me : That is er - we have to in - er - introduce - er -
readers about that - no -

Sm : [Hã:] (yes)

Me   : about what this poster will convey - er - so - what does the poster convey - in small two-three words we have to - do the slogan (pause) (Sonal enters).

Me   : So - er - Sonal - er - means we are - er - making a poster

So   : [Hã:] (okay)

Me   : on - er - exploitation of women - so in that we have to - describe the visual, colour -scheme, lay-out - and a slogan

So   : Hmm

Me   : So we have - just - er

So   : What's the topic?

Me   : exploitation of women labourers -

So   : [hã:] (okay)

Me   : So now we have discussed that in visuals we will show a building being constructed - and - a women - carrying - heav - er very big - woman carrying heavy load with a child - er -like - with her baby carrying in her - with her - er one hand - then- er - the colour - scheme we will show it that er - she will be wearing the usual is like - er - black and - er -

So   : [hã:] (okay)

Me   : red colour

So   : building?

Be   : No -

Me   : The dress that she wears will be of black [chaniya:] (skirt)

So   : ya, ya

Me   : and it will be dressed up in - er - village - type - that's all that, - then- er - what slogan - we will have?

(pause)

Notes : 1 . To facilitate transcription, the English script has been
used, wherever possible, to transcribe instances of code-
switching to a regional language. The transcription conven-
tions used for the data are presented below :

    [ ] : Code-switching to a tegional language.

    ( ) : translated equivalent of code -switching.

    { } : simultaneous talk by two or more participants.

     -   : brief pause (less than five seconds)

 (pause) : longer pause (more than five seconds)

  [a] : as in English "girl"

  [a:] : as in English "far"

  [e] : as in English "pay"

  [O] : as in English "gold"

  [i] : as in English "speak"

  [u] : as in English "cool"

  [~] : nasalised vowel.

2. For examples of communication strategies from the
transcribed data, see Appendix C.