Learners' Interactional Competence in EFL Classroom Speaking Activities: Adjacency Pair Organization in Topic Management

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A"stract

This paper focuses on conversation excerpts from four different EFL c ass spea!ing activities in "apan# $onversation ana ysis is app ied to the excerpts to uncover simi ar interactiona practices across the different anguage earning contexts% with a specia focus on how students uti i&ed their ad'acency pair organi&ation as a resource to manage topics in

memori&ation via voca(u ary or grammar dri s *Toyoda%>ashima%B 1u(rey%5657%p# 7C6,# Dy shifting the focus of their c assrooms towards communicative activities% we hope to expand our students) L5 interactiona capa(i ities# Even though each of us use a different approach in our various schoo contexts% we a recogni&e the importance of deve oping our students) +$ and the usefu ness of conversation ana ysis to inform us in this endeavor#

Comm#nicative Lang#age eac$ing% Interactional Competence% and Conversation Analysis

$ommunicative anguage teaching *$LT, aims to deve op communicative competence% inc uding grammatica competence% strategic competence% and socio inguistic competence *$e ce/. urcia% 566AE fo owing $ana e B Swain% 7CA6,# Drown *566@, gives his de f nition of $LT as Fan approach to anguage teaching methodo ogy that emphasi&es authenticity% interaction% student/ centered earning% tas!/(ased activities% and communication for the rea wor d% meaningfu

who wor! in simi ar teaching contexts wi (e a(e to consider such $1/SL1 approaches for their own c assrooms and to understand and improve their own students) interactiona practices#

opic ! anagement

Topic management is a part of J(ig/pac!age) se-uencing practices to organi&e a conversation# Sac!s *7CC<, offered the view that (y continuing the topic at hand%a spea!er is a(e to contri(ute to a conversation in a way that is i!e y to (e accepted and preserves the existence of a Jnow) for (oth parties through orientation towards the current topic *p# <HA,# Topic maintenance is a high y desira(e interactiona practice for EFL students (ecause it ena(es spea!ers to disp ay their va ue for and understanding of the conversation they are present y engaged with# 1dditiona y% topic management is re ative y easy to teach due to the re ative y simp e Finteractiona maneuveringG *3ong B 3aring%5657%p# 7I@,#

+n detai % there are various practices of topic management% such as topic initiation% topic pursuit% topic maintenance% topic shift% and topic termination *3ong B 3aring%5657%pp# 7A@/7AA,# They a wor! together in ena(ing participants to carry out the conversation# 3e chose to focus on topic management practices (ecause% as 3ong B 3aring *5657, said% FKfLor the anguage teacher% understanding the comp exities of topic management is an important component of one)s pedagogica repertoireG *p# 7A@,# Dy ana y&ing how students manage topics% we hope to identify areas that need further deve opment% and earners may a so notice their improvements through instructor feed(ac!#

3ong B 3aring *5657, note a few different topic maintenance techni-ues spea!ers can uti i&e% inc uding topica i&ers *e#g#% inviting focus with an Foh rea yMG,% ac!now edgment to!ens

An ad'acency pair consists of a ( ) and a *) % but can be expanded to include) *e#g#%as!ing an initia -uestion before an intended -uestion,E *e#g#%inserting intermediate utterances for c arif cation,%or) *e#g#%an utterance that is sti tied to a base ad'acency pair, *3ong B 3aring%5657%pp# A6/AI,# Such expansions can be minor%such as this) *high ighted by 3ong B 3aring *5657%p# AI,8

KScheg off%566@%p# 5AH / modifedL
01   Ava: Where's he going.
02   Bee: To Wa:shington.
03   Ava: Oh.

+n this excerpt% the authors) ana ysis indicates that the simp e utterance of FNhG indicates an imp ied c osure to the ongoing topic# $ompetent spea!ers of a anguage can navigate such simp e anguage functions a most effort ess y# +n contrast%Tess competent speakers%withaut training%afic Td#Pn/im€ might have trou(e adapting to even the simp est of conventions in their L5 since +$ cannot be transferred but rather must be ca i(rated and re/adapted as their L5 +$ evo ves through practice *Pe!are! =oeh er% 567C% p# H6,# 1s such% even minor utterances or interactiona gestures that seem inattinctive%unimportant Parf (ut%can Perhap) Potentia y4 yied rich ajpsight('Int€s signahetij L5 deve opment#

&ackgro#nd

The" data we A Mide Reporting of pair interactions by students earning Eng ish as a foreign anguage in "apan# 3hi e these excerpts are from various grade eve s% they share a simi ar goa 8 to enhance the earners) communicative competence usingpair,5657%tenL5 hKScy@Dwg6ncair

The third conversation is a ?6/second timed sma   ta ! of two

```
3    2in:     .hello Ko,i
     Ko,i: ah: .:
&    2in:     .ho" are yo#.
+    Ko,i: i6' 1i:ne %than, yo#  ! an) yo:#  .
-    2in:  eh: i(6') 1ine.
/         (1.0)
7    Ko,i: ((no)s on8e))
```

The greeting se-uence　　)　　is fo owed (y the 　,))　　se-uence in a excerpts# 1 variation can (e seen in the second excerpt where the students used Fhow)s it goingG and Fhow are you doingG instead of the typica Fhow are you#G This suggests that these students may have the a(i ity to vary their 　,))　　formats in interaction# Piven that the 　,))　 se-uence is common y used when participants have not esta(ished mutua engagement% the fact that the students in our data use it even though they have (een in interaction with each other right (efore the timed conversation suggests that they were orienting to the Jdisp ay) nature of the interaction# +n other words% they do not treat the conversation as a rea conversation (ut for exhi(ition# This i ustrates what ꓻagner *7CCA, referred to as the phenomenon of anguage earners in c assrooms doing (eing Jguinea pigs#) 1nother possi(e reason the students use the 　,))　 se-uences in these timed conversations is that they are accustomed to this manner of greeting# They need to !now variations in opening a conversation and (e aware of how situations and re ationships with the inter ocutor affect the choice of words one norma y uses during conversation#

+t can a so (e o(served that the greeting se-uence)s structure is comp ete℅ however% si ence occurs as students try to transition from the greeting into the f rst topic# +n the f rst excerpt% si ence is seen in ines H and <℅ in the third excerpt% in ine ?℅ and in the ast excerpt% in ine A#

opic Initiation and ' esponses

Topic initiation is sometimes achieved via a pre/pre *pre iminary to pre iminary,% which is Fa device (y which one announces an upcoming action without producing that action immediate y afterwardsG *ꓻong B ꓻaring% 5657% p# H<,# This is i ustrated in Excerpts ? and <#

Excerpt ?℅ . io and 4ay *I th/grade students% 77/75 years o d,
```
&    Kay:  i':' slee(y:: an) *tire)*$ (0.3)
+         ((loo,s #())
-         .(an) yo#)
/    Mio:  .i''0 !i'' 1ine.% i: ah0$
7         'ay i: as, a9o#t s8hool$
10        (0.1)
11        ((tries to 'a,e eye 8onta8t "ith Kay))
12   Kay:  ye0 %o,ay::!
13        (0.2)
```

Excerpt <℅ Tom and 2io *@th/grade students% 75/7H years o d,
```
+    2io:  4let's tal, a9o#t o#r 1avorite 'ovie.
-    To':  oh. s#re.
/    2io:  o,ay:. "hat is yo#r: 1avorite 'ovie.
7         (.)
```

I

In Excerpt ?% the pre/pre pro'ects a potentia mu ti/unit turn (y as!ing a -uestion a(out schoo ˙ine C, whi e in Excerpt <% the announcement of the topic of the conversation (efore starting with the -uestions occurs in ine I# In (oth cases% the other students responded to the pre/pre with a preferred answer or a ignment# This negotiation seems super0uous since the topic was predetermined# The students seem to emp oy this ad'acency pair to enter into the topic rather than tru y negotiating what to ta ! a(out# 1 so% they might (e using this method to enter a topic (ecause they have (een practicing conversation tas!s using these pre/pre formu ations# In contrast% the student in Excerpt < initiates the topic exp icit y with a topic announcement# There are no pre/expansions in the sixth and seventh excerpts#

Excerpt I8 >u!i and . a!o ˙76th/grade%7</7I years o d,
```
1     T:    :ha:i three: !t"o one% go::.
2     ;#,i: .:hello:<
3     Ma,o: .:hello:<
             (0.&)
&     ;#,i: i li,e. (0.&) 8o'e)y 'ovies.
+             (1.0)
–     ;#,i: ho" a9o#t yo#.
/             (1.0)
7     Ma,o: *i li,e0# (0.&) ro'an8e 'ov.ies.*
10    ;#,i:                           .=o::h.
11            (1.0)
```

In Excerpt I% the announcement at ine 7 is a (it out of p ace% as there is no transition from the greetings to the main topic# The topics are initiated (y direct y as!ing the -uestions re-uired of the tas!#
Simi ar y% it can (e seen in the seventh excerpt ˙ines 76 to 7?, that the topic of conversation starts a(rupt y and unrea istica y#

Excerpt @8 2in and 4o!i ˙77th/grade%7I/7@ years o d,
```
&     2in:      .ho" are yo#.
+     Ko,i: i6' 1i:ne %than, yo# ! an) yo:#  .
–     2in:  eh: i(6') 1ine.
/             (1.0)
7     Ko,i:              nods once
10    2in   %"hat "ere yo# )oing (.) at ten last
11            night.!
```

Excerpt C: Tom and Rio (4th-grade students; 9/10 years old)

```
/     Rio:  okay:. what is your: favorite 'ovie.
7           (.)
10    Tom:  oh what$ ah:: (0.6) let 'e see: (1.0)
11          !:'y favorite 'ovie is$ (.) 'inions.%
12    Rio:  okay< M3@30@A5
13    TOM:  oh:. ye:s.
1     Rio:  8#te5
1&          (1.0)
```

After Tom reveals his favorite movie, Rio maintains the topic in his turn (by excited y repeating part of Rio)s -uestion *Ffavorite movie% ine 77,# Tom offers a potentia ⟋ ⟋

** ine 7H,%which Rio comp ements with his own se-uence/c oser in the form of a positive offer

In lines 5H and 5I in Excerpt 77% 4ay switches to her L7 whi e producing a word search# 4ay fna y fnds the word she wants in ine 5C# . io then switches to their shared L7 to confrm her understanding at ine H6# 4ay again switches (ac! to their L7 at ine H5% and they fna y come to an understanding#

Excerpt 778 . io and 4ay *I th/grade students%77/75 years o d,
```
20    Mio: ho"0   ho" 'any: (0.3) ho" 'any (.)
21         yo#r 8lass.
22         (0. )
23    Kay: *etto::*< 'y 8lass et::to
2          ((#h' in Ba(anese))
2&          in (eo(le i::s
2+          nan)a,,e$
2-         (("hat "as that$ in Ba(anese))
2/         CCCCC eh
27         t"enty one 8lass.
30    Mio: *niB#i8hi ,#ras#*
31         ((t"enty one 8lasses in Ba(anese))
32    Kay: niB# ((t"enty in Ba(anese)) eh$
33         t"enty eh$ t"enty one 8lass.
3     Mio: .*o::h* (h) tha(h)t's (hh)
3&    Kay: .eh$   nan)a,,e.
3+         (("hat "as that again$ in Ba(anese))
3-    Mio: that's oh (h) tha(h)t's 'a(h)ny (0.2)
```

In Excerpt 75% in ine 7@% >u! i a so produces a word search *with pauses and restarts, and fna y reso ves the word search herse f (y switching to "apanese in ine 7C *Fma'yoG,# =espite

e   e   o M te   e

Repair can be started by a speaker who produces a trouble/source themselves (Wong & Waring, 2010, p. 172), or by another speaker (e.g., incorrect word, a misspoken utterance, a word that the person cannot remember, or an utterance, (Wong & Waring, 2010, p. 175). In our students) conversations, repairs were generally self/initiated. These self/repairs (Wong & Waring, 2010, p. 174), helped them maintain their topics and keep the conversation going. The use of self/repair by the students can be seen in Excerpts 7H through 7I.

Excerpt 7H: Mio and Kay (11th/grade students, 16/17 years old,
```
7    Mio    'ay i: as, a9o#t s8hool$
10          (0.1)
11          ((tries to 'a,e eye 8onta8t "ith Kay))
12    Kay:  ye0 %o,ay::!
13          (0.2)
1    Mio:    ho" 'an0. "ha0 "he0 !"here )o yo# go
1&          to s8hool.$%
1+   Kay:   i go to ya'ate ele'entary s8hool:.
1-   Mio:   i go to 'ita,e !1#shi'i ele'entary
1/          s8hool% in  'ita,e to"n.
17   Kay:   i see::.
20   Mio:   ho"0  ho" 'any: (0.3) ho" 'any (.)
21          yo#r 8lass.
```

Excerpt 7I: Mio and Kay (11th/grade students, 16/17 years old,
```
0    Mio    "hat0 "hat0 (.) "hat0 )o yo#$  s8hool
1          (0.2) !"hat )o
2          yo# s8hool (ah) "hat's yo#r 1avorite%
3          s8hool  s#9Be8t.
     Kay:  !'y 1avorite s8hool s#9Be8t is%
&          arts an) 8ra:1t.
```

In Excerpt 7H, Mio shows self/repair initiation in lines 7, 16, 26 to 21 as she produces misspoken utterances and tries to repair them by herself. In line 7, Mio cuts some words off and replaces words in the same turn. In Excerpt 7I, Mio tries to say "how many" in line 7, then realizes that she first needs to ask about the school as a first topic after the distinctive topic shift in line 9. After Mio asks about the

Excerpt 7<8 >u!i and . a!o *76th/grade students%7</7I years o d,

```
1-    ;#,i:  i li:,e (1.0) i li:,e (1.0) eh:::.
1/           (1.&)
17    ;#,i:  !'aʙyo$%
20           witch
21    Ma,o:  ah .'aʙyo.
22             witch
23    ;#,i:      .i li,e "it8h.
2     Ma,o:  *"it8h ahh.* i:t6s (1.0) horror$
2&           (1.0)
```

3hen >u!i uses a "apanese word * ine 7C, in Excerpt 7<%. a!o shows recognition via an ac!now edgment to!en%FahG *3ong B 3aring%5657%p# 7I<,% (ut >u!i se f/repairs the L7 word with a target/ anguage word%Fwitch%G in ine 5H# This third/turn se f/repair seems to indicate >u!i)s orientation to the activity as one that is for Eng ish practice#

Students sometimes emp oy third/position repair to continue the topic%as seen in Excerpt 7I#

Excerpt 7I8 Tom and 2io *@th/grade students%75/7H years o d,

```
1+    2io:  eh: (0.&) "hat ,in) o1 'ovie is it.
1-    To':  oh:: (1.0) :in the 'ovie:<(2.0)
1/          %in the 'ov0(1.0) vie (1.0)! in the
17          'ovie:<(1.0)
20    2io:  1or eᴄa'(le: it i:s(0.&) ah: a8tion
21          'ovie.
22          (2.0)
23    2io:  or: (0.&) ah: !ani'ation 'ovie.%4
2     To':  4oh:< o,ay5 :3T'ᴀ (0.&) it is (1.0)
2&          ah: ani'ation 'ovie5
```

1fter 2io)s -uestion * ine 7I,%Tom seems to strugg e to produce a response%as seen in his repetition of the same phrase three times%pauses%sound stretches%and sound cut/offs * ines 7@/ 7C,# 2io)s turn in ine 56 is a third/position se f/repair to modify his -uestion from an open/ended /-uestion to a choice -uestion with two simp e examp es# +n other words%2io is offering a

In Excerpt 7@% we see Tom and 2io shift topics (y pivoting from an initia topic to a re ated topic#

Excerpt 7@8 Tom and 2io *@th/grade students%75/7H years o d,

3hi e the termination of a topic does not necessari y have to coincide with the c osing of a conversation% the nature of our timed conversations) time imit often ed to the a(rupt end of (oth#

+n Excerpt 7C% in ine I6%. io initiated a co a(orative c osure/imp icative practice due to the time imit% using the c osing pattern Fnice ta !ing with you#G 3e ater see the same c osing pattern in Excerpt 57 in ines ?H and ??#

Excerpt 7C8 . io and 4ay *I th/grade students%77/75 years o d,
```
&+  Kay:   o:h e:tto
&-         ((#h' in Ba(anese))
&/         'e too::
&7         (0.2)
+0  Mio:   ni8e tal,ing "ith yo#. !see yo#%
+1  Kay:   see: yo#::
```

1 variation can (e seen in Excerpt 56# +n ine H5%. a!o provides a to!en * ine H5, after a timer sounds% signa ing a termination to the conversation#

Excerpt 568 >u!i and . a!o *76th/grade students%7</7I years o d,
```
2/   ;#,i: 8o'e)y$
27          ((ti'er))
30   Ma,o: >8o'e)y.> ((la#gh))
31          ((ti'er))
32          9ye
33   T:    o,a:y go ho::'e.
```

+n this instance% the termination is initiated (y a timer# There are no pre/c osings and the conversation ended a(rupt y# There is no ac!now edgment of the timer% either# There is on y F(yeG from . a!o fo owed (y the teacher directing the students to return to their seats#

Simi ar y% in Excerpt 57% we see another conversation terminated (y the activity structure rather than (y the natura 0ow of the conversation#

Excerpt 578 2in and 4o!i *77th/grade students%7I/7@ years o d,
```
37   Ko,i: ah 3 st#)y: (2.0) ) .(1.0) MA::T?
 0                          ((9ell rings))
 1   2in:  >: A:::?> hh.
 2          ((raises le1t han)))
 3   Ko,i: hh. >ni8e tal,ing "ith yo#>
     2in:  ni8e tal,ing "ith yo#. too
```

+n ines ?H and ??% we see a(rupt c osings without any pre/c osing# Doth 2in and 4o!i hear the (e ring% and it prompts them to c ose -uic! y# Doth Excerpts 56 and 57 show that this type of timed conversation does not give students suff cient opportunity to practice the !inds of pre/c osing procedures that are typica y found in natura y occurring conversations# This might (e an important pedagogica point for us to consider in future timed conversation activities with our students in order to further deve op their +$#

(isc#ssion

3e found that the students most y deve oped their conversations in -uestion/answer ad'acency pairs# Those -uestion/answer pairs tended to shift topics without deve oping much ta ! on any ~~particular topic~~ if teach students more topic management strategies# For examp e% (y pra~~cticing topic~~ pursuit strategies% students wou d (e (etter a(e to pursue topics and not (e re-uired to fre-uent y shift to !eep the conversation going *3ong B 3aring% 5657% p# 7I?,# +t wou d a so (e (enef cia for students to emphasi&e more pre/ and post/expansion phrases# +f the students incorporated pre/ expansion phrases such as Fhey%G and post/expansion phrases such as Foh + see%G it wou d a ow conversations to progress more natura y and improve the students) topic management s!i s# +n a four conversations% the topics were pre/se ected (y the teacher# The students a started with greetings and some with ，）） se-uences# However% since the topics were a ready !nown% the students moved into them direct y without using topic initia e icitors# +ntroducing topic initia e icitors such as Fwhat's newMG and Fhow are things goingMG wou d a ow the students to 0ow into the topic more natura y# Li!ewise% topic nominations such as itemi&ed news in-uiry *e#g#% F=id you hear a(out SMG, and setting ta ! *e#g#% FThat)s a nice (agG, wou d give them more options# They might then natura y f nd a topic to ta ! a(out as we # 1 ternative y% if the main topic has (een terminated% they can use it to f nd a new topic to continue ta !ing a(out# Teachers may a so consider giving students a range of topics to choose from% thus necessitating the process of topic nomination and initiation more rea istica y#

Nne practice most students seemed a(e to do was topic maintenance# Students used

simply relying on conveying information *Newton B Nation% 5657% p#7<7,# For example% in $onversation 5 of this paper)s collected data%where 2io asks about Tom)s favorite movie *ine A, and Tom answers *ine 77, F. y favorite movie is . inions%G it could (e (enefcia for the development of their conversation if Tom were encouraged to ta! about an experience he had with the movie in addition to his short answer# +f students were to (ecome used to this approach% we (elieve they might improve their interactiona practice of sharing anecdotes or short stories with one another# This would help our students move from the (ig/pac!age se-uencing of topic management to the more detai /oriented s!i s re-uired for storyte ing se-uencing%an important step in socia i&ing our students into their L5 speech community *3ong B 3aring%5657%p#7C7,#

1 four conversations were timed%affecting the students) a(i ity to perform natura topic terminations# =ue to the short time frame%there were no topic terminations mid/conversation# +n addition% the use of timers to signify the end of a conversation resu ted in a(rupt ends to conversations% often with no pre/c osings# +n order to deve op this important interactiona practice%it might (e (enefcia to teach students to use pre/c osings%such as FN4G or Fa rightG after the timer goes off# The teacher can give a warning signa that time wi soon expire so students shou d prepare to (ring their conversations to a c ose#

' e)erences

Drown%H# =#@ raBP à wgOpjtt

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The four conversations used as data in this paper#

Conversation ,：! io and－ay ./t$0grade st#dents%,,0,1 years old2

```
1     Mio:  hello
2     Kay:  hello::
3           (.)
      Mio:  !ho" are yo#:$%
&     Kay:  i':' slee(y:: an) *tire)*$ (.)
+           ((loo,s #())
-           .(an) yo#)
/     Mio:  .i''0 !i'' 1ine.% i: ah0$
7           'ay i: as, a9o#t s8hool$
10          (0.1)
11          ((tries to 'a,e eye 8onta8t "ith Kay))
12    Kay:  ye0 %o,ay::!
13          (0.2)
1     Mio:   ho" 'an0. "ha0 "he0 !"here )o yo# go
1&          to s8hool.$%
1+    Kay:  i go to ya'ate ele'entary s8hool:.
1-    Mio:  i go to 'ita,e !1#shi'i ele'entary
1/          s8hool% in  'ita,e to"n.
17    Kay:  i see::.
20    Mio:  ho"0  ho" 'any: (0.3) ho" 'any (.)
21          yo#r 8lass.
22          (0. )
23    Kay:  *etto::*< 'y 8lass et::to
2           ((#h' in Ba(anese))
2&           in (eo(le i::s
2+           nan)a,,e$
2-          (("hat "as that$ in Ba(anese))
2/          CCCCC eh
27          t"enty one 8lass.
30    Mio:  *niB#i8hi ,#ras#*
31          ((t"enty one 8lasses in Ba(anese))
32    Kay:  niB# ((t"enty in Ba(anese)) eh$
33          t"enty eh$ t"enty one lass.
3     Mio:  .*o::h* (h) tha(h)t's (hh)
3&    Kay:  .eh$  nan)a,,e.
3+          (("hat "as that again$ in Ba(anese))
3-    Mio:  that's oh (h) tha(h)t's 'a(h)ny (0.2)
3/          etto:: Ir ôBa(anesei?0000000ßô0$
```

0

```
    -           )o yo# li,e to    'a,e or "rite.
    /   Kay:   i li,e (0.1) )ra":.
    7   Mio:    *oh*   that's ni8e.
   &0           (0.3)
   &1   Kay:   *!etto%*
   &2           ((#h' in Ba(anese))
   &3           an) yo#$
   &    Mio:   i (0.2)   i li,e )ra" too.
   &&           (0.2)
   &+   Kay:   o:h e:tto
   &-           ((#h' in Ba(anese))
   &/           'e too::
   &7           (0.2)
a  +0   Mio:    ni8e tal,ing "ith yo#. !see yo#%
   +1   Kay:   see: yo#::
```

Conversation 1: om and ' io .3t$0grade st#dents%, 10, 4 years old2

```
1      To':   .hello:.
2      2io:   .hello:. (.) (ho"'s it going.)
3      To':   oh (.) 3'' o,ay. ho" are yo# )oing.
       2io:   3'' great.
&      To':   oh.4
+      2io:   4let's tal, a9o#t o#r 1avorite 'ovie.
-      To':   oh. s#re.
/      2io:   o,ay:. "hat is yo#r: 1avorite 'ovie.
7             (.)
10     To':   oh "hat$ ah:: (0.&) let 'e see: (1.0)
11            !:'y 1avorite 'ovie is$ (.) 'inions.%
12     2io:   o,ay< M3@3O@A5
13     TOM000000! 'e.
```

†2₀₀₂ 1p0 (2.0)

1000000001à nö

Conversation...

```
1    T:    :ha:i three: !t"o one% go::.
2    ;#,i: .:hello:<
3    Ma,o: .:hello:<
           (0.&)
&    ;#,i: i li,e. (0.&) 8o'e)y 'ovies.
+          (1.0)
-    ;#,i: ho" a9o#t yo#.
/          (1.0)
7    Ma,o: *i li,e0# (0.&) ro'an8e 'ov.ies.*
10   ;#,i:                           .=o::h.
11         (1.0)
12   ;#,i: "hat 'ovie (0.&) )o yo# li,e.
13   Ma,o: i li,e0#. (1.&) :(ea8h girl.
1    ;#,i: ah >(ea8h girl. 'e too:.>
1&   Ma,o: 'o'o8han.
1+         (('ain 8hara8ter na'e))
1-   ;#,i: i li:,e (1.0) i li:,e (1.0) eh:::.
1/         (1.&)
17   ;#,i: !'aвyo$%
20          witch
21   Ma,o: ah .'aвyo.
22            witch
23   ;#,i:     .i li,e "it8h.
2    Ma,o: *"it8h ahh.* i:t6s (1.0) horror$
2&         (1.0)
2+   ;#,i: no *horror.*
2-         (1.&)
2/   ;#,i: 8o'e)y$
27         ((ti'er))
30   Ma,o: >8o'e)y.> ((la#gh))
31         ((ti'er))
32         9ye
33   T:    o,a:y go ho::'e
```

Conversation 8: ' in and – oki .elevent$0grade st#dents

```
1+   2in:            .hh.
1-   2in:  O?::5
1/        ( .0)
17        pointing at Koki and herself
```