Globalization Now *and* Later.

A Study of Interactive Argumentation among EFL Learners

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Table of Contents

1. Introduction

People usually commence an argument in hope for persuading the other party. These arguments can be a part of their job or personal life, which may influence the life of people around them or sometimes in case of a political debate, can affect lives of millions of people. The situation can get more challenging if the argument is produced in a language other than someone's mother tongue and in this respect, language proficiency can be of great value to them. Questions of relevance in relation to this issue are: to what extent does argumentation affect people's performance and the result of an argument if they are at a loss for words and structures in that language? Is there a possibility that people win the arguments just because of speaking the language better? Do people who have a wider range of vocabulary reason better? Can it be claimed that those who do not have a good command of the language cannot meet the logical requirements of a debate? If people who argue in another language take the same steps of the argumentation models that logicians offer, can it be said that they have just performed like a native speaker? Can these steps compensate the lack of proper vocabulary and structure?

One of the most important goals of language teaching classes is to teach the students of foreign languages how to develop information processes in order to express themselves. Hirsch (1989: 58) introduces discourse operations, which play a key role in developing information in interactive argumentation. Discourse operations that consist of semantic and logical operations are abstract operations, which can be applied to information in search for solutions to problems. Semantic operations that Hirsch suggests include features such as generalization, precisification, paraphrase, specification, elaboration, exemplification, and logical operations can consist of connecting operations that form units of information into conditional constructions of 'if...then', conjunctive constructions such as 'and' or 'but', disjunctive construction marked by 'or', and finally the word 'not', which functions as the negation operator. These operations which have been studied by numerous scholars (see Fillmore (1974), Grimes (1975), Longacre (1976), Crothers (1979), Mann and Thompson (1986), and Hobbs (1990)), can be considered important means in the development of information in the process of an argument. Participants of a debate can use these discourse operations as effective tools that may be very influential in determining the result of a debate.

In the present study, the performance of seven students who study English in a private language school in Iran, is analyzed in a debate on 'globalization'. These Farsi speaking learners of English as a Foreign Language (henceforth EFL), are divided into two groups who do not agree on the 'time' that the global village will come about. One group believes that we are living in a global village already and the other group thinks that it will not take place soon. The debate is a speaking task, which is a part of a task-based assignment. The students have been asked to read a short text in their textbook, Interchange Student's book 3 (Richards, Hull, and Proctor 2005: 69), as a pre-task and the debate is supposed to be about the students' ideas on 'globalization' based on what they have read in the text.

In this study, the collaborative and individual strategies that these students use in the process of interactive argumentation will be discussed in different sections. Section 2, which is the theoretical background, includes some models of argumentation and strategies that are used in the debate between the students to develop information. Section 3 will consider the data and the methodology that has been used to analyze it, and section 4 is a detailed analysis of the debate based on the strategies introduced by Hirsch (1989), Rühl (2001), Toulmin (2003), Naess (2005), and Walton (2008). Section 5 provides a discussion and section 6 will provide the conclusion and insights for further research.

2. Theoretical Background

As mentioned above, scholars like Hirsch (1989), Rühl (2001), Toulmin (2003), Naess (2005), and Walton (2008) have proposed models to facilitate the analysis of arguments and make them more systematic. In this section, their models and definitions of strategies, which are used in debates, are discussed. These strategies can help the students to make collaborative and individual contributions to their groups in order to persuade their opponents by making strong claims and challenging the other group's claims. It seems that these models have been designed for the native speakers of a language, therefore if the learners of that language can follow these rules, it may indicate that they have been able to adjust themselves to the rules and may succeed to perform like a native speaker in a debate.

2.1 Toulmin's Layout of Arguments

Toulmin (2003: 87-104) maintains that there are six elements in any persuasive argument, which make it possible to analyze an argument:

Claim: A claim is a statement, which is uttered or written with the intention of persuading the hearer or reader to accept it as true, or it is an action that the speaker or writer hopes that the hearer or reader will enact.

Data: Data are the facts that are the basis of persuasion, the reasoning behind each claim or the proof from the experts' point of view. In other words, it is the truth that the claim is based on. Many people tend to be persuaded by the factual data. However, if they challenge it, the data will turn into a claim, which must be supported by more explanation. This is where the warrant shows its potential.

Warrant: A warrant links the data to the mentioned claim and makes it more credible. It could be explicit or implicit and answers to the question 'why the offered data proves that the claim is true'. Most of the time the warrant is implicit and unspoken; therefore its strength cannot easily be challenged by the others.

Backing: Backing is the support, which is provided for the warrant to answer further questions, which aim at evaluating its strength.

Qualifier: The qualifier restricts the degree of the universality of the claim. Some words such as 'usually', 'most', 'always', and 'sometimes' indicate the degree of certainty of the claim. There is another element called 'reservation', which shows the possibility for the claim to be incorrect.

Rebuttal: rebuttal is a statement, which functions as a counter argument and indicates that the claim is not true. It can be a claim itself and is therefore accompanied by backing, warrant, and qualifier. It may also be rebutted by other rebuttals.

In Figure 1, Toulmin presents different elements of an argument. The claim that is considered in this argument is "Petersen is not a Roman Catholic." By the use of elements such as data, warrant, backing and qualifier he tries to persuade the reader that 'Petersen is not a Roman Catholic' (2003: 103).

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D (Petersen is ─────────────────────────────────▶ So Q (almost        C (Petersen is not a
   a Swede)                        │                  certainly)          Roman Catholic)
                                   │
                                 Since
                                   W
                        (A Swede can be taken to be
                            almost certainly not a
                               Roman Catholic)
                                   │
                                   │
                                Because
                                   B
                          (The proportion of Roman
                           Catholic Swedes is less
                                than 2%)
```
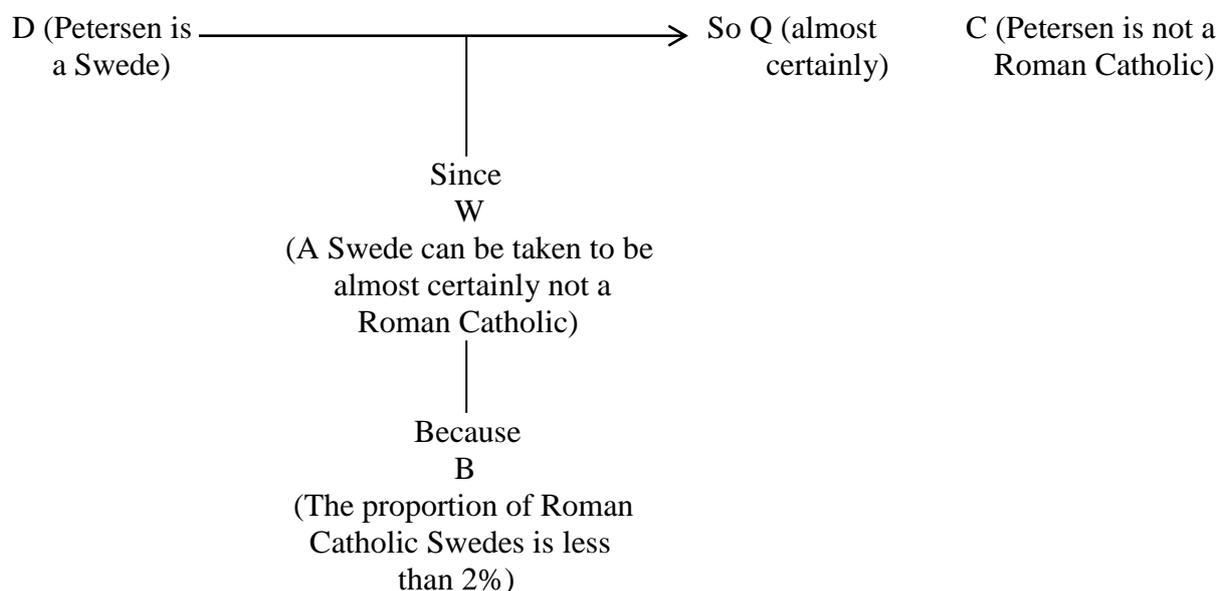
Figure 1. Toulmin's pattern of 'scarcely any . . .' argument

Toulmin (2003: 103)

2.2 Walton's Model of Argument

According to Walton (2008: 4/5), the debate that is going to be analyzed in this study can be categorized as a persuasion dialogue. In this type of dialogue, there are two participants, each of whom have a thesis and try to prove it by using the opposite group's concessions. Each group tries to persuade the other of their thesis, prove the thesis from the premises that the other group is committed to, and accept (Figure 2). In this case, there are two kinds of proof involved: internal and external proof. Internal proof is what has been taken from the other group's concessions and external proof comes from the introduction of new facts. These facts can be scientific evidence or the opinions provided by experts. In addition to proving the group's thesis, the persuasion dialogue has another obligation, which is to co-operate with the other group to prove their thesis by giving honest and helpful replies to their questions. The participants in the persuasion dialogue are free to concede any kind of proposition since this dialogue is based on the concessions of the other group.
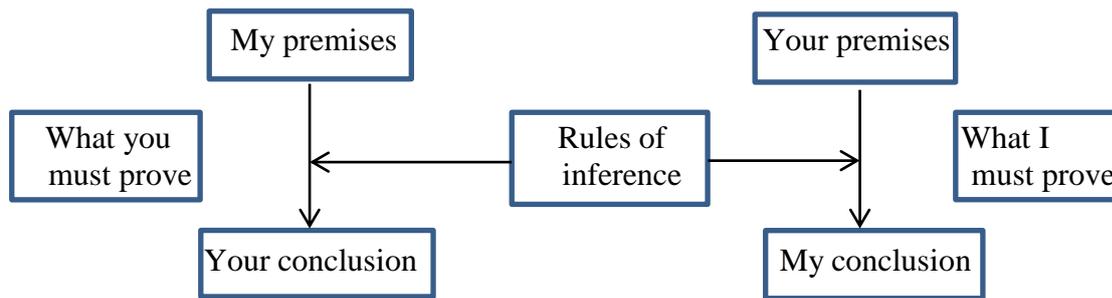
Figure 2: Obligations of persuasion dialogue (critical discussion).

Walton (2008: 5)

Furthermore, Walton (2008) introduces two other concepts, which can be found in the present debate, 'blunder', and 'burden of proof'. Blunders are some moves which are not systematic and clever enough to prove a point, but are some errors or lapses which as Walton puts it "damage or weaken the case of their proponent rather than defeating his opponent in the dialogue" (2008: 15). Walton defines burden of proof as "an allocation made in reasoned dialogue which sets a strength (weight) of argument required by one side to reasonably persuade the other side" (1988: 234). If someone moves the burden of proof towards the opposite group, s/he makes an unreasonable movement that supports the claim of the opponents and not the proponents.

The debate that will be studied here is a persuasion dialogue and in these dialogues, each participant is supposed to exclusively use premises that were the other participants' commitment in the process of development of information. The participants challenge the arguments, which were the commitment of their opponent in order to find strengths and weaknesses of their arguments to challenge them even more. Walton (2008) considers this the only way to have successful argument to provide the strongest arguments possible in order to reveal the strengths and weaknesses of the opponent's arguments.

2.3 Interactive Argumentation

Hirsch considers interactive argumentation as an ongoing activity of "collective information processing problem solving" (1989: 2). In this activity, groups of people communicate in order to solve a common problem, which can be conflict of beliefs or interests. The problem solving perspective can be a rewarding way of considering face-to-face interactive argumentation for the students who participate in a debate, for two reasons. Firstly, it is a

process nearly like the ideal model of seeking the truth in the everyday life of people where they "make a place for limited rationality." In this search for truth they challenge a lot with the constraints like time and finally are forced to "make do with a livable second best to the absolute and complete truth" (ibid. 11). Secondly, in this process the participants at least are obliged to indicate that they are endeavoring to solve a shared problem. If they do not at least meet the minimum "ethical and cognitive consideration" to pretend to cooperate in order to solve a problem, the social occasion would easily lose its meaning (ibid. 12). If there is a weak cooperation among people, it indicates that there is only a minimum of ethical and cognitive consideration to make that eligible to be labeled a 'social occasion'. The goal of this social activity is not to reach a consensus but to learn that this conflict of opinions cannot be resolved by argumentation and they simply can agree to differ with a deeper insight into why the views and interests are incompatible (*cf.* Hirsch 1986). Since one of the most important aims in learning a language is to be able to handle different 'social occasions', they should learn the above-mentioned skills.

 Eemeren, Grootendorst, Jacobs, and Jackson (1993: 12) also consider the problem solving process as an "externalization of an individual thought process, abstracting coherent elements" (claim, data and warrant) from the communicative process in which they take place. They also call it 'an externalization of a social problem solving process' and they believe that it is dialogic interaction (real or projected), that gives rise to a collaborative structure in an argument. However, their central consideration is the 'roles of participants' in an argumentation as 'protagonist or proponent' or 'antagonist or opponent'. They believe that Toulmin's perspective is partially leading to a socialized perspective on argument because he considers each element in an argument to be a response to a probable query or challenge. However, his perspective (which is based on some questions such as "what do you have to go on?") can only indicate how the argument hangs together and it cannot describe opposition, seriously (2003: 90). Another model, which is introduced by Eemeren et al., is Perelman and Olberchts-Tyteca's (1958) view of "universal audience" which provides an abstract perspective on opposition. However, their perspective also lacks "any serious commitment to the collaborative involvement of proponents and opponents in an argumentation" (in Emeren et al. 1993: 13). In Eemeren et al.'s point of view, a genuinely socialized argumentation should draw a distinction between the role of protagonist and antagonist.

The distinction that Eemeren et al. (1993) discuss can be introduced by turn-taking systems, which are a requirement of every face-to-face interactive argumentation. In addition, the development of a problem solving process also greatly depends on turn-taking systems. The debate that is going to be investigated in this study, can be categorized as a 'dialectical argumentation' from Hirsch's point of view. He says, "grounds and evidence are given usually by different persons in the form of a dialogue for and against a claim and/or a counterclaim where the claim and counterclaim are conceived of as being mutually incompatible (they cannot both be true)" (1989: 10). The turn-taking structure which exists in this debate, is an 'organic turn-taking'. In this structure, turns are not 'predetermined' length or order of turns and no "preestablished asymmetrical power relationship between the participants" exists because they are all responsible for solving four problems of turn-taking (getting, keeping, filling and assigning or yielding the turn). This turn-taking structure can indicate how responsibilities and rights of participants can contribute to the development of information in an argument (1989:103).

The characterization of rights and obligations of participants in an argumentation is connected to their roles in the course of activity. The characterization is declaratively oriented in contrast to the formulations of the turn-taking mechanism in conversational analysis, which is procedurally oriented (*cf.* Sacks, Schegloff, and Jefferson: 1974).

2.4 Co-operativity or Co-construction

Rühl (2001: 154-5) presents two approaches that consider argumentations as social interactions that pursue different aims. The first approach is proposed by Williard (1983, 1989), which considers arguments as social interactions that examine and elaborate knowledge of the world, consensually. The second approach has been developed by Hirsch (1989), which considers arguments as social interactions that help in solving problems interactively and are carried out by collaborating interactors. On the basis of these two approaches, Rühl (2001: 159) develops his own approach since he states that Williard's way of looking at this issue does not provide necessary tools for the analyst to establish how the arguing process goes step by step and Hirsch's model needs to be more communicational to fulfill his purposes. Rühl takes the concept of discourse operations introduced by Hirsch because it helps to explain the process of arguing from a Normative Pragmatic point of view: "the arguers' co-operative step-by-step effort to sort out how they might overcome a communication problem (mainly, a conflict of opinion)" (ibid.). In the present study the

students are responsible for persuading the opposite group that they are making a mistake about the time that globalization takes place. They are supposed to co-operate with their groupmates by supporting their claims and challenging the opposite group's claims to reach the goal of persuasion.

2.5 Intersubjectification

Rühl (2001: 161-5) states that some interactors react to the preceding contributions in a specific way that results in intersubjectification of an individual's idea, which is a conversion of their first claim. Intersubjectification in some cases works easily and agreement can be unproblematic, but in other cases "considerable interactive argumentative co-operation" such as specifications, topic shifts, and precizations are needed in order to achieve successful intersubjectification (ibid. 164). In some other cases, intersubjectification fails due to a failure to persuade to convert their first claim, thus the problem is not resolved. In this study, there are also some cases of successful or failed conversion of claims, which will be discussed in the following sections.

2.6 Local Structure

In a local structure, the participants make decisions about the allocation of turns. Hirsch says that a system of turn-taking is a "local management system which allocates a crucial resource, the turn or control of the 'floor', among the participants in the conversation thus giving rise to sequences of turns at talk" (1989: 15). He mentions that the turn-taking system is a local one because it operates at the transition points of the turns, which are at the end of one point, and the beginning of the other turn and no global plan is present to control and govern the interaction. Participants in the debate studied in the present text seem to feel responsible to contribute to the development of the course of the interaction. Hirsch states that the burden of responsibility is greater when it comes to the speaker who is holding the floor and the listener has a smaller share of the burden of responsibility in "contributing to and/or determining the development in the course of the interaction" (1989: 34). However, both speaker and listener perform some actions, which result in clarifying certain points in the process of argument and the clarification can result in an emergent argumentation.

2.7 Emergent Arguments

Rühl (2001:167) mentions some characteristics for emergent arguments. He maintains that arguments contain topic shifts because the arguers think that they need to "submit a certain

point to closer scrutiny" and the discourse operations, which are used in this argument are: "precization, specification, exemplification, and conclusion" (ibid. 167). These discourse operations are described below from Hirsch's (1989) point of view. Although Rühl does not mention logical discourse operations as a characteristic of emergent argument, they will be discussed in the present study since according to Hirsch, they are subclasses of semantic operations and their uses can indicate that arguers are prepared to examine their points more closely. Rühl believes that in an emergent argument, the arguers interact with each other and are willing to modify or give up "part of their own communicative background in order to be able to arrive at a shared view of the position discussed" (ibid. 168). The mentioned goals could be reached by the use of logical operations because as Hirsch states they facilitate "the development in the argumentation toward a solution" (1989: 59).

2.7.1 Discourse Operations

From the problem solving perspective, discourse operations can be referred to as moves that help in "projection and evaluation of solutions to problems or answers to questions" (Hirsch 1989: 58). These 'abstract' operations are applied to the information to reach these solutions or answers, in interactive argumentation. Numerous scholars have pointed out these relations and chosen different names for them. Hobbs (1990) proposes the term coherence relations to refer to these operations. Longacre (1976) calls them "combinations of predications" which include comparison, alternation, implication, temporal overlap and succession, contrast, conjunction, and causation. Grimes (1975) and Mann and Thompson (1986) call these relations "rhetorical predicates" and Grimes in his list refers to specification, alternation, attribution, equivalence, and explanation. Fillmore (1974) calls them "sequiturity relations" and Crothers (1979) calls them logical-semantic connectives. Discourse operations from Hirsch's point of view can be divided into two subcategories: semantic and logical operations.

2.7.1.1 Semantic Operations

According to Hirsch (1989: 61-65), semantic operations are different ways of delimiting and narrowing down the meaning and intentions or "widening the range of possible interpretations" during the processing of an interactive argument. Semantic operations use the "lower order grammatical categories" to build the "higher order grammatical categories" for example verb phrases and noun phrases combine to make sentences or noun phrases and propositions can make propositional phrases together. Some important semantic operations mentioned by Hirsch include generalization, precisification (Rühl (2001) and Naess (2005)

call it precization), paraphrase, specification, elaboration, exemplification, and vaguification. Hirsch (1989: 67-69) defines some of these operations as follows:

Precisification:

Where A and B are verbal expressions in a given context C; B is a **Precisification** of A iff[1] B is more clearly decidable in its application and non-application to any given entity or phenomenon within a domain than is A.

Specification:

Where A and B are verbal expressions in a given context C; B or Bi ,...Bn is a **Specification** of A iff B denotes a class of entities or phenomena, or Bi ,...Bn denote classes of entities or phenomena that are included in the class of entities or phenomena denoted by A.

Exemplification:

Where A and B are verbal expressions in a given context C; B is an **Exemplification** of A iff B mentions a concrete example or case that falls under the general class of instances mentioned in A.

Elaboration:

Where A and B are verbal expressions in a given context C; B is an **Elaboration** of A iff B supports and develops to a greater degree of detail the information conveyed by A, where this information is not exhaustively characterizable in terms of the dimensions of specificity and/or preciseness.

Paraphrase:

Where A and B are verbal expressions in a given context C; B is a **Paraphrase** of A iff B expresses the meaning of expression A on more or less the same level of specificity and/or preciseness, where B may be a repetition of A.

2.7.1.2 Logical Operations

The logical aspect is only a part of meaning and could well be categorized under the category of semantic operations but Hirsch mentions that he treats it as a separate class for the sake of clarity especially since they have the capability of standing alone in a logical proposition, while semantic operations lack this capability. Logical operations, compared to "the logical connectives and operators of propositional logic" include some connecting operations that form units of information into conditional constructions of 'if...then', conjunctive

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[1] Iff: If and only if.

constructions such as 'and' or 'but', disjunctive construction marked by 'or', and 'not', which functions as the negation operator. Some complex conclusive operations such as 'because' and 'therefore' can also be in this category (1989: 59).

3. Data and Methodology

The present study analyzes a debate that lasts around twenty minutes and has been filmed in an English class. The film is one part of around fifty hours of recording of performances of EFL learners in a private language school in Tehran, Iran. Participants of this debate are seven female EFL learners, aged between fifteen and forty who are native speakers of Farsi. Two of them are high school students, two have jobs, and three people are homemakers. The level of these students is 'intermediate' and according to the CEFR (Common European Framework of Reference for Languages) levels, they are categorized as 'Independent Users' (B1)[2], who are able to understand the main ideas of conversations that contain the vocabulary used in familiar situations and can deal with them in most of the cases.

In order to debate, the students are divided into two groups: those who think that the global village is going to come about soon (group 1) and those who think that it will not happen soon (group 2). The students have been asked to read a short text on globalization, as the pre-task of a task based activity, therefore they are supposed to have read the same thing, which creates a common background among them. The teacher decides to organize a debate between them which aims at activating the vocabulary and structures that have been taught in a unit of their textbook, Interchange 3 (Richards et al. 2005: 69). They were not given the chance to discuss their arguments beforehand but in the middle of the debate when the teacher notices that they are contradicting each other, she gives them around three minutes to discuss their for and against arguments with their groupmates.

The groups are asked to sit opposite each other to be able to address members of the other group more easily. It could be said that they are sitting in a semi-circle according to the CLT (Communicative Language Teaching method), because the teacher sits between the groups to

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[2] B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans (CEFR global scale) (European Language Portfolio: 2012).

provide help if necessary (Littlewood 1981:47). She is not supposed to interfere, comment, or allocate turns, unless something special takes place.

The class lasts for around 52 minutes and the debate, which continues for 22 minutes, starts at minute 14:05 and terminates at 36:19. This process has been filmed using a personal camera and the microphone of the same camera has recorded the sound. The camera has been located in front of the class, on the teacher's desk in order to capture all the students who are participating in the debate. The film was digitized and transcribed according to the transcription conventions of Jefferson (2005). The transcription symbols, which are used here, are provided in appendix A.

By signing permission papers, the students have agreed that these films be used in a scientific research and let the researcher use their voices and pictures. To protect the identity of these students, they will be referred to by the use of the initial letter of their names and the group that they are in, for example, K/G1 can refer to 'Kathy' from 'Group 1'. Therefore, the initials that are used in this study include F, L, N, and B who are in group 1 and Sh, K and Z who have chosen to join group 2.

4. Analysis

In the process of this debate, students as members of a group are supposed to support the group's claims. They should present convincing reasons and as a result try to persuade the other group to change their mind about the 'time' that the phenomenon of globalization will be worldwide. Since organic turn-taking takes place in this debate (unlike formal debates turns are not allocated to people by a referee) they take turns and speak in the same manner as an informal discussion. This debate has three sections as Walton (2008: 16) mentions about arguments: opening stage, argumentation stage and closing stage. These stages of Walton's model are presented in the following section in order to provide a general overview of what occurs in the debate.

4.1 Opening stage

During the opening stage, the students are divided into two groups, those who think that the global village will take place soon (group 1), and those who believe that it will not happen soon (group 2). Speaker B/G1 (B from group 1) starts the debate by talking about changes in

politics, culture, travelling, and studying around the world. In line (4), she says that because everyone around the world can do them freely now, we can say that we have a global village:

> (4) B/G1: Politically changes in this time about money, culture, about travelling between countries, about study, freedom in other country, about more things.

In response, K from group 2 in line (5) does not comment on B's claim and instead makes a new claim, which results in a topic shift and she takes control of the debate by mentioning a topic that her group can support more effectively. She mentions that globalization needs some common means of technology to spread in the world and make them aware of each other's problems and current situations. However, because there are several countries that do not have access to these technologies and cannot connect to the other countries easily, it is impossible to have a global village for the time being:

> (5) K/G2: Yes but it's not happening now as it said for example in a village everyone has same problems, everyone knows every changing about each other but now in this world you compare Africa with America there are no same problems, there are no for example African people don't know anything about technology=

At this stage group 1, after some minor attempts to reject this claim finally in line (18) succeeds to provide a reason in line (18), when F presents a counter-argument and says that it is not a necessity that everyone has access to high technology to be able to join the global village. In addition, apparently she agrees with the idea of awareness but considers 'high technology' a goal that they can be achieved by connecting to the rich countries and not a pre-requisite to join the global village:

> (18) F/G1: In a village we can have poor people and rich people, no problem, but what's important is that what happens to rich countries, poor countries are aware and can use positive points or negative points of it or they can reach the technology that rich countries are producing and if they want=

After F mentions that poor countries can get the technologies if they want, Z from group 2 tries to use what F has said against them. She seems to formulate F's last words in line (18)

and turn it into a new claim against group1 in line (19). This leads to a conversion of the topic of debate from 'technology' to 'power and wealth':

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(19) Z/G2: Yes but they don't want now, for example African people,
     they are suppressing all the time the people of for example you know
     other countries the powerful countries are suppressing them and
     they're you know used to it, they don't feel (that) they miss
     something or something odd and I think when that time comes that they
     understand it's wrong I think it's wrong I think it's too late , from
     now.
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After Z, her groupmate K also provides a backing for the claim and develops it. In line (20) she says:

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(20) K/G2: And I read a in a article that when global village happens
     the rich people, the powerful people become more powerful and the
     poor people become poorer and this is one of the negative points of
     global village it happens because powerful people want more power and
     they can't do anything?
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B seems to have noticed this conversion and group 2's attempt to say that the global village is the aim of the world powers. Therefore, in line (21) she challenges their claim:

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(21) B/G1: Why they want power? Why?
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While K fails to provide a prompt support, F immediately follows B and attempts to challenge the claim again by questioning its relevance:

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(23) F/G1: =but you said that in global village people should have
     same situation but not in not related to money.
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When the teacher notices that people in group 1 have asked two questions and are waiting for their reply, she asks K to answer them in lines (27) and (29) K says:

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(24) F: =[first you said]=
(25) T: =[I think] they have the same question. You have to answer
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         them=
(26) F: =you first you said that in global village people people can
     use of technology and [can use]…
(27) K/G2:              =[It's the] goal of global village to=
(28) F/G1:              =[fair societies]
(29) K/G2: =that world will be like this but some people think that
     this progress wouldn't be, wouldn't end to this [goal] but I think
     that.
```

It seems that although group 2 were successful in converting the topic from technology to power and wealth, they could not support the claim of wealth in the global village, properly. In addition, they were challenged by group 1 about changing the subject and were not able to defend their first premise in line (5):

```
(5) K/G2: Yes but it's not happening now as it said for example in a
    village everyone has same problems, everyone knows every changing
    about each other but now in this world you compare Africa with
    America there are no same problems, there are no for example African
    people don't know anything about technology=
```

What group 2 said in line (5), seemed to be a strong claim but they do not seem to have been able to develop it in the course of the debate and after K is challenged by F, the first claim changes too (line (27)). This converted stance is more similar to F's own statement in line (18), which was mentioned above:

```
(27) K/G2: =[It's the] goal of global village to=
(28) F/G1: =[fair societies]
(29) K/G2: =that world will be like this but some people think that
     this progress wouldn't be, wouldn't end to this [goal] but I think
     that
```

Where in the beginning K maintained that having the same technological level was a pre-requisite for the global village, in lines (27) and (29) she says that it is the goal of the global village and not its requirement. This reasoning seems to be more like the ideas of group 1 and more to their benefit, since F in line (30) formulates what K has said in lines (27) and (29), it implies that she is more satisfied with this change in K's wording. She repeats K's statement

in line (30) and does not challenge it anymore. This answer is more in line with the goal that group 1 set for themselves at the beginning of the debate:

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(30) F/G1: =[uhuh], a possible future for global village
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The opening stage, seems to terminate in line (30) since the groups' primary claims are made and supported in these lines. By the end of this stage, they have set the primary scene and got ready to enter the argumentation stage.

4.2 Argumentation Stage

Throughout the opening stage, the groups disagreed on the role of technology and wealth in the process of globalization and after the apparent agreement on the issue of technology, the teacher tries to encourage group 2 to continue the debate by referring them back to their other strong disagreement in line (20):

```
(20) K/G2: And I read a in a article that when global village happens
      the rich people, the powerful people become more powerful and the
      poor people become poorer and this is one of the negative points of
      global village it happens because powerful people want more power and
      they can't do anything?
```

In line (34), the teacher raises the question on the topic of 'wealth and power' and asks that from Sh in group 2. She allocate a turn to Sh by facing her and asking:

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(34) T: =do you think rich people will become richer in global village
      and poor people will become [poorer]?
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The answer Sh provides for this question in line (35), is completely in contrast with her groupmate K's claim in line (20):

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(35) Sh/G2: [No]=
```

This could be considered a case of blunder as Walton (2008) says since it opposes the claim that her groupmate K makes in line (20). The question that the teacher poses is related to K's turn in which she makes a claim in line (20) and challenges group 1. It seems that she brings it up in an inappropriate situation in line (20), since group 2 was in the process of providing

grounds for their claim: 'all countries should have equal access to technology to make the global village possible'. In this case, group1 avoids answering the claim in line (20) and asks her to stick to the ongoing argument. When the argument on the topic of 'technology' is settled in line (30), the teacher brings up the issue of line (20) again and asks in line (34):

```
(34) T: =do you think rich people will become richer in global village
     and poor people will become poorer?
```

The blunder takes place in lines (35) to (41), when Sh weakens the claim by opposing it and as a result moves the burden of proof to the other group. When K brings it up in line (20), she seems to mean that powerful countries make it difficult for poor countries to provide their people with the modern technologies and this does not let them join the global village. This could be a strong claim for group 2, but Sh's improper answer fails to support it by bringing up enough backing:

```
(35) Sh/G2: [No]=
(36) T: =why not?
(37) Sh/G2: It's not (others help) reasonable=
(38) T: =why not?=
(39) Sh/G2: =and ربطی نداره (Farsi for they are not related)
(40) T: they are not related.
(41) Sh/G2: I think they are not related.
```

After this blunder, the teacher asks both groups to talk for some minutes and exchange their ideas with each other in order to be able to provide the same claims and appropriate support for the claims of their groupmates.

The first claim after the group-work, is made by L from group 1and in lines (52) and (54):

```
(52) L/G1: In our opinion it is not necessary that all of the people
     of a country have access to internet for example. If some percent of
     them have accent or has [accent]
(53) T:                     [access]
(54) L/G1: =access to the internet it is enough and furthermore in
     most, most people use satellite and it is enough to know about the
     other peoples=
```

17

K immediately opposes her claim and provides a counter argument in line (55):

```
(55) K/G2: =yes but if the whole country is underdeveloped and a smart
     person is there when he understands about technology he wouldn't stay
     in that his own country he would go to another developed country.
```

Sh supports K's claim by providing an example in line (56):

```
(56) Sh/G2: yes, [like Iran. smart people go to] America.
```

And further F seems to agree with group 2's counter claim:

```
(57) F/G1: =[this is like our condition]=
```

L notices that her original claim in line (52), is being ignored by group 2 and her own groupmate is agreeing with this claim, questions the relevance of K's claim in line (61) to her own claim in line (52):

```
(61) L/G1: =so what's the relationship [with the global],
     globalization?=
```

K tries to show that it has been a warrant to link the data to her claim and then relate it to L's claim to show their relationship as a claim and counter claim. She points to L's claim when she said that 'it is enough if a small percentage of the society has access to internet', and in line (69) she says:

```
(69) K/G2: but it's not enough, I'm sorry.
```

F supports L's claim and answers K's challenge in lines (71) and (73):

```
(71) F/G1: =[it's enough because] the whole knowledge of society
     should be improved=
(72) Z/K/G2: =yes=
(73) F/G1: =and by having some people who are knowledgeable or who are
     are aware of the world it's enough to improve the society.
```

K formulates F's statement and tries to put it in her own words and more or less relate it to her previous claim in line (20) when she talked about the topic of 'wealth and power':

```
(74) K/G2: They should lead the society, the society should have good
      leaders that they don't think about their own=
(75) T: =benefits=
(76) K/G2: =benefits
```

In line (78) B brings up a rather irrelevant claim that seems to be related to the previous turns. It can be said that her claim is continuation of the issue that students were discussing in lines (55) to (57). In line (62) she makes an attempt to take the floor by saying:

```
(62) B/G1: =[we have some problem]
```

However, since she was not successful to take the floor at that time, she mentions it in line (78). Probably because it was mentioned when the others were discussing different issues, it can be considered a blunder. The statement, which could have been relevant if mentioned earlier, confuses everyone when mentioned in lines (78) to (86):

```
(78) B/G1: =[we have some problem], about education, about political
      and other. Then expert system like to immigrate to another country,
      but in another country we haven't this problem.
(79) T: We don't have? We don't have
(80) B/G1: No.
(81) Z/G2: We don't have what problem?
(82) Sh/G2: What problem?
(83) B/G1: A European expert, expert person didn't like to travel or
      immigrate to another country () but in Iranian expert system, like
      to immigrate.
(84) Sh/G2: Why?
(85) B/G1: Because we have many problem in Iran=
(86) Sh/G2: =[but err]
(87) B/G1:  =[my sister] immigrate to Canada=
```

This blunder moves the burden of proof to group 2 and seems to support their claims. This can be seen in lines (89) to (91) when her groupmate F questions the relevance of B's claim to the other claims made by group 1:

```
(89) F/G1: =[how] this idea supports our idea?
(90) Sh/G2: =[no] it supports our idea
(91) T:      [yeah], you changed?
```

Sh who seems to be satisfied by B's blunder, tries to relate it more to the claims of group 2 by making the following claim in line (92):

```
(92) Sh/G2: =Yes, I think until we have like African people problem
   with foo food, with clothes, with house.
```

In addition, L tries to compensate and find an aspect in immigration to relate it to their own claims again in lines (95) and (97):

```
(95) L/G1: [I think immigration] immigration shows I think globala
   globalization
(96) T: =really uhuh, why?
(97) L/G1: =because they can immigrate because they can immigrate
   easily and go and come.
(98) Z/G2: No they can't
(99) K/G2: so why doesn't Ameri why American people come to our
   Country if globalize if every country should be [connected]
```

L provides a support for her claim, which contains the word 'maybe' which is called a 'modal quantifier' by Toulmin, Rieke and Janik. They say that a modal qualifier is used to show the "kind of rational strength" of a claim (1979: 70). L says in line (101):

```
(101) L/G1: Yes, maybe in future, they will.
```

Sh and K take the opportunity to indicate that L's answer supports what they have been trying to prove from the beginning of the debate: 'globalization will not happen soon'. They challenge L's claim to indicate that what they have been repeating from the beginning of the debate, has been true. As Schegloff (2011: 369) says, they have used TCU (Turn Construction Unit) to repeat a turn (which has been said at the beginning), to emphasize on it at the closing point of the conversation:

there is a practice for showing that some TCU of a multi-unit turn is meant to be its last, and that is to repeat an element from the turn's start and/or […] the sequence's start.

Sh and K seem to have tried to use this strategy to be able to prove their initial claim in lines (102) to (111):

```
(102) Sh/G2: In future? you said happening soon or now
(103) L/G1:  [OK, soon]=
(104) K/G2: =[in future] (laughs)
(105) L/G1:  [If if the] political relationship between Iran and
   America became=
(106) T: =becomes
(107) L/G1: becomes better, I'm sure it will happen=
(108) Sh/G2: =[when?]
(109) K/G2:   [When] will it happen?
(110) L/G1:   [Very soon] (laughs)
(111) Sh/G2:  [very soon after 50 years] (laughs)
```

In line (112), L tries to provide another ground for her claim, which is then rejected by Z's counter argument in line (115). Finally, L seems to have accepted that she cannot provide proper grounds to her claim by the rather weaker stance she takes in line (117):

```
(112) L/G1: =Yesterday the day before yesterday, I heard that=
(113) Z/G2: =they will talk with America
(114) L/G1: yes, yes=
(115) Z/G2: =no, they say that all the time, it don't happen.
(116) Sh/G2: Yes
(117) L/G1: so, so it's a good start for
```

After group 2 in lines (120) to (124) fails L's attempt, F makes a new claim to show that things have changed a lot now that we are in the process of globalization:

```
(120) F/G1: imagine 30 years ago or before revolution=
(121) Z/G2: =we were better with each other (laughs)
(122) F/G1: =no, people didn't have any imagination about the world,
   didn't have such imagination.
(123) Z/K/G2: Yes,yes ()=
(124) F/G1: =and during this 30 years globalization have been improved.
```

In the argumentation stage in which the main claims were provided and supported, both groups struggled to persuade the others either by making stronger claims and supporting them or by formulating the other group's claims and trying to create the impression that for example group 1's claims supported group 2's arguments. In the process to develop the interactive argumentation both groups made use of some strategies and discourse operations, which will be discussed in detail in the following sections.

4.3 Closing Stage

The closing stage could be considered the lines that come after the teacher announces that they only have one minute:

```
(188) T: (to group1) [you have one minute], I'm sorry.
```

After this announcement F from group 1 shows a quick reaction which seems to be funny and everyone laughs at it. It can indicate that their class debate is not considered as serious as a formal debate and the result will not change anything since the goal is just to practice their English skills:

```
(189) F/G1: please convince (laughs)
```

However, F's joke is answered with a strong "no" from the other side:

```
(190) Sh/G2: no
```

The reaction that Z from group 2 shows is continuing her last turn and linking it to the current topic of concluding the debate in order to provide a strong backing for what is considered as the concluding utterances of group 2. In addition, it seems that she wants to sum up the stance of her group by continuing what she has said in her last turn. She uses the last turns as a backup for what she will mention as the concluding statements in one minute. Z's last turn before the teacher's announcement of the time limit is:

```
(183) Z/G2: I think as long as some countries like America and England
      want to take advantages from some poor countries like Africa or maybe
      country more countries, they can't develop even if they want maybe it
```

```
        is a lot of something if they want there is a lot of the you no we're
        in this part of history of Iran, takes, it took a lot of time that we
        have this stable government. If you write, read history you see how
        many times people revolu revoluted?=
    (184) T: =revolted
    (185) Z/G2: =and it was failed it still has some problems and many
thing happened now [we have this government]
```

After the teacher announces that they only have one minute in line (188), Z says an utterance starting with the word 'and' which functions as a 'conjunctive' to link it to her own previously mentioned utterance. The contents of the utterance also show that she links them to each other:

```
    (192) Z/G2: and sometimes I think like poor African countries (laugh)
        are so emmm behind emm
```

This claim that has already been brought up by K in line (5) appears again in line (192). In addition, it seems that the counter claim that F from group 1 provides in line (195) is more or less the same as the counter claim that was given earlier in line (18). Generally, it looks like that to conclude the debate; group 2 goes back to their first claim and reviews that stance to show that they have not been persuaded. Group 1 also repeats the same counter claim that they provided at the first place in line (18):

Group 2
First Claim:

```
(5) K/G2: Yes but it's not happening now as it said for example in a
    village everyone has same problems, everyone knows every (changing)
    about each other but now in this world you compare Africa with
    America there are no same problems, there are no for example African
    people don't know anything about technology=
```

Conclusion:
```
    (192) Z/G2: and sometimes I think like poor African countries (laugh)
    are so emmm behind emm
```

Group 1:

First Claim:

> (18) F/G1: In a village we can have poor people and rich people, no
> problem, but what's important is that what happens to rich countries,
> poor countries are aware and can use positive points or negative
> points of it or they can reach the technology that rich countries are
> producing and if they want

Conclusion:

> (195) F/G1: imagine in a family every person has got different ideas
> and different level of po… (looking at T)
> (196) T: point of view
> (197) F/G1: point of view uhh but they are a family, the same as this
> err a global village can't be everything same as each other.

In both cases, it seems that group 2 starts the argument and group 1 just provides counter claims and gives the impression that in the above-mentioned turns, group 2 has had the upper hand in making their claims and forcing group 1 to oppose. It seems that they have been successful in not giving group 1 the opportunity to make their main claim and support it. This success seems to have begun in line (4) and (5) when group 2 refuses to comment on group 1's claim and instead introduces a new claim. B's opening claim, which was given in line (4) does not get a chance to be discussed but what K says in line (5) seems to be one of the most important issues which are considered throughout the debate:

> (4) B/G1: Politically changes in this time about money, culture, about
> travelling between countries, about study, freedom in other country,
> about more things.

> (5) K/G2: Yes but it's not happening now as it said for example in a
> village everyone has same problems, everyone knows every changing
> about each other but now in this world you compare Africa with
> America there are no same problems, there are no for example African
> people don't know anything about technology=

Interestingly, it can be seen that in the next turns there are repetitions of the issues that have been discussed earlier, and answers that have been given earlier. Furthermore, there is an

utterance that may show a case of intersubjectification (discussed in 4.5.2). When K talks about awareness in line (198), she says something that is not the same thing as what she mentioned at the beginning (line (5)). It looks more like the interubjectified utterance that K said in line (27) after F's elaboration (line (26)) of her first claim in line (5). In addition, she uses the concept of *'awareness'*, which is repeated three times (lines (14), (18), and (73)) throughout the debate by F who is in the opposite group. However, in line (198) K says something that contradicts her first claim and appears to support the claims of group 1.

```
(198) K/G2: of course our idea's not being the same, it's about sharing
      the ideas=
(199) F/G1: =ehmm
(200) K/G2: having new (one?) and people are aware of the other thing
      (else) (in very low voice) it's not being the same
(201) F/G1: and it's not so hard, just having a cam computer (laughs)
```

The reaction that L shows to K's claim is the repetition of her claim in lines (52) to (54). It reminds the earlier long discussion when group 2's attempts to persuade her that she is making a mistake and the others laugh at the repetition of this utterance:

```
(52) L/G1: In our opinion it is not necessary that all of the people of
     a country have access to internet for example. If some percent of
     them have accent or has [accent]
(53) T:                     [access]
(54) L/G1: =access to the internet it is enough and furthermore in
     most, most people use satellite and it is enough to know about the
     other peoples=
```

After everyone laughs at her comment, L shifts the topic to a more serious subject in lines (205/210):

```
(205) L/G1: I think as the developed countries go toward globala
      (laugh)
(206) N/G1: globalization—(laughs)
(207) T: =uh huh=
(208) L/G1: the other countries er er er (مجبور Farsi for have to) had
      have
(209) T: have to
```

```
(210) L/G1: have to have to go to er er globalization emmm
```

Although the students laugh again at her mispronunciation of 'globalization', they seem to take it more seriously than the topic mentioned in line (201) when K agrees with her in line (213). Furthermore, F highlights the agreement and supports her groupmate in lines (214) to (216) by providing more data. The way F takes the floor after K and connects her utterance to K's by using the word 'and' looks like the way people co-construct the utterance of a groupmate to support it with further data:

```
(213) K/G2: [yes, there is] a competitiveness between countries and
    they want to keep up with each other.
(214) F/G1: and they=
(215) K/G2: =and they try
(216) F/G1: and this=
```

Before F succeeds to fully take the floor, Sh interrupts her and does not let this agreement last long:

```
(217) Sh/G2: =but no soon=
```

F indicates that her group could partially persuade K in line (213) by reacting quickly to Sh's words and trying to say something else which seems more persuasive:

```
(218) F/G1: = that is unavoidable=
(219) T: =inevitable, it is inevitable
(220) K/G2: what?
(221) T: so you mean globalization is inevitable? We have to=
(222) Z/G2: =what is?=
(223) T: =we have to be globalized=
(224) F/G1: and we will
```

In the final lines it seems that the two groups are nearly reaching the agreement that global village is inevitable without mentioning the topic of 'time'. However, both of them at the beginning mentioned that they think the globalization takes place and they only disagreed about the 'time' that they thought it would take place. After the final comments of group 1, the

teacher asks group 2 if they have been persuaded but Sh again tries to question the 'time' that group 1 thinks the globalization takes place:

```
(225) T: (facing group2) do you agree?
(226) Sh/G2: (facing group1) will, when?
(227) F/G1: forget about the time
(228) L/G1: little by little
(229) B/G1: no
(230) Sh/G2: no soon (laughs)
(231) F/G1: there won't be a ending time
```

Therefore, group 2 disagrees with F's idea because group 1 refuses to answer Sh's question about the time when they think the globalization will take place and this refusal shows that they still think that the globalization either is taking place now or will come about soon.

From Naess' (2005: 79) point of view, this debate can be a *'pro et contra'* (for *and* against) argument which is in contrast to *'pro aut contra'* (for or argument). In a 'for *and* against argument' two concepts are discussed, (1) the most profound arguments that in a field of discussion "are or will most likely be adducted *in favor* of an assertion" *and* (2) the most profound arguments that in the same field of discussion "are or will most likely be adducted against an assertion." This kind of discussion has no conclusion and these arguments are not weighed against each other. They are merely introduced in a way as if it is meant to show both sides to an outside observer. In reality it takes place due to lack of time to ascertain all the 'for' and 'against' views, therefore fully considering both (1) and (2) is impracticable. As Naess says then "[W]e must be content with noting down whatever arguments we can remember or think of with regard to the discussion" (ibid. 79).

Hirsch (1987: 439) provides a model called 'minimal model of ideal interactive argumentation', which is based on *'pro et contra'* (for *and* against) argument. In this model he sheds light on different aspects of this argument and compares it to what occurs to the argument in reality. He maintains that a 'for *and* against' may seem a terrible argument which brings about no conclusion but it is what we mostly get in reality.

4.4 Co-operativity or Co-construction

If Rühl's (2001: 154) approach, which was mentioned in 2.2, is to be applied on the present debate, it can be said that in some parts that groupmates are using the word 'and' they create conjunctions and in some cases, they use the word 'but' to create contrast with the opposite group.

For example in lines 18 and 19, we can see the use of 'but', which functions as a discourse operation and is aimed to create a contrast:

```
(18) F/G1: In a village, we can have poor people and rich people, no
     problem, but what's important is that what happens to rich countries,
     poor countries are aware and can use positive points or negative
     points of it or they can reach the technology that rich countries are
     producing and if they want

(19) Z/G2: Yes but they don't want now…
```

Considering the use of 'and' to cooperate, it can be seen in line (20) when K (Z's groupmate) immediately takes a turn after her and tries to co-operate by making a conjunction:

```
(19) Z/G2: Yes but they don't want now, for example African people,
     they are suppressing all the time the people of for example you know
     other countries the powerful countries are suppressing them and
     they're you know used to it, they don't feel (that) they miss
     something or something odd and I think when that time comes that they
     understand it's wrong I think it's wrong I think it's too late , from
     now (laughs)

(20) K/G2: And I read a in a article that when global village happens
     the rich people, the powerful people become more powerful and the
     poor people become poorer and this is one of the negative points of
     global village it happens because powerful people want more power and
     they can't do anything?
```

K creates the conjunction by using 'and' as a connector to link her utterance to what Z mentioned in the last turn. This can be considered a case of co-operation in co-constructing an argument by the use of discourse operations.

4.5 Intersubjectification

As mentioned earlier in section 2.5, Rühl (2001) states that when some interactors react to the preceding contributions in a specific way with the aim of creating a conversion in the other group's first claim, a case of intersubjectification takes place. This process in some cases is easy (Successful Intersubjectification), in some cases requires specifications and topic shifts to achieve its goal (Intersubjectification after repair), and in some other cases the intersubjectification fails (Failed Intersubjectification).

4.5.1 Successful Intersubjectification

The following lines could represent a case of successful intersubjectification since K seems to change what she says in line (5), after B provides a reason why she thinks that not all African countries are behind in the world of technology:

```
(5) K/G2: Yes but it's not happening now as it said for example in a
    village everyone has same problems, everyone knows every changing
    about each other but now in this world you compare Africa with
    America there are no same problems, there are no for example African
    people don't know anything about technology=
(6) Z/G2: =they know a little (laughs)
(7) K/G2: =and their [population is (…)]
(8) F/G1:          =[according to this] article do you say that?
(9) K/G2: =(…)
(10) B/G1: In some area in Africa we have some problem about
    technology=
(11) K/G2: =yes [I]
(12) B/G1:      [but] in Africa we have a good university
(13) K/G2: =yes I didn't mean this in all Africa in some places that
    they're underdeveloped
```

The change of the words "African people" in line (5) to "I didn't mean this in all Africa in some places that they're underdeveloped", can highlight the conversion of claim as a result of successful intersubjectification.

4.5.2 Intersubjectification after Repair

In some cases, intersubjectification does not take place easily and it demands more time and effort. At the beginning of debate, K from opens the discussion by introducing the claim that

having some points in common is a requirement for the global village. In order to support the group's stance (globalization will not happen soon), she says that for having a global village countries should have the possibility to be informed about the changes happening in the other countries as is the case in a village:

```
(5) K/G2: Yes but it's not happening now as it said for example in a
    village everyone has same problems, everyone knows every changing
    about each other but now in this world you compare Africa with
    America there are no same problems, there are no for example African
    people don't know anything about technology=
```

This claim is discussed until line (20) and group 1 tries to persuade K that it is not necessary that all countries be the same in order for the global village to be established:

```
(18) F/G1: In a village we can have poor people and rich people, no
     problem, but what's important is that what happens to rich countries,
     poor countries are aware and can use positive points or negative
     points of it or they can reach the technology that rich countries are
     producing and if they want
```

In reaction to this claim, K makes a slight change in her first claim and accepts that there may be big differences in societies, which are considered parts of the global village:

```
(20) K/G2: And I read a in a article that when global village happens
     the rich people, the powerful people become more powerful and the
     poor people become poorer and this is one of the negative points of
     global village it happens because powerful people want more power and
     they can't do anything?
```

In line (23), F refers K back to the first claim she made in line (5), stating that countries should have the same situation in a global village:

```
(23) F/G1: =but you you said that in global village people should have
     same situation but not in not related to money.
```

Finally, it seems that K in line (27), after making a repair to her first claim, comes to an agreement with F and says that having the same situation is not a requirement but a goal of

global village. In line (29) she paraphrases her utterance and insists on part of her claim which indicates 'a delay in the establishment of the global village':

```
(27) K/G2: =[It's the] goal of global village to=
(28) F/G1: =[fair societies]
(29) K/G2: =that world will be like this but some people think that
     this progress wouldn't be, wouldn't end to this [goal]but I think
     that
(30) F/G1:                                         =[uhuh], a possible
     future for global village
```

Intersubjectification in this case seems to take place after an attempt to force K to repair what she has said earlier. F also seems satisfied about this intersubjectification and emphatically repeats the last turn with an emphasis on it in line (30).

4.5.3 Failed Intersubjectification

In some cases intersubjectification fails, for example, in line (52), L mentions that in order to have a global village it is not necessary that everyone in a country have access to internet or satellite and even if only a small percentage of a society has access to technology the idea of global village could still come true:

```
(52) L/G1: In our opinion it is not necessary that all of the people of
     a country have access to internet for example. If some percent of
     them have accent or has [accent]
(53) T:                      [access]
(54) L/G1: =access to the internet it is enough and furthermore in
     most, most people use satellite and it is enough to know about the
     other peoples=
```

However, from this line until line (201), they challenge each other and since none of them surrenders their claim, it could be said that the intersubjectification fails in this instance: (It can be seen in lines 69, 71, 134, 138-143)

```
(69) K/G2: It's enough, but it's not enough, I'm sorry
(71) F/G1: =[it's enough because] the whole knowledge of society should
     be improved=
(134) Z/G2: =I think just I think just have access to internet is not
```

```
      the whole thing, maybe they have internet but they don't use it in
      the way that=
(138) Z/G2: =but for example you said about satellite. In Iran it's
      right that many people have satellite but many people think that
      every channel in satellite is wrong, they try to confuse you, they
      try to say something that is wrong=
(139) Sh/G2: =yes
(140) Z/G2: =and many people believe this and they don't believe
      anything in other news.
(141) F/G1: OK but they saw, but they watched that channels
(142) Z/G2: =yes they watch=
(143) F/G1: =and it will make, it will make, it will effect(s) their
      mind little by little
```

Since no conversion of claims has taken place in the above lines, the intersubjectification apparently is not successful and neither counter arguments of group 2 nor warrants of group 1 have helped in creating a conversion in the other group's claim and intersubjectifying it.

4.6 Local Structure

As mentioned in 2.6, in this debate, members of the groups develop the argument on their own and make decisions about taking the floor after their groupmates to support what they have said or after the opposite group to weaken their claims. They provide examples or paraphrase the last turns said by the opponent group to strengthen their own argument. Although when the opponent group takes the floor after them, they seem to engage in a challenge to weaken the other group's argument by better reasoning.

In one instance, using the word 'anything' by K in line (5) ("African people don't know anything about technology"), seems to make an extreme claim because it does not seem to have the possibility to be supported by real data from the experts. Her groupmate Z immediately takes the floor in line (6) and makes a more moderate comment by using the word 'a little', which seems to be a replacement for 'anything':

```
(5) K/G2: Yes but it's not happening now as it said for example in a
village everyone has same problems, everyone knows every changing about
each other but now in this world you compare Africa with America there are
no same problems, there are no for example African people don't know
anything about technology=
```

```
(6) Z/G2: =they know a little (laughs)
```

However, group 1 starts to challenge her by saying that 'not all African countries are underdeveloped' and it seems that group 1 succeeds to persuade her in line (13). Therefore, it can be stated that Z's contribution does not seem to have been helpful for group 2 since K's remark was to some extent extreme (categorical):

```
(10) B/G1: In some area in Africa we have some problem about
     Technology=
(11) K/G2: =yes [I]=
(12) B/G1:      [but] in Africa we have a good university
(13) K/G2: =yes I didn't mean this in all Africa in some places that
     they're underdeveloped=
```

In another instance, in lines (112) to (117), Z takes the floor immediately after L and weakens her argument by providing a new claim that seems to have been supported by a stronger warrant. L's claim about the negotiations between countries refers to one instance that has been on the news some days before. However, the counter argument that Z provides seems to be stronger, since the utterance, "they say that all the time, it don't happen" shows that what L is mentioning is one of the cases that Iran and the USA have said to be ready to negotiate with each other but it has never come into reality. The issue of 'frequency' of the useless attempts of these countries to negotiate seems to have helped Z to support her claim by a warrant, which is stronger than L's:

```
(112) L/G1: =Yesterday the day before yesterday, I heard that=
(113) Z/G2: =they will talk with America
(114) L/G1: yes, yes=
(115) Z/G2: =no, they say that all the time, it don't happen.
(116) Sh/G2: Yes
(117) L/G1: so, so it's a good start for
```

It can be stated that in the above-mentioned instances, taking the floor and 'local management system' of turn-taking has been used to either support a claim or challenge it. It has been the participants who decide about 'who' and 'when' to take the floor and there has not been an asymmetrical power such as formal debates in which there are people who make decisions about the turn-taking structures.

4.7 Repetition

The students use different strategies that can help them to make collaborative and individual contributions to their groups in order to persuade their opponents. In this section some individual strategies used by students are elaborated which include repetition of elements from the prior speaker's last turn and repeated use of specific words. The former refers to the cases when the next speaker repeats the last turn or some part of the last turn and makes it the focus of the debate to provide a proper counter argument. The latter is about comments of a specific student who constantly uses the words 'yes' and 'no' to confirm what her groupmates have already said or to oppose the other group's claims.

4.7.1 Repetition of Elements from the Prior Speaker's Last Turn

In lines (18) and (19), it can be seen that Z begins her turn by repeating exactly the same words that F chose to end her turn with. In the first place, Z uses the same words to oppose F's claim and rejects it by directly mentioning it. Later she provides a reason why she is opposing her.

```
(18) F/G1: In a village we can have poor people and rich people, no
     problem, but what's important is that what happens to rich countries,
     poor countries are aware and can use positive points or negative
     points of it or they can reach the technology that rich countries are
     producing and if they want
(19) Z/G2: Yes but they don't want now, for example African people,
     they are suppressing all the time the people of for example you know
     other countries the powerful countries are suppressing them and
     they're you know used to it, they don't feel that they miss something
     or something odd and I think when that time comes that they
     understand it's wrong I think it's wrong I think it's too late , from
     now (laughs)
```

In another instance K and Z try to challenge group 1's idea when in line (52) L has said that it is enough if a small percentage of people have access to the internet:

```
(69) K/G2: It's enough, but it's not enough, I'm sorry
(71) F/G1: =[it's enough because] the whole knowledge of society
     should be improved=
```

```
(72) Z/K/G2: =yes
(73) F/G1: =and by having some people who are knowledgeable or who are
     are aware of the world it's enough to improve the society.
```

F responds to what is mentioned in the last turn by repeating it twice, once at the beginning of her turn, and later at the closing of her turn to put extra emphasis on it.

The mentioned repetitions highlight the data and warrants and make them the focus of debate for a while. They seem to turn into some key words that each group uses in order to either strengthen their own argument or weaken the opposite group's stance. They are so important in this debate because if they can prove that the highlighted key words are logical enough, the group can reach its goal.

4.7.2 Repeated Use of Specific Words

The word 'yes' is repeated thirty one times in this debate and Sh from group 2 is the person who uses that seven times during this debate. On the other hand the word 'no' is used around eighteen times by the students to oppose the opponent group and Sh uses this word four times. These frequencies seem to be noticeable when it happens in a class consisting of seven students.

According to the data, there is only one person (K) who uses 'yes' more than Sh. However, what distinguishes Sh is that she gives very short responses and sometimes her turns only consist of the words 'yes' and 'no', while K's turns in most cases are remarkably long. Therefore, K does not seem to need to use 'yes' and 'no' as the main part of her turn but in Sh's short turns, these words seem to be the most important conveyors of what she means. The data indicates that Sh uses these simple words either to approve of what her groupmates mention or to oppose the opponent group's claims but when it comes to cases that she has to explain an issue, she is not very successful. For instance, when in lines (34) to (39) the teacher asks her to elaborate on what she means, she cannot express herself and uses Farsi words to make herself understood:

```
(34) T: =do you think rich people will become richer in global village
     and poor people will become [poorer]?
(35) Sh/G2:                     [No]=
(36) T: =why not?
```

```
(37) Sh/G2: It's not (others help) reasonable=
(38) T: =why not? =
(39) Sh/G2: =and ربطی نداره (Farsi for they are not related)
```

 Later in lines (118) and (190) it can be obviously seen that Sh prefers to provide 'yes' or 'no' answers without elaborating on them:

```
(117) L/G1: so, so it's a good start for
(118) Sh/G2: no
(189) F/G1: please convince (laughs)
(190) Sh/G2: no
```

The same trend can be seen in lines (137), (139), and (155) when Z is elaborating on an issue and Sh simply contributes by saying 'yes':

```
(136) Z/G2: =or they see the other for example news or something but
   they think it's wrong because they grew up in a place that everyone
   has lived without talking about these things, I don't know that it's
   different in every culture=
(137) Sh/G2: =yes
(138) Z/G2: =but for example you said about satellite. In Iran it's
   right that many people have satellite but many people think that
   every channel in satellite is wrong, they try to confuse you, they
   try to say something that is wrong=
(139) Sh/G2: =yes
(154) Z/G2: yes for example I know many people like this=
(155) Sh/G2: =yes
```

It seems that in order to contribute to the group Sh provides very simple answers whenever she takes the floor. It is clear that she is at a loss for vocabulary and when she is challenged by the others to explain more, she shifts to Farsi. However, like every other individual in the class, she is responsible to contribute to her group by trying to affect the debate. She fulfills this responsibility by using very simple words and taking very short turns.

4.8 Dominance and Suppression

Another individual strategy, which is mostly used by one student to contribute to the goals of her group, is dominance and suppression. N could be considered the most silent student

during this debate since she never makes an effort to take the floor. She does not take the floor herself and the teacher allocates her two turns in lines (130) and (162). When she takes the floor, she says something that is profound in the debate about globalization in lines (131) and (165). In her claims blames everyone of talking exclusively about Iran, while globalization is a more extended issue:

```
(130) T: N wants to say something.
(131) N/G1: we have a lot of country in the world, Iran, China and
      Africa. It's not important they improve. In the past we have like 50
      years ago, we don't have internet, nobody=
(132) K/Z/G2: =we didn't
(133) N/G1: we didn't have have internet, but now every we improve and
      change, I think it's not about Iran it's not important about global
      village
(162) T: I think N was going to say something.
(163) N/G1: I don't have any idea.
(164) T: you don't have any idea?
(165) N/G1: everyone discuss about Iran.
```

Another noticeable point after her commenting is that Sh seems to suppress her and dominate her by taking turns immediately after her and questioning her ideas by formulating her last turns. In some instances (for example line (170)) it seems that she is asking for confirmation from the others to gather more evidence to prove that she is right and N is making a mistake. In line (171) she succeeds in forcing N to agree with her by repeating the words stated in the last turn ("Iran very important") and then she tries to reason with her by using the connector 'but' to link the information states and support her claim by providing a new warrant. Sh rejects the new warrant as well in line (172). N then provides another support using the connector 'but' to provide a coherent reasoning, however Sh strongly opposes this in line (174). The counter argument she provides in line (174) is not much related to N's claim and she seems to give up after being suppressed fives times in a row:

```
(165) N/G1: everyone discuss about Iran.
(166) Sh/G2: (Africa, Iran?)
(167) Z/K/G2: no
(168) Sh/G2: =Iran very important=
(169) N/G1: =yes Iran is important but all
(170) Sh/G2: (facing F) it's not important?
```

```
(171) N/G1: yes Iran is important, but you accept Iran change=
(172) Sh/G2: =change but not the  [same with another]=
(173) N/G1:                        =[agree] but you never live in Africa
   or like this country and can't [I think we can't]
(174) Sh/G2:                        [but for] global village the
   countries must be the same=
```

After these ten successive turns, which mainly take place between N and Sh, the others start to intervene and N falls silent again. She does not take a turn until the end of the debate.

This immediate floor taking and the rejection of claims in five successive turns does not take place between any other students throughout the debate and that is what makes it a unique phenomenon.

4.9 Emergent Arguments

As mentioned in 2.7 Rühl (2001) believes that an emergent argument has two main characteristics, topic shifts and discourse operations. From Rühl's point of view, these characteristics help avoid a debate from becoming dogmatic.

4.9.1 Topic Shifts

In some parts of this debate, it seems that the students have a tendency to shift the topic. It may occur due to lack of evidence to oppose a topic or because they want to discuss another topic, where they can perform better.

The first instance of a topic shift seems to take place in an early turn when B starts the debate by making some claims in line (4); K mentions a very new set of claims. It can be said that she selectively ignores the last turn and introduces some claims for which she has enough evidence to support:

```
(4) B/G1: Politically changes in this time about money, culture, about
travelling between countries, about study, freedom in other country, about
more things.
(5) K/G2: Yes but it's not happening now as it said for example in a
   village everyone has same problems, everyone knows every changing
```

```
about each other but now in this world you compare Africa with
America there are no same problems, there are no for example African
people don't know anything about technology=
```

The second topic shift occurs in lines (52) to (55). L from group 1 claims that it is enough if just one group of people in a society has access to the internet but K tries to show it from another angle. She says that this issue in an underdeveloped society can cause 'brain drain' due to getting to know more about technology. In this point, the topic shifts to 'immigration' and they do not go back to the topic of 'access to the internet' until line (63).

```
(52) L/G1: In our opinion it is not necessary that all of the people of
     a country have access to internet for example. If some percent of
     them have accent or has [accent]
(53) T:                        [access]
(54) L/G1: =access to the internet it is enough and furthermore in
     most, most people use satellite and it is enough to know about the
     other peoples=
 (55) K/G2: =yes but if the whole country is underdeveloped and a smart
     person is there when he understands about technology he wouldn't stay
     in that his own country he would go to another developed country.
```

 The third topic shift takes place in line (74) when group 1 tries again to elaborate on the issue that it is enough if only a small percentage of the society has access to the internet. K reacts to this issue in this line and shifts the topic towards the 'leadership of the society'. She mentions that these people who are claimed to be able to improve the society, should become leaders of the society, and not think of their own benefits:

```
(73) F/G1: =and by having some people who are knowledgeable or who are
     are aware of the world it's enough to improve the society.
(74) K/G2: They should lead the society, the society should have good
     leaders that they don't think about their own=
(75) T: =benefits
(76) K/G2: =benefits
```

The fourth topic shift occurs in the turn that was earlier discussed as a blunder in section 4.2. After K's topic shift, B who has waited too long to comment, brings up a topic which was discussed more than one minute ago in lines (60) to (70). In line (62) B mentions that "we

have some problem" but is interrupted by K in line (63) and cannot get her point through. In line (78) when she finally takes the floor, she repeats the same utterance: "we have some problem":

```
(62) B/G1: =[we have some problem]
(78) B/G1: =[we have some problem], about education, about political
     and other. Then expert system like to immigrate to another country,
     but in another country we haven't this problem.
```

She does not seem to have changed the topic intentionally and she simply makes her point about what was discussed in lines (60) and (61). She could not take the floor at that time and uses the opportunity to mention her point of view later in line (73). Therefore, this topic shift seems to have occurred due to ignorance of the context in which she comments.

4.9.2 Discourse Operations

As mentioned earlier, discourse operations are the abstract operations applied to the information to reach some solutions or answers in interactive argumentation and can be divided into two subcategories: semantic and logical operations. They are used repeatedly by the students and have a very important role in creating an emergent argument in this case. In the following section, one example of each of these operations which have occurred in the data will be presented.

4.9.2.1 Semantic Operations

Semantic operations are different ways of restricting the meaning and intentions or broadening the range of interpretations during the processing of interactive arguments. The operations that are discussed in relation to this debate include precisification, paraphrase, specification, elaboration, exemplification, etc.

4.9.2.1.1 Precisification

One of the most important claims that group 1 makes during this debate is that they believe it is enough if a small percentage of the population has access to the internet for that country to be part of the global village. They mention that in order to be globalized it is not necessary that all the people have access to the internet, therefore the precisification that L makes below indicates that some less developed countries could join the global village easily and fast.

```
(52) L/G1: In our opinion it is not necessary that all of the people
     of a country have access to internet for example. If some percent of
     them have accent or has [accent]=
(53) T:                    =[access]
(54) L/G1: =access to the internet it is enough and furthermore in
     most, most people use satellite and it is enough to know about the
     other peoples=
```

4.9.2.1.2 Specification

By the use of this semantic operation, B in line (78) specifies the kind of problems that she thinks they have.

```
(78) B/G1: =[we have some problem], about education, about political
     and other.
```

4.9.2.1.3 Exemplification

N is the student who tries to complain to the other students about discussing Iran exclusively. She highlights the fact that there are many countries in the world, which can affect the process of globalization. She provides examples of the names of the other countries after mentioning Iran.

```
(132) N/G1: we have a lot of country in the world, Iran, China and
      Africa.
```

4.9.2.1.4 Elaboration

When K talks about African countries in line (5) and shows an extreme reaction toward the technological problems that may exist there, B challenges her claim in lines (10) and (12). In line (13), K has to provide her with an elaboration on what she meant by her claim in line (5):

(5) K/G2: Yes but it's not happening now as it said for example in a village everyone has same problems, everyone knows every changing about each other but now in this world you compare Africa with America there are no same problems, there are no for example African people don't know anything about technology=
.
.

.
```
(10) B/G1: In some area in Africa we have some problem about
     Technology=
(11) K/G2: =yes [I]=
(12) B/G1:      [but] in Africa we have a good university
(13) K/G2: =yes I didn't mean this in all Africa in some places that
     they're underdeveloped
```

4.9.2.1.5 Paraphrase

Regarding the same topic, F in line (42) maintains the cause of getting rich from her own point of view. She paraphrases this turn again in line (44) to put more emphasis on it and strengthen this backing by introducing an idea that is presupposed to be true (by the use of 'who' which means 'everyone who' here).

```
(42) F/G1: But as it is happening these days rich people are going to
     be more rich, richer?=
(43) T: =richer
(44) F/G1: And because who has money can make more money
```

4.9.2.2 Logical Operations

Logical operations as mentioned earlier refer to structures like conditional constructions of 'if...then', conjunctive constructions such as 'and' or 'but', disjunctive construction marked by 'or', and the negation operator 'not'. Some complex conclusive operations such as 'because' and 'therefore' can also be in this category.

4.9.2.2.1 Conditional Construction:

L uses the conditional construction to mention that Iran and USA's better relationship is either a necessary or a sufficient condition for making it easier for the American people to go to Iran.

```
(105) L/G1: [If if the] political relationship between Iran and America
     became=
(106) T: =becomes
(107) L/G1: becomes better, I'm sure that this will [be happen=
```

4.9.2.2.2 Conjunctive

And:

'And' is one of the most frequent conjunctive operations and it is used a lot in this debate to connect two or more complementing claims. In the following example, K not only uses 'and' to connect her claim to Z's (her groupmate) last comment in line (19) but she also uses it to connect different pieces of information that she is providing.

```
(20) K/G2: And I read a in a article that when global village happens
     the rich people, the powerful people become more powerful and the
     poor people become poorer and this is one of the negative points of
     global village it happens because powerful people want more power and
     they can't do anything?
```

4.9.2.2.3 Disjunctive

Or:

In line (73) F uses the disjunctive logical operation 'or' to introduce an alternative for being knowledgeable. In this line she suggests that people either can be knowledgeable or just aware of what is happening in the world:

```
(73) F/G1: =and by having some people who are knowledgeable or who are
     are aware of the world it's enough to improve the society.
```

4.9.2.2.4 Negation

Not:

Many cases of negation exist in the present study, which shows that the students can oppose each other's claims freely and as a result have an 'emergent argumentation'. One of these examples is when Z opposes group 1's claim in lines (52) to (54) that they claimed 'it is not necessary that the whole population has access to internet and it is enough if just a small percentage of them has access'.

```
(134) Z/G2: =I think just I think just have access to internet is not
      the whole thing, maybe they have internet but they don't use it in
      the way that=
```

4.9.2.2.5 Conclusion

Because:

In line (20), K provides a reason for her claim about why rich people are getting richer and poor people are becoming poorer. She uses the word 'because' to strengthen her claim by introducing a strong warrant.

```
(20) K/G2: And I read a in a article that when global village happens
     the rich people, the powerful people become more powerful and the
     poor people become poorer and this is one of the negative points of
     global village it happens because powerful people want more power and
     they can't do anything?
```

4.9.2.2.6 Contrastive Conjunction

But:

This conjunction is also used many times in this debate and the students either use it to oppose each other or to introduce contrasting pieces of information. In line (78), B uses 'but' to shed light on the contrasting information about the situation of the experts who live in Iran and other countries:

```
(78) B/G1: =[we have some problem], about education, about political and
     other. Then expert system like to immigrate to another country, but in
     another country we haven't this problem.
```

5. Discussion

The present study indicates the way these students follow the model of argument developed by Hirsch (1989), Toulmin (2003), Naess (2005), and Walton (2008), in spite of their grammatical mistakes and limited vocabulary range, which are considered to hinder communication in some cases. The study also sheds light on their use of some important words such as discourse operations and structures and their capability to be used in order to link or block the information states.

In this study different aspects of a debate on globalization in an EFL classroom were analyzed. The students who participated in this debate were intermediate language learners and as a result could communicate their ideas to a reasonable extent. In general, the debate could be considered to have three main parts: opening, argumentation, and closing. The

students who had been divided into two groups attempted to develop these stages together in a way that they could persuade the opposite group about the idea whether globalization is going to take place soon or not.

They seem to have fulfilled the requirements of a debate from Toulmin's (2003) point of view, since they could successfully make claims and counter claims and also could provide data, warrants, and backings either to support their own claims or to challenge and weaken the opponents' claims. From Walton's (2008) point of view, they developed courses of information in a persuasion dialogue and each participant was supposed to exclusively use premises that were the other participants' commitment. They seem to have succeeded in challenging the arguments, which were the commitment of their opponent and could find strengths and weaknesses of their arguments and challenge them even more.

Most importantly, it can be said that this debate met the requirements of a *'pro et contra'* (for *and* against) argument mentioned by Naess (2005). The views that are in favor of the debate's subject are mentioned as well as the views against it. It does not seem to have a conclusion and the above-mentioned views were not weighed against each other, they were merely introduced and both sides were indicated. This mainly took place due to of lack of time to consider all the aspects of the arguments. Therefore, it can be maintained that the result of this argumentation was 'globalization now *and* later'. According to Hirsch's 'minimal model of ideal interactive argumentation', this may seem to be a terrible situation, but in fact it is "a very realistic assumption to make about argumentation as an on-going interactive enterprise" (1987: 440).

In order to persuade the other group, the participants made use of various strategies. They used co-operativity to complement each other's claims and also support a groupmate's argument to create a more effective stance. Some cases of intersubjectification can also be seen in this debate, which shows that the students were open to modification of their claims and they could affect each other's arguments as well. The strategy of local structure was used to make the best of taking turns among the groupmates as well as between the opposite groups. The students supported each other's claims and opposed the other group more effectively by the use of this strategy.

In addition, they used repetition to get favorable results in the debate by strengthening their own claims and weakening the opposite group's claims. On the one hand, they repeated some parts of the prior speaker's last turn to make their own point more precise or to highlight the opposite group's idea in order to reject it more effectively. On the other hand, they repeated some key words and supported them with various reasons in order to challenge the opponents. Another individual strategy, which was used by one student, was dominance and suppression of a seemingly shy student from the opposite group to reject the claims that she made. The final strategies to consider were semantic/logical discourse operations, introduced by Hirsch (1989). They got help from various semantic discourse operations such as precisification, specification, and elaboration to make their points clearer and stronger. Besides, many logical discourse operation including conditional structures, conjunctive, disjunctive, and conclusive operations were used throughout the debate to make the claims and counter-claims more effective.

All in all, it can be said that the students who had a better performance according to the CEFR, could also produce more claims and counter-claims. In most cases, they were the initiators of most of the arguments and they could develop the information and block it more effectively. According to the CEFR, a typical B1 level student can describe experiences and briefly give reasons and explanations for opinions and plans (European Language Portfolio 2012). In the debate that was discussed in this study, K, Z and F could perform better according to this scale since they provided clearer explanations and reasons and could handle the situations in which they were challenged by their opponents. B and L could also produce simple connected utterances but in some cases, when challenged by the other group, could not reason well and their utterances created a little confusion. N seemed to have good arguments but she did not make any efforts to take the floor. When the teacher allocated two turns to her, most of the utterances that she made were not grammatically correct and as a result they were not much comprehensible and she could not develop them more by providing further explanation. Finally, Sh who tried a lot to make contributions to her group by making very short utterances, could not make grammatically correct sentences and shifted to Farsi when she was at loss for vocabulary. Therefore, It can be stated that N and SH did not perform well according to the descriptions that CEFR provides as the language learners of the level B1 and may fit a lower level.

Although the debate that was analyzed does not seem to have an important effect on these students' lives, what they learned in this process can improve their language skills, and they may make use of what they have learned by the experience that they gained from being in this situation.

6. Conclusion

The present debate could be considered an interactive argumentation from Hirsch's (1989) point of view and according to Rühl's (2001) belief, it could be an emergent argument. The students interacted a lot during this debate and they made many claims and supported them with different kinds of backing. To find a solution for the problem of 'time' when globalization takes place, both groups tried their best to challenge each other's claims either by providing strong counter claims or by making stronger claims themselves. My warrant to support this claim is several cases of intersubjectification that took place throughout the debate. It indicates that the students interacted freely and were open to giving up or to the modification of their own communicative background.

As it was discussed in section 3, CEFR is a framework that provides a clearer picture of how learners of English in different levels perform in different situations by proposing descriptions about the abilities of the learners in a special level. It seems that the ability of these learners to handle debates by providing for and against claims can also be added to these descriptions due to the growing use of debates in fields like business and science. Stating these descriptions clearly can motivate the language learners to reach a level or achieve their goals in language learning and it also gives them the opportunity to evaluate their own performances. The learners, who can be businesspeople, lawyers, politicians, managers or simply environmental activists, may participate in formal debates in the future and their power of persuasion may affect the lives of many people throughout the world. The importance of their learning can be seen when it influences and changes people's conditions.

The closing stage of the debate analyzed in the present study was also more or less in accordance with Rühl's definition of the result of an emergent argument. To be more precise the students were arriving at "a shared view of the position discussed" in the final lines (205-212) but a single line (213) which was taken by Sh does not signal that they reached a complete agreement. I suppose that if she had not intervened in the end by bringing up her frequently repeated words *"no"* and *"but no soon"*, the two groups might have reached the

shared view that *'globalization is inevitable'*. The effect of these simple and short (which Sh repeated frequently in the process of development of the debate and especially at the conclusion part), seems interesting, and could be the subject of further research.

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Appendix A: Transcription Notation

=   The 'equals' sign indicates 'latching' between utterances. For example:

(16) F/G1: Am I clear?=
(17) K/G2: =yes I get you.

It can also be used to transcribe the combination of a turn across intervening lines of transcript, for instance when another speaker's turn overlaps:

(11) K/G2: =yes [I]=
(12) B/G1:   [but] in Africa we have a good university
(13) K/G2: =yes I didn't mean this in all Africa in some places that they're underdeveloped.

[]   Square brackets between adjacent lines of concurrent speech indicate the onset and end of a spate of overlapping talk.

()   Empty parentheses indicate the presence of an unclear fragment on the tape.

(guess)   The words within a single bracket indicate the transcriber's best guess at an unclear utterance.

[MVI_2730]   Extract headings refer to the transcript library source of the researcher who originally collected the data.

[MVI_2730]

(1) T: So this side (pointing left) you think it will happen soon and
you (pointing right) OK? think it will happen late. OK? Try to
convince each other. Go on.

(2) Sh/G2: Why?

(3) T: To persuade

(4) B/G1: Politically changes in this time about money, culture, about
travelling between countries, about study freedom in other country,
about more things.

(5) K/G2: Yes but it's not happening now as it said for example in a
village everyone has same problems, everyone knows every changing
about each other but now in this world you compare Africa with
America there are no same problems, there are no for example African
people don't know anything about technology=

(6) Z/G2: =they know a little (laughs)

(7) K/G2: =and their [population is ()]

(8) F/G1: =   [according to this] article do you say that?

(9) K/G2: = ()

(10) B/G1: In some area in Africa we have some problem about
technology=

(11) K/G2: =yes [I]=

(12) B/G1:   [but] in Africa we have a good university

(13) K/G2: =yes I didn't mean this in all Africa in some places that
they're underdeveloped

(14) F/G1: I think the main part in global village is being aware of
events in different parts of the world and exchanging ideas but being
unfair things can exist in global village. (silence) Was I successful
to say [what I mean]? (laugh)=

(15) T: =[Am I clear?] Am I clear?

(16) F/G1: Am I clear?=

(17) K/G2: =yes I get you.

(laugh)

(18) F/G1: In a village we can have poor people and rich people, no
problem, but what's important is that what happens to rich countries,
poor countries are aware and can use positive points or negative
points of it or they can reach the technology that rich countries are

producing and if they want

(19) Z/G2: Yes but they don't want now, for example African people,
they are suppressing all the time the people of for example you know
other countries the powerful countries are suppressing them and
they're you know used to it, they don't feel that they miss something
or something odd and I think when that time comes that they
understand it's wrong I think it's wrong I think it's too late , from
now (laughs)

(20) K/G2: And I read a in a article that when global village happens
the rich people, the powerful people become more powerful and the
poor people become poorer and this is one of the negative points of
global village it happens because powerful people want more power and
they can't do anything?

(21) B/G1: Why they want power? Why?

(22) K/G2: ()=

(23) F/G1: =but you you said that in global village people should have
same situation but not (in) not related to money.

(24) F/G1: =[first you said]=

(25) T: =[I think] they have the same question. You have to answer
them=

(26) F/G1: =you first you said that in global village people people
can use of technology and [can use]…

(27) K/G2:   =[It's the] goal of global village to=

(28) F/G1:   =[fair societies]

(29) K/G2: =that world will be like this but some people think that
this progress wouldn't be, wouldn't end to this [goal] but I think
that=

(30) F/G1:   =[uhuh], a possible
future for global village

(31) K/G2: =and ()

(32) T: Ok, what about B's answer

(33) Sh/G2: I don't know about this?=

(34) T: =do you think rich people will become richer in global village
and poor people will become [poorer?]

(35) Sh/G2:   [No]=

(36) T: =why not?

(37) Sh/G2: It's not (others help) reasonable=

(38) T: =why not?=

(39) Sh/G2: =and ربطی نداره (Farsi for they are not related)

(40) T: =they are not related=

(41) Sh/G2: =I think they are not related

(42) F/G1: But as it is happening these days rich people are going to
ri be more rich, richer? =

(43) T: =richer

(44) F/G1: And because who has money can make more money

(45) Sh/G2: (laugh)

(46) T: (looking at group on her right hand) (whisper) talk to each
other (laughs) because you should have the same as a group that is
debating you should have the same ideas with each other. The same
ideas

(47) Sh/G2: =excuse me (laughs)

(48) B/G1: I think maybe poor country will be rich in global (village)

(49) T: Ok, look I give you one minute to discuss some ideas with each
other because in order to fight you need some reasons, you need some
good reasons when you, K when you say poor people become poorer=

(50) K/G2: =it's my idea, it's some it's not=

(51) T: =ok, ok, so you should have reasons to support your ideas and
your reasons should be should persuade her. OK? So try to have strong
reasons, ok? Maybe you can talk for one or two minutes and gather
strong reasons and I don't want anyone quiet. If you think it happens
soon, why. Ok? Give your reasons. Go on. For two minutes just talk.

(Group work)

(52) L/G1: In our opinion it is not necessary that all of the people of
a country have access to internet for example. If some percent of
them have accent or has [accent]

(53) T: [access]

(54) L/G1: =access to the internet it is enough and furthermore in
most, most people use satellite and it is enough to know about the
other peoples=

(55) K/G2: =yes but if the whole country is underdeveloped and a smart
person is there when he understands about technology he wouldn't stay
in that his own country he would go to another developed country

(56) Sh/G2: yes, [like Iran. Smart people go to] America

(57) F/G1:   =[this is like our condition]=

(58) T: =Immigrate=

(59) L/G1: =so what's the=

(60) T: =smart people immigrate to the developed countries

(61) L/G1: =so what's the relationship [with the global],
globalization?=

(62) B/G1:   =[we have some problem]

(63) K/G2: =no, you said that if one percent is smart, it's enough=

(64) L/G1: =smart?=

(65) K/G2: =no

(66) Z/G2: =no if has access to internet

(67) K/G2: For example has access to internet knows a lot, his knowledge

    is (laugh) a lot

(68) T: So it's ok

(69) K/G2: It's enough, but it's not enough, I'm sorry

(70) T: That's ok, no no no [I'm not --so interested to enter]

(71) F/G1:   =[it's enough because] the whole knowledge

    of society should be improved=

(72) Z/K/G2: =yes

(73) F/G1: =and by having some people who are knowledgeable or who are

    are aware of the world it's enough to improve the society.

(74) K/G2: They should lead the society, the society should have good

    leaders that they don't think about their own=

(75) T: =benefits

(76) K/G2: =benefits

(77) F/G1: =[it's not a fight]=

(78) B/G1: =[we have some problem] about education, about political and

    other. Then expert system like to immigrate to another country, but

    in another country we haven't this problem.

(79) T: We don't have? We don't have

(80) B/G1: No.

(81) Z/G2: We don't have what problem?

(82) Sh/G2: What problem

(83) B/G1: A European expert, expert person didn't like to travel or

    immigrate to another country () but in Iranian expert system, like

    to immigrate.

(84) Sh/G2: Why?

(85) B/G1: Because we have many problem in Iran=

(86) Sh/G2: =[but err]

(87) B/G1: =[my sister] immigrate to Canada=

(88) Sh/G2: [yes]

(89) F/G1: =[how] this idea supports our idea?

(90) Sh/G2: =[no] it supports our idea

(91) T: [yeah], you changed?

(92) Sh/G2: =Yes, I think until we have like African people problem

    with food, with clothes, with house.(laughs)

(93) K/G2: =basic need

(94) T: =[basic need]

(95) L/G1: [I think immigration] immigration shows I think globala globalization

(96) T: =really uhuh, why?

(97) L/G1: =because they can immigrate because they can immigrate easily and go and come.

(98) Z/G2: No they can't

(99) K/G2: so why doesn't Ameri why American people come to our country if globalize if every country should be [connected]

(100) Sh/G2:   (laugh) =[yes]

(101) L/G1:   Yes,[maybe] maybe in future,they will

(102) Sh/G2: In future? you said happening soon or now

(103) L/G1: [OK, soon]

(104) K/G2: =[in future] (laughs)

(105) L/G1: [If if the] political relationship between Iran and America became=

(106) T: =becomes

(107) L/G1: becomes better, I'm sure that this will [be happen]=

(108) Sh/G2: =[when?]

(109) K/G2:   [When] will it happen?

(110) L/G1:   [Very soon] (laughs)

(111) Sh/G2: [very soon after 50 years] (laughs)

(112) L/G1: =[Yesterday] the day before yesterday, I heard that=

(113) Z/G2: =[they will talk with America]

(114) L/G1:   [yes, yes]=

(115) Z/G2: =no, they say that all the time, it don't happen.

(116) Sh/G2: Yes

(117) L/G1: so, so it's a good start for

(118) Sh/G2: no

(119) K/G2: ()

(120) F/G1: imagine 30 years ago or before revolution=

(121) Z/G2: =we were better with each other (laughs)

(122) F/G1: =no, people didn't have any imagination about the world, didn't have such imagination.

(123) Z/K/G2: Yes,yes ()=

(124) F/G1: =and during this 30 years globalization have been improved.

(125) Sh/G2: but after 50 years

(126) L/G1: no

(127) F/G1: it will continues

(128) T: it will continue

(129) F/G1: continue

(130) T: N wants to say something.

(131) N/G1: we have a lot of country in the world, Iran, China and
Africa. It's not important they improve. In the past we have like 50
years ago, we don't have internet, nobody—

(132) K/Z/G2: =we didn't

(133) N/G1: Yes, we didn't have have internet, but now every we improve
and change, I think it's not about Iran it's not important about
global village

(134) Z/G2: =I think just I think just have access to internet is not
the whole thing, maybe they have internet but they don't use it in
the way that=

(135) F/G1:=aah

(136) Z/G2: =or they see the other for example news or something but
they think it's wrong because they grew up in a place that everyone
lived has lived without talking about these things, I don't know that
it's different in every culture=

(137) Sh/G2: =yes

(138) Z/G2: =but for example you said about satellite. In Iran it's
right that many people have satellite but many people think that
every channel in satellite is wrong, they try to [confuse you], they
try to say something that is wrong=

(139) Sh/G2:   =[yes]

(140) Z/G2: =and many people believe this and they don't believe
anything in other news.

(141) F/G1: OK but they saw, but they watched that channels

(142) Z/G2: =[yes they watch]=

(143) F/G1: =[and it will make], it will make, it will effect(s) their
mind little by little

(144) T: =effect

(145) K/G2: =yes they watch. We had a friend, she watches all the
channels but when for example in history class is a debate [his
ideas]=

(146) F/G1:   =[acts
against?]

(147) K/G2: =his ideas are like thirty years ago. It was awful and she
said we always we all watch the TV, we know the technology, they're
all ()

(148) Z/G2:   [yes and]=

(149) Sh/G2: =[we have a lot of people] like this person.

(150) Z/G2: yes and for example our history teacher was with her all
    the time and she said yes why BBC made a channel in Persian language,
    there are many languages in the world, why Persian? They had an
    intent, a bad intention—

(151) F/G1: =of course they have intentions

(152) K/G2: =but not in that huge amount

(153) T: =to that big scale, not to that big scale

(154) Z/G2: yes for example I know many people like this—

(155) Sh/G2: =yes

(156) Z/G2: =they think that every, just in our country is right about
    news and they believe that we are developing so soon, so fast and I
    think that kind of people are are in every culture in their own, what
    we say their own personality, their own ideas for example in Africa
    there are many people that they know that they are poor but they
    don't do anything, they are just live with it and they just, they
    don't try to make it better.

(157) F/G1: Old-fashioned

(158) F/G1: of course our father and our mothers thirty years ago they
    lived as they was with poverty with poverty and most of people didn't
    care about the situation but they did they did revolte?

(159) T: =revolted [they revolted]

(160) F/G1:   =[revolted] but they revolted at final, finally.

(161) Z/G2: =but

(162) T: I think N was going to say something.

(163) N/G1: I don't have any idea.

(164) T: you don't have any idea?

(165) N/G1: but everyone discuss about Iran.

(166) Sh/G2: Africa, Iran?

(167) Z/K/G2: no

(168) Sh/G2: =Iran very important=

(169) N/G1: =yes Iran is important but all we

(170) Sh/G2: (facing F) it's not important?

(171) N/G1: yes Iran is important, but you accept Iran change=

(172) Sh/G2: =change but not the [same with another]

(173) N/G1:   =[agree] but you never live in Africa
    and like this country and can't, [I think we can't]

(174) Sh/G2:   [but for] global village the
    countries must be the same—

(175) F/G1: I think they [don't need to be the same]

(176) B/G1:   =[not completely the same]

(177) N/G1: no

(178) K/G2: [yes not completely]

(179) B/G1: [Not completely] the same

(180) F/G1: But they're connected

(181) B/G1: It's not possible completely all country the same

(182) K/G2: No of course completely no

(183) Z/G2: I think as long as some countries like America and England
want to take advantages from some poor countries like Africa or maybe
country more countries, they can't develop even if they want maybe it
is a lot of something if they want there is a lot of the you no we're
in this part of history of Iran, takes, it took a lot of time that we
have this stable government. If you write, read history you see
how many times people revolu revoluted?=

(184) T: =revolted

(185) Z/G2: =and it was failed it still has some problems and many
thing happened now   [we have this government]

(186) Sh/G2: (to the teacher)[what's the meaning of revolted?]

(187) T: (to Sh)[to have a revolution]

(188) T: (to group1) you have one minute, I'm sorry.

(189) F/G1: please convince (laughs)

(190) Sh/G2: no

(191) T: you can't force them

(192) Z/G2: I think some countries like poor African countries (laugh)
are so emmm behind emm

(193) F: =[imagine]

(194) T: =[they are so behind] the technology

(195) F/G1: imagine in a family every person has got different ideas or
different level of po (looking at T)

(196) T: point of view

(197) F/G1: point of view uhh but they are a family, the same as this
err a global village can't be everything same as each other.

(198) K/G2: of course our idea's not being the same, it's about sharing
the ideas=

(199) F/G1: =ehmm

(200) K/G2: having new (one?) and people are aware of the other thing
(else) (in very low voice) it's not being the same

(201) F/G1: and it's not so hard, just having a cam computer (laughs)

(202) Sh/G2: (camputer) (laugh)

(203) F/G1: (you can?) (laughs)

(204) B/G1: (with news?) (laughs)

(205) L/G1: I think as the developed countries go toward globala
(laugh)

(206) N/G1: globalization=(laughs)

(207) T: =uh huh=

(208) L/G1: the other countries er er er (مجبور Farsi for have to) had
  have

(209) T: have to

(210) L/G1: have to have to go to er er globalization emmm

(211) T: uh huh go through. So you mean some some countries start it
  and the others follow?

(212) L/G1: [yes they had to]

(213) K/G2: [yes, there is] a competitiveness between countries and
they
  want to keep up with each other.

(214) F/G1: and they=

(215) K/G2: =and they try

(216) F/G1: and this=

(217) Sh/G2: =but no soon=

(218) F/G1: =that is unavoidable=

(219) T: =inevitable, it is inevitable

(220) K/G2: what?

(221) T: so you mean globalization is inevitable? We have to=

(222) Z/G2: =what is?=

(223) T: =we have to be globalized=

(224) F/G1: and we will

(225) T: (facing group2) do you agree?

(226) Sh/G2: will, when?(laugh)

(227) F/G1: forget about the time

(228) L/G1: little by little

(229) B/G1: no

(230) Sh/G2: no soon (laughs)

(231) F/G1: there won't be a ending time

(232) T: OK. Interesting, I really enjoyed your debate (laughs) and
  nobody was contiv convinced? (facing group1) do you want to change
  your idea?

(233) G1: no

(234) T: (facing group2) what about you?

(235) G2: no

(236) T: OK, so thank you. That was great. And I heard some of the
  words we worked at grammars. I'm really proud of you.