

- 1 R: Our first pattern, entitled pattern A
- 2 E: Pattern A
- 3 R: In pattern A,
- 4 E: Lets now, we can conclude
- 5 R: we can conclude
- 6 E: that,
- E: which one is pattern A?
- 7 R: pattern A
- 8 E: that one of the readings could be a fluke
- 9 R: no, no,
- 10 E: the reading
- 11 R: that's pattern A, right along here.
 So as the amount of candles
- 12 E: is the
- 13 R: The percent of brambles will stay the same
- 14 E: with the pattern we concluded that if the amount of foot candles is higher
- 15 R: exceeded, exceeded
- 16 E: what do you mean exceeded, is exceeded by what?
- 17 R: is has more
- 18 T: exceeded is, there is a greater amount of
- 19 E: if the amount is, (0.7) there will be a higher density of brambles
- 20 R: no its flat, its wrong, look at the graph
- 21 E: right
- 22 R: the density of brambles will stay the same, 'cause look that's what we concluded
- 23 E: ok, will get greater and then even out. There will be a higher density
- 24 R: and eventually even out.

Fig. IV.2. Representation of the collaborative construction of a sentence including repair sequences.

there can be problems with intersubjectivity at the repair level, the indentations can go to a second level (and even further) (16–18). The group can continue with the task only when intersubjectivity is reestablished at the task level.

This transcript shows that the collaborative effort had three levels: (1) the students interactionally achieved the conversation *qua conversation*, (2) they collaboratively constructed a public conceptual statement, and (3) they appropriated Curve A and its description for a meaningful individual understanding. These three levels are inter-related and cannot be understood in isolation. At the level of the conversation, the