

THE ROLE OF TURN-TAKING IN TEACHING THE ENGLISH LANGUAGE

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ABSTRACT

The turns of the encoder (speaker) and the decoder (listener) in a speech are always shifting. Once someone takes their role in the conversation and starts speaking, the person who spoke at the beginning becomes a listener and so on. This can be done by using the "turn-taking" strategy. which is an essential form of conversation management. Basically, this paper focuses on the mechanism of "turn-taking" to shed light on the relationship between listener and speaker during interactional conversations. Governing principles, governs the speech and who gets the turn to speak. Turn-taking and rules are dealt with in an analysis of human discourse. It is significant to account for the uses of discourse parts in context of typical situation, particularly, in conversations. The discourse parts such as rising and falling intonations, pauses, and loudness. Repeatedly imply the speakers inner meaning during the conversation. In the field of English language teaching and learning, this strategy is the fundamental core of English Language Teaching and English Language Learning. In the application of this strategy, for instance, gazing direction, pairs of adjacency, gestures, provide unique steps and backup for individuals to learn conversational language (English). Turn-taking is a fundamental figure in interactions, but the realizations are traditionally restricted, shift with the ages and drifted from discourse type to another. In teaching English, educators sought to be capable of helping learners to elevate interactional

competence and performance: the efficiency to use different interactional sources, ie. turn-taking and how to solve interactional problems that take place during conversations misconception. Turn-taking is a high value practice for English users in general and for Iraqi learners specifically.

Key words : Turn-Taking, discourse analysis, strategies, English as a foreign language, English as a second language, discourse particles

دور تبادل الأدوار في تدريس اللغة الإنجليزية

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المديرية العامة للتربية في محافظة بابل / الكلية التربوية المفتوحة/مركز بابل/ فرع جبلة الدراسي

الملخص

تتغير دائماً أدوار وحدة التشفير (المتحدث) وفك التشفير (المستمع) في الخطاب. بمجرد أن يأخذ شخص ما دوره في المحادثة ويبدأ في التحدث، يصبح الشخص الذي تحدث في البداية مستمعاً وهكذا. ويمكن القيام بذلك باستخدام استراتيجية "أخذ الأدوار". وهو الشكل الأساسي لإدارة المحادثة. في الأساس، تركز هذه الدراسة على آلية "أخذ الأدوار" لتسليط الضوء على العلاقة بين المستمع والمتحدث أثناء المحادثات. ولا بد أن تكون هناك بعض المبادئ التي تحكم الكلام ومن الذي يحصل على دوره في الكلام. يتم التعامل مع تبادل الأدوار والقواعد في تحليل الخطاب. من المهم مراعاة وظائف أجزاء الخطاب في سياق الموقف النموذجي، وخاصة في المحادثة. عادةً ما تشير أجزاء الخطاب مثل النغمات الصاعدة والهابطية، والتوقيعات، وارتفاع الصوت، وما إلى ذلك، إلى المعنى الداخلي للمتحدث أثناء تبادل الأدوار في المحادثة. في مجال تدريس وتعلم اللغة الإنجليزية، تعد استراتيجية تبادل الأدوار هي الجوهر الأساسي لتدريس اللغة الإنجليزية وتعلمها. في التطبيق، توفر هذه الإستراتيجية، على سبيل المثال، اتجاه التحديق، والأزواج المجاورة، والإيماءات، وما إلى ذلك، خطوات ناجحة ودعمًا للأفراد لتعلم اللغة الإنجليزية. يعد تبادل الأدوار طريقة أساسية في التفاعلات، لكن الإنجازات مرتبطة ثقافياً وتتغير مع تقدم العمر وتختلف من نوع خطاب إلى آخر. في تدريس اللغة الإنجليزية، يحتاج المعلمون إلى أن يكونوا قادرين على مساعدة الطلبة على تطوير الكفاءة التفاعلية والأداء: الكفاءة في استخدام مصادر تفاعلية مختلفة، مثل تبادل الأدوار وكيفية حل المشكلات التفاعلية التي تحدث أثناء الفهم الخاطئ للمحادثات. يعد تبادل الأدوار ممارسة ذات قيمة عالية لمستخدمي اللغة الإنجليزية بشكل عام وللمتعلمين العراقيين على وجه التحديد.

الكلمات المفتاحية: تبادل الأدوار، تحليل الخطاب، استراتيجيات، اللغة الانكليزية لغة اجنبية، اللغة الانكليزية لغة ثانية، اجزاء الخطاب.

1. How Turn-Taking Works

In (1996) the study of Coulthard shows that basic realistic facts about conversational discourse is that roles of the encoder (the speaker) and the decoder (listener) can shift with remarkable overlap of speech and a few silence matters. However, it can be gained by applying "turn – taking" This is the fundamental method of structuring a discourse.

The practice of switching between speakers during a conversation is known as turn-taking. When taking or giving up a turn during a discussion, native speakers are able to do so without creating misunderstandings since they naturally pick up on these chances. This suggests that speakers shouldn't converse at the same time for extended periods of time. According to Thornbury, there are two primary guidelines for taking turns:

1. Prolonged quiet should be avoided.
2. Pay attention to what other people are saying. (Bury a Thorn, 2005:8)

When a speaker nominates themselves or when the new speaker chooses themselves, turn-taking in discussion takes place. The following are the strategies required to follow the turn-taking rules:

1. Understanding when to take a turn.
2. Making a signal to talk and cutting someone off.
3. Retaining the floor when it's your turn.
4. Acknowledging other people's requests to speak.
5. Giving up a turn.
6. Making a listening signal (ibid:9).

Speakers should converse in the following order: one after the other. In a discussion, the two sections of turns shift between A to B as ABABAB. According to (Speier 1972 p:400), the order ABCABC is not

required if three people are conversing. While ABABAB and CDCDCD can co-occur in four-party communication, there is always the chance that the group will have a single conversational focus, such as ACBCBADADB, etc. When a speaker's order of speech is non-determinative, meaning that B can speak only after A, C after B, and D after C, then A starts the next round of speaking. Clark & Clark (1977:228) may believe that in some situations, equal partners do not receive an equal portion or have explicit influence over the issue they choose. (1986:137)

1.1 Rules of Turns Structure

A set of rules with ordered possibilities make up the mechanism that controls the turn-taking system, which functions turn-by-turn. The purpose of this method is to distribute turns across participants in a conversation. When a person is given a turn, the turn-taking mechanism first enables them to create at least one "turn-Structural unit," or utterance that can be understood as clearly complete (Levenson, 1983:297-300).

Turn structures appears to be governed by the following fundamental rules, which also specify who gets to take the next turn and how to coordinate transfers to reduce gaps and overlaps.

1. For any turn at the beginning turn constructional unit's initial transition-relevance place:
2. The person who is chosen has the right and obligation to speak at the following turn if the turn is set up in a way that involves the application of the "current select next" technique. No other person has the same rights or obligations, and the transfer occurs at that point (Sacks, Schegloff, Jefferson, 1974:704)
3. Self-selection for the next speakership may, but need not, be implemented if the turn has been created so far as to avoid using the

"current speaker select next" technique. Transfer takes place at the point where the first starter obtains the right to a turn (ibid).

4. The current speaker may continue, but they are not required to, until another self-selects, if the turn-so-far is designed in a way that does not require the employment of a "current speaker select next" strategy (ibid).

5. The rule set from (a) to (c) reapplies at the next shift-relevance spot, and recursively at each subsequent shift-relevance spot, unit change is effected, if at the beginning transition-relevance place of a starting turn-constructual unit, not (1a) or (1b) has functioned and, as a result of the provision of (1c), current speaker has continued (ibid.). The rules are arranged in such a way as to confine each rule's application; but, this does not liberate the option to choose whether or not to include any rules in the collection that would apply if rule (1a) did not apply. Therefore, if rule (1a)'s option has been used, the option of (1b) applies. Consequently, in order for the rule (1a) choice to be methodologically guaranteed of usage, it must be used prior to the first transition-relevance location of a starting unit (ibid 704)

1.2 Overlaps of Turn-Taking and Discourse Parts

The study of Levinson (1983) p:297 states that the following phenomena must be taken into account in the model of exchanging the speakers role in any conversation: a) the exact timing and minimal overlap of the transition between speakers; b) the mechanism's independence from specific conditions like the number of participants and the length of each turn; and c) the fact that the same system functions in both in-person and phone conversations without neutral visual observing (cf. Sacks, et al. 1974) p700-701.

All theories that attempt to explain these phenomena often involve

some explanation of how potential points of exchange of the speaker role can be found and processes explaining how these should be perceived.

Discourse particles may function as exchange signals in such a paradigm. This assumption needs to be tested to see if there is a relationship between individual particles and a specific turn-taking, –holding, or –yielding function, or if a role in the turn-taking system is a feature of discourse particle lexemes themselves. Discourse particles can be considered turn-taking signals, or the presentation of signs by one person to mean something for another, if there is a clear correlation between these lexical items and their interpretation in relation to the turn-taking system (Clark 1996: 160). An example of such a signal would be: "I want to say something now." Nonetheless, some discourse particles might have distinct purposes concerning the speaker role exchange. For example, English *uhm* in the context of appointment scheduling (Verbmobil Database 1995):

1– A: I have some tasks in the next uhmm days.

2– A: but, What are you gonna do about the boss's tasks uhkh tomorrow?

B: Uhmm I could do them in my lunch break between 12:00 P.M and 1:00 P.M.

3– A: You shouldn't worry! Uhkh no [p] no [1 second] uhmm [p]

B: I [3 seconds] I don't have much time to offer.

In the context of the turn-taking system, we may thus perform a number of various roles, including turn-holding in point(1), turn-taking in point (2), and turn-yielding in point(3). Discourse particle *yes* exhibits the same multifunctionality:

4– A: *Are you free on Thursdays?*

B: *uhhh, yes, technically yes.*

5– A: *I paid 10 dollars for the soccer match ticket. [laughs]*

B: [laughs] yes. I uh-hh In British English a football match, yes.

6- A: The same cost here.

B: yes.

7- A: They are booking that flight number.

B: Yes.

8- And it is not an economic class.

Handing the turn over to the other encoder (speaker), (the last two points (4) and (5)), to turn-initially with turn-taking functions (5), in the turn-holding functions (4), and even as a complete turn in example (6) are further cases where the answer is yes. Example (7) demonstrates that yes is a feedback mark; it happens as a complete utterance yet, backup channelling items are typically not considered complete turns; rather, they are used to reinforce the current speaker's speaker function (Schegloff 1982).

Conversation particles, according to Clark (1999: 5), may serve as indicators of the speaker's intention to start speaking, which helps determine when exactly conversation begins. But in this instance, any discourse particle will do—it doesn't really matter which one, it just acts as an occupier as long as the encoder (speaker) is structuring his ideas. However, Lalljee and Cook (1975) have demonstrated that filled pauses do not occur more frequently if speakers must fight for the opportunity to talk. Hence, it is not evident whether discourse particles actually play a role in securing the turn or not, and it is even less certain to what extent they play a role at all.

1.3 Turn-Taking Strategies

In the fields of teaching and learning English, strategies for language acquisition and usage are gaining more and more attention. It is reasonable to state that language teachers have been looking for strategies to support students in becoming more successful learners and communicators of second and foreign languages in a variety of

circumstances. Applying techniques for learning and using foreign languages is seen as one way to encourage increased success. If a method helps pupils succeed in their efforts to acquire or utilize the foreign language, it is deemed to be "effective".

1.3.1 Gazing Direction

One way that interlocutors verify they have each other's attention is by making eye contact. The most crucial tool for identifying when to turn is gaze direction. Your eyes are down most of the time when you are speaking. You spend most of the time with your eyes open as you listen.

The eyes of the speaker and the listener do not always meet throughout a conversation. Speakers may glance up more often as their turn is about to end, concluding with a fixed gaze. This indicates to the listener that their turn is coming to an end and that they can now join in. Gaze has a significant and nuanced role in face-to-face communication. When conversing, people may glance at one another to gauge the acceptance and comprehension of the other person, to indicate interest and attention, and to coordinate turn-taking (Novik et al, 1996: 1). Last but not least, Sacks et al. (1974: 717) make a crucial observation: even though a party may be addressed by gaze direction, "addressing a party will not necessarily, in itself, select him as next speaker." Various social customs control how often and how long people maintain eye contact. For example, looking someone in the chest could be interpreted as a respectful gesture, but maintaining long-term eye contact with someone in a higher social position could be interpreted as impolite at best (Brown, 2000: 263). Maintaining eye contact is beneficial for effective communication and meaning negotiation. Hayashi (2004: 345) notes that when producing an utterance, there is "a need to check the recipients understanding." Students, particularly those who are timid,

anxious, or lack confidence, occasionally require support and reminders to do this.

Speaker	Script	Strategy	Script Functions and analysis
1- S mith	[smiling and looking at Carole] Did you get your first impression about, uh, the company?	Gazing direction towards Carole accompanied by facial expression. Adjacency pair	Drawing attention, taking the first role in conversation then ask the question.
2- Ca role	[Paying attention thoroughly] Yes, for sure. [with a smile back to him]	Gazing direction towards Smith accompanied by facial expression, with word stress and falling	Approximate avoidance in taking part of the conversation
	Making second eye-contact [What exactly did you find interesting?]	Gazing direction regained towards Carole. Adjacency pair	Regaining the role of conversation. Going deep into the subject

(Brazil, 1992: 4).

1.3.2 Formal Turn-Taking Procedures

It may be helpful to prevent confusion if the next speaker is identified by name (or title), particularly in discussions with more than two people who are not making strong eye contact. It's standard procedure in schools, for instance, to raise your hand to ask a question. Both informal and formal settings, including meetings, lectures, and presentations, can benefit from this social conditioning. Instructors urge their pupils to use their first names while addressing one another and themselves. On the other hand, students are taught titles and acceptable forms of address and how to use them in conjunction with suitable language and situational awareness.

Speaker	Script	Strategy	Script Functions and analysis
1- Smit h	He finishes in (2.3m)minutes that's smart [looking sideways and nodding]	Stock phrase. Gesture and gaze direction.	Timing issue, deciding how to reply to Smith's
2- Carol e	[Laughs]		
3- Smit h	[3.3m] their part of uh responsibility. [Turning head to face Carole]	Gazing direction. Falling intonation	Conceding the floor
Smith	[itches his facial hair and raises his eye-brows and moves his head back] 2.5m	Gestures followed by facial expressions	Holding the floor (his turn)
	Ok.[speaking and nodding head left to right] ok, so,	Same head moves with slower motions	The floor. Buying time
	[Turning to Linda] he is not betting on that, Linda	Gazing direction, naming	Speech shifts to another speaker
9- Linda & Carole	[Laughs]		
	No, no [moves his head slowly and smiles well, [wh, w]	First starting gesture, and facial expression is involved. Pre-starter	Taking the floor. Perhaps trying to regain the turn again.
11-Linda	Uhh no, neither am I [laughing] but..	Adjacency pair. Rejoiners. Post – speech completer.	Taking the floor. Conceding the floor

(Ibid:5)

1.3.3 Pairs of Adjacency

An adjacency pair is described as follows by Richards et al. (1992: 7): a series of two linked utterances made by two different speakers. Every time, the second statement is a reaction to the first. Adjacency pairs are essentially paired utterances that are representative of certain situations, such as question-answer, greeting-greeting, offer-acceptance, apology-minimization, etc. As we've already mentioned, these and the turn-taking system are closely related as methods for choosing a subsequent speaker (particularly when an address phrase is used or the first

utterance in the pair expressly identifies a pertinent subsequent speaker). Because of its close relationship to the turn-taking system as methods for choosing the next speaker, the adjacency pairs system is seen as a basic component of conversational organization (Levinson, 1983:303).

The phenomenon known as "adjacency pairs" describes how one statement in a conversation might influence the next one or at the very least set expectations for the situations in which it will be used. These are utterance pairs, each portion of which is consistently delivered by a distinct speaker but one after the other (Thornbury, 2005:98). A certain level of predictability is necessary for conversation (Nunan, 1999: 133–135 and 201–204). Adjacency pairs play a role in this. Shortall (1996: 131) notes that the first words limit the number of answers that can be made, and Burns (2001: 134) draws the conclusion that they help speakers "...anticipate certain types of forms and meanings from one utterance to the next."

Burns (2001: 133) notes that while question-and-answer exchanges are among the most prevalent types of adjacency pairs, there are numerous others as well, including requests that are granted or denied, expressions of thankfulness, and acknowledgments of them (Sacks et al, 1974). Here's a quick example from a chat between two old school mates after they've been drinking:

Dan: Say, Sam umm, could you give me ten dollars?

Sam: Yeah, for sure, here you are!

Dan: Thanks , Sam.

Sam: Don't mention it.

According to the study of Whilst Richards et, al. (1996) which provides a narrow term definition of adjacency pair, of varying stage complications in number of turns as in the examples below:

Dan: Say, Sam umm, could you give me ten dollars?

Sam: Why?

Dan : I'm buying a new paint brush, because mine was broken last month.

Sam: Oh yeah? Remember, you didn't pay me ten from last month!

Dan: yeah, I do remember, and I will pay you twenty dollars as soon as I sell my painting.

Sam: Alright then, here you are.

Dan: thanks Sam.

Sam: It's Ok no problem.

Flynn and Dowell (1999:550), who speculate that: "The difference between a good communicator and a poor communicator may relate to one recognize the pragmatic aspects of adjacency pairs."

Speaker	Script	Script Functions and analysis
49- Smith:	Linda? [turning her head and looking surprisingly at Smith]	Expression of Surprise and looking for clarifications
50- Linda	[uh, that's a great question, but...] He is not like me [laughs]	Answering and correcting Carole's first question
51- Smith: [Linda]?	[Looking at Carole]	Expression of Surprise and looking for clarifications
52-Carole	Linda? [touches Carole's head] sorry, Smith[touches Smith's neck and laugh with noticeable embarrassment]	Surprise. Apology. Embarrassment.
53- Smith: Linda?	[laughing and looking at Linda]	kidding
54-Carole	Smith, oh , I am sorry	Apologizing one more time because Smith did not accept her first attempt of apology being

		an adjacency pair.
55-Smith do I like	Me? Why Asian women? They are steaming hot	Rhetorical questions were asked, and original questions were answered to complete the adjacency pairs
1- Smith	[Still looking at Smith] Linda, why do you like Asian women? [referring to Smith then itches her chin]	A direct question was asked to Smith, which is the first part of adjacency pair.
48- Carole	[Looking at Linda] ..I am going to turn the tables upside down now! [Laughing]	Aside to Linda

(Brown, 2005:19-21)

1.3.4 Periodic Elements

The tone group is the fundamental unit of discourse. In turn-taking organizations, Sacks et al. (1974: 721-722) emphasize the significance of "sound production." For example, intonation helps identify whether a sentence is a full utterance or the beginning portion of a larger formulation. Instead of emphasis or confirmation accompanied by falling intonation (ʌ), rising intonation (ʌ) may suggest a query. Instead of a falling intonation to signify the end of a turn, a rising intonation will show that a turn is incomplete. "You can also have a rise-falling pitch and a fall-rising pitch," the speaker continues, emphasizing the significance of intonation in conveying attitude and taking turns. Most importantly, intonation patterns differ between languages. Strong emotions are most obviously associated with changes in pitch, stress, volume, rhythm, and tempo. When taking turns, one can use volume to interrupt or hang onto a turn while giving up the floor by fading out. Another way to stay on the floor is to rush over what would normally be a transition-relevant spot, like the conclusion of a tone group or a natural break (Shortall, 1996: 130).

Speaker	Script	Script Functions and analysis
22–Carole	Their little world, guess, like. 』	The fall of intonation is to finish the turn and concede the floor
23–Smith 「	Their utterance [wha]?	The gestures in small little world and intonation rising when popping questions for detailed clarifications
25– Linda	[so, how do you become one of that small enclosed world?]	
26– Smith	Yes? 「	A question was marked by rising intonation which was recognized as a backup channel cue to support Linda's questions
27– Carole	[Looking at Smith] uhh sorry?	
28–Smith	How did you become a part of their small enclosed world?	
68– Smith paying attention to their guy , you exactly know what I imply right? Yes, right 「 』	Rising and falling intonation were used to emphasize on the discourse force of statement.
69–Linda	Uhh	A backup channel to support the speaker
70– Smith	Umm	A backup channel to support the speaker

Speaker	Script	Script Functions and analysis
55–Smith	Me? 「 Why do I like Asian women? 「They are steaming hot.	Intonation rises to signals of rhetorical questions
56–Carole	[nodding]	
57– Smith	[they are 「they have a certain serenity about them」	...the intonation rises here to indicate the continual of

		turn in speech. Intonation falls to close the end of the turn.
58– Carole	[head nods and turn toward Linda]	
59– Smith	[...and also] ʔ	the intonation rises here to indicate the continual of turn in speech
60–Carole	[Turns back towards Smith]	
61– Smithuhh, they are, umm, ʔ they are pretty. ɹ	Intonation rises followed by hesitation to regain the floor, while falling intonation refers to the completion of the turn
62– Carole	[nodding]	
63– Smith	[shrugs]	

24– Carole	Yes, like, work-wise/ school-wise/ you know, they take care of, you know, their family, [and their parents]	Hesitation in answers and volume was reduced (>) are perhaps indicator of Carole conceding the floor. The raise in volume (<), is possibly to address the interruption and to enable Carole to finish her turn
25– Linda	So, how do you become a part of that enclosed world?	The use of the prolonged pre-start is to create more time to interrupt, receive the others attentions and take the floor.

(ibid: 131–2)

1.3.5 Turn-Taking Gestures and Facial Expressions

Within any culture there are a large number of established means of non-verbal communication which can be used to take turns in conversation: for example, waving to attract attention, pointing to indicate direction, gesturing to indicate someone else should proceed or

go first, facial expressions, and so on. , “Every culture and language uses body language, or kinesics, in unique but clearly interpretable ways.” Brown (2000: 262).

To avoid misunderstandings brought on by the "wrong" intonation pattern, teachers should advise students to emphasize their meanings using gestures and facial expressions. Active teaching of gestures in groups, alone, and with matching facial expressions is possible. Students can practice and get feedback on their delivery with listen and repeats that concentrate on tone and stress. Students say it's enjoyable, difficult, educational, and useful to practice their intonation and application of stress;

Speaker	Script	Script Functions and analysis
42-Smith	Raises his hand to his chin	Referring to a question is going to be asked
43-Carole	Turns to Smith	Expecting Smith's question
44- Smith	Refers to Carole[do you find this forall companies]	Asking Carole direct question
45- Carole	[Raises her left hand in front her chest and Smith] [How is....]	visually signaling an interruption which is followed by an increase in loudness (<).
46- Smith	Okay, go ahead. [Gesturing with his upturned palm in front]	This is a common gesture amongst speakers of English.
47-Carole	Still looking at Smith] Linda, why do you like Asian women? [Pointing at Smith then putting her hand under her chin] ...	Carole's pointing addresses Smith. Her gesture of putting her hand under her chin is almost identical to Smith's gesture in the previous line 42.

1.3.6 Turn–Taking Backup Channel Cues

Interlocutors' feedback during a speaker's speech is referred to as back channel cues. Along with minimum responses like "uh–huh," "yeah," and "okay," they also contain "smiles, headshakes, and grunts which indicate the success or failure in communication." Carter and Nunan (2001: 218) add that "back channeling shows... that the speaker is being attended to and is encouraged to continue" (Richards et al., 1992: 137). Put another way, the listener is supporting the speaker to stay on the floor rather than getting on it themselves. Additionally, back channeling may be referred to as listener ship cues, according to Carter and Nunan.

1.3.7 Turn–Taking Overlap

When two persons speak at the same moment, it's referred to as overlap. This is frequently the result of simultaneous starts, interjections (such "Mm, yeah?"), or interrupts. The degree of overlap varies greatly throughout communities, as do societal perceptions on its acceptability. Interruptions might be the sole method to change the course of a hot or passionate conversation or argument, for example Shortall (1996: 129–1311). "Overlapping turns may mark areas of disagreement, urgency, or annoyance and a high degree of competition for turns," adds Burns (2001: 133).

Second starters or subsequent starters are also taken into consideration by Sacks et al. (1974: 720), who also accept the use of volume and second–starter suppression as strategies. According to Sacks et al. (1974:707), competing self–selectors for a subsequent turn—in which each projects his start to be the earliest to start at some potential "transition relevance place" (TRP)—are the reason why many speakers appear at the same moment. They note that overlap occurs at discretionary points—like manners of speech and etiquette—that can specifically pursue a potential conclusion without meaning to continue.

Levinson (1983:296) demonstrates that while overlap occurs when two speakers speak at the same time, there are often detectable pauses between speakers—a few microseconds.

1.3.8 Taking The Floor

Pre-starts or turn-entry devices allow a following turn's beginning to handle the overlap issue and take the floor smoothly, "...without requiring that the speaker have a plan in hand as a condition for starting," according to Sacks et al. (1974: 719). "Appositional beginnings, for example... well, but, and, so etc., are extraordinarily common," Sacks et al. add. False begins, repetition, the use of natural fillers, and the voiced hesitation method are additional examples of oppositional beginnings.

Speaker	Transcript	Strategies	Functions and analyses
7. Smith	Raises his eyebrows and tilts his head back] (2.3s) Okay, [speaking and nodding slowly] okay. {So,	Facial expression and gesture. Pre-start] Taking the floor. Holding onto the floor. Buying time. Self-selecting and perhaps indicating he is going to ask a question.
8. Carole	[: [Turning to Linda] {He's not buying that,	Overlap	Virtually a simultaneous start.
9. Linda & Carole	Laugh		
10. Smith	No, no. [Gently shaking his head and smiling] Well, {wh, wh	First speaker Pre-start. False start	Taking the floor. Self-selecting and perhaps trying to regain the floor (from Line 7) to ask the question previously envisaged
11. Linda	: {Nah. Actually, neither am I, [laughing] but. Interruption	Adjacency pair. Rejoiner.	.. Taking the floor and responding to Carole from line 8 and Smith from line 10.
12. Smith	: [Laughs]		
13. Carole	Hey, you're half ! [Looking at Linda]	First speaker. Pre-start	Taking the floor
14. All	[Laugh]		
15. Smith	But, wh, why do you find them particularly responsible? [Looking at Carole raising his hand to his chin]	First speaker. Pre-start. False start. Adjacency pair	Taking the floor or regaining the floor from line 7. Developing the topic
16. Linda	He::ah?	Back channel cue	Supporting Smith's question.
17. Carole	[Raising a smile, looking at Smith .] You're putting me on the spot now! [Smiling]	Stock phrase. Adjacency pair.	Seeking to avoid the question or buy time.
18. Smith	Well, if you want something else, introduce another topic Take the floor woman! Take the floor!! [Laughs	First speaker. Pre-start.	Taking the floor

(Ibid:25-26)

1.3.9 Turn-Taking Holding onto The Floor

Holding onto the floor describes means to indicate that a turn has not been completed. Rising intonation, increased volume or speed, hesitation devices, and natural fillers are mechanisms commonly associated with holding onto the floor, as described above. Specific stock phrases, such as *That's a good question*, may also be used to buy time, or to avoid answering a question.

Repetition and choice of structure, such as using relative pronouns that might usually be omitted from conversation (e.g. *It's uh, it's the place that. um, ... we went to three years ago*) may also help a speaker to hold the floor and gain thinking-time in which to formulate their next utterance, together with lengthening of sounds (for example *So, I thought ...*). Lastly, sequence markers or continuity expressions (for example *And, Then, Another thing*) are also used to indicate that a turn is not complete (Shortall, 1996: 130). Sometimes more direct approaches are necessary, for example, to deal with interruption as another speaker seeks to participate in or even dominate the conversation. Such approaches are termed regaining the floor, and include stock phrases (for example *Now, where was I? and As I was saying?*) and repetition. Shortall shares some personal experience of Japanese exchanges and suggests *That's* silence is an integral part of the turn-taking process. ... holding onto a turn is relatively easy, but ... conceding a turn often involved a pause before another person would take over." (Shortall,ibid: 129-130).

Speaker	Transcript	Functions and analyses
20. Carole	(: I don't know! I, uh, just find that they're responsible::: within their::: little:::, I don't know, Natural fillers (I don't know, uh), repetition and lengthening sounds (:::) help Carole to hold onto the floor.
21. Smith	[Raises his eyebrows and slightly inclines his head]	Non-verbal back channel cues to elicit more information.)
22. Carole] : ... their own little world, I guess, like	Repetition (their) and natural fillers (I guess, like) used to hold the floor.
23. Smith	[: Their own little "wa"? [Hand-gestures an enclosed world]	Adjacency pair: question seeking elaboration.
24. Carole	: Yeah, like, work-wise:::, school-wise:::, you know, they take care of, you know, their family, > {and their::: < parents.	Natural fillers (like, you know), repetition and lengthening sounds (:::) help Carole to hold the floor. The increase in volume (<) and use of the continuity marker (and) enable her to complete her turn even when faced with an interruption

(Ibid:26-27)

1.3.10 Turn-Taking Conceding The Floor

Using the first part of an adjacency pair or asking a tag question is a common way to concede the floor. The completion of a turn may also be indicated by intonation, non-verbal mechanisms, or an uncompleted sentence.

Sacks *et al* (1974: 718) identify the tag question as a post-completer or exit device to which they attribute, “special importance, for it is the generally available „exit technique“ for a turn.” Pope (2003:33) considers uncompleted sentences to be “a sign of very fluent and cooperative talk”. These often incorporate lengthened sounds and rising intonation to indicate turn-taking.

80. Smith	: Yeah. Why d’you think I’m saying what I’m saying, right?!	Tag question relinquishing the turn: it may be rhetorical
81. All	[Laugh]	
82. Linda	Covering all the bases!	
83. Smith	: All the {bases!! [Raising his eyebrows and tilting his head back]	
84. Linda & Smith	[Laugh]	
86. Smith	I’m not. Actually, I’m not planning on going back to {Canada.	Adjacency pair giving corrective information.
87. Carole	But you’re going back {in December, right?	Tag question seeking confirmation or clarification
88. Smith	Ah::: I’m going go back in uh September.	Re-clarifying answer.
89. Carole	For one month or {:::?	Uncompleted sentence seeking confirmation or clarification.
90. Smith	Yep. Uh, from August uh my last teacher training gig is on 26th	Confirming answer
Carole 91.	[Starts nodding]] Back channel cue
: 92. Smith	... and from there I’ll head back. {What about you?	Rephrasing to confirm. Adjacency pair seeking information
: 93. Carole	[Continues nodding] {For onemonth	Interrupting to seek reconfirmation.
94. Smith	For one month. [Nodding]	Re-confirming and assuring.
95. Carole	Uh, I’m thinking about going back end of July	Adjacency pair giving information.
96. Smith	End of July until:::?	Uncompleted sentence seeking further information

(Ibid:27-28).

2. Conclusion It is concluded that conversation is an organized activity consisting of the organizing elements like adjacency pairs , turn-taking

,conversational topic, etc. It is also concluded that conversational organization is subject to asset of governing rules and strategies which conversationalists use to achieve purposeful conversational communication. Listening activities can be used to raise awareness of students in secondary schools and colleges.

Moreover, English as a foreign language teachers need to explain the suitability of utterances in context, explain how speakers cope with a variety of social situations, and explain different roles utterances perform. These need to be practiced through simulation exercises, then incorporated into activities where their use is genuine. We need to empower our students to participate in all kinds of speech events in order to their oral performance ability.

In addition, from the researcher's viewpoint the following points are concluded from this research:

1. Teaching turn-taking strategies for college students as well as secondary schools students would help them become more effective real-world language users and prepare them to use the English language so as to be able to participate and take part in and outside the class.
2. Teaching turn-taking strategies gave the students the opportunity to develop their oral performance , vocabulary , grammar ,understand English conversation , which gave them more confidence in themselves.
3. Mastering conversational strategies make students feel they are engaging in an genuine exchange using authentic language, structures and strategies to simulate real-life discourse.
4. Teaching turn-taking strategies enable the students to express themselves orally, freely and without hesitation by using their own words.
5. Teaching direct conversational strategies enable English as a foreign language (EFL) college students as well as secondary school

students to be accurate and fluent in their speech which in turn develop their speaking skill.

6. All the above points, if they are applied in an experimental study, they would lead the students of the experimental group to discover that conversation consists of a number of reciprocal turns, norms strategies and all are governed by rules.

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