

TURN-TAKING STRATEGIES IN ENGLISH LANGUAGE TEACHING (ELT)

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ABSTRACT

In conversation, the role of speaker and listener change constantly. The person who speaks first becomes a listener as soon as the person addresses takes his or her turn in the conversation by beginning to speak. This can be achieved by applying the system of 'turn-taking' which is the basic form of conversation organization. In the beginning, this study tackles the system of "turn-taking" to clarify the relationship between the speaker and listener during conversations. Consequently, there must be some principles which govern who gets to speak, i.e., principles of *turn-taking*. Turn-taking and rules for turn-taking are studied in CONVERSATIONAL ANALYSIS and DISCOURSE ANALYSIS. Therefore, it is important to account for the functions of discourse particles in the context of situation, especially, in conversation. These discourse particles such as intonation, pause, loudness, etc. usually imply the speakers intended meaning during the turn-taking in a conversation. In the field of language teaching and learning, the strategies of turn-taking are the essential core of the English Language Teaching (ELT) and English Language Learner (ELL). In applying these strategies, for example, gaze direction, adjacency pairs, gestures, etc. , give successful steps and support for students to learn or use English as a second (ESL) or as a foreign language (EFL). Turn-taking is a basic characteristic in interactions, but its realizations are culturally bound, change with age and vary from discourse type to discourse type. In English language teaching (ELT), teachers need to be able to help students develop interactional competence and performance: the ability to use various interactional resources, such as turn-taking and how to deal with problems that occur with understanding. Turn-taking is an important practice for ESL in general and EFL Iraqi students in particular to be familiar with as speakers must be competent in turn-taking in order to partake in conversations.

1. Turn-Taking System

Coulthard (1996:59) declares that one of the most fundamental facts about conversation is that the roles of the speaker and the listener change with remarkably little overlapping of speech and few silences. This can be achieved by applying the system of 'turn-taking' which is the basic form of conversation organization.

Turn -taking is the process of alternating between speakers in a conversation . Native speakers automatically recognize opportunities to take or relinquish a turn during conversation and can do this without causing misunderstanding .This also indicates that speakers should not be speaking simultaneously for a large period of time . Thorn bury suggests that there are two main rules for turn-taking :

- 1- Long silences are to be avoided .
- 2- Listen when other speakers are speaking . (Thorn bury ,2005:8)

Turn- taking in conversation occurs when nomination by the speaker or by self-selecting by the new speaker . The strategies needed to adhere to the rules of turn-taking include :

- 1-Recognizing when to take a turn .
- 2- Signalling that you want to speak and interrupting .
- 3-Holding the floor during your turn .
- 4- Recognizing when others want to speak .
- 5- Yielding a turn .
- 6- Signalling that you are listening (ibid:9).

The exchange between speakers should be ordered from one person to the next. The two parts of turns in conversation alternate between A and B as ABABAB. Speier (1972:400) notes if there are three parties gathered in conversation, the sequence is not necessary ABCABC. In four-party speech, ABABAB can co-occur with CDCDCD, but may always provide the possibility of a single conversational focus in the gathering such as ACBCBADADB etc. When the order in which the speakers talk is non-determinative by the way of speakers such that B can speak only after A, C only after B, and D only after C, then A begins again in a round of speech. Clark and Clark (1977:228). Mey conceives that under certain conditions equal partners are not getting an equal share nor having an overt control on topic choice. (1986:137)

1.1 Rules Governing Turn Constructions

The mechanism that governs turn-taking system is composed of set of rules with ordered options which operates on a turn-by- turn basis. This mechanism has function of assigning turns to the participants engaged in conversational interaction .In allocating a turn to an individual ,the turn-taking mechanism initially allows the individual to produce at least one 'turn-constructual unit', i.e., utterance that is interpretable as recognizably complete(Levenson,1983:297-300)

The following seems to be a basic set of rules governing turn construction ,providing for the allocation of a next turn to one party ,and coordinating transfer so as to minimize gap and overlap .

- 1.For any turn at the initial transition –relevance place of an initial turn constructional unit :

- 2.If the turn-so-far is so constructed as involved the use of a 'current select next 'technique ,then the party so selected has the right and is obliged to talk next turn to speak :no others have such rights or obligations ,and transfer at that place (Sacks ,Schegloff, Jefferson, 1974:704).
- 3.If the turn –so –far is so constructed as not to involve the use of a 'current speaker select next ' technique ,then self-selection for next speaker-ship may ,but need not ,be instituted first starter acquires rights to a turn , and transfer occurs at that place (ibid.).
- 4.If the turn-so-far is so constructed as not to involve the use of a 'current speaker select next ' technique ,then current speaker may , but need not continue ,unless another self-selects(ibid.) .
- 5.If at the initial transition-relevance place of an initial turn –constructional unit , neither (1a)nor (1b) has operated ,and , following the provision of (1c) ,current speaker has continued , then the rule-set a-c re-applies at the next transition –relevance place ,and recursively at each next transition-relevance place ,unit transfer is effected (ibid.).

The ordering of the rules serves to constrain each of the rule to apply does not mean that its option is free of constraints imposed on the presence ,in the set, of rules which would apply if (1a) did not . Thus the option of (1b) applies if rule (1a)'s option has been employed ;hence ,for rule (1a)'s option to be methodologically assured of use ,it needs to be employed before the initial transition-relevance place of an initial unit (ibid. :704)

1.2 The Turn-Taking Function of Discourse Particles

According to Levinson (1983: 297), the phenomena to be accounted for in a model of the exchange of the speaker role in conversation are: a) the precise timing and the little overlap of the transition between one speaker and another, b) that this mechanism is independent of particular circumstances such as number of participants and varying turn length, and c) that the same system operates in face-to-face as well as in telephone conversations without visual monitoring (cf. Sacks,*et al.* 1974: 700-701).

In general, all approaches which aim at accounting for these phenomena include some account of how possible points at which exchange of the speaker role may take place can be identified and some procedures to explain how these should be interpreted.

In such a conception ,the role discourse particles may play is as exchange signals. In order to determine whether this assumption is correct it has to be analysed whether a role in the turn-taking system is a property of discourse particle lexemes themselves, that is, whether there is a correlation between individual particles and a particular turn-taking, -holding, or -yielding function. If there is a direct correspondence between these lexical items and their interpretation with respect to the turn-taking system, discourse particles can be regarded to be turn-taking signals, i.e. the presentation of signs by one person to mean something for another

(Clark 1996: 160), for instance, something like: "*I want to say something now.*" However, many discourse particles may fulfil different functions with respect to the exchange of the speaker role, for instance, English *uhm* in the appointment scheduling domain (Verbmobil Database 1995):

(1)A: *I've several dates in the next uhm months*

(2)A: *but how about a date uh at the end of November?*

B: *uhm I could do it between somewhere between November 20th and November 25th*

(3)A: *Shouldn't worry us! Uh no <P> no <1 sec> uhm <P>*

B: *I <3sec> I don't have anything jotted down*

Thus *uhm* may fulfil several different functions with respect to the turn-taking system, such as turn-holding in example (1), turn-taking in example (2), and turn-yielding in example (3). The same multi-functionality is displayed by the discourse particle *yes*:

(4)A: *Are you here on Mondays?*

B: *Uh, yes, theoretically yes.*

(5)A: *Quarter to ten, you mean, in English <laughs>*

B: *<laughs> yes. i / i / in American quarter of ten, yes.*

(6)A: *We have lots of time.*

B: *yes.*

(7)A: *they' re passing on * that * question*

B: ** yes **

A: *and it's not a question of fifteen marks out of a hundred*

Yes can also be found turn-finally, yielding the turn to the other speaker (the latter two instances of examples (4) and (5)), turn-initially with turn-taking function (5), in turn-holding function (4), and even as an entire turn in example (6). Example (7) shows *yes* as a feedback signal; it occurs as an entire utterance, yet back channelling items are not normally regarded as entire turns but to support the speaker role of the current speaker (Schegloff 1982).

Clark (1999: 5) argues that discourse particles may function as signals of the speaker's intention to initiate speaking, thus contributing to the precise timing of discourse. In this case, however, any discourse particle would do; it should not make a difference which discourse particle it is, it would just serve as a filler as long as the speaker is organizing her thoughts. As regard to filled pauses, however, Lalljee and Cook (1975) have shown that there is no increase in their occurrences if speakers have to struggle for their right to speak. Thus, it is unclear whether to provide time for speech planning while securing the turn is really a function of discourse particles, and it is even more dubious whether this is all they contribute.

1.3 Turn-Taking Strategies

Strategies for language learning and language use have been receiving ever- growing attention in the areas of English language teaching and

learning. It is fair to say that language educators in many different contexts have been seeking ways to help students become more successful in their efforts to learn and communicate in second and foreign languages. The application of foreign language learning and use strategies is viewed as one vehicle for promoting greater success. A strategy is considered to be "effective" if it provides positive support to the students in their attempts to learn or use the foreign language.

1.3.1 Gaze Direction

Establishing eye-contact is one means by which interlocutors confirm that they have each other's attention. gaze direction is to be the most important device for indicating turn-taking. While you are talking, your eyes are down for much of the time. While you are listening, your eyes are up for much of the time.

For much of the time during a conversation, the eyes of the speaker and the listener do not meet. When speakers are coming to the end of a turn, they might look up more frequently, finishing with a steady gaze. This is a sign to the listener that the turn is finishing and that he or she can then come in. Gaze plays a powerful and complex role in face-to-face conversation. People engaged in conversation may look at one another to monitor listener acceptance and understanding, to signal attention and interest, and to coordinate turn-taking Conversely (Novik *et al*, 1996: 1). Lastly, Sacks *et al*. (1974: 717) importantly point out that, whilst gaze direction may address a party, "... addressing a party will not necessarily, in itself, select him as next speaker." the frequency and maintenance of eye-contact is governed by different social conventions. For instance, gaze might be directed at chest-level as a sign of respect, whilst prolonged eye-contact could be considered disrespectful towards someone of higher social status, if not rude (Brown, 2000: 263). Eye contact facilitates smooth communication and the negotiation of meaning: Hayashi (2004: 345) observes that there is, "a need to check the recipient's understanding," when an utterance is produced. Students sometimes need reminding and encouragement to do this, especially those who are shy, nervous, or lack confidence.

Table (1) : Evedidene of Gaze direction used in Turn –taking

Speaker	Transcript	Strategies	Functions and analyses
1. John:	[Grinning and looking at Jane] D'you get the feeling that you're trying to, uh, avoid this issue about the Japanese guy??	Facial expressions and gaze direction. First starter. Adjacency pair	Getting attention. Taking the floor. Topic nomination
2. Jane:	[Looking away briefly] Yes, {yes. [Impatiently but smiling resignedly]	Gaze direction. Facial expression, word stress and falling	Avoidance (temporary). Relinquishing the floor (almost immediately)
	Re-establishing eye-contact] {What exactly is it that you find attractive in a Japanese man?	Gaze direction. Rushing. Adjacency pair.	Regaining or holding onto the floor. Topic development.

(Brazil, 1992: 4).

1.3.2 Formal Turn-Taking Methods

The next speaker may be nominated by name (or title), especially in conversations involving more than two interlocutors who do not have good eye-contact: it may help to avoid confusion. Raising a hand to ask a question, for example, is common practice in schools. This social conditioning may find application in casual conversation as well as formal situations, such as meetings, lectures, and presentations. Teachers encourage students to address each other and themselves on a first name basis. However, students are introduced to titles and polite forms of address, and learn to use them together appropriate language and register for certain situation .

Table (2): Evidence of formal methods used in turn-taking

Speaker	Transcript	Strategies	Functions and analyses
1. John:	(1.9s) That's a good one. [Nodding and looking sideways]	Stock phrase. Gesture and gaze direction.	Buying time, perhaps deciding whether or not or how to answer John's question.
2. Jane	[Laughs]		
3. John:	[2.9s) Their sense of uh responsibility.] [Turning slowly to face John]	. Falling intonation. Gaze direction.	Relinquishing the floor.
John	[Raises his eyebrows and tilts his head back] (2.3s)	Facial expression a and gesture.	Taking the floor. Holding onto the
	Okay, [speaking and nodding slowly] okay. {So,	Repetition and slower speed. Pre-starter.	floor. Buying time.
	[Turning to Bob] {He's not buying that, Bob.	Gaze direction. Naming.	Addressing the next speaker.
9. Bob & Jane:	Laugh]		
	No, no. [Gently shaking his head and smiling] Well, {wh, wh	First starter gesture and facia expression. Pre-starter.	Taking the floor. Perhaps trying to regain the floor (from Line 7).
11. Bob:	Nah. Actually, neither am I, [laughing] but.	Adjacency pair. Rejoins Post -completer	Taking the floor. Relinquishing the floor *.

(Ibid:5)

1.3.3 Adjacency Pairs

Richards *et al.* (1992: 7) define an adjacency pair as: a sequence of two related utterances by two different speakers. The second utterance is always a response to the first Adjacency pairs is kind of paired utterances of which question-answer, greeting -greeting, offer-acceptance ,apology-minimization ,etc. ,are prototypical. We have already noted that these are deeply inter-related with the turn-taking system as techniques for selecting

a next speaker (especially where an address term is included or the content of the first utterance of the pair clearly isolates a relevant next speaker). Adjacency pairs system is considered to be a fundamental unit of conversational organization to the degree that they are deeply inter-related with turn-taking system as techniques for selecting a next speaker (Levinson, 1983:303).

Adjacency pairs refer to the phenomenon that, in conversation, one utterance has a role in determining the subsequent utterance or at least in raising expectations concerning its contexts. They are pairs of utterance whose parts are regularly produced one after the other although by different speakers (Thornbury, 2005:98).

Conversation requires a certain degree of predictability (Nunan, 1999: 133-135 and 201-204). This is partly facilitated by adjacency pairs where, according to Shortall (1996: 131), the initial utterances restrict the possible number of responses, and Burns (2001: 134) concludes they enable speakers to, "...anticipate certain types of forms and meanings from one utterance to the next."

Burns (2001: 133) also observes that question-and-answer is one of the most common forms of adjacency pair, but recognises there are many others, such as requesting and granting (or denying) the request, expressing gratitude and acknowledging it (Sacks *et al*, 1974). A conversation between two old school friends who have been out drinking provides a brief illustration:

Neil: Say, Rob, um, could you lend us a fiver?

Rob: Yeah, alright then. Here you are. Don't spend it all at once!

Neil: Cheers, Rob.

Rob: Sure, no problem.

Whilst Richards *et al*. provide a narrow definition of an adjacency pair, Craig (1996) observes it can be expanded by an insertion sequence, which may be of varying complexity and include a number of turns, as shown by the interaction

below:

Neil: Say, Rob, um, could you lend us a fiver?

Rob: What for?

Neil: I'm starving and I want to get a kebab.

Rob: Oh yeah? Remember you still owe me a fiver from last week!

Neil: Yeah, course. But you know I'll pay you back as soon as I get paid.

Rob: Yeah, alright then. Here you are. Don't spend it all at once!

Neil: Cheers, Rob.

Rob: Sure, no problem.

Flynn and Dowell (1999:550), who speculate that: "The difference between a good communicator and a poor communicator may relate to one

particular aspect – for example, the ability to recognize the pragmatic aspects of adjacency pairs."

Table (3): Evidence of an adjacency pair and insertion sequence used in Turn-taking

Speaker	Transcript	Functions and analyses
[49. John:	Bob? [Turning and looking surprised at Bob]	Expressing surprise and seeking clarification
50. Bob:	[Ah, that's a good question {bu::t he's not Bob. [Laughs]	Answering Jane's initial question and correcting.
51. John: {Bob?	[Looking back at Jane]	Expressing surprise and seeking clarification
52. Jane	Bob?[touches her forehead]sorry, John.[touches John's shoulder and laugh with embarrassment]	Expressing surprise. Apologizing and feeling embarrassed.
53. John: Bob?	[Laughing and looking back at Bob]	Joking.
54. Jane	John, sorry.	Apologizing again, probably because John has not because John has notacknowledged her first apology: because John has not acknowledged her first apology: apology-acceptance being an adjacency pair itself
55. John do I like	Me? Why Japanese women? They're hot! ...	Asking rhetorical questions and Asking rhetorical questions and answering the original question, completing the adjacency pairs.
1. John:	[Still looking at John.] Bob, why d'you like Japanese women? [Pointing at John then putting her hand on her chin] ...	Asking John a question. This is the first part of the adjacency pair.
48. Jane	[[Turning to Bob.] ... I'm gonna turn the tables now! [Laughing]) An 'aside' to Bob

(Brown,2005:19-21)

1.3.4 Prosodic Features

The basic unit in conversation is the tone group. Sacks *et al.* (1974: 721-722) stress the importance of 'sound production' in turn-taking organisation. For instance, recognising whether a phrase forms the first part of a longer construction, or is a complete utterance, is determined by intonation. Rising intonation (「) may indicate a question, as opposed to confirmation or emphasis accompanied by falling intonation (」). A rising intonation during a turn will indicate that a turn is unfinished, as opposed to a falling intonation to signal its end.

"It is also possible to have a fall-rising pitch and a rise-falling pitch," and further explains the importance of intonation in turn-taking and indicating

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the speaker's attitude. Crucially, intonation patterns vary from one language to the next. Pitch, stress, volume rhythm and tempo most noticeably changes with strong emotions. In turn-taking, an increase in loudness may be used to hold onto a turn or interrupt, whereas fading out relinquishes the floor. Rushing over what would otherwise be a transition-relevant place (for example a natural break or end of a tone group), is recognized as another means to hold onto the floor (Shortall, 1996: 130).

Table (4): Example of a question with rising intonation (ʔ)

speaker	Transcript	Function and Analysis
22. Jane:	their own little world, I guess, like.]	Falling intonation to complete the turn and relinquish the floor.
23. John: ʔ] Their own little "wa"?	Hand-gestures an enclosed world] Rising intonation when asking for further explanation.
25. Bob:	{So::: how d'you become a part of that little world?	
26. John:	Yeah? ʔ	Rising intonation marking a question. This may also be considered a back channel cue to support Bob's question
27. Jane:	: [Turning towards John] Sorry?	
28. John:	How would you become a part of their little world?	
68. John:	... and taking care of their man, you know what I mean! Yeah. ʔ ...	Rise-falling intonation to emphasise the illocutionary force of the statement
69. Bob	: Uh.	Backchannelling to support the speaker.
70. John:	: Mm.	Backchannelling to support the speaker.

Table (5): Evidence of rising and falling intonation patterns to signal turn continuance and turn end

5. John	: Me? ʔ Why do I like Japanese women? ʔ They're hot!	Rising intonation to signal rhetorical questions.
56. Jane:	[Nodding]	
57.	: John: They:::re ʔ they have a certain serenity about them.]	.. Rising intonation to indicate continuance. Falling intonation to mark the completion of the turn.
58. Jane	: [Nodding and turning towards Bob]	
59. John	[: And also, ʔ ...	Rising intonation to show continuance.
60. Jane	: [Turns back toward John]	
61. John	: ... uh, they're, um, ʔ they're very beautiful.]	Rising intonation accompanying a hesitation device to hold onto the floor. Falling intonation completing the turn
62. Jane:	[Nods]	
63: John:	[Shrugs]	

Table (6): Evidence of changes in volume in turn-taking

24. Jane:	Yeah, like, work-wise:::, school-wise:::, you know, they take care of, you know, their family, > {and their::: < parents.	Hesitant answers and a reduction in volume (>) are perhaps indicative of Jane relinquishing the floor. The increase in volume (<), is possibly to address the interruption and enable Jane to complete her turn.
25. Bob:	So::: how d'you become a part of that little world?	. The use of the lengthened pre-start appears to create more time to interrupt, gain the others' attention and take the floor more smoothly.

(ibid: 131-2)

1.3.5 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).

Teachers should encourage learners to reinforce their meanings with facial expression and gestures in order to prevent miscommunication due to a ‘wrong’ intonation pattern. Gestures can be actively taught in class, in isolation and with corresponding expressions Listen and repeats focusing on intonation and stress give students an opportunity to practice and obtain feedback on their delivery. Students have reported practicing their intonation and use of stress to be fun, challenging, informative and use;

Table (7): Examples of non-verbal communication in turn-taking

Speaker	Transcript	Functions and analyses
42. John	[] : [Raises his hand to his chin ...] Indicating a question is going to be asked. (See also, line 15,
43. Jane:	Turns to John]	Perhaps anticipating John's question.
44. John:	Points towards Jane] Maybe, do you find this for::: { all Asian men	. Directing the question at Jane
45. Jane	: [Raises her left hand in front of her chest and John] < {How's	Visually signalling an interruption which is accompanied by an increase in loudness (<).
46. John	: Okay, go ahead. [Gesturing with his upturned palm in front]	This is a common gesture amongst speakers of English.
47. Jane:	Still looking at John] Bob, why d'you like Japanese women? [Pointing at John then putting her hand on her] [chin] ...	Jane's pointing addresses John. Her gesture of putting her hand on her chin is almost identical to John's gesture in line 42.

(Ibid:22)

1.3.6 Back Channel Cues

Back channel cues are used to describe the feedback given by interlocutors while someone is speaking. They include interjections and comments or minimal responses (e.g. uh-huh, yeah, okay) as well as "... smiles, headshakes, and grunts which indicate the success or failure in communication." (Richards *et al.*, 1992: 137), Carter and Nunan (2001: 218) add that, "[backchannelling shows] ... that the speaker is being attended to and is encouraged to continue." In other words, the listener is encouraging the speaker to hold onto the floor, as opposed to taking the floor themselves. Carter and Nunan also note that backchannelling may be referred to as listener ship cues.

1.3.7 Overlap

Overlap describes instances when two people are speaking at the same time, often due to simultaneous starts, interjections (for example Mm, Yeah?) or interruptions. The degree of overlap differs from one community to another, and social views about its appropriateness also vary considerably. In some situations, interruptions may be the only way to take a turn, for instance, in a lively or heated discussion or argument Shortall (1996: 129-131). Burns (2001: 133) further states that, "Overlapping turns may mark areas of disagreement, urgency or annoyance and a high degree of competition for turns."

Sacks *et al.* (1974: 720) also account for second starters or subsequent starters and acknowledge the existence of techniques, including the use of volume and second-starter suppression. Sacks *et al.* (1974:707) mention that the occurrence of more than one speaker at the same time is caused by competing self-selectors for a next turn, when each projects his start to be earliest to start at some possible "transition relevance place" (TRP). They observe that overlap happens at optional elements which can specifically go after a possible completion without intending continuation such as terms of address and etiquette. Levinson (1983:296) shows that overlap happens when two speakers speak simultaneously, yet gaps between one person speaking and another starting are frequently measurable in few micro second.

1.3.8 Taking The Floor

According to Sacks *et al.* (1974: 719), the use of pre-starts or turn-entry devices enable a next-turn's beginning to address the issue of overlap and thus take the floor smoothly, "... without requiring that the speaker have a plan in hand as a condition for starting." Sacks *et al.* further observe that, "Appositional beginnings, for example . *well, but, and, so* etc., are extraordinarily common. "Appositional beginnings also include false starts and repetition, and use of natural fillers and voiced hesitation device.

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Table (8)

Speaker	Transcript	Strategies	Functions and analyses
7. John	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. Jane	[: [Turning to Bob] {He's not buying that, Bob.	Overlap	Virtually a simultaneous start.
9. Bob & Jane:	Laugh		
10. John:	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. Bob:	: {Nah. Actually, neither am I, [laughing] but. Interruption	Adjacency pair. Rejoiner.	.. Taking the floor and responding to Jane from line 8 and John from line 10.
12. John	: [Laughs]		
13. Jane:	Hey, you're half Japanese! [Looking at Bob]	First speaker. Pre-start	Taking the floor
14. All	[Laugh]		
15. John:	But, wh, why do you find them particularly responsible? [Looking at Jane, 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. Bob:	Ye:::ah?	Back channel cue	Supporting John's question.
17. Jane:	[Raising a smile, looking at John.] You're putting me on the spot now! [Smiling]	Stock phrase. Adjacency pair.	Seeking to avoid the question or buy time.
18. John: !	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 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 ... relinquishing a turn often involved a pause before another person would take over." (Shortall, ibid: 129-130).

Table (9): Examples of techniques used to hold onto the floor

Speaker	Transcript	Functions and analyses
20. Jane	(: 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 Jane to hold onto the floor.
21. John:	[Raises his eyebrows and slightly inclines his head]	Non-verbal back channel cues to elicit more information.)
22. Jane.] : ... their own little world, I guess, like	Repetition (their) and natural fillers (I guess, like) used to hold the floor.
23. John	[: Their own little "wa"? [Hand-gestures an enclosed world]	Adjacency pair: question seeking elaboration.
24. Jane	: 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 Jane 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 Relinquishing The Floor

Using the first part of an adjacency pair or asking a tag question is a common way to relinquish 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.

Table (10): Examples of tag questions and uncompleted sentences used to relinquish the floor

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

(Ibid:27-28).

2. Conclusions

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 (EFL) 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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استراتيجيات تبادل-الأدوار في تدريس اللغة الانكليزية

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الخلاصة

في المحادثة، دور المتكلم والمستمع يتغير باستمرار. المتكلم الذي يتكلم في البداية سرعان ما يصبح مستمعاً حالما يأخذ المستمع دوره أو دورها بالكلام. وهذا يمكن تحقيقه من خلال تطبيق نظام "تبادل-الأدوار" والذي هو الصيغة الرئيسية لتنظيم المحادثة. في البداية، هذه الدراسة استعرضت نظام "تبادل-الأدوار" لتوضح العلاقة بين المتكلم والمستمع خلال المحادثات. ونتيجة لذلك، يجب أن تتوفر بعض المبادئ والتي تحدد من عليه التكلم، بكلمة أخرى، مبادئ تبادل-الأدوار. تبادل-الأدوار والقواعد لمبدأ تبادل الأدوار هو موضوع يتم دراسته في تحليل المحادثة وتحليل الخطاب. لذلك من المهم أن نفسر وظائف العناصر المتعلقة بالخطاب ضمن سياق الحدث الذي تقع فيه، خصوصاً، في المحادثات. تلك العناصر ومنها التنغيم (ارتفاع أو انخفاض الصوت)، التوقف، ارتفاع الصوت،... الخ، تشير ضمناً إلى المعنى المقصود من الكلام خلال تبادل-الأدوار في المحادثة. في مجال تدريس وتعلم اللغة، فإن استراتيجيات تبادل-الأدوار هي اللب الرئيسي بالنسبة إلى تدريس اللغة الانكليزية (ELT) ومتعلمي (ELL) اللغة الانكليزية. عند تطبيق تلك الاستراتيجيات مثل اتجاه النظر، الأزواج المتناسقة من الجمل بين متحدثين اثنان، الإيماءات،... الخ تعطي خطوات ناجحة ودعم للطلبة ليتعلموا ويستخدموا اللغة الانكليزية كلغة ثانية (ESL) أو اجنبية (EFL). تبادل-الأدوار هو ميزة رئيسية في التفاعلات، ولكن صيغ إدراكه هي محددة ثقافياً، وتتغير مع العمر وتتنوع من خطاب معين إلى آخر. في تدريس اللغة الانكليزية (ELT)، المدرسون يحتاجون إلى أن يكونوا قادرين على مساعدة الطلاب لتطوير الكفاءة والاداء التواصلية: مثل تبادل-الأدوار وكيف تتعامل مع المشاكل التي تواجه عملية الفهم. تبادل-الأدوار هو ممارسة عملية مهمة لطلبة اللغة الانكليزية كلغة ثانية بشكل عام (ESL) و طلبة العراق الدارسين اللغة الانكليزية كلغة اجنبية بصورة خاصة (EFL) ليكونوا على اطلاع بتلك الامور وكمحدثين من الواجب عليهم ان يكونوا ذوا كفاءة في تبادل الأدوار لكي يشاركوا في المحادثات.