

**CONVERSATIONAL ANALYSIS OF CLASSROOM INTERACTION**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfilment for the Master of Education in English**

**Submitted by  
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**Faculty of Education  
Tribhuvan University  
Kathmandu, Nepal**

**2010**

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## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research to any university.

Date:-

.....

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## RECOMMENDATION FOR ACCEPTANCE

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# DEDICATION

*Dedicated*

*to*

*My Parents*

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## ABSTRACT



The present study entitled '**Conversational Analysis of Classroom Interaction**' attempts to analyze the common features of classroom interaction. I used both primary and secondary sources of data. The primary data was collected through the recordings of conversation between the students of Grade Nine. Observation checklist and tape recorder were used as research tools to elicit the required data. The major finding of the study is that most of classroom interactions between students started with 'hi'/'hey' and ended with the terms like: 'bye bye'/'see you'. Adjacency pairs are the key features of classroom interaction which are found as the form question –answer and offer – acceptance sequence. Similarly , the other features like , pause and silence were found in interaction to give floor to the others. But overlapping was mostly not found in pair work in classroom interaction.

The thesis consists of four chapters. The first chapter introduces the study in terms of general background, review of the related literature and objectives and significance of the study. The second chapter deals with the methodology adopted for the study. Likewise, the third chapter presents analysis and interpretation of the collected data. The fourth chapter discusses the findings and pedagogical implications deciphered from the study.

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## ABBREVIATIONS AND ACRONYMS

CA	:	Conversational Analysis
DA	:	Discourse Analysis
TRP	:	Transition Relevance Place
TCU	:	Turn Conversation Unit
NTRI	:	Next Turn Repair Initiator
- - -	:	File Pause
.....	:	Silent Pause
//...//	:	Overlapping
Er- - -	:	Hesitation
Um - - -	:	Hesitation
FPP	:	First Pair Part
SPP	:	Second Pair Part

## **CHAPTER – ONE**

### **INTRODUCTION**

This study is about the "Conversational Analysis of Classroom Interaction".

This chapter consists of general background, introduction of pragmatics, what is conversational analysis?, classroom interaction, approaches to analysis of conversation, basic structures of CA, literature review and objectives and significance of the study.

#### **General Background**

Conversational Analysis (CA) was inspired by a convergence of Harold Garfinkel's ethnomethodology, Erving Goffman's interactionism, and sociolinguistics. Garfinkel (1972) says that the term 'ethnomethodology' refers to the study of 'ethnic' (i.e. participants own) methods of production and interpretation of social interaction. Beginning with Harvey Sacks, Emanuel Schegloff, Gail Jefferson, and Anita Pomerantz in the 1960s, CA has become an international interdisciplinary enterprise. Since the mid-1970s there has been an explosion of interest in CA, which has been widely identified as a rigorous methodology. It has had significant impact on the fields of business (through studies of work and organizations), medicine (through analyses of doctor–patient interaction), legal studies (through examination of deviance, policing and courts) science, computer and information studies, robotics, gender studies, race and cross-cultural studies, as well as on sociology and social studies of language, linguistics, communication, and semiotics.

Inspired by Goffman and Garfinkel, largely through their mutual connection with Sacks, the first detailed analysis of conversation, articulated by Sacks,

Schegloff, and Jefferson, combined a Goffman-inspired interest in the moral commitment involved in interaction with Garfinkel's social interest in the detail involved in the production of the fragile intelligibility that required the moral commitment.

The reputation of CA as a rigorous new approach to the study of language and social order was established through a foundational paper on turntaking, simplest systematics for the organization of turntaking in conversation, first published in 1974 by Garfinkel. Written jointly by Sacks, Schegloff and Jefferson, the paper established an economy, of turns and preferences related to turntaking order, as basic organizing features of conversation. This article was augmented by Pomerantz's work on assessments and Terasakia's work on pre-sequences.

Sack's lectures, given between 1964 and his death in 1975, were carefully transcribed by Jefferson, then circulated widely as photocopies for more than twenty years, before being published in 1996 in a volume edited and introduced by Schegloff. They had a huge impact of thinking not only about conversational orders, but also about orders of practice in many areas (i.e. medicine, law, science, business work, and information technology). Schegloff's work on repair and conversational sequencing and his sophisticated critiques of established linguistic and philosophical approaches to language were essential to establishing the CA enterprise. Jefferson also contributed essential work, especially on side-sequence and laughter. The spread of CA to various other disciplines was accomplished through the work of Schegloff, Paul Ten Have and others.

The basic idea behind CA is that conversation is orderly in its details and through its detailed order that conversation has meaning, and that conversational details manifest themselves in specific forms. These include



turn types, turn transitions, membership categorization devices and form of indexically (word and sentence fragments with multiple possible meaning).

Jaeger (1987) says that CA approach promises to explain not only how the mutual intelligibility of words is achieved in areas of practical, technical and instrumental importance, but also why person from different social categories include with race, gender, culture and disability, experience, conversational difficulties.

Thus, conversational analysis (CA) is a research method that takes conversation in real life setting as the object of study and as a window on the rules, social relationship and power of participants. The method normally involves making tape-recording conversation in natural setting. It is an empirical and inductive approach. The main objective of CA is to uncover the sociolinguistic competences which underly the production and interpretation of talk in social interaction.

In nutshell,

This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when, and under what circumstance, Yule (2000, p.1).

We see that CA helps the researcher to analyze common features of classroom interaction. It is an important approach to determine how students experience and report their interaction in an institutional setting. Such analysis can also be useful in finding out the effectiveness of student-student relationship. In this study different ways of opening, closing, pause, repair, overlapping and closing in the classroom interaction are analyzed.

### **1.1.1 An Introduction to Pragmatics**

Pragmatics is a subfield of linguistics which studies the meaning of language in the context. It studies how the transmission of meaning depends not only on the linguistic knowledge (e.g. grammar, lexicon etc.) of the speaker and listener but also on the utterance and knowledge of the speaker and so on. Thus, pragmatics is the study of actual use of language to express the meaning. To quote Carter (1993, p. 56) "Pragmatics is the study of meanings of utterances with an emphasis on the meanings created by speakers and listeners in interpersonal contexts."

The origin of 'pragmatics' can be traced back not to linguistics but to philosophical writings (Charles Morris 1938 as cited in Levinson 1983 p.2), a great philosopher, first used the term 'pragmatics' when he was outlining the general shape of a science of signs (i.e. semiotics or semiotic as Morris preferred) He distinguished 'pragmatics' as a distinct branch of inquiry of semiotics – other being syntactics (syntax) and semantics (Levison 2003, p.1).

Crystal (1996) argues that

In modern linguistics, it has come to be applied to the study of language from the point of view of the users, especially of the choices they make, the constrains they encounter in using language in social interaction and

the effects of their use of language has on the other participants in an act of communication (p. 301).

Likewise, Yule (2000) says that

Pragmatics is concerned with the study of meaning as communicated by a speaker or writer and interpreted by a listener or reader. It has consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. The pragmatics is the study of speaker meaning (p.3).

Morris elaborates the scope of pragmatics in accordance with his particular behaviouristic theory of semiotics: to say that it deals with the biotic aspects of semiosis, that is with all psychological, biological and sociological phenomena which occur in the functioning of signs. There has been a tendency to use pragmatic exclusively as a "division of linguistic semiotics, rather than as pertaining to sign in general which covers sociolinguistics, psycholinguistics and more (Wunderlich 1972, as cited in Levinson 2003, p. 2)

Generally, pragmatics is considered the study of the principles which account for why a certain set of sentences are anomalous or not possible utterances in different contexts. In other words, it looks at the use of language according to context. Bar-Hillel (1954) took the view that "pragmatics is the study of language, both natural and artificial, that contain indexical or deictic terms." (p.80)

From the structural perspective, pragmatics is the study of those relations between language and context that are gramamticalzied or encoded in the

structure of language. In other words, it is the study of those aspects of the relationship between language and context that are relevant to the writing of grammars. But Gardar (1988) criticizes that pragmatics has its topic which deals with those aspects of the meaning of the utterances which cannot be accounted for straight forward reference to the truth conditions of sentences uttered.

From the functional perspective, pragmatics attempts to explain facets of linguistic structure by reference to non-linguistic factors and causes. It is regarded as the restricted scope for pragmatics because it is concerned solely with principles of language use. Likewise, Katz (1977) says that

pragmatics theories, in contrast, do nothing to explicate the structure of linguistic constructions or grammatical properties and relations ... They explicate the reasoning of speakers and hearers in working out the correlation in context of a sentence taken with a preposition, in this respect, a pragmatic theory is part of performance. (p. 19)

In conclusion, pragmatics can be understood as the study of the huge range of psychological and sociological phenomena involved in sign system in general and in language in particular. It is the study of relations between language and context that are basic to an account of language understandings. Pragmatics encompasses the study of speech act theory, conversational implicature, talk in interaction, presupposition, deixis, discourse analysis, conversational analysis and other approaches to language behaviour in philosophy, sociology and linguistics.

### **1.1.2 What is Conversational Analysis?**

Speech is the primary manifestation of language whereas the written language is just representation of it. Both the forms of language can be used for conveying message, but the former is commonly used in communication. It is a primary medium of interaction in the social world and the medium through which children are socialized into the linguistics and social conventions of a society.

The linguistic forms or expressions used in interaction between or among people are the actual use of language. While we are interacting with each other, we are exchanging our ideas, emotions thoughts etc mainly through the verbal form of language. The participants use appropriate linguistic form in the situation whereas they are talking. The gestures used by the participants and some contextual factors can play important role to make the meaning of linguistic form more explicit. Therefore, the language in conversation is a real use of language. To quote Levinson (2003, p. 284), "conversation is really the prototypical kind of language use."

Likewise, Edmondson (1986, p.120)"Conversation is used to refer to any interactional stretch of talk involving at least two participants, and taking place in non-formalized setting such that no special rules or conventions may be said to operate". It is a particular type of multiple-source of spoken discourse. It is exclusively concerned with two-party face to face conversation. Similarly Nolasco (1988), says "conversation refers to a time when two or more people have the right to talk or listen without having follow a fixed schedule" (p. 5)

The form and way of uttering utterances are determined by the situation we are talking in, the social status of person we are talking with and sometimes by the topic we are talking about. The choice of linguistic forms is primarily

determined by the formal-informal condition of the discourse. The first pair of following expressions, for example, is uttered in informal situation whereas the second pair in formal situation, although both of them express the same message and are used for performing the same actions.

I. A: Have a cigarette

B: Thanks

II. A: Would you like a cigarette?

B: That's very kind of you. Thank you very much.

On the other hand, the same linguistic form may have one meaning (i.e. function) in one situation and another meaning in another situation. Suppose in a winter morning, a man reaches for a cup of tea. He thinks that it has been freshly made, he takes a sip and produces the following utterance (As in 3). It is likely to be interpreted as a complaint.

III. It is really cold!

If the circumstance is changed, the meaning of the same linguistic utterance gets changed. The situation is changed to a really not summer's day. For example, if the same person is served with a glass of iced juice, the same utterance is likely to be interpreted as praise if he produces it after taking a sip.

The sequence of utterances, which are produced by two or more persons when they talk, made conversation. The participants in conversation are using the language orally, Ochs (1979) identified two types of oral use of language (i.e. speech) planned and unplanned speech (cited in Wardhaugh 1986, p. 287)

Planned Speech is carefully planned and even rehearsed. The president's welcoming speech addressing to the joint assembly of both the houses: upper and lower house of parliament is an example of a planned speech. Similarly,

the conversation between the two actors in a drama performance is also a planned speech since the conversation is already rehearsed.

Unplanned Speech is a talk or an interaction which is not thought out prior to its expression. It proceeds without any conspicuous plan. It does not mean that it has no organization. Every naturally occurring conversation is organized systematically. Regarding the complex organization of conversation, Wardhaugh asset unplanned speech is ... not unorganized speech.

Wardhaugh (1986, p. 287) mentioned the following characteristics of unplanned speech or conversation.

- a. Repetition
- b. Simple active sentences
- c. Speaker and listener combining to construct proposition
- d. String of clause together with or but or the juxtaposition of clauses with no over links at all.
- e. Deletion of subject and referents e.g. words such as this, that, here, there
- f. Loose syntax i.e. not as considered as in written form of language and
- g. Fragmented and overlapping utterances

The unplanned conversation takes place in real social setting without any prior plan or rehearsal between the participants. Thus, the conversation can be characterized as locally managed phenomenon. It is a cooperative activity in the sense that it involves two or more participants, each of whom must be allowed to be participated in conversation.

Conversation Analysis (hereafter CA) is limited to the analysis of unplanned conversation. It does not study the planned speech. CA is, therefore, the

systematic analysis of conversation. To quote Crystal (1996, p. 92) CA refers to "a method of studying the sequential structure and coherence of conversation". He further mentions that its aim is "to establish what properties are used in systematic way when people linguistically interact". Since CA analyses the recordings of naturally occurring conversations in order to discover how utterances are interrelated, it is basically an empirical and inductive study.

We can consider CA as an approach to the study of conversation, especially with a view of determining the following:

- ) Participants method of
  - o Turn-taking
  - o Constructing sequences of utterances across time
  - o Identifying and repairing problems and
  - o Employing gaze and movement
- ) How conversation works in different conversational setting

CA also studies interaction, both in verbal and non-verbal situations of everyday life. CA generally attempts to describe orderliness, structure and sequential pattern of interaction, whether institutional (in school, a doctor's surgery, court hearings or elsewhere) or in casual conversation. Likewise, Hutchby et al. (1998) states that the aim of CA is to explicate the structural organization of talk in the interaction at this interface between context free resources and their context-sensitive applications.

According to Nunan (1995, p. 86), CA analyzes the following sets of questions:

- ) How do topics get nominated, accepted, maintained and chained?
- ) How are the conversational ambiguities resolved?



- J How are the non-verbal aspects of conversation organized and integrated?
- J What role does intonation play in conversational management?
- J What recurring patterns are there in conversations and how are they organized?
- J How is socially sanctioned behaviour (such as politeness is rudeness) mediated through?

In the modern time, CA is an established method in sociology, anthropology, linguistics, speech communication and psychology. It is particularly influential in interactional sociolinguistics, discourse analysis and discursive psychology as well as being a coherent discipline in its own right. Recently CA techniques of sequential analysis have been employed for instance by phoneticians to explore the fine phonetic detail speech (Kelly and Local, 1989).

CA derived largely from ethnomethodology and sociolinguistics, starts from the premises that conversations are one of the central activities of social life, and that through them such social life is organized. It, therefore, sets out to record patterns of conversation in order to detect underlying rules that enable communication to proceed in a largely orderly fashion. It focuses on the structure, cadences, and other characteristics of verbal interactions, usually in dyads or very small groups. The method normally involves making tape-recording or video recordings of conversations which are then subjected to detailed analysis. For example, noting the number of times one person interrupts another, how conversations are initiated, turns to talk are allocated and counting the duration of pauses, silences and speech in seconds, Marshall (1998).

According to Richards et al. (1985, p. 64) CA includes the study of

- a) How speakers decide when to speak during a conversation (i.e. rules of turn talkings)
- b) How the sentences of two or more speakers are related (i.e. adjacency pair) and
- c) The different functions that conversation is used for (for example, to establish roles and to communicate politeness or inquiry)

To conclude research in CA requires recording of naturally occurring conversation in order to discover how sequences of activities (both verbal and non-verbal) are generated spontaneously in verbal interaction. The principal focus of CA is ordinary conversation in verbal interaction. Its perspective and methodology are also applied to interaction in institutional setting such as classroom, medical consultations, courts, psychiatric therapy sessions, news interviews. We can say that it is empirical and inductive study of interaction.

### **1.1.3 Classroom Interaction**

Classroom interaction refers to the interaction between the teacher and learner's and amongst the learners in the classroom. Since 1960s, there has been a growing interest in studies of language interaction inside the classroom. Naturally such studies have had educational priorities and have varied in the degree to which they have related their analytical categories to the linguistic data.

Classroom interaction is the type of language used in classroom situations. It is often different in form and function from the language used in other situations because of the particular social roles studies and teachers have in classroom and the skills of activities they usually carry out them. According to Richards et al. (1996) teachers tend to rely on discourse structure with the following pattern.

## Initiation – Response – Evaluation

In this typical three part structure, the teacher initiates a questions in order to check a student's knowledge, the students response is evaluated with feedback from the teacher. Classroom interaction is fruitful for the study of social relationship and their impact on language learning.

As the main medium of interaction, the language of the classroom has long been considered a fine lens to view the teaching and learning that occurs inside schools. Most studies of classroom language have focused on how classroom talk differs structurally from everyday conversations, with little attention to the substance of the teaching and learning. These studies have shown that classroom conversations led by the teacher and involving the whole typically have large structural junctures that delimit lessons and tasks, and phases within them. Within the phases, as in everyday conversations turns at talk are organized in a sequential flow however, rather than the pairs of turns typical of everyday talk. e.g. question-answer, greeting-greeting, offer-acceptance, the internal structure of classroom turn-taking frequently adds an evaluation by the teacher who normally also initiates the sequences. The classroom turn sequences, then, typically have three parts rather than two-teacher initiation (I) student response (R), followed by teacher evaluation (E) of the response.

In belief about the teaching and learning process in language classroom is that the discourse between teacher and students should flow continuously with turn taking in the classroom more equally disturbed. In short, discourse should follow the T-S-T-S (teacher-student-teacher-student) pattern. The T-S-T pattern occurs when a teacher asks a questions a student answers and the teacher provides feedback. The teacher then asks another question and the same pattern is repeated. Sinclair and Courthard (1978) categories this short of exchanges as Initiation-Response-Feedback (I-R-F).

Since spoken language is the medium by which teaching takes place and in which students demonstrate to teachers much about the teaching and learning process. Teaching a language is not simply the transmission of linguistic knowledge. It is more of, an attempt to negotiate shared meanings and understandings between the learners and their interlocutors. Teachers very often use small group activities or pair work to ensure maximum participation among students. Large groups are often believed to provide little opportunity for the students to talk and to generate meaningful language. However, a study has shown that communication within a meaningful discussion.

The importance of successful participation in the classroom interaction to students' achievement has promoted suggestions that the social skills and discourse grammars underlying successful participation in school be explicitly taught to maximize the chances for all children to participate fully in classroom learning.

The above discussion implies that classroom interaction is a fertile area of the study of social relationship and their impact on learning. The classroom interaction can be analyzed under different ranks. The basic assumption of rank scale is that a unit at a given rank, for example word is made of one or more unit of the rank below. The unit at lowest rank has no structure.

For example in grammar "morpheme" is the lowest unit, and cannot be subdivided into smaller grammatical units. However, if one moves from the level of grammar to the level of phonology, morphology, morphemes can be shown to be composed of series of phonemes. Similarly, the smallest unit at the level of discourse will have no

structure, although it is composed of words, groups or clauses at the level of grammar.

Each rank above the lowest has a structure which can be expressed in terms of the units next below. From the linguistic point of view, classroom interaction is an unconstrained string of units, the organization would have become fundamentally pedagogic. The rank scale is used in the discourse analysis lies between non-linguistic organization and grammar.

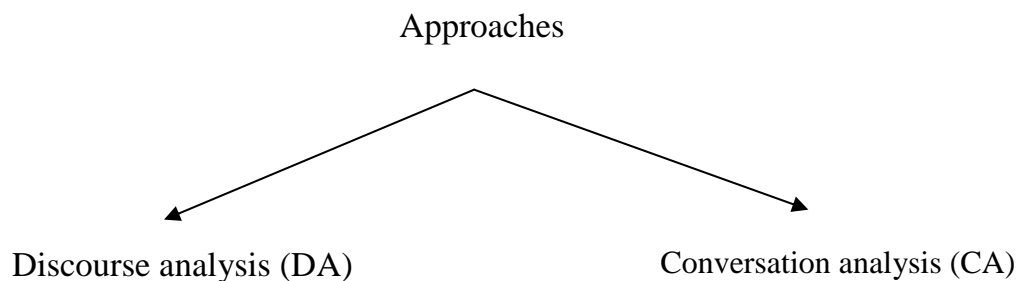
In the classroom interaction, group work or pair work play vital role to develop conversations amongst the students. The conversation between the students fosters the communicative ability among them. The role of teacher as piloting in the classroom interaction, is the enhancement for learners autonomy. It really develops the classroom interaction among the students. Thus, classroom interaction is the fertile area for the conversational analysis.

#### **1.1.4 Approaches to Analysis of Conversation**

Conversation is a basic form of communication. It has been derived from the Latin word 'conversari' which means 'keep company with'. It is widely used in non-technical sense of any oral interaction. To quote Levinson (2003, p. 284). 'Conversation is the prototypical kind of language usage.' Similarly, 'conversation is an intrinsically social phenomena, a characterization of the

amount of conversation that takes place between members of speech community must take into consideration the amount and quality that linguistic form entails MC Dermott (1988). Sacks (1992) says that conversation is a self explicating colloquy. The conversational discourse depends on various factors such as linguistic knowledge and how the interlocutors construct and interpret it in a pragmatic context. Conversation primarily depends on five different factors such as participants, medium, topic, situation and purpose of conversation. Conversation may be formal and informal depending on the situation. It has also different function in different context.

Levinson (2003, p. 294) says that conversation is not a structural product like a sentence but it is rather the outcome of the interaction of two or more independent, goal-directed, individuals with often divergent interests." The different scholars analyze conversation differently but there are two major approaches to the analysis of any piece of conversation:- They are as follows:



### **a) Discourse Analysis VS Conversation Analysis**

Discourse analysis (DA) is a continuous stretch of (especially spoken) language larger than a sentence often consisting of a coherent unit such as sermon, argument, joke etc. Nunan (1993, p. 7) opines that "a discourse refers to the interpretation of communicative events in contexts. Similarly, Cooks (1989, p. 156) opines discourse is "stretches of language perceived to be meaningful, unified and purposive". DA employs both the methodology and the kinds of theoretical principles and primitive concepts (eg. rule, well-formed formula)

typical of linguistics. It is essentially a series of attempts to extend the techniques so successful in linguistics, beyond the unit of the sentence. The procedure employed (often implicitly) are essentially the following: (a) the isolation of a set of basic categories or units of discourse (b) the formulation of a set of concatenation rules stated over those categories, detemiting well-formed sequences (incoherent discourses).

In contrast, CA is a rigorously empirical approach which avoids premature theory construction. The methods are essentially inductive, search is made recurring patterns across many records of naturally occurring conversations, in contrast to the immediate categorization of (usually) restricted data which is the typical first step in DA work. Secondly, on a place of theoretical ontology of rules as used in syntactic description we have an emphasis on the interactional and inferential consequences of the choice between DA, there is as little appeal as possible to intuitive judgements: they may, willy-nilly, guide research, but they are not explanations and they certainly do not circumscribe the data, the emphasis is on what can actually be found to occur, not on what one would guess would be odd.

DA theorists can accuse CA practitioners of being inexplicit, or worse, plain muddled, about the theories and conceptual categories they are actually employing in analysis (Labov and Fanshel, 1977, Coulthard and Brazil 1979). CA practitioners can retort that DA theorists are so busy with premature formalization that they pay scant attention to the nature of the data. The main strength of the DA approach is that it promises to integrate linguistic findings about intra – sentential organization with discourse structure, while the strength of CA position is that the procedures employed yielding by for the most substantial insights that have yet been gained into the organization of conversation.

To sum up, CA deviates from discourse analysis in the sense that it is developed within a sociological context unlike the linguistic tradition. It is basically an empirical inductive approach whereas DA is experimental and deductive approach. However, they are different in theory but concerned with giving an account of how coherence and sequential organization in discourse is produced and understood.

### **1.1.5 Basic Structures of Conversation Analysis (CA)**

Conversation analysis is the study of talk in interaction. CA generally attempts to describe the orderliness, structure and sequential pattern of interaction, whether this is institutional (in the school, doctor's surgery, courts or elsewhere) or casual conversation. It studies the social organization of conversation or talk in interaction. It is a disciplined way of studying the local organization of interactional episodes, its unique methodological practice has enabled its practitioners to produce a mass of insights into the detailed procedural foundations of everyday life. It has developed some practical solutions to the analysis of any piece of conversation. We are familiar that conversation is cultural specific. Although its unique properties, the researchers have developed a rule or model to explain the occurrence of the patterns. According to Cook (1989), the basic structures of CA are as follows:

#### **1.1.5.1 Turn-taking organization**

The nature by which a conversation is done in an through turns. Turn-taking is one of the fundamental organizations of conversation. It refers to the turn of the participants to speak in a piece of conversation. In other words, a turn of participants is preceded and followed by the speech from other participant (i.e. preceded) and if the turn is ending one, it is only preceded (not followed) by the speech from other participant. The turn is also called conversational turn.



The turn shifts alternatively between participants in conversation as a coordinated and rule governed aspect of conversational interaction. This is called turn-taking which makes human communication different from animal communication. The rules that govern how the participants decide when to speak during a conversation are called the rule of turn taking. Sacks et al. (1974) argued that turn-taking in conversation is organized locally by and for the participants on a turn by turn basis. In this respect, it is a model of the kind of incarnate local organization. The transition point where there is possibility of turn shifting is called transition relevance place (TRP). It is the point where speaker may change turn. The organization of any turn is an accountable matter and participants inspect its timing, placement and design and the components out of which it is constructed. Goodwin (1995) states that the turn taking organization is not a single event but rather an emergent product of interaction between speaker and recipient. The turn taking organization consists of two components discussed below:

**i) Turn Constructional Component**

The turn constructional components are the basic units out of which turns are fashioned. These basic units are called turn constructional units (TCUs). These basic units are grammatically, pragmatically, semantically, intonationally correct units. TCUs determine the shape and extent of possible turns at talk. By extension it defines points of possible completion. Participants use it to find that turns are recognizable now just beginning, now still in progress, now ending. In particular context they accomplish recognizable social sections. TCU is a stretch on speech at the end of which another person could not start speaking. Further, it is possible that there are units in other languages, such as particles in Asian language, that may not exist in English.

## ii) Turn Allocational Component

The turn allocational component is the basic organization of turn-taking. It allocates turns among participants in a conversation. There are three order of possible turn-taking at which another speaker to start speaking. Current speaker selects next speaker, next speaker self-selects as Next; or current speaker continues. Sacks et al. (1974) called it local management system.

Speakers themselves may signal their willingness to give up the floor in favour of another speaker (who can nominated by the current speaker only). They can do this by directing the gaze towards the next speaker and by employing characteristics gesturning patterns synchronizing with the final words. They may alter speech, speak more softly, lengthen the last syllable or use of stereotypical discourse markers e.g. you know, or sort of things etc. the current speaker indicates through certain markers that another person can take over. The other person may read the signals from the flow of speech which suggest an opening is possible. There are three types of signal or markers.

- a) **Implicit markers:** These are paralinguistic features such as body language and prosodic features e.g. falling tone and rising tone.
- b) **Explicit markers:** These are linguistic features which invite a response
  - (a) clause-A superordiante clause allows turn taking. A subordinate clause does not allow turn taking
  - (b) Suggestion – A speaker asks for suggestion e.g. Shall we go to picnic?
  - (c) Request – A speaker request the other person e.g. Could you please open the door?
  - (d) Question – A speaker asks question e.g. What do you think?

In emotional conversation, one speaker may interrupt another, this interruption is called turn stealing, The right to speak in interaction is called 'floor'. Rules of turn taking tells us how to 'get the floor', 'to hold the floor' and give up the

'floor'. Getting on the floor, holding the floor and giving up the floor, involves a whole series of signal. The most common signal that someone is ready to give up the floor pausing. Speakers who wants to keep the turn or control the turn employ the following strategies.

- a) They don't pause at the end of the sentences.
- b) They make their sentences run on by using connectors like and, then, but so etc.
- c) They place their pause at points where the message is clearly incomplete.

Sacks et al. (1974) suggested some guiding principles for the organization of turn taking is that speakers follow to avoid gaps and overlap in conversation.

### **1.5.1.2 Sequence Organization**

The Sequence Organization is the basic structure of conversation analysis. It refers to how actions are ordered in conversation. It includes the study of adjacency pairs, pre-sequences and preference organization. They are described as follows:

#### **i) Adjacency Pairs**

An adjacency pair is a unit of conversation that comprises an exchange of one turn each by two speakers which are: adjacent, produced by different speakers, ordered as a first and a second, a first requires a second (Levinson, 2003). It refers to a single stimulus plus response sequence by the participants.

Adjacency pairs have been analyzed in terms of their role in initiating, maintaining and closing conversation. e.g. the various conventions of greeting, leave-taking, topic-changing and constitute fundamental unit of conversational organization (Crystal, 1998). In other words, adjacency pair refers to a "a sequence of two related utterance by two different speakers. The second utterance is always a response to the first" (Richards et al. 1997, p.1). The

adjacency pairs are in the form of *question and answer, suggestion and acceptance or rejection, complaint and apology or denial, greeting and greeting, invitation and acceptance or non-acceptance, assessment and agreement or disagreement*. For example,

(i) Teacher: Who wrote on the balckboard?

S: Mohan did sir.

(question-answer adjacency pair)

However, sometimes there will be an insertion of different pairs in the main adjacency pair which are called insertion sequence. Insertion sequence is an adjacency pair which is embedded within another. Insertion sequence occurs between the first and second pair parts of adjacency pairs (Schegloff, 1972).

For example,

A: May I have a bottle of mich      Q<sub>1</sub>

B: Are you twenty one?              Q<sub>2</sub>

A: No                                      A<sub>1</sub>

B: No                                      A<sub>2</sub>

The Q<sub>2</sub>-A<sub>2</sub> pair is called an insertion sequence, which is embedded within pair Q<sub>1</sub>-Q<sub>1</sub>.

Insertion sequence can be divided into post-firsts and pre-seconds according to the kind of interactional relevancy they address. The most common form of post-first insertion sequences consists of next turn repair initiator (NTRI) an its response. The structure is outlined as follows:

A: FPP1

B: FPP2

A: SPP2

B: SPP1

Although the utterance in lines 1 and 4 are not adjacent, the talk in lines 2 and 3 displays an orientation to the conditional relevance of the second parts.

Pre-second insertion sequence are oriented not to trouble with the FPP but rather to trouble with an expected SPP. Such insertion sequence routinely address issues that stand as preconditions to the doing of preferred SPP (for instance, locating an object requested in the FPP).

## **ii) Pre-Sequences**

The term pre-sequences involve the expansion of a sequence prior to the occurrence of a projected base first pair part. Pre-sequences are preparatory to projected work to be done in the sequence. Pre-sequences are specific so they project a specific base first pair part. E.g. they are pre-invitations 'hey' are you busy tonight?, Pre-announcements 'Guess what happened to me? Pre-requests 'you wouldn't happen to be going my way would you?' such type-specific pre-sequences typically check on a condition for successful accomplishment of the base first pair part. Pre-sequence summon-answer sequence is generic and checks on the precondition of any interactional project – the availability of the projected recipient to do recipient's work.

Pre-sequences check some projected action on a condition to establish the reasonable grounds. For examples, story-prefaces, pre-announcements and pre-tellings in general routinely check the news-worthless of the telling they project. Pre-sequences contribute to the in-situ coherence and detectable orderliness of activities. Such sequences display the grounds for doing some activity or establish pre-condition for doing the activity. They provide for the visibility occasioned character of the activity embodied in the first pair part of the base pair.

### iii) Preference Organization

Adjacency pairs are not simply contentless noises in sequence. They represent social actions and not all social actions are equal when they occur as second parts of some pairs. Basically, a first pair part that contains a request or an offer is typically made in the expectation that the second part will be an acceptance. An acceptance is structurally more likely than a refusal. This structural likelihood is called preference. Yule (1983) says that the term is used to indicate a socially determined structural pattern and does not refer to any individual's mental or emotional desires. In this technical use of the word, preference is an observed pattern in talk and not a personal wish. Likewise, Pomerantz (1984) says that preference organization is the ways through which different types of social actions (preferred vs dispreferred) are carried out sequentially.

Preference structure divides second parts into preferred and dispreferred second acts. The preferred is the structurally expected next act and dispreferred is structurally unexpected next act. The general patterns are as follows:

**Table No.1**  
**Preferred and Dispreferred Second**

<b>First</b>	<b>Preferred Second</b>	<b>Dispreferred Second</b>
Invitation	Acceptance	Refusal
Request	Compliance	Refusal
Assessment	Agreement	Disagreement
Blame	Denial	Admission
Question	Expected answer	Unexpected answer No answer

The production of a dispreferred second generally requires more conversational effort than a preferred second e.g.

Ram: Shall we go for a coffee after class? (Invitation)

Sita: That would be great. (Acceptance)

There are situations in which a disagreement counts as a preferred second following an assessment e.g.

Ram: This looks awful on me doesn't it? (assessment)

Husney: Don't be silly. You look gorgeous in it! (disagreement)

Levinson (2003, p. 344) has mentioned the following characteristics of dispreferred second in English.

**a) Delays**

- i) by pause before delivery
- ii) by the use of preface
- iii) by displacement over a number of turns via use of repair initiators or insertion sequences

**b) Prefaces**

- i) the use of markers or announces of dispreferreds like Uh and well,
- ii) the production of token agreements before disagreements
- iii) the use of appreciation if relevant (for offer, invitations, suggestions)
- iv) the use of apologies if relevant (for requests, invitations etc.)
- v) the use of qualifiers (e.g. I don't know for sure, but .....)
- vi) hesitation in various forms, including self-editing

**c) Accounts:** carefully formulated explanations for why the dispreferred act is being done

**d) Declination:** component of a form suited to the nature of the third part of the pair, but characterically indirect or mitigated.

### 1.5.1.3 Repair

Repair refers to an organized set of practices through which participants are able to address and potentially resolve troubles and problems in speaking, hearing or understanding in conversation. Goodwin (1984) says that repair is vehicle for disagreement and disaffiliative response more generally. Similarly, Schegloff et al. (1997) says that repair as the mechanism through which certain 'troubles' in interaction are dealt with'. He also says that repair is a strong empirical skewing. The repair mechanism in conversation is described in terms of two interrelated components, initiation and repair. Descriptions rely on a distinction between self and other in repair sequences. Finally repair and repair initiation can be described as to their placement or position with a turn, within a series of turns and in relation to the repairable/trouble source. There are four kinds of repairs. They are presented as follows:

i) Self-initiated self-repair

Roger: We're just working on a different thing, the same thing.

ii) Self-initiated other-repair

B He had dis uh Mistuh w-whatever k- I can't think of his first name, what's on the one that wrote [that piece,

A [Dan watts.

iii) Other-initiated self-repair

Ken: Is all here today?

Dan: Yeah

Roger: He is? hh eh heh

Dan: Well he was

iv) Other-initiated other-repair

B: oh - - fooling around

A: Eh-yeah



The above examples illustrate a number of important aspects of the repair mechanism. First they illustrate the various ways in which repair initiation is done when repair is initiated by the speaker of the repairable, initiation is indicated by the perturbations, hitches and cut offs in the talk. Such repairs are routinely in the same turn, A variety of next-turn-repair-initiators (NTRI) are available for accomplishing this. The various NTRIs' have natural ordering, based on their relative strength or power to locate or repairable. The NTRIs such as what? And huh? Indicate only that a recipient has detected some trouble in the previous turn. They do not locate any particular repairable component within that turn. Question words such as who, where, when are more specific in that they indicate what part of speech is repairable. To quote Schegloff (1997, p. 369) 'repair may be initiated by a partial repeat without any question'. He further says that repair mechanism operates in conversation to sustain in inter subjectively, which is the basis of any collaboratively built course of action.

#### **1.5.1.4 Action Formation**

Action Formation is the basic structure of conversation analysis which refers to the description of the practices by which turns at talk are composed and positioned so as to realize one or another actions. CA is distinguished from all other approaches to "discourse" and pragmatics' in the social science by its focus on action. Any phenomenon in 'talk in interaction' can be examined to see what job it is doing, in this place, in this unfolding conversation etc. Sacks' (1995) states that a speaker may select a particular action to accomplish a particular interactional goals. Action formation includes the study of speech acts and conversational principles.

## **Review of the Related Literature**

In early sixties, Gallagher and Aschner (1963) analyzed the classroom interaction focusing on the relation of productive thought processes in pupils to verbal interaction in the classroom. The category system developed is for sequences of cognitive processes and includes five categories, for memory, routine and convergent, divergent, and evaluative thinking. The data analyzed consisted of tape-recordings, and accompanying notes by trained observers on the general atmosphere, and general behaviour of the teacher including his use of praise, humour, disciplinary measures, teaching correspondence in patterning between the thought processes of teachers and pupils, suggesting that the quality of thinking is largely dependent on the way in which the teacher structures the classroom situation. Finally, they drew conclusion that the pupils' verbal interaction in the classroom was determined by their own nature, the relationship with their teachers, teaching process and the content of the lesson.

Sinclair and Coulthard (1978) carried out a dissertation on classroom discourse. They analyzed the interaction of eight to eleven years old children and their class teachers in different subjects. Their analysis propounded a theoretical model of analyzing classroom discourse in terms of five discourse units: lesson, transaction, exchange, move and act from top to bottom respectively. Similarly, Edmondson (1981) carried out a study on spoken discourse. His dissertation concentrated in the use of language in classrooms. He has also investigated the conversational behaviour in relation to its use and effects in terms of linguistic orientation. He came to an important conclusion that teachers' and students' social roles and relationship in the classroom play crucial role in classroom interaction. His study also revealed that teacher very often asked question as a teaching strategy and the turn-talking in the classroom was controlled by the teacher.

Greenleaf and Freedman (1997) carried out a study on "Linking Classroom Discourse and Classroom Content: Following the Trail of Intellectual Work in a Writing Lesson" in University of California. The main aim of the study was to suggest an approach to analyzing classroom talk that aims to account for the intellectual work of the classroom that shows what stands to be learned. The focus was on an eleven-minute, teacher-led, whole-class activity that contains Initiation-Response-Evaluation (IRE) exchanges, but that does not function to test students' knowledge. The analysis system extends the theoretical construct of performance organization from conversational analysis to the study of a whole-class, teaching-learning interaction in a ninth-grade English classroom, during which an expert teacher helps his students prepare to write a character sketch. Their analysis revealed the underlying intellectual structure of the interaction, including the teacher's pedagogical goals, the cognitive skills required for successful student participation in the activity, and the strategies students apply to the task.

Mohtar and Yusoff (1998) carried out a study on "Sustaining Student Engagement in Classroom Discourse" in the University of Malaya. They mainly focused on interaction between teacher and students. They also examined some possible reasons for the lack of participation among students in the classroom. They also discussed possible strategies for engaging students in classroom discourse. In their study, they suggested a number of factors which favour the sustenance of classroom discourse. The researchers tried to identify possible reasons for a lack of student interaction in the classroom. They mainly focus their attention on the following four areas: student characteristics; teacher characteristics; the teaching process; and lesson content. They drew a conclusion that the classroom lesson can provide a communicative context if, during the course of performing everyday classroom activities, the teacher and the students build on each others communicative behaviour as they work

towards fulfilling curricular objectives. To be able to do this both teacher and students must understand interactional rules. They suggested that student interaction can be limited by student characteristics, teacher characteristics, the teaching process, and the content of the lesson. Finally, they made a conclusion belief that the teacher can encourage student participation and they have outlined a number of strategies to help teachers do so.

Shah (2003) carried out a research on the 'Classroom Discourse of Grade Nine of the Public Schools of Kathmandu Valley'. The objective of his study was to describe the classroom discourse acts, three exchanges and five sub-exchanges. He used quota sampling method for this research. His study also revealed that it was teacher who initiated and dominated classroom most of the time.

Phyak (2006) carried out a research entitled "How does a teacher interact with students in a English Classroom?" He selected a government aided school out of Kathmandu Valley using purposive sampling method. The major objective of his study was to find out the discourse strategies used by teachers to interact with their students in the classroom. Out of discourse strategies, his sole focus was on politeness and indirect speech acts the reached a conclusion that there was only one way interaction in the classroom. The classroom languages used by both teachers and students was not polite. He found that it was not because of power relationship rather of culture and lack of exposure. Because of influence of their cultural behaviour of mother tongue, students were found to use impolite language. His study revealed that one of the real problems in teaching of English in the context of Nepal was lack of classroom interaction strategies from both teachers' and students' side.

Similarly, Adhikari (2006) carried out a research entitled "An Analysis of Nepali Conversation". The researcher has followed the features of CA analysis. His objective was to find out the common features of Nepali conversation and

to describe the parts of Nepali conversation like: opening, pause and internal, overlapping repair and closing. His finding was most of Nepali conversation open with terms of address/relation whether the participants are known to each other or not.

Through the review of the related literature it is deciphered that the present research is different from others. It differs from others basically in the sense that this research is based on conversational approach to analyze classroom interaction. There are researchers on classroom discourse analysis who have followed Sinclair and Couthard (1978) model. This present research is specific to analyze the classroom interaction on CA approach.

### **Objectives of the Study**

The objectives of the study were as follows:

- a) To analyze the common features of classroom interaction.
- b) To suggest some pedagogical implications.

### **Significance of the Study**

This study will be useful to the prospective researchers who want to undertake on any domain of pragmatics in future. It will primarily be significant to all the foreign language speakers, especially English. In this study, different styles of turn taking, closing, pause, repair, overlapping and closing in the classroom interaction helps the teacher to improve students fluency in English. It will also be significant to all language teachers, syllabus designers, textbook writers, material producers and others who are directly and indirectly related to the field of language teaching. It's perspective and methodology are perfectly applicable to the investigation of systematic relationship between verbal and non-vocal conduct. The research contribute to understanding the relation between conversational and linguistic structure.

## **CHAPTER – TWO**

### **METHODOLOGY**

To accomplish the objectives of the proposed study, the following methodology was adopted.

#### **2.1 Sources of Data**

Both primary and secondary sources have been used for data collection for carrying out this research.

##### **2.1.1 Primary Sources of Data**

The primary sources of data of this study were the recordings of conversation between the students of grade nine.

##### **2.1.2 Secondary Sources of Data**

The secondary sources of data were different books, journals, articles, websites and theses. Some of them are Asher (1977), Edmondson (1986), Nolasco (1987), Brown and Yule (1993), Yule (2000), Levinson (2003), Richards (2003), Rai (2003) and Mishra (2005).

#### **2.2 Sampling Procedure**

I applied judgemental sampling, which is one of the useful non-probability sampling designs. For this, I selected three private boarding schools of Kathmandu valley and recorded the nine conversations three from each school.

### **2.3 Tools for the Data Collection**

The tool for data collection was observation and a tape recorder cum player to record the conversations.

### **2.4 Procedures of Data Collection**

I adopted the following procedures to collect the data required for the research.

- a) I selected three private boarding schools of Kathmandu.
- b) I went to the schools and took permission from the principals and the English teacher of class nine.
- c) I entered the classroom with the subject teacher and gave framework of some lessons and organized pair works and told the students that I am going to record the conversations.
- d) I piloted whether the classroom interactions takes place with group and pair works.
- e) I recorded the conversations between the students by using a tape recorder.
- f) I listened to them many times and converted them to written dialogues.
- g) I analyzed and interpreted the collected information and presented the findings.

### **2.5 Limitations of the Study**

The present study had the following limitations:

- a) The study was limited only to schools of Kathmandu valley.
- b) The study covers only three private boarding schools.
- c) The study represents conversation in pairs.
- d) The data covers only nine conversations.

- e) The non-linguistic aspects of language like facial expressions, body movement (i.e. gestures, which are indispensable in real verbal communication, are not included in this study.
- f) The suprasegmental features like, tone, intonation etc. which are important in conversation are not discussed.



## CHAPTER – THREE

### ANALYSIS AND INTERPRETATION

In this section, the common features of classroom interactions identified in the analysis of nine recorded classroom interactions are made below. They are described and presented in separate tables with examples from the data. The exponents of classroom interactions are transcribed in their equivalent written form. Similarly, it provides a comprehensive description of the different parts of classroom interaction mentioned in the observation checklist of the study. In describing the different parts of classroom interaction, firstly each part is described and exemplified with the help of the data.

#### 3.2 Parts of Classroom Interaction

The common parts mentioned in the checklist have been analyzed and described here. Each part is described with how they were expressed in classroom interaction.

##### 3.2.1 Opening in Classroom Interaction

The opening of total nine conversations were observed and analyzed. On the basis of the analysis, openings have been categorized into three groups in this research. They are:

- i. **Greeting:** The established terms or expressions of greeting like hi! /hey/'afternoon' in English were found in the opening parts of classroom interaction.
- ii. **Phatic communication:** A linguistic expression like 'How are you feeling today?' which is used not for seeking or conveying information

but for establishing social relationship is taken as phatic communication here.

- iii. **Introducing:** An expressions like "Excuse me, I'm Raju. May I know your name please" which are used as opening of classroom interaction.

Thus, the study shows that most of the classroom interactions start with greeting. Another usual way to start classroom interaction is by phatic communion and doing introductions.

### 3.2.1.1 Opening Using Greetings

It is observed that greeting is the most often used term of opening in classroom interactions; some expressions of greeting for opening classroom interactions are given below:

**Table No. 2**

#### **Expressions of Greeting**

<b>Conversation</b>	<b>Code No.</b>	<b>Expressions</b>
1	001 A:	Hey, Babita?
	002 B:	Yes.
5	001 B:	Hey, Asha?
	002 A:	Yes.
7	001 B:	Hey Shankar?
	002 S:	Yes
9	001 R:	Hi, Dipendra. Afternoon
	002 D:	Hi.

The above table shows that informal English greeting like "Hey?", "Hi!. Afternoon" are mostly found in every part of classroom interactions.

### 3.2.1.2 Opening Using Phatic Communion

In classroom interaction some expressions seem to be used for seeking or conveying information. In fact, they are not used for seeking or conveying information but for establishing relationships. Such expressions are treated here as expressions of phatic communion, which are found in the opening part of classroom conversations. Some examples of phatic communion are:

**Table No. 3**

#### **Expressions of Phatic Communion**

<b>Conversation</b>	<b>Code No.</b>	<b>Expressions</b>
6	001 R:	Hey, Sarita! How is it going?
	002 S:	Not so well
8	001 M:	Hey, Tara! How are you feeling today?
	002 T:	Fine, thanks. And you?
10	001 B:	Hey, Rina! How is today.
	002 R:	Fine thanks. And you?

The above table shows that phatic communion are also found in pair work in classroom interaction. For example, the speaker 'B' utters the expression 'How is today' is the phatic communication. It means that the speaker 'B' does not have intention whether 'R' is well or not but just initiating conversation.

### 3.2.1.3 Opening Using Introduction

In classroom interaction, some expressions seem to be used for opening as introducing. Some examples of introducing are:

**Table No. 4**  
**Expressions of Introduction**

Conversation	Code No.	Expressions
1	001 S:	Excuse me
	002 R:	Yes?
	003 S:	I.....I was wondering if you could help me.
	004 R:	Well, I'll try.
7	001 R:	Excuse me, I am Raju. May I know your name please?
	002 S:	Oh, thank you, My name is Gopa. I am a new student. Are you also new?

The above table shows that opening are also found as introducing in the classroom interactions. For example: the speaker 'R' utters the expression like 'Excuse me', I am Raju. May I know your name please? Here, the speaker seems to be unfamiliar to the respondent's'.

### **3.2.2 Pause and Silence in Classroom Interaction**

In this section, the pauses found in classroom interactions are taken for analysis and they are marked with three small dashes (i.e- - -), which do not refer to the same time duration of pause. In terms of its duration, pause is found to be varied in classroom interactions.

Similarly, the silence between the ending of speech of the first speaker and the starting of speech of the second speaker is interpersonal pause. It is termed as interval.

### 3.2.2.1 Pause

By observing the 9 classroom interactions, two types of pauses were found. They were silent pause (habitual pause) which contains no sound and filled pause for correction. It was found that some are idiosyncratic in nature. Such types of pauses are termed here as habitual pause. Some examples of habitual pause are:

010 B: Um - - - I think that her mother kept this broken piece of china as a keepsake in memory of - - - Er - - - with her husband.

[Con – 1: App. I]

009 S: Ah, alright, thanks! Er - - - I wonder if you could tell me - - - um - - - good hotel in town that I can use.

[Con – 2: App. I]

006 G: Er- - - English, I do like very much. But we have to study all subjects.

[Con – 4: App. I]

Likewise, it was also found that the main purpose of pause was to correct peers. Some examples of pauses for correction are:

008 S: Um- - - he is in Bir hospital.

[Con – 6: App. I]

011 M: Er- - - Plastic

[Con – 8: App. I]

In this example, the speaker 'S' of Con-6, pauses before producing 'he is in Bir hospital' for a short time to correct it and makes the correction by producing 'he is in Bir hospital. Similarly, in the expression of Con-8, the speaker 'M' corrects his expression by pausing for a short time after before producing 'plastic'. Therefore, it is clear that some pauses are for making correction.

### 3.2.2.2 Silence

Similarly, the silence were found for the purpose of turn taking. In the examples given below the pauses between the students were found and they were used for giving turn to the others. This inter+personal pause is termed as silence. For example,

011 B: ..... Gentle touch, cruel touch and .....

012 E: yes, good. He seems in different mood.

[Con – 3: App. I]

015 B: .....what does the word 'hover' mean?

016 A: .....Remain near.

[Con – 5: App. I]

009 B: No, its alright ..... It just ..... It goes in a minute .....

010 S: Why don't try and give up.

[Con – 7: App. I]

Based on the above data, I found that silence was occurred at the beginning and after expression. It was used for giving 'floor' to the other student.

### 3.2.3 Overlapping in Classroom Interaction

In this section, verbal overlapping has been analyzed and discussed.

Overlapping is an occasion in an interaction in which one speaker begins speaking before another speaker has finished. The overlapped exchanges are marked with // // . For example:

012 E: Yes, good. He seems in different mood.

013 B: //happy, sad// .....

[Con – 3: App. I]

Based on the above data, I found that overlapping is mostly not found in conversation in pair works.

### 3.2.4 Adjacency Pairs in Classroom Interactions

In this section, adjacency pairs have been analyzed and discussed. Adjacency pair is a set of two adjacently positioned utterances, by different speakers, closely related to each other in a specific way. The adjacency pairs found as question-answer sequences, greeting and return of greeting, an offer and its acceptance. The examples of adjacency pairs are as given below:

003 B: So – so. Would you mind if I ask some question?

004 E: Well, right. I'll try.

(offer – acceptance)

[Con – 3: App. I]

013 S: Well, right. Thank you

014 R: It's ok. Bye

(thanks – acknowledgement)

[Con – 2: App. I]

003 B: Cigarette?

004 S: No, thank you. I've given up. You know.

(offer – refusal)

[Con – 7: App. I]

011 R: Congratulations!

012 D: Thank you

(offer – acceptance)

[Con – 9: App. I]

007 B: What's the name of writer?

008 A: Yes sister Amrita

(question – answer)

[Con – 5: App. I]

### **3.2.5 Repair in the Classroom Interaction**

Correction of words or phrases in the expression of conversation is found very frequent in classroom interactions. Such type of correction is termed as "repair" here. In this study, two types of repairs were found. In the first type, the repair is made after the expression which seems to break down. Such type of repair is termed as immediate repair. The following example shows the immediate repair.

004 G: .....it's very nice. Students are also very friendly and teachers are co  
.....

[Con – 4: App. I]

The example given above shows an immediate repair, which repairs "the teacher are co" which means cooperative or helpful.

In the second type, the repair is sometimes after a short pause, termed as 'repair after pause', as in the example presented below.

020 A: yes. If I were a baby, I would not have to read all bulky books and worry about the example I would sleep in coat and papa and mama ho .... round me.

[Con – 5: App. I]

Here, the expression 'I would sleep in coat and papa and mama 'ho' which repairs hover' which means remain near.

### **3.2.6 Closing in Classroom Interaction**

I found that no classroom interaction between students closes with ...

- i) Terms of greeting
- ii) Terms of relation/addressing
- iii) Phatic Communication



The following expressions are some of the many closing expressions found in the closing section of recorded classroom interactions.

001 A: O.K. Bye-bye

002 B: Bye

Con – 1 (App. I)

015 R: Thank you very much. Bye

016 D: Bye

Con – 8 (App. I)

017 B: O.K. Thank you – Bye

018 R: Bye

Con – 10 (App. I)

In conclusion, it is found that the classroom interaction generally ends with the term " Bye – bye"

## CHAPTER – FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.3 Findings

On the basis of analysis and interpretation of the data, the findings of the study have been summarized as follows:

- 1) Classroom interaction maximally opens with terms of greeting (e.g. hey, afternoon) and sometimes with phatic communion (e.g. Hey, How is it going?) and introducing (i.e. May I know your name please?)
- 2) Overlapping, though is a common feature of interaction, is not as frequent as pause in classroom interaction.
- 3) Pause is very common in classroom interactions. Although silence for a short time can be a habit of some speakers, pause in the expression of the same speaker is for correcting the previous piece of speech. Similarly, the pause between the speeches of two people were used for turn taking.
- 4) Immediate correction of a speech without pauses is possible and acceptable in classroom interactions. It was also found out that the correction after pause is also accepted.
- 5) Classroom interactions generally end with closing expression like 'Ok', 'Thank you' or 'bye-bye'.
- 6) Some words like 'um', 'er', found in classroom interactions. For example, "Um - - - he is in hospital".
- 7) Adjacency pairs mostly found in classroom interaction were in sequence of question-answer, and offer-acceptance.

#### **4.4 Recommendations**

This is a descriptive study, the recommendation of this study are primarily useful for the students of the English language education and English teachers of our country. A few recommendations are suggested as follows:

- 1) To make the students communicatively competent, correction of piece of speech, word or phrase and pause should be accepted and entertained between students during language learning process.
- 2) The language teachers should make their learners able to use different expressions during opening and closing of a conversation.
- 3) Pair work in classroom is important for language learning. Therefore, the teachers should make their students participate in discussion.
- 4) Special conversational features of the language in dialogue should be taught regularly.
- 5) While designing English syllabus for grade nine, syllabus designers and experts should include the conversational features like: opening, silence, pause, repair and closing and make them allow in classroom so that the interactions would become more effective.

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