

# Classroom Discourse Dynamics: Linguistic Analysis of Teacher-Student and Teacher-Teacher Interactions: Macro-Contextual Perspectives on the Implications of some Selected Women Politicians' Speeches

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## ABSTRACT

This study investigates the turn-taking patterns utilized by teachers and students in high school English classrooms, as well as between teachers themselves, with the objective of identifying the dominant patterns in these interactions. It aims to address the following research questions: What turn-taking patterns are employed in teacher-student and teacher-teacher conversations? Which patterns dominate each type of interaction?

The study seeks to explore the turn-taking patterns used in classroom settings and within the broader school context, focusing on interactions between teachers and students and among teachers. The hypotheses proposed include the presence of seven distinct turn-taking patterns: greeting/greeting, check/clarification, question/answer, request/acceptance, instruction/compliance, offer/acceptance or rejection, and leave-taking/leave-taking. It is further hypothesized that the question/answer pattern predominates in classroom interactions, while the check/clarification pattern is most common in teacher-teacher dialogues.

Drawing on Schegloff's "Conversation Analysis: Analyzing Talk in Interaction" (1978), this study adopts a qualitative and quantitative approach to analyze the turn-taking patterns in two types of interactions: those between a group of sixth preparatory high school students and their teacher, and those between two teachers from the same school. These interactions were selected to ensure a thorough examination of turn-taking dynamics without interruptions. The study relies on two recorded meetings for each type of data. The findings reveal that the question/answer pattern is the most frequently occurring in classroom interactions, predominantly initiated by the teacher, highlighting the significant power dynamics in the classroom. Conversely, the check/clarification pattern is the most prominent in teacher-teacher interactions, reflecting the more equal status between colleagues. This study contributes to the understanding of linguistic patterns in educational settings and provides insights into the dynamics of classroom and school communication.

**Keywords:** *classroom discourse; turn-taking patterns; teacher-student interactions; teacher-teacher interactions; critical discourse analysis (CDA); conversation analysis.*

## INTRODUCTION

Language has a number of roles in human life. Human, as a social community, use the language to communicate and to interact with others. It is very important around people. Interaction will happen if there is one person speaks to

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another person. As Heritage (1998, p.4) assumes that, “Fundamentally through interaction that context is built, invoked and managed, and that it is through interaction that institutional imperatives originating from outside the interaction are evidenced and made real and enforceable for the participants.” In educational system, interaction acts as the essential part in teaching and learning. Classroom itself is a formal place for the teacher and student. Teacher can give instruction; deliver information, and knowledge to the students’ source.

Meanwhile, students can practice and improve their levels of proficiency to achieve the specific goal of learning. In all interaction including interaction in the classroom, there are structures or patterns that the teacher and students use. Turn-taking is one of features of the way to communicate. It is a cyclical process of communicative event. It means that, turn-taking is a process where each speaker takes their turn which is organized by utterances in order to make the interaction success. In turn-taking, there is a unit of conversational organization that contains the exchange part of the speakers, which is called “adjacency pair”. It is the sequence in conversational exchange where the speaker produces the utterance and the next speaker must produces the utterance in the same part. Therefore, in classroom interaction, there is the sequence of interaction between teacher and student that is turn-taking patterns, which can result the exchange part when they are talking in teaching and learning process, and between teacher and another in the school when they negotiate and prepare the questions for the exam. From the explanation above, this study is conducted in English classroom interaction with a title “Classroom Discourse Dynamics: Linguistic Analysis of Teacher-Student and Teacher-Teacher Interactions”.

This study looks deeply at the real situations between teacher and students in form of classroom interaction that is when the teacher ask question, gives explanation, feedback, error treatment and when the students listen to the teacher’s instruction and explanations, they express views, answer question and carry out the tasks and activities. On the other hand, it looks at situations between teacher and another teacher when they negotiate with each other, greeting each other, etc.

## THEORETICAL BACKGROUND

Turn-taking is the manner by which every speaker takes a turn in conversation. It is one of the fundamental real factors of conversation is that the positions of speaker and audience change and this occurs with incredibly little covering talk and strikingly several calms. Sacks (1974, p. 79) characterizes a discussion as a string which has somewhere around two turns. A few turns are more firmly related than others are. He disconnects a class of arrangements of turns called nearness matches which have the accompanying highlights: they are two expressions in length; the expressions are created progressively by various speakers; the expressions are requested - the first should have a place with the class of first pair part, the second to the class of second pair part; the expressions are connected, no subsequent pair can follow any first pair part, yet just a fitting one; the main pair part frequently chooses next speaker and consistently chooses next activity - it hence sets up a change importance and assumption, which the following speaker satisfies, as such the initial segment of a couple predicts the event of the second: 'Given an inquiry, routinely enough a response will follow' (Couthard, 1985, p. 69).

Speech and remarkably few silences According to Taboada (2006) cited in Eldsky (1981), turn-taking is defined as the instances on record speaking, with the intention of conveying a message. It differentiates turn and floor, since it is often difficult to determine who has the floor, such as situations where a turn is constructed collaboratively by more than one speaker. The floor is the activity taking place or the topic being discussed, often done in collaboration. The closely related with turn-taking system is the pair of utterances which are called adjacency pairs. They represent the social actions that could happen spontaneously in everyday talk which result the sequences of conversational organization. Those are constructs as the unit of turn construction that include rules source.

As Wolska (2007) cited in (Schegloff and Sacks, 1973) defines the rule of adjacency pair as is given the recognizable production of a first pair part, on its first possible completion, its speaker should stop and the next speaker should start and produce a second pair from the pair type the first was recognizable a member of.

Kim, Ko and Seo (2012) also note that a speech act hierarchy is constructed using pragmatic knowledge such as adjacency pairs. Utterances are often paired according to their function, such as a request and response pair. These adjacency pairs are defined as pairs of utterances that are adjacent and ordered as the first and second parts; a particular type in the first part requires a particular type for the second type, such as ask-confirm vs. response and offer/request/suggest vs. accept/reject”.

According to Chang (2003), classrooms have been considered the main area where language learning occurs since the learners learn through interpersonal interaction with the teacher and peers.

Moreover, Hashamdar (2012, p. 71) declares, “turn-taking is one of the basic facts of conversation in which speakers and listeners change their roles in order to have a fruitful and normal interaction”. This means that, in classroom setting, both teacher and student give a time for each of them to take turn to talk in order to engage in the classroom activities.

Coulthard (1985, p.18) states that adjacency pairs refer to conversational sequences in which an utterance by one speaker depends upon an utterance produced by another speaker. It is a sequence of two related utterances by two or more different speakers. The second utterance is usually the response to the first. It is known as a tied pair.

As Dagarin (2004, p.129), states that there are most frequent ways of organizing classroom interaction:

**(a) Teacher-Learners**

The first interaction is established when a teacher talks to the whole class at the same time. He takes the role of a leader or controller and decides about the type and process of the activity.

**(b) Teacher-Learner/a Group of Learners**

The second interaction is conducted when the teacher refers to the whole class, but expects only one student or a group of students to answer. It is often used for evaluation of individual students.

**(c) Learner-Learner**

The third type of interaction is called “pair work”. Students get an assignment, which they have to finish in pairs. The teacher holds the role of a consultant or adviser, helping when necessary. After the activity, he puts the pairs into a whole group and each pair reports on their work.

**(d) Learners-Learners**

The last type of classroom interaction is called “group work”. As with pair work, the teacher’s function here is a consultant and individual groups report on their work.

**DATA COLLECTION**

A group of sixth preparatory students (20 students, male and female) and their teacher have been selected as the first type of data to represent turn – taking in teacher – students’ conversation in the classroom since this is the highest level in the school so the interaction is easy and without interruption and two English teachers in a high school is the second type of data to represent turn – taking in teacher – teacher conversation.

**The Adopted Model**

The selected model is Scegloff’s *Conversation Analysis: Analyzing Talk in Interaction* model which includes some criteria to analyze and describe turn – taking (adjacency pair – based sequences) in the conversation such as greeting – greeting , question – answer , offer – accept / decline, etc.

**Adjacency Pair**

A common structure of interaction in classroom is teacher begins to speak, and students provide responses and then teacher gives evaluation. A teacher has a role as facilitator to create appropriate learning atmosphere inside the learning process. Unlike ordinary everyday talk, in classroom, interaction demonstrates the pattern of questions and answer exchange among the participants source.

There are the sequences of organization interactions (adjacency pairs) in turn-taking that commonly happen in classroom interaction. Those are the sequence of communicative actions that usually performed by utterances. In this case, the communicative action can be used by teacher and student during the teaching and learning process. The adjacency pairs in classroom interaction could be greeting/greeting, check/clarification,

question/answer, request/acceptance, or instruction/compliance. Those pairs are mentioned by Schegloff (1978:, p.58).

### 1. Greeting/Greeting

Greeting is a kind of general utterance production of the first part that immediately invites the second part. In the classroom, it is usually occurred in the first section before learning process. In this way, teacher also usually asks the students how they are, that indicate the meaningful context of interaction and then the students also greeting to the teacher. The following example illustrates adjacency pair:

A: Hi (greeting)

B: Hello (greeting)

### 2. Check/clarification

Check is used to clarify or to confirm the something or statement. In classroom interaction, check is the kind of pre-activity and while activity. Besides, the teacher check the students' participation before the lesson start, the teacher usually check the students' understanding with ask them to give opinions/ideas or responses about the learning material. For example:

Teacher: Who else did not do his homework? (Check)

Student B: me two. (Clarification)

Teacher: Why?

Student B: I did not understand the subject.

### 3. Question/answer

Question is one of the most common techniques that are used by the teacher to get the answer from the students. It serves as the principal way in which a teacher can control the classroom interaction. Students can also ask the teacher a question in order to more understand or sometimes to clarify their opinion that is concerned with the learning material. For instance:

Teacher: What are the Iraqi flag's colors? (Question)

Student A: Red, white, black and green. (Answer)

### 4. Request/acceptance

Request is the imploring sequence. In classroom interaction, the teacher usually nominates the students to do what he/she says. For instances; repeat the word, describe, and also ask them with her/ his purpose to give opportunity to the students to interact in learning process as long as the students will accept or do what the teacher's request. For example

Teacher: Could you simplify how many? (Request)

Student: Let me count, sir. (Acceptance)

### 5. Instruction/compliance

Instruction is the command sequence. In classroom language interaction, a teacher usually wants to keep his students' attention. In this case, he gives the instruction to the students to focus on learning material. For instance; when he nominates one student to speak, "come forward to answer a particular question, ask the students to pay attention" and so on.

However, the classroom is a formal setting for the participants. They are the teacher and his students. In classroom, the teacher as a controller in teaching should engage the students to interact. He also can manage the interaction in a particular way beside that the students can improve their language proficiency in learning. For example:

Teacher: Say in English. (Instruction)

Student A: She is about 1 until 18 questions (Compliance)

**6. Offer/Acceptance and Rejection**

The next type of turn-taking patterns is that offer/acceptance and rejection.

Teacher: I'll help you with this task. (Offer)  
 Student: Thanks a lot. (Acceptance)

**7. Leave-taking/Leave-taking**

This is the last pattern that is found in the classroom interaction. This pattern indicates that the classroom interaction among the teacher and the students will be stopped for that meeting. In other words, it is the way that teacher and the students end the learning activity. This pattern occurs in the last session of the lesson. Leave – taking pattern can be illustrated in:

Teacher: Ok. Thank you. See you in the next meeting. (Leave – taking)  
 Students: See you. Thank you, sir. (Leave – taking)

**DATA ANALYSIS**

The analysis will be set in the form of tables. Each table contains four columns (Adjacency pairs – frequency of turn taking – percentage and example). The two tables below show the classification of turn-taking patterns inside the classroom interaction between teachers – students in the two meetings. (English class)

**Table 4.1. Classification of Turn-taking Patterns (AP) in The First Meeting**

No	Turn-taking Patterns (Adjacency Pairs)	Frequency of Turn – taking	Percentage %	Example
1.	<b>Greeting / greeting</b>	4	5.8%	Teacher: Good morning everybody. Students: Good morning teacher. Teacher: How are you today? Students: Very well, thank you.
2.	<b>Check/clarification</b>	12	17.6%	Teacher: Did you do your homework? Students: Yes, we did. Student A: No, I didn't Teacher: Why? Student A: I was sick. Teacher: Who else did not do his homework? Student B: me two. Teacher: Why? Student B: I did not understand the subject. Teacher: But I asked you in the same lesson if there was any one who did not understand the subject, why did not you tell me? Let me check. If anyone did not understand the subject we discussed the lesson before? Students: No, Miss. Teacher: OK. I will make a quick review.

No	Turn-taking Patterns (Adjacency Pairs)	Frequency of Turn – taking	Percentage%	Example
3.	Question/answer	24	35.2%	<p>Teacher: Who can tell me what is the meaning of present perfect simple tense?</p> <p>Students (<i>most of them are rising their hands</i>): Yes, yes, yes...</p> <p>Teacher: Yes, Mohammed.</p> <p>Student: It is a bridge between past and present.</p> <p>Teacher: It is right, very good. But I want more explanation. Yes, Haider.</p> <p>Student: It is an action started in the past and just finished, the result is existed.</p> <p>Teacher: Very good Haider, so PPS is .....</p> <p>Teacher: Do you understand?</p> <p>Students: Yes, miss.</p> <p>Teacher: Now, what is the structure of PPS?</p> <p>Students (<i>most of them are rising their hands</i>): Yes, yes, yes...</p> <p>Teacher: Yes, Ayah.</p> <p>Student: Sub. + has / have + p .p ...</p> <p>Teacher: who can give me an example?</p> <p>Students (<i>most of them are rising their hands</i>): Yes, yes, yes...</p> <p>Teacher: Yes, Basma?</p> <p>Student: She has eaten her lunch.</p> <p>Teacher (<i>writing two exercises on the board</i>): who can do these exercises?</p> <p>Students (<i>All them are rising their hands</i>): Yes, yes, yes...</p> <p>Teacher: Yes, student B, come. ... Who else?</p> <p>Students (<i>All them are rising their hands</i>): Yes, yes, yes...</p> <p>Teacher: Yes, student A, come. ....</p> <p>Teacher: Do you understand?</p> <p>Students (<i>All them</i>): Yes.</p>

No	Turn-taking Patterns (Adjacency Pairs)	Frequency of Turn – taking	Percentage%	Example
4.	Instruction/ compliance	20	29.4%	<p>Teacher: Now, open your books page ...and try to write down the correct answer.</p> <p>Student: Ok</p> <p>Teacher: Have you finished? Let's check your answers. Ali, let's begin with you. Write the correct answer on the board.</p> <p>Ali: Ok Miss.</p> <p>(So the teacher instructs 5 students to write their answers down on the board).</p> <p>Teacher: Paper yourselves, you have a quiz tomorrow.</p> <p>Students (all of them): Ok Miss.</p>

5.	<b>Offer/acceptance and rejection</b>	2	2.9%	Teacher (watching a student does not know how to do the exercise): I'll help you with your task. Student: Thank you Miss.
6.	<b>Request/acceptance</b>	4	5.8%	Teacher: How many tasks are there? Student: More than one, Miss. Teacher: Could you simplify how many? Student: Let me count, Miss.
7.	<b>Leave-taking/ Leave-taking</b>	2	2.9%	Teacher: Ok. Thank you. It's enough for today. See you in the next lecture. Students: See you. Thank you, Miss.
	<b>Total</b>	68	100%	

Table 4.2. Classification of Turn-taking Patterns (AP) in The Second Meeting

No	Turn-taking Patterns (Adjacency Pairs)	Frequency of Turn – taking	Percentage%	Example
1.	<b>Greeting / greeting</b>	4	8.3%	Teacher: Alsalam Alayikum, Good morning everybody. Students: Good morning teacher. Teacher: How are you? Students: Fine, thank you.
2.	<b>Check/ clarification</b>	4	8.3%	Teacher: My first question is Have you prepared to your exam? Students: Yes, Miss. Teacher: Have you done your homework? Students: yes, Miss.
3.	<b>Question/answer</b>	27	56.2%	Teacher (after explaining a new subject): who can tell me what was the passage talking about? Mustafa: It was about .... Ahmed: It was about .... Teacher: What are the meaning of these new vocabulary...? (7 new vocabulary)... Students (7 of them give the answer)... Teacher (after reading the passage ) Teacher: Who can tell me ...? (5 questions about the passage). Students ( 5 of them answer the questions)

No	Turn-taking Patterns (Adjacency Pairs)	Frequency of Turn – taking	Percentage%	Example
4.	<b>Instruction /compliance</b>	6	12.5%	Teacher: Read the passage silently. Students: OK. Miss. Teacher: (after asking the questions about the passage): Try to prepare questions and their answers about the passage. Students: OK. Miss. Teacher: Now, let's begin the quiz. Close your books and write down these questions. Students: OK. Miss.
5.	<b>Offer/acceptance and rejection</b>	2	4.1%	Teacher: I'll read the passage for you. Students: OK. Miss.
6.	<b>Request/ acceptance</b>	3	6.2%	Teacher: Now how many task I have given for the next lecture? Fatima: Three tasks. Teacher: Ok. Thanks.
7.	<b>Leave-taking/ Leave-taking</b>	2	4.1%	Teacher: So it's enough for today. See you in the next lecture. Students: See you. Thank you, Miss.
	<b>Total</b>	48	100%	

The two tables below show the classification of turn-taking patterns inside the school interaction between teacher-teacher in the two meetings. (In the first meeting, they exchange the information about doing the final exam questions).

**Table 4.3. Classification of Turn-taking Patterns (AP) in The First Meeting**

No	Turn-taking Patterns (Adjacency Pairs)	Frequency of Turn – taking	Percentage%	Example
1.	<b>Greeting / greeting</b>	2	9.0%	Teacher (1): Alsalam Alayikum. Teacher (2): Wa Alayikum Alsalam , How are you? Teacher (1): Fine, thanks.
2.	<b>Check/ clarification</b>	4	18.1%	Teacher (1): Have you finished the material to your students. Teacher (2): Not yet .I need another lecture. Teacher (1): Ok, but is it enough for the subject. Teacher (2): I think so.
3.	<b>Question/ answer</b>	2	9.0%	Teacher (1): Do you remember the last final exam questions? Teacher (2): No, I do not.
4.	<b>Instruction /compliance</b>	6	27.2%	Teacher (1): Delete the last question, it is very easy and their level is high Teacher (2): Ok.



				<p>Teacher (1): Write another choice in the composition question to make the students choose</p> <p>Teacher (2): Ok.</p> <p>Teacher (1): Put spaces between the questions for their answers.</p> <p>Teacher (2): Ok.</p>
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No	Turn-taking Patterns (Adjacency Pairs)	Frequency of Turn – taking	Percentage%	Example
5.	Offer/acceptance and rejection	2	9.0%	Teacher (1): Would you like me to print them? Teacher (2): That is kind of you.
6.	Request/ acceptance	4	18.1%	Teacher (1): what about a question “correct the mistake?” Teacher (2): That is a good idea. And add a multiple choices. Teacher (1): oh! Yes.
7.	Leave-taking/ Leave-taking	2	9.0%	Teacher (1): We finish our job, thanks God, see you later, I have a lecture now. Teacher (2): Wa Alayikum Alsalam, How are you?
	<b>Total</b>	22	100%	

In the second meeting, the teachers illustrate a new activity s/he is going to apply in her/his classroom

**Table 4.4. Classification of Turn-taking Patterns (AP) in The Second Meeting**

No	Turn-taking Patterns (Adjacency Pairs)	Frequency of Turn – taking	Percentage%	Example
1.	Greeting / greeting	4	15.3%	Teacher (1): Alsalam Alayikum. Teacher (2): Wa Alayikum Alsalam , How are you today? Teacher (1): Fine, thanks
2.	Check/ clarification	6	23.0%	Teacher (1): Do you prepare your tools for the new activity? Teacher (2): Yes, all the tools in this bag. Teacher (1): Do you prepare the participants? Teacher (2): Yes, of course, but I forgot the recorder. How will the students listen the music? Teacher (1): Do not worry. We can manage it.
3.	Question/ Answer	4	15.3%	Teacher (1): What is the aim of this activity? Teacher (2): To help students to ..... Teacher (1): Can we apply this activity on another grade? Teacher (2): Of course, why not?
4.	Instruction/	4	15.3%	Teacher (1): Classify the class into groups.

	<b>compliance</b>			Teacher (2): Ok. And then? Teacher (1): Give each group three pieces of paper. Teacher (2): Ok.
5.	<b>Offer/acceptance and rejection</b>	4	15.3%	Teacher (2): Would you like me to help you in your class? Teacher (1): That's kind of you. Let's begin. Teacher (2): Ok.

No	Turn-taking Patterns (Adjacency Pairs)	Frequency of Turn - taking	Percentage%	Example
6.	<b>Request /acceptance</b>	2	7.6%	Teacher (1): Could you record the activity when I am teaching. Teacher (2): With pleasure.
7.	<b>Leave-taking/ Leave-taking</b>	2	7.6%	Teacher (1): I am so grateful for you. Thank you. Good bye. Teacher (2): Don't mentioned it. Good bye.
	<b>Total</b>	26	100%	

## DISCUSSION OF THE RESULT

Depending on the conversations, which are carried out between the teacher and her/his students in the classroom that are illustrated in two tables, and according to Schegloff (1978) the analysis of these discourses as the following:

### 1. Greeting/greeting

The participants use it in order to begin the teaching and learning activities. The first speaker is the teacher who initiates the interaction and this activity was carried out in two different ways in each meeting. Concerning the first meeting between Teacher – students conversation greeting – greeting marks are (4) out of (68) which equals (5.8%) and in the second meeting its marks are also (4) out of (48) which equals (8.3%). As the number declares that these pairs have to be existed at the beginning of each conversation. In classroom, its percentage is intermediate because it is important in such context to motivate the students to start their class.

Shifting to the first meeting between teacher – teacher conversation, it is noticed that the marks of these pairs are (2) out of (22) which equals (9.0%) while in the second meeting the marks are (4) out of (26) which equals (15.3%). Again, the number shows that greeting – greeting should be occurred at the beginning of each conversation.

### 2. Check/clarification

The teacher uses it in order to examine students' learning development. Based on the data collected, this pattern occurs along the teaching and learning process. The teacher uses it since it is important for her/him to know the students' advance in learning. Moreover, it is also a way that the teacher uses to remind the students about their duty. In the first meeting between teacher – students conversation, it marks (12) out of (68) which equal (17.6), while in the second meeting, it marks (4) out of (48) which equal (8.3). These percentages depend on the material itself that will be represented in the class; if it is new or revised. In the first meeting the percentage is more than the second one because it is revised material, so, the teacher checks if the students had got the information or not.

Likewise, in the second meeting between teacher – teacher conversation, the marks are (6) out of (26) which equal (23.0%). It is more than the first one (4) out of (22) which equal (18.1%), since they were talking about

new activity. Here, the case differs from Teacher – students' conversation, because between teachers, the clarification is demanded for a new subject, but not for checking their learning development.

### 3. Question/answer

One of the ways used by a teacher is to encourage the students to be active in the classroom. Most of the questions are about the current material, and the students' learning development. Moreover, certain questions come from the teacher who triggers some students' responses. They respond by taking turn reciprocally. That is a very good interaction since the question does not only motivate one student to take turn, but also some other students to do so. Therefore, the number declares in the first meeting in teacher – students conversation, the marks are (24) out of (68) which equal (35.2%) , as well as, in the second meeting the marks are (27) out of (48) which equals (56.2%).

While the number in Teacher – teacher conversation in the first and second meetings, marks (2) out of (22) which equal (9.0%), (4) out of (26) which equal (15.3%) respectively. The percentage shows that this adjacency pairs are used less than others since the teachers who they are in interaction approximately in the same level, so they needn't ask each other.

### 4. Instruction/compliance

The teacher initiates to give instruction in order to get students' attention. Instructions from the teacher are needed by the students in order to know what they should do in learning activity .The instruction may help students to know the current material that they are learning. Depending on these merits, it is noted that the frequency of this adjacency pair is more than others, their marks are (20) out of (68) which equal (29.4%) in the first meeting and (6) out of (48) which equal (12.5%) in the second one.

On the other hand, in teacher – teacher conversation these pairs are not used as much as possible, since they require order from a high position to a lower one, and it is mentioned before that the teachers are approximately from the same level. The percentage reinforces this clarification, it is (6) out of (22) which equal (27.2%), and (2) out of (26) which equals (15.3%) respectively.

### 5. Offer/Acceptance and Rejection

The next type of turn-taking patterns occurred in the findings is that of offer/acceptance and rejection. The numbers show that these adjacency pairs are used a little less than others are. According to the percentage got it from this study, in teacher – students conversation, the marks are (2) out of (68) which equal (2.9%) in the first meeting, and in the second one are (2) out of (48) which equal (4.1%).

### 6. Request/acceptance

It is the next pattern occurred in the classroom interaction. The teacher initiates this pattern in order to ask students to do something, so that, they can participate in learning. Based on the data transcription, it is found that the teacher sometimes makes a request in particular situation. Also these pairs are used sparingly compared to others. According to the two meetings in teacher – students conversation, the marks are (4) out of (68) which equal (5.8%) and (3) out of (48) which equal (6.2%) respectively.

Like teacher – students' conversation, teacher – teacher conversation uses these pairs a little bit. The marks of frequency of using such pairs are (4) out of (22) equals (18.1%), and (2) out of (26) which equal (7.6%) respectively.

### 7. Leave-taking/Leave-taking

This example demonstrates that the homeroom connection among the educator and the understudies will be halted for that gathering. As such, the educator and the understudies end the learning action in the manner. Furthermore, it ought to be made in any setting not just in homeroom. The marks of these pairs are (2) out of (68) which equal (2.9%), and (2) out of (48) which equal (4.1%) respectively.

Moreover, in teacher – teacher conversation, they are important pairs which keep the prestige and respect between each other. The marks of these pairs in the two meetings are (2) out of (22) which equal (9%), and (2) out of (26) which equal (7.6%).

## FINDINGS

Based on the findings of the study, it can be concluded that

1. there are 7 (seven) turn-taking patterns used by the teacher and the students in English classroom, and by the teacher and other teachers, those are (1) greeting/greeting, (2) check/clarification, (3) question/answer, (4) request/acceptance, (5) instruction/compliance, (6) offer/acceptance and rejection, and (7) leave-taking/leave-taking which support the hypothesis of seven turn – taking patterns.
2. The question/answer is the pattern that mostly occurs which its average percentage is (45.7%) in teacher – students conversation. This type of turn-taking becomes the dominant pattern because of some reasons such as it can develop students' language proficiency, facilitate the teacher to monitor the students' understanding, can be a tool for teacher to review teaching and learning process, and increases students' interest and motivates them to involve in learning process which supports the hypothesis of the question / answer pattern is the dominant pattern in the classroom.
3. While check / clarification is the pattern that mostly occurs in teacher – teacher conversation in which its average percentage is (20.5%), this type is regarded as the dominant one since the teachers are nearly from the same level which verifies hypothesis of the check / clarification is the prominent pattern between teacher – teacher conversation.

## CONCLUSION

Throughout the qualitative and statistical analyses which are drawn from this study, it can be concluded that the hypotheses which are previously mentioned are verified. In other word it can be said that there are seven turn – taking patterns in classroom conversation, the prominent one is question / answer pattern which are revealed between teacher – student turn – taking, and check / clarification pattern is the distinctive one between teacher –teacher turn – taking.

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## المستخلص

تعالج هذه الدراسة أنماط تبادل الأدوار المستخدمة في التفاعل في درس اللغة الأنكليزية بين المدرس والطلاب في المدارس الثانوية وبين المدرسين انفسهم. والى ابرز هذه الأنماط في تفاعل الفصل الدراسي وفي المدرسة ككل. من المتوقع ان هذه الدراسة سوف تعطي اجابة للأسئلة التالية : ما هي أنماط تبادل الأدوار المستخدمة في التحوار في الفصل الدراسي بين المدرس – الطالب وفي التحوار بين مدرس – مدرس؟ ما هو النمط السائد من بين هذه الأنماط في كل حوار؟

تهدف هذه الدراسة الى التحقق من أنماط تبادل الأدوار المستخدمة في الحوار في الفصل الدراسي بين المدرس و طلابه / ها و بين مدرس وآخر في المدرسة . تهدف هذه الدراسة أيضا" الى الكشف عن النمط البارز من بين انماط تبادل الأدوار في الحوار القائم في الفصل الدراسي وفي المدرسة ككل.

لتحقيق الأهداف , فإن الدراسة اقترحت عدة فرضيات . أفترضت أن هناك سبعة أنماط من تبادل الأدوار تُتبع في الفصل الدراسي هي : 1. تحية / تحية 2. تحقق / توضيح 3. سؤال / جواب 4. طلب / قبول 5. توجيه / أمثال 6. عرض/ قبول – رفض 7. وداع / وداع. علاوة" على ذلك , فإن الدراسة افترضت ان نمط سؤال / جواب هو النمط البارز بين الأنماط المستخدمة في حوار الفصل الدراسي بين المدرس والطالب بينما نمط تحقق/ توضيح هو النمط البارز في حوار المدرس مع مدرس آخر.

تبنت هذه الدراسة الأنماط التي تُستخدم في التفاعل داخل الفصل الدراسي والمذكورة في " تحليل التحوار : تحليل الحديث في التفاعل" لشيكولوف (1979) للكشف عن أنماط تبادل الأدوار في العينية موضوعة البحث والمتمثلة بنوعين الاول هو مجموعة من طلبة السادس الأعدادي في مدرسة ثانوية حيث ان التفاعل بينهم يجري بأنسيابية وبدون اي مقاطعة , والثاني هو مدرسين اثنين في المدرسة ذاتها لغرض تطبيق أنماط تبادل الأدوار عليهم بما ان هذه الأنماط تتطلب شخصين اثنين فقط. هذه الدراسة اعتمدت على لقاءين لكل عينة .

وبعد التحقق الكمي والنوعي للعينة , شرعت هذه الدراسة بأظهار اغلب الأنماط المتبعة والمطبقة في الحوار بين المدرس والطالب وبين المدرسين انفسهم . إعتقادا" على نتائج الدراسة تبين ان نمط سؤال / جواب هو النمط السائد في التفاعل في الصف الدراسي وان اغلب الأنماط تبدأ من قبل المدرس بما ان القوة والمسافة داخل الفصل الدراسي باقية كبيرة. بينما نمط تحقق / توضيح هو السائد بين المدرسين بما انهم بنفس المستوى