

## **The role of conversation analysis-informed instruction to enhance students' conversational skills in the Ethiopian context**

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**Abstract:** This study was aimed at developing conversational skills of first year students in the Department of English Language and Literature at Bahir Dar University using conversation analysis-informed intervention. A qualitative-conversation analysis (CA) approach was employed for the study in which a case study was used. Ten students were selected as participants in the study. The participants were provided with oral tasks before the intervention took place. The oral productions of the participants were recorded and analysed to identify their difficulties in terms of conversational skills. Based on the difficulties the participants had, they were taught conversational features to develop their knowledge and skills of conversational skills in the English language. The intervention took four months. In the post-intervention phase of the study, oral productions of the participants were also recorded using audio/video devices and analysed from the conversation analysis perspective to see the developments observed as a result of the CA based treatment. The findings showed that there were encouraging results with regard to the improvements of conversational skills of the study participants; their productions of successive and related expressions were observed to have improved. An increased use of conversational strategies and repairs in the post-intervention phase of the study is an evidence of the development of their conversational skills. The participants also developed their knowledge with regard to the use of spoken grammar in their conversations. Therefore, a CA based intervention has a great impact on the teaching of oral skills in English for it helps to identify students' learning difficulties and take pertinent actions.

**Keywords:** Conversation, conversation analysis, adjacency pairs, conversational strategies.

### **1. Introduction**

Oral communication ability in English is a burning issue for many people (Saeed 2013), and communicative competence in the target language (English in this regard) is more required now than ever before due to increased opportunities for its speakers. The global demand for English has brought a huge demand for appropriate language teaching and language teaching resources (Richards 2006). Thus, the global and local demand for good communication in the English language has increased the responsibility of the English language teacher considerably, as a positive relationship between real life communicative purposes and language learning approaches has been reported (Saeed 2013).

Ansarey (2012) explicates that speakers having less than average oral skills may have difficulties in a variety of communicative events such as personal, social or business-related situations which is not an exception to the use of the English language in a variety of oral communication situations. A speaker is required to have good command of oral language skills and enough confidence to speak in the presence of other people which will lead him to effective communication. In this regard, Donato (2000) argues that the ability to communicate orally enables a person to express his thoughts and ideas. Therefore, learners should be explicitly taught the machineries of conversation to help them develop their oral skills.

These days, new developments have been observed in the areas of language pedagogy in order to promote the oral interactional competence of second language learners using conversation analysis (CA)-informed instructions (Barraja-Rohan 2011). Barraja-Rohan, in her empirical finding of the CA approach as a tool, emphasized that CA is a helpful instrument for addressing problems of language teaching and learning. Conversation analysis is one of the key methodological approaches to the study of verbal interaction (Wooffitt 2005: 1). Similarly, Wong and Waring (2010) emphasize the incorporation of CA in the language pedagogy because it is a foundation to all language learning. Applying conversation analysis findings in the classroom addresses the issue of

oversimplification in speech act instructional materials (Nicholas 2015). Lee and Hellermann (2014) claim that, currently, CA researchers have addressed the developmental agenda by investigating related data over time in the process of teaching. Lee and Hellermann further argue that CA has taken a different analytic method, and CA's extensive body of findings as regards L2 English has mostly been descriptive in nature, primarily focusing on the practices of L2 use in the sequential production of turns and associated actions. Moreover, Wooffitt (2005) believes that conversation analysis offers the most sophisticated and robust account of language in action. Since second language teaching and learning requires interaction or language in action, CA is believed to promote the EFL classroom interaction. CA, as an approach, is rigorously empirical in that it works on real interactions (Walsh 2006). Global experiences call for a need to use evidence-based instruction for the effective teaching of oral skills such as conversational skills. CA for second language acquisition asserts to seek the relevance of learning through the actions of parties in each context of use because the learning processes are constructed through the talk of the participants; that is, learning takes place through interaction (Lee & Hellermann 2014).

Having introduced the contribution of CA for language acquisition, the present study, therefore, aimed to investigate the role of CA-informed instruction to enhance students' conversational skills as most EFL students, in the present context, were observed as being unable to interact effectively in English classes due to the fact that there is little focus on conversational features in spoken English classes. The English language teaching, especially the teaching of oral skills, seems to be marginalized due to several factors such as the linguistic incompetence of students and teachers, the teachers' knowledge and application of teaching methodologies and the curriculum. Generally speaking, the teaching of English is suffering in Ethiopia as teachers are unaware of and unfamiliar with appropriate English language teaching methods, and the absence of effective methods in their teaching (Kumar Jha 2013). Kumar Jha also points out that the practice of a learner-centered approach is lacking; the teachers do not encourage the learners in a quest for self-learning activities and the course components do not favour cooperative learning. Thus, English is learnt, not mastered in Ethiopia as confirmed by Kumar Jha's study. Although Ethiopia's need for the English language is more intensified in the era of globalization, the discouraging picture of English language teaching never improved (Eshetie 2010). Emphasizing the global trends, Dornyei and Thurrell (1994) argue that learners face problems of oral communication because they are not taught conversational features which enable them to be competent communicators. Similarly, in a preliminary study conducted by the present researcher, the study participants were struggling while they were performing oral tasks in English classes. Although some of them were staggering and struggling to interact, they took a long time to communicate orally. They lacked the necessary knowledge and skills of being engaged in oral interactions. They did not use repairs and conversational strategies to fill gaps or overcome communication breakdowns. Such being the case, the current study tried to investigate whether or not CA-informed intervention would enhance students' oral interactions or conversational skills.

### *Research questions*

Based on the problem statement of the study, the following research questions were framed.

1. Does CA-informed intervention develop students' use of conversational moves?
2. Does CA-informed intervention enable students to use appropriate language forms in various oral communication situations?
3. Does CA-informed intervention promote students' conversational skills?

## 2. Theoretical framework

Primarily, CA is a methodology for the analysis of naturally-occurring spoken interaction (Seedhouse, 2005; Masats 2017). Later, it was expanded to include other areas of study such as applied linguistics. Teng and Sinwongsuwat (2015) explain that CA greatly focuses on human actions accomplished by means of talk. Sidnell (2010) argues that CA attempts to show how participants analyze and interpret one another's talk in an interaction and generates a shared understanding of the interaction. Wong and Waring (2010) maintain that conversation analysts step inside the shoes of interactants to make sense of their talk and actions. The aim is to unearth how participants co-construct in their turns at talk, with a central focus on how sequences of actions are generated (Hutchby & Wooffitt 1998; Masats 2017). This also applies for classroom communication. Gordon (2004) elucidates that CA is one of the several approaches to the study of spoken language in which talk-in-interaction has become an object of CA research. CA studies the organization and order of social action in interaction. According to Psathas (1995), this organization and order is the one produced by the participants in talk-in-interaction and oriented to by them; it can thus only be understood from the participants' perspective. Schegloff (1986) states that it is understood as an incident when people perform their social interactions. Therefore, talk is a multifaceted task, where linguistic and other non-verbal features and visual semiotic systems, thinking, and sociality work together (Gordon 2004).

According to Wong and Waring (2010) turn-taking which is the building block of CA refers to a participant's contribution to a talk-in-interaction. Turn-taking is one of the key structural units of conversation and having knowledge of it and its constituents is indispensable for successful oral interaction (Dornyei & Thurrell 1994). Ten Have (2007) further explains that the idea of turn-taking, as an organized activity, is one of the pillars in CA research. Bakeman and Gnischi (2005) elucidate that turn-taking is one of the essential machineries in conversation. In every interaction there exist rules and practices that structure turn-taking, that is, who can speak when, how long they can speak for and what they can say (Gorgian & Habibi 2015). Psasha (1995) explicates that participants in interactions have been shown to orient to these rules in interactions and in a variety of contexts. Speakers contribute mainly one at a time, speaker change occurs quite smoothly, overlapped speech is short, and transitions occur from one turn to the next with very little gap and no overlapped speech (Seedhouse 2004; Psathas 1995; Sacks, Schegloff & Jefferson 1974).

Turn-taking is an important component without which conversation is unthinkable. Gorgian and Habibi (2015) argue that rich turn-taking is an available feature of human interaction and a turn is the vital factor within conversation strategies, which is associated with a speaker and each speaker takes turns within a conversation. A speaker is someone who produces some sort of utterance or speech act directed towards an audience of one or more people, that is, turn acquisition determines the kind of action(s) the next speaker(s) can or should take when it is his/her turn (Elbers & Prengers 2006).

Taken in the pedagogical context, in every situation, the interaction involves participants analyzing pedagogical focus and performing turns in the L2 which display their analysis of and socio-cultural orientations to this focus in relation to the interaction (Thornbury 2006; Seedhouse 2009; Barraja-Rohan 2011). Other participants in the interaction analyze these turns in relation to the pedagogical focus and produce further turns in the L2, which show this analysis. Therefore, participants continually display to each other their analyses of the evolving relationship between pedagogy and turns in interaction.

Turn design, which is a building block of a turn, has also been the contemporary focus of CA; particularly the features of grammar or how a turn constructional unit is put together (Gardner 2004). The unit of talk (the turn constructional unit) is considered to be a word, a phrase, a clause, or a sentence (Sacks, Schegloff, & Jefferson 1974). According to Gordon (2004), the issue is to demonstrate how certain constructions are chosen to achieve particular actions, and how these choices are motivated by local interactional situations. Gardner (2004) clarifies that the complex relationship between the form of a turn, and the action it is designed to do is vitally important. A study of grammar

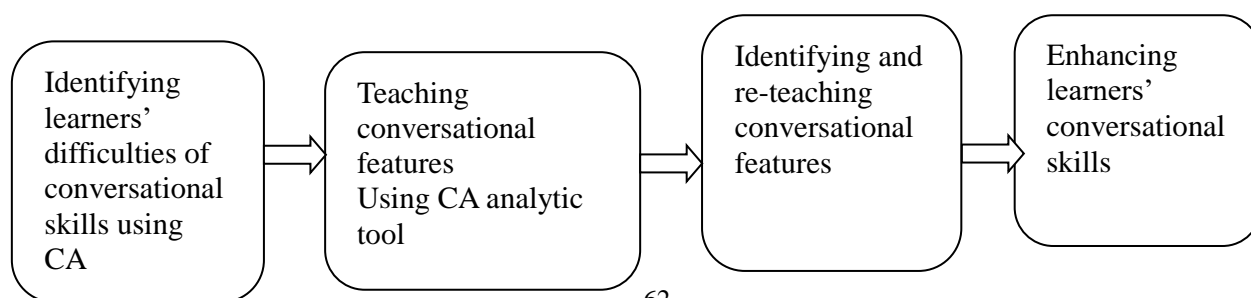
in talk can help to understand the relationship between the grammatical resources available in a language, for instance the many options or ways to ask a question, and the sequential position of an action, for instance whether this is a single question, the first in a series of questions, or a later one in a series of questions (Gordon, 2004).

As turn constructional units are the building blocks of turns, adjacency pairs or pair of sequential utterances in interaction which are made up of two or more turns are the most important components of conversation. The interactional sequences are context dependent and context renewing (Masats 2017) where the second utterance depends on the first. Interactional sequences should be interrelated to create coherence in a conversation (Wong & Waring, 2010).

The sequence of turns forms a structure (Schegloff 2007) and some turns belong more together than others. The ways conversationalists link turns to each other as a coherent series of interrelated communicative actions is called sequence organization (Mazeland 2006). A sequence is an ordered series of turns through which participants accomplish and coordinate an interactional activity (Schegloff 2007). A question followed by an answer is an example of a sequence. Other examples are a request and the decision that is made about it, information and its receipt, and a criticism and the reply to it. All these different types of two-part sequences are instances of a very tight type of sequence organization: the adjacency pair (Schegloff & Sacks 1973; Barrajan-Rohan 2011). When a recipient of a turn in conversation hears the speaker's utterance as the first part of a particular type of adjacency pair, the appropriate thing to do next is to deliver an utterance that may count as the second part of the same pair. As an illustration, the appropriate reaction to a question is to answer it. The question is treated as the first pair part of a question/answer pair; the answer is its second part. A question tends to be followed by an answer, a greeting by a greeting, an offer by an acceptance or a rejection, and this basic pairing of actions in conversation has led to the notion of adjacency pairs. There are, however, constraints on these pairings; thus, questions take answers, greetings take return greetings, and requests take acceptances or rejects. A way of expressing these constraints is to say that a first pair part is sequentially implicative of a second pair part. In order to equip learners with this machinery or tool of oral communication, a CA-informed instruction is important.

The basic rules for the production of adjacency pairs were formulated early in the history of CA (Gordon 2004). Given the recognizable production of a first pair part, at its first possible completion its speaker should stop, a next speaker should start, and produce a second pair part of the same pair type (Gordon 2004; Barrajan-Rohan 2011); thus, adjacency pairs are composed of two turns by different speakers, and speakers orient to them being placed adjacently. Hence, based on the literature reviewed above, CA-informed intervention plays a significant role in promoting conversational skills of English as Foreign Language (EFL) learners thereby facilitating the acquisition of target language (Markee 2000). The issue of producing successive utterances is important in order for students to master the target language in their effort to hold successful oral interaction to achieve a certain communicative purpose. Thus, this study focuses on the development of these skills in which being good at conversation presupposes the engagement of learners in oral interactions of different types in various situations. The framework for CA-based treatment can be formulated as shown in the following figure.

Figure 1. The conceptual framework for the enhancement of learners' conversational skills



### **3. Methodology**

#### *3.1 Design of the study*

A qualitative CA approach was employed for the study in which a case study was used. CA, in the study, was used as a methodology, data collection tool, and method of data analysis. This design enabled the researcher to obtain baseline information, identify the kind of teaching materials necessary to tackle learners' difficulties and carry out a pertinent intervention to fill out gaps being informed by CA. CA as qualitative approach helps to unearth problems of oral interactions as confirmed by a body of research (Sidnell 2010).

#### *3.2 The research site*

The research site of the study was Bahir Dar University. There were reasons for conducting it here. The first was that the preliminary study conducted by the present researcher indicated that the study participants faced difficulties in oral interaction and it was confirmed that there existed a real problem of oral interactions among the learners. Second, it was convenient for the researcher to follow up the developments the study participants were exhibiting as they were in the institution he has been working at as an English teacher.

#### *3.3 The research participants*

The objective of this study is to enhance the conversational skills of the study participants using CA as an analytic tool. Hence, the participants of the study are English majoring students in the Department of English Language and Literature at Bahir Dar University. The rationale for choosing these students was that they were expected to carry out conversational activities in their field. Since English language graduates are expected to be orally proficient in English, the researcher believes that an intervention was required to develop the conversational skills of the study participants to help them be competent in different work environments. English graduates are employed in different offices such as in the airlines companies or corporations, media institutions, public relations firms, communication affairs offices, tourism industries and so forth. To this end, they are required to be competent in all forms of oral tasks in general and conversational tasks in particular.

#### *3.4 Sampling technique*

With regard to the sampling technique, all first year students of the English Language and Literature Department were included. The total number of the study participants was twenty-five, out of which fifteen students completed the training during four months in the year 2019. The reasons for the drop-outs of the trainees differ. One of reasons is that some of them joined the English Language Improvement Center (ELIC) and were excluded for the sake of avoiding data contamination. Another reason is that a few of them attended the training infrequently.

#### *3.5 Data collection tools*

##### *3.5.1 Audio-video recordings*

Oral productions of the study participants were recorded using audio/video devices in the pre-and post-intervention phases of the study. The pre-intervention conversation analyses were used to indicate the real gaps before the intervention took place, and post-intervention conversation analyses were used to show the outcome as a result of the CA-based treatment. The recorded conversations were examined using the CA perspective. In other words, while the pre-intervention conversational analyses were made to identify the problems participants faced, the post-conversational analyses were employed to see the effect of the CA-informed intervention. Generally, oral task analyses were made before and after the intervention. A description of each task performance together with the actual verbal outputs was presented. Based on the CA model, an analysis and interpretation of the oral interaction performances of each pair was made.

### 3.6 *The intervention procedures*

Since the present study aimed at enhancing interactional skills of students, different procedures, which are assumed to be crucial for enabling students to be competent English oral language users, were employed. Students are expected to understand and know how a range of oral language texts will operate in different contexts (PDST 2014), and therefore language teachers need to establish classroom structures and procedures that allow students to develop their understandings of the different forms that oral language texts take, as well as providing opportunities for students to purposefully practice these forms in a variety of settings. Therefore, below is a description of procedures that were employed in the study is available below.

First, in the pre-intervention phase of the study, students were provided with different scenarios in which they performed tasks without the intervention of the researcher. The oral practices students performed were believed to enable the researcher to get opportunities to observe and understand the students' difficulties. This in turn provided him with information about the gaps students had in relation to features of oral communication in English which is considered to be an important step in CA-informed pedagogy or language teaching (Barraja-Rohan 2011). During this intervention phase, the students' practice of conversations allowed the researcher to examine in detail how students interact without his intervention. As students were performing the oral tasks, the researcher recorded students having a conversation in dyads or triads. The conversations were then analyzed from a CA perspective. These conversations are referred to as pre-instruction conversations or pre-intervention instructions. In doing so, oral tasks of different types were used. Thus, before the intervention took place, conversation analysis was done to see the gaps because the main tool to show the gaps in the use of conversation features (Markee 2008) and awareness of the language form and function is conversation analysis or a conversation analytic tool.

Second, the study participants were exposed to 4 audio and 30 video recordings of native and native-like conversations. The native speakers' conversations are authentic and natural (Seedhouse 2005), and thus, help the students to be exposed to authentic or real life conversations (Barraja-Rohan 2011). More than 50 audio-video samples were collected of which 4 audio and 30 video recordings were selected as they would help the students focus on the conversational features in English Language. The audio-video teaching materials were appropriate to the standards of the study participants for the following reasons. First, they were prepared for English language learners. Second, these audio-video materials were taken from the Cambridge English, the British English for Language Assessment and YouTube. Third, two English language professors participated in the selection of the audio-video recordings. Fourth, the materials were piloted before they were used for teaching the participants of the present study.

Third, having watched the native speaker's audio-video conversation, students were provided with scenarios. The oral tasks were used to see to what extent the students had understood the language use and conversational features. The students listened to the audio-video recordings as many times as possible to fill out the gaps in the exercises. Then videos containing the conversations were played to help the students verify their answers to the missing structures. Following this, students were provided with different scenarios to practice conversations. Their engagement in conversational practice helped the researcher to identify the gaps they had in the conversations, and to take further actions.

Fourth, following the students' exposure to the audio-video conversations, the study participants practiced different conversational activities, and the researcher recorded, transcribed, described and analyzed their conversations. The participants conversed freely about their experiences and anything

they are familiar with. Their experience, here, is used for making the talk-in interaction (talk aimed at establishing social relationship) and the transactional talk (information seeking talk or information sharing) real, and this was thought to allow them to produce more conversations. In doing so, they were asking questions and responding to questions so that they started analyzing their own conversations.

Fifth, a follow up was done in order to ensure the progress of the students in their oral competence. This was done through conversation analysis of recorded speech of students which was purposively recorded. An attempt was made to check students' progress and their responses to the CA approach. This was achieved by recording students having conversations with their peers during the intervention (which were conducted in pairs and triads).

Sixth, again, the students were asked to perform scenarios using authentic conversations that involve question and answer. At this step of the intervention, the CA-based pedagogical approach for the target group was refined before it was applied. To improve the CA-based conversation activities, the researcher initially recorded the conversation classes and used, as mentioned above, the classroom observations to reflect on the lessons taught. This stage of the intervention called for further involvement of the students in different activities, analysis of their oral productions and interventions based on the CA-analytic tool.

Seventh, after different tasks had been performed by the students, the researcher still clearly identified gaps that the students had in their oral interactions using conversation analysis. Conversation analysis has become an analytic tool commonly used in the attempt to gather such evidence (Huth 2011). Following the identification of the gaps, additional materials that were thought to be useful for conversation skills development were prepared and used to bridge the gaps identified. The interactional features that needed to be taught were identified and incorporated in the material prepared for this purpose based on the information gained from conversation analytic tools. Because teaching materials using a CA-based approach are inadequate, other materials need to be considered based on the identified learning difficulties that learners are facing (Barraj-Rohan 2011).

Eighth, once the study participants had continued practicing the different activities prepared for the intervention purpose, they received feedback from the teacher and their peers. This was helpful in that when the students were engaged in the feedback giving activities, they started analyzing their own and others' conversations. CA is helpful to understanding how conversation is organized and how interactants understand and display understanding of each other as their talk unfolds (Psathas 1995).

Ninth, after feedback was given to the participants, many task-based activities were used to enhance the students' conversational skills or conversational features to the level of effective oral communication in English language and their knowledge of the language forms and functions used for questions and answers in requests, asking and giving directions, and invitations. In line with this, PDST (2014) has recommended what is to be taught and incorporated in the main intervention step(s) as presented below. Based on PDST's (2014) recommendation on teaching effective oral skills, the following teaching strategies were applied:

- The students were explicitly taught to model effective speaking in a formal and informal manner
- They were taught the conversational structures/moves and linguistic features

- They were provided with opportunities to engage in conversational-style speaking, e.g., using scenarios of invitation, telephoning, asking and giving direction, talking about the weather, shopping, etc.
- They were given tasks that involve observing and recording effective speaking
- Role-playing was used to teach and reinforce good conversational skills
- The rules that govern social interaction were taught
- Features such as non-verbal behaviors were considered.

Finally, in the post-intervention stage of the study, students performed conversations by their own choice. During these conversations, the students were given the freedom to select their own conversational partners and topics, as no instructions were given in order to create a friendlier atmosphere. The recorded conversations were then examined using the CA approach. At this stage, the researcher analyzed and evaluated the effects of CA-informed instruction in order to see the effect of the intervention. The conversations which were conducted at the end of the intervention are referred as post-instruction/intervention conversations (Barraja-Rohan 2011).

### *3.7 Data analysis*

The data collected through audio-video devices were analyzed on the basis of conversation analysis. Wong and Waring's (2010) CA framework was employed to see the students' enhanced use of conversational resources (Markee 2008). The focus of Wong and Waring with regard to CA is on turn-taking and related language production or utterance called turn-design, sequential production of related pair of utterances in a conversation and repairs which are used as conversational strategies. The thoughts of several CA specialists such as ten Have (2007), Sidnell (2009), and Seedhouse (2005) have also been used to analyze the data collected through audio-video recording. These prolific scholars have shown how CA machineries are employed in applied linguistics in general and language teaching in particular. Generally, CA framework was used for analyzing the audio-video data as it helps to uncover the gaps in conversational skills and take a pertinent intervention to promote oral interactions of language learners.

Therefore, oral task analyses were conducted in the present study. Here, purposively recorded and transcribed oral productions of students were analyzed to examine the quality changes (if any) in the oral communication task performances of the study participants as a result of the CA-based intervention. The oral task analyses consist of recorded oral productions of students which were analyzed from the CA perspective. The purpose of using the oral task analyses was to explore the progress of the study participants as a result of applying CA-informed instruction. The focus of the analyses was on the study participants' conversational skills (conversational structure, turn-taking, using an appropriate pair of utterances, conversational strategies/repairs and using appropriate spoken grammar). The CA showed how the study participants produced successive utterances in their oral interaction, and their sensitivity and conscious effort to use appropriate language in the contexts they were provided with. During the intervention phase of the study, analyses of audio/video recordings were also done to see the progress of the participants, and the process of the intervention. This phase of the analyses helped the researcher identify gaps, intervene and give feedback according to the difficulties students were facing. Using this procedure is recommended by (Barraja-Rohan 2011) and was effective in a study conducted elsewhere.

### *3.8 Data transcriptions conventions*

The data were transcribed using CA conventions developed by different scholars such as ten Have (2007). However, for the present study, only those transcription notations which are considered to be useful for the present study have been used. Abbreviations are used instead of names of the



conversation participants to keep the anonymity of the names of the study participants, which has to do with ethical considerations. According to ten Have (2007), the list of transcript symbols given below is meant to make clear the major conventions for rendering details of the vocal production of utterances in talk-in interaction as these are used in most current CA publications.

Table 1: CA audio/video data transcription conventions

	<b>Symbol</b>	<b>Name</b>	<b>Use/function</b>
<b>Sequencing</b>	[	<i>A single left bracket</i>	Indicates the point of overlap onset.
	]	<i>A single right bracket</i>	Indicates the point at which an utterance or utterance part terminates vis-à-vis another one
	=	<i>Equal signs</i>	One at the end of one line and one at the beginning of the next indicate no 'gap' between the two lines. This is often called latching
<b>Timed intervals</b>	(0)	<i>Numbers in parentheses</i>	Indicate elapsed time in silence, so (8) is a pause of 8 seconds
	(.)	<i>A dot in parentheses</i>	Indicates a tiny 'gap' within or between Utterances
	(( ))	<i>Double parentheses</i>	Indicate doubts, transcriber's comment and inaudible parts of utterances and non-verbal language used
<b>Characteristics of speech production</b>	::	<i>Colons/multiple colons</i>	Indicate prolongation or length of the immediately prior sound. Multiple colons indicate a more prolonged sound
	-	<i>A dash</i>	Indicates a cut-off...
	?	<i>Punctuation marks</i>	Are used to indicate characteristics of speech production, especially intonation; it is not referring to grammatical units; an alternative is an italicized question mark: ?
	.	<i>A period</i>	Indicates a stopping fall in tone.

#### 4. The results

This part of the study deals with the presentation and analysis of the audio/video recorded data collected in the pre-and post-intervention phases of the study. Following the analysis of the audio/video transcript, the summary of the results has been presented in Table 2. This section also provides the discussions of the results of the study.

##### 4.1 The pre-intervention conversation analysis

Before the intervention took place, pre-intervention activities were given to students and the oral productions of the study participants were recorded and analyzed in order to make the intervention evidence-based. This helped to identify conversational skills related gaps that the study participants had and to intervene accordingly. Thus, the presentation, and the analyses of the pre-intervention results are presented with sample audio-video recording transcripts of the participants. The following

sample excerpts were taken from different types of scenarios. The participants held the conversations based on their choice of the scenarios and the topics of the conversations were on question and answer, and telephoning.

*Excerpt I: Question and answer*

1. Edf: How are you ((shaking hand))
2. LsA: How are you. where where are you gone?
3. Edf: I'm going to (( ))
4. LsA: How how going: to: there?
5. Edf: (( ))
6. LsA: How long is it: take?
7. Edf: I planned to stay for (( ))
8. LsA: Ok:: have you-have you-okk another have you another (2 s) la:rning program?
9. Edf: Yes. I planned to go to Dubai this summer ((to use my language))
10. LsA: For peace bye.
11. Edf: I've program ((shaking hands)) ((noisy))

The participants of the conversation in this scenario opened their conversation using 'How are you-How are you' adjacency pair parts accompanied by hand shaking. The second pair part uttered by LsA was used to develop the conversation although the utterance she produced was not grammatically correct. She also repeated the word 'where' in the same utterance. Actually, LsA did this in the different turn constructional units of the conversation as vividly seen in the excerpt, whereas Edf's turn constructional units have inaudible portions in different utterances. Moreover, LsA used stretched words which show her lack of linguistic competence. She used the stretched words to gain time to think what to say next. Although this is understood as a conversation strategy to fill gaps, its repeated use makes the conversation awkward and affects her fluency.

When the conversation was brought to an end, the conversants did not use both pre-closing and terminal closing utterances. This closing of the conversation does not go with the norms of the target language. It was an abrupt closing and was made only by handshaking.

*Excerpt II: Telephoning*

One of the sample excerpts of the pre-intervention phase of the study was on telephoning with the objective to see the participants' English conversational skills. In sample excerpt II below, Um and TgA conducted their telephone conversation, and based on their conversation, analysis was made. This sample excerpt is used for illustrative purpose.

1. Ringing
2. Um: Listening
3. TgA: How are you? This is TgA.
4. Um: (12s) ((bending her face with a sign of shyness and signaling her partner to restart the call)). Hello TgA. This is Um.
5. TgA: How are you this is TgA.
6. Um: How are you:
7. TgA: I'm fine:
8. Um: A'm-I-I forget you-I forget you I-forget you-I forget you:r-you-you: homework:: tell me to page.
9. TgA: Yes: it is page on ((lege, stuttering)) ((general))
10. Um: Thank you:

13. TgA: No matter. Goodbye.
14. Um: Goodbye ((quieter than the surroundings))

This conversation was opened by a telephone ringing (summons) followed by the response given by Um using the expression '*listening*' which is unusual in English. Then came the '*How are you*' greeting and the self-identification: '*I'm TgA*' turn constructional unit (expression). Pausing for 12 seconds and turning her face to the other side of hers (as a sign of shyness), Um signaled her partner to restart the conversation and said 'Hello TgA this is Um'. At the identification and recognition stage, TgA greeted Um with '*How are you this is TgA*', repeating what she said before they restarted the conversation (line 3). As part of the opening the '*How are you- I'm fine*' continued.

Um asked a direct question using a repeated utterance in an awkward manner as indicated in lines 9 and 10 of the conversation. Although the response (the adjacency pair) seems to be appropriate to the question asked, the expression used to respond to the question lacks clarity because it was not done using clear language and appropriate language use. Even the page number she was referring to was not clearly indicated.

Lastly, '*thank-no matter*' adjacency pair parts were used as a pre-closing expression followed by the terminal closing adjacency pair parts of '*Goodbye-Goodbye*'.

The pre-intervention analyses of the oral productions of the study participants have shown that the participants of the study had problems in their conversational skills. They used undesired repetitions, produced inaudible utterances, failed to use appropriate conversational strategies or repairs, failed to use spoken grammar and vocabularies which they needed to express their thoughts. The fluency of their conversation was also highly affected.

#### 4.2 The post-intervention conversation analysis

After the intervention was conducted, the study participants were provided with oral tasks and asked to perform the tasks. The post-intervention conversations were used to show the qualitative changes achieved as a result of the CA-based treatment. While these kinds of tasks were chosen and performed by the study participants themselves, it allowed the researcher to observe the changes the participants exhibited. The analyses of the sample excerpts of their conversations are presented below.

##### *Excerpt III: Likes and dislikes*

The excerpt of the topic here is on likes and dislikes concerning music, so in excerpt III, LwA and Edf talked about the music they like. Based on their conversation, the conversation moves and their language performances are analyzed from the CA perspective.

##### *Talking about music*

1. LsA: Hi. How are you.
2. Edf: I'm fine thanks to God. What are you doing?
3. LsA: I'm listening to Jiregna Shiferw's music.
4. Edf: Oh:: my goodness! I'm trying to.... get you.
5. LsA: You love him?
6. Edf: What: k I'm crazy about him.
7. LsA: What about others?
8. Edf: Well I don hate any musicians especially I appreciate Ali Birra, Nuhoo Gobena anda
9. Abebie Kefenie.
10. LsA: Abie Kefene? Who is he? Is he fama:s?
11. Edf: Yes. He made his new music last year with Jirenya Shiferaw.
12. LsA: You remember that music?
13. Edf: Ok you have heard Jinina

14. LsA: Oh Jinina I remember it.
15. Edf: Ok what about you? You appreciate?
16. LsA: Immm Hachalu, Ebisa Adugna especially Ali Birra.
17. Edf: No way he is our top artist long live for him and im: I like also all our singers.
18. LsA: ((Nodded her head as a sign of confirmation and back channeling))
19. Edf: Thank you. See you some other time.
20. LsA: Bye.
21. Edf: Bye.

The conversation began with the ‘*Hi-How are you-Fine thank you*’ adjacency pairs in which Edf developed the topic of the conversation by asking what LwA was doing. Her utterance was fully heard following LwA’s response to her question. Edf’s expression of ‘*Oh: my goodness*’ is an indication of the development of authentic conversation. LwA’s question also showed similar development because she used spoken grammar to ask her question: ‘*you love him?*’ instead of ‘Do you love him’ which has the feature of written grammar. Edf responded here again using spoken grammar (line 6): ‘*what: k I’m crazy about him*’ and with the word ‘*what:*’ stretched. Perhaps, she was searching for words that could help her express her admiration to the artist.

Edf produced an appropriate utterance and the part of her utterance was also audible. The questions and answers in their conversation expanded their conversation. Their conversation was characterized by the use of non-verbal signs such as nodding your head as a sign of confirmation and a back channel which are features of oral interaction.

The ‘*thank you*’ and ‘*see you some other time*’ were used as pre-closing signals followed by the closing adjacency pairs of ‘*bye-bye*’. The closing part of their conversation is good but it seemed to be done in a bit of a hurried manner in the pre-closing part of it. In the pre-closing part, one of them should have provided a reason for leaving which could be used as an initiation for closing their conversation.

#### *Excerpt IV: Talking about food*

As can be seen from the following transcript (excerpt IV), the participants (Um & TgA) shared the food culture in their respective vicinity.

1. Um: Hi TgA:
2. TgA: Hi Um. I’m fine. How are you?
3. Um: I’m fine. What-way where you came from?
4. TgA: I came from West Wellega specific spsss place eh: Ginbi what about you?
5. Um: I come from Jimma.
6. TgA: Ok: what kinds of food are common in Jimma?
7. Um: in Jimma::food isi: in porridge, maize and so on. What kind of: food in
8. Wellega?
9. TgA: Ok: some kinds of food in Wellega: just like eh:: maizi, teff and coffee, sorghum.
10. Um: Imm: what: do you like: food?
11. TgA: Yes: I like food imm cake. Ok do you like coffee?
12. Um: Yea.
13. TgA: Ok thank you.
14. Um: Yea.

As most of the preceding conversations indicated, the talk between Um and Grm was opened by informal greeting adjacency pair parts: ‘*Hi-Hi*’, the second being followed by ‘*I’m fine-How you are*’ after mentioning each other’s name. The second greeting adjacency pair part was followed by ‘*I’m*

*fine*'. After the opening was made, Um established the topic by asking a question about where TgA came from. Um stuttered a bit (line 3), and used an ungrammatically correct, but intelligible utterance. After TgA responded to the question, she reciprocated and asked about where Um was from. Her response was appropriate and grammatically correct, except for a few prepositional errors and use of longer stuttering (eh:). The question and answer between the conversants was continuous as they were discussing the food culture; and their use of English was better than their language in the pre-intervention phase of the study. They commonly employed longer words and fillers, stuttered and extended utterances for the organization of ideas; their utterances were characterized by the feature of spoken grammar all through their discussion, however.

The closing of their conversation was conventional. For example, TgA tried to thank and the 'thank you' utterance followed the acceptance of the invitation for coffee. Thus, from the perspective of conversation analysis, the conversants showed better performances as compared to their performances in the pre-intervention phase of the study.

Generally, participants used conversational structures very well, and this was observed, for instance, in the participants' greetings and closings in the above scenarios. They also used better English in the post-intervention phase of the study; however, minor linguistic difficulties were observed in their attempt to talk. The comparison of the pre-intervention and post-intervention oral performances of the participants has been presented in Table 2 below.

Table 2: Comparison of the pre-intervention and post-intervention oral performances of participants

No.	Pre-intervention	Post-intervention
	<i>Problems identified</i>	<i>Improvements made</i>
1	Violation of socio-cultural norms	Better performance of socio-cultural issues
2	Productions of incomplete utterances	Language use improved
3	Unnecessary and awkward repetitions	Awkward repetitions minimized
4	Awkward pauses (longer pauses)	Using fillers and empty forms or conversation continuers to maintain the conversations
5	Production of undesired and long stretched sounds	Production of undesired and long stretched sounds minimized
6	Severe grammatical inaccuracy	The use of spoken grammar improved
7	Fluency problems	Using desirable fillers and empty forms
8	Production of inaudible utterances	Using linguistic and conversational features
9	Lack of confidence	Confidence built
10	Linguistic difficulties	Using linguistic and conversational features
11	Stuttering	Stuttering minimized
12	Difficulties in closing a conversation	Closing of conversation improved
13	Incorrect use of language	The use of correct language

The above table illustrates the comparison between the conversation features observed in the pre-

intervention and the post-intervention phases of the study. Prior to the intervention, the participants of the study had difficulties producing audible and clear language with appropriate socio-cultural norms of the target language. Here, the inaudibility of their utterances, the production of unclear language and inappropriate use of some language elements marked their lack of confidence (uncertainty) when using certain utterances. Awkward repetitions and longer pauses as well as undesired and longer stretches of words were also the major problems observed among the participants of the study in their attempt to contribute to the different conversations. The use of inappropriate pauses and unnecessarily stretched words, moreover, confirmed the learners' difficulties in oral interaction. They had also such difficulties as too much use of empty fillers which influenced the fluency of their speeches. Severe grammatical errors, the production of incomplete utterances, stuttering, linguistic difficulties, inappropriate closing of conversations, and incorrect use of linguistic elements were also part of the difficulties that the learners experienced in their effort to engage in conversations of various types.

However, in the post-intervention phase of the study, the learners' difficulties were minimized. The participants were able to improve their language use; they minimized the use of awkward repetitions and longer stretching of words. The participants could also use empty fillers or conversation continuers to maintain their conversations. The appropriate use of fillers in a conversation is one of the conversational strategies used by conversants (Thornbury 2006). Since practices of conversation are done in real time, the use of fillers and empty forms is inevitable to maintain a conversation and avoid communication failure (Hilliard 2014); however, excessive use of fillers and empty forms is an indicator of difficulties in oral communication. Regardless of minor difficulties, the learners were able to use spoken grammar, correct expressions and minimized stuttering in their contributions to the oral interactions they were engaged in. The participants used better grammatical structures in the post-intervention phase as compared to the pre-intervention phase of the study. In this regard, Hilliard (2014) explains that in spoken grammar, the use of fillers and ellipsis or simple and incomplete forms is common as compared to the written variety. They also built their confidence while they were engaged in conversations. They employed conversational features and linguistic forms in their conversations.

## 5. Discussions

Scholars, such as Seedhouse (2005), Sidnell (2010) and Barraja-Rohan (2011) argue that CA has a significant contribution when it comes to second or foreign language acquisition. Similarly, the contribution of CA has been substantiated by the present study as discussed below. As the present study was conducted with a view to seeing the contribution of CA in the areas of foreign language teaching and learning, it attempted to answer the following three research questions in relation to the application and contribution of CA in EFL contexts.

The first research question sought to answer the question whether or not CA-informed intervention would help develop students' use of conversational moves/structures in oral interactions. For an effective conversation to take place, interactants engaged in talk-in interaction are expected to have the knowledge of conversational structures or moves such as turn taking, turn design, sequential organization of utterances (pair of utterances), and repair strategies as well as the overall structure of conversation including the opening, the development and the closing (Hoskins & Noel 2011; Wong & Waring, 2010; Dornyei & Thurrell 1994). The participants of the present study managed the turn taking issues better in the post-intervention phase of the study than in the pre-intervention phase. Since they developed their confidence in terms of engaging in conversation, they attempted to significantly contribute to the conversations they were involved in. They also used repair strategies to overcome language difficulties in a better way in the post-intervention phase of the study than in the pre-intervention phase. The sequential organization of their utterances (their production of interrelated pair of utterances) significantly improved. The opening of their conversations also

indicated better performances of the learners in the post intervention. Topic development, extension, and maintenance of a conversation through different strategies such as using conversation continuers and fillers is an indicator of the development in the use of effective conversational moves (Hoskins & Noel 2011). An improvement was also observed in the closing of their conversations which affirms the development of their conversational skills. Conversational structures are one of the most important pillars of oral interaction without which talk-in interaction is impossible. Thus, the participants' management of conversational structures in the conversations they held implies the development of their conversational skills.

The focus of the second research question was whether or not CA-informed intervention would enable students to use appropriate language forms in various oral communication situations. One of the most crucial issues in oral interaction is the use of appropriate language forms in addition to the conversational structures (Dornyei & Thurrell 1994). This also applies to the use of appropriate language forms in a variety of communication situations as different contexts call for different language use. As turn constructional units (utterances) can be language forms such as words, phrases, clauses or sentences, even prosodic features and gap fillers (e.g. *ehe*, *uh*, *imm*) produced by conversation partners, the appropriate management of these linguistic and non-linguistic forms is crucial for the effective oral interaction (Gardner 2013). Regardless of minor difficulties, the participants of the present study employed appropriate turn constructional units in their conversations. They demonstrated improved performances in terms of language use in the post-intervention phase of the study. They developed the skills of how people construct utterances in real time, and the way in which they use regular, patterned, grammatical schemas under the constraints of having to talk in interaction. Their employment of spoken grammar and empty fillers implies their language development in oral interactions. Being able to use appropriate linguistic expressions based on a particular context of language use has an implication for the greater contribution of CA in the teaching of foreign language oral skills. The overall oral productions of learners (participants) have also shown better development implying that CA-informed instructions can help promote oral interactions of learners. Using CA analytic tool helps enhance students' interactional skills and their engagement in a variety of oral interaction contexts (Barraja-Rohan 2011; Seedhouse 2005).

Before answering the third research question, it is important to make clear what conversational skill is. Conversational skill blends both the conversational structures/moves and the linguistic resources of oral interaction (Dornyei & Thurrell 1994). The third research question, therefore, focused on whether or not CA-informed intervention would promote students' conversational skills. In response to this question, the study revealed that the participants showed enhanced performances in their conversational skills due to the CA based treatment as the CA-informed instructions were conducted based on the problems identified using the CA analytic tool. As shown in the analysis part, each participant in the study showed improved language productions in the post-intervention phase of the study. They produced utterances with difficulties in their turns before the intervention was conducted; their contribution to the conversation was minimal. Their fluency was highly affected by awkward and unnecessary repetitions, longer pauses and the use of empty fillers. However, their oral productions improved in the post-intervention phase of the study; they performed better after the CA-based treatment. The turn design (linguistic utterances of different types) they employed in various oral performances developed as a result of the intervention. Proper employment of turn design which refers to the use of certain turn constructional units -be it at lexical, phrasal or syntactic level -to perform a certain action, implies that the participants communicate their ideas better by contributing to particular conversations (Markee 2000). As they were taking turns, they tried to use a pair of expressions which go together in which the first pair of utterance was followed by the appropriate second pair of the utterance in the conversations they held. The use of features of spoken English grammar such as turn constructional units of different types e.g. words, phrases, clauses or sentences and gap fillers (e.g., *ehe*, *imm*); longer turns as well as repairs/conversational strategies developed

among participants, and this has confirmed the positive contribution of CA in the arena of EFL as several scholars confirmed it elsewhere (Barraja-Rohan, 2011 & Seedhouse, 2009). In connection to this, Gordon (2004) states that the issue of grammar in talk can help to understand the relationship between the grammatical resources available in a language, for instance the many options or ways to ask a question, and the sequential position of an action, for instance whether this is an only question, or the first in a series of questions, or a later one in a series of questions.

The development of conversational features is an indicator and evidence of language learning and improvement of conversational skills. In addition, the participants could extend conversation using conversation extending strategies such as using questions as indicated in the transcriptions of the post-intervention analysis. Their contribution to the conversation also showed a significant change in the post-intervention conversation analyses as compared to the pre-intervention oral productions of the participants. Their use of repairs or conversational strategies to sustain the conversation was also one of the indicators of the development of their conversational skills. In their turn to contribute to the conversation they were involved in, they requested clarification, and having understood the request for clarification, they responded accordingly.

Another encouraging result obtained as a result of the CA-informed instruction is that the participants would know how a conversation is held and what language structure is used in a conversation as opposed to the language structure employed in written communication. As the experience of the researcher shows, the difficulty of students in a foreign language context is the learners' adherence to grammatical accuracy and their tendency to use written grammar in conversations. This trend has led them to confusion and it is one of the factors when it comes to the deterioration of their oral skills in English. However, in the present study, the knowledge of how the spoken variety of the language works developed among participants of the study through the intervention, and minimized the confusion or difficulty that they had prior to the intervention. CA is a helpful analytical tool for identifying and examining language related difficulties in conversation (Masats 2017). Hence, the contribution of CA to language learning and teaching is of vital importance. In similar line of argument Barraja-Rohan (2011) emphasized that the CA approach as a tool is a helpful instrument for addressing problems of language teaching and learning. Wong and Waring (2010) also echoed that CA is important, for it is a foundation of all language learning. The present study also complies with the works of these scholars.

## **6. Conclusions**

Based on the findings of the present study, CA has helped to develop learners' conversational skills. The participants of the study were able to manage both the conversational moves/structures such as turn-taking, sequential (related) production of utterances and repair strategies, and the linguistic features used to achieve a particular purpose in a particular context. Their use of conversational moves and linguistic features after the intervention has corroborated the development of their conversational skills. The turn constructional units (various types of utterances), which are the building blocks of turn-takings, constitute the basics of a conversation and are managed using either linguistic units or any other conversational features. In this regard, the participants also used improved interactional sequences in their conversations which showed their enhanced performances in the production of the interrelated sequence of utterances. Adjacency pairs or interactional sequences (made up of two or more turns) are the most important components of conversation. The interactional sequences which are context dependent and context renewing are important for carrying out effective oral interactions (Seedhouse 2005). Interactional sequences should be interrelated to create coherence in a conversation. Thus, it can be concluded that the present study complies with the research work of several scholars such as Barraja-Rohan (2011) in that the CA-based treatment contributes to the development of learners' conversational skills.

It can also be concluded that regardless of some minor difficulties, the interactional practices



of participants (learners) developed after the intervention, that is, an improvement was observed in their oral interactions. The CA-based instruction contributed to the development of their conversational skills and conversational skills related language awareness. Developing learners' knowledge and skills about conversation and conversational features is of paramount importance to ensure effective oral communication (Masats 2017). In the present study, the CA-informed intervention, moreover, helped to identify the conversational difficulties EFL learners faced and intervene accordingly. This implies that CA is an interactional machinery which helps facilitate the development and acquisition of a second or foreign language. It also has an implication that the CA-based treatment can assist teachers to identify students' learning difficulties, and develop their learners' confidence in engaging in oral interactions of various types. In sum, the quality developments of learners' conversational skills would help to understand that the CA-based treatment can help language teachers to improve the conversational skills of their learners.

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## **Appendix: Transcripts of recorded oral productions of participants**

### *Excerpt: Seeking information*

1. Ringing
2. Buz: Hello
3. Clt: (5s) hello
4. Buz: Hello: (( )) this is Ethiopian Airlines information office hello this is Ethiopian
5. Airlines information Office what can I help you?
6. Clt: (( ))
7. Buz: Ok what kind of flight ((can can)) local or international flight type?
8. Clt: Both the local type-I want local time
9. Buz: What is the local time:: this afternoon?
10. Clt: (.) Ok: a ok Bahir Dar Dire Dewa.
11. Buz: Ok: the record the flight had is Bahir Dar goes Saturday: morning and afternoon?
12. Clt: Ok: ok: ok thank you.
13. Buz: Ok thanks for the ((con))

### *Excerpt: Persuasion*

1. Tr: Hi how are you.
2. Zn: I'm fine.
3. Tr: Imm: oh your mobile phone is: very good and expensive
4. Zn: I bought before one month
5. Tr: Imm:eh: (6s) oh it is very beautiful I like it.
6. Zn: Immm: you like it.
7. Tr: Immm: yea: immm: can give me: your mobile:?
8. Zn: Sorry-sorry I can-I can't give you.
9. Tr: Why?
10. Zn: Because I use it from (( ))
11. Tr: Please: on for one day.
12. Zn: ((Giggling)) no: no I can't help you.
13. Tr: Ok. Bye.
14. Zn: Bye. (by hand shaking)

### *Excerpt: Talking about the future*

1. Clt: Hi Buzie.
2. Buz: Hi Zn
3. Clt: How are you
4. Buz: I'm fine. How are you.
5. Clt: I'm fine. Imm: what is that? eh: what is future plan after graduation?
6. Buz: Ow after graduation, ehh:I have so many plans; for example eh I wanttu I wanttu
7. .open primary school, I want to teach preparatory school, and I have so many plans.
8. Clt: Really? That is nice. Ehh:: when d you when d you went do eh: wet marry? (with her
9. head down and the click sound to remember what say)
10. Buz: Oh: no I have no any plan to married because I have some goals. Eh: I will achieve
11. some goals, I think I will married: after some years ago.
12. Clt: How many child d-you:: doing to have?
13. Buz: Oh: I want to haf: at least two child imm: but I-I have to three or four girls and two:

14. Clt: Ok bye.
15. Buz: Ok Zn bye. ((with rising intonation))
16. Zn: Bye- ((with rising intonation))

*Excerpt: At a hospital*

1. Tr: ((Pointed her hand to let her partner speak))
2. Sph: (( ))
3. Tr: Get in have a seat.
4. Sph: Imm doctor I need help treatment
5. Tr: What I help you?
6. Sph: ((I'm I'm very sick))
7. Tr: ((What do you think?))
8. Sph: I have a pain.
9. Tr: Ok: what is the pain imm: (( )) a pain killer.
10. Sph: Ok: thank you doctor. What is the the medicine have side effect?
11. Tr: (( )) take on time
12. Sph: Ok thank you doctor. [Good time
13. Tr: [ Good time. ((with overlapping))

*Excerpt: Invitation through telephoning*

1. Ringing
2. Tr: Hello
3. Sph: Speaking
4. Tr: imm: how are you ((coughing)) oh Sph:
5. Sph: How are you
6. Tr: I'm fine. Can you come to my birthday party?
7. Sph: Oh:: (( )) the holiday?
8. Tr: Saturday at:
9. Sph: Oh I'm sorry I'm::
10. Tr: Imm:: good bye
11. Sph: Good bye

*Excerpt: Shopping for clothing*

1. Tg: Good morning.
2. Mr: Good morning
3. Tg: You have a beautiful dress how much it costs?
4. Mr: Five hundred berr.
5. Tg: Oh: it is expensive how much is its discount price?
6. Mr: No: it haven't a discount it is fashion.
7. Tg: Please I like such dress color please discount
8. Mr: If I discount for you eh I have not any profit fixed price.
9. Tg: Ok:: any thank you-((quietly))
10. Mr: Ok. Thank you
11. Tg: Bye.

*Excerpt: Talking about holiday*

1. Mrn: Hi
2. LwA: Hi how was the day?
3. Edf: It was very good thanks to God. Bye the way, are you going to your home for the
4. celebration of holidays? I'm not going anywhere.
5. Mrn: I have plan just to go to Adama
6. Edf: What about you?

7. LwA: Ours of pla to go to Wellega.
8. Edf: Oh: sorry any ways tell me about the cebgration of us in your area; for example,
9. innk a dress you wear (wir) that day, you-yuu a kind of food youw prepare that
10. day and
11. also special ((dress)) for the dre. Let me start from you (turning her face towards
12. Mrn).
13. Mrn: We celledbrates in Sodere (( )) with (( ))
14. Edf: What about you?
15. LwA: We celebrate it by making cultural food such as Anchote especially on Meskel
16. festivity. What about you?
17. Edf: Hey thank you. We do the same things. We wear cultural dress, with we prepare
18. cultural food and also we: there is a cultural music in our area. It is very
19. interesting.
20. Mrn: That is imm that is very goods. Let us e: go to in class
21. Edf: Yes we are too late. We have to go to class.
22. LwA: Oh: we have to go.

*Excerpt: At a hotel*

1. Customer1: Hi. How are you.
2. Customer2: I'm fine. What about you
3. Customer1: Weita. How was the meeting?
4. Customer2: It was boring-it was boring. I'm not interested.
5. Waitress: Hello. Good morning. Are you to order or shall I give you a few minutes?
6. Customer1: I think I think we are ready
7. Customer2: Yes: why not?
8. Waitress: Do you need something drink?
9. Customer1: Yes, would you: coffee please.
10. Waitress: What about you?
11. Customer2: eh: f:: coffees.
12. Waitress: Do you something to add?
13. Customer2: No: thing.
14. Waitress: Do you need:
15. Customer1: ((No verbal sign was used to say no)).

*Excerpt: (waiter and customers)*

1. Waitress: Welcome to the Maron Hotel
2. Customer1: I would like to have...something.
3. Waitress: What do you need...something to drink.
4. Customer2: Coffee...My interest is to drink coffee
5. Customer1: Ok. Yes, coffee please:
6. Waitress: Thank you.

*Excerpt: Talking about local culture*

1. Mr: Hi Tg
2. Tg: Hi Mr.
3. Mr.: Fine Tg I will ask you something.
4. Tg: What is that?
5. Mr: It is all way about our class end.
6. Tg: I'm not sure but I think it will be around twenty up to fifteen
7. Mr: Really?
8. Tg: I think
9. Mr: It is too late-((simultaneously produced with the preceding utterance))

10. Tg: why:?
11. Mr: Because of I wan go to my home quickly.
12. Tg: I think you: are very eager to go back what is the matter?
13. Mr: Yea: eh because of just I: want to stay in my home only for one month and after that
14. eh I want to go to the rural area
15. Tg: Why you leave your families and go for rural areas
16. Mr: It is because of to celebrate Ashenda culture
17. Tg: Ashenda? what is that?
18. Mr: Have you ever listen have you ever hear about that?
19. Tg: I'm not sure. I think I saw it on the media or:
20. Mr: Ok eh Ashenda is the cultural eh day..eh.. of the ladies of:::Tigray.
21. Tg: It is I hope it will be good.
22. Mr: Ok why don't we celebrate it together?
23. Tg: Oh are you kidin me?
24. Mr: No: no kidin I'm seriously.
25. Tg:Oh: it's my pleasure I think there will be he must be full material but I'm not prepared
26. for that
27. Mr: It is fine: if you decide to come, leave it for me I can prepare it, the material.
28. Tg: Sure?
29. Mr: Yea I'm seriously.
30. Tg: It's my pleasure I hope you there will be good: day
31. Mr: Ok. I agree:?
32. Tg: I immm agree.
33. Mr: Thank you so much.
34. Tg: Oh: have a nice day.
35. Mr: Good bye.

*Excerpt: Talking about future plans*

1. Zn: Hi Buzie.
2. Bz: Hi Zn
3. Zn: How are you.
4. Bz: I'm fine. How are you.
5. Zn: I'm fine. Imm: what is eh: what is your future plan after graduation?
6. Bz: Ow after graduation, ehh: I have so many plans; for example eh I want to I want to
7. open primary school, I want to teach preparatory school, and I have so many plans.
8. Zn: Really? That is nice. Ehh:: d' you want do eh: want to marry? (with her
9. head down and the click sound to remember what to say next)
10. Bz: Oh: no I have no any plan to married because I have some goals. Eh: I will achieve
11. some goals, I think I will marry: after some years.
12. Zn: How many child d'you:: doing to have?
13. Bz: Oh: I want to haf: at least two children imm: but I-I have to three or four girls and
14. two...
15. Zn: Ok bye.
16. Bz: Ok Zn bye. ((with rising intonation))
17. Zn: Bye- ((with rising intonation))