

Conversational Analysis in ELT Classroom

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ABSTRACT

Conversational analysis (CA) is a research method that focuses on examining the language used in everyday interactions, such as classroom conversations. In the field of English Language Teaching (ELT), CA can be used to study how language learners communicate with each other and with their teachers, uncovering the intricate dynamics of language use and negotiation. By studying conversational data like audio or video recordings, transcripts, and observations, educators and researchers can identify patterns and techniques that impact language learning, such as the ways in which students take turns, use discourse markers, and repair misunderstandings. This method offers valuable insights into how learners make meaning, resolve conflicts, and develop relationships, ultimately informing the creation of more effective language teaching approaches. Through employing a CA perspective, ELT professionals can gain a deeper understanding of the social and linguistic aspects of language learning, allowing for the development of targeted and responsive teaching methods that meet students' needs.

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1. INTRODUCTION

In English Language Teaching (ELT) classrooms, conversation analysis (CA) aims to comprehend and enhance the interactional dynamics between teachers and students. According to Seiko and Harumi, CA is useful in identifying interaction patterns, repair techniques, and the function of silence in class discussions. (2023)] [Rhamadina, Wiwi. Alek, Alek. Nida and Husna. Didin, Hidayat, and Nuruddin. (2023)]. It also clarifies how educators extract language from students, stressing the value of fluency and substantive interactions [Daisuke, Kimura]. Tsai, M., and Aurora. (2023)]. Additionally, by emphasizing participants'

agency in reshaping norms and structures through microanalytic insights, CA helps decolonize ELT [Marco, Cancino. (2020)]. Although CA has not received much attention in the Thai context, recent research [Sumita, Supakorn] has demonstrated that it can be useful in fostering Classroom Interactional Competence (CIC) through the analysis of teacher-student interactions and the alignment of pedagogical goals with language use. (2020)]. All things considered, CA is essential for improving classroom engagement, encouraging clear communication, and creating a positive learning atmosphere in ELT settings.

In English Language Teaching (ELT) classrooms, conversation analysis (CA) aims to comprehend and enhance the interactional dynamics between teachers and students. To improve learners' interactional repertoires, CA aids in the development of their repair techniques [Seiko, Harumi. (2023).] recognizes interaction patterns like student participation, instructor control, and support [Wiwi, Rhamadina]. Alek, Alek. Nida and Husna. Didin, Hidayat, and Nuruddin. (2023). examines how teachers can mold student contributions and create learning environments [Sumita, Supakorn. (2020)] looks into how well teachers converse and how that affects students' language learning [Muhammad, Ahmad. Shakir, Aleem. Arshad, Amna. (2021)], and looks at conversational strategies to improve classroom pedagogy, such as turn-taking, turn design, and repair mechanisms [Abiodun, C. , Ayeni. (2020)] . Teachers can use CA to foster student engagement, acquire insights into efficient communication techniques, and establish a language-learning-friendly environment in ELT classrooms.

Implementing Conversation Analysis (CA) in English Language Teaching (ELT) classrooms is essential for influencing interactions and improving student outcomes. Research similar to that of Harumi [Seiko, Harumi. (2023).], Supakorn [Supakorn, Sumita. In 2020], Le [Hoa, T. , V. Le. Hamdani [Beny, Hamdani (2021)]. (2023)], as well as Balaman and Daşkın [Balan, Ufuk. Daşkın, Nilüfer, Can. (2019)] highlight a number of CA implementation-related factors. These include utilizing task-related identities for efficient task management, creating repair strategies to overcome cross-cultural interactional challenges, analyzing teacher-student discourse to promote learning spaces, honing speaking abilities through structured conversation activities, and raising learners' awareness of interactional mechanisms through targeted activities. Teachers can address communication barriers, promote meaningful interactions, and ultimately improve students' language learning experiences by implementing CA principles into ELT classrooms.

There are various benefits to using conversation analysis (CA) in English language teaching (ELT) classrooms. First off, by emphasizing repair techniques and classroom silence, CA-informed speaking task design improves interaction and aids in the development of second language learners' interactional repertoires [Seiko, Harumi. (2023)] . Second, language-in-talk log assignments informed by CA greatly enhance conversational abilities, including the creation and delivery of turns, which is advantageous for EFL students [Chimi, Dema. Sinwongsuwat, Kemtong. (2021)]. Furthermore, examining conversation strategies used in actual classroom interactions, such as turn-taking, repair mechanisms, and sequence organization, improves pedagogy and student engagement [Abiodun, C. , Ayeni. Additionally, using CA to analyze talk-in-interaction between teachers and students in EFL classrooms fosters Classroom Interactional Competence (CIC), which helps to mold student contributions and create learning environments [Marco, Cancino]. (2020). All things considered, using CA in ELT classes can result in better interaction, stronger conversational abilities, and more successful teaching strategies.

Among the many difficulties associated with conversational analysis in English Language Teaching (ELT) classrooms is the requirement to create elicitation techniques for EFL learners' speech [Martin, James, Farrelly]. Sinwongsuwat, Kemtong. (2021)], discuss how cross-cultural variations in the norms of interaction lead to classroom quiet and offer solutions [Seiko, Harumi. (2023)], address coloniality in ELT by using microanalytic research to analyze classroom interactions [Daisuke, Kimura]. Tsai, M., and Aurora. (2023). For pedagogical success, use conversational strategies like turn-taking, turn design, and repair mechanisms [Abiodun, C. , Ayeni. (2020)], and strike a balance between student and teacher discourse while improving the caliber of teacher discourse to promote language acquisition [Muhammad, Ahmad. Shakir, Aleem. Arshad, Amna. (2021)] . These difficulties highlight how

difficult it can be to foster productive dialogue and interaction in ELT classrooms, highlighting how crucial it is to implement cutting-edge pedagogical strategies supported by conversational analysis in order to improve language learning outcomes.

In order to investigate and improve interaction in English Language Teaching (ELT) classrooms, Conversation Analysis (CA) is essential. Research highlights the importance of using pedagogical approaches informed by CA to address coloniality in ELT, develop learners' repair strategies, and analyze classroom discourse [Seiko, Harumi. (2023).], [Kimura, Daisuke. Tsai, M., and Aurora. (2023)], [Fan, Xingchen. (2022)]. Through the use of CA, researchers can identify patterns of interaction between students and teachers, emphasizing various interaction types like student participation, teacher control, and support [Wiwi, Rhamadina]. Alek, Alek. Nida and Husna. Didin, Hidayat, and Nuruddin. Moreover, in some contexts, such as Thailand (2023), where it has been used to examine Classroom Interactional Competence (CIC) and the teacher's role in guiding student contributions and establishing learning environments, CA has received less attention [Abiodun, C. , Ayeni. (2020)]. All things considered, CA is an effective instrument for comprehending, enhancing, and decolonizing ELT classroom interactions.

One important area of research that focuses on comprehending the patterns of interaction between students and teachers in English Language Teaching (ELT) classrooms is conversational analysis [Wiwi, Rhamadina]. Alek, Alek. Nida and Husna. Didin, Hidayat, and Nuruddin. (2023)]. Research highlights the value of applying conversation analysis (CA) to improve the interactional repertoires of second language learners and tackle issues brought on by cultural variations in interactional norms [Seiko, Harumi. Additionally, by emphasizing participants' agency in reshaping established norms and structures, microanalytic research contributes to efforts to decolonize ELT by exposing gaps between official policies and actual communication practices [Daisuke, Kimura]. Tsai, M., and Aurora. (2023)]. Furthermore, recent studies conducted in the Turkish context highlight the methodological preference for Conversation Analysis when examining L2 classroom interaction, especially in settings where adolescents are involved in universities, providing insight into current trends and advancements in this field [Jinfen, Xu. Yang, Baoqi. (2023)]. Taken as a whole, these studies highlight the value of conversational analysis in ELT classrooms for enhancing instruction and encouraging successful language acquisition.

Therefore, we intended to conduct conversation analysis in this ELT classroom to investigate an exploratory study. This research intends to describe the discourse phenomena relate to conversational analysis in ELT classroom uses on EFL students formal communication. This, we formulate the research questions as follows .

1. How do student manage turn-taking with pairs or groups?
2. How do student correct each other's errors?

2. METHODS

In ELT classes, conversation analysis (CA) provides a potent lens through which to view the improvement of communication skills. The following is how we produced this article using the CA method: 1. Recording and Transcription: The analysis of real-world conversations forms the basis of conversation analysis, or CA. We videotape classroom conversations, concentrating on particular exercises like role-playing or group discussions. By transcribing these recordings, turn patterns, repair techniques, and linguistic preferences can be thoroughly examined. 2. Collaborative Analysis: The conversation becomes a shared text after it has been transcribed. We analyze turn patterns, pinpoint situations in which repair techniques are applied, and talk about the significance of linguistic decisions. 3. Self-Reflection and Peer Feedback: Following the discussion, we thought back on our own communication style. We can pinpoint areas for development and establish objectives for upcoming exchanges after reviewing the conversations that were transcribed. Peer review has the potential to improve this process even more by creating a welcoming environment in which ELT students can pick up communication skills from one another. We can transform

ELT classrooms into dynamic forums for real-world discussions by incorporating these techniques. As students, CA gives us the tools to become proficient in speaking English as well as to navigate the challenging world of spoken interactions.

3. FINDINGS

3.1 Students managing turn-taking within pairs or groups

Current issues in teaching and learning languages. Taking turns in groups or pairs is a crucial interaction and communication skill. To enable communication with individuals or groups so that everyone has the chance to contribute to the conversation, interaction in the form of live chat is used. and take part. Alternation is crucial for the development of vocabulary, pronunciation, and language skills when learning a language.

Similar conditions in the studymarter.co.uk article, the allocation component has two techniques used to indicate the next speaker. There are **The current speaker chooses the next speaker** & **The next speaker selects self**. in this article, we also conclude that there are two techniques used to indicate the next speaker.

Situation : A group of students talking about assignments

- **The current speaker chooses the next speaker**

Excerpt :

RK : oke, berarti audio visual itu saya masukkan di video saya nanti.

Omong-omong, evaluasi itu dibagian apa F?

(Okay, so i insert the Audio visual to my video.

by the way, which part is the evaluation F?)

F : di bagian penilaiannya

(In the assessment section)

In this case, RK addresses the next speaker -F- directly, thus letting him know that it his turn to change from a listener to a speaker. The turn allocation component is different from the turn-taking component because the current speaker uses the name of one of the listeners and, in this way, appoints them as the next speaker. In the case of the turn-taking component, the current speaker asks a general question and doesn't appoint a specific person as the next speaker.

Situation : A group of students talking about assignments

- **The next speaker selects themselves**

Excerpt :

J : kalau aku pakai google form kemaren aja lah.

(Nah for me i just gonna use the google form from yesterday)

F : tidak masalah, tapi aku buat soal baru

(No problem, but i make a new question)

In this scenario, J indicates that he has finished speaking by wrapping up. F sees this as an opportunity to take the next turn as a speaker. Of course as we can see in the two examples of conversation quotes above, it appears that the conversation took place normally.

however, in our study there were inhibiting factors that disrupted the turn-taking flow. These factors must be avoided to maintain a pleasant conversation, so that the parties involved can contribute equally.

Situation : Conversation between teacher and students in class

- **Overlaps**

Excerpt :

Teacher : kira kira sehat gak kalau semua dosen you kasih warning dan ancamannnn gitu?

(Is it probably healthy if you give all your lectures a warning and threats like that?)

DE : Engak sehat

(NOT HEALTHY)

Crowd : ENGAK SEHATTTT

(NOOTT HEALTHYYYYYY)

F : Sehat mam...

(Healthy mam...)

In this case, there is an overlap between F and Crowd when answering questions from the teacher. Overlap is when two or more speakers speak at the same time.

As we've seen in the several cases we've covered above, students' ability to manage turn-taking in ELT classes is crucial to having a productive conversation. This guarantees that thoughts can be clearly shared and that everyone gets an opportunity to be heard. We can steer the conversation, prevent misunderstandings, and promote a more pleasurable and fruitful exchange for all parties involved by being mindful of the context.

3.2 Student do correct each other's errors

Error correction is an important aspect of learning English as a foreign or second language, but it can be tricky. We know that when correcting mistakes made by English language learners, it is important to do so in a constructive and supportive way that encourages learning without encouraging discouragement, but this is sometimes easier said than done. Well, in our research there are several ways students can correct these errors.

Situation : Conversation between teacher and students in class

- **Peer Correction**

Teacher : Apakah deklarasi termasuk dalam speech acts??

(Is it declaration is part of inside a Speech acts?)

DE : tidak mam

(No mam)

Teacher : kamu yakin? Apakah ada yang punya jawaban berbeda?

(You sure? Does anybody have a different answer?)

Crowd : iya mam, deklarasi itu termasuk jenis speech acts

(Yes mam, declaration is counted as part of speech acts)

From this situation we see that one way to correct mistakes in conversation is to get feedback from the whole class. For example, 'Does that sound right to you? Has anyone noticed the error? Can anyone suggest a better way to say that?' Encourage students to correct each other's mistakes. This fosters a collaborative learning environment and strengthens understanding.

Situation : A group of students talking about assignments

- **Clarification Question**

F : Nah, guys minggu depan kita akan presentasikan hasil observasi kita ini dikelas

(Alright, guys next week we will present our observation result in front of the class)

DE : haa ? Presentasi bagaimana?

(Haa? How do we present it?)

F : iya, kita akan menjelaskan apa saja hasil observasi yang telah kita lakukan hari ini

(Yeah, we just explain what's the result of our observation for today)

DE : oh gitu, baiklah. Terimakasih sudah memberikan saya informasi ini.

(Oh i see, alright thanks for giving me this information)

In this case, student do correct each others errors using CCQs and ICQs (concept and information checking questions) to elicit self-correction or further explanation. For example, "Did you mean to say...?" or "Can you clarify what you meant by...?" It is then easier to point out and explain the correct form. Correcting errors in conversations is an important part of

improving effective communication. This can be done in various ways, both directly and indirectly, always prioritizing politeness, respect and patience. By using good and non-judgmental language, this activity will run optimally.

DISCUSSION

Similar conditions in the studymarter.co.uk article, the allocation component has two techniques used to indicate the next speaker. There the current Speaker chooses the next speaker & the next Speaker chooses himself. In this article we also conclude that there are two techniques used to indicate the next speaker, namely There is The current speaker chooses the next speaker & The next speaker chooses himself. However, if we look at the studymarter.co.uk article, there are several factors that disrupt the turn-taking flow, namely, Interruptions, Overlaps and Gaps. whereas in our research results in this article we only found one of these factors, and that is overlaps.

Based on the results of our research, there are several ways students can correct word and language errors in conversational contexts in ELT classes. The method used is Peer Correction and Clarification Questions. However, we found it in [Larry Walder's, 2023](#). There are also several methods that can be used to correct these errors, namely Modeling, Slightly Delayed Correction, Clarification Questions, Peer Correction, Positive Feedback, Errors Connection Codes and the last Full Stop.

4. CONCLUSION

Establishing effective communication and reaching goals requires managing conversations well. You can make the most of your interaction with the person you are speaking with by being well-prepared, knowing how to start and flow a conversation, and using a formal conclusion. Making corrections during a conversation is equally crucial. Take note of grammatical mistakes, meaning, and body language to make sure the message is received courteously and clearly. Employ suitable language, focus on sentence construction, steer clear of ambiguity, and communicate with respect for the other person. To get better at managing conversations and fixing errors, practice frequently, get feedback, understand the culture of communication, and keep learning new things. You can develop into a dependable communicator and foster good relationships with others in this way.

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