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**Investigating the Impact of Turn Taking Strategies
Instruction on Second year Students' Oral Performance**

The Case of Second Year Licence Students at the Department of Letters and
English Language Kasdi Merbah University Ouargla

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Dedication

This humblework is honorably dedicated to:

-The soul of my father,

-My beloved mother,

-My brother Ilyes,

-My sisters Chahrazed and Hind,

-My nephews and nieces,

-My best friend and my partner ImenDjezzar,

-My supportive friend SamahBensheikh,

-My encouraging sister Sara Bensheikh,

- My English teacher Mrs. BDUKASSI who taught me in my three years of secondary school,

-All my family members, friends and beloved ones,

- My exceptional teacher Mr. YoucefBensheikh,

-To all second year students who participated in this work.

BDUNAAMA Marwa

Dedication

First and foremost, this work is wholeheartedly dedicated to my beloved parents,

***Mohamed DJEZZAR** and **Fatiha DJOUDI**, who have been there for me whenever I needed them and I wish them a long healthy life.*

*As well this work is dedicated to my sister **Soundous** and my brothers **Abdel Karim** and **Ali SeifEddine**.*

*To my beloved best friend and my partner **Marwa BOUNAAMA** who has been a source of encouragement and strength whenever I feel unmotivated. For her I say 'Thank you so much and I wish you all the best in this life,*

*To my beloved best friend **Sara BRAHIMI**,*

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To all my teachers who provided me with knowledge and guidance

DjezzarImen

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Abstract

The current study attempts to examine the effectiveness of the instruction of turn taking strategies on student's oral performance. Thus, the hypotheses set forth at the beginning of this study is that teaching EFL learners turn taking strategies would promote their oral performance. The research methodology adopted in the present study is pre-experimental method (qualitative and quantitative method). In order to test the hypotheses, an experiment was handled on second year students at the university of Kasdi Merbah University Ouargla (KMUO) as well as a semi-structured interview with second year students and a teacher of oral expression and comprehension in order to know their attitudes towards turn taking strategies instruction. The data collection is based on one teacher and 06 students recorded interviews. Moreover, the population consists of 40 second year licence students at the Department of English language Kasdi Merbah university Ouargla in the academic year 2018/2019. The study results show the effectiveness of the instruction of turn taking strategies on students' oral performance. In addition, the findings demonstrate that students hold a positive attitude towards the instruction of the turn taking strategies.

Key words: Instruction, turn taking strategies (TTS), oral performance.

List of Abbreviations

EFL	English as a Foreign Language
KMUO	Kasdi Merbah University-Ouargla
CC	Communicative Competence
CLT	Communicative Language Teaching
TTS	Turn Taking Strategies
SLT	Second Language Teaching.
TCU	Turn Constructional Unit
TRP	Transition Relevance Place
CA	Conversation Analysis

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ملخص

General Introduction

1. Background to the Study

Language is a vital tool of communication. It is the primary means through which humans are able to communicate and interact with one another as well as to transfer one's culture and beliefs. Therefore, many countries are emphasizing teaching foreign language in their pedagogical settings. At present, English is considered as a language for international communication, science, commerce, advertising, diplomacy and transmitting advanced technology. It has also been a 'lingua franca' among speakers that speak different languages (Willis, 1996, and Coury & Carlos). Hence, unlike past language classes which emphasize teaching grammatical rules and lists of vocabulary, nowadays the main concern of EFL classes is to make the learner communicatively competent. The communicative approach is based upon the belief that when learners are involved in real situations and deal with authentic materials in classroom, they will be competent in using language in natural settings. In 1972, Dell Hymes coined the term 'communicative competence'. He theorizes that communicative competence is what the speaker needs to know in order to become communicatively competent in a speech community. He asserted that the ability to communicate properly should be cultivated in language teaching. Learners should learn how to use a language in their daily communication in order to demonstrate its mastery. Since speaking is one of the productive skills and considered as a vital one, teaching oral communication is, undoubtedly, one of the complex yet a necessary activity in the teaching process. For that reason, one way to enhance learners' oral performance is to make them aware of turn taking strategies.

2. Statement of the Problem

Turn taking is often troublesome for EFL learners due to its sociocultural variations. A smooth turn taking not only requires knowledge of linguistic rules but also knowledge of conversational rules of the target language. Therefore, some EFL learners encounter difficulties to take turns in conversations although they may not have a bad baggage of linguistic rules of the target language. Second year students of Ouargla University seem to be no exception. It is noticed that in classroom discussions some students fail to take parts in conversations or discussions due to the lack of knowledge of conversational rules and turn taking strategies that enable them to take part in conversations and hold their turns to express their ideas smoothly.

EFL teachers find it difficult to find a way in order to raise students' awareness of the turn taking strategies. In this regard, the problem cultivated from this study isto examine whether the explicit instruction of turn taking strategies can enhance their oral performance.

3. Purpose of the Study

The overall aim of EFL classes is to teach English for communication and to do so, it is vital that teachers should shed light on the system that governs conversations and teach it to the learners in order to reduce their weakness in turn taking in spoken dialogues. Teaching learners turn taking strategies (TTS) would make them perform appropriately inside and outside the classroom. Therefore, the ultimate aim of the present study is to examine the way in which making students aware of Turn Taking strategies enhances their oral performance.

4. Research Questions

The present study aims at answering the following questions:

- What is the impact of turn taking strategies instruction on students' oral performance?
- Does teaching students strategies of turn taking enhance their oral performance?
- What are the attitudes of second year students of English towards applying turn taking strategies during oral performance?

5. Research Hypotheses

It is hypothesised that:

- Student's awareness of turn taking strategies may promote their use of language during oral performance.

- Teaching second year students strategies of turn taking would enhance their oral performance.

- Second year students would possibly hold a positive attitude towards learning the turn taking strategies.

6. The Structure of the Dissertation:

The present study is divided into two main parts: theoretical and practical parts. The former includes a general introduction which is devoted to the background of the study, a statement of the problem, the purpose of the study, research questions and hypotheses, and the structure of the

Study. Besides, it includes the literature review that is divided into two sections: the first one tackles the speaking skill and its teachability in contexts; the second deals with the turn taking strategies. The practical part introduces the methodology, the sample, and the data collection tools in addition to the description and the analysis of the results. Finally, this work ends with General Conclusion.

Literature Review

Introduction

This chapter is divided into two sections. The first section include the speaking skill definition, its components which are : accuracy and fluency and micro-skills of speaking, the importance of teaching speaking, teaching speaking in the EFL classroom, speaking activities in the language classroom, and the communicative competence in teaching speaking. In the second section deals with the definition of turn taking, their rules and strategies as well as previous research on turn taking.

1. The Speaking Skill

Speaking is a fundamental skill that reflects the competence of the individual. However, it is not a process of production of sounds and grammatical correct sentences solely, but it rather covers a range knowledge of pragmatics, social interactions as well as functions of language. According to Brown(1997) speaking is a process of constructing meaning that involve both producing and receiving as well as processing information. In the same vein Chaney (1998) stated that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in context. Nunan (1999) pointed out that the success of the process of learning of a language is measured by the performance of a learner in a conversation of the target language. Thus, mastering speaking in the target language is a priority for most of EFL learners. The mastery of speaking skill involves the mastery of speaking sub-skills or competencies such as linguistic competence, discourse competence, pragmatics competence and fluency. The competence of the learners is measured by their ability to express themselves appropriately, properly and fluently. Ur(2012) stated that

“Of all the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language; as if speaking included all other kinds of knowing” (p.117).

1.1 Accuracy and Fluency

Learning English is somehow troublesome to some learners due to the complexity of its components. Among the components of the language which are taught in EFL classes are: Grammar, vocabulary, structure of language and so on. EFL learners are expected to be proficient in using the target language. Therefore, it is vital to adapt exercises, activities and the overall teaching effort to support both their accuracy and fluency in using the language. Brown (1994) stated out the distinction between accuracy and fluency. Accurate means clear, articulate, and correct in phonology and grammar. Whilst fluent means the ability to communicate without hesitation and too much pauses or any breakdown in communication. According to Byrne (1988), accuracy is the capability to produce sentences by using a correct grammar and vocabulary. It refers to the use of appropriate forms where utterances do not include errors that affect the phonological, syntactical, and semantic or discourse features of language.

1.2 Micro-Skills of Speaking

Brown (2001, p.272) suggested several micro-skills for oral communication and they are asfollowing:

- Produce chunks of language of different lengths.
- Orally produce differences among the English phonemes and allophonic variants.
- Produce English stress patterns, words in stressed and unstressed positions, rhythmicstructure, and into national contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) in order to accomplish pragmaticpurposes.
- Produce fluent speech at different rates of delivery.

Chapter one: Literature review

- Monitor your own oral production and use various strategic devices-pauses, fillers,self-corrections, backtracking- to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement,pluralisation), word order, patterns, rules, and elliptical forms.
- Produce speech in natural constituents in appropriate phrases, pause groups, breathgroups, and sentences.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.
- Accomplish appropriately communicative functions according to situations, participants and goals.
- Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

As a matter of fact, EFL learners may not have the opportunity to acquire these micro-skills; however, they need instructions to practice them. Students are trained for these different micro-skills in oral classes in order to produce accurate verbal communication to achieve their communication purposes. These micro-skills are cardinal for language learners in order to enhance their speaking performance.

1.3 The Importance of Teaching Speaking

The ultimate goal of most language learners is to be good communicators using the target language. Communication takes place when there is speech. Thus, without speech, a language is considered a mere script. Despite the enormous significance of speaking skill, in the past, oral communication instruction had less attention and it was somehow neglected due to the misconception that communicative competence increases naturally over time (Chanay, 1998).

However, Goh (2007) claims that speaking is not merely a means for communication but also it can enhance the acquisition and the development of the foreign language for EFL learners.

In this respect, Rosana (2011) pointed out that speaking has a major function and enhancing learners speaking skill may seem not an easy task for learners to attain. Although the complexity of the teaching process of speaking:

«Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought» (Bygate, 1987, P, 1)

Teaching speaking not only improves learners communication skills but also, recent research indicates that speaking can support other language skills and is considered that oral interactions a vital factor that increase learners language development (Gass & Varonis, 1994). In particular, it was proved that learning speaking can help the development of reading skill (Hilferty, 2005), the development of listening skill (Regina, 1997) and the development of writing (Trachsel & Severino, 2004).

1.4 Teaching Speaking in the EFL Classroom

Reaching a perfect level of competence in using a language is not a must for learners to be considered a speaker of that language. In fact, EFL learners can communicate orally with a few amount of linguistic knowledge if they use pragmatic and sociocultural factors appropriately. According to Mariannne Celce-Murcia and Elita Olshtain (2000), there are a number of prerequisites in order learners would be considered effective communicators.

MariannneCelce-Murcia and Elite Olshtain suggest a set of linguistic, sociocultural, and discourse competencies needed to enhance oral communication:

- a- Knowing the vocabulary relevant to the situation.
- b- Ability to use discourse connectors such as well;oh; i see; okay.
- c- Ability to use suitable « opening phrases » and « closing phrases» such as excuse me or Thank you for your help.
- d- Ability to comprehend and use reduced forms(reducing vowel sounds in particularly important in English)
- e- Knowing the syntax for producing basic clauses in the language.
- f- Ability to use the basic intonation –or tone– patterns of the language.
- g- Ability to use proper rhythm and stress in the language and to make proper pauses.
- h- Awareness of how to apply Grice’s maxims in the new language.
- i- Knowing how to use the interlocutor’s reactions and input
- j- Awareness of the various conversational rules that facilitate the flow of talk

1.5 Speaking Activities in the Language Classroom

Speaking activities in classrooms should focus on enabling students to gain experience using all the aforementioned ‘prerequisites for effective oral communication. MariannneCelce-Murcia and Elite Olshtain(2000 :176) . Yule(1995) pointed out that the teaching of spoken language in the language classroom is often troublesome for both teacher and learners.

Materials used in classrooms are based on descriptions of written English instead of the communicative approach that rely heavily on using language in authentic situations.

The teaching of speaking from a discourse perspective make the teacher shifts from focusing on linguistic performance to focusing more on pragmatic use of language. Murcia and Elite Olshtain(2000 :178). Intelligible input as well as social interaction including negotiation of

meaning are regarded to be tremendous two factors in second language acquisition (Faltis, 1993, p.101). Thus, language teaching programs should focus on making learners communicatively competent by engaging them in effective interactional speaking situations.

According to Harmer's model, the instruction unit ought to tally the following five stages :

➤ **Introduction:** introducing the learners to the topic and explaining the aim of the lesson. Asking them to brainstorm their prior knowledge about the topic. For example, if the topic of the lesson is enrolling in a private school, students can be asked to guess the content of a possible conversation in the administration of the school.

➤ **Presenting the Task:** In this stage, the teacher is supposed to present the task explicitly and the task should be clearly

➤ **Observation:** The teacher observes learners performance and intervenes when needed with feedback and corrections if the learner fails to self-monitor. The interference of the instructor not only for the sake of correction but also for ensuring that students are progressing according to the course objectives.

➤ **Feedback:** teachers' feedback is vital to check learners' performance. Giving students' feedback on the content of the activity is more effective than on the grammar accuracy. Feedback is enormous to raise learners motivation thus it should be more positive to build their self-confidence.

➤ **Follow up Activity on the Topic:** at the end, a follow up assignment to reinforce the activities in the lesson can be given.

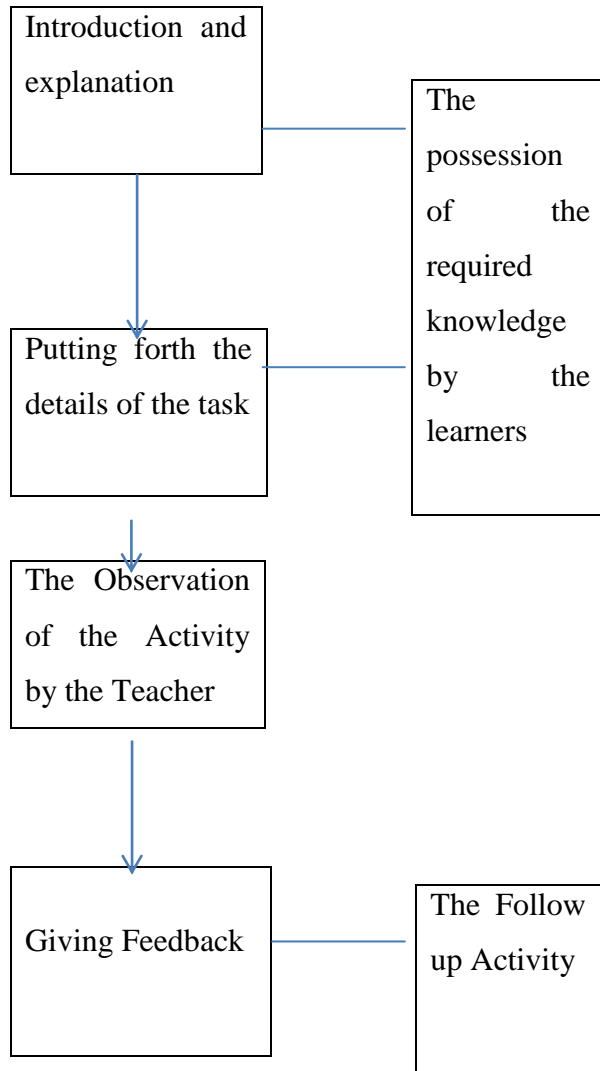


Figure 1. The Stages in a Speaking Class (Adapted from Harmer, 2007)

1.6 Communicative Competence in Teaching Speaking

From the instance of its emergence into the linguistic discourse, the notion of communicative competence has been constantly modified and adapted to the context of its use. The term of communicative competence is a combination of two words which denotes 'competence to communicate'. The coinage of the word 'competence' was by Noam Chomsky in his book « aspects of the theory of syntax ». In his influential book he drew a distinction between competence 'the monolingual speaker-listener knowledge of language' and performance 'the actual use of language in authentic contexts'. Soon after it was criticized for focusing solely on linguistic competence. As a reaction, Hymes coined the concept 'communicative competence'

which is broader and more realistic notion of competence. Hymes defined CC as the ability to use the grammatical competence in a variety of communicative situations in social contexts. Communicative approach to language teaching first appeared in print in the field of second language acquisition (SLA). Savignon (1998) stated that CC is the primary theoretical notion in Communicative Language Teaching (CLT). According to Widdowson (1978), the ultimate goal in language teaching is the acquisition of communicative competence in interacting, for it enhances learners' speaking ability as well as the other language skills. Canale and Swain(1980) viewed communicative competence as a combination of both a fundamental system of knowledge and skills needed for communication. According to them, there are three types of knowledge: knowledge of underlying grammatical rules, knowledge of how to use language in a social context in order to accomplish communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles. Canal and Swain's work (1980) that is built upon Hymes' theory suggested four sub-competences under communicative competence:

Discourse competence, grammatical competence, sociolinguistic competence and strategic competence. Canal later developed a framework of communicative competence based on an earlier version by Canal and Swain (1980).

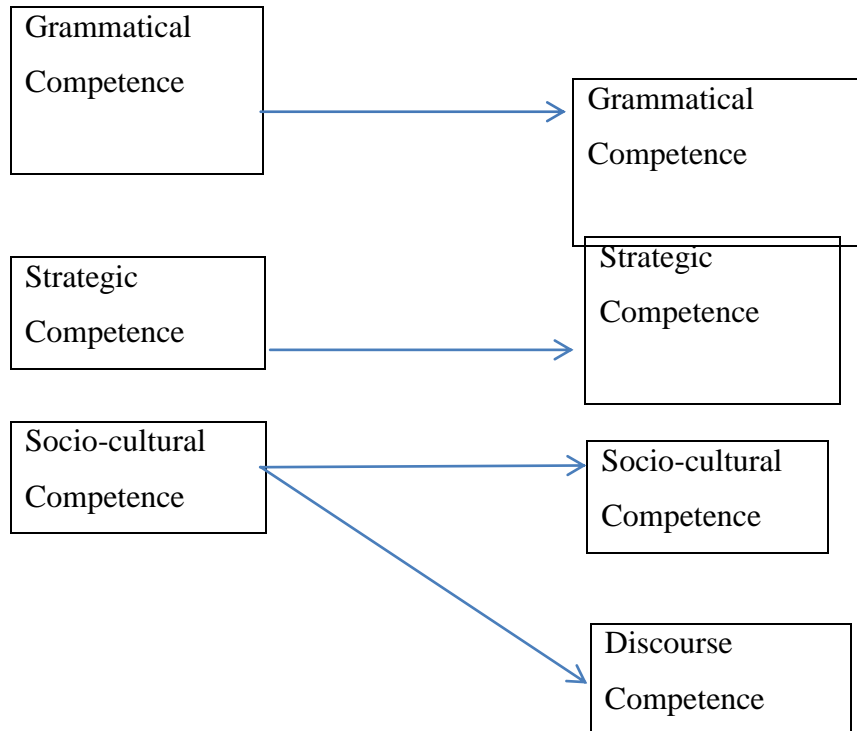


Figure 02. Canale and Swain (1980-1983) Model of Communicative Competence (Adopted from Murcia, 1995, p. 4)

1.6.1 Strategic Competence it is the ability of students to use communication strategies

(verbal and non-verbal) to compensate for gaps in knowledge to keep communication

going. For instance, the student uses fillers ('err' or 'um') to gain time and think

about what to say. This entails that CC is the ability to function accurately and appropriately in a communicative contexts and it develops four competences: linguistic, discourse, sociolinguistic and strategic competence. Hence, EFL students acquire the target language and obtain the four competences that build their speaking ability so as to communicate effectively and properly.

2. Definition of Turn Taking

In conversation, two or more participants exchange ideas this entails that there exist at least two individuals who take part in that conversation as the speaker and the listener and both participants have to take turns of speaking. A turn is defined as the time when a speaker is talking. Turn taking refers to the way in which speakers alternate, from one speaker to another, in interaction. In this respect, Drew, Paul; Heritage, John (2006), described turn taking as a process of organization in conversation and discourse where participants speak one at a time in alternating turns. In fact, it includes processes for constructing contributions, responding to previous comments, and transitioning to a different speaker and using a variety of linguistic and non-linguistic cues. Several years of research within a Conversation Analysis framework have showed that this apparently simple aspect of language use involves a number of highly complex behaviours. The organization of turn-taking was initially explored as a part of conversation analysis by Harvey Sacks with Emanuel Schegloff and Gail Jefferson in the late 1960s/early 1970s, and their model is still mostly accepted in the field. In their article “A simplest Systematic Organization of Turn Taking”, Sacks, Jefferson, Schegloff clarified that each participant have an equal chance to speak, however, there will be only one participant who speaks at that time and a listener who is waiting to take the floor. Those rules are referred to as the turn taking system.

2.1 Turn Taking Rules

Conversations need to be organized, thus there must be a set of rules governs when a speaker takes the turn, gives the turn, or keeps it. These rules are suggested to assure that there is only one speaker at a time in order to minimize gaps and overlaps in each turn change. Therefore, Sacks et al. propose a set of rules governing the turn taking. The description of turn taking mechanism has been the objective of many linguists. Sacks et al are considered to be the pioneers in the area of CA who propose the turn taking mechanism after examining several natural recorded conversations. They conclude that:

1-Speaker change recurs, or at least occurs.

Overwhelmingly, one party talks at a time.

Occurrences of more than one speaker at a time are common but brief.

Transitions (from one turn to a next) with no gap and no overlap are common. Together with transitions characterized by slight gap or overlap, they make up the vast majority of transitions.

- 1- Turn order and size are not fixed, but vary.(flexible)
- 2- Length of conversation is not specified in advance.
- 3- What participants say is not specified in advance.
- 4- Number of parties can vary.
- 5- Relative distribution of turns is not specified in advance.
- 6- Turn- allocation techniques are obviously used.
- 7- A current speaker (as when he addresses a question to another party), or parties may self-select in starting to talk.
- 8- Talk can be continuous or discontinuous.
- 9- Various turn-constructural units are employed e.g., turns can be projectedly 'one word long' or can be sentential in length.
- 10- Repair mechanisms exist for dealing with turn-taking errors and violations; e.g. if two participants find themselves talking simultaneously, one of them will stop prematurely, thus repairing the trouble.(Sacks, Schegloff, Jefferson. PP 700-701)

In the same vein, Thornbury , suggests two major rules for turn-taking :

- 1- Avoid long silences.
- 2- Listen when other speakers are speaking. (Thornbury,2005:8)

In order to minimize gaps and overlaps Sacks et al suggest a set of rules governing taking turns in conversations. It includes three components:

1. Turn constructional component
2. Turn allocational component or turn taking rules.

3. Implicit and explicit markers.

- 1- Turn constructional component (TCU) is the basic unit of the utterance. The end of the TCU is a point where one participant may finish and another party may begin.
- 2- Turn allocation component include techniques for selecting the next speaker.

There are Two Types of Techniques: those where the current speaker selects the next speaker, and those where the next speaker self-select.

- 3- Rules govern turn construction: Once a Transition Relevance Place is attained, the following rules are applied in order:
 - The present speaker selects the next speaker and transfers the turn to them.
 - One of the non-speakers self-selects, with the first person to speak claiming the next turn.
 - No one self-selects, and the current speaker continues until the next TRP or the conversation ends.

2.3 Turn Taking Strategies

Successful management and control of turn-taking in conversation requires a number of abilities. For an efficient turn taking, Bygate (1987) suggests five abilities: 'First it involves knowing how to signal that one wants to speak. Second, it means recognizing the right moment to get a turn. Thirdly, it is important to know how to use appropriate turn structure in order to use one's turn properly and not lose it before finishing what one has to say... Fourthly, one has to be able to recognize other people's signals of their desire to speak.

And fifthly, one needs to know how to let someone else have a turn.' (p. 39)

According to Sacks Schegloff and Jefferson,

Gaze Direction is the most important device for indicating turn-taking. Eye contact plays a powerful and complex role in face-to-face conversation. Participants involved in conversation may look at one another in order to monitor listener acceptance and understanding, to signal

attention and interest, and to coordinate turn-taking Conversely (Novik et al, 1996: 1). Hayashi (2004) pointed out that eye contact facilitates communication and the negotiation of meaning. He observes that there is a need to check the recipient understands when an utterance is produced (ibid).

Adjacency Pair is a sequence of two related utterances by two different speakers. The second utterance is always a response to the first. Adjacency pairs is kind of paired utterances of which question–answer, greeting –greeting, offer –acceptance, apology. They are considered as a technique for selecting the next speaker. Conversation requires a certain degree of predictability (Nunan, 1999). It is partly facilitated by adjacency pairs where, according to Shortall (1996), the initial utterances restrict the possible number of responses, and Burns (2001) concludes they enable speakers to anticipate certain types of forms and meanings from one utterance to the next.

Sound Production:the basic unit in conversation is the tone group. Sacks et al. (1974) emphasize the importance of sound production in turn-taking organisation. Recognising whether a phrase forms the first part of a longer construction, or is a complete utterance, is determined by intonation. Rising intonation may indicate a question, as opposed to confirmation or emphasis accompanied by falling intonation. A rising intonation during a turn will indicate that a turn is unfinished, as opposed to a falling intonation to signal its end. In turn-taking, an increase in loudness may be used to hold onto a turn or interrupt, whereas fading out relinquishes the floor.

Gestures and Facial Expressions Within any culture there are a large number of established means of non-verbal communication which can be used to take turns in conversation for example, waving to attract attention, pointing to indicate direction, gesturing to indicate someone else should proceed or go first, facial expressions, and so on. Brown (2000) states that each culture and language uses body language, or kinesics, in a unique but certainly comprehensible ways.

Back Channel Cues: Back channel cues are used to represent the feedback given by participants while someone is speaking. They involve interjections and comments or minimal responses (e.g. uh-huh, yeah, okay) as well as "... smiles, headshakes, and grunts which indicate the success or failure in communication. Carter and Nunan (2001: 218 affirm that back channelling indicate

that the speaker is being attended to and is encouraged to continue i.e. the listener is encouraging the speaker to hold onto the floor.

Overlap Overlap describes the case when two interlocutors are speaking simultaneously, often owing to simultaneous starts, interjections (for example Mm, Yeah?) or interruptions. The degree of overlap varies from one community to another, and social views about its appropriateness also vary considerably. In many instances, interruptions may be the only way to take a turn. In this respect, Burns (2001) affirms that Overlapping turns may indicate areas of disagreement, urgency or annoyance and a high degree of competition for turns.

Taking the Floor

According to Sacks et al, the use of pre-starts or turn-entry devices allow a next-turn's beginning to address the issue of overlap and consequently take the floor smoothly. Appositional beginnings also cover false starts and repetition, and use of natural fillers and voiced hesitation device.

Holding onto the Floor: describes means to indicate that a turn has not been completed. Rising intonation, increased volume or speed, hesitation devices, repetition and natural fillers are mechanisms frequently linked to holding onto the floor.

Relinquishing the Floor: the first part of an adjacency pair or asking a tag question is a common way to relinquish the floor. The completion of a turn may also be indicated by intonation, non-verbal mechanisms, or an uncompleted sentence.

2.5 Previous Research on Turn Taking

The following table represents previous studies that are related to this field of research.

Table01: previous studies of turn taking

Researcher	first Language language	foreign	technique	results
BahmanGorjian	Iranian	English	Quasi	- Conversation strategies
ParvizHabibi			experimental method	had a significant impact on performance
Conversations.				-The application of TT strategies in the classroom motivated the learners to speak outside the The classroom.
O.F. Elkommos	-	English	Descriptive Method	-EFL learners should be equipped with pragmatic rules to support the to acquire the pragma- -tic competence. -The motivation of

Adrian Heinel

Japanese

English

Quasi
Experimental
Method

the students, cultural
and institutional factors
can create challenges
For learners and teachers

-It is important for tea-

Chers to assist learners to

Become both aware of,
And able to use turn
taking strategies.

Conclusion

This chapter reviewed the related literature of the present study. It summarized the historical background of teaching speaking skill as well as speaking difficulties and communicative competence. Finally, this chapter discusses the definition of turn taking and its' rules and strategies.

Practical Part

Introduction

The present chapter is divided into two sections. The first section is devoted to the research design opted for, the participants, the data collection procedures, the data analysis as well as what elements have made this study valid and reliable. On the other hand, the second section deals with the analysis of the results gathered from training sessions and post-test and it ends with a presentation of the results interpretation of the observation sessions and the students' interview.

1Research Design

In order to achieve our aim, the present inquiry aims to investigate the extent to which the instruction of turn taking strategies enhances students' oral performance. Therefore, we opted for a pre-experimental design by means of pre-test, treatment and post-test which are coupled with an interview to clarify the attitudes of the teacher and 2nd year licence students.

2Research Sample

The sample of the present study is forty (40) from a total of two hundred sixty-three (263) second year students of English at KMOU during the academic year 2018/2019. The sample of the present study has been chosen purposefully since second year undergraduates are assumed to have been developed their basic linguistic knowledge. Moreover, they will surely benefit from the findings of this research in their further studies.

3Research Instruments

This chapter is intended to discuss the results obtained from the analysis of the observation. Furthermore, the present study takes place during the second semester of the Academic year 2018/2019 at the Department of Letters and English Language at Kasdi Merbah University Ouargla with students of second year licence where English is considered as FL. A pre-test, treatment and a post-test as well as a semi-structured interview with the teacher were programmed to gather information about student's development of using turn taking strategies in oral performance.

4 Research Procedures

The present study takes place at the Department of Letters and English Language at Kasdi Merbah University Ouargla. LMD system of instruction qualifies the students to graduate with a “license” after the first three years and Master degree in English specialties after two additional years. This study intended to collect data from post-test under the observation during the oral session in order to diagnose students’ progress. In addition, we opted for an interview with a teacher and students. Furthermore, the participants of this study were one teacher of oral and 40 second year license students of English.

4.1 Pre-Test

The sample included forty (one group) second year LMD students at KMUO, and they were not instructed that the data are for the purpose of an experiment. The test contains ten situations. The students are asked to identify the purpose of the strategy used in the situation.

4.2 Treatment

Training sessions designed in two sessions. The teacher explained Turn-taking rules and turns taking strategies and provided them with hand-outs that contained a full explanation of turn taking and strategies, Training sessions aim at providing students with the useful information about turn taking to make students aware of Turn Taking strategies and enhance their oral performance.

4.3 Post-Test

In order to confirm that the training sessions was helpful enough for students or not, in making students aware of turn taking strategies and enhances their oral performance. Thereby three post-test sessions was designed in order to determine the extent of the training sessions affected the students in oral performance. Thus, students were asked to perform presentations such as debates and TV show as well as telephone conversation that showing students become aware or not of turn taking strategies to enhances their oral performance.

5. Interview

The data gathered from the teacher and students were collected by means of semi structured interviews so as to investigate the impact of turn taking instruction enhances students' oral performance. Anne. G. (2013) stated that the semi-structured interview is seen as a valuable data collection tool due to its accommodation to a range of research goals, mainly reflects variation in the use of questions, prompts, and accompanying tools and resources in order to draw the participant more fully into the needed topic. Moreover, semi-structured interviewing, according to Bernard (1988), is best used when you opt for more than one chance to interview someone and when you will be sending several interviewers out into the field to collect information about your study.

The data gathered by students were collected by means of 10 questions. 06 second year LMD students of English were voluntary interviewed at the department of Letters and English Language in KMUO. This interview aims to elicit the student's attitudes and perception towards the instruction of turn taking strategies in oral expression session. Furthermore, The information gathered from the teacher were collected by means of 08 open ended questions related to the topic of the research were included in the interview of the teacher.

6. Results and Analysis

The analysis of students performance focus on whether techniques and strategies of TTS after the training, we investigated the effects of the formal instruction. The following part discusses the obtained results.

7. Validity and Reliability

This part of the present inquiry discusses the validity and the reliability of results that was conducted by a pre-experimental method. Morrison (2007) claimed that reliability can be improved in applying the appropriate techniques to analyse the gathered data of the study that will be collected from the participants through the pre-test, treatment, post-test and interviewing some students and a teacher. Reliability is a synonym for consistency over time, over instruments and over groups of respondents. It is concerned with precision and accuracy. In the other hand, Messick's (1989) sees validity as a unitary concept:

Validity is an overall evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of interpretations and actions on the basis of test scores or other modes of assessment. (p5)

Cohen, Manion& Morrison, 2000; Drew et al, 2008 claimed that the purpose of the interview can be open-ended, semi-structured, or extremely structured. Furthermore, the knowledge about the affirmative or exploratory nature of the study should be familiar to the researcher to determine the structure of the interview questions. Furthermore, the researcher has to preserve a calm presence, should ask clear questions, create trust, control track of responses and take notes.

8. Results Analysis and Discussion

The quantitative data collected through the results of the tests conducted along this study is to be analysed here. This would pave the way to an interpretation of the results to be provided next.

8.1 Pre-Test Results Analysis

The findings obtained from the test are interpreted and discussed quantitatively. Statistically, the data of this study is analysed using the Microsoft Excel program and it is presented in a form of figures discussed and interpreted. Students' answers have shown the following.

Situation01

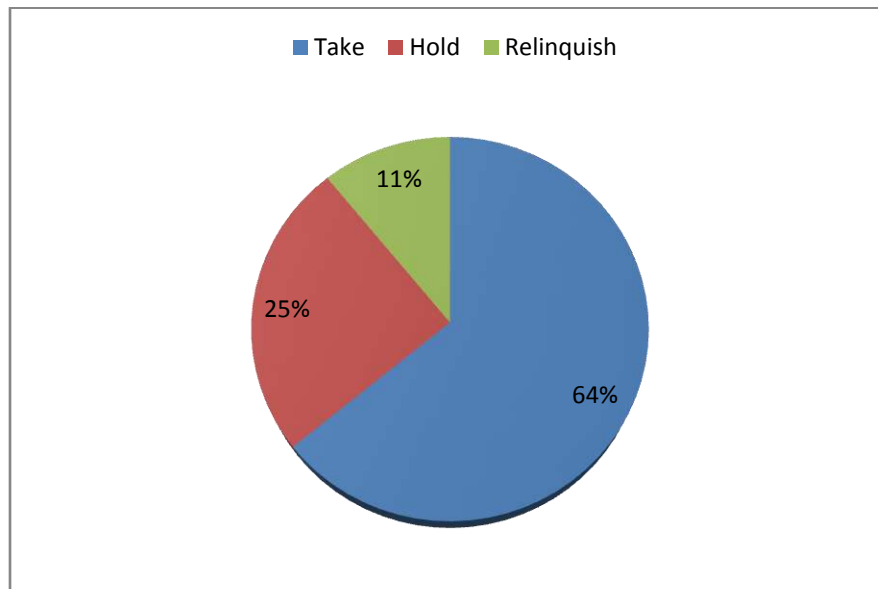


Figure 03: Situation One of the Test.

As can be seen in the above figure, the situation “[**Looking away briefly**] **Yes, you are right!** [**Impatiently but smiling resignedly**]”. The majority of respondents (64%) have

Chapter three: Results Analysis and Discussions

selected the strategy used in the situation to **take** a turn. While the rest of (25%) chose the 'hold a turn' strategy. Only (11%) knew that the strategy used in the utterance is to relinquish a turn.

Situation 02

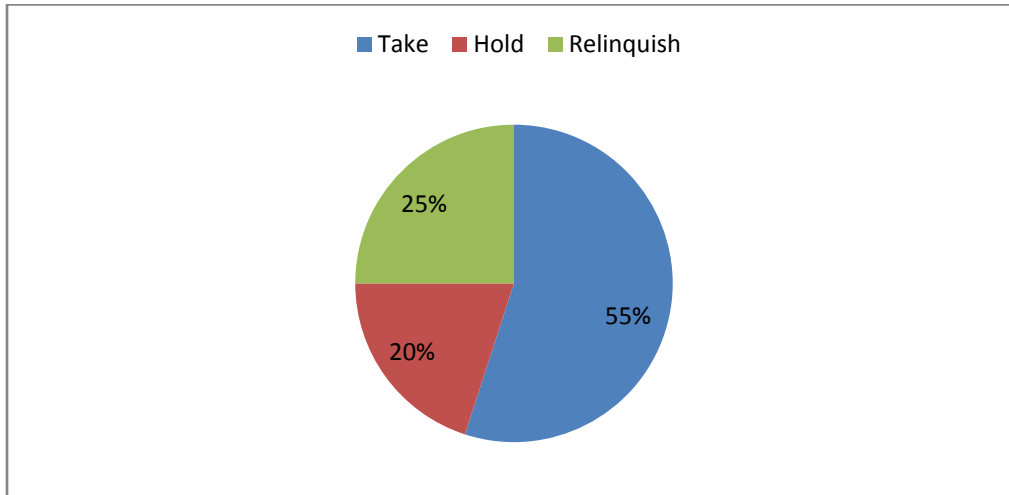


Figure 04: Situation Two of the Test.

In the situation 02 (**Yeah, like, work-wise school-wise, you know, they take care of, you know, their family, and their parents...**), the strategy used in the utterance was considered as strategy to take a turn by (55%). (25%) considered it as a strategy to relinquish a turn. The rest (20%) recognized the strategy used is to hold a turn.

Situation 03

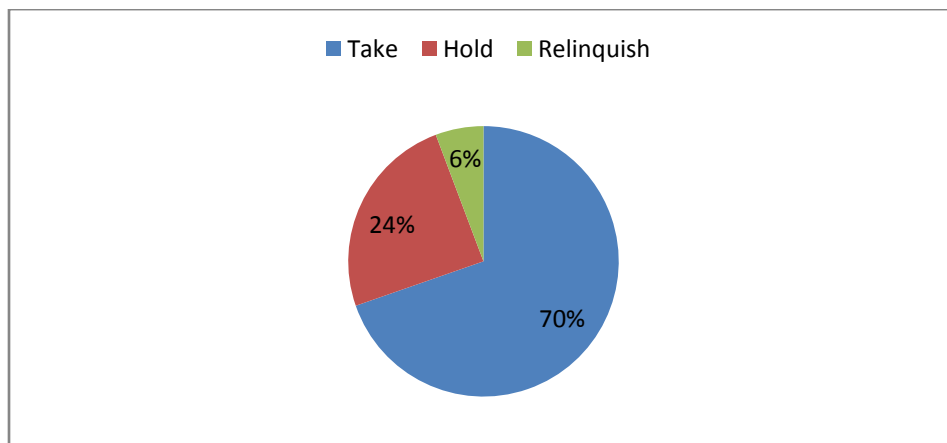


Figure 05: situation three of the test.

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As is seen in figure 05. Most of respondents (70%) assumed that the utterance (**[Grinning and looking at Emma] do you get the feeling that you are trying to, uh, avoid this issue about the scholarship?**) as a strategy used to take a turn. Yet, another (24%) answered that the strategy used in the situation to hold a turn. Solely (6%) of respondents knew that it is used to hold a turn.

Situation 04

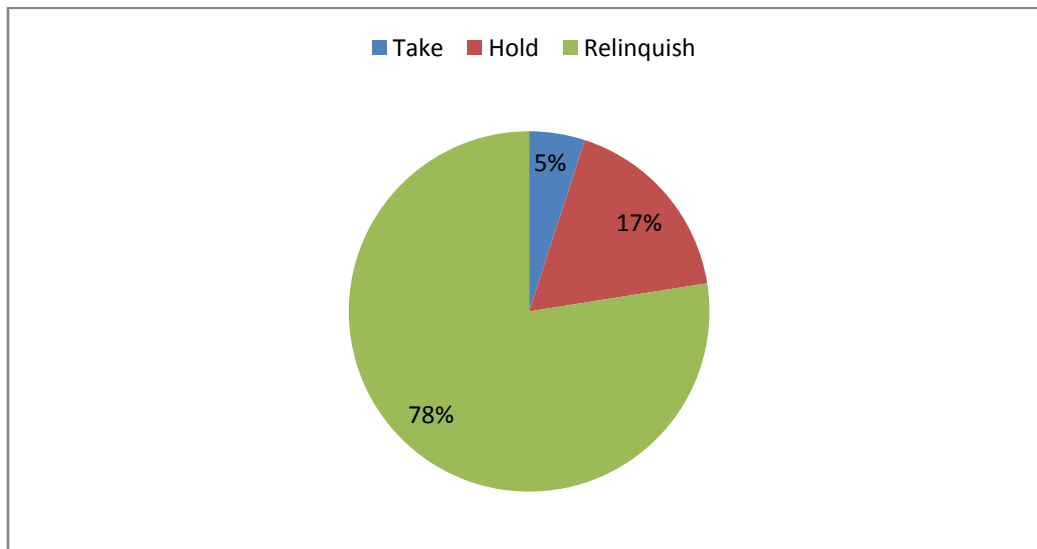


Figure 06: Situation Four of the Test.

The strategy in the utterance (**No, no. [Gently shaking his head and smiling] Well, I have been there before...**) as strategy to relinquish a turn by the majority of respondents (78%). A strategy to hold a turn by (17%). The last (5%) recognized that it is used to take a turn.

Situation 05

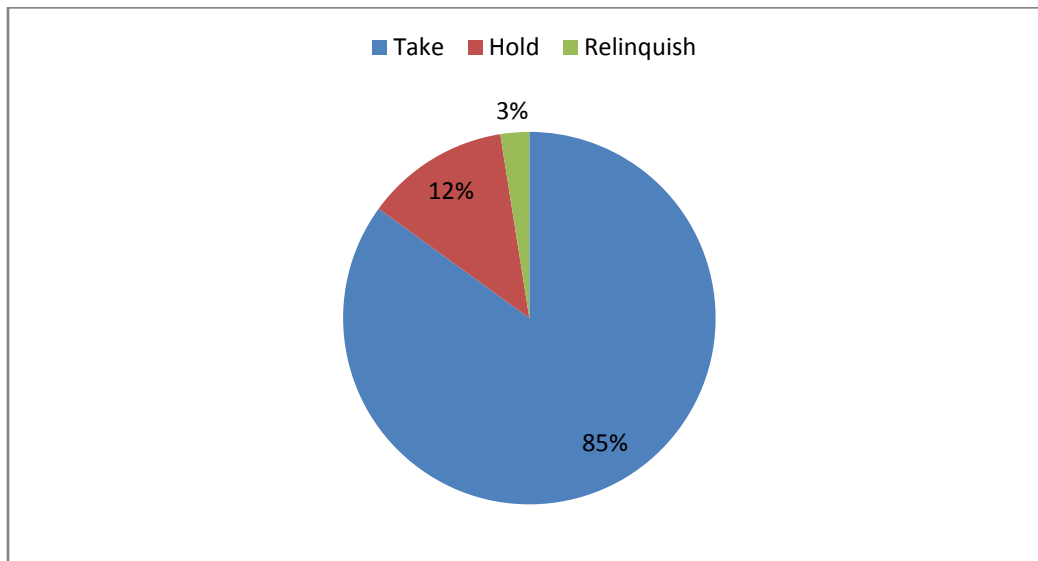


Figure 07: situation Five of the Test.

The strategy used in the utterance (I don't know! I, uh, just find that they're responsible.... Within their little... I don't know, ..) was judged as follow:

(85%) of students believe that the strategy is used to take the floor. Whilst (12%) recognized that the strategy is used to hold a turn. (3%) of respondents stated it that the strategy is used to relinquish the floor.

Situation 06

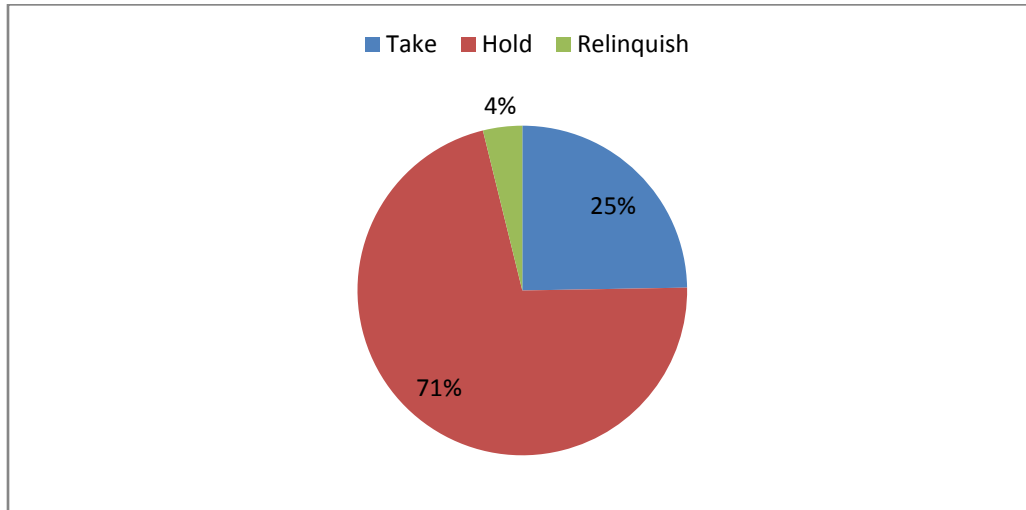


Figure 08: Situation Six of the Test.

Concerning the utterance (**Nah. Actually, neither am I, [laughing] but. You know my opinion is....**)(71%) of respondents a“ hold a turn strategy”. 25% of participants knew the correct function of the strategy which is “take a turn” strategy. Whilst (4%) considered it as relinquish a turn strategy.

Situation 07

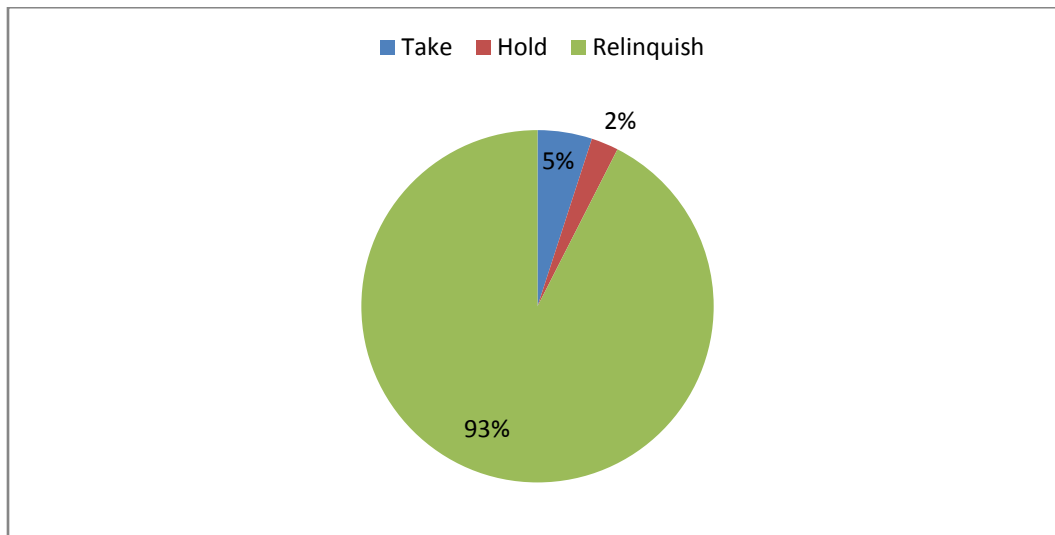


Figure 09: Situation Seven of the Test.

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The figure above demonstrates the following:

(93%) of respondents recognized the correct function of the strategy (relinquish a turn)

(5%) of students opted take a turn strategy.

The other (2%) choose hold a turn strategy.

Situation 08

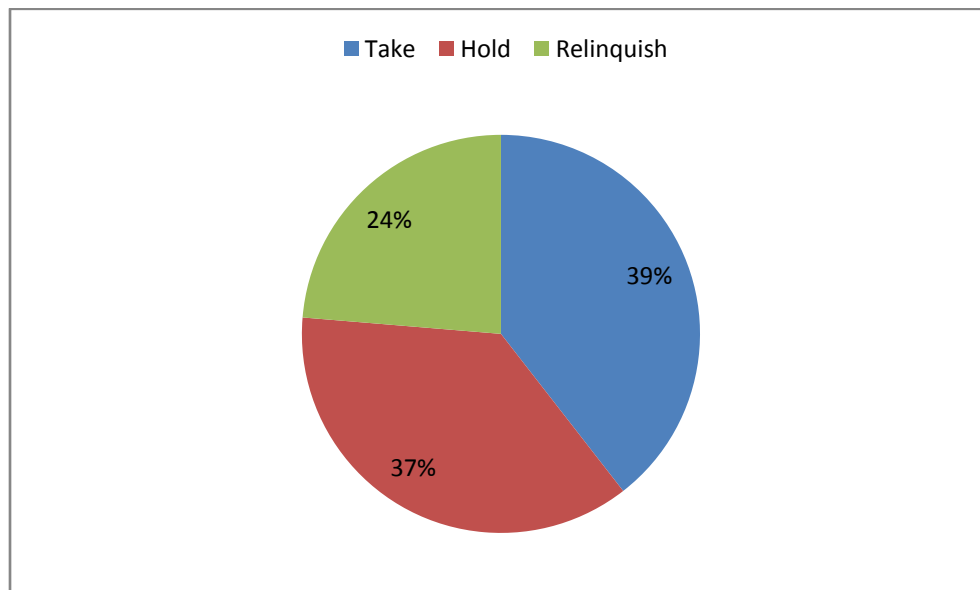


Figure 10: Situation Eight of the Test.

The figure above indicates that:

(39%) of respondents answers was that the strategy used in the utterance (**It's uh, it's the place that. um, ... we went to three years ago...**) is take a turn strategy.

(37%) of students opted the correct answer 'hold a turn strategy'.

(24%) of students opted relinquish a turn strategy.

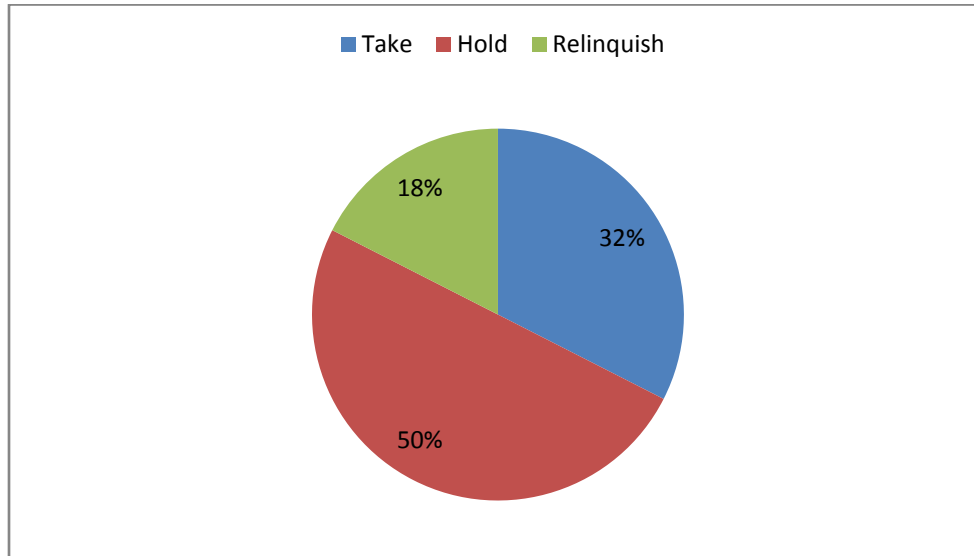


Figure 11: Situation Nine of the Test.

Situation09

The above figure demonstrates that most of students (50%) choose hold a turn strategy. (32%) of respondents considered that the strategy used in the utterance (**..But, wh, why do you find them particularly responsible? [Looking at Jane, and smiling)**as take a turn strategy. While(18%) of respondents opted relinquish a turn strategy.

Situation 10.

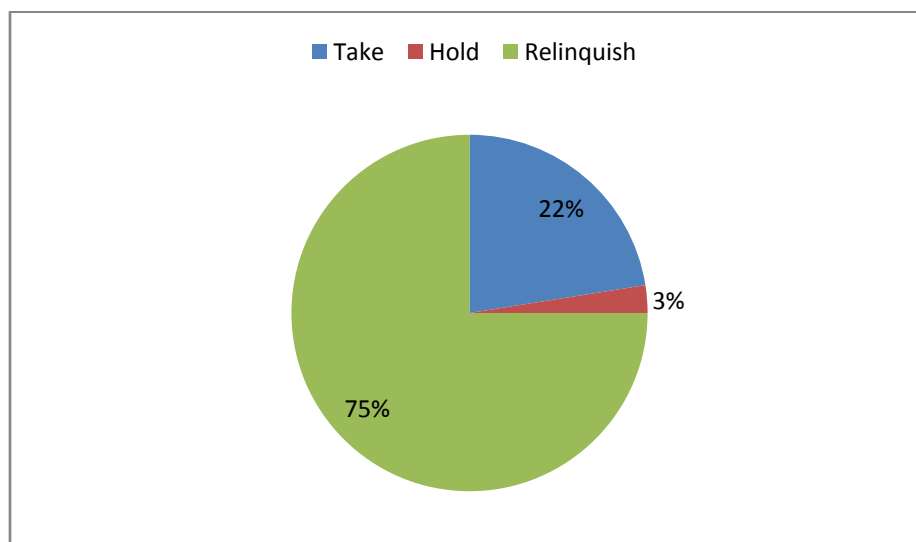


Figure 12: Situation Ten of the Test.

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Results of the figure shows that:

The majority(75%) of the respondents opted the correct function of the strategy in the utterance **(Okay, Go ahead. [Gesturing with his upturned palm in front) relinquishing the floor.**

(22%) of students opted take a turn strategy.

(3%) choose hold a turn strategy.

Results of the test shows that the majority of students are unaware of the turn taking strategies and their functions. Therefore, we can conclude that the majority of participants need a treatment which is part of the experiment in the next phase.

8.2 Post Test Results

The post test was appointed for 3 hours session in order to confirm that whether the training sessions were beneficial to students and helped them to use the turn taking strategies for a better performance. The procedure of this post-test was for students to randomly choose a situation from the jar and perform it.

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Table (03): post test results.

Presentat ion	Situations	Number of students	Strategies used	Functions and analysis
Group 1	-TV show: discussion about the absentees in the classroom	3	Facial expressions and gestures Interjections Eye contact Fillers; emm..erm..uh Appropriate sound production(prosodic features)	Getting attention Taking the floor Avoidance (relinquish the floor)
Group 2	-1) First part: Telephone conversation -2) second part : TV show: discussion about the absentees in the classroom	3	Adjacency pairs Prosodic features Facial expressions Gaze direction Adjacency pairs	asking and answering questions (answer to summons), Greetings, Topic , closing pairs To gain others attention Addressing the next speaker Seeking further information
Group	-Debate: who is the best in		Tag questions	Seeking information

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4	teaching native vs. nonnative teacher	3	Natural fillers(And Repetition	Gain more time thinking to avoid silence
Group 5	- discussion: what is the best teaching method? theoretical or practical?	3	Eye contact Interruptions Gestures Falling intonation	Holding onto the floor Overlap trying to taking the floor Relinquishing the floor
Group 6	-TV show hard copy vs. soft copy	3	Tag questions Gaze direction Naming Interruption Gestures and facial expression	Addressing the next speaker Seeking to take the floor Regain the floor Holding into the floor
Group 7	-Debate: what is the best teaching method? theoretical or practical?	3	Adjacency pairs Fillers (uh....emm...) Eye contact Interruptions Gesture and facial expression Termination	Taking the floor Eye down and lengthening sound and with uh....Emm.... to holding into the floor interruption to take the floor Avoidance (relinquish the floor)
Group 8	- hard copy vs. soft copy	3	Gaze direction Rising intonation Fillers Gestures and facial expression Interruptions	Taking the floor Holding onto the floor Relinquishing the floor

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			falling intonation	
Group 9	-Using technology in EFL classroom	3	Eye contact	Selecting the next speaker Trying to taking the floor Holding onto the floor Relinquishing the floor
			Gestures and facial expression	
			Adjacency pairs	
			Fillers	
			falling intonation	
			Termination	
Group 10	- hard copy vs. soft copy	3	Gaze direction	Taking the floor Getting attention Holding onto the floor
			Gestures and facial expression	
			Interruptions , sound production(prosodic features)	
Group 11	-TV show: university degrees	3	Adjacency pairs	Selecting the next speaker Holding onto the floor Elicit attention Relinquishing the floor
			Fillers	
			Eye contact	
			Gestures	
			Falling intonation	
Group 12	-TV show: hard copy vs. soft copy	3	Gestures	Getting attention buying time taking the floor Supporting with
			Tag question	
			Fillers	
			Back channel cues	

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			Interjections Prosodic features	interjections (yeah, okay.....)
Group 13	-Participation in English foreign language classroom	3	Eye contact Facial expressions and gestures Adjacency pairs Fillers Post completer prosodic features	Taking the floor Self-selecting Holding onto the floor Repeating the question to avoid the silence of the speaker
Group 14	-TV show: university degrees	3	Facial expressions Gaze direction Rising intonation Interruption Fillers Naming	Addressing the next speaker Holding onto the floor Overlap Taking the floor

The above table demonstrates the participants' use of TTS during their performances. It is noticeable that most of students significantly use TTS according to the situation needed. After the training sessions, the researchers observed that students have digested the hand-outs given to them and frequently used the strategies to take, hold or relinquish the floor during their debates. The fact that the participants started employing the strategies of TT after the training session indicates the improvement in their performance.

8.3 The Analysis of Interviews Results

8.4 Description of Students' Interviews

1. Which language skill you think you are better in? Speaking? Writing? Reading? Listening?

Table 04: Skills that student prefer.

Students	2	1	3	0
	33.33%	16.66%	50%	0%
Questions				
Students				
Q1: which language skill you think you are better in?	Speaking	writing	Reading	listening

The above table indicates that (33.33%) of students consider themselves better in speaking skill. While (50%) of them stated that they prefer reading skill and consider themselves competent in it. Others (16.66%) of them said that they are good in writing skill. The listening skill was not mentioned at all and they further explained that since it is not a module they cannot test their abilities in it.

2. How was your oral experience last year? Which methods/ techniques did the teacher used in teaching oral expression?

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Table(05) :Students experience of the oral session.

Students	2	2	1	1
	33.33%	33.33%	16.66%	16.66%
Questions				
Students				
Q2: How was your oral experience last year?	Excellent	Good	Acceptable	awful

The table above demonstrates that (33.33%) of students considered their previous experience as excellent and explained how much they enjoyed the oral sessions. Another (33.33%) of students ‘answers that their oral experience last year was good, while (16.66%) said that it was acceptable for them. The remaining (16.66%) students stated that they consider it awful and they described the oral sessions as boring.

2. What are the main difficulties that you face when you are in a group discussion?

Table (06): the main difficulties that students encounter in group discussions.

Students	2	2	1	1
	33.33%	33.33%	16.66%	16.66%
Questions				
Q: What are the main	Anxiety and	Not knowing how	Shyness and speaking in	interruption

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difficulties	stress	to manage ideas	public
that you			
face when			
you are in			
a group			
discussion?			

The table above indicates that 33.33% of students consider anxiety and stress hinders them from taking part in group discussions. Another 33.33% of students answered that they don't know how to manage and organize their ideas and arguments especially in debates. 16.66% of students stated that they are shy and afraid of committing mistakes in front of others. The remaining 16.66% of students explained that in group discussions they are constantly interrupted and they always lose the chance to take part in the discussion again.

3. At the end of the oral session, do you feel that you have achieved your objectives?
Yes, no and why?

Table(07) :Students experience of the oral session.

Students	3	1	2
	50%	16.66%	33.33%
Questions			
Q:do you feel that	Yes	No	To some extent
you have achieved			
your objectives?			
Yes, no and why?			

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The table shows that the highest percentages of interviewees (50%) claim that students achieve many objective at the end of the oral session, while (33.33%) of them say that they achieved some objectives and they are satisfies to some extent while the remaining 16.66% of respondents stated they do not achieved their objectives.

4. The teacher provided you with hand-outs about the TTS and explained it in the classroom. Which of the strategies you knew previously and often use?

Table(08): Strategies that students knew previously.

Students	2	1	3
Questions	33.33%	16.66%	50%
Q :Which of the strategies you knew previously and often use ?	Intonation	Gestures	Eye contact

The table above shows that students knew previously some basic strategies. (33.33%) of the respondents claim to knew and use gestures frequently. 16.66% say that they stress the intonation in their performance since the dealt with it in phonetics. 50% of participants say that they often use eye contact when speaking.

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6. While performing the role plays. Which of the strategies you used?

Table(09) :strategies used in the oral performance.

Students	3	2	1
	50%	33.33%	16.66%
Questions			
Q: which strategies you used?	eye contact naming Sound production	fillers Intonation	Gestures and facial expression Adjacency pairs

The above mentioned statement aims at diagnosing students understanding of the hand-outs given to them. Most of students answered with more than two strategies. 50% of respondents say that they focused on using eye contact.

6. To what extent the turn taking strategies affected your oral performance?

Table(10): students opinion about turn taking strategies instruction.

Students	2	4
	33.33%	66.66%
Questions		
Q: to what extent the TTS affected your oral performance	reduce silence	Improves the performance

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The results from the above table examine how TTS instruction enhances students' performance. It is noticeable that most of them (66.66%) declared that the instruction of TTS help them enhance their performance. The remaining (33.33%) stated that TTS instruction reduces the time they fall silent during discussions and it help them participate more.

Table(11): strategies used to take a turn.

Students	2 33.33%	4 66.66%
Questions		
During your performance, what strategies you used to take a turn?	Appositional beginnings	Repetition natural fillers gestures and facial expressions.

Table(12): strategies used to hold a turn.

Students	3 50%	3 50%
Questions		
Students During you performance, what strategies you used to hold your turn?	Rising intonation Repetition Natural fillers	Gestures and facial expressions

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Table(13): strategies used to relinquish a turn.

Students	1	5
	16.66%	83.33%
Questions		
During your performance, what strategies you used to relinquish your turn?	Adjacency pairs	Tag questions Falling intonation Gaze direction

The above mentioned questions (8.9.10) aims at testing students understanding of TTS strategies and there functions. The results show that most of the respondents could realise the appropriate use of strategies.

8.5 Description of Teacher's Interview

Question 1: How long have you been teaching oral classes?

Answer: This is my third year of teaching oral classes to the undergraduate level and graduate level I mean license and master students.

Question 2: What modules have you been teaching during your experience as a university teacher?

Answer: Well, I have been teaching and I'm still teaching... I am teaching in fact phonetics and linguistics plus oral expression and ESP as well so i find correlation between linguistics phonetics and oral they help a lot in the teaching but I'm practicing oral even in the other modules phonetics we practice in linguistic we practice oral with presentations so I'm using oral here or there.

Question 3: Do you prefer classroom discussions when teaching other modules, or monologue?

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Answer: I prefer discussions all the time between me and my students, I don't like one way speaking I mean I am speaking they are listening and then we engage in the discussion. so that to give chance to my students to practice their English in the classroom, they practice speaking in phonetics and practice it also in linguistics, because if I keep my self-talking I'll be tired and they will be bored, And they won't have time to practice their language in classroom. This is what I am all the time interested in involving the students to speak more than me in order to allow them to practice to find their problems, their difficulties and to overcome it . When it comes to the classroom discussion, I've used it in linguistics during the second year for the second year students and I used it for the linguistics for the third year students discussing with me in linguistics course and it helps a lot they learn linguistics and in the same time they practice their language.

Question 4: Why do students encounter difficulties in speaking?

Answer: Well let's answer the questions in systematic way, So in fact our students encounter difficulties in speaking yes. There is a mismatch the students think that they are good in language, they can speak they listen to music outside, There are good in speaking but when it comes to use speaking for achieving certain function our students failed ,so when it comes that tomorrow have presentation to talk about this and this in linguistics, The first question they will ask sir are we allowed to read from the sheet of paper ?.so does it me they cannot improvise the need to memories and to bark at letters and barking at letters , when handling the sheet the think this is the speak this is the problem second difficulties , That our students were no taught strategies techniques to use when speaking in other words.

when it comes to speaking in speaking class the problem is they are given time to discussion in certain way, they keep talking during the speaking class and then ,when the session ends they live the classroom what is the outcome they spend sometimes just to talk so know speaking should go in the way you give the students linguistics tools .They can use ,then you ask them to speak not ask them just to speak , that's why they find difficulties when they are asked to do presentation in another course like linguistics, like literature... like in other course they can't speak because they are not given the techniques how to do a presentation, how to start what to say in what in the case if you forget the word ?What can you say ? what are the hesitation markers ? what are the welcome expression, what are the concluded

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expression .they are not taught those how to do if you are engage in debate, how to allow other students to talk, how to allow the teacher,how to provide and how to say I agree and disagree ,They are not taught and then they ask them to speak.

I think main difficulties that our students encounter is fact that they are no armed with the appropriately linguistics tool, which they can used to speak i would add this is not the only the foreign language it's even the first language the problem of speaking is not problem in foreign language .It's a problem which was transform from the first language to the foreign language students.If you engage them in the debates in Arabic they cannot find suitable expression to use in present, or to debate or to engage in someone else, that's why they fine difficulties they again have the language problems language problem here means the grammar vocabulary.

I would add something else when comes to speaking or use the language in general it's not a grammar it's vocabulary first the it comes grammar ,So when we say vocabulary it means we speak in expressions those expressions should be taught to the students and ask them to practice them through time they will improve their language despite problems hesitations, we can find solution to them through engaging them one way two way one time to time but problems expression strategies what to say ,what not to say and this issue should be assured by all the teachers and the teacher should arise the students awareness towards the speaking not talking hub hastily .

we should be systematic in how there are techniques and strategies should use there are expression there are context, which are formal informal who is to whom I am talking using Dell Hymes communicative competence and rules of speaking and we should teach them those expression in different contexts. and then give them time to practice the more their practice the batter they produce the language. we should develop the skill and you should improvise the language try to improvise we need spontaneous the use of language.

Question 5: According to your experience, what are the reasons that hinder students from participating in group discussions in oral sessions?

Answer: So here it depends to the teacher, the teacher should not be working with excellent students those who are sitting in the front. The you should find ways to engage most of the class in group discussion but the topic should be given in advance because the student won't

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discuss if they were given topic only in that session and they ask them to talk they need time to find language how is that give them the topic and tell them that is the topic that we are going to discuss so today we relay what is written in the sheet and then next session you should develop you should create and find you own expressions and find your own partner and let's engage in the debate in the course.

The second year, I give them the handouts. So today we will do an interview so the interview will be job interview so I give them the handouts and ask them to read the handouts and then we try to work on the sheet in the first session and the second session of oral we are not going to use the sheet the students should use their papers and find expressions to develop their own expressions like that they will use language and most of time feel happy when they try to find the word that's come the teacher help to provide words appropriate expressions to say.

Question6: Why do students face difficulties during classroom discussions?

Answer: well, there are students who are weak and there are students in between and there are excellent students. In fact they come to university with basics with English language, that's not that's acceptable some students they come to university with good mastery of English language, They need just some help and they forward this taught but some students. They are low achievers, slow learners, they need time to learn and here in the university we have a large number of students can't work only in the classroom but he/she should catch the train and do an extra work some of students, They think that the classroom is enough for them to develop their level and this is a mistake that some students commit in the EFL classrooms. There are many linguistics and non-linguistics difficulties that teacher can work on them and develop them but me as a teacher, I cannot insure that all students have develop their level in speaking, They should do extra work outside the classroom this is their own responsibility to do so.

Question7: In your opinion, is the instruction of turn taking strategies beneficial to oral expression sessions? To what extent do you think the explicit instruction improve students' oral performance?

Chapter three: Results Analysis and Discussions

Answer: yes, but it goes with the level we can start with second year but first year not yet .we cannot because first year maybe you can ask them sometimes to talk about topics to describe and talk about things but turn taking debates is match more in second year. So you should select topics, which themselves requires turn taking this is number one. Then second I think maybe wrong maybe right should provide them with the hand-outs means what they are going talking about, means to prepare then in explicitly I should teach them those strategies ... go ahead if you are in the debate you should to ask students to look the eye of the interviewee, I was asking them to change the position and I was asking them to say in other words and i was asking them to stop and do some hesitation markers, It was more explicit ,it helps turn taking

yes, we can test them they are beneficial and the require time and they require ,as well fifty per cent done by the teacher and the other fifty should be done by the students because sometimes you explicitly explain the turn taking strategies and do your best but the students are staying demotivated, So whatever you do whatever you do in classroom you will at the end you will come to that fact that three or five students engage with you but in my experience. with master students in the course of oral communication we ask for them one of the lesson was political debates in political debate i didn't provide them with the hand-outs that talk about turn taking strategies but i explained to them in the classroom look you should say this ... and this ... and this .. I provided them much more with some expressions, I've said to them you can use those expression when involve in debate .then we've tried i ask them to try first of all to try in the classroom to try one and let's see if you fail ,

I will tell you what other mistakes you committed but, when it comes to the exams ,they were aware of using this strategies for the politics debate this share with second year students. I provided them with the hand-outs and I ask them to use them during the exams i found that some students they took the issues seriously and the try to use some of strategies.but some students as if i haven't give and taught them the hand-outs. So yet we call it mater of individuals differences some are aware and some are more ambitious to do this oral exams others are just is an exam they are going to do it that's all.

8.6 Results' Interpretation and Discussion

The results of the pre-test shows that students are not aware of turn taking strategies. Most of students' answers about the strategies were wrong. As student 03 explained when asked what strategies she knew previously. She explained that **she had never thought about applying specific techniques while she was speaking**. She added that **in her L1 it is compulsory to use gestures when speaking to someone to elicit their attention**. This indicates that students will only adopt strategies that exist in their L1 while the other strategies and the specific vocabulary that must be used in conversations will be neglected. In this respect, the teacher claimed that students encounter difficulties when speaking not only because of the lack of vocabulary and grammar, but also because of the ignorance of conversational skills, i.e. turn taking strategies. As quoting from the interview **“our students were not taught strategies and techniques to use when speaking. In other words, speaking goes with a way that you give students linguistic tools they can use and then you ask them to speak”**. He added, **“that’s why they find difficulties when you ask them to do presentations in other courses like literature, linguistics and so on”**. However, after the training sessions, the students digested the hand-outs given to them and became aware of turn taking strategies.

Compared with pre-test results, the post-test results revealed a remarkable advance in students' use of TTS. The training sessions contributed to a considerable extent in raising students' awareness to the use of TTS. The post test results demonstrated that most of students used at least two strategies from the hand-outs given to them. Students' answers of the 7, 8, 9 questions confirmed that they were aware of TTS and knew their functions and when to use them.

Students in the interview affirmed that the TTS instruction promoted their oral performance and helped them reduce anxiety and stress and more importantly reduced silence. As student 01 stated **“the hand-outs were beneficial to me, I find the strategies useful and helped me enhance my speaking skill”**. Another student declared that **“TTS instruction contributed to a great extent to improve my oral performance. After the lesson, I know how to use techniques like how to start my presentation and what to do to reduce silence so as no one take my turn in discussions”**. In the same vein, the teacher confirmed that **“I**

provided second year students with the hand-outs and I ask them to use them during the exams. I found that some students took the issues seriously and tried to use some of the strategies but some students as if I haven't given and taught them the hand-outs. So, yes we call it a matter of individual differences. Some are aware and some are more ambitious to do this oral exam, others applied the strategies just because it is an exam and they are obliged to do it".However, the teacher explained that during presentations, he observed that some students needed time and more practice in order to use the strategies appropriately. He further suggested that oral teachers should not ask students to speak for the sake of speaking, but arm them first with the appropriate linguistic tools and strategies to use when speaking. As quoted "I think that, maybe wrong maybe right, I should provide them with the hand-outs means what they are going to talk about, means to prepare then in an explicit way I should teach them those strategies. Go ahead if you are in the debate you should ask students to look in the eye of the interviewee. I was asking them to change the position and i was asking them to stop and do some hesitation markers it was more explicit and it helps turn taking yes we can test them they are beneficial although they require time. All in all, 50% of the work is done by the teacher and the other fifty should be done by the students".Nonetheless, the teacher pointed out the importance of motivation of the students in learning.He stated that the factor of motivation is paramount and the teacher should take into consideration the individual differences.

Additionally, both the teacher and students interview results represent their attitude toward TTS instruction in the oral expression sessions. Meanwhile, the fact that participants of the experiment started employing the strategies of TT after the treatment indicates the improvement in their performance. Hence, teaching turn taking strategies affects greatly on the learner's performance.

Conclusion

In this part, two major sections were presented. The first section was dedicated to presenting the research design, explaining the instruments used in collecting the data and assuring the validity and reliability of this study. The second section, moreover, presents the analysis of the data collected and their interpretations.

General Conclusion

Summary of the Major Findings

The interpretation of the results implies that:

- 1- Turn taking strategies are important for EFL learners and it can be taught as any other lessons.
- 2- The use of the strategies during the presentations indicates the success of the formal instruction.
- 3- It is vital that teachers assist students to become more aware of turn taking strategies and able to use them.
- 4- The findings of the experiment proved that the performance of second year students of KMUO improved due to the formal instruction of the strategies.
- 5- Second year students hold a positive attitude towards the instruction of turn taking strategies.

Limitations of the Study

It is plausible that a number of limitations may have influenced the results obtained.

1. First to begin with, it was difficult to find previous studies about turn taking strategies, especially in the case of the Algerian EFL context.
2. In the experiment phase, a debate was held to figure out whether the explicit instruction and providing students with handouts about turn taking strategies or teaching them implicitly and applying awareness raising activities is most effective. Due to time constrains, an explicit instruction were chosen.
3. Time was not sufficient to measure the efficiency of the explicit instruction of Turn taking strategies. Hence, we cannot generalize this study.
4. Due to the strikes that students have done, the number of the absentees and the unexpected holidays, we were obliged to administer merely two sessions for the training session and the post test.
5. We were restricted to highlight only the most main elements in the literature review part due to time pressure.
6. As the research was conducted at one university and with only one group. Consequently, this prevented us from generalizing the findings of this research.

Pedagogical Implications

The implication of this research centered on the results of pretest, posttest and interviews to both students and one teacher. The following recommendations are considered to be beneficial to a great extent for researchers aiming at a better oral performance in conversations.

- It is suggested that teachers should arm EFL learners with linguistic and non-linguistic tools before presentations (ready-made vocabulary) before asking them to speak.
- Teachers should shed the light on turn taking in order to make them aware of the intercultural differences.
- Teachers should provide students with videos and recordings of natural conversations of natives in order to make them aware of turn taking strategies.

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Appendix A

Situation	Transcripts	Take a Turn	Hold a Turn	Relinquish a Turn
1	A:[Looking away briefly] Yes, you are right! [Impatiently but smiling resignedly]			
2	Yeah, like, work-wise school-wise, you know, they take care of, you know, their family, and their parents....			
3	[Grinning and looking at Emma] do you get the feeling that you are trying to, uh, avoid this issue about the scholarship?			
4	No, no. [Gently shaking his head and smiling] Well, I have been there before....			
5	I don't know! I, uh, just find that they're responsible.... Within their little... I don't know,			
6	Nah. Actually, neither am I, [laughing] but. You know my opinion is....			
7	[looking at Jane] This dress is trendy, isn't it?			
8	It's uh, it's the place that. um, ... we went to three years ago			
9	..But, wh, why do you find them particularly responsible? [Looking at Jane, and smiling]			
10	Okay, Go ahead. [Gesturing with his upturned palm in front			

Appendix B

Turn Taking

A *turn* is the time when a speaker is talking

Turn-taking is the skill of knowing when to start and finish a turn in a conversation.

Turn-taking is one of the basic mechanisms in conversation, and the convention of turn-taking varies between cultures and languages; therefore, learners of a foreign language may find it difficult to take their turns naturally and properly in other tongues.

Turn taking Strategies



Gaze Direction is the most important device for indicating turn-taking. Eye contact plays a powerful and complex role in face-to-face conversation. While you are talking, your eyes are down for much of the time. While you are listening, your eyes are up for much of the time. When speakers are coming to the end of a turn, they might look up more frequently, finishing with a steady gaze. This is a sign to the listener that the turn is finishing and that he or she can then come in.



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The next speaker may be nominated by name (or title), especially in conversations involving more than two interlocutors who do not have good eye-contact: it may help to avoid confusion.

Adjacency pair is a sequence of two related utterances by two different speakers. The second utterance is always a response to the first. Adjacency pairs is kind of paired utterances of which question–answer, greeting –greeting, offer -acceptance ,apology. They are considered as a technique for selecting the next speaker.

Sound Production:The basic unit in conversation is the tone group. For instance, recognizing whether a phrase forms the first part of a longer construction, or is a complete utterance, is determined by intonation. Rising intonation (↗) may indicate a question, as opposed to confirmation or emphasis accompanied by falling intonation (↘). A rising intonation during a turn will indicate that a turn is unfinished, as opposed to a falling intonation to signal its end. In turn-taking, an increase in loudness may be used to hold onto a turn or interrupt, whereas fading out relinquishes the floor.



Gestures and Facial Expressions

Within any culture there are a large number of established means of non-verbal communication which can be used to take turns in conversation: for example, waving to attract attention, pointing to indicate direction, gesturing to indicate someone else should proceed or go first, facial expressions, and so on. , “Every culture and language uses body language, or kinesics, in unique but clearly interpretable ways.”

Back Channel Cues

Back channel cues are used to describe the feedback given by interlocutors while someone is speaking. They include interjections and comments or minimal responses (e.g. uh-huh, yeah, okay) as well as “... smiles, headshakes, and grunts which indicate the success or failure in communication.”

Overlap

Overlap describes instances when two people are speaking at the same time, often due to simultaneous starts, interjections (for example Mm, Yeah?) or interruptions. The degree of overlap differs from one community to another, and social views about its appropriateness also vary considerably. In some situations, interruptions may be the only way to take a turn, for instance, in a



lively or heated discussion or argument Shortall.

Overlapping turns may

mark areas of disagreement, urgency or annoyance and a high degree of competition for turns.

Taking The Floor

the use of pre-starts or turn-entry devices enable a next-turn’s beginning to address the issue of overlap and thus take the floor smoothly. Appositional beginnings, for example . well, but, and, so etc., are extraordinarily common. Appositional beginnings also include *false starts* and *repetition*, and use of *natural fillers* and *voiced hesitation device*.

Holding onto the floor

describes means to indicate that a turn has not been completed. Rising intonation, increased volume or speed, hesitation devices, and natural fillers are mechanisms commonly associated with holding onto the floor

Relinquishing The Floor

Using the first part of an adjacency pair or asking a tag question is a common way to relinquish the floor. The completion of a turn may also be indicated by intonation, non-verbal mechanisms, or an uncompleted sentence.

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*****MUST** master the English and French languages.**



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Full time and year round position.

A bachelor degree in translation.

Have a previous experience.

MUST master English and french languages.

Duties include and not limited to :

Managing mails, schudeling appoitments, translate official papers.



Appendix D

Teacher's Interview

Dear teacher,

This study endeavours to investigate the impact of turn taking strategies on students oral performance. We would be thankful if you could answer the following questions in the light of your own experience to facilitate the investigation of our research for a Master degree in Linguistics. Thank you for your collaboration.

1. How long have you been teaching oral classes?
2. What modules have you been teaching during your experience as a university teacher?
3. Do you prefer classroom discussions when teaching other modules or monologue?
4. Why do students encounter difficulties in speaking?
5. According to your experience, what are the reasons that hinder students from participating in group discussions in oral sessions?
6. Why do students face difficulties during classroom discussions?
7. In your opinion, is the instruction of turn taking strategies beneficial to oral expression sessions?
8. In our research, we have opted for an explicit instruction to teaching turn taking strategies in Oral Expression sessions through performing different role plays. You, as an EFL oral class teacher, to what extent do you think the explicit instruction improve students' oral performance?

Appendix E

Students Interview

1. Which language skill you think you are better in?
2. How was your oral experience last year? Which methods/ techniques did the teacher used in teaching oral expression?
3. What are the main difficulties that you face when you are in a group discussion?
4. At the end of the oral session, do you feel that you achieved your objectives?
5. The teacher provided you with hand-outs about the TTS and explained it in the classroom. Which of the strategies you knew previously and often use?
6. While performing the role plays. Which of the strategies you used?
7. To what extent the turn taking strategies affected your oral performance?
- 8-What strategies you used to take a turn?
- 9-What strategies you used to hold your turn?
- 10-What strategies you used to relinquish your turn?

Abstract

The current study attempts to examine the effectiveness of the instruction of turn taking strategies on student's oral performance. Thus, The hypotheses set forth at the beginning of this study is that teaching EFL learners turn taking strategies would promote their oral performance. The research methodology adopted in the present study is pre-experimental method (qualitative and quantitative method). In order to test the hypotheses, an experiment was handled on second year students at the university of KasdiMerbah University Ouargla (KMUO) as well as a semi-structured interview with second year students and a teacher of oral expression and comprehension in order to know their attitudes towards turn taking strategies instruction. The data collection is based on one teacher and 06 students recorded interviews. Moreover, the population consists of 40 second year license students at the department of English language KMUO in the academic year 2018/2019. This study results show the effectiveness of the instruction of turn taking strategies on students' oral performance. In addition, the findings demonstrate that students' hold a positive attitude towards the instruction of the turn taking strategies.

Key words: Instruction, turn taking strategies (TTS), oral performance.

ملخص

تحاول هذه الدراسة ان تختبر إلى أى مدى تأثير إستراتيجيات تبادل الأدوار على الأداء الشفهي للمتعلمين. كما تعتمد منهجية هذا البحث منهجية ما قبل التجريبية (الطريقة النوعية والكمية). من أجل اختبار الفرضية ، تم إجراء تجربة على طلاب السنة الثانية في جامعة قاصدي مرباح جامعة ورقلة وكذلك مقابلة مع أستاذ التعبير الشفهي لتعرف على سلوكهم اتجاه إستراتيجيات تبادل الأدوار يشمل البحث على حوار مسجل مع أستاذ واحد و 06 طلبة. علاوة على ذلك تتألف العينة من 40 طالب من السنة الثانية ليسانس فيقسم اللغة الإنجليزية في جامعة قاصدي مرباح جامعة ورقلة في العام الدراسي 2018/2019. تُظهر نتائج هذه الدراسة مدى فاعلية استخدام إستراتيجيات تبادل الأدوار على الأداء الشفهي للطلاب. بالإضافة إلى ذلك ، توضح النتائج أن الطلاب يتخذون موقفاً إيجابياً اتجاه استخدام إستراتيجيات تبادل الأدوار.

الكلمات المفتاحية: تعليمات، إستراتيجيات تبادل الأدوار، الأداء الشفوي.