

Classroom Interaction: a Dynamic of Questions and Answers¹

Interacción en el aula: una dinámica de preguntas y respuestas

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Abstract

The intention of the following study is to evidence some conversational issues during spontaneous interaction such as pre-allocation, adjacency pair, referential and display questions, confirmation check, discourse markers, preferred and dis-preferred actions, and overlapping, by means of the interpretation and analysis of four extracts taken from a conversation of 45 minutes. The participants in the study were an English teacher and her eight graders from a private institution. Each extract was analyzed carefully taking into account the conversational analysis approach. The findings revealed that during the interaction between the teacher and the students and in the dynamic of questions and answers, it is more common to find that the teacher is the one in charge of starting the conversation and initiating the adjacency pairs.

1 This article is the result of a reflective and interpretative research study titled: Interactions inside the foreign language classroom from a conversational analysis approach. This study is already finished.

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Key words: Conversation, interaction, adjacency pairs, affiliative and disaffiliative responses, pre-allocation.

Resumen

El propósito del siguiente estudio es evidenciar algunos aspectos durante la interacción espontánea tales como: pre-asignación, par próximo, preguntas de referencia y de visualización, confirmación, marcadores discursivos, acciones preferentes y no preferentes y solapamiento en la conversación, por medio de la interpretación y análisis de cuatro partes de una conversación de 45 minutos. Los participantes del estudio fueron una docente de inglés y sus estudiantes de grado octavo de una institución privada. Cada una de las partes fue analizada cuidadosamente teniendo en cuenta el enfoque de análisis conversacional. Los hallazgos revelaron que durante la interacción entre la docente y los estudiantes y en la dinámica de preguntas y respuestas, es más común percibir que la docente es la encargada de dar inicio a la conversación y al par próximo.

Palabras clave: Conversación, interacción, par próximo, respuestas afiliativas y no afiliativas, pre- asignación.

Introduction

This article focuses on the analysis of the issues unveiled inside the classroom interaction and, specifically, the conversational aspects presented when teachers and students formulate questions and the issues revealed when they answer them (Pre-allocation, adjacency pair, referential and display questions, confirmation check, discourse markers, preferred and dis-preferred actions, and overlapping). In other words, the intention of this study is to describe and interpret natural talk when students and teachers face the teaching and learning process of a foreign language. Four extracts were chosen in order to make the analysis. These extracts were the product of spontaneous interaction in an English class with 8th graders at a private institution in Tunja.

Literature Review

In order to get a better understanding of the analysis and interpretation of the extracts, the main theoretical constructs that supports this study are: adjacency pairs, preferred and dis-preferred actions, pre-allocation, referential and display questions, confirmation check, discourse markers, and overlapping. They were defined and interpreted as follows.

Adjacency Pairs

The adjacency pair is the main concept in this study, since it is related

to the interrogative and response utterances when interacting. According to Seedhouse (2013), cited by Bayley, Camero & Lucas (2013), adjacency pairs are “paired utterances such that on the production of the first part of the pair (question) and the second part of the pair (answer) becomes conditionally relevant” (p. 95). So, adjacency pairs are integrated by two interlocutors who provide them sense in the dynamic of questioning and answering. It means that the adjacency pairs become real and meaningful when there is an intention of understanding something when talking.

Another definition is provided by Schegloff & Sacks (1973), cited by Anderson, Beard & Walther (2010), who say that an “adjacency pair is a concept for understanding paired actions. The first action, “the first pair part” (e.g., a question) is ideally always followed by a “second pair part” (e.g., an answer). One speaker provides the first pair part, and the second pair part is typically provided by a second speaker” (p. 7). Taking into consideration this definition, it is important to say that even the ideal conception of an adjacency pair is to state a question and then obtain an answer, in real communication this does not happen because, in some cases, interlocutors do not want to respond or they overlap conversations. As it is shown in the section of findings and discussions, the adjacency pairs can be accomplished

or not accomplished. It depends on the kinds of questions formulated by the first pair, the background of the second pair in regards to those questions, the disposition or attitude when answering, among others.

In this sense, McCarthy, Matthiessen & Sale (2002), cited in Schmitt (2002), affirms that “an adjacency pair is a pair of turns that mutually affect one another” (p. 65). In other words, adjacency pairs are a core of the communication, since by means of them, people can interchange information, making requests, clarifying doubts, making suggestions when, for instance, the purpose of the utterance is not questioning but calling the attention to something through sarcasm, or making other people reflect upon some fact.

Keeping in mind the previous ideas, the adjacency pairs constitute one of the bases of interaction, since questions and answers generate the communication and interchange of information and therefore the interaction in any context. Then, adjacency pairs engender interaction among people and in the case of this study, among the actors in foreign language teaching and learning.

In this way, it is relevant to mention that the adjacency pairs are very common inside the classroom. They are not a coincidence, they are the essence of the educative settings, because both, teachers and learners are making questions and answer them with different purposes. For

example, students ask about what they are allowed to do or not to do in the classroom, during the break, in the library or about the rules and time periods associated with playing, solving an exercise, the tasks for next class, and so on. In those cases teachers are required to answer, therefore the adjacency pairs are revealed and depicted.

Also, for the teachers, the questions are recurrent, since they ask students, colleagues, parents and the educative community about aspects such as meetings, homework, understanding of topics, institutional activities, etc. So, it is evident that adjacency pairs moderate conversations and reveal affective, cognitive, attitudinal, and situational issues.

Preferred and Dis-preferred Actions

Bearing in mind the ideas of Seedhouse (2013), cited by Bayley et al. (2013), both preferred and dis-preferred actions refer to the preference organization. The preferred one is related to the affiliative part of the adjacency pair, while the second one is about the disaffiliative response created during the adjacency pair. Both kinds of actions determine the course and implication of interaction, since depending on the affiliation or non-affiliation the conversation can vary.

McCarthy, Matthiessen & Sale (2002), cited in Schmitt (2002), state

that “a greeting gets a greeting return, and congratulations prompt a thank you. These are examples of preferred sequences” (p. 66). So, it is possible to say that the preferred actions portray kindness, but if instead of a greeting return the speaker does not answer or respond with something different the action is dis-preferred.

In this way, the preferred and dis-preferred actions are culturally determined. The tone of voice, the sorts of words, and the attitudes will reveal if the action is preferred or dispreferred. For instance, if someone invites us to have a coffee, it is possible to accomplish the adjacency pair accepting or refusing. So, in the case of a refused answer it is possible to answer roughly (a rude attitude, or screaming a negative answer,) or kindly (smiling and thanking for the invitation) but the intention is the same, not to accept the invitation (dis-preferred action).

Pre-allocation

According to Seedhouse (2013), cited by Bayley et al. (2013), “pre-allocation refers to the turns allocated in advance” (p. 97). Also, Fajardo (2008) affirms that pre-allocation is when teachers nominate who should respond in the next turn. In other words, pre-allocated turns reveal the power or control over the interaction. In the case of learning a foreign language the teacher is the one who controls, assigns and determines

the participations and therefore the pre-allocation of the turns when talking.

Referential and Display Questions

According to Fajardo (2008) the display questions are the ones whose answers are known by the teacher meanwhile, the referential ones are not. In this case, the questions constitute the essence of interaction, because most of them unveil power, insistence, and control of main answers, and the obedience, quick or slow reaction or answer, and the dissafiliative attitudes of students’ responses.

Confirmation Check

According to Fajardo (2008) confirmation check is “the particular way to test understanding of students turn” (p. 15). This is a way to establish agreements among students and teacher in order to obtain a better understanding of the communicative messages.

According to Pica (1987) confirmation checks are “moves by which one speaker seeks confirmation of others’ preceding utterance through repetition, with rising intonation, of what was perceived to be all or part of the preceding utterance” (p. 3). So, confirmation check implies an intention of clarifying, then it is necessary to manifest disposition from both parts, and an attitude to elucidate.

Repetitions and rising intonation in educative settings allow students and teachers to get an identity, because

when students do not understand what teachers say, they will ask the teacher to repeat the explanations about the topic studied in class. Also it is possible that the confirmation checks allow students to understand better what the teacher did not pronounce clearly. This is the real dynamic of conversations in the educative contexts where teachers and students are involved in academic and social situations. Then, teachers and students have an identity in which clarifying doubts or misunderstandings are the roles of teachers and pupils.

Discourse Markers

For Feng (2010) discourse markers are “one set of linguistic items that function in discourses of various styles or registers” (p. 1). According to Redeker (1991), cited by Feng (2010), the discourse markers are “operators, words or phrases, for instance, a conjunction, adverbial, comment clause, interjection that is uttered with the primary function of bringing to listeners’ attention a particular kind of the upcoming utterance with the immediate discourse context” (p. 1). The discourse markers complement the speech, since these add meaning and focus speakers and listeners’ attention in a specific situation. The discourse markers better support what the speaker pretends to say. Also, the discourse markers provide contextual coordination to ongoing talk while at the same time they are immersed in the

purposes of the speech and attempt to interrelate the ideas of the discourse.

Overlapping

According to Liddicoat (2007), overlapping occurs “when two speakers begin to speak at the same time” (p. 29). In other words, overlapping is simultaneous talk. This simultaneous talk reveals that interaction is mediated by unexpected situations and interferences that, of course, are part of talk and interaction.

Methodology (Setting and Research Question)

In order to analyze the dynamic of questions and answers when teachers and students interact, 45 minutes of an EFL class were video-recorded, from those 45 minutes just ten were transcribed, and from those 10 minutes, four extracts of 2 minutes were analyzed.

Each one of the extracts were analyzed taking into account the theoretical constructs defined and described in the previous section. In addition, they were interpreted keeping in mind the pedagogical implications of the interaction evidenced in each extract and each turn. The excerpts unveil the influence of the conversations and turn taking in the development and constitution of the lesson content.

On the other hand, the researcher used the Conversational Analysis approach as the research methodology for analyzing and interpreting the

data. According to Negretti (1999), the conversational analysis approach “focuses on how individuals in social setting engage in meaningful acts through language and make sense of the world around them” (p. 76). Negretti (1999) also says that this approach “investigates the machinery and the structure of social action in language, avoiding pre-formulated theoretic categories” (p. 75). In other words, in the conversation analysis approach the topic of research is the social organization of activities conducted through talk (Wooffitt, 2005). In brief, the conversational analysis approach attempts to make close examination of natural talk in regards to the different structures and rules that govern the conversation and the social actions.

Setting. This study was carried out with a group of thirteen students who belonged to the eighth grade at a private school in Tunja. The ages of these students were between 14 and 15 years old.

These students were motivated and exhibited good behavior and attitudes in their English classes. This was evident in the video recording when the researcher observed they showed high participation. For example when the teacher asked them to pray or when they had to sing the song, they complied with the request. Also, when the teacher was reflecting upon some situations in the classroom, they demonstrated respect for and focus on them. Their

English level was pre-intermediate and they were able to communicate simple ideas using the foreign language, even though some students showed some communicative difficulties due to lack of vocabulary, accuracy or anxiety.

In general there was good rapport inside the class as evidenced by the respect between the teacher and students. The students acknowledge the role of the teacher as the head of the class and she was kind to the pupils.

Research Questions

- What are the most common conversational analysis issues presented during interactions in an EFL class?
- What do adjacency pairs reveal about classroom interaction?

Findings and Discussion

After video-recording, transcribing and selecting the extracts, each turn was analyzed carefully in order to offer an interpretation of what was found in the data. So, the extracts and their descriptions and interpretation are displayed in the following lines. These extracts portray highly addressed interactions and according to Scheinkman (2008), interaction entails “particular forms of externalities, in which the actions of a reference group affect an individual’s preferences” (p. 1). So, in this study, teacher and students were interchanging concepts, ideas, and opinions in regards to the

different situations which will be described in the following lines. That interchange of information determined the course of the talk and the sequence of the class.

Extract 1: (This extract was the result of a reflection that the teacher made, because in a previous class the students were very noisy when addressing didactic activities. So, the principal of the school called the teacher's attention due to that situation).

1. T: so the English classes are not for only games as you know that ok ↑
2. T: What happened yesterday ↑
3. S1: Ehhhh ehhhhh
4. T: in the class ↓
5. S1: Ehhhh
6. T: only ## one of you (the teacher point at with his finger to S3)
7. S1: Laura
8. T: Camila
9. S3: no, no quiero
10. ((No, I don't want))
11. T: Tell us what happened ↓
12. S3: [ehhhhhh
13. T: [you were doing what ↓
14. S1: tell us tell us jajajajaj
15. T: tell us
16. S3: they play the and

Extract 1 shows the control that the teacher has over the questions, since she is the one who formulates them throughout the conversation. So, in turn 1 the teacher starts with a preparation of the atmosphere in order to reflect upon the fact that the English classes are not just for playing but also for didactic activities. In this sense, she states a display question (no pre-allocation) using a discourse marker. This display question unveils that the teacher knows that the students are conscious about this situation, and it is necessary for her classes to remember it.

In turn 2 the teacher still has the floor with a new display question, this is not pre-allocated again. So, there is another adjacency pair with a disaffiliative response, because the S1 just hesitates and does not give the answer that the teacher hopes for and knows. Besides, this disaffiliative response is given by S1 who auto dominates his participation, even though he is not able to answer; this fact confirms that the teacher does not pre-allocate the turn.

In turn 4 the teacher assumes the role of facilitator, because she helps S1 providing him more information in order for him to answer the question, however he continues hesitating and he, again, auto dominates his participation. Therefore, in turn 6 the teacher decides to pre-allocate the turn and she assigns it to S3. Immediately S1 pronounces the first name of the speaker, and in turn 8 the teacher pronounces the second

name of the same speaker (confirmation check).

In this order of ideas, the teacher pre-allocates the turn, she assigns the question to S3, and she obtains a dissatisfying response (turn 9), the speaker refuses to answer. However, she insists and it is evident that the teacher attempts to take control of the situation through exercising authority as the teacher by giving orders which have to be obeyed by the students (turn 10).

Things change when in turn 11 S3 tries to answer by hesitating. The previous attitude of the teacher generates a sense of obligation, in the students, to say or assume a different position. Nevertheless, the teacher overlaps the student and she reformulates the question for her (turn 12) giving more information (facilitator). In this part of the interaction there is an adjacency pair which is not accomplished, because the S3 does not answer and instead of it, in turn 13 and 14 the S1 intervenes and the teacher insists on obtaining the answer as a way to pressure S3. Finally, the S3 accomplishes the adjacency pair with a dissatisfying response.

In this way, the previous description shows that even though the teacher is the authority in the classroom and the one who formulates questions, it does not mean that the students have to assume an affiliative response. Also, the extract reveals that, in the dynamic of questions and answers, the teacher

has to deal with many situations (linguistic, social, attitudinal, etc).

In this order of ideas, the role of teacher is more than questioning and answering. The teacher has to assume different roles in order to have effective communication. In the case of the previous extract, to reflect on and recognize what happened in the previous class and their consequences in order to avoid those kinds of behavior in the future, it is important to note that teaching a foreign language is also a matter of an integral education mediated by the dialogue not just of grammar, syntax, or communicative skills, but also good behavior and rapport inside and outside the classroom. The extract shows that dialoguing about disciplinary aspects can be an excuse in order for students to practice and use the language.

Extract 2: (in this extract the students are going to practice a song that they were preparing in previous classes).

1. T: and ## (She points out with her finger) do you have the lyrics
 ↑ Camilo do you have the lyrics
 David ↑ the lyrics the lyrics Camila
 ↓ yes the lyrics Heidi ↓ who has the lyrics
 ↓ I told you ## (she moves her head) les dije que las pegaran en el cuaderno
2. ((I told you have to paste them in your notebook)).
3. S2: ay en serio ↑

4. ((really))
5. T: told you
6. S6: In the agenda
7. T. In the agenda ↑ no ready ## (she looks at S4) ↑ the lyrics ↓look for
8. S4: yeah i´ m looking
9. T: look for that because you need to sing
10. S4: but
11. T: Camilo ↓ you know the lyrics right ↑
12. S1: Ehhhh more and less
13. T: Ahhh ok so you (she smiles) are going to sing alone
14. S1: Ahhh
15. T: You the lyrics ↓
16. S7: No (he shakes his head)
17. T: no why ↑ shhhh silence because ok entonces los que no tienen letra you can work

((So the ones who don't have the lyrics))
with (she looks around the classroom)
a::: classmate please quickly.

In extract 2 the adjacency pair starts when in turn 1 the teacher states the question and pre-allocates the responses, however this adjacency pair fails because the teacher does not give the space for the students to answer, this is due to the fact that the teacher repeats the same question several times, assigning the turn of response

to a different student each time (four different students), and they do not have the opportunity to answer.

Something different occurs in the same turn. The teacher decides not to continue pre-allocating the turn, and leave the question open for everyone, but again she does not give the space to answer. It is relevant to say that the question is a referential one, because the teacher does not know if the students have the lyrics of the song or not.

She finishes her turn saying that the lyrics had to be pasted in the notebooks, because she realizes that most of the students did not bring them. This fact is confirmed when in turn 15 she decides to allow students to work in pairs (the one who does not have the lyric with a classmate who does). She is interested in the lyrics, because that is the tool that will allow her to develop the class. The lyrics become the excuse for interaction.

In turns 3 and 4 the adjacency pair is disaffiliative, because the teacher's answer reveals that the question stated by the students is not appropriate.

In turn 5 the adjacency pair is formulated and answered by the teacher. This adjacency pair works as a confirmation check again. It is a reaction in front of the response of S6. What the teacher attempts to do with the adjacency pair and the confirmation is to show that the student is wrong.

In the same turn, the teacher asks again for the lyrics of the song. She pre-allocates the turn of response. She looks

at S4 asking him for the answer but she does not give him the opportunity to answer. This happens because she realizes that the student is looking for the lyrics and he does not find it, so she insists on her concern about the lyrics telling the students the importance of having them. In other words, she presses the student to find the lyrics, because he has to participate in class singing and practicing the song. In this part of the interaction the adjacency pair is affiliative and accomplished (turn 5 and 6) because the teacher is asking S4 (by means of eye contact) to look for the lyrics, and the S4 answers affirmatively, since he says to her he is looking for it. Besides, as the teacher is insisting on the lyrics she waits for an affiliative answer.

In addition, the teacher assumes an imperative attitude in which she reveals that her orders must be followed by the students, even though she ends the conversation with the student ignoring her rejection and objection (turns 7 and 8) and initiating another adjacency pair with the S1. What is clear is that she is not interested in listening to the student's explanations and she demonstrates with this attitude that the only important issue in the conversation is the lyrics of the song.

This new adjacency pair is initiated by the teacher, and she pre-allocates the turn, because she realizes that S1 does not have the lyrics, so as to call his attention. The question is a display one

and the discourse marker confirms it. The response is disaffiliative, because S1 hesitates and he just answers "more and less", which is not what the teacher expects to hear. Then, the teacher (turn 11) punishes the student by telling him that he will have to sing alone because he does not have the lyrics.

In turn 13 the teacher initiates an adjacency pair pre-allocating the turn again. The adjacency pair is accomplished and the response is disaffiliative, because the teacher expected that he had the lyrics, since she told all students to paste them in their English notebooks the previous class. Also this disaffiliative response is confirmed by the non-verbal language. In turn 15 the teacher does not just accept the negative response, but she asks for the reasons which allows her to understand why the student does not have the lyrics. Finally, she realizes that most of the students do not have the lyrics, then in order to develop the class she has to find a solution; the solution being to join the students by pairs.

Keeping in mind the previous description, it is evident that the interaction is dominated by adjacency pairs and a dynamic of questions and answers. All of those adjacency pairs were initiated by the teacher, and it unveils and confirms that the teacher is the one who generates the first steps of interaction, and this shows control, authority and classroom management.

In this case, the problem is the fact that most of the students did not bring the lyrics of the song to class, and the conversation and interaction is a situation of pressing questions around this issue. So, at the end of the talk, the teacher gives up and recognizes that for this class individual work will not be possible, and she does not have any other option but to group the students. Anyway she facilitates the development of the activity (practicing the lyrics).

Extract 3: In this part of the class, the students have already practiced the song.

1. T: ahhh what do you think about the song ↓ is it good ↑#### (she points at S8)
 - S8: ### (She nods)
 - T: yes ↓ for you ↑ for a despecho ↑ right ↑
 - Ss: Jajajajajja
 - T: what is your opinion David tell us ↓ Shhhh silence
 - S9: [()
 - T: [In English in English
 - S10: it is very ## (she touches his face) smile sonriente yuber sonriente

((cheer up yuber cheer up))

In extract 3 at the very beginning the teacher initiates the adjacency pair

with a referential question without pre-allocation, but she does not offer the space to respond. She continues her turn with another referential and yes/no question pre-allocating the turn. The purpose of this interrogative statement is to narrow the answer in order to obtain a yes or a no response, and win time in order to question other students.

In turn 2, S8 gives an affiliative response through non-verbal language. In turn 3 the teacher's questions are ways to affirm that the song was nice for the student. The teacher goes on in the conversation pre-allocating the turn for the speaker 10, but S9 auto dominates his turn and tries to answer in Spanish. Something interesting happens in turn 7, when the teacher realizes that the student answers in Spanish, she overlaps him saying that he has to respond in English, this means that she reminds him that he is in English class and it implies that they must use the English language for talking. It is a way to get recognition from her class.

Another important issue is that even though the teacher pre-allocates the turn the adjacency pair fails, because another student auto dominates his response, however the assigned student responds after two turns. The response is in English because he already knows that teacher expects that he uses English.

Thus, in this case, the adjacency pairs initiated by the teacher are evident most of the time. Also, it shows that many

unexpected events can happen in the transition from a question to an answer. Supposedly if the teacher pre-allocates a turn, the pre-allocated speaker has to answer, but this extract shows that it cannot be generalized, because any student can dominate and take the turn of the assigned student.

Extract 4: In this part of the conversation the students are laughing about some funny statements from one of their classmates.

1. T: Ok so we are not going to laugh all the time ok now we are going to do an exercise do you remember ## (she counts using his fingers) will going to and might right ↓
 - S1: Yes
 - T: will going to and might
 - S2: right ↓

In this extract, the teacher uses a discourse marker in order to introduce a reflection about laughing in class, after that she uses the same discourse marker in order to inform students about the exercise that they will develop in a while. It is interesting that in the announcement of the exercise she includes herself as part of the ones who will develop the exercise, this creates an affiliation among students and the teacher.

By the same turn the teacher states a referential question related to the

topics studied in previous classes. She does it in order to prepare the students for the activity which is related to these topics. The response of S1 is affiliative and the adjacency pair is accomplished immediately, because there are no hesitations in this student's responses. He answers quickly, and it is not necessary for the teacher to reformulate or repeat the question for this student. In turn 3 The teacher unveils a confirmation check and in turn 4 the speaker 2 uses a discourse marker in order to support the confirmation check of the teacher. In other words, this case is an example of an effective and accomplished adjacency pair with an affiliative response.

Conclusions and Implications

Finally, it can be concluded that the most common issues revealed during interaction in the context of an EFL class with eight graders at a private school in Tunja are: adjacency pairs, preferred and dispreferred actions (affiliative and disaffiliative responses), pre-allocation, overlapping, referential and display questions and confirmation check.

Besides, the adjacency pairs during interaction are initiated, most of the times, by the teacher. Some of those adjacency pairs are accomplished by means of affiliative and disaffiliative responses. The disaffiliative answer is more evident when the teacher pre-allocates the turn of response. The opposite situation occurs when the

teacher does not pre-allocate the turn. Besides, in many cases, the adjacency pairs are not accomplished because of teacher's insistence and repetition of the same question.

Furthermore, the adjacency pairs are essential part of classroom interaction and, issues like overlapping, pre-allocation, confirmation check, display and referential questions, complement and constitute the essence of questioning and answering. Adjacency pairs determine the kind of interaction and the kind of questions and answers that teachers and students state in order to talk. The adjacency pairs reveal that there is no certainty about what can happen in class, and with this study what it is, indeed sure, is that questions, answers and adjacency pairs are the substance of the pedagogical development of the teaching and learning process. Also the adjacency pairs show that there is a permanent battle among teachers and students for control, power, decision making, turn taking, among other aspects, because the teacher takes advantage of questions to express authority, call her students' attention, and ensure they accomplish rules for the class.

For the above mentioned, questioning students is a way of demanding answers from the students. For example, when teacher of this study asked students for the lyrics, she was intending to develop the class as she had planned, however

she did not obtain affiliative answers, but disaffiliative responses (some students did not have the lyrics), then she had to find strategies to avoid that those disaffiliative answers hinder the satisfactory development of the class (for that reason, she decided to group the students).

In this sense, students fight for the possibility of answering, doubting, or being in silence when facing some issues. The teacher used questions as a way of obtaining her students' recognition. When pre-allocating the turns, both, teacher and learners, intend to expedite the answers, or to insist on obtaining responses and getting the attention from someone who is not concentrating on the class or someone who does not have the materials. So, the adjacency pairs depict when the teacher has the power to call students' attention in order for them to answer and be active participants in their learning process.

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- T: Excuse me ↑
 - S1: que si vas a rezar[tu
 - (if you are going to pray)
 - T: [ohh, one of you
 - So, one two three thirteen right ↑
 - so code number nine
 - S2: mafe ↓
 - T: you ok she is going to guide
 - S3: in the [name of the father on the son on the holy spirit amen
 - T: [in the name of the ## father on the son on the holy spirit amen.
 - T: no I don't say sit down
 - ok raise your hands ##
 - down ## to the front ## back down ##
 - feet ##### clap clap ## dance ##run run ## ok sit down sit down stand up
 - David ## dont' be lazy
 - ok sit down
 - are you ok ↑
 - you are very active today ↑
 - S1: no
 - T: no ↑
 - S1: yes no
 - T: are you not [active
 - S1: [osea si estamos activos como para jugar pero no como para seguir ()

Appendix 1

Extract 1

- T: Ok ready ↑
- ### (she moves her hands)
- camilo ()
- stand up everybody
- stand up
- S1: hoy si la vas a hacer tu o vas a mandar a alguien ↑
- ((are you going to do it today or are you going to order someone else))

- ((so, we are active to lay but not to continue))
- T: ahhhhh ok
- T: so the English classes are not for only games as you know that ok ↑
- What happen yesterday ↑
- S1: Ehhhh ehhhhh
- T: in the class ↓
- S1: Ehhhh
- T: only one of you ##### (the teachers points at S3)
- S1: Laura
- T: Camila
- S3: no, no quiero
- T: Tell us what happened ↓
- S3: [ehhhhhh
- T: [you were doing what ↓
- S1: tell us tell us jajajajaj
- T: tell us
- S3: they play the the and
- T: They and you ## no ↓
- S3: Bueno [pues eso
- T: [OK
- S3: play the game and
- T: no more ↑ we were playing all the class ↑
- and at the end of the class [you were doing what ↓
- S1: [we do we do a lot a little piece of of of a piece of the of the no eh to the student's book
- T: to the student's book so do
- S3: () explain to the perfect
- S4: perfect present perfect tense
- S3: present perfect
- S3: present perfect tense
- T: present perfect tense right ↑
- but I wanna aaa tell you that you need to analyze what happened the last class so we were doing games **[right ↑**
- S3: **[yeah**
- T: and this was most of the time and you were like shutting all the time right and you were like very active in the class and It is good but what happen in this classroom ↓ that in the other what happen ↓ you are very noisy right ↑
- S4: yeah
- T: hay mucho ruido
- ((lots of noise))
- S3: yeah
- T: When we are doing activities so what happened ↓ we can't do activities with you.
- S1: no ()
- T: qué pasó ayer ↓
- ((what happened yesterday))
- S1: a sí nos regañaron
- ((we were scolded))
- T: la mayoría del tiempo hicimos actividades cierto ↑ y qué pasa

- cuando uno llega y nos vamos al otro extremo de hacer muchas actividades ↓.
- ((most of the time we did activities right and what happens when we go to the other side of doing many activities))
 - S3: ruido
 - ((noise))
- Extract 2**
- : ok so today ahh greeting ↑ que ya lo hicimos cierto ↑ qué es greeting ↑
 - ((we already did it, didn't it what is greeting))
 - S3: ehhhh la oración ↑
 - ((the praying))
 - T: Saludo oración presentación relax exercises ↓
 - ((greeting praying))
 - S1: yeah
 - T: raise your hands down ##### move so we need to practice our song remember ↑
 - ()
 - T: yes and then we are going to work ammm we are going to (.) do an activity in order to practice the topics and remember that eeee this afternoon we have the quiz
 - S5: Hoy ↑
 - ((today))
 - T: yes
 - S6: Obvio esta tarde
 - ((this afternoon, of course))
 - S2: teacher el quiz es de presente simple ↑
 - ((teacher, is the quiz about present simple))
 - T: Excuse me ↑
 - S2: de presente
 - ((about present))
 - T: She moves her head
 - S2: ay no me grabes
 - ((ay, do not record my self))
 - T: Ohh my god ok camilo what are you doing there ↓
 - S1: I am::: ()
 - T: please stand up no stand up sit down
 - S2: teacher solo present perfecto
 - ((just present perfect))
 - T: present perfect tense
 - presente ()
 - S5: oh yes con did con no nada
 - T: remember that the quiz is about will going to and might
 - ahh si cierto
 - T: future clauses ok silence silence por qué están distraídos ↓
 - S3: porque uy lo rompió
 - T: me haces el favor y guardas ese cd thank you so much.

- ((please keep that cd))

Extract 3

- T: So first we are going to practice the song do you remember the rhythm ↑ el ritmo de la canción ↑
- Varios estudiantes: Si
- T: Yes ↑
- Varios estudiantes: yes
- T: and you can sing without the music ↑ pueden cantar sin la canción ↑
- Varios estudiantes: no eh más o menos
- T: In english
- S6: a kind of
- T: a kind of

Extract 4

- T: and ## (She points out with her finger)do you have the lyrics ↑ Camilo do you have the lyrics David ↑ the lyrics the lyrics Camila ↓ yes the lyrics Heidi ↓ who has the lyrics ↓ I told you ## (she moves her head) les dije que las pegaran el cuaderno
- ((I told you have to paste them in your notebook)).
- S2: ay en serio ↑
- T: I told you

- S6: In the agenda
- T: In the agenda ↑ no ready ## (she looks at S4) ↑ the lyrics ↓look for
- S4: yeah i´ m looking
- T: look for that because you need to sing
- S4: but
- T: Camilo ↓ you know the lyrics right ↑
- 1: Ehhhh more and less
- T: Ahhh ok so you (she smiles) are going to sing alone
- S1: Ahhh
- T: You the lyrics ↓
- S7: No (he shakes his head)
- T: no why ↑ shhhh silence because ok entonces los que no tienen letra you can work
- ((So the ones who don't have the lyrics)) with (she looks around the classroom) a::: classmate please quickly.

Extract 5

- T: ok ready ↑ listos para cantar ↑
- ((ready to sing))
- Ss: No one moment
- T: ready ↑ yes and the lyrics ↓ ready ↑ there are some groups that I am not listening right ↑ there are some people that I am not listening to sing

- unas personas no están cantando
right ↑ so you need to try and mafe
I am not listening your voice
- S2: Really ↑
 - T: ##### (she moves her head)
- Extract 6**
- : ahhh what do you think about the song ↓ is it good ↑##### (she points at S8)
 - S8: ### (She nods)
 - T: yes ↓ for you ↑ for a despecho ↑ right ↑
 - Ss: Jajajajajja
 - T: what is your opinion David tell us ↓ Shhhh silence
 - S9: [()
 - T: [In English in English
 - S10: it is very ## (she touches his face) smile sonriente yuber sonriente
 - T: why ↓
 - S10 : because he is some very very bad ##
 - T: Yes ↑
 - () jajajaj
 - T: Ok so we are not going to laugh all the time ok now we are going to do an exercise do you remember ## will going to and might right ↓
 - S1: Yes
 - T: will going to and might
 - S2: right ↓
 - T: those are shhhh ahh we are going to do a round table ## a semi round table## una semiluna #####
 - T: ok ↑so you are going to win extra points today shh silence silence shhh you are going to ammm get some extra points today extra points so you are gonna do ammm some exercises right ↑ in the board so you are going to pass to the board and you are going to do the exercise ## that you are going to choose from my pocket right ↑ok so we are going shh silence
 - T: so read it
 - S5: ehhh [translate Sofia y Luis no van a ir a la fiesta el sabado en la noche
 - T: [silence
 - T: ok so pass to the board and you are going to write the sentence in english
 - S5: I #####↑
 - T: Yes