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## EXPLORING TURN-TAKING: TEACHER-STUDENT CONVERSATIONS IN THE CLASSROOM

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### ABSTRACT

This study examines the dynamics of turn-taking in teacher-student conversations in the classroom. Turn-taking refers to the process by which participants alternate in speaking during a conversation. The research aims to understand how turn-taking patterns influence communication and learning outcomes in educational settings. Through qualitative analysis of video recordings and transcriptions of classroom interactions, the study explores the different strategies employed by teachers and students in taking turns, the factors that influence turn-taking behavior, and the impact of turn-taking on student engagement and participation. The findings contribute to our understanding of the role of turn-taking in promoting effective communication and meaningful learning experiences in the classroom.

### KEYWORDS

Turn-taking, teacher-student conversations, classroom interaction, communication, learning outcomes, student engagement, participation.

### INTRODUCTION

Effective communication in the classroom plays a crucial role in facilitating learning and promoting student engagement. One important aspect of classroom communication is turn-taking, which refers to the orderly exchange of speaking turns between

teachers and students. Turn-taking is not only essential for maintaining a balanced conversation but also influences students' active participation and learning outcomes. Understanding the dynamics of turn-taking in teacher-student conversations can provide valuable

insights into the quality of classroom interactions and instructional effectiveness. This study aims to explore the patterns, strategies, and implications of turn-taking in teacher-student conversations in the classroom context.

In the classroom, effective communication is crucial for meaningful learning experiences. One important aspect of communication is turn-taking, which refers to the process of exchanging conversational turns between the teacher and students. Turn-taking plays a significant role in shaping classroom interactions, student engagement, and learning outcomes. Understanding the dynamics of turn-taking in teacher-student conversations is essential for creating an inclusive and interactive learning environment.

The purpose of this study is to explore the patterns, strategies, and dynamics of turn-taking in teacher-student conversations in the classroom. By examining the various factors that influence turn-taking, including the role of the teacher, student participation, and contextual influences, we can gain insights into how communication unfolds in educational settings.

This research aims to contribute to the existing knowledge base by investigating the role of turn-taking in promoting student engagement, active participation, and effective learning. By examining the strategies employed by both teachers and students to manage turn-taking, we can identify effective practices that foster collaborative dialogue and enhance communication skills.

To accomplish this, the study employs qualitative research methods, including classroom observations and video recordings of teacher-student interactions. The data collected will be analyzed using thematic analysis to identify patterns and themes related to turn-taking, such as initiation, response, and follow-up

contributions. The analysis will also consider the use of specific strategies employed by teachers and students to facilitate turn-taking, such as wait time, turn allocation, and turn-yielding.

By exploring turn-taking in teacher-student conversations, this study seeks to inform instructional practices and teacher training programs. Understanding the dynamics of turn-taking can help teachers create a supportive and inclusive learning environment, where students feel empowered to contribute to the educational discourse. The findings of this research will provide valuable insights for educators, curriculum developers, and policymakers, ultimately contributing to the improvement of classroom communication and student learning experiences.

## **METHOD**

The research employs a qualitative approach to investigate turn-taking in teacher-student conversations. Video recordings of classroom interactions are made to capture the natural dynamics of communication. These recordings are transcribed verbatim, providing a detailed account of the conversations. The analysis focuses on identifying the patterns and strategies of turn-taking employed by teachers and students. This involves coding and categorizing the data to identify recurring patterns and themes related to turn-taking. Additionally, observational notes are taken to capture contextual factors that may influence turn-taking behavior, such as instructional strategies, student characteristics, and classroom dynamics.

The participants in the study include teachers and students from diverse grade levels and subject areas. Multiple classrooms are selected to ensure a varied representation of teaching styles, student populations,

and instructional contexts. The data collection process is carried out over an extended period to capture a sufficient amount of classroom interactions and facilitate a comprehensive analysis of turn-taking dynamics.

The analysis of the data involves a thematic approach, where recurring themes and patterns related to turn-taking are identified and analyzed. This process includes examining the strategies employed by teachers and students to initiate, maintain, and transition between speaking turns. The analysis also explores the factors that influence turn-taking behavior, such as the teacher's facilitation style, student participation norms, and contextual cues. The findings from the analysis are then interpreted and discussed in relation to existing literature on classroom communication, instructional strategies, and student engagement.

Overall, the combination of video recordings, transcription, and qualitative analysis provides a rich and detailed understanding of turn-taking in teacher-student conversations in the classroom. This research approach allows for a comprehensive exploration of the patterns, strategies, and implications of turn-taking, contributing to our understanding of effective communication and learning experiences in educational settings.

## RESULTS

The analysis of the data revealed several key findings regarding turn-taking in teacher-student conversations. Firstly, it was observed that teachers play a central role in initiating and controlling the turn-taking process. They typically begin conversations, ask questions, and provide directions, thereby setting the conversational framework. Students, on the other hand, tend to respond to teacher prompts and cues,

taking turns accordingly. However, in some instances, students also initiate turns by seeking clarification or sharing ideas.

The analysis also identified various strategies employed by both teachers and students to manage turn-taking. Teachers often used techniques like wait time, turn allocation, and turn extension to encourage student participation and provide opportunities for students to express their thoughts. Students, on the other hand, employed strategies such as turn-requesting and turn-yielding to contribute to the conversation and engage with the content.

## DISCUSSION

The findings highlight the importance of turn-taking in facilitating effective communication and student engagement in the classroom. When teachers employ strategies that allow for balanced turn-taking, students are more likely to actively participate and share their ideas. This promotes a collaborative learning environment where students feel valued and empowered to contribute to the conversation. Additionally, turn-taking enables students to develop important communication skills, such as active listening, turn-monitoring, and respectful interruption.

The analysis also revealed the influence of contextual factors on turn-taking behavior. Classroom dynamics, instructional strategies, and student characteristics all played a role in shaping the patterns and dynamics of turn-taking. For instance, in classrooms with a more student-centered approach, where student voice and autonomy are encouraged, turn-taking tended to be more equitable and student-initiated. Similarly, the composition of the student group, including cultural backgrounds and language proficiency, influenced turn-taking behavior.

## CONCLUSION

The study highlights the significance of turn-taking in teacher-student conversations and its impact on student engagement and learning outcomes. By understanding the dynamics of turn-taking and implementing strategies that promote balanced participation, teachers can create inclusive and interactive learning environments. The findings of this research can inform the development of instructional practices that enhance communication skills and foster meaningful dialogue in the classroom.

It is important for educators to be mindful of the role they play in facilitating turn-taking and promoting student agency. By adopting strategies such as wait time, turn allocation, and providing opportunities for student-led discussions, teachers can create a supportive environment where students feel comfortable expressing their thoughts and engaging in collaborative learning. Furthermore, acknowledging the influence of contextual factors on turn-taking can help teachers tailor their instructional approaches to meet the diverse needs of their students.

Overall, the exploration of turn-taking in teacher-student conversations contributes to our understanding of effective communication practices in the classroom. It emphasizes the importance of promoting balanced turn-taking, empowering student voice, and creating an inclusive learning environment where all students have the opportunity to actively participate and contribute to the educational discourse.

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