

TURN TAKING STRATEGIES IN KURDISH CASUAL CONVERSATION

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ABSTRACT

The current study investigates the essential strategies of turn taking of conversations from an analytical point of view. The data were collected from everyday conversations, namely face to face conversations, of some students of Duhok University to identify the basic structures of talk in interactions in Krmanji Kurdish. Stenstrom theory (1994) has been chosen for studying the strategies of turn taking of casual conversation in Kurdish. The current study analyses the Badini Kurdish students (4 participants) in conversations. The study concludes that conversations are not always produced in a typical way. Some actions happen in conversation when participants communicate about topics. Participants constantly try to switch turns and therefore change from their roles as listeners to speakers, topic initiators to topic followers. Also, interrupting each other to take turns, or waiting till the other interacts and finishes his/her talk. Moreover, Hearers could make some sounds or signs to indicate that they are listening to the speakers

KEYWORDS: Conversation Analysis, Element of conversation organization, Turn Taking, Strategies of Turn Taking.

1. INTRODUCTION

Conversation analysis (CA) means studying talk in interaction. It mostly tries to display the serial patterns of interaction, structure, and order; whether institutional such as in the educational fields or in conversations. In other words, CA is dealing with the complete organizations of everyday interactions. It is a technique in which individuals socialize, improve and maintain their relationships with each other. Conversation is one of the most essential elements of human interaction that usually includes two or more people. In conversation, the topic might change when participants take turns. CA is generally “related to socio-linguists and sociologists of language” (Shokouhi and Kamyab, 2004:87; McCarthy, 2001:50). It also emphasizes the significance of conversation since it suggests a chiefly suitable and obtainable resource for sociological request for information (McCarthy, 2002:61).

The study of CA takes an important role in the spoken discourse. However, no studies of CA in Kurdish have been yet conducted as far as researchers know. It is worth mentioning that casual conversation is an essential human activity which we all go through in our daily life. It is one of the basic establishments and achievements of human relationships. Palmer

(Palmer & Redman 1932) claimed that language is based on and is an extension of conversation and that conversation must be the start of a study of language. Halliday (1985) stated that casual conversation is as a person-oriented dialogue. He argued that in casual conversation the topic is not controlled but drifts as the conversation proceeds. Moreover, inequality is temporarily neutralized. Also, there is no formal mechanism in casual conversation for assigning turns of talk (ibid.:20).

2. SIGNIFICANCE OF THE RESEARCH

This research is significant both theoretically and practically:

•Theoretical significances

The result of this study is expected to enrich the study of Conversation Analysis, especially in turn taking strategies because it tries to show the rules of conversation to understand things, such as: how to initiate a conversation, how we know to respond to a certain message, and how to begin and end a conversation.

•Practical significance

This research may also be useful for the language learners to understand more about the idea of turn taking strategies and to apply each strategy in an appropriate context or situation.

3. RESEARCH QUESTIONS

This study tries to address the following questions:

1. How is the turn taking system structured in Kurdish casual conversations?
2. Which turn taking strategy is the most frequent in the data of the present study?

4. THE SCOPE OF THE RESEARCH

The scope of this research is on turn taking strategies in Kurdish casual conversation. It deals with how language is used in a daily conversation and how they organize the conversations by paying attention to turn taking strategies. In this research, the analysis is restricted to the turn taking strategies by a group of female students in a daily conversation.

Data Collections

Mixed methods: both qualitative and quantitative methods are used in this study in terms of collecting and analyzing the data. In terms of quantitative method, the data is analyzed by using a table and graph to give statistics inference. In terms of qualitative method, the data is collected qualitatively because the participants have been interviewed. The data is collected from face to face conversations. The conversations consist of a recorded interview with the group of four Kurdish native speaker students who are studying in Duhok University. The rationale for choosing four participants is due to the fact that this study is qualitative. The group was asked to have a conversation about a topic of their own choice in order to have an interaction that is typical and natural. The participants knew that they are being recorded. The participants are females aged between 22-25 years.

5. MODEL OF ANALYSIS

The conversation analysis approach which is based on Stenstrom theory (1994) is used to analyze the data. CA deals with the structure and sequential patterns of conversation, such as turn-taking between participants, interruptions, utterances in speech, and pauses during speech.

6. DESCRIPTION OF THE DATA

The topic of the collected conversations is about how to educate the child. A group of female subjects are selected for this study since

they are more concerned with child- education related issues. The participants talked about the best ways in educating the child.

7. METHODS OF ANALYSIS

Structures of turn taking were identified based on listening to the collected data (the recorded conversations). The conversations were then typed by the researcher according to the orthographic carried out by using Latin Kurmanji writing system. Then, the English translation of the conversations was put between square brackets.

8. LITERATURE REVIEW

CA was developed in the late 1960s and early 1970s by the sociologist Harvey Sacks and his two close colleagues Emanuel Schegloff and Gail Jefferson. In CA, talk is realized as a main means for action. Participants want to talk because they are interested in having some actions done through talk (e.g., asking, requesting, complaining, noticing, and so on), and showing the real-life significances of those actions, (Schegloff, 1995). Additionally, talk is presented not as isolated utterances, but as talk-in-interaction. It is an activity that is revealed in real settings between real individuals. Thus, actions in interaction are always contextually situated; they are made by someone for someone else, at a definite time, in a definite way (ibid).

Ben Tahar (2016) states that the term CA has become a basic term that can be used to refer to the analysis of any type of social interaction. It has been used as a term for typical and successful approach to the analysis of social communication and the way conversations are carried out cross-culturally.

CA, as being investigating some of the universal patterns that govern conversation, was well-defined by Perakyla (2008) as follows: "CA is a means for examining the structure and process of social interaction between persons. It chiefly emphasizes on talk but also tackles the nonverbal aspects of interaction in its research project. For collecting data, CA studies use videos or audios recorded from naturally occurring interaction. CA studies the analysis of recurrent structures and practices of social interaction, such as turn-taking, overlap, repairing sequence structure that may be involved in all interactions. "CA studies emphasize either on usual conversations taking

place between friends or family members or institutional meetings where the participants achieve their institutional tasks through their interaction (ibid).

Conversation is a means by which people form their views about their society and others' societies. It helps understanding the deep structure that rules speech within a definite speech community. The way conversation is carried out cross-culturally could reflect the social stratifications of a definite community: by reflecting on the way people address each other in their daily communications. Thus, Mazeland (2006) claims that CA studies the techniques participants use when they establish social action through talk. It examines rules and practices from an interactional viewpoint and studies them by examining recordings of real-life interactions.

The study of conversation or the study of natural chunks of spoken language was mostly ignored by linguists till ethnographers, sociologists, and sociolinguists started to explore its structure. As so much earlier linguistic analysis was constructed on the written language, it is clear that the sentence should have been considered as the significant unit to study. Sentences are less beneficial in the study of speech, for if we look at the every sound heard in an audio or video file of a normal conversation, we will see how few sentences are done. More practically, the conversational interchange is the main unit of the spoken language (Spolsky, 1998. p, 16).

9. ELEMENT OF CONVERSATION ORGANIZATION

An essential organization of conversation is the turn taking. In fact, it is considered a basic component of any conversation. In CA, the individual speaker's "turn" is the basic unit of speech (McCarthy, et al, 2002:61). The turn taking therefore is defined as a process of distributing opportunities to speak between speakers (Nunan, 1999:316). As a matter of fact, a unit is any occasion when a speaker takes a turn and starts speaking and ends when another party takes his turn.

According to Stenstrom theory (1994:68), three strategies of turn-taking are used in analyzing any conversation: they are as follow:

A. Taking turns

Stenstrom (1994:68) declares that taking a turn is not always easy. A speaker cannot be able to go forward if he doesn't do the necessary

planning. Thus, there will be a conversation in case someone initiates talking. The participant, therefore, needs cooperation to run the conversation in an easy way. Usually the speaker starts talking to somebody he invites. Usually the listener will give an answer or a comment when the talk starts. The response could be hard if the listener is not yet prepared to talk. Based on that fact, the turn taking can be divided into three different fragments:

1) Starting up Strategy

According to Stenstrom (1994:69), a speaker who is not planning properly before taking his turn has to either play for time or will immediately lose his turn. The speaker, thus, uses hesitant commencement to start his talk through using certain techniques to gap filling such as: *himm* or verbal expressions (verbal fillers) like: *you know, well, and I mean* to indicate that he wants to say something but needs more time to word his thoughts. For example:

Speaker 1: You know, *himm*: her presentation was very good.

The example shows that speaker1 is trying to start talking by using a verbal expression and also using a gap filler. Contrarily, if the speaker is prepared well, he will likely start with "well" to make a fresh start.

Example:

Speaker A: Well, can you remember what happened last night?

The example indicates that speaker A is ready for starting the conversation and he is using "well" for that purpose.

2) Taking over Strategy

After the speaker starts talking, a response from the listener will be followed by and subsequently, they will exchange roles. This process is called a taking-over in any conversation. Taking over involves uptakes or links (Stenstrom- 1994:71). Uptake occurs in response and follows up moves; the next speaker accepts the receiving of what the previous speaker said and evaluates it before going on. Examples of uptakes which are usually used include: *yes. Yeap, yeah, well, no, ah, and oh. Oh* and *yeah* are frequently used as responses to some utterances such as: "you know". For example:

Speaker A: It was really hot, you know

Speaker B: Oh, yeah.

The speaker A is using "you know" here to let Speaker B take the turn. As a result, speaker

B straightly responds to what speaker A expressed.

“Links” are recognized by using lexical items (*and, but, cos*) which function as conjunctions in the grammar. They link clauses or sentences together.

For example:

A: You shouldn't select him! He is not good enough for this task.

B: But, we thought he is the best candidate.

The above example shows that speaker B used “but” to answer what speaker A said and also to connect the second utterance to the first one.

3) Interrupting Strategy

A speaker may not always complete his turn in conversation. Sometimes, the speaker's talk could be interrupted by the listener. The interruption could occur at the start or in the mid of the conversation. Stenstrom (1994:73) mentions some reasons behind interruption. The listener may get a message that the speaker has finished talking; or he thinks that he got the point and there is no further elaboration required; or the listener needs to comment at the same moment before becoming late. For example:

Speaker A: Well, she has been very kind to me

Speaker B: Uhhh

Speaker A: Yes, I

Speaker B: absolutely I understand that

Speaker A: Yes, quite.

As stated in the example above, the speaker B was interrupted by speaker A when the former prolonged the word “I” much longer than usual.

Stenstrom (1994) states that interruption can be divided into two major classes: alert and comment. Alerts are used for drawing the attention of the other participants. They, therefore, have to be more prominent than the neighboring context, usually pronounced with higher pitch. Thus, the speaker is enforced by the listener to stop his talk though the former has still more to say. Alerts such as *hey, listen* and *look* are the most common ones in use.

Examples:

Speaker A: You shouldn't eat high-fat foods, you will get over-weight.

Speaker B: Hey, I am just 80 pounds!

While comments are called metacomments because they actually comment on the talk itself, they are polite devices which let the listener conclude with objections without performing too straightforwardly and without offending the

current speaker. i.e, they have a face-saving effect. Metacomment are particularly common in formal situations, such as: business, meetings, and serious discussions. Some utterances that are usually used for meta comments are: *Can I just tell..., Can I say something about this..., Could I halt you there..., May I halt you..., let me just...* Stenstrom (1994)

For example:

A: You never know that

B: Can I just tell something? I think you....

To sum up, interruption in alerts is used by forcing other speakers to listen to the current speaker but meta comment is used to interrupt the other speaker politely.

B. Holding the Turn

Stenstrom (1994:75) describes holding the turn as a means of talking continuously. It happens when the speaker cannot hold the turns all the time since it is hard to plan what to say and speak at the same time; he may need to stop talking and start to think during the turn. Needless to say, silence should be avoided as much as possible unless it is done deliberately. The listener may take it mistakenly so the speaker ought to play for time.

To avoid breakdown, the speaker may resort to one of the three following techniques:

1) Filled Pause or Verbal Fillers

These can be frequently used to show that the speaker does not intend to take a turn. Nevertheless, he is preparing to say what is coming next.

Example:

Speaker A: hhhh, okay, we will buy a new car.

Speaker B: that is if you have enough money.

2) Silent Pause

It is a way to maintain the floor by applying the silent pause strategy. This strategy is longer than filled pause strategy. It represents a sign for the listener to make him wait until the speaker finishes talking. To show the silent pause, the following example is taken from Stenstrom (1994:77):

Speaker B: those posts are . always free . or filled by dunderheads . during a peacetime

Speaker A: then we. lose the first few battles

Speaker B: when – then you . lost the first few battles . then you sack these fools like lord

Speaker A: Uhm

Speaker B: Gort and people like that during the last war . and iron side and people like this you know and the old plodders

Speaker A: Uhm

Speaker B: and suddenly - - - - - the more brilliant people appear.

A very long pause, like the one after suddenly (- - - -), will usually cause changing speakers if it occurs somewhere else. Occurrence of silence directly after conjunction and an adverbial is strongly emphasizing the coming information.

3) Lexical Repetition

Stenstrom, (1994) defines it as the use of repeating a single word many times because the speaker wants to go on speaking. For example:

-I mean it will make you pass if ifififif you get score ten.

C. Yielding the Turn

The main goal of yielding the turn is to give a turn to the next speaker. The current speaker can use a statement or question to yield a turn. (Stenstrom, 1994: 79) mention that yielding the turn is divided into three kinds:

1) Prompting

The persons participated in conversation prompt the other participants to respond more strongly than the others. That gets them into turn-yielders through: *greeting, question, apology, invite, object, offer, and request.*

For example:

Speaker A: Hello, Azad!

Speaker B: Hello

Speaker A: Would you like to come to my wedding party, please?

Speaker B: Yes, I would.

2) Appealing

Appealing happens when a speaker gives a clear sign to the listener asking him for feedback. Examples include the use of tag questions and expressions like *you know, you see, okay, all right* (Stenstrom, 1994).

Example:

Speaker A: you received my email yesterday, didn't you?

Speaker B: Yes, I did.

3) Giving up

Giving up turn happens when the speaker feels he has no more to say or if he thinks that it is the time for the listener to say something. However, if the listener has nothing to say immediately i.e. cannot take the turn to become a speaker then there will be a pause. The

pressure on listener to start talking gets stronger as the pause gets longer.

Example:

Speaker A: If my leg gets better after the operation, I may be able to --- emm

Speaker B: You will walk again.

The use of "emm" by speaker A indicates that he is giving up and cannot say more and speaker B eventually takes the turn (ibid).

10. DATA ANALYSIS

10.1 How are strategies of turn taking used in the Kurdish casual conversations:

To clarify how strategies of turn taking that are used in the data of this study, the following conversation is chosen for the analysis.

S 1

(1): silav hevalan.

çewanin?

Min di vêt b[ro u boçonêt we wergrim sebarete babetek[!

Hizra we di çewa zarok[b jwantr[n ;êwe perwerdeken? U despeke hizrate

S 2?

[Hi my friends

How are you?

I want to know your opinion about how can we educate the child in the best way? And

First with your opinion S 2?]

•In this conversation S 1 starts the conversation (starting up) then yielding the turn is used to give the floor to the listener to speak by greeting and ask a question to S 2. Thus, S 2 will take a turn to talk. Prompting, which is using a question, can be found here. The speaker gave question to force the listener to take his turn in speaking.

S 2:

(2) EEE bi rast[babetê te S 1 babetekê gelak jixodaye u ez hizirkem ev babete di galeg mifa ji hête wergrtin u babetekê heji ser axftin ye.

[EEE actually, your topic, S 1, is so important and I think that this topic has great usefulness and we should talk about]

•S 2 starts the conversation by using a filled pause. It indicates that the speaker has no intention to hold the turn but she plans to say

next. Then, she is interrupted by S 1 to thank her.

S 1:

(3) Gelek supas.

[thanks a lot]

S 2:

(4) Hizra min deyk binaxi serekiya bu perwerda zerok[u di vêt ew rêk xo;ker bit da ku ba;trin ;êwe bê kê m u kas[perwarde bi ket. Pitiv[ye sereeder[yeak jiwan di kel zarok[bi kar b[nit u hewil ne det w[yan wê bi I;[init da ku perwerdeka jiwan n[;a wan bi det. Eve hizra mi ne.....

[In my opinion the mother is the main core for educating the child and she must be supportive to educate her child in the perfect way. She should deal with the child in a perfect way and she should not try to hurt the child to teach them the perfect education. This is my opinion...]

•S 2 ends up her conversation by saying (this is my opinion) to give the turn to another one.

S 1:

(5) Dest xo;. U boçonate S 3?

[Good. thanks a lot. And your opinion S 3?]

•Here S 1 yields the turn by saying (good) and then gives the turn to S 3.

S 3:

(6) Mmm Kelak supas bo vêt derfetê u rast[wek[hevala ma got[babetekê jixodaye in;aallah di bite jihê mifay bo me hem[ye.

Ditna min perwerdekrna zarok[qonaxaka galak hest[yare-----

[Mmm thanks a lot for giving me time to discuss such a topic and actually, just like our friend said that it is a good topic to be discussed, Insha'Allah it will be useful for all of us. In my opinion, educating the child is a sensitive stage of growth-----]

•S 3 starts the conversation by using filled pause. This indicates that she is not prepared good enough to start talking, and then she is interrupted by S 2 to continue the same idea.

S 2:

(7) Ez vêt di gal S 3[da me u perwerdekirna zarok[qonaxeke di bijnê qonaxa hest[yar.

[I am with S 3. Educating the child goes through a stage called a sensitive stage]

S 3:

(8) Belê-----

[yes-----]

•S 3 again takes over the turn by using (yes) and then is interrupted by S 1 to yield the turn by asking a question.

S 1:

(9) Erê boç[ya hast[yare?

[so why is it sensitive?]

S 2:

(10) çonk[tida zarok firb[tin ka dê çewa mezin b[tin, çewa di fir[ti;ta bitin. Eve qonaxa serek[ye bo perwerdakirna zarok[di vit -----dey bab javê xo dena vêt qonaxê-----

[because the child in this stage learn how to grow up, how will understand things. This is the main stage in educating the child it should----- mother and father should take care of this stage-----]

•S 3 fails to take the turn. She gives up here. Thus, S 2 takes a turn by making an interruption. Alerts and comments are the two techniques mainly used to make interruptions. Alerts are used to attract the attention of the other speaker. There are some alerts that are usually used such as; hey, listen and look where speaker uses different expression or using higher intonation which is found here.

S 3:

(11) Lewma hevalan_____ divêt am gelak hi;yar b[n vêt perwarde girnida u taybet[wek [me gut[ve qonaxq hest[yar da çonk[-----

[that's why my friend----- we should be so careful in educating and especially like we said it is a sensitive stage since-----]

•She is trying to take over the turn.

S 2:

(12) Belê raste-----

[yes it is right-----]

•S 2 wants to interrupt by using taking over strategy and wanted to hold the turn by using silent pause. But S 3 succeeds to take a turn.

S 3:

(13) zarok ne ;êtin berpisyaret[ya xo werbigritin ----- berpisyaret[ya wan ham[ya lser dey[ku babêt wana.

[the child cannot depend on himself----- they depend on their parents]

S 4:

(14) Pitv[ya çavdir[ya ji xo mastir heyee-----

[adults should look after them-----]

•Here S 4 interrupts her but she fails to take a turn. So S 3 continues.

S 3:

(15) Belê. Har[karê zarok[bit da ku ew rêka dirost bibinit da to;[xaletiya ne bit çonk[heke tu har[karê wa neb[berpisyaret[ya xo ne;êt werbigr[t u di to;[xalet[ya bit.

[Yes they should be supporter for them to not make faults because if u don't help them he cannot depend on himself and he will make faults]

•S 3 continues and she yields the turn by using giving up strategy that she had no more to say.

S 1:

(16) Belê.... Uu galak supas bote S 3. S 4 me divit boçona te j[wergr[n!

[yes--- and thanks a lot S 3. S 4 I want to take your opinion]

•S 1 takes a turn by thanking S 3 and then yields the turn by prompting that she asked a question to S 4.

S 4:

(17) Boçona min ser v[babet[: hizra min perwerde kirna zarok[kareke di vêt keleg gring[pi bête dan u taybet demê geh[te j[yê 18 salî yê-----

[My opinion about this topic: I think educating the child is an important act and especially when he reaches at 18 years old-----]

•S 4 starts up the conversation then she is interrupted by S 2 by using prompting strategy (ask a question)

S 2:

(18) Boç[j[yê 18 saliyê da S 4.....boç[tu hizir key[jiyê 18 saliyêda?.

[Why at 18 years old S 4.... Why do you think at 18 years old?]

•Here we have lexical repetition, 18 years old. Here, there are repetitions of three lexical items.

S 4:

(19) çink[heta biçik ji dak bit u heta 18 Saliyê pi tiv[javdêriya kesandin ji xo mastir haye çink[ni zan[tin ka berpisyaret[yet w[u karo kiryarêt w[çina, divêt kesanêt mastir n[a w[bi den ka di ew ç kar ketin heta jiyê 18 Saliyê da.....

[From the birth of the child till 18 years old, he must be under the responsibility of adults because he does not know what are his responsibilities and duties. Adults should teach them that what duties they should do until 18 years old]

•Again S 4 continues the conversation but again is interrupted by S 2 to yield the turn by using prompting strategy (asking her another question).

S 2:

(20) Ew kasanêt mazin, taybet te bahsê ki ye?

[The adults, who are they?]

•Yielding the turn by asking a question to S 4
S 4:

(21) Xizan ham[har[kare u taybet day[k u bab.....-

[The whole family helps and especially parents]

S 3:

(22) Ej[gal S 4 [me-----

[I agree with S 4 -----]

S 4:

(23) çonk[-----

[because-----]

S 3:

(24) çonk[dey[k u bab binaxê xodankirnê ne-----

[because parents are the base for rising up----]

S 4:

(25) çonk[dey[k hergav yal gal u ew di ;êtin pitir ya b zarok[xova grêdaye u demê xo gal zarok[xo borinit u v[kar[j[pitiv[galak rastgoy[-----

[Because the mother is always with him and she is attached emotionally to him and spend her time with him and this needs more reliability-----]

S 3:

(26) belê rast bij[-----

[Yes. You are right---]

S 4:

(27) çink[rastgoy[ya dey[k u baba galaka gringe-----

[Because the reliability of parents is so important----]

S 3:

(28) u çink[heke dey[k u bab rastgo bin di zarok[wan perwerdebit wek zarokek[rastgo-----

[Because if the parents are reliable, their child will grow up as a reliable child----]

S 2:

(29) belê ak[d belê ee.

[yes sure yes ee]

•Here, there is a conversation that is interrupted by each one in the group. There are three reasons behind using interruption. First: the listener may have got a message that the speaker has finished talking; or second: he thinks that he got the point and no further elaboration is required; or third: the listener needs to comment at the same moment before becoming late. These three different strategies are found. Each wants to take a turn by yielding the turn, prompting, appealing and giving up.

S 1:

(30) galak supas bo boçonêt we.

[Thanks a lot for your all opinions]

•At last S 1 ends up the conversation by thanking all the participants for their own opinions.

10.2 The frequency of the turn taking strategies in Kurdish casual conversations

To answer the second question, the frequency of the turn taking strategies is measured and presented in the following section:

The following table displays the result of the descriptive quantitative analysis of the conversation taken place by the participants of this study.

Table (1): The frequency of the turn taking strategies as occurred in the participants' conversations.

#	Taking Turn Strategy	Expressions	Occurrence	Percentage
1	Taking turn			
a.	Starting up	How are you?	1	2.5%
b.	Taking over	Yes,	6	15%
c.	Interruption	Long pause (...)	18	45%
2.	Holding turn			
a.	Filled pause and verbal filler	(EEE..), (Mmm) and verbal filler U	3	7.5%
b.	Silent pause	(..), (...)	1	2.5%
c.	Lexical repetition	Why 18 , why 18	1	2.5%
3	Yielding the turn			
a.	Prompting	Question	3	7.5%
b.	Appealing	Right	2	5%
c.	Giving up	This is my opinion. . (long pause)	5	12.5%

Table 1 above that displays the results of the frequency of the turn taking strategies in the Kurdish participants' conversations indicates different observations. The table shows that the most frequent strategy is 'interruption' that is measured at 45%. This is followed by 'taking over' that counts at 15% among the strategies been used. In the third level comes 'giving up' that reaches 12.5%. 'Filled pause' and 'verbal filler' and 'prompting' are used at similar ranges at 7.5%. 'Appealing' is used at 5%. The least strategy that is used by the participants are 'starting up', 'silent pause' and 'lexical repetition' with 2.5%.

11. DISCUSSION

After presenting and analyzing the data, the researcher finds out that there are three kinds of turn taking strategies used by the four female students; which are taking the turn, holding the turn, and yielding the turn.

The first strategy is taking the turn which is used to initiate the talk. This strategy is divided into three types, starting up, taking over, and interrupting. In starting up, participants usually use two ways; clean start and hesitant start. S 1 starts with a clean start by using greeting (*how*

are you?) which is found in sentences 1. While, hesitant start is usually used by making filled pause. It indicates that the speaker has not prepared well to initiate the talk, for instance hesitant start (*eee*) and (*mmm*) that are found in sentences 2 and 6.

Another strategy in taking the turn is taking over. According to Stenstrom (1994: 71) taking over is used to respond, so the listener will take position as the speaker. In taking over, there are two ways to use; uptake and links. Uptakes and links occur in response and follow up moves. The uptake "yes" is found in sentences 8, 12,15,16,26 and 29. So uptake "yes" is used to respond utterance "ok" While link "so, and, but, cos" are found in sentences 9, 10, 23, 24, 25, 27 and 28.

The last strategy in taking the turn is interrupting. There are two devices of interrupting to use. Those are alerts and comment. Alerts are intended to attract the other speaker attention. This kind of interrupting is found in sentences 6, 8, 10, 11, 12,13,14,17, 19, 21,22,23,24,25,26,27, 28and 29. Here, the speakers use higher intonation to interrupt the previous speaker. Meanwhile, comment is a polite device which allows the listener to come up with objection without appearing too

straightforward and offending the speaker. This kind of interrupting is not found in the data of this study.

The second strategy is holding the turn. Based on Stenstrom (1994: 73) holding the turn is used to carry on talking. There are three devices used to hold the turn. Those are filled pause, silent pause and lexical repetition. Filled pause and verbal filler indicate that the speaker has no intention to yield the turn but he plans to say next. Sentences 2, 3 and 28 use filled pause eee. Mmm and u. The second is silent pause; it indicates that the speaker tries to keep the listener wait until the current speaker has finished talking. The length of silent pause is different. It depends on the speaker itself. Sentence 14 shows silent pause.

The last one is lexical repetition; it is used by repeating a single or some words many times because the speaker wants to go on speaking. Using lexical repetition can be found in sentence 18, the repetition of *18 years old (jiyê 18 saliyêda)*.

The last strategy is yielding the turn. Yielding the turn is used to give the floor to the listener to speak. Yielding the turn is divided into three kinds. Those are prompting, appealing, and giving up. In prompting, participants usually use greeting, question, apology, invite, object, and request. However, the researcher only found questions as a part of prompting in yielding the turn. Prompting which uses question can be found in sentences 1, 9 and 20 (*Hizra we di çewa zarok[b jwantr[n ;êwe perwerdeken?] (Erê boç[ya hast[yare?) (Ew kasanêt mazin, taybet te bahsê ki ye?)* to take her turn in speak.

For appealing, it is used to give an explicit signal to the listener in order to give feedback such as; question tag, all right, right, you know, you see, ok. However, the researcher only found "right" that can be found in sentences 12 and 26.

Furthermore, another strategy that usually is used by the speaker to yield the turn is giving up strategy. Giving up means that the speaker realizes that she/he has no more to say or she /he thinks it is time the listener said something. In this strategy the speaker can use pause, and the longer pause to force strongly the listener to say something. This kind of strategy can be found in sentences 4, 6, 15, 17 and 25. The speakers use long pauses which make the listener take the turn of previous speaker to say something since the previous speaker has no more to say.

12. CONCLUSION

This study uses conversation analysis to look at talk-in-interaction in Kurdish casual conversation performed by four female participants using naturally occurring audio recorded data. It examines the turn taking strategies in Kurdish. It aims at analyzing the basic elements of conversation analysis in talk-in-interaction in Kurdish. The study concentrated on the types of turn taking strategies which are "taking the turns" (starting up, taking over and interruption), "holding the turn" (filled pause and verbal filler, silent pause and lexical repetition) and "yielding the turn" (prompting, appealing and giving up). The study concluded that taking the turn strategy has highest application frequency especially in using interruption that is the kind of turn taking mechanism mostly used by participants.

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پوخته

ئهف فهكولينا نوكه كار لسهر ستراتيجيين بنياتي بين دان و ستاندنا گفتوگويه كا ئاساي دنيرينه كا شيكاري دكهت. داتا ژ گفتوگويه كا روزانه، وورد تر بيژين ژ گفتوگويه كا روي ب روي، دناقههرا هندهك قوتابيين زانكويا دهوك هاتينه وهرگرتن ژبو دهستنيشانكرنا بيكهاتهيا ئاخفتني د گهنگهشهياندا د زمانئ كوردئ ديالكتا كرمانجئ دا. بيردوza ستينستورم (1994) هاتيه ههلبزارتن ژبو خواندنه فهيا ستراتيجيين دان و ستاندني د گفتوگويه كا ئاساي يا كوردئ دا. ئهف فهكولينا نوكه گفتوگويا چوار قوتابيين كوردين باديني (4په شداربوويان) شيكاردكهت. بئي چهندي، فهكولين سه ره نجام وي چهندي دياردكهت كو گفتوگو ههردهم ب شيويهكي ئاساي بريقه ناچن، هندهك كريان د گفتوگوي دا دهينه ريدان دهني به شداربوو لسهر هندهك بابنه تان گهنگهشي دكهن. به شداربوو به ردهوام بزافا گوهورينا گهري د ئاخفتني دا دكهن و بئي چهندي د رولي خودا ژ گوهداري بو ئاخفتنكاري دهينه گوهورين، ژ دهستيكيهري بابنه تي بو ديچووي بابنه تي. ههروه سا هه قوو دبن دا گهرا ئاخفتني وهربگرن يان زي ئيك ژوان خو دگرت تا يي به رامبهر كارقه دانئ بكهت و ئاخفتنا خو بدويمهيك بينيت. دگل في هه ميئ، رهنگه ئه و كهسيهت گوهداني دكهت هندهك دهنگان بكهت يان هندهك نيشانان بهت دا ئامازي ب وي چهندي بكهن كو يي گوهداريا وي كهسي دكهن بين دگل دئاخفن.

الخلاصة

يتناول هذا البحث الاستراتيجيات الأساسية لأخذ الأدوار في المحادثات النموذجية من وجهة نظر تحليلية. لقد تم جمع البيانات من المحادثات اليومية، أي المحادثة وجهاً لوجه، لبعض طلاب جامعة دهوك، للتعرف على الهياكل الأساسية للحديث و التواصل باللهجة الكردية الكرمانجية. وقد تم اختيار نظرية ستينستورم لسنة (1994) لدراسة استراتيجيات تبادل الأدوار في دراسة المحادثات غير الرسمية باللغة الكردية. كما تحلل الدراسة الحالية المحادثة باللهجة الكردية البادية (لأربعة طلاب). وقد لخصت الدراسة أن المحادثات لا تتم دائماً بالطريقة المعتادة والمفروضة حيث تحدث بعض التصرفات في المحادثة عندما يتحدث المشاركون فيها عن مواضيع معينة، لأنهم يحاولون باستمرار تبادل الأدوار و بالتالي تتغير أدوارهم كمستمعين إلى متحدثين و من طرح الموضوع إلى متابعته. كذلك يقاطع بعضهم بعضاً من أجل تبادل الأدوار في الحديث أو الإنتظار حتى ينهي الطرف الآخر كلامه. و علاوة على ذلك، يمكن للمستمعين إصدار بعض الأصوات أو الإشارات للتدليل على أنهم يستمعون إلى الشخص الذي يتحدث إليهم