Adab Al-Rafidayn Journal

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Editor-in-chief

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Iraqi EFL learners' Command of Sociocultural Norms of English Conversation

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Abstract

The current study investigates Iraqi EFL learners' command in terms of appropriate employment of sociocultural norms of English conversation. The sample of the study has been selected from fourth-year students, Department of English, College of Education for Humanities, University of Mosul for the academic year 2019-2020. The sociocultural norms accounted for are conversational openings, turn-taking, backchannels, adjacency pairs, repairs and conversational closings which includes both pre-closing and leave-taking.

The researcher deploys a role-play test to elicit the required data. Conversation analysis approach serves as the model for collecting and transcribing the data. Further, the study adopts Al-Hadeedy's (2019) model to evaluate students' performance for the role-play scenarios. The model has been slightly modified to suit the research questions. Then, T test is applied for statistical treatment. The result of the study indicates that the majority of the students are not employing the majority of the sociocultural norms appropriately which refutes the posed hypothesis.

Keywords: Sociocultural norms, Conversation analysis, conversational openings, turn-taking, backchannels, adjacency pairs, repairs, conversational closings.

Sociocultural norms (henceforth SCNs) are used to refer to the rules that people are familiar with in their societies and cultures and which guide their pragmatic expressions (Koike, 2010). These norms have been studied in detail by conversation analysis

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(henceforth CA). Levinson (1983: 286) states that "CA is a linguistic discipline that mainly handles coherence and sequential organization in discourse". It studies recordings of real conversations as it aims to find out the systematic properties used when people linguistically interact (Crystal, 2008: 114).

Statement of the Problem

It has been noticed that students are *unaware* of SCNs and how a conversation is ordered. Accordingly, they do not follow the SCNs of conversation appropriately. They fail to follow the general outline of the English conversation and this would result in an unorderly fashion of speaking. Therefore, students cannot keep lengthened or extended verbal interactions. Moreover, failing to follow SCNs of English conversation is a prominent indicator of cross-cultural issues and would instigate *communication failure* especially on the pragmatic level as the speaker would immediately be recognized as a foreigner.

Aim of the Study

This study aims to know learners' command of SCNs of English conversation which are identified by the findings of CA. To achieve this aim, the study investigates whether learners are employing SCNs of English conversation appropriately or not.

Research Hypothesis

This study hypothesizes the following:

- Learners are employing SCNs of English conversation appropriately.

Significance of the Study

The significance of this research lies in its pedagogical implications for teaching and learning EFL. It is valuable for Iraqi EFL teachers as it assists them to have a better realisation of learners' employment of these norms. Therefore, teachers can focus on the use of these norms while teaching and communicating with their students. Moreover, this trail may help curriculum writers in having a better insight as to how to improve the English language teaching materials.

Furthermore, the present study can help learners have a better conceptualisation of such norms of interaction. It makes them aware of how using these norms in appropriate ways can contribute to

making their communication more effective and native-like. As a result, learners' confidence and self-esteem are increased. This will prepare learners to extend their knowledge to the outside world, raise their proficiency level and communicative competence.

Models Adopted

This study adopts two main models:

●CA approach which was pioneered by Harvey Sacks in the early 1970s, and further developed by Jefferson and Schegloff is meant to serve as the essence of the model adopted in this research for collecting and transcribing the data.

●Al-Hadeedy's model (2019) is used to assess the data collected from the role-play (henceforth RP) scenarios. Al-Hadeedy constructed this model which consisted of several SCNs in order to assess students' proper use of these norms of interaction. The appropriate use of the norms is rated on a one to five scale; five is given when students' use of the norm is 'very appropriate', while one is given when students' use of the norm is 'very unsatisfactory'

Conversation:

Conversation is of utmost magnitude as it is a daily and universal phenomenon utilized by humans as a sort of spoken interaction (Barraja-Rohan, 1997: 71-2). Some linguists refer to spoken discourse as "conversational analysis". Meanwhile, the term "text linguistics" designate the written one (Richards and Schmidt, 2010: 175).

Conversation Analysis as an Approach to Studying Interaction

Sidnell (2018) and Richards and Schmidt (2010: 133) identify CA as an approach which is concerned with the study of "social interaction and organisation and talk-in-interaction" (natural talk). The priority in CA, contrary to previous ethnomethodological interests about the 'knowing' patterns itself, is to discover the structures of conversation which create and recreate social action patterns (Malmkjaer, 2002: 118). CA concentrates on the details of the organisation and arrangement of interaction which takes place in

our daily life; therefore, it is the opposite of many of the prevailing trends in sociology which are concerned with gender, age, class and so on. CA is interested essentially with the casual character of spoken conversation (Schmitt and Rodgers, 2020: 59).

The general object of CA is the organisation of the everyday language as it is used by people in social situations (Huth and Taleghani-Nikazm, 2006: 57; Button and Lee, 1987:2). Particularly, CA studies conversation which occurs naturally and focuses on the orderly features of social action (Barraja-Rohan, 1997: 76; Heritage and Atkinson, 1984:1). CA is concerned with how pragmatic functions and meaning are communicated in institutional and mundane conversation (Richards and Schmidt, 2010: 133). Further, conversation analysts are concerned with the way people use turn-taking in conversation, open and close conversations, start, end and shift topics, and the way utterances are progressed adequately from one to the next (Schmitt and Rodgers, 2020: 60).

Principles of Conversation Analysis

This section outlines several points about the basic principles of CA.

- In CA, detailed analyses are more preferred than brief conversation (Schmitt and Rodgers, 2020: 60).
- CA is descriptive research; it focuses on what is said and done instead of why.
- Researchers collect interactional data by recording it.
- Gail Jefferson's transcription notation (conventions) is used to transcribe the recordings.
- It uses regular orthography.
- It intends to have high accuracy regarding the speed of speech, silences, overlapping, and some features of prosody.
- Researchers try to find out regularities used by interactants, such regularities may be used as a "candidate phenomena" which researchers try to give an account of how they are used in organized and systematic ways (Malmkjaer, 2010: 101-2).

Sociocultural Theory

The sociocultural theory (henceforth SCT) is originated to the Russian psychologist Lev Semenovich Vygotsky (1896-1934). According to SCT, learning, including the learning of a second or a foreign language, is considered as a semiotic process where it is essential to participate in socially meditated activities. Such mediation is the way by which humans' mental functioning is mediated. By the means of socially meditated activities as well as how individuals use mediated means, "the social and individual planes of human psychological activity are interwoven" (Turuk, 2008: 258). So, SCT aims to find out why humans can or cannot learn new languages (Hinkel, 2011: 350). This theory is concerned with how social context, social participation and relationships, plays a role in learning. Research about SCT in L2 learning highlights the essential role of social interaction in learning and that language is communicative in nature (Richards and Schmidt, 2010: 536).

Sociocultural Norms of Conversation

Conversation is more than mere exchanging of words. In addition, it involves kinesics, prosody, proxemics, and whether speakers share, or do not share, a cultural background. These factors form the context and determine the *appropriateness*, using Hymes' term, of the utterance or action (Cook, 2003: 49). Further, conversation involves "norms of interaction" which work unconsciously. All these paralinguistics aspects can be (and often are) culture-specific. Norms of interaction that are very cultural-specific are called "sociocultural norms". Such norms can be found in turn-taking, openings and closings, making invitations, using silence and so on (Barraja-Rohan, 1997: 72). Being bilingual, SCNs of both languages influence us and affect our communication (Al-Khateeb, 2009: 4). Young (2007) states that the purpose of social norms is to match what people expect in interactions. Behaviour is uniformed within a social group as a result of norms. Thus, our commitment to the community is shaped by norms as they govern the type of meaning that we link to words. Indeed, social norms determine to some extent almost all forms of interaction.

Openings in Face-to-face Interaction

Starting a conversation between two speakers or more must be achieved interactionally, that is to say, it does not just happen (Liddicoat, 2007: 213). Conversationalists use a set of devices which can be considered as a sequence of sequences by which they can establish a conversation (ibid., p.253). Conversational openings include strategies as eye movement, body movement, clearing the throat, and the repetition of part of the conversation which was said previously (Richards and Schmidt, 2010: 133).

Typically, in order to start a conversation, a sort of recognition of the interlocutor is required. After the sequences of identification-recognition and summons-answer, the typical next activity is a greeting sequence which may involve non-verbal actions as kisses or handshakes (Sidnell, 2010: 208). Concerning greeting, *hi* and *hello* are the most common examples of greeting as they are the most frequently used in Present-day American English. *Hey, (good) morning* and so forth are also valid examples (Jucker, 2017: 18). Following that, there is often an exchange of "how-are-you" inquiries. According, speakers employ opening strategies as greetings and small talk to start a conversation (Richards & Schmidt, 2010: 410).

Turn-taking

Turn-taking is a characterisation of conversation which is used to order and organize talk. A 'turn' is the basic unit of speech in conversation analysis. It starts when a speaker speaks and ends when another speaker takes a turn (Schmitt and Rodgers, 2020: 59; Archer, Aijmer and Wichmann, 2012: 63). The structure of conversation consists of a sequence of conversational turns, in which participants' contribution is considered as part of organised and rule-governed interaction. Some of these rules are clear, for example, that one speaker should speak at a time; others are less obvious, for example, the rules determining who should take the next turn (Crystal, 2008: 298). The right to speak is called the *floor*. As turn-taking is a kind of social action, it has a *local management system* which is known by the members of a social group. This

system is basically a set of rules for taking the turn, keeping it, or giving it away (Yule, 1996: 72).

According to Sacks, Schegloff and Jefferson (1974: 700-1), in any conversation, the turn-taking system accommodate the following facts:

- There is a change in speaker which happens at least for one time.
- One speaker talks at a time though overlaps (more than one speaker speaking simultaneously) are common but brief.
- The majority of transitions (from a turn to another) are without or with slight gaps and overlaps.
- Turn order and size are variables.
- Length of conversation, what speakers say and distribution of turns are not determined in advance.
- There can be a variable number of speakers.

Backchannel

In sociolinguistic and pragmatics, backchannelling is a term used to refer to part of the study of listener behaviour in interaction. Mainly, it refers to the reactions which the listeners give to the speakers by way of feedback. It is used by listeners to express their attentiveness to the conversation and also to encourage speakers to continue speaking. It can be verbal or non-verbal. The verbal cues involve monosyllabic responses like *mhm*, short phrases as *I guess so*, utterance repetitions and sentence completions. The non-verbal ones include nodding, laughter and gaze variation for example (McPherron and Smoke, 2019: 220; Crystal, 2008: 48).

Adjacency Pairs

The term and the concept of adjacency pairs were first introduced by Emanuel Schegloff and Harvey Sacks in 1973 "Opening Up Closings". An adjacency pair, like turn-taking, is a local management organisation in conversation which has extreme inter-relation with the turn-taking system (Levinson, 1983: 303). It involves paired utterances such as:

- greeting-greeting, as in *morning-morning;*
- question-answer, as in *what is your job-I'm a teacher*;
- summons- answer, as in *mommy-yes dear*;
- request-acceptance, as in *could you help her with this?-sure* and so forth.

Adjacency pairs are considered as the basic unit for building sequences in conversation. Schegloff (2007: 3) presents adjacency pairs as a sequence of turns in speech which occurs between a speaker and a hearer. Their speech can give clues to "where they came from, what is being done through them, and where they might be going" during the conversation. According to Schegloff and Sacks (1973: 295-6), an adjacency pair has the features of being a sequence of two utterances, which are:

1. adjacent,

2. produced by different speakers,

3. ordered; a first pair part (FPP) followed by a second pair part (SPP), and

4. typed; each first part requires a particular second part(s).

Repairs

In conversation analysis, *repair* is used to refer to the process by which speakers identify a *speech error* and then the speech is repeated with some sort of correction. Naturally, errors are common in spontaneous conversations, especially in second and foreign languages. However, repair may be considered as a kind of *dysfluency* as it is characterised by hesitation and the use of editing terms as "I mean" (Nordquist, 2020). Schegloff, Jefferson, and Sacks (1977: 361) define repair as tackling "recurrent problems in speaking, hearing, and understanding". Thus, repair is a language phenomenon which is essential for keeping accurate and smooth communication.

Types of Repair Sequences

There are four types of repair sequences which are:

- Self-initiated self-repair (SISR): The speaker of the trouble source initiates and carries out the repair. SISR is used when the speaker is correcting himself or cannot find the right word and recall it after a small pause. For example:

A: I'll visit *John*.. I mean *Sam* tonight.

- Other-initiated self-repair (OISR): The recipient initiates the repair but the speaker of the trouble source is the one who carries it out. The situations which OISR is used in are when the recipient cannot hear the speaker clearly or when there is a misunderstanding. For example:

  A: I'm heading off to vacation next week.
  B: *What?*
  A: *I said I am going on vacation next week.*

- Self-initiated other-repair (SIOR): The speaker of a trouble source tries to get some help from the recipient to repair the trouble. For example, if the speaker is having trouble remembering the name of something.

  A: I want more storage space on my phone, so I want to buy a *umm*...
  B: *A memory card*?
  A: Yes, that's right, a memory card.

- Other-initiated other-repair (OIOR): The recipient of a trouble source initiates and carries out the repair. It is used when the speaker has incorrect facts and the recipient corrects it for him/her. For example:

  A: The 10% sales tax would add to the price.

  B: *Actually, the sales tax is 12%* (Nordquist, 2020; John, 2007).

Conversational Closings

In Schegloff and Sacks (1973: 289) well-known study "Opening up closings", they stated that a conversation "does not simply end, but is brought to a close". In order to close a conversation properly, there are particular contexts which must be prepared for such actions to occur. As closing a conversation in an inappropriate way may give the impression that the person is angry or annoyed. For instance, a person cannot just suddenly walk away during a conversation because it would be considered impolite.

Similarly, it is rude to hang up the phone at simply any point in a call (Sidnell, 2010: 215).

Conversational closings are achieved collaboratively by conversationalists by using a set of sequential resources (Liddicoat, 2007: 278). According to Schegloff and Sacks, the closing section of any conversation represents the last primary part of it which can be subdivided into two subsections:

1. Topic termination: The pre-closing statement with its response are used to achieve this function.

2. Leave-taking: This function is performed by what follows the pre-closing statement and its response and involves the final words for taking leave (Bethoia, 2005: 139).

Pre-closing

In English, pre-closing sequences precede leave-taking to confirm that all related mentionable has been mentioned. Therefore, it is used to ensure that participants have nothing more or new to add before closing the conversation (Schegloff and Sacks, 1973: 303-4). Pre-closing includes, for example, assessments as *good* or *great* and/or acknowledgement tokens as *okay* or *right* which is pronounced with a falling intonation (Barraja-Rohan, 1997: 85). Also, it often contains formulaic expressions as *anyway* and *Look at the time* or *I have to go now* (Richards and Schmidt, 2010: 85). Such turns conform to the requirements of the turn-taking system.

Schegloff and Sacks (1973: 303) state pre-closings are considered as a possible pre-closing since they may not lead to the closing of the conversation. Therefore, there are two possible trajectories for pre-closing: the first indicates that closing is the next action, whereas the second declares that closing is not to occur at this point in the conversation. In both cases, the FPP suggests a closing which can either be accepted or cancelled by the SPP (Raclaw, 2008: 3; Liddicoat, 2007: 258; Bethoia, 2005: 140).

Leave-taking

The exchange of *goodbyes* declares that the conversation is coming to an end. This suggests that in English, the same as other languages, there are specific parts of speech tokens that are utilised to close conversation (Liddicoat, 2007: 256). For example, the following expressions can be used in formal situations *bye, goodbye/ take care, see you tomorrow* and *see you later*. Meanwhile, *so long for now, be seeing you, take care of yourself* and so forth are used in formal situations.

Speakers collaborate in order to close the conversation. So, it must be observed that the exchange of goodbyes is a constituent of adjacency pairs. The FPP proposes the closing of the conversation and the SPP accepts it. (Raclaw, 2008: 2). However, it is not only *goodbye* and alike expressions which are found in conversational closings, there can also be an expansion in the terminal components with tokens like "tag-positioned address terms and endearments" (Liddicoat, 2007: 256). As the main purpose of leave-taking is in social encounters is the "reaffirmation of acquaintance" which is important to compensate for any negative consequences caused by the breaking of the contact (Bethoia, 2005: 141).

Methodology:

This part clarifies the methodology of the study, that is to say, source of the data and how they have been collected.

Participants

The population of this study is 146 fourth-year undergraduate students, Department of English, College of Education for Humanities, University of Mosul for the academic year 2019-2020. This choice is made because fourth-year undergraduate students represent the advanced level and are supposed to use SCNs of English conversation most appropriately. Therefore, they represent suitable data for this study. The sample used in this study consists of twenty-six participants. Participants ranging in age from twenty-two to twenty-seven years old. All the twenty-six participants speak both Arabic and English. In addition to these two languages, three of them speak Kurdish and another two speak Turkish as well. Further, none of the participants had lived in a country which uses

English as a native or a second language. The sample involves eleven males and fifteen females.

The original sample should have consisted of thirty students. However, no more students volunteered, probably due to their lack of interest or lack of time. Nevertheless, using this number of students is made according to statistical rationales. Choosing sample size depends on what should be accomplished and what is known about the distribution. However, a general guiding principle for large enough samples is that sample size is greater than or equal to thirty (Glen, 2013). Also, Bisits-Bullen (2013) stated that usually around ten per cent of the population represents a proper sample size, "as long as this does not exceed 1000". Accordingly, tenth per cent of 146 equals 14.6. Therefore, the sample size of this study, which is twenty-six, represents eighteen per cent of the population.

Data collection method

Role-play scenarios have been employed for data collection. It is a speaking activity which is conducted as a simulation of the real world. It takes place in real or imaginary situations. Participants choose or are given specific roles, subjects, or situations to talk about. Thus, participants need to cooperate mutually while there is partial control from the researcher's or teacher's side. In sum, role-plays are open-ended which allow participants to express themselves. Meanwhile, they also enable the researcher to have some control (Kaminskaya, 2016: 39, 41).

The role-play scenarios used in this study are controlled by a situation. As there are twenty-six students, thirteen role-play scenarios are made by the researcher. They involve general situations which the students may encounter in their daily lives. Therefore, the students are not expected to face difficulties about the situation itself and the focus will be on their use of SCNs of interaction. The following is an example of one of the scenarios:

● **At Student centre**

Person A: You have finished your lectures and are heading out of the university. Crossing the garden of the student centre you see one of your friends sitting alone there. You go to greet him. He is listening to music at maximum volume on his mobile phone. Start a conversation with him. Tell him that what he is doing is wrong and not suitable for a place like the university.
(He turns off the music as you start to talk)
Person B: You have family issues. You feel bad and did not attend any lectures today. You are sitting alone in the garden at the student centre. You are listening to music at high volume levels on your mobile phone. One of your friends approaches you. You turn off the music as he starts to talk with you.

Data collection Procedures

The role-play conversation was executed online, using Google Meet platform. It proceeded for four days. The first seven pairs conducted the conversation on August the 14th, 2020, one pair on the following day, three pairs on the 16th of August and finally the last two pairs on August the 17th. Students were demanded to be in pairs. Therefore, each student chose his/her partner. As there were twenty-six students, there were thirteen pairs. Considering students' comfort, only one pair joined the meet at a time. A role-play scenario would be posted on the chat section. This written description was given to the students so they could have a clear understanding of the situation. Then, a further elucidation would be provided by the researcher to ensure that students understood what would be expected from them. After all, when students had no enquiry, they were asked to perform the role-play. Taking students' permission, the conversations were recorded.

Data Analysis

Data analysis is essential in any research study as it is the process by which the mass of the collected data is transformed into findings. Therefore, data analysis can be referred to as the process by which order, structure and meaning are brought to the collected

data. Thereby, the collected data can be interpreted, synthesised, and communicated in research (Marshall and Rossman, 1999: 148; Polit and Hungler, 2004: 716).

As mentioned earlier, the researcher constructed a role-play test. After the data collection process, the final phase was to modify the collected data into a suitable form to be set for analysis. Therefore, the recorded conversations were converted into written ones. Then, they were transcribed using Jefferson transcription system. Following that, a five-point scale was used to evaluate the use of the selected SCNs within the role-plays. Both the researcher and the supervisor rate the norms separately. After that, the researcher and the supervisor's ratings are discussed and unified to get a final rating of students' performance. Ultimately, the data are sent to a specialist in the field of mathematics to be statistically treated.

Experimental Design and Statistical Means

The current study adopts one-sample design. The statistical mean is T test. Single-sample T test is a type of inferential statistic used to test whether a population mean is significantly different from some hypothesised value (Szafran, 2010: 1556). T test for single-sample is calculated using the following formula:

$$t = \frac{\overline{x} - \mu}{s / \sqrt{n}}$$

Where: μ = Proposed constant for the population mean

$\overline{x}$ = Sample mean

n = Sample size (i.e., number of observations)

s=Sample standard deviation (Al-Bayati and Athanasius, 1977: 254).

Results and Discussion

The findings of the RP test are presented in terms of the statistical tools through the use of single-sample T test. The

percentages of the participants' responses were elicited for each of the seven tests to indicate the priority of the response among them.

Table 1: Percentages of learners' responses for each norm

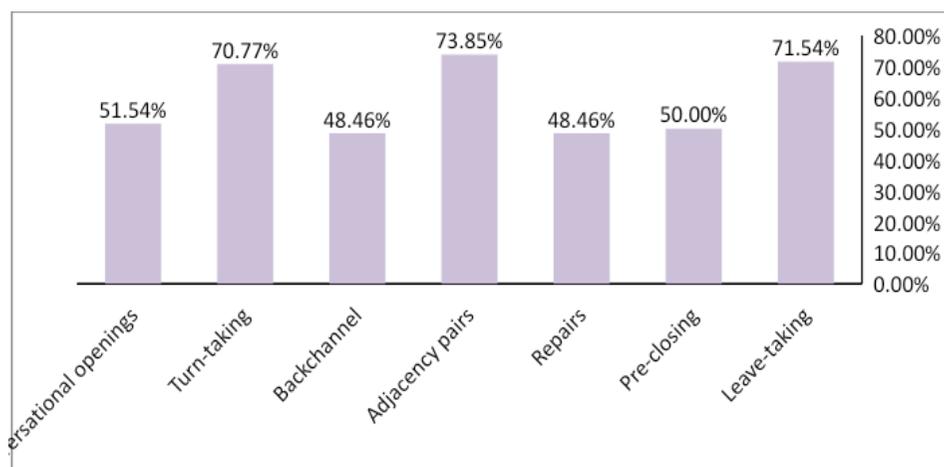| Items	Mean	%	New No.
Conversational openings	2.5769	51.54%	4
Turn-taking	3.5385	70.77%	3
Backchannel	2.4231	48.46%	6
Adjacency pairs	3.6923	73.85%	1
Repairs	2.4231	48.46%	7
Pre-closing	2.5000	50.00%	5
Leave-taking	3.5769	71.54%	2

As shown in the following figure.

Figure 1: Percentages of learners' responses for each norm

Further, students' marks were elicited for each test separately and for the total score as it is shown in Table 2. Then, the T test was used for single-sample on each of the seven tests and the total score.

Table 2: Mean score and standard deviation of learners' marks of the
role-play test

Items	N	Mean	Std. Dev.	Test value	T Cal.	T Tab.	Sig.
Total		**20.7308**	**3.65029**	**21**	**0.276**		**0.710**
Conversational openings	**2 6**	**2.5769**	**0.90213**	**3**	**-2.391**	**2.060**	**0.025**
Turn-taking		**3.5385**	**0.98917**	**3**	**2.776**		**0.010**
Backchannel		**2.4231**	**0.85665**	**3**	**-3.434**		**0.002**
Adjacency pairs		**3.6923**	**1.25759**	**3**	**2.807**		**0.010**
Repairs		**2.4231**	**1.02657**	**3**	**-2.866**		**0.008**
Pre-closing		**2.5000**	**0.90554**	**3**	**-2.815**		**0.009**
Leave-taking		**3.5769**	**1.41910**	**3**	**2.073**		**0.049**

∞ = 0.05, df= 25

Regarding the parts of the test, it was found that there was a statistical significance in the difference for each of *turn-taking, adjacency pairs* and *leave-taking*. As the value of the T calculated was higher than the value of the T tabulated of 2.060 at a significance level of 0.05 and degree of freedom of 25. This statistical significance indicated that learners were using the mentioned norms appropriately. Meanwhile, the difference for *conversational openings, backchannel, repairs* and *pre-closing* tests was not statistically significant because the values of the T calculated were lower than the value of the T tabulated. That is to say, the learners were not using these norms appropriately. Ultimately, concerning the total score, there was no statistical significance as the value of the T calculated was lower than the value of the T tabulated. This means that learners are not employing SCNs of interaction (as a whole) appropriately. Therefore, *the hypothesis is refuted*.

Conclusions

This study has come up with the following conclusions:

1. As learners are not sure of the purpose for their use of the SCNs, they are not employing them in the right way.

2. Learners are unable to conduct long conversations in English.

3. Learners are not paying equal attention and importance regarding the use of conversational openings and conversational closing; the latter is receiving less attention.

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إتقان المتعلمين العراقيين للغة الإنكليزيَّة بوصفها لغة أجنبية للمعايير الاجتماعيَّة–الثقافيَّة للمحادثة الإنكليزية

آلاء صدّيق الناصر* و عمر علي الحديديّ*

المستخلص:

تُعنى الدراسة بإتقان المتعلمين العراقيين للغة الإنكليزية بوصفها لغة أجنبيَّة للمعايير الاجتماعيَّة– الثقافيَّة للمحادثة الإنكليزيَّة من حيث الاستخدام المناسب لها، واختيرت عينة الدراسة من طلبة المرحلة الرابعة من قسم اللغة الإنكليزية/ كلية التربية للعلوم الإنسانية/ جامعة الموصل للعام الدراسي ٢٠١٩-٢٠٢٠ ، والمعايير الاجتماعية– الثقافية الوارِدة في هذه الدراسة هي عِبارات استهلال المحادثة وتبادل الأدوار وعبارات الانتباه، والعبارات المتقارنة، وعبارات التصحيح وعبارات إنهاء المحادثة التي تشمل عِبارات الإيذان بإنهاء المحادثة وعبارات التوديع، وقامت الباحثة باستعمال اختبار تأدية الأدوار للحصول على البيانات المطلوبة، واستعمل نهج تحليل المحادثة أنموذجًا لجمع البيانات، وكتابة الترميز الصوتي لها، فضلًا عن ذلك اعتمدت الدراسة أنموذج الحديدي (٢٠١٩) لتقييم أداء الطلبة في اختبار تأدية الأدوار، وعُدِّل الأنموذج بشكل طفيف لِيتناسب مع أسئلة البحث، ثم طُبِّق الاختبار للتحليل الإحصائي، وتُشير نتائج الدراسة إلى أنَّ غالبية الطلبة لا يستعملون غالبية المعايير الاجتماعية – الثقافيَّة بشكل مناسب ممَّا يدحض النظريَّة المفترضة.

الكلمات المفتاحيَّة: المعايير الاجتماعية والثقافية، تحليل المحادثة، فتحات المحادثة، تبادل الأدوار، القنوات الخلفية، أزواج المتجاورة، الإصلاحات، إغلاق المحادثات.

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