

Time to teach: Turn-allocation procedures in the foreign language class

Răzvan Săftoiu

Petroleum-Gas University of Ploiești, 39 Bd. București, Ploiești

E-mail: razvansaftoiu@yahoo.com

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Abstract

The general belief is that social organization is an interactional accomplishment, i.e. people act together to assemble the organized character of social events. If we refer to classroom lessons, this conception of action suggests that classroom participants engage in interactional work to assemble the organized character of classroom events. The turn-allocation machinery is a part of each initiation act which comes from the teacher. By means of the analysis in this paper, we will show that an interactional sequence not only specifies the action to be taken but also does the work of identifying the population who is to reply to the initiation. Under normal classroom conditions, respondents are selected in one of three ways: by individual nomination (3.1), by invitations to bid (3.2) or by invitations to reply (3.3).