มหาวิทยาลัยอุบลราชธานี

# AN ANALYSIS OF CONVERSATIONAL MANAGEMENT IN EFL TEXTBOOKS USED IN THE HIGHTER VOCATIONAL LEVEL AT THE NORTH EASTERN POLYTECHNIC SCHOOL AND WALT DISNEY'S CARTOON BOOKS

PIKUL  KULSAWANG

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
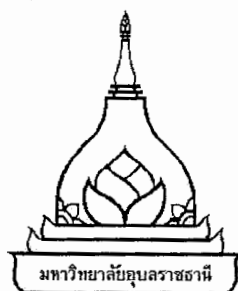MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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CARTOON BOOKS

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(Miss Pikul Kulsawang)

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# บทคัดย่อ

ชื่อเรื่อง    : การวิเคราะห์การจัดการบทสนทนาในหนังสือแบบเรียนภาษาอังกฤษที่ใช้ใน
โรงเรียนโปลีเทคนิคและหนังสือการ์ตูนวอลดีสนีย์

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ศัพท์สำคัญ    : การจัดการบทสนทนา บทสนทนา หนังสือที่เขียนขึ้นเพื่อนักเรียนไทย
หนังสือการ์ตูน Walt Disney


     จุดมุ่งหมายของงานวิจัยชิ้นนี้เป็นการเปรียบเทียบความแตกต่างของบทสนทนาระหว่าง
หนังสือที่เขียนขึ้นเพื่อนักเรียนไทยระดับประกาศนียบัตรวิชาชีพชั้นสูง โรงเรียนโปลีเทคนิคภาค
ตะวันออกเฉียงเหนือกับหนังสือการ์ตูน Walt Disney

     ในการศึกษาครั้งนี้ได้จากการเลือกแบบสุ่มบทสนทนาจากหนังสือที่เขียนขึ้นเพื่อนักเรียน
ไทย ระดับประกาศนียบัตรวิชาชีพชั้นสูงกับหนังสือการ์ตูน Walt Disney อย่างละ 10 บทสนทนา
เครื่องมือที่ใช้ในการศึกษาครั้งนี้คือ การวิเคราะห์บทสนทนาหนังสือโดยนำข้อมูลที่ได้มาหาค่าเป็น
ร้อยละ

     ผลการศึกษาพบว่าหนังสือที่เขียนเพื่อนักเรียนไทยระดับประกาศนียบัตรวิชาชีพชั้นสูง
ส่วนมากยังขาดความรู้ความเข้าใจเกี่ยวกับเรื่องของการจัดการบทสนทนา นอกจากนี้ยังพบว่า
หนังสือเรียนซึ่งมีข้อจำกัดเกี่ยวกับการให้ข้อมูลทางการจัดการบทสนทนามีผลต่อการขาดความรู้
ทางด้านการจัดการบทสนทนาของครูอีกด้วย

# ABSTRACT

Teacher's awareness of conversational management has been believed to influence learners' increased success in conversational management (De Veto, 2005). It also helps develop students' communicative aspects of the language being learnt. This view towards foreign language instruction, nonetheless, has not been evident in a language classroom at a higher vocational level of The North Eastern Polytechnic School. It was observed that a number of Thai English language teachers here were not familiar with any kind of conversation theory.

To this base, the present study became one of the first attempts to investigate conversational management in the vocational context. The corpus was various dialogues taken from EFL textbooks used at the North Polytechnic School, Ubon Ratchathani province and Walt Disney Cartoon books. While ten dialogues were extracted from (EFL) textbooks, the rest was from the Walt Disney cartoon books. On the one hand, the EFL textbooks in this study represented a modified or simplified language for EFL students in Thailand. On the other hand, the Walt Disney cartoon books represented naturally-occurring language, a language which is written by a native speaker of English for a native speaker of the same language.

The analysis of different conversational management strategies in both text types was carried out based on De Vito's (2005) framework. The raw scores of each

strategy were calculated into percentages to demonstrate if there were similarities or differences between the two discourse types. Results obtained from the study revealed that EFL textbooks for Thai students were likely to be different from the authentic materials in terms of conversational management. For instance, less strategies of how to initiate conversation was evident in EFL texts, when compared to the authentic one. The obvious limited information on conversational management in classroom textbooks makes it hard for teachers to become aware of conversational management in a language classroom.

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# CHAPTER 1

# INTRODUCTION

## 1.1 Rationale

English has been used in human communication as a major tool to gain knowledge of different fields for many years. To this base, English is therefore promoted as an international language of the world. As Rattanawan (2004) claims, English is an international language that people use to communicate and exchange ideas. In addition, it is considered as an official language in many countries such as India, Singapore and the Philippines for the purpose of communication and international relationship. These countries also enforce English for children in school at a very early age. (Asia EFL Journal English Language Teaching and Research Articles, 2003). Also interesting is the fact that English is widely spread in an educational field and used as a means of instruction in many schools in different countries around the world. (Crystal, 1997 cited in Sinlapasart, 2001).

In Thailand, the importance of English has also been recognized for many years. Evidently, it is considered as a compulsory subject in all schools or universities where students are encouraged to use all four language skills: listening, speaking, reading and writing. However, in most language classrooms, only 3 skills are emphasized: listening, reading and writing (Language Teaching Methodology, 1991). This implies that speaking is devalued in a language classroom where a lot of attention is paid more to reading and grammar. As Chaiyawun (2004) acknowledges, Thai school fails to provide students with an opportunity to speak. Most of the time, students are engaged in difficult and boring reading and grammar tasks. Chaiyawun then suggests that this approach is wrong. He insists speaking should precede reading and grammar since it is the most frequently used skill in human communication. In our daily life, most of us, as well as learners, speak more than write. Yet, many English teachers still spend the majority of class time on reading and grammar.

Chaiyawun also points out that if the aim of a language course is to enable learners to communicate in English, then speaking should be taught and practiced in a large proportion of a class time. Interestingly, Chaiyawun claims that speaking skills are very difficult and different from listening, reading and writing. In other words, learners can listen to a radio, read a book and write a letter alone, but can not really speak alone. These factors may thus be responsible for the reason why teachers should not ignore the practice of speaking in a classroom. Furthermore, Nunan (1991) suggests that if learners do not learn how to speak or get any opportunity to speak in a language classroom, they may soon get de-motivated and lose interest in learning.

Getting an opportunity to practice speaking in class is not only quite a challenge for any language learner but becoming a good communicator is also an uneasy task. This is because various strategies may be needed and one of these strategies contributing to successful communication is known as conversational management. As De Vito (2005) suggests, a conversational management is the conduct of a conversation (by two or three people which usually include different parts such as opening, giving a feed back and closing) by means of a conversational turn (the process of exchanging the speaker and listener roles during a conversation). Moreover, he adds that a conversational management results from speakers and listeners' attempt to make a conversation an effectively satisfying experience. Conversational management, according to De Vito, consists of three major parts: initiating, maintaining and closing. (For more explanation on these 3 major parts, please refer to Chapter 2: section 2.1)

When having a conversation, if the rules of how to open, maintain or close a conversation is violated, communication breakdown may easily occur. For example, any exchange of a conversation which suddenly ends without a closing signal maybe considered as rude. Since "closing which are overly brief or overly extended may make speakers appear rude, by seeming either abrupt or hard to 'get rid of'" (Bardovi-Harling et al., 1991, p.6). Learners who have not been given an opportunity of recognizing the value of closing exchanges will not be able to close or end a conversation appropriately and thus fail as conversationalists. The following example will illustrate the inappropriate closing strategy between two people at a party:

James: You look familiar. Do I know you?

Sandy: I think so.

James: You are Sandy, aren't you?

Sandy: Right.

James: I'm James Nasson. Nice to meet you, Sandy. Would you like to dance?

Sandy: No, thanks. Bye.

As the example shows, closing which is overly brief may make a speaker (Sandy) appears abrupt. In this example, Sandy ended the conversation by refusing Jame's invitation without any explanation why she could not dance with him. She then said "thanks" and immediately left the scene.

This kind of phenomenon has long been witnessed at the North Eastern Polytechnic School in Ubon Ratchathani Province, Thailand. Here, even though learners are expected to properly communicate in English, they can not actually do so, and thus if they are more knowledgeable in conversational management, they will be able to communicate more effectively. It is due partly to the fact that students have not been introduced to various kinds of strategies necessary for becoming a successful communicator. Based on my experience as an English teacher at the North Eastern Polytechnic School, Nunan's point of view seems applicable to my teaching context. That is, not only students are provided with opportunities to practice speaking, they are not also familiar with strategies of how to manage a successful conversation.

As a result, the present study is conducted to examine how a communication management is dealt with in English as a Foreign Language (EFL) textbooks used at the North Polytechnic School. Later, the way in which a conversation is managed in this course materials is compared with how native speakers of English carry on the conversation in a dialogue of the Walt Disney Cartoon books. The Walt Disney Cartoon books in this study represent authentic materials which are written by a native speaker for a native speaker of English. Therefore, they represent naturally–occurring language while dialogues found in EFL textbooks are modified to meet the EFL students' need. As a consequence, a comparison of these two discourse types can hopefully reveal some interesting phenomena relating to a conversational management.

## 1.2 The purpose of the study

This study aims to investigate how a conversational management manifests itself in a conversation of different situations found in EFL textbooks and Walt Disney's cartoon books by analyzing conversational management strategies occurred in both types of discourse.

## 1.3 Significance of the study

The significance of the study is as follows:

1.3.1 It is expected that the findings of this study can help English language teachers plan how to teach a conversational management in a language classroom.

1.3.2 The results can also be applied to material preparation in Thailand, which highlights the importance of incorporating a conversational management into a language classroom.

## 1.4 Research question

1.4.1 How does a conversational management manifest itself in EFL textbooks used at the North Eastern Polytechnic School and Walt Disney's cartoon books?

1.4.2 How can the findings of this study be applied to EFL instruction and material preparation in Thailand?

## 1.5 Hypothesis

It is hypothesized that a conversational management employed in EFL textbooks is different from that of authentic materials.

## 1.6 Definitions of key terms

The important terms used in the present study are defined as follows:

**Conversation analysis** refers to an approach to the study of natural conversation, especially with a view to determining the following:

1.6.1 Participants methods of

    1.6.1.1 turn-taking

    1.6.1.2 constructing sequences of utterances across turns

    1.6.1.3 identifying and repairing problems, and

    1.6.1.4 employing gaze and movement

1.6.2 How conversation works in different conventional setting

**Conversational management** refers to the conduct of a conversation (communication engaged in by two or three people and usually including an opening, feed back and closing) by means of conversational turns (the process of exchanging the speaker and listener roles during conversation)

# CHAPTER 2
# LITERRATURE REVIEW

The main purpose of this chapter is to offer a review of the literature on important issues related to this research. In this chapter the meaning of conversational management, strategies used in the conversational management and related studies on conversational management are reviewed.

## 2.1 What is a conversational management?

A conversational management can be define as the conduct of a conversation (communication engaged in by two or three people and which involves different acts such as opening, feed forward, feed back and closing) by means of a conversational turn (the process of exchanging the speaker and listener roles during a conversation) (De Vito and Smith, 2005). Moreover, it occurs when speakers and listeners work together to make a conversation an effectively satisfying experience, which includes initiating, maintaining and closing stages.

In particular, a conversational management focuses on how participants in a conversation negotiate a topic and manage turn-taking. While negotiation includes strategies for introducing, elaborating, and changing conversational topics, turn-taking involves analyses of speaking versus listening time, use of contingent queries and feedback strategies and conventions for entering conversational interactions (Speech and Language Professionals, 2004).

Additionally, Levinson (1983) added that a conversational management can be referred to as an approach which studies a natural conversation, especially a way to determine participants' methods of turn-taking, opening and closing conversation, constructing sequences of utterances across turns, identifying and repairing problems and employing gaze and movement. Bardivi, Harling and Taylor (2003) then explain that a conversational management is the process of opening and closing conversation. According to theses scholars, when people know how to begin and terminate

a conversation, they will become comfortable with the roles of either initiators or respondents.

The three major components of conversational management can be sub-divided into various categories (De Vito, 2005). Firstly, initiating conversation covers a wide range of strategies such as self-reference, other-reference and rational-reference. While self-reference refers to the way in which speakers initiate a conversation by giving information about him or herself, other-reference refers to the way in which speakers say something about the other person or ask the question. Secondly maintaining conversation is the exchange of roles of speakers and listeners throughout the interaction. Basically, maintaining conversation looks at conversational turns in terms of speaker cues and listener cues. Finally, closing conversation may be achieved through a variety of methods. Examples are reflecting back on a conversation, stating the desire to end the conversation directly, and asking for closure. (Examples of the 3 major components of conversational management can be found in the next Chapter.)

## 2.2 Strategies used in the conversational management

Conversation is an interpersonal communication and its defining feature is witnessed through the exchange of the role of speakers and listeners throughout the interaction (Communicating Naturally in a Second Language, 1983). To make a role exchange, speakers and listeners may be required to employ a wide variety of verbal and nonverbal cues to signal a conversation (De.Vito, 1994). In doing so, they have to work together to make a conversation an efficiently satisfying experience. One of various strategies contributing to a satisfying experience of conversation is known as a conversational management, which includes 3 major stages: initiating, maintaining and closing.

### 2.2.1 Initiating conversation

First, initiating conversation focuses on different elements of communication processes: self-reference, other-reference, rational-reference, and context-reference. Whereas, self-references are concerned with the way to say something about yourself *(e.g. "My name is Tony, I am from England"),* other-reference occurs when someone says something about the other person or ask

a question, *(e.g. "You look familiar. Don't I know you? ")*. In contrast, rational-reference happens when someone says something about the two parties, including the speakers and listeners *(e.g. "Would you like to dance?")*. Finally, context-reference occurs when a speaker talks about something relating to physical, social-physiological or temporal contexts *(e.g. "What a hot day!")* (De Vito (2005). The example below illustrates how the context-reference and reflect-back strategies occur in the real context of one of the Walt Disney's books:

> Example
>
> Mickey:  <u>What a hot day!</u>
>
> Goofy:   Whew! It sure is hot.
>
> Mickey:  It is too hot to be planting trees. You should find an easier job.
>
> Goofy:   Hmm…, an easier job, maybe I am working too hard.
>
> Mickey:  Go to the supermarket tomorrow, the store owner needs help.
>
> Goofy:   Okay, Working in a supermarket sounds easier.
>
> (Walt Disney Discourse)

### 2.2.2 Maintaining conversation

Second, maintaining conversation looks at conversational turns in terms of speaker cues and listener cues. Whilst speaker conversational cues consist of turn-maintaining cues and turn-yielding cues, listener conversational cues comprise three main types of cues: turn-requesting, turn-denying and, back channeling. Turn-maintaining cues are used to enable the speaker to maintain the role of speaker and may be communicated in a variety of ways: breathing in loudly, continuing a guesture or series of gesture, avoiding eye contact, sustaining the intonation pattern to indicate that more will be said, and vocalizing pauses. (Burgoon, Buller, & Woodall 1989; Duncan, 1972).

Turn-yielding cues, in contrast, are used to tell the listener that the speaker is finished and wishes to exchange the role of speaker for the role of listener. Duncan (1972) adds that more strategies can occur in turn-yielding cues such as back channeling cue in which the speaker may remain silent or reinforce by using *"Well"*, *"Um"* or *"Oh"*. Moreover, he adds that substantive also easily occur, where the word such as "but ah", "you know" are followed the completion of a grammatical clause involving a subject-predicate combination. Turn-requesting cues are used to tell the

speaker that you, as the listener, would like to say something, or take turn as the speaker. Examples are *"I'd like to say something"*, *"er"* or *"um"*.

Duncan then acknowledges that more strategies could occur in turn-requesting cues such as buffers (the short words or phrases such as *but ah"* or *"you know,"* which are uttered while the speaker was taking, but more often they are uttered while the speaker is silent, either during a pause or after the speaker has clearly ended the utterance) and stutter starts (stutter starts were similar to buffer but may reveal a stronger demand to speak than buffers). Turn-denying cues are an indication of unwillingness to assume the role of speaker such as intoning a slur *"I don't know"* or by giving some brief grunts that signal that the speaker has nothing to say. Back channeling cues are various types of information sent by the listener back to the speaker without assuming the role of the speaker (Burgoon, Buller, & Woodall, 1989; Pearson&Spitzberg, 1990). Examples are an agreement or disagreement with the speaker through smiles or frowns, gestures of approval or disapproval and brief comments.

Example dialogue

| Grandmother Duck: | SURPRISE......Donald! |
|---|---|
| Donald: | You remembered! |
| | Grandmother Duck: Happy birthday, Donald! Come and open your presents. Blow out the candles on your cake, first, I have been baking all day! Oh, Donald I made you a shirt. |

(Donald Duck's birthday surprise)

2.2.3 Closing conversation

Closing conversation consists of five elements. The first element happens when the speaker reflects back on the conversation by saying something as in *"I am grad I ran into you and found out what happened at that union meeting, I will probably be seeing you at the next meeting"*. The second component occurs when the speaker states the desire to end the conversation directly and get on with other things such as *"I'd like to continue talking, but I have to run, I'll see you around"*. In addition, the speaker may refer to future interaction as a signal that he or she wants to end a conversation. For example, someone may say *"Why don't we go together next*

*week sometime and continue this discussion?"* to finish conversation. The speaker may also want to ask for closure such as *"Have I explained what you want to know?"* to terminate the conversation. Finally one may end the conversation by stating that he or she enjoyed the interaction such as *"I really enjoyed talking with you"* (De Veto, 2005).

As already suggested, a conversational management covers a wide range of strategies. The knowledge of how to manage a conversation is inevitably responsible for success or failure in human communication. Therefore, those whose aims are to become a successful communicator should take into account various key features of communication such as that of communicational management.

## 2.3 Related studies on the conversation analysis of textbook and real-world dialogues

The importance of conversation analysis has long received a lot of attention in language classrooms, especially in ESL/EFL contexts. Jeon (2003) was among scholars who investigated spoken discourse so as to identify authentic materials available in EFL contexts which helped facilitate the development of conversational proficiency. In particular, Jeon's study first reviewed the nature of conversation by looking at the purposes of conversation, norms of conversation, conversational rules and structures (openings and closings, topic management, turn-taking mechanisms), repairs and formal features of conversations in spoken language. To discover if textbook materials for teaching conversation did the basic role of providing authentic samples of conversation, the study then critically evaluated two conversation textbooks that were published in Korea.

The analysis of the textbook dialogues showed that publishers failed to provide learners with the way native speakers actually spoke or communicated. The study also suggested the use of feature films as the instructional materials in the Korean EFL language classrooms. In order to see whether the films were authentic enough to substitute a genuine conversation, eleven samples from two currently released feature films (Notting Hill and Bridget Jones's Diary) were analyzed. The results revealed that film dialogues were more closely approximate to natural conversation than the textbook dialogues, and thus they could be presented as a model

of natural conversation. Jeon finally claimed that the study of discourse analysis should be one of the main components of teacher training and in-service educational programs.

Moreover, Price and Leitch (1988) investigated the asking for information strategies, opening and closing sequences, in real-life and textbook dialogues. The study examined how asking-for-information interactions were managed in an actual talk and how they were represented in textbooks for learners of English as a Second Language (ESL). Data were confined to opening and closing sequences in interactions and were derived from 60 real-life and 60 textbooks dialogue interactions. Sixty conversations were naturally-occurring and equally divided into face-to-face and telephone interactions.

The remaining sixty were equally divided between ESL textbook written representations of face-to-face and telephone dialogues. While the real-life interactions took place at a university information desk and in calls to the Post Authority of New York for transportation information, textbook interactions were intended for adult learners. Three features of the opening and closing sequences in both discourse types were examined: (1) average utterance length in turn and the percentage of the overall dialogue that is opening-or closing-related; (2) the number and percentage of politeness marker and (3) one part and two part interactions for greetings and leave takings.

Overall, the findings revealed that significant differences existed between real-life and textbook dialogues. Specifically, the analysis of certain sequential features of the interactions shows that although textbook dialogues mirror real-life interactions in some ways, they diverge from them in important and sometimes surprising ways. For instance, adjacency pairs, whether in opening/closing sequences or particularly in negotiation strategies, were realized quite differently in real-life encounters as opposed to textbook dialogues. This type of study proves to be useful for second language classrooms and material development since it contains recommendations for adapting existing materials and developing more representative textbook dialogues. The example below illustrates adjacency pairs in a real-life conversation:

Example dialogues

A: Good morning, Auntie Elizabeth!

B: Good morning, John!

A: How are you?

B: Well, I'm not too well. I've been struggling with backaches recently... and you know my salary is quite low. We can hardly make ends meet at the end of the month

A: Oh, well... I think this is all the government's fault. The such and such party would do a much better job.

B: Hmm, maybe. Well, here is my bus. I have to go. Bye.

(English teaching forum online)

In a different manner, Bygate (1987) examined the international nature of spoken language. He distinguished between motor-perceptive skills, which were concerned with the correct use of the sounds and structures of the language and international skills, which involved using motor-perceptive skills for the purposes of communication. Motor-perceptive skills are developed in a language classroom through activities such as model dialogues, pattern practices, oral drills and so on. Until relatively recently, it was assumed that mastery of motor-perceptive skills was needed in order to communicate successfully.

However, we now know that this is not necessarily the case, and that learners can benefit from direct classroom practice in a communicative interaction. Bygate's study showed that learners needed to develop skills in the management of interaction and also in the negotiation of meaning. On the one hand, the management of interaction involves such thing as knowing when and how to take the floor, when to introduce a topic or change the subject, how to invite else to speak, how to keep a conversation going, when and how to terminate the conversation and go on. On the other hand, the negotiation of meaning refers to the skill of making sure that the person you are speaking to have correctly understood you and that you have correctly understood them.

Similar to Bygate, Pattison (1987)'s study was also concerned with a significant role of motor perceptive skills in communication. Particularly, her work emphasized the lack of transfer from the practice of motor-perceptive skills to genuine

communicative interaction. Pattison contrasted what conventionally happened in a language classroom with what typically happened outside the classroom in relation to the content, reason, result, participants and means of communication. The findings pointed out to the contrastive actions practiced inside and outside the classroom. For example, the content and topic of communication inside a classroom were decided by teachers, textbooks, and tapes, thus the meaning of what students said may not always be clear to the speakers.

In addition, the content was highly predictable. Learners spoke in order to practice speaking because teachers told them to so as to get a good mark. Language from teachers or tapes was very closely adapted to learners' level. All speech is as accurate as possible and usually in a complete sentence. Problems in communicating meaning were often dealt with by translation. Learners were corrected if their speech deviated from the standard forms whether or not their meaning was clear. Teachers help learners to express themselves more correctly. On the contrary, outside the classroom, speakers expressed their own ideas, wishes, opinions, attitudes and information. They were fully aware of the meaning they wished to convey. The exact content of any speaker's message was unpredictable. Speakers had a social or personal reason to speak. There was an information gap to be filled, or an area of uncertainly to be made clear. What was said was potentially interesting or useful to the participants.

Speakers achieved their aims; they got what they wanted, an information gap was filled, a problem was solved, a decision was reached and a social contact was made. Two or more people, usually face each other, paid attention and responded to what was said, rather than to how correctly it was said. The native- speaker output was not very closely adjusted to foreigners' level. Pattison concluded his study by mentioning that problems outside the classroom were dealt with by the negotiation and exchange of feedback between speakers. Translation was not always possible. Errors not affecting communication were largely ignored and native speakers helped foreigners to express themselves more clearly.

# CHAPTER 3
# RESEARCH METHODOLOGY

This chapter explains the methodology in the study. Descriptions of the data, research instruments, research procedures, data collection procedures, scoring criteria and data analysis are presented.

## 3.1 Data

The corpus of this study were various dialogues taken from English for Communication 2 book used at the North Polytechnic School, Ubon Ratchathani province and Walt Disney Cartoon books. Both types of materials were selected for the analysis since they were actually taught in class and assigned as extra readings at the researcher's school. Ten dialogues were extracted from English for communication 2 textbook that contained the conversation found in the business settings and telephone conversations and ten dialogues were taken from Walt Disney cartoon books such as Goofy the Gardener Makes Up His Mind, Christmas in the Country and Alice in Wonderland. While EFL textbooks in this study represented modified language for EFL students in Thailand, Walt Disney cartoon books represented naturally-occurring language, a language which was written by a native speaker of English for a native speaker of the same language.

## 3.2 Duration of the study

The study was conducted during the second semester of the academic year 2007.

## 3.3 Research framework

The research framework was taken from De Vito's (2005) conversation management which consists of three elements as follows:

3.3.1 Initiating Conversation (the strategies contributing to successful in opening conversation); self references, other references, rational references and context references.

3.3.2 Maintaining Conversation (the role of speaker and listener are exchanged throughout the interaction); speaker conversation cues (turn maintaining cues, turn yielding cues) and listener conversation cues (turn requesting cues, turn denying cues and backchanneling cues.

3.3.3 Closing conversation (the strategies contributing to successful in closing conversation); reflect back, state the desire to end the conversation directly, refer to future interaction, ask for closure and state that you enjoyed the interaction.
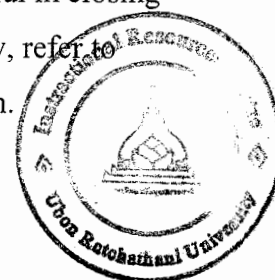
## 3.4 Research procedures

The researcher chose ten dialogues from (EFL) textbooks and ten dialogues from Walt Disney's Cartoon books. However, these dialogues should be about the same length, and each contained at least 2 major components of conversational management so that internal threats, the control of some undesirable factors which might affect the outcomes of the present study, will be minimized. Then, the 20 dialogues were analyzed, using a conversational management framework proposed by De Vito (2005) to examine how a conversational management manifested itself in a conversation of different situations found in both discourse types. Additionally, the researcher combined De Vito's frame work with Duncan's (1972) theory of conversational management since there were more components which were dealt with in Duncan's framework, which might be useful for the analysis of this study.

## 3.5 Data analysis

The frequency count of conversational management strategies occurred in both types of discourse was carried out. The raw scores were later calculated into percentages to demonstrate if there were differences or similarities between the two discourse types. The consultation with the native speakers of English was also pursued when the researchers had to deal with some problematic cases.

Lastly, illustrations such as a bar chart and a pie chart were also provided for the aid of readers' understanding.

# CHAPTER 4

# RESULTS

In this chapter, the answers to the research questions are presented.

## 4.1 Results

Having collected 10 dialogues from EFL textbooks and 10 dialogues from Walt Disney's cartoon books, the researcher analyzed how conversational management manifested itself in both discourse types, using De Vito's (2005), Duncan (1972) as a major research tool. In addition, Wongbiasaj and Freeouf (2004:4) and Wardhaugh (1985) frameworks were taken into account. Later, data obtained from this chapter were discussed in relation to EFL instruction and material preparation in chapter 6.

The findings below resulted from the analysis of all three components of conversation management found in EFL textbooks used at the North Eastern Polytechnic school and the Walt Disney's cartoon books. The results would proceed from the analysis of initiating, maintaining to closing strategies:

**Table 1** The number of different strategies used during the Initiating conversation stage of selected EFL textbooks under study

| Dialogues | Initiating Conversations | | | |
|:---:|:---:|:---:|:---:|:---:|
| | Self Reference | Other Reference | Rational Reference | Context Reference |
| 1 | - | / | - | - |
| 2 | - | / | - | - |
| 3 | - | / | - | - |
| 4 | - | / | - | - |
| 5 | - | / | - | - |
| 6 | - | / | - | - |
| 7 | / | - | - | - |
| 8 | - | / | - | - |
| 9 | - | / | - | - |
| 10 | - | / | - | - |
| **Total** | **1** | **9** | **0** | **0** |

Table 1 reveals that only 2 out of 4 strategies were found in the EFL texts of English non - native speaking students at the Polytechnic school. As evidence, 9 out of 10 dialogues contained the strategy known as Other Reference, whereas only one instance fell into The Self-Reference strategy of opening conversations.

**Table 2** The number of different strategies used during Initiating conversations stage
of Walt Disney's cartoon books

| Dialogues | Initiating Conversations | | | |
|:---:|:---:|:---:|:---:|:---:|
| | Self Reference | Other Reference | Rational Reference | Context Reference |
| 1 | - | - | - | / |
| 2 | / | / | - | - |
| 3 | - | / | - | - |
| 4 | - | - | - | / |
| 5 | - | / | - | - |
| 6 | - | / | - | - |
| 7 | - | / | - | - |
| 8 | / | - | - | - |
| 9 | - | - | / | - |
| 10 | - | / | - | - |
| **Total** | **2** | **6** | **1** | **2** |

Based on Table 2, every type of initiating conversation strategies was
discovered. The Self Reference strategy occurred in 2 dialogues, Other Reference in 6
dialogues, Rational Reference in 1 dialogue and Context Reference in 2 dialogues.
As one may say from the data in Table 1 and 2, the writers of authentic materials
employed a more variety ways of how to initiate conversations than that found in the
EFF textbooks.

**Table 3** The number of different strategies used during the Maintaining conversation stage of EFL textbooks

| Dialogues | Speaker (Conversationalist)(B) | | | | | | Listener (Conversationalist)(A) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Turn-Maintaining Cues | Turn-Yielding | | Backchanneling Cues | Turn-Requesting cues | | Turn-Maintaining Cues | Turn-Yielding | | Backchanneling Cues | Turn-Requesting cues | |
| | | Backchannel | Substantive | | Buffer | Stutter Starts | | Backchannel | Substantive | | Buffer | Stutter Starts |
| 1 | - | / | / | - | - | - | / | - | / | - | // | - |
| 2 | / | - | // | / | - | - | - | - | / | - | / | - |
| 3 | / | - | / | - | / | - | / | - | - | - | - | - |
| 4 | / | - | - | / | / | / | / | - | - | - | - | - |
| 5 | / | - | / | - | - | / | - | - | / | - | - | - |
| 6 | - | - | - | - | - | / | - | - | - | - | / | - |
| 7 | - | - | - | - | - | / | / | - | / | - | - | / |
| 8 | / | - | / | - | / | - | / | - | - | / | - | / |
| 9 | / | - | / | - | - | - | / | - | / | - | / | / |
| 10 | - | - | - | - | - | / | - | - | / | - | / | - |
| **Total** | **6** | **1** | **7** | **2** | **3** | **5** | **6** | **0** | **6** | **1** | **6** | **3** |

Before discussing the findings found in Table 3, it should be suggested that a person can take two roles as listeners and speakers in the same conversation. Moreover, it is worth mentioning that the researcher used B for the speaker and A for the listener because the first sentence of each conversation was already analyzed for the initiating conversation.

Table 3 shows that speaker B and A employed 4 strategies during the stage of maintaining conversations. These strategies were Turn-Maintaining Cues, Turn-Yielding Cues, Backchanneling Cues and Turn- Requesting Cues. As found in the table, Turn-Maintaining occurred 6 times, whereas Turn-Yielding Cues divided into 2 parts, Backchanneling and Substantive, were found in a different way. That is, while Backchannel occurred 1 time, Substantive occurred 7 times. On the other hand, Backchanneling Cues occurred 2 times and Turn- Requesting Cues, divided into 2 parts, Buffer and Stutter Starts, were used more often. Particularly, Buffer occurred 3 times while Stutter Starts occurred 5 times.

In a slightly different manner, speaker A used Turn-Maintaining Cues 6 times, Turn-Yielding Cues 6 times (0 Backchannel and 6 Substantives), Backchanneling Cues 1 time and Turn- Requesting Cues 9 times (6 Buffers and 3 Stutter Starts).

**Table 4** The number of different strategies used during the maintaining conversation stage of Walt Disney's cartoon books

| Dialogues | Speaker (Conversationalist)(B) | | | | | | Listener (Conversationalist)(A) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Turn-Maintaining Cues | Turn-Yielding | | Backchanneling Cues | Turn-Requesting Cues | | Turn-maintaining Cues | Turn-Yielding | | Backchanneling Cues | Turn-Requesting Cues | |
| | | Backchannel | Substantive | | Buffer | Stutter starts | | Backchannel | Substantive | | Buffer | Stutter Starts |
| 1 | / | - | // | - | / | - | - | - | / | - | - | / |
| 2 | / | - | / | / | - | - | - | - | / | / | - | - |
| 3 | - | - | - | // | / | - | /// | - | / | - | / | - |
| 4 | / | - | / | - | - | - | / | - | / | / | - | - |
| 5 | - | - | - | / | - | // | - | - | / | - | - | / |
| 6 | / | - | / | / | - | / | - | - | / | - | / | - |
| 7 | / | - | / | // | / | / | // | - | / | / | - | - |
| 8 | - | - | - | - | - | / | - | - | / | / | - | - |
| 9 | - | - | / | /// | - | / | - | - | / | // | / | - |
| 10 | - | - | - | - | - | / | / | - | / | - | - | / |
| **Total** | **5** | **0** | **7** | **10** | **3** | **7** | **7** | **0** | **10** | **6** | **3** | **3** |

Table 4 shows that Turn-Maintaining occurred 5 times, Turn-Yielding cues 7 times (0 Backchannel and 7 Substantive), Backchanneling Cue 10 times and Turn-Requesting Cues 10 times (3 Buffer and 7 Stutter Starts).

Similarly speaker A employed Turn-Maintaining Cues 7 times, Turn-Yielding Cues 10 times (0 Backchannel and 10 Substantive occurs), Backchanneling Cues 6 time and Turn- Requesting Cues 6 times (3 Buffer and 3 Stutter Starts).

**Table 5** The number of different strategies used during the closing conversation stage
of EFL textbooks

| Dialogues | Closing Conversations | | | | | |
|---|---|---|---|---|---|---|
| | Reflect Back | State The Desire To End The Conversation Directly | Refer To Future Interaction | Ask For Closure | State That You Enjoyed The Interaction | Problem Native Courses |
| 1 | / | - | - | - | - | - |
| 2 | - | - | - | - | - | / |
| 3 | / | - | - | - | - | - |
| 4 | - | - | - | - | / | - |
| 5 | / | - | - | - | - | - |
| 6 | - | / | - | - | - | - |
| 7 | - | - | / | - | - | - |
| 8 | - | / | - | - | - | - |
| 9 | / | - | - | - | - | - |
| 10 | / | - | - | - | - | - |
| **Total** | **5** | **2** | **1** | **0** | **1** | **1** |

As seen from the above table, The reflect back strategy occurred 5 times,
The State the Desire to End the Conversation Directly strategy occurred 2 times,
The Refer To Future Interaction occurred 1 time, The Ask For Closure strategy was
not discovered in any conversation, The State That You Enjoyed The Interaction
strategy occurred only 1 time. It should also be mentioned here that there was 1
problematic case which was difficult to be classified into the 5 strategies proposed be
De Vito (2005). The problematic case is as follows: About 2 years now.

**Table 6** The number of different strategies used during the closing conversation stage of Walt Disney's cartoon books

| Dialogues | Closing Conversations | | | | | |
|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| | Reflect Back | State The Desire To End The Conversation Directly | Refer To Future Interaction | Ask For Closure | State That You Enjoyed The Interaction | Problematic Cases |
| 1 | / | - | - | - | - | - |
| 2 | - | - | - | - | / | - |
| 3 | - | - | - | - | / | - |
| 4 | - | / | - | - | - | - |
| 5 | - | / | - | - | - | - |
| 6 | / | - | - | - | - | - |
| 7 | - | / | - | - | - | - |
| 8 | / | - | - | - | - | - |
| 9 | / | - | - | - | - | - |
| 10 | - | - | - | - | / | - |
| **Total** | **4** | **3** | **0** | **0** | **3** | **0** |

In Walt Disney's cartoon books, it was found that The Reflect Back strategy occurred 4 times, The State the Desire to End the Conversation Directly strategy occurred 3 times. It was also evident that The Refer To Future Interaction strategy and The Ask For Closure strategy did not happen. Interestingly, the results also pointed to the fact that the writers of Walt Disney's cartoon books preferred the use of Reflect Back strategy to other strategies. The problematic cases were not occurred in this authentic discourse.

# CHAPTER 5

# DISCUSSION

This chapter is concerned with the discussion of the findings in Chapter 4. First, a summary of the results is introduced. Then, possible theoretical implications of the findings are explained, which are useful for the understanding of any possible tendency in this work.

## 5.1 Summary of the Results

Results in Chapter 4 indicated that the conversational management which consisted of 3 stages: Initiating, Maintaining and Closing in EFL materials manifested itself differently from the Walt Disney texts. First, it was found that a more variety of initiating conversation was evident in the Walt Disney's cartoon books when compared to the EFL materials. However, the Other Reference strategy occurred more often than other strategies in both discourse types. Also interesting was the fact that the Rational Reference and the Context Reference were not found in EFL materials. Second, the result also revealed that speakers A in both discourse types tended to maintain a conversation in an almost equal amount of time. Nonetheless, the Turn Maintaining Cues in Walt Disney's cartoon books were quite longer than those of the EFL texts. In addition, the dialogues in EFL textbooks contained Backchanneling Cues less than Walt Disney's cartoon books. Finally, EFL writers were likely to employ more strategies of closing conversation than those of the Walt Disney's cartoon books, with the tendency that the Refer to Future Interaction strategy occurred only in EFL textbooks. Interestingly, both discourse types preferred the Reflect Back strategy to other methods.

## 5.2 Discussion

Based on the above results, it would appear that the Other Reference strategy occurs more often than other strategies in both discourse types. This tendency can be explained partly in relation to Jeon (2003), who claims that when people initiate a conversation with a stranger whom they want to know more, they should open a conversation by asking a question whose answer is expected to reveal more possible topics, thereby finding some common grounds on which to manoeuvre. Ju Jeon then adds that in opening conversation, there are usually questions for greetings such as special pseudo-formulaic openings in particular circumstances *(e.g. Can I help you? or Are you ready to order, sir?)* and pseudo-apologetic expressions *(e.g. Excuse me! Pardon me! Sorry!)*

By using the Other Reference strategy, speakers can attach some kinds of label to the interlocutors by knowing their names, acquaintances, addresses and occupations. This will not only enable the speaker to establish who is talking to whom fairly quickly, but also provide him/her with some clues to possible topics he/she can talk about. (Ju Jeon). The two examples below were classified into the Other Reference strategy while the former was taken from the EFL text, the latter was extracted from the Walt Disney discourse:

A: How long have you been in Thailand?

B: About 6 months.

(EFL Discourse)

Clarabelle: What's the matter, Goofy?

Come in for a cup of tea and tell me all about it.

Goofy: Yes...

(Walt Disney Discourse)

As one can see, the two examples provide clues to speaker A about whom she/he are talking to and what type of topic can be developed later on in the conversation.

Additionally, it was found, as already mentioned, that a more variety of opening conversation was evident in the Walt Disney discourse. This phenomenon may be explained in part by the fact that data in the authentic materials were taken from different stories of the Walt Disney's cartoon books base on my interpretation.

The conversations thus manifest themselves in various situations with different types of relationship between speakers and listeners. As a result of this, it is possible that a more variety of initiating conversation was witnessed here. On the contrary, EFL materials contain mostly the conversation in business settings and were designed for business major learners. The dialogues are largely set in a business office or related to a telephone conversation, with the short and simple length of interaction. Speakers participated in the EFL conversation also seem to be strangers. This is to say that the situations and contexts are partly controlled by materials producers to suit EFL contexts, therefore the language is simplified. All of these factors may possibly lead to the situation where less strategies of opening conversation are found in the EFL materials under investigation.

Moreover, it was discovered that the Rational Reference and the Context Reference strategies were not evident in EFL materials. This may due partly to the fact that most conversations fall largely into business settings, which require lots of polite formulaic expressions. As Liu (1997) suggests, in English business conversation, the greetings are likely to be formulaic and often used among people who do not know each other or know one another. Examples of these expressions are *"Good morning/ afternoon/evening, how are you doing, sir/mam?"* In addition, Scotton and Bersten (1988) explain that many talks in business encounters make good use of standard formulaic opening conversation such as *"Good morning/afternoon/evening"*, *"May I help you? "* , *"Hi how are you?"* and *"What would do you like to buy?,"* all of which seem to focus on another party or other reference in the conversation.

The Rational Reference and Context Reference, however, are likely to occur when both speakers and listeners share some certain degrees of familiarity or one of the parties may want to continue a future relationship with one another (De Vito, 2001). Thus, the examples of these opening strategy types are normally witnessed in an informal social gathering such as in a pub or restaurant in which people might hear some expressions such as *"Would you like to dance?"*, *"Would you like to drink?"* or *"Shall we have a drink"*. For the Context Reference, Pan (1997) wonderfully suggests that since the whether is so changeable in the western world, people always greet one another by referring to a surrounding context such as the whether in *"How is the whether today?"*, *"Nice weather, isn't it?"* or *"How is everything?"* In the present

study, of course, the speakers of Walt Disney's cartoon books, the authentic texts written for native speakers of English, employed only one expressions of this type such as *"What a hot day!"*

As already suggested, in both types of discourse, the quantity of Turn Maintaining Cues for Speaker A occurred in adjoining. In EFL textbooks, nonetheless, the turn was shorter. That is, the length of Turn Maintaining Cues in EFL textbooks appeared shortly than those found the Walt Disney's Cartoon books. This tendency seems to be consistent with Ju Jeon (2003), who points out that in all conversations in Korean textbooks under his investigation, every turn is smoothly exchanged without overlaps or interruptions. And the dialogues would consist only of short-turns. However, Ju Jeon raises an interesting point that if students are only capable of producing short turns, they will probably experience a lot of frustration when they are thrown into a more complex situation where they often need to manage long-turns in order to 'express themselves' (Brown and Yule, 1983).

In contrast, the Turn Maintaining Cues in Walt Disney's cartoon books are quite longer than those of the EFL texts. In particular, the lengths of the turns were much longer with some fillers such as *um..., hm...* In Walt Disney's cartoon books, speakers tented to be most successful in keeping their turns. To hold a turn of native speakers, fillers and hesitation devices are very useful. (Wardhaugh, 1985: 148). In the present study, the speakers of Walt Disney's cartoon books appear to use a number of fillers to hold the floor of conversation such as the below excerpt:

> Clarabelle: Hmm..., it sounds like very hard work to me. May be I can find
> you an easier job. Umm..., okay... a house painter needs a helper.
> That will be an easy job for you.
>
> Goofy:   Thanks, Clarabelle. You are a real friend.
>
> (Goofy the Gardener Makes Up His Mind)

Moreover, hesitation devices were also found:

> Mickey:   It is too hot to be planting trees. You should find an easier job.
>
> Goofy:   Hmm..., an easier job, maybe... I am working too hard.
>
> (Goofy the Gardener Makes Up His Mind)

Also importantly, the dialogues in Walt Disney's cartoon books contained Backchanneling Cues more than EFL textbooks. As Wardhaugh (1985: 130-7) and Hatch (1992: 14) suggest,

> "in holding the floor, speakers need to be assured that the activity
> is worthwhile and thus can be continued. So, the listener uses
> back- chanel signals and feedback signals ('monitoring
> behaviour' in Wardhaugh's term) to encourage the speaker to
> keep talking: for example noises like umhmm, oh, uhhuh,
> Mmmm, words such as yerright, Well?, So?, Really?, And then?,
> expressions like I see, I agree, Is it?, Does he?, evaluative
> feedback such as Great!, Beautiful!, Crazy!, Exactly, Correct,
> How interesting!, That's nice and the various intonations".

In my study, Backchanneling Cues such as *Hmm, Yes, okay, SURPRISE! What a wonderful meal! Merry Christmas to you! Yeah! Oh, no! Here we go again! SURPRISE……Donald! You remembered!* and *Merry Christmas to you!* were largely employed in the Walt Disney cartoon books.

Grandma:    Hello, hello! I'm so glade to see you. It never through you'd make it through the snow! Why, my goodness, if it isn't Scrooge McDuck! Merry Christmas! Come in and have some hot cocoa, you must be frozen!

The boys:    What a wonderful meal!

Grandma:    Merry Christmas to you!

(Christmas in the Country)


Grandmother Duck: SURPRISE……Donald!

Donald:    You remembered!

Grandmother Duck: Happy birthday, Donald! Come and open your presents. Blow out the candles on your cake, first, I have been baking all day! Oh, Donald I made you a shirt.

(Donald Duck's birthday surprise)

In a different manner, (Sacks et al.,1974) claim that in FEL context, listeners' reactions can affect the course of the talk as the speaker is constantly monitoring them to remain recipient-oriented. Exclamations of surprise and doubt *("gosh", "really?", "I don't believe!")* or requests for repetition *("huh?", "sorry?", "what?")* are common cases of Backchanneling Cues. In this research, a number of these strategies, including exclamations of doubt and questions of clarification such as *"Really?"* and *"What's wrong with her?"* are evident mostly in this type of discourse.

The final finding is related to the Closing Conversation strategy. Obviously, the Reflect Back strategy was mostly found in both types of discourse since it may be linked to the matter of politeness. As Pan (1997) states in The Role of Sociolinguistics in The Development and Conduct of Federal Surveys, in American culture, the use of *"thank you"* is a normal and standard way of showing politeness. Furthermore, (Bardovi-Harlig et al.,1991) point out that since closing is a matter of politeness, we need to use some essential components of "felicitous closing" (e.g. the terminal exchange: the end of an adjacency pair such as *Bye–Good bye*, the pre-closing and the shut-down) while considering the situational variables. For instance, pre-closing signals include *I'll let you get back to your writing, it's been nice talking to you..., OK...thank you,* and so on. The felicitous closing phenomenon mentioned above may help clarify the tendency in which speakers of both discourse types under investigation employed a large amount of "thank you", which was put in the "Reflect Back" strategy in this study, as a polite closing strategy. The following examples will illustrate this point:

Assistant:     Certainly, Mrs. Addison. I'll do it right now.

Boss:          Thanks.

(EFL Discourse)

Grandmother Duck: Happy birthday, Donald! Come and open your presents.
                 Blow out the candles on your cake, first, I have been
                 baking all day! Oh, Donald I made you a shirt.

Donald:          Thanks, Grandmother. I love the color blue!

(Walt Disney Discourse)

Harmari (1993) then supports that it is almost obligatory in business conversations to use final closings such *"goodbyes"* or some equivalent appropriate expressions such as *"Thank you"* to end the conversations. These closing phrases were therefore witnessed quite often by speakers of both EFL and Walt Disney discourse.

Finally, Results of this study also revealed that the Refer to Future Interaction only occurred in EFL textbooks. This possibility may result from the situation where EFL dialogues were created within a business context. As a consequence, speakers and listeners who have a tendency to continue their future business relationship seemed not to be able to avoid using this type of closing strategy. Nonetheless, in the Walt Disney's cartoon books, the characters are friends and know each other for quite sometimes. Thus, the closing strategy was short and direct such as Thanks, Byes and See you, with no reference to any future interactions.

# CHAPTER 6

# CONCLUSION AND CLASSROOM IMPLICATION

## 6.1 Conclusion

The premise of the present study should be reiterated: in this study, it has been argued that conversational management has its own distinctive features different from written language in terms of linguistic and discourse features and thus needs to be catered for by reflecting them in conversation textbooks. However, it has turned out that EFL textbooks' dialogues fall short of offering the learners examples that reflect the way people actually manage their conversation in a real life situation. As a result, there is an urgent need to supplement or replace EFL dialogues with more authentic samples which capture the nature of genuine conversational management. It has also been suggested that the features in Walt Disney's cartoon books are one of the authentic materials that are relatively easily available to many teachers in EFL teaching contexts. Their educational value has been briefly discussed, and the samples of Walt Disney dialogues have been analyzed in an attempt to answer the question if they are 'authentic' enough to substitute natural conversation. The analyses have identified a number of characteristic features of EFL and natural conversational management, and this many assure us that although there are some similarities and differences, the Walt Disney's cartoon book dialogues approximate the flow of speech in real-life situations, hence they can be usefully exploited as a model of conversational management in a language classroom.

## 6.2 Classroom Implications

Data obtained from Chapter 4 and 5 provide insightful information, leading to classroom implications and materials development as follows:

First of all, importantly for successful in English teaching, it would be helpful for teacher to start with an understanding of the theories of conversational

management and be well equipped with a skill of implementing the analysis. By possessing such analytic tools, teachers can be more confident in finding "potentially useful authentic materials and locating the specific points to be trained" (Brown and Yule, 1983: 50; McCarthy and Carter, 1994: 196).

Second, teachers should promote conversational management skills by providing students with the dialogues of Walt Disney's cartoon book as a model of natural discourse, followed by the conversational management theory. Since it was found that the EFL materials under study deviated in a number of ways from the authentic one, there should be an urgent need to adapt materials of the EFL texts by incorporating those of the absent aspects into the classroom textbooks. Examples are introducing a variety of ways of initiating conversation, how to maintain a long turn conversation, using fillers or hesitation devices and different ways of ending a conversation in English in different situations.

Third, McCarthy and Carter (1994: 194) suggest that "teachers and learners become critically aware of what the materials are offering them" and "they should perceive opportunities to adapt them where they felt to be lacking in the features of natural discourse." Many researchers have proposed a variety of methods and techniques to make the most of limited dialogues profitably based on the modification. For example, Madsen and Bowen (1978) proposed three levels of adaptation and a variety of techniques to be employed in the conversational management process of adaptation, which include supplementing, editing, expanding or modifying a situational content.

Working on Madson and Bowen's suggestion, the researcher would like to offer some of the examples of supplementing and expanding strategies as applied to the EFL and Walt Disney's texts under this investigation as follows:

For supplementing, teachers of the EFL learners may let students be familiar with a conversational management theory accompanied with the use of authentic samples, ranging from a novel, cartoon, television soap opera and films. These supplementary texts can motivate students by using sound, colorful pictures and extra dimension to the learning experience such as seeing language in- use. Students do not just hear language, but they see it too. This greatly aids comprehension.

Take for example. General meaning and mood are often conveyed through expressions and gestures and other visual clues. Thus, students can observe how intonation can match facial expressions. The television soap opera and film uniquely allow students a look at situations far beyond their classrooms. This is especially useful to offer the way in which typical "body language" is maintained when greeting someone in the first time, or how native speakers of English close or finish conversation. These authentic materials are therefore of great value in giving students a chance to see such things as many ways of opening and closing a conversation in different situations.

For expanding, EFL teachers may select any step of the conversational management theory (opening, maintaining and closing conversation) to be presented. The activity will start with the teacher's presentation of the component of conversational management. Then teacher may do the analysis with their students before letting them do the task on their own. The teacher then hands out the following conversational management theory form or writes it on the board and has the student copy it. Later, the teacher writes the sample part of film dialogues on the board and then let students analyze the kind of conversational management theory in the table.

| Films dialogues | Opening | | | | Maintaining | | | | Closing | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Self Reference | Other Reference | Rational Reference | Context Reference | Turn-Maintaining Cues | Turn-Yielding | Backchanneling Cues | Turn- Requesting Cues | Refle Reflect Back ct Back | State The Desire To End The Conversation Directly | Refer To Future Interaction | Ask For Closure | State That You Enjoyed The Interaction |
| 1 | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | |

After that, the class will proceed to the discussion of the kind of conversation management theory. Students interview one another about what they find and the teacher can encourage them by asking some questions. Finally, dialogue memorization, which contains any component of the conversational management may be administered to students. The dialogs maybe modified or adapted by teachers to suit students' language proficiency. Dialogues or short conversations between two people may be used to begin a new lesson. Students usually take the role of one person in a dialogue. After it has been memorized, pairs of individual students might perform the dialogue for the rest of the class.

## 6.3 Limitations of the Study

It should be noted here that some limitations of this study are worth mentioning. First, analyzing conversational management is time-consuming since discourse analysis demands an attention to the details of utterances. The research had to notice and label a wide variety of conversational and rhetorical procedures such as initiating, maintaining, backchannel and closing conversation. In particular, it is necessary to pay a careful attention to every detail in each sentence of 30 dialogues in the 15 stories and analyzed them based on theories of different researchers (e.g. De Vito's (2005), Duncan (1972), Wongbiasaj and Freeouf (2004:4) and Wardhaugh (1985). For instance, upon encountering *"mm"* in either discourse under study, the researcher should recognize that it provide 'continuers' which acknowledge the respondent's turns. Thus, by saying "mm" a speaker can admit their turn as transition-relevant points. In addition, since the dialogues of EFL discourse mainly focused on the business context, they could probably lead to some particular tendencies evident in this study, all of which may give rise to the bias kind of results.

Second, it is not an easy task to select materials which represent authentic discourse. This is partly because a variety of authentic materials are available, including films, drama texts, novels or cartoon books. However, what could be the most appropriate materials should be based on students' interest and language proficiency. Eventually, the researcher decided to use the Walt Disney's cartoon book because lots of students felt interested in it, and each story is not too long, with uncomplicated sentence structures. The collection of this cartoon books are also easily

accessible in any library or bookstore. Most importantly, short stories or novels are promoted as a good supplementary text for Polytechnic school.

Finally, since the researcher is not a native speaker of English, recognizing some conversational features in data extracts could be problematic. Take for example, when analyzing *"thank you"* as one of the strategies of closing conversation, it was at first quite difficult to classify it into groups since it seems possible to put it into either the Reflect Back strategy or the Desire to End the Conversation Directly. To deal with this problem, the researcher had to consult a couple native speakers for a better decision, and doing so prolonged the analyzing process if compared to other types of data collection and analysis. However, to ensure the study's reliability, the consultation with the native speakers of English could not be avoided.

## 6.4 Recommendation

Teachers ought to be well aware of the nature of conversational management in the language classroom. They also have to become a competent conversational management analyst and select appropriate supplementary materials such as TV soap operas, films or cartoon books which are probably more authentic than textbook dialogues. This can help students be successful in grasping the concept of natural conversation. Also importantly, publishers may consider emphasizing the role of conversational management in material or textbook development. One should keep in mind that if the aim of a syllabus for language study is to encourage students to communicate in real-life, the conversational management theory should be promoted as part of the natural conversational skills. Accordingly, the study of conversational management should be one of the main components promoted in EFL textbooks and language classrooms. Finally, when analyzing dialogues of the EFL texts, a large number of dialogues in various contexts need to be taken into account, which will ensure a higher degree of reliability and accuracy of the findings.

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# APPENDICES

# APPENDIX A

**The dialogues from EFL textbook**

### Dialogue 1

**Situation: Two colleagues are talking about an acquaintance.**

**A:**  Guess, Max, who I met at the book exhibition yesterday?

**B:**  Someone I know well?

**A:**  That's right. I met George Barnard, a good friend of yours.

**B:**  What is he doing now? Is he still working for NTC?

**A:**  No, he works at Multi-Tech-a computer graphic company.

**B:**  Thanks

### Dialogue 2

**Situation: In an office**

**A:**  Hi, you must be our new training manager.

**B:**  Yes, that's right.

**A:**  I'm Ursular Cady, I'm in the Personnel Department. And you're here for the meeting?

**B:**  Uh huh, have you seen the agenda for the meeting?

**A:**  Yes, it looks like we've got lots of points to cover and you've been here about a week now, I suppose.

**B:**  Yes, that's right, How long have you been here?

**A:**  About 2 years now.

### Dialogue 3

**Situation: On the phone**

**Assistant:** Mrs. Addison?  Ms. Baker asked me to tell you that she won't be able to make it Monday morning.

**Boss:**  Is there anything wrong?

**Assistant:** I've no idea, well, she'll tell you about it by herself this afternoon.

**Boss:**  That's fine, oh! By the way, is Mr. Benson around?

**Assistant:** Yes, he is with the sales manager here.

**Boss:**  Thanks.

**Dialogue 4**

**Situation: In an office**

| | |
|---|---|
| **Boss:** | Debby, I'd like you to send and e-mail to Mr. Walton. |
| **Secretary:** | Certainly, sir. |
| **Boss:** | Ok ready? "Dear Bill... It was good to speak to you. I just wanted to check the details of our. Arrangements for next week. |
| **Secretary:** | Slow down, please. Um....Arrangements for next week..... Let me just read the last sentence to see if I got it right...so, we're meeting on Thursday 21 at 10:30 meeting room. |
| **Boss:** | Perfect! |

**Dialogue 5**

**Situation: Two friends are talking about food**

| | |
|---|---|
| **A:** | How long have you been in Thailand? |
| **B:** | About 6 months. |
| **A:** | Oh, long enough to know about good eating places here in Bangkok. |
| **B:** | I love eating out, here in Bangkok, there seem to be plenty of international restaurants-Chinese, Italian, French, Korean, and Japanese but not many in the small provinces I have visited. |
| **A:** | You're quite right, in the provinces people prefer casual restaurants and outdoor food stands better. |
| **B:** | I love out door food stands! They are unique! |

**Dialogue 6**

**Situation: On the phone**

| | |
|---|---|
| **Host:** | Well, I was thinking of fixing something up for you when you come for your holiday. If you like, we could do something together. |
| **Visitor:** | That would be lovely, what do you have in mind? |
| **Host:** | Well, we could see a concert or a play-go to a show of some kind? |
| **Visitor:** | Yes, that perfect. Bye. |

## Dialogue 7

**Situation: On the phone**

| | |
|---|---|
| **Receiver:** | Diethelm Travel, Miss Jones' assistant speaking. |
| **Caller:** | I'm Mrs. Tina Evans' secretary, our president wants to have dinner with Miss Jones during her stay in Phuket. |
| **Receiver:** | Right............. |
| **Caller:** | When would be convenient for her? |
| **Receiver:** | Let me check her schedule and I'll phone you back. |
| **Caller:** | Thanks. Please phone me at 02-857-6633 ext. 1266. I'm Angela Brown. |

## Dialogue 8

**Situation: In a department store**

| | |
|---|---|
| **Receptionist:** | Good afternoon. Can I help you, madam? |
| **Woman:** | Yes, there's been a mistake. I settled my account last week and you've just sent me another. |
| **Receptionist:** | Oh, I'll just have a look. |
| **Woman:** | It's not good, it's the third time this has happened. I want to speak to the manager, please. |
| **Receptionist:** | I'm sorry, The manager is not in now. |
| **Woman:** | Miss! This is very serious. I can't wait! |

## Dialogue 9

**Situation: Two colleagues are talking about messages.**

| | |
|---|---|
| **A:** | Hi, Tony. How was your trip? |
| **B:** | Excellent! I forget to bring photos. I'll bring them tomorrow. |
| **A:** | Here are your messages, should I run through them? |
| **B:** | Yes, go ahead. |
| **A:** | Well, Miss Ann called. She said she wouldn't be in until Thursday. |
| **B:** | Thanks for your help. |

**Dialogue 10**

**Situation: At an interview**

**Interviewer**: Can I ask you, then-what is your job?

**Interviewee**: I'm a cash manager at one of the big insurance companies.

**Interviewer**: I see and what does that involve?

**Interviewee**: I'm responsible for all foreign cash we receive and all cash we pay out.
And, I'm also taking care of the foreign exchange business.

**Interviewer**: Mm. I see.....

# APPENDIX B

# The dialogues from Walt Disney's cartoon books

**Dialogue 1 (Goofy the Gardener Make Up His Mind)**

**Situation: Mickey stopped to say hello with Goofy.**

**Mickey:**      What a hot day!

**Goofy:**      Whew! It sure is hot.

**Mickey:**      It is too hot to be planting trees. You should find an easier job.

**Goofy:**      Hmm…, an easier job, maybe I am working too hard.

**Mickey:**      Go to the supermarket tomorrow, the store owner needs help.

**Goofy:**      Okay, Working in a supermarket sounds easier.

**Dialogue 2 (Christmas in the Country)**

**Situation: Donald's family goes to Grandma's house.**

**Grandma:**      Hello, hello! I'm so glade to see you. It never through you'd make it

through the snow! Why, my goodness, if it isn't Scrooge McDuck!

Merry Christmas!

Come in and have some hot cocoa, you must be frozen!

**The boys:**      What a wonderful meal!

**Grandma:**      Merry Christmas to you!

**The boys:**      Hooray… for Grandma!

**Grandma:**      Thank you, And Merry Christmas to you!

**Dialogue 3 (Goofy the Gardener Makes Up His Mind)**

**Situation: Goofy finished his work. It was very late. He was so tired he could**

**barely walk!**

**Clarabelle:**  What's the matter, Goofy?

Come in for a cup of tea and tell me all about it.

**Goofy:**      Yes,…….
**Clarabelle:** Hmm…, it sounds like very hard work to me.

May be I can find you an easier job.

Umm…., okay…. a house painter needs a helper.

That will be an easy job for you.

**Goofy:**      Thanks, Clarabelle. You are a real friend.

### Dialogue 4 (Chip and Dale's New Home)

**Situation: Chip and Dale moved in their house**

| | |
|---|---|
| **Chip:** | At last we are back in our home sweet home. |
| **Dale:** | And… doesn't everything look nice? |
| **Chip:** | I think……. the wood from the shed will make a fine spaceship. |
| **Dale:** | Oh, no! Here we go again! |

### Dialogue 5 (Alice in wonderland)

**Situation: Alice met a big blue caterpillar.**

| | |
|---|---|
| **Caterpillar:** | Who are you? |
| **Alice:** | I hardly know, sir. |
| **Caterpillar:** | I've changed my size so many times! Here's a tip. One side will make you larger; the other side will make you smaller. |
| **Alice:** | Other side of what? |
| **Caterpillar:** | The mushroom, of course! |

### Dialogue 6 (Alice in wonderland)

**Situation: Alice met a Cheshire cat.**

| | |
|---|---|
| **Alice:** | Why you're a cat! |
| **A cat:** | A Cheshire cat. |
| **Alice:** | I'm looking for the White Rabbit. Where should I go? |
| **A cat:** | Where do you want to go? |
| **Alice:** | Well, I don't know. |
| **A cat:** | Then it doesn't matter! If I were looking for a rabbit, I'd stand on my head! You could ask the March Hare. I'd ask the Mad Hatter. He really is mad, but most everyone here is! As you can see, even I'm not all there! |

### Dialogue 7 (Alice in wonderland)

**Situation: Alice walked to the Mad Hatter's house.**

| | |
|---|---|
| **The Mad Hatter:** | You can't sit! It's rude. |
| **Alice:** | I'm sorry, but I liked your singing. |
| **The Mad Hatter:** | You did? Really? Then you must join us! Yes, join our un-birthday party. |
| **Alice:** | Un-birthday party. |
| **The Mad Hatter:** | Yes, there are 365 days in a year. You have one birthday and 364 un-birthdays! |
| **Alice:** | I see. |

### Dialogue 8 (Pocacontas)

**Situation: Pocacontas talk to the Grandmother Willow.**

| | |
|---|---|
| **Pocacontas:** | My father wants me to marry Kocoum. But Kocoum is such a serious Warrior. What should I do? |
| **Grandmother Willow:** | You must follow your own path. |
| **Pocacontas:** | But how will I find my path? |
| **Grandmother Willow:** | You must listen with your hearth. |

### Dialogue 9 (Mulan)

**Situation: Mulan talk to little dragon.**

| | |
|---|---|
| **Mulan:** | We have to do something! Are we in this together or not? |
| **Little dragon:** | Yeah! Let's go kick some Hunny buns! |
| **Mulan:** | OK…….Ready. Mushu? |
| **Little dragon:** | I'm ready, baby! |

### Dialogue 10 (Donald Duck's birthday surprise)

**Situation: Donald walked into his dark house.**

| | |
|---|---|
| **Grandmother Duck:** | SURPRISE……Donald! |
| **Donald:** | You remembered! |
| **Grandmother Duck:** | Happy birthday, Donald! Come and open your presents. Blow out the candles on your cake, first, I have been baking all day! Oh, Donald I made you a shirt. |
| **Donald:** | Thanks, Grandmother. I love the color blue! |

**APPENDIX C**

**The Examples of Analysis of EFL textbook**

**Dialogues**
**Situation: In an office**

| | |
|---|---|
| **Boss:** | Debby, I'd like you to send and e-mail to Mr. Walton. |
| **Secretary:** | Certainly, sir. |
| **Boss:** | Ok ready? "Dear Bill… It was good to speak to you. |
| | I just wanted to check the details of our. Arrangements for next week. |
| **Secretary:** | Slow down, please. Um….Arrangements for next week..... |
| **Boss:** | Sorry. Can I continue? So, we're meeting on Thursday 21 at 10:30 |
| | a.m., meeting room. That's it. |
| **Secretary:** | Let me just read the last sentence to see if I got it right…so, we're |
| | meeting on Thursday 21 at 10:30 meeting room. |
| **Boss:** | Perfect! |

**Table 1** Initiating conversation

| **Number of dialogues** | **Initiating Conversations** | | | |
|---|---|---|---|---|
| | Self reference | Other reference | Rational reference | Context reference |
| 1. **Boss:**Debby, I'd like you to send and e-mail to Mr. Walton. | - | / | - | - |

**Table 2** Maintaining conversation

| Number of dialogues | Speaker (Conversationalist) (B) | | | | | | Listener (Conversationalist) (A) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Turn-maintaining cues | Turn-yielding | | Backchanneling cues | Turn-requesting cues | | Turn-maintaining cues | Turn-yielding | | Backchanneling cues | Turn-requesting cues | |
| | | Backchannel | Substantive | | Buffer | Stutter starts | | Backchannel | Substantive | | Buffer | Stutter starts |
| 1. **Secretary:** Certainly, sir. | - | - | / | - | - | - | - | - | - | - | - | - |
| **Boss:** Ok ready? "Dear Bill… It was good to speak to you. I just wanted to check the details of our. Arrangements for next week. | - | - | - | - | - | - | /// | - | - | - | / | - |
| **Secretary:** Slow down, please. Um…. Arrangements for next week... | - | - | - | - | / | / | - | - | - | - | - | - |
| **Boss:** Sorry. Can I continue? So, we're meeting on Thursday 21 at 10:30 a.m., meeting room. That's it. | - | - | - | - | - | - | / | - | / | - | - | / |

**Table 2** Maintaining conversation (continued)

| Number of dialogues | Speaker (Conversationalist) (B) | | | | | | Listener (Conversationalist) (A) | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Turn-maintaining cues | Turn-yielding | | Backchanneling cues | Turn-requesting cues | | Turn-maintaining cues | Turn-yielding | | Backchanneling cues | Turn-requesting cues | |
| | | Backchannel | Substantive | | Buffer | Stutter starts | | Backchannel | Substantive | | Buffer | Stutter starts |
| **Secretary:** Let me just read the last sentence to see if I got it right…so, we're meeting on Thursday 21 at 10:30 meeting room. | / | - | / | - | / | - | - | - | - | - | - | - |

**Table 3** Closing conversation

| Number of dialogues | Closing Conversations | | | | | |
|---|---|---|---|---|---|---|
| | Reflect back | State the desire to end the conversation directly | Refer to future interaction | Ask for closure | State that you enjoyed the interaction interaction | Problem native courses |
| 1. **Boss:** Perfect! | - | - | - | - | / | - |

# APPENDIX D

**The Examples of Analysis of Walt Disney's cartoon book.**

**Dialogue 3 (Goofy the Gardener Makes Up His Mind)**

**Situation: Goofy finished his work. It was very late. He was so tired he could barely walk!**

**Clarabelle**: What's the matter, Goofy?

Come in for a cup of tea and tell me all about it.

**Goofy**: Yes,.......

**Clarabelle**: Hmm..., it sounds like very hard work to me.

May be I can find you an easier job.

Umm...., okay.... a house painter needs a helper.

That will be an easy job for you.

**Goofy**: Thanks, Clarabelle. You are a real friend.

**Table 1** Initiating conversation

| | Initiating Conversations | | | |
|---|---|---|---|---|
| **Number of dialogues** | **Self reference** | **Other reference** | **Rational reference** | **Context reference** |
| 1. **Clarabelle**: What's the matter, Goofy? Come in for a cup of tea and tell me all about it. | - | / | - | - |

**Table 2**  Maintaining conversation

| Number of dialogues | Speaker (Conversationalist) (B) | | | | | | Listener (Conversationalist) (A) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Turn-maintaining cues | Turn-yielding | | Backchanneling cues | Turn-requesting cues | | Turn-maintaining cues | Turn-yielding | | Backchanneling cues | Turn-requesting cues | |
| | | Backchannel | Substantive | | Buffer | Stutter starts | | Backchannel | Substantive | | Buffer | Stutter starts |
| 1. **Goofy**: Yes… | - | - | - | / | - | - | - | | - | - | - | - |
| **Clarabelle**: Hmm…, it sounds like very hard work to me. May be I can find you an easier job. Umm…., okay…. a house painter needs a helper. That will be an easy job for you. | - | - | - | - | - | - | //// | | / | - | / | - |

**Table 3** Closing conversation

| Number of dialogues | Closing Conversations | | | | | |
|---|---|---|---|---|---|---|
| | Reflect back | State the desire to end the conversation directly | Refer to future interaction | Ask for closure | State that you enjoyed the interaction interaction | Problem native courses |
| 1. **Goofy**: Thanks, Clarabelle. You are a real friend. | - | - | - | - | / | - |

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