



## Applying the Method of Conversational Analysis in Interpersonal Communication; Communication Analysis of Elementary School Student Dialogue

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### Extended Abstract

Dialogue as an important communication action, is one of the topics that has been less addressed in the field of communication science and most of the research has been done in the area of mass communication. Meanwhile, doing research in the field of human and interpersonal communication with a case-by-case perspective and a qualitative method that seeks to understand and describe a pure reality, is noteworthy in the field of communications science research. Therefore, in this research, we intend to study the class interactions in dialogical oriented sessions to clarify the structure, dimensions and components of the inquiry based dialogue. Conversation analysis studies the order/organization/orderliness of social actions, particularly those which are located in everyday interaction, in discursive practices, in the sayings/ tellings /doings of members of society. Therefore, one of the main results of conversational analysis is to identify this system with chain patterns, which builds structure upon oral behaviors during the interaction. The classroom conversational analysis shows that the overall structure of these conversations is forwarding, which means that when an idea is expressed in response to a question, participants are required to respond to an "agreement" or "opposition" to that idea. This reaction often leads to the correction and completion of the initial idea or clarification of it. People interconnect between the ideas proposed and say their inference from the discussion process. This kind of dialogue requires not only good intellectual stances, but also a commitment to results and rational orientation.

**Keywords:** conversational analysis, inquiry based dialogue, dialogue, interaction, elementary students

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## INTRODUCTION

Many of the threats and crises that mankind faces in the modern world is due to the habits of thinking and communication processes. One of the main issues in human knowledge and the most important factor creating the cognitive challenges is the inability of a person to think. The reason of contradiction, conflict and misunderstanding among people is that they do not respect one another as they deserve, they speak before learning good listening skills, and analyze the other. So, they make mental prejudices. Perhaps many think that conversation does not require special skills, but in fact it does. Dialogue requires special skills that are different from ordinary chats and talking. Dialogue skills are acquired and most of all should be created in educational system; the foundation of these skills must be derived from the early years of life.

## PURPOSE

This article is aimed to study the class interaction in dialogical inquiry of student to determine the structure, dimensions, and components of inquiry based dialogue. This article is also intended to explain the method of conversation analysis as a micro approach in the methodology of communication analysis and how it is used for classroom dialogue.

## METHODOLOGY

This research was conducted based on the conversational analysis method. Conversation analysis (CA) is an approach to the study of social interaction, embracing both verbal and non-verbal conducts, in situations of everyday life. CA began with a focus on casual conversation. Conversational analysis begins by setting up a problem connected with a preliminary hypothesis. The data used in CA is in the form of video or audio-recorded conversations, collected with or without researchers' involvement, typically from a video camera or other recording device in the room where the conversation takes place. The researchers construct a detailed transcription from the recording, ideally with no details left out. After transcription, the researchers perform inductive data-driven analysis aiming to find recurring patterns of interaction. Based on the analysis, the researchers develop a rule or model to explain the occurrence of the patterns, enhancing, modifying or replacing the initial hypothesis, so that in this research the discussions of the fourth and fifth grade children's thinking classes were implemented in order to describe the verbal interactions of students.

## RESULT

Considering the student's conversations, the structure of these dialogues includes the following steps:

1) Asking question; 2) Extracting views and comments; 3) Explaining and clarifying the comments; 4) Helping people express their opinions; 5) Offering or requesting reason; 6) Checking the correctness or inaccuracy of the arguments; 7) Interpreting of the views expressed; 8) Searching for agreement; 9) Searching for new hypotheses; 10) Reviewing other assumptions; 11) Providing clues and possible procedures for the convergence and divergence of the hypotheses discussed; 12) Matching the discussion and categorizing ideas; 13) Promoting conversation to a higher level than the basics.

### CONCLUSION

The analysis of children's dialogues show that the overall structure of these dialogues is conducive, which means that when an idea is expressed in response to a question, participants are required to respond to an "agreement" or "opposition" to that idea. This reaction often leads to the correction and completion of the initial idea or clarification of it. In the next step, the second idea is expressed and again leads to these reactions. When individuals interconnect the ideas raised and deduce themselves from the process of discussion, they actually advance the dialogue to a higher level than the general principles and provide the ground for a new question. A pre-determined shift mechanism, the presence of facilitator to determine the turning point, observance of rules and questioning are among the factors contributing to the advancement of these conversations. The facilitator guides the discussion process with questions that can be divided into seven categories: questions for seeking clarity and further explanation, questions for developing a discussion of hidden precepts, asking for reasons, evidence and causes, questions for linking, generalization and differentiation, a question for the discovery of implicit implications and consequences, and finally, a question for evaluating and reviewing which makes people to reflect about the whole of the inquiry.

### NOVELTY

Dialogue as an important communicative activity, is one of the topics that has been neglected in the field of communications science and most of the research has been done in the area of mass communication. Meanwhile, doing research in the field of human and interpersonal communication with a case-by-case perspective and a qualitative method in the field of communication science research is rare. Therefore, it is hoped that research on these issues with a qualitative perspective, can provide clear horizons to communication research and provide them with the opportunity to come forward in this field.



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