

Original article

Orality as a communicative competence in interaction scenarios among university students



La oralidad como competencia comunicativa en escenarios de interacción en estudiantes universitarios

A oralidade como competência comunicativa em cenários de interação entre estudantes universitários

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ABSTRACT

During the COVID-19 pandemic, lockdowns and physical distancing profoundly altered everyday communication dynamics. This research aimed to establish the importance of developing oral communication skills as a communicative competence in university students' interaction settings. A descriptive and exploratory qualitative methodology was used. Definitions from Conversation

Analysis and acoustic-prosodic analysis were combined with the use of Praat software and ToBi notation for transcribing ten-minute telephone conversations. The recordings were presented in a structured manner, using enumerations that indicated the conversational entries of the speakers. This allowed for the identification of turn-taking, intonation, pause markers, and the presence of elongations, as overlapping speech contributes to effective and fluent communication. The study concludes that its findings contribute to media literacy by developing oral communication skills in interaction settings. This study promotes oral communication, as it encourages active listening, communicative competence, courtesy, and media literacy to strengthen the dynamics of conversation analysis.

Keywords: competition; scenarios; students; interaction; orality.

RESUMEN

Durante la pandemia de COVID-19, el confinamiento y el distanciamiento físico modificaron profundamente las dinámicas comunicativas cotidianas. La investigación tuvo como objetivo fundamentar la importancia del desarrollo de la oralidad como competencia comunicativa en escenarios de interacción en estudiantes universitarios. Para ello, se utilizó una metodología cualitativa de tipo descriptiva y exploratoria. Se articulan definiciones del Análisis de la Conversación y del análisis acústico-prosódico con el uso del software Praat y la notación ToBi para la transcripción telefónica de diez minutos. La grabación se presenta de forma estructurada, por medio de enumeraciones que indican las entradas conversacionales de las interlocutoras; esto permitió identificar los turnos, la entonación, las marcas de las pausas, la presencia de alargamientos, ya que los solapamientos contribuyen a una fluidez comunicativa y efectiva. Se concluye que los hallazgos de este estudio contribuyen a la educomunicación, al desarrollar competencias comunicativas en la oralidad en escenarios de interacción. Este estudio favorece la comunicación oral, ya que promueven la escucha activa, la competencia comunicativa, la cortesía y la educomunicación para fortalecer la dinámica del análisis de la conversación.

Palabras clave: competencia; escenarios; estudiantes; interacción; oralidad.

RESUMO

Durante a pandemia de COVID-19, os confinamentos e o distanciamento físico alteraram profundamente a dinâmica da comunicação cotidiana. Esta pesquisa teve como objetivo estabelecer a importância do desenvolvimento de habilidades de comunicação oral como uma competência comunicativa em contextos de interação entre estudantes universitários. Foi utilizada uma metodologia qualitativa descritiva e exploratória. Definições da Análise da Conversação e da análise acústico-prosódica foram combinadas com o uso do software Praat e da notação ToBi para a transcrição de conversas telefônicas de dez minutos. A gravação é apresentada de forma estruturada, por meio de enumerações que indicam as entradas conversacionais dos falantes; isso permitiu a identificação da alternância de turnos, entonação, marcadores de pausa e a presença de prolongamentos, visto que a sobreposição contribui para uma comunicação eficaz e fluente. Os resultados deste estudo contribuem para a alfabetização midiática, desenvolvendo habilidades de comunicação oral em contextos de interação. Este estudo promove a comunicação oral, pois incentiva a escuta ativa, a competência comunicativa, a cortesia e a alfabetização midiática para fortalecer a dinâmica da análise da conversação.

Palavras-chave: competição; cenários; estudantes; interação; oralidade.

INTRODUCTION

The lockdown and physical distancing measures implemented due to COVID-19 altered interaction dynamics. In this context, phone calls regained prominence as synchronous forms of interpersonal interaction. This communicative shift highlighted the importance of understanding prosodic resources that underpin oral communication in the absence of visual and gestural components. This absence gave prosody (intonation, pauses, rhythm, and intensity) a significant role in spontaneous conversation. In this sense, the voice offers a privileged space to explore how speakers negotiate turns, express emotions, maintain the flow of exchange, and construct collective meaning. These processes not only shape verbal interaction but also have key implications in fields such as media literacy, language teaching, and the development of communicative competence in hybrid environments.

The study of orality through Conversation Analysis (CA), proposed by Sacks *et al.* (1974), has allowed us to understand that speech involves not only articulating sounds, but also constructing sounds with collaborative meaning. In conversation, intonation, pauses, overlapping speech, and turn-taking materialize processes of mutual understanding, politeness, and other factors. This perspective aligns with current educational practice, as it conceives of oral communication as a formative practice aimed at developing communicative competence (Cassany *et al.*, 2017). For this reason, it is important that Higher Education integrate conversational analysis and prosodic aspects into the classroom because they constitute a valuable pedagogical tool for interaction; that is, the mechanisms of spontaneous speech become resources for teaching listening, argumentation, speech regulation, and building affective and collaborative relationships (Hernández, 2022; Ospina *et al.*, 2025; Crovi, 2024). Therefore, the articulation between prosody and media literacy offers an innovation to train critical students with an empathetic sense.

1. Conversation analysis

The work of Sacks *et al.* (1974) identified an underlying structure in everyday interactions. Using real-life recordings, this socio-conversational approach demonstrated that conversation is organized by turn-taking rules, sequential preference, and repair mechanisms, which operate systematically. These observations solidified conversational analysis (CA) as a fundamental tool for studying speech in interaction. Furthermore, Calsamiglia and Tusón (1999) contributed to the development of CA in the Hispanic world, highlighting the structured and dynamic nature of conversation, even in seemingly chaotic situations. The notion of turn-building unit (TBU), along with appropriate transition places (ATPs) and adjacency pairs, allows for a precise description of how speech is produced, negotiated, and distributed among interlocutors. In addition, the concept of sequential preference (Pomerantz & Heritage, 2013) explains the tendency to give socially expected responses (e.g., accepting an invitation).

From a phonetic-prosodic perspective, research such as that by Estebas and Prieto (2008) has systematized the use of the ToBI system for intonational labeling of Spanish, facilitating the melodic analysis of spontaneous conversation. This model allows for the identification of high (H), mid (M), and low (L) tones, as well as monotonic and bitonal accents, directly linking prosody to discursive and pragmatic functions. Likewise, the work of Raymond and Olguín (2022) expands the scope of prosody analysis in institutional, medical, and legal contexts, demonstrating its analytical potential

beyond everyday conversation. Within this framework, prosody is not merely an aesthetic dimension of speech, but rather constitutes a key structuring resource in interaction.

Finally, integrating acoustic analysis using Praat allows for the objective detection of phenomena imperceptible to the human ear, such as vowel lengthening or subtle melodic variations. This complementary approach strengthens the observation and analysis of prosodic and educational mechanisms that directly influence turn-taking, emphasis marking, disagreement management, and the expression of emotions.

2. Analysis of conversation in the educational field

2.1 Orality as a communicative competence in Higher Education

Orality, in the communicative context, is defined as a fundamental competence that articulates linguistic knowledge, as well as interactive and social knowledge (Cassany, 2017). In the context of university education, this competence acquires importance not only as a means of academic expression, but also as a reflective practice, since it fosters knowledge construction and meaningful interaction among speakers (Hernández, 2022). Therefore, developing oral communication skills generates argumentative capacity, as well as active listening and the ability to adapt to socio-communicative contexts. Thus, research on university orality (Ochoa, 2022; Ospina *et al.*, 2025) highlights the priority of strengthening discursive skills as part of the graduate profile and academic literacy in the university context.

2.2 Prosody as an expressive and affective component of educational communication

Prosody—intonation, pauses, rhythm, and duration—not only serves a structuring function in conversation (Couper- Kuhlen, 2004), but also a pedagogical and socio-emotional function in teaching and learning processes. For example, in teacher-student communication and interaction, prosodic modulation allows for the transmission of authority in discourse and, above all, clarity and empathy. These elements create an assertive environment for communication and discourse comprehension, both in non-face-to-face settings, such as telephone conversations or those conducted virtually. Therefore, prosody becomes a key resource for maintaining affective connection and compensating for the absence of gestures (Ochoa & Cárdenas, 2021).

This expressive dimension is linked to emotional education: tone, pause and inflection imply the development of empathy and cooperative attitudes in educational communication, which benefits the communicative environment by making it assertive (Fragoso, 2022).

2.3 Educommunication and development of oral competence

Media literacy is a link between education and communication; that is, it seeks to develop individuals with critical and reflective thinking skills and the ability to interact in different socio-communicative contexts. From this perspective, prosodic-conversational analysis describes linguistic phenomena and also constitutes a pedagogical tool that promotes discursive self-awareness and communicative learning in speaker interaction (Crovi, 2024). On the other hand, López *et al.* (2022) addresses the effects of changes in communicative interaction on university education during lockdown. She also highlights the need to strengthen pedagogical strategies that integrate communicative and affective dimensions to support learning in virtual contexts.

This study falls within this interdisciplinary line of inquiry, combining acoustic analysis with phonetic-acoustic tools to deepen our understanding of the linguistic resources at work in spontaneous speech, especially in contexts of high emotional and communicative intensity, such as those generated by the pandemic. Furthermore, in the educational field, acoustic analysis reveals how verbal interaction fosters or limits participation. Consequently, we will analyze orality and prosody as expressive and affective components within the educational context.

MATERIALS AND METHODS

This study adopts a qualitative, descriptive, and exploratory approach, aimed at understanding the linguistic and prosodic mechanisms involved in mediated oral interaction. The corpus analyzed consists of a spontaneous telephone conversation of approximately ten minutes between two Peruvian university students, in the context of the COVID-19 pandemic lockdown.

The research at the AC was conducted in three parts: recording, transcription, and analysis. First, a 10-minute spontaneous audio recording was made between two friends. Second, the conversation was transcribed, taking into account the conventions of symbols. This point is relevant, since at times the transcription can become phonetic in nature, depending on the observed phenomenon. Furthermore, the perception of the sounds is important for the action to be organized and precise. Finally, representative fragments were selected to identify linguistic phenomena (turn-building units,

adjacent pairs, turn-selection mechanisms) and prosodic phenomena (intonation, pauses, prolongations); this is essential for conversational analysis. Additionally, the entire audio was listened to and transcribed carefully, not just once, but several times to become familiar with the speakers' voices.

Praat program was used to demonstrate, through spectrograms, the linguistic processes involved in the conversation analysis. These processes were identified, segmented, and labeled according to the nature of the phenomenon. Spectrograms of selected fragments, chosen for their structural or emotional relevance, were also examined, and the ToBI notation system (Estebas & Prieto, 2008) was applied to encode intonational patterns characteristic of Spanish.

The methodological triangulation between prosody, conversational and educational analysis made it possible not only to identify how turns are organized, but also how prosody facilitates the regulation of interaction, emotional expression and the maintenance of interpersonal connection in a conversation without eye contact.

RESULTS

Phenomena were identified and classified according to their function in the sequential and prosodic organization of telephone conversation: turn-building units (TBUs), appropriate transition places (ATPs), turn-selection mechanisms, overlaps, and adjacency pairs. Each phenomenon was exemplified using relevant fragments from the corpus and, where appropriate, accompanied by acoustic representations extracted from Praat.

3. UCT Classes

3.1 Prosodic completion (Table 1)

Table 1. Example 1

6	B	Hola↓ María↓ ¿qué tAL?↑
7	A	hoLA↑ ¿cóm(o) estAS?↑ a los- a los tiempos que:: te acuerdas de::

In this example, B (line 6) exhibits a rising intonation followed by a medium pause; that is, this prosodic completion allows the turn to be projected as finished. The final intonation inflection is a

first prosodic feature that indicates the completion of a UCT. At the end of B's turn, we find a LAT, because it allows the intervention of speaker A (Figure 1).

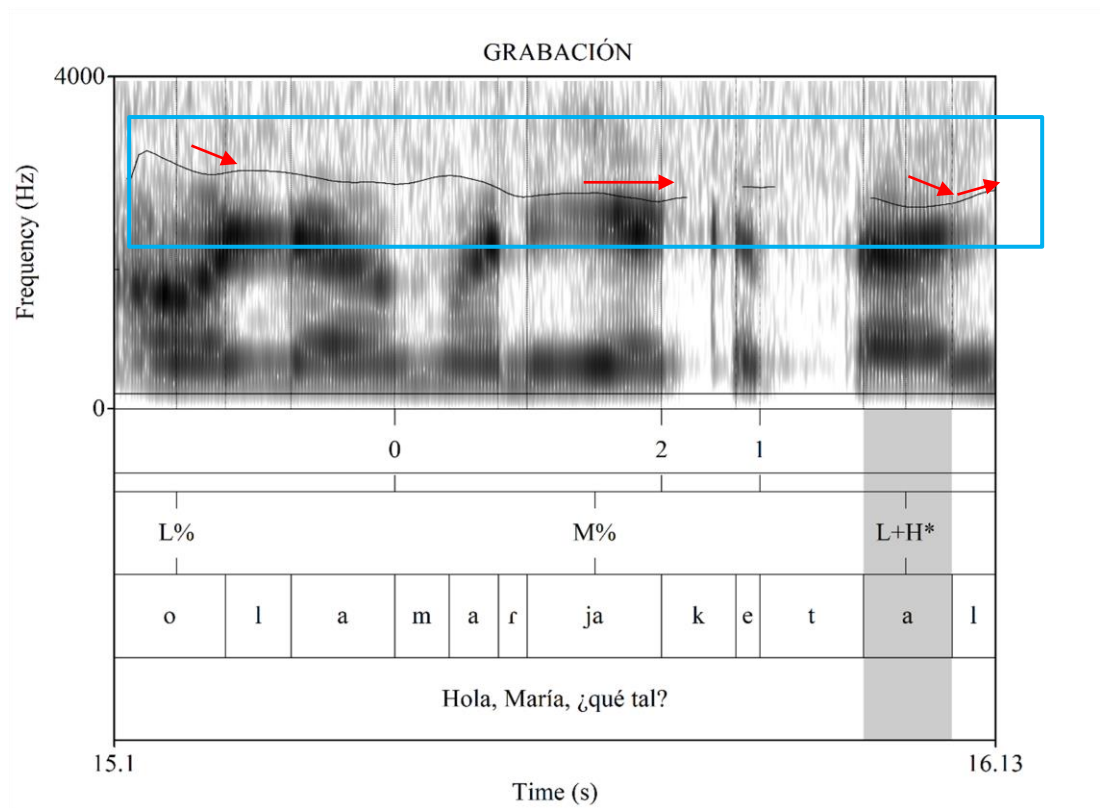


Figure 1. Prosodic completion of line 6

In excerpt one, it is demonstrated how falling intonation and pauses allow for the identification of turn-taking. Furthermore, analyzing these patterns in university students fosters empathy in conversation, which in turn promotes the development of assertive communication.

3.1.2 Syntactic completion (Table 2)

Table 2. Example 1

199	A	me fui- [risas] me fui u::n full day a:: a Lunahuaná
200	B	Uy al sur
201	A	> sí:: sí sí sí< me fui por allá y hice este:: lo que era el canoTAje

In line 199, A ends their turn with a prepositional phrase; but before this, a medium pause is evident: "|| a Lunahuaná". After this, B takes their turn in line 200 and first utters an interjection of surprise, "Uy" and then adds a prepositional phrase, "al sur". They are stating that this place is to the south (a place located south of Lima where canoeing is practiced as a sport). And in line 201, A first reaffirms what B said with ">sí:: sí sí sí<" and ends their turn with a subordinate clause, "... lo que era el canoTAje", where there is emphasis on the third syllable. Here, another LAT (Latin American Spanish) occurs.

Consequently, the linguistic mechanisms employed in these cases are rising and falling intonation, pauses, and prepositional phrases at the end of the interlocutor's turn. These mechanisms allow us to understand how the speaker communicates with the interlocutor and what their role is in the conversation; because the UCT (Uniform Communication Technique) gives order to these spontaneous conversations.

3.1.3 Appropriate Transition Location (ATL)

LAT stands for Place Appropriate for Transition. That is, it is the boundary where most exchanges take place. This boundary coincides not only with prosodic units, since they allow us to predict a point of termination and anticipate the arrival of a LAT, but also with syntactic units; however, this is not a reliable criterion because it varies according to phrase position and prosody. Ultimately, the LAT is located through prosodic, pragmatic, and syntactic features.

3.1.3.1 LAT using prosodic features (Table 3)

Table 3. Example 1

17	A	(no) te preocupes tenemos todo el tiempo↓
18	B	ya (e)l tiempo es oro dicen

In line 17 (Figure 2), A tells B that they have all the time in the world to talk about what they did during the pandemic. Furthermore, at the end of A's turn, two prosodic features are present: first, a falling tone followed by a pause, a characteristic example of a neutral declarative sentence [L*L%]. This is the appropriate place for the transition (LAT) because it is the moment for B to speak.

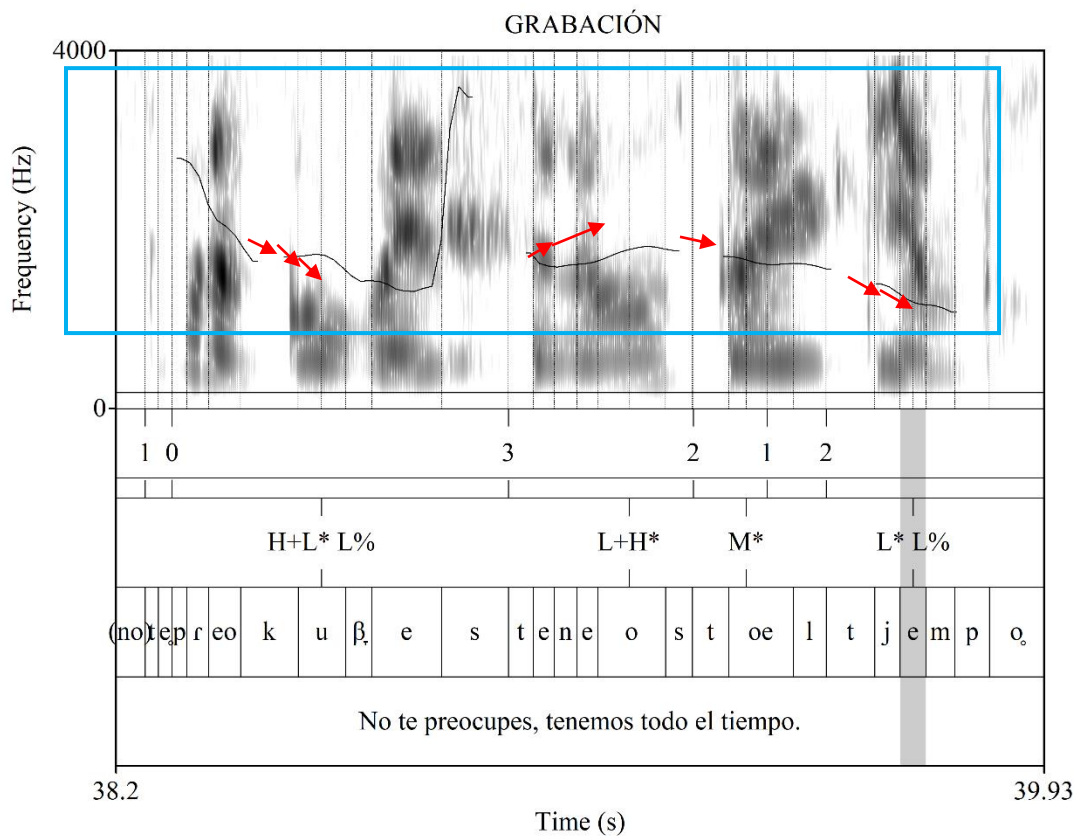


Figure 2. Prosodic completion of line 17

The quoted passage demonstrates how prosody acts as a pedagogical tool, because it teaches students not only to listen actively, but also to respect turn-taking in conversations with their peers. This awareness of the prosodic organization of speech strengthens oral communication and empathy, an important skill in both professional and educational settings.

3.1.3.2 LAT through question and prosodic feature (Table 4)

Table 4. Example 1

46	A	oye no fue FEO pero ¿te- te- te contagiaste? ¿tuviste la mala suerte de contagiarte?
47	B	Uhm: yo te diría que no se si fue↑ eso nunca me hice la prueba↓
48	A	¿ya?

In line 46, A asks B if he contracted COVID-19. Here, the question marks a LAT (Latin American Transcript), since B responds that he is not certain he had the virus; then he mentions "|| nunca me hice la prueba↓ ||", ending with a syntactic structure (sentence), followed by a falling tone and a medium pause. These prosodic features and syntactic structure allow us to identify a LAT so that A can then speak (line 48).

In the university setting, interrogative intonation and pauses function as important resources in dialogue. Identifying these features helps students recognize when to intervene, how to maintain communication without interrupting, and how to formulate questions. Mastery of LATs (Latin American Traits) and interrogative intonation strengthens students' oral communication skills and empathy, key elements for academic and educational interaction (Table 5).

Table 5. Example 2

147	A	=¿San Diego? ah↑ y están cerca a un río ¿c(r)eo? ↑
148	B	ay↑ Dios po(r) qué siempre (lo) representan así↓ [risas]
149	A	[risas] hh ¿le atiné?

In line 147 (Figure 3), A wants to confirm whether B lives in San Diego, an area far from downtown Lima located on the riverbank. A asks, using a propositional verb with a rising tone, "¿c(r)eo? ↑" because A isn't sure if the place is near a river, as that's the only reference point A has for the location. The question takes on a tone similar to that of a surprised interrogative [L+H* HH*]. Once A finishes with a falling tone, a LAT (Lateral Interrogative) occurs, providing an opportune moment for B to intervene (line 148) with an interjection ↑of pain, "Oh God," which B reinforces by wondering why people always portray him that way. B ends with a falling tone, and the laughter at the end of his turn demonstrates that he has to accept that this will always be the case when talking about where he lives. Here, another LAT occurs, allowing A to intervene.

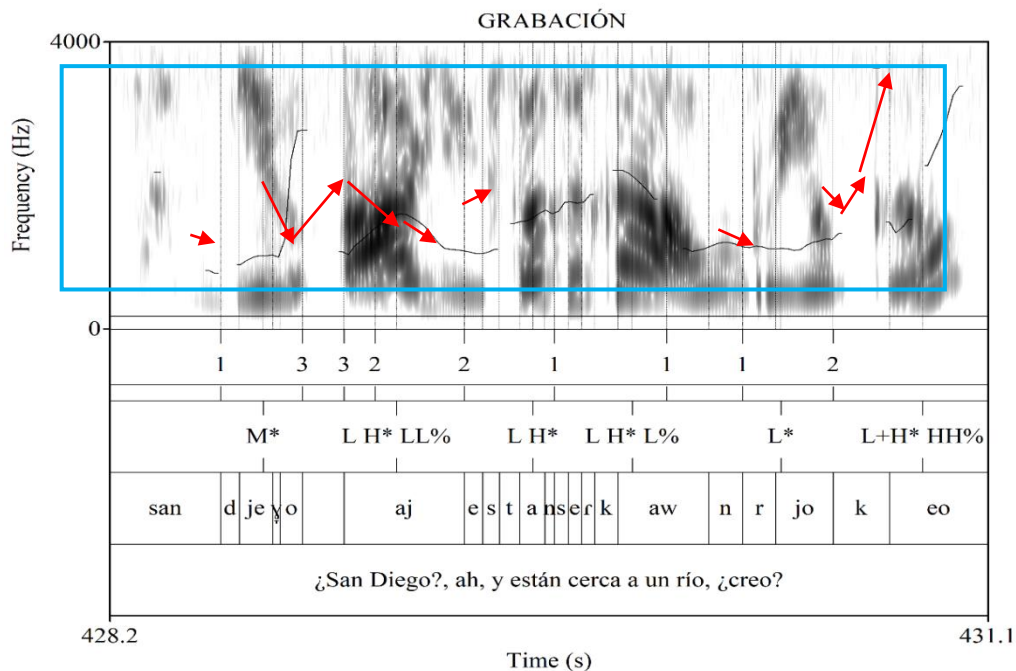


Figure 3. Prosodic completion of line 147

Therefore, the linguistic mechanisms for identifying a LAT are not only prosodic features; the syntactic and prosodic complex are resources that allow the speaker and the receiver to interact in the construction of speech turns.

In an educational context, this excerpt reflects how interrogative prosody facilitates empathetic and collaborative communication. The use of rising intonation and interjections enables the expression of interest, courtesy, and rapport—fundamental elements in university dialogue. Analyzing these exchanges, focusing on how the voice conveys emotions and relationships of power or closeness, integrates the linguistic with the socio-emotional.

3.1.4 Shift selection mechanisms

According to Sacks et al. (1974), turn-taking in conversation occurs spontaneously and in an orderly fashion. Based on this observation, they postulated the existence of turn-taking rules. The first rule is that speaker A has the floor and selects B during their turn. This mechanism is called heteroselection. The second rule is that the person takes the floor; that is, they self-select. The third

rule is when there is neither heteroselection nor self-selection. A or B can claim the right to another turn and continue speaking (Table 6).

3.1.4.1 Self-selection and heteroselection

Table 6. Example 1

173	A	[>pero bueno pues<] ¿qué podemos hacer? sobrevivir [nomás] ante eso
174	B	si pues y ahora que también subió el pasa↑je:
175	A	el pasaje ha subido creo yo se supone que antes todo lo resolvía con una china no: como dicen [al cincuenta céntimos]

In line 173, there is an initial overlap with the previous line; however, A asks the question of how to deal with this virus and answers himself in the same turn, "sobrevivir...". In other words, he self-selects, then finishes speaking so that B can speak (line 174). In this case, there is heteroselection. In this turn, B responds with "yes, well" and then changes the subject in the same turn, stating that the fare has gone up. At the end of his turn, he produces a vowel lengthening (final syllable). This LAT allows B to intervene in line 175 (B self-selects, he is not designated by A as the next speaker).

In an educational context, this fragment implies a conversational dynamic of collaborative interaction. Self-selection demonstrates the speaker's ability to self-regulate their discourse, while other-selection reveals active and communicative listening. At the university level, oral communication develops strategies for balanced participation and respect for conversational turns. In this way, these strategies promote communicative competence and ethical discourse.

3.1.5 Overlap

Overlapping occurs when two speakers talk at the same time. This can happen at the beginning, during, or at the end of a turn (Table 7).

Table 7. Example 1

19	A	hh okey la [pande::]mia a ver
20	B	[uju]
21	B	uNO↑ fue lo peor que pudo haber llegado a nuestras vidas↓

In line 19, when A utters the word "pandemic," B (line 20) overlaps with B, who expresses their agreement to discuss the pandemic through the interjection "uju". This occurs during a UCT (Unique Conversation Time).

In an educational context, this overlap is an indicator of active listening and discursive empathy. Furthermore, teaching students to distinguish between interruptions and collaborative overlaps fosters learning, assertiveness, and conversational politeness (Table 8).

Table 8. Example 2

27	B	(he)si(d)o la persona menos activa↓ en [más de un año]
28	A	[ah, ¿sí::?]
29	A	[risas]
35	A	Cla::ro cla:ro [pero también aprendiste] pues ¿no? uno en la chamba siempre aprende
36	B	[sí::]

In line 28, B overlaps with A at the end of his UTC [more than a year] with the expression "[ah, ¿sí?]" . This overlap occurs not because A is finishing his shift, but because he expresses surprise that B has been without physical activity for more than a year due to the pandemic and laughs at the situation in line 29. Then another overlap occurs, since at the moment A asks B if he learned anything about his chamba (a Peruvian slang term meaning work). At that moment B answers yes (line 36).

In the educational field, this example shows how overlapping serves as an immediate feedback mechanism, fostering horizontal dialogue. This analysis will allow students to recognize that conversation creates a space for co-constructing meaning and understanding (Table 9).

3.1.6 Adjacent pairs

Table 9. Example of adjacency pair 1 (greeting-greeting)

6	B	Hola↓ María↓ ¿qué tAL?↑
7	A	hoLA↑ ¿cóm(o) estAS?↑ a los- a los tiempos que:: te acuerdas de::

In line 6, B greets A and she responds. Here the adjacent pair is the greeting and the system is preferred because B responds to A's greeting. Preferred response (Table 10).

Table 10. Example of adjacency pair 2 (non-preferred question-answer)

14	A	si oye↓ y CÓmo↑ te agarró a ti la pandemia↓
15	B	am::
16	B	¿por DÓNde↑ iniciamos? [risas]

In line 14, A asks B how they experienced the pandemic, emphasizing the first syllable of how (si oye↓ |y CÓmo↑ te agarró a ti la pandemia↓|), and after finishing their turn, waited for B to respond; however, B did not understand and replied with an interjection " am:: " and then took their turn again in line 16 and responded with another question. Given this situation, B's response is non-preferred or non-preferred answer.

DISCUSSION

This work employs two types of analysis (linguistic and educational). On the one hand, from a linguistic perspective, the analysis of the telephone conversation facilitated an understanding of the function of linguistic and prosodic mechanisms, such as intonation, pauses, prolongations, overlaps, and questioning, since these not only structure oral interaction but also reveal formative processes linked to communicative competence and discursive empathy. On the other hand, from an educational perspective, each turn-taking, pause, or intonation represents a space for communicative learning, where speakers or interlocutors develop their communicative skills during their university education, starting with active listening; in addition, they develop speech regulation, adapting to the other person, and above all, the emotional management of discourse.

The results indicate that this type of spontaneous conversation creates a relevant setting for the development of oral communicative competence; that is, how interlocutors demonstrate the ability to understand, construct, and negotiate meaning in real-life situations (Cassany *et al.*, 2017). Therefore, appropriate transition spaces (ATS) and turn-taking mechanisms showed that speakers manage the interaction while respecting the rhythm of the dialogue, anticipating the other person's turn, and modulating their participation through intonation and pauses. In this way, this type of practice, within a university setting, fosters communicative self-regulation and discourse ethics (Hernández, 2022; Ospina *et al.*, 2025).

Overlaps, rather than constituting ruptures, are interpreted as manifestations of emotional involvement and communicative synchrony. Therefore, this feature confirms what Watzlawick,

Beavin, and Jackson (1993) pointed out: in all human interaction, the relational component is as relevant as the content. Thus, empathic overlaps, vocal lengthening, or shared laughter function as markers of closeness and understanding between interlocutors. Consequently, from a pedagogical perspective, recognizing these signals helps students learn to distinguish between interruption and discursive accompaniment, fostering ethical and emotionally intelligent communication.

From the perspective of conversational and educational analysis, orality demonstrates that it cannot be taught or understood apart from its actual discursive processes. Consequently, the analyzed spontaneous conversation reveals that the prosodic and sequential mechanisms of speech are simultaneously linguistic and formative tools. Applying Conversation Analysis in university contexts fosters a pedagogy of dialogue based on active listening, cooperative turn-taking, and balanced emotional expression.

In cases of self-selection and other-selection, the analysis corroborates how interlocutors take turns, considering the initiative or whether the interlocutor's implicit invitation is evident. For example, when A asks a question and answers herself ("what can we do? | just survive that"), reflective self-selection is evident, materializing the thought aloud and symbolizing discursive self-regulation. A different situation is evident when B intervenes after a pause or a falling intonation; cooperative other-selection occurs, where the turn is implicitly ceded. Therefore, in both examples, the participants deploy dialogue management strategies that demonstrate their pragmatic competence and their understanding of interactional norms (Gosen *et al.*, 2025). Therefore, in the university classroom, analyzing these mechanisms allows students to recognize how meaning is negotiated and how turn-taking is linked to communicative ethics: knowing when to speak, when to be silent, and how to build an equitable interaction, depending on the communicative situation in which the interlocutors find themselves.

In summary, the results suggest that the study of prosody and conversational interaction not only describes the form of discourse but also teaches how to communicate effectively in different socio-communicative contexts. Therefore, promoting conversation analysis as a reflective practice in higher education implies recognizing that speaking, listening, and responding are ethical, cognitive, and affective acts that shape the holistic development of students in the 21st century.

The study demonstrates that spontaneous interaction is organized through systematic conversational mechanisms such as UCT, LAT, adjacent pairs, overlaps, and others. These mechanisms are closely

linked to prosodic resources such as pauses, prolongations, and intonation. Prosodic resources not only support fluency and cooperation in the exchange but also allow for the expression of affect and compensate for the lack of gestures in spoken language.

In turn-taking and speaker selection, three mechanisms described by Sacks *et al.* (1974) were identified: heteroselection, autoselection, and lack of selection. Most turns were organized through conversational cooperation strategies, with few conflicts or competitive interruptions. Prosody played a crucial role: vowel lengthening, rising inflections, and pauses facilitated the negotiation of speaking rights.

The corpus revealed predominantly cooperative overlaps; that is, overlaps not aimed at interrupting but at reinforcing or anticipating information. These occurred at the beginning or end of turns, and their detection was strengthened by acoustic analysis. In the spectrograms, overlaps were observed in the frequency bands of both speakers, which corroborated their simultaneity.

In summary, the methodological triangulation of AC, acoustic analysis (Praat), and prosodic analysis (ToBi) demonstrated that combining qualitative and phonetic tools adds precision to the analysis, since melodic nuances are not always aurally perceptible. This methodological contribution is a significant innovation for studies of orality in Spanish.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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