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Dedication

To Merrinell and Bill,
for their invaluable support in the final stages of this book.

And to Lori, Kanji, and Daniel,
for their laughter, inspiration, and friendship.

Series Editors' Preface

The TESOL Classroom Practice Series showcases state-of-the-art curricula, materials, tasks, and activities reflecting emerging trends in language education and in the roles of teachers, learners, and the English language itself. The series seeks to build localized theories of language learning and teaching based on students' and teachers' unique experiences in and out of the classroom.

This series captures the dynamics of 21st-century ESOL classrooms. It reflects major shifts in authority from teacher-centered practices to collaborative learner- and learning-centered environments. The series acknowledges the growing numbers of English speakers globally, celebrates locally relevant curricula and materials, and emphasizes the importance of multilingual and multicultural competencies—a primary goal in teaching English as an international language. Furthermore, the series takes into account contemporary technological developments that provide new opportunities for information exchange and social and transactional communications.

Each volume in the series focuses on a particular communicative skill, learning environment, or instructional goal. Chapters within each volume represent practices in English for general, academic, vocational, and specific purposes. Readers will find examples of carefully researched and tested practices designed for different student populations (from young learners to adults, from beginning to advanced) in diverse settings (from preK–12 to college and postgraduate, from local to global, from formal to informal). A variety of methodological choices are also represented, including individual and collaborative tasks and curricular as well as extracurricular projects. Most important, these volumes invite readers into the conversation that considers and so constructs ESOL classroom practices as complex entities. We are indebted to the authors, their colleagues, and their students for being a part of this conversation.

This volume offers teachers in the ESOL classroom some of the first published materials for guiding learners past grammar into authentic-sounding (conventional) utterances and sequences, replacing the scripted unnatural or stilted dialogue provided in textbooks. Teachers will find a range of pedagogical activities

Pragmatics: Teaching Natural Conversation

to put to immediate use in the classroom, as students learn turn-taking, initiations and responses for formal academic and informal conversation, thanking expressions, apologies, compliments and compliment responses, differences in complimenting behavior between men and women, opening and closing telephone conversations, and use of responders such as *oh*, *uh-huh/mm-hm*, and *yeah*.

Pragmatics: Teaching Natural Conversation, taken together with the previous volume, *Pragmatics: Teaching Speech Acts*, provides teachers with a comprehensive basis for the theoretically sound and pedagogically effective teaching of this important, but often neglected, area of language.

Maria Dantas-Whitney, Western Oregon University

Sarah Rilling, Kent State University

Lilia Savova, Indiana University of Pennsylvania

Transcription Conventions

SPELLING

Orthodox spelling is generally used throughout this volume in lieu of the “spoken representations” commonly used in conversation analysis–style transcripts, with a few high-frequency exceptions (e.g., *wanna* for *want to*; *Hawar yuh?* for *How are you?*).

PROSODIC FEATURES

These conversation analysis transcription conventions have been used throughout this volume to represent intonation and other prosodic features as follows:

At the end of a word, phrase, clause, or sentence

- | | |
|-----------------|--|
| ? | Rising intonation |
| . | Falling intonation |
| , | Nonfinal intonation (usually a slight rise) |
| | No punctuation at clause end indicates flat intonation (no pitch change) |
| < > | The talk between the brackets is spoken at a slower rate |
| > < | The talk between the brackets is spoken at a faster rate |
| lo::ng | Lengthening of the prior sound. Multiple colons may be used. The longer the elongation, the more colons that are used. |
| °soft° | The talk between the degree marks is spoken softly |
| LOUD | Capital letters indicate loud speech |
| <u>Emphasis</u> | Underlining indicates added stress or emphasis |

OTHER

- (?) or () Incomprehensible word or phrase
- (all right) The transcriber is not certain that he or she has heard the word or phrase correctly
- [Overlapping speech; bracket is placed at the point at which the overlap begins
 Example:
 J: We'll talk to you [tomorrow.
 M: [Okay.
- [[Simultaneous next-turn speaker startup talk
- = The utterance on one line continues without pause where the next = sign picks it up (latches)
- y- Hyphen after an initial sound indicates a cutoff
 Example:
 N: y- your mother is coming, right?
- hhh Audible out-breath or laughter (the more h's, the longer the out-breath or laughter)
- .hhh Audible in-breath (the more h's, the longer the in-breath)
- (.) Very brief silence ("micropause")
- (0.4) The length of a silence, in seconds (e.g., four-tenths of a second)
- ((lifts glass)) Transcriptionist comment or supplemental information such as embodied aspects of the interaction