

# Lingua Inglese 2A

## **Conversation & variation**

# Plan of the day

- Markings and FOEs
- Fill-in-the-blanks
- Completing C.A.
- Getting started with speaking and other varieties

**EXTRA-CLASS WORK:** (same as last time) *Discovering*, Chp. 1 (pp.13-16); Chp 2 (pp. 17-18); Chp 15 (pp. 113-115); Chp 23 (p. 157)  
Exercises: *Discovering* 2.1 (pp. 18-19); *Discovering* 23.1 (pp. 158-159)

# Survey & Course registration

Please, make certain that you complete this survey

<https://goo.gl/forms/VL0p0km2gaYS9La02>


# My markings

**LEX** (=LEXICAL ISSUES: you chose a word that is not appropriate for the sentence)

**SP** (=SPELLING ISSUES: you wrote a word the wrong way)

**MS** (=MORPHO-SYNTACTIC ISSUES: something is not working with the sentence structure; choice of tense, aspect, or modality of verbs; choice of case of pronouns; some sentence component is missing; the word order is wrong)

**V** (= something is missing).

 Short wave length marking = not a real mistake, but yours is not the best choice.

 Long wave length marking = content issue.

# FOEs: Spelling

I can speak \*english; I live in a \*tuscan village

The \*british are smart

→ **English, Tuscan, British, Asian**

They say \*i am smart

→ **...say I am smart**

I want to enter \*an university where...

→ **...a university**

# FOEs: Lexicon

\*Actually I study at Tor Vergata University

→ **currently**

My competence in English is low. \*In fact, I only studied it at school **[can you replace it with “anzi”?]**

→ **that's why OR Indeed OR NOTHING**

I am qualified \*like an ICT expert

→ **as**

Tell me something about you \*as your age....

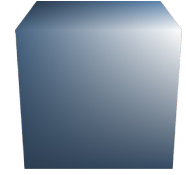
→ **such as [can you replace it with “for instance”?]**

He is prepared like a professor

He speaks as a professor teaches a university lecture

As a professor he is prepared [In the capacity of professor]

# FOEs: Lexicon



Since I was \*little

→ **a child/a kid OR young**

I attended liceo scientifico \*after I took a **2-year** vacation

**[This means:**

**I took a vacation and THEN I attended liceo]**

→ **afterwards OR after that OR then**

Is \*anything alright?

**[This means:**

**In this mess is there at least ONE thing that is OK?]**

→ **everything**

# FOEs: Lexicon (prepositions)

I want to go \*in/at the USA

→ **go to**

**[unless you mean other things, such as *enter*→ *go in*]**

I want to participate/take part \*of/to/at this project

→ **in**

I want to meet people \*of other cultures

→ **from**



# FOEs: Morpho-syntax

I want to improve my skill in \*Chinese language

→ ... **in the Chinese language**

**[BUT: in Chinese.]**

...by giving us \*an information **OR** \*a given information

→ ... **us information**

...by stating \*given informations

→ ... **stating given information**

**[*information* is a collective (mass) noun. The verb is always singular and it is uncountable. If you want to use the word in a countable frame, use: *a bit/piece of information* OR *bits/pieces of information*]**

# FOEs: Morpho-syntax

These are \*importants features **OR** \*features important.

→ ... **These are important features**

...in two \*differents parts

→ ... **in two different parts**

**[REMEMBER: In English, adjectives do not agree with the number of the noun they modify**

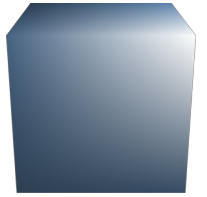
***One red apple, Two red\_ apples***

**[REMEMBER: The order is**

**ADJECTIVE + NOUN**

**HOWEVER: A few exceptions can be found in some titles:  
Secretary General, President elect]**

# FOEs: Morpho-syntax



They have to \*explain us the new procedure

→ ... **explain to us**

**[REMEMBER: In English, most ditransitive verbs can move the indirect object close to the verb dropping the preposition “to” (i.e., dative movement:**

***I give the money to Mary = I give Mary the money.***

**Some of them cannot: *explain, suggest, say, leave the decision to sb***

.

# In-class activity



- **Use the printed material**
- It **MUST** be a small notebook size sheet (A5)
- On top of the page, write:
  - LAST NAME & first name (BLOCK LETTERS, please)
  - ID#
  - today's date
  - NO

**SIGNATURE**

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# About speech acts

- Let's consider the meaning and speech function of the construction "Take your time"
- START A WORK-SHEET (name, last name, st. ID#, date) and number 1 to 22 lines, **as follows**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

.....

22) \_\_\_\_\_

**Fill in the numbered blanks in the captions**

**Mind you!**  
**Blanks are not divided into composing words**

Full

Fill-in-the-blanks

# Exchange Structure and Conversation Analysis

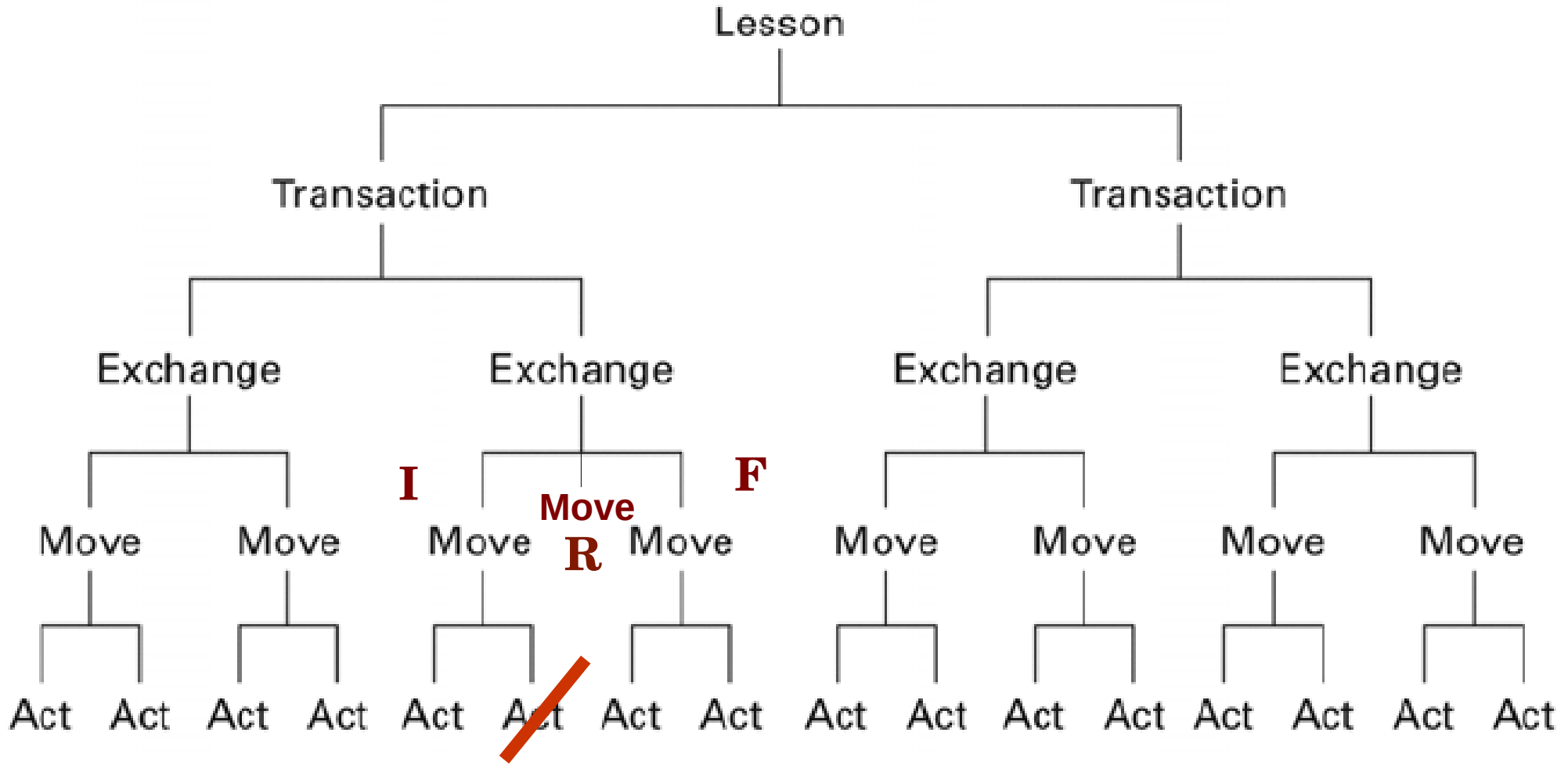
**Exchange Structure:** from a model to data. How do data fit the model?

**Conversation Analysis:** from data to the pattern.

# "Exchange"

## according to IRF approach

### Initiation\_Response\_Follow-up



# Conversation Analysis (CA)

CA starts off from data.

A set of procedural mechanisms are applied on data:

- Turn-taking
- Adjacency pairs
- Sequences

Conversation is discourse mutually constructed and negotiated in time between speakers; it is usually informal and unplanned .



# Changing turn

According to Levinson (1983)

1. The current speaker selects the next speaker
2. The next speaker self-selects
3. The turn lapses

Levinson (1983). *Pragmatics*. Cambridge: Cambridge University Press.

# Turn

Turn: basic unit of conversation

- Conversation is analyzed in turns:
  - One speaker **holds the floor**
  - the next one **takes the floor**
- Turn = one or more **Turn Constructional Units** (a single word, a phrase, a clause, a sentence)
- **Transition Relevance Place (TRP)** = End of a turn constructional unit

# Interruption

B *yes . Tell, tell me what it// is you want*

A *// umm. Um, may I first of all  
request the introduction please?*

- Takes turn away from other (Person B continues speaking)

**B talks, A interrupts, B keeps talking**

- Occurs NOT at a TRP

# Overlap

Interviewee *But not no more. Yeah=*

Interviewer = *What happened to them?*

- Continues the previous turn of the other:  
**A talks, B overlaps, A keeps talking**
- Occurs at a TRP (Transition-Relevant Place)

# Pause (attributable silence)

A Did you have a good time last night?

B (3) Yeah.

A So he asked you out then?

B He did.

# Adjacency pairs

- Frequently occurring patterns, in pairs of utterances
- The utterance of one speaker makes a certain response of the next speaker **very likely**.
- Adjacency pairs have a number of “core features:
  - (1) They consist of two turns
  - (2) by different speakers,
  - (3) which are placed next to each other in their basic minimal form,
  - (4) which are ordered and,
  - (5) which are differentiated into pair types.” (Liddicoat 2007: 106)



Liddicoat, Anthony J. (2007). *An Introduction to Conversation Analysis*. London and New York: Continuum.

**In-class activity: Not for submission**  
**Make certain that you can take it off**  
**from your notebook and file it in your**  
**portfolio**

- Start a worksheet.
- It **MUST** be a small notebook size sheet (A5)
- On top of the page, write:
  - LAST NAME & first name (BLOCK LETTERS, please)
  - today's date

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11-3-2018

# Adjacency pairs: preference structure

greeting – greeting  
question – answer  
offer – acceptance  
assessment – agreement  
proposal – agreement  
complaint – apology  
blame – denial

E.g.:

- “what’s the time?” “3 o’clock”
- “good morning” “good morning”



**NOT for  
submission**

The second turn is the preferred response to the first turn. Can you elaborate on what the dispreferred response would be? Write them down.



# Against expectation

Opting out or choosing the dispreferred response means breaking the adjacency.

Sometimes it is meaningful.

Sometimes it needs **repair**.

*A hi how's it going?*

*B it was going well (1) up to now (1) just kidding!*

# Sequences

1. pre-sequences
2. insertion sequences
3. opening sequences
4. closing sequences

# Pre- Sequences

They prepare the ground for a further sequence and signal the type of utterance to follow. The preferred response is “go ahead” the dispreferred one is “stop”

A You know that French film that's on in the Odeon?

B Yes?

A Do you want to go and see it tonight?

B Yeah, why not?

Write down the pre-sequence question and a stop response.

**NOT for  
submission**

# Insertion sequences

These are sequences which are inserted inside adjacency pairs

The topic of the insertion is usually related to the first part of the adjacency pair

A You know that French film that's on in the Odeon?

B Yes?

A Do you want to go and see it tonight?

**B What time does it start?**

**A Eight thirty-five**

B Yeah, why not?

# Analysis

**Wife** Do you want to test the potatoes?

**Husband** This is a really interesting article about racism in the police force. They're saying there's got to be a massive education campaign to change the way people think.

**Wife** There certainly has.

**Husband** Yeah.

**Wife** Potatoes .

**Husband** Fork.



**NOT for  
submission**

Discuss turns, adjacency pairs, and sequences in the conversation above.

# CA's limitations & new trends

## **Little sistematicity**

(e.g. the list of adjacency pairs is virtually open, how the analyst recognizes a Transition Relevance Place)



## **More qualitative than quantitative**

**Nonetheless**

**Little consideration of pragmatic and sociolinguistic variables**

**Interactional sociolinguistics:**

conversation = f(social group/community's practices)

# Miss South Carolina

While listening and filling in the blanks,  
try to spot

**FILLERS**

**FALSE STARTS**

**PROSODIC PECULIARITIES**

# Spoken language and getting started with cohesion and coherence

## PROSODIC PECULIARITIES

Valley speak OR Valley Girl accent

<https://www.youtube.com/watch?v=AlsopqHX0C8>

<https://www.youtube.com/watch?v=mIBg-w6TNLE> (from  
minute 2:30)

<https://www.youtube.com/watch?v=iYLosOtsjLM>

<https://www.youtube.com/watch?v=81IZDhXeJBk>

Just a short description:

[https://en.wikipedia.org/wiki/Valley\\_girl](https://en.wikipedia.org/wiki/Valley_girl)



# In-class activity



On the material you printed out.

## TASK 1

Mark all endophoric links (or cohesive ties).

## TASK 2

Then, follow the transcript of Miss South Carolina's speech and try to complete the sequence of the ideas/concepts she touched on.