

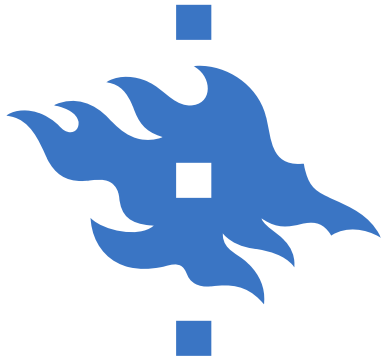
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Interruption & Uncooperativeness in Academic ELF Group Work

An Application of Linear Unit Grammar

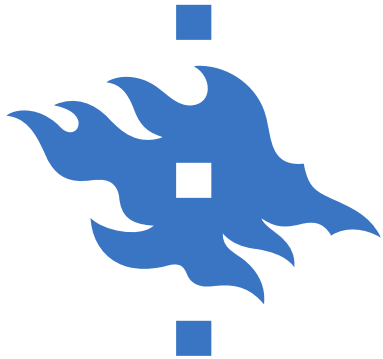
Ray Carey

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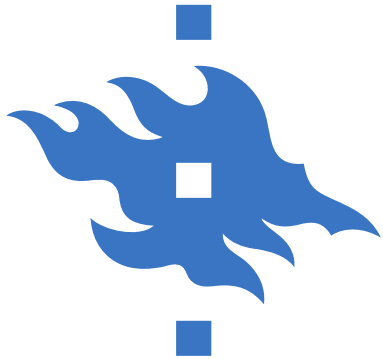
Turn-taking in Conversation Analysis (CA) & ELF

- Sacks, Schegloff, Jefferson 1974
 - Turn Constructional Unit (TCU)
 - projecting points of completion
 - Transition Relevance Place (TRP)
- House 1999, 2002
 - ELF users not aware of TRPs?
- Meierkord 2000, 2002
 - more overlap with high proficiency
- Wolfartsberger 2011
 - simultaneous speech in BELF meetings
 - overlap multi-functional & normal



What's an interruption?

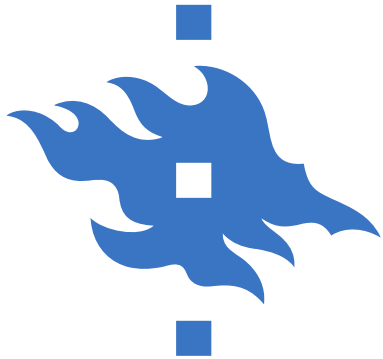
- Zimmerman & West 1975
 - overlap extending more than a word past TRP
 - what a speaker *would have said*
- Murray 1985
 - making a 'point', scale of severity
- Schegloff 2000, 2002
 - interruption = vernacular term of *complainability*
- Hutchby 2008
 - speaker orientation in CA



Linear Unit Grammar (LUG)

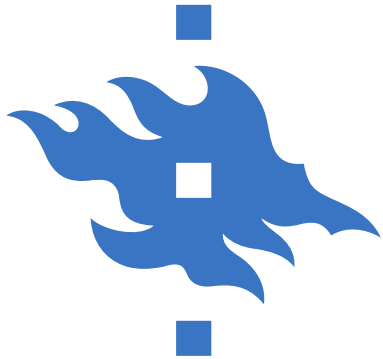
Sinclair & Mauraanen 2006

- chunking is intuitive, pre-theoretical:
so | i | i went to portugal | er | i live in portugal | er | for 13
years | so | i | er | my experience | with brazilian students
| is | is a long way | @@ | okay | a long time ago
- labeling chunks is systematic:
 - organising or incrementing message
 - prospection / completion
 - linear analysis: what likely follows?
- not dependent on traditional grammatical categories

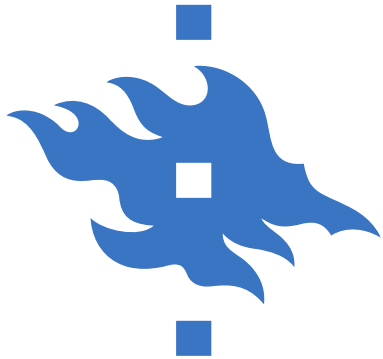


Classifying chunks with LUG

Organising (O)	text	OT	<i>so, and, but, or, then</i>
			<i>for example, in that case</i>
	interaction	OI	<i>yeah, er, you know, kind of</i>
			<i>i think, i mean</i>
Message (M)	fragment	MF	<i>th-, it it, that's, it's</i>
	prospective	M- (<i>'M dash'</i>)	"propositional contribution" (esp. content word, <i>wh-</i>)
	completive	+M	"Transition Relevance Place" (TRP)
	supplement	MS	
	rephrasing	MR	



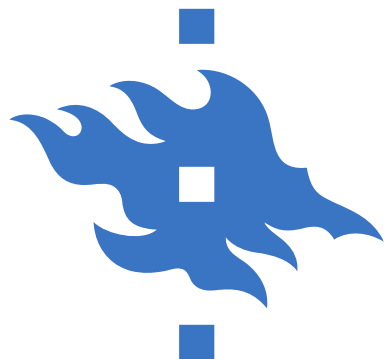
so i i went to portugal er i live in portugal er for 13
years so i er my experience with brazilian students
is is a long way @@ okay a long time ago



so i i went to portugal er i live in portugal er for 13
years so i er my experience with brazilian students
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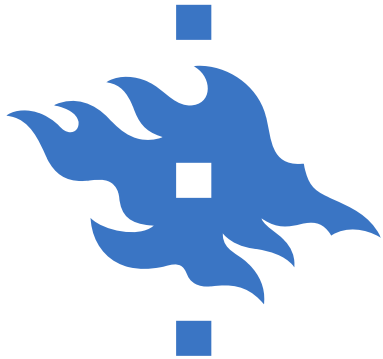
1 OT so
2 MF i
3 M i went to portugal
4 OI er
5 M i live in portugal
6 OI er
7 MS for 13 years

8 OT so
9 MF i
10 OI er
11 M- my experience
12 MS with brazilian students
13 MF is
14 +M is a long way
15 OI @@
16 OI okay
17 MR a long time ago



Interruption: violation of prospection as the basis of complainability

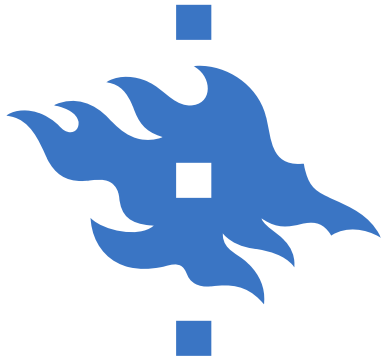
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Message (M)	fragment	MF	<i>th-, it it, that's, it's</i>
	prospective	M- <i>('M dash')</i>	"propositional contribution" (esp. content word, <i>wh-</i>)
	completive	+M	"Transition Relevance Place" (TRP)
	supplement	MS	
	rephrasing	MR	



SELF project – group work

(Studying in English as a Lingua Franca)

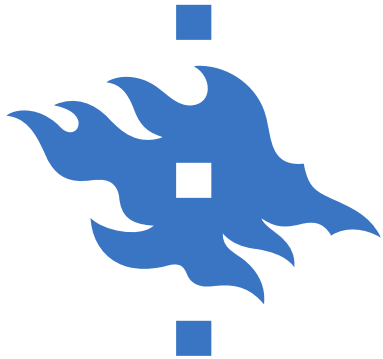
- Preparing scientific group presentation (slide-based)
 - 5 students (FIN x 2, FRA, IRN, MDG)
 - 3 mentors (RUS, NLD, FIN)
- Six meetings, 1.5 hours each
 - recorded 8 hours
 - this study: 2nd meeting (1.5 hours; 13,000 words)
- Dominant personalities
 - S1: “bossy” Finnish female
 - S3: Iranian male, Turkish L1





Evaluating strong prospection

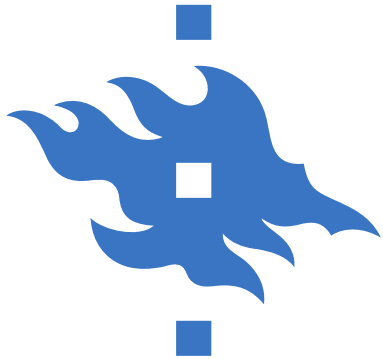


1	S3	M-	what i [wanted]
2	S1	M	[we have] still a quarter [left]
3	S3	OI	[er]
4		M-	may i
5		OI	er
6		+M	mention one [question]
7	S1	M	[sure]
8	S3	MS	or just ideas /.../





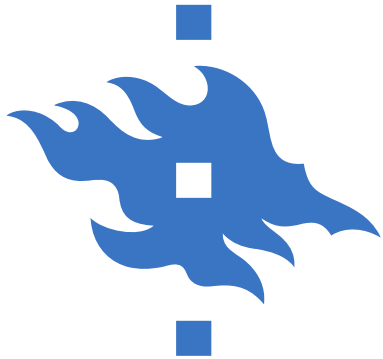
Projecting completion

			/.../
	1	S3 OT	so
	2	OI	i mean
	3	MF	tha-
	4	M	that's good key [point
	5	OT	that]
	6	S1 OI	[well
	7	M	i] have to go
	8	S3 MS	we need to think about
	9		<PARTICIPANTS MOVING CHAIRS & LEAVING>
	10	S3 OI	i mean
	11	S1 M	stop
	12	S4 OI	(yes)
	13	M	we could talk all day
	14	MS	(about it)



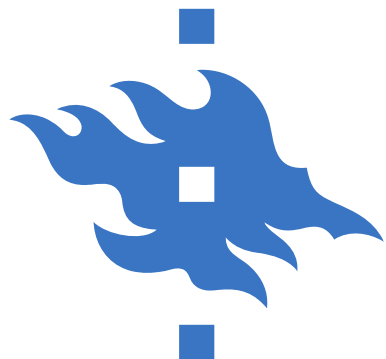
Interruption & managing topic

			/.../
	1	S3 M	they shift for lichens
	2	OT	and
	3	M-	kristof [<NAME> is the]
	4	T1 OT	[but but but but]
	5	MF	my
	6	OI	yeah
	7	OI	sorry
	8	MF	i
	9	MF	i
	10	M	i get the point
	11	OT	that
	12	OT	that
	13	M	they focus really a lot on polypores here
			/.../



Skillful interruption

- interruption as interactional resource
 - T1/mentor – regulating topic
- interruption as response to uncooperativeness
- range of co-occurring interactional features
 - Carey 2011



www.helsinki.fi/elfa

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