

# ***Section 1***

# *Turn-taking features & misunderstanding*

- *Turn-taking types*
- *Timing in turn-taking*

*Gaps & pauses*

*Overlaps*

# ***Definition of “turn”***

A turn includes everything one speaker says before a transition relevance place (utterance boundaries at which change of speakers tends to occur).

## *Examples of turns :*

[C ST8:1:1]

- 1 →A: Er:: I- I have a questions (0.3) to ask you, (0.2)  
2       er how much time you study (0.2) every (0.5) day.  
3       (2.0)
- 4 → B: Pz, (0.4) in fact (0.8) I study (0.6) all day (.) in my  
5       (1.1) in my (0.6) English learning.  
6       (2.0)
- 7 → B: Mm but- but I don't know (1.2) I think (0.7) I have  
8       light (0.4) progress

In this example, speaker A has one turn (line 1) and speaker B has two turns (line 4 and line 7).

# *Importance of TRP*

Studies have revealed that the points of onset and ending of turns (TRP) are problem areas where "errors" often occur and therefore deserve special attention.

# *Research on TRP signals*

- ❖ Duncan raises three cues: grammatical, paralinguistic or kinetic (cited in Ellis, 1999: 132).
- ❖ Scollon & Scollon: grammatical, changes in tempo, and intonational contour (1995:64).
- ❖ Ellis puts forward six cues.

# ***Ellis' classification of TRP signals***

- ❑ ***Intonation***: The use of pitch level and termination.
- ❑ ***Paralanguage***: A drawl on the final syllable or the stressed syllable of the phonemic clause.
- ❑ ***Body motion***: Termination of a hand position or relaxation of a body position.
- ❑ ***Terminal expression***: The use of stereotypical expressions such as "ya I know" which indicate the completion of an idea.
- ❑ ***Paralanguage***: A drop in pitch or loudness in conjunction with a terminal expression.
- ❑ ***Syntax***: The completion of a grammatical clause involving a subject and predicate combination. (Ellis, 1999: 132)

# *Summary of TRP signals*

- Syntactic completion can be an indicator of TRP.
- Paralinguistic features indicating the approaching of TRP include: "slowing of tempo, vowel elongation, and falling intonation" (Hatch, 1992: 16). Other signs include a change in gaze direction and silence, in particular, a gap.



# *Turn-taking types*

1. The current speaker selects the next speaker
2. The next speaker self-selects
3. The current speaker continues when the other speaker does not take a turn

(Sacks et al., 1974)

*Type 1. The current speaker  
selects the next speaker (C → N)*

[CST6:4:152]

152 →B: How about you?

153 (0.7)

154 A: .hh Er:: (0.2) er the Chinese people read that of

155 course is very- is- is easier than the // native speaker

156 B: Ya!

In this part speaker B select A for the next turn  
by raising a question (line 152)

*Type 2. The next speaker self-selects. (N → S)*

[CST3:3:111]

111 B: Yeah. (0.3) I really can learn a lot of things, .hh but if  
112 we (0.4) if we go home (0.2) at that time, .hh I think  
113 (0.2) er we will (.) spend more time (0.4) er only play-  
114 only play (.) with others but // not study.

115 A: Mm.

116 (1.3)

117→A: Yes. (0.3) So: (0.2) so we should try to persuade  
ourselves.

**After a gap (line 116), speaker A decides to initiate a turn.**

*Type 3. The current speaker continues when the other speaker does not take a turn. (C → C)*

[CST6:2:92]

92 B: An'- an' if I (0.2) erm er such as er to write so:me  
93 new- some (0.2) mm (0.7) er some wor:ds or some  
94 ken- (0.7) erm kenpro- con- composition, (0.8) yes,  
95 (0.5) I wi:ll use this kind of structure.

96 (1.6)

97 →B: The same structure, (0.9) but no:t er idea.

98 (1.5)

99 A: Mm, (3.4) er I'm a tutor (.) an' er I teach a- a child.

**Speaker B finishes a turn (line 95) and, after a gap (line 96) he has to begin another turn (line 97).**

# Percentage of turn types

Pair No.	Type 1 (%)	Type 2 (%)	Type 3 (%)
1	29.7	46.9	23.4
2	27.3	40.9	31.8
3	11.4	40.5	48.1
4	15.1	43	41.9
5	22.1	39.7	38.2
6	28.9	45.6	25.6
7	26.5	39.7	33.8
8	6.7	60.0	33.3
9	17.9	50.0	32.1
10	37.9	48.3	13.8

## *Preference for type 2*

- ◆ The results show that these participants tend to use next-speaker-self-selects-type.
- ◆ This preference often creates an awkward, embarrassing situation in which speakers find it difficult to decide who should initiate another turn.
- ◆ Such a situation also gives rise to *confusion*.