

Contents

| | |
|--|-----------|
| Foreword | 5 |
| Introduction | 13 |
| Chapter I | |
| Communication in the Foreign Language Classroom | 19 |
| 1 Target Versus Pedagogic Discourse | 20 |
| 2 Bridging the Gap | 23 |
| 3 Playing Games and Playing Roles | 26 |
| 4 Some Controllable Variables | 29 |
| Chapter II | |
| Basis for the Description of Conversation as an Interactive Process | 35 |
| 1 <i>Interactional Structure</i> | 37 |
| 1.1 Elements of Exchange Structure | 38 |
| 1.2 Types of Exchange Linkage | 42 |
| 1.3 Conversational Phases | 45 |
| 2 <i>Conversational Strategy</i> | 45 |
| 3 <i>Categories of Illocution</i> | 48 |
| 3.1 Attitudinal Illocutions | 49 |
| 3.1.1 Some Attitudes Concerning a Non-Future Event or State of Affairs P | 50 |
| 3.1.2 Some Attitudes Concerning a Future Event or State of Affairs P | 53 |
| 3.2 Some Informatory Illocutions | 57 |
| 3.3 Some Ritual Illocutions | 59 |
| 4 <i>Categories of Gambits</i> | 61 |
| 4.1 Uptakers | 62 |
| 4.2 Clarifiers | 63 |
| 4.3 Appealers | 64 |
| 4.4 Other Gambits | 64 |
| 5 <i>Summary of Descriptive System</i> | 65 |

Chapter III

On Keeping Talking Without Saying Anything (Much):

| | |
|--|----|
| The Use of Gambits in Conversation | 69 |
| 1 <i>Different Types and Tokens</i> | 71 |
| 1.1 Uptakers | 71 |
| 1.1.1 Receipt | 71 |
| 1.1.2 Exclaim | 72 |
| 1.1.3 Go-on | 73 |
| 1.2 Clarifiers | 75 |
| 1.2.1 Cajoler | 75 |
| 1.2.2 Underscorer | 76 |
| 1.3 Appealer | 77 |
| 1.4 Starter | 79 |
| 1.5 Aside | 82 |
| 2 <i>Using Gambits in Teaching</i> | 84 |

Chapter IV

On Saying What You Mean: Illocutions in Different

| | |
|--|-----|
| Interactional Slots | 89 |
| 1 <i>Requests</i> | 97 |
| 1.1 Requests for Non-Verbal Goods | 101 |
| 1.1.1 Requests for NVs Initiating an Exchange | 102 |
| 1.1.2 Requests Appearing as Satisfies | 107 |
| 1.1.3 Requests Appearing as Contras | 108 |
| 1.2 Requests for Illocutionary Acts | 110 |
| 1.2.1 Requests for Illocutionary Acts Initiating Different Types of Exchanges | 113 |
| 1.2.2 Requests for Illocutionary Acts Appearing as Primes . . . | 122 |
| 2 <i>Suggests</i> | 124 |
| 2.1 Suggests Initiating an Exchange | 125 |
| 2.2 Suggests as Satisfies | 128 |
| 2.3 Suggests-for-us in Post-Exchanges | 129 |
| 2.4 Suggests Appearing as Contras (or Counters) | 130 |
| 3 <i>Invites</i> | 131 |
| 3.1 Initiating Invites | 132 |
| 4 <i>Permits</i> | 134 |

| | | |
|-------|---|-----|
| 5 | <i>Willings (Offers and Promises)</i> | 136 |
| 5.1 | Willings Initiating Exchanges (Offers) | 136 |
| 5.2 | Willings as Contras or Counters | 137 |
| 5.2.1 | Offers made Following an Offence | 137 |
| 5.2.2 | Offers Made Following a Request | 138 |
| 5.3 | Willings as Satisfies (Promises) | 139 |
| 5.4 | Willings in Post-Exchanges (Promises and Offers) | 141 |
| 6 | <i>Resolves</i> | 142 |
| 7 | <i>Complains</i> | 144 |
| 7.1 | Complains as Initiations | 147 |
| 7.1.1 | Initiating Complains Following Non Verbal Offences | 147 |
| 7.1.2 | Initiating Complains Occasioned by a Preceding Communicative Act | 150 |
| 7.2 | Complains as Contras | 151 |
| 8 | <i>Apologises</i> | 153 |
| 8.1 | Apologises as Contras/Counters to Complains | 153 |
| 8.2 | Apologises Initiating Post-Exchanges | 154 |
| 8.3 | Apologises as Strategic Disarmers | 155 |
| 9 | <i>Excuse/Justifies</i> | 157 |
| 9.1 | Excuse/Justifies Appearing as Counters/Contras | 158 |
| 10 | <i>Forgives</i> | 160 |
| 10.1 | Forgives as Satisfies | 161 |
| 11 | <i>Thanks</i> | 162 |
| 11.1 | Thanks Initiating a Post-Exchange | 163 |
| 11.2 | Thanks Initiating a Head Exchange | 164 |
| 11.3 | Thanks Appearing as Uptakers | 165 |
| 12 | <i>Minimizes</i> | 166 |
| 13 | <i>Congratulates</i> | 167 |
| 14 | <i>Sympathises</i> | 168 |
| 15 | <i>Remarks</i> | 169 |
| 15.1 | Remarks Initiating a Conversation | 171 |
| 15.2 | Agreeing and Topping | 172 |
| 15.3 | Remarks Used to Switch Topics | 172 |
| 15.4 | Remarks in Pre-Exchanges | 173 |
| 16 | <i>Discloses</i> | 173 |

| | | |
|------|--|-----|
| 17 | <i>Tells</i> | 177 |
| 17.1 | Tells Satisfying Requests for Tells | 178 |
| 17.2 | Tells as Supportive Moves | 180 |
| 18 | <i>Opines</i> | 181 |
| 18.1 | Modifying Opines | 182 |
| 18.2 | Opines Appearing as Contrasts/Counters | 183 |
| 18.3 | Satisfying Opines in Pre-Sequences | 184 |
| 18.4 | Opines as Supportive Moves | 185 |
| 18.5 | Opines in Extensive Discussion or Argument | 186 |
| 19 | <i>Greets</i> | 188 |
| 20 | <i>How-Are-Yous</i> | 189 |
| 21 | <i>Welcomes</i> | 192 |
| 21.1 | Initiating Welcomes | 192 |
| 21.2 | Reciprocating Welcomes | 193 |
| 22 | <i>Okays</i> | 193 |
| 23 | <i>Extractors</i> | 194 |
| 24 | <i>Wish-Well</i> s | 196 |
| 25 | <i>Leave-Takes</i> | 196 |

Chapter V

| | | |
|-------|--|-----|
| | Building Up Conversational Episodes | 199 |
| 1 | <i>Opening Talk</i> | 201 |
| 1.1 | General Characteristics | 201 |
| 1.2 | Some Possible Structures in Opening Talk | 204 |
| 1.2.1 | The Structure of Openings in Telephone Conversations | 207 |
| 1.3 | The Use of Opening Talk in Teaching | 209 |
| 2 | <i>Closing Talk</i> | 210 |
| 2.1 | General Characteristics | 210 |
| 2.2 | Some Possible Structures in Closes | 211 |
| 2.3 | The Use of Closing Talk in Teaching | 214 |
| 3 | <i>Corrective Talk</i> | 215 |
| 3.1 | Some General Characteristics | 215 |
| 3.2 | Some Structural Potential in Corrective Talk | 217 |
| 3.3 | Use of Corrective Talk in the Classroom | 219 |

| | | |
|------------|---|-----|
| 4 | <i>Core Talk</i> | 221 |
| 4.1 | Small Talk | 222 |
| 4.1.1 | General Characteristics | 222 |
| 4.1.2 | Some Structural Possibilities in Small Talk | 223 |
| 4.1.3 | Using Small Talk in the Classroom | 226 |
| 4.2 | Business Talk | 228 |
| 4.2.1 | General Characteristics | 228 |
| 4.2.2 | Some Structural Possibilities in Business Talk | 229 |
| 4.2.3 | The Use of Business Talk in Teaching | 235 |
| 4.3 | Patch-up Talk | 237 |
| 4.3.1 | General Characteristics | 237 |
| 4.3.2 | Some Structural Possibilities in Patch-up Talk | 238 |
| 4.3.3 | Using Patch-up Talk in Teaching | 242 |
| 4.4 | Argumentative Talk | 244 |
| 4.4.1 | General Characteristics | 244 |
| 4.4.2 | Some Structural Possibilities in Argumentative Talk | 244 |
| 4.4.3 | Using Argumentative Talk in Teaching | 248 |
| | | |
| Chapter VI | | |
| | The Conversational Practice of Grammatical Items | 251 |
| 1 | Tenses | 253 |
| 2 | Modal Auxiliaries | 258 |
| 3 | Mood – Use of Periphrastic Do | 260 |
| 4 | Determiners and Pronouns | 261 |
| 5 | If Clauses | 262 |
| 6 | Some Verb Patterns | 264 |
| | | |
| | Bibliography | 267 |
| | Supplementary Teaching Materials | 268 |
| | Index | 269 |