## TABLE OF CONTENTS

1.0	General Introduction	1
1.1	Learners' Interlanguage: The Over- riding Theory and Hypothesis of	9
1.2	the Present Study The Characteristics of Learners'	13
1.3	Interlanguage The Goals of the Investigation	15
2.	Gambits	19
2.1 2.2 2.3 2.4	The Cultural Monster  Gambits: A General Definition  Gambits and Routines  Routines as the Basis for Broader	19 21 21 23
2.5 2.6 2.7 2.8	Theories of Social Interaction Main Functions of Gambits Gambits: A Precise Definition Gambits and Politeness Gambits and the Foreign Language	24 26 30 32
2.9	Learner Gambits and the Foreign Language Learner: An Opposing View	35
2.10 2.11	Gambits and Learners' Motivation Gambits and a Theory of Communication	40 42
3.	Gambits Learning: The Functions of the Brain and Memory	48
3.1 3.2 3.3 3.3.1 3.3.2 3.4 3.5 3.6	Introduction Verbal Fluency, Gambits, and Memory Verbal Memory and Brain Function Chunks and Images Dynamic Elements of Verbal Memory Language and the Brain The Brain and Foreign Language Learning Memory, the Brain and Foreign Language Learning: Summary	48 48 52 55 55 58 60 62
4.	Suggestive-Accelerative Learning and Teaching	65
4.1 4.2 4.2.1 4.2.2 4.3 4.4 4.5	Introduction Fundamental Principles Suggestion and Relaxation Music Goals of the Method Steps of the Method Summary of the Research Indications of the Research	65 67 67 69 71 72 74

**************************************	The Pilot Study	80
5.1 5.1.1 5.2 5.3 5.4	Data Sources and Collection The Scoring System Results and Discussion Plans for Further Analysis Pilot Study: Summary	81 83 88 91 92
6.	The Research Framework	93
6.1 6.1.1	The General Research Framework Foreign Language Learning and Dis- course Analysis	93 93
6.1.2 6.1.3 6.1.4 6.1.5 6.1.6 6.1.7	The Theoretical Basis of Inquiry Gambits and Speech Act Theory Models of Discourse Analysis The Present Model Categories of Analysis General Research Framework: Summary Overview of the Research Design and	94 97 98 100 101 103 105
6.2.1 6.2.2 6.2.3 6.2.4 6.2.5 6.2.6 6.2.7	Procedures Introduction Subjects and Design Research in a Natural Setting Main Variables Confounding Variables External Validity Summary: Research Design and	105 106 107 110 113 116 120
6.3 6.3.1 6.3.2 6.3.3 6.4 6.5 6.5.1 6.5.2	Procedures The Research Framework in Detail Introduction The Setting The Subjects The Courses The Control Course The Goals	120 120 121 130 132 133
6.5.3 6.5.4 6.5.5 6.6 6.6.1 6.6.2 6.6.3	Course Organization The Instruction-Investigation Complex The Control Course Timetable The Control Course: Summary The Experimental Method Introduction Preparatory Steps	135 139 141 149 150 150
6.6.4 6.6.5	Adaptations: Course Organization The Experimental Course Timetable The Experimental Course: Summary The Role Enactments	152 153 169
7.1		17
7.2 7.2.1 7.2.2	The Role Description: Introduction The Situational Frame Participants Settino	17 17 17

7.2.3	The Why and Wherefore	175
7.2.4	Contextual Restrictions	177
7.2.5	Concomitant Activity	178
7.2.6	Summary: Situational Frame	178
7.3	Role Enactment as a Learning	179
P 7 4	Evaluation System	4.00
7.3.1	Introduction	179
7.3.2 7.3.3	Advantages	180 182
	Elicitation	184
7.3.4 7.3.5	Disadvantages and Confounding Elements Precise Delineation of the Role-	185
1.3.3	Enactment Tasks	103
7.3.6	Native Speakers as Interactants	187
7.3.7	Role Enactment as a Learning	190
	Evaluation System: Summary	
7.4	The Video Recordings	191
	g	
	`	
8.	Data Collection	194
8.1	Introduction	194
8.2	The Word Knowledge Test	194
8.3	Pre-Course Role Enactments	195
8.4	The Written Test	196
8.5	Post-Course Role Enactments	197
8.6	Group Discussions	198
8.7	Transcription	199
8.7.1	Introduction	199
8.7.2	Theoretical Considerations	200
8.7.3	The Transcriptive System	203
9.	The Quantitative Analysis:	206
	Measurement and Statistical Analysis	
9.1	Introduction	206
9.2	The Richness Ratio	207
9.2.1	Theoretical Considerations	207
9.2.2	Adaptation of the Richness Ratio to	215
	Learners' Interlanguage Data Analysis	
9.2.3	Richness Ratios: Summary	223
9.3	The Application of the Richness Ratio	224
	to Learners' Interlanguage Data	
9.3.1	Details of the Application	224
9.3.2	The Variables Based on Richness Ratios	228
9.3.3	Additional Variables	233
9.4	The Multiple Regression Analysis	238
9.4.1	Introduction	238
9.4.2	The Regression Model	240
9.4.3	The Regression Program and Results	247
9.4.3.1	The Program and Information Supplied	247
9.4.3.2	Analysis of Gambit Quantity in the	256
9.4.3.3	Post-Instruction Conversation: Results	000
0.4.0.0	Post-Instruction Gambit Quality: Results	260

		`
0 4 7 4	Post-Instruction Filler/Hesitation	265
9.4.3.4	Phenomena Quantity: Results	
9.4.3.5	Written Test: Results	270
9.4.4	The Regression Analysis: Summary	274
9.5	The t-Tests	278
9.5.1	Introduction	278
9.5.2	Pre-Instruction Measurements	280
9.5.3	Post-Instruction Measurements	280
9.5.4	Paired Samples	283
9.5.5	Student's t-Test: Summary	287
9.6	Descriptive Analysis of the Aptitude	288
	X Treatment Interactions	200
9.6.1	Introduction	288 290
9.6.2	One-Way Analysis of Variance	
9.6.3	The Breakdown of the Sample Groups	293 295
9.6.3.1	Post-Instruction Filler Quantity	
9.6.3.2	Post-Instruction Cambit Quality	297 298
9.6.4	Descriptive Analysis of the Inter-	290
	actions: Summary	200
9.7	The Group Discussions	298 300
9.8	The Quantitative Analysis: Conclusion	200
10.	The One 124 and 200 Acc 100 22	302
10.	The Qualitative Analysis	302
10.1	Introduction	302
10.2	Cambits Usage: A Global Discussion	304
10.2.1	Introduction	304
10.2.2	The Frequency of Forms: Universal	305
	Gambits	
10.2.3	Effects on the Interactant	307
10.2.4	Effects of Input: Priming	308
10.2.5	Summary: Global Analysis of Gambits	310
10.3	Participants - Discourse Worlds	311
10.3.1	Introduction	311
10.3.2	Repairs and Role-Switching	312
10.3.3	World-Switching and Irony	316
10.4 10.5	Participants - Sex	319
10.6	Situational Frame: Setting	321
	Situational Frame: Contextual	324
10.6.1	Restrictions and "Clangers" Introduction	704
10.6.2	Clangers Defined	324
10.6.3	The Clancon us Cost-ut 2 4	325
10.6.4	The Clanger vs. Contextual Homogeneity Contextual Homogeneity: Summary	327 332
10.7	Cambits	333
18.7.1	Pre-Instruction Data	333
10.7.1.1	Cambits and Transfer	333
10.7.1.2	Feedback	336
10.7.2	Post-Instruction Data	348
10.7.2.1	titects of Instruction	340
10.7.2.2 10.7.2.3	Near Misses	342
10.7.3	Lack of Functional Differentiation	344
	Gambits: Summary	346

11.	Summary	348
11.1 11.2	The Goals of the Investigation Results of the Adaptation of Suggestive- Accelerative Learning and Teaching Meth-	348 · 348
11.3	ods to the Instructional Context The Quantification and Analysis of	349
11.4	Learners' Interlanguage Performance Specific Results of the Statistical	350
11.5	Analyses Specific Results of the Quantitative	352
11.6	Analysis Questions for Further Research	353
Bibliography		355
Appendix 1	Teacher Background Materials	379
Appendix 2	Data Collection Aids and Raw Data	393
Appendix 3	Sample Transcript and Analysis	408
	TABLES AND FIGURES	
Table 1	Habermas' Theory of Communication	44
Table 2	General Characterization of Three Settings for Foreign Language Learning and Research	131
Table 3	Correlation Matrix	249
Table 4	Means/Standard Deviations for All Subjects	250
Table 5	Multiple Regression Analysis: Dependent Variable = Post-Instruction Gambit Quantity	258
Table 6	Multiple Regression Analysis: Dependent Variable = Post-Instruction Gambit Quality	262

Table 7	Multiple Regression Analysis: Dependent Variable = Post-Instruction Filler Quantity	267
Table 8	Multiple Regression Analysis: Dependent Variable = Written Test	272
Table 9	Summary of Student's t-Test for Pre- Instruction Measurements	281
Table 10	Summary of Student's t-Test for Post- Instruction Measurements	282
Table 11	Summary of Student's t-Test for Before and After Treatment	284
Table 12	One-Way ANDVA	291
Table 13	Post-Instruction Measurements X Apti- tude X Method	294
Figure 1	Flow Chart for the Implementation of Methodological Innovations in a Natural Setting	109
Figure 2	Course Organization in an Industrial Setting	136
Figure 3	Interplay of Modes of Learning through- out the Learning Day: Control Course	150
Figure 4	Learners' Interlanguage as a Series of Production Curves	214
Figure 5	Gambit Quantity Paired Samples	285
Figure 6	Gambit Quality Paired Samples	285
Figure 7	Filler/Hesitation Phenomena Quantity Paired Samples	286
Figure 8	Aptitude X Treatment Interaction for Post-Instruction Filler Quantity	296
Figure 9	Aptitude X Treatment Interaction for	297