

Individual Paper Session 2
Others
Tuesday, July 4
9:30-10:00am

Broken starts: Turn initial bricolage in second language speaker talk

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Learner turns at talk are often characterised by hesitancy. This can be understood as second language speakers' (SLS) attempts to engage with the world, using the language resources they have available. In this paper, features of SLSs' hesitancy are explored.

The data used for this study is seventy-five minutes from four 'conversation' lessons with English first language teachers involving Korean ESL learners in schools in Seoul, and forty-seven minutes from a Sydney restaurant conversation involving three Australian English speakers, and a German and a Brazilian at advanced level. The findings are that a characteristic bricolage turn begins haltingly, for example with delays or *uhms*; the turn-beginning may be abandoned or repeated, or contain some other prosodic marking, or the whole turn may even be abandoned. The rest of the turn is generally delivered relatively fluently. Given such patterns, it is argued that the hesitancy is a result of the speaker being engaged in planning and designing the whole turn.

Such bricolage turns need to be distinguished from word searches, a regular feature of first language talk, which indicate trouble in producing the next item, frequently near the end of a unit. This contrasts with second language bricolage turns, where the hitches are turn-initial.

An explanation for turn initial bricolage is proffered, namely that SLSs need to resolve the clash between the requirements of turn-taking and speaking when selected, and the possible difficulty in being able to construct their turn. The evidence is that bricolage turns occur when learners are producing talk around their zone of proximal development, especially in second pair part turns, when there is most pressure to respond immediately.