

EXPLORATORY INVESTIGATION

T -**Ta** **A Na** a **O** **C** **a**
A **AT** **D a**

In second language teaching, there are many instances when teachers refer to textbooks for examples to teach students how language is used in normal, everyday dialog. More often than not, the example

of turns, something that language learners may find difficult, especially if they are beginners (p. 37).

Another aspect of turn-taking that occurs in this data set is the use of turn-entry devices. These types of devices are used to allow speakers who are early starters to begin their turn even if they may not be entirely ready (Wong & Waring, 2010, p. 41). The speakers often start their turns with words such as

16 (m) JTJ ET Q 0.24 0 0 0.20.1.5427b) 175.16 cm BT 000078Tc 45 0 0 45 0 0 Tm /F1.0 1 Tf [ag (e) 1 (s) 1(h)45) 3butth ma (y) 1(f

reveorfsp inh eseh em(sp) -2 (l) 4 (e) 1 (s) 1.(l) 4(h) JTJ ET Q 0.24 0 0 0.221799.004h

While the textbook dialog shows the use of a pre-pre, or a preliminary to a preliminary, by the POW (lines 4-5), a term defined by Wong and Waring (2010) as "a device by which one announces an upcoming action without producing that action immediately afterwards (p. 27), in a real-life conversation, there is usually a response to the pre-pre, e.g., "A: But I have a question. B: Go ahead." That response is missing in the textbook dialog.

T a C

[A single left bracket indicates the point of overlap onset.