

An Analysis of Story-Launching Sequences in Ordinary Conversations and Implications for Second Language Teaching

Kylie Bach*

Abstract

(\$ " % & . # ! # # #) #

+ = 9 =)
,

)

#

.
#

.
#

K)

,

. = \$ p

#

#

,

& \$ # # # \$,& ?
/-/0
3 # # # # # # # # # #
1 ' # # # # # # # # # #
) 6) A A # # # # # # # # # #
B -- A A ' 2 3
#ait B -/ #ait # -/0 4 #

2) it=s #ot that lo:#g' "t,
 30 (1.0)
 31 i hh >"st got o# the "s, a#d the# i missed my "s sto&' so i
 32 got o?? the "s
 33 (.)
 34 a#d the# i 6as like oh my god 6here am i'
 35 a#d i %he%ked the ma&. a#d it 6as a t6el@e mi#"te dri@e
 36 a%k to the &ala%e, a#d i 6as like i? it=s a t6el@e mi#"te
 3\$ dri@e the# it=s gotta e like a t6e#ty (.hhh) to thirty
 3(mi#"te 6alk a#d the# i 6as ?reaki#g o"t like oh my god i=m
 3) go##a die here. a#d the# there 6as their 6eird tr"%k that
 40 started to like %ome my [6a:y
 41 Mar: [mm oh #o
 42 Kyl: a#d i 6as like [6eird tr"%k'
 43 Mar: [6eird tr"%ks'
 44 All laughing in unison
 45 Kyl: a#d the# i 6as like #o >"st< >"st a%t like yo" elo#g here.
 46 so i 6as >"st 6alki#g like #o this is M. area this is M.
 4\$ #eigh orhood a#d it 6< #o hh
 4((.)
 4) they like &"lled o@er a#d sto&&ed a#d i 6as like i do#=#t k#o6
 50 i? that=s 6here they 6ere &la##i#g to sto& or #ot, "t that=s
 51 6he# i ?reaked o(hh)"t a#d i started >"st r"##i#g'
 52 (.)
 53 a#d the#<
 54 Mary makes a shocked face
 55 Kyl: 888
 56 Mar: 7I8. I3-3 .,2 -20010:J
 5\$ Kyl: 888 a?ter they sto&&ed i 6as like 6ell ?K this' 1 6as like
 5(i=m >"st go##a r"#' so the#
 5) (.)
 60 i started r"##i#g a#d i sa6 a#other "s %omi#g to a "s sto&
 61 a#d i 6as like oh my god im >"st go##a get o# that "s a#d go
 62 6here@er it takes me "#til i ?ig"re o"t 6hat to do: %a"se i
 63 do#=#t 6<
 64 5##: so the# she %alls me
 65 Kyl: yeah so i get o# the "s a#d the# i=m like i do#=#t k#o6
 66 6here this "s is goi#g so the# i=m ?reaki#g o"t a#d i=m like
 6\$ i do#=#t k#o6 6hat to do a#d the# i 6as like i >"st #eed to
 6(talk to my mo:m.
 6) Mar: so the# i %all my mo:m'
 \$0 5##: a#d she=s like ((%ryi#g #oises)) mom a#d immediately i=m like
 \$1 [6hatGs 6ro#g 6hat_
 \$2 Kyl: [hhh
 \$3 5##: a#d so i 6as sitti#g here i# the middle o? di##er 6ith 5llie
 \$4 like 6e=re %ho6i#g do6# o# my salad that she 6as#Gt h"#gry
 \$5 ?or

\$6 (3.0)
 \$\$ Mar: hhh
 \$(-os: a#d
 \$) (.)
 (0 Mar: [hhh
 (1 Kyl: [hhh
 (2 5##: 6i#e e@erythi#g so i=m like immediately >"st >"m& "& start<
 (3 she gets her keys 6e=re like okay so #o6 6e=re go##a go
 (4 res%"e Kylie so 6e=re like se#d me yo"r lo%atio#, let=s >"st
 (5 go'
 (6 Mar: yeah
 (\$ Kyl: "t the# like so the ":s 6e#t some6here a#d the# it sto&&ed
 () a#d the#
)0 (.)
)1 like i %o"ld< there 6as a< Elike that 6as the e#d o? its
)2 ro"te so it t"r#ed aro"#dD a#d it 6as 6aiti#g so the# i >"st
)3 %he%ked the a&& to see 6here it 6as goi#g a#d it t"r#s
)4 o"t it 6as go##a dri@e &ast the &ala%e, so
)5 (.)
)6 that=s 6here i #eeded to go a#y6ay, so i 6as like okay this
)\$ is good so
)((.)
)) the# i >"st stayed o# the "s "#til i got to my sto&. hhh
 100 Mar: oh i tho"ght it 6as a l< i tho"ght it 6as like Ci d"##oc
 101 Kyl: i# the mome#t it 6as @ery s%ary
 102 Mar: i 6o"ld imagi#e
 103 [L4

@ A \$ # 6 3
) # # ' A
 ' 6 \$ ' A \$ 6
 ' F G @
 ' #
 3 A ' 6
 - A F G 6 # #
 # # 6
 3 * 6 # ' A 6
 # ' A
 \$, !0' 6 A ' #
 A 6 C# 6 ' #
 # 6 A) # ' A # 6
 # 6 C , @1 A C '
 6 ' A # #

I , // 0 < # %3 # #
 9 1 2 4 3) ? + , 0 The language of t/rn and
 se /ence , -. @ H0 <)# %<)#
 A D " 3 , /-H0 # 0
 \$ %3 ~~2~~ Pacific University TESOL
 Working Paper Series 1 7 -8
 I # R ,-. 8B0 + \$ # 1 I + , 0 Studies in the
 organi ation o conversational interaction , -. HB0 D J %3
 I # R , //H0 R # ' 1 1 R = , 0
 On érsation Analysis/St dies rom the 1st generation , -7 70 3%I 4 *
 6 R ? A , /-H0 3 " +<= TESOL
 7(arterly , 8-+/ @ !! %-/ -// 9 \$ -@.