

Turn-Taking in Second Language Acquisition

The role of prosody in turn-end prediction

Emilia Nottbeck

Paderborn University

John Benjamins Publishing Company

Amsterdam / Philadelphia

Table of contents

List of abbreviations	XIII
List of figures	XIII
List of tables	XVII
Acknowledgements	XIX
CHAPTER 1. Introduction	1
1.1 Prediction in turn-taking and the unresolved role of prosody	2
1.2 The L2 gap: Predictive turn-taking in an L2	3
1.3 Aims, guiding questions, and contribution of the volume	4
1.4 The structural outline	6
CHAPTER 2. Theory	7
2.1 Turn-taking	7
2.1.1 Standard Linguistic Model	7
2.1.2 Protoconversation	14
2.1.3 Universals	16
2.1.4 Psycholinguistic puzzle	19
2.1.5 Prediction in comprehension	22
2.1.6 Turn-taking in SLA	58
2.2 Second Language Acquisition	61
2.2.1 Sketch of Processability Theory	62
2.2.2 English questions	80
2.2.3 Prosody	90
2.3 Interim summary	101
CHAPTER 3. The study	102
3.1 Outline of the experiment	102
3.2 Methodological considerations	104
3.2.1 Conducting reaction time experiments	105
3.2.2 Identifying participants	110
3.3 Participants and procedure	112
3.3.1 Participants	113
3.3.2 Procedure	114

- 3.4 Stimulus design 122
 - 3.4.1 Replication 1: De Ruiter et al.'s (2006) study 125
 - 3.4.2 Replication 2: Bögels and Torreira's (2015) study 127
- 3.5 Data analysis 133
 - 3.5.1 Dealing with outliers 133
 - 3.5.2 Statistical analysis 137
- 3.6 Interim summary 139

CHAPTER 4. Results and analysis 140

- 4.1 Replication 1 140
 - 4.1.1 Hypotheses 140
 - 4.1.2 Results: General group comparison 142
 - 4.1.3 Results: WH/DO questions group comparison 145
 - 4.1.4 Results: SVO questions group comparison 147
 - 4.1.5 Results: Native speakers 149
 - 4.1.6 Results: Advanced learners 151
 - 4.1.7 Results: Beginning learners 152
- 4.2 Replication 2 154
 - 4.2.1 Hypotheses 154
 - 4.2.2 Results: General group comparison 155
 - 4.2.3 Results: WH/DO questions group comparison 159
 - 4.2.4 Results: SVO questions group comparison 161
 - 4.2.4 Results: Native speakers 163
 - 4.2.6 Results: Advanced learners 166
 - 4.1.7 Results: Beginning learners 152
- 4.3 Interim summary 168
 - 4.3.1 Replication 1 168
 - 4.3.2 Replication 2 169

CHAPTER 5. Discussion 171

- 5.1 General implications of the results for turn-taking in an L2 171
 - 5.1.1 Differences in language processing during turn-taking 172
 - 5.1.2 Differences in prediction mechanisms 173
- 5.2 RQ 1: The role of prosody in L2 turn-end prediction 174
 - 5.2.1 General considerations 174
 - 5.2.2 Connection to turn-taking models 175
 - 5.2.3 Some thoughts on statistical significance 178
- 5.3 RQ 2: Differences between question types 180
 - 5.3.1 Discrepancy between WH/DO and SVO questions in beginning learners 181
 - 5.3.2 Original vs. manipulated SVO questions (Replication 1) 185

5.4	RQ 3: Development of L2 turn-taking skills	186
5.4.1	Preliminary considerations: Role of the L1	186
5.4.2	Interface between morpho-syntax, prosody and turn-taking in L2 acquisition	189
5.5	Alternative explanation to RQ2: Investigating speed-up processes	190
5.5.1	Rationale: Automaticity in SLA	191
5.5.2	Procedure and results	196
CHAPTER 6. Conclusion		201
6.1	Summary of overall findings in relation to the research questions and aims	201
6.2	Contribution of the findings to turn-taking and SLA research	202
6.3	Limitations and future research	203
CHAPTER 7. References		205
Appendixes		
APPENDIX A. Questionnaire for stimulus design		224
APPENDIX B. Exemplary material for communicative tasks		226
APPENDIX C. Example interviews with beginning learners		227
(A)	Example transcript of a stage 2 learner	227
(B)	Example transcript of a stage 3 learner	227
(C)	Example transcript of a stage 4 learner	227
APPENDIX D. Example interview with advanced learner		241
Index		243