

DO YOU LOVE ME
INTERROGATIVES IN LEARNER SPEECH
IN LINDSEI AND IN THE TLC

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Setting the scene

- Research on learner speech using **LINDSEI** (Louvain International Database of Spoken English Interlanguage)
 - informal **interviews** with intermediate to advanced level learners of EFL from a series of mother tongue backgrounds
- **Interrogatives**: not the sole preserve of interviewers!

Study 1

- Use of interrogative clauses
 - *Wh*-questions (including elliptic; e.g. *what else*) and *yes/no*-questions (Biber et al. 1999)
 - LINDSEI_Chinese, LINDSEI_Dutch, LINDSEI_French and LINDSEI_Polish (< LINDSEI CD-ROM, Gilquin et al. 2010)
 - *Concord* in *WordSmith Tools 8.0*
 - *wh*-words, primary and secondary auxiliaries

Study 1

- Use of interrogative clauses
- (1) To what extent do the learner interviewees use interrogatives?
 - how does this use compare with spontaneous conversations (Biber et al. 1999)?
- (2) What are the **discourse/pragmatic functions** of the interrogatives used by the learner interviewees?
 - Pedagogical implications
 - Preparing for interviews; helpful/strategic?

Interrogatives (tokens per 60,000 words)

	LINDSEI_FR	LINDSEI_DU	LINDSEI_PL	LOCNEC	LINDSEI_CH
Wh- quest. Tokens	67% 49	71% 64	71% 71	55% 57	58.5% 113
Yes/no quest. Tokens	33% 24	29% 26	29% 29	45% 47	41.5% 80
Total tokens	73	90	100	104	193

NB: over 10 times more interrogatives in conversation (Biber et al. 1999)

Discourse/Pragmatic functions ?

- Four major recurrent functions
 - at least 80% of the interrogatives used
- In all four learner varieties

(1) Speech management (Allwood et al. 1990, Rühlemann 2006, Aijmer 2013)

B = interviewee
A = interviewer

- **@ self → keep going**
 - because I didn't have a penny and I couldn't buy anything I only bought . (eh) **what did I buy** I bought (erm) some .. pudding I <overlap /> bought some pudding Harrods pudding you know (LINDSEI_PL)
 - so I said okay I'll go for no <laughs> he said okay I I don't like them either so <blows> . good guess (em) .. **what else did we do** we also went to Edinburgh (LINDSEI_DU)
- **@ Interviewer → interviewee seeking assistance (direct appeal for assistance; communication strategy, Tarone et al. 1983)**
 - I think they have (er) this room for for the whole family with (er) just (erm) .. (erm) <starts whispering> (er) <foreign> fauteuil </foreign> **how do you say that** <A> a chair a chair yes . some chairs (LINDSEI_FR)
 - but (er) she has the big problem that is (er) she has the . (er) train sick **may I say that** <A> (erm) suffers from train sickness yeah you can say that yeah yeah <laughs> <A> oh actually travel sickness (LINDSEI_CH)
- **@ ?**
 - (er) I've been there . five times . and while being (er) for the first time I just it w= it was (erm) <clicks tongue> (er) **how to say** just a quick visit there <A> (mhm) (LINDSEI_PL)

(2) Direct speech/thought reporting

- they told me **why do you have this American accent like that** (LINDSEI_FR)
- he loves his wife . he one one line I remember very clearly that's (er) h= his wife ask him . (er) **do you love me** (LINDSEI_CH) ;-)
- I was just (er) .. (er) very angry and I thought oh **how is it possible to study such** <laughs> **such things by heart by heart** <overlap /> always by heart (LINDSEI_FR)
- but when when she saw the picture she got outrageous and she was very furious . she asked the painter **who's the woman in the picture is that me do you think I'm so ugly** (LINDSEI_CH)
- you know so she's . telling the guy that **what the hell did you do to me** <laughs> and then he had to . you know re= redo the picture a little (LINDSEI_PL)
- the ugly lady the real lady (em) . boasting about how . beautiful her picture is (er) and her friends are all . watching and . thinking .. **is <overlap /> this really her so** (LINDSEI_DU)

(3) Interview-oriented metadiscursive function

- **Practical considerations (@ interviewer)**
 - (erm) .. well (erm) . yes I'd like to speak about a: . a country **is it on** (LINDSEI_FR)
 - <h nt="CH" nr="CH034"> <S> <A> one two three **can I sit down** (LINDSEI_CH)
 - <S> ... (mm) **is it anonymous** or (LINDSEI_PL)
- **Asking for instructions (@ interviewer)**
 - <h nt="DU" nr="DU002"> <S> <A> good **can I start** (LINDSEI_DU)
 - **are you going to ask me a question** <A> (erm:) just if you could start with . what it is asked for here . (er) (LINDSEI_PL)
 - <A> okay I'm gonna to show you . (erm) some pictures here . look at these pictures for about a minute . and then make us a a little story about it <two minute pause> (mm) sorry I have a question <A> (mhm) **how: long should I talk about the picture** (LINDSEI_CH)

(4) Eliciting information

- **Essentially about the interviewer**

- <A> costs six zloty for example in the National Museum well **are you an art freak as well** <A> no: <overlap /> nothing (LINDSEI_PL)
- so and and . **do you get used to the food in in Guangzhou** <A> oh certainly I I like it a lot (em) I don't really get tired of Chinese food (LINDSEI_CH)

- **Assessing / establishing common ground** (films, books, countries...)

- I've I've heard a lot of people say that it was too: complicated or: <overlap /> not easy to watch or <overlap /> (mm) ... <overlap /> **did you watch it** <A> <overlap /> they don't have to be . I've never <overlap /> seen it no (LINDSEI_FR)
- (em) I know an= of another girl . <name of person> and I . we sort of . she she: showed me some things and . **were you there as well** <A> yeah (LINDSEI_DU)

Interviewees in LINDSEI

- Four major recurrent functions
 - Speech management
 - Direct speech/thought reporting
 - Interview-oriented metadiscursive function
 - Eliciting information
- In another learner spoken corpus?

Study 2

- The **Trinity Lancaster Corpus, TLC** (Gablasova et al. 2019)
 - **Interviews**
 - **Conversation and Discussion** subset → TLC_C_D
 - **Dialogic** and **jointly-led** (Gablasova et al. 2019)
 - B1-B2-C2 levels; various MTs

Gablasova et al. (2019); Gilquin et al. (2010)

TLC _C_D

- Spoken learner corpus
- Interviews
- **Exam** context
 - Graded Examinations of Spoken English (Trinity College London)
- **Candidate** & examiner roles – asymmetrical (≠ peer interaction)
- **Semi-formal** setting
- **Jointly-led** interaction

LINDSEI

- Spoken learner corpus
- Interviews
- ~~**Exam**~~
- **Interviewee** & interviewer roles – asymmetrical (≠ peer interaction)
- **Informal** setting
- **Q&A** format

Study 2

- Are interrogatives in TLC_C_D (*Wh*-questions and *yes/no*-questions) used
 - [(1) to a similar extent ?
 - Hypothesis: more in TLC_C_D (jointly-led interaction)]
 - **(2) with similar pragmatic/discourse functions ?**
- compared with LINDSEI

C = candidate
E = examiner

(1) Speech management

- E: mm okay and which countries if you had money and time which countries do you want to visit ? C: first ah Rome erm Italy er E: it 's the same country C: oh yeah yeah sorry Rome France and **where else?** (Spanish, B1)
- C: and er this might hurt er the child 's erm erm **how could you say?** the child 's mind E: mm (Spanish, C1)
- C: er our Chinese people we all like to erm **how to say** er we all like to er in er special occasions er such as the Spring Festivals E: mm (Chinese, C1)
- E: do you do you do any physical exercise ? **C: erm could you repeat it** E: do do you do any physical exercise? C: er yes er to stay fit I do many exercise (Italian, B1)

(2) Direct speech/thought reporting

- C: because I have said er **could you tell me if I 'm going to work with you in December at least?** and then she tell me no I 'm not sure (Spanish, B1)
- C: I do n't have pen and I ask my mother hi mum **can ca= can s= could you give me some money?** E: uhu C: to buy a pen E: uhu (Chinese, B1)

(3) Interview/Exam-oriented metadiscursive function

- E: right now we 'll move on to the final part which is the er conversation okay er so I 'd like to talk about er erm safety in cricket after the death of the Australian cricketer Phil Hughes **C: okay sorry shall I start ?** (Marathi, C2)
- E: thank you **C: thank you bye bye shall I go?** E: yes please (Spanish, B2)

(4) Eliciting information

- E: can you tell me about the culture and the violence in the stadium ? **C: and do you know Rome?** E: mm C: the city in the capital in Italy E: mm **C: and do you know there 's two teams in Rome?** (Chinese, B1)
- **C: er do you know Gianduiotto?** E: no I do n't C: er Gianduiotto is a special Italian erm product and is erm according to me the best example of Piedmontese confectionery industry (Italian, B2)

(4) Eliciting information

- E: okay alright do you want to ask me a question about your topic? C: yes erm **have you ever you play hockey** E: mm I have yeah long time C: yes (Spanish, B1)
- E: okay well thank you for that do you have a question for me about either fashion or learning a foreign language? C: erm yes from **what kind of clothes do you like using?** E: me erm well my clothes are very functional because I travel a lot so things that I do n't need to iron yeah and E: yeah (F, Sp, B1)
- **Numerous instances!**
- **/!\ candidates = required to ask the examiner questions**
- **Prompted elicitation... Jointly-led?**

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