

Contents

Acknowledgments — V

List of acronyms — XI

Chapter 1

Introduction — 1

- 1.1 English spread and sociolinguistic inquiries into “English”:
ELF and WE — **5**
- 1.2 The definitions of ELF: The need for the multimodal perspective — **7**
- 1.3 ELF groupings: From a speech community to CoP and TIGs — **9**
- 1.4 Communicative capability: The need for the multimodal
perspective — **10**
- 1.5 Organization of the book — **15**

Chapter 2

Understanding ELF interactions from a participant-relevant emic perspective — 17

- 2.1 Conversation analysis — **18**
- 2.1.1 Fundamental concepts in CA — **20**
- 2.1.2 Specific characteristic features of ordinary conversation — **21**
- 2.2 Multimodal CA — **25**
- 2.2.1 Interactional functions of embodied actions: Seminal work — **26**
- 2.2.1.1 Gazes and postural shifts — **26**
- 2.2.1.2 Speech-accompanying spontaneous hand gestures — **29**
- 2.3 Analyzing multimodal resources in ELF interactions: From a cross-cultural
to an intercultural approach — **31**
- 2.3.1 Approaching to embodied actions from the intercultural
perspective — **34**
- 2.3.1.1 Gaze behavior — **34**
- 2.3.1.2 Hand gestures — **36**
- 2.3.1.3 Head movements — **39**
- 2.4 Pragmatic theories of communication — **42**
- 2.4.1 Cooperative principle and politeness theory: Seminal work — **43**
- 2.4.2 Reconsidering politeness from the discursive perspectives — **45**
- 2.4.3 The sequential analysis of politeness — **49**
- 2.5 Summary — **51**

Chapter 3

Pragmatic research into ELF: The need for a multimodal perspective and more work on conflict talk — 53

- 3.1 Consensus-oriented, cooperative, and mutually supportive aspects of ELF interactions — **53**
- 3.2 Lack of multimodality in pragmatic research into ELF:
A research gap — **60**
- 3.3 Scarce research into conflict talk in ELF interactions — **62**
 - 3.3.1 Being selfish, uncooperative, unsupportive, reprehensive, and face-threatening — **63**
 - 3.3.2 Expressing disagreement — **66**
 - 3.3.3 Being competitive — **71**
 - 3.3.4 Facework during conflict talk in casual ELF conversations:
A research gap — **72**
- 3.4 Summary — **75**

Chapter 4

Data collection and transcript conventions — 76

- 4.1 Methodological design — **76**
- 4.2 Data collection — **81**
 - 4.2.1 Research sites — **82**
 - 4.2.2 Participants — **82**
 - 4.2.3 Procedures — **84**
 - 4.2.3.1 Preparation for the data collection — **84**
 - 4.2.3.2 Arrangement of the recordings — **86**
 - 4.2.3.3 Procedures for the recordings — **88**
- 4.3 Corpus — **90**
- 4.4 Transcription conventions for multimodal CA — **91**
- 4.5 Summary — **94**

Chapter 5

Interactional management of competitive overlaps — 96

- 5.1 Defining overlaps — **96**
- 5.2 Findings and discussion — **101**
 - 5.2.1 Floor-taking overlaps — **104**
 - 5.2.1.1 Floor-taking question (FT-Q) — **104**
 - 5.2.1.2 Floor-taking expansion (FT-E) — **112**
 - 5.2.1.2.1 Proactive FT-E — **112**
 - 5.2.1.2.2 Retroactive FT-E — **117**
 - 5.2.2 Floor-attempting overlaps — **122**

- 5.2.2.1 Floor-attempting question (FA-Q) — **123**
- 5.2.2.2 Floor-attempting expansion (FA-E) — **128**
- 5.3 Summary — **134**

Chapter 6

Interactional management of disagreement — 138

- 6.1 Theorizing disagreement — **138**
- 6.2 Findings and discussion — **140**
 - 6.2.1 Sharing knowledge by disagreeing — **142**
 - 6.2.2 Promoting interpersonal relationships while disagreeing — **152**
- 6.3 Summary — **160**

Chapter 7

Interactional management of third-party complaints in extended sequences of talk — 163

- 7.1 Theorizing complaints — **163**
 - 7.1.1 Defining complaints — **164**
 - 7.1.2 Third-party complaint sequences — **166**
- 7.2 Findings and discussion — **169**
 - 7.2.1 A disattended complaint sequence — **170**
 - 7.2.2 A negotiated complaint sequence — **175**
- 7.3 Summary — **188**

Chapter 8

Conclusion — 191

- 8.1 Summary of the book — **191**
 - 8.1.1 How do the interactants manage competitive overlaps? — **191**
 - 8.1.2 How do the interactants manage disagreement? — **192**
 - 8.1.3 How do the interactants manage third-party complaints in the extended sequences of talk? — **193**
 - 8.1.4 What the present research tells us about conflict talk in ELF interactions? — **195**
- 8.2 Methodological implications — **196**
 - 8.2.1 The benefits of using multimodal CA for ELF research — **196**
 - 8.2.2 The challenges of using multimodal CA for analyzing ELF interactions — **198**
- 8.3 Pedagogical implications — **204**
- 8.4 Limitations of the present research and suggestions for future research — **208**

Appendices

Appendix A — 215

Appendix B — 217

Appendix C — 219

Appendix D — 221

References — 225

Index — 243