



Filled Pauses in Language Teaching: Why and How

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- Make argument for teaching FPs in L2 education.

Overview

- Background
- Model of FP Production
 - Discourse management
 - Maintaining harmony
- Problems for L2 learners
- FPs in the curriculum
- Conclusions

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Although FPs can be classified as HP, they show some crucial differences from other HP in practice. → more soon...

Dispelling myths

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Does the evidence back up this popular wisdom?

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- anxiety (Christenfeld, 1995).
- deception (Benus et al., 2006).

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A: Would you like to win a million dollars?

B: Is the pope catholic? (Implicature: “Yes, I do, and this is so obvious as not to require asking.”)

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Other HP coincide with hesitation, but they are not conventionalized markers of hesitation. Hence, their occurrence leads to conversational implicature (e.g., judgments of anxiety, dishonesty, etc.)

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- Holding a turn (Ball, 1975; Beattie, 1977; d'Urso and Zammuner, 1990)

Maintaining Harmony

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A: Would you like to see a movie?

B: No thank you.

B/: Uh, no thank you.

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- Phonemic forms of FPs (cf., Clark and Fox Tree, 2002)
 - English: /ə/, /əm/
 - French: /œm/
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Japanese: /ɑnoː/ used differently than /εːto/ (Emmett, 1998).

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Perceptual difficulty (Leeson, 1970; Voss, 1979)

Actual: A contract um is when ...

Perceived: A contractor is when ...

FPs in the curriculum

Communicative Competence (Canale and Swain, 1980)

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Use of FPs helps learners overcome fluency problems (cf., Guillot, 1999).

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Three recommendations:

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3. Evaluate fluency in terms of native-like pausing patterns.

Conclusions

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- FPs are fundamentally overt markers of hesitation, produced in accordance with the Gricean maxim of manner.
- FPs should be addressed in L2 teaching.

Thank You!

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