vii Acknowledgements

1 Introduction
Tim Greer
Donna Tatsuki
Carsten Roever

5 A Coming of Age of Conversation Analysis and Applied Linguistics
Jean Wong

29 Expanding Resources for Marking Direct Reported Speech
Eric Hauser

55 Prioritization: A Formulation Practice and Its Relevance for Interaction in Teaching and Testing Contexts
Yusuke Okada

79 Turn-taking Practices in Conversation-For-Learning
Tomomi Otsu
Nathan P. Krug

103 Working Through Disagreement in English Academic Discussions Between L1 Speakers of Japanese and L1 Speakers of English
Noël Houck
Seiko Fujii
133 Collaborative Creation of Spoken Language Corpora
   Michael Haugh
   Wei-Lin Melody Chang

161 Acquisition of the Pragmatic Marker ‘Like’ by German Study Abroad Adolescents
   Averil Grieve

191 On Saying the Same Thing: Issues in the Analysis of Conventional Expressions in L2 Pragmatics
   Kathleen Bardovi-Harlig

213 The Effects of Explicit Metapragmatic Instruction on EFL Learners’ Performance of Constructive Criticism in an Academic Setting
   Nguyen Thi Thuy Minh
   Pham Minh Tam
   Cao Thuy Hong

245 Pragmatic Awareness of Japanese EFL Learners in Relation to Individual Differences: A Cluster Analytic Approach
   Kazuhito Yamato
   Kenji Tagashira
   Takamichi Isoda

267 About the Contributors