
**EXCERPT A: Dialogue as an enactment of mental processes**

2 Kim: On peut pas déterminer qu’est-ce que c’est.

(One can’t figure out what it is.)

3 Rick: Reveille-matin.

(Alarm clock.)

4 Kim: Et il y a un reveille-matin rouge sur une table brune, et le reveille-matin dit six heures, et c’est tout.

(And there is a red alarm clock on a brown table, and the alarm clock says six o’clock, and that’s all.)

This exchange continues for another four turns, with Kim using “reveille-matin” three more times and Rick once more; Rick then, for some reason, switches to “la/le rêve-matin” in Turn 9. His hesitation in producing it suggests his uncertainty.

9 Rick: Elle est en train de dormir après que... la rêve-matin est encore sonné. Et le rêve-matin dit six heures un.

(She is sleeping after the alarm clock rang again. And the alarm clock says one minute after six o’clock.)

This uncertainty continues:

55 Kim: ... il y a un reveille-matin.

(... there is an alarm clock.)

56 Rick: Reveille-matin?

(Alarm clock?)

57 Kim: Reveille-matin.

(Alarm clock.)

66 Rick: Se reveille à cause... du son...

(Wakes up because ... of the sound ...)

67 Kim: Reveille-matin.

(Alarm clock.)

68 Rick: A cause du...

(Because of ...)

69 Kim: Du reveille-matin qui sonne? Does that sound OK?

(Of the alarm-clock that rings? Does that sound OK?)

70 Rick: Or what about ... Jacqueline se lève a cause du... du reveille-... yeah, qui sonne.
(Or what about ... Jacqueline [the girl in their story] gets up because of the ... of the alarm—... yeah, that rings.)

71 Kim: OK. Or you can say du reveille-matin or du sonnement du reveille-matin.
(OK. Or you can say of the alarm clock or the ring of the alarm clock.)

72 Rick: No, reveille-matin qui sonne.
(No, alarm clock that rings.)

92 Rick: Sur la rêve—... rêve-matin.
(On the alarm clock.)

93 Kim: Sur le reveille-matin pour arrêter le sonnement.
(On the alarm clock to stop the ring.)

94 Rick: Rève-matin?
(Alarm clock?)

95 Kim: REVEILLE-matin.
(Alarm clock.) [Stresses component meaning “wake.”]

EXCERPT F: Dialogue as an occasion for L2 learning

Rick: Et elle est encore au... au... uh ... à l’autre bout du lit avec, avec ses pieds sur le... sur la... how do you say “pillow”?
(And she is already at the other end of the bed with, with her feet on the ... on the ... how do you say “pillow”?)

Kim: Oreiller.
(Pillow.)

Rick: Avec ses pieds sur l’oreiller.
(With her feet on the pillow.)

Later, Kim uses the word “oreiller,” which gives Rick the opportunity to check his comprehension and, as he is writing, to write it down:

Kim: Quelque chose uh ... est sur l’... quelque chose est sur l’oreiller.
(Something ... is on the ... something is on the pillow.)

Rick: Is that l’oreiller? (pointing to something in the picture.)
(Is that the pillow?)

Kim: No, this is l’oreiller.
(No, this is the pillow.)

Rick: Pillow?

Kim: Yeah, pillow’s oreiller.
"The tricky alarm clock"