

## Other-initiated increments (in the talk of children and adults)

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An "increment" is an addition to or a continuation of a TCU that has already come to a possible completion. An increment is always in some sense grammatically affixed to, and thus designedly parasitic upon, its host TCU. Indeed, this is how we can identify a given instance as an increment rather than as a next, independent, TCU. This grammatical affixing may be accomplished, in English, by a preposition (in, at, by...) or a conjunction (and, but, because, although, if...) which specifies the particular relation between increment and host. Alternatively, the increment may take the form of single word addition such as "desperately" that reveals, in its derivational morphology, a grammatical relation to the host TCU (here an adverbial specification).

While the vast majority of such increments are produced by the speaker of the host TCU, in a small set of cases some participant other than the one who produced the host produces the increment. This presentation focuses on that small set of cases of "other-initiated increments" as Schegloff (2001) has described them. I offer a brief description of the phenomenon based on the relatively limited collection available, note a convergence with the practice of "collaborative turn-building" (Lerner 1996) and "turn recompleting" (Sacks 1995) and then argue for a distinction between those increments produced by the recipient of the host (recipient-initiated increment) and those produced by some participant who is neither the speaker nor the recipient of the host TCU (non-recipient initiated increment). Finally, I offer an initial description of two ways young children (aged 4 to 6) deploy the practice of other-initiated increments.