



International Conference
7th – 9th of September 2022
BARCELONA (Spain)
<https://tefluab.wixsite.com/icop-l2-2022>





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A WORD OF WELCOME

Dear ICOP-L2 participants, dear colleagues,

Welcome to the ICOP L2 Barcelona Conference. This occasion has been long in the making! Originally planned for the Spring of 2021, we are excited to be able to meet in person with scholars and researchers from around the world once more.

We hope that this conference will carry forth the torch originally lit back in 2017 at the University of Neuchâtel, Switzerland. The conferences bring together like-minded researchers interested in L2 interaction and interactional competence. This year we have aimed to open up a further area of interest in the assessment of interactional competences.

Despite the major events that have created tumult around the globe, we have received 121 submissions from 26 countries and 77 different universities. This is an indicator of the growing interest in this field of SLA research (and one might assume, the desire to mix, mingle, discuss, debate and of course, socialize outside of our lockdown bubbles).

We trust that the conference delegates will find much to ponder, explore and debate as both seasoned and beginner researchers gather together to present and discuss their latest work. The topics and foci are diverse with technology emerging as a prevalent nexus in much of the interactional research presented in this conference, along with areas of interest such as language teaching and learning, plurilingual practices and interaction in work and leisure contexts, to name a few stimulating foci to be found in the programme.

We would like to acknowledge and thank our sponsors, Edinburgh University Press, SWELL, GREIP and the PhD Studies at the Autonomous University of Barcelona and above all we extend a warm thank you to everyone for joining us and a hearty welcome. May you enjoy a fruitful and exciting conference!

Conference Co-Chair
Dr. Melinda Dooly

CONFERENCE VENUE

ICOP-L2 will be hosted by the GREIP research group located at the Autonomous University of Barcelona.

All keynote lectures, panels and individual presentations will take place at Casa Convalescència, a modernist building that combines tradition and modernity and it's situated at Calle Sant Antoni Maria Claret, 171.



Access to Casa Convalescència

Underground

Yellow line (L4) - GUINARDÓ – HOSPITAL DE SANT PAU station

Blue line (L5) - SANT PAU – DOS DE MAIG station

By bus

Lines: 15, 19, 20, 45, 47, 50, 51, 92 and 192.

For the GPS

Introduce the following coordinates:

Latitude: 41.413702 (41° 24' 49.33" N)

Longitude: 2.177482 (2° 10' 38.94" E)

From the airport

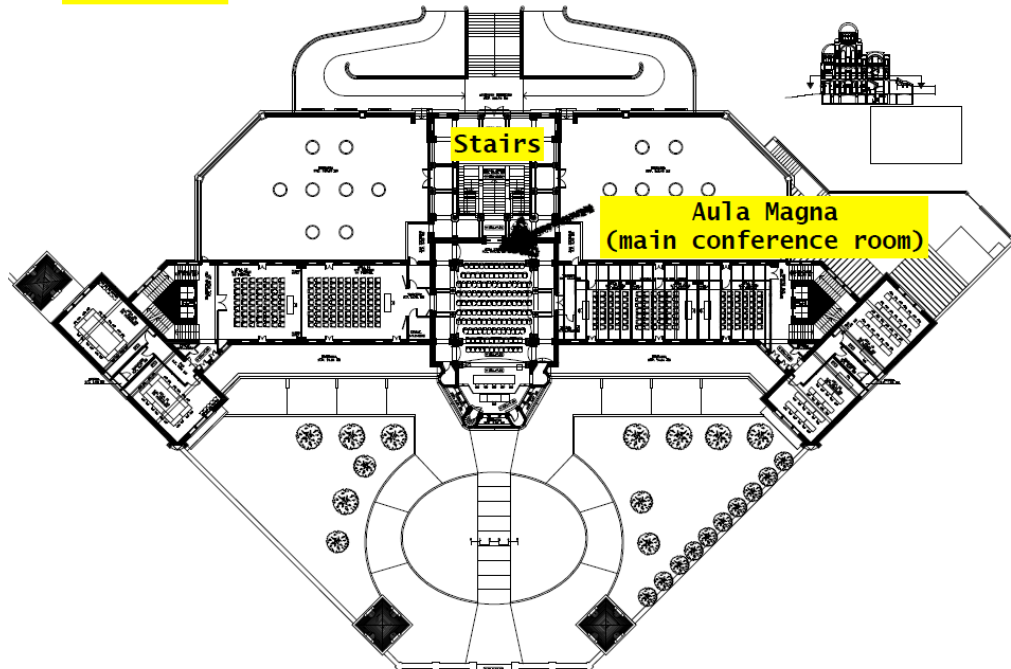
* Train + Underground. At the RENFE station, take the train to Sants-Estació. Once there take the Underground's blue line (L5) till SANT PAU – DOS DE MAIG station.

* Bus + Underground. Outside the airport terminal, take the AEROBUS to Plaça Catalunya. Walk one corner till Plaça Urquinaona and take the Underground's yellow line (L4) to GUINARDÓ – HOSPITAL DE SANT PAU station.

Casa Convalescència Map

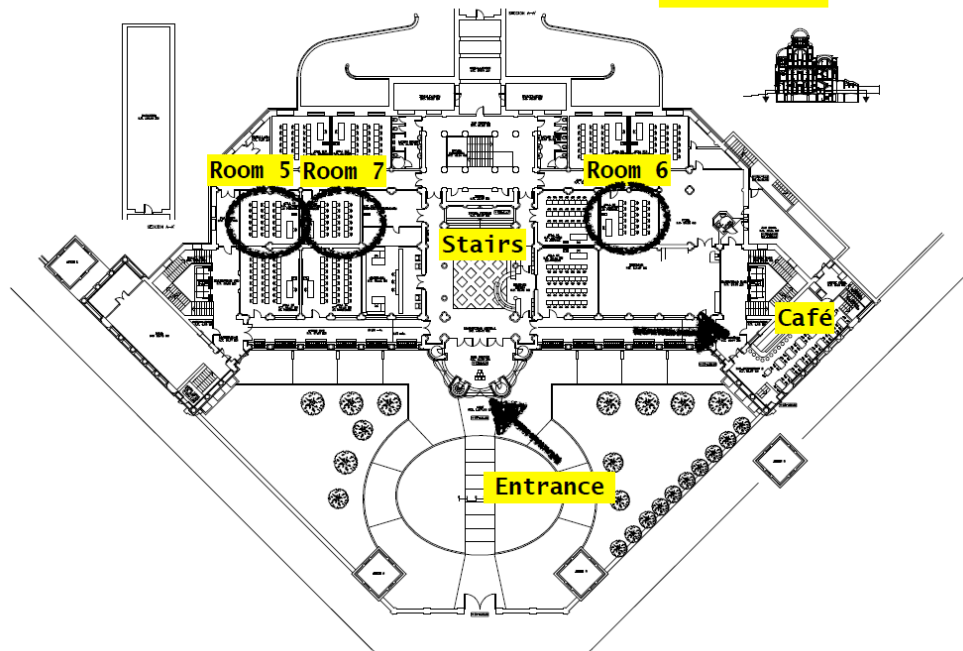
All Panels and Key notes will be held in “Aula Magna” our main conference room, on the first floor.

First Floor



We will also have three more rooms on the ground floor, in which most of our presentations will take place.

Ground Floor



PROGRAMME

Wednesday, September 7th 2022 (Workshops)

	Room 5	Room 6	Aula Magna
14:00-18:00	Daniel Lam: <u>Let's talk about tests: Issues in assessing interactional competence</u>	GREIP: <u>Under the microscope: Interaction in informal learning environments</u> CANCELLED	Spencer Hazel: <u>Turning to the body in interaction research</u>

Thursday, September 8th 2022

8:00 REGISTRATION OPENS (It will also be possible to register the day before).

8.30 –


9:00

Conference Inauguration

	Room 5	Room 6	Room 7	Aula Magna
<i>Chairs Theme</i>	<i>Melinda Dooly Technology-mediated Interaction</i>	<i>Spencer Hazel Work & leisure contexts</i>	<i>Xavier Fontich Language teaching & learning</i>	<i>Claudia Vallejo Teaching & Teacher Development</i>
09:00 – 09:30	Dunia Martínez: <u>Analysis of Social Interaction in Mobile Instant Messaging (MIM)</u>	Philipp Hänggi: <u>Language brokering in impromptu encounters between strangers</u>	Susanne Reinhardt: <u>Ad-hoc translating as an option for self-repair: Tracing changes in L2 learners' use of and orientation to L1-based repair practices</u>	Katherina Walper: <u>Teaching materials and Interactional Competence: An exploration into Chilean in-service and pre-service teachers' embodied practices.</u>
09:30–10:00	Jenny Gudmundsen: <u>Language learning in the 'digital' wild: mobilizing the chat function to solve vocabulary issues</u>	Atsushi Hasegawa: <u>How Do L2 Speakers Manage Participation in Multiparty Interaction? Schisiming and Merging in a Lunch Table Conversation</u>	Jingxuan Wu & Carsten Roever: <u>Proficiency and Topic Shift Sequence in Second Language Mandarin Chinese Discussion</u>	Nimet Çopur & Adam Brandt: <u>Teacher's squeezed-mouth smile as a social practice in L2 Classrooms</u>

Thursday, September 8th 2022

	Room 5	Room 6	Room 7	Aula Magna
Chairs Theme	Melinda Dooly Technology-mediated Interaction	Spencer Hazel Work & leisure contexts	Xavier Fontich Language teaching & learning	Claudia Vallejo Teaching & Teacher Development
10:00 – 10:30	Paul Seedhouse & Simin Ren: <u>Analysing Interaction in a Superdiverse, Technology-Mediated L2 Learning Environment</u>	Nicola Nasi: <u>Children's peer conflict mediation in the L2</u>	Monica Clua & Natalia Evnitskaya: <u>Was that a rhetorical question? A multimodal analysis in EMI interaction</u>	Hanna-Ilona Härmävaara & Joona Poikonen: <u>Students as teachers in vocational training: multilingual instruction sequences as co-constructed translanguaging spaces</u>
10:30-11:00	Coffee Break			

	Room 5	Room 6	Room 7	Aula Magna
Chairs Theme	Müge Satar Technology-mediated interaction	Taiane Malabarba Work & leisure contexts	Monica Clua Language teaching & learning	Panel: Exploring Task Engagement and Orientation through Ethnomethodological Conversation Analysis. Convenor: Alfred Rue Burch
11:00 – 11:30	Ufuk Balaman: <u>Tracking Pre-service Teacher Learning Behaviors in Video-Mediated Interactions</u>	 Bekir Güler & Betül Çimenli: <u>Establishing Mutual Understanding in Family Game Interactions in an L2</u>	Yeji Lee: <u>The demonstrative property of whole class teaching: A micro-longitudinal study on a series of group presentations</u>	Introduction (5 min) 1) <u>'Gamification' in the L2 English classroom: Learner engagement in plenum Kahoot games for vocabulary learning</u> (Erica Sandlund, Pia Sundqvist, Marie Källkvist & Henrik Gyllstad)

Thursday, September 8th 2022

	Room 5	Room 6	Room 7	Aula Magna
Chairs Theme	Müge Satar <i>Technology-mediated interaction</i>	Taiane Malabarba <i>Work & leisure contexts</i>	Monica Clua <i>Language teaching & learning</i>	Panel: Exploring Task Engagement and Orientation through Ethnomethodological Conversation Analysis. <i>Convenor: Alfred Rue Burch</i>
11:30 – 12:00	Fatma Badem-Korkmaz & Natalia Evnitskaya: Teachers' turn-allocation procedures in video-mediated L2 classroom interaction	Iira Rautiainen & Tuire Oittinen: Developing collaborative practices and mutual expertise 'in situ': solving language-related difficulties in multinational crisis management training	František Tůma, Leila Kääntä & Teppo Jakonen: Task progression in L2 speaking tasks: the functions of AND-prefaced turns in EFL students' collaborative talk.	2) <u>This is like a patience test</u> : <u>Engagement as observable behaviors while accomplishing untimed, open-ended tasks</u> (Silvia Kunitz, Amanda Hoskins & Hanna Robertson)
12:00 – 12:30	Irina Cavaion: Investigating the feasibility of interaction strategies in the context of a telecommunication activity in early foreign language learning. The case of videocalls between Slovenian-Italian primary Neighbouring Language classrooms.	Magdalena Solarek-Gliniewicz: Patient-centred communication by Polish physicians using Norwegian as L2.	Loanne Janin: A multimodal perspective on collaborative explanations in the L2 French classroom	3) <u>"This takes skill"</u> : <u>Task engagement and orientation in a CLIL experiment</u> (Alfred Rue Burch)
12:30-13:30	Keynote: <u>Hey, teachers, leave those kids alone</u> by Dr. Tom Koole			




This somewhat provocative Pink Floyd title refers to a phenomenon that we came across in a series of PhD studies of student-teacher and student-student interaction in primary and secondary schools in the Netherlands: students show a higher degree of language proficiency when they interact with each other than when interacting with the teacher.

Dr. Tom Koole is Professor Emeritus of Language and Social Interaction Communication and Information Studies at Groningen University (Netherlands). He is author or co-author of numerous publications on interactional analysis in many different professional settings, including educational contexts.

Lunch Break

Thursday, September 8th 2022				
	Room 5	Room 6	Room 7	Aula Magna
Chairs Theme	Ufuk Balaman <i>Technology-mediated interaction</i>	Iira Rautiainen <i>Work & leisure contexts</i>	Lari Kotilainen <i>Language teaching & learning</i>	Panel: Exploring Task Engagement and Orientation through Ethnomethodological Conversation Analysis. <i>Convenor: Alfred Rue Burch</i>
15:00 – 15:30	Betül Çimenli: <u>A Conversation Analytic Investigation of Interactional Competence in Multicultural Virtual Exchanges</u> 	Taiane Malabarba & Hanh thi Nguyen: <u>Interactional competence development at the workplace: Changes in small talk initiation by an EFL hotel staff member</u>	Olga Anatoli: <u>Recycling self- and others' talk: Spontaneous language teaching in a Swedish-English preschool</u>	4) <u>Exploring the use of smartphones in language cafés</u> (Ali Reza Majlesi & Silvia Kunitz)
15:30 – 16:00	Caroline Fairet: <u>Investigating the Interactional English Learning Dynamics in an Institutional Blended Environment Including 'the wild'</u>	Ibrahim Cindark: <u>Multilingual practices in vocational programmes for refugees</u>	Eric Hauser & Zachary Nanbu: <u>Two practices of address in student use of L2 English for initiating actions</u>	General Discussion
16:00 – 16:30	Marco Cappellini & Bin Chen: <u>The development of lexical explanations in videoconference-based telecollaborations</u>	David Wei Dai & Michael Davey: <u>Doing being a social member: Membership categorisation practices as an indicator of interactional competence</u>	Aya Watanabe & Mika Ishino: <u>Doing noticing and collective sense of "strangeness" as a preamble to the emergence of teachable and learnable object in language classrooms.</u>	DigiTask App Presentation Dolors Masats
16:30 – 17:00	Fatma Badem-Korkmaz: <u>Teacher response pursuit practices in video-mediated L2 classrooms</u>	Ina Celise Sortland: <u>L2 interactional competence in workplace settings in the salmon farming industry</u>	Carmen Taleghani-Nikazm: <u>Managing information-seeking questions in goal-oriented course of action: A longitudinal study of L2 IC development</u>	DigiTask App Presentation Dolors Masats
17:00-17:30	Coffee Break			

Thursday, September 8th 2022

	Room 5	Room 6	Room 7	Aula Magna
Chairs Theme	Teppo Jakonen <i>Technology-mediated Interaction</i>	Daniel Lam <i>L2 learner interactions</i>	Eric Hauser <i>Language teaching & learning</i>	Silvia Kunitz <i>Language teaching & learning</i>
17:30 – 18:00	Ayşe Badem: <u>Word Search Practices in Task Enhanced Video-Mediated L2 Interaction</u> 	Jan Svennevig: <u>Self-reformulation as preemptive practice in talk addressed to L2 speakers</u>	Chris Leyland & James Riley: <u>'Enhanced' English Conversations-for-Learning: the interactional construction and affordances of notes across discussion and focus-on-form phases</u>	David Lasagabaster & Aintzane Doiz: <u>The use of metadiscourse markers in English-medium instruction: A comparison of two non-native contexts</u>
18:00 – 18:30	Sajjad Pouromid: <u>Comparing the development of Japanese EFL learners' interactional competence in a study-abroad and a virtual exchange program</u>	Carmen Konzett-Firth: <u>Interactional competence in L2 French: Development of learners' responsive turn design</u>	Anna Carolina Oliveira Mendes: <u>"Tell me about you. How have you been?" - A longitudinal study of invitation-to-talk sequences as resources in additional language instruction</u>	Anna-Kaisa Jokipohja: <u>Resources for expressing understanding – beginning L2 speaker's ways of demonstrating and checking understanding</u>
18:30 – 19:00	Joan Kelly Hall, Stephen Looney & Elvin He: <u>Digital tools for assisting access to and analysis of shared L2 classroom interaction data: Methodological challenges</u>	Seiko Harumi: <u>The Facilitative Use of Learner-initiated Translanguaging and Self-repair by Japanese EFL learners</u>	Minttu Vääntinen & Leila Kääntä: <u>Gaze as a resource in seeking alignment in peer interaction around mobile devices</u>	Esma Kot Artunc & Deniz Ortactepe Hart: <u>Learner Familiarity as an Interlocutor Effect Influencing Dyadic Interaction in Paired Speaking Tests</u>
19:00-19:30	Tuire Oittinen: <u>Social, participatory and organisational uses of chat in video-mediated learning situations</u>	Budimka Uskokovic: <u>Das ist die Uni: How do L2 speakers utilize objects to improve recipient design?</u>	Theme: Translation: Heli Paulasto: <u>Translational action as a multilingual resource in L2 English</u>	Simone Morehed: <u>Comprehension of disagreement markers in preface position by advanced L2 learners of French</u>

Friday, September 9th 2022				
	Room 5	Room 6	Room 7	Aula Magna
Chairs Theme	Marco Cappellini <i>Technology-mediated Interaction</i>	Chris Leyland <i>Plurilingual practices</i>	Melinda Dooly <i>Interactional competences & embodiment</i>	Paul Seedhouse <i>Language teaching & learning</i>
08:30 – 09:00	Müge Satar: <u>Topic management in telecollaborative exchanges for language teacher training</u>	Inkeri Lehtimaja, Salla Kurhila, Lari Kotilainen & Arnulf Deppermann: <u>Self-translations in multilingual professional contexts</u>	Joona Poikonen: <u>Practicing language skills at work: material ecology affording language learning in construction work</u>	Khaled Al Masaeed: <u>Tracking Learnables and Teachables in L2 Arabic Dyadic Conversations-for-learning</u>
09:00 – 09:30	Teppo Jakonen, Heidi Jauni & Olcay Sert: <u>Achieving intersubjectivity of gaze in robot-mediated L2 interaction</u>	Stephen Looney: <u>Breaking Character: Implications of Footing Shifts for Assessing Interactional Competence</u>	Johannes Wagner & Søren W. Eskildsen: <u>Embodied and material resources for repairs in Second Language Interactions</u>	Jackie Robbins: <u>Observing language learner engagement through social presence analysis</u>
09:30 – 10:00	Fulya Çolak: <u>Investigating Design, Feedback, Implementation, and Reflection Processes of Telecollaborative Tasks Designed by Transnational Groups of Pre-Service Teachers</u>	Marta García García: <u>What would it be like in Germany? – Intercultural Learning in a whole-class discussion</u>	Steven Thorne: <u>People, objects, and environments in interaction</u>	Duane Kindt: <u>Acquiescing to and asserting epistemic stance in sharing excerpts and analyses of learners' own L2 interaction</u>
10:00 – 10:30	Alia Amir, Sabria S. Jawhar & Rizwan-ul Huq: <u>'How to spell Roblox?' A multimodal analysis of co-constructed knowledge progression of spelling and lexical learning in L2 during gaming interaction in the wild</u>	Nathalie Schümchen & Hanna-Ilona Härmävaara: <u>Evaluation sequences in teaching and learning manual work in L2 contexts</u>	Zachary Nanbu: <u>Embodied list construction as a resource in L2 interaction</u>	Macarena Agüero Bustamante: <u>"Por ejemplo" as a TCU-initial practice in multi-unit turns during oral Spanish exam simulations.</u>
10:30 – 11:00	Coffee Break			

Friday, September 9th 2022				
	Room 5	Room 6	Room 7	Aula Magna
Chairs Theme	Jenny Gudmundsen <i>Technology-mediated Interaction</i>	Salla Kurhila <i>Language teaching & learning</i>	Dagmar Barth-Weingarten <i>Assessment</i>	<i>Panel: Developing linguistic resources in and for interaction: Studies at the interface of L2 grammar-for-interaction and interactional competence</i> Convenors: Klara Skogmyr Marian & Simona Pekarek Doehler
11:00 – 11:30	Zeynep Önder: <u>How does Interculturality Emerge in a Task Enhanced Virtual Exchange Setting: A Conversation Analytic Study</u>	Erica Sandlund: <u>Telling in tests: Storytelling and task accomplishment in L2 conversation tests</u>	Rania Kassir: <u>Determining a bilingualism index: evidence from Lebanese control bilinguals.</u>	1) <u>Developing new interactional uses for an established linguistic resource: A longitudinal analysis of a German L2 speaker's use of the discourse marker 'also' (Sam Schirm)</u>
11:30 – 12:00	Shauny Seynhaeve: <u>Social Interaction in Emergency Remote Teaching: the Perceptions of Newly Arrived Migrant Students</u>	Merve Bozbıyık & Tom Morton: <u>The Deployment of Diverse Multimodal Practices in Managing Learner Initiatives in online English Medium of Instruction Classrooms: A Micro-Analytic Investigation</u>	Anita Thomas & France Rousset: <u>Teaching and assessing interactional competence: a longitudinal case study in French L2.</u>	2) <u>The development of interactional functions of 'no sé' in L2 Spanish (Britta Thörle)</u>
12:00- 12:30	Semih Ekin: <u>Interactional Story of a Co-constructed Lesson Design Activity in a Telecollaborative Exchange Project with Pre-service Language Teachers</u>	Sonay Doygun: <u>Role exchange as an interactional resource for maintaining progressivity in role-play interactional competence assessment tasks in L2 English</u>	Montserrat Cañada Pujols, Stefania Fantauzzi: <u>Assessment of mediation activities in the context of Escuelas Oficiales de Idiomas (EOI, Official Language Schools) in Catalonia</u>	3) <u>The development of an L2 grammar-for-interaction: French 'parce que' ('because') in initial and final turn positions (Mélisha Juillet)</u>

Friday, September 9th 2022

Aula Magna

12:30-
13:30

Keynote: Participation on the periphery by Dr. Tim Greer



Although the notion of participation has long been considered an integral component of interactional competence, it still remains under-explored. The way speakers (re)configure participant constellations can occasion various nuances of action formation and ascription, which therefore become consequential for ongoing talk.

Dr. Tim Greer is a professor in the School of Languages and Communication at Kobe University, Japan. His research draws on Conversation Analysis to investigate L2 interactional competence both in and beyond the language classroom, including in homestay talk, service encounters and oral proficiency testing contexts.

Lunch Break

	<i>Room 5</i>	<i>Room 6</i>	<i>Room 7</i>	<i>Aula Magna</i>
<i>Chairs Theme</i>	<i>Olca Sert Technology-mediated interaction</i>		<i>Montserrat Cañada Pujols Assessment</i>	Panel: Developing linguistic resources in and for interaction Convenors: Klara Skogmyr Marian & Simona Pekarek Doehler
15:00 – 15:30	Ali Alghamdi: <u>Organizing Repair in Online Video Mediated ESL Classroom</u>		Costanza Menzinger: <u>The raters' perception of oral interaction features.</u>	4) L2 interactional competence development: Resources for doing self-presentations (Søren W. Eskildsen)
15:30 – 16:00	Gülşah Uyar: <u>Video-Mediated Data-Led Reflection Of Transnational Pre-Service Teacher Groups On Virtual Exchange Tasks</u>		Cheikhna Amar & Eric Hauser: <u>Competence to participate: Student gaze shift and orientation to being selected</u>	5) Pseudo-clefts in L2 French interaction: A developmental and multimodal study (Klara Skogmyr Marian & Simona Pekarek Doehler) Discussion (Jan Svennevig)

Friday, September 9th 2022

Chairs Theme	Olca Sert Technology-mediated interaction		Montserrat Cañada Pujols Assessment	Panel: Developing linguistic resources in and for interaction Convenors: Klara Skogmyr Marian & Simona Pekarek Doehler
16:00 – 16:30	DigiTask App Dolors Masats		Dagmar Barth- Weingarten & Susanne Reinhardt: <u>Assessing L2 interactional competence – basic ingredients</u>	Discussion
16:30- 17:00	Coffee Break			
17:00 – 18:00	Keynote: <u>Language on the side: Teaching and learning manual skills in second language contexts by Dr. Niina Lilja</u>			



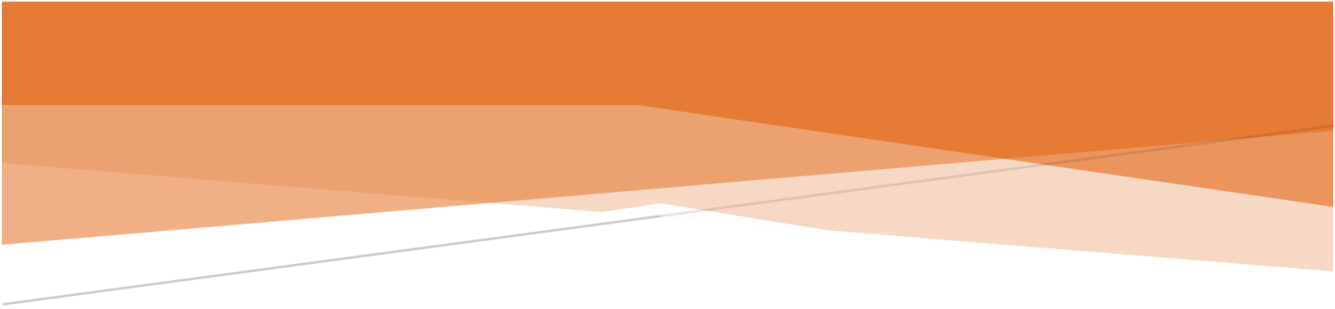
Ethnomethodological and conversation analytical research has brought about detailed understanding about the accomplishment of instructions in different teaching and learning environments – especially in classrooms. However, so far limited attention has been paid to the specific ways instructions are designed in the context of manual and physical work.

Dr. Niina Lilja works as Senior Lecturer of Finnish at Tampere University (Finland). She is especially interested in role of embodiment in second language use and learning. She has published on the use and learning of Finnish as second language in various interactional contexts, such as everyday interactions, construction sites, language classrooms, and social circus workshops.

18:00 –
18:30

Conference Closing





PRE-CONFERENCE WORKSHOPS

LET'S TALK ABOUT TESTS: ISSUES IN ASSESSING INTERACTIONAL COMPETENCE

Dr. Daniel Lam
University of Glasgow

Wednesday, September the 7th, 14.00 – 18.00 Room 5

If you are interested in assessing interactional competence (IC), do you have these questions in mind? In assessing IC, what are the concerns of testing researchers, test developers, and raters? What issues are of interest to testing journals? How can CA-SLA researchers contribute to the conversation? This workshop aims to build bridges and further conversations between CA-SLA and language assessment researchers. We will look at some basic assessment principles and issues around assessing IC. We will also zoom in on the issue of ratability challenges: In what ways are live rating and CA of learners' interactions similar and different? How can we address the challenges? All are welcome, as we engage in dialogue and build collective wisdom on this important matter.

UNDER THE MICROSCOPE: INTERACTION IN INFORMAL LEARNING ENVIRONMENTS

GREIP – Melinda Dooly & Júlia Llompart
Universitat Autònoma de Barcelona

Wednesday, September the 7th, 14.00 – 18.00 Room 6

Applying a multi-layered analysis to the embodied interaction that takes place in different learning contexts (out-of-school activities, online activities, etc.) can provide important insight to the ways in which learners display their knowledge construction, through the use of verbal, embodied and material resources. However, the analysis of multimodal data holds inherent complexities, for young researchers just beginning to immerse themselves in close analysis of interaction as it unfolds across time and space. This workshop aims to de-mystify newcomers (and de-mythify the notion that beginners can't dive into CA).

TURNING TO THE BODY IN INTERACTION RESEARCH

Dr. Spencer Hazel
Newcastle University

Wednesday, September the 7th, 14.00 – 18.00 Aula Magna

Research on language and social interaction has developed considerably since video technology became so readily available. We have moved from the heavy focus on talk and writing to a more expanded focus that includes multimodal features of communication. That said, many of the analytic tools we use to explore interaction are still very much tied to researchers talking or writing about interactional data. This workshop will offer opportunities to reflect on additional ways through which we can explore our interaction data, ways not so rooted to the page or to talk. For teachers, the workshop will include discussion of suggested interactive classroom exercises for teaching students of interaction.



KEYNOTE LECTURES

HEY, TEACHERS, LEAVE THOSE KIDS ALONE

Dr. Tom Koole
Groningen University (Netherlands)

Thursday, September the 8th, 12:30-13:30 Aula Magna

This somewhat provocative Pink Floyd title refers to a phenomenon that we came across in a series of PhD studies of student-teacher and student-student interaction in primary and secondary schools in the Netherlands: students show a higher degree of language proficiency when they interact with each other than when interacting with the teacher. This was found with 12 to 13 year old students in the first grade of secondary schools (van Balen et al. submitted) as well as with 4 to 5 year olds in the Kindergarten stage of Dutch primary education (Hiddink 2019).

The data I will present are not from L2 classes – although most data are from Friesland where some students who speak Dutch in class may be L1 speakers of Frisian – but from primary school exploratory learning activities and from secondary school Dutch as L1 classes. I will lead you through 4 Groningen PhD studies (Frans Hiddink, Anke Herder, Maaïke Pulles, Joke van Balen) two of which (Hiddink and van Balen) enabled us to compare peer interaction with student-teacher interaction while the other two (Herder and Pulles) showed students in peer interaction to be capable of levels of language proficiency that were far beyond the formal requirements for their age groups.

In this lecture, I will discuss language proficiency from the perspective of interactional skills such as solving problems, discussing opinions, and collaboratively reading and writing texts. I will relate the findings on L1 teaching to L2 teaching and discuss the question what L2 teaching can learn from these L1 teaching results. With this I hope to start a discussion with the audience on your views on how L2 teaching can benefit from the idea that in order to increase the language production and proficiency of students they are better left alone.

PARTICIPATION ON THE PERIPHERY

Dr. Tim Greer
Kobe University, Japan

Friday, September the 9th, 12:30-13:30 Aula Magna

Although the notion of participation has long been considered an integral component of interactional competence, it still remains under-explored. The way speakers (re)configure participant constellations can occasion various nuances of action formation and ascription, which therefore become consequential for ongoing talk. Overhearers, for example, can momentarily reshape the participant framework to provide support and broker understanding, such as by moving from a position of peripheral reciprocity in order to initiate third-person repair. Likewise, providing perceptible uptake constitutes active participation, even in multi-party conversation. Such subtle acts of participation can have highly significant implications for the way a course of action is mutually shaped and, ultimately, how novice language users develop interactional competence. At its most fundamental, building L2 inventories and expanding interactional repertoires involves mastering new ways of co-participating. This talk will explore some of the ecologically available resources that interactants use to achieve participation and will suggest that increased researcher attention to participation frameworks can provide insight into how learning and teaching are jointly accomplished.

LANGUAGE ON THE SIDE: TEACHING AND LEARNING MANUAL SKILLS IN SECOND LANGUAGE CONTEXTS

Dr. Niina Lilja
Tampere University (Finland)

Friday, September the 9th, 17:00 – 18:00 Aula Magna

Ethnomethodological and conversation analytical research has brought about detailed understanding about the accomplishment of instructions in different teaching and learning environments – especially in classrooms. However, so far limited attention has been paid to the specific ways instructions are designed in the context of manual and physical work. In this talk, I use multimodal conversation analysis to analyze the design of instructions that project a certain type of complying manual or bodily action as the relevant next. Drawing on data from multilingual construction sites and adult education in construction work, I focus on analyzing the role of verbal, vocal, bodily, and material resources in designing instructions so that they are recognizable, understandable, and acceptable in their contexts of use. I also scrutinize how the understanding of the instruction becomes observable in the instructed actions. The analysis will show how the instructions are designed to be sensitive not only to the contingencies of the material ecology of the construction work but also to the epistemic and linguistic asymmetries between the participants.

The talk is motivated by the current emphasis on vocation-specific language training for adult immigrants in European countries. The findings contribute to the accumulating understanding of how second languages are learned in-the-wild, i.e in the lifeworld and on the workplaces of the learners.



PANELS

EXPLORING TASK ENGAGEMENT AND ORIENTATION THROUGH ETHNOMETHODOLOGICAL CONVERSATION ANALYSIS

Convenor
Alfred Rue Burch,
Kobe University

Thursday, September 8th 2022, 11:00 – 12:30 Aula Magna
Second part from 15:00 – 16:00 Aula Magna.

Summary:

The field of SLA has recently seen an increased scholarly interest in the notion of “engagement”, and while the concept is still loosely defined (Philp & Duchesne, 2016), it is commonly considered to include the following characteristics: action, context-dependency, the need of an object to be engaged with, situatedness, and dynamism or malleability (Hiver et al., 2020; Hiver et al., 2021; Sang & Hiver, 2020). Although coming from a very different epistemological tradition than these researchers’ work, Ethnomethodological Conversation Analysis (EMCA) has a long history of viewing sociality and interactional practices in similar terms (cf. Heritage, 1984; Goodwin, 2018), which suggest the potential for EMCA research to contribute to this burgeoning field. This is particularly the case as EMCA has increasingly turned its focus towards embodied behavior (Streeck, Goodwin, & LeBaron, 2011), the use of materials and objects (Neville et al., 2014) and multisensoriality (Gibson & vom Lehn, 2021) over the last decade, as analyses of these and related phenomena can afford greater scrutiny toward the interactional and embodied dynamics as learners orient to (or away from) task instructions and goals, physical materials, each other, and the various contingencies that arise.

The contributions to this panel explore a variety of task types across a variety of learning contexts, with the shared goal of using EMCA to explicate the fine-grained multimodal and in-situ particulars of how learners orient to and accomplish tasks as they actively and observably interpret task directives, trajectories and goals, use tools and materials, and coordinate with others.

I) Introduction (5 min)

Alfred Rue Burch, Kobe University

II) 'Gamification' in the L2 English classroom: Learner engagement in plenum Kahoot games for vocabulary learning

Erica Sandlund, Karlstad University

Pia Sundqvist, University of Oslo

Marie Källkvist, Lund University and Linnaeus University

Henrik Gyllsad, Lund University

Today's digitally rich classrooms allow for mediation and remediation of core components of language teaching, and many countries have introduced various goals relating to digital literacy in educational policies (e.g., Swedish Government, 2017; UNESCO, 2011). Since such policies are implemented in classrooms, studies of the use of digital tools in language classroom interaction are timely. The present study examines how L2 English learners orient to and participate in an online Kahoot game designed for vocabulary repetition in the classroom, focusing on learner engagement (cf. Philp & Duchesne, 2016; Sandlund & Greer, 2020) as displayed in vocal, verbal, and embodied actions while competing through their mobile phones. The study adopts a conversation analytic approach (Pallotti & Wagner, 2011) to classroom video data collected during a research project in six English classrooms in Sweden (year 9) (SRC, 2016-03469). A three-week intervention targeting the learning of advanced vocabulary through monolingual, bilingual, and multilingual teaching approaches was conducted, and the quiz tool Kahoot (www.kahoot.it), which builds on elements of gamification for learning (Reinhardt, 2019; see also Kapsalis et al., 2020; Mahbub, 2020), was used for practicing target words. Out of 36 recorded lessons, 18 encompass Kahoot activities, and data was collected using several cameras.

The study demonstrates how learners use response cries (Goffman, 1978), complaints, accounts, and assessments to display active participation in the task, and to accomplish self-deprecation, boasting, and praise. Additionally, the study shows how multimodal aspects of participants' orientations to semiotic and multilingual resources are deployed in service of doing active participation. Finally, we show how the competitive aspect, displayed in students' verbal and embodied conduct, reveals heightened engagement and orientations to vocabulary learning. We conclude by discussing implications for the design of tasks for the English classroom, and the role of gamification in classroom interaction, participation, and learner engagement.

III) “This is like a patience test”: Engagement as observable behaviors while accomplishing untimed, open-ended tasks

Silvia Kunitz, Karlstad University, Stockholms Stad
Amanda Hoskins, Widerströmska Gymnasiet
Hanna Robertson, Tumba Gymnasium

This ethnomethodological, conversation analytic (CA) paper aims to respecify engagement in praxeological terms as a set of observable interactional behaviors. Recently, motivation researchers operating within mainstream SLA have started to discuss the construct of engagement in language learning (Mercer & Dörnyei, 2020; Philp & Duchesne, 2016). The present study intends to contribute to such discussion by exploring engagement through a CA lens, thereby adding to recent studies (Burch, 2016; Evnitskaya & Berger, 2017) in this area within the field of CA-SLA. Specifically, this study explores the practices through which 6 pairs of EFL students enrolled in two upper secondary schools in Sweden visibly do engagement as they accomplish a problem-solving task. The task was designed on the basis of previous cycles of task design, implementation, and analysis which concluded that untimed, open-ended tasks introduced with brief instructions lead to collaborative interaction. At the methodological level, these tasks are particularly suited to the study of engagement in task accomplishment, precisely because of their unstructured nature, which allows the analyst to observe, from an emic perspective, how the students move the task forward and co-construct its completion. The participating students were given a scenario concerning a person found in a cave and, with the aid of cut-out pictures of artifacts, were asked to discuss how that person had gone into the cave. Our analysis shows that the students display engagement by observably: (a) treating emerging narratives as insufficiently developed or illogical; (b) articulating alternative narratives based on different interpretations of the artifacts; and (c) invoking the task instructions in moments of impasse. Through these practices the students orient to task progressivity, while task completion is co-constructively warranted or rejected by invoking the amount of time spent on task. Overall, the study contributes to CA-SLA research on task-based instruction.

IV) “This takes skill”: Task engagement and orientation in a CLIL experiment

Alfred Rue Burch,
Kobe University

Building upon Breen’s (1987) distinction between “Task-as-workplan” and “Task-as-process”, Lee & Burch (2017) considered how individual students’ orientations during collaborative task planning led to multiple diverging tasks-as-process. This current study furthers this line of inquiry by exploring how shifting orientations within a group task can create a variety of situated, dynamic, and malleable (Hiver et. al, 2021) trajectories of engagement across successive phases/iterations of a classroom task. The data is drawn from a Content and Language Integrated Learning (CLIL) lesson conducted at an English

language village in Tokyo that was designed to provide Japanese junior high school students with an experience purportedly similar to an Australian science class. The task at hand was designed to teach about evolutionary adaptation, and involved students conducting “experiments” (cf. Amerine & Bilmes, 1988) using a variety of implements such as clothes pins and skewers to pick up objects such as straws and rubber bands, and while there was an explicit competitive component to the task, task completion further entailed keeping track of how many items each implement picked up in order to be able to discuss the suitability of each. Focusing on one group of 4 students as they conduct these “experiments”, the study uses multimodal Conversation Analysis (CA) and Membership Categorization Analysis (MCA) to explore how the individual students’ engagement is made observable through their embodied behaviour and in situ characterizations of the task, and how their shifting orientations lead to taking on different roles vis-à-vis task completion. The study thus contributes to Hiver et al.’s (2021) call for a wider variety of research on engagement by providing a fine-grained multimodal micro-analysis of engagement processes, and proposes adding CA to the methodological toolkit employed for this endeavour.

V) Exploring the use of smartphones in language cafés

Ali Reza Majlesi, Stockholm University
Silvia Kunitz, Karlstad University

This study explores how the use of smartphones is treated as a display of engagement in the ongoing activity in language cafés in Sweden. Language cafés are hybrid settings that, while informal in principle, do have a pedagogical goal; that is, providing a safe space where migrants can practice Swedish and socialize with others. To this end, various activities are organized, ranging from informal chatting to discussions about societal issues to grammar exercises and more; all these activities share the pedagogical goal of engaging the migrants in language practice. Here we focus on instances in which smartphones are visibly manipulated by L2 speaking migrants when potential vocabulary issues arise during the accomplishment of a task. Studies on multitasking have analyzed the impact of the use of smartphones in different activities, such as driving (Haddington & Rauniomaa, 2011) and walking together (Laurier et al., 2016). Recent studies on the use of smartphones in educational environments show their integration in the organization of ongoing classroom activities (Sahlström et al., 2019), revealing students’ different roles and identities while they are simultaneously engaged in different conversational practices (Rusk, 2019). In relation to language learning activities, it has been shown that smartphones are used for interactional repairs (Greer, 2016) and also as a resource for language use and learning (Eilola & Lilja, 2021; Lilja & Piirainen-Marsh, 2019). By adopting a multimodal conversation analytic perspective, we aim to add to the growing research by specifically exploring the use of smartphones during language practice in language cafés. Our study reveals how the orientation to a smartphone, while visibly indicating temporary withdrawal from the coparticipants to deal with linguistic trouble and manage epistemic asymmetries, also shows engagement with the ongoing activity. Ultimately, smartphones can be a useful resource in aiding the migrants’ participation in language cafés.

DEVELOPING LINGUISTIC RESOURCES IN AND FOR INTERACTION: STUDIES AT THE INTERFACE OF L2 GRAMMAR-FOR-INTERACTION AND INTERACTIONAL COMPETENCE

Convenors

Klara Skogmyr Marian & Simona Pekarek Doehler,
University of Neuchâtel

Friday, September 9th 2022, 11:00 – 12:30 Aula Magna
Second part from 15:00 – 16:30 Aula Magna.

Summary:

Despite a rapidly expanding body of empirical research on the development of L2 interactional competence (IC), we still know little about the role of linguistic resources in this development. Besides a small number of individual studies on discourse markers and grammatical constructions in interaction (Eskildsen, 2011; 2012; Ishida, 2009; Kim, 2009; Pekarek Doehler, 2018; Pekarek Doehler & Skogmyr Marian, 2022), few concerted efforts have been made to determine how the emergence and changing use of linguistic resources in L2 speakers' interactional repertoires contribute to increased IC (for an exception, see the contributions to Eskildsen & Pekarek Doehler, 2022).

The present panel addresses this research gap by bringing together a series of empirical studies on the development of linguistic resources in and for L2 interaction. The studies examine speakers' use of various L2s (Danish, French, German, Spanish), both 'in the wild' and in educational contexts, and at different levels of L2 proficiency. Whereas most studies take a specific linguistic resource as analytical starting point (a discourse marker, a multiword expression, a more 'open' grammatical construction such as pseudo-clefts), others focus on the changing use of linguistic resources in a particular action environment, such as self-presentational sequences. Drawing on the analytical tools of Conversation Analysis, Interactional Linguistics, and Usage-based Linguistics, all contributions deploy detailed sequential analyses of talk-in-interaction, with some studies including a multimodal perspective and/or a complementary quantification of observed change in interactional uses. All studies adopt either a longitudinal or a cross-sectional research design, tracking change over time and/or across proficiency levels in speakers' L2 use.

By documenting a number of precise ways in which the interactional use of linguistic resources changes over time and with increased interactional experience in the L2, the panel advances our knowledge of the development of L2 grammar-for-interaction (Pekarek Doehler, 2018) as an integral part of L2 IC. The panel also lays important groundwork for future studies as well as for applied efforts within the fields of language teaching and testing (see e.g., Salaberry & Burch, 2021).

The panel consists of five individual contributions (20 min presentation + 5 min for clarification questions) followed by a 30-minute general discussion led by an invited discussant. The total length of the panel is 3 hours.

References

- Eskildsen, S. W. (2011). The L2 inventory in action: Conversation analysis and usage-based linguistics in SLA. In G. Pallotti & J. Wagner (Eds.), *L2 Learning as social practice: Conversation-analytic perspectives* (pp. 337-373). University of Hawai'i.
- Eskildsen, S. W. (2012). L2 Negation constructions at work. *Language Learning*, 62(2), 335-372.
- Eskildsen, S. W., & Pekarek Doehler, S. (2022/in press). Emergent L2 grammar-for-interaction: Toward an interactional usage-based SLA. *Modern Language Journal*, 106, S1 (Special issue)
- Ishida, M. (2009). Development of interactional competence: changes in the use of *ne* in L2 Japanese during study abroad. In H. T. Nguyen and G. Kasper (Eds.), *Talk-in-interaction: Multilingual Perspectives* (pp. 351-386). University of Hawai'i.
- Kim, Y. (2009). Korean discourse markers in L2 Korean speakers' conversation: an acquisitional perspective. In H. T. Nguyen and G. Kasper (Eds.), *Talk-in-interaction: Multilingual Perspectives* (pp. 317-350). University of Hawai'i.
- Pekarek Doehler, S. (2018). Elaborations on L2 interactional competence: The development of L2 grammar-for-interaction. *Classroom Discourse*, 9(1), 3-24.
- Pekarek Doehler, S. & Skogmyr Marian, K. (2022/in press). Functional diversification and progressive routinization of a multi-word expression in and for social interaction: A Longitudinal L2 study. *The Modern Language Journal*, 106, S1.
- Salaberry, M. R., & Burch, R. (Eds.) (2021). *Assessing speaking in context: Expanding the construct and its applications*. Multilingual Matters.

Individual contributions

I. Developing new interactional uses for an established linguistic resource: A longitudinal analysis of a German L2 speaker's use of the discourse marker 'also'

Sam Schirm, Bielefeld University

This paper builds on a previous CA study that tracked a German L2 speaker's changing use of the discourse marker 'also' (Schirm, 2022). At the end of the speaker's 12-month sojourn in Germany, she developed novel interactional functions for 'also', including as a reformulation marker (see Gülich, 2002). Preliminary analyses have not found 'also' in the speaker's earlier reformulations. My paper will complement the earlier longitudinal analysis of a linguistic resource with an analysis of the speaker's reformulations during the sojourn, thereby describing the interactional motivations (e.g., accountability, see Garfinkel, 1967) for her development of this novel function of 'also'.

References

- Schirm, R. S. K. (2022). L2 discourse markers and the development of interactional competence in a study abroad context [Unpublished doctoral dissertation]. University of Waterloo.
- Garfinkel, H. (1967). *Studies in Ethnomethodology*. Prentice-Hall.
- Gülich, E. (2002). Reformulierungen. In I. Kolboom, T. Kotschi, & E. Reichel (Eds.), *Handbuch Französisch. Sprache-Literatur-Kultur-Gesellschaft* (pp. 350–357). Erich Schmidt.

II. The development of interactional functions of 'no sé' in L2 Spanish

Britta Thörle, University of Siegen

This cross-sectional study investigates the use of the multiword expression 'no sé' ('I do not know') at different proficiency levels of L2 Spanish. In colloquial Spanish the expression shows a certain degree of grammaticization and fulfills modal, metadiscursive as well as discourse-organizing functions (e.g., López Serena/González Márquez 2018). These discourse-marking uses are hardly observed at the initial and intermediate levels of the L2 corpus studied (15 elicited L2-L1 conversations). While predicative uses of the expression are documented from the initial level onwards, epistemic and interaction-organizational purposes appear mainly at the advanced level where 'no sé' also shows features of grammaticization.

Reference

- López Serena, A./González Márquez, S. (2018): La construcción no sé en español colloquial. Valores pragmáticos y posición discursiva. *Normas* 8, 80-115.

III. The development of an L2 grammar-for-interaction: French 'parce que' ('because') in initial and final turn positions

Mélissa Juillet, University of Neuchâtel

This longitudinal study examines the development of interactional competence among L2 French speakers who participated in a conversation circle for 6-18 months. The aim is to track participants' development of their L2 grammar-for-interaction (Pekarek Doehler, 2018) as an integral part of their L2 interactional competence. Focusing on 'parce que' ('because'), the analysis shows that the token is first used mainly in mid-turn, expressing causal relations. With time, we observe a diversification of its interactional functions, together with a diversification of its positioning in the turn. For example, more advanced speakers use it for floor-holding purposes in turn-initial position.

Reference

Pekarek Doehler, S. (2018). Elaborations on L2 interactional competence: The development of L2 grammar-for-interaction. *Classroom Discourse*, 9(1), 3-24.

IV. L2 interactional competence development: Resources for doing self-presentations

Søren W. Eskildsen, University of Southern Denmark

Using data from L2 Danish in the wild, this paper traces changes in L2 users' interactional resources for accomplishing self-presentations (Svennevig, 2014). The data include L2 users' first encounters with different coparticipants and their interactions with the same coparticipants over time. First-time self-presentations are prototypically three-turn elicitation sequences (request-compliance-response) about personal information. Between longer-term acquaintances, self-presentations are embedded in other actions (e.g., tellings) and sustain other topics. I investigate L2 interactional competence development in terms of 1) linguistic resources for accomplishing self-presentations; 2) sensitivity toward the sequential structure of elicited self-presentations; and 3) a trajectory from elicited to embedded self-presentation accomplishment.

Reference

Svennevig, J. (2014). Direct and indirect self-presentation in first conversations. *Journal of Language and Social Psychology*, 33(3), 302-327.

V. Pseudo-clefts in L2 French interaction: A developmental and multimodal study

Klara Skogmyr Marian & Simona Pekarek Doehler,
University of Neuchâtel

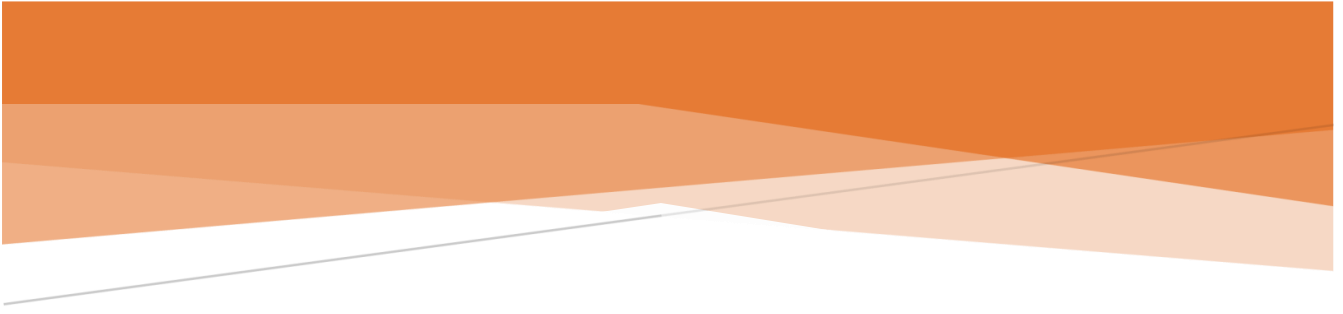
This longitudinal and multimodal CA study documents the interactional use of pseudo-cleft structures by elementary to advanced speakers of L2 French. Pseudo-clefts are common in L1 French talk-in-interaction and have been described as projecting constructions with specific interaction-organizational purposes (Maschler & Pekarek Doehler, *forthc.*). Preliminary analyses, based on a subset of 80h of L2 French coffee-break conversations, reveal that pseudo-clefts occur almost exclusively at higher proficiency levels ($\geq B2$) and are increasingly used to introduce multi-unit turns. We expand these analyses and interpret their consequences for the development of L2 grammar-for-interaction.

Reference

Maschler, Y., & Pekarek Doehler, S. (forthcoming). Pseudo-cleft-like structures in Hebrew and French conversation: The syntax-lexicon-body interface. *Lingua*, 2022.

Discussion

Jan Svennevig, University of Agder



INDIVIDUAL PAPERS

"POR EJEMPLO" AS A TCU-INITIAL PRACTICE IN MULTI-UNIT TURNS DURING ORAL SPANISH EXAM SIMULATIONS.

**Agüero Bustamante, Macarena
Universität Göttingen**

Abstract

In Peninsular Spanish conversations, proficient speakers master turn-taking according to the multi-unit turn techniques described by Schegloff (1996); however, for learners of Spanish, completing long turns “takes interactional laboring” (Wong & Waring, 2010). In contexts where conversations are used for learning, such as the ones in classroom activities, learners usually avoid interrupting each other (García García, 2016), which benefits the multi-unit turns. This occurs even more in high-pressure environments, such as oral test situations, where conversations usually tend to be evenly distributed among test-takers (Greer & Potter 2008). Turn-taking and turn-yielding practices in oral exam situations are highly relevant aspects of L2 speakers’ interactional competence; nevertheless, this phenomenon has not yet been adequately studied.

This study aims to explore the use of “por ejemplo” (for example) as a “TCU - initial practice” (Wong & Waring, 2010) and analyzes the resources deployed to project multi-unit turns in the simulation of oral exam situations of Spanish as a Foreign Language (SFL), considering oral exam simulations a valuable opportunity for practice. The data for this study were collected online via video-recordings of an oral final test simulation among students of the Spanish Master of Education at a German university and this includes seven pairs and a total of 105 minutes of recording time.

Preliminary results show a tendency among Spanish language learners towards the use of “por ejemplo” (in English: for example) to introduce a new topic, story or anecdote. Finally, the study draws on conversation analysis to provide a deeper understanding of learners’ turn management practices within oral assessment contexts as a part of their interactional competence.

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TRACKING LEARNABLES AND TEACHABLES IN L2 ARABIC DYADIC CONVERSATIONS-FOR-LEARNING

Al Masaeed, Khaled
Carnegie Mellon University

Abstract

In this study, we use Markee's (2008) language behaviour tracking approach within CA-SLA to show its applicability to track and document (1) how a vocabulary item emerges as a learnable/teachable (Eskildsen and Majlesi, 2018) in L2 Arabic conversations-for-learning, and (2) how this vocabulary item is actually learned after it has been oriented to as a learnable/teachable by participants. To this end, the data for this study are extracted from a larger data set, which consists of about 17.5 hours of video-recorded data on interactive and multilingual practices in 46 L2 Arabic dyadic conversation-for-learning sessions. All recorded sessions were conducted in an office on campus. All participants gave consent to be video-recorded and, therefore, two Sony high-definition cameras were used for the recordings: one focused on the learner, the other on the conversational partner.

The detailed analyses of the excerpts in this study have rendered visible the ways in which interaction provides a shared observable cognitive space where mental functioning is shared across two parties who draw on publicly displayed resources for accomplishing action across turn at talk. The findings demonstrate how and when participants orient to a trouble source as a learnable/teachable, and successfully provide hard evidence for long-term word learning. Consequently, our main findings in this study are both empirical and methodological and can be summarized in two main points. First, we show how other-initiated repair of a vocabulary item by the L1 speaker has led to actual learning when it is oriented to as worthy of teaching by the L1 speaker and as a learnable by the L2 learner. Second, we demonstrate the applicability of the language behaviour tracking model to illuminate learnables/teachables and provide evidence for whether actual learning has actually occurred as a result of being oriented to as a learnable/teachable by participants.

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ORGANIZING REPAIR IN ONLINE VIDEO MEDIATED ESL CLASSROOM

Alghamdi, Ali
Newcastle University

Abstract

The study of online video mediated interaction is a growing field of inquiry. In recent years, researchers studied the methods that people use to organize repair and turn-taking in online interaction. Most of the focus was on written interaction and less attention was paid to spoken and video mediated interaction.

This study aims to examine how teachers and learners manage the interference of background noises in online video mediated ESL classes. We specifically examine how participants use the mute/unmute feature to initiate and complete repair of such troubles. The data collected for this study is 24 hours of video recordings of small groups English as a second language classes on zoom platform. Four teachers and more than 30 learners from different parts of the world participated in this study. Using multimodal conversation analysis, the study aims to examine the complex multimodal interactional work which participants undertake to come over background noise interference with the ongoing classroom activity using the mute/unmute features offered by the platform. Initial findings show that participants use the mute/unmute features to initiate and complete repair when the trouble noise producer is known. In addition, participants use these features as a method to locate the trouble source producer in order to complete repair. We argue that repairing such troubles is fundamental to the management of classroom interaction and thus creating more opportunities for learning the target language.

COMPETENCE TO PARTICIPATE: STUDENT GAZE SHIFT AND ORIENTATION TO BEING SELECTED

Amar, Cheikhna & Hauser, Eric
Tokyo Kasei University

Abstract

Conversation analytic studies of classroom interaction have shown how teachers may select students to take the next turn and how students may overtly bid to be selected through such things as hand raising. However, few studies have focused on how students display an orientation to the likelihood of the teacher or another student selecting them in a sequential context in which they have not made an overt bid to be selected. This presentation contributes to research on the interactional competence of participants in classroom interaction through the use of multimodal conversation analysis to explore how language students in such interaction display 1) their availability to be selected and 2) their understanding that they are likely to be selected to take the next turn. The analysis demonstrates how students' embodied conduct, in particular gaze shift, displays their availability and readiness to take the floor. The analysis also reveals differences between the embodied conduct of students who are oriented to being selected and that of other students who are not so oriented. The analysis thus demonstrates that the expected next student speaker in classroom interaction can be distinguished from other student participants and that the participants themselves orient to this distinction. Such findings allow for a more complete understanding of practices of turn taking and speaker selection in language education contexts and of the interactional competence of students to participate in classroom interaction with the teacher and other students. The video-recorded data were collected in two educational contexts: 1) a facility in Tokyo that offers experience-oriented learning where students (secondary- and university-level) use English in realistic role play and content classroom contexts and 2) English language classrooms in Japanese universities. The dataset includes several hours of video-recorded interaction involving multiple students in each context.

Keywords: classroom interactional competence, English as a foreign language, gaze, speaker selection, teacher-student interaction

**‘HOW TO SPELL ROBLOX?’ A MULTIMODAL ANALYSIS OF CO-
CONSTRUCTED KNOWLEDGE PROGRESSION OF SPELLING AND LEXICAL
LEARNING IN L2 DURING GAMING INTERACTION IN THE WILD**
Amir, Alia., Jawhar, Sabría., Huq, Rizwan-ul & Stewart, Simon
Linköping University

Abstract

When governments implemented recommendations and restrictions on physical and social contact at the height of the COVID-19 pandemic, for some sections of the world’s population, online games became a way of connecting with others to fill that void. Roblox, an online sandbox game, became a significant part of this online shift. This platform has attracted an impressive fan following worldwide. A significant number of these followers are (<18) children who routinely use Roblox for leisure and social activity. However, there is a dearth of research on the social and educational utility of these platforms.

The data for this presentation is from a collection of video-recorded gaming sessions from the year 2021 between the months of April and May, except one session which was recorded in August. The total number of recorded data is 11 hours and 63 minutes whereas for this presentation, the data consists of 3 hours and 15 minutes of a gaming session on April 28, 2021. The presentation is focused on video-recorded moments right before the actual start of the game ‘Adopt me’ at the Roblox platform of two preteens who are not physically co-located but are connected through Microsoft teams. The aim of this presentation is to analyze and discuss the following questions: (a) How do the participants make sense of, and materialize their journey of playing ‘Adopt Me’ in Roblox? (b) How do the participants troubleshoot the emerging problems, e.g., lexical, informational, technological, and interactional, which arise while playing Roblox? (c) How do interlocutors project technological and English language competence across multiple situations over a single gaming session?

This study, using video-recorded data of these two preteens’ online interaction and Multimodal Conversation Analysis (Mondada, 2018), provides a systematic analysis of how participants make sense of, and materialize their journey to start playing ‘Adopt Me’, and how do the participants' use different resources, e.g., verbal, linguistic, multimodal in service of entering the world of ‘Adopt Me’ in Roblox. In particular, we look at the moments when participants troubleshoot the emerging

problems e.g., lexical, informational, technological, and interactional which arise before they enter the world of 'Adopt Me'. Moreover, it highlights the findings that the use of resources indicates visible co-relations between online multiplayer gaming activity (Sjöblöm, 2008) and usage of skills necessary for developmental and teamwork skills. Finally, this study also shows that participants' knowledge of L2, and, in particular, spelling and lexical knowledge, materializes in the form of collective epistemic progression (Balaman & Sert, 2017) unfolding in a non-pedagogic setting (Eskildsen, 2019).

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RECYCLING SELF- AND OTHERS' TALK: SPONTANEOUS LANGUAGE TEACHING IN A SWEDISH-ENGLISH PRESCHOOL

Anatoli, Olga
Linköping University Sweden

Abstract

This paper investigates mechanisms through which language becomes salient as a code in children's discourse. The analysis is based on video-recorded data from a bilingual preschool in Sweden, focusing on a group of 2–4-year-olds. While the school adopts a strict one-adult/one-language policy (English/Swedish) and the curriculum incorporates structured language-teaching activities, this talk argues that teachers facilitate children's learning through spontaneous metalinguistic practices.

Drawing on conversation analysis and multimodal interactional analysis, two regular practices of language teaching are identified; both regularly occur in the midst of ongoing activities that are not focused on language acquisition and build on recycling prior talk (Goodwin 2018). One is teachers' self-initiated repair as a means to provide explicit, while unplanned definitions for words the teacher deems as problematic for the children. The other practice is based on recycling a child's utterance in form of recast/reformulation (Chouinard and Clark 2003) or repetition. While in classroom interaction research this latter strategy is interpreted as an error correction tool, the present analysis demonstrates that it has an additional, yet crucial function: that is, the teacher takes the role of the voice box for the child whose utterance is repeated/reformulated, and in so doing, creates the opportunity for other children to build on this child's turn, shifting the participant framework from a child-adult to group interaction. Moreover, the analysis demonstrates that children orient to this strategy as a default continuer and the ultimate display of shared understanding.

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TEACHERS' TURN-ALLOCATION PROCEDURES IN VIDEO-MEDIATED L2 CLASSROOM INTERACTION

Badem-Korkmaz, Fatma & Evnitskaya, Natalia
Hacettepe University

Abstract

Elicitation of student participation in L2 classrooms becomes possible through the interactional management of the turn-taking system. To ensure interactional and pedagogical progressivity of the lesson and secure student engagement, teachers employ a range of turn-allocation procedures, e.g. individual nominations or bodily conduct (head nods, pointing gestures, etc.). The establishment of mutual eye gaze between teachers and students has also been found to be particularly critical for turn-allocation management in face-to-face classroom interaction. However, in video-mediated educational settings, the lack of embodied resources such as gaze, gesture, and other visual cues creates a unique environment and turn-allocation procedures which might potentially compromise the pedagogical activity at stake and affect participation management. To our knowledge, this is still a largely under-researched area in the field of classroom-based conversation analysis. Yet, due to COVID-19 and the global spread of video-mediated teaching, a fine-grained examination of turn-allocation practices specific to such instructional settings is highly necessary.

This study aims to explore and document turn-allocation procedures that an EFL teacher employs turn-by-turn in video-mediated higher education L2 lessons from a multimodal conversation analytic approach. The data examined in this study comes from a larger data corpus (video-recordings of 130 hours) collected from an online EFL classroom in a preparatory language school in Turkey during two academic terms. The analysis reveals two primary turn-allocation patterns when students do not immediately bid for the turn following teacher questions. In the first, the teacher heavily draws on students' diverse multimodal actions such as slight nods, smiles, and approaching their microphones to the mouth. The teacher interprets these actions as embodied displays of their willingness to participate. In the second, when there are no students' embodied displays, the teacher orients to the participant list and selects one of the students as the next speaker. The study thus brings new insights into the understanding of video-mediated L2 classroom interaction and how these unique turn-allocation procedures create interactional space and maximize learning opportunities for students or not.

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TEACHER RESPONSE PURSUIT PRACTICES IN VIDEO-MEDIATED L2 CLASSROOMS

Badem-Korkmaz, Fatma
Hacettepe University

Abstract

As student participation in classroom interaction is widely accepted as a central component of foreign language learning, prompting student contribution becomes consequential in L2 educational settings. When there is a lack of response following teacher questions, teachers resort to a variety of practices to elicit a response from students. Teachers' response-pursuit moves are vital both to ensure interactional and pedagogical progressivity and secure student engagement.

This study deals with the absence of response following teacher questions in a largely unexplored interactional setting, namely video-mediated L2 classrooms. Using multimodal conversation analysis for the examination of video-recorded higher education English as a foreign language classroom interactions (130h), this study documents interactional resources that an EFL teacher employs for mobilizing a response. When questions are left unanswered and no one bids for the turn, the teacher draws on diverse interactional practices as well as a range of screen-based multimodal resources to ensure the progressivity of the ongoing activity. Revealing how these resources create interactional space and thus learning opportunities for students, this study contributes to the understanding of the interactional organization of teacher response pursuits and provides insight into video-mediated L2 classroom discourse.

Keywords: Video-mediated classroom interaction, response pursuits, lack of response, conversation analysis

TRACKING PRE-SERVICE TEACHER LEARNING BEHAVIORS IN VIDEO-MEDIATED INTERACTIONS

**Balaman, Ufuk
Hacettepe University**

Abstract

Designing technology-rich, reflective, social-interactional language teacher education (LTE) environments (Jakonen et al., 2022; Sert, 2019), generating natural data over the course of pre-service teachers' interactions in such environments, and analyzing the data using multimodal conversation analysis (CA) has recently been conceptualized as Conversation Analytic Language Teacher Education (CALTE; Balaman, in review). CALTE consists of seven defining features, namely, (i) maintaining an evidence-based and data-led approach to LTE, (ii) recognizing multimodal CA research findings on L2 interaction as the knowledge base, (iii) raising the interactional awareness of pre-service teachers by providing teacher learning opportunities to operationalize the knowledge base, (iv) centralizing reflective practice by strategically attending to reflection for-, in-, and on-action in and through talk-in-interaction, (v) maximizing interactional space in trainer-trainee and trainee-trainee participation frameworks during LTE practices, (vi) documenting the LTE practices using multimodal CA and providing implications for future practices, and (vii) incorporating these features into dedicated CALTE models.

Against this background, this paper focuses on the first three features. The data comes from a fully-online undergraduate English LTE course designed to introduce the fundamental structures of conversations, L2 interactional competences/practices, and their relevance to the L2 classroom interactional realities (i.e., CALTE knowledge base). As a part of the coursework, the pre-service teachers engaged in asynchronous activities and synchronous video-mediated group interactions to analyze short video clips taken from actual classrooms of experienced L2 teachers. This paper specifically deals with the video-mediated interactions of pre-service teachers (12 hours) and presents a longitudinal account of teacher learning. Drawing on Markee's (2008) learning behavior tracking and using multimodal CA, the findings provide rich evidence for the teacher learning opportunities afforded by the CALTE model on a longitudinal basis by retrospectively and prospectively tracking a focal learning object. The study brings new insights into the practical use of multimodal CA in digital LTE spaces.

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ASSESSING L2 INTERACTIONAL COMPETENCE – BASIC INGREDIENTS

Barth-Weingarten, Dagmar & Reinhardt, Susanne
University of Potsdam

Abstract

Foreign-language teachers' shift of attention to interactional competence (IC; e.g., Pekarek Doehler 2019) has also come to be reflected in inventories of criteria potentially relevant for assessment (e.g., Council of Europe 2018). Unfortunately, there are as yet few actual rubrics that include IC. And if they do, it may be questioned whether they are suited to everyday teaching practice, as these rubrics deal with the complexity of the assessable in ways that are not always straightforward to handle in a time-efficient way (Barth-Weingarten/Freitag-Hild in print).

Therefore, our paper aims to make a very practical contribution. Based on the CA-SLA framework (e.g., Markee/Kunitz 2015), we present a rubric for assessing central L2 interactional skills: turn-taking, action accomplishment, and repair. In contrast to previous IC rubrics, our approach was informed by CA findings as well as the concept of "generic organizational contingencies of talk-in-interaction" (Schegloff 2007: xiv, also Pekarek Doehler 2019: 49) as the basic ingredients of L2 IC. Our presentation will then illustrate our approach and selected findings by focusing on repair as one of the relevant interactional skills. We will show how drawing on CA findings regarding the generic repair organization (e.g., Schegloff et al. 1977; Kitzinger 2013) as well as CA-SLA research on L2 learners' development of repair skills (e.g., Hellermann 2011; Pekarek Doehler/Pochon-Berger 2015) reveals potential criteria to assess a learner's ability to deal with interactional trouble, and how applying the resulting descriptors to learner data leads to additional candidate criterial features, such as the main trouble sources dealt with by the learner or the likelihood of successfully accomplishing repair. This discussion will also touch upon issues of our methodology and the ratability of single learners' IC.

Our work is based on a growing corpus of so far roughly 60 minutes of video-recorded peer-to-peer role-plays of intermediary-level learners of English in two German secondary schools, complemented by data for beginner and advanced learners. Moreover, we use our rubric to train teacher students on the concept of IC (see also Huth et al. 2019).

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**THE DEPLOYMENT OF DIVERSE MULTIMODAL PRACTICES IN MANAGING
LEARNER INITIATIVES IN ONLINE ENGLISH MEDIUM OF INSTRUCTION
CLASSROOMS: A MICRO-ANALYTIC INVESTIGATION**

**Bozbiyik, Merve & Morton, Tom
Universidad Autónoma de Madrid**

Abstract

In recent years, the prevalence of English as a medium of instruction (EMI) has increased due to globalization and internationalization policies at local and global levels (e.g., Coleman, 2006). In response, there have been growing numbers of studies exploring EMI from different perspectives, such as perceptions of lecturers and students (e.g., Chapple, 2015) or professional development of EMI lecturers (e.g., Guarda & Helm, 2016). A few studies (e.g., Jacknick & Duran, 2021) have focused on classroom practices in EMI in universities. However, exploring different multimodal practices deployed by the lecturers while managing learner initiatives (e.g., Waring, 2011) seems terra incognita in the EMI research field. To fill this gap, this study explores the diverse multimodal practices of EMI lecturers as they deal with learner initiatives (requests for clarification and further information) in online classrooms in two universities in Turkey.

The study draws on more than 115 hours of video recordings of online classroom interaction which was collected from 10 different departments at two EMI state universities in Turkey. A Conversation Analysis (CA) (Sacks, Schegloff, & Jefferson, 1974) methodology was used to explicate the multimodal practices (e.g., drawing figures, writing formulas, showing real instruments to the camera, displaying response with his/her hands, showing videos and/or authentic pictures) used by the lecturers while managing learner initiatives during online EMI classroom interaction. The results also show how students take initiatives verbally or in writing in the chat box in their L1 (Turkish) and/or English whereas the lecturers provided their responses in English in line with the language policy of EMI universities. The present study contributes to the EMI research field by providing rich descriptions of the deployment of diverse multimodal practices by EMI lecturers. Keywords: Management of Learner Initiatives, English Medium Instruction, Online Classroom Interaction, Multimodal Conversation Analysis

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**ASSESSMENT OF MEDIATION ACTIVITIES IN THE CONTEXT OF ESCUELAS
OFICIALES DE IDIOMAS (EOI, OFFICIAL LANGUAGE SCHOOLS) IN
CATALONIA**

**Cañada Pujols, Montserrat., & Stefania Fantauzzi
EOI de Terrassa**

Abstract

Our experience has its background in what are called Escuelas Oficiales de Idiomas (EOI, Official Language Schools), state schools in which adults are taught languages. These schools are aimed at developing the learners' ability to use the language effectively as a vehicle of communication and, also, at certifying their knowledge of the foreign language.

With the publication of Royal Decrees 1041/2017 on December 22nd, 2017 and 1/2019 on January 11th, 2019, which respectively establish the study plans and the common basic principles of assessment that apply to the official certification tests of the Intermediate B1, Intermediate B2, Advanced C1 and Advanced C2 language levels; and taking into account the importance that mediation has acquired in the CEFR Companion Volume with New Descriptors (2018), the need and obligation to include mediation tasks in our certification tests appeared. Likewise, the existing criteria for Oral and Written Expression and Interaction had to be adapted and new assessment criteria for the Mediation tests had to be created.

In this communication the specific criteria applied in the Mediation tests of the EOI in Catalonia will be explained, highlighting how we developed the different descriptors, based on the selection of information and its transmission. From our personal experience as teachers we will deal with what is assessed in each type of test. Special focus will be given to the concepts of selection and description of the context and the addressee, by clarifying how selection plays a crucial role in applying the criteria successfully.

THE DEVELOPMENT OF LEXICAL EXPLANATIONS IN VIDEOCONFERENCE-BASED TELECOLLABORATIONS

Cappellini, Marco & Chen, Bin
Aix Marseille Université

Abstract

In our proposal, we are interested in comparing the development of interactional competence in two telecollaborative settings. Telecollaboration, also called virtual exchange (Dooly & Vinagre, 2021), refers to online activities between students in different geographical locations. The first type of telecollaboration we analyse is teletandem (Telles, 2009), in which two students of different L1s interact half of the time in each language to help each other learn. The second type of telecollaboration is Le Français en (première) ligne, in which a teacher trainee teaches to actual learners to develop their (trainees') techno-pedagogic competence (Guichon & Cohen, 2016). In teletandem, students do not receive a formal training on how to help the interlocutor to learn a language, while this is the main focus of the teacher trainees' learning. Our study aims at finding possible differences in the development of interactional competence in relation to a specific action: lexical explanations. This will allow us to understand which interactional dynamics for lexical explanations are learnt informally (i.e. without any formal training) and which ones need a formal training to be acquired.

The study focuses on series of videoconference sessions (3 or 5 for each group) from 6 small groups or pairs, 3 for each telecollaborative configuration. Interactions were recorded using dynamic screen capture, audio recording, an external camera, and eye-tracking technologies from one side of the exchange. Interactions were subsequently transcribed in ELAN (Sloetjes & Wittenburg). Following the criteria identified by Wagner et al. (2018: 23), we focused on the interactional phenomenon of conversational sequences of explication (Gülich, 1990). For each group of interlocutors, we identified instances of these and, using a method inspired by multimodal conversation analysis and integrating eye-tracking data (Cappellini, 2021), we analysed possible changes in the interactional completion between the first sessions and the last ones. Findings show both the presence of interactional dynamics common to both settings and the presence of specificities of one, which we will discuss in terms of potential for interactional competence development, especially for task design in telecollaboration.

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MULTILINGUAL PRACTICES IN VOCATIONAL PROGRAMMES FOR REFUGEES

Cindark, Ibrahim
Leibniz-Institute for the German Language

Abstract

Multilingual teams in the workplace as a result of immigration processes have become the norm in many companies worldwide. In our project "German at Work: The Linguistic-Communicative Integration of Refugees" (Deppermann/Cindark/Hünlich/Eichinger 2018) at the Leibniz-Institute for the German Language, we conducted several ethnographic field studies to investigate the integration process of refugees in different professional fields and contexts. In the first phase, we accompanied vocational qualification measures for refugees in the metal, wood and catering branches. Subsequently, we analyzed the training interactions of three refugees who were being trained as media designers.

In my presentation examples from practical training interactions will be discussed in which both the German-speaking trainers and the refugees use their multilingual resources to ensure understanding. On the one hand, the examples illustrate that the German instructors use practices of self-translation and code-switching more or less successfully to impart knowledge. On the other hand, there are a number of cases in which the migrants employ practices of translation with which they try to secure understanding. These examples of community interpreting are located on a continuum between mandated interpreting and supporting a joint project respectively accomplishment of intersubjectivity as co-instructors. In some cases, the migrants as L2-speakers of German are successful in this endeavour. Other failed cases reveal their lack of language skills (Cindark in pr.). Thus, the adequate use of self and other-translations can be classified as basic ingredients of L2 interactional competences.

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WAS THAT A RHETORICAL QUESTION? A MULTIMODAL ANALYSIS IN EMI INTERACTION

Clua, Monica & Evnitskaya, Natalia
Universitat Internacional de Catalunya

Abstract

An interactional style in university lectures is gaining popularity as awareness of sociocultural pedagogical methodologies reach higher education contexts (Arminen, 2017). In this sense, class participation is commonly elicited through questions. For instance, those placed in the first pair-part of the Initiation-Response-Evaluation (IRE) pattern (Zemel & Koschmann, 2011) serve to elicit verbal responses to evaluate student knowledge status, whereas rhetorical questions index an argument or highlight a point, and prime students for ensuing talk (Shriver, 2012). And yet, the grammatical construction and prosodic features of both question types could be identical. So, by what means are students able to discern between them and respond accordingly? To our knowledge, these phenomena have not been examined so far. This study aims to explore the embodiment of rhetorical questions compared to elicitation questions (within IRE), and how the embodiment of each question type enables students to grasp teachers' intention and interact appropriately. The data were taken from internationalised English-medium (EMI) university courses given in the health science faculty of a university in Barcelona. The data corpus comprises a collection of 20 instances which were analysed using a multimodal conversation analysis approach (Mondada, 2018; Norris, 2004). Findings show how the embodiment of rhetorical questions signal teachers' continued holding of the floor through sustained gesture, lack of pausing and lack of eye contact with students. Whereas in elicitation questions teachers audibly and visually contour a transition relevance place (Sacks et al., 1974), i.e., a break in their long turn for next speaker (or self) allocation. Thus, the study contributes to the growing body of research that aims to understand the intricacies of interactional competence in L2 contexts by foregrounding embodied actions. These are central in striving towards intersubjectivity, and are thereby fundamental, and not accessory, to teaching pedagogies, thus forming an integral aspect of educational discourse.

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**INVESTIGATING DESIGN, FEEDBACK, IMPLEMENTATION, AND
REFLECTION PROCESSES OF TELECOLLABORATIVE TASKS DESIGNED BY
TRANSNATIONAL GROUPS OF PRE-SERVICE TEACHERS**

**Çolak, Fulya
Hacettepe University**

Abstract

Task-based Language Teaching has long been an essential aspect of language learning and teaching, especially after integrating technology in education settings (Gonzalez-Lloret, 2003; Gonzalez-Lloret & Ortega, 2014). Moreover, task design training has been crucial in language teacher education programs for many years. However, there is a significant gap in the research of telecollaborative task design processes of transnational groups of pre-service teachers (PSTs) in terms of design, feedback, implementation, and reflection in video-mediated interaction (e.g., via Zoom) (VMI). Therefore, close examination of these practices in situ in VMI is necessary to reveal uncovered features of task design training in language education. Drawing on the methodological potentials of Conversation Analysis (CA) for the examination of screen recordings of VMIs of both transnational groups of PSTs 21 groups of PSTs in international teams of three or four from Hacettepe University, Universitat Autònoma de Barcelona, and Universität Innsbruck) designing the tasks targeted at B1/B2 English learners using the DIGITASK web app and virtual exchange (VE) second language (L2) learners (30 dyads from Bartın University and Sfax University) implementing the tasks designed by PSTs by generating in DIGITASK web app, this study sets out to investigate the procedural unfolding of telecollaborative tasks from design to reflection. By analyzing the screen recordings of the participants, with unmotivated looking (ten Have, 2007), the researcher will transcribe the data in detail by conducting Jefferson (2004), Mondada (2018), and Balaman (2019) transcription conventions. The research of recurring phenomena and the creation of a collection will be presented using CA, moment-by-moment research of the phenomena developed from the data. All in all, through systematic analysis and examination of the design, implementation, feedback, and reflection of pedagogical tasks in technology-mediated settings, this study will increase the understanding of the potential of advance in L2 education practices through task enhanced telecollaboration.

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TEACHER'S SQUEEZED-MOUTH SMILE AS A SOCIAL PRACTICE IN L2 CLASSROOMS

Çopur, Nimet & Brandt, Adam
Recep Tayyip Erdogan University, Turkey

Abstract

This study examines teachers' use of the squeezed mouth smile (SMS) in response to student utterances produced as humorous in English as a Foreign Language (EFL) classes in Turkey. More specifically, within question-answer sequences in task-based context, it explores teacher's responses with SMS indicating that the students' just prior response might not be appropriate. Although smile and laughter have been widely explored in both institutional and mundane talk (e.g., Glenn, 2003; Kaukomaa et al., 2013; Holt, 2016; Haakana, 2010), SMS is a social practice which appears to be un(der)researched. Data comes from 29-hour video and audio recordings gathered from four different EFL classes. Using Conversation Analysis, four extracts out of a collection of 15 cases will be analysed. Analysis shows that SMS is used to display and manage disaffiliation indicating that the response might not be appropriate. Given the potentially delicate moment of disaffiliating with the students' turn design (as humorous), SMS appears to enable the teacher to manage it in a mitigated way without showing strong admonishment, thus without discouraging participation. However, teachers' use of SMS alone sometimes does not appear to prevent students from pursuing somewhat transgressive line that they take. Therefore, it seems necessary for teachers to sometimes follow SMS with explicit comments on the nature of the responses displaying both why the response is treated as inappropriate and the nature of the 'desired' or 'appropriate' response. As such, teachers can exercise control over the response that they wish to elicit by not leaving space for students to continue with the inappropriate responses. Thus, they meet the pedagogical goals and maintain order in the classroom without discouraging participation. Overall, this study unearths the dynamic, complex, and delicate work that SMS can perform in EFL classes and talk-in-interaction more generally.

Keywords: Squeezed-mouth smile, humour, Conversation Analysis, L2 classroom interaction

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DOING BEING A SOCIAL MEMBER: MEMBERSHIP CATEGORISATION PRACTICES AS AN INDICATOR OF INTERACTIONAL COMPETENCE

Dai, David Wei & Davey, Michael
Monash University

Abstract

Interactional competence (IC) involves speakers' ability to make social actions recognisable to one another while taking into account "individual identities, our social role relationships, and memberships in our social groups and communities" (Hall & Pekarek Doehler, 2011, p. 1). Existing IC research, however, has foregrounded the sequential features of interaction while paying less attention to the category membership resources speakers draw on (Dai, 2021; Davey, 2022, Roever & Dai, 2021). This study aims to use membership categorisation analysis (MCA) to explicate the category resources speakers employ in/for interaction.

The dataset comes from 22 participants with a mixture of L1 and L2 Chinese speakers. All 22 participants were audio-recorded when they undertook a role-play task in Chinese where they needed to assume the role of an employee and complain to their manager about unfair practices at work. Audio recordings were transcribed in the CA fashion and analysed through the MCA analytic procedure (Schegloff, 2007; Stokoe, 2012). Embracing an approach that views members' social identities as interactionally co-constructed and contingently accomplished on a moment-by-moment basis, we organise our analysis around three focal questions. Firstly, we ask how our participants use membership categorisation practices as a resource for producing conduct that is recognisable as 'doing complaining'. Secondly, we explore the role of these practices in resisting an interlocutor's category-resonant criticism, and finally, we investigate the methods by which the participants make their own membership of multiple and alternative social categories relevant to a conversation as a persuasive strategy. The findings reveal that the interactional work the participants' do to position themselves (and others) as members of certain social categories is fundamental to their ability to produce accountable and recognisable social conduct. We argue that membership categorisation practices are very much a constituent part of IC and deserve more attention in future work in IC/CA-SLA.

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**ROLE EXCHANGE AS AN INTERACTIONAL RESOURCE FOR MAINTAINING
PROGRESSIVITY IN ROLE-PLAY INTERACTIONAL COMPETENCE
ASSESSMENT TASKS IN L2 ENGLISH**

**Doygun, Sonay
Bogazici University**

Abstract

This paper aims to uncover an interactional practice oriented by L2 test-takers in a setting of interactional competence assessment. The interactants in this specific context were recognized to employ role-exchange as to maintain the progressivity of interaction. The close investigation of the cases demonstrated particular patterns in which role exchange was employed and the ways interlocutors embody role-exchange as a resource.

Assessing interactional competence has emerged as a controversial issue with the rising focus on social aspects of language learning. Being widely implemented tools to assess L2 proficiency, oral proficiency interviews have been particularly scrutinized concerning their validity and potential to reveal L2 IC. On the other hand, role-play tasks which were also commonly administered to assess relevant skills of L2 learners have mainly remained unexplored. Regarding that, the present study set out to investigate a role-play task implemented to evaluate L2 interactional competence. The participants of the study were first year ELT students attending the Oral Communication Skills course. The data were obtained through audio and video recordings of the interactants who participated in the final exam administered at the end of the course with the aim of assessing L2 IC. The data were firstly examined from an unmotivated looking perspective, and it was noticed that role-exchange was a recurring practice in this context. Following the close analysis of the cases using multimodal conversation analysis, it was uncovered that the participants orient to role-exchange to establish the progressivity of test-talk in two specific patterns: following an interactional trouble impeding the progressivity of talk and a potential closure and task-completion point. The findings offer significant implications for role-play tasks' potential to assess L2 IC and rater training.

INTERACTIONAL STORY OF A CO-CONSTRUCTED LESSON DESIGN ACTIVITY IN A TELECOLLABORATIVE EXCHANGE PROJECT WITH PRE- SERVICE LANGUAGE TEACHERS

**Ekin, Semih
Hacettepe University**

Abstract

Telecollaborative exchanges are becoming a widespread practice in language teacher education because of their substantial contributions to the teacher candidates. This study sets out to explore how the pre-service teachers make pedagogical decisions while designing a lesson plan in a telecollaborative exchange. To this end, a telecollaborative exchange project has been organized via the participation of pre-service teachers from Germany, Turkey and Sweden. By using O'Dowd and Waire's (2009) task typology, the pre-service language teachers (PSTs) in teams firstly implemented information exchange and comparison tasks designed by the teacher trainers. Then, they were required to create a shared lesson plan in a video-mediated team exchange setting. They were also supported by the teacher trainers from partnering universities with online joint classroom sessions, in which all the participants met together, to track the lesson plan progress. The whole procedure was screen-recorded by a web tool. The data included video-mediated interactions of pre-service teachers and textual outputs that the PSTs provided during and at the end of the project. A micro-analytic examination of video-recorded data via the use of Multimodal Conversation Analysis has shown that the PSTs use retrospective orientation to shared teacher learning events (Can-Daşkın & Hatipoğlu, 2019; Jakonen, 2018) during the course of the telecollaborative exchange as an interactional practice to make collaborative decision for their lesson design activity. They employ their shared teacher learning events created by the teacher trainers as a referral point to agree upon their pedagogical decisions and, in doing so, display their actionable disciplinary knowledge in situ. By presenting the interactional story of a co-constructed lesson design activity, this study aims to provide new perspectives into emergent teacher learning opportunities in a telecollaborative exchange project.

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INVESTIGATING THE INTERACTIONAL ENGLISH LEARNING DYNAMICS IN AN INSTITUTIONAL BLENDED ENVIRONMENT INCLUDING ‘THE WILD’

**Fairet, Caroline
Conservatoire National des Arts et Métiers, Paris**

Abstract

This study investigates the dynamics of L2 learning through interaction in a ‘wild’-institutional environment for professional adults. The English course they are enrolled in focuses on usage-based practices, and is designed to include “the everyday social-interactional ecology in which L2 speakers act” (Eskildsen et al., 2019). It thus encompasses a variety of interactional opportunities, including those sustained by digital technologies which broaden potential learning contexts and affordances (The Douglas Fir Group, 2016).

Relying on the theory of complex dynamic systems (Larsen Freeman, 1997) and on Carré (2020) who conceptualizes the learning dynamics of adults at the intersection of internal, external and enactive factors, we analyze how professional adult learners engaged in professionally-oriented tasks interact with a variety of (human) resources at their disposal to accomplish social actions in English. To do so, we adopt a case study approach (n=2) given the reliability of individual case studies in determining factors structuring L2 learning over time (Lowie & Verspoor, 2019). The cases illustrate how the combination of institutional and wild components, by widening the range of interactions, fosters L2 practice and learning.

Data gathered from questionnaires (completed at the beginning, end and 6 months after the experiment), but also language learning narratives, course video recordings and semi-structured interviews will be analysed (content analysis based on Bardin, 1977, and coding using MaxQDA): it will allow us to identify, measure and map the interactions. The effects of these interactions will finally be explored in terms of L2 acquisition through the comparison between the drafts and final version of their professionally-oriented task. These results will be cross-checked with the learners’ perceived benefits and evolution of their identity as L2 learners.

Our findings reveal that the ‘wild’-institutional environment acts as a catalyst for interactions, sustaining the transformation of the learners’ ecology and learning and competence in L2.

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WHAT WOULD IT BE LIKE IN GERMANY? – INTERCULTURAL LEARNING IN A WHOLE-CLASS DISCUSSION

**García García, Marta
University of Göttingen**

Abstract

The development of intercultural learning (IL) and intercultural awareness is seen as a fundamental aspect of the CLIL approach, as culture in particular is one of the four key elements of the 4Cs framework (Coyle / Hood / Marsh 2010). There is also agreement that CLIL has great potential for developing intercultural citizenship in foreign language educational contexts. However, the existing literature on how IL is actually addressed and implemented in CLIL classes is still sparse (Schneider 2018; Gómez-Parra 2020; Lochtman 2021). Moreover, although classroom discussion tasks are very commonly used to promote IL and cultural representations are assumed to be discursively constructed by teachers and students, an interactional perspective has rarely been adopted to investigate IL processes in the classroom (Borghetti / Beaven 2018).

Against this backdrop, this paper uses Conversation Analysis to examine IL practices in the Spanish CLIL Classroom. The data come from a CLIL module (Spanish/Chemistry) on smog formation, designed and conducted by two student teachers in the context of German secondary education. The analysis focuses on the final whole-class discussion on air pollution in Santiago de Chile, which revolved around the comparison of environmental issues between Germany and Chile and was specifically designed to include a cultural perspective in the CLIL module.

The preliminary analysis shows that both teachers and learners make their cultural identities relevant, but to a large extent adhere to hegemonic discourse practices and show little awareness of positioning self and otherness. These findings shed light on what may be considered common practices of promoting IL in the language classroom and provide relevant considerations for teacher education.

LANGUAGE LEARNING IN THE 'DIGITAL' WILD: MOBILIZING THE CHAT FUNCTION TO SOLVE VOCABULARY ISSUES

Gudmundsen, Jenny
University of Oslo

Abstract

At language cafés, second language users can practice their new language with first language users. During Covid-19, many language cafés moved to video. Using Conversation Analysis (CA) with a multimodal approach, I explore a longitudinal set of video recordings of naturally occurring interactions from a digital language café on the video conference tool Zoom. When participants deal with different trouble related to words, they often mobilize the chat function to write and send vocabulary items as part of their repair strategy. This study examines the various understanding and learning-related practices after the 'learnable' (Majlesi and Broth, 2012) is sent – and thus made publicly accessible to the participants – in the chat function. Furthermore, I study how these practices vary over time. Findings show that the chat function's affordances contribute in the co-constructed, multimodal, and sequentially ordered work of 1) identifying the word's form as a first step in the process of understanding the meaning of the word, 2) understanding spelling and pronunciation errors 3) solve meta-linguistic trouble, and that these practices diversify over time (Wagner et al., 2018). This study sheds light on how participants exploit the affordances in complex video-mediated environments to solve specific interactional issues.

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LANGUAGE BROKERING IN IMPROMPTU ENCOUNTERS BETWEEN STRANGERS

Hänggi, Philipp
University of Basel, Switzerland

Abstract

When previously unacquainted people spontaneously strike up a conversation in multilingual public space, they may find themselves in a situation in which they are faced with co-participants' divergent language competencies and preferences. In such first-contact situations, choice of language and language (in)competence become more sharply consequential and demonstrably relevant for the organization of moment-by-moment conduct, and the participants' differential linguistic expertise can jeopardize mutual understanding or altogether prevent local courses of action from advancing.

One way of bridging asymmetrical linguistic proficiency in multiperson interaction is through third-party bilingual mediating. In a growing body of recent interactional research, forms of mundane bilingual mediating have been described via the notion of language brokering (e.g., Bolden, 2012; Greer, 2015; Harjunpää, 2021). Language brokers have been shown to momentarily assume mediatory roles to deal with language-related problems and facilitate participation, thereby providing a means for achieving intersubjectivity and continuing the activity at hand.

Drawing on Ethnomethodology and Conversation Analysis, and using video recordings of naturally occurring interactions collected across a range of public places in Switzerland, the present paper complements this body of work by describing several mediating practices as they are locally occasioned during the initial stages of bi-/multilingual first-time encounters between strangers. I illustrate both how focal participants explicitly request linguistic assistance from a peripherally available third person in order to bridge momentary language-related trouble in a turn's understanding or production (self-initiated brokering), as well as how previously peripheral, non-focal participants use their relatively greater access to linguistic resources as a license to step in and momentarily interject themselves into the ongoing interaction as language brokers without their assistance being overtly solicited (other-initiated brokering). The emergent and contingent nature of these aleatoric stranger encounters highlights the praxeological dimensions of everyday multilingualism in general and linguistic mediating in particular by showing that multilingual competence is mobilized as an occasioned (vs. given) resource that is distributed, collectively made available, and interactively achieved in the local ecology.

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STUDENTS AS TEACHERS IN VOCATIONAL TRAINING: MULTILINGUAL INSTRUCTION SEQUENCES AS CO-CONSTRUCTED TRANSLANGUAGING SPACES

**Härmävaara, Hanna-Ilona; Poikonen, Joonas
Tampere University**

Abstract

This contribution discusses how students display emergent expertise in the professional field of construction work, and in the field specific language. The students are second language speakers of Finnish taking part in a study program that prepares them for vocational education (degrees in construction work). The goal of the program is to introduce vocational studies and to support the development of the students' second language proficiency. Using a multimodal conversation analytic perspective, this paper focuses on multilingual instruction sequences in which students adopt the role of a co-teacher.

The analysis of the data, collected by the methods of video ethnography, illustrates how the participants co-construct translanguaging spaces (Wei, 2018) that allow them to strategically use their multilingual resources, including field-specific terminology in Finnish. The principle of recipient-design is clearly observable in the sequences: the participants draw on linguistic resources that are shared by them all or make use of various translatory practices to secure mutual understanding. The analysis discusses the benefits and challenges of multilingualism for the integrated teaching of vocational skills and second language in the vocational education for adult immigrants.

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THE FACILITATIVE USE OF LEARNER-INITIATED TRANSLANGUAGING AND SELF-REPAIR BY JAPANESE EFL LEARNERS

Harumi, Seiko
SOAS University of London

Abstract

This study explores the facilitative use of learner-initiated translanguaging and teacher responsiveness to its use in 68 dyads of conversational interaction between a teacher and individual students in tertiary Japanese EFL contexts. Adopting conversation analysis as an analytical framework, it aims to extend our understanding of its use as an important interactional resource for learners to achieve interactional goals.

The data was collected at the one-to-one conversational practice session and each student was allocated approximately five minutes to converse with a L1-English speaking teacher. A total of 7.2 hours' data was audio and video-recorded. The procedures for this conversational practice comprised two oral interactional stages. In the first stage, students were required to speak about their chosen topic for at least one minute, gradually moving towards the second stage which comprised question and answer sequences involving the teacher and individual learners. Within the 341 samples of self-initiated repair, 285 samples of self-repair (83.6%) were conducted in L1.

The study identifies eight facilitative use of L1 which contribute on the one hand to the progressivity of talk as 'self-addressed translanguaging' and on the other to intersubjectivity as 'co-constructed translanguaging' in L2 interaction: (1) connectives for topic management; (2) floor-holding devices; (3) explicit word searches; (4) filling lexical gaps; (5) displaying understanding; (6) clarification requests (7) confirmation checks and (8) explicit request for assistance. The study also revealed that learners' self-initiated repair using L1 was frequently observed and that its use was intertwined with translanguaging in its functionality in discourse for meaning-making as a discursive practice. This study suggests that the use of translanguaging in the L2 classroom can be an indispensable tool to optimise learners' classroom interactional competence.

HOW DO L2 SPEAKERS MANAGE PARTICIPATION IN MULTIPARTY INTERACTION? SCHISMING AND MERGING IN A LUNCH TABLE CONVERSATION

Hasegawa, Atsushi
University of Hawaii at Manoa

Abstract

Schisming is an interactional phenomenon, whereby a conversation—comprised of more than four individuals—breaks up into multiple parallel conversations (Egbert, 1997; Sacks, Schegloff, & Jefferson, 1974). Those parallel conversations may come together and merge into one large conversation as well. Schisming and merging, as such, reveal dynamic interactional works achieved by individuals in a group setting.

This presentation reports on a single case analysis of a conversation involving six speakers of Japanese (four L2 speakers and two L1 speakers) that took place at a casual lunch table at a university campus in Japan. This multiparty conversation started off as one big group, which was then split into two smaller groups when one of the L1 speakers directed a question to one of the L2 speakers, breaking away from the original conversation. When the split was occasioned, two of the L2 speakers that were not actively speaking in the original conversation were faced with multiple options to navigate their participation; that is, staying in Conversation 1, joining Conversation 2, floating between the two, or starting Conversation 3 between themselves. They ended up joining Conversation 2.

In the presentation, I show my CA analysis of the case by focusing on how the schisming was accomplished and maintained. My particular focus is on the two L2 speakers who found themselves not belonging to any of the sub-conversations when the schisming happened. Such a sudden shift in the participation framework (Goffman, 1961) exposes noticeable interactional practices accomplished by these individuals, including relational and categorization works (Egbert, 2013). By closely examining the resources that they drew on to participate in the sub-conversation (e.g., epistemic stance display), I discuss implications for the future investigation of L2 interactional competence, which I believe requires a closer examination of relational dynamics involved in social interaction.

TWO PRACTICES OF ADDRESS IN STUDENT USE OF L2 ENGLISH FOR INITIATING ACTIONS

**Hauser, Eric & Zachary Nanbu
University of Electro-Communications**

Abstract

Drawing on video-recorded data recorded at Tokyo Global Gateway (TGG), a nontraditional educational institution in Tokyo, we analyze student use of L2 English for sequence-initiating actions (Lerner, 2003), that is, first pair parts, or actions which project certain response types as conditionally relevant. The data are drawn from several hours of video-recordings made at TGG as part of an ongoing research project related to simulating “the wild” for experiential language learning. Talk and embodied conduct are analyzed together through multimodal conversation analysis. Participants are students (secondary- or university-level) visiting TGG in groups for the purpose of practicing English outside the classroom and a particular type of teacher at TGG, called an agent. Agents work with groups of students, guiding them around the institution, participating in roleplay activities, and generally providing English support. We show how student use of L2 English for initiating actions is involved in two distinct interactional practices related to address and reciprocity. First, students use English to address a sequence-initiating action to an agent. This practice of using L2 English indexes the participants’ understanding of English as the language which they normatively should use to address an agent. Such initiating actions may result in extended sequences between the agent and student, in the emergence of a learnable, and/or involve other students within the primary participation framework. Second, students use English to address a sequence-initiating action to another student while also targeting an agent. The sequence-initiating action makes a response from another student conditionally relevant, but is designed as produced for the agent, and thus contributes to the construction of a complex participation framework involving at least three participants. This second practice may also occasion further interaction between agent and student(s).

ACHIEVING INTERSUBJECTIVITY OF GAZE IN ROBOT-MEDIATED L2 INTERACTION

Jakonen, Teppo., Jauni, Heidi & Sert, Olcay.
University of Turku, Finland

Abstract

In copresent interaction, gaze is a significant resource for achieving joint attention on objects, participants and actions (e.g. Kidwell & Zimmermann, 2007). However, gaze is a more complicated resource in video-mediated interaction because tracking co-participants' gaze direction is often more challenging in such a 'fractured ecology' of action (Luff et al. 2003; Seuren et al. 2021; Hjulstad 2016). In this presentation, we explore the nature of video-mediated gaze in 'hybrid' L2 classroom interaction in which a mobile telepresence robot is used to mediate remote students' synchronous participation in a physical classroom. A telepresence robot is a remotely controlled videoconferencing device that stands in as a material-technological proxy of a participant in some 'local' environment such as the classroom; together with its operator it constitutes a kind of a "man-machine assemblage" (Due, 2021). The robot in our study, Double 2, has wheels to enable movement, camera and mic, and a screen that shows video of the remote participant to the local participants.

Drawing on 8 hours of video-recorded L2 classes (Finnish, Swedish, English, German) taught at a university in Finland, our paper asks how remote participants manage visual attention by moving the robot during interaction, and how classroom participants track and make sense of such movements as situated instances of 'looking'. Using multimodal conversation analysis, we analyse situations in which robot movements become the target of observable orientation. We focus on practices and resources used by the local participants to discern whether the remote student is moving the robot in order to 'look' at something or to conduct some other action involving mobility. We show how participants work to maintain and restore intersubjectivity of robot-mediated gaze and to achieve joint visual attention. Findings can help understand how new material and technological resources used in education may shape relevant L2 interactional competences.

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A MULTIMODAL PERSPECTIVE ON COLLABORATIVE EXPLANATIONS IN THE L2 FRENCH CLASSROOM


**Janin, Loanne
University of Neuchatel**

Abstract

This contribution follows the current research in conversation analysis in the field of L2 acquisition, which emphasizes the crucial role of social interaction in language learning and the importance of active participation. This perspective conceives learning as involving not only the acquisition of language skills, but also the development of a set of interactional resources for participating in L2 social interactions (Hall & Pekarek Doehler 2011). These resources include appropriate turn taking and co-constructing larger sequences of social actions with others, in order to engage in classroom activities (Gardner 2019).

In this paper, I examine L2 French learners' participation in collaborative and multimodal explanation sequences (Fasel Lauzon 2014; Kupetz 2011; Merke 2016). Explanations are ubiquitous in the language classroom and require adaptation to interaction partners and context as well as initiative on the part of the learners (Konzett-Firth 2019; Waring 2011). Data consist of 50 hours of video-recorded whole-class interactions in an L2 French school for adult migrants in Switzerland. The study draws on multimodal CA to investigate how participants provide collaborative (i.e. co-constructed by different participants) explanations and how these explanations are accomplished locally. More specifically, I discuss (1) the linguistic and multimodal resources mobilized by participants to accomplish explanation sequences, (2) how the explanation sequences are sequentially organized and collaboratively achieved by all participants, and (3) the initiatives taken by learners to improve their active participation.

My analysis highlights how this activity allows learners to exercise their participation and demonstrate both linguistic and interactive expertise by challenging traditional institutional roles. The findings contribute to a deeper understanding of the functioning of collaborative explanations in the L2 classroom and, in particular, of the specific participatory dynamics in language classes for learners with migrant backgrounds. They also highlight the multimodal participatory strategies deployed by learners, enabling them to participate actively even with limited language resources.



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RESOURCES FOR EXPRESSING UNDERSTANDING – BEGINNING L2 SPEAKER’S WAYS OF DEMONSTRATING AND CHECKING UNDERSTANDING

**Jokipohja, Anna-Kaisa
Tampere University**

Abstract

This paper uses multimodal conversation analysis (Mondada, 2016) to analyze beginning second language user’s interactional practices for accomplishing social actions that demonstrate or check understanding. Drawing on video data from cooking and farming interactions, the analysis scrutinizes how the L2-participant formats these actions through “a web of resources”, holistically integrating e.g. speech, gesture, and facial expressions (Mondada, 2014).

The analysis is based on a collection of one L2-participant’s demonstrations and checkings of understanding of the previous action. The analysis scrutinizes what is done with these actions, how they are responded to, and how they are designed using multiple resources offered by the human body and material environment. The analysis also tracks whether the collection, spanning over 19 months, tells something about language learning “in the wild” and the development of interactional competence (Hall et al., 2011). Interacting while engaged in manual tasks offers an intriguing setting which may afford and make relevant different ways of expressing understanding (Jokipohja & Lilja, 2022).

The data (52 h) come from an NGO-led project, where L2-participants are instructed in Finnish on how to farm in Finland and how to cook Finnish dishes. The data are from outside-of-classroom interactions, and thus the analysis has potential to shed light on the possibilities of language learning in everyday life situations.

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DETERMINING A BILINGUALISM INDEX: EVIDENCE FROM LEBANESE CONTROL BILINGUALS.

Kassir, Rania

Abstract

The ability to communicate in at least two different languages is shared by a growing number of humans. Recently, many researchers have been studying elderly bilingual population around the world in neuroscience and yet, until today there's no accurate nor universal measure or methodology used to examine bilingualism across these studies which constitute a real challenge for results generalization. This study contributes to the quest of a multidimensional bilingualism index and language proficiency literature by investigating a new bilingualism index from a reliable subjective questionnaire the Language Experience and Proficiency Questionnaire (LEAP-Q), multi-linguistic tests and a diverse bilingual population all featured in one analysis and one index. One hundred bilingual Lebanese subject aged between 55 and 92 years old were recruited and underwent the LEAP-Q with a set of linguistic and cognitive tests. Analysis of the collected data led to the creation of a robust bilingualism index from speaking and oral understanding scores that underlines specifically bilingualism subtype according to cutoffs scored therefore divided our population into three different bilingualism subgroups (Arabic prominent, Balanced and French prominent). Therefore, conversation interactions, implying oral speaking and comprehension, are a primary indicator of language competences. The practice implications of this index, particularly its use within bilingual populations, are addressed in the conclusion of this work.

DIGITAL TOOLS FOR ASSISTING ACCESS TO AND ANALYSIS OF SHARED L2 CLASSROOM INTERACTION DATA: METHODOLOGICAL CHALLENGES

**Kelly Hall, Joan., Looney, Stephen & He, Elvin
The Pennsylvania State University**

Abstract

A growing body of research drawing on conversation analysis to examine L2 classroom interaction has sought to identify the resources of L2 learners' interactional repertoires and whether and how they vary across situations, settings, and time. Findings have much to add to theoretical and empirical understandings of second language acquisition, and of the links between the linguistic and nonverbal designs of L2 classroom interactions and L2 learning. However, while case studies of local contexts can be useful, their larger impact thus far has been somewhat limited. The reasons for this are, in part, methodological: the data sets are typically small, and the field lacks a public, readily available means for sharing the data and a common standard for tagging actions and their practices.

The focus of our presentation is on possible solutions to these methodological challenges. We first discuss the value of having shared access to data sets using an online database of video recordings and their transcripts to make possible the sharing of data to illustrate the significance. We then introduce a collaborative commentary component (MacWhinney, 2007), which includes a sample set of coding protocols linked to specific segments of the videos and their transcripts, and a platform for users to comment on and provide feedback on the coding protocols and segments. We argue for its value as a means for crowd sourcing analytic materials so that action codes can be independently checked and used for comparison across data sets, researchers, and geographical contexts, and, ultimately, create "a level and public playing-field" (Fletcher, 2014, p. 21) for the evaluation of competing accounts. We conclude with a discussion of implications for the designs of research studies, including the types of informed consent that such data sharing requires and other considerations when collecting and analyzing data.

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ACQUIESCING TO AND ASSERTING EPISTEMIC STANCE IN SHARING EXCERPTS AND ANALYSES OF LEARNERS' OWN L2 INTERACTION

Kindt, Duane
Nagoya University of Foreign Studies

Abstract

In L2 classrooms, promoting participants' contributions in learning tasks can lead to not only greater rapport among students (Frisby & Martin, 2010) but increased interactional competence (Pekarek Doehler & Berger, 2016). This CA-informed study, based on interactional data from a communication skills course at a Japanese university, follows Heritage's (2013) work on epistemic stance and epistemic landscapes (Heritage & Raymond, 2012) and subsequent studies introduced by Kasper and Wagner (2018), which examined epistemological reorientations in L2 interactional settings. The study explores the longitudinal development of skills in acquiescing to and asserting epistemic stance with peers in sharing sessions in which participants discussed short clips and analyses of their own L2 production (Kindt, 2021). A longitudinal selection of three representative displays taken from participants in each of two dyads over a 15-week term are used to support findings (e.g., Eskildsen, 2015). Data show that in the early stages of the course, some participants consistently asserted epistemic primacy over their peers during these sharing sessions while others tended to readily acquiesce, even when presenting defensible analyses of their own L2 production. As the course progressed, however, some participants adjusted these displays as they became more familiar with related strategies. The results show potential benefits of integrating skills-based language-learning pedagogy and materials to support, for example, participants' understanding of appropriate acquiescence and assertions, significant interactional skills that can promote contributory inclusion during classroom tasks.

INTERACTIONAL COMPETENCE IN L2 FRENCH: DEVELOPMENT OF LEARNERS' RESPONSIVE TURN DESIGN

Konzett-Firth, Carmen
University of Innsbruck

Abstract

This paper aims to present a study of L2 learners' turn design practices and their development over time. The study applies longitudinal multimodal CA (Deppermann & Pekarek Doehler 2021) to a video corpus of 23 plenary teacher-learner interactions recorded in a French as a foreign language classroom and distributed over five years of instruction. In these interactions, teachers and students discuss reading texts they have previously studied in class. The collection for this study consists of L2 French learners' turns in response to a sequence-initiating action by their teacher shaped either as a question regarding the content of the reading material or as a request for the students to produce an informing. In both types of initiating actions teachers orient to an expectation that students' responses should demonstrate their knowledge of the text and their level of L2 linguistic competence. As a consequence, students are faced with the task of designing turns that are contingent on the sequential implications of the preceding talk (Ford 2004; Lam 2018; Lee 2010), in alignment with the pedagogical agenda (Jacknick 2021) and linguistically accurate. In the paper I will argue that over time, students show increasing interactional competence (Pekarek Doehler 2019) by designing turns that fulfil these conditions in more effective ways. Specifically, this is observable in the students' growing ability to build contingently upon prior turns and larger sequences, to make their turn design match the action the turn is designed to do (i.e. making it 'more' accountable, cf. Drew 2013) and to control turn projections (e.g. multi-unit turns).

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LEARNER FAMILIARITY AS AN INTERLOCUTOR EFFECT INFLUENCING DYADIC INTERACTION IN PAIRED SPEAKING TESTS

Kot Artunc, Esmâ & Ortactepe Hart, Deniz
Istanbul Technical University

Abstract

Despite the prevalence of paired speaking tests in language assessment, only a limited number of studies have examined learner familiarity with one's partner as an interlocutor effect (O'Sullivan, 2002; Ying, 2009). Therefore, this study examines the extent to which test-takers' familiarity with each other influences their co-construction of interactional competence. The research question is;

How do the use of interactional resources and the co-construction of interactional patterns vary in paired speaking tests with EFL test-takers who are familiar vs. unfamiliar with each other?

The study was conducted with 36 participants paired as nine familiar and nine unfamiliar partners in an oral proficiency exam at a state university in Turkey. Each interaction lasted approximately five minutes and Jefferson's (2004) conventions were used for transcription. Interactional resources (i.e., turn-taking, topic management, task management and repair) were identified following the guidelines of conversation analysis (e.g., Galaczi & Taylor, 2018). Next, adopting Galaczi's (2008) framework, interactional patterns were determined by drawing upon the interactional resources that emerged from each pair.

The findings revealed that while familiarity did not play a role on some of the interactional resources (i.e., turn speed, topic initiation, repair and task management), the use of others (i.e., overlap, turn length, topic shift, turn dominance, topic extension and topic closure) differed depending on learners' familiarity with each other. Pairing two unfamiliar pairs was found to be more advantageous from an assessment perspective since these partners usually created a collaborative pattern during the test discourse on the country to the familiar ones who generated an asymmetric one. The results of the present study recommend pairing two unfamiliar language learners in order to make use of the advantages of paired speaking tests (e.g., more authentic conversations, balanced turn-taking opportunities).

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THE USE OF METADISOURSE MARKERS IN ENGLISH-MEDIUM INSTRUCTION: A COMPARISON OF TWO NON-NATIVE CONTEXTS

**Lasagabaster, David & Doiz, Aintzane
University of the Basque Country UPV/EHU**

Abstract

Making the contents of a subject accessible to students at university level is a matter of great concern for most teachers. When the language of instruction is not the students' or the teachers' native language, as is usually the case in English-medium instruction (EMI), this concern is accentuated as the use of an L2 may hamper student comprehension. Today, the issue of knowledge transfer is of utmost importance due to the exponential increase in the number of EMI programmes at universities around the world as part of their internationalization process.

In this study we analysed EMI teachers' use of metadiscourse markers, i.e. the linguistic means that ensure the understanding of propositional content (Hyland, 2005). In particular, we addressed the use of spoken interactive metadiscourse markers by non-native speakers of English. In order to do so, we video-recorded twelve history classes taught by four EMI teachers at a Spanish university and identified the metadiscourse markers they used. Next, we compared our results with those obtained in a study by Zhang and Lo (2021) in which they analysed twelve science classes by four EMI teachers at two Chinese universities. Thus, unlike previous similar studies on the topic in which English is the L1, we adopted the perspective of English as a lingua franca (ELF). Two were our main conclusions. Firstly, the EMI Spanish and Chinese teachers followed the same general trend in which transition markers were used the most in spite of the fact that the teachers' and the students' L1 and academic disciplines were different. Secondly, the teachers used a limited set of metadiscourse markers, as a result of which the students' access to a rich repertoire in the L2 may be restricted. To wrap up, we draw some pedagogical implications regarding the needs of EMI teacher training.

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THE DEMONSTRATIVE PROPERTY OF WHOLE CLASS TEACHING: A MICRO-LONGITUDINAL STUDY ON A SERIES OF GROUP PRESENTATIONS


Lee, Yeji
University of Basel, Switzerland

Abstract

A familiar scene during whole class teaching is when a teacher asks students, who have been put into groups to discuss amongst themselves, to share their discussion with the larger class. For this activity, the teacher attends to each group one by one, asking them to present and also commenting on their responses. The question is, when the teacher is talking to one group, what are the other groups doing? The current study suggests that every interaction between the teacher and one group is observed and mobilized by the larger class as a demonstration for the next group(s) to follow for their turn(s).

Data is collected from a semester-length academic English course at the tertiary level in South Korea, amounting to over 30 hours of video-recording. In attempting to recover the historicity of a larger segment of talk over a span of time, the study employs a micro-longitudinal perspective (Greer, 2016; Ishino, 2018) in keeping with the analytic principles of Ethnomethodology and Conversation Analysis. The excerpts are chronologically analyzed, from the teacher's initial interaction with the first group up to the last one.

Analyses show that each next group's presentation can be accounted for by the organization of talk from the previous group(s). The accountability is found in how the linguistic repertoire locally constituted between the teacher and a previous group is recycled and sedimented in the next group and so on. In and through the process, a 'grammar-for-interaction' (Pekarek Doehler, 2018) of how to appropriately present a group's discussion evolves, hinged on the demonstrative property of every group's presentation as one to be seen to be followed by the next groups. This kind of emergent grammar offers a glimpse of what is practiced and potentially learnt in the advanced language classroom where explicit instruction of language is relatively scant.



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SELF-TRANSLATIONS IN MULTILINGUAL PROFESSIONAL CONTEXTS
Lehtimaja, Inkeri., Kurhila, Salla., Kotilainen, Lari & Deppermann, Arnulf
University of Helsinki

Abstract

Participants' asymmetric language skills may pose a challenge in multilingual working environments. Troubles in understanding or speech production can hamper opportunities for participation, and thereby have an effect on performing the professional tasks. One way to tackle these troubles is to translate the (potentially) problematic utterances. Prior research on interpreting in social interaction by non-professional interpreters (starting with Wadensjö 1998) has mainly focused on translations carried out by third parties. Our paper, in contrast, focuses on interactions without a designed interpreter in which the primary participants carrying out the professional tasks themselves act as interpreters of their own talk (cf. Harjunpää & Mäkilähde 2016). The practices we are studying thus are the speaker's self-translations of their own utterances in second-language professional interaction.

We use Conversation Analysis to study self-translations in two professional environments: a vocational cooking course for refugees in Germany (30 hrs. of video-recordings) and remote work-meetings in a multilingual non-governmental organization in Finland (13 hrs. of video-recordings). Our data show that self-translations are used in various contexts, as part of the situated, multimodal activities.

In the paper, we explore two sequential contexts of self-translations: In retrospective uses, self-translations of previous turns, often in a modified way, respond to signs of misunderstanding (e.g., lack of uptake, repair-initiation, failed knowledge checks); in pre-emptive uses, expressions and turns that could be problematic for recipients are translated within the same turn. We show that self-translations are used to secure understanding, but can also serve other purposes, such as momentarily engaging into language teaching of key terms or making visible the multilingual resources available for the participants.

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**‘ENHANCED’ ENGLISH CONVERSATIONS-FOR-LEARNING: THE
INTERACTIONAL CONSTRUCTION AND AFFORDANCES OF NOTES ACROSS
DISCUSSION AND FOCUS-ON-FORM PHASES**

**Leyland, Chris & Riley, James
Newcastle University**

Abstract

The unstructured ‘free-talk’ that occurs during English Conversations-for-Learning (CfL) has long been understood to provide excellent opportunities for second language (L2) learning. However, in an effort to further develop the L2 learning potential of CfL, some language schools have amended the traditional CfL format, and now offer what the presenter terms ‘Enhanced Conversations for Learning’ (ECfL). These ECfL begin with a discussion phase, designed to develop the student’s L2 fluency by engaging in ‘quasi-conversational interaction’. This is followed by a focus-on-form phase, in which the teacher draws explicit attention to the student’s spoken errors and initiates a series of correction sequences in order to promote L2 accuracy. The current study is the first to investigate ECfL. The presenter uses a Multimodal Conversation Analytic methodology to investigate video-recordings of 20 real-life ECfL that took place at a private English language school in the UK, involving 9 ‘native speaker’ teachers and 28 students from across the globe. Although promoting fluency and accuracy in the discussion phase and focus-on-form phase may appear a relatively straight-forward goals, they actually require a series of carefully co-ordinated actions from students and teachers involving not only talk but also embodied actions and written notes. Following a student’s L2 error in the discussion phase, the teacher subtly creates a written reference to the error while simultaneously constructing the student as an interactionally competent L2 user by encouraging them to continue talking. In the focus-on-form phase these notes are used to facilitate a series of delayed correction sequences. These notes not only provide the teacher of the details of the student’s prior error but are also used to draw attention to problematic L2 formulations, both of which help initiate L2 correction sequences.

This presentation will conclude with a discussion of the ways objects can be used to facilitate L2 learning and teaching in interactional settings, and also a discussion of some practical implications for language schools.

BREAKING CHARACTER: IMPLICATIONS OF FOOTING SHIFTS FOR ASSESSING INTERACTIONAL COMPETENCE

**Looney, Stephen
Pennsylvania State University**

Abstract

Role plays are forms of social practice with “intelligible, jointly accomplished interactional order[s] with [their] own normative organization[s], participation structures and inferential frameworks” (Kasper and Youn, 2017: 5; Sharrock and Watson, 1985). A distinctive feature of role plays, particularly when used as assessments, is the interactants concurrently manage their roles as test taker or rater as well as the identity assigned to them by the task. This creates contingencies that may lead participants to “break character.” Drawing on Goffman (1981), this paper investigates footing shifts in oral assessments and argues that while such shifts “break” the role play they also provide insight regarding test takers’ interactional competence.

The data are 30 video-recorded oral English placement exams from a US university. The participants are one test taker and two test raters per exam. The recordings were transcribed according to Jefferson’s and Mondada’s conventions. The data were iteratively analyzed, initially in an unmotivated fashion and then with an eye toward sequences involving shifts in footing. The analysis shows that footing shifts are initiated exclusively by test takers. When shifts occur, test takers orient to just prior actions as problematic because of the inauthenticity of the setting, contrasts between the test taker’s epistemic status and the epistemic stance he must take in his role, or a lack of familiarity with institutional policy. Shifts involve the coordination of a variety of resources including laughter, facial expression, linguistic constructions, and modulation of volume. Some footing shifts may only involve laughter and nonverbal resources while others include explicit statements of trouble. The findings suggest that the ability to manage shifts in footing could be a potentially ratable interactional feature. While rating criteria rarely address changes in footing, this paper argues to include them in rating descriptors for L2 oral assessments intended to assess interactional competence.

**INTERACTIONAL COMPETENCE DEVELOPMENT AT THE WORKPLACE:
CHANGES IN SMALL TALK INITIATION BY AN EFL HOTEL STAFF MEMBER**
Malabarba, Taiane & Thi Nguyen, Hanh
University of Potsdam

Abstract

Small talk is integral to the accomplishment of work-related tasks in service encounters (Coupland, 2000). Using longitudinal conversation analysis (Deppermann & Pekarek Doehler, 2021; Wagner et al., 2018), this study investigates the changes over time in how a novice hotel staff member speaking English as a foreign language initiated small talk with guests.

Previous research on L2 interactional competence (IC) development showed the diversification of methods used by L2 speakers' to initiate actions, e.g., storytellings (Hellermann, 2008; Pekarek Doehler & Berger, 2018), news-deliveries (Greer, 2019) and complaints (Skogmyr Marian, 2021). While most studies focus on the same co-participants, we are interested in exploring IC development when the learner encounters different co-participants in the same activity over time. Our corpus comprises 110 audio-recorded conversations in which a novice staff member (Xuan) walked guests to their rooms. Her conversations were recorded twice a month for 10 months.

Our findings show that small talk initiation only emerged in later months. Further, over time, Xuan's small talk initiation practices changed from using question-answer adjacency pairs about guests' personal details (e.g., being tired, having eaten) to using AB-event statements (Labov, 1972) such as those about the setting or information shared by guests (e.g., the weather, the guests' tellings about their trips), which led to more sustained small talk sequences with guests. Thus, there was a shift in sequence organization and topic choice. Longitudinal data also suggest that the changes may have been occasioned by the repair initiations or minimal responses prompted by guests in earlier months, i.e., the learner's development might be informed by her interaction history with different co-participants. Based on the findings, we discuss a re-specification of the notion "diversification" in IC development research to include two aspects: practice addition (as reported in previous studies) and practice shift (as found in this study).

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ANALYSIS OF SOCIAL INTERACTION IN MOBILE INSTANT MESSAGING

Martínez, Dunia
Universitat Oberta de Catalunya (UOC)

Abstract

Technology has made it possible for people to make their own content and share it with others through interactive apps like Whatsapp, Twitter, and other social networking sites. As a result, they have become a critical component of user communication and interaction.

Thurmond (2003) says that interaction is when a learner engages with the course material, other learners, the teacher, and the technology used in the course. Social media interaction data analysis takes information from people and looks at how they use social media platforms. The growth of social media and mobile instant messaging (MIM) use has created a new opportunity for analyzing a variety of factors.

Digital communication between groups of students and between students and teachers has increased in popularity over the last decade using a variety of channels: email, Facebook groups, Twitter, and WhatsApp (Bouhnik & Deshen, 2014). Bouhnik and Deshen (2014) show that WhatsApp improves the timeliness of content delivery and makes it easier for students and teachers to talk to each other and work together.

Social network analysis is used to look at how users interact with each other in a variety of applications and figure out how to improve them. However, in this case, only one application will be analysed: Whatsapp. With 1.5 billion users, WhatsApp is the world's third most popular application (Reasons Why, 2019). Therefore, this study set out to analyse the interactions of a WhatsApp group chat to evaluate the exchange of information to identify indicators of learners' social and behavioural engagement.

Participants were enrolled in a B2 language course in a private language school in a town on the outskirts of Barcelona in the 2021–2022 schoolyear. A total of fourteen students took part in the research. The class met twice a week for three hours per week. The teacher was a member of the WhatsApp group, and all of the students were aware that participation in the study was entirely

voluntary and had no bearing on their grades. Students were encouraged to participate in a variety of activities, including individual and group speaking exercises, short writing exercises, and using the WhatsApp group in any way that would help them learn or solve problems.

The study evaluates the level of information exchange among students over the course of one academic year (September 2021–June 2022) to determine patterns of interaction. To measure social engagement, we held a focus group discussion to learn how they felt when cooperating with their peers and their sense of belonging. The focus group discussion was taped, verbatim transcribed and double-checked for accuracy. We counted the number of emojis and gifs sent between participants to see how much collaboration and cooperation there was and how they worked together.

To measure behavioural engagement, we collected students' interaction records and counted the number of participants and their posts as well as the number of posts per individual. We classified messages into on-task and off-task categories. Messages that were "on task" were ones that directly related to the themes, while messages that were "off task" were not directly related. The two forms of on-task messages are task completion (messages meant to accomplish the task) and interaction (messages as responses). A single message could contain elements of both types.

THE RATERS' PERCEPTION OF ORAL INTERACTION FEATURES

Menzinger, Costanza
Società Dante Alighieri

Abstract

Oral interaction is considered the most difficult skill to assess reliably in a second language because several factors can affect performance and confound the interpretation of results (Bachman 1990; Fulcher 2003; Luoma 2004; Weir 2005). One of these factors is the interpretation of the rating scales by the raters. Recent studies have highlighted the discrepancy sometimes found between the construct of the test designer on the one hand and the aspects assessed in the performance by the raters on the other (Ducasse and Brown 2009; May 2011).

In our context, the need for a study on this topic is of crucial importance; in fact, the PLIDA (Progetto Lingua Italiana Dante Alighieri), issued by the Dante Alighieri Society, is an Italian language exam that is administered in a vast network of exam centres located in different parts of the world, within different contexts. Our research analyses the raters' perception of the strategies implemented by the candidates to interact effectively. For this purpose, we chose to use verbal protocols (Green 1998) as a tool to detect the processes put in place by the assessors at the very moment of making the judgement. From the analysis of the verbal protocols it emerges that the comments of the evaluators mainly concern turn-taking management and topic development organization. From the quantity and quality of the comments dedicated to these topics, a good adherence to the construct of international competence can therefore be detected. The difference between evaluating interactions based on listening to the audio recording and evaluating interactions based on watching the video was a further aspect of the investigation. It was found that although the video offered insights that enriched the perception of the qualitative aspects of the interaction, it did not seem to have an impact on the scoring of the performance.

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COMPREHENSION OF DISAGREEMENT MARKERS IN PREFACE POSITION BY ADVANCED L2 LEARNERS OF FRENCH

Morehed, Simone
Université de Fribourg

Abstract

This paper presents a study on the comprehension of disagreement markers by advanced L2 learners of French. The aim is to study which markers they notice and attend to according to the sequential context. Conversation analysis studies describe disagreements as “non-preferred actions”, since they generally go against the social cohesion and are prefaced with hesitations, pauses and mitigators (Pomerantz 1984). The preface’s importance is shown in psycholinguistic studies stating that L1 speakers start deciphering the incoming utterance from its start (Barthel et al. 2016).

These studies raise the questions of what L2 learners understand from different disagreement markers, and if only the preface is sufficient to grasp an upcoming disagreement. We analysed disagreements in spoken interactions from corpora of L1 French. The disagreement markers were categorized and include different types and constructions, from monosyllabic markers like “ben”, to constructions like “oui, mais”.

Based on the analyses, an experiment was designed and conducted with 200 L2 learners (L1 German or Italian), and 100 L1 speakers. The experiment contains two tasks: an online questionnaire and a stimulated recall. The questionnaire includes authentic input of spoken L1 French. The length of the disagreement utterance is altered to investigate where in the sequential context the disagreement is understood. The participants answer written questions reflecting their comprehension of the disagreement. In the stimulated recall, the participants motivate their answers, where we analyse which (para)verbal resources they identify.

The analyses are ongoing. The first results of the questionnaire show that the L1 speakers of French generally grasp the disagreement earlier in the utterance than the L2 learners, but that the results vary according to the disagreement excerpt and the types of markers. The results can give indications as to which markers are the most salient to L1 speakers and L2 learners, and which the differences and similarities are between the participant groups.

This paper will discuss the conversation analyses of the disagreements and present the experimental results from both tasks and the three participant groups.

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EMBODIED LIST CONSTRUCTION AS A RESOURCE IN L2 INTERACTION

Nanbu, Zachary
Kobe University

Abstract

In this presentation, I use multimodal conversation analysis to show how both novice and expert English speakers construct lists (Jefferson, 1990) during talk-in-interaction. In particular, I analyze how embodied practices, like the mobilization of carefully timed gestures, head nods and shifts in gaze direction, are often a focal interactional resource for both speakers and recipients during the co-accomplishment of listing sequences. The video-recorded data were collected at a specialized language learning institution called Tokyo Global Gateway (TGG) as part of an ongoing research project exploring simulating "the wild" for experiential language learning. The participants are Japanese students (secondary or university level) visiting TGG for English practice outside their usual classrooms and expert English speakers from various countries outside of Japan, hired by TGG to guide the students through a variety of language-based tasks. Whereas prior conversation-analytic research on listing has centered around interactants' spoken conduct, my analysis focalizes participants' coordinated assemblage of both spoken and embodied resources. I show how speakers can deploy gestures, laminated with prosodic and grammatical resources, to display that their current turn is a list-in-progress, and how recipients exhibit an understanding of listing turns by co-gesturing at relevant moments. I find that the L2 learners draw on listing practices as an affordance for formulating extended multi-part turns. I also show how expert speakers can reformulate a possibly complete prior turn from a learner as a listing-in-progress, to solicit a fuller response and thus encourage more English interaction, or to subtly deal with alignment issues. Listing is therefore argued to be salient to participants not only in mundane interaction but to have specific applications for L2 interaction and pedagogy.

CHILDREN'S PEER CONFLICT MEDIATION IN THE L2

Nasi, Nicola
University of Bologna

Abstract

This study investigates the interactional resources through which a child mediates peer conflict in the Italian L2 classroom. Data were collected during a video ethnography that involved two primary schools in Italy. The video-recorded peer interactions are analyzed with an approach that combines Conversation Analysis and the use of ethnographic information (Maynard 2006).

The study draws from the paradigm of (peer) language socialization (Kyratzis & Goodwin 2017), and builds upon previous research on children's peer practices in multilingual environments (Evaldsson & Cekaite 2010, Cekaite & Björk-Willén 2012) and during conflictual events (see Moore & Burdelski 2020). A small group of non-native children aged 8 to 10 is at the center of the analysis. The focus is on a child's mediation of peer conflict through the reformulation of the turns of one of the opponents. As the analysis illustrates, a child blames a classmate for a misdeed, trying to elicit an account with the limited competences in his interactional repertoire (Hall 2018). Upon failing to do so, a third child intervenes and reformulates the previous contributions in a lexically and syntactically appropriate way. It is argued that this kind of practice helps non-native children express themselves in the peer group, thereby favoring their apprenticeship period in the new community. At the same time, through these reformulations the 'mediator' aligns with one of the opponents, constructing a social organization of two-against-one that marginalizes the accused child in the peer group (Evaldsson 2007). In this regard, this kind of mediating practice seems to entail opportunities for non-native children's inclusion in the community as well as risks concerning children's social exclusion.

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SOCIAL, PARTICIPATORY AND ORGANISATIONAL USES OF CHAT IN VIDEO-MEDIATED LEARNING SITUATIONS

**Oittinen, Tuire
University of Oulu**

Abstract

Video-mediated learning environments are complex interactional settings which require attentiveness to vocal and screen-based activities at the same time. They have been characterised as “digital-social ecologies” in which the mutual coordination of actions is a practical problem for the participants (Pekarek Doehler & Balaman, 2021). Therefore, research on the affordances and practices that support opportunities to take part in discussions and help manage these settings is needed. This paper uses multimodal conversation analysis (CA) to investigate one specific affordance by which participation can be invoked, supported and regulated by a teacher and learners: the use of chat. By drawing on data from synchronous sessions in a multinational crisis management course in which participants speak English as a second language, the aim is to explore how chat and the written posts are oriented to in the unfolding interaction. The preliminary findings show that chat is an important resource for learners to display alignment and affiliation in a non-vocal manner, and its use can either be pedagogically aligning or disaligning (cf. Jacknick, 2021). Chat can be used for different social and organisational purposes, depending on the group size, working method and task design. For instance, learners use chat 1) to flag or account for technical troubles, 2) to ask questions or clarification, and 3) to initiate and uphold parallel discussions. Teachers write posts 1) to support and regulate co-participation, 2) share task instructions and materials, or 3) to change the course of the learners’ ongoing discussion. In some cases, chat seems to provide opportunities especially to less proficient speakers to become socially involved in group activities (see also Jenks, 2014). The findings highlight chat as a key resource for the social organisation of interaction in video-mediated teaching and the need to better understand its reflexive and routinized uses.

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**“TELL ME ABOUT YOU. HOW HAVE YOU BEEN?” - A LONGITUDINAL STUDY
OF INVITATION-TO-TALK SEQUENCES AS RESOURCES IN ADDITIONAL
LANGUAGE INSTRUCTION**

**Oliveira Mendes, Anna Carolina
University of Potsdam**

Abstract

A growing body of work within conversation-analytic studies of learning indicates that interactional competence is intertwined with learners' socialization into the new community of practice and the relationships that they establish with their interlocutors over time (e.g. Pekarek Doehler & Berger, 2018). Within the realm of institutional language learning, language tutoring is particularly suitable for the investigation of how the evolving relationship between teacher and learner provides grounds for changes in the learner's interactional repertoires (Hall 2018). My database stems from a large corpus of video-mediated language instruction (Malabarba et al forthcoming). For this study, I analyzed 33 60-minute weekly English-as-a-Foreign-Language tutoring sessions spread over about one year. Out of 33 lessons, 12 included first pair-parts (FPPs) such as “Tell me about you. How are you doing.”, produced by the teacher after the howareyou present in the opening phase of the encounters (Licoppe 2015). The micro- and sequential analyses (Couper-Kuhlen & Selting 2018, Heritage 1984, Couper-Kuhlen et al 2011) revealed that: i) these FPPs occur either after opening components or after topic-bounding components (Button & Casey 1984); ii) the responses are typically in the form of extended turns by the learner; iii) their design reflects loose(r) constraints on the SPP: they usually comprise multiple sequence-initiating TCUs, from which the learner can ‘choose’ what to address. With the invitation-to-talk sequence, thus, the teacher invites the learner to propose and develop topics-at-talk, in multi-unit turns. Looking at the data longitudinally, we notice that the learner's responses become, content-wise and formally, less dependent on the teacher's initiating moves (cf. Stivers & Hayashi 2010, Raymond et al 2021), that is, his responses become gradually less constrained by the FPP. This practice, thus, over time, can afford the learner the possibility of exerting greater agency in influencing the course of the tutoring sessions. The observed trajectory is explained by the learner's orientation to the routinized character of the teacher's move and to their evolving interactional history.

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HOW DOES INTERCULTURALITY EMERGE IN A TASK ENHANCED VIRTUAL EXCHANGE SETTING: A CONVERSATION ANALYTIC STUDY

Önder, Zeynep
Hacettepe University

Abstract

In the academic world, virtual exchange practices are growing rapidly. These practices are echoed in foreign language pedagogy along with its merits to interculturality. Through virtual exchange, foreign language learners have had the opportunity to interact with people in their target language and expose to intercultural communication. However, because the majority of the studies have primarily relied on retrospective data, the actual interaction in virtual exchange, which necessitates more in-depth investigation, remains a gap. In addition, while there is an overemphasis on emerged cultural differences in intercultural communication studies, few studies have investigated the cultural similarities in these interactions. To address these gaps in both fields, the emic perspective of conversation analysis methodology is applied to a task-enhanced virtual exchange setting. It is aimed to investigate how interculturality emerges in this video-mediated interaction and how the participants orient to this with which resources while engaging in a series of (intercultural) tasks. The data include 10 hours of screen recordings of one virtual exchange partner (VEPs) paired as Tunisian–Turkish. The analyses revealed that the participants display orientations to interculturality. These orientations are mostly displayed through utterances of similarity and/or difference. The findings contribute to growing literature on intercultural communication by (a) maintaining the view that interculturality is a dynamic notion in virtual exchange settings, too and (b) questioning the overemphasis in these studies related to the cultural differences through mutually constructed cultural similarities. Drawing on these findings, implications are provided for virtual exchange and intercultural education.

*This study is taken from the unpublished Master's Thesis of the author.

TRANSLATORIAL ACTION AS A MULTILINGUAL RESOURCE IN L2 ENGLISH

Paulasto, Heli
University of Eastern Finland

Abstract

The paper examines a multilingual community art group using L2 English as the primary shared language, along with L1 and L2 Finnish. The study is based on ethnographic participant observation and audio-visual recordings in the community art group, which convened regularly for one year to rehearse for a performance. It is thus defined as a semi-transient community of practice (Wenger 1998, Pitzl 2019). The community art group was led by a dancer-pedagogue and it involved two researchers as well as Finnish and migrant participants from mainland Europe. As a result of these members' different L1s and low Finnish proficiency, English was used as a lingua franca. Yet some Finnish members' low to intermediate English competence meant that ad hoc translation and interpretation between English and Finnish became a central communicative resource. The term translatorial action refers to any kind of interactional translation, mediation, or self-translation (e.g. Harjunpää 2017, Jansson 2021).

The focus of this paper is on the participants' and the group leader's diverse language skills and competences, and the impact of the diversity on cross-linguistic collaboration. The following questions are central: How do the speakers initiate repairs using translatorial action as a (collaborative) multilingual resource, and to what languages? What types of translation are used? How is linguistic expertise shared in the group and how do the co-members respond to these situations? In some cases, translatorial action aligns with situated, temporary learnership (Lilja 2014, Svennevig 2018). The data consist of some 30,000 words of transcriptions from 13 hours of audio-visual recordings of the rehearsals, and the method of research is applied conversation analysis, also utilizing ethnographic knowledge and visual data where relevant.

As this is a community art group, the multilingual practices can be seen to contribute to the realization of artistic collaboration and a sense of co-membership (Hazel 2018). However, the "joint enterprise" and "shared (multilingual) repertoire" of the community have different facets to different participants (Pitzl 2019), as the members are positioned differently in terms of, e.g. artistic and linguistic expertise (Lave & Wenger 1991). While the study highlights the relevance of multilingual collaborative practices

in second language use, it also draws attention to the multiple factors affecting individual speakers' experiences of linguistic membership and participation.

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PRACTICING LANGUAGE SKILLS AT WORK: MATERIAL ECOLOGY AFFORDING LANGUAGE LEARNING IN CONSTRUCTION WORK

**Poikonen, Joonas
Tampere University**

Abstract

The recent reforms of integration training and vocational education in Finland emphasize the importance of work in the development of adult immigrants' language skills (OKM 2019). The practices of language teaching and learning need to adapt to this shift. This is challenging in practice but also because research on language learning of immigrant workers at workplaces is still scarce (but cf. Lilja & Tapaninen 2019; 2021, Mustonen & Puranen 2021). The prior research on work-related language use and learning has focused mainly on academic work and texts (Nissi et al. 2021). Recently, however, the "blue-collar" jobs and their communicative practices have gained more attention in applied linguistics (cf. Svennevig 2017, Kraft 2020, Kahlin et al. 2021).

Using multimodal conversation analysis, this paper investigates second language learning "in the wild", namely the learners' initiatives to acquire professional vocabulary in construction work. The analysis focuses on sequences in which second language learners display an orientation to learning work-related vocabulary during manual work. The participants are L2 speakers of Finnish who undertake vocational training or have recently entered the labor market. The data consist of video recordings of naturally occurring work interactions that take place in vocational school facilities and construction sites (ca. 130h in total). The analysis suggests that the need for using field specific vocabulary emerges from the material ecology of the work interactions and these instances can be utilized by L2 speakers for learning new lexical items.

**COMPARING THE DEVELOPMENT OF JAPANESE EFL LEARNERS'
INTERACTIONAL COMPETENCE IN A STUDY-ABROAD AND A VIRTUAL
EXCHANGE PROGRAM**
Pouromid, Sajjad

Abstract

When the COVID-19 pandemic rendered student mobility impossible, some language education programs in Japan turned to virtual exchange (VE) to supplement their students' language learning. In fact, although the application of VE was not alien to L2 pedagogy even prior to the pandemic, it has gained momentum across the globe in the past couple of years. Even now that restrictions on international travel are eased, VE is serving as a substitute for study-abroad (SA) for those students who either cannot afford or do not want to study abroad. As such programs are becoming more popular, questions are raised on whether they have the potential to enable language learners to enhance their L2 competence and on how their effects would compare to those of SA. Against this backdrop, this presentation reports on the preliminary results of a longitudinal conversation analytic study comparing the development of interactional competence (IC) among Japanese EFL learners studying abroad and those taking part in a collaborative online international learning (COIL) program.

The study draws on data collected with several intervals from online real-time discussions among three Japanese students studying abroad in the USA and Canada over a 10-month period, and a second dataset comprising analogous interactions among three other Japanese students engaged in a COIL project between their home university and a partner university from the USA. The analysis particularly focuses on how these novice L2 learners developed their linguistic repertoire and expanded their interactional inventories over the course of studying abroad or taking part in VE. Two of the developments in the participants' IC that will be discussed in this session include listenership practice and taking locally contingent turns to participate actively in the conversation.

**DEVELOPING COLLABORATIVE PRACTICES AND MUTUAL EXPERTISE 'IN
SITU': SOLVING LANGUAGE-RELATED DIFFICULTIES IN MULTINATIONAL
CRISIS MANAGEMENT TRAINING**

**Rautiainen, Iira & Oittinen, Tuire
University of Oulu**

Abstract

Crisis management training prepares military and civilian staff for work in crisis areas around the world. English is a common working language in these settings, and for many, it is also a second language. This paper takes the approach of multimodal conversation analysis (CA) and ethnography and examines authentic teamwork situations during which the trainees orient to language-related difficulties, i.e., troubles in producing or understanding something in the ongoing interaction. The focus is on the linguistic and multimodal practices they create to solve these moments and ensure the continuity of the activity. The data come from a corpus of video-recorded crisis management exercises, introducing a novel research area in educational linguistics. In this talk, we illustrate how troubles regarding language use are indicated and attended to in different ways depending on the situated contingencies, e.g., urgency, ongoing activity, and material and embodied configuration, and how the employed practices develop during the training. Preliminary findings show that language-related difficulties typically relate to not being able to produce the next action in the task or the next item in the ongoing turn (i.e., word search; see Svennevig, 2018), which the trainees make relevant by employing different strategies. Problematic moments are flagged and solved via vocal or non-vocal practices, such as initiating repair (Hosoda, 2006), recruiting assistance, or resorting to constellations of multimodal resources (Wagner, 2018). Our paper shows these moments as perspicuous places to develop participants' mutual expertise, encompassing their situation-specific interactional competence, linguistic proficiency, and professional knowledge. It also highlights how the practices of solving language-related difficulties change and become routinised over time. The study increases understanding of recipient-designed ways to overcome interactional troubles and to ensure task accomplishment in multilingual teamwork settings.

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AD-HOC TRANSLATING AS AN OPTION FOR SELF-REPAIR: TRACING CHANGES IN L2 LEARNERS' USE OF AND ORIENTATION TO L1-BASED REPAIR PRACTICES

**Reinhardt, Susanne
University of Potsdam**

Abstract

Research on L2 interaction has long been interested in how participants may employ non-L2 resources, in particular their L1, to accomplish interactional aims. To that end, a growing body of studies has been investigating code-switching to L1, revealing that L2 speakers may, for instance, employ it as a practice for both repair-initiation (e.g.; Kasper 2004; Lehti-Eklund 2012; Mori 2004) and self-repair. However, while code-switching is available for resolving word-searches and other issues of speaking (e.g., Gafaranga 2000), it is regularly treated as an illegitimate practice: Participants can be seen to use it for makeshift solutions only (e.g., Duran, Kurhila & Sert 2019), and recurrently indicate that it does not satisfactorily resolve the trouble (ibid.; see also Greer 2013).

Beyond that, there has been little research on how else the L1 may be used to accomplish repair, and few studies investigate possible changes to the deployment of L1-based practices as speakers' L2 repair skills develop (though see Pekarek Doehler & Berger 2019).

Based on the CA-SLA framework (e.g., Kasper & Wagner 2011; Markee & Kunitz 2015), this paper aims to present ad-hoc translating, the attempted verbatim transfer of an L1 item or structure into the L2, as another practice L2 speakers can draw on to deal with the unavailability of a next-due item or unit. Drawing on a corpus of roughly five hours of video-recorded interaction between German EFL learners, I will also conduct a cross-sectional investigation of how my learners' use of L1-based repair practices changes across levels, providing evidence that at more advanced levels, they not only come to rely less on these practices, but also increasingly orient to them as illegitimate. Lastly, I will sketch some implications regarding the practical applicability of these findings, including possible criteria for assessing L2 interactional competence that may be derived from them.

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OBSERVING LANGUAGE LEARNER ENGAGEMENT THROUGH SOCIAL PRESENCE ANALYSIS

Robbins, Jackie
Universitat Oberta de Catalunya

Abstract

Learner engagement is generally agreed to consist of three dimensions (Fredricks, Blumenfeld and Paris, 2004; Kahu, 2013; Schindler, Burkholder, Morad and Marsh, 2017): behavioural engagement refers to learners' participation and involvement as they carry out pedagogical tasks; cognitive engagement involves what and how learners learn; and emotional engagement considers how learners value tasks and how they feel. In previous studies, emotional engagement research has tended to address learners' emotions through questionnaires about their feelings with regards to conducting tasks (Dixon, 2010; Nakazawa, 2009; Young and Bruce, 2011), the problem being that learners who answered them were those already highly engaged, meaning that a proportion of learners could not be included in research. This study, which forms part of a wider piece of research (Robbins, 2020) in the area of language learner engagement in asynchronous discussion forum tasks, explores the potential offered by social presence to observe the emotional engagement of all learners in an online adult EFL course at B2 level at a Catalan university.

The objective is to provide insight into how learners engage with tasks and interact with one another. We carry out quantitative content analysis of posts and analyse social presence density (Satar & Akcan, 2018) and compare types of social presence employed (Swan, 2003). The main findings of this study indicate that emotional engagement can be observed through the measurement and analysis of social presence. In terms of implications of the study for online teaching practice, social presence seems to be a crucial part of both task and course design. In this way, learners are encouraged to become and feel part of a community which has a positive impact on their learning.

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TELLING IN TESTS: STORYTELLING AND TASK ACCOMPLISHMENT IN L2 CONVERSATION TESTS

Sandlund, Erica

**Department of Language, Literature, and Intercultural Studies, Karlstad
University**

Abstract

While tasks in tests of second language oral proficiency (OP) vary greatly in relation to the test format (i.e., OP interviews, role-plays, or paired discussions), tellings or other narrative activities may feature as part of the intended test design or as occasioned through situated task accomplishment. From an assessment perspective, research has shown that frequent turn shifts and a displayed ability to build upon prior talk are generally favored. As storytelling-type activities operate through a temporary suspension of ordinary mechanisms for turn-taking, tellings in tests may present challenges for assessment. Conversely, given that peer-based tests are often assessed on aspects of topic management, tellings may serve as exemplification, and also support test-taker display of varied interactional competence (IC) in building and responding to tellings. This study draws on 71 high-stakes oral tests in English as a foreign language in Sweden. Test-takers are 9th graders taking the compulsory National Test of English, a paired or small group test using topic cards to prompt peer interaction. The test tasks do not specifically invite narratives or tellings, but occasionally, test-takers recruit or invite tellings in accomplishing the discussion tasks. Drawing on conversation analytic research on testing and IC (Young & He, 1998; Kim, 2016; Salaberry & Burch, 2021), the analysis centers on how tellings are recruited for task accomplishment; specifically, how tellings are invited, resisted, and volunteered. The analysis identifies when tellings are made relevant across task types, and how these occasionings are oriented to by test-takers. Findings point to the complexity of the test context, as test-takers often do not treat narratives as relevant contributions in the institutional frame of testing. However, analyses also reveal some IC-relevant aspects of collaborative tellings which bear implications for the teaching and assessment of L2 IC (Sandlund, in press).

TOPIC MANAGEMENT IN TELECOLLABORATIVE EXCHANGES FOR LANGUAGE TEACHER TRAINING

Satar, Müge
Newcastle University

Abstract

An under-explored area of conversation in language learning, teaching and testing settings is topic management (Seedhouse and Supakorn, 2015; Cimenli, 2017), which may pose particular challenges in telecollaborative exchanges because of differences in frames of time, space and culture. This presentation will investigate topic initiation, development, transition, and termination in dyadic online exchanges. Data were collected as part of a post-graduate Computer Assisted Language Learning module in the UK. TESOL teacher trainees first designed a get-to-know-you task which involved a series of topics. Trainee teachers then tested their task design by participating in a 30-min one-to-one intercultural exchange via videoconferencing. Based on their experience of using the task first-hand and using the session recordings, they wrote a reflection on how their task design and topic selection followed or deviated from their plans, as well as what they gained from this activity as a teacher trainee.

Following principles of conversation analysis (Seedhouse, 2004; Mondada, 2018), in this presentation I will focus on data from two teacher trainees who communicated with the same telecollaboration partner found on the TalkAbroad website. I will address the following questions: How do teacher-trainees manage topic transitions in multimodal telecollaborative exchanges? Do multimodal resources play a role in topic management? How does topic management skills of the two trainee teachers compare?

The findings indicate that trainee teachers used both verbal and embodied resources for topic transition and the task resource sheet was employed as a transition-relevant object. They used both stepwise and disjunctive transitions, which were largely unilateral. The two cases differed in relation to time management for task execution which led to more stepwise and unilateral transitions when inter-turn silences were shorter. I will conclude with a discussion of the implications for language teachers' skills in leading instructional conversations, particularly for corralling (Meskill & Anthony, 2015).

EVALUATION SEQUENCES IN TEACHING AND LEARNING MANUAL WORK IN L2 CONTEXTS

Schümchen, Nathalie & Härmävaara, Hanna-Ilona
Tampere University

Abstract

Teacher evaluations regarding students' work are a common practice in learning contexts (Margutti & Drew, 2014; Seedhouse, 2004). We analyze evaluation sequences in a specific learning context, namely a construction site that belongs to a vocational school for adults. The students are second language speakers of Finnish taking part in a study program that prepares them for degrees in construction work. The goal of the program is to introduce vocational studies and to support the development of the students' second language proficiency. Using a multimodal conversation analytic approach, this paper focuses on sequences where the students receive feedback from their teacher (L1 speaker of Finnish) on a physical work task they have previously been instructed in and that they now execute. The analysis is based on roughly 20.5 hours of video data collected at the site.

The analysis of the video-recorded data shows that the evaluation sequences at practical construction work training resemble typical IRE sequences (Markee & Kasper, 2004). While such sequences in the classroom are usually temporally confined, the sequences in the construction site may be temporally extended as the teacher oscillates between multiple students all working in different spaces on different tasks. The evaluations are both teacher- and student-initiated (see Heinonen, 2017). The analysis shows how the multimodal design of the teacher's evaluations reflects their orientation to the students' emergent expertise in the task. This orientation becomes apparent in the formatting of the evaluations, for instance, whether they are produced solely verbally or also accompanied by manual demonstrations. At the same time, the evaluations show orientation to the students' L2 interactional competence. The study contributes to a broader understanding of the use of verbal and embodied resources in teaching and learning manual skills in second language contexts and how the material environment shapes interaction in construction work.

**ANALYSING INTERACTION IN A SUPERDIVERSE, TECHNOLOGY-MEDIATED
L2 LEARNING ENVIRONMENT**
Seedhouse, Paul & Ren, Simin
Newcastle University

Abstract

In today's globalised world, the possibilities for learning L2s through spoken interaction are diversifying, because of 'superdiversity' (Blommaert 2013) and the multiplicity of technological platforms. We investigate how spoken interaction in superdiverse, digitally-mediated environments can be analysed in terms of L2 learning competences, using a multimodal CA methodology. We examine how two Norwegian learners learned Chinese vocabulary by cooking a Chinese recipe with the help of a digital app in a real-world kitchen in China. We ask which competences were required of the learners by the task and the environment.

The learners are performing the real-world task of cooking real food in a real kitchen, but it is a digitally-mediated environment in that they must interact with a digital system, namely the Linguacuisine app (Seedhouse et al. 2019) in order to complete the task. Learners receive instructions and help by video, audio, photos and text in L2 Chinese from a tablet.

We play a video of an extract and examine transcripts to show how the participants developed multimodal speech exchange systems appropriate to the language learning focus, combining verbal and non-verbal elements with task-completion actions.

We found the following competences displayed by the learners. Learners had to: learn to navigate an app they are unfamiliar with; process instructions in spoken and written L2; cook an unfamiliar meal in an unfamiliar cuisine; identify the precise ingredient on the table in front of them from the description supplied by the system; develop an appropriate speech exchange system involving themselves and the system to enable them to complete the task.

We also consider the processes of language learning through interaction in relation to the extracts, evaluating the evidence of what the participants have learnt in terms of language. We discuss how the participants' epistemic states are revealed and displayed in interaction (Heritage 2012).

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SOCIAL INTERACTION IN EMERGENCY REMOTE TEACHING: THE PERCEPTIONS OF NEWLY ARRIVED MIGRANT STUDENTS

**Seynhaeve, Shauny
Ghent University**

Abstract

From 2020 onwards, Emergency Remote Teaching (ERT) was implemented worldwide to curb the spread of COVID-19. While concerns about the effectiveness of ERT were raised, research into distance education reported that teaching ‘from a distance’ has the same potential as traditional education, as long as there is high-quality interaction (Bernard et al., 2009; Dixon, 2010). The impact of high-quality interaction is especially relevant for second language learning: also in an online modality, higher levels of interpersonal interaction positively affect learners’ second language proficiency (Souzanzan & Bagheri, 2017; Yen et al., 2013). (CHANGE STARTS HERE) In this study, we want to get an understanding of second language learners’ perceptions of interactional practices in the ERT context. Therefore, this study focuses on the question: “What are Newly Arrived Migrant Students’ (NAMS) perceptions of their experiences with social interaction in online and on-campus classes?”. (CHANGE ENDS HERE)

In order to answer the research question, we organized six semi-structured focus groups with 23 NAMS in upper secondary education. The focus group transcriptions were double coded ($K = .92$) and thematically analyzed in NVivo 12 using a priori and inductive coding. The results show that participants reported a lack of learner-teacher and learner-learner interaction. Various reasons were given: teachers did not create speaking opportunities, talking to peers was reported not to be allowed and pupils experienced a decreased inclination to interact with their instructors. Consequently, some participants believed the lack of social interaction negatively impacted their second language acquisition and interactional competences. These results were confirmed by a Q-study, run with the same participants. The Q analysis shows that the NAMS population harbors at least four different viewpoints regarding ERT. The importance pupils assign to interaction – and, therefore, the way in which pupils believe social interaction plays a role in their online learning processes - is an important grouping variable in these analyses.

PATIENT-CENTRED COMMUNICATION BY POLISH PHYSICIANS USING NORWEGIAN AS L2

Solarek-Gliniewicz, Magdalena
University of Oslo

Abstract

The patient-centred model of communication in the Norwegian healthcare system is often considered to be in opposition to the model of communication used in Polish healthcare (Vågan & Aasland, 2011; Zembala, 2015). In my talk, I will focus on (1) whether Polish physicians who moved to Norway use this patient-centred model of communication in their interaction with patients and (2) if their L2 abilities in Norwegian enable patients to actively participate in the consultation.

The data consists of 40 consultations between Norwegian speaking patients and Polish physicians with Norwegian as L2, videorecorded in six Norwegian hospitals in different parts of the country. First, I will present the criteria used for assessing whether consultations are patient centred. Then, I will share what 25 Polish physicians in Norway have reported in research interviews I conducted, on whether they see themselves as acquainted with this model of communication and whether they were offered any courses on patient-centred communication during consultations.

I will contrast the self-reported data with a presentation of excerpts from videorecorded consultations, where I point out the strategies Polish physicians use, both those favourable and unfavourable to a patient-centred way of communication. In my analysis I use the conversation analysis method and I pay special attention to how physicians practice shared decision making with their patients, express their empathy and how they use body-oriented gestures (Kendon, 2014; Gullberg, 1998) and gaze (Ruusuvuori, 2001). The combination of factors mentioned above may contribute to a better understanding between doctors and patients when one of them speaks the language of the consultation as L2.

I will conclude that it is important to acquire cultural and institutional competence, such as patient-centred approaches of communication, to enable fluid and successful communication between doctors and patients.

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L2 INTERACTIONAL COMPETENCE IN WORKPLACE SETTINGS IN THE SALMON FARMING INDUSTRY

Sortland, Ina Celise

**The Department of Professional and Intercultural Communication at the
Norwegian School of Economics**

Abstract

I will present some preliminary findings from an ongoing PhD-project about Norwegian second language communication among employees with various linguistic backgrounds at a salmon factory in Norway. Drawing on CA-SLA (Kasper & Wagner, 2011; Gardner & Wagner, 2004; Firth and Wagner, 1997, 2007), I aim to investigate interactional competence enacted in multilingual settings at a salmon factory among L1- and L2-speakers (both novice and advanced) of Norwegian. By using Conversation Analysis as a methodological tool, I want to investigate if and how language learning takes place in the micro-moments of interactions.

The Norwegian salmon farming industry, at which this study is carried out, is a place where employees from different parts of the world operate in a multilingual working environment (Friberg & Midtbøen, 2018). During my ethnographic-based fieldwork at the factory, two different departments captured my interest: the departments of logistics and packing. At the packing department, the employees have decided to use Norwegian as their official working language, while such an agreed upon “language policy” is not the case for the department of logistics where various languages are in fact used throughout the working day, and some participants depend on or function as language brokers (Kraft, 2018).

In my pilot study, I have collected video recordings of natural speech by employees in workplace-situated activities in the two locations mentioned at the factory, and an electronic survey distributed to the workers who participate in the study, which controls for backgrounds variables such as their linguistic backgrounds, education etc.

In my presentation, I will begin by briefly introducing the project’s aim and methodology before I present some preliminary findings concerning the display of interactional competence among employees with various linguistic backgrounds, and how language learning can take place in colleague interactions.

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SELF-REFORMULATION AS PREEMPTIVE PRACTICE IN TALK ADDRESSED TO L2 SPEAKERS

**Svennevig, Jan
University of Agder**

Abstract

In interactions between L1 and L2 speakers, L1 speakers commonly reformulate their own utterances. The reformulation may concern a single word, a phrasal unit or a multi-unit turn. This practice of ‘saying the same thing twice’ may sometimes be considered a preemptive repair practice in that the second version is recipient designed to avert a potential problem of recognition or understanding (Kitzinger et al. 2013). As such, the reformulation may be inspected for how it presents the speakers’ diagnosis of the potential trouble source involved in the first version. In the context of addressing an L2 speaker, this may again be a key to describing how the L2 speaker’s linguistic proficiency and interactional competence are perceived and oriented to by the interlocutor.

L2 speakers’ self-reformulations have been widely studied in the SLA framework under labels such as paraphrase, circumlocution etc. (Dörnyei & Scott 1997). But L1 speakers’ reformulations have not received much attention, especially not in the conversation analytic framework of preemptive repair. Some exceptions are Svennevig’s (2013) study of reformulated questions and Svennevig et al.’s (2019) study of reformulations in instructions. The current study investigates reformulations in explanations and other informing sequences. It shows that reformulations may simplify potentially unfamiliar lexical items by substituting a technical, low-frequency term with a more common everyday term. In addition, they may address a potential problem of institutional or cultural background knowledge by unpacking community-specific expressions. Finally, they may address potential problems of contextual relevance and appropriateness by substituting general or abstract formulations for more concrete and contextually specific ones.

The study uses a multimodal CA methodology and is based on a collection of instances from a corpus of video-recorded interactions between L1 and L2 speakers in various workplace settings, such as construction sites, vocational rehabilitation, and healthcare encounters.

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MANAGING INFORMATION-SEEKING QUESTIONS IN GOAL-ORIENTED COURSE OF ACTION: A LONGITUDINAL STUDY OF L2 IC DEVELOPMENT

**Taleghani-Nikazm, Carmen
Ohio State University**

Abstract

This talk provides a conversation analytic and multimodal examination of one L2 speaker's use of linguistic constructions to manage transition to the next expectable item on the agenda, namely seeking specific information from their L1 coparticipant. According to Heritage and Sorjonen's (1994) an "activity" is a "topically coherent and/or goal-coherent course of action" that is achieved across one or a series of sequences (p. 4). In this view, specific activities, for example, telling a story or interviewing, are goal-oriented, constrained by settings and participants, and are considered as a discrete organizational domain, shaped by a single or multiple sequences of action (Jefferson, 1988; Mazeland, 2019). One of the fundamental questions in investigating social organizations is how these units of actions cohere to make a recognizable whole.

Conversation analytic studies have shown that participants use a wide range of practices to coordinate the units or phases of one activity or transition between two distinct activities to keep the activity and its course of action on track toward achieving its goal (e.g., Barske & Golato, 2010; Heritage & Sorjonen, 1994; Mazeland, 2016, 2019). Focusing on question turn design and the elements preceding questions in the context of seeking course related topic information activity, this paper demonstrates one L2 speaker's IC development and the "recalibration" (Pekarek Doehler & Berger 2018) of their use of linguistic construction in marking how their question is part of the agenda (or activity) - which is the reason for their conversation with the L1 speaker. The data corpus for this study consists of six, fifteen minute-long, recordings of video mediated conversations, over the course of two semesters (8 months), of an L2 German learner's interactions with a German native speaker.

TEACHING AND ASSESSING INTERACTIONAL COMPETENCE: A LONGITUDINAL CASE STUDY IN FRENCH L2

Thomas, Anita & Rousset, France
University of Fribourg

Abstract

In this contribution we present a case study in which we test an assessment grid to evaluate the longitudinal development of interactional competence (IC) in L2 locutors of French at intermediate level. The interactions are collected within an ongoing project that aims at testing the use of existing corpora of spoken French as teaching support for the development of IC (Boulton 2017) and document longitudinal L2 development.

Our evaluation grid is based on criteria developed by Youn (2015) enriched with features discussed in recent literature (see references). The data consist of a longitudinal corpus of short free peer interactions (10 minutes) that will be collected eight times over two years in ten classes of L1 and L2 speakers of French attending a vocational training for manual professions. For this study we selected six locutors with L1 Tigrinya.

Preliminary results from the three first interactions show that despite difficulties with pronunciation, grammar and vocabulary most of the interactions are smooth in terms of turn organization. The interactions are characterized by frequent use of backchannels and affective stances but within a limited register of fixed linguistic resources. Topic shift is sometimes abrupt but accepted by the interlocutors and speech that is difficult to understand is often ignored. There seems to be a predefined agreement in the distribution of the roles of each locutor in the interaction and an atmosphere of mutual caring, not only in the recordings. On the linguistic level, the main observable development is on the level of fluency. An influence of the teaching material is difficult to identify.

The assessment grid seems to work well but could be completed with specific features concerning the handling of speech that is difficult to understand and of disagreements.

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PEOPLE, OBJECTS, AND ENVIRONMENTS IN INTERACTION
Thorne, Steven
Portland State University & University of Groningen

Abstract

Language use, second-language development, and technology mediated human activity are complex processes situated in, and in some cases demonstrably interwoven with and catalyzed by, specific material and social contexts. Building on recent research on talk-in-interaction while walking (Haddington et al., 2013), how objects and environments mediate and contribute to human action (Latour, 2005; Reber & Gerhardt, 2019), principles of extended, enacted, and embodied cognition (Atkinson, 2010; Hellermann, 2018), and existing research on the use of mobile place-based augmented reality (AR) techniques for language learning (Holden & Sykes, 2011; Sydorenko et al., 2019; Thorne, 2013), this paper investigates the role of the environment and the body in participants' contextually aware interactional practices as they carry out a series of augmented reality activities using a mobile phone.

The data are drawn from 26 hours of video recorded interactions of language learner groups of three playing an AR game site (Thorne et al., 2015). Intensive video recordings (three cameras per group) were transcribed following conventions of multimodal conversation analysis and analyzed in group data sessions. In addition to sequential analysis of human communication, we incorporate a new materialism perspective which opens up the possibility that non-human actants serve as a participant in the flow of ongoing interaction (Thorne et al., 2021). Put another way, heterogeneous networks of humans and non-human entities jointly accomplish activity (Latour, 2005; Thorne, 2016; Thorne et al., 2021). A primary theoretical challenge and question for ethnomethodological conversation analysts focusing on technology-rich interaction might be: when do our technologies and tools take a turn at talk? In response, our video analysis of language learners engaged in AR activity draws from multiple approaches (based linguistics, multimodal ethnomethodology, posthumanism) and illustrates the achievement of ongoing co-action through visible embodied displays, the performance of new actions through coordinated (re)use of public semiotic resources (Goodwin, 2013), and perhaps controversially, the physical surround as actant in the sequential production of action in interaction.

TASK PROGRESSION IN L2 SPEAKING TASKS: THE FUNCTIONS OF AND-PREFACED TURNS IN EFL STUDENTS' COLLABORATIVE TALK

František Tůma: Masaryk University, Brno, Czechia.,

Leila Kääntä: University of Jyväskylä, Finland., &

Teppo Jakonen: University of Turku, Finland

Abstract

This presentation centres on EFL students' collaborative talk and how they manage task progression during meaning-focused speaking tasks carried out in pairs or groups. In essence, we focus on the role of the turn-initial particle AND as a component of L2 interactional competence and how students use it to coordinate the ongoing task and move the interaction forward (Pekarek Doehler, 2018, 2021). Previous research on turn-initial ANDs in L1 settings has shown that participants use it, e.g., to flag agenda-related questions (Heritage & Sorjonen, 1994) and to display understanding of previous talk through AND-prefaced formulations (Bolden, 2010). We are interested in how students learning an L2 use it in the classroom context and what its use can tell us about their interactional competence.

Our analysis is based on video-recorded upper secondary EFL classes from Czechia and Finland, from which we have identified 47 instances of turn-initial ANDs. In line with recent studies (Pekarek Doehler et al., 2021; Rönqvist & Lindström, 2021), we employed multimodal conversation analysis to investigate the functions of AND-prefaced turns during L2 speaking tasks.

Preliminary observations suggest two main uses of turn-initial ANDs: task management and additions to established task answers. Typical task management-related AND-prefaced turns are questions inviting a peer to contribute to the task. Such turns tend to mark a move to a new task item/question and are accompanied by a gaze shift to the recipient. The second function is related to the development of a substantive task answer, as students added to, generalized, or summarized the previous answers. We argue that these functions of ANDs prepare the ground for moving forward in the task: they display sensitivity to an action's placement in the broader activity and configure the action emerging through the AND-prefaced turn. The findings contribute to our understanding of L2 interactional competence and grammar as social phenomena.

DAS IST DIE UNI: HOW DO L2 SPEAKERS UTILIZE OBJECTS TO IMPROVE RECIPIENT DESIGN?

**Uskokovic, Budimka
The Ohio State University**

Abstract

In the development of everyday social activities, interlocutors utilize a range of objects to enhance their interactional management. For instance, they use objects to achieve intersubjectivity locally and in a dynamic way (Ekström & Lindwall, 2014) or to overcome interactional challenges (Aaltonen et al., 2014). Yet, what do we know about how L2 speakers use objects in real-time interactions?

By following Isabella, an intermediate low L2 German speaker who interacts with an L1 German speaker in a semi-pedagogical conversation in the video-mediated environment (Mlynář et al., 2018), this multimodal conversation analytic study focuses on how she uses objects at her disposal (a cell phone and pens) to augment communication. More specifically, using video-recorded data collected over the course of one semester, this paper presents three object-centered examples and thereby illustrates how Isabella first learns from the L1 speakers how to utilize objects as situated resources (Neville et al., 2014) to show a distance between two places and then uses objects to: 1) complete an other-initiated self-repair, 2) improve recipient design and restore intersubjective understanding (Drew, 1997), and subsequently 3) pre-empt understanding problems (cf. Kurhila, 2006; Svennevig, 2010). Additionally, through a detailed multimodal analysis of putting the talk-in-interaction on hold while searching for an object, bringing the object into the shared visual space, and then releasing the object, this paper illustrates how interlocutors verbally and multimodally establish the reference, make objects relevant for their interaction, and then move on to the next topic after reaching an agreement and understanding. This study contributes to the broader understanding of mobilizing objects to provide more sophisticated descriptions in lieu of complex linguistic resources, and to the research of practices L2 speakers use in the here and now to maintain intersubjectivity.

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VIDEO-MEDIATED DATA-LED REFLECTION OF TRANSNATIONAL PRE-SERVICE TEACHER GROUPS ON VIRTUAL EXCHANGE TASKS

Uyar, Gülşah

Abstract

Virtual Exchange (VE) as an umbrella term has been getting attention throughout the world with the support it gets from public authorities (i.e. European Commission) (O'Dowd & O'Rourke, 2019) and it has been used in teacher training to make pre-service teachers expose to authentic language use, collaborative tasks and transnational settings with the aim to prepare them to conduct their VE in the future. Of the affordances VE presents is reflective practice (RP). RP plays a crucial role in establishing and improving teaching practice, and both RP and VE have the power to promote teacher learning in teacher training. Although there are a few studies exploring RP in teacher learning, literature lacks empirical studies which examine video-mediated trainee-trainee data-led RP (Balaman, in progress) without presence of a trainer/mentor. Therefore, what happens when student teachers reflect on implementation of their own designs as a transnational group without guidance of a trainer is a lacuna in the literature on language teacher education (LTE). To cast a light on the gaps mentioned, this study aims to investigate the video-mediated data-led reflective talk of transnational student teachers on the implementation of their VE task designs. To this end, screen-recordings of VE of transnational pre-service teachers from the first step of designing tasks to RP of them on the implementation of their task design and on the whole VE experience through VE will be collected. Reflections of pre-service teachers will be data-led as their task design will be implemented by a number of dyads. The screen-recordings of RP will be analyzed by employing robust methodological tools of Conversation Analysis (CA). The findings will present implications for teacher training by revealing the affordances VE presents for RP, exploring how RP leads to learning and shedding light on minutely designed RP of student teachers in video-mediated setting.

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GAZE AS A RESOURCE IN SEEKING ALIGNMENT IN PEER INTERACTION AROUND MOBILE DEVICES

Vänttinen, Minttu & Kääntä, Leila
University of Jyväskylä

Abstract

This presentation focuses on gaze as a resource in cases of trouble in peer interaction during EFL (English as a Foreign Language) classes. Specifically, it centres on sequences where disagreements on task-related issues emerge and investigates how gaze and other multimodal resources are used to show disagreement and re-establish alignment when pupils are carrying out tasks on mobile devices. Focusing on the adaptive and intersubjective use of gaze, alongside other multimodal resources, in resolving trouble, the presentation highlights the situated and socially distributed nature of interactional competence (Pekarek Doehler, 2021) of young L2 learners.

The data come from 19 videorecorded EFL lessons at four Finnish comprehensive schools from grades 4 to 9 (i.e., pupils aged from 9 to 15). An initial collection of 35 instances of disagreement have been identified and analysed using multimodal conversation analysis. The preliminary observations suggest that a sustained gaze with a range of facial expressions is used by pupils to display disagreement and to seek alignment. Such gaze tends to be accompanied and/or followed by verbal accounts (either in L1 or L2) and other multimodal resources. The findings show how pupils manage multiple modalities simultaneously and competently draw on the resources available to them to resolve trouble and negotiate intersubjectivity, even if their linguistic skills in L2 may be insufficient (cf. Pekarek Doehler & Pochon-Berger, 2011). The study thus highlights how interactional competence is part and parcel of interaction as well as a prerequisite for accomplishing collaborative L2 tasks. Moreover, focusing on a participant group largely neglected in research both on gaze and interaction around technology, the findings shed light on the competences that children and teenagers have to participate in today's technology-rich educational contexts.

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EMBODIED AND MATERIAL RESOURCES FOR REPAIRS IN SECOND LANGUAGE INTERACTIONS

Wagner, Johannes & Eskildsen, Søren W
University of Southern Denmark

Abstract

As video-data is used increasingly widely in applied linguistics and interaction research (Neville, 2015; Piirainen-Marsh, Lilja & Eskildsen, 2022), it is becoming crucial to understand in-depth how embodied conduct – gesture, posture, gaze – and material artefacts interweave with second language (L2) talk and learning in-situ and over time. Conversation analytic research into L2 interaction has prolifically examined the way that gestures, bodily stance, facial displays and other trajectories of physical action as well as the handling of objects intertwine with the fundamental organization of turn-taking and the accomplishment of tasks, for example in classrooms (e.g., Ford 1999, Olsher 2004, Mori & Hayashi 2006, Kääntä 2010, 2014; Kääntä & Piirainen-Marsh 2013, Jakonen 2015, Majlesi 2015, Lilja & Piirainen-Marsh 2019).

In this talk, we build on our previous work on the use of gesture-talk ensembles in an ESL classroom (e.g., Eskildsen & Wagner, 2018), but we expand the analyses of some of the same pieces of data to include not only such ensembles, but a range of gestural and materially coupled bodily actions. This reveals highly complex processes of instructing, explaining, repairing and achieving intersubjectivity in which we find increased environmental richness in the participants' embodied conduct as the interactional work, especially with respect to repair accomplishment, unfolds. We explore in more detail the trajectory of the repair work from “verbal”, via “verbal + bodily”, to “verbal + bodily + materially dependent and environmentally coupled” until intersubjectivity has been reestablished (Goodwin, 2000).

We conclude by discussing the epistemological and phenomenological implications in terms of how to categorize different kinds of embodied work and what interests such categorization serves. This discussion will highlight how our approach contributes to the field's understanding of the complexities of embodied L2 interaction in the material ecology (of the classroom).

TEACHING MATERIALS AND INTERACTIONAL COMPETENCE: AN EXPLORATION INTO CHILEAN IN-SERVICE AND PRE-SERVICE TEACHERS' EMBODIED PRACTICES.

**Walper, Katherina
Universidad Austral de Chile**

Abstract

English teaching in Chilean public schools is greatly criticised since students are unable to communicate in the foreign language after finishing school (Lizasoain, 2021). The Teacher Evaluation system has shown that Chilean teachers do not promote interactions which are conducive to learning (Manzi, et al. 2011).

This study explores how in-service and pre-service teachers deploy embodied practices and manipulate teaching materials (TM) to move pedagogical projects further and enhance students' interactional competences (IC). Sequences of action are not only built through talk (Goodwin, 2000; Streeck, Goodwin and LeBaron, 2011) and, in classrooms, materials provide students with key visual information. TMs are, consequently, places of joint attention; for example, through gestures, gaze and manipulation of materials, teachers can secure reciprocity (Mondada, 2007; Belhiah, 2009; Campisi and Ozyürek, 2013). By withdrawing their orientation to TMs, they can also display a shift in the activity (Goodwin, 2000; Mikkola and Lehtinen, 2014) or mark sequence closure (Chazal, 2015). Thus, teachers' 'interactional manouvers' (Sert, 2021) and the role of TMs deserve attention.

In-service teacher data (five hours) was collected in four Chilean secondary EFL classrooms, whereas pre-service teacher data was collected at a Teacher Training Programme during simulated co-teacher training sessions in the Literature module.(16-hour-corpus). Analysis follows a multimodal CA approach (Sacks et. al, 1974; Mondada, 2016) with special focus on elicitations and multimodal practices deployed to provide students with interactional space (Walsh, 2011). Collections were built around types of elicitations and embodied practices deployed to secure, mobilise and pursue responses.

Findings show that in-service teachers demonstrate orientation to the contingencies by manipulating TMs and projecting student-next action through gestures, gaze shifts and body enactments (Walper et. al, 2021). Pre-service teachers demonstrate lack of interactional awareness by providing little

interactional space (Walper, in rev). Co-teaching sessions pose a challenge since trainees need to coordinate actions in elicitations and feedback provision. This study contributes to teacher training, professional development, and our understanding of the role of TMs in enhancing students' IC.

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**DOING NOTICING AND COLLECTIVE SENSE OF “STRANGENESS” AS A
PREAMBLE TO THE EMERGENCE OF TEACHABLE AND LEARNABLE
OBJECT IN LANGUAGE CLASSROOMS**

**Watanabe, Aya & Ishino, Mika
University of Fukui**

Abstract

Doing ‘noticing’ of a particular feature in a surrounding environment can be brought into ongoing talk and performed to bring interactants attention using perceptual directives, deictic expressions, and descriptions of the feature that has been noticed (Goodwin & Goodwin, 2012). In her study on teacher-led instructional interaction, Kääntä (2014) reported that students performed ‘embodied noticings’ prior to initiating corrections on teacher errors written on exercise sheets projected on a screen. Despite its relevance, research on how teachers use noticings as resource to initiate corrections on students’ inscription on a blackboard (Macbeth, 1994) or whiteboards (Majlesi, 2018) remain limited. Drawing on the methodological framework of multimodal conversation analysis, this study investigates teachers’ practice of recruiting students’ attention to an erroneous sentence in teacher-fronted interaction in English as a Foreign Language (EFL) classrooms in Japan. The focus is on moments where a written error on the white/black board has been made the center of attention through the teachers’ verbal and bodily displays of noticings, followed by both the teacher and students’ collective engagement in doing noticing on something “strange” in the erroneous sentence which later leads to teacher-initiated peer-correction sequences. The analysis illustrates how the teacher’s doing noticing projects her stance towards the focused feature and serves as a preamble to the ensuing teacher-initiated peer-correction sequences. The study also highlights how material objects like blackboards are linked to perform pedagogical purpose and agenda (Kalthoff & Roehl, 2011; Matsumoto, 2019). Furthermore, the collective sharing of the sense of “strangeness” leads to the design of initiating correction that makes other students’ participation of correcting the error relevant. The findings suggest that the embodied display of noticing, the use of material objects, and shared collective sense of “strangeness” was employed strategically as a preamble to the emergence of teachable and learnable object.

PROFICIENCY AND TOPIC SHIFT SEQUENCE IN SECOND LANGUAGE MANDARIN CHINESE DISCUSSION

Wu, Jingxuan & Roever, Carsten
The University of Melbourne

Abstract

Conversation analysis has demonstrated that the transition from a previous topic to a new topic is systematically achieved and can proceed in a disjunctive or stepwise manner (Sacks, 1992; Maynard, 1980). Previous second language (L2) interactional research on topic shift is relatively rare, and no studies on topic shift have focused on Mandarin Chinese as the target language. This cross-sectional study investigates how L2 learners of Mandarin Chinese develop in their interactional abilities to accomplish topic shift in a dyadic elicited conversation task where pairs of participants discussed an assigned topic. The data were gathered from 48 L2 learners with four proficiency levels and 12 native Chinese speakers.

The current study found both stepwise and disjunctive topic shift. While topic shifts were rarely found among beginners, lower intermediate participants overwhelmingly relied on disjunctive topic shift with a limited set of interactional devices to signal topic shift. Upper intermediate learners commanded more diversified interactional tools, including summative assessment, repetition of the gist of previous talk, disagreement, and discourse markers. They also established co-class membership to transit to new topic in a stepwise fashion. For advanced level participants, stepwise topic shift was more common, and more collaborative efforts were observed in their topic shifts. Chinese native speakers commanded unique interactional devices not found among the learner groups for disjunctive topic shift. For stepwise topic shift, native speakers commonly employed an upgraded statement to indicate the topical potential of ancillary matters, whereas L2 learners usually asked whether the interlocutor is interested in a discussion of ancillary matters. We conclude that increasing L2 proficiency and interactional ability gives learners more diversified linguistic devices for topic shift and enables them to show the linkage of the following topic to previous talk, thereby facilitating stepwise topic shift.



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