



Interactional Competences and Practices in a Second Language

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Abstracts

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KEYNOTE PRESENTATIONS

(in chronological order)

STUDYING L2 INTERACTIONAL COMPETENCE AND ITS DEVELOPMENT: CONCEPTUAL AND METHODOLOGICAL CHALLENGES

Simona Pekarek Doehler, University of Neuchâtel

Wednesday, May 29, 14.00-14.50, lecture hall Alfa

The past decade has seen the emergence of a steadily growing line of research investigating the developmental trajectories of L2 interactional competence in ways that break away from traditional epistemologies of learning and of competence, as well as from classical SLA research designs and methods. While this work centrally draws on the conceptual and analytical apparatus of CA, it faces new conceptual and methodological challenges, that is: challenges that do not arise in ‘classical’ CA (but see Wootton 1997) – nor in much SLA research. These challenges can usefully be understood against the larger background of the emerging field of longitudinal CA (cf. Pekarek Doehler, Wagner & González-Martínez 2018): The focus of longitudinal CA is not on the generic features of social interaction, but on how participants’ ways of dealing with “omnipresent organizational issues” (Schegloff 2009: 373) change over time. Such a focus has far-reaching consequences for how we conduct longitudinal analysis within the framework of CA.

In this presentation I address these consequences by first relating current studies on L2 IC to the research agenda of classical CA and by discussing earlier longitudinal research in the field. I then scrutinize a range of conceptual and methodological challenges that arise for current work on IC L2 and its development, pertaining to such issues as defining ‘competence’ from an emic perspective, warranting comparability and building collections over (extended) periods or time, as well as demonstrating the locally accountable character of longitudinal change (or: learning). I illustrate these challenges and discuss ways of addressing them based on recent longitudinal studies on L2 IC.

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ARTIFACTS, ENVIRONMENTS, AND HUMANS IN INTERACTION

Steven Thorne, Portland State University & University of Groningen

Thursday, May 30, 11.00 – 11.50, lecture hall Alfa

Human development arises as a function of participation in, and contribution to, historically formed and dynamically emergent social, symbolic, and material ecologies of association. When viewed this way, learning of whatever kind cannot be clearly separated from social fields and processes, material conditions, and living bodies (Bourdieu, 1984). In this sense, humans are open systems and development involves an ‘ensemble’ process orchestrated along a brain-body-world continuum (e.g., Spivey, 2007; Cowley & Steffensen, 2007; Steffensen, 2013). An open systems approach is particularly relevant to understanding technology-mediated communicative and cognitive activity since the mediational means at hand transform the morphology of human action in ways that potentially enable and constrain developmental trajectories. In this talk, I describe instances of “learning in the wild” (borrowing from Hutchins, 1995; see also Thorne et al., 2015; Wagner, 2015), highlighting the relevance of situatedness and place in language learning interventions using mobile Augmented Reality (AR), the primary objective of which is to embed languaging events and resources in phenomenologically rich and embodied experience in the world (Hellermann, Thorne, & Fodor, 2017; Thorne et al., 2015; Thorne & Hellermann, 2017; Zheng et al., 2018). Our video analysis of language learners engaged in AR activity draws from multiple approaches (activity theory, the ‘distributed language view’ (Thibault, 2011), usage-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.

SECOND LANGUAGE LEARNING AS A DESIGN ISSUE

Johannes Wagner, University of Southern Denmark

Friday, May 31, 11.00 – 11.50, lecture hall Alfa

In the plenary I will discuss the potential contribution of contemporary forms of design to unleash creative forms of language learning. This plenary will argue for the relevance of *participatory design* and *social design* to inform the organization of second language learning in the civil society (outside of classrooms).

Traditionally, psycholinguistics (incarnated as e.g. language processing) and cognitive linguistics have informed the understanding of language teaching. Recently, sociology (a.k.a. ethnomethodology and conversation analysis) have argued for second language learning as a social praxis in the life world of the learners. Discussions about the language learner as an ethnographer, in the active role of discovering the culture of the target world, has come up in the last decades' discussion of second language learning and the interest for the activities, understandings and needs of second language learners is not new. The Scandinavian design tradition, taking sides in its engagement for user understanding and participation can be a resourceful ally in developing tools and practices for life world participation of second language learners who are moving into a new society.

The plenary will start by discussing the Swedish *Språkskap* project as an example for a designerly approach to second language learning. *Språkskap* illustrates as well how newcomers to a society (in this case some of the authors of *Språkskap*) can harness their own professional and social competencies to shape their own ways of learning a new language.

PANEL

EMBODIED L2 INTERACTIONAL COMPETENCE AND ITS DEVELOPMENT

Organizer: Søren W. Eskildsen, University of Southern Denmark

Discussant: Steven Thorne, Portland State University

Friday, May 31, 08.15- 10.25, lecture hall Beta

This panel combines conversation analysis and usage-based models of language and language development to hone in on an embodied and interactionally rooted understanding of second language (L2) learning. Recently, L2 learning has been reconceptualized and empirically substantiated as fundamentally usage-driven, experiential, embodied, adaptive, and socially gated (e.g. Douglas Fir Group, 2016) – but we are yet to understand the specifics of how a socially adaptive L2 repertoire manifests and develops as an interplay among embodied, interactional and linguistic resources. The purpose of this panel is to get closer to such an understanding.

Embodiment, interactional competence and linguistic development have largely been investigated separately in the past. Conversation analytic studies of L2 learning and interaction (CA-SLA) (Cekaite, 2007; Markee & Kunitz, 2013; Eskildsen & Wagner, 2015; Burch & Kasper, 2016; Sert, 2017; Eskildsen & Markee, 2018; Kunitz, 2018; Majlesi, 2018) have shown through meticulous microanalyses of participants' visible orientations (i.e., their constant displays of their current ecologically mediated thinking through verbal and bodily actions) how teaching, explaining, understanding, and learning are accomplished in ways that are embodied and fundamentally co-constructed and which cannot be reduced to any one constituent turn-at-talk, but such embodied, co-constructed practices have not systematically been brought to bear on L2 development (but see Eskildsen & Wagner, 2018).

In a related branch of research, CA-SLA has investigated the development of L2 interactional competence as L2 speakers' adaptive ability to accomplish social action, for example repair, storytelling, conversational turn openings and closings (Hall, Hellermann & Pekarek Doehler, 2011; Pekarek Doehler & Pochon-Berger, 2015; Pekarek Doehler, 2018), but has remained largely agnostic as to the role of embodied and linguistic resources in that development (but see Lilja & Piirainen-Marsh, 2018; Pekarek Doehler, Skogmyr Marian & Berger, forthc.).

Usage-based approaches to L2 learning have scrutinized the emergence of linguistic constructions from repeated use (Eskildsen & Cadierno, 2007; Ellis & Ferreira Junior, 2009; Roehr-Brackin, 2014), demonstrating the experiential, usage- and exemplar-based nature of L2 learning, yet they have typically abstracted use from its primary habitat, social interaction (but see Eskildsen, 2011, 2018) and ignored the role of embodiment in the learning process.

Drawing on a range of different data sets from classrooms and beyond as well as a variety of languages (Finnish, English, Danish, German), the contributions to the panel will bring the three research strands together and explore how embodiment, interactional competence and linguistic repertoires conspire in L2 learning in-situ and over time.

Panel presentations

Niina Lilja & Arja Piirainen-Marsh: *The timing of depictive gestures in second language interactions*

Ufuk Balaman & Simona Pekarek Doehler: *Routinization of a Linguistic Resource for Video-Mediated L2 Interaction: A Longitudinal Study*

Søren W. Eskildsen: *The role of 'gesture-talk' relations in L2 construction learning and interactional competence development.*

Maria V. aus der Wieschen: *Embodied interactional competence in the EFL classroom: The case of young learners in Denmark*

Nathalie Schümchen: *Building up interactional competence through collaborative sense-making: Using embodied resources to understand German intonation*

Steven Thorne: *Discussant*

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INDIVIDUAL PAPERS

(in alphabetical order by title)

ABSURD CASE FORMULATION (ACF) IN PURSUING A MISSING OR INAPPOSITE RESPONSE IN EFL CLASSROOMS

Cheikhna Amar, Kobe University

In classroom interaction, language teachers enlist a variety of interactional practices to pursue a student response when it is either missing or has been treated as inapposite. This presentation will draw on Conversation Analysis to examine one such practice in which EFL teachers use an absurd case formulation (ACF) candidate response as the final element in a list of more plausible candidate responses. The data are derived from more than 20 hours of video recordings from EFL classrooms in a Japanese university. Teachers deploy an ACF only after they have proffered other candidate responses and the students' response has somehow been delayed. An ACF is usually followed by stance-markers such as laughter from the teacher, which makes its non-serious nature clearer to the students. The study shows that absurd case enables recipients to choose the correct candidate response by highlighting an improbable one. The practices of ACF therefore constitute a means for increasing interactional competence by offering opportunities for greater student participation.

Keywords

Classroom interaction, Pursuing response, Absurd case formulation, Conversation Analysis

A CASE STUDY ON EFFECTIVE USE OF TEACHER FEEDBACK STRATEGIES IN EFL INTENSIVE READING CLASSES: IN-SERVICE AND TRAINEE TEACHERS' PERSPECTIVES

Işıl Günseli Kaçar, Middle East Technical University (METU)

Elif Demirel, Kırıkkale University

This case study aims to explore the effectiveness of using wait time and different teacher feedback strategies in intensive reading classes to enhance interactional opportunities in English as a Foreign Language (EFL) contexts. In line with Seedhouse's (2004) classification of L2 classroom contexts, reading classes fall under task-oriented context, rather than fluency and meaning context, and usually materials mode is employed. Therefore, reading classes do not tend to be regarded as rich in interactional opportunities compared to speaking classes. However, it could be claimed that through effective use of various interactional strategies like wait time, hinting, scaffolding, or elaboration, interactional opportunities can be created in these classes as well. In fact, speaking classes are mostly preferred as a context of investigation in this respect. There is a paucity of research into the way(s) the pre-service and in-service teachers create opportunities for learning and shape the classroom interaction effectively in the EFL reading classes. To this end, the use of these strategies by two in-service and two trainee teachers during intensive reading classes was compared in terms of how effectively they create interactional opportunities. The data was collected via video-recordings of intensive reading classes in a private high school in Turkey. The students were intermediate level 11th graders at a private high school preparing to study at an English language department at a Turkish university upon graduation. There was a total of 5 hours of classroom recordings which were transcribed and coded using the Jefferson's transcription conventions (1984) using conversation analysis. The data was also analyzed via the SETT (Self-Evaluation of Teacher Talk) framework by Walsh (2011). The findings revealed several differences as well as some similarities between the pre-service and in-service teachers regarding the effective creation and management of interactional opportunities in an intensive EFL reading class.

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A CA STUDY OF PARTICIPATION ORGANISED IN OPENING PRACTICE OF CIRCLE TIME

Suparee Impithuksa, Newcastle University

Most studies investigating classroom participation seek an answer for enquiries such as whether students receive opportunities to access interaction and, if so, in what capacity and in what roles. Recently, Conversation Analytic (CA) studies have contributed to the existing body of knowledge on classroom participation by addressing the question of how teachers and students organise such participation in L2 classrooms. However, most of these studies have approached participation in contexts where participation rights are established by the teacher and met by students. In this work, the concern is more with the organisation of participation in EFL classrooms where such conditions do not apply. Therefore, teachers need to perform additional interactional practices to encourage participation.

The analysis focuses on the opening practice of one recurring teacher-led activity—Circle Time (CT). The data come from audio-visual recordings of teacher-student cohort interaction occurring in ‘Fundamental English Listening-Speaking’ classes, at a Thai university. To examine the organisation of participation, a collection of 30 examples of CT openings was made and a CA methodology was used in the analysis. CA procedures, including the organisation of sequence, of turn-taking, and of topic were employed as analytic tools to explicate classroom participation that participants jointly construct through their verbal behaviour and embodied actions.

The findings demonstrate that caring openings are the norm of CT openings. They are formed from two action sequences: 1) locating topic for participation and 2) establishing topic-as-action. The former manifests a clear framework of participation while the latter enhances their readiness, and perhaps willingness, to participate more actively.

Furthermore, the micro-analysis illustrates that teachers employ a variety of extra interactional resources, including embodied conducts, turn-design and various techniques of topic development. These various types of interactional work are used to establish and maintain multiparty talk, and generate dynamic participation roles among participants.

ADDING AND RETHINKING: INTERACTIONAL COMPETENCE AND PROFICIENCY

Thorsten Huth, The University of Tennessee, Knoxville

Broadly conceived, second language teaching aims at producing language learners who are functional in reading, writing, listening, and speaking in the L2. This goal has been formalized through the notion of ‘communicative competence’ for decades (Canale & Swain, 1980; Savignon, 1983). Based on Hymes’ (1972) work, communicative competence had a lasting impact on second language teaching. Arguably, the basic notion of language proficiency as a measurable and assessable concept orients in large parts to this action-oriented view of human language, and it is both tacitly and explicitly formalized in current transnational curricular guidelines (ACTFL Proficiency Standards, 2012; Council of Europe, 2001).

The notion of interactional competence (IC) emerges as another action-oriented view of human language (Hall, Hellerman, & Pekarek Doehler, 2011; Pekarek Doehler, Wagner, & González-Martínez 2018). Informed specifically by the field of Conversation Analysis (CA), IC adds to, specifies, and also reconceptualizes our understanding of human language from a social-interactionist perspective. This distinct disciplinary grounding marks IC as conceptually different from ‘communicative competence’. If and when applied to language teaching, the specifics of IC prompt a revisiting of fundamentals (Pekarek-Doehler, in print; Wong, 2018).

One such fundamental is language proficiency. This paper examines what perspective IC provides on proficiency and whether such a perspective can be aligned with existing concepts in the curricular landscape. In light of communicative competence and its lasting impact on current proficiency descriptors (e.g. ACTFL/CEFR), applying IC to the language classroom can in part be viewed as a process of *adding to* the notion of language proficiency while also *reconceptualizing* in social-interactional terms what the notion of proficiency may mean. This paper thus relates conceptions of human language and proficiency to one another as we currently find them formalized in the field, making a contribution to applying IC to central issues in second language teaching.

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A MICRO-ANALYTIC INVESTIGATION OF TEACHERS' ORIENTATIONS TO STUDENT-INITIATED HUMOUR IN EFL CLASSES IN TURKEY

Nimet Çopur, Newcastle University

This study explores teachers' different orientations to student-initiated humour in naturally occurring interaction in EFL classrooms in Turkey. The study aims to shed light on student-initiated humour in L2 classroom (a) by exploring how teachers orient to student contributions that are produced as humorous; (b) by examining the effects of these humorous episodes on subsequent classroom interaction. 28-hours of video recordings selected from a 40-hour corpus collected from four EFL classrooms at a university were analysed using Conversation Analysis. 86 students with an intermediate level of English and four teachers participated in the study.

Data show that teachers' methods of handling students' production of humour in the classroom lead to various outcomes. When teachers affiliate and play along through laughter, elaboration, and upgrading the humour, valuable teaching/learning moments are created. Findings also show that teachers' disaffiliative orientations such as displaying disagreement or topic-shifts create opportunities for students to express themselves freely. Through humour, students get to safely negotiate traditional asymmetries in the classroom. Overall, both teachers' affiliative and disaffiliative orientation to student-initiated humour maximise learner participation in self-selected and extended turns. Thus, students have a chance to direct the classroom interaction and develop agency in learning. Teachers not only promote participation and learning, but also create authentic interaction by momentarily abandoning their authority in the classroom. To date, this study has provided valuable implications for teacher education. It has shed light on the ways in which humour 'gets done' in classrooms as well as the effects of these humorous episodes on classroom interaction.

Keywords

Humour, Conversation Analysis, L2 classroom interaction, teacher education

ASSESSING INTERACTIONAL COMPETENCE IN SECONDARY SCHOOLS: ISSUES OF REPAIR

Dagmar Barth-Weingarten, Britta Freitag-Hild

University of Potsdam

When talk-in-interaction is the teaching target, interactional competence (IC) – i.e. “members’ practices ... for organizing social interaction” (Pekarek Doehler 2018: 5) – is a crucial component of assessing speaking in second/foreign languages (e.g., Wong/Waring 2010, Taguchi/Roever 2017). Consequently, assessment models started incorporating the interactional dynamics of talk-in-interaction (e.g., Galaczi 2014, Youn 2015, Ikeda 2017). At the same time, conversation-analytic SLA research has already shown a wide array of parameters to be taken into account (see, e.g. Pekarek Doehler to appear), the sheer complexity of which seems to be hardly manageable in language testing (cf. Waring 2018: 60-1, Roever/Kasper 2018), in particular when testing resources themselves are scarce.

This paper presents a possible way of handling these challenges: it adopts the idea of studying IC in terms of the generic organizational contingencies participants need to deal with in interaction – turn-taking, action formation, sequence organization, overall structural organization, and dealing with trouble (cf. Schegloff 2007: xiv, Wong/Waring 2010). IC can then be systematically assessed by focusing on these aspects one by one (cf. Waring 2018), while test type and testing resources determine the granularity and comprehensiveness with which this needs to, or can be, done.

This paper illustrates this approach with the example of repair in English L2 role-plays (cf. Kasper/Youn in print). We will highlight relevant repair practices and then show a possible way of operationalizing them for assessing FLLs’ IC.

The general approach has been developed in a collaboration of researchers specialized in both conversation analysis/interactional linguistics and applied linguistics in the framework of training teachers of English at the University of Potsdam, Germany. This paper thus not only responds to questions concerning the incorporation of research on inter-action into FLL, but also to the practical challenges of assessing interaction in the resource-wise less well-equipped second/foreign-language school classroom.

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CHANGING PRACTICES IN INSTRUCTIONAL SEQUENCES: A STUDY ON THE DEVELOPMENT OF L2 INTERACTIONAL COMPETENCE IN THE LABORATORY

Adam Jones, Université de Neuchâtel

The laboratory is a primordial site for investigating the development of Interactional Competence. Laboratories are typically multilingual, with English being the lingua franca of the lab. Furthermore, laboratory work is highly specialized and procedural. Members work in specialized workspaces, with specialized instruments, and under important procedural rules that ensure the preservation of fragile data and safety of lab workers. This study focuses on the development of interactional competence by exploring one recurrent interactional sequence (Berger and Pekarek Doehler, 2018): instructional sequences in lab settings.

The current paper draws from a longitudinal, video-based corpus tracking two newcomers to different laboratories (microbiology and physics) as they begin work in their new labs. Data collection began on the first days of work, and is currently ongoing. Data is in English, French, and German, and transcribed and analyzed according to multimodal conversation analysis conventions (Mondada, 2018) and longitudinal CA design (Pekarek Doehler, Wagner, and González-Martínez, 2018).

In this paper, I show how lab rules and procedures are manifested. First, I problematize the notion of instructions identifying instruction sequences that refer to actions within three different temporalities, with a focus on one particular temporal instruction: instructions that occur during and thus suspend and alter an on-going course of action. Preliminary results suggest that members initially respond to instructions in ways that allow them to assert their own experiences from prior labs as relevant, thus accounting for “breaches” in lab procedures. Similarly, when giving instructions, participants draw on prior experiences within the current lab to account for the discontinuous nature of on-going instructions. For participants, making instructions relevant based on prior experiences is one way in which they display their development as a knowing, skilled member of the community (Goodwin, 2017).

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COLLECTIVE TURN-TAKING IN CLASSROOM INTERACTION

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This study is focused on those forms of talk-in-interaction in the classroom where the whole group of students interacts with the teacher with or without his/her explicit prompt. Such “class response”, which has only partially been considered in previous studies (Orletti 2001, Markee 2005, 2015; Markee and Kunitz 2013, Sert 2017) will be investigated on a corpus of 50 videos - for a total of about 5 hours - recorded in classes of Italian as a second and foreign language for adults and young adults in Italy and abroad (Diadori and Peppoloni 2013), transcribed according to Jeffersonian standards of transcription, with an attention also to nonverbal behavior. The study of our multimodal data (which include speech, intonation, eye gaze, gestures, laughs etc. - Markee and Majlesi 2018) is supposed to show recurrent patterns, when conversation turns involve the class as a whole group, e.g. when students repeat words and sentences following the teacher’s instructions, when the teacher poses a question without identifying a specific student, when something happens that causes a general laugh, when the group suggests an answer overlapping a single student’s intervention etc.

Our goal is to investigate the sequential organization (= how/when) of classroom talk and figure out what trajectories are observable in the data, in terms of how/why a group of students simultaneously reacts to various stimuli, and if the teacher unintentionally provides them with a sequential opportunity to do so.

Keywords

classroom interaction, collective turn taking, group response, Italian Second and Foreign Language

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COMBINING CONVERSATIONAL ANALYSIS AND AN EXPERIMENTAL APPROACH IN THE STUDY OF COMPREHENSION OF INTERACTION BY L2 LEARNERS

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Research in L2 interactional competence has mainly focused on production while comprehension has primarily been examined in typical classroom oral comprehension tasks. Some studies have addressed the question of L2 comprehension in interaction, but mostly in terms of intercomprehension (Oursel 2013). Research on interactional competence shows that although L2 learners are clearly developing this competence with increasing level of proficiency (Skogmyr et al. 2017), they often encounter unwanted interactional disruptions that may lead to important disadvantages even at advanced levels (Bardovi-Harlig & Salsbury 2004). There is a clear need for research focusing on comprehension in interaction. However, the question remains how to test comprehension in interaction without focusing on production.

In this presentation, we will discuss the methodological potentials and challenges of studying comprehension by combining conversation analysis with an experimental approach, using authentic corpora as material.

Classical procedures are think-aloud protocols or retrospective interviews, where limits are found in the language used for the task and the learner's ability to verbalize.

In a first pilot study, we constructed questionnaires based on conversational analyses, where the main issue was the influence of these analyses on the experimental design. We therefore developed a new small-scale study to test comprehension in interaction by adult advanced learners of L2 French. The test entails sequences presented in different ways, from single words to several speech turns, in order to grasp what context seems crucial for the comprehension. Each test item is followed by questions on a Likert scale.

Our paper will focus on methodological issues such as the choice of material (representativeness), the level of analyses (micro/macro) and the length of the interactions (role of the sequential context) and how they might influence the results.

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COMPUTER-SCREEN CONTENTS TRIGGERING EPISTEMIC STATUS CLAIMS

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The essence of Self-Organized Learning Environment (SOLE), as indicated by its name, is to provide students with an environment facilitated with technology and internet connection, where they have the chance to collaborate and learn by themselves. According to its inventor Prof. Sugata Mitra (2014), teachers' attendance in the learning process should be minimal in order to maximise the students' learning to be self-organized. However, there are many questions on how exactly students learn in SOLE, since there is little empirical research about it to be found.

This study employs an emic research methodology—Conversation Analysis (CA)—to investigate what students actually do in a series of SOLE sessions, where MA students from China in a UK university study British culture. The data were collected with video recording and audio recording of the class as well as computer screen recording.

The CA transcription of the recordings shows that the information presented on the computer screen prompts a 'claim of insufficient knowledge' (Beach and Metzger, 1997) by some or all of the participants. Using a combination of vocal and embodied actions, one participant draws attention to particular aspects of the computer screen's contents and present a clear K-epistemic status (Heritage 2012a, 2012b). Without teacher's facilitation, this, in turn, prompts the other participants to undergo interactional efforts in search of a collective understanding.

The study finds that when questions are raised from the computer screen in this unsupervised learning environment, students try to draw on resources—from each other or other parts of the screen's contents—to understand the new information, although sometimes they may not be successful. It is innovative for this study to use CA as research methodology and to analyse learners' epistemics and action formation in interaction. It is the evidence of students' epistemic statuses change (or not) through the learning in SOLE.

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CREATING COHERENCE AND DISPLAYING RELEVANCE – SECOND LANGUAGE SPEAKERS IN WORKPLACE MEETINGS

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International migration presents one possible key to the workforce shortage faced by many western countries. In order to ensure successful employment, immigrants usually need to develop their language skills. One solution often suggested in order to accelerate this process is “language learning at work”. However, a common understanding of how this kind of learning actually takes place has not yet been reached.

In this paper, we investigate language learning in a specific professional environment, namely in meetings. We approach language learning from the point of view of L2 interactional competence, as the speakers’ increased ability to tailor their talk to the co-participants and to the local circumstantial details of the interaction (Pekarek Doehler & Pochon-Berger 2015: 234). Our data are being collected in a cultural organisation where the employees have diverse linguistic backgrounds. In the presentation, we focus on one employee originating from Russia. Her work is highly verbal, consisting, for example, of planning and discussing communication strategies. Drawing from longitudinal (1,5 year) video-recorded data from workplace meetings, we will offer a detailed CA analysis of the ways in which the employee’s participation practices evolve in her L2, Finnish.

At the beginning of the data-gathering period, the employee is able to produce turns in Finnish, but they seem fragmentary and often lead to repair sequences. Towards the end of the first year, she starts recycling elements from previous turns thereby tying her turns to preceding talk. In addition, she uses metalinguistic comments to create a frame of interpretation for her turns. By so doing, she displays the relevance of her contributions and thus helps the other participants to interpret her turns. Consequently, repair sequences are less frequent and less extensive. In this presentation, we show examples of this development and discuss its relevance to the employee and the workplace.

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DEVELOPMENT OF THE INTERACTIONAL COMPETENCE IN THE L2 OF UNIVERSITY STUDENTS BY DOING INTERVIEWS WITH WORK COLLEAGUES DURING THE COMPULSORY INTERNSHIP ABROAD

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Even at the levels B1 and B2 it is hard for foreign language students to develop their interactional competence in L2 in their home country (Dumitrescu & Andueza 2018, Bernal 2018). As a consequence of the form-focused L2-instruction at school, often there can be observed a lack of consciousness of the importance of interaction relevant linguistic phenomena. Therefore some curricula include a compulsory year abroad. However, the experience shows that during this stay abroad there is no automatism with regard to the development of intercultural competence in general and interactional competence in particular (Perrefort 2001, Fernández 2016).

In order to enhance both competences during the year abroad, at the Faculty of Applied Languages and Intercultural Communication of the University of Applied Sciences of Zwickau has been developed the e-portfolio project Portico (Berkenbusch & Fetscher 2011, 2013a, 2013b; Berkenbusch, Fetscher & Johnen in press). The students receive several tasks during their year in China, France, Portugal, Spain or Latin America which aim to enhance their self-reflection as a key element of the development of their intercultural competence. The results can be shared with the other students, the teaching staff and experienced student tutors as well as be commented in discussion forums on a university internal platform.

The present communication aims at presenting the first results of one recently introduced task during the internship in a company (which in their curriculum is compulsory during the second part of the year abroad). This task focusses on the development of both: the metasociopragmatic consciousness and interactional competence. It consists in planning, executing and analyzing at least two interviews with work colleagues. The interview has to be about interactional phenomena in the language in question such as greetings, interactional use of address forms, how to manage critique at the workplace etc.

It will be presented a qualitative analysis of the reflections delivered by the students in their analyses of the interviews. The central research question is how this task enhances the metasociopragmatic consciousness of the students as a part of the development of their interactional competence.

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DIRECTIVES IN THE MULTILINGUAL CONSTRUCTION SITE

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In construction sites, directives often have a specific function: They may serve to coordinate and link the stages of joint projects by which routine workplace tasks are performed. The entitlement to expecting compliance is to some extent warranted by the institutional roles associated with the division of labor (deontic status). Since effectiveness is crucial in this kind of tasks, directives are usually short, lexically and syntactically simple, as well as highly routinized. Grammatically they are most often expressed with imperatives (Sorjonen, Raevaara & Couper-Kuhlen 2017).

Yet, in multilingual contexts even grammatical simplicity may be realized differently. In the present study we follow a Polish worker ('Tomasz'), who has learned Norwegian as a second language 'in the wild', that is, mainly by interacting with Scandinavians at workplaces in Norway. Our data consist of video recordings documenting his interactions with leaders and co-workers in their daily work activities in two different construction sites. We have compiled a collection of 120 directives addressed to crane operators and colleagues in his work team. Using Conversation Analysis as a method, we analyze the sequential unfolding of these actions and the associated claims of entitlement and orientation to contingencies (deontic stance). The context of manual work also requires a multi-modal approach, including in the analysis the gestural and material resources exploited in recruiting the interlocutors to act.

The analysis focuses on syntactic and lexical variation in the formulation of directives. In addition to the expected patterns of using the imperative and modal interrogatives, we find frequent use of the infinitive, which is not idiomatic in Norwegian. We also analyze his use of hedges and other lexical modifiers that mitigate the imposition of the directive. Our aim is to describe in what kind of situations the directives deviate from the standard pattern found in L1 Norwegian contexts and to what extent this may be explained by such factors as interference from his mother tongue or the structural organization of the workplace activity.

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DISPLAYS OF CLASSROOM INTERACTIONAL COMPETENCE: ACHIEVING INTERSUBJECTIVITY BY FOREGROUNDING ACHIEVEMENT

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This study aims to unearth the organization and functions of foregrounding achievement (by teachers) to achieve intersubjectivity. Foregrounding achievement, as used in this study, is acknowledging the current mutual understanding via feedback and making the missing information/knowledge relevant. Acknowledgement and feedback move in second language classrooms are at the heart of classroom interaction studies and the feedback moves by teachers have a definitive role on students' language learning and uptake. In the literature, teachers' acknowledgement and feedback moves are thoroughly studied especially from a discourse-analytic perspective. However, in this study the feedback moves of teachers are studied from the perspective of Conversation Analysis and the focus is specifically be on step by step co-construction of intersubjectivity. The data of this study comes from Newcastle University Corpus of Academic Spoken English (NUCASE). 20 hours of English as a second language data was analysed firstly, by studying the functions and sequential organization of this structure and then, the extracts were analysed with regard to Classroom Interactional Competence (Walsh, 2011). The participants were Newcastle University preparatory class students studying English to proceed to their degree. The findings suggest that teachers' feedback moves constructed by foregrounding achievement are a significant indicator of Classroom Interactional Competence. Also, these moves constructed through acknowledgement tokens followed by type specific questions in second language classrooms are constructed in a moment-by-moment fashion in accordance with the precepts of Conversation Analysis. Another significant finding is that foregrounding achievement is indeed a resource used in the local management of interaction to deal with imbalances in information (i.e. epistemic gap of Heritage and Clayman, 2010) as well as dealing with pedagogical purposes. In this sense, the findings of this study have implications for Classroom Interactional Competence and studies on epistemics.

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“DOING SPEAKING FRENCH”: HOW L2 FRENCH STUDENTS ORIENT TO PEER INTERACTIONS IN THE FOREIGN LANGUAGE CLASSROOM AS LANGUAGE PRACTICE EXERCISES

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This paper reports on a CA-SLA study investigating L2 student practices in peer interactions in elementary to pre-intermediate foreign language classes. The data stems from a video corpus of 65 lessons recorded in one French class in an Austrian secondary school.

The study focuses on dyadic interactions in paired speaking activities in the third and fourth year of instruction. Students are asked to “talk to each other” on a topic that has been covered in class. However, during the activity-as-process, the students co-construct the overall purpose of their interaction as producing talk in French rather than exchanging information or opinions.

Orientations to interactions as loci of speaking practice have been described for adult speakers in conversations-for-learning (e.g. Hauser 2008, Kasper/Kim 2015, Kim 2017) and for L1-L2 interactions in non-institutional settings (e.g. Wagner 2015, Eskildsen 2018; Theodorsdottir 2018), but rarely for peer activities in classrooms (but see Hauser 2013 and Mori 2002 for university classroom contexts). This paper aims to contribute insights into the practices of teenage learners in classroom situations where they are supposed to “talk to each other”.

In my data, the interactions emerging within these activities are characterized by a lack of post-expansions and by topical disjunction (students talking “at” rather than “to” each other). Nevertheless, the students exhibit a willingness to speak French (cf. “willingness to participate” in Evnitskaya & Berger 2017), an orientation to the activity as a speaking exercise and to French as the preferred language of the interaction through practices such as the treatment of word search sequences as aides for L2 production (rather than for maintaining intersubjectivity), turn entry formats that project extended language production and the use of code-switches to manage interactional contingencies. Together, these practices make emerge a distinct interactional order of L2 peer speaking activities.

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ELICITED STORYTELLING AS A PEDAGOGICAL TASK IN THE ENGLISH AS A SECOND LANGUAGE (ESL) CLASSROOM

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In line with the pedagogical goals of developing fluency and facilitating the finding of the second language [L2] learners' own 'voice' in the L2, storytelling is actively encouraged in ESL classrooms (Nicholas, Rossiter & Abbot, 2011). However, Wong & Waring (2010) have noted that instead of replicating the interactive, co-constructed and context-sensitive storytelling that happens in everyday talk (Mandelbaum, 2013), storytelling activities in ESL classrooms often result in a succession of monologues.

This presentation will unpack storytelling sequences elicited from adult students of ESL in a classroom activity, using question forms such as 'have you ever been the victim of a burglary?'. Our data consist of video-recordings from ESL classrooms in a private language college in the north of England. The participants consist of one ESL teacher and three L2 students (1 Spanish / 2 Qatari). In addition to considering how these stories differ from those produced spontaneously within conversation as documented in previous Conversation Analytical [CA] studies (e.g. Mandelbaum, 2013; Schegloff, 1992), the implications of our findings for using storytelling as a pedagogical tool in L2 classrooms will be discussed.

Our observations relate to (1) the story launch, (2) the (co-)construction of the telling and (3) the story's receipt. We note first that these stories are always produced in 'second position' (Schegloff, 1997), i.e. in response to an elicitation, and that the student self-selects or nominates. Second, we explore how this launch, and the overarching pedagogic activity, can affect the internal construction of the story (Schegloff, 1992), particularly in the form of co-construction by the teacher using questions. Thirdly, we note that when receipting the story, L2 teachers tend to focus on alignment and understanding checks rather than, as is typical in everyday conversation, affiliation with the teller (Stivers, 2008).

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EMBODYING GRADATIONS OF KNOWLEDGE IN NOVICE EFL CONVERSATION

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The study of epistemics within CA has done much to explicate the ways interactants in turns-at-talk negotiate knowledge. Participants display their access to certain epistemic domains in relation to their interlocutors, a relationship conceptualized by Heritage (2012) as a gradient between K+ (more knowing) and K- (less knowing). In theory, this concept affords investigations of not only binary considerations of whether or not participants have epistemic access to relevant knowledge, but also the extent to which they have it. In practice, however, analyzing depth of knowledge while avoiding cognitive or mentalistic supposition has proven understandably challenging.

In this presentation I adopt a conversation analytic approach to explore how interactants use multi-modal lamination (Goodwin, 2012), particularly the use of embodied action, to manage intersubjectivity with their interlocutors, by providing for the online display and negotiation of their emergent understanding. The data come from a corpus of video recorded, paired conversation tests from an introductory level EFL conversation class at a university in western Japan.

I explore how iconic gesture can make observable gradually shifting positions on the epistemic gradient in more minute ways than simple claims to change of state. Through their embodied action participants make publically available not only states of access or non-access to relevant knowledge, but also states of partial/shallow access, expert/deep access and levels in-between. The study thus adds to our understanding of the role of embodied action in how knowledge is negotiated and internal cognitive phenomena, like learning, are externalized. Further, it adds to our understanding of how novice language learners with limited linguistic resources are able to draw upon larger interactional reserves to manage complex actions in conversation.

EPISTEMIC MANAGEMENT IN A MULTIPARTY CONVERSATION AMONG L2 SPEAKERS OF ENGLISH

Ann Choe, University of Hawaii

While the organization and distribution of knowledge in interaction have been a longstanding interest among many conversation analysts, how L2 speakers of English navigate through the moral dimension of knowledge (Stivers, Mondada, & Steensig, 2011) within the context of intercultural communication remains largely unexplored. This paper addresses this gap by investigating how L2 speakers of English with different language backgrounds manage knowledge asymmetries in a multiparty conversation beyond the language classroom.

The data consist of a 46-minute video-recorded interaction among six intermediate-level L2 speakers of English, whose language backgrounds included Japanese (4), Korean (1), and Vietnamese/Chinese (1). At the time of data collection, all participants were enrolled at an ESL program in the United States and were classmates in one of their classes. The conversation took place at the language program's student lounge during recess. Using a combination of Conversation Analysis and Membership Categorization Analysis, the study closely examines the kinds of resources— affective, linguistic, sequential and categorical—the participants drew upon to manage knowledge asymmetries as they explored culturally relevant topics. Findings reveal three prominent interactional practices for epistemic management: 1) withholding affective displays; 2) providing anecdotal evidence; and 3) regrading (Bilmes, 2018) assessments at the end of a storytelling sequence.

These findings contribute to the existing literature on the territories of knowledge (Heritage, 2011) by identifying an ecology of resources the speakers used to engage in the interactional management of epistemic asymmetries in talk-in-interaction. The study also contributes to the limited literature on epistemic management in L2 interaction by highlighting the kinds of interactional and categorical work the participants engaged in to monitor each other's rights to claim knowledge of and/or evaluate some culturally-relevant topics in intercultural communication.

Keywords

Epistemic Management, Knowledge Asymmetries, L2 Interaction, Conversation Analysis, Membership Categorization Analysis

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EVOLVING L2 INTERACTIONAL REPERTOIRES IN TEXT MESSAGING

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It has been argued that text messaging may serve as a powerful pedagogical tool across different educational settings (e.g. Lauricella & Kay, 2003). Little is known, however, about how this gets done. This paper begins to fill this gap by examining instant messaging exchanges of a group of six adult pre-intermediate level students and their English teacher interacting through WhatsApp, a popular instant messaging application in Brazil.

Hutchby & Tanna (2008) have shown that text and instant messaging interaction share striking similarities with natural face-to-face verbal interaction in terms of sequential organization and action construction. Therefore, I argue that besides offering a unique articulation of talking and writing in interaction, instant messaging in the context of language learning/teaching allow for a close examination of participants' evolving interactional repertoires (Hall, 2018).

The study is based on a corpus of over 200 messages sent and received by seven participants over a five-month period in 2018. For this paper, the messages sent by one selected student were analyzed within an interactional usage-based approach to L2 learning (Pekarek Doehler, 2018).

The detailed analysis of these exchanges reveals a significant change in this participant's contributions over time. For this presentation, I focus on the syntactic aspects of how the participant formulates open-ended questions in English and how these questions work towards positioning himself as a full active member of the group in and outside the classroom.

The findings suggest that instant messaging may be a site for the development of learners' interactional resources to successfully engage in authentic face-to-face and online interactions. Implications of these findings for the current discussion on L2 interactional competence are discussed in light of recent understandings of the objects of L2 learning/teaching as comprising of a collection of semiotic resources to take action.

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EXAMINING INTERACTIONAL AND LINGUISTIC RESOURCES IN L2 PRAGMATIC INTERACTION

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Being pragmatically appropriate in L2 spoken interaction involves L2 learners' abilities to utilize a range of linguistic and interactional resources when accomplishing pragmatic actions (Taguchi & Roever, 2017). For example, achieving pragmatic actions in interaction (e.g., disagreement) involves both organizing a series of turns efficiently and utilizing conventional linguistic resources to express hesitation or provide an account. What is relatively unknown is ways in which linguistic resources play a role in interactional competence (Pekarek Doehler & Pochon-Berger, 2015). This study focuses on examining the relationship between linguistic and interactional competencies in L2 pragmatic interaction using cross-sectional data with an aim to establish an evidential basis of L2 pragmatics. To this end, as part of a larger study, this study investigates what linguistic resources, such as the type of verbs and grammatical complexity, are utilized in sequential organizations that include pragmatic actions using conversation analysis. This study draws on a corpus of 102 adult ESL learners' performances, that are transcribed turn-by-turn, on various role-play tasks of pragmatic actions that differ in terms of formality and interlocutors on goal-oriented communicative situations that occur in an academic setting. In order to examine how learners employed interactional and linguistic resources differently depending on the role-play situations, the data across the role-play tasks were compared. The sequential analyses indicated that learners' abilities to organize turns systematically vary depending on their pragmatic performance levels. For example, a pre-sequence (e.g., pre-request) was one of the noticeable features that predicts the performance levels. As for the linguistic resources in sequential environments, higher-level learners displayed different ways of utilizing linguistic resources in sequential environments (e.g., efficiently organized turns with greater complexity, various discourse markers) compared to lower-levels. The findings are discussed in terms of how linguistic and interactional resources are intertwined in understanding the development of L2 pragmatic interaction.

EXPLORING THE CONSTRUCT OF INTERACTIVE LISTENING IN A PAIRED INTERACTION TEST TASK: INSIGHTS FROM EXAMINER COMMENTS AND CANDIDATE DISCOURSE

Daniel Lam, University of Bedfordshire

Listening has typically been assessed as a separate skill from speaking, and candidates' selected or written responses are used as evidence of listening comprehension. Recent years saw growing attention to interactive listening in assessing speaking (e.g. Galaczi, 2014; Ross, 2018). What, then, are features of interactive listening? What verbal and non-verbal actions demonstrate that a participant is listening to and understands a co-participant's talk? This talk explores the construct of interactive listening and proposes three relevant features by reference to two Cambridge English funded research projects, which produced feedback and learning materials for developing learners' interactional competence.

The discussion draws on and triangulates two kinds of data from the two projects: examiners' comments and candidates' discourse in the Cambridge English: First (FCE) collaborative task. In project 1, stimulated verbal reports by 6 examiners on 12 paired task performances were thematically analysed using NVivo 11 to identify interactional features salient to examiners. These features were developed into a checklist with accompanying feedback for learners. In project 2, candidate discourse from the same 12 paired task performances was analysed using a conversation analytic approach, and 'worked examples' of paired interactions – the transcript, guiding questions and a 'lesson learned' narrative – were developed to illustrate the interactional features in context.

The analysis of examiner comments and candidate discourse identified three features of interactive listening: (1) using eye contact, body language, and backchannelling, (2) supplying words/phrases or collaboratively completing an utterance, and (3) developing the partner's ideas in the next turn. Using illustrative examples of candidate discourse, this talk will explore how these different ways show listener support, and their relative strength in evidencing comprehension of co-participants' talk, echoing the discussion of interactive listening in recent speaking assessment research (Galaczi, 2014; AUTHOR, 2018; Ross, 2018). Implications for assessment and learning of L2 IC are discussed.

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IDENTIFYING TROUBLES IN UNDERSTANDING TEACHER INSTRUCTIONS: BEYOND CLAIMS OF NON-UNDERSTANDING AND CLARIFICATION REQUESTS

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Teacher instructions are primary resources for achieving pedagogical activities in educational settings including L2 classrooms and have a pivotal role in maximizing students' learning opportunities. Therefore, the troubles regarding students' understanding of teacher instructions are consequential for task accomplishment, which highlights the importance of teachers' methods for detecting and resolving such troubles. Previous research showed how students explicitly state their non-understanding of instructions thus paving the way for teachers' resolution (Sert & Somuncu, 2018). Yet, how teachers detect and orient to understanding troubles without students' explicit verbal statements of non-understanding remains largely unexplored. Using multimodal conversation analysis, we describe how an EFL teacher orients to students' understanding troubles within instruction-giving sequences and specifically focus beyond the explicit demonstrations of non-understanding and clarification requests. Based on the close analyses of video-recordings of 30 classroom hours collected over five weeks from an intermediate level adult EFL classroom, the findings indicate that the teacher attends to students' dispreferred responses (e.g. wrong answers and irrelevant contributions) and lack of embodied displays of activity initiation as indicators of non-understanding and subsequently revisits the previously given instruction. A collection of recurrent cases shows that the teacher's treatment of students' non-understanding of instructions is, therefore, not confined to students' explicit verbal statements of it. All in all, the findings unpack the trajectory of how the teacher manages suspensions in instruction-giving sequences due to lack of displays of understanding by repeatedly treating dispreferred response and no activity initiation as displays of non-understanding. This brings new insights into the overall understanding of instruction-giving practices and contribute to research on L2 classroom discourse with implications for classroom interactional competence.

Keywords

instruction-giving sequences, displays of non-understanding, detecting understanding troubles

INTERACTIONAL COMPETENCES ENACTED IN MULTILINGUAL TURN-TAKING: HOW CHILDREN CO-MANAGE A FRENCH SECOND LANGUAGE LEARNING ACTIVITY

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Our paper aims at contributing to the understanding of second language learning practices in multilingual classroom settings. A turn-by-turn CA driven (video based) analysis allows us to get insights into a second language learning activity in terms of both interactional competences and linguistic skills. While exploring the interactional configuration of a French second language learning activity, we focus our analytic lens on how five children and their teacher rely on multilingual resources (French, German, Luxemburgish, and Portuguese) in order to initiate and to improve the re-voicing of a story in French. In our analysis, we can show how the participants co-manage turn-taking in order to achieve oral narrative: Co-constructing the second language learning object involves mutually intertwined linguistic and interactional competences.

The case study data for the paper are drawn from a larger sample of classroom activities. In the analyzed episode, one of the children is asked by the teacher to tell a story, i.e., to 're-voice' a previously read aloud story, in the target language French. As she hesitates to face the challenge of performing in French, the other participants mobilize multilingual resources to overcome the 'disfluency'. The co-participants do moving ahead the second language learning activity by organizing multilingual talk-in-interaction with respect to each other's linguistic 'strengths and weaknesses'. The children's mutual orientation to each other's language conduct orients their participation and ensures the maintenance of mutual understanding. We can point out that the participants' multilingually uttered engagement and empathy reveal being inseparable from both supporting the fluent progress of the activity and successfully providing oral narrative in the target language French.

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INTERACTIONAL PRACTICES AS LEARNING OBJECTS EMERGING IN (SEMI)INSTRUCTIONAL L2 TALK-IN-INTERACTION

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The study focuses on language learning that can be located in practices within single interactions as a. references to instances of prior learning (Jakonen, 2018) or b. as interactional actions demonstrating learner agency (Kurhila & Kotilainen, 2017; Kasper & Burch, 2016), e.g., repair, introduction of learnables into topical talk.

We are interested in the learnables and teachables (Eskildsen & Majlesi, 2018; Majlesi & Broth, 2012; cf. Theodorsdottir (2011) learning activities, Markee (2008) learning behavior) that constitute or contribute to interactional practices themselves, such as ways of maintaining and restoring intersubjectivity, specifically handling repair (e.g., Lilja, 2014; Lilja & Piirainen-Marsh, 2018), negotiating language choice and managing topics.

The data come from interactions in closely related target languages of Finnish and Estonian taught in a North American university language program. We draw on an existing corpus of audio-recorded conversation-hour interactions (20 hrs, Estonian) and in-progress video corpora of comparable conversation-hour talk in Finnish as well as technology-mediated conversation hours in Estonian (Zoom video-recordings). The participants are language learners (mainly at intermediate proficiency levels) and instructors or other L1 speakers. This is a no-task environment that is characterized as hybrid learning situation (Kasper & Kim, 2015) where conversation and language pedagogy are co-present interactional frames, and can be oriented to by participants at any time.

We analyze a collection of learning orientations emerging in the interactional space that has the characteristics of both the classroom and the wild (cf., Eskildsen & Theodorsdottir, 2017). The analysis will contribute to the development of instructional materials addressing interactional competence (e.g., practices for third turn repair as we observe learners struggling with accomplishing the action in the target language).

The study contributes to research in L2 interactional competence, specifically the learning opportunities afforded by the “semi-wild” learning context, and to the conceptualization of learning as interactional practice.

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“IT’S KINDA FRUSTRATING”: TROUBLES TALK IN A LONG DISTANCE SKYPE STUDENT-TEACHER EXCHANGE

Melinda Dooly, Universitat Autònoma de Barcelona

Vincenza Tadini, University of South Australia

While it is becoming increasingly more common to find studies of online language learning behaviours, there are notably fewer ‘micro’ analytic studies that explore the role and nature of troubles talk that occur in institutional tasks online. This talk will explain a single case analysis of an institutionally-initiated, out-of-class telecollaborative Skype video exchange between two student teachers based in the US and Spain (studying to become Spanish as Foreign Language and English as Foreign Language teachers, respectively).

The study’s focus is on specific trouble which interfere with the institutionally mandated business of the online exchange. The ‘business’ of the Skype exchange between novice teachers relates to the students’ requirement to design a teaching sequence that included a complete design of each lesson plan, teacher instructions for implementation and evaluation and then provide constructive criticism, ideas and feedback to their partner.

Based on 86 minutes of an audio-only exchange recorded in two Skype online sessions, the interactions have been transcribed and are examined through Conversation Analysis, paying particular attention to ‘troubles talk’. Boxer (1993) found that commiseration was the most frequent response to troubles talk, including exclamations and statements which were designed to make the interlocutor feel better, such as agreeing, elaborating on the complaint, or confirming its validity. In particular, we will look at how long distance troubles telling on Skype becomes an important tool to establish rapport between partners through sharing work-related problems and communicating co-membership as teachers and laying a foundation for task development.

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LANGUAGES-AT-WORK – MULTILINGUAL PRACTICES IN CHAT CONVERSATIONS OF AN INTERNATIONALLY DISPERSED TEAM

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We explore language practices of internationally distributed team members who are located in Finland and Russia, speak either Finnish or Russian as their L1, and have some proficiency in either Russian or Finnish as L2. The team promotes internationalization of Finnish SMEs onto Russian markets. Our data consists of automated logs of the team's Skype TM chat conversations, recorded in 2013. Our research questions are: (1) How do the participants do multilingualism in CMC at work? and (2) How do they ensure mutual understanding within this specific set-up of mediation and L1/L2 use?

We use conversation analysis allowing for a fine-grained exploration of members' mutually displayed understanding. We particularly focus on recipient design and demonstrate how the participants' chat messages are shaped in ways that reveal distinct conceptualizations of each other's language proficiencies and contain witnessable orientation to multilingualism.

It is typical in the data that both parties use their respective first language, i.e. one person submits an utterance in Finnish and the other responds in Russian. The participants make their differing linguistic competencies visible and consequential in a variety of ways, e.g. through modifications in the way contributions in Finnish are designed. Using literal vs. colloquial forms of Finnish, Finnish-speaking participants clearly orient to their conversation partners as either non-proficient or proficient speakers of Finnish. This recipient design is a public manifestation of the team members' orientation to one another's linguistic capabilities. By finely adjusting language use to the specific interaction partner, participants do multilingualism to achieve mutual understanding, ensuring smooth progression of the tasks at hand.

The linguistic practices the team members have established, and the participants' apparent recognition of and ability to switch between different practices without losing interactional order, are a profound form of the team's shared multilingual competence.

LEARNING BY DOING: ON SELF-TAUGHT LINGUISTIC AND INTERACTIONAL COMPETENCE AT THE INTERNATIONAL HOTEL FRONT DESK

Geraldine Bengsch, King's College London

The world is becoming increasingly interconnected, creating implications for investigations in global communicative settings (Blommaert, 2010). Here, hotels provide an interesting environment for research related to global communication and questions of interactional practices. A hotel has been described as a naturally occurring “laboratory” for interaction research (Cohen, 1979). Front-line staff are traditionally situated at the low end of the internal hierarchy, which often has implications for staff training (Blue & Harun, 2006). Receptionists provide the interface through which hotel guests interact with the organisation. The international nature of global tourism means that conversations at the front desk often take place in participants’ non-native languages. Interactants negotiate institutional and personal matters with varying linguistic competences.

Data for this study constitutes a sub corpus of 10 hours of naturally occurring conversations between receptionists and guests video recorded from four hotels in three European countries (England, Germany, Spain).

Conversation Analysis has a long-standing tradition in addressing talk in a various setting, including asymmetrical interactions like service encounters (Drew & Heritage, 1992) and is used here together with ethnographic notes to describe interactional practices at the hotel front desk. The data suggests that participants confidently manage their engagement in the service encounters; intercultural notions are seldom made relevant. Regardless of language used and the users’ proficiency, interactions follow routine behaviours, and every interaction is coproduced by participants that can later be seen to affect meaning and social habits (Boden, 1990). The data shows that participants use language proactively and customise their approach to communication according to both the organisational needs and their own preferences and interests. Communicative competence is seen in the corpus to constitute a personal journey that only remotely can be related to a scripted service encounter.

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LEARNING HOW TO COMPLAIN IN A SECOND LANGUAGE: TRACKING THE INTERACTIONAL HISTORY OF A “COMPLAINABLE”

Klara Skogmyr Marian, University of Neuchâtel

Most research on the development of L2 interactional competence has focused on practices for specific social actions (e.g. Cekaite, 2007; Hellermann, 2008; Pekarek Doehler & [Pochon-] Berger, 2011; 2018) or linguistic resources (e.g. Ishida, 2009; Kim, 2009). In this study, I investigate how a reoccurring activity – 3rd party complaining-in-interaction, linked to a particular topic – is treated by the same participants over multiple interactional encounters. The study follows an emergent set of longitudinal CA studies investigating how participants’ interactional histories, i.e., shared interactional experiences, affect recipient-design over time (cf. Deppermann, 2018). Inquiries into the interactional histories of L2 speakers may help us better understand how the development of L2 interactional competence relates to socialization processes. The study draws on 17 hours of video recordings of a small group of L2 speakers of French participating in a ‘conversation circle’ at a French-speaking university in Switzerland. The participants were elementary-level speakers of French at the start of the recordings, and they met in the particular constellation twice a week over 14 months. I use multimodal conversation analysis to track how a specific complained-about matter, or complainable, emerges as a troublesome matter and is constructed by the participants as an issue of shared concern over multiple encounters. The complainable relates to one of the participant’s difficulties with her job as a university assistant. The findings indicate that there is indeed a development over time in how the participants introduce and co-construct the complainable, for example with more elliptic references to the trouble source. The documented change relates both to the participants’ increasingly diversified repertoires of interactional resources in the L2 and to their progressive establishment of shared interactional experiences. The study helps shed light on the intricate relationship between the development of L2 interactional competence and the evolution of social relationships.

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LEARNING HOW TO LEARN A SECOND LANGUAGE IN-THE-WILD

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Recent conversation analytical research on second language learning and teaching has highlighted the importance of designing pedagogical tasks that bridge the language use environments in classrooms and in learners' life-worlds outside of classrooms (see e.g. Wagner 2015, Lilja & Piirainen-Marsh 2018). When carrying out interactional tasks in real world circumstances, occasions for learning can arise as learners adapt to the interactional contingencies and material ecologies of interactions and put their interactional repertoires to use.

This paper builds on the recent initiatives for supporting second language learning in-the-wild and analyzes the learning behaviors of one low-literate newcomer to Finland in pedagogical activities that involve participation in out-of-classroom interactions. The data for the paper comes from pedagogical experiments that were organized as part of the integration learning courses for newcomers and involved participation in real life service encounters, preparing for these interactions in the classroom and reflecting back on them. The activities were video- and audiorecorded for research and pedagogical development purposes. The method of analysis is multimodal conversation analysis (Mondada 2014, 2016).

The focus of analysis is on the focal student's use of material resources in different phases of the pedagogical activity. In particular, we focus on his use of the smart phone and show how the smart phone works as a 'cognitive artefact' (Norman 1991) supporting both the learners' participation in interactions outside of classroom and his memorizing and analysis of the interactions in retrospective discussions back in the classroom (see also Lilja & Piirainen-Marsh forthc.). The analysis demonstrates how the smartphone also works as an artifact supporting the newcomer in learning how to learn a language in interactions outside of classroom.

LISTENING PRACTICES AND INTERACTIONAL COMPETENCE IN SPANISH AS A FOREIGN LANGUAGE TEXTBOOKS: FOCUS ON THE REPAIR WORK

Jaume Batlle, University of Barcelona

Listening comprehension activities are common practices in second language classroom (Field, 2009; Martín Leralta, 2018). Generally speaking, are proposed to the students show their understanding about a specific oral discourse. In many of these listening activities, students face interactions between speakers, which can be understood in terms of authenticity (Bloomfield et al., 2010), specifically, in terms of authenticity of correspondence (Cooper, 1983; van Compernelle & McGregor, 2016). In this vein, it is expected that repair, as the process speakers use to deal with problems in speaking, hearing or understanding (Schegloff et al., 1977; Hayashi et al., 2013), could be an interactional resource present in the listenings. Due to repair work can be taught for the development of interactional competence in the second language classroom (Kasper, 2006; Barraja-Rohan, 2011; Waring, 2018), we can expect that listenings are good resources for that.

Following a Conversation Analysis perspective, in this study, we are going to analyze 62 repairs found in 394 listening activities based on interactions of 18 Spanish as a Foreign Language textbooks. Our aims are to know what kind of repairs are found in Spanish as a Foreign Language listenings, what opportunities the listening activities offer for the development of repair work as an interactional resource and to what extent the interactions are appropriate resources to develop the students' interactional competence. The analysis shows that repairs are not a common resource in the listenings, being other-repairs the most common type of repair work. Other-repair reported are restricted formats of repair, initiated commonly by speakers with turns that treat as problematic the last word of the previous turn. Therefore, it is possible to conclude that Spanish as a Foreign language textbooks include listenings that enable a scarce work with repairs as an interactional resource for the development of interactional competence.

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MAKING LEXICAL REVISIONS IN L2 DIGITAL COLLABORATIVE WRITING AS A DISPLAY OF INTERACTIONAL COMPETENCE

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This study explores pupils' interactional competence in making lexical revisions to their collaborative digitally written text-in-the-making. By interactional competence is meant the displayed ability to initiate and respond to others' actions, including "the ability to deploy and to recognize context-specific patterns by which turns are taken, actions are organized and practices are ordered" (Hall & Pekarek Doehler 2011: 2). Indeed, being able to co-ordinate one's actions with those of others is at the heart of any co-operative undertaking, including collaborative writing. Making lexical revisions involves correction, that is, replacing a "trouble item" (in the broadest sense) with another (Seedhouse 2007: 530). Substituting a trouble item may orient to correctness or to contextual appropriateness and a sensitivity to register and style. Thus interactional competence entails both recipient-designing (cf. Sacks et al. 1974: 727) one's correction initiations and managing issues of epistemic access (what is known/not known), epistemic primacy (what is claimed to be knowledge) and epistemic responsibility (holding each other accountable for knowing something – Stivers et al. 2011: 9) to solve locally emergent lexical trouble (Musk & Cekaite 2017).

The study applies multimodal conversation analysis to address the following questions: how do pupils recipient-design their proposed lexical changes and manage available epistemic resources to accomplish lexical revisions? The data consist of video recordings from four L2 English classes in three Swedish upper-secondary schools (gymnasieskolor) amounting to approx. 27 hours of collaborative writing in two different configurations: two pupils working side-by-side with 1) a shared laptop and 2) each with their own laptop working in the same web-based document. Pupils display a range of revision initiations ranging from saying words with questioning intonation through making lexical counter-suggestions to testing out several alternatives in context. Solutions are regularly achieved through negotiations and also by recourse to online dictionaries.

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MANAGING INTERACTIONAL CHALLENGES WHEN ADVISING INTERNATIONAL STUDENTS: ADVICE-RESISTANCE AND LACKING SPECIALIST KNOWLEDGE IN L2 WRITING TUTORIALS

Christopher Leyland, Newcastle University

To support international students studying in a second language, many universities offer one-to-one tutorials with language teaching specialists to help with academic writing. While such tutorials are undoubtedly a useful platform for learning, they are also the site of a series of interactional challenges that require careful management. This presentation draws from a data set of 21 video-recorded one-to-one writing tutorials and uses Conversation Analysis to investigate the emergence and management of two interactional challenges: (1) students resisting the writing tutor's advice and (2) the writing tutor not being able to provide the requested advice as they do not have the relevant specialist knowledge. When resisting advice, students reveal orientations towards their own competency-levels, providing self-deprecating resistance or high-competence-based resistance. This becomes a resource for the tutor to diagnose problems and devise solutions better tailored to the needs of the particular recipient by adapting their initial advice for a less competent student or invoking broader forms of institutionally-preferred behaviours. When the writing tutor does not have the expertise to provide the advice requested, they orient to a 'generalist advisor' status and defer to the student's 'specialist' lecturer. Not only do the writing tutors clarify the expertise of two forms of institutional support and establish an order of preference for specialist advice, they also provide additional support in the here-and-now such as preparing the student for a future meeting with their lecturer and interpreting prior advice. While some claim that such challenges undermine the value of writing tutorials led by 'non-specialists' (e.g. Mackiewicz 2004), this study argues that these challenges reveal the students' perspectives which are used as a resource for the writing tutors to engage in advice designed to help the students' academic writing but also their broader understanding of the expertise within - and requirements of - the institution.

MULTIMODAL DISPLAYS OF UNDERSTANDING IN VOCABULARY-ORIENTED SEQUENCES

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When moving to another country, many foreigners have few opportunities to practice their new language. To address this problem, language cafés have been established in order to provide an arena for informal language learning with native speaking volunteers. The data for this study consists of video recordings of naturally occurring interactions at a language café among groups of one or two first L2 speakers and one L1 speaker. The conversations are semi-structured and informal.

Using Conversation Analysis as a methodology, we investigate word search and word explanation sequences initiated by the L2 speaker. Such meta-communicative sequences constitute side sequences in relation to the overarching activity of the talk. Thus, in order to return to the main sequence and reestablish the progressivity of the talk, the participants need to establish joint identification or understanding of the vocabulary item being dealt with. Our research question is : How do the participants use multimodal means to display joint understanding of vocabulary-related issues and return to the main activity ?

Preliminary results indicate that verbal change-of-state tokens are often accompanied by marked changes in facial expression, involving such things as raising the eyebrows and lifting the head. Repeats of the word or explanation may also occur, and are often accompanied by nods. Finally, resumption of the main activity is sometimes signaled by gaze shift and body torque (Schegloff 1998).

Not all word searches or word explanations are equally successful. Facial expression and gesture may also be used to resist and question a proposal of a candidate solution to a word search or a request for an explanation. In this way, multimodal means are crucial to establishing the success of vocabulary-oriented sequences and returning to the main business of the talk.

MULTIMODAL RESOURCES SUPPORTING L2 FINNISH TEACHING: INSIGHTS FROM THE LALI PROJECT

Maarit Mutta, Pauliina Peltonen

University of Turku

The multinational, ERASMUS+ -funded LALI (Language and literacy learning through art, see www.lali-project.eu/) project aims to support immigrants' social and linguistic integration by teaching the local language and literacy through art in museums and classrooms, i.e., in hybrid learning contexts, combining formal and informal learning (Eshach 2006). Art becomes a vital resource for fostering social and linguistic integration (e.g., CEFR 2001; Hooper-Greenhill 2000). Intercultural and art mediation activities afford perspicuous resources to generate phenomenon- based learning (e.g., Silander 2015), where learners negotiate and evaluate options in collaboration with peers and teachers.

The LALI approach to language teaching was applied in two courses with learner groups consisting of adult immigrants with relatively low levels of proficiency in the local language; in our case, Finnish. Both courses consisted of 11 sessions, including three sessions in the art museum and eight in the classroom. During these sessions, video recordings were collected. Our presentation will discuss the role of multimodality in teaching L2 Finnish in the classroom (e.g., Lefebvre in press) and in the art museum with the LALI approach. In particular, we will focus on how the use of gestures and other resources (blackboard, computer, mobile phones) supports teaching and learning.

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“NEJ, IT’S RING!” LANGUAGE PRACTICES IN PROBLEM-SOLVING SEQUENCES IN A MULTILINGUAL L2 ENGLISH CLASSROOM

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Pia Sundqvist, University of Oslo/Karlstad University

Marie Källkvist, Lund University/Linnaeus University

Henrik Gyllstad, Lund University

As a result of the recent European migration crisis, the learner population in L2 English classrooms in Scandinavia is now characterized by linguistic and cultural diversity, and both target and majority language proficiency may vary extensively in an English classroom (Källkvist et al, 2017). Such changes also challenges the suitability of both an ‘English Only’ teaching ideology (Lundahl, 2012), and an alternation between target and majority languages in teaching L2 English. While translanguaging practices have gained research support (García & Wei, 2014), empirical studies of L2 English learning in situated interaction in multilingual L2 English classrooms in Scandinavia are scarce. Drawing on data from 13 video-recorded English lessons in multilingual classrooms (years 7, 8) of Swedish compulsory school, we examine situated language practices among learners in a linguistically and culturally diverse classroom, focusing on language-related problem-solving sequences. Data was transcribed and analyzed from a conversation analytic perspective (Sidnell & Stivers, 2013 ; Wei, 2005 ; Üstünel & Seedhouse, 2005). Focusing on participants’ use of available language resources in doing language-related problem-solving, we examine sequences from a vocabulary game activity in which learners have been instructed to explain English words to co- participants through reformulations and synonyms, and where co-participants compete in guessing words. We focus on learners’ collaborative, stepwise guesswork and meaning negotiation, particularly where understanding problems arise, such as orientations to two homonyms of a word. In these trajectories, learners draw on English, Swedish, and embodied action to make relevant and resolve task-related problems. Analyses reveal that in these multilingual groups, all languages are potential resources in problem-solving, but only English and Swedish are verbally displayed. However, analysis of post-negotiation accounts of the problems-at-hand reveal orientations to co- participants’ multilingual identities, and to English and Swedish proficiency identities. Also, blame for understanding problems is sometimes assigned to a learner’s ‘inner translanguaging’.

OPENING CONVERSATIONS IN ONLINE VIDEO-CONFERENCES: WHAT WE DON'T TEACH OUR L2 LEARNERS

Carmen Taleghani-Nikazm, Ohio State University

This talk presents a conversation analytical examination of interactions between students of German and their L1 conversation partners outside of classroom. More specifically, the paper focuses on the interactional practices that L2 and L1 speakers use to a) open a conversation in online video-conference, and b) to manage and display understanding of the pedagogical task that they are expected to accomplish during the interaction. The data corpus consists of 25 hours of recorded TalkAbroad conversations between German L1 conversation partners and German L2 students enrolled in German intermediate language class. Students complete these conversations in order to fulfill one of the required components of their Speaking Portfolio for the course. The conversations are then reviewed by the instructors, who assess and grades them using the criteria that include task completion, interactive behavior (engaged in the conversation and showing active listenership), and fluency (in terms of turn-taking and flow of conversation).

Examining the opening exchanges between the L1 and L2 speakers and what interactional practices are used to accomplish the opening sequences of video-conference conversation, revealed that the exchanges appear frequently to be slightly different from a typical conversation opening sequence between L1 speakers of German. L2 students complete these conversations in order to practice speaking and interacting with a native speaker and to fulfill one of the required components of their Speaking Portfolio for the course. The empirical analysis of the opening sequences of the conversations, revealed that students' lack active listenership and using appropriate responses to the L1 greetings and how-are-yours. In addition, examination of the pre-TalkAbroad instructional materials showed lack of close attention to the details of interactional practices that L2 students need to achieve smoother opening sequences in online video-conference conversations. The last part of the talk provides concrete suggestions on teaching practices that L2 learners need to open conversations in video-conferences and initiate working on the pedagogical task which is the reason for the digital meeting. This study is in line with recent movement on explicitly teaching interactional competence (Betz and Huth, 2014-2016 ; Salaberry and Kunitz, forthcoming).

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OPERATIONALIZING ENGAGEMENT: EVIDENCE FROM TEST RATERS' DELIBERATIONS

Tim Greer, Kobe University

The notion of L2 learner engagement is an integral element of interactional competence. As an emically reconceptualised form of “willingness to communicate”, evidence for a test-taker’s engagement can be found in publicly available interactional practices such as relevant post-expansions, stepwise topic shift, collaborative repair, and third-turn uptake. An obvious merit in externalizing willingness to communicate is that relevant participant orientations become accessible to teachers and testers who observe the interaction.

But how exactly do test raters operationalize engagement when they assess student interaction ? This presentation will draw on Conversation Analysis to document the deliberations of two raters as they watch a series of video-recorded, paired EFL discussion tests. The analysis finds that the raters sometimes adopt differing definitions of what engagement means, especially in relation to how they identify it in the test-taker performances they are viewing. This can lead to opposing evaluations that they then debate via reference to a variety of environmentally accessible resources including video recordings of the tests, the test rubric, and the test-raters’ handwritten notes.

By drawing on such resources and incorporating them into their talk, raters are able to strengthen their position and arrive at a mutually agreed evaluation of a given test-taker performance, and at the same time collaboratively shape and refine each other’s understanding of the test rubric. Studying such rater deliberations provides us with a window into how language teachers interpret a test construct like engagement in relation to video evidence and adapt their understanding by discussing it with each other.

The data consist of 90 minutes of rater discussion of eight student videos, as well as 51 recordings of paired discussion tests between Japanese students of English.

ORAL PROFICIENCY AS INTERACTIONAL COMPETENCE: CURRENT STUDIES AND FUTURE DIRECTIONS

M. Rafael Salaberry, Rice University

Silvia Kunitz, Stockholm University

In this position paper we present an overview of studies on interactional competence (IC) and we make a case for research-informed IC-instruction. These studies argue for a respecification of oral proficiency as interactional competence, which is understood as the ability to accomplish recognizable social actions with the available repertoire of linguistic resources.

Even though the concept of IC has been increasingly researched in the field of L2 studies, few concrete examples of the implementation of L2 IC instruction have been documented (see Barraja-Rohan, 2011; Huth, 2006). This gap between research and educational implementation is significant. On the one hand, various conversation-analytic studies have been conducted on L2 users' interactional resources (Gardner & Wagner, 2004) and their development over time (Hall, Hellermann, & Pekarek Doehler, 2011; Pekarek Doehler & Pochon-Berger, 2015). On the other hand, the lack of incorporation of the concept of IC in the L2 curriculum is especially noticeable in the lower levels. In the US, for example, about 80% of all college students who study a second language do not continue beyond the first two years of instruction (Goldberg et al., 2015). Because of the lack of focus on interactional abilities, the majority of students may be deprived of the opportunity to develop a more realistic, contextualized definition of language (e.g., O'Keefe et al, 2007), and of the opportunity to practice their language skills accordingly.

In this paper, we identify the potential for developing and using research-based pedagogy targeting IC in the first two years of university L2 instruction. More specifically, (a) we sketch the current theoretical debate on IC; (b) we select recent empirical findings on the development of L2 IC; and (c) we discuss the potential pedagogical implications for both teaching and testing IC in light of previous pedagogical implementations and recent empirical findings.

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ORIENTATIONS TO REFORMULATIONS IN MULTI-PARTY L2 INTERACTION IN A TURKISH HIGHER EDUCATION CONTEXT

Emel Tozlu Kılıç, Giresun University

Friday, May 31, 09.00– 09.25 am, Lambda

Reformulations are effective devices for describing, explaining, re-stating or summarising the prior talk (Waring, 2002). Having been investigated in a variety of contexts such as psychotherapy (e.g. Davis, 1986; Perakyla & Vehvilainen, 2003; Kurri & Wahlstrom, 2007), radio call-in programmes, (e.g. Hutchby, 1996; Drew, 2003), seminar discussions (e.g. Waring 2002), and other educational contexts (e.g. Kapellidi, 2015; Hauser, 2006), the interactional functions of reformulations in L2 learner-learner interaction remains a gap in L2 literature. Against this background, this study aims to explore learners' orientations to reformulations in an out-of-classroom group discussion task in English as a Foreign Language (EFL) in a Turkish higher education context. Utilizing conversation analysis, the phenomenon was tracked using a corpus of 174 multi-party conversations (average 20 minutes each), which amounts to 58 hours of audio recordings. This achieved data (Sert 2017a; 2017b) come from discussion tasks designed as out-of-classroom activities for non-native speakers of English taking the Oral Communication Skills 1 and 2 classes at a Turkish state university. The analysis revealed that participants tend to reformulate mainly to demonstrate understanding, to display reciprocity as well as to repair a trouble (i.e. word search, perturbations and disfluencies, code-switching) signalled in various ways in the flow of interaction. These actions are mainly followed with an immediate orientation in the subsequent turn to ensure mutual understanding and to verify intersubjectivity. The main indicators of their orientations are the topic elaboration provided in the third turn as well as the repetition of the reformulated utterance accompanied by various linguistic (i.e. prefaces, repetitions) and interactional resources (i.e. laughter). In addition, the analyses reveal that students' orientations to the identities displayed in reformulations also brings insights into how novice and expert roles are adopted while concurrently enabling progressivity of ongoing interaction.

Keywords: reformulation, multi-party L2 interaction, learners' orientations to reformulation, conversation analysis

POINTING GESTURES IN FINNISH LEARNERS' REQUESTS

Katriina Rantala, University of Oulu

Making a request is a mundane action that also a second language learner has to do probably at early stages when moving to a new environment. I examine requests made by learners who study Finnish as a second language. I study the linguistic and multimodal construction of requests in a language classroom shopping exercise. My approach is interactional linguistics: I use conversation analytic methodology and a construction grammatical description.

Spoken language is only one kind of interactional resource among other multimodal resources, for example gestures, gaze, body position and artefacts (Kääntä & Haddington 2011: 11). In the language learning context, where the resource of the studied language is just developing, embodied resources can play a very important role (see Gullberg 2006: 111–112). The data consists of 92 requests found in 11 video recordings with 25 learners in total. A request is produced linguistically in the data, but about the half of the requests include also pointing. In the data pointing is used to achieve a mutual focus of attention or to solve a linguistic or interactional problem.

In the study I examine the different functions of pointing in requesting. Also, I consider whether pointings and verbalisations of requests together form a grammatical construction. The research could contribute to the field of learner language and develop combining the construction grammar and conversation analysis.

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PRACTICES FOR ENGAGING STUDENTS AND MANAGING THEIR CONTRIBUTIONS: A LONGITUDINAL CONVERSATION-ANALYTIC INTERVENTION

Lauren Carpenter, Teachers College, Columbia University

Conversation analysis (CA), an analytic tool that examines the sequential turn structure of conversation (Sacks, Schegloff, Jefferson, 1974), has been successfully employed for intervention purposes in medicine, mediation services, and speech and language therapy (Hepburn, Wilkinson, & Butler, 2014; Robinson & Heritage, 2014; Stokoe, 2014; Wilkinson, 2014). While CA has been used to develop practitioner skills in the aforementioned professional areas, there is a paucity of this work in teacher education when it comes to guiding teachers to reflect on their practice and implement changes. Moreover, given the value of longitudinal studies that track novice teachers' development (Sert, 2015), the current study reports on a CA-based intervention project devoted to the development of a TESOL K-12 student teacher over the course of an academic year.

The student-teacher (ST) in the study was an MA candidate in a TESOL K-12 program at a university located in a major United States city. The researcher (RS) was ST's supervisor, who observed the student-teacher six times over the course of the academic year in both elementary and secondary classrooms. All observations were video-recorded, and pre- and post-observation meetings were audio-recorded. Data were transcribed using Jefferson's (2004) conventions. After each observation, RS and ST used CA to target novice teaching issues at the interactional level. Two of the main issues that were addressed were engaging students and managing their contributions through elicitation sequences. Based on analyses, pedagogical strategies were devised and implemented.

The current study presents an analysis of two sets of cases that demonstrate the teacher conduct in regard to engaging student participation and managing student contributions pre- and post-intervention. Presenting my analysis in a *before and after* manner highlights the development of ST's practice. In doing this, I address two research questions: (1) what interactional problems were identified in regard to engaging students and managing contributions? and (2) what changes were observed after implementing strategies for improvement?

PRIVATE DIGITALLY-MEDIATED INTERACTION THROUGH SMARTPHONES AS A RESOURCE FOR DOING LANGUAGE LEARNING IN CLASSROOMS

Fredrik Rusk, Nord University

The development of smartphones and mobile Internet have made the access to mobile communication increasingly available in diverse settings, including classrooms. Today, smartphones are used in classrooms as part of both on- and off-task activities. For multilingual participants, this communication involves several languages. In the research reported here, I focus on the ways that multilingual participants can, in-and-through the use of smartphones, actively do language learning with multilingual co-participants outside of the classroom across time and space. The current paper focuses on three multilingual students' everyday smartphone use in the classroom. The data consists of focus students' naturally-occurring digital (screen recordings) and non-digital (video recordings) social activities. This affords better insight into the participant's situated practices and furthers the understanding of the interplay between the resources around and on the screen. The use of new technologies by students in classrooms provides opportunities for interaction with co-participants outside the classrooms across time and space. Multilingual students are provided a way of doing language learning with said multilingual co-participants, such as translating messages from one language to another for a third co-participant or giving praise to someone using—in a message—a phrase in a language that was previously unknown to him/her. The focus students are able to build and uphold their linguistic networks and repertoires without contesting the interaction and language of instruction in the situated classrooms, and without being constrained by the situated subject and language of instruction in the classroom. These multilingual practices are done by the students while also non-problematically orienting to the classroom activities. The format of sending messages—that do not need to be listened to, and that can be read and responded to when the focus student chooses to—appears to afford the seamless interplay between the physical classroom and the digitally-mediated interactions.

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PROMOTING AUTHENTIC TALK IN AN ADULT ESL BEGINNING CLASS

Onsutee Wattanapruck Sudwan, University of York

This study aims to investigate how a teacher promotes authentic talk in an adult English as a second language classroom and how authentic talk is employed to create an interactional space for low-level adult learners to develop their classroom interactional competence (CIC).

The video data were collected from an adult ESL class in an American metropolitan university. They were then reviewed, transcribed and instances which participants were engaged in authentic talk were identified and analyzed following the conversation analysis (CA) principles.

The analysis reveals that authentic talk can be promoted in three ways: asking learners genuine questions, providing learners with non-evaluative comments, and withholding teacher talk or feedback. Also, teacher's non-evaluative comments artfully shape learners' discourse by functioning as an additional push for learners to elaborate their response to initiations. Although some elements of Initiation-Response-Feedback (IRF) sequence are still apparent, they are considerably compatible with the fundamental features of CIC. Moreover, it was found that adult learners have sufficient opportunities to develop their CIC in authentic talk.

Theoretically, this study reaffirms that authentic talk is a great interactional space where teachers can assess and work collaboratively with learners in the zone of proximal development. More importantly, teachers are able to provide assistance while working with the language that students are familiar with and expected to be proficient outside classroom context.

Pedagogically, this study suggests that authentic talk should be encouraged in ESL/EFL classrooms and it can be implemented seamlessly as an effective communicative practice for adult learners without the teacher having to compromise their instructional goals.

PROSPECTIVE USE OF KNOWLEDGE CHECK QUESTIONS

Fevzi Umut Özçelik, Ministry of Education, Turkey

Knowledge check questions play an important role in shaping sequential organization of L2 interaction and in promoting intersubjectivity. More specifically, their use in pre-sequences have been a common research interest and investigated in L2 Japanese interactions (Hayashi, 2005), conversation for learning settings (Kim, 2009, 2017), expert-novice interactions (Kitzinger & Mendelbaum, 2008), and everyday (i.e. L1) English conversations (Heritage, 2007; You, 2014). However, sequential unfolding of knowledge check questions in learner-learner L2 English interaction remains a gap. Using conversation analysis, this study explores the usage of knowledge check questions in pre-sequences in learner-learner task-based L2 interaction. Based on the audio-recorded L2 discussion tasks corpus (L2DISCO, Sert 2016; 2017a, 2017b) collected out-of-class interactional practice activities in Turkish higher education context (174 tasks; 58 hours), this study examines 57 instances of knowledge check questions deployed in pre-sequences. The findings show that the participants attend to potential uncertainty of co-participants' background knowledge in pre-sequential positions and create a preliminary slot to achieve intersubjectivity before explicating their topical/interactional agenda. That is to say, they recurrently use knowledge checks to lay the ground for their incipient discussion-related telling and to pre-empt possible other repair initiation due to emergent knowledge gaps in situ. It is also observed in the dataset that the recipients' claims of insufficient (or no) knowledge (Sert, 2011) in response to pre-positioned knowledge check questions repeatedly generate definition talk (Markee, 1994). Therefore, the use of knowledge check questions in pre-sequential position in L2 discussion tasks brings new insights into the overall understanding of the nature of task-oriented L2 interaction, thus providing implications for research on the intersection of CA-SLA and task-based language learning.

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REFUGEE STUDENTS' EXPERIENCE OF CLASSROOM PRACTICES IN GERMAN SCHOOLS

Maxi Kupetz, Martin Luther University Halle-Wittenberg (Germany)

The present study aims at reconstructing how refugee students experience learning and teaching practices in schools in Germany. It is important to explore communicative practices in the classroom *in situ*, however, it is as much of value to aim at reconstructing students' positions and stances towards practices-of-learning in the classroom.

The present study draws on four focus group interviews with two to five adolescents. The participants come from various countries (Syria, Sudan, Ivory Coast, Eritrea) and have been living in Germany for one to two years. The main topic of the focus group interviews were the students' experiences in German schools and in schools in their home country (and possibly in a third country before coming to Germany). German was predominantly used as language, sometimes English or French was used where considered helpful for mutual understanding by the participants.

An interactional setting such as a focus group interview needs specific analytical caution: If we do not assume them to be ordinary conversation, but analyze them as specific institutional encounters that are constituted as such by all participants, i.e. the researcher-interviewer and the students, we can draw on such material to reconstruct social positions, stances and expectations as they are (re-)constructed by the participants in this interview situation (Antaki/Widdicombe 1998; Deppermann 2013).

Thus, drawing on CA informed sequential analyzes and Positioning Theory, I will show how the students describe and assess learning practices that are new to them (e.g. to give a presentation or to autonomously collect information on a topic). This will be discussed against the backdrop of the concept of academic discourse as situated practice (Heller/Morek 2015; Galloway et al. 2015) in a multilingual environment.

My talk will conclude with suggestions for using such material in teacher education in order to raise prospective teachers' awareness for culturally divers classrooms.

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REPAIR WORK AND WORD SEARCH AS TEACHING-LEARNING CLASSROOM PRACTICES: PEER COLLABORATION IN THE WILD

Anna Åhlund, Karin Aronsson

Stockholm University

This paper is an attempt to remedy what we see as a dyadic bias in much classroom work in SLA, where teacher-student interaction is seen as an encounter between two parties: one teacher and one student – or one teacher as one party, and a student collective (as the other party; cf. Schegloff, 1995). Instead, we would argue that L2 teaching and learning in contemporary classrooms is often a multi-party affair. In classroom work, talk thus recurrently involves at least three persons, which means that there might be various peer and teacher-peer constellations. In line with Simmel (1901), any group of three or more participants allows for various alliances (e.g., one participant doing other-repair of another participant's contribution and a third party intervening)

This paper draws on a collection of word search and repair sequences as parts of classroom vocabulary work. The analytical focus is on utterance completions, repeats and recyclings of the other's talk in student-student and teacher-student constellations. It draws on forty hours of video recorded classroom talk from a Swedish language introduction program at an upper secondary school, years 10-12, where Swedish was the *lingua franca* and thus both the language taught and the language spoken. The analyses reveal various ways in which the participants collaborated in identifying and finding target words and phrases. In line with a well-established preference for self-corrections, embedded corrections (Jefferson, 1987) and joking comments could be seen as co-participants' ways of assisting tacitly in repair work and word search. It was sometimes unclear whether partial repeats were merely acknowledgment tokens or contributions to word search, repair work or some combination of these. Primarily, different types of repeats of co-participants' talk constituted conversational resources for sustaining the conversational flow.

SELF- AND OTHER-REPAIRS IN FUSE – THE FINNISH UPPER SECONDARY SCHOOL CORPUS OF SPOKEN ENGLISH

Lasse Ehrnrooth, University of Helsinki

Interaction in SLA (see e.g. Antón 2015, Mackey & Goo 2007) and EFL or ESL spoken interaction in classroom settings (see e.g. Brooks 2009, García-Ponce et al. 2018) has been studied in tertiary education by several scholars. However, similar studies in secondary education are harder to find (e.g. Kormos 1999, Kääntä 2018). My aim is to contribute to this research area and target group from a Finnish perspective.

My presentation consists of four parts: the first part will be a short introduction of the latest developments regarding the foreign language pedagogy and policy in the Finnish upper secondary school system. The second part introduces the current examination of spoken English as well as the latest version of The Finnish Upper Secondary School Corpus of Spoken English, or FUSE corpus in short. The third part focuses on the classification and analyzes of self- and other repairs of transcribed, elicited pair talk. There are three research questions: 1. What kind of self-repair do the examinees make in a) pronunciation, b) vocabulary and c) syntax? 2. What kind of other repair do the examinees make in a) pronunciation, b) vocabulary and c) syntax? 3. How do task-types (mind map vs role-play) affect the examinees' self- or other repairing behavior? The findings from the 28 recorded, transcribed and analyzed recordings show that self-repairs are more common than other repairs. The other repairs found in the research data indicate that they are used mostly in cases of communication breakdown. In mind map tasks examinees repair their utterances more compared to role-play tasks. The presentation will conclude with an overview of future challenges related to the compilation and administration of the FUSE corpus.

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SELF-REFLECTION WHILE INVITING OTHERS TO REFLECT: ANALYZING THE MUTUAL REFLECTION DURING POST-OBSERVATION FEEDBACK CONFERENCES FROM A CONVERSATION ANALYTIC PERSPECTIVE

Pınar Topal, Fatih Sultan Mehmet Vakıf University

Nur Yiğitoğlu, Boğaziçi University

With the recent proliferation of studies on reflective practices, post-observation conferences (POC) have surfaced as an essential support for reflection by parties included in teacher education whether they are engaged in a pre-service or an in-service setting. Through the dialogic nature of these debrief sessions, reflective sequences make practitioners “become aware of, verbalize,” (Sert, 2018) and even adjust their methods and manners of teaching (p.4). Although the literature on post-observation conferencing practice in teacher education largely focused on pre-service teacher setting in which the observer-observed relationship is generally of mentor - prospective teacher, research on POCs of in-service English language teachers in which “professionals develop professionalism” (Harris, 2013) remains unusual. In an attempt to address this gap in the literature, the present study examines the in-service teacher post-observation feedback sessions in a private university in an EFL setting. Considering that the generation of teacher reflection is established through the interactions between the parties, a conversation analytic approach suits the construct under investigation. Thus, within a conversation analytic perspective, the data coming from video recordings of 20 post-observation conferences will be micro-analyzed and supported by 40 written peer evaluation sheets. The results suggest that reflective accounts are not limited to the ones that are being observed but also generated by observers as well. Observing peers not only elicit reflection but also generate it through reflecting on their own practices. Thus, a dialogic production of teacher reflection is revealed. Based on the results of the present study, possible implications for in-service teacher education will be discussed.

Keywords

post-observation conferences, conversation analysis, in-service feedback, reflection, language teacher education

SOCIAL POSITIONING AS EXPERTS IN L2 CONVERSATIONS

Johanna Salomonsson, Linnaeus University

This paper summarizes a study on oral tasks in a distance course at a Swedish University. The students are adults aged 20-25 and they attend a course in German at a beginner's level, A1, using Adobe Connect as a medium. The study focuses on oral language only, since the camera was shut off due to connection problems. These conversations have similarities to casual conversations, even though they are set up within a learning institution. As a point of departure, the students share equal social status as students but social asymmetries develop as interaction proceeds. The main research question is how the task and the interaction setting influence these conversations. As a theoretical framework, conversation analysis is used to explain how the students interact according to the given instructions in the task.

As the students interact, narratives are important features in these conversations, and the study explicitly shows the importance of context embedded tasks for the students to be able to produce coherent and relevant narratives. With these narratives, or rather small stories (Bamberg & Georgakopoulou 2008) as they are defined in this study, the students position themselves as experts/novices in these conversations. It is shown that these positionings are linguistically realized with positioning cues within either the situative, the discursive or the portable identity construction (Zimmerman 1999). This positioning is also only possible when it develops out of this spoken discourse. When the participants are encouraged to change discourse from casual conversation to argumentation, the students continue with small talk due to context reduction of the task.

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"SORRY BUT...": A MULTIMODAL ANALYSIS OF STUDENT AGENCY IN AN ENGLISH-MEDIUM UNIVERSITY LECTURE

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Universitat Internacional de Catalunya

The expansion of English-medium instruction (EMI) in European universities has raised concerns among stakeholders regarding the effective deployment of teaching strategies for knowledge construction in an internationalized classroom by university lecturers who are speakers of English as a lingua franca (ELF). Although seemingly a monologic unidirectional activity (Thompson, 1994), the interactional nature of the lecture is brought into relief through the sociocultural lens (Goffman, 1981), where learners and not just experts employ their interactional competence (Kramsch, 1986) to actively construct the space for learning (Pekarek-Doehler, 2002). However, the EMI context can present an even more complex epistemic situation with students who have greater English language proficiency than the lecturer. To address this issue, this study aims to analyse how students with greater linguistic competence orient to the lecturer during instances of student agency, “the socioculturally mediated capacity to act” (Ahearn, 2001, p. 112), from a multimodal perspective. The audio-visual dataset comprises 10 instances of student agency collected from a lecture on Dental Materials, a subject offered by one Catalan university to mostly international students undertaking the English-track Dentistry Degree program. The data is analysed through the prisms of Membership Categorisation Analysis (Sacks, 1972) to understand how institutional identities such as teacher and learner bear on and are constructed through interaction, and multimodality, the synergic interplay of co-occurring embodied modes to create meaning (Mondada, 2018) and identify the affordances of embodied modes to the accomplishment of the participants’ interactional competence. The episodes analysed show how students, in the absence of teacher-initiated questions, proactively interjected with clarification questions and comments thereby changing the ‘granularity’ of the ensuing explanations, as well as initiated language-related repair sequences. Yet, although students displayed agency in the unfolding of the class, their embodied modes served to mitigate their actions as they oriented to the relevant membership categories.

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TAKING L2 INTERACTIONS BEYOND LINGUISTIC COMPETENCE: REPAIR SEQUENCES IN FACE-TO-FACE TANDEM

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This paper summarizes a study on oral tasks in a distance course at a Swedish University. The students are adults aged 20-25 and they attend a course in German at a beginner's level, A1, using Adobe Connect as a medium. The study focuses on oral language only, since the camera was shut off due to connection problems. These conversations have similarities to casual conversations, even though they are set up within a learning institution. As a point of departure, the students share equal social status as students but social asymmetries develop as interaction proceeds. The main research question is how the task and the interaction setting influence these conversations. As a theoretical framework, conversation analysis is used to explain how the students interact according to the given instructions in the task.

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“TALKING ABOUT POLITICS”: DECISION-MAKING SEQUENCES IN THE CLIL CLASSROOM

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Content and Language Integrated Learning (CLIL) is regarded as an educational approach intended to ensure meaningful communication in the second/foreign language without significant drawbacks in the development of academic knowledge. What distinguishes CLIL from other content-led approaches, such as immersion or content-based language teaching, is precisely its dual-focus on language and context issues “as two sides of one coin” (Llinares 2015, 69). While a large body of research about the integration of content and language in CLIL has explored the use of subject specific language (vocabulary, discourse functions, genres), questions pertaining to how core learning objectives of content subjects are achieved through language, and more specifically through classroom interaction, have not been sufficiently investigated (see Morton 2012, however, on concept change in CLIL science lessons).

The focus of this paper is therefore on the fostering of *political decision-making* through classroom interaction in the context of CLIL Civic Education lessons in Germany with Spanish as the target language. The whole-class video-recorded episodes in which the teacher promotes the argumentation and reasoning skills of the students are examined through the lens of conversation analysis in order to capture how the content matters of ‘doing civic education’ and the linguistic issues of ‘doing Spanish’ are interwoven (Pekarek Doehler & Ziegler 2007).

The findings show that the participants fully orient to subject-specific principles in the co- construction of political decision-making sequences and that in doing this, the opportunities for meaningful use of the Spanish language increase. At the same time, the analysis illustrates the teacher’s reluctance to focus on linguistic issues, which interestingly undermines the potential of CLIL for content learning. Both of these findings offer insights that are relevant for the construct of Classroom Interactional Competence (Walsh 2011) in the context of CLIL.

THE DISCOURSE OF WHOLE CLASS DISCUSSIONS: TEACHER ELICITATIONS

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Borough of Manhattan Community College, CUNY

This study examines teacher invitations for students to participate in whole class discussions in a higher education setting. Specifically, the study focuses on the teacher elicitations (i.e., questions and statements) in the beginning of the students' post-task reflections. Adopting Conversation Analysis as the methodological framework, the study demonstrates that the teacher conducts conversational repairs (i.e. self-initiated self-repairs, SISRs) through modifications of subsequent questions (i.e. general to specific) and use of discourse markers (i.e. turn-medial positioned 'I mean') to enhance whole class dialogic discussions.

The empirical analysis draws on 30-hours of video-recorded English-medium lessons in a course titled 'Guidance'. The course is compulsory for senior (4th year) students (n=78) majoring in different educational departments in an English as a medium of instruction university in Turkey. Two classes that shared the same content were observed over a period of two months.

The analyses also show how the teacher attempts to engage students in their affective development through her elicitation practices (i.e., "what have you discovered after this process?"; "self-awareness is important as you know"). In this regard, the study sheds light on the fingerprints of the current course (i.e. Guidance) in which students are supposed to acquire knowledge about interpersonal skills and personal development. The study yields important insights into how a teacher shifts whole class discursive responsibilities to students while also eliciting their commitment to the development of individual potential. The study has implications for understanding how conversational practices such

THE LINGUISTIC FORMATTING OF REQUEST SEQUENCES: A USAGE-BASED UNDERSTANDING OF THE SYSTEMATIC RELATIONSHIP BETWEEN TEACHER QUESTIONS AND STUDENT RESPONSES

Joan Kelly Hall, Su Yin Khor, Tianfang Wang

Penn State University

Usage-based research on language reveals that the linguistic practices comprising recurrent sequences of actions are a primary source of language knowledge. Arising from individuals' participation in such sequences is a repertoire of linguistic patterns that includes "those usage patterns themselves, situated in the interaction itself" (Laury, Etelämäki, & Couper-Kuhlen, 2014, p. 441). These findings suggest that recurring sequences of interaction in L2 classrooms in which learners regularly participate do not just facilitate learning; they are consequential to the development of learners' L2 repertoires.

While we know that instructional interaction is comprised largely of teacher questions and student responses, we know little about the specific types of actions accomplished by teacher questions, their linguistic designs, and the types of student responses they engender. This is the focus of our study.

Using the theoretical and methodological framework of CA and interactional linguistics, we examine request sequences found in 20 hours of video recordings of a university-level English grammar class (CEAPP, 2014). We look specifically at the linguistic formatting of teacher-initiated requests and the student actions they engender. Preliminary findings show that linguistic formats of requests differ depending on the type of request, and that the design of student responses is systematically tied to the type and design of requests.

Based on our analysis, we argue that the commonly used term teacher questions in literature on (L2) teaching is far too generic to understand fully how teacher actions give shape and substance to learners' developing repertoires as even slight variations in the type and formatting of actions are consequential to the design of student responses and ultimately, to their interactional repertoires. We conclude that fuller understanding of classroom-based L2 learning requires greater analytic attention to unpacking the recurring sequences of action and their linguistic practices with which L2 learning environments are designed.

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“THEN, I AM GONNA TALK ABOUT MYSELF, IF YOU DON’T TALK”: A STUDY ON PRE-SERVICE EFL TEACHERS’ MANAGEMENT OF PARTICIPATION WHEN LEARNERS ARE UNWILLING TO PARTICIPATE

Gözde Balıkçı, Sütçü İmam University

Gölge Seferoğlu, Middle East Technical University

Classroom Interactional Competence as a comprehensive framework for teacher actions to “mediate and assist learning for learners” (Walsh, 2011) has been extensively studied and the framework is expanding with contributions from many studies in variety of contexts (Sert, 2015). In order to contribute to this framework and provide insights into beginning teachers’ practice, we aim to unearth pre-service EFL teachers’ management of learners’ participation in whole class teacher-led interaction. Turn taking practices, especially teachers’ way of selecting next speakers were studied in classroom interaction (Mortensen, 2008; Kääntä, 2012). However, novice teachers’ actions to involve learners who are unwilling to participate and who do not bid for the turn are unexamined.

This study examines a group of pre-service EFL teachers’ management of participation in whole class interaction when learners are unwilling to participate. Especially, we aim to look at how pre-service teachers initiate post expansion and design their turns when confronted with learners’ collective silence. The participants (pre-service teachers) are 16 fourth year students of a foreign language education department in Turkey. They did their teachings in a high school as part of their practicum. Their teachings were video-recorded and transcribed using Jefferson transcription conventions. In this large data set, we focus on the instances when pre-service teachers’ question (FPP) is not followed by an answer (SPP) from the learners in whole class interaction.

The initial results showed that pre-service teachers initiated their short self –stories to involve learners and elicit contribution in the following turns when the classroom do not orient to their questions. Initiation of short self-stories as a post-expansion is a powerful teacher action since they both create space for learners to think and provide language model. Micro-analysis of short self stories will be made and implications for classroom interactional competence will provided.

THE PARTICIPATORY ROLE OF COOPERATING TEACHERS DURING PRACTICUM TEACHING IN PRE-SCHOOL L2 CLASSROOMS

Merve Bozbiyık, Middle East Technical University

Ufuk Balaman, Hacettepe University

Despite the growing interest in classroom interactional studies focusing on pre-service teachers' (PSTs) interactional management of practicum classes (cf. Somuncu & Sert, 2018 ; Bozbiyık, 2017), the participatory role of co-present cooperating teachers remains unexplored to date. In this study, we explore an interactional site of common intervention by cooperating teachers, namely pre-school L2 classrooms. Based on a pre-service English language teacher education project, the data comes from video-recordings (36 hours) of 131 PSTs' very first practicum teaching ever in a pre-school L2 classroom. Each PST teaches a topic for 20 minutes and the actual teacher of each classroom in the dataset is present in the room. Using multimodal conversation analysis, we show that cooperating teachers mostly draw on non- assigned self-selective turns in order to ensure student participation, maintain classroom order, repeat, clarify, expand, and complete PST instructions, give instructions to students, respond to PST turns on behalf of students, and hint at preferred responses. We also observe that the cooperating teachers deploy a diverse array of interactional resources addressed to students such as address terms (i.e. as a verbal alert to a particular student), hushing, physical contact with the students, question formats, and negative assessment of student behavior while they largely avoid explicitly addressing PSTs. All in all, the findings present an overall picture of the interactional organization of the moments that are observably treated as trouble by the cooperating teacher and subsequently resolved in diverse ways, which is of utmost importance for an understanding of how the first practicum experience of PSTs are attended to by the cooperating teachers in situ. Therefore, the study will bring new insights into L2 classroom discourse research based on the detailed descriptions of a previously unexplored interactional domain and provide implications for L2 teacher education especially for eliciting successful outcomes from practicum activities.

“TODAY NARRATIVE” IN PARENT-CHILD INTERACTION WITH A FOCUS ON INCREASING INTERACTIONAL COMPLEXITY

Younhee Kim, Andrew Carlin

University of Macau

Children learn how to talk by participating in social interaction with their parent and other members of the society. Daily interaction with their parent(s) is a site where they learn language as well as “culture and commonsense knowledge” which are embedded and demonstrably operative in local and situated interaction. An ethnomethodology-informed analysis of daily parent-child interaction reveals how children, even at the age of as young as three and a half years old, serve as agents who contribute to co-producing normative/ moral order in interaction while presumably still being socialized into the order (Kim 2018). The logic is, children are learning it as they are participating in co-producing the locally relevant order in interaction. What enables the children to do it? One learning mechanism that operates here is the commonplace and recurrent activity and observability of the structures of routine actions. A daily routine activity such as bedtime talk or dinnertime conversation provides for a fertile context where children’s emerging interactional competence can be located and documented in its developmental trajectory.

Based on longitudinal conversation data between one of the parents and the child collected over the period of eighteen months, the current study examines what Blum-Kulka (1995) calls ‘today narrative’ where the parent asks the child “what did you do today?” or “tell me about your day” when they meet after a day at work and in a childcare center respectively. The routine provides a recurrent sequential structure while still open to day-to-day and moment-by-moment contingencies. Preliminary findings reveal how the initial sequential structure where the child simply lists the activities in short run-on sentences gradually goes through transformation and elaboration with more diverse types of responses incorporated, which leads to increasing interactional complexity and occasionally with one of the activities made into focus and turned into a reportable event. Interactional Competence provides a useful framework to examine this as it is conceived as an outcome of locally situated and co-constructed joint effort with an interlocutor in interaction.

TRANSLANGUAGING AS A SHARED INTERACTIONAL RESOURCE: A LONGITUDINAL CASE STUDY

Aki Siegel, Linnaeus University

The study discusses the longitudinal changes in translanguaging practices in an English as a lingua franca (ELF) interaction between two speakers. Translanguaging is the practice of going between different linguistic structures and systems, and has been portrayed as a common interactional and social behavior done by multilinguals (Wei, 2002, 2011). Translanguaging during ELF interactions have been found to have various functions, including constructing meaning and negotiation of understanding (Cogo, 2009, 2017; Klimpfinger, 2009; Pietikäinen, 2014). However, little attention has been given to how translanguaging practices change over time and become a shared resource among the ELF speakers. The current exploratory study takes place at an international university dormitory in Japan. Two participants are the focus of this study, a first language (L1) speaker of Japanese and a L1 speaker of Vietnamese. Video recordings of ELF conversations between these two participants were collected for nine sessions across 22 months. In total 315 minutes of recordings were collected, transcribed and analyzed using Conversation Analysis. Analysis focusing on repair sequences found that translanguaging was chosen as one of the first strategies in order to resolve non-understanding in many cases. However, detailed analyses also demonstrated change in the way translanguaging was used during repair sequences : from translanguaging being marked with hesitancy, laughter, and self-repair during the earlier recordings, to un-marked during the later recordings. Thus, data suggests that the speakers were treating the non-English words as an accepted shared references later in time. The study suggests that translanguaging is not always the preferred strategy during repair sequences, but may become a shared interactional resource over time.

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TROUBLE RESOLUTION IN UNDERSTANDING IN ONLINE DYADIC CONVERSATIONS

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In recent years, there has been a growing number of studies exploring features of online CMC interaction in various contexts (Brandt & Jenks, 2013; Jenks, 2014; Tudini, 2010). In the course of establishing mutual understanding in a dynamic and co-constructed way, interlocutors have varying forms of interactional troubles in both face-to-face and online interaction (Kaur, 2010; Mondada, 2011). However, little attention has been paid to explore interactional troubles in online spoken interaction through Conversation Analytic research methodology. To address this gap, this study aims at outlining how interactants in online dyadic conversations in an ELF environment display and resolve trouble in understanding. For this purpose, 140 instances of trouble in understanding from a dataset comprising 9-hour of dyadic online interaction have been analyzed. The results demonstrate that participants mostly achieve mutual understanding following a trouble and only a small number of topic shift or change is observed following a trouble. Based on the analyses, trouble in understanding is signaled through (i) i don't understand, (ii) sorry↑, (iii) what↑, (iv) explicit request for repetition, (v) repetition of a keyword of previous turn, and (vi) nonverbal resources. The findings also reveal that interactional resources used to resolve a trouble include (i) repetition, (ii) reformulation, (iii) texting the non-understood part of talk, (iv) hinting and providing candidate answers, and (v) nonverbal resources including slower pace, louder utterance of talk, and special emphasis on problematic part. The results of the study suggest that interactants of dyadic interaction in ELF context can manage troubles in a successful way and achieve intersubjectivity and progressivity of talk which are fundamental purposes of interaction (Heritage, 2007; Stivers & Robinson, 2006). The findings may be applied to L2 language classrooms so as to develop L2 learners' trouble resolving skills which are closely linked to interactional competence.

TURN BEGINNINGS IN L2 SPANISH AND L2 GERMAN – A COMPARATIVE APPROACH

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Britta Thörle, Universität Siegen

In this paper we focus on the management of turn beginnings in L2 Spanish and L2 German from a comparative point of view. Turn beginnings are concerned with two types of relationships: they deal with the projection of what has preceded and project the properties of what is to come. These tasks are typically carried out by two classes of elements: 1) audible preparations for speech, and 2) turn-initial elements that are not syntactically integrated into the subsequent turn (Heritage/Sorjonen 2018). As research has shown, problems in L2 discourse arise if learners lack certain linguistic routines to fulfil the pragmatic tasks mentioned above. This holds particularly true for the second position in sequence where learners have to deal spontaneously with the projections of the precedent turn (cf., e.g., House 1996, Pekarek Doehler 2001).

In this paper, we will analyze turn beginnings in L2 Spanish and L2 German focusing on turns in second sequence position and being especially interested in linguistic elements such as discourse markers. In order to better understand the acquisition of linguistic resources in the management of turn beginnings in L2 a “mirror”-approach is adopted by which the interactional practices of learners of L2 Spanish are compared with those of learners of L2 German at the same proficiency level (B2). The corpus comprises conversations between non-native speakers and native speakers of both languages recorded in semi-spontaneous settings (tandem language learning, interviews and role plays).

Learners of both L2 fall back on lexical elements used as discourse markers when managing turn initial tasks. These elements do not correspond necessarily to their L1 or L2 but are the result of similar interlanguage strategies. Nevertheless, interlinguistic transfer in the inadequate use of L1 discourse markers as well as intralinguistic transfer in the overuse of certain L2 markers can also be observed in spontaneous L2 speech in Spanish and German.

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TURN-INITIAL MARKERS AND L2 INTERACTIONAL COMPETENCE: THE DEVELOPMENT OF THE GERMAN MARKER ALSO IN A STUDY ABROAD CONTEXT

Sam Schirm, University of Waterloo

Turn beginnings are important places for the organization of interaction. Markers in this position show the relationship between turns, actions, topics, and sequences (Blühorn, Foolen, & Loureda, 2017; Heritage & Sorjonen, 2018). In German, for example, interactants can preface dispreferred and non-type-conforming responses to wh-questions with ja, both projecting what is to come and marking the turn as responsive (Betz, 2017). Turn-initial tokens can also show relationships across interactions: Estonian no(h) signals the continuation of a topic from a previous encounter, thus achieving continuity across interactions (Keevallik, 2013). The context-sensitive use of a language's range of turn-initial markers is crucial to L1 interactional competence.

There is a growing body of research on L2 interactional competence (Wagner, Pekarek Doehler, & González-Martínez, 2018). Such research tracks either interactants' use of more diverse resources in the completion of one specific action (e.g. storytelling ; Berger & Pekarek Doehler, 2018) or interactants' increasingly diversified use of one specific semiotic resource (e.g. gesture ; Eskildsen & Wagner, 2018). Research on L2 turn-initial markers can take both approaches, since they are semiotic resources that interactants employ in the service of specific actions. There is little research to date on the development of L2 markers in interaction (Ishida, 2009; Kim, 2009), and none approaching markers through the lens of interactional competence.

In this conversation analytic study, I analyze the German discourse marker also in two L2 speakers' interactions during a year-long sojourn to Germany. L1 speakers of German use also in interaction to, for example, preface an inference drawn from a co-interactant's prior informing (Deppermann & Helmer, 2013). My analysis shows how L2 speaker's use of the marker becomes more context-specific over the course of their sojourn. I end with a discussion of the challenges and gains of studying L2 discourse markers as part of interactional competence.

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“UHM. STOP.” – SPEECH PERTURBATIONS DURING REPROACH TURNS AS A SIGN OF TEACHERS’ INTERACTIONAL COMPETENCES

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The concept of language (dis)fluency has been investigated using primarily quantitatively oriented research methods based on clinically or experimentally elicited data. This, in turn, has led to numerical assessments that leave little, if any, room for the contextual differentiation of these phenomena. Therefore, for the past 20 years, silences, re-starts, cut-offs and other speech perturbations have been portrayed as language deficiencies and features of poor language performance (e.g. Foster and Skehan 1996; Lambert et al. 2017). However, in recent years, research inspired by Conversation Analysis has drawn attention to the fact that these (dis)fluencies or perturbations are “interactionally occasioned” (Kasper 2006: 88) achievements. They are therefore crucial components of speakers’ interactional competence and indispensable features of their discursive repertoires. This paper builds on these findings and adopts a similar perspective of speech perturbations in talk-in-interaction in English language classrooms. More specifically, it draws attention to teachers’ interactional competences by identifying the interactionally and contextually relevant functions of one particular speech perturbation, “Uh(m)“-prefaced turns, during teachers’ reproach turns. That is, turns in which teachers address forms of pupil behaviour as unacceptable or criticisable (Margutti & Piirainen-Marsh 2011).

Drawing on a corpus of 58 hours of video recordings from secondary English language classrooms in Germany, the paper shows that the occurrence of “Uh(m)”s in teacher language is not arbitrary but a highly functional feature of their discursive repertoires. This allows them, for example, to manage turn entry and therefore produce their reproach turns more effectively. These findings might help to better understand classroom management in foreign language classrooms. They could also have important implication for English teacher education because they shift the focus from a deficiency-oriented perspective towards a competence-oriented approach. This then regards the components of teachers’ socio-pragmatic competences as “objects already in hand, visible, and perhaps teachable” (Macbeth 1994: 151).

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"WE GOT OUR FIRST TV IN 1954": STUDENT ENGAGEMENT AND THE INTERACTIONAL UNFOLDING OF TEACHER ANECDOTES

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Given the emphasis on teacher talk within classroom discourse research (Sert, 2015 ; Walsh, 2006, 2011 ; Waring, 2016; Wong & Waring, 2010), teachers are offered little insight on what student engagement looks like. This research centers on the multimodal nature of student participation in classrooms, examining how student participation and engagement unfolds during teacher anecdotes, moments when teachers share details about their personal lives.

This multimodal conversation analytic study draws on Walsh's (2006; 2011) classroom modes, proposing teacher anecdotes as a new mode with the goal of pursuing affiliation. Two large corpora of classroom interaction serve as data: video recordings of 1) an adult English as a Second Language classroom and 2) a community college remedial reading classroom. This study not only elucidates the nature of student participation and engagement; it also expands Walsh's modes and our understanding of classroom interactional competence for both teachers and students.

Findings suggest that rather than representing a monologue, these extended teacher turns are sequentially located at moments of high student engagement and tend to sustain such engagement, made visible through multimodal actions such as gaze, head positioning, smiles, and laughter.

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“WE SHOULD GOOGLE THAT”: THE INTERACTIONAL DYNAMICS OF STUDENT-TEACHERS IN ONLINE WEEKLY MEETINGS

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Social constructivism theories suggest that in order to meet present education needs learning must be collaborative and social. As educators increasingly bring online collaboration into their pedagogical design, the need for indepth analysis of the different levels and types of online patterns of interaction intended for collaboration becomes more pressing. This is especially true of out-of-classroom exchanges where support of social interaction processes is a particular challenge due to the spatial and temporal distribution of participants as well as the increment in pressure for the students to autonomously complete assigned collaborative tasks.

This talk will look at video-recorded data from weekly meetings of small groups of student-teachers from two geographically-distanced universities. The meetings, held during 10 weeks in which the course calendars overlapped, were made up of 2 to 3 members from each partner institution. Each meeting had varying instructions and expected outcomes, ranging from creating group projects to producing materials to share with their in-class colleagues.

Applying a multimodal Conversation Analysis (CA) approach, the study aims to ‘unpack’ the complexity of the multiple resources used by student-teachers taking part in the weekly online collaborative meetings. In particular, the study focuses on how the learners use multiple resources (multiple languages, online resources, gestures) to creatively mediate their communication, to resolve problems that emerge during their interaction and to work together to complete the assigned tasks. The analysis aims to offer a rich description of complex interaction between the participants as they mediate while also bringing to the foreground methodological challenges –spatiality, temporality, modality, etc. - when dealing with online interactions.

WHEN LANGUAGE IS A MEANS TO AN END, NOT AN END IN ITSELF

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A burgeoning field of workplace studies (Rawls, 2008) has sought to describe the complex coordination of situated practices in professional settings. Empirical research on culturally and linguistically diverse workplaces, however, has typically focused on the linguistic resources that members deploy in these settings. The current paper argues that, in any consideration of L2 interaction, greater attention needs to be paid to how the conjoint coordinated activities in which members are engaged support communication.

The study explores international, multilingual performing arts collaborations engaged in developing enacted, embodied artefacts of theatre performance. Using video-data of rehearsals, we adopt Ethnomethodological Interaction Analysis to chart the practices through which common ground is achieved and managed. In our data, concerning activities where a choreographer works with a group of performers, it is not the embodied elements such as gesture and touch that are produced in support of the L2 talk ; rather, accompanying talk acts here as a support structure for temporally managing one another's attention to relevant features that are being negotiated and developed.

With the work-at-hand involving a dialogic negotiation of visual, aural, embodied aesthetics, the analysis shows how resources other than the linguistic are here foregrounded. Although this work is supported by members' competences in the L2, we note how the professional activities in which the members are engaged provide them with frames of reference around which they organize their professional practices in the L2. The shared professional vision of the participants in understanding the work at hand acts as an important resource for securing shared understanding, even in environments where shared linguistic resources are vastly reduced.

This challenges us to examine to what degree linguistic resources are employed to facilitate types of work where language is not oriented to as the main institutional outcome.

WORD-SEARCH SEQUENCES IN PEER INTERACTION IN MONOLINGUAL FOREIGN LANGUAGE CLASSES

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A number of studies investigate how peers deal with issues of grammatical or lexical nature that emerge in their talk (e.g. Jakonen & Morton, 2015; Kunitz, 2018 ; Mori & Hasegawa, 2009). This paper focuses specifically on the sequences in which peers in monolingual classes (L1=Czech, L2=English) deal with the lack of knowledge of vocabulary that they may use in their communicative exchanges.

The analysis builds on audio- and video-recordings of pairwork in intermediate and upper-intermediate classes of English in Czechia (22 teaching hours in higher education and 15 teaching hours in upper-secondary education) and on conversation analysis to explore the verbal, embodied and material resources that the peers used to initiate and conduct word-search sequences.

The analysis brings concrete evidence to show how the peers produced word-search sequences collaboratively. While in some sequences a peer produced a candidate form in English with uncertainty, which was followed by confirmation on the part of the other speaker or by (self-)correction, in other sequences a speaker failed to produce an L2 item and typically switched to the L1. Although in many sequences the peers managed to come up with a candidate form in the L2, in some cases they were unable to produce an L2 item, which was followed by silence and sometimes by a brief comment in the L1. The findings show that the L1 represents an important resource on which peers in monolingual foreign language classes may rely when encountering problems with the production of the L2. The sequential position of (self-)corrections also shows that despite the communicative nature of the activities, the peers also focus on the accuracy of the lexical items that they produce. Overall, the findings contribute to the body of research on how speakers collaboratively deal with problems producing the target language.

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“YOU DON’T SAY “TEMPO, ALLEGRO”: COTEACHING IN CLIL AND THE EMERGENCE OF OPPORTUNITIES FOR LEARNERS’ LANGUAGE DEVELOPMENT

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This interpretive study explores the effects of *coteaching in CLIL* – as part of teacher development – in a Catalan/Spanish-medium school in Barcelona. More specifically, it examines how ‘*shaping learners’ talk*’ (i.e. modelling, correcting, eliciting better shaped or more elaborated contributions; Walsh, 2006) occurs in this context. Research shows that content teachers in CLIL settings systematically deploy numerous interactional resources to ensure students’ comprehension of target concepts and provide occasional corrective feedback mainly focused on subject-specific terminology or pronunciation. However, they rarely aim at shaping learners’ talk (Dalton Puffer, 2007; Escobar Urmeneta & Walsh, 2017; Llinares & Lyster, 2014).

In order to reverse the situation, a university-school partnership project was launched where coteaching became a central instructional practice (Tsui, Edwards & Lopez-Real, 2009). The conversational data examined here were gathered in a *Music through English* lesson, where two teachers with different profiles (Music, EFL) coteach a grade 9 class (age 14). Conversation analysis (Schegloff, 2007) was used to identify the teachers’ on-line decisions taken to coordinate their actions aimed at accomplishing the two-fold pedagogical goal: developing the students’ understanding of music-related concepts, and their language resources in English/L3.

The analysis reveals the essential role of the FL specialist, who manages to position language complexity in the agenda and, in doing so, affords the learners opportunities to generate accurate and more sophisticated wordings in the target language. These outcomes suggest that coteaching may play a relevant role in CLIL if learners’ language and content-related competences are to be achieved. The study has pedagogical implications for the design of CLIL teacher-education programs and school organization. It also confirms the potential benefits of university-school partnership projects.

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POSTER PRESENTATIONS

(in alphabetical order by title)

A STUDY OF CLASSROOM INTERACTION: STUDENTS' STRATEGIES TO NEGOTIATE MEANING

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Recent studies in English as a Foreign Language settings devoted to searching for effective methodologies have brought an understanding that learners should be assigned an active role in negotiating meaning during classroom interaction. In this vein, greater attention has been paid to classroom interaction and interactional practices of both teachers' and students' have been the centre of attention. In order to both contribute to the ongoing quest for the best practices in EFL settings and provide insights about working principles in a Turkish context, this study aims to investigate classroom interaction patterns realized in university preparatory classes. By focusing on the quantity of teacher and student initiated exchanges, it is aimed to determine the prevailing classroom patterns. Besides, student initiated exchanges and discourse acts realized through initiation moves have been explored and their strategies to negotiate classroom meanings have been highlighted. In order to demonstrate classroom interaction patterns, the discourse analysis framework of Sinclair and Coulthard (1975) has been utilized and discourse acts realized by students have been categorized on the basis of Tsui's classification of initiating act (1994). For the purpose of the study, classroom interaction in five EFL classrooms at an English preparatory school in a Turkish state university has been video-recorded and audio-taped in the course of fifteen classroom hours. Findings have revealed that Initiation-Response-Feedback structure is the most prevailing classroom pattern. The findings and discussion of the results also illustrate that even in IRF structured classrooms students utilize certain acts in different phases of the lessons to negotiate meaning and get involved in the interaction.

DEVELOPMENT OF TEACHING MODULES TO PROMOTE STUDENTS' INTERACTIONAL AWARENESS IN THAI UNIVERSITY EFL CLASSROOM

Jirajittra Higgins, Chulalongkorn University, Thailand

This study illustrates the outcomes of the design and implementation of interactional competence-based teaching modules that resulted from the use of conversation analysis (CA) in an English as a foreign language classroom as part of an English university course entitled '*English for Communication*' in Thailand. In order to raise students' awareness and enhance their interactional competence, the teaching modules development included the different phrases; design, instruction, assessment and self-reflection. The authentic video-recorded interactions in different scenarios occurring at Bangkok's international airport were collected, transcribed and analysed using the methods of conversation analysis developed by Gail Jefferson, focusing on the observation of interactional phenomena such as turn taking, repair and sequence organization. The analysed data was then designed as the 10-week teaching modules and integrated into speaking and listening class activities. During the implementation of the teaching modules, the pre-task and post-task activities were recorded and analysed using conversation analytic system for assessment and evaluation purposes. Students also evaluated themselves at the end of the course. As a result, it can be seen that not only integrating these developed teaching modules raised students' awareness in their interaction, but they also had opportunities to enhance their intercultural competence during the implementation of these teaching modules.

INTEGRATING AUTHENTIC AND MULTILINGUAL INTERACTIONS INTO FOREIGN LANGUAGE TEACHING

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The paper presents results from an ongoing project on teaching and assessing interactional competence (Roever & Kasper, 2018; Skogmyr Marian & Balamán, 2018; Waring 2018) in American university foreign language programs of Estonian and Finnish. We assume that the current and future real-life L2 interactions for our students are a. primarily non-institutional, b. extensively multilingual. Due to the foreign language situation with no speaker communities, our students' current out-of-classroom interactions are primarily online. In most interactions that our language students participate in, their conversation partner will have at least some competence in their L1 and language alternation will naturally occur (Macaro, 2005), with multilingual repertoires used flexibly for different interactional purposes (Muhonen, 2013). Classroom instruction should be oriented towards these realities (e.g. Kramsch, 2014; Dufva & Pietikäinen, 2009).

We seek to learn more about authentic situated language use of our students by analyzing samples of and self-reflections on language use "in the wild" (Wagner, 2015) and student reflective talk about these (Garcia-Cruz & Lilja, 2017; Lilja & Piirainen-Marsh, 2018; Lilja 2018) in a pedagogical experiment. Our students record their efforts of using the target language outside of classroom in a portfolio assignment: they record and self-report instances of their interactions "in the wild" in different modalities (video and text chat, face-to-face conversations). They also record their spontaneous online conversations with L2 peers and native speakers. They then reflect on their portfolios in video-recorded small-group conversations.

We present results from the analysis of the video-data identifying the interactional practices and multimodal and multilingual resources in both the recorded interactions and the group discussions. We discuss how a research-based understanding of the interactions outside of classroom and the students' self-reflections will be applied to designing pedagogical materials for teaching interactional competence, especially with the view to future online and hybrid language instruction.

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INTERACTIVE RESOLUTION OF ONLINE SPEAKING TASKS IN ADDITIONAL LANGUAGES OF FRENCH AND GERMAN

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This poster presents the results of analyses of selected synchronous online interactions between, on the one hand, four students of German as an additional language and, on the other, four students of French, all in the fourth year of the Degree in Translation and Interpreting and with a B1 level. In particular, we examine which communication strategies are used while performing two types of tasks: jigsaw and ranking. The corpus is made up of eight video and audio recordings, each lasting seven minutes, which were transcribed with CLAN, while also taking into account nonverbal and paraverbal aspects. A qualitative methodological approach was chosen to analyse the data using conversation analysis (González-Lloret, 2015).

Our communication will illustrate with selected examples how the students manage the use of communication strategies in an articulated way to co-construct their interaction. The focus of our communication will be on showing how the selected sequence flows and on commenting on the characteristics of this kind of task-based interaction through conversation analysis. On the one hand, it will present how, even though it is a simulated communicative situation, during the interaction 'islands with authentic communication' are created marked by intersubjectivity and agency (Knight, Barberà, Appel, 2017) that lead us to believe that they are likely to generate learning. In addition, it will show how learners, at certain times, choose to give priority to the continuity of solving the task over clarifying the interactional problem.

Through the analysis, we have seen how the type of task, the language being learned and the personal characteristics of the learner influence the kind of interaction and the kinds of strategies activated.

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PEER BROKERING: AN INFORMAL INTERACTIONAL PRACTICE TO SUPPORT ACADEMIC CHINESE STUDENTS IN ITALIAN AS A SECOND LANGUAGE ACQUISITION

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Due to a recent process of internationalization, Italian Universities are hosting increasing numbers of international students. These latter tend to establish informal relationships with the more experienced peers they meet once arrived in Italy, to find academic and language related information.

The aim of this study is to investigate the nature of this peer-to-peer interaction, known as peer brokering, and how it develops, at a linguistic and communicative level. Brokering is intended as the practice of seeking academic and linguistic resources, not directly from classroom instruction, but through someone who also has access to them. Thus, peer brokers act as non-trained linguistic and cultural mediators.

Despite the relevant role of informal learning in the academic context (Barnett, 2010), research usually focuses on formal settings such as the language classroom, highlighting students' gaps (Brown, 2008; Lee et al., 2013; Halic et al., 2009; Sawir et al., 2012). Mitigating these deficitary aspects, some scholars concentrate on peer relationships as a tool to enhance academic learning (Marginson, 2013; Tran & Vu, 2018; Che, 2013; Nam & Beckett, 2011).

According to this position, this study analyses the language brokering practices of about 100 Chinese academic students, attending, or having attended in the last four years, a preparatory course of Italian at the Academy of Italian Language (ALI) in Perugia, to be later enrolled in Italian Universities.

By means of Conversation Analysis, we investigate their interactions in informal chats, in which former students of the ALI with prior experience act as brokers, and inside the Italian as a Second Language classroom.

Results of the transcribed written and oral data. show what aspects of language learning are usually brokered (i.e. course materials, assignments and sociocultural aspects) and with what benefits (e.g. understanding lecturer's explanations and assignments, or the right development of an exercise), the recurrent linguistic and conversational features of these informal interactions (e.g. usage of expressions like "as far as I know", "according to me", "in my experience" or practical examples, that reveal that the interlocutor is a non-expert but informed subject), the emotional impact of these interactions (Chinese students feel comfortable asking their peers for information, preferring them over institutional advisors).

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SLA IN KINDERGARTEN FROM A COMMUNITY OF PRACTICE PERSPECTIVE: CHANGES IN PARTICIPANTS' RESOURCES AND INTERACTIONAL PRACTICES

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Language education in German kindergartens has received increasing attention in recent years from SLA research as well as from practitioners in the field. While the overwhelming SLA research works on German are focused on acquisition sequences and the effects of concepts, measures and tools for language education, this paper is interested in conceptualizing the kindergarten as a community of practice (Björk-Willén 2008, Cekaite 2007, Toohey 2000), as well as on enquiring how the young language learners deploy and acquire linguistic and interactional resources while participating in the kindergarten daily routine.

During my four month PhD field research I collected audiodata of naturally occurring child-teacher- and child-child-interaction. CA-SLA was used as an analytical tool to investigate the changes of childrens' linguistic resources and their participation in everyday social practices (Pekarek Doehler/Fasal Lauzon 2015).

The study shows that the use of linguistic resources is related to the characteristics of the social practice on the one hand and to the social positions that are negotiated within it on the other hand. And on the basis of these findings, I discuss the nonlinear development of interactional practices as well as the potentials and challenges of CA-SLA in longitudinal studies.

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THE COLUMBIA CORPUS OF SPANISH CONVERSATIONS OR HOW TO TEACH A NEW LANGUAGE WITH AUTHENTIC LANGUAGE

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This proposal presents a website containing 30 video-recorded natural oral interactions among proficient speakers from all over the Spanish-speaking world for the teaching and learning of conversation in Spanish as a new language.

Those conversations have been compiled taking advantage of family and friends or approaching strangers in different locations with no script or indication. The only equipment was a digital compact video camera and a shotgun microphone. Purposefully they have not been edited, not even to clean the sound.

Each clip contains a transcription, a recommended level, a list of interactive phenomena (in terms of Discourse and Conversation Analysis) and classroom activities. This kind of content is unique in Spanish, for its combination of a variety of speakers and video format.

This presentation will cover, what precautions to take and how to select samples for different objectives and different levels of instruction.

The far from reality nature of the language input that instructors and textbooks in teaching new languages usually offer (Richards 2006, Cheng 2010, Walsh 2010). The solution comes with providing sources of genuine interaction among proficient speakers of the language instructed (Nunan 1989, Gebhard 1996, Guariento y Morley 2001, Briz 2002, MacDonald, Badger y Dalsi 2006). Repertoires of authentic language and corpus are gaining attention as sources of input and examples in language teaching (Kriger 2003, in Spanish: Ruiz Fajardo 2010, Cabanes Pérez 2015, Uclés Ramada 2015). Still many teachers are wary of their use and their relevance fearing the frustration that authentic language could cause to their students if they are too difficult to understand (Richards 2001). This proposal will show how to overcome those difficulties.

The proposal is easily to extrapolate to video recorded natural conversations that can be found in platforms like YouTube and therefore to the teaching to languages other than Spanish.

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