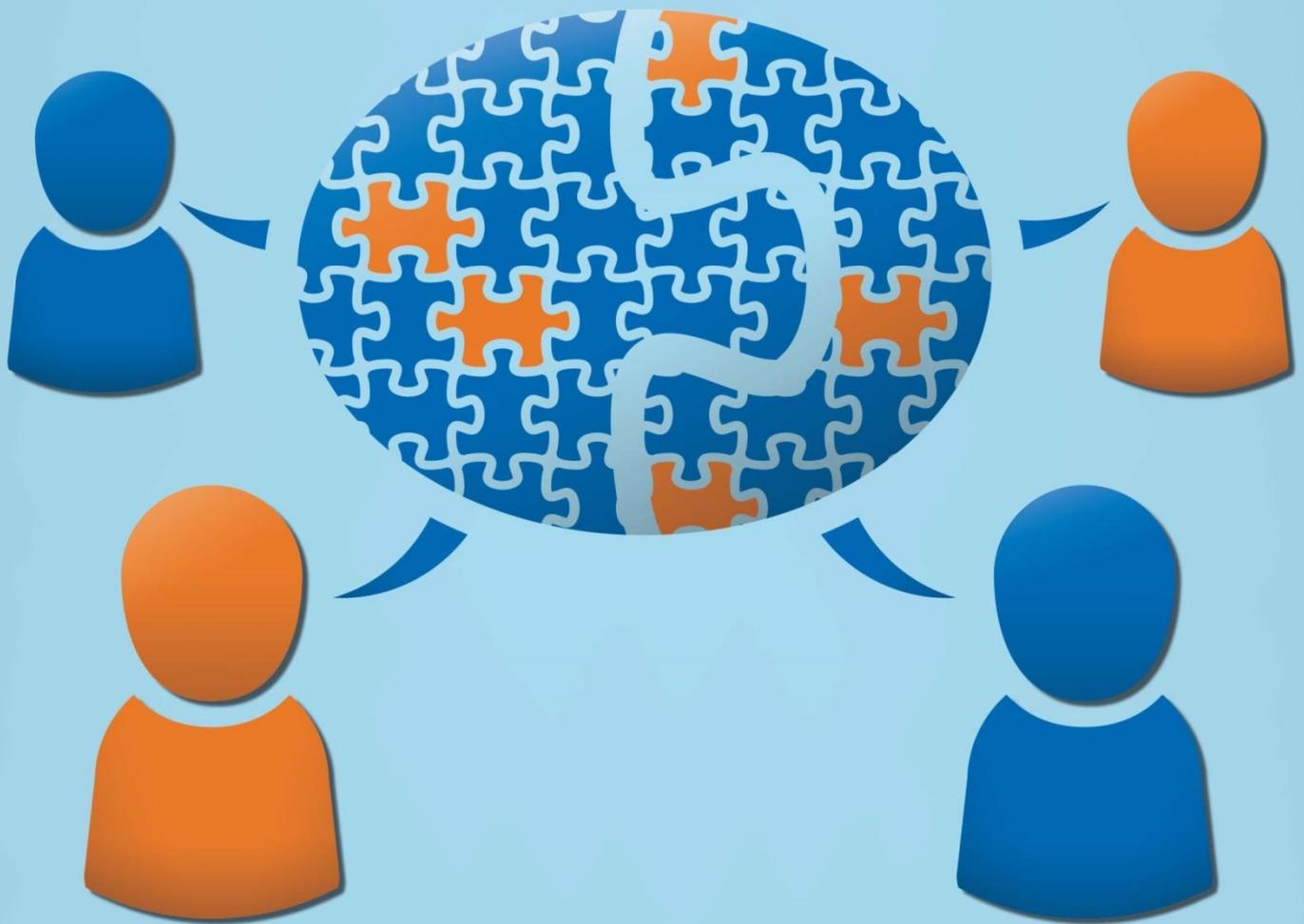


Interactional Competences and Practices in a Second Language

icop L2



International conference
18-20 January 2017
Neuchâtel (Switzerland)

www.unine.ch/icop_l2

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A WORD OF WELCOME

Dear ICOP-L2 participants, dear colleagues,

It is a pleasure and an honor to welcome you all to Neuchâtel on the occasion of the present conference on Interactional Competences and Practices in a Second Language.

As many of you know, the idea of this conference grew out of our own work and discussions with colleagues in the field of SLA, and it was enhanced by the fact that we encountered increasingly, around the globe, researchers concerned with L2 practices and competences who regretted not having the occasion to get together on a scale larger than symposia or panels. Taking stock of the fact that, over the past two decades, research on L2 interaction and L2 interactional competence has been gaining ground increasingly, we thought that it was time to bring people in the field together and to provide them with the opportunity to discuss past, current and future developments. What appeared as a marginal line of investigation in the 1990s, has become one of the major axes of research in current SLA. The program of this conference, we hope, offers a relevant glimpse of the richness of this development.

We are pleased to see how many researchers around the world showed interest in joining us for the conference: We received 74 submissions. Based on an acceptance rate of 66%, the program comprises 48 presentations, plus four plenary addresses and three pre-conference workshops. We have 81 registered participants attending the conference from 17 countries: Australia, Brazil, Canada, Denmark, Finland, France, Germany, Italy, Japan, Norway, Singapore, Spain, Sweden, Switzerland, Turkey, the United Kingdom and the United States of America.

We hope the conference will offer many opportunities for discoveries, and provide fruitful grounds for discussion, contributing to move the field a small step further. We also hope that you all, who travelled from near and far to join us here for the event, will have the occasion to enjoy the beautiful region of Neuchâtel.

A warm welcome to you all, and we wish you an exciting and thought-provoking conference!

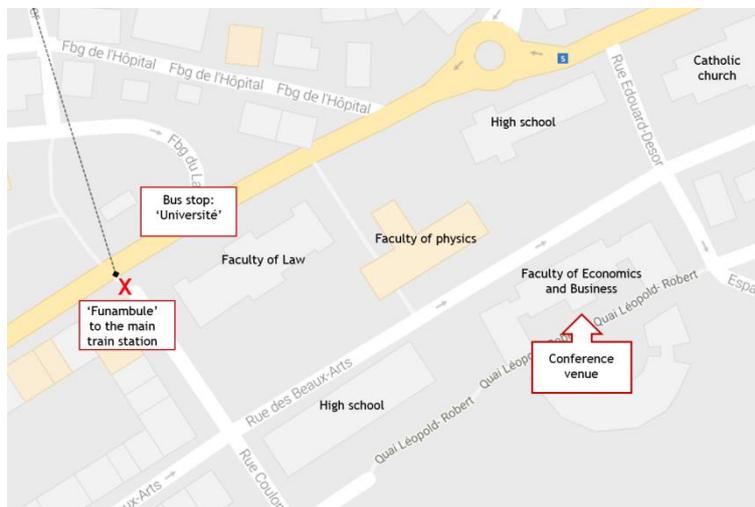
Evelyne Berger, conference co-chair

Simona Pekarek Doehler, conference co-chair

CONFERENCE VENUE

ICOP-L2 will be hosted by the University of Neuchâtel.

All keynote lectures, panels and individual presentations will take place at the Faculty of Economics and Business, situated at A.-L. Breguet 2, 2000 Neuchâtel.



All four keynote addresses will take place in room R110 (aula).

The three parallel sessions will take place in rooms R107, R110 and R113.

Each room is equipped with a projector, speakers, a computer (PC), a VGA cable for laptop connection and a mini-jack to plug the speakers into the laptop.

If you have a Mac computer, please bring your own adapter.

PROGRAM

Wednesday, 18/Jan/2017	
9:00am	Welcome desk opens Conference hall
09:15 - 09:30 am	Introduction words R107
9:30 - 11:30 am	Workshop 1: Johannes Wagner (University of Southern Denmark) Basic issues in longitudinal studies of social interactions R107
11:30 am - 1:00 pm	Lunch Cafeteria (upstairs)
1:00 - 3:00 pm	Workshop 2: Evelyne Berger (University of Geneva) Building collections R107
3:00 - 3:30 pm	Coffee break Conference hall
3:30 - 5:30 pm	Workshop 3: Adam Brandt (Newcastle University) & Olcay Sert (Hacetteppe University) Doing comparative research on L2 interactions R107
5:45 pm	PhD networking reception Pub "Au Galop"

Thursday, 19/Jan/2017			
8:30am	Welcome desk opens Conference hall		
9:15 - 9:30 am	Conference opening R110		
9:30 - 10:30 am	Keynote 1: Joan Kelly Hall (Penn State University) Interactional competence: Looking back, moving forward R110		
10:30 - 11:00 am	Coffee break Conference hall		
	Invited panel: Longitudinal investigations into interactional competences R110 <i>Chair: Tim Greer</i>	Learning in on-line conversations R107 <i>Chair: Cécile Petitjean</i>	Interactional competences in the classroom R113 <i>Chair: Virginie Fasel Lauzon</i>
11:00 - 11:30 am	Changes in the interplay of interactional competences: Topic shifting in peer conversations in L2 Japanese <i>Ishida, Midori</i>	Task-induced development of hinting behaviors in online task-oriented L2 interaction <i>Balaman, Ufuk</i>	A micro-analytic study of EFL learners' co-construction of identities in classroom interaction <i>Özbakiş, Özlem; Işık Güler, Hale</i>
11:30 am - 12:00 pm	Learning to say grace: A micro-longitudinal study of interactional competences in a family-specific speech event <i>Greer, Tim</i>	Rolling the ball back: Maintaining progressivity and topic development in online ELF interactions <i>Çimenli, Betül</i>	Interactional competence and social identity in an L2 classroom: Emic and ethic perspectives <i>Cekaite, Asta</i>
12:00 - 12:30 pm	Conducting relational talk in service encounters in second-language English: A 30-month case study <i>Kim, Sangki</i>	Because-prefaced stepwise topic shift in an online talk-in-interaction <i>Sudwan, Onsutee Wattanapruck</i>	Learning how to ask in classroom: longitudinal perspective on student-initiated question sequences <i>Lilja, Niina</i>
12:30 - 2:00 pm	Lunch Restaurant "Lobby Bar"		

Thursday, 19/Jan/2017 (cont.)			
	The development of interactional competence over time R110 <i>Chair: Alfred Rue Burch</i>	Creating opportunities for learning and understanding R107 <i>Chair: Kristian Mortensen</i>	Preempting understanding problems R113 <i>Chair: Natalia Evnitskaya</i>
4:00 - 4:30 pm	Learning to do self-presentational responses over time in English as a second language <i>Barraja-Rohan, Anne-Marie</i>	Collaborative learning in Devising Theatre rehearsal <i>Savijärvi, Marjo Helena</i>	Preempting understanding problems in L2 interaction – does it help? <i>Svennevig, Jan; Gerwing, Jennifer; Allison, Meredith</i>
4:30 - 5:00 pm	'Eat, please!': Learning how to give directives in a second language caregiving setting <i>Skogmyr Marian, Klara</i>	On possible instructional actions and activities in second language interactions <i>Arano, Yusuke</i>	
5:15 - 6:15 pm	Keynote 2: Soren Eskildsen (University of Southern Denmark) From form-meaning pairings to action-construction pairings: The mutually constitutive nature of linguistic constructions and social action in L2 talk R110		
7:30 pm	Conference dinner Restaurant "Cercle de la Voile"		

Friday, 20/Jan/2017			
8:30 am	Welcome desk opens Conference hall		
8:30 - 9:30 am	Keynote 3: John Hellermann (Portland State University) Sequential and experienced actions: Conversation analysis used to address 'learning' R110		
9:30 - 10:00 am	Coffee break Conference hall		
	Panel: L2 Interactional competence as the institutional target of instruction: Challenges in designing, implementing and maintaining innovation R110 <i>Chair: Silvia Kunitz</i>	Interactional practices and resources in the L2 classroom R107 <i>Chair: Evelyne Berger</i>	Multimodal resources in interactional competence R113 <i>Chair: Jan Svennevig</i>
10:00 - 10:30 am	Diffusing the innovation of interactional competence among teachers: A case study <i>Salaberry, Rafael & Markee, Numa</i>	Accomplishing playful actions (in English) in a beginning level EFL class <i>Malabarba, Taiane; Hall, Joan Kelly</i>	Constructing interactional incompetence: Finding reasons for refusal to participate <i>Hauser, Eric</i>
10:30 - 11:00 am	Talk-in-interaction as learning target? How language ideologies and current resources for teaching methodology inform language teacher training <i>Taleghani-Nikazm, Carmen, Betz, Emma M. & Huth, Thorsten</i>	Students' practices of negotiating obligation in L2 classroom interaction <i>Kääntä, Leila Anneli</i>	Environmentally coupled learning structures & opportunities in a sociocognitive approach to SLA <i>Atkinson, Dwight Shelby; Churchill, Eton; Nishino, Takako; Okada, Hanako</i>
11:00 - 11:30 am	Teaching Interactional Competence: Preliminary findings from the Chinese classroom <i>Kunitz, Silvia & Yeh, Meng</i>	L2 Learners' use of multisemiotic resources in classroom participation <i>Kim, Jamie; Sandbulte, Jade</i>	Chinese characters as a cross-linguistically shared resource in talk: bricolage, recipient design and interactional competence. <i>Burch, Alfred Rue</i>
11:30 - 12:00 pm	Opening with competence and closing with confidence: IC in the L2 Russian classroom <i>White, Kate & Furman, Mike</i>	"The first thing that you say is...?": Enacting, teaching and developing L2 interactional competence in a CLIL Math classroom <i>Escobar Urmeneta, Cristina; Evnitskaya, Natalia</i>	Word search sequences: Exploring the embodiment in L2 interaction <i>Binti Abdullah, Nur Nabilah</i>
12:00 - 1:30 pm	Lunch Restaurant "Lobby Bar"		

Friday, 20/Jan/2017 (cont.)			
	Panel: L2 Interactional competence as the institutional target of instruction: Challenges in designing, implementing and maintaining innovation (cont.) R110 <i>Chair: Silvia Kunitz</i>	Interactional competence in peer-to-peer L2 conversations R107 <i>Chair: Marjo Helena Savijärvi</i>	Multimodal resources in interactional competence (cont.) R113 <i>Chair: Evelyne Berger</i>
1:30 - 2:00 pm	Experiential learning in action: L2 learners reflecting on their language use experiences <i>García Cruz, Kevin & Lilja, Niina</i>	Learner agency in the wild - Self-initiated language learning sequences within authentic activities <i>Kurhila, Salla; Kotilainen, Lari</i>	Leaning forward as a resource for repair <i>Mortensen, Kristian; Hazel, Spencer</i>
2:00 - 2:30 pm	Challenges of designing classroom IC testing tools <i>Chalhoub-Deville, Micheline & Kley, Katharina</i>	Peer to peer conversations in an ESL classroom: a longitudinal analysis <i>Manoilov, Pascale</i>	The use of mimicked gestures in L2 conversation <i>Fiorèse, Sophie</i>
2:30 - 3:00 pm	A technology enhanced and reflective teacher education programme: Implications for teaching L2 interactional competence <i>Sert, Olcay & Bozbiyik, Merve</i>	From individual to interactional: Fluency resources in Finnish learners' L2 English dialogues <i>Peltonen, Pauliina</i>	Talking about numbers: multimodal and multilingual practices in international trade fairs <i>Piccoli, Vanessa</i>
3:00 - 3:30 pm	Coffee break Conference hall		
	Pedagogical interactions R110 <i>Chair: Ufuk Balaman</i>	Interactional competence in peer-to-peer L2 conversations (cont.) R107 <i>Chair: Aya Watanabe</i>	Assessing competence R113 <i>Chair: Simona Pekarek Doehler</i>
3:30 - 4:00 pm	Interactive organization of help in pedagogical online conversation <i>Duthoit, Eugenie; Colón de Carvajal, Isabel</i>	Multicompetence in action: English during group-work in the French German-L2 classroom <i>Relstab, Daniel H.</i>	Equity in the assessment of interactional competence: Rater inconsistencies and interactional organization <i>Sandlund, Erica; Sundqvist, Pia</i>
4:00 - 4:30 pm	The diagnosis of L2 writing competence in one-to-one tutorials for international students <i>Leyland, Chris; Brandt, Adam</i>	Analysis of topic management in peer discussion activity in the intermediate Japanese class <i>Hasegawa, Atsushi</i>	Testing beginners' interactional competence <i>García, Marta; Martínez-Delgado, María</i>
4:45 - 5:45 pm	Keynote 4: Spencer Hazel (Newcastle University) Interactional competence as embodied practice R110		
5:45 - 6:00 pm	Conference closing R110		

PRE-CONFERENCE WORKSHOPS

BASIC ISSUES IN LONGITUDINAL STUDIES OF SOCIAL INTERACTIONS

JOHANNES WAGNER
UNIVERSITY OF SOUTHERN DENMARK

Wednesday, January 18, 09:30 – 11:30 am, R107

Change over time has not been at the heart of EMCA research, but there is a growing interest for encountering this issue. The workshop will present recent longitudinal studies and unpack the methodological challenges these studies had to solve. The workshop participants will engage with a small longitudinal collection of phone calls over time and discuss what kind of observations EMCA research can make about these data.

BUILDING COLLECTIONS

EVELYNE BERGER
UNIVERSITY OF NEUCHÂTEL

Wednesday, January 18, 01:00 – 03:00 pm, R107

This workshop provides a theoretically grounded hands-on training for how to work with collections in research on social interaction. With the help of concrete cases from prior studies, we will consider the challenges one might encounter when establishing collections of social practices such as: What are the criteria for inclusion in the collection? What size should the collection have? How can the collection be labeled? The workshop will also include group work exercises on empirical data.

DOING COMPARATIVE RESEARCH ON L2 INTERACTIONS

ADAM BRANDT¹ & OLCA Y SERT²
¹NEWCASTLE UNIVERSITY, ²HACETTEPPE UNIVERSITY

Wednesday, January 18, 03:30 – 05:30 pm, R107

This workshop discusses methodological issues in comparative research on second language interactions. Workshop participants will examine transcript-supported video data of real-life L2 interactions across various languages (e.g. English, Turkish) and in a range of settings (e.g. language classrooms, oral proficiency assessments, and online talk). In examining similar interactional sequences (e.g. other-initiated repair, word searches) across a variety of settings, participants will be encouraged to consider the impact that multiple contextual factors have on how social actions are performed.

KEYNOTE LECTURES

INTERACTIONAL COMPETENCE: LOOKING BACK, MOVING FORWARD

JOAN KELLY HALL
PENN STATE UNIVERSITY

Thursday, January 19, 09:30 – 10:30 am, R110

The socially-grounded study of the use and development of L2 users' interactional competence in a myriad of contexts has received considerable attention in the field of applied linguistics and in particular in studies on second language learning. Alongside this ever-burgeoning body of research have been calls for alternative perspectives of language and learning that more adequately explain the multilingual, multimodal forms of social activity and options for participating in them that characterize contemporary social life. A case in point is the recent publication in the *Modern Language Journal* (The Douglas Fir Group, 2016) proposing a new intellectual space, a transdisciplinary framework, to capture present conditions of language use and language learning. What does this new intellectual space have to offer to understandings of interactional competence? To address this question, I first trace the disciplinary roots of the term, exploring the (varied) ways the term has been taken up in the field. I then consider how transdisciplinary understandings of language and learning can inform current understanding of interactional competence and conclude with suggestions for future research directions.

Reference

The Douglas Fir Group (2016), A transdisciplinary framework for SLA in a multilingual world, *The Modern Language Journal*, 100, 19-47.

FROM FORM-MEANING PAIRINGS TO ACTION-CONSTRUCTION PAIRINGS: THE MUTUALLY CONSTITUTIVE NATURE OF LINGUISTIC CONSTRUCTIONS AND SOCIAL ACTION IN L2 TALK

SØREN ESKILDSEN
UNIVERSITY OF SOUTHERN DENMARK

Thursday, January 19, 05:45 – 06:45 pm, R110

Addressing the relationship between locally contextualized language use and long-term language learning, this talk is concerned with empirically delineating how certain linguistic expressions are coupled with certain practices of social interaction over time. From this empirical basis I distill the properties of emergent, constructed L2 grammars. I draw on usage-based linguistics (UBL) and ethnomethodological conversation analysis (EMCA) to capture development over time along two dimensions of L2 learning, namely development of interactional competence as evidenced through moment-to-moment microanalyses of interactions (EMCA) and development of L2 constructional inventories as seen through the lens of UBL over time.

The talk refines the usage-based understanding of language as constructions in an embrace of interactional competence (Pekarek Doehler & Pochon-Berger, 2015) by reconceptualizing the linguistic inventory as an array of semiotic resources for carrying out social action. I will show how meaningful language use presupposes an understanding of social practices and that the development of L2 grammars, conceptualized as a matter of appropriating semiotic resources for social action, is subservient to this understanding. Finally, I will propose a revised usage-based framework for conceptualizing such resources in more concrete and particular terms: seeing as constructions are primarily designed and used for and learned as actions in situ, the emergent L2 grammar does not primarily hinge on form-meaning pairings but on action-construction pairings.

SEQUENTIAL AND EXPERIENCED ACTIONS: CONVERSATION ANALYSIS USED TO ADDRESS 'LEARNING'

JOHN HELLERMANN
PORTLAND STATE UNIVERSITY

Friday, January 20, 08:30 – 09:30 am, R110

The use of longitudinal databases by researchers using conversation analysis (CA) has provided a new avenue for comparative analyses especially for CA researchers working with data from instructional settings. Here, the comparison of a participant's language practices at consecutive points in time is also relevant to understanding change in terms of institutional norms. I call this comparative work 'research on learning' and mark learning with single quotes to indicate its problematic nature for researchers using CA due to its history in education and psychology. However, within a worldview oriented to sequential, cause-effect processes, recent CA researchers have examined sequences of interactions within this chronological framework.

Ethnomethodology and CA are well equipped for investigations of learning in all types of settings whether those settings be consecutive instances of a behavior minutes apart or months apart. Such studies can investigate members' natural methods for inquiry and intersubjectivity used to maintain interaction. Using the consistent and rigorous analytic methods to focus on turn construction, turn taking, and sequence, CA has helped redefine learning as something observable and accountable experienced practice, appropriate for that interaction at that time.

To support these claims, I present two sets of excerpts from contexts that differ in the degree to which they are instructional and institutional. One set shows similar instructed action by the same participant months apart; the second, in less-obviously-instructed action minutes apart. These examples illustrate how CA methods uncover learning in two longitudinal contexts. I end by commenting on 1) using different conceptions of time (kairos and kronos –Erickson & Schultz, 1982) to help explain learning and 2) the benefit for CA practitioners to be aware of theories of learning.

INTERACTIONAL COMPETENCE AS EMBODIED PRACTICE

SPENCER HAZEL
NEWCASTLE UNIVERSITY

Friday, January 20, 04:45 – 05:45 pm, R110

An obvious point of departure for the study of dynamically multilingual and intercultural settings may present itself in language use and the linguistic resources drawn on by participants. However, it may be unwise to do so if this is at the expense of other types of resource, especially when participants themselves so obviously appear to consider them relevant for fashioning action. We find participants in co-present interaction drawing on materials from a range of semiotically diverse fields to co-construct social actions within the larger action sequences that make up their activities, and this may be especially relevant in configurations where participants are working in additional languages.

Applied Linguistics research may typically foreground language use in its explorations of interactional competence, but in the visual, kinesic, haptic, olfactory and aural worlds that are at the heart of the field's investigations, interlocutors forage around for whatever resources are at hand in order to appropriate materials to construct meaningful action with their co-participant. The social worlds of people are conducted through embodied practices, constituted through speech for sure, gesture too, but also through the many other ways in which people coordinate their bodies in the spaces they inhabit.

This talk suggests a broader, more holistic understanding of L2 interactional competence could be gained from paying attention to the combination of situated resources that members work up in their interactions, rather than focusing on a single modality such as speech or gesture.

PANELS

INVITED PANEL: LONGITUDINAL INVESTIGATIONS INTO INTERACTIONAL COMPETENCES

CHAIR: TIM GREER
KOBE UNIVERSITY

Thursday, January 19, 11:00 am – 12:30 pm + 02:00 – 03:30 pm, R110

Second language (L2) speakers adapt and develop their interactional competences and practices over time, sometimes as a result of direct instruction, but also during unplanned opportunities for learning and through repeated use of language across a variety of similar situations. In recent years, researchers have begun to use Conversation Analysis and related micro-discourse analytic approaches to examine such episodes of development across time (e.g., Brouwer & Wagner, 2004; Ishida, 2009; Lee & Hellermann, 2014; Markee, 2008; Pekarek-Doehler, 2010). Longitudinal studies and cross-sectional studies in other fields have generally examined data collected over months or years, and some CA studies of interactional development are likewise interested in such broad expanses of time. On the other hand, other studies compare language use across relatively close intervals, including from one conversation to the next, in what might be thought of as a micro-longitudinal approach to talk. This panel will bring together researchers investigating the development of L2 interactional competences across a variety of time spans and contexts in order to discuss the potential for CA to compare changes in interaction and language use across time, and how that can contribute to our understanding of language acquisition and learning in interactional contexts both within the classroom and in non-instructional settings.

Keywords: classroom setting, non-instructional setting, longitudinal studies, development of interactional competence

CHANGES IN THE INTERPLAY OF INTERACTIONAL COMPETENCES: TOPIC SHIFTING IN PEER CONVERSATIONS IN L2 JAPANESE

MIDORI ISHIDA
SAN JOSE STATE UNIVERSITY

Topic shifting (Iwasaki, 1997; Jefferson, 1993; Maynard, 1980; Morris-Adams, 2014; West & Garcia, 1988) is an activity collaboratively done by both the current speaker and the hearer. The present study will examine various ways in which two American students who are taking the same Japanese courses during their study abroad in Japan shift topics in their informal conversations that they video-recorded four times during a period of four months, and explore any changes found in their collaborative topic shifting during the period.

While research on interactional competences of second language (L2) speakers tend to focus on one L2 speaker's competence, the present study will analyze topic shifting as a collaborative activity and uncover a range of ways in which the two L2 speakers contribute to topic shifting, from an abrupt change of topics of after a long moment of silence to smooth transition between related topics. Through the analysis of longitudinally collected data, it will reveal the aspects of L2 speakers' interactional competences that are co-constructed, affect each other, and change over time as they develop their relationship with each other.

LEARNING TO SAY GRACE: A MICRO-LONGITUDINAL STUDY OF INTERACTIONAL COMPETENCES IN A FAMILY-SPECIFIC SPEECH EVENT

TIM GREER
KOBE UNIVERSITY

Children in bilingual families are often called upon to explain social mores and acculturate outsiders into their cultural practices. This study aims to shed light on some of the ways this is accomplished interactionally by observing how a Mexican immigrant family in Australia socialises a Japanese visitor into their family practice of saying grace.

The study adopts a longitudinal Conversation Analytic (Hellerman, 2011) approach to examine the opening sequences of four different meals over the course of the Japanese visitor's three-week stay with the family. By comparing the participants' interaction across episodes, it becomes apparent that the 11 year-old son, Axel, is integral not only in acculturating the Japanese guest, but also in socializing and sanctioning his 5 year-old brother's behaviour with regard to the prayer. Axel employs negative assessments, other-initiated repair and summoning actions to draw attention to the behaviour of these two novice participants, but the subtle ways in which he formulates his turns highlights his pre-existing relationship with one and his emergent familiarity with the other. In the fourth and final video, the Japanese visitor is called on to say grace for the family, providing further evidence of his growing yet incomplete membership in this community of practice.

CONDUCTING RELATIONAL TALK IN SERVICE ENCOUNTERS IN SECOND-LANGUAGE ENGLISH: A 30-MONTH CASE STUDY

SANGKI KIM
UNIVERSITY OF HAWAI'I AT MĀNOA

Relational talk in service encounters serves prosocial and interactional functions, which promote business and organize service encounters (Coupland, 2000; Garzaniti, Pearce, & Stanton, 2011; Maynard & Hudak, 2008). However, the practices used for relational talk have been rarely examined from a developmental perspective (e.g., Ishida, 2011). The aim of the study is to detail how the practices for relational talk develop over time. Utilizing the framework of multimodal conversation analysis (Deppermann, 2013), this study explores customer-initiated relational talk extracted from 79-hour audiovisual recordings of service encounters collected at a convenience store in Hawai'i over a 30-month period. The focal participant is an adult Korean user of L2 English who emigrated from South Korea a year before the outset of the data collection. The results demonstrate an increasing array of practices to align with customers' initiation of relational talk and to co-construct extended sequences of relational talk. The findings contribute to our understanding of the development of practices for relational talk as professional competence.

USING ROUTINE TO SELF-SELECT TURNS: A LONGITUDINAL CASE STUDY OF A YOUNG LEARNER IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

AYA WATANABE
UNIVERSITY OF FUKUI / KOBE UNIVERSITY

Taking self-selected turns in multiparty classroom interaction is one way to show that learners are taking initiatives (Waring, 2011; Garton, 2012). Although previous studies point out the importance of learner initiatives, there are not many research that has focused on how learners take self-selected turns over time. This study aims to document the trajectory of interactional development (Pekarek Doehler & Lauzon, 2015) of a young learner accomplishing a repeated set of social practices. Drawing on the methodological framework of conversation analysis, this study will focus on how self-selected turns are achieved in a particular routine that develops over time. The study examines a collection of a routine sequence: You won or lost, co-constructed between an experienced teacher and young learners in an English as a foreign language classroom in Japan. Audio and video-recorded data of naturally occurring interactions were collected over a period of four years. The preliminary data analysis of instances produced by the focal student shows the use of repetition and gradual use of the vocabulary outside the context of the routine. In the later stage, the student skillfully self-select turns in L2 to display competence and initiate model responses that fit the on-going routine.

“I SAW YOU AT WALMART THIS WEEKEND”: GENERATING TOPIC IN CONVERSATION-FOR-LEARNING

YOUNHEE KIM
NANYANG TECHNOLOGICAL UNIVERSITY

This study examines the development of interactional competence of one L2 English speaker by looking at how the way he contributes to the launch of a new topic changes over time, both in the way he introduces a topic and responds to topic-eliciting moves by the other party. While the ability to manage topics in conversation is crucial in participating in social interaction, finding and launching a mutually orientable topic is an interactional task that requires mutual cooperation. Based on 14 hours of conversation data between one L1 English speaker and two Korean students of L2 English collected over nine months, the study shows 1) how the distribution of interactional work of topic initiation changes over time and 2) how the focal L2 speaker's methods to introduce a new topic change over time.

The study first presents several practices whereby topic is generated and initiated in the current data, which includes using topic elicitors (e.g., “what else is new?”), checking the interlocutor's knowledge of it, offering a noticing comment, offering partial knowledge, etc. Then, it examines the way the focal L2 speaker introduces a topic as well as responds to topic elicitors provided by the L1 speaker along the timeline.

The overall pattern showed a consistent change toward an equal distribution of the topic initiating work between the focal L2 speaker and the L1 speaker, away from the initial pattern of the L1 speaker doing most of topic initiating work. Furthermore, a rather abrupt and speaker-oriented way of introducing a new topic observed initially from the focal L2 speaker showed a gradual change toward more sensitivity to the sequential environment, which in turn, resulted in more effective use of sequential resources available at the moment.

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L2 INTERACTIONAL COMPETENCE AS THE INSTITUTIONAL TARGET OF INSTRUCTION: CHALLENGES IN DESIGNING, IMPLEMENTING AND MAINTAINING INNOVATION

CHAIR: SILVIA KUNITZ
STOCKHOLM UNIVERSITY, RICE UNIVERSITY

Friday, January 20, 10:00 am – 12:00 pm + 01:30 – 3:00 pm, R110

This panel discusses the challenges and outcomes of adopting interactional competence (IC) as the institutional target of instruction in the L2 curriculum; specifically, it focuses on the design, implementation, and maintenance of a research-informed IC-based curriculum in the first two years of university language education. Conversation analytic (CA) research so far has analyzed L2 IC both longitudinally and synchronically in the classroom, in the wild, and in testing environments. However, there is no systematic research on: (a) the design and implementation of IC-based pedagogical material that is informed by CA findings (see however Barraja-Rohan, 2011, and Huth & Taleghani-Nikazm, 2006); (b) the link between IC-based teaching and testing practices in classroom-based assessment; and (c) the revision work to be carried out on such practices for subsequent implementations. Moreover, the design of IC-based materials has so far been the realm of experienced conversation analysts, and has concerned mainly English (e.g., Olsher, 2011a, 2011b; Wong, 2011a, 2011b) and German (e.g., Betz & Huth, 2014). This panel then addresses the following questions: (1) What kind of institutional effort is required to develop an IC-based curriculum that results from the synergy of all relevant stakeholders (e.g., program directors, researchers, teacher trainers, curriculum designers, and teachers) across languages? (2) How can we make CA findings accessible to practitioners (see: Carroll, 2010; Wong & Waring, 2010)? (3) What are the (potential) outcomes of such efforts? In addressing current gaps in research and educational implementation, this panel explores what it might take to build and maintain an IC-based curriculum in university language programs in terms of: institutional diffusion of innovation; materials and curriculum design; teaching and testing; and teacher training. The panel thus contributes insights into how CA research can be applied to IC instruction and program development. The panel consists of 15-minute presentations, followed by discussion.

Keywords: L2 pedagogy; Conversation Analysis; teacher training; curriculum design; L2 testing

DIFFUSING THE INNOVATION OF INTERACTIONAL COMPETENCE AMONG TEACHERS: A CASE STUDY

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¹RICE UNIVERSITY, ²UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

During the last three years, language teaching faculty and researchers at a language center in a small private university in the USA have collaborated in developing, implementing and maintaining a program of curricular innovation, materials development and teaching which involves reorganizing second language instruction in terms of the construct of interactional competence (IC). A key resource that has been used to help teaching faculty understand what this construct means and how it might be implemented in the classroom has been ethnomethodological conversation analysis (CA). In this paper, we therefore revisit the “Who develops what, where, when, why and how?” model of curricular innovation developed by Markee (1997a, b) to examine some of the main outcomes that have emerged from this project at the local level (i.e., the use of CA as a resource to generate IC-focused instruction). We further describe possible paths of development of these changes beyond the local environment of application.

TALK-IN-INTERACTION AS LEARNING TARGET? HOW LANGUAGE IDEOLOGIES AND CURRENT RESOURCES FOR TEACHING METHODOLOGY INFORM LANGUAGE TEACHER TRAINING

CARMEN TALEGHANI-NIKAZM¹, EMMA M. BETZ², THORSTEN HUTH³

¹THE OHIO STATE UNIVERSITY, ²UNIVERSITY OF WATERLOO, ³THE UNIVERSITY OF TENNESSEE

This presentation addresses challenges of integrating IC instruction into the language teaching curriculum. The call for teaching with materials that are specifically informed by Conversation Analysis (CA) is not new (Barraja-Rohan 2011, Betz/Huth 2014, Imo/Moraldo 2015, Taleghani-Nikazm/Huth 2006). However, current implementation efforts face challenges. Our goal is to identify roadblocks in the specific context of language teacher training and to suggest a road-map towards overcoming them.

First, we survey current teaching methodology textbooks (e.g., Brandl 2008, Kumaravadively 2006, Loewen 2014). Methods books provides a useful glimpse into what language is (and what should therefore be taught) from the perspective of teacher educators. Even though action-based conceptualizations of language are not new in language learning/teaching (Bardovi-Harlig/Hartford 1997, Kasper 1997), notions of language-in-interaction rooted in the sequentiality of real-time talk continue to be largely absent in methods books, thus cementing a conceptual blind-spot in the profession.

Second, we discuss common language ideologies (Borg 2003; Wardaugh 1999) that pervade the language teaching profession. Basic assumptions, beliefs, and attitudes of teachers, teacher trainers, and coordinators toward what “language” is (e.g., words and sentence grammar) directly affect goal setting and priorities in the classroom and determine what is, and isn’t, taught. Language ideologies can elucidate teachers’ resistance to integrating interaction patterns as learning targets into the language classroom.

Third, we outline what is necessary to deal with these perceived roadblocks to effective CA-based IC instruction. Teacher training needs to include (1) critical reflection on the impact of language attitudes and teacher cognition, (2) basic training in CA theory and methods, (3) practice in translating interaction research into pedagogical practice. These teacher training elements advance an empirically informed, state-of-the art view on interactional competence, provide teachers with the necessary tools for meaningful, reflexive work with IC materials, and can supplement current methodology textbooks.

TEACHING INTERACTIONAL COMPETENCE: PRELIMINARY FINDINGS FROM THE CHINESE CLASSROOM

SILVIA KUNITZ¹, MENG YEH²

¹STOCKHOLM UNIVERSITY & RICE UNIVERSITY, ²RICE UNIVERSITY

This paper illustrates the outcomes of instruction targeting specific aspects of interactional competence (IC) in a first semester course of Chinese as a foreign language. The design and implementation of IC-based pedagogical material resulted from the collaboration between a conversation analyst and a teacher of Chinese at a US research university. While there is a growing body of conversation analytic (CA) work on the development of non-instructed IC (e.g., Pekarek Doehler & Pochon-Berger, 2015), research so far has given scant attention to the effects of instruction on IC development (see however Barraja-Rohan, 2011; Huth & Taleghani-Nikazm, 2006). The present paper therefore intends to address this gap in CA studies on IC by presenting preliminary findings based on a research project focusing on instructed IC and its outcomes. The research project involved two groups of first semester students: one group received IC-based instruction, the

other one did not. Instruction focused on two aspects of IC: (a) active listenership (defined as the ability to receipt the prior speaker's turn with a variety of responses, including acknowledgement tokens, continuers, and assessments); and (b) repair (specifically, the ability to other-initiate repair in the face of non-understanding and the ability to other-direct a word-search). IC-based instructional tasks included: analysis of naturally-occurring interactions; paired oral tasks; reflection tasks; and self-assessment of students' own interactional abilities. Students in both groups had two one-on-one conversations with Chinese L1 speakers, one in mid-semester and another one towards the end of the semester. Both conversations were video-recorded and analyzed with the theoretical and methodological tools afforded by CA. Overall, preliminary findings suggest that the IC-instructed group was able to accomplish more consistently the targeted interactional practices. To illustrate such findings, sample instructional tasks and assessment tools will be presented, together with data excerpts from both groups of students.

OPENING WITH COMPETENCE AND CLOSING WITH CONFIDENCE: IC IN THE L2 RUSSIAN CLASSROOM

KATE WHITE¹, MIKE FURMAN²

¹RICE UNIVERSITY, ²OHIO STATE UNIVERSITY

In this presentation, we will discuss the creation, implementation, and evaluation of materials for IC-based lesson plans for the L2 Russian classroom. These lesson plans follow the approach to L2 IC instruction currently being implemented within the IC-based curriculum at a US research university. Within this approach, material development typically draws from findings in conversation analysis (CA) studies.

Two IC-based lesson plans will be implemented in fall 2016 in L2 Russian classrooms. Implementation will include phases for instruction, practice, assessment, and self-reflection. This process follows the pedagogical cycle suggested by Betz and Huth (2014), which includes the following steps: reflection (i.e., raising awareness about L1 interactional practices); instruction (i.e., guided analysis of L1 and L2 interactional practices, production, and self-evaluation); and assessment (i.e., of both use and awareness of L2 interactional practices). For example, Betz and Huth (2014) taught students telephone conversational openings through the use of naturally occurring conversational data. For this project the lesson plans will address openings and closings in Russian.

We will show the full cycle of use of these IC-based materials in the L2 classroom, including video clips of classroom implementation, as well as demonstrate how these materials should be revised for future implementations. Because there have been relatively few CA studies on Russian (see: Bolden 2008, 2011, 2012; Furman 2013), there is less existing material to draw from when creating IC-based lesson plans. We will present alternative ways to use and select data samples (including online materials, such as language corpora) and methods for data collection.

EXPERIENTIAL LEARNING IN ACTION: L2 LEARNERS REFLECTING ON THEIR LANGUAGE USE EXPERIENCES

KEVIN GARCÍA CRUZ¹, NIINA LILJA²

¹RICE UNIVERSITY, ²UNIVERSITY OF TAMPERE

While the conversation analytic understanding of language learning as a locally occasioned and socially displayed process is already well established in SLA research, it has only recently been adapted to second

language teaching (e.g. Barraja-Rohan 2011, Wong & Waring 2010). Teaching practices based on CA understanding of learning highlight the importance of participating in various everyday interactions. They also share the idea that learners should be provided with tools to analyze and reflect on the interactions they have participated in. This way, their language use experiences can be nurtured into learning (Wagner 2015).

This conversation analytical paper aims to scrutinize the methods L2 learners use to reflect on interactions they have participated in outside language classrooms. More specifically, the analysis focuses on the linguistic and embodied practices the learners use to: 1) tell about their experiences; 2) identify meaningful moments of language use; and 3) turn these into targets of learning.

The data comes from courses on Spanish and Finnish as second languages. These courses were taught by teacher-researchers who aimed to implement a more socially informed understanding of the development of interactional competence to the course curricula. As part of the courses, the L2 learners participated in various interactions outside the classroom and took part in activities that aimed at raising their awareness of the organization of interaction and the role of linguistic and embodied resources in designing social actions.

In the paper, we will first give an outline of the courses and illustrate some of the pedagogical activities used. After presenting the analysis of the students' reflections, we discuss how the results could be used in designing learning and teaching practices that support the development of interactional competences.

CHALLENGES OF DESIGNING CLASSROOM IC TESTING TOOLS

MICHELINE CHALHOUB-DEVILLE¹, KATHARINA KLEY²

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Without a doubt, the use of interactional resources is important when engaging in effective conversations with other language users. In the past few years, the focus on teaching (Betz & Huth, 2014) and assessing (Ducasse & Brown, 2009) L2 Interactional Competence (IC) has increased. However, what actually is the construct of IC? Based on sample IC testing tools that language instructors at the language center of a U.S. research university have developed and implemented, this presentation intends to discuss one aspect that is crucial in developing IC tests, namely the construct of IC.

From a traditional L2 testing perspective, L2 constructs are considered stable entities that include a homogeneous set of abilities; the context features are predominantly viewed as cognitive. In comparison, a social interaction perspective views language between interlocutors as co-constructed (Kramersch, 1986; Young, 2000) and context as sociocognitive. While a person's abilities and tasks are measured separately following traditional, cognitive testing practices, the sociocognitive approach considers abilities and tasks as inseparable.

Thus, from a sociocognitive testing perspective, L2 constructs are dependent on tasks or context (Chalhoub-Deville, 2009). For the development of tests following a sociocognitive representation of the construct, Chalhoub-Deville (2003) argues to focus on local theories that describe salient abilities in a given context (context-specific features), but also abilities that transfer to other contexts (generalizable features).

In this presentation, we will look at the specifications of a set of IC tests that the instructors at the language center have developed and implemented in their classrooms. Based on the blueprints, we will showcase the linguistic and interactional resources that are context-specific and the ones that are generalizable across contexts. We will also show what kinds of interactions between abilities and tasks have been established in the given tests. Finally, the challenges in developing sociocognitively grounded IC testing tools will be discussed.

A TECHNOLOGY ENHANCED AND REFLECTIVE TEACHER EDUCATION PROGRAMME: IMPLICATIONS FOR TEACHING L2 INTERACTIONAL COMPETENCE

OLCAY SERT, MERVE BOZBIYIK
HUMAN RESEARCH CENTRE, HACETTEPE UNIVERSITY, ANKARA

This presentation reports preliminary findings on the development of novice EFL teachers' Classroom Interactional Competence (CIC), defined as the "ability to use interaction as a tool for mediating and assisting learning" (Walsh 2011, p. 158). The last decade has witnessed a growing body of research on L2 learners' Interactional Competencies, both in (Hellermann 2008; Pekarek Doehler 2010) and outside (Pekarek Doehler & Berger 2015) instructed learning settings (e.g. classrooms). Conversation analytic studies have documented that Interactional Competence (IC) is a co-constructed phenomenon and is observable through participants' moment-by-moment deployment of embodied interactional resources. In instructed learning settings, such resources are enacted by teachers and learners. Recent research (Walsh 2011; Sert 2015) has documented a variety of actions performed by teachers to promote language learning behaviours in classrooms, and there are now attempts to include CIC into the teacher education curricula in EFL (Sert 2015) and Content and Language Integrated Learning (CLIL) (Evnitskaya, Sert, Escobar Urmeneta 2016) contexts.

This presentation focuses on the development of novice EFL teachers' CIC during a 14-week semester in a pre-service teacher education programme. The dataset consists of 22 classroom hours that were taught by 11 novice teachers in Turkey and recorded using a mobile app, VEO, a video tagging observation tool for continuous professional development. The teachers engaged in a reflective cycle based on reflections on self-teaching experiences, mentor guidance, and peer feedback. The data have been analyzed with a combination of conversation analytic and ethnographic methods: (a) CA analyses of classroom interactions; (b) teacher interviews; and (c) stimulated recalls. The findings have revealed that the novice teachers have developed their CIC, as evidenced through their response turns to student utterances and through the questions they ask to promote student participation in L2 interaction. These findings have important implications for language teaching and teacher education.

INDIVIDUAL PAPERS

ACCOMPLISHING PLAYFUL ACTIONS (IN ENGLISH) IN A BEGINNING LEVEL EFL CLASS

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¹UNIVERSIDADE DO VALE DO RIO DOS SINOS (UNISINOS); ²PENN STATE
UNIVERSITY

Friday, January 20, 10:00 – 10:30 am, R107

Being that using English as the medium of instruction is an institutional requirement a number of EFL teachers in Brazil are supposed to meet, our study explores how this requirement ends up shaping student participation as well as teacher responsiveness. Using Conversation Analysis and drawing on 10 hours of video-recorded interactions in a first semester beginning level EFL classroom in Brazil, we specifically look at how learner initiatives in English occur when responses are not called for. In the analysis, we draw on Goodwin's notions of embodied participation framework and contextual configuration to describe how both teacher and students skillfully use a mix of "semiotic fields" (Goodwin, 2000, p.1517) including gestures, eye gaze, body positioning and even singing to make the most of the limited linguistic repertoire available to them. The findings show that the students manage to follow the language policy of the classroom in their bids for the floor using one single word and in doing that, they accomplish different playful actions (e.g. evaluating a book character's appearance). They also show how by aligning and highly affiliating with these initiatives, the teacher helps foster the use of English not simply as the language that has to be spoken, but also as the language that may be used to make the class a more fun one. Potentially, our study sheds light on the organization of talk-in-interaction in EFL beginning level classes and enhance our understanding of how the English-only policy may constrain certain practices and actions, but also enable others.

Keywords: Learner initiatives, playful actions, beginning level, EFL, Conversation Analysis

A MICRO-ANALYTIC STUDY OF EFL LEARNERS' CO-CONSTRUCTION OF IDENTITIES IN CLASSROOM INTERACTION

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²MIDDLE EAST TECHNICAL UNIVERSITY, TURKEY

Thursday, January 19, 11:00 – 11:30 am, R113

SLA has shifted from understanding language learning as a cognitive practice to understanding the social aspects of it. Thus, recently, concepts like social context, identity and classroom interaction have started to be referred to in SLA research agendas. In particular, following Norton's work (1995, 2000, 2013) on identity, a growing body of scholars has focused on the relationship between language learning and identity. However, most of the studies dwelling on learners' identities have used questionnaires, interviews, observations, field notes and narrated autobiographies as data collection tools, that is, the analysis of naturally occurring data in real classrooms is scarce as Wagner (2004) and Block (2007) put forward, especially in EFL settings. Considering identity as 'dynamically constituted' in discourse (Benwell and Stokoe, 2006) and the methodological gap, this study aims to understand how different identity positions are co-constructed in the sequential unfolding of interaction. 55 hours of video-recordings have been collected from an EFL class in a preparatory English program of a private university in Turkey over a 3.5-month period. By taking a conversational analytic approach, this study has revealed how through L2 talk-in interaction two focal learners come to be created as certain beings by assigning positions themselves and being positioned by their peers and teachers in interaction. While one of the focal participants is positioned as the legitimate speaker of the class in interaction, the other one is constructed as a persistent language learner as interaction unfolds. Also, micro-analysis of classroom talk has indicated that in language classrooms, identities dynamically constituted in the interactional organization of the talk play a crucial role in learning opportunities.

Keywords: identity, positioning, conversation analysis

ANALYSIS OF TOPIC MANAGEMENT IN PEER DISCUSSION ACTIVITY IN THE INTERMEDIATE JAPANESE CLASS

ATSUSHI HASEGAWA

UNIVERSITY OF KENTUCKY, UNITED STATES OF AMERICA

Friday, January 20, 04:00 – 04:30 pm, R107

Topic management is one of the critical elements of conversational routines. How topics are initiated, renewed, and shifted has been an important question studied in CA research (e.g., Button & Casey, 1984; Maynard, 1980). However, a focus on to L2 speakers' topic management has begun only recently, and many of these studies examined advanced speakers (e.g., König, 2013; Lee & Hellermann, 2014). As Pekarek Doehler and Pochon-Berger (2015) rightly noted, the development of L2 IC is not simply a transfer from L1. It involves diversification of interactional methods with L2. Being taxed by various linguistic operations, less proficient speakers, such as beginning/intermediate speakers, may particularly have difficulty managing topics in interaction (Nguyen, 2011). It is important to examine how L2 speakers of various levels conduct topic management differently, through which we can look into the process of L2 IC development.

As an exploratory endeavor, this study examines topic management practices demonstrated by intermediate-level speakers of Japanese. The data are comprised of 3 video-recorded group discussion (15 minutes each), called "hanashiai", assigned in a third-year Japanese class at an American university. Hanashiai was designed with the pedagogical intent of shifting students' focus away from the individualistic process of utterance production (cf., Hasegawa, 2010) to the collaborative process of interaction. Thus, the goal of hanashiai was set as a group product, and the students were asked to engage in a quality discussion wherein all members contribute to the exchange and scrutiny of ideas and come up with a shared conclusion or consensus on a given topic.

The data were transcribed with the CA convention (Jefferson, 2004). My analysis will focus particularly on a post-silence position, where the next speaker uses various resources to initiate, renew, or shift topics. In the presentation, I will also discuss implications for activity design.

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Keywords: topic management, Japanese, peer interaction, discussion

BECAUSE-PREFACED STEPWISE TOPIC SHIFT IN AN ONLINE TALK-IN-INTERACTION

ONSUTEE WATTANAPRUCK SUDWAN
TEACHERS COLLEGE, COLUMBIA UNIVERSITY, UNITED STATES OF
AMERICA

Thursday, January 19, 12:00 – 12:30 pm, R107

This study aims to investigate how a stepwise topic shift is initiated by "because" during an online talk-in-interaction.

The data were collected from a one-hour video of a Skype chat in English between two native speakers of Thai, one of whom was the tutor and the other was the tutee. The conversation was a part of the English conversation practice program offered by the tutor who is also an English as a foreign language (EFL) university instructor teaching first language (L1) Thai speaking English language learners (ELLs). The data were transcribed and analyzed using the methods of conversation analysis system developed by Gail Jefferson and modified by Waring (2009).

The analysis reveals that the stepwise topic shift practice is successfully accomplished by the use of because + new topic or focus. That is, once a topic is brought to a potential close, a stepwise topic shift is initiated by because as an introduction token immediately followed by the new topic or focus.

Theoretically, these findings contribute to the understanding of non-native speakers (NNS) interactional competence with a specific focus on topic shift. They project the creativity or ability of English language learners to compensate the lack of transitional devices for topical shift during the talk-in-interaction in the target language. Pedagogically, the findings suggest that more attention should be paid to practice of topic shift in language learning since it is one of the most essential and common practices language learners encounter in every conversation.

Keywords: conversation analysis, Thai speaking English language learners, because, prefaced-stepwise, topic shift

CHINESE CHARACTERS AS A CROSS-LINGUISTICALLY SHARED RESOURCE IN TALK: BRICOLAGE, RECIPIENT DESIGN AND INTERACTIONAL COMPETENCE.

ALFRED RUE BURCH

RICE UNIVERSITY, UNITED STATES OF AMERICA

Friday, January 20, 11:00 – 11:30 am, R113

One of the key aspects of Interactional Competence (IC) is the ability to utilize a variety of resources, including linguistic, embodied and material resources. This study focus on a resource that has not often been considered in research on face-to-face interaction: Chinese characters. Called kanji in Japanese and hanzi in Mandarin, their semantic and morphemic nature provides unique affordances for speakers of the different languages that utilize them when engaged in cross-linguistic interaction, as they constitute a shared semiotic resource that goes beyond being merely Japanese or Chinese. Furthermore, this nature affords for uses beyond writing, allowing also for verbal, embodied and technology-based use in the flow of ongoing talk.

This multimodal conversation analytic study follows Peony, an L1 Mandarin speaker (L2 English) who lives and works in Japan, as she interacts with Japanese L1 speaking friends, focusing on instances of “brush talk” (the writing or tracing of characters; Hwang, 2009), the use of mobile technology to reference or show characters, and other verbal references to them. In many cases, these references occur in repair sequences (Hwang, 2009) and can lead to focus on the Japanese pronunciation of the words as a learning object (Markee, 2008) or other “focus-on-form in the wild” (Kasper & Burch, 2016) activities. The characters’ utility for repair 1) illustrates and reinforces the importance of bricolage (Levinson, 2006), or the situated drawing together and use of various resources in order to achieve and maintain intersubjectivity, and 2) draw attention to the roles that category bound expectations (i.e. the knowledge a speaker of Japanese or Mandarin could be expected to have of kanji/hanzi) play in how participants use these resources to design their repair contributions for their recipients. As such, this study brings to light some underexplored facets of IC in Japanese as an L2 talk.

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Keywords: Conversation Analysis, Chinese characters, Japanese as an L2, bricolage

COLLABORATIVE LEARNING IN DEVISING THEATRE REHEARSAL

MARJO HELENA SAVIJÄRVI
UNIVERSITY OF HELSINKI, FINLAND

Thursday, January 19, 04:00 – 04:30 pm, R107

Using the method of Conversation Analysis, the study investigates how young adults develop their linguistic and professional skills in Devising Theatre rehearsal. Devising is a form of theatre where the script originates from collaborative work (Oddey 1994). The rehearsals take place in a theatre project, called URB Summer Job. It offers a job for the participants and produces a performance for Helsinki Urban Art Festival. The director is a professional but the participants do not need to have any previous experience in acting.

The participants of the Summer Job are both first and second language speakers of Finnish. Focusing on the second language speakers, current study analyzes sequences that provide opportunities for language learning. The analytic focus is on cases where appropriate use of a linguistic item is highlighted, e.g. by word search or repair. The analyses reveal the tight connection of verbal and embodied resources used within these sequences. The study sheds light on the collaborative nature of learning processes and shows that learning of language and professional skills are tightly connected and an inherent part of the rehearsing activities.

The study is part of a larger project Art as work and working tool that investigates and develops the Summer Job. The collaborative work of artists and researchers in the project aims at sharing knowledge and drawing on one another's skills in interactional research and performing arts (cf. Hazel 2015). The data have been collected by videotaping the rehearsals with three cameras during two summers; in 2014, one day a week, and in 2015 two days a week.

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Keywords: collaborative learning, devising theatre, embodiment

COLLABORATIVE TURN CONSTRUCTION AS AN INDICATOR OF INTERACTIONAL COMPETENCE IN PAIRED SPEAKING TESTS ACROSS DIFFERENT PROFICIENCY LEVELS

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HACETTEPE UNIVERSITY, TURKEY

Thursday, January 19, 02:00 – 02:30 pm, R107

Recent research on talk-in-interaction has highlighted the role of the listener and collaborative talk in creating mutual understanding and intersubjectivity (Gardner, 2001; Xu, J., 2014). Such findings feed into the relationship between interactional competence and the ways listenership is demonstrated by interlocutors to create mutuality in (L2) talk (Dings, 2014; Sert, 2016). This relationship has informed interactional research that investigates L2 users' talk-in-interaction in proficiency assessment contexts (Galaczi, 2014; Sandlund & Sundqvist, 2016). Paired speaking tests as one type of oral proficiency interview, are considered as an effective assessment tool because interactional skills can be observed with their help (Nitta & Nakatsuhara 2014, Galaczi 2014).

The current study aims to present preliminary findings based on the analyses of a database of transcribed pair speaking tests collected in a higher education setting in Turkey. Using Conversation Analysis and drawing on 45 paired tests (5 minutes each), I specifically focus on how students show alignment and listenership across different proficiency levels; namely B1, B1+ and B2 (CEFR). Although alignment entails different features of interaction, this study focuses on how students co-construct collaborative turns in paired speaking tests. Based on a research gap that turn completions have not been specifically focused in test environments, the study will examine the interactional resources related to alignment demonstrated by L2 speakers' collaborative completions. The results indicate that higher level students tend to complete each other's turns by using diverse interactional resources such as correcting their errors and asking confirmation questions. Furthermore, the majority of completions occur within a word search sequence, which can have significant implications for assessing L2 speaking proficiency in Turkey and beyond. It will also be argued that the interactional resources that have been revealed can feed into pedagogical practices in L2 classrooms, in a way that can facilitate the teaching of L2 IC.

Keywords: Interactional Competence, Paired Speaking Test, Alignment in L2 Interaction, Collaborative Completion

CONSTRUCTING INTERACTIONAL INCOMPETENCE: FINDING REASONS FOR REFUSAL TO PARTICIPATE

ERIC HAUSER

UNIVERSITY OF ELECTRO-COMMUNICATIONS, JAPAN

Friday, January 20, 10:00 – 10:30 am, R113

If second language (L2) interactional competence, as constructed by participants in and through interaction, is a useful analytic concept, then it should be possible to find cases of one or more participants in interaction being constructed as interactionally incompetent. This presentation focuses on a single case analysis of the possible construction of interactional incompetence. The case has been transcribed based on conversation analytic conventions and is analyzed through sequential analysis incorporating multiple semiotic modes, primarily talk, gaze, and gesture. The analyzed case comes from a video-recorded L2 English discussion task in an English class at a Japanese university. All participants in the discussion task are first language users of Japanese. In the analyzed case, one participant repeatedly tries to elicit an opinion related to the current discussion question from another participant. This second participant, though, persistently refuses to articulate an opinion and resists being drawn into the interaction. This lasts for over two and a half minutes before the first participant explicitly abandons his attempts to elicit an opinion and proposes moving on to the next discussion question. The participant who persistently refuses to articulate an opinion never accounts for his this refusal. However, two other participants, including the one who attempts to elicit an opinion, provide several reasons for the refusal, including that English is too difficult, that the teacher would get angry if the student used Japanese, and that this participant has no opinion. By not contesting these reasons, the refusing participant implicitly accepts them as valid. These proposed reasons are related either to being able to use English and/or to engage in a task which involves articulating opinions. By proposing these reasons and implicitly accepting their validity, all three participants construct the refusing participant as interactionally incompetent in this L2 discussion task.

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Keywords: interactional incompetence, conversation analysis, multimodal analysis, single case analysis

'EAT, PLEASE!': LEARNING HOW TO GIVE DIRECTIVES IN A SECOND LANGUAGE CAREGIVING SETTING

KLARA SKOGLMYR MARIAN
UNIVERSITÉ DE NEUCHÂTEL, SWITZERLAND

Thursday, January 19, 04:30 – 05:00 pm, R110

This conversation analytic study investigates the development of directive-giving practices in a second language caregiving setting, with a focus on the caregiver. Directives are actions whereby one participant tells another to do something (Craven & Potter 2010); they project compliance and “construe the speaker as highly entitled to change the recipient’s behavior” (Drew & Couper-Kuhlen 2014: 14). In family interaction, directives are particularly frequent, and do not constitute dispreferred actions as they often do in other settings (Goodwin 2006; Goodwin & Cekaite 2014). We know that directives may be produced through a variety of interactional resources and linguistic formats, but the existent research on L2 development of directive-giving practices is scarce. This study documents how Vicente, a low proficiency (A1 level) learner of L2 French, develops his directive-giving practices during approximately 3 months as an au-pair in a bilingual French and Swiss-German speaking host family. The data consist of audio recordings of interactions between Vicente and the host family, and the analysis focuses on the interactional resources used by Vicente in giving directives to the two children. The documented practices are also compared to the practices observed with more advanced L2 speaker au-pairs in similar environments. Preliminary findings indicate that Vicente first produces directives primarily through repeated summons and simple imperatives such as “assieds-toi” (‘sit’) and “mange” (‘eat’), usually with marked prosody. Eventually, the use of declarative constructions and more complex negotiation sequences occur. The use of declaratives and the overall diversification of interactional resources concur with the practices observed among the more advanced L2 au-pairs and the host family parents. The documented change in directive-giving practices may be seen as part of both a general development of an L2 grammar-for-interaction, and the process of learning how to become an interactionally competent caregiver in an L2.

Keywords: Directives, caregiving interaction, L2 learning, interactional competence, conversation analysis

ENVIRONMENTALLY COUPLED LEARNING STRUCTURES & OPPORTUNITIES IN A SOCIOCOGNITIVE APPROACH TO SLA

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HANAKO OKADA⁴

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⁴SOPHIA UNIVERSITY

Friday, January 20, 10:30 – 11:00 am, R113

A sociocognitive approach to SLA posits that cognition and sociality are not separable phenomena, but instead are integrated in that human cognition exists to embed us in our ecosocial worlds. Cognition is therefore reconceptualized as "adaptive intelligence" (Atkinson, 2012).

The concept of alignment (Atkinson, et al., 2007) is central in a sociocognitive approach. How sociocognitive actors ongoingly position themselves/are positioned vis-à-vis their ecosocial environments is therefore the focus of this approach.

The study presented here investigates how a Japanese study-abroad student in Finland aligns moment to moment with her human and non-human environment in a cooperative baking activity, thus using and being afforded access to the (English-) language tools conventionally associated with performing that (particular instance of) social action. Multimodal interaction analysis (e.g., Goodwin, 2013; Norris, 2004) is conducted to show how speech, environmentally coupled gestures (Goodwin, 2007), space, and human-designed tools and affordances including cooking implements, written recipes, tables, chairs, and even the video camera by which the interaction was recorded work to provide crucial structures and opportunities for second language learning.

In short, we attempt to sketch how language learning may take place via moment-to-moment participatory social action--how the ambient environment richly supports and enables such learning, rather than learning being a process of (merely) brain-bound internalization and restructuring.

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Keywords: second language acquisition, interaction, learning, participation

EQUITY IN THE ASSESSMENT OF INTERACTIONAL COMPETENCE: RATER INCONSISTENCIES AND INTERACTIONAL ORGANIZATION

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Friday, January 20, 03:30 – 04:00 pm, R113

For language assessment to be fair and equitable, it is central that raters/teachers interpret and apply grade criteria similarly. A well-documented problem for L2 assessment is test score variation attributable to rater factors (e.g. Lumley & McNamara, 1995). As for assessing L2 interactional competence (IC) (Hall & Pekarek Doehler, 2011; Ross & Kasper, 2013), linking test-taker conduct to IC-relevant criteria and achieving equity across tests is a challenge, particularly since raters assess test-takers individually on a co-constructed accomplishment (cf. He & Young, 1998). In this paper, we address some challenges of IC assessment through an interactional lens, aiming to unearth some issues underlying diverging rater assessments of linguistic and interactional competence. Data consists of 71 recordings from the national test of L2 English in Sweden (paired/small group tests) and assessments by the test-takers' teacher and two external raters, all three raters using criteria issued by the National Agency of Education (interrater reliability: $r_s = .787^{**}$, $.836^{**}$, and $.872^{**}$; Cronbach's $\alpha = .942$). All test-takers who were assigned grades differing by at least two grade steps (A–F) by at least two of the raters were identified, yielding a sub-corpus of 31 test-takers in 23 test recordings. With a conversation analytic approach, these recordings were analyzed sequentially in search of explanations for why particular test-takers were assessed so differently by raters. Findings point to a range of issues that may have tapped into individual raters' particular preferences or notions of IC, such as test-takers' display of appropriate moral stances, the use/non-use of explicit turn allocation devices, and the relative talkativeness of interlocutors. The study raises some questions as to the feasibility of equity in assessment of L2 interactional competence, and it is argued that rater training informed by studies on the interactional organization of L2 tests would be desirable.

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Keywords: Equity, assessment, conversation analysis, L2 oral proficiency, test

FROM INDIVIDUAL TO INTERACTIONAL: FLUENCY RESOURCES IN FINNISH LEARNERS' L2 ENGLISH DIALOGUES

PAULIINA PELTONEN
UNIVERSITY OF TURKU, FINLAND

Friday, January 20, 02:30 – 03:00 pm, R107

According to the current, psycholinguistic view of L2 fluency, flowing speech is a reflection of smoothly running, underlying cognitive speech production processes. In line with the focus on the individual, L2 fluency studies have predominantly relied on monologue data, paying less attention to the use of fluency-related features in interactional settings. When dialogues are examined, viewing fluency solely as an individual's ability is no longer sufficient: in addition to keeping the flow of talk going within one's own turn for example by avoiding long pauses, fluency must also be maintained across turn boundaries collaboratively.

The present study addresses interactional competence from the perspective of L2 fluency. Fluency is examined from an interactional, problem-solving point of view, with focus on the means learners use for maintaining fluency despite different kinds of problems. The study introduces a Fluency Resources framework, where two types of problem-solving mechanisms are considered resources that help in maintaining the flow of speech: stalling mechanisms (e.g. filled pauses and repetitions) are used to cope with processing time pressure and communication strategies (e.g. paraphrases) aid in overcoming lexis-related problems (see Dörnyei & Kormos 1998).

I will briefly discuss general tendencies regarding Finnish learners' use of fluency resources during problem-solving tasks completed in L2 English (8 pairs of ninth graders, 15-year-olds; 13 pairs of upper secondary school students, 17–18-year-olds). Preliminary results suggest that upper secondary school students use more discourse markers, smallwords and repetitions than ninth graders to facilitate fluency. The main part of the talk will consist of presenting the qualitative analysis of selected pairs' interaction, illustrating how learners use various resources to maintain fluency both individually and collaboratively.

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Keywords: fluency, communication strategies, oral proficiency

INTERACTIONAL COMPETENCE AND SOCIAL IDENTITY IN AN L2 CLASSROOM: EMIC AND ETHIC PERSPECTIVES

ASTA CEKAITE
LINKÖPING UNIVERSITY, SWEDEN

Thursday, January 19, 11:30 am – 12:00 pm, R113

The present study examines how children develop interactional competence in L2 (Swedish) in L2 classrooms. Data were collected in a language immersion classroom for 7-10 year old nonnative children (e.g. refugees), who had recently arrived in Sweden, and who had no Swedish language skills at the outset of the school year. Data includes video-recordings of children's everyday interactions (with teachers and with peers) collected over a period of a school year. The analytical methods adopted combine a CA approach to everyday L2 interactions with ethnographic fieldwork of language socialization within a classroom community.

The analysis concern two 7-year old girls (a Kurdish and a Thai girl) learning trajectories and presents a longitudinal account of their interactional competences developing and developed in teacher-student interactions. By examining the two students' interactional and linguistic competences, and their social identities, ascribed to them by the teachers and peers, the study demonstrates that there is a common set of interactional features (turn-taking, topical coherence) that characterizes interactional competences relevant for L2 speakers' multiparty conversational participation. For instance, the analysis shows that the L2 novices started off by using simple summons and nonverbal actions, and during the school year, they broadened the range of their interactional resources for launching conversational initiatives (e.g., they joined on-going multiparty conversations, attuned to turn-taking procedures and produced thematically coherent contributions designed to be ratified by others). At the same time, the analysis also shows that the students were ascribed somewhat contrasting social identities (as successful or unsuccessful students) on the basis of their conversational participation. The presentation discusses how emic and ethic perspectives on interactional competences can be deployed to methodologically examine and theoretically discuss the concept of interactional competence.

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Keywords: interactional competence, classroom interaction, longitudinal study, children, teacher-student interaction

INTERACTIVE ORGANIZATION OF HELP IN PEDAGOGICAL ONLINE CONVERSATION

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ENS DE LYON / ICAR, FRANCE

Friday, January 20, 04:00 – 04:30 pm, R110

Our presentation is concerned with the social organization of help sequences on an online platform designed to assist the development of oral communication skills in French. The corpus is constituted of interactions between a french teacher in Lyon and one or two french language learners in Dublin.

Our research aims to analyze the complexity of help sequences accomplished during the pedagogical conversation. Help sequences are considered as co-constructed by both teachers and learners and as a socially distributed cognition in the in situ interaction (Drew, 1995; Schegloff, 1991). Therefore, help sequences are not only indicative of 'the embeddedness, the inextricable intertwinedness, of cognition and interaction' (Schegloff, 1991: 152) but also of the complexity of learning/teaching-in-interaction (Seedhouse et al., 2010). Moreover, a technological synchronous environment creates another level of complexity which is related to the appropriation of the platform. This point complicates the development of a L2 interactional competence (Pekarek-Doehler, 2015; 2006)

In this perspective, we focus our analysis on the conversational and technological achievement of a shared meaning of the pedagogical situation; accomplishment is indeed embodied through specific didactic activities (Seedhouse, 1997) and a technological device which is considered by the participants both as a resource for the interaction (Colón de Carvajal, 2010) and as a constituent part of the interaction (Suchman, 1987).

This study allows us to: a) to account for help practices in a synchronous formation device online and understand them in situ; b) to how the reflexive relationship between pedagogy, interaction (Seedhouse, 2007) and technology ; and c) to propose recommendations to guide an online language teacher in the establishment of a help approach inspired by conversational analysis.

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Keywords: help, interaction, technology, online teaching

L2 LEARNERS' USE OF MULTISEMIOTIC RESOURCES IN CLASSROOM PARTICIPATION

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Friday, January 20, 11:00 – 11:30 am, R107

Based on a conversation analytic study of ESL classroom interactions at a North American English language program, this paper examines the practices of adult L2 learners in their embodied participation in classroom activities. Using video-recorded data collected over the course of one semester, we specifically focus in this paper on two hours of an intensive English language classroom session. We analyze L2 learners' use of multisemiotic resources to seek and bid for the teacher's attention. Some notable solicitation strategies for teacher attention include gaze, clearing throat, gesture, repetition of words, and accompanying nonverbal action with speech. Based on these observations, we conclude with the following assertions: 1) Nonverbal conduct serves as an effective strategy for L2 learners to actively participate in classroom activities; 2) when participating in classroom activities, two different practices occur: Seeking the teacher's attention in the first pair part of interaction as opposed to bidding for the teacher's attention in the second pair part of interaction; and 3) when speakers fail to successfully solicit and secure the teacher's attention, they upgrade their solicitation strategies by employing more multisemiotic resources. By engaging in a complex set of interactional work, L2 learners thus display their interactional competence in their L2. This study contributes to the broader understanding of the various interactional resources available to L2 learners and how they employ them in their talk-in-interaction. By mutually orienting to each other and paying heightened attention to their talk-in-interaction, L2 learners utilize different nonverbal and verbal tools that are closely tied to the context in which the interaction occurs. This further shows how different modes of organization of turn-taking practices create opportunities to participate in a multi-party interaction.

Keywords: multisemiotic resources, L2 classroom interaction

LEANING FORWARD AS A RESOURCE FOR REPAIR

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Friday, January 20, 01:30 – 02:00 pm, R113

The practices through which participants in social interaction deal with problems of hearing and understanding what others have said or done have a long and well-documented tradition in the CA literature. The majority of these studies look at participants' verbal and vocal resources for initiating and accomplishing repair, respectively. More recently, as part of what has been described as an embodied turn in interaction research (Neville, 2015), an increasing number of studies have described participants' bodily conduct during repair sequences. On the one hand, studies have looked at how gestures and other types of bodily conduct may initiate repair in and of themselves (Mortensen, 2012, 2016; Pajo & Klippi, 2013; Seo & Koshik, 2010) or as part of the linguistic turn (Rasmussen, 2014). On the other hand, studies tend to look at one set of resources such as specific gestures of facial mimics (but see Kääntä, 2010; Seo, 2011). In this paper, we add to this line of research by describing a particular bodily movement, that of leaning forward, during repair sequences. Using CA, our analysis focuses on L2 settings and includes excerpts from both the language classroom and beyond ('in the wild'). We show how leaning forward can work as a stand-alone resource for repair initiating as well as be just one component of a repair initiation. In this way, it describes a specific practice, and the combined resources used to do so, for second language users for initiating repair. The presentation discusses what kind of interactional problem leaning forward alludes to.

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Keywords: CA, repair, classroom interaction, bodily conduct

LEARNER AGENCY IN THE WILD - SELF-INITIATED LANGUAGE LEARNING SEQUENCES WITHIN AUTHENTIC ACTIVITIES

SALLA KURHILA, LARI KOTILAINEN
UNIVERSITY OF HELSINKI, FINLAND

Friday, January 20, 01:30 – 02:00 pm, R107

In this paper, we will focus on learning opportunities created by language learners in out-of-classroom activities. Building on and adding to the research on learning-in-interaction, we will investigate computer-aided cooking sessions by students learning Finnish in different Finnish universities. The data consist of videorecordings of 28 student pairs who prepared a dish according to the instructions given by a computer within the project LanCook. As our interests lie in situated language learning as it unfolds moment-by-moment in interaction, our main methodological tool is conversation analysis.

The data show that even though the participants are engaged in cooking activities, they are adding a linguistic layer into the cooking sessions. That is, even though the participants could understand the instructions sufficiently to know what they should do next in the recipe, they orient to the linguistic items that they hear in the instructions by e.g. repeating the items. By so doing, the learners create a pedagogical dimension in their interaction and display agency in their language learning: they exploit the affordances offered by the learning environment and themselves define their learning goals.

We will discuss three ways in which the learner agency is manifested in the data: how the learners repeat linguistic items, perform repair on them, and introduce new learnable items in the conversation. In all of the cases learners do more than would be necessary for simply completing the task. Moreover, we will argue that the fact that the participants use each other as a resource (i.e. their peer interaction) and the authenticity and goal-orientedness of the activity contribute to the increased agency of the learners.

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Keywords: learning-in-interaction, situated learning, conversation analysis, learner agency

LEARNING HOW TO ASK IN CLASSROOM: LONGITUDINAL PERSPECTIVE ON STUDENT-INITIATED QUESTION SEQUENCES

NIINA LILJA
UNIVERSITY OF TAMPERE, FINLAND

Thursday, January 19, 12:00 – 12:30 pm, R113

Building on recent CA-SLA research on interactional competences as co-constructed and sensitive to the contingencies and material ecologies of interaction (see e.g. Hall, Hellermann & Pekarek Doehler 2011) this paper analyses student-initiated question sequences in mathematics classrooms in which the students are L2 users of the language of instruction (Finnish). The analysis is based on longitudinal data and focuses on changes in 1) the grammatical, lexical and embodied resources the students draw on to ask questions and in 2) how the students position their questions sequentially and with relation to the ongoing activity.

The data consist of 61 lessons of mathematics that have been videotaped from one group of students during two school years. The students are young adult immigrants who have moved to Finland in the final years of the compulsory education, at the ages of 15–18, and who attend the Finnish comprehensive school in order to qualify for upper secondary or vocational studies. The method of analysis is multimodal CA.

The results show how students' grammatical resources for designing their turns as interrogatives become more diversified over time. In addition, the analysis shows that the students develop techniques for timing their questions more precisely. The appropriate timing contributes to making the questions more specific in what they target, i.e. whether they seek for clarification for subject contents or show trouble in understanding e.g. the language of instruction. The observations will be discussed in relation to the question of how linguistic and interactional competences are interrelated (see Pekarek-Doehler & Pouchon-Berger 2015).

Keywords: learner initiations, interactional competence, second language, question

LEARNING TO DO SELF-PRESENTATIONAL RESPONSES OVER TIME IN ENGLISH AS A SECOND LANGUAGE

ANNE-MARIE BARRAJA-ROHAN
MONASH UNIVERSITY, AUSTRALIA

Thursday, January 19, 04:00 – 04:30 pm, R110

This paper presents a longitudinal study from a conversation analytic perspective using a multimodal approach to examine three spoken interactions of an adult Japanese university exchange student, Akiko. She was videoed interacting in English as a second language in “conversations for practising English” in dyadic and triadic situations with two Australian native speakers of English. In particular, she regularly conversed with John whom she met outside the study. This study examines changes in Akiko’s second language interactional competence by exploring how she gradually produced expanded responses to self-presentational questions. This type of questions occurs in first encounters and usually generates a sequence whereby the answerer produces an expanded response (Svennevig, 1999). The aim of these questions is to find common ground to engage in topical talk. In her first interaction with John, Akiko mostly remained a listener and when answering self-presentational questions, she did not naturally expand and John engaged in active co-construction to achieve a more comprehensive response. This pattern still occurred two months later when she interacted with John for the second time. Five months later, self-presentational questions re-emerged when Akiko interacted with John and a newcomer. This time Akiko produced expanded responses (after clarifying a misunderstanding), which shows that learning occurred at a subtle interactional level (Nguyen, 2011).

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Keywords: conversation analysis, self-presentational sequences, L2 interactional competence

MULTICOMPETENCE IN ACTION: ENGLISH DURING GROUP-WORK IN THE FRENCH GERMAN-L2 CLASSROOM

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Friday, January 20, 03:30 – 04:00 pm, R107

The idea that multilingual speakers, who have a repertoire of different languages and a rich experience of language learning at their command, differ from monolingual L2-learners, has been controversially discussed by psycho- and cognitive linguistic research for quite some time now (e.g. Cenoz & Jessner 2000). Although interactional research has been conducted on the ways multilingual speakers make use of their linguistic repertoires when learning an additional language, this research has been limited to rather specific settings (e.g. Mondada & Gajo 2000; García & Wei 2014). And the question of how multilingual learners tap into their linguistic resources when learning an additional language in official school contexts has rarely been tackled from an interactional, ethnomethodologically oriented point of view.

In my presentation, I focus on students' use of English – a language they have not officially learned yet – in task-processing during group work which is supposed to be conducted in German. Analyzing videotaped interactions in 6th grade German-L2-classrooms in the French speaking part of Switzerland by applying multimodal interaction analysis (Goodwin & Cekaite 2013), I reconstruct how English is used, how it is embedded in, or separated from, German and French, what interactional tasks are thereby accomplished, and what stances students take towards the use of English in these contexts. I thereby also demonstrate how students construct multilingual spaces in these often predominantly mono- or, at best, bilingual language learning settings.

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Keywords: German-L2, Multilingualism, English-from-below

ON L2 INTERACTIONAL COMPETENCE OF PRIMARY GENERALIST TEACHERS : A CROSS-COMPARISON IN FRENCH-SPEAKING LAUSANNE

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UNIVERSITY OF GENEVA, SWITZERLAND

Thursday, January 19, 04:00 – 04:30 pm, R113

This paper is part of my ongoing PhD thesis and my goal is to sketch a L2 interactional competence model for primary generalist teachers teaching young learners between 8 and 10 in French-speaking Lausanne. Primary teachers play a pivotal role in creating learning opportunities for young learners in a second language (Cameron, 2001). However, primary generalist teachers in French-speaking Lausanne are often reluctant to use L2 German in classroom discourse due to negative perceptions related to their linguistic insecurity (Roussi & Messin, 2011) and competing L2 language-teacher selves (Kubaniyiova, 2009). To provide adequate input to young learners (Wode, 2009), they heavily rely on L1 French to reinforce L2 comprehension (Turnbull, 2009). What are the characteristics of L2 interactional competence of these teachers? How does this competence affect acquisition of L2 German interactional competence in learners? Our research participants are 8 student teachers finishing their teaching practicum. We used a mixed-method case-study design (Yin, 2013) involving scaled self-rating questionnaires, direct observations of teaching sequences and post-lesson self-confrontation interviews. Data from questionnaires show that certain teachers perceive themselves as failed natives (Cook, 1999) whereas others see themselves as successful L2 German users (Cook, 2004). Conversational analysis of video-recorded observational data and post-lesson interviews reveal that most teachers focus exclusively on linguistic resources and do not take into account prosodic, sequential and non-verbal resources as components of their L2 interactional competence (Hall & Doehler, 2011). Results from this dataset also reveal that the inclusion of a communicative learning outcome in the instructional design helped teachers foster acquisition of L2 interactional competence in their young learners. We argue that a model of L2 interactional competence of teachers is incomplete without the inclusion of such paraverbal resources as gaze, gestures and posture, all linked to the social dimension of classroom discourse (Hall, 2012).

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Keywords: L2 interactional competence, linguistic insecurity, linguistic resources, paraverbal resources, L2 language teacher self

ON POSSIBLE INSTRUCTIONAL ACTIONS AND ACTIVITIES IN SECOND LANGUAGE INTERACTIONS

YUSUKE ARANO
CHIBA UNIVERSITY, JAPAN

Thursday, January 19, 04:30 – 05:00 pm, R107

As illustrated in Firth and Wagner (1997, 2007), interaction itself is a way for participants who speak language X as a second language (L2) to be socialized. It is possible that the participants may learn new lexical and/or phonetic items through and within interactions. However, “situated” instructions do not necessarily occur every single moment, inasmuch as these interactions do not orient to instruction per se. In other words, there is still no answer as to how participants in L2 interactions engage in “possible” language instruction.

The aim of this presentation is to investigate, by ethnomethodology and conversation analysis, what practices can be ascribed to a possible instruction action/activity in L2 interactions (Garfinkel 2002; Schegloff 2007). The study first describes how and when the participants orient to “appropriate L2 use,” focusing on a phenomenon called “post-other-correction repeat,” in which a speaker repeats the corrected item by an operation on his/her “first try,” based upon an analysis of other-correction. As a sequel to the descriptions, correction is seen as a possible instructional action that demonstrates a publicly (normatively) available object for evaluating a post-other-correction repeat. If so, the post-other-correction repeats follow instructions by “consult[ing] [the normativity] in evaluating as correct or incorrect those operations which ought to confirm to it” (Backer & Hacker 1984: 297). The study will then approach what practices coordinate the instructions and following instructions by comparing examples contain similar sequence-structures but orient to different activities, thereby investigating concepts of instruction as an achievement and as a process in L2 interaction.

The data examined are video-recorded non-institutional ordinary interactions where English/Japanese are spoken as L2. There is a wide range of L2 proficiencies of Japanese and English in the data, and participants are from Austria, China, England, and Japan, to name a few.

Keywords: Instruction, English, Japanese, correction, achievement/process

PEER TO PEER CONVERSATIONS IN AN ESL CLASSROOM: A LONGITUDINAL ANALYSIS

PASCALE MANOILOV

UNIVERSITÉ SORBONNE NOUVELLE-PARIS 3, FRANCE

Friday, January 20, 02:00 – 02:30 pm, R107

This research explores the potentialities of peer interaction in an ESL classroom in France. It focuses on how to implement communication strategies so as to promote more complex conversation patterns than in student-teacher interactions. If students can be trained to use negotiation for meaning and strategies that enable them to develop more substantial and efficient conversations, communication skills in the foreign language will be enhanced.

This longitudinal study is based on peer interactions between French learners of English in a secondary school, who perform an information gap task (Ellis, 2003) followed by a reach-an-agreement task. 48 lower intermediate students (36 for the test group and 12 for the control group) were filmed at the beginning and at the end of the school year. The verbal and non-verbal outcome was transcribed on CLAN and ELAN and analysed using a Conversation Analysis method (Sacks, Schegloff & Jefferson, 1974).

Using grounded theory methodologies (Strauss & Corbin, 1990), I singled out and analysed the sequences of negotiation for meaning among which were instances of achievement strategies (Nakatani, 2005).

These examples were presented to the test group as part of an initial training to develop their awareness on how these strategies could improve their conversation skills. Weekly activities over a period of six months were then implemented to enable students to practice spoken interactions in varied contexts. The achievement strategies were constantly reminded and were supported by a large amount of linguistic input. In the meantime, the control group was taught as usual with no specific training.

According to the preliminary results of this multi-stage protocol, not only did the participants in the test group gain in confidence while interacting with others, but their communicative effectiveness also increased, i.e. they improved their ability to overcome communication problems and to express what they meant more extensively.

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Keywords: SLA, Peer interaction, Communication strategies, Task-based teaching, Multimodality

PREEMPTING UNDERSTANDING PROBLEMS IN L2 INTERACTION – DOES IT HELP?

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UNIVERSITY

Thursday, January 19, 05:00 – 05:30 pm, R107

Many qualitative studies in the field of Conversation Analysis (CA) have identified conversational practices oriented to pre-empting understanding problems in second language interaction (e.g. Kasper & Ross 2007, Kurhila 2006, Svennevig 2010). The current study attempts to measure the success of such strategies by quantifying the amount of pre-emptive practices and occurrences of actual understanding problems in a corpus of L2 conversations. The data come from a corpus of 17 simulated emergency calls, in which a native speaker acting as an emergency operator instructs a second language speaker acting as a caller how to put a doll (representing a patient) in recovery position. Since the conversations are staged and deal with the same task in all cases, they lend themselves to quantitative comparison.

A set of four well-established preemptive practices are operationalized and coded in the corpus, namely lexical simplification, left-dislocation of new referents, reformulation, and splitting complex information up into several shorter intonation units. The use of such preemptive practices is then correlated with a measure of success of the instruction. Successful instructions are ones where the callers carry out the requested action correctly without displaying any problem of understanding. Unsuccessful instructions are ones where they initiate repair of understanding or carry out a different action than they were instructed to. The correlation of these two measures allows us to assess whether the presence of preemptive practices is associated with a lower number of manifest understanding problems. Preliminary results indicate that there were fewer instances of understanding problems in instructions that included preemptive strategies than in those that did not. In addition, there was a clear cumulative effect of the strategies, so that the more preemptive strategies were used in a single instruction, the less likely it was that an understanding problems would occur.

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Keywords: preemptive practices, understanding, reformulation, simplification

RECONSIDERING THE ROLE (S) OF A MINIMAL RESPONSE TOKEN THROUGH PEDAGOGY AND EMBODIMENT: A SECOND LANGUAGE TEACHER'S DEPLOYMENT OF "MM HM" IN THE IRF

UFUK GIRGIN
NEWCASTLE UNIVERSITY, UNITED KINGDOM

Thursday, January 19, 04:30 – 05:00 pm, R113

This study investigates a second language teacher's systematic deployment of a bi-syllabic response token (i.e., Mm hm) (Gardner, 2001) in the IRF (Mehan, 1979; Sinclair & Coulthard, 1975) sequences. The deployment of this non-lexical token in ordinary talk is claimed to indicate passive reciprocity, which helps co-participants go further through the course of talk (Jefferson, 1983), or weak acknowledgement (Gardner, 1997), whereby it confirms the on-going talk as valid and agreeable. As it is claimed to be a "non-content turn preface item" (McCarthy, 2003), it doesn't initiate new turn content because of its non-interfering stance, nor does it project any "speakership continuation or change of activity or topic" (Gardner, 1997, 1998, 2001). Using conversation analysis as well as employing a multi-modal approach, the study aims to understand if it plays some different roles than described in ordinary talk when deployed in second language classroom interaction, where pedagogy plays an important role, identifying the core uses and core forms of it and describing how and where it occurs, and investigating whether embodiment affects the ways in which it shapes second language classroom interaction. The analysis of 15 hours of data reveals that this "messy-looking" linguistic item seems to be capable of orderliness in second language classroom interaction in terms of where and how it occurs and quite multi-functional. Embodiment is also found to attribute somewhat different semiotic meanings to it in some particular sequential environments. It is thought that the current study will make a contribution to the growing enterprise of CA for SLA (Firth & Wagner, 1997; Markee & Kasper, 2004) describing the nature and distribution of a minimal response token in classroom talk and the roles it plays in shaping second language classroom interaction as well as having direct implications for Classroom Interactional Competence (CIC) (Walsh, 2001).

Keywords: a minimal response token, embodiment, pedagogy, IRF, classroom interactional competence

ROLLING THE BALL BACK: MAINTAINING PROGRESSIVITY AND TOPIC DEVELOPMENT IN ONLINE ELF INTERACTIONS

BETÜL ÇİMENLİ

UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION, TURKEY

Thursday, January 19, 11:30 am – 12:00 pm, R107

Recent studies adopting a Conversation Analysis (CA) approach have successfully explored features of dyadic chat (Tudini, 2010) and interactional dynamics of multiparty audio chat in English as a Lingua Franca (ELF) contexts (Brandt & Jenks, 2013; Jenks and Firth, 2013; Jenks, 2014). These studies directly or indirectly focus on topic development, since topic is an indispensable part of any mundane and institutional interaction, while investigating interactants' co-construction of turn-taking system, management of intersubjectivity and sequential structures pertaining to this medium. However, topic management has not thoroughly been studied in the field of computer mediated L2 spoken interaction. Therefore, this study employs CA methodology to analyse online spoken interaction in an ELF context to bring new insights into topic management and co-construction of turn-taking in mundane L2 talk. Data used in this paper consist of 9 hours talk from 18 different online conversations, held as part of an L2 teaching syllabus, which occur between 20 Turkish and Kazakh students. Based on the analyses, a collection of cases in which participants orient to a specific speaker organisation, namely Rolling the Ball Back (RBB), has been formed. RBB can be defined as an interactional practice that the speaker employs to invite the co-interactant(s) to contribute to the ongoing topic in order to maintain progressivity in interaction. Three different ways of rolling the ball back were found: (i) minimal responses and (ii) recipient comment/assessment of prior talk (iii) prolonged silence. The results also demonstrate eight different resources participants deployed to perform RBB, including (i) questions (ii) pronouns (iii) statements and (iv) what about + noun/pronoun/noun phrase. The findings suggest plausible explanations as to how interactants use language resources to manage topics within a digital environment and effects of technology on these interactions which may contribute to the future of English language teaching (ELT) practices in Turkey.

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Keywords: CA in CALL, speakership organization in online ELF chat, topic development in online ELF interaction, rolling the ball back

STUDENTS' PRACTICES OF NEGOTIATING OBLIGATION IN L2 CLASSROOM INTERACTION

LEILA ANNELI KÄÄNTÄ
UNIVERSITY OF JYVÄSKYLÄ, FINLAND

Friday, January 20, 10:30 – 11:00 am, R107

Using conversation analysis, this paper focuses on students' repair initiations that request for clarification of or confirmation for different task instructions during L2 classroom interaction. More specifically, it examines the use of modal auxiliaries 'have to' or 'need to' in student-initiated yes/no interrogatives. In general, repair initiations have been shown to be used as vehicles to perform other actions than repair (e.g. Kendrick, 2015). This paper aims to show that the other actions can be traced by a detailed analysis of the multimodal resources students employ in performing the repair initiations. The data collection originates from 45 video-recorded secondary school lessons, including biology, physics, history and English, taught in English in Finland.

The analysis highlights that by producing these repair initiations, students explicitly orient to teachers' institutionally inscribed deontic authority and rights to assign them tasks and to tell how these are accomplished (e.g. Stevanovic & Peräkylä 2012). Simultaneously, they also orient to their right to negotiate what they are obliged to do and what is not necessary. Moreover, by posing these questions, students manifest their interactional competence to implement multiple actions with their utterances in sequentially sensitive ways. For instance, a student displays surprise in response to teacher's reprimand that she has not done her work properly.

The paper draws on and contributes to the rapidly growing body of research on student-initiated actions in classroom interaction with a specific focus on their verbal and bodily-visual production features and the implications these have for teachers' and students' negotiation of epistemic stance and deontic authority and rights.

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Keywords: classroom interaction, repair, student initiations, conversation analysis, multimodality

TALKING ABOUT NUMBERS: MULTIMODAL AND MULTILINGUAL PRACTICES IN INTERNATIONAL TRADE FAIRS

VANESSA PICCOLI
UNIVERSITÉ LUMIÈRE LYON 2, FRANCE

Friday, January 20, 02:30 – 03:00 pm, R113

Grounding on a conversation analytic approach, this contribution aims to explore how participants talk about prices and other exact numbers in commercial encounters between Romance speakers. Audio-visual data of naturally occurring interactions have been collected in international trade fairs in Italy and France, as a part of a larger research on Romance Intercomprehension.

Previous studies have shown that in work contexts, interactions tend to be goal-oriented (Drew & Heritage, 1992). One of the results of this orientation is that, when work contexts are international, participants do not always treat linguistic identities as relevant (Kurhila, 2004). Participants not only seem not to care about others' linguistic infelicities, but they rather work to 'make them normal' (Firth, 1996). Also, to reach an effective communication, participants do not rely on one single language or on their sole verbal resources. Instead they tend to exploit all available linguistic and multimodal resources (Mondada, 2004; Merlino & Traverso, 2009).

In our data, participants use a large variety of practices to communicate with each other and overcome the obstacles resulting from their lack of linguistic proficiency: from gestures, to the mobilization of written materials, to the use of other languages. In so doing, they show creativity, flexibility and a strong motivation to communicate.

In this contribution, we will focus on some sequences where participants speak about numbers, because these are especially rich in creative practices. In fact, when talking about numbers in a commercial encounter (e.g. the price of a product or the exact quantity to send to a client), the success of the communication seems to be for participants an especially important matter.

Furthermore, looking at data from a language teaching perspective, we will reflect on motivation as a device to increase speakers' communicative skills and on the benefits of encouraging language learners' creativity.

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Keywords: conversation analysis, multimodality, multilingual work environment, numbers

TASK-INDUCED DEVELOPMENT OF HINTING BEHAVIORS IN ONLINE TASK-ORIENTED L2 INTERACTION

UFUK BALAMAN
HACETTEPE UNIVERSITY, TURKEY

Thursday, January 19, 11:00 – 11:30 am, R107

Online task environments are rich language production domains which demand simultaneous multi-competencies for task completion; such as engaging in video-based L2 talk, doing web searches, reading the content of web pages, sharing candidate findings with co-participants, and orienting to task websites. Although detailed descriptions of these environments have the potential to explicate the multitude of semiotic, interactional, epistemic, linguistic, and material resources that the learners deploy for collaborative task accomplishment, such a research site has remained largely unexplored. This study aims to address this research gap by describing the longitudinal development of L2 learners' IC using multimodal CA based on 13 hours of screen-recordings of four participants' interactions collected over 20 weeks. The data includes the participants' on-screen activities and task engagement processes in which they try to complete online emergent information-gap tasks which forbids telling the correct answers to the co-participants but encourages formulating hints and providing clues for collaborative accomplishment. The task design also controls the task progress and takes the participants to the next level only after all participants find the task solution, thus turns collaboration into a requirement for task completion. The detailed examination of the data has revealed that whenever a participant finds the correct answer, hinting is treated as the next relevant action in alignment with the task design. However, the findings have also shown that the participants rely on a limited set of resources for doing hinting and providing clues in earlier weeks, yet their interactional repertoire is extensively diversified over time with deployment of a variety of resources such as epistemic checks, form-based clues, epistemic resource offers, past references, wrong answer reports, giving instructions, and stepwise hinting. Their observable development of hinting behaviors in an L2 brings insights into IC in online settings, task-oriented interaction, and CALL.

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Keywords: hinting, L2 interactional competence, task-oriented interaction, online interaction, CALL

TESTING BEGINNERS' INTERACTIONAL COMPETENCE

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Friday, January 20, 04:00 – 04:30 pm, R113

There is now enough empirical evidence to support the claim that pair and group speaking tests reflect the features of real life interaction better than the traditional interview format and that they are a more appropriate way of assessing oral performance in terms of a joint construction between test-takers (Brooks 2009, Gan 2010). Additionally, these interactive features are regarded as very difficult to evaluate; most rating scales simply include 'impressionistic' descriptions of the test-takers' interactional achievements, such as 'being able to properly participate in a conversation'. There is, therefore, a need for more fine-grained descriptions of what interactional competence in a test situation entails (Galaczi 2014). This need is even more compelling when assessing the basic user level.

This study addresses this issue by analysing the audiotaped performance of seven formations (pairs and triads, N= 22) during a Spanish test for beginners (A1-Level of the Common European Framework of Reference for Languages) at a London university. Each test, lasting approximately 15 minutes, consisted of an initial task of exchanging personal information and a second task of discussing a topic with the help of a visual stimulus. The assessment form featured a category labelled 'communication' (which included oral expression and interaction) accounting for 30% of the final score.

Using the Conversation Analysis methodological framework, this study firstly aims at providing a description of the 'interactional work' beginners jointly deployed in the accomplishment of the task. Secondly, the relationship between management of interaction and individual test scores is examined. Finally, suggestions for the development of empirically-based rating scales for co-constructed oral proficiency in this kind of test are offered.

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Keywords: oral proficiency testing, interactional competence, co-constructed performance

THE DIAGNOSIS OF L2 WRITING COMPETENCE IN ONE-TO-ONE TUTORIALS FOR INTERNATIONAL STUDENTS

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Friday, January 20, 04:00 – 04:30 pm, R110

As universities have become increasingly ‘globalized’ over recent years, the numbers of international students studying in a second language has grown considerably. To help such students meet the linguistic demands and academic expectations of university study, many universities provide support before (pre-sessional) and during (in-sessional) academic courses. The present study focuses on one-to-one in-sessional writing support offered by a private English language teaching organization affiliated with a university in the UK.

Using Conversation Analytic methodology this study examines a corpus of twenty video recorded one-to-one in-sessional support sessions involving three different tutors and several international students who are using English as a second or other language. In these sessions, a key challenge is to identify and diagnose the problems that prompt the student to seek in-sessional support. Through analyzing the use of linguistic and embodied resources, as well as the manipulation of objects such as printed essays and written feedback, this study examines the diagnosis of the student’s L2 writing competence, in the form of strengths and ‘areas for improvement’. In particular this study reveals the interactional resources relied upon when students formulate a ‘self-diagnosis’ on their own L2 writing and when the tutor ‘other-diagnoses’ the students’ writing.

The study then closely considers the interactional implications of such diagnoses. Finally we reflect on the ways in which an understanding of competence-diagnosis in L2 interaction can inform other research on competence in interaction, and can inform the training of university support staff.

Keywords: assessments, feedback, international students, writing tutorials, higher education

“THE FIRST THING THAT YOU SAY IS...?”: ENACTING, TEACHING AND DEVELOPING L2 INTERACTIONAL COMPETENCE IN A CLIL MATH CLASSROOM

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Friday, January 20, 11:30 am – 12:00 pm, R107

This study draws on sociocultural approaches to L2 teaching-and-learning and recent socio-interactionist perspectives on L2 interaction which foreground (classroom) interaction as key in the learning process (e.g. Hall, Hellermann & Pekarek Doehler 2011). Employing multimodal conversation analysis (e.g. Deppermann 2013), video-recorded data from a grade 9 CLIL (Maths through English/L3) lesson taught in tandem by a language teacher and a content teacher, are approached to examine how (a) a certain feature of L2 interactional competence (IC) – a task-opening – is thematised during the ‘expert training’ and the ‘expert delivery’ phases of a cooperative learning task (e.g. Aronson et al. 1978), in this case, a geometry-related CLIL task (Corredera-Capdevila & Martínez-Ciprés 2015), (b) the learners benefit from the EFL teacher’s explicit instruction on this interactional feature, and (c) the participants use interactional, linguistic and embodied resources to accomplish their social actions. The data were collected by staff members of a bilingual Catalan/Spanish-medium school located in an unfavoured neighbourhood in Metropolitan Barcelona as part of a school-university partnership which aims at improving the quality of plurilingual education and social inclusion.

A fine-grained analysis reveals the teacher’s deployment (a) of an I-R-F sequence to problematize a learner-initiated task-opening and, by showing its context-sensitiveness, explicitly teach it during the ‘expert training’ phase, and (b) of a complex set of linguistic and embodied resources to mitigate face-threat and guide the learners towards the appropriate task-opening; and (c) the learners’ successful accomplishment of the task-opening during the ‘expert delivery’ phase which points to the development of their IC. The study helps to gain further understanding on how CLIL teachers may use conversational resources and explicit instruction to help develop learners’ L2 interactional competence and suggests the key role of the EFL teacher in this process, thereby highlighting the beneficial effects of tandem teaching.

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Keywords: CLIL, Maths through English, teacher-student interaction, peer interaction, task-opening, interactional competence, multimodal conversation analysis

THE INTERACTIONAL COMPETENCE OF PRE-EMPTIVE ENTRY: COLLABORATIVE TURN SEQUENCES IN L2 SPANISH

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Thursday, January 19, 03:00 – 03:30 pm, R107

Interactional competence is a theoretical construct that has only recently been tested empirically. Young (2008, 2011) characterizes interactional competence as (a) observable in spoken interaction, (b) an ability to recognize and respond to expectations, (c) a mutual and reciprocal use of resources, and (d) inseparable from a sociohistorical context. Interlocutors contribute to an interaction with their individual resources; however, interactional competence is co-constructed by all participants. Collaborative turn sequences occur when an interlocutor who does not hold the floor pre-emptively contributes to an ongoing turn, eliciting an act of acknowledgement. Collaborative turn sequences have been largely characterized by English turn-taking norms among native speakers, whereas second language (L2) use represents an unexplored topic. This study explores the interactional competence of collaborative turn sequences in L2 Spanish. The analysis focuses on the initiating move, pre-emptive entry, revealing how syntactic, prosodic, and discursive features in the dialogue of both interlocutors contribute to the success or breakdown of a collaborative turn sequence.

22 fourth-year learners of Spanish recruited from a large Midwestern university participated in a conversation task. Learner pairs first watched a video playlist and then conversed about the videos in Spanish to elicit collaborative turn sequences under naturalistic conditions. The analysis of pre-emptive entry revealed that some learners employed pre-emptive entry following native-like cues, whereas other instances of pre-emptive entry focused solely on overcoming information gaps, at times requiring explicit indication of a gap. Pre-emptive entry in sequences of high interactional competence demonstrated syntactic contiguity with the preceding turn, whereas pre-emptive entry in sequences of lower interactional competence overcame information gaps by both interlocutors, achieving co-construction for incomplete turns. This study's findings suggest that collaborative turn sequences convey a measurable unit of L2 interactional competence. The findings motivate considering co-construction strategies as an instructional avenue for increasing learner interactional competence.

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Keywords: collaborative talk, Spanish, collaborative turn sequence, co-construction

THE PROMOTION OF AN INTERACTION RICH L2 CLASSROOM CONTEXT: A CASE STUDY IN THE TURKISH CONTEXT FROM THE PERSPECTIVE OF NOVICE AND EXPERT TEACHERS

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Thursday, January 19, 02:30 – 03:00 pm, R113

The teacher's role in orchestrating the interaction (Breen, 1998) in a way to promote learning in the L2 classroom is central and is believed to be an ability which develops with experience. The study adopted the SETT framework by Walsh (2006), which categorizes interaction in L2 classrooms in terms of modes associated with pedagogic goals and interactional features. The effective utilization and balance of these modes by the teacher is crucial in the management of learning opportunities. This study investigates whether there are differences in the employment of the classroom modes between pre-service teachers and in-service teachers with varying levels of teaching experience. The research utilizes transcriptions of 5 hours of videotaped classroom teaching over a period of six weeks in the spring semester of 2016. The data was collected in a private high school at a central urban location with Turkish students at the 9th grade in the English lessons. Four pre-service teachers in their final year and two in-service teachers, one with two years of experience and the other with twenty-five years of experience, participated in the study. The study aimed to explore and compare the L2 classroom modes employed by the pre-service and in-service teachers as defined by Walsh (2006) with a special focus on the classroom context mode. The purpose of the comparison was to find out the differences between in-service teachers' abilities to employ various interactional features such as extended wait time, referential questions, content feedback, scaffolding, minimal repair, facilitating negotiated interaction, contextualizing linguistic input or fostering language awareness (Walsh, 2006; Kumaravadivelu, 1994) so as to improve learners' interactional competence and to promote more quality interaction. The effective use of these interactional features is expected to result in more extended student turns which reflect a close approximation of real-life interaction.

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Keywords: interactional competence, SETT framework, interactional features

THE TASK ACCOMPLISHMENT OF BILINGUAL CHILDREN DURING A TALK-IN-INTERACTION WITH ADULTS

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Thursday, January 19, 02:30 – 03:00 pm, R107

As pointed out by Bruner (1983) and Vygotsky (1934/1985) the interaction with adults is central in children language acquisition and development. Considering the growing population of bilingual children (Grech & Dodd, 2007), it is particularly relevant to turn research attention to bilingual language acquisition. Although there is a fast growing literature on bilingual language acquisition (cf. Thordardottir, 2011), little research took into account developing interactional and pragmatic competences of bilingual children. This study aims to analyse interactional and pragmatic resources and difficulties displayed by bilingual children in different interactional settings and in their two languages. To do so, we will investigate the accomplishment of a guessing game by 6-year-old French-Portuguese bilingual children in interaction with adults in three dyadic configurations. Children were asked to play a guessing game in which participants, in turn, have to make the other participant guess an object drawn on a card by giving relevant clues with an unknown Portuguese-speaking adult, with an unknown French-speaking adult and with their mother without language restrictions. Data collection (i.e., audio and video recording of the interactions) and full transcription of verbal and non-verbal productions of both the adults and the children are ongoing. To ensure avoidance of task effects, the three settings were counterbalanced. Preliminary results, based on a) analyses of the modality (i.e., verbal, non-verbal, combined both modalities) of all the clues produced by adults and children, b) the strategies adopted by speakers to accomplish the task and c) their pragmatic relevance, indicate that children had more adequate accomplishment of the task while interacting with a familiar interlocutor (i.e., the mother) being able to exploit both languages. Educational and clinical implications about assessment and evaluation of the interactional competences of bilingual children in their two languages across settings will be discussed.

Keywords: children, bilingualism, pragmatic, interaction, accomplishment of the task

THE USE OF MIMICKED GESTURES IN L2 CONVERSATION

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Friday, January 20, 02:00 – 02:30 pm, R113

The purpose of this study is to investigate how L2 speakers of French interact with L1 and L2 speakers of French in spontaneous conversations. We propose to focus on the role of co-speech gestures as defined by McNeil (1992) in the co-construction of meaning and more precisely on mimicked gestures (CHUI, 2014; HOLLER & WILKIN, 2011), which are gestures that are repeated across speakers.

Most of the work in the area of SLA related to gesture focuses on lab data usually on storytelling and focuses on one linguistic aspect, for example motion or path (STAM, 2006). Other type of data, such as narrative conversational (GULLBERG, 1998) give a larger spectrum of the use of gesture by non-native speakers but again focuses only on one side of the interaction that is to say on the L2 speaker's production. On the other hand, mimicked gestures have been studied in the context of L1 use and often on elicited data. In the joint action of meaning construction of one referent, Chui (2014) identified four situations that initiate the use of mimicked gestures in the next turn: difficulty of verbalization, lack of clarity, disagreement, alignment. These findings raise several questions related to the use of mimicked gestures in L2 talks: Are mimicked gestures used by participants in a L2 conversation? If so, what are their functions? Is the lexical research the only type of action in which mimicked gestures are used? If not, what other types of action imply the use of mimicked gestures? Does a repeated gesture occur along with a speech repetition?

Our data consist of eight hours of "exolingual" conversations (PORQUIER, 1984) in private settings. We propose a collection of different actions where mimicked gestures are used and see how they constitute a shared resource to create meaning, involvement and intersubjectivity among participants.

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Fiorèse, S. accepted, Méthodologie de la constitution et de l'exploitation de corpus oraux pour une analyse multimodale, Semdoc 2016, 7-8 juillet 2016

Keywords: co-speech gestures, mimicked gestures, L2 conversation

WORD SEARCH SEQUENCES: EXPLORING THE EMBODIMENT IN L2 INTERACTION

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Friday, January 20, 11:30 am – 12:00 pm, R113

Studies on face-to-face interactions have demonstrated how spoken language involves not only verbal but also mutual collaboration with the embodiment. The embodiment, such as gestures, can convey semantic content and can be a crucial point in a conversation (Hazel et al., 2014). In this study, I will investigate the embodiment that includes gaze, head movement, gestures and body posture that are displayed in word search phenomenon in L2 interaction. Word search is regarded as a type of repair in which the progressivity of the speaker's turn is momentarily ceased because the speaker encounters trouble in formulating the talk (Schegloff et al., 1977).

The setting of the study is non-educational where casual conversation among international university students having dinner at a cafe is recorded. The study is also a multi-activity setting in which multi-party participants are engaged in talking, eating and drinking. The participants, whom are L2 users, are from different countries and most of them have different first language background. English is used as a form of communication as it is the most common language that these international students resort to speaking with someone who has different language background.

Using conversation analysis (CA), this study aims to explore how participants with different language expertise exploit these embodied resources in word search sequences. In this presentation, the finding warrants the following question of how L2 users organize participation through talk and embodiment in L2 interaction. A detailed description of the embodied resources such as gaze shift, head movement, gesture and body posture of both speaker and recipient will be discussed. Thus, these findings can enhance our understanding of how participation in word search phenomenon is negotiated and coordinated through talk and embodiment in a multi-party and multi-activity L2 interaction.

Keywords: embodiment, embodied resources, L2 interaction, word search, non-educational, multi-party, multi-activity, participation

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