

CAN Asia submissions 2024

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Managing Student Responses:

Hinting Practices in Microteaching Contexts

This study investigates the deployment of hinting practices by preservice teachers for managing student responses within the constraints of microteaching sessions, a pedagogical approach characterized by its time-conscious and evaluative nature, focusing on facilitating student participation. Conducted at a Korean university, the research involved the analysis of video-recorded microteaching demonstrations by four undergraduate students majoring in English Education. The findings reveal that teachers utilize sophisticated and adaptive hinting strategies to shape student participation. Instances of hinting were documented and categorized into scenarios where teachers provided clues to assist students encountering troubles or to elicit immediate responses. These practices ranged from addressing troubles by referencing specific text locations and modulating speech for clarity, to soliciting student responses by using designedly incomplete utterances and employing techniques to reduce options. The analysis highlights the active role teachers play in fostering participation and maintaining the session's momentum through structured cues and hints, congruent with microteaching's evaluative goals. By utilizing hints to enhance understanding and participation, teachers demonstrated classroom interactional competence, supporting and guiding students effectively within the session's time constraints. The pedagogical implications of this research underscore the importance of hinting practices in teacher education, especially within microteaching contexts.

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Synonyms and Translations in Talk Designed for an L2 User of Japanese: Opportunities for Learning?

The concept of foreigner talk has a decades-long history in research on how L1 users talk to people they perceive to be L2 users of limited competence. Using excerpts from a twenty-six-minute video-recorded conversation in Japanese between an L1 user and a novice L2 user, this study focuses on how the L1 user repeatedly makes use of synonyms and English translations of vocabulary items that he has just used. This use of synonyms and translations is analyzed as the outcome of backward-oriented self-initiated self-repair designed to solve possible problems of understanding on the part of the novice L2 recipient, and thus as a feature of recipient design. This can be understood as a type of foreigner talk in that it displays the L1 user's perception of the L2 user as possibly being unable to understand

relatively common vocabulary items. In some cases, the initiation of the repair work is responsive to subtle displays of possible understanding trouble, while in other cases, such displays seem to be absent, indicating that the L1 user simply assumes that there may possibly be understanding trouble. Following the analysis of representative cases of the use of synonyms and/or translations both when there are subtle displays of understanding trouble and when there are not such displays, the focus of the study shifts to how this type of foreigner talk may provide opportunities for learning, while also, at times, possibly being misleading.

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Turn-taking Practices in Novice-to-Novice L2 Conversations in Speaking Test

This study investigates turn-taking practices among novice Japanese EFL learners in paired speaking tests through the lens of Conversation Analysis. The research aims to address the crucial role of turn-taking in developing interactional competence, emphasizing the necessity for English learners to employ various turn-taking techniques in their second language interactions. The research sought to identify the learners' turn allocation patterns within this oral assessment context. Based on a sequential analysis of video-recorded data from 10 paired conversations, the findings reveal that the most frequent form of turn allocation was when the next speaker self-selects (NSS). Despite linguistic challenges, these EFL learners effectively self-select as next speakers using techniques such as starting on time, beginning early with pre-beginning elements, and employing a range of turn entry devices. Additionally, the study uncovers techniques used in other turn allocation scenarios, such as when the current speaker selects the next speaker (CSN) by initiating an action with an address term, and when the current speaker continues (CSC) by starting a new turn constructional unit (TCU) or adding an increment. Further observations highlight learners' attempts to select the next speaker through the use of 'How about you?' However, one interesting language discrepancy is noted, as learners tend to use 'How are you?' instead of 'How about you?' The findings underscore the importance of focusing on turn-taking skills in language education to enhance students' ability to navigate authentic communication contexts successfully. This research contributes to understanding the intricacies of interactional competence among novice EFL learners and proposes avenues for future directions in language education.

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Managing the topic and mitigating threats to face

In this presentation, I report on two aspects of the conversation of two L2 speakers of English – one a Japanese native speaker and one Cantonese native speaker from Hong Kong – who are students at a private university in Japan. Firstly, I will detail the ways in which participants managed topic in two interactions and secondly, I will describe ways in which participants attended to matters of face preservation. In data recorded at the beginning of the academic year, the conversation proceeds in a rather simple fashion with a somewhat neutral exchange of information concerning mundane matters of part-time jobs, weekend activities and other ‘safe’ topics. The topics are usually proffered by direct, unelaborated questions, and there is limited progressivity before ‘how about you?’ formulations are deployed to cycle back to the original proffer questions. Topics are often changed by means of sudden disjuncts and there is little by way of stepwise transition. In data collected several months later, the participants display more nuanced topic management skills, with participants recycling aspects of previous talk in pursuance of stepwise transition and engaging in unprompted self-disclosure. Secondly, in the later data I report on a potentially face-threatening sequence where the Cantonese speaking participant reported being charged an exorbitant amount in a Japanese restaurant. There are multiple potentialities for loss of face for both participants here, but through a process of mutually constructed and affiliative turns, the participants skillfully avoid any loss of face and the talk proceeds smoothly to the next topic.

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Other-Repetitions as Epistemically Nuanced Responses to “Do You Know” Questions in ELF Conversations

In conversations among speakers with culturally or linguistically different backgrounds, "do you know" (DYK) questions are frequently used to check the interlocutor's epistemic access to specific concepts or terms (Bolden, 2014). These questions serve not only to ascertain the interlocutor's knowledge but also to introduce or elaborate on the topic, thereby facilitating the ongoing interaction, regardless of whether they elicit affirmative or negative responses (Nanbu, 2020). However, participants can also produce responses other than “yes” or “no,” among which is an other-repetition (Greer et al., 2009) without rising intonation, a linguistic practice of repeating what was said in the prior turn. Especially for non-native speakers, other-repetitions are useful because they do not require intricate lexical or morphosyntactic competence. This study examines other-repetitions in response to DYK questions in English as a Lingua Franca (ELF) conversations, where people with different first languages communicate in English. A conversation-analytic survey of approximately 11 hours of recorded interactions revealed: (1) Other-repetitions are not produced as answers per se, but as turn-initial delays (Schegloff, 2007). This is evidenced by the fact that speakers who

produce other-repetitions recurrently display their intent to continue their turns or show that they are in the process of thinking through linguistic or physical cues. (2) At the same time, other-repetitions are treated by the prior speakers as implying insufficient knowledge about the concept/term in question, as illustrated by the fact that they start offering explanations thereafter. (3) The DYK questions that are to be responded to by other-repetitions are produced in contexts where explicit negative answers are not expected.

In sum, other-repetitions can be understood as methods for non-native speakers of English with limited lexical/morphosyntactic capacities to deal with interactional tasks by showing a subtly nuanced epistemic stance toward the concept/term in question.

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Cooking, Offering and Eating Together: Foregrounding and Backgrounding Activity within Multi-Party talk

One oft-cited feature of Japanese culture is known as *kizukai*—the ability to pay attention to others and anticipate their needs. This practice can be seen in the sort of communal cooking and eating that occurs at a yakiniku barbecue restaurant, where offers of food are timed and delivered to fit seamlessly into the surrounding interaction. Drawing on multimodal conversation analysis, this study focuses on sequences of lingua franca English talk between three Japanese people and their French guest in one such restaurant setting. The analysis explores how food-related talk and action are interactionally backgrounded in deference to primary talk about other topics. The immediate demands of the cooking activity occasionally give rise to peripheral shifts and schismings in which one or more participants deal with the food while the others continue talking. The non-cooking party may continue its topical talk even at moments when the cooking talk appears more interactionally salient, therefore working to maintain its primacy. When the meat is ready, the cook times their offers to gaps and lapses in the primary talk, sometimes aborting and restarting the offer in order to insert it at a sequentially favorable juncture in the topic progression. At other times, offers and their adjacency-paired acceptances are backgrounded to the point that they are neither spoken nor acknowledged by the recipient and occur concurrently with other non-related interaction as a sort of multiple involvement (Raymond & Lerner, 2014). By way of contrast, elements of the cooking talk can also be abruptly foregrounded, such as when warnings like “Fire!” become immediately salient due to shifting environmental conditions beyond the interaction. In such cases, the preference for backgrounded cooking talk is inverted. The study offers insight into the integrated roles of temporality, embodiment, materiality and participation in the mundane yet finely coordinated accomplishment of “*kizukai*”.

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Taking Notes while leading the Discussion: Multiactivity in Student-led Discussion Circles

This study examines how students in an EAP classroom orient to their institutionally given roles in small group discussions. Small group discussions have been noted and used for various pedagogical use in language classrooms (Cheng, 2013; Stokoe, 2000; Gan, et al, 2009), yet study is limited on how students orient to their roles as active participants in such contexts (cf., Kaanta & Kasper, 2018; Ro, 2021). Drawing on data collected from Advanced Presentation classes in a university in Korea, this study aims to illuminate how participants in such classroom group work orient to their given roles in interaction.

Using Conversation Analysis (CA) and Membership Categorization Analysis (MCA), we aim to describe and analyze how participants display high-level of interactional competence in orienting to their given roles as discussion leader and member. Data shows that students in these higher level EAP classes strictly adhere to their given roles, thus effecting the flow and direction of the interaction in each groups. As one example, we will show how the task of “note-taking” implemented by the small group leader (SGD) has an impact on the organizational shape of the discussion as oriented to by participants within interaction as well as in their post-discussion reflections.

With the findings of this study, we hope to not only highlight the diverse interaction that shapes small group interaction in language classrooms, but also contribute to a better understanding of the pedagogical usage and implication of small group discussions in EAP settings. Along with the CA analysis, we will present selections from students' post-discussion reflections to also highlight how students evaluate small group discussion as an arena for “language learning via language use,” providing further empirical support for implementing student-led small group discussions in language classrooms.

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Self-correction, Self-repair and Writing-in-interaction during Oral Reading Fluency Assessment

This paper examines the reflexive organization of self-initiated self-repair and writing-in-interaction during oral reading fluency assessment (ORF). ORF is a type of formal reading assessment common in English-medium, compulsory education where a student reads aloud and her teacher takes notes on pronunciation. Those notes frequently target what

educational professionals term 'self-correction' or when students spontaneously modify previously misread words. Self-corrections are positively evaluated as evidence that students are self-monitoring their reading performance. Within Conversation Analysis (CA), complementary objects are approached as 'self-initiated self-repairs' and, thus, as contingent upon the accountable deployment of interactional practices. In practice, repair may constitute an action in its own right and it may also contribute to the accomplishment of other actions. Note-taking has been studied under the allied rubric of writing-in-interaction, beginning with movements that project writing and including actual writing (i.e. graphic acts) as well as writing bodies-in-interaction. Approaching writing this way recognizes its fundamentally embodied and material nature and necessitates multimodal analysis. Despite the importance of self-correction within ORF assessment, the recurrence of self-initiated self-repair in this activity and the central role played by note-taking within test administration, the convergence of these phenomena has escaped systematic analysis. The current paper addresses that dearth using ethnomethodologically-inspired, multimodal CA and data collected in elementary classrooms at an English-medium, overseas school. 54 instances were collected from a multimodal corpus of 25 ORF assessment administrations. Preliminary analysis indicates that the accomplishment of self-correction relies fundamentally upon the reflexive organization of self-repair and writing-in-interaction. That is, teachers' initiations of note-taking are not only occasioned by, but also occasion, students' initiations of self-repair. Furthermore, students draw resources for repair not only from their teachers' movements into writing, but also from the fine details of their emerging graphic inscriptions. Data excerpts are in English as a Medium of Instruction.

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Two Writers Share One Pen: Turn-taking while Negotiating a Price Discount in ELF

Writing in interaction has been extensively analysed as a multimodal phenomenon in social interaction and has been investigated in detail regarding moment-by-moment organization as a multimodal social practice (e.g. Mondada 2016). However, many of the analysed data in that research demonstrate an interactional function of handwriting as recording the content under discussion, clarifying or emphasising the detailed meaning of their utterance, as we can observe in a business meeting or classroom interaction. That is, in those cases, handwriting is not the only method for their information transmission and intersubjectivity, and those writing practices are quite often pursued along with linguistic utterances. The analysis in this presentation draws on data from a naturally occurring interaction in a jewelry shop in a Cambodian market. A Japanese L1 customer and a Khmer L1 shop assistant interact in English as a Lingua Franca and use lots of indexing, handwriting, and gestures. In this presentation, I will focus on their discount negotiation together with writing numbers on a piece of paper. Specifically, I analyze how the participants manage writing turns by passing one pen in turn. It is shown that 1) writing turn and speech turn are not synchronized, 2) gazing towards the paper/interlocutor are frequently shifted and interactionally displays

hesitation, consideration and disagreement, 3) the moment one participant writes an indexing number does not designate that the writer holds the speech turn, 4) the other participant can take a speech turn (i.e. verbally react) while tracing the trajectory once she recognizes the written number, 5) the closing sequence includes gazing off and giving up taking the pen which reveals accepting the offered price. These findings have implications for an interactional sequence with numerous multimodal embodiments and indexing with writing/drawing in low-proficiency ELF interaction.

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Multiactivity and Multi-orientation in Additional Language Cooking Classes

Participants in interaction regularly need to navigate and negotiate their involvements in multiple activities in both mundane and institutional contexts, prioritizing some courses of action over other relevant possibilities and occasionally interrupting other courses of action in order to deal with evolving contingencies (Haddington, et al. 2014). This can especially be the case when an institution has multiple stated goals and where some activities may have greater stakes than others. This study examines such an institution, a cooking school in Japan that teaches in English as an additional language. In this context, participants must navigate a wide variety of activities related to the institutional goals of learning to cook dishes and providing an environment in which to use English, including but not limited to topical talk (Maynard & Zimmermann, 1984), and task-oriented talk such as instructions that aim towards successful completion of the dish, and even activities that revolve around safely handling the materials and utensils. The study focuses on the verbal, embodied, and material resources that the participants utilize, and finds that practices for dealing with and transitioning between multiple involvements (Raymond & Lerner, 2014) can vary greatly between from class to class and instructor to instructor. Furthermore, these practices, by making the moment-by-moment prioritization of some activities over others publicly visible, display the participants' orientations to these activities vis-à-vis the stakes and outcomes of the activities. As such, the study may hold implications for how participants display engagement in pedagogical and other didactic tasks.

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The Role of Interactional History in Facilitating Novice L2 Learners' Active Engagement

For novice L2 learners, responding smoothly and appropriately to questions and keeping a conversation is not always a simple task. However, even with low proficiency in the target language, it is possible to participate by effectively leveraging existing language skills and

resources. This study employs micro-longitudinal conversation analytic methodology to explore how one novice English learner deploys interactional resources by orienting to shared interactional history, particularly in responding to post-expansive questions in interaction with a relative expert. The data were recorded at TGG (Tokyo Global Gateway), an institution that provides opportunities for learners to use English in simple role-play settings that simulate real-life situations.

By tracking the learner's interactional practices across one entire day of the TGG daily program, this study shows how the learner draws on shared interactional histories to shape subsequent episodes of talk. The presentation will focus on two instances in which the learner oriented toward her interactional history with an expert speaker, delivering information shared among the same participants in prior conversations, especially when facing post-expansive questions. In both instances, initially, there was conversational trouble for the learner that was eventually resolved, leading to a shared understanding. This learned information was then brought into subsequent conversations by the learner, resulting in more active engagement. In both cases invoking a shared history not only serves to promote a smooth response to questions, but also functions as a joke, eliciting laughter among conversation participants who have established common ground. This, in turn, fosters more effective interaction and supports learner agency.

The study concludes with a reflection that an orientation towards interactional history enables smooth responses from novices and evidence for the development of L2 interactional competence by applying previously shared resources to subsequent conversations with common interlocutors.

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L2 Children's Initiations of Environmentally Occasioned Noticings While Walking Outdoors

One of the most remarkable interactional competencies of social actors is to "notice" things in the environment in ways made publically available and collaboratively achieved (C. Goodwin, 2000). For children, this competence seems to first emerge in the body: even before acquiring the ability to speak, children can employ deictic pointing and gaze to invite their interlocutors' co-gaze and commentary (e.g., Tomasello, 1996). In research within EM/CA, several studies have examined adults' noticings of things in the environment (especially natural but also human-made), or what Keisanen (2012) has called "environmentally occasioned noticings", and how such noticings are responded to and consequential for shaping the activity. We are only beginning, however, to understand how such noticings are organized in adult-child interaction (e.g., Siitonen, Rauniomaa & Keisanen, 2021). This presentation, a work in progress, attempts to help fill this gap by examining L2 children's (2 to 3 years of age) initiations of noticings of things in their immediate environment (e.g., helicopter, cat, vending machine, car) as they are walking outdoors with teachers and peers in a Japanese preschool. While focusing on the multimodal turn

construction and sequential unfolding of such noticings, the findings reveal L2 children's interactional competencies in employing a range of linguistic resources (e.g., code-mixing, person reference terms, labeling) and embodied resources (e.g., gaze, pointing) to invite others' attention and varied forms of participation in ways that have an impact on the trajectory of walking outdoors as a situated activity. The findings suggest that even after a couple months of being saturated within an L2 setting (for these children, Japanese as an L2), two to three-year-old children are able to harness a range of multimodal resources to "do noticing" as part of what it means to engage in communication with others about things of concern to them in their lifeworld.

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Illuminating Variation in Hawaiian: Style Shifting in the Podcast 'Tuitui Malamalama'

This study probes style shifting between lesser-known varieties of Hawaiian, an endangered Polynesian language in the process of revitalization since the 1980s. Among the varieties of the Hawaiian language, a Ni'ihau dialect is distinctively different from the variety described in regular textbooks. For example, the deictic item of proximity, 'this' in English, is 'tēia' in the former and 'kēia' in the latter. NeSmith (2003) referred to these varieties as "Tūtū's Hawaiian" and "University Hawaiian," implying that the former—a variety spoken by those from the island of Ni'ihau, like NeSmith's aunt—should be the target variety for learning. Based on previous research on ethnography in CA (e.g., Moerman, 1988; Bilmes, 1996) and on the use of Hawaiian in mass media (Saft, 2017a, b), the current study investigates interaction in a podcast series, Tuitui Malamalama (The Stringing of Light), released as a YouTube video in May 2023, and conducts a close analysis of talk in Episode 1 (approximately thirty minutes) by two key participants from Ni'ihau who shifted between different varieties. Findings include that the two speakers shifted from a Ni'ihau dialect (t-variety or their L1) to a non-Ni'ihau dialect (k-variety or their L2) while changing their activities from conversation via praying to singing a hymn; they switched back to the t-variety when they finished singing, gave a prayer, and resumed conversation. Presumably, their use of the k-variety for prayer and hymns could have originated from the fact that these religious products were documented in writing. Utilizing an ethnographic CA approach, this project makes contributions to our understanding of translingual identity construction, particularly within the context of Hawaiian language use. Furthermore, it addresses a gap in the existing research by illuminating understudied aspects of variation studies in the Hawaiian language.

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Transition-Relevant Objects: Analyzing a “Failed” Transition in a Band Rehearsal

This study provides a single-case analysis of an extended sequence extracted from an amateur band rehearsal. With a focus on the use of an audio-recorder, it explicates how this material object is oriented to as a resource for activity transition (Deppermann et al., 2010; Nevile et al., 2014). In band rehearsals, musicians commonly learn new songs through demonstration. In this context, the timely turning-on of the audio-recorder is relevant to the initiation of demonstrative performance because the participants need to ensure that the recording will be available for subsequent listening purposes. The audio-recorder thus becomes a transition-relevant object through the participants’ displays of orientation (Rauniomaa & Heinemann, 2014), embracing its “known-in-advance” use (Svennevig, 2012) specific to the endogenous activity.

In the target excerpt, a new drummer is handed an audio-recorder and instructed by the band leader to record demonstrated songs. However, he ostensibly fails to fulfill this task, resulting in an “unsuccessful” transition from instruction to demonstrative performance. The analysis unravels the rhetorical organization of an account for such failure and how the bassist attempts to deflect the moral accountability imposed on the drummer by questioning the relevance of the just-suspended performance. The known-in-advance status of the agenda makes smooth transition possible as members’ ordinary achievement. However, when the presumed knowledge is not adequately distributed, it may cause undesirable consequences for the instruction recipient and the progressivity of the activity-at-hand.

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Managing Realignment in L2 Disagreement Sequences

Adopting a conversation analytic approach, this presentation will detail the sequential features of disagreements during second language (L2) group discussions at an English-medium university in Japan. Data consists of transcribed Breakout Room recordings of advanced-level Japanese EFL learners discussing various issues pertaining to racism in Japan. Analysis focuses on the turn construction of the initial disagreement and the sequential development of subsequent turns, as participants assert their oppositional stances and simultaneously strive to realign with the group. While lower-level learners tend to rely on more direct forms of disagreement, the more proficient learners featured in this study

demonstrate a diversified repertoire of mitigation tactics to soften their disagreements, including the use of hesitations, hedges, and agreement prefaces. Furthermore, the turn-final positioning of these mitigation tactics is a crucial pivot that enables the next speaker to offer a counter-statement while avoiding aggravated disagreement. Although the combating parties support their respective arguments through accounts and exemplifications, the discussions frequently conclude with a kind of consensus that acknowledges both arguments without any attempts to single out a superior opinion. These findings speak to the high degree of interactional competence involved in meeting the often conflicting transactional and interpersonal goals of an opinion-gathering discussion task.

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Can Conversation Analysis-Informed Lessons Help Thai EFL Learners Better Overcome Face-to-Face Interactional Problems?

To reveal the effectiveness of conversation analysis-informed teaching (CA-T) lessons in enhancing Thai EFL learners' interactional skills, especially repair practices in overcoming face-to-face interactional problems, this study investigated unscripted roleplays among 30 Thai non-English major students with A2 English proficiency in pre- and post- CA-T instructional phases. These students were taught 10 CA-T lessons in an elective English conversation course, each of which involved studying video clips of model conversations, analyzing talk participants' turns, learning expressions to carry out target actions, and practicing applying their knowledge in conversations with their peers. To explore the development of the learners' repair practices to overcome interactional problems, pre- and post-instruction role-play interactions were audio-recorded, transcribed, and closely analyzed through the lens of CA. Close analysis uncovered that in the post-instruction phase, deployment of repair practices were observable such that the students were able to fix their problems in talk more effectively compared to the pre-instruction phase. This presentation will highlight repair strategies the students used to solve problems related to word search, word selection and grammatical construction of turns. The findings suggest that EFL learners taught with CA-T lessons demonstrated a newfound ability to employ repair practices. These practices enabled them to scaffold their co-participants' efforts at both word search and word selection and refine both their own and others' ambiguous communication, leading to more successful and effective face-to-face interactions.

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A World of Automated Talk: L2 Speakers and the Challenge of Conversational AI

Conversational User Interfaces (CUIs) are set to become a core conduit for people carrying out a wide range of everyday activities. Whether through text-based chatbots or voice-based systems, we are already faced with interacting with institutions, accessing information on the Web, or using personal digital assistants, all by inputting speech into a machine.

Ensuring that these ‘conversations’ achieve the right outcome is a challenge faced both by the system design team and the user. When the user is a second language (L2) speaker, a range of potential additional pitfalls are introduced. For example, where the system is limited in its ability to process particular speech varieties, including the speech of some L2 speakers, users may face situations where their speech is wrongly processed by the machine. In the absence of a human interlocutor who may be able to repair this, it in turn leads to failure of the system to be able to proceed towards a successful outcome.

This talk is part of a wider collaboration with HealthTech start-up Ufonia, the company behind Dora, a telephone-based voice-assistant for carrying out routine clinical conversations (see Brandt et al. 2023). The analysis focuses on various moments in these automated clinical conversations (for example, patient’s responses to assessment elicitations, patient’s responses to repair initiators) and compares the formatting of these across L1 and L2-speaking patients in the corpus. We also consider the differences in how the system subsequently responds to these turns, and the ultimate impact of this upon the interaction.

We discuss the implications of our findings in terms of the potential excluding nature of these conversational systems, and propose solutions in the future design of these systems.

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“I’m going to eat ten vegetables”:

Drawing Moral Lessons and Elicited Promises in Shared Book Reading

Shared book reading is a routine activity for many families, which is celebrated for its pedagogical value. It is broadly defined as experience during which parent or teacher reads a book to preschool children who have yet begun to read themselves. While it has been a focus of much research attention in literacy development, most of the research on shared book reading employed an experimental and/or interventional approach treating the amount and quality of extratextual talk (i.e., talk produced outside of the text) as an independent variable that might predict children's future literacy skills. However, the way in which caregiver's extratextual talk is analyzed in these studies is often based on unidimensional coding, e.g., meaning-based talk vs. code-focused talk, without considering the interactional dimension of caregiver-child interaction. Based on 36 hours of video data collected from five bilingual families in Singapore, the current study examines extratextual talk interaction that arises in shared book reading activity. Preliminary analysis reveals that such talk constitutes a rich site where moral lessons are made and challenged, and elicited promises are made as parents routinely relate the contents of the book to the child's life. The entry into extratextual talk was initiated either by the parent or the child. The analysis focuses on sequential organization of how the talk triggered by the textual contents lead to elicited promises made by the child. It is shown that parent's questions often serve to draw a parallel between what happens in the story and the child's life and embodies strong orientation to deontic action, which is oriented to by the child and realized as elicited promises/commitment for future action. Data is in English.