gAbstracts

CAN-Asia Symposium on L2 Interaction
March 2021

Wednesday 24 March 2021

Chair: Eric Hauser

(1-1) Noticing and Repair

Presentation 1

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L1 knowledge for the construction of intersubjectivity in L2 peer interaction

Abstract
English-as-a-foreign-language (EFL) learners often encounter trouble sources in L2 interaction with their peers in second language (L2) conversation. These reparable problems often emerged from the difficulties of pronunciation and lexical choice in L2. Using audio-recorded data, this study explores the initiation of repair and the function of the first language (L1) knowledge (e.g., pronunciation or lexical). Four Japanese university students were paired and instructed to converse in English for 20 minutes. Since the participants share the same L1, L1 use in L2 conversation is not a major problem for the construction of intersubjectivity. However, sequences of repair show some instances of microgenetic development of L2 pronunciation and vocabulary. Also, another instance shows non-repaired sequences even though the trouble source emerges. Finally, this study argues the effect of repair sequences for L2 learning and interactional practices of repairing the trouble sources must be learned for peer interaction.

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Presentation 2

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The relevance of repair sequences for the audience: Unprojected learning opportunities in conversation-for-learning

Abstract

Based on conversation-for-learning data collected form college English courses designed to complement conventional teacher-fronted teaching for the augment of L2 learners' exposure to and employment of the target language (TL), the study depicts how L2 learners spontaneously exploit learning opportunities and maximize the application of TL for possible learning. While previous studies concentrate on learning behaviors within repair sequences, this study exhibits L2 learners' efforts to retrospectively retrieve a problematic vocabulary which was embedded in another learner's preceding self-repair sequences. Instead of further initiating repair from the interlocutor or language experts, learners are found frequently resorting to their peers to recycle the trouble vocabulary. The study demonstrates how L2 learners make use of other students' repair sequences for their own learning opportunity through peer interactions and in so doing, how different participation framework is being utilized to maximize their learning outcome.

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Presentation 3

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Pre-service teacher noticing of embodied resources in task-based interaction

Abstract
This talk is based on a larger study in which pre-service teachers (PSTs) in dyads carried out a series of direction-giving map tasks in teacher versus student roles. The research question was: what do teachers notice about the use of embodied resources by students? Teacher noticing is defined as attention, interpretation, and decision-making during engagement. Mixed data sources were incorporated into the analyses, including transcriptions inspired by multimodal CA, comments from stimulated recall interviews, and material resources used by the participants. Two excerpts will be presented. These concern teacher noticing of a facial expression and hair twirling as signals of miscomprehension, respectively. These cues combined with other nonverbal and verbal cues led to repair sequences by the teacher. Overall, PSTs deployed sophisticated communicative repertoires to address breakdown, despite variability in task outcomes. Implications for PST development will be noted.

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Friday 26 March 2021

Chair: Toshiaki Furukawa

(3-1) Participation framework

Presentation 4

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                University of Hawaiʻi at Mānoa, USA

Being the teacher: Observing students during a discussion task

Abstract

Using video data from an English class at a Japanese university, I analyze how a teacher acts as an observer of groups of students during a discussion task. Through their actions, including use of the spatial and physical layout of the classroom, the students and teacher co-construct the teacher as a particular kind of (peripheral) participant, one who can observe the performance of the task, respond to students' task-relevant talk without himself being responded to, briefly join the group interaction by addressing talk to one or more students, and unilaterally move away from any particular group. The teacher's participation in the discussion task interaction ranges from being a non-participant, through being a peripheral observer, to being, briefly, a full participant. The potential of the teacher to observe any group from the periphery, and even to join the interaction, is shown to be an omnirelevant scenic feature of the classroom.

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Presentation 5

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Entry into Ongoing Interaction: Ratifying the Incoming Member

Abstract

Interactions by multiple participants has been widely investigated in various CA studies. However, many studies have examined interactions which are by a fixed number of participants. This paper focuses on an interactional sequence in which a non-participating eavesdropper self-involves in ongoing interaction, and accordingly, how the interactional constellation is reconfigured. This presentation will use CA to examine a naturally-occurring, multiple-participant L2 interaction recorded in a hairdressing setting. Moreover, the analysis will particularly illustrate what kind of participant-inclusion strategies are performed by the participants. Findings suggest that, the incoming participant does not follow a step-by-step participation process based on recipient design for obtaining the others' ratification. Furthermore, the physical location of the incoming participant changes after participation has been ratified. Thus, it shows that the transition by unratified participant to being the primary participant is accomplished with very few steps. These findings have implications for L2 multiple interaction in general.

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Presentation 6

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Terima kasih 'Thank you': Learning to express appreciation with a formulaic expression in Indonesian

Abstract
Formulaic expressions have been a focus of research on second language learning. In CA, although there has been much attention paid to the relatively predictable openings/closings of talk and where it is recognized that they are an interactional achievement, there has been little research on speakers learning a second language. This lacuna is more pronounced with children. This paper explores the process of one child's learning of a formulaic expression in Indonesian: Terima kasha 'Thank you'. The child (6 years) lives in Japan with his Japanese mother and Indonesian father, but the family is visiting the father's family home, where members are seated at the dining table and one of the child's aunts has prepared a snack for him—a situation (for his mother) requiring him to express thanks to her. The findings show the importance of detailing the discursive and embodied organization and participation frameworks of learning formulaic expressions.

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Saturday 27 March 2021

Chair: Tim Greer

(4-1) Initiative and Learning in Interaction

Presentation 7

Name   William Owens
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"Yeah, I don't know that, but anyway..." Linguistic strategies for managing conflicting orientations in a one-on-one online language-learning session

Abstract
Compared with traditional face-to-face language-learning, the range of resources available for use in meaning-making is more limited in online sessions, perhaps even moreso when webcams are not used. Without the use of embodied actions or physical objects, the work of maintaining intersubjectivity and mutual orientation to the ongoing interaction must be carried out using spoken language and shared screens/whiteboards as the tools of communication. This presentation will analyse recorded audio and shared-screen data from such sessions, conducted between a single tutor and single student with an emergent, open-

format, student-centred approach to language learning, exemplifying the ways in which various linguistic resources were deployed by both participants, in often non-canonical ways, to advance their own differing interactional agendas with regard to the (omni-)relevance of language expertise asymmetry, whilst simultaneously orienting to the need to maintain a degree of mutuality. The implications for the conceptualisation of interactional competence of both participant-roles will be discussed.

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Presentation 8

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"Hey! Teachers! Leave Them Kids Alone!" L2 Teachers' Interactional (In)competence in Question-Answer Sequences

Abstract
Research in L2 teaching upholds interaction as a prerequisite to learning. Language classroom interaction research has also shown that teacher talk plays significant roles in shaping learner turns in class interactions, particularly across question-answer sequences. Similarly, it is believed that asking referential questions, as opposed to display questions, often leads to lengthier and more complex learner contributions, hence increasing the learners' opportunities for learning. The findings of the present research, however, imply that this is not necessarily the case. Drawing on the concept of Classroom Interactional Competence (CIC), this conversation analytic (CA) study demonstrates how teachers' inappropriate questioning practices limit learners' space for participation and learning even when referential questions are asked. It builds upon audiovisual data collected from a Collaborative Online International Learning (COIL) program involving Japanese and Taiwanese EFL learners and introduces four interactional practices that facilitate learner participation and five practices that impede it.

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Presentation 9

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The interactional management of learner initiatives in Hong Kong CAL classroom interaction

Abstract
Learner initiatives have the potential to generate co-constructing learning opportunities in language classrooms. This study investigates how teachers manage and orient to learner initiatives by non-Chinese speaking students in two Chinese as an additional language (CAL)

classrooms taught in English. The naturally occurring data of 10 hours have transcribed for micro analysis line-by-line, which were collected in a secondary school in Hong Kong. Using multimodal conversation analysis, this study demonstrates how learner initiatives can lead to the creation of learning space for active student participation through talk and a range of embodied and material resources. The preliminary study suggests that there is a sequential pattern in learner initiatives and this pattern is ordered and organized. Two formats of learner initiatives are observed in the data: (1) trouble-source initiated turn for peer support in insert expansion sequences and (2) exploiting assigned turn for maximizing speaking opportunities in post expansion sequences. The study argues the practices used by CAL teachers to transform learner initiatives into pedagogical opportunities for promoting intersubjective understanding through emergent uninvited contribution. This research contributes to a growing literature on classroom participation and collaborative learning by examining language teacher practices. The research has implications for teaching CAL to adolescent learners and teacher education for L2 Classroom International Competence.

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(4-2) Interculturality and Bilingual Practices

Chair: Eric Hauser

Presentation 10

Name   Mika Ishino
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'Can I speak Japanese?'-Pre-ness for Showing Advanced Academic Knowledge in EMI Classrooms at a Japanese University.

Abstract
This study explores how students in a Japanese university's EMI classes avoid breaching acts when switching to L1 (e.g., Duran et al, 2019) and legitimately contribute to the classroom. The study conducted conversation analysis on the students' question and answer series after their presentations. The analysis revealed that students initiated a sequence prior to switching to L1; they directly requested permission to switch by asking the teacher, for example, "Can I speak Japanese?" The switch was made only after the teacher accepted the request. By initiating this pre-sequence, the students tended to hold longer L1 turns in order to show their advanced academic knowledge. Switching to L1 in this way was treated as a legitimate contribution, but switching to L1 without this pre-sequence is treated as a breach. The study contributes to our understanding of how students in EMI settings situated themselves as bilingual performers to accomplish institutional business.

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Presentation 11

Name   Joseph Tomasine
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Doing 'Requesting Translation': A (potentially strategic) case of deficient L2 performance during diagnostic reading assessment

Abstract

Common sense makes it possible to identify interactional objects which could be called 'requests for translation': instances where one party requests of another an equivalent unit across languages. This paper presents a single case analysis of one such instance from a corpus of naturally occurring diagnostic assessments of primary school reading. The paper analyzes a stretch of talk from one of these assessments, in which a student requests his teacher translate a word from the L1. The sequential context of this request is examined in order to identify the interactional resources implicated in doing 'requesting translation' as interactional practice. Although such practices may be easy to identify, the paper posits their involvement in interactional work that is anything but commonsensical. Finally, after attempting an analysis of that delicate interactional work in this single case, the paper will discuss how such work may potentially include the strategic performance of L2 deficiency.

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Presentation 12

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Revising ownership of language

Abstract

Employing ethnomethodology and conversation analysis (Sidnell and Stivers 2013), this presentation is to demonstrate how our mundane concept of "ownership" plays the crucial role for making interculturality relevant. The presentation first clarifies that the following two strands of research are essentially different species of interculturality: the ownership of language/culture (e.g., Nishizaka 1995) and knowledge of language/culture (e.g., Bolden 2014). Second, drawing upon Nishizaka (1995), I will focus on the moment where the participants perform compliments on the other's language use. By so doing, the presentation demonstrates not only the structure that the participants rely on to perform the compliments but also the practices to use the structure — the ownership of language and the use of its normativity. Finally, I will discuss that interculturality is a procedurally consequential device used to perform, and made accountable by and as, a specific course of action. The data are from mundane conversations where English/Japanese used as additional languages.

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Presentation 13
Name   Zack Nanbu
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Name　　　Tim Greer
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"So canoe": On the expert deployment of minimal linguistic resources

Abstract
English teachers in Japan are often faced with students who possess both limited linguistic and communication skills. However, there are also some who possess a great ability and desire to interact, despite their lack of significant access to English grammar and vocabulary. This presentation will document the way one such novice English user is able to drive the conversation by expertly deploying minimally constructed turns in combination with tranlanguaging and embodied interaction. Specifically, he relies on a base pattern of [so + loanword + gesture] to accomplish a broad range of sequentially contexted actions. The study provides evidence to suggest that meaning-making is not reliant on access to language alone, and perhaps not even primarily, and that language learners should therefore be assessed not only on their mastery of linguistic proficiency, but also on interactional competence and engagement. The data are taken from a corpus of Japanese learners of English in a discussion test setting.

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Sunday 28 March 2021

Chair: Eric Hauser

(5-1) Longitudinal Investigations of L2 Interaction

Presentation 14

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Managing participation in triadic interaction: A longitudinal study

Abstract
This presentation examines video data from an English class at a Japanese university in which three student participants engage in unscripted conversation. The data were recorded a year apart and show differentials in the ways the interactants oriented to participatory roles before and after a period of study abroad in an English-speaking country. The pre-videos demonstrated a tendency for turn transition to be carried out by 'current nominates next' and for recipients of talk to orient solely to the current speaker and generally disattend to their fellow listener.

In the post study-abroad data turn transition often involved self-selection at a TRP and for speakership to be more generally contested than in the pre- data. In addition, recipients of talk oriented to the presence of both of the other participants (the just-finished speaker and the fellow listener) and progressivity was maintained with much more equal input from all three participants.

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Presentation 15

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Investigating multimodal awareness in analyses of a learners' own L2 interaction

Abstract
With recent advances in Interactional Linguistics (ILs) (Couper-Kuhlen & Selting, 2018), educators are now tasked with developing materials and pedagogy that integrate the vocal, nonvocal, and material communicative modes. This paper reports an investigation into an university-level EFL Communication Skills course in which peer-model materials (PMMs) (Kindt, 2014; Murphey, 1998) and recursive conversations (RCs) (Kindt & Bowyer, 2018) were designed to support the development of students' awareness of and analytical skills in each of the three modes. After summarizing the study, the presenter follows a sociocultural theory (SCT) (e.g., Lantolf & Poehner, 2014) approach informed by conversation analysis (CA) (e.g., Greer, 2016; van Compernolle, 2016) to provide a detailed examination of one learner's experience in the course. A longitudinal collection of excerpts displays how the learner demonstrates the ability to recognize and describe the contribution of the three modes and their interrelation in establishing and maintaining intersubjectivity with her peers

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Presentation 16

Name	Younhee Kim
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"Do you know what market is?": Yes-bias and sequential understanding in bilingual preschool children's interaction

Abstract
Previous research has suggested that young children display a yes-bias toward incomprehensible questions (Fritzley & Lee 2003). While how young children respond to yes-no questions has been an important topic in developmental psychology, most research has been done in experimental design using questioning method. Based on longitudinal

conversation data between a father and a bilingual preschooler, the current study examines one child's response to yes-no questions and its subsequent sequential trajectories over eighteen months from when the child was three and a half years old to five. While a preliminary analysis confirms yes-bias, detailed sequential analysis brings two linguistic constructions, "dunno" vs. "I don't know" into analytic focus. Further analysis suggests that rather than forming a developmental trajectory, the two forms show complementary distribution corresponding to whether there was an assumption or evidence for his knowledge of the target in the prior sequence, thus reflecting the child's understanding of local sequential environment.

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(5-2) Recipiency

Chair: Tim Greer

Presentation 17

Name	Yo-An Lee
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Recipients' Contributions to Storytelling: Questioning Coherence and Formulating Stance

Abstract
Storytelling that arises in interaction involves managing extended or multiple turns (Goodwin, 1984) through which utterances are bound together to form a connected whole. It is this connectedness that recipients often attend to and thus find problems with it. The present study is designed to examine what happens when recipients question the topical coherence of the story or undertake stance enacted therein. Managing multiple utterances is a routine task for L2 speakers, and yet, very few studies in applied linguistics have explored how they are organized together. This paper analyzes 27 sessions by L2 speakers in EFL contexts to show the ways in which recipients identify logical discrepancy in the teller's utterances. It also examines how recipients undertake stance enacted in the story and what consequences it has on the subsequent story. These findings offer a realistic portrayal of what L2 speakers experience in conjoining multiple utterances.

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Presentation 18

Name	Ivan Brown
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"Yeah yeah yeah" and Other Types of Triple-Pulse Vocalizations in Talk-in-Interaction

Abstract

Stivers (2004) reported that multiple sayings (e.g., "no no no") in social interaction are systematic in both their sequential positioning and in their function, and a resource for speakers to display orientation to an in-progress course of action rather than only the immediately prior utterance. This study, with L2 data mainly from a Skype interaction between a university student in Japan and an English conversation coach in the Philippines, has a similar concern. The instances here, however, cannot be described as involving "a full unit of talk (single TCU) being said multiple times." They are all constructed from a single-syllable (or single-pulse) item, which is not necessarily even lexical (e.g., "hm" or "k(h)"), repeated swiftly three times, as if to collectively constitute "a single TCU". The functions range from displaying engagement as a story recipient, to emphasizing agreement, to ratifying embedded other-correction. In only a couple of the sequences concerned is NNS/L2 speakership made relevant.

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Presentation 19

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Small Group Selection: An Alternative Classroom Participation Framework

Abstract

Given large class sizes and students who are reticent to respond, EFL teachers are regularly faced with the issue of how best to summon and select a next-speaker within whole-class discussion. This presentation contributes to previous work on turn allocation in language classrooms (Kääntä, 2012; Mortensen, 2009) by analyzing how teachers select small groups of students and how students form their groups and negotiate who will speak on their behalf. The analysis suggests that when teachers instruct students to form groups for the first time, they provide detailed instructions such as the number of students in each group. The students respond to these instructions by forming their groups using specific hand gestures. The students also jointly establish and maintain a spatial-orientation (Kendon, 2010) to arrange themselves in a way to able to interact with and pay attention to each other. The results suggest that the subsequent group selection iterations require less instruction from the teacher and less work from the students, as they have already known their group members. After the students establish their group selection, they negotiate who will answer on their behalf. This also is done through a combination of talk and gesture. The findings demonstrate that classroom participation is a multilogue interaction (Schwab, 2011) and that students have an active role in speaker selection. The data consists of 16h of video recordings from EFL classrooms in Japanese universities.

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Presentation 20

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Open invitation: An attempt to involve wider participation at the third position of the IRF sequence

Abstract
This study employs a conversation analytical approach to investigate an interactional device, termed Open Invitation (OI), that was found in the third position of the IRF sequence. The practice was repeatedly identified in the middle-grade (third and fourth year) L2 classroom interaction at a public elementary school in Japan. The analysis demonstrates one interactional role that the OI can play. By withholding the immediate evaluation/feedback turn and inserting it, the teacher invites all the students into an episode of otherwise dyadic interaction between the nominated student and the teacher, and thereby offers an opportunity for the students to express their opinions about the appropriateness of the nominated student's preceding contribution. In contrast to some previous studies, the analysis suggests that OIs could provide a freer interactional right for students in the evaluative position of the sequence, allowing them to make both positive and negative evaluations.

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