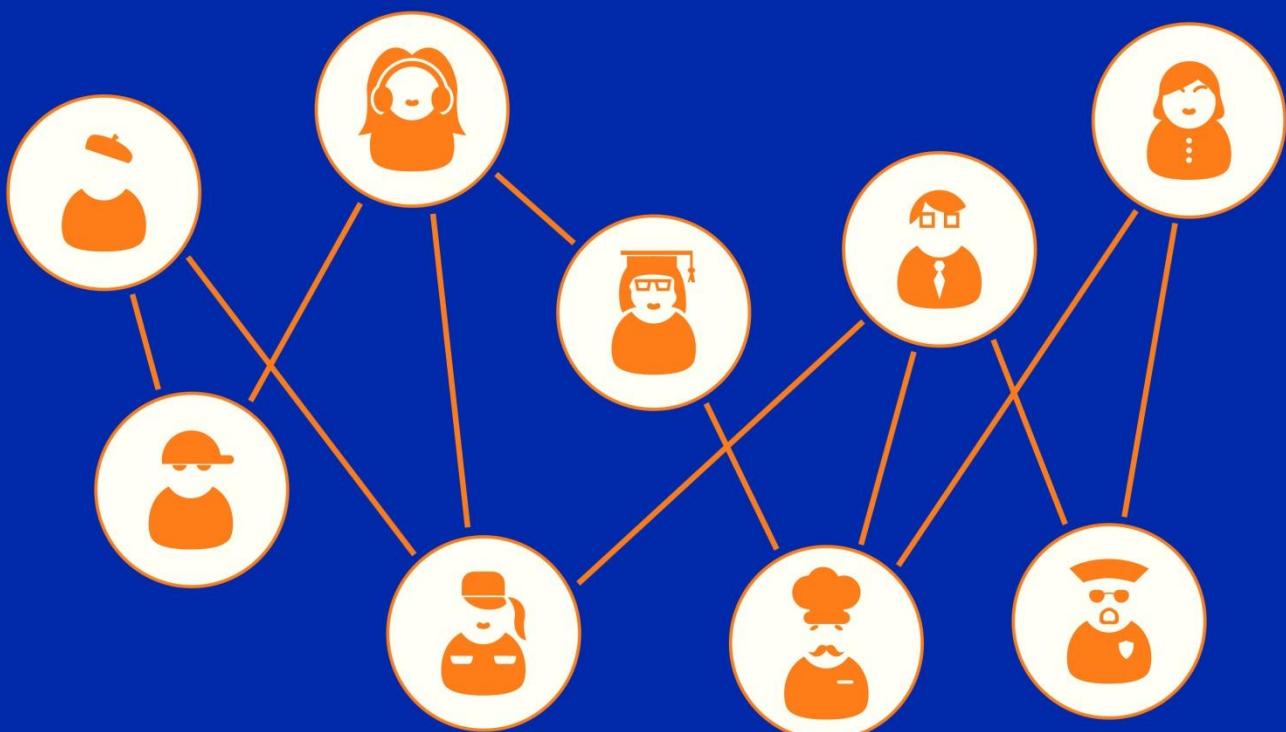


# Interactional Competences in Institutional Practices

## ICIP14

International Conference

November 21 & 22 2014, Neuchâtel (Switzerland)



Partner Institutions: University of Neuchâtel; University of Geneva; HE ARC Neuchâtel; University of Fribourg



# Table of contents

---

## Program

Friday, November 21 .....	9
Saturday, November 22 .....	12

## Abstracts of plenary conferences

“Don’t Know Much About History” and it’s NOT a Wonderful World / Richard F. Young .....	17
Landing in the midst of things / Timothy Koschmann.....	18
Making transitions: the role of interaction in joining a new Community of Practice / Janet Holmes..	19
Tracking the development of interactional competence: Using longitudinal conversation analysis to understand situated learning / Hanh thi Nguyen .....	20

## Abstracts of oral presentations and posters

Affective stances and interactional competence: Learning to disagree in a second language / Asta Cekaite.....	23
Analysing teacher talk questioning in a multimodal way: The role of non-verbal communication in building knowledge / Pierangela Diadoni & Diana Peppoloni .....	24
Assessing interactional competence in a superdiverse setting / Maria Rydell.....	25
A Tale of two students: Good student/bad student identity construction / Sunny Schomaker.....	26
Bringing personal experiences into the classroom: Children participating in a specific interactional structure during shared reading at kindergarten / Myrte Gosen.....	27
Changing gestures, changing meanings? Bodily actions and L2 learning / Søren Eskildsen & Johannes Wagner .....	28
Changing relations? Participation, interaction and accountability in hypertension care / Åsa Mäkitalo & Mona Nilsen .....	29
Children’s acquisition of oral argumentation skills / Martin Luginbühl.....	30
Co-constructing objects of learning: Student-initiated question sequences in lessons of social studies with L2 users of Finnish / Niina Lilja.....	32
Co-constructing proficiency: Norwegian second-language speakers in job interviews / Veronica Pajaro .....	33
Communicating for mental health: Interactional competences in psychotherapy / Claudio Scarvaglieri .....	34
Comparing professional practices in talk as work: The management of meetings by senior vs. a junior facilitators / Lorenza Mondada.....	35
Compétences techniques et relationnelles des hotliners: Etude dans un centre de service informatique / Sophie Lambolez .....	36

Constructing professional identities through interactional competences: The case of an “interaction analysis workshop” in the vocational training of early childhood educators / Isabelle Durand, Marianne Zogmal & Stefano Losa .....	37
Demonstrating progress to constituents at Member of Parliament surgeries / Emily Hofstetter .....	39
Developing L2 classroom interactional competence over time: A case study of a pre-service language teacher / Olcay Sert .....	40
Document ownership in bureaucratic interaction: Some implications for training institutional representatives / Gabriella B. Klein, Koffi M. Dossou & Sergio Pasqua .....	41
‘Doing being’ a good caregiver: Negotiating experiential knowledge in storytellings within a hybrid professional setting / Evelyne Pochon-Berger & Simona Pekarek Doepler.....	42
Enacting talk and planning future (inter)actions in social work encounters / David Monteiro.....	43
Encouraging self-management: A straightforward task for care providers? / Agnes M. Engbersen....	44
How laypersons in public debates manage to create a slot for speaking / Nynke van Schepen.....	45
Initiating action during homework checking – Students’ interactional practices of negotiating epistemic positions / Leila Kääntä.....	46
Instruction, reflection and professional interaction: Post-scenario debriefings in simulation-based medical team training / Elin Johansson, Oskar Lindwall & Hans Rystedt.....	47
Interactional competence in hairdressing service encounters: How do professionals achieve transition to service-assessment sequences / Anne-Sylvie Horlacher.....	48
Learning to perform “transitions” at work: A case study from the professional practice of early childhood education / Laurent Filliettaz & Dominique Trébert.....	49
Le désaccord négocié en salle de rédaction: L’émergence du leadership / Laura Delaloye Saillen ....	50
Le discours professionnel du guide-conférencier comme marqueur d'identité de l'institution touristique / Olivier Meric & Laurent Gautier.....	51
Le raconter en L2 comme moyen privilégié d'interroger les compétences interactionnelles / Gilles Merminod & Anne-Claude Berthoud .....	53
L'intersinographie / Weiyi Song .....	54
Managing participation in institutional settings: The case of dyadic sequences in interpreter-mediated interaction / Elena Davitti & Sergio Pasquandrea .....	55
Mobilizing response as part of interactional competence / Virginie Fasel Lauzon.....	56
Navigating language policing in practice in the internationalized workplace / Spencer Hazel .....	57
Paroles d'aphasiques en interaction: Quand le mot manque, le geste compense-t-il? / Isabel Colon de Carvajal & Sandra Teston-Bonnard.....	58
Personal storytelling in speech therapy sessions: The ends of stories and their legitimization / Audrey Sublon & Geneviève de Weck.....	59
Repairing for an other: Mediating other-initiated repair as a professional resource / Hanna Svensson .....	60

Request formats in telephone conversations between nurses and doctors / Anca Cristina Sterie & Esther González-Martínez .....	61
Rire cordial lors d'appels téléphoniques d'infirmières à l'hôpital / Esther González-Martínez & Cécile Petitjean.....	62
Sustaining mutual understanding in study group discussions in apprenticeship training / Marjo Savijärvi.....	63
<i>Tangram</i> : Developing students' classroom interactional competence in the CLIL classroom / Natalia Evnitskaya .....	64
The construction and management of incomplete visual displays in the French L2 classroom / Kirby Chazal .....	65
The effects of communication training on the doctor-patient-relationship – An analyse of gestural behavior / Nadine Gabor, Hedda Lausberg, Frank Vitinius, Rainer Obliers & Andrea Ritter..	66
The interactional competence of aphasic speakers in speech therapy sessions / Sara Merlino.....	67
Tutoring in an internship workplace context: “The expertise – equality dilemma” / Gunlög Sundberg.....	68
Une méthode réductrice d'étude du langage de l'enseignant pour l'analyse de compétences interactionnelles / Jean-Philippe Maitre .....	69
When the teacher tells “her side”: A-event statements in oral exams / Silvia Kunitz & Numa Markee .....	70
Who says what's correct? Collaboratively achieving agreement on the evaluation of verb forms in a focus-on-form board game in the FFL classroom / Carmen Konzett .....	71
<b>Index of presenters</b>	73



# Program

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Friday, November 21			
8h00 14h00 + 16h00 17h00	REGISTRATION  Faculty of Law, main hall, ground floor	CONFERENCE OPENING  WELCOME WORD FROM SIMONA PEKAREK DOEHLER, DIRECTOR OF THE IC-YOU RESEARCH PROJECT  Faculty of Law, 2 <sup>nd</sup> floor, D67	
9h00 9h15		JANET HOLMES  <i>Making transitions: The role of interaction in joining a new Community of Practice</i>  Faculty of Law, 2 <sup>nd</sup> floor, D67	
9h15 10h15		COFFEE BREAK  Faculty of Law, 1 <sup>st</sup> floor hall	
10h15 10h45		PARALLEL SESSIONS  Faculty of Law, 1 <sup>st</sup> floor, C43 Chair: P. Gosteli-Corvalan	Faculty of Law, 2 <sup>nd</sup> floor, D67 Chair: A. Sublon
10h45 11h15	Faculty of Law, 2 <sup>nd</sup> floor, D62 Chair: V. Degoumois	Le raconter en L2 comme moyen privilégié d'interroger les compétences interactionnelles Mermimod, G. & Berthoud, A.-C.	Personal storytelling in speech therapy sessions: The ends of stories and their legitimization Sublon, A. & de Week, G.
11h15 11h45	Managing participation in institutional settings: The case of dyadic sequences in interpreter-mediated interaction Davitii, E. & Pasquandrea, S.	Le discours professionnel du guide-conférencier comme marqueur d'identité de l'institution touristique Meric, O. & Gautier, L.	The interactional competence of aphasic speakers in speech therapy sessions Merlino, S.
11h45 12h15	Interactional competence in hairdressing service encounters: How do professionals achieve transition to service-assessment sequences Horlacher, A.-S.	Le désaccord négocié en salle de rédaction: L'émergence du leadership Delaloye Saillen, L.	Paroles d'aphasiques en interaction: Quand le mot manque, le geste compense-t-il? Colon de Carvajal, I. & Teston-Bonnard, S.
12h15 12h45	Enacting talk and planning future (inter)actions in social work encounters Monteiro, D.		Communicating for mental health: Interactional competences in psychotherapy Scarraglieri, C.

## Friday, November 21 (cont.)

<b>12h45</b> <b>14h00</b>	<b>LUNCH</b> <b>Faculty of Law, 1<sup>st</sup> floor hall</b>	<b>POSTERS PRESENTATION</b> (5min each) <b>Faculty of Law, 2<sup>nd</sup> floor, D67</b>
<b>14h00</b> <b>15h00</b>	<p>Analyzing teacher talk questioning in a multimodal way: The role of non-verbal communication in building knowledge <b>Diadòri, P. &amp; Peppoloni, D.</b></p> <p>Une méthode réductrice d'étude du langage de l'enseignant pour l'analyse de compétences interactionnelles <b>Maitre, J.-P.</b></p>	<p>The effects of communication training on the doctor-patient-relationship – An analyse of gestural behavior <b>Gabor, N., Lausberg, H., Vitinius, F., Obliers, R. &amp; Ritter, A.</b></p> <p>L'intersinographie <b>Song, W.</b></p>
		<p>Compétences techniques et relationnelles des hotliners: Etude dans un centre de service informatique <b>Lambolez, S.</b></p> <p>Tutoring in an internship workplace context: “The expertise – equality dilemma” <b>Sundberg, G.</b></p>
		<b>PARALLEL SESSIONS</b>
	<b>Faculty of Law, 2<sup>nd</sup> floor, D62</b> <b>Chair: V. Degoumois</b>	<b>Faculty of Law, 1<sup>st</sup> floor, C43</b> <b>Chair: P. Gosteli-Corvalan</b>
<b>15h00</b> <b>15h30</b>	<p>Who says what's correct? Collaboratively achieving agreement on the evaluation of verb forms in a focus-on-form board game in the FFL classroom <b>Konzett, C.</b></p>	<p>Learning to perform “transitions” at work: A case study from the professional practice of early childhood education <b>Filiellaz, L. &amp; Trébert, D.</b></p>
<b>15h30</b> <b>16h00</b>	<p>A tale of two students: Good student/bad student identity construction <b>Schomaker, S.</b></p>	<p>Instruction, reflection and professional interaction: Post-scenario debriefings in simulation-based medical team training <b>Johansson, E., Lindwall, O. &amp; Rystedt, H.</b></p>
<b>16h00</b> <b>16h30</b>	<p>Affective stances and interactional competence: Learning to disagree in a second language <b>Cebalae, A.</b></p>	<p>Sustaining mutual understanding in study group discussions in apprenticeship training <b>Savijärvi, M.</b></p>
<b>16h30</b> <b>17h00</b>	<p>Developing L2 classroom interactional competence over time: A case study of a pre-service language teacher <b>Sert, O.</b></p>	<p>Constructing professional identities through interactional competences: The case of an “interaction analysis workshop” in the vocational training of early childhood educators <b>Durand, I., Zogmal, M. &amp; Losa, S.</b></p>
		<p>Competence techniques in talk as work: The management of meetings by senior vs. a junior facilitators <b>Mondada, L.</b></p> <p>Demonstrating progress to constituents at Member of Parliament surgeries <b>Hofstetter, E.</b></p> <p>Repairing for an other: Mediating other-initiated repair as a professional resource <b>Svensson, H.</b></p> <p>Document ownership in bureaucratic interaction: Some implications for training institutional representatives <b>Klein, G. B., Dossou, K. &amp; Pasquandrea, S.</b></p>

Friday, November 21 (cont.)	
17h00 17h30	COFFEE BREAK + POSTERS Faculty of Law, 1 <sup>st</sup> floor hall
17h30 18h30	TIMOTHY KOSCHMANN <i>Landing in the midst of things</i> Faculty of Law, 2 <sup>nd</sup> floor, D67
19h30	CONFERENCE DINNER Restaurant Beaulac – Esplanade Léopold-Robert 2, 2000 Neuchâtel

Saturday, November 22	
8h00 12h00	REGISTRATION Faculty of Arts, east wing hall
9h00 10h00	HANH THI NGUYEN <i>Tracking the development of interactional competence: Using longitudinal conversation analysis to understand situated learning</i> Faculty of Arts, east wing, RE48
10h00 10h30	COFFEE BREAK Faculty of Arts, east wing hall
	PARALLEL SESSIONS
	Faculty of Arts, east wing, RE42 Chair: V. Degoumois
	Faculty of Arts, east wing, RE46 Chair: A. Sterie
10h30 11h00	Mobilizing response as part of interactional competence Fasel Lauzon, V.
11h00 11h30	Bringing personal experiences into the classroom: Children participating in a specific interactional structure during shared reading at kindergarten Gosen, M.
11h30 12h00	Children's acquisition of oral argumentation skills Luginbühl, M. & Mundwiler, V.
12h00 12h30	Initiating action during homework checking – students' interactional practices of negotiating epistemic positions Kääntä, L.
	Faculty of Arts, east wing, RE48 Chair: A. Sublon
	The construction and management of incomplete visual displays in the French L2 classroom Chazal, K.
	Changing gestures, changing meanings? Bodily actions and L2 learning Eskildsen, S. & Wagner, J.
	<i>Tangram</i> : Developing students' classroom interactional competence in the CLIL classroom Evnitskaya, N.
	When the teacher tells "her side": A-event statements in oral exams Kunitz, S. & Markee, N.

Saturday, November 22 (cont.)			
12h30 14h00	LUNCH  Restaurant Le Romarin – Rue de la Maladière 62, 2000 Neuchâtel		
	PARALLEL SESSIONS		
	Faculty of Arts, east wing, RE42 Chair: P. Gosteli-Corvalan	Faculty of Arts, east wing, RE46 Chair: A. Sterie	Faculty of Arts, east wing, RE48 Chair: A. Stublon
14h00 14h30	Assessing interactional competence in a superdiverse setting Rydell, M.	'Doing being' a good caregiver: Negotiating experiential knowledge in storytellings within a hybrid professional setting Pochon-Berger, E. & Pekarek Doehler, S.	Co-constructing proficiency: Norwegian second-language speakers in job interviews Pajaro, V.
14h30 15h00	How laypersons in public debates manage to create a slot for speaking Van Schepen, N.	Navigating language policing in practice in the internationalized workplace Hazel, S.	Co-constructing objects of learning: Student-initiated question sequences in lessons of social studies with L2 users of Finnish Lilja, N.
15h00 15h30		COFFEE BREAK Faculty of Arts, east wing hall	
15h30 16h30		RICHARD YOUNG  “Don’t Know Much About History” and it’s NOT a Wonderful World Faculty of Arts, east wing, RE48	
16h30 16h45		CONFERENCE CLOSING Faculty of Arts, east wing, RE48	



## Abstracts of plenary conferences

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## **“Don’t Know Much About History” and it’s NOT a Wonderful World**

**Richard F. Young**

**University of Wisconsin-Madison, USA**

*Saturday, November 22, 15h30-16h30, RE48*

Institutions are rules: rules that constrain and afford behavior, rules to inspire some beliefs and depress others, rules establishing and maintaining relations of power among persons within and outside an institution. Institutional rules evolve over the history and pre-history of an institution and continue to evolve in moments of interaction among persons, who are neither cultural nor judgmental dopes. Persons are both norm-abiding rule followers and self-interested rational actors with histories of their own. Personal histories are rarely considered in the analysis of institutional interaction, yet personal histories are the source of enduring dispositions to feel, think, and behave in institutions.

In this presentation I focus on the institution I know best – classrooms in United States schools – and I will argue that personal histories of learners and teachers provide new insights into classroom discourse. What learners and teachers do and don’t do, what they say, how they say it, and what they don’t say are revealed in a practice-theoretical approach inspired by Bourdieu, de Certeau, Goffman, and Foucault and illustrated in recent studies of:

- The situated experiences of bilingual students from Texas in Spanish heritage language classrooms
- Reports by working-class students of their experiences in foreign language classrooms
- How a learner of Spanish and her tutor co-construct symbolic knowledge of culture symbols and histories
- Comparisons of novice teachers’ previous experiences as learners with their current discursive practices as teachers
- Collaborative consciousness-raising by learners with technical knowledge and those with folk knowledge

The song “What a Wonderful World” begins with the line “Don’t know much about history.” I argue in this presentation that if we don’t bring personal history into account, we cannot fully understand institutional discourse.

## Landing in the midst of things

Timothy Koschmann

Southern Illinois University, USA

Friday, November 21, 17h30-18h30, D67

Accountability inhabits a central place in the writings of the American sociologist, Harold Garfinkel (2002) and it is a foundational principle for the school of sociology that he founded. He theorized that accountability was implicated in the production of what Durkheim termed *social facts*. Recent attention (e.g., Neville et al., 2014) has turned to "objects as practical accomplishments" (p. 3), that is, in the ways that materiality features into unfolding interaction. In the current presentation, I would like to apply Garfinkel's ideas pertaining to the accountable production of social facts, to the processes whereby material objects are accountably produced within interaction. To make this discussion a bit more concrete, we will examine two excerpts from a previously published analysis (Koschmann et al., 2011). That analysis focused on the constitution of a particular anatomical feature during the conduct of a surgical procedure carried out at a teaching hospital. The presentation will conclude by exploring how an analytic focus on accountability, particularly the accountability of produced objects, might shed new light on interactional competences in institutional settings.

### References:

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- Nevile, M., Haddington, P., Heinemann, T., & Rauniomaa, M. (2014). On the interactional ecology of objects. In M. Neville, P. Haddington, T. Heinemann & M. Rauniomaa (Eds.), *Interacting with objects: Language, materiality, and social activity* (pp. 3-26). Amsterdam: John Benjamins.

**Making transitions:  
the role of interaction in joining a new Community of Practice**

**Janet Holmes**

**Victoria University of Wellington, New Zealand**

*Friday, November 21, 09h15-10h15, D67*

Interaction is the main channel through which people establish connections with others at work, but it is also a crucial means of learning how to become a well-integrated member of the workplace community and of becoming acquainted with relevant professional values. While local norms or "ways of doing things round here" are sometimes made explicit by a mentor or workplace buddy, analysis of workplace interaction in a range of New Zealand workplaces indicates that the rules for appropriate behaviour and the related professional values are often very subtle and inexplicit. This paper examines some of the challenges this raises for workers transitioning from one country, organisation, or workplace team to another.

**Tracking the development of interactional competence:  
Using longitudinal conversation analysis to understand situated learning**

**Hanh thi Nguyen**

**Hawai'i Pacific University, USA**

*Saturday, November 22, 09h00-10h00, RE48*

The development of interactional competence has been studied by employing Conversation Analysis (CA) in a longitudinal design to reveal trajectories of change in individuals' interactional practices within a given speech-exchange system (SES). If an individual has the opportunity to participate in the same SES multiple times, s/he can modify certain interactional practices to achieve goals more effectively and efficiently. SESs are recurring, recognizable episodes of interaction with distinctive practices for turn-taking, turn design, repair, sequence organization, overall structural organization, and so on – practices which are co-constructed and oriented to by participants and which are constrained by functional needs and contextual factors (Schegloff, 1999; Drew & Heritage, 1992). It is the recurrent nature of these practices, and the fact that they are visibly displayed in situated discourse, that enables a newcomer to acquire them (Edwards & Potter, 1992; Garfinkel & Sacks, 1970; Kasper, 2009; Nguyen, 2012; Vygotsky, 1978). A question that arises is: what happens when a learner moves from one SES to another?

Using data consisting of classroom role-plays and workplace performance by a pharmacy student in the United States, I aim to explore the answer to the above question by tracking the learner's changes over time in patient consultations with respect to (a) sequence organization, (b) overall structural organization and (c) turn design in the formulation of key actions and referents. I first describe how the learner developed her competencies in role-play consultations in the classroom and then examine whether and how she carried these acquired competencies to consultations at the pharmacy.

The findings suggest that the transfer of interactional competence from training simulation to workplace performance is by no means a simple exportation of learned skills. Although there was evidence of direct competence transfer, some competencies that were developed in the role-plays disappeared, and some were adjusted, relearned, and even reversed while some new competencies emerged only in the clerkship consultations. Thus, competence development across SESs is highly sensitive to the constraints and demands of institutional settings. Further, learning is situated not only at the contextual level (cf. Lave & Wenger, 1992) but also at the interactional level. Based on the findings, I draw implications for communication training in professional settings and elucidate the challenges and promises in using conversation analysis in a longitudinal design to understand competence development.

## Abstracts of oral presentations and posters

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## **Affective stances and interactional competence: Learning to disagree in a second language**

**Asta Cekaite**

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*Friday, November 21, 16h00-16h30, D62*

The present study explores a young child's (7 year old) development of interactional competence in Swedish as a second language over a course of 1,5 years. Within the language socialization framework, the study documents L2 novices' methods employed for doing disagreement by tracking lexico-grammatical and embodied features, and the affective stances displayed thereby. It is argued that affective stances constitute a significant feature of disagreeing responses by indexing the interlocutors' affectively valorized evaluation and alignment towards a specific focus of concern (Dubois, 2007). The study combines a CA microanalytic approach with ethnographic analyses of socialization within a classroom community.

Thus far, the lexical features of disagreements have been explored in interactional studies on adult L2 conversations and learning, demonstrating the progression in the L2 speakers' verbal methods employed to express disagreement (Bardovi-Harlig & Salsbury, 2004; Pekarek Doehler & Pochon-Berger, 2011). By conceptualizing emotion as "a situated practice entailed in speakers' performance of affective stance through intonation, gesture, and body posture" (Goodwin, Cekaite Goodwin, 2012: 16), the present study aims to contribute to a broader understanding of interactional competence as comprising both language-mediated, and embodied affective stances, assembled, configured and deployed to accomplish social actions in interaction.

Key words: Interactional competence, affective stances, social identities, child interactions

**Analysing teacher talk questioning in a multimodal way:  
The role of non-verbal communication in building knowledge**

**Pierangela Diadòri & Diana Peppoloni**

**University for Foreigners of Siena, Italy  
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*Friday, November 21, 14h00-15h00, D67 (Poster session)*

In the investigation of teaching-learning processes substantial attention has been paid to the written and oral registers. Recent studies suggest, however, that gestures, body posture, kinesthetic actions, artifacts and signs in general are a fruitful array of resources to be taken into account in order to investigate how students learn and how teachers teach (Arzarello, 2006; Bautista & Roth, 2012; Forest & Mercier, 2012; Radford, 2009; Radford, Edwards & Arzarello, 2009). Instead of being mere epiphenomena surplus of teaching and learning, these resources, it is argued, mediate the teacher's and the students' classroom activity in substantial manners.

In this study we have analysed, through a multimodal approach, teacher talk questioning in several L2 and LS Italian classrooms. Questioning is one of the most common techniques used by teachers (Richards & Lockhart,

2000) and serves as the principal way in which teachers control the classroom interaction. In some classrooms over half of class time is taken up by question-and-answer exchanges (Richards & Lockhart, 2000).

We have focused on two main types of questions: display questions and referential questions. Through the usage of some video-recorded lessons, transcribed and subtitled, we have investigated the presence and relevance of non-linguistic patterns, that match with regularity with these linguistic phenomena. Particularly, we have examined specific non-verbal and para-verbal activities made by the speakers, tightly linked to the various types of questions, and we have noted that there are recurring behaviours used together with the over mentioned linguistic structures, to express specific communicative and didactic scopes and functions, that is to say to build and spread knowledge in a L2/LS Italian classroom.

**Key words:** Teacher talk, multimodality, corpus linguistic, innovative education, teacher training

## Assessing interactional competence in a superdiverse setting

Maria Rydell

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Saturday, November 22, 14h00-14h30, RE42

This paper reports from an on-going study on interaction in paired speaking tests. The main data consists of video recorded speaking tests in the final national test in Swedish for adult immigrants (B1/B1+ on the CEFR-scale). The participants have varying ethnic, linguistic and educational backgrounds.

Oral proficiency is generally considered difficult to assess in a valid and reliable way. The rationale for using the paired format (a candidate-candidate discussion) is that it elicits a wider range of speech functions and results in more complex talk compared to traditional oral proficiency interviews (Brooks 2009). Meanwhile, there are also problems linked to the format; the interlocutor effect is hard to control and giving individual scores in a co-constructed interaction is a challenge (McNamara 1997).

The theoretical framework for the national test in Swedish for immigrants draws on different models of communicative competence (eg. Celce-Murcia 2007). Interactional competence is a key feature in the theoretical framework underpinning the test. Candidates are tested through interaction (by a candidate-candidate discussion) and on interaction (by criteria on interaction set out in the syllabus). How is interactional competence manifested in a test setting? Can different proficiency levels of interactional competence be described and assessed? Can different contextual recourses (Linell 2009), like prior schooling and background knowledge, have an impact on the understanding of the situation and on the interaction?

Preliminary findings indicate that the candidates use different interactional resources and strategies during the test. Different proficiency levels of interactional competence cannot be easily described and assessed.

**Key words:** Paired speaking tests, language testing and assessment, L2-interaction, interactional competence

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- Brooks, Lindsay. 2009. Interacting in pairs in a test of oral proficiency: Co-constructing a better performance. In: Language testing 26 (3). P. 341-366.
- Celce-Murcia, Marianne. 2007. Rethinking the Role of Communicative Competence in Language Teaching. In: Alcon Soler, E. & Safont Jorda, M.(eds.): Intercultural Language Use and Language Learning. P. 41-57.
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- McNamara, Tim. 1997. 'Interaction' in second language performance assessment: Whose performance? In: Applied linguistics, Vol 18, No 4. Oxford University Press. P. 446-466.

## A Tale of two students: Good student/bad student identity construction

Sunny Schomaker

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*Friday, November 21, 15h30-16h00, D62*

Identity can be considered contextually salient and socially constructed (Bucholtz & Hall, 2005; Gee, 2000). Previous studies of student identity have highlighted the difficulty that arises when students' interactional frameworks differ from institutional frameworks (Sheets & Gay, 1996; Turner, 2006). However, the co-construction of problematic identities (such as "bad student" or "disruptive student") can also be far more complex (Wortham, 2004). In this study, I use ethnomethodology to uncover how one student in a language immersion program at a US university not only constructed a social identity as being "bad at Arabic", but often did so in opposition to co-constructing identity of one of her peers as "good at Arabic". Sources of data include observations of program activities (classes, mealtimes, and extracurricular activities), as well as audio and video recordings of classroom activities, including group work. The findings of this study focus on how these identities were constructed during the course of an eight-week program—the students (and the instructors) had no previous knowledge of each other, and both students began the program with similar interactional practices in the target language (Arabic). Additionally, the student who constructed her own identity as "bad at Arabic" did so primarily in the latter half of the program. This also highlights how quickly identity construction in the classroom can occur, which has implications in teacher training and classroom management. Although this study also responds to the call for more empirical studies on Arabic as a foreign language, the lessons learning from the study are applicable to other learning contexts.

Key words: Identity, classroom discourse, ethnomethodology, Arabic as a foreign language, second language acquisition

## **Bringing personal experiences into the classroom: Children participating in a specific interactional structure during shared reading at kindergarten**

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*Saturday, November 22, 11h00-11h30, RE42*

By entering school, children become novices in the community of practice (Lave & Wenger, 1991) of school. Children are expected to learn to participate in this community and the accompanying 'school discourse'. As such, they gradually become competent members in the interactional environment of school. This is of great importance, since students need these so-called 'prior understandings' of interactional structures (Macbeth, 2003) to be able to make gradual steps in the development of curricular subject knowledge "shared amongst members of communities" (Rojas-Drummond & Mercer, 2003, p. 100). By studying children's participation in interactions in the school environment, it can be shown how novices are able to participate in their lessons, without yet having the accompanying curricular subject knowledge (Macbeth, 2003).

This contribution will show how 4 to 6 year old students participate in the community of practice of kindergarten, especially in the activity of interactive shared reading. As will be shown, teacher and students participate in a specific interactional structure when they use picture books to discuss personal experiences. A close analysis of data from 36 shared reading sessions of 3 kindergarten teachers and their classes of around 20 4 to 6 years old children illustrates that there is room before, during and after the shared reading for exchanging students' personal experiences in relation to the experiences of the book characters. The 'experience interactions' are analyzed in detail according to the qualitative methodology of Conversation Analysis (e.g. Ten Have, 2007). It will be shown that these experiences are shared in a typical manner because of the specific interactional structure in which a list of experiences from different students is constructed.

Teachers are also clearly oriented to specific turn-taking practices that are at stake in these 'experience interactions'. Students are allocated a turn when they contribute a new item to the list of personal experiences, but can be seen to self-select in those cases they respond to each other's experiences. However, the teacher still plays a significant role by asking the initial questions, by asking follow-up questions and/or by commenting on the stories with an evaluation, acknowledgment or interpretation.

**Key words:** Teaching-learning, primary school, community of practice, conversation analysis

## Changing gestures, changing meanings? Bodily actions and L2 learning

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*Saturday, November 22, 11h30-11h30, RE48*

Reporting on the dynamics of embodied second language (L2) learning over time, this paper studies the role of gestures in the process of learning new L2 vocabulary and the process of understanding that must accompany learning. We view both understanding and learning as fundamentally social processes that take place as observable phenomena in real-time interaction and ultimately sustain the accountable processes of reaching and maintaining intersubjectivity (Kasper, 2009; Koschmann, 2011, 2013); displays of understanding happen either in the service of reaching intersubjectivity or as post-trouble accountable behavior in trouble environments displaying that something new has been (claimed to be) understood. Investigating the role of bodily actions in L2 construction learning over time, we bring this moment-to-moment co-constructed interactional work of L2 users to bear on their long-term language learning.

In particular, we investigate L2 speakers' initial packaging of particular lexical items with particular gestures, often in repair environments, and their re-use of these gesture-word packages in subsequent conversations. In other words, our data show that not only do people assign locally anchored, embodied intersubjective meaning to lexical forms in sensemaking activities, these local circumstances bring about emergent L2 vocabulary items as form-meaning-use patterns that sediment as embodied resources to be employed in later productions of the same patterns, sometimes over a period of several years. We will show in detail how these emergent gesturalk combinations are used, manipulated and slightly changed over time to display understanding and achieve intersubjetivity. Our data indicate that the process of learning at least some specific constructions springs from interactional trouble to be overcome and moves along a path of appropriation-for-use in embodied ways that change slowly over time around an iconic core, suggesting a strong link between L2 development, on-going meaning-ascribing and embodied actions.

The study draws on the MAELC database at Portland State University, a longitudinal audio-visual corpus of 4,000 hours of recordings of American English L2 classroom interaction.

Key words: Embodied actions, understanding, language learning, conversation analysis

## Changing relations? Participation, interaction and accountability in hypertension care

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Saturday, November 22, 11h00-11h30, RE46

Institutional communication constitutes the very basis of most human services. Interactional competence is consequential for the face-to-face management and quality of the institutional encounter per se, but also for the quality of its outcomes. Interaction with patients, for instance, constitutes the main vehicle to inform professional medical judgement and through interaction patients are engaged to a lesser or greater extent in co-producing outcomes that will be consequential in their lives. To complete the trajectory of such work written documentation often precede, support and follow from such encounters. The access to such documentation during interaction is accordingly part of the communicative ecology and how it is drawn upon and anticipated by the interlocutors are a constitutive feature of institutional talk.

A current trend in health care, is to develop technologies for self-treatment and documentation for patients with long-term conditions. One purpose of this is to allow patients to become more actively involved in their care, but the idea is also to establish new relations to health professionals where patients take on more responsibility for their own care. In hypertension care, which is the empirical setting of this study, nurses and physicians have traditionally been responsible for establishing, keeping and maintaining a record of the patients' health status, medical treatment and symptoms, and how participation is established and interactionally organized has been contingent on the availability and use of such resources. The new element in our empirical case is that the patients arrive at their appointment with the experience of measuring their own blood pressure values and having documented their symptoms during 8 weeks. This presents an entirely new situation in this recurring interactional event. The data for this paper is retrieved from a corpus of 10 video-recorded clinical encounters with nurses and patients. The focus at this early stage in the analysis is on the interactional order, i.e. how and what forms of participation and accountability that are interactively established as activities are initiated, questions are posed and documented measures are followed up.

Key words: institutional interaction, documentation, patient-nurse interaction, self-treatment

## Children's acquisition of oral argumentation skills

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Saturday, November 22, 11h30-12h00, RE42

Oral argumentation skills are important competences for learning (Chinn 2006, Nussbaum 2008) and in everyday life. Although the fostering of these skills have recently been implemented in educational standards (see Krelle et al. 2007), there is hardly any empirical data on the acquisition of oral argumentation skills of young school children. In our paper we will present the research design of a project that aims at providing an empirical basis for the development of different competence levels as well as insights into the age-related acquisition of children's (aged 7-12) argumentation skills. The video recorded data will be analyzed within the frameworks of Conversation Analysis (e.g. Deppermann 2008) and Grounded Theory (Glaser/Strauss 2010).

In a first part we will discuss theoretical considerations regarding the specifics of oral argumentation, such as its interactive dynamic (see Andrews 2005, Spranz-Fogasy 2006), especially the co-construction of arguments (see Amossy 2009) or strategic sequences (see Felton/Kuhn 2001), but also specifics emerging from general dynamics and exigencies of conversations (see Fiehler 2009, Becker-Mrotzek 2009). We will also address the question of which partial skills should be discerned in argumentation (like the complexity of different argumentation formats or argumentative coherence, see Grundler 2011) and to what extent conversation analysis is able to capture individual competences (see Deppermann 2006).

In a second part we will present the research design of the mentioned project. With reference to studies on argumentation skills of older students (Grundler 2011, Spiegel 2006, Vogt 2002), we will identify factors that determine crucial aspects of argumentative conversations, i.e. age, group size, discussion with or without consequences in real life. The aim of the project is to vary these factors in different settings in order to establish a broad data basis allowing conclusions on different competence levels and on the influence of the setting on argumentative behaviour. Finally we will discuss results from pretests and address open questions about normative decisions regarding competence levels.

Key words: Oral argumentation skills, language acquisition, conversation analysis

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## Co-constructing objects of learning: Student-initiated question sequences in lessons of social studies with L2 users of Finnish

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Saturday, November 22, 14h30-15h00, RE48

Today, there are more and more students around the world learning academic content in their second language. Different educational contexts demand different linguistic skills and afford different opportunities for participation and learning. In comprehensive school, a central linguistic challenge the students face is connected to subject-specific language use: the academic language of mathematics is different from that of social studies, for example.

The focus of this paper is on student-initiated question sequences in classrooms where second language users of Finnish study social studies. More specifically, the paper analyses students' questions targeting a language related issue and teachers' responses to these questions. The analysis of such question-answer sequences illustrates how students and teachers come to mutual understanding about the meaning and purpose of the question asked, i.e. how they come to treat a specific language-related issue as an object of learning (see also Koole 2012). In addition, the analysis shows what kind of possibilities for language use and learning the lessons of social studies afford. The observations will be discussed in relation to the results of previous research on content and language integrated learning (see Dalton-Puffer 2011). On the theoretical level, the analysis aims at deepening our understanding of the notion of academic language ability (Cummins 2000).

The data for the paper consists of 10 lessons. It is part of a larger research project focusing on the development of the interactional competence of young adult immigrants who have immigrated to Finland in the final years of the compulsory education stage, or after it (at the age of 15 – 18), and who attend the Finnish comprehensive school in order to qualify for upper secondary or vocational studies. The paper is based on the theoretical and methodological framework of conversation analysis and adopts a multisemiotic perspective to analyzing classroom interaction.

Key words: Conversation analysis, student initiatives, questions, academic language

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## Co-constructing proficiency: Norwegian second-language speakers in job interviews

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Saturday, November 22, 14h00-14h30, RE48

It is often stated that one of migrants' biggest challenges in gaining access to the labor market is their poor command of the majority language. But what does it mean to be 'fluent' in a language at the workplace? Who gets to be evaluated as a proficient, qualified professional in a job interview?

As an interactional rather than grammatical approach to these issues, the present paper proposes to look at repair sequences in job interviews to look for the resources participants use to build understanding, thus maintaining intersubjectivity (Schegloff 1992). The main hypothesis is that in choosing between different repair strategies (corrections, open class repair initiators), participants take different epistemic stances (Heritage 2013) on their own and others' communicative proficiency.

The data stems from a large corpus of job interviews of medical interns at a Norwegian hospital, though the main analytical focus is placed on a case study of two interviews with second language speakers: one in which the applicant is successful and one where the applicant is not.

Preliminary findings indicate that participants' choices in repair, and the epistemic stances implied in them, can be seen as category bound activities (Schegloff 2007) for different identities in the interviews: Norwegian, foreigner, professional, etc. Such identities will play an important role in the interview as they are essential components of the 'professional persona' that interviewers and candidates co-construct in the interviews.

The paper shows how the idealized 'proficiency' requirements for skilled migrant workers are relative and negotiated between participants in interaction, and not only dependent on a measurable linguistic proficiency.

Key words: Job interviews, epistemics, categorization, identity, Norwegian second language

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## Communicating for mental health: Interactional competences in psychotherapy

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*Friday, November 21, 12h15-12h45, D67*

The talk is concerned with interactional competences in psychotherapy. Based on reviews of the linguistic literature on therapy (e.g. Fitzgerald 2013, Pain 2009, Pawelczyk 2011, Peräkylä 2013, Tay 2013) and detailed qualitative analyses of 70 German tape-recorded therapy-sessions involving six patients (Scarfaglieri 2013), key interactional competences of psychotherapists are identified. These include “formulations” (Antaki 2008), rewordings of the patients’ experiences from a societal perspective (Scarfaglieri 2013) as well as established therapeutic techniques like interpretations and the expression of emphatic understanding (cf. Rogers et al. 2013). In a first step we describe these interactional competences in detail, using conversation analysis, interactional linguistics and functional pragmatics (Redder 2008). In a second step we aim to show that these interactional competences and their relevance for psychotherapy can be understood when the purpose of therapy – the triggering of far-reaching mental changes on the patient’s side – is taken into account. To achieve this purpose, every aspect of the therapist’s utterances is designed so as to activate, elicit and subsequently change the patient’s knowledge. Successful psychotherapy is thus characterized by a complete and thorough concentration on the patient’s needs. It is argued that this concentration distinguishes therapy from other institutions like medicine, psychiatry or counseling. The term ‘hearer-centeredness’ is proposed to grasp this concentration on the patient’s needs and the therapists’ interactive competences on which it is based.

Key words: Psychotherapy, Conversation analysis, Pragmatics, Qualitative analysis

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## Comparing professional practices in talk as work: The management of meetings by senior vs. a junior facilitators

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*Friday, November 21, 15h00-15h30, D67*

For many professional categories, work consists in dealing with talk – either their own talk (teachers, public speakers, etc.) or, more frequently, the talk of others (interviewers, moderators, mediators, etc.). In such cases, professionals are not just involved in talk at work but more fundamentally in talk as work. Professional interactional competences are crucial for their work and training.

From a conversation analytic perspective interested in the multimodal management of turn-taking and sequence organization in larger groups (Mondada, 2013), this paper addresses the issue of professional interactional competence by analyzing the way in which two facilitators in charge of a participatory meeting manage its organization turn by turn. The aim of this talk is not to impute a priori an interactional competence to these professionals, but to problematize its observability, both for the analysts and for the participants. Therefore, the analysis focuses first of all on the ways in which facilitators actually do their work of animating a session. The corpus comes from a project studying public talk in participatory democracy meetings involving large numbers of citizens participating under the guidance of various facilitators. The particular sub-set of data studied in this talk concerns two sessions that were held in parallel, involving two groups of citizens discussing the same topics. The groups were moderated by two facilitators, a senior and a junior. This arrangement of meetings constitutes an ideal configuration for comparative analysis. The study describes how both facilitators deal with particular sequential environments – such as self-selected comments, questions asked by the audience, emergent agreements and disagreements – and how participants respond to and treat it. This provides for a basis for the comparison of their methodic practices, as it is seen (and sometimes even assessed) by the coparticipants.

The paper contributes to the blooming literature about the management of meetings in a variety of disciplines and more particularly in conversation analysis (Boden 1994, Ford 2008, Mondada, 2012, 2013, Pomeranz/Denvir 2007, Svennevig, 2008, 2013), and shows how the interactional competence of meeting managers can be detailed analytically from an emic perspective substantiated by a detailed sequential analysis.

Key words: Conversation analysis, institutional talk, talk as work, meeting, facilitator

## **Compétences techniques et relationnelles des hotliners: Etude dans un centre de service informatique**

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*Friday, November 21, 14h00-15h00, D67 (Poster session)*

Ce poster propose une mise en lumière du métier de hotliner : une professionnalité où se mêlent compétences techniques et compétences en communication (relationnelles).

NOMBREUSES SONT LES SITUATIONS PROFESSIONNELLES OÙ UN EXPERT D'UN DOMAINÉ EST CONSULTÉ, À DISTANCE (PAR TÉLÉPHONE), POUR UNE DEMANDE DE CONSEIL, DE SERVICE, DE DÉPANNAGE INFORMATIQUE OU TECHNIQUE: CENTRE D'APPELS, HOTLINE, HELPDESK, OPÉRATEURS TÉLÉPHONIQUES, FOURNISSEURS D'ACCÈS INTERNET...

Nous nous sommes intéressés, ici, à un Centre de services informatique qui propose, en plus de la hotline et télémaintenance (niveau 1), des possibilités d'intervention sur site (niveau 2) et de réparation à l'atelier (niveau 3).

Nous avons observé le fonctionnement du Centre et l'activité des personnes qui y travaillent, et enregistré des conversations entre hotliners et utilisateurs/clients.

Les conversations (celles de préférence sans télémaintenance), transcrrites puis analysées, présentent un script général commun : ouverture / définition de l'espace-problème / recherche d'informations / guidage vers la résolution / clôture ; 2 séquences supplémentaires pouvant parfois être présentes : identification/ diagnostic (explicite) et décision (explicite) d'action ou non action.

Ces conversations sont également le fruit d'une articulation entre compétences techniques et relationnelles (compétences en communication, permettant le maintien de la relation).

Ces hotliners, dont l'activité n'est pas toujours reconnue et valorisée, sont des professionnels avertis « qui travaillent avec les mots », qui enquêtent sur des problèmes et recherchent les indices utiles à leur résolution (prennent notamment le contrôle de la conversation et posent un certain nombre de questions...) ; ils s'adaptent à leur interlocuteur (utilisation d'un vocabulaire simple, reformulation, explication...), en les rassurant parfois. Les utilisateurs, quant à eux, sont souvent non experts parfois novices en informatique, mais restent des informateurs de leur problème.

Key words: Hotline, informatique, conversations

**Constructing professional identities through interactional competences:  
The case of an “interaction analysis workshop”  
in the vocational training of early childhood educators**

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*Friday, November 21, 16h30-17h00, C43*

In most countries, vocational training programs are based on a combination of school teaching sessions and workplace experiences. Beyond such a duality, many programs invite students to elaborate or make use of links between these two settings (Veillard, 2012), which requires a complex use of interactional competences.

In Switzerland, the training of early childhood educators takes place at a tertiary level and includes a number of internships during which students experience opportunities to encounter practical dimensions of their training.

In a research program currently conducted at the University of Geneva, we aim at understanding how future early childhood educators make use of interactional competences, and how the training programs afford them (or not) with learning opportunities and with the construction of their professional identity. In this contribution, we will briefly present our theoretical and methodological orientations - a situated, collective and multimodal perspective (Filliettaz et al., 2008) for the analysis of audio-video data collected during naturally occurring interactions, both at school and in the workplace. Then we will focus on the analysis of a specific pedagogical practice accomplished within the training program: an "interaction analysis workshop", organized in the vocational school. In this workshop, students present and discuss with their peers, under the supervision of vocational teacher, sequences of professional activity they have selected and recorded during their internship. These situations provide a mix of interactions at multiple levels: they can be seen as reflexive activities conducted within the vocational school, but referring to a professional activity conducted within the workplace. As such, they link various ingredients combined in the training program.

The analysis shows how participants in the workshop negotiate their participation through the mobilization of interactional competences (Losa et al., in press). Particular attention will be paid to the framing of experience, framework and the dynamics of situated identity, in both contexts of school and of the workplace situations recorded by the students (Goffman, 1991; Bucholz & Hall, 2004, 2005; Vion, 2000). The presentation will highlight the impact of these interactional resources on a) the construction and transmission of professional competences; b) the construction of the students' professional identities.

In a conclusive section, we will discuss the interest of analyzing naturally occurring interaction in order to understand how VET programs go beyond a mere juxtaposition between school and workplaces, and invite students to mobilize fine-grained interactional competences throughout complex learning and identity trajectories.

**Key words:** Interactional competences; learning opportunities ; professional identity ; VET ; interactions analysis

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## Demonstrating progress to constituents at Member of Parliament surgeries

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*Friday, November 21, 15h30-16h00, D67*

Progress, as opposed to progressivity, has rarely been examined in conversation analytic literature. Defined as the developments that take a situation towards a new, advanced situation or condition, progress is difficult to study in conversation analysis because of the challenge of getting repeated encounters between the same participants, particularly in institutional research. This paper examines reports of and requests for progress in an institutional environment, the likewise understudied constituency offices of Members of Parliament (MPs). We will see that progress is a key concern for participants in these interactions, and moreover, that when staff of the MP office achieve progress, they demonstrate competence in serving the public.

This study draws on a corpus of 80 interactions between constituents in the United Kingdom and the staff of their local constituency office (or ‘surgery’). Constituents visit surgeries to present problems and request support. MP and surgery staff offer advice, advocacy, and assistance. After initial consultations, staff and constituents frequently reconnect to discuss what progress has been made.

The display of progress is not simply a report, but a technique for demonstrating competence as a constituency staff member, and competence as a public servant. Using conversation analysis, I will examine the way that progress becomes request-able, offer-able, and a lack of progress is consistently apologize-able. I will also discuss the ubiquity of progress in these interactions, and the way constituents display their expectations for progress to be reported. We will see that results and outcomes of assistance, on the other hand, are not typically requested or displayed, which suggests that while progress is offer-able and request-able, results are neither.

By understanding the expectations of both parties in these interactions, we will gain insight into how they construct this understudied institution to be part of public services, and what the role of constituency staff is perceived to be. Future work will be able to expand upon the way the common ground knowledge of progress is maintained over large periods of time and multiple interactions.

Key words: Member of Parliament, progress, constituent, repeat interactions

**Developing L2 classroom interactional competence over time:  
A case study of a pre-service language teacher**

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*Friday, November 21, 16h30-17h00, D62*

Although communicative and task-based approaches to language teaching have mostly emphasised a learner-centred research and teaching paradigm in applied linguistics, teachers, and the ways teachers interact while teaching, still play a vital role for researchers to understand the interactive processes in learning and teaching languages. This phenomenon, namely the ways teachers and students interact in L2 classrooms, have been explored by many researchers interested in social interaction research and has led to the emergence of L2 Classroom Interactional Competence (CIC), defined as the ‘ability to use interaction as a tool for mediating and assisting learning’ (Walsh 2011, p: 158). Although there has been a number of studies that revealed different features of CIC (Sert and Walsh 2013; Waer 2012), no studies thus far has investigated longitudinal development of CIC to reveal teacher’ interactional skills used to promote learning opportunities in language classrooms.

Based on this research gap, also being relevant to the theme of the conference, this paper aims at illustrating the development of L2 CIC in pre-service English language teachers in Turkey, undergoing a four-year undergraduate teacher training program. The study particularly focuses on a case study of a teacher, with a set of data collected in 18 months during the third and the fourth year of the program. The data consists of video recordings of micro-teaching practices as well as practices of teaching with real language learners, which have been analysed using Conversation Analysis. Taking an ethnographic perspective, the analysis is also informed by the teacher’s written self-reflections and reports prepared weekly as a requirement of the training program.

The findings show that the ways the teacher responds to learner turns, especially to evaluate students’ second-pair parts, change over time in a way that will promote more learner turns, which is a desirable goal in communicative language teaching. Furthermore, significant changes have been observed in the way the teacher responds to language alternation over time, which has been revealed through a sequential analysis. The presentation will also include a discussion on the extent to which we can/should employ ethnographic data including self-reports and reflections in analysing the development of L2 CIC, and interactional competence in general.

Key words: CIC, teacher development, conversation analysis

## Document ownership in bureaucratic interaction: Some implications for training institutional representatives

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*Friday, November 21, 16h30-17h00, D67*

In bureaucratic interaction, objects (e.g., sheets of papers, documents, computers) play a crucial role in performing the procedures at hand. They are frequently passed by the citizen to the institutional representative, and vice versa. Such passages – particularly those involving official documents, such as passports, IDs, or certificates – entail a complex set of rights and obligations, related to the interactants' entitlement to request and manipulate them, and ultimately to the very "ownership" of the documents. Such actions are also influenced by the interactants' reciprocal positions, and more broadly by the whole environment where the interaction takes place.

Moreover, objects also bear information and personal data, whose ownership is a very delicate matter, in that it is shared between the citizen, who provides them, and a political authority (embodied in the institutional representative), which issues and ratifies them.

Finally, in a bureaucratic setting, documents are essential for the correct fulfillment of a given procedure: as a consequence, having (or not having) full access to them also influence the outcome of the whole encounter.

This study employs Conversation Analysis and Multimodal Analysis to analyse a corpus of video-recorded encounters between migrants and Italian civil servants. It examines the different semiotic resources (speech, gaze, gesture, space management) deployed by the interactants for dealing with the objects and their ownership, and the patterns of actions in which objects are involved.

The analysis shows that the ownership of a document is both related to, and constitutive of, the activities performed: it is displayed and negotiated by the interactants, depending on the contingent organization of the interactions, including their temporal development and their spatial arrangement. The analysis also shows that civil servants often display scant understanding of such subtle dynamics: therefore, this paper also aims at suggesting guidelines for improving their interactional competence and maximizing the effectiveness of bureaucratic communication.

Key words: Bureaucratic interaction, objects, documents, multimodality

## **'Doing being' a good caregiver: Negotiating experiential knowledge in storytellings within a hybrid professional setting**

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*Saturday, November 22, 14h00-14h30, RE46*

Storytelling is a pervasive social practice within a large array of social settings, ranging from spontaneous family conversations (Blum-Kulka, 1997; Ochs et al., 1992) to workplace interactions (Bangerter et al., 2011; Orr, 1996). Across this variety of settings, storytelling has been shown to be a central vector of the sharing of experience and the building of interpersonal relationships, and ultimately of socialization.

In this paper we explore the role of storytelling in sharing and negotiating experiential knowledge and entitlement within a 'hybrid' setting that bears traits of both ordinary conversation and workplace interaction, namely dinner table conversations between au-pair girls and their host families. While participants to these conversations typically tend to have equal rights and obligations as regards conversational management, there is an in-build asymmetry as to their experiential knowledge as caregivers of the host family's children. In this context, stories told by the au-pair girls represent a means by which they account for their daily dealings with the family's children; the host mothers' stories, by contrast, are a means by which they present what they see as appropriate conduct as a caregiver. Such tellings are hence a central site where storyteller and story recipient negotiate access and entitlement to experiential knowledge as caregivers.

Drawing on Conversation analysis and based on a corpus of 7 hours of audio-recordings, we shed light on the subtle mechanisms by which participants enact and negotiate experiential expertise. We show:

- 1) Conversational storytelling between au-pair girls and their host family is a site where shared expectations about what counts as appropriate conducts (e.g. as a caregiver) in a range of social situations are enacted and negotiated.
- 2) In these tellings co-participants' membership in categories such as au-pair girl, child, parent, caregiver are talked into being, and the related sets of rights and duties are negotiated.
- 3) In the course of such tellings, participants negotiate epistemic access and entitlements in a way that is central to the newcomer's (here: the au-pair girl's) expertise in her work and her becoming a 'professional' (here: an experienced caregiver).

Key words: French L2, dinner table conversations, storytelling, professional expertise

## Enacting talk and planning future (inter)actions in social work encounters

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*Friday, November 21, 12h15-12h45, D62*

Social work encounters are key interactional episodes in the institutional history of individuals receiving contractualized social intervention. In these encounters, social workers and their clients discuss problems for which intervention has been requested by the client, negotiating ways of solving them and eventually overcoming the need of institutional help. For the professionals in charge of identifying and mobilizing institutional resources to address such problems, instructing clients on what to do is important to ensure their active role in the resolution of the problems, empowering them. For clients receiving institutional intervention, responding to such instructions in an adequate way is important to perform interactional tasks associated with their institutional obligations. Both sides rely and exhibit interactional competences in managing these tasks. Moreover, the interactional competence of clients might be consequential for obtaining some requested services.

This study is oriented by Conversation Analysis (Sacks 1995; Stivers & Sidnell, 2013) and based in video recordings of social work service encounters taking place in Portugal. It aims to demonstrate the situated and contingent nature of the displays of interactional competence by the participants (Mondada, 2006) by focusing on the sequential organization of practices whereby clients and social workers plan future actions concerning the resolution of problems, as well as on the use of specific linguistic resources for this purpose. Among these resources, reported speech (Holt & Clift, 2007) is particularly interesting since its use in interaction is often associated with the display of stance and the presentation of evidence (Clift, 2006).

During the negotiation of institutional tasks and obligations, whereby social workers instruct clients on what tasks they need to perform, the production of reported speech by the clients enables the display of their interactional competence, helping the development of an aligned and collaborative course of action. As they collaborate with social workers in the management of this instruction by animating their own voices and the talk associated with performing such tasks in the future projected by the instruction, clients affirm their responsibility to participate actively in the complying of the institutional contract as well as in the resolution of the interventioned problems.

Key words: Conversation analysis; social work; reported speech; portuguese

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## Encouraging self-management: A straightforward task for care providers?

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*Saturday, November 22, 11h30-12h00, RE46*

In my research project I aim to give an impetus to a dialogue between Conversation Analysis and the practice of communication training programs for care providers working with elderly. Peräkylä and Vehviläinen (2003) point at a gap between description of the practices provided by 'stocks of interactional knowledge' (SIK) - organized knowledge encompassing ideas and particularities of talk-in-interaction within a certain profession - and everyday interactional practices. Within care these (SIK) ideas include abstract notions on the fundamentals of communication processes in general and notions derived from political and social thoughts on care. I seek to address leading care concepts as client-centeredness and self-management of elderly regarding the performance of communicative practices. My main focus in the current analysis is on a specific interactional episode during morning services in long term elderly care, based on 16x30 minutes video recordings of washing and dressing activities in a home for highly educated elderly, analyzed with the method of Conversation Analysis.

Morning care activities in elderly care are interactionally characterized by task focused activities within the framework of a washing and dressing Situated Activity System (SAS) (Goodwin, 2000; Goffman, 1981; Mazeland, 2007). Communication during care delivery and in particular at transitions between care activities in the SAS is characterized by an interwoven nature of physical actions and talk; this is reflected in the participation framework of the interactants during the sequential progress of a transition trajectory. These trajectories provide opportunities for care recipients to negotiate the progress of the course of the activities at hand: how do elderly and caregivers enact (a)symmetry in their relationship through talk and physical actions during these negotiations? The detailed analysis of these interactions can be linked to the 'stock of interactional knowledge' of communication skills training programs for care professionals which foundations originate from guiding ideas on how the interaction between care provider and care recipient should take place. The analysis of transitions in morning care activities points to complexities in the preparation of care professionals for their task of encouraging abstract notions as client-centeredness and self-management in care recipients by means of communication.

**Key words:** CA, elderly care, showering, communication skills, self-management

## How laypersons in public debates manage to create a slot for speaking

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Saturday, November 22, 14h30-15h00, RE42

Issues about interactional competence are often studied in the field of L2 acquisition (Pekarek-Doehler 2006), whereas interactional competence of laypersons in public meetings is a less investigated subject. Institutional interaction is often characterised by asymmetry (Drew & Heritage 1992) in which interactants treated as laypersons with low entitlement and low knowledge face experts with high entitlement and high knowledge. Nevertheless, laypersons use – often tacit – skills to overcome this asymmetry within specific sequential environments and actions (Mondada 2006).

The data for this presentation come from the SNF Project “Speaking in Public - Contributions from a Conversation Analytic Perspective” within which I write my PhD. In the video data on which I base this study, participants are citizens engaged in discussions about the transformation of an ancient military site into a public park in Lyon, France, during plenaries and brainstorming sessions. In the plenaries, animated by a mediator, laypersons have specific slots allocated to them to produce questions, concerns or commentaries about the speeches they have just heard.

In this context, I am interested in sequential environments that reveal the skilful way in which laypersons manage to speak in public. More precisely, I focus on how these laypersons manage to ask their question in public. In general after the turn has been allocated by the mediator, citizens do not encounter too many problems in begin to speak. But in other contexts, laypersons are able to create a slot for themselves without being other-selected by the mediator or when the mediator has just stated that there is no time for asking questions anymore. Here I am interested in cases in which the layperson is able to select in such a context, to be recognized as a speaker and to receive an answer.

Hence, these contexts reveal the interactional competence of laypersons as they are able to identify and monitor a possible Transition Relevant Point, as well as to ‘counter’ and resist to a professional speaker. This interactional competence emerges locally and is employed *in situ*. Therefore, this study aims to contribute to our understanding of competences as a tacit and locally achieved phenomenon.

Key words: Conversation Analysis, Multimodal Analysis, Large Groups, Interactional Competence, Turn-taking

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## **Initiating action during homework checking – Students' interactional practices of negotiating epistemic positions**

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*Saturday, November 22, 12h00-12h30, RE42*

Recent research on classroom interaction has examined students' practices of displaying what they know and how this knowing is manifested in and through instructional interaction (e.g. Koole 2010, Sert 2013, Kääntä 2014). In essence, such studies have analyzed students' ways of negotiating their epistemic positions in whole class activities and shed light on students' interactional competence to display different types of epistemic stances. This paper draws on as well as contributes to this field by describing students' initiating actions during a whole class activity of checking homework. In particular, the analysis focuses on two kinds of actions: 1) students' practices of initiating correction on another student's answer, thereby displaying a different epistemic position vis-à-vis the answerer's, and 2) the answerer's practices of explaining the answer without being asked to do so, thereby providing an account for the answer.

The analysis is carried out by using conversation analysis together with multimodal interaction analysis. The data material comprises content-based lessons taught in English in Finland, and the data for this paper comes from six video-recorded, year 7 Physics lessons. The classroom activity in focus, the checking of homework, is executed at the blackboard on which students write their answers for all tasks at once and the teacher checks them from there. The written answers are thus visible to all participants throughout the activity and students can initiate talk on them at any point. However, the analysis shows how students orient to the teacher's pace in going through them one by one and time their correction initiations and accounts to match it. Hence, the analysis reveals students' sensitivity to the surrounding events and their skillfully timed practices of initiating relevant actions at a crucial moment. Moreover, it demonstrates how they draw on both talk and embodiment to produce their actions.

**Key words:** Classroom interaction, learner initiatives, correction initiation, epistemics, conversation analysis

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## Instruction, reflection and professional interaction: Post-scenario debriefings in simulation-based medical team training

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*Friday, November 21, 15h30-16h00, C43*

The use of simulations in healthcare education offers the possibility of representing critical features of “real-world” tasks in safe environments. This study investigates simulation sessions where medical and nursing students used a patient simulator consisting of a computerized full-scale model of the body. The sessions were designed for the training of interprofessional collaboration and they were organized as a sequence of briefing, scenario and debriefing. The focus of this study is the debriefings, where students and a facilitator discussed and reflected on their performance in the scenario. These debriefings were structured around a model that consisted of three phases: description, analysis and application. In relation to each phase, the facilitator asked a number of questions: What feelings do you have now? What worked well? What would you like to do differently?

With an approach informed by ethnomethodology and conversation analysis, and based on a corpus of forty video-recorded sessions, this study investigates how communication, teamwork and interactional competences were addressed in the debriefings. Three closely interrelated features are highlighted. First, the study investigates how the questions of the facilitators were asked and responded to – particularly how students talked about their own conduct in normative terms. For instance, when the students were asked what they were doing well, the answers were routinely mitigated or produced so it did not sound like self-praise. Second, the study examines how interactional skills and performance were turned into instructional matters. The answers of the students were used by the facilitator to discuss what the students had done and what they should do. Here, one can note that the facilitators’ comments on mistakes or problematic conduct regularly were designed as embedded rather than explicit corrections. Finally, the study investigates the ways in which theoretical models formed a backdrop to, and were topicalized in, the debriefings. Concepts such as closed-loop communication and speak-up have been developed to raise the situation awareness of teams and the clarity of communication. The ATLS-model offers a format for structured examination in emergency situations. For this study, a central issue is how such concepts and models were used in the instructional interaction.

Key words: Simulation, Debriefing, Interaction, Medication Education, Ethnomethodology, Conversation Analysis

**Interactional competence in hairdressing service encounters:  
How do professionals achieve transition to service-assessment sequences**

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*Friday, November 21, 11h45-12h15, D62*

Assessing the service provided is a key moment in many service encounters and very prominently in hair salons (Oshima 2009). This paper investigates the way in which hairdressers manage a smooth and favorable transition to the service-assessment sequence prior to closing. This phenomenon is one among other particular sequential environments revealing how hairdressers manage their relationship with clients. It shows that skilled ways of interacting with customers are constitutive of their work and of the service offered. My analysis of a consistent collection of such episodes draws on conversation analysis (Sacks, Schegloff & Jefferson 1974) and multimodal analysis (Streeck, Goodwin & LeBaron 2011). The data have been video recorded in two different hair salons located in the French speaking part of Switzerland (21 sessions involving 21 clients and 6 hairdressers, 28 hours in total).

In my data, towards the end of the cut, hairdressers most frequently place a portable mirror behind the client; this typically works as a particular type of first pair part inviting an assessment. Most clients immediately display their understanding of the hairdresser's action; this is visible in them responding as customers to this action, by producing assessments, making head nods or saying thank you. However, some clients do not orient to the mirror and therefore do not engage in any physical inspection; instead, they go on chatting. In these cases, hairdressers engage in different actions, mobilizing and adjusting specific linguistic and embodied resources that invite to physical inspection and fish for assessments. The hairdressers may redo their first pair part by observably repositioning the mirror and saying voilà ('here it is'). They may provide an explanation of the cut or fix the back of the client's hairdo. By so doing, the hairdressers display a form of professional competence.

The present study will shed light on some of the ways in which hairdressers adjust their professional practices in order to face contingent and unplanned situations. It will also lead to a better understanding of the complexity of professional interactional tasks and of the way in which interactional competence and institutional roles are negotiated within hair salons.

Key words: Hair salons; French; customer relationship management; interactional competence; assessments; mirror; closing

**Learning to perform “transitions” at work:  
A case study from the professional practice of early childhood education**

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*Friday, November 21, 15h00-15h30, C43*

In their ordinary professional practices, early childhood educators are not only carrying out distinct educational activities with children. They are also accomplishing “transitions” between these activities, bringing children to move from one space to another and from one activity frame to another one. The conditions under which these transitions are performed in an educational way are highly complex and are often experienced as challenging situations for novices learning the occupation. These transitions can be seen as demanding participatory configurations (Filliettaz, Rémery & Trébert, 2014), which require specific interactional competences. In our contribution, we wish to investigate how students engaged in a vocational training program specialised in early childhood education experience and learn the interactional competences required to perform consistent transitions between activities at work. By using audio-video material and audiorecorded pedagogical interviews involving students and their workplace supervisor, we propose to observe how students face difficulties in managing successful micro-transitions from one activity to the other, and how workplace supervisors assist these students to overcome these difficulties. To address this topic, we adopt a cultural perspective on workplace learning and vocational education (Billett, 2001; Tynjälä, 2008) and combine it with theoretical categories and methodological tools borrowed from the fields of discourse and interaction analysis (Filliettaz, 2010, 2011; Ten Have, 2007; Wodak & Meyer, 2011; Wooffitt, 2005). Our results show that a wide range of multimodal resources are used and combined by students in the process of accomplishing transitions between activities in the workplace. These resources are not only used in context as tools for action; they are also being reflected upon in pedagogical interviews accomplished before and after situated activities. More generally, our results also indicate that micro-transitions between activities can be seen as challenging professional situations, perceived as such not only by students, but also by workplace supervisors. These results finally stress the idea that students are not the only participants who may learn in and from “transitions”, but that broader communities of practices, including qualified educators and trainers, also encounter opportunities to develop interactional competencies when assisting students in their early days at work.

**Key words:** Interaction, vocational training, workplace, early childhood education

## Le désaccord négocié en salle de rédaction: L'émergence du leadership

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*Friday, November 21, 11h45-12h15, C43*

Dans une perspective interactionnelle, la présentation propose d'envisager le leadership dans les réunions de travail comme un positionnement discursif qui se laisse d'autant mieux identifier dans les situations de négociation de désaccords. Une analyse séquentielle et multimodale d'un extrait vidéo permettra de rendre compte des compétences et ressources, notamment multimodales, mobilisées en interaction par les participants dans la constitution et la reconnaissance de l'identité de leader. En portant l'attention sur le phénomène du leadership dans les salles de rédaction, nous espérons pouvoirs contribuer à la compréhension du rôle des pratiques langagières dans la constitution et la reproduction des normes institutionnelles.

Le corpus est composé d'enregistrement vidéo de conférences de rédaction collectées en au sein du Corriere del Ticino, un média écrit de la Suisse italienne, dans le cadre d'un projet visant à identifier le rôle des pratiques argumentatives dans le processus de production de l'information.

Key words: Negotiation, editorial meetings, co-leadership

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## Le discours professionnel du guide-conférencier comme marqueur d'identité de l'institution touristique

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*Friday, November 21, 11h15-11h45, C43*

La notion de relativisme linguistique absolu dérivant de l'hypothèse de Sapir-Whorf (1936) poussée à l'extrême conduit à associer au sujet parlant tel que le considère Mondzain (2005, 19) un discours univoque qui, comme une empreinte digitale, serait représentatif de son identité. Accepter cette double hypothèse conduit ainsi à prôner l'existence d'autant de discours, et donc d'identités, que d'individus.

Cherchant à éviter l'écueil d'un tel modèle basé sur la différenciation absolue où chaque interprétation est recevable, la communication proposée a pour objectif de vérifier l'hypothèse selon laquelle, au travers de l'analyse de discours, le regroupement par analogie, basé sur la récurrence des caractéristiques inhérentes à un type de discours professionnel contextualisé tel que défini par Petit (2010), peut déboucher sur la mise au jour des éléments constitutifs d'un moule discursif propre à une pratique professionnelle. C'est dans ce cadre, garant d'une forte identité institutionnelle, que le professionnel en question pourrait naturellement s'identifier et s'exprimer.

Pour apporter des éléments de réponse à cette question, il a été compilé un corpus composé de la transcription d'enregistrements de guides-conférenciers en situation de visite commentée au Musée des Beaux-Arts de Dijon. Ce corpus représente l'expression de leurs différentes activités professionnelles au sein d'une interaction sociale authentique avec un groupe de touristes lors de visites spécifiques de l'institution.

L'analyse quantitative et qualitative de phénomènes distribués de manière homogène dans les différents textes constituants le corpus d'étude – tels que les occurrences et les concordances des formules langagières (Wray, 2009), les fréquences des associations de plusieurs mots (N-gram) et les mots-clés obtenus par comparaison avec un corpus de discours général comme « FrTenTen12 » – produit une quantité suffisante de similitudes nécessaires pour établir les caractéristiques du moule discursif postulé. En suivant Mauricio Beuchot (2009, 46), pour qui l'herméneutique analogique préside l'importance des similitudes dans le respect des différences et si l'on appelle « interprétation » le résultat de l'analyse textuelle, il semble possible de créer sur cette base un groupe « d'interprétation » représentatif du groupe social auquel les professionnels pourraient s'identifier sans nier pour autant leur singularité. En effet, classer, par analogie, le discours produit dans ce groupe d'interprétation, garantit au professionnel une identité bien définie par le moule institutionnel : celle des guides-conférenciers de visites commentées.

Key words: Discours, moule discursif, corpus, guides-conférencier, identité institutionnelle

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## Le raconter en L2 comme moyen privilégié d'interroger les compétences interactionnelles

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*Friday, November 21, 10h45-11h15, C43*

Apprendre à raconter et raconter pour apprendre, tels sont notamment les objectifs d'apprentissage que l'on peut viser dans une séquence didactique où la tâche est de raconter une anecdote en L2. Le raconter se pose ici comme objet et comme moyen d'apprentissage.

Or, les compétences interactionnelles interviennent aussi bien dans le raconter comme objet que dans le raconter comme moyen d'apprentissage.

Pour le raconter comme objet, les compétences interactionnelles sont un moyen d'apprentissage. On interagit pour apprendre à raconter, les ressources interactionnelles soutiennent les dimensions discursives et cognitives de l'activité de raconter. Pour le raconter comme moyen, les compétences interactionnelles deviennent l'objet de l'apprentissage. On raconte pour apprendre à interagir, la façon dont l'activité de raconter se déroule en classe de L2 rend visibles certaines spécificités d'un savoir interagir.

Les pratiques en L2 apparaissent ainsi comme un lieu privilégié pour interroger cette double articulation des compétences interactionnelles et de l'activité de raconter. Elles en sont un révélateur.

Et notre intervention se concentrera sur les deux aspects de cette articulation.

Pour ce faire, nous analyserons un corpus enregistré dans une classe d'anglais au Centre de Langues de l'Université de Lausanne dans lequel huit locuteurs francophones racontent à quatre reprises la même anecdote, leurs interlocuteurs étant à chaque fois différents.

Dans la première partie de notre intervention, nous tenterons de montrer comment les compétences interactionnelles soutiennent l'activité de raconter quand il s'agit de poser des personnages, de réaliser la disjonction du monde raconté avec la situation d'énonciation, ou encore d'établir les connaissances partagées permettant une compréhension mutuelle des événements racontés. Dans chacun de ces cas, les compétences interactionnelles des apprenants sont mobilisées afin de régler des problèmes émergeant dans et par la pratique de raconter en L2.

Par ailleurs, réaliser un tel exercice en classe de langue conduit notamment à thématiser certains savoirs interactionnels qui resteraient implicites en L1. La seconde partie de notre intervention sera ainsi l'occasion de considérer la façon dont certaines compétences interactionnelles attachées spécifiquement à l'activité de raconter sont rendues visibles, cela tant dans le discours méta de l'enseignante que dans les réalisations pratiques qu'elle donne à voir comme exemple aux apprenants.

Key words: Raconter, acquisition de L2, compétences interactionnelles, compétences discursives, connaissances

## L'intersinographie

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*Friday, November 21, 14h00-15h00, D67 (Poster session)*

L'objet de "l'intersinographie" est l'étude du processus d'acquisition de l'écriture chinoise par les apprenants non-sinophones. Il s'agit d'étudier l'écriture en cours d'acquisition, avec ses imperfections et ses changements. Le but est d'établir les compétences sinographiques et les profils individuels des apprenants et de les mettre en rapport avec les méthodes employées par les divers enseignants.

Dans cette communication, je souhaite montrer :

- 1) que la qualité de la production graphique en chinois est liée à l'acquisition de l'écriture en langue première;
- 2) que les apprenants de tous les niveaux reproduisent les mêmes erreurs ;
- 3) que certaines erreurs individuelles ont tendance à se fossiliser.

Cette étude s'appuie sur une enquête auprès d'apprenants du chinois langue étrangère. Il s'agit d'un public hétérogène : étudiants, lycéens ou collégiens provenant de divers pays européens. J'ai pratiqué 47 tests comprenant des dictées, des « décompositions », des copies de sinogramme et des listes de sinogrammes à établir. Chaque production a été scannée ; un certain nombre d'apprenants présentant différents profils ont été filmés. Je suis en train d'établir un tableau des fréquences des différents types de fautes, par caractères et par sujet.

Pour la qualité de la production graphique, mes recherches permettent de montrer que l'écriture dans la langue cible possède des caractéristiques graphologiques influencées par le style de l'écriture première de l'apprenant : forme générale du graphisme, orientation, vitesse d'écriture, distance entre les graphèmes.

Les erreurs liées à des caractères graphiquement proches peuvent s'expliquer par la difficulté à mémoriser certains traits, ou composants, ainsi que l'effet miroir lequel consiste à inverser les traits, les composants, les composants entre eux, le sinogramme complet de droite à gauche ou de haut en bas.

Certaines erreurs individuelles sont répétées à différents niveaux de l'apprentissage et ont tendance à se fossiliser. Au cours de l'apprentissage, parvenus à la mémorisation d'un certain nombre de composants, l'apprenant tend à créer des barbarismes.

La recherche sur l'intersinographie en est encore à ses débuts. Il semble qu'une meilleure connaissance de l'intersinographie contribuera à mieux cerner les processus cognitifs mis en oeuvre dans l'écriture en général.

Key words: Intergraphie, l'écriture chinoise, didactique du chinois langue étrangère (CLÉ)

## Managing participation in institutional settings: The case of dyadic sequences in interpreter-mediated interaction

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*Friday, November 21, 11h15-11h45, D62*

Migration flows and globalization trends have led to interpreters being increasingly required to enable communication during encounters between migrants and institutional representatives. However, how interactional dynamics are co-constructed (linguistically and multimodally) during such encounters is still relatively unknown.

Although interpreter-mediated encounters are routinely described as “triadic exchanges”, they do not necessarily follow purely “triadic” patterns, i.e. ones in which statements from each party are systematically rendered in the other party’s language. Conversely, they may display a wide array of participation structures, including extended dyadic sequences, in which two of the participants interact with one another, thus (partially or completely) excluding the third party. Extensive literature shows that interpreters are not passive conduits of primary parties’ statements; rather they take active part in a complex communicative event. Therefore, effectively managing such sequences requires that participants employ a complex set of interactional practices, building on several semiotic resources and ranging from verbal language to gaze, gesture, body positioning and proxemics.

This paper analyses dyadic sequences in two corpora of authentic interpreter-mediated interaction in medical and pedagogical settings. In both data-sets, dyadic sequences frequently occur, particularly involving the interpreter and the patient or parents respectively. These represent potentially problematic points in the sequential development of talk, especially for the institutional representative who may lose control over the ongoing interaction, thus jeopardising its successful accomplishment. Building on Conversation Analysis and

Multimodal Analysis, this study intends to investigate the:

- way dyadic sequences are initiated in interaction;
- participation structures they entail;
- interactional and multimodal strategies applied by the parties-at-talk;
- impact of such strategies in terms of increased/decreased participation

Responding to an increasing need for reflexive practice, this paper aims to explore where the potential sources of trouble lie in the communicative process, with a view to suggesting ways in which participants can overcome such pitfalls and be trained to acquire some interactional competence, in order to maximize the effectiveness of interpreter-mediated encounters.

Key words: Participation, interpreter-mediated interaction, dyadic sequences, Multimodal Analysis, Conversation Analysis

## Mobilizing response as part of interactional competence

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*Saturday, November 22, 10h30-11h00, RE42*

Teacher-fronted classroom interactions usually involve a specific turn-taking “traffic-management system” designed to “minimize ‘collisions’ on the highway of interaction” (Heritage & Clayman, 2010: 226). Turn-taking is managed through mediated turn-allocation procedures: the teacher allocates turns to students and takes a turn between each student’s turn, the interaction being similar to a dialogue involving two participants (“two-party multiperson interactions”, Schegloff, 1987: 222). A consequence of these mediated turn-allocation procedures is that accessing the floor and being recognized as a legitimate next speaker may be a challenge for the students, who basically have two choices when it comes to take a turn. First, a student can bid for a turn by raising hand, and speak only once nominated by the teacher: this ensures to be treated as a legitimate next speaker by the teacher, but entails a risk not to be nominated and not to have the opportunity to speak at all. A second possibility is simply to start speaking (self-nomination): the challenge is then not only to be heard (sometimes among the hubbub of multiple overlaps), but to have one’s turn recognized as legitimate and as legitimately setting expectations for a response.

In this paper, we use conversation analysis to investigate students’ attempts to mobilize a response from the teacher or from peers. Based on 12 hours of classroom interaction, our analysis focuses on students’ questions, an action that by its nature is designed “mobilize response” (Stivers & Rossano 2010). We will present cases in which students’ questions get an answer, cases in which they get a “non-answer response” (Stivers & Enfield, 2010), and cases in which they do not get a response, in order to show how sequential placement and turn design set the relevance of a response in a “scalar” way (Stivers & Rossano 2010). We will close the presentation by arguing that the ability to have one’s turn legitimized in the classroom and to mobilize a response to one’s questions constitutes an crucial part of students’ interactional competence, since it is essential to participate to competitive classroom activities.

Key words: Classroom interaction, interactional competence, legitimization of interactional behaviors, mobilizing response

## Navigating language policing in practice in the internationalized workplace

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*Saturday, November 22, 14h30-15h00, RE46*

Workplaces around the world have increasingly come to be constituted as communities of transnationally mobile staff and clientele, and the resulting cultural and linguistic diversity to which this gives rise. One consequence is that members of these transnationally mobile communities need to remain sensitive to a shifting bricolage of linguistic identities encountered at any given moment as they go about their work-related activities, in order to be able to respond appropriately, effectively and efficiently to each linguistic scenario as it arises.

The current study offers an empirical, interaction analytic account of how linguistic identities in internationalized workplaces in Denmark are indexed against members' institutional positions in particular interactional settings, and become implicated in how members negotiate a medium-for-interaction for an encounter. Here, where language policy may not be explicitly articulated between members, it is still embedded in how participants micro-manage their interactions. Consequently, language policy can be located in how a medium-of-interaction is negotiated and/or enforced by members, without it being topicalised in the talk.

Drawing on Conversation Analysis and Membership Categorization Analysis, the study draws on recordings of naturally occurring interaction in different international workplace settings to show how members orient to linguistic identities that go against normative expectations, implicitly engaging in language policing at a praxeological level, and treating members of the workplace community who do not meet with expectations regarding language repertoires as deviant or even going against a moral order.

The paper suggests greater attention could be paid to the actual language-policy practices in international workplace settings, as a entry point into developing a more nuanced understanding of the acts and counteracts through which professional identities are brought about, affirmed and contested, and the linguistic considerations that are implicated in this.

Key words: Language policing, institutional identities, membership categorization

**Paroles d'aphasiques en interaction:  
Quand le mot manque, le geste compense-t-il?**

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*Friday, November 21, 11h45-12h15, D67*

Combler le manque du mot par une description gestuelle est une stratégie compensatoire souvent avérée chez les patients aphasiques. Cependant, la question du contexte et de la connaissance interpersonnelle entre les interlocuteurs sont également essentielles pour réussir à trouver ou à faire trouver le mot juste. Dans le cadre du projet IAA (Interactions entre Aphasiques et Aidants) mené au laboratoire ICAR (UMR 5191, CNRS – Université de Lyon), nous avons enregistré un même patient aphasique en interaction avec des personnes de son entourage privé (femme, enfant) et professionnel (orthophoniste, kiné).

La comparaison de ces deux situations permet d'étudier précisément les stratégies interactionnelles compensatoires utilisées par les interlocuteurs, en dialogue ou parfois en trilogue, et de définir lesquelles sont les plus efficaces pour aboutir à un échange réussi. En effet, la notion d'échange réussi est une des problématiques centrales pour les orthophonistes avec qui nous collaborons dans ce projet.

À partir d'extraits vidéo finement transcrits du point de vue linguistique et multimodal, nous montrerons comment les compétences interactionnelles des interlocuteurs sont constamment remises en question, notamment lorsque le patient est engagé dans un travail de recherche de mot (lors d'un récit du quotidien avec son épouse ou en séance de rééducation avec l'orthophoniste). Nous verrons que pour combler le manque du mot, il peut réaliser des représentations gestuelles simultanées au mot ou en remplacement du mot. Nous expliquerons aussi qu'en fonction du mot recherché (construction de mots, nom, verbe, action, nom propre, etc.), la forme du geste peut varier (par sa répétition, son enchaînement, son arrêt, etc.)

Enfin, toujours dans l'activité de rechercher un mot ou faire dire un mot à la personne aphasique, nous reprendrons la notion de connaissance interpersonnelle introduite précédemment et nous montrerons pourquoi elle est étroitement liée aux compétences interactionnelles des interlocuteurs en situation d'échanges avec un aphasique. En effet, nous verrons que l'épouse a su développer une forme d'intercompréhension avec son mari aphasique qui rend parfois plus efficace le travail de recherche de mot en comparaison avec l'orthophoniste qui, malgré son expérience professionnelle dans le domaine du langage, peine parfois à aider le patient dans sa recherche de mot.

La systématisation des observations et des analyses dans le cadre du projet IAA permet ainsi à dégager un éventail de pratiques interactionnelles mises à disposition des professionnels de la remédiation langagière à des fins de formation.

Key words: Compétences interactionnelles, aphasie, multimodalité, remédiation langagière

## Personal storytelling in speech therapy sessions: The ends of stories and their legitimization

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*Friday, November 21, 10h45-11h15, D67*

Teenagers with language impairment often initiate personal storytellings during speech therapy sessions. When the therapist accepts these initiations, the teenager develops his story and ends it. These story endings provide indications as to what is institutionally expected when the youth tell a story.

Telling a personal event is a practice occurring in several institutional contexts (school, workplace). In speech therapy, it is a usual interactional practice during treatment. The interactional competence observable during these endings is to show that the story is complete. How does the speech therapist receive these endings?

We followed three dyads involving teenagers aged 12-16 years old. Following a socio-interactionist approach (de Weck, 2005; 2010) we analyzed video-taped interactions taking place during 19 sessions. These interactions were divided into four discursive sequences (Bronckart, 1996) among which the sequence of personal storytelling. We focused on adolescents' endings of storytelling by observing if the stories are stopped by the therapist or by the teenager. We observed how the therapist reacts to these endings (agreement, disagreement, reformulations, demands).

We analyse (1) Whether or not the young finishes his story. How, when and why the therapist appreciates (or not) the adolescent's endings (2) For unfinished stories, is there termination or suspension of the storytelling? (3) What are the institutional expectations about adolescents' interactional competences.

Our findings show that teenagers' storytellings are rarely permanently stopped (to plan the therapeutic activities or the schedule of a session). But storytellings are often suspended. Speech therapist suspend with repetitions to clear up a phonological, lexical, syntactic or discursive point or to ask clarifications. Teenagers suspend their stories to search for words, structure their discourse or textualisation. Then, either the teenager continues himself his story, or the speech therapist proposes a new discursive space in which the teenager can intervene. The indicators of completed stories are conclusive terms or periphrases explaining why the story was initiated. Speech therapists often react to these endings with positive evaluations or by asking about new topics. This institutional legitimating of storytelling leads the adolescents to adapt their narrative competence and helps them to better grasp what is expected in other institutional settings.

Key words: Adolescence; speech therapy; coproduction; storytelling; narrative competence

## **Repairing for an other: Mediating other-initiated repair as a professional resource**

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*Friday, November 21, 16h00-16h30, D67*

The resources by which people engaging in social interaction ensure intersubjectivity have been thoroughly studied within Conversation Analysis: actions and sequences of repair have been claimed to constitute a fundamental device for dealing with possible problems of understanding and for re-establishing intersubjectivity when needed (Schegloff & Jefferson & Sacks, 1977). This practice has been largely studied in ordinary conversations; however, how this practice is carried out in multi-party interaction remains understudied (but see Bolden, 2011 and Egbert, 1997).

This study is based on video analyses of naturally occurring interactions recorded within a participatory democracy project in urban planning involving citizens and experts in various types of institutional interactions. In this paper, I focus on how sequences of other-initiated repair are used as a professional resource by a moderator. More specifically, I focus on other-initiated self-repair sequences that are extended through mediation by the moderator of the repair operation in 4th position from the trouble source. In this way, the paper contributes to the study of talk as work in institutional settings, and of ordinary practices that become central to the professional management of talk. It also contributes to existing work concerning institutional interactions within large groups (see Mondada, 2013). The moderator's professional competence (Mondada, 2006) is revealed through the way in which basic interactional practices are deployed in order to ensure the accomplishment of the task at hand.

**Key words:** Conversation Analysis, Institutional Interaction, Other-Initiated Repair, Interaction in large groups

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## Request formats in telephone conversations between nurses and doctors

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*Saturday, November 22, 10h30-11h00, RE46*

The presentation is based on data collected for the research project "New on the job: Relevance-making and assessment practices of interactional competences in young nurses' hospital telephone calls". The research focuses on the interactional competences deployed by three young nurses during their first year of employment at a public city hospital in the French-speaking part of Switzerland. Data consists of a corpus of 374 recorded telephone conversations between the three newly employed nurses working in the Surgery Department, and other hospital personnel belonging to other departments. The recordings were collected over twenty-five consecutive weeks and supplemented by ethnographic fieldwork (in situ observations, interviews, and documentation collection).

For this presentation, we will be examining nurse-doctor conversations in which a request made by the nurse features as the main business of the call. In these calls, the central request sequence has a basic two-part adjacency pair structure: the nurse's request is followed by her interlocutor's response granting or rejecting the request. In some of the calls, the request and the response are accomplished through two concise and immediately adjacent turns at talk. Most of them, however, have a far more complex organization, the request and its response being accomplished through several turns at talk, with intervening inserted sequences.

In order to further investigate the specificities of medical interaction between professionals on the workplace, we will focus our analysis on a format particular to the calls between nurses and doctors. In this format, the nurse produces an extended multi-unit turn presenting a problematic situation that the doctor may hear and treat as a request.

Key words: Hospital interaction, nurses, requests

## Rire cordial lors d'appels téléphoniques d'infirmières à l'hôpital

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Saturday, November 22, 12h00-12h30, RE46

Le téléphone est un outil de travail central lors de la coordination des soins à l'hôpital. Les infirmières l'utilisent régulièrement pour demander à leurs collègues (autres infirmières, médecins, pharmaciens, assistantes sociales, transporteurs, etc.) de réaliser des actions nécessaires à la prise en charge des patients. Cette communication est tirée d'une recherche sur des appels téléphoniques entre des infirmières et d'autres membres du personnel dans un hôpital en Suisse Romande. L'étude fait partie du projet "Interactional Competences in Institutional Practices: Young People between School and the Workplace" (IC-You).

Pour cette recherche, nous avons réuni un corpus d'appels téléphoniques entre trois jeunes infirmières diplômées, qui se trouvaient dans la première année d'engagement à l'hôpital, et d'autres membres du personnel. Les appels, extrêmement courts, durent en moyenne 57 secondes en incluant les tonalités téléphoniques. L'activité principale de la plupart de ces appels est une demande de l'infirmière adressée à son interlocuteur. Lors de ces appels, il arrive fréquemment que l'infirmière produise des particules de rire – avant, pendant ou après ses tours de parole – qui ne sont pas associées à des activités humoristiques telles que des blagues ou des moqueries, et qui ne sont ni précédées ni suivies de rire par l'interlocuteur de l'infirmière. Ces rires, brefs et ténus, sont souvent associés à la production par l'infirmière et/ou son interlocuteur de tours de parole avec une voix souriante. Au travers d'une analyse conversationnelle, nous examinons ces rires dans plusieurs contextes séquentiels: l'ouverture de l'appel, la production de la demande, la gestion de la demande et la clôture de l'appel. Nous examinons également leur relation avec l'activité de demande réalisée lors des appels.

Notre communication contribue à l'étude des compétences interactionnelles que les jeunes infirmières mobilisent lors de leurs activités professionnelles. Les jeunes infirmières sont amenées à faire beaucoup de demandes téléphoniques, de manière extrêmement rapide, adressées à des interlocuteurs très différents, souvent des inconnus, à propos d'une grande diversité d'objets qu'elles sont souvent encore en train de découvrir. Nous avançons que les rires que nous étudions sont utiles pour instaurer un rapport cordial entre les jeunes infirmières et leurs interlocuteurs face aux contingences rencontrées lors de la production et la gestion des demandes à l'hôpital.

Key words: Telephone calls, nurses, requests, laughter, cordiality

## Sustaining mutual understanding in study group discussions in apprenticeship training

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*Friday, November 21, 16h00-16h30, C43*

This paper describes an on-going project, the aim of which is to investigate the development of interactional competence and professional identity in apprenticeship training in Finland. The project focuses on one group, consisting of native speakers of Finnish and non-native speakers of Finnish. The training has started in January 2013, and it will last 3 years. The focus of the study is to investigate how nonnative apprentices learn their second language, Finnish, as part of their on the job learning, supported by native Finnish fellow students.

The data is collected by videotaping weekly study group discussions, organized as part of the training. The method used is Conversation Analysis (Sacks 1992). In this study, second language learning is not treated as a separate activity but inherently as part of everyday interaction (see Lave & Wenger 1991). Accordingly, it cannot be separated from the learning of other activities. In this paper, the analytic focus is on sequences, where mutual understanding is at risk, and it is re-established by repair (see, Schegloff & Sacks 1977).

Key words: Apprenticeship training, mutual understanding, conversation analysis

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## ***Tangram: Developing students' classroom interactional competence in the CLIL classroom***

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*Saturday, November 22, 11h30-12h00, RE48*

The present case study[1] draws on recent socio-interactionist research on L2 classroom interaction which reconceptualises language learning in both informal and institutional contexts in terms of learners' interactional competence (IC) understood as increasing participation in social practices of a community (e.g., Hellermann 2008; Pekarek Doehler 2010; Young & Miller 2004). In particular, the study focuses on the construct Classroom Interactional Competence (CIC, Walsh 2006). The CIC refers to the ways IC is enacted to respond to the specific goals of foreign language classrooms and is defined as the "teachers' and learners' ability to use interaction as a tool for mediating and assisting [L2] learning" (Walsh 2011: 158). It encompasses features of classroom conversations which produce high quality interaction, potentially conducive to L2 learning. These features – mainly determined by teachers' interactional choices during the lessons – can be classified into three main categories: (a) the use of learner-convergent language, (b) the facilitation of interactional space, and (c) the 'shaping' of learner contributions. The study aims to push this area of research a step forward and explore the conversational intricacies through which students' CIC is revealed in interaction and track its development within the distinctive context of CLIL classrooms.

With this aim Multimodal Conversation Analysis (e.g., Mondada 2008; Pekarek Doehler 2010) is carried out. The natural data come from a bilingual Catalan-Spanish secondary school classroom in Barcelona in which fourteen-year-old students learn Maths in English as a third language. The fine-grained analysis reveals that (a) at certain moments the teacher incidentally demonstrates specific components of the CIC related to the task in course while modelling the latter to the students; (b) at other moments she explicitly instructs the students on these components; and (c) the students efficiently demonstrate having acquired the components of the CIC necessary for the appropriate development of the task.

[1] This study forms part of the R+D+i EDU2010-15783 project Academic Discourse in a Foreign Language: Learning and Assessment of Science Content in the Multilingual CLIL Classroom (DALE-APECS), funded by the MICINN, and of the research group Language and Education (LED, reference 2014 SGR 1190), funded by the AGAUR.

Key words: CLIL, teacher-student interaction, classroom interactional competence, multimodal conversation analysis

## The construction and management of incomplete visual displays in the French L2 classroom

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Saturday, November 22, 10h30-11h00, RE48

This study explores the role of mediating artifacts in foreign language classrooms (Käänta, 2010; Mortensen & Hazel, 2011) from a conversation analytic and multi-modal perspective (Goodwin, 2000; Streeck et al, 2011). Drawing from a corpus of 32 hours of French-as-foreign language classes, I examine how teachers use visual displays (e.g., chalkboards, multimedia resources) in instructional response pursuits situated within the sequential context of the triadic dialogue (Sinclair & Coulthard; 1979; Mehan, 1979; McHoul, 1978) and how students orient to teachers' use of these artifacts. A key finding of the analyses is that teachers use the chalkboard to construct incomplete third-turn displays of students' second-position responses. This practice projects one of two next relevant student actions: the self-completed repair of grammatical errors or the explicit verbal marking of undifferentiated phonetic forms. First, in response to students' ungrammatical second-turn responses, teachers wrote an incomplete version of the response, omitting the ungrammatical component and withholding completion of this response until the student(s) provided a grammatical self-completion of repair. A similar action was performed through embodied mechanisms, as teachers also initiated repair upon students' ungrammatical second-turn responses by abandoning bodily orientations to the chalkboard, which marked the onset of a visual display of a student response (e.g., holding chalk to the board). Second, the findings show that teachers use the chalkboard to construct an incomplete visual display of student responses to elicit explicit verbal marking of undifferentiated phonetic forms. Teachers were seen to omit agreement markers when writing a grammatical second-position student response on the chalkboard and, through verbal and/or embodied indexing of the incomplete visual display, to prompt students to provide the omitted markers. These findings show that teachers draw from the chalkboard to project next relevant actions within the sequence of the triadic dialogue. Mediating artifacts, thus, play a powerful role in shaping classroom interaction, notably the unfolding of response pursuits and the marking of achievement of instructional objectives. This practice of incomplete visual display was not observed in classrooms where multimedia resources were used, thus demonstrating some capabilities and limitations of these two visual artifacts commonly used in instructional settings.

Key words: Conversation analysis; classroom interaction; visual artifacts; embodied actions; triadic dialogue; L2 French

## The effects of communication training on the doctor-patient-relationship – An analyse of gestural behavior

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*Friday, November 21, 14h00-15h00, D67 (Poster session)*

The communication between a doctor and his patient is important for the patient's progression in therapy. The quality of therapeutic relationship correlates with an increased client outcome (Lambert & Barley, 2001) and is not only characterized by verbal communication, but also by non-verbal behavior. The increase of body-focused activity is entrenched with personal topics (Souza-Posa & Rohrberg, 1977), whereas the decrease of body-focused hand movements is described for a patient with depression at the end of the therapy (Lausberg & Kryger, 2011). The following study examines the relation between bodyfocused hand movements and the quality of the doctor-patient-relationship.

For this aim, the first four minutes of four filmed doctor-patient sessions have been analyzed in a pilot study with the NEUROGES-ELAN coding system (Lausberg & Sloetjes, 2009). The focus here was on the kinesic structure and focus only. The same actor acted the role of the patient throughout the different sessions to ensure the comparability. In the next step, the results were compared, using a questionnaire evaluating communicative competence (KEK) (Koerfer et al., 2008).The upcoming study will analyze twenty video-taped doctor-patient sessions. Ten sessions will be analyzed before, ten after the communication training to examine the effectiveness of this training. The communication training (KoMPASS) itself has been classified as a positive and relevant factor in practice by the participant doctors (Vitinius et al., 2013).

Results of the pilot study showed differences in the doctors and patient gestural behavior. In two videos the interacting persons showed a higher number of body-focused hand movements than in the other videos. This could be a sign of negative emotions and could hence be associated with a worse quality of the doctor-patient-relationship. These results were supported by the questionnaire (KEK).

The analysis was executed with a small number of test persons. In future studies, it would be interesting to compare the results with other tools, such as for example the opinions and impressions of the actor.

Key words: Doctor-patient-relationship, non-verbal behavior, body-focused activity, communicative competence

## The interactional competence of aphasic speakers in speech therapy sessions

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*Friday, November 21, 11h15-11h45, D67*

This paper deals with interactions between people affected with aphasia and speech therapists during speech therapy consultations. It analyses specific sequences that show how interactional competence is deployed by the aphasic speaker. After having been traditionally approached by experimental studies, aphasia, during the last decades, has been the focus of a growing number of Conversation Analytical researches, that has shown the importance of examining naturally occurring interactions between patient and speech therapist, as well as between patient and family members (Wilkinson et al. 1998). This has permitted to analyse the linguistic deficiencies that define aphasia not in a vacuum but in a context of interaction in which the patient realises, in a socially adequate way and in collaboration with the interlocutor(s), the activities in which (s)he is engaged. Moving from an "internal" view of competence based on the individual speaker towards a notion of competence as socially distributed and collaboratively built (Goodwin 1995, 2004), these studies have demonstrated that, despite the deeply reduced linguistic resources at her/his disposal, the aphasic speaker can indeed participate in interaction as a competent speaker and interlocutor (Ulatowska et al. 1976; Damico et al. 1995; Laakso 1997; Ferguson 1998; Goodwin 2003; Oelschlaeger & Damico 2003; Helasvuo et al. 2004; Cruz 2006; Barnes et al. 2013). Our research pursues these issues, focusing on the way in which, in speech therapy sessions, and despite her/his limited linguistics resources, the aphasic speaker deploys, through his audible and visible conduct, strategies for initiating actions and eventually counterbalancing an asymmetric distribution of competences, rights and obligations. These initiatives concern the organisation of the activity and particularly the transition between different activities within the session, or different moments within the same activity (the patient can stop, exploit or favour these transitions, introducing for instance new topics of conversation). They are also related to the management of intersubjectivity and the way the patient initiates repair on actions and turns performed by the speech therapist, correcting personal information or repairing a misunderstanding. The research is based on a corpus (approx. 25 hours) of speech therapy sessions video-recorded in a French-speaking region of Switzerland.

Key words: Aphasia, speech therapy sessions, conversation analysis, interactional competence

**Tutoring in an internship workplace context:  
“The expertise – equality dilemma”**

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*Friday, November 21, 14h00-15h00, D67 (Poster session)*

Internship activities in the workplace are a strong candidate for interaction-based learning opportunities between experts and laymen. The present study focuses on an internship program in public administration; more specifically, on the interactions between multilingual students enrolled in a university course for civil servants and their tutors. The tutees – who are L2 users of Swedish – are being socialized into the professional practices of a workplace with high communicative demands, both in writing and in speaking. In this type of interactions, a professional tutor can encounter “the expert – equality dilemma” (Billig et al., 1988) in the attempt to balance between authority and democracy; i.e., between an orientation towards her own professional and linguistic expertise and openness towards the experiences and knowledge of the intern. According to Tracy (2002), the dilemma of the modern work place is that “the conversational moves that establish expertise are the same ones that may undermine equality” (p. 188f).

The data analyzed here are taken from tutor-tutee meetings at the workplace, during which a report written by the tutee is reviewed for content and language use. These sequences illustrate how two tutors orient to their role as professional and linguistic experts in very different ways, and how the tutees respond to this. The purpose of the paper is to describe: (1) how the identity as supervisor can be negotiated, accepted or opposed in the local interaction; and (2) how the tutor’s authority and the way it is interactionally achieved may have an impact on the way learning as social action is done.

The present study focuses on the interactions between L2 users of Swedish enrolled in a university course for civil servants and their tutors. The data illustrate how the tutors’ interactional competence seen as different orientations to their role as professional and linguistic experts may affect the way learning as social action is done.

Key words: Workplace, tutor tutee interaction, expert - equality dilemma

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## Une méthode réductrice d'étude du langage de l'enseignant pour l'analyse de compétences interactionnelles

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*Friday, November 21, 14h00-15h00, D67 (Poster session)*

L'enseignement de notions nouvelles appelle l'usage de signes dont l'enseignant sait la signification inconnue des élèves. Puisque le signe "ne peut ni faire connaître ni reconnaître [son] objet" (Peirce, 2.231), pour instruire ses élèves, l'enseignant doit "leur parler de ce qu'ils ne connaissent pas (...) avec des mots qu'ils connaissent" (Condorcet, 1791-1792, p.278). Cohabite alors, dans le discours de l'enseignant, des termes aux significations connues, et d'autres aux significations inconnues.

Notre première hypothèse est que pour aider la compréhension d'un terme dont l'enseignant présuppose la signification non-concue des élèves, il l'utilise en association avec d'autres termes dont la signification est présupposée connue. D'abord, la production d'un signe est un processus ; une sémiotique (Morris, 1938). Ensuite, l'enseignant, relativement au terme inconnu, attend de l'élève la construction d'un concept – des connaissances pour l'action (Piaget 1970 ; Vergnaud, 1990) – qui est un signifié nécessairement implicite au discours. Alors, nous parlons du processus d'implication.

Notre seconde hypothèse est qu'un terme dont l'enseignant présuppose la signification connue des élèves est produit sans autres termes pour aider à sa compréhension. Ici, toute part du signifié est tue ; nous parlons du processus de tacitation.

Nous présenterons la méthodologie développée pour tester ces hypothèses et décrirons comment l'étude (par observation filmée) de l'association (ou non) de termes dans le discours de 13 enseignants de sciences a permis de prédire 80% de leurs présuppositions à l'égard des connaissances de ces termes par les élèves (recueillies par auto-confrontation).

Fort de cet argument pour la pertinence du modèle des implications et tacitations en classe, nous avons procédé au repérage de l'intégralité de leurs occurrences pour plusieurs termes, dans deux séances introducives de sciences physiques sur la quantité de matière, tenues par 5 enseignants. La répartition des processus a pu être mise en relation avec la compréhension des termes par les élèves (évaluée par questionnaires). Nous discuterons alors la mesure dans laquelle les résultats de cette étude exploratoire suggèrent que la production d'implications et de tacitations puisse être l'expression d'une compétence enseignante.

Key words: Enseignement, sémiotique, implication, tacitation, apprentissage

## **When the teacher tells “her side”: A-event statements in oral exams**

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*Saturday, November 22, 12h00-12h30, RE48*

The present paper focuses on instances of “my side” tellings (Pomerantz, 1980) produced by two teachers in oral exams of Italian as a foreign language. This is an unusual practice in institutional interactional events that aim to gain ratable speech samples through question-answer sequences (Kasper & Ross, 2007). The data were collected in an Italian basic language program where multi-part oral exams (Galaczi, 2010) represent the final assessment of the students’ speaking skills. The exams are organized in two phases: (i) a candidate-candidate interaction phase, and (ii) a candidate-candidate-teacher interaction phase. During the second phase, the teacher asks each student a question to make sure that the candidates can converse on the spot and then provides them with feedback. In this second phase the teacher may produce an A-event statement; i.e., a statement pertaining to A’s (that is, the teacher’s) knowledge domain (Labov, 1991).

In our dataset, which consists of 17 oral exams, we found 5 instances of this practice, that was enacted by two L1-Italian teachers, interacting with first-semester and fourth-semester students, respectively. We use Conversation Analysis to study: (a) the positioning of the “my side” telling within the broader organization of the second phase; (b) its local sequential environment; (c) the action it performs, and (d) the students’ uptake (if any). Furthermore, we argue that, by producing a “my side” telling, the teacher is doing being a conversational partner; i.e., she shifts to a situated identity that is different from that of doing being a teacher/examiner (Kasper, 2004). This shift may be unexpected in the institutional setting of oral exams where the examiner’s identity usually overlaps with the questioner’s identity (Kasper & Ross, 2007); it may also be challenging for beginner-level students, since they might have trouble in understanding the teacher’s words, her action, and the relevance it establishes for following turns. Overall, our findings show how the participants’ interpretation of the activity might be relevant for the construct of interactional competence in an oral exam. These findings also target the issue of the integration between classroom pedagogical practices and assessment, and has applications for teacher training programs.

Key words: Conversation analysis, oral exams, second language studies

## **Who says what's correct? Collaboratively achieving agreement on the evaluation of verb forms in a focus-on-form board game in the FFL classroom**

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*Friday, November 21, 15h00-15h30, D62*

This contribution aims to describe the embodied practices through which a small group of lower intermediate students of French as an L3 collaborate in establishing what is a correct answer in a board game aimed at revising verb forms. The game is analysed as a language learning task-in-process (cf. Seedhouse 2005), using the methodology of conversation analysis.

In their interaction, the students orient to the institutional context of their activity in the shape of its pedagogical focus (i.e. the task-as-workplan, cf. Seedhouse 2005) by referring to the rules of the game (explicitly stated on an instruction sheet) and by diligently attending to the production of grammatically correct verb forms.

One important rule of the game, as indicated by the instruction sheet, is that the students must decide as a group if any verb form produced is correct or not. If it is correct, the current player can carry on rolling the dice, if not, the turn goes to the next student. It is therefore crucial for the ensuing course of action that the group comes to a decision each time a verb form has been produced.

The analysis of the data will show how at these moments in the game, the students orient to the joint attention of all participants as a necessary precondition for the successful completion of the group's evaluation activity. It will also show the fine-tuned and economic ways in which they achieve explicit – or implicit – consensus over the correctness of a verb form, thus displaying that they are clearly “students with experience in classrooms” (Hellermann/Pekarek Doehler 2010: 26). They do this by exploiting a multimodal repertoire of resources including some verbal elements (in particular, self-directed talk), but mainly non-verbal resources such as gaze, body posture, gesture, mimics and movements of the head, thus managing smooth transitions between players' turns in the game.

**Key words:** Conversation analysis; classroom interaction; embodied practices; achieving agreement

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# Index of presenters

---

Berthoud, 53	Klein, 41	Pekarek Doehler, 42
Cekaite, 23	Konzett, 71	Peppoloni, 24
Chazal, 65	Koschmann, 18	Petitjean, 62
Colon de Carvajal, 58	Kunitz, 70	Pochon-Berger, 42
Davitti, 55	Lambolez, 36	Ritter, 66
de Weck, 59	Lausberg, 66	Rydell, 25
Delaloye Saillen, 50	Lilja, 32	Rystedt, 47
Diadori, 24	Lindwall, 47	Savijärvi, 63
Dossou, 41	Losa, 37	Scarvaglieri, 34
Durand, 37	Luginbühl, 30	Schomaker, 26
Engbersen, 44	Maitre, 69	Sert, 40
Eskildsen, 28	Mäkitalo, 29	Song, 54
Evnitskaya, 64	Markee, 70	Sterie, 61
Fasel Lauzon, 56	Meric, 51	Sublon, 59
Filliettaz, 49	Merlino, 67	Sundberg, 68
Gabor, 66	Merminod, 53	Svensson, 60
Gautier, 51	Mondada, 35	Teston-Bonnard, 58
González-Martínez, 61, 62	Monteiro, 43	Trébert, 49
Gosen, 27	Mundwiler, 30	van Schepen, 45
Hazel, 57	Nguyen, 20	Vitinius, 66
Hofstetter, 39	Nilsen, 29	Wagner, 28
Holmes, 19	Obliers, 66	Young, 17
Horlacher, 48	Pajaro, 33	Zogmal, 37
Johansson, 47	Pasqua, 41	
Kääntä, 46	Pasquandrea, 55	