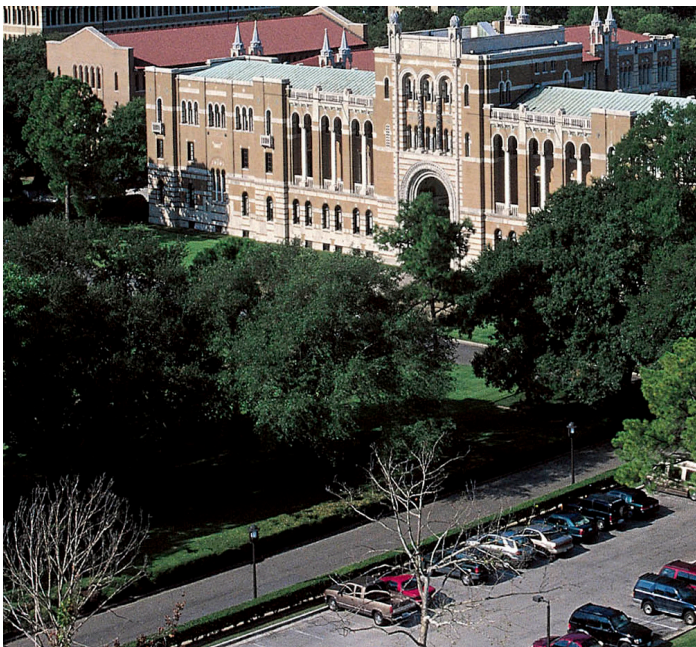


# CLIC

Center for Languages &  
Intercultural Communication



## SYMPOSIUM ON THE TEACHING AND TESTING OF L2 INTERACTIONAL COMPETENCE

APRIL 29-MAY 1, 2016



RICE

# TABLE OF CONTENTS

Campus Map.....	3
Schedule of Events.....	4
Invited Speakers and Short Abstracts.....	8
CLIC Speakers and Abstracts.....	10
Poster Sessions.....	12
Long Abstracts.....	15

## QUESTIONS?

Front Desk Phone: 713-348-6259  
Center Coordinator: 713-348-5844



Humanities Courtyard

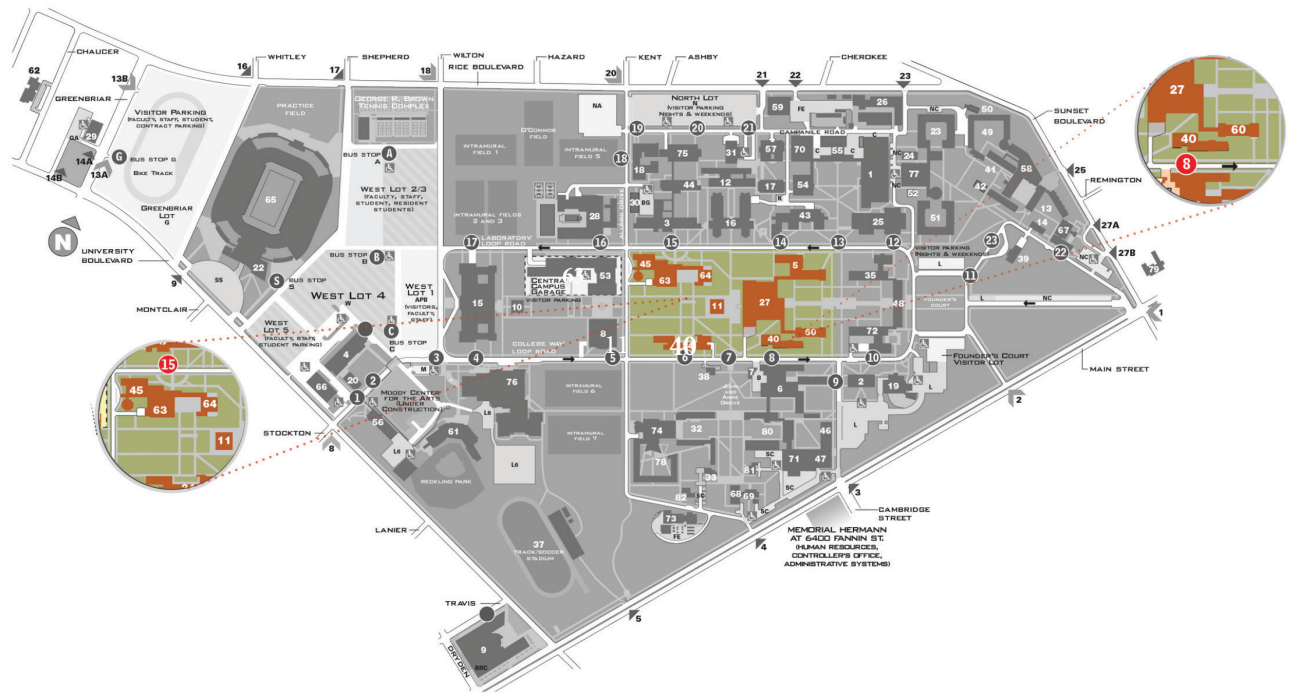


Brochstein Pavilion



Rice Memorial Center

# CAMPUS MAP



## BUILDINGS

Abercrombie Engineering Laboratory .....	1	Greenbriar Building.....	29	Rice Memorial Center .....	63
Allen Business Center.....	2	Greenhouse.....	30	<i>University Bookstore</i> .....	
<i>President's Office</i> .....		Hamman Hall.....	31	Rice Memorial Chapel.....	64
Anderson Biological Laboratories, M.D. ...	3	Hanszen College.....	32	Rice Stadium .....	65
Anderson-Clarke Center.....	4	Hanszen College Masters House .....	33	Rice University Police Department.....	66
<i>Dean of Susanne M. Glasscock School</i>		Herring Hall, Robert R. ....	34	Rich Student Health Center, Morton L. .	67
<i>of Continuing Studies</i> .....		Herzstein Hall .....	35	Richardson College, Sid W. ....	68
Anderson Hall, M.D. ....	5	Holloway Field.....	37	Richardson College Masters House.....	69
<i>Dean of Architecture</i> .....		<i>Wendel D. Ley Track</i> .....		Ryon Engineering Laboratory .....	70
Baker College .....	6	Housing and Dining .....	38	Seibel Servery, Abe and Annie .....	71
Baker College Masters House.....	7	Hudspeth Auditorium .....	20	Sewall Hall.....	72
Baker Hall, James A. III .....	8	Huff House, Peter and Nancy.....	39	<i>Rice Art Gallery</i> .....	
<i>Dean of Social Sciences, James A. Baker III</i>		<i>Alumni Affairs, Center for Student</i>		South Plant.....	73
<i>Institute for Public Policy</i> .....		<i>Professional Development</i> .....		South Servery.....	74
BioScience Research Collaborative .....	9	Humanities Building .....	40	Space Science and Technology Building..	75
Booth Centennial Pavilion, Suzanne Deal....	10	<i>Dean of Humanities</i> .....		Tudor Fieldhouse and Youngkin Center..	76
<i>James Turrell's "Twilight Epiphany"</i>		Jones College, Mary Gibbs .....	41	<i>Autry Court, Fox Gymnasium</i> .....	
<i>Skyspace</i> .....		Jones College Masters House .....	42	West Servery .....	77
Brochstein Pavilion, Raymond and.....	11	Keck Hall.....	43	Wiess College.....	78
Susan.....		Keith-Wiess Geological Laboratories.....	44	Wiess President's House .....	79
Brockman Hall for Physics.....	12	Ley Student Center.....	45	Will Rice College.....	80
Brown College, Margaret Root.....	13	Lovett College, Edgar Odell.....	46	Will Rice College Masters House .....	81
Brown College Masters House .....	14	Lovett College Masters House .....	47	Wilson House .....	82
Brown Hall, Alice Pratt .....	15	Lovett Hall .....	48	<i>Wiess College Masters</i> .....	
<i>Dean of Shepherd School of Music</i> .....		<i>Admission Office, Welcome Center</i> .....			
Brown Hall, George R. ....	16	Martel College.....	49		
<i>Dean of Wiess School of Natural Sciences</i>		Martel College Masters House .....	50		
Brown Hall for Mathematical Sciences, ...	17	McMurtry College, Burton and Deedee..	51		
Herman.....		McMurtry College Masters House .....	52		
Butcher Hall, Dell .....	18	McNair Hall, Janice and Robert.....	53		
Cohen House, Robert and Agnes .....	19	<i>Dean of Jesse H. Jones Graduate</i>			
Cox Fitness Center, John L. ....	22	<i>School of Business</i> .....			
Duncan College.....	23	Mechanical Engineering Building .....	54		
Duncan College Masters House .....	24	Mechanical Laboratory.....	55		
Duncan Hall, Anne and Charles.....	25	Media Center.....	56		
<i>Dean of George R. Brown School of</i>		Mudd Computer Science Building.....	57		
<i>Engineering</i> .....		North Servery.....	58		
Facilities Engineering and Planning .....	26	Oshman Engineering Design Kitchen .....	59		
Building.....		Rayzor Hall .....	60		
Fondren Library.....	27	Reckling Park at Cameron Field .....	61		
Gibbs Recreation and Wellness Center, ...	28	Rice Children's Campus .....	62		
Barbara and David.....					

## ACADEMIC SCHOOLS

Architecture, School of.....	5
Business, Jesse H. Jones.....	53
Graduate School of	
Continuing Studies, Susanne M. ....	21/4
Glasscock School of	
Engineering, George R. Brown .....	25
School of	
Humanities, School of.....	40
Music, The Shepherd School of .....	15
Natural Sciences, Wiess School of.....	16
Social Sciences, School of .....	8

# SCHEDULE OF EVENTS

FRIDAY, APRIL 29th

---

Farnsworth Pavilion in Rice Memorial Center

8:00 Breakfast

9:00 Welcome and Introduction to the Symposium

Rafael Salaberry  
CLIC Director, Rice University, USA

9:30 Session 1 - On the Concept of Intercultural Communication

"On Competence and Intersubjective Agency:  
A Post-cognitive Perspective"  
NUMA MARKEE  
University of Illinois at Urbana-Champaign,  
USA

"The Construction of Interactional  
Incompetence in L2 Interaction"  
ERIC HAUSER  
University of Electro-Communications, Japan  
& University of Hawai'i at Manoa, USA

Round Table Discussion

12:30 Lunch at Sammy's in the Rice Memorial Center

Use the lunch coupons provided in your packet

2:00 Session 2 - Development of Active Listenership

"On the Development of L2 Interactional  
Competence in Online Spoken  
Communication"  
CARMEN TALEGHANI-NIKAZM  
The Ohio State University, USA

"Active Listenership as an Indicator of L2  
Interactional Competence: Insights from an  
'Oral Communication Skills' Course"  
OLCAY SERT  
Hacettepe University, Turkey

Round Table Discussion

5:00 Poster Session  
Humanities Foyer

5:30 Welcome Reception  
Humanities Courtyard

# SCHEDULE OF EVENTS

SATURDAY, APRIL 30th

Farnsworth Pavilion in Rice Memorial Center

8:00 Breakfast

9:00 Session 3 – Teaching IC

“Developing Interactional Competence with Limited Linguistic Resources”

HANSUN ZHANG WARING

Teachers College, Columbia University, USA

“Pedagogical Material for IC Instruction”  
CLIC Faculty, Rice University, USA

KEVIN GARCIA CRUZ

KATHARINA KLEY

Round Table Discussion

12:00 Lunch at Salento in Brochstein Pavilion

*Use the lunch coupons provided in your packet*

1:30 Session 4 – Testing IC

“Contest/Task-Centered Interactional Second/ Foreign Language Testing Constructs and Validation”

MICHELINE CHALHOUB-DEVILLE

University of North Carolina at Greensboro, USA

“Intercultural Assessment”

CLIC Faculty, Rice University, USA

MARYAM EMAMI & HELADE SANTOS

MENG YEH

Round Table Discussion

4:30 Symposium Dinner at Hickory Hollow

*Open to all participants for an additional fee*

Transportation provided. Bus will depart from Rice at 4:30

Music from 5:30 – 8:30 by Mike Stroup

# SCHEDULE OF EVENTS

SUNDAY, MAY 1st

Farnsworth Pavilion in Rice Memorial Center

8:00 Breakfast

9:00 Session 5 - IC in Study Abroad/Second Language Contexts

"Co-designing a 'Navigation System' for  
Language Learning in-the-Wild"

NIINA LILJA, University of Tampere, Finland

BRENDON CLARK, Interactive Institute Stockholm, Sweden

Developing Interactional Competence in Japanese:  
Style Shifting Across Discourse Boundaries


NAOKO TAGUCHI

Carnegie Mellon University, USA

Round Table Discussion

12:00 Lunch

Boxed lunches will be provided.



## 2nd International Conference on Spoken Chinese Corpora: From Theory to Pedagogical Applications

### *Plenary speakers*

**Xianwen CAO** (Nanjing University)

**Hongyin TAO** (UCLA)

**Meng YEH** (Rice University)

**Baolin ZHANG**

(Beijing Language and Culture University)

*Hosted by Rice CLIC  
August 10-11, 2016*

# STUDY ABROAD

with

# RICE IN COUNTRY

6 credits in 6 weeks!

Courses taught by Rice Faculty.

Participate in Homestay and Service Learning.

... More information available in August 2016!

[clic.rice.edu](http://clic.rice.edu)

STUDY ABROAD...  
EXPLORE  
DISCOVER  
LEARN!

CENTER FOR LANGUAGES & INTERCULTURAL COMMUNICATION  
PRESENTS

# STUDY ABROAD CONFERENCE

**RICE UNIVERSITY** SPRING 2017

CALL FOR PAPERS AND DATES AVAILABLE MAY 15, 2016 AT [CLIC.RICE.EDU](http://CLIC.RICE.EDU)

# INVITED SPEAKERS & SHORT ABSTRACTS



MICHELINE CHALHOUB-DEVILLE (UNIVERSITY OF NORTH CAROLINA AT GREENSBORO, USA)

## Context/Task-Centered Interactional Second/Foreign Language Testing Constructs and Validation

Over the years, representations of the L2 testing construct have remained primarily cognitive in their underpinnings. The instability of performance across tasks, which is empirically supported by task specificity findings and theoretically by sociocognitive arguments, compels language testing researchers to consider the sociocognitive perspective in theory formulation and operational practices. (page 15)



ERIC HAUSER (UNIVERSITY OF ELECTRO-COMMUNICATIONS, JAPAN & UNIVERSITY OF HAWAI'I AT MĀNOA, USA)

## The Construction of Interactional Incompetence in L2 Interaction

I will focus on one instance of Japanese interaction in which one of the participants, an L2 user of Japanese, is constructed by other participants (L1 Japanese users) as interactionally incompetent. Multi-modal Conversation Analysis is used to explicate how this is accomplished. Implications for L2 interactional competence are discussed. (page 16)



NIINA LILJA (UNIVERSITY OF TAMPERE, FINLAND) & BRENDON CLARK (INTERACTIVE INSTITUTE STOCKHOLM, SWEDEN)

## Co-Designing a "Navigation System" for Language Learning In-the-wild

Building on CA-SLA research on interactional competences as co-constructed and sensitive to the contingencies of interaction, this paper analyzes out-of-classroom language learning activities. It gives special attention to the material ecologies that shape these activities, and shows how students co-design their encounters in-the-wild and reflect upon them back in the classroom. (page 17)

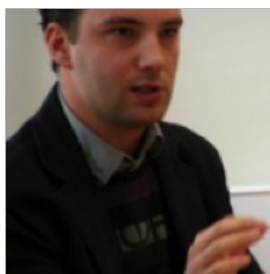


NUMA MARKEE (UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, USA)

## On Competence and Intersubjective Agency: A Post-cognitive Perspective

In this paper, I use transcripts of classroom interaction and various classroom materials developed for different ESL classes as the empirical point of departure for a practical discussion of what "doing interactional competence" in the context of task based language teaching means. I then use these data to address a number of theoretical points in the applied linguistics literature from a conversation analytic perspective. (page 18)

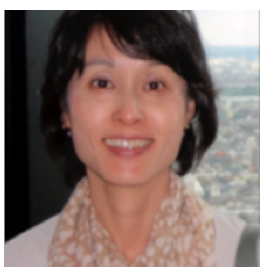
# INVITED SPEAKERS & SHORT ABSTRACTS



OLCAY SERT (HACETTEPE UNIVERSITY, TURKEY)

## Active Listenership as an Indicator of L2 Interactional Competence: Insights from an "Oral Communication Skills" Course

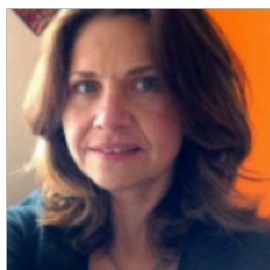
Based on 174 multi-party L2 discussion tasks recorded at different times throughout two semesters, I will show how L2 users display development of L2 IC through more active listenership. Implications will be given for teaching conversational skills and for developing a reflective and process-based syllabus. (page 19)



NAOKO TAGUCHI (CARNEGIE MELLON UNIVERSITY, USA)

## Developing Interactional Competence in Japanese: Style Shifting Across Discourse Boundaries

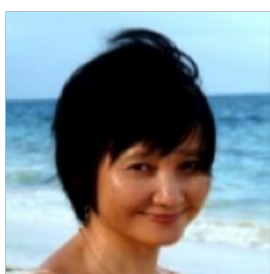
This presentation discusses interactional competence in L2 Japanese by illustrating learners' ability to signal discourse boundaries through style shifting between the polite and plain form during interaction. After illustrating style shifting as an indicator of interactional competence, I will present tasks that illustrate the indexical approach to teaching speech styles and style shifting. (page 20)



CARMEN TALEGHANI-NIKAZM (OHIO STATE UNIVERSITY, USA)

## On the Development of L2 Interactional Competence in Online Spoken Communication

The talk focuses on L2 interactional competence and demonstrates how second language learners manage talk and pedagogical tasks while engaged in Video Conference communication. The talk will end with a discussion of practical ways of using technology to teach and practice interactional competence outside of classroom. (page 21)



HANSUN ZHANG WARING (TEACHERS COLLEGE, COLUMBIA UNIVERSITY, USA)

## Developing Interactional Competence with Limited Linguistic Resources

Interactional competence does not presuppose linguistic complexity. Pre-closing, for example, can be done via a simple Okay. Based on Wong and Waring's (2010) model of interactional practices, I identify specific areas of turn-taking, sequencing, overall structuring, and repair that may be amenable to instruction geared towards lower-level learners of ESL. (page 22)

# CLIC SPEAKERS AND ABSTRACTS



KEVIN GARCIA CRUZ

## Conversation Closings in Face-to-face Interactions

Barraja-Rohan (1997) argues that openings and closings in a conversation are governed by socio-cultural norms. Being aware of these socio-cultural norms allows learners to communicate effectively in the target language.

In Spanish there are various resources that are commonly used to indicate that a conversation is winding down and that the participants are getting ready to terminate it. These include: pauses, interjections like *bueno* or *pues* (“well”), and phrases such as *tengo que irme* (“I have to go”) or *me dio mucho gusto verte* (“it was nice seeing you”), etc. (see, for example, Coronel-Molina, 1998). Schegloff and Sacks (1979) have identified “pre-closings” used in American English to indicate that one party is ready to leave, while still giving the coparticipant the opportunity to open up the conversation again. Although very similar to English, we will see that “pre-closing” sequences in Spanish tend to be lengthier and continue for multiple turns prior to the “terminal exchange”. The instructional unit on conversation closings in Spanish was designed following Barraja-Rohan’s (1997, 2011) basic principles for teaching intercultural awareness through the analysis of interactional data. Specifically, this lesson includes the following elements: a) a reflection on language usage in the students’ L1; b) a contrastive analysis of L1 and L2 conversation closing sequences; c) an analysis of naturally occurring closing sequences in the L2; d) opportunities to practice closing sequences in the L2 in writing and speaking; and e) a translingual/transcultural discussion/reflection.



KATHARINA KLEY

## Expanding Basic Question-answer Sequences

Conversation analysts have found that language users regularly mark acceptance of an interlocutor’s utterance (e.g., *okay*), indicate receipt of information (e.g., *oh*), assess an interlocutor’s contribution (e.g., *good*), and express surprise (e.g., *really?*). These tokens are called sequence closing thirds as they often bring a sequence to a close (Schegloff, 2007). Further, conversation analysts have observed that conversational partners may pursue a topic through a reclaimer, that is, by bringing the focus back to themselves (e.g., by saying ‘*me too*, ‘*I don’t do that*’, ‘*I do X...*’) after the interlocutor has provided a response (Maynard & Zimmerman, 1984). The use of both a sequence closing third and a reclaimer expands a basic question-answer sequence by one or two turns.

Both sequence closing thirds and reclaimers are also used in German conversations. However, beginning learners of German do not necessarily use expansions; rather, they seem to base their interactions on simple question-answer sequences. The constant shift between asking and answering questions makes interactions with beginning learners sound like interviews rather than everyday conversations. Their conversations could sound more natural if learners expanded basic question-answer sequences by one or two turns. The instructional unit designed to teach minimal expansions includes the following elements: (1) making students aware that minimal expansions occur in both English and German; (2) having students identify minimal expansions in authentic English and German interactions, and contrast and compare expansions in both languages; and (3) giving students the opportunity to practice expansions in writing and speaking.



MARYAM EMAMI

## Assessing First-year Students' Interactional Competence

Many researchers agree that assessing speaking ability is a very complex endeavor, influenced by a great number of factors (e.g. Milanovic & Saville 1996, McNamara 1997, Taylor 2000, 2001). It certainly becomes more complex when the students' interactional competence is assessed on the basis of their interactions with L1 or advanced speakers of the target language. Nevertheless, these interactions allow the assessment of a wider range of interactional skills and seem to allow better inferences in terms of what students can actually do in naturally occurring conversations. At CLIC, students learn and practice how to appropriately and efficiently interact in the target language as early as in beginning levels. As a requirement of most language courses at Rice, students meet and talk to L1/advanced speakers a few times during the semester. Students are instructed to record these conversations, which then serve as crucial teaching and assessment tools. These recordings are analyzed and implemented pedagogically to fulfill multiple objectives, including increasing students' awareness of their interactional skills and allowing faculty to create new activities and assessment materials. The two main tools used for assessment are an assessment sheet and a rubric. The assessment sheet is used by both learners (to reflect on their performances) and faculty (to provide learners with ad hoc feedback), while the rubric is used by faculty to assess the students' performance. These two assessment instruments have been designed on the basis of our observations of video-recorded student interactions and on the basis of previous research findings concerning less proficient language learners' interactional competencies (e.g. Galaczi 2008, 2014). In our presentation we will illustrate how conversations with L1 speakers of the target language can be used as an instrument for teaching and assessing interactional competence. We will focus on the rationale behind the creation of the rubric and the assessment sheet for first year courses.



HELADE SCUTTI SANTOS

## From Objectives to Assessment: Developing Interactional Competence for Beginning Students

The descriptors for speaking at the A1 CEFR level do not include basic interactional actions such as taking the floor or asking for clarification. This seems to indicate that beginning students are not expected to accomplish these actions, which are nevertheless at the heart of interactional competence (IC). The present intervention study challenges such views by showing that: 1) students' L2 IC can develop even in the first semester of instruction; 2) IC-based instruction is effective; and 3) targeted features in IC-based instruction can be adequately assessed. Participants in the study were college level students enrolled in first semester courses of Chinese as a foreign language. One group of students received IC-based instruction; the control group did not. The preliminary findings demonstrate that the group who received IC instruction was able to consistently accomplish the interactional practices that represented the targeted objects of instruction, while not everybody in the control group was able to and not to the same extent. This study is part of a larger project that aims to redesign the first-year Chinese curriculum by integrating a focus on IC. The IC curriculum can be summarized in five steps: 1) collect and select naturally occurring conversations; 2) analyze the interactional actions and practices in the collected conversations with support/data from research; 3) choose a set of IC objectives for each level (first and second semester); 4) develop assessment procedures and rubrics; 5) design pedagogical material targeting such objectives. In my presentation, I will focus on the steps that lead to establishing learning outcomes that are achievable for first year L2 Chinese students. I will also discuss the assessment procedures, both formative and summative, that were adopted to monitor the students' progress and to evaluate their performance.



MENG YEH

# POSTER SESSIONS



NAOKO OZAKI (RICE UNIVERSITY, USA)

## Beyond the Textbook: Japanese Final Particles in Naturally Occurring Conversations

This poster introduces a series of activities which guide students to analyze naturally occurring conversations in order to identify interactional practices beyond the realm of the textbook. Specifically, the focus is on the Japanese final particles *yo*, *ne*, and *yone*. Such particles are first presented through the textbook material and then through authentic data. The pedagogical activities designed to teach these particles include: interactions between students and L1 speakers of Japanese; in-class analysis of authentic data through guided induction; further reflection on authentic data and on the students' interactions; and assessment of students' awareness about the use of these particles by modifying previously produced data. The poster: (a) describes how these activities were used in an actual classroom; (b) reports the students' reactions and comments; and (c) illustrates the process of revising and improving the activities for future iterations of the same teaching unit.



M. CRISTINA GILIBERTI (RICE UNIVERSITY, USA)

## Practices for the Display of Affiliation and Assessment in Italian

This poster illustrates a teaching unit that focuses on the interactional practices through which participants display affiliation and assessment. In this unit, students will:

- (a) be guided to identify responsive turns that display affiliation and assessment through the analysis of a natural conversation in English;
- (b) listen to a casual conversation in Italian and respond to comprehension questions;
- (c) identify the responsive turns produced in the conversation and their functions;
- (d) compare the formulation of responsive turns in English and in Italian;
- (e) practice the production of responsive turns that display affiliation and assessment in short written dialogues;
- (f) engage in an interactional activity in which they are prompted to produce such turns.

The poster will also include two forms of assessment:

- (a) a homework assignment in which students are required to complete two written conversations in Italian;
- (b) a class quiz in which students are required to transform a monologue into a more dialogic interaction.



LUZIRIS PINEDATURI (RICE UNIVERSITY, USA)

## Spanish for Medical Professions: Interactional Practices for Non-compliant Patients

This poster will showcase a lesson plan that guides students to analyze scripted and naturally occurring interactions between doctors and diabetic patients who do not comply with recommended treatment. The reference point for the scaffolded activities is an article written by the Grupo-Programa Comunicación y Salud de SEMFYC, an organization dedicated to effective communication in medical settings. The article provides recommendations for this type of interaction. Ultimately, students analyze the interactions reported in the article and compare them with authentic audio recordings. Through a series of specific questions, charts, and tasks, students identify parts of the interaction and their function as related to responding to and effectively communicating with non-compliant patients. This analysis is then contrasted with the recommendations provided, which are based on scripted interactions. Such comparisons highlight the differences between scripted dialogues and naturally occurring interactions and show how students can benefit from being exposed to authentic data that illustrate what people actually do in conversation. This poster will provide a glimpse into the way CLIC is transforming how Languages for Specific Purposes are taught.



HEE-JEONG JEONG (RICE UNIVERSITY, USA)

## Teaching Active Listening to KFL Students Using Authentic Interactional Data

This poster provides practical ideas for teaching active listening to second-year students of Korean as a foreign language (KFL) using authentic language data. It also shows the benefits of using authentic video materials for enhancing students' recognition and production of response tokens and more elaborate responsive turns. According to Clancy et. al. (1996), a responsive turn is “a short utterance produced by an interlocutor who is playing a listener's role during the other interlocutor's speakership” (p. 356). Olsher (2011a, 2011b) also considers short responses offered by a coparticipant to show that s/he is following or (claiming) understanding. For the purpose of teaching active listening, I identified five types of responsive turns: i) backchannels (e.g., a, e, um, ung); ii) information receipts (e.g., kulayyo, “(it) is so”; macayo, “(it) is correct”); iii) assessments (e.g., cohayo, “good”; caymi.isskeyss-neyyo, “(it) must be interesting”); iv) collaborative completions; and v) repetitions.

The teaching material presented in this poster has already been used in the classroom. Preliminary observations indicate that students learn how to formulate responsive turns in appropriate ways and therefore develop their ability to keep conversations going. Overall, the students' interactional competence improved: the students became more active participants in interaction.

# POSTER SESSIONS



BRENDON CLARK (INTERACTIVE INSTITUTE SWEDISH ICT & UMEÅ UNIVERSITY, SWEDEN)  
NICHOLAS TORRETTA (INTERACTIVE INSTITUTE SWEDISH ICT, SWEDEN)

## The Interaction Navigator: A Reflection & Planning Support Template for “In the Wild” L2 Learning

This poster presents the “Interaction Navigator” as (1) a “learning tool” to support planning of and reflection upon everyday interactions as language learning opportunities; and (2) as a “design artifact” resulting from a participatory design with L2 teachers, conversation analysts, and design anthropologists. The interaction navigator is a paper-based template with a simple structure for identifying a central interaction, and considering what can or did take place before, during and after the interaction. Its repetitive use is meant to sensitize learners to identify and engage with physical and digital materials, people and places that support “interactional competence” in the target language. Over the last 9 months, it has been used as a central piece for four language learning courses in Finland and Iceland, where the classroom functioned as a type of “navigation system” for identifying material and human resources in everyday situations.

## CUALHE

(Consortium on Useful Assessment in  
Language and Humanities Education)

Annual Meeting and Conference 2017

Dates to be Announced

Hosted by Rice University

# LONG ABSTRACTS

MICHELINE CHALHOUB-DEVILLE (UNIVERSITY OF NORTH CAROLINA AT GREENSBORO, USA)

## Context/task-centered Interactional Second/Foreign Language Testing Constructs and Validation

A variety of disciplines shape theories and practices in the second/foreign (L2) language testing field. With regard to conceptualizations of the L2 constructs, language testing has largely adapted representations from fields such as psychology, linguistics, and applied linguistics. Language testing constructs have been portrayed in terms of complex abilities, skills, performances, and hierarchies. While representations of the L2 construct have varied over the years, they have remained primarily cognitive in terms of their underpinnings. With a cognitive orientation, the focus is on representing an individualized, generalized performance with a stable core. It is fairly reasonable to state that cognitive-based explorations have resulted in general models of abilities that have served the L2 testing field well. These models have enriched our knowledge base as well as our practices, and have helped advance the profession as a whole. However, research findings with respect to task specificity, test method effect, language variability, and interactional communication prompt alternative conceptualizations of the L2 construct. Emerging scholarship with a sociocognitive orientation pushes language testing professionals to attend to the constructs of L2 performance in particular contexts. It is expected that this type of research will ultimately yield knowledge, which will impact theory formulations and will allow researchers to better control and manipulate interactional parameters as needed for operational testing purposes. Educational measurement is another major discipline that has shaped knowledge and practices in language testing. The state of knowledge in areas such as validity and validation has played a critical role in directing language testing research and development efforts. Traditionally and in keeping with trends in educational measurement

(e.g., the Standards--AERA, APA, & NCME, 1985, 1999, 2014), language testing validation research has underscored psychometrically-driven, cognitively-oriented practices. McNamara and Roever (2006) point out that research available in the language testing field seems to focus more on the technical aspects of validity even in exploration of consequences, where the focus is on technical aspects of fairness, e.g., DIF analyses, as contrasted to sociopolitical and educational impact. Social, educational, and policy explorations, i.e., “The overt social context of testing” (McNamara and Roever, 2006, p. 14), are less endeavored. McNamara and Roever (2006) reason that this orientation to validity is “heavily marked by its origins in the individualist and cognitively oriented field of psychology” (p. 9). Such a characterization is echoed in educational measurement by Haertel (cited in Sireci, 2013), who holds that measurement has its roots in psychology, which focuses on individual differences. These historical views and practices, however, are beginning to alter. Emerging research, which is informed by the push in recent years to use testing as part of a reform agenda and is guided by theory of action (TOA), points to the need to expand the psychometrically- and cognitively oriented validity research to include socially-based documentation. The presentation reflects on the theoretical underpinnings of the L2 construct in language testing and invites the profession to consider the performance of tasks from a more sociocognitive orientation. The article also explores how score interpretation and use, i.e., validity could be more socially-grounded.

# LONG ABSTRACTS

ERIC HAUSER (UNIVERSITY OF ELECTROCOMMUNICATIONS, JAPAN, AND UNIVERSITY OF HAWAI'I AT MĀNOA, USA )

## The Construction of Interactional Incompetence in L2 Interaction

In this presentation, I will adopt a radically non-cognitive and situated perspective on interactional (in)competence as something which is constructed by the participants in and through the interaction, rather than something which individual participants bring to the interaction. The presentation will focus on one instance of Japanese interaction in which one of the participants, an L2 user of Japanese, is constructed by other participants (L1 Japanese users) as interactionally incompetent. The interaction occurs prior to the start of a meeting of a neighborhood organization in a residential area of Tokyo. At the time of this interaction, the researcher, who is a member of the organization and the L2 user mentioned above, has already set up video cameras for the purpose of collecting data on Japanese interaction. Consent to record the meeting was obtained from most members of the organization at a prior meeting. The interaction is occasioned by the arrival of an organization member who usually does not attend, so that the researcher approaches him in order to explain, in Japanese, the research and recording equipment and ask him to sign a consent form. Early in the interaction, this person asks another participant, an L1 user of Japanese, for clarification of what the researcher is telling him. A third L1 Japanese user joins the interaction, which continues for several turns between these three participants. The researcher, having been moved to the periphery of the interaction, is thus constructed by these three participants as interactionally incompetent. By doing this, the three L1 Japanese users make manifest a language ideology in Japan according to which Japanese is an unusually difficult language and one which is especially difficult for non-Japanese to master. Multi-modal Conversation Analysis is used to explicate how this construction

of the researcher as interactionally incompetent is accomplished. This allows for analysis not only of the talk, but also of various other semiotic resources used by the participants, such as gaze, gesture, and body posture. (Incidentally, I will also attempt to provide a transcription of the interaction which does not privilege talk over these other semiotic resources.) One implication for L2 interactional competence is that there may be no direct connection between it and proficiency in the L2. The researcher's relatively high proficiency in Japanese does nothing to prevent the construction of him as lacking interactional competence. A second implication is that, while it certainly makes sense to conceive of the development over time of the resources that an L2 learner can draw on in specific instances to collaboratively construct his or her interactional competence, if it is conceptualized as constructed and situated in specific instances of interaction, then it does not make sense to conceive of interactional competence as something which develops over time

# LONG ABSTRACTS

NIINA LILJA (UNIVERSITY OF TAMPERE, FINLAND) & BRENDON CLARK (INTERACTIVE INSTITUTE STOCKHOLM, SWEDEN)

## Co-designing a "Navigation System" for Language Learning In-the-wild

Interactional competence entails more than just the ability to speak a language. It entails the ability to recipient-design one's actions so that co-participants are able to recognize them and respond to them. It also involves the ability to fit one's actions to the contingencies and material ecologies of unfolding interaction in different social environments. Recent CA-SLA research has shed light on the co-constructed nature of interactional competence and given examples of how it develops over time (See e.g. Hall, Hellermann & Pekarek Doehler 2011, Pekarek Doehler & Berger 2015). In addition, pedagogical initiatives have been launched to support the development of learners' interactional competences in settings inside and outside classrooms (see e.g. Clark et al., 2011, Wagner 2015). This paper is based on one such initiative taken up in courses on conversational Finnish. The courses were aimed for beginning learners of Finnish and based on experiential pedagogy: the students were in the center of the learning process. The language learning activities in the courses were designed adapting the sit-talk-sit pedagogical model developed in Sweden (see Clark & Lindeman 2011). First, the students prepared themselves for everyday encounters "in-the-wild" by observing language used in them, by collecting vocabulary and by planning their tasks. Second, they participated in the everyday encounters and video-recorded them in pairs. Third, back in the classrooms, they shared their experiences and reflected upon them. The videorecordings of the out-of-classroom encounters and the group discussions back in the classroom serve as data for this paper. The paper uses multimodal conversation analysis to describe how students navigate the unpredictability of the in-the-wild encounters and how they reflect upon them back in classroom. The analysis focuses

on moments in the reflection discussions during which the students use their smart phones to watch the videos of the everyday encounters. The analysis demonstrates that with the help of the smart phone the students are able to make sense of the encounters they have had "in the wild". The smart phone also helps them to focus on very detailed aspects of language and interaction in their reflections and this way creates "a bridge" between the classroom and the outside ("the wild"). The pedagogical model used in the course encourages students to identify objects of learning in their reflections and to have elaborate discussions on these. The analysis thus gives insights on how such experiential pedagogy supports language learning as social activity and discusses how the findings can contribute to designing learning and teaching practices that support the development of interactional competences on the basis of learners' own needs and goals.

# LONG ABSTRACTS

NUMA MARKEE (UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, USA)

## On Competence and Intersubjective Agency: A Post-cognitive Perspective

Inspired by the stance of ethnomethodological indifference to a priori theories and constructs (Garfinkel & Sacks, 1970; Lynch, 1999), I argue that a significant part of the etic (i.e., researcher-relevant) theorizing that has gone into the evolutionary development of the construct of interactional competence over the years is not relevant to work in ethnomethodology (EM) and conversation analysis (CA) that seeks to understand the processes of second language classroom interaction and learning. More specifically, in the pages that follow, I begin by briefly reviewing how competence has been understood in different literatures, focusing in particular on how this notion has morphed over time into the related constructs of communicative and interactional competence. I then argue that many of the theoretical accretions that have been borrowed from various etic, a priori theories of language and language learning should be bracketed by ethnomethodological CA practitioners. In this context, I also argue that a great deal of so-called ethnomethodological CA work in applied linguistics is in fact nothing of the kind and is much better described as hybrid form of CA. Thus, if we are serious about doing ethnomethodological CA, I suggest that we need to revert to a theoretically sparer, emic (i.e., participant-relevant), post-cognitive version of competence, which emphasizes the idea of intersubjective agency. In the empirical section of the paper that follows the literature review, I then illustrate how the construct of intersubjective agency may help us understand the micro- processes of classroom interaction and language learning behavior. To this end, I use video fragments, associated cultural artifacts, and transcripts of embodied talk-in-interaction to develop a post-cognitive, multimodal conversation analysis of classroom interaction produced by different levels

of learners in different iterations of an ESL class that targeted members of the local community in a Mid-Western town in the United States. These analyses show how two complementary curricular levels of planning (see Suchman, 2007) — that is, tasks-as-work-plans (i.e., written classroom materials) and tasks-as activity (i.e., the actual, methodological implementation of these work plans; see Coughlan & Duff, 1994) — put students in the position of having to deploy intersubjective agency, which potentially allows them to learn new language as a by-product of talk-in-interaction. Finally, I show how this innovative curricular approach may be used to challenge the bureaucratic notion of level. More specifically, I show how even false beginners can potentially outperform more advanced students who are exposed to the same pedagogical materials but who have to meet more stringent, pre-specified requirements of enacted interactional activity. I conclude the paper with a brief discussion of where the kind of research program outlined here might lead us.

# LONG ABSTRACTS

OLCAY SERT (HACETTEPE UNIVERSITY, TURKEY)

## Active Listenership as an Indicator of L2 Interactional Competence: Insights from an “Oral Communication Skills” Course

From a conversation analytic perspective, learning is seen as emerging from participation in interaction. Thus, it is not seen as a cognitive, individual phenomenon, but can be defined as a change in a socially-displayed cognitive state achieved on a turn-by-turn basis (Seedhouse and Walsh 2010), and can be seen as a sociocognitive process embedded in the context of locally accomplished social practices and their sequential deployment (Pekarek Doehler 2010). The microscopic perspective and sequential, context-driven understanding of participant orientations have enabled ‘Conversation Analysis for Second Language Acquisition’ (CA-forSLA, Markee and Kasper 2004) researchers to bring evidence for language learning related phenomena in L2 talk-in-interaction. Furthermore, a number of researchers have investigated the development of learners’ L2 Interactional Competence (e.g. Cekaite 2007; Markee 2008) with a longitudinal perspective. L2 Interactional Competence (IC) has recently been investigated in, for example, classroom contexts (Hellermann 2008; Pekarek Doehler and Pochon-Berger 2011), language proficiency interviews (Van Compernelle 2011; Lee, Park and Sohn 2011), and study abroad contexts (Ishida 2011). The development of interactional practices has been tracked by focusing on a variety of phenomena including engagements in storytellings (Ishida 2011), expanded responses (Lee, Park and Sohn 2011), and other-initiated repairs (Hellermann 2011). In this presentation, the focus will be on the concept of “active listenership” (AL) and how speakers of English as a Foreign Language (EFL) demonstrate AL in group discussion tasks. Based on a database of interactions in 174 multi-party L2 discussion tasks recorded at different times throughout two semesters, I will show how L2 users display development of L2

Interactional Competence through demonstration of more active listenership. Instead of displays of listenership and reciprocity as studied in different contexts before in the form of, for instance, response tokens (Gardner 2001) and reactive tokens (Xu 2014), I will focus on demonstration of active listenership, through for instance collaborative turn completion (Kim 2002), or through what Lerner (2004) calls collaborative turn sequences. The turn completions investigated in this database are strong versions of listenership, as they bring concrete evidence to how understanding is achieved on a sequential basis; i.e. the listener of the previous turn in each turn completion demonstrates to the co-participant her understanding of the previous turn. The analysis of this data, which has been collected as part of an “Oral Communication Skills” course in a higher education setting in Ankara, revealed that such completions are achieved by participants’ employment of resources like subordinate clause completion, offers of candidate lexical items, and turn initial conjunctions. A significant, longitudinal finding is that the employment of such resources increases over time, as participants become more experienced interlocutors in EFL, potentially as a result of the reflective and process based syllabus of this particular course. The findings have important implications for teaching conversational skills and the development and testing of L2 interactional competence.

# LONG ABSTRACTS

NAOKO TAGUCHI (CARNEGIE MELLON UNIVERSITY, USA)

## Developing Interactional Competence in Japanese: Style Shifting Across Discourse Boundaries

Early models of communicative competence (Bachman & Palmer, 1996; Canale & Swain, 1980) situated language ability as a psycholinguistic trait that exists within individuals independent from context. More recently, however, language competence has been incorporated into a broader conceptual framework that focuses on dynamic and dialogic aspects of communication. Most notable in this trend is the emergence of interactional competence (Young, 2008, 2011), which views language ability as locally situated and jointly constructed by participants in on-going discourse. Following this theoretical framework, I will discuss interactional competence in Japanese by describing what linguistic and interactional resources enable participants to construct and orient to social actions in Japanese. I will present data on second language (L2) Japanese learners' use of one interactional resource – the ability to signal boundaries in discourse through style shifting during talk-in-progress. Young (2008) defines boundaries as “opening and closing acts of a particular practice that serve to distinguish a given practice from adjacent talk” (p. 71). In order to become interactionally competent, L2 learners must be able to respond to changing contextual figurations (e.g., topics, interlocutors) and transition skillfully between interactional practices. The data comes from a larger study that investigated the development of interactional competence among 18 international students during a semester study abroad in a Japanese university. The students conversed with a same-age peer for 20 minutes. The researcher occasionally participated in the conversation to ask questions and comment on the on-going topic. The study examined whether L2 learners' use of two primary Japanese speech styles – the polite and plain form – changes between the time when they conversed only with

their peer (two-way dialogue) and the time when they conversed with their peer and the researcher (three-way dialogue). Conversation was transcribed and analyzed for the frequency of the polite and plain forms. This presentation will highlight a case of one learner who showed sensitivity to the changing participant structure and demonstrated the ability to shift between the two speech styles corresponding to the change of the addressee. After illustrating how style shifting can be an indicator of interactional competence in L2 Japanese, I will provide teaching implications as applied to the first two years of Japanese language curriculum. Previous research has revealed that introductory-level Japanese textbooks exclusively focus on the polite form, neglecting the plain form in instruction (e.g., Cook, 2008). Cook contends that this is because the polite form is the safeguard for foreigners, arising from the belief that foreigners should speak politely. However, use of the plain form is critical in certain situations because the plain form indexes social meaning of affect and solidarity. Hence, classroom instruction should focus on both speech styles as appropriate to participants, settings, and goals of interaction. Critically, teachers should inform students that both forms can co-exist in a single conversation, and speakers often shift between these forms corresponding to the on-going discourse. I will illustrate the indexical approach to teaching speech styles by introducing exemplary instructional tasks from previous empirical studies.

# LONG ABSTRACTS

CARMEN TALEGHANI-NIKAZM (OHIO STATE UNIVERSITY, USA)

## On the Development of L2 Interactional Competence in Online Spoken Communication

My talk focuses on how L2 learners and speakers manage talk, accomplish social actions and pedagogical tasks, and maintain intersubjectivity in video-conference communication, using online platforms. More specifically, the study explores ways L2 learners respond, verbally and nonverbally, to their co-participants while engaged in informal pedagogical activities. The aim of the study is to gain a deeper understanding of the development of L2 interactional competence by focusing on a detailed description of how L2 speakers mobilize various channels of modality (such as talk, gaze, prosody, gesture, and body posture) systematically to constitute and coordinate a coherent course of action. Research on language and social interaction has shown that “listeners” in a conversation are indeed active co-participants who shape the ongoing conversation and create intersubjectivity by their facial expressions, gestures, body postures and vocalizations (Ford and Fox, 1996; Goodwin, 1979). Through verbal and nonverbal response behaviors, co-participants indicate their understanding of talk, signal their problems with talk, express agreement or disagreement, and show their affective and epistemic stance (Gardner, 1998, 2001; Goodwin, 1986; Heritage, 2013; Schegloff, 1982). For instance, in situations in which a speaker underestimates the knowledge state of their co-participant (i.e., when they provide too much information), the coparticipant can confirm the prior talk with the token *das stimmt* (that’s right). In contrast to a *ja* (yes), which merely acknowledges the prior talk (Golato and Fagyal, 2008), *das stimmt* is always used by co-participants to indicate that they have independent knowledge of what the prior speaker said (Betz, 2015). Or, by using the response token *genau* (exactly), German speakers confirm their co-participant’s prior talk

(turn) and align with the (epistemic) stance conveyed in their co-participant’s talk (Betz, 2012; Betz, E., Taleghani-Nikazm, C, Drake, V, Golato, A., 2013). These are just a few examples from recent empirical research on German response tokens in everyday conversation from an interactionist-perspective that show the essential role these little words play in everyday interaction. Formulating response turns and using response tokens appropriately in everyday L2 conversation are crucial interactional competences (He and Young, 1998; Kasper, 2006; Young, 2008; Taleghani-Nikazm, 2015). While adult L2 learners acquire response tokens in their L1 and can transfer co-participant behavior into their L2, response tokens and their placement in the L2 may express different things depending on position and intonation (e.g., Clancy, Thompson, Suzuki, and Tao, 1996; Gardner, 2001). Therefore, when engaged in a conversation, the L2 co-participant’s choice of response tokens and formulation of responsive-turn may have interactional consequences. However, there are very few empirical studies that examine the details of L2 learners’ responsive behavior over a period of time. The majority have focused on English speakers learning Japanese (e.g., Ishida, 2009, 2010; Masuda, 2011; Ohta, 1999, 2001). No previous research has focused on the L2 development of German responsive behavior from an interactionist-perspective. This paper offers a conversation analytic examination of German L2 learners’ responsive behavior when engaged in conversations with each other outside of the classroom over a semesterlong German course in intermediate and low-advanced levels.

# LONG ABSTRACTS

HANSUN ZHANG WARING (TEACHERS COLLEGE, COLUMBIA UNIVERSITY, USA)

## Developing Interactional Competence with Limited Linguistic Resources

Interactional competence does not presuppose linguistic complexity. Based on Wong and Waring's (2010) model of interactional practices, I identify specific areas of turntaking, sequencing, overall structuring, and repair that may be amenable to instruction geared towards lower-level learners of ESL. Turn-taking refers to practices of constructing and allocating turns. Exposing lower-level learners to transcripts of actual conversations can assure the latter that many real-life conversational turns are comprised of single words, phrases or clauses. Lower-level learners can also be taught to use a set of response tokens such as continuers, news-receipts, change-of-state tokens, and simple assessments to keep a conversation going. They can, if possible, be further taught to place these tokens at specific junctures—neither too late nor too early to avoid inviting negative attributions. Sequencing involves practices for building courses of action such as requests, invitations, and responses to compliments. Lower-level learners can be taught simple strategies such as reference shift and praise downgrade in response to compliments rather than the one-size-fits-all thank you that could sometimes make one sound unwittingly presumptuous. Lower-level learners can also be taught to both decipher and deliver dispreferred responses such as rejections, which are typically produced with delay, mitigation and accounts. Understanding and producing such actions properly is tantamount to learning how to be gracious, how to say no, and how to read an incipient no—despite one's limited linguistic proficiency. Integral to one's interactional competence is also the ability to open and close a conversation. Lower-level learners can be taught to read and deliver the plus, minus, and neutral responses to how are you's or the like that signal

different degrees of potential for elaboration. They can, in particular, benefit from the knowledge that it is perfectly acceptable to produce a simple, neutral response such as Great, thanks. In addition, subtle signals of pre-closing are clear learnables for lower-level learners since they are typically implemented with simple lexical or clausal items such as Well, Okay, or I'll give you a call. More importantly, learning to understand such indirect indicators to close a conversation can spare the NNS the faux pas of overstaying the welcome, so to speak. Given lower-level learners' limited linguistic proficiency, repair—practices of addressing troubles in speaking, hearing, or understanding—is a particularly useful and important interactional resource. Exposure to transcripts of actual conversations is a good way of assuring lower-level learners that NSs self-repair (or “stutter”) as a normal part of their speaking and that talking involves building and fixing an ongoing conversational turn bit by bit rather than delivering complete, ready-made sentences. Lower-level learners can also reasonably develop the ability to efficiently deploy a range of simple lexical and phrasal units to initiate repair on another's talk when experiencing trouble hearing or understanding that talk. In sum, it is indeed possible to have dignity and manner despite the size of one's linguistic repertoire. Limited linguistic proficiency does not preclude the development of interactional competence—at least not to a certain extent.







Rice University Center for Languages and Intercultural Communication



# CLIC SUMMER WORKSHOPS

**FOR L2 TEACHERS**

**August 12-13, 2016**

Join us for a 2-day conference on the beautiful Rice campus to discuss:

- assessment
- guided induction
- interactional competence
- language analysis
- pragmatics
- study abroad

For more information, visit [clic.rice.edu](http://clic.rice.edu)

**Registration Fee**

**\$200**

**Includes:**

Lunch  
Faculty Guidance  
Continuing Education  
Units (CEUs)

