

Pedagogical Approaches for Encouraging Interaction Awareness and Interactional Competence
in University-Level Second Language Learners

by

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Author's Declaration

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Abstract

With my dissertation, I show how learning about interactional patterns and organizational features of spoken language can be achieved for undergraduate second and foreign language (L2) learners, supported by empirical data and arguments drawn from previous research in L2 pedagogy and Conversation Analysis-Second Language Acquisition (CA-SLA) for integrating interactional learning materials and tasks into undergraduate L2 classroom curricula. Through my study, I examine and evaluate the implementation of learning tasks and activities involving recordings and written transcripts of naturally occurring interactions in the L2 for undergraduate learners to learn about interaction and language. This examination is conducted using Interaction Analysis as a methodological framework of investigation, specifically using a reworked version of Schermuly and Scholl's (2012) Discussion Coding System (DSC) for Group Interaction Analysis. In order to theoretically ground my research, I propose the understanding of interaction awareness (IA) as a prerequisite for the development of interactional competence (IC), where IA can be understood as learners' capacity to *become aware of* aspects that are at the core of IC, such as organizational features and reoccurring interactional patterns, pragmatic and social implications of interactional and linguistic features, as well as non-verbal and prosodic features that are observable in spoken interaction. The focus of my study then concentrates on interactional tasks and learning materials comprising recordings and written transcripts of naturally occurring interactions in the L2 for undergraduate learners of German as a means of encouraging IA and language awareness (LA) by way of processes involving discovery learning (DL) and social learning.

With my analyses and discussions, I examine the ways that the learners' observations and discoveries about features of interaction and language, posited during the recorded learning

sessions comprising the dataset of my study, can be conceptualized as IA. The collaborative discovery and meaning construction work enacted by the learners during the recorded language sessions comprising my study allow for a close, empirical investigation of the learners' processes and methods of conduct for invoking reflection and negotiating understanding about interactional and linguistic features of the L2 encountered in the learning materials, thereby leading to an awareness of interaction and language that can be inferred through the recorded learner interactions. The conclusions drawn from my study findings indicate that the learners demonstrated LA through their discussions about individual lexical items and grammatical concepts, for example, with considerations about observed variations in verbal production of specific lexical items, as well as systematicities in spoken language production of verb conjugations in the L2. The concept of IA pushes this understanding of LA further by borrowing and incorporating elements from Conversation Analysis (CA), as shown when the learners demonstrated their capacity to consider, reflect, and formulate hypotheses about these discoveries within the specific, socially situated contexts of each of the observed interactions. Adding to this, IA can constitute further considerations about interaction and language, for example, cultural, regional, or pragmatic implications comprising specific instances or variations of language use in spoken interaction, or specific processes relating to certain points in the interaction, for example, becoming aware of linguistic and interactional processes and re-occurring patterns to do with positional features of interaction, such as goodbyes and conversational closing sequences.

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List of abbreviations

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| Second and foreign language | L2 |
| Conversation Analysis | CA |
| Second Language Acquisition | SLA |
| Conversation Analysis-Second Language Acquisition | CA-SLA |
| Discussion Coding System | DCS |
| Interaction awareness | IA |
| Interactional competence | IC |
| Classroom interactional competence | CIC |
| Language awareness | LA |
| Discovery learning | DL |
| Consciousness-raising | CR |
| Datenbank für Gesprochenes Deutsch (Databank for Spoken German) | DGD |

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1: Introduction

My study shows how learning about interactional patterns and organizational features of spoken language can be achieved for undergraduate second and foreign language (henceforth, L2) learners, supported by arguments drawn from previous research in L2 pedagogy and Conversation Analysis-Second Language Acquisition¹ for integrating interactional learning materials and tasks into undergraduate L2 classroom curricula. Supporting the need for integrating the learning of interaction into undergraduate L2 classrooms, previous research from CA-SLA has brought to light the fact that learning to speak another language does not simply entail translation and grammar exercises. Rather, learning a language also entails learning to recognize the meaning and implications of certain interactional and linguistic features, as well as patterns, employed by speakers within specific interactional and social contexts (Schegloff, 2006; Fox, 2007; Pekarek Doehler, 2021). In response to this, my study seeks to examine and evaluate the implementation of learning tasks and activities involving audio/visual recordings and written transcripts of naturally occurring interactions in the L2 for undergraduate learners to learn about L2 interaction and language.

L2 instruction has indisputably been shifting focus towards the implementation of communicative and learner-centered pedagogical approaches for L2 learning in the academic context. This kind of focus may entail encouraging learners to learn about interaction by collaborating and working together through carefully designed learning tasks, and with provided materials and resources. By working together, learners are encouraged to discover features and aspects of interaction, language, and culture on their own accord, rather than through formal

¹ “Conversation Analysis-Second Language Acquisition” is commonly abbreviated in scholarly research as “CA-SLA”.

instruction, thereby promoting exposure and working to enhance critical thinking and problem-solving skills with regard to the L2. Learning tasks involving recordings and written transcripts of naturally occurring interactional data in the L2 provide ample exposure and opportunities for learners to make discoveries about interaction, language, and culture. Collaborative, discovery-based activities and learning tasks can work to sensitize learners towards noticing and becoming aware of interactional patterns, as well as linguistic and cultural features of spoken interaction in the L2 that they observe and discuss with one another.

My dissertation project then focuses on designing and implementing interactional tasks involving discovery-based language learning for undergraduate learners of German as a means of encouraging interaction awareness. More specifically, through my research, I seek to examine the ways that the learners' observations and discussions about features of interaction and language, enacted during the recorded language sessions comprising the dataset of my study, can be conceptualized as interaction awareness. Additionally, I seek to examine the implications, outcomes, and responses of implementing learning activities to create a communicative environment for learners to collaboratively manage interaction and develop interaction awareness through discovery work, coupled with reenactment tasks involving recordings and written transcripts of naturally occurring interactions in the L2. My study will be of interest to researchers and instructors of L2 education. More specifically, my research will prove especially valuable to those interested in targeting learning areas involving aspects of L2 spoken interaction such as language, grammar, culture, contextual and social implications of specific phrases and words, and non-verbal cues.

Through my research, I propose the understanding of interaction awareness as a prerequisite for the development of interactional competence (henceforth, IC). For the purposes of

this study, IC refers to the methods and processes “for managing social interaction [...] by which members of a social group organize their conduct in a mutually understandable and accountable way” (Pekarek-Doehler and Pochon-Beger, 2015, p. 235), as enumerated through previous research from CA-SLA that addresses the management and organization of social conduct in spoken interactions. Young (2011) advances that “IC may be observed (or its absence noted) in spoken interactions. Almost all of the research on IC has focused exclusively on spoken interaction” (p. 467-427), adding that “nonverbal semiotic resources such as gesture, gaze, posture, kinesics, and proxemics are frequently considered, as indeed verbal prosody, rhythm, and intonation” (p. 427).

The use of IC as a theoretical concept, as proposed in previous research from CA-SLA, varies from the definition of the term, classroom interactional competence (CIC), as implemented by researchers specifically concerned with classroom learning. Walsh (2011) proposed, specifically in the context of teacher-learner classroom interactions, that IC can be understood as “teachers’ and learners’ ability to use interaction as a tool for mediating and assisting learning” (Walsh, 2011, p. 158). According to Radia & Nadia (2020), in this case, CIC underscores the “interplay between teachers’ and learners’ roles; their use of language and interactional artifacts in determining interaction” (p. 27). Having considered these two varying terms and definitions, IC and CIC, this study will make use of and expand further upon the definition of IC as proposed in CA-SLA, while acknowledging the definition of the CIC as proposed in research concerned specifically with teacher-learner classroom interaction.

Along with IC, interaction awareness is another term that will be used in this study. While interactional awareness has been used in the context of teacher-learner classroom interaction to refer to “teacher’s sensitivity to their role in a particular stage of a lesson” (Walsh, 2011, p. 140),

interaction(al) awareness (henceforth, IA) has not been explicitly mentioned by researchers of CA-SLA concerned with collaboration and management of spoken interactions. For the purposes of this study, IA can be understood with relation to prior theoretical and empirical work from Conversation Analysis² and CA-SLA addressing IC. While IC implies speakers' capacity to make use of "language to accomplish social aspects of language use such as knowing when, how, and with whom to engage in conversational activities" (Cekaite, 2007, p. 45), as stated in previous research from CA and CA-SLA (Schegloff, 2006; Cekaite, 2007; Pekarek Doehler & Pochon-Berger, 2018; Pekarek Doehler, 2021), I propose an understanding of IA that refers to the capacity for learners to recognize and become aware of such linguistic, interactional, and cultural features of face-to-face interactions. In this sense, IA can be understood as learners' capacity to *become aware of* aspects that are at the core of IC: "linguistic resources (lexis and syntactic structures) constituting particular activities [...]; pragmatic skills, such as topic introduction and maintenance [...]; turn-taking and sequential organization of talk [...]; and the communicative roles associated with the practice" (Cekaite, 2007, p. 45). Here, the goal of implementing interactional language learning activities is to attune learners towards noticing features and patterns of spoken interaction in the L2. Such features and patterns of spoken interaction may include, amongst others, the context-sensitive use of response tokens such as *achja*³ (Taleghani-Nikazm, 2016), change of state tokens such as *ach*, *achso*, and *oh*⁴ (Linneweber, 2016), modal particles such as *denn*⁵ (Ghaffarian, 2015), quotative frames such as *und ich so/und er so*⁶ (Burkert & Roitsch, 2014), and the management of conversational closing sequences (Kampen Robinson, 2014).

² "Conversation Analysis" is commonly abbreviated in scholarly research as "CA".

³ *Achja* cannot be directly translated into English, but instead, can indicate that the speaker has remembered relevant information, or it can be used as a placeholder for a response that is considered dispreferred.

⁴ The German cognitive change of state markers, *ach* and *achso*, can be translated into English as "oh". The German emotional change of state marker, *oh*, can likewise be translated into English as "oh".

⁵ *Denn* can be translated into English as "then".

⁶ *Und ich so/und er so* can be translated into English as "and I was like/and he was like".

The interactional activities for language learning proposed through my study involved having the learners conduct various forms of discovery and awareness raising work, divided into several phases. During the observation phase, learners were asked to watch and listen to a video and audio-recorded extract from the Databank for Spoken German (Datenbank für Gesprochenes Deutsch, DGD)⁷. During the analysis phase, learners were then given the written transcript and were asked to view and read the interaction again. Learners were then asked to work individually through the transcripts. During the group-work phase, learners were asked to discuss and share any discoveries, information, and uncertainties that they noticed. During the transcript analysis and group-work phases, learners were not explicitly directed on how to perform the activities. They were free to decide how they wanted to engage with the materials and with each other. The language session instructor present functioned more as a facilitator by working the technology, answering questions, and helping the learners move and transition between the different phases of the activities. During the performance phase, learners were asked to select roles and reenact the interaction together. Again, learners were not directed on how to conduct the performance phase, but instead, were free to decide, for themselves, how they wanted to conduct the reenactment. The final phase was a group discussion with the facilitator, which allowed the learners to present and further discuss their experiences, observations, discoveries, and uncertainties.

With interactional activities involving naturally occurring interactions in the L2, learners become exposed to structural regularities, lexical choices, aspects of pronunciation, and sociocultural knowledge. This encourages IA in learners by affording them the opportunity to encounter linguistic/language features in their interactional contexts and sociocultural features of the L2. This, in turn, works towards targeting learners' IC when they are able to recognize these

⁷ The DGD web site is accessible at the following url: "https://dgd.ids-mannheim.de/dgd/pragdb.dgd_extern.welcome".

features being used in spoken interaction. Providing contextualized classroom activities involving real and naturally occurring interactions in the L2 that orient learners towards noticing aspects of interaction, language, and culture for themselves works to foster a discovery-focused learning environment (Wong, 2000; Crandall & Basturkmen, 2004; Yagi, 2007; Young, 2011).

To concretely theorize discovery learning (henceforth DL), Svinicki (1998) advances that “[r]ather than being passive recipients of relatively large amounts of unconnected information, students are [...] asked to make their own connections between what they are learning and what they have experienced in real life” (p. S4). By means of DL, learners are “monitoring new information and checking in memory for related ideas to make connections. If no related ideas exist, new but very tenuous networks are formed using whatever links to prior knowledge can be made. With repeated use, these new networks are strengthened and elaborated” (Svinicki, 1998, p. S4). DL, as understood through previous theoretical research and considered within the scope of my study, encourages learners to consider interactional patterns, linguistic structures, and cultural aspects of the L2 through active participation, critical examination, and careful reflection while working with the language and provided materials.

While more explicit instructional approaches tend to introduce features of interaction, language, and culture in the L2 that learners must then contextualize within communicative contexts, DL involves examining concrete examples used in contextual scenarios that are “based on real problems or real situations. Their ‘concrete’ nature makes them easier to visualize and relate to” (Svinicki, 1998, p. S6). Since DL “is intended be done in a ‘real life’ context, you learn the context along with the information. This situation is called situated learning because what is learned is not just the information, but the situation” (Svinicki, 1998, P. S6). With my study, I argue that such a situated learning environment, as described by Svinicki, can be facilitated with

interactional language learning activities involving naturally occurring spoken interactions in the L2 that allow for contextualized discovery work to occur.

Furthermore, collaborative learning specifically designed to encourage DL in learners via processes of examination, reflection, and discussion can be implemented in undergraduate language classrooms as means of establishing a constructivist-learning environment. With constructivist approaches for learning, learners are encouraged to work together in order to make discoveries, share information, and negotiate meaning about aspects of interaction, language, and culture on their own. Constructivist theories of learning can be aligned with pedagogical approaches that allow for creative and open learning scenarios designed to allow learners to experiment with and reflect on spoken language used in communicative contexts. This, in turn, works to sensitize learners towards noticing, discovering, and identifying regularities, patterns, and linguistic structures for themselves so that they may enhance their IA with regard to the spoken interactions that they observe in the L2.

With my study, I argue that constructivist learning approaches, combined with classroom activities for discovery-based learning, can be implemented in undergraduate language classrooms as a means of raising IA by attuning learners towards noticing, discovering, and reflecting on specific aspects of spoken interaction, language, and culture. Such a combined approach to language learning affords learners the opportunity to make discoveries about interaction, language, and culture by working with recordings and written transcripts portraying spoken interactions and non-verbal semiotic resources, and it may target learners' IA. Activities involving naturally occurring interactions in the L2 also allow learners to observe specific features of interaction, language, and culture situated within unelicited scenarios. By establishing a constructivist-centered learning environment, learners are led to make discoveries and draw their own

conclusions about the interactional components, linguistic features, and cultural aspects that they observe and discuss while working with the provided materials and resources.

Through my study, learners engage in activities that afford them the opportunity to experience and embody the L2 by re-enacting, simulating, analyzing, and reflecting on features of interaction and language that they observe in video/audio footage and written transcripts, so that they may position themselves within specific actions, activities, and social situations. Working with the provided transcripts allows learners to examine the language closely, reflect on interactional and linguistic structures, detect grammatical patterns, and formulate hypotheses about L2 interaction, language, and culture. This aligns with theories involving DL and constructivism because learners are encouraged to uncover crucial information about the L2 for themselves via the provided materials and activities that portray interaction and language being used in real-time and in its sequential and situational context.

Such learning environments that encourage learners to reflect on language being used within social and interactional contexts also works to enhance critical-thinking and problem-solving relating to the L2 and interaction in general. This can also work to promote agency (Holec, 1981; Wang, 2011; Liu & Zhang, 2014; Bada & Olusegun, 2015; Aljohani, 2017) in learners, meaning, they are encouraged to take “ownership of what they learn, since learning is based on students’ questions and explorations” (Bada & Olusegun, 2015, p. 68). To further promote a constructivist-centered learning environment, a group discussion will occur following the analysis phase to allow learners the opportunity to share their discoveries and discuss different perspectives about aspects of interaction, language, and culture that have been observed.

While the learning tasks and activities proposed through my study were designed to include several phases of learning (observation, analysis, group discussion, re-enactment), it is important

to note that the learners dedicated most of their time during the recorded language sessions engaging with the provided materials and constructing meaning with one another through interaction. With regard to the transcript analysis phase, and in alignment with previous theoretical research drawn from CA and CA-SLA, the provided transcripts portrayed real speakers using language in unelicited scenarios and were not procured solely for the purpose of dramatic re-enactment. By making use of recorded and transcribed resources procured for the purposes of CA research that portray naturally occurring interactions between speakers in the L2, learners observe and become exposed to real instances of language use within socially situated scenarios and interactions. When performing the re-enactments, the learners remained close to the transcript, therefore this kind of performance may be considered more closely akin to an animation of the transcripts rather than a dramatic reconceptualization.

The gap in research that I intended to fill by conducting my study involved uncovering how learners' observations, discussions, and processes of meaning construction about interactional patterns, organizational features, and formal aspects of language can be conceptualized as an awareness of L2 interaction, language, and culture. Through my study, I sought to uncover how learning materials and pedagogical activities borrowed from CA and CA-SLA, specifically involving naturally occurring, recorded and transcribed interactions in the L2, can help learners to discover and enhance their awareness of interactional, linguistic, and cultural features being used in specific interactional scenarios. In correspondence to this, there were several research questions guiding this project. Firstly, in what ways do learners display IA? Secondly, what elements of awareness does IA consist of, and can be viewed or recognized as IA? Lastly, how do we, the researchers, infer IA from what the learners display and show? In addition to these research questions, secondary research aims that I address throughout my study include, to what extent can

pedagogical task design of language learning activities work to encourage DL, by affording learners the opportunity to construct their own knowledge and enhance their awareness about the L2? To what extent can learning activities involving analysis, discussion, and reenactment of real interactions in the L2, as well as the discovery of interactional patterns observed in provided recordings and transcripts, work to target IA? Lastly, what areas of L2 learning did the learners in my study find the activities to be effective in promoting, and what learning outcomes, as well as personal learning goals, emerged in the recorded language sessions and the debriefing session?

By pursuing the answers to these research questions, I sought to examine specific points in the learner discussions comprising my dataset that can be conceptualized as IA. Additionally, I sought to uncover the ways that awareness is displayed by the learners via means of discovery-based and collaborative learning approaches for L2 learning. Furthermore, my study addresses the implementation of carefully designed activities for learning about L2 interaction, such as transcript analysis tasks, discussion sessions, meaning making exercises, and re-enactment exercises involving collaborative work with recordings and written transcripts of naturally occurring interactions in the L2. Additionally, through this research, I sought to examine the ways that these avenues for L2 learning can encourage learners to reflect and attain a better understanding of the dyadic and multi-party conversations they are presented with and observe in the provided materials. My research questions, along with an examination of previous theory and research addressing constructivist and discovery-based language learning, provide a framework for uncovering and better understanding the implications of such language learning techniques via a specialized examination, combined with an empirical analysis of learning tasks designed to target IA by sensitizing learners to notice and discover interactional patterns in the L2.

The methodology of my study, along with the proposed research questions, have been designed to allow the researcher to record live data comprising learner interactions while engaging with the tasks and materials, in order to make visible interpretations, understandings, as well as reasoning processes displayed by the interactants, that could be understood and empirically theorized as awareness of L2 interaction, language, and culture. My study contributes to second language acquisition⁸ research by pinpointing and examining specific processes of collaborative meaning construction, how these processes can be realized and displayed in interaction between learners, and the ways that the specific tasks, activities, and discussions that emerged, work to foster an awareness with regard to the features and aspects of language, interaction, and culture that are portrayed. My study also contributes to this research by providing an investigative framework for analyzing L2 learner group interactions. Furthermore, my study contributes to the field of L2 teaching and learning by detailing and examining the design and implementation of specific multimodal language learning tasks that draw theoretical underpinnings from CA, where the importance lies in providing naturally occurring, contextualized examples of language use in social interaction. This can encourage learners to consider language use, non-verbal cues, social norms, and cultural expectations related to the L2 in specific interactional scenarios.

By aiming to make visible aspects of IC that can be conceptualized as awareness, in order to propose an empirically grounded notion of L2 IA, this project also contributes to existing research surrounding the use of discovery-based learning activities, specifically those involving the discovery of interactional patterns and reenactment of real, spoken interactions in the L2. The benefit of providing recordings and written transcripts of live and spontaneously occurring interactions is that learners can observe aspects of language, culture, and interaction implemented

⁸ “Second language acquisition” is commonly abbreviated in scholarly research as “SLA”.

within naturally occurring interactions recorded in the L2. This exposure to the L2 being used in real, contextualized scenarios offers a reference point after which learners can pattern the reenactment of these interactions. Additionally, this project contributes to the breadth of research addressing the implementation of such language learning activities within constructivist-centered learning environments, as a means of encouraging discovery and reflection. This, in turn, encourages learners to exercise critical thinking and problem-solving skills related to L2 interaction, language, and culture.

In describing these contributions that my study makes with regard to pedagogical implementations for undergraduate classroom language learning, specifically involving methods and approaches garnered from CA and CA-SLA, inquiries to keep in mind as my findings are uncovered, analyzed, and examined, include: what do the specific processes of meaning and knowledge construction, undergone by the learners in my study when working through the provided tasks and materials, entail? In what ways can learners display awareness about interaction, language, and culture when working with the L2? How can learning materials and activities, garnered from CA and CA-SLA, be implemented in language classrooms to foster an awareness of interactional and linguistic features of the L2? How can learning materials involving naturally occurring interactions in the L2 be used to encourage discovery work and social learning amongst peers in undergraduate language classrooms? Finally, how can these kinds of learning materials, tasks, and pedagogical approaches for undergraduate language learners work to enhance further skills related to the L2, for example, critical-thinking and problem-solving skills related to interaction, language, and culture? With the analyses and discussions that I provide in the following chapters of my study, I intend to answer the proposed research questions that guide my

project, in addition to these new questions that my work further addresses and that will be uncovered through the examination of my collected data.

To lend a brief overview of my dissertation project, in chapter 2 (2: Pedagogical principles and goals for L2 learning), I examine and further consider the concepts of IA, IC, and DL within the scope and parameters of my study. In chapter 2, I also introduce further theoretical concepts and previous research pertaining to L2 learning. In chapter 3 (3: Methodology), I present the methodological procedures underpinning my study. This involves contextual information about the study, methods of data collection, methods of data analysis, methods of participant recruitment, and a summary of the study materials, as well as the collected data that formed my research. In chapter 4 (4: Translation work), I present my first topic of analysis, that being forms of translation work observably targeted and conducted by the learners themselves during the language sessions comprising the dataset of my study. In this chapter, I present, analyze, and discuss several chosen transcripts and excerpts drawn from the recorded and transcribed language sessions with the study participants. Chapter 5 (5: Comparative work with spoken and written language) presents the second topic of analysis, that being identifying and discussing differences between spoken and written language, as termed by the learners themselves within the dataset comprising my study. This is accompanied by a thorough analysis and discussion of several chosen transcripts and excerpts drawn from the recorded and transcribed language sessions with the study participants. The concluding chapter (6: Conclusion) provides a summary of my study findings, considered in correspondence with previous theoretical research drawn from L2 pedagogy, CA, and CA-SLA that has been applied to the scope and parameters of my dissertation project. For researchers, investigators, and educators that are interested in learner self-reports and reflections, I also provide a summary of the feedback drawn from the survey questionnaires and a debriefing session

conducted with the study participants. Lastly, I detail the implications of my research and study findings for undergraduate L2 classrooms and undergraduate L2 curricula, as well as avenues for further studies and empirical research on similar topics of investigation.

2: Pedagogical principles and goals for L2 learning

My study draws upon theoretical foundations from CA, as well as interdisciplinary research proposed and adopted by researchers concerned with language learning and second language interaction. Theories focused on for the purposes of this research include approaches and conceptual frameworks borrowed from CA and CA-SLA, supported by work on L2 learning and constructivist theories of learning. The present chapter highlights and summarizes general theories of L2 learning that are important for understanding the focus, scope, and purpose of my study, as well as their relevance and implication for this area of research. I consider these concepts in light of theoretical foundations drawn from CA that address social interaction and the role that it plays in social life. This will help to establish a clearer understanding of how observations drawn from naturally occurring interactions between speakers can be connected to linguistics and formal features of interaction, language, and culture, as shown with the observations posited by the learners in my study.

2.1: Introduction to pedagogical principles and goals for L2 learning

The introductory chapter of my study briefly introduced several theoretical concepts pertaining to CA-SLA and L2 learning, such as IA, IC, and DL. In the present chapter, I examine these theoretical concepts in greater detail. Other concepts and theories related to L2 learning, such as language awareness, communicative language learning, and constructivist approaches for social L2 learning, will also be addressed. Additionally, I provide an overview of previous research on teaching interaction and work with transcripts of interaction in the context of L2 classroom

learning. By taking into consideration previous research on IC, as explicated in CA-SLA and theoretical work on L2 learning, my aim is to procure a better understanding of IA, and how the two concepts of IC and IA can be separately defined and differentiated. Similarly, by taking into consideration these concepts and how they align with previously researched pedagogical principles and goals for L2 learning, such as DL, language awareness, communicative language learning, and constructivist approaches for L2 learning, my aim is to inform researchers and educators of ways that these principles can be integrated into undergraduate L2 classroom curricula.

2.2: Interaction awareness and interactional competence

IA is a concept that has been employed for the purposes of this study. However, it has not yet been previously theorized. The present section will concretely theorize IA with relation to previous research conducted in CA, in order to connect this concept to observations about L2 interaction that entail linguistics, specifically concerning formal features of language and culture that can be captured and thus made observable with recorded, naturally occurring interactions in the L2. However, in order to better understand IA, it must first be understood in relation to IC, an established and previously theorized concept in CA-SLA. The research presented in this section sheds light on previous theoretical work addressing IC, while considering the ways that IA can be differentiated from IC. Additionally, this section will explore various methods and techniques for fostering IA and IC in undergraduate language learners, as well as suggestions for implementing and integrating such methods and techniques into undergraduate L2 classroom curricula.

According to Pekarek Doehler and Pochon-Berger (2018), recent developments regarding IC stem from theoretical and empirical advancements in CA and Second Language Acquisition⁹ “based on a notion of IC that draws on CA’s roots in ethnomethodology: IC involves the development of ‘methods’ for action” (p. 556). This can be understood as “systematic procedures (of turn-taking, repairing, opening or closing a conversation, etc.) by which members of a social group organize their interactional conduct in mutually understandable and accountable ways” (Pekarek Doehler & Pochon-Berger, 2018, p. 556). Pekarek Doehler (2021) explains that these methods for action and systematic procedures are employed to collaboratively manage and accomplish goals and tasks in a social context, where “participants in an interaction coordinate their actions, accomplish roles and relationships, establish mutual comprehension, and maintain intersubjectivity” (p. 23). Similarly, Markee et al. (2021) reveal that “[i]n order to make ourselves understood by our co-interactants, it is not only the linguistic formulation of our turns that matters; their timeliness and their position in the unfolding talk are indeed equally crucial” (p. 8). It is important to remember that these systematic procedures not only comprise linguistic formulations, but also comprise further means of communication such as embodiment, often involving non-verbal resources such as gesture and gaze, which all assist with conveying and constructing meaning. (Pekarek Doehler, 2021, p. 23-24)

Elsewhere, Cekaite (2007) informs that IC can be understood “as participants’ knowledge of the interaction architecture of a specific discursive practice, including knowing how to configure a range of resources through which this practice is created” (p. 45). According to Cekaite, such knowledge of the L2 may comprise “knowledge of linguistic resources (lexis and syntactic structures) constituting particular activities” (p. 45), “pragmatic skills, such as topic introduction

⁹ “Second Language Acquisition” is commonly abbreviated in scholarly research as “SLA”.

and maintenance” (p. 45), “turn-taking and sequential organization of talk” (p. 45), and “the communicative roles associated with the practice” (p. 45). Since IC implies collaborative management for understanding, organizing, and accomplishing social conduct, it is important to consider that the “participation and the accomplishment of social action in particular communities of practice depend on a realm of tacit interactional competencies associated with recurrent social activities” (Cekaite, 2007, p. 45-46). In other words, competences related to IC and language learning “are situation-based, context-bound, and ‘publicly’ observable practices that are shaped into being in ways to be understood, attended to and accepted by co-participants” (Pekarek Doehler, 2018, p. 5) in collaborative, social, and situation-dependant contexts.

Stemming from this understanding of IC comes the notion that language use in interaction also reflects and takes into account aspects of culture, for example, “norms of conduct (e.g., politeness), as well as pragmatic abilities, pertaining to the realization of speech acts (e.g., requests)” (Pekarek Doehler, 2021, p. 22). As Pekarek Doehler (2021) notes, what is important to understand concerning IC is its “focus on social conventions rather than on locally situated procedures for action” (p. 22). When considering IC in the context of L2 learning, it is necessary to remember that interactions are situated within specific social contexts, as “the socio-cognitive nature of L2 learning as anchored in language use in interaction is often overshadowed by the dominant focus on individual learners and their cognitive processing” (Pekarek Doehler, 2021, p. 21). What is meant by this is that IC is not to be understood as “context-independent properties of the individual and even less so as ‘enclosed’ in the individual’s mind/brain; rather, [...] as abilities of joint action that are contingent on the social-sequential make-up of the interactions in which they are manifest” (Pekarek Doehler, 2018, p. 5).

Stemming from this previous research addressing IC comes IA, as I have proposed, developed, and implemented within the scope of my study. IA is a major concept that grounds my research and will be accordingly theorized. As previous work from CA involving interaction and L2 learning has demonstrated, fostering IC in learners proves valuable because “IC in different languages is a central component of the wider social abilities by which people gain access to multiple institutional and social worlds [...] IC, including in a L2, is instrumental in people’s being in and moving through the social world” (Pekarek Doehler, 2021, p. 20). If IC is understood as linguistic and embodied competences related to methods for action and systematic procedures in contextually situated social settings, then IA can be understood as the capacity to observe, notice, and become aware of such features of language and interaction used in specific social contexts.

It is important to note here that this understanding of IA is not to be confused with the notion of interactional awareness that has been proposed in the context of student-teacher interactions during formal classroom instruction. By contrast, interactional awareness in the context of student-teacher classroom interactions implies “teachers’ sensitivity to their role in a particular stage of a lesson” (Walsh, 2011, p. 142). Rather, the empirical investigation conducted through my study specifically makes use of and expands further upon the definition of IA previously proposed in the context of socially situated L2 interaction, as understood through consideration of previous research from CA.

To better understand how IC can be differentiated from IA, it is useful to consider Ellis’ (2004) work on explicit and implicit knowledge and Anderson’s (1983) work on declarative and procedural knowledge. Ellis posits that “[e]xplicit L2 knowledge is the declarative and often anomalous knowledge of the phonological, lexical, pragmatic and sociocultural features of an L2 together with the metalanguage for labeling this knowledge” (2004, p. 245f.). Such knowledge “is

typically accessed through controlled processing when L2 learners experience some kind of difficulty in the use of the L2. Learners vary in depth and breadth of their explicit L2 knowledge” (2004, p. 245f.). According to Hulstijn (2005), “[e]xplicit and implicit knowledge differ in the extent to which one has or has not (respectively) an awareness of the regularities underlying the information one has knowledge of, and to what extent one can or cannot (respectively) verbalize these regularities” (p. 130). Here, it is understood that “implicit knowledge is accessed automatically during performance” (Mystkowska-Wiertelak & Pawlak, 2012, p. 10), while “explicit knowledge is used when learners are attempting to cope with a linguistic or a communicative problem, e.g. when they are required to perform a think-aloud task, as while deciding on the grammaticality of an utterance” (Mystkowska-Wiertelak & Pawlak, 2012, p. 10).

Explicit and implicit knowledge can also be understood in terms of declarative and procedural knowledge, where declarative is “described as explicit, factual and encyclopedic; in the study of language it involves the knowledge of abstract rules and examples of their application. The other type—procedural—is largely unconscious and highly automated” (Mystkowska-Wiertelak & Pawlak, 2012, p. 9). With this understanding, it is argued that “[s]ince the first type can evolve into the second type of representation, learners, with time, gain greater control over the language they produce and, thus, their declarative knowledge undergoes restructuring” (Mystkowska-Wiertelak & Pawlak, 2012, p. 9). As Hulstijn (2005) clarifies, “[d]eclarative knowledge is sometimes used as a synonym for explicit knowledge [...] Knowledge is declarative when subjects can explicitly declare or verbalize their knowledge” (p. 131). Additionally, Hulstijn describes “episodic knowledge” (2005, p. 131) as “the capacity to recognize contextual cues about language, interaction, and culture such as ‘knowing ‘when and where.’ [...] L2 learners sometime have episodic knowledge of new, recently encountered, L2 words or expressions. This episodic

knowledge might also be regarded as a form of explicit knowledge” (2005, p. 131). By way of this, explicit learning can be understood as a form of “input processing with the conscious intention to find out whether the input information contains regularities and, if so, to work out concepts and rules with which these regularities can be captured” (Hulstijn, 2005, p. 131). By contrast, Reber et al. (1999) enumerate that implicit learning “operates largely independent of awareness” (p. 504), is distinguishable “by neuroanatomical structures distinct from those that serve explicit, declarative processes” (p. 504), and “yields memorial representations that can be either abstract or concrete” (p. 504).

Strengthened linguistic competence and interactional competence (IC) involve implicit and procedural knowledge of the L2 that is accessed automatically and unconsciously in a socially-dependant setting or context. Building from this, I argue that IA then involves explicit and declarative knowledge about the L2 that is constructed when learners are confronted with a problem or difficulty related to interaction, language, or culture. This explicit and declarative knowledge can be manifested in learners as a sense of curiosity, interest, or awareness, where they retrieve and assess prior knowledge in order to make connections, formulate hypotheses, and reconfigure their understandings of newly encountered linguistic structures, aspects of interaction, and reflections about culture. Through repeated exposure and by providing opportunities for learners to encounter these recognizable structures and aspects of the L2 within the framework of interactional language learning tasks, learners are encouraged to develop a sense of awareness of the features that they observe and discuss. From this, learners are encouraged to further process and construct new understandings about the features of interaction, language, and culture that they encounter.

These arguments underline the usefulness of learning materials involving recordings and written transcripts of spontaneous interactions in the L2. Elements and features of interaction, language, and culture that can be drawn from recordings of naturally occurring interactions, and are thus made observable for researchers and learners, include organizational practices such as turns at talk, in addition to specific actions that become embodied through interaction, such as asking questions, making invitations, proposing offers, requesting information, in addition to speakers redesigning turns at talk in order to reanalyze what has been said or to accommodate the recipient's alignment of previously posited turns in the interaction.

Concerning turns at talk, Schegloff (2006) posits that “[p]eople talk in turns, which compose orderly sequences through which courses of action are developed, they deal with transient problems of speaking, hearing, or understanding the talk and reset the interaction on its course” (p. 70-71). What is meant by this is that speakers “organize themselves so as to allow stories to be told, they fill out occasions of interaction from approaches and greetings through to closure, and part in an orderly way [...] the organization of interaction needs to be—and is—robust enough, flexible enough, and sufficiently self-maintaining to sustain social order” (p. 71). Taking this into consideration, previous research in CA indicates that in order to understand these organizational practices of interaction, it is necessary to “open inquiry to the full range of things that people do in their talking in interaction—asking, requesting, inviting, offering, complaining, reporting, answering, agreeing, disagreeing, accepting, rejecting, assessing, and so forth” (Schegloff, 2006, p. 73).

In addition to the organizational practices of interaction previously enumerated, research from CA addressing interaction outlines further “forms of organization that appear to supply the formal framework within which the context-specific actual actions and trajectories of action are

shaped” (Schegloff, 2006, p. 74). One of these forms includes adjacency pairs (Schegloff & Sacks, 1973; Sacks & Jefferson, 1992), described as turns in talk, with “the first initiating some kind of action trajectory—such as requesting, complaining, announcing, and the like; the second responding to that action in either a compliant or aligning way (granting, remedying, assessing, and the like, respectively) or in a misaligning or non compliant way (rejecting, disagreeing, claiming prior knowledge, and the like)” (Schegloff, 2006, p. 74-75). Furthermore, “[a]round and inside such ‘simple’ pairs of actions, quite elaborate expansions can be fashioned by the participants. There are, for example, expansions *before* the first part of such a pair, such as ‘preannouncements’ [...], ‘preinvitations’ [...], and the like” (Schegloff, 2006, p. 75). According to previous research in CA, the organization of turns is composed of an interactional, organizational practice involving word selection, such as “referring, or describing, or [...] practices of formulating. In talk in interaction, participants formulate or refer to persons [...], places [...], times, actions, and so on” (Schegloff, 2006, p. 80).

Concerning action trajectory and turns at talk, Fox (2007) suggests that turns and grammar in interaction are “shaped by unidirectionality” (p. 306), meaning that “each next item produced moves the utterance closer towards completion, either by elaborating the unit(s) that have preceded it or by beginning a new unit or units. Thus although utterance construction is unidirectional, any given linguistic item may create bonds to items before and/or after it” (p. 306). Interaction, and specifically, the features and elements that comprise it, are “organized by dynamic and emergent practices; it is a publicly available embodiment of unfolding actions situated in turns and sequences; it is contingent, providing for extendibility and reconstruction” (p. 314).

Further elements and features of spoken language that become observable through recordings of naturally occurring interactions include “an organization of practices for dealing with

trouble or problems in speaking, hearing, and understanding the talk. It turns out that this organization—which we term an organization of repair—is extraordinarily effective at allowing the parties to locate and diagnose the trouble” (Schegloff, 2006, p. 77). According to Schegloff (2006), such organizational practices of interaction “largely involve troubles in speaking, but can also be direction to anticipatable problems for recipients—problems of hearing or understanding” (p. 78). This is echoed by Fox (2007), explaining that turns in interaction “must be repairable so as to allow speakers to adjust to any element in the utterance, as well as the entire course of the utterance-so-far, to accommodate shifting alignments with recipients” (p. 308). By this, it is understood that turns in interaction “can be retroactively constructed. That is, the grammatical integrity of an utterance can be re-viewed after its production, or after the production of some part of it, to re-analyze the structure that has been created” (p. 309).

Furthermore, recorded conversations involving naturally occurring interactions also allow for researchers and learners to examine and pinpoint organizational features of language that structure the interaction. According to Schegloff, “[s]ome actions are positioned not with respect to turns or sequences [...] or the repair space but by reference to the occasion of interaction as a unit with its own organization. Greetings and good-byes are the most obvious exemplars, being positioned at the beginning and ending of interactional occasions” (2006, p. 82). Other elements and features include anticipatory completions, where an “utterance is interactionally produced: a single grammatical unit is actually voiced by two different speakers” (Fox, 2007, p. 307).

With regard to these organizational practices of interaction, it is important to remember that “all utterances are fitted to a particular action, in a particular sequence, for a particular recipient, and the responses of the recipient, including silence and non-alignment, shape the emerging structure of the utterance” (Fox, 2007, p. 308). Understanding aspects of linguistics and

formal features of language that are observable in interaction means placing “a focus on real-time language use in conversation rather than on invented, static sentences with hypothesized meanings. And this shift in data has brought with it a shift in our understanding of action. Action is now seen to be embodied, temporally organized, and interactionally achieved” (Fox, 2007, p. 310).

Concerning the goals and implications of this study for learning about L2 interaction and language, by examining recordings and transcripts of naturally occurring interactions in the L2, learners are exposed to these interactional and linguistic features of the L2 being used by German speakers in situated and contextualized social scenarios. By way of this, learners are thus afforded the opportunity to discover and discuss with one another the formal features of L2 interaction that they observe, which can work to foster IA when they ask questions, draw upon previous knowledge, and construct new understandings about the organizational and structural elements of interaction observed in the provided materials.

In order to foster IC in L2 learners, Pekarek Doehler and Pochon-Berger (2018) argue that “L2 IC rests on a diversification, over time, of the L2 speakers’ techniques (or: methods) for interaction and an increased efficiency in recipient-designing their talk and adapting it to the [here and now] of the interaction” (p. 557), as well as “an increased capacity to monitor the linguistic details of co-participants’ prior turns and actions and to use grammar as a resource for interaction” (p. 557). In the case of my study, my intention is not to investigate whether the proposed learning tasks and activities can strengthen IC in L2 learners. Rather, by making use of a theoretically and empirically grounded notion of IA, I intend to capture and examine moments of interaction between the learners present in my dataset, where aspects of IC that can be conceptualized as awareness of L2 interaction, language, and culture, are made visible through the learners’ conduct with the materials and with each other.

By addressing previous research on IC, the goal is that this information will help procure a clearer understanding of how the notion of IA can then be derived and differentiated when considered in the context of socially situated interactions, and how this area of learning can be targeted in undergraduate L2 classroom learners. Additionally, having further examined and differentiated IA and IC will work to provide a better understanding of how these concepts can be considered and applied to empirical research involving interactional activities for undergraduate L2 learning. Accordingly, previous researchers of IC and L2 learning have provided suggestions and guidelines for designing classroom activities that are conducive for fostering IA and IC in L2 learners.

In support of developing activities for language learners that specifically concern learning about L2 interaction, such as those designed and implemented in my study, Betz and Huth (2014) advance that “the elementary level is a suitable place for instruction in language usage and interaction. Most language classes already include a wide array of linguistic items that are inherently connected to social and cultural contexts” (p. 148) Primary learning goals of many undergraduate German curricula involve “greetings, introductions, and a brief discussion of formal and informal address [...] Quite clearly, these learning targets have cultural significance and are tied to tangible linguistic elements [...] as well as sequencing patterns” (p. 148). Betz and Huth note that, while “higher proficiency levels allow for more complex and nuanced learning targets in language use and interaction, as advanced learners have greater cognitive resources to expend on making interactional choices” (p. 149), previous research demonstrates “that complex interaction patterns across multiple turns can be taught and learned on the elementary level” (p. 149) and that “low proficiency does not limit the learning of L2 interaction patterns by adult learners any more than low proficiency limits the learning of words and grammar” (p. 149). From

this perspective, it can be argued “that learning how words and grammar [...] systematically deployed in specific social and interactional contexts may in fact be a support for learners, especially for beginners” (p. 149).

In order to encourage L2 learners to reflect on situated language use and how this can further imply specific social and cultural contexts, Betz and Huth suggest employing what they coin as “basic principles for intercultural teaching” (p. 150). This comprises a discovery phase, where learners work “with authentic data to discover patterns and thus explore the learning target more in depth, interactive practice in speaking and in writing, and a final discussion of the potential translingual/transcultural import of the materials” (p. 150). This is followed by an awareness-raising phase, where learners are encouraged to ensue group-discussion in order to reflect on “how structure in language encodes social meaning and may implicate culture” (p. 151). According to Betz and Huth, learners “need to see language as action and understand that words and grammar alone do not get successful communication done. They also need to realize that we do things with language in systematic ways of which we are not consciously aware” (p. 151). By encouraging learners to make discoveries, formulate reflections, and ensue discussions about factors such as cultural and social implications for situated language use in specific interactional contexts, it becomes possible to target IA and IC by way of sensitizing learners towards noticing interactional patterns, raising awareness, and constructing meaning about language use via reflection and discussion.

To better understand the implications for designing classroom activities where the primary learning goal is to target IA in learners, it is useful to consider the concept of consciousness-raising, as proposed by Rutherford and Sharwood Smith (1987). Here, consciousness raising is defined as “a deliberate attempt to draw the learner’s attention specifically to the formal properties of the

target language” (Rutherford & Sharwood Smith, 1987, p. 107), where the pedagogical aim lies not in transferring “the body of knowledge about grammar but assisting learners in the process of acquiring important grammatical information” (Mystkowska-Wiertelak & Pawlak, 2012, p. 82). In order to promote CR¹⁰, classroom activities for L2 learning should include interpretation tasks, where “learners endeavor to comprehend input and in doing so pay attention to specific linguistic features and their meanings. It involves noticing and cognitive comparison and results in intake [...] Integration occurs when learners are able to incorporate intake into their developing interlanguage systems” (Ellis, 1995, p. 90f). While DL seems to place more agency upon the learner to take responsibility for learning to occur than CR, both approaches support a similar learning goal where instructors “focus learners’ attention on noticing and understanding specific grammatical features in input, as it is by this means that the acquisition of new features gets started” (Ellis, 1995, p. 91).

In studying transcripts and observing recorded footage, learners “may be able to acquire conversational structures including openers, connectors, pre-closers, and closers [...] which they will include in their interactions” (Cho, 2015, p. 37). This kind of work may also direct learners’ attention toward “formulaic sequences” (Mystkowska-Wiertelak & Pawlak, 2012, p. 14) of language that they can process and integrate into their own systems, as well as “[r]ecurrent communicative events based on predictable patterns of language use [that] constitute an important locus for language socialization and learning, both in first language (L1) and L2 settings” (Cekaite, 2007, p. 47). Additionally, these kinds of learning tasks that place a focus on interaction subsequently work to provide the double-benefit of exposing learners to aspects of culture.

¹⁰ For the purposes of this study, consciousness-raising is denoted as “CR”.

Concerning the implementation of learning activities involving video and audio-recorded interactions in the L2, Betz and Huth advance that, “[f]or students of German, learning how to handle real-life interaction in the target language in clearly specified contexts is inherently useful and empowering” (p. 140). Adding to this, “[f]or teachers of German, teaching the kinds of interactional phenomena showcased in this series provides a tangible curricular strategy to combine language teaching with the teaching of culture” (p. 140). Providing examples of linguistic features and interactional patterns used in situated, contextualized scenarios encourages both “teachers and students of German to engage in cross-cultural discussion and reflection” (p. 140) through the examination of interaction and “language as culture rather than viewing both as separate” (p. 142).

With regard to implementing learning topics and classroom activities that work to target IA in L2 learners, “[d]epending on emphasis and respective utility, language and/or culture can be theorized as socially distributed knowledge, as communication, or as related though separate systems of mediation, practices, and participation” (p. 143). Relevant theoretical notions comprising the “larger epistemological frameworks in this vein include pragmatics” (p. 143), “politeness theory” (p. 143), “the notion of ‘face’ across cultures” (p. 143), “maxims of cooperation and politeness” (p. 143), “communication as a culture of social action” (p. 143), and “sociocultural theory as it is applied to language learning” (p. 143). Specific learning targets may include “[g]reeting and taking leave, inviting, requesting, thanking, reprimanding or praising someone—all of these things that we do with language” (p. 143).

As outlined by Betz and Huth, it is understood that phrases, utterances, and units of language employed in interaction accomplish certain communicative goals relative to the specific social and cultural contexts in which they are employed. By exposing learners to learning materials

comprising recorded and transcribed interactions of contextualized and socially situated language use in the L2, they are also being encouraged to consider social norms and cultural expectations related to the L2 in specific interactional scenarios. In support of the learning activities for undergraduate learners of German proposed in this study, previous research demonstrates that contextual L2 interaction “is teachable and learnable in instructed language learning; [...] is not fundamentally constrained by low language proficiency; [...] requires explicit discussion to establish precise contexts for learner; [...] involves the judicious use of learners’ L1 in the classroom for negotiating linguistic and cultural boundaries” (Betz & Huth, 2014, p.148). When designing classroom activities for learning about L2 interaction, “the goal is to present the materials in such a way as to show students what kind of interaction patterns they are likely to encounter in the target language culture and to delineate the range of choice so that students can understand their significance and use them appropriately” (Betz & Huth, 2014, p. 153). While Betz and Huth (2014) mention the possibility that learners “may not wish to use the L2 interaction patterns in their own talk after having learned about them” (p. 158), exposing learners to such features and structures encourages awareness of social norms and cultural expectations that are expressed through interaction, whether it be spoken or non-verbal.

Through the survey of theory and previous research concerned with targeting IC in L2 learners, the goal was to consider the applicability and implication of this work within the scope and parameter of the present study. More specifically, the goal was to attain a clearer understanding of how this work can be implemented in undergraduate L2 classrooms to promote discovery and target awareness of features of language and spoken interaction for learners. Additionally, having reviewed these suggestions, techniques, and methods for integrating classroom activities to encourage DL or CR, the aim is that this will allow researchers and educators to attain a better

understanding of how language learning tasks, such as those designed and implemented within my study, can likewise be designed and implemented into undergraduate L2 classroom curricula as a means of targeting IA in learners.

In order to encourage awareness and promote discovery-work, previous researchers of L2 pedagogy advocate for classroom learning approaches and tasks that involve language use in naturally occurring contexts. The present study approaches such language use within real-life contexts by allowing undergraduate L2 learners to observe and examine recorded, unelicited interactions within a controlled environment, meaning the recorded interactions can be paused, rewatched, and reviewed upon request by the learners. This is especially important for learners who are learning a language in a formal, academic setting, because it works to provide ample opportunity to discover and contextualize newly encountered forms and aspects of the L2 within scenarios that reflect social settings where these aspects of language might be encountered in real-life. In the case of this study, the learning activities to be implemented involve the analysis and re-enactment of video recordings, audio recordings, and written transcripts portraying real, spontaneous interactions in the L2. Accordingly, previous research on the implementation of written transcripts of naturally occurring interactions in the L2 for L2 classroom learning, procured through video and audio recordings, will be addressed and considered in light of the tasks and activities proposed through this study.

The use of transcripts portraying real, spontaneous interactions in the L2 allows learners to experience specific areas of language use implemented in both real (when they observe the video/audio-recorded interactions) and imagined scenarios (when they perform the re-enactment of the interactions as a group) within a controlled and structured classroom setting. Supporting this argument, Cho (2015) advances that “realistic role-play is valuable because it replicates what

students will do in real life” (p. 38) and that “preparation in the classroom will be essential in order for them to get used to both the new language and new situations they are likely to encounter” (p. 38). Adding to this, Young (2011) recounts that “Wong (2000) was among the first applied linguists to argue that second language learners can benefit from the study of transcriptions of recorded naturally occurring conversations in order to learn how participants construct, reconstruct, and orient to social actions” (p. 436). In response, “Wong’s call for attention to transcriptions of live interaction was echoed by Crandall and Basturkmen (2004) and Yagi (2007). Hall (1999) also maintained that second language learners can attain IC in part by the systematic study of discursive practices outside the classroom” (Young, 2011, p. 436). Similarly, Pawlak (2006) has advocated “recreating naturalistic conditions in the language classroom to facilitate learning rather than interfere with learning processes [...] the creation of the natural and early communicative approaches to language instruction” (p. 125).

Encouraging learners to notice, discover, consider, and verbally produce chunks of language via transcript analysis tasks proves to be a valuable exercise in the undergraduate L2 classroom because “[e]ngaging learners in the production of the targeted structure is viewed as the utmost way of helping them remember it” (Mystkowska-Wiertelak & Pawlak, 2012, p. 86). With regard to the written transcripts employed in this study, the provided materials are meant to capture specific moments of real-time interaction, and it is the interaction itself that learners will analyze with the help of the transcript. The goal is that, after having examined the language shown in the transcripts, in addition to further considerations such as the relationship between the speakers and the social contexts, the learners should be able to make use of the information they discovered to discuss, and thereby extract and further process knowledge about language, interaction, and culture that may have initially been overlooked. In doing so, learners are encouraged to process the newly

acquired knowledge, so that they may reflect on whether this new information aligns with previous or current understandings. If not, previous or current understandings must be reconfigured in order to take into account the newly acquired information, which can result in further and more detailed understandings about the interactional, linguistic, and cultural features observed in the provided materials.

As demonstrated within the examined previous research on work with transcripts for L2 classroom learning, such an approach can provide valuable opportunities to make discoveries about language, interaction, and culture within the context of portrayed scenarios that reflect situations encountered in real-life. Previous research indicates that such exercises can also help to improve areas such as vocabulary, pronunciation, grammatical knowledge, language contextualization, and analytical skills (Betz & Huth, 2014; Cho, 2015; Aljohani, 2017). Learning tasks involving transcripts of real interactions in the L2 offer learners the opportunity to make discoveries and reflections for themselves. It also allows learners to challenge themselves in an instructor-facilitated setting, so that they may develop the skills necessary to transfer their awareness of the target language and culture to interactional situations and scenarios encountered in real-life contexts.

2.3: Discovery learning

In this section, I outline DL as a theoretical concept of interest for the purposes and aims of my study. The research examined will procure a clearer understanding of DL, the characteristics comprising this pedagogical approach, and how this method of learning can be paired with classroom work involving transcripts of interactions to target interactional, linguistic, and cultural

aspects of the L2. This allows for a clearer comprehension of how such a pedagogical approach for classroom learner, when implemented in combination with one another, can be used as a means of sensitizing learners towards discovery and reflection with regards to linguistic structures, interactional patterns, and cultural features of the L2. In the specific case of the learning activities designed and implemented within the parameters of this study, learners are afforded the opportunity to observe and reflect on these aspects of the L2, as employed by the speakers in the recordings and written transcripts comprising real and unelicited interactions in the target language.

A brief overview of previous research provides insight for better understanding the features and characteristics of DL in the context of undergraduate L2 classrooms. According to Alfieri et al. (2011), “discovery learning occurs whenever the learner is not provided with the target information or conceptual understanding and must find it independently and with only the provided materials” (p. 2). By this, it is meant that “the target information must be discovered by the learner within the confines of the task and its material” (p. 2). To promote DL in the L2 classroom, the instructor must provide materials that “guarantee that learners are exposed to sufficient data and design proper activities” (p. 25) and facilitate a sense of active “engagement on the part of learners that directly accommodates the process of learning by increasing the number of interactions learners get involved in and the quality of language they produce” (p. 25).

Such an approach to learning is conducive for encouraging IA in learners through “the use of problem-solving activities first to focus learners’ attention on a particular structure and then to engage them in testing their hypotheses about a grammar rule” (Rott, 2000, p. 130), linguistic structure, or feature of L2 interaction. Similarly, Betz and Huth (2014) note that “[w]hen teachers and students work with interactional materials in class, understanding the principles at work in a

given context seems to work best when students tease them out of the materials” (p. 151). With regards to L2 grammar learning in undergraduate L2 classrooms, Shicker (2018) posits several guidelines that have been considered and adapted within the parameters of my study. Schicker argues that learners “must first observe and understand a topic, then analyze and interpret so that they can evaluate and explain in order to transform ideas from a text into material they can use for their own argument” (p. 64). This can arguably be achieved with learning materials comprising recordings and written transcripts of spoken interactions in the L2.

Concerning learners’ observations, analyses, and interpretations about unknown or unexpected interactional and linguistic features encountered in the L2, previous research describes these processes of meaning construction as orienting “to something as learnable” (Majlesi & Broth, 2012, p. 205), where an area of difficulty provides a “source for the emergence of learnables” (p. 205). The area of difficulty “first gets oriented to by participants (through both verbal and bodily actions) and then topicalized by means of different multi-semiotic resources to become a shared pedagogical focus” (p. 205). For the purposes of my study, emerging learnables, made observable through the learners’ conduct with the materials and with each other during the recorded language sessions comprising the primary dataset of my study, will be referred to as areas of difficulty topicalized by the learners. By discovering, discussing, and sharing information or hypotheses about interactional and linguistic aspects of the L2, topicalized by the learners as areas of difficulty, the learners are working to raise IA about learnables encountered in the provided materials and emerging from the ensuing discussions.

Accordingly, these considerations outlined by previous researchers of L2 learning have been applied to the scope of my study, specifically involving the design and implementation of discovery-based tasks designed to target IA, as well as critical-thinking and problem-solving skills

related to the L2. By working through and analyzing the provided materials, learners make discoveries about the L2 and raise awareness by consulting prior knowledge in order to formulate hypotheses and make connections with regard to the newly acquired information. Svinicki (1998) argues that with methods involving DL, “the primary purpose of learning is to incorporate new information into an already existing network of associations that the learner has. This is done by creating new networks or reorganizing old networks to accommodate the new information” (p. S4), where “[c]onnections to prior knowledge are either pointed out by the instructor or discovered by the student” (p. S4).

With classroom methods and approaches for DL, learners are encouraged to assume agency over the learning process, meaning they must actively participate and closely interact with the materials, as well as each other, in order to formulate hypotheses and draw conclusions about aspects of interaction, language, and culture. Having conducted research on learner agency in the classroom context, Holec (1981) defines learner agency and autonomy as “the ability to take charge of one’s own learning (p. 3). In order to promote learner agency and encourage learners to take responsibility for their role in the process of learning, classroom tasks and activities must be designed in a way so that learners are conscious and made aware that they are taking an active role in “making decisions about understanding and correctness” (Svinicki, 1998, p. S5), so as to promote a “level of self-awareness about learning that we hope to foster in students” (Svinicki, 1998, p. S5).

According to Svinicki (1998), DL facilitates a form of active learning, where “[t]he learner is an active participant in the process of learning rather than an empty vessel to be filled by the instructor. Discovery methods all involve some form of active participation on the part of the learner” (p. S5). The argument made here is that “[d]uring active learning, you are required to

draw on your prior knowledge to construct your response to the activity. This results in deeper processing of the material” (p. S5). When learners “are actively involved in solving problems, gaps in [...] understanding cannot be ignored. Feedback occurs from the task itself: you are successful or you are not. The instructor also can be the source of feedback after reviewing your progress during the task” (p. S5).

Previous research has addressed and extensively enumerated the benefits of classroom approaches involving DL, as has been considered in the context of the activities for L2 learning proposed in this study. Research on L2 classroom learning demonstrates “that just listening to their teacher presenting the grammar rule results in a more shallow level of processing than when learners are involved in figuring out the rule themselves” (Weber, 2018, p. 78). This emphasizes the view that information processed via active learning “is more meaningful to the learner than information simply received by someone else. When the learner is actively involved in problem solving, the connections made and the organization imposed are based on his or her own prior knowledge rather than someone else’s” (Svinicki, 1998, p. S6). With this, it is argued that learners’ “memory is enhanced when learning materials are generated by the learner in some way; [...] The robust effect is that materials generated or even merely completed by learners are remembered more often and/or in greater detail than materials provided by an instructor” (Alfieri et al., 2011, p. 3). By encouraging learners to take active responsibility for the L2 learning process through approaches involving DL, “learners construct their own understandings and consequently the content, should yield greater learning, comprehension, and/or retention” (Alfieri et al., 2011, p. 3).

With regard to the learning activities proposed in this study, the instructor functions as the activity facilitator by providing the materials, coordinating the different phases of the activity, answering questions, and providing guidance when necessary. It is the learners who are actively

involved in discovering information about interaction, language, and culture through observing, listening to, analyzing, and re-enacting the recorded and transcribed materials. Previous researchers concerned with DL and social learning have argued that classroom activities and materials “should require learners not only to engage in the learning task (e.g., manipulate objects or paraphrase) but also to construct ideas that surpass the presented information (e.g., to elaborate, predict, reflect)” (Alfieri et al., 2011, p. 12). The learning sessions proposed in this study have been considered and designed in light of this work put forward by researchers of L2 learning and CA-SLA, with the provision of multi-media classroom resources (videos, audio clips, transcribed documents) and with the facilitation of activities involving discovery work, social learning, and active engagement with the materials on the part of the learners.

Additionally, previous research posits that classroom activities for undergraduate language learning such as transcript analysis and group-work tasks involving real interactions in the L2 can provide a productive site to target IA and IC in beginner and intermediate-level L2 learners (Betz & Huth, 2014). With regard to learning materials specifically portraying recorded and transcribed interactions in the L2, such contextualized classroom tasks and activities are “more concrete and therefore easier for beginners in a field to understand. [...] Because you are able to see the principles actually at work, you have a better way of picturing what is happening with an idea” (Svinicki, 1998, p. S6). Encouraging learners to analyze and contextualize written transcripts portraying spoken interactions in the L2 is conducive for DL because “[d]iscovery learning in general occurs in a context that is similar to the eventual contexts of use, which helps you learn when to use information as well as what to do” (Svinicki, 1998, p. S6).

The argument for transcript analysis tasks involving real interactions for beginner and intermediate-level language learners is that contextualized examples of language use in situated

scenarios must be provided in order to allow for reflection, and subsequently, awareness-raising to occur (Svinicki, 1998, p. S6). Structured and contextualized learning tasks, such as those proposed in my study, work to foster IA and IC in learners by directing their attention to features of the L2 used in situated contexts, so that “[l]ater, when that context or a similar one appears, [they] have a greater chance of remembering what to do because [they] have already been through it once and the authentic retrieval cues present in the situation flag it as appropriate for this information use” (Svinicki, 1998, p. S6-S7). While this holds true for beginner and intermediate learners, learners of all levels can benefit from observing, analyzing, and performing re-enactments of real interactions in the L2, as portrayed through audio and video recorded, as well as written and transcribed materials. Such tasks can be used to reenforce awareness about the L2, and to practice critical-thinking, problem-solving, and analytical skills related to L2 interaction, language, and culture.

Arguably, the implementation of classroom tasks and activities that encourage critical-thinking and problem-solving skills into academic, language learning curricula not only works to develop awareness in learners about the L2, but such skills can also be transferred to other areas of learning and information processing. Previous research addressing classroom learning methods for undergraduate students posits that critical-thinking trains learners to be “self-directed, self-disciplined, and self-monitored thinkers” (Schicker, 2018, p. 64) that “raise ‘vital questions,’ gather and assess relevant information, come to ‘well-reasoned conclusions’ and solutions, think open-mindedly within alternatives, and communicate effectively with others in ‘figuring out solutions in complex problems’” (Paul & Elder, 2006, p. 4). Training learners “to be discoverers (e.g., how to navigate the problem solving space, use limited working memory capacities efficiently, and attend to relevant information) could prepare them [...] for active learning

demands” (Alfieri et al., 2011, p. 13). As previous research demonstrates, approaches to L2 learning involving DL encourage learners “to question and solve problems without expecting someone else to give [them] the answer; the result is that [they] develop much more confidence in [their] ability to handle problems in this area” (Svinicki, 1998, p. S7). Additionally, in the context of undergraduate L2 classroom learning, such tasks and activities “allow learners to engage with the learning tasks not only in active ways but also constructively [...] to allow them to go beyond the presented information” (Alfieri et al., 2011, p. 13).

Previous researchers concerned with DL and discovery-based tasks for L2 learners have discussed methods and techniques for facilitating this approach to learning in language classrooms. Larsen-Freeman (2003) posits that discovery-based learning allows learners to “analyze the target structures looking at their forms, use and meaning, pointing out that the two forms will not have the same use or meaning, and encourages the students to discover reasons for rules and patterns” (p. 154). Learners are encouraged to perform “consciousness-raising activities to develop the ability to look, not only in the classroom but in other contexts too outside. The hypotheses created by students subsequently are tested during experimentation and play with structures and patterns” (p. 154). These kinds of activities are useful for directing learners’ attention towards new aspects of L2 interaction, language, and culture because “they help learners identify the meaning of a grammatical form” (Mystkowska-Wiertelak & Pawlak, 2012, p. 84) or linguistic structure, they work to “facilitate noticing” (Mystkowska-Wiertelak & Pawlak, 2012, p. 84), and they “draw learners’ attention to errors they make to enable them to notice the gaps between the way a given form functions in the input and the way they express similar meaning in communication” (Mystkowska-Wiertelak & Pawlak, 2012, p. 84).

Similar to the information provided by Larsen-Freeman, Ellis (1995) puts forward specifications and goals for interpretation tasks in L2 classrooms such as the design of activities for “comprehending input that has been manipulated to help learners to attend to the meaning of a given form, [...] tasks that promote noticing of its characteristic features, and [...] activities in the course of which learners analyze their own output” (p. 98f.). Firstly, “[l]earners should be required to process the target structure, not produce it”. (p. 98f.). Secondly, “[a]n interpretation activity consists of a stimulus to which learners must take some kind of response” either in “the form of spoken or written input” (p. 98f.), as can be achieved by observing and analyzing recorded and transcribed interactions in the L2. Learners’ responses “can take various forms [...] but in each case the response will be either completely nonverbal or minimally verbal” (p. 98f.). Concerning the activities proposed in this study, this correlates to the transcript analysis phase of the language session, where learners are afforded the opportunity to individually examine the interaction in greater detail, following the observation phase and preceding the group-work discussion phase.

Ellis (1995) advances that “[t]he activities in the task can be sequenced to require first attention to meaning, then noticing the form and function of the grammatical structure, and finally error identification” (p. 98f.). From this sequence, “the learners should have arrived at an understanding of how the target form is used to perform a particular function or functions in communication” (p. 98f.). In the case of the tasks proposed in my study, the aim is not for learners to display a concrete understanding of how the structures and forms they observe function within the context of L2 interaction, but rather, the aim is that learners may display a sense of awareness about such features and how they may work. Discussion with peers plays an important role because learners “benefit from the opportunity to negotiate the input they hear or read” (p. 98f.). This

correlates well to the group-work discussion phase of the learning activities proposed in this study, which comes following the observation and transcript-analysis phases.

In the context of beginner and intermediate-level language learners, Ellis (2006) argues that learning tasks and activities involving DL are “possible with complete beginners if the first tasks emphasise listening (and perhaps reading) and allow for nonverbal responses. However, it is possible that such an approach can be usefully complemented with one that draws beginners’ attention to some useful grammatical features” (p. 90). Through this active process of learning, learners are trained to “become aware and take responsibility of his/her own learning” (Aljohani, 2017, p. 104) and to develop specialized “strategies and techniques selected and applied during learning” (Aljohani, 2017, p. 104). This, in turn, works to promote agency in learners, as well as analytical skills, group-work skills, discussion and communication skills, problem-solving skills, and critical-thinking skills related to L2 language, interaction, and culture.

As posited through previous research, learning tasks involving transcripts of interaction and group-work can work to promote reflection and DL by encouraging learners to become actively involved in enhancing their awareness of L2 interaction and language via instructor-facilitated activities. This relates to the learning activities proposed in this study, where learners are offered the chance to observe instances of unelicited language employed by German speakers in contextualized and situated moments, in order to reflect on the social and cultural implications that can be drawn from these interactions. By sharing their discoveries with one another, learners are encouraged to consider and reflect further by means of discussion, negotiation of meaning, and construction of understanding. By re-enacting these moments of socially situated interaction portrayed in the materials with one another, the learners are afforded the opportunity to further

process and raise awareness with regards to the communicative mechanisms of language underpinning these specific instances of contextualized and situated L2 use.

2.4: Language awareness and communicative language learning

The previous sections have established IA, IC, and DL as important theoretical concepts that highlight the importance and relevance of the research and activities for undergraduate L2 learners proposed through this study. To further support this argument, in this section, I will briefly introduce related theory for L2 learning, namely, language awareness theory and communicative language learning. The previous research addressing these pedagogical concepts for L2 learning will work to procure a clearer understanding of the communicative and interactional learning activities comprising my study, designed specifically to target IA, IC, and to encourage DL in learners within communicative and interactional contexts.

Along with IA, IC, and DL, another theoretical concept borrowed from research on L2 learning, and to be employed in this study, is language awareness (henceforth, LA). To shed light on what this entails, previous research advances that “there is strong support to use ‘language awareness’, ‘knowledge about language,’ and even ‘metalinguistic awareness’ interchangeably. In practice, ‘awareness’ and ‘knowledge’ are used in very much the same way by most researchers” (Cenoz et al., 2017, p. ix). Specifying with clearer precision, “language awareness is broadly constituted of a mix of knowledge of language in general and, in specific, command of metalanguage and the conversion of intuitions to insight and then beyond to metacognition” (Jessner, 2017, p. 26). According to Jessner (2017), “[i]n the study of language awareness, the distinction between implicit and explicit learning and/or knowledge is fundamental” (p. 23), where

“knowledge refers to a product, that is, knowledge existing in the mind of a learner, [and] learning refers to a process of how other language knowledge is internalized” (p. 23). This can be linked back to Ellis’ (2004) concepts of explicit and implicit knowledge, where it is similarly “claimed that explicit L2 knowledge functions as a facilitator of implicit L2 knowledge” (Jessner, 2017, p. 23).

These considerations about language learning addressing processes of knowledge construction align with principles and techniques associated with DL and CR. However, these arguments can be pushed further with the claim that such an approach also works to process knowledge construction to deeper levels of internalization, described as metacognition. With this understanding come two definitions of LA, the first being cognitive consciousness raising, where “one first learns about language or something about a language that one did not know before [...] you can go on and turn this ‘objective’ knowledge towards your own language proficiency, making comparisons and adjustments. This is to personalise the objective knowledge gained” (James, 1999, p. 102). The second definition refers to metacognition, where “one starts with one’s own intuitions and through reflection relates these to what one knows about language as an object outside of oneself” (James, 1999, p. 102).

L2 learning activities that promote reflection and metacognition internalization can be implemented as a means of encouraging learners to exercise skills such as critical-thinking and problem-solving skills related to L2 interaction, grammar, vocabulary, pronunciation, and cultural knowledge. Taking this into consideration, the learning tasks proposed in this study afford learners the opportunity to raise IA and IC by discovering linguistic, interactional, and cultural features of spoken language. This, in turn, targets LA in learners as they become more sensitized towards

noticing and reflecting on these features and aspects of the L2 used in situated and contextualized scenarios.

Furthermore, the transcript analysis and group-work tasks work to lend a closer examination of these linguistic, interactional, and cultural features of the L2 being employed in specific social contexts by allowing learners the chance to work closely with written transcripts of the observed interactions comprising the provided materials. This relates to Larsen-Freeman's (2003) concept of grammaring, where grammar is considered "as dynamic pattern formation dependent on time, place, and context of use [...] or as a skill for selecting formal structures to express meanings appropriately in various communicative situations, can open new opportunities for meaningful interaction in the language classroom" (Liamkina & Ryshina-Pankova, 2012, p. 270). By examining transcripts of real, video and audio-recorded interactions in the L2, learners are afforded the opportunity to unravel the contextualized social and cultural mechanisms that are at work behind the linguistic and non-verbal features, as observed in the provided learning materials. Since previous research posits that "learning awareness should be complemented by language awareness as well as intercultural awareness" (Aljohani, 2017, p. 104), such contextualized, discovery-based activities arguably provide a productive site for learners to simultaneously exercise all three areas of L2 learning.

As shown, previous research on L2 pedagogy advances that learning a language not only entails vocabulary and grammar, but also entails learning how to communicate and navigate situated social and cultural scenarios in the L2. Accordingly, Weber (2018) argues that since the aim of language learning "is not only knowledge of language but also ability for language [...] and being able to use it in communicative situations, it is of the utmost importance in the teaching situation to facilitate the progression from practising and learning vocabulary and grammar to

authentically communicating in the foreign language” (p. 77). Echoing this, Mystkowska-Wiertelak & Pawlak (2012) advance that “the context dimension plays a very significant role and grammar is viewed as a resource for making meaning” (p. 5) because “language is perceived first and foremost as a social phenomenon where the criterion of appropriacy of a language form in a particular context has to be met if a communicative purpose is to be satisfied” (p. 5).

In support of the tasks and activities proposed in this study, this criteria for learning and exercising communication in the L2 in undergraduate language classrooms can be achieved through the implementation of interaction-based tasks and learning materials featuring real, recorded interactions in the L2. By analysing and re-enacting the interactions they have observed, learners are afforded the opportunity to examine features of spoken language in contextualized scenarios. Working with video and audio recordings and written transcripts portraying real interactions in the L2 allows learners to further exercise listening and reading skills with regard to spoken interaction. By working together to complete the learning tasks, learners are invited to transform the language classroom into a space where they can consider and reflect on aspects of the L2 portrayed in the observed recordings and written transcripts. The goal is that, by allowing learners the opportunity to situate themselves within the observed interactions, they may be able to process the portrayed features of interaction, language, and culture to further cognitive levels. By this, it is meant that learners are encouraged to further crystallize their awareness of how these features of the L2 function within the context of the observed, socially situated scenarios.

Previous research also supports utilizing communicative learning strategies in language classrooms as a means of exposing learners to linguistic and grammatical features of the L2 used in specific social contexts. As Mystkoswka-Wiertelak and Pawlak (2012) note, “language instruction should no longer be limited to the development of the knowledge of rules and

regularities but rather concern the creation of a context for accurate, meaningful and appropriate use of a particular structure” (p. 27). Similarly, Rott (2000) argues that “[b]y integrating grammar into the overall theme of the chapter and providing exercises with topically related content and vocabulary we illustrate the communicative function of a particular grammar structure” (p. 128). By learning grammar and language through interaction and communicative classroom tasks, learners “come to associate structures with real-life language use in context rather than view grammar as an independent system of rules” (Rott, 2000, p. 128).

The benefits of learning L2 grammar through communicative activities is echoed by Ellis (2006), where it is argued that a “[f]ocus on form entails a focus on meaning with attention to form arising out of the communicative activity. This focus can be planned, where a focused task is required to elicit occasions for using a predetermined grammatical structure” (p. 100). In the context of the learning activities proposed in this study, the focus on linguistic and grammatical forms is “incidental, where attention to form in the context of a communicative activity is not predetermined but rather occurs in accordance with the participants’ linguistic needs as the activity proceeds” (Ellis, 2006, p. 100-101). By observing recordings and examining transcripts of real interactions in the L2, learners will have access to an array of information, as well as examples of various linguistic and grammatical structures being used in contextualized instances. While the focus of a particular lesson can be to expose learners to a specific feature of L2 interaction, Ellis notes that “it is likely that attention will be given to a wide variety of grammatical structures during any one task and thus will be extensive. Focus on form implies no separate grammar lessons but rather grammar teaching integrated into a curriculum consisting of communicative tasks” (2006, p. 101).

Furthermore, Rott (2000) advances that communicative approaches to L2 learning work to promote critical-thinking, problem-solving, and overall communication skills in learners. With communicative language learning tasks, learners display active engagement even when they are simply listening and “comprehending what their teacher and partner says” (p. 129). Additionally, active engagement occurs when learners provide responses to “the information they receive by agreeing or disagreeing to what their partner has said, by summarizing their partners’ answers, or by reporting the differences between their partner’s and their own opinions to the class” (p. 129). By engaging with the provided materials, as well as by participating in group-work and discussion with peers, learners are encouraged to become active and productive in the language learning process. The information put forward by Rott aligns with previous research outlining the benefits of communicative approaches to classroom learning, where it was found that learners “who practiced communication developed significantly better communicative abilities than students who received instruction that did not allow time for free communicative practice” (p. 129).

Observation activities, coupled with transcript analysis and group-work tasks involving real, recorded interactions in the L2 can arguably be used to simultaneously promote a number of skills related to language learning, task management, and group-work. Rott (2000) suggests that “[p]romoting communicative language abilities by stressing cultural and sociolinguistic literacy, the development of reading, writing, and interaction strategies, and a strong vocabulary besides grammar, naturally results in less class time devoted to the explicit teaching and practicing of grammatical structures” (p. 132). Additionally, participant responses from previous empirical research state a preference for communicative activities for L2 learning involving “having a conversation or role-play, then pulling the language from that [...] and doing discovery” (Phipps & Borg, 2009, p. 384). The learning activities in this study work to promote active engagement

and participation in learners, while working to target areas of learning such as critical-thinking, problem-solving, and overall communication skills related to the L2. This is achieved by providing learners access to a variety of learning materials and resources involving audiovisual recordings, written transcripts of spoken interaction, and group-work periods involving analysis tasks and peer-discussion.

2.5: Theory of constructivist approaches for L2 learning

In this section, I introduce previous research and theory concerning constructivism and its implications for undergraduate L2 classroom learning. Firstly, I outline definitions and forms of constructivism, as enumerated by previous researchers concerned with classroom learning. Secondly, I summarize several methods, principles, and characteristics of constructivist learning, as highlighted through previous theoretical research. Following this, I provide an overview of sociocultural theory and its implications for constructivist L2 classroom learning. Previous theoretical research addressing the benefits of group-work and collaborative learning to promote a communicative classroom environment conducive for constructivist approaches towards L2 learning will also be summarized. Following this, I lend a review of constructivist-based tasks and activities for L2 classroom learning, as outlined in previous research.

With regard to theories towards constructivist approaches for classroom learning, it is important to note that constructivism is a theory that is specifically concerned with the processes involved in learning, which then has implications concerning classroom methods for L2 instruction and teaching. In order to provide learning tasks and establish a classroom environment conducive for approaches towards constructivist learning, means of classroom instruction, as well as course

curricula design, must be taken into consideration so that learners can become actively and collaboratively involved with the L2 learning process.

To promote DL and communicative language learning, scholars of language education have advocated for establishing constructivist classroom environments for L2 learners. Aljohani (2017) advances that “constructivism is the most-supported approach to language learning and its main contribution to education psychology is the learner-centered approach, which emphasizes the autonomy of learners in the process of their education” (p. 102). In this context, constructivism can be understood as the belief that “knowledge must be constructed by the learner. It can not be supplied by the teacher” (Bringuier & Piaget, 1980). Constructivism stems from theories discussed by scholars such as Piaget (1896-1980), Vygotsky (1896-1934), and von Glasersfeld (1917-2010), borrowing and building from aspects postulated by all. According to Aljohani, with constructivism, learners “create their own meaning through experience. Constructivism has its roots in the cognitive theories of Piaget and Vygotsky and embraces several aspects of both of those theories” (2017, p. 98). Piaget was concerned with cognitive constructivism, “active learning, schemes, assimilation and accommodation” (Aljohani, 2017, p. 98), while Vygotsky addressed “social constructivism, group work, [and] apprenticeship” (Aljohani, 2017, p. 98).

Stemming from research conducted in the 1970’s, Vygotsky’s work on social constructivism involves active and collaborative participation on the part of the learners as an important learning strategy in social and group-learning contexts. In this sense, social constructivism places focus on certain factors such as the social environment, as well as the communicative purposes for which learning takes place. According to Vygotsky (1978), aspects of social constructivism include allowing learners to draw upon their own previous knowledge of similar or related topics and sharing this information with one another in order to establish and

negotiate points of connection. Such processes of collaborative sharing, negotiation, and construction of information include “class discussions, small group collaborative learning with projects and tasks, and valuing meaningful activity over correct answers. Social constructivism emphasizes that learning takes place through interactions with other students, teachers, and the world-at-large” (Aljohani, 2017, p. 101).

As advanced by previous researchers concerned with constructivist and social learning, such approaches entail active learning processes, where learners are encouraged to make use of prior knowledge drawn from previous personal experiences with language and culture in order to establish connections and construct understanding (Bada & Olusegun, 2015, p. 67). This means that with constructivism, knowledge “is not seen as a commodity to be transferred from expert to learning, but rather as a construct to be pieced together through an active process of involvement and interaction with the environment” (Schcolnik et al., 2006, p. 12). By becoming actively involved in their own learning process, learners’ awareness of the L2 becomes “shaped by the activities in which they are engaged, the context of the activities, and the enveloping culture” (Schcolnik et al., 2006, p. 12-13).

This leads into the concept of cultural constructivism, where meaning and knowledge are constructed in the “wider context of learning, including customs, religion, language, physiology, [and] tools available (computers, books, etc.)” (Aljohani, 2017, p. 101). With cultural constructivism, these resources and tools made available to learners, comprising of previous linguistic and cultural knowledge, personal experiences, as well as the provided materials and resources, work “to redistribute the cognitive load between the learner and the tool, and can affect the mind beyond actual use by changing one’s skills, perspectives, and responses” (Aljohani, 2017, p. 101). This aspect of constructivism aligns well with methods involving DL, since learners “are

encouraged to learn main ideas on their own, through discovery [...] Personal theories, or students' own ideas about how things work, play a large role in constructivism as [instructors] attempt to provide activities that clarify and correct misconceptions" (Aljohani, 2017, p. 99).

With regard to the provision and design of materials and learning activities, previous researchers and advocates of constructivism put forward that "learning outcomes should focus on the knowledge construction process and the learning goals should be determined from authentic tasks with specific objectives" (Bada & Olusegun, 2015, p. 66). To achieve this, instructors must "create learning environments that directly expose the learner to the material being studied. For only by experiencing the world directly can the learner derive meaning from them. This gives rise to the view that constructivist learning must take place within a suitable constructivist learning environment" (Bada & Olusegun, 2015, p. 67). This has been echoed elsewhere by Lui and Zhang (2014), who underline the value of learning language and culture with contextualized, "typical, authentic facts and examples as anchors, leading learners to feel and experience in the real situation, to solve problems in real situation, so that learners can gain a deep perception" (p. 137) of the aspects of language, interaction, and culture they encounter in the activities and materials. What is stressed here is that instructors must "create an intercultural atmosphere and invent authentic pragmatic contexts, so that students can directly perceive the communicative function of language, since meaningful communication always occurs in specific contexts" (p. 138).

Additionally, activities and materials for constructivist learning should be designed so that learners are encouraged to make discoveries and ask questions for themselves with regard to aspects of language and culture. This, in turn, works to promote critical-thinking and problem-solving skills related to the L2 by way of learners' "self-regulation and the development of conceptual structures through reflection and abstraction" (Bada & Olusegun, 2015, p. 66) In this

sense, meaning and knowledge are constructed collaboratively “by learners through an active, mental process of development: learners are the builders and creators of meaning and knowledge” (Wang, 2011, p. 274). The instructor’s goal is to provide learning materials and design activities that provide learners “with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. The teacher’s role is to facilitate this process” (Wang, 2011, p. 274). This model for L2 classroom learning encourages learners to become “actively involved in their own process of learning. The teacher functions more as a facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding, and thereby their learning” (Bada & Olusegun, 2015, p. 68).

Previous research has outlined characteristics, features, aspects, methods, principles, and benefits of constructivist-centred L2 classroom approaches to learning, as presented by various scholars concerned with language education and L2 pedagogy. This research will procure a clearer understanding of how undergraduate language educators can establish a constructivist-driven learning environment for students and learners within the context of classroom L2 learning.

Aljohani (2017) proposes several characteristics of constructivist learning, advancing that learners should be encouraged “to discover principles themselves” (p. 100); both instructor and learners “should engage in an active dialog” (p. 100); “[c]urriculum should be organized in a spiral manner so that the student continually builds upon what s/he has already learned” (p. 100); lastly, the goal of the instructor should be to facilitate learning in “a format appropriate to the learner’s current state of understanding” (p. 100). According to Aljohani, the main principles of constructivist L2 classrooms entail “action-orientedness and cooperative learning, creative forms of classroom work, learning by projects” (p. 104); “[m]ore concentration on the Learner-centeredness which means more individualisation of learning, and autonomy of learner” (p. 104);

“[p]rocess-related awareness” (p. 104); “and learning awareness, language awareness, intercultural awareness” (p. 104).

Likewise, Bada and Olusegun (2015) have advocated the benefits of implementing constructivist learning environments in undergraduate classrooms, advancing that “[e]ducation works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand” (p. 68); [c]onstructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings” (p. 68); “[c]onstructivism gives students ownership of what they learn, since learning is based on students’ questions and explorations [...] Engaging the creative instincts develops students’ abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life” (p. 68); “[b]y grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world” (p. 68); “[c]onstructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas” (p. 68), meaning that learners are encouraged “to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to ‘negotiate’ with others and to evaluate their contributions in a socially acceptable manner” (p, 68). Additionally, Bada and Olusegun argue that this approach to learning “is essential to success in the real world, since [learners] will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others” (2015, p. 68).

With regard to instructional approaches conducive for fostering constructivist learning in academic environments, Aljohani (2017) argues that “[i]nstruction must be concerned with the experiences and contexts that make the student willing and able to learn (readiness)” (p. 100); it “must be structured so that it can be easily grasped by the student (spiral organization)” (p. 100); it “should be designed to facilitate extrapolation and or fill in the gaps (going beyond the information given) by stimulating cognitive skills required for application” (p. 100). Similarly, Wang (2006) advances that with constructivist approaches to classroom learning, learners must “occupy the central position in the classroom and take primary responsibility in the information-process, instead of being the passive receivers of external stimuli or inculcation. Learning is a process in which a student constructs meaning based on his/her own experiences and what he/she already knows” (p. 6) Taking this into account, with constructivism, the instructor’s role “should be changed from the traditional knowledge transmitters into facilitators, organizers, guides and counselors, helping students construct and assimilate new information” (Liu & Zhang, 2014, p. 137).

Similarly, in order to facilitate a constructivist classroom learning environment, Liu & Zhang (2014) argue that instructors must “[c]reate authentic situations to evoke student[s]’ motivation and raise their interest in learning” (p. 140); “[r]aise proper questions to activate students’ schemata and enhance their critical thinking” (p. 140); “[d]esign various activities to involve students in autonomous learning and collaborative learning” (p. 140); “[s]ummarize and highlight important knowledge and skills to raise students’ construction to a higher level” (p. 140); “[d]esign interesting tasks to help students apply what they have learnt to real practice” (p. 140). Here, it is argued that “teaching should be carried out in real situations” (p. 137) and that, concerning constructivist approaches for classroom learning, “real situations and social

communicative activities should be provided for students, so that they tend to be more motivated and effective in constructing knowledge and skills through problem-solving in relevant contexts” (p. 137).

With constructivist learning, Liu & Zhang (2014) underline the value of group-work and collaborative learning, noting that “learners develop understanding in their own way, and different individuals perceive the same problem from different viewpoints. Therefore, cooperation among learners enhances abundant, profound and comprehensive understanding of knowledge” (p. 137). Here, it is also argued that “[c]ommunication between teachers and students as well as among students is advocated, which is helpful for students to solve problems” (p. 137). Additionally, “copious resources should be provided so that students can make use of a variety of information to achieve a comprehensive and incisive understanding of knowledge” (Liu & Zhang, 2014, p. 137). In their research, Liu and Zhang also stress the value of facilitating intercultural communication with constructivist learning approaches, explaining that by “involving students in autonomous learning, initiative discovery of cultural differences and personal experience of intercultural circumstances, this model can effectively help students to form proper judgment and interpretation of target cultural phenomena and accomplish their construction of intercultural knowledge and competence” (p. 140).

The implications of cooperative learning, group-work, and the collaborative management of interactive projects can be better understood using Vygotsky’s sociocultural theory as a theoretical framework. This theory advances that “words construct thinking, that language is the principal mediational means available to individuals engaged in social interaction, and that human learning and development are inherently embedded in social relations” (Donato, 2000, p. 27). According to Vygotsky, what is important to consider is “the connections between people and the

cultural contexts in which they act and interact in shared experiences” (Crawford, 1996, p. 44) and that “social interaction deeply influences cognitive and linguistic development” (Crawford, 1996, p. 44).

Sociocultural theory can then be understood as having strong implications for raising learners’ IA and IC in the L2 in the context of social learning, when taking into account that “IC is not the knowledge or the possession of an individual person, but is co-constructed by all participants in a discursive practice” (Young, 2011, p. 428). According to Masoumi-Moghaddam (2018), with constructivism, knowledge is considered to exist “within the learner and not exclusively in the environment itself. Knowledge is actively constructed by stimuli from the environment, resulting in the creation of cognitive structures in each learner” (p. 64). In the context of constructivist classroom approaches for learning L2 language and culture, the “social interaction people engage in within an environment informs how language is acquired, learned, and eventually transformed to meet particular cultural needs” (p. 64). What is meant by this, is that learners must work together to draw upon prior knowledge and previous experiences in order to process information and raise IA and LA. Through peer-focused group-work and discussion, learners are afforded the opportunity to draw upon different perspectives to strengthen or challenge their discoveries. Additionally, these processes of discovering and sharing also work to sensitize learners towards noticing and explaining interactional, linguistic, and cultural aspects of the L2.

By encouraging discovery-based classroom approaches for L2 learning combined with group-work, learners become exposed to different perspectives and information about interaction, language, and culture. This allows learners to move beyond what they already know so that they can construct new understandings, which may allow them to “perform a given task through social interaction” (Masoumi-Moghaddam, 2018, p. 64) that they may not have been able to achieve on

their own. Lantolf (2000) underscores the importance of group-work for classroom learning, explaining that “[i]f a task is especially difficult, and if the person decides that it is important enough to persist in the task, the person has the option of seeking help from other people. In this way, psychological processes once again become social as the person seeks out other mediation” (p. 15). Additionally, with discovery-based methods to classroom learning, different groups of learners will formulate different goals and approach the materials in numerous, varying ways, indicating that “the same activity can be realized through different actions and with different forms of mediation” (Lantolf, 2000, p. 9).

With this, it is important to keep in mind that “from the perspective of activity theory, while task-based instruction could yield positive learning outcomes, there can be no guarantees, because what ultimately matters is how individual learners decided to engage with the task as an activity” (Lantolf, 2004, p. 13). This is echoed by Donato (2000), explaining that “[c]lassroom language learning tasks are thus best seen as uniquely situated, emergent interactions based on participants’ goals and subgoals and not merely task objectives and invariant task procedures” (p. 44). As a result, as learners “participate in different culturally specified activities they enter into different social relations and come into contact with, and learn how to employ and ultimately appropriate, different mediational means” (p. 13).

The expectation is that the more that learners become accustomed to discovery-based approaches for L2 learning and working in groups with other learners, the more familiar they will become in making use of various methods and techniques for managing the tasks and activities. It is expected that learners will become more competent in managing collaborative group-work for L2 classroom learning, for example, formulating goals and implementing various methods to achieve them. It is also expected that learners will be able to exercise skills related to explaining

and vocalizing aspects of L2 interaction, language, and grammar, for example, requesting information, fulfilling requests for information, sharing knowledge, and sharing previous experiences about L2 interaction, language, and culture that may be drawn from the provided content, materials, and activities.

By working in groups to collaboratively construct knowledge, discuss information, share previous experiences, and make hypotheses about the L2, learners are not only encouraged to seek help from the peers, but they are also encouraged to conceptualize L2 learning as a process that involves interaction with multiple venues and resources for information, including physical or printed materials, technology-based materials such as audio-visual recordings, the physical environment itself in which learning takes place, as well as each other” (Donato, 2000, p. 45). Donato (2000) advances that “[w]ithin a sociocultural framework, [...] learning, including the learning of second languages, is a semiotic process attributable to participation in socially-mediated activities” (p. 45).

Constructivist activities for classroom L2 learning involving peer-focused group-work and collaborative learning encourage learners to work together to negotiate and construct meaning with regards to the content and materials. According to Donato (2000), with sociocultural theory, what is important to remember is that within the dimensions of the course contents and proposed classroom activities and materials, “awareness of the structure and function of language is developed by using it socially” (p. 46), or by examining and discussing its use within a specific social context. Taking this into consideration, the empirical and investigative examination of these social negotiation and learning construction processes proves valuable by working to provide researchers “greater clarity to the issue of modified interaction and the negotiation of meaning” (p. 46) in undergraduate L2 learners.

With regard to collaborative and cooperative learning, Liu & Zhang (2014) reveal that discussion and interaction are necessary for facilitating a constructivist learning environment, positing that “[k]nowledge is not brought from teachers, but achieved in a particular sociocultural context with others’, including teachers’ and peers’, help using necessary learning materials and by way of meaning construction” (p. 138). This encouragement of group-work, cooperative learning, and peer interaction provides learners “maximum opportunities for meaningful input and output in interactive and supportive environments” (Siririmangkorn & Suwanthep, 2013, p. 38). Another benefit of group-work and cooperative learning is that these pedagogical approaches work to promote a classroom environment conducive for active learning amongst peers and learners.

According to Aljohani (2017), classroom approaches for L2 learning that promote active learning include “[c]ooperative learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching (when the student is asked to take over teacher’s role)” (p. 104). Similarly, Schcolnik et al. (2006) recommend integrating discussion periods into classroom group-work sessions, arguing that “[s]ince dialogue, discussion, and interchange affect learning, teachers should allow for activities requiring communication and exchange of ideas” (p. 13). By encouraging peer discussion at various stages during the language learning sessions, these exchanges and interactions work to “serve a variety of purposes: cooperation in performing the task, exchange of ideas or findings, feedback, clarification, and evaluation” (Schcolnik et al., 2006, p. 16).

The benefits of group-work are further echoed by Suhendi and Puwarno (2018), who advance that “[k]nowledge and understanding are constructed when one is socially engaged in dialogue and active in experiments and experiences. The formation of meaning is interpersonal

dialogue. In this case learners not only need access to physical experience but also interaction with the experience possessed by other individuals” (p. 92). With the language learning activities proposed in this study, learners gain access to socially contextualized experiences through the provided materials (written transcripts, audio recordings, and video recordings), while gaining access to constructivist and sociocultural methods of knowledge construction through dedicated discussion and group interaction periods with each other, as well as the facilitator. According to Suhendi and Puwarno, this pedagogical approach can be understood as a form of cooperative learning, described as working “together to achieve the desired learning objectives by students. Classroom management according to cooperative learning aims to help students to develop intentions and tips to work together and interact with other students” (p. 92).

In support of the empirical research proposed through my study, Blatchford et al. (2003) advance that “little improvement will take place unless researchers work in partnership with teachers so that these concerns are fully taken into account at the design stage, and that the evidence-base that results is applicable to authentic classroom settings” (p. 157). Here, it is argued that the “concept of pedagogy needs to be extended to allow for other social relations, in particular that involving co-learners or peers” (p. 159), since studies “show that pupils spend greater amounts of time with their peers, than with their teachers [...], yet teachers typically plan for their interactions with pupils, but not interactions between pupils” (p. 159). Furthermore, an emphasis on classroom group-work and peer discussion provides opportunities for learning processes to occur, such as “peer tutoring, collaborative and cooperative learning for cognitive development” (p. 159).

Classroom group-work amongst peers “should be designed to encourage interpretive, inferential aspects of learning, in the context of high quality material and carefully constructed

contexts within which the groups work” (Blatchford et al., 2003, p. 162). Previous research shows that carefully designed classroom activities for language learning can encourage discovery and self-directed peer group-work by instilling in learners “motivation and attitudes to work, and a belief that success at schoolwork can come through their own efforts and application, rather than from instruction” (Blatchford et al., 2003, p. 1162-163). According to Blatchford et al., the expected results of group-work and cooperative learning include positive effects concerning “pupil on-task behaviour, quality of dialogue in groups (e.g., more giving and receiving help, more joint construction of ideas), more sustained interactions in groups, and more positive relations between pupils” (2003, p. 163).

Additionally, by encouraging group-work, learners can exercise group-communication and problem-solving skills, since previous research argues that such “group work skills have to be developed” (Blatchford et al., 2003, p. 166). Furthermore, previous research demonstrates that learners also need to develop “skills on how to plan and organise their group work with the aim of working more autonomously and engaging actively in learning” (p. 166). This does not mean, however, that facilitator and learner interaction must be kept minimal or non-existent. Researchers and task designers of undergraduate language classroom curricula interested in constructivist approaches for learning must “consider the contributions of teacher and pupil” (p. 168), as well as “the classroom context within which groups operate” (p. 168).

In the context of the learning activities proposed in this study, peer group-work contributions comprise the main portion of the language sessions, while learner-facilitator discussions are implemented secondary. The learner-facilitator discussions, while brief, are nonetheless important to help learners crystallize interaction and language awareness by allowing

the opportunity for learners to further explain and communicate their discoveries, and to ask any questions that were left unanswered or left unclear.

A final consideration when designing classroom group-work tasks is the very “nature of the group task or activity. Previous research would suggest that if effective learning is to take place the relationship between the task and the quality of group interaction is important” (Blatchford et al., 2003, p. 168). This is where theories involving DL and constructivist learning intersect, because having learners work through activities together to make discoveries about language, interaction, and culture works to promote many areas of learning related to the L2, for example, IA, LA, interpersonal skills such as group-work skills, communication skills, and task organization skills, as well as cognitive learning skills such as critical-thinking skills and problem-solving skills.

Instructors and course developers for undergraduate language classroom curricula must shift away from the perspective that group work comes secondary to “the pressures to cover main curriculum areas. In contrast, group work can be viewed in relation to the whole curriculum” (Blatchford et al., 2003, p. 168). Previous research has clearly demonstrated the “value in integrating group work into all curriculum areas. It needs to be part of the fabric of classroom life, not extra to it” (Blatchford et al., 2003, p. 169). While it may understandably be difficult to integrate interactional language activities involving extensive group-work into short, undergraduate language seminars that span 50 minutes, a realistic and certainly viable solution would be to dedicate one in-class seminar per week to interactional and communicative language activities involving group-work, or to hold a separate tutorial or workshop period in a language laboratory where learners have access to various resources such as written, audio, and visual materials.

As posited by Liu and Zhang (2014), previous research on constructivism argues for activities in L2 classrooms that promote awareness of the L2, while involving collaborative action on the part of the learners. In the context of beginner and intermediate-level learners, the re-enactment of real interactions observed in the L2 could function as a classroom activity that may draw attention to linguistic, cultural, and interactional aspects of the L2. Working with transcripts portraying real interactions provides learners with the tools needed to encounter, analyze, and reflect upon complex features of language, culture, and interaction. Such a learning environment works to target IA in learners through collaborative management of interactional activities (re-enactment, group-work, discussion) involving recordings and written transcripts of spontaneous, spoken interactions in the L2. By providing instructor-facilitated activities that promote active participation with regard to peer focused group work, discussion, and communication, learners are encouraged to interact (both in the L2 and the L1), review texts, reflect on the content, and apply their knowledge in a manner that fosters the development of practical, as well as analytical skills related to L2 language and interaction.

Taking this into consideration, collaborative and interactional classroom activities “such as role-playing through situations and goals, role-playing through debate and discussion, simulation activities and improvisation, enable students to personally experience the process of intercultural communication” (Liu & Zhang, 2014, p. 138). Interactive language learning tasks that promote DL and collaborative action (i.e., paired re-enactments, group-work, and peer discussion) not only work to target learners’ IA with regard to the L2, but also encourage learners to exercise critical-thinking and problem-solving skills relating to language, interaction, and culture in general. Previous studies have shown that having learners talk “about structures, vocabulary, sets, and props encouraged them to increase their language skills (vocabulary and fluency). These

activities led students to communicate with a purpose” (Siririmangkorn & Suwanthep, 2013, p. 46).

With regard to the language learning activities proposed in my study, learners observe video and audio recordings of German speakers interacting with each other and performing various tasks in everyday, real-life scenarios. Therefore, learners are granted the opportunity to examine contextualized language being used by German speakers in their real lives to achieve communicative, pragmatic, practical, and functional purposes. By way of this, learners will be encouraged to associate the language forms and structures being used with the actions they observe the speakers doing in the audio and visually recorded conversations. In addition to being able to observe these processes, aspects, and features of spoken language and social interaction for themselves, learners are able to view the interaction several times over, since video and audio recordings offer the possibility to be reviewed and replayed.

While the activities implemented in this study do involve having learners analyze written transcripts of interactions in the L2, what the learners are really doing is making use of these written materials to aid in constructing meaning and understanding with regard to the multimodal interactions that they heard and saw while initially watching the videos and listening to the recordings. In this sense, the learners are encouraged to draw on visual and audio materials, embodied resources, and prosodic features of the primary recordings, with the written transcripts functioning as a secondary tool for them to pursue this analysis. The re-enactment activities allow learners to further contextualize the language portrayed in the transcripts by allowing them the opportunity to act out the observed scenarios, which also allows them to practice areas of L2 learning such as pronunciation and listening skills.

Concerning methodological approaches towards implementing written texts for constructivist L2 learning, Weber (2018) outlines several key steps. First, “[a]ctivate prior knowledge and introduce the topic of the text. Pique curiosity of the learners” (p. 86). Second, “[r]ead the text” (p. 86). Third, “[e]xplain new words and concepts in the text, discuss its content, identify literary properties and their function” (p. 86). Fourth, “[d]iscover the specific grammatical rule that features in the text and formulate a rule through group work” (p. 86); Lastly, practice “and apply the rule” (p. 86). These steps align well with the learning activities proposed in my study, where the tasks and activities are presented, and prior knowledge is activated when learners first observe the video and audio recordings. Learners are then provided the written transcripts, so they observe the recordings again while reading along with the text. Next, learners must share their discoveries, communicate information, and formulate hypotheses via group work and group discussion with one another. The re-enactment phase then allows learners to practice and apply the language observed and examined, albeit in a fictionalized, controlled, and structured classroom environment. While the methodology proposed by Weber involves having learners work with literary texts in order to make discoveries about L2 grammar, similar processes of noticing and reflecting can be achieved with learning activities involving transcripts of real, unelicited interactions recorded in the L2.

Pushing the methodology proposed by Weber further, Liu and Zhang (2014) recommend integrating a brief learner-facilitator discussion phase to allow the opportunity for learners to make inquiries and to allow the facilitator to highlight “important knowledge and skills” (p. 140). As indicated by Weber (2018), the advantage of such a methodological approach for classroom learning “is that it not only facilitates an inductive [learning] style, but also provides ample room for class and group discussions regarding context, style and the grammatical rule, before it is

applied and practised” (p. 86-87). Language learning activities involving transcript and text analysis of naturally occurring interactions have the potential to “form the central communicative and didactic unit in language learning” (Weber, 2018, p. 80) because they “communicate with their reader and at the same time make forms of language and speech visible. While the reader extracts information, facts and opinions, he/she at the same time notices how they are embedded in the foreign language” (p. 80).

In this sense, the provided audio and video materials, coupled with the written transcripts of the portrayed interactions, become “the point of approach and, at the same time, [their] understanding and interpreting constitutes the goal of the lesson” (Weber, 2018, p. 80). Being able to discuss these discoveries and interpretations with one another lends learners the opportunity to further process this newly acquired information, while also encouraging them to draw on previous knowledge in order to challenge or strengthen their understandings. What is important to remember is that constructivist environments for learning must be “structured so that learners are immersed in experiences within which they may engage in meaning-making inquiry, action, imagination, invention, interaction, hypothesizing and personal reflection” (Wang, 2011, p. 274). By working together, making use of personal experiences and individual knowledge, and through group discussion and personal reflection, learners can broaden their awareness and understanding of L2 interaction, language, and culture.

2.6: Pedagogical research supporting translation work for L2 learning

As I will show in greater detail, one of the primary learning goals that emerged within my dataset consisted of various forms of translation strategies observably performed by the learners

during the recorded language sessions. It is important to note that the translation techniques employed by the learners did not form a specific focus of the language sessions, but rather, these techniques were adopted as a learning strategy by the study participants themselves. For this reason, translation techniques for learning about L2 interaction and language form the central focus of the analyses and discussions presented in chapter 4 (4: Translation work) of this dissertation.

As indicated by previous research on translation strategies for L2 learning, the fact that translation work formed one of the central learning components observably conducted by the learners is not surprising. This is likely due to the language levels of the study participants, as well as their prior experience with reading and listening to German interactions and dialogues. With regard to developing classroom tasks that encourage language learners to make use of both the L1 and the L2, Jiménez et al. (2015) argue that “emergent bilinguals might benefit from using the full range of their linguistic resources” (p. 267) and that “translation provides opportunities for students to deepen their understanding about language and texts at the lexical, syntactical, and semantic levels” (p. 267). This argument highlights the view that “rather than requiring the strict separation of languages, instructional approaches for students learning another language should encourage them to make as many connections as possible between the two” (p. 268).

A study from 2019 specifically notes how L2 learners are able to adopt “increasingly successful translation practices over time, even without explicit instruction” (Rowe, 2019, p. 339), arguing that “[b]ecause emergent bilingual students are likely to have experiences translating outside of school [...], inviting translation is a way to bring students’ funds of knowledge into the classroom” (p. 339). By inviting learners to draw upon their individual knowledge and previous experiences, they are encouraged to share and discuss this information with one another in order to establish understandings, construct meaning, and raise awareness about L2 interaction and

language. Through her study, Rowe (2019) concludes that “learning opportunities might be expanded by having students reflect on and share discoveries about different translation practices, collaboratively discussing challenges and benefits of various practices” (p. 339) and that “providing opportunities for students to engage in peer translation may help students view each other as [...] translators with valuable bi/multi linguistic repertoires” (p. 339). This is useful to consider given the fact that, similarly, the learners in my study were not explicitly instructed to perform translation work during the recorded language sessions, but rather, these techniques were employed by the learners in order to construct meaning, raise awareness, and to share discoveries and uncertainties about aspects of interaction and language encountered in the provided sources and materials.

One of the forms of translation work, observably conducted by the learners during the recorded language sessions that comprise the dataset of my study, entails what previous research has described as methods towards brokering. According to Bolden (2012), “[t]o broker a (potential) problem of understanding is to act as an intermediary between the other participants (i.e. between the speaker of the problematic talk and his/her addressed recipient)” (p. 99), in order to “resolve the problem in a way that would expose or bridge participant’s divergent linguistic and/or cultural expertise—for instance, by providing a translation or a simplified paraphrase of the problematic talk” (p. 99). In this sense, brokering as translation may involve a “role third persons can enact in conversational repair: a language (or culture) broker” (p. 103), for example, in “trigenerational interactions in immigrant families, second-generation speakers may participate in repair as translators between interlocutors belonging to the younger and older generations” (p. 103). Similarly, an interactant may broker for another “for the purposes of resolving (or averting) an understanding problem” (p. 114), for example, “brokering (referred to as ‘teaching’)” (p. 103),

where another person “steps in to translate, explain, or paraphrase a potentially problematic utterance by one speaker for the benefit of the author” (p. 103-104). In specific the case of my study, the learners employ brokering methods to resolve issues of understanding, or to pre-emptively resolve anticipated issues of understanding, with regard to the features of interaction, language, or culture that they observe in the provided materials and discuss with one another.

It is important to note here that the understanding and application of brokering, in the specific context of my study, does not exactly entail what has been described by Bolden. What Bolden describes in her research specifically involves one participant brokering for another to help make sense of what a third interactant in the conversation has said. In the case of my study, rather than one interactant brokering for another what a third party in the conversation has said, the learners in my dataset can be observed performing something similar to brokering, where one interactant is helping another to resolve an understanding problem with regard to the speakers shown in the video and audio recordings, who, in this specific instance, are acting as the third (or additional) interactant(s) in the conversation. In this sense, and for the purposes of my study, the focus of brokering as translation “is on how participants in social interaction resolve problems of understanding that are demonstrably rooted in their divergent linguistic and cultural expertise” (p. 97). For the learners in my dataset, brokering “emerges as a local solution to a particular interactional problem; its form (who brokers, on whose initiative, and in what way) reflects contingencies of the local sequential context” (p. 115). This consideration highlights the necessity for a broader conceptualization of what can be considered as translation techniques in the context of L2 learning, including definitions and considerations of what brokering as translation can entail.

Similar to the implications of brokering as translation, as posited by Bolden, the analyses, discussions, and findings presented in my study “detail conversational mechanisms through which

the brokering activity can be accomplished, thus contributing to an understanding of interactional processes involved in doing brokering” (Bolden, 2012, p. 115). The various forms of brokering to be discussed within the scope of my study include learners brokering for other learners, learners collaboratively constructing meaning via brokering methods, and brokering during the learner-facilitator discussions.

Other forms of translation work, observably conducted by the learners during the recorded language sessions that comprise the dataset of my study, entail L2-to-L2 and L2-to-L1 translation techniques. L2-to-L2 translation can be described as a word being “translated with another word from the same language. Previous research has described L2-to-L2 translation methods as “intralingual translation – translation within the same language, which can involve rewording or paraphrasing” (Witte, 2009, p. 82). L2-to-L1 translation techniques, on the other hand, has been described in previous as “interlingual translation – translation from one language to another” (Witte, 2009, p. 82).

In support of encouraging translation techniques for L2 learning, further research in L2 pedagogical learning has advocated the benefits of having undergraduate language learners conduct translation exercises for L2 learning, positing that “existing L1 literacy abilities of adult learners provide an excellent basis for comparison between linguistic forms in learner L1 and the target language and their functions within various textual environments” (Liamkina & Ryshina-Pankova, 2012, p. 274). According to Murtisari (2016), translation work in the context of classroom language learning “cannot be divorced from its nature as a skill of interlingual communication. It is a complex skill which entails different pragmatic considerations of a text and therefore cannot be reduced to a mere change of linguistic forms to transfer meaning, or it will only risk various kinds of faulty rendering” (Murtisari, 2016, p. 103).

Additionally, previous studies on L2 learners' perceptions concerning the implementation of translation work exercises in undergraduate L2 classroom reveal "positive beliefs about translation" (Murtisari, 2016, p. 103), demonstrating "that participants believed this sort of work assisted them to acquire L2 [...] in different areas of learning, such as reading, writing, speaking and vocabulary" (Murtisari, 2016, p. 103). Similarly, previous research has reported that classroom translation exercises for undergraduate L2 learners can work to target areas of learning such as verbal skills, vocabulary knowledge, grammar knowledge, as well as comprehension with regards to written and spoken input in the L2. (Schaffner, 1998; Dagilienè, 2012; Murtisari, 2016)

Elsewhere, Cook (2010) has argued that translation exercises can be successfully implemented alongside classroom approaches involving DL, opposing the view "that artificially constructed exercises reminiscent of Grammar-Translation are the only possible vehicle for translation use" (p. 90). According to Cook, researchers and instructors should consider "the possibility of translation as a communicative activity, or the selection of translation tasks without pre-selection of structures" (p. 90). Here, it is argued that such learning tasks work to strengthen learners' abilities "to move back and forth between two languages, to have explicit knowledge of each language and the differences between them, to operate in the new language" (Cook, 2010, p. 100).

Witte et al. (2009) advance that translation exercises align well with the aims and goals of undergraduate second language courses, noting "a number of interesting similarities between the language learner and the translator, the most obvious being that both are confronted with the task of 'making sense', the translator for a particular audience, the second/foreign language learner for him- or herself" (p. 2). Additionally, it is argued that translation techniques can provide many benefits for beginner and intermediate L2 learners, since "[t]ranslation in language teaching has

by no means the objective of educating translators; rather it is an activity which might stimulate the cognitive potential of an adult or adolescent learner and is thus supposed to complement other activities, not to replace them” (p. 2)

According to Hentschel (2009), “word-for-word translation is something that takes place anyway – whether we want it to happen or not, whether we consider it as useless or not. At least when words with lexical meanings are concerned, we can be sure that they automatically activate their L1-partners in the mental lexicon” (p. 23). It is therefore argued that classroom tasks centered around translation exercises may be employed to help “make sentence structures transparent” (p. 24), encourage work with vocabulary, and target skills related to reading comprehension and spoken pronunciation, as well as group-work and interactional skills related to the L2.

Similarly, Zojer (2009) argues that “[t]ranslation lends itself to assessing textual, syntactical and semantic comprehension” (p. 35), and that such a learning focus is “regarded to be an extremely efficient assessment tool of productive skills, whereby it can be used to assess both detailed grammatical understanding, on the one hand and/or global comprehension of complex and demanding texts, on the other” (p. 35). In this sense, “[n]ot only does translation increase the learner’s second language competence, it also slowly builds up a reflective language consciousness about the function of language and the relationship between language and thought, language and culture and so on” (p. 35). With this, it is also argued that translation exercises work to target important skills related to language and culture that become transferrable to areas outside of the classroom and academic setting, “because translation or even interpretational skills are vital in many professional and/or private language situations” (p. 36). Zojer advances that classroom translation exercises “can help students to attain an almost complete understanding of texts, as it

forces the learner to develop deeper and more detailed reading and comprehension strategies than would be necessary for any other learner activity” (2009, p. 39)

According to Witte (2009), translation-focused tasks encourage learners to “apply, test and demonstrate the complex knowledge acquired in dealing with the foreign grammar, morpho-syntax and lexis” (2009, p. 79), which targets skills required to move “between cultural patterns and linguistic structures of the cultures involved and to transfer his or her skills and knowledge to other aspects of intercultural encounters by applying the newly acquired levels of openness to his or her thinking and behaviour” (p. 79). Such skills include “the ability to handle cross-cultural differences in a constructive manner and the ability to negotiate the ambiguity of meaning and roles arising from ongoing attempts to empathise with the foreign constructs. These skills shape, of course, the interculturally competent foreign language learner and translator” (p. 79).

This previous research addressing translation exercises for L2 learning in the undergraduate classroom context illustrates the need for a more flexible approach for conceptualizing what can be entailed as translation work. With these considerations, I seek to approach this inquiry by lending a close analysis towards the different methods and techniques that emerged emically, through the learners’ engagement with the provided materials and activities, that can be conceptualized as translation work. With my analysis and discussion of the various forms of translation work conducted by the learners during the recorded language sessions, in addition to this review of previous research outlining the benefits of translation exercises for classroom language learning, my intention is to show how these processes of knowledge construction, manifested observably within the recorded dataset and conceptualized within the framework of my study as translation work, can provide ample opportunity for meaning making.

2.7: Pedagogical research supporting comparative work with spoken and written language for L2 learning

Along with the various translation strategies observably employed by the learners during the recorded language sessions, an additional learning aim and goal formulation emerging through the learners' work with the provided materials and sources included comparative work with written and spoken language, as termed by the learners themselves in the recordings and transcribed interactions comprising the dataset of my study. Accordingly, comparative work with written and spoken language conducted by the learners entails the central focus of the analyses and discussions presented in chapter 5 (5. Comparative work with spoken and written language) of this dissertation.

Previous research from L2 pedagogy has addressed comparative work with written and spoken language for learning about interaction and language, advocating various benefits. Chafe and Tannen (1987) remind us that, in the past, "the systematic study of language in the West focused largely on language as it was written, a natural enough bias. Language in its written form can be collected, stored, examined, manipulated, and analyzed in ways that were until very recently impossible for spoken language" (p. 383). With recording technologies, it becomes possible to systematically observe, investigate, and take into consideration the various processes of spoken language, for example, organizational features, systematicities and patterns, and contextual implications. Previous research has shown that, in comparison to written language, spoken language "contained more imperatives, interrogatives, exclamations, references to the audience and situation, and first and second person pronouns; these findings are not out of line with more recent tape-recorded data" (p. 384).

In order to establish a clear understanding of how spoken language can be differentiated from written language, Horowitz and Samuels (1987) clarify that written language “is typically associated with language of books and explanatory prose such as is found in schools. Written language is formal, academic, and planned; it hinges on the past and is reconstructed in such a way that in the future it can be processed by varied readerships” (p. 21). Spoken language, on the other hand, “is typically associated by linguists with conversation that is produced, processed, and then evaluated in the context of face-to-face exchange and grounded in interpersonal relationships that are often clearly established” (p. 56). The researchers posit that spoken language is dependent on the social context of the interaction, in the sense that it becomes “adapted to a specific audience and to socio-cultural settings and communities that are presumably present, functioning in a context of here and now” (p. 56).

Furthermore, Halliday (1989) explains that there are also “various aspects of spoken language that have no counterpart in writing” (p. 30), for example, “rhythm, intonation, degrees of loudness, variation in voice quality (‘timber’), pausing, and phrasing—as well as indexical features by which we recognise that it is Mary talking and not Jane, the individual characteristics of a particular person’s speech” (p. 30). According to Halliday, these aspects and “features of spoken language are known as prosodic and paralinguistic features” (p. 30), specifying that “[p]rosodic features are part of the linguistic system; they carry systematic contrasts in meaning, just like other resources in the grammar, and what distinguishes them from these other resources (such as word endings) is that they spread across extended portions of speech, like an intonation contour, for example” (p. 30). In contrast, “[p]aralinguistic features also extend over stretches of varying length; but they are not systematic—they are not part of the grammar, but rather additional variations by which the speaker signals the import of what he is saying” (p. 30). Adding to this,

“[i]ndexical features, by contrast, are not part of the language at all, but simple properties of the individual speaker” (p. 30).

Similar to the various forms of translation work conducted by the learners during the recorded language sessions comprising the dataset of my study, comparative work with spoken and written language was neither facilitated nor prompted, but rather, became a concrete learning point and strategy that emerged from the learners’ own conduct with the learning materials and activities, as well as through collaboration and interaction with one another as they worked through the tasks. Although it was expected that the learners in my study would choose to focus on comparing aspects of spoken and written language that they observed in the provided materials, it is important to note that their background as undergraduate L2 learners in German language classes may not have provided them with the same exposure to recorded and transcribed, naturally occurring interactions in the L2 that the materials in my study have provided.

2.8: Concluding remarks

The research presented throughout this chapter has been reviewed to better understand how such theoretical underpinnings, specifically involving IA, IC, DL, LA, communicative language learning, and constructivist approaches for social learning, have strong implications for the learning tasks and activities for L2 learning proposed in my study. By considering the arguments and benefits supporting these principles and goals, it has been reasoned that such theories for L2 learning align well with discovery-based approaches for classroom language learning involving the observation of recorded interactions, transcript analysis tasks, re-enactment tasks, and group discussions. These tasks can be employed as a means of learning about L2 interaction, grammar,

and culture. Additionally, these tasks work to target skills involving listening, reading, speaking, discussing, responding, and negotiating the reception of information related to the L2.

While examining the pedagogical principles and goals for L2 learning outlined throughout this chapter, it has been established that communication amongst learners in the form of group work, discussion, and the sharing of information is crucial for establishing active engagement and participation for contextualized language learning in L2 classrooms. Classroom tasks and activities must be designed so that learners are encouraged to become actively involved in the learning process, both with the provided materials and with one another. This encouragement of active participation and group-work underscores the social dimensions necessary to establish a classroom environment conducive for DL that offers learners ample opportunities to share discoveries, negotiate meaning, and construct understanding with one another as they work collaboratively through the materials and tasks.

To provide a brief summary of the important key information on constructivist theories for social L2 learning, knowledge must be constructed by the learners and not imparted by the instructor. Learners must have access to a variety of multi-media classroom resources and materials that encourage DL and reflection on the themes, topics, and language that is being portrayed. Learners should be encouraged to conduct group work and ensue group discussion with one another, and they should be encouraged to work autonomously from the facilitator in order to formulate their own learning goals and learning hypotheses about the L2. At the same time, learners should not be discouraged from consulting the facilitator if any difficulties, problems, or concerns should arise throughout the activities. The argument is that these approaches to classroom learning help learners “to achieve concrete communicative skills in dynamic intercultural circumstances” (Liu & Zhang, 2014, p. 138) and that “discussion can provide students with

opportunities to express their opinions and attitudes towards target culture, make their own judgement and interpretation of cultural phenomena” (Liu & Zhang, 2014, p. 138). This, in turn, contributes towards collaborative knowledge construction that works to target IA, LA, and intercultural awareness, based on the learning formulations and initiatives decided upon by the learners.

By borrowing investigative approaches and methods from CA that involve making use of recordings and written transcripts of naturally occurring interactions, it becomes possible to examine these aspects, features, and contextual implications of spoken language. By offering learning materials that involve recordings and written transcripts of real interactions in the L2, such as those procured through my study, learners are encouraged to observe and discover these various processes and implications of spoken interaction being used by speakers within specific contextual and interactional scenarios. Additionally, by working together through the learning materials, sources, and activities, the learners in my study are afforded the opportunity to discuss findings, draw upon previous knowledge and experiences, and formulate hypotheses about the aspects and features of L2 interaction that they observe in order to collaboratively construct meaning and raise awareness. This allows the learners to become actively involved in enhancing their awareness and constructing knowledge about the L2, when they work through the provided materials, share information, ask questions, and provide responses to one another.

3: Methodology

This chapter is dedicated to presenting the methodological procedures underpinning my study. In the first section (3.1: Context and procedures involving the study), I explain contextual information regarding my study, for example, what my study entails and the different components that form it. Following this, I present the procedures and goals for conducting the present study. In section 3.2 (3.2: Methods of recruitment and data collection), I then describe the methods of recruitment of study participants, and the methods of data collection for gathering the empirical, analyzable data. In the next section (3.3: Methods of data transcription and analysis), I present and describe the methods of transcription and analysis with regard to the video-audio recorded data comprising the dataset of my study. In the final section (3.4: Review of study materials and collected data), I provide a review of the materials and collected data pertaining to my study.

Previous research considered and applied to the parameters of my study is drawn from several areas and disciplines, those being interaction, face-to-face communication, CA, and L2 pedagogical learning. Research addressing interaction has been consulted in order to provide a theoretical basis for understanding and applying Interaction Analysis as a methodological framework of investigation for analyzing the data drawn from the recorded and transcribed language sessions with the study participants. Research addressing face-to-face communication has been consulted in order to procure the methods of data coding that have been refined, reworked, and applied to the analysis of my study. Research from CA has been consulted in order to provide a clear understanding of organizational features, systematicities, and reoccurring patterns of spoken language that become observable to learners and researchers with audio-visual recording technology of naturally occurring interaction. Lastly, research involving L2 pedagogy and learning

has been consulted in order to provide a clear understanding of the various processes enacted by the learners in order to construct meaning and enhance their awareness with regard to the information observed and drawn from the activities, materials, and sources comprising the language sessions that formed the primary dataset of my study.

3.1: Context and procedures involving the study

This section outlines contextual information, procedures, and goals involving my study. Contextual information to be discussed includes information about the recorded language sessions forming the dataset of my study, information about the learners, themes and lesson topics comprising the language sessions, and further information about the individual sessions, such as number of learners present and sources from where the learning materials were taken. Procedures to be discussed include information about the different tasks, activities, and phases comprising the language sessions with the study participants. Goals to be enumerated include general aims and purposes for conducting the study, such as reasons for examining classroom approaches for learning L2 interaction, purposes for incorporating the different phases of the learning sessions, purposes for the sequence of the activities, benefits of working with written transcripts of live interaction, and issues concerning learning L2 interaction that the study attempts to overcome. Furthermore, by considering previous research drawn from CA and face-to-face interaction, I show how Interaction Analysis as a methodological framework of investigation can provide a strong theoretical basis for understanding and analyzing the data drawn from the recorded and transcribed language sessions in order to make visible aspects of IA in the learners' interactions.

To briefly summarize the contextual information regarding my study, undergraduate students enrolled in German courses at a Canadian university during the time when the study was being conducted were invited to participate in interaction-based language learning sessions that I specifically designed for the purpose of conducting research on learning about L2 interaction. The sessions were 75 minutes long and took place bi-weekly for one academic term, amounting to a total of five sessions throughout the term. Study participants were permitted to attend as few or as many of the sessions as they wished. The sessions were held and conducted by a graduate student who had previous experience teaching undergraduate German language courses. During the language sessions, the graduate student functioned as a task facilitator rather than an explicit instructor. The study consisted of four study participants based on current enrollment, who I refer to as “learners” rather than participants, given the context of this research that involves pedagogically informed methods for learning L2 interaction and language. Specifically, the study participants consisted of one beginner learner, two intermediate learners, and one advanced learner. For the purposes of this study, beginner learners refer to undergraduate students of first year German courses, intermediate learners refer to undergraduate students of second and third year German courses, and advanced refers to undergraduate students of fourth year German courses. In order to adhere to the guidelines outlined by the University of Waterloo’s Office of Research Ethics concerning privacy regulations for study participants, no further or specific information about the learners will be given and their identities have been anonymized.

I designed and procured the learning materials used in my study so that each of the sessions presented an over-arching thematic topic on a specific particle or aspect of spoken interaction in German. The first session (conducted during week 6 of the term) presented the German particle,

*joa*¹¹, as an over-arching theme. Two learner-participants attended this session, one intermediate learner and one advanced learner. I designed this session with the goal that learners would be exposed to responsive units employed by German speakers in spoken interaction within specific interactional contexts.

The second session (conducted during week 7 of the term) presented the German particle, *na*¹², as an over-arching topic. Only one, beginner-level, learner attended this session, and for this reason it was conducted as a learner-facilitator language learning session. This particular session was originally not going to be included in the dataset of my study, due to missing aspects relating to the theoretical framework underpinning this research, for example sociocultural interaction and group-work amongst peers and learners. However, upon transcription, important findings were uncovered in the data that are worth presenting and discussing with relation to the objectives, goals, and research questions guiding my study. The third session (conducted during week 8 of the term) repeated the thematic lesson on the German particle, *na* ((*na* can be translated as “so”, “well”, and “hey”, depending on the context of use)), that was presented during the previous session. Three learners attended this session, two intermediate learners and one advanced learner. I selected the topic for these sessions with the goal of exposing learners to interactional particles used by German speakers that vary in meaning, depending on the specific interactional context in which it is used or the specific organizational position of the interaction in which it is employed.

The fourth session (conducted during week 10 of the term) presented the thematic lesson of closing sequences in German as an over-arching topic. Two learners attended this session, one beginner learner and one intermediate learner. The final session (conducted on week 12 of the

¹¹ The German word, *joa*, can be translated into English as an uncertain yes.

¹² The German particle, *na*, can be translated as “so”, “well”, and “hey”, depending on the context of use.

term) repeated the lesson on closing sequences in German that was presented during the prior session. There were two more learners that attended this session, one intermediate learner and one advanced learner. I selected the topic for these sessions with the goal of exposing learners to organizational practices used by German speakers that are observably positioned at the end of interactional occasions.

The information that I have just outlined pertaining to the individual sessions comprising my study is illustrated in the table below. The table presents the specific week in the undergraduate term when each session was conducted, the specific topics pertaining to each individual session, and the number of learners that attended.

Table 1. Information regarding the language learning sessions, topics, and the learners who were present

| Session and week | Lesson theme | Learners present for each session |
|---------------------|---|--|
| Session 1 (week 6) | <i>joa</i> (yeeeah) | 2 learners (1 intermediate, 1 advanced) |
| Session 2 (week 7) | <i>na</i> ((<i>na</i> can be translated as “so”, “well”, and “hey”, depending on the context of use)) | 1 learner (1 beginner) |
| Session 3 (week 8) | <i>na</i> ((<i>na</i> can be translated as “so”, “well”, and “hey”, depending on the context of use)) | 3 learners (2 intermediate, 1 advanced) |
| Session 4 (week 10) | German closing sequences | 2 learners (1 beginner, 1 intermediate) |
| Session 5 (week 12) | German closing sequences | 2 learners (1 intermediate, 1 advanced) |

The content of the language sessions consisted of multi-modal learning materials involving video recordings, audio recordings, and written transcripts of spontaneous, naturally occurring interactions between German speakers performing everyday activities together, for example, playing a board game, cooking a meal, talking on the phone, or conducting a music lesson. The recordings and transcripts of the interactions were taken from the Research and Teaching Corpus

for Spoken German (Forschungs- und Lehrkorpus Gesprochenes Deutsch, FOLK) sub-corpus that is accessible through the Databank for Spoken German (Datenbank für Gesprochenes, DGD), a public, free-to-access, online databank of video-recorded, audio-recorded, and transcribed examples of German speakers engaging in real-life interaction. That is, these interactions were part of the recorded participants' normal activities in private, institutional/professional, and public contexts; they were not elicited interactions for research purposes. Each language session consisted of presenting three extracts selected from the recordings available in FOLK, each with a connecting thematic topic. This included the recorded video/audio data and accompanying transcriptions.

Although the materials contained a connecting, overarching topic for each session respectively, learners were encouraged to focus their attention on any aspects of interaction, language, and culture that they encountered or noticed. The transcripts of the recorded interactions taken from FOLK were transcribed in line with conversation analytic methodology, meaning words were transcribed how they were being pronounced by the speakers, and other aspects of spoken interaction such as false starts and repairs were included in the transcripts as well. Borrowing transcription methods from CA which allow for close examination of observable organizational practices of social interaction, the transcripts used and presented in this study follow a simplified version of the Jefferson Transcription System. The transcription conventions implemented throughout this study are listed in section 3.3 (3.3: Methods of data transcription and analysis), where the methods of data transcription and analysis are specifically outlined and detailed.

Transcripts for the selected extracts of recorded interaction were modified and simplified for the purposes of this research with undergraduate German language learners (that is, readers

unfamiliar with transcription conventions used in spoken language research) and to align with the learning objective of raising IA in undergraduate German learners via the learning tasks and activities. Modifications consisted of removing pauses and silences so that learners would be encouraged to focus their time and attention more so toward specific features of spoken interaction such as organizational practices, systematicities, and non-verbal actions portrayed in the materials. This was done to ensure that the complexity of the transcripts was accessible for a wide range of L2 learner levels and for those with little or no previous experience with work involving written transcripts of spoken language, both in the L1 and L2. Future educators and investigators might want to consider retaining these aspects of interaction in written transcripts provided to L2 learners as learning materials. Alternatively, for beginner-level learners, these further aspects of interaction could be introduced slowly and over time, meaning with each session, the complexity and detail of the transcripts can increase as the learners become more comfortable working with these kinds of materials.

Recordings and transcriptions of naturally occurring interactions of German speakers were specifically selected for this study in order to align with the theoretical arguments posited by previous researchers of L2 learning, specifically that activities designed to replicate real-life scenarios and analysis work with transcriptions of recorded, naturally occurring interactions can target IC and LA in L2 learners. (Wong, 2000; Crandall & Basturkmen, 2004; Pawlak, 2006; Yagi, 2007; Young, 2011; Masoumi-Moghaddam, 2018; Pekarek Doehler, 2021). The transcripts chosen for this study were selected using a keyword search in FOLK for linguistic features that were the focus of the different sessions. Transcripts for the session held on week 6 of the term were selected using *joa* (yeeeah) as the keyword search item. Transcripts for the sessions held on weeks 7 and 8 of the term were selected using *na* ((*na* can be translated as “so”, “well”, and “hey”, depending on the

context of use)) as the keyword search item. Transcripts for the sessions held on weeks 10 and 12 of the term were selected using German goodbye words/elements commonly found in conversational closings (Harren & Raitaniemi, 2008; Kampen Robinson, 2014) such as *tschüss* (goodbye), *ciao* (goodbye), *bis später* (see you later), and *bis dann* (until then).

The FOLK transcripts of real-life, naturally occurring interactions that were selected for the language sessions were chosen based on several criteria. Firstly, each of the different session topics were selected because these demonstrated the most instances of the keywords being used within a short portion of the full transcript. This was an important aspect to consider because it was essential that the transcript excerpts for the language sessions were not too long, and so that they would not need to be modified beyond the removal of pauses and silences in order to function as suitable learning materials for the time length of each session and for the amount of transcript excerpts that were to be presented during each of the sessions. Secondly, it was also important that there was a similar amount of transcript excerpts taken from video recordings and telephone conversation recordings, so that the learners would have access to different kinds of recorded interaction media. The session on *joa* (yeeeah) consisted of three video-recorded interactions. The sessions on ((*na* can be translated as “so”, “well”, and “hey”, depending on the context of use)) consisted of two video-recorded interactions and one telephone conversation. The sessions on closing sequences in German consisted of ending sequences from three telephone conversations. Lastly, it was important that the chosen transcript excerpts portrayed a varied use of linguistic forms and structures, so that the learners would have a wide selection of topics to focus on, such as grammar work, vocabulary work, translation work, and contextual work involving a focus on meaning and action in specific interactional scenarios.

To provide an example of how the written transcripts of the recorded learner interactions procured and employed to conduct the analyses and discussions forming my study appear, the following excerpt, drawn from a larger transcript in my dataset, lends an instance of learners constructing meaning about L2 nouns encountered in the provided materials.

Excerpt 1. “Fruitflies and wasps”

“Fruitflies and wasps”

Original transcript: “*Fruchtfliegen und Wespen*” (fruitflies and wasps)

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 DI do you know what %frucht% means
fruit

02 TH uh fruit

03 DI do you know what %fliegen% means
flies

04 TH fly or like uh

05 TH oh fruitflies ((laughs))

06 DI yeah ((laughs))

07 TH it’s a fruitfly ((laughs))

08 DI I see ((laughs))

09 TH yeah they have fruitflies

10 DI so they’re talking about fruitflies

11 TH mhm

12 TH %und wespen bei uns kommen%
and wasps by us come

13 TH %wespen in die wohnung geflogen%
wasps flew in the house

14 TH I think %wespen% are wasps or something
wasps

15 DI ooh that’s probably it %wespen% yeah
wasps

To briefly explain some of the processes of learning and meaning construction that are occurring in this transcript excerpt, in line 01, Diana addresses several nouns from the provided materials, *frucht* (fruit) and *fliegen* (flies). Thomas then provides L2-to-L1 translations, “fruit” (line 02) and “fly” (line 04), before positing that the speakers in the materials “have fruitflies” (line 09). In lines 12 and 13, Thomas is reading aloud from the materials, “%und wespen bei uns kommen / wespen in die wohnung geflogen%”. He then posits another L2-to-L1 translation, “I think %wespen% are wasps or something” (line 14).

As shown from this excerpt, the transcripts of the learner-learner and learner-facilitator interactions presented in this study follow a very basic form of Jeffersonian transcription conventions, borrowed from CA and adapted for the purpose of this research. While the conventions of transcription for my study were drawn from previous research in CA, methods of data analysis, which are described in greater detail in section 3.3 (3.3: Methods of data transcription and analysis), were drawn from previous research on transcription work of classroom group interaction for coding and unitizing live communication.

With regard to the written transcripts of the recorded interactions, taken from the FOLK interactional corpus in the DGD and which were provided to the learners as learning materials during the language learning sessions, some shortcomings to address include simplifications that were made to the materials for the study participants, for example, taking smaller excerpts of larger transcripts/interactions for the purposes of the learning activities implemented in the recorded language sessions, and omission of pauses so that the learners would be encouraged to focus on further aspects of interaction and language.

To briefly summarize the procedures for conducting my study, the language sessions with the study participants (or, the learners) consisted of an observation phase where learners first watched and listened to the video and audio recordings of the chosen extracts. Following this, learners were given the written transcript of the interactions and were asked to view the interaction again, this time being able to read and follow along with the provided transcript. Afterwards, learners were then asked to take some time to work individually through the transcripts, taking notes on any aspects of L2 interaction, language, and culture that they noticed. Learners were also encouraged to take notes on any vocabulary, phrases, or aspects of the interaction that were unclear. Additionally, learners were encouraged to make observations about non-verbal aspects of

the interaction such as embodiment, gaze, gesture, and orientation to interaction features that they noticed during the recorded interaction. After having analyzed the transcript individually, learners were then asked to join one another as a group to observe, discuss, and share discoveries, information, and uncertainties about aspects of L2 interaction, language, and culture portrayed in the materials. During the transcript analysis and discussion phases, learners were not directed or instructed by the facilitator at all. The learners were completely free to decide how they wanted to engage with the materials and with each other.

Following this came the performance phase, where learners were asked to select roles and re-enact the interaction together, as observed in the video and audio recordings. This phase was meant to help learners further contextualize the language portrayed in the recorded interactions, as well as to help crystallize new vocabulary or linguistic forms encountered in the materials. During this phase, although learners were encouraged to re-enact the extracts as fully as possible, with inclusion of movements in space, gesture, posture, gaze, and prosody, it was the learners themselves who made the decision concerning how they would like to conduct the re-enactments. For the most part, the learners chose to remain seated during the performance phase and chose to conduct the re-enactments more as a seated reading, with the incorporation of some non-verbal elements such as hand gestures, posture, gaze, as well as prosodic elements such as changes in inflection and tone. The final phase consisted of a larger group discussion with the facilitator, which offered learners the opportunity to present and further discuss their shared experiences, observations, discoveries, and uncertainties with regard to the recorded and transcribed interactions, as well as the re-enactment of these interactions. This helped to construct knowledge and crystallize IA and LA in the learners by lending them the opportunity to ask questions and further discuss aspects of the L2 observed in the materials that remained unclear. It is only during

this final phase that the facilitator asks the learners questions in order to stimulate further reflection and discussion, and provides further crucial information to the learners in order to help establish a clearer understanding of the interactional, linguistic, and socially contextual features of the L2 portrayed in the materials.

With regard to the goals for having conducted the present study, one of the aims was to uncover methods in which pedagogical tasks and activities for learning about interactional features of the L2 can be successfully integrated into undergraduate L2 classroom curricula. The learning tasks and activities proposed in this study confront this by making use of contextualized learning materials portraying recorded, naturally occurring interactions of German speakers for learners to observe, analyze, and discuss. The sessions and activities were designed with integration into undergraduate classrooms in mind, so as to be completable within the time frame of a typical, undergraduate language class (50 to 75 minutes, depending on how long the learners required to complete the different phases of the activities). Additionally, the activities proposed in this study, and the sequence in which they were implemented during the language sessions, were designed to align with the goals, theories, and methodologies for implementing constructivist classroom activities, as outlined by previous researchers concerned with constructivist L2 pedagogy.

The observation phase of the activities proposed in this study was meant to function as an initial-reception phase, where learners were first asked to watch the video recordings or listen to the recorded telephone conversations in order to get a feel for the interaction, for example, the context of the interaction, the relationship between the speakers, and the language being used. During this phase, learners were exposed to interactional features of the L2 through observation of the materials. With the observation phase, learners were not expected to conduct social learning with one another, but were simply required to watch, listen, and examine. The group-work and

discussion phases were meant to allow learners the opportunity to share their discoveries, to negotiate meaning and understanding, and to develop contextual awareness of the interaction and the language portrayed in the materials.

With regard to the sequence of activities and the multimodal nature of the proposed tasks outlined in this study, by being repeatedly exposed to the same interaction through varying forms of media (visual, audible, written) and by collaboratively working through the materials via different tasks, learners were able to develop techniques and strengthen skills related to group-communication, problem-solving, and task management. Repeated exposure to the interaction and the language, portrayed in various formats of media, also meant that learners were more likely to notice and discover aspects of interaction, spoken language, and culture captured in the provided materials. In this sense, “learners were not just repeating the task more times [...], which may have had the effects described, but they were performing the task in a different way” (Cho, 2015, p. 49) and reconceptualizing the interaction through various means involving observation, examination, discussion, and re-enactment.

By integrating learning activities involving observation, analysis, and group-work, paired with materials that portray real, naturally occurring interactions in the L2, learners become exposed to language and interaction being performed by different speakers. This, in turn, can work to target IA and LA in learners when they observe, examine, and reflect on the multimodal materials portraying contextualized language use. In previous studies involving having learners work with learning materials portraying real, naturally occurring interactions, learners became “significantly aware of context and they were very careful about being appropriate in different contexts. Reading authentic, contextual and life-like material had created in them awareness about context and appropriacy” (Masoumi-Moghaddam, 2018, 66).

With regard to the discussion and re-enactment of recorded, naturally-occurring interactions in the L2, Pekarek Doehler (2021) advances that “[a]s generic principles of social interaction are at work in any situation—institutional or not—they can in principle be ‘practiced’ in any social interaction” (p. 26). Additionally, Pekarek Doehler argues that “L2 interaction, that is, interaction that does not specifically target a given learning object, can easily be underestimated as a mere site of putting to use what one has already acquired” (p. 27). Taking this into consideration, it can be argued that simply observing, examining, and discussing these principles of social interaction being used by speakers in every day interactions can work to target IA in learners, and thereby encourage interactional development via DL and knowledge construction about the L2.

3.2: Methods of recruitment and data collection

In this section, I outline the methods of recruitment and data collection implemented for my study. Methods of recruitment to be discussed include methods for recruiting study participants from undergraduate courses, information relayed during the recruitment sessions, and documents provided to potential participants expressing interest in the study. Methods of data collection to be discussed include methods and purposes for recording the language sessions comprising this study, as well as methods for administering and collecting post-study learner responses.

Learner-participants for the study were recruited from undergraduate German courses during the Fall term of 2022 at the University of Waterloo. This involved visiting classes and briefly introducing the language sessions on spoken interaction that were offered as a part of my study. The students also received a recruitment form which provided further, in-depth details about

the language sessions themselves, for example, the components and phases that the sessions consisted of, materials to be used, and specific areas of learning that the sessions targeted, for example, spoken interaction, reading, writing, pronunciation, and contextualization of language.¹³ Students who expressed interest in participating were provided an information letter detailing further information about the parameters of the study, for example, the number of sessions that were to be held, what the sessions would entail, as well as information about the follow-up survey and debriefing session to be conducted in order to gather learner experiences once the lessons were completed.¹⁴

Learners were also informed in the information letter that the language sessions would be, with their explicit permission and following the guidelines stated by the University of Waterloo's Office of Research Ethics, video and audio recorded in order to facilitate data collection and ensure accurate analysis. Methods for encouraging learner participation in the language sessions included allowing for participants to attend any number of sessions they wanted, allowing flexibility to complete whatever amount of work in the sessions as they desired, and an incentive for free lessons on German interaction as an additional opportunity to practice listening, reading, and speaking in order to complement their coursework and language learning.

Sources of data collection for my research were drawn from several components which formed my study as a whole. Firstly, the video and audio recorded language sessions with the learner-participants consisted of the main portion of data for this research. This is in line with previous empirical research from CA, where “[r]esearchers interested in understanding language-learning tasks and the constructs that are part of tasks from the perspective of the learners

¹³ The recruitment form used to recruit learner-participants for this study can be found under Appendix A in the Appendices section at the end of this dissertation.

¹⁴ The information letter used to inform learner-participants about the study can be found under Appendix B in the Appendices section at the end of this dissertation.

participating in the task have recommended more descriptive empirical investigations of task performance” (Hellermann & Pekarek Doehler, 2010, p. 26), and where “the importance of using CA findings for pedagogical purposes [...] [is] concerned with the need to imbue language teaching, and more specifically, the teaching of speaking skills, with empirical findings coming from research based on naturally occurring conversations” (Markee et al., 2021, p. 8).

Following these previous considerations from CA, the recorded language sessions were reviewed, transcribed, and examined in great detail in order to facilitate the empirical analysis of the collected data. Previous researchers who have conducted empirical investigations on classroom language learning have argued that “[a]nalysis is always based on audio, preferably video recordings of naturally occurring interaction, which are then transcribed to highly granular standards” (Markee et al., 2021, p. 5). Recorded video data is most valuable for this kind of analysis, and certainly for that proposed through this study, because with “video-recording technologies, important details of task performance can be documented that offer valuable insights into how tasks are actually accomplished, how they are understood by the people involved in their accomplishment and what learning potentials emerge out of the course of that accomplishment” (Hellermann & Pekarek Doehler, 2010, p. 26).

Additionally, video recorded data proves useful for close examination of the data with regard to task performance and goal formulations for the lessons, as “[i]ninteractionally oriented research has made clear for some time that we cannot expect different learners doing the same task to perform the task identically nor to learn the same thing from the same task given at different times” (Hellermann & Pekarek Doehler, 2010, p. 26), and that “task interactions may result in learning that is not part of the intention of the task” (Hellermann & Pekarek Doehler, 2010, p. 26). This relates to previous research on the differences between task-as-workplan and task-in-process,

where there is a clear distinction made “between task outcomes and task pedagogic aims” (Anani Sarab, 2008, p. 25). The task pedagogic aims, otherwise referred to as task-as-workplan, involves “the intended pedagogy, the plan made prior to the classroom implementation of what the teachers and learners will do. The task-in-process is the actual pedagogy of what actually happens in the classroom” (Seedhouse, 2005, p. 535), where “conceptions of task-as-workplan and task-in-process, then, apply to any and all activities that are planned and occur in second language (L2) classrooms” (Seedhouse, 2005, p. 535). In the case of my study, although I did choose to focus the individual sessions around an over-arching theme for each, I did not expect the learners to focus solely and completely on that particular aspect of interaction and language. Rather, I wanted to see what aspects of interaction and language the learners, themselves, would notice and topicalize with regard to the aspects of interaction and language portrayed in the materials during the recorded language sessions comprising my primary dataset.

In this sense, while I did make use of considerations involving task-as-workplan to design my language learning sessions, and while it was my hope that the learners in my study would discover and discuss these particular aspects of interaction that I implemented as over-arching themes to connect the various materials provided in each of the individual language sessions, it was nonetheless anticipated and expected that the learners would not focus solely, or even predominately, on these particular aspects of interaction and language portrayed in the materials. Rather, my expectation and point of investigation in conducting this research explicitly involved not knowing what points of examination, discussion, and focus that would emerge from the learner discussions comprising my dataset. This is crucial for the specific parameters surrounding my study, involving discovery learning and social learning in undergraduate L2 classrooms, since it was my aim to uncover the various ways that the learners work together to raise awareness and

construct understanding about the interactive and linguistic aspects of the L2 that they encounter in the materials, as well as the specific aspects of interaction and language that they choose to focus on, whether they be expected (implemented as task-as-workplan) or unanticipated (involving task-in-process).

With regard to the language lessons proposed in this study, video recorded data provides valuable insight as to “how participants’ orientation to tasks and their co-constructed interaction create a locally-organised and situated task” (Hellermann & Pekarek Doehler, 2010, p. 26). As learners work through the activities and encounter points of interest and discussion, video recorded and transcribed data of learner interactions allows for close examination and analysis of learners’ orientation to the materials, for example, ways that they “continuously co-construct the course of accomplishment of the task, they adapt the task to local interactional contingencies, or transform it throughout the course of their interaction” (Hellermann & Pekarek Doehler, 2010, p. 26).

Hellermann and Pekarek Doehler (2010) argue that such research is “interested in uncovering the possible language practises used to organise the task interactions of learners” (p. 28); it is “interested in exploring how task-specific learning potentials emerge from the turn-by-turn collaborative accomplishment of a given task by participants” (p. 28); as well as “contingencies that occur near the very start of the task; that is, during transitioning from instructions to performance of the task” (p. 28). In support of empirical studies making use of video recorded and transcribed data of classroom learner interactions to uncover the mechanisms of learner goal formulations and collaborative task accomplishment, the researchers posit that “data-driven and discovery-oriented practices of ethnomethodology/CA can provide better understandings for researchers and teachers of the agentive work of students in language-learning classrooms” (p. 28).

In addition to the recorded language sessions, another source of data collection was drawn from the follow-up survey and debriefing session with the learners. Like the recorded language sessions, the survey and debriefing session also adhered strictly to the guidelines of the University of Waterloo's Office of Research Ethics. These additional sources of data collection constituted as learner responses that were implemented in the present study to allow for comparison and further expansion upon the data uncovered from the recorded language learning sessions. It is important to note that the data drawn from the debriefing session and survey questionnaires was meant to provide further insights about the learners' personal experiences with the learning tasks, activities, and materials comprising my study. This data was not applied to the analysis of my primary data, but instead, was included to reveal and permit further discussion about these personal insights and experiences provided explicitly by the learners. Specific aspects of data collection examined in the survey and debriefing session comprised mainly of introspective data and self-reflections about language, culture, and IA displayed by participants themselves, in the form of follow-up responses.

Previous research underlining the value of introspective data from study participants has argued that surveys and debriefing sessions permit for an analysis of "self-observation of mental processes by L2 learners, emphasizing that the learners themselves have important insights and intuitions into the internal processing involved in language use and language learning" (Matsumoto, 1993, p. 47). Data drawn from the debriefing session and surveys will garner introspective insights from the learners, that is, an examination of self-reports, self-observation, and self-reflection with regard to these potential discovery processes, learning outcomes, and goal formulations relating to language, interaction, and culture, as displayed by the learners themselves. By allowing learners to reflect on these specific processes for themselves, it becomes possible to examine "the ways which [learners] collaboratively do learning and do recognize learning as

having occurred” (Jordan & Henderson, 1995, p. 42). Previous research in L2 pedagogy advances that learners “treat ‘the goings-on as learning’ when they observably orient to ‘understanding/using something new/recently learned’” (Eskildsen & Theodórsdóttir, 2017, p. 144).

The survey was administered, and the debriefing session was conducted with the learners once all the language sessions had been completed. Like the language lessons themselves, with the survey and debriefing session, learners were granted the freedom and reassurance to participate as they chose and to respond to as many questions as they felt comfortable with. The survey was completed anonymously and consisted of various questions relating to the learners’ previous experiences with language learning, learning spoken interaction, working with written transcripts, amongst other inquiries. Learners were also asked to give feedback relating directly to their experiences with the language sessions and their participation in the study as whole.¹⁵

The debriefing session with the learners followed the format of “[t]he semi-structured interview, involving use of an interview guide” (Matsumoto, 1993, p. 35)¹⁶ and which can vary in “degree of structuring, the extent of objectivity and reliability, the degree of negotiation allowed between the interviewers and interviewee, and the degree of equality developed in the interviewer-respondent relationship” (p. 35) Previous research outlines that semi-structured interviews “are usually tape-recorded with note-taking concurrently done, transcribed, and then content-analyzed by the interviewers/researchers, followed by, in some cases, quantification of the collected data” (Matsumoto, 1993, p. 35-36). The video recorded data drawn from the language learning sessions with the learner-participants was compared with the data drawn from the surveys and debriefing session to verify and evidence the responses given by the learners.

¹⁵ The survey questionnaire used to gather retrospective learner responses for this study can be found under Appendix C in the Appendices section at the end of this dissertation.

¹⁶ The debriefing session guide for this study can be found under Appendix D in the Appendices section at the end of this dissertation.

Although the learner responses collected from the survey and debriefing session were considered as a secondary source of data to complement and be compared against the primary data source (data drawn from the language lessons themselves), previous research in L2 pedagogy proposes within the “framework of human information processing that verbal reports are data, and elicited and interpreted with care, are a valuable and reliable source of evidence about human mental processes” (Matsumoto, 1993, p. 32). Matsumoto (1993) advances that “L2 researchers have nevertheless been increasingly interested in verbal-report methodology as a way of tapping learners’ cognitive processes involved in L2 use or L2 learning/acquisition” (p. 32-33). Reflective of the questions posed in the survey and debriefing session, Matsumoto posits that with “most retrospective verbalizations subjects/informants are asked to tell researchers what they have thought and done while performing a particular task that has already been completed” (1993, p. 34). Once the data has been gathered, the collected responses “can be analyzed qualitatively (i.e., interpretatively without data quantification), or statistically. The data can be quantified and subjected to statistical analysis, or analyzed interpretively” (p. 45).

Accordingly, the learner responses collected in this study as a secondary data source were analyzed using what Matsumoto (1993) designates the “pure exploratory-interpretative (i.e., qualitative data and interpretive analysis)” (p. 345). This approach is best suited for the research questions proposed in this study, since a purely qualitative and interpretive content analysis allows for a close examination of learners’ self-reported experiences with the provided materials and activities, self-formulated learning goals, as well as crystallized discoveries about interaction and language drawn from the language sessions.

3.3: Methods of data transcription and analysis

In the following section, I outline the implemented methods of data analysis and transcription with regard to the collected data forming the dataset of my study. Methods for data transcription discussed include recommendations proffered from previous research on transcription work of classroom group interaction for coding and unitizing live communication. Additionally, decisions concerning transcription conventions for incorporating German-to-English translations, speaker pitch and intonation, pauses, non-verbal and multimodal aspects, as well as analytical aspects concerning IA, have been summarized and discussed.

As a method of data analysis, the recorded language sessions were examined using Interaction Analysis as a primary methodological framework. Such a framework relates to the collaborative and interactive dimensions of this study because it allows for an “empirical investigation of the interaction of human beings with each other and with objects in their environment” (Jordan & Henderson, 1995, p. 39). Jordan and Henderson (1995) advance that Interaction Analysis is aimed towards identifying “regularities in the ways in which participants utilize the resources of the complex social and material world of actors and objects within which they operate” (Jordan & Henderson, 1995, p. 41).

According to Jordan and Henderson, Interaction Analysis “implies a commitment to grounding theories of knowledge and action in empirical evidence, that is, to building generalizations from records of particular, naturally occurring activities, and steadfastly holding our theories accountable to that evidence” (1995, p. 41). In this sense, upon recording naturally occurring interactions between speakers, these interactions become “accessible and sensible not only to participants in daily human interaction but also to analysts when they observe such

interaction on videotape” (p. 41). What becomes observable to researchers is the “collaborative achievement of participants” (p. 41), “the ways in which participants make this orderliness and projectability apparent to each other and incidentally to us, the analysts” (p. 42), and “the mechanisms through which participants assemble and employ the social and material resources inherent in their situations for getting their mutual dealings done” (p. 42).

These goals and implications align well with the research questions proposed in this study that aim to uncover the ways that learners collaboratively manage learning tasks and activities to discover aspects of interaction, language, and culture. The video-recorded data allows for an observation and investigation of learners’ use of and orientation towards interactional patterns and turns emerging from the language sessions. Points of interest to be examined include “routines of turn taking, turn sequencing, [and] activity types” (Kumaravadivelu, 1999, p. 458-459) displayed by participants in the recorded video-data. These points of interest relate to the research questions guiding my study, where I seek to identify and examine the various processes of noticing, topicalization, and awareness raising, and meaning construction enacted by the learners during the recorded language sessions.

Concerning the language learning activities proposed in this study, and as to be observed with the transcribed video-recorded language sessions with the learners, Interaction Analysis as a methodological approach has been employed to examine the “human activities, such as talk, nonverbal interaction, and the use of artifacts and technologies, identifying routine practices and problems and the resources for solution” (Jordan & Henderson, 1995, p. 39). By way of this, employing Interaction Analysis as a methodological framework of investigation for the data drawn from the video-recorded language sessions permits for an in-depth, empirical analysis of the

processes of discovery, negotiation, and knowledge construction undergone collaboratively by the learners.

Jordan and Henderson posit that, with Interaction Analysis, “evidence that learning is occurring or has occurred must be found in understanding the ways in which people collaboratively do learning and do recognize learning as having occurred” (1995, p. 42). Turning back towards research from CA, Hellermann and Pekarek Doehler (2010) enumerate possible learning potentials such as a focus on “grammatical structures, lexical items, as well as methods for turn construction, the sequential order of turns, and recipient task design work” (p. 27), where “crucial moments related to learning that have been cast in cognitive terms as ‘attention focus’, ‘noticing’, or ‘understanding’ can be analysed as embodied in the sequential organisation of talk, through such observable elements as word searches, repair, acknowledgements, and so on” (p. 27). It is important to remember that the “locally constructed nature of face-to-face talk allows for different potentials for learning even when participants engage in the same or similar tasks”. (p. 27).

Similar to research conducted in CA, Jordan and Henderson (1995) posit that Interaction Analysis depends heavily “on the technology of audiovisual recording for its primary recordings and on playback capability for their analysis” (p. 39), arguing that “[o]nly electronic recording produces the kind of data corpus that allows the close interrogation required [...] In particular, it provides the crucial ability to replay a sequence of interaction repeatedly for multiple viewers—and on multiple occasions” (p. 39). Another benefit of video and audio recorded data is that by providing means of direct and replayable observation, “video provides a shared resource to overcome gaps between what people say they do and what they, in fact, do. Video provides optimal data when we are interested in what ‘really’ happened rather than in accounts of what happened” (p. 50).

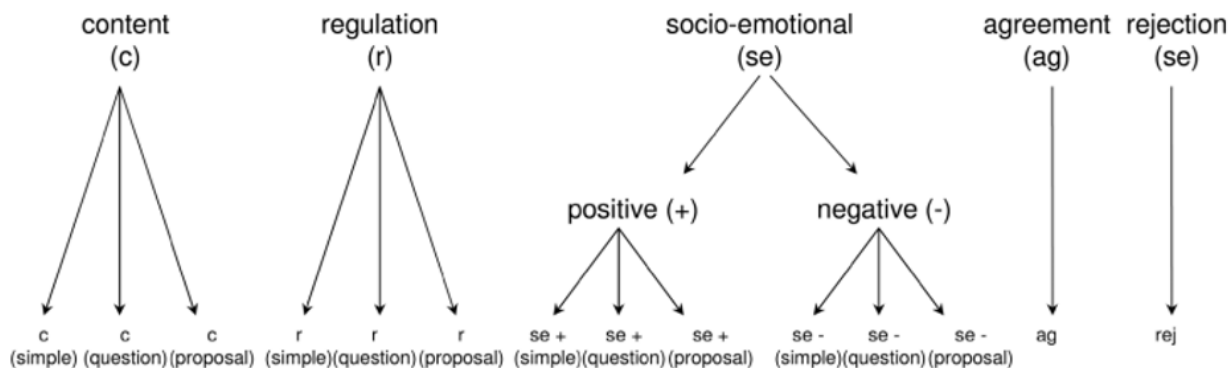
Keyton (2018) advances that since Interaction Analysis “is intended to be used on naturally occurring interaction, the researcher must be able to record the dyad’s or group’s conversation” (p. 5), and “persons being recorded [...] must give their consent and a high-fidelity audio or video recording is required” (p. 5). Once the group interaction has been recorded, the collected data and “recordings are transcribed manually, unitized, and then coded” (p. 5). With regard to this study’s research goals that aim to uncover the ways that learners collaboratively manage classroom language learning tasks, Keyton posits that Interaction Analysis “has great strength in revealing social processes. Because the conversation remains in sequential order throughout the coding and analyses, concepts from each category of a coding scheme can be evaluated for its contribution to the conversation as a whole” (p. 12).

In addition to the goals of employing Interaction Analysis to investigate group interaction mentioned by Jordan and Henderson (1995), additional aims have been elsewhere further enumerated. Kauffeld and Meinecke (2018) advance that Interaction Analysis can be used to answer such questions as, “[h]ow do groups manage conflict” (p. 20); “what characterizes a successful discussion?” (p. 20); “[h]ow do groups solve complex problems” (p. 20). Similarly, Keyton (2018) enumerates several benefits of employing Interaction Analysis that align well with these goals and aims, positing that this methodological framework “provides a picture of how acts are distributed across the group’s conversation and across group members” (p. 6); “it showcases the interactive structure of the conversation” (p. 6); “it makes detection of patterns and sequences of acts possible” (p. 6).

According to Pekarek Doehler (2018), such patterns and sequences may include actions such as “self-selecting for a turn or action [...], repairing conversational trouble [...] or prefacing and projecting subsequential actions” (p. 6). By way of this, Interaction Analysis works to provide an

investigative resource for researchers and instructors to explore “the relationship between task design and task performance, task repetition, how tasks activate particular cognitive learning capacities (attention, cognitive load, working memory), and how tasks encourage comprehensible input through negotiation of meaning” (Hellermann & Pekarek Doehler, 2010, p. 25). In order to analyze the learner interactions from the recorded language sessions using Interaction Analysis as a methodological framework of investigation, previous research addressing group communication, as well as methods for coding face-to-face interactions, was consulted, considered, and applied to the parameters of my study. The analyses conducted through my research implement and expand upon the Discussion Coding System¹⁷ by Schermuly and Scholl (2012, p. 16), as shown in Figure 1.

Figure 1. Discussion Coding System (DCS) presented by Schermuly & Scholl (2012, p.16)



With their coding system, Schermuly and Scholl advance that learner acts can be organized into three different categories, those being content, regulation, and socio-emotional. With regard to the analysis and discussions pursued within the scope of this study, content acts conducted and observably displayed by the learners specifically entail the investigative focus of my research. While task regulation and socio-emotional acts will be introduced in this chapter in order to

¹⁷ Schermuly and Scholl (2012) refer to the “Discussion Coding System” with the acronym, “DSC”. This acronym will also be used throughout this study.

provide clarification and differentiation, they have not been touched upon in the analysis, since these acts are, at best, only marginally relevant for the specific focus of my study.

Following Schermuly and Scholl's recommendations for examining face-to-face communication, an analysis of social interaction and group collaboration concerning classroom tasks diverges into two categories, those being "proposals and questions" (2012, p. 15). Schermuly and Scholl explain that "[p]roposals are core elements of every collective problem solving process. By analyzing proposals, relevant implications can be drawn about productivity, decisiveness, group-think, discussion style, individual success, and so on" (p. 15). Questions, on the other hand, "reveal a lack of knowledge, provoke reflections, and possibly induce new knowledge. They are crucial for a profound decision-making process and help develop a transactive memory system" (p. 15). According to the researchers, such "[t]ask demands require knowledge exchanges, and the combination of task knowledge is the pivotal goal when teams meet in organizations [...] Contributions in the task domain and the respective knowledge exchange are necessary to make good decisions" (p. 15). In addition to collaborative work comprising of proposals and questions, Schermuly and Scholl explain that these acts "can also be coded without an additional proposal or question function. When a speaker, for example, 'only' communicates information, the act has a simple or common content function" (2012, p. 16).

Lastly, the reactions of the other group members to an interactant's proposal or question "are stimulated by an act or coded. This is done regarding two basic reactions: agreement or rejection [...] In noticing these two basic kinds of short reactions, a typical part of interactive quality of a discussion is taken into account" (p. 15). The DCS for group interaction proposed by Schermuly and Scholl was chosen as the method of investigation for the data analysis of this study because it permits researchers to identify and closely examine specific actions being performed by

the learners through interaction when working through the materials, tasks, and activities, for example, when they give information, ask a question, or make a proposal about an aspect of interaction, language, or culture that they observe.

However, when the DCS was applied to the examination of the learner interactions from the recorded language sessions in order to perform the analysis, it was found that the system previously implemented by Schermuly and Scholl was lacking and that additional reactions needed to be determined in order to delve deeper and further differentiate the specific processes of noticing, sharing, and collaboratively constructing knowledge. In response to this, I further expanded and elaborated upon Schermuly and Scholl's DCS to better suit the purposes and needs of my study. Concerning the analysis of my collected data, the reworked version of Schermuly and Scholl's DCS was employed to closely examine the learner-learner and learner-facilitator interactions drawn from the recorded language sessions, as presented in the analysis chapters detailing the primary learning goal formulations established by the learners themselves during the recorded language sessions.¹⁸

To meet the specific needs and goals of my study, the DCS for content analysis presented by Schermuly and Scholl has been expanded upon in several areas. Position 1 is differentiated by three possible turns, those being a content-initiation turn, content item turn, and content-extension turn. A content-initiation turn is described as an opening or pre-cursor item posited by a participant prior to their launching of a content item that can lead into or help to set up the launch or declaration of a content item. In this sense, content-initiations function as pre-expansion items and they are

¹⁸ The reworked Discussion Coding System (DCS), originally presented by Schermuly & Scholl (2012) and then reworked for the purposes of this study, can be found under Appendix E in the Appendices section at the end of this dissertation.

optional, meaning, they are not always observable or present in the transcripts taken from the primary dataset.

The content item categories presented by Schermuly and Scholl have also been further differentiated and refined. Requesting information is categorized into two areas, those being assertions and questions. Content items (assertions) involve requests for information that are not syntactically formatted as questions, for examples statements and inquiries formatted as requests for information. Content items (questions) involve requests for information that are explicitly formatted as questions.

Giving information is categorized into three areas, those being materials, knowledge, and proposals. Content items (materials) involve relaying information that is present in the provided materials and resources. Content items (knowledge) involve relaying information about interaction, language, and culture that is not present in the provided materials and resources, and which can be based on previous knowledge and personal experiences. Content items treated as proposals occur when a participant posits an assumption or hypothesis about aspects of language, interaction, and culture that are present and have been observed in the provided materials and resources.

Following content-initiation and content item turns, a third possible turn that can be observable in Position 1 are content-extensions. A content-extension item functions as a continuation of a content item, meaning it may extend over several turns in the interaction and may extend over several lines in the transcript. Participants may choose to reject and ignore other participants in favour of extending their own previously posited content item. These specific instances are first treated as rejection followed by content-extension item.

Similar to the Position 1 turns presented in the reworked DCS, Position 2 items have been further refined and differentiated into two possible turns. In response to content items posited by another interactant, group members' reactions are firstly coded either as positive items or negative items. Responses to a speaker requesting information include either positive items, displayed as giving information, or negative items, displayed as not giving information, not claiming knowledge, or not giving a response to the previously posited content item.

Responses to a speaker giving information are coded as either positive items, displayed as agreement, or negative items, displayed as rejection. Acknowledgement from one participant of another's content item is treated as agreement when rejection and refutation are not displayed. Agreements can be communicated verbally and displayed through body language. Agreement items themselves are further differentiated into several categories. Dedicated agreement items are coded when a dedicated verbal or embodied agreement-marker is used. Sequence continuation items are coded when agreement and acknowledgement of a content item is displayed via sequence continuation. Receipt items are displayed through other means of verbal and non-verbal acknowledgement, often using markers such as "okay", "mmm", or a nod. These items demonstrate receipt of a content item, but not necessarily observable or evidencable agreement. Lastly, continuer items are coded when acknowledgement of a content item has been displayed, but further information has also been requested for agreement or resolution to occur. Rejection can be displayed using a dedicated rejection or can be communicated non-verbally and through body language. Rejection can occur when refutation or uncertainty towards another speaker's content item is displayed or when failure to acknowledge another speaker's content item is displayed through lack of uptake.

Further possible items that can be coded in Position 2 are agreement and rejection-extension items. Agreement and rejection-extension items function as expansion response turns and are coded when a participant posits an extension of their own previously posited agreement or rejection item. Similar to content-initiation items in Turn 1, agreement and rejection-extension items are optional and not always observable or present in the transcripts taken from the primary dataset comprising my study.

Following Position 2, Position 3 comprises of an optional response turn. This Position can occur following either Position 2 (Turn 1) or following Position 2 (Turn 2). Responses posited in this position are either coded as demonstrating understanding or claiming understanding. Demonstrations of understanding are coded when understanding is displayed in response to a positive item or negative item, or in response to a positive item-extension or negative item-extension. Demonstrations of understanding can be displayed by giving information or providing an example. Claims of understanding are coded when understanding is claimed, but not necessarily displayed, in response to a positive item or negative item, or in response to a positive item-extension or negative item-extension item.

The DCS was developed as the methodological framework of investigation for the analysis of my data because it permits researchers to closely examine and identify the specific processes of meaning construction and awareness raising emerging through the learners' conduct with the materials and with each other. This entails examining points where areas of difficulty become topicalized by the learners, how these topics are handled and discussed by the group, and the resources available that the learners make use of in order to enhance their awareness, whether it be information drawn from the materials, or previous knowledge that the learners consider with relation to the aspects of interaction and language observed and topicalized from the materials. For

the purposes of my study, the investigative examination of the collected data makes use of the reworked DCS, in combination with Interaction Analysis, to specifically to examine the learners' "communication specific to the purpose of the group" (Kauffeld & Meinecke, 2018, p. 27-28), which can "help to identify lines of argument, showing where ideas or topics were accepted by the group" (Kauffeld & Meinecke, 2018, p. 28).

In reworking Schermuly and Scholl's DCS, I have chosen to incorporate considerations, recommendations, and elements of analysis from CA (turn-initiations, turn-extensions, sequence continuations, receipt, and continuer items) in order to aid in further distinguishing and differentiating the various process of meaning construction and awareness raising enacted by the learners. The reworked DCS provides a highly structured and theoretically backed framework to closely examine these specific processes emerging through the learners' conduct, in sequential order of the recorded and transcribed interaction. Consulting previous research and theoretical work to incorporate elements and considerations from CA into my analysis permitted me to examine and describe these processes of awareness raising and meaning construction very closely and in greater detail. Additionally, employing Interaction Analysis alongside permitted me to examine and summarize further findings emerging from the analyses conducted with the reworked DCS, and to distinguish and further differentiate these various processes of awareness raising and meaning construction displayed by the learners, whether they appear similar or vastly different.

In order to transcribe and analyse the video-recorded language sessions comprising the main portion of the dataset for my study, several recommendations posited by previous researchers in CA concerned with transcription of live interactions were consulted. Seedhouse (2004) advances that "CA studies the organization and order of social action in interaction. This organization and order is one produced by the interactants in situ and oriented to by them" (p. 12), explaining that

the “analyst’s task is to develop an emic perspective, to uncover and describe this organization and order; the main interest is in uncovering the underlying machinery which enables interactants to achieve this organization and order” (p. 12). Therefore, a “principal aim of CA is to characterize the organization of the interaction and to uncover the emic logic underlying the organization” (p. 13), and to “trace how participants analyze and interpret each other’s actions and develop a shared understanding of the progress of the interaction” (p. 13). Through methodological approaches involving CA, the aim then is to transcribe and analyze observable details and organization practices conducted by the participants of the interaction. Therefore, it is important to remember that investigative methods for analyzing recorded data involving CA are not concerned with, nor do they provide “access to participants’ cognitive or psychological states” (p. 13), so assumptions about what the interactants are thinking or feeling cannot be posited, because if they are not explicitly voiced in the interaction, they are not observable and transcribable to the analysts and researchers.

Additionally, previous research in CA states that “CA practitioners regard the recording of naturally occurring interaction as the primary data” (Seedhouse, 2004, p. 15). Echoing this, further research in the field of CA on methods of data transcription provides powerful support for transcribing everything that is heard in the video and audio recordings (Pekarek Doehler, 2010; Hellermann & Pekarek Doehler, 2010; Pekarek Doehler, 2021). The reasoning behind this is that transcripts for investigative, CA-driven analyses must be “designed to make the primary data available for intensive analytic consideration by the analyst and other readers” (Seedhouse, 2004, p. 15). Accordingly, these principles for data analysis of recorded interactions proffered by previous research in CA have been considered and applied to the parameters of my study,

specifically with regard to the observation and transcription of the collected data procured from the recorded language sessions comprising my primary dataset.

With regard to the methods of data coding that have been considered, reworked, and applied in order to conduct the analysis of my collected data, the methodological framework implemented for my study has been informed by this previous research drawn from CA. For the purposes of my research, mentions of “coding” refer specifically to the application of the reworked DCS introduced by Schermuly and Scholl that has been applied in order to clearly distinguish, differentiate, and help lend close examination of the various and complex processes of meaning construction and awareness raising that occurred during the learner-learner and learner-facilitator interactions enacted during the recorded language sessions. In comparison, the work done in order to procure the transcripts comprising these learner-learner and learner-facilitator interactions is referred to as “the transcription process”, or simply, “transcribing”.

Several other simple, yet important conventions of transcription have been implemented with regard to the transcription of the recorded language sessions comprising the primary data source for my study. Phrases and utterances that are relayed directly from the learning materials are indicated by a percentage sign (%) on either side. Translations of German into English have been provided underneath each line where needed and are indicated in green. Pitch and intonation have been coded following Jeffersonian transcriptions conventions, where a period at the end of a line indicates falling pitch, a comma indicates slightly rising pitch, and a question mark indicates strong rising pitch. Numbers indicated in brackets correspond to pauses, measured in seconds. Non-verbal actions performed by learners during the recorded language sessions were transcribed in double brackets.

In addition to collaboration-focused analyses of group interaction, Schermuly and Scholl explain that socio-emotional and regulation acts can also be coded. The researchers describe socio-emotional acts as statements that “refer to the explicit (verbal) communication of the relationship between the communication partners (‘I like you’), as well as other feelings the speaker expresses verbally (‘I feel sick’)” (2012, p. 15). As I have mentioned, while socio-emotional and task regulation acts do not form the focus of my analyses and discussions, they have been detailed here in order to lend differentiation and clarification in comparison to the content acts which do form the focus of my data corpus.

The following transcript, taken from one of the recorded language sessions comprising the dataset of my study, lends a demonstration of a socio-emotional act, as expressed by one of the learners. For the purposes of this study, the explicit focus lines of each of the transcripts to be observed have been highlighted in grey. Although this study does not focus on socio-emotional acts expressed by the learners during the learning sessions, this transcript is meant to lend a demonstration of how these acts can become observable within face-to-face social interactions, how they can be transcribed, and how they can be analyzed using the reworked DCS, combined with Interaction Analysis, as a methodological framework of investigation.

Transcript 1. “This is fun I like this”

“This is fun I like this”

Session: Week 6

Speakers: DI (Diana, advanced learner), TH (intermediate learner), CA (Cameron, facilitator)

| | | |
|----|----|--|
| 01 | CA | so one more because you guys did such a good job |
| 02 | DI | ((smiles)) this is fun, |
| 03 | DI | this is fun I like this |
| 04 | CA | we’re gonna |
| 05 | CA | I would really love it for you guys to do the last third one |
| 06 | DI | ((shifts gaze towards screen)) |
| 07 | TH | ((shifts gaze towards screen)) |
| 08 | CA | because you guys are killing it |
| 09 | DI | this is like actually fun |
| 10 | CA | okay we’re gonna do |
| 11 | CA | watch the last interaction |

In lines 02, 03, and 09, Diana expresses enjoyment for the activities during the language session that took place on Week 6 of the term. For the purposes of my empirical investigation, this expression of enjoyment is considered an example of a socio-emotional act communicated by the learners.

The final group of actions that can be coded in group interaction are task regulation acts. Task regulation acts “(e.g. ‘Let us discuss the next topic’) help structure and ease the communication process of groups” (p. 15). For the purposes of this study, these actions refer specifically to the transitional moments between different phases of the learning activities, for example, when the learners have concluded their group-work phase and are ready to move on to the performance phase of the language session. The following two transcripts provide examples of what were considered to be regulation acts performed by the learners during the recorded language sessions. Similar to the previous transcript that lent an example of a socio-emotional act being expressed by the learners during the language sessions, and although this study does not focus on regulation acts observed within the dataset comprising my study, the following transcripts are meant to lend a demonstration of how these acts can become observable within social interactions, how they can be transcribed, and how they can be analyzed using Interaction Analysis as a methodological framework of investigation.

The first transcript shown lends an example of a transitional moment between the group-work phase and the performance phase, where the facilitator briefly explains to the learners what they are to do in order to complete the next task. At the beginning of the transcript, the facilitator has noticed that the learners have begun to conclude the group-work phase of the language session and directs them onto the next phase, the performance phase. In lines 02 to 15, the facilitator is explaining to the learners what they are to do during the performance phase. In lines 18 to 26, the

learners are performing the task regulation act of distributing and selecting roles for the interaction re-enactment activity.

Transcript 2. “Pick who do you wanna be”

“Pick who do you wanna be”

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA okay you guys really good work with that
02 CA so for the next part of the activity
03 CA what I’m going to ask you guys to do is
04 CA so I put the number of speakers here there’s four of them
05 CA so what I’m gonna ask you guys to do is each pick two of the roles
06 CA and I’m going to have you re-enact the interaction together
07 CA um so pick two of the roles
08 CA so it’s like two characters or people who you will be in the interaction
09 CA you can decide together
10 CA um and when you’re performing the interaction together
11 CA feel free to um improvise
12 CA or like gestures or like actions or like gaze while performing
13 CA you can feel free to put your own little spin on it if you like
14 TH mm
15 CA um yeah depending on how you read the interaction so
16 DI cool
17 CA I’ll let you guys take a few minutes to figure that out and try it out
18 DI ((looks at TH)) who do you wanna be,
19 TH ((laughs))
20 DI what character do you want to be,
21 TH um
22 (0.5)
23 TH I can just be the first two.
24 DI ag and ts,
25 TH yeah
26 DI okay I am lm and then pb

The task regulation acts performed by the learners during this study are observably and arguably dedicated to managing the transitional moments between the different phases of the language sessions, selecting roles to perform, and organizing the specific means of performance with regard to the re-enactment activities. The next transcript provides a clear depiction of all three aspects of task regulation acts performed by the learners and the facilitator during one of the language sessions.

Transcript 3. "I was thinking doing the actual dialogue"

"I was thinking doing the actual dialogue"

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner), CA (Cameron, facilitator)

01 CA ok you guys did a really good job analysing the transcript,
02 CA would you like to practice re-enacting it?
03 CA or practice reading it with each other?
04 CA so there's only two roles
05 CA so I don't know how you guys are gonna wanna split these up
06 (0.5)
07 CA um.
08 (6.0)
09 JE ((shifts gaze towards DI)) well there's thirty lines
10 JE ((Shifts gaze toward TH)) so like every 10 lines we can switch partners
11 (1.0)
12 TH okay,
13 DI yeah if you wanna do that someone reads the first
14 DI then someone else reads the next then someone else reads the next
15 JE ((shifts gaze towards DI)) well no I was thinking doing the actual
dialogue
16 JE with like switching who the two people are every ten lines
17 CA that's a good idea.
18 CA every ten lines you guys could switch two roles
19 CA ((points to DI and JE)) so you guys could do the first ten
20 CA ((points to JE and TH)) you guys could do the second ten
21 DI ooh,
22 JE and then we get to do the dialogue.
23 DI so ten ((points to JE and self))
24 DI and then ten ((points to TH and JE))
25 DI and ten ((points to TH and self))
26 JE so yeah
27 DI ((shifts gaze towards JE)) okay
28 JE so everyone out of three sections each of us perform two of them.
29 ` (0.5)
30 TH okay
31 DI works for me
32 JE okay
33 DI ok who wants to do the first one,
34 JE ((shifts gaze towards DI)) you and I can start with the first ten and
I'll be ma and you can be js.
35 (1.0)
36 DI and then the second one is you two? ((points to JE and TH))
37 TH okay
38 JE I'll just keep being ma
39 DI ((shifts gaze towards TH)) and then did you want to be ma or js
40 TH um I can just stick with js
41 DI okie doke

In lines 01 to 02, the facilitator, Cameron, has noticed that the three learners have concluded the group-work phase and directs them onto the next phase of the language session, which is the performance phase. In lines 04 and 05, Cameron reminds the learners that the interaction they are to re-enact only has two roles and encourages them to conduct the task regulation act of selecting

roles to perform by mentioning “so I don’t know how you guys are gonna wanna split these up” (lines 05). After a 6 second pause, Jenn orients towards this encouragement and self-selects in line 09, when she posits, “so there’s thirty lines so every 10 lines we can switch partners”. This then leads the group interaction towards discussing the organizational means of performance. In lines 12 and 13, Diana proposes that every group member read 10 lines before switching. However, in lines 10 to 12, Jenn proposes instead: “well no I was thinking doing the actual dialogue / with like switching who the two people are every ten lines / and then we get to do the dialogue” (lines 15-16). Diana orients to this proposal in lines 23 to 25, when she initiates the organizational task regulation act of selecting the order of performance for each group member: “so ten / and then ten / and ten”. After having completed the organizational act of dividing the two roles equally amongst the three group members, in lines 33 to 41, the learners are observably conducting the final task regulation act of selecting the explicit roles and speakers for each learner to re-enact.

This next transcript, taken from one of the recorded language sessions comprising the primary dataset of this study, now lends an example of a content-focused analysis using the reworked DCS, as presented in Figure 2. This example shows how the reworked DCS can be employed as an investigative tool to uncover and differentiate the various processes of discovery and knowledge construction displayed by the learners during the language sessions. These processes that become observable through the analysis of the recorded and transcribed interactions comprising the dataset of my study are what specifically encompass the focus of my research.

To provide an example of how the individual lines in the following transcript can be interpreted and coded using the reworked DCS, item categorizations have been indicated in blue. Accordingly, the analyses of the transcripts presented in chapters 4 (4: Translation work) and 5 (5: Comparative work with spoken and written language) of this dissertation have been examined

following the structure proposed through this methodological framework. Item categorizations are not indicated on the transcripts shown in the analysis and discussion chapters of my study, as they are shown in the example, Transcript 4. “*Das isch*” (that is). Instead, with regard to the analyses presented in my study, these categorizations are discussed and considered within the analyses themselves.

Transcript 4. “*Das isch*” (that is)

“*Das isch*” (that is)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH um %aber ja das isch% → content-initiation turn
but yeah that is

02 TH %ja auch wie beim gitarre%? → content-initiation turn
also just like with guitar

03 DI yeah so that → receipt

04 DI %isch% I imagine is his → content item, giving information
is

05 DI his accent or dialect or whatever → content-item, giving information

06 TH ((nods head)) → receipt

07 DI and it’s supposed to be ist, → content item, proposal
is

08 (1.0)

09 TH oh. → continuer item

10 DI like that that is → content item, proposal

11 DI that’s the same with gitar though. → content item-extension, proposal

12 DI like that’s the same → content item-extension, proposal

13 DI same thing with gitar. → content item-extension, proposal

14 (2.0)

15 TH ((nods head)) oh↑ okay. → receipt

16 DI yeah. → receipt

The transcript begins with Thomas reading from the materials in lines 01 and 02, ending line 02 with an upward inflection. This is considered a content-initiation turn, where Thomas is making use of the materials as a means of formatting a request for information. The upward inflection at the end of line 02 lends support that this could be taken as a request for information. Diana orients to Thomas’ turns in this way, as is made observable in line 03, where she gives receipt, displaying that the relay of materials posited by Thomas was taken as a request for information. In lines 04 and 05, Diana lends information in preparation to posit her L2-to-L2

(German-to-German) translation of *isch* (is) as *ist* (is), as observed in line 07. According to Diana, possible reasons for this form of enunciation could be due to the speaker's "accent or dialect or whatever" (line 05). Here, it can be observed that Diana considers *isch* (is) to be an area of difficulty for her group member, as it is the first item in the transcript lines read by Thomas that she addresses. In the course of the interaction, it can be observed that Thomas does not refute this as being an area of difficulty.

After a one second pause, Thomas replies with "oh." (line 09) with a downward inflection, which can be considered as a continuer item, where receipt has been provided, but further information is necessary for the matter to be resolved by the group. Diana orients to Thomas' response in this way in lines 10 to 13, where she then gives a German-to-English translation, "like that that is / that's the same with guitar though / like that's the same / same thing with guitar". After a two second pause, Thomas replies with "oh okay" in line 15, which can be considered as receipt of Diana's information. Diana lends receipt in reciprocity with "yeah" in line 16. As there is no rejection or refutation displayed by either group members, the final line of the transcript is the concluding point for the topic of discussion and the learners then move onto the next point of interest with regard to the learning materials and activities.

With the example analysis of Transcript 4. "*Das isch*" (that is), it can be observed how the learners interact with the provided materials, with one another, and how they collaboratively manage the learning tasks. Throughout the transcript, the learners can be observed performing various kinds of translation work with the provided materials, for example, giving German-to-German translations, as well as German-to-English translations. Concerning *isch* (is) as a point of discussion, Diana gives her reasoning for why this could be translated as *ist* (is), mentioning aspects of phonology, such as accents and dialects. Here, Diana is arguably demonstrating IA with regard

the L2 when she is able to discuss systematicities of spoken languages, such as regional variations and individualistic differences in pronunciation.

The example analysis of Transcript 4. “*Das isch*” (that is) demonstrates how the reworked DCS works to shed light on the research questions guiding my study. By employing the reworked DCS, in combination with considerations and applications from Interaction Analysis and CA, it becomes possible to examine learners’ goal formulations, knowledge construction, processes of negotiation, and task performance, as becomes observable as they work through the provided materials, tasks, and activities. Although learners were not explicitly informed prior to the commencement of the study that the data collected from the video recorded language sessions would be analyzed in such a way and for these specific purposes, the study participants were informed of these details via a post-study debriefing letter that was provided once the data-collection portion of the study had been completed.¹⁹

Employing Interaction Analysis as a methodological approach of investigation for classroom group interaction provides a robust framework to examine the various collaborative processes of knowledge construction and negotiation displayed by the learners in the collected data. As shown with the example analysis of Transcript 4. “*Das isch*” (that is), Interaction Analysis works to uncover the various ways that learners make use of the provided learning materials and activities in order to display and enhance IA and LA with regard to the L2. According to Lee and Hellermann (2014), such a method of investigation underlines the matter that “regular sequential order in a talk-exchange is co-constructed by participants and is thus visible; therefore, it seems possible to describe how socially shared cognition is made relevant to learning” (p. 767). This

¹⁹ The post-study debriefing letter provided to the study participants once the data-collection portion of this study had been completed can be found under Appendix F in the Appendices section at the end of this dissertation.

method of investigation makes it possible to observe various matters and processes throughout the course of the group interaction, for example, what a speaker “does (and does not) know, what he or she does (and does not) see, what assumptions are enacted, what contextual relevance is brought out and handled, and how particular tasks are recognized and acted on during the course of interaction” (p. 767). In this sense, using Interaction Analysis to pinpoint evidence of IA and LA proves valuable because such an investigative approach “is well equipped to trace how the knowledge states of the participants are rendered visible and thus reflected in the sequential structures of turns at talk” (p. 767).

3.4: Review of study materials and collected data

In this section, I lend an overview of the study materials presented to the learners during the recorded language sessions including a presentation of the transcripts chosen for each of the different language sessions, the contextual information of the interactions portrayed in each of the chosen transcripts, and the media formats available for each of the interactions (written, visual, audio). Additionally, I provide a summary of the data collected from these sessions.

The three transcripts, taken from the FOLK corpus in the DGD and chosen for the language session that took place during Week 6, presented the over-arching thematic topic of the German particle, *joa* (yeeeah). The first transcript, titled “*Ich hab keine ahnung was ich gelegt hab*” (I have no idea what I laid down), consisted of four friends playing a board game together in a non-formal, casual setting.²⁰ The second transcript, titled “*So dann nehm ich mir ein schönes großes Messer*” (so then I’ll take for myself a nice big knife), consisted of four speakers in someone’s

²⁰ The full transcript can be viewed in the Appendices section of this dissertation, under Appendix G: Study materials for Week 6.

kitchen having a tupperware party.²¹ The contextual setting of this interaction was also casual and non-formal. The third transcript, titled “*Des isch ja auch wie beim Gitarre*” (that’s also the same with guitar), consisted of two speakers, a teenage girl with her guitar instructor, about to begin a guitar lesson.²² Although this transcript portrayed a scenario between a student and instructor, the setting for this interaction was also fairly casual and non-formal. Along with the written transcripts of these three interactions, all of them were also accompanied by video and audio recordings of the speakers performing these activities together.

The three transcripts chosen for the language sessions that took place on Weeks 7 and 8 presented the over-arching topic of the German particle, *na* (*na* can be translated as “so”, “well”, and “hey”, depending on the context of use). The first transcript, titled “*Ganz schön viel zu tun*” (already have a lot to do), consisted of two friends talking together on the phone about what they had done during the past few days.²³ The setting was casual and non-formal. Since this interaction consisted of a recorded telephone conversation, there was no video component. The second transcript, titled “*Na komm Timmy*” (hey come), consisted of a family of four eating together at the table.²⁴ The family dog becomes the topic of discussion, namely, whether or not he should be allowed to sit near the table while they are eating. The setting is casual and non-formal. Along with the written transcript of this interaction, both video and audio recordings were provided. The third transcript, titled “*Hackfleisch*” (ground meat), consisted of two friends in an informal, non-casual setting,

²¹ The full transcript can be viewed in the Appendices section of this dissertation, under Appendix G: Study materials for Week 6.

²² The full transcript can be viewed in the Appendices section of this dissertation, under Appendix G: Study materials for Week 6.

²³ The full transcript can be viewed in the Appendices section of this dissertation, under Appendix H: Study materials for Weeks 7 and 8.

²⁴ The full transcript can be viewed in the Appendices section of this dissertation, under Appendix H: Study materials for Weeks 7 and 8.

where they are preparing food together in the kitchen.²⁵ Along with the written transcript, both video and audio recordings of this interaction were provided.

The three transcripts chosen for the language sessions that took place during Weeks 10 and 12 presented the over-arching topic of closing sequences in spoken German. The first transcript, titled “*So viele Fruchtfliegen*” (so many fruitflies), consisted of two friends having a telephone conversation together about flying insects invading their living spaces.²⁶ The setting was casual and non-formal. The second transcript, titled “*Joa das klingt doch gut*” (yeeeah that sounds good), consisted of two friends talking about future vacation plans over the phone.²⁷ Once again, the setting is casual and non-formal. The third transcript, titled “*Ja ja ich sag dir einfach*” (yeah yeah I'll just let you know), consisted of two speakers talking together on the phone an informal, non-casual setting.²⁸ Since all three of these interactions consisted of recorded telephone conversations, there were no video components to accompany the written transcripts and audio recordings.

To provide a brief review of the collected data, the total dataset of my study consisted of 6 hours and 19 minutes of video and audio-recorded data. The primary dataset consisted of 6 hours and 1 minute of recorded data, and 111 pages of written transcription, which comprises the recorded and transcribed language learning sessions with the learners. The secondary dataset consisted of 18 minutes of recorded data and 9 pages of written transcription, which comprises the debriefing

²⁵ The full transcript can be viewed in the Appendices section of this dissertation, under Appendix H: Study materials for Weeks 7 and 8.

²⁶ The full transcript can be viewed in the Appendices section of this dissertation, under Appendix I: Study materials for Weeks 10 and 12.

²⁷ The full transcript can be viewed in the Appendices section of this dissertation, under Appendix I: Study materials for Weeks 10 and 12.

²⁸ The full transcript can be viewed in the Appendices section of this dissertation, under Appendix I: Study materials for Weeks 10 and 12.

session conducted with the learners, in addition to the learner responses collected via the survey that was administered once all the language sessions had been completed.

To provide further specifics about the collected data comprising my research, the primary dataset for my study consisted of video and audio-recorded data drawn from five separate language sessions, all of which were carefully reviewed and transcribed in full detail. The session from Week 6 procured 1 hour and 21 minutes of video recorded data, and 27 pages of written transcription. The session from Week 7 procured 1 hour and 15 minutes of recorded data, and 22 pages of transcription. The session from Week 8 procured 1 hour and 17 minutes of recorded data, and 24 pages of transcription. The session from Week 10 procured 1 hour and 11 minutes of recorded data, and 18 pages of transcription. The session from Week 12 procured 1 hour and 7 minutes of recorded data, and 20 pages of transcription.

The secondary dataset for this study consisted of one video and audio-recorded debriefing session with 3 of the learners, as well as a collection of survey responses completed retrospectively by the same 3 learners, post-study, once all the language sessions had been completed. The debriefing session followed a semi-structured format, meaning specific questions and topics of discussion were determined before the debriefing session, but participants were free to expand upon any questions that they felt may have required further elaboration, as well as information that may not have been explicitly mentioned.²⁹ Three out of four of the study participants were present for the debriefing session, which entailed 18 minutes of video-recorded data and 9 pages of written transcription.

With regard to the survey responses collected from the learners, three out of four of the study participants submitted their responses to be included along with the debriefing session in the

²⁹ The semi-structured guide for the debriefing session with the study participants can be viewed in the Appendices section of this dissertation, under Appendix D: Guide for debriefing session with learners.

secondary dataset. The surveys were completed anonymously and comprised of questions regarding learners' previous experience with learning German, language learning in general, approaches for classroom learning, previous experiences with group-work, with transcription work, and work with recordings of naturally occurring interactions.³⁰ The format of the survey consisted of circling the response that was most applicable, rather than giving an individual, open-ended response. For this reason, the survey and debriefing session contained overlapping questions in order to give learners the opportunity to expand upon their responses in further detail and to give them the chance to relay their own personal thoughts and experiences, if they wished to do so.

The recorded and transcribed data comprising the primary dataset of this study, drawn from the language sessions with the learners, was employed to conduct the investigatory examination using the reworked DCS and Interaction Analysis. With regards to the present study, Interaction Analysis was employed as a methodological framework to uncover and analyze the learners' processes and mechanisms of collaborative knowledge construction and negotiation with regard to the provided learning materials and activities. Additionally, the data drawn from the language sessions was taken into consideration when conducting the follow-up analyses and discussions present in this study, specifically concerning the goal formulations and learning processes implemented by the learners and observed during the language sessions. Similarly, the recorded debriefing session and survey responses garnered retrospectively from the learners, post-study, were used to strengthen and support the findings drawn from the primary data concerning aspects

³⁰ The survey questions administered to the study participants can be viewed in the Appendices section of this dissertation, under Appendix C: Survey questionnaire used to gather retrospective learner responses.

of IA and LA displayed by the learners, as well as their overall experiences working with the provided materials and activities.

3.5: Concluding remarks

Throughout this chapter, I summarized the methods of data transcription and analysis implemented in my study and described, in detail, the collected data comprising my primary and secondary datasets. The aim was to provide an overview of the study dimensions, namely, what my study entails, the different components and phases that form it, methods of recruitment for gathering participants, as well as the number of participants that were present for each of the individual language sessions. Additionally, this chapter addressed the methods of data collection and analysis implemented in my study, as well as previous research supporting this methodological procedure. Such considerations involved consulting research from CA, as well as research addressing face-to-face interactions, in order to consider the strengths and benefits of employing Interaction Analysis as an investigative technique for examining recorded interactions. Additionally, empirical research involving classroom work with recordings and transcripts of naturally occurring spoken interaction have been consulted in order to support the methodological framework underpinning my study.

In enumerating and considering this research and its applicability to my study, the aim was to provide a theoretical and methodological basis in order to examine, analyze, and discuss the empirical data drawn from the recordings and written transcripts of the learner-learner and learner-facilitator interactions enacted during the language sessions with the learners. The hope is that this will provide a clear understanding of the processes of discovery, learning goal formulations,

sharing of knowledge, as well as the negotiation and construction of information about L2 language, interaction, and culture, observably demonstrated by the learners themselves during the recorded and transcribed language sessions. These processes are explored more closely in chapters 4 (4: Translation work) and 5 (5: Comparative work with spoken and written language) that specifically detail the main learning goals, formulated and pursued by the learners themselves, when working through the learning tasks, activities, and provided materials that comprise my study.

4: Translation work

As I have previously outlined in Chapter 2 (2.6: Pedagogical research supporting translation work for L2 learning), one of the primary learning goals observably targeted and conducted by the learners themselves during the language sessions encompassed various forms of translation work with the provided sources, materials, and activities. In this chapter, I introduce translation work as a method of targeting IA and LA in the L2, and how the learners were able to successfully conduct this learning goal while working together through the tasks and activities. Following this, I present several transcript excerpts drawn from the language sessions which depict the various forms of translation work conducted by the learners, as well as a detailed examination of the various processes of knowledge construction and negotiation displayed by the learners while performing this kind of work. These transcript excerpts have been analyzed in explicit detail using the reworked DCS for group Interaction Analysis presented in the previous chapter (3.3: Methods of data transcription and analysis) of this dissertation. This is followed by a general discussion addressing and further specifying the different kinds of translation work emerging from the dataset comprising my study, observably employed by the learners in order to enhance their awareness about L2 interaction and language.

4.1: Introduction to translation work performed by learners

During the recorded language sessions, it was found that the learners often managed the learning tasks and materials by employing extensive and varied translation strategies in order to construct meaning, understanding, and raise awareness about L2 language and interaction. For this

reason, translation work with the transcripts provided with the session materials was considered to be one of the primary, self-imposed learning aims and goal formulations that emerged from the learners during the group-work phases of the language learning sessions. It is important to note that the learners were not explicitly given the task of translation, but rather, this method for learning and meaning construction emerged as an activity that was pursued by way of the learners' own conduct with the provided materials and sources.

Accordingly, the next section lends a close examination of the processes and mechanisms involving translation work enacted by the learners during the recorded language sessions and while working through the tasks, materials, and activities. This has been conducted using the reworked DCS, combined with Interaction Analysis, as the methodological framework of investigation, so as to uncover these specific processes as they unfold throughout the course of the learner-learner and learner-facilitator interactions. Specifically, and for the purposes of this study, the aim of employing Interaction Analysis is to facilitate the examination and discussion of the collected data and ensuing analyses, and to provide specific examples drawn from the dataset that explicitly demonstrate the processes, methods, and learning mechanisms at work concerning learners' construction of meaning, knowledge, and awareness of L2 interaction and language. Additionally, the reworked DCS has been employed to closely examine the processes involved with learners' collaboration, management, and completion of the provided tasks, activities, and materials. Proceeding this, a follow-up analysis of the various forms of translation work enacted by the learners has been conducted, in order to delve deeper, further specify, and further differentiate these processes of discovery, sharing, knowledge construction, and negotiation, as observed in the recorded and transcribed data comprising the focus of my analysis.

4.2: Analysis of translation work performed by learners

All of the transcripts provided in this chapter were taken from the first language session held during Week 6 of the term, where three speakers were present. One speaker being Diana, an advanced learner, another speaker being Thomas, an intermediate learner, and the third speaker being Cameron, the session facilitator and a graduate student in German Studies. Not all of the speakers are present in each of the transcripts, since the group-work phases of the language learning sessions were conducted entirely without the help of the facilitator. The facilitator joins the learners during the group-discussion phases, and it is during these specific phases where Cameron is present in the transcripts and is observed as a speaker. These specific transcripts were selected for the analysis of this chapter because they demonstrate clear instances of the learners working closely with the materials and conducting varied forms of translation work. These specific examples also demonstrate the complex processes of meaning construction undertaken by the learners while conducting translation work during the group-work and discussion phases. While there are other instances of similar types of processes occurring in further interactions and transcripts comprising the dataset of my study, these further instances are addressed in the follow-up analysis section comprising this chapter (4.3: Follow-up analysis of translation work).

Translation work, analysis 1: “Learners describing *ma* as a mumbled version of *mal*”

(particle/PRT)³¹

The following transcript depicts the two learners, Diana, the advanced learner, and Thomas, the intermediate learner, conducting group-work together. Throughout the following interaction, the two group members can be observed collaboratively and incrementally constructing knowledge, offering possible L2-to-L2 translations of the spoken lexical item in question, *ma* (particle/PRT), as well as L2-to-L1 translations of the specific lines where this lexical item can be found in the provided materials.

Transcript 5. “Learners describing *ma* as a mumbled version of *mal*” (particle/PRT)

“Learners describing *ma* as a mumbled version of *mal*” (particle/PRT)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %also jetzt zieh ma%,
so now draw PRT
02 (1.0)
03 TH yeah okay so I uh I
04 TH I highlighted %ma% because I didn't know what that could have been.
05 DI I yeah
06 DI it's just a mumble and it's supposed to be mal.
PRT
07 DI because they they have %zieh%, ((points at transcript))
draw
08 TH hm
09 DI ((shifts gaze towards TH)) which is like the imperative,
10 DI %zieh% mal %ne neue karte%,
draw PRT a new card
11 DI ((pretends to pick up a card)) like draw a new card,
12 (0.5)
13 TH so it's trying
14 TH he's trying to say mal,
PRT
15 DI trying to be nice about it,
16 (1.0)
17 DI mal.
PRT
18 DI yeah I would say it's mal because if you
PRT
19 DI if you shove mal onto something it makes a request instead of a command,
PRT
20 TH ((nods head)) mm.
21 DI it's like a lighter,

³¹ The L2 lexical item, *mal*, is a modal particle that does not have a direct translation in English. For the purposes of the transcripts shown in this study, *mal* has been assigned the gloss, PRT.

The transcript begins with Thomas positing a content-initiation, pre-expansion turn in line 01, when he says, “%also jetzt zieh ma%” (line 01). Here, Thomas is verbally pointing to a passage in the provided transcript and thereby offers it for topicalization. After launching a content-initiation turn, observed in line 03, Thomas’ content-assertion turn becomes observable in line 04, when he posits, “I highlighted %ma% because I didn’t know what that could have been” (line 04). Diana then offers acknowledgment towards Thomas’ content-assertion in line 05 and orients to his assertion as a call for information, as shown in line 06, when she posits her content-proposal that, “it’s just a mumble and it’s supposed to be mal” (line 06). Here, Diana is offering a possible L2-to-L2 translation of *ma* (particle/PRT), when she proposes a lexical item in the L2 that she orients towards as holding the same meaning. In the following line, she posits that *mal* (particle/PRT) makes sense in the context of the interaction “because they have %zieh%” (line 07), “which is like the imperative” (line 09). By lending this information, formatted syntactically with “because” (line 07) and “which” (line 09), Diana is accomplishing an account with regard to her turn in line 06. Here, Diana is demonstrating LA about the L2 concerning causality, systematicities, and variations of spoken lexical items when she offers her group-member knowledge about L2 grammar.

Diana then offers her interpretation in lines 10 and 11 of how the speaker’s turn can be understood, positing that “%zieh% mal %one neue karte%” (line 10) can be translated into English as, “draw a new card” (line 11). In line 13, Thomas acknowledges this translation proposal offered by Diana, when he uses “so” to formulate a display of understanding. This can be understood as a responsive move on Thomas’ part, where he is formulating an upshot from Diana’s proposal in order to construct meaning and comprehension concerning the spoken interaction portrayed in the materials, when he says, “so it’s trying” (line 13), “he’s trying to say mal” (line 14). Diana acknowledges and displays understanding towards Thomas’ upshot when she projects a fitting

next turn to perform collaborative completion with regard to Thomas' prior turn, positing that *mal* (particle/PRT) contributes to "trying to be nice about it" (line 15). Here, Diana is further demonstrating LA with regard to the L2, when she is able to contribute to the group's meaning and knowledge construction of the interaction by explaining the pragmatic and social function of *mal* (particle/PRT). Diana then offers further knowledge about the function of *mal* (particle/PRT), explaining in lines 19 and 21, that "if you shove mal onto something it makes it a request instead of a command" (line 19) and that it becomes "lighter" (line 21), presumably meaning that *mal* (particle/PRT) helps to make the command less forceful, less assertive, and less demanding for the recipient. With this information, Diana is connecting the function of *mal* (particle/PRT) to realizing specific actions in social interaction, such as requests and commands. Thomas receipts this information in line 22, observed with a falling pitch, indicating that Diana's supporting points have been accepted by her group member. (see Gardner, 2007 on response tokens and okay for marking understanding)

Thomas arguably already demonstrates some level of IA in the first few lines of the transcript, when he, as a L2 learner who has learned the language in a formal, academic setting, is able to notice and point out a lexical item in spoken interaction that he doesn't recognize or understand (as is the case in Transcript 5.). Diana also demonstrates IA on her part when she is able to hypothesize to about the meaning of *ma* (particle/PRT), assigning it an intralingual translation with a lexical item that is recognizable to both group members based on the context of the interaction and the specific role that it can play in action formation. By sharing these hypotheses about spoken interaction concerning the L2 and discussing the possible function of specific lexical items in their portrayed social contexts, the learners are working to enhance their IA, as well as LA, with regards to spoken German and the German language as a whole. This

collaborative construction of knowledge and meaning concerning the function of *ma* (particle/PRT), understood by the learners in connection to the L2 particle, *mal* (particle/PRT), can be observed further in the following transcript drawn from the same discussion.

Transcript 6. “Explaining the pragmatic function of *mal*” (particle/PRT)

“Explaining the pragmatic function of *mal*” (particle/PRT)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %zieh% mal.
draw PRT
02 (4.0)
03 TH you said it softens the request? ((shifts gaze towards DI))
04 DI ((shifts gaze towards TH)) yeah so if you say
05 TH ((looks at DI))
06 DI like bitte or mal or something.
please PRT
07 TH ((nods head))
08 DI like it could be like sitzt.
sit
09 DI sitzt mal or.
sit PRT
10 TH it sounds less demanding.
11 DI yeah.
12 DI yeah it just it just sounds nicer.
13 DI it softens it.
14 (0.5)
15 TH ((nods head)) good to know.

In line 01, Thomas uses Diana’s proposed translation of *ma* (particle/PRT) in order to launch a content-question item, where he offers a confirmation of his understanding with regard to the interactional function of the lexical item in question, that “it softens the request” (line 03). In the following line, Diana shows that she understands this as a request to elaborate: she launches a content-initiation item to further explain the function of *mal* (particle/PRT) in interaction, pointing out possible functional alternatives in German such as “bitte or mal or something” (line 06) and possible request formulations such as “sitzt mal” (line 09). In line 10, Thomas projects the completion of Diana’s prior turn (begun in line 4 as a complex if-clause), formulating a collaborative turn completion in order to display understanding, when he adds, “it sounds less demanding” (line 10). Diana incrementally builds off of this collaborative construction of knowledge with regard to the function of *mal* (particle/PRT), aligning with Thomas’ display of

understanding in line 10, that “it just sounds nicer” (line 12) and that “it softens” (line 13) the request. In line 15, Thomas acknowledges and lends both verbal and non-verbal receipt towards the points put forward by Diana (line 15), lending further evidence that this information has been received and has been taken into consideration by the group as a whole. Diana and Thomas can be seen collaboratively enhancing their LA of the German language when they are observed discussing the function of *mal* (particle/PRT) in the context of the provided materials (lines 03, 10, 12, 13), assigning descriptions in English to define its functional linguistic purpose in the interaction. Further crystallization occurs when Diana shares with her group member other possible instances where *mal* (particle/PRT) or other functional alternatives in the L2 might be used to perform a similar function in spoken interaction (lines 06, 08, 09), providing further examples used in different contexts.

Translation work, analysis 2: “Comparing *schneid ich* with *schneide ich*” (I cut)

The following transcript shows the two learners performing various forms of translation work, where they employ both the L2 and L1 in order to construct meaning about actions and vocabulary observed in the provided materials. Specifically, the two learners can be observed discussing the definition of verbs such as *schneiden* (to cut) and *stellen* (to place), as well as the patterns and systematicities of verb conjugation in spoken interaction, as evidenced by the naturally occurring recordings and transcripts of German speakers provided as learning materials. Additionally, the two learners can be observed engaging in translation work to, collaboratively and incrementally, construct understanding about what the interactants shown are specifically doing throughout the course of the interaction.

Transcript 7. “Comparing *schneid ich* with *schneide ich*” (I cut)

“Comparing *schneid ich* with *schneide ich*” (I cut)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %dann schneid ich mir einfach%
then I'll just cut off for myself

02 (0.5)

03 DI ((nods head)) %stücken hier ab%,
pieces here

04 DI so she's like um cutting pieces. ((makes chopping motions with hands while talking))

05 TH oh↑ okay.

06 DI yeah

07 TH when they say schneiden is that cutting?
(to) cut

08 DI uh yeah %schneid% yeah
cut

09 DI it's again like colloquial speak

10 DI there's no e on the end

11 TH ((nods head))

12 DI ((shifts gaze towards TH)) schneide↑ ich
I'll cut

13 TH oh↑ okay.

14 DI like %schneid% yeah like
cut

15 DI mach schneid nehm
do cut take

16 DI it's supposed to be nehme
take

17 TH ((nods head)) mmm

18 DI but yeah.

19 (1.0)

20 TH %stücken%
pieces

21 DI cutting up pieces yeah

22 TH alright

23 DI yeah und %stelle%
(I) place

24 DI %stelle sie so darein%,
place them inside like so

25 DI so she's like putting them in a specific ((makes placing motion with hands while talking))

26 (0.5)

27 DI I don't know

28 (0.5)

29 DI shape form whatever

30 TH she's putting them

31 DI she's putting them in a specific way

32 (0.5)

33 TH oh she's like putting them on the

34 DI yeah she's

35 DI yeah she cut them and now is like shaping them in a

36 DI I don't know like pattern or something ((makes placing motion with hands while talking))

37 TH ((laughs))

38 (2.0)

39 DI ((clears throat))

40 (2.0)

41 TH so and %stelln%,
(to) place

42 DI yeah it's um,
43 DI I think it's the kid that repeats it.
44 DI and again that's a mumble
45 DI there's no e
46 TH right.
47 DI yeah.

In line 01, Thomas is reading aloud information given in the materials. In line 03, Diana acknowledges (via head nod) and completes Thomas' previous turn by reading the next transcript line given in the materials. Diana then uses this turn-completion as an opportunity to initiate a content-proposal in the form of translation work, as observed in line 04, when she explains, "so she's like um cutting pieces". In doing so, Diana is orienting towards Thomas' turn in line 01 as an invitation to talk about this specific moment of the interaction observed in the materials. Thomas claims understanding in line 05 (Gardner, 2007), before requesting further information, specifically a confirmation of the English translation of *schneiden* (to cut) that he offers (line 07). Diana confirms with a dedicated agreement item in line 08, while also repeating the verb in question, formatted as observed in the materials, with "%schneid%" (line 08). She then offers a similar lexical item as a L2-to-L2 translation (*schneide*, line 12), providing a possibly more recognizable form of the verb as an explanation for the systematicities of verb conjugation in spoken interaction, advancing that "it's again like colloquial speak / there's no e on the end / schneide ich" (lines 09, 10, 12). Thomas orients to this explanation in line 13 when he posits the change-of-state marker, "oh" (Taleghani-Nikazm, 2016), followed by the understanding claim, "okay" (Gardner, 2007).

At this point in the learner-learner interaction, Diana demonstrates IA when she is able to pinpoint aspects of grammar and verb conjugation in spoken L2 interaction that might not be immediately obvious or recognizable for learners who have learned the language in a formal, academic setting. Thomas is arguably building IA when he contributes to the discussion by asking questions and stimulating reflection about L2 spoken interaction and language use amongst the

group as a whole. In lines 15 and 16, Diana pushes her explanation of systematicities of verb conjugation in L2 spoken interaction further, when she provides examples of other verbs behaving in a similar way, “mach schneid nehm / it’s supposed to be nehme”, and thus proposes a pattern. For Diana, sharing this information and providing additional examples that support her proposal further evidences her IA with regard to such patterns of spoken interaction in the L2. This, in turn, also works to encourage IA for the group as a whole, when the learners seize the opportunity to discuss such systematicities and patterns with one another, thereby working to crystallize the information drawn from the contextualized examples for future use.

After a one second pause, Thomas posits a new topicalizable item from the transcript in line 20, with “%stücken%”, signalling that he is prepared and willing to move on to the next topic of discussion. Diana orients to this by acknowledging Thomas’ item and treating it as a request for information, as observed in line 21, when she proposes an L2-to-L1 translation of the item within its grammatical context, “cutting up pieces”.

In lines 23 and 24, Diana relays further information drawn from the materials, posited as sequence-continuation items, followed by a content-proposal in line 24, formatted as a sort of L2-to-L1 translation work, when she describes, in English, the context of “%stelle sie so darein%” (line 24), as the learners had observed in the provided video and transcript. Her explanation extends from lines 25 to 29 and describes how the speaker in the video is “putting them in a specific ((makes placing motion with hands)) / I don’t know / shape form whatever” (lines 25, 27, 29). Thomas orients towards Diana’s translation proposed in line 31, when he recycles part of her turn from line 25, saying, “she’s putting them” (line 30). Diana then recompletes her turn from line 25, positing that, “she’s putting them in a specific way” (line 31). This incremental building of knowledge between the two group members continues from lines 31 to 36, where the learners can

be observed negotiating and constructing understanding in the L1 when they are discussing and determining the context of the interaction observed in the materials.

The sequence ends with Diana positing that the speaker in the video has “cut them and now is like shaping them in a / I don’t know like pattern or something ((makes placing motion with hands))” (lines 35, 36). Thomas gives receipt of his group member’s turn, providing laughter in response (line 37). Although not enough information is present in the data to confirm whether the group’s collaborative negotiation and construction of knowledge has been accepted as agreement by Thomas, Thomas orients towards this understanding as sufficient to carry on to the next item of discussion, as can be observed in line 41 after a 4-second pause, when he presents for topicalization a new line given in the materials, “so and %stelln%”.

In this transcript, the learners can be observed discussing and providing explanations in the L1, understood as a form of L2-to-L1 translation work, concerning German verbs, and possible variations and forms they can take when produced in spoken language and interaction. Additionally, the learners can be observed negotiating and determining the specific contexts in which these verbs might be used (e.g., *schneiden* for “cutting up pieces”, *stellen* for “putting them in a specific way”) and the situations they might be used to describe when employed in spoken interaction (e.g., “she cut them and now is like shaping them in a / I don’t know like pattern or something”). By comparing what they observed in the provided video with the language used and examined in the provided transcript, the learners are arguably building IA when they are able to draw links between the ways that German verbs like *schneiden* (to cut) and *stellen* (to place) can be employed in spoken interaction, and the specific situations and contexts they can be used to describe.

Translation work, analysis 3: “Translating *äh* as uh or um” (uh)

The following transcript shows the two learners performing L2-to-L1 translation work, specifically concerning possible English translations for the German hesitation marker observed in spoken interaction, *äh* (uh).

Transcript 8. “Translating *äh* as uh or um” (uh)

“Translating *äh* as uh or um” (uh)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

| | | |
|----|----|---|
| 01 | TH | and then this I have no idea. |
| 02 | TH | %äh% uh |
| 03 | DI | %äh?% uh |
| 04 | DI | %äh% is like uh |
| 05 | TH | ((looks up at DI)) |
| 06 | DI | ((looks at TH)) it's the same sort of thing as saying like uh |
| 07 | DI | like in English |
| 08 | TH | oh↑ okay |
| 09 | DI | like uh or um |
| 10 | DI | it's like a filler word kind of thing |

Thomas claims a lack of knowledge with regard to a lexical item he has noticed in the materials, formatted as an assertion with “and this I have no idea”. (Sert & Walsh, 2013, on claims of insufficient knowledge) In line 02, he specifically mentions the area of difficulty found in the materials. Diana orients to this as a request for information in lines 03, 04, 06, and 07, when she provides an explanation in the form of an L2-to-L1 approximated translation, advancing that, “*äh* / *äh* is like / it's the same sort of thing as saying like uh / like in English”. Thomas acknowledges and orients towards this translation when he provides the change of state marker, “oh”, followed by the receipt item, “okay” (line 8), an understanding claim. Although Thomas receipts Diana's explanation as sufficient, thus making possible sequence closing, Diana then provides a further possible L2-to-L1 translation of *äh* (uh) to support her explanation, saying that it is “like uh or um” (line 09). By formulating translation approximations using the comparative, “like”, Diana is

demonstrating IA by recognizing that *äh* (uh) does not necessarily have a direct translation in English. She then provides an L1 explanation of its interactional function, saying that it is employed in German as “a filler word kind of thing” (line 10).

This construction of understanding concerning the German word, *äh* (uh), and its function in L2 spoken interaction, continues in the following transcript, observed 14 minutes later in the same language session, during the discussion phase with the learners and the facilitator.

Transcript 9. “Learners discussing interactional function of *äh* in the L2” (uh)

“Learners discussing interactional function of *äh* in the L2” (uh)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA um and what about line 22.
02 CA um you mentioned ((looks at DI))
03 CA ((looks at TH)) I heard you guys mention this when you were
03 CA discussing it together.
04 CA we have the the %äh% thing
uh
05 TH mm ((nods))
06 CA what did you guys think that,
07 TH we thought it was just like a filler.
08 DI yeah.
09 CA mmm
10 DI Germans do that
11 DI like we have
12 DI we have like uh ((looks at CA))
13 TH yeah.
14 DI in English
15 DI and Germans go %äh%
uh
16 TH ((looks at CA)) maybe it's like when we say mmm
17 TH like
18 DI yeah.
19 TH when like we're considering what were about to say?
20 TH ((laughs))
21 DI yeah
22 CA good.
23 DI it's just kind of what they
24 DI they use for

The transcript begins with the facilitator posing an explicit question in line 01, in reference to the German *äh* (uh) as an area of difficulty that the learners had addressed together during the group-work phase. Thomas confirms that this was a topic they discussed in line 5, when he nods while saying “mm”. The facilitator pushes the question further in the direction of the

learners when he asks, “what did you guys think that” (line 06). Thomas responds by recycling the L1 explanation contributed by Diana in Transcript 8., this time formulating it as a shared understanding with, “we”, when he says, “we thought it was just like a filler word” (line 07). Diana produces a dedicated agreement item in line 08, then offers a display of knowledge, formulated as a claim of generalization, that this is something that “Germans do” (line 10) in spoken interaction. She then provides an L2-to-L1 translation in order to support this claim, saying that “like we have / we have like uh / in English / Germans go %äh%” (lines 10, 11, 12, 14, 15). Thomas orients towards this information in line 16, when he posits another possible L2-to-L1 translation supported further by an explanation of the specific function of “mmm” in English he is drawing on, saying, “maybe it’s like when we say mmm / like / when we’re considering what we’re about to say” (lines 16, 17, 19). This information is accepted by Diana with “yeah” (lines 18, 21). With “good” (line 22), Cameron accepts the answer to his question (in line 06) in third position, proposing sequence closing.

The two transcripts, “Translating *äh* as uh or um” and “Learners discussing interactional function of *äh* (uh) in the L2”, demonstrate how the learners are able to make use of the materials depicting naturally occurring, German speaker interactions to perform various tasks and goals. Here, the learners can be observed working closely with the provided transcripts in order to examine, make comparisons, and draw conclusions about specific features of L2 spoken interaction, as shown in these examples with the learner, as well as the learner-facilitator discussions about the German word, *äh* (uh), its function in L2 spoken interaction understood by the learners as a filler word, and possible L2-to-L1 translations for it based on this function. These negotiation processes arguably allow the learners to collaboratively construct understanding of this specific lexical item, as observed in L2 spoken interaction. This, in turn, encourages IA in learners

when they examine and discuss instances of this lexical item being used in spoken interaction in order to construct knowledge and understanding about its use and function in these specific contexts.

Translation work, analysis 4: “Understanding *schnecken* as a verb or a noun” (rolls/snails)

The following transcript shows the two learners performing various forms of translation work with regard to the provided learning materials, namely assigning L2-to-L2 translations to observed lexical items that they consider to be areas of difficulty, as well as using clues about word morphology and the context of the interaction to negotiate meaning and construct understanding with regard to certain vocabulary items present in the provided materials.

Transcript 10. “Understanding *schnecken* as a verb or a noun” (rolls/snails)

“Understanding *schnecken* as a verb or a noun” (rolls/snails)

Session: Week 6

Speakers: TH (Thomas, intermediate earner), DI (Diana, advanced learner)

```
01  DI  and then %hätt%e?  
           would have  
02  TH  yeah. ((looks at DI))  
03  DI  %ich%,  
           I  
04  TH  it's like she's trying to say  
05  DI  %schnecken%  
           (rolls/snails)  
06  TH  hätte but  
           had  
07  TH  just forgot the e.  
08  DI  yeah yeah.  
09  DI  %hätt%e %ich%,  
           I would have  
10  TH  %schnecken%  
           (rolls/snails)  
11  DI  %schnecken%  
           (rolls/snails)  
12  DI  I don't know what %schnecken% means.  
           (rolls/snails)  
13      (0.5)  
14  TH  ((looks at DI)) isn't that like snails or something?  
15  TH  ((laughs))  
16  DI  I don't think so.  
17  DI  ((laughs))  
18  TH  I mean that would make no sense but. ((laughs))
```

19 TH I swear that's what it was
20 DI um it's some sort of verb
21 DI I don't know what it means but it's a verb of something.
22 TH %hätt%e %ich schnecken%
I had (rolls/snails)
23 DI yeah she
24 TH oh↑ yeah it is a verb
25 DI ((looks at TH)) yeah she has a past tense of something.
26 DI hätte or,
would have
(1.5)
27 TH %hätt ich schnecken%
I would have (rolls/snails)
29 DI yeah
30 DI yeah past tense?
31 (1.5)
32 DI hatte oder hätte.
had or would have
33 DI ((lowers head)) I don't know past tense
34 TH I'm not sure.
35 DI I think
36 (1.0)
37 TH kay

The transcript begins in line 01 with Diana relaying information given in the provided materials, when she says, “%hätt%e / %ich% / %schnecken%” (lines 01, 03, 05). Here, Diana is already performing a kind of translation work, since the speaker in the video enunciates the line as, “hätt ich schnecken”, and Diana is observed assigning the verb that she deems to be a possible area of difficulty for the group with an L2-to-L2 translation that she orients towards as being more recognizable. Thomas orients towards and acknowledges this translation work, as can be observed in lines 02, 04, 06, and 07, when he says, “yeah / it's like she's trying to say / hätte but / just forgot the e”. Diana lends a dedicated agreement item in line 08, before relaunching the L2-to-L2 translation agreed upon by both group members, with “%hätt%e %ich%” (line 09). Thomas responds by displaying acknowledgement and acceptance of the proposal posited by Diana, when he projects a turn completion and incrementally adds, “%schnecken%” (line 10). This is repeated by Diana in line 11, which can be understood simultaneously as acknowledgement and receipt of Thomas' incremental turn, and as a content-initiation item that she is positing as a pre-expansion for her next turn.

In the following line, Diana posits her request for information in the form of an assertion, when she shares, “I don’t know what %schnecken% means” (line 12). Thomas orients to this request for information in the following line, as can be observed after a half second pause, when he provides a possible L2-to-L1 translation, positing, “isn’t that like snails or something” (line 14). In the following line, Diana rejects this information, stating, “I don’t think so” (line 16). Thomas reiterates his stance in the following lines, that *schnecken* (rolls/snails) can be translated as “snails”, by providing further information that, in the context of the observed interaction, snails as a translation “would make no sense but ((laughs)) / I swear that’s what it was” (lines 18, 19). In the following line, Diana once again rejects this translation proposal, putting forward a new proposal that “it’s some sort of verb / I don’t know what it means but it’s a verb of something” (lines 20, 21).

In line 22, Thomas responds to Diana’s proposal by sounding out the expression along with the proposed L2-to-L2 translation of *hätt* (would have) again in its entirety. In line 24, Thomas orients towards the information posited by Diana in lines 20 and 21, when he lends a dedicated agreement item, “oh yeah it is a verb”. Possible reasons why the learners might deem *schnecken* (rolls/snails) to be a verb are because of the “en” ending that is recognizable for the majority of German verbs in their infinitive form, or possibly because of the format of written transcripts portraying spoken interaction where German nouns are not capitalized as they normally would be in most German-language texts, although this information is not made evident at this point in the recorded interaction between the two learners.

Diana then provides further information to support her proposal, advancing that “she has a past tense of something” (line 25), although it can be understood that Diana herself is not sure of the correct conjugation that would be employed to indicate the past tense, whether it would be

“hatte oder hätte” (line 32). This is made clearer in the following line through her use of body language and through her explicit claim of insufficient knowledge, when she says, “((lowers head)) I don’t know past tense” (line 33). Thomas displays reciprocated uncertainty in the following line, when he responds with, “I’m not sure” (line 34). This display of uncertainty from Thomas towards Diana’s L1 explanation of the L2 lexical item, *schnecken* (rolls/snails), marks the area of difficulty as unresolved. The transcript ends with Thomas lending his receipt of acknowledgement with “kay” (line 37), indicating that he has received the points posited by Diana, even though the matter of constructing meaning and understanding with regard to *hätte ich schnecken* (I had rolls/snails) has not, as observed in the interaction between the learners, attained concrete resolution.

What is observable here is that, by working with the materials and with one another, the two learners are working to enhance LA about the L2 when they are able to notice, share, and discuss information about specific lexical items, as well as verb tenses and conjugations, specifically concerning the German verb, *haben* (to have), and the German lexical item, *schnecken* (rolls/snails). Pushing the concept of LA further, the learners are arguably working to raise IA about the L2 when they discuss and reflect upon the systematicities of how words or parts of words are realized in real-time spoken interaction, as well as their meaning when employed in specific contexts, as they are able to observe in the provided materials. Additionally, the learners are working to enhance both LA and IA when they are able to consider and hypothesize about the meaning and contextual implications of individual lexical items in the target language, marked and topicalized by the learners as areas of difficulty.

The following transcript, taken from the discussion phase occurring a few minutes later during the same language session, shows the moment of resolution and clarity for the learners with

regard to the debated vocabulary item, *schnecken* (rolls/snails), as seen in the analysis of Transcript

10. “Understanding *schnecken* as a verb or a noun” (rolls/snails).

Transcript 11. “Using the L1 to describe the observed L2 interaction”

“Using the L1 to describe the observed L2 interaction”

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA um and what about line 15.
02 CA ((looks at DI)) so I heard you guys talking about it,
03 CA and maybe now that you know that it's in the context of dough,
04 CA that she's cutting into pieces and shaping,
05 CA what do you think,
06 CA ((looks at TH)) you guys did mention it.
07 TH ooh,
08 CA what do you guys think it is now that you have that information. ((looks at TH and DI))
09 TH ((laughs))
10 TH okay so my guess is that she's like.
11 TH shaping it into snail shapes? ((looks at CA))
12 CA ((nods))
13 CA ((laughs))
14 DI is that literally the verb for snail or is that like noun snail?
15 TH ((looks at DI)) no it's it's
16 TH it's a noun snail but like because
17 DI snails
18 TH I thought,
19 TH I thought that it was
20 TH ((points at transcript)) I thought it had to be a verb because it wasn't capitalized but it actually is snails
21 TH ((looks at DI)) and like she's shaping the dough into snail shapes ((makings shaping motion with hands))
22 CA ((laughs))
23 DI ((looks at transcript)) it's a snail shaped something?
24 DI ew
25 TH ((laughs))
26 CA ((laughs))
27 (1.0)
28 DI wow alright
29 CA so what else

This transcript begins with the facilitator, Cameron, posing an explicit content-question item concerning a specific line in the transcript of the interaction that was provided as learning materials during the language session. The question extends from lines 01 to 05, where Cameron is trying to draw out information by referring back to a discussion that the learners had during the previous group-work phase, when he says, “um and what about line 15 / so I heard you guys talking about it / and maybe now that you know that it's in the context of dough / that she's cutting into

pieces and shaping / what do you think” (lines 01-05). Cameron shifts his gaze towards Thomas in line 06 and reiterates again that the learners “you guys did mention it” (line 06) while they were performing the group-work task. With this verbal turn, Cameron is addressing the two learners by using the formulation, “you guys” (line 06). However, with his embodied actions, Cameron is specifically orienting towards Thomas, displaying acknowledgement of the L2-to-L1 translation of *schnecken* (rolls/snails) offered by Thomas in Transcript 10. Thomas orients towards this question and question-extension sequence posited by Cameron when he posits the change of state marker, “ooh”, in the following line (line 07). Thomas then lends his explicit receipt of Cameron’s question sequence in line 10, when he says “okay”, followed by a content-proposal item, when he posits, “so my guess is that she’s like / shaping it into snail shapes” (lines 10, 11). While saying this, Thomas shifts his gaze towards Cameron. Cameron orients towards these verbal and non-verbal responses from Thomas as a request for confirmation with regard to the validity of the previously posited proposal, as seen with the dedicated, non-verbal agreement action displayed by Cameron in line 12.

Diana then posits an explicit question content item in line 14, when she asks, “is that literally the verb for snail or is that like noun snail”. Thomas lends his acknowledgement of Diana’s question item in the following line, when he provides his rejection item, “no” (line 15), followed by a claim of understanding to support his previously posited proposal from line 11, when he explains “it’s it’s / it’s a noun snail but like / because I thought / I thought that it was / I thought it had to be a verb because it wasn’t capitalized but it actually is snails / and she’s like shaping the dough into snail shapes” (lines 15, 16, 18, 19, 20, 21). Diana then asks for confirmation about her candid understanding of *schnecken* (rolls/snails) as an area of difficulty encountered in the materials, when she posits the explicit question content item, “it’s like a snail shaped something” (line 23),

followed by the socio-emotional response, “ew” (line 24). Cameron and Thomas both lend their receipt of Diana’s response and reaction, as observed in lines 25 and 26. After a one second pause, Diana then lends her receipt of the information posited by Thomas, as well as the confirmation of this information displayed by Cameron, when she says, “wow alright” (line 28). The transcript ends with Cameron positing the sequence-continuation item, “so what else” (line 29), displaying that enough resolution has been provided to move onto the next item of discussion.

These two transcripts, Transcript 10. “Understanding *schnecken* as a verb or a noun” (snails) and Transcript 11. “Using the L1 to describe the observed L2 interaction”, demonstrate several processes occurring throughout the collaborative awareness raising and knowledge construction performed by the two learners. Firstly, epistemic authority between group members can shift over the course of the group-work sequences, as observed in Transcript 10. “Understanding *schnecken* as a verb or a noun” (snails), where Diana observably rejects the L2-to-L1 translation posited by Thomas (line 14) in favour of her own posited proposals (lines 20, 21, 25). Acceptance of this positioning of epistemic authority is displayed by Thomas (line 24), although he does not display explicit, observable resolution with regard to the information provided by Diana. In the following transcript, Transcript 11. “Using the L1 to describe the observed L2 interaction”, epistemic authority between the two learners shifts, when Thomas reiterates his previously posited proposals that are now observably accepted by a third-party group member, Cameron (lines 10, 11). Additionally, Thomas then claims understanding, when he lends information about the context of “*schnecken*” (rolls/snails) being used by the speaker in the interaction provided as learning materials (lines 15, 16, 18, 19, 20, 21). These examples demonstrate how epistemic authority between group members, for example, between an advanced-level learner (Diana) and an intermediate-level learner (Thomas), can affect the trajectory of the interaction and the resolution of the group

discussion with regard to topics and areas of difficulty. Similarly, these examples also demonstrate how epistemic authority can shift throughout the course of the tasks and activities. This evidences that knowledge construction between group members is indeed collaborative, although epistemic authority between group members, as well as the acceptance of proposals and topics, is dynamic and subject to change.

Secondly, these two transcripts demonstrate the benefit of both the group-work and discussion phases conducted by the learners during the language session. During the group-work phase, the learners had the opportunity to examine and work closely with the learning materials and with one another. In the transcripts, the learners observably draw information from the materials, make hypotheses about aspects of interaction and language that they discover, and share information about the L2 to help raise awareness and construct understanding. This phase works to encourage critical-thinking and problem-solving skills related to L2 language and culture when the learners are able to work with the materials to draw out crucial information about the language for themselves. The discussion phase with the facilitator lends the learners the opportunity to re-examine their previously posited proposals and the information they had discussed while conducting the group-work, and this gives them a chance to pose questions and attain resolution on topics that have remained unclear. This phase also works to target learners' abilities to discuss topics and navigate areas of difficulty concerning L2 interaction, language, and culture. By conducting transcript analysis work and by sharing their discoveries and hypotheses about the content observed, the learners are exercising their ability to conduct linguistics-focused work involving the examination and discussion of written transcripts portraying spoken interaction. By working with written transcripts in the L2, the learners are constructing knowledge about transcription conventions, such as German nouns not being capitalized. Additionally, through their

discussions and processes of knowledge construction with regard to the interactional and linguistic forms encountered in the materials, the learners are demonstrating their knowledge about rules of written German, as displayed by Thomas' account concerning his understanding of *schnecken* (rolls/snails) offered in Transcript 11.

Lastly, the learners are encouraged to exercise IA about the L2 when they are given the opportunity to observe specific examples of language being used by German speakers in spoken interaction, and when they are able to examine these interactions closely in both audio-visual and transcribed formats. Furthermore, the learners are encouraged to exercise IA when they work towards noticing, examining, and discussing complex and specific features of the L2 being used in spoken interaction, for example, systematicities of verb conjugations and their verbal production in spoken interaction, or the employment of certain vocabulary and lexical items in specific scenarios and social contexts.

Translation work, analysis 5: “Using contextual cues from the observed interaction to translate from the L2 to the L1”

The following transcript depicts the two learners making use of the provided transcript of the observed interaction to determine contextual clues in order to assign an L2-to-L1 translation to the vocabulary item which has been deemed by the group as an area of difficulty, *blättertartig* (sheets/leaves). In this specific instance, the learners are using the recordings and transcripts provided as learning materials to draw out clues from the observed interaction in order to raise awareness and construct meaning with regard to individual lexical items marked as areas of difficulty and that can be understood or translated in different ways, depending on the context of the interaction.

Transcript 12. “Using contextual cues from the observed interaction to translate from the L2 to the L1”

“Using contextual cues from the observed interaction to translate from the L2 to the L1”

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %und dann mach man mit blättersteig%.
and then you can make it with phyllo dough

02 DI %blätter% %blätter%,
(sheets/leaves) (sheets/leaves)

03 TH does that means leaves? ((shifts gaze towards DI))

04 DI %tieg%?
dough

05 DI %blättertieg%?
phyllo dough

06 TH oh %blättertieg%.
phyllo dough

07 DI ((shifts gaze towards TH)) %blätter% %blätter% can mean leaves
(sheets/leaves) (sheets/leaves)

08 DI it can also mean paper but

09 TH oh↑ okay.

10 DI I like

11 DI based on what it says

12 DI %blättertieg statt es pizzatieg%?
phyllo dough instead of pizza dough

13 DI I would imagine

14 DI like I don't know what %tieg% means. ((raises hands with palms held
outwards))
dough

15 DI but I would imagine it's like dough?

16 TH ((nods))

17 DI or like

18 TH oh↓ yeah.

19 DI or the

20 TH interesting

21 DI tray?

22 DI dough or tray? ((holds hands outwards with palms raised))

23 TH ooh.

24 DI that's my guess.

25 TH okay.

26 DI it must be dough because it says %strüdel% up in there too
strudel dough

27 DI so it's gotta be like a dough.

28 (1.5)

29 TH so like the same

30 (1.0)

31 TH so the same type somebody

32 TH you can make it with this tray instead of this tray,

33 DI yeah like the the

34 TH or this dough instead of this dough whatever it is.

35 TH ((laughs))

36 DI the same variant um

37 DI the same variant that one makes with

38 DI with some sort of dough instead of this kind of dough.

39 (1.0)

40 TH mm ((nods))

41 DI yeah that's what I would imagine it's saying

The transcript begins with Thomas relaying information provided in the learning materials, when he says, “%und dann mach man mit blätterteig%” (line 01). Diana orients to this relay of information, when she repeats the vocabulary item, “%blätter% %blätter% / %teig% / %blättertieg%” (lines 02, 04, 05). In these few lines, Diana repeats the vocabulary item, *blättertieg* (phyllo dough). In line 15, she then launches her content proposal in the form of L2-to-L1 translation work. Diana can also be observed here trying out variations of possible pronunciations for the word *teig* (dough), and this is seen again in line 26, with “strüdeltesch”.

Thomas orients towards Diana’s content-initiation sequence immediately after line 02, when he asks, “does that mean leaves” (line 03). Diana acknowledges Thomas’ content question item, lending an L2-to L1 translation, that “%blätter% %blätter% can mean leaves / it can also mean paper but / I like / based on what it says / %blättertieg statt es pizzateig% / I would imagine / like I don’t know what %teig% means / but I would imagine it’s like dough” (lines 07, 08, 10, 11, 12, 13, 14, 15). Thomas then lends a non-verbal receipt item in line 16, and then lends a verbal receipt item in the form of a change of state marker, followed by a dedicated agreement item marker in response to Diana’s translation proposal, in line 18. In positing these verbal receipt and agreement items, Thomas seems to be treating Diana’s translation of *blätter* (sheets/leaves) as completed.

However, in the following lines, Diana can be observed furthering her L2-to-L1 translation work, lending further information and giving another possible L2-to-L1 translation that might make sense in the context of the observed interaction, when she adds, “or like / or the / tray / dough or tray / that’s my guess” (lines 17, 19, 21, 22, 24). Thomas lends his receipt and acknowledgement of this information in lines 23 and 25. Diana then reiterates her initial choice for the L2-to-L1 translation for *teig* (dough), positing that, “it must be dough because it says %strudeltesch% up in

there too / so it's gotta be like a dough" (lines 26, 27). Here, Diana is enhancing LA with regard to the L2, when she assigns to unknown vocabulary words L2-to-L1 translations based on clues provided in the materials, such as the context of the interaction, reasons why that vocabulary item is being used by the speaker within that specific context, and clues from other similar lexical items present and observed in the interaction.

The lines following this depict the two learners collaboratively performing another sort of L2-to-L1 translation work, when they can be observed translating a longer stretch of a speaker's turn, as observed in the provided materials. Thomas posits his content-proposal item in the form of L2-to-L1 translation, re-iterating the translations of *teig* (dough) that were previously decided upon by the two learners, when he says, "so the same type somebody / you can make it with this tray instead of this tray / or this dough instead of this dough whatever it is" (lines 29, 31, 32, 34). What can be observed happening here is that the learners have assigned the lexical items considered to be an area of difficulty with the possible translations they had previously discussed and put forward. These translations were decided upon based on the contextual clues from observing and closely examining the materials (what the speakers in the video are doing, physical objects they are handling and addressing), and through collaborative construction of meaning and understanding in the form of group discussion and group-work. From observing the learners performing the group-work tasks together, it becomes evident that they are employing translation work as a learning tool to construct knowledge about the context of the social setting, as well as aspects of language and interaction observed. The learners achieve this by making use of information provided in the materials, and through constructivist learning processes involving the sharing and negotiation of knowledge in order to determine clues and make connections about the

larger context of the interaction, the meaning of individual lexical items in the L2, and how these aspects of L2 interaction can be discussed and clarified using the L1.

The following transcript is taken from the same language session with the learners, occurring just a few minutes during the discussion phase with the facilitator present, and depicts the moment of resolution for the learners with regard to assigning an L2-to-L1 translation for the previously debated vocabulary item in question, *teig* (dough).

Transcript 13. “Determining L2 to L1 translations based on clues drawn from the observed interaction”

“Determining L2 to L1 translations based on clues drawn from the observed interaction”

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA what else.
02 CA you guys were talking about something else.
03 CA um ((shifts gaze towards DI)) so what is she cutting here and putting
into the
04 CA the pot.
05 CA what is she showing them how to make.
06 DI some sort of dessert
07 CA mhm,
08 DI whatever it is
09 CA ((shifts gaze towards DI)) and you guys were talking about it
10 CA ((shifts gaze towards TH and back towards DI)) what is she using
11 DI oh↑ like a dough of some sort
12 CA ((laughs))
13 TH ooh,
14 DI it's dough like
15 TH ((nods))
16 CA yeah.
17 DI like paper dough or pizza dough
18 DI I don't know what %blätterteig% like is it
phyllo dough
19 DI oh↑ maybe that's like the flaky dough ((motions with hands))
20 CA yeah good good, ((nods))
21 TH ooh,
22 DI flaky dough.
23 DI because it's papery,
24 TH ((nods))
25 CA good

The transcript begins with the facilitator, Cameron, launching a content-question initiation sequence in lines 01 and 02, before posing his content-question item in lines 03 and 04, when he asks, “so what is she cutting here and putting into the / the pot”, which is reiterated again in line

05, posited as a content-question extension. Diana orients towards this content-question, responding with “some sort of dessert” (line 06). Cameron provides receipt of this information in line 07, before positing another content-question item in order to draw out further information, when he says, “and you guys were talking about it / what is she using” (lines 09, 10). Diana orients towards this content-question as a request for further information, as can be observed when she posits the change of state token, “oh” (line 11), followed by her decided upon L2-to-L1 translation, “like a dough of some sort” (line 11). Cameron’s laughter in line 12 can be understood as a form of receipt and confirmation towards Diana’s L2-to-L1 translation. Thomas then provides a change of state token, indicating that this receipt and confirmation of Diana’s translation has been acknowledged as resolution with regard to the translation work performed by the two learners throughout Transcript 12.

Diana then provides a content-extension to her translation proposal posited in line 11, reiterating that “it’s dough” (line 14). Cameron then lends a dedicated agreement item to this information in line 16. Diana then posits what can be considered as a request for information in the form of an assertion, when she says, “I don’t know what %blätterteig% like is it” (line 18). She then, however, concludes on her own that “maybe that’s like the flaky dough / flaky dough / because it’s papery” (lines 19, 22, 23), possibly referring back to her previously posited L2-to-L1 translation observed in Transcript 12., that *blätter* (sheets/leaves) can either mean leaves or paper in English. Thomas’ change of state marker posited in line 21, followed by his non-verbal marker of receipt posited in line 24, indicates that he has acknowledged this information provided by Diana. Cameron’s use of dedicated agreement markers, posited in lines 20 and 25, can be considered displays of positive assessment with regard to the translation work conducted by the learners. This lends further support that the decided upon L2-to-L1 translation and explanation,

posited by Diana in lines 19, 22, and 23, provide enough information for agreement to be displayed by the group and for resolution concerning *blätterteig* (sheets/leaves) as an area of difficulty to occur.

In the two previous transcripts, Transcript 12. “Using contextual cues drawn from the observed interaction to translate from the L2 to the L1” and Transcript 13. “Determining L2 to L1 translations based on clues drawn from the observed interaction”, the learners can be observed doing learning that works to target LA, as well as critical-thinking and problem-solving skills with regard to the L2, specifically concerning new and unknown vocabulary items. In these two instances, through their discussions, the learners are raising awareness about the L2 when they make use of the provided materials in order to observe, examine, and reflect on new or unknown vocabulary items being used in specific interactional contexts. As seen from the previous transcripts, these complex processes of meaning construction can take the form of collaborative, L2-to-L1 translation work, where the group shares information, negotiates understanding, and makes translation choices based on clues drawn from the provided materials, as well as from previous knowledge about the L2 that group members share with one another.

Translation work, analysis 6: “Using context to make interpretations about meaning”

The following transcript is taken from one of the group-work phases during the language session that took place during Week 6 of the term, and depicts the advanced learner, Diana, providing information in the L1 for the intermediate learner, Thomas, concerning the meaning of a German phrase that was used by one of the speakers in the provided materials.

Transcript 14. “Using context to make interpretations about meaning”

“Using context to make interpretations about meaning”

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 DI %du kannst% ((raises hands)) blah blah blah
you can

02 TH %du kannst anders nehmen%
you can take something different

03 (1.0)

04 TH %ich habe jetzt%.
right now I have

05 (1.0)

06 TH %pizzateig%,
pizza dough

07 DI yeah so you can

08 DI you can use

09 TH so everybody can take?

10 DI %du kannst alles nehmen%
you can take anything

11 DI so like you can

12 DI you can

13 DI it's not.

14 DI I don't

15 DI I don't think they mean it literally like you can take everything

16 DI it's just sort of like you have these two options ((motions with hands))

17 DI and you can choose either one of them

18 TH ((nods head)) oh[↑] I see.

19 DI it doesn't matter

20 (0.5)

21 DI like it doesn't change the difference and she has pizza dough

22 (4.0)

23 DI and then she just gives more options.

24 (1.0)

25 TH right.

26 DI you can

27 DI you can use whatever this dough is

28 DI or you can also use like strudel dough

29 TH ((nods head))

30 DI if[↑] it means dough

31 DI ((laughs))

32 DI I don't know

33 TH whatever it means like

34 TH ((laughs))

35 DI strudel something this thing, ((extends left hand))

36 TH right.

37 TH you can use whatever this is

The transcript begins with Diana relaying information provided in the materials. In line 02, Thomas can be observed providing receipt of this, when he incrementally builds off of Diana's previous turn by relaying further information provided in the materials (lines 02, 04, 06). Diana orients towards this by launching a content proposal item in the form of L2-to-L1 translation, when she says, “yeah you can / you can use” (lines 07, 08). Thomas does not provide uptake to Diana's

translation proposal, but instead, launches his own content proposal in the form of an L2-to-L1 translation, when he says, “so everybody can take” (line 09). In lines 11 and 12, Diana first relaunches her original translation proposal that she had posited in lines 07 and 08. Diana then provides explicit rejection towards Thomas’ translation proposal, when she says, “it’s not / I don’t / I don’t think they mean it literally like you can take everything” (lines 13, 14, 15). She then provides further information to back up her reasoning, positing that “it’s just sort of like you have these two options / and you can choose either one of them” (lines 16, 17).

Thomas then provides receipt of Diana’s translation proposal and supporting information, as observed with the change of state marker, “oh” (line 18), and the following receipt token, “I see” (line 18). Diana then lends further information to support her reasoning, when she provides further L2-to-L1 translations of the following lines depicted in the materials, explaining that “it doesn’t matter / like it doesn’t change the difference and she has pizza dough / and then she just gives more options / you can use whatever this dough is / or you can also use like strudel dough” (lines 19, 21, 23, 26, 27). This additional information, provided to Thomas by Diana in the form of a general translation in the L1 concerning the phrases in question from the materials and their contextual implications, lends the support needed for the area of difficulty to be marked as resolved by the group, as shown with Thomas’ use of the dedicated agreement marker, “right” (lines 25, 36). This resolution of understanding is further evidenced in the final line of the transcript, when Thomas provides receipt of Diana’s information by restating the decided upon L2-to-L1 translation, “you can use whatever this is” (line 37), presumably referring back to the different kinds of dough mentioned by the speaker in the materials and reiterated by Diana in her L2-to-L1 translations.

Having observed the learners performing close examination work of the provided learning materials, it becomes clear that L2-to-L1 translation work is being used as a tool to construct meaning about German phrases, as well as their contextual implications in specific interactional scenarios. By conducting translation work and by providing general translations in the L1, the learners can be observed sharing information and negotiating understanding with regards to the language, vocabulary, and phrases depicted in the materials. This, in turn, works to target IA in the learners when they examine, pinpoint, and conduct extensive meaning negotiation and construction work, observably emerging in the dataset of my study as L2-to-L1 translation and explanation work. Here, it can be argued that translation work has transcended beyond simply being a general aim and learning goal imposed by the learners throughout the course of the group-work phases of the language sessions, but rather, it is being further employed as a complex and intricate learning tool for meaning construction and contextual understanding concerning spoken interaction in the L2.

Translation work, analysis 7: “Interpreting *joa* as an uncertain yes” (yeeah)

The following transcript shows the group discussing and collaboratively constructing meaning with regard to the German spoken particle, *joa* (yeeah), as observed in the context of the specific interactional scenarios portrayed in the provided materials.

Transcript 15. “Interpreting *joa* as an uncertain yes” (yeeeah)

“Interpreting *joa* as an uncertain yes” (yeeeah)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA and maybe like
02 CA ((shifts gaze towards DI)) taking that into consideration and what you
think the
03 CA in line 22

04 CA the %joa%.
yeeeeah

05 CA ((shifts gaze towards TH)) what do you think that

06 TH mm

07 CA what kind of role that plays,

08 (2.0)

09 DI ((shifts gaze towards CA)) umm it could be like when people say joa,
yeeeeah

10 DI it could be like if like

11 DI kind of.

12 CA ((nods head))

13 DI like we would use

14 DI like joa,
yeeeeah

15 DI like when you go like

16 DI yeaah,

17 CA ((nods head, laughs))

18 DI kind of

19 DI kind of like that

20 DI joa,
yeeeeah

21 TH like an uncertain yes ((shifts gaze towards CA))

22 DI ((shifts gaze towards TH)) yeah,

23 CA you guys did such a good job

24 TH ((laughs))

25 DI ((turns head to the side)) joa,
yeeeeah

26 CA ((laughs))

27 CA that's super good work

28 CA okay

29 DI ((shifts gaze towards CA, laughs))

The transcript begins with Cameron posing a content-initiation question item that extends from lines 01 to 04, before posing his content-question item in lines 05 and 07, when he asks, “and maybe like / taking that into consideration and what you think the / in line 22 / the %joa% / what do you think that / what kind of role that plays” (lines, 01, 02, 03, 04, 05, 07). After a two second pause, Diana self-selects to respond to the posited question item when she provides information, in the form of an L2-to-L1 translation, about the possible function of *joa* (yeeeeah) in spoken interaction, mentioning that “it could be like if like / kind of / like we would use / like joa / like when we go like / yeaah” (lines 10, 11, 13, 14). Cameron then orients to Diana’s response when he posits the non-verbal receipt items, a head nod and laughter (line 17). Diana orients to this response by extending her response, as observed in the following lines, when she elaborates further with, “kind of / kind of like that / joa” (lines 18, 19, 20).

Thomas then orients to Diana's response by providing further information about the function of the German particle, *joa* (yeeeah), in spoken interaction, when he posits his content-proposal item, also formulated as an L2-to-L1 translation, that it can be considered "like an uncertain yes" (line 21). Diana then displays agreement towards Thomas' previously posited translation proposal, when she says, "yeah," (line 22). Cameron then displays explicit agreement, referring back to the information and proposals previously posited by both Diana and Thomas, when he says, "you guys did such a good job" (line 23). Both Thomas and Diana then provide receipt of this agreement, Thomas when he displays the non-verbal receipt item of laughter (line 24), and Diana when she responds with the German particle that was just previously discussed by the group. Cameron then provides receipt and agreement, which can be taken as a positive assessment, towards Diana's use of the German particle that had just been the topic of discussion in question, when he says, "that's super good work" (line 27).

In this transcript, both Diana and Thomas are displaying IA when they are able to talk about the specific role of the German interactional particle, *joa* (yeeeah), as employed in interactional contexts in the L2. By describing the possible uses and functions of *joa* (yeeeah) in spoken interaction, using the L1, and by providing meanings and definitions in the form of L2-to-L1 translations that work to construct a collaborative understanding agreed upon by the group as a whole, the learners are exercising their critical-thinking skills, as well as their ability to talk about and explain interactional features of the L2, with this instance showcasing the use of specific particles being used in certain contextual and interactional scenarios in the L2. Adding to this, Diana further displays IA when she is able to demonstrate her understanding of *joa* (yeeeah) as an interactional particle, as observed in line 25, when she actually employs it in spoken interaction

and in the context of the agreed translations and definitions just previously decided upon by the group.

Translation work, analysis 8: “Interpreting *hausis* as *Hausaufgaben*” (homework)

The following transcript depicts the learners performing further L2-to-L1 and L2-to-L2 translation work in order to assign lexical items encountered in the materials that were deemed as areas of difficulty with translations that the group orients towards as more recognizable for them as L2 German learners.

Transcript 16. “Interpreting *hausis* as *Hausaufgaben*” (homework)

“Interpreting *hausis* as *Hausaufgaben*” (homework)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH umm %bis auf die nervigen hausis%
until the annoying homework

02 TH I don't know what %hausis% meant,
homework

03 DI %hausis%↑ I think it's uh like
homework

04 DI like a cute little way kids say hausaufgaben. ((shifts gaze towards TH))
homework

05 (0.5)

06 TH oh↑ okay.

07 DI yeah.

08 TH ((laughs))

09 DI ((laughs))

10 DI like hausis,
homework

11 TH ((laughs))

12 DI that's a cute one

13 (0.5)

14 TH umm until %nervigen%, ((shifts gaze towards DI))
annoying

15 (0.5)

16 DI %nervigen% is
annoying

17 DI so like annoying or like

18 DI like

19 TH oh,

20 DI nerving nervewracking like

21 DI like so bit of like annoying

22 DI what did you do I guess something this week

23 TH so until,

24 DI bit of annoying

25 TH until the annoying homework everything was great?

| | | |
|----|----|--------------------------|
| 26 | DI | ((nods head)) yeah, |
| 27 | TH | everything was in order, |
| 28 | TH | ((laughs)) |
| 29 | DI | yeah |
| 30 | TH | okay. |

The transcript begins with Thomas positing a content-initiation item in preparation to posit a request for information in the form of an assertion, when he says, “umm %bis auf die nervigen hausis% (line 01), followed by the assertion, “I don’t know what %hausis% meant” (line 02). Thomas’ assertion in line 02 can be taken as a claim of insufficient knowledge. Diana orients to this as a request for further information, as seen when she provides information in the form of an L2-to-L2 translation, positing that “%hausis% I think it's uh like / like a cute little way kids say hausaufgaben” (lines 03, 04). Thomas orients to this translation proposal by providing receipt, as observed in line 06, when he posits, “oh↑ okay.”, where the upward inflection on the “oh” indicates a claim of understanding concerning the information received.

The laughter posited by both speakers in lines 08 and 09 could be considered as post-turn comments to the original lexical item in question, with Diana’s accompanying explanation and translation proposal. Following this, Diana then provides another possible L2-to-L2 translation, also considered a post-turn comment with regard to *hausis* (homework) as a lexical item and area of difficulty in question, when she says, “like haus↑” (line 10). Thomas provides receipt of this by displaying laughter, as observed in line 11. Diana can then be observed aligning with Thomas’ laughter as receipt, when she says, “that’s a cute one” (line 12).

After a half second pause, Thomas then posits a sequence-continuation item, as observed in line 14, when he continues the translation work by relaying information drawn from the materials, with, “umm until %nervigen%”. After another half second pause, Diana orients towards Thomas’ turn as a request for information, understandably because he did not provide a translation of *nervigen* (annoying) as a lexical item encountered in the learning materials. Thomas shifting his

gaze towards Diana immediately following this supports Diana orienting towards her group-member's previous turn as a request for information. She then provides L2-to-L1 translations of the lexical item in question, positing that “%nervigen% is / so like annoying or like / like / nerving nervewracking like / like so bit of like annoying” (lines 16, 17, 18, 20, 21). Thomas displays receipt towards Diana's proposed translations in line 19, when he provides the change of state marker, “oh,”.

Diana then provides information by furthering the L2-to-L1 translation work with the provided materials, positing, “what did you do I guess something this week” (line 22). Thomas orients to Diana's continuation of this translation work by indexing a reformulation on the grounds of the translation previously provided by Diana. Diana then incrementally builds from Thomas' L2-to-L1 translation proposal, continuing with, “bit of annoying” (line 24). Thomas continues this collaborative, incremental translation and meaning construction work by providing a candidate translation for confirmation, when he posits, “until the annoying homework everything was great?” (line 25). Diana orients towards this as a confirmation of understanding, as supported by the upward inflection at the end of her group member's previous turn, when she provides the dedicated verbal and non-verbal agreement items in line 26. Thomas then furthers his display of understanding when he proposes an alternative L2-to-L1 translation, positing, “everything was in order” (line 27). Diana provides receipt of this translation in the form of the dedicated agreement marker, “yeah”, as observed in line 29.

From this transcript, it can be observed how the learners make use of extensive translation techniques, displayed in the form of L2-to-L2, as well as L2-to-L1 translation work, in order to critically examine lexical items deemed as areas of difficulty, convey information, enhance

awareness, and construct knowledge of L2 vocabulary items encountered in specific interactional contexts.

Translation work, analysis 9: “Negotiating meaning concerning *auf dem gymi*” (at high school)

The final transcript of analysis with regard to translation work performed by the learners during the recorded language sessions shows the two group members discussing L2-to-L2 and L2-to-L1 translations of the encountered lexical item, *gymi* (high school). This translation work then leads into a discussion about comparisons between the English word, high school, as understood in the North American cultural context, and the German word, *gymnasium* (high school), as understood in the German cultural context, and what these cultural similarities and differences concerning the North American and German educational systems entail.

Transcript 17. “Negotiating meaning concerning *auf dem gymi*” (at high school)

“Negotiating meaning concerning *auf dem gymi*” (at high school)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %ist jetzt auf%
is it now with
02 TH %auf dem%.
with the
03 (0.5)
04 DI %gymi%,
high school
05 TH %gymi%, ((shifts gaze towards DI))
high school
06 DI I imagine it's a cute word to say gymnasium.
high school
07 (0.5)
08 DI like uh a short cutened version of it to say like
09 DI like
10 DI like it's almost definitely harder in gymnasium.
high school
11 TH ((nods head)) right.
12 DI so she can't be that ((shifts gaze towards projected video))
13 (0.5)
14 DI she can't be that old.
15 TH ((laughs))

16 TH %ist jetzt auf dem gymi noch mal schwieriger oder%?
is it now with high school again PRT harder or

17 DI yeah.

18 TH like she's

19 TH she's asking,
20 (1.0)

21 DI he said

22 DI he's he's saying like

23 DI like it's it's

24 TH it's easier than going to the gym?

25 TH or. ((rests right hand on head))

26 DI ((shifts gaze towards TH)) no gymnasium is
high school

27 DI gymnasium is one of the
high school

28 DI is like the one of the schools

29 DI ((motions with hands)) school systems in Germany,

30 TH ooh,

31 DI ((motions hands upwards to different heights)) like real haupt and
gymnasium
((real, haupt, and gymnasium are three different types of secondary
schools in Germany))

32 TH I was

33 TH I was thinking like a gym or something. ((laughs))

34 DI no so like it's ((moves hands in a circular motion))

35 DI it's harder in

36 DI in gymnasium
high school

37 TH oh.

38 DI or? ((extends hands with palms facing upwards))

39 DI and she goes yeah.

40 DI like yeah it's harder.

41 TH oh↑ I see.

42 DI yeah yeah.

The transcript begins with Thomas relaying information from the materials, when he says, “%ist jetzt auf% / %auf dem%” (lines 01, 02). After a half second pause, Diana orients to her group-member’s turn by positing a sequence-continuation item, when she relays the next piece of information shown in the materials, “%gymi%,” (line 04). Thomas lends receipt of Diana’s turn by repeating the information just relayed by Diana from the materials, as observed in line 05. Diana orients to Thomas’ turn as a request for information, observably posited by her group member in the form of an assertion concerning the lexical item, *gymi* (high school), as an encountered area of difficulty, supported by the shift in gaze. Diana then provides information in the form of an L2-to-L2 translation, positing that “I imagine it’s a cute word to say gymnasium.” (line 06). After a half-second pause, Diana extends her explanation, positing that *gymi* (high school) is “like uh a short

cutened version if it” (line 08). She then provides a combined L2-to-L1 and L2-to-L2 translation of the materials in line 10, replacing *gy mi* (high school) with her decided upon translation, *gymnasium* (high school), positing that the line could be understood in English as, “it’s almost definitely harder in gymnasium.”

Thomas then provides receipt of Diana’s translation proposals in line 11 through his display of verbal and non-verbal receipt markers. Diana orients towards this by providing further information, when she considers important contextual information about the speakers depicted in the materials, with, “so she can’t be that old” (line 12). This is supported by Diana’s shift of gaze towards the projected video that has been paused and shows the two speakers, one being the older guitar teacher, and one being the younger, school-aged girl. Thomas’ display of laughter in line 15 can be understood as receipt of Diana’s information concerning her translation proposals and contextual deductions from the interaction and provided video recording.

Thomas then posits a sequence-continuation item in line 16, when he relays further information from the materials, with, “%ist jetzt auf dem gy mi noch mal schwieriger oder%?” (line 16). Thomas’ turn can be understood as a request for information, posited in the form of an assertion, as supported by the upward inflection used at the end of his turn. Diana does not immediately orient towards this a request for information, but instead provides receipt of this sequence-continuation item, when she posits, “yeah.” (line 17). Thomas’ assertion becomes more explicit in lines 18 and 19, when he says, “like she’s / she’s asking,”. After a one second pause, Diana orients towards Thomas’ previously posited turns as requests for information, when she provides an explanation in the form of an L2-to-L1 translation. Diana accomplishes this by incrementally building from Thomas’ turns in lines 18 and 19, positing that “he said / he’s he’s saying like / like it’s it’s” (lines 21, 22, 23). Thomas then posits a projection-turn-completion of

Diana's previous turn, while proposing his L2-to-L1 translation of *gy mi* (high school) and *gymnasium* (high school), that "it's easier than going to the gym? / or." (lines 24, 25). This turn could be understood a display of candidate understanding, where Thomas is providing a translation proposal and is requesting confirmation from his group member, as supported by the upward inflection displayed at the end of "going to the gym?" (line 24).

Diana then displays rejection towards Thomas' L2-to-L1 translation proposal of *gy mi* (high school) and *gymnasium* (high school), then she relays critical cultural information regarding the German school system structure, as can be observed when she says, "no gymnasium is / gymnasium is one of the / is like the one of the schools / school systems in Germany" (lines 26, 27, 28, 29). Thomas provides receipt of this information when he displays the change of state marker, "ooh," (line 30). Diana orients towards this receipt by furthering her explanation concerning the structure of the schooling system in Germany, positing, "like real haupt and gymnasium" (line 31). Through this information, Diana is relaying crucial cultural knowledge, where she is implying that the schooling system in Germany is different in comparison to the North American educational system, where North America has high school, and in Germany, secondary schools can be separated into three different kinds of institutions and educational streams, those being *Realschule* (high school), *Hauptschule* (high school), and *Gymnasium* (high school).

The understanding that Thomas' posited response in line 30 can be considered as a change of state marker that provides indication that he has received and considered Diana's information is further supported by his response given in lines 32 and 33, where he provides an account for his initial hypothesis about the word, *gy mi* (high school), positing, "I was / I was thinking it was like a gym or something.". Diana orients to this response by extending her translation proposal concerning the area of difficulty encountered for the learners in the materials, positing that, "no so

like it's / it's harder in / in gymnasium" (lines 34, 35, 36). Diana then further extends the translation proposal, offering an L2-to-L1 translation of the following lines observed in the materials, with, "or? / and she goes yeah / like yeah it's harder" (lines 38, 39, 40). Thomas then displays a claim of understanding with regard to the receipt of Diana's explanation, when he posits the change of state marker, "oh↑" (line 41), followed by, "I see." (line 41).

From this transcript, it can be observed how the learners negotiate the meaning and possible translations for the German lexical item, *gy mi* (high school), encountered in the learning materials and posited as a topic of discussion to be addressed. The learners construct meaning and navigate the difficulty of encountering false friends, where a word in the L2 similarly resembles another word in the L1, but where the words mean completely different things, through discussion and collaborative knowledge construction. From this transcript, it can also be seen how the materials used in the language learning sessions with the learners can work to inform about cultural aspects and social aspects of the L2, in this instance, by generating a discussion about the structure of the educational system in German-speaking countries.

Having completed the analysis of the transcripts portraying key instances of several varying kinds of translation work being conducted by the learners using Interaction Analysis as a methodological framework of investigation, the following section leads into an examination and discussion about these varying kinds of translation work, for example, how the different methods and processes undertaken by the learners can be compared and differentiated.

4.3: Follow-up analysis of translation work

Since there was too much collected data to be included in the analysis portion of my study, and in order to respect the length requirements of this dissertation project, the goal of presenting further data (presented in this section in the form of a follow-up analysis concerning various translation techniques conducted by the learners) is to summarize further findings emerging from the dataset. By complimenting the analysis above with a follow-up analysis of the various forms of translation work conducted by the learners during the recorded language sessions, my goal is to highlight and showcase further valuable data that, otherwise, would not have been addressed, primarily due to the length and great detail needed to conduct the analysis of interactional data using the reworked DCS. While the examination of the proposed data in this section does not make full and detailed use of the reworked DCS, as with the analyses presented section 4.2 (4.2: Analysis of translation work performed by learners), I instead employ Interaction Analysis to briefly examine shorter stretches of the transcribed data garnered from the recorded language sessions with the learners, which I call extracts.

To provide a more specific outline, the follow-up analyses pursued in this section examine and discuss a general summary of the different patterns, topics, and themes addressed by the learners while conducting the various forms of translation work with the provided learning materials. The different forms of translation work to be discussed in this section include brokering as translation, where a speaker provides a general summary of what a second speaker has said, but in a different language than that which was originally used, for a third speaker that may not have understood well; L2-to-L2 translation, where a word in the same language as the original word is given as a translation; and L2-to-L1 translation, where a translation is provided with a word in a

different language than that which was originally used. First to be addressed is instances of learners brokering for others, as well as the different goals and aims displayed by the learners for having conducted this form of translation work during the recorded language sessions.

The following set of transcript excerpts depict examples of learners brokering for others in order to enhance general contextual awareness about the interactions observed in the audio-video recordings and written transcripts provided as learning materials.

Excerpt 2. “Shaping them in a pattern”

“Shaping them in a pattern”

Original transcript: “Comparing *schneid ich* with *schneide ich*” (I cut)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

| | | |
|----|----|---|
| 01 | TH | %stücken% |
| | | pieces |
| 02 | DI | cutting up pieces yeah |
| 03 | TH | alright |
| 04 | DI | yeah und %stelle% |
| | | place |
| 05 | DI | %stelle sie so darein% |
| | | place them inside like so |
| 06 | DI | so she’s like putting them in a specific |
| 07 | DI | ((makes placing motion with hands)) |
| 08 | DI | I don’t know shape form whatever |
| 09 | TH | she’s putting them |
| 10 | DI | she’s putting them in a specific way |
| 11 | | (0.5) |
| 12 | TH | oh she’s like putting them on the |
| 13 | DI | yeah she’s |
| 14 | DI | yeah she cut them and now is like shaping them in a |
| 15 | DI | I don’t know like pattern or something |

This first excerpt shows the advanced learner, Diana, using brokering methods to formulate general L2-to-L1 translations for her group member, Thomas, an intermediate learner. Here, Diana is using the L1 to provide contextual information about the observed interaction, where the speaker in the materials is cutting up pieces of dough and shaping them into a specific pattern. Lines 01, 04, and 05 of the excerpt show the areas of difficulty in the materials addressed by the learners, while lines 02, as well as lines 06 to 15, depict Diana performing the act of brokering as translation in order to convey and clarify the contextual information of the interaction.

The following excerpt demonstrates similar processes of one learner brokering for others in order to raise contextual awareness about the interactions observed in the provided materials.

Excerpt 3. “Fiddling with the music stand”

“Fiddling with the music stand”

Original transcript: “*Bisschen runter*” (little lower)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

| | | |
|----|----|---|
| 01 | DI | so yeah he was he was fiddling with the music stand |
| 02 | TH | oh okay |
| 03 | DI | %bisschen runter% little lower |
| 04 | TH | oh the music stand |
| 05 | DI | yeah because |
| 06 | DI | she’s short and like a specific |

This excerpt shows Diana using brokering methods to convey information about the interactional context of “%bisschen runter%” (line 03), as observed in the materials. Diana provides an explanation in the form of brokering as translation in lines 01, 05, and 06.

The next transcript excerpt demonstrates one last example of learners brokering for others in order to raise contextual awareness about the interactions and language encountered the learning materials.

Excerpt 4. “I didn’t have any open fruit”

“I didn’t have any open fruit”

Original transcript: “*Kein angebrochenes Obst mehr*” (no more broken open fruit)

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

| | | |
|----|----|--|
| 01 | TH | %kein angebrochenes obst mehr% no more broken open fruit |
| 02 | DI | yeah they don’t have any like I don’t know why they’re still around |
| 03 | TH | ((nods)) |
| 04 | DI | I don’t have any open fruit |
| 05 | TH | right I see |
| 06 | DI | I didn’t open any I don’t have any that are broken |
| 07 | TH | okay now I understand this conversation I didn’t really get it until |
| 08 | DI | ((laughs)) |
| 09 | TH | I understood what fruitflies meant |

The excerpt depicts Diana employing brokering methods using the L1 in order to provide contextual information about the topic of “%kein angebrochenes obst mehr%” (line 01) with

saying shit or something mild” (line 10). She strengthens this position by elaborating further that she has “seen things where kids were saying mist” (line 13). Diana orients to this conveyed information by demonstrating understanding in line 14, when she says, “oh ok alright so it’s not too terrible”.

A similar process of one learner using brokering methods to convey information about an individual lexical item can be observed in the following excerpt, where Diana uses the L2 to provide information about the L2 verb, *verbringen* (to spend time), as observed in the context of the interaction portrayed in the materials.

Excerpt 6. “Spend the entire day with it”

“Spend the entire day with it”

Original transcript: “*Den Tag nur mit Uni verbracht*” (only spent the day with university)

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

| | | |
|----|----|---|
| 01 | TH | what does %verbracht% mean um line 27 to have spent |
| 02 | TH | %habe ich den tag nur mit uni verbracht% I only spent the day with university |
| 03 | DI | um it’s like uh |
| 04 | TH | study |
| 05 | DI | no to like like when you spend time with someone you say zeit verbringen to spend time |
| 06 | TH | oh |
| 07 | DI | so like %verbracht% so like spend the entire day with it or something to have spent |

In lines 01 and 02, Thomas is requesting information about a specific lexical item, *verbracht* (to have spent). In line 04, he shares a guess about what the word might mean. Diana then uses brokering as translation methods, using the L1, to convey information concerning the meaning of the conjugated verb, *verbracht* (to have spent), as observed in the interactional context of the materials. This can be seen in lines 05 and 07, when she posits, “no to like like when you spend time with someone you say zeit verbringen / so like %verbracht% so like spend the entire day with or something”.

The following transcript excerpt now shows an example of a learner brokering for another in order to provide clarification about non-verbal aspects of transcription encountered in the materials.

Excerpt 7. “He cleared his throat”

“He cleared his throat”

Original transcript: “Räuspert sich” (clears throat)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01 TH and then %räuspert sich%
      clears throat
02 DI yeah he cleared his throat
```

This short excerpt shows Thomas addressing *räuspert sich* (clears throat), a verbal description of a specific embodied action, as formulated in the transcript provided as materials. Diana then employs brokering as translation methods, using the L1, to explain that this aspect of transcription indicates that the speaker “cleared his throat” (line 02).

The following set of transcript excerpts now shifts the focus towards learners using brokering as translation methods to collaboratively construct meaning and raise general awareness about the interactional contexts portrayed in the provided materials.

Excerpt 8. “He’s the last to go”

“He’s the last to go”

Original transcript: “*Letztes dran*” (last to go)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01 DI so the the first sentence is um
02 DI so %letztes dran% which means like it's
      last to go
03 DI he's the last to go
04 DI like the last turn
05 TH it's so
06 TH like he's the last turn out of the four I guess
07 DI I guess the last turn out of the round
```

Excerpt 8. “He’s the last to go” shows the learners collaboratively constructing meaning with regard to “%letztes dran%, observed in the context of the interaction portrayed in the materials where four friends are playing a board game together. Lines 03 to 07 demonstrate how the learners

employ brokering as translation methods, using the L1, to incrementally construct contextual and interactional understanding. In lines 05 and 06, Thomas posits information by building from Diana’s previous turns. Diana then furthers the collaborative construction of understanding in line 07, when she reciprocally builds from Thomas’ previous turns in lines 05 and 06. Through this collaborative construction of meaning, the learners jointly determine that the speaker is “the last to go” (line 03), “the last turn” (line 04), “the last turn out of the four” (line 06), and “the last turn out of the round” (line 07).

A similar process can be observed in the following excerpt, where the learners are shown discussing the interactional context of “%dann mach ich das innen deckel rein%”, as observed in the materials.

Excerpt 9. “To put something in”

“To put something in”

Original transcript: “*Innen Deckel rein*” (inside the lid)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %dann mach ich das innen deckel rein%
then I put it inside the lid

02 TH yeah I didn’t know what %innen deckel%
inside the lid

03 DI um so %mach ich%
I will

04 DI like she’s gonna do something

05 DI %das innen%
that inside

06 DI %innen% is like
inside

07 TH inside

08 DI yeah inside something

09 DI %rein% I
in

10 DI %deckel rein%
in the lid

11 DI I don’t

12 DI ((motions with hands))

13 DI I don’t know what %deckel% means but
lid

14 DI rein like %innen rein% is to
inside

15 DI to put something in or

In lines 01 and 02, Thomas is reading from the materials, addressing the specific area of difficulty. Diana posits that “%mach ich%” (line 03) means “she’s gonna do something” (line 04). The learners then employ brokering as translation methods, as seen in lines 05 to 15, to determine clues about the mention of “%innen deckel rein%”, as considered in the context of the interaction portrayed in the materials. The learners posit that “%das innen%” (line 05) means “inside” (line 07) or “inside something” (line 08), and that “%innen rein%” must mean “to put something in” (line 15). Here, even though the learners did not display certainty about the meaning of the L2 lexical item, *deckel* (lid), they were nonetheless successful in drawing clues using brokering methods in order to determine contextual information about the interaction.

The following set of transcript excerpts now depict examples of learners using brokering as translation methods to collaboratively construct meaning with regard to individual lexical items encountered in the provided materials. Accordingly, the following transcript excerpt shows the learners negotiating the meaning of the word *schön* (nice) in the line, “%dann nehm ich mir ein schönes großes messer%” (line 01), as considered in the context of the interaction observed in the materials.

Excerpt 10. “Pretty big knife”

“Pretty big knife”

Original transcript: “*Ein schönes großes Messer*” (a pretty big knife)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

| | | |
|----|----|---|
| 01 | TH | %dann nehm ich mir ein schönes großes messer% then I'll take for myself a nice big knife |
| 02 | DI | mhm |
| 03 | TH | so she's just taking a big knife |
| 04 | DI | yeah she's gonna take a uh |
| 05 | DI | uh pretty big knife |
| 06 | TH | but when they say pretty is that like |
| 07 | TH | literally pretty or as in like the same way we use the word pretty |
| 08 | DI | um |
| 09 | TH | it's pretty big something like |
| 10 | DI | no I would say like |
| 11 | DI | you would say like |
| 12 | DI | like I'm gonna |
| 13 | DI | I'm gonna grab a nice orange |

Line 01 shows Thomas reading from the materials and then positing his general translation using the L1 to describe the actions done by the speaker in the video recording, as observed in line 03. Diana then offers a direct L2-to-L1 translation in lines 04 and 05. In lines 06 and 07, Thomas can be observed requesting further information with regard to the use of *schön* (nice) in this interactional scenario, asking whether it would be “literally pretty or as in like the same way we use the word pretty” (line 07), for example, a “pretty big something” (line 09). In line 13, Diana offers a comparison as an explanation, positing that using *schön* (nice) for “%ein schönes großes messer%” would be similar to saying “I’m gonna grab a nice orange”, where nice is being employed as a general, descriptive adjective, rather than literally meaning aesthetically pretty or beautiful. The next transcript similarly depicts the learners collaboratively constructing meaning concerning the lexical item, *echt* (really), using the L1.

Excerpt 11. “Makes it like concrete”

“Makes it like concrete”

Original transcript: “*Echt*” (really)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

| | | |
|----|----|---|
| 01 | DI | like %echt% is like really |
| 02 | TH | really or like real |
| 03 | DI | yeah |
| 04 | DI | yeah it’s like uh |
| 05 | DI | when you when you stick it on words or like |
| 06 | DI | stick it in a sentence it like |
| 07 | DI | makes it like concrete |

Thomas posits an L2-to-L1 translation of *echt* (really) in line 02, saying that it is like “really or like real”. Diana continues to build off of this translation in lines 04 to 07, using brokering as translation methods, when she adds, “yeah it’s like uh / when you stick it on words or like / stick it in a sentence it like / makes it like concrete”. Here, it can be observed how the two learners are collaboratively constructing meaning concerning *echt* (really) using brokering as translation methods with the L1, positing possible L2-to-L1 translations and elaborating further about its

specific function in the context of the observed interaction. The following transcript excerpt shows the learners collaboratively constructing meaning about the use of *schon* (already) in spoken interaction.

Excerpt 12. “*Schon* is used in a lot of different ways” (already)

“*Schon* is used in a lot of different ways” (already)

Original transcript: “*Siehst du das noch schon oder*” (do you see that still yeah or)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH I know that %schon% is used in a lot of different ways
already

02 DI mhm yeah my mom says komm schon a lot
hurry up

03 DI which doesn't make any sense but

04 DI but it's her like hurry up like it's

05 TH oh okay

06 TH ((laughs))

07 DI komm schon
hurry up

In line 01, Thomas addresses the lexical item in question, “%schon%” (line 01), acknowledging that it can be “used in a lot of different ways” (line 01). In line 03, Diana then mentions a specific expression she has heard being spoken in the L2, “komm schon” (line 02), explaining that it can be understood as “hurry up” (04). With this excerpt, it can be seen how the learners collaboratively enhance awareness about the lexical item, *schon* (already), when they are able to demonstrate awareness about its function in spoken interaction, as shown by Thomas in line 01, and when they give examples of how it can be employed in certain interactional contexts, as shown by Diana in line 04. This collaborative construction of meaning can be observed in the following transcript, specifically concerning the L2 lexical item, *doch* (yeah it is).

Excerpt 13. “Yeah it was”

“Yeah it was”

Original transcript: “*Doch*” (yeah it is)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 DI and she goes %doch%
yeah it is

02 DI which is like

03 DI yes it is
04 TH oh okay
05 TH ((laughs))
06 TH I was wondering about that
07 DI %doch%
yeah it is
08 TH you say
09 TH you say what
10 TH like when I ask you like
11 TH wasn't
12 TH that wasn't so bad right and you say %doch%
yeah it is
13 DI like yeah it was
14 TH like that means
15 TH like it was actually bad
16 DI yeah
17 DI %doch%
yeah it is

This next excerpt begins with a learner addressing the lexical item in question, *doch* (yeah it is), encountered in the materials. Diana then employs brokering as translation methods, using the L1, to provide a general explanation of how it can be understood. Thomas then contributes to this construction of meaning, when he uses brokering methods to display understanding of Diana's information, when he provides an example of when *doch* (yeah it is) could be used in spoken interaction, as observed in lines 08, 09, 10, 11, and 12. Diana then provides receipt and consideration of Thomas' proposal, as seen in line 12, when she incrementally builds off of Thomas' display of understanding by translating his use of *doch* (yeah it is) using the L1. This incremental construction continues when Thomas builds off of Diana's translation and provides another possible translation, to which Diana responds by providing receipt, as observed in lines 16 and 17. This excerpt shows how the learners employ brokering as translation methods to construct meaning about L2 lexical items that do not have a clear and direct translation in English.

A similar process is once again observable in the following excerpt, where the learners can be seen negotiating the meaning of *kriegen* (to get) as a conjugated verb used in L2 spoken interaction.

Excerpt 14. “It’s just like get”

“It’s just like get”

Original transcript: “*Kriegst nix vom tisch*” (you’re not getting anything from the table)

Session: Week 8

Speakers: DI (Diana, advanced learner), JE (Jenn, intermediate learner)

01 JE so this word %kriegst%
you get

02 DI %kriegst%
you get

03 JE is getting used a lot

04 DI yeah I don’t know how to explain it in English

05 JE it’s just like get or something

06 DI yeah pretty much like my host mom used to say this stuff to her dog too

07 DI she was like oh kriegst du nix
you get nothing

08 DI like you’re not going to get anything go over

09 JE ah ah

10 DI go away she used to talk to her dog the same way

11 JE yeah yeah kriegst nix vom tisch
you’re not getting anything from the table

12 DI yeah you’re not getting ((motions away from table))

13 JE you’re not getting anything from the table

The excerpt begins with Jenn relaying information encountered in the materials, where she is specifically addressing the L2 lexical item, “%kriegst%” (line 01), noting that it is being used frequently in the observed interaction. In line 05, she then proposes an L2-to-L1 translation, positing that “it’s just like get or something”. Diana then employs brokering as translation methods to further construct understanding concerning the use of *kriegen* (to get) in L2 spoken interaction, noting that she has often heard “kriegst du nix” (line 07) being used by German speakers, in this instance, her German host mother. Jenn then further contributes to this collaborative construction of knowledge, when she specifies Diana’s example further, saying, “kriegst nix vom tisch” (line 11). Diana demonstrates receipt and understanding of Jenn’s information in the following line, when she posits an L2-to-L1 translation, “you’re not getting” (line 12), supported by her embodied completion when she motions away from the table. (Olsher, 2004 on embodied completion) Jenn then incrementally builds from Diana’s translation, adding, “you’re not getting anything from the table” (line 13). From this excerpt, it can be seen how the learners discuss specific lexical items

encountered in the materials and construct meaning by sharing contextualized examples encountered in L2 spoken interaction.

The following excerpt now demonstrates an instance of learners using the learning materials to collaboratively construct meaning about non-verbal aspects of transcription.

Excerpt 15. “Like a giggle”

“Like a giggle”

Original transcript: “*Kichert*” (giggle)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01    DI    I have no idea what %kichert% means
                snickers
02    TH    %kichert%
                snickers
04    TH    ((laughs))
05    DI    no idea
06    TH    it's something they do right
07    DI    I would imagine maybe it's like a giggle or something
08    DI    because they were quite like giggly
```

This excerpt shows the learners collaboratively constructing meaning about the L2 lexical item, *kichert* (laughs). Thomas employs brokering as translation methods, using the L1, noting that this is something that the speakers in the materials “do” (line 06), since it is represented in the provided written transcripts as a non-verbal action. Diana contributes to this collaborative construction of meaning, proposing that it could be “like a giggle or something” (line 07), noting that the speakers in the materials “were quite like giggly” (line 08). With this example, it can be seen how the learners make use of the multi-modal learning materials comprising of audio-video recordings and written transcripts in order to draw clues, make discoveries, and formulate hypotheses about the language and aspects of interaction encountered. Additionally, it can be seen how the learners employ group-work and discussion in order to share information, negotiate meaning, and collaboratively construct understanding about specific individual lexical items being used in L2 spoken interaction by German speakers.

Excerpt 17. “Calling the dog”

“Calling the dog”

Original transcript: “*Na komm Timmy*” (hey come)

Session: Week 7

Speakers: KR (Kris, beginner learner), CA (Cameron, facilitator)

01 CA so what’s he saying there %komm timmy stell dich da hin%
come timmy sit yourself there

02 KR uh it’s calling to him

03 CA mhm yeah exactly

04 CA he’s like come timmy come sit by me

05 CA exactly and what about the %na% thing
((*na* can be translated as “so”, “well”, and “hey”, depending on the
context of use))

06 KR um

07 CA %na komm timmy%
hey come timmy

08 CA and here’s our options

09 CA go through them what do you think

10 CA he’s calling the dog

11 KR just hey then

In line 01 of the excerpt, Cameron is asking his group member about the meaning of a line encountered in the materials, “%komm timmy stell dich da hin%”. Kris responds by providing contextual information in the form of brokering as translation, explaining that “it’s calling to him” (line 02). Cameron provides confirmation of this, as observed in lines 03 and 04. He then draws the focus toward a specific lexical item, asking what kind of role “%na%” (line 05) plays in this interactional context. Cameron then provides Kris’ with a list of possible options of how *na* ((*na* can be translated as “so”, “well”, and “hey”, depending on the context of use)) can be understood in certain interactional contexts. Given this specific interactional context, where the speaker is “calling the dog” (line 10), Kris proposes the possible L2-to-L1 translation, “hey” (line 11). With this excerpt, it is shown how these kinds of learning tasks involving audio-video recordings and written transcripts of naturally occurring interactions in the L2 can be used to target learners’ IA and contextual awareness about differences in meaning concerning the use of certain lexical items in specific interactional scenarios.

The following excerpts now demonstrate instances of groups collaboratively constructing meaning during the learner-facilitator discussion phases about individual lexical items encountered

in the materials. This can be seen with this next excerpt that depicts the group negotiating the meaning of the L2 lexical item, *treiben* (to do), as observed in the specific interactional context portrayed in the provided materials.

Excerpt 18. “How did you spend your weekend”

“How did you spend your weekend”

Original transcript: “*Getrieben*” (get up to)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

| | | |
|----|----|---|
| 01 | DI | I don't know what %getrieben% means get up to |
| 02 | CA | good so what did you guys think it meant |
| 03 | CA | so you guys |
| 04 | CA | you guys did mention it when you were discussing it |
| 05 | DI | yeah |
| 06 | CA | mhm so what do you think it meant in the context |
| 07 | TH | like |
| 08 | DI | %getrieben% get up to |
| 09 | TH | spend like |
| 10 | TH | spend sort of like in terms of time |
| 11 | CA | mhm |
| 12 | TH | like how did you spend your weekend |

The transcript excerpt begins with Diana explicitly pointing out the lexical item in question, as can be observed in line 01, when she says, “I don't know what %getrieben% means”. In lines 02, 03, and 04, Cameron then probes the two learners to posit a hypothesis based on how they understood the overall context of the interaction. In lines 09 and 10, Thomas then employs brokering as translation methods, explaining that it can be understood as to “spend like / spend sort of like in terms of time”. In the following line, Cameron provides receipt of Thomas' information. Thomas orients towards this receipt by furthering his claim of understanding, positing that in the specific interactional context portrayed in the materials, the lexical item, *getrieben* (get up to), is being employed in the sense of, “like how did you spend your weekend” (line 12). The following excerpt depicts the negotiation of meaning with regard to the encountered lexical item, *Schiebeding* (carrier thing).

Excerpt 19. “To carry”

“To carry”

Original transcript: “Dog wagon that you hang from a bike”

Session: Week 8

Speakers: DI (Diana, advanced learner), JE (Jenn, intermediate learner), CA (Cameron, facilitator)

```
01    DI    what does %schiebeding% mean
           carrier thing
02    DI    schiebes like to push something right
           push
03    JE    push
04    DI    schieben
           to push
05    JE    or in this case it seems more to like carry
06    CA    exactly yeah it's like a little
07    DI    carrying thing
08    CA    ((nods)) yeah that you attach to your bike
```

The excerpt begins with Diana explicitly addressing the lexical item in question, “%schiebeding%” (line 01). In the following line, she proposes an L2-to-L1 translation, saying, “schiebes like to push something right” (line 02). Jenn provides receipt of this proposal in the following line when she repeats Diana’s translation proposal. In line 05, Jenn then employs brokering as translation methods in order to collaboratively continue the construction of knowledge, building from Diana’s previous proposal in line 02, positing that, “in this case it seems more to like carry”. Cameron then orients to this hypothesis by displaying agreement, as can be observed in line 06, when he continues the brokering work with, “exactly yeah it’s like a little” (line 06). Diana then predicts a fitting turn-completion for Cameron’s previous turn, when she adds, “carrying thing” (line 07). Cameron orients to this information by incrementally building from Diana’s previous turn, adding, “yeah that you attach to your bike” (line 08). With this excerpt, it can be observed how the learners, as well as the facilitator, come together during the discussion phases of the language session in order to further crystallize this construction of knowledge, meaning, and awareness with regard to the vocabulary and language encountered in the provided materials.

With these excerpt examples, it becomes clear how both learners and the facilitator make use of brokering as translation methods during specific phases of the language learning session, namely the group-work and discussion phases, in order to construct meaning, raise awareness, resolve problems, and crystallize understanding with regard to the language and interactional contexts portrayed in the provided materials. This, in turn, works to target IA in learners when they are able to discover, examine, and reflect on aspects of L2 interaction, language, and culture. Additionally, these processes work to encourage critical-thinking and problem-solving skills in the learners when they demonstrate their ability to vocalize and discuss their discoveries, and when they exercise their ability to convey information about the L2 to their group members. Having addressed brokering as a learning tool utilized by the learners to aid with the construction of meaning and understanding about L2 language and interaction, the following section now discusses learning methods and techniques involving L2-to-L2 translations, as employed by the learners during the language sessions.

Another translation process often observed being performed by the learners in the dataset involves L2-to-L2 translation techniques. Similar to the examples of brokering as translation that have been discussed, L2-to-L2 translation methods are employed by the learners during the group-work and discussion phases of the language sessions in order to resolve problems, convey information, and construct understanding. With regard to L2-to-L2 translation techniques performed by the learners, the following set of transcript excerpts lend instances of learners discussing systematicities, differences, and variations of verb conjugations in L2 spoken interaction. By assigning conjugated L2 verbs encountered in the materials with similar L2 lexical items that are more recognizable for the group, the learners are working to enhance awareness and

construct understanding with regard to interactional systematicities of L2 verb conjugations in spoken language.

Excerpt 20. “*Hab* and *habe*” (I have)

“*Hab* and *habe*” (I have)

Original transcript: “*Nix auf guns eins auf violence plus zwei*” (nothing on guns one on violence plus two)

Session: Week 6

Speakers: DI (Diana, advanced learner)

01 DI %ich hab%
I have
02 DI which is habe
I have

This excerpt shows Diana providing an L2-to-L2 translation of a lexical item encountered in the materials, *hab* (I have), with *habe* (I have), a form that may be more recognizable for learners that have learned German grammar in a formal, academic instructional setting. A similar process can be observed happening in the following excerpt.

Excerpt 21. “*Schneid ich* and *schneide ich*” (I cut)

“*Schneid ich* and *schneide ich*” (I cut)

Original transcript: “Comparing *schneid ich* with *schneide ich*” (I cut)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH when they say schneiden is that cutting
to cut
02 DI uh yeah %schneid% yeah
cut
03 DI it's again like colloquial speak
04 DI there's no e on the end
05 DI schneide ich
I'll cut

In line 01 of the excerpt, Thomas asks Diana for confirmation with regard to his L2-to-L1 translation of *schneiden* (to cut) as “cutting”. Diana provides agreement of this proposal in the following line, positing that “%schneid%” (line 02) with “no e on the end” (line 04) can be considered “like colloquial speak” (line 03), and that it can be understood as “schneide ich” (line 05). Here, Diana is providing her group member with an L2-to-L2 translation that she orients towards as being more recognizable for learners who have been taught German grammar in a

formal, academic setting. This demonstration of awareness with regard to systematicities of verb conjugations in L2 spoken interaction can be seen again in the following excerpt.

Excerpt 22. “*Hätt* and *hätte*” (would have)

“*Hätt* and *hätte*” (would have)

Original transcript: “Understanding *schnecken* as a verb or a noun” (snails)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

| | | |
|----|----|--------------------------------|
| 01 | DI | and then %hätt%e would have |
| 02 | TH | yeah |
| 03 | DI | %ich% I |
| 04 | TH | it's like she's trying to say |
| 05 | DI | %schnecken% (rolls/snails) |
| 06 | TH | hatte but had |
| 07 | TH | just forgot the e |
| 08 | DI | yeah yeah |
| 09 | DI | %hätt%e %ich% I would have |

In this excerpt, the learners have encountered the lexical item, *hätt* (would have), in the materials, and are now working to construct meaning by assigning an L2-to-L2 translation that is agreed upon by the group. The excerpt begins with Diana proposing her L2-to-L2 translation of the lexical item in question, when she says, “*hätte / ich*” (lines 01, 03). Thomas provides receipt and consideration of this proposal in lines 04, 06, and 07, when he posits that “it’s like she’s trying to say / *hatte but / just forgot the e*”. Diana lends agreement of this information, once again repeating the decided upon translation, “*hätte ich*” (line 09).

The following excerpt lends another example of learners discussing variations in verb conjugation in L2 spoken interaction.

Excerpt 23. “*Isch* and *ist*” (is)

“*Isch* and *ist*” (is)

Original transcript: “*Das isch*” (that is)

Session: Week 6

Speakers: DI (Diana, advanced learner)

```
01    DI    %isch% I imagine is his  
           is  
02    DI    his accent or dialect or whatever  
03    DI    and it's supposed to be ist  
           is
```

In line 01 of the excerpt, Diana points out the lexical item in question, *isch* (is). In line 02, she provides her explanation for this, positing that it is due to the speaker’s “accent or dialect or whatever”. She then assigns her L2-to-L2 translation of the verb conjugation, indicating that “it’s supposed to be *ist*” (line 03). With this excerpt, Diana is demonstrating IA with regard to systematicities of verb conjugations in spoken German when she acknowledges regional and individual differences in L2 pronunciation.

The following transcript lends one last example of learners discussing differences and variations of verb conjugations in spoken German.

Excerpt 24. “*Bleibsch* and *bleibst*” (you stay)

“*Bleibsch* and *bleibst*” (you stay)

Original transcript: “*Bleibsch*” (you stay)

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner)

```
01    DI    so yeah it begins with %timmy% then %bleibsch% %bleib%  
           you stay  stay  
02    TH    %bleibsch du weg%  
           you stay away  
03    JE    I think this is bleibst  
           you stay  
04    DI    ((nods)) yeah %bleib%st %bleib%st du weg%  
           you stay  you stay away
```

The excerpt begins with Diana addressing the lexical item in question, *bleibsch* (you stay), when she says, “so yeah it begins with %timmy% then %bleibsch% %bleib%” (line 01). Thomas lends receipt of this, repeating the line in question from the materials, “%bleibsch du weg%” (line

02). Jenn then proposes her L2-to-L2 translation, when she says, “I think this is bleibst” (line 03). Diana orients to this translation proposal by giving agreement, as observed in line 04, repeating the line from the materials with the agreed upon translation, “yeah bleibst bleibst du weg” (line 04).

With these excerpt examples, it can be seen how the learners are raising awareness with regard to variations of verb conjugations in L2 spoken interaction when they are able to identify lexical items deemed to be an area of difficulty, recognize them as conjugated verbs in the L2, and assign them with L2-to-L2 translations that work to resolve difficulty or understanding for the group as a whole.

The following set of transcript excerpts now turn the focus towards learners discussing systematicities of singular L2 lexical items being used by the German speakers in the materials. This first excerpt shows the learners discussing the lexical item, *nix* (nothing), as encountered in the materials.

Excerpt 25. “*Nix* and *nichts*” (nothing)

“*Nix* and *nichts*” (nothing)

Original transcript: “Learners describing *nix* s a shortening of *nichts*” (nothing)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH um and like some words I didn't understand like %nix%
nothing
02 TH I assume that mean nichts
nothing
03 DI yeah

In line 01, Thomas explicitly displays uncertainty towards a specific lexical item encountered in the materials, *nix* (nothing). He then posits his L2-to-L2 translation proposal, when he says, “I assume that mean nichts” (line 02). Diana orients towards Thomas’ proposal by displaying agreement, as observed in line 03.

The next few excerpts lend examples of learners describing lexical items encountered in the materials as being “cutened” versions of similar lexical items in the L2 that the group orients towards as being more recognizable.

Excerpt 26. “*Gymi* and *Gymnasium*” (high school)

“*Gymi* and *Gymnasium*” (high school)

Original transcript: “Negotiating meaning concerning *auf dem Gymi*” (at high school)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01 TH %ist jetzt auf%  
    is it now with  
02 TH %auf dem%  
    with the  
02 (0.5)  
03 DI %gymi%  
    high school  
04 TH %gymi%  
    high school  
05 DI I imagine it's a cute word to say gymnasium  
    high school  
06 (0.5)  
07 DI like uh a short cute version of it to say like
```

In the first two lines of the excerpt, Thomas is reading from the materials. After a half second pause, Diana self-selects to finish reading the line, when she says, “%gymi%” (line 03). Thomas then repeats the lexical item in the following line. Diana orients towards Thomas previous turn as a request for information with regard to the lexical item in question, as observed in line 05, when she posits her L2-to-L2 translation, “I imagine it’s a cute word to say gymnasium”. After a half-second pause, Thomas does not provide receipt. Diana then relays further information, saying that it’s “like uh a short cute version of it” (line 07). Diana provides a similar explanation for the lexical item, *gymi* (high school), in the following transcript excerpt.

Excerpt 27. “*Gymi*” (high school)

“*Gymi*” (high school)

Original transcript: “Cute little way of saying it”

Session: Week 6

Speakers: DI (Diana, advanced learner), CA (Cameron, facilitator)

```
01 CA and what about in line 22 with the %gymi%  
    high school  
02 CA I heard you guys discussing that
```


language sessions, the following excerpt provides an instance of learners regarding two different L2 lexical items encountered in the materials to be interchangeable synonym-translations.

Excerpt 29. “*Hundewagenfahrradanhänger* and *Hundeschiebedings*” (dog car bike hanger, dog pushing thing)

“*Hundewagenfahrradanhänger* and *Hundeschiebedings*” (dog car bike hanger and dog pushing thing)
Original transcript: “*Hundeschiebedings*” (dog pushing thing)
Session: Week 8
Speakers: DI (Diana, advanced learner), JE (Jenn, intermediate learner)

```
01     JE     %hundewagenfahrradanhänger% this is what the adult's saying
           dog car bike hanger
02     DI     mhm
03     JE     and I think it's referring to the same thing as like mk is saying
04     DI     yeah
05     JE     %hundeschiebedings%
           dog pushing thing
```

The excerpt begins with Jenn mentioning the lexical item in question, *hundewagenfahrradanhänger* (dog car bike hanger), as encountered in the materials. In lines 03 and 05, she then posits her L2-to-L2 translation, proposing that *hundewagenfahrradanhänger* (dog car bike hanger) is “referring to the same thing as like mk is saying / %hundeschiebedings%”. Here, Jenn is referencing a similar lexical item also encountered in the materials and deeming it be a translation-synonym of the original lexical item in question posited in line 01. In doing so, Jenn is demonstrating IA with regards to variations of L2 lexical items in spoken interaction that hold similar meanings to one another, yet vary morphologically.

Having discussed L2-to-L2 translation techniques employed by the learners during the language sessions, the following set of excerpts now shift the focus toward translation processes involving direct L2-to-L1 translation work conducted by the learners during the group-work and discussion phases of the learning tasks. Accordingly, the following excerpts show instances of learners conducting L2-to-L1 translation work with individual lexical items, as encountered in the provided materials.

Excerpt 30. “To shoot”

“To shoot”

Original transcript: “*Ich schieß daneben*” (I shoot beside it)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01 TH and then %ich schieß daneben%  
I shoot beside it  
02 DI I think %schieß% means to shoot  
shoot
```

In line 01 of this excerpt, Thomas is reading aloud from the learning materials. Diana orients to this in line 02, when she addresses the conjugated verb item, *schieß* (shoot), providing a direct L2-to-L1 translation in English, with “to shoot”. The following excerpt shows another example of learners conducting L2-to-L1 translation work with verbs encountered in the materials.

Excerpt 31. “To draw”

“To draw”

Original transcript: “*Ziehen wir nach oder wie läuft das*” (do we draw after or how does that work)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01 DI %ziehen%  
to draw  
02 DI I can't remember if %ziehen% is to draw or to look  
to draw  
03 TH I felt like it meant to draw  
04 TH like when I was reading it
```

In line 01, Thomas is reading aloud a L2 verb from the provided materials, *ziehen* (to draw). Diana orients to this in line 02, when she provides two possible L2-to-L1 translation proposals, either “to draw or to look”. Thomas then provides his response in lines 03 and 04, saying, “I felt like it meant to draw / like when I was reading it”. With this excerpt, it can be seen how the learners draw contextual clues from the audio-visual recordings and transcripts provided as materials in order to construct understanding about the interaction. Firstly, the learners are able to draw clues from the provided video that shows the four speakers playing a board/card game together. Secondly, working with the provided transcripts furthers this meaning construction, as evidenced when Thomas specifically notes, “when I was reading it” (line 04). By allowing learners the

opportunity to watch and listen to the interactions, read the provided transcripts, and discuss them together, they are encouraged to enhance and further build upon their awareness of the L2.

The following excerpt now lends an example of learners conducting L2-to-L1 translation work with a L2 lexical item considered to be regionally focused, that is, the German greeting used most commonly in southern Germany and Austria, *servus* (hello).

Excerpt 32. “Austrian way of saying hello”

“Austrian way of saying hello”

Original transcript: “*Servus*” (hello)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01    DI    do you know what %servus% means
                hello
02    TH    uh yeah
03    TH    it's the Austrian way of saying hello
04    DI    mm
05    DI    ((nods))
06    DI    yeah
07    TH    %servus%
                hello
08    TH    mm say hi
```

In line 01, Diana is explicitly issuing a request for explanation with regard to the lexical item in question and encountered in the materials, *servus* (hello). Thomas then posits his L2-to-L1 translation, explaining that “it’s the Austrian way of saying hello” (line 03). With this excerpt, Thomas is demonstrating LA when he is able to discuss factors that play into variations of L2 lexical items between different geographic and cultural regions. Additionally, it can be argued that Thomas is raising IA by observing the materials and making hypotheses about the language portrayed, based on clues drawn from the interaction.

The following transcript excerpts now present instances of learners performing L2-to-L1 translation work with speaker turns, as observed in the interactions from the provided materials. In these examples, rather than translating individual lexical items, learners are observed producing more complex translations, comprising of speaker lines and expressions observed in the L2.

Excerpt 33. “Nothing for gun one for violence”

“Nothing for gun one for violence”

Original transcript: “*Nix auf guns eins auf violence plus zwei*” (nothing on guns nothing on violence plus two)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 DI %nix auf guns eins auf violence plus zwei%
nothing on guns one on violence plus two
02 DI so I guess it's an English game
03 DI because gun is an English word and violence is an English word
04 TH oh okay
05 DI I imagine it's something similar to dnd
06 DI or looks like it
07 TH ((laughs))
08 TH right
09 TH what does it mean like I have
10 DI ((tongue click))
11 TH um
12 DI so I would imagine
13 DI like in the game
14 DI like in dnd he would have like certain weapons or something
15 DI so he has like nothing for gun or nothing for violence
16 TH mm
17 DI so plus two of something

The excerpt begins with Diana reading a line aloud from the materials, “%nix auf guns eins auf violence plus zwei%” (line 01), deducing that the game the speakers are playing is “an English game” (line 02), “because gun is English word and violence is an English word” (line 03). In line 09, Thomas requests information with regard to the line from the materials addressed by Diana, when he says, “what does it mean like”, then begins proposing an L2-to-L1 translation, “I have”. Diana orients to this by furthering Thomas’ translation proposal, saying, “so he has like nothing for gun or nothing for violence / so plus two of something” (lines 15, 17). With this excerpt, it can be seen how the learners employ L2-to-L1 translation techniques in order to construct understanding, meaning, and raise awareness about the observed interaction. The following excerpt presents a similar process.

Excerpt 34. “Something sweet”

“Something sweet”

Original transcript: “*So süß befüllen*” (to fill with something)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01    DI    %dann machen irgendwas mit äpfeln oder%  
        then do something with apples or  
02    DI    %oder so süß befüllen ne also%  
        or so sweet filling ne so  
03    DI    you can  
04    TH    you can fill it with something either apple or something sweet
```

In the first two lines of the excerpt, Diana is reading aloud from the materials. In line 03, she then proposes an L2-to-L1 translation, positing, “you can”. In the following line, Thomas orients to this translation proposal by offering a fitting completion-turn, when he adds, “you can fill it with some either apple or something sweet” (line 04). The next excerpt depicts the learners conducting L2-to-L1 translation work with an L2 expression encountered in the materials.

Excerpt 35. “What are you doing”

“What are you doing”

Original transcript: “*Was hast du getrieben*” (what did you get up to)

Session: Week 6

Speakers: TH (Thomas, intermediate learner)

```
01    TH    %was hast du getrieben% is like  
        what did you get up to  
02    TH    what are you doing
```

In line 01, Thomas is reading aloud a line from the materials, specifically addressing an expression in the L2, “%was hast du getrieben%”. He then provides his L2-to-L1 translation in the following line, positing that it “is like / what are you doing” (lines 01, 02). The following excerpt demonstrates another example of learners providing an L2-to-L1 translation of an expression encountered in the L2.

Excerpt 36. “I will do that”

“I will do that”

Original transcript: “*Richt ich aus*” (I will do that)

Session: Week 12

Speakers: DI (Diana, advanced learner), CA (Cameron, facilitator)

01 DI I don't know what %richt ich aus% means
I'll do that
02 DI the ending %richt ich aus%
I'll do that
03 CA mhm so we have in line twenty two
04 CA we see mk is kind of making requests for hs
05 DI mhm
06 CA mhm and then um
07 CA in the context of like replying to that what do you think it would mean
08 DI like I will do that

The excerpt begins with Diana posing an assertion about the expression, “%richt ich aus%. In the following lines, Cameron then uses the transcript provided as materials to refer to an earlier point in the interaction, pointing out that, “in line twenty two / we see mk is kind of making requests for hs / mhm and then um / in the context of like replying to that what do you think it would mean” (lines 03, 04, 06, 07). In line 08, Diana then uses this information to provide her L2-to-L1 translation, “I will do that”. With this excerpt, Diana is demonstrating IA when shows that she is able construct meaning about an expression encountered in the L2, based on contextual clues about the interaction drawn from the provided materials. Additionally, she is exercising her critical-thinking and problem-solving skills related to language and interaction when she shows that she can produce L2-to-L1 translation proposals of unknown expressions, lines, and L2 lexical items based on contextual information drawn from the observed interactions.

Having examined instances of learners conducting L2-to-L1 translation work with speaker lines and L2 expressions encountered in the provided materials, the following set of transcript excerpts now shift the focus toward L2-to-L1 translation work involving non-verbal aspects of spoken interaction and written transcription.

Excerpt 37. “Everybody’s laughing”

“Everybody’s laughing”

Original transcript: “*Allgemeines Gelächter*” (general laughter)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01 TH %allgemeines gelächter%
      general laughter
02 TH so everybody
03 DI so everybody
04 TH laughs
05 DI yep
06 DI everybody’s laughing
```

The excerpt begins with Thomas reading aloud from the materials, when he says, “%allgemeines gelächter%” (line 01). He then proposes an L2-to-L1 translation, with “so everybody” (line 02), which is echoed again by Diana in the following line. Thomas then completes the translation proposal, adding, “laughs” (line 04). Diana orients to this with agreement, then she posits a gloss in the form of a L2-to-L1 reformulation, saying, “everybody’s laughing” (line 06).

The following excerpt depicts learners making use of contextual clues drawn from the audio-video recordings in order to provide an L2-to-L1 translation of a non-verbal lexical item encountered in the provided transcript.

Excerpt 38. “To cough”

“To cough”

Original transcript: “*Hustet*” (coughs)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01 TH um %hustet%
      coughs
02 DI it means to cough
03 TH oh
04 DI coughed yeah
05 DI because that one lady had a really loud cough
```

In line 01, Thomas topicalizes a lexical item encountered in the materials, “%hustet%”. Diana then proposes her L2-to-L1 translation in the following line, positing, “it means to cough”

set of excerpts now shift the focus toward examples of learners performing L2-to-L1 translation work, specifically during the learner-facilitator discussion phases of the language learning sessions.

Excerpt 40. “Yeah pretty much”

“Yeah pretty much”

Original transcript: “The music stand”

Session: Week 6

Speakers: TH (Thomas, intermediate learner), CA (Cameron, facilitator)

```
01 TH %joa ungefähr%
    yeaah just about
02 CA mhm
03 TH which uh like
04 TH I guess meant like yeah pretty much
```

This excerpt begins with Thomas reading aloud from the materials, when he says, “%joa ungefähr%” (line 01). He then proposes his L2-to-L1 translation, stating, “which uh like / I guess meant like yeah pretty much” (lines 03, 04).

This final excerpt shows an instance of a learner and the facilitator working together to construct meaning about a specific lexical item marked as an area of difficulty.

Excerpt 41. “Bike dog car holder”

“Bike dog car holder”

Original transcript: “*Hundewagenfahrradhanhänger*” (dog car bike hanger)

Session: Week 7

Speakers: KR (Kris, beginner learner), CA (Cameron, facilitator)

```
01 CA so let's try and split it up into the different words
02 CA what do we have
03 KR we have %fahrrad%
    bike
04 CA we have %fahrrad% so that's like one what else do we got
    bike
05 KR um I can assume but I don't really know what the other words mean
06 KR we have %hund%
    dog
07 CA we have %hund% let's put that
    dog
08 KR %wagen%
    car
09 CA %wagen% %fahrrad% and
    car bike
10 KR %anhänger%
    hanger
11 CA %anhänger% good so let's figure out
    hanger
```

12 CA we know some of these words
13 CA so what's %hund%
dog
14 CA we know what that is what is it
15 KR dog
16 CA dog good
17 CA and what's %wagen%
car
18 KR car
19 CA yeah could be like a car and what's %fahrrad%
bike
20 KR bike
21 CA bike good
22 KR and then that would be like a holder or something
23 CA yeah like holder slash hanger

The excerpt begins in line 01 with Cameron suggesting that, in order to attain a better understanding with regard to the meaning of a long compound word in the L2 encountered in the materials, that they “try and split it up into the different words”. In line 03, Kris posits that a recognizable word is “%fahrrad%” (line 03), but that she does not “really know what the other words mean” (line 03). She then identifies the word, “%hund%” (line 06), which she translates as “dog” (line 15). She also identifies “%wagen%” (line 08), providing the L2-to-L1 translation, “car” (line 18). The final word she identifies is “%anhänger%” (line 10), which, given her translations of the other lexical items and given the context of the observed interaction, she posits can be translated as, “like a holder or something” (line 21) that can be attached to the bike. With this excerpt, it can be noted that such learning tasks can be successfully implemented for beginner language learners (and more broadly arguing, for language learners of all levels) in order to conduct simple L2-to-L1 translation exercises, using learning approaches involving communicative language learning and discovery learning, so as to raise awareness and exercise critical-thinking and problem-solving skills relating to the L2.

4.4: Concluding remarks

As shown with the analysis and discussions of the various forms of translation work conducted by the learners during the recorded language sessions, it is made clear that this technique for approaching the tasks and materials is one of the primary learning goals imposed by the learners. Forms of translation work observed in the dataset included brokering as translation methods, L2-to-L2 translation methods, and L2-to-L1 translation methods. These various techniques, employed unsolicited by the learners themselves during the recorded language sessions, demonstrate the need to consider and conceptualize a broader and more flexible approach towards what translation techniques involving spoken interaction can entail. From my findings, it can be seen that translation work was conducted by the learners in order to aid with resolution of problems and difficulties concerning language and context, construction of meaning, and crystallization of understanding. The analyzed transcripts and discussed excerpts addressed in this chapter demonstrate the communicative and collaborative potential of the tasks and activities for learning about interaction and language implemented in this study.

The findings presented in this chapter highlight the benefits of translation exercises for L2 learners, as enumerated in the previous research outlined in chapter 2 (2.6: Pedagogical research supporting translation work for L2 learning). Specifically, my research findings highlight the benefits and potential for implementing translation exercises for L2 learners involving work with naturally occurring interactions in the L2. By conducting extensive group-work and by working together to employ complex translation techniques, the learners demonstrated active participation in raising their awareness about the L2. By employing translation techniques, the learners also demonstrated linguistic and cultural knowledge with regard to the L2 and the L1, as well as their

abilities to work with both languages simultaneously. Other skills observably exercised included critical-thinking, problem-solving, reading, spoken pronunciation, and comprehension skills related to interaction and language. Additionally, these findings underline the importance for researchers and educators to reconsider a broader understanding of what translation work for L2 learning can entail. From my analyses and discussions that address the various forms of translation work undergone by the learners in my dataset, it becomes clear that L2 learners conduct creative work with various facets of translation involving more than simply translating from the L2 to the L1. From this understanding, the specific findings emerging from my dataset therefore highlight the need for researchers and educators to reconsider and further conceptualize what exactly translation work for L2 learning can entail, in order to better reflect the kinds of translation work that can be undertaken in L2 classrooms, as demonstrated through the work and discussions enacted by the learners in my study that have been outlined in the present chapter.

Through these active processes of collaborative meaning construction involving translation techniques, the learners have demonstrated awareness of interaction, language, and culture with regard to the L2. Specifically, by making use of translation techniques to construct meaning and knowledge about the observed interactions, the learners demonstrated the ability to discover, topicalize, and consider unknown aspects of interaction and the L2, based on observable contextual clues drawn from the materials. These processes, exercised in the form of extensive translation work, group-work, and discussion, also work to target this awareness in the learners by providing them contextualized examples of naturally occurring interactions in the L2 for them to observe and analyze at their own pace, within a learner-focused, discovery-based learning environment. By conducting extensive translation work with the provided materials, the learners demonstrated the potential for translation exercises involving recordings and written transcripts of naturally

occurring interactions to help enhance awareness about interactional aspects of the L2, considered in relation to the L1. Furthermore, the learners demonstrated the potential for translation exercises with naturally occurring interactions in the L2 to provide a means to practice and target their abilities to work across languages and cultures, both with regard to the L1 and the L2.

5: Comparative work with spoken and written language

Along with translation techniques employed by the learners during the recorded language sessions, a second main goal formulation comprised of perceiving, identifying, and discussing differences between spoken and written language, as termed by the learners themselves during the group-work and discussion phases. In the next section of this chapter (5.1: Introduction to comparative work with spoken and written language), I provide a brief summary of what this kind of work entails.

5.1: Introduction to comparative work with spoken and written language

In order to provide an in-depth examination of the comparative work between spoken and written language performed by the learners during the recorded language sessions, the present chapter examines moments in which the learners either invoke or explicitly topicalize such differences, thereby making visible aspects of meaning construction that can be inferred and more broadly theorized through the recorded learner interactions as IA. The learners accomplish this kind of comparative work by making relevant differences between what they have been taught or what they have learned in order to draw comparisons with what they encounter in the provided materials. In doing so, the learners observably bring in prior learning experiences and knowledge to bear on the activities and processes of meaning-making that they are visibly engaged in. Similar to the varying forms of translation work conducted by the learners during the recorded language sessions and addressed in the previous chapter of this study, it is important to note that the learners were not explicitly given the task of drawing comparisons between considerations of spoken and

written language, but rather, this method for meaning construction emerged as an activity that was pursued by way of the learners' own conduct with the provided materials.

Selected transcripts detailing learners' comparative work with spoken and written forms of language have been closely analyzed, once again employing the reworked DCS and Interaction Analysis as a methodological framework of investigation. This work has been conducted to uncover and better understand the various processes of identifying and discussing differences between spoken and written language, displayed by the learners, during the group-work and discussion phases of the language sessions. Following this, I conduct a follow-up analysis addressing the specific and observable reasons and explanations for perceived differences between spoken and written language, as posited by the learners. Accordingly, the goals of this chapter include: (1) identifying evidence of learners perceiving differences between spoken and written forms of language; and (2) identifying evidence of learners giving explanations for why these differences are occurring. Identifying and examining these specific processes of noticing details, uncovering differences, and hypothesizing possible reasons why these differences between spoken and written language in the L2 occur, as displayed by the learners, allows for a close investigation of how these interactional and linguistic features of the L2 are perceived, explained, and understood.

5.2: Analysis of comparative work with spoken and written language

In this section, I provide an in-depth analysis of the selected transcripts, using Interaction Analysis. These specific transcripts were chosen to be analyzed because they demonstrate well the different kinds of comparative work enacted by the learners during the recorded language sessions.

Additionally, the interactions portrayed in these transcripts provide rich explanations about these perceived differences between spoken and written language, and therefore allow for a detailed view into the complex processes of noticing, comparing, and explaining undertaken by the learners.

Spoken and written work, analysis 1: “Learners describing *nix* as a shortening of *nichts*”

(nothing)

This first transcript of analysis, taken from the session held on Week 6 of the term with the two learners, Diana (advanced learner) and Thomas (intermediate learner), shows an instance of comparative work between spoken forms of the L2, explained as non-standard forms, and written forms, explained as standard forms, being conducted during one of the group-work phases. The topic of discussion portrayed in this transcript specifically concerns the L2 lexical item, *nix* (nothing), as encountered by the learners in the provided materials.

Transcript 18. “Learners describing *nix* as a shortening of *nichts*” (nothing)

“Learners describing *nix* as a shortening of *nichts*” (nothing)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH um and like some words I didn't understand like %nix%,
nothing

02 TH I assume that mean nichts,
nothing

03 DI ((nods)) yeah,

04 TH um

05 DI yeah it's a

06 DI it's a shortening where they tend to use

07 TH ((shifts gaze towards DI)) right.

08 DI %nix% with an x instead of nichts
nothing nothing

09 TH um

10 DI spelled properly or said properly

11 TH ((laughs))

12 DI ((laughs))

The transcript begins with Thomas positing a content-assertion item in line 01, where he identifies a specific lexical item in the materials as an area of difficulty, when he says, “um and like some words I didn’t understand like %nix%”. He then posits a content-proposal item in the following line, advancing, “I assume that mean nichts” (line 02). Diana orients towards this by positing dedicated verbal and non-verbal agreement items, as observed in line 03. In line 05, Diana confirms Thomas’ interpretation that he posited in line 02. She then proposes an explanation, advancing that, “it’s a shortening where they tend to use / %nix% with an x instead of nichts” (lines 06, 08).

With this explanation, Diana is demonstrating some level of IA, when she is able to give an explanatory account concerning the form of *nix* (nothing) with relation to its written/standard form, detailing the process of arriving from written to spoken. Here, she provides the explanation of *nix* (nothing) being “a shortening” (line 06) of *nichts* (nothing), evidencing the processes that words go through when spoken and the potential differences that can emerge as a result. With her explanation, Diana posits that this “shortening” (line 06) is something that “they tend to use” (line 06), which can be understood as a claim of generalization about idiosyntactic patterns that German speakers do as a whole. The additional information posited by Diana as a content-extension item in line 10, where *nix* (nothing) is observably perceived as “a shortening” (line 06) of *nichts* (nothing), further supports the view demonstrated by the learners that *nix* (nothing) is seen as the non-standard and spoken version, while *nichts* (nothing) is regarded as the standard, written form. This is supported by Diana’s comment in line 10, when she describes *nichts* (nothing) in comparison to *nix* (nothing) as being “spelled properly or said properly” .

The following two transcripts present further instances of learners providing explanations about comparisons between spoken and written forms of language based on generalizations and patterns perceived to be enacted by speakers in the L2 as a whole.

Spoken and written work, analysis 2: “Learners describing *ne* as a shortening of *eine*” (a)

This transcript depicts the learners raising awareness with regard to the lexical item, *ne* (a), as encountered in the materials and marked as a topic of discussion for the group.

Transcript 19. “Learners describing *ne* as a shortening of *eine*” (a)

“Learners describing *ne* as a shortening of *eine*” (a)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH okay yeah %ziehen wir%,
do we pull
02 TH and then %neue karte% um
new card
03 TH at first I was confused but I realized that %ne% just is like
a
04 TH a shortening of eine, ((shifts gaze towards DI))
a
05 (1.5)
06 DI ((nods head)) mhm yup.
07 TH um
08 DI yeah you hear that a lot of the time in German
09 TH ((nods head)) mhm
10 DI all the time especially with native speakers
11 TH right, ((laughs))

The transcript begins with Thomas reading aloud from the materials, “okay yeah %ziehen wir% / and then %neue karte% um” (lines 01, 02). In the following lines, he then launches a content-initiation item in preparation to launch a content-assertion, “at first I was confused but I realized that %ne% just is like / a shortening of *eine*”. After a 1.5 second pause, Diana orients towards this assertion as a request for confirmation, as she lends, both verbal and non-verbal, dedicated agreement items, as shown in line 06. Diana then lends information to support this

agreement, making the claim of knowledge that this “shortening” (line 04) is something that “you hear a lot of the time in German / all the time especially with native speakers” (lines 08, 10).

With Thomas’ explanation that *ne* (a) could be understood as a shortening of *eine* (a), he is describing the shape of words with relation to their spoken forms and how they can be recognized in writing, in order to express insight about his observations from the materials. With Diana’s explanation that *ne* (a) is heard “a lot of the time in German / all the time especially with native speakers” (lines 08, 10), she is demonstrating awareness that such observable details are not necessarily individualistic or idiosyncratic but are representative of patterns that groups of German speakers, or all German speakers might do. Here, Diana is recognizing that interactional patterns in spoken language across speakers are normal, and that this awareness comes from knowledge and experience with the language and certain practices that speakers of the language share.

The next transcript shows Diana furthering this demonstration of awareness about patterns enacted by groups of German speakers in general, when she offers additional claims of knowledge to back up her endorsement with regard to the information posited in the previous transcript concerning *ne* (a) as a shortening used by German speakers.

Transcript 20. “Learners describing interactional patterns used by speakers in the L2”

“Learners describing interactional patterns used by speakers in the L2”

Session: Week 6

Speakers: DI (Diana, advanced learner), TH (intermediate learner), CA (Cameron, facilitator)

01 DI and then %ne% is said all^a↑ the time,
02 DI nobody conjugates properly, ((shifts gaze towards TH))
03 DI ((shifts gaze towards CA)) no one says like einem^a
04 DI they also just say %ne%. ((extends right hand))^a
05 CA ((laughs))
06 DI yeah that’s supposed to be like an indefinite article.
07 TH ((nods head))
08 DI yeah eine %neue karte%.
a new card
09 (1.0)
10 DI yeah.

The majority of this transcript shows Diana offering further information with regard to *ne* (a) as a topic of discussion drawn from the materials. She posits the claim that “%ne% is said all↑ the time” (line 01) and that “nobody conjugates properly / no one says like einem / they also just say %ne%” (lines 02, 03, 04). She then offers grammatical knowledge about the L2, noting that *ne* is “supposed to be an indefinite article / yeah eine %neue karte%” (lines 06, 08). With these details, Diana is offering an explanation that describes a process of shortening based, where she posits the generalization of a pattern that “nobody conjugates properly” (line 02) in spoken interaction, that “no one says like einem” (line 03), and that “they” (line 04), meaning groups of German speakers, “also just say %ne%” (line 04).

By lending this information, Diana is making an assertion and is claiming expert status about patterns and processes of shortening that words go through when realized in spoken interaction. In the two transcripts, it is made observable that neither Thomas, nor Cameron, refute the claims of knowledge and expert status about processes of efficiency and shortening posited by Diana about interactional and spoken aspects of the L2.

The following transcript now lends a similar process of meaning construction occurring in the learners, where comparisons between spoken and written language are accounted for with descriptions of “shortening” and “dropping”.

Spoken and written work, analysis 3: “Learners explicitly remarking perceived differences between spoken and written language”

The following transcript was taken from one of the learner-facilitator discussion phases that were conducted during the language session held on Week 8 of the term. More specifically,

Cameron provides receipt of this information and then asks for explicit examples, as can be observed in lines 03 and 05. Cameron addresses Diana in line 05 and she responds with head nods in line 06. It is then Jenn who takes the initiative of providing an answer to the question in line 03, which has not been responded yet. It is at this point that Diana intervenes and completes Jenn's turn. Jenn displays dedicated agreement towards this, confirming the areas in the materials pointed out by Diana and explicitly stating the source of difficulty, when she posits, “%wollt% yeah line 21 the the %wollt% where it should be wollte” (line 09). In detailing this information, Jenn is also providing a lexical item that she orients towards as being the standard version, supported by her formulation with, “where it should be” (line 09). With this, Diana and Jenn are demonstrating IA with regard to spoken language in the L2 when they are able to point out that verb conjugations in spoken interaction sometimes go through a process described as dropping, drawing comparisons using the ‘e-ending’, first-person verb conjugations that they learned formally as anchors.

Cameron provides receipt of this information in line 10 and then launches a content-assertion item while shifting his gaze towards Diana, advancing that, “you mentioned one where they drop like almost everything / and it's just like the end left” (lines 10, 11). Diana orients towards this as a request for information in the form of further examples demonstrating a process of dropping, supported by her response, positing, “yeah %ne%” (line 12). She then relays further information to support this, positing the claim that, “that's not a word / that's like the / I love that that's hardcore laziness when they're speaking just %ne% / like what's the point of conjugating eine and einem / just %ne%” (lines 14, 16, 17, 18, 19). By offering this explanation, Diana is demonstrating IA when she is able to recognize that words in spoken interaction can undergo a process of dropping, shortening, or eliding, described here by the emic characterization of “laziness” (line 17). This understanding that meaning in spoken interaction can be conveyed

despite lexical items undergoing a process of shortening, dropping, or eliding is supported by Cameron when he completes Diana's turn with an increment, adding, "when you don't even need to" (line 21).

The previous few transcripts shown in this chapter presented instances of learners identifying processes described as shortening and dropping with regard to perceived differences between spoken and written language, explained as something that German speakers, as a generalized group, do. The following transcript now presents another observation about spoken interaction that is perceived by the learners as something that German speakers, in general, do.

Spoken and written work, analysis 4: "Learners enhancing awareness concerning *joa*"

(yeeeah)

The following transcript, taken from the language session held on Week 6 of the term, shows the learners discussing the lexical item encountered in the materials, *joa* (yeeeah), and discussing contextual information about what it means and by whom it is used in spoken interaction.

Transcript 22. "Learners enhancing awareness concerning *joa*" (yeeeah)

"Learners enhancing awareness concerning *joa*" (yeeeah)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01 TH %joa%,  
    yeeeah  
02 TH ((shifts gaze towards DI)) I'm guessing that's just a way of saying yes.  
03 DI it's like a yeah  
04 DI it's a slight way of saying like yeah.  
05 DI I've heard lots of people say like %joa%.  
    yeeeah  
06 TH %joa% okay.  
    yeeeah
```


The transcript begins with Thomas addressing the lexical item in question. In the following line, he then shifts his gaze towards Diana and posits his content-proposal item, “I’m guessing that’s just a way of saying yes” (line 02), indicating that the previous line could be taken as a content-initiation item launched in preparation for his proposal. Diana orients to this proposal as a request for information, as is supported by Thomas’ shift of gaze and with the formulation of “I’m guessing” (line 02). She provides her receipt in line 03, in the form of further information about the meaning of *joa* (yeeeeah), which is extended further in lines 04 and 05, when she posits, “it’s a slight way of saying like yeah / I’ve heard lots of people say like %joa%”. In the final line of the transcript, Thomas relays receipt of Diana’s information, with “%joa% okay” (line 06).

With this transcript, it can be observed how the learners invoke comparisons between forms of L2 lexical items heard used in spoken interaction and forms that they orient towards as more readily recognizable. In doing so, the learners are also orienting to the fact that they have learned the German language formally and have been influenced by a standardized version of German from textbooks, when they take a form and they ground it with the standard form that they have learned formally. Diana’s explanation in line 04 reveals what the learners are aware of and what they know about the L2, when she posits that “yes” (line 02) and *joa* (yeeeeah) do not relay the exact same meaning. This lends indication that the German, *ja* (yes), and the German lexical item observed in spoken interaction by the learners, *joa* (yeeeeah), are not exact synonyms of one another, nor is one a shortening of the other, as seen previous examples from this chapter with the comparative work conducted on *nix* (nothing) and *nichts* (nothing). Diana’s comparative explanation of *ja* (yes) and *joa* (yeeeeah), where *joa* (yeeeeah) is used to express slight uncertainty, depicts an epistemic position of use where it can be employed in spoken interaction to convey implied knowledge and to posit a stance about something previously said in the conversation. Diana also

relays the information that *joa* (yeeeeah) is something that “lots of people say” (line 05), lending indication that she orients towards the use of this lexical item in the L2 as a general pattern attributed to German speakers as a whole.

The following transcript now uncovers a similar, yet distinguishable process occurring in the learners, where comparisons about variations in L2 lexical items are explained based on linguistic and social interactional phenomena displayed by speakers as individuals, rather than speakers as a whole.

Spoken and written work, analysis 5: “Learners enhancing awareness of how connecting consonants and sounds of different words can be realized in spoken interaction”

This transcript, taken from the session held on Week 6 of the term with the two learners, Diana and Thomas, demonstrates another instance of comparative work between what the learners perceive as spoken, non-standard forms of language, and written, standard forms. Specifically, the learners can be observed negotiating and constructing understanding with regard to *läuft des* (it going) as an area of difficulty encountered in the materials.

Transcript 23. “Learners enhancing awareness of how connecting consonants and sounds of different words can be realized in spoken interaction”

“Learners enhancing awareness of how connecting consonants and sounds of different words can be realized in spoken interaction”

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH and when it says %des%.
it

02 TH ((shifts gaze towards DI)) mm do you just think that could mean das but they're
it

03 DI ((tongue click))

04 DI no I

05 DI I imagine it's just a mumble,

06 (0.5)

07 DI ((shifts gaze towards TH)) %läuft des%
it going

08 DI like it's

09 DI it's supposed to be %läuft% es but
it going

10 TH ((nods)) ah yeah.

11 DI it's just a mumble from the previous word

12 TH ((nods)) oh okay.

13 DI like the ending consonant

14 (1.5)

15 DI because otherwise it doesn't make any sense.

16 DI because %des% is uh
it

17 DI genetiv particle
genitive

18 DI which doesn't make any sense,

19 TH what

20 TH what I

21 TH or how I thought was that he was trying to say das
it

22 TH but then like for some dialectical reason he said %des%
it

23 TH ((shifts gaze towards DI, laughs))

24 (0.5)

25 DI maybe,

26 DI could be it.

27 DI that's true

28 TH but then it could also be es
it

29 DI yeah um

30 TH um

31 TH okay yeah

The transcript begins with Thomas preparing to initiate a content-question item by addressing a specific lexical item from the materials, when he says, “and when it says %des%” (line 01). He then launches his question-item in the following line, asking, “do you think that could mean das but they’re” (line 02). In the following lines, Diana displays rejection towards this information posited by Thomas, and instead relays her own information, that, “it’s just a mumble from the previous word / like the ending consonant” (lines 11, 13). After a 1.5 second pause, Diana does not receive receipt or confirmation from Thomas. This silence can be understood by Diana as a projection of disagreement, as is supported in the next line when she provides further information to back up her claim, positing that, “because otherwise it doesn’t make any sense / because %des% is uh / genetiv particle / which doesn’t make any sense” (lines 15, 16, 17, 18). In the lines following this, Thomas then begins to unpack how he understood *läuft des* (it going),

explaining that the speaker “was trying to say *das* / but then for some dialectical reason he said %des%” (lines 21, 22). Following a 0.5 pause, Diana then provides receipt of this information, when she says, “maybe / could be it / that’s true” (lines 25, 26, 27). Here, it is made observable that neither Diana, nor Thomas, fully accept or reject each other’s posited information.

With this transcript, the learners can be observed raising IA in several ways. Firstly, Diana is demonstrating awareness when she is able to explain what she means by “a mumble” (line 11), where connecting sounds and consonants in spoken language can influence and affect verbal production of certain words, in this instance, the *t* and *d* sounds from *läuft des* (it going) being perceived as connected together. Here, Diana is demonstrating awareness of how words are realized and produced in spoken language, specifically concerning how words and consonants affect one another in spoken form. This shows awareness about spoken language and the differences between how words may be heard in speech and how they look in writing, where this detail is glossed as a mumble. Diana further demonstrates awareness, both about L2 language and interaction, when she is able to consider word article cases in German and provides reasoning why this understanding would not fit in the context of the specific interaction, “because otherwise it doesn’t make any sense / because %des% is uh / genetiv particle” (lines 15, 16, 17).

Secondly, Thomas demonstrates awareness about a different aspect of spoken interaction, when he offers the explanation of the speaker “trying to say *das* / but then for some dialectical reason he said “%des%” (lines 21, 22). Here, Thomas is showing that L2 words and lexical items with a standard, written form can be realized in different ways, and that words like *das* (it) can have different realizations and forms of production in spoken language. He also provides information to support this reasoning, offering knowledge on L2 systematicities in spoken interaction, such as regional and cultural influences, where a person may speak a certain dialect. This demonstrates

awareness about language forms and social factors such as regions, and how factors such as who you are and where you are from may influence the spoken production of certain words and lexical items.

With this transcript, it is shown how the learners can demonstrate different forms of awareness with regards to spoken language and interactional features of the L2 observed in spoken German. While Diana offers an explanation that demonstrates awareness about linguistics, such as connecting consonants in spoken language production, Thomas offers information that demonstrates awareness about social factors of language, such as regional and cultural dialects, that affect forms of spoken language. Rather than offering an explanation about a generalization of a pattern that German speakers do in general, as shown with the first few transcripts analyzed in this chapter, the explanations offered here demonstrate reasonings that are focused more on factors about the speaker as an individual. A similar process of meaning construction can be, once again, observed in the following two transcripts.

Spoken and written work, analysis 6: “Learners describing *ma* as a mumbled version of *mal*” (particle/PRT)

The following transcript, which was also selected for analysis in the previous chapter of this study addressing translation work, shows the learners discussing the lexical item encountered in the materials, *ma* (particle/PRT), and drawing comparisons with similar vocabulary items that they orient towards as being more readily recognizable.

Transcript 24. “Learners describing *ma* as a mumbled version of *mal*” (particle/PRT)

“Learners describing *ma* as a mumbled version of *mal*” (particle/PRT)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %also jetzt zieh ma%,
so now draw PRT
02 (1.0)
03 TH yeah okay so I uh I
04 TH I highlighted %ma% because I didn't know what that could have been.
05 DI I yeah
06 DI it's just a mumble and it's supposed to be mal.
PRT
07 DI because they they have %zieh%, ((points at transcript))
draw
08 TH hm
09 DI ((shifts gaze towards TH)) which is like the imperative,
10 DI %zieh% mal %ne neue karte%,
draw PRT a new card
11 DI ((pretends to pick up a card)) like draw a new card,
12 (0.5)
13 TH so it's trying
14 TH he's trying to say mal,
PRT
15 DI trying to be nice about it,
16 (1.0)
17 DI mal.
PRT
18 DI yeah I would say it's mal because if you
PRT
19 DI if you shove mal onto something it makes a request instead of a command,
PRT
20 TH ((nods head)) mm.
21 DI it's like a lighter,
22 TH okay.

The transcript begins in line 01 with Thomas reading aloud from the materials. Following this, he launches a content-initiation item, structuring his discourse with “yeah” (line 03), in preparation to initiate his assertion. Thomas posits his assertion in line 04, when he specifically addresses *ma* (particle/PRT) as an area of difficulty. Diana proves receipt of this in the following line, and then posits the information that she perceives *ma* (particle/PRT) to be “just a mumble and it's supposed to be mal” (line 06). This lends indication that Diana orients towards Thomas' assertion as a request for information with regard to the lexical item, *ma* (particle/PRT). With this explanation, Diana is drawing comparisons between vocabulary observed in the materials and L2

vocabulary that she orients towards as being recognizable for her and her group member, supported by the formulation, “it’s supposed to be” (line 06).

Diana is demonstrating awareness here about phonetic processes when speaking, positing “it’s just a mumble” (line 06) as an account for why *mal* (particle/PRT) can become *ma* (particle/PRT), where sounds in spoken language production can be dropped or elided. This explanation draws similarities to the explanations posited in previous transcripts from this chapter, where the learners observe perceived shortenings of lexical items occurring in spoken interaction. Thomas lends indication of how he has understood Diana’s information, as observed in line 14, when he says, “he’s trying to say mal”. The formulation of “he’s trying” supports the perception displayed by the learners that this instance of *mal* (particle/PRT) becoming *ma* (particle/PRT) is an occurrence linked to the particular speaker in this particular moment, rather than a general pattern that is attributed to all German speakers.

Diana’s explanation about the function of *ma* (particle/PRT), posited in line 19, demonstrates awareness about deontic stances that words can express when employed in interaction, where *ma* (particle/PRT) is performing a specific function in connection to doing an action, in this instance, making “a request” (line 19) or “a command” (line 19). By forwarding the claim that “if you shove mal onto something it makes a request instead of a command / it’s like a lighter” (lines 19, 21), Diana is demonstrating awareness about matters of politeness concerning spoken interaction in the L2, where certain words have to do with being more severe, less severe, more direct, or less direct. With this explanation, Diana does not provide a direct translation of *ma* (particle/PRT) in the L1, but rather, describes its function in spoken interaction, demonstrating awareness that certain interactional particles in the L2 do not have a direct, dictionary translation, and that these words

require more of a functional and interactional explanation that cannot be captured with a single word or semantic connection.

The following transcript, taken from the learner-facilitator discussion following the learners' group-work conducted on *ma* (particle/PRT) seen in the previous transcript, provides further insight into the comparisons drawn between what the learners orient towards as standard forms of words recognizable in textbooks, and lexical items in the L2 observed in spoken interaction.

Transcript 25. "Learners positing descriptions about pronunciation"

"Learners positing descriptions about pronunciation"

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 TH umm also when it says %joa also jetzt zieh ma ne%,
yeeeeah now draw PRT a

02 TH like we thought that that could have been like mein, ((shifts gaze towards CA))
mine

03 TH like they're just talking fast and are just trying to say like mei um.
mine

04 (0.5)

05 CA what did you think. ((shifts gaze towards DI))

06 DI so yeah like,

07 CA because you were like talking about it.

08 DI ((points to transcript)) yeah so,

09 DI %ja also jetzt zieh% mal eine, ((extends hands))
yeah so now draw PRT a

10 TH oh mal.

11 DI %neue karte% yeah.
new card

12 TH oh.

13 DI yeah so mal it's just
PRT

14 DI I don't know.

15 DI whoever is speaking does not

16 DI they're not pronouncing very well,

17 DI ((laughs))

18 DI it's supposed to be mal so that like.
PRT

19 DI ((shifts gaze towards TH)) that softens command and makes the request.

The transcript begins in line 01 with Thomas reading aloud from the materials in preparation to launch a content-proposal item concerning his understanding of "%zieh ma ne%". He launches his proposal in the following line, offering the explanation that the speakers in the

video are “just talking really fast and are just trying to say like mei” (line 03). In line 09, Diana relays her proposal, positing that she understood it as “%ja also jetzt zieh% mal eine / %neue karte%” (lines 09, 11). She then provides her explanation, attributing this instance of *ma* (particle/PRT) to the particular speaker as an individual, rather than being a general pattern that is to be observed in groups of German speakers or all German speakers, when she posits that “whoever is speaking does not / they’re not pronouncing very well / it’s supposed to be mal” (lines 15, 16, 18). This aligns with her explanation offered in the previous transcripts, where she lends the account that *ma* (particle/PRT) could be understood as a mumble. This account is then supported by the additional information offered here, where Diana posits her understanding that the speaker portrayed in the interaction is “not pronouncing very well” (line 16). Diana’s explanation, formulated with “it’s supposed to be” (line 18), echoes the stances posited by both of the learners in the previous transcript, where *mal* (particle/PRT) is seen as the formal, standard, and recognizable form and where *ma* (particle/PRT) is seen as a variation of the word that is observed in spoken interaction and would not be seen written in German language textbooks.

The following two transcripts depict further instances of the learners lending accounts for how and why certain lexical items in the L2 are realized and pronounced in spoken interaction, once again due to factors that can influence the spoken realization of words and how they are heard by others, such as instances of mumbling and speakers trying to talk over one another.

Spoken and written work, analysis 7: “Learners positing descriptions such as mumbles, stutters, and repairs”

This transcript was taken from one of the group-work phases conducted during the language session held on Week 12 of the term and depicts the learners discussing specific aspects of spoken interaction that can affect the verbal production of certain lexical items and which can impede understanding, described by the learners as mumbles, stutters, repairs, and speakers talking over one another.

Transcript 26. “Learners positing descriptions such as mumbles, stutters, and repairs”

“Learners positing descriptions such as mumbles, stutters, and repairs”

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH some things I didn't understand in line four,
02 TH is when it says %machst ge so so% um.
do ge so so
03 TH and then %halten% mal?
hold PRT
04 TH %mas%.
PRT
05 DI halt yeah %halten mas so%.
hold hold PRT so
06 DI it's so much mumbling and they talk over each other so much.
07 TH yeah↑ ((laughs)) um.
08 (0.5)
09 DI um
10 TH what do you think %ge% meant, ((shifts gaze towards DI))
11 (0.5)
12 TH like %g e%,
13 DI maybe like gehe,
go
14 TH mm.
15 DI but it might just be a stutter.
16 TH right. ((nods head))
17 DI like maybe she was trying to say something but then said something else.

The transcript begins with Thomas positing a content-initiation item in line 01, followed by a content-assertion item in lines 02, 03, and 04, when he points out specific areas of difficulty in the provided materials, noting, “when it says %machst ge so so% um / and then %halten% mal / %mas%”. Diana, likewise, orients towards this as an area of difficulty, as can be observed in the

following line, with, “halt yeah %halten mas so%” (line 05). She then details the reason why this has been deemed an area of difficulty, revealing that “it’s so much mumbling and they talk over each other so much” (line 06), to which Thomas lends agreement in the line that follows. With this observation, Diana is demonstrating IA when she is able to describe factors of spoken interaction that might affect the speakers’ verbal production of certain lexical items or impede the recipient’s understanding of these utterances, described by the learners as mumbles and speakers talking over one another.

Following a half second pause, Thomas posits a content-question item, specifically requesting information from Diana in order to help with the construction of meaning and understanding concerning the “%ge%” (line 10) observed in the provided interaction. Diana then provides a possible interpretation, “maybe like gehe / but it might just be a stutter / like maybe she was trying to say something but then said something else” (lines 13, 15, 17). By relaying this information, Diana is considering further factors that may affect verbal production of words and utterances in spoken interaction by providing explanations drawn from linguistics, eliciting phonetical phenomena observable in spoken language which she categorizes as stutters and repairs. While such linguistic phenomena are observable across languages and groups of speakers, the particular instances noted here have been attributed to the specific speakers as individuals. This is supported by Diana’s explanation formulated with, “like maybe she was trying to say something but said something else” (line 17), where she is describing a process that she observes occurring in a specific speaker.

The following transcripts now demonstrate further explanations offered by the learners to inform why certain words used by individual speakers in L2 spoken interaction can vary from forms found in language textbooks.

Spoken and written work, analysis 8: “Learners enhancing awareness about regional and cultural influences on spoken language production in the L2”

This transcript, taken from one of the learner-discussion phases during the language session held on Week 8 of the term, shows the learners discussing certain factors that might affect an individual’s pronunciation of certain lexical items in the L2, for example, geographic and cultural influences such as regional dialects and accents. Once again, the learners draw comparisons between standard forms of words and non-standard forms, which they describe here as “dialectal” (line 01) with “different spelling and pronunciation” (line 16).

Transcript 27. “Learners enhancing awareness about regional and cultural influences on spoken language production in the L2”

“Learners enhancing awareness about regional and cultural influences on spoken language production in the L2”
Session: Week 8
Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA ok you guys.
02 CA when you were reading the transcript
03 CA and when you were discussing it together,
04 CA were there any things that you had questions about or
05 CA maybe just give me a very brief rundown of what you guys talked about.
06 CA and if you have like anything to verify you can just ask me.
07 TH um we thought it was kind of like probably dialectal.
08 CA uh huh ok
09 DI ((nods))
10 TH uh because there were some words
11 TH that were spelled differently and pronounced differently
12 TH like %samstach%.
Saturday
13 CA good.
14 TH we guessed that’s like samstag.
Saturday
15 CA ((nods))
16 TH different spelling and pronunciation,
17 CA ((nods))
18 (1.0)
19 CA perfect.
20 DI and it’s weird that they say %ooch%,
too
21 CA ((laughs))
22 DI because is that supposed to be ich or is it supposed to be auch or.
I too

23 CA ((nods)) good yeah you think it's either ich or auch?
I too
24 DI yeah.
25 CA yeah mhm good.

The transcript begins with Cameron positing content-initiation items, first structuring the discourse with “ok you guys” (line 01), and then positing the explicit question in line 04, when he asks, “were there any things that you had questions about”. Thomas orients to this by relaying the information that he perceived the interaction as “kind of like probably dialectical / uh because there were some words / that were spelled different and pronounced differently” (lines 07, 10, 11). He then provides an example, specifically addressing *samstach* (Saturday) as a lexical item encountered in the materials, positing that “we guessed that’s like samstag / different spelling and pronunciation” (lines 15, 16). Diana then relays a further instance of this found in the materials, addressing the lexical item, *ooch* (too), and then positing the content-question item observed in line 22, when she asks, “is that supposed to be ich or is it supposed to like auch”. In the following lines, rather than providing a specific answer, Cameron displays agreement towards Diana’s posited options of how *ooch* (too) can be understood, implying that either could be a plausible interpretation and that it is not possible to be totally certain.

With this transcript, the learners are demonstrating IA with regard to specific factors that might affect an individual’s pronunciation of certain lexical items in the L2, and that regional and cultural influences, such as dialects and accents, play a role in how words can be realized and pronounced in spoken interaction. By providing possible interpretations of how the lexical items in question can be understood, and by giving variations that they orient towards as standardized and more recognizable, the learners are demonstrating awareness that words in the L2 can have different realizations in spoken interaction, based on factors that might affect an individual’s or a group of speakers’ pronunciation.

The following transcript further demonstrates this perception displayed by the learners, that words considered to be dialectical or that are pronounced differently than how they are formally taught in language courses, are seen as non-standard variations.

Transcript 28. “Learners positing descriptions about accents and dialects”

“Learners positing descriptions about accents and dialects”

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner)

```

01  JE  this ma has some kind of accent.
02  JE  there were a lot of non standard words I was noticing throughout the.
02  TH  ((shifts gaze towards JE)) mm.
03  JE  like I think the the %ooch% there is thinking ich,
        ((also/I)) I
04  TH  yeah %ooch% ((nods)) maybe.
        ((also/I))
05  JE  and uh he said %samstach% I think that is samstag,
        Saturday Saturday
06  TH  ((nods))
07  JE  so.
08  DI  mm yeah I feel like the dialect is sometimes like %samstach%.
        Saturday
09  JE  yes yeah.

```

The transcript begins in the first few lines with Jenn positing that one of the speakers in the observed interaction “has some kind of accent” (line 01) and that “there were a lot of non standard words” (line 02). She then delves further into what is meant by this, lending several examples taken from the materials, drawing comparisons between *ooch* (too) and *ich* (I), as well as *samstach* (Saturday) and *Samstag* (Saturday). Diana orients to this information by lending agreement, positing that “the dialect is sometimes like %samstach%” (line 08). With this transcript, Jenn and Diana posit similar, yet slightly varying accounts for why words are being pronounced and spelled differently than how they would be formally taught in German language courses, based on factors that influence speakers as individuals, such as who they are and where they come from. According to the information posited by the learners, these influences can result in accents, dialects, and other regional, social, and cultural aspects that affect spoken language and pronunciation.

The final two transcripts selected for analysis show the learners working closely with the provided materials in order to draw out information about how grammatical aspects of the L2 can be realized in spoken interaction by German speakers, in this instance, specifically concerning one speaker's observed use of indefinite articles and prepositions in the dative case.

Spoken and written work, analysis 9: “Learners enhancing IA and LA about aspects of L2 grammar in spoken language production”

The following transcript is taken from one of the group-work phases conducted during the language session held on Week 8 of the term and depicts the learners collaboratively constructing meaning and raising awareness with regard to a specific utterance observed in the materials, “%das hab ich mi m%”.

Transcript 29. “Learners enhancing IA and LA about aspects of L2 grammar in spoken language production”

“Learners enhancing IA and LA about aspects of L2 grammar in spoken language production”

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner)

| | | |
|----|----|--|
| 01 | DI | um I don't know what in line fourteen what %mi% means. with |
| 02 | DI | %ich mi m%, I with |
| 03 | TH | ich mich, I |
| 04 | | (0.5) |
| 05 | DI | ahh, |
| 06 | TH | %das hab ich% mich %m%. I did with the |
| 07 | TH | I don't know what the %m% means. |
| 08 | | (0.5) |
| 09 | JE | oh that's probably the last letter from something. |
| 10 | DI | %das hab ich% mich I did that with |
| 11 | DI | she might just be mumbling like a mumble. |
| 12 | DI | %das hab ich% mich %m% I did with the |
| 13 | JE | or it could be dem %timmy%, |

14 JE like if it's your um to show it's a dativ,
dative

15 DI mm it could yeah I think they would have the d in it though.

16 JE ((moves head back and forth))

17 TH also be dem like why would you say the timmy. ((shifts gaze towards JE))
the

18 JE uh I don't know.

19 JE ((shifts gaze towards DI)) probiert is probiert a dativ,
tried tried dative

20 JE ah ((shakes head))

21 DI ((shifts gaze towards JE)) good question no idea.

22 JE ((laughs))

The transcript begins with Diana positing a content-assertion item in line 01, where she is explicitly requesting information from her group-members concerning the utterance, “%ich mi m%”, as observed in the materials. Thomas orients to this in the following line by providing a possible interpretation, positing, “ich mich” (line 03). After a half second pause, Diana indicates receipt of new information when she posits a change of cognitive state marker, supported by the slightly rising intonation given with, “ahh,” (line 05). Following this, Thomas tests out his interpretation, positing, “%das hab ich% mich %m%” (line 06), before launching his own content-assertion item, revealing now that, “I don't know what the %m% means” (line 07). Jenn orients towards this by providing a possible interpretation, advancing that it is “probably the last letter from something” (line 09), evoking the learners’ previously described processes of dropping, shortening, and eliding of lexical items in spoken interaction. Diana then provides another possible explanation, positing that the speaker “might just be mumbling like a mumble” (line 11).

In line 13, Jenn then posits a content-proposal item, advancing that the %m% could denote “dem” (line 13), considering that it could be “to show it's a dativ” (line 14). This proposal is neither fully rejected, nor accepted by either Diana or Thomas, as can be observed with Diana's response in line 15, when she posits that, “it could yeah I think they would have the d in it though”, and with Thomas' response in line 17, when he mentions, “also be dem like why would you say the timmy”. Near the end of the transcript, it can be seen that Jenn still orients towards the “%m%” as

a shortened, dropped, or elided dative article, as shown when she mentions to the group, “probiert is probiert a dativ” (line 19).

With this transcript, Thomas is firstly demonstrating IA when he is able to examine the utterance, “%ich mi m%”, and is able to deduce that “%ich mi%” may be used to denote a reflexive verb in the L2, formulated with “ich mich”. Diana is also demonstrating IA when she is able to hypothesize the process described as L2 lexical items being shortened or dropped in spoken interaction, attributed to aspects of spoken pronunciation that she categorizes as mumbles. Likewise, Jenn is demonstrating IA when she is able to deduce that the lone “%m%” may denote a dative article, although she does not explicate further information, such as whether it is a definite or indefinite dative article. Furthermore, Jenn is demonstrating LA when she is able to consider and share information about complex grammatical aspects of the L2, such as certain German verbs that are required to take the dative case, and how this may be realized in spoken language as opposed to how they recognize it from other forms perceived as formal, written, and standard variations.

This next transcript, taken from the learner-facilitator discussion phase following the group-work shown in the previous analysis, depicts the group furthering the discussion of the utterance, “%das hab ich mi m timmy%”, as observed in the interaction provided in the materials. By furthering the collaborative construction of meaning, the learners attain resolution and come to an agreed-upon interpretation that works to strengthen the group’s contextual understanding of the observed interaction.

Transcript 30. “Learners crystallizing IA about aspects of L2 grammar in spoken language production during a learner-facilitator discussion”

“Learners crystallizing IA about aspects of L2 grammar realized in spoken language production during a learner-facilitator discussion”

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner), CA (Cameron, facilitator)

01 CA what else did you guys get,
02 (0.5)
03 CA oh oh line fourteen you guys there’s a shortened. ((shifts gaze towards TH))
04 CA we weren’t really. ((shifts gaze towards DI))
05 CA you guys were kind of debating this what do you think it is.
06 DI yeah %mi m%.
with the
07 JE that %mi m% if that %mi m% is a
with the with the
08 CA yeah.
09 JE a stutter or if it’s actually a particle.
10 CA ((shifts gaze towards JE)) I loved the discussion what were you guys thinking,
11 (0.5)
12 DI %das hab ich mi m timmy%
I did with the timmy
13 JE because well I wasn’t sure if it takes a dativ ((shifts gaze towards CA))
dative
14 CA mhm
15 JE but if it did then that %m% could be there to show the dativ.
the dative
16 DI ((nods))
17 CA ((nods)) yeah exactly and why
18 CA so why is the dativ happening what preposition do we got before it?
((looks around at participants))
dative
19 CA it’s also kind of like shortened lazy speech.
20 JE ooh↑ it’s
21 JE %das hab ich mi%
I did with
22 (0.5)
23 CA we have %mi em timmy%. ((looks around at participants))
with the timmy
24 JE mit,
with
25 CA mit.
with
26 JE that’s mit,
with
27 CA and then
28 JE ((shifts gaze towards CA)) so that’s definitely dativ.
dative
29 CA so that’s mit.
with
30 JE it’s mit dem.
with the

The transcript begins in the first few lines with Cameron probing the learners further with regards to a specific utterance found in the materials, formulating the request for information with, “oh oh line fourteen you guys there’s a shortened / we weren’t really / you guys were kind of debating this what do you think it is” (lines 01, 03, 04). Diana orients to this as an explicit request for information, as she responds by pointing out the line in the materials mentioned by Cameron, confirming with, “yeah %mi m%” (line 06). In the following line, Jenn posits a content-initiation item, when she addresses the line from the materials with, “that %mi% if that %mi m% is a” (line 07). She then launches her content-assertion item in the following line, simultaneously formulated as a proposal where she offers two options for what *mi m* (with the) might be, “a stutter or if it’s actually a particle” (line 09). By offering these two options and advancing her request for information in the form of an assertion concerning the line in question observed in the materials, Jenn is demonstrating that, although the learners came to an agreement on possible options for what *mi m* (with the) could be, firm resolution had not been attained during the group-work phase. This nonetheless demonstrates complex critical-thinking and problem-solving work in the learners, when they are able to detect vocabulary and lexical items that they mark as unexpected or in conflict with prior knowledge, and consider reasons for why this might be and how these items can be understood.

Following this, Cameron probes the learners to consider this further, referring to the discussion the learners were having during the previous group-work phase. Jenn responds by providing further information with regard to *mi m* (with the), positing, “because well I wasn’t sure if it takes a *dativ* / but if it did that %m% could be there to show the *dativ*” (lines 13, 15). In offering this explanation, Jenn is demonstrating both IA and LA, when she is able to consider aspects of grammar concerning the L2 and systematicities that can be realized or represented in spoken

language. In lines 18 and 19, Cameron pushes the learners to reflect further on the consideration of *mi m* (with the) being used by the speaker in the materials to demonstrate a dative grammar case, asking them to draw on previous knowledge about the L2, formulated with, “so why is the dative happening what preposition do we got before it / it’s also kind of like shortened lazy speech” (lines 18, 19). Here, we can see that Cameron is borrowing descriptions and explanations previously posited by the learners during the group-work phase in order to encourage reflection and further critical-thinking about how and why dative formulations can be realized in spoken interaction.

Jenn orients to this by providing a German preposition used in the dative case, “mit / that’s mit / so that’s definitely a dative” (lines 24, 26, 28). Using this information, she then posits her proposal that *mi m* (with the) can be understood as “mit dem” (line 29), *mit* (with) being the dative preposition that affects the masculine definite article to become *dem* (the), in this case, *dem Timmy* (Timmy). By offering this understanding, Jenn is demonstrating LA when she is able to reflect on grammatical aspects of the L2 portrayed in spoken interaction, how they can be realized in verbal language production, and how they may differ from forms that the learners orient towards as more recognizable. This, in turn, works to target IA in the learners, when they are given the opportunity to reflect on verbal realizations of grammatical aspects of the L2 occurring in naturally-occurring interactions between speakers in the L2, and are able to draw connections to previous knowledge in order to construct meaning and understanding.

Having completed the analysis of comparative work with spoken and written language conducted during the language sessions, the following section further addresses the differences between spoken and written language, as perceived by the learners, and posited during the group-work and facilitator-learner discussion phases.

5.3: Follow-up analysis of comparative work with spoken and written language

Similar to the follow-up analysis of translation techniques performed by the learners and highlighted in chapter 4 (4.3: Follow-up analysis of translation work), the goal of presenting further data is to summarize further findings emerging from the dataset and to highlight further valuable data that. Again, while the examination of the proposed data in this section does make full and detailed use of the reworked DCS, as with the analyses presented in section 5.3 (5.3: Analysis of comparative work with spoken and written language), I instead employ Interaction Analysis to briefly examine shorter stretches of the transcribed data garnered from the recorded language sessions with the learners, which I call extracts. As observed in the dataset comprising my study and shown through the analysis of comparative work with spoken and written language conducted during the language sessions, several explanations were offered by the learners to differentiate the various processes occurring, and these explanations have been examined and further discussed here in greater detail.

Having examined the collection of examples showing comparative work with spoken and written language conducted by the learners during the language sessions, it was observed that six main explanations were differentiated. Category 1 was the regional and cultural explanation, where observations and features were perceived to be influenced by regional and cultural factors; category 2 was the linguistic explanation, where observations and features were explained using aspects borrowed from linguistics; category 3 was the efficiency explanation, where observations and features were explained using categorizations about aspects of interaction described as dropping sounds, combining sounds, and mumbles; category 4 was the semantic explanation, where variations of similar-looking words mean slightly different things when employed in spoken

interaction; category 5 was the general pattern of German speakers explanation, where observations were explained using general patterns and features attributed to groups of German speakers or German speakers as a whole; and lastly, category 6 was the social and pragmatic explanation, where observations and features were explained using social and pragmatic factors involving interaction and spoken language in the L2.

Accordingly, this section presents examples drawn from the dataset of my study that demonstrate the various explanations and processes representative of these categories, as posited by the learners during the recorded language sessions. The first category to be addressed is the regional and cultural explanation for differences in spoken and written language detected by the learners in the provided materials during the language sessions. This first excerpt shows one of the learners addressing a lexical item encountered in the materials, *des* (it), providing an explanation based on cultural factors that affect differences in how certain words can be pronounced by different speakers of the same language.

Excerpt 42. “Dialectical reason”

“Dialectical reason”

Original transcript: “Learners enhancing awareness of how connecting consonants and sounds of different words can be realized in spoken interaction”

Session: Week 6

Speakers: TH (Thomas, intermediate learner)

```
01    TH    what
02    TH    what I
03    TH    or how I thought was that he was trying to say das
                                it
04    TH    but for like some dialectical reason he said %des%
                                it
```

With this excerpt, Thomas is posting an explanation that draws on cultural and regional factors that can influence differences in verbal language production, such as dialects. The next excerpt lends a similar explanation. However, further possible factors are mentioned and are being taken into account by the learners.

Excerpt 43. “Accent or dialect”

“Accent or dialect”

Original transcript: “Das *isch*” (that is)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH um %aber ja das isch%
but yeah that is
02 TH %ja auch wie beim gitarre%
also the same with guitar
03 DI yeah so that
04 DI %isch% I imagine is his
is
05 DI his accent or dialect or whatever
06 DI and it’s supposed to be ist
is

With this excerpt, Diana speculates the reason for why *isch* (is) is being pronounced by the speaker in the materials the way that it is, positing that it can be due to “his accent or dialect or whatever” (line 05). The following excerpt shows a similar explanation being offered, however, here, the learners draw an explicit comparison between the vocabulary observed in the materials and variations that they orient towards as more recognizable, positioning the two as non-standard and standard.

Excerpt 44. “Non-standard words”

“Non-standard words”

Original transcript: “Some kind of accent”

Session: Week 8

Speakers: TH (Thomas, intermediate learner), JE (Jenn, intermediate learner)

01 TH %na mensch da hast%
so man you have
02 TH I’m guessing the %da% is supposed to be du
you you
03 TH like he’s just speaking fast
04 JE this ma has some kind of accent
05 JE there were a lot of non standard words

In this excerpt, the learners are addressing the lexical item, *da* (you), as observed in the materials with the utterance, “%na mensch da hast%” (line 01). Thomas posits that the “%da% is supposed to be du” (line 02) and that the speaker is “just speaking fast” (line 03). In the following line, Jenn posits the explanation that the speaker “has some kind of accent” (line 04), and then positions the language portrayed as “non standard” (line 05). In mentioning this, Jenn is offering

The following excerpt lends another example of the learners discussing aspects of phonetic pronunciation that can affect verbal production of spoken language.

Excerpt 47. “The way they speak it”

“The way they speak it”

Original transcript: “Karde” (card)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01 TH oh did you think the spelling for %karde% was different
                                card
02 DI yeah it's not
03 DI it's not right
04 DI it's just the way they say it
05 DI like the way they speak it
06 TH right
07 DI because it's spelled with a t not an e
08 DI or a t not a
09 TH yeah that's what I thought
10 DI or it's with a t not a d
```

In the first line of the excerpt, Thomas requests information with regard to the spelling of a lexical item encountered in the materials, *karde* (card). By positioning this spelling as “different” (line 01), Thomas is marking this lexical item as unexpected and conflicting with prior knowledge. Diana displays agreement towards this observation, positing, “yeah it’s not / it’s not right / it’s just the way they say it / like the way they speak it” (lines 02, 03, 04, 05). She then relays further information that draws comparisons between the spoken language observed in the materials and the forms and spelling that align with previous knowledge, when she posits, “it’s with a t not a d” (line 10). With this excerpt, the learners demonstrate IA when they recognize and consider aspects of spoken language such as phonetic pronunciation of lexical items and how these forms can differ from written forms such as those shown in language learning textbooks.

The following excerpt shows the learners lending similar descriptions concerning the spoken language portrayed in the materials, providing explanations and observations concerned with linguistics and phonetics.

Excerpt 48. “A different word”

“A different word”

Original transcript: “Dropped sounds”

Session: Week 10

Speakers: KR (Kris, beginner learner), JE (Jenn, intermediate learner)

01 JE I'm noticing there's a lot of dropped sounds
02 KR mhm
03 JE like a lot of these
04 KR like casual
05 JE words are being not pronounced properly
06 JE and in that second line there I think that %ham% is haben haben
have (to have to have)
07 KR mhm
08 JE which I mean that's not just dropping a letter it's even changing it
09 KR a different word
10 JE yeah
11 KR slang the secret words
12 JE yeah
13 JE it's just it's mushing sounds together to come up with new ones you know

In the beginning of the excerpt, the learners posit descriptions about the language portrayed in the materials, such as, “there’s a lot of dropped sounds” (line 01), “like casual” (line 04), and “words are being not pronounced properly” (line 05). With these observations, the learners are drawing comparisons between spoken and written forms of language when they are able to consider aspects of verbal language production, described as eliding or dropping sounds. Jenn then specifically points out *ham* (have), as observed in the materials, claiming, “I think that %ham% is haben haben / which I mean that’s not just dropping a letter it’s even changing it” (lines 06, 08). Kris displays agreement towards this observation in the following line, with, “a different word” (line 09). With this excerpt, the learners demonstrate IA when they are able to consider and reflect on the processes that words go through when produced in spoken language, and how this can affect the verbal realization of the lexical item, such as “mushing sounds together to come up with new ones” (line 13).

The following excerpts now show the learners drawing comparisons between spoken and written language using explanations encompassing further aspects of linguistics, such as false starts, stutters, and repairs.

Excerpt 49. “A false start”

“A false start”

Original transcript: “A stutter”

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner)

```
01   JE   I'm not sure if that %ge% there is is just a false start
02   TH   mm
03   JE   from the %gearbeit% or
           worked
04   DI   yeah I think it was just a stutter
```

In the first few lines of the excerpt, Jenn points out an area in the materials, %ge%, positing that, “I’m not sure if that %ge% there is is just a false start / from the %gearbeit% or” (lines 01, 03). Diana displays agreement towards this information, positing, “yeah I think it was just a stutter” (line 04). By providing these explanations, Jenn and Diana are demonstrating IA when they are able to reflect on aspects of spoken interaction, described here as false starts and stutters, and are able to draw upon contextual information and previous knowledge in order to aid with meaning construction.

The following excerpt now shows the learners considering further aspects of spoken interaction encompassing linguistics that can affect semantic construction and spoken realization of thoughts and phrases.

Excerpt 50. “So many fillers”

“So many fillers”

Original transcript: “*Du bist ja nur du da*” (you are only you there)

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01   TH   %mh ja vor allem du bist ja nur da also nich mal stefans banenen oder so%
           mm ja exactly you are only you there so not Stefan's bananas or something
02   DI   I can't read what this says
03   TH   ((laughs))
04   DI   %du bist ja ne du da%
           you are only you there
05   TH   yeah ((laughs))
06   DI   that's a that's a complete sentence ((laughs))
07   TH   she wanted to change what she was saying partway through the sentence
08   TH   ((laughs))
09   DI   no it's not even that it's just so many fillers it's like
```

10 DI you are and then %ja% is a filler
 ((ja is used a filler word in this context to add emphasis to the
 statement)
 11 TH mhm
 12 DI sort of saying like emphasizing

The excerpt begins with the learners addressing a specific utterance shown in the provided materials, %du bist ja ne du da% (you are only you there). Thomas posits the explanation that the speaker “wanted to change what she was saying partway through the sentence” (line 07). Here, Thomas is taking into consideration aspects of spoken interaction observed in linguistics and how this can affect verbal language production, for example, repairs. In the following lines, Diana then posits her explanation, positing that, “not it’s not even that it’s just so many fillers it’s like / you are and then %ja% is a filler / sort of saying like emphasizing” (lines 09, 10, 12). In sharing this information, Diana is demonstrating IA when she is able to consider the function of particles in spoken interaction, and how they can affect the meaning of the utterance produced, for example, providing indication of further emphasis on a specific point.

The following excerpt demonstrates an instance of a learner describing the observed process of speakers formulating compound words in specific interactional scenarios with spoken German.

Excerpt 51. “A frankenword”

“A frankenword”

Original transcript: “*Hundewagenfahrradanhänger*” (dog bike carrier)

Session: Week 7

Speakers: KR (Kris, beginner learner), CA (Cameron, facilitator)

01 KR what does
 02 KR should I try to pronounce that word
 03 CA mhm mhm good
 04 KR %hundewagenfahrradanhänger%
 dog bike carrier
 05 CA perfect I’m actually really glad that you mentioned that
 06 CA so what’s happening here
 07 CA um
 08 CA ((laughs))
 09 CA yeah I’ll let you take a stab at it
 10 CA what’s going on with this giant word
 11 CA ((laughs))
 12 KR it’s a frankenword

lexical item, *nichts* (nothing). Diana orients towards this differentiation as a process of “shortening” (line 06) and “dropping” (line 09), where “they tend to use / use %nix% with an x instead of nichts” (lines 06, 07). By formulating this explanation using “they” (line 06), Diana is displaying consideration that this shortening of *nichts* (nothing) is a general pattern used by German speakers and can be observed frequently in spoken interaction across groups of speakers.

The following excerpt shows the learners discussing similar processes, described as shortenings, and drawing upon comparisons between spoken language portrayed in the materials and written forms that they orient towards as standard and more recognizable.

Excerpt 53. “Colloquial speech”

“Colloquial speech”

Original transcript: “*Deswege*” (because of that)

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

| | | |
|----|----|--|
| 01 | DI | in line seven it says %deswege% which I don't think is right |
| | | because of that |
| 02 | DI | I think it's supposed to be deswegen |
| | | because of that |
| 03 | TH | deswegen |
| | | because of that |
| 04 | CA | mhm ((nods)) yeah why do you think it's been shortened |
| 05 | DI | colloquial speech |
| 06 | CA | exactly yeah |
| 07 | DI | just lazy speech |

The excerpt begins with Diana addressing a lexical item encountered in the materials, *deswege* (because of that), positing, “which I don’t think is right” (line 01). With this description, Diana is marking this form as unexpected, orienting towards this as non-standard. In the following line, she then posits that “it’s supposed to be *deswegen*” (line 02). By formulating this information with “it’s supposed to be” (line 02), Diana is further orienting towards *deswege* (because of that) as a non-standard form, where *deswegen* (because of that) aligns better with her previous knowledge of the L2. She provides reasoning for this, claiming that this process is due to changes that lexical items go through when produced in spoken language, for example, lexical items being formatted

into “colloquial speech” (line 05) or “lazy speech” (line 07), thereby describing a process of efficiency in spoken language expressed through means of register and attitude.

The following excerpt lends similar descriptions and explanations that draw on comparisons between spoken and written language, where learners orient towards the spoken forms portrayed in the materials as unexpected and conflicting with previous knowledge. In order to construct meaning, the learners anchor these forms with forms that they orient towards as more recognizable.

Excerpt 54. “Just a mumble”

“Just a mumble”

Original transcript: “Learners describing *ma* as a mumbled version of *mal*” (particle/PRT)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01    TH    %also jetzt zieh ma%  
        so now draw PRT  
02        (1.0)  
03    TH    yeah okay so I uh I  
04    TH    I highlighted %ma% because I didn't know what that could have been  
        PRT  
05    DI    I yeah  
06    DI    it's just a mumble and it's supposed to be mal  
        PRT  
07    DI    because they they have %zieh%  
        draw  
08    TH    hm  
09    DI    which is like the imperative  
10    DI    %zieh% mal %ne neue karte%  
        draw PRT a new card
```

The excerpt begins with Thomas addressing a specific lexical item encountered in the materials, *ma* (particle/PRT), positing that, “I highlight %ma% because I didn’t know what that could have been” (line 04). By lending this observation, Thomas is marking *ma* (particle/PRT) as unexpected and is requesting information with regard to its meaning. Diana then posits that “it’s just a mumble and it’s supposed to be *mal* / because they have %zieh% / which is like the imperative” / %zieh% mal %ne neue karte%” (lines 06, 07, 09, 10). By formulating her information with “it’s supposed to be” (line 06), Diana is orienting towards *ma* (particle/PRT) as being a non-standard, mumbled version, and where *mal* (particle/PRT) is considered the standard,

non-mumbled form that she orients towards as more recognizable for her and her group member. Here, Diana is demonstrating IA when she is able to reflect on factors that affect verbal production of lexical items, described here as mumbles.

The following excerpt depicts the learners addressing a specific lexical item observed in the materials, *karde* (card), drawing comparisons between forms that they orient towards as more recognizable and positing explanations for why these variations in form are occurring.

Excerpt 55. “Talking really fast or something”

“Talking really fast or something”

Original transcript: “*Karde*” (card)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

```
01    DI    but yeah %karde%
           card
02    TH    mhm
03    DI    karte yeah it's just
           card
04    DI    I don't know if it's
05    DI    maybe it's just like the way they speak or
06    DI    like the fact that it's a bunch of guys and so they
07    DI    the d sound is like
08    DI    %karde%
           card
09    DI    ((laughs))
10    TH    I don't know
11    DI    they're just talking really fast or something
```

The excerpt begins with Diana addressing the specific lexical item in question, *karde* (card), as observed in the materials. Diana establishes meaning by anchoring the vocabulary item in question with a lexical item that she orients towards as more recognizable for her and her group member, *karte* (card), as shown in line 03. She then posits her reasoning that this variation in form could be due to “the way they speak or / like the fact that it’s a bunch of guys and so they / the d sounds is like / %karde%” (lines 05, 06, 07, 08), and that the speakers in the materials are “just talking really fast or something” (line 11). With this explanation, Diana is demonstrating some level of IA when she is able to consider aspects of spoken interaction, such as variations in verbal language production amongst groups of speakers, for example, “a bunch of guys” (line 06).

Additionally, Diana is demonstrating IA when she is able to reflect on matters to do with efficiency that can affect the verbal realization of words in spoken interaction, such as speakers “talking really fast” (line 11).

The following excerpt demonstrates one last instance of learners drawing comparisons between spoken and written forms of language, using explanations to do with shortenings, droppings, and matters of efficiency in spoken language production. This example shows the learners discussing a reoccurring pattern observed in the provided materials, specifically concerning the spoken realization of definite articles in the dative case by German speakers.

Excerpt 56. “*Dem*” (the)

“*Dem*” (the)

Original transcript: “One letter *Dativs*” (datives)

Session: Week 8

Speakers: DI (Diana, advanced learner), JE (Jenn, intermediate learner), CA (Cameron, facilitator)

01 CA what about line three
02 CA %holst du die sachen aus m kühlschrank% what is this %m%
can you grab the stuff from the fridge
03 JE that’s a dem
the
04 DI dem
the
05 JE we’re starting to recognize these one letter dativs ((laughs))
datives

The excerpt begins with Cameron addressing a lexical item observed in the materials, the *m* (the) from “%aus m kühlschrank%” (line 02), which the learners determine is the German masculine dative definite article, *dem* (the). Jenn posits the observation that, “we’re starting to recognize these one letter dativs” (line 05). In mentioning this, Jenn is referring to a process where dative definite articles in German are reduced to one letter when realized in spoken language production. In positing these considerations, the learners are demonstrating IA when they were able to detect patterns occurring in the language portrayed in the materials and make use of contextual information drawn from the interaction to construct meaning about meaning and

function. Similarly, the learners are also demonstrating LA when they are able to take into consideration grammatical aspects of the L2, such as case accordance of definite articles to prepositions, and how these aspects of grammar may be realized and produced as a reoccurring pattern among German speakers in spoken interaction.

During the language sessions, the learners discussed instances of similar-looking lexical items in the L2 being used by the speakers in the materials to convey slightly different contextual meanings. The following set of excerpts now shift focus towards instances of learners discussing how variations of similar-looking words observed in spoken interaction can vary slightly in semantic meaning. The next two excerpt specifically address the learners' discussion of the lexical item, *joa* (yeeeeah), as observed in the provided materials, and how this word varies slightly in meaning from the German yes, *ja* (yes).

Excerpt 57. "A slight way of saying yeah"

"A slight way of saying yeah"

Original transcript: "Learners enhancing awareness concerning *joa*" (yeeeah)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

| | | |
|----|----|--|
| 01 | TH | %joa% yeeeah |
| 02 | TH | I'm guessing that's just a way of saying yes |
| 03 | DI | it's like a yeah |
| 04 | DI | it's a slight way of saying like yeah |
| 05 | DI | I've heard lots of people say like %joa% yeeeah |

This first excerpt shows the learners specifically addressing the lexical item in question observed in the materials, *joa* (yeeeeah), as seen line 01. Thomas then proposes that this is "just a way of saying yes" (line 02), to which Diana responds by informing that, "it's like a yeah / it's a slight way of saying like yeah" (lines 03, 04). By providing this information, Diana is drawing a distinction between *joa* (yeeeeah) and "yeah", arguing that the two do not convey the exact same meaning, but rather, *joa* (yeeeeah) is considered "a slight way of saying" (line 04) *ja* (yes). In

positing this distinction, Diana is orienting towards her understanding that *joa* (yeeeah) and *ja* (yes) do not imply or convey the same level of sureness or certainty.

The following example, observed just a few moments later during the same language session and group-work phase, demonstrates Diana clarifying and elaborating further on the distinctions made between *joa* (yeeeah) and *ja* (yes), building from her comparisons posited in the previous excerpt.

Excerpt 58. “It changes what it’s meant”

“It changes what it’s meant”

Original transcript: “*Joa* to express uncertainty” (yeeeah)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

| | | |
|----|----|---|
| 01 | DI | I dunno maybe it's just to express like uncertainty |
| 02 | DI | or like they're thinking through their answers or something |
| 03 | CA | good |
| 04 | DI | maybe |
| 05 | TH | %joa% yeeeah |
| 06 | CA | good |
| 07 | DI | it changes what it's meant |

With this excerpt, Diana is pushing her description of *joa* (yeeeah), as posited in the previous example, even further, when she clarifies that it can be used “to express like uncertainty / or like they’re thinking through the answers or something” (lines 01, 02) and that “it changes what it’s meant” (line 07). By positing this, Diana is, once again, drawing an explicit distinction between *joa* (yeeeah) and the German yes, *ja* (yes), stating that the two are not completely synonymous, but rather, convey a slightly different meaning from one another when used in spoken interaction.

From having examined and discussed the two previous excerpts, the learners are observably demonstrating IA when they show that they are able to differentiate similar-looking lexical items in the L2 and discuss how these forms vary slightly in meaning when employed in spoken interaction.

While conducting comparative work with spoken and written language during the group-work and discussion phases of the language sessions, the learners were observed discussing various patterns and features drawn from the materials. Category 5 consisted of the learners glossing certain observations from the materials as general patterns and features attributed to German speakers. The following set of excerpts now shift the focus toward comparative work with spoken and written language conducted by the learners, where the processes observed are described as general patterns attributed to German speakers.

Excerpt 59. “Like a filler word”

“Like a filler word”

Original transcript: “Hm”

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH and it says %hm%
02 TH is that also a mumble
03 DI ((tongue click))
04 DI um %hm% is probably just like
05 DI like a
06 DI like a filler word
07 DI like when people say
08 TH oh
09 DI um or uh

This excerpt shows Thomas addressing a lexical item encountered in the materials, %hm%, asking whether it is “a mumble” (line 02). Diana then responds that “%hm% is probably just like / like a / like a filler word / like when people say / um or uh” (lines 04, 05, 06, 07, 09). With the formulation, “like when people say” (line 07), Diana is orienting towards a view that the use of words such as “hm”, “um”, and “uh” while talking is considered a general feature of spoken interaction that can be attributed to all speakers. The following excerpt shows the learners lending a similar explanation for another lexical item encountered in the materials.

Excerpt 60. “A filler”

“A filler”

Original transcript: “Learners discussing interactional function of *äh* in the L2” (uh)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA we have the the %äh% thing
um
02 TH mm
03 CA what did you guys think that
04 TH we thought it was just like a filler
05 DI yeah
06 CA mmm
07 DI Germans do that
08 DI like we have
09 DI we have like uh
10 TH yeah
11 DI in English
12 DI and Germans go %äh%
um

In the first line of the excerpt, Cameron requests information about a lexical item encountered in the materials, *äh* (uh). In line 4, Thomas posits that, “we thought it was just like a filler”. Diana lends agreement in the following line, positing further information, that “Germans do that / like we have / we have like uh / in English / and Germans go %äh%” (lines 07, 08, 09, 11, 12). By lending this information about lexical items such as *äh* (uh) in German and “uh” in English, Diana is orienting towards this a general pattern that is observable across speakers in both languages, when she says, “Germans do that” (line 07) and “we have” (line 09). With these two previous excerpts, the learners are demonstrating IA when they are able to consider features of spoken interaction that are observable both in the L1 and the L2, and reflect on how these features differ syntactically, yet perform similar functions.

The following transcript shows the learners lending similar descriptions and explanations to further interactional patterns employed by the German speakers in the provided materials.

Excerpt 61. “A shortening of *eine*” (a)

“A shortening of *eine*” (a)

Original transcript: “Learners describing *ne* as a shortening of *eine*” (a)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH okay yeah %ziehen wir%
do we pull
02 TH and then %neue karte% um
new card
03 TH at first I was confused but I realized that %ne% just is like
a
04 TH a shortening of *eine*
a
05 DI mhm yup
06 TH um
07 DI yeah you hear that a lot of the time in German
08 TH mhm
09 DI all the time especially with native speakers

In the first few lines of the excerpt, Thomas addresses a specific lexical form from the materials, *ne* (a), positing that, “at first I was confused but I realized that %ne% just is like / a shortening of *eine*” (lines 03, 04). Diana lends agreement in the following line, and then posits that, “yeah you hear that a lot of the time in German / all the time especially with native speakers” (lines 07, 09). With this explanation, Diana is advancing that shortening or eliding of sounds from indefinite articles in spoken interaction consists of a general pattern that is attributable to all German speakers as a whole.

A similar explanation is provided in the following excerpt, once again concerning eliding or omitting sounds from indefinite articles in spoken interaction in the L2.

Excerpt 62. “Nobody conjugates properly”

“Nobody conjugates properly”

Original transcript: “Learners describing interactional patterns used by speakers in the L2”

Session: Week 6

Speakers: DI (Diana, advanced learner)

01 DI and then %ne% is said all the time
a
02 DI nobody conjugates properly
03 DI no one says like *einem*
a
04 DI they also just say %ne%
a

The excerpt begins with Diana addressing the lexical item, *ne* (a), as observed in the provided materials, informing that “%ne% is said all the time / nobody conjugates properly / no one says like einem / they also just say %ne%” (lines 01, 02, 03, 04). With these formulations, Diana is orienting towards the view that eliding sounds from indefinite articles is something that is expected and can be observed as a general pattern occurring in spoken interaction in the L2. With these previous transcripts, the learners are demonstrating IA when they are able to detect patterns employed in spoken interaction, marking them as unexpected or conflicting with previous knowledge, and are able to use contextual information drawn from the interaction, as well as LA about the L2, in order to construct meaning and formulate conclusions about these observed features.

While conducting comparative work with spoken and written language during the group-work and discussion phases of the language sessions, the learners were observed discussing the speakers’ use of specific lexical items in the L2 that infer or imply certain social and pragmatic contexts when employed in spoken interaction. The following set of excerpts now shift the focus towards explanations about observations and features observed in the materials posited by the learners on the basis of the social and pragmatic interactional contexts.

Excerpt 63. “Makes a request instead of a command”

“Makes a request instead of a command”

Original transcript: “Learners describing *ma* as a mumbled version of *mal*” (particle/PRT)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

| | | |
|----|----|---|
| 01 | TH | he’s trying to say mal |
| | | PRT |
| 02 | DI | trying to be nice about it |
| 03 | | (1.0) |
| 04 | DI | mal |
| | | PRT |
| 05 | DI | yeah I would say it’s mal because if you |
| | | PRT |
| 06 | DI | if you shove mal onto something it makes a request instead of a command |
| | | PRT |
| 07 | TH | mm |
| 08 | DI | it’s like a lighter |

| | | |
|----|----|-----------------------------------|
| 06 | TH | it sounds less demanding |
| 07 | DI | yeah |
| 08 | DI | yeah it just it just sounds nicer |
| 09 | DI | it softens it |

In the beginning of the excerpt, Thomas addresses the lexical item in question, *mal* (particle/PRT), when he requests information from Diana, saying, “you said it softens the request” (line 02). In the following line, Diana lends agreement, then informs that, “if you say like *bitte* or *mal* or something / like it could be *sitzt* / *sitzt mal* or” (lines 03, 04, 05). In drawing comparisons between *bitte* (please) and *mal* (particle/PRT), Diana is demonstrating IA when she is able to propose two different lexical items in the L2 that perform similar social and pragmatic functions in spoken interaction, and then place them in interactional contexts in order to provide examples and construct understanding for her group member. Thomas is demonstrating IA when he shows understanding of Diana’s explanation concerning the social and pragmatic function of *mal* (particle/PRT) in spoken interaction, when he requests confirmation on the information posited that, “it sounds less demanding” (line 06). Diana’s responses in lines 08 and 09 further support her explanations about the social and pragmatic function of *mal* (particle/PRT) in spoken interaction proffered to Thomas in the previous two excerpts.

The following excerpts now show the learners discussing the use of specific lexical items in spoken interaction and how they can imply certain registers of formality between the speakers, or how they can display certain levels of colloquialism inferred from the language used.

Excerpt 66. “Really informal way”

“Really informal way”

Original transcript: “Informal way of saying yeah”

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

| | | |
|----|----|--|
| 01 | DI | it's yeah it's just really informal way of saying yeah |
| 02 | TH | joa yeeeah |

This excerpt shows the learners discussing and constructing understanding with regard to the lexical item encountered in the materials, *joa* (yeeeeah). Diana compares *joa* (yeeeeah) to the English lexical item, “yeah”, claiming that “it’s just really informal way of saying yeah” (line 01). With this information, Diana is implying that the use of *joa* (yeeeeah) in spoken interaction would likely be indication that the interaction is occurring in a less formal setting between speakers who are familiar with one another.

The following excerpt lends an example of a similar discussion concerning the social and pragmatic use of lexical item, *ne* (no), as encountered in the provided materials.

Excerpt 67. “A colloquial way to say no”

“A colloquial way to say no”

Original transcript: “*Ne mach ma so*” (no do it particle/PRT like that)

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

| | | |
|----|----|---|
| 01 | TH | %mhm ne mach ma so% no we'll do it like that |
| 02 | TH | yeah I didn't understand that at all |
| 03 | TH | in line ten |
| 04 | DI | %ne% is like no |
| 05 | TH | %ne% no |
| 06 | DI | it's just like a colloquial way to say like |
| 07 | TH | no |
| 08 | DI | nein yeah no |

The excerpt begins with Thomas addressing an utterance observed in the materials, “%mhm ne mach ma so%” (line 01), positing that, “I didn’t understand that at all” (line 02). Diana orients towards this as a request for information, specifically concerning the lexical item, *ne* (no), as can be observed in line 04, when she explicitly says, “%ne% is like”. Thomas displays indication that this lexical item mentioned by Diana constitutes an area marked as unexpected, when he echoes, “%ne%” (line 05). Diana then posits that “it’s just like a colloquial way to say like / nein” (lines 06, 07). Thomas also lends confirmation that he has understood this similarly, as he provides an English translation in line 07, that *ne* (no) is “like a colloquial” (line 06) version of “no” (line

07). With this information, the learners are advancing that *ne* (no) is similar to both *nein* (no) in German and *no* in English, however, it provides indication that the register of the interaction is leaning towards casual rather than formal.

5.4: Concluding remarks

As shown through the analyses of interactional moments when the learners invoked comparative work with spoken and written language during the recorded language sessions, it was made clear that this was one of the main learning goals constructed and imposed by the learners themselves while working through the provided tasks and activities. With the analyses concerning the differences between these forms and variations of language, topicalized during the language sessions, it can be seen how the learners often associate forms of spoken language with lexical items and vocabulary that they mark as unexpected, while forms of language that they orient towards as recognizable are described as more correct, standard variations, possibly reflecting those they have encountered in language classes, dictionaries, and language textbooks. Different types of explanations proffered with regard to comparative work with spoken and written language included: 1) regional and cultural explanations; 2) linguistic explanations; 3) explanations of efficiency; 4) semantic explanations; 5) explanations comprising general pattern of German speakers; and 6) explanations based on social and pragmatic interactional contexts and implications.

By performing this work, the learners demonstrated awareness of how regional and geographical factors can affect the verbal production of lexical items or can result in variations of similar lexical items. Additionally, they demonstrated awareness concerning features of spoken

language to do with linguistics, topicalized by the learners as mumbles, stutters, conversational repairs, filler words, phonetic pronunciation, and phonetic spelling of words. The learners also demonstrated awareness about interactional features of spoken language attributed to matters of efficiency and verbal language output, such as words and consonants being connected to one another in verbal language production, speakers shortening words, and speakers dropping and eliding sounds. The learners, likewise, demonstrated awareness about how similar lexical items can convey different semantic meanings when employed in spoken interaction, and how certain lexical items being employed in spoken interaction can imply certain registers of formality and colloquialism between the speakers.

The analyses and discussions addressing the processes for constructing understanding and awareness about L2 interaction presented throughout this chapter have allowed for a close examination of the topicalized differences between the language used by the German speakers portrayed in the learning materials, and the forms of language that align more closely with previous knowledge and assumptions about the L2 displayed by the learners. Taking these findings into consideration, it can be argued that the learners in my study are demonstrating IA when they draw clues about the interaction from observations, such as the language being used, as well as the social and pragmatic function of specific lexical items, in order to raise awareness about social norms and cultural expectations that can be realized and inferred from spoken interactions in the L2. Additionally, by reflecting and discussing these considerations with one another, the learners can be observed exercising group-work skills, communication skills, critical-thinking skills, and problem-solving skills related to language and culture with regard to both the L2 and L1.

6: Conclusion

The goal of my study was to examine inferences of awareness about aspects of L2 interaction and language, as observed and detailed by the learners/study participants while working with the provided audio-visual and written learning materials during the recorded language sessions comprising the dataset of my research. With the analyses provided in the previous chapters, I have shown how these inferences of awareness about L2 interaction and language, made visible through the learners' discussions and processes of collaborative knowledge construction while working with the provided materials and resources, are considered aspects and features that underpin IA. Aspects discussed included, in what ways do learners display IA? What elements of awareness does IA consist of and can be viewed or recognized as IA? How do we, the researchers, infer IA from what the learners display and show? Accordingly, further elements to be discussed in this chapter include a concluding summary of features and aspects of IA made visible by the learners during the recorded language sessions, as well as a concluding summary discussing the relationship between IA, IC, and LA. This is followed by a review of learners' self-reports about DL, learners' self-reports about constructivist learning and group-work, and learners' self-reports of further areas of learning with regard to the learning tasks, activities, and materials implemented in my study. In order to address these inquiries, the results and conclusions drawn from the analysis chapters of my study have been enumerated and summarized.

As shown with the analyses of the recorded language sessions comprising the dataset of my study, it is understood that IA can be made visible by examining the various actions and forms of conduct demonstrated by the learners as they interacted with one another to complete the learning tasks and activities. These findings have been enumerated and further highlighted. The

goal in summarizing these findings is to establish empirical inferences and hypotheses about what IA can consist of, specifically with regard to discovering, noticing, and constructing knowledge about L2 interaction, language, and culture. According to my study findings, IA was made inferable from the learners' conduct through observable processes of meaning negotiation and knowledge construction. These processes were made visible through the collaborative work that the learners conducted together as interactants, via learning techniques involving discovery, investigation, and reflection, as demonstrated by the learners while managing the learning tasks, materials, and activities.

6.1: Summary of study findings

By asking questions about aspects of the L2 encountered in the learning materials, the learners created a collaborative, social environment to generate discussion and stimulate reflection about aspects of interaction, both with regard to the L2 and the L1. In doing so, the learners were able to negotiate and establish an awareness about certain encountered interactional and linguistic features that was either accepted or rejected by the other learners present as group members. Using the DCS from Schermuly and Scholl that was further elaborated upon for the purposes of my study, the recorded and transcribed data procured during the recorded language sessions was analyzed in order to examine and make visible very specific points in the learner interactions where these understandings and reflections were posited, intersubjectively considered, and then subsequently, either accepted or rejected by the other group members/interactants.

In order to construct understanding, the learners employed several methods of meaning making while working with the learning materials. Such techniques used by the learners during

the language sessions included various forms of translation work, as outlined in chapter 4 (4: Translation work). This was made visible when the learners conducted work with translation techniques that involved explaining and discussing the linguistic and contextual implications of the observed interactions comprising the learning materials. One method employed by the learners to provide clarification and construct meaning for others included brokering as translation techniques. By using the L1 to explain and discuss what was observed in the learning materials, the learners worked to provide clarification for one another with regard to lexical items, linguistic structures, interactional features, and cultural implications about the observed interactions, as well as the social contexts they are bound in. Further translation techniques employed by the learners included L2-to-L2 translation strategies involving providing translations using other lexical items in the L2, and L2-to-L1 translation strategies involving providing direct translations from the L2 into the L1.

These strategies were observably employed by the learners during the recorded language sessions as a means of enhancing awareness with regard to the provided materials and resources. Additionally, by working through the learning materials using translation techniques, the learners were able to make hypotheses about unknown aspects of interaction and the L2 that they encountered, based on contextual clues drawn from the observed interactions. Furthermore, by discussing and comparing aspects of both the L2 and the L1, the learners demonstrated the capacity and exercised their abilities to work across languages and cultures with regards to both. By conducting discovery work, making hypotheses, and reflecting on encountered interactional and linguistic aspects of the L2 using the L1, the learners were able to construct meaning, understanding, as well as an awareness of the L2, considered in relation to the L1.

Another technique employed by the learners to construct meaning with regards to the interactions that they observed in the provided learning materials involved comparative work with written and spoken language, as outlined in chapter 5 (5: Comparative work with written and spoken language). This kind of work included discovering and discussing different realizations, productions, and systematicities of verb conjugations in spoken interaction, as well as systematicities of similar looking lexical items that convey slightly varying meanings. During the recorded language sessions, the learners demonstrated the capacity to recognize and discuss patterns that words go through when realized and produced in spoken language, observably described by the learners in the dataset as mechanisms involving shortenings, droppings, and eliding of sounds. Additionally, the learners demonstrated the capacity to notice and become aware of other aspects of spoken interaction that can affect verbal language production, categorized by the learners in the dataset as stutters, mumbles, repairs, speakers talking over one another, or speakers connecting words, sounds, or consonants together.

Furthermore, the learners demonstrated the capacity to notice and discuss the grammatical function of lexical items when employed in specific interactional contexts, for example, in the context of *angebrochenes Obst* (broken fruit)³², where the prefix, *an* ((*an* is a German prefix that changes the meaning of the verb and can vary in meaning depending on the verb it is accorded to)), indicates being “broken open”, and the *es* ((*es* is an adjective ending accorded to indefinite article descriptions of neutral nouns in German)) ending being accorded to the neutral German noun, *das Obst* (the fruit). Another example observed in the dataset included the learners’ observations and discussions surrounding the dative definite article, *dem* (the), being realized as *m* in certain instances of spoken interaction³³. This kind of work promotes LA, as demonstrated by the learners

³² Instances of this are observed and discussed in chapter 4 (Excerpt 4).

³³ Instances of this are observed and discussed in chapter 5 (Transcript 29, Transcript 30, Excerpt 56).

through processes involving meaning and awareness construction of L2 grammar, and how these processes can be realized in spoken interaction.

Further comparative work with written and spoken language conducted by the learners during the recorded language sessions included recognizing and reflecting on how similar or slightly varying lexical items can mean different things when employed in specific interactional contexts, for example, the differences in meaning between *ja* (yes) and *joa* (yeeeah) when used in spoken interaction³⁴. The learners also demonstrated the capacity to notice and discuss ways that compound words in German can be constructed and employed in spoken interaction, as seen with the learner discussions surrounding lexical items such as *hundeschiebedings* (dog pushing thing) and *hundewagenfahrradanhänger* (dog car bike carrier)³⁵. Additionally, the learners demonstrated the capacity to notice and reflect on interactional patterns employed by certain groups of speakers, for example, patterns employed by German speakers as a whole, or regional and geographical influences that produce differences in spoken language, for example, dialects and accents³⁶. With these considerations and comparisons, the learners further demonstrated the capacity to recognize and reflect on the ways that spoken language can vary from language shown in language textbooks or language taught formally in undergraduate language classrooms.

Through their discussions and reflections about aspects of L2 interaction and language drawn from the learning materials, the learners were observed raising awareness about the epistemic function of specific lexical items in spoken interaction, for example, for realizing a specific action, or a pragmatic or social function. Instances of this observed in the dataset included

³⁴ Instances of this are observed and discussed in chapter 4 (Transcript 15) and chapter 5 (Transcript 22, Excerpt 57, Excerpt 58).

³⁵ Instances of this are observed and discussed in chapter 4 (Excerpt 30, Excerpt 42).

³⁶ Instances of this are observed and discussed in chapter 5 (Transcript 23, Transcript 27, Transcript 28, Excerpt 44, Excerpt 45, Excerpt 46).

learner discussions involving lexical items such as *mal* (particle/PRT)³⁷ and *doch* (yeah it is)³⁸. Further processes enacted by the learners that could be seen as raising awareness about L2 interaction included comparisons of lexical items such as *mal* (particle/PRT) to others that perform a similar pragmatic function in spoken interaction, such as *bitte* (please)³⁹. Similarly, the learners were observed enhancing awareness about L2 interaction through discussions about instances of a reoccurring pattern or aspect of spoken interaction being employed in similar or varying interactional contexts. This awareness was observably further crystallized in the learners when they demonstrated the capacity to observe lexical items being employed in specific interactional contexts, take them, and put them into practice in real-life situations, for example, Diana's use of *joa* (yeeeeah) as a response to comments posited by other group members during the recorded language sessions⁴⁰. Furthermore, the learners demonstrated the capacity to discuss and reflect on how specific vocabulary items can index beyond semantics and point towards cultural knowledge or implications, such as the discussions surrounding *gyimi* (high school)⁴¹ and *servus* (hello)⁴². Lastly, the learners also demonstrated the capacity to notice and discuss, thereby promoting awareness, about non-verbal aspects of spoken interaction portrayed in the learning materials, for example, coughing, throat clearing, tongue clicks, lip smacks, laughing, and giggling.

These observations and comparisons between spoken and written language, made visible through the learners' recorded and transcribed discussions during the recorded language sessions, resonate with previous research from CA highlighted in Chapter 2 (2.2: Interaction awareness and interactional competence) addressing specific practices and features to do with spoken interaction.

³⁷ Instances of this are observed and discussed in chapter 4 (Transcript 5, Transcript 6) and chapter 5 (Transcript 24, Transcript 25, Excerpt 63, Excerpt 64, Excerpt 65).

³⁸ Instances of this are observed and discussed in chapter 4 (Excerpt 13).

³⁹ Instances of this are observed and discussed in chapter 5 (Excerpt 65).

⁴⁰ Instances of this are observed and discussed in chapter 4 (Transcript 15).

⁴¹ Instances of this are observed and discussed in chapter 4 (Transcript 17, Excerpt 27, Excerpt 28).

⁴² Instances of this are observed and discussed in chapter 4 (Excerpt 33).

Methodological practices borrowed from CA for the use of pedagogical L2 learning, such as those implemented in my study (the use of recordings and written transcripts of naturally occurring interactions as learning materials), grant L2 learners the tools and resources needed in order to closely examine features and aspects of spoken interaction such as repairs, “troubles in speaking” (Schegloff, 2006, p. 78), “problems of hearing or understanding” (Schegloff, 2006, p. 78), in addition to non-verbal aspects of interaction such as body movement and non-verbal vocalizations (coughs, laughing, lip smacks, tongue clicks), as noted by the learners during the recorded language sessions and enumerated in previous research from CA.

Taking these conclusions into consideration, it is important to remember that the parameters of my study did not specifically involve integrating such learning approaches into existing undergraduate L2 learning curricula, nor did it involve introducing such learning approaches into undergraduate L2 classrooms. The language learning sessions and the provided learning materials used in my study were designed and implemented specifically with the purpose of conducting empirical research in mind, and possibilities to integrate such approaches into undergraduate language classrooms and curricula have been considered following the examination, analyses, and concluding results drawn from the dataset comprising my study. From my study results, I have shown how these kinds of learning tasks and activities can be introduced to beginner, intermediate, and advanced language learners as a method of learning about L2 interaction and language, and as a method of targeting other areas of learning to do with language and interaction, for example, work with recorded interactions and written transcripts produced in the L2. Additionally, from the findings procured through my research, I have shown how these kinds of activities can be conducted and completed during the length of a usual, undergraduate language class spanning 50 minutes. While the learners in my study required approximately 75

minutes to observe, analyze, and discuss 3 separate interactions/transcript excerpts taken from the DGD, during a 50-minute class, learners should have time to complete the observation, analysis, and discussion of 2 recorded interactions that are similar in length and content to those implemented in this study.

As my study findings have shown, methodologies and concepts borrowed from CA involving the use of recorded and transcribed, naturally occurring interactions in the L2 for the purpose of learning about L2 interaction and language, coupled with methods towards DL and social learning, can be implemented into undergraduate L2 curricula as a method of allowing learners to observe and investigate, for themselves, how courses of action, as well as linguistic and embodied resources, can be achieved through interaction enacted in specific contextual scenarios. Recordings and written transcripts of naturally occurring interactions in the L2 permit learners to watch, listen, read, and closely examine various and specific points, as well as processes, that occur throughout the course of the conversation. Video recordings allow learners to observe what participants are doing while speaking, the body language being used, and the body language of the interaction recipients during observed turns at talk. Written transcripts allow learners the opportunity to further examine the language being used, which can lead to further observations, hypotheses, discoveries, and points of discussion. This relates to previous research conducted in CA that addresses the need for formal features of language to be investigated within a methodological framework that allows for the observation of “real-time language use in conversation” (Fox, 2007, p. 310).

From these findings, it has been shown how learning activities, tasks, and materials involving the use of recordings and written transcripts of spoken interaction in the L2 can be implemented as a means of encouraging discovery work for learning interaction, language, and

culture in undergraduate L2 classroom contexts. The collaborative discovery and meaning construction work enacted by the learners during the language sessions comprising the present study has allowed for a close, empirical investigation of processes and methods of conduct for invoking reflection and negotiating understanding about interactional and linguistic features of the L2 encountered in the learning materials, thereby leading to an awareness that can be inferred through the recorded learner-learner interactions. Such processes of knowledge construction included noticing and discussing specific situational and interactional contexts where certain lexical items would be used, thereby targeting a sense of awareness that is grounded in the specific social and culturally situated contexts of the observed interactions. This is reminiscent of the theoretical work on IC posited by Cekaite (2007), enumerated earlier in chapter 2 (2.2: Interaction awareness and interactional competence), where implicit knowledge about the L2 that can be considered IC includes knowing about discursive, linguistic, pragmatic, and organizational resources for conducting contextual and socially situated interaction in the L2. Taking this into consideration, by observing and examining these interactional and linguistic aspects of the L2 employed in specific social contexts, the learners demonstrated the capacity to discover, discuss, and thereby become aware of these features of the L2 being used within specific, socially situated scenarios.

These findings align with previous research conducted in CA-SLA, where it has been shown that “[i]n order to prepare L2 learners for their participation in real-world L2 encounters, classroom practice needs to be more consequentially completed with opportunities for out-of-classroom language experiences [...] and these experiences should be brought back to the classroom as objects of reflection and of teaching” (Pekarek Doehler, 2021, p. 29). Accordingly, “[t]his means capitalizing on the learning potential of the classroom in ways that are nourished by

a wider range of interactional practices than the classroom alone can offer” (Pekarek Doehler, 2021, p. 29). The learning activities implemented in this study work to move the academic learning environment in a pedagogical direction that makes use of multi-modal materials and technological media to deliver experiences and scenarios that one would normally encounter ‘outside of the classroom’ and ‘in the real-world’. The benefit of conducting this work in a classroom setting is that learners have the opportunity to observe, pause, reflect, and discuss their findings with their peers in a controlled, low-stakes environment. This is supported by previous research from L2 pedagogy showing that “[t]he objective of language education should be not merely to facilitate effective language use on the part of language learners but also to promote critical engagement among discourse participants” (Kumaravadivelu, 1999, p. 473), along “with an assessment of the extent to which critical engagement is facilitated in the classroom” (Kumaravadivelu, 1999, p. 473)

This focus that IC, as understood in CA-SLA, places on the social contexts and communicative purposes of interaction relates to the theoretical advancements put forward by Pekarek Doehler (2021), where it is argued that IC must be understood as being socially bound and dependent upon the specific linguistic and interactional procedures for action employed by the interactants. The tasks, activities, and materials implemented in the present study demonstrate the potential for classroom learning involving the use of recordings and written transcripts of spontaneously occurring interactions in the L2 to sensitize learners towards noticing, discovering, and becoming aware of features of language and interaction used in specific social contexts. This can also be connected back to Ellis’ (2004) work on explicit and implicit knowledge and Anderson’s (1983) work on declarative and procedural knowledge, where it is explained that explicit and declarative knowledge entail active processes of meaning construction and negotiation

with regard to newly encountered aspects of interaction, language, and culture. By explicitly sharing their discoveries and formulating hypotheses about newly encountered interactional and linguistic features of the L2, the learners' conduct makes observable processes of awareness raising when they verbalize and consider this information with one another.

With my study findings, I have uncovered and investigated inferences of awareness manifested through the learners' discussions and conclusions about re-occurring interactional patterns, regularities, concepts, and rules that they observed being employed by different speakers in varying social contexts. While the present study did not set out to investigate whether such learning activities for L2 learning can work to strengthen IC, it has been established that learning activities and materials involving recordings of real interactions in the L2 can work to target awareness about L2 interaction, language, and culture, which, in turn, may work to target competences that previous researchers have come to associate as IC. As researchers and educators of L2 learning, it is our hope that, overtime and with enough opportunities for exposure and reflection, it may be possible for this awareness to be internalized into implicit knowledge that, as explained through previous research (Anderson, 1983; Ellis, 2004), becomes accessible and retrievable automatically. By considering and incorporating analytical tools and insights borrowed from CA and CA-SLA, it becomes possible to observe and examine specific points in recorded learner interactions, resultingly emerging through the learners' conduct with the materials, tasks, and each other, that are publicly visible in the data and that reflect this understanding of what can be viewed as IA. The present study sought to identify and examine these processes of meaning construction that observably invoke reflection and encourage awareness with regard to the aspects of explicit and declarative knowledge made visible through the learners' conduct during the recorded language sessions.

According to the conclusions drawn from my study, the learners demonstrated LA through their discussions about individual lexical items and grammatical concepts. IA pushes this understanding of LA further by drawing upon important findings from CA research, specifically that language use in spoken interaction must be considered as context-bound and situation-dependant (Pekarek Doehler, 2018; 2021). From this understanding, the learners in my study then demonstrated IA through their various processes of meaning construction that involved noticing, discussing, and reflecting on specific linguistic and interactional features of the L2, as anchored within the specific and socially bound contexts of each of the observed interactions. Adding to this, the learners further demonstrated IA through their considerations about cultural, regional, and pragmatic implications of specific instances and variations of language use in spoken interaction.

This supports previous research from CA-SLA that has advocated the benefits of implementing learning materials and activities involving live recordings and transcripts of naturally-occurring interactions in the L2 for L2 learners. (Wong, 2000; Crandall & Basturkmen, 2004; Pawlak, 2006; Yagi, 2007; Young, 2011; Masoumi-Moghaddam, 2018; Pekarek Doehler, 2021) As evidenced in my dataset, these kinds of multimodal resources can provide a rich and productive venue for learners to learn about L2 interaction and language, as well as pragmatic and cultural implications of language use within specific social and interactional contexts. The learning activities and materials designed and implemented in my study, comprising naturally-occurring, recorded and transcribed interactions in the L2, work to target these areas of learning by drawing learners' attention towards linguistic, organizational, and cultural features of spoken interaction in the L2 that become observable while working together through the tasks.

With regards to the learning activities designed and implemented within the present study, such discovery-based approaches for learning relate to Rutherford and Sharwood Smith's (1987)

theoretical concept of consciousness raising, as shown when the learners conducted discovery-work with the provided learning materials employed as a resource to assist with acquiring new information and constructing knowledge, rather than transferring it through rote presentation and memorization. This underlines the potential for discovery-based, as well as collaborative learning activities involving audio-visual recordings and written transcripts of real interactions in the L2, such as those implemented in the present study, to aid with constructing interactional, linguistic, and cultural knowledge drawn from observable language use and non-verbal cues employed within specific social contexts and interactional scenarios.

Additionally, previous theoretical research on intercultural communicative awareness explicates that communicative strategies that speakers employ in spoken interaction can point beyond words and grammar, towards deeper cultural knowledge, procedures, or implications for social conduct in the L2 that are expressed through spoken interaction and means of non-verbal embodiment (Betz & Huth, 2014; Aljohani, 2017; Masoumi-Moghaddam, 2018). In order to target these areas of L2 learning, previous researchers of CA-SLA and L2 pedagogy have advised educators and researchers to design and implement learning tasks, activities, and materials that provide opportunities for learners to collaborate with one another through discovery work with spoken language. This, in turn, encourages learners to work across languages and cultures, both with regard to the L2 and the L1, so that they may construct meaning and raise awareness about the interactional and linguistic features that they encounter and discuss with one another.

6.2: Self-reported learner perceptions

The survey questionnaire and debriefing session responses, provided post-hoc by the learners, have additionally been consulted and discussed, in order to lend support and strengthen the arguments of the concluding points uncovered from the study findings. It is important to note here that the learner responses, provided post-study, have not been considered and directly applied to the analyses that form the basis of my study, nor do they affect the analyses enacted in chapters 4 and 5 in any way, since the aim of presenting the data comprising my primary analysis chapters was to pinpoint specific points in the recorded and transcribed learner interactions that can be conceptualized as awareness of interactional and linguistic features of the L2. Rather, the post-study survey and debriefing session responses are meant to provide further feedback for researchers, investigators, and educators who are specifically interested in hearing the learners' personal reactions with regard to the methodological approach designed and implemented for my study, as well as the learners' self-reports about the specific activities, tasks, and materials that formed the data collection portion of my research.

Concerning the avenues for learner self-reports implemented post-study, three out of four of the study participants submitted survey responses and participated in the debriefing session, those being Diana (advanced learner), Thomas (intermediate learner), and Kris (beginner learner). During the debriefing session, the learners reported that they found the video and audio recordings of the German speaker interactions to be helpful with providing contextual information for meaning construction, for example, with regard to the formality of the interactions. One learner, specifically, reported that, "I think with the video ones it kind of helps with the body language that you get / you can kind of like understand maybe why someone said something or why there was a

stutter or a pause or something / or if they dropped something or whatever” (Diana, debriefing session). Another learner reported that, “with the videos it was like helpful to see like who was talking / and you could kind of see like what they were doing as well so like that would give you kind of clues as to what they were talking about” (Thomas, debriefing session).

Similarly, the learners reported that they found the audio-visual recordings and written transcripts provided as learning materials, in addition to the activities, tasks, and discussion periods, to be helpful with becoming more aware of aspects of spoken interaction with regard to the L2. One learner reported that, “yeah it helped me understand the differences between spoken and written German / also the German that they teach is not necessarily how people talk in everyday situations / so it was useful for seeing the differences there” (Thomas, debriefing session). Another learner reported, “I really enjoyed learning slang and whatnot” (Kris, debriefing session), while another recounted that, “it was nice to hear the like / more authentic native speaker kind of accent or dialect stuff” (Diana, debriefing session).

With regard to the helpfulness of the provided written transcripts for completing the learning tasks and activities, one learner reported specifically that, “my hearing’s not that great to begin with so hearing the phone conversations / I could not understand a thing without the transcript / and I remember that’s how you designed it / like first you made us listen to it and then you gave us the transcript” (Thomas, debriefing session). This comment demonstrates the importance of incorporating written elements, as well as visual and audio elements, into the learning tasks and activities, in the instance that a learner may rely more stringently on one form of sensory input over another. Adding to this, another learner remarked that, “like let’s say if you were just listening to it and you couldn’t understand what the word was / the transcript had like a / it wasn’t necessarily the written-out word but the written out sound / it lets you kind of like make

an inference of like / ah ok like / that sounded like one thing but it's actually something else" (Diana, debriefing session). Similarly, another learner posited that, "also it was nice to be able to go back and recognize like / if there was anything missed it was easier to go back and then see it within its context as well" (Kris, debriefing session).

With regard to previous skills and experiences that the learners brought to the sessions and felt helped them with the completion of the tasks and activities, one learner reported that previous experience with CA courses was helpful because, "I think it made reading the transcripts a lot easier and much less confusing being like / is that a word and realizing it's not the word it's the sound" (Diana, debriefing session). Another learner reported that having previously watched videos of naturally-occurring interactions in German proved helpful, sharing that "one of the ways I had studied German is by watching conversations with people on the street talking in German and usually the subtitles are there" (Thomas, debriefing session), adding that "because it's spoken German some of the same differences that you'll find in those transcripts were there so that helped me see those / so that kind of like helped me see those and like / and then I got familiar with that so I recognized that when I saw it in the transcripts" (Thomas, debriefing session). Furthermore, the learners reported that previous experiences learning and working with another language, such as French and Spanish, lent them transferable skills about interaction, languages, and cultures that they were able to put into practice during the language sessions.

While working through the tasks and activities during the recorded language sessions, the learners observably exercised and demonstrated various forms of LA with regard to the L2, which, in turn, helped to raise and reinforce IA concerning the aspects of spoken language portrayed in the provided materials and discussed by the learners during the group-work and discussion phases. During the debriefing session, the learners reported that the language sessions helped them to

become more aware of non-standard forms of spoken language, described by the learners as forms that would not normally be found in German language textbooks or taught formally in German language courses. One learner reported that the language sessions helped target awareness concerning matters of pronunciation and verbal production of spoken language, such as “dialect stuff because there’s like / some people / like in standard German you’re taught to say like ich / but then more colloquial people might say like isch / or like dialects and accents are different / something like that” (Diana, debriefing session). According to the results of the administered, post-study survey with the learners, 3 out of 3 respondents reported that the language sessions, tasks, materials, activities, and discussion periods were helpful for becoming aware of patterns, features, and aspects of spoken interaction in the L2.

Furthermore, the learners also reported that the language sessions helped them to become more aware of general aspects of language with regard to the L2, such as grammar, vocabulary, and pronunciation, as well as the varying ways that these linguistic features can be realized in spoken interaction. According to the results of the administered, post-study survey with the learners, 3 out of 3 respondents reported that they felt the language sessions helped to strengthen their understanding of aspects of the German language with regard to areas of learning such as spoken interaction, grammar, and culture.

Additionally, the learners reported that the performance phases of the language sessions, where they were given the opportunity to re-enact the observed interactions together, implemented in combination with the observation, transcript analysis, group-work, and discussion phases, aided with awareness raising and meaning construction. With regard to the interactions in the L2 provided as learning materials, one learner clarified that, “we’d listen to them and then you’d be able to read and then you’d take time to like actively look at it and like act it out so you could hear

it with each other / and like as it progresses it gets easier to understand” (Diana, debriefing session). This comment lends reinforcement to the structure of the language sessions comprising this study, where learners were first asked to observe and listen to the recorded interactions, and then they were asked to read along with the written transcripts. Following this, they were then asked to analyze their transcripts and then work through them together with their group. Following these phases, the learners were then asked to perform and re-enact the interactions together as a role-play exercise.

As posited by Diana, with the repetition of phases where the learners are exposed and re-exposed to the language and aspects of interaction using different methods and techniques, the processes of meaning construction become more familiar as the learners progress through the tasks and activities. Additionally, the performance phase worked to highlight the multimodality aspect of interaction, where embodiment is considered an important factor when drawing connections between spoken language and body language in order to construct meaning. By acting out the interactions portrayed in the learning materials, the learners were encouraged to discover the relationship between verbal and embodied resources of language, and how these features of interaction function, either simultaneously or individually, to convey meaning and construct understanding.

While working through the language sessions, the learners observably performed various forms of DL with the provided learning materials. One of the forms of DL conducted by the learners included translation work, for example, L2-to-L1 translation work. The learners reported that the learning tasks, activities, and materials were conducive for discovery-focused learning methods involving translation work. One learner, in particular, specified that simple L2-to-L1 vocabulary translation exercises using the provided learning materials would be more suitable “for

like the beginner years / and the interpretation maybe for like upper years / because it could be harder to tell context sometimes / especially if words are mumbled or shortened / or like colloquial words like slang and stuff” (Diana, debriefing session). Another learner reported that they viewed translation work as “a puzzle to like have to solve it like that / to have to translate it like that / because I guess like most of the time in language courses you’re more or less just given the translation / like you just ask for it and you’ll get it / but having to piece it together it’s definitely different learning it like that” (Thomas, debriefing session). According to the learner, this kind of discovery-based translation work involving “learning new words from like seeing what they did in the video and being like / ok so that’s what that must refer to because that’s what they were saying in the video / so it was definitely a different experience from how translation or how learning new vocabulary happens in normal courses” (Thomas, debriefing session).

Similarly, another learner reported that using DL to construct meaning about the observed interactions and the language portrayed in the provided materials proved to be “a lot more like actually learning a language instead of learning in like an academic setting / so like how kids learn a language” (Kris, debriefing session), as opposed to learning a language via formal instruction. In support of implementing discovery-based learning methods in undergraduate language classrooms, according to the results of the administered post-study survey questionnaire, 3 out of 3 respondents reported that the language sessions, tasks, learning materials, and activities were conducive for discovery-based learning (working to discover aspects of language on your own with the provided materials).

For one of the language sessions, just one learner (Kris, beginner learner) was present and working through the learning tasks and activities alone, and also with the help of the session facilitator. Having participated in one the language sessions alone with the facilitator, and also

having completed another session with another learner present, Kris noted that she preferred working through the tasks and activities in a group with peers, as opposed to working alone and with the facilitator. In a written follow-up response provided after the debriefing session, Kris revealed that she preferred completing the language tasks and activities with other learners, sharing that, “when working with [the facilitator], [the facilitator] obviously knew all the material, which ends up being more of a classically academic setting (with a teacher or professor with a student) while working with Jenn was more collaborative” (Kris, response provided after debriefing session). Adding to this, the learner noted that, “even though Jenn knew more than I, we were both bouncing ideas off each other and asking each other questions, and often just throwing ideas at the wall and seeing what stuck. Overall, just being on a more equal level of knowledge with someone was nice and made the conversation more two-sided” (Kris, response provided after debriefing session). Another learner reported that, “I think it was good it was like helpful when you didn’t know something and somebody else might have known it” (Diana, debriefing session). Similarly, another learner added, “yeah that was my experience also like there was a bunch of things that I didn’t know that Diana knew / or when I didn’t know something there was a chance she knew it / or like if we didn’t both know it then like we’d try to figure it out together / in the context” (Thomas, debriefing session).

Furthermore, the learners voiced that working together with a partner to construct meaning about the L2 helped with group-work skills related to German language learning, as well as communication skills related to conveying ideas about the L2. During the debriefing session, one learner reported that, “like it helps to figure something out together” (Diana, debriefing session). Another learner reported that, “I found myself trying to like ask more specific questions about the things I was reading / like try to like / like if you didn’t know something like try to give a possible

interpretation and see if it made sense / and then like the other person gives feedback as to whether that actually like fits in the situation or not” (Thomas, debriefing session). Adding to this, it was also reported that, “sometimes just having to verbalize your thoughts makes it easier to understand them yourself” (Kris, debriefing session). In further support of implementing group-work sessions in undergraduate language classrooms, it was also reported that, “I think it makes you more curious too because you could easily look at it on your own and be like I don’t know what that is / and then / but if you’re working with someone and you’re like do you know what this is or like / and then if you both don’t you kind of figure it out together” (Diana, debriefing session). According to the results of the administered post-study survey questionnaire, 3 out of 3 of the respondents reported that they found group work during the language sessions to be a positive experience, and 3 out of 3 found working through the tasks and activities as a group to be very helpful.

The responses drawn from the debriefing session conducted with the learners and the administered post-study survey questionnaire indicate that the language sessions, tasks, activities, and materials comprising this study encourage further areas of L2 learning beyond learning about features of L2 interaction and language. With regard to work with written transcripts of spoken language, 2 out of 3 of the debriefing-session participants reported that they had not had any previous experience at all working with written transcripts of spoken language, neither in the L2, nor in the L1. This demonstrates the potential for learning tasks and activities, such as those comprising this study, to introduce learners to transcription work and to target skills related to work with written transcripts of spoken language, both in the L1 and the L2. Moreover, the participants reported that the language learning tasks, activities, and provided materials helped target further areas of learning with regard to the L2. Additional areas of learning mentioned by the learners included listening comprehension of spoken language in the L2, reading

comprehension in the L2, knowledge about L2 vocabulary, and L2 colloquialisms. The participants reported that they felt they became more accustomed to listening, recognizing, and following along with the audio recordings in the L2 as the language sessions progressed. Similarly, with regard to critical-thinking and problem-solving skills related to L2 interaction, language, and culture, the learners reported that they felt that they became more comfortable and confident in working through the tasks and activities as they progressed further through the language sessions.

According to further results drawn from the survey questionnaire, 2 out of 3 of the survey respondents found the video/audio recordings to be very useful with regard to the language sessions, tasks, and activities, and 1 out of 3 found them to be moderately useful. Additionally, 3 out of 3 of the survey respondents found the written transcripts to be very useful with regard to the language sessions, tasks, and activities. With regard to the perceived difficulty of the learning tasks and activities, 2 out of 3 survey respondents found the learning tasks and activities to be moderately difficult, while 1 out of 3 reported that there were not difficult. 3 out of 3 survey respondents reported that the language sessions, tasks, and activities were very enjoyable.

6.3: Concluding remarks

Turning towards the implications of my findings for previous research addressing the topics of targeting IA, IC, and LA using DL-based methods, the analyses, discussions, and conclusions that have formed my study show that language learning tasks, activities, and materials involving naturally occurring interactions can be implemented as a means of encouraging awareness of interactional and linguistic features of the L2. Furthermore, the findings presented through this study demonstrate that these kinds of activities involving communicative and

collaborative learning between language learners work to exercise group-work and group-communication skills, problem-solving skills, and critical-thinking skills. Similarly, concerning the application of these findings in undergraduate L2 classrooms, the present study has shown that these kinds of learning tasks, materials, and activities can be incorporated into undergraduate L2 learning curricula and for learners demonstrating varying degrees of L2 proficiency.

While the findings from my study have shown how language learning tasks, materials, and activities involving naturally occurring, recorded interactions in the L2 can be implemented as a means of encouraging awareness of interactional and linguistic features of language, this methodology can also be implemented as a basis for further research on similar topics of investigation. As evidenced through the research findings, my study procured insightful data concerning pedagogical methods for learning about L2 interaction, collected over a short period of time (the data collection period for this study spanned 5 months). Therefore, it would be helpful to conduct a similar, more longitudinal study, to see if the results would be similar or varied. My study also only consisted of four participants, three of which provided survey questionnaire and debriefing session responses. Further constraints included the time allocated to the researcher to complete the study, the number of researchers (in the case of my study, just 1) designing and organizing the language sessions, as well as the number of researchers (again, in the case of my study, just 1) transcribing and analyzing the gathered data. Transcription work of live recordings is a lengthy and time-consuming process and having a limited number of researchers to design the activities and lessons, facilitate them, transcribe the recorded sessions, and analyze the procured data, is a big undertaking. A more longitudinal study addressing similar areas of research, with a larger pool of participants and conducted by several researchers, would allow for a more manageable distribution of work and resources. This would permit more time to conduct a greater

number of data-collecting sessions with a greater number and variety of participants. With a more longitudinal study, it would also be helpful to see whether the learners display and uncover further elements of IA and LA. A solution for this is a call for further longitudinal research and further collaborative empirical studies on related topics of investigation.

Potential avenues for further research and further empirical studies include work with language learning materials involving real interactions in the L2, but with a different set of activities, learners, learning materials, and topics. Further studies can also be conducted on the teaching of other languages besides German, or in different learning contexts and environments, for example, with high school learners or graduate student learners. Additionally, further studies to be conducted on similar topics could use a similar methodology, but with a different or more specific focus, for example, a magnified focus on aspects of L2-to-L1 translation work with spoken interaction conducted by learners. Another project could entail a similar study focusing on interactional language learning activities for one-on-one German language tutoring with different learners of varying language proficiency levels.

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Appendices

Appendix A: Recruitment form used to recruit learner-participants for the study

Recruitment Form

My name is Richard Barnett, and I am a Ph.D. candidate with the Department of Germanic and Slavic Studies at the University of Waterloo working under the supervision of Dr. Emma Betz (Germanic and Slavic Studies, University of Waterloo) and Dr. Barbara Schmenk (Germanic and Slavic Studies, University of Waterloo). I am currently conducting research on drama-based language learning for learners of German. The purpose of this study is to investigate the use of drama-based approaches to teaching interaction for learners of German.

Accordingly, you are invited to participate in this study. The research components are comprised of drama-based language activities involving spontaneous, video and audio-recorded interactions between German speakers for you to watch, re-enact, practice, and discuss with other language learning peers like yourself. The language learning materials I use in this study are video-recorded interactions (e.g., having coffee, cooking a meal together) or audio-recorded phone conversations between German speakers. If you decide to participate in the study, you will be asked to observe, analyze, re-enact, and discuss these recorded interactions I show you. You will specifically be working on understanding spoken and written German in real time, pronouncing German and using intonation for meaning, and recognizing what speakers are *doing* with language and gestures (requesting, complimenting, complaining etc.). Additionally, you will be given the opportunity to complete an anonymous survey and participate in a debriefing session to give feedback on your experiences throughout the study.

Further and more specific information about this study and implications for participants is in the information letter. Please ask me for a copy if you are curious about my research or are considering becoming a participant.

If you decide to participate, you should know that your participation in the study is completely voluntary and is completely independent of any German courses you may currently be taking.

The study consists of the following components that you can choose to participate in:

- 1) 5 drama-based language sessions occurring bi-weekly, in person, 75 minutes long each. Consider these as free language sessions on German language and interaction. These sessions will be, with your permission, video- and audio-recorded and I will transcribe parts of these recordings.
- 2) Completion of an anonymous survey that will take approximately 10-15 minutes of your time. The survey will be administered after having participated in the drama-based language

activities. The survey will ask for some demographic information and questions about your experiences with the drama-based activities and language sessions.

3) A video-recorded debriefing session (20-30 minutes). The debriefing session is meant to facilitate a conversation between you and other participants about experiences in the language sessions, for example, what you liked, how you felt, and what you learned. By conducting the debriefing session with a group, you won't have to worry about being the sole participant. As a group, participants can discuss, share, negotiate, and reflect on the different questions together. The debriefing session will also be used as data for the present study, that is, it will help me learn about your experiences and responses with regard to the language sessions and learning activities.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board.

If you have any questions or are interested in participating in this study, please contact me, the Student Investigator (Richard Barnett, r4barnet@uwaterloo.ca). You may request a copy of the information letter for further details about the study. You may also contact the Principal Investigator (Dr. Emma Betz, embetz@uwaterloo.ca) or the Faculty Supervisor (Dr. Barbara Schmenk, bschmenk@uwaterloo.ca) if you have any further questions or concerns with regard to this study.

Appendix B: Information letter sent to potential participants prior to the study

Information Letter

To help you make an informed decision regarding your participation, this letter will explain what the study is about, the possible risks and benefits, and your rights as a research participant. If you do not understand something in the letter, please ask one of the investigators prior to consenting to the study. You will be provided with a copy of the information and consent form if you choose to participate in the study.

As an undergraduate student of German at the University of Waterloo, you are invited to participate in a study involving university-level second language teaching and learning. My name is Richard Barnett, and I am a Ph.D. candidate with the Department of Germanic and Slavic Studies at the University of Waterloo. I am the student investigator of this study, and my research is being conducted under the supervision of Dr. Barbara Schmenk and Dr. Emma Betz. Some brief background information to properly inform you about the study: This research will be investigating the use of drama-based approaches for teaching interaction to learners of German. The project format involves viewing videos and reading transcripts of conversations in German, dramatic re-enactment of these interactions, a survey, and group discussions.

Participation in this study will consist of the following components:

1) You will first be asked to take part in five, in-person language sessions with other participants. These group sessions will occur bi-weekly and each session will run for approximately 75 minutes. You are not expected to attend all five sessions but are encouraged to attend as many as your schedule will permit. In order to participate in the study, you must be enrolled in a German language course at the University of Waterloo and you must be able to attend at least one of the in-person language sessions. During these sessions, you will be asked to view and listen to pre-recorded videos and audio of conversations in German. You will also be asked to read transcripts of the conversations. The conversations will consist of various types of interactions such as driving lessons, meal preparation, room renovations, etc. Next, in groups of two, you will be asked to re-enact the interactions observed in the video/audio clips and written transcripts. After having performed the re-enactment of the observed interactions, you will be asked to discuss aspects of language, interaction, and culture that you noticed, discovered, and observed while completing the activities and tasks.

2) At the conclusion of the five language sessions, you will be asked to fill out an anonymous survey that will take 10-15 minutes of your time. The survey will ask for some demographic information (e.g., age, gender and education) as well as questions about your experiences concerning the drama-based activities and methods of learning language and interaction.

3) Lastly, you will be invited to take part in a 20-30 minute-long debriefing session with other participants. The debriefing session will allow you the opportunity to discuss in greater detail your experiences concerning the drama-based methods to learning language and interaction

implemented in this study, as well as your experiences with group-work and discussion while working through the various activities and tasks.

With participants' permission, both the language sessions and the focus group will be audio and video recorded to facilitate data collection and ensure accurate analysis. Identifying information will be removed from the data that is collected and will be stored separately. Your name will not appear in any paper or publication resulting from this study, however with your permission anonymous quotations from the various forms of your participation may be used. You may also choose to allow audio/video clips from the recorded study sessions to be used in presentations to help illustrate study findings. In these, you will not be identified by name and your face will be blurred/obscured, however your voice will be heard which means that your confidentiality cannot be guaranteed. Additionally, although we will ask all participants to keep in confidence information that identifies another participant and/or their comments, we cannot guarantee that everyone will honour this request. Collected data will be securely stored on my personal password protected computer and the UW server, as well as in a locked office located at the University of Waterloo's main campus for a minimum of 7 years. You may withdraw your consent and request that your data be deleted by contacting the researchers prior to May 2023. After this time, results are expected to be submitted for publication, and it will not be possible to withdraw your data. Please note that due to the group format of the study sessions it may not be possible to remove all data that is associated with you. Additionally, it will not be possible to remove survey responses because they are anonymous and the researchers will have no way of identifying which responses are yours.

You will not incur any expenses by participating in this study aside from organizing your own means of transportation to and from the University of Waterloo. Participation in this study may not provide any personal benefit to you, however results will be used to gain a better understanding of language learning techniques designed to raise interaction awareness. Specifically, by participating in this study, you will be helping to develop techniques involving drama-based language learning aimed at sensitizing learners towards noticing and discovering interactional patterns in the second language.

The learning materials for the in-person language sessions, consisting of recordings and transcripts, will be taken from the Datenbank für Gesprochenes Deutsch (https://dgd.ids-mannheim.de/dgd/pragdb.dgd_extern.welcome), an online, public database for video/audio recordings and written transcripts of spontaneous interactions in German.

The debriefing session will be conducted either in-person or over an online platform, Zoom. Similarly, the surveys will be completed either in-person or over an online platform, Microsoft Forms. Both Zoom and Microsoft Forms have implemented technical, administrative, and physical safeguards to protect the information provided via the Services from loss, misuse, and unauthorized access, disclosure, alteration, or destruction. However, no Internet transmission is ever fully secure or error free.

Your participation in this study is completely voluntary. You may decline answering any questions you prefer not to answer, and you may decline contributing to the study sessions in other ways if

you so wish. Further, you may end your participation in the sessions at any time by advising the researcher of your decision.

Given that you will be asked to engage in interactional activities with a language and culture that may be new or unfamiliar to you, and that you will be asked to participate in a debriefing session with other participants, it is possible that you may experience distress relating to social stakes of human interaction (e.g., feeling stupid for having a hard time with a task, feeling embarrassed for saying something that turns out to be wrong, feeling self-conscious about interacting verbally and bodily with others, especially with unfamiliar others) and with being observed while interacting during the course of the study. Keep this in mind and rest assured that any concerns can be voiced to the Student Investigator, the Faculty Supervisor, or the Primary Researcher.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board (REB#43149). If you have questions for the Board, contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or reb@uwaterloo.ca. This study is being conducted as a doctoral research project and is funded through the University of Waterloo.

For any questions or concerns involving your participation in this study, please contact the Student Investigator, Richard Barnett, at r4barnett@uwaterloo.ca. Additionally, you may also contact the Primary Investigator, Emma Betz (embetz@uwaterloo.ca) or the Faculty Supervisor, Barbara Schmenk (bschmenk@uwaterloo.ca), with any questions or concerns that you might have. I am looking forward to having you participate in my study and would very much appreciate the opportunity to hearing your responses concerning methods and approaches to university second language teaching.

With kind regards,
Richard Barnett (Ph.D. candidate, Germanic and Slavic Studies, University of Waterloo)

Appendix C: Survey questionnaire used to gather retrospective learner responses

Survey Questionnaire

Please indicate the following (you may leave blank any portion that you feel uncomfortable or unable to answer):

- Age:
- Education:

Please circle the applicable responses (you may leave blank any portion that you feel uncomfortable or unable to answer):

- Have you had any previous experience with German?
Yes – Some – None
- Have you had any previous experience with study-abroad or exchange programs for language learning?
Yes – Some – None
- Have you had any previous experience with communicative language learning involving interaction, discussion, and group-work?
Yes – Some – None
- Have you had any previous experience with discovery-based learning where you are not explicitly taught the information, but rather, are given the tools to analyze examples and make conclusions for yourself?
Yes – Some – None
- Have you had any previous experience with drama, theatre performance, or drama-based learning?
Yes – Some – None
- If you answered yes to the previous question, have you had any previous experience with drama-based learning specifically involving role-play, improvisation, simulation games, or skits?
Yes – Some – None
- Have you had any previous experience working with written transcripts in an undergraduate course?
Yes – Some – None

- Did you find working in groups during the language sessions to be a positive experience?
Yes – Somewhat – No – Unsure
- Did you find group-work during the language sessions to be helpful?
Very helpful – Moderately helpful – Not helpful – Unsure
- Did you find the video/audio recordings of the interactions used in the language sessions to be useful? (with regard to transcript analysis activities, script re-enactment activities, discussion periods, and overall comprehension)
Very useful – Moderately useful – Not useful – Unsure
- Did you find the written transcripts of the recorded interactions used in the language sessions to be useful? (with regard to transcript analysis activities, script re-enactment activities, discussion periods, and overall comprehension)
Very useful – Moderately useful – Not useful – Unsure
- Were the audio/video recordings, written transcripts, language activities, and discussion periods helpful for becoming more aware of how spoken interaction works in German and in general?
Very helpful – Moderately helpful – Not helpful – Unsure
- Do you feel that the language learning techniques and provided materials implemented during the language sessions are conducive for discovery-based learning? (working to discover aspects of language on your own with the provided materials)
Yes – Somewhat – No – Unsure
- How difficult did you find the activities? (with regard to video/audio observation, transcript analysis, script re-enactment, discussion periods, and overall comprehension)
Very difficult – Moderately difficult – Not difficult – Unsure
- Did you like the activities? (with regard to video/audio observation, transcript analysis, script re-enactment, discussion periods, and overall comprehension)
Very much enjoyed – Somewhat enjoyed – Did not enjoy – Unsure
- Overall, do you feel like the language sessions helped to strengthen your understanding of aspects of German language such as spoken interaction, grammar, and culture?
Strongly agree – Somewhat agree – Do not agree – Unsure

Appendix D: Guide for debriefing session with learners

Debriefing session guide

- Have you had any previous experience with drama, theatre performance, or drama-based learning?
- Have you had previous experience working with written transcripts in another language?
- Did you find working in groups during the language sessions to be a positive experience? If so, in what ways did you find group-work to be helpful?
- In what ways did you find the video/audio recordings of the interactions used in the language sessions to be useful? (with regard to comprehension, the activities, the discussion periods)
- In what ways did you find the written transcripts of the recorded interactions used in the language sessions to be useful? (with regard to comprehension, the activities, the discussion periods)
- Did the audio/video recordings, written transcripts, language activities, and discussion periods help you to become more aware of how interaction works in German and in general? In what ways did they help?
- What other areas of language learning did the audio/video observations, written transcripts, analysis and re-enactment activities, and discussion periods help with? (with regard to listening comprehension, reading comprehension, pronunciation, translation work, problem-solving skills, critical thinking skills, group-work skills, contextualization of spoken language)
- Can you describe any moments during the language sessions when you felt particularly excited, surprised, or frustrated?
- What was the most positive, memorable, or noteworthy experience of the language sessions?
- What did you struggle with the most during the language sessions?
- What kinds of skills did you bring to the language sessions and how did you use them?
- What kinds of skills did you develop throughout the course of the language sessions? At what stages? Can you provide examples of these skills and of any insights you gained?

Appendix E: Reworked Discussion Coding System (DCS) for Group Interaction Analysis

The Reworked Discussion Coding System (DCS) for Group Interaction Analysis, specifically concerning content analysis, as presented by Schermuly & Scholl (2012, p. 16) and reworked to suit the specific purposes and needs of this research project

| Position 1 (Speaker A) | | | Position 2 (Speaker B) | | Position 3 (Speaker A) | | |
|---|--|---|--|--|---|--|--|
| Position 1, Turn 1 (pre-expansion item turn, optional) | Position 1, Turn 2 (item turn) | | Position 1, Turn 3 (expansion item turn, optional) | Position 2, Turn 1 (response turn; this turn position can also occur after Position 1, Turn 2) | Position 2, Turn 2 (expansion response turn, optional) | Position 3, Turn 1 (response turn, optional; this turn position can also occur after Position 2, Turn 1) | |
| <p>Content-initiation: an opening or pre-cursor item posited by a participant prior to their launching of a content item; it can lead into or help to set up the launch or declaration of a content item</p> | <p>Content item: participants may choose to reject and ignore other participants in favour of positing a content item (these instances are first treated as rejection followed by content item) →</p> | <p>Requesting information: →</p> | <p>Content-extension item: a continuation of a content item; may extend over several turns in the interaction and may extend over several lines in the transcript; participants may choose to reject and ignore other participants in favour of extending their own previously posited content item (these instances are first treated as rejection followed by content-extension item)</p> | <p>Positive items (giving information): Information is given in response to a posited content item</p> <p>Negative items (not giving information, claiming no knowledge, absence of a response) No information, no claim of knowledge, or no response is given in response to a posited content item</p> | <p>Positive item-extension: a participant's extension of their own previously posited positive item</p> | <p>Demonstrating understanding: understanding is displayed in response to a positive item or negative item, or in response to a positive item-extension or negative item-extension; can be displayed by giving information or providing an example</p> <p>Claiming understanding: claim of understanding is claimed, but not necessarily displayed, in response to a positive item or negative item, or in response to a positive item-extension or negative item-extension item</p> | |
| | | <p>Question: formatted as syntactically as a question</p> | | <p>Materials: relaying information that is present in the provided materials and resources</p> | <p>Positive items (acknowledgement, acceptance, agreement): can be posited using a dedicated agreement item; acknowledgement from one participant of another's content item is treated as agreement when rejection and refutation are not displayed; communicated verbally and through body language ↓</p> <p>Dedicated item: dedicated verbal or embodied agreement-marker used</p> <p>Sequence continuation item: agreement and acknowledgement of a content item is displayed via sequence continuation</p> <p>Receipt item: displayed through other means of verbal and non-verbal acknowledgement</p> <p>Continuer item: acknowledgement of a content item where further information is requested for agreement or resolution to occur</p> <p>Negative items (rejection): can be posited using a dedicated rejection item; displayed refutation or uncertainty towards another participant's content item is treated as rejection; communicated verbally and through body language; failure to acknowledge another participant's content item displayed through lack of uptake is treated as rejection</p> | | <p>Negative item-extension: a participant's extension of their own previously posited negative item</p> |
| | | <p>Knowledge: relaying information about interaction, language, and culture that is not present in the provided materials and resources; can be based on previous knowledge and personal experiences</p> | | <p>Giving information: →</p> | <p>Making a proposal: when a participant posits an assumption or hypothesis about aspects of language, interaction, and culture that are present and have been observed in the provided materials and resources</p> | | |

Appendix F: Post-study debriefing letter provided to study participants

Debriefing Letter

Dear study participants,

I would like to take this chance to express my gratitude to you for having taken part in my study. I am providing this letter to inform you, in a little bit more detail, what my research entails and how your participation has made this possible for me. For the purposes of my research, I will be using the video and audio recorded data taken from our language sessions and debriefing session to examine a few specific things.

Since the language sessions were instructor-facilitated as opposed to instructor-led, meaning there was no explicit instruction given by the teacher, I wanted to see how you, the participants, made use of the learning materials yourselves to reach certain goals with regard to language, interaction, and culture. This is kind of discovery learning occurs when you, the participants as the learners, use the information made available to make your own discoveries and hypotheses.

Although you were encouraged to examine, discover, reflect on, and discuss aspects of language and spoken interaction observed during the activities, you were not explicitly informed that my analysis of the recorded data will focus on specific goal formulations and learning outcomes you achieved with regard to knowledge construction and awareness of spoken interaction and language, as well as paralinguistic elements demonstrated during the language sessions and debriefing session.

Specifically, I will be examining group-work conducted during the activities, and the ways that you and your peers worked to discuss, negotiate, collaborate, and manage the different tasks together. This will help to determine the learning goals that you and your peers set for yourselves throughout the learning activities, as well as anything else such as achievements, strengths, difficulties, likes, and dislikes that may have been discussed during the debriefing session. I will be looking at how you made use of the provided materials (video and audio footage of spontaneous interactions between German speakers) combined with the implemented learning techniques (video and audio observation, transcript analysis, re-enactment, and role-play) to discover language and interaction in German.

Paralinguistic elements to be examined include gesture, gaze, eye contact, and body language. This information was withheld to help prevent study participants from becoming self-conscious about specific aspects of their own conduct throughout the study.

To sum up your role in this study, your participation and contribution to this research will help me to better uncover the ways that learners collaboratively manage interactional activities to discover aspects of language, interaction, and culture. Thank you very much for participating! I hope you enjoyed discovering German language and interaction.

Richard Barnett (Ph.D. candidate, Germanic and Slavic Studies, University of Waterloo)

Appendix G: Study materials for Week 6

Transcript 1. “*Ich hab keine ahnung was ich gelegt hab*” (I have no idea what I laid down)

“*Ich hab keine ahnung was ich gelegt hab*” (I have no idea what I laid down)

Source: FOLK_E_00358_SE_01_T_05 (lines 0098-0131)

Speakers: 4 (TS, AG, PB, LM)

01 AG dann bin ich als letztes dran
then I am last to go

02 AG und ich hab nix auf guns eins auf violence plus zwei
and I have nothing on guns one on violence plus two

03 AG ich schieß daneben
I shoot beside it

04 TS okay

05 LM ziehn wir nach oder wie läuft des
do we draw afterwards or how does that work

06 TS ja zieht ne neue karte
yeah draw a new card

07 LM des klang jetzt irgendwie sehr random
that sounded just now somehow very random

08 ((allgemeines Gelächter))
((everybody laughing))

09 LM joa also jetzt zieh ma ne neue karte später vielleicht hm mal gucken
yeaah so now draw PRT a new card later hmm PRT we'll see

10 TS ((kichert))
((snickers))

11 PB joa
yeaah

12 PB joa
yeaah

13 TS joa mal gucken ((kichert))
yeaah PRT we'll see ((laughs))

14 LM okay alles klar
ok understood

15 TS ((schmatzt)) okay
((smacks lips together))

16 TS also auf fünf
ok on five

17 LM na moment moment ich muss erscht durchlesen was draufsteht
hey just a moment first I have to read through what's written

18 TS eins
one

19 PB ((Lachansatz))
((starts laughing))

20 TS zwei
two

21 PB ((lacht))
((laughs))

22 AG warte mal
just wait

23 TS drei vier
three four

24 TS und fünf
and five

25 TS ich hab keine ahnung was ich gelegt hab
I have no idea what I laid down

Transcript 2. "So dann nehm ich mir ein schönes großes Messer" (so then I'll take for myself a nice big knife)

"So dann nehm ich mir ein schönes großes Messer" (so then I'll take for myself a nice big knife)

Source: FOLK_E_00329_SE_01_T_01 (lines 0829-0868)

Speakers: 4 (DA, VP, WW, CS)

01 DA so
so
02 DA dann nehm ich mir ein schönes
so I'll take for myself a nice
03 DA großes
big
04 DA messer
knife
05 DA nehme mir
take for myself
06 DA öl
oil
07 VP ((hustet))
((coughs))
08 DA und mach ich das innen deckel rein
and I put it inside the pot
09 DA und dann schneid ich mir einfach
and then I'll just cut for myself
10 DA stücken hier ab
pieces here
11 DA und stelle sie so da rein
and place them inside like so
12 VP stelln
place
13 DA hmhm
14 DA und dann hab ich hinterher dann
and then here now I have
15 DA sieht dann so aus als äh hätt ich schnecken
looks then as if I uh would have snails
16 DA und wenn man mal irgendwie
and if you somehow just
17 WW dis da
this there
18 DA abends en paar freunde oder so zu besuch hat
in the evening have friends over for a visit or something
19 DA kann man das au mal echt flott machen wenn man keine lust hat jetzt
irgendwie
you can just make it super pretty when you don't feel like
20 DA großartigen aufwand zu betreiben
carrying out something unique or complex
21 CS die gleiche variante die macht man mit blätterteig statt s pizzateig
you can make the same variant with pastry puff instead of pizza dough
22 DA joa ge äh du kannst ja alles nehmen ich hab jetzt pizzateig
yeaah ge uh you can really take anything right now I have pizza dough
23 DA du kannst aber auch blätterteich oder kannst das auch mit strudelteich
machen irgendwas mit äpfeln oder so süß befüllen ne also
but you can also take pastry puff or you can also take strudel dough make
something with apples or fill it with something sweet and so
24 DA das geht ja wirklich super
that works really well

Transcript 3. “Des isch ja auch wie beim Gitarre” (that’s also the same with guitar)

“Des isch ja auch wie beim Gitarre” (that’s also the same with guitar)

Source: FOLK_E_00379_SE_01_T_01 (lines 0028-0059)

Speakers: 2 (DA, LR)

01 DA servus
hello

02 LR hi

03 DA hi

04 LR ((lacht))
((laughs))

05 DA bisschen
a little

06 DA bisschen runter siehst du des dann noch so schon
a little lower do you see that then like that so yeah

07 DA oder
right

08 LR äh joa ungefähr
uh yeaah pretty much/just about

09 DA so

10 DA erst mal stimmgerät
first PRT tuner

11 DA ((räuspert sich))
((clears throat))

12 DA wie war deine woche
how was your week

13 LR joa ganz gut
yeaah very good

14 DA was hast du getrieben
what did you get up to

15 LR bis auf die nervigen hausis war eigentlich alles in ordnung
until the annoying homework everything was actually fine

16 DA ((lacht))
((laughs))

17 DA aber ja des isch ja auch wie beim gitarre
but yeah that is also just like with guitar

18 DA damit ihr des nicht vergisst was ihr in der schule gmacht habt
so that you don't forget what you did in school

19 DA ein paar hausaufgaben machen ist doch nicht schlecht
doing some homework is not all that bad

20 LR doch
yeah it is

21 DA ((atmet aus))
((breathes out))

22 DA ist jetzt auch auf dem gymi noch mal schwieriger oder
is it now with high school again PRT harder or

23 LR ja
yeah

Appendix H: Study materials for Weeks 7 and 8

Transcript 1. “Ganz schön viel zu tun” (already have a lot to do)

“Ganz schön viel zu tun” (already have a lot to do)
Source: FOLK_E_00397_SE_01_T_02 (lines 0028-0073)
Speakers: 2 (JS, MA)

01 MA na mensch da hast ja ooch noch ganz schön viel zu tun nebenbei
so man you still also already have a lot to do alongside
02 JS ja durchaus
yeah absolutely
03 JS bin gut ausgelastet ja
am working to full capacity yeah
04 JS ((Sprechansatz)) also gestern abend war ich echt richtig müde und heute
((starts to talk)) so yesterday every I really was super tired and
today
05 JS steh ich auch n bisschen neben mir
I'm also not quite myself
06 MA hm den ganzen tag ge hm gearbeitet
hm the whole day w hm worked
07 JS aber gut
but good
08 MA ach so und donnerstag
oh I see and Thursday
09 JS hm na ja donnerstag hab ich gearbeitet und
hm so well Thursday I worked and
10 JS hatte uni und freitag auch
had university and Friday too
11 MA ah nee und heute ist heut ist der samstach
ah no and today is Saturday
12 JS vollkommen
completely
13 JS hat gut reingehauen
got a lot done
14 JS heut ist samstag heute habe ich
today is saturday today I
15 JS mir extra keinen wecker gestellt war um acht wach also um acht hab ich
die glocken gehört und dachte
didn't set any alarm was awake at eight so um at eight I heard the alarm
and thought
16 JS boah ja na warum wachst du denn so früh auf
oh yeah well why are you waking up so early
17 JS hab ich mich umgedreht und und weitergeschlafen und wurde dann
I turned and and continued to sleep and was then
18 MA na um acht ist doch schön
well at eight is already
19 JS halb elf geweckt durchs an die tür klopfen und dann dacht ich so okay
ten thirty awakened from knocking at the door and then I thought so okay
20 JS ((lacht))
((laughs))
21 JS mist so lang wollt ich doch nicht schlafen
crap I didn't want to sleep so long
22 MA hmhm ja da saßen wir schon im auto
hmhm yeah we were already sitting there in the car
23 JS aber ja und dann hab ich
but yeah and then I
24 JS ja ja gut
yeah yeah good

25 JS ja also ich glaub das war jetzt echt ganz gut ich war echt ganz schön müde
 yeah so I believe that was definitely good I was already really tired
 26 JS ((atmet ein))
 ((inhales))
 27 JS und dann hab ich den tag nur mit uni verbracht bis jetzt
 and then I spent the entire day until now only with uni
 28 MA hm
 29 JS joa
 yeeeah
 30 MA na und jetzt
 so and now

Transcript 2. “Na komm Timmy” (hey come)

“Na komm Timmy” (hey come)

Source: FOLK_E_00355_SE_01_T_01 (lines 0518-0563)

Speakers: 4 (LK, MK, CH, AK)

01 LK timmy
 02 LK bleibsch du weg
 you stay away
 03 MK die hat auch
 she also has
 04 MK den hund hat die von anfang an wo der klein war
 she had the dog from the beginning from where it was little
 05 CH ((hustet))
 ((coughs))
 06 MK hatte die so nen korb gemacht
 she had made so a basket
 07 MK und deswege
 and that way
 08 MK geht der jetzt auch in diese korb immer rein in diesen äh
 hundeschiebedings da
 it now also always goes inside this basket um dog pulling thing there
 09 MK was man ans fahrrad machen kann
 what one can attach to the bike
 10 MK ein hund der halt so durch die gegend fährt
 a dog that like through the area drives
 11 CH hmhm
 12 LK ja
 yeah
 13 MK hmhm
 14 CH des hab ich mi m timmy probiert da war ich n bisschen zu schnell
 I tried that with Timmy there was a little too fast
 15 CH diesen hundewagenfahrradanhänger
 that dog car bike hanger
 16 CH du kriegst nix nee
 you're not getting anything no
 17 CH hmhm
 18 CH gehst du bitte auf deinen platz
 please go to your spot
 19 CH nein
 no
 20 MK ((schmatzt))
 ((smacks lips))
 21 AK na komm timmy stell dich da hin
 hey come timmy sit yourself there
 22 MK ((schmatzt))
 ((smacks lips))

23 CH nee
no

24 CH ((lacht))
((laughs))

25 CH da kriegt er auch nix er kriegt nix vom tisch
he won't get anything from the table there either

26 AK geb ich ihm ja auch nich
I'm not giving him anything

27 AK er will ja bloß hinten da hinstellen
he just wants to sit back there

28 AK darf wenn er will
he's allowed if he wants

Transcript 3. "Hackfleisch" (ground meat)

"Hackfleisch" (ground meat)

Source: FOLK_E_00327_SE_01_T_01 (lines 0002-0051)

Speakers: 2 (DP, PC)

01 DP ähm ich trink auch noch schnell was
um I'm going to quickly have drink something

02 DP ((schnalzt))
((tongue click))

03 DP holst du die sachen aus m kühlshrank
can you take the stuff out of the fridge

04 PC hmhm

05 DP dann was brauchen wir
then what do we need

06 DP en schneidebrett
a cutting board

07 PC ja
yeah

08 DP soll ich die schneidn
should I cut them

09 PC soll ich das lieber machen
should I do that instead

10 PC hm damit deine augen nicht brennen
hm so that your eyes don't burn

11 DP na gut
yeah ok

12 DP brauchen wir das hackfleisch schon oder
do we already need the ground meat or

13 PC ja
yeah

14 PC kannst scho raus
can you take it out

15 PC ((stöhnt))
((moans))

16 PC so

17 PC einmal für die nudeln
once for the noodles

18 PC einen
a

19 PC für mei hackfleisch
for my ground meat

20 PC magst du schon anfangen und das hackfleisch anbraten
would you like to start frying up the ground meat

21 DP äh ja sollen wir nicht die nudeln schon kochen
um yeah should we not already start cooking the noodles

22 PC nee die gehn ja ganz schnell das hackfleisch braucht länger
no that goes really fast the ground meat needs longer

23 DP und die zwiebeln machst du danach rein oder
and the onions are you putting them in after or
24 PC ja
yeah
25 DP okay alles auf einmal
ok everything at once
26 PC ja
yeah
27 DP kay

Appendix I: Study materials for Weeks 10 and 12

Transcript 1. “So viele Fruchtfliegen” (so many fruitflies)

“So viele Fruchtfliegen” (so many fruitflies)

Source: FOLK_E_00398_SE_01_T_02 (lines 0230-0284)

Speakers: 2 (MK, HS)

01 MK ja
yeah

02 MK wir ham so viele fruchtfliegen in unserer küche
we have so many fruitflies in our kitchen

03 HS was habt ihr
what do you have

04 MK so fruchtfliegen weißte diese kleinen minifliegen die eigentlich dann so
obst
so fruitflies you know these little mini flies that actually then so
fruit

05 HS hmhm hast du da auch und wesen bei uns kommen dauernd irgenwelche wesen
in die wohnung geflogen
hmhm do you also have and wasps and for us wasps constantly come any
wasps flew into the house

06 MK und ich weiß nicht mehr wie ich die loskrieg ey wir ham kein
angebrochenes obst mehr da und wir haben nichts offene also weißt du wie
ich meine
and I don't know anymore how I get rid of them we don't have any broken
open fruit there anymore and we don't have anything open so do you know
what I mean

07 HS mh ja vor allem du bist ja nur du da also nich mal stefans bananen oder
so ((lacht))
mm yeah especially since it is only there so it's not PRT stefans bananas
or so ((laughs))

08 MK nee eben weil jetzt weiß ich aber nich wie die wieder verschwinden
no totally because now I don't know how to make them disappear again

09 HS google

10 MK mögliche
possible

11 MK ja
yeah

12 HS ja
yeah

13 HS alles klar
all clear

14 MK alles klar
all clear

15 HS wir schreiben
we'll write

16 MK wir schreiben
we'll write

17 MK bis dann
until then

18 HS ja
yeah

19 HS bis dann viel erfolg ((lacht))
until then much success ((laughs))

20 MK danke schön dir auch ((lacht))
thank you you too ((laughs))

21 HS ja
yeah

22 MK und grüße an stefan also gute besserung un grüße auch an deine mom
and hello to stefan so get well and also a hello to your mom

23 HS ja
yeah

24 HS richt ich aus
I'll do that

25 HS ja richt ich aus
yeah I'll do that

26 HS bis dann
until then

27 MK bis dann
until then

28 MK ciao

29 HS ciao

Transcript 2. "Joa das klingt doch gut" (yeeeah that sounds good)

"Joa das klingt doch gut" (yeeeah that sounds good)

Source: FOLK_E_00420_SE_01_T_04 (lines 0340-0384)

Speakers: 2 (HAT, LGL)

01 LGL ja sobald du dann soweit bist und s bei dir dann halt auch passt kannst
du mir dann schreiben
yeah so as soon as you are there and so at your place then and are able
to you can write to me

02 HAT ja eben ((Sprechansatz)) ich öh ich auch ((lacht))
yeah totally ((Begins talking)) I oh I also ((laughs))

03 HAT ((schmatzt)) ja klar das mach ich dann
((smacks lips)) yeah of course I will do that then

04 LGL wenn du dann machst ge so so halten mas so ab um zwei fest un ja un dann
sagst du mir einfach bescheid
when you then do ge so so just hold off PRT so until two and yeah and
then just let me know

05 HAT ja
yeah

06 HAT jo gut so
yeah good so

07 HAT joa das klingt doch gut
yeeeah that sounds good

08 LGL ge

09 HAT genau weil ich muss morgen erst noch bisschen was für die abgabe un dann
exactly because tomorrow I still have to first do a little something for
the submission and then

10 LGL noh mache ma so
no we'll do it PRT like that

11 HAT fahr ich los
I'll head out

12 LGL ja
yeah

13 LGL alles klar
all clear

14 HAT cool

15 LGL na sehr schön na dann
well very good so then

16 HAT hmhm

17 HAT dann bis morgen ((lacht)) ja ((lacht))
then until tomorrow ((laughs)) yeah ((laughs))

18 LGL genau wir wir schreiben dann bestimmt eh noch mal ich schick dir dann auf
jeden fall mal ich schick dir dann auf jeden fall n bild
exactly we'll we'll definitely write then eh once more I'll send you in
any case PRT I'll send you in any case then a picture

19 HAT ja ((lacht))
 yeah ((laughs))
 20 LGL mal von dem pool dann
 from the pool then
 21 HAT ja
 yeah
 22 LGL dann siehste das ma
 then you'll see that PRT
 23 HAT oh ja das mach ma
 oh yeah I'll do that PRT
 24 LGL ((lacht)) okay
 ((laughs)) okay
 25 HAT oki ((lacht))
 oki ((laughs))
 26 HAT okay
 27 LGL na dann bis später
 well then see you later
 28 HAT dann bis morgen ja genau bis dann ((lacht)) tschüss ((lacht))
 until tomorrow then yeah exactly until then ((laughs)) goodbye ((laughs))
 29 LGL ne ((lacht)) tschüss ((lacht))
 ne ((laughs)) goodbye ((laughs))

Transcript 3. “Ja ja ich sag dir einfach” (yeah yeah I'll just let you know)

“Ja ja ich sag dir einfach” (yeah yeah I'll just let you know)

Source: FOLK_E_00405_SE_01_T_02 (lines 0616-0644)

Speakers: 2 (AR, SB)

01 AR ja ja ich sag dir einfach aber vielleicht komme ich dann morgen mal eben
 rum ich guck mal je nachdem äh
 yeah yeah I'll just let you know but maybe I'll come around tomorrow then
 I'll look PRT after um
 02 SB ja
 yeah
 03 AR ob ich bock hab oder nich und dann äh können wir morgen mal eben kurz
 quatschen
 if I feel like it or not and then um tomorrow we can PRT quickly chat
 04 SB mach das mal
 let's do that PRT
 05 AR bin ich ja mal
 I'm just
 06 SB hmhm
 07 AR okidoki und äh ja dann knutsch dein anderes kind
 okidoki and um yeah then hug your other kid
 08 AR was neben dir sitzt
 that is sitting next to you
 09 SB ja und die und du die ganze familie und fussel
 yeah and then and you the entire family and fussel
 10 AR ja ja mach ich alles klar und dann sehen wir uns morgen okay
 yeah yeah I'll do that all clear and then we'll see each other tomorrow
 okay
 11 SB ((lacht)) alles klar
 ((laughs)) all clear
 12 SB bis dann
 until then
 13 AR bis dann tschüss
 until then goodbye
 14 SB machs gut tschau
 take care goodbye

Appendix J: Translation work collection

Transcript 1. “*Letztes dran*” (last to go)

“*Letztes dran*” (last to go)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH um
02 TH yeah I didn't understand a lot of it
03 TH ((laughs))
04 DI no
05 DI ((laughs))
06 TH ((laughs))
07 TH um I guess I tried to piece it together
08 DI mhm
09 TH I know that the first sentence is like him asking if it's his turn
10 DI um
11 TH is that what you got
12 DI the la
13 DI so the the first sentence is um
14 DI so %letztes dran% which means like it's
last to go
15 DI he's the last to go
16 DI like the last turn
17 TH it's so
18 TH like he's the last turn out of the four I guess
19 DI I guess the last turn out of the round
20 DI or he's like the last one in the
21 TH okay
22 DI yeah

Transcript 2. “Learners describing *nix* as a shortening of *nichts*” (nothing)

“Learners describing *nix* as a shortening of *nichts*” (nothing)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH um and like some words I didn't understand like %nix%
nothing
02 TH I assume that mean nichts
nothing
03 DI yeah
04 TH um
05 DI yeah it's a
06 DI it's a shortening where they tend to use
07 DI use %nix% with an x instead of nichts
nothing nothing
08 TH um
09 DI so dropping
10 TH ((laughs))
11 DI ((laughs))

Transcript 3. “Nix auf guns eins auf violence plus zwei” (nothing on guns one on violence plus to)

“Nix auf guns eins auf violence plus zwei” (nothing on guns one on violence plus two)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH um
02 TH did you understand what that meant in the context
03 DI ((tongue click))
04 DI yup it says um
05 DI und %ich% %ich%
 I I
06 DI %ich hab%
 I have
07 DI which is habe
 have
08 DI %nix auf guns eins auf violence plus zwei%
 nothing on guns one on violence plus two
09 DI so I guess it's an English game
10 DI because gun is an English word and violence is an English word
11 TH oh okay
12 DI I imagine it's something similar to dnd
13 DI or looks like it
14 TH ((laughs))
15 TH right
16 TH what does it mean like I have
17 DI ((tongue click))
18 TH um
19 DI so I would imagine
20 DI like in the game
21 DI like in dnd he would have like certain weapons or something
22 DI so he has like nothing for gun or nothing for violence
23 TH mm
24 DI so plus two of something
25 TH oh okay
26 DI yeah I dunno how to play dnd but I imagine its similar
27 TH uh I don't either
28 TH ((laughs))
29 DI yeah
30 DI ((laughs))
31 DI I've never played it

Transcript 4. “Ich schieß daneben” (I shoot beside it)

“Ich schieß daneben” (I shoot beside it)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH and then %ich schieß daneben%
 I shoot beside it
02 DI I think %schieß% means to shoot
 shoot
03 TH mm
04 DI so he like shoots them or something or he he attacks or whatever
05 TH and %daneben%
 beside it
06 DI %daneben% I have no idea I know %eben% is like um
 beside it precisely
07 TH well I learned it as like %daneben%
 beside it

08 TH like they're next to or something
 09 DI %daneben%
 beside it
 10 DI oh okay could be
 11 DI yeah
 12 DI yeah the %da% compound totally could be where
 it
 13 DI I shoot them next to it or something
 14 TH yeah I'm not sure
 15 TH or maybe I shoot the person next to me
 16 TH ((laughs))
 17 DI ((laughs))
 18 DI maybe

Transcript 5. "Ziehen wir nach oder wie läuft das" (do we draw after or how does it work)

"Ziehen wir nach oder wie läuft das" (do we draw after or how does it work)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH um
 02 TH okay %ziehen wir nach oder wie läuft das%
 do we draw after or how does it work
 03 TH um
 04 TH didn't really
 05 TH didn't really understand that
 06 TH %ziehen wir nach%
 do we draw after
 07 TH does that mean like
 08 DI %ziehen%
 to draw
 09 DI I can't remember if %ziehen% is to draw or to look
 to draw
 10 TH I felt like it meant to draw
 11 TH like when I was reading it
 12 TH so does it mean like
 13 TH do we draw now and like
 14 TH or how does that work
 15 DI ((tongue click))
 16 DI yeah I guess that would make sense
 17 TH oh it says %dann% so
 then
 18 DI ah yeah
 19 TH so it does say now
 20 DI yeah
 21 DI yeah okay no that does makes sense
 22 DI draw
 23 DI because the next one says that they draw a new card
 24 DI yeah I guess so

Transcript 6. “Allgemeines Gelächter” (general laughter)

“Allgemeines Gelächter” (general laughter)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %allgemeines gelächter%
general laughing
02 TH so everybody
03 DI so everybody
04 TH laughs
05 DI yep
06 DI everybody's laughing
07 DI yep yep

Transcript 7. “Learners describing *ma* as a mumbled version of *mal*” (particle/PRT)

“Learners describing *ma* as a mumbled version of *mal*” (particle/PRT)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %also jetzt zieh ma%,
so now draw PRT
02 (1.0)
03 TH yeah okay so I uh I
04 TH I highlighted %ma% because I didn't know what that could have been.
05 DI I yeah
06 DI it's just a mumble and it's supposed to be mal.
PRT
07 DI because they they have %zieh%, ((points at transcript))
draw
08 TH hm
09 DI ((shifts gaze towards TH)) which is like the imperative,
10 DI %zieh% mal %ne neue karte%,
draw PRT a new card
11 DI ((pretends to pick up a card)) like draw a new card,
12 (0.5)
13 TH so it's trying
14 TH he's trying to say mal,
PRT
15 DI trying to be nice about it,
16 (1.0)
17 DI mal.
PRT
18 DI yeah I would say it's mal because if you
PRT
19 DI if you shove mal onto something it makes a request instead of a command,
PRT
20 TH ((nods head)) mm.
21 DI it's like a lighter,
22 TH okay.

Transcript 8. “Explaining the pragmatic function of *mal*” (particle/PRT)

“Explaining the pragmatic function of *mal*” (particle/PRT)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %zieh% mal.
PRT draw
02 (4.0)
03 TH you said it softens the request? ((shifts gaze towards DI))
04 DI ((shifts gaze towards TH)) yeah so if you say
05 TH ((looks at DI))
06 DI like bitte or mal or something.
please PRT
07 TH ((nods head))
08 DI like it could be like sitzt.
sit
09 DI sitzt mal or.
sit PRT
10 TH it sounds less demanding.
11 DI yeah.
12 DI yeah it just it just sounds nicer.
13 DI it softens it.
14 (0.5)
15 TH ((nods head)) good to know.

Transcript 9. “*Kichert*” (snickers)

“*Kichert*” (snickers)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 DI I have no idea what %kichert% means
snickers
02 TH %kichert%
snickers
04 TH ((laughs))
05 DI no idea
06 TH it's something they do right
07 DI I would imagine maybe it's like a giggle or something
08 DI because they were quite like giggly

Transcript 10. “*Ein schönes großes Messer*” (a nice big knife)

“*Ein schönes großes Messer*” (a nice big knife)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH did you understand it very well
02 DI um I would say like seventy percent of it
03 TH okay
04 DI yeah probably
05 TH %dann nehm ich mir ein schönes großes messer%
then I'll take for myself a nice big knife
06 DI mhm
07 TH so she's just taking a big knife
08 DI yeah she's gonna take a uh

09 DI uh pretty big knife
 10 TH but when they say pretty is that like
 11 TH literally pretty or as in like the same way we use the word pretty
 12 DI um
 13 TH it's pretty big something like
 14 DI no I would say like
 15 DI you would say like
 16 DI like I'm gonna
 17 DI I'm gonna grab a nice orange
 18 DI it's not like
 19 TH oh
 20 DI it's not like orange is
 21 DI orange like a nice one
 22 TH ((laughs))
 23 TH right
 24 DI not a gross one
 25 DI you know yeah

Transcript 11. "Hustet" (coughs)

"Hustet" (coughs)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH um %hustet%
 coughs
 02 DI it means to cough
 03 TH oh
 04 DI coughed yeah
 05 DI because that one lady had a really loud cough

Transcript 12. "Innen Deckel rein" (inside the lid)

"Innen Deckel rein" (inside the lid)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %dann mach ich das innen deckel rein%
 then I put it inside the lid
 02 TH yeah I didn't know what %innen deckel%
 inside the lid
 03 DI um so %mach ich%
 I will
 04 DI like she's gonna do something
 05 DI %das innen%
 that inside
 06 DI %innen% is like
 inside
 07 TH inside
 08 DI yeah inside something
 09 DI %rein% I
 in
 10 DI %deckel rein%
 in the lid
 11 DI I don't
 12 DI ((motions with hands))
 13 DI I don't know what %deckel% means but
 lid

14 DI rein like %innen rein% is to
inside

15 DI to put something in or

16 TH what I assumed is that what she's taking something

17 TH like she's cutting something and taking something out of it

18 TH or like

19 DI %mach ich das innen deckel rein%
I put it inside the lid

20 TH or maybe like put something inside

21 DI maybe to put something in

22 DI or to take something outside of what's inside of

23 DI uh

24 TH do you know what she's like

25 TH ((laughs))

26 TH what she's making

27 DI it's

28 DI it's some sort of dessert

29 TH oh

30 DI whatever it

31 DI it's some sort of like loud squishy dessert

32 TH ((laughs))

33 TH okay

34 DI yeah I don't know what it is

Transcript 13. "Comparing *schneid ich* with *schneide ich*" (I cut)

"Comparing *schneid ich* with *schneide ich*" (I cut)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %dann schneid ich mir einfach%
then I'll just cut off for myself

02 (0.5)

03 DI ((nods head)) %stücken hier ab%,
pieces here

04 DI so she's like um cutting pieces. ((makes chopping motions with hands))

05 TH oh[↑] okay.

06 DI yeah

07 TH when they say schneiden is that cutting?
((to)) cut

08 DI uh yeah %schneid% yeah
cut

09 DI it's again like colloquial speak

10 DI there's no e on the end

11 TH ((nods head))

12 DI ((shifts gaze towards TH)) schneide[↑] ich
I'll cut

13 TH oh[↑] okay.

14 DI like %schneid% yeah like
cut

15 DI mach schneid nehm
do cut take

16 DI it's supposed to be nehme
take

17 TH ((nods head)) mmm

18 DI but yeah.

19 (1.0)

20 TH %stücken%
pieces

21 DI cutting up pieces yeah

22 TH alright
23 DI yeah und %stelle%
and ((I)) place
24 DI %stelle sie so darein%,
place them inside like so
25 DI so she's like putting them in a specific ((makes placing motion with
hands))
26 (0.5)
27 DI I don't know
28 (0.5)
29 DI shape form whatever
30 TH she's putting them
31 DI she's putting them in a specific way
32 (0.5)
33 TH oh she's like putting them on the
34 DI yeah she's
35 DI yeah she cut them and now is like shaping them in a
36 DI I don't know like pattern or something ((makes placing motion with
hands))
37 TH ((laughs))
38 (2.0)
39 DI ((clears throat))
40 (2.0)
41 TH so and %stelln%,
((to)) place
42 DI yeah it's um,
43 DI I think it's the kid that repeats it.
44 DI and again that's a mumble
45 DI there's no e
46 TH right.
47 DI yeah.

Transcript 14. "Translating *äh* as uh or um" (uh)

"Translating *äh* as uh or um" (uh)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH and then this I have no idea.
02 TH %äh%
uh
03 DI %äh?%
uh
04 DI %äh% is like
uh
05 TH ((looks up at DI))
06 DI ((looks at TH)) it's the same sort of thing as saying like uh
07 DI like in English
08 TH oh↑ okay
09 DI like uh or um
10 DI it's like a filler word kind of thing

Transcript 15. “Learners discussing interactional function of *äh* in the L2” (uh)

“Learners discussing interactional function of *äh* in the L2” (uh)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA um and what about line 22.
02 CA um you mentioned ((looks at DI))
03 CA ((looks at TH)) I heard you guys mention this when you were
03 CA discussing it together.
04 CA we have the the %äh% thing
uh
05 TH mm ((nods))
06 CA what did you guys think that,
07 TH we thought it was just like a filler.
08 DI yeah.
09 CA mmm
10 DI Germans do that
11 DI like we have
12 DI we have like uh ((looks at CA))
13 TH yeah.
14 DI in English
15 DI and Germans go %äh%
uh
16 TH ((looks at CA)) maybe it's like when we say mmm
17 TH like
18 DI yeah.
19 TH when like we're considering what were about to say?
20 TH ((laughs))
21 DI yeah
22 CA good.
23 DI it's just kind of what they
24 DI they use for

Transcript 16. “Understanding *schnecken* as a verb or a noun” (snails)

“Understanding *schnecken* as a verb or a noun” (snails)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 DI and then %hätt%e?
would have
02 TH yeah. ((looks at DI))
03 DI %ich%,
I
04 TH it's like she's trying to say
05 DI %schnecken%
(rolls/snails)
06 TH hätte but
had
07 TH just forgot the e.
08 DI yeah yeah.
09 DI %hätt%e %ich%,
I would have
10 TH %schnecken%
(rolls/snails)
11 DI %schnecken%
(rolls/snails)

12 DI I don't know what %schnecken% means.
(rolls/snails)

13 (0.5)

14 TH ((looks at DI)) isn't that like snails or something?

15 TH ((laughs))

16 DI I don't think so.

17 DI ((laughs))

18 TH I mean that would make no sense but. ((laughs))

19 TH I swear that's what it was

20 DI um it's some sort of verb

21 DI I don't know what it means but it's a verb of something.

22 TH %hätt%e %ich schnecken%
I had (rolls/snails)

23 DI yeah she

24 TH oh↑ yeah it is a verb

25 DI ((looks at TH)) yeah she has a past tense of something.

26 DI hätte or,
would have
(1.5)

27 TH %hätt ich schnecken%
I would have (rolls/snails)

29 DI yeah

30 DI yeah past tense?
(1.5)

32 DI hatte oder hätte.
had or would have

33 DI ((lowers head)) I don't know past tense

34 TH I'm not sure.

35 DI I think
(1.0)

37 TH kay

Transcript 17. "Using the L1 to describe the observed L2 interaction"

"Using the L1 to describe the observed L2 interaction"

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA um and what about line 15.

02 CA ((looks at DI)) so I heard you guys talking about it,

03 CA and maybe now that you know that it's in the context of dough,

04 CA that she's cutting into pieces and shaping,

05 CA what do you think,

06 CA ((looks at TH)) you guys did mention it.

07 TH ooh,

08 CA what do you guys think it is now that you have that information. ((looks at TH and DI))

09 TH ((laughs))

10 TH okay so my guess is that she's like.

11 TH shaping it into snail shapes? ((looks at CA))

12 CA ((nods))

13 CA ((laughs))

14 DI is that literally the verb for snail or is that like noun snail?

15 TH ((looks at DI)) no it's it's

16 TH it's a noun snail but like because

17 DI snails

18 TH I thought,

19 TH I thought that it was

20 TH ((points at transcript)) I thought it had to be a verb because it wasn't
capitalized but it actually is snails
21 TH ((looks at DI)) and like she's shaping the dough into snail shapes
((makings shaping motion with hands))
22 CA ((laughs))
23 DI ((looks at transcript)) it's a snail shaped something?
24 DI ew
25 TH ((laughs))
26 CA ((laughs))
27 (1.0)
28 DI wow alright
29 CA so what else

Transcript 18. "*Wenn man mal irgendwie abends*" (when one particle/PRT somehow evenings)

"*Wenn man mal irgendwie abends*" (when one particle/PRT somehow evenings)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH mm then %mal man irgendwie%
PRT one somehow
02 DI yeah %wenn und wenn man mal irgendwie%
when and when one PRT somehow
03 DI and then when
04 DI when one somehow
05 TH ((laughs))
06 TH it just ends
07 TH when one somehow
08 DI yeah somehow
09 DI somebody interrupts her
10 DI %dis das%
this there
11 DI which is supposed to be dies da
this there
12 TH dis da is supposed to be dies
this there this
13 DI yeah d I e s
14 DI like diese but like
this
15 TH oh like this here
16 DI yeah
17 TH or back there
18 DI yeah
19 TH okay
20 DI yeah
21 DI %und wenn man mal irgendwie abends en paar freunde oder so zu% besuchen
and when one PRT somehow evenings has a few friends to visit
22 DI %besuch hat%
have guests
23 DI yeah
24 DI um it'll
25 DI it'll
26 TH some friends
27 DI so it'll look like
28 DI it'll look like this
29 DI and then if you somehow have an evening with some friends or like
30 DI like visit or have
31 DI or that you visit them or something
32 TH right
33 DI something along those lines I would imagine

34 TH like when a
 35 TH when you have some friends over
 36 TH when some friends are visiting you can
 37 TH can one
 38 TH you can um
 39 DI uh %kann man%
 one can

Transcript 19. “Echt” (really)

“Echt” (really)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH do you know what %flott% means
 quickly
 02 DI %flott%
 quickly
 03 TH yeah
 04 DI %echt flott machen%
 do it really quickly
 05 DI um no idea
 06 DI %echt flott machen%
 do it really quickly
 07 DI like %echt% is like
 really
 08 TH really or like real
 09 DI yeah
 10 DI yeah it’s like uh
 11 DI when you when you stick it on words or like
 12 DI stick it in a sentence it like
 13 DI makes it like concrete
 14 DI like %echt% like
 really
 15 DI you know
 16 TH mm

Transcript 20. “Using contextual cues from the observed interaction to translate from the L2 to the L1”

“Using contextual cues from the observed interaction to translate from the L2 to the L1”

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %und dann mach man mit blättersteig%.
 and then you can make it with phyllo dough
 02 DI %blätter% %blätter%,
 (sheets/leaves) (sheets/leaves)
 03 TH does that means leaves? ((shifts gaze towards DI))
 04 DI %tieg%?
 dough
 05 DI %blättertieg%?
 phyllo dough
 06 TH oh %blättertieg%.
 phyllo dough
 07 DI ((shifts gaze towards TH)) %blätter% %blätter% can mean leaves
 (sheets/leaves) (sheets/leaves)

08 DI it can also mean paper but
09 TH oh↑ okay.
10 DI I like
11 DI based on what it says
12 DI %blättertieg statt es pizzatieg?
phyllo dough instead of pizza dough
13 DI I would imagine
14 DI like I don't know what %tieg% means. ((raises hands with palms held
outwards))
dough
15 DI but I would imagine it's like dough?
16 TH ((nods))
17 DI or like
18 TH oh↓ yeah.
19 DI or the
20 TH interesting
21 DI tray?
22 DI dough or tray? ((holds hands outwards with palms raised))
23 TH ooh.
24 DI that's my guess.
25 TH okay.
26 DI it must be dough because it says %strüdeltesch% up in there too
strudel dough
27 DI so it's gotta be like a dough.
28 (1.5)
29 TH so like the same
30 (1.0)
31 TH so the same type somebody
32 TH you can make it with this tray instead of this tray,
33 DI yeah like the the
34 TH or this dough instead of this dough whatever it is.
35 TH ((laughs))
36 DI the same variant um
37 DI the same variant that one makes with
38 DI with some sort of dough instead of this kind of dough.
39 (1.0)
40 TH mm ((nods))
41 DI yeah that's what I would imagine it's saying

Transcript 21. "Determining L2 to L1 translations based on clues drawn from the observed interaction"

"Determining L2 to L1 translations based on clues drawn from the observed interaction"

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA what else.
02 CA you guys were talking about something else.
03 CA um ((shifts gaze towards DI)) so what is she cutting here and putting
into the
04 CA the pot.
05 CA what is she showing them how to make.
06 DI some sort of dessert
07 CA mhm,
08 DI whatever it is
09 CA ((shifts gaze towards DI)) and you guys were talking about it
10 CA ((shifts gaze towards TH and back towards DI)) what is she using
11 DI oh↑ like a dough of some sort
12 CA ((laughs))

13 TH ooh,
 14 DI it's dough like
 15 TH ((nods))
 16 CA yeah.
 17 DI like paper dough or pizza dough
 18 DI I don't know what %blätterteig% like is it
 phyllo dough
 19 DI oh↑ maybe that's like the flaky dough ((motions with hands))
 20 CA yeah good good, ((nods))
 21 TH ooh,
 22 DI flaky dough.
 23 DI because it's papery,
 24 TH ((nods))
 25 CA good

Transcript 22. "Using context to make interpretations about meaning"

"Using context to make interpretations about meaning"

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 DI %du kannst% ((raises hands)) blah blah blah
 you can
 02 TH %du kannst anders nehmen%
 you can take something different
 03 (1.0)
 04 TH %ich habe jetzt%.
 right now I have
 05 (1.0)
 06 TH %pizzateig%,
 pizza dough
 07 DI yeah so you can
 08 DI you can use
 09 TH so everybody can take?
 10 DI %du kannst alles nehmen%
 you can take anything
 11 DI so like you can
 12 DI you can
 13 DI it's not.
 14 DI I don't
 15 DI I don't think they mean it literally like you can take everything
 16 DI it's just sort of like you have these two options ((motions with hands))
 17 DI and you can choose either one of them
 18 TH ((nods head)) oh↑ I see.
 19 DI it doesn't matter
 20 (0.5)
 21 DI like it doesn't change the difference and she has pizza dough
 22 (4.0)
 23 DI and then she just gives more options.
 24 (1.0)
 25 TH right.
 26 DI you can
 27 DI you can use whatever this dough is
 28 DI or you can also use like strudel dough
 29 TH ((nods head))
 30 DI if↑ it means dough
 31 DI ((laughs))
 32 DI I don't know
 33 TH whatever it means like
 34 TH ((laughs))

35 DI strudel something this thing, ((extends left hand))
 36 TH right.
 37 TH you can use whatever this is

Transcript 23. “So süß befüllen” (fill it with something sweet)

“So süß befüllen” (fill it with something sweet)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 DI um
 02 DI mm
 03 DI %dann machen irgendwas mit äpfeln oder%
 then do something with apples or
 04 DI %oder so süß befüllen ne also%
 or so sweet filling ne so
 05 DI you can
 06 TH you can fill it with something either apple or something sweet
 07 TH yeah whatever
 08 DI whatever you feel for sweetness or something yeah
 09 TH %das geht ja wirklich super%
 that works really well
 10 DI yeah so it’s some sort of like squishy sweet thing
 11 TH yeah
 12 DI that’s also loud

Transcript 24. “Interpreting *joa* as an uncertain yes” (yeeeah)

“Interpreting *joa* as an uncertain yes”

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA
 (Cameron, facilitator)

01 CA and maybe like
 02 CA ((shifts gaze towards DI)) taking that into consideration and what you
 think the
 03 CA in line 22
 04 CA the %joa%.
 yeeah
 05 CA ((shifts gaze towards TH)) what do you think that
 06 TH mm
 07 CA what kind of role that plays,
 08 (2.0)
 09 DI ((shifts gaze towards CA)) umm it could be like when people say *joa*,
 yeeah
 10 DI it could be like if like
 11 DI kind of.
 12 CA ((nods head))
 13 DI like we would use
 14 DI like *joa*,
 yeeeah
 15 DI like when you go like
 16 DI yeeah,
 17 CA ((nods head, laughs))
 18 DI kind of
 19 DI kind of like that
 20 DI *joa*,
 yeeah

21 TH like an uncertain yes ((shifts gaze towards CA))
 22 DI ((shifts gaze towards TH)) yeah,
 23 CA you guys did such a good job
 24 TH ((laughs))
 25 DI ((turns head to the side)) joa,
 yeaaaah
 26 CA ((laughs))
 27 CA that's super good work
 28 CA okay
 29 DI ((shifts gaze towards CA, laughs))

Transcript 25. "Servus" (hello)

"Servus" (hello)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 DI do you know what %servus% means
 hello
 02 TH uh yeah
 03 TH it's the austrian way of saying hello
 04 DI mm
 05 DI ((nods))
 06 DI yeah
 07 TH %servus%
 hello
 08 TH mm say hi
 09 DI yup

Transcript 26. "Bisschen runter" (little lower)

"Bisschen runter" (little lower)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH so is this
 02 TH %bisschen runter%
 little lower
 03 TH I'm guessing that means like
 04 DI lower the chair
 05 DI so yeah he was he was fiddling with the music stand
 06 TH oh okay
 07 DI %bisschen runter%
 little lower
 08 TH oh the music stand
 09 DI yeah because
 10 DI she's short and like a specific
 11 TH mm

Transcript 27. "Siehst du das noch schon oder" (do you see that still yeah or)

"Siehst du das noch schon oder" (do you see that still yeah or)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %siehst du das noch%
do you see that still
02 TH oh okay so that makes sense
03 TH so it's like
04 TH so he's asking can you see the
05 TH um the music stand like the
06 TH whatever is on there
07 DI %siehst du das dann noch so schon oder%
do you see that still so yeah or
08 DI uh I don't know if like she's seen the music already or if like
09 TH oh
10 DI she has any trouble seeing the music or something
11 TH %siehst du das noch oder%
do you see that still or
12 DI because she answers
13 DI %joa ungefähr%
yeah just about
14 DI which is yeah almost or
15 DI or kind of
16 TH yeah approximately
17 TH ((laughs))
18 DI yeah because she's seen the music before or
19 TH or that's just like a term of phrase like
20 TH people say that like
21 TH yeah pretty much something like that
22 DI oh yeah it could be yeah
23 DI yeah it could be that
24 TH mmm
25 TH is that what he's asking her
26 TH %siehst du das dann noch so schon%
do you see that still so yeah
27 DI seeing you that then still so overly
28 TH ((laughs))
29 DI which doesn't make exact sense but like inferring it right
30 DI ((laughs))
31 DI have you seen that already
32 DI already yeah
33 DI have you seen that already yeah
34 DI or something like that
35 TH i know that %schon% is used in a lot of different ways
already
36 DI mhm yeah my mom says komm schon a lot
hurry up
37 DI which doesn't make any sense but
38 DI but it's her like hurry up like it's
39 TH oh okay
40 TH ((laughs))
41 DI komm schon
hurry up

Transcript 28. "The music stand"

"The music stand"

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 TH yeah I
02 TH I was confused about um
03 TH when says %bisschen runter siehst du das dann noch so schon%
 little lower do you still see that then so yeah
04 CA mhm and you guys
05 CA you guys did get it when you were discussing it
06 TH oh okay
07 CA what did you guys think it was
08 TH well yeah like he
09 TH he lowers the music stand for her
10 CA mhm
11 TH and then he asks her can you see it
12 TH then she says like
13 TH %joa ungefähr%
 yeah just about
14 CA mhm
15 TH which uh like
16 TH I guess meant like yeah pretty much
17 CA ((nods))
18 CA good good
19 DI ((laughs))
20 TH ((laughs))

Transcript 29. "Stimmgerät" (tuner)

"Stimmgerät" (tuner)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %ungefähr so erst mal stimmgerät%
 just about so first PRT tuner
02 TH do you know what %stimmgerät% means
 tuner
03 DI yeah so %stimm% is uh l
 voice
04 TH voice
05 DI like stimme voice and gerät is is device
 voice device
06 DI and so it's it's
07 DI %so erst mal%
 so first off
08 DI and so he's tuning the guitar
09 TH oh okay
10 DI or like testing it or something
11 TH um so this means like
12 TH %stimmgerät% means like literally first tu
 tuner
13 TH first thing I'm gonna tune it
14 DI um I think %stimmgerät% is a noun and so it's like the
 tuner
15 DI the voice of the device
16 TH oh okay
17 DI we would now

18 DI we have like great tone or tune or something
19 TH right
20 DI I don't know if we have a great translation in English

Transcript 30. "Räuspert sich" (clears throat)

"Räuspert sich" (clears throat)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH and then %räuspert sich%
clears throat
02 DI yeah he cleared his throat
03 TH oh okay
04 DI yeah

Transcript 37. "Was hast du getrieben" (what did you get up to)

"Was hast du getrieben" (what did you get up to)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %was hast du getrieben% is like
what did you get up to
02 TH what are you doing
03 DI %getrieben%
get up to
04 DI I have no idea what %getrieben% means
get up to
05 DI %was hast du getrieben%
what did you get up to
06 DI I dunno
07 DI what did you something
08 TH I'm guessing it means what
09 TH how did you like spend your weekend or something
10 TH uh
11 DI your guess is as good as mine
12 TH ((laughs))

Transcript 31. "Getrieben" (get up to)

"Getrieben" (get up to)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA okay so what are some things that you noticed
02 CA or had questions with
03 CA or weren't too sure about
04 DI I don't know what %getrieben% means
get up to
05 CA good so what did you guys think it meant
06 CA so you guys
07 CA you guys did mention it when you were discussing it
08 DI yeah

09 CA mhm so what do you think it meant in the context
 10 TH like
 11 DI %getrieben%
 get up to
 12 TH spend like
 13 TH spend sort of like in terms of time
 14 CA mhm
 15 TH like how did you spend your weekend
 16 CA exactly yeah what did you get up to
 17 TH mhm
 18 CA yeah
 19 DI I didn't know that word
 20 DI %getrieben%
 get up to
 21 DI I didn't know that word

Transcript 32. "Interpreting *Hausis* as *Hausaufgaben*" (homework)

"Interpreting *Hausis* as *Hausaufgaben*" (homework)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH umm %bis auf die nervigen hausis%
 until the annoying homework
 02 TH I don't know what %hausis% meant,
 homework
 03 DI %hausis%↑ I think it's uh like
 homework
 04 DI like a cute little way kids say hausaufgaben. ((shifts gaze towards TH))
 homework
 05 (0.5)
 06 TH oh↑ okay.
 07 DI yeah.
 08 TH ((laughs))
 09 DI ((laughs))
 10 DI like hausis,
 homework
 11 TH ((laughs))
 12 DI that's a cute one
 13 (0.5)
 14 TH umm until %nervigen%, ((shifts gaze towards DI))
 annoying
 15 (0.5)
 16 DI %nervigen% is
 annoying
 17 DI so like annoying or like
 18 DI like
 19 TH oh,
 20 DI nerving nervewracking like
 21 DI like so bit of like annoying
 22 DI what did you do I guess something this week
 23 TH so until,
 24 DI bit of annoying
 25 TH until the annoying homework everything was great?
 26 DI ((nods head)) yeah,
 27 TH everything was in order,
 28 TH ((laughs))
 29 DI yeah
 30 TH okay.

Transcript 33. “*Das isch*” (that is)

“*Das isch*” (that is)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH um %aber ja das isch%
but yeah that is
02 TH %ja auch wie beim gitarre%↑
also just like with guitar
03 DI yeah so that
04 DI %isch% I imagine is his
is
05 DI his accent or dialect or whatever
06 DI and it's supposed to be ist
is
07 (1.0)
08 TH oh↓
09 DI like that that is
10 DI that's the same with guitar though
11 DI like that's the same
12 DI same thing with guitar
13 (2.0)
14 TH oh okay
15 DI yeah

Transcript 34. “*Damit ihr das nicht vergisst*” (so that you don't forget that)

“*Damit ihr das nicht vergisst*” (so that you don't forget that)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %damit ihr das nicht vergisst was ihr in der schule gemacht hab%
so that you don't forget what you did in school
02 DI yup
03 TH that don't forget what you did in
04 TH oh right
05 TH ((laughs))
06 TH that makes sense
07 DI yep
08 DI yep so you don't forget what you did in school

Transcript 35. “*Doch*” (yeah it is)

“*Doch*” (yeah it is)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 DI yeah %ein paar%
a few
02 DI %ein paar hausaufgaben machen is doch nicht schlecht%
to do a little bit of homework is not so bad
03 DI then to do some
04 DI to do some homework is
05 TH not that bad
06 DI is not that bad

07 DI and she goes %doch%
 yeah it is
 08 DI which is like
 09 DI yes it is
 10 TH oh okay
 11 TH ((laughs))
 12 TH I was wondering about that
 13 DI %doch%
 yeah it is
 14 TH you say
 15 TH you say what
 16 TH like when I ask you like
 17 TH wasn't
 18 TH that wasn't so bad right and you say %doch%
 yeah it is
 19 DI like yeah it was
 20 TH like that means
 21 TH like it was actually bad
 22 DI yeah
 23 DI %doch%
 yeah it is
 24 DI yeah

Transcript 36. "Negotiating meaning concerning *auf dem Gymi*" (at high school)

"Negotiating meaning concerning *auf dem Gymi*" (at high school)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %ist jetzt auf%
 is it now with
 02 TH %auf dem%.
 with the
 03 (0.5)
 04 DI %gymi%,
 high school
 05 TH %gymi%, ((shifts gaze towards DI))
 high school
 06 DI I imagine it's a cute word to say gymnasium.
 high school
 07 (0.5)
 08 DI like uh a short cutened version of it to say like
 09 DI like
 10 DI like it's almost definitely harder in gymnasium.
 high school
 11 TH ((nods head)) right.
 12 DI so she can't be that ((shifts gaze towards projected video))
 13 (0.5)
 14 DI she can't be that old.
 15 TH ((laughs))
 16 TH %ist jetzt auf dem gymi noch mal schwieriger oder%?
 is it now with high school again PRT harder or
 17 DI yeah.
 18 TH like she's
 19 TH she's asking,
 20 (1.0)
 21 DI he said
 22 DI he's he's saying like
 23 DI like it's it's
 24 TH it's easier than going to the gym?
 25 TH or. ((rests right hand on head))

26 DI ((shifts gaze towards TH)) no gymnasium is
high school

27 DI gymnasium is one of the
high school

28 DI is like the one of the schools

29 DI ((motions with hands)) school systems in Germany,

30 TH ooh,

31 DI ((motions hands upwards to different heights)) like real haupt and
gymnasium
((real, haupt, and gymnasium are three different types of secondary
schools in Germany))

32 TH I was

33 TH I was thinking like a gym or something. ((laughs))

34 DI no so like it's ((moves hands in a circular motion))

35 DI it's harder in

36 DI in gymnasium
high school

37 TH oh.

38 DI or? ((extends hands with palms facing upwards))

39 DI and she goes yeah.

40 DI like yeah it's harder.

41 TH oh↑ I see.

42 DI yeah yeah.

Transcript 37. "Cute little way of saying it"

"Cute little way of saying it"

Session: Week 6

Speakers: DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA and what about in line 22 with the %gyymi%
high school

02 CA I heard you guys discussing that

03 DI yeah

04 CA what did you think

05 DI yeah I mean my guess is gymnasium
high school

06 CA mhm

07 DI like a cute little way of saying it

08 CA good

09 DI %gyymi%
high school

Transcript 38. "Na komm Timmy" (hey come)

"Na komm Timmy" (hey come)

Session: Week 7

Speakers: KR (Kris, beginner learner), CA (Cameron, facilitator)

01 CA so what's he saying there %komm timmy stell dich da hin%
come timmy sit yourself there

02 KR uh it's calling to him

03 CA mhm yeah exactly

04 CA he's like come timmy come sit by me

05 CA exactly and what about the %na% thing
((na can be translated as "so", "well", and "hey", depending on the
context of use))

06 KR um

07 CA %na komm timmy%
 hey come timmy
 08 CA and here's our options
 09 CA go through them what do you think
 10 CA he's calling the dog
 11 KR just hey then
 12 CA probably he
 13 CA like hey come over here timmy
 14 CA mhm exactly good

Transcript 39. "Hundewagenfahrradanhänger" (dog car bike hanger)

"Hundewagenfahrradanhänger" (dog car bike hanger)

Session: Week 7

Speakers: KR (Kris, beginner learner), CA (Cameron, facilitator)

01 KR what does
 02 KR should I try to pronounce that word
 03 CA mhm mhm good
 04 KR %hundewagenfahrradanhänger%
 dog bike hanger
 05 CA perfect I'm actually really glad that you mentioned that
 06 CA so what's happening here
 07 CA um
 08 CA ((laughs))
 09 CA yeah I'll let you take a stab at it
 10 CA what's going on with this giant word
 11 CA ((laughs))
 12 KR it's a frankenword
 13 CA it's a frankenword I love that
 14 CA yes it is a frankenword
 15 CA ((laughs))
 16 CA so let's try and split it up into the different words
 17 CA what do we have
 18 KR we have %fahrrad%
 bike
 19 CA we have %fahrrad% so that's like one what else do we got
 bike
 20 KR um I can assume but I don't really know what the other words mean
 21 KR we have %hund%
 dog
 22 CA we have %hund% let's put that
 dog
 23 KR %wagen%
 car
 24 CA %wagen% %fahrrad% and
 car bike
 25 KR %anhänger%
 hanger
 26 CA %anhänger% good so let's figure out
 hanger
 27 CA we know some of these words
 28 CA so what's %hund%
 dog
 29 CA we know what that is what is it
 30 KR dog
 31 CA dog good
 32 CA and what's %wagen%
 car

33 KR car
34 CA yeah could be like a car and what's %fahrrad%
bike
35 KR bike
36 CA bike good
37 KR and then that would be like a holder or something
38 CA yeah like holder slash hanger
39 KR so it's a
40 CA so what is it it has to do with this with the basket
41 KR so would it be like a kennel or something along those lines
42 CA yeah maybe a kennel or maybe something that you
43 CA again it's just like basically something
44 CA it's kind of
45 KR it's a holder for your dog
46 CA ((laughs))
47 CA perfect it's a holder for the dog exactly
48 CA and it's essentially the same thing as the %korb%
basket
49 KR ok
50 CA but here what's he doing
51 CA and it's exactly like you said it's a frankenword
52 CA what has he done is this a real word
53 KR um not really
54 CA no not really right it's a word that he kind of made up
55 CA yeah
56 KR all words are made up so
57 CA and so what's going in German
58 CA what do they do that they can kind of do this to make up these words
59 CA what do they do in German that we don't
60 CA we kind of do it in English sometimes
61 KR ultimate compound words
62 CA good right where we take different nouns and smoosh them together
63 CA good anything else that you notice or that you have questions about

Transcript 40. "Mist" (crap)

"Mist" (crap)

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner)

01 JE there's the the %mist% in there
crap
02 JE that's that's line 21 that's like a not quite swear word
03 JE mist
04 DI is it
05 JE so when it's spelt like that it is
06 JE when it's misst with two s's is is measure
to measure
07 JE like that %mist% I think is just an expression
crap
08 DI ooh think so
09 JE %mist%
crap
10 JE I think it's kind of like saying shit or something mild
11 TH ((nods))
12 DI oh
13 JE I've I've seen things where kids were saying mist
crap
14 DI oh ok alright so it's not too terrible
15 JE mm

16 DI interesting
17 JE or at least that fits with this anyways

Transcript 41. “Den Tag nur mit Uni verbracht” (spent only the day with university)

“Den Tag nur mit Uni verbracht” (spent only the day with university)

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner)

01 TH what does %verbracht% mean um line 27
to spend
02 TH %habe ich den tag nur mit uni verbracht%
I only spent the day with university
03 DI um it's like uh
04 TH study
05 DI no to like like when you spend time with someone you say zeit verbringen
to spend time
06 TH oh
07 DI so like %verbracht% so like spend the entire day with it or something
to spend
08 TH I see yeah
09 DI yeah
10 JE it's one of those words where prefixes makes a huge difference
11 DI mm
12 JE everything from bringing to kill something ((laughs))
13 DI ((laughs))
14 TH ((laughs))

Transcript 42. “Hundeschiebedings” (dog pushing thing)

“Hundeschiebedings” (dog pushing thing)

Session: Week 8

Speakers: DI (Diana, advanced learner), JE (Jenn, intermediate learner)

01 JE so then and then 14 there there's this like
02 JE to try that with timmy but it's it would be a bit so too fast
03 DI yeah too fast they might have another dog
04 JE oh yeah because look there's the word
05 JE %hundewagenfahrradanhänger% this is what the adult's saying
dog car bike hanger
06 DI mhm
07 JE and I think it's referring to the same thing as like mk is saying
08 DI yeah
09 JE %hundeschiebedings%
dog pushing thing

Transcript 43. “*Kriegst nix vom Tisch*” (you’re not getting anything from the table)

“*Kriegst nix vom Tisch*” (you’re not getting anything from the table)

Session: Week 8

Speakers: DI (Diana, advanced learner), JE (Jenn, intermediate learner)

01 JE so this word %kriegst%
 you get

02 DI %kriegst%
 you get

03 JE is getting used a lot

04 DI yeah I don’t know how to explain it in English

05 JE it’s just like get or something

06 DI yeah pretty much like my host mom used to say this stuff to her dog too

07 DI she was like oh kriegst du nix
 you get nothing

08 DI like you’re not going to get anything go over

09 JE ah ah

10 DI go away she used to talk to her dog the same way

11 JE yeah yeah kriegst nix vom tisch
 you’re not getting anything from the table

12 DI yeah you’re not getting ((motions away from table))

13 JE you’re not getting anything from the table

14 DI yeah

Transcript 44. “*Schmatzt*” (smacks lips)

“*Schmatzt*” (smacks lips)

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner)

01 DI do you guys know what %schmatzt% %schmatzt% means
 smacks lips smacks lips

02 TH I’ve heard it ((shakes head))

03 JE it’s an eating sound

04 DI yeah it’s like a mouth sound

05 TH oh

06 DI like smacking some sort of mouth smacking sound

07 JE so the %hustet% which means to cough
 coughs

08 DI yeah

09 JE and %lacht% is laugh and then eating sound
 laughs

10 DI %schmatzt%
 smacks lips

Transcript 45. "Dog wagon that you hang from a bike"

"Dog wagon that you hang from a bike"

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner), CA (Cameron, facilitator)

01 DI what is %hundewagenfahrradanhanger%
dog car bike hanger

02 CA what did you guys think it was

03 CA you guys were like pretty spot on with it

04 TH I guess it's like a dog kennel but you can somehow hang it from a bike

05 JE it's a dog %wagen% that you hang from a bike
car

06 CA yeah exactly and you guys were like discussing it like with the

07 CA you guys were kind of debating the word in line 8

08 JE uh %hundeschiebedings%
dog pushing thing

09 CA and there was another word before that too

10 TH %korb%
basket

11 CA %korb%
basket

12 CA so what were you debating that %korb% would be
basket

13 CA what was

14 CA what did you guys think it was

15 DI that's like a garbage bin

16 CA yeah it's like a bin or like a

17 TH basket

18 JE basket

19 CA basket ((nods head)) yeah

20 CA so what do you guys think the %hundeschiebedings% and
dog pushing thing

21 CA %hundewagenfahrradanhanger% thing is
dog car bike hanger

22 DI what does %schiebeding% mean
pushing

23 DI schiebes like to push something right
push

24 JE push

25 DI schieben
to push

26 JE or in this case it seems more to like carry

27 CA exactly yeah it's like a little

28 DI carrying thing

29 CA ((nods)) yeah that you attach to your bike

30 JE oh like in the wizard of oz

31 JE she used to carry toto around in a little basket ((laughs))

32 CA so it could be

33 DI in a basket but that dog is huge

34 CA it could be like a basket on the front

35 CA or one of those carriers that you hook onto the bike maybe

26 JE yeah yeah

09 DI yeah

Transcript 46. “*Na gut*” (well good)

“*Na gut*” (well good)

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner), CA (Cameron, facilitator)

01 CA ok guys what about line 11
02 CA what do you think that
03 DI oh
04 CA that kind of plays in interaction what does that kind of mean
05 JE it's just showing yeah I heard you and and
06 DI %na gut%
well good
07 CA ((nods))
08 JE it's it's an agreement
09 TH she asks do you want me to cut the onions and then says %na gut%
well good
10 TH so I'm guessing it's like no it's ok
11 CA what do you guys think ((looks at DI and JE)) yeah
12 DI so for line four it's hmhm %damit deine augen nicht brennen%
so that your eyes don't burn
13 DI %na gut% as in like yeah it's a good idea like yeah sure
14 TH oh
15 DI kind of like yeah
16 CA like yeah sure well ok
17 DI yeah
18 CA well alright exactly you guys
19 DI yeah

Transcript 47. “*Na ja*” (yeah ok)

“*Na ja*” (yeah ok)

Session: Week 8

Speakers: DI (Diana, advanced learner), JE (Jenn, intermediate learner), CA (Cameron, facilitator)

01 CA so if we take into consideration that the last transcript
02 CA %na gut% means like yeah sure well alright
well good
03 CA what do you guys think these ones mean
04 CA probably like playing a similar role right
05 CA we have all these instances of na what do you guys think
06 CA let's start with the
07 CA I heard you guys discussing it in line 1 first transcript
08 CA what does %na mensch% kind of like
hey man
09 JE oh man
10 CA yeah exactly
11 DI like yeah dude
12 CA yeah good what about line 9
13 CA %na ja%
oh well
14 DI I think it's the same thing that we say in English like no yeah
15 JE ((laughs))
16 DI or something like that
17 CA mhm
18 JE it's definitely not negation
19 DI no
20 JE it's just a it's a sound

21 CA so I'm gonna give you guys a hint um
 22 CA in English especially to start off conversations we kind of just throw in
 23 CA like it's kind of like a filler word
 24 JE so
 25 CA yeah so
 26 CA ok so is one of them there's three other ones
 27 CA not necessarily always at the beginning of a conversation
 28 CA but just kind of like filler words
 29 DI well
 30 CA well that's another one and we have
 31 CA um two more
 32 CA we have so well
 33 JE yeah
 34 CA yeah then
 35 CA let's look at the second transcript line twenty one
 36 CA %na komm timmy stell dich da hin%
 hey come timmy sit yourself there
 37 CA so this one's a little bit different
 38 CA so would we say like
 39 CA so come timmy sit here
 40 CA or would you say like well come timmy sit here
 41 JE what about hey
 42 CA hey perfect
 43 DI mm
 44 CA good
 45 CA so we have a few instances
 46 CA where na can mean various things in different contexts
 ((na can be translated as "so", "well", and "hey", depending on the
 context of use))

Transcript 48. "Knutsch dein anderes Kind" (hug your other kid)

"Knutsch dein anderes Kind" (hug your other kid)

Session: Week 10

Speakers: KR (Kris, beginner learner), JE (Jenn, intermediate learner)

01 JE this one line uh
 02 JE %ja dann knutsch dein anderes kind was neben dir sitzt%
 yeah then hug your other kid that's sitting next to you
 03 JE that's
 04 JE I don't know was that
 05 JE hug your other child that's sitting next to you
 06 JE does that make sense is that something
 07 KR umm I guess that might be just like
 08 JE I don't know what %knutsch% means
 hug
 09 JE and the other one's answering uh and the whole family
 10 JE well there was one of those those static sounds
 11 JE something was getting removed there
 12 JE there was a proper name in there getting taken out
 13 KR mhm
 14 JE ok
 15 KR I think it's basically just um
 16 KR give your whatever
 17 JE yeah
 18 KR for me and then
 19 JE yeah
 20 KR yeah and you because they're really close so it's like
 21 JE yeah
 22 KR it's
 23 JE greetings to you and your loved ones

24 KR yeah
 25 JE and this word %fussel% I don't know what it is either
 26 KR mhm
 27 JE but it is like the meaning of the whole sentence
 28 KR mhm
 29 JE I think you can tell even without knowing all the words
 30 JE because it is so formulaic
 31 KR mhm

Transcript 49. "Fruchtfliegen und Wespen" (fruitflies and wasps)

"Fruchtfliegen und Wespen" (fruitflies and wasps)

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 DI I don't know what %wespen% means
 wasps
 02 TH %wespen%
 wasps
 03 DI yeah in line five %wespen%
 wasps
 04 TH oh yeah um I don't know
 05 TH umm do you know what %fruchtfliegen% in line four meant and line two
 fruitflies
 06 DI do you know what %frucht% means
 fruit
 07 TH uh fruit
 08 DI do you know what %fliegen% means
 flies
 09 TH fly or like uh
 10 TH of fruitflies ((laughs))
 11 DI yeah ((laughs))
 12 TH it's a fruitfly ((laughs))
 13 DI I see ((laughs))
 14 TH yeah they have fruitflies
 15 DI so they're talking about fruitflies
 16 TH mhm
 17 TH %und wespen bei uns kommen%
 and wasps by us come
 18 TH %wespen in die wohnung geflogen%
 wasps flew in the house
 19 TH I think %wespen% are wasps or something
 wasps
 20 DI ooh that's probably it %wespen% yeah
 wasps
 21 DI ew that sucks
 22 TH ((laughs))
 23 TH I mean these guys are talking about like
 24 DI wasps
 25 TH fruitflies coming
 26 DI yeah
 27 TH in or something
 28 DI that sucks ew
 29 TH ((laughs))

Transcript 50. “Kein angebrochenes Obst mehr” (no more broken open fruit)

“Kein angebrochenes Obst mehr” (no more broken open fruit)

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %kein angebrochenes obst mehr%
no more broken open fruit
02 DI yeah they don't have any like I don't know why they're still around
03 TH ((nods))
04 DI I don't have any open fruit
05 TH right I see
06 DI I didn't open any I don't have any that are broken
07 TH ok now I understand this conversation I didn't really get it until
08 DI ((laughs))
09 TH I understood what fruitflies meant
10 DI yeah he doesn't know how else to win it
11 DI and then the person's suggestion is google
12 DI which is super helpful
13 TH ((laughs))
14 DI ((laughs))
15 TH oh yeah they're talking about this over the phone ((laughs))
16 DI mhm

Transcript 51. “Angebrochen” (broken open)

“Angebrochen” (broken open)

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %vor allem%
especially
02 TH do you know what %angebrochen% is
broken open
03 DI broken
04 TH broken
05 DI so yeah %angebrochen% so like broken open
broken open
06 TH right
07 DI and the %e s% on the end makes it the like an adjective for obst
fruit
08 TH oh ok
09 DI so like broken broken fruit
10 TH I see

Transcript 52. “Loskrieg” (get rid of)

“Loskrieg” (get rid of)

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 DI I don't know what %die loskrieg% is like it's a war or something
get rid of them

02 CA mhm ((laughs))

03 CA it is a war over the fruitflies so what's he trying to

04 CA what does he want to do with them

05 TH like he has to get rid of them

06 CA exactly yeah mhm

07 CA exactly that's he's saying

08 CA what else

Transcript 53. “Broken open”

“Broken open”

Session: Week 12

Speakers: DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA what about %angebroschenes%
broken open

02 CA I heard you guys talking about what that might have been

03 CA and what role it plays in the sentence

04 CA diana I think you were talking about it

05 DI it's like it's an adjective well it's a verb turned into an adjective

06 CA good

07 DI something like broken open

08 CA good

09 DI yeah

Transcript 54. “Richt ich aus” (I will do that)

“Richt ich aus” (I will do that)

Session: Week 12

Speakers: DI (Diana, advanced learner), CA (Cameron, facilitator)

01 DI I don't know what %richt ich aus% means
I'll do that

02 DI the ending %richt ich aus%
I'll do that

03 CA mhm so we have in line twenty two

04 CA we see mk is kind of making requests for hs

05 DI mhm

06 CA mhm and then um

07 CA in the context of like replying to that what do you think it would mean

08 DI like I will do that

09 CA mhm

10 DI %richt ich aus%
I'll do that

11 CA good

Transcript 55. “Einfach sag mir bescheid” (just let me know)

“Einfach sag mir bescheid” (just let me know)

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %du dann machst ge so so halten mas so ab um zwei fest%
you then do ge so so just hold off PRT so until two
02 DI um I don't know what they're talking about
03 TH ((laughs))
04 TH do you know what %bescheid% means
to let know
05 DI uh it's I don't have a clear english answer though
06 DI but it's sort of like like if you
07 DI people will say like einfach sag mir bescheid
just let me know
08 DI like just tell me or just let me know something along those lines
09 TH oh ok
10 DI I don't know exactly how it translates literally but
11 DI sagst du mir einfach bescheid means like just tell me
you just let me know
12 TH just let me know
13 DI yeah
14 TH ok
15 DI yeah

Appendix K: Comparative work with spoken and written language collection

Transcript 1. “Learners describing *nix* as a shortening of *nichts*” (nothing)

“Learners describing *nix* as a shortening of *nichts*” (nothing)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH um and like some words I didn't understand like %nix%,
nothing

02 TH I assume that mean nichts,
nothing

03 DI ((nods)) yeah,

04 TH um

05 DI yeah it's a

06 DI it's a shortening where they tend to use

07 TH ((shifts gaze towards DI)) right.

08 DI %nix% with an x instead of nichts
nothing nothing

09 TH um

10 DI spelled properly or said properly

11 TH ((laughs))

12 DI ((laughs))

Transcript 2. “Learners describing *ne* as a shortening of *eine*” (a)

“Learners describing *ne* as a shortening of *eine*” (a)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH okay yeah %ziehen wir%,
do we pull

02 TH and then %neue karte% um
new card

03 TH at first I was confused but I realized that %ne% just is like
a

04 TH a shortening of eine, ((shifts gaze towards DI))
a

05 (1.5)

06 DI ((nods head)) mhm yup.

07 TH um

08 DI yeah you hear that a lot of the time in German

09 TH ((nods head)) mhm

10 DI all the time especially with native speakers

11 TH right, ((laughs))

Transcript 3. “Learners enhancing awareness of how connecting consonants and sounds of different words can be realized in spoken interaction”

“Learners enhancing awareness of how connecting consonants and sounds of different words can be realized in spoken interaction”

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH and when it says %des%.
it

02 TH ((shifts gaze towards DI)) mm do you just think that could mean das but they're
it

03 DI ((tongue click))

04 DI no I

05 DI I imagine it's just a mumble,
06 (0.5)

07 DI ((shifts gaze towards TH)) %läuft des%
it going

08 DI like it's

09 DI it's supposed to be %läuft% es but
it going

10 TH ((nods)) ah yeah.

11 DI it's just a mumble from the previous word

12 TH ((nods)) oh okay.

13 DI like the ending consonant
14 (1.5)

15 DI because otherwise it doesn't make any sense.

16 DI because %des% is uh
it

17 DI genetiv particle
genitive

18 DI which doesn't make any sense,

19 TH what

20 TH what I

21 TH or how I thought was that he was trying to say das
it

22 TH but then like for some dialectical reason he said %des%
it

23 TH ((shifts gaze towards DI, laughs))
24 (0.5)

25 DI maybe,
26 DI could be it.
27 DI that's true

28 TH but then it could also be es
it

29 DI yeah um

30 TH um

31 TH okay yeah

Transcript 4. “Learners enhancing awareness concerning *joa*” (yeeeah)

“Learners enhancing awareness concerning *joa*” (yeeeah)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %joa%,
yeeeah
02 TH ((shifts gaze towards DI)) I’m guessing that’s just a way of saying yes.
03 DI it’s like a yeah
04 DI it’s a slight way of saying like yeah.
05 DI I’ve heard lots of people say like %joa%.
yeeeah
06 TH %joa% okay.
yeeeah

Transcript 5. “Learners describing *ma* as a mumbled version of *mal*” (particle/PRT)

“Learners describing *ma* as a mumbled version of *mal*” (particle/PRT)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %also jetzt zieh ma%,
so now draw PRT
02 (1.0)
03 TH yeah okay so I uh I
04 TH I highlighted %ma% because I didn’t know what that could have been.
05 DI I yeah
06 DI it’s just a mumble and it’s supposed to be mal.
PRT
07 DI because they they have %zieh%, ((points at transcript))
draw
08 TH hm
09 DI ((shifts gaze towards TH)) which is like the imperative,
10 DI %zieh% mal %ne neue karte%,
draw PRT a new card
11 DI ((pretends to pick up a card)) like draw a new card,
12 (0.5)
13 TH so it’s trying
14 TH he’s trying to say mal,
PRT
15 DI trying to be nice about it,
16 (1.0)
17 DI mal.
PRT
18 DI yeah I would say it’s mal because if you
PRT
19 DI if you shove mal onto something it makes a request instead of a command,
PRT
20 TH ((nods head)) mm.
21 DI it’s like a lighter,
22 TH okay.

Transcript 6. “Hm”

“Hm”

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH and it says %hm%
02 TH is that also a mumble
03 DI ((tongue click))
04 DI um %hm% is probably just like
05 DI like a
06 DI like a filler word
07 DI like when people say
08 TH oh
09 DI um or uh
10 TH right
11 DI just
12 DI kind of

Transcript 7. “Erscht” (first)

“Erscht” (first)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %also auf fünf%
so on five
02 DI mhm
03 TH %na moment moment ich muss%
hey one moment I must
04 TH yeah I didn't know what this
05 TH what this means %erscht%
first
06 DI yeah it's uh either
07 DI I said either a dialect or a mumble and it's probably the word erst
first
08 DI like first
09 DI ((raises index finger))
10 TH oh that makes sense
11 DI so like first I have to read through what
12 DI what it says
13 TH oh okay
14 DI yep

Transcript 8. “Hab” (I have)

“Hab” (I have)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %drei vier fünf%
three four five
02 TH %ich habe keine ahnung was ich gelegt hab%
I have no idea what I laid down
03 DI mhm
04 DI yeah so I have
05 DI I have no idea what I just like he
06 DI he just
07 TH down
08 DI put down so like I
09 DI what I would imagine what he just played
10 TH oh okay
11 DI yeah
12 DI and you see %hab% all the time
I have
13 DI and I use it all the time too when I speak
14 TH yeah I started to use it also
15 DI %hab%
I have
16 TH like it's the short version of habe
I have
17 DI don't do that
18 DI it's a bad thing
19 DI it's a bad habit
20 TH it's bad?
21 DI yeah it's
22 DI it's a bad habit
23 DI don't pick it up
24 DI ((laughs))
25 TH ((laughs))
26 DI it's not
27 DI it's not hochdeutsch
high German
28 TH ((laughs))
29 DI ((laughs))

Transcript 9. “Karde” (card)

“Karde” (card)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH oh did you think the spelling for %karde% was different
card
02 DI yeah it's not
03 DI it's not right
04 DI it's just the way they say it
05 DI like the way they speak it
06 TH right
07 DI because it's spelled with a t not an e
08 DI or a t not a
09 TH yeah that's what I thought
10 DI or it's with a t not a d

11 DI but yeah %karde%
card

12 TH mhm

13 DI karte yeah it's just

14 DI I don't know if it's

15 DI maybe it's just like the way they speak or

16 DI like the fact that it's a bunch of guys and so they

17 DI the d sound is like

18 DI %karde%
card

19 DI ((laughs))

20 TH I don't know

21 DI they're just talking really fast or something

22 TH yeah I don't know

23 TH yeah I mean they're clearly excited so

24 TH ((laughs))

25 DI yeah

Transcript 10. "Learners positing descriptions about pronunciation"

"Learners positing descriptions about pronunciation"

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 TH umm also when it says %joa also jetzt zieh ma ne%,
yeeeeah so now draw PRT a

02 TH like we thought that that could have been like mein, ((shifts gaze
towards CA))

03 TH like they're just talking fast and are just trying to say like mei um.
mine
mine

04 (0.5)

05 CA what did you think. ((shifts gaze towards DI))

06 DI so yeah like,

07 CA because you were like talking about it.

08 DI ((points to transcript)) yeah so,

09 DI %ja also jetzt zieh% mal eine, ((extends hands))
yeah so now draw PRT a

10 TH oh mal.

11 DI %neue karte% yeah.
new card

12 TH oh.

13 DI yeah so mal it's just
PRT

14 DI I don't know.

15 DI whoever is speaking does not

16 DI they're not pronouncing very well,

17 DI ((laughs))

18 DI it's supposed to be mal so that like.
PRT

19 DI ((shifts gaze towards TH)) that softens command and makes the request.

Transcript 11. "It sounds less demanding"

"It sounds less demanding"

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH mm
02 TH mal
PRT
03 TH you said it softens the request
04 DI yeah so if you say like bitte or mal or something
please PRT
05 DI like it could be like sitzt
sit
06 DI sitzt mal or
sit PRT
07 TH it sounds less demanding
08 DI yeah
09 DI yeah it just it just sounds nicer
10 DI it softens it
11 TH good to know

Transcript 12. "Learners describing interactional patterns used by speakers in the L2"

"Learners describing interactional patterns used by speakers in the L2"

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 DI and then %ne% is said all[↑] the time,
a
02 DI nobody conjugates properly, ((shifts gaze towards TH))
03 DI ((shifts gaze towards CA)) no one says like einem
a
04 DI they also just say %ne%. ((extends right hand))
a
05 CA ((laughs))
06 DI yeah that's supposed to be like an indefinite article.
07 TH ((nods head))
08 DI yeah eine %neue karte%.
a new card
09 (1.0)
10 DI yeah.

Transcript 13. "Learners discussing interactional function of *äh* in the L2" (uh)

"Learners discussing interactional function of *äh* in the L2" (uh)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA um and what about line 22
02 CA um you mentioned
03 CA I heard you guys mention this when you were discussing it together
04 CA we have the the %äh% thing
um
05 TH mm
06 CA what did you guys think that

07 TH we thought it was just like a filler
08 DI yeah
09 CA mmm
10 DI Germans do that
11 DI like we have
12 DI we have like uh
13 TH yeah
14 DI in English
15 DI and Germans go %äh%
um
16 TH maybe it's like when we say umm
17 TH like
18 DI yeah
19 TH when like we're considering what were about to say
20 TH ((laughs))
21 DI yeah
22 CA good
23 DI it's just kind of what they
24 DI they use for

Transcript 14. “*Das isch*” (that is)

“*Das isch*” (that is)

Session: Week 6

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH um %aber ja das isch%
but yeah that is
02 TH %ja auch wie beim gitarre%?
also just like with guitar
03 DI yeah so that
04 DI %isch% I imagine is his
is
05 DI his accent or dialect or whatever
06 TH ((nods head))
07 DI and it's supposed to be ist,
is
08 (1.0)
09 TH oh.
10 DI like that that is
11 DI that's the same with guitar though.
12 DI like that's the same
13 DI same thing with guitar.
14 (2.0)
15 TH ((nods head)) oh↑ okay.
16 DI yeah.

Transcript 15. “Joa to express uncertainty” (yeeeah)

“Joa to express uncertainty” (yeeeah)

Session: Week 6

Speakers: TH (Thomas, intermediate learner) DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA what about lines 8 and 13 with the %joa%
yeeeah
02 CA we're gonna loop back to this again
03 DI yeah
04 CA do you think it's
05 CA I'm just gonna ask you guys
06 CA maybe look at your other transcripts that you had
07 CA um do you think it's like used similarly in each one
08 CA you like
09 CA you already
10 CA you guys already explained it perfectly
11 CA when I asked you with the last transcript but
12 DI mhm
13 TH mm
14 DI I dunno maybe it's just to express like uncertainty
15 DI or like they're thinking through their answers or something
16 CA good
17 DI maybe
18 TH %joa%
yeeeah
19 CA good
20 DI it changes what it's meant
21 CA good
22 CA yeah exactly like when
23 CA when
24 CA when I looked into it
25 CA it was kind of like a timid yes like
26 DI yeah
27 CA I agree somewhat with your suggestion
28 CA like slight agreement or
29 DI yeah
30 CA like when you said
31 CA like you know
32 CA yeeeah
33 CA like a little bit
34 DI yeah
35 CA good okay

Transcript 16. “Some kind of accent”

“Some kind of accent”

Session: Week 8

Speakers: TH (Thomas, intermediate learner), JE (Jenn, intermediate learner)

01 TH um well first thing um for the first sentence when it says
02 TH %na mensch da hast%
hey man you have
03 TH I'm guessing the %da% is supposed to be du
04 TH like he's just speaking fast
05 JE this ma has some kind of accent
06 JE there were a lot of non standard words
07 TH ((laughs))

Transcript 17. “Learners positing descriptions about accents and dialects”

“Learners positing descriptions about accents and dialects”

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner)

01 JE this ma has some kind of accent.
02 JE there were a lot of non standard words I was noticing throughout the.
02 TH ((shifts gaze towards JE)) mm.
03 JE like I think the the %ooch% there is thinking ich,
((also/I)) I
04 TH yeah %ooch% ((nods)) maybe.
((also/I))
05 JE and uh he said %samstach% I think that is samstag,
Saturday Saturday
06 TH ((nods))
07 JE so.
08 DI mm yeah I feel like the dialect is sometimes like %samstach%.
Saturday
09 JE yes yeah.

Transcript 18. “A stutter”

“A stutter”

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner)

01 JE so and then the line 6
02 JE I’m not sure if that %ge% there is is just a false start
03 TH mm
04 JE from the %gearbeit% or
worked
05 DI yeah I think it was just a stutter
06 JE ok

Transcript 19. “Learners enhancing awareness of regional and cultural influences on spoken language production in the L2”

“Learners enhancing awareness of regional and cultural influences on spoken language production in the L2”

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA ok you guys.
02 CA when you were reading the transcript
03 CA and when you were discussing it together,
04 CA were there any things that you had questions about or
05 CA maybe just give me a very brief rundown of what you guys talked about.
06 CA and if you have like anything to verify you can just ask me.
07 TH um we thought it was kind of like probably dialectical.
08 CA uh huh ok
09 DI ((nods))
10 TH uh because there were some words

11 TH that were spelled differently and pronounced differently
12 TH like %samstach%.
Saturday
13 CA good.
14 TH we guessed that's like samstag.
Saturday
15 CA ((nods))
16 TH different spelling and pronunciation,
17 CA ((nods))
18 (1.0)
19 CA perfect.
20 DI and it's weird that they say %ooch%,
too
21 CA ((laughs))
22 DI because is that supposed to be ich or is it supposed to like auch or.
I too
23 CA ((nods)) good yeah you think it's either ich or auch?
I too
24 DI yeah.
25 CA yeah mhm good.

Transcript 20. "Learners explicitly remarking perceived differences between spoken and written language"

"Learners explicitly remarking perceived differences between spoken and written language"

Session: Week 8

Speakers: DI (Diana, advanced learner), JE (Jenn, intermediate learner), CA (Cameron, facilitator)

01 JE we're noticing differences between spoken language and written language
02 JE with the dropped endings.
03 CA ((nods)) mhm do you have any examples or,
04 JE yes
05 CA ((shifts gaze towards DI)) I think you mentioned one.
06 DI ((nods))
07 JE there's the the
08 DI the %hab% or %wollt%.
have wanted
09 JE %wollt% yeah line 21 the the %wollt% where it should be wollte.
wanted wanted wanted
10 CA good ((shifts gaze towards DI)) and you mentioned one where they drop
like almost everything,
11 CA and it's just like the end left,
12 DI ((nods head)) yeah %ne%.
a
13 CA ((laughs))
14 DI that's not a word
15 CA ((laughs))
16 DI that's like the
17 DI I love that that's hardcore laziness when they're speaking just %ne%
((shifts gaze towards CA))
a
18 DI like what's the point of conjugating eine and einem,
a a
19 DI just %ne%.
a
20 (0.5)
21 CA when you don't even need to

22 DI no. ((laughs))
23 CA ((laughs) good what else did you guys notice,

Transcript 21. “Learners enhancing IA and LA about aspects of L2 grammar in spoken language production”

“Learners enhancing IA and LA about aspects of L2 grammar in spoken language production”

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner)

01 DI um I don't know what in line fourteen what %mi% means.
with
02 DI %ich mi m%,
I with
03 TH ich mich,
I
04 (0.5)
05 DI ahh,
06 TH %das hab ich% mich %m%.
I did with the
07 TH I don't know what the %m% means.
08 (0.5)
09 JE oh that's probably the last letter from something.
10 DI %das hab ich% mich
I did that with
11 DI she might just be mumbling like a mumble.
12 DI %das hab ich% mich %m%
I did with the
13 JE or it could be dem %timmy%,
14 JE like if it's your um to show it's a dativ,
dative
15 DI mm it could yeah I think they would have the d in it though.
16 JE ((moves head back and forth))
17 TH also be dem like why would you say the timmy. ((shifts gaze towards JE))
the
18 JE uh I don't know.
19 JE ((shifts gaze towards DI)) probiert is probiert a dativ,
tried tried dative
20 JE ah ((shakes head))
21 DI ((shifts gaze towards JE)) good question no idea.
22 JE ((laughs))

Transcript 22. “Deswege” (because of this)

“Deswege” (because of this)

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), CA (Cameron, facilitator)

01 CA what else I heard you guys talking about more
02 DI in line seven it says %deswege% which I don't think is right
because of this
03 DI I think it's supposed to be deswegen
because of this
04 TH deswegen
because of this
05 CA mhm ((nods)) yeah why do you think it's been shortened
06 DI colloquial speech
07 CA exactly yeah
08 DI just lazy speech
09 CA exactly
10 DI %deswege%
because of this

Transcript 23. “Learners crystallizing IA about aspects of L2 grammar in spoken language production during a learner-facilitator discussion”

“Learners crystallizing IA about aspects of L2 grammar in spoken language production during a learner-facilitator discussion”

Session: Week 8

Speakers: DI (Diana, advanced learner), JE (Jenn, intermediate learner), CA (Cameron, facilitator)

01 CA what else did you guys get,
02 (0.5)
03 CA oh oh line fourteen you guys there's a shortened. ((shifts gaze towards TH))
04 CA we weren't really. ((shifts gaze towards DI))
05 CA you guys were kind of debating this what do you think it is.
06 DI yeah %mi m%.
with the
07 JE that %mi m% if that %mi m% is a
with the with the
08 CA yeah.
09 JE a stutter or if it's actually a particle.
10 CA ((shifts gaze towards JE)) I loved the discussion what were you guys thinking,
11 (0.5)
12 DI %das hab ich mi m timmy%
I did with the timmy
13 JE because well I wasn't sure if it takes a dativ ((shifts gaze towards CA))
dative
14 CA mhm
15 JE but if it did then that %m% could be there to show the dativ.
the dative
16 DI ((nods))
17 CA ((nods)) yeah exactly and why
18 CA so why is the dativ happening what preposition do we got before it?
dative
((looks around at participants))
19 CA it's also kind of like shortened lazy speech.

20 JE ooh↑ it's
 21 JE %das hab ich mi%
 I did with
 (0.5)
 22 CA we have %mi em timmy%. ((looks around at participants))
 with the timmy
 24 JE mit,
 with
 25 CA mit.
 with
 26 JE that's mit,
 with
 27 CA and then
 28 JE ((shifts gaze towards CA)) so that's definitely dativ.
 dative
 29 CA so that's mit.
 with
 30 JE it's mit dem.
 with the

Transcript 24. "One letter *Dativs*" (datives)

"One letter *Dativs*" (datives)

Session: Week 8

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner), JE (Jenn, intermediate learner), CA (Cameron, facilitator)

01 CA what about line three
 02 CA %holst du die sachen aus m kühlshrank% what is this %m%
 can you grab the stuff from the fridge
 03 JE that's a dem
 04 DI dem
 05 JE we're starting to recognize these one letter dativs ((laughs))
 06 CA what about line 6 %en schneidebrett%
 a cutting board
 07 TH ein
 a
 08 DI what if I wrote my essays like this like %aus m%
 from the
 09 JE I don't think even Germans accept that in written stuff
 10 DI ((shakes head)) ah man

Transcript 25. “Dropped sounds”

“Dropped sounds”

Session: Week 10

Speakers: KR (Kris, beginner learner), JE (Jenn, intermediate learner)

01 KR um I’m still not really sure
02 JE I’m noticing there’s a lot of dropped sounds
03 KR mhm
04 JE like a lot of these
05 KR like casual
06 JE words are being not pronounced properly
07 JE and in that second line there I think that %ham% is haben haben
I have (to) have
08 KR mhm
09 JE which I mean that’s not just dropping a letter it’s even changing it
10 KR a different word
11 JE yeah
12 KR slang the secret words
13 JE yeah
14 JE it’s just it’s mushing sounds together to come up with new ones you know

Transcript 26. “Du bist ja nur du da” (you are only you there)

“Du bist ja nur du da” (you are only you there)

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %und ich weiß nicht mehr wie ich die loskrieg% uh
and I don’t know anymore how I get rid of them
02 TH what’s that like %äh%
um
03 DI it’s probably just a German stutter
04 DI because instead of going like uh they go %äh%
um
05 TH %äh%
um
06 DI probably just %äh%
um
07 TH %haben kein angebrochenes obst mehr da%
don’t have any broken open fruit there anymore
08 TH %und wir haben nichts offene also weiß du wie ich meine%
and we have nothing open so you know what I mean
09 TH %mh ja vor allem du bist ja nur da also nich mal stefans banenen oder so%
mm ja exactly you are only you there so not PRT Stefan’s bananas or
something
10 DI I can’t read what this says
11 TH ((laughs))
12 DI %du bist ja ne du da%
you are only you there
13 TH yeah ((laughs))
14 DI that’s a that’s a complete sentence ((laughs))
15 TH she wanted to change what she was saying partway through the sentence
16 TH ((laughs))
17 DI no it’s not even that it’s just so many fillers it’s like
18 DI you are and then %ja% is a filler
((ja is used a filler word in this context to add emphasis to the
statement)
19 TH mhm
20 DI sort of saying like emphasizing

21 DI and %ne% is only
only
22 DI %du da% is you there
you there
23 DI there's only it means like you're the only one there essentially
24 TH oh I see
25 DI yeah and it's like woah
26 TH %du bist ja%
you are
27 DI I think that's a sentence
28 TH %nur du da also nich%
only you there so not
29 DI %du bist ja nur du da%
you are only you there
30 DI just sounds funny
31 DI %ja vor allem% means like definitely
yeah exactly
32 TH mm
33 DI or like totally absolutely man like it's just kind of her answering

Transcript 27. "Learners positing descriptions such as mumbles, stutters, and repairs"

"Learners positing descriptions such as mumbles, stutters, and repairs"

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH some things I didn't understand in line four,
02 TH is when it says %machst ge so so% um.
Do ge so so
03 TH and then %halten% mal?
hold PRT
04 TH %mas%.
PRT
05 DI halt yeah %halten mas so%.
hold hold PRT so
06 DI it's so much mumbling and they talk over each other so much.
07 TH yeah↑ ((laughs)) um.
08 (0.5)
09 DI um
10 TH what do you think %ge% meant, ((shifts gaze towards DI))
11 (0.5)
12 TH like %g e%,
13 DI maybe like gehe,
go
14 TH mm.
15 DI but it might just be a stutter.
16 TH right. ((nods head))
17 DI like maybe she was trying to say something but then said something else.

Transcript 28. “*Ne mach ma so*” (no we’ll do it particle/PRT like that)

“*Ne mach ma so*” (no we’ll do it particle/PRT like that)

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 TH %mhm ne mach ma so%
no we’ll do it PRT like that
02 TH yeah I didn’t understand that at all
03 TH in line ten
04 DI %ne% is like
no
05 TH %ne%
no
06 DI it’s just like a colloquial way to say like
07 TH no
08 DI nein yeah
no
09 TH oh ok
10 DI yeah %ne mach% mal %so%
no we’ll do it PRT like that
11 DI and like I don’t know it’s like no like oh my god no we have stuff to do
12 DI something like that I think
13 TH oh I see
14 DI yeah

Transcript 29. “Informal way of saying yeah”

“Informal way of saying yeah”

Session: Week 12

Speakers: TH (Thomas, intermediate learner), DI (Diana, advanced learner)

01 DI I say in line seven I say %joa% all the time
yeeeah
02 TH %joa%
yeeeah
03 DI yeah %joa% all the time I shouldn’t
yeeah
04 TH ((laughs))
05 DI but I do I catch myself saying it but sometimes I won’t catch it
06 TH does it happen in like uh connotation or is just like
07 DI it’s
08 TH saying ja but
yes
09 DI it’s yeah it’s just really informal way of saying yeah
10 TH joa
yeeeah
11 DI you should just be like
12 DI ja das stimmt instead of being like joa ((laughs))
yes that’s true yeeeah
13 TH ((laughs))
14 DI ((laughs)) just sounds bad
15 TH to me it sounds like you’re saying like
16 TH it’s almost like saying obviously
17 TH like %joa% ((laughs))
yeeeah
18 DI true yeah just kind of a lazy way of saying
19 DI %joa%
yeeeah