

ENGAGING IN AN INTERACTIONAL ROUTINE IN EFL CLASSROOM: THE DEVELOPMENT OF L2 INTERACTIONAL COMPETENCE OVER TIME

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Abstract: This study explores one novice learner's development of interactional competence in English as a foreign language based on data collected over a 4-year period at an after-school English program in Japan. Using conversation analysis (CA), the study focuses on how the learner develops methods to participate in the multiparty classroom interaction in order to achieve and co-construct a specific recurrent communicative activity led by the teacher. The participants in this study are an experienced English instructor and 9 students who attend the class once a week. Naturally occurring classroom interactions were analyzed focusing on how the novice learner engaged in the recurrent communicative event. By comparing data from four different time periods, the analyses reveal changes in how the learner engaged in the recurrent interactional routines and how the learner's competencies evolved. The utilization of appropriate language choice, turn-taking strategies, and taking on different social roles and patterns of participation, demonstrated his increasing L2 interactional competence. These findings echo the results of previous studies that show how learners diversify methods to accomplish particular interactional activity as they advance their L2 competence. The study contributes to the literature on interactional routines as a resource in classroom interaction and their effect on the development of L2 interactional competence.

Keywords: conversation analysis, L2 interactional competence, interactional routines, young learners

Özet: Bu çalışma, Japonya'da bir okul-sonrası İngilizce programında 4 yıllık bir dönem boyunca toplanan veriye dayanarak eğitime yeni başlayan bir öğrencinin yabancı dil olarak İngilizce kapsamında etkileşimsel yetisinin gelişimini incelemektedir. Bu çalışma, konuşma çözümlemesini kullanarak, öğrencinin çok katılımcılı sınıf içi etkileşimine katılmak için nasıl yöntemler geliştirdiği üzerine odaklanmaktadır. Bu çalışmanın katılımcılarını haftada bir kere dersleri olan tecrübeli bir İngilizce okutmanı ve 9 öğrenci oluşturmaktadır. Doğal gelişen sınıf içi etkileşimleri yeni başlayan öğrencinin tekrarlanan iletişimsel olaylara nasıl katıldığına odaklanarak analiz edilmiştir. Dört farklı dönemden verileri karşılaştıran analiz, öğrencinin tekrarlanan etkileşimsel rutinlere nasıl katıldığını ve öğrencinin dil yeterliğinin nasıl geliştiğini açıklığa kavuşturmaktadır. Uygun dil seçimi, söz sırası alma stratejileri ve farklı sosyal roller alma öğrencinin ikinci dilde artan etkileşimsel yeterliğini göstermektedir. Bu bulgular, öğrencilerin ikinci dilde etkileşimsel yeterliklerini geliştirirken etkileşimsel aktiviteleri tamamlamak için yöntemleri nasıl çeşitlendirdiklerini gösteren önceki çalışmaların sonuçlarını tekrarlamaktadır. Bu çalışma sınıf içi etkileşimde etkileşimsel rutinlerin birer kaynak olarak kullanılması ve onların ikinci dilde etkileşimsel yeterliğin gelişimine etkisi ile ilgili alanyazına katkı sağlamaktadır.

Anahtar sözcükler: konuşma çözümlemesi, ikinci dilde etkileşimsel yeterlik, etkileşimsel rutinler, küçük yaşta öğrenciler

1. Introduction

This study explores the development of second language (L2²) interactional competence (Hall, Hellermann, & Pekarek Doehler, 2011). Using conversation analysis (CA) as a framework to analyze data collected longitudinally, it aims to

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² In this paper, the term L2 serves as an umbrella term that covers second, foreign, and additional language in an "instructed language learning setting" (Sert, 2015: 1).

investigate how one young learner of English as a foreign language (EFL) engages in an interactional routine over time in order to identify changes in his methods of engagement. Over the past decade, a considerable number of studies have been conducted on L2 interactional competence and development (Cekaite, 2007; Hellermann, 2008; Ishida, 2009, 2011; Nguyen, 2006, 2008, 2012; Young & Miller, 2004). These longitudinally designed studies approach data through vertical comparisons (Zimmerman, 1999) which focus on the development of individuals' skills and form in talk-in-interaction through a conversation analytic perspective on language and social interaction. Despite this growing interest, very few attempts have been made to investigate the development of EFL learners as competent users of interactional routines through accumulated participation in multiparty classroom interactions. Such a focus entails close examinations of a collection of interactional practices performed by novice learners over a period of time. By comparing excerpts taken over a span of four years, the purpose of the present study is to examine how a young EFL learner develops L2 interactional competence. The study aims to demonstrate the individual's developing competence as observed through the increasing range of methods he uses to engage in a specific interactional routine that recurrently emerges in the teacher-centered classroom interaction.

2. Theoretical Framework

2.1. Interactional routines

The importance of *interactional routines* in facilitating first language acquisition has been highlighted by researchers of language socialization (Schieffelin & Ochs, 1986). Peters and Boggs (1986) define the interactional routine as "a sequence of exchanges in which one speaker's utterance, accompanied by appropriate nonverbal behavior, calls forth one of a limited set of responses by one or more other participants" (p. 81). They argue that interactional routines promote language learning because they are predictable and repetitive, thereby providing a helpful participation structure for novice language learners. Interactional routines are meaningful, culturally formulated, and embedded in everyday interaction. They are predictable in nature but can vary in terms of its fixedness (Peters & Boggs, 1986). For example, a rather fixed interactional routine including a greeting sequence, such as 'hello' calls forth another set of greeting 'hello' or 'hi' as an appropriate response. Less formulaic interactional routines include empty slots to be filled in by the respondent, for instance, 'what's that?' which calls forth 'That's a xxx'. Infants and young children acquire appropriate language through interacting with caretakers by first participating in a routine and gradually becoming expert through repeated interaction (Ohta, 1999). Nonetheless, a predictable pattern generates an interactive environment where learners are able to project upcoming components of the sequence, and the repetitive use provides rich and constant environments for input and reinforcement. As a result, interactional routines afford novices the chance to engage in interaction by repeated listening, responding, and practicing within the projected framework.

Interactional routines are also found to be effective for foreign language learning. It has been acknowledged that foreign language teachers commonly employ interactional routines as part of their teaching practices (Ohta, 2001). Recurrent communicative events designed by the teacher, serve as "powerful organizers of student-teacher interaction" (Kanagy, 1999: 1468) and are generally seen as beneficial for foreign language teaching and learning. Second language acquisition (SLA) researchers and language socialization researchers have investigated interactional

routines and their effect on the process of language development in the foreign language classroom (Kanagy, 1999; Ohta, 1999, 2001). For instance, in her longitudinal study of adult learners of Japanese as a foreign language, Ohta (1999) focused on learners' use of Initiation-Response-Feedback (IRF) sequences (Sinclair & Coulthard, 1975) and described how the students' use of the third turn, especially making assessments on their peers' response turns, increased over time thereby creating opportunities to actively participate.

Of particular interest for this study is Kanagy's (1999) study, which investigated the socialization process of primary school children learning Japanese in an immersion program. She identified three daily classroom routines: greetings, attendance, and personal introductions, and examined how English speaking children learned to participate in the routines over the period of a school year. By analyzing naturally occurring classroom data in light of the target script (p. 1470), her study demonstrated that novice learners developed L2 competence through repeating and following the teacher's verbal and nonverbal assistance. Since the students gradually increased their independence in producing the target script, Kanagy concluded that interactional routines provided an opportunity for novice learners to develop their competence in L2 interaction.

Although studies have been conducted on the effectiveness of interactional routines as a method for teaching foreign languages, the aspect of interactional competence that learners display and demonstrate through co-constructing the interactional routines has not been investigated thoroughly from a conversation analytic perspective. Engaging in classroom interactional routines as a competent member is in fact a complex task for novice learners because one has to comprehend the current speaker's initiation of the routine produced in the target language and provide appropriate responses at an appropriate timing in their L2 by predicting and projecting upcoming sequences. As demonstrated in Cekaite's (2007) study, participating in teacher-fronted activities require L2 novices to not only know how to produce the language and interpret ongoing talk but also to recognize "classroom turn-taking procedures, including rules for self-selection" (p. 47). In whole-class classroom interaction, a learner has to pay particularly close attention to the teacher's talk as well as to other peers talk in order to take turns that are relevant to the on-going interaction. Learners can show their engagement in interactional routines through various actions such as repeating the instructor's turn, obtaining the teacher's attention verbally and/or nonverbally, and initiating expected and unexpected responses in self-initiated turns. Thus, learners demonstrate their competence by actively engaging in the on-going interaction using various methods and such demonstrations of competencies can be observed as an essential part of their interactional competence (Young, 1999).

2.2. Interactional Competence and longitudinal CA studies

Interactional competence (IC) has been a guiding theory for studies investigating socially grounded interactions and participants' ability to accomplish social activities. First coined by Kramsch (1986), IC was concerned with context-specific language use, the co-constructive nature of interactions, utilization of interactional resources, and identification of the particular resources that shape interaction. As the theory developed, the component which constitutes IC has been elaborated on by SLA researchers (Hall, 1993; Young, 2000). For instance, Young (2000) introduced the following six components for IC: rhetorical scripts, specific register, strategies for

taking turns, the management of topics, roles and patterns of participation in interaction, and signaling boundaries. Among these six components, strategies for turn-taking, topic management and signaling the boundaries are interactional micro-skills that could be empirically observed (Hall & Pekarek Doehler, 2011). Thus, studies focusing on how novice learners develop their interactional micro-skills have been of great interest to SLA researchers.

The number of studies investigating the development of L2 interactional competence has been growing over the past 15 years. Using CA as an analytic framework, previous studies focused on how novices develop their abilities to accomplish situated institutional activities while performing in a context-sensitive manner. Based on a detailed micro-analysis of pharmacists-patient interactions, Nguyen (2012) explored how two novice pharmacists developed their interactional competence in order to perform the task (patient consultations). Nguyen's (2011) view on interactional competence within institutional practices involves L2 users' ability to: manage the sequence of actions, manage topics, formulate referents and processes using appropriate resources, and co-construct the participation framework. The study demonstrated how the novice pharmacists became *more efficient in managing the consultations*, e.g., opening sequences, transitioning actions, as well as how their talk became *more recipient -designed*, and *more responsive to contingent demands in interaction*.

Within an educational setting, Hellermann (2008) conducted research on classroom interaction, which investigated the development of adult English as a second language (ESL) students' engagement in student-student dyadic talk over time. Adopting a CA perspective, he examined the change of student practices in openings, story-tellings, and disengagements, and described how their change of participation and language development was constituted and situated in interaction.

One topic that is still to be tackled is the issue of what counts as valid evidence of the development of interactional competence. In their cross-sectional study, Pekarek Doehler and Pochon-Berger (2011) explored disagreement sequences in French L2 classroom focusing on the different 'methods' L2 user's deployed for accomplishing the action. By comparing how lower-intermediate and advanced learners formulate disagreements in terms of turn architecture (e.g., turn-initial vs. nonturn-initial), linguistic formatting, discursive thickness, and articulation to source-turn, their analysis indicated changes across the two groups in the 'method' of doing disagreements. They concluded that L2 interactional development is evidenced through "a diversification of participant's methods" for accomplishing situated social actions, such as disagreements, "as it provides for the speakers the possibility to adapt to the local circumstances of talk" (p. 237). In sum, this study will adopt both Nguyen's (2012) view of increasing efficiency in managing institutional tasks and Pekarek Doehler and Pochon-Berger's (2011) view on diversifying methods in accomplishing situated actions as evidence of development of L2 interactional competence.

Building on this prior research, this study aims to exhibit the development of a novice learner's L2 interactional competence through observing his engagement in a specific classroom interactional routine over time. It aims to contribute to the existing research by demonstrating the methods with which the learner engages in the recurrent

interactional event through episodic analysis (Nguyen, 2012), i.e., analyzing each episode in its own right, and how the methods of engagement change across different periods of time through longitudinal comparison (Nguyen, 2012). In addition, it describes how the development of interactional competence was demonstrated by the participants *in situ*.

3. The Study

3.1. Participants and Site

The data set consists of audio and video recordings of interactions in an EFL classroom at an after-school English program in Japan. The participants are a female teacher and nine students who are young novice learners with almost no English training prior to attending this school. The focal student in this study, Eisaku (a pseudonym), is a Japanese boy who was 5 years of age in the initial data-collection. The instructor is an experienced EFL teacher who has been teaching English for over thirty years at both private and public institutions in Japan. She conducts all of her classes using English only and the students who attend this school vary in age groups from kindergarten to high school. The students in the present study have attended this school once a week (1 lesson consists of 60 minutes) for more than 3 years.

3.2. Data Collection

The excerpts examined in this paper were extracted from a larger database consisting of audio-visual recordings of approximately 450 minutes of classroom interaction. Initial data collection began in April, 2006 when the first and second lessons were video-recorded (Eisaku: age 5). The second data was obtained in June, 2006 and the next in January, 2008 (Age 7). The fourth data set was collected in July, 2008 when Eisaku was age 8. The fifth data set was collected in June, 2009 and three lessons were video-recorded (Age 9). In sum, a total of nine lessons were video-recorded over a span of four years³. The excerpts analyzed in this study were taken from lessons in the following data sources: April 2006 (T1), January 2008 (T4), July 2008 (T6), and June 2009 (T9).

Table 1 A summary of the data

	Data collection date	Length of recording	Note (learners age & grade level)
T1	04/17/2006 (First day)	1:00:20	Age 5 to 6 (Kindergarten)
T2	04/24/2006	0:30:30	Age 5 to 6 (Kindergarten)
T3	06/05/2006	0:32:00	Age 5 to 6 (Kindergarten)
T4	01/07/2008	1:02:51	Age 6 to 7 (1 st grade)
T5	07/14/2008	1:01:10	Age 7 to 8 (2 nd grade)
T6	07/28/2008	1:02:46	Age 7 to 8 (2 nd grade)
T7	06/15/2009	0:55:08	Age 8 to 9 (3 rd grade)
T8	06/22/2009	0:58:20	Age 8 to 9 (3 rd grade)
T9	06/29/2009	0:30:00	Age 8 to 9 (3 rd grade)
	Total	7:33:05	

³ The data collection involves intervals due to the accessibility to the research site.

Throughout the 4 years of data collection, the students remained mostly the same with some changes in number of participants due to absences or additions of members. (For further information on the participants in each excerpt, please refer to Appendix 1.)

The extracts for this study comes from recordings of one of the opening activities led by the teacher in every lesson. First half of the lessons were transcribed by the author following the conventions of conversation analysis (see Appendix 2) with special attention to include nonverbal behaviors produced by students and the teacher. Collections of recurring interactional routines were made and analyzed, with a focus to describe the particular ways that young learners utilized with the teacher to co-construct and achieve the focal routine sequence. The longitudinal data allowed the author to observe and analyze the similar context of how this interactional routine was achieved in different time periods and describe changes. The detailed analysis of each episode was conducted under the framework of Conversation Analysis (CA) (Hutchby & Wooffitt, 2008; Sacks et al., 1974) in order to understand the organization of talk-in-interaction from the participants' perspective.

3.3. Classroom activities and overall structure

Before going into the details of the data analysis, it is important to lay out the overall structural organization of the activity (Heritage, 2004) in order to identify typical phases or sections of this particular classroom interaction based on the analysis of the whole data source. The following is a summary of the overall classroom structure that takes place in the first half of each lesson (approximately 30 minutes), which is where the data in this study come from.

1 *Opening*: The lesson starts with an opening in which the teacher and the students begin by singing a hello song.

2 *How are you sequence*: In the second section, the teacher initiates a greeting by asking "how are you" to each student. The students take turns to answer the teacher-initiated question.

3 *What's the date today sequence*: Following the how are you sequence, the third section commences with identifying the location of the calendar. The teacher then moves on to initiate a display question, "What's the date today?"

4 *Filling in the attendance card*: After finding out the date, the students fill in their attendance cards by writing the date and selecting a colored sticker that the teacher provides.

5 *Closing*: A closure is made when students put away their attendance cards and the teacher moves on to the next half of the lesson.

The purpose of describing the overall structural organization is not to classify every piece of interaction into these sections, nor to assert that this structure will always occur in this order. Rather, the purpose is "to identify task orientations which the participants routinely co-construct in routine ways" (Heritage, 2004: 229). Therefore, the overall structural organization identified above is not a fixed framework but rather an indication for the analysts to look at the classroom activity in terms of how participants orient to it and organize their talk in order to carry out their institutional business. In this study, I will be specifically focusing on the third section, i.e., the *what's the date today* sequence.

4. Data Analysis

In the following analysis, I will demonstrate how the 5-year-old novice learner, Eisaku, engaged in the interactional routine, *what's the date today* sequence, on the very first day of his English class, and then again 21 months later, 27 months later, and 38 months later.

4.1. The First Day of English class [T1: 04/17/06]

The first extract comes from the very first day of the English class. The students and the teacher meet for the first time (seven of the nine students are familiar with each other since they attend the same kindergarten). The following excerpt is produced after the teacher and the students introduced their names and completed the *how are you* sequence. Eisaku is seated in the front nearby the teacher (T), as indicated with the circle below.

Choral response to the teacher initiation

Extract 1a Choral repetition

1 T: AH, AH, ↑look [here?
 2 [(pointing at the calendar))
 3 (.) ((students gaze at the calendar))
 4 [↓what's this, what's this, what's this?♯
 5 [(points at the numbers in the calendar))
 6 ↓it's a calendar, [it's a calendar, it's a calendar♯
 7 [(cups her LH⁴ behind ear while
 8 RH pointing at the calendar))
 9 SS:→ calendar
 10 T: it's a Calendar(.) [now [today's date↑
 11
 12 [(handclap))[(pointing at watch))
 13 (.)
 14 T: HA(0.5) [↑AP↓RIL(.)
 15 [(RH:pointing at April in the calendar))
 16 [everybody, [↑AP↓ril
 17 [(inviting gesture) [(cups her LH
 18 with her LH)) behind her ear))
 19 SS:→ [↑AP↓ril
 20 T: ((claps her hand))SO, it's(.) April (0.5)
 21 [↓April♯
 22 [(writes 4/ on the whiteboard⁵))



At the initial stage, Eisaku's engagement in the classroom activity was very similar to that of the other learners. His verbal participation in the L2 was limited to choral repetitions when initiated by the teacher. Eisaku showed his attentiveness to the ongoing activities through nonverbal actions, e.g., changing his posture, looking at the relevant artifact, and gazing at the teacher.

In the first line, T begins the sequence with a loud and stressed “AH” accompanied with a high pitch verbal utterance “↑look here” to draw the students' attention vocally. The verbal “here” combined with the nonverbal action of pointing (line 2), mutually enhance each other to elicit students' attention to the classroom artifact, the calendar, indexed as relevant for this activity. Goodwin (2003) treats pointing as “a

⁴ LH refers to the Left Hand and RH refers to the Right Hand. See Appendix for further transcription conventions.

⁵ Letters written on the whiteboard are indicated in Arial.

situated interactive activity” (p. 219) which is produced to establish a specific space to organize a shared focus, and requires recipients to find meaning by attending to both the action and the setting. The teacher’s use of pointing directs the students’ attention to the relevant artifact and establishes mutual attention with the recipients (line 3), which enables her to start expanding the collaborative activity (Cekaite, 2008b). Eisaku, seated in the front row, displays his attentiveness by gazing at the pointed calendar.

After gaining students’ attention and while still pointing at the calendar, T sings a song to the tune of *Twinkle Twinkle Little Star*, with a variation in the lyrics that is hearably oriented to the task at hand; “what’s this, what’s this, what’s this”. The demonstrative pronoun “this” is accompanied by a pointing gesture (line 5) to direct the students’ attention to the numbers on the calendar. Then, T completes the tune with “it’s a calendar, it’s a calendar, it’s a calendar” in the next turn. She uses a symbolic hand gesture, *cupping her left hand behind her ear* (Mortensen, 2016: Sert, 2015), to solicit the whole class utterance in line 7.

For the learners, it is their very first day of English class and considering their limited knowledge of L2 and experience in the classroom culture, to know *when* and *where* to appropriately take turns is a challenging task. However, the students, including Eisaku, orient to the teacher’s hand gesture by chorally repeating the stressed word “calendar”. This turn displays the learners’ attentiveness to the teachers’ verbal and nonverbal actions and is evidence of their understanding of when to take a turn solicited with gesture.

In line 10 and 11, T initiates the next topic by first verbally indicating the transition by uttering “now” embodied with a handclap (line 11). The handclap serves as a request to gain the gaze of the listeners (Goodwin, 1986). T utilizes the handclap to move the students’ gazes from the artifact to herself, which marks the transition to the next topic. After a micro pause, T directs their attention back to the calendar by pointing to the word April. T solicits the students’ response using the verbal cue “everybody” combined with an inviting hand gesture and allocates a turn to the students, again using the symbolic hand gesture employed earlier. Orienting to the repeated hand gesture, students verbally participate by taking the turn in L2 and chorally repeating the name of the month “↑AP↓ril”, imitating the teacher’s intonation (line 13). Hence, turn allocations were managed by the teacher using a combination of both verbal and nonverbal actions and Eisaku as well as his peers responded successfully by chorally repeating the teacher’s turn, which was indicated by marked prosodic features such as rising intonation and stress.

Initiating a turn in L1

While Eisaku engages in choral repetition with his peers, he also takes the initiative in his L1 when a problem occurs. The following sequence is produced after the students have identified the name of the month and have moved on to counting numbers in English to find out the date. After counting together from one to fifteen, confusion occurs about whether the date is the fifteenth, sixteenth, or seventeenth.

responding to the teacher's solicitation through repeating and imitating teacher-highlighted key words in L2. Their display of understanding and attentiveness to what is happening in the on-going interaction was presented both chorally and individually. Eisaku demonstrated strategies for taking turns by getting the teacher's attention verbally and nonverbally, self-selecting to take a turn, and claiming knowledge in L1. Thus, by monitoring the teacher's talk, responding to teacher solicitation, and taking turns in L1, Eisaku displayed his existing interactional competence to engage in the first day of classroom interaction.

4.2. 21 months later [T4: 01/07/08]

The following extracts come from a lesson video-recorded 21 months after the previous extract. Here the teacher and the students meet each other for the first time after the New Year's holiday. After completing the hello song and *how are you* sequence, some chatting about how to greet people in New Year's takes place and the interactional routine begins.

Extract 2 Opening

1 T: SO um(.)look at the calendar,
 2 where's the new calendar?
 3 (0.5)
 4 T: WHERE? where's the new calendar?
 5 (0.7)
 6 T: the[y ↑are ((pointing at the calendar))
 7 SS:→ [they are (.) on the wall



Marking the transition with a loud “SO” followed by a hesitation token “um”, T directs students' attention to the calendar verbally then initiates the generally solicited question “where's the new calendar”. Although this question makes relevant a second pair part from the recipients, the next turn is missing as indicated by a 0.5 second gap of silence. Unable to obtain an immediate answer, T's second attempt is carried out with increased volume produced with rising intonation “WHERE?” and a repetition of the same question in the same form (line 4). The second attempt again fails to obtain a response from the students. Following the 0.7 second gap, T pursues a response by starting to model the answer verbally “they ↑are” (line 6) accompanied with pointing. Overlapping in the middle of the teacher's utterance, the students chorally respond to the prior question and complete the sentence on their own by saying “they are (.) on the wall”. This choral response reveals that the students are familiar with the initiated question. It serves as evidence for the routinized nature of this particular question and answer sequence, and the student production of an appropriate response shows their socialization into this routine. Thus, in this sequence, students bring their previously shared interactional experience and display their competence by chorally responding to the question with an appropriate answer.

Collaborative action completions

The following extract is produced 3 minutes after the previous extract.

Extract 3a Collaborative singing

1 T: [NOW], what's the date today, everybody? →
 2 [[(clap hand)]]
 3 ♪what's the date today♫((tune:♪twinkle twinkle♫))
 4 SS:→ ♪what's the date today♫((tune:♪little star♫))



In line 1, T indicates a shift of topic by producing a turn with a loud, “NOW” accompanied with a handclap to gain the students attention. This topic-initiating turn (Heath, 1984) marks a shift of topic moving to the task of interest, i.e., “what’s the date today”, followed by an address term that solicits student response (line 1). After the solicitation, T starts to sing a song “♪what’s the date today♪” in line 3 again with the tune from *Twinkle, Twinkle, Little Star*. Rather than responding to the first pair part in line 1, the students orient to this song and chorally join to sing the latter half of the tune in the following turn, and collaboratively produce the song together (line 4).

The use of songs and gestures are particularly noteworthy in this sequence. Hellermann (2008) introduces the notion of “shared repertoire”, which is one of the most important aspects of community of practice (Wenger, 1998) and includes “routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts” (Wenger, 1998: 83). Hellermann points out the “there is a particularly strong reflexive relationship between language use and participation in the development of a shared repertoire of language for communication in the classroom community of practice” (p. 11). In the above extract, we can observe three recurrent teacher practices observed repetitively across lessons. The first is the use of “Now + handclap” combination (line 1) to indicate topic transition to move students’ attention and mark transition and the second is the use of “everybody” combined with a gesture to verbally solicit the whole class’s response. A third recurrent teacher practice is singing to the tune of a song, *Twinkle Twinkle Little Star*, which was also observed previously in Extract 1a.

Due to its repetitive nature, these recurrent teacher practices serve as a shared repertoire for this community of EFL learners and become resources for the students to understand what is happening as well as to anticipate what is expected and what the relevant and appropriate actions are for the next turn. Therefore, these repertoires provide an opportunity for students to predict the course of action and participate in the current activity.

The evidence of interactional routines and shared repertoire as resources for student participation is revealed in the collaborative production of a single action that is singing (lines 3 & 4). Here, it is observed that both the teacher and the students work jointly to produce a single action. The accomplishment of the collaborative singing requires students to anticipate what is going to happen and what is happening, so that they can perform the relevant action in a particular moment. Thus, to make this collaborative work possible, students not only need to “hear what has already been said, but also see what is about to be said” (Goodwin & Goodwin, 2004: 226). As argued earlier, the repetitive nature of the teacher’s use of shared repertoire enables students to anticipate how the course of interaction unfolds, thus leading to active engagement and co-construction.

Extract 3b Collaboratively completing the sentence

5 T: what’s the date today? everybody?
 6 what’s the date today, it’s?=
 7 SS: =January
 8 T: oh, [<January>
 9 [((pointing at the calendar)) →
 10 (2.0)
 11 SS: seventh
 12 T: seventh, good. [♪January, seventh♪
 13 [((writes 1/7 on the board))



After the collaborative singing, T initiates the same question “what’s the date today?” produced earlier (line 1), followed by the whole class response solicitation, “everybody”, this time without singing. In line 6, the teacher pursues the students’ response further by producing, “it’s”, a *designedly incomplete utterance* (DIU: Koshik, 2002), i.e., utterances which are designedly incomplete to invite recipients’ to fill in and complete. Immediately after this teacher prompt, the whole class completes the utterance, thereby orienting to the DIU and providing the answer for the first pair part. In Koshik’s (2002) study, which focused on error correction sequences in writing conferences, DIUs functioned to elicit students’ self-correction. In this context, DIUs serve as a powerful elicitation tool for student participation and provides support for them to display their understanding of the on-going activity.

In line 8, the change of state token “oh” is deployed to acknowledge a response (Heritage, 2005) and is coupled with a repetition of the previous turn accompanied with pointing. After a rather long silence (2.0 seconds), students chorally produce the correct date, which not only indicates their understanding that a response is required from them but also that the answer to the question “what’s the date today?” requires both the month and the day to be complete. This is something that was not observed in the prior extract. Acknowledging their turn by repeating it, the response was positively evaluated by the teacher in line 12 with an emphasized “good”.

In sum, the interaction in the second phase revealed that Eisaku, together with other students, engages in the interactional routine by being attentive observers who project what is going to happen based on previous experiences and the recurrent framework. For instance, students are able to display their L2 interactional competence by responding to the teacher’s oral prompt (line 7) and collaboratively completing the DIU produced by the teacher. In this stage, students are aware of the appropriate answers to the teacher-initiated questions; for example, they know that the answer for “what’s the date today?” must consist of the name of the current month, January, and the day, the seventh.

Eisaku does not self-select at this stage, but instead shows his competence through answering appropriately with the right timing and in the appropriate language, which is a change from the previous extract. Although the learners demonstrate their ability by jointly completing turns, their English skills are still limited in the sense that they take turns only when solicited by the teacher where a response is required. Therefore, after 21 months, Eisaku and his peers show active engagement and display the ability to anticipate how the routine unfolds.

4.3. 27 months later [T6: 07/28/08]

The following extract comes from a lesson 27 months after the first extract. The sequence below is initiated after the *how are you* sequence.

Private speech: active language learning

Extract 4 What’s the date today sequence

- 1 T: [where’s the calendar?=
2 [(searching gesture)]
- 3 S: =<they are>
- 4 T: they are
- 5 S: on the wall



6 T: right [ʃwhat's the date today,
 7 SS: [ʃwhat's the date today
 ((tune: ʃtwinkle twinkleʃ))
 8 T: [ʃWhat's the date todayʃ
 9 SS: [ʃWhat's the date todayʃ
 ((tune: ʃlittle starʃ))
 10 T: What's the date today=
 11 E:→ =it's July, July=
 12 T: =it's[<July>
 13 E:→ [<↑July> twenty-eighth,
 14 T: EighTH.
 15 E:→°eighth°
 16 T: wow who wrote this? ((pointing at the board))

The teacher initiates the interactional routine by asking a question in line 1 accompanied with a hand gesture. Immediately after the initiation, the unidentified student S responds slowly in the next turn. T produces a DIU, “they are”, to prompt a sentence completion and S collaborates by supplying the missing part of the utterance. T acknowledges the prior turn in line 6, and starts singing the routine song together with the students. In line 10, T asks the routine question “what’s the date today” and Eisaku provides the name of the month in a sentence, “it’s July”, followed by the teacher’s repetition of E’s utterance. Overlapping with T, Eisaku provides the name of the month and the day, which is taken up by T by repeating part of Eisaku’s utterance with exaggerated prosodic stress “EighTH”. Eisaku treats T’s repetition as other-initiated repair by repeating T’s utterance and producing self-repair “°eighth°” in a rather smaller voice (line 15).

The type of repetition that Eisaku produces in line 15 is noteworthy. This utterance can be classified as “private speech” (Ohta, 2001; Hellermann, 2008) which is addressed extensively in other studies to investigate its relation to the process of language development.

While private speech is often understood to emerge when facing some challenge or attempting to self-regulate behaviors, it has also been recognized that child L2 learners produce private speech of imitative behaviors such as repetition of other’s utterances (Lantolf & Thorne, 2006). According to Ohta (2001), who studied adult L2 learners, private speech can be identified by its a) reduced volume, b) not being a response to a question directed to the individual, and c) not taken up by the teacher or a classmate (p.38). In this sequence, E’s turn fulfills all the characteristics above and it acts as a self-repair that is not addressed to anyone other than self. The covert repetition can be claimed to reveal E’s focus on the pronunciation of the word *eighth* with the emphasis on the phoneme /θ/. Although the teacher’s pedagogical focus of the task is to carry out the interactional routine, Eisaku turns this sequence into his own learning opportunity by engaging with his own language use through producing private speech and being an active language learner. Thus, Eisaku’s use of private speech shows that “the learner tailors the language class or social situation to personal learning needs” (Ohta, 2001: 72) and reveals an important aspect of legitimate participation in the language classroom (Hellermann, 2008).

In sum, the analysis shows that Eisaku displays his knowledge and abilities to engage in interaction using L2 by constructing turns in full sentences. He has also developed different ways of participating in the interactional routine to meet his own needs,

which can be observed through his production of private speech. This is a type of participation framework that was not present in the previous extracts where learners were participating mainly by being attentive and responsive to the teacher's actions.

4.4. 38 months later [T9: 06/29/09]

The following extract comes from a lesson 38 months after the first extract. It occurs after the *how are you* sequence.

Taking the role of a questioner

Extract 5 Opening

- 1 T: okay, that's alright, now [look at the calendar
2 [((searching gesture))
3 (.)
4 SS: they are on the [wall
5 T: [((Claps hands))
6 oh, [Eisaku ask everybody the date today,
7 [((draws a circle in the air with index finger))
8 [one two three,
9 E:→ [what day-
10 [what the date today, what the date today#
11 T: [((clapping hands while Eisaku is singing))
12 everybody=
13 SS: =↑it's June ((students look at the whiteboard))
14 (0.7)
15 T: it's-
16 SS: Ju:ne twenty:: ni::nth:
17 T: ((teacher points at the whiteboard))
18 Oh-oh, some part is missing [here, go↑od
19 [((Adds a line to h))
20 oh(.) [how do you spell June?
21 [((covering the word June on the board))
22 (0.5)
23 SS: jay ju en i:
24 T: Oh JUNE



In line 1, T marks the transition by producing “now”, which is a recurrent teacher practice observed and discussed earlier in Extract 3. T verbally and nonverbally marks the opening of the classroom routine with an embodied action to direct the students' attention to the calendar. After a micro pause, students take the turn and respond to the teacher's topic initiation, treating it as a question-answer sequence by responding “they are on the wall” (line 4). The students' answer shows evidence of this sequence being an interactional routine, where the usual routine question is “where's the calendar?” and the correct answer is “they are on the wall” (as observed in earlier phases: Extract 2 & 4). This can be a possible pitfall of using classroom interactional routines, where the members, in this case the students, do not orient to the local production but rather orient to the question that has been routinely produced in prior interactions.

In line 6, T calls on Eisaku by directly addressing his name, and administers the right to ask the routine question to the whole class, which is reinforced with the hand gesture in line 7. T produces “one two three” to solicit a response which overlaps with Eisaku's utterance. This overlap displays Eisaku's understanding of the teacher's selection in line 6 as an assignment. He self-repairs his utterance in line 9 by cutting

off his sentence, “what day-”, and restarts the song in line 10. By producing this self-repair, Eisaku demonstrates his awareness and understanding that T initiated a routine sequence and displays his competence in managing the assigned role of questioner. Simultaneously, T joins Eisaku’s singing by clapping her hands. When the song is finished, T solicits the whole class to respond to Eisaku’s question by producing “everybody” (a recurrent teacher practice observed and discussed in Extract 1 and 3). Students chorally respond without any gaps, using the complete sentence “it’s June.” After a short pause, T prompts the students with a DIU and the students complete the utterance by adding the date “Ju:ne twenty::: ni::nth:” (line 16) with vowel elongation.

Starting her turn with an affective stance token “oh-oh” in line 18, the teacher points to the whiteboard, where information has already been written by one of the students, and makes a correction on the “missing part.” Here, the teacher is doing being a teacher by making corrections and providing explicit positive assessments like “good” in line 18 (Wong & Waring, 2009). Another teacher-initiated routine begins in the following line “how do you spell June” which is responded to by the students loudly in chorus, showing their understanding and orientation to the activity of spelling. T acknowledges this response by producing a change of state token “oh” and repeating the response again.

In this sequence, Eisaku engages in the routine interaction by anticipating and chorally responding to the teacher solicitation in complete sentences (lines 3 and 4) and taking on the assigned role as a questioner (line 10). In comparison with the earlier phases where Eisaku used to produce only one word or phrase in L2, he is now able to produce responses in full sentences, such as “they are on the wall” and “It’s June”, without any assistance. Moreover, taking on the assigned role of questioner displays his competence to understand what the teacher wants him to do and perform appropriately using different discourse identity, i.e. a questioner (Zimmerman, 1998).

“Doing being a Teacher”: taking the role of the teacher

During this lesson, the teacher notices the student’s writing on the whiteboard and initiates a question to the whole class. In the analysis of the following excerpt, I will demonstrate how Eisaku spontaneously initiated a sequence in the interaction by reversing the institutional identity through taking the role of being a teacher by correcting his classmate’s misspelling on the whiteboard.

Extract 6a Getting teacher’s attention

- 1 T: OH ↑who wrote this?
- 2 (2.0)
- 3 T: I did ((raising hand))
- 4 M: ((raises her hand))
- 5 E:→ keshita ((raising his hand)) _____
- erased**
- 6 T: Oh, Miku did! Thank you Miku.
- 7 E:→ [I- I erased (.) erased
- 8 [((raising his hand high))
- 9 T: You erased
- 10 E: yes,
- 11 (.) ((students laugh))



T’s change of state token “OH” produced in a rather loud voice works to; a) display her noticing of the written work on the whiteboard, therefore making it a relevant

topic and b) elicit the subsequent question “who wrote this?” based on the demonstration of noticing. Followed by a rather long (2.0 second) gap and the lack of second pair-part to the initiated question, T models the expected answer verbally and nonverbally (line 3). The nonverbal model was taken up by M in her response, which was acknowledged and appreciated by the teacher in line 6 with another change-of-state token “oh” to “mark the receipt of the informing delivered in the preceding turn” (Heritage, 1984: 301).

In the midst of this teacher-student interaction, Eisaku spontaneously responds to the teacher-initiated question in line 1, using Japanese and embodied action by raising his hand in line 5. However, his action receives no uptake from the teacher, thus failing to solicit teacher attention (Cekaite, 2008a). He then makes a second attempt to call for teacher’s attention in line 7, this time code-switching to the pertinent language, English, “I erased (.) erased” combined with the upgraded nonverbal action of raising his hand even higher. Note that Eisaku aptly employs an embodied action to self-select a turn and obtain attention in order to gain participation. A sharp contrast can be made between this behavior and his behavior observed in the first day of class; standing up from the seat and moving over to the board (Extract 1b). Moreover, in this classroom, in order to take up the turn and be fully recognized by the teacher, the students must discover and adapt to the expectation of using a particular language (Björk-Willén, 2008). By doing a self-repair on his previous production in L1; changing “keshita” into the English “I erased”, Eisaku displays his understanding of the norm that the students are expected to participate in the classroom interaction using English and makes the appropriate choice of language. Thus, Eisaku demonstrates his L2 competence by legitimately participating in this classroom interaction through rephrasing his Japanese utterance into English, which is followed by teacher recognition in line 9.

T’s uptake on Eisaku’s utterance was treated as a confirmation question and was answered by Eisaku in the following turn. The students’ laughter in line 11 indicates other students’ participation in this interaction through being attentive listeners who follow what is going on.

Extract 6b “Doing being a Teacher”

- 12 T: wha- what did you erase
 13 E: Ah:: ((Eisaku comes to the whiteboard))
 14 T: >what did you erase<
 15 E:→ ah:: (1.0) monday,uh ↑ou, ((pointing at **Monday**))
 16 T: o (.) yes (1.5) ((passes the marker to Eisaku))
 17 Miku wrote-
 18 E: [Miku wrote (.) EI
 19 [((Eisaku writes **a** on the whiteboard))
 20 ((laughter))
 21 T: Ah↑, MANDAY, so you erased ↑EI
 22 →((Eisaku erases **a** on the whiteboard))
 23 (.)
 24 E: yes
 25 T: and you wrote ↓OU
 26 (0.5)
 27 E:→ yes ((Eisaku writes **O**)
 28 (2.5) ((Eisaku moves back to his seat))
 29 T: thank you, thank you, thank you teacher, (0.5)
 30 SS: ((laughter))
 31 T: Eh? is he a teacher? ((looks at the students))
 32 ((laughs)) (.) okay, so monday.



Eisaku's spontaneous participation leads to the development of a further sequence of Eisaku being accountable for his action of "erasing" something on the whiteboard. In line 12, T initiates a question and solicits a response from Eisaku to account for his previous utterance, thereby giving him the chance to participate in this interaction. He delays his response by starting his turn with an elongated hesitation marker "Ah::" combined with a change of position by moving his body from his seat to the whiteboard. Unable to obtain an answer to the question, T deals with the absence of an account by pursuing the same question at a faster speed in the following turn.

In response to this repeated question, Eisaku produces his turn starting with a stretched hesitation marker, followed by an intra-turn pause (Hauser, 2009), and two key-words, which show his difficulty in expressing the sentence using his L2. The turn is accompanied with an embodied action which serves to index the relevant words "Monday" and "↑ou". To solve this difficulty, he utilizes the nonverbal resource of pointing to articulate and illustrate his action of erasing. This use of embodied action can be seen as compensating for his difficulties in using the L2 (Gullberg, 2006) which serves to elaborate his response without constructing sentences.

Obtaining a response from Eisaku, T provides acknowledgement by repeating the letter "o" and the continuer "yes" followed by a 1.5 second pause to encouraging Eisaku to continue speaking. She provides assistance by handing him a whiteboard marker, and utters a DIU, "Miku wrote", to prompt further explanation. This prompting action displays the teacher's understanding of what Eisaku has produced in line 15 and treats this turn as a request for help. By reiterating the teacher's prompt and completing the DIU, Eisaku also invokes their respective classroom roles as L2 novice and expert; a novice needing assistance in L2 and an expert providing the assistance. The audience (the other students) displays their attentiveness to the teacher-student interaction by laughing after Eisaku writes the original word that was on the whiteboard. The full use of artifacts such as the whiteboard and the marker, the change of physical orientation, and the employment of pointing all work together to reveal the dynamic and multimodal participation framework in which the members are engaged.

In line 21, T's high-pitch acknowledgement "Ah↑" coupled with emphasis on "MANDAY", and the summary sentence "so you erased ↑ei and you wrote ↓ou" make public T's understanding of Eisaku's verbal and nonverbal account. During this summary, Eisaku provides the confirmation token "yes" at the end of the TRP indicated by silence (lines 23 & 26). Here, Eisaku's physical movements are noteworthy. In lines 22 and 27, Eisaku demonstrates how he corrected the misspelling of "MANDAY" while the teacher provides a summary of his actions. This demonstration indicates that E is able to comprehend T's explanation.

After Eisaku moves back to his seat in line 28, T repeatedly offers him gratitude, then addresses the class by asking "is he a teacher?" and laughing. This question reveals T is invoking the membership category (Sacks, 1992; Hester & Eglin, 1997) of "teacher" and the category bound activities related to being a teacher, e.g., standing in front of the class, writing on the whiteboard, and correcting student writing. Eisaku's actions are unlike the category bound activity of being a student, e.g., sitting on the chair, being corrected when making mistakes, and responding when prompted. Thus,

the teacher's question invokes the standard relational pair (SRP) of "teacher" and "student" and the category bound activities related to each pair. The question "is he a teacher" is made laughable by T based on the understanding that Eisaku is not a teacher. However, Eisaku's demonstration earlier crosses the boundaries of the category bound activity of being a student. Therefore, it can be concluded that T treats Eisaku's earlier action as doing being a teacher by fulfilling the activities that the teacher normally does. The membership categories of "teacher" and "student" are therefore oriented to by the participants and the institutional identities are made procedurally consequential (Schegloff, 1992) in this interaction.

In sum, this sequence reveals the enthusiastic and spontaneous participation of Eisaku in routine classroom interaction. Eisaku displayed his L2 interactional competence 1) by taking initiative in the routine activity to participate orally, and 2) by actively taking the role of doing being a teacher by correcting a classmate's misspelling. As a result, the institutional role of being a teacher and a student was reversed. Compared with earlier phases, Eisaku showed deeper involvement in participating in the routine activity by taking different institutional roles and talk the routine into being without being told to do so. Thus, after 38 months, Eisaku used the interactional routine as a resource to actively engage in the classroom discourse and demonstrates himself as a competent member of the classroom.

5. Concluding Discussion

This study demonstrated how one novice learner's methods of participation evolved in teacher-fronted classroom interactions over a period of 4 years. The analysis focused on how the learner engaged in the recurrent interactional routine; *what's the date today*, and how changes in these interactions could be observed over time. The findings revealed that the learner's method of engagement gradually developed in terms of turn-taking strategies and roles and patterns of involvement. In the initial stage, Eisaku actively participated by being an attentive observer and respondent by repeating previous teacher utterances and taking turns in L1. He successfully used verbal and nonverbal resources to obtain the teacher's attention and claim knowledge, however, failed to make an appropriate language choice, presumably due to his lack of L2 competence. Twenty-one months later, his engagement seemed restricted to the response sequence initiated by the teacher; nevertheless, he displayed his L2 interactional competence by anticipating and producing the expected response in L2 when prompted. Twenty-eight months later, Eisaku's methods for engaging in the routine changed to meet his own learning needs as displayed in his private speech, while pursuing the activity at hand. This showed further development of his L2 competence to resourcefully participate and expand his involvement in the activity to generate learning opportunities. In the final extract, Eisaku spontaneously initiated a turn by self-repairing his L1 into L2 and thus demonstrated his ability to make appropriate language choice as a competent member. Furthermore, he skillfully performed a sequence to go beyond the assigned role of being a student by *doing being a teacher* through making corrections to his classmate's misspelling on the whiteboard and accounting for his action in L2.

As a result of his increase in abilities, Eisaku became a competent member by offering knowledge and contributing to his peers' learning outside of the teacher's interactional agenda. Diversifying methods to engage in the interactional routine as

described above, shows the learner's increased competence as an L2 user in the classroom.

These findings resonate with previous research on interactional routines in the foreign language classroom. First, this study provides further evidence for the significant role of an interactional routine as a mechanism for foreign language learning among young children (Kanagy, 1999). The accumulation of a shared interactional history and repertoire in the recurrent sequence helped students to develop their interactional competence and allowed them to engage in the activity appropriately and spontaneously in the later stages. Second, the sequential analysis revealed the nature of an interactional routine as a local achievement in each phase (Schegloff, 1986). The participation structure is not always fixed but is flexibly negotiated by both parties showing their understanding and agency by taking the initiative to co-construct the activity. Third, the close analysis of interaction added further understanding to the important use of verbal and nonverbal actions as interactional resources, which the teacher and the students frequently employ in order to participate (Goodwin & Goodwin, 2004) in the interactional routine.

Furthermore, the study contributes to our understanding of how L2 interactional competence develops over time. When engaging in classroom interactions, novice learners rely immensely on the teacher's verbal and nonverbal support to interpret and take part in the on-going activity. Moreover, L2 interactional competence developed under the recurrent sequences and shared repertoire allowed learners to engage differently in each interaction. The diversification of methods in how the learner engaged in the interactional routine emerged under the learner's careful observation and projection of the on-going interaction, as well as shared understanding of what is appropriate and relevant in that particular classroom culture. Thus, the ability to foreshadow upcoming actions through projections is one of the central components of interactional competence (Pekarek Doehler & Pochon-Berger, 2011) that was observed in this study.

What we see from the data and the findings evidence the active involvement of young learners using their L2 during routine activities. These findings might provide useful insights into similar classroom contexts, such as EFL classrooms or an immersion program for young or beginning learners. Mori (2007) suggests that classroom CA's pedagogical implication for foreign language pedagogy is to "raise teachers' awareness and reflect on classroom interaction" (p. 858). Thus, by observing teachers' actual classroom practices and following the shared repertoire being expanded, the data provided further understandings of how classroom interactional routines are achieved and developed over time based on previously shared interactional histories among participants. Therefore, the use of interactional routines and continued use of shared repertoires even in weekly lessons is found to be useful for supporting L2 development which leads to an increase of participation as well as diversification of interactional methods for young learners.

The present study represents an initial investigation of L2 interactional competence and its development as observed through longitudinal engagement in an interactional routine in an EFL classroom. The study is a partial one in the sense that it has focused only on how one learner diversified his methods of engagement in the particular routine activity in terms of turn-taking strategies and roles and patterns of

participation in the on-going interaction. Kasper and Wagner (2014) mention that “developmental CA has to come to terms with the nature of interactional competence as a competence that cannot be reduced to an individual participants’ competence” (p. 198) and refers to this as one of the methodological challenges for longitudinal developmental CA studies. Generalizations have to be made with caution and should be supported by emic evidence formed by the careful analysis of L2 users and the co-participant’s intricate interactional behaviors in each case. Further studies should look into the co-construction of interactional routines in other contexts, such as ordinary interactions, performed by L2 learners over time.

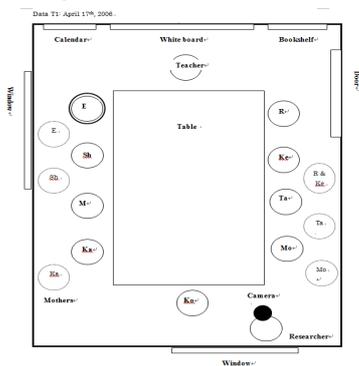
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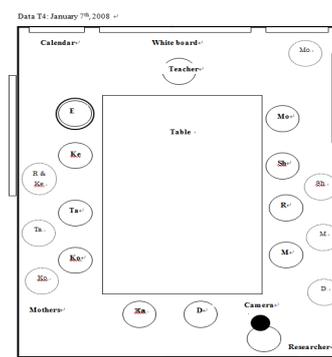
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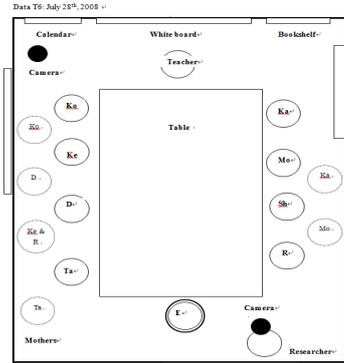
Appendix 1 Seating Arrangements Day 1



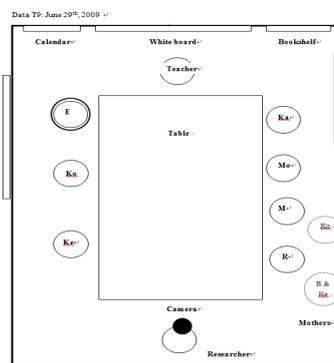
21 months



27 months



38 months



Appendix 2 Transcription Conventions

[The point where overlapping talk and/or gesture starts
]	The point where overlapping talk and/or gesture ends
(0.0)	Length of silence in tenths of a second
(.)	Micro-pause less than 2/10 of a second
<u>underlining</u>	Relatively high pitch
CAPS	Relatively high volume
::	Lengthened syllable
-	Cut-off; self-interruption
=	'Latched' utterances
?/./,	Rising/falling/continuing intonation respectively
!	Animated tone, not necessarily an exclamation
()	Unintelligible stretch
(word)	Transcriber's unsure hearings
(())	Transcriber's descriptions of events, including nonverbal conduct
hh	Audible outbreath
.hh	Audible inbreath
(hh)	Laughter within a word
> <	Increase in tempo, as in a rush-through
oo	A passage of talk quieter than the surrounding talk
T	Teacher
SS	Students choral response
S	Unidentified student
E, K, Sh, M	Identified student
♪	Start of the song
♪	End of the song