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Factors Impacting Interaction in Discussion Tasks in a Tertiary Japanese Foreign Language Classroom: Perspectives from Conversation Analysis

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Abstract

This thesis uses the micro-analytic methods of Conversation Analysis (CA) to examine interactions of advanced tertiary learners of Japanese as a Foreign Language (JFL) working on group discussion tasks. Students engage in pair and group work to complete various tasks and activities that are based on interactional competence frameworks. They use a range of artefacts such as textbooks, handouts and projection screens for these tasks. While there is a substantial body of CA informed empirical studies of teacher-student interaction and task work, as far as I have been able to ascertain, there have been no studies of student-student interactions that have considered the interactional effects of the seating layout in classrooms, task design, and the impacts of positioning on task progress. These factors are the focus of my analytical interest in my thesis. Specifically, my investigation explores the impact of three factors on discussion tasks: 1) seating layouts (based on the notion of Kendon's (2010) F-formation), 2) the position of the projector screen, and 3) task-types and the use of artefacts. Using a corpus of 73 hours of video-recordings of class interactions at a university in Australia, and CA's robust multimodal, micro-analytical research methods, the analysis pays attention to how verbal and nonverbal actions are coordinated with artefacts to uncover the complexities and the dynamic nature of students' interactional practices as they work to complete tasks.

Based on the analyses of 112 small group discussions in relation to seating layouts and task progression phases, the findings emanating from the analyses explore the influence of two main layouts on student group discussions: a circular layout and a side-by-side layout. Students sitting in a side-by-side layout displayed a greater number of silences and delayed responses when displaying disagreement compared with students in a circular layout. These silences resulted in minimising a change in speaker; they also hampered progressivity of the interaction and activities. The findings also show how the position of the projector screen influenced

students' interactions and how the different task-types combined with seating layouts impacted both students' task-opening and the progressivity of the task.

This study raises awareness of the impacts of physical space and the position of equipment in a classroom, such as screens on interactive group tasks. The study also underscores the importance of designing task-types that optimise capacity and enable students to be able to work together to improve language abilities. From the learners' perspective, the study contributes to our understanding about how students adjust to seating layouts and their limitations and suggests the need to build flexibility into tasks to allow students to maximise the pedagogical potential of classroom configurations.

Declaration

This thesis is an original work of my research and contains no material which has been accepted for the award of any other degree or diploma at any university or equivalent institution and that, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

Signature:

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CHAPTER 1: INTRODUCTION

The number and volume of Japanese as a foreign language (hereafter referred to as JFL¹) students in Australia continues to increase (The Japan Foundation, 2020) and they require stimulating interactive classroom environments. However, there are gaps in our knowledge about the factors that facilitate robust student-student interactions in learning environments. Through a detailed examination of how seating layouts and task-types influence turn-taking and task progression, this study expands understanding about how progression is accomplished, negotiated, and adjusted to increase interactional competency. The study contributes to an increased understanding of student-student interactions through a multimodal investigation of the factors that have a bearing on accomplishing group discussion tasks in a foreign language classroom. The study also advances the use of Conversation Analysis (hereafter referred to as CA) in Japanese and pedagogical contexts.

1.1. Background and motivation for the study

Based on the 2018 survey on Japanese-language education abroad by the Japan Foundation (2020), the overall number of Japanese language learners (over 3.8 million: up 5.4%), teachers (over 77,000: up 20.6%), and institutions (over 18,000: up 15.3%) worldwide has increased, relative to the previous survey in 2015. The survey revealed that Australia has the fourth-highest number of JFL students in the world, ranging from primary school to tertiary education. Moreover, while there has also been a large increase in the population of JFL learners in higher education in Australia, this is not mirrored in the secondary sector where the teaching of Japanese faces challenges with declining numbers of enrolments (Hajeck, 2016; Spence-Brown,

¹ The term foreign language (FL) and second language (SL/L2) in the current study will be used interchangeably as a FL encompasses an SL (L2) and an additional language since the context of this research is on interactions that occur in language classrooms. Ellis (1997) states that 'second' can refer to any additional languages (also a third or fourth) other than the mother tongue.

2014; Thomson, 2008). The growth in primary and tertiary settings has led to positive developments to meet education-level resources and demand in schools and tertiary institutions through increased Australian government subsidies since 2013 (Spence-Brown, 2014). However, there have been calls for improvements in pedagogy. Hajeck (2016) and Spence-Brown (2014) for example suggested the need to improve the teaching of JFL by focusing more on learners' interactions and task activities in classroom environments to maximise learners' interest. While there have indeed been a few investigations on the importance of encouraging students' interactions within the institutional context in Australia as yet an actual focus on interactions has been missing from the body of research; (but see e.g., Campbell, 2016, who target differentiation in a Japanese language course in the secondary sector; Creed et al., 2018, for establishing a high-quality Japanese program through the use of adaptable learning spaces; and Thomson, 2008, for "taking down classroom walls" by connecting Japanese language classrooms with neighbouring communities).

In my own personal journey as a researcher and JFL teacher in the tertiary sector, I have been considering how FL education in the classroom can facilitate and maximise students' learning by making student interaction central. In particular, I have been concerned with understanding in what ways FL speaking skills through quality student interactions are encouraged (or not) in the classroom, and how research on pedagogy in the teaching of speaking can elucidate practices to make student interactions central. By adopting a CA approach in my research, I hope to shed light on the above issues and contribute to understandings to improve pedagogical practices in developing students' FL interactional competency.

In taking a CA approach, learning is considered to be a social interactional process (rather than an individual, cognitive one (Walsh, 2011)), where cognition emerges through interaction. Socially distributed cognitive activities thus can be traced through the interactions

that occur (see Kunitz et al., 2021; Markee, 2008; Markee & Kunitz, 2015; Mondada & Pekarek Doehler, 2004; Mori, 2007; Mori & Hasegawa, 2009; Mori & Markee, 2009) by using CA to understand Second Language (hereafter referred to as SL/L2) interaction, referred to as CA-for-SLA (Markee & Kasper, 2004) or CA-SLA (Kasper & Wagner, 2011, 2014). In building on the work of other CA researchers on learning and cognition through task-as-process among JFL students in the classroom (see Hasegawa, 2010; Mori, 2004; Mori & Hasegawa, 2009), the present study focuses on students' interactional practices to understand how task design and the physical configurations during group discussion tasks in the JFL classrooms impact task progression.

Since the beginning of this research journey, my study's initial focus has shifted from response tokens² to response actions³ where I have been led by my data. In keeping with methods of CA, the study has thus been data-driven. This has led to an unexpected discovery of the impact that seating layout in a classroom has on students' interactions. By using audio-visual data (referred to as video-ethnography by Danby, 2020), the exclusive micro-analytic methods and data-driven approach of CA enabled me to look closely at the moment-by-moment interactive phenomena occurring during discussion tasks among students. This data-driven approach inherent to CA made it possible for me to develop skills in noticing which led me to examine the effects of spatial arrangements on the next speaker's actions through the procedure of "unmotivated looking" (ten Have, 2007). As a unique feature of CA, "unmotivated looking" motivated me to start my research journey without making any assumptions about students'

² Response tokens (Gardner, 2001) in the study refers to a form of both verbal and non-verbal action when used by the recipient(s) in order to convey co-participation with the other participant(s).

³ Response actions are represented as features of producing an answer, which involves turn-taking related to adjacency or "nextness" (Schegloff, 2007, p. 14).

interactional practices in the Japanese FL classroom, but rather to use reflections about my teaching as a starting point for sparking my research interest.

Problem statement

In spite of the fact that there has been an increasing interest in student-student interaction in the SL classroom in CA and beyond (e.g., Bowles & Adams, 2015; Evnitskaya, 2021; Hellermann, 2008; Kim & McDonough, 2008; Leeser, 2004; Morton & Evnitskaya, 2018; Philp et al., 2013; Sato & Ballinger, 2016; Storch, 2002; Swan, 2005; Watanabe, 2008; Watanabe & Swain, 2007), an important aspect that requires further attention is second language interactional competence as developed in the classroom by students. Sato and Ballinger (2016) stated that “the nature of peer interaction, its effects on L2 development, and its pedagogical potential lag far behind our knowledge of teacher-student interaction” (p. 1). Interactional competence in the classroom is defined as the ability of both teachers and learners to use interaction as a tool in order to intervene and assist in learning (Walsh, 2012). Students’ group discussion is one important activity related to interactional competence since it both requires and provides displays of students’ skills in turn-taking, repair, and overlap as well as topic management and other interactional resources in classroom interaction (Walsh, 2012).

The predominant focus of existing research, which is non-CA focused has been about how learners interact in the process of repair and in accomplishing set tasks (e.g., Adams et al., 2011; Bruton & Samuda, 1980; Doughty & Williams, 1998; García Mayo, 2001, 2002; Lyster, 2001, 2004; McDonough, 2004; Morris, 2002; Toth, 2008; Williams, 1998). Classroom interaction has also been studied through comparison and contrast of the process of repair between native speakers and language learners in the process (Baleghizadeh & Abdi, 2010; García Mayo & Pica, 2000; Leeman, 2003; Mackey et al., 2003; Nicholas et al., 2001; Oliver, 1995, 2002; Philp, 2003; Williams & Burden, 1999). However, in the majority of foreign

language education settings, learners tend to interact mostly with peers of a similar level, rather than native speakers (Adams et al., 2011). As these existing studies focus on learners' outcomes using pre-designed planned tasks, missing from these social interactions is what learners are actually doing in the task process.

Turning to Japanese in CA and beyond, there is a great number of studies of interactions both of learners of Japanese and of native speakers of Japanese. These include studies on response tokens of learners in Japan (e.g., Horiguchi, 1991; Imaishi, 1998; Miyanaga, 2013; Ryu 2002; Sasaki, 2002; Watanabe, 1994; Yamamoto, 1992); in foreign language environments (Iwata, 2009 for novice and intermediate learners of Japanese in Guam; Mukai, 1999 for learners of Japanese in home stay in Australia) and classrooms where learners are exposed to the target language only (Hanzawa, 2011a, 2011b for the production of *aizuchi*⁴ during narrative storytelling; Hoshi, 2017 for the development of Japanese interactional particles; Kubota;1999, 2000 for novice and advanced learners of Japanese; Murata, 2000 for intermediate and advanced learners of Japanese in England). However, even where studies have examined the classroom interactions of learners of Japanese in foreign language situations compared with native speakers of Japanese (Mori, 2002, for *zadankai* or discussion meetings), with the exception of a few studies (Hasegawa, 2010; Mori, 2004; Mori & Hasegawa, 2009; Ohta, 2001) there has been little preoccupation with providing empirical evidence of learners' interactions in the Japanese foreign language classroom using a CA analytic framework. In particular, as already stated, missing from previous research in the JFL classroom is how seating layouts and task design affect turn-taking and influence task progression. These are the concerns that drive the present study.

⁴ Japanese response tokens (see section 2.3.2.3)

Scope of the present study

*“[T]he space that is required and the possibilities for action it provides for must also somehow be **differentiated** from other spaces. There must be some way in which the behaving organism can distinguish between the space that is presently its **use-space** and other space, which is irrelevant”. (Kendon, 2010, p. 1)⁵*

The *use-space*⁶ of the student-student interactions in class is somewhat different from the *use-space* of the teacher-student interactions in class. This space is also different in terms of what artefacts (e.g., textbooks, projection screens and handouts) are used as students interact with each other in small group discussions in the classroom. The proposed study will investigate the *use-space* in the interactions of advanced tertiary learners of JFL as they work on group discussion tasks.

The purpose of the study then is to examine the factors affecting students’ classroom discussion tasks. It employs the micro-analytic methods of CA in particular (see, among others: Filipi & Markee, 2018; Hellermann, 2008; Kunitz et al., 2021; Markee, 2015a; Markee & Kasper, 2004; Mondada & Pekarek Doehler, 2004; Seedhouse, 2005b, 2009; Sert, 2015; Wong & Waring, 2010), to explore the complexities and the dynamic nature of students’ interactional practices in the classroom setting. I aim to provide an empirically grounded understanding of students’ classroom interactions in the physical classroom, and clarify the relationships between the factors that influence the discussions and the interconnected aspects of interactional situations through the actions of the interlocutor(s). By using both previous findings relating on FL classroom peer interactions and the methods of CA as my theoretical and analytical framework, I hope that the study will shed light on pedagogical implications for

⁵ Emphasis added.

⁶ The terms “use space”, “F-formation” (Kendon, 2010) in Chapter 2 and “micro context” (Hosoda & Aline, 2013; Seedhouse, 2010) in Chapter 3 will be used interchangeably in this study as an interactional space where students create the particular social context relevant to the activities through talk-in-interaction in group discussions in the classroom.

building strategies to maximise JFL pedagogical approaches in the design of discussion tasks and the impacts of seating. Such research is warranted due to the contribution it will make to CA-for-SLA concerning multimodal interaction by exploring issues pertinent to SL learning and to better understand interactions among learners of Japanese during assigned discussion tasks. I further hope that my proposed study will uncover practices to improve task design in order to enhance their development of SL speaking skills, and to conduct successful interactions in the classroom and more widely (Filipi & Barraja-Rohan, 2015).

1.2. Aims of the study and research questions

As stated, the goal of this research is to investigate the sequential and spatial organisation of students' interactions by analysing interactional practices in a discussion task in the classroom. Specifically, the study aims to examine how verbal and nonverbal actions are coordinated with artefacts and seating configurations to uncover the complexities and the dynamic nature of students' interactional practices while working to progress discussion tasks. It also aims to explore how different task-types combined with seating layouts affect students' task opening and task progressivity. Finally, this study aims to investigate the impact of the location of projector screen on students' interactions.

The broad research question that the proposed study will address is the following:

What factors impact discussion tasks in an advanced tertiary Japanese as a Foreign Language classroom?

Leading on from this first broad question, the following sub questions will guide analysis:

- 1) How does seating layout in the classroom affect turn-taking organisation?
- 2) How do students manage problems that arise in understanding the discussion questions in order to work collaboratively and complete the discussion task?
- 3) What interactional resources are drawn on by students to resolve the interactional problems that arise or threaten task progression?
- 4) How do learners orient to the lecturer's instructions?

- 5) Who initiates the first turn to open the task, and what resources do they use?
- 6) What problems occur during task progression?
- 7) What interactional devices are used for dealing with and resolving problems?
- 8) To what extent do seating layouts interact with task-type to affect task discussion?

The research questions were established by analysing data from a theoretical and methodological view of student-student group discussions in the JFL classroom. Questions (1) through (3) signify the effect of seating layouts on turn-taking practices and will be covered in Chapter 5. Questions (4) through (7) are addressed in Chapters 6, which will also elucidate the task phases and the interactional devices used. Meanwhile, Question (8) will explore the impacts of the seating layouts in conjunction with the task-types on the students' discussions; this will be addressed in Chapter 7.

1.3. Significance of the study

There are several noteworthy reasons for this study to be conducted. First and foremost, there is a wide range of research on the effectiveness of classroom seating layouts (although not in JFL classrooms) providing a foundation on which to build. As a result of these studies, we know that classroom seating design has a direct impact on student learning, for example in the performance of task activities and in classroom participation (Brown, 2014; Fernandes et al., 2011; McCroskey & McVetta, 1978; Rae & Sands, 2013; Rogers, 2020; Van den Berg & Cillessen, 2015; Wannarka & Ruhl, 2008). While many studies have focused on the seating arrangement involving spatial distance and teacher–student interactions from kindergarten to secondary schools (Brown, 2014), few studies have been concerned with the effects of classroom seating positions on interaction in the tertiary environment, and even fewer in the JFL context (Mori et al., 2020).

Second, recent developments in studying interactional competence in classroom settings (as will be outlined in section 3.2) have heightened the need for the study of practices

through a focus on embodied and multimodal resources. By examining the classroom discussion tasks, the proposed study will contribute to understanding how learners of JFL use resources to manage and co-construct their interaction as they collaborate with the other participant(s) in a peer or group activity to complete assigned tasks.

Finally, despite the possible impacts of the classroom's seating layout on learners' interaction and the substantial body of CA informed empirical studies on teacher-student interaction and task work, as far as I have been able to ascertain, there has been no empirical research using CA in student-student interactions to consider the combined interactional effects of the seating layout, task design and task progress during small group discussions. In an attempt to fill this gap, I will examine the interrelationship between the structured classroom spatial layout and the interactions among learners of Japanese in advanced classes in an Australian university classroom as they participate in given discussion tasks.

It is hoped that this research will contribute to L2 classroom research in general, and JFL in particular, through an understanding of how task design and seating layouts shape interaction among learners of Japanese. Furthermore, in examining task progress of small group discussions in the classroom and how learners utilise their target language to effectively resolve problems that arise as a result of seating or task design, light will be shed on the interactional resources students use *in situ* to progress to task outcome. This in turn will enable conclusions to be drawn about FL speaking skills practice and interactional competence in the classroom.

1.4. Outline of the thesis

The dissertation is organised into eight chapters. The literature review consists of two chapters (Chapters 2 and 3). Chapter 2 will discuss two areas of research that will be used to inform my theoretical framework. The first is, the theory of spatial configuration based on Kendon's

F-formation (2010). Here I will define the theoretical concept of the interaction space *F(Facing)-interactional formation* that can be applied to my research. Next, the theoretical and conceptual framework of CA and the notion of participation focusing on the areas relevant to the research findings follow. The key concept of multimodal participation underpinning the current study in analysing students' interactional practices in discussion is also presented.

Chapter 3 provides an overview of second language acquisition, language learning and language pedagogy. The chapter will next discuss the limitations in cognitive approaches in traditional SLA research which provides the rationale for the use of CA approaches. I will also review the previous research on FL education including JFL learners' classroom interactions in a tertiary context using CA and the effectiveness of seating layouts on L2 classroom interaction. This will enable me to identify and articulate the gaps that need to be filled.

Chapter 4 will present empirical research methods that CA offers for investigating the practices used by participants in language-learning classroom interactions. The chapter will also provide detailed information about the site, participants and procedures for data collection including the issue of the filming of participants. Subsequently the data analysis, including transcription and the steps taken in analysing the data, will be described.

The analysis and discussion chapters consist of three chapters. Chapter 5 focuses on analysing the effects of the seating layouts based on Kendon's (2010) F-formation theory on turn-taking to understand how disagreeing actions and issues arising in understanding the task are managed. The chapter examines the correlation between the practices of students' interactional management and the seating layouts of the discussion groups. As an overview of the findings, the total number and frequency of discussions based on the different seating layouts will also be presented. The chapter also presents features of the seating layouts and describes the task-types.

Chapter 6 provides a brief overview of the discussions on task-phases that are used for analysing data in this study. This includes the three phases of the task-opening phase, the task-development phase, and the task-closing phase. The chapter also describes the interactional devices that were used as transition signals during the discussion task phases.

Chapter 7 focuses on the impacts of the seating layouts in conjunction with the task-types during the task opening, task development and task closing. Here I extend the examination of seating layouts by investigating the additional factors of the location of the projector screen and task-types in order to broaden understanding of their influence on students' discussions.

Finally, Chapter 8 will summarise the main findings and discuss the implications for pedagogy deriving from the study. The thesis will then highlight the contributions of this study to FL and JFL learning in multimodal CA-for-SLA and pedagogical practices both theoretically and methodologically. The chapter will close by addressing the limitations of this study and making suggestions for future research.

CHAPTER 2: LITERATURE REVIEW (1): CONVERSATION ANALYSIS AND KENDON'S F-FORMATION

2.1. Introduction

This chapter provides a discussion of two areas of research that will shape the theoretical framework for the present study: Kendon's F-formation and Conversation analysis (CA). I start by discussing the approaches to spatial layout during interactions, seating formation, and peer and group interactions based on Kendon's (2010) definition, as this will inform one of the theoretical lenses that will drive my analysis in tandem with CA multimodal methods. A discussion about CA, which provides a powerful set of research findings as well as a set of methods to enrich our understanding about the unfolding moment-by-moment interactions, will be presented in section 2.3. In the subsections under CA, definitions and the foundations of CA, such as turn-taking and sequence organisation (subsections 2.3.1 & 2.3.2), will be discussed. Next, the notion of participation and aspects of multimodal CA in the classroom, which are vital concepts in this study, will be explained in subsection 2.3.3. The chapter will conclude by highlighting the importance of using the core concepts of CA and the F-formation in group interactions as the lenses for analysis in this study.

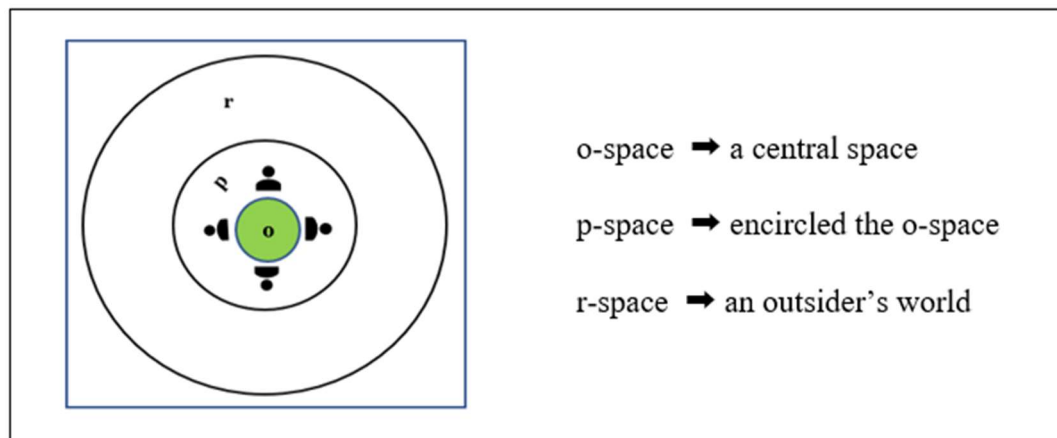
2.2. Kendon's F-formation

Wherever two or more people interact, space between or among them is required. This may necessitate creating a distinct spatial layout depending on the activities and the context. As Majlesi (2021, p. 58) states the context "consist(s) of social and special environments including language and interaction and also people involved in interactional space". The diverse uses and layouts of space during interaction may have a bearing on different interactional management and engagement styles (Kendon, 2010). When people talk to each other, they generally get

involved in a distinctive spatial orientation, distinguished by Goffman (1961) as “direct engagement” which is the feature of “focused interaction”.

Once the spatial-orientational arrangement is formed to directly engage in talk, participants attempt to collaboratively maintain this “*formation*” (Kendon, p. 5) over time. Expressed in another way, the spatial form used for engaging in interaction might generate a different set of participant actions. The F-formation can be organised in various forms according to the spatial layouts and the purposes of the activities. Figure 2.1 shows the basic form of an F-formation layout.

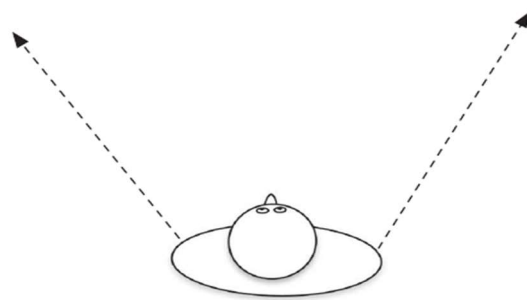
Figure 2.1. Basic form of an F-formation (Kendon, 2010)



As shown the basic form is organised with three practical spaces, including o-space, p-space and r-space (Kendon, 2010). Kendon defines the o-space as a central space shared by participants to sustain joint co-participation and co-operation. It is encircled by the p-space. The p-space can play a potential part in enabling an inner side to members' participation in an ongoing interaction; it could also be a place for the inner F-formation for participants' personal belongings. When a participant attempts to join this inner formation from outside an F-formation, he or she should enter this space by obtaining permission to become a member of the group of insiders. The remaining space, called the r-space, can be defined as an outsider's world from the insiders' view of an F-formation. This space can be used for observation by the

outsider who tries to join the F-formation or unobtrusively observes the path of an F-formation without showing attention to the F-formation, rather than collaborating in and co-constructing an ongoing interaction in a F-formation. From the perspective of the o-space, Kendon argues that participants are offered the chance to engage in the conversation if the topic is related to them, but they are not likely to talk about outsiders in that outer world or the on-the-spot environment of the o-space (p. 8), which is also called the “*transactional segment*” (Kendon, 2010). A transactional segment is a space that an individual creates in accordance with activity requirements; thus, interactants may attempt to adjust or preserve their posture in their transactional segment. The *transactional segment* “encompasses the arc projected 30° either side of the sagittal plane” (Blythe et al., 2018, p. 149) as shown in Figure 2.2.

Figure 2.2. An individual participant’s transactional segment (Blythe et al., 2018, p. 150)



Speakers who are sitting side-by-side to complete a group- or pair-based discussion activity may encounter difficulties in maintaining attention unless they twist their heads or upper bodies beyond the boundary of the transactional segment. In this case, if the interaction occurs between more than two people, participants attempt to shape the circular, semi-circular or rectangular form for jointly engaging in and maintaining an interaction. In contrast, when just two people interact, both seem to engage in a face-to-face directional position. On the other hand, if the topic is connected to the outsiders who neither belong to the circular form nor the on-the-spot environment, the participants will change and arrange the position themselves to co-participate in the same part. This form is called a ‘side-by-side’ layout.

In turning to the classroom, in order to enable students to progress a discussion task to conclusion effectively, students in their groups need to create and maintain a shared space for jointly conducting a given discussion task. In this study, to explore how the seating layout in the classroom impacts students' practices of discussion during the task-based interaction, I refer to the space of overlap in the transactional segment among group members as an *F(Facing)-interactional formation* (henceforth, FIF), which Kendon (2010) formally defined as the 'F-formation'. In the present study, 'F (facing)' refers to students' spatial orientation that exists or is created in a small group discussion. In creating or sharing the space, the artefacts and/or resources that are relevant to undertaking the tasks are also included.

While the interactional project in which an individual participant has an unequal distribution of rights to initiate talk or action (e.g., teacher-student interaction, and performer and audience) can be distinguished as no-formation as there is no common spatial feature (Kendon, 2010), an individual participant in a FIF has an equal right to initiate talk or action. In other words, students who participate in small group discussions, have equal rights to initiate talk or actions regardless of the seating layouts. Therefore, observing how students employ space-oriented organisations concerning interactive discussion tasks, and how they process the tasks in different seating layouts, will play an important role in designing and applying group discussion tasks in the FL classroom.

Using CA, Mondada (2013, 2016) also identified the importance of space for integration and coordination in deploying a wide range of interactional resources in turn-taking organisations in institutional multiparty debates and meetings. Mondada (2016) points out that

“Multimodal Gestalts arranged in space and time build emerging and changing positionings between the participants, whose relations, actions, and the rights and obligations related to them, are negotiated not only in discursive but also in embodied

ways: an action can be aligned or disaligned verbally, but also bodily, disclosing subtle socio-interactional dynamics” (p. 344).

The intention of an empirical analysis focused on the F-formation, therefore, is to make sense of meaning and to identify the multimodal actions (e.g., gaze, gesture, head movements, facial expressions, body posture, body movements and the use of classroom artefacts) as well as *use-space* as the locus for social action. The fundamental theoretical assumption of CA, the “next-turn proof procedure” (Sacks et al., 1974) and a “next-action proof procedure” (Mondada, 2016), allows analysis of speakers’ (and in this study students’) management and coordination of their talk and nonverbal behaviours. I will return to seating layouts and research conducted on this issue in Chapter 3, section 3.4. The following section will elucidate the core theoretical framework of CA.

2.3. Conversation Analysis

CA is defined as an empirical systematic approach used in the study of human interaction. Human interaction here includes not only mundane and ordinary conversation but also institutional interaction in everyday life which is considered to be professionalised and regulated conversation in settings such as education, medicine and law (Heritage, 2005; Markee, 2013; Maynard & Heritage, 2005). Researchers of CA are concerned with the orderliness of social action in naturally occurring interaction by attending to both verbal and nonverbal behaviours (Hutchby & Wooffitt, 2008).

The inherent ideas of CA originated from Goffman’s (1959) concept of the social interactional order which includes concepts such as face-to-face interactions, footing and macrosocial institutions, and Garfinkel’s (1967) notion of social norms and shared meaning (referred to as ethnomethods or ethnomethodology). These concepts were further developed by Sacks, Schegloff and Jefferson in the late 1960s and early 1970s (Förster, 2013; Heritage, 2005)

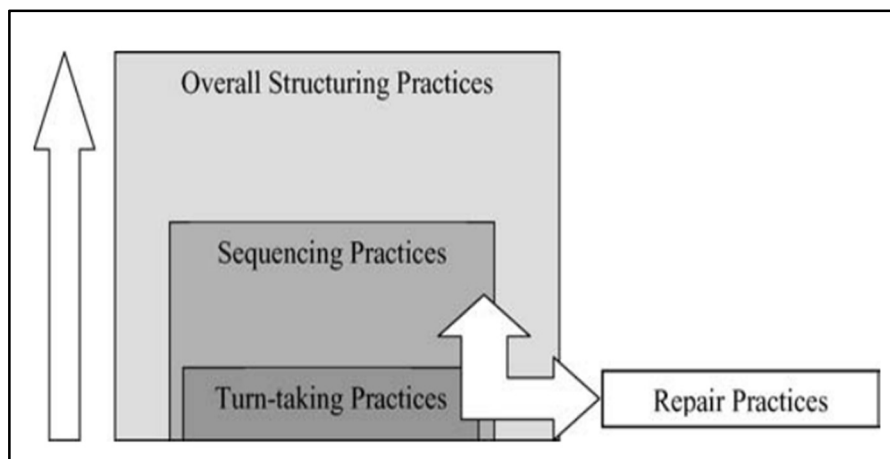
to encompass a set of methods for the systematic exploration of social interaction that would enable the discovery of social members' common-sense reasoning, and of how intersubjective understanding is accomplished and managed (Drew & Heritage, 1992).

The primary focus of research in CA is not only a process in which participants interact moment-by-moment, but also an exchange of social or communicative actions (Gardner, 2004). The main aim of CA is to uncover the procedures that participants use to produce and interpret the social action in talk-in-interaction organised in sequences in terms of why and how one party actually conducts talk in a certain way with the other participant(s) (Hutchby & Wooffitt, 2008). An additional important underlying aim of CA research is to identify participant-oriented evidence for the concepts and ideas that people in a social context in interaction utilise. CA adopts an inductive approach that makes broad generalisations from the particular observations (Gardner, 2004; Wooffitt, 2005). CA also investigates how participants orient themselves to talk as action whereby participants project the next person's turn empirically (Schegloff, 1972), a structure that is shaped and constructed by participants (Sacks et al., 1974) through the achievement of intersubjective understanding (Atkinson & Heritage, 1984). CA, can thus be defined as the study of the context for the actions in talk that are shaped, created, and accomplished by participants jointly, and that involve the fundamental organisations of turn-taking and sequence organisation.

In considering the applications of these approaches and the systems that underlie talk-in-interaction in the classroom, interactional competence is of primary concern. Wong and Waring (2010) illustrate interactional practices in the classroom, as shown in Figure 2.3 below. As the turn-taking practices are the most basic unit, it is the foundation. Sequencing practices are organised in sequences to achieve social activities such as offers, requests, invitations, compliments, complaints, and storytelling. The sequences are aggregated in a total, overall

organisation framed by openings and closings. Repair practices work to filter across the entire system by focusing on problems of hearing, understanding, or speaking.

Figure 2.3. Model of interactional practices (Wong & Waring, 2010, p. 8)



Through the systems just introduced above, CA can capture various interactional practices and provide rich empirical evidence of interactional competence or its absence (Young, 2011).

Next, I turn to a more detailed explanation of each of these two systems starting with turn-taking.

2.3.1. Turn-taking

Conversation occurs between two or more people in succession, one speaker after the other. This process is referred to as turn-taking. Turn-taking is organised, managed locally, and controlled by the participants themselves through interaction (Lerner, 2004; Sacks et al., 1974; Sidnell, 2016). Turn-taking involves changes, both verbal and nonverbal, in speaking turns in various patterns between speakers and listeners in conversation. A turn begins when one speaker initiates a conversation up until s/he completes the turn in accordance with the next speaker. The turn's length is neither fixed nor clear, and by constructing and allocating turns, participants play the roles of both speaker and listener (Clayman, 2013; Sacks et al., 1974). As trouble can occur during talk, repair is an important resource that enables participants to deal

with problems in speaking, hearing, or understanding (Markee & Kunitz, 2015; Schegloff et al., 1977).

Sacks et al. (1974) described two important organisational components of turn-construction and turn-allocation, and outlined a set of rules in the turn-taking system. First, in terms of the turn-constructive component, a turn consists of diverse unit-types that a speaker may set out to construct in a turn such as a word, phrase, clause or sentence. The key unit of language organisation is the turn-constructive unit (TCU), which has a possible, projectable completion point and provides a precise place where turn transition between speakers becomes relevant at a transition-relevant place (TRP). The components in a turn during conversation are comprised of TCUs which are related to TRPs at the beginning and at the end of a turn; that is these are points where speaker change can occur (Sacks et al., 1974). The transitions occur one after the other but briefly with a preference for no gap or slight gaps, and no overlap or slight overlaps. In the following example 2-1, Angela initiates a TCU with an *if*-clause (line 321) and Corey's single word turn (line 324) comes after Angela completes the whole part of an *if X-then Y* compound TCU.

[Example 2-1] [from Mazeland, 2006, p. 155]

Telephone call between two 17-year old Californian girls. Angela has just complained that Corey's friend has not returned three of her CDs.

321 Angela: hhh (but) if you could get them
322 back, (.) that be great.
323 0.2
324 Corey: °'kay.°

Note the fact that Corey does not take the floor and waits until Angela has reached the TCU completion of the main clause of the *then*-part, although there is a micro pause between the *if*-clause and *then*-the main clause. This is because the recipient anticipates a possible forthcoming completion of the TCU syntactically after the *if*-clause, but the current speaker,

Angela, continues speaking. The place where the main clause has been reached (line 322) is a TRP. However, a turn can be completed by one speaker as in example 2-1 above or by two or more speakers, as in example 2-2 below. Another speaker's turn completion is defined as *co-constructed* turn-taking (Clancy & McCarthy, 2015; Duncan, 1974; Ferrara, 1992; Lerner, 1991, 1994, 1996; Ono & Thompson, 1996; Schegloff, 1984; Schiffrin, 1987). For instance, Lerner (1996) argues that in a compound sentence of two turns of an *if X- then Y* structured TCU, a preliminary component of an *if-clause* enables a subsequent speaker to project what the following component would possibly be to complete the TCU, and to take an opportunity to reach the TCU collaboratively with the current speaker's turn in progress, as in example 2-2 below.

[Example 2-2] [Lerner, 1991, p. 445]

Rich: if you bring it intuh them

Carol: ih don't cost you nothing

In example 2-2, Carol completes Rich's turn in an *if X- then Y* compound TCU format. In this case, the preliminary component of an *if-clause* does not encompass a TRP, but it designates the sign as a projectability of the talk. Participants thus can anticipate that the current turn is possibly continuing to progress until the ensuing TRP. This is referred to as a "sequential possibility of anticipatory completion" (Lerner, 1991, p 445) or "pre-possible completion" (Schegloff, 1996, p 83). The place where speaker transition emerges might be considerably complicated among participants to take over the turn from the current speaker to a next speaker while making sense to all participants in the conversation, since not only the syntactic structure but also intonational and pragmatic features are all interactionally related to speaker transition (Clancy & McCarthy, 2015; Ford, 2004; Ford & Thompson 1996).

TCU in Japanese

The TCU and a possible, projectable completion point in interactional concepts diverge depending on the structures of particular languages (Mazeland, 2013). On that account, unlike English, Japanese deploys turn construction and the interactional organisation of turn-taking in a different way due to a different grammatical structure. Hayashi (1999) claimed that while “syntax always plays a dominant role in providing opportunities for co-participant completion in English” (p. 479), “syntactic two-part formats appear to play a less prominent role in co-participant completion in Japanese” (p. 497). In other words, recipients’ vocalic ‘continuers’ (Schegloff, 1982) in Japanese can impact a TCU that appears to be in a more ‘bit-by-bit’ segmented style than in English (Hayashi, 2003). As a result, the completion in Japanese conversation may appear differently in a ‘TCU-in-progress’ through a range of features of turn construction components. The following example 2-3 illustrates the segmentation of a TCU in Japanese.

[Example 2-3] [from Iwasaki, 2008, p. 158]

- 1 A: *kariforunua* *no:*,
 California GEN
- 2 B: *un.*
- 3 A: *woorunatto* *kuriiku* *ni:*,
 Walnut Creek LOC
- 4 B: *n: : .*
- 5 A: *itoko* *ga* *iru* *janai?*
 Cousin NOM be COP: TAG
 ‘((His)) cousin is in Walnut Creek of California, you know?’
- 6 B: *u:n* *u:n*, *u:n*, *woorunatto* *kuriiku* *ne:*
 Walnut Creek IP
 ‘Yeah yeah, yeah, ((in)) Walnut Creek, right’

From line 1 to line 5, the current speaker A produces a single sentential TCU, “((His)) cousin is in Walnut Creek of California, you know?”, and during A’s ongoing talk between lines 1 and 5, B displays vocalic ‘continuers’ in line 2, “*un*” and line 4 “*n: : .*”. As shown in this example

a precise place where turn transition between speakers of Japanese occurred is not only at possible completion points and transition-relevant places, but also within a TCU. Unlike in English, the grammatical structure of Japanese does not allow the projection of the turn-shape and action-type early (Fox et al., 1996; Hayashi, 2003; Iwasaki, 2009; Tanaka, 1999), thus the recipient of Japanese needs to wait until the current speaker's turn is completed. However, the recipient, as seen in Example 2-4, does not merely hold off but engages and co-participates during the talk in progress. This example is taken from the data (circular-seating layout groups) of this study. In line 8, James co-constructs Bao's disagreeing turn (line 7) in response to James's question (lines 1 & 3).

[Example 2-4]⁷ Tai (T), Bao (B) & James (J) [W5V:6.45-9.47]

- | | | | |
|---|--|--|---|
| 1 | J: | $\{((\textcircled{\text{B}} \rightarrow \underline{\hspace{1cm}}))\}$
$\{doo$
How
<i>What do ((you)) think?</i> | $\{((\textcircled{\text{J}} \leftrightarrow \textcircled{\text{B}}))\}$
$\{omoo?$
think |
| 2 | B: | $\{((\textcircled{\text{B}} \rightarrow \underline{\hspace{1cm}}))\}$
$\{^o u : : n^o$
INJ
<i>well,</i> | |
| 3 | J: | <i>kyooi ninaru:↑</i>
threat become
<i>((Would it)) pose a threat ((to humans))?</i> | |
| 4 | B: | $\{((\textcircled{\text{T}} \rightarrow \underline{\hspace{1cm}}))\}$
$\{^o u : : n^o$
INJ
<i>Well</i> | |
| 5 | J: | $\{((\textcircled{\text{J}} \rightarrow \textcircled{\text{T}}))\}$
$\{^o ka?^o$
Q | |
| 6 | (0.4) $((\textcircled{\text{J}} \rightarrow \textcircled{\text{T}}; \textcircled{\text{B}} \rightarrow \underline{\hspace{1cm}}))$ | | |

⁷ Please refer to Appendices 1-3 for transcription notations.

$\{((\textcircled{B} \rightarrow \textcircled{J})))\}$ $\{((\textcircled{T} \searrow \text{his mobile device; } \textcircled{B} \rightarrow \textcircled{T})))\}$
 $\{((\textcircled{J} \leftrightarrow \textcircled{B})))\}$

7 B: *kyooi ni{naru::* $\{(1.4)\}$ $\{[no \text{ } \underline{wa} \uparrow]\}$ *muzukashii to omoo.*
 threat become N TOP hard QT think
 ((I)) think ((it)) would be hard to pose a threat ((to humans)).

8 J: $\{[omowanai?]\}$
 think-NEG
 Don't ((you)) think ((that it would pose a threat to humans))?

Bao's *well*-prefaced responses to James's question $^0u : : n^0$ (*well*) (Heritage, 2015) in lines 2 and 4 indicate a delay and a departure from a disagreeing action respectively. Bao's response turns are expanded in line 6 with a pause within his turn. Due to Bao's initial *well* in line 2 that can anticipate a prelude to expanding a response, James's question is built over two turns: a general open question in line 1 followed by a more explicit question in line 3. The second *well* response of line 4, on the other hand, is deployed as a disagreement to James's question of line 3. During Bao's turn there is a long pause and James takes the floor in overlap (line 8) with Bao, who finally starts to complete his turn (Hayashi, 2005).

It is worth noting that while Bao continues to look at the screen until he begins to supply his response to James's question, James keeps gazing at Bao up until he reaches his final TCU (line 6). James's engagement in gazing at Bao, who is looking at the screen and preparing to answer James's question, enables him to interrupt Bao by providing more specific questions. Interruption in this case can be taken as a co-operative interruption (Koudenburg et al., 2011; Lestary et al., 2018; Tannen, 1994), which is used to construct solidarity as a member of the group without taking a turn or gaining domination. In other words, it indicates that the conversations where there are positive features of interruptions show participants' intersubjectivity, co-participation and collaboration. The stretched sound of the affirmative form of the verb and the pause in combination with the gaze, enables participants to project the syntactic production of the following utterance and identify that the turn is in progress through mutual monitoring (M. H. Goodwin 1980). James and Bao engage in mutual gaze and sustain

it during Bao's pause (line 7) and throughout the course of the action projected to be completed. James's overlapping talk (line 8) after a pause is therefore produced to co-participate and collaborate with Bao, as well as to support Bao's stance. In addition to the emergence of the grammatical trajectory during ongoing talk that enables the next speaker to project what will be produced at the end of the current speaker's TCU, as Hayashi (1999, p. 481) states "other relevant features of talk-in-interaction concomitantly provide opportunities for co-participant completion" (see also *projectability* in Hayashi, 2003; and *interactive turn spaces* in Iwasaki, 2009). For example, in the above Example 2-4, Bao deploys a sound stretch at a point that can possibly be treated as a grammatically complete TCU thereby providing a projectable opportunity for James's co-participation.

Goodwin (1981) has argued that nonverbal features such as gaze in combination with syntax in face-to-face interaction is also vital for projecting a possible completion point where speaker change might be relevant. Embodied multimodal resources such as gaze, gesture and body orientation during group discussions involving classroom artefacts are meaningfully coordinated with the talk and contribute to the interactional organisation of the talk (see Eskildsen & Wagner, 2015; Mondada, 2007; Seo & Koshik, 2010). Understanding interaction as a multimodal phenomenon, therefore, makes the video-recordings an essential feature of data collection and analysis (see section 2.3.3).

Turn-allocation

Turn-allocational components are where the following turn is allocated by the current speaker's selection of the next speaker, or self-selection. There is a set of rules for controlling turn construction as follows:

(Rule 1) the current speaker may select the next speaker, then the current speaker stops talking and the next speaker starts talking;

(Rule 2) the current speaker does not select the next speaker, then any other speakers may self-select (self-selection) and the one who speaks first obtains the right to take the next turn;

(Rule 3) the current speaker does not select the next speaker, and no-one self-selects, the current speaker may then continue speaking (no selection; current speaker continuation);

(Rule 4) if two speakers talk at the same time (overlaps), one speaker will stop and concede a turn.

The above rules are reapplied at a TRP. Concerning Rule 1, embodied nonverbal actions such as gaze-direction and gesture can also be used to select the next speaker. In Rule 2, the next speaker may attempt to begin the turn early by deploying turn-initial particles (e.g., *well*, *oh* or *but*) to get hold of a turn. In Rule 3, a current speaker may also continue to take a turn if no one self-selects in the next turn. In Rule 4, when an overlap occurs, one speaker will withdraw.

During interaction as stated, silences and overlaps between turns are not preferred in the organisation of the turn-taking (Sacks et al., 1974). One speaker speaks at a time while minimising gaps and overlap in an orderly manner, and s/he transitions to other speakers by using the set of turn-taking rules to allocate turns (Sacks et al., 1974). However, distributions of silences or overlaps between speakers are possible behaviours used to organise a speaker change. As well, an overlap at turn ending as an indication of next speaker start-up or collaborative completion can both be legitimate actions (see Jefferson, 1986; Schegloff, 2000). Regarding silence, Sacks et al. (1974) classified silences as pauses, gaps or lapses. A silence within the turn of the current speaker is identified as a pause, while a silence between turns or at transition relevance place between a current speaker and the next one is identified as a gap. A lengthier gap than a short gap is identified as a lapse, and during this TRP space, no talk occurs. However, as a gap and lapse both occur at the same moment where a speaker change occurs, in this study, I will use only 'pause' and 'gap' for such silences.

Having discussed turn-taking, attention next turns to how turns are organised in sequences.

2.3.2. Sequence organisation

As stated, turns are composed of utterances and actions such as asking, answering, offering, confirming, agreeing, disagreeing, and so forth produced in an orderly fashion by two or more speakers. These actions are organised in sequences, so we speak of a ‘sequence organization’ (Schegloff, 2007). The actions in a sequence are meaningfully and coherently accomplished. In the section below, I will elucidate the types of sequences that are germane to understanding the practices of students’ group discussion in this study; namely, adjacency pairs, pre-expansion, insert-expansion and post-expansion sequences. Preference organisation, and opening and closing sequences will also be presented subsequently.

2.3.2.1. Adjacency pairs, pre-expansion, insert expansion and post-expansion sequences

As stated, social interaction between two or more people occurs in orderly ways. Turns are produced as, at a minimum, a paired utterance, so that utterances are produced by different speakers adjacently, or through ‘adjacency pairs’ (Schegloff & Sacks, 1973). In other words, the prior utterance is connected to the following one.

The term adjacency pair is categorised by a set of specific features: (a) it is composed of two turns; (b) it is produced by different speakers; (c) each part is adjacently placed (one after the other); (d) first pair parts (FPP) and second pair parts (SPP) are relatively ordered; and (e) it is pair-type such as greeting–greeting (FPP e.g., *Hello, Hi* – SPP e.g., *Hello, Hi*), question–answer (FPP e.g., *Do you know what time it is?* – SPP e.g., *Four o’clock*), and offer–accept/decline (FPP e.g., *Would you like a cup of coffee?* – SPP e.g., *Thank you, yes please/No thanks*) (Schegloff, 2007). Features of talk-in-interaction in the organisation are thus related to the adjacency or “nextness” of an action (Schegloff, 2007, p. 14).

Most conversations occur in the form of a wide range of shapes of sequence expansion that go beyond two turn sequences. The range consists of three different types of expansion: *pre-expansion*, *insert expansion*, and *post expansion*. First, a *pre-expansion* sequence includes varied types such as pre-requests, pre-invitations, pre-questions, and other pre-sequences (Schegloff, 2007; Stivers, 2013, p. 194), which are relevant to *preference organisation* (see subsection 2.3.3.2). As the term “pre” suggests, it is a preliminary action sequence to a base adjacency pair, and it projects what the content of the talk might be about. For example, a question: *what’re you doing tonight?* (FPP_{pre}) projects not only conditionally relevant (or fitted) response but also a specific action as an invitation. The recipient of pre-invitation can either produce a “go-ahead” (Schegloff, 2007, p. 30) by responding *Nothing*. (SPP_{pre}) or block the action by responding *I’m staying in tonight*. (SPP_{pre}) (Hoey & Kendrick, 2017, p. 166). The procedures of the pre-sequence expansion enable both the initiator of the sequence and the recipient to avert the production of the non-preferred alternative (Terasaki, 2004, p. 180).

Second, if the pre-expansion is referred to as a preliminary action sequence that goes before, then *insert expansion* comes between the prior utterance and its response. There are two types of insert expansions (i.e., the pre-second insert sequence and the post-first insert sequence). It can be a sequence that intervenes between the response (SPP) and the initiation of it (FPP). Pre-second insert expansions are constructed to address issues that need to be handled to enable the base SPP to be achieved. Consequently, it can halt the progress of the on-going conversation. As well, a dispreferred response can be projected (Schegloff, 2007) as in Example 2-5 below.

[Example 2-5] [from Levinson, 1983, p. 304 cited in Hutchby & Wooffitt, 2008, p. 43]

- | | | | |
|---|-----|------------------------------|-------|
| 1 | A : | Can I have a bottle of Mich? | Q1 |
| 2 | B : | Are you over twenty-one? | Ins 1 |
| 3 | A : | No. | Ins 2 |

As can be seen here, A asks whether a current s/he can buy a bottle of beer (Mich) in line 1 (FPP), but its response follows in line 4 (SPP), and not immediately in the next line (2). Instead of responding to A's request in line 2, B attempts to obtain the information as to whether or not A is of sufficient age to buy the beer by asking a question (an insert) "Are you over twenty-one?" and puts off the response to A's initial question until A answers in line 3.

Post-first insert expansions are also constructed to repair trouble that arises in the FPP (Schegloff et al., 1977) as in Example 2-6 where the insert sequence occurs in lines 3 and 4. The repair sequence is constructed in between the base FPP (line 1) and the SPP (line 5) to address the problem in hearing.

[Example 2-6] [SBL 2,1,8 (from Schegloff et al. (1977, p. 368) cited in Schegloff, 2007, p. 97)]

- 1 Bet: F_b Was last night the first time you met Missiz Kelly?
- 2 (1.0)
- 3 Mar: F_{ins}-> Met whom?
- 4 Bet: S_{ins}-> Missiz Kelly.
- 5 Mar: S_b -> Yes.

Finally, post-expansion, as the name suggests, follows the base (usually adjacency pair) sequence. It may also be divided into two types known as 'minimal' and 'non-minimal'. Stivers (2013) pairs 'minimal' to 'sequence closing thirds (SCT)' and indicates that "minimal forms of post-expansion offer a reaction to the second-position response, but this reaction does not itself initiate a new sequence" (p. 197). These post-expansion sequences may include a question requesting information, a request being granted or denied, an invitation being accepted or rejected, or an action sequence reaching possible completion (Stivers, 2013). As a result, minimal post-expansion sequences such as a turn built with an *Oh* change-of-state token (Heritage, 1984) in which the epistemic status changes (from not knowing K⁻, to knowing K⁺),

or *Okay* (Beach, 1993) are likely to propose the closing sequence, while non-minimal, post-expansion sequences tend to pursue further information, and initiation of repair.

In Example 2-7, subsequent to Gio's offer and Lance's rejection of Gio's offer, Gio requests a re-confirmation that Lance does not want anything to drink. In response, Lance confirms with NO! (line 2). In line 4, Gio accepts Lance's response through the production of a minimal post-expansion *okay*, which can serve as a sequence closure produced after the base adjacency pair.

[Example 2-7] HM [Stivers, 2013, p. 197]

- 1 Gio: You don't want a beverage?
- 2 Lan: NO!
- 3 (.)
- 4 Gio: SCT Okay.

Post-expansion sequences can also be seen as a form of other-initiated repair. In the previous discussion of insert expansion (in Example 2-6), we noted that the insert expansion was initiated by the recipient who attempts to deal with troubles after the base FPP. When there are problems with intersubjectivity between participants in the talk, the repair mechanism can be invoked for dealing with the trouble that arises (Schegloff et al., 1977). Any problems in the talk can be a trouble source or can be treated as trouble, and such repair can occur after any turn-at-talk. (Schegloff, 2007, p. 149). If the repair sequence occurs after the base adjacency pair is over, a post-expansion begins. Example 2-8 illustrates a non-minimal post-expansion sequence and is extracted from the data (side-by-side seating layout groups) in this study. In Example 2-8, Fen and Randie are working on a group discussion task.

[Example 2-8]⁸ Randie (R) & Fen (F) [W9V:09.35-10.16]

- 1 F: a:: { *sho shoku* (.) FRG food } { *shosho* } { *ku?* }
a staple food ((mispronounced))
A staple food?

⁸ Please refer to Appendices 1-3 for notes on the notations used in transcribing.

4 S: {((S→H))} {((S→; H→S))}
 {yeah they want {everything convenient and trust,
 {((S↘H's side))}
 5 because {they always like working↑
 {((H→))}
 6 H: {yea {and they=
 7 S: =°super°=
 {((H→S; H↘ nods while smiling))} {((S→H))}
 8 H: {=a yeah. yeah} [coz] they super (.)they {work harder↑
 9 S: [yeah]
 10 H: and [°they like°
 {((S↔H))} {((H→S; S→))}
 11 S: {[hataraku {sugiru kara,
 work too much because
because ((they)) work too much
 {((H↘ nods))}
 12 H: {°un°
yeah

In this discussion task, Hemin and Shu use the turn-initial particle such as ‘yeah’ (lines 4, 6 and 8) and the turn reopen marker ‘and’ (lines 6 and 10) to draw the co-participant’s attention and to hold the floor. It is built successively in a series of sequences. In so doing, Hemin and Shu establish intersubjectivity and contribute to joint construction as they work on the discussion task. As Schegloff (2007) explains, “sequences are the vehicle for getting some activity accomplished, and that response to the first pair part which embodies or favors furthering or the accomplishment of the activity is the favored – or preferred – second pair part” (p. 59).

2.3.2.2. Preference organisation

The forms and shapes of ‘the interaction order’ (Goffman, 1967, 1983) in naturally occurring environments are different and complicated (Goodwin & Heritage, 1990; Schegloff, 1989). ‘Preferred action turn shape’ refers to agreements, while ‘dis-preferred action turn shape’ refers

to disagreements (Pomerantz, 1984, p. 64). In CA, these different shapes of organisation in interaction are referred to as ‘preference organization’ (Schegloff, 2007). Note that preference organisation in CA refers not to the individuals’ psychological preferences but to the public normative interactional actions (see Robinson & Bolden, 2010; Schegloff, 2007).

In terms of preference organisation, Atkinson and Heritage (1984, p. 55) state that “the institutionalized design features of preferred/dispreferred actions are both inherently structured and actively used so as to maximize cooperation and affiliation and to minimize conflict in conversational activities”. Preference organisation is, therefore, a crucial concept to understand social organisation (Stivers & Robinson, 2006). Preference organisation of actions is investigated in the categories of ‘responsive actions’, ‘pre-sequence actions’ and ‘sequence-initiating actions’ (Goodwin & Heritage, 1990, p. 296) whereby at least two actions are relevant.

Pre-sequences, as discussed above, are related to the forms of preferred and dispreferred actions; they might lead to the presumption of what the talk is about. Disagreement is an extremely context-sensitive phenomenon and dispreferred, except in disputes (Kotthoff, 1993). Unmitigated disagreements are oriented to as preferred relevant actions in certain types of institutional talk, such as in courtroom sessions or TV interviews (Atkinson & Drew, 1979). To avoid dispreferred responses, therefore, actions such as a pre-asking, a pre-offer, a pre-request and a pre-telling, located in pre-sequences, can be deployed. Briefly speaking, pre-sequences can enable co-participants to anticipate onward actions and elicit preferred or dispreferred response actions, or conversely dispreferred actions may provide a resource to the first speaker to revise her/his initial FPP (Hutchby & Wooffitt, 2008; Schegloff, 2007).

Responsive actions and sequence-initiating actions (SPP) to the prior turns (FPP) and the previous course of actions, on the contrary, involve either (dis)agreement and/or (dis)affiliation, or acceptance. Responsive actions demonstrate that when the recipient aligns and/or affiliates, reaction is generally instant, yet the opposite case tends to be prefaced by

delay, silence, or mitigating actions, such as the markers “*well*” or “*yes, but*” (Goodwin & Heritage, 1990; Hutchby & Wooffitt, 2008). The following provide an example of a preferred action (2-10) and of a dispreferred responsive action initiated with the marker “*well*” (2-11).

[Example 2-10] [VIYMC:1:2] (Hutchby & Wooffitt, 2008, p. 47)

1 Pat: It's a really clear lake isn't it?
2→ Les: It's wonderful.

As noted earlier, when a sought-agreement question receives an agreement as a response as is the case here in 2-10, these sequence pairs are likely to be accomplished immediately without delay (Heritage, 1984). When there is a declination, on the other hand, the dispreferred response is pushed into the turn as in 2-11, where it is prefaced by *well* which introduces an account for the declining action.

[Example 2-11] [Sacks, 1987:58, cited in Hutchby & Wooffitt, 2008, p. 47]

1 A: Yuh comin down early?
2→ B: Well, I got a lot of things to do before getting
3 cleared up tomorrow. I don't know. I w- probably
4 won't be too early.

In a classroom context, disagreeing actions in group discussions are often displayed to co-construct opinion (Fujimoto, 2010), whereas ‘no’ can also be employed as a repair initiation for other-correction and third-position repair where it displays disalignment as a dispreferred action with the peers’ action (Hellermann, 2009). Interestingly, Hellermann and Vergun (2007), found that *well* rarely appeared either in beginner or upper intermediate learners of English.

To briefly summarise, the next turn plays a key role in driving a course of action in talk after the talk has been initiated. Sense-making and displays of understanding to achieve intersubjectivity emerge in the next turn (or the next speaker’s response). Preference organisation also provides a lens for tracking students’ practices when they produce a

disagreeing response with the proffered answers in assigned discussion tasks, in order to track how the disagreeing actions are managed. Also important to student discussion tasks are openings and closings. These features of turn-taking and sequence organisation will be discussed next in the following section.

2.3.2.3. Openings and closings in classroom interaction

As the “*contact signals*” (Goffman, 1961, 1981), the openings in talk are fundamental sequences for social interaction in both ordinary and institutional contexts (Hellermann, 2007). The minimal sequences of greetings and “how-are-you?” (see Section 2.3.3.1), for example, are typical in opening and closing pair sequences and the openings are the most discernible sequential environment (Schegloff, 2007). Benwell and Stokoe (2006) noted that the “social chat” is explicitly distinguished from the “work business” in the sequence of opening talk. “Talk in ostensibly institutional settings can therefore be noninstitutional” (p. 97). Given that the FL classroom context is understood as a complexity where “something (is) inherently dynamic, changing, and in constant calibration in response to ecological changes” (Kunitz et al., 2021, p. 73), students’ methods for opening and closing discussion are important features in learning and in accomplishing tasks. Hellermann (2007) points out that the opening and closing sequences are ubiquitous in and out of the classroom context, yet they may be challenging for students because they are not explicitly taught. Group discussion tasks will, therefore, provide students with exposure to and practice in these actions.

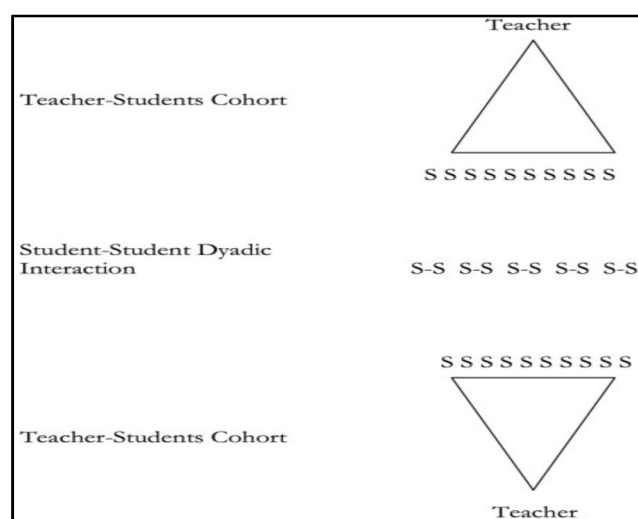
Openings and closings in classroom discussion tasks

The focus of this section is more specifically on the sequence organisation, so that attention turns to how discussion tasks are opened/initiated, developed, and closed. The organisation of sequences in the task openings, development and closings are important to the present study. At the opening of tasks, students need to show how they understand the lecturer’s instructions

and the task questions, during task development, students will need to display how they manage various problems that they encounter in advancing the tasks, and at the end of the tasks, students will show how they accomplish (i.e., disengage/abandon or (not) complete) the assigned group tasks. A closer look at the procedures will also support task-based pedagogy to provide a task design structure for future discussion tasks in FL language education (Seedhouse, 2017). The section below will discuss these issues by reporting findings from two research projects that are relevant to this study (Hasegawa, 2010; Hellermann, 2008).

In many language classroom cycles, students' peer and group interactions frequently transition from a pattern of teacher-centred set of interactions to student-to-student interactions and back to teacher-centred interactions (Hellermann & Cole, 2008). Hellermann and Cole describe the overall structure (Figure 2.4) of this type of language classroom social interaction by adopting Sinclair's and Coulthard's (1975) three-turn instructional sequence (but see also Mehan, 1979¹⁰) (i.e., Teacher Initiation ➡ Student Response ➡ Teacher Feedback (IRF), which will be discussed in section 3.2). In adopting this sequence, transition to group discussions can be seen to begin through a response to the teacher's task instruction.

Figure 2.4. Change in participation structure (Hellermann & Cole, 2008, p. 188)



¹⁰ Note that Mehan (1979) refers to this three-part sequence as the Initiation–Response–Evaluation (IRE) sequence.

In his study of beginning adult learners of studying an ESL program, Hellermann (2007, 2008) identified three sequential phases of a task-prefatory (pre-task) phase and a task-launch phase in task openings, story-telling and disengagement. The adult learners in both of Hellermann's studies showed the below sequential practices at each step while undertaking the paired task (i.e., sharing information about a book they had each chosen and had been reading in class). The teacher's question prompts were written on the board.

- Opening phase
 - Using language provided by the teacher (not with the prompt questions provided by the teacher)
 - Sharing their understanding of the dyadic task
 - Negotiating with interlocutors (e.g., a "Who's talking to me" sequence.)
 - Pointing to the board, postural shift and gaze shift
- Developing phase (Story-telling sequence)
 - Task-oriented task expansion
 - Task expansion and shifts from task-oriented to interpersonal-oriented interaction
- Closing phase (Disengagement sequence)
 - Pre-closing by providing personal information to their peers
 - An appreciation: "Thank you" sequence
 - Postural shift, gaze and facial expressions
 - Change in participation

The students tended to establish a task-prefatory phase in order to share their understanding of the context for the upcoming task and to get to know each other (i.e., for socialisation purposes). As Hellermann's focus was on the development of learner's interactional competence longitudinal changes in language competence and participation were also uncovered in their task-opening talk. Once the task was launched, *task-oriented interaction* (Hellermann & Cole, 2008) was advanced through storytelling practices unless the teacher asked for students' attention, students disengaged from the interaction, or they completed the task.

Hellermann's CA study (2008) suggested that adult ESL students' development of language learning emerged through a community of social practice (Wenger, 1998, 2010) defined as comprising five main characteristics: joint enterprise (i.e., coming together with a

common goal), mutual engagement (i.e., co-presence, goal-orientation, and co-construction), shared repertoire (i.e., language and social practices), reification (i.e., participation using the production of physical and conceptual artefacts as interactional resources while making meaning), and economies of meaning (i.e., sharing and understanding or intersubjectivity).

A seminal work reported in Hasegawa (2010, 2021) also examined learners' dyadic interactions through an examination of the phases of sequence organisation by focusing on the students in the second semester of a Japanese beginner classroom in a tertiary environment. Note that I will elaborate in more detail on this study in the next chapter (see section 3.3) so that only the recurring sequential practices for each phase will be discussed in detail here.

Hasegawa identified three sequential phases in students' paired semiscripted interactions: the opening, scripted talk (the actual assigned task), and extended talk. The task prompts were projected on the screen.

- Opening phase
 - Joint attention (i.e., mutual gaze) vs. default attention (i.e., looking at the task prompt)
 - The production of turn-initial markers (i.e., “*jaa (then)*” and “*ano (well)*”)
 - First turn allocation (by claiming a preference to take the second pair part of the question-answer sequence from the sequence of the scripted task)
 - A direct scripted sequence
 - Gaze and postural shifts
- Developing phase (The production of the scripted turn)
 - Recipient monitoring the co-participant's talk
 - Dealing with the production of accuracy by the deployment of a ‘try-marking’ device (Sacks & Schegloff, 1979) or a ‘let the trouble pass’ device (Firth, 1996)
 - Conjugation or content search sequence (collaborative construction of content: reproduction of the scripted sequence)
 - Gaze and postural shifts
- Closing phase (Post expansion sequence after the scripted phase)
 - A minimal extension which is not specified or required by the task prompt
 - A non-minimal extension (shared laughable experience)
 - An elaborate extension (socialisation)
 - Minimal response tokens (e.g., *oh*, *ok* in English, and *soo desu ka (I see)*, *un (yeah)* and *hai (yes)*)
 - Gaze and postural shifts

As seen in the pattern of the sequential practices, students opened the tasks through joint attention and default attention. While joint attention indicates mutual coordination through mutual gaze, default attention implies that students interacted with the prompt only by looking at the prompt rather than interacting directly with their peers. With the type of task that required the use of the task prompt, however, the students did not necessarily need to build joint attention when opening the task. It showed that students developed the scripted talk by constructing the conjugation and content search sequences; yet it was also revealed that when the students collaboratively constructed the content for the task, they tended to focus more on the task completion than on changing their ideas. By adopting the ‘try-marking’ device, students were inclined to check the production of their accuracy as well as to invite the co-participant as the next speaker; i.e., through recipient design. By contrast, students tended to delay repair and deploy the ‘letting trouble pass’ device first when they encountered problems in hearing or understanding in using the task prompt. In terms of the task closings, the students closed the scripted task by extending talk with both sequences of scripted turns and non-scripted turns. Moreover, the production of minimal tokens (i.e., sequence-closing thirds (SCTs)) such as *oh*, *ok* in English, and *soo desu ka* (*I see*), *un* (*yeah*), and *hai* (*yes*) in Japanese was pervasive. By producing such SCTs, students displayed their alignment with the co-participant and moved forward to the next activity. Similar to the task-opening talk, the task-closing talk of FL group interactions appeared to be non-negotiable because, unlike mundane conversations, it was a requirement that the imposed task be accomplished (Hasegawa, 2010).

The features of the opening and closing tasks might differ according to what type of task is performed. As an example, in terms of the use of nonverbal actions such as body orientation and gaze, Hellermann’s (2008) study of learner’s construction of task-in-process identified that although students tended to collaboratively accomplish their postural alignment and orientation in opening the task, the deployment of nonverbal actions was minimal in the

closing sequence of the task. On the other hand, Hasegawa's (2010) study of semiscripted paired tasks found that students tended to focus more on the task prompt during the scripted phase rather than look at each other. However, while they were extending the talk, gaze was pervasively utilised.

In sum, although the nature of the study design and the language proficiency level of the students differ from the present study, Hellermann's and Hasegawa's findings suggest that it is crucial to observe learners' practices in task discussions with reference to opening, task development and closing. Such attention will provide a window on learners' orientations and methods for initiating the discussion task, for progressing the task and for bringing the task to completion or abandoning it. In relating these findings to my study, it suggests a useful classification: a task-opening phase that includes the task-prefatory phase and the task-initiation phase, the task-development or progression phase and the closing or task-completion phase.

In the next section, discussion shifts to minimal response turns. As minimal tokens are an important feature of the base adjacency pair, and for showing how the next speaker understands the previous turn, in the next section attention turns to a discussion of these important interactional features that will be relevant to my study.

Response tokens

Response tokens have been a focus of research over the last 50 years. They have been reported in a wide range of fields such as sociolinguistics, social psychology, linguistics, (cross-cultural) communication studies, linguistic anthropology and education, and as a consequence have been studied using a variety of research methods. A large number of studies in these fields has considered speaker activity as a form of speakership. This, in turn, might have resulted in a failure to see the importance of interactional organisation that shapes how participants achieve

turn construction through the collaboration of both speaker and listener. This is an oversight that results from regarding recipient behaviour as only a form of speakership. A current speaker's extended talk may be displayed in a different style within a talk in progress depending on how and in what way the other participant is responding and acting (Goodwin, 1979, 1981, 1986, 2000, 2006; Goodwin & Goodwin, 1987, 2004; M. H. Goodwin, 1990, 2005).

In CA, as we have discussed above, interactions involve both parties as speaker and addressee (Gardner, 2001; Maynard, 1997). Listenership is of vital importance because, by listening, a participant is both a recipient and a co-constructer of a current speaker's ongoing talk (Gardner, 2001; Goodwin, 1981, 1986; Schegloff, 1982) also crucial to speaker selection and the next turn. Responding actions in conversation are complex tasks because the current listener should grasp the prior speaker's talk in order to deliver an appropriately fitted or conditionally relevant response (e.g., Aoki, 2008; Gardner, 2001; Goodwin, 1986; Ishida, 2011). Response tokens and their embodied displays play an important role in this process because participants' understandings and interpretations are manifested through them (Goodwin & Goodwin, 2004).

Despite extensive prior research on response tokens over past decades, there does not appear to be a consistent definition or agreement about what features should be included. For example, in English, Kendon (1967) proposed the term 'accompaniment signals' which includes gaze direction with short utterances; Yngve (1970) included head nods; Duncan and Fiske (1977) included nods and head shakes and applied the term 'back channels' to highlight how the listener's action is separate from the speaker's action.

In turning to CA, Jefferson (1984) utilised the term 'acknowledgement' for utterances such as 'mm hm' and 'yeah', while Schegloff (1982) used the term 'continuers' for 'non-primary' turns such as, not only utterances like 'mm hm', 'yeah' and 'uh huh', but also nods. Acknowledgements (Jefferson, 1984) are displayed to mark the agreement or

acknowledgement of the prior turn. Continuers (Schegloff, 1982) are represented signals of “understanding” (p.73). They can also be deployed as an extended turn to support the current speaker’s ongoing talk. Change-of-state tokens (e.g., *Oh, Ah*)’ (Heritage, 1984) display the change in a speaker’s locally current state of knowledge: epistemic status changes (from not knowing K– to knowing K+) (Heritage, 2012a, 2012b). Gardner (2001) referred to these listener responses as “response tokens”. He defined them as “conversational objects that indicate that a piece of talk by speaker has been registered by the recipient of that talk” (p. 13) and analysed their function in interaction based on their features and position in talk. This generated continuers (*mm hm, uh huh*), acknowledgements (*yeah, mm*), and newsmarkers (*oh, right*). For example, as a newsmarker, ‘*oh*’ claims a change of state of the current speaker’s knowledge while ‘*right*’ as a newsmarker-like object exhibits the identification of the information by cause of “what has been said to which it is oriented” (Gardner, 2001, p. 251). According to Widdowson (1979, cited in Rendle-Short, 2006, p. 32), response tokens refer to ‘discourse as process’ while non-response tokens refer to ‘discourse as product’. ‘Discourse as process’ focuses on the production of the actual talk within ongoing talk by participants while ‘discourse as product’ focuses on the structure of the talk.

Moving beyond English, in Japanese response tokens are referred to as ‘*aizuchi*’. *Aizuchi* is defined as the action of a speaker taking a turn, which is then acknowledged by a recipient to show that information has been delivered and shared (Horiguchi, 1997; Kubota, 2000). The recipient(s) may express what they understand and know through repetition and paraphrasing of the prior speaker’s utterances, head nods and *aizuchi* lexicons such as *a, aa, e, ee, un, hm, soo* (yeah/right/I see), *hontoo* (really), *soodesuka* (Is it/Is that so?), which are collectively termed ‘*aizuchi-shi*’ in Japanese. Kita and Ide (2007) point out that ‘*aizuchi*’ are sometimes utilised by the current turn holder.

In this study, I will refrain from the use of the terms *aizuchi* and ‘backchannels’, the latter being the most commonly used English translation of *aizuchi*. The decision not to use either is because the scope of these terms is unstable and ambiguous in the research due to the diverse terms and examples in English. The diverse forms of *aizuchi* are often grouped together in the one category in Japanese, rather than examined systematically or being functionally separated (Aoki, 2008). From a CA perspective, the primary function of response tokens is to provide some information about what is heard, acknowledged, understood, or agreed with or dealt with as new information or not during the course of ongoing interaction (Gardner, 2001). Given their importance in responding turns and the fact that they play a crucial role in ongoing talk to indicate to the speaker to continue, to display a stance or to close a topic or an interaction, response tokens are important to my study.

In the final section, I turn to the notion of ‘participation framework’ (Goodwin & Goodwin, 2004) and multimodal interaction, which given the focus on interactions during discussion tasks in the different seating configurations, will also be important to my study.

2.3.3. Participation framework and multimodal interaction

The concept of ‘participation framework’ is derived from Goffman’s (1981) concept of ‘footing’ in social interaction. While Goffman (1974, also see 1981) introduced the concept of ‘participation framework’, which covered the participation of both speaker and hearer in social interactions, Goodwin and Goodwin (2004) indicated that participants in interaction co-participate and co-construct through embodied actions to engage in accomplishing the development of the further extended talk in progress. Put simply, Goodwin and Goodwin’s (2004) model of ‘participation’ takes account of the simultaneous multimodal activities of all participants in an interactional event, such as their reciprocal monitoring, how they design their actions to be monitored, and how they make features of the local ecology salient to each other. Goodwin (2007) stated that “the visible structure of such participation frameworks enables

separate individuals to build a joint action together in ways that take account of both relevant structure in the environment that is the focus of their work and what each other is doing” (p. 69). Multimodal sequence organisation of talk and action enables participants to recognise and attend to joint actions with one another.

Multimodality has developed beyond the idea of meaning in communication, as proposed by Halliday (1978), to how people make and shape meaning in a situated context to achieve particular goals (Jewitt, 2013). The principal focus of multimodality is the use of semiotic resources that are the tools of meaning-making including signs and the process of incorporating gesture within interaction in a particular context (Jewitt, 2009). The meaning of a ‘word’ cannot be considered solely without non-verbal behaviour, especially during face-to-face interaction through which participants constantly engage with meaningful facial expressions, gaze, gestures, body postures, head movements, words, grammatical constructions, and prosodic contours (Stivers & Sidnell, 2005). Kendon (2009) pointed out that the action managed by a particular utterance may be converted by the particular gestures, and that verbal and non-verbal actions mobilise together as an integrated ensemble as well. Sometimes participants are able to monitor recipient’s understanding of talk in progress by their head movements (Aoki, 2008). Concomitantly, there has been a gradual increase in CA studies that attend to nonverbal phenomena, and prominent work has been done by various researchers (Filipi, 2009; Goodwin, 1979, 1981, 1986, 2000, 2006; Goodwin & Goodwin, 1987, 2004; M. H. Goodwin, 1980, 1990, 2005; Heath, 1986; Mondada, 2007, 2009, 2011, 2016; Stivers & Sidnell, 2005).

In investigating spatial orientations through the use of the empirical and micro-analytical approach of CA, Davitti and Pasquandrea (2017, p. 109) argue that the “interactional ecology of objects” (i.e., language, visual actions and artefacts such as textbooks), including the spatial arrangements in which human interaction occurs *in situ*, has an impact on the

dynamic interactions among participants. They investigated participants' development of interactional sequences with regard to how multimodal resources are employed in building a conversation in sequence and how interpreter-mediated interaction is influenced by these semiotic resources coupled with the mobilising actions of participants in the ongoing interactions of parent-teacher interviews. They found that the embodied multimodal actions can be affected by a semiotic resource (e.g., the school report in their study) in interaction. For example, pointing at the report was one of the recurring patterns that emerged in an orderly fashion. Such pointing gestures were used not only to illustrate and clarify the specific points in the report, but also to relate the report to interactions, and to request the co-participants' attention, anticipate the next action and next speaker, and make co-participants self-select as the next speaker. These actions facilitated the progression in each phase of the encounter. (On pointing gestures, see also, Filipi, 2009; Mondada, 2007). Another important finding was an interactional ecology that was vigorously used to trigger speaker change. The study highlights the significance of the correlation of the design of a turn to the spatial layout in interactions using a CA methodological framework. The findings of Davitti and Pasquandrea (2017) therefore provide essential evidence and have vital implications for my own study.

Multimodality in classroom interaction

In addition to Davitti's and Pasquandrea's work above, the recent studies of Majlesi (2021) on two participation frameworks (i.e., student-student talk & teacher-student talk) in a Swedish classroom will be robust enough to support the importance of the current study in utilising CA. I will discuss one (i.e., student-student talk) of the examples in Majlesi's work for its relevance. Given as an example is a situation in which a student uses an immediate object to make sense of the word 'backside (*rumpa* in Swedish)' while building a learnable social context and interaction. By displaying an utterance with embodied gesture, the study clearly showed the student's goal and engagement in word searching. Interestingly, the orientation to acquiring a

new word started from a playful event yet it gradually changed to a learning sequence through the use of the object (own lower back), interactional space (word searching context) and actions (hitting) together with multimodal resources (language and gaze). In so doing, students successfully achieved language learning behaviour (Markee, 2007). Majlesi's work illuminates how the social space is co-constructed by participants and how students build the immediate object as a learnable in the FL classroom during a word search.

Several questions arise: what if an immediate object is not usable to search the word they do not know? What resources would students use to make sense in establishing an interactive social space? And what if the student did not explicitly generate a question – would the establishment of the learnable through interaction still be achievable? As will be seen in chapter 3, whether or not a resource is provided will affect the interaction.

Majlesi (2021) defines “Learnable” as “the objectivity of anything made relevant and treated as learnables that depends on how they emerge and are used in social practices” (p. 42). More importantly, the objects would not be treated as learnables if they were not understood, recognised, heard, oriented to and or made sense of by the participants in the process of social organisation. Thus, the objects (learnable things) are considered based on how students orient to, how they make them relevant and how they handle them through their talk and action *in situ*.

Regarding the institutional context, as will be discussed in the following chapter (section 3.2), students shape and build the interactional spaces (i.e., context) while orienting to and operating on objects of knowledge through their talk. In a pedagogical context, the context can be defined as an interactive space that considers social and spatial environments (e.g., seating layouts in the classroom), including language and interaction. People participate in language learning events that are premised on a pedagogical focus (Majlesi, 2021). Therefore, observing multimodal interactions associated with group discussion tasks, and in combination

with different task-types and the seating layouts, is pivotal to this study. To examine such a complex process of actions and interactions in an FL classroom, an emic CA approach that asks ‘why that now?’ through the lens of task-in-process (Seedhouse, 2017), allows access to what actually occurs moment-by-moment, and why particular factors matter and affect task outcome.

Multimodal CA has also been suggested as a methodology through which to consider how multimodal units are constructed in Japanese interaction, since units often emerge bit-by-bit in Japanese, in a way that is distinct from English (Iwasaki, 2008). Due to the fragmented features of Japanese conversation, basic units have to be examined through the understanding of the recipient and her/his co-participation in a turn. This is where participants engage jointly and construct actions together both verbally and through embodied actions. From this point of view, multimodal CA is an obvious choice as an overarching research framework for the current study. It involves the investigation of verbal and nonverbal actions of students, such as gaze, gesture, facial expression, head movements and laughter since the analysis of nonverbal embodied behaviours in interactions is essential to spatial layout.

2.4. Chapter summary

In this chapter, I have discussed the essential theoretical framework for the present study comprised of Kendon’s (2010) F-formation and CA. I have defined the theoretical concept of the F-formation, and the fundamental features of turn-taking and sequence organisation. I have argued that a multimodal CA perspective is a particularly important focal concept for analysing FL student discussion practices as it can provide valuable insights into how students manage and process group discussion tasks *in situ*, and how these are impacted by task-design and seating layout.

In further building the background to the study, Chapter 3 provides a review of pertinent

issues related to classroom interaction. It includes a discussion about language acquisition, learning and pedagogy to identify the gaps in the existing SLA research, particularly in reference to the effects of seating layouts on classroom interaction. Research on task-based student-student interactions in conjunction with seating layouts will also be discussed.

CHAPTER 3: LITERATURE REVIEW (2): STUDIES OF THE CLASSROOM

3.1. Introduction

This chapter will review the literature on investigations conducted in the classroom that is pertinent to this study. The chapter broadly consists of three sections. The first section (3.2) will begin by providing an overview of foreign language (FL) pedagogy that focuses on how interactional competence contributes to second language (L2) production and interpretation in the classroom environment. I will then review the previous studies of interaction in the FL classroom by isolating task-based language education and JFL classroom interactions from the perspective of CA in particular (section 3.3). The focus will be principally on the role of group discussion tasks and the importance of task-based education in a FL classroom context. The final section (3.4) will present the literature on seating arrangements in the classroom both generally and with respect to the tertiary context. This will draw attention to the paucity of research on seating and its impacts on learning in this context. The chapter will conclude with a summary of the key findings and highlight the gaps in our understanding that the study expects to fill.

3.2. Foreign language teaching and pedagogy

Language learning has traditionally been dominated by psycho-linguistically driven analyses of learners' errors from a deficit view of learners' insufficiency, rather than from the perspective of interactional competence (Gardner & Wagner, 2004). In CA for SLA, however, a central concern for researchers who are interested in interactional competence is repair in interaction for maintaining intersubjectivity or mutual understanding (Rasmussen & Wagner, 2000).

Interactional competence

In linguistics, the concept of ‘competence’ was initially formulated by Chomsky (1965) as a linguistic system which allows individual speakers to produce language forms and structures. Later, Hymes (1972) criticised Chomsky’s notion of competence. The focus of Hymes’ idea of competence placed greater emphasis on the actual use of language (what Chomsky referred to as performance). This included language knowledge, feasibility, appropriateness and actual performance in varied social situations and contexts; it shifted the focus from an individual’s internalised knowledge of language. Drawing on Hymes’ notion of communicative competence, Canale and Swain (1980) produced models of L2 language communicative competence and communicative performance. Their notion of communicative competence included grammatical and sociolinguistic knowledge such as the rules of language use and communicative strategies.

More recent notions of communicative or more precisely, interactional competence are construed as the participants’ use of resources in conversation for maintaining intersubjectivity and for accomplishing social actions (Hall et al., 2011; Kasper & Rose, 2002; Mori, 2002; Taguchi, 2015; Walsh, 2012; Young, 2011, 2013, 2014, 2019; Young & He, 1998). Interactional competence involves not only knowledge, but also the deployment of a set of interactional resources in spoken interaction through practices that are co-constructed by participants; this notion diverges greatly from previous notions in the conceptualisation of competence (Young, 2014). That is to say, interactional competence focuses not on the individual’s knowledge of language, but on how participants co-construct and collaborate in orderly ways with other participations in interaction (Kramsch, 1986; Young, 2011). Each participant might employ different or similar interactional resources. Therefore, participants manage to co-ordinate their actions through a wide-ranging set of interactional practices. These

systematic methods, that include linguistic and conversational forms, are used by participants both verbally and non-verbally in order to take part in social interaction (Wong & Waring, 2010). Young (2008, 2019) categorised a number of resources that participants deploy in constructing intersubjectivity during interaction, such as identity, linguistic and interactional resources. Identity resources involve participant frameworks, linguistic resources include register and modes of meaning, and lastly interactional resources comprise “speech acts” (Young, 2019, p. 97) or functions such as turn-taking, sequential interaction, and repair.

There has been a gradually increasing number of studies showing the importance of interactional competence for L2 development in the language classroom (e.g., Barraja-Rohan, 2011; Hall et al., 2011; Hellermann, 2006, 2007; Ohta, 2001; Young & Miller, 2004). Hall, Hellermann, and Pekarek Doehler’s (2011) CA study, for example, provided empirical evidence of L2 interactional competence to show how student-student learning and actions within interaction develop gradually in various contexts. In CA for SLA, however, there is a growing controversy regarding the matter of what *competence* itself entails (Markee & Kasper, 2004); especially at issue is the notion of ‘development’. Importantly and increasingly researchers in CA (see for example the collections in Deppermann & Pekarek Doehler, 2021 and Pekarek Doehler et al., 2018) are providing robust discussions about approaches to analysis to show how issues of development or change over time can be dealt. Young and Miller (2004) suggest that the use of an interactional competence framework as advocated by Markee and Kasper can be used to identify the “interactional architecture of discursive practice” (Markee & Kasper, 2004, p. 495) through participants’ talk-in-interaction.

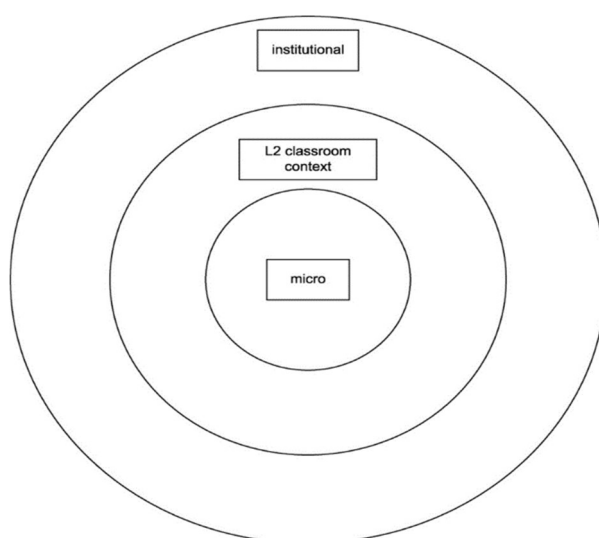
The embodied actions are also part of the “architecture” (Seedhouse, 2004a, 2009) in spoken interaction. These are shaped through visible body actions employed by participants within the ongoing course of interaction (Goodwin, 2000) to accompany verbal formulations. Students’ small group discussion tasks are one important source for examining interactional

competence, as students co-participate in task development and co-construct meanings relevant to the assigned task. Alongside the use of artefacts, learners' effective use of multimodal interactional resources during classroom activities results in more enhanced engagement in the learner-oriented learning environment in the classroom (Walsh, 2012).

Institutional context and group-based interaction in the classroom

In general, the institutional context refers to the locus or domains in which interactions take place, such as the medical environment, newsroom, courtroom and classroom. Since a range of institutional contexts may have different institutional goals, in order to understand the concept of institutional interaction the *core goal* of the specific institutional organisation needs to be identified (Seedhouse, 2009). The core goal in the L2 classroom context is a pedagogical goal, which has been planned to include teacher-centred (i.e., teacher to student) interaction and student-centred interaction (i.e., student to student interaction. Seedhouse (2004a, 2010, pp. 19-20) presents three levels of the institutional context which he refers to as a *tri-dimensional view of context* composed of: 1) the micro context which involves the heterogeneous nature of the interaction; 2) the sub-variety L2 context in which the focus is on issues of the relationship between pedagogy and teaching; and 3) the institutional context where the emphasis is on homogeneity, and which encompasses the evaluation and feedback of learners' production of linguistic forms and patterns of interaction. (see Figure 3.1 below). This tri-dimensional view of context differentiates it from other institutional contexts as well as from the baseline of mundane conversation.

Figure 3.1. A Tri-dimensional view of context (Seedhouse, 2010, p. 19)

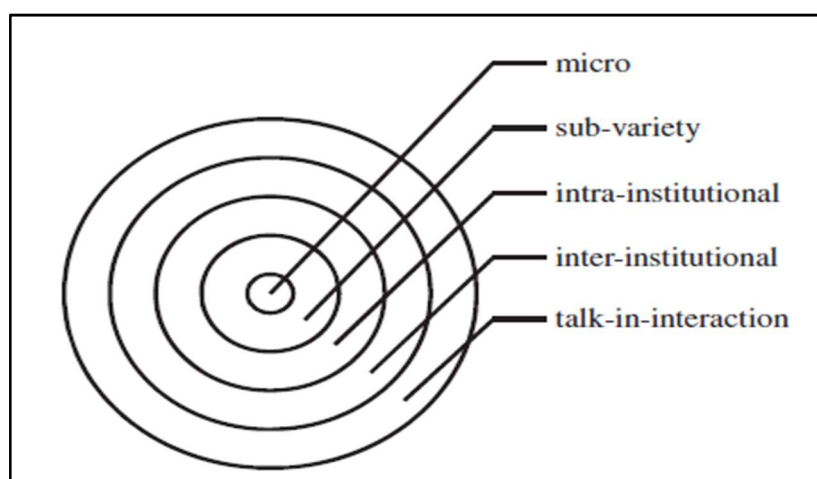


In a critique, however, Larsen-Freeman and Cameron (2008b) argues that “CA offers an indepth view of conversational interaction, but it ignores any insights that a conscious introspection would permit” (p. 211) in analysing a “complexity theory” view of language development. In response, Seedhouse (2010) examines whether spoken interaction in L2 classroom interaction performs like a complex adaptive system (cf., complex theory Larsen-Freeman, 1997 and Larsen-Freeman & Cameron, 2008a) by looking at the three-part sequence of teacher-learner interaction, Initiation-Response-Follow-up (IRF) pattern (teacher initiation, learner response and teacher follow-up or feedback (Sinclair & Coulthard, 1975) (also discussed in chapter 2). Seedhouse states that although feedback and evaluation constitute the pedagogical focus of the process and progress of language education (van Lier, 1988), evaluation is not always done directly and explicitly. As Young and Miller (2004) note: “in many analyses of classroom interaction, when the teacher does not produce an evaluation it is understood as a positive evaluation” (p. 534). Seedhouse (2010) suggests that, as the nature of L2 classroom interaction has a complex “personality” that entails both homogeneity and heterogeneity, the L2 classroom should be considered as a system and “the entire interactional

architecture of the L2 classroom” should be considered as a research approach rather than a context that is comprised of “individual variables” (p. 21).

Building on Seedhouse’s model, Hosoda and Aline (2013) review the concept of the institutional context. They propose five levels of the context by adding two additional levels of context boundaries: *the inter-institutional level* and *the talk-in-interaction level* (Figure 3.2) contexts in which “participants themselves demonstrate the relevance of social context in their interactional practices” (p. 65) through talk. Note that the *institutional context* (Seedhouse 2004a, 2009) is referred to as an *intra-institutional context* by Hosoda and Aline (2013) that includes not only the L2 classroom context but also other institutional contexts (e.g., court proceedings, counselling sessions, news interviews and political meetings).

Figure 3.2. Five levels of context (Hosoda & Aline, 2013, p. 68)



The point is whether there are any similarities in the turn-taking organisation across different institutional contexts. Sacks et al. (1974) in their seminal work, stated that turn-taking in “conversation should be considered the basic form of a speech-exchange system, with other systems on the array representing a variety of transformations of conversation’s turn-taking system to achieve other types of the turn-taking system” (p. 730). As Hosoda and Aline claim, talk-in-interaction in institutional contexts should be regarded as a transformation from the baseline of ordinary conversation. Using this distinction in examining two different levels of

contexts (i.e., teacher-student interaction and student-student interaction) in English as a FL classes in primary schools in Japan, Hosoda and Aline found some similarities and differences with other institutional contexts. In terms of the intra-institutional context, for example, the differences in preferences were shown in the progressivity of interaction between teacher-student interaction (e.g., waiting until the selected speaker responded, and ignoring a non-selected speaker's response) and student-student group interaction (e.g., accepting non-selected speaker responses when the selected speaker had difficulty in responding) when they produced a response. Depending on the *core goal* of the particular context, the preference in the turn-taking features may change, which may involve similar patterns that we can observe in any goal-oriented institutional context. In terms of inter-institutional context, there is a dissimilar feature of the preference for progressivity between teacher-student interaction and pediatric medical visits (Stivers, 2001) whereby non-selected speakers (parents) were most likely to answer doctors' questions that frequently selected children as the next speaker. In terms of talk-in-interaction contexts, Hosoda and Aline revealed that there is a difference in turn-taking between teacher-student interaction and mundane conversation with regard to the preference for progressivity. In ordinary conversation, turns with fewer silences and fewer overlaps are preferred in the turn-taking organisation (Sacks et al., 1974) (see also turn-taking rules in Chapter 2), yet in teacher-student interaction in the L2 classroom, there is a greater tolerance for silence as the teacher prefers to get a response from the selected student, and thus the teacher tends to wait until the selected student responds instead of accepting the response from the non-selected student.

To briefly summarise, the five levels of context proposed by Hosoda and Aline (2013) suggest that in the L2 language classroom, the interplay between mundane and institutional contexts coexists. Considering the context in which participants create and form the specific institutional context that is related to what they orient to through their talk, it would be

important to look at the preferences of participants through the ‘*why that now?*’ (Schegloff & Sacks, 1973) question by observing the features of turn-taking sequential organisation. In applying such an approach in the current study, it should be possible to uncover the orientation and preferences of advanced learners of Japanese during their group discussions. Next, I turn to task-based learning because of the relevance of this body of work to my study.

3.3. Task-based foreign language education

Taguchi and Kim (2018, p. 1) suggest that task-based language education is “an educational proposal and a pedagogical approach that uses tasks as a unit of instruction as well as central teaching and learning resources”. Classroom tasks constitute a primary focus of instruction and assessment in the achievement of pedagogical purposes and are designed to take into account both learners’ real-world interaction needs and learning needs (Long, 2015; Shintani & Ellis 2014). Task-based research focuses mainly on the relationship between task-types and learning potentials, particularly of internal cognitive processing and form-focused linguistic structure (e.g., Doughty, 2001; Doughty & Williams, 1998; Long, 1991, 1996; Long & Crookes, 1992; Long & Robinson, 1998; Lyster, 2004; Mackey, 2006; Mochizuki & Ortega, 2008; Ortega, 1999; Skehan, 1996, 2003, 2009; Swain, 1995, 1998; Swain & Lapkin, 2002). However, other researchers (e.g., Ellis, 2016; Hellermann & Pekarek Doehler, 2010; Long, 2015; Taguchi & Kim, 2018) critique this work by pointing out that learning outcomes are measured based on the pre-planned task design rather than on learners’ actual task performance that is derived through more descriptive empirical studies (Jenks, 2009; Seedhouse, 2005a). Seedhouse (2005a), for instance, exemplifies “task” using Breen’s (1989) study of task phases (i.e., task-as-plan, task-in-process and task-as-outcomes) on the *task-as-plan* (as the intended pedagogy prepared prior to the classroom) from the data derived from the *task-in-process* (as the actual pedagogy as it happens on the fly in the classroom). The latter is made possible through a CA lens. By demonstrating the necessity to shift conceptual and analytical foci from the task-as-

plan to the task-as-process, Seedhouse stresses the importance of adopting an emic CA methodology.

As task design is important to my investigation, in the next section I review task design with particular reference to task complexity and its effects on student performance.

Complexity of task-types and cognition

One of the major issues in task demands is complexity. In terms of task-types and cognition, it is debated whether task demands promote or bring learners' attention, memory and reasoning to linguistic form. Robinson (2001) argues that task complexity is "the result of the attentional, memory, reasoning, and other information processing demands imposed by the structure of the task on the language learner" (p. 29). Robinson proposed a cognition hypothesis (2001, 2008, 2011) that is comprised of cognitive factors (related to task complexity), interactional factors (related to task conditions) and learner factors (related to task difficulty) inherent to task requirements, and suggests that task-types according to the demands placed on learners' attentional demands will affect the task performance. He argues that increasing the cognitive demands of task along resource-dispersing dimensions (or along resource-directing dimensions) can have different effects on learners' language performance (for example grammatical accuracy and syntactic complexity on L2 production). Moreover, task difficulty (vis à vis learners' perception of task demands) is distinguished from task complexity, as learners' cognitive abilities will individually show the consequences of their performance and production.

In Robinson's. (2001) cognitive model, there are two types of *affective* variables (i.e., confidence, motivation, and anxiety) and *ability* variables (i.e., intelligence, aptitude, and cognitive style) in task difficulty. The former can change over time and requires more attention to paring and grouping students while the latter is considered a more permanent determinant

of the resource pool, and is stable over time. Task condition concerns context (i.e., the factors of participation and participant) in which the tasks take place.

Robinson (2007) used the Cognition Hypothesis to examine how the dimension of task complexity affects speech production, interaction, uptake and learner perceptions of task difficulty. The task was divided into three different levels (i.e., simple, medium and complex) of narrative peer-tasks. 42 students in a Japanese university were invited to participate. The speech production generated by a speaker (the narrator) was measured in six-measures of: lexical complexity, type-token ratio, syntactic complexity, clauses per C-unit, the complexity of turns taken, and words per turn by adopting the general production measures used in Robinson (2001) and Skehan and Foster's (2001) studies. Several quantitative measurements (i.e., analysis of variance (ANOVA), error free C-units (%EFC) and fluency (SPS)) were adopted to analyse accuracy and variance. One student in each group had to sequence the jumbled-up story in the correct order and then narrated the story to their partners. Then the partner (the listener) had to place the picture in the order as they heard and understood what the speaker (the narrator) had described. The degree of the task complexity increased from the simplest version to the highest version depending on the complexity of the narrative, which required the use of the simplicity of the event and the character of the cause or the complexity of the description using complex verbalisations, including characters' psychological states which caused the events. Each peer-group performed all three levels of reasoning-demands tasks in the three sequences of simple-medium-complex, medium-complex-simple, and complex-simple-medium. Results showed that not only does the task dimension and a simple and complex set of tasks not affect the learner's difficulty individually, but it also does not affect the impact and individual difference between the learner's ability factors. In contrast, it revealed that higher complexity tasks produced more complex speech,

and tasks requiring more complex reasoning preceded with more interaction and understanding, which is consistent with Robinson's Cognitive Hypothesis.

There is support for Robinson's Cognition Hypothesis in language task-based design (e.g., Fukuta & Yamashita, 2015; Gilabert, 2007; Ishikawa, 2008; Revesz, 2009; Robinson, 2001, 2005). Nonetheless, the study does not provide sufficient empirical evidence for the social actions of speakers in interaction and how the collaborative actions affect task complexity. The concerns of the current study focus on the consideration of group space-orientations by the task-types in students' group discussion tasks. Firth and Wagner (2007) point out that the meaningful activities in which participants engage by using an L2 as

“in situated social practices, use and learning are inseparable parts of the interaction. They appear to be afforded by topics and tasks and they seem to be related to specific people, with particularized identities, with whom new ways of behaving occur as the unfolding talk demands” (p. 812).

In other words, cognitive activities take place through social participation and interaction where shared meaning is key and needs to be monitored and (re)established. Understanding crucial to shared meaning, is not simply an individual matter that is conducted separate from or in isolation from the interactional context. Robinson's cognitive model does not take the social dimension and intersubjectivity into account as a fundamental characteristic of interaction that has a bearing on task design. It is therefore inadequate for categorising task-types as the focus on interaction is missing. In the words of Appel (2010, p. 224) “(p)articipant roles can be a resource for adapting to the complexity of the academic task structure”. Students thus engage in these learning opportunities in various ways through socially distributed cognition (Walsh & Jenks, 2010). Task complexity, therefore, emerges through a CA lens that gives prominence to the establishment of epistemic status and indexicality (i.e., actions *in situ*), repair, intersubjectivity, and sequential organisation. CA also permits analysis of how the speakers

(students) themselves orient to the task in task-based interaction. In this respect it is akin to Seedhouse's notion of task plan through the process of learning through interaction (Seedhouse, 2017). Next, I will elaborate on the ways in which CA sheds light on task-based interaction in the FL classroom.

Shifting the conceptual and analytic focus on task performance to CA

Ellis (2005) has identified the limitations of cognitive approaches in traditional SLA work by claiming that these approaches do not show what learners actually do during task planning; nor do they recognise that planning and task performance construct social activities as well as cognitive activities. Furthermore, they do not acknowledge that cognitive processes emerge through interaction.

Following the call by Ellis for the importance of including accounts of social and cognitive activities as interactional activities, Markee and Kunitz (2013) investigated three students' task-planning processes during small group work in an Italian FL classroom at a university in the United States. They uncovered that through multimodal resources, participants accomplished task-planning work (i.e., word searches or grammar searches) for future tasks and showed their understanding of the co-participant's talk through repetition and embodied actions (e.g., eye gaze, hand gestures, and facial expressions) in subsequent turns. Markee and Kunitz's work has clearly shown that CA can uncover both social and cognitive dimensions of activities during task performance.

From the above it is clear that in L2, tasks are understood as having an important role in shaping language learning and in motivating learners to engage in interactions, particularly in student-student group interactions. A CA perspective can be very useful in analysing the actual interactional performance when the focus is on the task-as-process in task design (Breen, 1989; Seedhouse, 2005a). As Pica (1997) argued the concept of *task* is closely related to compatibility

between L2 teaching and research contexts; it is, therefore, valuable to explore language learning and pedagogy from the perspective of task as a “joint action” (Hellermann & Pekarek Doehler, 2010, p. 42). Furthermore, it is crucial to analyse learners’ cognition as they work on set tasks as socially distributed (Hellermann, 2007; Kasper, 2004; van Lier & Matsuo, 2000).

Turning to Japanese in higher education, as stated in Chapter 1, few studies have attended to JFL classroom peer and group interactions. Indeed, a review of the literature indicates that just four studies have provided empirical evidence of learners’ interactions in the JFL classroom from a CA perspective. In the following section I will discuss these four studies of Japanese because of the relevance of the context to this study. All four have explored JFL learners’ peer interactions in task-based learning.

Previous conversation analytic studies of Japanese classroom interactions among learners of Japanese

Ohta (2001) investigated the process of classroom L2 development in acquisition and learning for first year novice adult learners in a Japanese foreign language classroom setting in the United States. At that time, investigations of foreign language classroom interactions through explicit attention to the development of interactional competence, had not previously been conducted due to the difficulties in controlling diversities and the methodological impediments in conducting them. Basing her study on Vygotsky and his concept of the zone of proximal development (ZPD), Ohta showed how individual learning is related to the learning process, and how the learner takes part in learning through the diverse roles of recipient, auditor, and over-hearer in classroom activities. In so doing, s/he can experience a broad variety of interactions to develop her/his interactional competence in an L2 classroom setting.

Ohta explored private speech, peer interactive tasks, student-focused analysis of the effectiveness of learners’ incidental repair, task design and task implementation. A particular

focus of analytical interest was interactional competence achieved by looking at recipients' responses in the third turn position of the Initiation, Response and Follow-up¹¹ (IRF) three part sequence such as the question-answer drill or prompt-response among four first year novice adult learners of Japanese interacting with their teacher. The study concluded that peer learning settings showed far higher rates of repair than the learner-teacher interactions, and that they provided abundant evidence of language learning and acquisition over time.

Importantly, although the IRF sequence is derived from discourse analysis, not from CA, Ohta's (2001) approach in a mixed CA and discourse analysis method that draws on Vygotsky's sociocultural theory, nonetheless, reveals a complex set of classroom interactions. The students' participation in interaction revealed that their interactional competence of Japanese developed as they constructed specific learning contexts through tasks (Mondada & Pekarek Doehler, 2004). Furthermore, individual students understood the activity in different ways and they had different opportunities for participating in class activities.

The second study by Mori (2004) investigated peer interactional activities in an intermediate Japanese foreign language classroom in a tertiary institution in North America. The study focused on how sequences in talk are distinguished and how participants negotiate sequential boundaries during peer work conducted to complete the assigned task. One finding concerned 'side sequences' as the locus for participants to negotiate and deal with their language problems. The term 'side sequence' was proposed by Jefferson (1972). It occurs not as a part of the main activity but is adjacent to it during the talk in progress. In Mori's study, the interactional work in the side sequences involved word searches, where boundaries were

¹¹ Ohta (2001) used the term follow-up (Sinclair & Coulthard, 1975) that appears after the response turn, rather than the term evaluation (Mehan, 1979, 1985). This is because she maintains that the sequential third turn need not be evaluative.

noticeably represented through language alternation¹² and gaze shifts. The study found that moving out of the main sequence into a side sequence for language accuracy by one party was likely to have obstructed the other party's ability to proceed with the assigned task. Additionally, participants who began the side sequence carried on the task, while participants who attempted to extend the side sequence sought assistance from the teacher. According to the distinguishing feature of side sequences in peer interactive activities, it is shown that learners are likely to move out of the main business of the interaction (the main sequence) to produce repair and word search actions collaboratively. Thus, it might be concluded that the interactional work that occurs in side sequences is indicative of learners' interactional competence.

In the third study, Mori and Hasegawa (2009) applied the methods in CA to examine how participants' cognitive states¹³ are displayed in classroom interaction through the use of various semiotic resources, (i.e., language, visual actions and artefacts such as textbooks), and how such actions influence peer interaction in meaning-making interactive processes. Two participants were observed, also in an intermediate tertiary Japanese class in the United States. The main focus of the analysis was to examine how students engaged in word searches, and how they expressed and shared their intended meaning and understanding. The analysis found that when learners' activities were based on the textbook, they tended to resort to the textbook to search for a difficult word to produce. By contrast, if the assigned task required that students use their prior knowledge, they were likely to continue to expand and construct the talk by

¹² Language alteration (Gafaranga, 2018) refers to a phenomenon whereby participants switch between the L2 or additional language and their native language to communicate in bilingual environments, communities, as well as in the foreign language classroom (Baker, 2006; Liebscher & Dailey-O'Cain, 2005; Morton & Evnitskaya, 2018).

¹³ Cognitive states involve knowing, confusing, forgetting, remembering, recalling, noticing, and understanding (Mori & Hasegawa, 2009, pp. 67-68).

using a target grammar pattern even though they had completed the assigned task using their own knowledge.

The fourth and final CA study on JFL is by Hasegawa, (2010, 2021). As already discussed in Chapter 2 (section 2.3.2.3), Hasegawa (2010, 2021) investigated how learners displayed their orientations to task-in-process, and their practices and participation in paired task work in the classroom. Participants were beginning-level JFL students in a university in the United States. Using three different types of scripted tasks (i.e., scripted task-type one where all explicit information was provided; scripted task-type two where a basic structure for filling a turn in the blank and phrasal cues were provided; and scripted task-type three where only a basic structure was provided), the study examined how students undertook scripted tasks using verbal, embodied nonverbal resources and the task prompts. The analysis uncovered interactional practices in a range of patterns in the three phases of the opening talk, scripted talk, and extended talk. While the findings showed that students jointly worked together to complete the scripted tasks while mutually monitoring each other, there were cases where students focused more on task completion by deploying a ‘let trouble pass’ resource without displaying their understanding of the co-participant’s utterance. Moreover, students tended to reproduce the word presented on the prompt rather than share their opinions in the scripted-task one type.

In sum, these four studies (Hasegawa, 2010, 2021; Mori, 2004; Mori & Hasegawa, 2009; Ohta, 2001) were concerned with class interactions of JFL learners ranging from beginner to intermediate levels, using diverse task-types. They illuminated ways of allowing for the complexities of talk-in-interaction in the classroom setting to emerge by applying the micro-analytic CA methods. The current study will build on and extend this prior research by further investigating task design and pair and group work, and by looking at the impact of seating

layout in combination with task design in an advanced class, two issues that hitherto remain unexplored.

So far, I have discussed FL education and JFL with a particular focus on tasks and task-based language teaching and learning in the classroom environment. In the next section, I turn to previous studies on interaction where the spatial layout was a focus, and identify the research gaps. The section will discuss the effectiveness of the seating layout in the classroom context and beyond.

3.4. Spatial layout and interactions

An early study on group spatial layout was conducted by Lippitt and White in 1939 (cited in Steinzor, 1950). Although Lippitt and White's study was not classroom based, in examining the impact of the group environment, they brought attention to the importance of seating layouts that affected the behaviour of individuals in a group. The spatial factors in face-to-face group classroom interactions were in fact first systematically examined by Steinzor (1950). Steinzor found that participants seated in face-to-face discussion groups tended to interact more often and longer than participants seated side-by-side. Since then, a significant amount of research has focused on the effects of extensive spatial layout in human interactions in both non-classroom settings (e.g., Michelini et al., 1976; Patterson et al., 1979), and in the classroom (e.g., Correa et al., 2017; Daniels, 1998; Fernandes et al., 2011; Marx et al., 1999; McCorskey & McVetta, 1978; Noyes, 1971; Rosenfield et al., 1985; Wannarka & Ruhl, 2008; Xi et al., 2017).

In the non-classroom setting, Patterson et al. (1979) investigated the effects of small group behaviours on seating distance and orientation in two male and female groups consisting of four people. The groups were divided into two different seating formations: a non-facing (less directly facing) L-shape formation and a facing circular shape formation. The group

discussions were tape-recorded and monitored by two observers who commented on speaker turns, gestures, the length of pause and postures (self-manipulative behaviours, leg movement and postural adjustment). The data was measured using a multivariate analysis of variance (MANOVA). The study revealed that while there were no significant gender differences, participants in an L-shape were inclined to deploy noticeably longer pauses and frequently adjust their postural alignment than participants in the circular shape formation. Through the results of participants' leg movement and self-manipulative behaviours, they also claimed that such body behaviours, on the one hand, may indicate a signal discomfort, while on the other hand, may also indicate a positive reaction to the group discussions. The study concluded that a circular formation (facing orientations) facilitates interaction as the participants need to adjust their body posture less to achieve visual access to each other than in an L-shape formation (less directly facing orientation). The study also found that there were prolonged silences after one speaker's turn had been completed in an L-shape formation and that the production of silences increased discomfort in discussions. This might have resulted in the production of fewer pauses and more turn changes in a circular group than in an L-shape group. It is unclear why the long silences occurred and what the speakers were doing, but the study brought attention to the fact that although L-shaped forms, which are close to the side-by-side forms often encountered in everyday life (e.g., the waiting area of offices, bus and train platforms), can be restrictive to those who want to interact with each other.

Although the above studies suggest that spatial organisation influences group interaction, the studies were conducted using etic (observer-oriented) perspectives (see Chapter 4). The studies also showed that analysing data using the ethnographic tool of observer's notes during tape-recordings, has limitations in being able to capture the participants' moment-by-moment embodied behaviours in turn-taking and the sequential organisation of the interactions which might have revealed how participants resolved issues that affected the interactions.

Attention to the latter is a fundamental concern of a CA approach, the microanalytic focus of which makes it possible to capture the finer details of interaction to show in what ways the participants themselves orient to solving trouble to establish intersubjectivity. It is nonetheless evident that there are various possible spatial arrangements, and that they depend on the local interactional purposes, the needs of the participants, the relationships and the objects or artefacts they use as they interact. However, what if the space were set for a specific purpose, as often occurs in the classroom environment? There may, for example, be seating positions that cannot be changed easily (Kendon, 2010; Setti et al., 2015). The question then arises as to how interactions can be managed and maximised in such fixed and structured spatial layouts particularly in a classroom, as it clearly appears from the above that layout does affect interaction more broadly. In the next section, I review studies that have paid attention to the effects of seating layouts in the classroom context.

3.4.1. Studies on classroom seating layout

Since not all tasks have the same characteristics, the seating layout should be considered and changed according to the task goals: whether for example it is an interactive task or an independent task that requires interacting with the teacher (Steinzor, 1950; Wannarka & Ruhl, 2008). There has long been interest in the impact of seating on classroom interaction, but little research has been conducted in a tertiary context. Studies on seating layout in classroom contexts from kindergarten to elementary and secondary schools have been concerned with investigating student' behaviours, academic outcomes (achievement) and motivation under teacher-student interactions. Studies have investigated misbehaviour (Badia-Martin, 2006; Daniels, 1998); academic achievement and behaviour (Downer et al., 2007; Evertson & Weinstein, 2006; Germmen et al., 2016; Granstrom, 1996; Kinahan, 2017; Moore & Glynn, 1984; Pace & Price, 2005; Rogers, 2020); motivation (Shao-Bei & Qulin, 2011); peer relationships (Farmer et al., 2011; van den Berg & Cillessen, 2015); and on-task behaviour

(Axelod et al., 1979; Bennett & Blundell, 1983; Hastings & Schweiso, 1995; Marx et al., 2000; Rosenfield et al., 1985; Wheldall & Lam, 1987; Wheldall et al., 1981; Yeomans, 1989).

Wannarka and Ruhl (2008) conducted a literature review of eight articles about on-task behaviour regarding classroom seating arrangements (i.e., in rows or circular layouts). Despite the inconsistency of the term ‘on-task’ (e.g., hand-raising, complying with teacher’s instructions, and looking at materials) among researchers, the studies identified the changes in on-task behaviours depending on the seating arrangement. Wannarka and Ruhl concluded that in deciding on seating arrangements, the characteristics of the academic task and the desired behaviour or outcome should be taken into consideration. For example, in order to maximise students’ on-task behaviour in teacher-student interaction, teachers should consider using seating arrangements where students are seated side-by-side in a row rather than in a circular layout. On this point, the investigations of Marx et al. (2000) and Rosenfield et al. (1985) showed that a circular or semi-circular layout while brainstorming or asking questions of the teacher were superior to rows.

A very recent study by Rogers (2020), in which he studied the seating arrangements of small, horseshoe- and pair-seating layouts in a fourth-grade English language Arts class also found that classroom seating layouts affect students’ performance. Rogers’s study focused on both teacher-student interaction and student-student small group activities using questionnaires and the participants’ pre- and post-test scores as well as an interview from one student. The findings show that the horseshoe arrangement was the most favoured seating layout among participants and also provided the best results in both test scores and in the rate of participation. In another example, (Correa et al., 2017), one of the very few studies conducted in a FL setting, the relationship between two different group seating layouts (i.e., in rows and in separate tables) and the students’ participation during speaking activities in a beginning English as a Foreign Language (EFL) class at a secondary school classroom in Chile, were examined. The authors

found that a side-by-side arrangement in rows minimised student to student small group interaction and cooperation. Seating at separate tables, on the other hand, enhanced interactions, and maximised students' motivation to participate in group interactions, although notably these occurred in Spanish rather than in English.

While a significant amount of research has been done on the effectiveness of seating arrangements on learning in classrooms from primary to secondary education, these existing studies do not provide concrete observable evidence about turn-taking and the ways in which students work to: 1) establish intersubjectivity and 2) progress a given task to conclusion. As stated, they were designed with the ethnographic methods of collecting observation notes, interviews and questionnaires. This constitutes a methodological gap in research about student-student classroom interactions generally and the JFL language classroom in particular, and provides the grounds for suggesting the need for approaches to data that shed light on the spatially organised interactional practices of students in discussion tasks.

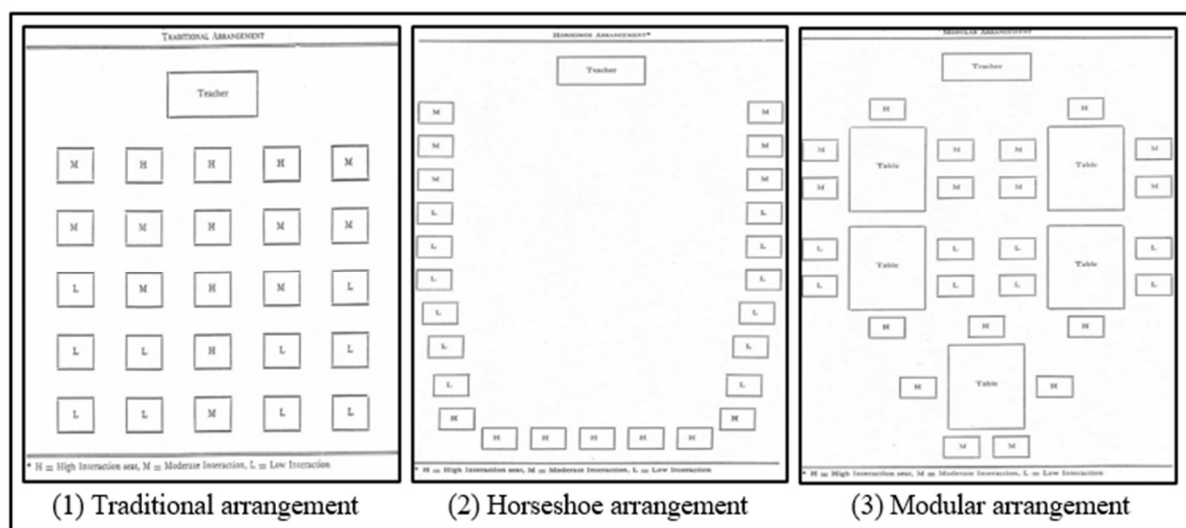
In the final section, I will consider the research on the seating layout in tertiary institutions, which is the focal context for the current study.

3.4.2. Studies on tertiary classroom seating layout

Brown (2014) highlights the neglected field of research about tertiary classroom seating layouts, and their correlation with learners' competence and achievement. What little research there is in this domain has shown that the seating arrangements in a tertiary classroom can affect learning and teaching styles, the learning context and the students' academic performance (e.g., Becker et al., 1973; Brown, 2014; Fernandes et al., 2011; McCroskey & McVetta, 1978; Rae & Sands, 2013; Xi et al., 2017). Three studies are reviewed below which best present findings pertinent to my study in a tertiary education environment: Brown (2014), McCroskey & McVetta (1978), Rae & Sands (2013) and Xi, Yuan, YunQui & Chiang (2017).

McCorskey and McVetta's (1978) study examined the effects of seating arrangements by focusing on the different seating arrangements that were fit for class purposes and/or based on students' interactional preferences. 972 college students, who were enrolled in two courses in communication concurrently, were surveyed. Data were obtained on communication anxiety, seating arrangements (traditional straight-row, horseshoe/semi-circular and modular arrangements, see Figure 3.3 below) and seating preferences twice in one semester with a three-month interval. Teacher-student interactions were dominant in the traditional arrangement, while both teacher-student interactions and student-student interactions were found in the horseshoe arrangement. Student-student interactions were found most often in the modular arrangement.

Figure 3.3. Classroom seating arrangements (McCorskey & McVetta, 1978, pp. 100-102)



McCorskey and McVetta also reported that traditional arrangements that limit interaction were more pervasive in compulsory subjects, while horseshoe and modular seating arrangements were found more often in elective subjects that enhanced student-student interactions. In sum, seating arrangements were shown to have a significant impact on student-student interactions.

The second study by Rae and Sands (2013) reported that some undergraduate students attending an introductory management accounting course in a culturally and linguistically

diverse classroom, tended to have communication-related anxiety due to their inadequate theoretical and technical knowledge about the course, as well as their lack of confidence in their English proficiency. To solve this problem, the researchers, using data derived from their classroom observations, decided to change the classroom's spatial layout using two styles: a small cluster of seating for group work and a short row for individual work. Students were free to choose their seating. This self-selected, flexible seating arrangement improved the students' engagement in a task and their competence in interacting with their peers in a group and/or with a tutor. It also reduced the students' communication apprehension and reluctance to give a response thereby increasing their participation in class. A shortfall of the study is that Rae and Sands do not provide the details of the research methods used for obtaining these results.

The third study by Brown (2014) investigated the impact of seating arrangements on four selected learner behaviours of millennial-aged students over the course of eight weeks in at a Texas college using quantitative data derived from "the learner behaviours checklist instrument" (p. 43). Brown's study concludes that the millennial students' learning behaviours can be affected by the nature of the learning environment, such as the classroom layout. The seating was arranged in t-pods, square pods, or u-pods. Brown found that academic speech behaviours among students were significantly influenced in the square pods and u-pods arrangements. Although the study sheds some light on the effectiveness of the configuration of classroom furniture, it also makes a set of recommendations about the whole design of the classroom rather than suggesting what an optimal seating arrangement for each participant and for group interactions might be.

Last, a recent study by Xi, Yuan, YunQui and Chiang (2017) used a survey of 174 students in university classrooms in Beijing and analysed how the classroom type (collaborative and U-shaped rooms, specific seating zones, size) and seating arrangement correlated with students' academic achievement. The study revealed that seating arrangements

affected students' academic performance, but the types of classrooms did not produce any significant differences in the students' scores. Whether the classrooms had either lecturer-centred or student-student teaching environments also had an effect. The study concluded that teaching models based on whether the lecturers carry out a lecture or whether the lecturers are facilitators to support students' collaborative learning, as well as students' motivation, were the key factors that impacted students' academic performance.

To summarise briefly, the study of seating arrangements in the above studies focused more on students' learning behaviour and academic achievement than on interaction. However, the consensus from the above and other studies cited is that different seating layouts affect students' behaviours differently when conducting different task organisations (i.e., conducted as individual tasks or whole class teacher-student interaction). Also important is the need to consider different seating layouts based on the pedagogical purpose of the activity. Importantly for my study, the studies reviewed point to an absence of research methods that highlight how interaction, understood as the socially co-constructed actions of learners, is facilitated or obstructed by seating layout as students participate in tasks and work to complete them.

3.5. Chapter summary

This chapter has discussed previous studies that serve to provide theoretical and conceptual support for my study. I have reviewed the literature that underpins FL education and pedagogy, task-types and complexity, as well as classroom interaction in different seating layouts. I have also discussed the importance of employing CA methods to explore students' socially distributed cognition as they work to establish intersubjectivity and to investigate how students orient to the task-in-process. In reviewing the literature, this chapter has confirmed that, despite past work on the effectiveness of seating layouts on students' classroom interactions, there is still room for empirical evidence that focuses on capturing students' interactions in classroom discussion tasks in different seating configurations. As the context cannot be determined

without observing students' locally produced actions, examining sequentially organised turns in students' group discussions as they work to progress task progression in JFL classes, may enable me to fill some of the gaps identified in the above research. In doing so, the current study will build on and extend previous CA work on task-based student-student interactions in a JFL tertiary classroom context.

Arising from the review, three major limitations in the previous research have been identified. They are the absence of: 1) L2 interactional practices in task-based language learning in different seating layouts; 2) multimodal micro-analytic methods to examine seating layouts; and 3) empirical data for task-types in relation to seating. To address these gaps, my aim is to shed light on group discussions in the classroom through a CA lens combined with Kendon's F-formation theory. To achieve this aim, I propose the following research questions to guide my study:

How does seating layout in the classroom affect turn-taking organisation?

- 1) How do students manage problems that arise in understanding the discussion questions in order to work collaboratively and complete the discussion task?
- 2) What interactional resources are drawn on by students to resolve the interactional problems that arise or threaten task progression?
- 3) How do learners orient to the lecturer's instructions?
- 4) Who initiates the first turn to open the task, and what resources do they use?
- 5) What problems occur during task progression?
- 6) What interactional devices are used for dealing with and resolving problems?
- 7) To what extent do seating layouts interact with task-type to affect task discussion?

The following Chapter 4 describes how CA is understood as a set of methods for analysing naturally occurring data. I will then provide detailed information about the research site, participants and procedures employed for data collection.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

The theoretical principles of CA and the key features of the organisation of talk-in-interaction, such as turn-taking and sequence organisation, have been introduced in the earlier chapter, Chapter 2. In this chapter, I am concerned with showing the methods that CA offers for investigating the practices used by participants in language-learning classroom interactions. The chapter begins with an explanation and justification for my use of CA's methods for this study. I will then provide detailed information about the site, participants and procedures for data collection. Subsequently the data analysis, including transcription and the steps taken in analysing the data, will be described. Finally, the ethical considerations are elucidated.

4.1. Why CA?

As stated in Chapter 2, CA researchers investigate how participants orient to the actions of their co-speakers in interaction to achieve intersubjective or mutual understanding (Atkinson & Heritage, 1984). This is done empirically by focusing on speakers' actions in talk as they project the next person's turn (Schegloff, 1972) through actions that are shaped and reshaped by participants (Sacks et al., 1974). The turns at talk are organised through adjacency or 'nextness' (Schegloff, 2007, p. 14) giving rise to paired utterances such as questions and answers, for example. The next speaker's actions may display understanding through embodied responses along with meaningful facial expressions, gaze, gestures, body postures and head movements. Indeed, the capture of nonverbal phenomena has been a gradual focus of attention by an increasing number of researchers (for example, Eskildsen & Wagner, 2015; Filipi, 2007, 2009, 2018; C. Goodwin, 1979, 1981, 1986, 2000, 2006; Goodwin & Goodwin, 1987, 2004; M. H. Goodwin, 1990, 1999, 2005; Heath, 1986; Iwasaki, 2009, 2015; Mondada, 2016; Stivers & Sidnell, 2005; Streeck, 1993, 1994, 2010; Streeck et al., 2011).

As stated in Chapter 2, another area of recent but growing attention in CA relevant to the current study has been CA for SLA and language learning and pedagogy (e.g., Barraja-Rohan, 2011; Filipi & Barraja-Rohan, 2015; Filipi & Markee, 2018; Hellermann, 2008; Lee & Hellermann, 2014; Kunitz et al., 2021; Markee 2000, 2004; Markee & Kasper, 2004; Markee et al., 2021; Mori, 2007; Seedhouse, 2004a, 2004b; Wagner, 2004; Waring, 2016; Wong & Waring 2010). CA's micro-analytic methods are valid and valuable for SLA studies, and studies of language learning and teaching since they "examine the concrete reality of the everyday world and describe the world as we experience it" (He, 2004, p. 580). This work will be drawn upon to inform the analysis in my study.

With respect to methods, CA is a data-driven, inductive method for approaching the processing and management of social action and context through participants' behaviours without pre-formulating a hypothesis. CA analysts engage in 'unmotivated looking' (ten Have, 2007), using recordings as resources to identify the recurring features of participants' behaviour in naturally occurring interactions in order to discover distinctive phenomena, while keeping an open mind so that any intentional details are not missed. To justify the validity of the method used to collect and analyse the data, CA provides an emic approach originally derived from linguistic phenomenology (Pike, 1954)¹⁴, which is applied in various fields to describe human social behaviour.

Distinctive features of the development of the emic perspective in CA

The emic approach adopts a participant's perspective by positioning the researcher as an insider who attempts to interpret the original meanings that participants ascribe to real-world actions

¹⁴ The emic and etic concepts originated from the linguistic terms 'phonemic' (emic) and 'phonetic' (etic) (Pike 1954, 1967). While etic refers to objective or outsider (*researcher-relevant*) description of human behaviours that can be applied across cultures, emic refers to subjective or insider (*member-relevant*) accounts of understanding phenomena and accounts of meaning of the human behaviours within a specific culture (Markee, 2012).

(Markee & Kasper, 2004) using participant-based observation. Wong and Waring (2010) claim that “the insider’s perspective is not obtained by interviewing the speakers, but by uncovering how the participants treat each other’s talk in the details of interaction” (p. 6), so what they attend to and make relevant in the talk through their unfolding turn-by-turn actions is key. The emic approach, contrasts with the etic approach, which positions the researcher as an outsider (Markee & Kasper, 2004; Yin, 2011). Unlike the emic approach that focuses on interpreting the culture that arises from human behaviour and participants’ beliefs in that culture, the etic approach to research is from an outside observer’s (outsider’s) perspective where the analyst attempts to describe human behaviour and participants’ beliefs.

Adopting an emic perspective in this study provides an appropriate approach to investigating learners’ multimodally organised turn-taking in real-time situations. It allows uncovering interactional phenomena and the resources used by students of Japanese as they interact. There are distinctive characteristics of the theory, context and approaches to emic viewpoints in CA when compared to other qualitative studies, such as ethnography that also adopts an emic perspective, as Markee (2012) points out.

First, as mentioned above, CA is an inductive, data-driven method. It is thus a logical and empirical method that relies on data from the talk and/or actions that are produced by participants in interaction. The procedures and recurrent patterns of participants’ turn-taking behaviours are examined to reveal the interactional phenomena in interaction while observing the video and audio recordings of natural data and using the resulting micro-analytically detailed transcriptions. Moreover, the highly and rigorously detailed transcription system reinforces CA’s benefits to researchers and readers, who can access and interpret what occurs in the interaction. More on the transcription of CA will be discussed later in this section.

Second, CA makes it possible to describe how participants maintain their intersubjective understandings and make sense of naturally occurring social interactions

without attempting to set up a situation; the talk here is instantly shaped in context, and the subsequent turn renews the context sequentially by the current speaker. Put simply, the talk rules the context itself; and the next-turn proof procedure (Sacks et al., 1974) identifies how participants produce and manifest the actions of talk-in-turns in terms of what they understand from the prior turn to maintain, adjust or alter the social context of an action through the sequential organisation of interaction.

Third, there is neither a hypothetical research question nor a motivated presumption needed in terms of the background or contextual details of prior data in order to validate it. The evidence of a phenomenon in an interaction is therefore substantiated only by capturing the minutiae of an interaction and analysing the embodiment of turn-taking behaviours that participants produce. Elements of the culture might also emerge in participants' interactions through talk. In CA, analysts cannot invoke gender, race, cultural issues, or any other contextual factors unless the evidence emerges in the details of the interaction (Seedhouse, 2004a). Engaging in the practice of "unmotivated looking" (Sacks, 1984; ten Have, 2007) through observation of participants' interactions in the recorded data, enables analysts to discover the aspects of interactional practices of turn-taking that are shown endogenously by participants, without having a preconceived idea of what to investigate in the data. This does not mean that CA analysts examine data without a motivation for discovery, but rather that the nature of unmotivated looking in CA allows the analyst a more open plan for approaching the data in order not to miss any important phenomena (Hutchby & Wooffitt, 2008; Liddicoat, 2011; Psathas, 1990; Sacks, 1984). As we shall see in Chapter 5, the effects of spatial arrangement on turn-taking, which was a key finding in this study, emerged as a result of employing an unmotivated looking approach.

Finally, researchers of both CA and ethnography try to explicate the intersubjectivity of participants in an ongoing interaction. However, the analysis of turn-taking mechanisms in

the interactions' sociocultural contexts that are manifested through the unfolding talk by exploiting recordings as the only legitimate foundation and by refraining from invoking a priori etic notions, are what most distinguish CA from ethnography. Ethnography attempts to identify the behaviour of communities of people mainly by relying on cultural interpretations, and this approach is often used for field studies of the "cross-cultural of cross-setting comparison" (Watson-Gegeo, 1988, p. 1, cited in Markee, 2012).

In addition, although CA has developed from ethnomethodology, which focuses on studying the activities of the members of a community in terms of how they make sense of the world, and understand and construct social order *in situ* in daily life, the emic viewpoint adopted is different. This is because ethnomethodology is a somewhat distinct empirical method that emphasises production and interpretation of human action within the minutiae of everyday reality (Maynard & Clayman, 2003) using observational field notes. It has been noted that researchers use their own field notes or interviews to study in response to the recorded data "as an unexamined resource for their study of opinions and unobserved activities" (ten Have, 2004, p. 34). CA, however, is a firmly established and grounded tool in its own right for studying the sequential organisation of social interaction through talk per se; thus, the analytic results can be built up solely from the recorded data (ten Have, 2004).

As stated, the current study aims to investigate and uncover how students organise and manage social actions and how participants establish mutual orientation in the moment-by-moment unfolding of embodied talk during small group interactions in the classroom. Examining turn-taking and sequence organisation in ongoing talk among students using audio and video recordings of naturally occurring talk and detailed transcriptions for analysis are indispensable for capturing embodied practices. This will enable me to look closely at the ways in which students make sense of tasks and each other's actions, and to explicitly explain how they understand naturally occurring courses of action (Markee, 2012).

Transcription in CA

As stated above, CA enables the analyst to elucidate interactions regarding how people interpret and achieve social actions; it enables empirical research that adopts a bottom-up approach that relies on the data of real talk that is produced by participants. Therefore, needless to say, a core project of the analytic process in conducting CA research is transcribing the recorded data of naturally occurring talk-in-interaction for analysis to capture how/what has been said by participants. Additionally, as Filipi (2014) points out “in transcribing the data, the analyst seeks to capture as many details as possible because nothing can be dismissed *a priori* as unimportant [emphases added]” (p. 74). The transcribed data expose the precise details of verbal utterances, including the timing of turns such as gaps, pauses or overlaps as well as the volume of the talk, aspiration, laughter and any other audible sounds that occur along with interactional prosodic aspects. Additionally, visible non-verbal behaviours are captured, including body positioning, facial expression, eye-gaze, gesture and posture using a set of well-established transcription notations, initially developed by Jefferson in 1984. These follow a non-standard orthographic transcription, as opposed to standard orthography which is a significant feature of pronunciation. The Jeffersonian methods for CA analytic transcription have been continuously developed by other researchers (e.g., Filipi, 2007; Gardner, 2001; C. Goodwin¹⁵, 1981, 2000, 2013; Heath et al., 2010; Mondada, 2011; Nevile, 2015; Rendle-Short, 2006; Rossano, 2012; Schegloff, 2007; Streeck, 2009; Streeck et al., 2011) in order to allow analysts and readers to access and analyse the data of the conversation.

Using the micro-analytic transcription system and making them available, prevents misleading interpretations of what actually happened in the interactions between participants

¹⁵ In the 1970s, Charles Goodwin captured the visual actions in interactions using video-recorded data (C. Goodwin, 1981).

(Hepburn & Bolden, 2017). Hence, CA transcripts should offer sufficient information and detailed descriptions of the interactants' visible actions in a sequential manner along with the concurrent vocal actions so that the analyst is able to uncover and interpret the meaning of the social actions and practices in the ongoing, situated talk-in-interaction.

In summary, CA can be conceived of as a set of analytic tools for studying actions that are jointly shaped, created and accomplished by participants. In order to achieve this, video and audio recordings of naturally occurring interactions, rather than artificially elicited and controlled data (ten Have, 2007), are used. Video-recording resources that allow displays of visible practice play a crucial role in examining classroom interaction (Gardner, 2013). By using high-quality video- and audio-recorded data, preparing a fine-grained and highly detailed transcription and conducting data sessions, researchers can claim that their study's validity and reliability are well grounded (Waring, 2016). The process of transcribing the collected data for analysis in this study will be introduced in section 4.2.3 following the demonstration of how and where the data were collected and recorded.

4.2. Data collection: Site, participants, and procedures

The data for the present study includes video and audio recordings of naturally occurring interactions during learners' group activities collected over a period of one semester (73 hours in total) in an advanced Japanese tertiary class at an Australian university.

4.2.1 Research site and participants

There were 24 participants in this study (see Table 4.1). They were recruited as voluntary participants from two advanced units of Japanese studies; i.e., Japanese class 1 and Japanese class 2. As a first action, and in accordance with ethics requirements, I informed the students about this study's aims and the procedures for the recordings in the first week of a 12 week long semester. I then distributed an explanatory statement form and a consent form to students

who wished to take part, and I obtained signed consent from them. The reason for recruiting advanced learners for this study was the likelihood of obtaining more spontaneous and natural responses than learners at a less proficient stage.

Of the 24 participants, 13 students (including one heritage learner) were recruited from Japanese class 1, which comprised a weekly one-hour workshop, a two-hour seminar and a one-hour tutorial class; 11 students (including three heritage learners) were recruited from Japanese class 2 and consisted of two seminar classes per week, each lasting two hours. Japanese classes 1 and 2 were designed for students with advanced competence corresponding to the completion of the “Japanese proficient 2” class. In order to ensure the most appropriate level for the student’s current ability, a placement test¹⁶ is generally administered to students up to the “Japanese proficient 2” class. Students who successfully complete the “Japanese proficient 2” class test are considered to be at level N3 on the Japanese Language Proficiency Test (JLPT) (*The Organization of the Japan Foundation and Japan Educational Exchanges and Services*, 1984). Therefore, it can be confirmed that students who study in these two advanced subjects of Japanese classes 1 and 2 have the required ability that corresponds to level N3.

¹⁶ In terms of a placement test, and how it is used in the institution which is the site for the study, there are several ways of assessing students on case-by-case basis for taking an advanced level of Japanese. There is an online entry level test where the questions are based on the content of each university subject; e.g., the sorts of questions that are tested in the final exam for each subject. So, the first part of the test covers content from introductory and intermediate levels, and then the second part covers some more advanced content, including *keigo*. The online entry level test is, however, not used for students of advanced proficiency. Those who want to study in advanced Japanese classes, usually need to talk to the subject coordinators in person to determine their suitability for a particular subject. The subject coordinators may be slightly different in their approach, but usually they talk to the students in Japanese to assess their oral proficiency and ask them to read a passage from the *Tobira* textbook which is used for the advanced Japanese course, or subject reader to assess their reading ability and kanji comprehension. They also ask questions about their study background, time spent in Japan and on Japanese, etc. If students meet the prerequisites for the subject (“Japanese proficient 2”), they will not need to undergo any further testing, which is only given to students who have not done the prerequisite subject. (N.B. This information was provided by the coordinator of the recorded advanced Japanese tertiary class.).

Students with a Japanese background who are defined as heritage speakers¹⁷ or have lived in Japan for a minimum of one year were also included. To be noted is that this study does not take into account the fact that heritage speakers might have different competencies in terms of the perception and production of phonology compared to other foreign-language learners (Montrul, 2012). This is because, as seen in previous studies (e.g., Bowles, 2011; Montrul, 2012) and my own anecdotal experience, heritage learners and foreign-language learners seem to perform similarly when initiating an episode that is related to a topic, and when resolving interactions in a classroom. In interaction, the knowledge and experience of both heritage and other foreign-language learners shape the learners' interactional competencies and might be manifested through multimodal resources.

Table 4.1. Participants in each unit

(Note that pseudonyms are used for each class and student.)

Unit	Japanese class1 (1 Workshop + 2 Seminars)		Japanese class2 (Seminars)
1	Callie	Hemin	Betti
2	Tai	Shu	Fabia
3	Fen	Linh	<i>Mayu</i>
4	Mei	Ting	Minsoo
5	Randie		<i>Ichiro</i>
6	James		Jack
7	Bao		Nuan
8	<i>Hans</i>		Gabby
9	Becky		<i>Yuri</i>
10			Nadia
11			Wei

* The participants identified in ***bold and italics*** are heritage learners.

¹⁷ Heritage speakers are defined as those who were born in the host country or immigrated early in their childhood from a home where a language in addition to English is used. Hence, they have been spontaneously immersed in the majority and minority (heritage) languages since birth or in their early childhood, and considered to be bilinguals (Montrul, 2012).

4.2.2 Video recordings

The recordings in this study were conducted periodically over a period of one semester, except when an in-class test was scheduled. The participants in each class were divided into two to three groups, each with two to four participants. There was no fixed set of groups, thus, the recruited participants could choose their seats and form their groups in each session so that they could actively take part in the interactions in a free, comfortable and familiar way. Filming was conducted for five weeks in seminar classes of the Japanese class 2 and for seven weeks in the Japanese class 1 (see Table 4.2 below) from week 4 to week 11. Participants were informed of the recording schedule beforehand. All the observed sessions in the two units were recorded over an 8-week period, for a total of 27 hour-long sessions throughout the first semester of 2016, with each class being one or two hours in duration (see Table 4.2). In total, 112 discussions from the total number of 73 hours of data have been extracted for analysis in this study.

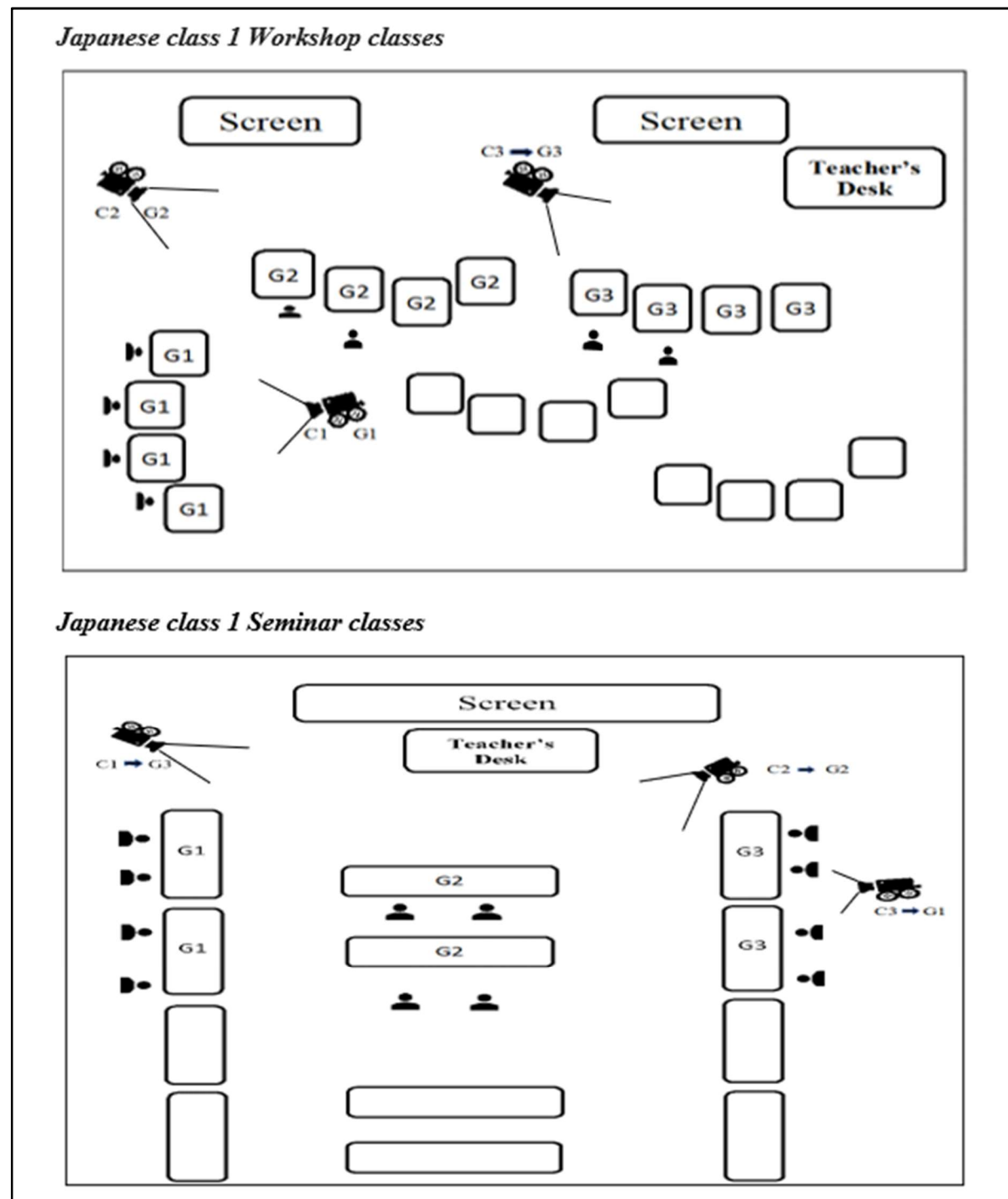
Table 4.2. The period and duration of recordings per class in two units

([○] Recorded sessions ; [×] No recorded sessions)				
Unit	Japanese class1			Japanese class2
Class & Recorded Groups	Workshop (3 groups)	Seminar 1 (3 groups)	Seminar 2 (2 groups)	Seminar (3 groups)
Duration	1hour	2hours	1hour	1hour
Week 4 (21.03. 16)	○	○		○
Week 5 (04.04.16)	○	○	○	○
Week 6 (11.04.16)	○	○	○	○
Week 7 (18.04.16)	×	×	×	○
Week 8 (28.04.16)	×	○	○	×
Week 9 (02.05.16)	○	○	○	×
Week 10 (09.05.16)	○	○	○ (*Recorded one group)	×
Week 11 (16.05.16)	×	×	×	○ (*Recorded one group)

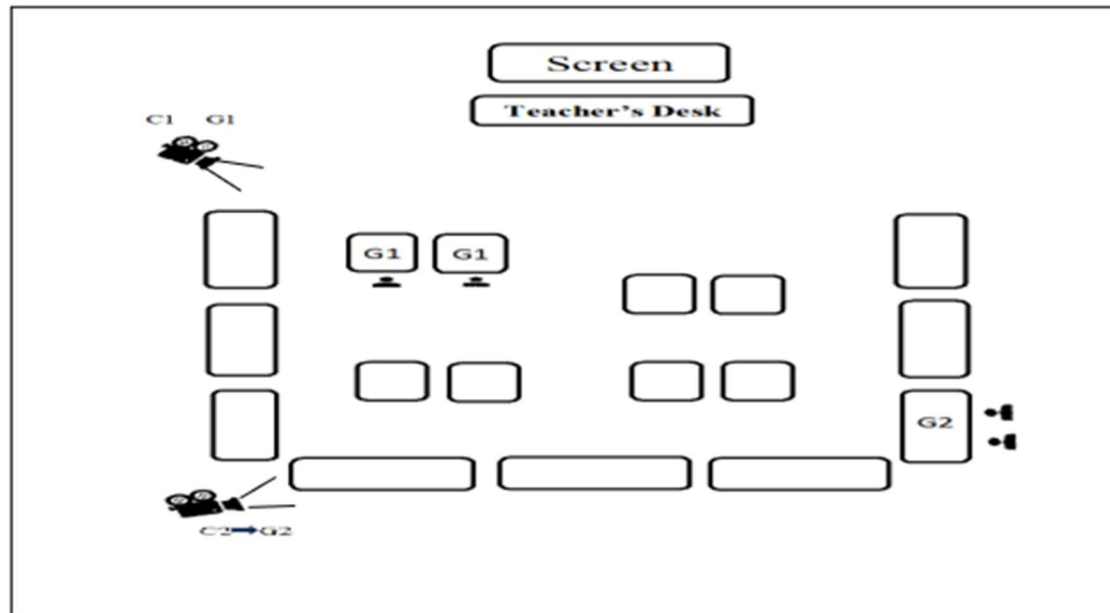
Three camcorders and wired conference table microphones were set up in each class. Two camcorders and microphones were supported by the audio-visual team in the Faculty of

Education, and one camcorder was supported by the Faculty of Arts, minimising the risk of encountering issues in the recording quality. After setting up the recording equipment, I mainly attended the class as a non-participant observer. During the class observation, I took field notes if a particular issue arose, and also handled the video- and audio-recording equipment.

Figure 4.1. The layout of the classrooms and groups for recordings



Japanese class 1 Seminar classes



Japanese class 2 Seminar classes

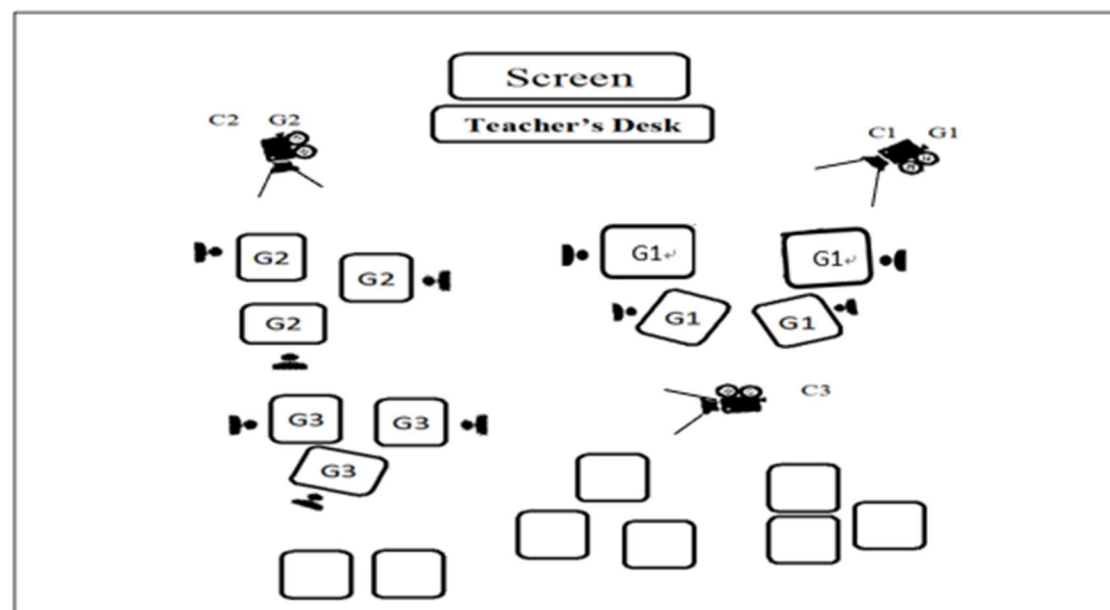


Figure 4.1 illustrates the different layouts of the four types of classrooms and the groups whose activities were recorded. The camcorders were occasionally set at some distance to capture slightly different angles of the participants' sitting positions so that a set of clear and fine details of each participant's nonverbal behaviour could be recorded on video. As this study aims to

capture turn-taking among learners' interactions in a small group, and how seating arrangements affect learners' turn-taking, it is essential to focus on presenting the layouts of the classrooms and groups that were recorded in this study.

Issues concerning the filming of participants

Despite the fact that video recordings allow researchers to access the embodied visible actions, and offer the advantage of obtaining real and natural data of a group interaction during class, it may be the case that the lecturer and/or students feel uncomfortable being observed. This may result in unnatural behaviour due to the 'observer's paradox' as noted by Labov (1972, p. 209), in which the situation being observed or recorded is affected by the presence of the observer or by the recording devices. However, the development of technologies and the improvement of the approach in recordings, can help participants ignore and forget the presence of the recording devices (Mondada, 2012). Furthermore, when the researcher regularly sets up the recording equipment over time, filming becomes a normal occurrence for the participants and a part of the context (Filipi, 2009). As well, Filipi (2009) claims that participants in interaction do, in fact "orient their behaviour to being observed by others" (p. 54) based on Goodwin's (1981) findings. As a result, it can be argued then that the presence of a camera may be regarded as an outside member like the other unfilmed, non-participating groups in the class. It could be argued further that the presence of the camera is likely to have similar effects as eavesdropping on the participants' unfolding actions in the group talk.

4.2.3. Data editing and transcription procedures

Before transcribing the data, I edited the audio and the video recordings, which had been made separately. First, I used the editing software programs Daum Pot Encoder and Movavi Video Suite 21 to encode, capture and record onscreen images of each segment of the video and audio data. I also merged them into a single dataset using the editing software. The process of editing

the data was somewhat time-consuming, but it enabled me to examine the data more rigorously. I transcribed the edited data without using any software and adopted the transcription conventions established by Gardner (2001), Jefferson (2004), Schegloff (2007) and Filipi (2007, 2009)¹⁸. Where the researcher needs to transcribe talk that deals with a language (Japanese in this study) in addition to English, it is first essential to consider the specific transcription conventions of the particular language that have been exploited by other researchers. The recorded data in this study were mostly in Japanese, but English was also occasionally spoken. Neither of these languages is my first language, but I am an expert in Japanese and have been teaching Japanese in a tertiary learning environment at universities in Australia and Korea. Therefore, I transcribed and translated the recordings myself. However, in taking into consideration validity and reliability for an empirical analytic work (conducted in Japanese in this thesis), I consulted two native speakers of Japanese for accurate translations of the transcripts into English, where necessary.

Bilingual transcription

As a result of the limited opportunities for being exposed to Japanese in Australia, where English is the official language of government and education in Australia regardless of the participants' first language, lecturers and students in the Japanese advanced classes of the focal site in this study are generally required to speak in Japanese. Hence, the term “elective bilinguals” (Baker, 2006) can be used to refer to the participants to describe those who are learning a language optionally as their foreign language in the classroom.

¹⁸ See, Appendix 1

In transcribing the Japanese data, I will follow the bilingual transcription guidelines below, based on Hepburn and Bolden (2017), in making the transcripts accessible and readable to audiences unfamiliar with Japanese.

- ◆ Choosing an orthographic representation
 - Roman transliteration system which uses a modified Hepburn¹⁹ system (Iwasaki, 2002, xv-xviii)
- ◆ Three-line transcription
 - The first line: Original talk using the adopted Roman orthography
 - The second line: Morpheme-by- morpheme English gloss of the original and grammatical description of the Japanese system
 - The third line: English translation

Due to the difference in word order between English, which has a subject-verb-object (SVO), and Japanese, which has a subject-object-verb (SOV) structure, the transcription may not be captured precisely between the construction and the segmentation of the utterances in Japanese (Iwasaki, 2008). In addition, the subject tends to be elliptical in spoken Japanese, for instance, *watashi* (I) and *anata* (you). Where there is ellipsis in the original talk, it will be given as an English translation using single parentheses.

Here is a sample transcription taken from the data used in this study, that shows the fine detailed transcription of the turn-taking features that were performed by students Bao (B),

¹⁹ Hepburn romanization is known as *Hebon-Shiki* in Japanese which was invented by a Japanese organisation called the *Rōmaji-kai* (Society for Roman Letters) in 1885. This is a way to write Japanese using the roman alphabet. It is developed and modified to the official system named, *Hyōjunshiki* (Standard system) (Kudo, 2011).

James (J) and Tai (T) during a group activity in class. By line 9, only two participants, B and J, are directly engaging in interaction while T is using his mobile.

- 1 J: {((B→)))} {((J↔B))}
 {どう} {思う?
 {doo omoo?
 How think
What do ((you)) think?
- 2 B: {((B→)))}
 {う::ん
 {°u::n°
 INJ
Well,
- 3 J: 脅威 になる:↑
 kyooi ninaru:↑
 threat become
((Would it)) pose a threat ((to humans))?
- 4 B: {((T→)))}
 {う::ん
 {°u::n°
 INJ
Well
- 5 J: {((J→T))}
 {か?
 {°ka?°
 Q
- 6 (0.4) ((J→T; B→)))
- {((B→J))} {((T↘ his mobile device; B→T))}
 {((J↔B))}
- 7 B: 脅威 にな{る:: {[の は↑ むず] かしい と 思う
 kyooi nina{ru:: {(1.4)} {[no wa↑ muzu]kashii to omoo.
 threat become N TOP hard QT think
((I)) think ((it)) would be hard to pose a threat ((to humans)).
- 8 J: {[思わない?]
 {[omowanai?]
 think-NEG
Don't ((you)) think ((that it would pose a threat to humans))?

As can be seen from the transcribed example above, for the first transcription I literally transcribed (the first line²⁰) in Japanese while observing the video data for any interesting features. When I found a distinctive, recurring pattern, I added the other three lines using the transcription symbols. The second line is provided in romanised Japanese; Japanese gloss symbols adopted from Iwasaki (2008)²¹ are added in the third line and the English translation is in the fourth line, which is written in blue and in italics. In addition, nonverbal behaviours and a description of events or circumstances that are related to the group discussion are described in double brackets alongside verbal utterances at the top of the first line. The symbols such as circle symbols, arrows and object icons used in the transcript are explained (see Appendix 2). However, the first line is for me alone because it is better for me to analyse and identify the recurring features of actions in Japanese rather than in their romanised form; thus, the first line will be omitted from the final transcription. Not all segments were transcribed, only the recurring patterns and prominent phenomena relevant to the study were added to the transcripts.

To reiterate, in CA it is vital to develop a detailed transcription as a tool to facilitate analysis of the actions as speakers allocate or take a turn; for example, to reveal why there is a delay or overlap and to look for the timing of the turn and its sequential position. To illustrate, the sample transcription above shows that during Bao's turn in line 7, there is a lengthy pause of 1.4 seconds. This can be treated as a problematic silence after a sound stretch (indicated by colons in the transcription). James thus takes the floor in overlap, as indicated by the square brackets. Jefferson (as cited in Hepburn and Bolden, 2017) indicates that "a silence of approximately one second might be a 'standard maximum' allowance for silence, at which

²⁰ The first line is not provided.

²¹ See, Appendix 2

point interlocutors begin some activity designed to resolve the problem” (p. 25). Therefore, the overlapping talk by James here demonstrates concrete evidence of the rules of turn-taking (Sacks et al., 1974). As a result, the position of the onset of overlapping talk, along with eye-gaze in line 8, becomes a transition relevance place where speaker change can occur. I will further describe the steps in developing the data analysis process for this study in the following section.

4.3. Data analysis

Concerning the data analysis, I followed Sidnell’s (2013) steps for analysing data, including my personal reflections from using CA in my Master thesis titled: *Alignment and affiliation of listeners in native-nonnative Japanese Interaction*. The steps and points for analysing the recorded data followed the process described below in figure 4.2.

Figure 4.2. The steps for analysing data (Sidnell, 2013, pp. 86-97)

<p>Step 1 Observations</p>	<ul style="list-style-type: none"> • While listening to video-recorded data, observing the detailed sequential actions • After observing, doing a rough transcription • Transcribing in more detail, using transcription conventions
<p>Step 2 Identifying and collecting phenomena</p>	<ul style="list-style-type: none"> • Continuing to listen and observe embodied actions in sequences • Identifying recurring patterns in specific segmentations of talk • Collecting results from possible and specific phenomena
<p>Step 3 Describing practices</p>	<ul style="list-style-type: none"> • Describing reoccurring features through diverse cases from the collected phenomena • Identifying and encoding explicit structural features of interactional practices

Step 1 Making observations

In the first step, I watched and listened to the video and the audio recordings and observed detailed sequential actions while watching the video-recorded data. After my observations, I roughly transcribed the segments to monitor if any interesting phenomena had occurred.

Step 2 Identifying and collecting phenomena

After each specific phenomenon and the results were collected, I identified the recurring patterns in specific segments of each talk. Then I brought the transcript using the transcription system to the conversation-analytic data sessions²², and presented them so as to discuss and/or confirm what I had noticed with my supervisors and colleagues, and other CA researchers.

Step 3 Describing practices

In the final step, I described the noticeable features of diverse cases comprising the collected phenomena. The explicit structural features of interactional practices were also identified and coded. For instance, I found differences in pauses and overlapping responses between the different seating layouts. On closer examination, and in the data analysis sessions, two major types of classroom arrangement emerged in my recorded data and they are discussed in the later Chapters 5, 6 and 7.

4.4. Ethical considerations

As this study focuses on examining the micro-details of the Japanese learners' interactions in the class group discussions, the capturing of gestures and embodiment is just as crucial to this investigation as the capturing of verbal utterances by video and audio recordings during the ongoing classroom lessons. Therefore, it is essential to follow five ethical principles

²²A conversation-analytic data session is an event organised by novice and expert conversation analysts, students and professors, where they gather to scrutinise each piece of a transcribed segment (Heath et al., 2010; Stevanovic & Weiste, 2017).

(Hammersley & Traianou, 2012) to avoid ethical dilemmas and to consider the ethical dimension while the research is ongoing. The five principles that were interpreted and applied in this study are described below:

- Minimising harm

To minimise any harm that might be caused to the students while video-audio recordings were in progress, I observed the ongoing lessons without interacting with the lecturer/tutor or participants. The camera was set up in the classroom at some distance from the targeted groups. Only the participants who had given consent were recorded.

- Respecting autonomy

Participation was entirely voluntary, and participants were under no obligation to consent to participate. The contact information was obtained when a student emailed me indicating her/his interest in this research. Participants were also informed that they were free to withdraw at any time should they wish to do so.

- Protecting privacy

The participants were not identified; pseudonyms were used in the transcriptions to protect the participants' privacy. They were also informed that the data would not be used for any purpose other than as the primary source for this research.

- Offering reciprocity

Prior to being asked to participate, the participants were informed that there would be no compensation in kind but that the results of this research would be shared with the participants either by hard copy or e-mail if the participants so desired.

- Treating people equitably

No cultural or gender issues were used for recruitment; thus, whoever was interested in participating in the video-audio recordings during the class was accepted.

Once permission had been granted by the lecturers and tutors in the Japanese classes, I met participants face to face in class in order to explain the study and the procedures for recording during class lessons. I also distributed an explanatory statement. To conclude, this research complies with the ethical standards set by the human research ethics committee of the institution where the research was carried out, and approval for this study (CF16/349 – 2016000165) was granted by the ethics committee (attached in Appendix 4).

4.5. Summary

In this chapter, the analytic methods of conversation analysis have been described to show how sequences of action are captured through the minute details of the unfolding interactions that are both audio-and video-recorded. I have attempted to show in what ways the emic perspective adopted in CA differs from other phenomenological traditions, and provided the details of the research design for the study, including participants and procedures in data collection and analysis.

In turning to the analysis and discussion of findings, Chapter 5 is taken up with analysing the turn-taking organisation in the different seating layouts where a particular focus is on the management of disagreeing actions when a proffered answer (required by the task question) is given. In Chapters 6 and 7, I present an analysis of the task-types, and the task progression phases in relation to seating layouts. I start discussion of my findings by presenting the impact of the seating layout on the turn-taking organisation in small group discussions in Chapter 5.

CHAPTER 5: TURN-TAKING ORGANISATION AND SEATING LAYOUTS

5.1. Introduction

In answering the broad research question *What factors impact discussion tasks in an advanced tertiary Japanese as a Foreign Language classroom ?*, this chapter focuses specifically on the following: 1) how seating layout in the classroom affects the turn-taking organisation during the discussion tasks; 2) how students manage problems that arise in understanding the discussion questions in order to work collaboratively and to complete the discussion tasks; and 3) what interactional resources are drawn on by students to resolve the problems that arise or threaten task progression.

As discussed in previous chapters seating layout in a classroom has an important bearing on interaction and can facilitate or obstruct student-student communicative activities. In analysing my data using Kendon's (2010) F-formation as one of the theoretical lenses (see Chapter 2), I found that the seating layout involved two different but noticeable formations during group discussion activities in class: a circular layout including a semi-circular layout, and a side-by-side layout.

The findings related to these two seating configurations will provide a focus of the first part of this chapter where I start by reviewing the general features of students' seating layouts for the group interactions together with the assigned discussion tasks. This is followed by a discussion of the task-types which form the basis for the group discussions. I next provide an overview of the frequencies of discussion according to the seating layout. The subsequent section will discuss the recurring patterns of turn-taking practices with particular reference to how students manage issues that emerge while undertaking the discussion tasks in each of the

layouts. In the final section 5.5, I will discuss the interactional resources adopted to resolve problems and how the problems affected the task progression.

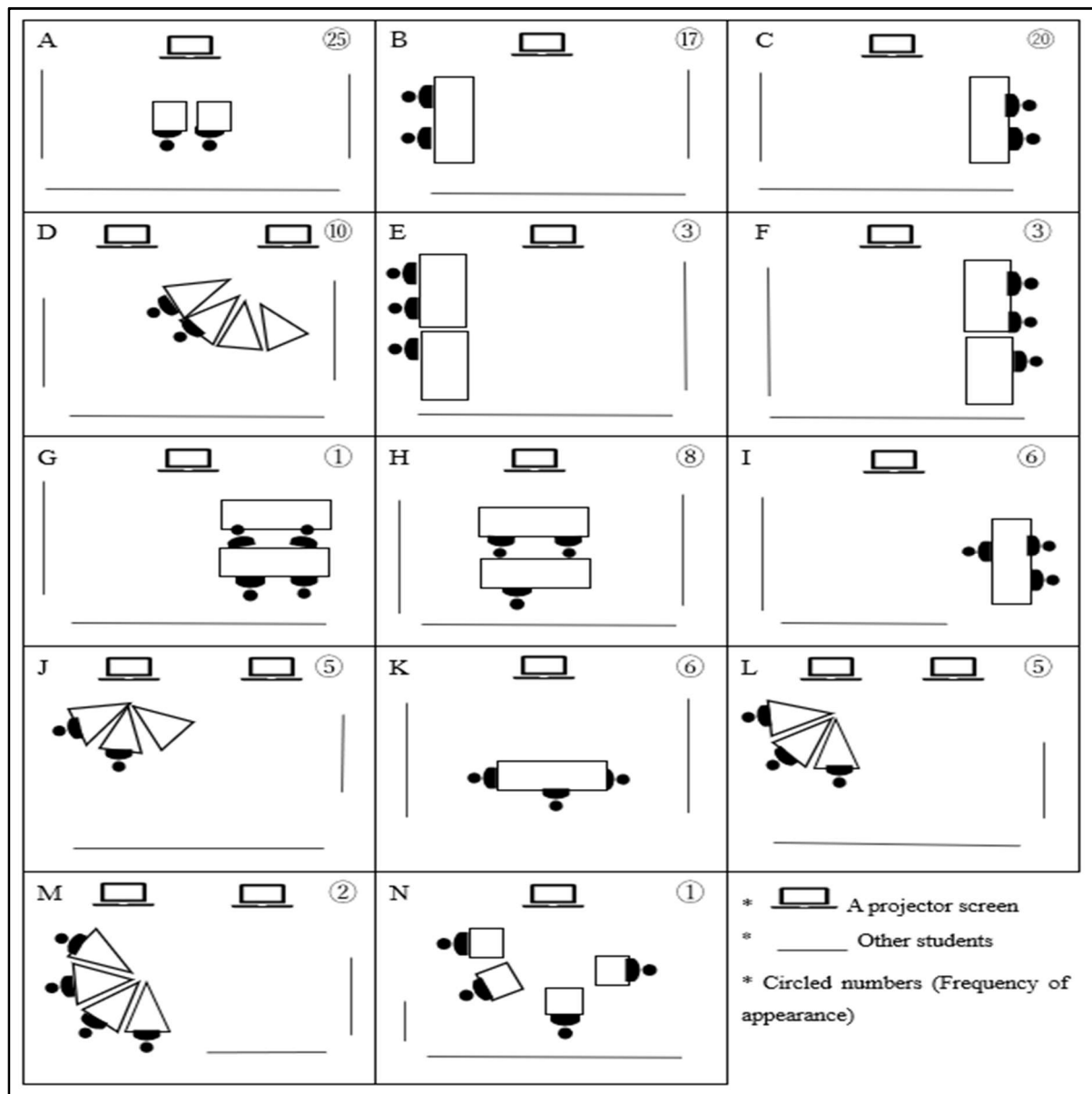
5.2. Features specific to context in this study: Seating layout and discussion task-types

As can be seen in Figure 5.1 below, the data show that the seating layout of groups of students engaged in speaking activities was divided into two broad forms, namely a side-by-side layout (henceforth, SBS-L) and a circular layout (henceforth, C-L). The C-L included an L-shape layout and a semi-circular layout. Depending on the seating layout, including the position of the projector, a SBS-L presented as two different configurations – front (A and D) and side (B, C, E, and F) projector. In one shape (A & D in Figure 5.1 below), the students were sitting next to each other with a projector in front of the interactants while in the other shape (B, C, E & F in Figure 5.1), the students were sitting next to each other with a projector to the side (either to the left or to the right) of the interactants. The C-L could present as one of the circular, L-shape and semi-circular forms. Thus 1) the students were sitting in a C-L (G-I in Figure 5.1) with a projector in front, to the side or the back of the interactants; 2) the students were sitting in an L-shape layout (J in Figure 5.1) with a projector in front or to the side of the interactants; and 3) the students were sitting in a semi-circular layout (K-N in Figure 5.1) with a projector in front or to the side of the interactants.

Figure 5.1. Seating layouts from 112 discussions of the students' small groups including the presence of a projector screen.

Seating layouts		Number of discussions in each of seating layouts
Side-by-side seating layouts (A-F): 78 discussions	A&D	35 discussions with the projector screen in front of the students
	B, C, E & F	43 discussions with the projector screen to the side of the students
Circular seating layouts (G-N): 34 discussions	G-I	15 discussions in a circular layout
	J	5 discussions in an L-shape layout
	K-N	14 discussions in a semi-circular-layout

[Cluster by types]



Students' seating layouts within the physical constraints set by the presence of fixed classroom objects such as the screen may impose limits on building a F (Facing)-interactional formation (FIF), which can easily distract their attention away from the group work. Therefore, it is crucial to closely examine how students create and maintain the shared space in the two different seating layouts while they undertake group discussion tasks. Furthermore, it is important to consider the position of the projector as well as other artefacts such as textbook

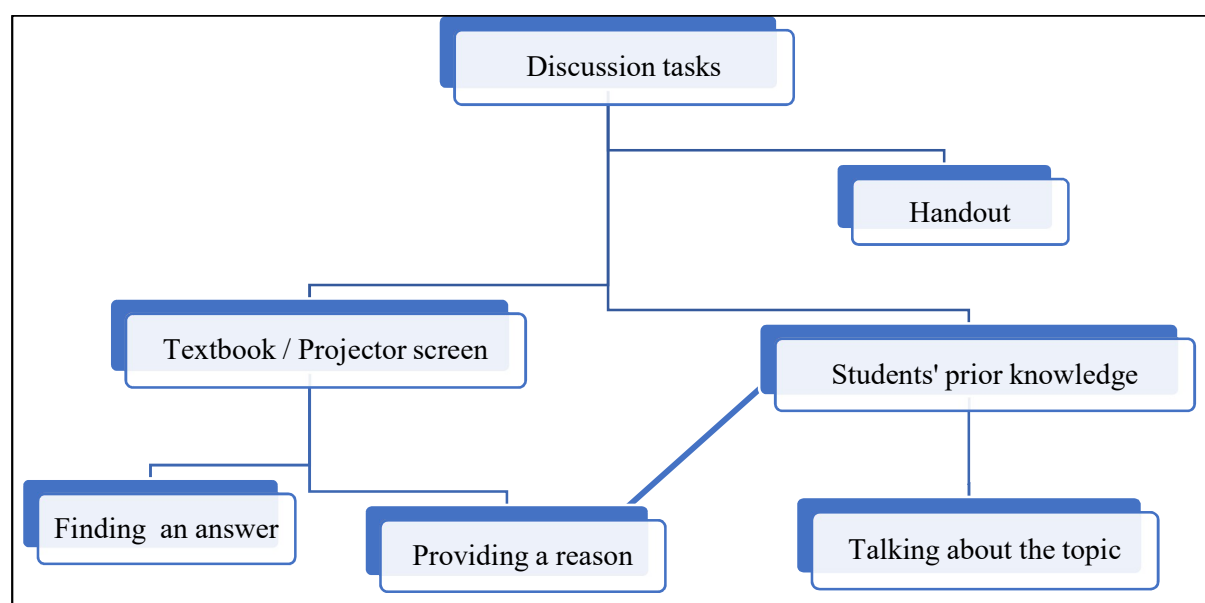
and handouts in examining turn-taking in these classroom interactions, as will be done in the analysis of the data here.

Next, I present a discussion of the task-types as these are important to understanding what the students were required to do; they are referred to throughout the analyses. To be noted, however, is that the focus on the analysis in this chapter and the next is not on the task-type per se. How task-type interacts with seating layout will be the centre of analytical attention in chapter 7.

Task-types

Figure 5.2 below provides details about the characteristics of the tasks, such as how the discussion tasks were designed, what demands they made and what kinds of artefacts were required to carry out the given tasks during the group interactions.

Figure 5.2. Features of the tasks

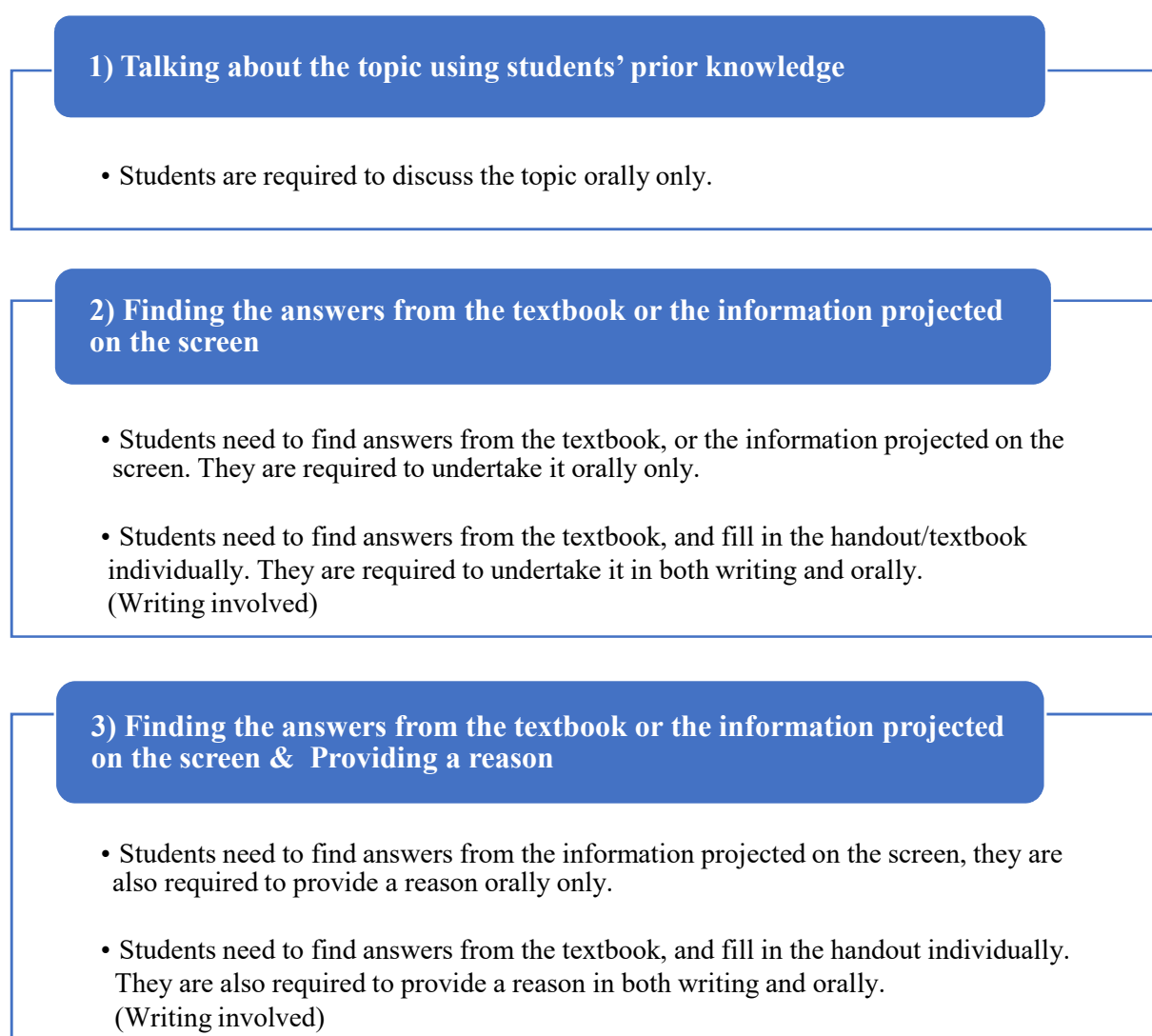


The term “task” in this study is defined as all the group interactive discussions assigned by the lecturers during classes. In other words, it refers to a task for students to be assigned to perform “joint action” in the course of classroom interaction using Hellermann and Pekarek Doehler’s

(2010) definition. Group discussions in this study can be roughly categorised into three different task-types. The first task-type is to discuss group task topics using prior knowledge. The second entails finding answers from either reading the texts in the textbook or from the information projected on the screen. The third task-type involves both the first task-type and the second task-type. The third task-type is, therefore, a dual task-type which required finding the answers from the textbook and providing reasons using prior knowledge. As shown in Figure 5.3, the tasks in this study are divided into three major task-types.

Figure 5.3. Three different task-types and task requirements

(Note that all the discussion tasks are required to be done in Japanese.)



In Chapter 3, task complexity was explained with reference to the mobilised cognitive factors that are the result of the task requirements that impose resource demands (see discussion of the cognition hypothesis and Robinson, 2001, 2008). Task difficulty, on the other hand, is reliant on the availability and extent of the resources that students bring to the discussion task. In other words, each student's response to the requirements of the tasks may make the task less or more difficult. Therefore, task complexity and task difficulty must be distinguished (Robinson, 2001). From a CA perspective, each student's orientation to the task requirements will be displayed through their actions in the ongoing discussion task. Task complexity (i.e., cognitive process: attention and noticing) and task difficulty (i.e., socially attributed cognition through students' activities) may arise as students work to establish intersubjectivity and shared knowledge to complete or make sense of the talk-in-interaction as they progress through the tasks (Kunitz, 2018). Therefore, in categorising the discussion tasks, I have formulated the classification based on the task-types as per the requirements of the task questions, as shown in Figure 5.3.

Group discussions

Discussion tasks were assigned to be completed in a single lesson by the lecturer. The term "group discussion" in this study is defined as any task that the lecturer has assigned to students to work with a partner or in a group in class. The topics being discussed were based on the course materials used in the classroom. Some of the group discussions observed in this study were taken from written homework or the reading of course materials. The students then freely formed discussion groups in order to engage in the tasks assigned. All tasks were designed to be worked on in a pair or group involving a think-pair/group-share activity so that two, three or four participants in small groups worked on the activity until the lecturer stopped the discussion and asked the students to share what they had discussed. During the group interactions, the lecturer was available to help students, which meant that the lecturer assisted

in moving the discussion forward when necessary or otherwise roamed among the groups to listen in on these conversations and encourage participation.

Next, I present the frequencies of discussion based on the different seating layouts to provide a further sense of the context.

5.3. Frequency of discussions in relation to seating layouts

The analysed data comprises 112 small group discussion tasks in 73 hours of recorded data (summarised in Table 5.1 below). Of the 112 discussions, 78 discussions occurred in an SBS-L and 34 discussions in a C-L. Of the 78 SBS-L discussions, 72 were undertaken in pairs. 35 paired discussions occurred with the projector screen directly in front of students (henceforth SBS-F-L) while 37 paired discussions occurred with the screen positioned to the side of students (henceforth SBS-S-L). The remaining six discussions of the 78 were undertaken in a group of three with the screen located to the side. In the 34 C-L, discussions took place in groups of two, three or four and either in a semi-circular (C) layout (14) or an L-shape layout (5), or in a C-L (15).

Table 5.1. Total number of discussions

Total number of discussions	SBS-L 78		C-L 34	
Seating layout	SBS-F-L 35	SBS-S-L 43	Semi-C layout and L-shape layout 19	C-L 15

Table 5.2 below shows the number of discussions that commenced with a problem in the task-initiation phase. As can be seen, in total there were 34 (48%) problems in the SBS-L and 12 (46%) problems in the C-L. While the ratio in which a problem emerged in a task-initiation

phase was similar in the SBS-L and C-L, slightly more problems occurred in the SBS-S-L and the C-L than the other two layouts (the SBS-F-L and the semi-circular layout)

Table 5.2. Number and frequency of discussions that start with a problem in a task-initiation phase

Total number of discussions that open with a task-initiation phase	SBS-L 70		C-L 26	
Seating layout	SBS-F-L 32	SBS-S-L 38	Semi-C layout and L-shape layout 16	C-L 10
Number of discussions that start with a problem	34 (48%)		12 (46%)	
	13 (40 %)	21 (55 %)	7 (43%)	5 (50%)

Table 5.3 shows the number of tasks in which the discussion ended without completing a task. Results in which the discussions did not proceed to reach a conclusion suggest that there is a close relationship between task initiation and task progression.

Table 5.3. Number and frequency of groups that did not progress to conclusion

Number of discussions that start with a problem	SBS-L 34		C-L 12	
Seating layout 46	SBS-F-L 13	SBS-S-L 21	Semi C-layout and an L-shape 6	C-L 6
Number of discussions that did not progress to conclusion	13 (38%)		4 (33%)	
	3 (23%)	10 (47%)	3 (50%)	1 (16%)

The above reveals task completion failed to occur when the fixed screen was positioned to the side of the group and where the task requirement was to find the answers in the textbook (eight

of the total 17 cases). Four of the eight cases that did not progress to a conclusion resulted from a failure of a response or uptake from the next speaker. Three of these four cases appeared when students carried out a task in which the answers were sourced from the textbook.

Last, in terms of the interactional resources used to initiate the discussion (Table 5.4), there are four predominant patterns used to initiate task-opening in the different seating layouts: 1) initiating by using a partial or total repeat of the spoken or written instruction provided by the lecturer (in either questioning or reading); 2) initiating through a prefaced turn-initial particle (e.g., *eh?*, *ma(well)*, *m:m*, *um*, *u:h*); 3) initiating a possible answer either with rising intonation, i.e. a “try-marker” (Sacks & Schegloff, 1979) or through falling intonation (e.g., *hanashiteru*. (*Talking function*)). As shown in Table 5.4, using turn-initial particles to commence the discussion is a pervasive pattern in an SBS-L particularly, and seldom found in the C-L.

Table 5.4. Number and frequency of interactional resources used to start the task-initiation phase

Total number of discussions that open with a task-initiation phase	SBS-L 70		C-L 26	
	SBS-F-L 32	SBS-S-L 38	Semi C-layout and an L-shape 16	C-L 10
Recycling or re-reading the task instructions/questions	4 (12%)	6 (15%)	2 (12%)	1 (10%)
Designing a turn with a turn-initial particle	12 (37%)	21 (55%)	4 (25%)	0
Designing a turn by producing a possible answer either with a rising intonation (try-marker) or as a declarative	8 (25%)	11 (28%)	7 (43%)	6 (60%)

The frequency of occurrence of different features and characteristics of the layouts is useful in order to understand whether there are any differences between seating layouts and where they occur. Needless to say, a frequency of the interactional resources, however, neither provides information about how participants work together to build understanding in order to work with challenges produced by the physical space nor how they avail themselves of particular interactional resources to resolve any problems that arise collaboratively. I will, therefore, address these issues to reach a more complete understanding to account for these observed frequencies.

So far, I have provided a summary of the overall frequency of discussions in the present study according to the seating layouts to provide a “snapshot” of distributions. Next, I explore students’ turn-taking practices when problems arise in the discussion with regard to the proffered answers by the co-participant(s). The findings will show the influence of seating layouts on students’ turn-taking in achieving a preferred response. This will include discussion of the interactional resources used to resolve the problems including the try-marker device.

5.4. Turn-taking organisation in the two layouts

In conversations, participants achieve their talk through an ordered set of actions in turn-taking. As outlined in Chapter 2 (Section 2.3.1), there is a set of rules that governs turn-taking. To reiterate (Rule 1) current speaker selects next speaker, (Rule 2) next speaker may self-select (self-selection), (Rule 3) current speaker may continue speaking (no selection; speaker continuation) and (Rule 4) one of the speakers may stop speaking when overlapping occurs (Sacks et al., 1974). In terms of the turn-taking features in SBS-L, analysis showed that the current speaker selects the next speaker (Rule 1) to seek acceptance or agreement but a next speaker does not take a turn immediately, nor does the current speaker continue a turn. Thus, silence follows. This results in relatively fewer speaker changes. The turn-taking features in C-L, on the contrary, show that the current speaker selects the next speaker (Rule 1) to seek

acceptance or agreement; as well the next speaker takes a turn or self-selects (Rule 2). Therefore, in C-L, speaker change occurs relatively frequently in comparison with the SBS-L. Moreover, prolonged silences appear in an SBS-L both within a current speaker's turn and between the current and the next speaker – frequently through a delayed response or delayed completion in cases of yes/no questions at TRPs. In addition, the students are less likely to use visual signals to take a turn when they disagree with the previous speaker. Indeed, the SBS-L formation makes it easier for students to avoid looking at each other, since there is no FIF unless they explicitly work to establish and maintain the FIF, which takes effort. In the C-L formation, on the other hand, allocating turns and taking turns are coordinated with gestures including eye-contact. These embodied cues are oriented to in order to pursue the preferred next action. The result is more frequent collaborative turn completions.

A careful examination of turn-taking organisation in student group discussions can reveal not only how seating layouts affect the discussion but also how students resolve the problems arising from the discussion to proceed with the assigned discussion tasks. One feature that was particularly prevalent was disagreement with the proffered answer in the first turn.

The practices of disagreeing actions with the proffered answers

The practices deployed in disagreeing actions in foreign language learners' group work are crucial for learners to display their participation and engagement while making sense of the task and problem-solving in order to accomplish the assigned discussion tasks (see Hellermann, 2009; Hüttner, 2014; Toomaneejinda & Harding, 2018). In the current study, disagreement is broadly defined as disagreeing with the proffered answer in the prior turn to show an oppositional opinion (Clayman, 2002; Goodwin & Goodwin, 1990) and also disaligning with the coparticipant's proposition (Pomerantz, 1984) through verbal and nonverbal actions. The disagreeing actions appear when an acceptance or agreement is sought and this may, in turn,

result in breaking or blocking the contiguity of the ongoing discussions (Schegloff, 2007). They are designed as try-marking devices with upward intonation.

Sacks and Schegloff (1979) define the try-marking device as a participant's display of doubt about the recognition of the referent or proposition. It is delivered with an upward inflection and anticipates the recipient's recognition. Thus, "try-marker" in this study is defined from the perspective of a speaker's more knowledgeable (K+) epistemic status placing the recipient in a less knowledgeable (K-) epistemic domain. Through a try-marker, students invite confirmation that what they are proposing as an answer or their understanding of something related to the task is correct. As discussed in chapter 2, Hasegawa (2010, 2021) found the same device being produced by beginning students in an JFL class as they worked on scripts, but it was deployed to check for accuracy.

Try-marking commonly appears as a responding turn but also as a "restricted question" (Filipi, 2018, p. 191) that is designed to secure the co-participant's confirmation before proceeding with the task. When the recipient accepts the task-opening action through a try-marker, intersubjectivity is achieved, and the discussion advances. In contrast, two different features emerge when the recipient does not accept this action: one the recipient does not treat or respond to the action as a FPP, and the initiator of the proposal does not attempt to resolve the problem by re-attempting it; and two the initiator of the proposal attempts to resolve the problem by offering an alternative answer until an agreed response to the task question is reached. Therefore, in the former case, the use of a *try-marker* is relevant to the preference for the task progression (see Excerpt 5-3) and may also have consequences that hinder joint discussion work while in the latter case, the use of *try-marker* is relevant to the preference for recipient design (see Excerpt 5-6). Thus, in the latter the sequences are accomplished as two-part adjacent sequences (sequence expansion also occurs) in the C-L but this is not always the case for the SBS-L.

Returning to disagreeing actions, Pomerantz (1984) claims that the sequence of disagreements where agreement is preferred is often marked by delay and mitigation markers. Antaki (1994) also demonstrates that accounts are used as a disagreeing device to provide explanations of the opposing opinion to the prior actions (see also, Antaki & Wetherell, 1999; Kotthoff, 1993; Schegloff, 2007). Analysis of this study shows that the disagreement in an SBS-L is displayed through silence, questions and mitigation markers such as *ma* (*well*)-prefaced turn (Heritage, 1984, 2015) or *oh*-prefaced turn (Heritage, 1998). In the C-L, conversely, disagreeing actions are produced immediately without delay.

The following Table 5.5 shows that 22 disagreements with proffered answers were produced from a total of 78 discussions in SBS-L, while 16 disagreements with proffered answers were produced from a total of 34 discussions in C-L. As seen in the below frequency, students in an SBS-L produced fewer disagreeing actions (28%) than students in a C-L (47%). Also, unresolved disagreements were more than twice as high in SBS-L than in C-L.

Table 5.5. Number and frequency of the production of disagreements and unresolved disagreements

Total number of discussions	SBS-L 78	C-L 34
Number of disagreements	22 (28%)	16 (47%)
Number unresolved disagreements	9 (40%)	3 (18%)

The impact of the seating layout where a FIF is absent makes it easier to disengage from the tasks. This occurs through lack of engagement in gaze and body orientation as possible displays of disagreeing with the co-participant(s)' proffered answer. Thus, the results suggest that students in SBS-L produced fewer open displays of disagreeing actions than the students in C-L, even though this did not mean that they were in agreement. Rather it was easier to avoid

disagreement through lack of engagement. In addition, the unresolved disagreements were shown to occur mostly in the SBS-L where the projector screen was positioned to the side of the focal group (7 cases out of 9, or 78%).

In the next section, I turn to the examination of the practices of disagreeing. Analysis starts with the SBS-L.

5.4.1. Managing disagreement and issues arising with the proffered answer in SBS-L formation

This subsection analyses four examples²³ of the SBS-L, in which the students produce their disagreeing actions with the prior speaker's proffered answer through silence, questions in a second position where a response is expected, or a reluctance marker (Wong & Waring, 2010). These actions delayed the task progression and even resulted in disengagement from a joint discussion, as participants avoided "face" implications associated with disagreement. This seating layout also shows a delay in students' resolution of their disagreeing actions, which impacted the progress of the discussion.

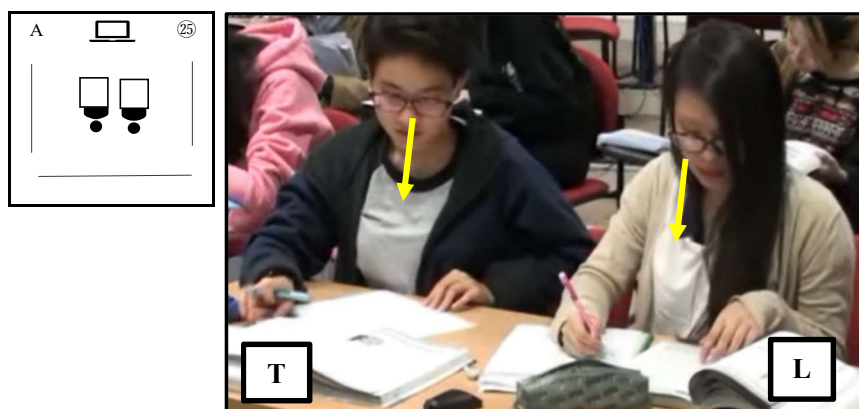
Since silence is an indicator of trouble in these sequences, the following example, Excerpt 5-1, shows that rejection is done as a delay in the production of the second pair-part. The rejection or disagreement with the proffered answer results in disengagement from the discussion. The action emerges through a tag-question after a long silence following the previous speaker's question. Excerpt 5-1 is an example of the SBS-L where the projector is located in front of two students, Ting and Linh.

²³ Full transcripts are provided in Appendix 5.

The assigned discussion topic in this episode is *With your partner, discuss what kinds of unique functions the vending machines perform in Japan, and write down three functions.*

The assigned task is therefore to find three unique functions of vending machines in Japan by reading a passage in the textbook. While working together, Linh and Ting find all three in the textbook prior to line 1. We take up analysis at the point where Linh summarises what they have found.

[Excerpt 5-1] Ting (T) & Linh (L) [W5V:16.09-20.15]



[Image 1]

1 L: {((L↘[=]; T↘[=]))} {((L↘T's [=]; T↘[≡]))}
 {atsukute oshaberishite (hanbai)ni itte (0.5) {ekobendaa kana((hhhh))
 hot-TE talking-TE to go-TE eco-vendor IP
Heating, talking and an eco-vendor, maybe?

2→ (0.8)



[Image 2. Line 2: Ting looks down her worksheet while Linh gazes at Ting.]

3→ T: {((T leans her body posture slightly forward and ↘[=]))}
 {[° eto °]
Well

4 L: {((L+T↘T's [=]))}
 {[sono] koto?
 that thing
Something like that?



[Image 3. Line 3 & 4: Overlapping]

5→ (2.5) ((L+T↘T's [=]))

6→ (2.7) ((L changes her body posture and consults her [=]))



[Image 4. Line 6: Linh looks at her textbook.]

7 T: °mezurashii mitai ° ((self-talk))
unique like
Like a unique (function))...

8 (0.8)

9→ T: shoo
FRG

10→ (3.0) ((T↘ [=] ; T writes on [≡]))



[Image 5. Line 10]

11→ T: {((T leans slightly to L's side))}
shoonene dake {kaitemo ii janai?
energy saving just write-P good COP-TAG
Isn't it ok to write 'Energy saving' only?

12 (0.5)

13 L: soo ne:
so IP
Yeah.



[Image 6. Line 11: Ting leans slightly to Linh's side while pointing to her textbook.]

14 T: {{{(L→T)}}} {{{(T+L↘ T's [=])}}}
{°ne₂° function} {dakara.
IP COP:because
Right? Because it is a function.



[Image 7. Line 14: Linh looks at Ting.]



[Image 8. Line 14: Linh shifts her gaze to Ting's textbook.]

- 15 (1.2)
- 16 L: un (.) ja (.) soo shiyoo {ka? [(hhh)]
 yeah then so let's do Q
Yeah, then, shall ((we)) do so?
- 17 T: {(nod)}
 {[un.]}
Yeah
- 18 (1.0)
- 19 L: {((T writes on [] ; L→T))}
 {shoone kinoo to ekobendaa to yo yobareteiru.}
 energy saving function and eco-vendor QT FRG call-PASS-ASP
They are called an energy saving function and an eco-vendor.
- 20 {(T+L write on [])}
 {(h [hh])}
- 21 T: {(smile)}
 {[un.]}
Yeah

In line 1, Linh launches a turn by self-selecting through a summary of what they have found so far to be relevant ‘*atsukute oshaberi jidoohanbaikito ekobendaa kana* *I wonder if (the answers to the three functions of) vending machines are heating, talking and an eco-vendor?*’. Linh deploys a turn final particle or ‘mitigation marker’ (Matsugu, 2005) ‘*~kana i* (*I wonder~*), which can be interpreted as a question addressed to the interlocutor. She also laughs and simultaneously shifts her head towards Ting to secure Ting’s agreement. The production of laughter at the end of a final turn has been referred to as a ‘post-completion stance marker’ by Schegloff (1996). Note also that laughter in this position can be deployed to modulate the speaker’s action (see also, Potter & Hepburn, 2010; Shaw & Hepburn, 2013). Linh’s turn (line 1) is followed by a short silence in line 2, as Ting keeps looking down at her handout and textbook (Image 2). Her prefaced turn with *well* in line 3, which seems to be launching a possible disagreement with Linh’s proffered answer, is interrupted by Linh’s question in line 4 (*sono koto? something like that?*). This works to continue to elicit Ting’s agreement. The production of Linh’s question (line 4) also fails to obtain a response from Ting, and a very

lengthy gap of 5.2 seconds follows in lines 5 and 6. After approximately 2.5 seconds of silence, Linh shifts her posture away from Ting towards her textbook (line 6: Image 4) and tries to figure out the answer herself, which can be seen as a signal of disengagement from Ting. The action of consulting their own textbooks occurs between lines 6 and 10, as the students individually work on the task.

Linh writes the answer on her handout while Ting consults her textbook during this long silence and searches specifically for the word ‘*shooene* (*energy saving*)’. Her subsequent turn in line 11, in which she suggests an alternative formulation of ‘energy-saving’ for Linh’s ‘eco-vender’, offers a display of where one source of the disagreement lies. It is built with a tag-question format *~janai?* (*isn’t it?*) with rising intonation that is designed to elicit an alignment (Clayman & Heritage, 2002), and suggests Ting’s uncertainty about the word *ecobendaa* (*eco-vendor*) that Linh has suggested in line 1 (see Asano, 2007 on explication of the semantic meaning of *janai ka*). Next Linh does in fact align with Ting’s proposal after a slight gap (line 12). Ting, hence, reconfirms Linh’s alignment through her utterance prefaced with an interactional particle ‘*ne*’ (*right?*) at line 14. According to Tanaka (2000, p. 1135) ‘*ne*’ can be “an extremely versatile tool by speakers to manage a turn for diverse interactional activities, and for the achievement of intersubjectivity” which seems to be the case here. She consecutively adds the reason, using the key word of the task question ‘*function dakara* (*because it’s a function*)’ to justify her claim. Linh’s next turn, however, displays that she accepts Ting’s opinion that it has an energy saving function but also reaffirms that it is an eco-vendor ‘*shooenekino to ekobendaa to yo yobareteiru* (*they are called an energy saving function and an eco-vendor*)’ (line 19). Ting’s *yeah* in line 21 indicates that they have been able to successfully negotiate the answer although they did not reach an agreement on all three functions in response to the discussion task question.

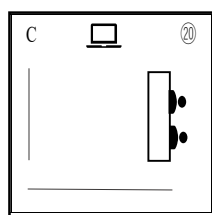
In this excerpt, we can see how the students in an SBS-L format engage in making

progress on the task throughout the interaction. While Linh is vigorously deploying nonverbal actions (i.e., looking at and/or shifting posture towards Ting and/or consulting Ting's textbook), Ting is mainly looking at her own materials rather than gazing at Linh as she works on the task. However, although not generally looking at Linh, Ting does lean slightly towards Linh when she initiates actions such as soliciting a response (line 11: Image 6).

In sum, this example shows that the students produce questions (lines 1, 4 and 11) to elicit an agreement from the co-participant, but silences follow (lines 2, 5, 6, 8, and 10). These silences are interpreted as foreshadowing a disagreeing next action to display uncertainty that the action of consulting a textbook strongly indicates as Ting's actions in line 10 and 11, for example, show. The excerpt suggests that the SBS-L makes it easier for students to withdraw their body's orientation from one another, and refer to their textbooks as they resist having to immediately agree with a suggested answer for the task until they feel ready. This delays the discussion and threatens completion of the task. With mitigation through a question form, however, Ting successfully obtains Linh's agreement. Hence, we can see that there is a considerable tolerance for silence and gaze aversion in the SBS-L format.

The following example shows that disagreement with the proffered answer is displayed as an absence of the second pair part in which an acceptance would normally be preferred. In Excerpt 5-2, Hans and James are sitting side by side and the projector is located to their right. The assigned discussion topic in this episode is: *The Japanese writing system consists of three kinds of character sets, including Kanji, Hiragana and Katakana. Let's think about whether using only one-character set or several might be beneficial. Discuss with your partner if there is any difficulty in studying three-character sets and if it would be helpful to eliminate the Kanji character set in the system.*

[Excerpt 5-2] Hans (H) & James (J) [W10V:07.44-09.36]



[Image 1]

1 J: $\{((\text{J} \leftrightarrow \text{H}))\}$
 moji {nakattara, moo imi ga wakaranaku naru
 character nonexistent-CON:if anymore meaning NOM know-NEG become
If there were no characters, we wouldn't know the meaning anymore, would we?

2 deshooz}
 COP-TAG

3 H: $\{((\text{H} \leftrightarrow \text{J}))\}$
 {hiragana wa doo?}
 Hiragana TOP how
What about 'Hiragana'?



[Image 2. Line 3]

4 (1.0) $\{((\text{H} \rightarrow \text{J}); \text{J} \rightarrow \text{H})\}$

5 J: $\{((\text{J} \leftrightarrow \text{H}))\}$
 {[sore dake;
 that only
That ((hiragana)) only?



[Image 3. Line 4]

6 H: $\{((\text{H} \rightarrow \text{J}); \text{J} \nearrow)\}$
 {hiragana to↑ katakana wa, {onaji tte yuu kanji da kedo:
 hiragana and katakana TOP same QT say feeling COP but
Hiragana and Katakana seem like the same character sets, but maybe it would be fine with

7 $\{((\text{J} \text{ puffs out his cheeks}))\}$
 {katakana to↑} (.) kanji dake de (.) ii toka↓
 katakana and kanji just P good something like
Katakana and Kanji ((Chinese characters)) only?

8 (0.8) ((H→ ;J↘))



[Image 4. Line 7: James puffs out his cheeks]



[Image 5. Line 8]

9 J: {((H↗↘J))}
 {s::: soo da ne.
 so COP IP
Yeah.

10→ (3.0) ((H+J→))

11→ J: {((H→J))}
 {ma, ((continue talking))
 INJ
Well,



[Image 6. Line 10]

((18 lines omitted))

{((H→J↘ uses hand gestures))} {((J↔H))}
 12 J: °sono° {moji wa ma, moji dake ja{nakute, yappari, bunka toka,
 that character TOP INJ character just COP-NEG-TE after all culture or
Well, because after all, characters are not just a letter, but also include culture or,

{((H↘←J))} {((H↘↗J))}
 13 {[sooiu imi] mo {fukumeteru kara,
 like that meaning also include-TE-ASP because
something like such meaning ((of culture)),

{((nod))}
 14 H: {[un.]
Yeah

15 (1.2)

{((J↔H))} {((H nods))}
 16 J: dakara sooiu koto kara {kangaeru to, {[yappari,] ((H↘↗J))
 COP:because like that thing from think if after all
So, if ((I)) think from that, after all,

17 (1.0)

18 J: {ma, sono mamani shita hoo ga ii janai.
 INJ that leave as it is do-PT way NOM good COP-NEG
Well, it would be good to leave as it is.

{((nod))}
 19 H: {°un°}
Yeah

20 (1.8)

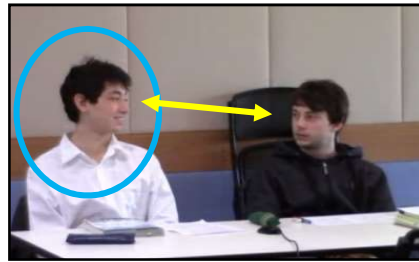
21 J: °to omoimasu:°
 QT think-COP
That's what I think.

22 (0.7)



[Image 7: Line 18]

{((H smiles and H↔J))} {((J nods; J↔H))}
 23→ H: boku {eto (.) soo iu kangae} {wo,
 I INJ so say thought P
I ((have)) such ideas,



[Image 8: Line 23_01]



[Image 9: Line 23_02]

24→ (10.0) ((H sighs and scratches his neck and↗ while J↘; J→ H))



[Image 10: Line 24_01]



[Image 11: Line 24_02]



[Image 12: Line 24_03]

{((H→J↘))}
 25→ H: {n demo hitotsu dake no moji dattara, (0.5) dore ni suru?
 but one just GEN character COP-CON:if which one P do
Which one would you use, if it should be only one-character set?

{((J smiles; tilts his head))}
 26→ H: {[hitotsu janai to dame tte iwaretara;
 one COP-NEG if must not QT say-PASS-CON:if
If you were told that you must use only one-character set?

- 27 J: °doo° doo yaroo ne↑
 what what I wonder IP
I wonder what I would choose.
- 28 (1.7) ((H↔J↘))
- 29 J: {((H→ J; J↘))}
 {Yappa:
After all
- 30 (4.0) ((The lecturer's talk begins after line 31 and the group interaction ends.))

James initiates the task with a tag-question, ‘...*deshoo*?’ which is deployed to elicit an agreement. Hans’s following action, however, shows that he does not think that James has explicitly answered the question raised in the task. Between lines 3 and 7, Hans counters with a question about ‘*hiragana*’, deployed to bring James back to the task of talking about characters. However, there is a gap in line 4. On account of this gap, together with James’s gaze withdrawal (Image 3), Hans continues his turn and provides an example answer in lines 6-7 to elicit an explicit answer from James, but this is done in overlap with James’s utterance: *soredake* (*That ((hiragana)) only?*) which is an unmarked next position overlap onset (Jefferson, 1984). James withdraws in favour of Hans’s utterance, turning his gaze away from Hans, and right after the conjunctive particle ‘~*kedo* (*but*)’ in line 6 has been uttered, James exhibits the nonverbal actions of puffing his cheeks in line 7 (Image 4). After a brief silence in line 8, James does in fact respond by saying ‘*soodane* (*yeah*)’ which is followed by yet another lengthy silence in line 10 (Image 6). James continues taking a turn in line 11 by producing a well-prefaced turn ‘*ma* (*well*)’ (Heritage, 2015) which projects a forthcoming (dispreferred) disagreement. James’s nonverbal behaviour (line 7) can thus be implicitly linked to his disagreeing action. In the omitted lines, James does try to elaborate his opinion, rather than respond to Hans’s question in terms of whether it would be ok to eliminate one character set such as *hiragana*. By doing so, James takes a resisting stance (lines 11-18) and closes his turn in line 21.

Hans finally attempts to provide his position by launching a self-selected turn in line 23 but drops out of his turn in progress before producing his opinion when he fails to draw James's attention. He then reformulates the task question in line 25, *hitotsu dake no moji dattara dore ni suru?* (i.e., *Which one would you use, if it should be only one-character set?*) as he pursues a more adequate response from James with regard to the assigned task - "let's think about whether *using only one-character set* or *several might be beneficial*". Note that James reorients his gaze at the beginning of Hans's turn (line 23: Image 8), yet he soon moves his gaze away from Hans and looks to his front and down (Image 9) in the middle of Hans's turn-in-progress. Although Hans's turn is syntactically, prosodically and pragmatically incomplete and the objective case particle '*~wo*' projects that the turn is in progress, James discontinues looking at Hans until the end of the discussion. A very lengthy pause (ten seconds) occurs in line 24. During this lengthy pause, Hans scratches his neck after a deep sigh, while James looks down and ahead (Images 10-12). In response, James tilts his head while smiling in line 26; this action overlaps with Hans's elaboration. Hans paraphrases the *if*-clause turn of line 25 indicating that it is forbidden to use more than one character set - *hitotsu janai to dame tte iwaretara?* (*If you were told that it must not be more than one-character set?*) to make his point of the question clearer, James, however, continues to avert his eyes from Hans. James produces a verbal utterance '*Yappa: (after all)*', which is an incomplete turn in line 29 but projects that his answer will not change. A lengthy pause also ensues. The interaction ends after line 30 with an absence of a sought after response.

Excerpt 5-2 shows that in the pauses and that gaps occur, James makes few attempts to engage through eye contact with Hans. There is an absence of and/or delayed next action by James, and this feature is accounted for by his resistant stance. James is also facing the front, where the space belongs to the outsider's spatial perspective, both with his body and with his gaze, and occasionally looks up/down and to the left or to the right.

In sum, the students have adhered to their different stances to the answer to the question throughout the discussion due to a disagreement about the answer to the task question. On the one hand, Hans asks a question that calls on James to answer the task question as he interprets it, instead of agreeing with James's opinion. James, on the other hand, maintains his stance strongly through a disagreeing action. As is evident from this extract, the interaction is impacted not only by the position of the projector screen but also by the space that the group members can share (i.e., FIF). This formation makes it hard for students to keep focusing on each other's direct visual attention unless they change their posture and orientation to establish a FIF which as noted takes physical effort. The SBS-L, in other words, makes it easier to refrain from answering and to maintain a disagreement by avoiding gaze direction and deploying silence. In this way the option and required effort to set up the FIF to include one another is not taken up, as was the case in Excerpt 5-1.

Excerpt 5-3 is an example of the SBS-L where the projector screen is located to the right side of a group, here James, Becky and Hans. In this extract, we again have a disagreement which this time is produced with a reluctance marking *a* : : (*well*) (Heritage, 2015) after a brief silence and following a declarative question. Important to note are the physical constraints imposed by the position of the projector. It is likely to become more difficult for the participants to create the FIF and monitor which actions might indicate when turns begin and end. Therefore, when the projector is positioned to the side, silences often appear at TRPs rather than an immediate response of the addressee.

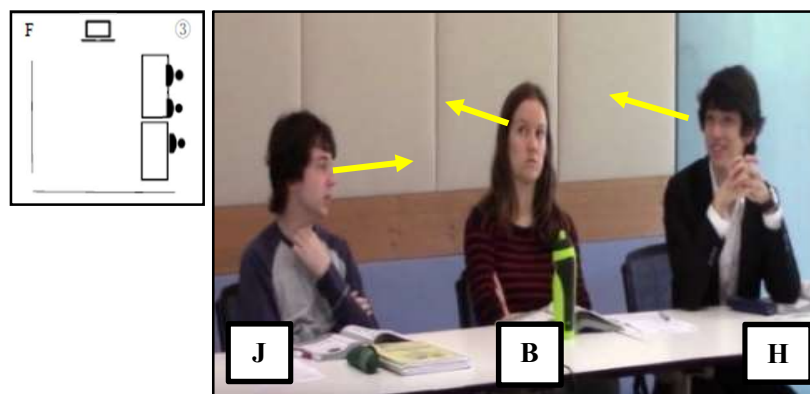
The possible prompts related to the given task were shown on a PowerPoint slide on the projector (see the Figure 5.4 below. Note that A is the original information resource projected on the screen, with no English translations provided to students while B is my English translation for the benefit of the reader). The group task entailed selecting appropriate situations in which a dialect can be used. Specifically, the assigned discussion topic in this episode is:

Please choose the cases shown on the PowerPoint slide on the screen in which a dialect can be used with your three group members.

Figure 5.4. Information resource for the task projected on the screen

(A) The original version used in the class	(B) Added English translation to the original version
<p>標準語と方言</p> <p>•どんな時、方言を使いますか。</p> <p>話す時 ・ 書く時 ・ 相手が同じ方言を話す時 会社の上司 ・ 会社の同僚 ・ 友達 ・ 家族 会社の会議 ・ リラックスした場所 ・ 銀行員 市場のおばちゃん ・ デパートの店員 専門的な会話 ・ 日常的な会話</p>	<p>標準語と方言 (Standard language & Dialect)</p> <p>•どんな時、方言を使いますか。(When is the dialect used?)</p> <p>話す時 (when you speak) ・ 書く時 (when you write) ・ 相手が同じ方言を話す時 (when the other interlocutor uses the same dialect you use) 会社の上司 (company boss) ・ 会社の同僚 (colleague at work) ・ 友達 (friend) ・ 家族 (family) ・ 会社の会議 (meeting of the company) リラックスした場所 (the place where can be relaxed) ・ 銀行員 (bank employee) ・ 市場のおばちゃん (aunty of the market) デパートの店員 (salesclerk of the department store) ・ 専門的な会話 (professional conversation) ・ 日常的な会話 (daily conversation)</p>

[Excerpt 5-3] James (J), Becky (B) & Hans (H) [W6V:20.59-22.10]



[Image 1]

- 1 H: {((H smiles → J))}
 {[hanasu {toki↑}
 speak when
 When ((you)) speak?
- 2 J: {((J → B + H →))} {((J →))}
 {[hanasu] {toki↑}
 speak when
 When ((you)) speak?
- 3 (1.0) ((J + B + H →))
- 4 B: {((J + B + H →))}
 {[hanasu toki.
 speak when
 When ((you)) speak.

5 J: $\{((\text{J} \rightarrow \text{H}))\} \{((\text{J} \rightarrow \underline{\text{H}}))\}$
 [nichii {joo teki}{na kaiwa toka;
 daily focus conversation and
In daily conversation?

6 (1.2) $((\text{J} + \text{B} + \text{H} \rightarrow \underline{\text{H}}))$

7 B: $\{((\text{J} + \text{B} + \text{H} \rightarrow \underline{\text{H}}))\}$
 {tomodachi to ka[zoku to?
 friend and family and
With friends and family?

8 H: [rirakkusushita basho ↑ ((H tilts his head))
At a place where ((you)) can relax?

9 (1.8) $\left. \begin{array}{l} ((\text{J} + \text{B} + \text{H} \rightarrow \underline{\text{H}})) \\ ((\text{B} + \text{J} \rightarrow \underline{\text{H}})) \end{array} \right\} ((\text{J} + \text{B} + \text{H} \rightarrow \underline{\text{H}}))$
 10 B: ((nods))
 11 (10.5)

12 B: nichijoo tekina kaiwa?=
 daily focus conversation
Daily conversation?

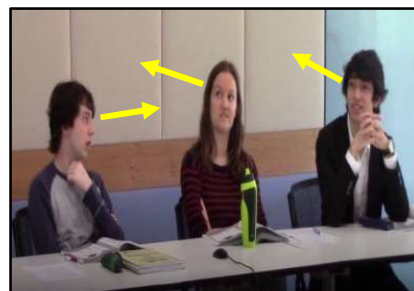
13 H: $\{((\text{nod}))\}$
 {=un. nichijoo tekina kaiwa.
 daily focus conversation
Yeah, daily conversation.

14 (7.3) $((\text{J} + \text{B} + \text{H} \rightarrow \underline{\text{H}}))$

15 B: depaato? ((B + J → H; H → $\underline{\text{H}}$))
Department store?

16 (0.8)

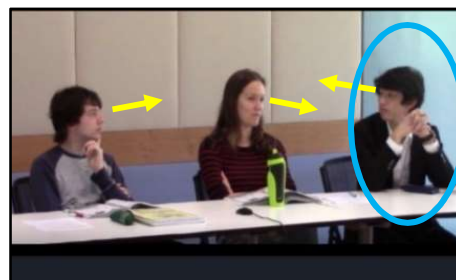
17 H: $\{((\text{H} + \text{J} \rightarrow \text{B}; \text{B} \rightarrow \text{H}))\}$
 {un?
What?



[Image 2, Lines 5: James looks towards Hans.]



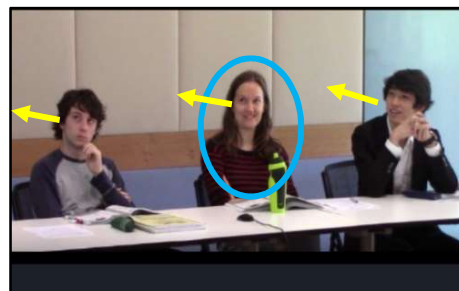
[Image 3. Line 15: Becky shifts her head from looking at the screen to look ahead.]



[Image 4, Line 17: Hans and James gaze at Becky.]

18 B: *depaato?* ((J+B+H→))
Department store?

19→ (0.5)



[Image 5, Line 18: All of them look up the screen.]

20→ H: {((H tilts his head and smiles))} {((H→B))}
 {a:: [depaato] {wa doo da[roo:
 Well department store TOP what wonder
Well, I'm not sure about a department store.

21 B: {((B→H))}
 {[() ?]



[Image 6, Line 20]

22 J: [°un°
Yeah

23 (1.8) ((J+B+H→))

((James, Becky and Hans continue with the task))

Hans and James initiate the task by providing a possible answer; an overlap subsequently occurs (lines 1-2). After a silence (line 3), James self-selects to offer another possible answer with a slight upward intonation (line 5). James's twisting body posture together with gaze directed at Becky and Hans, project a possible completion of his turn as he hands over the floor, as well as an expectation of the interlocutor's acceptance (Image 2). There is, however, no response after James's turn, noting too that he fails to obtain Becky's and Hans's gaze engagement. Between lines 5 and 11, the difficulties that surface in the turn-taking in this seating layout become visible. In response to the task questions, students suggest possible answers by deploying a "try-marker" (Sacks & Schegloff, 1979) with a rising intonation

contour. However, neither allocation of next speaker nor response by the next speaker occurs, and a silence follows in line 6. Becky launches a next turn (line 7) while looking at the screen. It is, however, overlapped with Hans's possible answer (line 8) in the middle of Becky's turn. No-one cedes the floor which breaches the one speaker at a time rule (Rule 4). Hans tilts his head after his talk which indicates his uncertainty, but a very prolonged gap ensues. Since all three are looking at the screen, Hans's nonverbal action of tilting his head makes it impossible to be seen by Becky and James in this seating layout. Becky recycles James's turn (line 5) in line 12 (*nichijoo tekina kaiwa?* *Daily conversation?*), which receives a confirmation by Hans through his contiguous response token 'un (*yeah*)' and the repetition of Becky's prior turn while nodding. James, however, does not orient his posture towards Becky and he keeps looking at the screen without offering any sign of agreement.

During a lengthy gap of 7.3 seconds in line 14, all three look at the screen. Becky next initiates a question sequence after this gap to elicit confirmation of her answer in line 15. Her voice grows louder in the latter part of the word '*deppaato?*' (*department store?*) as she turns her head in Hans's direction but focuses her gaze ahead without looking at Hans (Image 3). Both James and Hans look at her and Hans self-selects, and produces a repair initiation *un?* (*what?*) in line 17. This trouble-source turn (Schegloff et al., 1977) is resolved by Becky's repetition of her own turn in line 18. After a short gap, disagreement is initiated by Hans's subsequent '*a::*' *well*-prefaced turn (Heritage, 2015) together with a head tilt and smile. Hans's actions can be interpreted as a rejection of Becky's suggestion. The association of head-tilting with disaffiliation is in line with the findings by Debras and Cienki (2012). They found that when a head tilt is mobilised with a *well*-initial turn and co-occurs with smiling in relation to a previous stance, it is often regarded as mitigated disaffiliation. Note also that Hans deploys a modality marker *~daroo* (*I wonder*), which can indicate the locus of uncertainty in his utterance to possibly foreground a different proffering.

Throughout the discussion, all three have been looking at the screen while offering a possible answer from the information projected onto the screen. No one has been selected as the next speaker, and there are no indications that speakers are about to self-select, resulting in overlapped talk through a simultaneous start up by Becky and James (lines 4-5). Jefferson (1984) refers to this as a '*blind spot*'. It is a subcategory of an unmarked next position onset, which indicates that the current speaker's turn has reached the TRP and is followed by a pause. Then, the same speaker who has just completed the previous turn sustains the next turn by being the speaker rather than the recipient. As a consequence, the current speaker might fail to listen, hear or notice that the next speaker has started talking and switches into a speakership orientation at the same time as the current speaker begins another turn.

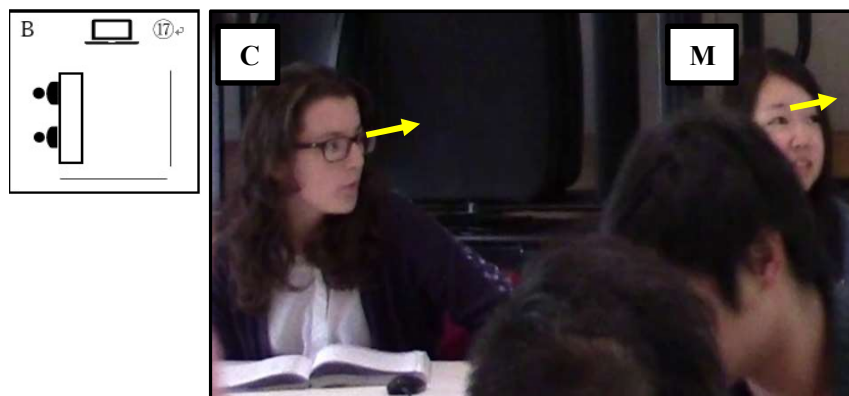
In sum, due to the absence of a response to her question, the actions of recycling her own turn or recycling the other participant's turn is deployed by Becky, who is sitting in the middle of the group, as a resource to pursue the answer required by the task. When the screen is the main focus for conducting the task in this seating formation, the difficulty lies again in the distribution of the gaze, the engagement in mutual eye contact to monitor each other's embodied actions, and the difficulty in monitoring the changing body postures. Notably, the participants sitting close to the screen find it more challenging to pursue a response to a question. It is indeed challenging if not impossible for students, James and Becky, in this sitting position to include the other participants' transaction segments (see Figure 2.2 in Chapter 2) attending to the projector screen. Even though they turn their necks and shift their body postures towards the other participant(s) to engage through gaze, they need to constantly reorient their focus to the projector screen to access the task requirements. During the gaps, the participants continue to look at the screen too. Thus, the SBS-L, where the screen is placed to the side of the group, makes it more difficult for students to work collaboratively as the information for the task question is projected on the screen only. On account of the absence of a FIF, the

students also face the challenge of how to avoid gaps and overlap while orienting to the task question.

So far, I have examined the practices and features used in the work of disagreement. Next, the focus shifts to how progressivity is delayed as a result of the disagreeing actions.



In Excerpt 5-4 a lengthy pause interrupts the progression of the discussion task as a result of disagreement which takes longer to resolve in an SBS-L. In this excerpt, Callie and Mei are sitting side-by-side with the screen positioned to their left. The assigned discussion topic in this episode is: *Is there anything else that was brought from Australia to Japan apart from these examples?*

[Excerpt 5-4] Callie (C) & Mei (M) [W9V:11.35-12.40]



[Image 1]

- {{{(C↔M)}}}
- 1 C: Hallo {ween?
- 2 (0.5)
- {{{(M↔C)}}}
- 3→ M: {oh (.) Halloween wa oosutoraria no {mono:::[:::ja]nai.
INJ TOP Australia GEN thing COP-NEG
Halloween is not originally from Australia.
- {{{(C→[])}}}
- 4→ C: [janai] (.) kedo,
COP-NEG but
It is not but,

5 → C: {((C →  : M → ))}

{(3.0) °uh:m° yap-
FRG

6 (0.5)

((Callie and Mei continue with the task))



[Image 2. Line 5: While Callie looks up the screen, Mei gazes at other groups]

In line 1, Callie's response in orientation to the task question is launched by suggesting a possible answer through a try-marker *Halloween?* with a rising intonational contour followed by gaze at Mei. In addition, the pattern of try-marking with a rising intonation recurringly occurs across the SBS-L data-set regardless of the task-type, as shown in excerpts 5-3. Such a device is also pervasively used in opening the discussion task both in SBS-L and C-L; this point will be elaborated in the next chapter (Chapter 6). Although Callie has succeeded in achieving Mei's gaze, disagreement is foreshadowed in line 3 with a delay (see Heritage, 1984; Rendle-Short, 2015; Schegloff, 2007). Mei produces an *oh*-preface marker (Heritage, 1998) followed by a brief pause. She produces a possible rejection of the proffered answer on the grounds that Halloween is not from Australia (*Halloween wa oosutoraria no mono::[:::ja]nai. Halloween is not originally from Australia.*). This works as an account for her rejection. By uttering *Halloween* with the contrastive particle *wa*, Callie anticipates the unfolding trajectory of talk in the ongoing turn with respect to what possibly comes next; it can also be a projected completion (Hayashi, 1999; Tanaka, 2015). A preemptive contrast action [*janai*] (*It is not*) is produced (line 4) by Callie at the position where a sound stretch on *mono::[::: (thing)* is displayed. Callie simultaneously shifts her gaze from looking at Mei to looking up at the screen. The local emergence of the contrast structure and prosodically unfolding utterance used by Mei, provides Callie with an opportunity for not only the

projectability of what/how to proceed next and when to co-participate, but also for “co-participant completion” (Hayashi, 1999). In so doing, Callie positions herself as being in a parallel relationship with Mei, but she attempts to take her stance by adding an utterance final conjunctive particle *kedo* (*but*) after a micro pause followed by a prolonged pause of 3.0 seconds (line 5). As Schegloff (2010) argues, the use of *uh:m* with *but* for contrast following a lengthy silence (lines 4-5) is deployed as a resource not only to secure the floor but also to signal the next action, here of stating her opinion about *Halloween*. Callie indeed includes *Halloween* when she summarises the answers that they discussed later (data not shown). Note also that during this silence, Mei gazes at the other groups while Callie looks up the screen.

In this excerpt 5-4, the production of Callie’s long pause after Mei’s rejection of the proffered answer hampered the task progression. It is worth noting that Callie and Mei created the FIF once they started up the discussion but they oriented to gaze avoidance when there was no agreement about the answer proffered. Like the previous examples, here too this seating layout makes it easy for students to shift their attention away from the co-participant and avoid employing or availing themselves of the interactional resources normally associated with turn-taking.

Summary

To summarise briefly, this section has demonstrated how disagreements about and rejections of proffered answers asked for in the task occur in the SBS-L and are more challenging to resolve because of the physical seating constraints placed on speakers. Features such as eye-gaze rarely appeared when students disagreed with each other about the answer. Analysis also showed that delays were a pervasive feature of these disagreeing actions and rejections. Delays were filled with the actions of looking down at the textbooks, looking up the fixed positioned screen or providing an outsider’s perspective on the focal group’s view.

A FIF can be managed according to their involvement (e.g., orientation to group member(s) and artefacts) in the task during the discussion. In other words, the students can change their upper body postural and spatial orientation to include or exclude their co-participant(s) and focus on the artefacts. However, the students hardly ever established a FIF instead excluding the co-participant from their own transactional segment. Maintaining the FIF for the duration of the discussion is most affected when the projector screen is the source of materials in an SBS-L (i.e., Excerpt 5-3) (considered as a “communal object” (Day & Wagner, 2014) and is positioned to the side of the focal group. Even if the participants sitting near on the screen twist their upper body to establish a FIF, it is difficult to maintain the FIF throughout the discussion because they must reorient to the original position from time to time to refer to the sources on the screen. The fixed projector screen in this seating layout makes it difficult for students to send and receive a signal to allocate a turn and take a turn, and work collaboratively. I will come back to this point in relation to task-type and its relationship with seating layouts in the next chapter (Chapter 6) but next, I turn to the disagreeing practices in a C-L. Unlike, the SBS-L, C-L makes it easier for students to allocate a turn through gaze or gesture and it enables maintaining or sustaining this joint visual attention while keeping a FIF.

5.4.2. Managing disagreement with the proffered answer, opinion or suggestion in C-L formation

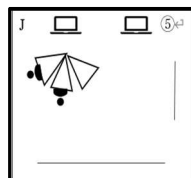
In this section I discuss four examples²⁴ of the absence of an immediate agreement with a co-participant’s proffered answer. Unlike the students in a SBS-L, however, in this seating students engage in working at a resolution without delay. In terms of turn-taking features, a striking difference between the design of the disagreeing actions in the two seating layouts is that in the C-L formation, there are significantly shorter silences or no silences at TRPs, and

²⁴ Full transcripts are provided in Appendix 5.

that next speaker uptake recurringly occurs. It is worth noting that throughout analysis of the data, self-selection (Rule 2) appears more frequently in a C-L (see Table 5-1). That is, the students question the proffered answer by raising an issue or problem with the suggestion without hesitation. As a result, the work of trying to achieve an agreed position about the answers becomes a relevant next action rather than an lapsed or unresolved one as students negotiate the answer.

The following example Excerpt 5-5 is taken from data in the C-L (L-shape layout) where the projector screen is in front of Shu and Linh. The assigned discussion topic in this episode is: *When you are looking for a place to live alone, what conditions would you consider? What do you want to live next to/nearby?* In preparation for the task, students were required to answer the question for homework. The students, therefore, need to start by sharing what they have written. Note that they do not have a homework sheet at hand; the task question is only projected on the screen.

[Excerpt 5-5] Shu (S) & Linh (L) [W6V:05.28-06.29]



[Image 1]

- 1 S: {(((S↔L)))} {((S↖□))}
 {nihon °-n°bini? (.)} {[konbini?
 Japan convenience store? Convenience store?}
- 2 L: {((L nods→S))}
 {[un.
 Yeah.}



[Image 2. Lines 1&2]

- 3 L: nihon nara konbini deshoo?
 Japan if convenience store COP-TAG
It'd be a convenience store if it were Japan, wouldn't it?
- 4 S: {(nods)}
 {°un°}
Yeah.
- 5 → L: {((S →))} {((S leans toward L; S+L →))} {((L → S))}
 {ato sorekara {eki kana:↑ {tte.
 and then station wonder QT
and then station, maybe.
- 6 (2.5) ((S's thinking face while looking away; L → S))
- 7 S: eki toka,
A station or,
- 8 L: shiti toka,
City or,
- ((Shu and Linh continue with the task))



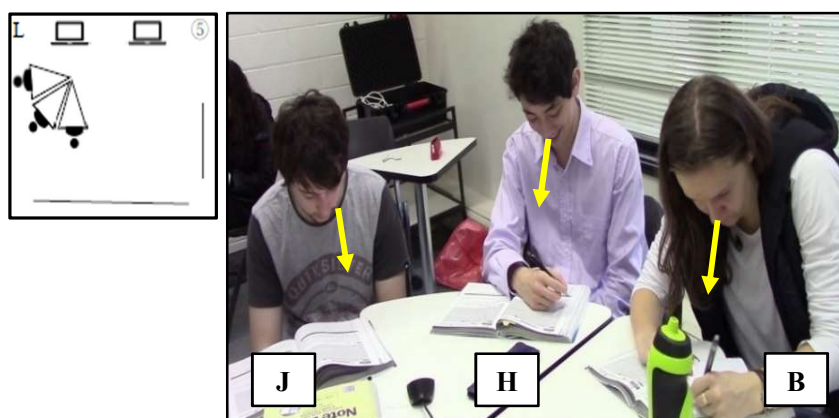
[Image 3. Line 5]

Shu launches the task in line 1 by offering her try-marked suggestion, which as discussed is a recurring feature. Through the device she displays that she may not be entirely certain about whether her suggestion is correct so the function here is to elicit a confirmation and/or agreement. Repetition of °-n°bini? and *conbini?* (*convenience store?*) emerges during her utterance. Note that there is a brief pause between the first and second utterance as she conducts a word-search, designed simultaneously with the action of consulting her textbook. Through mutual gaze, Shu also pursues and secures Linh's response, that she succeeds in eliciting. This is visible through Linh's agreement token *un* co-occurring with *nods* (line 2) which is produced in overlap with Shu. By producing a *nihonnara* (*if it were Japan*) which limits the location to Japan with a tag-question ending ~*deshoo?* (*wouldn't it?*) in the following turn (line 3), Linh is accepting Shu's suggestion as correct but only if the location is Japan, and therefore by extension not Australia. Thus, it is a conditional agreement that in turn requires Shu's confirmation. They then proceed to list other possible answers also achieved tentatively, evident in the rising intonation. The discussion however is not halted in its progressivity. They

also create a FIF in an L-shaped layout while the discussion is in progress. This enables the students to monitor what the other is doing without making the effort required to change their body orientation as in the extracts discussed in the SBS-L in the above section. In other words, the students jointly participate in allocating turns through questions, and observe and monitor each other's nonverbal activities alongside their verbal actions (see Streeck et al., 2011).

In the following example, the proffered suggestion is rejected by the second speaker. The same students from Excerpt 5-3, James, Hans and Becky are now seated in a C-L with the projector screen located in front of them. The assigned discussion topic in this episode is: *Discuss a topic about an event that had occurred in the past in a group and create a conversation*. The structure of the opening question-answer adjacency pairs was given, and the specific role of each participant was also described in the written instructions; i.e., one student had to take on the role of giving information about an event (the first turn within the task), and the other student was given role of the recipient. The issue that emerges in the excerpt is agreement about the character's name to be assigned.

[Excerpt 5-6] James (J), Hans (H) & Becky (B) [W10V:23.36.-26.58]



[Image 1]

- | | | | | |
|---|----|---|------|---|
| | | $\{(((J)+(B)+(H) \rightarrow \boxed{?}))\}$ | | $\{(((H) \rightarrow J); (B) \rightarrow J))\}$ |
| 1 | H: | {what's good <i>ryuugakusee</i> | °no° | { <i>naae?</i> |
| | | International student | GE | |
| | | <i>What's a good name for an international student?</i> | | |
| 2 | J: | ((shakes his head)) | | |

- 3 B: $\{((\text{H} \rightarrow \text{B}); \text{B} \searrow \text{H}))\}$
{sunny.}
- 4 → H: $\{((\text{H} \searrow))\}$
 $\{\text{su}^\circ \text{nny}^\circ ((\text{hh}))\}$
- 5 B: $\{((\text{H} \rightarrow \text{B}))\}$ $\{((\text{J} \searrow \text{H}; \text{H} \searrow \text{=}))\}$
{e:} {doko kara?
INJ where from
Well, where ((is the international student)) from?
- 6 (1.0)
- 7 H: $\{((\text{H} \searrow \text{B}; \text{B} \rightarrow \text{J}))\}$ $\{((\text{H} \text{ points at the text}; \text{J} \searrow \text{H}))\}$ $\{((\text{J} \rightarrow \text{B}))\}$
{eh? (0.8) {It's this bit, {isn't it?
- 8 (6.5) $((\text{B} \searrow \text{=}))$
- 9 B: $\{((\text{J} \rightarrow \text{B}; \text{H} \text{ looks ahead}))\}$
{demo doko kara no ryuugakusee
but where from GEN international student
But where is the international student from?
- 10 H: $\{((\text{H} \searrow \text{=}; \text{J} \rightarrow \text{B}; \text{J} \searrow \text{=}))\}$
 $\{((\text{clicks his tongue and shakes his head}))\}$
- 11 B: $\{((\text{H} \leftrightarrow \text{B}))\}$
 $\{((\text{hhh}))\}$
- 12 (2.8) $((\text{J} + \text{H} + \text{B} \searrow \text{=}))$
- 13 H: John ↑ $\{((\text{hhh}))\}$
- 14 → J: $\{((\text{H} \rightarrow \text{J}))\}$
 $\{((\text{hhh}))\}$
- 15 → B: [John.]
- 16 → J: $\{((\text{J} \searrow \text{H}))\}$
{bit generic.}
- 17 → H: $\{((\text{H} \rightarrow \text{B}))\}$
{[John or Jane↑
- 18 → B: $\{((\text{B} \rightarrow \text{J}; \text{H} \rightarrow \text{B}))\}$ $\{((\text{B} \leftrightarrow \text{J}; \text{H} \searrow \text{=}))\}$ [Image 3. Lines 17-18]
{[whatever is easier to} {write in *katakana*.}
- 19 J: huh?
- 20 → B: $\{((\text{B} \rightarrow \text{H}))\}$
{[whatever is easier to write in [*katakana*] is fine with me.}

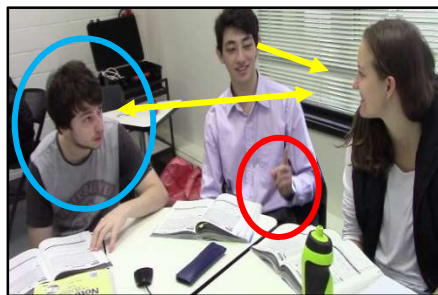


[Image 2. Lines 13-15: Laughing together]



[Image 3. Lines 17-18]

21 H: $\{((\textcircled{H} \rightarrow \textcircled{B}): \textcircled{H} \text{ points to } \textcircled{B}; \textcircled{B} \leftrightarrow \textcircled{H}))\}$
 $\{[(\textcircled{a}h' \text{ shape of lips})]$ [Tom.] }



[Image 4. Lines 20-21 Hans points to Becky while James and Becky gaze at each other.]

22 B: $\{((\textcircled{B} \leftrightarrow \textcircled{J}); \textcircled{B} \text{ nods}))\}$
 $\{\text{Tom.}\} =$

23 H: $\{((\textcircled{H} \rightarrow \textcircled{J}))\}$
 $\{=tomu. ((hh))\}$
Tom

24 J: $\{((\textcircled{J} + \textcircled{H} + \textcircled{B}) \searrow \text{=}))\}$
 $\{tomu ((\text{writes on the textbook})) =$
Tom

25 H: $=Tom \text{ san. } ((\textcircled{H} \text{ writes on the textbook}))$
 TL
Mr. Tom

26 B: *sore ni shiyoo.*
 That P let's do
Let's do that.

27 (1.8) $((\textcircled{J} + \textcircled{H} \text{ writes it on the textbook}; \textcircled{B} \searrow \text{=}))$

((James, Hans and Becky continue with the task))

In line 1, Hans allocates a turn by adopting a wh-question (what's good *ryuugakusee* °no° *namae*? *What's a good name for an international student?*) while looking at James. In fact, Hans and Becky simultaneously look at James at the end of this turn, orienting to him as selected speaker. James responds through a head shake while looking at the textbook, indicating an oblique refusal (see Kendon, 2002). Becky then suggests '*Sunny*' in line 3, which Hans repeats but with laughter. By adding laughter at the end of a vocal repetition, Hans displays his rejection of Becky's suggestion. Sacks (1995) points out that laughter is closely

linked to the last utterance and the next speaker's action, which accounts for the use of laughter. In the following turn in line 5 and in light of Hans' reaction, Becky orients to her suggestion as having been problematic through her *well*-prefaced repair turn 'e: *doko kara?* (*well, where from?*)'. In doing so, she breaks the ongoing activity. When Becky recognises that Hans has misunderstood her question, she repeats the question to clarify the need to nominate where the international student is from (in line 9: *demo doko kara no ryuugakusee?* *But where is the international student from?*). However, we note that Becky's second attempt to establish the background of the international student in order to decide on a name, is rejected and ignored by Hans and James. This is evident through Hans's suggestion "John" in line 13 produced with rising intonation. James's laughter (line 14) and weak, negative assessment (line 16) ('bit generic') indicates a disagreement with Hans. Hans, however, holds his ground by adding, 'John or Jane' in line 17 which furthers the generic naming and attempts to solicit a preferred response from both Becky and James. In overlap with Hans's turn (line 17), Becky attempts to move the action along by soliciting the group's agreement that they choose a name that is easy to write in Katakana *whatever is easier to write in katakana*²⁵. Becky selects James as the next speaker by gazing at him. James, however, initiates repair: '*huh?*'. Due to the simultaneous talk with Hans, James might have missed hearing what Becky has said. She thus repeats her turn but shifts her selection of speaker to Hans by looking at him. We also note that she adds the first pronoun 'me' in line 20 (*whatever is easier to write in katakana is fine with me.*). In doing so, Becky explicitly positions herself as taking a stance (see Du Bois, 2007) in the need for a resolution. It also makes it possible for Hans to come up with a further suggestion '*Tom*' in line 21 in the midst of Becky's turn thus orienting to a 'cooperative overlap' (Tannen, 1994) to show co-participation and engagement. All three finally agree with the name through latched

²⁵ 'Katakana' is one of syllabaries of the modern Japanese writing system and it is mainly used for writing loan words, the names and for emphasis.

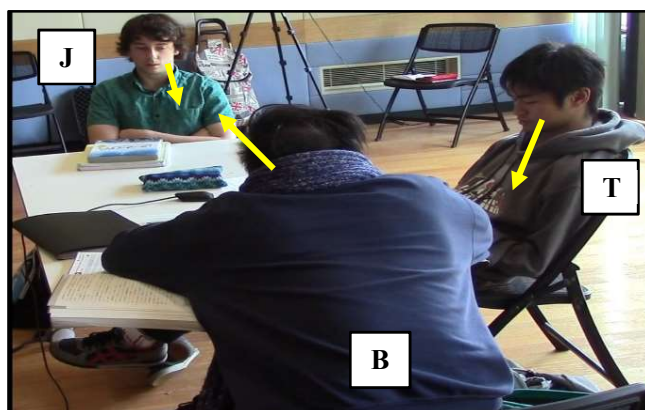
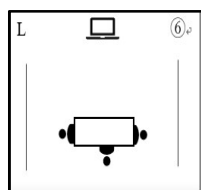
repetition (lines 22-26), along with the production of nonverbal actions (i.e., nods and writing). The sequence is closed by Becky's agreeing to a joint action, '*sore ((Tom))ni shiyoo. (Let's do that)*' in line 26.

In the above excerpt, we observe that one student proffers a suggestion which is rejected through repetition and laughter. Also notable is the absence of delay (i.e., silence). As can be seen from the two excerpts so far in this subsection, the presence of a FIF enables the students to easily obtain and distribute visual cues. It is also important to note that, while the disagreeing actions hinder the progressivity of the discussion task, they are promptly resolved.

The following example shows that disagreeing turns are displayed through competitive overlaps. The issue here is what appears initially to be a disagreement but in fact is not. Tai is seen to take a multi-unit turn to clarify that he in fact agrees with the proposition put forth by Bao and James. In the excerpt (5-7 in a C-L,) the projector screen is located in front of Tai with James and Bao sitting to the side. The assigned task for discussion is: *Think about whether a machine or a robot could be similar to a human being and whether technology could give hope or pose a threat to human beings. With your group members, discuss your opinion on what would happen if you think that technology might pose a threat to humans, and/or what would happen if you think that it might give hope to humans.*

Prior to line 1, a question-answer sequence about the task question has been completed by Bao's dispreferred response to James (a questioner) and Bao (an answerer) (see Example 3-4 in Chapter 3). In line 1, James then launches a turn with a *well*-prefaced turn (Heritage, 2015).

[Excerpt 5-7] Bao (B), James (J) & Tai (T) [W5V:6.45-9.47]



[Image 1]

- 1 J: {((J↔B); B→J))}
 {ma
 INJ
 Well,
 2 (0.6)

- 3 J: {((J↔B))} {((T throat clearing and changing his posture))}
 {futsuu no robotto wa {ishiki toka nai kara sa,
 general GEN robot TOP consciousness like NEG because IP
 Because ordinary robots don't have consciousness,

- 4→ T: {((T→[]); J→T))}
 {[ishiki ga nai nara,
 consciousness NOM NEG CON:if
 If ((robots)) don't have consciousness



[Image 2. Line 3: Tai rearranges his posture.]

- 5 J: {((J↔B); T→J))}
 {[sorede (.) anmari, =]
 So not really

- 6 B: {((J↔B))}
 {ishiki ga nai. ((nods))
 consciousness NOM NEG
 ((A robot)) doesn't have consciousness

- 7→ T: {((T↔J))}
 {[ishiki ga nai nara,] ((nods))
 consciousness NOM NEG CON:if
 If ((a robot)) doesn't have consciousness

- 8 J: $\{((\textcircled{J} \leftrightarrow \textcircled{T}))\}$ $\{((\textcircled{J} \leftrightarrow \textcircled{T} ; \textcircled{J} \leftrightarrow \textcircled{B}))\}$
 {[sorede (.) anmari] (.) {kyooi wa nai ka nai,
 so not really threat TOP nonexistent Q IP
So, it wouldn't really pose a threat?



[Image 3. Line 8_01]



[Image 4. Line 8_02]

- 9 B: $\{((\textcircled{J} \leftrightarrow \textcircled{B} ; \textcircled{T} \nearrow))\}$
 {un de ishiki wo tsukurenai kara ne.
 INJ and:FRG consciousness P can make-NEG because IP
Yes, and ((they)) cannot create consciousness either.
- 10 J: [tsukurenai] deshoo_i=
 can make-NEG COP-TAG
Consciousness can't be created, can it?

- 11→ T: $\{((\textcircled{J} + \textcircled{B} \rightarrow \textcircled{T} \nearrow))\}$ $\{((\textcircled{T} \rightarrow \textcircled{J}))\}$
 {[soredemo,] ((Tap the table with an index finger)) {=soredemo},
Nevertheless nevertheless



[Image 5. Line 11: Tai beats the table.]

- 12→ betsu no hito ga:: (0.5) nusundanara,
 another GEN person NOM steal-PT-CON:if
If someone stole ((a robot)),
- 13→ $\{((\textcircled{T} \rightarrow \textcircled{J}))\}$ $\{((\textcircled{T} \text{ hand gesture}))\}$
 {(0.8)} akujin toka, warui yatsu wo, (2.0)
 villain or bad guy P
- 14→ shita n dakara chotto guai ga warui.
 do-PT N because a bit condition NOM bad
((it could be)) a problem because ((the robot)) did something bad.
- 15→ tatoeba: (0.5) °a, wakaranai° ((hh))
for example, ah, I don't know.

disagreement activity as he transitions from speakership to reciprocity (see, e.g., Goodwin, 1984; Heath, 1986; Robinson, 1998; Scheflen, 1964; Schegloff, 1998). From lines 4 to 8, overlapping talks occur between Tai and James. Tai and James are mutually gazing at each other when an overlap occurs, and both of them abandon their turns before possible completion. As a result, Bao gains the opportunity to take the floor and repeats James's partial utterance of line 6 with nods to engage in agreement with James's opinion. Tai and James recycle their turns in lines 7 and 8 and resume the talk right after Bao has completed his turn (line 6). As a result, another overlap between Tai and James is produced (lines 10-11). Both look at each other during this overlapped talk. Tai backs down after which a micro-pause occurs. James continues his ongoing turn after this micro-pause, concurrently shifting his gaze from Tai to Bao, and eventually completes his turn. While Tai looks up at the screen, James and Bao engage in mutual gaze and support each other's opinions in lines 8-10. What is most noteworthy here is that between lines 11-16 and lines 19-21, Tai accounts for his disagreement by producing multi-unit turns. Bao displays his position by contradicting Tai's opinion in lines 18 and 22. When Bao utters *sore wa zenbu da yo*. *That's all about us*. (line 22), Tai subsequently clarifies his point that robots do not have a conscience *soo ne: ma (.) buki no onaji ne*. *That's right. well, that's the same as the weapon*. (line 25). In the end, they all agree about.

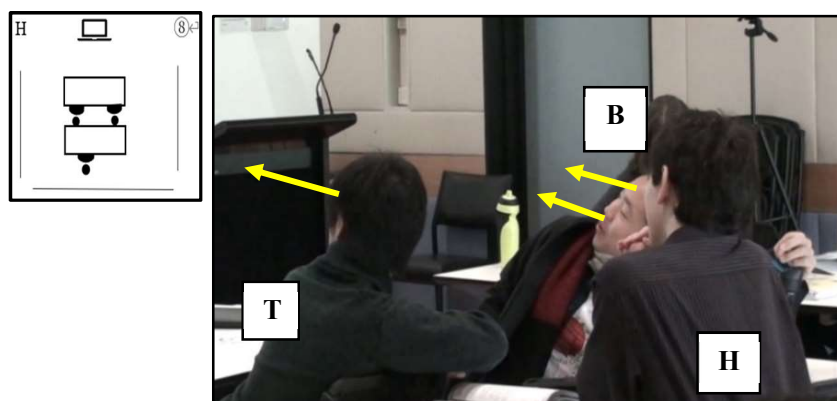
As seen as been the case with the other two excerpts discussed above, disagreements are resolved more quickly in the C-L because students are facing each other and, therefore, more directly accountable to each other. When Tai's disagreeing turn overlapped with James, Tai withdrew (lines 4 & 7) (Rule 4). It is, however, interesting that in the third attempt (line 11), after succeeding in establishing James's and Bao's attention through his action of tapping the table as he produces "*soredemo*", Tai finally produced a multi-unit turn to clarify his position. Also notable, throughout the discussion, James, Bao and Tai maintained the FIF and actively engaged in the task by expressing their opinions.

In order to build intersubjectivity through co-participation and co-construction, students not only produced sentence-final particles (e.g., *~kana I wonder*: line 8, *~ne isn't it?*: line 9, and a tag-question *~deshoo isn't it?*: line 10) as resources to elicit agreement or a shared understanding, but also displayed gaze-direction cues (see Goodwin, 1980, 1981, 1984; Goodwin & Goodwin, 1986; Kendon, 1967; Rossano, 2012) in the distribution of turn-taking. It is these, the combined audible and visual features of the C-L formation, that facilitated discussion.

We have so far been examining how the speakers in a C-L immediately launch the action of resolving disagreement with a proffered answer, opinion or suggestion. Next, we turn to yet another device to manage these actions: the *demo (but)*-prefaced turn followed by accounts. Here too the device is produced without hesitation. The acceptance of a proffered topic (Schegloff, 2007) is employed to progress the task after the resolution of the uncertainty.

In Excerpt 5-8 students are initially sitting in two rows facing the front of the classroom where the lecturer and a screen are positioned. Bao and Tai who are sitting in the front row turn around to face Hans. The assigned task for discussion is: *Why did the Japanese government encourage the Japanese citizens to eat meat in the Meiji era?*

[Excerpt 5-8] Tai (T), Bao (B) & Hans (H) [W9V:04.55-05.50]



1 B: $\{((\textcircled{T}+\textcircled{B}+\textcircled{H})\rightarrow\text{[]}; \textcircled{B} \text{ repeats the question}))\}$
 {naze niku wo taberu koto ga hajimatta no?
 why meat P eat N NOM begin-PT QT
Why had meat-eating started?

2 (0.8)

3 H: $\{((\textcircled{H}\rightarrow\textcircled{B}; \textcircled{T}\searrow\text{[]}))\}$ $\{((\textcircled{H}\leftrightarrow\textcircled{B}))\}$
 {niku ga} {atta kara?
 meat NOM exist-PT because
(Is it) because there was meat?

4 T: ((hhh))

5 B: niku ga atta kara?
 meat NOM exist-PT because
Because there was meat?

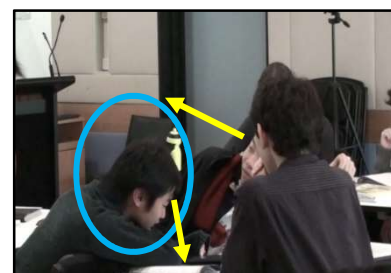


[Image 2. Line 3: Hans & Bao mutual gaze]

6→ T: $\{((\textcircled{T}\rightarrow\textcircled{H}))\}$ $\{((\textcircled{B} \text{ nods } \searrow; \textcircled{T}\searrow))\}$ $\{((\textcircled{B}\nearrow))\}$
 {[demo]} {[itsumo niku ga} {atta (0.8) choo da yo:.
 but always meat NOM exist-PT () COP IP
But it is said that there was always meat.



[Image 3. Line 6: "demo" Tai looks at Hans.]



[Image 4. Line 6: "itsumo~" Tai looks down while Bao looks up.]

7 (0.8)

8 B: $\{((\textcircled{B}\leftrightarrow\textcircled{H}; \textcircled{T}\rightarrow\textcircled{B}))\}$ $\{((\textcircled{B} \text{ raises his upper body up towards } \textcircled{H}))\}$
 {nihon de ushi ga, (0.5) {did they eat their own meat?
 Japan P cattle NOM
In Japan, the cattle are,... Did they eat their own meat?

9 as [it like,]



[Image 5. Line 8: Mutual gaze between Bao and Hans.]

10 → T: {((T shakes head))} {((H tilts his head))}
 {i ya} {i ya. }
 no *no*

11 B: {((B → T))} {((B ↔ H))}
 {also know {important to permit?}}

12 T: {((T ↘ ; B → T))}
 {uh.}

13 (1.5) {((B ↗))}

((Tai, Bao and Hans continue with the task))



[Image 6. Line 12: Bao looks at Tai while Tai looks down.]

Prior to line 1, while gazing at Hans, Bao repeats the task question pertaining to the origin of meat-eating while gazing at Hans. Hans, however, produces a shrug of the shoulders along with a disclaimer (I don't know). Bao then looks back at the task question and repeats the question projected on the screen (line 1). In response, Hans self-selects to take the next turn to attempt to suggest the answer (line 3, *niku ga atta kara? because there was meat?*) with an upward intonation. As Hans starts his turn, Bao and Tai turn back towards Hans. In doing so, they re-establish the FIF. Note that Hans's head and upper body are slightly directed towards Bao. In lines 4 and 5, the actions of laughter as a resource for a disagreeing action (see Glenn & Holt, 2013; Hasegawa, 2018) and repetition with upward intonation of Hans's full turn are displayed by Tai and Bao respectively. These actions suggest a rejection, confirmed by Tai, who makes reference to the text²⁶ in line 6. Kim (2002), in her study of next turn repetition in American English, found that the current speaker's repetition of the prior turn is used to display the current speaker's stance such as surprise, doubt or disagreement. Pomerantz (1984) also

²⁶ In the text, it is stated that eating meat was banned under the influence of Buddhism except in special cases from the Heian period to the Edo period, which are the periods before the Meiji era in Japan.

claimed that repetition can signal disagreement. In line 6, Tai explicitly takes his oppositional position by launching his turn with *demo* (*but*) while looking at Hans, and accounts for his disagreement by saying that there has always been meat, as stated in the text. There is, however, no uptake by Hans in the long gap that ensues.

During Tai's turn, Bao looks away and then extends the topic through a question while gazing at Hans in line 8. He seeks information on whether Japanese people ate their meat in the Meiji era. In response, Tai immediately displays a direct negation *iya* (*no*) maker in line 10 along with shaking his head after Bao's question has been completed; Hans on the other hand, exhibits his uncertainty through a tilting head gesture. Bao shifts his gaze from Hans to Tai when Tai produces a minimal token (line 12) in response to his question. It is important to note that Bao's gaze-direction here is used as a resource to initiate and to close the sequences (see Chepinchikj, 2020; Rossano 2012). That is, he looks at the potential next speaker when he pursues a response and gazes away after obtaining a response. They subsequently move forward.

In this excerpt, the interactants managed their turn-taking through the current speaker's gaze or the next speaker's self-selection, and there was no overlap or silence. The turn-taking is achieved smoothly because they have easy, visual access to each other's embodied stances and dispositions, unlike the samples in the SBS-L. As a result, the gaps in Bao's knowledge, which prevent him from answering the task question, were handled without delay by the more knowledgeable Tai, first through his *demo* (*but*) prefaced turn and then in his direct negative response, both produced without delay. As the FIF was maintained, the students were able to interact in what might be accepted as normal ways with reference to turn-taking by dealing swiftly with problems that arose.

Summary

To summarise, in this section, I have attempted to show how the seating layout where speakers are facing each other in the C-L, facilitates discussion and allows the students to resolve issues immediately, using both verbal and nonverbal resources. Overlapping talk often appeared between the speakers, but the overlap seemed to play a crucial role in co-construction and co-engagement with the current speaker's turn-in-progress. Moreover, students in the C-L tended to co-participate and collaborate more actively in the discussion tasks by maintaining the shared space of the FIF for the duration of the discussion. This meant that when disagreements with the proffered answer, opinions or suggestions arose, they were produced without delay (e.g., gaps or pauses) through a range of devices to mark their actions. These actions included: providing an account (Excerpt 5-5); rejecting through repetition and laughter (Excerpt 5-6); producing a tapping gesture and clarification to reach/establish a shared understanding (Excerpt 5-7); producing a *demo* (*but*)-prefaced turn and direct negation (Excerpt 5-8).

5.5. General discussion and conclusion

In this chapter, I have examined how learners of Japanese managed turn-taking in the SBS-L and C-L formats. The specific focus was on the ways in which students managed issues that arose with the proffered answer, opinion or suggestion relevant to the discussion task. The analyses showed differences in turn-taking between the two seating layouts: C-L and SBS-L. While each of the eight groups in the samples just analysed worked on different topics, the tasks themselves involved two broad *kinds* of activities (divided into three task-types)—a speaking task where students were asked to express their opinions about a topic in a group using their prior knowledge or a discuss and answer questions from the textbook or projected onto the screen task.

With reference to the contiguity of the first and second pair-parts, Schegloff (2007) pointed out that where dispreferred actions occur, sequential practices show that “the transition space between the first pair part turn and a dispreferred second pair part turn is commonly overlong” (p. 67) through the presence of silence or a mitigation marker. Such sequential practices were primarily visible in the SBS-L in my data. Delays prevailed before disagreeing actions occurred in an SBS-L, whereas in a C-L seating disagreement with proffered answers was dealt with immediately and without delay.

Hampering resolution of issues in side-by-side layouts

Through the analysis, it was noticed that in the SBS-L, a greater number of silences (pauses and gaps) occurred during the discussions, which previous research has shown can be associated with trouble (e.g., Jefferson, 1989; Kendrick, 2015; Kendrick & Torreira, 2015; Levinson & Torreira, 2015; Liddicoat, 2011; Pomerantz & Heritage, 2013; Sacks et al., 1974; Schegloff, 2015; Stivers et al., 2009; ten Bosch et al., 2005). As a result, there were delayed responses or delayed completions based on the absence of SPPs/responses. Silences in the SBS seating layout emerged in line with Pomerantz (1984) and Schegloff (2007) who suggest that it is both associated with, and is a marker of a dispreference, and interferes with talk progression.

Associated with the greater number of pauses in my data was minimal speaker change in SBS -L, which could be accounted for by the absence of a jointly focused space (Kendon, 2010). Current speakers thus continued their turns after a long pause which could be filled with actions such as looking at the screen or their textbooks and handouts. A long silence, therefore, can also be seen as being related to disengagement from a joint discussion through the withdrawal of nonverbal behaviours such as gaze and body orientation (cf., Goodwin, 1981 “activity-occupied withdrawal”). A particular finding in the data relates to the positioning of the projector screen in the SBS-L which exacerbated the difficulties in eliciting responses from

the speaker's co-participants due to the difficulty in establishing the FIF. Silences, therefore, accounted for a lack of progressivity in group discussion and therefore in task completion.

Normally, where a next speaker has been explicitly selected, there is no gap or shorter gaps or slight overlaps making turn transitions less problematic. Meyer (2010) argues that only in the case of silences where there is a non-selected next speaker, is silence not considered to be a trouble source. In the above examples of the SBS-L, however, the next speaker was invariably selected through questions, usually a try-marking device. The silence, therefore, tended to emerge between the first (Q) and second pair (A) parts of an adjacency pair projecting an upcoming problem or disagreement (Pomerantz, 1984; Schegloff, 2007). There were also some noticeable features with respect to timing in the turn-taking. For instance, a lengthy gap after a question resulted in a delayed response, delayed completion or disagreement. That is to say, the occurrence of silence by a non-forthcoming answer or a delayed answer broke the contiguity between the first and the second pair part, and resulted in disengaging from the interaction, thus affecting learners' interaction in achieving progressivity. These features strongly linked to students' disengagement in the ongoing interaction. In other words, the student who produced the question was likely to discontinue engaging in the interaction due to an absence of a response action, often resulting in an excessively long gap when the next turn (response) was expected.

Another finding for the SBS-L where there were three participants and the next speaker was not explicitly selected, is that overlapping talk as a result of simultaneous start-up was likely to occur. This can be explained by the fact that in this layout there were fewer opportunities to gaze at each other, made difficult because of the position of the screen being located to students' right or left side (to be taken up in more detail in chapter 7). These findings are similar to the results reported in telephone calls (non-face-to-face interactions) where turn transitions are shorter than in face-to-face interactions (Levinson & Torreira, 2015; ten Bosch

et al., 2005). Consequently, it required greater effort to project a possible completion as it was impossible to create a FIF to include the projector screen and the co-participant(s) at the same time.

Also emerging are findings about the importance of embodiment and how it is delimited in the SBS-L, already touched on above. While speakers managed turn-taking in coordination with the current turn-holder, both speaker and recipient needed to negotiate and establish intersubjectivity not only verbally but also nonverbally. The embodied multimodal resources including gaze, body posture, hand gestures, and nodding are crucial as resources for social actions in the seating layouts in classroom discussion tasks. In an SBS-L, although multimodal resources such as gaze and hand gestures were deployed which might successfully mobilise a next action, it was difficult to jointly engage with the other participant(s) in the same group due to the seating layout of the interaction. Participants could, and did, miss important visual cues. In other words, there was more reliance on the verbal actions for turn-taking signals unlike in the C-L.

Facilitating resolution of issues in circular layouts

Compared to SBS-L, there were relatively short silences or no gaps in producing disagreeing actions or in dealing with problems of understanding with proffered answers in the C-L. Such a finding aligns with features of preferred responses in sequence organisation (Schegloff, 2007). Students oriented to providing accounts to explain their oppositional opinion overtly when they displayed disagreeing actions or in handling issues of understanding a proffered answer (Akinson & Drew, 1979; Kotthoff, 1993; Wofartsberger, 2011). When students disagreed with proffered answers, rejected them or clarified meaning, these actions were produced directly. To put it another way, the absence of silence and mitigation makers (i.e., *well* or *oh*) in these actions facilitated progressivity (Hosoda & Aline, 2013). Analysis showed that students in this

seating layout did not avoid disagreeing actions either. These results are in line with the orientations to disagreements found in discussions between students and a lecturer at a university in Germany by Kotthoff (1993) and in the casual conversations among international students at British universities (Konakahara, 2016). In a dispute environment where disagreement is preferred, Kotthoff (1993) showed that delays using mitigation markers were decreased while progressing their disputes. Konakahara (2016) found that the current speaker displayed disagreement without mitigation markers when providing correct information in informal social gatherings where free conversations occurred between two or four friends or acquaintances. Similar findings were reported by Wolfartsberger (2011) in business group meetings where participants were engaged in the work of negotiation. Therefore, open and immediate management of issues in understanding with reference to disagreement or non-understanding impacted progressivity and cooperation.

What is important to note here is that, as the FIF already existed or was easy to establish and maintain throughout the discussion, the C-L made it easier for students to attend to the work jointly. Turn-distribution and turn-taking for disagreeing actions in this formation were accompanied by various nonverbal behaviours (i.e., gaze, laughter, tapping the table, head tilts and hand gestures). In all cases, the students successfully resolved their issues. The visible multimodal resources, including body movement and posture, which are aligned with the verbal talk, facilitate participants to be accessible where turns begin, end and progress (Mondada, 2016). Goodwin (2007) also argued that spatial arrangement has to be taken into account coupled with linguistic and embodied actions to “share focus of visual and cognitive attention” (p. 69). As in all formations, speakers design their turns multimodally, but a key difference of the C-L is that the participants are facing each other. This means that visual cues such as gesture, gaze and facial expression, that are used for gaining or distributing a turn, can

also be easily observable and monitored for possible completion where speaker change can be undertaken. Turn-taking was thus not problematised in the same way as it was for the SBS-L.

The findings in this chapter are in line with the existing literature on the effects of seating layouts on small group interactions (Patterson et al., 1979; Steinzor, 1950) in non-classroom settings. As noted previously (section 3.4 in Chapter 3), the existing studies revealed that uncomfortable prolonged silences that may indicate trouble often occurred after the current speaker had completed a turn among participants in a nonfacing seating arrangement. In a C-L, by contrast, fewer silences occurred and more speaker changes appeared (Patterson et al., 1979). It is assumed that a nonfacing seating arrangement makes it difficult for participants to monitor one another, and requires postural adjustment for speakers to participate in the interaction. However, there has been little empirical evidence to show why silences occurred and what speakers were doing during the silences due to the methodological limitations used in the investigations. The present study has instead tried to provide empirical evidence to show that students in different seating layouts deploy different interactional resources when displaying rejection of the proffered answers, and how the seating layouts influence students' turn-taking to manage issues such as these.

The effective forms of a FIF layout for enhancing learners' collaborative and joint focus in interactions have to be in harmony with the classroom environment. The findings in this chapter suggest that there is a need to attend to an appropriate seating layout in the classroom that can facilitate and maximise interaction, rather than obstruct or create challenges for it. Having described the major characteristics of the two layouts in terms of turn-taking and having focused specifically on disagreeing actions and other issues arising that threatened progressivity to show whether or not, and how, such problems are managed and resolved, we are now in a position to turn to the specific details about the features of task progression and completion. This will again be done with reference to the discussion group seating layouts. The

major analytical attention, however, will be given to how the students open, make sense of, and progress the discussion tasks; how they deal with and solve problems that may arise during the task stages; and the relationship between task progressivity and task completion.

CHAPTER 6: TASK PHASES IN SMALL GROUP DISCUSSIONS

6.1. Introduction

In this chapter, I will extend the investigation of the seating layouts discussed in Chapter 5 through an analytical focus that is concerned with task phases to further understand the impact of seating on student interaction in the task phases. Important to this analysis will be to show how students go about discussion task initiation, task progress or development and task closure, and how they mobilise verbal and/or nonverbal resources to deal with and resolve problems that arise or threaten task completion in the C-layout (C-L) and in the SBS-layout (SBS-L).

Having established the analytical focus intended to uncover the social practices and their multimodal dimensions in task performance, the chapter addresses the following research questions: *What factors impact discussion tasks in an advanced tertiary Japanese as a Foreign Language classroom with respect to:*

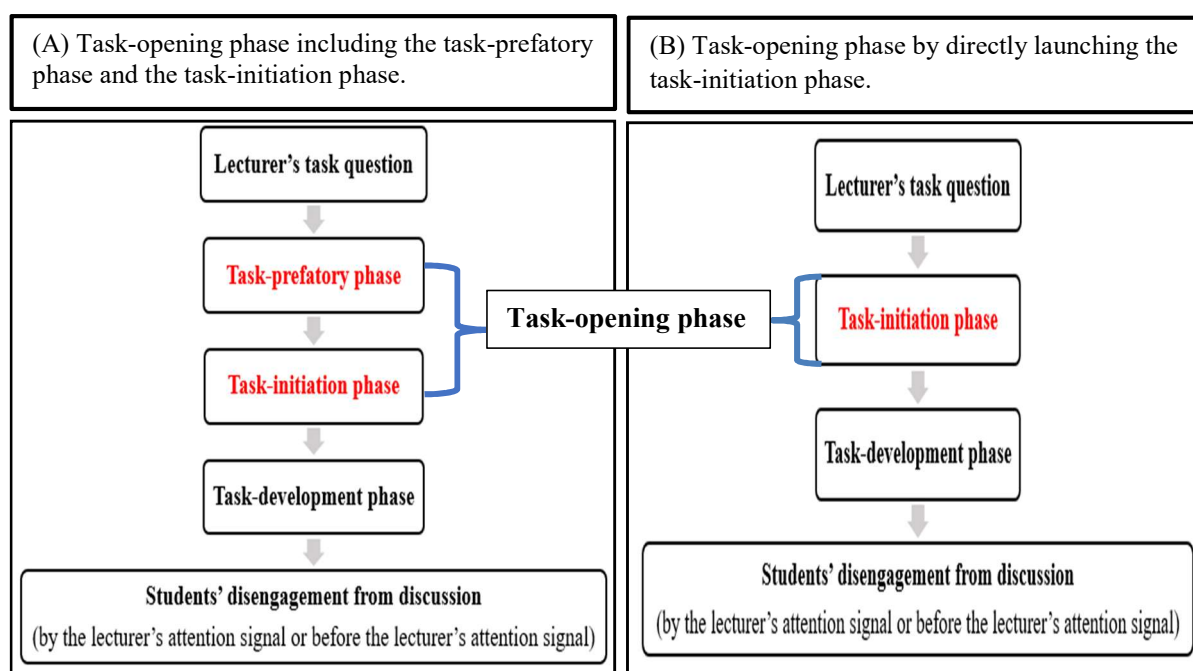
- 1) How do learners orient to the lecturer's instruction?
- 2) Who initiates the first turn to open the task, and what resources they use?
- 3) What problems occur during task progression?
- 4) What interactional devices are used for dealing with and resolving problems?

To begin to address these questions, I start by illustrating the overall structure of the group task in order to help understand the boundary between the task-opening phase (including the task-prefatory and the task-initiation phases), task-development or progress phase and the task-closing phase (section 6.2.4). Next, I will discuss each of the identified phases.

6.2. Structure of the task discussion phases

Interactional transitions in the classroom occur between lecturer-led, whole-class interactions and student-student small group interactions (i.e., group activities during a lesson). As shown in the research, the lecturer controls the beginning and end of the cohort-organised sequence of student-student group interactions (Hellermann, 2008; Markee, 2015b; Markee & Kasper, 2004). Figure 6.1 below illustrates the two possible overall structures of the activity that have emerged in this study (A and B). It should be also noted that even when the same topic is discussed by groups, the length of the discussion varies from group to group depending on the duration of each interaction.

Figure 6.1. Structure of small group discussion tasks from openings to closings



As shown in Figure 6.1, there were two different features of the task-opening phase: it could include a prefatory phase (as in A) or proceed through an immediate launch of the opening by proffering a possible answer to the task question (as in B). Breaking the process down into learners' task progression phases has enabled me to readily access and examine the learners'

local interactional practices. This entailed identifying how students dealt with problems that arose and which devices they deployed to resolve them, as well as examining whether they completed the task or not.

6.2.1. From the task-prefatory phase to the task-initiation phase

The presence of the task-prefatory phase (A in Figure 6.1), where students attempt to clarify the key word or offer confirmation of understanding before the discussion task is launched, enables students to establish mutual engagement and shared understanding, as noted by Hellermann (2008). In other words, by establishing a task-prefatory phase, students co-participate and co-construct their talk to open the discussions and also to solve any issues of understanding. Analysis of my data showed that some students began the transition to the group task by shifting their bodily orientations towards the other group members, whereas others kept looking at the lecturer or at the artefacts. Furthermore, in addition to students' embodied actions or orientations, the boundary of the task prefatory phase was also delineated verbally, as will be explained shortly.

Each student within a group also displayed different ways of transitioning into beginning the task depending on their understanding of the lecturer's instructions as well as their willingness to participate in group tasks. During the task-prefatory phase, students self-selected to initiate through a transitional device (see Filipi & Markee, 2018; Musk & Cromdal, 2018; Tran, 2018) such as turn initial particles (e.g., *okido**ssu*²⁷, *eh?*) or language switching from Japanese (the target language) of the lecturer's instruction to English using a *wh*-question or a partial repetition of the lecturer's instruction to clarify the task question and the key words used in the instruction. As noted above in this subsection, these actions co-occurred with gaze

²⁷ A discourse marker '*okido*↓*ssu* (*okay*)' is combined with the word '*okido* (*okay*)' with a suffix '-*ssu* (informal polite form of the copular *~desu/masu*)' used in spoken Japanese among young people.

towards a group member and/or a posture shift. In this way, students both started building a shared space between them and signalled their readiness to their co-participant(s).

6.2.2. Task-prefatory phase: Frequencies

It is important to note that among the 112 discussions, only 16 task-prefatory phases emerged in the task-opening phase. Furthermore, there were slightly more task-prefatory phases in the C-layout (C-L) than in the SBS-layout (SBS-L) (Table 6.1).

Table 6.1. Number and frequency of task-prefatory phases

Total number of discussions in each seating layout	SBS-L 78	C-L 34
Number of discussions that start with a task-prefatory phase	8 (10%)	8 (23%)

The use of linguistic resources in the task-prefatory phase that emerged is in line with Hellermann's (2008) findings. Hellermann compared pair-task interactions in English as an additional language (EAL) where the two participants were sitting side-by-side facing the front of the classroom, and examined classes at two different language levels (beginning and low-intermediate). He found that physical orientation emerged for all students, irrespective of their language proficiency level when they opened their interaction before launching the task. The lower-level learners, on the one hand, were more likely to begin the pair task interaction without prefatory talk (see also Hasegawa, 2010) due to their lack of language resources. They also used the language that the teacher had just provided in the task instruction as an interactional mediation. The more advanced level learners, on the other hand, tended to create the task prefatory talk before initiating the task by using a wider range of verbal resources to allocating a turn, clarifying the task, and signalling their readiness. Analysis of the task-prefatory phases in my study also revealed that students established the task-prefatory phase

through verbal resources while seeking clarification, confirming the task requirement, or signalling task readiness (Table 6.2). There was also a tendency to use partial or full spoken or written instructions provided by the lecturer, yet they occurred more often in the task-initiation phase than in the task-prefatory phase.

Table 6.2. Numbers and Functions used in the task-prefatory phase

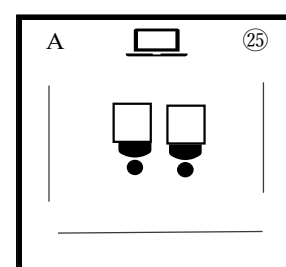
Functions	Numbers (out of 112 discussions)
Task-confirmation	6
Task-readiness	4
Word-clarification	3
Task relevant talk	2
Group assignment	1
Total	16

Note that all the word-clarification practices in Table 6.2 occurred in the discussion task-type where students were required to find the answers to the question in the textbook. I will next show three illustrative examples of the task-prefatory phase observed in my data.

Excerpt 6-1 (in an SBS-F-L where a screen is positioned in front of the paired group) and Excerpt 6-2 (in a C-L where the screen is to the side). Note that in Excerpt 6-2, even though Callie is sitting at the same table as Becky and Hans, she works independently.

[Excerpt 6-1] Shu & Hemin

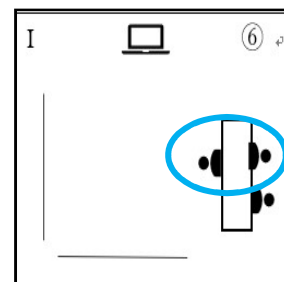
- 1 LE: {{{(S) shows her handout (H) ; Both look at (S)'s handout)}}
 {*donna kinoo ga arimasu ka?*
 what function NOM exist Q
 What ((kind of)) functions do ((vending machines)) have?
- 2 (4.5)



- {(((S leans towards H's side and points the word on her handout)))}
- 3 S: {*kono kanji wa?*
this Chinese characters TOP
((How do you read)) this Kanji?
- 4 H: ah, like *shaberu*.
talking
- 5 S: ah!

[Excerpt 6-2] Becky, Hans & Callie

- 1 LE: *nani ga eekyoo shiteiru n desu ka?*
what NOM influence do-ASP N COP Q
What affects Japanese society?
- 2 *nan [nan desu ka?*
what what COP Q
What is that?
- {(((B→H)))}
- 3 B: {*[What's tokuchoo again?*
- {(((H↘[])))}
- 4 H: *tokuchoo? ((B↔H)) {special quality;*
- 5 B: °uh huh°

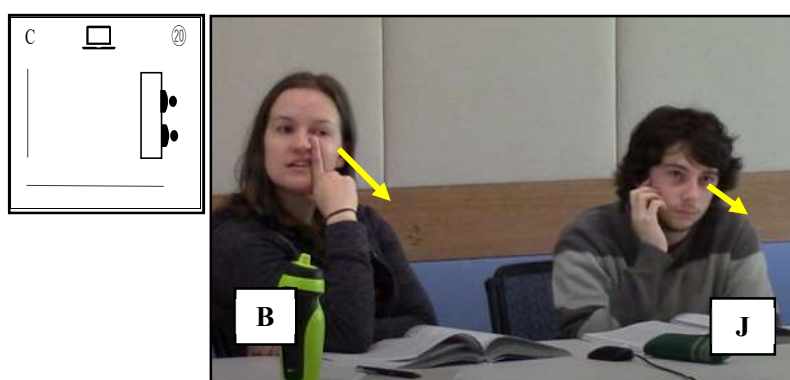


As can be seen in the above examples, there is a problem with a vocabulary item – one written in Kanji. The sequence structure is a basic question and answer adjacency pair. Students in both extracts quickly deal with the problem and are able to reach a successful completion of the task-prefatory phase as indicated by the change-of-state response tokens *ah!* and *uh huh* (cf. Heritage, 1984, 2016) in a third turn/minimal post-expansion (Schegloff, 2007). There is only one example (Excerpt 6-3) of group discussion ending without launching the task due to substantial delay in moving from the task-prefatory phase to the task-initiation phase, and that has emerged from the SBS-S layout data where the projector screen is placed on students' right side when carrying out the discussion task using prior knowledge.

During the task-opening phase, launching the task is often delayed as the result of a problem with understanding the task question, and a very long silence frequently appears at TRPs during the ongoing discussion. This is the case in the third example below. If the issues are not resolved at the prefatory phase, there is a real risk that the task will not proceed and will therefore not reach a conclusion. The following extract is the only example where this occurred.

In Excerpt 6-3, the lecturer has been talking about the culture and customs in Japan that have been adopted from foreign countries. Prior to Excerpt 6-3, she raises two examples of Christmas and Valentine's Day, which are shown in the textbook as well as being projected on the screen. She then asks students whether or not there is anything else that has been imported from foreign countries to Japan but has been adapted to local conditions such as Valentine's Day. The lecturer then reformulates her question, asking if there is anything that has come from Australia to Japan (lines 1-4) *"Is there anything else that was brought from Australia to Japan apart from these examples?"*. In so doing, she gives students the specific topic of Australia for their discussion task. Students are required to discuss the assigned task using their prior knowledge and no written activity is involved. Note here that the lecturer's instruction is ended at line 2, and from line 3 she repeats the information that she has already provided.

[Excerpt 6-3] Becky (B) & James (J) [W9V:11.10-12.05]



[Image 1]

- 1 LE: {((B+J)→Lecturer))}
 {oosutoraria kara nihon ni itta mono aru deshoo ka?
 Australia from Japan to go-PT thing exist COP Q
Is there anything that was brought from Australia to Japan?

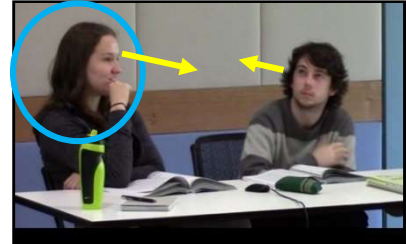
2 *chotto kiite.*
 just ask-TE
 just ask each other

{((B) towards J's side ; J →)}

3 *hokani kore igai, {nanika itteru mono arimasu ka?*
 anything else this except something go-ASP thing exist Q
Aside from this, is there anything else that was brought over from ((Australia to Japan))?

4 (1.0)

5 B:→ {In Australia?}



[Image 2. Line 5: Becky places her hand on her mouth.]

6 (2.8) $((\swarrow \textcircled{\text{B}}; \textcircled{\text{J}} \rightarrow \underline{\text{⌈}}))$



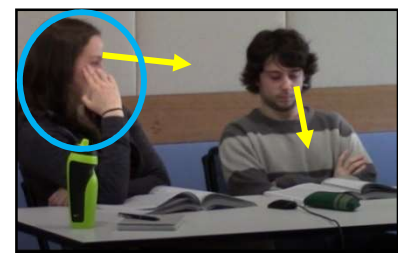
[Image 3. Line 6: Becky looks down while James looks up at the screen during this lengthy silence.]

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7      B:      {I wanna test that out now. If I go Japan again, I'll only
8               give chocolate to someone and say (      )

```

9 J: ((hhhh))






[Image 4. Line 7: Becky looks at James putting a hand on her right side of the face while James looks down.]

10 (1.5) $((\textcircled{\text{B}} \rightarrow \textcircled{\text{A}}); (\textcircled{\text{J}} \searrow))$



[Image 5. Lines 10: Becky looks away from James while James looks down while touching his mouth.]

- 11 B: °that's {actually alright.°
- 12 (5.3) (((B→; J↘; J→; B→))

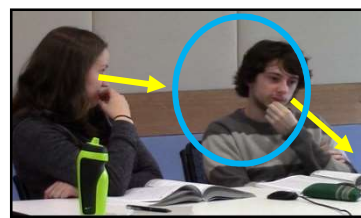


[Image 6. Line 12: Becky looks at the screen while James looks down]



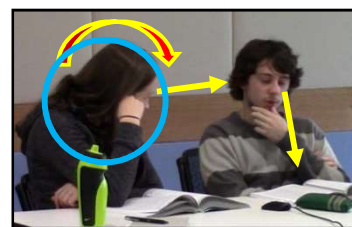
[Image 7. Line 12: James looks at the screen while Becky looks at the front of the other groups]

- 13 J: oosutoraria {ni only ita mono ga,
Australia P exist-PT thing NOM
Something that has existed in Australia,



[Image 8. Line 13]

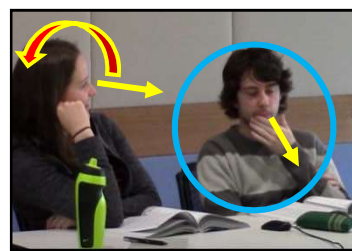
- 14 B: {{{(B leans towards J)}}}
{eh?}



[Image 9. Line 14]

- 15 J: Australia kara (0.5) {{{(B leans back)}}} {nihon ni itta °mono wa° nan deshoo?
From Japan P go-PT thing TOP what COP
What is the thing that was brought over from Australia to Japan?

- 16 (2.0)



[Image 9. Line 15: Becky leans back.]

17 B: $\{((\textcircled{J} \rightarrow \underline{\hspace{1cm}}))\}$
 $\{^{\circ}u:::m?^{\circ}\}$

18 (5.8) $((\textcircled{J} \rightarrow \underline{\hspace{1cm}} ; \textcircled{B} \rightarrow \textcircled{J}))$



[Image 10. Line 17]

19 (3.0) $((\textcircled{B} \rightarrow \underline{\hspace{1cm}} ; \textcircled{J} \rightarrow \text{person icon}))$



[Image 11. Line 19: Becky looks up the screen while James looks at other groups.]

20 LE: $\{((\text{addressing the whole class}))\}$
 $\{hai, nani[ka hokani aru kana_c]\}$
 yes something else exist IP
Now, I wonder if there is anything else.

21 B: $[shuukan, no koto:?)$
 custom GEN thing
Is it about customs?

Becky begins the prefatory phase by attempting to confirm understanding of the task through repetition of the key phrase of the task question with rising intonation (In Australia?) in line 5. This is a language alternation to English of the lecturer's key phrase in Japanese *oosutoraria kara* (*from Australia*) in line 1. Becky is seeking confirmation that what she understood regarding the task question is correct (Filipi, 2018; 2019). Becky's action is followed by 2.8 seconds of silence in line 6, while Becky and James look at different things (Image 3). Becky's failure to receive an immediate response from James could be explained by her nonverbal action of looking ahead rather than at James while James is looking up at the screen (line 5, Image 2). It is evident that Becky's talk has not been treated as a FPP by James. Becky thus continues to take a turn. In lines 7-11, Becky launches a sequence bringing back one of the examples (Valentine's Day) that is projected on the screen and a prolonged silence of 5.3 seconds ensues (line 12). James recognises that Becky has a problem in progressing the

task, and at line 13 he finally takes a turn to clarify Becky's understanding of the task question which is the SPP of line 1 (the FPP). He goes back to the original question (line 1) that the lecturer has provided orally and attempts to reformulate the task question (*oosutoraria ni only ita mono ga, Something that has existed in Australia only*, in line 13) using the phrase that Becky has uttered in line 5. James switches from Becky's utterance (*in Australia?*) to Japanese (*oosutoraria ni*). Becky, however, initiates a repair (*eh?* in line 14), learning her body towards James (Image 9). She might have found it difficult to hear what has been said because James is talking with his left hand over his mouth and is looking down while Becky is looking towards the front. By modifying the trouble source from '*oosutoraria ni* (*in Australia*)' to '*oosutoraria kara (from Australia)*', James deals with the repair solution in line 15 (*oosutoraria kara (0.5) nihon ni itta °mono wa° nan deshoo? What is the thing that was brought from Australia to Japan?*). Yet, Becky's production of *u : : m?* in line 16 and the long silence that follows in line 17 reveal that there is a problem in proceeding with the task.

Lengthy silences frequently emerge throughout, and during the silences (lines 6, 10, 12, 16, 18 and 19) there is no mutual gaze between Becky and James. In lines 14 and 17, Becky displays a problem in understanding that needs repair but remains unresolved. The delay in the progress of the discussion (from the task-prefatory phase to the next phase of the task initiation) by initiating repair is in line with what Sacks et al. (1974) and Albert and de Ruiter (2018) stated – that participants defer progressing the task and attempt to resolve the problem until they fix it. This is particularly true if the repairable item is causing a very real problem in understanding so that it cannot be passed over. Becky, who is sitting to the side of the projector and has to often shift her posture to create a FIF, changes her postural orientation and looks at James, but James displays neither gaze behaviour nor body orientation towards Becky (i.e., he looks at the screen or at other objects in the classroom) in general. As the task requirement is

to discuss in a group and provide their own opinions, James's silence at the TRPs also makes him responsible and accountable for delaying the task progression (Goodwin, 1981, 1984; Rossano, 2012).

In sum, the task prefatory phase is first initiated by the one who attempts to solve the problem of understanding the task or clarifying the key word in order to carry out the task. It also signals their readiness to begin the task to their co-participant(s). Students are rarely seen to be generating task-related conversations in the prefatory phase. It is also worth noting that students in both seating layouts commonly prepare the task individually before working together as part of a think, pair, share activity format. Silence is thus often observed at the transitional boundary after the lecturer's instruction.

Next, I will present the interactional devices that were used to signal transition into the task phases when launching the task and proceeding with the task. Analysis will demonstrate students' orientation regarding the use of interactional devices relevant to the seating layouts and the task-types, which will be discussed in Chapter 7. Attention turns to the devices used in the task phases, beginning with the task opening.

6.2.3. Devices used in the task phases

6.2.3.1. Task-initiation phase: Devices used to launch the task

As shown in Table 5.4 (Chapter 5), based on a careful analysis of my data, I identified four key devices that are used to launch the task in both seating layouts:

- 1) initiating through a partial or full repeat of the spoken or written instruction provided by the lecturer (by *reading* the task question: *dooshi^ote hattatsushite [ru^o?* (*Why have ((the vending machines)) been developed ((in those countries))?*) (Excerpt 7-10: line 8) & by *launching a wh- question*: *where?* (Excerpt 7-11: line 4);

- 2) a *turn-initial marker* such as *uh*, *u:m* and *°m:m°* (Excerpt 6-6: line 3 / Excerpts 7-2: line 2, 7-5: line 6 & 7-8: line 4);
- 3) a *try-marker* with rising intonation to proffer an answer (e.g., *nihonwo tooitsu shi ta↑* (*((He)) unified Japan?*) (Excerpt 7-4: line 4) & *anzen kara?* (*Because it's safe?*) (Excerpt 7-6: line 3) (which has already been discussed) and;
- 4) a *declarative* formulation with falling intonation to proffer an answer (e.g., *They knew it it's good food.* (Excerpt 7-1) / *hanashiteru.* (*Talking ((function))*.) (Excerpt 7-7: line 4) / *orewa saigo.* (*I am the last one.*) (Excerpt 7-9: line 4).

When launching the task through questioning or reading the task question, students in both seating layouts used the spoken or written instruction provided by the lecturer. Interestingly, launching the task by questioning, however, appeared in the C-L only. The production of turn-initial markers signaled the readiness of the speakers to initiate the task. As seen Table 5.4, turn-initial markers appeared three times more in the SBS-L (33/70: 47%) than in the C-L (4/26: 15%). Turn-initial markers enabled students to signal or understand that the task had been launched in the discussion before establishing the FIF in an SBS-L. Most importantly, stand-alone turn-initial particles which did not emerge in a C-L, frequently appeared in the SBS-L, allowing the co-participant(s) to proceed with the task by self-selecting in the next turn. In starting the task, the stand-alone turn-initial particles (e.g., *mm*) in an SBS-L were stretched and quieter in volume than turn-initial particles which were produced in a subsequent turn in this opening environment. Students in both seating layouts also launched the task by proffering the answers through a try-maker with rising intonation (already analysed in Chapter 5) and through a declarative with falling intonation.

Table 6.3 below shows the number of interactional devices that were used to initiate the task through proffering a possible answer in each seating layout. A very interesting feature

of the results was that, as shown in Table 6.3, while students in an SBS-L produced a try-marked turn (12/19: 63%) more often than in a C-L (5/13: 38%), declaratives were more frequently used in a C-L (8/13: 61%) than in an SBS-L (7/19: 36%).

Table 6.3. Number and frequency of devices used to launch the discussion through a possible answer

Total number of discussions that opened with a task-initiation phase in each seating layout	SBS-L 70		C-L 26	
	SBS-F-L 32	SBS-S-L 38	Semi C-layout and an L-shape 16	C-L 10
Number of discussions that started the task-initiation phase through a possible answer	8 (25%)	11 (28%)	7 (43%)	6 (60%)
Number of devices that were used to launch the discussion through a possible answer				
Try-marker	4 (50%)	8 (72%)	3 (42%)	2 (33%)
Declarative with falling intonation	4 (50%)	3 (27%)	4 (57%)	4 (66%)

By deploying the possible (or proffered) answer in launching the task expressed as a try-marker, the student assigned the recipient a less knowledgeable (K-) status (see Heritage, 2012a) and sought confirmation or acceptance of the answer regardless of seating layouts. In contrast, the student in a C-L assigned her/himself a more knowledgeable (K+) status through the declarative. Overall, students tended to use a try-marker (Sacks & Schegloff, 1979) when opening and advancing the task, as also noted in Chapter 5, and a “let it pass” (Firth, 1996) device while proceeding with the task in the task development after the opening. In what follows, I will describe students’ orientation to the use of each of the devices adopted after opening the task, and provide examples below, noting that the try-marker has already appeared in my analyses previously (section 5.4 in Chapter 5).

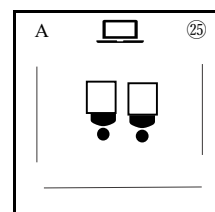
6.2.3.2. Task-development phase: Devices used to advance the task

The ‘try-marking’ device

As discussed (Excerpts 5-3 & 5-6 in Chapter 5), two different practices were observed in the use of try-marking (i.e., proffering the answer and confirming understanding). Here however, the focus is more explicitly on the use of the device in the task phases. The example below shows both cases. Excerpt 6-4 is an example of the practice of moving onto the task-initiation phase after completing the task-prefatory phase where clarification of the key word in the task question occurs. Through a try-marker, Linh seeks confirmation that her understanding of the key word (*kinoo* *function*) is correct by providing a possible answer to the task question with upward intonation. This is the same discussion group and task (needing to find three unique functions of vending machines in the textbook) as Excerpt 5-1 in Chapter 5.

[Excerpt 6-4] Ting (T) & Linh (L) [W5V:16.09-20.15]

- {{{T shifts her upper body towards L}}}
- 1 T: °what's {*kinoo*? ()}°
- {{{L→T}}} {{{L→T}}} {{{T smiles}}} {{{L→LE}}}
- 2 L: {=°iya:° {att {hhh} *kino*: {tte? }
INJ FRG function QT
Oh, well, what is 'kinoo'?
- 3 (2.0) (((L+T) []))
- 4 LE: °yesterday° *janakute*, *function* *desu* *yo*.
COP-NEG-TE COP IP
It's not yesterday but function.
- 5 L: =Function?=
6 (0.2)
- 7 T: [*ah*.]
- 8 L: [*ah*.] *function* (.) °*ahihi*°
Oh, function. (hhh)
- 9 (3.0) «Both pick up the pen and write the meaning of ‘*kinoo*’ on the handout»



10 L: $\{((\mathbb{L}+\mathbb{T})\searrow \boxed{=})\}$ $\{((\mathbb{L}+\mathbb{T})\searrow \boxed{\text{function}} \& \boxed{=}; \mathbb{T} \rightarrow \boxed{\text{function}})\}$ $\{((\mathbb{L}+\mathbb{T})\searrow \boxed{=})\}$
 $\{e:$ $\{(3.0)$ $\{kinoo,$
INJ function

11 (2.0)

12 \rightarrow L: $\{((\mathbb{L} \rightarrow \mathbb{T}); \mathbb{T} \searrow \boxed{\text{function}})\}$
 $\{ah,$ $hanasu$ $(.)$ $kinoo$ $(.)$ $toka \uparrow$
INJ talk function something like
Oh, something like a talking function?

13 T: $\{((\mathbb{T})\searrow \boxed{\text{function}}; \mathbb{L} \rightarrow \mathbb{T})\}$ $\{((\mathbb{T})\searrow \mathbb{L}'s \boxed{=}; \mathbb{L} \rightarrow \mathbb{T})\}$
 $\{chigau\}$ $(.)$ $kinoo$ (0.8) $function$ $da\{yo.=$
wrong function Function COP-IP
((That's)) wrong. It's ((about)) a function.

14 L: $\underline{soo}.=$
Right

15 T: $\{((nod))\}$
 $\{=un.\}=$
Yeah

16 \rightarrow L: $\{((\mathbb{T})\searrow \boxed{\text{function}}; \mathbb{L} \rightarrow \mathbb{T})\}$
 $\{=dakara$ $nanka,$
COP:because something

17 $jidoohanbai$ $ga,$ $hanaseru$ $(.)$ no $function$ ga $atte,$
vending; FRG NOM can talk N function NOM exist-TE
So, something like, vending machines have a talking function,

18 (0.8)

19 T: $\{((\mathbb{T})\searrow \boxed{=}; \mathbb{L} \rightarrow \mathbb{T})\}$
 $\{ah.=$

20 L: $=soo$ da $yo.=$
so COP IP
It is.

21 T: $=soo$ $datta.$ $((nods))=$
so COP-PT
That's right

((Ting and Linh continue with the task))

In order to proceed to the task-initiation phase after the task-prefatory phase (lines 1-8), a try-marker is used (line 12). Once students have resolved the problem of clarifying the key word, they work individually while writing on the handout and consulting their textbook (lines 9-11). They are then ready to move into the task initiation by sharing the results of their individual

work. In line 12, Linh offers a possible answer (*ah hanasu (.) kinoo (.) toka↑ oh, something like a talking function?*) by deploying an oh-prefaced turn (Heritage, 1998; 2013; 2018). It is designed with the try-marking device. It draws Ting's attention to secure recognition and agreement. Ting, however, initially does not agree with Linh's suggestion in line 13 when she claims that it is '*chigau (that's wrong)*'. However, Ting works to resolve the issue by consulting the textbook; she looks up the phrase and decides that a vending machine with a talking function is correct, thereby changing her epistemic status, as indicated through her '*oh*' change-of-state token (Heritage, 1984) (line 19). The discussion then continues. Noteworthy here is how the shared understanding is established after the discussion task opening to enable the students to proceed with the discussion. There are, however, also cases in which the "*let it pass*" (hereafter referred to as LIP) device is deployed to progress the task without working to check the accuracy of the proffered answer.

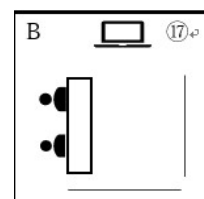
The 'let it pass' device

Firth (1996) argues that the "*let it pass*" resource emerges in conversation among non-native speakers. It refers to letting a repairable item be passed over or ignored. The recipient "lets the unknown or unclear action, word or utterance 'pass' (based) on the (common-sense) assumption that it will either become clear or redundant as talk progresses" (Firth, 1996, p. 243). Throughout the analysis, students availed themselves of the LIP when they had different understandings of the task or other problems such as understanding the pronunciation or expression of their co-participants (Excerpt 7-2). In what follows, I will show that the students deploy the LIP resources when they have difficulties in understanding the prior speaker's utterance, but not enough to block progress. The discussion topic is the same as Excerpt 6-3 (*Is*

there anything else that was brought from Australia to Japan apart from these examples²⁸?).

Two students (Randie and Fen) are sitting side-by-side with a screen positioned to their left.

[Excerpt 6-5] Randie (R) & Fen (F) [W9V:11.35-12.45]



- 1 R: $\{((\textcircled{R} \rightarrow \textcircled{F}))\}$ $\{((\textcircled{R} \searrow; \textcircled{F} \text{ realigns her body posture } \rightarrow \textcircled{R}))\}$
 $\{=anoo,$ $\{(.)$
INJ
Well,
- 2 $\{((\textcircled{R} \leftrightarrow \textcircled{F}))\}$
nihon ni itta toki ni, watashi {wa Caramello Koala,
Japan P go-PT when P I TOP
When I went to Japan, I took Caramello Koala ((Australian chocolate bar)) ((with me)).
- 3 F: $^{\circ}un^{\circ}$
Yeah
- 4 R: *a wo [motte imashita.=*
FRG P have-TE exist-PT
- 5 F: [Koala $=^{\circ}un^{\circ}=$
yeah
- 6 R: $=ano hitobito ga daisuki deshita.((hhh))$
INJ people NOM love COP-PT
Well, people loved it.
- 7 F: *Koala no nank(h)a.*
Something about Koala.
- 8→ R: *un. ((nods))*
Yeah
- 9 F: *toka. ((\textcircled{F} \nearrow))*
or
- 10→ R: *un. ((\textcircled{R} \nearrow))*
Yeah
- 11 (0.3)
- 12→ F: $\{((\textcircled{F} \rightarrow \textcircled{R}))\}$ $\{((\textcircled{R} \leftrightarrow \textcircled{F}))\}$ $\{((\textcircled{R} \leftrightarrow \textcircled{F}))\}$
 $\{hoga \quad \{hogano \quad \{hogano \quad wa?$
FRG any other any other TOP
Anything else?
- 13 R: *Tim Tam? ((hhh))*
- 14 F: *ah, Tim Tam, ya::h Tim Tam. ((smile))*
- ((Randie and Fen continue with the task))

²⁸ “These examples” indicate Christmas and Valentine’s Day which are shown in the textbook as well as on the projected screen.

Between lines 1 and 4, Randie provides an example with her story about how *she took Caramello Koala when she went to Japan*. Fen's minimal response tokens °*un*° (*yeah*) (lines 3 and 5) enables Randie to keep holding the floor and to continue with her story (line 6). Simultaneously, Fen produces *Koala* (lines 5 and 7) but omits *Caramello*, and possibly displays a lack of understanding of *Caramello* which can be evidenced by the following utterance *nank(h)a* (*something*) in line 7. Randie, however, does not give an account of what the *Caramello Koala* is, and shifts her gaze from Fen to the screen after producing the minimal token *un* (*yeah*) (lines 8 and 10). A silence ensues but Randie does not take a turn. As a result, Fen starts a new sequence by asking a question *hoga hogano hoganowa?* (*Anything else?*) in line 12. It is important to note here that Fen's mispronounced word '*hoga*' (the correct pronunciation is '*hoka*') does not stop Randie from proceeding with her turn. When the students decide that there is no need to elaborate once sufficiency of understanding has been reached, they deploy a LIP – here by shifting the new topic from *Caramello Koala* to *Tim Tam* rather than providing further details about the caramel filling. The adoption of the LIP device, therefore, facilitated students' task progression in this case.

As seen in the above Excerpt 6-5, in the task that required using prior knowledge in discussion, the LIP device was adopted to get beyond the problem of understanding the specific details of a proffered answer. This device was also used in the tasks that required students to find answers in the textbook (as will be seen in Excerpts 7-8, 7-10 & 7-11 in Chapter 7) to perform the same function. Moreover, analysis showed that students were unwilling to continue to resolve the problem after the failure of a first attempt at repair. However, when the unresolved problem resurfaced later to stymie task progression, a repair was initiated. Notably, unlike the use of the LIP reported by Hasegawa (2010, 2021), the findings of the present study showed that the students tended to use the LIP device to proceed with the task rather than to end the task.

In sum, this section provided a brief discussion of the interactional devices that students recurrently deployed to launch the task in order to proceed (in other words as they started to move away from task opening). Analysis showed that regardless of the seating layouts and task-types, students initiated the task by reading the assigned task question, signalling readiness through a turn-initial marker (e.g., *u:h*, *u:m* and *°m:m°*) and/or proffering the answer through a try-maker with upward intonation contour or a through declarative formulation with a downward intonation contour. Interestingly, launching the task through a wh- question (e.g., *doo omoo?* (*What do you think?*) and *where?*) to allocate a next turn only appeared in the C-L. Turn-initial markers were used to index departure in orienting to the task (Heritage, 2013). In around half of the discussions in an SBS-L, students used a turn-initial maker to launch the task, pervasively produced before setting up the FIF for the discussion. Also noteworthy was the more frequent use of the declarative in the C-L in contrast to the greater use of the try-marker in the SBS-L. By doing so, students in both seating layouts handled the task-initiation in different ways.

While the findings align with Schegloff's characterisation of the LIP device as follows: "it is not let it pass; it's let it pass for now" (Wong & Olsher, 2000, p. 7 in an interview with Schegloff), in the interests of task progression, the students in my study were more inclined to forgo a pursuit of repair through a LIP altogether if there was sufficient understanding of the troublesome word. Considering the nature of group discussions in the classroom where students need to make a commitment to perform an activity and are co-present in the same interactional space, the students may be motivated to focus on getting the task done and be motivated by the need to move on as a result. It is in this sense that the LIP is useful as a device, which concurs with the ways in which it has been found to be used in studies of lingua franca interactions by Firth (1996).

6.2.4. Task-closings

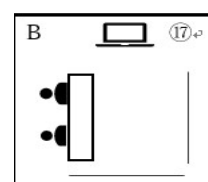
This section discusses students' orientation to the discussion task-endings. Since the detailed feature of the task-closings will be described while analysing the impact of the task-types on seating layouts on task progression in section 7.2 of the following chapter, here in this section I will only briefly overview how the task reaches closure. As can be seen in Figure 6.1 (section 6.2 above) in the task-sequential structure, the task was ended by the lecturer's attention signal or before the lecturer's attention signal. It is noted that the lecturer did not give any instructions relating to how much time the students had to accomplish their tasks.

Analysis of the data showed that there were broadly two types of cases where students ended their joint work before the lecturer's attention signal: 1) during development of the task (in effect this led to abandonment of their work as a group); and 2) after completing the tasks to reach (group) task completion. Below, I discuss three examples: Excerpt 6-6 is an example to show that the group task does not move to joint discussion after the task-opening phase (refer to Table 5.3 on the number and frequency of groups that did not progress to conclusion; i.e., SBS-L (13/78: 16%) & C-L (4/34; 11%)); Excerpt 6-7 is an example of a task that is ended by the lecturer's call before the task has been completed; and Excerpt 6-8 is an example where the task is ended before the lecturer's signal but where talk is extended after completion.

Excerpt 6-6 in an SBS-L where the screen is to the side of Randie and Fen. The assigned discussion topic in this episode is: *With your partner, discuss what kind of person Nobunaga was, and find eight answers in the textbook.* In total, two minutes and 12 seconds were allocated for discussion but the students individually worked on the task for 24 seconds beyond opening the task.

[Excerpt 6-6] Randie (R) & Fen (F) [W9V:25.42-27.36 (01.54)]

- 1 LE: *tonari no hito to hanashi nagarane.*
 next GEN person and talk while-IP
 Discuss with your partner.



2 (1.5)

3 F: $\{((F \rightarrow \boxed{}))\}$
 $\{u:m\}$

4 (3.5) $((F \rightarrow R); (F \searrow \boxed{}); (R \rightarrow \boxed{}))$

5 F: $\{((F \rightarrow R))\}$ $\{((F \leftrightarrow R))\}$ $\{((F \searrow \boxed{}))\}$
 $ata\{rashii \quad \{koto \quad ga \quad sukina \quad hi \quad (0.5) \quad sukiru \quad (0.8) \quad \{hito?$
new thing NOM like FRG like person
((He was)) a person who likes new things?

6 (1.2) $((R \searrow \boxed{}))$

7 R: $\{((R \searrow F's \text{ side}))\}$
°Sorry {what are we actually doing right now?° sorry.

8 F: °u:m° $((F \text{ takes her glasses off and points to the screen; } (F + R) \rightarrow \boxed{}))$

9 R alright. it's a question.

10 F: $\{((F \rightarrow R))\}$
{°yes°}

11 R: not so good. Sorry.

12 F: $\{((R + F) \searrow \boxed{}))\}$
{°That's alright.°}

((Randie and Fen individually work on the task while consulting the textbook.))

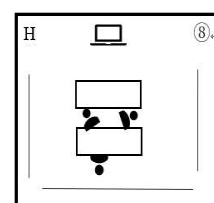
Fen initiates the task by proffering the answer with rising intonation (line 1: *atarashii koto ga sukina hi (0.2) sukiru (0.8) hito? ((He was)) a person who likes new things?*). Fen consults her textbook at the end of her turn rather than waiting for Randie's response. Randie looks at Fen during Fen's ongoing turn, but as she does not know what the discussion task is she cannot provide a response. Randie asks Fen what task they are doing now in line 7. Note that although a long silence occurs before Fen launches the task, Randie does not confirm her understanding of the task, which results in impeding the discussion to advance. Despite the resolution of Randie's problem through Fen's embodied nonverbal actions (i.e., gaze and pointing gesture) in line 8 where she points to the question on the screen, the students disengage from the discussion and work on the task individually until the end of the allocated time. It is

also worth noting that Fen slightly shifts her body towards Randie while establishing the FIF as she attempts to open the task. Fen, however, reorients her gaze and body posture away from Randie to focus on the textbook, which is the main focus for this discussion task, thereby disengaging from the joint work. Interesting here though is Randie's orientation to lack of engagement through an apology which is accepted by Fen. This action provides a shared stance for disengaging from collaboration. There were two more groups in the SBS-S L who performed the same task in the same class as this one, where failure to open the task subsequent to absence of a response, led to abandoning the group task and to instead work on it individually.

In Excerpt 6-7 (in a C-L) the students, who are the same class as Excerpt 6-6 above, undertake the same assigned topic (*find eight answers about Nobunaga and what kind of person he was, in the textbook*). The discussion is terminated by the lecturer's call before students complete the task. Importantly, unlike the students in Excerpt 6-6, students here build the FIF from the task-opening and maintain it until the end of the allocated time for discussion. Note that Tai and Bao, who are sitting in the front row facing the screen before the group discussion task, turn back and face Hans. We take up analysis at the point of the sequence just before the lecturer signals an end to the discussion.

[Excerpt 6-7²⁹] Tai (T), Bao (B) & Hans (H) [W9V:25.42-27.36 (01.54)]

- {((T+B+H) [H])}
- {((H lifts his head))}
- 1 H: {han {tai no iken wo iu hito wa korosu.
opposition GEN opinion P say person TOP kill
((He)) killed anyone who disagreed ((with him)).
- 2 B ((nods))
- 3 T: un.
Yeah.
- 4 (0.8) ((T+B+H) [H])}



²⁹ A full transcript is provided in Appendix 5.

- 5 LE: {((To the whole class))}
 {ja, ikko zutsu ittemite [morao kana:
 then one each try to say-TE receive IP
Then, give me an answer one by one.
- 6 T: [yakunitatanai hito mo korosu.
 useful-NEG person also kill
((He)) also killed anyone who was not useful.
- 7 H: ((nods))
- 8 LE: {((To the whole class))}
 {donna hito deshita ka?
 what person COP-PT Q
What kind of person was ((Nobunaga))?
 ((Tai and Bao reorient their body posture facing the screen.))

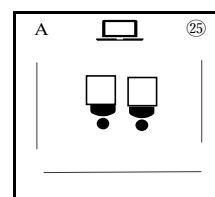
Prior to line 1, students have found five answers. In line 1, Hans provides the sixth answer through a declarative with falling intonation and receives an agreement from both Bao and Tai. In line 6, Tai provides the seventh answer in overlap with the lecturer's first call. The discussion ends with the lecturer's second call (line 8) after Hans's agreement through nodding. Eventually, the group task is ended without finding the eighth answer, and Tai and Bao reorient their bodies, (i.e., they turn back to face the front).

Importantly in this extract, the students were able to proceed with the task as a group even though they needed to frequently consult the textbook. De Ruiter (2005) examined task-based dyadic interactions and showed that there is no systematic relationship between gaze and turn-taking after the discussion has commenced when the task contains an object (e.g., in his study a map) pertinent to the task. Through the analysis of my data, however, students' gaze and body orientation, in fact, had a vital role in eliciting a response in order to open the discussion in both SBS-L and C-L data set which may be because of the triadic grouping. Noteworthy, however, if a FIF exists during task development, it seemed that mutual gaze did not necessarily need to be deployed, and co-participants were not likely to be reliant upon gaze either, which is consistent with De Ruiter's findings. Therefore, the presence and establishment of the FIF has a significant impact on the practices of students' turn-taking and task progression.

This suggests that students in a seating layout where they can easily establish a FIF from the start and maintain it throughout the task, or students in a seating layout where the FIF already exists, are more likely to both open the task smoothly and to reach a conclusion than those who do not.

In the last Excerpt 6-8 (in an SBS-L) the projector screen is placed in front of students. The assigned discussion topic in this episode is: *With your partner, discuss what kinds of unique functions the vending machines perform in Japan, and write down three functions.* In total, three minutes and 55 seconds were allocated for discussion and the task was completed after three minutes and 48 seconds. The task was, however, extended and continued after the lecturer's attention signal. We take up analysis at this point which is displayed by Ting's minimal token accompanied with nods (line 1).

[Excerpt 6-8] Ting (T) & Linh (L) [W5V:16.09-20.15 (03.55)]



- 1 T: {((T) nods; (L)→(T))}
 {un.
Yeah.
- 2 (1.5) ((T) writes; (L)↘)
- 3 L: {((L)→(T))}
 {tsukatta kotonai? (.) jidoohanbaiki.
 use-PT experience-NEG vending machine
((Have you)) never used ((the combination)) vending machine ((before))?
- 4 LE: {((To the whole class))}
 {[e:to, ()]
Well,
- 5 T: {((T)→LE; ↗)}
 [aru kedo: {nanka, (2.0)
 exist but something like
((I)) have but ((what I mean is)) something like,
- 6 L: {((L) hand gesture ↔ (T))}
 {atatakau no to tsumetai.
 warm N and cold
((There are machines that vend both)) hot and cold ((drinks)).
- 7 T: motto atatakai ninaru.
 more warm become
((There may be a function that)) makes drinks hotter.

8 L: [ah:] ((L ʌ))

9 T: [sore] no koto janai↑
that GEN thing COP-NEG
Isn't it?

10 L: soo.
Right.

11 T: ((nods & writes))
{((L shifts her head towards the front))}

12 L: {((hh))}

After completing the task at lines 1-2, Linh asks whether Ting has ever used the combination vending machine that vends both hot and cold drinks (line 3). This extends the talk of the previously completed task but at first seems off task but on topic. At line 4, the lecturer signals the attention of the whole class to finish the discussion and instructs students to give the answers they found. While the lecturer's talk is in progress, Linh and Ting continue their discussion to topic completion in line 12. Indeed, the extended talk then provides a further function of vending machines (warming drinks) which Ting subsequently adds to her list. Her shift in gaze to the front signals the end of the discussion as she and Ling attend to the Lecturer.

In sum, the transition signals for task-closings were pervasively displayed through minimal tokens (e.g., *un 'yeah'*), gaze shifts, nodding and/or body reorientation, as well as writing activities. Importantly, the findings suggest that the actions of creating, adjusting and maintaining a FIF for discussions, indicated students' orientation to task accomplishment even if working as a group needed to be abandoned. Also, important to note is that, like the task-opening phase, the task-closing phase was also closely linked to the seating layout as well as to the task-types. As shown in Excerpt 6-6, students in an SBS-L tended to abandon joint work and proceed with the task individually if a problem occurred in initiating the task that required finding the answers in the textbook. Moreover, students in the seating layout where an effort

was needed to establish the FIF were inclined to display the task-closing by reorienting their body and gaze away from each other.

6.3. General discussion and conclusion

In this chapter, I have presented the general features of the task discussion phases. The recurring patterns in the use of interactional devices used in the three phases, namely, the task-opening phase (including the task-prefatory phase and the task-initiation phase), the task-development phase and the task-closing phase, were also discussed. Based on the analysis, the findings showed that the students co-constructed the task phases in ways which, as noted by Hellermann and Pekarek Doehler (2010), were “contingent on the local co-texts and contexts” (p. 27). Students in a different seating layout were likely to adopt a different interactional device in order to move from the task-opening phase to the task-development phase.

Conversely, it is also shown that the transitions in the task phases where the same interactional device was used, were affected by the seating layout. For example, students tended to create the task-prefatory phase where there were problems in launching the task, usually caused by the need to clarify understanding of what was to be done. The analysis also showed that verbally established task-prefatory phases were less common than reported by Hellermann (2008) for adult ESL students. Instead, there were frequent gaps between the lecturer’s instructions and task commencement. Students would use this silence to prepare the task individually in a think, pair, share activity. Where there was a prefatory phase, findings are similar to those reported by Hellermann (2008) and Hasegawa (2010) on the peer interactions of beginning language learners. That is, students deployed nonverbal actions, such as gaze and bodily movements to signal their readiness to embark on the task jointly. Nonetheless, although the practices of the task-prefatory phase may echo previous findings, the explicit practices of first turn-allocation, such as negotiating who talks first (e.g., “I talk to you” in Hellermann, 2007; “after you:” in Hasegawa, 2010), did not appear in my data.

As seen in Table 5.4 (Chapter 5), regardless of seating layouts students were more likely to directly initiate the task in the task-opening phase. The students' practices in opening the task showed that turn order was locally managed by the group members and "interactionally controlled" (Sacks et al., 1974, p. 42). With respect to the specific seating layouts, there were no problems in signalling and securing the next turn in the C-L formation, where the FIF existed. Students deployed the try-marking and the declarative devices, and relied less on intonation. In contrast, in the SBS-L formation, students encountered problems in opening the task if and when they did not first establish the FIF. Moreover, failure to do so in the opening phase had a significant impact on the other phases.

The use of interactional devices in opening and advancing the tasks was also shown to be important in signalling commencement and transition. The try-marking device was adopted to confirm understanding of the task question and engage the co-participant in joint work. Interestingly, the students in an SBS-L exhibited a tendency to use a try-marked turn more often than those in a C-L formation. The LIP device was also important for permitting students to proceed with the tasks, that is, to bypass any items they were having trouble with as long as they did not completely obstruct understanding. However, when the trouble foiled progressivity, the students initiated repair, which was often apparent in task-types two and three (to be discussed in more detail in Chapter 7).

In terms of students' practices in closing the task, students commonly produced minimal post-expansions (e.g., *un yeah*) along with nods, or continued to hold discussions open even after completion of the task. Where the task requirements involved classroom artefacts, students tended to display movement into the task-closing phase by shifting their focus to them. This meant that students returned to a body posture that was present before task commencement.

In conclusion, through the analysis of the transitions from the task-opening, task-development and task-closing phases, students accomplished the tasks using a wide range of

verbal and nonverbal resources including body posture. The close examination of these collaboratively distributed resources in the task discussion phases sheds light on how a CA lens helps illuminate the orderly practices in achieving group task accomplishment (or abandonment) through task phases; it adds to the previous research by Hellermann and Pekarek Doehler (2010), Kunitz and Marian (2017) and Mondada and Pekarek Doehler (2004). In the next chapter, a specific focus on task-type and how it interacts with seating layout will provide the locus for analysis.

CHAPTER 7: THE EFFECTS OF SEATING LAYOUT IN COMBINATION WITH TASK-TYPE ON DISCUSSION TASKS

7.1. Introduction

In Chapter 5, my analytic focus was on the recurring patterns in turn-taking to explore how students in the different seating layouts managed and shared their understanding when issues arose during the discussion tasks. In Chapter 6, I identified the overall structure of the task phases and analysed how these phases were initiated which included highlighting the devices used to achieve transition. Based on the findings, the group seating layout emerged as an important factor that impacts learners' interactions. Yet, as past research has indicated, seating layout interacts with other factors to affect students' interactions, and that has certainly been the case in this study on JFL discussion tasks. By adding the additional lenses (i.e., task-types and the fixed location of the screen in the SBS-L and C-L configurations), the aim of this chapter is to unveil how these factors interact to facilitate or obstruct interaction. The following research question will guide analysis: *What factors impact discussion tasks in an advanced tertiary Japanese as a Foreign Language classroom? Specifically, to what extent do seating layouts interact with task-type to affect task discussion?*

7.2. Analysis of the impact of the task-types and seating layouts on task progression

As mentioned in Chapter 2, an important consideration in investigating the correlation of the seating formation with students' task progression, is how students in the different seating formations establish the F(Facing)-interactional formation (FIF), whereby a common space exists to change and maintain the space for the discussion. To reiterate, as a FIF is a space that an individual creates in accordance with activity requirements, students may attempt to adjust or preserve their posture in their transactional segment. In doing so, students are able to create

a common space within their group activity and start to jointly engage in the allocated group discussion task. Students' seating layouts within the physical constraints set by the presence of fixed classroom artefacts such as the screen may, however, (as we have seen) impose limits on building a FIF, which can easily distract their attention away from the group work. Therefore, it is crucial to closely examine how students create and maintain the shared space between the two different seating layouts of SBS-layout and C-layout while they undertake a specific task. As seen in Tables 5.2 and 5.3, around half of the discussions started with a problem and well over half of the discussions in the SBS-S layout ended without completing the given task or reaching a conclusion. In considering task-types, therefore, in the following sections I will describe how the fixed position of the projector screen impacts the students' discussion task progression in the different seating layouts in combination with each task-type.

7.2.1. Task-type one: Talking about the topic using prior knowledge

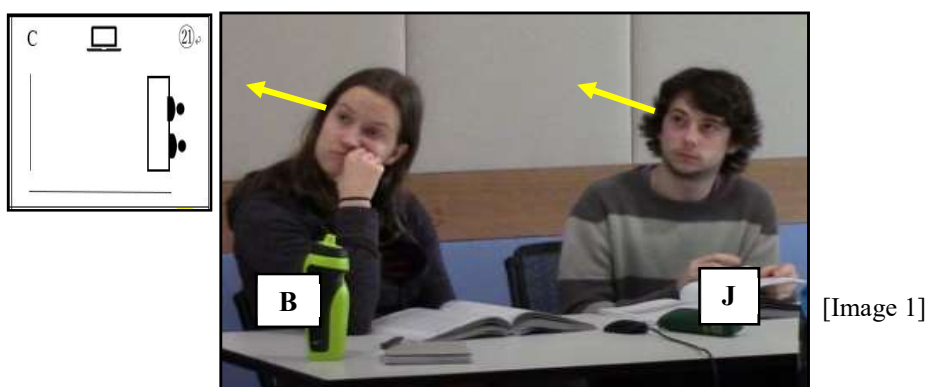
I will begin by analysing the task progression of the first task-type (see Figure 5.3 in Chapter 5 for details about these tasks) in which students discuss the topic using their prior knowledge only. Students do not need to access a source of information from the textbook or on the projector screen. As already analysed in Chapters 5 and 6, students pervasively, initiate their tasks through a possible or proffered answer, the purpose of which is to seek agreement or confirmation through a falling (declarative) or rising (try-marking) intonation (Raymond, 2010; Seuren & Huiskes, 2017). Excerpts 7-1 and 7-2 were taken from the SBS-S layout data and the SBS-F layout data respectively, and Excerpt 7-3 was taken from the C-layout data. In Excerpt 7-1 and Excerpt 7-2 the discussion is opened without a task-prefatory phase, while in Excerpt 7-3 students establish a task-prefatory phase to confirm their understanding of the task question before initiating the task.

7.2.1.1. The task is to be completed orally only: SBS-S layout

In Excerpt 7-1 the discussion is to think about answers to the following question: *Why did the*

Japanese government encourage the Japanese citizens to eat meat in the Meiji era?. This task was designed to build and expand students' knowledge by asking them to share their opinions about when and why meat-eating began in the Meiji era. Although the topic is from the reading passage in the textbook, there is no answer to this question in the textbook. The assigned task is completed and the discussion ends after 21 seconds. (In total, 53 seconds were allocated for discussion). In Excerpt 7-1, there is no task-prefatory phase, but notably there is a two-second silence after the lecturer's instruction during which Becky and James consult their own textbooks.

[Excerpt 7-1] Becky (B) & James (J) [W9V:04.57-05.50]



- $\{(((\textcircled{B} + \textcircled{J}) \rightarrow \text{[Laptop]}))\}$
 1 LE: {dooshite nihon no seefu meeji seefu wa,
 why Japan GE government Meiji era government TOP
Why did the Japanese government in the Meiji era encourage Japanese people in meat-eating?
- $\{(((\textcircled{J}) \searrow \text{[=]}))\}$
 2 nihonjin ni {niku wo tabenasai to itta to omoimasu ka?
 Japanese P meat P eat QT tell-PT QT think Q
What do you think the reason is?
- $\{(((\textcircled{B}) \text{ shifts her head } \searrow \text{[=]}))\}$
 3 ja, chotto {aidea wo dashite kudasai
 INJ a bit idea P provide-TE Please
Well, please try to give an opinion.

4 LE: {dooshite niku wo tabe naitoikenai?
 why meat P eat must
Why do ((Japanese people)) have to eat meat?

5 (2.0) (((B)+(J) consult their own textbook))



[Image 2. Line 5]

6 J: {(((J) ↘ [] ; J → []))}
 {[(hhh)]}

7 B: {(((B) ↘ []))}

{[They knew it, it's good food.((h))}



[Image 3. Lines 6-7: James laughs while looking at the front group.]

8 J: {(((J) ↘ []))}
 oishii kara tte {iu wake [janai?
 delicious because QT say reason COP-NEG
Isn't it because it's delicious?

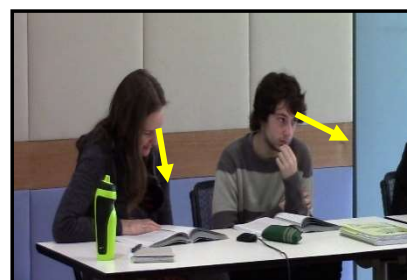
9 B: {(((J) → []))}
 [((hhhhh)) oishii {dake?
 delicious only
(Is it) just delicious?

10 (6.8) (((B) ↘ [] ; J → []))

11 B: found out it's good for them.

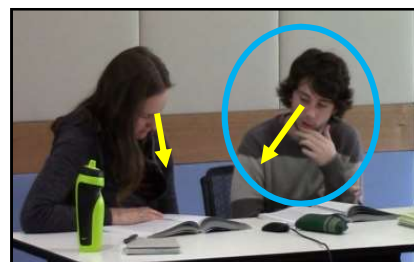
12 (0.8) (((J) ↘ []))

13 J: hold on. °sore what? °
 that
Hold on. What is that?



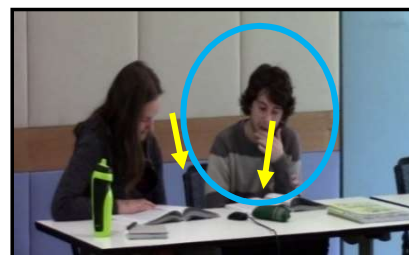
[Image 3. Line 10]

14 B: wakannai. eh?=
 know-NEG
I don't know. Eh?



[Image 4. Line 13: "hold on."]

15 J: =chikara to naru kara.
power P become because
because it provides energy.



[Image 5. Line 15]

{{((B nods))}}

16 B: {yeah.

{{(J consults his textbook while turning over the pages)}}

17 J: {°wakaranai kedo.°
know-NEG but
I don't know but.

18 (0.8)

19 B: soo kamo ne.
right maybe IP
Maybe that's right.

20 (11.0) ((B+J ↘ []))

21 (9.0) ((B → []; B ↘ []))

{{(To the whole class)}}

22 LE: {nihonjin ni oniku wo tabenasai to itta riyuu desu.
Japanese P meat P eat QT say-PT reason COP
*((The question)) is ((about)) the reason ((why the Japanese government in the Meiji era))
encouraged Japanese people to eat meat.*

In line 7, Becky launches the task by offering a possible answer through a declarative. This action does not invite a response. Her turn overlaps with James's laughter. To be noted is that Becky's turn is completed with laughter, which together with a declarative intonation indicates a lack of uncertainty (see Shaw & Hepburn, 2013) about her answer. Rather than accepting or agreeing with Becky's suggestion, however, James offers an alternative answer (line 8: *oishii kara tte iu wake janai? Isn't it because it's delicious?*) by deploying a negative suffixed (*~nai*) question which, like a tag-question (Bolden, 2016), works to elicit Becky's agreement. Note that James may have missed hearing what Becky had said because he is looking ahead during her initiation (Image 3), or he may not have been obliged to answer her turn because

neither her verbal nor her nonverbal actions explicitly invited James to respond (see discussion about the “turn allocation component” in Sacks et al., 1974). Becky’s laughter prefaces the next turn, and she questions James (line 9: *oishii dake? ((Is it)) just delicious?*) while returning to a re-wording of her original proffer after a very long silence (6.8 seconds) during which she consults her textbook (Image 3). Her reformulated (They knew it, it’s good food ((h)) in line 7 → found out it’s good for them) is produced at line 11. After a short silence, however, repair is initiated by James (line 13: hold on. °sore what?° *What is that?*). It is worth noting here that James slightly turns towards Becky while initiating repair and creates a FIF between them (Image 4). Through *wakannai. I don’t know.* (line 14), Becky creates the conditions for James’s turn to continue. Weatherall (2011) notes that ‘I don’t know’ may not only imply a state of no knowledge but rather can act as a non-answer (see also Stivers & Robinson, 2006). The production of *wakannai* by Becky here, however, shows insufficient knowledge (Hosoda & Aline, 2021), as is evident in her repair initiation *eh?* following *wakannai*. In so doing, Becky is bypassing her responsibility to provide an answer and deflects the trajectory of the action by returning the turn to James. Thus, James provides his opinion in line 15 (*chikara to naru kara. because it provides energy*), and after receiving an acknowledgement response from Becky, he downgrades his claim by producing °*wakara nai kedo.*° (*I don’t know but*) (line 17) to hedge or soften his suggestion. James successfully receives Becky’s acceptance (line 18 *soo kamo ne. Maybe, that’s right*) while maintaining the FIF. They are then able to accomplish the discussion task.

In sum, throughout the opening task phase (lines 6-12), Becky and James display neither gaze behaviour nor body orientation to one another (i.e., they are engaged in either consulting the textbook or in looking at other groups). This is despite the fact that the task does not require them to consult their textbook. It can, therefore, be argued that the SBS-S layout is hindering the students from working together effectively because the FIF has not yet been

created to include one another, which takes an embodied effort. It is not until James creates the FIF that they are able to resolve issues of disagreement. It is also interesting to note that Becky's declarative with a downward intonation was not treated as an invitation to James to agree with her and accept her proffered suggestion, unlike James's tag-like question, which in contrast elicited Becky's agreement.

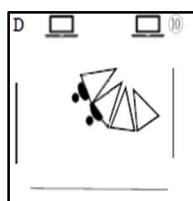
Next, I will also examine the case of an SBS-F layout where the projector screen is in front of two students.

7.2.1.2. The task is to be completed orally only: SBS-F layout

In Excerpt 7-2, the task is initiated through a try-marked one-word proffered answer, and a preferred response follows immediately. Students, however, show that the lack of building a FIF between them can cause problems of hearing and visual attention, which in turn can result in undermining task progression. The topic for the group discussion is: *When you are looking for a place to live alone, what conditions would you consider? What do you want to live next to/nearby?* The answer to the question has been done as their homework. The students, therefore, can share what they have written. Note that they do not have a homework sheet at hand, and only the task question is projected on the screen. The assigned task is completed and the discussion ends after 58 seconds. (In total, one minute was allocated for discussion).

In this excerpt, there is no task-prefatory phase; Becky launches the task when she recognises Callie's readiness, which is displayed through her head movement accompanied by a minimal token °*mm*°.

[Excerpt 7-2] Becky (B) & Callie (C) [W6V:05.15-06.15]



[Image 1]

1 LE: $\{((\textcircled{B} + \textcircled{C} \rightarrow \text{Lecturer})))\}$ $\{((\textcircled{C} \nearrow)))\}$ $\{((\textcircled{B} \rightarrow \textcircled{C})))\}$
 $\{chotto \quad tonari \quad no \quad hito \quad \{ni \quad kiitemi \quad \{te: \quad kudasai.$
a bit next GEN person P try to ask-TE please
Please try to ask your neighbour.

2 C: $\{((\textcircled{C} \searrow \text{=}))\}$
 $\{^{\circ} m : m^{\circ} =$

3 B: $\{((\textcircled{B} \rightarrow \text{=}))\}$
 $\{=suupaa? \quad [((hh))$
Supermarket?

4 C: $\{((\text{nodes}))\}$
 $\{[^{\circ} hai^{\circ}]$
Yes

5 B: *chigau?*
isn't it?

6 C: $\{((\text{nodes}))\}$
 $\{un. \}$

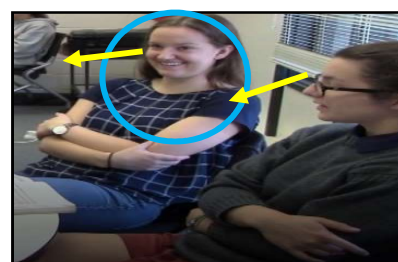
7 (6.0) $((\textcircled{B} \rightarrow \text{=}; \textcircled{C} \searrow; \textcircled{B} \searrow))$

$\{((\textcircled{B} \text{ talks to } \textcircled{C}, \text{ agreeing that someone in the other group next to her saying it would be a convenience store if it were Japan. } \rightarrow \textcircled{C})))\}$

8 B: $\{((\textcircled{B} \text{ begins self-hair grooming}))\}$
 $\{un, \quad nihon \quad wa \quad \{conbini \quad yo \quad ne. \quad ((hhh))$
yeah Japan TOP convenience store IP IP
Yeah, it'd be a convenience store if it were Japan, wouldn't it?

9 C: $\{((\text{nodes}))\}$
 $\{un. \quad hh$
Yeah

10 (1.4) $((\textcircled{B} \rightarrow \text{=}; \textcircled{C} \searrow))$




[Image 2. Line 5]



[Image 3. Line 8: Becky's hair grooming]

11 B: a:h, I really want *onigiri* now.

{((C smiles → ))}

12 C: {()}


{((C↘))}

13 B: {I really want it.

{((C↘))}

14 C: {hhh


15 B: yummy yummy yummy yum.

16 (8.0) ((B → ; C↘))

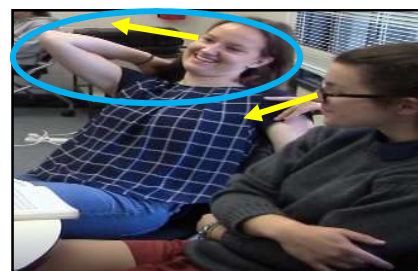
{((B yawns while talking))}

17 B: {()} [what] would be important to have?

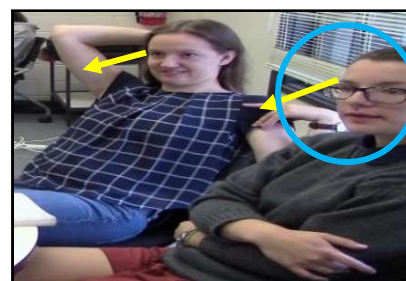
18 C: [yeah]

{((C → ))}

19 {°It would be° (0.8)




[Image 4. Line 11]



[Image 5. Line 19: Callie shifts her gaze at the screen.]

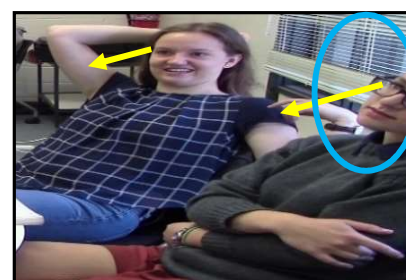
20 B: *ichiban taisetsu no wa bunpoo to omoo n desu kedo,*
 most important GEN TOP grammar QT think N COP but
I think the most important thing is grammar but,

21 (1.0)

{((C nods → ))}

22 C: {°soo desu ne. °
 that COP IP
That's right

23 (1.2)



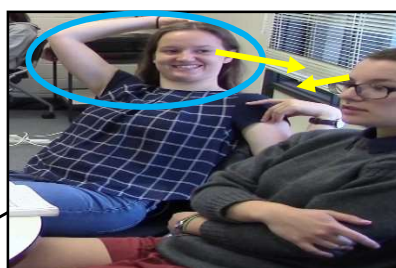
[Image 6. Line 22]

24 B: *hokano: (0.5)*
other

25 C: *wa[tashi,*
I,

{((B → C))}

26 B: [*hoshii{dake no mise no wa fuku toka,*
 want only GEN shop N TOP clothes or
The shops that I just want to be near are a clothing store or,



[Image 7. Line 26]

27 {((B→)))}
 {[°panya°san to honyasan toka,
 bakery and bookstore or
bakery and bookstore or,

28 C: {((C nods→B))} {((C↘))}
 {[un.] {panyasan. ((hh))
Yeah. bakery.

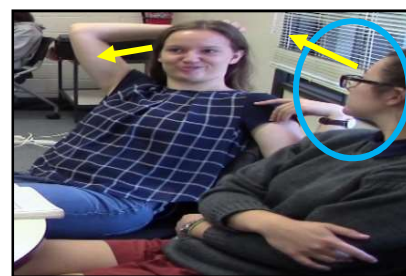
29 B: panyasan.
bakery.

30 C: {((C nods↘))}
 {un.
Yeah.

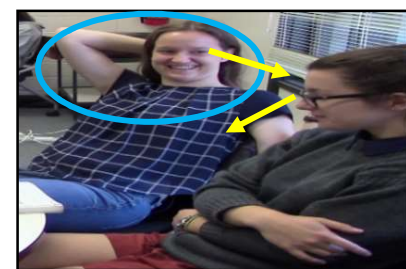
31 B: {((B→C))}
 °conbini° [ya: conbini mo mo da {taisetsu janai? [(hhh)}
 convenience store INJ convenience store also FRG important COP-NEG
Well, isn't a convenience store also important?

32 C: {((C nods↘))}
 [°un. °] {un.]
Yeah. Yeah.

33 (1.8) ((Becky's self-hair grooming ends))



[Image 8. Line 28: un.]



[Image 8. Line 31]

In line 3, Becky initiates the task by deploying a try-marked proffered answer *suupaa?* (*Supermarket?*) and she laughs. In overlap with Becky's laughter, Callie displays her acknowledgement °hai° (*yes*) with a quiet voice along with nods (line 4). These features may explain why Becky continues her turn pursuit *chigau?* (*Isn't it?*) in line 5 to elicit Callie's agreement without gazing at Callie (Image 2). Through a *un* (*yeah*) minimal token accompanied by nods (line 6), Callie shows her acknowledgement of Becky's suggestion, but she does not clearly display what her position is. Becky is not convinced of Callie's agreement because she does not continue her turn and a long silence of six seconds follows in line 7. Note that during

this lengthy silence they do not gaze at each other but are looking at the projector screen or the textbook. As well, Becky eavesdrops and overhears someone in the other group next to her saying it would be a convenience store if it were Japan. At line 8, she looks at Callie and partially recycles the other group's talk by adding a tag-like question form '*yone*': *nihon wa conbini yone* (*it's a convenience store if it's Japan, isn't it?*). In doing so, Becky tries to proceed with the given task and successfully manages to draw Callie's agreement in line 9. However, no further progress is made as Callie does not show her uptake after producing her acknowledgement token, together with nods and laughs in line 10. The emergence of Becky's side sequence (off task talk) in lines between 11 and 15, temporarily stops the task progression and is followed by an eight-second silence.

Becky resumes the task using a clear wh-question form in English (line 17) and attempts to elicit Callie's opinion. The language alternation between English and Japanese (the target language) aligns with the finding that the practice functions to maintain the ongoing interaction while managing sequential boundaries through languages (Cheng, 2013; Filipi & Markee, 2018; Mori, 2004). When there is a pause after the beginning of Callie's response, (line 19: *It would be*), however, Becky orients to Callie's trouble in formulating an answer, and answers her own question. It is noteworthy that Callie shifts her head and looks at the screen after Becky's TCU (Image 5). Callie keeps looking at the screen while attempting to respond to Becky's question. Becky, thus, might not have heard Callie's talk. Becky keeps holding the floor (lines 20-27) through further suggestions. Also, it is important to note here that Becky's mispronounced word *bunpoo* (*grammar*) in line 20 (she might have tried to say *bunboogu* (*stationery*)) does not prompt Callie to repair. Rather she deploys the LIP device, as she continues the listing activity (line 25: *watashi, I*), which is overlapped by Becky. This overlapping talk is resolved by Callie's withdrawal.

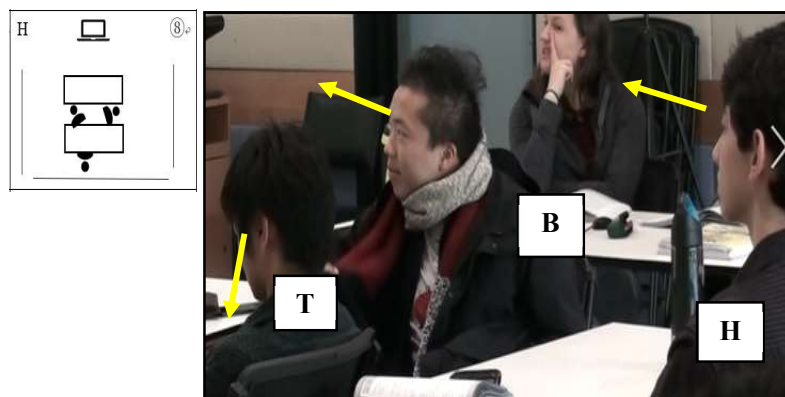
In sum, Excerpt 7-2 has shown that the lack of FIF between the students interferes with the task progression. Despite the task requirement (i.e., listing and sharing the answers that they have written as part of their homework), rather than engaging in the discussion through gaze and body orientation with each other, Becky is looking at the projector screen or the other groups while Callie is looking down at her textbook throughout the task-opening phase. Although the phase has been accomplished, owing largely to Callie's lack of engagement, moving forward to the task-development phase is delayed instead of proceeding smoothly. The production of Callie's minimal response tokens (lines 6 and 9) act to both acknowledge and close the sequence, but she does not take a turn to provide her opinion until Becky produces an open wh-question (line 17). Furthermore, in the above interaction, the LIP device is deployed when as discussed in Chapter 6, the students decide that there is no need to elaborate once sufficient understanding has been reached. The adoption of the LIP facilitated students' task progression, which might otherwise have been delayed further by initiating the repair rather than proceeding with the task. In the following sub-section, I turn to the interactional practices in task-type one that requires using students' prior knowledge to carry out the task in a C-L. Here two of the three students are in a seating layout that requires a full backward rotation of the sitting position for a group discussion.

7.2.1.3. Task is to be completed orally only: C- layout

Excerpt 7-3 is an example of the C-L. Note that the students in a C-L do not commonly confront a problem during task progression that is hindered by the projector screen as in the SBS-L. However, the C-L can cause issues if one student has his/her back to the screen as is the case in Excerpt 7-3, where the student (Tai) is sitting with the projector to his back. The challenge for Tai is to participate in a discussion without maintaining a FIF. In this Excerpt students are initially sitting in two rows facing the front of the classroom where the lecturer and a screen are positioned. After the lecturer's instruction in line 2, Bao, who is sitting in the front row,

turns around to face Hans. Bao changes his body alignment in an L-shaped formation towards Hans (Image 2) in which he can readily adjust his posture towards the front and to face when necessary (see Kendon, 2010), while Tai turns around and sits facing the group members with his back to the screen. The discussion topic is the same as Example 7-3 (*Is there anything else that was brought from Australia to Japan apart from these examples?*). The assigned task is completed and the discussion continues after one minute and 10 seconds. (In total, one minute, and 10 seconds were allocated for discussion). We note that Hans initiates a task-prefatory phase to seek confirmation of his understanding of the task question. He then moves forward to the task-initiation phase by offering a possible answer (line 10) through an upward inflection after the understanding check is successfully completed by Bao.

[Excerpt 7-3] Tai (T), Bao (B) & Hans (H) [W9V:10.40-11.50]



[Image 1]

- $\{(((\textcircled{H}+\textcircled{B})\rightarrow \text{Lecturer}; \textcircled{T}\searrow))\}$
 1 LE: {oosutoraria kara nihon ni itta mono aru deshoo ka?
 Australia from Japan P go-PT thing exist COP Q
Is there anything that was brought over from Australia to Japan?
 2 chotto kiite.
 just ask-TE
Ask each other.
 3 [hokani
 else
 $\{(((\textcircled{H})\rightarrow \text{Lecturer}; \textcircled{B} \text{ turns his head}\rightarrow\textcircled{H}))\}$
 4 H: {[o-
 FRG



[Image 2. Line 4]

- $\{((B \rightarrow H))\}$ $\{((T \text{ shifts his posture} \rightarrow H; B \rightarrow T))\}$
 $\{((T \searrow; B \leftrightarrow H))\}$
 5 LE: *ko{re* *iga{i* (1.5) $\{[nanika$
 this except somthing
 something apart from this,



[Image 3. Line 5: Tai shifts his posture and looks at Hans, while Hans looks at the screen]



[Image 4. Line 5: Bao and Hans mutual gaze while Tai looks down]

- $\{((H \text{ leans forward his body posture putting his elbow on the desk} \rightarrow B; B \leftrightarrow H))\}$
 6 H: $\{[oosutoraria$ *kara,*
 Australia from
 from Australia?



[Image 5. Line 6]

- 7 LE: *itteru* *mono ari[masu ka?]*
 go-ASP thing exist Q
 Is there anything else that was brought over from ((Australia to Japan))?

- $\{((T \rightarrow B))\}$ $\{((T \rightarrow H))\}$
 8 B: $[nihon$ *ni,] (0.2) $\{oosutoraria\}$ $\{kara.\}$
 Japan P Australia from
 *from Australia to Japan.**

- 9 (1.2) $\{((T \rightarrow \underline{\quad}))\}$



[Image 6. Line 9: Tai looks at the screen while Bao and Hans gaze at each other.]

10 H: Beef?



[Image 7. Line 10]

11 B: Beef. $\{((\text{nods}))\}$
 $\{\text{yeah.}\}$



[Image 8. Line 11]

12 That's the only thing.

13 (1.2) $((\text{B} \nearrow; \text{T} \rightarrow \text{H}); \text{H} \rightarrow \text{B}))$



[Image 9. Line 13: Tai shifts his posture towards Bao and Hans]

14 H: a:: Ugg boots? $((\text{B} + \text{T} \rightarrow \text{H}))$

$\{((\text{B} \text{ leans towards} \rightarrow \text{H}); \text{H} \leftrightarrow \text{B}))\}$

15 B: $\{[\text{Ugg boots? Really? Are they Australian? =}$

$\{((\text{T} \searrow))\}$

$\{((\text{T} \rightarrow \text{B}; \text{T} \rightarrow \text{H}))\}$

16 T: $\{[(\text{hahahaha})]$

$= \{\text{yeah.}\}$

17 H: un.
 yeah

18 T: yeah. $\{\text{uh.}\}$ $\{((\text{B} \leftrightarrow \text{T}))\}$ $\{((\text{T} \text{ big nods}))\}$
 $\{(1.0)\}$

19 B: $\{((\text{B} \leftrightarrow \text{H}); \text{T} \searrow)\}$
 $\{\text{bejimaito.}\}$
 Vegemite.

20 T: $\{((\text{T} \rightarrow \text{B}))\}$
 $\{[\text{bejimaito.}]\}$
 Vegemite.

21 H: $[\text{bejimaito}]$ $((\text{tilts his head}))$
 Vegemite?

- 22 B: ((nods))
 $\{((\textcircled{B} \rightarrow \textcircled{T}; \textcircled{T} \searrow))\}$
- 23 T: *kimo*{*i* ((hhh))
Disgusting.
- 24 (0.8) (($\textcircled{B} \searrow$))
 $\{((\textcircled{B} \leftrightarrow \textcircled{H}))\}$
- 25 B: {[*wagyu*.
Wagyu beef
- 26 H: [*utteru kedo ne*↑ (.) [*bejimaito*.]
sell-ASP but IP vegemite
Vegemite is sold ((in Japan)).
- 27 B: $\{((\textcircled{B} \searrow))\}$
[*un. utteru*] *yo. tim tamu mo* [(.)] *nande*{*mo*.
INJ sell-ASP IP tim tam also anything
Yeah, ((Vegemite)) is sold. Tim Tam ((is sold)) too. Everything ((is sold in Japan)).
- 28 H: $\{((\textcircled{H} \text{ nods}))\}$
{[*un.*]
Yeah
- 29 T: $^{\circ}m:m^{\circ}$
- 30 (2.6) (($\textcircled{B} \rightarrow \text{ } ; \textcircled{B}$ shifts his head towards \textcircled{H}))
 $\{((\textcircled{B} \leftrightarrow \textcircled{H}))\}$
- 31 H: { $^{\circ}moo:^{\circ}$ (0.5)
Anymore...
- 32 B: *nanimo nai yo.*
nothing non-existent IP
((There aren't)) any other things ((that were brought over from Australia to Japan)).
- 33 H: $\{((\textcircled{H} \text{ nods}))\}$
un. ((hh))
yeah.
- 34 B: *oosutoraria no.*
Australia N
((There aren't any other things that were brought over)) from Australia ((to Japan)).
- 35 T: $\{^{\circ}oosutoraria:^{\circ}$ (.) [()]
Australia
- 36 B: [() *nai*]
NEG
 $\{((\textcircled{B} \leftrightarrow \textcircled{H}))\}$
- 37 H: {[*boomerang?*] ((pronounces in Japanese)).
- 38 B: *eh?*

- 39 H: *boomerang?*
- 40 LE: *nanika hoka[ni: (.) aru kana?*
 something else exist IP
Is there anything else?
- 41 H: ((hand gesture of boomerang throwing)) *boomerang?*
 {(((T laughs; B→T)))}
- 42 B: {aha, boomerangs ((pronounces in English)).

((Tai, Bao and Hans continue with the task until the lecturer calls on one student's name))

The verbal action of the topic confirmation in line 6: *oosutoraria kara?* (*from Australia?*), which is the key phrase of the topic provided by the lecturer (the first two words in line 1), co-occurs with a gaze towards Bao (thereby selecting him as addressee), who keeps looking at Hans. Bao produces a confirmation with a slight nod in the next turn and then a verbal response in line 8 *nihon ni* (*to Japan*) along with prosodic stress. After a brief pause, he produces a full repetition of Hans' prior turn (*oosutoraria kara. from Australia*). In doing so, Bao's response provides a clear validation of Hans' request. Hans then launches the task by providing a possible answer through an upward prosodic contour in line 10 (*Beef?*) and this task-initiation phase is successfully launched by Bao's agreement through repetition (line 11). What is notable here is that a FIF is also created by Tai's posture shift towards Hans when the lecturer's additional turn is in progress (Images 3 and 4). As Tai turns back to look up at the projector screen right after they have accomplished the task-prefatory phase, Tai is in outer position from the FIF (Images 6 and 7). Therefore, the basic turn-taking of a request for confirmation and the second pair part of the adjacency pair gets done by Hans and Bao who sustain the FIF.

When the task-initiation phase has been completed, Tai reorients his posture towards Bao and Hans and enters into the FIF (Image 9) in line 13. To advance the task, Hans produces another possible answer with rising intonation (line 14: *Ugg boots?*) again in a try-marking format. Bao's repair initiation regarding clarification as to whether or not Ugg boots originated

in Australia, follows in line 15, and the repair is resolved immediately by Tai's and Hans's responses. What is the most interesting feature is that Tai's (a non-selected recipient) response is latched to Bao's question, and it thus is produced a little more quickly than Hans's (a selected recipient) who has the primary right to respond. This is inconsistent with the findings from Stivers and Robinson's (2006) that even if a non-selected recipient is "in the know" (p. 377) and thus can respond, the response is withheld at the TRP, and the only case in which a non-selected recipient provides a response is when a selected recipient has a problem in answering the question. Tai's action here suggests that in working to establish the FIF through the physical effort of turning around also indicates his willingness to participate and work with the group to accomplish task progressivity.

Between lines 19 and 28, students go ahead with the task while discussing the third possible answer. It is also worth mentioning that after the repair has been completed, in line 19, Bao provides the third possible answer, *bejimaïto* (*vegemite*) with downward intonation by alternating the language from English to L2 (Japanese), which conveys his certainty about his answer. Beyond that, all members use Japanese throughout the discussion task. Note that despite the lecturer's rule of Japanese-only in class, students use English when encountering problems of understanding in order to proceed with the task, when seeking confirmation of understanding of the task contents, or when clarifying the key word of the task question (see the collection in Filipi & Markee, 2018; Kunitz, 2018; Liebscher & Dailey-O'Cain, 2005; Markee & Kunitz, 2013; Mori 2004; Morton & Evnitskaya, 2018). Interestingly, students in this study also deploy the same language choice based on the language that the co-participant has used in the prior turn which shows affiliation in choice of medium (on this point, see the collection in Filipi & Markee, 2018). Students thus show their understanding, co-participation and co-construction of the discussion tasks through the additional practice of language alternation.

Hans's repetition of Bao's turn *bejimaito* with a slightly rising intonation followed by a head tilt in line 21 shows uncertainty about Bao's proffered answer. In response to Hans's repair initiation, Bao instantly nods and changes his stance to certainty. Subsequently, between lines 31 and 34, Hans and Bao open up the pre-closing of the task by saying there is nothing else that came to Japan from Australia.

In sum, in this section, I have discussed three discussion tasks in three different layouts. The focus was on how students undertook discussion tasks that required them to use their prior knowledge. The analysis shows that regardless of the seating layouts: SBS-S, SBS-F and C-layouts, the fixed-positioned of the projector screen did influence the progression of the group discussion tasks even when students only had to discuss an assigned topic without resorting to a textbook or the screen. This was visible through delays in developing the task from the task-opening phase (Excerpts 7-1 & 7-2; SBS-L) and through Tai's non-participation during the task-initiation phase (Excerpt 7-3; C-L). Shifting the body orientation from the FIF to consult the projector screen can take time and embodied effort that can hamper collaborative task progression.

Consistent with the previous analysis throughout Chapters 5 and 6, the students used the same resources to initiate their discussion task (a declarative or try-marked proffered answer (Excerpt 7-1: *They knew it it's good food.*, Excerpt 7-2: *Supermarket?*; Excerpt 7-3: *Beef?*), which invited a confirming or rejecting response as a next action. The absence or delay of the next action, therefore, threatened the advancement of the task and it emerged more often in SBS-layouts, a situation that seldom appeared in a C-L, as we saw in Chapter 5. The position of the screen can also exacerbate these features where the need to establish a common FIF is necessary in both SBS-L and C-L if the screen is positioned to the side or back of any of the participants. This suggests the need to establish appropriate time allocations for the tasks to be done even when the task simply requires discussion and sharing of previous knowledge

or opinions without the need to refer to resources. Consideration also needs to be given to seating arrangements to minimise, for example, the need to look at the screen.

In the following section the tasks add a further layer to task management as they do not require students to have pre-prepared at home or to use their previous knowledge alone. Instead, these tasks require finding the answers in the textbook or on a resource projected onto the screen.

7.2.2. Task-type two: Finding the answers from the textbook or the information projected on the screen

Task-type two involves two different task requirements: in one the task needs to be done orally only while in the other the task needs to be done both as an oral and written activity. (Note that handouts are included when the task is required to be completed both orally and in writing.)

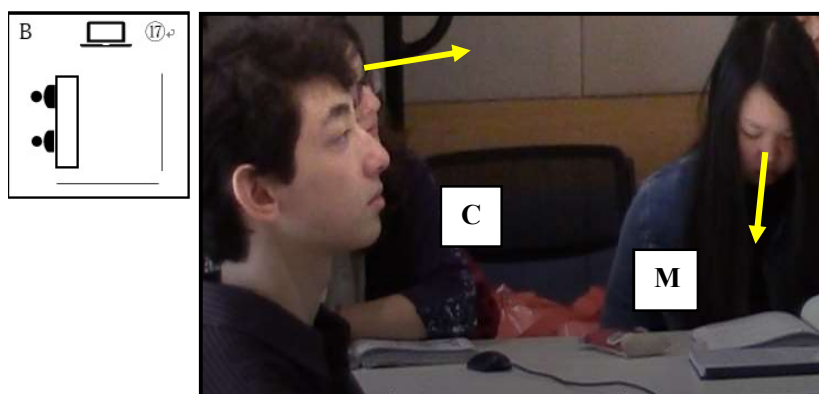
Analysis has shown that where the task entailed using explicit sources of information, students in a side-by-side layout relied more on the resources than on their group members. The first two excerpts (7.2.2.1 & 7.2.2.2) demonstrate the tasks that need to be done orally only and the next two excerpts (7.2.2.3 & 7.2.2.4) show the tasks that require to be done both in writing and orally.

7.2.2.1. The task is to be completed orally only: SBS-S layout

While the analysis of the following Excerpt 7-4 also shows the recurring pattern of using a try-marked proffered answer to initiate the task, the next speaker, Callie, counters with an alternative possible answer rather than confirming the prior speaker's (Mei's) utterance. The answers are in the textbook and the text is also projected on the screen. The topic for the group discussion is: *What made Nobunaga famous?*. There is no writing component in this assigned task. It reaches completion after one minute and 7 seconds. (In total, one minute and 22 seconds were allocated for discussion).

While there is no verbal utterance to indicate a task-prefatory phase, Callie and Mei spend 10 seconds looking at the information projected onto the screen following the lecturer's instruction. What is important is that Mei, who looks at Callie while the lecturer's instructions are in progress, starts the task first.

[Excerpt 7-4] Callie (C) & Mei (M) [W9V:26.40-28.10]



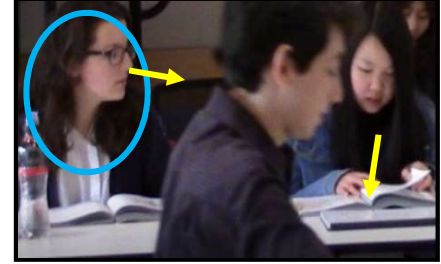
[Image 1]

- 1 LE: {((C→); (M↘))}
 {kono hito wa: (0.5) ↑nani wo shita kara yuumeena n desu ka?
 this person TOP what P do-PT because famous N COP Q
What made this person ((Nobunaga)) famous?
- 2 {((M→C); (M→))}
 {chotto (.) tonari no hito to omoidashite kudasai.
 neighbour GEN person P remember-TE please
Please discuss what you remember with the person next to.
- 3 (10.0) ((C+M→))
- 4 M: {((M↘); (C→))}
 {((C→M))} {((M turns over the page.))}
 {nihon wo {tooitsu shi{ta↑}
 Japan P unification do-PT
((He)) unified Japan?
- 5 (2.5) ((M↘); (C→))
- 6 C: n (0.8) ano: nan da kez
 FRG INJ what COP Q
Well, what is it?
- 7 (1.0)



[Image 2. line 4: Callie looks at Mei.]

8 C: $\{((\text{C} \rightarrow \text{M}))\}$
 yoofuu {no: (0.3) seekatsu wo shitari: (.) toka↓
 western style GEN living P do or something like
Something like that he lived in a Western style?



[Image 3. line 8: Callie looks at Mei.]

9 M: $\{((\text{C} \rightarrow \text{M}) \text{ } \text{M} \text{ } \text{=})\}$
 a::h soo {desu ne.
 INJ right COP IP
Ah, that's right.

10 C: $\{((\text{C} \text{ } \text{=})\}$
 demo- {sss- sono ijjyoo: (0.3) dake↑ (0.5) °nai?°
 but FRG that that's all just nonexistent
But, is that all?

11 (7.8) $((\text{M} + \text{C} \text{ } \text{=})\}$

12 M: $\text{tooitsu ja}^\circ\text{nai ne.}^\circ$
 unification COP-NEG IP
((It))'s not unification.

13 C: $\{((\text{C} \text{ points to the sentence in the textbook and reads it quietly.))\}$
 °yooroppa kara haittekita teppoo wo daimyoo dooshi no
 Europe from come in-PT gun P Japanese feudal lord among GEN
((He)) used guns from Europe for the first time in the battle among Japanese feudal lords,

14 $\text{tatakai ni saisho ni mochiita,}^\circ$
 battle P first P use-PT

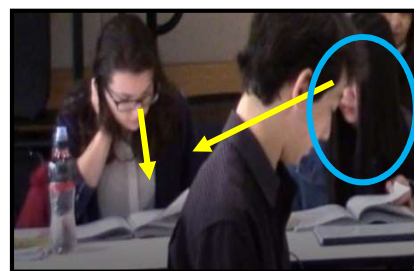


[Image 4. line 13]

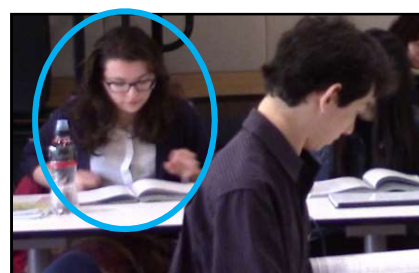
15 M: $\{((\text{C} \text{ touches her hair with her right hand))\}$
 $\{((\text{M} \rightarrow \text{C}))\}$ $\{((\text{M} \text{ } \text{=}))\}$ $\{((\text{M} \rightarrow \text{C}))\}$
 a:: { (.) {ma tada} { (0.2) nanban bun} (.) {ka,
 INJ just western culture
Well, just Western culture,

16 C: $\{((\text{nods}))\}$
 {un.
Yeah.

- 17 M: {{{(M)↘|▮)}}}
 {ni kyoomi ga aru (2.5) daimyoo da na:
 P interest NOM existent Japanese feudal lord COP IP
((He is)) a Japanese feudal lord who is merely interested in Western culture.
- 18 (0.5)
- 19 C: un. (((C) drops her hand to the table.))
Yeah.
- 20 (2.0) (((C)+(M)↘|▮)))
- 21 C: {{{(C) reads the sentence in the textbook)}}
 {yooroppa kara haittekita °teppoo...°
 Europe from come in-PT gun
The gun that came from Europe...
- 22 LE: {{{(addressing the whole class)}}}
 {ja, itte moraoo kana:
 then say-TE receive IP
Then, ((can you share your opinions))?



[Image 5. line 16]



[Image 6. line 18]

Mei looks at Callie, who is looking at the screen after the lecturer has provided the task instruction (lines 1-2) and shifts her gaze towards the screen. After a prolonged silence, Mei begins the task by suggesting a possible answer through a try-marker in line 4 (*nihon wo tooitsushita*↑ *((He)) unified Japan*). Following a lengthy (2.5) silence in line 5, Callie, who has been gazing at Mei, however, suggests another answer in orienting to the task question with a preface *ano: (well)* (line 6) to indicate a new turn, rather than confirming Mei's answer. At line 8, Callie adopts a slightly falling intonation through an incomplete sentence ending marked by the conjunctive particle *~toka*↓ (*something like*), which is used as an interactional resource (see Taguchi, 2015) to invite Mei's co-participation. Callie's invitation is accompanied by gaze. In the next turn, Mei displays her agreement with this answer through her knowledge shift from 'not knowing (K-)' to 'knowing (K+)' (Heritage, 2012) and by producing the change-of-state token (Heritage, 1984, 2016) *a::h soo desu ne. (Ah, that's right.)* in line 9. While the task-

opening phase has been successfully achieved it has not been done smoothly, as Mei's question (line 4) has failed to elicit a response, leading to Mei's self-repair in line 12. Mei recognises that her proffered answer (line 4) is wrong in line 12 (*tooitsu janai ne. ((It))'s not unification.*), but this is being treated as self-talk since Callie quietly reads the possible part of the other answer in her textbook (lines 13-14; °*yooroppa kara haittekita teppoo wo daimyoo dooshi no tatakai ni saisho ni mochiita,* ° *((He)) used guns from Europe for the first time in the battle among Japanese feudal lords*, not shown the full text) rather than confirming. Important to note is that after Callie's question (line 10: *sono ijyoo: (0.3) dake↑ Is that all?*), and the ensuing silence (7.8 seconds) in line 11, all cause possible delays in getting the task done.

From line 11, we note that the students work on the task individually while consulting and reading from their own textbooks until Mei shifts her gaze to look at Callie and summarises the answer (lines 15 and 17; *ma tada (0.2) nanban bun(.) ka, ni kyoomiga aru (2.5) daimyoo dana; Well, ((he is)) a Japanese feudal lord who was just interested in Western culture*) This is in fact an answer to Callie's question in line 10. The joint discussion ends in line 19 after Callie's a minimal acknowledgement *un (Yeah)*. After a two-second silence in line 20, Callie goes back to the text in the textbook and reads it out loud in line 21 (this is the same sentence she read out in lines 13-14), but her voice this time is louder. She is offering an additional possible answer that Nobunaga was the first feudal lord to use a gun from Europe, but there is no uptake by Mei who is treating it as a self-reading action. The task is ended by the lecturer.

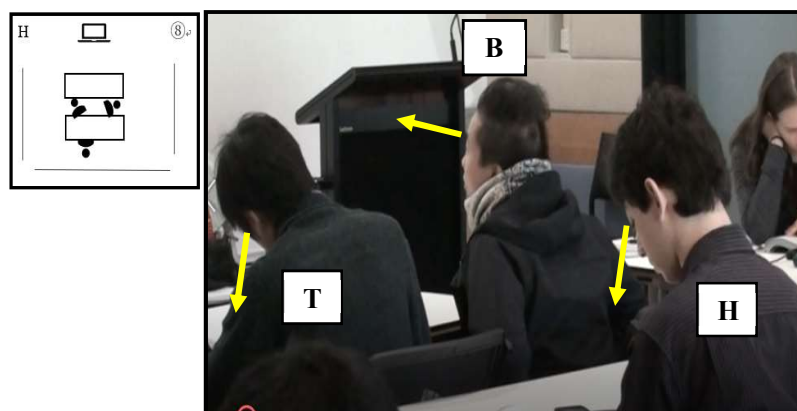
In sum, due to the absence of a FIF between them and the task requirements that demanded that students find answers in the textbook or on the screen, students could, and in this case did, disengage from the joint discussion. Also, there were greater possibilities of missing embodied cues associated with turn-taking. In sum, students were more likely to resort

to textbook resources to work out the answers individually rather than achieve find them through discussion. This finding has implications for the design of discussion tasks where students need to find answers in their textbooks or on a screen, suggesting that thought needs to be given to how to maximise the need to discuss particularly if there is the added constraint of the position of the screen to the side.

7.2.2.2. The task is to be completed orally only: C-Layout

The following Excerpt 7-5 depicts the same group in the same class as Excerpt 7-3. The topic for the group discussion is: *What happened when the Meiji era began? Find the objects and customs that came from other countries.* The discussion task is conducted orally only. Part of the reading paragraph in the textbook is also projected on the screen. While Tai and Hans consult their own textbooks, Bao uses the projector screen as the information source for the discussion task because he did not bring his textbook. Note that Excerpt 7-5 is the first group discussion activity in this class. The task-prefatory phase emerges in group formation, and 17 seconds of the total time allocated to the discussion task are taken up in forming the group. Tai, Bao and Hans completed the task in less than 30 seconds, with a total of 45 seconds of allocation time for discussion.

[Excerpt 7-5] Tai (T), Bao (B) & Hans (H) [W9V:00.33-1.30]



[Image 1]

1 LE: meeji jidai ga hajimattara doo natta n desu ka?
 meiji era NOM begin-CON:if how become-PT N COP Q
 What happened when the Meiji era began?

2 (1.8)

3 *gaiokoku kara: toriireta mono to:*
foreign country from adopt-PT thing and

4 *syuukan wo, mitsukete kudasai.*
custom P find-TE please
Find the objects and customs that came from other countries.

5 (15.0) ((Group members are assigned and ①+② shift their body alignment towards ③))

$\{((\textcircled{1}) \searrow \text{=})\} \{((\textcircled{2} \leftrightarrow \textcircled{3}; \textcircled{2} + \textcircled{3} \text{ nod at each other}))\}$
 $\{((\textcircled{2} \rightarrow \text{=}; \textcircled{3} + \textcircled{1} \searrow \text{=}))\}$

6 T: {°uh (0.2) {nani} mitsuketa n} {da na↑°
what find-PT N COP IP
Well, what did ((you guys)) find?



[Image 2. Line 6: 'nani' While Tai looks at his textbook, Bao and Han mutually gaze and nod at each other.]



[Image 3. Line 6: 'dana' Bao looks at the screen and Hans consults his textbook at the end of Tai's TCU.]

7 B: $\{((\textcircled{2}) \searrow \textcircled{1}'s \text{=})\} \{((\textcircled{2}) \text{ realigns his posture}))\}$
{niku wo {taberu koto (0.8) ga hajimarimashita.
meat P eat thing NOM start-PT
((They)) started eating meat.

8 T: °soo [datta°] (.)} {na:
that COP-PT IP
That's right.

9 H: $\{((\textcircled{3}) \text{ nods}; \textcircled{2} \rightarrow \textcircled{3}))\}$
{[°un.°]
Yeah.

10 H: $\{((\textcircled{3}) \rightarrow \textcircled{2}))\}$
{hooritsu toka;
law and
And law?

11 (0.5)

12 B: $\{((\textcircled{2} + \textcircled{1}) \searrow \textcircled{1}'s \text{=}; \textcircled{3} \searrow \text{=}))\}$
{hooritsu toka, yoofuku, se-, (1.0) °yoofuku° [()]
law and western-style clothes FRG western-style clothes
Law and Western-style clothes, Western-style clothes,...



[Image 4. line 10: Bao looks up the reading passage projected on the screen while Hans looks at Bao.]

- 13 H: [yuu]binseedoo? ((H→B))
Postal system?
- 14 B: {((B nods))}
 {yuubinseedoo.
Postal system
- 15 T: {((B→[]))}
 {yuubinseedoo.
Postal system
- 16 (3.8) ((B→[]; T+H↘[]))
- 17 T: {kutsu.
Shoes.
- 18 LE: {(To the whole class))}
 {ja:, ikko [zutsu] itte moraimasyoo ka? }
 Then one each say-TE receive Q
Then, shall I ask you guys to talk about it one by one?
- 19 B: {((B↘T's []))}
 {[kutsu.]
Shoes.
- 20 H: {((H smiles↘[]))}
 {[kutsu?]
Shoes?
- 21 T: {((B+H→T; T↘[]))}
 {yoofuku ya kutsu.
 western style Clothes and shoes
Western style clothes and shoes.



[Image 5. line 12: Bao realigns his body and looks at Tai's textbook.]

In orienting to the task, in line 6, Tai opens the task by asking a question using the word, *mitsukete find* (line 4) produced by the lecturer (°uh (0.2) nani mitsuketa n dana↑° Well, *what did ((you guys)) find?*). While Tai's utterance is in progress, Bao and Hans look and nod at each other (Image 2). Near the end of Tai's TCU completion in line 6, Bao shifts his head towards the screen and Hans starts to consult his textbook (Image 3). In line 7, in response to Tai, Bao provides an answer and receives agreement from Tai and Hans (lines 8-9). It is also important to note that Bao moves his head from looking at the screen to the FIF when he starts

the utterance in line 7 and then looks back to the screen again after receiving agreement from Tai and Hans (lines 8-9). Bao's embodied action, shifting his upper body posture together with his utterance, clearly shows that he is inviting Tai's and Hans's co-participation (see Goodwin 1981, 2000, 2007; Kendon, 1990; Streeck et al., 2011).

While advancing the task, Hans suggests another possible answer through try-marking (line 10; *hooritsu toka; And law?*) and looks at Bao (Image 4) who seems to know the answer. His production of *un* (*yeah*; line 9) is a 'preceded shift' (Jefferson, 1984) which is used as a device for taking a turn, but can also signal agreement. By repeating Hans's utterance in line 12 after a short silence, Bao shows his agreement with Hans and elaborates by providing another possible answer. Bao thereby initiates a list of more possible answers while looking at Tai's textbook in the same turn. One second of silence after a fragment (*se-*) of the word *yuubinseedoo* (*Postal system*), followed by repetition, projects a problem of reading the word. Hans co-constructs through a try-maker *yuubinseedoo? Postal system?* (line 13) to resolve Bao's trouble in reading the word in the textbook. Bao then repeats it and displays his acceptance of Hans's proffered answer, as does Tai through his repetition. After a long silence of 3.8 seconds, in line 17, Tai provides the last remaining answer *kutsu* (*Shoes*) with falling intonation to suggest that there is no doubt here, and receives confirmation from Bao. In doing so, the students have completed the discussion task made visible verbally and through embodied nonverbal actions (i.e., body alignment, eye gaze and nods).

In sum, the students in the above extract have maintained the FIF throughout the discussion. Also, the task initiating FPP is notably produced either as a declarative or as a question but each time a relevant SPP (agreement) is produced. The students in C-L are clearly in agreement, achieved largely through repetition (see Pomerantz, 1984), as they jointly locate, suggest and expand on each other's answers while consulting both the resources (textbook & information projected on the screen) and each other without the effort of physically needing to

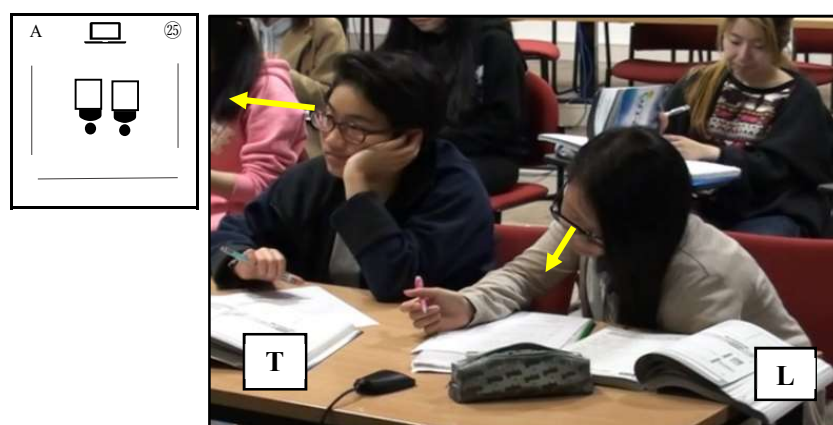
turn away from the established FIF. Momentum is thus not lost, as it was in the SBS-L. This finding adds to the implications of the suitability of task design for the particular seating, to be elaborated in Chapter 8.

7.2.2.3. The task is to be completed both in writing and orally: SBS-F Layout

Next, analysis turns to two examples of tasks that involve both writing and speaking activities. In Excerpt 7-6³⁰, Ting and Linh are sitting next to each other facing the projector screen. The paragraph in the textbook relating to the task is also projected onto the screen. The topic for the group discussion is: *Please find four reasons why vending machines became popular in Japan*. The assigned task is completed and the discussion ends after three minutes and 30 seconds. (In total, three minutes and 42 seconds were allocated for discussion).

Ting initiates the task by offering a possible answer accompanied by her head movement and gaze immediately after the lecturer's instruction. As already noted repeatedly, such an action projects a confirmation or acceptance by Linh in order to proceed.

[Excerpt 7-6] Ting (T) & Linh (L) [W5V:27.40-31.29]



[Image 1]

- $\{(((\textcircled{T} + \textcircled{L}) \searrow \blacksquare))\}$
 $\{(((\textcircled{T}) \rightarrow \text{rectangle}))\}$
 $\{(((\textcircled{T}) \searrow \blacksquare))\}$
- 1 LE: {ni {hon de jidoohanbaiki ga hattatsushita riyuu {wo,
 Japan P vending machine NOM develop-PT reason P
Please find four reasons why vending machines developed in Japan.

³⁰ A full transcript will be provided in Appendix 5.

2 (0.5) yottsu sagashi[te kudasai.
four find:TE please

3 T: {{{(T↘L)}}}
{[anzen kara?
safe because
Because it's safe?}



[Image 2. Line 3: Ting turns her head and looks towards Linh.]

4 L: {{{(L→[screen];T↘[screen])}}}
{{{(hhhhh)}}} {{{(L↘[screen];[screen])}}}
{[ah, soo ne.°
INJ that IP
oh, that's right.}



[Image 3. Line 4-1: Linh looks at the screen while laughing.]



[Image 4. Line 4-2: Linh and Ting's talk overlaps.]

5 T: [°anzen°((smile))
safe

6 (0.8)

7 L: anzen?
Safety?

8 T: {{{(T+L writes on [screen])}}}
{°un.°}

9 (13.2)



[Image 5. Line 8: Both of them write on their handout individually.]

10 T: reette doo iu imi?
example-QT how say meaning
What does ((this)) 'ree' mean?

11 (1.0)



[Image 6. Line 10: Ting shifts her posture leaning on the right elbow and looks at her textbook.]

12 T: $\{((\textcircled{T} \rightarrow \textcircled{L}); \textcircled{L} \searrow \text{Ting's handout}))\}$
 $\{[ree,$
example

13 L: $\{((\textcircled{L} \searrow \text{her textbook}))\}$
 $[()? \{ah, ree (.) a-$
ah, example



[Image 7. Line 12: Ting points to her handout while looking at Linh, and Linh looks at Ting's handout.]



[Image 8. Line 13: Linh consults her textbook.]

14 T: $\{((\textcircled{T} \searrow \text{=}))\}$
 $\{donna ree?$
What example?

15 L: $\{((\textcircled{L} \rightarrow \textcircled{T}))\}$
 $donna ree kana; nanka, (1.0) daremo (.) \{koroshite nai. a- ((hh))$
 what example IP something like nobody kill-TE NEG FRG
What example would it be? Something like, no one kills.

16 T: $((h))$

17 L: $\{((\textcircled{L} \searrow \text{=}))\}$ $\{((\textcircled{L} \rightarrow \textcircled{T}))\}$
 $\{janakute, ((hhh)) (.) \{doroboo ga amari nai. sukunai? ((hh))\}$
 COP-NEG-TE burglary NOM not really nonexistent little
No, it's not. ((hhh)) ((There)) are less burglaries?

18 T: $\{((\textcircled{L} \searrow \text{=}))\}$ $\{((\textcircled{L} \rightarrow \textcircled{T}; \textcircled{T} \text{ reads the text in the textbook.}))\}$
 $\{ah, soo desu ne. (0.2) \{hanzai ga sukunaku, \}$
 INJ that COP IP crime NOM little
That's right. ((There)) are less crimes and,

19 L: *un.*

20 $((60.0) ((\textcircled{T} + \textcircled{L} \text{ write on the handout.}))$

21 T: $\{((\textcircled{T}) \searrow \text{=})\}$ $\{((\textcircled{L}) \searrow \textcircled{T}'\text{s } \text{=})\}$ $\{((\textcircled{L}) \searrow \text{=})\}$
 {ah, nihon wa {jidoohanbaiki} {no konomu shakai (0.2) kara,
 Japan TOP vending machine GEN prefer society because
Ah, because Japan is a society that prefers vending machines,

22 L: $\{((\textcircled{L}) \searrow \textcircled{T}'\text{s } \text{=})\}$
 {un?

23 (0.1)

24 T: $\{((\textcircled{T}) \text{ points to the sentence in the textbook })\}$
 {kore.
This.

25 L: a:h, soo.
Oh, right.

((14 lines omitted))

40 (11.0) (($\textcircled{T} + \textcircled{L}$) write on the handout.))



[Image 9. Line 21: ah]



[Image 10. Line 24]

41 T: $\{((\textcircled{T}) \nearrow ; \textcircled{L} \rightarrow \textcircled{T}))\}$
 nanka kosuto ga amari kakaranai (.) {kara (0.5) oiteiku?
 something like cost NOM not really take-NEG because set up-TE
Something like, ((it)) doesn't cost much, so vending machines are installed?

42 L: un. oite kuru.
 set up-TE come
Yeah, they are.

43 T: $\{((\textcircled{T} \leftrightarrow \textcircled{L}))\}$
 {demo senden mo dekiru node:
 but advertisement also can do because
But because ((it)) can also advertise,

44 $\{((\textcircled{T}) \nearrow)\}$
 {nanka ii pointo ga (1.8) aru?
 something like good point NOM exist
Something like, ((it)) has a good point?

45 L: un. dakara,
Yeah. So,

46 T: $\{((\textcircled{T}) \searrow \text{=})\}$
 {dakara, [un.
So, yeah.

47 L: [dakara, ooi kara,
 so many because
Because ((there)) are many ((vending machines)),

48 T: un.
Yeah.

- 49 L: fukyuu dekiru.
((it)) can be widespread.
- 50 T: {{{(T)↘[E])}}}
 {sore wa ree?
 that TOP example
Is that an example?
- 51 (0.5)
- 52 L: {{{(L)↘(T)'s [E])}}}
 {sore wa ree? }
 that TOP example
Is that an example? ah, maybe.
- 53 {{{(L)↘[E] ;(T)→(L))}}}
 {a::h, soo kamoshirenai.
 INJ that maybe
- 53 {{{(T)↘[E])}}}
 {nanka, }
 something like
something like, business,
- 53 {{{(L)↘[E])}}}
 {a- (2.8) }
- 53 {{{(L)→(T))}}}
 {business no,
 business GEN
- 54 T: tameni?
for ((business))?
- 55 L: un=
Yeah.
- 56 T: =un. [°senden°
Yeah. advertisement.
- 57 L: [demo, hoka no ree wa chotto. ((hhh))
 but other GEN examples TOP a little
But ((I)) am not sure about other examples.
- 58 T: wakaranai ne↑
 know-NEG IP
We don't know, do we?
- 59 L: un.
- ((T+L write on the handout until the lecture draws attention.))

In line 3 Ting initiates the task through her possible answer (*anzen kara? Because it's safe?*) while looking at Linh. In response, Linh shows her change in knowledge state (line 4) through an *oh* change-of-state token (Heritage, 1984), however, it follows laughter. Since Ting initiated the task without signalling and while Linh was consulting the textbook, Linh may not have been ready to work together or may not have noticed Ting's proposed answer immediately. Linh confirms Ting's proffered answer (line 7) by repeating the key word (*anzen? safe?*), and Ting's confirmation follows through her minimal token *un* in line 8. The individual action of

students writing the answer on their handouts (line 9) that then follows works as sequence closing and indicates that students have achieved an agreed position. Due to the confirmation check, a delay occurs in the task-opening phase.

Next, Ting, who finishes writing first, initiates a vocabulary request for the meaning of *ree* (*example*) in the handout (line 10), but silence ensues because Linh is still writing (Image 6). Note also that the word *ree* (*example*) is not included in the task question, nor is it provided in the lecturer's oral instruction or the task question in the textbook; it only appears on the handout. Linh, therefore, might have had a problem with understanding Ting's question until Ting points to the word (Image 7) and consults her own textbook (Image 8). Linh provides a possible answer (line 17; *doroboo ga amari nai sukunai?* (*(There) are less burglaries?*)) and receives an instant response from Ting. By doing this, the task is resumed. Ting finds another possible answer in the textbook in line 21 while Linh is writing (Image 9). Another repair is thus initiated by Linh in line 22. After re-setting the FIF (Image 10), however, the repair is resolved and they get on with the task jointly. Between lines 21 and 39 (lines 26-39 not shown), they find a further set of possible answers by consulting Ting's textbook together (Image 9) so that the task is advanced. They then find all four answers to the task question and write the answers on the handout (line 40). From line 41, Ting expands a previous answer that, from a business point of view, vending machines do not cost much (data not shown). Between lines 43 and 56, Ting then elaborates by stating that the reason that vending machines are also good for business is because they can advertise. Subsequently, they open up the task pre-closing by saying that they do not know of any other examples and close the task by writing (individually) on their own handouts.

In sum, Ting and Linh collaboratively build the task throughout this excerpt. Unlike Excerpt 7.2.2.1 (SBS-S L), but like excerpt 7.2.2.2 (C-L) conducted only orally, the students count on both their group members and textbook resources. Interestingly, an individual action

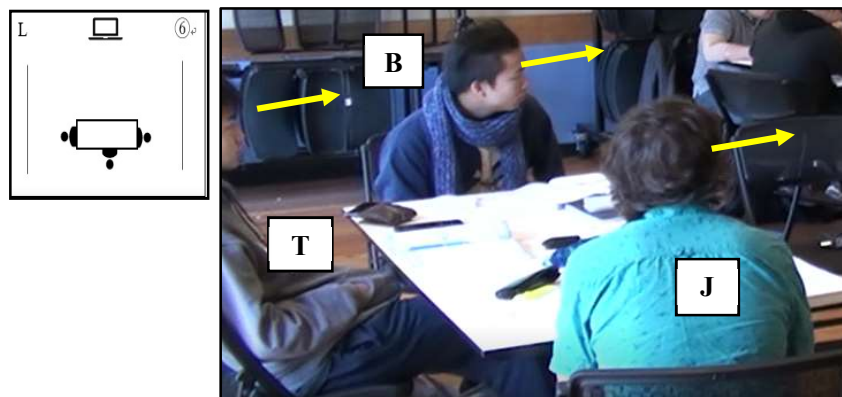
of writing on the handout occurs after finding the answers together and indicates the practice of agreeing with the answers that they have discussed before moving onto the writing. Also, while students orient jointly to each other while maintaining the FIF when undertaking the task orally, as they leave the FIF by shifting their body directly towards the handout in front of them whenever the writing activity is conducted, the start of a new sequence can be delayed (lines 11-12 & 22-23). It therefore suggests that students in this seating layout will require some effort to re-establish the FIF to start a new sequence as they proceed with the task after finishing the writing activity.

In what follows, Excerpt 7-7 is an example of the practice of opening the task by self-repetition of the proffered answer through a declarative with falling intonation in C-L.

7.2.2.4. *The task is to be completed both in in writing and orally: C-Layout*

In Excerpt 7-7, students open the task after the lecturer's instruction without the need for a task-prefatory phase. The topic for the group discussion is: *Discuss what kinds of unique functions the vending machines perform in Japan, and write down three functions.* The assigned task is completed and the discussion ends after 27 seconds. (In total, two minutes, and 5 seconds were allocated for discussion.)

[Excerpt 7-7] Tai (T), Bao (B) & James (J) [W5V:10.30-9.13]



[Image 1]

1 LE: $\{(((\textcircled{T} + \textcircled{J}) \rightarrow \text{[]} ; \textcircled{B} \searrow \text{[]}))\} \quad \{(((\textcircled{B} \rightarrow \text{[]}))\} \quad \{(((\textcircled{B} \searrow \text{[]} ; \textcircled{T} \searrow \text{[]}))\}$
 {kono paragurafu wo yon{de, mezurashii to} {omoo kinoo wo,
 this paragraph P read-TE unique QT think function P
After reading this paragraph, please list three unique functions

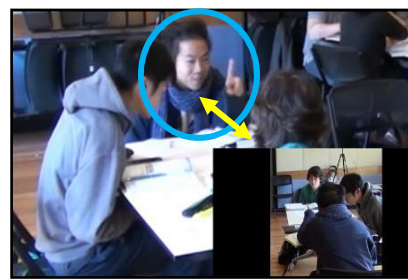
2 $\{(((\textcircled{T} \text{ realigns posture and leans forward; } \textcircled{J} \rightarrow \text{[]} ; \textcircled{B} \searrow \text{[]}))\}$
 mittsu {agete kaite kudasai.
 three give-TE write-TE please
that you think are uncommon and write them down.

3 (0.8)

4 B: $\{(((\textcircled{B} \leftrightarrow \textcircled{J} ; \textcircled{B} \text{ points with index finger and counts number one}))\}$
 {hanashiteru. (0.2) hanashiteru to,
 speak-ASP speak-ASP and
Talking ((function)). Talking ((function)) and,



[Image 2. line 4: Bao counts one with his index finger forward.]



[Image 3. line 4: Bao raises his index finger upward.]

5 J: $\{(((\textcircled{J} \text{ counting fingers; } \textcircled{B} \searrow \text{[]}))\} \quad \text{[]} \quad \{(((\textcircled{B} \searrow \text{[]}))\}$
 {hanashiteru {(0.2) koto to,
 speak-ASP thing and
Talking ((function)) and,

6 T: $\{(((\textcircled{T} \text{ nods } \rightarrow \textcircled{B} ; \textcircled{T} \text{ realigns posture and leans } \text{[]} \text{ back} \rightarrow \text{[]}))\}$
 {[((hhh))}

7 B: $\{(((\textcircled{B} \text{ counting fingers.}))\}$
 {atataka (.) atatameru.
 FRG heat up
Heating up ((the drinks)).

8 J: atatamete morau.
 heat-TE receive
Heating up ((the drinks)).

9 (0.5)

10 B: $\{(((\textcircled{T} \text{ nods }))\}$
 {jidoohanbaiki to,
 vending machine and
((Talking and heating up the drinks)) vending machines and,



[Image 4. line 7: Bao counts two with his index and middle fingers.]

11 (4.0) (($\textcircled{T} \rightarrow \boxed{}$; $\textcircled{B} + \textcircled{J} \rightarrow \boxed{=}$))

12 J: *ato nanda kez*
 and what-COP Q
 And what else?

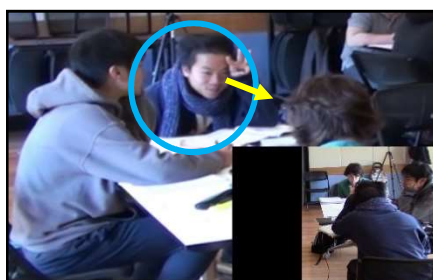
13 (0.8)

14 T: *aisatsu?*
 Greeting ((function))?

15 (1.0)

$\{((\textcircled{J} \leftrightarrow \textcircled{B}); \textcircled{B} + \textcircled{T} \rightarrow \textcircled{J}); \textcircled{J} \leftrightarrow \textcircled{T})\}$
 16 J: $\{[sore\ wa\uparrow\ hanasu.]$
 that TOP talk
 That is ((a kind of)) talking ((function)).

$\{((\textcircled{B} \text{ counts three with fingers} \rightarrow \textcircled{J}))\}$
 17 B: $\{[tsumetaku\ suru.]$ *aisatsu.*
 cold do greeting
 Making ((the drinks)) cold ((function)). Greeting ((function)).



[Image 5. line 17: Bao counts three with his index, middle and ring fingers while looking at James.]

$\{((\textcircled{B} \leftrightarrow \textcircled{J}); \textcircled{T} \rightarrow \boxed{})\}$
 18 $\{tsumetakusuru\ (.)\ wa\uparrow\ [atatameru?$
 make it cold TOP heat
 Is cooling and heating ((one function))?

$\{((\textcircled{J} \text{ counts two with fingers} \leftrightarrow \textcircled{B}))\}$
 19 J: $\{[tsumetaku\ atatameru.$
 cold heat

$\{((\textcircled{J} \rightarrow \textcircled{B}); \textcircled{B} \searrow \boxed{=})\}$
 20 *sore, futatsu {de kazoerareru.*
 that two P can count
 That can be counted as two.

21 B: ((nods))

22 T: °*u* : *n* °

((After 27 seconds, Tai, Bao and James write on their handout and work on the task individually.))

Bao initiates the task through a possible answer with falling intonation along with embodied nonverbal actions such as eye gaze directed at his coparticipants and a finger counting gesture (Image 3: *hanashiteru. Talking ((function))*). A short silence emerges during Bao's turn. As no one takes a next turn, Bao continues speaking by repeating what he has just said, which displays his certainty about the answer (see Wong, 2000 on repetition of first and second sayings) and ends with a designedly incomplete turn through the particle *~to* (*and*). The production of an incomplete turn, together with his finger counting gesture projects more to come, and thus serves an interactional function that invites co-participants' active participation (see Hayashi, 2014; Taguchi, 2015). In fact, James, who is sitting across from Bao, then orients to the action as an FPP and displays agreement through repetition of Bao's turn his finger counting. Co-participant actions displayed by James, and subsequently by Tai in response to Bao, show that the students achieve a shared intersubjectivity favourable for joint task progression.

Bao continues to offer the second and third possible answers, and again in accompaniment with his finger counting gesture in lines 7 and 17; in response to Bao, James continues to show his agreement and confirmation through a partial repetition of Bao's turn. Tai also attempts to proffer a possible answer (line 14: *aisatsu? Greeting ((function))?*), yet he does not explicitly select the next speaker. It is worth noting that by self-selecting as next speaker, James takes a knowing stance. He does not accept Tai's answer as another separate function (line 16: *sore wa↑ hanasu. That is ((a kind of)) talking ((function))*). In lines 17 and 18, Bao proffers possible answers in succession and seeks James's confirmation about whether cooling and heating are one function. Bao's embodied actions, such as gaze direction, nominate James as the next speaker (Image 5). When James confirms that they can be counted as two functions (line 19), Bao and Tai show their agreement. After collaborating to find all three

functions, students start working individually, by writing their jointly derived answers on their handout.

In sum, in the above Excerpt 7-7, Bao launches the task and provides possible answers that succeed in eliciting the participation of his co-participants through acceptance. James here is oriented to as being the more knowledgeable (K+) recipient (see Heritage, 2012a; 2012b), made visible through speaker selection visually and through his subsequent confirmations or rejections. Unlike the tasks in the SBS-L (Excerpts 7-4 & 7-6), the students in the C-L are focused much more on their group members than the information resources (textbook) even when they are not in agreement with the proffered answer. They are much more oriented to working collaboratively. In addition, in the C-layout where a FIF is maintained throughout the discussion, students participate in and proceed with the discussion task through a range of interactional resources including repetition not only of the co-participants' verbal actions but importantly also of their multimodal hand and finger gestures, nods and gaze, showing a high degree of affiliation with each other. The implication arising from this finding speaks to the greater co-operation between the students that a C-L facilitates even when the task involves an individual writing component after joint discussion and when the projector is positioned to the side for some of the speakers.

So far, analysis has been focused on two task-types featured in the different seating layouts: use of prior knowledge where some preparation has been done at home, and use of resources to access sources of information for their discussion either to be done orally or orally and in writing. In the following section, attention turns to the interactional practices that occur during the third dual-task type, in which students are required to use their prior knowledge, draw and the information resources provided and formulate a justification to complete the discussion tasks.

7.2.3. Task-type three: Finding the answers from the textbook or the information projected on the screen and justifying

The first two excerpts describe the tasks done orally only (7.2.3.1 & 7.2.3.2) and the next two examples describe the tasks done both orally and in writing (7.2.3.3 & 7.2.3.4). The analysis will show that regardless of seating layouts, students encounter problems in understanding the information by locating the answers in the reading passage and in also providing a personal response through a justification that draws on their prior knowledge. A problem in task procedure also surfaces in both seating layouts. The first two extracts are on the same discussion topic conducted in the same class.

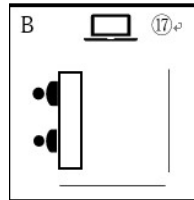
7.2.3.1. *The task is to be completed orally only: SBS-S Layout*

Callie and Mei are in an SBS-S layout while undertaking the task that is projected on the screen. The lecturer introduces three pieces of poetry as sources – *hototogisu*³¹ *haiku* that demonstrate the character of three great generals: Oda Nobunaga “*nakanunara koroshiteshimae* (*If you don't sing for me, I'll kill you.*)”, Toyotomi Hideyoshi “*nakanunara nakasetemiseyoo* (*If you don't sing for me, I'll make you sing.*)” Tokugawa Ieyasu “*nakanunara nakunade matoo* (*If you don't sing for me, I'll wait till you sing.*)”. The topic for the group discussion is: (1) *What type of personalities did Oda Nobunaga, Toyotomi Hideyoshi and Tokugawa Ieyasu have?* and (2) *If it were you, what would you say after “If you don't sing for me, ~”?* Note that the English translations for these poems are only provided on the PowerPoint slide projected on the screen, not in the textbook and there is no written task involved in this discussion. The discussion in this excerpt ends after one minute and 20 seconds without reaching completion of all the task questions (In total, one minute, and 45 seconds were allocated for discussion).



³¹ *Hototogisu* refers to ‘lesser cuckoo’ which is a kind of bird native to Japan.

Callie signals her readiness to start through deployment of a minimal token $^{\circ}m:m^{\circ}$ while looking up at the information projected on the screen; a long silence emerges during the task-prefatory phase.



[Excerpt 7-8] Callie (C) & Mei (M) [W9V:09.40-11.30]



[Image 1]

1 LE: {(((C) puts her right fist near her mouth →  ; (M) → )}

{donna seeikaku datta no ka to: ma jibun dattara,
what personality COP-PT N Q and INJ yourself COP-PT:if
Please try to think and decide what personality they had and if it were you,

2 {(((C) supports her chin with her right-hand palm →  ; (M) → )}

doo iu ka wo, kimete, {kangaetemite kudasai.
how say Q P decide-TE try to think-TE please
how you would say it.

3 (1.5)

4 C: $^{\circ}m:m^{\circ}$

5 (14.0)

6 C: $^{\circ}m:m^{\circ}$


7 (4.0)



[Image 2. Line 2: Calles supports her chin with her right-hand palm.]

8 M: {(((M) → (C)))}

{doo omoimasu ka?}
how think Q
What do you think?

9 C: {(((M) → )}

ichiban yasashii {wa tokugawa (.) [to omoo.((hh))=
best gentle TOP tokugawa QT think
((I)) think the gentlest ((man)) is Tokugawa.

10 M: [de
FRG

11 =soo desu ne. sonna kanji ga suru:n [(.)] desu yo ne.
 that COP IP such feeling NOM do N COP IP IP
That's right. It feels like that.

12 C: [un.]
 yeah

13 (0.8)

{((C+M)→)}

14 C: {de((h))mo,
 but

{((M→C))}

15 M: e:: ja hideyoshi wa: {moshi jibun no iken ni awanakattara,
 INJ then Hideyoshi TOP if oneself GEN opinion P match-NEG-PT:if
Well, Hideyoshi tries to adjust his opinion, if one doesn't agree with his opinion?

{((C↔M))} {((C puts her right fist near her mouth→))}
 16 {awase} { (0.2) [yoo]to suru↑
 try to match do
(He) tries to match?

17 C: {((nods))}
 {[°un°]
 yeah

18 (1.8) ((M+C→))

19 C: {((nods))}
 {un.
 yeah

20 M: ma, koroshi (.) te wa shinai (.) kedo.
 INJ kill TE TOP do-NEG but
Well, he doesn't kill ((the person)) but,

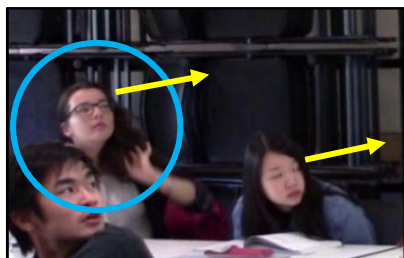
21 (2.8) ((M→ ;C→))

{((M→))}

22 M: {°u:::n°

23 C: un.
 yeah

24 (5.5)



[Image 4. Line 24]

25 C: {((M→C))} {((M→))}
 watashi wa: {(1.8)} {nakanu nara kaeroo. ((hh)) hototogisu.
 I TOP cry-NEG if go back hototogisu
I would go back ((home)) if ((the person)) didn't cry. Hototogisu.



[Image 5. Line 26]

- 27 M: {((M↔C))}
 {kaeru?
Go back?
- 28 C: {((nods))} {((M→))}
 {un. } {kaeru. ie ni kaeru.
 yeah go back home P go back
Yeah, ((I)) would go back, go back home.
- 29 M: {((M↔C))}
 {°a : : h°
- 30 C: {((C+M→))}
 {((hhh)) moo iitte kanjisuru.
 already good-TE feel
I feel that's enough.
- 31 M: {((slight nods))}
 {° m : m °}
- 32 (25.0) ((M+C→))



[Image 6. Line 27: Mutual gaze]



[Image 7. Line 29: Mutual gaze]

Near the end of the lecturer's instruction, Mei intermittently shifts her gaze from looking at the information projected on the screen to the other groups in front of her, whereas Callie keeps looking at the screen. By producing a minimal token, *m:m* (lines 4 & 6) together with a thinking face, Callie signals that she is making sense of the requirements in readiness to embark on the task. Mei allocates a turn by producing a wh-question *doo omoimasu ka?* (*What do you think?*) (line 8) while gazing at Callie, and Callie provides her opinion immediately. The question-answer sequence is expanded by Mei's agreement in the third turn (line 11) and is closed by Callie's acknowledgement *un* (*yeah*) (line 12). In so doing, the task-opening phase is achieved smoothly.

After a short silence, Callie produces *de(h)mo* (*but*) in line 14, which is cut-off by Mei's turn with rising intonation which functions to check her understanding about *Toyotomi Hideyoshi*'s characters. Note that despite the grammatical error in Mei's turn (line 16: *awase* (0.2) *yoo to suru*↑ (*((He)) tries to match?*) which should be *awasesase yooto suru* (*((He)) tries to get ((the one)) to match ((him))?*), which Callie lets pass, she displays acknowledgement through a minimal response token while Mei's turn is in progress and a 1.8 second silence ensues. After Mei's extended turn (line 20), another lengthy silence ensues. In response to Mei, Callie produces a minimal response in line 23 and again a very prolonged silence follows. What is observable between lines 15 and 23 is that by deploying the LIP device through a minimal response token, Callie initiates a new topic in answer to the other task question about how they would say it if it were them (line 25; *watashi wa*: (1.8) *nakanu nara kaeroo*. ((hhh)) *hototogisu*. (*I would go back ((home)) if ((the person)) didn't cry. Hototogisu*). Noteworthy here is that there is signalling of topic change, but also that the action progresses the task.

During the occurrence of the long silence in line 24, Mei looks at the poem about *Nobunaga* on the screen so as to advance the task of talking about the remaining character. She, thus, may have needed time to understand and think about the second task question. After another lengthy silence (line 26) following Callie's utterance, Mei initiates a repair sequence (line 27; *kaeru?*) that asks for confirmation, prompting Callie to confirm through a partial repetition formulated with a turn initial response token *yeah*. After Mei's production of '°_a: :h°' to denote her understanding, Callie provides a reason for why she would return home which partially, or at least minimally, fulfils the second part of the task. Mei displays her uptake through a minimal response token *m:m* accompanied by nods (line 31) does not provide her own opinion and the talk lapses for 25 seconds after which the lecturer stops the activity.

It is worth noting Callie's and Mei's body orientation and gaze direction when they initiate new sequences (lines 14, 15 & 25). Most of the time during the discussion, both of them focus on the information sources projected on the screen, and their spatial position requires adjustment to sustain a FIF. In other words, it would be difficult for the students to create a FIF if Mei did not regularly adjust her posture by turning to Callie. As already stated, when students are sitting in an SBS-S seating layout, they cannot easily establish a FIF between them due to the fixed position of the projector screen which places different physical demands on them depending on who is closest to the screen. Here it is Mei who needs to turn to and from the screen to engage with Callie. As the task requirements are to find the answers from the information projected on the screen, as well as to provide an opinion based on the first part of the task, the projector screen is important as it holds a major and only source of information. The position of students relative to the screen is, therefore, an important consideration in these more complex tasks. Thought should perhaps be given to providing the information in other ways in SBS-L.

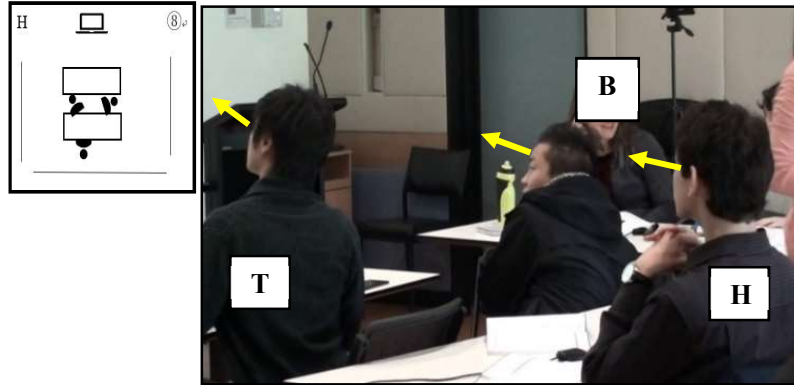
7.2.3.2. The task is to be completed orally only: C-Layout

A procedural problem in proceeding with the two task questions emerges in the following Excerpt 7-9, which was taken from the C-L data set. Tai, Bao and Hans are sitting in two rows facing the front of the classroom where the screen is positioned. Towards the end of the lecturer's instruction, Tai and Bao shift their body posture and create a FIF to include Hans and the projector screen (Image 2).

The assigned topic for the discussion task is the same as Excerpt 7-8 above ((1) *What type of personalities did Oda Nobunaga, Toyotomi Hideyoshi and Tokugawa Ieyasu have?* and (2) *If it were you, what would you say after "If you don't sing for me, ~"?*). The discussion here too ends after one minute and 39 seconds without reaching completion of the task. (In

total, one minute, and 45 seconds were allocated for discussion). No task-prefatory phase emerges in this episode.

[Excerpt 7-9] Tai (T), Bao (B) & Hans (H) [W9V:09.40-11.30]



[Image 1]

- 1 LE: {((T+B)+H)→□; H crosses fingers of both hands under his chin)}
 {donna seeikaku datta no ka to: ma jibun dattara,
 what personality COP-PT N Q and FL yourself COP-PT:if
Please try to think and decide what personality they had and if it were you,

- {((T+B) turn their body posture towards Hans →H))}
 2 doo iu ka wo, {kimete, kangaetemite kudasai.
 how say Q P decide-TE try to think-TE please
how you would say it.

3 (0.5)

- {((B↔H))}
 4 B: ore wa {saigo.
 I TOP last
I am the last ((one)).

- 5 H: eh((h))? (0.5) machinu nakaseru?
 wait-NEG make someone cry
Eh? ((Would you)) make ((Hototogisu)) cry without waiting?



[Image 2. Line 4: Mutual gaze between Bao and Hans]

6 (2.2) ((B+H)→□; T↘))

- {((H→B))}
 7 H: naku made {matsu?
 cry until wait
((Would you)) wait until ((Hototogisu)) cried?

- {((B nods→H))}
 8 B: {un. } (0.2) naku made machimasu.
 yeah cry until wait
Yeah, I would wait until ((Hototogisu)) cried.



[Image 3. Line 6: Hans & Bao look up the projector screen]

9 (20.0) ((T+B+H)→□))

10 B: ((Bao points to Hans and Tai in turn with his left index finger while looking at Hans.))



[Image 4. Line 10]

11 H: *un?*
huh?

12 B: ((Bao points out the screen with his head, then looks back to Hans with nods.))



[Image 5. Line 12]



[Image 6. Line 12: Bao nods and smiles at Hans.]

13 H: ((Hans opens both of his palms and shakes his head.))



[Image 7. Line 13 Mutual gaze between Hans and Bao.]

14 B: $\{(((\textcircled{T}) + (\textcircled{B}) + (\textcircled{H}) \rightarrow \underline{\hspace{1cm}}))\}$
 $\{(((\textcircled{T}) \text{ turns his head towards } (\textcircled{H})))\}$

do{chi? } $\{(.) \text{ } [^\circ \text{dore?}^\circ$
which *which one.*
Which one?

15 H: $\{(((\textcircled{H}) \text{ smiles} \rightarrow (\textcircled{B})))\}$
 $\{[koroshite shimaie.$
kill-TE end up
((I)) would kill ((Hototogisu)).

16 T: $\{(((\textcircled{T}) \searrow))\}$
 $[(hhhhhhhhh)]$

17 B: $\{(((\textcircled{B}) \text{ smiles} \rightarrow (\textcircled{H})))\}$
 $\{[koroshite shimaie ka.$
kill-TE end up Q
Would you kill ((Hototogisu))?

18 T: $\{(((\textcircled{B}) \rightarrow \underline{\hspace{1cm}}))\}$ $\{(((\textcircled{B}) \searrow))\}$
 $\{((hhhh)) (0.5) \text{ } \{tanjun \text{ } deshoo \uparrow$
simple COP-TAG
It's simple, isn't it?

19 H: $^\circ((hh))^\circ$

20 (2.0)

{{((H→); reads the next question on the screen.))}}

{{((T→H;))}}

21 H: {*sannin* {*wa donna jinbutsu datta to omoo*[*ka?*]}
three people TOP what person COP-PT QT think Q
What kind of people do you think the three were?

22 B: {{{(B↔H)}}}
{[*ja, naite.*
then cry-TE
Cry then.}



[Image 8. Line 22-1 ~*wa*:
Tai looks at Hans.]



[Image 9. Line 22-2: Tai shifts
his head towards the screen.]



[Image 10. Line 22-3 *ja*:
Mutual gaze between Bao
and Hans.]

23 H: *eh?*

24 B: *naite.*
Cry.

25 H: °*naite?*°
Cry?

26 B: {{{(B→)}}}
{{{(pointing at the screen)}}

{{((B↔H))}}

27 H: {°*hototogisu*° *mitaini?*
Like Hototogisu?



[Image 11. Line 26]

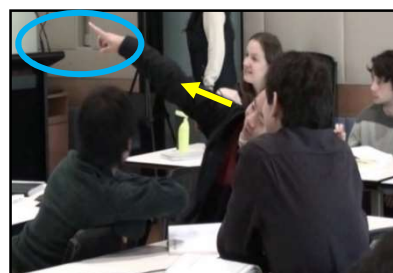
28 B: ((nods))

29 H: (((H+B→))) {{{(H↔B)}}}
((shakes his head)) {*naka: ((h)) nai. (1.0)* {*dewa matte kureru n deshoo?*
cry NEG then wait-TE give N COP-TAG
If I don't cry, you will wait ((until I cry)), won't you?

30 B: *soo machimasu.* ((hh)) {{{(B points at the screen→T; B↔T)}}}
Right, I will wait ((until you cry)). Which one?

31 T: {{{(T+B+H→)}}}
{*dokugawa. (0.5)* *sa::n.*
Mr. Dokugawa. TL

32 (0.8)



[Image 12. Line 30 *dore?*: Mutual
gaze between Bao and Tai.]

- 33 B: $\{((\text{T}+\text{B})\rightarrow\text{H}; \text{B}\leftrightarrow\text{T}))\}$
 $\{ja, futari de machimasu.$
 then two people P wait
Then, the two of us will wait ((until you cry)).
- 34 H: ((hh))
- 35 (14.5) $\{((\text{B}+\text{H})\rightarrow \underline{\hspace{1cm}}; \text{T}\searrow; \text{T}\rightarrow \underline{\hspace{1cm}}))\}$
- 36 H: $\{((\text{T}+\text{B})\rightarrow\text{H}; \text{H}\leftrightarrow\text{B}))\}$
 hideyoshi wa $\{ja:, impatient?$
 TOP then
So, Hideyoshi is impatient?



[Image 13. Line 36-1 *hideyoshi*: All of them look up the screen.]



[Image 14. Line 36-2 *ja*: Bao and Tai shift their gaze towards Hans.]

- 37 B: $\{((\text{B} \text{ nods} \leftrightarrow \text{H}); \text{T}\rightarrow \underline{\hspace{1cm}}))\}$
 $\{^{\circ}un^{\circ}$
Yeah.
- 38 (10.0) $\{((\text{T}+\text{B}+\text{H})\rightarrow \underline{\hspace{1cm}}))\}$

Bao initiates the task in line 4 (*ore wa saigo. I am the last ((one)).*), which is in response to the second task question (*How would you say it if it were you?*) and by gazing at Hans (Image 2; *Mutual gaze between Bao and Hans*), selects him as next speaker. In response to Bao's choice, Hans produces a turn composed with *Eh?* which is an expression of surprise (Hayashi, 2009), followed by a request for confirmation (line 5: *machinu nakaseru? ((Would you)) make ((Hototogisu)) cry without waiting?*). Yet, Hans's interpretation is incorrect. In line 6, a silence (2.2 seconds) follows. During this silence, Bao shifts his head towards the screen instead of responding to Hans's question, and both Bao and Hans look up at the screen. In line 7, Hans produces a self-repair occurs (*naku made matsu? ((Would you)) wait until ((Hototogisu))*)

cried?) and he gains Bao's confirmation immediately in line 8. Once the task-opening phase is completed, all of them consult the screen (line 9).

Interestingly, between lines 10 and 14, students employ various nonverbal actions to select the next speaker. After a prolonged silence, in line 10, Bao alternately points to Tai and Hans, (Image 4), and Bao's embodied nonverbal actions appear (Images 4 & 5; nodding and shifting his head from looking up at the screen to looking at Hans) to more explicitly point to Hans as soon as Hans launches a repair initiator (line 11; *huh?*). In response, Hans also deploys head shakes that imply that he does not understand what Bao is asking him to do. Then Bao produces a verbal utterance inviting Hans as the next speaker (line 14; *dochi? Which one?*) and finally receives a response from Hans (line 15; *koroshite shimae. I would kill ((Hototogisu))*). Once the sequence is closed, Hans reads the first task question (line 21; *What kind of people do you think the three were?*) and attempts to go back to the first part of the task. This action, however, fails because of Bao, who is still working on the second task question. Between lines 22 and 34, the students continue to work on the second question. In line 36, Hans's produces a second attempt to return to the first question by an opinion in a form of a polar question (*hideyoshi wa ja:, impatient? So, Hideyoshi is impatient?*). In response, Bao displays a minimal response (line 37: °un° *yeah*), but the joint discussion task is not advanced and is terminated.

In sum, the above analysis has shown that, unlike Excerpt 5-3 (Chapter 5) where the projector screen was located to their side, participants (Tai & Bao) arranged the FIF to include the screen by adjusting their body alignment in an L-shaped formation and through the action of leaning towards Hans so that they could engage in the discussion task while looking at the information projected on the screen. A procedural problem, however, arose when attempting to return to the first part of the task. This was caused by Bao who initiated the discussion by going to the second part of the task, in which the information for the answer was projected on

the screen. Hans attempted to go back to the first part of the task while reading the task question but failed on the first attempt. In a second attempt to move back to the first part of the task, Hans eventually succeeded in bringing attention to it, but it did not progress further as Bao and Tai shifted their gaze and body orientation back to the screen. This suggests that the task of offering an opinion and justifying it was a more challenging one. It also shows how resistance to move back to the first part was managed through embodiment – shifts in gaze and attention to the screen.

7.2.3.3. The task is to be completed both in writing and orally: SBS-F layout

The practice of adopting a LIP device due to a procedural problem is also found in the following task-type three in Excerpt 7-10. The students (Hemin and Shu) are sitting next to each other facing the screen in front of them. The task involves two questions: *(1) which countries other than Japan have developed vending machines? and (2) why?* The answer to the first question is to be found in the textbook by reading the second paragraph of a reading passage, as indicated by the lecturer. The second question, however, requires students to make links to their own prior knowledge of what they already know and to think about possible reasons for the uptake of vending machines. The handout was distributed for the discussion and the second paragraph of the reading passage was also projected onto the screen. In total, two minutes and 30 seconds were allocated for discussion, but Hemin and Shu talked for 35.5 seconds without completing the task.

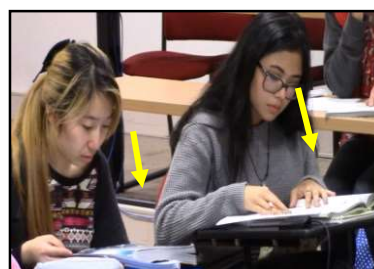
Hemin initiates the task by mumbling the assigned question on the handout. Shu treats Hemin's action as a first pair part by providing a response in the next turn. Through these actions, the task is commenced collaboratively. No verbal task-prefatory phase emerges, although there is a gap of 6.5-seconds after the lecturer's instruction, during which Hemin and Shu consult their textbooks and handouts. This constitutes their thinking time.

[Excerpt 7-10] Hemin (H) & Shu (S) [W5V:8.30-9.13]



[Image 1]

- $\{((\textcircled{H}) \rightarrow \text{[Laptop]}; \textcircled{S} \text{ opens the textbook})\}$
 $\{((\textcircled{H}) \searrow \text{her mobile})\}$
- 1 LE: {jidoo {hanbaiki ga hattatsushiteiru kuni wa,
Vending machine NOM develop-ASP country TOP
In the countries where vending machines have been developed,
- $\{((\textcircled{S}) \rightarrow \text{[Textbook]})\}$
- 2 {nihon igai ni doko ga atte,
Japan except P where NOM exist-TE
which ((countries have vending machines been developed)) except for Japan and,
- $\{((\textcircled{S}) \text{ consults her textbook})\}$
- 3 {dooshite hattatsushita ka toiu no wo kangaete,
why develop-PT Q Q N P think-TE
think about ((the reason)) why it was developed ((in those countries)),
- $\{((\textcircled{H}) \text{ starts opening the textbook})\}$
- 4 {koko wo minagara kanggaetemite kudasai.}
thing P while looking try to think-TE please
please think about ((that)) while looking at here ((the second paragraph)).
- 5 (0.8) {futari de ne, hanashiatte ii desu kara.
two of you P IP discuss-TE good COP because
((It)) is ok to talk in pairs.
- 6 (5.0) ((\textcircled{H}) closes the textbook and \searrow [Textbook]; $\textcircled{S} \searrow$ [Textbook]; [Textbook]))



[Image 2]

7 (1.5) (((H glances at S); H holds her handout in a right hand))



[Image3]

8 H: {dooshi°te hattatsushite [ru°?
Why develop-ASP
Why have ((the vending machines)) been developed ((in those countries))?



[Image 4]

9 S: {(((S \ H)))} {(((H → S)))} {(((S \ H)))}
{[° coz of {the° con {venience.}]

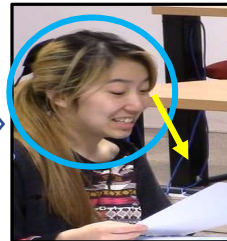


[Image 5]

10 H: {(((H \ H))) ; nods while smiling))} {(((H smiles \ H))) ; S \ H))}
{yea::h} (.) {benrisa↑ ((nods; upward movement of her head))
Convenience?



[Image 6. line 10: “ben”]




[Image 7. “ri”
Hemin raises eyebrows]



[Image 8. “sa↑”
Hemin raises eyebrows]

11 (2.0)

12 S: {((S+H↘))}
{°u::°}

13 H: {((H nods))} {((H nods))}
{°osutoraria↑} (.) {ameri[ka↑]}
Australia↑ *America↑*



[Image 9: line 12 “°u::°”]



14 ((S raises head and looks at the screen; S puts her right elbow on the desk with the sound of her elbow bumping on the desk; S points to the screen by a pen))





[Image 10: Shu raises her head]



[Image 11: Shu points the screen]

15 H: {((H→;S↘))}
{°America↑ and China↓°=}

16 S: {((S↘H's ; H→S; S↔H))}
=cause {in next paragraph,

17 {((S→H; H↘))}
{there are like America and somewhere else Vending machine.



[Image 12. Line 16: Mutual gaze]




[Image 13. Line 17: Shu looks at Hemin]

18 (0.5)



19 H: {((nods))}
{yeah.}

20 S:  {((S↘))}
{° so°}

1 (1.5) ((H↘))
{((H→))}

22 H: like it's for convenience {right? =

23 =and to make some extra money for the go((h))vernment.

24 S: {((slight nods; H→S; S↘))}
 {yeah.
 25 H: {or whatever. ((hh))
 {((slight nods))}
 26 S: {yeah.
 {((H↘ ))}
 27 H: {=company.
 28 (0.8)



[Image 14. Lines 26-29]

{((S tries to work out the given tasks by herself and reads the second paragraph in the textbook in a whisper))}
 29 S: {°*doko no kuni demo*°...
 where GEN Country P
In any country...
 {((H answers by herself looking at the handout))}
 30 H: {*for the convenience of people.*
 {((S reads aloud while writing on the handout))}
 31 S: {°u::m arm (.) *ameri* (1.0) *ka*.
America

((Hemin and Shu abandon a paired activity from the line 29 and continue with the task individually.))

Hemin and Shu open the textbook soon after the lecturer has provided the specific questions and get ready to embark on the task while listening to the instructions (lines 1-5). As soon as the lecturer has ended, Hemin closes her textbook and looks at the handout. Meanwhile Shu also looks at her handout but only after she has opened the textbook (line 6: Image 2). After 5.0 seconds of silence in line 6, Hemin glances at Shu, who is looking at her own handout and textbook, then starts reading the second question in the handout in a soft whispering voice while holding the handout in her right hand (line 8: Image 4). Shu produces {[°coz of {the° con {venience.}] in line 9 because she has interpreted Hemin's utterance as being a question. The change in embodiment in line 7 (Image 3: Hemin glancing at Shu) and line 9 (Image 5: Shu's shifting hand-position and head movement towards Hemin) can be interpreted as a transition to task-discussion initiation, as these embodied nonverbal actions shape the beginning of a sequence of turns at talk (e.g., Filipi, 2009; Goodwin, 1980, 2000; Hellermann,

2008; Keisanen & Rauniomaa, 2012; Mondada, 2007, 2009). Shu's response is produced near the end of Hemin's turn. She proffers a response in English, but the key word of her response convenience is emphasised with a falling intonation, and is strongly oriented to the question. In line 10, Hemin deploys a try-marking device while switching language by alternating from Shu's English back to Japanese: *benri*sa↑ (Convenience↑) with an emphatic stress on the final syllable and a slight upward intonation, followed by a smile and slight nod, along with raised eyebrows (Images 6-8). Hemin's language alternation together with her embodied action display her understanding while inviting Shu's confirmation (see Filipi, 2018; Flecha-García, 2006). However, a lengthy silence ensues (line 11) and is therefore an accountable silence that belongs to Shu. Hemin deploys the LIP device here and provides answers to the next question relating to the countries by looking at her handout in line 13, rather than pursuing a response from Shu; in other words, she lets the lack of a response pass.

Shu's embodied actions (line 14: Images 9 & 10) are followed by a turn-initial hesitation particle °u: :°. She raises her head and looks at the screen and puts her right elbow on the desk, with the sound of her elbow thumping on it. At the occurrence of the thumping sound, Hemin lifts her head and looks at the screen (line 15) while continuing to name the countries but this time in English. Shu then produces an utterance prefaced with a *because*-marker (line 16: *cause* {in next paragraph}) to invite Hemin to check the answer (Germany), which is located in the second paragraph of the reading passage (lines 16-17). Through these actions, she is attempting to bring Hemin's attention to the correct answer. It is thus an implicit request for a self-correction. Hemin, in line 19, produces the yeah 'preceded shift' (Jefferson, 1984). However, a silence (1.5) follows and then a turn that shows that she neither checks the next paragraph nor corrects her answer but instead starts to elaborate the answer to the second part of the task: giving reasons for why the vending machines have developed in those countries. Shu aligns through her 'yeah' token in lines 24 and 26.

When a first repair initiation fails to resolve the problem, another round of repair initiation is commonly produced by the speaker of the trouble-source (see Schegloff et al., 1977). However, no second attempt to repair occurs here, where after a brief silence in line 28, Shu starts reading the paragraph softly, and lists the names of countries by herself, an action that Hemin treats as self-talk. In line 31, Shu keeps working independently without responding to Hemin's previous turn; in effect she has disengaged. Subsequently, both Shu and Hemin separately undertake the completion of the task for the remainder of the discussion time.

In sum, the above example has shown that the LIP device (i.e., visible in the action of not confirming, but rather ignoring *benrisa*) was used as a way for Shu to move the task back to the first question which required students to locate answers in the text, thereby deferring the offering of opinions required in the second part, which *convenience* was related to. However, it was also evident that students were not working collaboratively due to the procedural problem in the task progression, which caused additional problems and eventually led them to work independently. This could also have been caused by the lack of gaze engagement, as they were seated in the SBS-layout, in which as has been discussed, mutual gaze cannot be readily maintained without a physical effort unless students establish the common space within them. As the screen was located in front of them therefore not placing an extra burden of effort, the task in combination with the SBS- L caused the main issue here with Shu orienting to task order.

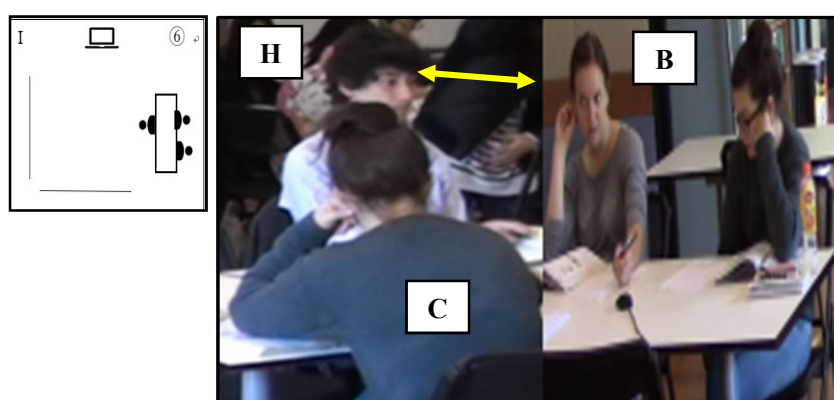
Next, I discuss the case of a C-layout where students recycle the lecturer's oral question (using a wh- question) to initiate the task. Important to note is that the task procedure problem that appeared in the above excerpts does not appear in the C-layout.

7.2.3.4. The task is to be completed both in writing and orally: C-Layout

Turning to the C-layout within a shared transactional space, Excerpt 7-11 shows a smooth task-opening through an overt question-answer sequence accompanied by gaze. However, only two students (Becky and Hans), who are sitting face-to-face, participated in this discussion, even though three students are sitting together at one table. The assigned task is completed and discussion ends after one minute and 50 seconds within the two minutes and 10 seconds that were allocated for discussion.

Note that Excerpt 7-11 is the same discussion task question as Excerpt 7-10 (i.e., (1) which countries other than Japan have developed vending machines? and (2) why?), but the discussions take place in a different class. In this excerpt, Becky launches the task through a question while gazing at Hans. This pattern of a direct wh-question accompanied by eye contact can be commonly found in a C-layout data where the shared transactional segment can be easily built and sustained while the discussion is underway. Note that in this Excerpt 7-11 no verbal task-prefatory phase emerges, however during a two-second gap after the lecturer's instruction, Becky alternately looks at the projector screen and Hans while Hans consults his textbook which has been recurrently noted is the students' thinking time.

[Excerpt 7-11] Becky (B), Hans (H) and Callie (C) [W5V:00.30-02.40]



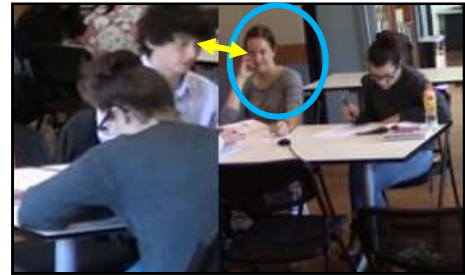
[Image 1]

- $\{((H \leftrightarrow B))\}$
 $\{((H+B) \searrow \text{[Icon]})\}$
 1 LE: {fasu{to paragrafu to sekando paragrafu wo yonde,
 first paragraph P second paragraph P read-TE
after reading the first and second paragraphs.

2 {kono futatsu no shitsumon ni kotaete kudasai.}
 this two GEN question P answer-TE please
Please answer these two questions

3 (2.0) ((B→H; B→[]; H→[]))

4 B: °whe{re? °
 {{{(H↔B)}}



[Image 2. Line 4: Mutual gaze between Becky and Hans]

5 H: {{{(H→B; B↘ writes on [])}}}
 {{{(H↘ [])}}}
 {°ame}{rika and ° doitsu.
America and Germany.



[Image 3. Line 6: “°amerika”]



[Image 4. Line 6: “doitsu.”]

6 (2.5) ((H↘ []; B stops writing))

7 B: not {Amarica?
 8 H: un? not America?
 9 B: °un°
 10 (1.0)
 11 H: °e:: °
 12 B: demo naze? ((h))
but why?



[Image 5. Lines 7: Both look at their own textbooks.]

13 H: $\{(((\text{H}) \rightarrow (\text{B})))\}$
 ben{ri da kara↑}
 convenient COP because
Because ((it)) is convenient?

14 B: benri dakara↑ ((hhhh))
Because ((it)) is convenient?

15 H: $\{(((\text{H}) \searrow \text{=}))\}$
 {amerika to doitsu.
America and Germany

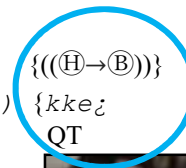
16 B: °un°

17 (15.0) ((H+B writes on =))

18 B: $\{(((\text{B}) \searrow \text{=}))\}$ $\{(((\text{H}) \rightarrow (\text{B})))\}$
 {doitsu wa doo yatteta(yatta) {kke;
 Germany TOP how do-ASP-PT QT
What about Germany?



[Image 6. Line 13: Hans looks at Becky]



[Image 7. Line 18: Hans looks at Becky at near TCU.]

19 (0.5) ((B bends her head and takes a closer look at her textbook))

20 H: $\{(((\text{H}) \text{ reads the sentence in the textbook}))\}$
 °mm° {dono kuni demo hattatsu shiteiru wake dewanaku,
 which country P develop do-ASP reason COP-NEG
Mm, ((vending machines)) have not been developed in all countries,

21 B: dewanaku,
 COP-NEG

22 H: $\{(((\text{H}) \text{ keeps reading the sentence in the textbook}))\}$
 {100 man[dai...
one million machines..

23 B: [dooitsu ah! katakana.
Germany ah! Katakana.


24 (2.0)

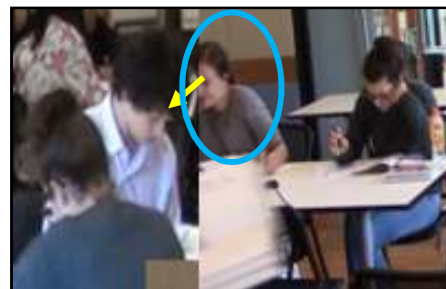
25 $\{(((\text{B}) \text{ writes on } \text{=}))\}$
 {do-i-tsu.
Germany

26 (4.0)

27 B: sore dake? benri? (0.5) benri da kara?
 that just convenient convenient COP because
Is that all because ((it)) is convenient?

28 (2.0)

29 B: {{{(B→H)}}} {{{(B↘)}}}
 {fukyuu {shite, ((hh))
 spread do-TE
It becomes widespread and,




[Image 8. Line 29: “fukyuu” Becky looks at James.]


30 (3.8)

31 H: {{{(H reads the question)}}}
 {°dooshite sono kuni de hattatsushiteru°}
 why that country P develop-ASP
why has it been developed in those countries?

32 {{{(H→B)}}}
 It's just asking our opinion {maybe?

33 B: yeah, okay.

34 (5.8) (((H turns over the page in his textbook ; B writes on ))

35 H: {{{(B↘)}}}
 {jinkoo ga ooi kara {to omoo?
 population NOM many because QT think
Do ((you)) think ((it's)) because they have a larger population?


36 B: {{{(nods)}}}
 {°u : m°

37 (2.0)

38 B: {{{(H→B)}}}
 {jinkoo ga ookute↑
 population NOM many-TE
((they have)) a larger population and↑

39 H: {{{(H→B)}}}
 benri {da kara. [(hh))
 convenient COP because
because ((it)) is convenient.

40 B: [(hhhh)]

41 (10.5) (((H+B writes on ))}

At line 4, Becky initiates the first turn producing the interrogative ° where?° while gazing at

Hans (Image 2). Hans promptly provides answers °amerika and ° doitsu. (*America and Germany*) in line 6 (Images 3-4). By doing so, the question-answer sequence initiates a smooth task opening. After a prolonged silence (line 6), in line 7, Becky produces a repair initiation not America? through a partial repetition of the prior turn to request confirmation. An insertion sequence follows that initiates repair un? (*huh?*) to confirm his understanding through a modified repetition (line 8). It is clear that Becky's turn, in fact, sounds ambiguous because Hans correctly responded with the two countries (America and Germany in line 6) and the answers are from the textbook. (The evidence that Hans obtained the answers from the textbook will come later in line 21). After Becky's confirmation °un° in line 9, Hans's dispreferred response (see Pomerantz, 1984; Rendle-Short, 2015; Stokoe, 2008) is delayed through silence (line 10) and a turn-initial delay marker °e: : ° (line 11).

The repair sequence is ended by Becky's topic movement as the deployment of a LIP device through 'demo (*but*)'-prefaced wh-word in line 12 (demo naze? *But why?*). In doing so, she elicits a response from Hans and moves on to the next question. As in the previous Excerpt 7-10, where a LIP device was adopted to let a second repair pass, here too students do not wait for the repair to be resolved immediately. It is worthy to note that the topic shifts when the LIP device is used and by doing so, students tend to make further progress, which is consistent with Excerpts 7-8 and 7-10.

At line 15, Hans recycles his response of line 5 in a full turn. Through repetition, he attempts to deal with the unresolved problem of the previous delayed response, which is followed by Becky's acknowledgement response °un°. Through this minimal response (line 16), Becky deploys a LIP device again, which is evidenced by the production of her question (line 18) after the writing activity. In line 18, a question-elicited information sequence is established. Becky requests specific information doitsuwa doo yatteta (yatta)kke; (*What about Germany?*) in reference to what Hans has previously answered (line 5) and Hans's

response action (reading the sentences, including the answers in the textbook) ensues. In line 23, when Becky has found the word *doitsu* written in *katakana*, she produces the change-of-state token ‘*oh*’ (Heritage, 1984) as a display of her understanding.

In lines 27-33, a question-elicited confirmation sequence is exhibited. Becky pursues additional answers from Hans regarding the second question. In response, Hans reads the lecturer’s question to clarify how the task is designed and indicates his understanding by adding an uncertainty-marker *maybe?* at the end. By doing this, he creates a space to invite Becky as the next speaker. Note that the feature of Hans’s confirming response (line 32) is generated with rising intonation to elicit a response. In the next turn, thus, a response token ‘*yeah*’ as an agreement is accompanied by the closing marker ‘*okay*’ in response to Hans. The discussion is smoothly completed through a question-elicited response sequence in lines 35 *jinkooga ooikarato omoo?* (*Do ((you)) think ((it’s)) because they have a larger population?*) and 36 $^{\circ}u::m^{\circ}$ together with nods. After a pause (line 37), Becky continues by adding an expanded sequence (line 38: *jinkooga ookute*↑ (*((they have)) a larger population and*↑) partially repeating Hans’s question in line 36, co-completed in line 39. Note that the conjunctive particle *-te* in Japanese projects more to come. It enables a recipient to project upcoming talk and a TPR where speaker change can possibly occur to achieve a “joint utterance construction” (Hayashi, 2003, 2005, 2014; Taguchi, 2014). By deploying $\sim te$ ↑ (line 38) with rising intonation, Becky invites Hans to co-construct the answer to the lecturer’s question. Hans recycles his utterance in line 39 *benridakara* (*because ((it)) is convenient.*), which is an identical utterance to his answer in line 14, with the exception of the falling intonation. In so doing, Hans commits to his answer and co-constructs an utterance with Becky. Becky’s post-positioned laughing with Hans following the writing action articulates alignment with Hans’s position. By doing so, joint participation in the discussion task is accomplished.

In sum, the students in the above extract have shown the practice of opening the task and developing the task through wh-question and answer sequences (i.e., repeating the question words of the task question: *where* & *why*) along with gaze. As seen in the previous extracts of C-L, when students are in the FIF, where gaze can be readily achieved and available from the beginning to the end of the discussion, the seating layout facilitated using and maintaining gaze as a resource to monitor one another. While advancing the task, it is notable that the students deployed the LIP device when the first repair failed as a temporary solution to task progression. When the answer lay in the textbook, however, they attempted to resolve the problem if it is resurfaced. Furthermore, and most importantly, the task procedure problems shown in extracts (7-8, 7-9, & 7-10) did not appear in the C-L when conducting task-type three, which requires both written and oral activities. This suggests that wh-questions can be used as a signal to publicly change the topic and move on to the next question. More importantly, it is also crucial to consider the seating layout and position of the screen where the FIF already exists as well as the design of handouts so that all task questions can be sequentially performed first orally and then in writing.

7.3. General discussion and conclusion

This chapter focused on how the fixed projector screen and the task-type influence the students' task discussions in different seating layouts. The analysis showed that while the presence or absence of the FIF has a significant impact on the students' practices in the task progression (pervasively argued throughout my findings chapters) so too do the task-types. Three task-types were classified according to the task requirements: a) task-type one: talking about the topic using prior knowledge; b) task-type two: getting the answers from the textbook or from the information projected on the screen; and c) task-type three: a dual-task combining task-types one and two (see section 5.2 in Chapter 5). While task-type one was required oral

completion only, task-types two and three were required to be done either orally only or through both oral and written activities.

In task-type one, when the tasks required students to discuss the topic itself using prior knowledge, students were more likely to collaboratively progress the task to completion or near-completion. Nevertheless, students' task progression and participation were significantly affected by the fixed screen. Regardless of the seating layouts, students who needed to expend greater effort to build a FIF than their co-participant(s) because of the screen's position, tended to either disengage more easily from, and/or take longer to engage in the discussions.

In task-type two, which involved the need to refer to the textbook as an accessible resource, the students in the seating layout with a projector screen located to their side were inclined to disengage from the joint work if a problem arose. Most cases of the problematic openings appeared in an SBS-S-L which resulted in students failing to move onto developing the task. Where there was a delayed response or non-response that might indicate a disagreement, students tended to undertake the task individually, regardless of whether the task was required to be completed orally only or both orally and in writing. In the case of a C-L, however, students tended to elaborate or show their uptake of the prior speaker's utterance by expanding sequences (Excerpt 7-3). They frequently confirmed and agreed with the prior speaker's utterance by repeating the prior speaker's answer (Excerpts 7-5 & 7-7). However, time to complete the tasks orally was an issue.

Students in both seating layouts successfully opened the task, developed the task, and reached a conclusion when conducting task-type two that involved both writing and speaking activities (Excerpts 7-6 & 7-7). Although students approached the task differently (i.e., some worked on discussions and writing concurrently (Excerpt 7-6) while others first engaged in discussions to decide on all the answers and then individually completed the writing part

(Excerpt 7-7)), the presence of the FIF nonetheless facilitated students' task progressivity and collaboration.

Task-type three that involved the combination of speaking and writing requirements with information to be sourced from the fixed projector screen, textbook and/or handout, increased the level of management in student capacity to complete all parts of the tasks while at the same monitor their co-participant(s)' actions in the absence of the FIF (Excerpts 7-8, 7-9 & 7-10). The task required greater effort by the students to establish a FIF and maintain their body orientation to face the screen and their co-participant(s) alternatively. It required students to establish a clear set of procedures and an order in managing the task which not all students oriented to. These findings suggest that it is important to build/include a phase for discussion of the procedure in tasks that are more complex because they have more than one part or need to be done in more than one mode. Clearer task instructions to make the order explicit are also needed. In contrast, in a C-L, the presence of the FIF meant that students were available to share the inner space without having to expend effort throughout the discussions.

In sum, the findings suggest that students in an SBS-S-L tended to interact more with the artefacts (i.e., projector screen and textbook) than with their group members, even when the task required only oral responses and engagement. This prompts a need for instructors to pay attention to seating layouts together with a task design that can facilitate and maximise students' joint accomplishment rather than make it more challenging. In previous studies on the production of a writing activity in combination with discussion (e.g., Kunitz, 2013; Storch, 2008; Tocalli-Beller & Swain, 2005), it has been reported that students established processes that enabled them to achieve intersubjectivity while proceeding with the task. Students in the SBS-S-L in my data, needed to turn away from the FIF for the writing activity and then re-establish it to resume discussion of the answers. More notably, students in a C-L with the projector screen positioned to their side or back had difficulty maintaining the FIF throughout

in proceeding with the task, particularly when conducting the task where the information resources were projected onto the screen. This resulted in a delay in task progressivity. The findings therefore suggest that not only seating consideration but also an appropriate time allocation needs to be considered and provided.

Stivers and Rossano (2010) suggest that building the FIF and using questions, along with gaze, are important in order to mobilise the co-participant(s)' response in opening a task. Once the task begins, however, gaze does not necessarily seem to be needed to regulate turn-taking (Lerner, 2003) if the FIF is co-existing during discussion. Hence, establishing and maintaining the FIF throughout the entire discussion task in order to reach task completion, plays a paramount role particularly when complex dual discussion tasks, such as task-type three, need to be accomplished.

Finally, throughout the analysis of the phases in the task progression, it was revealed that students shaped a micro-context (Hosoda & Aline, 2013; Seedhouse, 2010) through contextual configurations (Goodwin, 2000). Goodwin (2000) indicates that the contextual configuration is a set of divergent kinds of phenomena that participants consider to be relevant to the organisation of their action within interaction. In my data, students' orientations to the task performance emerged differently according to their seating layouts and the task-types (the contextual configurations) displayed through their talk, embodied nonverbal actions, use of relevant artefacts, and use-space. As Goodwin (2007) states: as "circumstances change contextual configurations are modified" (p. 60). My findings therefore underscore the importance of empirical evidence on embodied student-student interaction in the classroom in different seating configurations using different task-types. Furthermore, a close analysis of how students at an advanced level of JFL organise their participation in student-student interactions, while undertaking the assigned tasks in the classroom, illuminates key practices and their effectiveness related to pedagogical task design.

CHAPTER 8: CONCLUSION AND RECOMMENDATION

8.1. Introduction

This study utilised a conceptual and methodological framework that drew on Kendon's (2010) F-formation, and FL classroom research related to discussion tasks together with the methods and findings of CA. It aimed to uncover how seating configurations, the positioning of the projector, and task design affected practices in turn-taking management, including management of disagreeing actions and issues in understanding that arose during discussion tasks. It also focused on identifying the effects of seating and task design on task progression by examining the task-openings, task-development and task-conclusion or task abandonment phases.

From the results of the frequency count aimed to simply provide a "snapshot" (section 5.3 in Chapter 5) of discussions distributed across the seating layouts (i.e., the total number of discussions, the total number of discussions that opened with a problem in the task-initiation phase, the total number of discussions that did not progress to conclusion, and the total number of interactional resources used to open the task-initiation phase), it was uncovered that although there was no significant difference in the occurrence of problems when initiating the task between the two seating layouts (Side-by-side layout: SBS-L & Circular layout: C-L), in the SBS-L a larger number of groups encountered problems in completing or progressing the task to conclusion than was the case for the C-L. The positioning where this surfaced as an issue most often was where the projector screen was positioned to the side of the students. In the next section, I summarise the findings related to the actual features of the interactions achieved through detailed micro-analysis.

In order to answer the main research question: *What factors impact discussion tasks in an advanced tertiary Japanese as a Foreign Language classroom*, the following eight sub-research questions were discussed.

- 1) How does seating layout in the classroom affect turn-taking organisation?
- 2) How do students manage problems that arise in understanding the discussion questions in order to work collaboratively and complete the discussion task?
- 3) What interactional resources are drawn on by students to resolve the interactional problems that arise or threaten task progression?
- 4) How do learners orient to the lecturer's instructions?
- 5) Who initiates the first turn to open the task, and what resources do they use?
- 6) What problems occur during task progression?
- 7) What interactional devices are used for dealing with and resolving problems?
- 8) To what extent do seating layouts interact with task-type to affect task discussion?

I will begin with a summary of key findings in response to the research questions. Research implications will follow in the next section to underscore the need for instructors to be aware of the impact on the design of group tasks of physical space and the fixed set-up of equipment that might limit seating layouts in a classroom. The chapter will conclude by discussing the study's contributions to CA in FL education with respect to task design before turning to consideration of the limitations and suggestions for future research arising from the present study.

8.2. Summary of the findings

8.2.1. Recurring patterns in the management of turn-taking

The first three sub-questions were examined in Chapter 5. Findings showed that a recurring device across the data set was to initiate the discussion tasks through a proffered answer. This set up the next action to be either a confirmation and agreement with the proffered answer or a rejection or disagreement with it. Disagreement with the proffered answer occurred nearly

twice as often in a C-L (16/34) as in an SBS-L (22/78) format (see Table 1, chapter 5), but students in the latter displayed a greater number of silences and delayed responses when disagreeing with their co-participant's proffered answers. This resulted in minimising speaker change and in an absence of a jointly focused interaction. In contrast, in the C-L, students produced disagreements immediately, so that speaker change occurred frequently. A pervasive pattern in the SBS-L were silences and *a: : , eto, ma (well), oh*-prefacing prior to a disagreeing action. In the C-L, accounts for their answers, rejections through repetition and laughter, clarifying the proffered answer to reach a shared understanding, or prefacing *demo(but)* and displaying direct negation without delay were common.

In terms of turn-taking features in the SBS-L, the occurrence of silence influenced the achievement of task development by breaking the continuity between the first and second pair parts through delays or non-response, resulting in disengagement from the interaction. In addition, when the students were in an SBS layout where the projector screen was positioned to their side, the current speaker had even more difficulties in eliciting a response. As noted in Chapter 5, most of the unresolved disagreeing actions (seven unresolved disagreements in a total of nine disagreements) emerged in this SBS-L where the screen was positioned to the side of the group. Also important in this layout were the practices involved in disagreeing. Disagreement with a proffered answer was achieved by shifting focus to the artefacts (i.e., textbook, handout or the fixed projector screen) which made it easier for students to disengage from the joint discussion without having to verbally account for this action. The FIF also needed to be continuously re-formed in order resolve disagreement.

In terms of turn-taking features in the C-L, on the contrary, analysis showed that the turn-taking rules were in action (i.e., current speaker selects the next speaker (Rule 1) to seek acceptance or agreement, the next speaker takes a turn or self-selects (Rule 2), as well as one

speaker stops when overlapping occurs (Rule 4) (Sacks et al., 1974)). The groups in the C-L (who faced each other) collaborated in speakers' response actions and achieved smoother speaker change. They recurrently displayed an oppositional opinion explicitly without producing mitigation makers (i.e., *a::*, *eto*, *ma (well)*). This, in turn, resulted in task development and progressivity. Moreover, when students were uncertain about the proffered opinions in the C-L and therefore disagreed, they worked to resolve understanding immediately, resulting in expanded sequences. While the task progression, in this case, was interrupted, problems were handled with the active participation of all the participant(s). Progressing to conclusion was therefore not threatened, as it was for the SBS-L.

Findings also showed that students in the C-L dealt with problems arising by deploying and monitoring a range of embodied multimodal resources (i.e., gaze, laughter, tapping the table, head tilts and hand gestures) which they more readily had visible access to as a result of being able to face each other physically. Such monitoring and noticing of visual cues in an SBS-L required a much greater effort as students were liable to miss meaningful nonverbal actions due to the non-presence of the FIF. Furthermore, analysis of the disagreeing actions for the different seating layouts suggests that if the FIF already existed or was easy to establish, adjust and maintain throughout the discussion, it made it easier for students to attend to the work jointly. It can be concluded that seating layout is closely related to the degree to which students' joint actions are facilitated by the demands made on their embodiment in discussion tasks.

Another finding related to seating layout concerns features of the task design. Where answers needed to be found in the textbook, handouts or where they were projected onto the screen, this resulted in greater disengagement from joint work in the SBS-L but this was not the case for the C-L. Indeed, throughout the analysis, findings showed that not only the seating layout but also the location of the fixed projector screen and the different task-type

requirements influenced students' group discussion tasks differentially, facilitating greater (C-L) or lesser (SBS-L) collaboration. These matters were taken up in Chapters 6 and 7, which I summarise next in answer to the sub-research questions four to eight.

8.2.2. Task progression

In Chapters 6 and 7, analysis was concerned with examining the task phases and the fixed position of the projector screen in combination with discussion task-types to show how students in the different seating layouts were impacted in opening, developing, and closing the task, and by the task-type. There were three main task-types: Type one: talking about the topic using prior knowledge, Type two: finding the answers from the textbook or the information projected onto the screen, and Type three: a dual-task combining task-type one and task-type two. With respect to the features of the task phases (discussed in chapter 6), there were three: the task-opening phase (including the task-prefatory phase and the task-initiation phase), the task-development phase and the task-closing phase.

The transition boundary

Transitions are the boundaries to signify the point as a departure for discussions where “the process of *transformation* of task-as-work plan into task-as-process begins” (Hellermann & Pekarek Doehler, 2010, p. 42). Transition is a complex juncture that requires interactional competence in order to coordinate actions through interactional practices ranging from task understanding, negotiation and task accomplishment (Markee, 2004). The transition signals at the transition boundary to enlist joint engagement for launching the task are exhibited through language, along with embodied actions such as gaze and postural adjustment. Findings show that after the lecturer's instruction, students established the verbal task-prefatory phase to confirm their understanding of the task question, signal task readiness and clarify the key word or phrase of the task question in order to proceed with the task-initiation phase. It is, however,

noted that there was only a small number of task-prefatory phases in the data (16 in a total of 112 discussions). Nonverbal actions (i.e., looking at the artefacts such as the projector screen, textbook or handout; looking at their own group member(s) or other groups) pervasively occurred. This suggests that the majority of students prefer to engage in individual preparation first rather than doing this jointly, aligning with the nature of pedagogical activities like think, pair and share.

4) How do learners orient to the lecturer's instructions?

Analysis has shown that regardless of the seating layouts and the task-types, students oriented to the task by looking back to the lecturer's oral and/or written instructions, or moving forward to initiate the task. In looking back to the lecturer's task instruction, students established a task-prefatory phase so as to confirm the understanding of the task question and to clarify the key word of the task question with their group members. In contrast, in moving forward to initiating the task, students tended to question the use of language from the task question that had been provided by the lecturer. The practice of initiating could entail turn-allocation through a wh-question (e.g., *doo omoo? /doo omoimasuka? what do you think?*) but in the majority of cases, students re-read the task question silently. On completing this, students responded to the lecture's instruction by directly proffering a possible answer. Importantly, students also showed their orientation towards the task by relying on the artefacts individually or by establishing a FIF for joint discussion. Important to note, however, is that building a FIF was seldom shown in the SBS-L.

5) Who initiates the first turn to open the task, and what resources do they use?

Those students who started by clarifying the key word or by confirming their understanding of the task question also took the first turn by questioning their co-participant. They were thus the first to take the first turn to open the task. Ways of achieving this reveal four sequential task-opening environments: 1) initiating by using what was provided by the lecturer (by either

questioning or reading); 2) initiating through a *turn-initial particle* prefaced turn (i.e., *eh?*, *ma (well)*, *m:m*, *um*, *u:h*); and 3) initiating through a *try-marker* with upward intonation; or 4) a *declarative* with downward intonation. In both seating formats, students used a turn-initial marker, task question provided by the lecturer, try-marker and declarative (as shown in Table 5.4 in section 5.3 in Chapter 5). Students in an SBS-L were more likely to initiate the task through a turn-initial marker, such as *u:h*, *u:m* and *°m:m°* (33 discussions in a total of 70: 47%) to signal their readiness, and only four (15%) out of 26 discussions were prefaced by a turn-initial marker in a C-L. While stand-alone turn-initial particles without producing a subsequent turn by the same speaker only occurred in an SBS-L, the use of wh- question forms such as *where?* (Excerpt 7-11) appeared only in a C-L. Therefore, joint action in opening the task was heavily dependent on how the co-participant treated the initiator's turn.

Analysis also showed that, although a try-marker and a declarative pervasively appeared in both seating layouts through proffered answers, the try-marker (e.g., *nihonwo tooitsu shi ta↑ (he unified Japan?)*) was used more frequently in an SBS-L (12 discussions in a total of 19 discussions or 63%), whereas a declarative with downward intonation (e.g., *hanashiteru. (talking function)*) was used more often in a C-L (8 discussions in a total of 19 discussions or 61%) (see Table 6.3 in Chapter 6). Moreover, when carrying out the tasks where the answers had to be sourced from the textbook and/or from the information projected onto the screen, students in a C-L again tended to deploy declaratives through repetition while students in an SBS-L were inclined to adopt a try-marker. The prosodic features in turn-end and turn-cue anticipation, however, seemed to be less important with respect to advancing the task in the seating layouts where there was an established FIF.

With regard to nonverbal actions, the analysis also identified both commonalities and differences in the different seating layouts. Students in a C-L, for example, were more likely to take the first turn by shifting their gaze and body orientation to face their co-participant(s)

first. Students in an SBS-L, by contrast, tended to focus more on the classroom artefacts (textbook, projector screen, handout) than to look at their co-participant. Regardless of the task-types and seating layouts, students who generated the most nonverbal actions (i.e., shifting gaze, head movement and body orientation), were the ones to initiate talk.

Analysis of the task-opening environments has suggested that students organised the task-opening phase while linguistically (e.g., the use of turn-initial particles) and physically managing (e.g., shifting gaze, head, and body orientation) the socially distributed cognitive processes (e.g., displaying more or less certainty with respect to the proffered answer). These were facilitated differently in the two seating formats, displayed through delays in accepting, rejecting or negotiating dis/agreement and understanding through the devices deployed. The study has also aligned with Heritage's (2012b) findings that opening sequences are fundamental gateways to the task progression driven by the initiator's interactional sequences of "an epistemic seesaw motion" (p. 48).

6) *What problems occur during task progression?*

Students in an SBS-L frequently proffered the possible answers without establishing the FIF or without establishing gaze with their co-participant(s). In this case, it was often treated as talking to oneself (talk to self) or "just talking" (Couper-Kuhlen, 2010) rather than starting a joint discussion. No such case appeared in the C-L. Instead, the FIF was always present. In group discussions in the classroom students need to make a commitment to perform a pedagogical activity to achieve a private as well as a social goal. When they are co-present in the same interactional space, the current speaker's self-talk can be oriented to by the co-participant's in a self-selected next turn. An absence of a next turn can cause a problem in developing the task due to a non-focused discussion task encounter if the current speaker has expected to obtain a response from the co-participant. Unlike students in an SBS-L, when

undertaking task-type one, students in the C-L elaborated and showed their uptake of the prior speaker's utterance by expanding their turn.

Most cases of problematic openings appeared in an SBS-L when conducting task-type two, visible in the action of disengagement from joint work. Where there was a delayed response or non-response, students tended to undertake the task individually by resorting to the resources (i.e., textbook or information projected on the screen), regardless as to whether the students were asked to complete the task orally only or both orally and in writing. Although the students in the C-L were prone to confirm and agree with the prior speaker's utterance by repeating the proffered answer, problems could arise due to turn expansion when students ran out of time to complete the task. In terms of task-type three (i.e., dual task combining task-type one and task-type two), task procedure in SBS-L was problematic but not in the C-L where the FIF was maintained throughout.

7) What devices are used for dealing with and resolving problems?

Throughout the analysis, the findings showed that when failing to obtain a response, a tag-like question and a try-marker ending with incomplete particles (e.g., *~toka something like/and & ~to and*) were pervasively produced to draw co-participants' attention and invite them to co-participate. Despite an absence or a delay of the SPP in response to the FPP of the question-answer pair, students also tended to keep proffering possible answers to advance the task. They pervasively did this by deploying a try-marked turn. Through this device, students attempted to elicit confirmation that the proffered answer was correct thereby eliciting coparticipant agreement, or they initiated repair on what the prior speaker had said.

A let it pass device (LIP) was also used for progressing the task. It allowed the speaker to pass over a repairable item. The adoption of a LIP device did not interrupt the task progress in the ways that a repair initiation did. Furthermore, the LIP enabled students to change the

topic, or move onto another suggestion. It thereby displayed the current speaker's preference for task progression. Frequently the LIP was launched after a failed first attempt at repair. However, if the problem did not go away but in fact resurfaced later to stymie progress, a repair was initiated and to resolve the difficulty in proceeding with the task. This aligns with Schegloff's claim (Wong and Olsher, 2000), that it works as a 'let it pass' for *now*. Finally, the repair process after adopting the LIP often occurred when undertaking type two and type three tasks in which the answers were derived from the resource (i.e., textbook).

8) *To what extent do the seating layouts interact with task-type to affect task discussion?*

Analysis showed that the lack of the participants' gaze and absence of body movement to indicate reciprocity made it difficult to recognise whether the turn had been passed over to the next speaker, and/or when to start/end the current speaker's turn. The analysis showed frequent failures or delays in attaining the next turn, particularly in an SBS-L. Students in an SBS-L, for example, relied more on verbal utterances than embodied cues. When the task involved the projector screen, not only were students in an SBS-L negatively impacted, but also students in a C-L sitting in the front row facing the screen were impacted. They had to make an effort to establish the FIF by turning around to face their group members in order to start the group task. Students' task progression practices are therefore closely correlated with seating layout by the placement of the projector screen and the ease with which the FIF is established.

Finally, it is also important to note that, as shown in the frequency of the discussions where problems arose in the task-initiation that affected their progression to a conclusion, the SBS-S-L where the screen was placed to the side of the group, showed by far the most problematic seating layout in the group discussion tasks. When combined with task-types 2 and 3 that required more than simply offering opinions with reference to their prior knowledge on a topic (as in task-type 1), overwhelmingly, students in an SBS-S-L were not able to open the task smoothly and they failed to conclude the task. Students in this layout tended to carry

out the task individually by reading and consulting the textbook when problems arose in the task-opening phase. This finding suggests that students orient to minimising the effort that would be required in creating a FIF to work jointly, preferring instead to opt to do the task individually. It also suggests that students' orientation to the task-opening is influenced by, and looks forward to, task achievement.

8.3. Pedagogical implications and recommendations

In light of the answers to the eight research questions just discussed, I propose two implications for pedagogy in a JFL advanced discussion class and consider three factors that have an important bearing on the design of discussion tasks.

Recommendation 1: Seating layout consideration

Through the examination of interactional practices on students' task progression, this study concludes that not only the seating layouts per se but also task-types and fixed projector screens have a significant impact on students' task progression. Perhaps the most striking finding is the existence and/or establishment of the FIF. As noted in Chapter 2, past research has concluded that the *horseshoe* arrangement (which is also referred to as U or circular pattern) would be the best for student-student interactions in the class to maximise learners' group interactions while minimising interference by other groups (Marx et al., 2000; McCorskey & McVetta, 1978; Rocca, 2010; Rogers, 2020; Rosenfield et al., 1985). These studies have examined and reported the impact of seating layout on students' learning behaviours and its effectiveness in group work in the classroom. Due to the methodological limitations, however, they failed to provide concrete observable evidence of interactional practices per se. In attempting to fill this gap, the present study has adopted CA, an empirical research approach, to identify and elucidate the factors that have affected students' group task progression. By focusing on how students generate sequences of action, and how they establish and display their understanding both of

the Japanese language required for the tasks and the task requirements themselves through talk that is organised and analysed multimodally, in the words of Seedhouse (2005b, p. 166), I was able to trace “how participants analyse and interpret each others’ actions and develop a shared understanding of the progress of the interaction”. In doing so, the study revealed the practices in, and orientations of students to, task progressivity and the impacts of task design and seating. My findings suggest the need for teachers to pay attention to seating, and the positioning and use of the projector when designing group discussion tasks. These matters should be central and not simply peripheral to the planned learning activities. Simply asking students to form groups is not enough – attention needs to be given as well to physical positioning and configurations. Thus, wherever possible, teachers need to set up seating arrangements that facilitate a FIF. Where the position of the screen is fixed, the tasks need to be designed to ensure no students are disadvantaged by the position.

Recommendation 2: Task design considerations

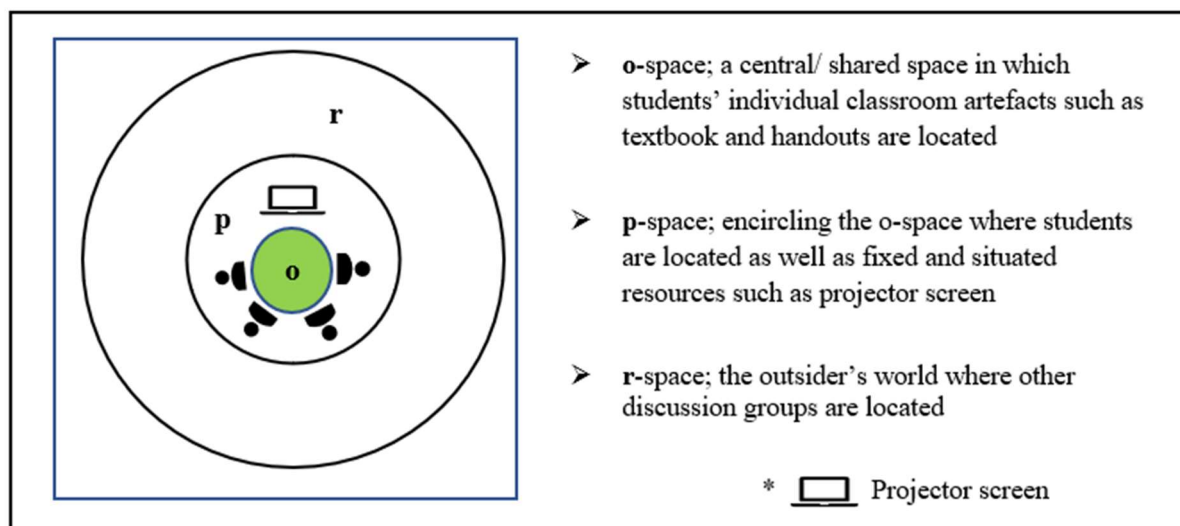
The findings discussed in this study have also provided further evidence to support the notion that students construct the specific learning context by performing their own interactional activities in providing and sharing what they have understood and know (Hasegawa, 2010; Hellermann & Pekarek Doehler, 2010; Hosoda & Aline, 2013; Kunitz, 2013; Markee & Kasper, 2004; Mondada & Pekarek Doehler, 2004; Seedhouse, 2005a). The tasks should therefore not be treated as products but as processes as they cannot be defined as definite, fixed entities (Mondada & Pekarek Doehler, 2004).

The present study has shown that the group dynamics in the different seating layouts lead to task progression through different construction trajectories and classroom ecologies for the relevant activity (i.e., artefacts and seating layouts) (Goodwin, 2000; Mondada, 2016; Streeck et al., 2011) while undertaking the same task-type. This is achieved through

multimodal interactional resources including verbal and nonverbal resources (i.e., gaze, head movements, body posture, body movements, and gestures). The findings, therefore, shed light on the importance of examining not only verbal resources but also multimodal features of turn construction (Mondada, 2013; Nevile, 2015) by observing students' orientation to task progression as a joint, socially contextualised accomplishment (Kasper, 2006; Kunitz, 2013, 2018).

The findings suggest the need for flexibility in task design to enable students to maximise joint task accomplishment, especially with reference to the different seating layouts. Where there are artefacts that students need to refer to in undertaking the assigned tasks, such as a textbook, handout or a projector screen, it is crucial to take these into account and give consideration to their use and positioning in the inner formation, along with the students in a FIF. Drawing on Kendon's F-Formation (Chapter 2), I reformulate the FIF layout and redefine it as in Figure 7.1. The main difference in the form of this FIF layout is that the "interactional ecology of objects" (Davitti & Pasquandrea, 2017, p. 107) should be considered.

Figure 8.1. The suggested form of F-Interactional Formation (FIF) layouts in this study



The o-space is a central space in which participants share their interactional activities and co-operate to maintain the relevant activities. It is also a space in which classroom artefacts (e.g.,

textbook and handouts) are placed when performing task-type two and task-type three that require the textbook and handouts. The o-space is encircled by the p-space.

The p-space is a participant place in which students are seated. It is also for students' personal belongings. It can play a potential role in internal engagement in continuous interaction and is an important internal position to establish the FIF. Most importantly, consideration of a fixed projector screen should be given in the seating layout. When a student attempts to join the central space from outside a FIF-formation, the student should enter this p-space and adjust his or her body orientation towards the FIF to co-participate in the discussion.

The outermost r-space is the space in which other students are seated from the insiders' view of the FIF-formation. Instead of collaborating in and co-constructing an ongoing discussion in a FIF-formation, this space is used for the lecturer or the other students to observe. In this r-space, other students in the same classroom may be established in their own group FIF-formation. The most important thing to be aware of is that when a discussion takes place where fixed and situated resources need to be used, the seating layout should take into account the simultaneous multimodal activities of all participants in the interactional event (Davitti & Pasquandrea, 2017; Evnitskaya & Berger, 2017; Goodwin, 2007; Goodwin & Goodwin, 2004; Mondada, 2007).

In the small group discussion tasks in this study, it was interesting to observe that, despite no restrictions being placed on movement, students did not change their spatial arrangement at all once the group layout had been formed. The consideration of seating layouts in combination with task-types is therefore important in order to support students in being able to work together, and in allowing students to maximise the pedagogical potential of classroom configurations while minimising the limitations.

8.4. Contributions of the study

Through an emic perspective that a CA lens has afforded, this study contributes to an in-depth understanding of how learners of JFL use a range of multimodal interactional resources to display and convey not only what they understand and know but also how they interpret the course of actions and engage in discussions. It also contributes to the research on classroom seating layout and discussion task design.

As I discussed earlier (Chapter 3), studies on L2 classroom education in CA have predominantly featured data from the English as a Second (ESL), Additional (EAL) or Foreign Language (EFL) classroom (Seedhouse, 2005b), and only recently has the focus increasingly shifted to other languages (e.g., Filipi, 2019; Hasegawa, 2018, 2021; Kunitz, 2018, 2021; Majlesi, 2021; Reichert & Liebscher, 2018). As well, in spite of the large number of studies on the impact of classroom seating layouts (Brown, 2014), there have been fewer studies dedicated to uncovering the effectiveness of classroom seating positions on interaction in the tertiary language classroom. Furthermore, as far as I have been able to ascertain, there have been no empirical studies using CA to investigate seating layouts, task-types and discussion task progression in the advanced JFL classroom. The present study, therefore, contributes to the understanding of FL and JFL learning and pedagogical practices, both theoretically and methodologically, with particular reference to the need to consider these factors together in order to maximise the effectiveness of students' FL discussion tasks in the classroom. CA in SLA research is concerned with "how participants empirically *do* language learning in real time" (Markee et al., 2021, p. 6) in the classroom, since language learning is conceptualised and contextually embedded through interactional processes (Mondada & Pekarek Doehler, 2004). The present study provides additional findings on how students use interactional resources, display cognitive states, and share *intersubjective* understanding (Filipi & Barraja-

Rohan, 2015) using data derived from tasks-in-process during students' small group discussion tasks.

This study also contributes to understanding the need for instructors to be aware of the impact of physical space and the fixed placement of equipment that might limit seating layouts in a classroom in all settings when designing group tasks. Important here is the need to both formulate instructions and design tasks that are sensitive to different layers of task complexity in combination with seating. From the learners' perspective, the study contributes to our understanding about how students adjust to seating limitations, and suggests the need for students to be supported in setting procedures into their discussion tasks that allow them to develop strategies to minimise any externally imposed spatial limitations.

8.5. Limitations and suggestions for future research

There are a number of limitations that the study has exposed that point to fruitful areas for future research. First, there is a need for studies to extend the work of Kunitz (2018) and Reichert and Liebscher (2018), for example (but beyond their focus on language alternation practices) where students are encouraged to use their own initiative and have more control than the teacher on discussions (see also Kunitz, 2013, 2015; Kunitz & Marian, 2017). These could be tasks that involve rehearsal or preparation for presentations or they could be tasks where students are asked to conduct research on a topic in groups. Second, there is also a need for studies on how language alternation is another factor that correlates with task-type and spatial configuration, which was only just touched on in this study. Third, while the time used to collect data, and the number of participants recruited for this study were adequate, and the amount of data was large enough, it was not possible to obtain data in which the same group members performed the same discussion task in different seating arrangements. As a result, this study does not allow for comparisons to be made. This could prove to be an interesting focus for future studies, particularly if conducted over time to map changes in students'

interactional and linguistic competence. Such a developmental focus would build on the work of Hasegawa (2010) and Hellermann (2008). These could track students' changes in interactional management strategies on different types of discussion tasks when dealing with issues that arise because of task difficulty or complexity in the different seating arrangements.

In conclusion, the present study highlights that we need to consider the design of task-types that are a fit for classroom seating arrangements, to find ways to mitigate classroom seating configurations that do not fully support or facilitate the creation of a FIF. The study reinforces the need to be aware of the interactive strategies that SL learners use, how they manage problems, and facilitate productive group interactions to better engage and practise language skills. The study also suggests that we need to carefully consider task management complexity.

It has become clear that there is an increasing number of studies in second and foreign language teaching and learning that provides insight on the importance and place of microanalytic methods, such as those inherent to CA, to improve our understanding of pedagogical practices to support learning. CA methods help elucidate how interactional strategies contribute more broadly to interactional competence that have wider application beyond the classroom. I have sought to add to this work through my focus on Japanese as a Foreign Language by highlighting the need to pay regard to the classroom as a physical space, and to consider the place of students' management of interaction in discussion tasks as they display their understanding and competence in Japanese and in interaction for doing task work. I hope that my study has made a contribution, however small, to the important work in CA, and to foreign and Japanese language teaching and learning.

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APPENDIX 1: LIST OF TRANSCRIPTION CONVENTIONS

[(Square bracket-right) a point of overlap onset
]	(Square bracket-left) a point at which two overlapping utterances both end
=	(Equal sign) contiguous utterances (no break or gap)
(0.0)	length of silence measured in tenths of a second
(.)	micro-pause; hearably a silence, but not readily measurable; ordinarily less than 2/10 of a second
.	(Full stop) falling, or final, intonation contour; not necessarily the end of a sentence
?	(Question mark) rising intonation; not necessarily a question
,	(Comma) continuing intonation, slightly rising; not necessarily a clause boundary
ˊ	a rise stronger than a continuation but weaker than a rising question
<u>word</u>	(Underline) stress or emphasis, either by increased loudness or higher pitch
◦ ◦	segments that are quieter than the surrounding talk
↑	rising pitch
h	exhalation, hearable aspiration, or laughter; the more “h”s, the more aspiration
(())	(Double brackets) transcriber’s descriptions non-verbal behaviours and a description of events or circumstances alongside verbal utterances
()	(Single brackets) inaudible speech
{	(Curly brackets) onset of a non-verbal action together with a verbal action
}	(Curly brackets) termination of a non-verbal action together with a verbal action
;	new action starts by the same person or different actions by a different person

(cf. Filipi, 2007; Gardner, 2001; Jefferson, 2004; Schegloff, 2007)

APPENDIX 2: LIST OF GLOSS SYMBOLS ABBREVIATIONS FOR JAPANESE



ASP	aspect
COP	copula (various forms of copula verb <i>be</i>)
FRG	fragment
GEN	genitive particle
INJ	interjection (fillers and vocative expressions: <i>anoo</i> , <i>eeto</i> , <i>nee</i> , etc.)
IP	interactional particle (particles such as <i>ne</i> , <i>yo</i> , <i>yone</i> , <i>sa</i> , <i>na</i> , <i>wa</i> , <i>kashira</i>)
NEG	negative
NOM	nominative particle
P	particle
PT	past tense
Q	question particle
QT	quotation particle
PASS	passive affix (-rare)
TAG	tag-like expressions such as <i>janai</i> and <i>deshoo</i>
TL	title marker
TOP	topic particle

Adapted from Iwasaki (2008)

APPENDIX 3: SYMBOLS USED FOR ARTEFACTS AND GAZE ORIENTATION

( Handout  Textbook  Projector screen  Other students)

* An alphabet in a circle symbolises an initial of the participant's name.

$\textcircled{A} \leftrightarrow \textcircled{B}$	mutual gaze
$\swarrow \textcircled{A} \quad \textcircled{B} \searrow$	looks down to the left/right side
$\nwarrow \textcircled{A} \quad \textcircled{B} \nearrow$	looks up to the left/right side
$\swarrow \textcircled{A} \leftarrow \textcircled{B}$	\textcircled{A} looks down & \textcircled{B} looks at \textcircled{A}
$\nwarrow \textcircled{A} \leftarrow \textcircled{B}$	\textcircled{A} looks up & \textcircled{B} looks at \textcircled{A}
$\textcircled{A} \leftrightarrow \textcircled{B}$	gaze withdrawal
$\textcircled{A} \searrow \swarrow \textcircled{B}$  	looks at materials/resources
$\textcircled{A} + \textcircled{B} \rightarrow \text{Projector screen icon}$	both look at the projector screen
$\textcircled{A} + \textcircled{B} \rightarrow \text{Other students icon}$	both look at the other students

APPENDIX 4: HUMAN ETHICS CERTIFICATE OF APPROVAL FORM MUHREC



Human Ethics Certificate of Approval

This is to certify that the project below was considered by the Monash University Human Research Ethics Committee. The Committee was satisfied that the proposal meets the requirements of the *National Statement on Ethical Conduct in Human Research* and has granted approval.

Project Number: CF16/349 - 2016000165

Project Title: Response Tokens in Japanese learner's interactions: Conversations in tertiary Japanese classes

Chief Investigator: Dr Anna Filipi

Approved: From: 18 February 2016 To: 18 February 2021

Terms of approval - Failure to comply with the terms below is in breach of your approval and the Australian Code for the Responsible Conduct of Research.

1. The Chief investigator is responsible for ensuring that permission letters are obtained, if relevant, before any data collection can occur at the specified organisation.
2. Approval is only valid whilst you hold a position at Monash University.
3. It is the responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval and to ensure the project is conducted as approved by MUHREC.
4. You should notify MUHREC immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.
5. The Explanatory Statement must be on Monash University letterhead and the Monash University complaints clause must include your project number.
6. **Amendments to the approved project (including changes in personnel):** Require the submission of a Request for Amendment form to MUHREC and must not begin without written approval from MUHREC. Substantial variations may require a new application.
7. **Future correspondence:** Please quote the project number and project title above in any further correspondence.
8. **Annual reports:** Continued approval of this project is dependent on the submission of an Annual Report. This is determined by the date of your letter of approval.
9. **Final report:** A Final Report should be provided at the conclusion of the project. MUHREC should be notified if the project is discontinued before the expected date of completion.
10. **Monitoring:** Projects may be subject to an audit or any other form of monitoring by MUHREC at any time.
11. **Retention and storage of data:** The Chief Investigator is responsible for the storage and retention of original data pertaining to a project for a minimum period of five years.

Professor Nip Thomson
Chair, MUHREC

cc: Dr Shimako Iwasaki, Ms Hyesun Ko

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ABN 12 377 614 012 CRICOS Provider #00008C

APPENDIX 5: FULL TRANSCRIPTS OF FOCAL GROUP DISCUSSIONS

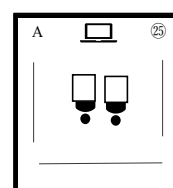
Chapter 5

☺ Side-by-side layout group discussions

[Excerpt 5-1] Ting (T) & Linh (L) [W5V:16.09.-20.15] & [Excerpts 6-4 & 6-8]

♣ **Assigned discussion topic:** *With your partner, discuss what kinds of unique functions the vending machines perform in Japan, and write down three functions.*

♣ **Discussion duration:** One minute and 31 seconds



1 LE: donna kinoo ga arimasu ka?
 what function NOM exist Q
What ((kind of)) functions do ((vending machines)) have?

2 (1.7)

3 L: {((L→T))} {((L→T))} {((T smiles))} {((L→LE))}
 {=°iya:° {att { [hhhh] kino: {tte?
 INJ FRG function QT
Oh, well, what is 'kinoo'?

4 (2.0) (((L+T)↘ []))

5 LE: °yesterday janakute°, function desu yo.
 COP-NEG-TE COP IP
It's not yesterday but function.

6 L: =Function? =

7 (0.2)

8 T: [ah.]

9 L: [ah.] function (.) °ahihi°
Oh, function. hhh

10 (3.0) «Both pick up the pen and write the meaning of 'kinoo' on the handout»

11 L: {((L+T)↘ [])} {((L+T)↘ [] & [] ; T→ [])} {((L+T)↘ [])}
 {e: {(3.0) { kinoo,
 INJ function

12 (2.0)

- $\{((\mathbb{L} \rightarrow \mathbb{T}) ; \mathbb{T} \searrow \boxed{\text{三}}))\}$
 13 L: $\{\underline{ah}, \text{hanasu } (.) \text{ kinoo } (.) \text{ toka } \uparrow$
 INJ talk function something like
Oh, something like a talking function?
- $\{((\mathbb{T} \searrow \boxed{\text{三}} ; \mathbb{L} \rightarrow \mathbb{T}))\}$ $\{((\mathbb{T} \searrow \mathbb{L}'\text{s } \boxed{=} ; \mathbb{L} \rightarrow \mathbb{T}))\}$
 14 T: $\{\text{chigau}\} (.) \text{ kinoo } (0.8) \text{ function } \text{da}\{\underline{yo.} =$
 wrong function Function COP-IP
((That's)) wrong. It's ((about)) a function.
- 15 L: $\underline{soo.} =$
Right
- $\{((\text{nod}))\}$
 16 T: $\{=un.\} =$
Yeah
- $\{((\mathbb{T} \searrow \boxed{\text{三}} ; \mathbb{L} \rightarrow \mathbb{T}))\}$
 17 L: $\{=dakara \quad \quad \quad nanka,$
 COP:because something
- 18 $jidoohanbai \text{ ga}, \quad \quad \text{hanaseru } (.) \text{ } ^\circ no \quad \text{function } \text{ga} \quad \text{atte}, ^\circ$
 vending; FRG NOM can talk N function NOM exist-TE
So, something like, vending machines have a talking function,
- 19 (0.8)
- $\{((\mathbb{T} \searrow \boxed{=} ; \mathbb{L} \rightarrow \mathbb{T}))\}$
 20 T: $\{\underline{ah.} =$
- 21 L: $=soo \text{ da } \quad \quad \text{yo.} =$
 so COP IP
It is. ((Talking is a kind of function that vending machines have.))
- 22 T: $=soo \text{ datta. } ((\text{nods})) =$
 so COP-PT
That's right
- 23 L: $un.$
Yeah
- 24 T: $un.$
Yeah
- 25 L: $sono \text{ koto } \text{ desho? } [((\text{hhhhhhhh}))]$
 that thing COP-TAG
Isn't it?
- 26 T: $[soo \text{ soo } soo.]$
Right right right.
- 27 L: $wakan \text{ nai } [nanka,$
 know-NEG something like
I don't know, something like,

- 28 T: [un. oshaberi jiha:n (0.2) desho? ((T→L))
talking vending((machine)) COP-TAG
Yeah. ((Is that)) a talking vending((machine)), right?
- 29 L: {((T+L↘ []))}
{Yeah. uh, oshaberi [toka,
talking or
Yeah, like a talking ((vending machine)) or,
- 30 T: {((nods))}
{[un.
Yeah.
- 31 T: [ano:
INJ
- 32 L: [ato: (.) ato wa ↑
and and TOP
And any other ((functions))?
- 33 (2.0) ((L+T↘T's []))
- 34 T: {((T points to the text in the text book and reads it; L+T↘T's []))}
{ah *nomimono* (.) *wo* (0.5) [*tsumetaku iri.*
ah drink p be cold putting
Ah, something like keeping drinks cool.
- 35 L: [*tsumetaku iri.* °un°
be cold putting yeah
Keeping drinks cool, yeah.
- 36 T: {((nod))}
{°toka°} (0.5) toka,
something like something like
- 37 (0.5) ((L→ []))
- 38 L: {((L↘ []))}
{un.
Yeah
- 39 (3.0)
- 40 L: eto: {() shooene (.) toko no koto mo?
INJ energy saving point GEN thing also
Well, is the energy saving also ((a kind of functions))?
- 41 T: shooene tte, nandesu ka? ((T turns over the pages and looks at L))
Energy saving QT what-COP Q
What is 'Shooene'?
- 42 L: {((T↔L))}
{=Energy save}=

- 43 T: $\{((\textcircled{T} \searrow \text{=}; \textcircled{L} \rightarrow \textcircled{T}))\}$ $\{((\textcircled{L} \text{ laughs}))\}$ $\{((\textcircled{L} \searrow \textcircled{T}'\text{s } \text{=}))\}$
 $\{\text{=ah},$ $\{\text{soo soo soo soo.}$ $\{\text{ah, china-}$
Oh, right right right right FRG
- 44 L: $\{((\textcircled{L} \rightarrow \textcircled{T}))\}$ $\{((\textcircled{T} \text{ laughs}))\}$
nanka, tango kuizu {ni haitekuru {(hhhhhhh)}
like vocabulary quiz P come in
(They) are likely to appear in the vocabulary quiz. (hhhh)
- 45 T: denakatta. $\{((\textcircled{T} \leftrightarrow \textcircled{L}))\}$
appear-NEG-PT
It didn't appear((in the vocabulary quiz)).
- 46 T: un, soone.
Yeah, right.
- 47 (1.5)
- 48 L: $\{((\textcircled{L} + \textcircled{T} \searrow \textcircled{T}'\text{s } \text{=}))\}$
{shoone. ah, nan no nannka, enegi janaitte,
energy saving INJ what GEN something like energy COP-NEG-QT
Energy saving. Well, what for, it's not energy.
- 49 T: $\{((\textcircled{T} \rightarrow \textcircled{L}))\}$
nanka, denki ga {kesuno koto desho?
something like electricity NOM turn off thing COP-TAG
Is it, something like turning off the light, isn't it?
- 50 L: un, un.
INJ INJ
Yeah, yeah.
- 51 T: $\{((\textcircled{T} \searrow \text{=}))\}$
yoru ninattara {piikku.
night become:PT peak
It reaches its peak at night.
- 52 (1.0)
- 53 L: but namae wo tsukatteta kedo, ((hhh))
name P use-ASP-PT but
It was called something but.
- 54 T: ((nods))
- 55 L: nanka, ah, ekobenda (.) tte.
something like INJ eco-vendor QT
Oh, it's called an eco-vendor.
- 56 (0.5)
- 57 T: $\{((\text{nods}))\}$ $\{((\text{nods}))\}$
 $\{^\circ \text{yeah}^\circ$ (.) [mezurashikunai↑ { [^\circ un^\circ]}
unique-NEG
Yeah, isn't it unique? yeah.

- 58 L: [soro () [un.]
FRG yeah.
- 59 (0.5)
- 60 L: {((L↘[=]; T↘[=]))} {((L↘T's[=]; T↘[=]))}
{atsukute oshaberishite(hanbai)ni itte (0.5) {ekobendaa kana:(hhh)}
hot-TE talking-TE to go-TE eco-vendor IP
Heating, talking and an eco-vendor, maybe?
- 61 (0.8)
- 62 T: {((T leans her body posture slightly forward and ↘[=]))}
{[° eto °]
Well
- 63 L: {((L+T↘ T's [=]))}
{[sono] koto?
that thing
Something like that?
- 64 (2.5) ((L+T↘T's [=]))
- 65 (2.7) ((L changes her body posture and consults her [=]))
- 66 T: °mezurashii mitai ° ((self-talk))
unique like
Like a unique ((function))...
- 67 (0.8)
- 68 T: shoo
FRG
- 69 (3.0) ((T↘[=]; T writes on [=]))
- 70 T: {((T leans slightly to L's side))}
shoone dake {kaitemo ii janai?
energy saving just write:P good COP-TAG
Isn't it ok to write 'Energy saving' only?
- 71 (0.5)
- 72 L: soo ne:
yeah IP
Yeah.
- 73 T: {((L→T))} {((T+L↘ T's [=]))}
{ne: function} {dakara.
IP COP:because
Right? Because it is a function.
- 74 (1.2)

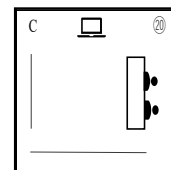
- 75 L: $\{((\textcircled{L} \searrow \text{=}; \textcircled{T} \searrow \text{=}))\}$
 un (.) ja (.) soo shiyoo {ka? [(hhh)]
 yeah then so let's do Q
Yeah, then, shall ((we)) do so?
- 76 T: $\{((\text{nod}))\}$
 $\{[un]\}$
Yeah
- 77 (1.0)
- 78 L: $\{((\textcircled{T} \text{ writes on } \text{=}; \textcircled{L} \rightarrow \textcircled{T}))\}$
 {syooene kinoo to ekobendaa to yo yobareteiru.}
 energy saving function and eco-vendor QT FRG call-PASS-ASP
They are called an energy saving function and an eco-vendor
- 79 $\{((\textcircled{T} + \textcircled{L} \text{ write on } \text{=}))\}$
 $\{((h [hh]))\}$
- 80 T: $\{((\text{smile}))\}$
 $\{[un.]\}$
Yeah
- 81 (1.5) $((\textcircled{T} \text{ writes}; \textcircled{L} \searrow))$
- 82 L: $\{((\textcircled{L} \rightarrow \textcircled{T}))\}$
 {tsukatta kotonai? (.) jidoohanbaiki.
 use-PT experience-NEG vending machine
((Have you) never used ((the combination)) vending machine ((before))?)
- 83 LE: $\{((\text{To the whole class}))\}$
 $\{[e:to, ()]\}$
Well,
- 84 T: $\{((\textcircled{T} \rightarrow \text{LE}; \nearrow))\}$
 [aru kedo: {nanka, (2.0)}
 exist but something like
((I) have but ((what I mean is)) something like,
- 85 L: $\{((\textcircled{L} \text{ hand gesture} \leftrightarrow \textcircled{T}))\}$
 {atatakau no to tsumetai.
 warm N and cold
((There are machines that vend both)) hot and cold ((drinks)).
- 86 T: motto atatakai ninaru.
 more warm become
((There may be a function that)) makes drinks hotter.
- 87 L: [ah:] $((\textcircled{L} \nearrow))$
- 88 T: [sore] no koto janai↑
 that GEN thing COP-NEG
Isn't it?
- 89 L: soo.
Right.
- 90 T: $((\text{nods \& writes}))$

91 L: {((Ⓛ shifts her head towards the front))}
 {((hh))}


[Excerpt 5-2] Hans (H) & James (J) [W10V:07.44-09.36 (1.35s’)]

♣ **Assigned discussion topic:** *The Japanese writing system consists of three kinds of character sets, including Kanji, Hiragana and Katakana. Let’s think about whether using only one-character set or several might be beneficial. Discuss with your partner if there is any difficulty in studying three-character sets and if it would be helpful to eliminate the Kanji character set in the system.*

♣ **Discussion duration:** One minute and 52 seconds




1 LE: {((Ⓜ↔Ⓜ); Ⓜ→))}
 {tonari no hito to hanashite mite kudasai.

2 (1.0) {((Ⓜ↔Ⓜ); Ⓜ→))}

3 J: moji {nakattara, moo imi ga wakaranaku naru
 character nonexist-CON:if anymore meaning NOM know-NEG become
If there were no characters, we wouldn’t know the meaning anymore, would we?

4 deshoo?
 COP-TAG


5 H: {((Ⓜ↔Ⓜ))}
 {hiragana wa doo?}
 Hiragana TOP how
What about ‘Hiragana’?

6 (1.0) ((Ⓜ→Ⓜ; Ⓜ→))

7 J: {((Ⓜ↔Ⓜ))}
 {[sore dake,
 that only
That ((hiragana)) only?

8 H: {((Ⓜ→Ⓜ; Ⓜ↗))}
 {[hiragana to↑ katakana wa, {onaji tte yuu kanji da kedo:
 Hiragana and katakana TOP same QT say feeling COP but
Hiragana and Katakana seem like the same character sets, but maybe it would be fine with

9 {((Ⓜ puffs out his cheeks))}
 {katakana to↑} (.) kanji dake de (.) ii toka↓
 katakana and kanji just P good something like
Katakana and Kanji ((Chinese characters)) only?

10 (0.8) ((Ⓜ→; Ⓜ↘))

- 11 J: $\{((\textcircled{H} \nearrow \textcircled{J}))\}$
 $\{s::: \text{ soo da ne.}$
so COP IP
Yeah.
- 12 (3.0) $((\textcircled{H} + \textcircled{J}) \rightarrow \text{人}))$
- 13 J: $\{((\textcircled{H} \rightarrow \textcircled{J}))\}$
 $\{ma,$
INJ
- 14 H: $ma, moo \quad tsukawareteiru \quad yone \quad futsuuni=$
INJ already use-PASS-ASP IP commonly
Well, ((it is)) already commonly used.
- 15 J: $\{((\textcircled{J} \text{ tilts his head } \searrow))\} \quad \{((\textcircled{J} \text{ smiles and } \textcircled{J} \leftrightarrow \textcircled{H}))\}$
 $=ma, \{(.)\} moo \quad futsuuni \quad natte \quad shimatta \quad \{kara=$
INJ already commonly become ended up because
Well, because ((it)) has already become common.
- 16 H: $=((\text{nods}))=$
- 17 J: $\{((\textcircled{J} \nearrow \text{ smiles}))\}$
 $=moo \quad [tsukae \{nai \ n \ da\}ttara (\) \text{ soo da ne } \quad kaerarenai$
any more can use-NEG N COP-CON:if so COP IP can change-NEG
If it can't be used any more, yeah, it can't be changed
- 18 H: $[kaerarenai? ((hh))] ((\textcircled{H} \searrow \textcircled{J} \searrow))$
can change-NEG
Can't it be changed?
- 19 (2.4)
- 20 J: $\{((\textcircled{H} \rightarrow \textcircled{J} \searrow))\}$
 $\{kanji \ no \ hoo: (1.5) \quad kanji \ no \ hoo \ wa \ yappari (.)$
Kanji GEN side Kanji GEN side TOP after all
About kanji, kanji((Chinese characters)) is that if ((we)) eliminate it ((kanji)),
- 21 $\{((\textcircled{J} \leftrightarrow \textcircled{H}))\} \quad \{((\textcircled{H} \rightarrow \textcircled{J} \searrow))\} \quad \{((\textcircled{J} \rightarrow \textcircled{H} \searrow))\}$
 $sore \{nakushitara\} \{sono (.) \text{ zentai } no \ imi \quad \{toka=$
that banish-CON:if that whole GEN meaning or
if that ((kanji)) is banished, the whole meaning ((of the word)) would be,
- 22 H: $\{((\textcircled{H} \leftrightarrow \textcircled{J}))\}$
 $=((\text{nod})) \{nakunachau? ((hh))=$
lose completely
Would it be completely lost?
- 23 J: $\{((\textcircled{J} \searrow; \text{ purses his lips } \textcircled{H} \nearrow; \text{ smiles}))\}$
 $=\{soo \ da \ ne. ((\text{nods}))$
so COP IP
That's right.
- 24 (2.7)

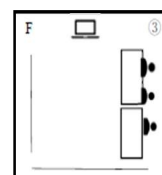
- 25 H: $\{((\textcircled{\text{H}} \searrow \textcircled{\text{J}} \searrow))\}$
 {muzukashii dake}=
 difficult just
((Would it be)) just difficult?
- 26 J: $\{((\textcircled{\text{J}} \leftrightarrow \textcircled{\text{H}}))\}$
 =dakara sonomamade ii {to omoo.=
 COP:because just as it is good QT think
So, I think it's just good as is.
- 27 H: $\{((\textcircled{\text{H}} \nearrow \textcircled{\text{J}}))\}$
 {=((nods))}
- 28 (1.0)
- 29 J: $\{((\textcircled{\text{H}} \rightarrow \textcircled{\text{J}} \searrow \text{ uses hand gestures}))\}$ $\{((\textcircled{\text{J}} \leftrightarrow \textcircled{\text{H}}))\}$
 °sono° {moji wa ma, moji dake ja{nakute, yappari, bunka toka,
 that character TOP INJ character just COP-NEG-TE after all culture or
Well, because after all, characters are not just a letter, but also include culture or,
- 30 $\{((\textcircled{\text{H}} \searrow \textcircled{\text{J}}))\}$ $\{((\textcircled{\text{H}} \searrow \textcircled{\text{J}}))\}$
 {[sooiu imi] mo {fukumeteru kara,
 like that meaning also include-TE-ASP because
something like such meaning ((of culture)),
- 31 H: $\{((\text{nod}))\}$
 {[un.]}
Yeah
- 32 (1.2)
- 33 J: $\{((\textcircled{\text{J}} \leftrightarrow \textcircled{\text{H}}))\}$ $\{((\textcircled{\text{H}} \text{ nods}))\}$
 dakara sooiu koto kara {kangaeru to, {[yappari,] ((\textcircled{\text{H}} \searrow \textcircled{\text{J}}))
 COP:because like that thing from think if after all
So, if ((I)) think from that, after all,
- 34 (1.0)
- 35 J: {ma, sono mamani shita hoo ga ii janai.
 INJ that leave as it is do-PT way-NOM good COP-NEG
Well, it would be good to leave as it is.
- 36 H: $\{((\text{nod}))\}$
 {°un°}
Yeah
- 37 (1.8)
- 38 J: °to omoimasu:°
 QT think
That's what I think.
- 39 (0.7)

- 40 H: $\{((\textcircled{\text{H}} \text{ smiles and } \textcircled{\text{H}} \leftrightarrow \textcircled{\text{J}}))\}$ $\{((\textcircled{\text{J}} \text{ nods; } \textcircled{\text{J}} \leftrightarrow \textcircled{\text{H}}))\}$
 boku {eto (.) soo iu kangae} {wo,
 I INJ so say thought P
I ((have)) such ideas,
- 41 (10.0) $\{((\textcircled{\text{H}} \text{ sighs and scratches his neck and } \nearrow \text{ while } \textcircled{\text{J}} \searrow; \textcircled{\text{J}} \rightarrow \text{人}))\}$
- 42 H: $\{((\textcircled{\text{H}} \rightarrow \textcircled{\text{J}} \searrow))\}$
 {n demo hitotsu dake no moji dattara, (0.5) dore ni suru?
 but one just GEN character COP-CON:if which one P do
Which one would you use, if it should be only one-character set?
- 43 H: $\{((\textcircled{\text{J}} \text{ smiles; tilts his head}))\}$
 {[hitotsu janai to dame tte iwaretara;
 one COP-NEG if must not QT say-PASS-CON:if
If you were told that you must use only one-character set?
- 44 J: °doo° doo yaroo ne↑
 what what I wonder IP
I wonder what I would choose.
- 45 (1.7) $\{((\textcircled{\text{H}} \leftrightarrow \textcircled{\text{J}} \searrow))\}$
- 46 J: $\{((\textcircled{\text{H}} \rightarrow \text{人}; \textcircled{\text{J}} \searrow))\}$
 {Yappa:
After all
- 47 (4.0) ((The lecturer's talk begins after line 47 and the group interaction ends.))

[Excerpt 5-3] James (J), Becky (B) & Hans (H) [W6V:20.59.-22.10]

♣ **Assigned discussion topic:** Please choose the cases shown on the PowerPoint slide on the screen in which a dialect can be used with your three group members.

♣ **Discussion duration:** One minute and 11 seconds



- 1 LE: donotoki ni hoogenn wo tsukau ka chotto,
 when P dialect ACC use Q a bit
Please try to choose in which ((cases)) a dialect is used.
- 2 (0.5) erandemite kudasai.
 try to choose please
- 3 (4.2)
- 4 H: $\{((\textcircled{\text{H}} \text{ smiles } \rightarrow \textcircled{\text{J}}))\}$
 {[hanasu {toki↑]
 speak when
When you speak?

- 5 J: $\{((\textcircled{J} \rightarrow \textcircled{B} + \textcircled{H}); \textcircled{B} + \textcircled{H} \rightarrow \underline{\hspace{1cm}}))\}$ $\{((\textcircled{J} \rightarrow \underline{\hspace{1cm}}))\}$
 speak when
When you speak?
- 6 (1.0) $((\textcircled{J} + \textcircled{B} + \textcircled{H} \rightarrow \underline{\hspace{1cm}}))$
- 7 B: $\{((\textcircled{J} + \textcircled{B} + \textcircled{H} \rightarrow \underline{\hspace{1cm}}))\}$
 $\{\text{hanasu toki.}$
 speak when
When ((you)) speak.
- 8 J: $\{(\text{nichijoo teki})\}$ $\{\text{na kaiwa toka;}$
 daily focus conversation and
In daily conversation?
- 9 (1.2) $((\textcircled{J} + \textcircled{B} + \textcircled{H} \rightarrow \underline{\hspace{1cm}}))$
- 10 B: $\{((\textcircled{J} + \textcircled{B} + \textcircled{H} \rightarrow \underline{\hspace{1cm}}))\}$
 $\{\text{tomodachi to ka[zoku to?}$
 friend and family and
With friends and family?
- 11 H: $[\text{rirakkusushita basho} \uparrow ((\textcircled{H} \text{ tilts his head}))$
At a place where you can relax?
- 12 (1.8) $\{((\textcircled{J} + \textcircled{B} + \textcircled{H} \rightarrow \underline{\hspace{1cm}}))\}$
 13 B: $((\text{nod}))$
 14 (10.5) $((\textcircled{J} + \textcircled{B} + \textcircled{H} \rightarrow \underline{\hspace{1cm}}))$
- 15 B: $\text{nichijoo tekina kaiwa? =}$
 daily focus conversation
Daily conversation?
- 16 H: $\{(\text{un. nichijoo tekina kaiwa.}$
 daily focus conversation
Yeah, daily conversation.
- 17 (7.3) $((\textcircled{J} + \textcircled{B} + \textcircled{H} \rightarrow \underline{\hspace{1cm}}))$
- 18 B: $\text{depaato? } ((\textcircled{B} + \textcircled{J} \rightarrow \text{人}; \textcircled{H} \rightarrow \underline{\hspace{1cm}}))$
Department store?
- 19 (0.8)

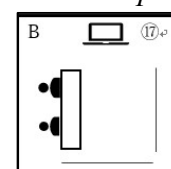
- 20 H: $\{((\textcircled{H})+\textcircled{J})\rightarrow\textcircled{B}; \textcircled{B}\rightarrow \textcircled{\text{person}})\}$
 {un?
What?
- 21 B: *depaato?* $\{((\textcircled{J})+\textcircled{B})+\textcircled{H}\rightarrow \textcircled{\text{box}})\}$
Department store?
- 22 (0.5)
- 23 H: $\{((\textcircled{H}) \text{ tilts his head and smiles})\}$ $\{((\textcircled{H})\rightarrow\textcircled{B})\}$
 {a:: [depaato {wa doo da[roo:
 INJ department store TOP what wonder
Well, I'm not sure about a department store.
- 24 B: $\{((\textcircled{B})\rightarrow \textcircled{\text{person}})\}$
 {[() ?]
- 25 J: [^oun^o
Yeah
- 26 (1.8) $\{((\textcircled{J})+\textcircled{B})+\textcircled{H}\rightarrow \textcircled{\text{box}})\}$
- 27 H: ai[te ga] onaji hoogen de hanasu toki.
 interlocutor NOM same dialect P speak when
When the other interlocutor uses the same dialect you use.
- 28 J: $\{((\textcircled{J})\rightarrow \textcircled{\text{person}})\}$ $\{((\textcircled{J})\leftrightarrow\textcircled{H})\}$
 {[tenin] soo{kamone.
 salesclerk maybe
- 29 (2.8) $\{((\textcircled{B})+\textcircled{H})\rightarrow \textcircled{\text{box}}; \textcircled{J}\rightarrow \textcircled{\text{person}})\}$
- 30 H: $\{((\textcircled{H})\rightarrow\textcircled{J})+\textcircled{B})\}$
 {shiranaihito demo? $\{((\textcircled{J})\rightarrow\textcircled{H})\}$
 stranger even if
Even if ((the person is)) a stranger, ((do you use a dialect))?
- 31 B: $\{((\text{nodes}))\}$
 {^oun^o
Yeah.
- 32 H: atta bakari no hito demo?
 meet-PT just GEN person even if
Even if the person ((who you first)) met, ((do you use a dialect))?
- 33 J: $\{((\textcircled{J})\rightarrow \textcircled{\text{box}}; \textcircled{H}\searrow)\}$
 toshi ue hito wa {tabun,
 age superior prson TOP maybe
Maybe a person who is older ((than you)) is,
- 34 B: $\{((\textcircled{H}) \text{ nodes}\rightarrow \textcircled{\text{box}})\}$
 a:h {shinai kana.
 INJ do-NEG IP
Maybe ((we)) don't use ((a dialect to a person who is older)).

- 35 J: {((J→ 人 ; H↗))} {((H→ J))}
 [() {hougen de {hanashikakeru kedo,
 dialect P talk but
They talk in dialect but
- 36 B: un.
Yeah.
- 37 J: {((B→ 人))} {((B+H→ J))}
 {moochotto, {toshi shita no hito wa yappari,
 a little age under NOM person TOP actually
Younger people, actually,
- 38 J: hyoojungo de chanto [keigo de kiitari suru desho?
 standard language P properly honorifics P ask do COP-TAG
((Younger people)) ask in standard language using proper honorifics, don't they?
- 39 B: {((B nods))} {((H nods))}
 {[un, soo da {ne. }
 right COP IP
Yeah, that's right.
- 40 (2.7) ((J+B+H→))
- 41 B: tomodachi to kazoku ne↑
 friends and family IP
Family and friends, right?
- 42 J: {((J→ 人))}
tomodachi wa mochiron.
 friends TOP of course
Of course, ((a dialect is used)) with friends.
- 43 B: un.
Yeah.
- 44 LE: {((To the whole class))}
 {ja:
Then,

[Excerpt 5-4] Callie (C) & Mei (M) [W9V:11.35-12.40]

♣ **Assigned discussion topic:** *Is there anything else that was brought from Australia to Japan apart from these examples?*

♣ **Discussion duration:** 1 minute and 05 seconds



- 1 LE: hokani kore igai.
 else this except
Anything else except this,

- 2 M: {((M→ 人 ; C→))}
 {eh? oosutoraria?
Eh? Australia?

- 3 (1.0)
- 4 C: Hallo {ween? $\{((\textcircled{\text{C}} \leftrightarrow \textcircled{\text{M}}))\}$
- 5 (0.5)
- 6 M: $\{((\textcircled{\text{M}} \leftrightarrow \textcircled{\text{C}}))\}$ $\{((\textcircled{\text{C}} \rightarrow \boxed{}))\}$
 $\{\underline{oh} \text{ (.)} \text{ Halloween } \underline{wa} \text{ oosutoraria } no \text{ } \{mono:::[:::ja]nai.\}$
 INJ TOP Australia GEN thing COP-NEG
Halloween is not originally from Australia.
- 7 C: [janai] (.) kedo,
 COP-NEG but
It is not but,
- 8 C: $\{((\textcircled{\text{C}} \rightarrow \boxed{}; \textcircled{\text{M}} \rightarrow \text{人}))\}$
 $\{(3.0) \text{ } ^\circ uh:m^\circ \text{ yap-}$
 FRG
- 9 (0.5)
- 10 M: *ma: oosutoraria janai mono dattara kurisumasu de:*
 INJ Australia COP-NEG thing COP:if Christmas P
Well, if it is not then other things from Australia, Christmas
- 11 C: *un.*
 Yeah.
- 12 M: *chikin wo taberu: shuka:[n (1.0)] ga chotto*
 chicken P eat custom NOM a bit
The custom of eating chicken is a bit,
- 13 C: [*ah*, haha ((hhh))]
- 14 C: *soo.*
Right
- 15 M: *chigaimasu ne.*
 different IP
((The custom of eating chicken is a bit)) different, isn't it?
- 16 C: $\{((\textcircled{\text{C}} \vee \boxed{}; \textcircled{\text{M}} \rightarrow \text{人}))\}$ $\{((\textcircled{\text{C}} \rightarrow \textcircled{\text{M}}))\}$
 $^\circ \text{yeah}^\circ \text{ (1.2)} \{ato \text{ wa: (11.5)} \text{ } ato \text{ wa } \{nai \text{ } ^\circ kana^\circ;$
 and TOP and TOP nothing IP
and
- 17 M: $\{((\textcircled{\text{M}} \rightarrow \textcircled{\text{C}}))\}$
 $\{\underline{nai}:desu \text{ ka } ne.\}$
 nothing Q IP
There are no more answers, aren't there?
- 18 C: $\{((\textcircled{\text{C}} \rightarrow \boxed{}; \textcircled{\text{M}}))\}$
 $\{kurisumasu \text{ barentain (0.2) ha [harouiin.}$
Christmas, Valentine's Day and Halloween.

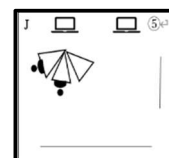
- 19 M: $\{((\textcircled{\text{C}} \rightarrow \textcircled{\text{M}}))\}$
 $\{[\text{harouii:n wa}\uparrow (\cdot) \text{ chotto dake}$
Halloween TOP a little just
((Japanese people celebrate)) Halloween just a little,
- 20 $\text{yaru n desu kedo, torikku ando torito } (\cdot) \text{ wa: shinai.}$
do N COP but trick and treat TOP do-NEG
but ((they)) don't do trick or treat.
- 21 H: $^{\circ}\text{shina-}^{\circ} \text{ a:h}$
do-NEG INJ
((they)) don't ((do trick or treat)) ah,
- 22 M: party [dake.
just
((They do)) just party.
- 23 C: $[\text{shoone:n } ^{\circ} \text{ ka } ^{\circ} \text{ suru (1.5) kedo,}$
boy do but
((They)) simplify ((Halloween)) but,
- 24 M: $\{((\textcircled{\text{M}} \leftrightarrow \textcircled{\text{C}}))\}$
 $\{[u:::m]$
- 25 LE: $[[\text{(The lecturer calls on one of the groups to present.)}]]$

😊 Circular layout group discussions

[Excerpt 5-5] Shu (S) & Linh (L) [W6V:05.28.-06.29]

♣ **Assigned discussion topic:** *When you are looking for a place to live alone, what conditions would you consider? What do you want to live next to/nearby?*

♣ **Discussion duration:** 1 minute and 01 seconds



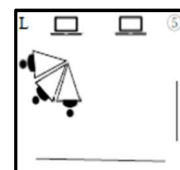
- 1 LE: $\text{nani ga condition } (\cdot) \text{ nani ga attara iidesu ka?}$
what NOM what NOM exist-CON:if good-COP Q
What would it be good to be nearby?
- 2 S: $\{((\textcircled{\text{S}} \leftrightarrow \textcircled{\text{L}}))\}$ $\{((\textcircled{\text{S}} \searrow \text{[]}))\}$
 $\{\text{nihon } ^{\circ}\text{-n } ^{\circ}\text{bini? } (\cdot) \{[\text{konbini?}]$
Japan Convenience store? convenience store?
- 3 L: $\{((\textcircled{\text{L}} \text{ nods} \rightarrow \textcircled{\text{S}}))\}$
 $\{[\text{un.}]$
yeah.
- 4 L: $\text{nihon nara konbini deshoo?}$
Japan if convenience store COP-TAG
It'd be a convenience store if it were Japan, wouldn't it?

- 5 S: {((nods))}
 {°un°
yeah.
- 6 L: {((S→))} {((S leans toward L; S+L→))} {((L→S))}
 {ato sorekara {eki kana:↑ {tte.
 and then station wonder QT
and then station, maybe.
- 7 (2.5) ((S's thinking face while looking away; L→S))
 {((S+L counting fingers.))}
- 8 S: {eki toka,
A station or,
- 9 L: shiti toka, () toka,
City or, or,
- 10 S: What's the public transport?
- 11 L: {((L↘))} {((L→S))}
 {u:::m, } {I don't have dictionary.
- 12 S: {((S searches the word using her mobile phone; L→S))} {((S+L↘S's mobile phone))}
 { () {kookyoo tte
 public QT
- {((L reads the word looking at S's mobile phone; S writes))}
 {((L→))}
- 13 L: {kookyookootsuu} {tramu toka, () toka,
 public transport *Trams or,*
- 14 S: °un° ((S→))
- 15 (2.5)
- 16 LE: {((To the whole class))}
 {hai.
All right.
- 17 L: de oosutoraria de suupa deshoo.
 and Australia P supermarket COP-TAG
And isn't it a supermarket in Australia, is it?
- {((S hand gesture; S↔L smile))}
- 18 S: {anzen.
safe
- {((L smiles→))}
- 19 L: {ah.

[Excerpt 5-6] James(J), Hans (H) & Becky(B) [W10V:23.36.-26.58]

♣ **Assigned discussion topic:** *Discuss a topic about an event that had occurred in the past in a group and create a conversation.*

♣ **Discussion duration:** Three minute and 22 seconds



- {{((J writes on [] : H opens textbook; B prepares notebook))}}
- {{((H → []))}}
- 1 LE: {kore tomodachi dooshi{na node (.) kajuaru demo iidesu.
this friend fellow because casual also good-COP
((It's)) ok to use a casual speech style because it's a ((conversation)) between friends.
- 2 {{{H ↘ [] }}} {{{H → [] }}} {{{H ↘ [] }}}
{kaiwa wo naninani {nitsuite shitteru? {kiitemite kudasai.
conversation P such and such about know-ASP try to ask please
Create a conversation using 'Do you know about~?'. Please ask each other.
- 3 H: {{{H smiles }}}
{tomodachi no oya↑ ((h))
friend GEN parent
A friend's parent?
- 4 (2.0) ((H → []))
- 5 H: {{{H ↘ [] }}}
{eh::↑ ((hh))
- 6 (2.4) ((J sniffs → [] H ↘ B; B writes on her notebook))
- 7 J: {{{J ↘ [] ; H → J)}}}
{uun?
what?
- 8 (1.0) ((J consults the textbook; H ↘ []))
- 9 {{{J points the textbook dialogue with his index finger)}}
{this one. kako no dekigoto nitsuite hana[shinasai.
past GEN event about speak
Talk about past events.
- 10 H: {{{H smiles ; lifts his head ↘ J)}}}
{[ryuugakusee
International student
- 11 (1.0)
- 12 J: [tomodachi no,
friend GEN
of friend

- 13 H: $\{((\textcircled{J}+\textcircled{B}+\textcircled{H}\searrow \blacksquare))\}$ $\{((\textcircled{H}\rightarrow\textcircled{J}; \textcircled{B}\rightarrow\textcircled{J}))\}$
 {[what's good ryuugakusee °no° {namae?
 International student GEN name
What's a good name for an international student?
- 14 J: ((shakes his head))
- 15 B: $\{((\textcircled{H}\rightarrow\textcircled{B}; \textcircled{B}\searrow\textcircled{H}))\}$
 {sunny.
- 16 H: $\{((\textcircled{H}\searrow))\}$
 {su°nny° ((hh))
- 17 B: $\{((\textcircled{H}\rightarrow\textcircled{B}))\}$ $\{((\textcircled{J}\searrow\textcircled{H}; \textcircled{H}\searrow \blacksquare))\}$
 {e:} {doko kara?
 INJ where from
Well, where ((is the international student)) from?
- 18 (1.0)
- 19 H: $\{((\textcircled{H}\searrow\textcircled{B}; \textcircled{B}\rightarrow\textcircled{J}))\}$ $\{((\textcircled{H}$ points at the dialogue; $\textcircled{J}\searrow\textcircled{H}))\}$ $\{((\textcircled{J}\rightarrow\textcircled{B}))\}$
 {eh? (0.8) {It's this bit, { isn't it?
- 20 (6.5) $((\textcircled{B}\searrow \blacksquare))$
- 21 B: {demo doko kara no ryuugakusee?
 but where from GEN international student
But where is the international student from?
- 22 H: $\{((\textcircled{H}\searrow \blacksquare; \textcircled{J}\rightarrow\textcircled{B}; \textcircled{J}\searrow \blacksquare))\}$
 (((clicks his tongue and shakes his head))
- 23 B: $\{((\textcircled{H}\leftrightarrow\textcircled{B}))\}$
 (((hhhh))
- 24 (2.8) $((\textcircled{J}+\textcircled{H}+\textcircled{B}\searrow \blacksquare))$
- 25 H: John ↑{[(hhh)]
- 26 J: $\{((\textcircled{H}\rightarrow\textcircled{J}))\}$
 {[(hhh)]}
- 27 B: [John.]
- 28 J: $\{((\textcircled{J}\searrow\textcircled{H}))\}$
 {bit generic.}
- 29 H: $\{((\textcircled{H}\rightarrow\textcircled{B}))\}$
 {[John or Jane↑
- 30 B: $\{((\textcircled{B}\rightarrow\textcircled{J}; \textcircled{H}\rightarrow\textcircled{B}))\}$ $\{((\textcircled{B}\leftrightarrow\textcircled{J}; \textcircled{H}\searrow \blacksquare))\}$
 {[whatever is easier to} {write in katakana.

- 31 J: huh?
- 32 B: $\{((\textcircled{B} \rightarrow \textcircled{H}))\}$
 {whatever is easier to write in [katakana] is fine with me.
- 33 H: $\{((\textcircled{H} \rightarrow \textcircled{B}): \textcircled{H} \text{ points to } \textcircled{B}; \textcircled{B} \leftrightarrow \textcircled{H}))\}$
 {[(‘ah’ shape of lips)] [Tom.]}
- 34 B: $\{((\textcircled{B} \leftrightarrow \textcircled{J}); \textcircled{B} \text{ nods}))\}$
 {Tom.} =
- 35 H: $\{((\textcircled{H} \rightarrow \textcircled{J}))\}$
 {=tomu. ((hh))}
Tom
- 36 J: $\{((\textcircled{J} + \textcircled{H} + \textcircled{B}) \searrow \text{=})\}$
 {tomu ((writes on the textbook)) =
Tom
- 37 H: =Tom san. ((\textcircled{H} writes on the textbook))
 TL
Mr. Tom
- 38 B: sore ni shiyoo.
 That P let’s do
Let’s do that.
- 39 (1.8) $((\textcircled{J} + \textcircled{H}) \text{ writes it on the textbook}; \textcircled{B} \searrow \text{=})$
- 40 H: e: tomu san wa, (0.5) nandaroo
 Tom TL TOP what is it?
Well, Mr. Tom is, what is it? e:, e:,
- 41 J: $\{((\textcircled{H} \rightarrow \textcircled{J}))\}$
 {e:} e: tone,
Well,
- 42 LE: $\{((\textcircled{J} + \textcircled{H} + \textcircled{B}) \rightarrow \text{LE}))\}$
 {koko wa san nin nanode, san nin de kaiwa shinasai.
 here TOP three people because three people P conversation do
You got three people here so have the conversation among three.
- 43 J: $\{((\textcircled{J} + \textcircled{H} + \textcircled{B}) \searrow \text{=})\}$
 {hai.
Yes.
- 44 (2.8) ((LE stands next to \textcircled{B}))
- 45 H: Tom san wa=
 Tom TL TOP
Mr. Tom is,

- 46 J: $\{((\textcircled{J} \searrow \textcircled{H}))\}$ $\{((\textcircled{H} \rightarrow \textcircled{J}); \textcircled{J} \searrow \text{=})\}$
 {=Tom san {wa,
 Tom TL TOP
Mr. Tom is,
- 47 H: nan no topikku?
 What GEN topic
What topic?
- 48 J: $\{((\textcircled{J} \rightarrow \textcircled{H}))\}$ $\{((\textcircled{H} + \textcircled{J} \rightarrow \text{LE}))\}$
 {(hh)} {[nan- nani eraboo?
 what choose
What to choose?
- 49 B: $\{((\textcircled{B} \searrow \text{=}))\}$
 {[ne: nani nitsu[ite↑
 IP what about
Yeah, about what?
- 50 LE: [jibun no namae tsukatte iijanai?
 oneself GEN name use-TE good-COP-NEG
Isn't it good to use your own name?
- 51 B: $\{((\textcircled{J} \rightarrow \textcircled{B}); \textcircled{H} \searrow \textcircled{B}))\}$ $\{((\textcircled{B} \leftrightarrow \textcircled{J}))\}$ $\{((\textcircled{B} \leftrightarrow \textcircled{H}); \textcircled{J} \searrow \text{=}))\}$
 {eh? ((smiles)) (.) ma, { (1.8) dareka} {tom kun} ni,
 INJ INJ somebody tom TL P
Eh? Well, somebody (be) Tom.
- 52 H: $\{((\textcircled{H} \searrow \text{=}))\}$ $\{((\textcircled{B} \rightarrow \text{LE}))\}$
 {dareka ((h)) {tom
Somebody
- 53 B: ((hhhhh))
- 54 LE: oosutoraria ()
 Australia
- 55 B: $\{((\textcircled{B} \searrow \text{=}; \textcircled{H} + \textcircled{J} \rightarrow \textcircled{B}))\}$
 { ah
oh
- 56 (1.5)
- 57 B: $\{((\textcircled{B} \rightarrow \textcircled{J}); \textcircled{H} + \textcircled{J} \searrow \text{=}))\}$
 {ja:
Then,
 $\{((\textcircled{H} \rightarrow \textcircled{B}))\}$
- 58 J: un. ja {sorede?
Yeah, and then?
- 59 (10.5)

- $\{((\textcircled{J} \rightarrow \textcircled{B}); (\textcircled{H} + \textcircled{B} \rightarrow \textcircled{J}))\}$
- 60 J: *ma*, { *dare ga ma hajimete oosutorini kita hito?*
 INJ who NOM INJ first time Australia come-PT person
Well, a person who came to Australia for the first time?
- $\{((\textcircled{H} \searrow \blacksquare; \textcircled{J} \rightarrow \textcircled{H}))\}$
- 61 H: {*eh?* [*oosutoria ni kita hitonano?* (($\textcircled{H} \rightarrow \textcircled{J}$))]
 INJ Australia P come-PT person-Q
Eh? Is the person who came to Australia?
- 62 J: [()]
- $\{((\textcircled{J} + \textcircled{H} + \textcircled{B} \searrow \blacksquare))\}$
- 63 H: {*nihon ni itta hito janakute?*
 Japan P go-PT person COP-NEG-TE
Isn't the person who went to Japan?
- 64 J: *mm* [*nandemo ii kara.*
 INJ anything good because
Well, because anything would be okay.
- 65 B: [*eh?*
- 66 (2.0)
- 67 B: *oosutorarian no* [*ryuugakusee?*]
Australian international student?
- 68 J: [*tsukuru deshoo?*]
 make COP-TAG
((We will)) make it up, right?
- 69 (3.5)
- 70 J: *itsu nani shita ka toka.*
 when what do:PT Q something like
Something like, when and what ((the person)) did.
- 71 (20.0) ((LE gives students' homework sheet back))
- $\{((\textcircled{H} + \textcircled{B} \rightarrow \textcircled{J}; \textcircled{J} \nearrow))\}$ $\{((\textcircled{J} + \textcircled{H} + \textcircled{B} \searrow \blacksquare))\}$
- 72 J: {*ma i-* (1.0) {*u:n e:to[ne:*
 INJ INJ IP
Well Well,
- 73 H: {*[pafe.*
parfait
- $\{((\textcircled{B} \rightarrow \textcircled{H}))\}$
- 74 B: {*pafe* [*e:: ii janai?* ((hhhhhhh))]
Parfait. Well, isn't it good?
- $\{((\textcircled{J} \rightarrow \textcircled{H}))\}$ $\{((\textcircled{J} \nearrow; \textcircled{B} \rightarrow \textcircled{J}))\}$
- 75 J: {*[h]* {*[((\textcircled{J} shakes his head))*

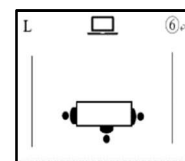
- 76 H: pafe nanka zenzen nanimo shiranai
parfait INJ at all nothing know-NEG
I don't know anything at all about parfait
- 77 J: [shiranai.]
I don't know
- 78 B: [watashi mo wakaranai satoo↑
I also know-NEG sugar
I don't know either. Sugar ((it is)) made of sugar.
- 79 J: satoo↑
Sugar?
- 80 B: satoo de tsukurareru.
sugar P make-PASS
It is made of sugar.
- 81 (1.2)
- 82 B: a::
- 83 H: a ja nihon (0.5) pafe ka kurepu ka dochika nihon no
then Japan parfait or crepe or either Japan GEN
Ah, well, let's say that in Japan either parfait or crepe is popular among women.
- 84 jyoseeni ninki da yo to itte=
women popular COP IP QT say-TE
- 85 B: =oh oh oh oh.
- 86 H: shitsumon shitai doko kara kita no:tte
question want to do where from come-PT Q QT
And then ask, where ((the parfait or crepe)) came from.
- 87 tabun furansu?
Probably France?
- 88 B: ii n janai? ii n janai?
good N COP-NEG good N COP-NEG
Isn't it nice? Isn't it nice?
- 89 J: {{{(nods)}}}
{ne, ma, (0.5) ii deshoo?
IP INJ good COP-TAG
Yeah, well, ((it is)) good, isn't it?
- 90 B: kureepu?
Crape
- 91 H: kureepu?
Crape
- 92 B: {{{(J)+(H)+(B) writes)}}}
{kureepu.
Crape
- 93 (2.0)

- 94 H: kureepu no koto?
Crape GEN thing
((You mean)) crepe?
- 95 B: kureepu. {soo. eh? {kureepu.
crepe right INJ crepe
Yes, Crape.
- 96 (1.8)
- 97 J: {nani?
what?
- 98 H: {kureepu no koto sitteru?
((Do you)) know about crepe?
- 99 LE: {ja, doodeshoone↑
Well, how did it go?
- 100 B: e:::↑
- 101 H: {sorewa nandesuka?
What's that?

[Example 5-7] Tai(T), Bao(B) & James (J) [W5V:6.45.-9.47]

♣ **Assigned discussion topic:** *Think about whether a machine or a robot could be similar to a human being and whether technology could give hope or pose a threat to human beings. With your group members, discuss your opinion on what would happen if you think that technology might pose a threat to humans, and/or what would happen if you think that it might give hope to humans.*

♣ **Discussion duration:** Three minute and 02 seconds



- 1 LE: {kyooi dato omoundattara {doko ga kyooide,
threat COP-QT think-COP-CON:if where NOM threat
What is a threat if you think it would pose a threat,
- 2 kiboodattara doko ga kiboo ninaru ka,
hope-COP-CON:if where NOM hope become Q
what does become hope if it would be hope?
- 3 chotto kiitemite kudasai.
a bit try to ask-TE please
Please ask ((members in your group)).

- 4 (0.2) (($\textcircled{J} \rightarrow \underline{\quad}$; $\textcircled{J} \rightarrow \textcircled{T} \searrow$; $\textcircled{B} \rightarrow \underline{\quad}$))
- 5 J: $\{((\textcircled{B} \rightarrow \underline{\quad}))\}$ $\{((\textcircled{J} \leftrightarrow \textcircled{B}))\}$
 {doo {omoo?
 How think
What do (you) think?
- 6 B: $\{((\textcircled{B} \rightarrow \underline{\quad}))\}$
 $\{^o u :: n^o$
 INJ
well,
- 7 J: kyooi ninaru:↑
 threat become
((Would it)) pose a threat ((to humans))?
- 8 B: $\{((\textcircled{T} \rightarrow \underline{\quad}))\}$
 $\{^o u :: n^o$
 INJ
Well
- 9 J: $\{((\textcircled{J} \rightarrow \textcircled{T}))\}$
 $\{^o ka?^o$
 Q
- 10 (0.4) (($\textcircled{J} \rightarrow \textcircled{T}$; $\textcircled{B} \rightarrow \underline{\quad}$))
- $\{((\textcircled{B} \rightarrow \textcircled{J}))\}$ $\{((\textcircled{T} \searrow \text{his mobile device}; \textcircled{B} \rightarrow \textcircled{T}))\}$
 $\{((\textcircled{J} \leftrightarrow \textcircled{B}))\}$
- 11 B: kyooi ni{naru:: { (1.4) } { [no wa↑] muzuka{shii to omoo.
 threat become N TOP hard QT think
((I)) think ((it)) would be hard to pose a threat ((to humans)).
- 12 J: {[omowanai?]
 think-NEG
don't ((you)) think ((that it would pose a threat to humans))?
- 13 (3.5) (($\textcircled{J} \rightarrow \bullet$; $\textcircled{B} \rightarrow \textcircled{T}$; $\textcircled{T} \searrow$))
- $\{((\textcircled{J} \searrow; \textcircled{B} \rightarrow \textcircled{J}))\}$
- 14 J: {ma
 INJ
Well,
- 15 (0.6)
- $\{((\textcircled{J} \leftrightarrow \textcircled{B}))\}$ $\{((\textcircled{T} \text{ throat clearing and changing his posture}))\}$
- 16 J: {futsuu no robotto wa {ishiki toka nai kara sa,
 general GEN robot TOP consciousness like NEG because IP
Because ordinary robots don't have consciousness,

- 17 T: $\{((\textcircled{T} \rightarrow \text{[]}); \textcircled{J} \rightarrow \textcircled{T}))\}$
 {[ishiki ga nai nara,]
 consciousness NOM NEG CON:if
if ((robots)) don't have consciousness
- 18 J: $\{((\textcircled{J} \leftrightarrow \textcircled{B}); \textcircled{T} \rightarrow \textcircled{J}))\}$
 {[sorede (.) anmari, =]
So not really
- 19 B: $\{((\textcircled{J} \leftrightarrow \textcircled{B}))\}$
 {=ishiki ga nai. ((nods))
 consciousness NOM NEG
((A robot)) doesn't have consciousness
- 20 T: $\{((\textcircled{T} \leftrightarrow \textcircled{J}))\}$
 {[ishiki ga nai nara,] ((nods))
 consciousness NOM NEG CON:if
if ((a robot)) doesn't have consciousness
- 21 J: $\{((\textcircled{J} \leftrightarrow \textcircled{T}))\}$ $\{((\textcircled{J} \leftrightarrow \textcircled{T}); \textcircled{J} \leftrightarrow \textcircled{B}))\}$
 {[sorede (.) anmari] (.) {kyooi wa nai ka nai,
 so not really threat TOP NEG Q IP
So, it wouldn't really pose a threat?
- 22 B: $\{((\textcircled{J} \leftrightarrow \textcircled{B}); \textcircled{T} \nearrow))\}$
 {un de ishiki wo tsukurenai kara ne.
 INJ and:FRG consciousness P can make-NEG because IP
Yes, and ((they)) cannot create consciousness either.
- 23 J: [tsukure nai] deshoo;=
 can make: NEG COP-TAG
Consciousness can't be created, can it?
- 24 T: $\{((\textcircled{J} + \textcircled{B} \rightarrow \textcircled{T} \nearrow))\}$ $\{((\textcircled{T} \rightarrow \textcircled{J}))\}$
 {[soredemo,] ((Tap the table with an index finger)) {=soredemo},
Nevertheless nevertheless
- 25 betsu no hito ga:: (0.5) nusundanara,
 another GEN person NOM steal:PT-if
If someone stole ((a robot)),
- 26 $\{((\textcircled{T} \rightarrow \textcircled{J}))\}$ $\{((\textcircled{T} \text{ hand gesture}))\}$
 {(0.8)} akujin toka, warui yatsu wo, (2.0)
 villain or bad guy P
- 27 shita n dakara chotto guai ga warui.
 do:PT N because a bit condition NOM bad
((it could be)) a problem because ((the robot)) did something bad.
- 28 tatoeba: (0.5) °a, wakaranai° ((hh))
for example, ah, I don't know.
- 29 ree ga nai kedo, ma, u::m.
 example NOM nonexist but INJ INJ
There are no examples but.

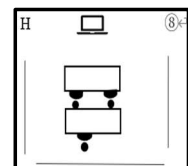
- 30 (1.0)
- 31 B: $\{((\textcircled{J}+\textcircled{T}\rightarrow\textcircled{B}))\}$
 {sore wa ningen no see da yo.}
 that TOP human GEN because of COP IP
That's ((happening)) because of human beings.
- 32 T: $\{((\textcircled{J}+\textcircled{B}\rightarrow\textcircled{T}\nearrow))\}$ $\{((\textcircled{T}\text{ hand gestuer}\rightarrow\textcircled{B}))\}$
 {ningen no see kedo:: roboto no: {hoohoo de::
 human GEN because of but robot GEN way P
It is because of human beings but using robots,
- 33 warui yatsu ga: (.) warui mono wo: (.) warui koto wo:
 bad guy NOM bad stuff P bad thing P
the villain did bad things.
- 34 shita n dakara.}
 do:PT N because
- 35 B: $\{((\textcircled{J}+\textcircled{B}\text{ smiles}\rightarrow\textcircled{T}\nearrow))\}$
 {sore wa zenbu da yo.
 that TOP all COP IP
That's all about us.
- 36 T: ((hhh)) soo. [((hhhhhhhhh))]
right.
- 37 B: $\{((\textcircled{J}+\textcircled{T}\rightarrow\textcircled{B}\text{ smiles \& hand gesture}))\}$
 {[(?)]}
- 38 J: $\{((\text{slight nods}))\}$
 {[°yup°]}
- 39 T: $\{((\textcircled{J}+\textcircled{B}+\textcircled{T}\rightarrow\boxed{}))\}$
 soo ne: {ma (.) buki no onaji ne.
 that IP INJ weapon GEN same IP
That's right. well, that's the same as the weapon.
- 40 (2.0)
- 41 T: ishiki ga nai nara, futsuuni daijyoo bu.
 consciousness NOM NEG CON:if normally okay
If ((a robot)) doesn't have consciousness, it would normally be okay.
- 42 (1.2)
- 43 B: $\{((\textcircled{B}\leftrightarrow\textcircled{J}; \textcircled{T}\searrow))\}$
 ma, ningen {yooni, mitame ga aru: no wa dame dato omoo.
 INJ huma beings like appearance NOM exist N TOP no COP-QT think
Well, I think ((it is)) not good to have an appearance like human beings do.
- 44 (1.5)
- 45 J: nande?
Why?

- 46 B: $\{(((\text{T})+(\text{J})\rightarrow(\text{B})))\}$
 {dooyatte distinguish ga shi- dekinno () ningen to robotto.
 how NOM FRG can human and robot
How can ((we)) distinguish between human beings and robots?
- 47 T: un.
Yeah.
- 48 J: $\{(((\text{J})\searrow; (\text{T})+(\text{B})\rightarrow(\text{J})))\}$ $\{(((\text{J})\rightarrow(\text{B})))\}$
 {sono ma mattaku onaji yoona sono {ningen ni mieru robotto ga
 that INJ exactly the same like that human P look robot NOM
Well, robots that look like exactly the same as human beings,
- 49 tsukurenai to omoo kara,=
 can make-NEG QT think because
cannot be made, ((I)) think.
- 50 B: =iya [tsukureru yo.
 no make IP
No, ((it)) can be made.
- 51 J: [ningen ni mietemo,
 huma P look-even if
Even if ((robots)) look like human beings,
- 52 B: chotto matte.
 a bit wait-TE
Wait for a second.
- 53 T: ((hhh))
- 54 J: soredemo ma miwake dekiru deshoo?
 but INJ distinguish can TAG
Even so, it can be distinguished, can't it?
- 55 B: un.
Yeah
- 56 T: u:n.
Yeah
- 57 B: soo ka demo chotto kininaru.
 that Q but a bit bother
Right, but ((it)) bothers ((me)) a little

[Excerpt 5-8] Tai (T), Bao (B) & Hans (H) [W9V:04.55.-05.50]

♣ **Assigned discussion topic:** *Why did the Japanese government encourage the Japanese citizens to eat meat in the Meiji era?*

♣ **Discussion duration:** 55 seconds



- 1 LE: $\{((\textcircled{B}+\textcircled{T}) \text{ turns back towards } \textcircled{H}; \textcircled{B} \rightarrow \textcircled{H}))\}$
 {dooshite niku wo tabenai to ikenai?
 why meat P eat-NEG if not
Why did ((Japanese people)) have to eat meat?
- 2 B: $\{((\textcircled{B} \leftrightarrow \textcircled{H}; \textcircled{T} \searrow))\}$ $\{((\textcircled{T} \text{ laughs}))\}$
 nihonjin{wa hosokute: puroto ga { (3.5) ii ne?
 Japanese TOP skinny figure NOM good IP
Japanese are skinny and have good figure, aren't they?
- 3 H: Iron?
- 4 B: un, protein and iron.
Yeah, protein and iron.
- 5 (2.8)
- 6 B: nihonji wa yoku byookini naru kara.((smiles))
 Japanese TOP often sick become because
Because Japanese often get sick.
- 7 H: $\{((\textcircled{T}+\textcircled{B}+\textcircled{H} \searrow \text{=}))\}$
 sonnano {sitteru kana,
 that know-ASP IP
Is that known?
- 8 B: $\{((\textcircled{B} \text{ laughs}))\}$
 {wakaranai.
((I)) don't know
- 9 (1.0)
- 10 T: $\{((\textcircled{H} \rightarrow \textcircled{T}))\}$
 ah, buk{kyoo. (0.8) ((nods))
Buddhism
- 11 B: $\{((\textcircled{B} \leftrightarrow \textcircled{H}; \textcircled{T} \rightarrow \textcircled{B}))\}$
 {naze?
Why
- 12 H: $\{((\textcircled{T} \rightarrow \textcircled{H}))\}$ $\{((\textcircled{B} \rightarrow \text{=}))\}$
 {(hand gesture)) shiranai. {[(h))
((I)) don't know.
- 13 T: $\{((\textcircled{T} \rightarrow \textcircled{B}))\}$
 {[naze? naze?
Why why
- 14 B: $\{((\textcircled{T}+\textcircled{B}+\textcircled{H} \rightarrow \text{=}; \textcircled{B} \text{ repeats the question}))\}$
 {naze niku wo taberu koto ga hajimatta no?
 why meat P eat N NOM begin-PT QT
why had meat-eating started?
- 15 (0.8)

- 16 H: $\{((\text{H} \rightarrow \text{B}); \text{T} \searrow \text{B}'\text{s side})\} \{((\text{H} \leftrightarrow \text{B}))\}$
 {niku ga} {atta kara?}
 meat NOM exist-PT because
((Is it)) because there was meat?
- 17 T: ((hhh))
- 18 B: niku ga atta kara?
 meat NOM exist-PT because
because there was meat?
- 19 T: $\{((\text{T} \rightarrow \text{H}))\} \{((\text{B} \text{ nods } \searrow; \text{T} \searrow))\} \{((\text{B} \nearrow))\}$
 {[demo] [itsumo niku ga {atta} (0.8) choo da yo:.
 but always meat NOM exist-PT () COP IP
but it is said that there was always meat.
- 20 (0.8)
- 21 B: $\{((\text{B} \leftrightarrow \text{H}); \text{T} \rightarrow \text{B}))\} \{((\text{B} \text{ raises his upper body up towards } \text{H}))\}$
 {nihon de ushi ga, (0.5) {did they eat their own meat?
 Japan P cattle NOM
In Japan, the cattle are,... Did they eat their own meat
- 22 as [it like,]
- 23 T: $\{((\text{T} \text{ shakes head}))\} \{((\text{H} \text{ tilts his head}))\}$
 {[iya] {iya}.
 no no
- 24 B: $\{((\text{B} \rightarrow \text{T}))\} \{((\text{B} \leftrightarrow \text{H}))\}$
 {also know {important to permit?}}
- 25 T: $\{((\text{B} \rightarrow \text{T}))\}$
 {uh.}
- 26 (1.5) $\{((\text{B} \nearrow))\}$
- 27 H: doo yaroo.
What it would be?
- 28 B: nihonjin wa hosoi yone↑
 Japanese NOM skinny IP
Japanese are skinny, aren't they?
- 29 H: tashikani.
Right.

((The discussion ends with the lecturer's call and Tai and Bao reorient their body posture facing the screen.))

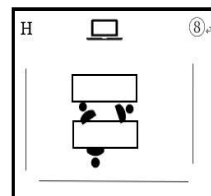
Chapter 6

☺ Circular layout group discussion

[Excerpt 6-7] Tai(T), Bao(B) & Hans(H) [W9V:25.42.-27.36]

♣ **Assigned discussion topic:** *With your partner, discuss what kind of person Nobunaga was, and find eight answers in the textbook.*

♣ **Discussion duration:** One minute and 54 seconds



- 1 LE: $\{((T+B) \rightarrow H; H \searrow \boxed{=})\} \quad \{((T \searrow \boxed{=}))\}$
 {tonari no hito to { hanashi nagara[ne.
 next GEN person and talk while
Discuss with your partner.
- 2 B: $\{((H \leftrightarrow B))\}$
 {[kindaitekina kangae.}
 modern thought
((He had)) modern thoughts.
- 3 T: $\{((H \text{ nods}))\}$
 {((hhh))}
- 4 (0.7) ((B realigns his body posture and sits closer to the group))
- 5 B: $\{((T+B+H \searrow \boxed{=}))\} \quad \{((B \rightarrow H))\}$
 {seikaku ga awanai hito {to koroshiteru.
 personality NOM match-NEG person if kill-ASP
((He)) killed those who were not compatible with him.
- 6 T: $\{((B \rightarrow T))\}$
 {((hhh)) (0.8) [yakunitatanai.]
 avail-NEG
((if the person was)) not useful,
- 7 H: $\{((B \rightarrow H))\}$
 {[utsukena hito?]
 fool person
A foolish person?
- 8 (0.6)
- 9 B: n?
huh?
- 10 H: $\{((H \leftrightarrow B; B \text{ nods}))\}$
 {°chotto° utsuke?
A little bit of a fool?
- 11 B: $\{((B \nearrow; H \searrow))\} \quad \{((B \rightarrow H))\}$
 {utsukena {hito.
A foolish person.

- 12 (1.0) ((\textcircled{B} looks at \textcircled{T} first and then \textcircled{H} and leans forward \textcircled{H} and \textcircled{T}))
- 13 T: [(h)]
- 14 B: {((\textcircled{B} leans towards \textcircled{H}))} {(($\textcircled{B} \leftrightarrow \textcircled{H}$))}
 {[*utsuke tte* {*nani?*
 fool QT what
What does 'utsuke' mean?}]}
- 15 H: *baka*↑}
fool?
- 16 B: {(($\textcircled{T} + \textcircled{H} \searrow \text{[]}; \textcircled{B} \searrow$))}
 {*baka da yone*↑ *baka tte koto.*
 fool COP IP fool QT thing
Fool, you are right. It means fool.}
- 17 T: {(($\textcircled{B} \nearrow$))}
 {((hhhhh)) (0.5) m:m.
- 18 (1.6)
- 19 B: *atarashii suki: (.) atarashii mono zukina mono.*
 new like new thing like person
((Nobunaga)) liked new things.
- 20 T: *un.*
Yeah
- 21 B: *hito.*
person.
- 22 (3.8)
- 23 B: *tooitsu shiteinai=*
 unifying do-ASP-NEG
((He)) didn't unify.
- 24 T: *=tsumetai hito.*
 cold person
((He was)) a cold-hearted person.
- 25 B: *honto*↑ *wa*↑ *nihon wo tooitsu shitenakatta?*
 truth TOP Japan P unifying do-ASP-NEG-PT
The fact is that he didn't unify Japan?
- 26 (1.8) (($\textcircled{H} \leftrightarrow \textcircled{B}; \textcircled{T} \searrow \text{[]}$))
- 27 B: Didn't they say like, he was like (1.5) he, it's always like,
 {(($\textcircled{B} \rightarrow \textcircled{H}$))}
- 28 people think that he liked arm united Japan but {not really (.)}
- 29 I think?
- 30 (0.8) (($\textcircled{T} + \textcircled{B} + \textcircled{H} \searrow \text{[]}$))

- 31 T: He di- he always did. (1.8) because he died. ((hh))
- 32 H: ((hhh))
- 33 B: *soshite yoku ushinatteiru ne↑*
and often lose-ASP IP
And he often lost ((the battle))?
- 34 T: *u:n? un. {°tooitsu shiyooto shita...}* *{((ⓑ stands up↘ []))}*
huh? yeah. unification try to do do:PT *{((continue reading the text))°}*
((Nobunaga)) tried to unify.
- 35 B: *{((ⓑ reads the text))}*
{shinchookooki ((biography of Nobunaga))}
- 36 (0.5)
- 37 T: *nani? ah, {shinchookooki.}* *{((ⓑ→ⓓ))}* *{((ⓑ↘ []))}*
What? ah, shinchookooki.
- 38 B: *ah, furyoo daatta. {ah, utsuke.}* *{((hhh))}*
INJ delinquent COP-PT INJ fool
Ah, he was a juvenile delinquent boy. Oh, utsuke.
- 39 T: °utsuke.°
Fool
- 40 (23.0) *((ⓑ reads aloud the text ; ⓓ+ⓑ+ⓓ↘ []))*
- 41 H: *{han{tai no iken wo iu hito wa korosu.}*
opposition GEN opinion P say person TOP kill
(He) killed anyone who disagreed ((with him)).
- 42 B: ((nods))
- 43 T: *un.*
Yeah.
- 44 (0.8) *((ⓓ+ⓑ+ⓓ↘ []))*
- 45 LE: *{((To the whole class))}*
{ja, ikko zutsu ittemite [morao kana:}
then one each try to say-TE receive IP
Then, give me an answer one by one.
- 46 T: *[yakunitatanai hito mo korosu.*
useful-NEG person also kill
((He)) also killed anyone who was not useful.
- 47 H: ((nods))

48 LE: {((To the whole class))}
 {*donna hito deshita ka?*
 what person COP-PT Q
What kind of person was ((Nobunaga))?

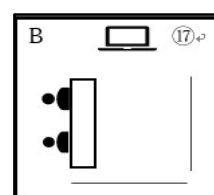
((Tai and Bao reorient their body posture facing the screen.))

☺ Side-by-side layout group discussions

[Excerpt 6-5] Randie (R) & Fen (F) [W9V:11.35.-12.45]

♣ **Assigned discussion topic:** *Is there anything else that was brought from Australia to Japan apart from these examples (Christmas and Valentine's Day)?*

♣ **Discussion duration:** One minutes and 10 seconds



{(((R)→lecturer; (F)→)))}

1 LE: {*oosutoraria kara nihon ni itta mono aru deshoo ka?*
 Australia from Japan P go-PT thing exist COP Q
Is there anything that has been imported from Australia to Japan?

{(((R)→ ; (F)'s gaze follows the lecturer as she moves))}

2 {*chotto kiite.*
 well ask-TE
Ask ((your partner)).

3 R: {((inbreath with an 'a' shape mouth opening))}

4 LE: {[*hokani kore igai,* =
 else this except
Apart from these ((examples)),

{(((R)→(F)))}

5 R: = [*oosuto*{*°raria°*]
 Australia

{(((F)↗ )))}

6 F: {[*oosuto*] *raria °ka(h)ra(h) °=*
 Australia from
From Australia

{(((R)→(F)))} {(((R)↘; (F) realigns her body posture →(R)))}

7 R: {=*anoo,* {(.)
 INJ
Well,

{(((R)↔(F)))}

8 *nihon ni itta toki ni, watashi* {*wa Caramello Koala,*
 Japan P go-PT when P I TOP
When I went to Japan, I took Caramello Koala ((Australian chocolate bar)) ((with me)).

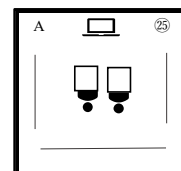
- 9 F: °un°
Yeah
- 10 R: a wo [motte imashita.=
FRG P have-TE exist-PT
- 11 F: [Koala =°un°=
Yeah
- 12 R: [ano] hitobito ga daisuki deshita.((hhh))
INJ people NOM love COP-PT
Well, people loved it.
- 13 F: Koala no nank(h)a.
Something about Koala
- 14 R: un. ((nods))
Yeah
- 15 F: toka. ((ⓕ↗))
or
- 16 R: un. ((Ⓡ↗))
Yeah
- 17 (0.3)
- 18 F: {((ⓕ→Ⓡ))} {((Ⓡ↔ⓕ))} {((Ⓡ↔ⓕ))}
{hoga {hogano {hogano wa?
FRG any other any other TOP
Anything else?
- 19 R: Tim Tam? ((hhh))
- 20 F: ah, Tim Tam, ya::h Tim Tam.((smile))
- 21 R: ato:: bejimaito?
And Vegemite?
- 22 F: soo soo soo.
Right right right.
- 23 R: demo bejimaito wa °chotto::° ((hhh)) °chotto chigau°
but vegemite TOP a bit a bit different
But vegemite is a bit different.
- 24 F: ano bejimaito wa mienai,
INJ vegemite TOP be seen-NEG
Well, ((I)) can't find Vegemite((in Japan)),
- 25 demo timtam ga totemo ninki ga aru [(.)] soo.
but tim tam NOM very popularity NOM exist I heard
But it seems ((to me)) that Tim Tams are very popular ((in Japan)).
- 26 R: {{{Ⓡ nod}}}
{[un
Yeah.

- 27 R: {{{(R nods)}}}
 {un
Yeah.
- 28 F: kyotoo ni ittara ano: suupa no naka ni wa,
 P go-PT-CON:if INJ supermarket GEN inside P TOP
When I went to Kyoto, the supermarket was full of Tim Tam.
- 29 ano zenbu Tim Tam to,
 INJ all and
- 30 R: ((hhhh)) wow.
- 31 F: demo totemo takai
 but very expensive
But it was very expensive.
- 32 R: u:n un. ano:
Yeah, yeah, well,
- 33 (2.5)
- 34 R: () ano: [tim tamu no aji wa chotto basic ano chokore:to.
 INJ Tim Tam GEN taste TOP a bit INJ chocolate
Well, the taste of Tim Tam is a little bit basic.
- 35 LE: {{{(To the whole class)}}}
 {[hai (0.5) nanika hokani arukana:
All right. I wonder whether there is anything else.

[Excerpt 7-6] Ting (T) & Linh (L) (3.49s') [W5V:27.40-31.29]

♣ **Assigned discussion topic:** *With your partner, discuss what kinds of unique functions the vending machines perform in Japan, and write down three functions*

♣ **Discussion duration:** Three minutes and 55 seconds



- 1 LE: {{{(T+L) [] }}}
 {{{(T) [] }}} {{{(T) [] }}}
 {ni {hon de jidoohanbaiki ga hattatsushita riyuu {wo,
 Japan P vending machine NOM develop-PT reason P
Please find four reasons why vending machines developed in Japan
- 2 (0.5) yottsu sagashi[te kudasai.
 four find-TE please
- 3 T: {{{(T) (L)}}}
 {[anzen kara?
 safe because
Because it's safe?
- 4 L: {{{(L) [] ; (T) [] }}} {{{(L) [] ; [] }}}
 {{{(hhhhh)}}} {[ah, soo ne.°
 INJ that IP
oh, that's right.

- 5: T: [°anzen°((smile))
safe
- 6 (0.8)
- 7 L: anzen?
Safety?
- 8 T: {(((T+L writes on [目]))}
{°un.°
- 9 (13.2)
- 10 T: reette doo iu imi?
example-QT how say meaning
What does ((this)) 'ree' mean?
- 11 (1.0)
- 12 T: {(((T→L; L↘ Ting's handout)))}
((Ting points to her handout and Linh looks at it.)) {[ree,
example
- 13 L: {(((L↘ her textbook)))}
[()]? {ah, ree (.) a-
ah, example
- 14 T: {(((T↘ [目]))}
{donna ree?
What example?
- 15 L: {(((L→T)))}
donna ree kana; nanka, (1.0) daremo (.) {koroshite nai. a- ((hh))
what example IP something like nobody kill-TE NEG FRG
What example would it be? Something like, no one kills.
- 16 T: ((h))
- 17 L: {(((L↘ [目]))} {(((L→T)))}
{janakute, ((hhhhh)) (.) {doroboo ga amari nai. sukunai? ((hh))}
COP-NEG-TE burglary NOM not really nothing little
No, it's not. ((hhh)) There are less burglaries?
- 18 T: {(((L↘ [目]))} {(((L→T; T reads the text in the textbook.)))}
{ah, soo desu ne. (0.2) {hanzai ga sukunaku, }
INJ that COP IP crime NOM little
That's right. There are less crimes and,
- 19 L: un.
- 20 (60.0) ((T+L write on the handout.))
- 21 T: {(((T↘ [目]))} {(((L↘ T's [目]))} {(((L↘ [目]))}
{ah, nihon wa {jidoohanbaiki} {no konomu shakai (0.2) kara,
Japan TOP vending machine GEN prefer society because
Ah, because Japan is a society that prefers vending machines,

- 22 L: {((L↘ T's =))}
- 23 (0.1)
- 24 T: {((T points to the sentence in the textbook))}
{kore.
This.
- 25 L: a:h, soo.
Oh, right.
- 26 T: jionba- *jidooka* [wo *konomu shakai*.
FRG automation P like society
because the society likes automation.
- 27 L: [un. dakara, un.
yes. so, yeah
- 28 T: un to *geijyutsu nitaishuru* sono,
INJ and art about that
Well and ((their attitude)) toward the art,
- 29 L: moo hitotsu atte sono dore? nande kana;
another one exist-TE that which one why IP
There is another one. Which one? I wonder why ((the vending machines developed in Japan))?
- 30 T: ((reads the text))
- 31 L: jidoohanbaiki bunka no rekishi ((hhh)) kamo ((hhh)) no.
vending machine culture GEN history might
((It)) might be vending machine culture ((and)) history. ((hhh)) No.
- 32 (7.0) ((T+L consult Ting's textbook))
- 33 T: e:to:
well
- 34 L: ah [buzinesu] ah soone.
INJ business INJ right
- 35 T: [kosuto] kosuto ga kosuto ga amari kakaranai koto↑
cost cost NOM cost NOM not much take-NEG thing
((It)) doesn't cost much.
- 36 L: keizai ga iitte.
economy NOM good-QT
The economy is good.
- 37 T: u:n.
Yeah.
- 38 (1.5) ((T+L write on the handout.))

- 39 $\{((\textcircled{L} \rightarrow \textcircled{T}))\}$ $\{((\textcircled{T} \text{ laughs}))\}$
 {*ma, betsu wa* $\{((\text{hhh}))\}$ °I don't even know examples of that°.
 INJ another TOP
 Well, another one is,
- 40 (11.0) $\{((\textcircled{T} + \textcircled{L}) \text{ write on the handout.})\}$
- 41 T: *nanka kosuto ga amari kakaranai (.) {kara (0.5) oiteiku?*
 something like cost NOM not really take-NEG because set up-TE
 Something like, it doesn't cost much, so vending machines are installed?
- 42 L: *un. oite kuru.*
 set up-TE come
 Yeah, they are.
- 43 T: $\{((\textcircled{T} \leftrightarrow \textcircled{L}))\}$
 {*demo senden mo dekiru node:*
 but advertisement also can do because
 But because it can also advertise,
- 44 $\{((\textcircled{T} \nearrow))\}$
 {*nanka ii pointo ga (1.8) aru?*
 something like good point NOM exist
 Something like, it has a good point?
- 45 L: *un. dakara,*
 Yeah. so,
- 46 T: $\{((\textcircled{T} \searrow \text{☐}))\}$
 {*dakara, [un.*
 So, yeah.
- 47 L: [*dakara, ooi kara,*
 so many because
 Because ((there)) are many ((vending machines)),
- 48 T: *un.*
 Yeah.
- 49 L: *fukyuu dekiru.*
 ((it)) can be widespread.
- 50 T: $\{((\textcircled{T} \searrow \text{☐}))\}$
 {*sore wa ree?*
 that TOP example
 Is that an example?
- 51 (0.5)
- 52 L: $\{((\textcircled{L} \searrow \textcircled{T}'\text{s } \text{☐}))\}$ $\{((\textcircled{L} \searrow \text{☐} ; \textcircled{T} \rightarrow \textcircled{L}))\}$
 {*sore wa ree? }* {*a::h, soo kamoshirenai.*
 that TOP example INJ that maybe
 Is that an example? ah, maybe.

((T+L write on the handout until the lecture stops the group discussions.))