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Collectivizing an Orientation to Turn-Allocation as a Learnable Through Pre-Task Planning

Nuria Ballesteros Soria[1,*] and Rémi A. van Compernolle[2]

[1]Corresponding Author: Special Faculty Member, Dietrich College of Humanities and Social Sciences, Carnegie Mellon University, Pittsburgh, United States of America, ORCID: 0000-0003-3048-8193; Email: nballest@andrew.cmu.edu

[2]Associate Professor of Second Language Acquisition and Associate Department Head, Department of Modern Languages, Carnegie Mellon University, Pittsburgh, United States of America,
ORCID: 0000-0003-2381-6291; Email: vancomp@andrew.cmu.edu

Abstract

Pre-task planning has been extensively studied in task-based language teaching research, but a limited number of studies to date has explored the phenomenon through a sociocultural theory lens. In this article, we report on pre-task planning from a Vygotskian group-as-collective perspective by examining its mediational role during dynamic strategic interaction scenario tasks (DSISs) implemented in a first semester elementary-level US university Spanish classroom. DSISs involve pre-task planning, small group performances in front of the class, and post-task debriefings in which peer and instructor comments are immediately provided. Drawing on Vygotsky's (1978) genetic method of analysis, we first show how turn-allocation emerged as an object of learning during the first debriefing, which was the result of pre-task planning and students' observations following the first group performance. Second, we provide an account of the microgenesis of the debriefing observations through an analysis of planning tasks and the instructor's framing and modeling of appropriate feedback, which we contend mediated students' orientation to turn-allocation as a relevant learnable. In concluding, we discuss our findings, their research and pedagogical implications, and future directions for instructed research on L2 speaking development.

Keywords: Dynamic strategic interaction scenario tasks (DSISs), pre-task planning, task-based language teaching, sociocultural theory, turn-allocation

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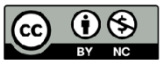


Introduction

Pre-task planning activities offer learners an opportunity to prepare for an upcoming task performance. An extensive body of task-based language teaching (TBLT) research has investigated the extent to which pre-task planning may mitigate the high cognitive demands of L2 reading and writing and result in improved complexity, accuracy, and fluency (CAF) during written and oral performance (see Ellis, 2009; Ellis, 2021 for systematic reviews). To date, however, TBLT studies have adopted a primarily individualistic cognitivist approach to pre-task planning by focusing on individual learners' attentional resources and by examining CAF measures during individual language production in one-on-one settings or under controlled conditions.

In the current study, we explore the role of pre-task planning through a Vygotskian group-as-collective lens (Ballesteros Soria & van Compernolle, 2020; Petrovsky, 1985; Poehner, 2009) in an intact Spanish classroom that included in its curriculum a series of dynamic strategic interaction scenario (DSIS) tasks that aimed to develop the learners' interactional competence. We focus our analysis on the way in which pre-task planning mediated learners' orientation to turn-taking and turn allocation practices as objects of teaching and learning, or *learnables* (Eskildsen & Majlesi, 2018; Majlesi & Broth, 2012). In so doing, we conceive of pre-task planning as 1) a social activity where resources may be collectivized by the instructor and the students, and 2) a crucial part and parcel of L2 speaking development that can mediate students' orientation to specific learnables, which may in turn shape their upcoming performances and their ability to control them.

Conceptual and Empirical Background

Pre-Task Planning

L2 performance is cognitively demanding and can pose challenges to learners for a variety of reasons (e.g., tight temporal coordination, different sociocultural norms, linguistic demands). Thus, pre-task planning—that is, opportunities for learners to strategize about an upcoming task performance—has long sparked interest in TBLT research on L2 speaking and writing skills development. Most L2 speaking studies in this domain have been informed by the Limited Attention Capacity Hypothesis (Skehan, 2009), which contends that pre-task planning can help compensate for learners' limited cognitive resources and mitigate trade-offs between different aspects of L2 performance, especially complexity and accuracy. Similarly, TBLT studies on pre-task planning and L2 writing have frequently drawn on Kellogg's (1996) model of L2 writing as a three-system process—formulation (i.e., planning and translation), execution, and monitoring—mediated by learners' limited working memory capacity. Pre-task planning in these studies is thought to ease the cognitive demands of L2 writing and lead to better writing performance.

There is now an extensive body of research investigating the effects of pre-task planning on oral and written task performance (see Ellis, 2009; Ellis, 2021). Ellis' (2009) review includes L2 speaking studies that were mostly conducted in

laboratories or controlled testing settings to examine how different types of pre-task planning (e.g., grammar instruction, task modeling, guided vs. unstructured) may affect complexity, accuracy, and / or fluency (CAF) of oral production. Most studies explored narrative tasks performed monologically and sometimes interactively (e.g., telling a story to another person), with pre-task planning almost always occurring individually. Ellis (2009) concluded that pre-task planning had a positive effect on fluency, but the evidence was not as clear for complexity and accuracy measures.

In L2 writing experimental research, pre-task planning has been completed individually or collaboratively, but the main task has always been performed individually (Ellis, 2021). The studies either compare the effects of pre-task planning on CAF measures against a control group that did not plan or contrasted different types of pre-task planning within one group of learners. Similar to research on oral performace, the findings suggest that pre-task planning has a positive effect on written fluency, but its impact on syntactic and lexical complexity is inconsistent. As for accuracy, the review concluded that pre-task planning did not result in improved performance unless the planning occurred collaboratively. Interestingly, in discussing this last finding, Ellis (2021) refers to research informed by sociocultural theory (e.g., Donato, 1994) that demonstrates how learners can co-create new linguistic knowledge when interacting with others. Ellis (2021) also highlights that students may be more likely to stay in the L2 during collaborative planning since they can be observed by others (e.g., instructor, peers), thus increasing the likelihood of improving their writing accuracy. To our knowledge, however, there has been very little, if any, conversation between SCT and TBLT in this important domain.

Although Ellis's (2009, 2021) reviews differ in terms of skills assessed, task design, and participatory structures of pre-task planning and task performance (e.g., individual vs. collaborative), the studies synthesized share two commonalities that should be noted here. First, the studies measure the effects of pre-task planning by examining students' subsequent performance. The focus on performance as the end goal of TBLT can be attributed to their cognitivist theoretical frameworks, which are mostly concerned with attentional capacity and trade-off effects on CAF measures. Second, in one way or another, all studies explore pre-task planning "in a social vacuum" instead of "integrating attention within a wider, discourse perspective" (Batstone, 2005, p. 278). As such, most studies on L2 speaking controlled for interaction effects by exploring narrative tasks performed monologically or involving little interaction. The studies on L2 writing, by contrast, allowed for collaborative planning, but the main task was always completed individually.

The present article aims to contribute to research on pre-task planning in two ways. First, it explores pre-task planning and L2 speaking through a sociocultural theory (SCT) lens, which has only been done in a few studies to date (van Compernolle, 2014a, 2014b, 2018a, 2018b). The SCT studies in this domain focus on one-on-one tutoring sessions where pre-task planning is meant to develop learners' metacommunicative knowledge (van Compernolle, 2018a) of the sociopragmatic meanings of second person pronouns in French through teaching scientific concepts, which can then inform the execution and control stages of the

speaking task. Thus, pre-task planning in this line of inquiry is not considered a means to improve CAF in performance, but rather as part of L2 speaking development since conscious metacommunicative knowledge mediates spoken performance as part of a real-time dialectic. Second, in contrast with the individualistic stance of prior TBLT studies on pre-task planning, the current article adopts a group-as-collective perspective and conceives of the class as a psychological unit working toward a common objective (Ballesteros & van Compernolle, 2020; Petrovsky, 1985; Poehner, 2009). As such, this article explores the collective's emerging orientation to specific aspects of L2 speaking that may develop through the collectivization of resources by the students and the instructor during the pre-task planning stage.

Dynamic Strategic Interaction Scenario Tasks (DSISs)

Building on DiPietro's (1987) strategic interaction approach to L2 teaching, DSISs are interactive speaking tasks that push learners to negotiate conflicting agendas, while support—or *mediation*—is made available as a means of fostering the continued growth of learners' interactional abilities and metacommunicative knowledge (van Compernolle, 2018a). All students share a context, but the specific details of each other's agendas are unknown to the other group members to simulate real-life interactions. DSISs unfold in three stages, namely (i) a rehearsal, where learners reflect on and plan useful language and interactional resources for (ii) a performance, during which the scenario is executed, which is followed by (iii) a debriefing in which comments are provided regarding the communicative actions executed and the interactional resources employed. Following insights from dynamic assessment (Poehner, 2009), DSISs allow learners to build on the performances and comments provided to previous groups. In other words, the dynamic administration of the tasks intends to not only ascertain what the learners can do alone, but also to provide opportunities to promote learners' growth beyond their current capabilities (i.e., their zone of proximal development).

As highlighted in van Compernolle (2018a), the DSIS stages align with Gal'perin's (1989) theory of the formation of mental actions, which consists of three processes: *orientation*, *execution*, and *control*. *Orientation* refers to how humans plan their actions both in the moment and long-term. This *orientation* function informs the *execution* of an action, which a person monitors and adjusts in relation to the orientation and in response to potentially changing circumstances. As Gal'perin's research showed, the quality of the orientation determines the quality of the execution of one's actions as well as one's ability to control them, hence the emphasis on pre-task planning within DSISs.

DSISs were originally used as a Vygotskian approach to teaching pragmatics through concept-based instruction in one-on-one tutoring settings (van Compernolle, 2014a, 2014b, 2018a, 2018b). These studies involved pre-task planning aimed at developing the learner's awareness of the potential sociopragmatic meanings of certain lexicogrammatical forms (e.g., second-person pronouns *tu* and *vous* in French) through teaching concepts like *social distance* and *power*, which then served as an orienting basis during the execution and control

stages of the speaking task. The tutor probed the learner when they encountered difficulties using pragmatically appropriate language during performances with the goal of supporting connections between their developing metacommunicative knowledge and their execution of and control over relevant pragmatic forms.

More recently, DSISs have been used to support the development of learners' oral interactional abilities in L2 classrooms (van Compernolle & Ballesteros Soria, 2020). DSISs in this study were performed in small groups in front of the class, with other students and the instructor providing mediation (i.e., interaction-related comments and suggestions) after each scenario. In line with the dynamic approach to DSISs described above, group performances and debriefings were part and parcel of the developmental process because mediation was integrated between task iterations. Focusing on a single DSIS session, this study showed how the first group's performance prompted a focus on turn-allocation (i.e., nominating a next speaker through implicit or explicit means) during the debriefing, and how the following groups were able to draw on the collectivized mediation to plan and execute their own performances. By doing so, students were able to deploy a wider variety of turn-allocation resources as the DSIS session progressed.

The current article takes this line of classroom research one step further. In contrast with van Compernolle and Ballesteros Soria's (2020) article, which focuses on collective mediation as orientation during performances and debriefings, the present study places its analytic emphasis on pre-task planning as a mediational tool in promoting a collective orientation to turn-allocation as a learnable. By doing so, this article sheds light on how DSISs may support learners' oral skills at the orientation stage, which may then serve as a basis during subsequent task stages and developmental processes (i.e., performance / execution, debriefing / control).

Interactional Competence as a Pedagogical Goal: A Focus on Turn-Allocation

The concept of *interactional competence* (Hall, Hellermann, & Pekarek Doehler, 2011; Salaberry & Kunitz, 2019; Waring, 2018) has created a spotlight on the co-constructed nature of L2 abilities and the concomitant roles that interactive practices such as turn-taking, conversational repair, and action sequencing play as both drivers and objects of L2 development. In other words, the ability to interact successfully develops out of learners' prior experiences interacting in a range of contexts, which in turn helps to create further opportunities for learners to expand their *interactional repertoires* (Hall, 2018)—the collection concrete semiotic resources (e.g., vocabulary, grammar, gesture, intonation, timing) that are deployed in talk-in-interaction.

Several recent studies have examined instructional activities designed to foster the growth of learners' interactional repertoires. These pedagogical arrangements have traditionally consisted of explicit teaching of conversation analysis (CA) concepts, analyses of sample recordings and transcripts, and / or

discussions of learners' interactional experiences outside of class, and / or practice turn-taking and turn-allocation during in-class speaking tasks (e.g., Barraja-Rohan, 2011; Kunitz & Yeh, 2019; Lilja & Piirainen-Marsh, 2019; van Compernolle & Ballesteros Soria, 2020). To our knowledge, however, only three studies (Barraja-Rohan, 2011; Kunitz & Yeh, 2019; van Compernolle & Ballesteros Soria, 2020) have incorporated in-class speaking tasks where learners can mobilize their developing interactional resources. Further, only van Compernolle and Ballesteros Soria (2020) integrated opportunities for students to receive and give comments on their emerging interactional abilities as part of their pedagogical intervention. In this article, we build on the work of van Compernolle and Ballesteros Soria (2020) by examining how pre-task planning within DSISs may support classroom language learners' developing turn-allocation repertoires.

A Focus on Turn-Allocation

Turn-allocation refers to the methods by which interactants choose whose turn it is to speak next. Next-speaker selection is determined by three hierarchically organized options for navigating turns (Sacks et al., 1974). First, the current speaker may select the next speaker explicitly (e.g., by calling their name) or implicitly (e.g., by gaze, gesture, context or content of speech). Second, if no next speaker is selected by the current speaker, other participants can self-select (e.g., to respond to an open question or to propose a new topic). Third, the current speaker may continue their turn if no other interactant self-selects as next speaker.

These unwritten rules that govern turn-allocation can pose challenges to L2 learners for a variety of reasons (Carroll, 2004; Gardner, 2007). On one hand, turn-allocation is cognitively demanding because it requires interactants to monitor ongoing turns, identify relevant points for transitions, and select context-appropriate turn-allocation practices (i.e., linguistic, prosodic, and nonverbal resources), all in a matter of milliseconds (Pekarek Doehler & Pochon-Berger, 2015). These cognitive demands may be compounded by the fact the L2 learners process real-time speech more slowly than L1 speakers and at the same time often lack opportunities to learn how to signal or recognize when a change of speaker may be forthcoming (e.g., based on prosodics) and which linguistic and nonverbal resources are available to them in the L2 to allocate a turn to a next speaker or to self-select as next speaker. On the other hand, turn-allocation serves important social-relational functions, including rapport-building, face-saving, and perceptions of politeness, personal entitlement, group solidarity, and epistemic status (Bolden, 2018; James & Clarke, 1993; Lerner, 1996; 2019). However, L2 learners often do not understand how these functions are interpreted in another culture.

Methods

Setting and Participants

The data come from a semester-long study on L2 speaking development conducted in a first semester elementary-level Spanish classroom in Spring 2020 at a private university in the northeastern United States. The course was taught by the first author of this article, who was pursuing her doctoral studies in second language acquisition at the time of the study. There were 12 undergraduate students and one graduate student enrolled in the class, all of whom consented to participate in the study. None of the students had previously studied Spanish. The students were taking the course as an elective (i.e., not part of their specialization) for personal reasons (e.g., to learn Spanish for travel and / or studying abroad). Students' first languages included English (n = 6), Chinese (n = 4), and Korean (n = 2).

DSIS Task Design

The current study included eight DSISs completed at 4-7 day intervals. The tasks were designed around the themes, grammar, and vocabulary covered in the course textbook and simulated informal multiparty interactions where students negotiated conflicting agendas (DiPietro, 1987). As an example, Appendix A provides the role descriptions used during the first DSIS session, which this article reports on. The prompt simulated a meeting among friends who were looking for roommates to share an apartment with. Students were assigned roles with conflicting personalities, schedules, and priorities. All scenarios elicited multiparty interactions where there was potential for competition for turns, thus making turn-allocation a likely relevant learnable (Talmy, 2009).

DSIS Task Implementation

In the rehearsal stage, students were assigned to small groups of 3–4. Each group member had a different role (unknown to the other students) in a scenario that simulated a real-life interaction involving some sort of complication to negotiate. Before each DSIS session, students completed a scenario preparation worksheet (Appendix B) and a CA-informed assignment (Appendix C). The worksheets prompted students to read their role cards and to brainstorm useful language, interactional resources, and arguments for their assigned roles. The CA-informed assignments aimed to draw on students' prior knowledge of and experience with spoken interaction and to enhance this knowledge through the learning of academic concepts, which could in turn serve the orientation function during DSISs. The assignments asked students to reflect on the organization of human interactions and provided CA-informed explanations of interaction-related phenomena (e.g., turn-taking) as well as concrete verbal and non-verbal interactional resources that could be used at all DSIS stages. Finally, students were instructed to create a short multiparty dialog in Spanish including some of the interactional resources presented in previous steps.

At the beginning of the subsequent class period, students compared their homework answers and strategized about useful ideas and resources with peers who had been assigned the same role. The instructor also went over the agenda for day (Appendix D), explained the lesson focus of the day (e.g., turn-taking), and modeled specific peer comments. To conclude the rehearsal stage, the instructor facilitated a whole-class review of the CA-informed assignment during which students and the instructor collectivized CA-informed explanations and interactional resources for navigating oral conversations.

The second stage was the performance, with scenarios being 3-4 minutes long. The DSIS sessions involved small group performances in front of the class, with other students and the instructor providing immediate comments on the interactions after each scenario. The rationale for these task implementation procedures was to allow the class to collectivize their resources (van Compernolle & Ballesteros Soria, 2020) while at the same time mediating the development of individual learners' interactional repertoires. Finally, the third stage was the debriefing, which focused on providing constructive feedback to the group who had just performed. Students had 2-3 minutes after each performance to write down strengths and suggestions for improvement on a peer comment card (Appendix E). All students submitted their peer comment cards after class, but only two students per scenario were selected to share their insights with the class due to time constraints.

Identification of Analytic Foci

The focus on turn-allocation in the present article stems from previous research on DSIS tasks (van Compernolle & Ballesteros Soria, 2020) in which turn-allocation was identified as a recurring topic in group debriefings and students' peer comments. By contrast, the focus on pre-task planning was identified by applying the CA practice of unmotivated looking (Psathas, 1995). We did not decide in advance to focus on that aspect of the DSIS process, but instead identified pre-task planning as a recurring mediational tool across multiple DSIS sessions during our initial review of DSIS video recordings and students' written work. As we reviewed the data to identify foci of interest, we noticed that (i) turn-allocation was a common learnable during group debriefings and in students' written peer comments, and that (ii) students' observations of turn-allocation seemed to be mediated by the pre-task planning opportunities provided outside of class and at the beginning of the DSIS sessions. Finally, we narrowed down our analysis to the first debriefing because it involved active participation from a student who had completed the pre-task planning, a student who had not done the homework, and the other students as potential recipients of the collective mediation shared during the rehearsal and debriefing stages, thus illustrating the mediational role of pre-task planning from a group-as-collective perspective in interesting ways.

Approach to Transcription and Interactional Analysis

We adopted a multimodal approach to CA (Mondada, 2014) in order to account for the verbal and nonverbal resources mobilized by students and the instructor in interaction, including the content of talk-in-interaction, aspects of speech delivery (e.g., intonation), timing (e.g., pauses, overlapping speech), and embodied nonverbal behaviors (e.g., gaze, posture). First, we transcribed students' contributions to the debriefing and then conducted a line-by-line sequential analysis of the data following the next-turn-proof procedure (Sacks et al., 1974). In other words, we assumed that (i) actions that happen before occasion subsequent ones (e.g., greeting-greeting, invitation- acceptance / decline), and (ii) that projected subsequent actions give meaning to what occurs before. Finally, we supplemented our multimodal sequential analysis of interaction with some pre-task planning materials and students' written peer comments. In doing so, we were able to document students' orientation to turn-allocation as a learnable through different modes of communication (i.e., oral group debriefings and individual written work) and to find connections between those oral and written artifacts and different aspects of pre-task planning.

Findings and Analysis

In what follows, we report our findings in two sections in reverse chronological order. First, we present the first debriefing, which is the result of pre-task planning and students' observations following the first group's (referred to as "Group 1") performance. The analysis focuses on how turn-allocation was oriented to as a learnable in students' oral contributions and written peer comments. Second, we provide an account of the microgenetic origins of the debriefing observations through an analysis of the pre-task planning tasks and the instructor's task framing and peer comment modeling, which we contend mediated students' orientation to turn-allocation as a relevant learnable. In short, we have organized our analysis in an "outcomes first, origins second" format, which we believe is one expression of Vygotsky's (1978) historical or genetic method of analysis.

Turn-Allocation as a Learnable During the First Debriefing

Excerpt 1 comes from the first debriefing. Before this exchange, the instructor selected two students (Alex and Patricia) to share their insights. Alex takes the floor in line 1 and shares the observations he had written on his peer comment card (Figure 1). He first mentions that he is aware that the DSIS session is focused on turn-taking, but he also wants to comment on other aspects of the interaction, namely vocabulary use and the fact that the performers "didn't talk over each other." After highlighting the strengths, Alex goes on to mention an area for improvement in lines 6-7, which has to do with "small pauses in the conversation" that felt a little "awkward."

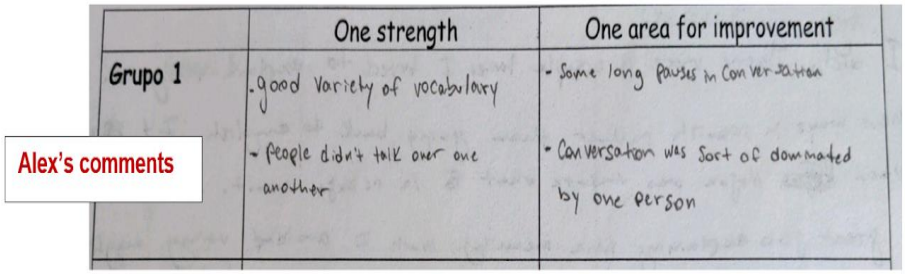
Excerpt 1

Alex's Contributions to First Debriefing

1	Alex	I'll go first ((looks at his notes)) +
2		I thought they + I know it's mostly
3		((gazes at instructor)) about turn-
4		taking but I thought they were good
5		with vocabulary ( ) and I also
6		thought that they ( ) didn't TALK
7		over each other ( ) + however there were some small pauses in the conversation that got a little awkward [((giggles))
8	Students	[((laughter))
9	Instructor	
10		[((smiles and gazes at Alex))could you give us an example?
11	Alex	Um + where they? + like before the 40
12		second part [((laugther))
13	Class	[((laughter))
14	Instructor	Uh uh
15	Alex	It seemed like someone + it was kinda
16		dominated by like one person the whole
17		time + so maybe + someone else could
18		jump in at that point to ask some like + leading questions or something like [that?
19	Instructor	For example?
20	Alex	Like + what kind of questions they could ask?
21	Instructor	Uh huh
22	Alex	They could've ++ um ((looks at his
23		notes)) + they didn't + ((gazes at
24		instructor) I guess the + they were on
25		the schedule for a while so maybe they
26		could talk about something they might like in a roommate + or something like to do + at home or something?
27	Instructor	How would we + say that in Spanish?
28		What could we say? + to gear the conversation in that direction +
29	Alex	You mean + saying something you like
30		and then ask what about you?
31	Instructor	Uh huh((nods))
32	Alex	Like y tú?
33	Instructor	Uh huh ((nods and gazes at Alex)) + thank you

Figure 1

Alex's Peer Comment Card



In lines 9-10, the instructor prompts Alex to give an example to illustrate his observations. Alex offers a response in line 11, referring to the last few seconds of the scenario performance when the conversation seemed to be ending. The instructor validates Alex's answer in lines 14 (i.e., "uh uh"), prompting Alex to expand his response. He explains in lines 15-16 that the scenario was dominated by one person, and he offers a turn-allocation strategy (i.e., "leading questions") in lines 17-18. Following the instructor's request for an example in line 19, Alex suggests different topics the group could have discussed to continue the conversation (lines 22-26). Alex's turn is followed by a few questions from the instructor (lines 27-28), prompting him to think about interactional resources in Spanish that can be used to change conversational topics and to distribute turns more evenly. The exchange ends with Alex's provision of one resource in Spanish to allocate turns after switching the topic of the conversation (i.e., the question tag "¿y tú?"), which is accepted as a valid response by the instructor in line 33.

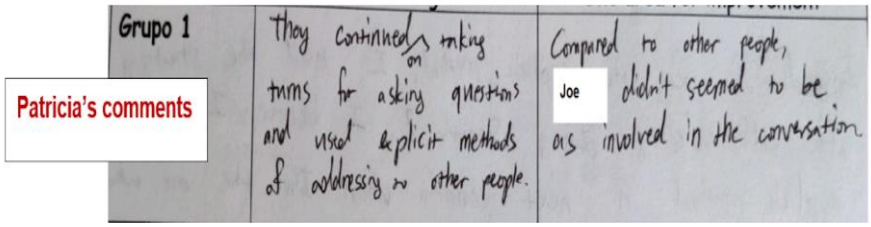
Excerpt 2 captures Patricia's contributions to the debriefing. This exchange begins with Patricia being explicitly nominated as next speaker by the instructor in line 1. Patricia shares her observations in lines 2-5. She first mentions one strength (i.e., the use of "explicit and implicit methods" for addressing other interlocutors). In line 5, she goes on to highlight Group 1's uneven distribution of turns as an area for improvement. Although Patricia's suggestion is inaudible, it can be seen in her peer comment card (Figure 2). Patricia's observations are followed by an instructor's question in lines 6-9, prompting Patricia to give specific examples to illustrate the strategies mentioned. In lines 10-11, Patricia comments on Group 1's use of questions, eye contact, and gestures for turn-allocation. This observation is confirmed by the instructor through gaze, verbal behaviors (i.e., "yeah"), and nodding in line 12. After that, the instructor expands on Patricia's answer by referring to specific interactional resources in Spanish that the group used for allocating turns to other speakers (i.e., "¿y tú?" and "follow-up questions").

Excerpt 2
Patricia's Contributions to the First Debriefing

1	Instructor	Patricia? ((gazes at her))
2	Patricia	So + ((looks at her notes)) I thought they did a great job ((gazes
3		at instructor)) of using explicit and implicit methods for addressing
4		other people + and + for improvement + um + ( )
5		
6	Instructor	You ((gazes at Patricia)) said they used both implicit and explicit + um
7		+ strategies to allocate turns + could you give us an + some specific
8		examples of how they did it?
9		
10	Patricia	I think it was mostly asking questions + and also like eye
11		contact and gesture?
12	Instructor	((gazes at Patricia and nods))yeah + I think they did a great job of
13		allocating turns explicitly + like + they used questions like *y tú?* Um +
14		and then they also used a lot of follow-up questions like *por qué? or*
15		*a qué hora?* which helped + which contributed to the interaction
16		

Figure 2

Patricia's Peer Comment Card



Before turning to the next analysis section, it is worth mentioning that four other students in addition to Alex and Patricia orient to turn-allocation as a learnable in their peer comments on Group 1's performance (Appendix F), which illustrates the mediational potential of pre-task planning from a group-as-collective perspective. In their peer comment cards four students mention gaze, two students refer to questions, and one student suggests pointing as useful resources for allocating turns to other interlocutors. Additionally, three students note Group 1's distribution of turns, and one student highlights that there was no "conflict or overlap."

Pre-Task Planning Collectivizing an Orientation to Turn-Allocation as a Learnable

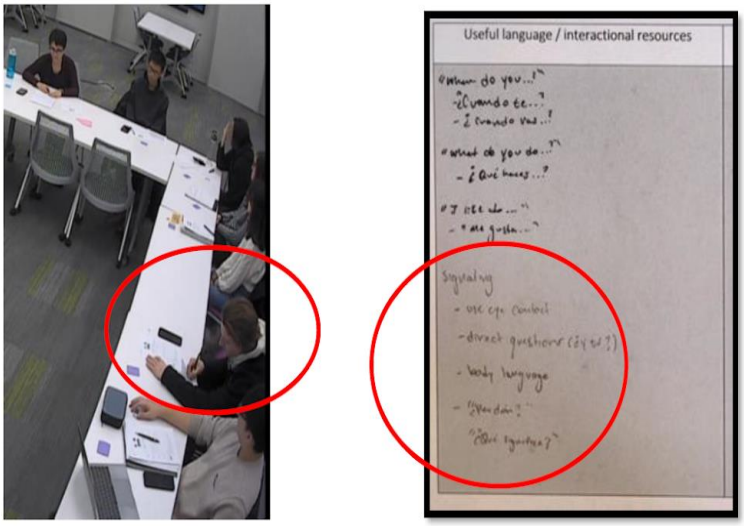
CA-Informed Pre-Task Planning

In Patricia's CA-informed pre-task planning assignment (Appendix G), she orients to the use of questions and someone's name as relevant resources for nominating a next speaker explicitly. Likewise, Patricia refers to "asking questions" and "explicit methods of addressing other people" in her peer comment card and her contributions to the group debriefing. When prompted by the instructor during the debriefing to illustrate her observations, Patricia mentions "asking questions", "eye contact", and "gestures" as relevant turn-allocation resources, all of which was addressed in the CA-informed pre-task planning and the whole-class review at the beginning of the DSIS session. This can be interpreted as evidence of how CA-informed pre-task planning mediated Patricia's thinking and analysis of Group 1's scenario, prompting an orientation to turn-allocation as a relevant learnable. As an active contributor to the group debriefing, Patricia then shared her orientation to turn-allocation with the class, which in turn could have mediated subsequent DSIS stages.

Alex's case was different as he did not complete the CA-informed pre-task planning before class. Although we do have specific video evidence, we suspect that his orientation to "leading questions" and "¿y tú?" as useful for allocating turns came from the interactional resources shared by the instructor and the other students during the in-class review of the CA-informed assignment. Alex's drawing on the pre-task planning resources collectivized by the instructor and his peers was more clearly observed later in the DSIS session, when he was selected to share his insights with the class following the third scenario performance. Despite having deviated from the group's shared goal by not having completed the CA-informed pre-task planning, he alluded to "eye contact", "body language", and "questions" ("¿y tú?", "¿perdón?", "¿qué significa?"), which he wrote down ad hoc in his homework worksheet (see Figure 3). This shows that Alex's orientation to turn-allocation as a learnable was mediated by the pre-task planning resources collectivized during the in-class review and during prior debriefings.

Figure 3

Alex's Ad Hoc Notes



Lastly, the additional peer comments analyzed above focus on nonverbal (e.g., gaze, pointing) and verbal resources (e.g., questions) for allocating turns to other speakers, all of which was addressed in the CA-informed pre-task planning and the whole-class review of the assignment. This can be interpreted as further evidence of how the CA-informed pre-task planning opportunities provided before class and collectivized at the beginning of the DSIS session served as an orienting basis for students' observations of others' performances. Considering the abstract and ephemeral nature of oral interactions, turn-allocation would have been unlikely to become the pedagogical focus without careful pre-task planning and a collectivization of pre-task planning resources.

Instructor's Task Framing and Peer Comment Modeling

At the beginning of the DSIS session, the instructor went over the agenda for the session and clarified that the focus of the lesson was turn-taking and turn-allocation rather than grammatical, lexical, and / or phonological accuracy. The instructor also modeled a sample peer comment about an uneven distribution of turns with one speaking dominating the conversation, and she listed several turn-allocation resources to allocate turns more evenly (e.g., "¿y tú?", "¿y a ti?", "¿qué piensas?"). After that, the instructor invited students to ask questions. One student asked if using English was allowed in case of communication breakdowns, to which the instructor responded that students "could use any strategies that (they) could think of in the moment." The instructor then provided some examples, including body language, pointing, and "whatever (students) would do in a real-life interaction."

The instructor's task framing and comment modeling was observed to mediate students' orientation to turn-allocation as a learning object in multiple ways.

For example, Alex starts off his debriefing contributions by acknowledging that he knows "it's mostly about turn-taking," which shows how task framing helped narrow down the aspects of the oral interactions students oriented to as learnables. Additionally, Alex comments on Group 1's uneven distribution of turns in his peer comment card (i.e., "conversation was sort of dominated by one person") and in his oral contributions (i.e., "it was kinda dominated by like one person the whole time"), all of which had been addressed in the instructor's modeling of peer comments. When prompted by the instructor during the debriefing, Alex also shared some turn-allocation strategies (i.e., "leading questions" and "¿y tú?") which had been collectivized both during the in-class review and the instructor's framing of the task.

The instructor's framing and modelling also served as an orienting basis for Patricia's observations of Group 1's performance (i.e., "compared to other people, Joe didn't seemed* to be as involved in the conversation") and her contributions to the debriefing (i.e., "they used questions like y tú? Um + and then they also used a lot of follow-up questions like por qué?"), which revolved around turn-allocation and unequal distributions of turns. A similar pattern can be seen in the additional peer comments collected in Appendix F, in which turn-allocation and uneven distributions of turns were recurring themes. These examples further illustrate how the instructor's task framing prompted a collective orientation to specific aspects of the scenarios that may have otherwise gone unnoticed due to their abstract nature.

Finally, the instructor's task framing as a simulation of a real-life interaction also contributed to students' prior interactional experiences and expectations of turn-allocation becoming relevant. For example, Alex notes in his peer comment card and during the debriefing that students in Group 1 "didn't talk over each other," but highlights that there were "small pauses in the conversation" that felt a little "awkward." This illustrates how the instructor's task framing might have activated students' prior knowledge of what turn-allocation may look like in human interactions. Another student highlights in their peer comment card (Appendix F) that there was no "conflict or overlap" in Group 1's scenario, which further shows how the instructor's task framing might have made students' interactional experiences from prior socialization in other languages relevant for analyzing others' performances.

Discussion and Conclusion

As noted, our study aligns with and extends previous work examining pre-task planning through a Vygotskian lens (van Compernolle, 2014a, 2014b, 2018a, 2018b) informed in part by Galperin's (1989) theory of the formation of mental actions (i.e., orientation, execution, and control). In contrast to TBLT scholarship, which assumes an individualistic process in which pre-task planning may help to mitigate limited attention capacity (Skehan, 2009), our approach to implementing and analyzing pre-task planning is grounded in an understanding that multiparty collaboration prior to task performance is a potential site for development, a space in which a group may collectively develop an interactional repertoire to be deployed in future task performances. As shown in our analysis, Alex's and Patricia's comments about turn allocation during the first debriefing originated in the at-home pre-task

planning and subsequent whole-class discussion that took place prior to Group 1's scenario performance. This suggests that a collective orientation to turn allocation practices as an important dimension of interaction and learning was developing in two ways.

First, as evidenced in the written pre-task homework assignment and pre-task discussion, Alex (among others) were demonstrating an understanding of the role of, and knowledge of Spanish resources for, allocating next turns. Second, the peer comments from Alex and Patricia during the debriefing are evidence of a form of applied knowledge—that is, their orientation to turn allocation practices mediated their observation and interpretation of Group 1's scenario performance. In this way, we see evidence of a unification of theory and practice—metacommunicative knowledge and performance (van Compernolle, 2018a)—in Alex and Patricia's thinking. This is in our view the goal of L2 instruction in general and of teaching interactional repertoires in particular, a perspective that aligns closely with the Vygotskian notion of praxis as outlined by Lantolf and Poehner (2014).

Our findings hold several implications for SCT, TBLT, and interactional competence pedagogy. For SCT, we believe conceiving of the orientation function as a collective activity may be an important dimension of future work building on Gal'perin's (1989) theory. Indeed, some scholarship over the past decade has explored dialogic verbalized reflections (van Compernolle, 2014) and mediated development (Poehner & Infante, 2015; Infante, 2018) as approaches to fostering the internalization of L2 concepts through teacher-student interaction. Here, we extend this work to whole-class collectivization processes that go beyond the internalization of an L2 concept (e.g., turn allocation) to include the collective construction of concrete semiotic resources to be used in communicative activity—that is, an interactional repertoire. It is in this sense that tasks like DSISs can mediate a focus on meaning and form simultaneously (van Compernolle, 2018a).

Our analysis also has the potential to inform TBLT research that is interested in the roles of pre-task planning. While our work has not set out to examine the Limited Attention Capacity Hypothesis (Skehan, 2009), we can however contribute to an expanded understanding of what pre-task planning can help to accomplish—namely, making visible to learners the semiotic resources available for use and in turn developing in learners a repertoire of relevant and appropriate interactive practices that they can use and interpret in communicative performance. Importantly, the collective approach to planning and debriefing may prove especially beneficial to TBLT research, as recently suggested by Ellis (2021) in referring to Donato's (1994) SCT-driven work on collective scaffolding. Thus, we see two lines of inquiry developing in TBLT research. The first would focus on pre-task planning as a site for developing metacommunicative knowledge to be deployed in a subsequent performance, while the second would investigate further the potential for collectivization to enhance pre-task planning effects on task performance and learning outcomes.

Finally, as noted earlier, interactional competence pedagogy research (e.g., Barraja-Rohan, 2011; Kunitz & Yeh, 2019; Lilja & Piirainen-Marsh, 2019; van

Compernolle & Ballesteros Soria, 2020) has focused on the impact of explicit teaching and awareness-raising tasks on interactional performances. Our findings suggest the importance of more closely linking awareness and performance as a unified whole. Although the pre-task planning activities in our study were certainly designed to enhance interactional task performances, the performances in turn served as an opportunity for the student audience to observe, notice, and reflect on the deployment of relevant turn allocation (and other) resources that could be used and / or modified in subsequent performances, thus creating a reciprocal, interdependent relationship between metacommunicative awareness and performance. In other words, while not the same thing, awareness and performance are inseparable as they dialectically fuel each other during pedagogical activity. Although not the focus of this paper, our data (Ballesteros Soria, in progress) suggest that the collective interactional repertoires developed in pre-task planning and debriefing discussions were picked up, expanded, and modified for contextual appropriateness during group scenario performances over time (see also van Compernolle & Ballesteros Soria, 2020).

Like all studies, ours of course has its limitations. While our data clearly suggest that collectivization of an orientation (e.g., to turn allocation) is possible in a whole class setting, we do not have sufficient data to evaluate the developmental trajectory of every individual learner. In part, this is because much of our analysis is based on audio and video recordings of nonexperimental classroom interaction, meaning we can only draw conclusions based on what individual students happened to say voluntarily. Future work in this important domain would do well to explore the relationship between the individual and the collective in a more systematic way. Additionally, our study is limited to a rather short segment of classroom activity, and our ongoing work (e.g., Ballesteros Soria, in progress) aims to track development over time, more research is needed in order to determine the ways in which collectivized pre-task planning can lead to individual and group development longitudinally. Relatedly, future work would benefit from a focus on the extent to which learners are able to transcend the demands on DSIS and similar classroom tasks and apply their interactional repertoires appropriately across a wider range of L2 communicative contexts.

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Appendix A

Role Descriptions

NB: Each student received only one role description for each DSIS. We have simply compiled them here to illustrate the nature of DSIS prompts.

Come up with a plan and useful language for the scenario based on the role you've been assigned. You will have a chance on Monday to discuss and share ideas with other classmates who are going to play the same role. You will turn in this assignment on Monday at the end of class.

Topics: Daily routine, likes and dislikes, personality traits
Roles: Friends/potential roommates
Functions: Convincing, describing

ROOMMATE A: You're living in a dorm this semester, but you're planning on looking for an apartment with friends for next year. Ideally, you would like to live with friends who have a similar lifestyle/schedule/personality to yours. You are a morning person and like to get up very early to go to the gym before class. You like to go home right after school, eat dinner, and go to bed early. On weekends, you like to stay in, read, and maybe listen to music. Describe your routine to your friends and try to figure out who your best roommates would be.

ROOMMATE B: You're living in a dorm this semester, but you're planning on looking for an apartment with friends for next year. Ideally, you would like to live with friends who have a similar lifestyle/schedule/personality to yours. You are a night owl, and you love to sleep in. All your classes are in the late afternoon, so you rarely get up before 12. You love to do sports, go out, and watch TV until very late. Describe your routine to your friends and try to figure out who your best roommates would be

ROOMMATE C: You're living in a dorm this semester, but you're planning on looking for an apartment with friends for next year. Ideally, you would like to live with friends who have a similar lifestyle/schedule/personality to yours. You work hard, play hard. On weekdays, you get up around 6am to go to the gym before class. After class, you usually eat out and then go home, do your HW, and go to bed around 8pm. On weekends, you love to go to parties and sleep in. Describe your routine to your friends and try to figure out who your best roommates would be.

Appendix B

Scenario Preparation Worksheet

Preparation for Scenario 1 (February 17, 2020) Your name: _____

Come up with a plan and useful language for the scenario based on the role you've been assigned. You will have a chance on Monday to discuss and share ideas with other classmates who are going to play the same role. You will turn in this assignment on Monday at the end of class.

Topics: Daily routine, likes and dislikes, personality traits
Roles: Friends/potential roommates
Functions: Convincing, describing

ROOMMATE A: You're living in a dorm this semester, but you're planning on looking for an apartment with friends for next year. Ideally, you would like to live with friends who have a similar lifestyle/schedule/personality to yours. You are a morning person and like to get up very early to go to the gym before class. You like to go home right after school, eat dinner, and go to bed early. On weekends, you like to stay in, read, and maybe listen to music. Describe your routine to your friends and try to figure out who your best roommates would be.

Useful language / interactional resources	Main arguments

Appendix C

CA-Informed Assignment

1 Read the following transcription. Then, describe in your own words how Sara, Ben, Bill decide who speaks when.

1 Sara: Ben you want anything to drink?

2 Ben: Well all right I'll have a coffee.

3 Sara: Bill you want anything?

4 Bill: No, thanks.

2 Read the following explanation and take note of the resources listed.

There are three hierarchically organized options for allocating next turns:

1. The current speaker may select the next speaker explicitly (e.g., by name) or implicitly (e.g., by gaze, gesture, or content of speech), who in turn has both the right and obligation to continue.
2. If no next speaker is selected by the current speaker, other participants can self-select (e.g., to respond to an open question or to proffer a new topic).
3. Third, the current speaker may elect to continue his or her turn if no other participant self-selects as next speaker.

Reference

Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language, 50,* 696-735.

Here are some resources you can use in Spanish for allocating turns, self-selecting, and/or continuing one's turn.

Allocating next turn		**Self-selecting / continuing one's turn**	
Explicitly	**Implicitly**	**Responding to an open question**	**Proffering a new topic**
Name: *¡Tim!; ¿Emily?*	**Gaze**: *gazing/staring at someone; blinking* **Gesture**: *pointing/frowning at someone* **Content of speech**: **a) Question tags:** Me gusta la pizza, ¿y a ti? Como mucho chocolate, ¿y tú? Es bonito, ¿no? **b) "Stand-alone" questions:** ¿te gusta? ¿Qué? ¿Cuándo? ¿Cómo? ¿Por qué? ¿Dónde?	A ver… – *let's see…* Digo… – *I mean…* En plan… – *like… (Spain)* Pues … – *well* Es que … – *it's just that…* Entonces… – *so/then* Osea – *like…*	¿Y si..+ conjugated verb? – *what if…?* Recomiendo + infinitive… – *I recommend…* ¿Por qué no..+ conjugated verb? – *what don't we…?* Tengo una pregunta – *I have a question* Recomiendo + infinitive… – *I recommend…*

3 Create a short dialog (5-6 lines) in Spanish involving* at least *3 interlocutors. Include* at least *4 resources from the list provided. As you work on your dialog, try to refer to the explanation of turn allocation provided in step 2.

Appendix D

Agenda with Sample Peer Comments

DYNAMIC STRATEGIC SCENARIOS | February 17, 2020

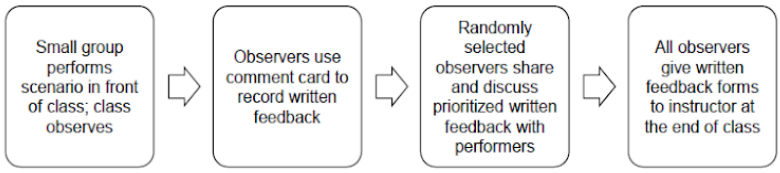
Goals of today's class

Students will:

- compare their homework and strategize about useful language/interactional resources with peers who have been assigned the same role
- perform a scenario in small groups in front of the class
- receive feedback on their interactional abilities from their peers and their instructor
- give feedback on the scenarios performed by their peers

Process for each scenario

The same process will be followed for each scenario:



Characteristics of effective feedback

Feedback should be *specific, constructive, and prioritized.* It should identify particular strategies or behaviors and explaining why something is or isn't effective. Feedback should also concentrate on the strengths and weaknesses that students should focus on most.

NO	YES
Turn-taking was good. Overall I thought the interaction went fine.	Your group used a variety of turn-allocation strategies. However, performance tended to be dominated by Mary and David, while Ana seemed to be left out. Some resources you can use for distributing turns in a more equal way include: *¿y tú? ¿y a ti? ¿qué piensas? a ver (let's see…), ¿y si…?*

Our main focus today is turn-taking and turn-allocation, but feel free to comment on any other aspects of the interactions that seem relevant.

Note: The focus of these scenario-based activities IS NOT grammar, pronunciation, and/or vocabulary.

Appendix E

Peer Comment Card

Nombre:

Fecha:

Strategic Interaction Scenarios – Comment Card

	One strength	One area for improvement
Grupo 1		
Grupo 2		
Grupo 3		
Grupo 4		

Please…

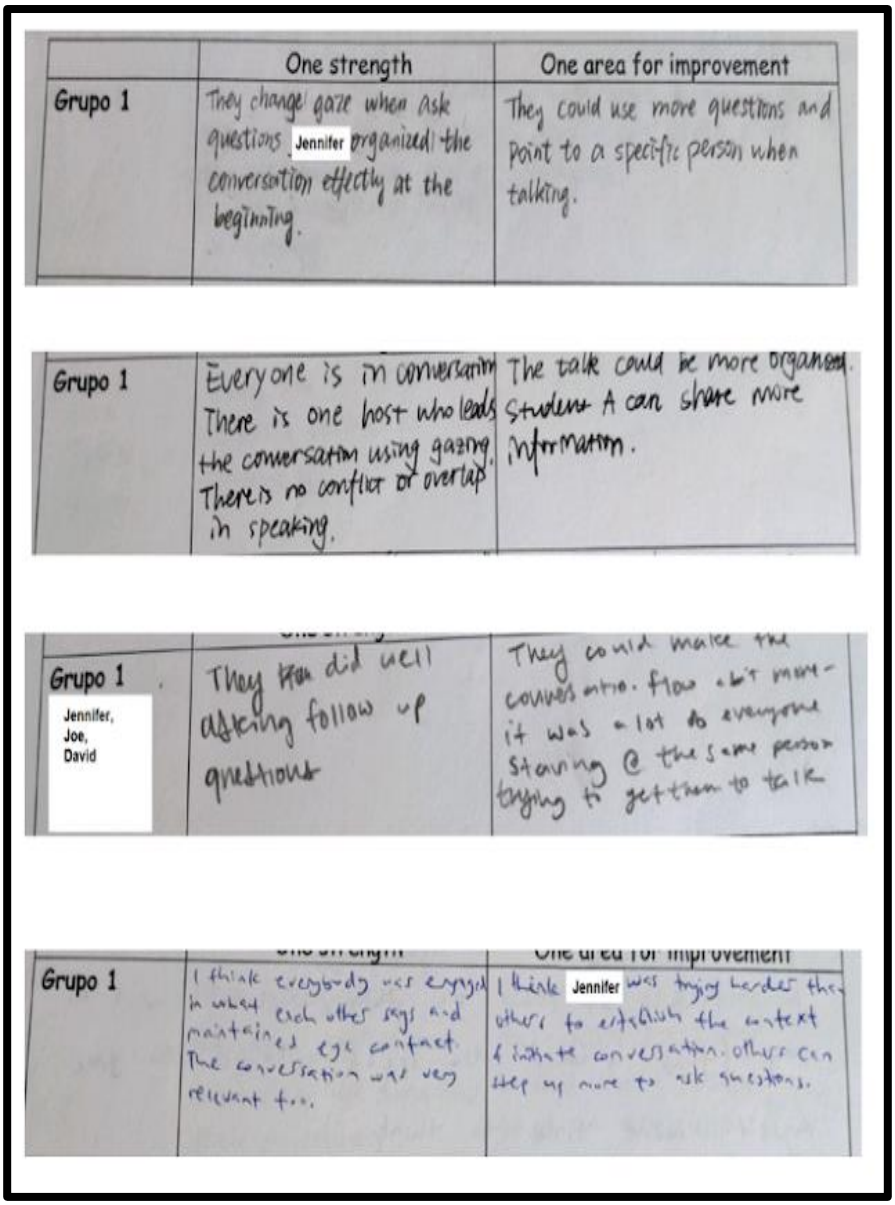
1) be mindful of your tone;

2) provide specific, constructive, and prioritized feedback;

3) turn in this comment card at the end of class.

Appendix F

Additional Peer Comments on Group 1's Performance



	One strength	One area for improvement
Grupo 1	They change gaze when ask questions. Jennifer organized the conversation effectly at the beginning.	They could use more questions and point to a specific person when talking.

Grupo 1	Everyone is in conversation. There is one host who leads the conversation using gazing. There is no conflict or overlap in speaking.	The talk could be more organized. Student A can share more information.

Grupo 1 Jennifer, Joe, David	They [illegible] did well asking follow up questions	They could make the conversation flow a bit more - it was a lot to everyone staring @ the same person trying to get them to talk

Grupo 1	I think everybody was engaged in what each other says and maintained eye contact. The conversation was very relevant too.	I think Jennifer was trying harder the others to establish the context & initiate conversation. Others can step up more to ask questions.

Appendix G

Patricia's CA-Informed Assignment

Read the following transcription. Then, describe in your own words how Sara, Ben, Bill decides who speaks when.

1 Sara: Ben you want anything to drink?

2 Ben: Well all right I'll have a coffee.

3 Sara: Bill you want anything?

4 Bill: No, thanks.

Your Answer:

Sarah explicitly selects next speaker by calling their names before she asks a question. Ben and Bill responds to the questions that Sarah asked them.

Authors' Biographies

Nuria Ballesteros Soria received her Ph.D. in Second Language Acquisition from Carnegie Mellon University (CMU), and her M. A. degrees in TESOL / Linguistics and Teaching Spanish from West Virginia University and *Universidad Internacional Menéndez Pelayo* (Spain) respectively. Her B. A. is in Translation and Interpreting from *Universidad de Valladolid* (Spain). In 2022, Nuria joined the Dietrich College of Humanities and Social Sciences' Dean's Office at CMU as a Special Faculty member, where she teaches interdisciplinary first-year seminars, coordinates faculty development, and contributes to program assessment and curriculum development efforts. As a researcher, Nuria investigates classroom discourse and L2 interaction.

Rémi A. van Compernolle is an aging runner who moonlights as an Associate Professor of Second Language Acquisition at Carnegie Mellon University where he also serves as the Associate Head of the Department of Modern Languages. His research and teaching center on extensions of Vygotskian psychology to language teaching and learning, with specific focus on Sociolinguistics, Pragmatics, and Discourse and Interaction.