Social interaction with bimodal bilingual language learners: focus on turn-taking

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Learning, participation and understanding

Participation to social interaction as primary site of learning
(Vygotsky, 1978; Mondada & Pekarek 2004)

Objects of understanding (Deppermann et al., 2010)

- referential meanings (lexical)
- discursive coherence (grammatical)
- organisation of joint action (interactional)
  - availability of participants
  - moments to take a turn
  - accomplishment of projected social actions
**Basic assumptions**
- Natural conversation is not chaotic but orderly
- Meaning is locally constructed
  - Both are the result of the coordination between participants in interaction (accomplishment)
  - This is possible by means of the use of methods which participants make mutually and locally recognizable to each other

**Systematics of turn-taking** (Sacks, Schegloff & Jefferson, 1974)
- Turn-constructional component
  - Ending in a transition relevance place (TRP)
  - Projection by grammatical, prosodic and pragmatic cues
- Turn-allocational component
  - Other-selection - pressure to begin a turn
  - Self-selection
  - Continuation

**Conversation analysis**
Focus on turn allocation, overlap and gaze


Object of analysis
- Gaze as resource to manage turn-taking
  - Get insight into the understanding of language learners
  - Uncover the use of resources for smooth managing of turn-transitions
  - Focus on responsive turn-beginnings
  - Other-selected turns as an opportunity to observe how participants accomplish turn transitions under the pressure to begin a turn

Methodology and Data

Data
- Classroom interaction of 4 deaf bilinguals with hearing aids/cochlear implants
  - Bilingual programme
    - Lessons in regular classroom with hearing teacher
    - Lessons in sign language with a native signer as teacher
  - Learners of Swiss German Sign Language and German
Procedure

- question-answer sequences between teacher and students
  1. Preliminary analysis of gaze direction at turn-beginnings and turn-endings between teacher and one student in one lesson
  2. Extending analysis to larger corpus

Results

Student question – teacher answer
Teacher question – student answer

Student question – teacher answer
Teacher question – student answer
Example 1a

1. Fol_dem: PHT_3|text1 PHT_2|ocr1 INHALT NULL VERSTEHEN INHALT -h
2. Fol_gaze paper
3. Nor_gaze fol
4. Nor_dem: BISCHEN ((..))-h
5. Nor_gaze paper
6. Fol_dem: wh
7. Fol_dem: PHT_2|buch Theme VERSTEHEN |PHT_2|ocr1|,|
8. Fol_gaze paper
9. Nor_dem: -h |FUSSBALL SPIELEN |FUSSBALL|
10. Nor_gaze fol

- Gaze withdrawal displays understanding of turn-completion
- Gaze withdrawal projects turn-beginning under pressure
- Gaze withdrawal occurs before the hold of the last (question-)sign
- Gazing back during the preparation of the (answer-)turn
Example 1b

Example 2a

Example 2b

- Gaze withdrawal displays understanding of turn-completion
- Gaze withdrawal to project turn-beginning under pressure
- Gaze withdrawal and absence of repair opening
- Gaze withdrawal can but must not be linked to planification activity/ hesitation
  - come also before short answers
Summary & Conclusion

- Use of resources similar between teacher and student but different distribution
- Gaze withdrawal as an interactional resource displays understanding of the current state of talk
  - resources to respond to the pressure to smoothly take turns by avoiding delays/‘pauses’
  - can be linked to cognitive planning or hesitation, but not obligatory
- Focusing on the sequential and simultaneous deployment of interaction allows to see that
  - use of a form or resource is not (solely) governed by rules external to interaction
  - they are (also) used in order to respond to tasks that have emerged in the sequential context

Limits of study

- Analyzability depends on recording
- Institutional interaction
- Dyadic interaction
- Other-selection
- Question-answer format

THANK YOU FOR YOUR ATTENTION!

I gratefully receive your comments, suggestions, questions, etc.
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References


