

TILA Research Results on Telecollaboration¹

Chapter 7

COMPARING NEGOTIATION OF MEANING IN INTERCULTURAL TELECOLLABORATION EXCHANGES UNDER ENGLISH AS A LINGUA FRANCA AND TANDEM CONDITIONS

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1 SUMMARY

Research objectives

- To analyse aspects of the negotiation of meaning in synchronous telecollaboration tasks in BBB.
- Our analysis will focus on the importance of the students' cultural background when interacting with peers and we will observe differences such as the provision of feedback when comparing tandem interaction between native and non-native speakers and interaction in the context of English as a lingua franca.
- We will also pay special attention to the differences, if any, in verbal strategies in the negotiation of meaning between non-native speakers of English as a lingua franca and native and non-native speakers of English in a tandem situation.

Approach:

- Analysis of a sample recording of interactions between non-native speakers using English as a lingua franca
- Analysis of a sample recording of tandem interactions between native and non-native speakers of English

Findings:

We have found no conclusive evidence that, at least in our small sample, the negotiation of meaning is very different when we compare tandem and lingua franca constellations. Similar strategies are used in both the tandem and the lingua franca constellations.

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2 OBJECTIVES AND METHODOLOGICAL APPROACH

The main objective of this research report is to describe the analysis of the negotiation of meaning found in exchanges between students in synchronous tasks in the BBB environment comparing the similarities and/or differences (if any) between the students' discourse in the case of lingua franca situations and in tandems.

We have analysed the video recording of one a complete session between where Spanish and German students engage communicate first in Spanish and then in English. We have transcribed the conversations between these students and analysed it in order to identify the different ways that meaning is negotiated. We offer the transcription of the episode in an annex at the end of the report.

3 INTRODUCTION

The TILA project involves several tandem partnerships and, interestingly, several lingua franca ones too. Tandems, as is well known, involve students with different mother tongues taking turns to learn each other's mother tongue. However, in TILA we have several partnerships that are neither tandems nor lingua franca constellations. For instance, we have groups made up of Spanish students learning English and German or Dutch students learning Spanish. Of course, the German or Dutch students are not native speakers of English but their level of proficiency is much higher than the Spanish students' and so they act as *de facto* native speakers. In the partnership we are analysing here the students are from a Spanish secondary school and a German Gymnasium. The students are sixteen years of age.

4 THE USE OF COMPUTER-MEDIATED COMMUNICATION AND TELECOLLABORATION IN L2 LEARNING

Following Lee (2001, p. 232), it can be said that "online interactive exchange offers learners many opportunities to use the target language to negotiate both meaning and form in a social context that is crucial for second language acquisition (SLA)". It is precisely this type of interactive exchange that we find in the context of Computer-Mediated Communication (CMC) and more particularly in Telecollaboration (TC). We agree with Lee (2001) that this type of synchronous electronic communication can provide learner with the opportunity to receive input and to produce output in the context of negotiation of meaning (these aspects are dealt with in section 1.5). The ultimate goal would be to facilitate the creation of collaborative conversations on the part of the students while promoting the use of a series of communication strategies to guarantee interaction. We believe that CMC can encourage learners to participate and to learn from each other in an environment whose main characteristic would be the provision of scaffolding allowing students to produce sufficiently complex language structures.

The importance of CMC and TC is reflected in the significant increase in the number of studies in this field. Several of them have paid attention to interaction online (Hewitt & Brett, 2007; Su, Bonk, Magjuka, Xiaojing, & Lee, 2005). We can also find quite a large number of studies focusing on intercultural aspects of communication and the development of Intercultural Communicative Competence (Belz, 2003;

O'Dowd, 2003, 2007, Ware & Kramersch, 2005). Other studies are devoted to an interactionist perspective and aim at analyzing participant interactions (Blake, 2000; Blake and Zyzik, 2003; Kötter, 2003; Smith, 2003, 2005; Sotillo, 2000). Not so many studies have focused on language form (Ware & Cañado, 2007) or corrective feedback and the focus on form in telecollaboration (Iwasaki & Oliver, 2003; Lee, 2006; Sotillo, 2005; Ware & O'Dowd, 2008). Even less attention has been paid to the adequateness of the use of conversation logs as a teaching tool for learners (Schwienhorst, 2003; Sotillo, 2005).

It is therefore evident that further research is needed in this area and that studies that can shed light on aspects such as the negotiation of meaning among participants, corrective feedback and interaction are particularly necessary. Not enough attention has been paid to establishing an empirical relationship between measurements of learning and online learning environments that promote interaction and this is probably because learning is an aspect which is very difficult to quantify. Furthermore, we need to identify the quality of negotiation of meaning in the completion of tasks carried out in a video-conferencing environment and the relevant factors (for instance, interactional modification and modified output) that can promote focus on form and that may happen in those learning environments (Wang, 2006).

5 NEGOTIATION OF MEANING AND INTERACTION

Following a growing body of research (Gass & Varonis, 1985, 1986; Pica & Doughty, 1985; Pica, 1994; Pica, Kanagy, & Falodun, 1993; Scarcella & Higa, 1981; Varonis & Gass, 1985a; 1985b), it can be stated that the type of interaction identified as “negotiation for meaning” provides optimal conditions for language acquisition because it provides learners with the opportunity to produce both input and modified output (Fernández-García & Martínez-Arbeláiz, 2002: 282). It is a common claim that the process of input, including both comprehensible and non-comprehensible, promotes comprehension and facilitates L2 learning and there have been several attempts to explain how this happens (Krashen, 1985; Long, 1996; White, 1987). According to Lee (2001), “receiving input itself without negotiated interaction is not sufficient. Learners must have the opportunity to take note of particular parts of linguistic structure and make an attempt to provide input modification”. What is more, if we take a look at the output perspective, we must acknowledge the fundamental role of modified output together with negative feedback (Mackey, 1995; Schmidt, 1994; Tomlin & Villa, 1994). Pushed output can help learners to acquire the L2, particularly in the case of syntactic structures (Swain, 1995).

If we take this theory of negotiation of meaning as a central argument which posits that interactional modifications make input more comprehensible and thus facilitate L2 acquisition, we must now find out how this can be carried out in distance learning environments. We will probably see that online learning settings can provide opportunities for negotiation of meaning as often as or even more frequently than what happens in traditional classroom settings. Therefore the use of new technologies can help recreate the right environment for such interactional modifications to take place.

Regarding the type of model that we consider appropriate for learner interaction, we have chosen the one proposed by Varonis & Gass (1985b, p. 74):

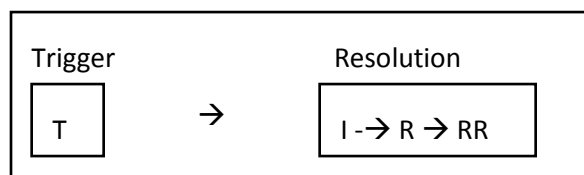


Figure 1: Proposed model for non-understandings (Varonis & Gass, 1985b, p. 74)

According to the authors, this is a two-part model consisting of a trigger and a resolution. The resolution consists, in turn, of an indicator, a response and a reaction to the response. Therefore, the trigger is the utterance or part of an utterance on the part of one of the speakers that results in some indication of non-understanding on the part of the hearer. The hearer, then, can either ignore the trigger or react to it somehow. Then, the resolution, as stated before, normally consists of an indicator, or an utterance on the part of the hearer that stops the horizontal progression of the conversation and starts the downward progression, the response, or the speaker's response to the indicator, and finally the reaction to the response, which is an optional element.

This model has been applied to numerous studies of conversation analysis and it is particularly common in classroom discourse analysis. It is our belief that the negotiation of meaning that arises when a problem is posed in an interaction, is at the heart of the process of learning a foreign language facilitating a wide variety of strategies, such as comprehension checks, clarification requests, repetitions, reformulations, among others, that can guarantee successful understanding and mutual comprehension.

6 COMPUTER-ASSISTED CLASSROOM INTERACTION

According to Fernández-García & Martínez-Arbelaiz (2002, p. 280), “[a] few studies that have examined computer-assisted-classroom discussions (CACDs) suggest that the electronic environment provides optimal opportunities for language development (Beauvois, 1992; Chun, 1994; Kelm, 1992; Kern, 1995; Warschauer, 1996; Sullivan & Pratt, 1996)”. What is more, there are other studies that have highlighted the advantages of instruction centred on the learner and the particular benefits of small group work since it provides opportunities for the learners to engage in discursive moves such as clarification requests, discussion initiations, interruptions, competition for the floor and joking. This is something that can be easily found in telecollaboration, where pair work and group work are usually the norm, and some examples of the use of these strategies are given in the results section. Online environments have been found to offer the potential to change the traditional roles performed by teachers and learners and to provide opportunities for learner output.

In this context, the choice of tasks is essential for the facilitation of this type of interaction and therefore task design should be given the necessary importance in order to facilitate negotiation of meaning which would in turn result in acquisition of the target language. In our project, task design and implementation is considered of upmost importance. We follow a three-phase design model partly comparable to that proposed by Willis (1996):

1. Pre-Task
 - a) Introduction to topic and task
 - b) Exposure to real language
 - c) Use of texts, and activities with those texts
2. Task Cycle
 - a) Task
 - b) Planning
 - i. draft and rehearse
 - ii. teacher helps with language
 - iii. emphasis on clarity, organization, accuracy
 - c) Report
3. Language Focus
 - a) Analysis
 - b) Practice

Tasks that are carefully designed and that can become a challenge for our students will probably lead to motivation and will at the same time provide the right setting for interactional strategies to be used more effectively by learners.

Finally, we must take into account Walsh's (2002) perspective that points to the direction that we should maximize learner involvement in order to promote second language acquisition through the choice of language made by teachers. It is his view that teachers can either construct or obstruct learner participation in face-to-face classroom communication. We cannot think of a better way to let learners cooperate and collaborate in search of learner involvement than to provide them with adequate tasks in an adequate setting for them to engage in negotiation of meaning and this can be very effectively be done through TC. According to Walsh (2002, p. 10-13) some of the features that characterize teacher's language use which facilitates learner involvement are: direct error correction, content feedback, checking for confirmation, extended wait-time and scaffolding. In the results section, we will offer some examples of how the teachers and students in the transcripts engage in learning involvement and negotiation of meaning making use of some of these techniques.

7 METHODOLOGY

Our methodology takes the form of qualitative analysis in which a complete transcription of one of the telecollaborative exchanges has been examined. The triggers in the transcription were located and they can be found, together with the different types of strategies used as resolutions, in the annex. Although our analysis provides interesting insights into the differences between the two types of language constellations, further quantitative analysis of other exchanges that took place in the context of the TILA Project is required to compare results and to offer more substantial statistics.

We have studied a specific interaction where both lingua franca and tandem situations occur. The interaction occurred between Spanish and German students. In the first part of the transcript the students use the target language of the German students which is at the same time the native language

of the Spanish ones. Therefore, the Spanish students acted as experts providing possible comprehensible input to the German learners. In the second part of the interaction, English is used by both groups of students and thus we find an example of the use of a lingua franca although the German students are much more proficient in this language than the Spanish ones. We observed the similarities and differences in the students' use of strategies to negotiate meaning in both situations.

The main methodology of our study has involved several steps:

1. designing and implementing an adequate task for our students that would promote interaction and participation.
2. video- and audio-recording participant talk during task implementation
3. transcribing the talk
4. coding and examining the instances of negotiation
5. comparing both situations

We were mainly interested in finding processes related to assistance (co-construction and other-correction), self-correction and encouragements to continue or continuers, using Foster & Ohta's (2005) terminology, which is also related to Walsh's (2002) teacher's construction of learner participation (including direct error correction, content feedback, checking for confirmation, extended wait-time and scaffolding) as stated above.

8 ANALYSIS AND RESULTS

When both parts of the transcription are analysed, the differences between both of them are obvious with regard to who is in control of the flow of discourse. With respect to the initial part of the session in which Spanish is the target language, S1, who speaks for 95% of the time, takes the initiation although the reasonably good level of the German student's Spanish allows them to participate quite interactively and they are capable of understanding and answering most of his questions. Nevertheless, it is S1 who takes it upon himself to be the guide throughout the interaction and also tries to maintain the flow of communication by reformulating, repeating and clarifying all the utterances that he thinks might be causing a problem. He attempts to guarantee that the German students understand everything he says and uses repetition and a slower tempo as techniques to facilitate comprehension quite often throughout his intervention. However, in the second part of the transcript, when the Spanish student faces the situation where his English is not good enough to understand everything the German students are asking him, he finds himself at a disadvantage and loses the floor to a certain extent. It is then the German girls turn to reformulate and repeat their questions so that he can understand, especially G1. There are also cases of misunderstanding in this second part and the German students cannot help laughing at the Spanish students (albeit in a well-meaning way) and their efforts, on one of the occasions, to make the second Spanish speaker realise that he had misunderstood the question are fruitless.

In the first part, the Spanish student uses different techniques when a trigger occurs: mainly repetition, reformulation, translation and expansion. He also uses strategies to avoid problems in communication when he thinks a trigger could occur. In those cases he uses confirmation check, topic continuation,

repetition and translation. It is noticeable here how the students use some of these as strategies to solve a problem when it has already occurred or as a technique to prevent possible misunderstandings.

We have also observed that linguistic mistakes are not corrected by a peer unless it is seen as an obstacle for communication. We see that the German teacher does give some feedback, which is normally accepted by the German students so that we see that uptake is quite frequent in those cases. There are also a few instances of peer-feedback that take the form of recasts:

S1: Eh... ¿Cuántos años tienes XXXX? ¿...XXXX?

(S1: Eh... How old are you, XXXX? ...XXXX?)

G1: ¿Sí? [TRIGGER]

(G1: Yes?)

S1: ¿Cuántos años tienes? [REPETITION]

(S1: ¿How old are you?)

G1: Tengo *dieciséis* años. ¿Y tú?

(G1: I'm sixteen. And you?)

S1: Dieciséis también. Tenemos la misma edad... Dieciséis años. [PEER-FEEDBACK: RECAST]

(S1: Sixteen too. We're the same age. Sixteen.....)

On one of the occasions, peer-feedback serves as reinforcement after teacher feedback has been provided:

S1: XXXX (name of G1), ¿cuándo es tu cumpleaños? Tu cumpleaños. [REPETITION]

(S1: XXXX (name of G1), when is your birthday? Your birthday.)

G1: Mi cumpleaños es, es en el *ventiocho de disembre*. [ERROR]

(G1: My birthday, es en el *the twenty-eight of Desember*.)

GT: Diciembre. [TEACHER FEEDBACK]

(GT: December.)

S1: Diciembre. [PEER-FEEDBACK]

(S1: December.)

S1: Diciembre. Muy bien. [REPETITION OF PEER-FEEDBACK AND ACKNOWLEDGEMENT]

(S1: December. Very good.)

We can also find instances of scaffolding where the Spanish student tries to help his German counterpart when she has a problem expressing herself in Spanish. Furthermore, he praises her formulation or checks comprehension once she overcomes her problem and produces a correct utterance:

(She shows them the picture).

S1: ¿Cómo se llaman?

(S1: ¿What are their names?)

GT: Explica quién es. Quienes son.

(GT: Tell them who it is. Who they are.)

G1: Eh... Son...

(G1: Eh... They are...)

S1: Cómo se llaman. [SCAFFOLDING]

(S1: What their names are.)

G1: Son XXXX y XXXX. Eh... Son mis amigas y estamos *a* Roma *a* la foto.

(G1: They are XXXX y XXXX. Eh... They are my friends *at* Rome and we are *at* Rome *at* the photo.)

S1: Muy bien. [PRAISING/CONFIRMATION]

(S1: Very good.)

Another significant characteristic of this episode is the use of humour by the Spanish student. We believe this is partly because it is part of his nature, he probably wants to impress the German students, but this resource also acts as a way to keep the flow of conversation going and as a technique to maintain the attention among the participants. Here is an example of this:

S1: XXXX (name of G1), ¿tienes alguna mascota, en tu casa?

(S1: XXXX (name of G1), do you have a pet, at home?)

G1: No, no *tiene* una mascota... ¿Y tú?

(G1: No, she doesn't have a pet... And you?)

S1: Yo tampoco, pero tengo a mi hermana, que es suficiente. [USE OF HUMOUR]

(S1: Neither do I, but I have my sister, that is enough.)

(G1 laughs).

Apart from the use of humour, we can see that the Spanish student is very willing to maintain the flow of communication using as many techniques as he can find to facilitate interaction. On some occasions, he even reprimands his classmates when they are talking and/or laughing because he can't hear the German student. He also goes back to the previous topic after an interruption by one of the German students because he wants to finish his utterance where he praises the good use of Spanish of the German girls.

We must admit that sometimes his efforts go a bit too far and on a particular occasion he uses different techniques to maintain the flow of communication where a trigger has not even occurred and the German student makes him see that she had understood from the beginning:

S1: Vale, pero bien. XXXX (name of G1), ¿cuántos años tiene, cuántos años tiene tu hermano? Tu hermano. Edad. Años. [REPETITION-EXPANSION-REFORMULATION]

(S1: Ok, but yeah. XXXX (name of G1), how old is, how old is your brother? Your brother. Age. Years.)

G1: Sí, comprendo. Tiene *viendidós* años. [THE GERMAN STUDENT MAKES IT OBVIOUS TO THE SPANISH STUDENT THAT HIS EFFORTS TO MAKE HIMSELF UNDERSTOOD IN THE PREVIOUS UTTERANCE WENT TOO FAR. SHE WANTS HIM TO KNOW THAT SHE HAD UNDERSTOOD AND

THAT SHE DID NOT NEED SO MANY EXPLANATIONS. SHE REALISES HE IS DELIBERATELY EXAGGERATING]

(G1: SYes, I understand. He is twenty-two.)

It is clear from the transcript that the students are the real protagonists of the interaction and that the German teacher's interventions are not very frequent. He only intervenes at the beginning to ask Spanish students to speak more slowly, then to solve a technical problem related with sound, to reprimand them on the use of an inappropriate photo and to correct a couple of linguistic mistakes. We do not believe his interventions are disruptive and the students are able to maintain the conversation without much help from the teacher. However, we must highlight a particular mediation by the teacher:

(Teacher speaks German with his students).

GT: XXXX está buscando sus preparaciones. Os quiere contar algo sobre su familia. [TOPIC SHIFT INTRODUCED BY THE TEACHER. IT REFERS TO THE PRE-TASK]

(XXXX is looking for the stuff she has prepared. She wants to tell you something about her family.)

S1: Vale, muy bien. [CONFIRMATION]

(S1: OK, very good.)

Here we can observe how the teacher helps students with topic shift and resorts to information that they have previously prepared in the preparatory phase of the task. We assume that he wants them to use the vocabulary and structures that they have worked on during the pre-task. This serves both as scaffolding technique and as topic shift.

If we turn our attention to the second part of the episode, we will observe that the Spanish student loses the floor here and due to his problems with the English language he cannot be in command anymore. We find that some of the same techniques and strategies employed in the first part are also used here, but by the German girls, like for instance, repetition and confirmation checks.

However, the efforts on the part of the Spanish student to scaffold the conversation are worth mentioning here. It seems that as his English is not good enough to ask all the questions as he did in the first part, he now asks the German students to ask him more questions. This might be one way of maintaining some sort of control over the discourse:

G2. Sorry (they laugh) [GERMAN STUDENTS MAKE FUN OF THE S1 BECAUSE HE DIDN'T UNDERSTAND A SIMPLE QUESTION]

S1. Ehm, ask me, please. [SCAFFOLDING-TOPIC CONTINUATION]

G1. What are your hobbies?

S1. My hobbies ... eh, I like play eh basketball and football. And tennis. Other sports I like it.

We can tell that the students engage in active conversation and that they enjoy the topic because they use different strategies to keep it going and there is no topic shift. At a certain point, you could even say that the teenagers are flirting and they are very interested in finding out if each of them has a girl-friend and a boy-friend respectively. G1 says that she is not beautiful enough to have a boyfriend and then

admits when S1 says his friend thinks she is beautiful that she was only fishing for that particular compliment.

S1. Eh, eh, my friend has a question (friend lifts finger) that is if you, eh. Do you have a boyfriend?

G1. Yes. (smiles) I don't (puts on glum face)

S1. Why?

G1. I think I am not beautiful enough (smiles – friend smiles too).

S1. Ok. (looks at friend)

G1. Laughs

S1. He thinks (points to friend) that you are beautiful. [FLIRTATIOUS BEHAVIOUR]

G1. Thank you. That is what I wanted to hear (smiling) [GERMAN STUDENT REACTS TO FLIRTING-NEGOTIATION OF MEANING]

This shows how they negotiate meaning and how they help to build the conversation in a collaborative way.

It is also worth mentioning that the German students have a better command of English and they can see that the Spanish students are not as good as they are. They poke fun at some of the mistakes they make and they even try to point out to S2 that he has made a mistake, but as he doesn't seem to understand, G1 has to switch to Spanish to highlight his error:

G1. How old are you?

S2. What (S1 leaves) [TRIGGER-CLARIFICATION REQUEST]

G1. How old are you? [REPETITION]

S2. I'm fine. [TRIGGER-THE SPANISH STUDENT MISUNDERSTANDS THE QUESTIONS AND GIVES A DIFFERENT ANSWER]

(the German girls laugh. S1 comes back with a cloth over his head)

G1. ¿Cuántos años tienes? (How old are you?)

S2. He says he lives in Morocco. [USE OF HUMOUR]

G1. I asked how old are you. Not how are you (laughs). [CLARIFICATION-EXPLANATION OF MISTAKE]

S2. What? [TRIGGER-CLARIFICATION REQUEST]

G1. . ¿Cuántos años tienes? [TRANSLATION]

S2. Dieciseis. (Sixteen) [THEY SWITCH TO SPANISH AS HE DOESN'T UNDERSTAND]

Finally, we would like to highlight the fact that due to the nature of this part of the exchange, where both groups of students are using a foreign language to communicate, there are more linguistic mistakes (most of them made by the Spanish students). However, we cannot find much feedback for those mistakes. The Spanish teachers are busy looking after several students to take an active part in the proceedings—they can be seen moving around the classroom in the background. The German teacher does not intervene, probably because the flow of communication is guaranteed thanks to the students' efforts to maintain the interaction, and the mistakes do not seem to obstruct comprehension. This might be due to the fact that neither the German nor the Spanish students' vocabulary and structures are very sophisticated. Here the probably causes of interruptions during the discourse are pronunciation problems.

9 CONCLUSIONS

We have not found any conclusive evidence that the negotiation of meaning is very different during the lingua franca and tandem constellations that we have analysed. However, in both cases one set of students is vastly superior to the other. This would be expected in a true tandem with native speakers of both target languages but here, although during the Spanish session we are dealing with a true tandem situation, in which the Spanish are native speakers and the Germans are non-native, in the lingua franca interactions the German students act as de facto native speakers when English is spoken. Normally one would expect two sides of a lingua franca to be at more or less the same level – this was at least attempted during the planning of the TILA sessions. However, as the German students' English is much better than their Spanish counterparts, we actually have something akin to a Spanish/English tandem constellation. We hypothesise that, in fact, many lingua franca interactions would probably involve students with different levels of English, French, German, Spanish, or whatever the lingua franca was. This would mean that they would be in the final analysis rather akin to tandems.

It is clear that a much larger corpus is needed to discover whether there are differences between tandems and lingua franca interactions. This is not only true because lingua franca constellations may involve students with very different proficiency levels but also because of the fact that we may be dealing with interactions involving people with very different goals – not always purely academic – as we have seen our very small sample. The gender factor, especially considering the age of the learners we have been looking at, cannot be ignored nor can other factors such as ethnic origin or social class.

Annex with Transcription

Transcript of a telecollaborative exchange belonging to a partnership between German and Spanish students

Spanish in tandem:

S1: ¿Qué tal?

(G1 talks to G2 in German and they laugh).

S1: Hola.

G1: Hola.

S1: Hola... ¿Qué tal?

(G1 has problems with the connection and the sound does not reach her)

S1: ¿Cómo te llamas?

G1: Me llamo XXXX, ¿y tú?

S1 Yo XXXX y él XXXX.

G1: ¡Hola! ...Esta es XXXX.

S1: ¿En qué instituto estudiáis? Es que están gritando y no escucho. (refers to other students in the classroom who are not seen on camera)

G1: No comprendo. [TRIGGER]

S1: ¡Eh! ¿Os podéis callar ya de una vez...? Parecéis críos de prescolar tío...

G1: ¿?

S1: A ver, eh... ¿en qué instituto estudiáis? [REPETITION]

(G1 talks to G2 in German).

S1: ¿Me entiendes? ¿...No? [CONFIRMATION CHECK]

(G1 and G2 laugh).

S1: ¿Se escucha bien? ¿Se escucha bien...? ¿Se es-cu-cha bien? (splits the words into syllables)
[REPETITION]

S1: ¿Puedes escucharme? [CONFIRMATION CHECK]

G1: Eh, sí.

S1: Eh... ¿Me podéis repetir vuestros nombres, por favor?

(G1 is laughing).

S1: Va, ¡eh! Vuestros nombres, por favor. [REPETITION AND REFORMULATION]

G1: Yo me llamo XXXX y esta es XXXX... XXXX.

S1: XXXX y XXXX, ¿no? [CLARIFICATION REQUEST]

S1: XXXX y XXXX. [REPETITION]

G1: Sí.

S1: Eh... ¿Cuántos años tienes XXXX? ¿...XXXX?

G1: ¿Sí? [TRIGGER]

S1: ¿Cuántos años tienes? [REPETITION]

G1: Tengo *dieciséis* años. ¿Y tú?

S1: Dieciséis también. Tenemos la misma edad... Dieciséis años. [PEER-FEEDBACK: RECAST]

S1: XXXX (name of G2), ¿cuántos años tienes?

G1: Eh... Ella *no puede oír a vosotros*.

S1: Tu compañera. Cuantos años tiene.

G1: Eh.. *dies... iséis... Tiene dieciséis años*.

S1: Vale, muy bien, perfecto. Tenemos todos la misma edad.

G1: Sí.

S1: ¿Practicáis algún tipo de deporte? Fútbol, baloncesto...

G1: No comprendo. [TRIGGER]

S1: Eh, do you practice any sport? ...Algún deporte. [TRANSLATION]

G1: Sí (laughs). Bailo y hago (name of sport in German). ¿Sabes qué es? [CONFIRMATION CHECK]

S1: No, no sé qué es. [TRIGGER]

G2: Es una disciplina deportiva con *veinti* o diez piragüistas, un piloto e una *camboa*.

S1: No comprendo... Tu XXXX (name of G2), ¿qué deporte practicas? [TRIGGER AND CONTINUATION]

(The teacher comes and talks to G1).

S1: ¿XXXX (name of G2)...?

(G1 is speaking to the teacher).

GT: Ok. Un poco más lento, ¿ah? Que no son hispanohablantes. [THE GERMAN TEACHER RECOMMENDS NATIVE SPANISH STUDENT STO SPEAK MORE SLOWLY]

S1: Vale, vale. Perdón. [SPANISH STUDENT ACCEPTS ADVISE AND APOLOGIZES]

S1 ¿Tu compañera practica algún tipo de deporte?

G1: Eh... No lo sé.

S1: No sabes...

S1: ¿En qué curso estás? ¿Qué estudias? Curso. [CONTINUATION] [THE LACK OF ANSWER IS A NEW TRIGGER]

S1: Level... Level of your studies. [TRANSLATION]

GT: ¿Qué te gusta en la escuela? ¿Qué materia te gusta? [CONTINUATION]

13.48: Nicole: Eh... Me gusta el español.

G1: Español. Muy bien. Muy bien.

GT: (Asks in German, then in Spanish) ¿Tienes alguna foto? ¿Sí? A ver, busca alguna foto. Un momento, ¿vale? One sec. Nicole va a buscar alguna foto y *la os va a enseñar*.

S1: Vale muy bien.

(They speak in German).

GT: Ok. Tiene unas fotos de sus... ¿mascotas? No sé... ¿No? ¿De la familia?

G1: De mis amigos.

GT: De sus amigas.

(She shows them the picture).

S1: ¿Cómo se llaman?

GT: Explica quién es. Quienes son.

G1: Eh... Son...

S1: Cómo se llaman. [SCAFFOLDING]

G1: Son XXXX y XXXX. Eh... Son mis amigas y estamos *a Roma a la foto*.

S1: Muy bien. [PRAISING/CONFIRMATION]

S1: Qué te gusta hacer en tu tiempo libre. Qué haces en tu tiempo libre.

G1: Ah... No lo sé. Voy con mis amigas *a parties...* [TRANSLATION]

S1: In the disco? [HE SWITCHES TO ENGLISH AFTER HER TRANSLATION]

G1: Mi amiga Anika *va así*.

GT: Aquí. [TEACHER FEEDBACK]

G1: Aquí. [STUDENT UPTAKE]

G3: ¿Hola?

S1: ¿Cómo te llamas?

G3: Me llamo XXXX, ¿y tú? [TRIGGER]

S1: Tú ya sé que te llamas XXXX. Tu compañera. [EXPLANATION AND REFORMULATION]

S1: A ver, eh. A qué... ¿En qué curso estáis? ¿Qué estudiáis? [CONTINUATION]

G3: Estudiamos inglés.

G1: Estudiamos mucho.

S1: ¿Sí? Sois muy inteligentes.

S1: ¿Hablo más despacio? ¿Queréis que hable más despacio? ...Slowly? [TRANSLATION]

G1: ¿Qué es despacio? [TRIGGER]

S1: ¿Quieres que hable más despacio yo? [REPETITION-EXPANSION]

G3: ¿Qué significa des...pacio? [GERMAN STUDENT ASKS GERMAN TEACHER]

GT: ¿Despacio? (He explains in German). [TEACHER FEEDBACK]

S1: Vale. Eh... ¿De qué nación, nacionalidad eres? ¿De qué país? [REFORMULATION-EXPANSION]

G1: Soy alemana.

G3: Soy alemana también.

S1: Muy bien. ¿Dónde vives? ¿En qué ciudad alemana vives? ¿En qué ciudad alemana vives? [REPETITION]

G1: Eh... *Vivemos* en (name of the city). [ERROR]

S1: No lo he entendido, pero sí. [POSSIBLY, USE OF HUMOUR OR IRONY]

G3: Es en el sur oeste. [ERROR]

S1: Nosotros dos somos de un pueblo de Valencia. Sagunto se llama. En España. Sagunto. [REPETITION]

G1: Sí, nos... Sí, oh... Eh... El profesor ha, ha dicho eso.

S1: ¿Cómo se llama tu profesor? Cómo se lla-ma tu pro-fe-sor. [REPETITION]

G3: *Él llama* eh... Señor Jacob. [ERROR]

S1: Señor Yago, muy bien. [CONFIRMATION]

G3: ¿Y tú?

S1: ¿Te gusta ir al cine? [IGNORES PREVIOUS QUESTION BY GERMAN STUDENT AND ASKS ANOTHER QUESTION]

G3: ¿Qué? [CLARIFICATION REQUEST]

S1: ¿Te gusta ir al cine? [REPETITION]

G1: Sí.

S1: Pero, ¿tú sola? O con, ¿o con tus amigos?

GT: ¿Os estáis riendo de las chicas? ¡Qué malo! [THE GERMAN TEACHER HIGHLIGHTS THE FACT THAT SOME SPANISH STUDENTS MIGHT BE MAKING FUN OF THE GERMAN GIRLS]

S1: No. Mis compañeros de aquí que son un poco traicioneros. [THE SPANISH STUDENTS BLAMES HIS CLASSMATES]

(Teacher speaks German with his students).

GT: Anika está buscando sus preparaciones. Os quiere contar algo sobre su familia. [TOPIC SHIFT INTRODUCED BY THE TEACHER. IT REFERS TO THE PRE-TASK]

S1: Vale, muy bien. [CONFIRMATION]

G1: ¿Tienes hermanos?

S1: Tengo una hermana. Yo tengo una hermana de veintiún años. Su nombre es XXXX. Eh, XXXX, tío, ya vale... Se llama: XXXX. [SPANISH STUDENTS REPRIMENDS ONE OF HIS CLASSMATES]

G3: Tengo una hermana *mejor*.

GT: También. También.

S1: ¿Tienes una hermana? [CONFIRMATION CHECK]

G3: ¿Qué? [TRIGGER]

S1: ¿Tienes hermanos o hermanas? [REPETITION]

G3: Tengo una hermana.

G1: Y yo tengo un hermano.

GT: (speaks in German): ¿Ahora escucháis mejor o peor? [THE GERMAN TEACHER TRIES TO SOLVE PROBLEM WITH SOUND]

S1: Eh, ahora un poco peor.

S1: Vale, pero bien. XXXX (name of G1), cuántos años tiene, cuántos años tiene tu hermano? Tu hermano. Edad. Años. [REPETITION-EXPANSION-REFORMULATION]

G1: Sí, comprendo. Tiene *veintidós* años. [THE GERMAN STUDENT MAKES OBVIOUS TO THE SPANISH STUDENT THAT HIS EFFORTS TO MAKE HIMSELF UNDERSTOOD IN THE PREVIOUS UTTERANCE WENT TOO FAR. SHE WANTS HIM TO KNOW THAT SHE HAD UNDERSTOOD AND THAT SHE DID NOT NEED SO MANY EXPLANATIONS]

S1: Veintidós, muy bien. Eh, y tu hermana, ¿cuántos años tiene? Tu hermana. [REPETITION]

G3: Tiene diecinueve años.

S1: ¿Seguro? [PROBABLY USE OF HUMOUR]

G3: ¿Qué? [TRIGGER-CLARIFICATION REQUEST]

S1: Vale... Eh... XXXX (name of G1), ¿cuál es tu asignatura preferida?

G1: Eh... [TRIGGER]

S1: Preferida. Subject. [REPETITION-TRANSLATION]

G1: Eh... Pienso que es el inglés.

S1: Inglés. [CONFIRMATION CHECK]

G1: Sí. [CONFIRMATION]

S1: Es un idioma bonito el inglés. ¿No?

G1: Sí. Es muy fácil.

S1: ¿Piensas que el español es fácil?

G1: Ah... Más o menos.

S1: En mi opinión, estás hablando...

G1 (interrupts him): *Tenemos estudiar* mucho. [INTERRUPTION]

S1: Pero, en mi opinión, estáis hablando bien el in, el español, lo habláis bien. Mejor que mi compañero. [SPANISH STUDENT GOES BACK TO THE COMMENT HE WAS MAKING BEFORE THE INTERRUPTION, PRAISES THE GERMAN STUDENT AND USES HUMOUR]

(They laugh)

G1: gracias. [ACKNOWLEDGES PRAISE]

S1: XXXX (name of G1), ¿qué tipo de música te gusta? Qué tipo. De música. Te gusta. [REPETITION]

G1: Me gusta mucho... *Muchas músicas*, ah... [ERROR]

S1: ¿Rock?

G1: Escucho mucho. No... No tengo *una*... (teacher's intervention), *una grupa preferida*. [ERROR]

S1: Vale. Muy bien.

(G3 shows a photo on her mobile phone)

S1: ¿Es tu gato? ¿...Es tu gato? ¿Qué es eso? [REPETITION]

G3: Sí, ese es mi gata. [ERROR]

S1: ¿Gata? ¿Cómo se llama? [CONFIRMATION CHECK]

G3: Se llama X y tiene catorce años.

S1: XXXX (name of G1), ¿tienes alguna mascota, en tu casa?

G1: No, no *tiene* una mascota... ¿Y tú?

S1: Yo tampoco, pero tengo a mi hermana, que es suficiente. [USE OF HUMOUR]

(G1 laughs).

S1: Nuestros amigos. Nues-tros a-mi-gos. [REPETITION]

G1: ¿Qué se llaman? [ERROR]

GT: ¿Cómo se llaman? [TEACHER FEEDBACK]

G1 (repeats): ¿Cómo se llaman? [STUDENT UPTAKE]

S1: A ver, el chico de azul se llama XXXX, XXXX, el del medio XXXX, y el de la izquierda, XXXX, XXXX.

¿Vale? [CONFIRMATION CHECK]

(No answer). [TRIGGER]

S1: A ver, ¿cuándo es tu cumpleaños? A ver...

G3: *Esto* es mi grupo de fútbol.

S1: Ah, juegas a fútbol. ¿De qué equipo eres?

G3 ¿Qué? [TRIGGER]

S1: ¿Cuál es tu club favorito? Tu club favorito de fútbol. [REFORMULATION-REPETITION]

G3: (name in German).

S1: ¿Y tu jugador favorito? ¿...Christiano Ronaldo?

G3: ¿Qué? [TRIGGER]

S1: Tu jugador favorito. XXXX: Favourite player. [REPETITION-TRANSLATION]

G3: (name in German).

G1: ¿Conoces?

S1: ¿Fernando Torres? ¿No te gusta? ¿No te gusta Fernando Torres? [SPANISH STUDENT IGNORES PREVIOUS QUESTION AND ASKS A QUESTION] [REPETITION]

G3: Es muy bonito.

S1: Ese es el equipo de fútbol de mi compañero... Repito –ñero. Corto y cambio. [USE OF HUMOUR]

S1: XXXX (name of G1), ¿cuándo es tu cumpleaños? Tu cumpleaños. [REPETITION]

G1: Mi cumpleaños es, es en el *ventiocho de diciembre*. [ERROR]

GT: Diciembre. [TEACHER FEEDBACK]

S1: Diciembre. [PEER-FEEDBACK]

S1: Diciembre. Muy bien. (they show the girls a rude photograph) [REPETITION OF PEER-FEEDBACK AND ACKNOWLEDGEMENT]

G1: El profesor es (speaks German).

GT: Al lado. Está al lado,

S1: Está al lado.

GT: Yo lo veo todo, ¿eh? Mucho cuidado. [GERMAN TEACHERS TELLS THEM OFF. HE HIGHLIGHTS THE FACT THAT HE IS OBSERVING AND THAT THEY SHOULD BE CAREFUL]

S1: Eh... ¿qué día, de la semana, es tu preferido. Viernes, jueves... [TOPIC SHIFT]

English as a lingua franca:

S1. Now, speak English?

ST: Can you speak English now?

G1. Yes, we speak English

S1. Speak English. Ok. Now we speak English? Now? (talking to teacher) [REPETITION-CONFIRMATION CHECK]

ST. Yes. [CONFIRMATION]

S1. Ok. Now speak English. (laughs. Yo te he preguntado todo) [USE OF HUMOUR]

G1. (speaks German to teacher)

GT. (speaks to student)

S1. What do you think? What do you think about your country? Speak English now. OK? [CONFIRMATION CHECK]

G2. Our country is not that very beautiful (laughs)

G1. but it's much better here than in other countries ... so here aren't that much poor people so maybe it's better than in other countries but for us it's ok.

S1. Eh, eh, my friend has a question (friend lifts finger) that is if you, eh. Do you have a boyfriend?

G1. Yes. (smiles) I don't (puts on glum face)

S1. Why?

G1. I think I am not beautiful enough (smiles – friend smiles too).

S1. Ok. (looks at friend)

G1. Laughs

S1. He thinks (points to friend) that you are beautiful. [FLIRTING]

G1. Thank you. That is what I wanted to hear (smiling) [GERMAN STUDENT REACTS TO FLIRTING-NEGOTIATION OF MEANING]

S1. Oh, oh (laughs) Disco, disco!

G1. Laughs.

S1. Eh, eh, what is the name of your parents? The name of your parents. [REPETITION]

G2. Wilma and Hans.

S1. Your mother and father.

G2. Hans.

S1. What is their name?

G2. My mother's name is Wilma and my father's name is Hans.

G1. My mother's name is Timea and my father's name is Wolfgang.

S1. Ok. My mum is Begoña and my father is Tony. Ok? [CONFIRMATION CHECK]

G1. Yes. [CONFIRMATION]

S1. One question for me, please. Question any. Any question for me, please. [REPETITION]

G1. How old are you? I forgot.

S1. No problem, no problem. [TRIGGER]

G1. (laughs and looks around at classmates) Do we get an answer?

S1. What [TRIGGER]

G1. (talk to each other in German)

G2. Sorry (they laugh) [GERMAN STUDENTS MAKE FUN OF THE SPANISH STUDENT BECAUSE HE DIDN'T UNDERSTAND A SIMPLE QUESTION]

S1. Ehm, ask me, please. [SCAFFOLDING-TOPIC CONTINUATION]

G1. What are your hobbies?

S1. My hobbies ... eh, I like play eh basketball and football. And tennis. Other sports I like it.

G1. Ok. In your free time or at school?

S1. Oh, eh. I go to the cinema on Fridays. [TRIGGER]

G1/G2 (they laugh) [GERMAN STUDENTS MAKE FUN OF SPANISH STUDENT'S PROBLEMS WITH ENGLISH AGAIN]

G2. Do you have a girlfriend?

S1. What? [TRIGGER-CLARIFICATION REQUEST]

G2. Do you have girlfriend? [REPETITION]

S1. No. No way-oh.

G1. That's good.

S1. Yes, ok. Yeah.

G2. (unintelligible)

S1. What? (holds headphones) (eh, que si tengo novia –to friend) [CLARIFICATION REQUEST- HE ASKS ANOTHER SPANISH STUDENT TO CHECK IF HE UNDERSTOOD CORRECTLY]

G2. Why don't you have a girlfriend?

S1. Eh, because I think that the studies is more important that have girlfriend.

G1. (laughs) What?

G2. What's more important?

S1. (noise from classroom –he looks back and laughs) I prefer study first, I prefer study and after that the studies prefer have girlfriend. You understand me? [CONFIRMATION CHECK]

G1. (looks puzzled) Why do you think school is more important than a girlfriend (G2 laughs) (all her classmates laugh)

S1. Because, because in Spain the girls are very –cambian de novio– of the boyfriend very quickly. [USE OF THE L1]

G1. Ah, ok and you don't like this?

S1. Eh, they don't love me (laughs). OK. Eh,

G2. Do you have sisters or brothers?

S1. ¿Cómo? [TRIGGER-CLARIFICATION REQUEST]

G2. Do you have sisters or brothers? [REPETITION]

S1. I have sister, her name is Andrea. Ask me more (gestures). Or for Pedro (points to him)

G1. Have you been already in Germany?

S1. What? (gets closer to screen and holds microphone) [TRIGGER-CLARIFICATION REQUEST]

G1. Have you already been in Germany? [REPETITION]

S1. Repeat again, please. [ASKS FOR REPETITION]

G1. Have you already been in Germany? (repeats more slowly) [REPETITION]

S1. Eh, no. I ... no. No sé cómo explicarlo. (passes headphones to S2) [TRIGGER-USE OF L1-ASKS FOR HELP]

G1./G2 Hello/hi!.

G1. How old are you (pause) Hello.

S2. Oh, hello.

G1. What's your name?

S2. My name is XXXX.

Another German girl approaches the screen laughing and saying something in German.

G1. How old are you?

S2. What (S1 leaves) [TRIGGER-CLARIFICATION REQUEST]

G1. How old are you? [REPETITION]

S2. I'm fine. [TRIGGER-THE SPANISH STUDENT MISUNDERSTANDS THE QUESTIONS AND GIVES A DIFFERENT ANSWER]

(the German girls laugh. S1 comes back with a cloth over his head)

G1. ¿Cuántos años tienes?

S2. He says he lives in Morocco. [USE OF HUMOUR]

G1. I asked how old are you. Not how are you (laughs). [CLARIFICATION-EXPLANATION OF MISTAKE]

S2. What? [TRIGGER-CLARIFICATION REQUEST]

G1. . ¿Cuántos años tienes? [TRANSLATION]

S2. Dieciseis [THEY SWITCH TO SPANISH AS HE DOESN'T UNDERSTAND]

G1. Bien.

S2. Toma, XXXX (name of S1) (hands him the headphones)

S1. Sorry. We leave this class. OK?

G1. OK.

S1. This moment was very funny for me. [ERROR]

G2. Yeah, nice to meet you.

S1. Goodbye.