Developing EFL Learners' Interactional Competence through Discursive Practice: A Longitudinal Classroom Study Using Mixed Methods

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ABSTRACT: *Although studies on L2 IC through discursive practice have gained prominence, little is known about pedagogical steps to develop IC (Hall, et al., 2011; van Compernolle, 2015; Young, 2009, 2011, 2019), especially in the language classroom. More recently, Salaberry and Kunitz (2019) claim that "only a few attempts have been made to bridge the gap between research and practice with regard to the teaching of IC in the L2 classroom" (p. 1). Moreover, very few longitudinal studies were conducted to investigate how learners adapt interactional resources they developed with participants to a new context in the L2 classroom (Pekarek Doehler, Wagner, & Gonzalez-Martinez, 2018, Young, 2009). Through a mixed methods analyses, including recordings, interviews, self-evaluation, and performance evaluation of speaking data, this study delineates how Japanese university students in an EFL classroom setting went through three stages (peripheral participation, active participation, full participation) to develop their IC. Consequently, this study identified four pedagogical steps to implement IC in the L2 curriculum.*

KEYWORDS: interactional competence, discursive practice, longitudinal study, communication strategies, interactional resources

INTRODUCTION

Contrary to the interaction hypothesis based on a cognitive view which assumes that negotiation of meaning leads to language acquisition (Long, 1983, 1996), a recent call for alternative approaches to SLA, influenced by social aspects of SLA in context (Block, 2003; Firth & Wagner, 1997), brought about "more dynamic and socioculturally grounded interpretation of interaction" (Salaberry & Kunitz, 2019, p. 2), which is termed interactional competence (IC). Young (2009, 2011, 2019) was one of the first researchers of IC, who emphasized the significance of research on IC instruction for second language learners. Young (2011) refered to Hall (1999) and claimed that learners can benft from systematic study of IC in discursive

practices followed by "participation in the practice by more experienced participants" (p. 437). However, Young (2009) argues that "more work is needed to describe the configuration of discursive resources in practices in foreign language communities in order to design effective pedagogies and assessments" (p. 8). More recently, Salaberry & Kunitz (2019) affirm that since the 1990s, several studies have been done on the concept of IC, but "few concrete examples of the implementation of IC in L2 instruction have been documented" (p. 10). This study explores interaction from alternative perspectives and attempts to reveal how EFL learners develop their IC through discursive practice based on a content-based integrated English curriculum. In particular, this study attempts to reveal how EFL learners benefit from the explicit teaching of communication strategies and the study of transcriptions of recorded conversations so that they can raise their awareness about how to utilize interactional resources (see Young, 2011).

According to Young (2007), "discursive practice is an approach in which language learning is viewed not as the changing cognition of individual learners, but as their changing participation in discursive practices; what is learned is not the language but the practice" (p. 251). Young (2007, 2008, 2009, 2011) extended Practice Theory[1] developed by research in anthropology (Bourdieu, 1977, 1990; Ortner, 1984; Sahlins, 1981) to talk-in-interaction and defined discursive practice as "recurring episodes of social interaction in context, episodes that are of social and cultural significance to a community of speakers" (Young, 2011, p. 427). Young (2009) further explains a discursive approach to language learning as follows:

> Language learning is understood to include not only the acquisition of knowledge about language but also the development of ways in which language and other semiotic systems are put to use in the service of adaptation to a new culture and participation in a new community. (p. 5)

This view emphasizes that language learning is situated and co-constructed by participants in a particular context. Influenced by language socialization (Duff & May, 2017; Duff & Talmy, 2011) and situated learning theory (Lave & Wenger, 1991), Young (2009) affirms that "learning was manifested as progress by both participants along trajectories of changing engagement in a discursive practice, changes that lead the student from peripheral to fuller participations and growth of identity" (p. 153). Similarly, Rogoff (2003) claims that "[h]uman development is a process of people's changing participation in sociocultural activities in their communities" (p. 52). However, very few studies on L2 development have been done within the framework of discursive practice (Young, 2009) and it has not been clarified to what extent discursive practice has been incorporated into a second/foreign language curriculum to develop learners' IC (Young, 2009, 2011, 2019).

Only relatively recently has IC gained attention replacing communicative competence, which is based on a cognitive view of language learning (Hall, Hellermann, & Pekarek Doehler, 2011; van Compernolle, 2015; Young, 2011, 2019). Hall and Pekarek Doehler (2011) point out two weaknesses of studies on communicative competence: (1) "the various components of communicative competence have…been treated as static, cognitive properties of individuals," and (2) "the focus of research has been on competence for speaking, and not on competence for interaction" (p. 4). Young (2011)[2] distinguishes communicative competence and IC by saying that communicative competence is concerned with individual knowledge, while interactional competence is "not what a person *knows*, it is what a person *does* together with others" (p. 430, italics in original). Influenced by Wells (1981), Kramsch (1986) was the first to coin *interactional competence* by saying:

> Successful interaction presupposes not only a shared knowledge of the world, the reference to a common external context of communication, but also the construction of a shared internal context or "sphere of inter-subjectivity" that is built through collaborative efforts of the interactional partners. (p. 367)

Based on subsequent research (Cekaite, 2007; Hall, 1993, 1995, 1999, 2004; He & Young, 1998; Young, 1999, 2002, 2008, 2011, 2019; Young & Miller, 2004), Young (2011) defines interactional competence as "participants' knowledge of the interactional architecture of a specific discursive practice, including knowledge of how to employ linguistic, pragmatic, and interactional resources in the construction of a discursive practice" (p. 434). Young (2019) specified a set of three resources "participants deploy in creating intersubjectivity in discursive practices" (p. 97, see also Young, 2008, 2011). Identity resources include "*participation framework*: the identities of all participants in a discursive practice, present or not, official or unofficial, ratified or unratified, and their footing or identities in the discursive practice" (p. 97, italics original). Linguistic resources include pronunciation, lexis, and syntactic structures, pragmatic resources include topic introduction and maintenance, while interactional resources include speech acts, turn-taking, repair and boundaries (Cekaite, 2007; Hall, 1999; Young, 2008, 2011, 2019; Young & Miller, 2004). Boundaries mean "the opening and closing acts of a practice that serve to distinguish a given practice from adjacent talk" (Young, 2011, p. 430). Furthermore, according to Young (2011; see also Young & Miller, 2004), research on interactional competence through discursive practice draws on the theory of situated learning or legitimate peripheral participation (Lave & Wenger, 1991). Lave and Wenger (1991) affirm that "[v]iewing learning as legitimate peripheral participation means that learning is not merely a condition for membership, but is itself an evolving form of membership" (p. 53). Lave and Wenger explain that as newcomers move toward full participation in communities of practice, they generate "identity and motivation" (p. 91). However, Lave and Wenger did not clarify developmental stages and "how identity and motivation are generated" (p. 91).

REVIEW OF THE LITERATURE

Although there is a large body of research on IC development outside of the classroom including study abroad (Dings, 2007; Ishida, 2009; Kinginger, 2013), apprenticeship (Nguyen, 2006, 2008), L2 learning in workplace conversations (Hauser, 2019), from an instructional setting to a workplace (Nguyen, 2016), we focus on research on IC development in L2 teaching. Research on the development of IC in L2 teaching has been done both outside the classroom and within the classroom. First, we review a couple of studies done outside the classroom, followed by several studies conducted within the classroom. Then, we highlight three studies that attempted to teach interactional resources to develop learners' IC in the classroom. Finally, the research questions that form the basis of this study will be introduced.

IC In L2 Teaching Outside the Classroom

Pekarek Doehler and Berger (2018) did a longitudinal case study of a German L1 speaker's storytelling during her nine-month stay with a French-speaking host family. They compared her initial stages during the first two to three months with latter stages during the seventh and eighth months based on CA. They found that the L2 speaker showed "a growing ability to design turns and actions" (p. 575), which indicated the development of her IC. Young and Miller (2004), one of the few studies which identified

developmental stages, examined second language (ESL) writing conferences between one non-native student and his native English-speaking instructor over four weeks. Young and Miller identified a sequence of eight actions in the revision talk in each writing conference. Though most of the actions were conducted by the instructor, which showed that the student's participation was peripheral in the first conference, after four weeks many of the actions were performed by the student as a full participant, indicating the development of his IC based on legitimate peripheral participation (Lave & Wenger, 1991). Young and Miller concluded:

> Learning is a process that takes place in a situated practice, not in an individual mind. In the case of the situated practice of revision talk, the instructor and student jointly construct the changes in participation that we observe as the student develops from peripheral to fuller participation. (p. 533)

Yet, Hall (2004) raised a question by saying that "what does this view of language and interaction have to say to second and foreign language learning?" (p. 610). What happened to the development of the student's writing competence as the non-native student became a full participant?

IC Development in the Classroom

Ohta (1999) investigated how interactional routines impacted first-year university learners of Japanese in the socialization of L2 interactional competence. In particular, Ohta kept track of one female student (Candace) over an academic year to reveal how participant observation, peripheral and active participation shaped her use of interactional routines as she socialized herself in the foreign language classroom discourse. Ohta found that "[t]hrough repeated participation in the routines of the classroom, Candace's ability to utilize follow-up turn expressions grows over the academic year" (p. 1509). Hellermann (2011) conducted longitudinal research on changes in the IC of two adult learners of English by focusing on their use of repair over five 10-week terms. Conversation analysis (CA) documented the two learners' development of wider range of repair initiation and repair over the period. Hellermann offered a suggestion for "a reconceptualization of language learning from an individual's discrete and independent linguistic capacities to learners' interactional competencies appropriate to the context and competences of the participating communities of practice" (p. 167-168). Taguchi (2014) researched the development of IC of 18 international students of mixed L1 backgrounds over a three-month study abroad program in a Japanese university. She focused on the use of incomplete sentences as interactional resources, which is a common linguistic phenomenon in Japanese conversations. Taguchi found that the 18 students increased the use of incomplete sentences over 12 weeks, which indicated the development of their IC. She explained that "[t]hey have stopped using complete sentences only, which made them sound like a textbook. Instead, they have adopted a more naturalistic way of speech by using incomplete sentences as interactional devices" (p. 530). Kley (2015) investigated how college students co-constructed interactional competence in paired speaking tests (jigsaw and discussion task) in college German as a L2 class, focusing on repair use. She found out that there were more similarities than differences in their use of repair across jigsaw and discussion tasks. Moreover, the study showed that higher-level speakers provided repair to maintain mutual understanding. Cekaite (2007), based on legitimate peripheral participation (Lave & Wenger, 1991), explored a seven-year-old immigrant child's IC in a Swedish immersion language classroom over one year. She found three developmental stages (a silent child, a noisy and loud child, and a skillful student) as her participation style in classroom activities changed and she became a competent member of

the community. She claimed that "[r]ather than studying the learner identity of L2 novices as fixed entities, dissociated from their participation in classroom activities, we need to conduct more longitudinal work on the social dimension of participation and L2 learning in multiparty classroom settings" (p. 59).

Teaching IC in the Classroom
We will review several studies which are related to our research. Huth & Taleghani-Nikazm (2006) utilized CA-based materials to teach telephone openings between German people to 23 first-year German as L2 students in the University of Kansas. Those students learned how to call in German in the classroom, practiced, and evaluated what they learned. Data (telephone openings) were collected prior to the explicit instruction and five weeks after the instruction. They found that explicit instruction using CA-based materials had a positive impact on learners' telephone openings in German. Barraja-Rohan (2011) implemented classroom research on whether ESL adult learners in Australia benefitted from a CA-informed materials over 12 weeks. Students in both Group 1 (lower intermediate level) and Group 2 (intermediate level) developed their IC, performing sequential context, turn-taking, repair, co-construction, and so forth (p. 499). Barraja-Rohan concluded that "there is a need to teach a number of the interactional features and concepts examined by CA" (p. 500). More recently, Wood (2018) conducted a longitudinal study over one academic year on how 18 first-year Japanese university students learned to use communication strategies (CSs) and, as a result, developed their IC. Based on previous studies on the relationship between the development of CS use and SLA (see Dornyei, 1995; Nakatani, 2005; 2010, Naughton, 2006), Wood developed a curriculum including the introduction of various CSs over 12 different topics. Students were encouraged to use CSs they learned in their timed conversations for each topic and recorded their conversations in pairs, followed by a transcription and self-evaluation. Wood found out that students developed their use of CSs through the analysis of their transcriptions and became interactionally competent speakers of English as they co-constructed dialogues with their classmates.

Although previous studies on L2 interactional competence (IC) attempted to show how learners develop their IC, except for a few studies (see Cekaite, 2007; Wood, 2018; Young & Miller, 2004), "little is known about the process by which learners develop their L2 IC, nor about the stages this development goes through" (Hall, et al., 2011, p. 7; see also Young, 2011, p. 436). Furthermore, previous studies on L2 interactional competence have relied on conversational analysis (CA) as a method to describe "the myriad resources comprising L2 users' interactional competence" (Hall & Pekarek Doehler, 2011, p. 1). Yet, without learners' voices, "how identity and motivation are generated" (Lave & Wenger, 1991, p. 91) as L2 learners increase the use of IC in the classroom has rarely been explored. Acknowledging the advantage of CA-informed research on L2 interaction, Huth (2010) cautions that L2 talk elicited for research "oversimplifies the nature of the talk and fails to acknowledge other elements" (p. 537) such as "language competence, language performance, and perception of language behavior" (p. 550).

The present study employs a mixed methods analyses of videotaped conversations, essays, interviews, and self-evaluation reports in order to reveal how EFL learners learn to use interactional resources through discursive practice about a discussion topic and how they adapt those resources when they encounter new topics (see also Young, 2009), highlighting learners' voices and perceptions. In particular, we attempt to identify pedagogical steps to implement IC in the L2 curriculum (Young, 2009, 2011, 2019). Furthermore, we are interested in how "linguistic changes occur through changing social relations and participation structures in conversations" (Taguchi, 2014, p. 533; see also Duff, 2019). Hall (2004) claims that the

connection between the development of IC and SLA is missing, which is also an issue of how to assess IC (Galaczi, 2013; Salaberry & Kunitz, 2019; Pekarek Doehler, 2019).
The following research questions are addressed here (see Pekarek Doehler, 2019):

RQ1. What aspects of L2 IC develop as learners go through developmental stages through discursive practice based
on a content-based integrated curriculum?
RQ2. Through what pedagogical steps do learners develop their IC in the L2 classrooms?
RQ3. How does the development of L2 IC affect their linguistic competence?

METHOD

Participants
21 first-year Japanese university students, 8 males and 13 females, participated in this yearlong study (from April 2009 to January 2010). Students belonged to the X department, at institution X, which aims at developing students' English proficiency as well as teaching skills in order to be English teachers in secondary schools. There were two classes (A and B), and we decided to focus on the B class (21 students) because both researchers were involved in the B class as instructors. The average TOEFL (ITP) score was 420 in April 2009, which indicated that the level of the students' English ability was low-intermediate. Based on the results of university entrance exams, students were divided into two sections creating classes of equally-mixed abilities. All students had received English instruction for six years before coming to this university. While only two female students studied English for one year in English-speaking countries when they were high school students, and four students (two male and two female) had stayed for one to two weeks in English speaking countries, the rest of the students had never been abroad when this study started.

The Integrated Content-Based English Curriculum (CBEC)
The CBEC starts with a discussion topic[3] (see Appendix A) and is integrated with four 90-minute classes over a two-week cycle (see Appendix B). Students are expected to work on ongoing development of the topic content through discursive practice in all four different classes that culminates in a final video recorded discussion. In addition, we introduced communication strategies [4] (CS) for each topic over two semesters (see Appendix A) so that students could maintain their conversations (see Wood, 2018)[5] referring to Kenny & Woo (2001) and Kehe & Kehe (1994).

Week 1 starts with the introduction of the topic in the "Discussion and Debate" (DD) class and then is followed by reading an authentic news article in the "Intensive Reading" class (IR), which is intended to develop students' background knowledge of the topic. In the third class, "Academic Writing" (AW), students work on peer-reading and editing their first drafts (homework) including discussion on the same topic. In the fourth class, the "Power-Up Tutorial" (PUT), the focus is on meaningful communication with the students discussing the main topic in groups of three with one native English-speaking language tutor. This cycle repeats for a second week integrating all four skills, especially speaking and writing, and finally the students record their discussion based on the discussion topic introduced in the first DD class in pairs on video during the last 15 minutes of the PUT class (see Murphey & Kenny, 1998).

After recording, students write a transcription of the recording to focus on the lexicosyntactic structures that were used during the discussion as a consciousness-raising activity and to make a plan for improvement in the next topic cycle (see Murphey & Kenny, 1998). In the following PUT class before discussing the new topic, the teachers and the tutors give feedback and advice to consolidate and complete the cycle.

Data Collection

A mixed methods research approach was adopted for this project. According to Johnson et al. (2007), "Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches…for the purposes of breadth and depth of understanding and corroboration" (p. 213). Multiple data sources collected for this study were videotaped conversations, essays, and interviews to answer the aforementioned three research questions.

All students moved to a language laboratory and participated in video-recorded conversations in pairs after practicing in the PUT classroom, which were recorded on a computer equipped with a video camera for each pair. Students started with three-minute conversations and finished with five-minute conversations in the first semester, whereas they started with five-minute conversations and increased the time to seven minutes at the end of the second semester (see Appendix A). These recordings happened successively for each topic over the academic year (six topics per semester). However, it was often the case that the students kept talking after the time limit set for each recording. Once they finished recording, both students copied the data file to USB flash memory drives for subsequent transcription and self-evaluation while the instructor, the second researcher, saved all the data into his computer.

Students submitted their final essays about each topic and had their essays returned with feedback by an AW teacher. The word-length requirement was about 150 words for the first topic and was gradually increased, with students writing their final essay in the second semester with a target of about 300 words. Regarding interviews, in order to represent the target class, six students (two advanced, two intermediate, and two lower-level) were chosen based on the results of their grades in the first semester including speaking tests and essays (see Table 1, below). Next, 11 open-ended interview questions were developed including "Did you enjoy the content-based English curriculum (CBEC)?" "How was it different from the English program in your high school?" , "What are some of the advantages of CBEC?", "Which topic did you enjoy the most?, Were there any difficult ones?", "Was recording/self-evaluation for each topic useful?" , "Did you improve your English ability?" and "If so, how did you improve it?" Moreover, a structured protocol based on Spradley (1970) was used so that the interview could focus on certain issues. The first researcher interviewed the focus students in Japanese and translated the Japanese into English, with each interview lasting 20 to 30 minutes.

<INSERT TABLE 1 ABOUT HERE>
TABLE 1
Six Students Chosen for Interviews

Student	Aki	Toru	Koji	Hiroki	Midori	Keiko
Gender	Female	Male	Male	Male	Female	Female
Final grade	B	B	A	A	A+	A+
Speaking	Weak	Weak	High	Weak	High	Middle
Writing	Weak	Weak	Middle	High	High	High

Note: A+=more than 90%   A=more than 80%   B= more than 70%

Data Analysis
The speaking interaction data was based on video-recorded conversation recordings of the six students who were chosen for interviews and they were analyzed in two ways. Although students were randomly paired with other students (sometimes among the research group) for the recordings, we focused on only the six students for data analysis. The first analysis was conducted qualitatively based on transcription conventions (Jefferson, 2004, see Appendix D) to investigate whether there was any evidence of a "developmental trajectory" (Pekarek-Doehler, 2019) meaning that over time, L2 learners develop various qualities of IC which encompass the overall structure of talk-in-interaction including turn-taking, repair, action formation and sequencing (see Appendix G). The analysis also includes looking to see how L2 learners managed topic development and listener support moves (Galaczi, 2014).

Hall, et al. (2011) emphasize the significance of conversation analysis (CA) in analyzing social interaction:

> Throughout the past 40 years, CA has brought about a detailed understanding of how social interaction is organized on a moment-to-moment basis, identifying the manifold resources participants use to accomplish this organization and, thereby, uncovering the multiple facets of people's competence for social interaction. (p. 6).

The second analysis was done quantitatively by coding, which involved analyzing the video recordings and transcripts looking for evidence of collaboration and interactional development through turn-taking and the usage of CSs such as assistance and scaffolding. Following Foster and Ohta (2005), which investigated classroom interactions from both cognitive and sociocultural perspectives and established the framework for further research, the second researcher transcribed the first, sixth, and twelfth recordings utilizing InqScribe transcription software (Version 2.5; macOS Beta) and shared the results with the first researcher to confirm any evidence of peer assistance/scaffolding and negotiation for meaning to investigate interactional development (see Appendix C for definitions and examples).

Moreover, students' speaking performances were evaluated to assess their L2 development. Three native English-speaking evaluators used a rubric to evaluate student speaking performances in terms of interaction, delivery, and content (see Appendix E) after they underwent a training and calibration session to improve inter-rater reliability. Calibration was done by the second researcher who explained the rubric then showed a video of a pair of students who were not being evaluated for the research project. The evaluators made notes and used the rubric to assess one designated student in the pair. Afterwards, notes

and scores were compared and discussed. This continued for three or four rounds of watching different student dyads until all the evaluators were independently arriving at similar evaluation scores and comments. Once this was achieved, the evaluators went to different classrooms to watch, assess, and write comments about the speaking videos of the research subjects.

Inductive approaches were used to analyze the qualitative data from interviews (Lincoln & Guba, 1985; Silverman, 1993). Data were carefully read repeatedly, identifying any category that might encode cultural meaning (Lincoln & Guba, 1985). Finally, both qualitative and quantitative data were analyzed and integrated so that mixed methods would corroborate reliability (Creswell, 2010).

RESULTS

Multiple data sources including (1) video-recorded conversations and (2) interviews were analyzed for this study. First, CA-informed transcription analysis will be shown to reveal developmental stages of students' IC. Second, recorded data will be presented based on coded quantitative analysis. Third, interview data will reveal why and how these students engaged in discursive practices through the integrated CBEC. Finally, speaking performance results will be presented.

Qualitative Results: CA-Informed Analyses of Recorded Dat*a*
Through a CA-informed approach, analysis of excerpts of student recording transcripts will describe features of the students' developing IC as they progressed from peripheral participants to more active and collaborative participants. We will focus on six students with differet levels (see Table 1) in order to show the development of IC across proficiency levels (see Galaczi, 2013). Yet, we are concerned with two lower level students, Aki and Toru, in particular, to better show their IC development. In the first stage, peripheral participation will refer to the students as having limited IC resources with a focus on a speaker role with little minimal listener support resulting in monologic speech. In the next stage of developing participation, the students will show more characteristics of IC development due to stronger alignment to each other as both speakers and listeners which results in more mutuality and collaboration. Furthermore, listener support through backchanneling demonstrated comprehension rather than just as prompts to continue (Ducasse and Brown, 2009 as cited in Galaczi, 2013) as students demonstrated more alignment to each other in real dialogical speech. In the third stage of active participation, the students demonstrated improvement in their ability to manage a dialogue with many characteristics of IC such as the latching and overlapping of utterances, as well as asking questions to either initiate a topic or to further develop a topic through co-construction which showed characteristics of "substantive recipiency", a form of topic extension move that indicates the level of language ability for mutual understanding (Waring, 2002 as cited in Galaczi, 2013).

Peripheral participation
The first couple of weeks of the semester were spent establishing the routine of the CBEC curriculum and not surprisingly, the students seemed very nervous and awkward, especially during the task of recording their first dialogue on video at the end of the second week about the topic of English education starting in elementary school where excerpts 1 through 3 are taken.

Excerpt 1: Aki and Toru

```
01  Aki:   good mor::ning        ((Both students looking down at their
                                    essays))
02  Toru:  good morning. (2.0) how's it going.
03  A:     i'm pretty good. (4.0) how about you?
04  T:     i'm fi::ne (0.5) are you for? or against introducing
           English
05         into elementary school?
05  A:     I:: agree with introduce English to elementary school=
06  T:     yeah.
07  A:     =because (.) English has become an important thing
           recently. (.2) today
08         there ar:e (.2) many things which are from foreign
           countries. (.2) we
09         should know about foreign countries more than in the past
           (.2) the better
10         we study foreign language (.3)
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In the first part of the video recording, both students were oriented to the computer and camera in front of them for the recording, and they relied on reading their essays that they had written for their academic writing (AW) class; therefore, there was little or no eye contact with each other. The students start the conversation with the familiar speech act of greeting, but the topic management is very mechanical since they are simply reading their essays, although there is a backchanneling prompt in 06 that acts as prompt to continue and perhaps indicates active listening. From 07-10, Aki's turn is speaker-based and there is no active interaction from Toru, her interlocutor. The following excerpt shows what happens after they were told not to read their essays, although there is still some reading taking place.

Excerpt 2: Aki and Toru

((Several turns later, after Toru has read part of his essay, the conversation changes because they are trying not to read their essays))

```
11 T:     um (.3) seconds (.2) ah:: some children think studying
          English is ver::ry hard=
12 A:     un-huh?
13 T:     = and dislike English (.2) so elementary teacher (.1) can teach Eng[lish]=
14 A:                [un-huh?]
15 T:     = not only for study ((Toru has started reading his essay
          again))
16 A:     yeah.
17 T:     >but also< enjoyment (0.3) children should know English is
18        good points (3.0) a::nd (2.0) studying English in::
       elementary school's
19        purpose is not studying (.3) just enjoyment (.hhh)
20 A:     un-hm.
```

((The timer indicates the time to finish recording, and the students suddenly finish))

21 T: THAT's all.
22 A: o::kay:: (.2) nice talking with you.
23 T: nice talking with you too.

In this excerpt, Aki uses backchanneling that serves to act as continuers/prompts (12, 14, and 16) which seem to indicate active listening, but the dialogue is still speaker-based with no co-construction or collaboration indicating low mutuality between the speakers. To further illustrate the lack of IC at this peripheral stage of development, an excerpt from two other students will be discussed.

Excerpt 3: Keiko and Haru
     10 Keiko: anyway (.) if I have to choose which is better? I'm for
               it. =
     11 Haru: un.
     12 K: = becau:se I thin:k studying English in elementary schools
     13   will be the step to junior high school's (.2) studying.
     14   some people sa::y (.2) un it is (.2) it is (.) bad points to
     15   (1) ah: ah: (1) the class will? (.5) ma:y maybe (.) may cause
     16   (.) cause (.) the pupils (.) dislike [English]=
     17 H: [un-huh]
     18 K: =I think (.2) I think studying English >in elementary schools<
     19   i::s not good fo:r pupils too.
     20   but it is good (.2) for them to enjoy English (.1) for example
     21   playing games and [singing a song].
     22 H: [un-huh]
     23 K: hm::: mm:: (.3) another reason is (.8) mm:: if (.2) we learn
     24   English (.3) an opportunity to l-learn l-look at other countries (.2)
     25   a::nd look look at other countri::es wi-will increase a:nd take take
     26   another look at Japan. *((timer to stop talking rings))*
     27 H: um::ok. nice talking with you.
     28 K: you too.

In excerpt 3, there is little interaction except for Haru backchanneling to indicate either active listening or as continuers/prompters to Keiko in 11, 17, and 22. Although Keiko is not reading her essay, there is little mutuality between the speakers and it is mostly speaker-based with very low listener support. There is no collaboration or development of each other's ideas. This type of low IC was consistent for the first few topics for the other students as well.

Developing participation
After five topics of the CBEC curriculum cycle in the first semester, we looked at the final sixth topic and found of evidence of improving IC and learner progress. There was much more evidence of a balance between the speaker and the listener which indicates more mutuality and there were instances of collaboration to co-construct ideas for elaboration of the topic. In excerpts 4 and 5, Aki and Sayo, the same pair from excerpts 1 and 2, are discussing the topic about whether keeping pets is a good idea or not.

Excerpt 4: Aki and Sayo
```
01 Aki:    oka::y do you like pets?
02 Sayo:   yes of course.
03 A:      mm-hm:: so:: (.5) (.hhh) um: (.2) keeping pets is good for you.
04         (.2) do you think?        ((They are both making eye contact))
05 S: ye:s  [um::]
06 A:      [mm-hm::] for example? ˚why do you think so˚.
07 S: um:: I ha:ve ah two [dog-su]=
08 A:                     [mm hm]
09 S: = and whe:n (.2) I come back to home?=
10 A: mm-hm.
11 S:      = um:: (.) these dog-su: come (.) >around me< =
12 A: ah yeah.
13 S: = so I relieved.
14 A:      yeah you feel relieve.
15 S:      yes.
16 A: un-huh.
17 S:      ma::y (.) many people feel relieved (.) to (.2) to keep dogs?
           (.) or (.2) other pets? =
18 A:      yeah.
19 S:      = and (.3) and (.3) um: when I investigated i::n
           internet =
20 A:      yeah.
21 S:      = um:: many >many< animal therapy.
22 A:      yeah I know.
```

The first most noticeable change in this interaction is that they are not reading their essays and are oriented toward each other while making almost constant eye contact. There is a better balance between the roles of listening and speaking with the listener Aki being much more aligned to what Sayo is saying through listener support in the form of backchanneling that encourages her to continue speaking (06, 08, 12, 16, 18, and 20) but also by asking follow-up questions to encourage her partner to expand. In 06, she asks for elaboration to a previous statement by asking, "Why do you think so?" which allows Sayo to explain about her dogs. In 14, Aki picks up Sayo's comment "so I feel relieve" by co-constructing perhaps an unintentional repair that contributes to the intersubjectivity or "mutual understanding of co-participants' intentions" (van Compernolle, 2015) in the interaction by saying, "Yeah you feel relieve", adding "feel" which Sayo picks up in 17 by saying "Many people feel relieved". This indicates co-construction through active listening and contributing support that helps Sayo to further expand her opinion which results in more mutuality. The next excerpt is by two different students talking about the same topic.

Excerpt 5: Koji and Hiroshi
```
44 Hiro:   =couples (.3) cannot (.2) ha:s a (.2) children
45 Koji:   um-mm.
46 H:      with some reasons.
47 K:      yes.   ((Koji is making eye contact and nodding his head))
```

48 H: so tha tha then the::y can ha:vu pets (.3) as a::
         substitutes o::f children.
49 K: substitute? what does it mean?
50 H: [eh::to] {well} (2)
51 K: [a::s a:::]
52 H: as a:: like a child
53 K: ok.
54 H: as a child. like a child. so:: it is (.5) um =
55 K: = good.
56 H: yes. (.2) um so:::: people ca:::n (.3) forget
         [loneliness] by keeping pets.
57 K: [loneliness]
58 K   um. yes (.2) that's why you want to get a hamster?

In this dialogue, both Hiroshi and Koji are not reading anything while Koji makes continuous eye contact and nods his head to encourage Hiroshi. Koji supports and encourages Hiroshi to develop his ideas through continuers/prompters (47). In 49, Koji asks for clarification when Hiroshi says that some people keep pets as a substitute for children. In 50 Hiroshi hesitates but in 51, Koji encourages him by prompting "as a ~" which Hiroshi picks up in 52 with his utterance, "as a child, like a child". This would seem to indicate that Koji did not misunderstand the meaning of the word "substitute", but rather was asking Hiroshi to elaborate on what he meant by "substitute" which is a form of assistance/scaffolding (Foster & Ohta, 2005) that helps to develop intersubjectivity (van Compernolle, 2015). Hiroshi continues this idea in 54 by repeating "as a child" and he was encouraged in 55 to continue which he further elaborates by explaining that pets help people get over loneliness. In 57, Koji overlaps with "loneliness" and then asks a question to collaborate with Hiroshi to continue to expand his explanation by indicating that he knows that Hiroshi has expressed interest in getting a hamster. This dialogue showed more balance between the speaker and the listener while the topic developed in a step-wise manner. It was very collaborative and it shows the developing IC of the students.

Active participation
At the end of the academic year in the second semester, we looked at the final and twelfth topic which was about expanding the amount of time for teacher training to improve teacher quality for public education. The next two excerpts will be followed by an analysis of what aspects of the students IC development helped them to become more active participants in discursive practice.

Excerpt 6: Aki and Sayo
    12 Aki: yeah
    13 Sayo: = [for the year]
    14 A   [very busy]
    15 A: un huh [a:::]
    16 S: [so::]
    17 A: [don't have to.] un-huh I understand.
    18 S: so I think they (.) can't live =
    19 A: = un-huh. (.hhh) ah (.) becau:se (.) of (.2) money?

```
20 S:      >yes yes<
21 A: a::h (.3) yeah I think so too. maybe the student (hhh)(1) un (.)
22         (.hhh) have (.2) a burden (.2) bu::rden
23 S:      yes. so:: I think the::y (.2) don't want to be a:: teacher.
24 A:      un-huh (.) yeah? (.) I think so too (.) ah. (1) economy problem is:
25         not (.) not easy =
26 S:      = yeah that is so [serious] ha ha ha ha.
27 A:                        [yeah] I think so too. ha ha ha ha.
```

In this dialogue, both students were oriented toward each other and not the computer screen or the camera and neither of them were reading anything which indicates their increasing independence and confidence to speak without any aids. There was more alignment between the speakers, with more listener support, overlapping utterances, and collaboration. In 14, Aki overlaps Sayo's "for the year" with "very busy" and then in 15 appears to start to expand on what Sayo said but then Sayo overlaps and then allows Aki to finish in 17 where she offers a confirmation of understanding. Sayo continues in line 18 and Aki latches onto Sayo's "can't live", backchannels with "un-huh" then contributes by extending Sayo's topic which Sayo confirms in 20 with "yes yes". This mutuality and reciprocity continues in 21 where Aki extends Sayo's topic who confirms then continues in 23 by expanding her original topic for why students may decide not to become teachers. Again Aki notices a transition-relevant place and in 24-25, extends the topic by contributing a summary of the problem as an "economy problem" which Sayo confirms in 26. As Galazci (2013) indicates, turns initiated by latching/overlapping are evidence of increasing IC. Now let's look at another excerpt that gives evidence of how learners were able to develop their IC to become more active participants in discursive practice.

Excerpt 7: Toru and Mari
```
15 Toru:   because? ah::m (.2) as I say the
16         > lacking teacher's quality < is: um: terrible =
17 Mari:   mm:::
18 T:      = so and public opinion don't trust. do not trust (.2)
           a:h teachers =
19 M:      mm
20 T:      =so we have to::: a::hm: we have to improve? =
21 M:      = ye:s =
22 T: = a teacher's quality [and] a social standing.
23 M:                       [yes]
24 M:      social standing =
25 T:      =social standing.
26 M:      um: what is it? =
27 T:      = what is it? ah:::m social standing is like a:: rank =
28         ((Toru gestures with his hand moving up))
29 M:      = oh::? =
30 T:      = yeah um: because of (hhh) (.2) um (.2) crime >teacher's
31         crimes < or teacher's rank is > getting worse. < =
32 M:      = ah I see yes [yes] =
```

33 T: [so ah so]
34 M: = yeah? bu:t I think six years is too long =
35 T: ah: too [long]
36M: = for students [yes]. and it cost a lot
37 T: um-hm.

In this dialogue, the learners were not relying on any aids and were often making eye contact which shows more confidence. Both learners demonstrated a higher level of mutuality and co-construction through collaboration and the extension of topics. There was a good balance between the roles of speaker and listener. In 17, 19, and 21, Mari prompts Toru to continue speaking and shows comprehension until Toru mentions "social standing" in 22. In 24, Mari shadows "social standing" which initiates a mediation sequence which Toru latches onto and then in 26, Mari explicitly asks for clarification. Toru latches onto Mari's question, "What is it" by shadowing it and then explains by rephrasing what he means with a gesture. Mari implicitly asks for more explanation which Toru provides by extending the topic with an explanation about teacher crimes contributing to the worsening of teachers' social standing which Mari then indicates comprehension in 32. In 33, Toru was going to continue, but Mari took this turn as an opportunity to express her opinion on the topic which differs from Toru's opinion and extends the discussion in a different direction. In this dialog, the latched overlapping turns and the comprehension questions indicate a higher level of mutuality and reciprocity between the speakers which are elements of a higher level of IC.

Through one academic year of two 15-week semesters that involved students studying 12 integrated content-based topics, the six students in this study were observed going through a "developmental trajectory" (Pekarek Doehler, 2019), from peripheral participation to developing and active participation as more independent and cooperative discourse participants with the ability to collaborate and assist each other in discursive practice. In the peripheral stage, the students lacked IC and the dialogues were mainly speaker-based with no real interaction or topic development other than what they had prepared based on their AW essay. However, as students became used to discursive practice, emerging elements of IC were reflected in higher mutuality and intersubjectivity between the students while discourse between the speaker and listener became more balanced. Finally, by the end of one academic year, there was evidence that students became active participants with a higher level of IC due to their emerging ability to manage turns and to develop and extend topics while showing active listener support (Galaczi, 2014).

Quantitative Results: Video-recorded Conversations
Following Foster and Ohta (2005), dialogues were analyzed for evidence of "assistance and scaffolding" which can be sub-categorized as (1) co-construction and other correction, (2) self-correction, and (3) continuers and prompters and analyzed for evidence of "negotiation for meaning" subcategorized as checks for (1) comprehension, (2) confirmation, and (3) clarification (see Appendix C for definitions and examples). Over the course of the year, designated time for recordings was incrementally increased for each topic (see Table 1), but the average times indicate the average time of all the recordings due to students choosing to continue talking even after the timer went off. The speaking rate is average word count per speaker of the dialogue divided by time in minutes. Turns, besides the typical turn counted when a different speaker talks, include the usage of back channeling in the form of continuers/prompting when not identified as overlapping utterances.

In the first recording, a total of 64 incidences of assistance and scaffolding were identified, with 63 marked as continuers/prompting in the form of back channeling cues such as "Un-huh" and "Yeah" and shadowing. In addition, there was one incident of co-construction. There was little evidence of unprompted initiation for contributing to the development of the dialogue. Instead, the students relied upon each other to maintain the dialogue. Evidence for "negotiation for meaning," at the surface level was found, but both examples, one for comprehension, and one for confirmation, function as assistance/scaffolding in the form of continuers/prompting rather than negotiation for meaning. This supports the findings of Foster and Ohta (2005) who found that in their study, negotiation for meaning does not take place as much as commonly believed in interactions. Their suggestion is to distinguish between the "surface" form of negotiation and its pragmatic function within the context of the interactional process, and this was found to be true in our data. The data is summarized in Table 2 below:

<INSERT TABLE 2 ABOUT HERE>
TABLE 2
Speaking Discourse Analysis

Speaking Discourse Analysis	T1 English	T6 Pets	T12 Teacher Education	Total
Time (average)	3:38	6:20	8:12	
Words (average words/dialogue)	264.6	517.8	555.8	
Speaking rate (average words/minute)	72.9	81.8	67.8	
Turns (average/dialogue)	27.3	87	82.1	
Turn rate (average turns/minute)	7.5	13.7	10	
Assistance / Scaffolding				
Co-construction / Other-correction	1	9	16	26
Self-correction	0	5	7	12
Continuers/Prompting	63	179	171	413
Total	64	193	194	451
Negotiation for Meaning*				
Comprehension	1*CP	1*CP	1	1
Confirmation	1*CP	[a]5, 3*CP	1*CP	2
Clarification		[b]2, 1* Co	5, 4*Co, 1*CP	1

Note: * Surface structures that appeared to be negotiation for meaning, when analyzed from a pragmatic perspective, actually indicated something other than negotiation for meaning, for example, [a]5, 3*CP means that there were 5 possible confirmation checks, but in fact 3 of them functioned as continuers/prompting, and [b]2, 1*Co means there were 2 possible clarifications, but in fact 1 of them functioned as co-construction.

In the sixth recording, the recording time increased from an average of about three and half minutes to almost six and half minutes with the word count increasing from 72.9 to 81.8 words per minute on average. Interestingly, the average number of turns tripled, from 27.3 to 87, partially explained by the time increase,

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but the average number of turns almost doubled from 7.5 turns per minute in the first recording to 13.7 turns per minute in the sixth recording. The main increase can be accounted for by more incidences of assistance/scaffolding evidenced by the three-fold increase in the usage of continuers/prompting, from a total of 64 in the first recording to 193 in the second. Regarding negotiation for meaning, there seemed to be an increase in what initially appeared as comprehension, confirmation and clarification checks, but when looking at the full context of the turn, the one comprehension check functioned as a continuer/prompt; of the five confirmation checks, three of them functioned as continuers/prompts; and of the two clarification checks, one functioned as a co-construction move, and it was counted as such. Another noticeable improvement was the increase in co-construction, increasing from one in the first recording to nine in the sixth. This indicates more cooperation and collaboration in order to develop the content of their dialogue. Finally, there was in increase in the number of self-corrections, from zero in the first recording to five in the sixth, perhaps reflecting their ability to be more attentive to the content of what they were talking about. The sixth recording, when compared to the first, shows much development in the students' abilities to participate in interactive dialogue.

In the twelfth and final recording, the students were much more relaxed and confident overall while the dialogue was more interactive, rather than scripted or practiced. Although the average recording time increased by over a minute and a half, the average number of turns per minute decreased, from 13.7 in the sixth recording to 10 in the twelfth. This can be explained by the fact that the students took longer turns reflecting their ability to discuss the content with more details. Regarding negotiation for meaning, surface-level clarification moves increased, but out of the five incidences, four functioned pragmatically as co-construction and one functioned as a continuer/prompt. There was more evidence of collaboration reflected by the increase in incidences of co-construction, from nine in the sixth recording to sixteen in the final one. There was also a small increase in the number of self-correction moves, from five to seven, though the number of continuers / prompting decreased slightly compared to the sixth recording. The most interesting change occurred with the weaker proficiency students, who improved tremendously across all three recordings in their ability to cooperate and collaborate as more active participants (see Appendix F for individual student data).

Qualitative Results: Interviews
This section reports the results of interview data analysis highlighting six focus students' voices, which revealed why and how those students engaged in discursive practices through the integrated CBEC. Regarding CA-informed analysis, Huth (2010) cautions that L2 talk elicited for research "oversimplifies the nature of the talk and fails to acknowledge other elements" (p. 537) such as "language competence, language performance, and perception of language behavior" (p. 550). We hope the interview data analysis reveals how students socially-interacted with each other and developed their identity through discursive practices in the new community.

The integrated curriculum was fun
    All six students reported that they enjoyed the curriculum. Keiko and Midori explained:
- It was fun. I could listen to different ideas from my classmates. I could change and deepen my ideas through four integrated classes. (Keiko)
- I could share and compare my ideas with my classmates'. Then, I could come up with my new ideas. That's why I enjoyed the program and I think it was useful. (Midori)

Moreover, they compared it with their high school English classes. Koji and Toru said they had little opportunity to talk with others in high school.

> - *There was no pair work in my HS. The teacher mainly talked and checked the answers of the books for university entrance exams. However, it was boring and many students did not listen to the teacher and just did what they wanted to do. (Koji)*
> - *We just sat at our desks and often wrote English in HS; however, I could develop my speaking skills by talking with other classmates. That was a big difference. (Toru)*

Advantages of the curriculum

All six students further revealed advantages of the integrated curriculum. All of them reported that they could develop their ideas by sharing opinions with classmates. For instance, Aki changed her idea about working women (one of the topics) through listening to others' ideas:

> - *I could develop my ideas through the program. For example, I could learn different ideas from IR and changed my ideas. I sometimes changed my ideas in PUT through listening to others' ideas. I could choose better ideas by myself. As for "working women," I had an initial idea that women should continue to work to save money by putting their children in day-care centers. However, someone told me that putting a child in a day-care center costs money. Then, I changed to the idea that women should stay home for one year to raise their babies. (Aki)*

Koji explained how he developed his ideas through interaction with others. Similarly, Keiko could deepen her understanding by listening to many ideas from classmates.

> - *We started with D&D on Friday. Then, I thought the topic was difficult and I didn't like it. Next we came to understand the topic better in IR on Monday. After that, I could rewrite my opinion better by finding more information in AW on Tuesday. Then, I came to like the topic. Finally, in PUT on Thursday I had chances to listen to others' ideas and was often impressed by their opinions. I thought they were clear and then I found the topic more interesting. (Koji)*
> - *I could listen to many ideas from different classmates and expressed my ideas in all four classes. Because there were four classes, I could deepen my understanding about each topic. (Keiko)*

Three students regarded communication strategies as useful for maintaining a conversation. For example, Koji and Hiroki commented as follows:

> - *I was not good at asking follow-up questions so there were many silences at the beginning. It was a torture. Then, I learned what kinds of questions I should ask through the program and got used to asking follow-up questions. (Koji)*
> - *I could keep talking by using many conversation strategies such as shadowing and follow-up questions compared to April. (Hiroki)*

Interestingly, two students, Keiko and Koji, noticed how they could acquire and use new vocabulary through the integrated curriculum.

> - *I also learned new vocabulary from news articles in IR. Those new words were useful in writing and speaking. (Keiko)*
> - *I came to use new words by encountering them many times. (Koji)*

In addition, five students reported that recording/self-evaluation was useful with two of the comments below:

- I could evaluate my ability objectively by watching the video, so it was useful. Also I was glad to see my progress. Through self-evaluation, I could notice my errors and my bad habits. (Hiroki)
- I hated recording and felt like crying at first because I got stuck and there were many silences. I could not express my ideas and just nodded to my partners, so I didn't like watching myself in the video. However, I think it was useful because I could set up my next goals, so I think it was useful. (Keiko)

Difficulty of topics

All six students reported about their favorite topics and difficult ones. Through the year, they tackled difficult ones such as organ transplantation, the death penalty, same sex-marriage, and capital punishment (see Appendix A). Students seemed to enjoy sharing different views rather than hearing the same kind of ideas. Keiko and Koji expressed the following views:

- International marriage and same-sex marriage were difficult because I had never thought about them. I could not find any good reasons and ended up with unclear ideas. (Keiko)
- I enjoyed talking about women's place and capital punishment. As for capital punishment, I thought it was the most difficult one. However, I heard many different ideas from my classmates and became interested in it. On the other hand, I had difficulty talking about same-sex marriage because most of my classmates had the same ideas. (Koji)

I could improve my English ability. All six students reported that they could improve their English abilities by engaging in the integrated curriculum. Hiroki and Midori benefited from communication strategies.

- Compared with April, I could use communication strategies including shadowing and follow-up questions and I could keep talking for a longer time. Also, I could improve my writing skills by writing many times. (Hiroki)
- I came to be able to summarize what my partner said in the middle of a conversation to confirm what my partner said. I did not mind keeping talking for a long time. I could ask questions to my partner naturally. (Midori)

Toru and Koji could communicate with foreigners.

- I could improve my English ability. There were many chances to use English in this program. I noticed my progress when some foreign exchange students spoke to me and I could communicate with them. (Toru)
- I could improve my TOEFL score by 80 points. I could communicate with my host family when I visited Boston in the summer. (Koji)

Summary

All six students explained reasons why they engaged in various tasks earnestly through the integrated curriculum. For most of them, it was the first experience to share their ideas with other classmates in English. Sharing ideas, and even changing and developing their own was a driving force to actively participate in various kinds of tasks through discursive practices. Moreover, communication strategies functioned as useful devices to help students to move from peripheral participants to active participants

throughout the program. Consequently, they were motivated to engage in discursive practices and could develop their IC resources as active participants in this learning community, acknowledging that they could improve their English abilities. The next section shows the results of their performances in terms of speaking and writing skills over the academic year.

Speaking Performances

As described in the data analysis section, three native English-speaking teachers were asked to evaluate the final speaking performances (see Appendix A & B) of the six students for Topics 1, 6 and 12 based on the rubrics we created (see Appendix E). Based on the CBEC (as previously discussed), students worked on ongoing development of the topic content through discursive practices in all four different classes that culminate in a final video recorded discussion and a final essay at the end of each second week. Table 3 presents the summary of the speaking results, while individual student results are shown in Appendix F. Inter-rater reliability was 0.916 (SPSS 19.0), which shows a high reliability. As for speaking performances, the average assessment score increased from 10.275 (Topic 1), to 14.997 (Topic 6) and 18.264 (Topic 12). In particular, the gap between the high and low averages narrowed from 6.67 (high - 14.33; low - 7.66) to 5.00 (high - 18.66; low - 13.66) and 3.33 (high - 19.66; low - 16.33). For example, Aki, who received the lowest score (7.66) in Topic 1 increased to 14.00 (Topic 6) and 19.00 (Topic 12). Comments from the three evaluators about her speaking performance on Topic 1 were "initiated somewhat but very mechanical; no development of topic; just mechanical reading from paper; no use of conversation strategies (CS) except "How about you?" (HAY) (Evaluator 1), and "little interaction - needs support - some CS or HAY" (Evaluator 3). However, in Topic 6, there were comments such as "I/R somewhat actively; limited development from what I could catch; good CS: "oh really, yeah, I think so too, I heard that." (Evaluator 1) "nice natural beginning, beginning with responses, entry to conversation a little abrupt, but nice natural conversation, agreeing, active listening, asked for meaning/confirmation" (Evaluator 2). Then, in Topic 12 Aki received comments that included "natural beginning, managed to negotiate lack of vocab well, checks partner's understanding, clarify, helps partner" (Evaluator 2) and "lots of CS and listens carefully and actively, helps her partner, great interaction" (Evaluator 3).

<INSERT TABLE 3 ABOUT HERE>
TABLE 3
Speaking Improvement Summary

Total Speaking Average	Video 1	Video 6	Video 12	Change
Low	7.66	13.66	16.33	
High	14.33	18.66	19.66	
Median	9.165	14	18.33	
Average	10.275	14.997	18.264	7.734

In short, focusing on IC, students developed their speaking performances through the 12 topics over the academic year. Interestingly, the gap between high achievers and low achievers had become narrower in speaking performances. The results corroborate previous data analyses that revealed that these students went through three stages to develop their interactional competence. While they engaged in discursive

practices, they learned from each other and developed their understanding about each topic. As they moved from peripheral participants at the beginning to active participants toward the end, they could perform better in speaking, which indicates the development of L2 linguistic competence.

DISCUSSION

This study attempted to explore interaction from alternative perspectives and reveal how EFL learners develop their interactional competence (IC) through discursive practice in real classrooms, inspired by "transdisciplinarity in SLA research" (Duff, 2019, p. 7; see also Douglas Fir Group, 2016). In particular, Hall, et al. (2011) affirm that "little is known about the process by which learners develop their L2 IC, nor about the stages this development goes through" (p. 7). Through mixed-data analyses based on recordings, interviews, and performance evaluation of both speaking and writing, we delineated how our students went through three stages to develop their IC over two semesters in a real classroom. By integrating both qualitative and quantitative data, this study offered evidence as to why and how these students developed their IC through discursive practice in CBEC. In this section, we seek to answer the three research questions. Finally, we offer implications and directions for future research.

RQ1. What aspects of L2 IC develop as learners go through developmental stages through discursive practice based on content-based integrated curriculum?

According to Hall, et al. (2011) and Young (2011), little research has provided description of learners' development of IC. Based on the framework of legitimate peripheral participation (Lave & Wenger, 1991), we delineated three stages these students went through in developing their IC through CA of recordings and CA-informed analyses: (1) peripheral participation; (2) developing participation; (3) active participation. The three stages revealed how students interacted with each other through 12 topics by utilizing interactional resources (speech acts, turn-taking, repair, boundaries, and others including communication strategies). In addition, students' comments taken from their self-evaluation reports corroborated the results of CA and increased the reliability of our findings.

Moreover, based on quantitative results, students tripled the number of peer assistance (co-construction/other-correction or repair, self-correction or repair, encouragements) from Topic 1 to Topic 6, indicating that students learned how to use interactional resources gradually and enjoyed sharing ideas with other participants. However, we found that examples of negotiation of meaning were rare, which supports Foster & Ohta (2005). A further examination revealed that students did start to negotiate for meaning in Topic 6. Yet, instead of using comprehension checks or clarifications such as "What do you mean?" and What does that mean?" they used "peer assistance" such as co-construction and continuers/prompters for negotiation. It means students developed the quality of peer assistance so that they could understand each other better in order to perform the task better. In the second semester, they attempted more difficult topics and were required to keep speaking for a longer time (seven minutes for Topic 12). Nonetheless, they continued to use as much peer assistance as they did in Topic 6, though the incidences of negotiation of meaning increased marginally. We will further discuss the findings in answering the third question.

In brief, these three stages show how students collaborated with each other and developed their IC. Students talked about each topic for two weeks, developing and even changing their ideas by sharing them

with other participants. Subsequently, they moved on to a new topic and started again for developing their ideas. It means these students did not develop their IC in a linear way (see Larsen-Freeman, 2016). From this viewpoint, interactional competence is dynamic and context-sensitive, which is different from prevailing conceptions of communicative competence (Pekarek Doehler & Berger, 2018). Young (2011) adds further explanation about IC:

> The fundamental difference between communicative competence and IC is that an individual's knowledge and employment of these resources is contingent on what other participants do; that is, IC is distributed across participants and varies in different interactional practices. And the most fundamental difference between interactional competence and communicative competence is that IC is not what a person *knows*, it is what a person *does* together with others. (p. 430, italics in original)

Similarly, van Compernolle (2015) explains that "interactional competencies develop because relevant resources are made available for use in interaction, where they may be picked up and recycled as part of the appropriation, or internalization, process" (p. 175). In short, these three stages delineated how students developed their IC through discursive practice as they became better performers in the new community.

RQ2. Through what pedagogical steps do learners develop their IC in the L2 classrooms?
Although studies on L2 IC through discursive practice have gained prominence, little is known about pedagogical steps to develop IC in the language classroom (Hall, et al., 2011; van Compernolle, 2015; Young, 2009, 2011, 2019). By highlighting students' voices based on the interview data analysis, this study revealed four pedagogical steps through which these students developed their IC in discursive practices through the integrated CBEC. The four steps include (1) introduction of a new topic and communication strategies; (2) discursive practices in all four classes (DD, IR, AW, PUT) and developing and changing their ideas about the topic; (3) recording their conversations and analyzing transcriptions for rasing their awareness of IC; (4) applying IC resources to a new topic.

First, the DD teacher introduced a new topic and basic communication strategies (see Appendix B) followed by short discussions. All six students reported that content-based curriculum was enjoyable, compared with English classes they received in their high schools. Unfortunately, most of the students had little opportunity to communicate in English while they were in high school. It seems that traditional teaching is still the norm though the Japanese government introduced new guidelines in 2013 to emphasize the development of students' communicative competence (Sato & Hirano, 2014). Second, as students became accustomed to discursive practices in all four classes of the CBEC curriculum (see Appendix B), they started to enjoy communicating with each other about various topics in a new learning community. In particular, these six students explained that sharing their ideas with other participants was fun because they could learn from others and develop their ideas. Furthermore, they reported that recycling the same topic in four different classes helped them to deepen their understanding about each topic. Aki explained how she changed her view about "working women" by sharing her ideas with others. Third, after recording, students transcribed their conversations and analyzed their performance including their use of communication strategies for self-evaluation. Students admitted that communication strategies as interactional resources helped them to keep talking for a longer time (from three minutes in April to seven minutes in January), they could learn new vocabulary words better by recycling them through discursive

practice, and that recording/self-evaluation was useful to notice their strengths and weaknesses about how to make use of interactional recourses in their speaking performances (see also Hauser, 2019). Fourth, students attemped to apply IC resources including communication strategies to a new topic. In particular, though students attempted to discuss difficult topics in the second semester (see Appendix A), they enjoyed most of them, especially those leading to more divergent ideas than convergent ones among classmates. As students participated in discursive practices actively with different participants and moved from peripheral participants to active participants, they were motivated to engage in discursive practices and could develop their identity as active participants in this learning community. From this point of view, we concur with Lave and Wenger (1991), who explain that as newcomers move toward full participation in communities of practice, they generate "identity and motivation" (p. 91). Moreover, they developed not only their knowledge and understanding about each topic but also how "other semiotic systems are put to use in the service of adaptation to a new culture and participation in a new community" (Young, 2009, p. 5). In other words, socialization processes in a community of practice are closely tied to the development of L2 IC (Cekaite, 2007; Young, 2019; see also Wenger, 1998). Consequently, students became able to apply interactional resources they had learned to a new topic or context through these four pedagocial steps. Young (2011) further explains that "[b]ecause discursive practices recur, participants have expectations about what happens in a practice and what linguistic and nonverbal resources people employ in constructing the practice" (p. 427).

RQ 3: How did the development of interactional competence affect their linguistic competence?
We attempted to examine how "linguistic changes occur through changing social relations and participation structures in conversations" (Taguchi, 2014, p. 533). Though Hall (2004) claims that the connection between the development of IC and SLA is missing, which is also an issue of how to assess IC (Galaczi, 2013; Salaberry & Kunitz, 2019; Pekarek Doehler, 2019), this study indicates that there is a strong connection between the development of IC and SLA, and assessing the development IC might be possible.

Students developed their interactional competence by engaging and socializing in discursive practice through the CBEC. This study shows that engaging in discursive practice through different topics helped students develop their IC, without actually increasing the amount of negotiation for meaning, as understood from the more traditional SLA approach. Our study attests to what Foster and Ohta (2005) claimed: "[i]nteractional processes including negotiation for meaning and various kinds of peer assistance and repair are among the many ways learners gain access to the language being learned" (p. 426). As Young (2011) defined, interactional competence consists of knowledge of how to employ linguistic, pragmatic, and interactional resources including speech acts, turn-taking, repair and boundaries. Obviously, the ability to negotiate for meaning is one of them. As students came to utilize resources available for their interaction, they performed better in discursive practices in the four CBEC classes.

This study also provides further evidence as to why and how students improved their performances based on a sociocultural perspective. As students interacted with each other, they could expand their zone of proximal development (ZPD). Murphey (2001) provides a clear explanation about the ZPD referring to Vygotsky (1978).

> The ZPD refers to those things that one is not quite ready to do alone, but can do with the help of another person…In this example the activity is at first located within the learners' ZPD (their potential) and enacted (scaffolded) *inter*mentally—between two people. Only later, through further participation, does it become an *intra*mental ability, residing within the mind of the learner (p. 127, italics in original).

Similarly, van Compernolle (2015) affirms that "[i]nteraction involves intrapersonal and interpersonal processes at the same time" (p. 203). He went on to say:

> On the one hand, interactional competencies mediate the joint accomplishment of interaction and, on the other, interactional competencies are mediated by the resources that become available in the joint accomplishment of interaction.
> (p. 171)

In brief, "interactional competencies and L2 development are united as mediated action" (van Compernolle, 2015, p. 184). In other words, there is a strong relationship between the development of L2 IC and SLA. IC develops in a community of practice (Wenger, 1998), as learners socialize with each other through discursive practices and develop their ability to utilize interactional resources including linguistic resources (Young, 2011, 2019).

IMPLICATIONS

This mixed methods research attempted to identify pedagogical steps to develop learners' IC in the language classroom (Hall, et al., 2011; van Compernolle, 2015; Young, 2009, 2011, 2019). The study documented three developmental stages based on the framework of legitimate peripheral participation (Lave & Wenger, 1991) and revealed how EFL university students socialized with each other and engaged in discursive practices through CBEC. This mixed methods research supported that students developed their IC and performed better with a deeper understanding about each topic while developing their identity as members of the new community. As a result, they could develop their linguistic competence. In particular, although this study has a focus different than Wood (2018), which investigated the relationship between communication strategy use, IC development, and SLA, the study also revealed that EFL learners benefited from explicit teaching of communication strategies as interactional resources. Furthermore, students reported that the study of transcriptions of recorded conversations could raise their awareness about how to utilize interactional resources (see Hauser, 2019; Wong & Waring, 2021; Young, 2011). Although "the debate on what actually constitutes IC and on its transferability to a variety of socio-interactional contexts is not settled yet" (Salaberry and Kunitz, 2019), this study indicates the significance to include identity recourses and linguistic resources (e.g., communication strategies, vocabulary, grammar, etc.) in addition to interactional resources (Young, 2011, 2019) in order to extend the definition of IC.

In summary, the study attests to what Nguyen (2019) concludes: "This conceptualization of IC suggests that IC development entails co-constructing social interaction with others in recurring interactional practices (He & Young, 1998)" (p. 398). Although little is known about pedagogical steps to develop IC in the language classroom (Hall, et al., 2011; van Compernolle, 2015; Young, 2009, 2011, 2019), this

study identified four pedagogical steps. We hope that this study would add to the IC literature in the L2 classroom and similar studies will be done in different teaching contexts.

However, we acknowledge that there are limitations in our study. First, this study was carried out in a small class (21 students), where four different classes were integrated with the same topics through skills integration and teacher collaboration (Sato & Crane, 2013). Brown (2007) explains that skills integration - "the integration of the four skills - or at least two or more skills - is the typical approach within a communicative, interactive framework" (p. 286). Is it possible to create a similar curriculum in other institutions with a larger number of students? Second, though the study indicated that students developed their writing ability through peer-editing and discussion through the CBEC, we did not document actual student interactions in the writing class based on CA-informed analysis (see Young & Miller, 2004). Consequently, we did not include the data about students' writing performances. How do students develop their writing competence as they develop their IC in a community (see Hall, 2004)? Third, though this study attempted to document how the development of L2 IC affects learners' identity, perceptions, and motivation in a community of practice, socialization processes to a community of practice needs to be further delineated based on the framework of community of practice (Wenger, 1998; Wenger, McDermott & Snyder, 2002).

In particular, three questions worth asking are: (1) How can teachers collaborate with other teachers to create a learning community where students can learn from each other and develop their IC through a content-based integrated curriculum?; (2) How can teachers have students "engage in analysis of their conversations (e.g., transcripts and/or video recordings) in order to identify the resources people use in a variety of contexts" (van Compernolle, 2015, p. 191; see also Wong & Waring, 2010; 2021); and (3) How can teachers broaden their perspectives from communicative competence to IC based on sociocultural theory and develop students' IC through discursive practice? (see Swain & Deters, 2007).

Future mixed methods research is needed to document the development of learners' IC as well as learners' identity, perceptions, and motivation (see Huth, 2010), and langue learning (Hall, 2004) in different teaching contexts through discursive practices. From this point of view, we concur with Cekaite (2007), who affirms that "we need to conduct more longitudinal work on the social dimension of participation and L2 learning in multiparty classroom settings" (p. 59). In particular, in order to bridge the gap between IC research and classroom implementation of IC (Salaberry & Kunitz, 2019; Young, 2009, 2011, 2019), we support Hall (2004), who suggests that there needs to be more "CA-inspired research on classroom-based language learning" (p. 611).

ACKNOWLEDGEMENTS

NOTES
1   Ortner (1984) defined practice as "anything people do" (p 149). Young (2009) further explains "Although practice is literally anything people do (including talk), most practice theorists are interested in the relationship between social forces and individual agency or how, in practices, participants reproduce preexisting social values and how those values are resisted and transformed" (p. 38).

2 We acknowledge that there are scholars who have added interactional competence to the components of communicative competence (e.g., Celce-Murcia, 2007). Yet, we support the definition of Young (2011; 2019) and others.

3 We used Impact Issues (Day & Yamanaka, 1998) as a textbook.

4 Regarding the list of communication strategies, see the following site by Professor Duane Kindt (http://www.profkindt.com/site/strategies.html).

5 Wood (2018) did a study on how Japanese university students learned to use CSs and developed their L2 IC over one year. Our study does not focus on CSs, but the development of IC through CBEC.

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Appendix A
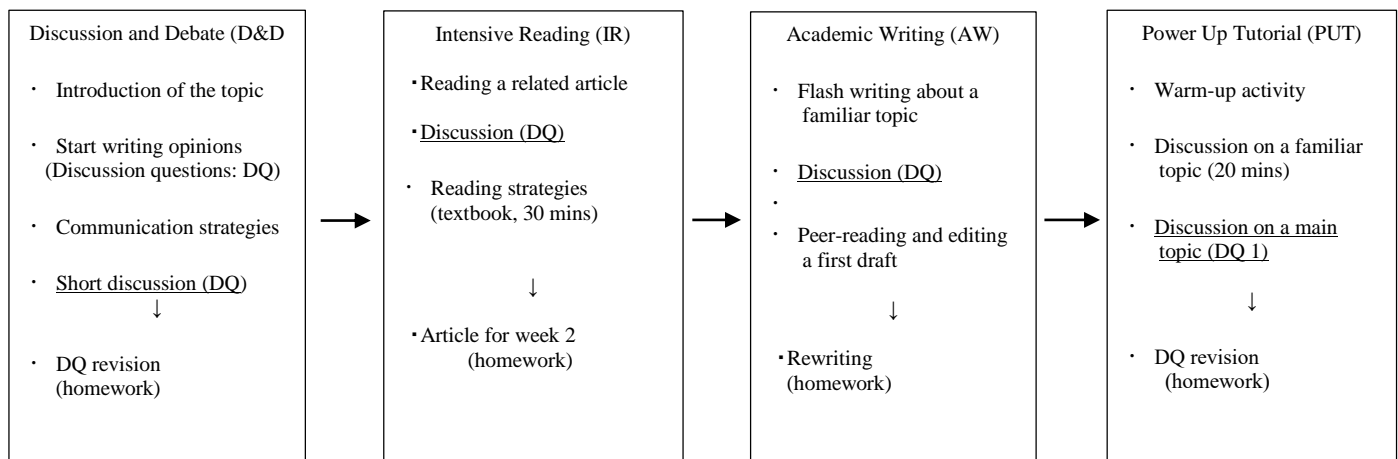Main Topics for the Content-Based English Curriculum (CBEC)

1st Semester	*Communication Strategies*
1. English in Elementary School (Goal: 3 minutes) (Discussion question (DQ): Are you for or against introducing English into elementary schools?)	*Opener: How ya doin? How's it goin? Closer: Nice talking with you. You, too. Turn taking: How about you? Pardon me? Let me see. Let me think. That's a difficult question*
2. Living together without marriage (3.5 min.) (DQ: Are you for or against living together without marriage?)	*Rejoinders: Oh, really? Oh, yeah? Sounds nice/great/fun/interesting/boring/healthy/dangerous!*
3. Healthy Eating (4 min.) (DQ: What is a healthy food you recommend?)	*Complete shadowing, partial shadowing*
4. Environmental Issues (4 min.) (DQ: What can you do for a better environment?)	*Follow-up questions: What, Where, When, What kind of, How long/far/late/big?*
5. Professional Sports (4.5 min.) (DQ: Are you for or against Japanese baseball players' playing in MLB?)	*Clarifications: You did what? He went where? What did you say?*
6. Pets (5 min.) (DQ: Do you think keeping a pet is a good idea?)	*Clarifications: What do you mean? Can you give me an example? Could you tell me? Could you explain?*
2nd Semester	

1. International Marriage (5 min.) (DQ: Do you think the advantages of international marriage outweigh the disadvantages?)	*Review of communication strategies*
2. Organ Transplants (5 min.) (DQ: Are you for or against using the organs of dead people?)	*Shadowing and summarizing*
3. Working Women (5.5 min.) (DQ: Are you for or against the idea that women should stay at home after giving birth?)	*Paraphrasing: What does that mean?*
4. Same-Sex Marriage (6 min.) (DQ: Are you for or against same-sex marriage?)	*Explaining in detail: What do you mean?*
5. Death Penalty (6.5 min.) DQ: Are you for or against capital punishment?)	*Summarizing: Let's me summarize what you said.*
6. Six-year Teacher Training Program (7 min.) (DQ: Are you for or against a six-year teacher training program?)	*Review of communication strategies*

Appendix B
First Year CBEC (Content-Based Program)

Week 1

Discussion and Debate (D&D	Intensive Reading (IR)	Academic Writing (AW)	Power Up Tutorial (PUT)
· Introduction of the topic	·Reading a related article	· Flash writing about a familiar topic	· Warm-up activity
· Start writing opinions (Discussion questions: DQ)	·Discussion (DQ)	· Discussion (DQ)	· Discussion on a familiar topic (20 mins)
· Communication strategies	· Reading strategies (textbook, 30 mins)	· Peer-reading and editing a first draft	· Discussion on a main topic (DQ 1)
· Short discussion (DQ) ↓	↓	↓	↓
· DQ revision (homework)	·Article for week 2 (homework)	·Rewriting (homework)	· DQ revision (homework)

Week 2

D&D	IR	AW	PUT
· Warm-up activity	· Vocabulary quiz	· Flash writing about a familiar topic	· Warm-up activity
· Dictation test	· Reading a related article :	· Discussion (DQ)	· Discussion on a familiar topic (20 mins)
· Review of communication strategies	·Discussion (DQ)	· Peer-reading and editing a second draft	· Discussion on a main topic (DQ)
·Discussion (DQ)	· Reading strategies (textbook, 30 mins)		·Recording in a speaking lab (Students move)
↓	↓	↓	↓
· DQ revision (homework)	·New article for week 1 (homework)	·Final essay (homework)	·Transcription & self-evaluation (homework)

Textbooks
Discussion & Debate (D&D) - "Impact Issues" (Longman)
Intensive Reading (IR) - "Cover to Cover 1"(Oxford)
Academic Writing (AW) - No text; original teaching materials were used
Power Up Tutorial (PUT) - No text, original teaching materials were used

Appendix C
Definitions and Examples

According to Foster and Ohta (2005), peer assistance/ scaffolding "comes about as learners collaborate to create discourse in the target language" (p. 413), which includes assistance (co-construction/other-correction), self-correction, and encouragements. Below are definitions and examples based on examples from our data.

Co-construction: joint creation of an utterance; allows individuals to participate in dialogue by building language skills. In line 3, Hiroshi supplies 'more pay attention', picked up by Koji in line 4.

(Hiroshi and Koji discussing Topic 6 – Pets)

[00:05:56.20]
01 Koji: yeah, pet is:: (.3) very nice point
02   but we have [to:::]

03 Hiroshi: [more pay attention?]
04 K: more pay attention (.3) and (.3) don't too much take care of [them]
05 H: [yeah] too much (create)

Self-correction: self-initiated, self-repair. In line 2, Aki changes 'do' to 'are' as a self-correction.

(Aki and Sayo discussing Topic 6 – Pets)

[00:00:28.18]
01 Sayo: I:::mmm (.2) I'm so tired
02 Aki: why do you so >are< you tired?
03 S: I did a part time job to two o'clock

Continuers: function to express interest, to prompt the speaker to continue and to elaborate. In lines 2, 4 and 7 Hiroki shadows Mari prompting her to continue.

(Mari and Hiroki discussing Topic 6 – Pets)

[00:00:08.14]
01 Mari   I:::m tired=
02 Hiroki   =tired (.2) oh::: why?
03 M: ah:: I had club activity=
04 H: =club [activity] ah::
05 M: [yesterday] night I went back home
06   at ten o'clock=
07 H: =ten o'clock. ah:::

With regard to negotiation for meaning, Foster and Ohta (2005) refer to Long (1985, 1996) for their data analysis. Long argued that negotiation for meaning is essential to make input comprehensible by using conversational modifications such as comprehension checks, confirmation checks, and clarification requests. Below are definitions based on Foster and Ohta (2005) and examples based on our data. Originally, Long defined conversation modifications as between a native speaker and a non-native speaker, yet Foster & Ohta applied them to their conversational data analysis between non-native speakers, which we follow.

Comprehension checks: any expression by a speaker to ensure that the interlocutor has understood. In line 5, Aki checks for comprehension by asking "Do you know?" to which Sayo replies "No", so Aki explains in Japanese and then checks comprehension again in line 10.

(Aki and Sayo discussing Topic 12 – Teacher education)

[00:01:22.25]
01 Aki: It is sai:d (.5) now: the number of
02   stu: stu: s [teachers]

03 Sayo: [uh huh]
04 A: in Japan is not enough because of (.hhh)
05   ah:: baby boom generation (.2) do you know?
06 S: no:::]
07 A: It's *dankainosedai*? [baby boom generation]
08 S: ah [un huh]
09 A: [do] you know? (.3) in Japanese

Confirmation checks: any expression by the speaker following an utterance by the interlocutor to elicit confirmation and requires no new information from the interlocutor. In line 3, Koji repeats 'couples' with rising intonation, and in line 4 Hiroshi repeats it and then in line 5 Koji confirms his understanding.

(Hiroshi and Koji discussing Topic 6 – Pets)

[00:04:28.14]
01 Hiroshi: o:::h (.3) I think so too (.5) un (.2)
02   a:nd I thi::nk (.5) un: some o::f couples=
03 Koji: =couples?
04 H: [couples]
05 K: [oh ok].
06 H: couples (.3) cannot (.2) ha:s (.2) children

Clarification requests: any expression by a speaker to elicit clarification of the interlocutor's utterance and requires new information from the interlocutor. In line 2, Aki requests clarification about 'dog run', in line 3 Sayo explains and in line 4 Aki offers an understanding, but Sayo explains further, and by line 13, Aki confirms her understanding.

(Aki and Sayo discussing Topic 6 – Pets)

[00:04:01.26]
01 Sayo: an:d   mother (.2) un: ta:ke dog:s to:: dog run=
02 Aki: =dog run? what do you mean
03 S: dog run is (.2) un:: (.3) park for dogs
04 A: ah take a take a walk?
05 S: no.
06 A: no?
07 S: um (.2) many? (.3) many do:gs (.2) um: gather (.2) in
09 A: o::h I don't know
10 S: um (.2) so: do you know dog cafe?
11 A: yeah a::: I know I know
12 S: um (.2) do(g) li:ke a dog cafe
13 A: mmm:: (.3) ok I understand

Appendix D
Transcription Key

Jeffersonian Transcription Notation includes the following symbols:

Symbol	Name	Use
[text]	Brackets	Indicates the start and end points of overlapping speech.
=	Equal Sign	Indicates the break and subsequent continuation of a single interrupted utterance.
(# of seconds)	Timed Pause	A number in parentheses indicates the time, in seconds, of a pause in speech.
(.)	Micropause	A brief pause, usually less than 0.2 seconds.
. or ↓	Period or Down Arrow	Indicates falling pitch.
? or ↑	Question Mark or Up Arrow	Indicates rising pitch.
,	Comma	Indicates a temporary rise or fall in intonation.
-	Hyphen	Indicates an abrupt halt or interruption in utterance.
>text<	Greater than / Less than symbols	Indicates that the enclosed speech was delivered more rapidly than usual for the speaker.
<text>	Less than / Greater than symbols	Indicates that the enclosed speech was delivered more slowly than usual for the speaker.
°	Degree symbol	Indicates whisper or reduced volume speech.
ALL CAPS	Capitalized text	Indicates shouted or increased volume speech.
underline	Underlined text	Indicates the speaker is emphasizing or stressing the speech.
:::	Colon(s)	Indicates prolongation of an utterance.
(hhh)		Audible exhalation
? or (.hhh)	High Dot	Audible inhalation
(text)	Parentheses	Speech which is unclear or in doubt in the transcript.
((italic text))	Double Parentheses	Annotation of non-verbal activity.

Appendix E
Video Recording Speaking Rubric

Student Name: _____   PUT Video   1   6   12   Evaluator: _____

Superior Criterion	*Total*
Interactive Communication	**10**
Initiating/Responding • *Initiates and responds appropriately* Development • *Maintains and develops the interaction and negotiates towards an outcome with very little support* Use of conversation strategies • *Uses CS appropriately*	
Delivery	**5**
Pronunciation / Intelligibility • *Is intelligible* • *Intonation is generally appropriate* • *Sentence and word stress is generally accurately placed* Volume • *Can be clearly heard* Fluency • *Produces extended stretches of language despite some hesitation* Eye contact • *Maintains comfortable eye contact*	
Content	**5**

Cohesive / Coherent • *Uses a range of cohesive devices* Relevant • *Contributions are relevant despite some repetition* Depth/Extent • *Can develop the topic and include support for the reasons*	

S=Meets <u>all</u> of the criteria, A=Meets <u>most</u> of the criteria, B= Meets <u>some</u> of the criteria, C=Needs improvement

Comments

Appendix F
Individual Speaking Results

1. Aki (Speaking)	Aki Vid 1	Aki Vid 6	Aki Vid 12	Change
IC average	3.66	7.33	10	
D average	2	3.33	4.33	
C average	2	3.33	4.66	
Total Average	7.66	14	19	11.34

2. Toru (Speaking)	Toru Vid 1	Toru Vid 6	Toru Vid 12	Change
IC average	4.33	6	9	
D average	2.66	3.33	4	
C average	2.33	4.66	5	
Total Average	9.33	14	18	8.67

3. Koji (Speaking)	Koji Vid 1	Koji Vid 6	Koji Vid 12	Change
IC average	7	8	9.66	
D average	4	4.33	4	
C average	3.33	3.66	4.66	
Total Average	14.33	16	18.33	4

4. Hiroki (Speaking)	Hiroki Vid 1	Hiroki Vid 6	Hiroki Vid 12	Change
IC average	4	7.33	8.33	

D average	2.33	3.33	4	
C average	1.66	3	4	
Total Average	8	13.66	16.33	8.33

5. Keiko (Speaking)	Keiko Vid 1	Keiko Vid 6	Keiko Vid 12	Change
IC average	4.66	7.33	Missing Data	
D average	2.33	3.33		
C average	2	3		
Total Average	9	13.66	Missing Data	4.66

6. Midori (Speaking)	Midori Vid 1	Midori Vid 6	Midori Vid 12	Change
IC average	7.33	9.33	10	
D average	3.33	4.33	5	
C average	2.66	5	4.66	
Total Average	13.33	18.66	19.66	6.33

Appendix G
Features Of Interaction to Track IC Development Over Time
(Adapted from Pekarek Doehler, 2019, p. 49 Figure 1.14)
Turn-Taking Organization
- Practices for self- and other- selecting turns-at-talk and doing so at sequentially appropriate moments, for dealing with overlap, for holding the floor and projecting multi-unit turn, etc.
- These practices pertain basically to ways of taking the floor in a precision-timed and locally adequate manner and for holding the floor as a means for participating actively in a social interaction.
Repair Organization
- Practices for self- and other-initiating or accomplishing repair and for recruiting co-participants' help, etc.
- These practices pertain to ways of overcoming trouble with speaking, hearing or understanding in talk by warranting mutual understanding while maintaining the progressivity of talk.
Action Formation
- Practice for designing turn as actions: asking questions, proffering offers, accepting invitations, making or declining requests, etc.
- These practices pertain to how turns-at-talk are designed to be recognized as accomplishing precise actions.
Sequence Organization (and Relatedly, Preference Organization)
- Practices related to designing next turns as responding in precise ways to prior turns: offering agreement or disagreement with an assessment, granting or rejecting a request, accepting or declining an invitation or an offer, etc.

- These practices pertain to ways in which turns and actions are displayed as being coherent with each other (adjacency pair organization), and how alternative second actions are routinely accomplished as part of the preference organization of talk-in-interaction.

Overall Structural Organization

- Practices for opening and closing a conversation, opening or closing storytelling sequences, transitioning between larger interactional sequences, etc.

- These practices pertain to how an interaction is structured into larger sequences, and how the boundaries of these and relations to preceding sequences are made recognizable to co-participants.