

Crossing perspectives: Research on the development of L2 grammar-for-interaction

Simona Pekarek Doehler, University of Neuchâtel

In this paper I address two current developments in research on second language (L2) interactional competence. The first concerns the emergence of an ‘interactional usage-based SLA’ (Pekarek Doehler & Eskildsen 2022), combining Conversation Analysis (CA) with (certain lines of) Usage-Based (UB) linguistics and grounded in the idea that language learning is typically rooted in contextualized *interactional* language use. The second concerns the integration of a multimodal perspective that accounts for the ways in which L2 use (and potentially learning) in interaction is inextricably tied to participants’ bodily conduct, such as gesture or gaze.

I illustrate these developments by presenting recent work that we have conducted at the University of Neuchâtel on the development of *L2 grammar-for-interaction*, understood as “patterns of language use that serve to build social actions and manage the organizational infrastructure of communicative interaction” (Pekarek Doehler & Skogrmyr Marian 2022: 24). I report on a set of studies in which we tracked the progressive routinization of multi-word expressions (e.g., French *je sais pas* ‘I don’t know’ and *comment on dit* ‘how do you say’) into interaction-organizational particles. By grounding the investigation in naturally occurring language use in interaction, and drawing on both CA and UB linguistics, these studies sought to address increasingly wide-spread calls in SLA: the need to take “the social–local worlds of L2 learners” (Douglas Fir Group, 2016: 20) as a starting point for investigating L2 development; and the need for a more integrative perspectives in SLA (e.g., Atkinson, 2011; Firth & Wagner 2007; Hulstijn et al., 2014).

I conclude by summarizing the cumulative evidence from the cited studies and outlining directions and challenges for future research.