

Interaction analysis as a lens to learners' perspectives? Some remarks on collaborative dialogue, disfluencies and interactional competence in instructed SLA

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Among the numerous external and internal factors influencing L2 acquisition, learners' perspectives are crucial to capture intra- and interindividual variability (Schumacher & Lütke, in print). They are mainly addressed in research on language biographies, a research field that gives learners room to express own, individual perspectives on their multilingual repertoires and acquisition trajectories (Busch ³2021). In language biographies, learners naturally integrate the affective, cognitive and social factors shaping their language repertoires and acquisition paths, thus informing SLA and multilingualism research on their complex interplay. In addition to the primarily retrospective and narrative methods applied in research on language biographies, I would like to suggest interaction analysis as another method to get insights into learners' perspectives, focusing on the attention learners draw on certain linguistic phenomena during spontaneous communication in ecologically valid contexts as well as on affective, cognitive and social factors visible in interaction. Combining concepts of sociocognitive approaches to interaction in SLA (Hulstijn et al. 2014) and conversation analysis (Pekarek Doehler & Pochon-Berger 2015), and drawing on examples of interaction in L2 German, I will raise the following questions: How can interactional data make learning processes visible? How can they inform us about learners' perspectives? How can we draw didactic implications from these insights? Based on data from peer interaction in L2 classrooms as well as interview data, I will discuss socially scaffolded noticing in collaborative dialogues (Schumacher et al. 2022), disfluencies as insights into attention foci of learners (Hoshii & Schumacher 2022) as well as interactional competences of L2 learners and prospective L2 teachers (Hoshii & Schumacher 2021).

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