Research note

A Working Paper on Multiple Resources for Indicating Change of State in EFL Conversations for Learning

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Abstract

How change of state (COS) is indicated differs in form and type, and is context and language dependent. COS studies typically focus on expert speakers and little attention has been paid to the variants used by novice speakers amongst themselves, particularly for differentiating ongoing orientation to informational content versus the linguistic code. From data captured with head-held camcorders, this CA-informed study works toward a fine-grained description and categorization of the multiple resources that these Japanese learners of English employ to indicate COS during conversations for learning in an institutional setting. The learners in this data produce both English (oh) and Japanese (a) COS tokens, and they indicate these in ways that are also used in L1 contexts. There are, however, other indicators typical to EFL class-rooms, operating at times not only to index COS but to facilitate socially occasioned *doing being a language learner*. These resources include repetition plus combinations (*a::: ok I understand*), those with multiple indicators (*a: a:: yeah I got it*), and multimodals (*a* + gesture + materials), which are employed as learners work to establish and maintain epistemic common ground with both informational contents (*information knowing*) and linguistic code

(*code knowing*). It is apparent that in *doing Englishing,* the confluence of social, institutional, and linguistic structures results in an unusual diversity of orientations and resources used to indicate change of state.

1. Introduction

In his seminal study of "change-of-state" (hereafter COS), Heritage (1984) notes that the token *oh* indicates a change in a recipient's "current state of knowledge" (p. 299). Subsequent research exploring this change from "non-knowing" to "now-knowing" (Schegloff, 2007, p. 107), has shown that how COS is indicated differs both in form and type and is context and language dependent. In some languages, for example Finnish, COS is typically indicated with a turn-initial particle (Koivisto, 2015) whereas in Mandarin Chinese, it can be indicated by a final affix (Wu, 2004). COS indicators can also vary by type, including emotional change (Golato, 2012) and delayed change (Wong, 2000). Besides having many variations, COS is always closely related to interlocutors' shared epistemic progression and displays a sensitivity to epistemic positions by indexing receipt and demonstrating that information has been conveyed (Heritage, 2012a, p. 31). In describing the function of COS indicators relative to intersubjectivity and epistemic progression (p. 19), Heritage (2012b) defines "territories of knowledge" as the space between K− (not-knowing) and K+ (now-knowing) positions. This is to say that in a particular territory of informa-tion, one interactant moves from being less knowledgeable (indicated by K−) to more knowledgeable (indicated by K+). Along with the movement between not-knowing and now-knowing information, one can categorize sequences depending on levels of knowing, or "epistemic gradient[s]" (p. 3).

This orientation to epistemic progression and gradients also—perhaps excep-tionally—influences indicator usage for participants in learning a second lan-

guage (L2). This is because novice users endeavor to achieve intersubjectivity and maintain alignment with shared first language (L1) interlocutors while interacting in L2. Examining this progression is relevant to second and foreign language researchers in showing, for example, the development of interactional competence (Kramsch, 1986). For this reason, the use of COS indicators between English expert and Japanese novice speakers of English has been examined. Leyland (2014), for example, researched epistemic maneuvering between Japanese teachers of English (JETs) and expert-speaking Assistant English teachers (AETs), showing that information requests and responses are emergent, extending over numerous turns (p. 149).

However, unlike the studies involving first-language or expert-novice dyads mentioned above, there is little research on the epistemic maneuvering and variants of COS indicators used by novice speakers amongst themselves. Carroll (2000) has looked at precise timing in novice-novice interaction to better understand which communication skills learners already possess, and Greer et al. (2009) studied novice-novice interaction in the Japanese EFL context, revealing how novice speakers employ repetition to show understanding, called "receipt through repetition." Sullivan (2010) specifically examined COS in L2 interaction showing that similar to expert speakers, novice L2 speakers are able to "use COS tokens to display the transition from an 'unknowing' to a 'knowing' state" (p. 288). Although these studies were conducted in an institutional setting, no work has been done to explore COS in novice-novice interaction in a naturalistic, "live" classroom setting with data collected from a "participant perspective" (see Kindt, 2013, p. 482).

This study looks more closely at these interactional practices from the participant perspective, further uncovering the granularity of epistemic movement in the context of foreign language for learning, showing that besides navigating epistemic gradients, participants are constantly co-orienting to various relevan-

cies, including informational content versus linguistic code and participants' own status as novice speakers. To achieve this, I further categorize epistemic movement between the novice speakers in the data by differentiating between COS focused on (1) English, the L2 linguistic code (indicated by cK+), and (2) the process of sharing information (indicated iK+), which is used to index intersubjectivity when the language itself is not the focus of attention.

Thus, the first objective of this study is to present a sampling of the variety of resources participants mobilize to indicate COS in this EFL context, including resources from: (1) English, the participants' language under study, (2) Japanese, their first language, and (3) combinations of the two. The second objective is to initiate categorization of participants' displays of now-knowing, depending on orientation to the informational content (iK+) or linguistic code (cK+). The analysis of this aspect of novice-novice interaction is preliminary, the purpose being to begin exploration into this line of inquiry. Though an indepth analysis is beyond the scope of this paper, preliminary results show participants may use particular variants of COS tokens, follow diverse sequences, and may orient differently when they are using talk to indicate understanding of linguistic code in contrast to indicating understanding of informational content.

2. Data and participants

The 40 participants in this study were freshman oral communication students at a private university in Japan in the second terms (September through January) of both 2013 (20 participants) and 2014 (20 participants). Classes were held for 90 minutes once a week for 15 weeks. Data was captured using GoPro (gopro.com) head-held camcorders in dyads in three successive seven-minute "recursive conversations." Kindt (2005) describes these as practice conversations focused on meaningful communication conducted after topic-based instruction.

Similarly, Kasper (2004) refers to this type of talk as "conversation-for-learning," adding they have at least one novice speaker and are conducted specifically for the purpose of language learning.

Recursive conversations are an aspect of regular classroom procedure and capturing them follows only diverges from this procedure due to time required setting up the head-held camcorders and changing camcorder wearers. It should be noted that in 2013, one participant wore a camcorder, and in 2014, two participants in one dyad wore a camcorder (see Figure 1, below). Not all 40 participants chose to wear the camcorder. Participation, including wearing the camcorder and being the interlocutor in the field of view (FOV), was voluntary. Great care was taken to ensure that participants captured in the video had given consent. Data collected in 2013 included 49 clips, totaling 6:47:04; in 2014 there were 45 clips, totaling 6:42:43. All names in transcriptions are pseudonyms. Video stills are used with permission.

Figure 1: Recording conversation for learning with head-held camcorders

The procedure for processing data was as follows: video clips were organized according to class, date, and participants; an initial transcription was written by two bilingual senior undergraduates, who had lived for 4 and 6 years in the United States. InqScribe (Loh, 2015, inqscribe.com), a basic transcription software, was employed for this purpose. Transcription was done under my supervision, which included directing transcribers to follow simplified transcription conventions, such as using ellipses to represent long pauses and a system of commenting to indicate something of interest related to achieving understanding. After the assistants completed the preliminary transcription, I read the transcripts for potential COS indicators. When finding such instances, I viewed them with accompanying video. If considered appropriate, a detailed transcription was then completed using CA conventions (Jefferson, 2004). Excerpts were then organized into collections using Transana 2.61 (Woods, 2014, transana.com) and a preliminary analysis was performed. Following Jenks (2011), Japanese is italicized in the transcripts followed by an English translation in double brackets. (e.g., *u::n* [[yea::h]]). COS indicators are not translated. For other transcription conventions, see Appendix A.

3. Analysis

Besides attending to their role as novice speakers in a socially-defined context of *doing English*, participants are also constantly orienting and reorienting to information in the form of informational content, *information knowing* (iK+), and linguistic code, *code knowing* (cK+). Though the distinction between iK+ and cK+ is not always clear, the following three sections present a fine-grained analysis of excerpts in which participants primarily (1) orient to informational content, (2) orient to the linguistic code, and (3) orient from informational content to linguistic code.

3.1 Orienting to informational content (iK+)

In the three excerpts that follow, participants indicate COS with a primary focus
on informational content. At no point in these excerpts do participants demon-
strate that they have trouble understanding lexical items (code). The resources
employed to indicate COS in iK+ are varied, but in each case are used to indi-
cate receipt of information.

3.1.1 Excerpt 1: English stand-alone *oh*

In the approximately 13 and a half hours of data, there were few instances of
the English *oh* in expert-like use, what Hellerman (2013) describes as "expert
participation in a particular speech exchange system" (p. 4). Excerpt 1 (below)
shows a typical COS question-answer-sequence closing third (Q•A•SCT) struc-
ture (Schegloff, 2007, p. 118).

Excerpt 1
```
1.  Miho    where will you go.
2.  Aiko    nn I wi:ll go::: (.6) go to:: Nagashima (.3)
            outlet
3.  Miho    oh?::.                                        ←
4.  Aiko    ?I like (1.2) Nagashima outlet
5.  Miho    u::n [[yea::h]] what shop do you like.
```

Talking about activities for the upcoming weekend, Miho asks Aiko where she
will go (Line 1). Aiko answers that she will go to "Nagashima outlet," a popular
shopping center. Miho responds to receiving that information with the expert-
like English COS token *oh* (indicated by the arrow at the end of Line 3). This
response indexes her understanding. Aiko offers more information related to

Nagashima outlet and Miho demonstrates her understanding of the place Aiko is referring to by asking about shops there (Line 5).

In this sequence, both participants appear to be fully attending to sharing informational content, and there is is no indication that Miho lacks understanding of any of the lexical items—the L2 code—at any point in the sequence. After Line 2, Miho shows now-knowing that Aiko is going to Nagashima Outlet. Since there is no need to clarify meaning of the L2 code, this is a clear example of expert-like English *oh* which shows the receipt of information, iK+.

3.1.2. Excerpt 2: Japanese stand-alone *a::::*

The expert-like participation displayed in Excerpt 1 and the understanding this requires can also be indicated through Japanese tokens. In the data, there were numerous examples of variants of Japanese stand-alone *a*, including *a::* and *a::::*, which is to be expected from English L2 novices who share Japanese L1. In Excerpt 2, which again follows the Q•A•SCT structure, Marino begins by questioning Konami as to the difference between Urahara and Harajuku, both popular shopping areas in Tokyo.

Excerpt 2
```
1.         (1.0)
2. Marino  whats is different: (.5) uh Urahara to (.2)
           ˚Harajuku::˚,
3. Konami  uh Hara- (.2) Harajuku is (.2) colorful.
4. Marino  a:[:::                                      ←
5. Konami    [colorful everybody colorful.
6.         (1.6)
7. Konami  u::n [[yea::h]] and s second hand clothes,
8.         (1.2)
9. Konami  but Urahara is (1.3) high brand.
```

```
10. Marino  a?:[::::.::::                        ←
11. Konami     [expensive brand and] second hand clothes
               mix
12. Marino  uh huh
13.         (.7)
14. Konami  and not colorful.
15. Marino  hei: [[wo:w]]
```

Konami responds in Line 3 that Harajuku is colorful and Marino uses the Japanese COS token a:::: in the following line to claim understanding. The talk continues as Konami differentiates between the styles of Urahara and Harajuku and again Marino uses a variant of the COS token (Line 10) to show she understands. Marino does not indicate any misunderstanding of the L2 code, using *a* in both Line 4 and Line 10 as a receipt of information, iK+. Marino does not demonstrate overtly that she understands this information, but neither does she attempt repair or initiate clarification, using instead the continuer "uh huh" (Line 12) and the interjection "wow" (Line 15), allowing Konami to continue as if Marino understands. This issue of whether or not resources simply index or actually demonstrate COS, and the implications of this, is further explored in subsequent excerpts.

3.1.3. Excerpt 3: doing Englishing repetition + *a::: ok I understand*

With highly developed socially defined routine actions in *doing Englishing* in this EFL context, participants often use a combination of variants of the Japanese COS *a* with typical EFL vocabulary to indicate—perhaps over-indicate—understanding. Consider Excerpt 3 (below):

Excerpt 3

```
1.  Manami  but (1.9) fooD food iS not good for me,
2.  Makiko  a::: not good?
3.  Manami  taste iS (1.3) st- stronG strong tasty
4.  Makiko  strong tasty, (.2)
5.  Makiko  a::: ok [I under]stand                    ←
6.  Manami          [anD]
7.          (3.9)
8.  Manami  ryogaoi [[portions]]
9.  Makiko  un [[yeah]]
10. Manami  ryogaoi [[portions]] amount
11. Makiko  a: [[o:h]]
12. Manami  amo- amounT
13. Makiko  hahaha
14. Manami  amounT
15. Makiko  amount
16.         (.8)
17. Makiko  of hahaha food hahaha
18. Makiko  [hahaha
19. Manami  [•amount food• u::m [[yea::h]]
20. Makiko  amo- uh ok
```

In Line 2, Makiko asks Manami to clarify that the food was "not good." In the
next line, Manami uses the nonstandard English form "strong tasty," which
Makiko repeats. In EFL contexts, participants at times purposefully repeat
words to claim receipt through repetition (Greer et al., 2009). These indica-
tors can stand-alone or appear in combination, as exemplified by being one
in a series of COS indicators (repetition + a::: ok [I under]stand) used in this
excerpt. Makiko employs the combination in Line 5 to show receipt of under-
standing that Manami said that the food tasted strong. Here, Makiko repeats the
phrase immediately after Minami utters it, showing that even when the English
code is a nonstandard form, the understanding of the information is displayed
as being received, iK+.

This excerpt shows the use of multiple indicators to index the *receipt* of information, but it is not necessarily *demonstrating* COS. The first indication is the micro-pause in Line 4, occurring before the COS combination. It appears that Makiko hesitates to confidently display understanding. Even as the talk continues to center around the topic of food, Makiko at no point demonstrates that she really understands what "strong tasty" means. In fact, as the talk progresses, there are indications that understanding may not been achieved, as in Line 19 when Manami uses a higher volume to show surprise with the phrase "amount food," surprise being a common reaction to unknown lexis (Marchand, 2010). At this point, Makiko *appears* to understand, not making any attempts to clarify any lexical items, but it remains ambiguous whether or not Makiko actually understood. This raises issues with assuming such indicators can be perceived as evidence of COS without sequential support, which is commonly done among both novice speakers and educators in EFL contexts (Burch, 2014).

3.1.4 Excerpt 4: performed English *oh* during topic introduction

Besides using a variety of resources often in combinations to indicate COS, participants also use sophisticated actions to accomplish context-specific language-learning tasks, such as introducing a pre-assigned practice topic. This can result in situations where shows of understanding are performed, and not necessarily indicating the receipt of new information. For example, in Excerpt 4 Miho and Minami maneuver talk to an assigned topic, in this case "fashion;" they are *doing introducing the topic naturally*, which is a focus of the lesson intended to develop students strategic competence (Savignon, 1983). Similar to Excerpt 3, the participants this sequence employ COS indicators which are focused on information, but here the attention to content is due to socially occasioned talk, participants attending to word choice to move the sequence toward

the pre-decided topic.

Excerpt 4
```
1.  Miho    why did you (.7) do part-time part part-time
            job
2.  Minami  o::h
3.          (.6)
4.  Minami  because he[he
5.  Miho             [hehehe
6.  Minami  I: (.9) I want to: buy (.7) clothes
7.  Miho    ?o::[h                                    ←
8.  Minami      [yes
9.  Miho    it's nice
10. Minami  thank you::
11. Miho    what's your st (.6) what's your::: (.4) style
12. Minami  my style is:? (3.5) ((looks at textbook)) my
            hhh style is:: (1.1)
13. Miho    I think maybe: you are girly ((vocabulary
            item in textbook))
14. Minami  a::.
15. Miho    I think
16. Minami  girly:
17.Miho     mm hm
```

The COS token *oh* used by Miho in line 7 is indexing receipt of information
from Minami that she wants to use her salary from a part-time job to buy
clothes. Minami introduced receiving this salary to purposefully facilitate talk-
ing about the purchase of clothes, and thus create the situation where the topic
could be raised. Their laughter (Lines 4 and 5) likely shows that the topic shift
was intentional and did in fact initiate the topic, which is also indicated by
references to the textbook where fashion vocabulary is listed, including "style,"
and "girly" (Lines 12 and 13, respectively). There is no new information being
exchanged, the participants having had multiple opportunities to talk in previ-

ous lessons about part-time jobs, money, and the like. That they are attending to manipulating information to fit the task, is also indicated by the nonstandard "thank you" in Line 10.

This sequence shows that in this EFL context, participants are often very much aware of their status as learners, working through assigned tasks to achieve outcomes that are pre-arranged by the teacher. Because of this, participants have opportunities to *practice* expert-like ways to indicate COS, though there is no actual demonstration of intersubjectivity because there is no real exchange of new information.

3.2 Orienting to linguistic code (cK+)

The previous four excerpts focused on how participants orient to informational content and manipulate resources to indicate understanding. The following three excerpts present sequences where participants orient primarily to the linguistic code, in this context English. Though at times participants are attending to information, for instance when they are defining or clarifying issues related to code, the main purpose is to work through issues related to code to reach shared understanding. It is also in these excerpts that the influence of *doing Englishing* and attending to code becomes clearer.

3.2.1. Excerpt 5: doing Englishing a: *hehe okay okay*

Excerpt 4 (above) showed that participants must attend to informational content to accomplish pre-assigned tasks in this learning context. Participants, however, must also orient to the linguistic code, and do so at times in lengthy sequences as Excerpt 5 (below) shows. This socially occasioned orientation is partially due to the six years of institutional *doing Englishing* in language classes in Japanese

junior and senior high schools where participants developed routine actions for behaving in *doing Englishing* contexts. Besides navigating assigned tasks, they take great care when interrupting before the completion of a repetition/ rephrase, employing multiple indicators at the moment of understanding. In this sequence, Michi begins by asking Aya how long her commute is:

Excerpt 5

```
1.  Michi  how long does it takes from your house t[o
2.  Aya                                            [mm
3.  Michi  (1.8) here?
4.         (2.0)
5.  Aya    a: (1.4) how long?
6.  Aya    un [[yeah]]
7.  Michi  un [[yeah]]
8.  Aya    hehehe [hehehe
9.  Michi         [he
10. Aya    a: one more hehe one more hehe one more
11. Michi  he he cho-matte are [[wait a sec what]]
12. Michi  how- how long [does-
13. Aya                  [a: hehe okay okay          ←
14. Michi  i- [hehehe
15. Aya       [okay okay hehe
16. Aya    .hh a:: (.8) about u:: (.8) u::::: an hour
           (.4) and u: (1.1) half
17. Michi  e: [[hu:h]] really:?
18. Aya    °yes°
```

It is evident from this excerpt that Aya has trouble understanding Michi's question: first, the question is followed by a 2.0 second pause, secondly, Aya initiates repair by repeating the phrase "how long" in line 5, and she finally asks for Michi to repeat the question in Line 10. Then, after Michi has uttered only the first two words of a rephrase, "how long..." (Line 12), Aya immediately interrupts to show understanding, her COS "a:" beginning at the same time as

Maichi's "does, " followed immediately by laughter and reduplication of the word "okay" (Line 13), which can show co-participants that they "need not continue" (Stivers, 2004, p. 285). Aya then emphases this realization, and her possible embarrassment at not understanding, by laughing again and repeating "okay okay" in Line 15. She further demonstrates an understanding of the question—particularly the words "how long," which caused the trouble in the initial question—by providing an answer in Line 16.

To reiterate, Excerpt 5 is a clear example of cK+, as Aya and Michi orient to clarifying particular lexical items contained in the question, and once that clarification occurs, the multiple indicators let Michi know immediately that understanding has been achieved and that she does not need to repeat the entire sentence. Further evidence of this understanding comes from Aya's ability to correctly answer the question. That Aya does this so quickly and carefully, with multiple indicators and laughter, is strongly influenced by the context of *doing Englishing.*

3.2.2. Excerpt 6: doing Englishing *a:: +* multimodal resources (cK+)

This excerpt is an extended sequence that demonstrates how participants employ multiple modalities in orienting to display understanding of a particular aspect of the linguistic code, which in this case happens *after* informational content has already been received and demonstrated.

```
Excerpt 6
1.  Sayo    which do you like summer style o::r (.2)
            winter.
2.  Miho    winter style.
3.  Sayo    winter style. why,
4.  Miho    I don't like (.7) um:: (1.0) wear (.4) I
```

```
            don't like wear (.2) wearing short clothes
            (.6) too (.3) either?
 5. Sayo   mm m[m.
 6. Miho      [so I wan (.2) wanna wear taitsu [[tights]]?
 7. Sayo   mm:: mm::
 8. Miho   a:: (1.6) mm long: long (1.1) nandake [[what]]
 9. Saya   long:: lon[g::::
10. Miho            [long::
11.        (2.0)
12. Miho   °long::°
13.        (2.6)
14. Miho   slave:
15. Saya   sl:ave:
16.        (1.9)
17. Miho   °long°
18.        (1.4)
19. Saya   •oh•
20.        (.9)                                        ←
21. Miho   °slave°
22.        (2.3)
23. Miho   sleeve:
24. Saya   sleeve:
25. Miho   long sleeve
26. Saya   a: no sleeve:
27. Miho   °a::[:°                                     ←
28. Saya     °[a::° slee:v[e:
29. Miho                   [sleeve s[leeve
30. Saya                     .hh[haha
31. Miho                          [haha
32. Saya   hahaha
```

Miho's indication that she is talking about "sleeves," and Sayo's receipt of that
information (iK+), happens early in the sequence, likely in lines 8 and 9, when
Miho says "long... long..." and Sayo repeats those words. Miho does not imme-
diately complete the utterance, but moves her right hand along her left, indicat-
ing "sleeve" (see Figure 2).

Figure 2: Indicating "sleeve" to start a word search

There is a long 1.1-second pause in Line 8 before Miho utters the Japanese word "*nandake*," which means "what" in English. Almost simultaneously, Saya makes a movement forward to touch the sleeve area of Miho's arm, offering an embodied demonstration of her understanding of the concept being searched and also demonstrating this understanding by repeating "long... long..." (Line 9). At this point, however, neither Miho nor Saya can produce the correct form of the English word "sleeve," repeatedly making attempts with the approximation "slavu." There is no shared knowledge of what the actual word is; they share informational content but not lexical content.

As they make moves to find the word, Saya turns to the left to her electronic dictionary (Line 16) to search for the word. Finding the word "sleeve," she utters to herself in a whisper the stand-alone *oh* in Line 19 (Figure 3), indexing now-knowing (Koivisto, 2015) that the word is "sleeve."

Continuing to look at the word "sleeve" on her dictionary screen but not yet vocalizing it, after several seconds Saya turns the dictionary so Miho can see
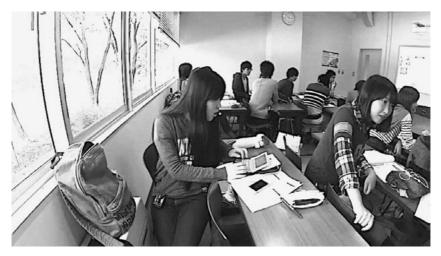
Figure 3: Indexing COS with "oh" when seeing the word "sleeve"

Figure 4: Sharing the results of a word search for "sleeve"

the screen (Line 22, see Figure 4). Miho immediately reads "sleeve" (Line 23), but a deeper understanding is further delayed. It is not until Miho combines the word in "long sleeve" in Line 25, that the participants begin to show realization

Figure 5: Demonstrating connecting information and code for "sleeve"

of the connection between the word and meaning.

This connection is further intensified and demonstrated by the combination of voice, gesture, and material resources, including gestures referring to actual sleeves (Line 26). This occurs when Saya utters a short "*a*" along with a commonly known phrase in Japan, "no sleeve," which is used similarly to the English word "sleeveless." The moment of cK+, which occurs after a long delay (Emmertsen & Heinemann, 2010), is demonstrated in Lines 28 and 29, when both participants indicate understanding of the word using a louder voice and lengthened "*a*," while pointing to one another showing that shared understanding has been reached (Figure 5).

In Excerpt 6, it is apparent that participants moved through several co-constructed steps to reach understanding of one aspect of English code, the word "sleeve." The informational content came early in the sequence, but the understanding of the code, the word "sleeve," was delayed until a several resources could be mobilized by both participants to not only share understanding of the

lexical item, but how its meaning connects with other areas of their knowledge.

3.3 Information knowing (iK+) versus code knowing (cK+)

It is through carefully orchestrated co-implementation of resources within the context of doing Englishing that participants in this EFL context are able to move from an initial orientation to informational content—in Excerpt 6, the idea of sleeve—to an orientation to code, the word "sleeve." This shift from one to the other is a complex process and not always clearly separated, but participants must always attend to. This phenomenon is further explored in Excerpt 7.

3.3.1. Excerpt 7: doing Englishing *a: cheer + gesture* cK

Similar to Excerpt 6, Excerpt 7 demonstrates how participants in *doing Englishing* rely on multiple indicators, including embodiments, to indicate COS. It also shows how attention to code or information can shift quickly as participants orient from one to the other. Talking about the Gaelic language, Yuki shows that she is understanding the words (code) that Maki is using and receipts the word "Gaelic" with repetition (Line 7). She then demonstrates that understanding by using "Gaelic" successfully in a subsequent question (Line 9). This displays an iK+ orientation.

```
Excerpt 7
1.  Yuki    a::: (.4) about: (.4) Ireland'S language
2.  Maki    yeah=
3.  Yuki    a: [[o:h]] [how was it
4.  Maki       [=it's Gaelic
5.  Yuki    kaelic kaeli[c
6.  Maki                [Gaelic
```

```
7.  Yuki    Gaelic=
8.  Maki    Gaelic yeah
9.  Yuki    =how was Gaelic
10.         (.5)
11. Yuki    can you under£stand£?
12. Maki    hehe no:[:
13. Yuki            [can-
14. Maki    hehe no::
15. Maki    but (.2) I:: (1.7) I can say Slainte
16. Yuki    Slainte.
17. Maki    yeah=
18. Yuki    what does it mean.
19. Maki    its mea::ns: (.7) cheer
20.         (.6)
21. Maki    in English
22. Yuki    cheer a: ch[eer                              ←
23. Mari               [cheer
24. Yuki    a:: a:: I know haha I learned               ←
25. Maki    haha
26. Yuki    Dan's class haha
27. Maki    yeah only Slainte ha[haha
28. Yuki                        [hahaha a::]
29. Maki    too difficult
30. Yuki    mm-hm a:
31. Maki    so::: can I ask some ask you something about
            (.9) England,
```

Later in the sequence, however, Yuki asks what Slainte is in English (Line 16), a shift from informational content to a focus on code, making moves in talk to understand what Slainte is in English. In the next line, Line 19, Maki says Slainte means cheer, which Yuki repeats before uttering the Japanese COS token *a* along with the gesture of lifting a glass, demonstrating that she has both received the linguistic item and has an understanding of it (Figure 6). Furthermore, in this sequence the code-related COS almost immediately

Figure 6: Yuki (left) makes an embodied display of understanding of "cheer"

becomes recollection of relevant information (Betz & Golato, 2008) (Line 24), as Yuki recalls learning the item in another class. As demonstrated in this sequence, it appears that participants in this context must often shift orientation to the linguistic code or informational content and employ a wide variety of COS resources to achieve this.

4. Conclusions

The many COS resources presented in this study are representative of the wide variety that participants mobilize to indicate intersubjectivity in this context. These resources appear in both English, Japanese, and in combinations common in institutional EFL conversations for learning. Besides the various linguistic combinations, these displays also include embodiments, accomodation to the constraints of language-learning tasks, and the use of materials. From a fine-grained description of excerpts containing these resources, it is apparent that

they operate at times not only as a receipt of information but to facilitate *doing being a language learner*, the socially occasioned context of *doing Englishing.* While attending to this socially prescribed behavior in learning English, participants must also attend to the linguistic code and informational contents, and do so while continuously orienting their displays of now-knowing (K+) to linguistic forms (*code knowing*, cK+) and informational contents (*information knowing*, iK+). This confluence of social, institutional, and linguistic structures results in an unusually wide variety of resources, used in multiple ways and with varying orientations, to indicate COS.

Further study could uncover variations in COS depending upon attention to understanding code or understanding information which could contribute to both an increased awareness of COS indicators and how participants in EFL contexts mobilize resources to achieve intersubjectivity. Though the analysis of the two in this study was limited, the differentiation between COS for cK+ and iK+ is a potential area for future research.

Appendix A. Transcription conventions

Transcription generally followed Jeffersonian conventions, however subtitling with InqScribe software, which was used to prepare the excerpts, cannot display arrows or underline so the following are employed:

?	rising intonation
.	falling intonation
,	consistent intonation
:	sound elongation
(.#)	length of pause in seconds
CAPS	emphatic or emphasized speech
[[trans]]	translation of Japanese

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