LEARNER LANGUAGE
IN
DYADIC TELECOLLABORATIVE RECIPROCAL LANGUAGE EXCHANGE

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Dedication

This paper is dedicated to my grandfathers, Frederick Darwin Leach (1924-1986) and Charles Jacob Willms (1926-2009). I wish they could see me now.

"El estudio no se mide por el número de páginas leídas en una noche, ni por la cantidad de libros leídos en un semestre. Estudiar no es un acto de consumir ideas, sino de crearlas y recrearlas."
-Paulo Freire

Abstract

This is a small-scale, qualitative study describing the learner language found in interaction between two learners working in telecollaborative reciprocal language exchange via *Skype*. A sociocultural approach to second language acquisition is utilized along with the analytic framework of Language Related Episodes (LREs) to interpret and describe the data. Instances of *languaging about language* are discussed in their relation to opportunities for acquisition. Results show that learners frequently *language* about meaning based items rather than morphosyntactic concerns. This is in keeping with related synchronous computer mediated communication (SCMC) research. Directions for future research related to this and other similar data are discussed as well as the pedagogical implications for teachers working with students in reciprocal language exchange.

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INTRODUCTION

Providing opportunities for language students to meet with native speakers (NS) of their language of study is not an uncommon goal of foreign language programs (Kasper, 2004). This has been accomplished most often through study abroad programs where students spend time living and studying in a country where their foreign language of study is spoken. It is only recently—with innovations in technology and the development of increasingly fast and widely accessible Internet connections—that meetings between foreign language students and their NS counterparts can occur without a passport. Voice over IP software, such as *Skype*, makes it possible for international connections to be made at coffee shops, parks or a university computer lab.

Students studying foreign languages are using networked learning technology and telecollaboration with more frequency and for a variety of different purposes (Guth & Helm, 2010). Telecollaboration, in language learning contexts, "is generally understood to be Internet-based intercultural exchange between people of different cultural/national backgrounds, set up in an institutional context with the aim of developing both language skills and intercultural communicative competence" (Guth & Helm, 2010: 14). This type of interaction is on the rise as either a supplemental, extracurricular activity or as one that is incorporated into the curricula.

Second Language Acquisition (SLA) research on telecollaborative exchanges has become increasingly common over the past several years (Kötter, 2001; Belz & Kinginger, 2002; Smith, 2003; Kötter, 2003; Fernández-García & Martínez Arbelaiz, 2003; Blake & Zyzik, 2003; Wang, 2004a&b; Lee, 2006; Wang, 2006; Lee, 2008; Guth

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& Helm, 2010). However, most of this research to date has been based on written data. These data come from written Computer Mediated Communication (CMC) chat sessions, group chat rooms, emails or blogs[1]. CMC means communication using computers as a medium, and may be either written, oral, or oral-visual. In addition it can be synchronous (real-time) or asynchronous (as when written or oral speech is recorded for later transmission). Recent studies looking at CMC from a distance language learning education perspective, (Kötter, 2001; Wang 2004a&b; 2006) focus their work on oral or oral-visual CMC chatting. Wang (2004a) developed a taxonomy for describing the different types of CMC interaction:
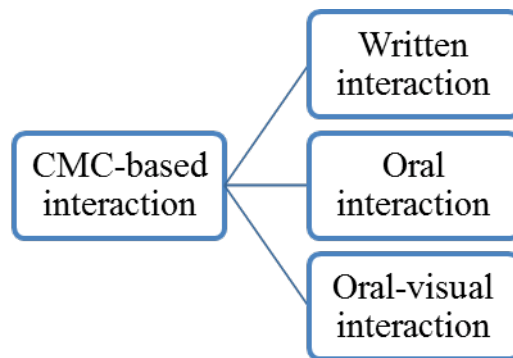
Figure 1. Three types of interaction in CMC (Wang, 2004a: 376)

Written data in telecollaboration are relatively easy to retrieve for research as most transmissions are saved or archived. Oral or oral-visual CMC chat, via a program such as *Skype*, have been the subject of very few SLA studies to date (for an exception, see Wang, 2006). This is due partly to the fact that the medium through which the oral or oral-visual interaction occurs is relatively new and also to the fact that recording and data collection for such interactions is technologically and logistically daunting.

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[1] Please refer to Appendix A for a complete glossary of terms related to technology in language learning used in this paper.

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The present study follows a call from Firth and Wagner (1997) for SLA research that moves away from experimental design to collect data in the realm of naturalistic SLA data. The learner language of a dyad working in telecollaborative reciprocal language exchange using oral CMC chat data will be examined. It also suggests the medium of reciprocal language exchanges as a source of naturalistic data to examine processes of SLA.

LITERATURE REVIEW

There is a great deal of Second Language Acquisition (SLA) research related to face-to-face interaction and the way this interaction facilitates acquisition (Varonis & Gass, 1985; Long, 1983; Gass, 1997; Swain & Lapkin, 1998; Kasper, 2004). Computer Mediated Communication (CMC) and telecollaboration in language learning as a source of interaction in the language classroom have been increasingly common over the past fifteen years (Kern, 1995); CMC tasks have been utilized by teachers and researchers to encourage and support acquisition. But it is not clear to what extent findings of SLA research on face-to-face interaction will be replicated in oral CMC. There have been several recent studies on the way interaction in written CMC chats facilitates SLA (Blake, 2000, Kitade, 2000; de la Fuente, 2003; Smith, 2003; Fernandez-Martinez, 2003; Tudini, 2003, Lee, 2006; Lee 2008). These CMC studies to date are based on written data, gathered through pair chats, group chat-rooms, email, or work done collaboratively through wiki's or blogs. But little has been documented on the impact of interaction in synchronous CMC (SCMC) oral chat on negotiation for meaning, negotiation of form, or SLA. Oral SCMC interaction is relatively new as a result of the rise of Voice Over IP

(VoIP) software, such as *Skype*. Face-to-face oral interaction has been claimed to promote SLA (Long 1980; 1983; Gass, 1997; Swain & Lapkin, 1998); can the same be said for oral interaction in SCMC chat?   In reviewing the related research literature, I will first discuss Interactionist theories of SLA, including recent studies that include written SCMC chat data. I will then compare and contrast these studies with SLA studies framed within sociocultural theory and review several studies that include face-to-face data and written SCMC chat data to substantiate their claims.   I will conclude the review by identifying research questions for the present study.

Much of the research related to SCMC chat and language learning deals with instances of non-understanding and negotiation for meaning between two interlocutors. In an Interactionist model of SLA, it is claimed that negotiation for meaning leads to acquisition of linguistic forms. The Interactionist model emerged as a reaction to Krashen's (1985) Input Hypothesis, which claimed that comprehensible input from a native speaker of a given target language is sufficient for acquisition to occur. Long (1980; 1983; 1996) built on this by positing that comprehensible input is best provided in negotiation for meaning in interaction with a native speaker (NS) or advanced non-native speaker (NNS), leading to acquisition. In an Interactionist view, just listening to a NS speak would not be sufficient; interaction and negotiation for meaning between the two interlocutors needs to occur to make input comprehensible, and for acquisition to happen. Negotiation for meaning is "the interaction that occurs when interlocutors try to prevent or repair a communication breakdown" (Tarone & Swierzbin, 2009; 169). Negotiation for meaning can occur in different ways and include different communication strategies. It

should be noted that inherent to the concept of negotiation for meaning is the idea that it can only happen synchronously, in the moment, in unrehearsed interaction.

Many studies have been done in the Interactionist theoretical framework, related to the interactions that take place in language learning contexts. A great deal of this research utilizes the methodology used by Varonis and Gass (1985) in analyzing face-to-face interaction. They sought to address the issue of "how conversations between non-native speakers differ from those between native speakers on the one hand and between native speakers and non-native speakers on the other hand" (Varonis & Gass, 1985; 71). This issue was important because Varonis and Gass believed that the input provided through NNS-NNS interaction was inherently different from NS-NNS or NS-NS interaction. They asserted that reluctance to provide 'other-repair' in NS-NS discourse would not be an issue in NNS-NNS discourse due to the "shared incompetence" of both speakers (Varonis & Gass, 1985: 71). Varonis and Gass developed a model for coding face to face oral interactions that included negotiation for meaning related to non-understanding. This coding systems consists of: (1) a *trigger*—the utterance or part of an utterance that the interlocutor does not understand, (2) an *indicator*—the interlocutor's signal to the speaker that they have not understood, (3) a *response*—the speakers signal that they acknowledge the interlocutor's non-understanding and finally, (4) an optional *reaction*—the interlocutor's reply to the response (Varonis &Gass 1985; 74-75). This sub-routine of negotiation is referred to as a "pushdown". Varonis and Gass used this analytic framework to code audio-recorded face to face conversations between NNS of English and compared the data to NS-NNS and NS-NS dyads in an attempt to empirically

demonstrate the differences in interaction patterns between these three groups. They

found that, when compared to data from conversations between NS-NNS, the NNS-NNS

pairs tended to have more incidences of signals of non-understanding and more instances

of negotiated meaning[2]. The researchers claim that the purported higher instances of

negotiated meaning among the NNS dyads means that there is more comprehensible

input available and thus, more opportunities for acquisition present in NNS-NNS pairings

than in NS-NNS interaction.

The analytic framework based on Interactionist SLA used by Varonis and Gass

(1985) has been widely used in more recent research on interaction in written SCMC

chat. In one written SCMC chat study, Fernández-García and Martínez Arbelaiz (2003)

studied negotiation for meaning in NS-NNS, NS-NS, and NNS-NNS pairs using the

Varonis & Gass (1985) framework. Their study compared oral interactions in the

Spanish language classroom with the computer-based Spanish chat interactions of the

same students. The research question asked whether or not there was variation in the

amount of negotiation for meaning in different contexts (face-to-face vs. written SCMC

chat) among dyads working in both contexts. Participants were NNSs of Spanish

studying at the intermediate university level and Spanish NSs, most of whom were

graduate students at the same university and from a variety of Spanish speaking countries

and academic fields. Students were paired in three different groupings: NS-NS, NNS-

NNS and NS-NNS. The NS-NS pairs served as a control group. Each dyad completed

two open-ended tasks, one orally, face-to-face in a classroom, and one through a written

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[2] It should be pointed out that in their study there were far more NNS-NNS (14) dyads included than NS-NNS (4) dyads.

SCMC chat session. The oral task was tape-recorded for analysis and the chat session

was archived for the same purpose. The data were coded following the analytic

framework of Varonis and Gass (1985). In addition, Fernández-García and Martínez

Arbelaiz coded for the type of indicator used by the participants and expanded upon the

original four indicators set forth by Varonis and Gass (1985): (1) explicit statement of

non-understanding, (2) inappropriate response, (3) no verbal response, (4) echo. The

other indicators identified by Fernández-García and Martínez Arbelaiz were: (5): echo

+L1, (6) rephrasing with rising intonation/question mark *[written]*, (7) direct appeal for

assistance and (8) L1 + question mark *[written]*. The expanded model included

indicators that would only be present in written discourse (numbers 6 and 8).   Results

showed that the NS-NNS pairs had more instances of negotiation than the other two

groups. This is in contrast to the findings of Varonis and Gass (1985) where they found

that face-to-face NNS-NNS dyads tended to negotiate significantly more than NS-NNS

dyads. Fernández-García and Martínez Arbelaiz suggested that part of the reason for the

difference could be attributed to the open-ended task that was used to collect data. They

state, "an open task…allows participants to converse about familiar topics and situations

and, therefore, breakdowns in communication are not likely to occur" (Fernández-García

& Martínez Arbelaiz, 2003: 132).   In addition, the NS-NNS pairs negotiated significantly

more in the face to face oral task than the written SCMC chat task. The researchers

posited that fewer instances of negotiation occurred in the written task because "decoding

of the native speaker input was facilitated by the written nature of the interaction and by

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the additional processing time that the medium provides" (Fernández-García & Martínez Arbelaiz, 2003: 132).

In another study related to negotiation for meaning in written SCMC chats, Smith (2003) looked at whether or not task type played a role in how learners negotiated for meaning in task-based written SCMC chats. He compared his findings on negotiation for meaning in written SCMC chats to existing SLA research on negotiation for meaning in face-to-face oral interaction. His data set was made up of written SCMC chats from NNS dyads who were enrolled in an intensive English program. The participants came from a variety of different language backgrounds. They were given four tasks to complete via written SCMC chat: two jigsaw tasks and two decision-making tasks, all of which were "seeded with 8 target lexical items" (Smith, 2003: 38). The data in this study were coded and analyzed as in Varonis and Gass (1985). Again, the method was adapted and expanded for this study, including further articulating the original *trigger, indicator, response, reaction* primes used by Varonis and Gass (1985) and making similar adaptations to those made by Fernández-García and Martínez Arbelaiz (2003). Smith found that one-third of all the turns taken in the written SCMC chats were negotiation routines or episodes. Such large incidences of negotiation are desirable in terms of Interactionist SLA theory. Smith also found that 100% of the time, in both task types, the triggers for negotiation were lexical (2003; 48). He notes that this is likely due to the fact that target lexical items were included in the tasks, though he also states that negotiation routines were also triggered by nontarget lexical items (Smith, 2003: 52).

Two studies (Tudini, 2003; Wang, 2006) looked at negotiation for meaning in

CMC interaction as a way to judge the usefulness of CMC as a medium for interaction in distance learning courses. Tudini (2003) reported on an exploratory study looking at the triggers for negotiation in written CMC chat among NS of Italian and L2 learners of Italian. The sessions analyzed for this study were informal in nature in that they were not part of a class or curriculum. In addition, the students were not completing a task or collaboratively producing any sort of product. Their instructions from the researcher were to simply have a conversation. The most relevant finding from this study is that when negotiation routines did occur, the most common triggers were lexical in nature (30) followed by morphosyntax (14).

In another study (Wang, 2006) looking at distance learning education and oral-video SCMC chat, negotiation for meaning and a comparison of related face to face studies was the focus. Participants in this study were Chinese foreign language students working via oral-video SCMC chat with a Chinese NS teacher. In addition to the oral-video aspect of the software program used in this study, the teacher and student had access to a virtual whiteboard where they could write or type notes. The researcher noted that this was heavily utilized by both the teacher and learners most likely because Chinese is a character-based language and visual reinforcement was often needed by the learner. The data used for the study were collected via videotaping of 19 one-on-one sessions between one instructor and 4 different learners. The data were coded following Varonis and Gass (1985) to see if the same type of negotiation routines would be present in both studies. The study takes a qualitative approach to describing the types of *triggers, indicators, reactions* and *responses* used by the participants and whether or not these lead

to negotiation routines that may lead to a focus on form. The researcher found that indeed such routines did occur in oral-video SCMC chat and that as a result there were opportunities for learners to focus on form in this medium.

More recent theories claim that simply negotiating for meaning is not sufficient for SLA to occur (Schmidt, 1990; Doughty & Williams, 1998; Ellis, 2001; Long & Robinson, 1998), because sometimes a narrow focus on meaning with no focus on form results in fossilized L2 morphosyntax. Schmidt's (1990) self-study on his noticing of L2 morphosyntax raised several questions about the effectiveness of negotiation for meaning as a means for SLA to occur. Building on Schmidt's insight, Doughty and Williams proposed Focus on Form. Focus on Form (Doughty & Williams, 1998) calls for instruction and tasks that maintain the learner's focus on both meaning and form in the midst of unrehearsed, synchronous interaction; it is this twin focus that promotes acquisition of accurate morphosyntax. Doughty and Williams state that Focus on Form instruction grew out of "findings of immersion and naturalistic acquisition studies that suggest that when classroom second language learning is entirely experiential and meaning-focused, some linguistic features do not ultimately develop to targetlike levels" (Doughty & Williams, 1998: 2).

Corrective feedback is one area of Focus on Form instruction that has received attention from researchers in oral interaction (Lyster & Ranta, 1997). Corrective feedback is defined as "any indication to a learner that his or her use of a TL linguistic expression is inaccurate" (Tarone & Swierzbin, 2009: 166). This indication could come from a teacher, peer or other interlocutor. The learner's response to corrective feedback

was referred to by Lyster and Ranta as "uptake". Uptake may or may not include a

learner's self-corrected repair. One of the most widely cited studies related to corrective

feedback in a focus on form instructional setting is Lyster and Ranta (1997), who

investigated the connection between the types of corrective feedback given by a teacher

to instances of uptake by primary students in a French immersion school. They looked at

different types of corrective feedback in response to learner errors in grammar, lexicon,

phonology and use of L1. In a teaching model such as this, which utilizes corrective

feedback, it is corrective feedback and the uptake that follows, that lead to acquisition of

grammar and phonology. Corrective feedback regarding lexicon alone is not sufficient

for acquisition of grammar or phonology to occur. Findings showed that students were

more likely to negotiate form if they were given types of corrective feedback that allowed

them to repair the error themselves: "elicitation, metalinguistic feedback, clarification

requests and repetitions" (Lyster & Ranta, 1997: 56). Recasts—repeating a student error

with a modification to correct the error—were the least likely form of corrective feedback

to result in learner uptake in the study. Lyster and Ranta suggested that in a meaning-

focused classroom such as immersion, such modifications go unnoticed by the learner, so

they don't "notice the gap;" that is, they don't perceive the difference between what they

said and what the teacher recast.

     Blake and Zyzik (2003) explored negotiation routines in written SCMC chat

between L2 learners of Spanish and heritage speakers (HS) of Spanish to identify

possible negotiation routines similar to those that had already been found in other

learner/learner dyads in SCMC (Pellettieri, 1999; Blake, 2000). Like Lyster and Ranta

(1997), Blake and Zyzik questioned what the focus of the negotiated exchanges would be (lexical or grammatical); they also asked who would initiate such negotiations, the HS or the NNS. All of the participants in the study were enrolled in different courses at the same university, with HSs in a Spanish course specifically for HS. The L2 learners and the HS learners were paired to work on a "two-way" jigsaw task via written SCMC chat. They worked on the task for one hour and their chat sessions were archived for analysis. The data related to negotiation routines were coded according to Varonis and Gass (1985). Blake and Zyzik found that among the eleven dyads participating in the study there were thirty instances of negotiation for meaning. Of those, the vast majority (24) were lexical, 4 were grammatical and 2 were pragmatic. (Recall that Smith (2003) also found that lexicon was the focus in CMC text chat.) One reason the researchers suggest for the focus on lexicon in the interactions was the task type. They describe it as an "unfocused task" in which students did not have a need to focus on syntax, but where knowledge of vocabulary was important (Blake & Zyzik, 2003: 526). The researchers note, "…the data would suggest that modifications to interlanguage grammar proceed exceedingly slowly in comparison to vocabulary growth" (Blake and Zyzik, 2003; 538). They go on to state that perhaps a "more specific 'focus-on-form' approach" (Blake & Zyzik, 2003; 539) would be the best way to encourage learners to notice the gaps in their L2 grammar. Certainly, in Focus on Form, L2 learners must be directed to focus on morphosyntax if they are to acquire morphosyntax; an exclusive focus on meaning and vocabulary in interaction will not result in acquisition of grammar. Interestingly, Blake and Zyzik found that the HS (and not the NNS) generally resolved the negotiation

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routines, serving as the expert when there was a breakdown in communication. The use

of English in the interaction was not the focus of the researchers questions, but code

switching was predicted and noted: "… code-switching will be inevitable due to the

common language background (English) of the study's participants" (Blake & Zyzik,

2003; 524). The students in this study were all working toward improving their Spanish

language skills; HSs, generally speaking, have less exposure to written registers of

Spanish than Spanish NSs. Many HS speakers of Spanish have had the majority of their

schooling in English and as such, share a language background with the L2 learners of

Spanish.

Feedback type, linguistic triggers and response to linguistic triggers in a written

SCMC chat environment were themes explored by Lee (2006), who examined the

connection between interaction, negotiation for meaning and errors and feedback

provided by NSs and NNSs in written SCMC chat. She studied two classes working

together in written SCMC chat while completing two tasks. One class consisted of native

speakers (NS) of English enrolled in an intermediate Spanish class and the other class

were NS's of Spanish who were enrolled in a teacher education course, training to teach

Spanish as a foreign language. The students were paired in NS-NNS dyads and worked

together to complete the tasks in Spanish. The tasks were designed to help the English

NS's acquire Spanish and to give the Spanish NS teachers in training a chance to work

with, and provide feedback to, students similar to those they would eventually be

teaching. There were two tasks to complete and the students were given two 50-minute

chat sessions to complete them. The transcripts of their chat sessions were saved and

coded for "error types, feedback types, and modification devices" (154) according to Varonis and Gass' (1985) interactionist model. Results showed that the triggers for feedback in the written SCMC chat environment were both lexical and syntactic, with approximately two-thirds being syntactic and the other third lexical. Lee also found that the NS's corrected the NNS's linguistic errors implicitly 73.2% of the time. Further, she found that 50% of the time there was learner uptake following corrective feedback from the NS. Lee also recorded high rates of repair following linguistic errors that received confirmation or clarification checks, but this repair was more likely to occur if the error was lexical rather than syntactic (Lee, 2006: 171).

Lee's (2006) findings, especially the predominance of triggers for syntactic feedback, differ from those of Fernandez-Garcia and Martinez Arbelaiz (2003) and Smith (2003). Lee suggests that this is likely because of the SCMC chat environment as it is "based on written communication" and therefore "the availability of written visual display on the screen might have contributed to these high rates of learner uptake" (Lee, 2006: 171). Another reason may be related to the participants in Lee's study versus those of the previous studies. Fernandez-Garcia and Martinez Arbelaiz (2003) and Smith (2003) focused on learner-learner dyads; in Lee (2006) her NS participants are teachers in training. She suggests that syntactic errors received more frequent feedback in her study because "…as teachers themselves, the NSs may have less tolerance for the NNSs' non-target-like utterances" (Lee, 2006: 161). This intolerance then would lead to more corrective feedback and therefore more uptake regarding syntactic errors.

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A parallel line of research on SLA in interaction has been provided by sociocultural theorists, who have also studied the learner's focus on meaning as well as focus on linguistic form in the midst of unrehearsed interaction. Sociocultural theory states that the acquisition of knowledge is dependent on interactions with "more knowledgeable others who provide scaffolding in collaborative dialogue" (Tarone & Swierzbin, 2009; 20). An example of this would be a parent-child interaction where the child is learning to read and the parent offers assistance with words that are new to the child. Lantolf's (2000) sociocultural theory of SLA is based on the work of Vygotsky and his construct, the Zone of Proximal Development (ZPD) for acquiring new knowledge with the assistance of a more knowledgeable other. A TL linguistic form is in an L2 learner's ZPD when it is something they can't produce without assistance or scaffolding from a more knowledgeable interlocutor, either a NS or more advanced NNS of the target language. As Lantolf (2000) states, "the ZPD is…conceived of as the collaborative construction of opportunities for individuals to develop their mental abilities" (Lantolf, 2000; 17). He notes that many researchers have defined the co-construction of meaning as something that occurs between expert and novice, but states that there are researchers who are "calling for a broader understanding of the scope of the ZPD to include more than just expert/novice interaction" (Lantolf, 2000; 17).

Merrill Swain has increasingly interpreted her data from French immersion schools in Canada in terms of sociocultural theory. Her earliest studies claimed that comprehensible input is not sufficient for SLA because in French immersion schools in Canada focused only on meaning and content, children get lots of L2 input (following

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Krashen, 1985) but the outcome is fossilization of non-native grammatical forms in their

L2. Swain (1995) developed the Output Hypothesis to explain why L2 input was not

enough to promote successful SLA by French immersion students; she argued that such

students needed to be required to produce L2 output in order to notice the difference

between their interlanguage rules and the rules of the target language. She states, "…it is

hypothesized that output promotes 'noticing.' That is to say, in producing the target

language (vocally or subvocally) learners may notice a gap between what they want to

say and what they can say, leading them to recognize what they do not know, or know

only partially" (Swain, 1995; 125). Subsequent research (Swain & Lapkin, 1998)

advocates for an increased requirement for output in L2 learning that explicitly includes

focus on form in order to facilitate noticing and L2 acquisition. Swain (2000) rejects the

Interactionist terminology of 'output,' opting instead for the sociocultural term

'collaborative dialogue' which she defines as " dialogue in which speakers are engaged in

problem solving and knowledge building" (Swain, 2000: 102). Swain created the

construct of 'languaging,' which she defined as a 'dynamic, never-ending process of

using language to make meaning" (Swain, 2006; 96). She elaborates this definition

further:

> Languaging…refers to the process of making meaning and shaping knowledge
>
> and experience through language. It is part of what constitutes learning.
>
> Languaging about language is one of the ways we learn language. This means
>
> that the languaging (the dialogue or private speech) about language that learners
>
> engage in takes on new significance. In it, we can observe learners operating on

linguistic data and coming to an understanding of previously less well understood

material. In languaging, we see learning taking place. (Swain, 2006; 98).

In other words, when students "language about language" in collaborative dialogue, they

talk together about L2 linguistic forms in their ZPD, and this helps them learn. From this

definition we can see that languaging is a process which is cognitive in nature and thus a

conscious undertaking. Languaging about language is also metalinguistic in nature. It is

important to point out that Swain mentions this as "*one* of the ways we learn language"

(my emphasis). She is implying that conscious languaging about language is one

resource that learners have at their disposal when learning a second language and does

not account for possible unconscious processes of SLA in individual learners.

Swain and Lapkin (1998) situated their study of the language acquisition of two

eighth grade French-immersion students in Canada within such a sociocultural

framework. They identified what they called "Language Related Episodes (LRE's)" that

occurred between the two students as the worked together to co-construct or retell a story.

Swain and Lapkin defined a LRE as "any part of a dialogue where the students talk about

the language they are producing, question their language use, or correct themselves or

others" (Swain & Lapkin, 1998; 326). In other words, in LRE's students 'language'

about language. Their study, conducted over five weeks, included a pre- and post-test and

training videos modeling the type of interaction students were expected to have while

working with their peers. The training videos were short tutorials about the grammatical

feature the students were to focus on in their collaborative dialogue and included a model

of the interaction, including provision of corrective feedback that was expected of the

students. The collaborative dialogue sessions for all students were recorded as they

worked in face-to-face dyads to co-construct the re-telling of a story. The recorded data

were transcribed and analyzed for LRE's. While all of the students in the class were

recorded, the focus of the study became Rick and Kim (pseudonyms), a dyad with a high

number of LRE's (23) in comparison with other pairs. The LRE's were separated into

two categories: lexis-based and form-based. Both a quantitative analysis of all students

and a qualitative analysis of Rick and Kim's LRE's were performed. The qualitative

analysis offers several examples of the two students 'languaging' (Swain 2006), where

the authors point out how the learners' "language use mediates their learning; that is,

ways in which their language use serves as a tool supporting L2 learning by consciously

singling out the L2 as an object to be monitored, reflected upon and manipulated" (Swain

& Lapkin 1998: 329). Results showed that Rick and Kim had several instances of LRE's

throughout their co-constructed story where they would pause to 'language' about their

language use. In doing this they would, at times, use their L1 (English) to "help them

consider what they are trying to express in their L2 by setting up their L2 as an object to

be reflected upon and manipulated" (Swain & Lapkin, 1998: 330). The authors

concluded that Rick and Kim "use their L1, a meditational tool fully available to them, to

regulate their own behavior, to focus attention on specific L2 structures, and to generate

and assess alternatives" (Swain & Lapkin, 1998: 333).

Swain (2006) discusses two other data sets in terms of her construct of

languaging. The first data set (Watanabe, 2004) involves Japanese L1 learners of English

L2. The two participants were at different levels of English proficiency. The extent of

their task was to work together to write a response to a prompt given to them by the researcher. Their written response was then reformulated in writing by a native speaker and the learners were recorded comparing the two essays, as well as while they first worked on their revisions. The topics that the participants ended up languaging about in the recordings, at least in the portion presented by Swain, tended to be morpho-syntactic: "*person who lived in nineteenth century of Japan* or *people in nineteenth century*" (Swain 2006; 99) which was reformulated as *"person who lived in nineteenth century Japan"* and *"people in the nineteenth century"* respectively. The NS reformulating the essay did not question the meaning of what the two participants were trying to say; he or she simply changed the form to make it more accurate as the register demanded. When the two participants were comparing the two essays, Ken, the more proficient speaker, was sure that the NS had made a mistake in the reformulation and languaged about it with the other participant, Yoji. Regarding the phrase "*person who lived in nineteenth century of Japan"*, Ken states that he is sure it is right "because I always use this kind of phrase." His hypothesis about this structure is very strong and he is not willing to let it go lightly. When languaging about the other phrase listed above Ken comes to the realization that the two uses of nineteenth century are different; one is a noun and one is an adjective. He states, "we don't have to put in article for 'in nineteenth-century Japan' because this 'nineteenth century' is adjective…difference. Okay." (Swain, 2006; 101). Swain states, as recorded by Watanabe, that in the post-test given to both participants, Ken gets the article use correct in both instances.

The other data set that Swain (2006) presents is from dissertation research done by Tocalli-Beller (2005). The work done by Tocalli-Beller was action research in a course she designed and taught to graduate ESL students. The topic of the course was humor, including jokes, cartoons and idiomatic phrases. Her goal was to track the expressions that students recognized or comprehended at the beginning of the course through to spontaneous use. She recorded students' oral interaction in a variety of settings in the classroom as they languaged about the different expressions to try to decode the meaning. Most of the languaging, at least in the excerpt chosen by Swain, was related to lexicon and semantics. This is due to the focus of the class being humor; understanding puns, jokes, idioms and riddles relies on a solid grasp of English vocabulary, semantics and in some cases pragmatics. The excerpt discussed is related to the idiomatic expression *"fight tooth and nail"*. Tocalli-Beller follows one dyad's languaging process related to this expression using a micro-genetic analysis. She was able to record them initially discussing the phrase and its meaning and then talking about it as a whole class. In addition, she did a pre- and post-test to track their possible acquisition throughout the semester. Though the dyad does not use either L1 to try to translate the expression, one of them does say, "Because in Persian we have, I wanted to translate in English…we have the same thing claws and tooth. With claws and tooth. He tried very hard with all his means" (Swain 2006; 103). It is interesting that in their languaging they use their L1 knowledge as a resource to help them understand the L2.

Lee (2008) begins to use a sociocultural framework to explore research questions related to the written SCMC chat interaction that occurred between novice and expert

speakers of Spanish L2; she does so because the "relationship between corrective feedback and attention to linguistic form in the CMC context has not been fully explored from a sociocultural perspective" (Lee, 2008: 55). Lee found that the novice students tended to focus on form in synchronous text chats when they were paired with an 'expert' peer who had received training in how to give effective corrective feedback. Her study paired 15 novice speakers of Spanish with 15 native or near native speakers. They worked together on six tasks in written SCMC chat as a part of their university level Spanish courses. The expert students were trained on how to give corrective feedback. They were instructed to correct errors in morpho-syntax, copula use and concordance. Novice students were told that their expert partners would correct errors as needed. The experts were trained to use an adapted five-level corrective scaffolding schema developed by Aljaafreh & Lantolf (1994) (see Table 1).

Table 1: Five-Level Collaborative Scaffolding

Level 1: The learner is not aware of the errors or does not have the knowledge to correct them even with intervention. The expert is responsible for providing help by bringing attention to errors. The co-constructing process starts within the ZPD. The expert initiates the sentences, such as "Did you see any errors here?" after noticing several errors made by the learner.

Level 2: The learner notices the error but is not able to correct it. The assistance is provided to involve feedback negotiation. The learner begins to understand the information but still relies heavily on the expert to perform. For instance, after the learner fails to make the first attempt to correct the error, the expert provides more specific feedback, such as "Something is wrong in the first sentence."

Level 3: The learner notices and corrects the error only with the expert's help. The expert utilizes a specific strategy for intervention. The learner understands the help, reacts to the feedback and begins to advance toward the self-regulated stage. The expert uses sentences, such as "Good try but pay attention to the verb."

or "Use the third person not the first person." to point out the linguistic problem.

Level 4: The learner notices the error and corrects it with a minimum of help. However, the learner has not yet fully progressed toward self-regulation. The learner still produces the non-target-like form and may need to confirm the correct form with the expert using sentences, such as "Is this correct?" or "Let me try it again."

Level 5: The learner notices and corrects errors without the expert's help (e.g., self-repair). The learner does not rely on the expert's scaffolding and becomes fully self-regulated.

<div align="right">(Lee, 2008; 55)</div>

The written SCMC chats were all archived for analysis and selected episodes were used for the report. In addition to the chat archives, Lee also had the participants complete a reflective essay talking about their experience in their partnerships.

Lee found that many of the interactions that included corrective feedback following the guidelines of the scaffolding schema were successful in helping the novice students work toward self-regulation of their L2 errors for both lexical and grammatical errors. She suggests this based on data samples that show uptake or repair on the part of the novice speakers following corrective feedback on lexical or grammatical errors. Many of the novice students that had an interaction that resulted in uptake also commented in their reflective essays that they found the interaction helpful and non-threatening and were grateful for the opportunity to work with their expert peer. A few novice students, however, were quite resistant to the assistance from their expert peer, stating that they were not interested in grammar. One student also seemed to shut down in the face of excessive grammatical assistance and commented as such in his/her reflective essay that his/her partner gave them too much feedback and that the feedback interrupted the flow

of conversation in the CMC chat. In this particular case, Lee observes that the feedback given was possibly outside of the student's ZPD because the student's reaction, in the reflective essay, was one of frustration with their partner and the feedback they received.

It is noteworthy pedagogically that in this study, as in several of the previous studies reported, the learners were given training in how to give effective corrective feedback. The pedagogical implications of this study that Lee sets forth are:

1. Students should be advised to focus on form when the opportunity arises.

2. Appropriate training for effective scaffolding is necessary to maximize the potential impact of corrective feedback via CMC.

3. It is important for instructors to create appropriate awareness-raising activities through which focus- on-form is guaranteed while meaning-oriented interaction is shared during the CMC.

4. The use of L1 as mediating tool may be necessary for cognitively demanding tasks.

5. Instructors need to offer additional opportunities to encourage students to reflect on their linguistic problems, such as asynchronous CMC via e-mails or discussion boards.

<div align="right">(Lee, 2008; 67)</div>

A study looking at the effect of task type on the incidence and characteristics of LREs in written SCMC chat was carried out by Yilmaz (2011). Participants were intermediate or high intermediate Turkish L1 speakers acquiring English L2. Students completed two tasks, one a jigsaw and the other a dictogloss task. For each task, students

were required to collaboratively produce a story using an online text editing program that allowed them both to view and edit the story from different computers. In addition, they used a separate program for written SCMC chatting. The data for the study came from the archived records of the written SCMC chats. Students were instructed to interact via written SCMC chatting to collaborate on their story, but they were not given explicit instructions to focus on any formal aspects of the language. The interaction that was the focus of the study occurred via written SCMC chat as they collaboratively produced two stories. For example, they would discuss what they wanted to write in the written SCMC chat program and then one or the other would type the sentence into the text editing program. The data were coded for LREs which were separated into three categories: lexical, grammatical or orthographic. While Yilmaz found that the dictogloss task resulted in a higher rate of LREs overall, the lexical category was the one that occurred most frequently across both tasks (Yilmaz, 2011: 123). The incidence of grammatical LREs varied between the two tasks and was higher for the dictogloss task. The researcher hypothesizes that this is likely the result of the instructions and input for the two tasks. The jigsaw task required the students to view visual input and collaboratively reconstruct the story present in the visual stimuli. During the dictogloss task, the students listened to a NS of English read a story twice and were told to take notes while listening. The researcher posits that because the learners are taking notes individually, they will note different parts of the story. These differences in what they remember from the aural input could explain the higher incidence of LREs during the dictogloss task. Additionally, the learners are likely to be more focused on content, and therefore meaning, during the

jigsaw task because they have not received any prior input on form, as they do during the dictogloss task. This hypothesis about the jigsaw task could be relevant given the findings of other studies mentioned above that use jigsaw tasks in written SCMC chat (Blake & Zyzik, 2003; Smith, 2003).

To sum up: Several theories of SLA suggest that interaction facilitates second language acquisition. Interactionist theory and sociocultural theory both present frameworks for analyzing learner language, both in face-to-face and in CMC chat interaction, as we have seen in the studies above. Face-to-face interaction has been studied from both an Interactionist (Varonis & Gass, 1985) and sociocultural (Swain & Lapkin, 1998) standpoint. A few studies on CMC interaction were examined. Two (Fernandez-Garcia & Martinez Arbelaiz, 2003; Smith, 2003) followed an Interactionist negotiation for meaning model to address their research questions and found that negotiation routines in the CMC chat context were almost universally based on lexical errors or non-understandings. Others, such as Blake & Zyzik (2003) found that Focus on Form instruction was necessary to help draw students' attention to grammatical forms in written SCMC chat. Lee (2008) took a sociocultural approach to analyzing interaction and corrective feedback in written SCMC chat. She replicated Swain and Lapkin's (1998) technique of giving expert L2 participants pre-training in effective ways to give corrective feedback to novice L2 speakers when she asked them to complete tasks in written SCMC chat. Yilmaz (2011) found that task type may play a role in what learners focus on in their negotiations and LRE's during written SCMC chat. The questions asked by these studies touch on central themes of SLA regarding input, negotiation for

meaning, corrective feedback and uptake. Several questions still remain to be answered in examining second-language acquisition in oral SCMC interaction: Is either negotiation for meaning or languaging about language sufficient for SLA to occur in oral SCMC chat? What sorts of linguistic forms are attended to in oral SCMC chat when learners are focused primarily on meaning? How can learners be induced to focus on form in oral SCMC chat as well as meaning in unrehearsed, meaning-focused oral interaction?

The purpose of the present study is to explore these questions by examining the learner language of a dyad working in oral SCMC chat, and to do so using the sociocultural construct of the LRE (Swain & Lapkin, 1998) to analyze the data. In doing so, the study seeks to compare the findings with existing face to face data in an attempt to uncover any similarities or glaring differences that may have relevant pedagogical implications.

The dyad identified as participants in this study were engaged in a *reciprocal language exchange*. A reciprocal language exchange occurs when two individuals who are second-language learners of each other's L1 interact, for the purpose of helping each other learn their L2. For example, Student A is a NS of Spanish and is learning English L2, while Student B is a NS of English and is learning Spanish L2. When they meet to interact, allocating equal interaction time to their respective target languages, they are participating in a reciprocal language exchange. Most reciprocal language exchanges occur in face to face oral interaction, as in the TandemPlus Program[3] at the University of Minnesota. The TandemPlus Program has recently begun including reciprocal language

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[3] http://languagecenter.cla.umn.edu/tandem

exchanges via programs such as Skype. This is an example of a *telecollaborative reciprocal language exchange* which happens via oral or oral-visual SCMC chat.

The specific goal of the present study is to describe the two learner languages revealed in the oral SCMC interaction of a dyad working in a telecollaborative reciprocal language exchange; the purpose is to ask to what degree there are opportunities for acquisition of new linguistic forms in oral SCMC chat when learners are focused primarily on meaning. Three research questions will be addressed, focused on the L2 learners' negotiation for meaning and form in this interaction:

1. Do Language Related Episodes (LRE's) occur in the telecollaborative reciprocal language exchange?

2. Are the LRE's lexical or morpho-syntactic?

3. What sort of negotiation for meaning or form takes place in the LRE's and do the negotiations present opportunities for acquisition?

A *Language Related Episode (LRE)* is defined following Swain and Lapkin (1998) as "any part of a dialogue where the students talk about the language they are producing, question their language use, or correct themselves or others" (Swain & Lapkin, 1998: 326).   The telecollaborative reciprocal language exchange for this study took place online via *Skype*. Though one feature of *Skype* is oral-visual SCMC chat, it should be noted that for this study the participants were only able to use the oral SCMC *Skype* function because of the method used for recording the sessions.

An *opportunity for acquisition*, for the purposes of this study, results from a movement away from the communicative flow of the conversation due to a non-understanding or

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question that requires languaging about language to be resolved. The non-understanding or question may be focused on any linguistic feature and it is this languaging about linguistic features that constitutes an LRE, and the opportunity for acquisition.

METHODOLOGY

The impetus for this project was a plenary address given by Colleen Coffey at the Midwest Association of Language Learning Technology (MWALLT) conference at the University of Minnesota in October 2010. Coffey was there to present a curriculum, the Virtual Global Language and Cultural Exchange Program (VGLCEP) that she had developed while teaching in the Spanish department at Marquette University.   The VGLCEP began as a pilot project between Coffey, who was teaching a Spanish class at Marquette, and a professor of English as a foreign language in Colombia. After Coffey completed the ACTFL training for Oral Proficiency Interviews (OPI's), she realized that her students were not leaving her courses with sufficient oral proficiency, though she was using the communicative approach in her classes. Coffey sought a way to include real time interaction with native speakers in her Spanish classes, theorizing, like Krashen (1985), that such interactions, if focused on meaning, would provide comprehensible L2 input and lead to improved proficiency.

The VGLCEP sets up synchronous, CMC oral exchanges focused on mutually agreed-upon topics of language and culture; these are telecollaborative reciprocal language exchanges between foreign language students at Marquette and English foreign language students in other countries. The classes vary in how the VGLCEP is

implemented, depending on instructor autonomy and experience with the virtual

exchanges, but there are three components, developed by Coffey, that are central to the

curriculum; these comprise the AIR method: *Activation, Interaction, Reflection*.

Activation refers to the teachers' act of introducing a cultural topic or theme in the

classroom. Introduction of these topics takes place within the classroom and the classes

that are paired together are not necessarily 'activating' the same topic each week.

Activation could include activities such as readings or class discussions on the given

topic to allow students to "access previous knowledge about a topic by preparing

questions and answers about the topic" (Coffey, 2010) and to access their own cultural

perspective about the topic before entering the Interaction stage. Students prepare and

write down L2 questions[4] on their 'discussion table,' which is a worksheet (also

developed by Coffey) that includes a topic/theme and sample questions about the topic.

It also includes an area for students to prepare some information about their thoughts on

the topic and answer related questions for themselves. The discussion table also provides

the students with a list of related vocabulary words to refer to during their exchange.

During spring semester 2011 the Spanish class at Marquette activated such topics as

social justice in Latin America and other political themes. At Universidad de

Aguascalientes, students focused on specific language-related themes, i.e. idioms in

English, but they also focused on American culture and topics such as technology and

communication. At Marquette, a model was used where the study of L2 grammar forms

was done outside of the classroom and completed autonomously by the students, and

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[4] Examples of prepared questions from this study: Have you ever been in a robbery? Do you think that
Milwaukee is a safety place? *Describeme un poco el gobierno de tu país* (Tell me a little about the
government in your country). *Como haces los eleciones?* (How do you do the elections?).

class time was reserved for interaction, thus 'flipping' the traditional allocation of presentation and practice time. In this model used at Marquette, students have online grammar tutorials and activities to complete, but do not focus on grammar during class time. At Aguascalientes, grammar instruction had more in-class focus because the English foreign language students were studying to be English language teachers.

In the *Interaction* stage the exchanges that take place are an essential part of the VGLCEP curriculum, and form the backbone of the present research. Though they are the focus of the present study, it should be noted that they are just one part of both classes. Though the exchanges are an integral part of the curriculum, the students do participate in other activities and assignments throughout the semester. In *Interaction*, the students in each VGLCEP class are paired with language exchange partners at a different institution in a country where their TL is spoken. In the case of the current project, the target language of the foreign language course at Marquette was Spanish and the class members were partnered with pre-service English teachers in a class at Universidad Autónoma de Aguascalientes, Mexico. Coffey's institutional connection at Aguascalientes was Benjamin Stewart, coordinator of the EFL program at the Universidad Autónoma de Aguascalientes, Mexico. During *Interaction,* the students interact synchronously, and participate in the reciprocal language exchange, asking their questions in L2 and getting answers in L2 that they have to react to in L2; as they do so, they are taking notes on their discussion table for later use during the *Reflection* stage. They interact first in the medium of one language, and then in the medium of the other language. They do so with no prior instructions to focus on any form, or to prepare for

any kind of collaborative final report. Simply by virtue of participating in a course employing reciprocal language exchanges, each student spent approximately 200 minutes interacting in L2 with a NS throughout the semester. This, in and of itself, is a noteworthy accomplishment and one that could be thought of in terms of time on task. Research has shown that spending more time practicing a skill, in this case meaning-based conversation skills, leads to improvement of those skills (Turnbull, et al., 1998).

The last stage of the AIR method is *Reflection*. Reflection takes place in the respective classes or on their online classroom support systems and involves synthesizing ideas from the two previous stages to create a product. Reflection may take the form of digital storytelling. Importantly, *Reflection* is not a collaboration between the exchange partners and the partners are not working together to create any kind of collaboratively written or oral product or report on their earlier *Interaction*. Students are asked in *Reflection*, 'what do you think you learned [through the *Interaction* stage]?' (*Reflection* data was not collected for the present research.)

The timing of the exchanges usually varies by class, but for the present research project the two classes met via Skype once a week for 8 weeks. Meetings took place on Mondays from noon to 12:45 or 12:50 pm central time. In *Activation,* the students independently prepared questions in their L2 on their discussion tables to ask their exchange partner each week and the exchanges were completely student run. The questions posed by each student during online oral *Interaction* were not necessarily on congruous themes, but they did relate to the theme or topic being covered by each respective class at the given time.   Exchanges were split in half by language; half the

time the students spoke in Spanish and the other half in English. The order, i.e. which language first, varied throughout the semester.

Interviews were conducted with both instructors involved in the project and with Coffey, the project director. These showed that the main objective of the curriculum of both classrooms was communication: negotiation for meaning. All three stressed that they wanted their students to be able to converse and be understood in their target language. The English L1 students at Marquette were not given any instructions to do error correction while interacting with their partners. The instructor stated in an interview that students were not told to correct their partners' mistakes and indeed, that if she heard one of them sounding "rude," she would discuss it with them later. Conversely, the students in Aguascalientes were encouraged or given "permission" by their instructor to correct their partners' mistakes in producing Spanish L2; these individuals were training to become teachers of Spanish, so this instruction was congruent with their professional goals. Thus, it appears that the English speaking learners of Spanish L2 were expected to focus entirely on meaning in their online oral interactions and not to focus on accuracy of English L2 forms, while the Spanish speaking learners of English were expected to at least occasionally provide their partners with corrective feedback focused on Spanish L2 form.

PARTICIPANTS

From the outset, I knew that I wanted to find one partnership (two participants) in a VGLCEP course that would be the focus of my study. I initially thought I would just focus on the English language learner, but as the project progressed I realized that my

interests were broader and related to second language learning in general. Because of this and the fact that I am a Spanish L2 speaker I decided to look at the sessions in their entirety, not just the English portions. I noticed through the process of transcribing that the L1's and target languages of both participants were used occasionally throughout the entire session, not just in the portion officially accorded to each language.

Coffey was integral in determining who my participants would be. We met via Skype to discuss the 'ideal' participants for me. The considerations we discussed were language learning level and personality characteristics such as being a "risk-taker," defined as, "an individual … willing … to try new things even if the attempt might lead to misunderstanding or loss of face" (Tarone & Swierzbin, 2009: 4). I wanted participants who would be willing to speak as much as possible in their target language and who would be at a level where they would be trying to challenge themselves in their language use. I also wanted learners who would be in their second or third semester of university level language study. Coffey and I also discussed the type of instructor that would be best to work with. She wanted to be sure that I found classes and instructors who would be excited about the project and willing to work with me as necessary throughout the semester. Schedules were also of concern and played a role in the classes selected. Based on these specifications, Coffey worked with Stewart (coordinator of the EFL program at the Universidad Autónoma de Aguascalientes) on the logistics and identified courses that fit the levels, schedule and timing needed. After choosing the instructors and making sure they were on board, we had to wait for approximately two weeks for the classes to get underway and for the instructors to create the VGLCEP

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partnerships. From that point, the instructors, keeping my original specifications in mind, selected a pair of learners for this project.

Irene ("I" in transcripts; the name is a pseudonym) was a Spanish foreign language student at Marquette University. She was a native speaker of English who studied French as a child and in high school. She was a freshman at Marquette and 19 years old. Her current majors were Spanish and International Affairs. Irene began formally studying Spanish in September 2010 when she started at Marquette. Prior to that, she mentioned that she had attended a summer camp for 8 years (6 weeks each summer) where she met many peers who were native Spanish speakers. She stated in her language learning background: "Through my experience there [at camp] I was exposed to a lot of Spanish so it is now easier for me to understand." She progressed quickly in her class at Marquette, being allowed to take an accelerated course which utilized VGLCEP in her second semester of study. For spring break 2011, she went to Spain, and had volunteered in Honduras teaching English to young children for 3 weeks prior to starting her studies at Marquette. Irene's instructor stated that Irene was volunteering to teach English to immigrants outside of her regular course work at Marquette. She also indicated that Irene was a strong student and always eager to participate in the target language in class.

Barbie ("B" in transcripts, also a pseudonym) was an English foreign language student at Universidad Autónoma de Aguascalientes, Mexico. She was 18 years old and studying to be an English instructor. She had had some prior instruction in English in elementary school, but began formally studying the language when she began her studies

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at the university in fall 2010. Barbie had not studied any other languages and had never traveled outside of Mexico. Barbie was described by her instructor as intrinsically motivated and very interested in American culture. She also stated that Barbie was taking an extra English course in the afternoons on top of her regular course load for her program.

Both participants gave their informed consent to be a part of the project through an electronic consent form in their native languages, Spanish or English respectively (see Appendix B).

DATA COLLECTION

The logistics for recording the oral SCMC exchanges between the participants appeared daunting at first. I had done a pilot project in fall 2010 that led to a decision to use *Camtasia Relay* to record the exchanges, but as this is screen capture software, I needed it to be available to capture the screen and audio on the computer of at least one of my participants. Because of this, I first thought I would have to go to Marquette in Milwaukee, Wisconsin to physically install *Camtasia Relay* on Irene's computer. This seemed to me to be a very clunky and time-intensive idea. After some thought, I realized that if I were included on the two learners' *Skype* call, I would be able to use *Camtasia Relay* installed on my own computer to capture the screen and audio of my learners. This simplified the process in one way, while at the same time adding a new complication. My intention throughout the planning stage of the project had been simply to be a silent observer of what was happening, because I did not want to interfere in any way with what was happening in the exchanges between my participants. Having to be included in the

Skype call in order to record the interaction could violate this intention. That said, I thought that I could simply set up the recording and leave my computer during the learners' interaction, as I wanted my participants to be at ease that no one was listening in on their call *as it was happening* (obviously they knew that I would eventually listen to it).

Through a conversation with a colleague well versed in learning technology I learned about *Soundflower*, free software that can be downloaded to your computer. *Soundflower* has been used most often in podcasting for recording interviews. Normally, when using *Skype* on your computer you hear the audio through headphones or a speaker on your computer, and at the same time, you are able to speak to your interlocutor using a microphone. The audio that you hear is the audio output and when you are speaking you are creating audio input. *Soundflower* allows you to change the settings for the audio input and output to *Soundflower* through the audio settings in *Skype* and *Camtasia Relay*. This means that your headphones and microphone are disabled and the audio is routed directly to *Camtasia Relay* via *Soundflower* (see Figure 2). The result of this is that I could be essentially muted from the *Skype* conference call while still capturing the audio from participants' session.

Skype Audio → Soundflower → Camtasia Relay
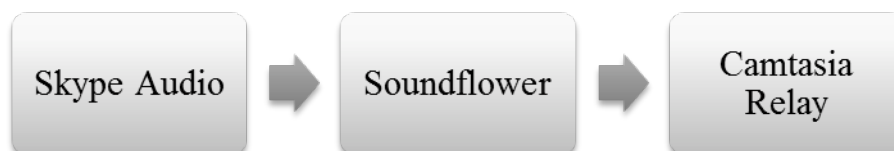
Figure 2. Flow of audio output through *Soundflower* to recording software

(*Camtasia Relay*).

Attempts were made to make six recordings using the aforementioned method during the

spring of 2011 on each of the following dates: February 28th, March 7th, March 28th, April

4th, April 11th and April 18th.   Five of the recordings were successful. The sixth (March

28th) was attempted while I was out of town and had unreliable Internet access;

approximately 3 minutes were recorded and the rest was white noise. Three of the five

successful recordings (February 28th, March 7th and April 4th) were transcribed within one

week of the recording date. The other two have yet to be transcribed, but I have listened

to all five of them. The focus of this study is the data collected and analyzed from the

first recording (February 28th)[5]. The transcriptions were done by turn; however because

it is spoken, conversational data, comments (words or phrases) made during a longer turn

were placed within the longer turn (see Ex. 1).

Ex. 1

B: …but uh some something uh that is curious, I don't know how would

you say *curioso*, curious? [I: yeah, curious, curious] curious yeah, some curious

thing is that…

The transcripts are very broad; those portions that were focused on for qualitative

analysis were re-transcribed in more detail and a bilingual speaker of Spanish and

English checked the Spanish portions for accuracy. The conversations were transcribed

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[5] see Appendix C for complete transcript

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verbatim including all errors in pronunciation and grammar. Occasionally, IPA

transcriptions are utilized to document the pronunciation of certain words that become the

focus of analysis. The recordings make up most the data for the present study. Other data

were collected from the two L2 learners using an electronic four-question survey about

the language learning history of both participants (see Appendix D). In addition, I

interviewed both instructors and Colleen Coffey. As the intention of this research was to

be descriptive, and involved no intervention, no pre- or post- test focused on their L2

knowledge was given to the two language learners.

DATA ANALYSIS

The data were analyzed retrospectively; that is the mode of analysis was not known going

into the data collection process. I did not enter the study with a predictive hypothesis; the

manner of analysis grew out of the data and the transcribing process. I simply wanted to

observe and describe what was happening in the telecollaborative reciprocal oral

language exchange sessions. Through the process of transcribing and reading studies

related to my own work, I consistently returned to Swain & Lapkin (1998) because their

sociocultural theoretical framework seemed to provide the best insights into my data.

Their data were also closely related to my own, but with two major differences: (1) their

participants were interacting face-to-face while mine were working in a telecollaborative

reciprocal language exchange via oral SCMC chat and (2) their participants were

interacting on a collaborative task that required them to focus on form through pushed

output in collaboratively creating a final written report, while the participants for the

present study had a primary focus on meaning and no collaborative task focusing on

form. Despite these differences, the sociocultural construct of LRE's lent itself well to analyzing the learner language and process of languaging in the interaction of the dyad in the present study.

To answer the first research question, I sought to identify any incidence of Language Related Episodes (LRE's) in the data I had collected. Swain and Lapkin (1998) define LRE's as, "any part of a dialogue where the students talk about the language they are producing, question their language use, or correct themselves or others" (Swain & Lapkin, 1998; 326). The data for the present study were analyzed to identify episodes that might fit this definition; these, when found, were labeled LRE's.

To answer the second research question, the LRE's that had been identified were coded as being either lexical or morphosyntactic. In keeping with the definitions from Swain & Lapkin, but modifying them slightly for the current study, lexis-based LRE's involved either student seeking a vocabulary word in their L2 or supplying a vocabulary word for the other in their L1 (see Ex. 2).

Ex. 2

I: how do you say *bribery* in Spanish?

B: *soborno*

I: so bor no [writing]

B: or maybe you can said you can say in an informal way *mordida*

I: [to self] ah ok *mordida*

Example 2 is focused on the English lexical item "bribery" and its Spanish counterparts "*soborno*", or "*mordida*".

Lexis-based LRE's were also identified when a student asked for clarification on a specific word or clarified the meaning of a word for the other student (see Ex. 3).

Ex. 3

B: …but uh some something uh that is curious, I don't know how would you say *curioso*, curious? [I: yeah, curious, curious] curious yeah, some curious thing is that…

In this case, the question is whether the English lexical item "curious" is a good translation for the Spanish lexical item "*curioso*" as in the phrase "it's a curious thing". Morpho-syntactic LRE's were those that focused on the morphology or syntax of the respective L2 (see Ex. 4 and 5). As we shall see, at times these also involved questions about phonology.

Ex. 4

I: …y muchas personas **queira quiero quiere** ir a mexico por los va- *(and many people want, want, want to go to Mexico for the va-)*

Here Irene is having trouble deciding on the correct morphological ending for the verb "*querer*" in present tense when the subject is third person plural; she tries out three singular verb forms, subjunctive, first person, and third person – all incorrect.

Ex. 5

B: …I don't like these thing so I was like uh so well after that no, [to herself: after, *despues*, yeah], after that [I: yeah, after that] I I heard um a one big step like if a person jump into my house…

In this example, Barbie is using her native language to confirm that the prepositional phrase 'after that' is the correct form to use for what she is attempting to say. She correctly translates 'after' to *despues* confirming for herself that it is correct just before Irene also confirms that it is the correct form.

To answer the third research question, I examined each LRE identified in the manner described above, and decided whether each one offered any opportunity for second language acquisition. Opportunity for acquisition was operationalized as either a sub-routine moving away from the communicative flow of the conversation to resolve a non-understanding (i.e. a "push-down"), or a question initiating languaging about language in order to be resolved. The non-understanding or the question could be either lexically, morphosyntactically, or phonologically based.

RESULTS

1. Do Language Related Episodes (LRE's) occur in the telecollaborative reciprocal language exchange?

Yes. In the first recorded session (February 28th), which was 46 minutes and 45 seconds long, there were forty-six LRE's, 23 in Spanish and 23 in English.

2. Are the LRE's lexically or morpho-syntactically based?

Seventeen of the LRE's in the February 28th session were based on morpho-syntax and twenty-nine were based on lexical items.

Table 2. LRE's Produced in Feb. 28th Session

Type of LRE	# in English portion	# in Spanish portion	Total
Morphosyntactic	10/17 (59%)	7/17 (41%)	17/46 (37%)
Lexical	13/29 (45%)	16/29 (55%)	29/46 (63%)

| | Total | 23/46 (50%) | 23/46 (50%) | 46 |

Overall, there appeared to be more lexical LRE's than morphosyntactic (29 lexical versus 17 morphosyntactic), but there was no attempt to establish where these differences were statistically significant.   There were 3 more morphosyntactic LRE's (10) during the English portion of the session than in the Spanish portion (7), while during the Spanish portion there were 3 more lexical LRE's (16) than morphosyntactic (13). It is possible that Barbie's L2 skills are higher that Irene's. Because of this, Barbie may be more focused on accuracy as opposed to meaning (lexicon) and as a result produce slightly more morphosyntactic LRE's during the English portion. Another possibility could have to do with Barbie's current career choice; she is studying to be an English instructor and because of this may be more likely to focus on morphosyntax as opposed to lexicon. Because Irene's L2 skills appear to be lower than Barbie's, she may focus more on meaning and lexical LRE's during the Spanish portion of the session. But as noted above, the differences in LRE patterning have not been shown to be statistically significant.

3. What sort of negotiation for meaning or form takes place in the LRE's and do the negotiations present opportunities for acquisition?

A qualitative analysis of the LREs revealed that the negotiations that occurred did offer many opportunities for second language acquisition of lexis, morpho-syntax, or pronunciation. The examples listed above (Ex. 2-5) are relatively short and did not require a prolonged pause in the general flow of conversation. They are, nonetheless, LREs and do offer clear examples of opportunities for acquisition because of the languaging about language that occurred. In Example 2, Irene has an opportunity to

acquire two lexical items in her L2: *soborno* and *mordida*. Barbie receives confirmation

that her pronunciation is correct for the word 'curious' and thus has an opportunity to

acquire a correct phonological form in Example 3. Irene does not actually arrive at the

correct conjugation of the verb *querer* that she was seeking, nor does she receive

scaffolding from Barbie in Example 4. But, the opportunity for those things to happen

was present nonetheless Irene's languaging provided useful input. Example 5 shows

Barbie first confirming for herself and then receiving confirmation from Irene that the

preposition she used was correct; this exchange could possibly lead to acquisition of this

form.

Seven LREs stood out because of the complexity of the negotiated interaction.

The seven longer LREs presented below from the February 28th session are interactions

with more density and therefore require more robust descriptive analysis of the negotiated

interaction. Each one will be analyzed individually to identify its potential opportunity

for acquisition of lexis, morpho-syntax, or pronunciation in order to address research

question number 3. In this session the participants began the conversation in English,

switching to Spanish after 25 minutes and 4 seconds. LRE #s 1 and 2 occur during the

English portion of the session and #s 3-7 occur during the Spanish portion. Words or

expressions in bold represent key linguistic features that are discussed in the given LRE.

LRE #1

'rifle/robo'

Prior to the exchange in LRE #1 the participants had had a discussion about home

invasions and robberies and then moved on to talking about their experiences being near

a weapon and/or using a weapon. Irene is telling Barbie about an experience she had

doing skeet shooting on a friend's ranch in Texas.

11:34-12:04

146 I: yeah, well the the thing with the gu-I don't know what type of gun I used

147 but they're like like a rifle [/raif∂l/], you know, they're really really big

148 B: yeah, [I: um] rifle [/rifle/], here in Mexico we call it rifle [/rifle/] yeah

149 I: rifle?[/rifle/?] okay

150 B: yeah, how do say in English?

151 I: rifle, rifle [/raif∂l/], [/raif∂l/]

152 B: rifle [/raif∂l/] [pause] good

153 I: and so, and how do you say how do you say robbery in Spanish?

154 B: mmm mmm robo

155 I: robo?

156 B: robo o asalto

157 I: oh asalto oh that makes sense asalto...ok sorry so the thing…

At line 146, Irene is trying to describe the type of gun she was using to do skeet shooting.

This leads to a discussion of the pronunciation of the cognates: English: /raif∂l/ , Spanish:

/rifle/) in both languages. After interacting in lines 146-152 about the pronunciation of

the lexical item used to refer to her weapon, in line 153, Irene asks about a Spanish

translation for the word 'robbery', a topic that had appeared earlier in their interaction. It

is interesting that Irene apologizes in line 157 for this sub-routine, or "push-down", or

detour in the overall conversation. One reason for her apology may be that she realizes

that this is the English portion of the conversation and she is asking for a Spanish lexical item during a part of the interaction that ought to serve Barbie's interests, and not her own. After this brief apology she continues on with her story about skeet shooting.

LRE # 1 provides an opportunity for acquisition of two items. First, Irene has given Barbie input, at her request, on the English pronunciation of the word 'rifle.' After offering the Spanish pronunciation of the word to Irene, she solicits the English pronunciation from Irene. In that deceptively minimal interaction, both participants have requested input on, and so have an opportunity to acquire, a TL phonological form. Later in the same LRE, Irene negotiates an opportunity to acquire another lexical term by directly asking for a translation of an English lexical item "robbery". Barbie offers two possibilities and Irene responds that the Spanish input she has received from Barbie "makes sense." This indicates that her languaging with Barbie about this lexical item was successful and that she is "coming to an understanding of previously less well understood material" (Swain, 2006: 96).

LRE #2

'not my cup of tea'

LRE #2 occurs after LRE #1, and relates back to the beginning of their session when the two had been discussing their experiences with home invasions and robberies, a topic initiated by Barbie, as one of her prepared topics, at the beginning of the English portion of the call. Barbie uses an English idiomatic expression that she had been taught in a previous class (outside of the reciprocal language exchange) as a way to express her

feelings about such occurrences. (For the purposes of this study, idiomatic expressions are considered to be lexical items.)

13:12-14:10

169 B: that's... wow...I don't like it

170 I: yeah

171 B: anything like guns and...

172 I: yeah... it's scary, it's very scary

*173 B: yeah it's uh it's oh it's not **it's not my cup of tea** ahh! [laughs]*

174 I: [laughs]

175 B: uh I learned this this phrase one week ago and uh it's a good moment to use it

176 I: yeah that's I like that phrase that's a good one [laughs]

*177 B: [laughs] yeah it's like uh it's very cool [I: is there..][to herself] **it's not my cup of tea***

*178 I: is there a phrase like that in Spanish? **It's not my cup of tea**, I mean...*

*179 B: **no es mi tipo***

*180 I: **no es mi tipo**?*

*181 B: **no es mi tipo** yeah, it's like the the meaning or there or the trans*

*182 translation like **no es mi tipo** o o maybe **no va conmigo***

183 I: [to herself: no no] oh ok like that doesn't go ok that makes sense [to

*184 herself **no...va...conmigo**]*

In line 173 of LRE #2, Barbie uses an idiom that she learned in her class in Aguascalientes and tries it out in her conversation with Irene, as a way to say that she doesn't like guns, robberies or home invasions, all topics that were covered prior to this exchange. Barbie delivers the idiom with a touch of sarcasm, and she pauses and in line 168 she laughs. Perhaps the laugh serves as a signal that she is consciously using an idiom she's been taught, and indeed, in line 175 Barbie explicitly says she "learned" this phrase in class. In line 176, Irene responds with a laugh and says it's "a good one". Barbie says the idiom again in line 177 and again laughs. It is also possible that the speakers' laughter signals awareness on one or the other's part that this idiom is an odd choice given the gravity of the situation they are discussing. To say that home invasions are 'not your cup of tea' is a bit of an understatement and possibly the contrast between tea parties and violence contributes to their amusement. Here, Barbie's languaging in this part of the session grows out of input she received outside of the reciprocal language exchange.

In line 177, Barbie relates how "cool" the expression (it's not my cup of tea) is to her and Irene starts to ask for a translation, but pauses as Barbie repeats the expression, more to herself than to Irene. In line 178, they shift their focus from the English idiom and Irene solicits Spanish input, asking for a translation or related idiom in Spanish from Barbie. In line 179, Barbie provides an idiom as input, "no es mi tipo" (literally translated as: it's not my type); in line 180, Irene produces uptake—repeats it; and in line 181 Barbie says the phrase again, possibly as confirmation. Then in line 182 she adds a second possible translation: "or maybe no va conmigo" (literally translated as: doesn't

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go with me). In lines 183 and 184, Irene repeats the second idiom and externally

processes the direct translation of 'no va conmigo' (that doesn't go with me) and comes

to a decision that it 'makes sense,' similar to her reaction in LRE #1. Neither of the

Spanish phrases offered by Barbie is an exact translation of "not my cup of tea", but the

meanings are similar.   Neither speaker needed to use these phrases to refer to their

feelings about gun violence or home invasions, but they take the time to test and share

them with each other.

In sociocultural terms, when the learners repeat the respective TL idioms (Barbie

repeats it in line 177, and Irene repeats the phrases in lines 180, 184) they are employing

private speech to help gain control over the expressions. Barbie provides scaffolding for

Irene to help facilitate Irene's acquisition of a new lexical item. Irene also provides

scaffolding for Barbie by confirming through her reaction that Barbie has used the

expression in a pragmatically appropriate way. LRE #2 demonstrates the intercultural

exchange that is possible as a result of working in a reciprocal language exchange and

their negotiation in this LRE is an example of an opportunity for acquisition for both

participants.

LRE #3

'decapitados'

In this LRE, Irene and Barbie have switched to the Spanish portion of the session and

they are discussing the current situation in Mexico, specifically regarding drug trafficking

and related violence. Immediately preceding this, they had been discussing the

impression that most people from the U.S. have of Mexico and traveling there given the

current state of affairs. Irene had said that she would like to visit a friend in Monterrey, Nuevo Leon, Mexico, but her parents won't let her due to drug related violence in the area. She states in line 334 that "creo que es triste porque es verdad pero no es todo" (I think it is sad because it's true, but it's not the whole story.) She is referring to the news of Mexico that we see and hear about in the U.S. Barbie agrees with her, that there are dangerous parts of Mexico, but that it isn't true of the whole country. They go on to have the following exchange:

28:33-30:18

345 I: si mm creo que ahora en mi clase de ingles mm escribe escribo de un de

346 los de acapulco y los no se los **beheadings**?

(yes mmm I think that right now in my English class I write of a, of those, of Acapulco and those, I don't know those beheadings?)

347 B: las playas

(the beaches)

348 I: no no, no las playas Acapulco y los en el enero um fue dieci- no catorce

349 like **beheadings**? , no sé como…

(no no, not the beaches, Acapulco and those, in January um there were fourteen like beheadings? I don't know how…)

350 B: **beheadings…**cómo lo how do you write?

(beheadings, how do, how do you write?)

351 I: here [typing] es como when you like corta el cabeza de una persona

(here, it's like when you like cut the head of a person)

352 B: aahh **decapitados**

(ahhh beheadings)

353 I: sí, **decapitados** sí

(yes, beheadings, yes)

354 B: sí ya, wow

(yes, wow)

355 I: es interesante porque muchas personas ir a Acapulco de los EEUU por ir a

356 la playa y no sé pero es interesante porque aquí no tenemos **decap** [B: playa]

357 sí playa y sí

(it's interesting because many people go to Acapulco from the U.S. to go

to the beach and I don't know, but it's interesting because here we don't

have behead (B: beaches) yes, beaches and yes)

358 B: y **decapitados** como que no se llevan bien

(and beheadings don't get along well)

359 I: sí no te...

(yes, no you)

360 B: guácala,

(gross)

361 I: sí y um

(yes and um)

362 B: yo no había escuchado eso fíjate y yo vivo en méxico bueno en el país y

363 no escuché eso, wow tengo que ver las noticias más seguido

(I hadn't heard of this, you know, and I live in Mexico, well in the country

and I didn't hear about this, wow I need to watch the news more

frequently)

364 I: sí so no es en el *anuncios en Mexico?

*(so, it isn't in the *ads in Mexico?)*

In line 345, Irene explains an assignment she wrote for her English course about a gruesome event in Acapulco. In her explanation she finds she does not know the lexical item 'beheadings' in line 346 and uses her native language for a communication strategy. Barbie attempts to scaffold with her response "las playas" (the beaches) in line 347; Barbie may have heard just the beginning of the word 'be-' in line 346 and assumed, based on phonology and the mentioned location of Acapulco, that Irene was trying to say 'beaches.' Whether Barbie's response in line 347 was prompted by semantics or phonology, Irene continues to explain the term 'beheadings'. In line 348, Irene gives more background information and explains that she didn't mean 'playas' (beaches), and once again uses her native language to state the lexical item "beheadings" she wants to know in Spanish. Barbie doesn't immediately know how to translate 'beheadings' in Spanish and in line 350 asks Irene, "como lo how do you write?" In this request, she is asking Irene to type the word in the *Skype* text chat box. It is noteworthy that Barbie uses

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the text chat capability of *Skype* as a scaffolding technique to get more (textual)

information about this unknown lexical item.

In line 351, as she is typing, Irene describes the meaning of the word ("corta el

cabeza de una persona"—cut the head of a person) in Spanish, scaffolding the meaning of

the word for Barbie. This shows that Irene is trying to language or is in the "process of

making meaning and shaping knowledge and experience" (Swain, 2006: 98) through the

use of her L2. She uses her L1 to introduce the lexical item she is seeking in Spanish, but

she is able to use her L2 to explain the meaning. Giving the meaning of an L2 lexical

item in the L2 is a communication strategy that Irene employs to get the meaning across.

At this point, Barbie has received enough input (written and oral) to come up with the

word Irene is seeking in line 352 ('decapitados'). In line 353, Irene confirms that this is

the word she was seeking through uptake by saying, "sí, decapitados, sí." Irene resumes

the flow of conversation about traveling to Acapulco once she receives this lexical input

from Barbie in lines 355 and 356. Near the end of line 356 Irene is in the middle of her

description and saying that in the U.S. we don't have beheadings "…porque aquí no

tenemos decap-" but Barbie again interjects with the word 'playas,' which is once again

not the word that Irene is seeking. In this case, phonology wouldn't have played a role

because 'decap-' and 'playas' do not begin with similar phonemes. In line 358, Barbie

seems to realize she has supplied the wrong word and says, "y decapitados como que no

se llevan bien" (and beheadings don't get along well), perhaps trying to make a joke. In

lines 359 and 361 there is a lull in the conversational flow from Irene, but in line 360,

Barbie expresses disgust with the situation regarding beheadings by saying "guácala"

(gross) before continuing in line 362 with an explanation that she hadn't heard of the situation with beheadings in Acapulco. Irene then questions, in line 364, whether or not this type of story is on the news in Mexico. After that turn, they move on to another topic and the term 'decapitados' doesn't come up again in the conversation.

An interesting point about this part of the conversation is that Barbie's interjection of 'playas' in line 356 may have partly been the result of audio delay. She may have just heard Irene say 'no tenemos' and then thought the obvious next word would be 'playas.' But then she may have realized what Irene had started to say and responded with line 357. This notion is mentioned in Smith (2003) when he states, "turn-taking [in written SCMC chat] includes many more overlaps than in face-to-face exchanges. This overlapping is largely due to a short time delay (even in synchronous CMC) between the actual initiation of the message and its receipt by the addressee" (Smith, 2003; 39). The synchronous CMC he is referring to is written, not oral/visual like *Skype*, but the point regarding delay in CMC is still pertinent to this data. Audio delay could possibly account for several of the non-understandings or breakdowns in communication that take place in the data, including the ones present in this LRE. Indeed, although it did not occur in this session, in some of the subsequent sessions the audio delay was so unrelenting that Barbie and Irene had to re-start their call.

LRE #3 presents an opportunity for both participants to acquire a new lexical item in their L2 and this opportunity is a direct result of their negotiations for meaning. Though it is Irene who seeks a lexical item and questions Barbie for it, Barbie does not immediately know how to translate this word. Because of this, they truly are working

reciprocally to scaffold each other in uncovering the lexical item first desired by Irene.

Even though Barbie was the one questioned for information, this could still be an

opportunity for acquisition for her because she asks to see the word written in English.

Also, the number of times the words 'beheading' and 'decapitados' are repeated could

increase the potential for acquisition. It should be noted again, however, that this is one

LRE where audio delay may have interfered with the quality of the input and so with the

opportunity for acquisition.

LRE #4

'casillas'

The main focus of LRE# 4 (lines 369-384 and lines 392-394) is the lexical item 'casillas'

(polling stations) which causes confusion for Irene. The two participants are discussing

elections in their respective countries. Irene has just asked Barbie how the elections work

in Mexico. In this LRE, Barbie is explaining how Election Day works in Mexico and

where people go to vote.

> 30:48-32:20
>
> 369 B: bueno es un poco similar a los EEUU haz de cuenta que aquí en México
>
> 370 tenemos un como una asociacíon [I:sí] este que se llama IFE entonces ese se
>
> 371 encarga de contar todos los votos y organizar las votaciones haz de cuenta
>
> 372 que en cada colonia eh neighborhood en cada colonia ellos ponen un una
>
> 373 casilla para que... [I: qué qué significa *casina?]
>
>> *(well, it's a bit like the U.S. imagine that here in Mexico we have a like an*
>>
>> *association [I: yes] that is called IFE, so this is in charge of counting all*

54

of the votes and organizing the elections imagine that in each

neighborhood, eh neighborhood, in each neighborhood they put a polling

*station so that…[I: what does *casina mean?])*

374 B: casilla? its like a its like a little place where you a little place where you

375 can go and vote

376 I: oh ok

377 B: like a kind of street vendor but in that place you, you vote

378 I: ok

379 B: so and these casillas are in the house houses of the people in the

neighborhood

380 I: oh

381 B: yeah you you tú vas a votar a la casa de alguien mas y es por es por

382 secciones entonces ellos mandan llamar a la gente y ellos como en EEUU

383 ellos te ayudan así a ellos estan checando de que no se comitan ningun fraude

384 a la hora que esten votando que este votando la gente entonces…

(yeah, you, you go to vote in someone else's house and it's by, it's by

sections, so they send a call to the people and they, like in the U.S., they

help like this, they are checking that no one commits any fraud while

people are voting, while the people are voting, so…)

32:54-33:26

392 I: mmhmm ah sí y es diferente de aquí porque los um no se cómo dice en

393 español pero los casinas, casinos casinas? [B:casillas] casillas uh aquí

55

394 votamos en la escuela u los sí en los escuelas va a la escuela para votar y

no…

(ah yes, it's different here because the um I don't know how to say it in

Spanish, but the casinas, casinos, casinas? [B: polling stations] polling

stations uh here we vote in schools or the yes, in the schools, you go to the

school to vote and no…)

In lines 369-373, Barbie is describing the association (IFE) involved with elections in

Mexico, and where people go to vote. In line 372, in the middle of her explanation,

Barbie translates the lexical item 'colonia' (neighborhood) to English. Irene doesn't

confirm or deny that she understands the word 'colonia.' Barbie continues her

explanation until Irene identifies a word she doesn't know 'casillas' and solicits the

meaning in line 373 by asking 'que significa *casina?' (what does *casina mean?).

Barbie recasts by saying 'casilla?' with rising intonation and code-switches to English to

respond to Irene's question in lines 374-375. Irene responds by saying 'oh ok,' in line

376 to indicate she understands the translation. Continuing in English in line 377, Barbie

elaborates the meaning with a comparison, saying 'casillas' are "kind of like a street

vendor but in that place you vote." Again, Irene signals comprehension by saying 'ok' in

line 378. Barbie returns to her explanation of 'casillas' and where they are located, but

remains in English for all of line 379. Irene responds with 'oh' in line 380. In line 381,

Barbie carries on with her explanation of elections and where people go to vote in

Mexico and what is expected of the association (IFE) on Election Day. She begins her

turn in English, but code-switches back to Spanish for the majority of the turn, lines 381-384.

Eight turns later, in line 392, Irene is explaining how voting works in the U.S. and tries to use the word 'casillas' but still isn't sure of the pronunciation. She tries several different iterations (*casinas, *casinos) and Barbie supplies the correct one in the middle of line 393. Irene then has immediate uptake using the correct pronunciation in line 393 and continues on with her explanation to the end of line 394. She doesn't use the word again.

It is difficult to say with certainty why Barbie switched to English for her explanation, but such code-switches to English to explain Spanish lexical items happen throughout the Spanish portion of the conversation (see complex LRE's #'s 5 & 6). Barbie's translation of the word 'colonia' (neighborhood) could possibly be languaging on her part, a way for her to test out a lexical item and make sure that she knows the correct translation. It is worth noting that Irene does not ask Barbie to type 'casillas', a scaffolding technique employed earlier by Barbie and one that may have helped Irene to pronounce it correctly.

LRE #4 does present an opportunity for acquisition of a new lexical item, but mainly for Irene. She does eventually have correct uptake of the lexical item 'casillas' (polling stations), after receiving an explanation from Barbie in English and hearing the item modeled several times. It is interesting that Irene never directly translates the word into English as Barbie had done spontaneously, without solicitation, in previous complex LREs (see complex LRE # 1). It seems clear from the second excerpt in complex LRE

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#4 that Irene does understand the meaning of *casillas* because she explains that in the U.S. we go to a school to vote, clearly referring to polling stations. What impedes her in this case is phonology. This LRE may only present an opportunity for acquisition to Irene, not Barbie. This is due to the fact that Barbie provides almost all of the scaffolding and input in this interaction and receives no input on the English equivalent term. Irene does receive comprehensible input and displays uptake with correct pronunciation in line 393. However, even though she does not have an opportunity to acquire a specific lexical item, Barbie still utilizes her L2 in the scaffolding of an L1 lexical item for Irene. In this sense, she creates an opportunity to 'language' in her L2 which could be beneficial in her overall acquisition.

LRE #5

'bebidas alcoholicas'

In LRE #5, information passed from one participant to the other is incorrect and doesn't ever get corrected. The confusion may stem from the advanced grammatical forms used by Barbie and because of Irene's lack of exposure to these forms; because these forms may not yet be in Irene's ZPD, she has trouble de-coding the meaning of Barbie's question. Barbie attempts to scaffold by rephrasing the question and translating parts of it, but she may misinterpret what it is that is causing confusion for Irene. Irene doesn't appear to know how to ask for clarification.

37:37-38:40

438 B: oh aquí tienen, no sé si allá tengan, aquí tienen una regla de que no puedes

439 tomar o que no te venden bebidas alcoholicas mientras duran las elecciones

440 no sé si allí hacen lo mismo

(here we have, I don't know if you have this there, here we have a rule that

you can't drink and no one can sell you alcoholic beverages during the

elections, I don't know if they do the same thing there)

441 I: uh wa

442 B: alcoholic drinks

443 I: uh huh

444 B: aquí no se venden mientras son las eleciones [I: sí] aquí no las venden, allá

445 sí las venden?

(here they don't sell during the elections, here they don't sell them, do

they sell them there?)

446 I: uh like wha they don't during the election they don...

447 B: yeah during the elections

448 I: they don't sell

449 B: yeah [I: oh] during the elections does they in here in Mexico they I don't

450 know the groceries or the mall [I: oh no] didn't didn't [I: aquí aquí] sell

451 I: no

452 B: ah entonces es lo mismo

(ah so it's the same)

453 I: no no, no es la mismo no, es diferente aquí um

(no no, no it's not the same no, it's different here)

454 B: no, aquí tampoco se venden, allá tampoco?

(no, they don't sell them here either, there either?)

455 I: no

456 B: ah okay, ya es que me quedé pensando huh oy

(ah okay, I was wondering, huh…)

In lines 438-440, Barbie tells Irene about a rule that they have in Mexico stating that it is illegal to sell or consume alcohol during the elections. She asks Irene if the same rule exists in the U.S. in line 440 by saying "no sé si allí si se hacen lo mismo" (I don't if they do the same thing there). Irene signals her confusion in line 441, by saying 'uh wa'. Barbie responds by switching to English in line 442 to translate 'alcoholic drinks' and thereby attempt to scaffold the question. Irene confirms that she understands that lexical item in line 443. Barbie continues to ask in Spanish about the rule regarding the sale of alcohol during elections in lines 444-445, rephrasing the question in another attempt to scaffold, ("aquí no las vendan, allá si las venden?"—here they don't sell them, do they sell them there?). In line 446, Irene tries to externally process what she has understood by translating, "they don't…during the election" in English. Barbie follows suit in line 447 and also tries to translate parts of her question into English to further scaffold the interaction. Irene continues to translate the question in line 448, saying 'they don't sell.' In lines 449-450, Barbie continues in English, employing Irene's native language as a scaffolding technique and adding examples in English ("the groceries", "the mall") to her question. In line 450, Irene interjects twice during a longer turn from Barbie as the

English input and scaffolding she (Irene) has received from Barbie sinks in. First, Irene says "oh no" with emphatic intonation, possibly indicating that she realizes the difference between what Barbie is explaining and what occurs in the U.S. She then tries to get the floor (and switch to Spanish) with "aquí, aquí" and in line 451 Irene says "no" in response to Barbie saying "the groceries or mall didn't didn't sell…" Barbie responds in line 452 by saying 'ah entonces es lo mismo (ah, so it's the same) to which Irene quickly responds in Spanish by saying in line 453, "no no, no es la mismo, es diferente aquí" (no no, it's not the same, it's different here), to try to say the situation is different in the U.S. In line 454 Barbie may think that Irene is still confused and tries to clarify and scaffold again in Spanish ("no, aquí tampoco se venden, allá tampoco?"—no, here they don't sell either, there either?). In line 455 Irene just ends the discussion by saying "no." The audio of this exchange suggests some frustration exists on both sides; after Barbie appears to express her satisfaction in line 456 with an (incorrect) confirmation by saying "ah okay, ya es que me quedé pensando" (ah okay, I was wondering…) that this rule also exists in the U.S., they move on to another topic.

This is the only LRE presented in this section that is more related to unfamiliarity of morpho-syntax than it is to lexical confusion. The syntactic forms (subjunctive, clitic pronouns, referential—allá, allí, negation) and variable word order that Barbie uses are more advanced than Irene has likely been exposed to in intermediate Spanish and are thus likely outside of her ZPD. Code-switching to English and rephrasing the question to scaffold the interaction did not help them to negotiate meaning. Although they were both

focused on meaning, it was the forms and syntax that were the sticking point to reaching a mutual understanding.

The opportunity for acquisition is not immediately apparent in LRE #5 and in fact it would appear that there is a dearth as opposed to an opportunity of acquisition. There is a miscommunication that is not resolved, with Irene possibly left feeling confused and Barbie possibly left feeling falsely confident in the information she has received. Though a negotiation for meaning occurs, including previously successful scaffolding techniques (code switching—see LRE #4), it does not resolve the miscommunication. There may still be an opportunity for acquisition present, at least for Irene, if not both of them, to reflect on the input they received and the languaging that took place. Perhaps they will question other classmates or other native speakers about it. There is not necessarily a specific lexical item that they could have negotiated for in a collaborative dialogue that would have cleared up the confusion in this LRE, but perhaps pushing the conversation further or having to be sure they had the correct response before moving on may have aided them in clearing up the non-understanding.

LRE #6

'reelegirse'

LRE # 6 takes place near the very end of the session and is the longest LRE presented in this section. The entire interaction is related and revolves around one theme/lexical item: 'reelegirse' (to get re-elected).

39:14-42:06

460 B:… allá cuanto duran?

62

(there how long do they stay?)

461 I: cuatro pero el presidente puede servir dos um

(four but the president can serve two um)

462 B: **reelegirse**

(to re-elect)

463 I: *tradagirse? is that terms?

*(*tradagirse? is that terms)*

464 B: ya **reelegirse**

(ya to get re-elected)

465 I: y es posible para *hacer en el oficina de presidente para ocho años pero no

mas

*(and it's possible for *to do en the office of president for eight years but*

no more)

466 B: wow aquí no **se** pueden **reelegir** aquí nada mas sirven o están al cargo

467 nada mas una vez y ya despues pueden tener otro cargo en la politica pero

468 como presidente ya no nada mas seis años y ya

(wow here they can't re-elect here they serve or are in charge no more

than once and after that they can have another political office but as

president only 6 years and that's it)

469 I: oh ok creo que seis es es mas comun en el mundo porque en inglaterra

[pronounced "aungleterra"]

470 es seis años y en aleman [pronounced alemond] [B: alemania?] alemania es

471 seis años y no sé de frances pero creo que seis es mas común [pronounced

camún]

> *(oh ok I think that six is is more common in the world because in England*
>
> *it's six years and in German (B: Germany?) Germany is six years and I*
>
> *don't know French but I think that six is more common.)*

472 B: común wow osea ya me lo osea duran muy poco los presidentes. casí todos

473 **se reeligen**? o

> *(common wow like well presidents don't last very long. Do most of them*
>
> *get re-elected?)*

474 I: casí o que?

> *(most or what?)*

475 B: casí todos **se reeligen**? (*most of them get re-elected?*) when they finish

476 they work they uh ask again for this charge? **reelegirse?** (*to re-elect?*) **se**

reeligen de nuevo? (*get re-elected again?*)

477 I: sí

> *(yes)*

478 B: wow

479 I: sí like por ejemplo ahora Barack Obama su primero tiempo en el oficina e

480 probablemente el va a no sé aquí es run for president una vez mas

(yes, like for example right now Barack Obama his first time in the office and probably he will I don't know here it's run for president one more time)

481 B: **a reelegirse**

(to re-elect)

482 I: ***areelegirse** una vez mas pero no sé um*

(to re-elect one more time but I don't know um)

483 B: es dificil que vuelvan a ganar?

(will it be difficult for him to win again?)

484 I: no, creo que um en general las personas el presidente va how do you say

485 serve again? co servir el oficina para ocho años y es es en general

(no, I think that um in general the people the president will how do you say serve again? co to serve the office for eight years and it's it's in general)

486 B: sí vuelve a servir vuelve osea **se reelige** y vuelve a pues sí a tomar su cargo

(yes, return to serve, return well, re-elect and return to well yes, to take office)

487 I: to- yeah and y tambien creo que el sí

(to- yeah, and and also, I think he yes)

Barbie asks Irene in line 460 for the length of term for presidents in the U.S. In line 461, Irene constructs a response but stops when she needs the Spanish lexical item for the

English 'terms of office,' a noun phrase. In line 462, Barbie supplies the infinitive form of the verb 'reelegirse' (to get re-elected). In line 463, Irene tries to repeat, producing '*tradagirse' followed by the confirmation check 'is that terms?' in English. In line 464, Barbie misinforms confidently, 'ya, reelegirse.' In line 465, Irene continues in Spanish saying presidents are able to *do eight in the U.S. and in line 466, Barbie repeats the verb 'reelegirse' (which requires a clitic pronoun) stating in Spanish that presidents in Mexico can not get re-elected. She uses the form 'no se pueden reelegir' which is the same verb but demonstrates the variable word order of Spanish by separating the verb and the clitic pronoun. Irene does not immediately uptake the complicated new verb; it appears that she was not seeking a verb to begin with and so is trying to process the word as a noun. Barbie follows up in lines 467-468 by explaining a little further about the one-term presidency, and the ability of ex-presidents to seek other types of political office. In lines 469-471 Irene asserts some expertise, claiming that a six-year term seems to be more common in the rest of the world, like England, Germany and maybe France. Throughout lines 469-472, Barbie offers recasts of two out of three words that are mispronounced by Irene. The three mispronounced words are 'inglaterra', 'alemania' and 'común' (pronounced by Irene as [aunglaterra], [aleman] and [camún]. Barbie recasts 'aleman' as 'alemania' and 'camún' as 'común.' In lines 472-473, Barbie asks Irene a question regarding her apparent expertise, using the verb 'reelegirse': "Casi todos se reeligen?" (do most of them get re-elected?). In line 474, Irene signals her confusion: "Casi o qué?", and in line 475 Barbie responds by repeating the same question in Spanish and then, in line 476, switches to an English paraphrase: "they ask again for this charge?

reelegirse". She switches back to Spanish using 'se reeligen' with the addition of 'de nuevo' (again). In line 477, Irene responds with a simple 'sí' and then interestingly goes on to explain in lines 479-480 that Obama is probably 'va a, no sé, aquí es run for president una vez mas' (going to, I don't know, here is run for president one more time). It seems possible from this statement that Irene still doesn't understand the meaning of the verb 'reelegirse' (get re-elected) because she is using a related phrase 'run for president one more time' in English. In line 481, Barbie supplies the rest of the 'going to' form with the troublesome verb ('[va]a reelegirse') and in line 482 Irene has incorrect uptake once again, combining the two words 'a' (to) and 'reelegirse' (get re-elected): "*areelegirse." In line 486, Barbie uses the verb once more, but in line 487 Irene does not uptake it. After this turn they move on to another related topic and the verb 'reelegirse' does not reappear.

In addition to 'reelegirse', a related lexical item comes up in this episode. In line 465, Irene states, "y es posible *hacer en el oficina..." (and it's possible *to do in the office…). This use of "oficina" is a false cognate from English. She uses this again in line 479 when talking about Barack Obama's first time in office and once again in line 485 when talking about the length of time U.S. presidents may be in office. In Spanish, the correct lexical item would be "tomar su cargo" (take political office), which is modeled by Barbie in line 486. It is interesting that Barbie also utilizes the mirror image false cognate in English when she says in line 476 "they uh, ask again for this charge?" She translates "tomar su cargo" as "charge," similar to the way that Irene uses "tiempo en el oficina" to try to say "time in office." Neither of these mistranslated false cognates

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would make sense to NS interlocutors, but because of the situation Barbie and Irene are in, they choose to carry on with the conversation rather than stopping to correct the "mistakes". The "mistakes" in this case apparently do not impede their comprehension of what is being discussed, likely because of the many synonyms and approximations that they both use.

There are several reasons why this LRE is relevant and important in terms of opportunities for acquisition. It speaks to the notion of noticing (Schmidt, 1990) in language learning and what learners choose to take in or ignore in a conversation. Perhaps Irene's ZPD is not yet ready for the clitic pronoun or variable word order associated with verbs such as 'reeligirse'; what she seems more likely to notice, based on previous LREs, are nouns. It is interesting that Barbie uses the verb (reelegirse) eight times in this exchange, and scaffolds the meaning in English and Irene still does not take it up. LRE #6 is essentially a negotiation for meaning, but confusion about form is present, as with the previous LRE. Clitic pronouns tend to be one of the more difficult grammatical forms for English L1 learners of L2 Spanish because of the flexible word order associated with Spanish (Blake & Zyzik, 2003). Because morpho-syntactic form is not the main objective of her Spanish course, Irene may not have had much exposure to or explicit instruction on clitic pronouns and therefore does not consciously notice that Barbie is using this form. Also the lack of uptake on the part of Irene could be related to the fact that there were so many different, yet related, ways to say what she was trying to say. She was generally able to discern the meaning of what Barbie was talking about until Barbie asked a question that hinged on Irene understanding the meaning of

'reelegirse'. At that point, Irene had to indicate that she didn't understand the question and needed scaffolding in order to continue the conversation. Irene seems to have a fair amount of knowledge on this particular topic and clearly sought out a lexical item that she wanted to know. When she is talking about other countries and the number of years that each president serves, she is talking about their 'term of office,' but lacks that specific Spanish lexical item throughout the exchange, so instead just talks about the number of years. It seems that on some level she knew that Barbie had not given her the item that she was seeking and that may have been another reason she didn't have uptake. She knew it wasn't what she wanted and so didn't bother using it. Plus, she had other items she did know, like 'servir'. She uses approximations throughout the conversation, talking about the years, and also when she says, in line 479, "su primero tiempo en *el oficina" (his first time in office). She is trying to get at the word 'term of office' once again, but to no avail.

The opportunities that Barbie has for acquisition in this LRE are subtle and most likely would occur only after a period of reflection. Perhaps she might recall the false cognates that Irene was using and try to decode her reasons for saying those expressions. By doing so, she may uncover phrases in English such as 'time in office' or may understand that 'run for office one more time' is related to 'reelegirse'. Of course, there is no way to know with certainty without using a delayed post-test, but the languaging that took place in this LRE might have sowed the seeds that could germinate into further languaging and possible opportunities for acquisition outside of the reciprocal language exchange.

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LRE #7

'news/noticias/anuncios'

In this LRE a lexical item reappears at different points throughout the conversation rather than occurring together in one chunk of connected discourse.

> 319 I: si corrup- si aquí en el ah no como se dice **news** como en el television?
>
> *(yes, corrup-yes, here in the ah I don't know how to say news, like in the television?)*
>
> 320 B: **las noticias**
>
> *(the news)*
>
> 321 I: **las noticias** habla hable mucho de el corrupcion en Mexico con los um drugs? drugs
>
> *(the news speak speak a lot of the corruption in Mexico with the um drugs? drugs)*

In lines 319-321 the two participants have just switched to the Spanish portion of their conversation. At the switch, Irene had also switched the topic as it was her turn to ask her prepared questions. Irene's topic for Barbie was government in Mexico. This led Irene to try to explain the images and news we hear in the U.S. about Mexico. In line 319, she asks Barbie directly for the Spanish word for 'news,' which Barbie supplies in line 320: 'las noticias'). In line 321, Irene has an instance of correct uptake. Later on, however, it is a different story.

> 324 I: ah sí los narcos y es en **el *anuncios** mucho y muchas personas queira
>
> 325 quiero quiere ir a mexico por los va-

70

(ah yes, the drug dealers and it's in the *ads a lot and many people want

want want to go to Mexico for the va-)

In line 324, one turn later, Irene uses the term '*anuncios' (ads) when she means to say *'noticias'* (news). The word 'anuncios' had not been used anywhere earlier in the conversation. What is interesting is that Barbie does not explicitly correct Irene's misuse of this word. (Conversation Analysis (CA) research demonstrates that other correction is usually the dis-preferred response between adults.) However, Irene had just directly and explicitly solicited the word for 'news' from Barbie. What prevents Barbie from correcting Irene's mistake? While Barbie doesn't offer explicit corrective feedback at that time, several turns later she does provide correct input by using the lexical item 'las noticias' again:

363 B: …wow tengo que ver **las noticias** mas seguido

(wow I need to watch the news more frequently)

This doesn't happen directly after an instance where Irene misuses 'anuncios', and so is not corrective feedback as defined by Lyster and Ranta (1997), but it may be a subtle way of modeling the correct form and directing Irene to the lexical item she sought out earlier in the conversation. However, Irene's learner hypothesis about this item appears quite strong, as witnessed by her response in line 349:

364 I: sí so no es **el *anuncios** en Mexico?

(yes, so it's not in the *ads in Mexico?)

The lexical item 'noticias' doesn't appear again in the conversation. However, the term 'anuncios' is used in a semantically correct sense by Irene toward the end. She asks:

512 I: oh okay y um let's see durante los eleciones hay muchos **anuncios** politicos en el television u…?

(oh okay, and um, let's see, during the elections are there many political ads on television, or…?)

Because this question was one that was asked after a slight lull in conversation, it is reasonable that this may have been a question developed by Irene as part of her preparation for the call with Barbie. If so, it was a question she had written down and had sitting in front of her throughout the call. Possibly she did not stick with the correct lexical term ('noticias') earlier in the session because she was looking at the word 'anuncios' written on her discussion table either by her or as one of the 'useful vocabulary' words provided by the teacher.

This complex LRE does offer a clear opportunity for acquisition for Irene because she explicitly elicits a lexical item from Barbie through negotiation for meaning in collaborative dialogue. She then receives the item and has uptake. However, she doesn't sustain that one correct uptake throughout the interaction and isn't corrected by Barbie. This may greatly reduce the likelihood of acquisition.

DISCUSSION

Results from this study show that moderately structured, student-led, telecollaborative reciprocal oral language exchanges that have a communicative focus on meaning will lead to languaging about specific lexical items but not necessarily about morphosyntax, similar to the findings for CMC text chat of Smith (2003) and Blake and Zyzik (2003). In CMC text chat where learners were working to complete specific tasks

focusing on target lexical items, Smith (2003) found that all triggers for negotiation routines were lexical, some being target items and others nontarget. Blake and Zyzik (2003) found that learner-learner dyads composed of HS/NNS working in written SCMC chat on meaning focused tasks were also more likely to have a negotiation routine based on unknown lexical items than on morphosyntax, and that this had a positive effect on L2 vocabulary use. The findings of the present study, where only one LRE focused on morphosyntax, differ from the findings of Swain and Lapkin (1998) in face to face oral interaction where LRE's were based on morphosyntax as well as lexicon. What is different about the present study and that done by Swain and Lapkin? Why did the students in that study language about and focus on form? What can be done pedagogically to enhance interactions in telecollaborative reciprocal oral language exchanges to encourage and generate a focus on form from learners?

One major difference between the present study and all three of those mentioned above is that the students in the previous studies were working collaboratively to complete a common task, either face to face or via CMC text chat. In the case of Swain and Lapkin (1998) and Watanabe (2004) reported on in Swain (2006), learners were required to produce written output that they knew would be assessed for linguistic accuracy. That is, the interaction or collaborative dialogue occurring between the two learners resulted in a collaboratively written product. Barbie and Irene did not have a tangible product that they were working on collaboratively during their telecollaborative reciprocal language exchange. The input that they received through the exchange may have been utilized individually in the *Reflection* stage of their respective classes or may

have shown up in the projects that they work on individually, but they were not creating

something together that required them to focus on accuracy in either TL. A common

theme in the research reviewed in this paper, and in the present study is that L2 learners

working together in interaction of any sort will spend some part of their interaction

attending to lexicon and negotiation for meaning (Lyster & Ranta, 1997; Swain &

Lapkin, 1998; Fernández-García & Martínez Arbelaiz, 2003; Smith, 2003; Blake &

Zyzik, 2003; Tudini, 2003; Wang, 2006; Lee, 2008; Yilmaz, 2011). And equally notably,

learners working together in interaction, either face to face or via SCMC chat will not

typically attend to morpho-syntax unless the task they are given to complete somehow

requires them to, as when they are required to create a product as a result of collaborative

co-construction (Swain & Lapkin, 1998; Yilmaz, 2011). Pedagogically, then, we as

teachers need to incorporate more interaction tasks that include co-construction of a final

product that will lead to increased focus on form and generate attention to accuracy.

Several of the LREs engaged in by the L2 learners in this study could have resulted in

languaging focused on form (LRE #s 4,5,6, for example) if the learners had been

encouraged by the task design to language about the accuracy of these forms. In the

present study, the learners needed to be given further direction prior to starting their

exchange, asking them to question their partners' language use; they needed to be given

permission *to* language, in the sense that Swain (2006) defines it, to say "what did you

mean by X?" or "why did you say X instead of Y?" or "can I make sure I understand why

you said Z?" These are the kinds of questions that go beyond the lexical question comfort

zone of the learners in this study, into the realm of formal accuracy. If, for example,

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Irene had been instructed to question Barbie, or indicate more clearly what it was that she did not understand in Barbie's question in LRE #5, then the potential of this LRE to result in an opportunity for acquisition of an L2 form could have been raised. This languaging about language would have allowed them to test different parts of their learner language repertoire and receive immediate corrective feedback or explanations from a NS of their TL.

The sociocultural theory of SLA posits that for a learner to produce newly developing forms in their ZPD they require scaffolding from a more knowledgeable interlocutor (Lantolf, 2000). The results of the present research show that Barbie and Irene did indeed seem to, at times, scaffold each other in their interaction. There are several examples of this in the data, some successful (LRE #2) and some unsuccessful (LRE #5). LRE #2 is an example of a successfully scaffolded interaction because the languaging that occurred resulted in confirmation that a lexical item was being used correctly (for Barbie-"not my cup of tea") as well as providing comprehensible input for Irene ("no es mi tipo" and "no va conmigo"). LRE #5 was unsuccessful because the attempts by Barbie to scaffold Irene were likely outside of Irene's ZPD and the negotiation for meaning was not resolved. What could be done to increase the likelihood of successfully scaffolded interactions? I would echo Lee's (2008) observation regarding training for students in such interactions. She states, "Appropriate training for effective scaffolding is necessary to maximize the potential impact of corrective feedback via CMC" (Lee, 2008: 67). The expert students in her study were trained in this way, following the adapted 5-level schema for scaffolding shown in Table 1 (Aljaafreh and

Lantolf, 1994), and accordingly, of the nine episodes analyzed by Lee, seven were focused on feedback and explanations regarding form.   This is in contrast to the findings of the present study where marginally more LREs were lexically based. Based on Lee's (2008) results it seems clear that language learners need to be guided through training on mediating and scaffolding interactions, to focus on form in interactions (CMC or face to face) with peers.

The dynamic of the interaction in telecollaborative reciprocal language exchanges is unique in the fact that the participants are both NNS *and* NS in the same interaction. In this sense, at different times throughout the interaction they fill both the expert and novice role (this dynamic relates to the call mentioned by Lantolf (2000) for sociocultural SLA contexts that expand on the typical expert/novice dynamic). Varonis and Gass (1985) stated that the negotiation that occurs during NNS-NNS interaction is based on a "shared incompetence" in the target language. Because the learners in the present study fill both expert and novice roles, the notion of "shared incompetence" does not apply in the same way. Because they both have some proficiency in the other's L1, I would argue that they actually in the process of sharing their respective competence, in addition to their respective incompetence, with the other participant and that this dynamic creates an ideal situation in which to language about the language they are producing. That being said, a learner will not be a good resource or teacher for their partner simply by virtue of being a NS of their partner's TL. It is exactly the same principle as saying that a native speaker of a language is qualified to teach that language—it may sound good in theory, but in practice the 'teacher' does not always have the skills to help their students succeed.

In the same vein, Barbie and Irene may want to help each other; the assignment makes that their goal and direction in this activity. However, only Barbie has any background in language pedagogy. Neither one has the level of training needed to assist the other in much more than simple lexical or meaning based interaction, and this fact is reflected in the data. They have also not been given 'permission' to explicitly correct each other. As such, each must wait for the other to appeal for help before they can take on the 'expert' role in providing corrective feedback on form. The distinctive dynamic that exists in this interaction is packed with potential as source of comprehensible input in L2 lexicon, syntax and phonology—the caveat being that in addition to comprehensible input, L2 learners need to provide each other with corrective feedback on form.

There is a related issue that arose in the data that was not the focus of the study, but that nonetheless warrants discussion. This is the incidence of code-switching as influenced by the learners' perceived respective proficiency levels and how that relates to the expert/novice dynamic in telecollaborative reciprocal language exchanges. Early on in the transcribing process, I noticed that Barbie and Irene utilized both languages (Spanish and English) regardless of what portion of the session they were in and despite the fact that there was earlier agreement to speak first in one language and then switch to the other. In the session analyzed for this study, code-switching seemed to occur more frequently during the Spanish portion of the interaction. That is, it appeared to be a more common scaffolding technique for one or both participants to code-switch to English during the Spanish portion than it did for either of them to switch to Spanish during the English portion.

As Ana Celia Zentella notes in her seminal book *Growing up Bilingual*, "code switching is, fundamentally, a conversational activity via which speakers negotiate meaning with each other…" (Zentella, 1997;113). The use of code-switching to negotiate meaning can be seen in LRE #s 3, 4, 5, 6, and 7. And this use of code-switching appears to be linked to the second issue mentioned above regarding proficiency level. It seems likely based on the data from this session that Barbie's English proficiency is higher than Irene's Spanish proficiency. As a result, the dyad's shared proficiency in English was stronger than the shared proficiency in Spanish. Because of this, Barbie seems prone to code-switch to English when she perceives that something she (Barbie) is talking about is not being understood. It is a scaffolding technique that she employs frequently as the 'expert' in the LREs presented and one that is often, though not always (LRE #5), successful.

Sociolinguistic research on Spanish language shift (Potowski, 2004; Mora, et al., 2006) has strongly suggested that speakers of Spanish in the U.S. tend to go through a process of language shift, abandoning Spanish for English. Barbie is certainly not likely to be prone to this as she is not in the U.S. while these exchanges are happening. This, perhaps, speaks to a benefit of working telecollaboratively—neither person is 'out of place' or feeling as much pressure to speak the language that is most prestigious in one or the other country. They are free to talk and 'language' in a space that is relatively low-stakes while remaining in their respective native language communities.

But other factors may influence Barbie's tendency to code-switch to English. First, Barbie is studying to be an English instructor so she is likely being trained to explain

lexical items in English. This training may, at some level, influence her scaffolding techniques while speaking to Irene. So Barbie may use code-switching to further practice her TL by explaining the meaning of Spanish lexical items in English. As argued at the beginning of this section, another factor may be that Barbie senses that her English is stronger than Irene's Spanish and so is trying to simplify things for Irene.

The findings of this study reveal that foreign language students at an intermediate level are capable of sustaining and engaging in lengthy interactions about a wide variety of relevant issues and topics in telecollaborative reciprocal language exchanges. The high level of engagement and motivation that result from these interactions (Coffey PPT) make them an ideal setting for students to not only communicate. With minor adjustments to task requirements (e.g. provision of pre-training, or requirement to produce a collaborative final product), this setting can also encourage them to focus on accuracy of form in their L2. With more and more programs such as the VGLCEP and TandemPlus emerging and growing around the globe, we, as educators and researchers, need to be sure that the 'spaces' created by such programs allow students to not only communicate, but to improve their L2 accuracy.

FUTURE RESEARCH

There are several directions that future research on the topic of CMC audio and/or video chat could take. To build on this study, a sort of delayed post-test could be administered to the two learners at a future date focusing on the specific lexical forms found in the LRE's in these sessions, to test acquisition of these items. A test of this sort could indicate that the telecollaborative sessions were successful in promoting acquisition

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of lexical items; it could also even test the unconscious acquisition of L2 grammar. The developmental complexity of each participant's learner language could also be documented. Because the students are preparing questions ahead of time and also asking impromptu questions, it would be interesting to look at their learner language in terms of developmental sequences of question acquisition, both in the prepared and the impromptu questions. In another vein, it would also be interesting to collect the students' reactions to the question 'what do you think you learned?' in the Reflection stage of their courses. A comparison could be made between the 'what do you think you learned?' responses and the oral data collected for this study. Another approach to analyzing the data collected for the present study would be to compare the linguistic forms found in the last session (4/18) with those found in the first session (2/28) to see if there is any discernable change or evidence of acquisition throughout the semester.

Finally, a more long-term and in-depth case study could be done following two or more students working in a telecollaborative reciprocal oral language exchange. Ideally, both the students' interaction in the classroom with other NNSs, and their interactions with a NS in telecollaborative reciprocal oral language exchange would be recorded and analyzed, and their learner language in those two contexts would be compared. For a study of this nature, it would be interesting to approach it from an ecological, complex systems perspective of SLA (Larsen-Freeman & Cameron, 2008; van Lier, 2000). A complex systems approach to SLA is a holistic approach to learner language, one that steps away from experimental designs that focus on just one aspect of the developing interlanguage to look at the bigger contextual picture surrounding the learner and how

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that influences the learners' SLA. This could be accomplished perhaps by using a socio-linguistic or variationist methodology to empirically demonstrate the results of an ecological or complex systems approach.

 CONCLUSION

We don't know and can't (yet) document what is happening unconsciously in terms of second language acquisition. But, what we can do as educators is present our students with as many opportunities to acquire their foreign language as possible. This study presents the idea, building off of the work of Swain and Lapkin (1998) and Swain (2000, 2006) that LRE's offer opportunities for L2 students to 'language about language' and that by this languaging they can be given opportunities to reflect on and acquire their second language. The high level of engagement and motivation (Coffey, 2010) that stems from telecollaborative reciprocal oral language exchanges makes them an ideal setting for presenting students with opportunities to do this. As this study shows, these exchanges offer the participants opportunities to practice their L2 in a synchronous, oral peer-peer interaction which presents many opportunities for students to be exposed to and possibly acquire new lexical items. Preparation for these exchanges helps students with their fluency and communication skills. Not seen so clearly in these data are explicitly form-focused interactions that could lead to increased accuracy and acquisition of morphosyntax in the target language. Changing the task design by adding the requirement of a collaborative final product, and providing training to students participating in such exchanges would help make these interactions more form-focused; learners would benefit from the addition of modeling and training in how best to scaffold

their partners' acquisition of grammatical forms as they work together toward fluency,

complexity *and* accuracy in their respective TL's.

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APPENDIX A

Glossary of terms

Blog: A blog is a blend of the two words 'web log' and is an online journal of sorts
updated by one or more administrators. They can be private or public and cover a wide
range of topics.

Chat room: Chat rooms are online 'spaces' where multiple interlocutors can 'meet' to
participate in text-based, synchronous conversations.

Computer Mediated Communication (CMC): Communication that takes place online via
the Internet and can be broken into the following types (terminology developed by Wang,
2004a):

> oral CMC chat: Voice over IP software, microphones and speakers are used to
> communicate synchronously with an interlocutor via the Internet. Current
> examples of software for CMC audio chat: Skype, GoogleChat
>
> written CMC chat: Synchronous written chat between two interlocutors using a
> web-based host such as GoogleChat or Facebook
>
> oral-visual CMC chat: Synchronous communication similar to CMC audio chat,
> but a web cam is used to transmit video as well as audio. Current examples of
> software for CMC video chat: Skype, GoogleChat

Electronic-mail (email): Asynchronous, text-based, online communication that occurs
between two or more interlocutors.

Telecollaboration: For this study, the definition described by Guth and Helm will be
adopted: "In language learning contexts, telecollaboration is generally understood to be

Internet-based intercultural exchange between people of different cultural/national

backgrounds, set up in an institutional context with the aim of developing both language

skills and intercultural communicative competence" (Guth & Helm, 2010: 14)

Wiki: A webpage or several webpages that are developed and edited collaboratively by a

group of people. They can be private or public and cover a wide range of topics.

APPENDIX B

Text of electronic consent form (Spanish):

<div align="center">FORMA DE CONSENTIMIENTO:</div>

Se le invita a participar en un estudio de adquisición de segundas lenguas para una investigación de estudiantes. Usted fue seleccionado como participante porque es nativo hablante de español y es estudiante de la Universidad de Aguascalientes, aprendiendo segunda lengua. Por favor, lea esta forma y haga cualquier pregunta que tenga antes de aceptar participar en este estudio.

La investigación es supervisada por la Dra. Elaine Tarone (Profesora del Departamento de Ingles como Segunda Lengua) de la Universidad de Minnesota. La investigación es realizada por Mary Willms, estudiante de posgrado en ingles como segunda lengua, en la Universidad de Minnesota.

Información de fondo: El propósito general del proyecto es describir varios aspectos de adquisición de segundas lenguas en teleconferencias.

Procedimientos: Si acepta participar en el proyecto, se le pedirá grabar sus interacciones de teleconferencia con otro participante de la universidad de Marquette. Se le pedirá grabar al mínimo tres teleconferencias y al máximo ocho. También, se le pedirá preguntarle algunas cosas sobre su adquisición de una segunda lengua. Luego, escuchará la grabación y se le harán algunas preguntas sobre su uso de ingles.
Riesgos y beneficios de participación en el estudio: La investigación no tiene riesgos ni beneficios.

Confidencialidad: Los materiales de la investigación se guardarán en un lugar seguro. Sólo el investigador tendrá acceso a los materiales. En la tesis del investigador, no se incluirá información que identifique a los participantes.
Naturaleza voluntaria de la investigación: Su decisión de participar o no, no afectará sus relaciones actuales o futuras con la universidad. Si acepta participar, puede dejar el estudio en cualquier momento sin afectar esas relaciones.

Contactos y preguntas: La investigadora es Mary Willms. Usted puede hacer cualquier pregunta que tenga ahora. Si tiene preguntas después, puede contactar a Mary Willms (will1294@umn.edu) o a la supervisora de la investigación, Dra. Elaine Tarone, Profesora del Departamento de del Departamento de Ingles como Segunda Lengua, de la Universidad de Minnesota, Minneapolis, Minnesota (etarone@umn.edu)
Si usted tiene cualquier pregunta con respecto al estudio y quisiera hablar con otra persona, además del investigador, puede contactar a la oficina de Research Subjects' Advocate Line D528 Mayo, 420 Delaware Street Southeast, Minneapolis, Minnesota 55455. Tel 612/625-1650

Text of electronic consent form (English):

CONSENT FORM

You are invited to be in a research study of second language acquisition. You were selected as a possible participant because you are a student in the Virtual Global Language and Cultural Exchange Program at Marquette University.

Please read this form and ask any questions you may have before agreeing to be in the study. This study is being conducted by Mary Willms, a graduate student at the University of Minnesota as part of her work for a MA in ESL.

Background Information: The purpose of this study is to describe how second languages are learned in telecollaboration.

Procedures: If you agree to be in this study, Ms. Willms would ask you to do the following things: 1) agree to have your telecollaborative sessions recorded by Ms. Willms a minimum of three times and a maximum of eight times; 2) answer questions about your language learning background; 3) listen to the recordings of your telecollaborative sessions and respond to questions from Ms. Willms about your second language use.

Confidentiality: The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records. You will be asked to select a pseudonym which will be used in all written records of this study.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or Marquette University. If you decide to participate, you are free to not answer any question or withdraw at any time with out affecting those relationships.

Contacts and Questions: The researcher conducting this study is: Mary Willms. You may ask any questions you have now. If you have questions later, you are encouraged to contact me at will1294@umn.edu . You can also contact my graduate program adviser, Dr. Elaine Tarone at etarone@umn.edu . If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650. You will be given a copy of this form for your records.

1   I: [clears throat]

2   classroom noise

3   B: oh

4   classroom noise

5   B: um, can you hear me?

6   I: I can hear you

7   B: yeah, its uh I hear a lot of noise

8   I: you do?

9   B: yeah

10   I: um, I I think it's the people talking around me but can you hear me?

11   B: Yeah, [I: okay] yeah,okay yeah

12   I: Okay I'm just going to wait for her to send the chat so we know that it's

13   recording

14   B: Okay...so we are we're not going to use the the the camer- camera, right?

15   I: I don't I don't think that with three people in a call you can use the camera

16   B: Okay

17   I: Okay...lemme see maybe, naw I don't think you can

18   B: ...Okay

19   I: hold on...

20   Classroom noise...

21   I: uh okay

22   B: ah...I hear a lot of noise...ah

23   I: you do?

24   B: yeah

25   I: huh...uuum. can you can you hear me though?

26   B: yeah, actually [inaudible]

27   I: okay

28   B: its somewhat strange because sometimes i hear a lot of noise and then i i it's all

29   its very sil it's very quiet and and i just only hear your voice but then a lot of

30   voice and its like 'oh please' [laughs]

31   I: [laughs]

32   B: yeah

33   I: oh here we go okay wait here mary says can you hear me uh no. okay i think

34   we're good to go

35   B: okay

36   I: okay, so i think they said in English first

37   B: yeah, it's in English first and then in Spanish

38   I: okay

39   B: so, um, wha wha what about your topic ta your topic about this week?

40   I: this week my topic is ah government

41   B: oh yeah? [coughs] sorry. um my topic is a little kind of of well ah kind of a

42   mmm thing that is has a relation with government

43   I: okay

44   B: yeah, um who starts first?

45   I: I think um they said English, but if you want we can start in Spanish, I don't

46   care [laughs]

47   B: in Spanish?

48   I: no I think English is first but

49   B: yeah, well if you want, yeah first in English please [sigh]

50   I: Okay

51   B: its more easy for me i think so [sighs]

52   I: okay

53   B: okay um so um have you ever been a ro- in a robbery?

54   I: in a robbery?

55   B: yeah

56   I: no uh th- well when I was ten someone tried to ro uh to break into my house

57   B: whoa that's that's awful in uh two years ago in my house it happened the same

58   kind of thing in my house and it was very ohhh scared it was ohhh I don't like it

59   and I was alone with my sister and it was like ohhh damn [I:laughs] so uh I don't

60   like it...but um they can't they couldn't um umm take something of your house?

61   I: no, they they didn't take anything from they try- they were outside and they like

62   opened the door because the door was unlocked [B: yeah] um but they I think

63   they got scared and ran away but we had to call the police and they came, it was

64   scary [laughs]

65   B: oh I don't like these things uh its uh yeah

95

66   I: nuh uh and

67   B: yeah what?

68   I: And when you were when you said two years ago what happened? when you

69   were with your sister did they try and break into your house or what did they do?

70   B: yeah, well we are we were watching tv and uh well we were alone so uh i

71   heard in the back ground,uh back yard I think that it says uh somebody that uh

72   some kind of steps and it was like what? or some kind of noise strange noises so it

73   was like uhh I don't like these thing so i was like uh so well after that no, [to

74   herself] after despues yeah, after that [I: yeah, after that] I [laughs] I heard um a

75   one big step like if a person jump into my house and keep keep start running to

76   going to the kitcher going to the door of my kitchen to open so dije ohhh no [I:

77   ooohh] i take my my i took my sister and we leaved we leave my home and we

78   started screaming to all my neighb neighbors and my my mom actually she was

79   ah arriving so we start asking help asking help for the neighbors so they um they

80   called police and they they they got to the police but, they got to the house but,

81   went to the house but uh I don't like this because was like ohh it was so

82   I: That's scary

83   B: yeah, it was like ay oh i don't like it

84   I: And when they so did they did the police catch the robbers?

85   B: no because um they the robbers heard some noises so they uh leave my my

86   home but uh some something uh that is curious i don't know how would you say

87   curioso, curious? [I: yeah, curious, curious] curious yeah, some curious thing is

88   that in the backyard of my neighbor uh he found uh some kind of print of of uh

89   some shoes o in in the walls and it was like ahh thats not my shoes and I so thats a

90   thats a strange because we we think that the robbery, the robber um tried to to get

91   in one of the two houses so it was like uhhh bad [I: yeah..scary] yeah, but

92   fortunately, fortunately uh we dont have uh anything else but uhh thats thats bad i

93   dont like these things

94   I: no..so did they they didn't take anything?

95   B: no no no we have a very we have a lot of luck and yeah only it was only like a

96   well how eso es por well we were scared i don't know how do you say this word

97   susto well ahhh we were afraid [laughs] ok um ay no. [clears throat] so what

98   about your the safety of milwaukee? do you think that milwaukee is a safety

99   place?

100   I: um i think milwaukee its it is kind of a dangerous city because well my school

101   [B: yeah?] my school its is in the city in the downtown of of the city so theres like

102   we've had in the last two weeks there've been two robberies on campus which is

103   really scary because all year there haven't been any robberies but then for the last

104   two weeks we've had two where people have been walking and someone has like

105   um hel held a weapon to them and you know said give me your like your

106   property so its really scary

107   B: so they used ah some weapons to or just only they used to scare to scare the

108   people?

109   I: yeah they just to scare them I think but and its only been in the last like two

110   weeks for the the other times that i've been here it hasn't been um there haven't

111   been any armed robberies. [B: whoa] but but yeah so its scary because so now i

112   like if its at night i only walk with i always walk with someone i don't walk by

113   myself because

114   B: yeah you can its dangerous and you can suffer some some kind of these things

115   yeah i think [I: yes] uh i don't like this

116   I:Naw its very scary, but in but marquette has really good our like our school has

117   the public safety department so they're basically like campus police and they [B:

118   yeah] they're very good they have like a lot of services to protect students so thats

119   good

120   B: wow, well here in my university um well we have a these these things like the

121   cops and like the police uh the guys of the police but actually um well when you

122   when you get out of the of the university they are there are some streets that are

123   uh so dark so and some students need to to pass to go through to these ways so its

124   a kind of dangerous for them and its a when they the robbers um well go with

125   them and sometimes they use a weapon only to scare them but some other times

126   they use it against them and i think that its thats horrible because [I: yeah] thats ah

127   well i don't like this about this topic o ...pause

128   I: hm

129   B: so uh have you ever been close of a weapon?

130   I: have i ever been...close to a weapon?

131   B: yeah

132   I: like have i ever, ah, not when it's been used as a weapon [laughs]

133   B: [laughs]

134   I: but i um i've like shot a gun if thats what you mean

135   B: wow

136   I: like fer um , theres my friend has a ranch [B: yeah] in in texas and i've so i've

137   shot a gun there, its this thing called uh skeet ? shooting and you like theres this

138   little um its like a plastic disc it looks its like a little black circle and you shoot it

139   like it this machine throws it into the air and then you shoot it while its in the air

140   i've done that [laughs]

141   B: whoa but did you did you feel nervous to be to take a weapon or to well

142   I: not really because I was using it in like a very open field um and like i was not

143   pointing it at anyone but um i don't know i wouldn't want to do it

144   B: maybe if i was in that situation maybe i i i was uh maybe shaking about the

145   nervous oh

146   I: yeah, well the the thing with the gu- i dont know what type of gun i used but

147   they're like like a rifle, you know, they're really really big

148   B: yeah, [M: um] rifle, here in Mexico we call it rifle yeah

149   I: rifle? ok

150   B: yeah, how do say in English?

151   I: rifle, rifle

152   B: rifle [pause] good

153   I: and so, and how do you say how do you say robbery in Spanish?

154   B: mmm mmm robo

155   I: robo?

156   B: robo o asalto

157   I: oh asalto oh that makes sense asalto...ok sorry so the thing with these big rifles

158   is that when you shoot it has its called like a kick cause the gun like comes back at

159   you it like [B: yeah] and so and it really really hurts your shoulder i always get

160   really really sore after i shoot them because it hurts

161   B: [laughs] ohh well when i was uh when it uh happened it happened of my house

162   the the cops come to the came to my backyard and they were they they um

163   they had their guns and all these kind of things and but it was a little um i dont

164   know how do you say impresionante well i was a so nervous because they they

165   had their guns in their hands and and looking around and it was very near the gun

166   well i never had a gun very near for me and so it was like oh god i'm nervous [I:

167   yeah] and i was shak and i was shaking like uh but yeah

168   I: [laughs]

169   B: thats... wow...i don't like it

170   I: yeah

171   B: anything like guns and...

172   I: yeah... its scary, its very scary

173   B: yeah its uh its oh its not its not my cup of tea ahh! [laughs]

174   I: [laughs]

175   B: uh i learned this this phrase one week ago and uh its a good moment to use it

176 I: yeah thats i like that phrase thats a good one [laughs]

177 B: [laughs] yeah its like uh its very cool [I: is there..] its not my cup of tea

178 I: is there a phrase like that in Spanish? its not my cup of tea, i mean...

179 B: no es mi tipo

180 I: no es mi tipo?

181 B: no es mi tipo yeah, its like the the meaning or there or the trans translation like

182 no es mi tipo o o maybe no va conmigo

183 I: [to herself no no] oh ok like that doesn't go ok that makes sense [to herself

184 no...va...conmigo]

185 B: yeah yeah...well what else...have you ever been called to participate in a jury?

186 I: no because well here you um aren't called until you're 18 and you register to

187 vote in the elections um and i've never been called i think they they don't call

188 younger students very much but my mom has been called many times

189 B: whoa yeah? and its um its um tired o its uh exciting o what she told you?

190 I: i think i think most people its like they dread it, like they don't like doing it um

191 like because it takes a lot of time and you have to take off your job you have to

192 take off of work because you go like they send you a letter for a day to come for

193 jury duty and they um like you sit in a room and for a very long time and then

194 they call you in and they interview they interview you and um if they keep you

195 then you have to stay for the trial but if they interview you and they say no i th i

196 think you have to stay for the i don't know i don't know if if they say no you have

197 to be interviewed again for another trial but um if you get chosen for the trial then

198   you have to be there for all the days for the trial which can be a lot of days

199   B: wow whoa thats thats amazing and good well, its like well i don't know if its

200   like this but well when i was a child i took one chapter of michael uh malcolm the

201   middle and its when her mom came to uh one jury and she takes notes and

202   something like this, is like the this way of these things or is?

203   I: like i dont know i dont if its like that because i mean i've never done it but wait,

204   so in the episode of malcom in the middle the mom was called for jury duty and

205   she was she took notes during jury duty?

206   B: Yeah

207   I: oh i dont know i think if i think most people just sit there during if they're

208   selected for the trial, i think they just sit there and listen

209   B: whoa

210   I: but maybe people take notes, i don't know

211   B: okay if you say like that its a kind of boring [laughs]

212   I: yeah, thats why people dont like it but you do get paid

213   B: oh yeah?

214   I: yeah, but its only its like 20 dollars a day i think something yeah

215   B: wow, its a good thing, right

216   I: yeah, its better than nothing

217   B: yeah, yeah absolutely

218   I: but but for some people you're missing work, so you're missing days getting

219   paid at work so i think thats why people

220   B: yeah and maybe maybe in your work they pay better

221   I: yeah, probably

222   B: wow, wow wow wow thats good, what else? well, what do you think about

223   death penalty?

224   I: death penalty, oh that's really interesting. i don't know i dont think its um do

225   they have the death penalty in mexico?

226   B: no, um no we don't have it

227   I: yeah, i think the united states and like one other country i think are the only

228   theres like very few countries with the death penalty left. um i dont agree with it,

229   i don't think that we should have it because um i think that someone would suffer

230   a lot more sitting in jail for the rest of their life than if you just kill them cause

231   then there really not suffering they just dont have to live with it whereas with the

232   death penalty you have to you have to live with what you've done and i also don't

233   think its really right to like

234   B: yeah, maybe maybe its the easy way to escape and to dont that the person dont

235   have a o don't pay for the thing that he or she do here and

236   I: exactly i think

237   B: and its a better life sentence, right?

238   I: yes life sentence is better because then they have to live their whole life

239   knowing that they've done something really bad to someone and they have to live

240   in jail which is really bad to have to live in jail.

241   B: yeah i think that well thats a the better punish that you that the work to have

242 because yeah as you said if you if you its a very easy way out yeah lets go and kill

243 them and actually he is or she is not going to feel anything or maybe just a little

244 bit but she or he isn't really pay really doesn't really pay the uh well the crimes

245 that com that he do or make other people

246 I: yes

247 B: so i don't think that its a good option, the death penalty

248 I: yeah i agree, i think its a very old practice because like i said i don't know what

249 the other countries are but i know that its like the united states and then other

250 countries that like people don't think of as very developed and like that i think the

251 united i feel like everyone else like mexico and france and spain and the united

252 kingdom they don't have they dont have it anymore and i think its because you

253 shouldn't have it.

254 B: but i heard that some states of united states have this penalty not all the country

255 have

256 I: yeah, i dont know what states dont have it i know some do and some don't, i

257 know that texas has it, but i don't know what states um

258 B: so your state have?

259 I: i dont know about wisconsin, but i'm from missouri like i grew up in st. louis

260 missouri and i think we have it in missouri

261 B: oh

262 I: i think so because there have been people who were sentenced to death, i've

263 seen on the news, so but

264   B: whoa thats bad

265   I: yeah

266   B: and well another completely different question, um have you ever received a

267   speeding ticket?

268   I: a speeding ticket?

269   B: yeah

270   I: no um in i don't know if they do this in mexico too, but they'll give warnings,

271   like they will they'll pull you over for speeding but like they they might give you

272   a speeding ticket or they might give you a warning which doesn't really mean

273   anything it just kind of scares you

274   um but i've had, i've had two warnings

275   B: so did you drive very fast?

276   I: yeah, one time i was driving pretty fast, like okay the first time was kind of

277   funny because i was it was the night before my 17th birthday and i was thinking

278   about cause i got my license on my 16th birthday and as i was thinking about how

279   as i was driving i was thinking about how i was going to make it a whole year

280   without being pulled over and then i got pulled over by a cop, so but um its kind

281   of funny because in america, i dont know if its the same in mexico, but if you like

282   for girls a lot of times if you cry when they pull you over they wont give you a

283   ticket, so i started crying and they didn't, he didn't give me a ticket

284   B: [both laugh] ohhh, so well here in mexico we said le armaste un teatro and uh

285   kind of the translation is like you make a kind of soap opera to the police , wow

286   no well here in mexico we uh we don't have like this just we only talk up with the

287   cop and we bring them some kind of money [I: oh really?] and i think that its a

288   worst that anything because um and well just the cop oh ok give me i dont know

289   maybe $10 and i just let go let you and go and its like ok here you are and like its

290   a bad

291   I: so have you ever been pulled over?

292   B: no not actually but i never do that but not but well some friends make

293   something like that but it doesnt work really good so but yeah, but what else what

294   else what else well um ah ok the word, i was looking for a word bribery

295   I: bribery, yes, bribery

296   B: yes ah here in mexico we make a lot of bribery with the cops when you have a

297   speeding ticket

298   M: how do you say bribery in spanish?

299   B: soborno

300   I: so bor no

301   B: or maybe you can said you can say in an informal way mordida

302   I: [to self] ah ok mordida

303   B: yeah, we said more the second one but yeah here in mexico many people do

304   that the bribery

305   I: yeah, that doesn't really work here, you would probably get arrested if you tried

306   to bribe a cop

307   B: whoa, no here its very different all the even so the cop tell you well i could

308   bring you a speeding ticket or i don't know any kind of punished but if you bring

309   me some kind of you know what i mean its like okay he wants a bribery so ok

310   offer your purse but yeah its bad

311   I: that is bad thats bad okay i think we're supposed to switch to english, i mean

312   spanish

313   B: yeah, okay we're going to start speaking spanish

314   I: ok describeme un poco el gobierno de tu pais

315   B: bueno bueno bueno pues bueno es muy es algo corrupto vamos algo injusto asi

316   es injusto y tiende ser asi pues si osea mucha corrupcion mucha corrupcion

317   I: si

318   B: si sabes que son corrupcion y injusto?

319   I: si corrup si aqui en el ah no como se dice news como en el television?

320   B: las noticias

321   I: las noticias habla hable mucho de el corrupcion en mexico con los um drugs?

322   drugs

323   B: si los drug dealers, los narcos

324   I: ah si los narcos y es en el anuncios mucho y muchas personas queira quiero

325   quiere ir a mexico por los va-

326   B: por los problemas

327   I: por los vacaciones, vacations?

328   B: a las vacaciones

329   I: las vacaciones y por ejemplo quiero ir a mexico para visitar mi amigo en

330   monterrey pero mis padres no dice no

331   B: no te dejan

332   I: si porque el corrupcion es es triste creo y es en el anuncios mucho aqui um

333   bueno muchas personas creo que mexico a muchas problemos y es peligroso para

334   ir a mexico y creo que es triste porque es verdad pero no es todo

335   B: mira es que bueno hay ciertos estados del pais unos mas que otros que tienen

336   pues si osea que hay mas peligro por ejemplo hay unos estados en esos estas mas

337   propenso a sufrir este un ataque o que te pase algo que en otros por ejemplo

338   ahorita donde esta muy vamos muy feo el asulto o que esta muy peligroso son asi

339   en zacatecas en coahuilla no coahuilla no, durango, en baja CA, sinaloa, en todos

340   los estados del norte es donde esta medio peligroso el asaulto y en monterrey asi

341   esta mas o menos osea [I: si] si pues pero osea si te vas con cuidado y este no se

342   osea no haces mucho el [inaudible] pues yo creo que con eso no te pasa nada

343   porque por ejemplo si tu llegas como se nada, pues no te pasa nada yo digo pues

344   es cuestion de suerte tambien

345   I: si mm creo que ahora en mi clase de ingles escribe escribo de un de los de

346   acapulco y los no se los beheadings?

347   B: las playas

348   I: no no no las playas acapulco y los en el enero um fue dieci no catorce like

349   beheadings? , no se como

350   B: beheadings como lo how do you write?

351   I: here [typing] es como when you like corte el cabeza de una persona

352   B: aahh decapitados

353   I: si decapitados si

354   B: si ya, wow

355   I: es interesante porque muchas personas ir a acapulco de los EEUU por ir a la

356   playa y no se pero es interesante porque aqui no tenemos decap [A: playa] si

357   playa y si

358   B: y decapitados como que no se llevan bien

359   I: si no te...

360   B: guacala,

361   I: si y um

362   B: yo no habia escuchado eso fijate y yo vivo en mexico bueno en el pais y no

363   escuche eso, wow tengo que ver las noticias mas seguido

364   I: si so no es el anuncios en mexico?

365   B: casi no veo tele, casi me la paso mas en la compu o haciendo cosas de la

366   escuela o bailando o haciendo otros actividades pero caso no veo tele por eso no

367   me intere ay no

368   I: so el gobierno de mexico, que mas? como haces los eleciones?

369   B: bueno es un poco similar los EEUU haz de cuenta que aqui en mexico

370   tenemos un como una asociacion [M:si] este que se llama IFE entonces este es en

371   carga que contar todos los votos y organizar las votactiones haz de cuenta que en

372   cada colonia eh neighborhood en cada colonia ellos ponen un una casilla para

373   que...[I: que significa casina?]

374   B: casilla? its like a its like a little place where you a little place where you can go

375   and vote

376   I: oh ok

377   B: like a kind of street vendor but in that place you vote

378   I: ok

379   B: so and these casillas are in the house houses of the people in the neighborhood

380   I: oh

381   B: yeah you you tu vas a votar a la casa de alguien mas y es por es por secciones

382   entonces ellos mandan llamar a la gente y ellos como en EEUU ellos te ayudan

383   asi a ellos estan checando de que no se comiten ningun fraude a la hora que esten

384   votando que este votando la gente entonces

385   I: y

386   B: perdon?

387   I: no go ahead sorry

388   B: oh ok no y pues a las 6 de la tarde se cierran las casillas se cierran y cuentan

389   los votos y como a la y mandan todos los vo todas las casillas mandan su

390   resultado al pues bueno se dicen al estado y ya alli juntos todos en total los suman

391   y ya dicen cuantos sacaron en total quien gano

392   I: mmhmm ah si y es diferente di aqui porque los um no se como dice en espanol

393   pero los casinas, casinos casinas? [B:casillas] casillas uh aqui votamos en la

394   escuela u los si en los escuelas va a la escuela para votar y no

395   B: no en las casas

396   I: no en las casas y uh es el mismo un poco pero tambien como se ah close the

397   B: cerca

398   I: cerca las no no no um es el votar es termi termino a las ocho de la noche

399   B: oh ok

400   I: mas tiempo para votar

401   B: ah ok no aca a las 6 de la tarde no pero bueno aqui tambien este no nada mas

402   votamos en casas tambien en algunas escuelas como dijiste [I:oh ok] tonces

403   votamos en los dos osea en unas casas o en escuelas es [inaudible]

404   I: oh ok y los eleciones son coruptos tambien u son um

405   B: coruptas?

406   I: coruptas u son...?

407   B: a veces

408   I: si

409   B: es que pues es que bueno aqui en mexico la politica esta muy corrupta esta

410   muy corumpidaba (?) no aqui todo se maneja mal la verdad si hay mucho mano

411   negra que divian (?) hay mucha mucha pues si osea es atraves de las intereses de

412   la gente entonces muchas veces si ya pues no se aunque aunque tu vayas y

413   protests ellos hacen ciertas cosas y te enganan y ya pues hay gano el otro si hacen

414   trampa they cheat, they cheated

415   I: y hay muchas violencia con los eleciones? porque u...

416   B: por ejemplo que se pelean? o como?

417   I: um como cuando los eleciones son terminando las personas son contentos u no

418   u no wait no estan contento y hay mucho violen violencia? violence [B: violencia]

419   violencia

420   B: mas que nada esta nerviosos la gente osea no hay violencia, no hay [I: oh

421   bueno] pero pero este la gente esta nerviosa este y tipico el candidato de un

422   partido dice 'no no yo gane' y la gente 'si si' y el otro 'no yo tambien yo gane' y

423   todos 'si si' pues son mas que nada nervios por saber quien va a ganar pero en

424   realidad osea no nada mas es eso nerviosismo y no no hay violencia hasta eso

425   nada mas

426   I: pero pero um esta controvertido?

427   B: si porque [inaudible] quieras que unas no estan viendo con la espectativa que

428   no vayan a hacer trampa, quien va a ganar que eso que el otro pero si como quiera

429   alli controversia alli, alla hay violencia?

430   I: no en los EEUU no nad nadie no no el

431   B: es tranquilo

432   I: si es tranquilo y tambien no no hay mucha controvertido y lo like

433   B: controversia

434   I: controversia y tambien nadie like no one will like protest

435   B: a de protesta

436   I: si no protesta y me me gusta los elecciones aqui porque son tranquila y es

437   bueno

438   B: oh aqui tienen no se si alla tengan aqui tienen un regla de que no puedas tomar

439   o que no te venden bebidas alcoholicas mientras duran las elecciones no se si alli

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440   si se hacen lo mismo

441   I: uh wa

442   B: alcoholic drinks

443   I: uh huh

444   B: aqui no se venden mientras son las eleciones [M: si] aqui no las venden, alla si

445   las venden?

446   I: uh like wha they don't during the election they don...

447   B: yeah during the elections

448   I: they don't sell

449   B: yeah [I: oh] during the elections does they in here in mexico they i don't know

450   the groceries or the mall [I: oh no] didn't didn't [I: aqui aqui] sell

451   I: no

452   B: ah entonces es lo mismo

453   I: no no no es la mismo no es diferente aqui um

454   B: no, aqui tampoco se vendan, alla tampoco?

455   I: no

456   B: ah okay, ya es que me quede pensando huh oy

457   I: si que mas? so cuantos años sirve el presidente en mexico?

458   A: 6 años bueno el de la republica del pais el presidente del pais dura 6 años pero

459   por ejemplo cada estado tiene un presidente municipal pero esa no cuento el meno

460   meno dura 6 años alla cuanto duran?

461   I: 4 pero el presidente puede sirvir dos um

462   B: reelegirse

463   I: tradagirse? is that terms?

464   B: ya reelegirse

465   I: y es posible para hacer en la oficina de presendente para 8 pero no mas

466   B: wow aqui no se pueden reelegir aqui nada mas sirven o estan en cargo nada

467   mas una vez y ya despues pueden tener otro cargo en la politica pero como

468   presidente ya no nada mas 6 años y ya

469   I: oh ok creo que 6 es es mas comun en el mundo porque en inglaterra es 6 años y

470   en aleman [B: alemania?] alemania es 6 años y no se de frances pero creo que 6 es

471   mas comun

472   B: comun wow osea ya me lo osea duran muy poco los presidentes. casi todos se

473   reeligen? o

474   I: casi o que?

475   B: casi todos se reeligen? when they finish they work they uh ask again for this

476   charge? reeligerse? se reeligen de nuevo?

477   I: si

478   B: wow

479   I: si like por ejemplo ahora barak obama su primero tiempo en el oficina e

480   probablemente el va a no se aqui es run for president una vez mas

481   B: a reeligirse

482   I: areeligirse una vez mas pero no se um

483   B: es dificil que vuelvan a ganar?

484   I: no creo que um en general las personas el presidente va how do you say serve

485   again? co sirvir el oficina para ocho años y es es en general

486   B: si vuelve a sirvir vuelve osea reelige y vuelve a pues si a tomar su cargo

487   I: to yeah and y tambien creo que el si

488   B: aqui bueno aqui no se pueden reeligir y de hecho aqui mexico una vez tuvo un

489   presidente que se reeligio por durante veinti años

490   I: veinti años?

491   B: veinti años duro su poder y pues ya bueno eso fue hace mucho tiempo verdad?

492   hace wooo mucho

493   I: mucho tiempo para una persona

494   B: si pero pues este ya la gente le dijo ya no lo corrieron pero eso fue hace wooo

495   mucho creo que fue en 1810 en ese año hace mucho tiempo

496   I: si

497   B: pero duro 20 años osea es mucho tiempo y por eso

498   I: si

499   B: apartir de alli aqui en mexico prohibiaron reeligirse

500   I: y ah

501   B: apartir de eso

502   I: um ok sorry let's see que mas y tienes los senadoras en el gobierno?

503   B: si aqui hay una aqui en mexico hay una le llaman camara de diputados y

504   senadores es como un congresso un tipo de miembros y alli estan los senadores

505   que son los que regen las leyes [inaudible]

506   I: si y aqui tenemos 2 senadores para cada estado y es cien senadores y es por el

507   senate y por el house of representatives es diferente porque es si el estado es muy

508   pequeno solo tiene uno u dos sena, senad well no es un senador es un

509   congressman no se

510   B: congressman, mm congressman deja notar a lo mejor a lo mejor a lo mejor

511   bueno aqui se vendri [inaudible]

512   I: oh ok y um lets see durante los elecciones hay muchos anuncios politicos en el

513   television u?

514   B: si muchos en radio en television en internet hay muchos pero en medio dia de

515   la eleccion ya no hay nada no puede ver nada no esta permetido

516   I: a si? es diferente de aqui el dia de los eleccion de el eleccion todo el television

517   es de los elecciones

518   B: no aca es al reves aqui haz de cuenta no puede por ejemplo la casilla? esta la

519   casilla de votar y no puede ver ningun tipo de propaganda de anuncios de nada a

520   mas de cien metros de la casilla que se quitan todo anuncios y todo al media dia

521   no pero antes si antes de que llega el dia hay mucho mucha mucha mucha

522   I: oh i think we need to stop

523   B: oh okay

APPENDIX D

Language Learning Background survey questions:

1. Tell me about your experience learning English or Spanish. How many years have you studied your foreign language? Where have you studied it? (in class, while traveling, study abroad, etc).

2. Have you studied any other languages?

3. What is your major or field of study?

4. How old are you?