INTERACTION AND LEARNING IN AN EXTENSIVE READING BOOK CLUB

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To Heejeong and my parents

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ABSTRACT

As a pedagogical approach to second language (L2) learning, Extensive Reading (ER) has been practiced in various contexts of foreign and second language learning. Evidence for the benefits of ER has accumulated in an extensive body of research (Jeon & Day, 2016; Nakanishi, 2015 for reviews) that documents the effects of individual reading on various L2 learning outcomes. Although ER is often implemented through pedagogical activities that associate individual reading with talk (e.g., S-K. Jung, 2017; Shelton-Strong, 2012; Song & Sardegna, 2014; Suk, 2016), there is a lack of empirical studies that examine how ER activities evolve as social interaction and whether and how students benefit from participating in them.

To fill this gap, this dissertation examines students' long-term development of literacy practices in a book club designed in accordance with ER principles (Day & Bamford, 1998, 2002; Green, 2005). Using multimodal conversation analysis, the study addresses three main topics.

(1) It explicates the interactional organization of the book club and the multimodal practices through which the participants accomplish the institutional agenda.

(2) It tracks how the students become interactionally competent participants over the course of two terms (18 weeks). Specifically, it describes how the students improve the recipient design of their contributions when they talk about a book to the group and more effectively align themselves as recipients.

(3) The dissertation reveals how the facilitator's instructions work as a catalyst for transforming the students' participation practices and evolve the institutional norms. The findings suggest directions for providing ER with an interactional footing and for conducting ER book clubs specifically.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF EXCERPTS

TRANSCRIPTION CONVENTIONS

Based on the system developed by Jefferson (2004)

```
,           continuing intonation
.           final intonation
?           rising intonation
¿           raised pitch
↓           word abruptly falling intonation
↑           word abruptly rising intonation
↗           inflected rising intonation contour
↘           inflected falling intonation contour
wo:rd       lengthening of the previous sound
=           latching (no space between sound before and after)
[           overlap
0.7         pause timed in tenths of seconds
(.)         micropause, shorter than 0.2 seconds
°word°      speech which is quieter than the surrounding talk
WORD        speech which is louder than the surrounding talk
Underlining Signals vocal emphasis
Italics     mispronunciation or for pseudonym names
(xx)        guessed meaning of the mispronunciation
(xxx)       Cannot be guessed
/IPA/       International Phonetic Alphabet http://lingorado.com/ipi/
hhh         Aspiration (out-breaths)
.hhh        Inspiration (in-breaths)
>he said<   Quicker than surrounding talk
<he said>   Slower than surrounding talk
heh heh     Voiced laughter
sto(h)p     Laughter within speech
£ £         Laughing voice
(( ))       Other details
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ADDITIONAL TRANSCRIPTION CONVENTIONS FOR NONVOCAL DETAILS

Adapted from Burch (2014) and Lamb (2016)

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H           hand(s)
F           finger
R           right
IF          index finger
L           left
B           both
C           center
GZ          gaze (starting at the point of the time)
GZing       continuously gazing
--          holding gesture or gaze in place
+           place where action begins, description of action
+           place where described action begins in relation to talk
*           place where action begins, numbered figure of action
*           place where figured action begins in relation to talk
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>	"to" (direction of gaze shift or movement)
bold	embodiments
#	mimicking with lips without making sound
↑↓	up and down movement
⇄	right and left movement
↓	gaze movement
↓	movement other than gaze

CHAPTER 1

INTRODUCTION

1.1 Objectives

What does it mean to read or be a reader? What does it mean to share what you read and to talk about books? My analytic interests start with these questions, which I began to consider after observing second language (L2) students' participation in an extensive reading (ER) book club setting. I wondered how it was that the students were participating in such an activity type and how and whether that participation might change over time. These questions are, in brief, the motivation for this study. They led me in turn to notice two assumptions in the current ER literature that deserve further examination.

First, most ER research has treated the ER approach as an activity that occurs primarily inside the classroom, where teachers can implement ER as a course requirement. Reflecting this reality, few ER studies have been done in voluntary educational contexts outside of classrooms. In this sense, how ER is established and sustained outside of classroom contexts remains an empirical question. One of the goals of this dissertation is, therefore, to understand how ER is implemented outside of classroom contexts, particularly in a voluntary book club setting. There is a need for research into how book clubs for L2 educational purposes are socially organized, and how the overall organization of such a club's recurrent activities is designed. To fill this gap, this study investigates the social organization of ER in a voluntary book club as a participant-organized activity. As the type of conversation that takes place at book clubs is increasingly happening in real life for both educational and social purposes (Daniels, 2002; Peplow, 2016), a systematic review of book club conversation is warranted.

The second assumption is that reading is a silent and solitary activity. Yet the popularity of book clubs and of the integrated skills approach in educational contexts implies that reading is indeed a social practice (see, e.g., Allington & Swann, 2009; Fister, 2005; Hellermann, 2006, 2017; Hellermann, Thorne, & Fodor, 2017; Kooy & Colarusso, 2012; Long, 1992; Parr & Maguiness, 2005; Peplow, 2011, 2016). In fact, in his seminal book on reading, McHoul (1982) showed how reading might be reconceptualized as a social and interactional achievement. Ever since, studies that investigates reading as a social practice expanded (see the list of references in Hellermann et al., 2017, pp. 100–101). For instance, Hellermann et al. (2017) showed how "reading is a process of negotiation between readers" (p. 101) by demonstrating how students play mobile game as an L2 learning task outside of classroom context. The students collaboratively oriented to the instructions in the mobile device via various interactional practices such as public reading and co-reading. In addition, Peplow (2011, 2016) showed how people talk about books they read before the meeting in book club contexts. Although ER is often implemented with associated pedagogical activities that bring talk into the activity of individual reading (see, e.g., S-K. Jung, 2017; Shelton-Strong, 2012; Song & Sardegna, 2014; Suk, 2016), there is still a lack of empirical studies that examine how ER activities evolve as social interaction and how and whether the participants can benefit from participating in them, with one exception (Ro, 2017).

My dissertation, therefore, has two aims. I first explicate the underlying structure and interactional relevancies that enable the participants in an ER book club to accomplish institution-specific agenda. Then, I track the developmental trajectories of interactional practices over time. The longitudinal data collected from the same participants over two terms (18 weeks) allows us to observe changing institutional practices in this literacy event. Following multimodal

and longitudinal studies in CA, particularly those undertaken by Hellermann (2008, 2017), Nguyen (2011a, 2012a,b), and Pekarek Doehler and Berger (2015, 2016), I investigate how the participants develop their interactional competence in the ER book club by focusing on the participants' changes in their interactional practices during the book club activity (see Chapter 4) over time. By meeting these objectives, this study contributes to at least four areas in the field of second language studies: research on institutional interaction, research on literacy and L2 education in general, ER research, and longitudinal studies of L2 development.

1.2 Organization

The dissertation is organized as follows.

Chapter 2 reviews the literature that directed the focus of the study, which includes (a) literature that discusses the theoretical assumptions and methodologies used in extensive reading studies, (b) literature that discusses the principles of CA with a focus on institutional interaction, (c) CA studies on literacy practices, and (d) CA studies on interactional competence and methodological issues confronting the investigation of development through longitudinal CA studies. The research questions are presented at the end of the chapter.

Chapter 3 describes the research context, participants, data, and transcription procedures.

Chapters 4 through 6 present findings of this dissertation. Chapter 4 identifies activity phases that are pervasive in the book club practice, how they are sequentially positioned, and how they emerge and end in the course of the interaction. Then, by focusing on the participants' interactional conduct during one of the focal book club activities, Chapter 5 documents how the participants talk about a book to the group, and how their participation during the talk changes from less to more engaged and complex over time. Chapter 6 is a case study that shows how one

participant's practices of using notes during his task reports (i.e., reporting on his responses to

the task for the writing activity of the day; see Chapter 4 for more details) changes over time.

Finally, in Chapter 7, the main findings are summarized and their implications are

discussed. Directions for further research are also suggested.

CHAPTER 2

BACKGROUND

2.1 Introduction

This chapter first presents an overview of general trends in extensive reading (ER) studies and provides a brief review of ER research in educational contexts outside of classrooms. Secondly, the chapter outlines the key characteristics of institutional interaction. Thirdly, it discusses CA studies on literacy practices. Fourthly, it describes the concept of interactional competence (IC) and discusses some of the methodological issues confronting the investigation of development through longitudinal CA studies. Finally, it presents the research questions, which address the interactional organization of the ER book club and the development of IC in relation to ER activities.

2.2 Extensive Reading

Harold Palmer is claimed to have been the first practitioner of ER who used the term *extensive reading* in a foreign language teaching context (Day, 2015; Kelly, 1969; Palmer, 1964). He defined ER as an act of reading quickly and a great deal, with a focus on both language study and gaining information. As Day (2015) noted, these elements—reading many books in a speedy manner for the purposes of learning and gaining information—are still recognized and utilized in the practice of ER.

To further support foreign/second language teachers, Day and Bamford (1998, 2002) offered 10 principles for teaching ER (see Appendix A), which often have been used as guidelines by ER practitioners and as a way to define ER (e.g., Burrows, 2013; Soliman, 2012;

see also Day & Bamford, 2002, as well as the appendix in Day 2015 for further publications that refer to these principles). In fact, Day (2015) shows, by investigating 44 reports of ER programs that used the term *extensive reading* in their titles or keywords, how ER practitioners in general value and utilize the principles when they implement ER in their own educational contexts (see also the April and October 2015 discussion forum issues on ER in *Reading in a Foreign Language Journal* for more detailed discussions on Day and Bamford's ER principles).

Furthermore, Day (2015, p. 298) found that "the top three core principles" most used in the 44 ER studies were: (a) *learners choose what they want to read* (38/44), (b) *learners read as much as possible* (36/44), and (c) *a variety of reading material on a wide range of topics is available* (35/44), which correspond to three of the four principles he had indicated as the most important of the 10 in an earlier article (Day, 2003). Although it is true that there is "no single approach to the practice of extensive reading" (Day, 2015, p. 296) and that the principles should be "guidelines rather than commandments" (Macalister, 2015, p. 126), these three principles are particularly valued by most ER researchers, and it is these principles that make ER different from other reading approaches (e.g., intensive reading, grammar translation).

2.2.1. *General Trends in ER Studies*

Extensive reading as a pedagogical approach to L2 learning has been implemented and researched in various foreign/second language learning contexts, and studies reported many positive learning outcomes for more than fifty years. In fact, annotated bibliographies of ER that appeared in 1999 and 2000 list over a hundred studies (Jacobs, Renandya, & Bamford, 1999, 2000), and the number of ER studies has continued to grow. With the belief that students learn to read better by reading more (Day & Bamford, 1998; Grabe, 2009; Grabe & Stoller, 2011;

Krashen, 2011), ER scholars have paid particular attention to the effects of reading (as an activity done by individuals) on various L2 learning outcomes.

As noted by many eminent scholars in the field, it is important not to disregard the fact that ER's aim is not only to develop L2 skills, but also to help students build a life-long reading habitus (Day & Bamford, 1998; Jacobs & Farrell, 2012; Rodrigo, Greenberg, & Segal, 2014; Takase, 2007). In fact, the general pedagogical framework of ER is that students read easy texts for pleasure, read a lot, improve their reading fluency and confidence, enjoy reading, and read more, thus creating a *virtuous cycle of effective reading habitus* (Day & Bamford, 1998; Jacobs & Farrell, 2012; Nuttall, 2005). This framework of ER is also in line with Rodrigo et al.'s (2014, p. 86) model for the development of a reading habitus, which suggests that when students have access to a variety of books and the freedom to read any material that they want to read, they are more likely to develop positive reading attitudes (which may be due to a sense of accomplishment as well as enjoyment) and the motivation to read. This, in turn, leads them to develop a reading habitus (and maybe even to become autonomous readers), which leads to language improvement.

Many studies that take this pleasure reading perspective have documented diverse impacts of ER on many different areas of language learning:

1. *Reading fluency* (e.g., Beglar & Hunt, 2014; Beglar, Hunt, & Kite, 2012; Bell, 2001; Fujita & Noro, 2009; Huffman, 2014; Iwahori, 2008; Lao & Krashen, 2000; Matsui & Noro, 2010; Taguchi, Takayasu-Maass, & Gorsuch, 2004)

2. *Reading comprehension* (e.g., Bell, 2001; Elley & Mangubhai, 1983; Fujimori, 2006; Hafiz & Tudor, 1989, 1990; Nakanishi & Ueda, 2011; Tudor & Hafiz, 1989; Yamashita, 2008)

3. *Vocabulary* (e.g., Grabe & Stoller, 1997; Horst, 2005, 2009; Kweon & Kim, 2008; Lao & Krashen, 2000; Pigada & Schmitt, 2006; Yamamoto, 2011)

4.   *Grammar* (e.g., Elley & Mangubhai, 1983; Lee, Schallert, & Kim, 2015; Rodrigo, Krashen, & Gribbons, 2004; Song & Sardegna, 2014; Yang, 2001)

5.   *Writing* (e.g., Elley & Mangubhai, 1983; Hafiz & Tudor, 1989, 1990; Lee & Schallert, 2016; Mermelstein, 2015; Park, 2016; Tsang, 1996; Tudor & Hafiz, 1989)

6.   *Reading motivation* (e.g., de Burgh-Hirabe & Feryok, 2013; Judge, 2011; Komiyama, 2013; S. Mori, 2002; Nishino, 2007; Ro, 2013, 2016; Takase, 2007)

7.   *Attitude* (e.g., Ro & Chen, 2014; Ro & Park, 2016; Rodrigo et al., 2014; Yamashita, 2007, 2013)

8.   *General L2 proficiency* (e.g., Jeon & Day, 2016; Mason & Krashen, 1997; Nakanishi, 2015; Sakurai, 2015; Yamashita, 2008)

Considering the large amount of empirical evidence for ER's positive effects on language learning, it is no surprise that Mori (2015) commented: "There is no shortage of studies that have reported the beneficial effects of [ER] on various aspects of second/foreign language acquisition" (p. 129). Using either (quasi-)experimental designs or qualitative interviews, these studies provide plentiful empirical evidence that ER benefits students' language learning and improves their affective disposition towards reading. At the same time, they also illustrate the major trends in ER research over the past three decades.

2.2.2. ER in Educational Contexts Other Than Classrooms

        The studies mentioned above have mostly been implemented in classroom contexts, and they report the positive learning outcomes from the ER approach. These studies mostly implement ER as a course requirement, although this inherently undermines Day and Bamford's (1998, 2002) sixth principle (i.e., "reading is its own reward"). Many ER scholars found in the importance of intrinsic motivation (and hence in the sixth principle) when it comes to building good reading habitus. Among these scholars is Mori (2015); she also argues, however, that in reality, there are few presumably low proficient L2 readers who are intrinsically motivated to

read in their L2 without extrinsic incentives. Reflecting this reality, few ER studies have been implemented in a voluntary educational context outside of classrooms. In this section, I will review the few studies that have implemented ER in nonclassroom contexts. The discussion will focus on how the authors conceptualized, implemented, and investigated ER, and on the studies' pedagogical implications.

I focus on the following five published studies: Leung's (2002) self-study on learning Japanese, Nishino's (2007) case study of two Japanese middle-school girls in EFL tutoring sessions, Ro's (2013) case study with an unmotivated Korean adult L2-English reader in private reading sessions, Pigada and Schmitt's (2006) case study on a Greek speaker's French vocabulary acquisition, and Song and Sardegna's (2014) study on Korean middle-school students' learning of English prepositions in an afterschool program.

First, Leung (2002), as a native English-speaking learner of Japanese and a researcher, investigated the influence of ER on her own vocabulary acquisition, reading comprehension ability, and attitude towards reading in Japanese. She used her diary as a primary source of data, along with a vocabulary test designed for this particular study. In the diary, she reflected on what she learned and noticed while doing ER every day. The study highlights five characteristics of the ER approach that she claimed to have followed: (a) *reading as much as possible*; (b) *reading a variety of materials of interest*; (c) *reading materials that are well within the reader's linguistic competence*; (d) *choosing one's own reading for the purposes of pleasure, information, and general understanding*; (e) *doing simple, encouraging, and reading-related follow-up tasks in a low-anxiety environment*. For 20 weeks, she spent an hour every day studying and reading Japanese texts. In addition, after the ninth week, she began having weekly one-hour sessions with a Japanese friend to talk about the books she read. She reported that, at the end of the 20

weeks, ER had had a positive influence on her vocabulary and reading comprehension skills, as well as on her attitude towards reading in Japanese.

Next, Nishino (2007) conducted a case study on her daughter and niece, both native Japanese speakers, to investigate the effects of ER on their L2 English reading strategies and reading motivation. This study is one of the rare longitudinal ER studies, having lasted more than two years. The tutoring sessions were motivated by the pedagogical purposes of developing the two participants' reading fluency and providing them an opportunity to enjoy the "natural pleasure of reading" (p. 81). Though Nishino does not clearly state whether the learners' participation in the tutoring sessions was initially voluntary or not, she does say that they were free to quit any time they wished. Although the time and frequency of their meetings were pre-organized (15-minute reading sessions four times a week), the girls were free to attend or not.

Nishino (2007) conceptualized ER in terms of four characteristics: (a) *readers have the freedom to select their own books*; (b) *they have the freedom to stop reading a book if it is not interesting*; (c) *they do not look up words in the dictionary*; and (d) *they read for pleasure*. These characteristics imply that she valued affective dimensions in her implementation of ER. During the 15-minute sessions, all participants including the researcher silently read their own books; occasionally, the girls asked the researcher a few questions regarding the story or word meanings. By taking field notes during the reading sessions and doing four semi-structured interviews during the 2.5-year study, the author documented various reading strategies that the readers used during the ER as well as the characteristics and dynamic changes of their reading motivation.

Similarly, I did a case study to investigate changes in an unmotivated L2 reader's reading motivation and anxiety during eight weeks of pedagogically oriented ER sessions (Ro, 2013).

Although I did not specifically indicate how I conceptualized ER in the study, my emphasis on pleasure reading as well as my role as a mentor in the reading sessions, where I "sat close by reading [my] own English books and responded to her questions about the storyline, word or phrase meanings, and grammatical structures" (p. 218) suggest how I saw ER and that I valued the affective dimensions of reading. The participant and I decided together to do these reading sessions, and we negotiated how to do them before the onset of the study. We arranged to hold 30-minute reading sessions three times a week for eight weeks. During the sessions, we silently read our own books except when the participant had questions related to her book. In order to track the participant's reading anxiety and motivation, I took field notes during and after each session. I also gave the participant a questionnaire and interviewed her three times during the study. I concluded that pleasure reading reduced the participant's anxiety and increased her motivation towards reading in English, and I also suggested several factors that contributed to these changes (e.g., comfort, ease, and enjoyment).

Another case study conducted outside of a classroom setting was Pigada and Schmitt's (2006) study on the word knowledge development of a 27-year old Greek learner of French during a month-long ER treatment. The ER used four participant-chosen books. The learner took a pretest and a posttest and participated in an interview at the end of the month. The tests assessed spelling ability, meaning knowledge, and grammatical knowledge (by asking for the words to be used with prepositions and articles). The authors found a strong positive effect of ER on spelling but less effect on the participant's knowledge of meaning and grammar.

Pigada and Schmitt (2006) conceptualized ER by adding the aspect of *pleasure in reading* to Grabe and Stoller's (2002) definition of ER, which is to read "large quantities of material within [the readers'] linguistic competence" (p. 259). In fact, Pigada and Schmitt

emphasized the fact that the learner read a "sufficient amount" (a book per week; see Day & Bamford, 2002; Nation & Wang, 1999) of simplified books that were easy enough for the participant to comprehend without the aid of other resources. Although the authors did not specifically indicate how they implemented ER or found the participant, the article implies that the learner read alone and read one book per week without receiving any explicit instruction related to the content of the reading.

Similarly, Song and Sardegna (2014) investigated the effects of ER on learners' incidental acquisition of grammatical knowledge; in this case, English preposition use. Song and Sardegna, using what they called "enhanced ER" (i.e., ER with associated activities), conducted the study with 12 Korean secondary school students in an afterschool English program. Although the authors do not explain whether the students voluntarily joined the program, they do clearly describe how they implemented ER. For one semester, the students spent an hour and a half reading and doing reading-related activities twice a week after school. The 90-minute group meeting was divided into 60 minutes of individual silent reading and 30 minutes of moderated group discussion (for the first half of the program) or postreading activities such as book sharing or book poster presentations (for the second half of the program).

In their conceptualization of ER, Song and Sardegna's (2014) study highlighted the importance of having students freely choose what they want to read, but they also emphasized the potentially significant impacts of communicative output activities. They administered pre- and posttests and conducted interviews with the participants. The tests showed that the enhanced ER treatment improved the students' ability to notice and correct wrong prepositions as well as to produce correct prepositions. Based on these results, they claimed that "reading plus activities leads to more incidental gains in both receptive and productive knowledge" (p. 76).

The ER studies discussed in this section were all conducted in educational contexts outside of classrooms, and they all report positive outcomes from doing ER as well as innovative ways to implement ER in diverse educational environments. The results imply that ER can be implemented in a more voluntary (or "ideal"; Day & Bamford, 1998) context, in which reading really is its own reward. The key pedagogical implication of these studies is that students benefit not only from reading interesting materials, but also from being engaged in social activities in which they share and talk about their books during (Nishino, 2007; Song & Sardegna, 2014) and after reading sessions (Ro, 2013), as well as in tutoring sessions (Leung, 2002) and perhaps even when being interviewed (Pigada & Schmitt, 2006). Although it is natural to talk about books when people get together for the purpose of reading, few researchers have focused on these social aspects of ER (e.g., S-K. Jung, 2017; Ro, 2017; Shelton-Strong, 2012; Song & Sardegna, 2014; Suk, 2016). This dissertation extends this small body of research. It investigates how L2 students participate in an ER book club as a social activity and whether they benefit from participating in it. The study advocates for ER book club interactions to be acknowledged and analyzed as orderly social activities. I conduct detailed investigations of contextualized interactional data to provide comprehensive illustrations of how the ER book club is constructed and how the students develop their literacy practices over time. The study contributes to the area of institutional CA, and to research on literacy practices specifically and interactional competence in general, which I outline in the next sections of this chapter.

2.3 Institutional Interaction

According to Heritage and Clayman (2010), there are two research traditions in CA: *ordinary conversation* (or basic CA) and *institutional interaction* (one strand of applied CA).

While the first focuses on an ordinary conversation in daily lives, studies of institutional interaction focus on environments where "the goal of participants is more limited and institution-specific" (p. 15). In other words, this body of work aims to investigate social interaction in which the interaction is understood in terms of institution-specific inferential frameworks (Drew & Heritage, 1992; Heritage & Clayman, 2010). In fact, CA has been interested in interaction in institutional settings for more than forty years. Seminal studies on courtroom interaction (Atkinson & Drew, 1979), classroom interaction (McHoul, 1978), medical consultations (Heath, 1981, 1986), and news interviews (Clayman & Whalen, 1988; Greatbatch, 1988) are still influential in the field of institutional CA. In particular, Atkinson's (1984) work on political speeches—"an unusually colorful landmark" study (Antaki, 2011, p. 7)—along with two edited volumes on institutional interaction from the early 1990s (Boden & Zimmerman, 1991; Drew & Heritage, 1992) laid the groundwork for a growing amount of research in this area (see, e.g., Heritage & Clayman, 2010; Richards & Seedhouse, 2005).

The institutionality of institutional interaction becomes apparent when it is compared to ordinary conversation. In ordinary conversation, structurally, conversations are open-ended and participants jointly negotiate the topic and share the responsibility for managing the progress of the interaction; in other words, the organization of interaction as a *system* provides for equal access to turns (Sacks et al., 1974). Ordinary conversation participants often have different rights and obligations that do not come from the interaction. In addition, there are often cultural and other restrictions on acceptable topics.

Conversation analysts consider ordinary conversation as the basic form of interaction, as it is the most pervasive and fundamental medium through which people conduct various activities in their daily lives. Institutional interaction, on the other hand, is institutional because

the interaction is oriented to accomplishing institutional business (Drew & Heritage, 1992; Heritage, 2004). Clearly, ordinary conversations can take place in any institutional context, with participants talking about daily topics, for example. It is the participants themselves addressing an institution-specific agenda that makes interaction institutional, not where it takes place or who the participants are.

Drew and Heritage (1992) and Heritage and Clayman (2010) highlighted the following three key features that are shared across various kinds of institutional interaction: (a) goal-orientation (i.e., participants' orientation to their relevant identities in a particular situation), (b) special constraints on allowable contributions (i.e., the speech exchange systems that are contingent on institutional activities), and (c) institution-specific inferential frameworks and procedures (i.e., the context-specific interactional conduct that may generate different inferences in ordinary conversation and other institutions). CA of institutional interaction observes how participants orient to these institutional properties of the interaction. In order to investigate how these properties work, analysts inspect the following five areas for whether and how participants organize their conduct in institution-specific ways (Drew & Heritage, 1992; Heritage & Clayman, 2010; Kasper & Wagner, 2014): (1) turn-taking organization (e.g., is turn allocation tied to institutional identities?), (2) overall structural organization (e.g., does the activity progress in particular ordered phases?), (3) sequence organization (e.g., are there activity-specific sequences?), (4) turn design (e.g., what actions are done in the turns that are specific to the institutional context?), (5) lexical choices or institution-specific registers that are associated with institutional identities (e.g., how do participants make selections from institution-specific registers?). On top of these five areas for probing institutionality, Kasper and Wagner (2014) indicated the need to investigate nonvocal resources (e.g., gaze, gesture, body movement, facial

expression, and the use of objects), as these devices also do specific institutional work that requires analytic attention. By focusing on these six areas to study institutionality in an empirically rigorous manner, we can understand how institutions are "talked into being" (Heritage, 1984b, p. 290). This dissertation demonstrates how an ER book club is talked into being by analyzing how participants orient to their construction of the institutional businesses during the literacy events at hand. The following section discusses studies on literacy practices. Focusing on studies that take a conversation-analytic approach to literacy practices, I will discuss the research tradition that takes literacy as social perspective. I will also briefly review Hellermann's (2006) L2 literacy study to illustrate how literacy events are socially constituted in an L2 classroom context and to what extent participants learn from participating the literacy events.

2.4 Literacy Practices

Reading research typically focuses on reading as an individual and solitary act, and this is the approach taken by scholars in the cognitive field. A parallel research tradition highlights that reading is necessarily social (Allington & Swann, 2009; Long, 1992), and that reading practices in which spoken interaction is used for various interactional and institutional purposes involve public and observable behavior (see Hellermann, Thorne, & Fodor, 2017 for a review). For instance, Hellermann et al. (2017) showed how students used mobile texts and read-aloud practices to manage L2 tasks during mobile game activities outside of the classroom context; Church (2010) showed how teachers responded to children's questions and comments during shared book-reading activities at a preschool; and Peplow (2016) showed how the members in four different book club contexts conducted their own institutional affairs and drew on shared

repertoires (such as mimetic reading practices). As noted by Hellermann (2017), "Although much reading research focuses on the individual, internal cognitive processes involved in reading, research in ethnomethodology and conversation analysis [EMCA] has re-framed the study of reading on how it is engaged with and co-constructed in social interaction" (p. 2).

There is also a CA tradition of writing research that views writing as a social practice. For example, Nguyen (2012b) showed how an L2 student over time learned to better collaborate with a teacher to accomplish the transition from social chat to writing talk, which was the business of their meeting, in an office hour context. Young and Miller (2004) documented an L2 student's change from peripheral to fuller participation in revision talk with his teacher during ESL writing conferences over time. Moreover, in a series of studies on peer tutoring in a graduate writing center, Waring showed how a tutee resisted a tutor's writing advice (2005), how tutees accepted tutors' advice while managing asymmetries (2007a), and how tutors used accounts in their advice giving to validate and promote an agenda of saving face, managing resistance, and doing pedagogy (2007b).

This line of literacy research from a social perspective further includes examinations of reading in classroom lessons (e.g., Church, 2010; Freebody & Freiberg, 2001; Heap, 1985, 1990, 1991; Hellermann, 2006, 2017), everyday literacy practices inside and outside of school (e.g., Freebody, Ludwig & Gunn, 1995), book clubs (e.g., Peplow, 2011, 2016; Ro, 2017, in press), writing lessons (e.g., Davidson, 2005, 2007a, 2007b, 2009a), writing conferences and tutorials (Koshik, 2002; Nguyen, 2012b; Waring, 2005, 2007a, 2007b; Young & Miller, 2004), studies of literacy practices with digital technologies (e.g., Davidson, 2009b, 2012; Heap, 1992; Hellermann et al., 2017; Thorne et al., 2015), and more. These studies have expanded our

understanding of literacy as a social practice, and they remind us that literacy is neither context-free nor value-free (Heap, 1991).

To illustrate how literacy events are constituted and to what extent students learn from participating in them, in what follows, Hellermann's (2006) L2 classroom literacy study is briefly reviewed. Hellermann analyzed the following three literacy events in a sustained silent reading classroom context: (a) book selection and silent reading; (b) practices for opening pair interaction for story re-telling; and (c) filling in and filing reading logs. By using EMCA, Hellermann traced the change of one of the students' (Eduardo's) participation in his book selection practice from less to more proactive over time. At the beginning of the first term, Eduardo selected a book without looking at it, displaying little proactiveness. However, by the fourth week of the silent reading activity, Eduardo began not only to show a change in his participation practices by spending time in the process of selecting his book and being the first student to stand up and select a book, but also to display expertness by taking the initiative to explain to a new member what book selection and the silent reading activity entailed (see Excerpt 1, pp. 383–384). The study also showed how Eduardo's participation changed in opening re-tells (with the emergence of verbally active participation) and filing reading logs (e.g., from dependent to independent filing). Hellermann argued that the changes show how "learning is a situated practice accomplished through repeated interactions with the entire classroom community" (p. 398). Hellermann also documented the different developmental trajectories of participation of another student (Abby) within the same literacy events. For example, unlike Eduardo, Abby showed a change in the initiation of pre-activity talk (e.g., checking her peer's readiness to do a task) from less to more proactive over time. Hellermann

18

argued that such differences were due to the students' different levels of familiarity with various literacy practices.

As this example and other studies of literacy practices show, literacy in institutional settings where spoken interaction is used for institutional purposes is indeed a social practice, and learning can occur through participating in such literacy events. What it means to read or write, what it is that a reader reads and a writer writes, how the participants interpret their reading and literacy-related interactions, what the context and goals for reading and writing are, and how or whether learning can occur by participating in such literacy events are in many cases empirical questions that can be answered through observation. Drawing on these CA studies on literacy, this dissertation aims to further expand understanding of literacy as a social practice by focusing on an underresearched educational site, the ER book club. The dissertation demonstrates how an ER book club is socially organized by the participants—that is, how the members situate literacy practices on the occasion of their use and how this reflexively constitutes the practice as what it is—and how or whether their changes of literacy practices occur during their participation in the events over time. As mentioned above, the pedagogical rationale for ER is to promote students' reading. Unlike many other L2 activities in other literacy contexts, provoking motivation to read is at the heart of ER activities. This dissertation shows how the book club members construct their joint affairs while accomplishing this institutional agenda. Specifically, my purpose in this study is to investigate the participants' interactional methods in the doing of ER book club activities, and their changing practices over time. By doing so, this study attempts to show how members conduct their joint affairs while achieving the ER agenda in an efficient and timely manner and how the changes enable them to better meet that agenda over time.

2.5 Interactional Competence and Methodological Issues for Longitudinal CA

From an evolutionary perspective, as Levinson (2006) noted, humans did not evolve language and then become involved in social life, but, rather, the reverse. The primacy of interaction over language is the focal aspect when conceptualizing interactional competence (IC). As noted by Kasper and Burch (2016), IC comprises socially and culturally available practices that people use to interact in diverse social settings. This competence is socially grounded in that its components are locally constructed in interaction and shared with members in specific communicative contexts. First proposed as a concept by Schmidt (1983) and others (Kramsch, 1986; Wells, 1981) and further elaborated by Hall (1993, 1995, 1999) and Young (2000, 2003), IC, in this sense, is concerned with the utilization (and identification) of interactional resources, and the co-constructive nature of interactions. IC is available *in* interaction (Mehan, 1979) and is "authentic" (Kasper & Burch, 2016) in that it is real and consequential for the participants in the ongoing interaction. IC is thus a procedural competence, and therefore can only be studied by observing interaction locally (see also Nguyen, 2017).

In the last few years, CA, as applied to L2 interaction, learning, and development, has made further advances in IC research, particularly by providing theoretical and methodological ways to specify the process of how participants accomplish competence in situ, and how developmental changes are occasioned and can be traced in situated contexts (e.g., Hall, Hellermann, & Pekarek Doehler, 2011; Pekarek Doehler & Berger, 2016; Pekarek Doehler, González-Martínez, & Wagner, 2017, and much more). In this line of research, IC is not only viewed as a fundamental condition for learning but also as an object for learning. For instance, in a series of studies of long-term development, Nguyen (2006, 2008, 2012a) traced how two pharmacy interns developed their expertness and interactional competencies in patient

consultations. Nguyen showed how the interns over time became more efficient in managing patient consultations as well as how their talk became more recipient-designed and more responsive to contingent demands in interaction. Moreover, in a pioneering longitudinal CA study, Hellermann (2006, 2007, 2008, 2011, 2017) described the development of interactional competence in L2 by investigating various interactional practices associated with postreading literacy events and dyadic task interaction such as task openings and endings, story openings, and repair. The findings indicated that the development of interactional competence comprises, among other things, changes in experienced practices and the development of sensitivity for recipient design and preference organization of talk. There are also Ishida's works on Japanese learners in study abroad (2006, 2009, 2011), and more recent works by Kim (2017) and Hauser (2017) on learners of English in conversation-for-learning contexts. This line of research has shown how learning can be traced longitudinally as changes in practices for actions performed in classrooms (Hellermann, 2008) as well as changes in practices for social actions outside of classrooms (or "in the wild"; Wagner, 2015) such as service encounters (Nguyen, 2012a). By bringing a longitudinal element to CA (i.e., "vertical comparison"; Zimmerman, 1999), these studies demonstrate that the development of interactional competence is socially observable, relevant to the participants, and consequential to how interactions unfold.

In investigations of longitudinal data, a central methodological issue is how to warrant its consistency. What appears to be change could be due to differences in various factors that might vary across time and settings (Brouwer & Wagner, 2004; Nguyen, 2016). For instance, Nguyen (2016) recently found that the different demands and goals of two different social settings (role-play and workplace) had a "strong influence on how [her focal participant] reproduced, removed, or reshaped her interactional practices" (p. 18). Tracing the development of an interactional

object requires that the object be observed in comparable sequential contexts and in activities with comparable actions (Hall & Pekarek Doehler, 2011; Lee & Hellermann, 2014; Markee, 2008; Sanders, 2003, Zimmerman, 1999). Each episode needs to be analyzed in its own right first, only after which it may be possible to track how the members' methods change across different periods of time "within specifiable and comparable (or, if possible, identical) sequential environments, speech exchange systems, and more generally social settings" (Pekarek Doehler & Berger, 2016, p. 4) through longitudinal comparison (or "episodic analysis" Nguyen, 2012a; and see also Nguyen, 2017).

By taking this line of research, this dissertation views interactional competence as (a) involving the students' ability to participate in the book club interaction and (b) an object for them to develop over time to be better capable of participating in the book club. Becoming a more competent member in the practices and community of the club's literacy events entails learning how to employ particular knowledge contingently in interaction as well as how to participate to better meet the general goal of the meeting, which is to promote reading and to practice English.

In sum, this chapter's discussion supports the conclusion that CA has made important advances in literacy and IC research, particularly by providing theoretical and methodological ways to specify the process of how developmental changes are occasioned and how they can be traced in situated contexts of language use. The development of language forms is intertwined with the development of perspective, identity, and social relationships, and CA provides a way to see how this actually happens, at the level of turns at interaction. Also, as noted by Lee and Hellermann (2014),

CA's attention to sequential organization of nonnative discourse can provide TESOL

professionals with important insights into what matters in performing particular actions in

L2 use and how changes of L2 use are occasioned and acted on by nonnative speakers of

English. (p. 782)

The purpose of dissertation is to show how CA could contribute further to the ER field by

demonstrating the participants' interactional practices in ER book club activities and their

development thereof.

2.6 Research Questions

Guided by the theoretical and methodological framework of CA, this dissertation

investigates an underresearched educational site, the extensive reading book club. The following

research questions frame the study:

1. What is the interactional organization of the ER book club as a social activity?

2. What changes occur in the participants' literacy practices over time?

To be more specific, this dissertation first investigates how the members use shared

common-sense knowledge and shared methods of reasoning in the conduct of their joint affairs.

The study then examines how the participants develop their literacy practices during a particular

phase (talking phase, see Chapter 4 for more details) of the ER activity over time. Considering

the importance of understanding multimodal resources in analyzing turn construction

(Deppermann, 2013), this study pays particular attention to how the participants manage their

interaction with such multisemiotic resources as gaze, gesture, facial expression, bodily posture,

movement in space, and manipulation of artifacts when participating in the ER book club

activities.

CHAPTER 3

DATA AND METHOD

3.1 Introduction

In this chapter, I start out by providing some background on book clubs. I then introduce the research setting and the participants. Next, I briefly describe the data and the data collection procedures. Finally, I discuss how the data were transcribed.

3.2 Book Clubs

Common definitions of "book club" are "a club organized for the discussion and reviewing of books" (www.dictionary.com) and "a group of people who meet to discuss a book or books that they have read" (www.wikipedia.org); in other words, book clubs are places where people gather to talk about their reading. Book club members meet in various places including but not limited to public libraries, cafés, workplaces, and so on, and they usually discuss *a* book that they (should) have read. There are several different types of book clubs such as "all-male, all-female or mixed groups; fiction or non-fiction groups; crime, romance or contemporary literary fiction groups" (Peplow, 2016, p. 1). In the majority of cases, the meetings take place regularly and are attended by the same individuals, who may have various purposes but mostly meet to derive pleasure from sharing their responses to texts, producing collaborative interpretations, and hearing about other members' thoughts and experiences associated with the readings (Peplow, 2016).

In educational contexts, however, book clubs are considered more than just a gathering for sharing opinions about a book or two. They are viewed as a "non-school-like" (Lattanizi,

2014, p. 19) afterschool or extracurricular activity with various educational purposes, such as enhancing students' cultural identity (Criss, 2013), cultivating lifelong readers (Littlejohn, 2011), and developing general discussion ability through talking about books (Daniels, 2002). In other words, book clubs in educational contexts have different or additional institutional goals. It is important to note in this regard that, compared to the typical book club settings mentioned above, the ER book club in this study differs in at least four ways: (a) the institutional agenda of the club is to promote students to read more and to practice English; (b) the participants in the ER book club read different books of their choice (as opposed to reading the same assigned book) following the generally accepted ER teaching principles; (c) the participants are required to write and report on a response to a writing task prepared by the facilitator in advance; and (d) expertise in the target language (English) varies among them, which becomes relevant in their interaction time to time (Ro, 2017). The ER book club is thus a unique educational site that deserves further investigation.

3.3 Setting and Participants

3.3.1. Setting

The book club meetings were voluntary, with no credit or any other benefit (or penalty) for attending (or not attending). The meetings were conducted informally as an extracurricular activity in the context of an intensive English program (IEP) and an English for academic purposes (EAP) program at a university in the United States. To be more specific, the institution, which uses a quarter system (10 weeks a quarter), runs three programs for second language students: the General English Program (GEP), the Academic English Program (AEP), and the Pathways Program (PP). Both the GEP and the AEP are equivalent to an IEP in that the students

are not (yet) enrolled in the university. Most of the students in the GEP are in fact study-abroad students whose goals are typically to learn English and gain cultural experience rather than to enter the university, while most of the students in the AEP aim to get into the university and move into the PP. The PP is equivalent to an EAP program in that it provides supplementary English language courses for students who are enrolled in the university.

3.3.2. Participants

One of the instructors at the institution, Hailey[1] (L1 Japanese; fluent in English), facilitated the book club as an extracurricular activity for some of her previous students in the program; its purposes were language learning, building good reading habitus, and socializing.[2] Hailey, who has a master's degree in Second Language Studies, has taught English in diverse international language programs using the ER approach in the US and Japan since 2008. However, leading an informal ER book club while being a participant herself was a new practice for her as well as for the students.

The six members of the book club came from different programs at the institution: Harim (Taiwanese, 26 years old) and Terin (Thai, 25) were in the GEP (equivalent to intermediate-level IEP), whereas Shone (Japanese, 23), Clara (Chinese, 20), Tombo (Chinese, 25), and Rayin (Chinese, 24) were in the AEP (advanced-level IEP) at the onset of the study (winter quarter). Later, in the spring quarter, Clara moved up to the PP (EAP) and Shone left the institution to go back to Japan, leaving five members (excluding the facilitator) in the book club. Some of the students knew each other from before the book club because they had taken the same classes: Rayin and Harim had taken a class together, and Tombo, Clara, Terin, and Shone had all been in

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[1] Participant names are all pseudonyms.
[2] These are the purposes indicated in the email and attached flyer (Appendix B) used for recruiting club members.

a class that the facilitator had taught in Fall 2014, the quarter before the book club began. Students also read different amounts of texts and had different attendance rates (see Table 3.1 below).

Table 3.1: Participants

Students	Reading amount	Attendance (n/18)
Harim	15B (168,118W)	18
Rayin	9B (118,803 W)	12
Terin	6B (74,424W)	11
Shone	4B (64,807W)	8
Clara	5B (55,754W)	11
Tombo	2½B (13,221W)	6

Notes. B = books; W = words

3.4 Data

The data of the current study consist of approximately 16 hours of audio and video recorded extensive reading book club meetings, which took place once a week for 18 weeks (across two quarters). Each meeting lasted approximately 30 to 90 minutes. The recruiting process was done through personal emailing with a flyer made by the facilitator (Appendix B). The facilitator contacted five of her previous students (Harim, Terin, Shone, Clara, and Rayin) who she thought would be interested in attending, and they all ended up joining the book club. Tombo joined later (in the third week of the 1st quarter) after hearing about the club from Shone and Clara. The participants agreed to be video and audio recorded for research purposes. Two cameras were set at different angles mostly either front and back or left and right to better capture the participants' actions, gestures, and facial expressions. The audio recorders were usually located near the students.

For each quarter, the facilitator led an orientation on the first day, so only 16 of the meetings were actual book club sessions where the students discussed their books. During the first orientation, the facilitator instructed the students to find L2 books from the large collection

of graded readers (simplified books for L2 students) kept in a student lounge at the language institute that are easy enough for them to comprehend and that they would like to read during and outside of the book club. They were also asked to freely borrow more books when they finish reading and to be prepared to talk about them during the sessions. She also laid out the activity structure of the book club where the students will read, write, and talk about what they read and wrote. During the second orientation, the facilitator provided more specific instructions than she had so far. Unlike the first orientation, the second orientation had interventional purposes: to make organizational changes that would help the book club better meet the institutional goals. I conducted a focus group with the students after the first quarter to learn about their perceptions of their book club experiences. Then I reported back to the facilitator, summarizing what the students had discussed with me. She used some of this report to decide on organizational changes such as reducing reading time, expanding writing time, and instructing the students to ask each other more questions about their books, and she introduced these changes and instructions at the second orientation. At the same time, she also provided some specific instructions of her own, which were not based on my report of the students' perceptions but on her observations over the past quarter. In particular, she told the students to rely less on their notes when talking about their books and presenting their responses to the writing task. This instruction became relevant in the participants' interaction and their changing practices during the book club activities. Change in their practices and how such change comes about is one of the focal analytic points of this dissertation (see Chapters 5 and 6). The facilitator, as a professional ESL teacher trained in ER, designed the book club in accordance with ER principles (Day & Bamford, 1998, 2002). In contrast to a prevalent teaching approach that focuses on reading as an individual activity, she adopted Green's (2005) interactional approach to reading.

The activities she implemented were intended to help the students to read and practice English more, and to gain language benefits as a consequence.

Two out of 16 meetings were not recorded due to equipment failure, resulting in 14 recordings of book club sessions. For analytic consistency I also exclude three dyadic or triadic (i.e., when only 1 or 2 students showed up) book club sessions, resulting in 11 sessions. Most of the meetings in the 1st quarter were conducted in a student lounge which provided the graded readers that the facilitator mainly used for the book club. At the end of the 1st quarter, the club moved to a classroom because the student lounge was often noisy and their meetings were sometimes disturbed by other people coming and going. Table 3.2 provides an overview of the data and excerpts I use for this dissertation.

Table 3.2: Overview of Data

Dates	Sessions	Extracts	Locations	Participants
01.14.15	BC 1.1	*1st Orientation (FAC, H, R, Tr, C, S)*		
01.21.15	BC 1.2	Ex. 4.7	SL	FAC, C, S, Tr, H
01.28.15	BC 1.3	*No recording*		
02.04.15	BC 1.4	Ex. 5.1; 6.2	SL	FAC, H, R, C, S
02.11.15	BC 1.5	Ex. 4.5; 4.8; 5.2; 6.1; 6.3	SL	FAC, Tm, R, Tr, C, S, H
02.25.15	BC 1.6	Ex. 4.10	SL	FAC, S, H, Tm, R, Tr, C
03.04.15	BC 1.7	Ex. 5.3	SL	FAC, S, Tr, H, R
03.11.15	BC 1.8		SL	FAC, C, Tm, S, Tr, H
03.20.15	BC 1.9	Ex. 4.6; 4.11; 4.12	CR	FAC, C, R, H
04.08.15	BC 2.1	*2nd Orientation (FAC, H, R, C, Tm)*		
04.15.15	BC 2.2	Ex. 5.5	CR	FAC, Tr, H, Tm, R
04.22.15	BC 2.3	Ex. 6.5; 6.6	CR	FAC, H, C, Tm, R
04.29.15	BC 2.4	*Not a multi-party setting (FAC, H, Tr)*		
05.06.15	BC 2.5	Ex. 4.1; 4.9	CR	FAC, H, R, C, Tr
05.15.15	BC 2.6	*No recording*		
05.20.15	BC 2.7	*Not a multi-party setting (FAC, H)*		
05.27.15	BC 2.8	*Not a multi-party setting (FAC, H, Tr)*		
06.03.15	BC 2.9	Ex. 4.2; 4.3; 4.4; 5.6	CR	FAC, R, Tr, H

   Notes.   BC = book club; SL = student lounge; CR = classroom; Ex. = Extracts;
          FAC = facilitator; H = Harim; R = Rayin; Tr = Terin; C = Clara; S = Shone;
          Tm = Tombo

Chapter 4 explains the general organization of the book club activities in detail. Chapters 5 and 6 focus on how the participants talk about their books and what they wrote as a response to a writing task and their changing practices.

3.5 Transcription

I transcribed the audio and video recordings of the book club meetings according to standard conversation-analytic conventions (Jefferson, 2004). For the transcription of nonvocal conduct, I adapted the conventions developed by Burch (2014, 2016; see also Goodwin, 2013; Lamb, 2016), which include codes and textual descriptions of gaze, posture, facial expression, gesture, and manipulation of objects as well as screenshots from the video recordings (see transcription conventions). With one exception due to equipment failure, the 14 recordings had high sound and visual quality. The recorded interaction is mostly in English but there are instances of code-switching to Chinese and Japanese, particularly in repair and greeting sequences. Interaction in languages other than English is represented in a three-line format (original language, English gloss, idiomatic English translation).

Moreover, as all the participants were L2 speakers of English, transcription decisions often had to be made between representing the original pronunciation of the speaker and preserving the readability of the transcript. Following Kim (2009), standard orthography was used to transcribe the interaction unless the speaker's pronunciation became relevant in the interaction. In this case, the speech segment was transcribed in IPA format. After transcribing the data, the transcripts were read repeatedly and compared with the video recordings to verify that the transcript included the relevant embodied action. Also, some of the transcribed data were

double checked by the members of the Conversation Analysis Data Session group at the

University of Hawaiʻi at Mānoa.

CHAPTER 4

THE SOCIAL ORGANIZATION OF AN EXTENSIVE READING

BOOK CLUB

4.1 Introduction

One type of sequential organization through which participants manage their interaction is overall structural organization. As noted by Robinson (2013), overall structural organization

embodies a source of context, and provides a source interactional coherence, that shapes and constrains participants production and understanding of behavior in interaction, and that is relatively external to the more local sources provided by, for example, turn and sequence organization. (p. 278)

In fact, by focusing on how participants show an orientation to overall structural organization as a coherent undertaking, CA have demonstrated how a claimed overall structural organization is both "*relevant* to, and *procedurally consequential* for, participants" (Robinson, 2013, p. 260). Studies on institutional CA, in particular, have investigated overall structural organization that participants in various institutional settings orient to in their construction of the institutional business at hand. Heritage and Clayman (2010), for instance, investigated how institutional interaction is socially organized in emergency service calls, doctor-patient consultations, court interactions, and news and political communications. The authors (Heritage & Clayman, 2010) described the phase structure of the "acute care primary visit," in which patients present newly arising problems to their doctors in: (a) opening, involving the physician's action to elicit the patient's present concerns through opening questions such as, "How can I help?"; (b) problem presentation, involving patients presenting their medical concerns, (c) data gathering, involving

history taking and physical exam, (d) diagnosis of the presented problems, (e) treatment, and (f) closing. Such ordered sequences represent how people in the institutional settings use shared common-sense knowledge and shared methods of reasoning in the conduct of their joint affairs. In other words, these are normal institutional affairs, "designed to get successive tasks done in an efficient and timely manner" (Kasper & Wagner, 2014, p. 193).

This chapter describes the overall structural organization of the extensive reading (ER) book club as an ordered sequence of activity phases. Through inductive analysis, this chapter shows how the participants conduct the ER book club as their joint affair. The participants show what they understand the activity to be through their conduct of interactional order and orientation to overall goals of the institutional activity as well as context-sensitive adaptation of the local turns. The overall organization of the book club is as follows. In preparation, all participant—including the facilitator—choose books from the large collection of graded readers at the language institute, and read as much as possible of their chosen book.[3] By doing so, they are following six of the ten ER principles that have been generally accepted in the field of ER (Day & Bamford, 2002):

The reading material is easy

A variety of reading material on a wide range of topics must be available

Learners choose what they want to read

Learners read as much as possible

Reading is individual and silent

The teacher is a role model of a reader

(pp. 137–139)

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[3] Some of the books that the facilitator read were also graded readers.

Then, during the first phase of the book club sessions, all participants each continue to silently read their own books for 10 to 15 minutes. The main pedagogical goal for ER activity is to promote students to read (Day & Bamford, 1998; Jacobs & Farrell, 2012). The reading phase of each meeting opens up additional space and time for the members to read their books.

After the reading phase, all participants write a response to a writing task that either suggests a topic or asks a question, prepared by the facilitator each session. They write for about 10 minutes, and then take turns talking about what they wrote and their reading, often expanding the talk to further discussion of the books. The writing and talking phases encourage the students to read more in their free time, thereby meeting the institutional agenda: The participants are expected to read a sufficient amount before the meeting to be able to effectively participate in the writing and talking activity, particularly because the reading phase of the meetings is usually not long enough to prepare for such participation.

Moreover, the writing and talking phases provide the students time and space to practice English; they are required to write and talk in English to take part in the activities. The facilitator's writing tasks facilitate discussion that goes beyond merely summarizing the books they individually read, as the tasks usually guide the readers to interpret and talk about their opinions of their books. This kind of postreading activity is a generally accepted practice in the field of ER (Day, 2012; Jacobs & Farrell, 2012). In addition, the facilitator collects the students' writings to provide grammatical feedback. This again shows that the book club has an agenda for L2 learning, as also stated in the flyer (Appendix B). The ER activities in the book club, in other words, are generally designed for motivation and language learning purposes. The activities are implemented to help the students to read and practice English more, and as a consequence, the facilitator expects the students to gain language benefits.

4.2 Analysis

4.2.1. The Reading Period

Overall, the reading period is organized into three consecutive action sequences, the opening (Excerpt 4.1), reading proper, and closing (Excerpt 4.2) sequences. In the opening sequence, the book club members collaborate in launching the reading activity. Once the reading activity has been launched, participants silently read their books continuing from where they left off before the meeting. In the closing sequence, the members collaboratively bring the reading activity to a close.

4.2.1.1. Opening of the Reading Activity

The session opening in a book club, as in other institutional settings, involves shifting from casual conversation to the institutional activity (Ford, 2008; Nguyen, 2012b). In the early stages of the book club, a schism (Egbert, 1997) sometimes occurred among the participants, usually resulting in two groups, with one group talking about their daily lives, the other reading their individual books. From the eighth meeting onwards (2^{nd} semester, 2^{nd} session), the data showed all participants involved in talk about everyday matters before the book club begins. The participants' involvement during the pre-opening stage of the book club displayed changes as their relationships developed over time. The casual talk usually lasted from about one to eight minutes.

The pre-opening takes place while the group waits for other members to arrive and while the facilitator sets up cameras and audio-recording equipment. At every meeting, the facilitator is the one to initiate the shift from casual talk to the first institutional activity of the book club, an action bound to her institutional identity as facilitator. Similar to how a teacher and a student

close up social chatting and initiate work during office hours in Nguyen's (2012b) study, it is the facilitator who initiates the transition in the book club. She does so usually by saying 'okay' (see also the use of 'okay' as transition discourse marker in Bangerter & Clark's [2003] study). The transition involves the establishment of mutual participation (Goffman, 1981) by everyone preparing to read (e.g., by taking out their books) and in this way collaboratively opening up the reading period. The facilitator acts as the interaction manager (H. Jung, 2017; Kasper, 2004) by initiating the transition and instructing the students to read, and the students follow her lead by starting to read their individual books. In her instruction to begin reading, the facilitator often specifies the time available for individual silent reading, indicating time constraint on the reading activity. In most cases, students start to read their books or at least get ready to read their books (e.g., by opening them) even before she finishes her instruction, showing their membership knowledge and thereby reflexively constituting themselves as book club members. Excerpt 4.1 presents an example of the most typical opening of reading activity observed in the data. Prior to the beginning of Excerpt 4.1, the participants were talking casually about who might be absent today.

Excerpt 4.1 (Opening of the Reading Activity)

```
01    FAC:  I thi↑nk +he's sleeping.
      FAC:  GZing Har
      Har:  GZing FAC
02          (.)
03    Ter:  +kh[::↓
      Ter:  +smiles
04    FAC:     [but I don't +want to wake him up.
      FAC:                  +GZ > Ter
05    Ter:  +uh h:↓
      FAC:  +GZ > Har
06    FAC:  +so hhhhhh:↓
      Har:  +smiles, GZ > down
07          (0.5)
08    FAC:  +.h::
      FAC:  +GZ > down
09          (0.5)
                          *FIG. 4.1.1    *FIG. 4.1.2
10  → FAC:  okay:↓ let's, *(0.4) let's *read: for about:↓ (.)
```

```
11 →        seven +minutes¿
   FAC:            +GZ > Har
   Cla:            +grabs & GZ > book
12         +(0.6)
   FAC:    +GZ > Cla & Ter's side
   Ter:    +GZ > FAC
13 FAC:    +yeah?
   FAC:    +GZ > book
14         (2.0)

           *FIG. 4.1.3
15 Ter:    *grabs & GZ book
```


FIG. 4.1.1
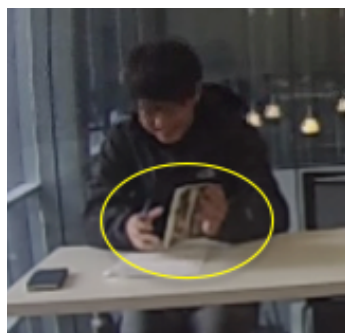
FIG. 4.1.2
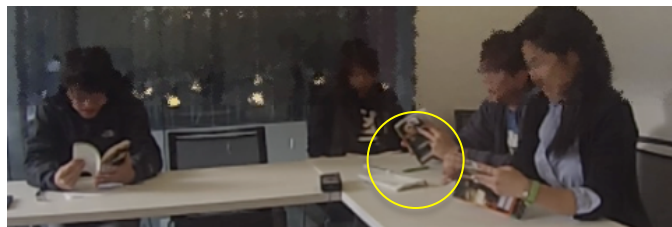
FIG. 4.1.3

In line 10, the facilitator marks the transition point from social chat to institutional activity with the discourse marker 'okay'. She then opens up the reading period, in lines 10 to 11, by instructing the students to read their books for a specific amount of time. She does so while checking the time by gazing at the wall clock (see Figure 4.1.1), showing that the reading activity is subject to a time constraint, and then shifting her gaze back at the students (lines 11–

12). Note that Harim grabs and opens his book even before the facilitator says the word 'read' (line 10; see Figure 4.1.2), demonstrating that he recognizes what the facilitator is doing by applying the hearer's maxim[4] (Sacks, 1972, 1992). In other words, he shows his membership knowledge—gained from his book club experience over time—and thereby reflexively constitutes himself as a book club member (see also Nguyen, 2012b, which shows how a student learns over time to more successfully project action and collaborate with a teacher to transition from social chat to an institutional activity). In line 11, Clara also shows her understanding of the facilitator's instruction by grabbing and gazing at her book before the facilitator finishes her instruction. Terin, however, is not engaged with his reading, the expected response to the faciliatator's initiation, but instead is gazing at her (line 12). The facilitator in line 13 acknowledges this gaze with 'yeah' in rising prosody while shifting her gaze to her book. With the gaze shift to her book, she is demonstrating that the expected response is to read, which Terin then shows his understanding by following it (line 15; Figure 4.1.3).

This excerpt shows how the participants orient to the silent reading as an individual activity, creating the environment for *further* reading of their own (see how the participants read their books from the middle not from the start in Figure 4.1.3). This excerpt also shows that the launching of the reading phase is an orderly joint achievement, initiated by the facilitator as a category-bound activity. The facilitator's instruction projects reading as a relevant response action and makes available the space needed for their individual reading. The reading activity usually lasts seven to ten minutes until the facilitator closes it.

---

[4] Hearer's maxim is a rule that states "if two or more categories are used to categorize two or more members of some population, and those categories can be heard as categories from the same collection, then: hear them that way" (Sacks, 1992, p. 221).

4.2.1.2. Closing of the Reading Activity

The closing of the reading period involves the facilitator instructing the students to stop reading. She usually does this with a turn initiation, 'okay' after checking the time either by gazing at the room's clock or her watch. Excerpt 4.2 is the most typical closing of the reading activity observed in the data.

Excerpt 4.2 (Closing of the Reading Activity)

```
            *FIG. 4.2.1
01          *(1.0)
02 →  FAC:  <+okay::↓ stop, reading there:↗>
      FAC:   +GZ > book

            *FIG. 4.2.2
03          *(6.0)
```
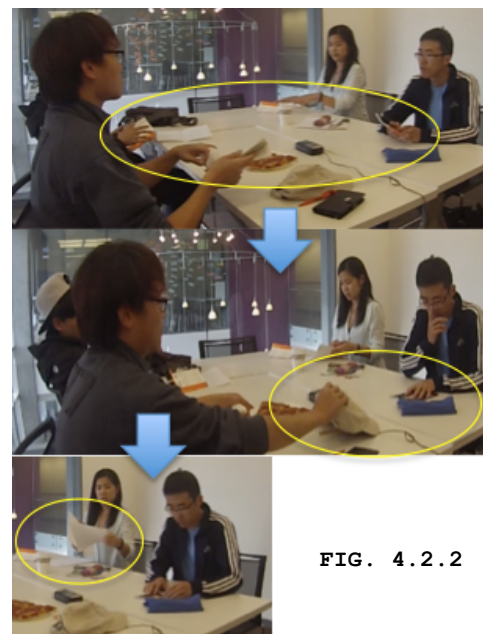

FIG. 4.2.1

FIG. 4.2.2

Prior to this excerpt, the participants have been silently reading their individual books for about eight minutes. The facilitator checks the time (see Figure 4.2.1) and instructs the students to stop reading (line 2), thereby doing being an activity manager. The instruction is formulated in a slow but direct (i.e., imperative) manner while gazing at her own book; she is instructing the students to stop reading, while also finishing reading something in her own book (see the

39

discussion of "multiactivity" in Haddington, Keisanen, Mondada, & Nevile, 2014). The facilitator then shifts her orientation to the writing activity by distributing the task sheets that she prepared in advance (line 3). As can be seen in the consecutive images in Figure 4.2.2, the students do various preparatory actions for the writing activity such as slowly putting down their books and searching for pens before the facilitator has mentioned anything about writing, thereby showing their membership knowledge about the normative organization of the book club. Also, with the ensuing orientation to the new activity, the participants show that they understand the reading activity to have reached completion.

In short, the excerpts show that the opening and closing of the reading period is an orderly joint achievement, initiated by the facilitator as a category bound action. The participants systematically draw on an identifiable normative practice in order to launch and close their reading activity. This interaction takes the form of an instruction sequence usually prefaced with 'okay,' which functions here as a closing implicative marker (Beach, 1993), and a time check. It is through these orderly openings, readings, and closings that the participants collaboratively create, sustain, and close additional reading time.

4.2.2. *The Writing Period*

The writing period evolves through similar types of activity phases as the reading period except that the participants are expected to write instead of read: opening (Excerpt 4.3), writing proper, and closing (Excerpt 4.4). The book club members collaborate in launching the writing activity, and they collaboratively bring the activity to a close after spending some time (7-15 minutes) on it. The section begins with the opening sequence and then moves on to the closing sequence.

4.2.2.1. Opening of the Writing Activity

The facilitator opens up the writing activity by first handing out a writing task sheet (Appendix C) to the students, and then reading it out. The work of the writing is to provide some time for the participants to plan what they would say during the talking phase. The facilitator often uses additional interactional work (i.e., by reformulating or reworking the task) to help the students to understand the writing task better. The students also launch question sequences to seek more information or confirmation from time to time. In contrast to the reading activity, the facilitator seldom indicates a specific time frame for the writing activity.

During the opening sequence of the writing activity, the students display a cooperative stance (Goodwin, 2007) towards the facilitator—that is, they align with the facilitator's instruction—by gazing at the writing task, writing their names on the sheet, and sometimes even by starting to write on their sheet. In addition, a recurrent action in opening the writing activity is requests to borrow a pen. Excerpt 4.3 (line 1 is line 3 in Excerpt 4.2) demonstrates a typical opening of the writing activity. It shows how the facilitator launches the writing task and collaboratively works with the students to achieve mutual understanding with regard to the task. The writing task of the day is: "What would you ask the author or the main character if you met him/her? Why?"

Excerpt 4.3 (Opening of the Writing Activity)

```
01    FAC:   distributes writing task
02    Har:   I forgot to +bring my pen.
      Har:   GZing FAC
      Ray:                 +GZ > Har
03           (0.8)
04    FAC:   don't worry:↗ +I have many:: pen.
      Ray:                 +opens pencil case
05           (.)
06    Ray:   yes:↓ [me too.
07    FAC:         [oh (.) and Rayin, >also has many (pencil
08           in his pencil case)<=
09    Ray:   =but uh I don't have (little °pen°).
```

```
10              +(1.3)
      Ray:    +hands out pen
      FAC:    +finishes distributing task
11    Har:    +thank you.
      Ray:    +gives pen to Har

              *FIG. 4.3.1
12              *(1.8)
13 →  FAC:    >okay so< today's:↗ is: um::↓ (0.7) +>what
      FAC:    GZing down                              +GZ > task
14 →          would you ask author or the main character< if

              *FIG. 4.3.2
15 →          *you met him or her↓ (0.8) +and why:.
      FAC:                                 +GZ > Ter
16              +(2.3)
      FAC:    +GZ > Har
17    Ray:    +huh hh:
      Ray:    +smiles, GZing task

               *FIG. 4.3.3
18              +*(1.7)
      FAC:    +GZ > Ray
19    FAC:    okay?
20              (.)
21 →  FAC:    +so:↓ (0.4) +the author:¿ or: the main character.
      FAC:    +GZ > Ter      +GZ > Har
      Ter:    +nods, GZing task
22              (0.6)
23 →  FAC:    or:↑ both.

              *FIG. 4.3.4
24              *(1.4)
25    Har:    +oh:↑
      Har:    +backward nod, GZing task
26              (.)
27    FAC:    +yeah?
      FAC:    +GZ > task
28              (1.0)
29            FIG. 4.3.5
```


FIG. 4.3.1

FIG. 4.3.2

FIG. 4.3.3

FIG. 4.3.4

FIG. 4.3.5

Suchman (2007) pointed out that whereas written instruction is a static form of instruction designed for a generalized audience, oral instruction is designed for particular recipients at a specific moment, and thus is interactive. Excerpt 4.3 shows how the participants transform the written instruction or writing task into an oral instruction and contingent local action. In lines 1 to 10, the facilitator distributes the writing tasks to the students. The students initiate talk about borrowing a pen during this time (lines 2 to 11). After some additional preparation—such as putting the spare sheets away (line 12; see Figure 4.3.1)—the facilitator reads out from the task instruction (lines 13–15). In this way, she is initiating verbal instruction (as a first pair part) for the students to write their responses on their task sheets (as a second pair part). With this instruction, the facilitator projects writing as a relevant response action, and makes available to the students and herself the space needed to write the response in preparation for the upcoming talk. At the same time, she checks on students' understanding of the task with distributed gaze. The students also align with the facilitator's orientation to the instruction by gazing at their sheets, possibly reading the task instruction (see Figure 4.3.2). However, Rayin

and Harim treat the task as problematic: see Rayin's smile and marked laughter in line 17 and

Harim's leaning movement towards the sheet in Figure 4.3.3 (line 18). The facilitator

acknowledges the laugh with 'okay' in rising intonation in line 19. She then reworks of the

previous read-aloud version in line 21 while distributing her gaze to other students. In so doing,

she treats the students' previous embodied displays as indications of their trouble with the task

and shows which part of the task she understands them to be having trouble with, while at the

same time marking transition to the writing activity. Through this way of reworking, the

facilitator deals with the display of trouble during instruction delivery sequences (see also

Kobayashi Hillman, Ross & Kasper, 2017 who show how a researcher and a research participant

deal with instruction in psycholinguistic experiment setting).

Overlapping with the facilitator's reworking, Terin claims his understanding with a nod

(line 21). The facilitator then adds an increment to the re-worked instruction in line 23 while

gazing at Harim. After a short pause in line 24, during which Harim gazes at the writing task

(Figure 4.3.4), Harim demonstrates his new understanding with 'oh' (Heritage, 1984a) and a

backward nod (line 25). Although it is unclear whether his new understanding with the

instruction is due to the facilitator's reworking or his re-reading of the task, what is important to

note in this excerpt is that the facilitator's clearing up understanding problems when such

problems come up is a category bound predicate for being a book club facilitator. The instruction

or task needs to be carefully reworked when it becomes necessary to create intersubjectivity and

to move forward the institutional activity. In line 29, the students begin writing with no further

displays of trouble (see Figure 4.3.5). Also at this point, after the participants have successfully

opened the writing period, the facilitator checks the time, possibly orienting to a time constraint

on the writing activity.

4.2.2.2. Closing of the Writing Activity

After the students have individually worked on writing a response to the task, the facilitator initiates a transition to the next activity (talking about books and the task answer) by instructing the students to finish up their writing after she has checked the time. Then, the facilitator either waits or finishes up her own writing. During this wait time, the participants who have finished writing either engage quietly in small talk or stay silent until the facilitator officially completes the writing period in collaboration with the students. This wait shows that the transition can only be achieved when all the participants display their readiness. The waiting time usually lasts less than a minute.

The facilitator then initiates the transition, often using 'so' to preface a sequence-initiating action (see also Bolden, 2009), and usually waiting until the students display their readiness to move on (e.g., by putting down their pens) and/or vocally double-checking their readiness, mostly with the use of 'okay' in rising intonation. Excerpt 4.4 demonstrates a typical closing of the writing activity. It begins eight minutes after Excerpt 4.3, during which the participants had been silently writing.

Excerpt 4.4 (Closing of the Writing Activity)

```
            *FIG. 4.4.1
01          *(1.0)
02  →  FAC:  stop:↓ +writing soon:↗
       FAC:         +GZ > notes, starts re-writing
03          (19.6)
04     FAC:  drops pen, GZ > Har
05          (1.1)
06     Ter:  drops pen
07          (2.2)
08     Har:  drops pen
09          (30.5)
       Ray:  writes
       OTH:  waits

10          *FIG. 4.4.2
            *(.)
11     Ray:  [RH rubs ⇄ notes
```

```
        FAC:    [GZ > Ray's RH

12              *FIG. 4.4.3
                *(.)

13              *FIG. 4.4.4
                *(.)
14              +(1.0)
        Ray:    +body > forward
15 →    FAC:    +okay?
        FAC:    +GZ > Ray's notes
16              (0.5)
17      Ray:    +o:↑kay:.
        Ray:    +slight nods
18      FAC:    +o↑kay.
        FAC:    +GZ > forward
19              +(4.0)
        FAC:    +puts book down, then GZ > Ter/Har
20 →    FAC:    so who:↑ starts today.
```


FIG. 4.4.1

FIG. 4.4.2

FIG. 4.4.3

FIG. 4.4.4

The facilitator initiates the closing of the writing period by instructing the students to stop

writing (line 2) after she checks the time by gazing at the wall clock (line 1; see Figure 4.4.1).

This time check indicates that there is a time constraint on the writing activity. Similar to her

closing of the reading activity, as demonstrated in Excerpt 4.2, she formulates the closing of the

writing activity as an instruction. However, in this case, she includes 'soon.' Thus, she designs her instruction to alert the students to get ready for the upcoming transition to the new activity, while still giving them some time to wrap up their writing. As evident in this excerpt, the transition from the writing to the talking period takes much longer compared to the transitions to the reading activity. In this excerpt, the facilitator, who is the first to put down her pen, takes approximately 20 seconds to do so, demonstrating her readiness to move on to the next activity (lines 3–4). Terin (line 6) and Harim (line 8) also demonstrate their readiness, putting their pens down within a few more seconds. Then, Rayin takes 30 seconds more to finish his writing, during which everyone else waits quietly (line 9). This sequence shows that the transition can only be achieved when all the participants display their readiness. Although Rayin puts down his pen in line 10 (see Figure 4.4.2), he picks it up again in line 12 (see Figure 4.4.3), further delaying the transition. It is only when Rayin finally drops his pen and puts both hands down on the table (line 13; see Figure 4.4.4) that the facilitator checks his readiness with her 'okay?' (line 15). In the absence of mutual gaze, the facilitator treats Rayin's action of putting his hands down, as opposed to merely putting the pen down, as a possible indicator that he is ready. After receiving his confirmation (line 17), the facilitator provides a receipt, 'okay' (line 18). She then, during the substantial pause in line 19, puts her book down and shifts her gaze to Harim and Terin. In so doing, the facilitator gets ready for the next activity and checks the other students' readiness. She then initiates the next activity by beginning turn allocation prefaced with 'so' in line 20.

In short, similar to what we saw in Excerpts 4.1 and 4.2, the opening (Excerpt 4.3) and closing (Excerpt 4.4) of the writing period are done as an orderly joint achievement initiated and concluded by the facilitator as category bound actions. The facilitator initiates each action in the

form of an instruction, and the students respond accordingly, creating the normative practice of the reading and writing activities in the book club. Also, similar to the reading period, the writing period has a time constraint. This time constraint in fact pushes the participants to read before the session as much as they can for them to be prepared to effectively participate in the writing activity. As students have limited time to read and to work on their writing during the session, they are expected to be somewhat prepared in advance. In fact, in a few cases, some students display trouble in responding to the task due to their insufficient reading (see e.g., Excerpt 3 in Ro's [in press] study). Also, unlike in the reading period, the transition from the writing period to the talking period only occurs when all participants show their readiness. This shows that talking period is not an individual activity but a collective activity that involves all participants' participation.

4.2.3. The Talking Period

Unlike the launching of the preceding activities, the launching of the talking period is accomplished through the collaboration of the participants. An examination of the interactions that took place during the talking period found a series of recurrent phases that follow the rough order of: (a) opening of the talk (turn allocation), (b) talking about books and task answers, (c) post-expansion of the talk (or topic development), and either (d) opening another round of talk or (e) closing. This section discusses each of these phases in this order. The section begins with the openings, demonstrating how the participants collaboratively work to allocate turns to establish the first primary speaker (see also Hauser, 2009).

4.2.3.1. Opening of the Talking Activity

This section examines the specific turn allocation patterns observed during the opening phase of the talking period across book club sessions. Turn allocation usually starts right after the facilitator secures the students' demonstrations of readiness to move on to the next activity. It has two functions: (a) launching the new pedagogical activity (i.e., talking phase) and, (b) establishing primary speakership, which can take several forms. As opposed to dyadic interaction, where a gathering of two participants forms a "fully-focused gathering" (Goffman, 1961, p. 91), turn taking becomes more complex in multiparty conversations (e.g., Boden, 1994; Ford, 2008; H. Jung, 2017; Murayama, 2012). Especially in small group meetings, where there is likely to be a designated group leader of some sort, the leader often takes charge of multiparty turn taking by assigning topics and allocating turns (Murayama, 2012).

In this data, there is some "structuring of participation" (Ford, 2008, p. 53) established by the facilitator. However, she does not always take on the role of leader in the group's turn allocation (see e.g., a student initiated nomination in Excerpt 4.11; see also H. Jung, 2017, for a similar case in focus groups). In fact, the most common practice in the book club is that the facilitator delegates the nomination of the next speaker to the students, and the students respond in one of two ways: through self-selection or by nominating another student. Excerpt 4.5 below, which is the most typical turn allocation format when launching the first talking phase, is an example of the facilitator soliciting the group's nomination of a speaker, leading to a student self-selecting to take the next turn. In other cases, the students do not select the next speaker; the facilitator would do so instead, as shown in Excerpts 4.6.

Excerpt 4.5 (Turn Allocation: Facilitator Solicitation)

```
           *FIG. 4.5.1
01    FAC:  *okay?
02          +(1.7)
```

```
        Tom:    +stands up & moves away
        Har:     [leans back & GZ > Tom
        FAC:     [GZ > Tom
03 →    FAC:    <so:↘:↗: who: wants to::↓ +(0.6) share their book
        FAC:                                 +GZ > Sho, then > Cla
04 →            first.>
        FAC:    then > Ray
05              +(1.1)
        FAC:    +GZ > down
06      FAC:    >+anyone wants to share their books<?
        Sho:     +GZ > FAC

                *FIG. 4.5.2
07              *(4.4)
08 →    Sho:    +me
        Sho:    +RH up, GZing notes
09              +(.)
        FAC:    +GZ > Sho
10      FAC:    +okay
        FAC:    +GZ > Sho's notes
```
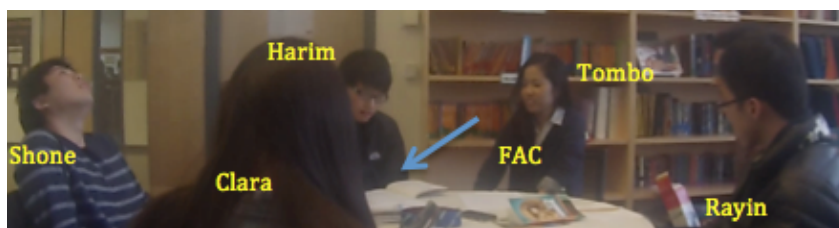

FIG. 4.5.1
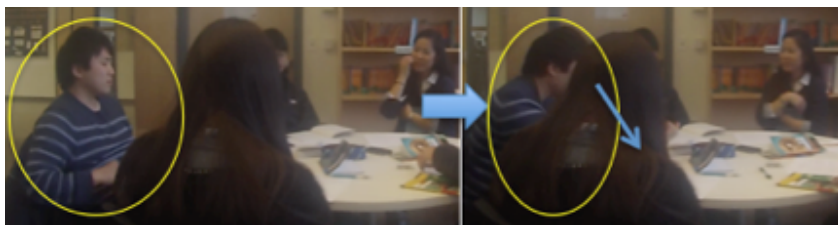
FIG. 4.5.2

After the facilitator checks on the students' readiness with the use of 'okay' in rising intonation while gazing at the students' writing (line 1; see Figure 4.5.1), she initiates the talking activity by soliciting self-selection from the students (lines 3–4). She does so by formulating her question to project a preferred response (Schegloff, 2007) of positive affirmation while distributing her gaze somewhat equally to the students to seek volunteers. With no uptake from the students (line 5), she then restates her solicitation by repairing 'who' to 'anyone' in line 6, which is a more pessimistic version on the act since it grammatically (though not pragmatically)

prefers a negative response as an answer. This second attempt again follows a fairly long wait

with no uptake from the students (line 7). This shows the facilitator's persistence (cf. Burch,

2016) and her preference for having a volunteer rather than nominating a speaker. As a response,

Shone self-selects to be the first speaker of the session in line 8, after gazing at his notes

throughout the wait in line 7 (see Figure 4.5.2), during which he seems to have been preparing to

volunteer. The facilitator accepts Shone's self-selection in line 10, creating the sequential

condition for extended talk (Button & Casey, 1985). Excerpt 4.8 below shows how Shone

formulates his task response to the facilitator's instruction. The turn allocation sequence in this

sequential position in the book club context thus simultaneously performs multiple functions: It

establishes the first primary speaker, it indexes two participants' institutional relation as

facilitator–participant, and it projects extended talk while shifting their complementary discourse

identities to primary speaker–recipient.

 The next section provides an example of a facilitator nomination. Compared to the

facilitator solicitation demonstrated above, turn allocation in a facilitator nomination sequence is

achieved in a faster and a less complex way.

Excerpt 4.6 (Turn Allocation: Facilitator Nomination)

```
           *FIG. 4.6.1
01    FAC:  * >so everyone< done:?
02          +(1.0)
      Har:  +GZ > FAC
03    FAC:  [+done?
      FAC:   +GZ > Cla's notes
04    Har:  [+done.
      Har:   +GZ > notes, LH palm opens
05          (.)
06    Har:  +I done.
      Har:  +LH↑↓
      FAC:  +GZ > Har's notes
07          (0.4)
08    FAC:  +done.
      FAC:  +GZ > Cla's notes
09          (.)
10    Har:  +yeah.
      Har:  +LH↑↓
```

```
11              (0.4)
12    FAC:      +okay:.
      FAC:      +GZ > Har's notes

                *FIG. 4.6.2
13              *(1.5)
14 →  FAC:      [let's start from Rayin:.
15    Ray:      [done
16 →            +(0.9)
      FAC:      +smiles
17 →  FAC:      to[day.
18    Ray:        [+okay::.
      Ray:          +GZ > notes
19              (.)
20 →  FAC:      +hhh=
      FAC:      +GZ > forward
21    Ray:      =uh:::↓
```
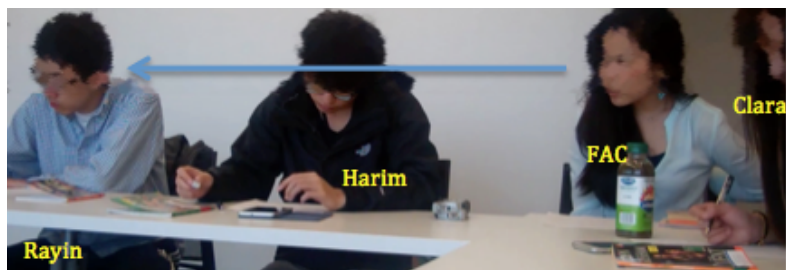

FIG. 4.6.1
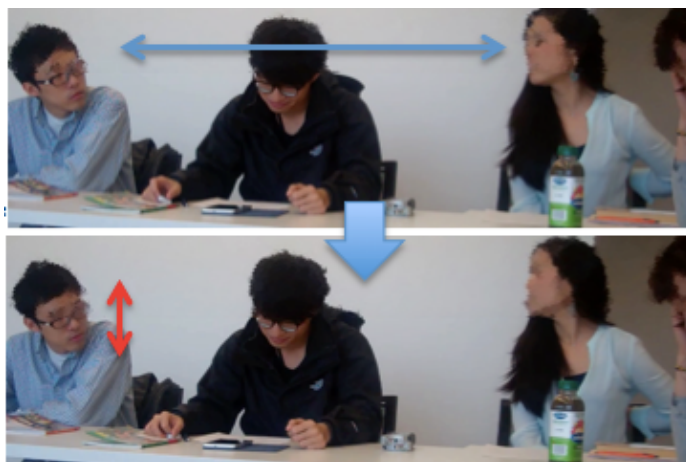
FIG. 4.6.2

After checking the students' readiness (see Figure 4.6.1) and receiving confirmation from them (lines 1–15), the facilitator nominates Rayin to be the first primary speaker (lines 14–17). To be more specific, the facilitator nominates Rayin to start his talk after first having established

mutual gaze, and Rayin confirms his readiness by nodding in line 13 (see Figure 4.6.2). Unlike in the case of facilitator solicitation, the next speaker is selected in a faster and less complex way without delaying the progressivity of the talk (line 18).

To summarize, the turn allocation sequence in opening phase of talking phase takes any of two forms:

a. Facilitator solicitation—student response

b. Facilitator nomination—student acceptance

The excerpts show that the launching of talking period is an orderly joint achievement initiated by the facilitator as a category bound activity. The facilitator often times displays delicate act in nominating the primary speaker by giving the authority to the students to self-select (e.g., Excerpt 6.5). Through these sequences, the participants establish the first primary speaker, construct and shift their institutional identities, and project the upcoming extended talk.

4.2.3.2. Talking Phase: Book Talks and Task Reports

In the talking phase of the book club meetings, the participants orient to one of the focal activities of the meeting: *talking* about the books that they individually read and reporting on their responses to the task for the writing activity of the day (henceforth, task report). The facilitator often uses the verb *share* when giving instructions for the activities of the talking phase: for example, *share your books* (see Excerpt 4.5) or *share what you wrote*. Each speaker then responds by reporting his or her written answers in response to the writing task, usually prefacing the report with relevant book information to give the other members necessary background for the upcoming report. The speakers often do so by using their written notes as "distributed memory" (Hutchins, 1995, 2006). As legitimate participants in the setting, recipients

co-orient to the primary speaker's extended talk by showing attentive listenership. Whereas the opening phase of the activity can be understood as a *preface sequence* to the talking phase, in which the participants collaborate in establishing the next speaker, the talking can be seen as a *telling sequence*, as in (but not limited to) storytelling (Sacks, 1974). Also, the data show that task, in the form of a written topic or question prepared by the facilitator and handed out to the participants at the beginning of the writing phase, shapes how the speakers design their responses. There were two types of writing task: (a) those that required some recounting of the story and (b) those that did not require any recounting of the story (see Appendix C).

This section of the chapter shows the participants' institutionally relevant interactional methods of participating in the talking activity, starting with an example of the first writing task type. Excerpt 4.7 shows a typical case of how members talk about books and their task responses when the topic requires some recounting of the story. The writing task of the day was: "Based on what you have read so far, can you guess what will happen next?" The excerpt starts with Terin self-selecting as the first primary speaker. Figure 4.7.1 below is his written response to the task question, which he uses as distributed memory throughout the talk.

1st Extensive Reading Writing

Based on what you have read so far, can you guess what will happen next?
(Think about the characters, plot, problems that might happen etc.)

There is a story about stockbroker, who is very busy in his work. He was getting more forgetful everyday, because he always think about work in his mind. This is a joke story that he forgot ~~even he has already~~ many things. I guess that he will has more problems, if he do not cure himself. he forget that he already married, It was a big problem. ~~then~~ Nowadays, he do not forget about his work, but I think in the futher he will forget it. It is very dangerous to forget what he buy and sell, because he is a stockbroker.

FIG. 4.7.1

Excerpt 4.7 (Task Type 1)

```
01    Ter:   +okay↓ I will start.
      Ter:   +GZ > notes
02    FAC:   okay.
             *FIG. 4.7.2
03           *(0.9)
                        *FIG. 4.7.3                    (stockbroker)
04    Ter:   ah::↓ I read *about (.) story about s-stobo+ku.
      Ter:                                            +GZ > FAC
05           (0.4)
      FAC:   GZing Ter
06    FAC:   +about::?
      FAC:   +lean > Ter's notes
07    Ter:   +stobo+ku:.
      Ter:   +GZ > notes
      Ter:        +GZ > FAC
08    FAC:   +mhm:.
      FAC:   +nods, GZing Ter's notes
09           +(.)
      Ter:   +GZ > notes
      Sho:   +lean > Ter's notes
10    Ter:   °ah:↓° (.) +who is very +busy in his work↓
      Ter:                          +GZ > Cla
      Har:              +lean > Ter's notes
11           (0.7)
12    Cla:   +mm↓
      Cla:   GZing Ter
      FAC:   +nods
```

55

```
13    Ter:  +he was getting more forget+ful everyday:.
      Ter:  +GZ > notes                        +GZ > FAC
14    FAC:  mhm↑:
15          +(.)
      Ter:  +GZ > notes
16    Ter:  because he always think about +work in his mind:↓
      Ter:                                 +GZ > Cla
17          +(0.6) he: forgot everything and think about work.
      FAC:  +nods
18          +(0.6)
      Ter:  +GZ > notes
      FAC:  +nods
19    Ter:  and:↓ it's a joke story:↑ (.) that he for- that he
20          for- get- +forgot everything.
      Ter:            +GZ > forward
21          +(0.9)
      Ter:  +GZ > notes
      FAC:  +nods
22          I guess:: that, (.) he will have (.) more +problem¿
      Ter:                                             +GZ > forward
23          (0.7)
                                              (cure)
24    Ter:  if he does (.) if he:: don't (.) kill +himself.
      Ter:                                        +GZ > FAC
25    FAC:  +mh[m↑::
      FAC:  +nods
26    Har:     [cure himself.
27          +(1.1)
      Ter:  +GZ > notes
28    Ter:  he forget that he +already married.
      Ter:                    +GZ > forward
29          +(1.0)
      Ter:  +GZ > notes
      FAC:  +big nods
30          it was a +big problem.
      Ter:          +GZ > forward
31          +(0.9)
      FAC:  +big nods
      Ter:  +GZ > notes
32    Ter:  nowadays he::↓ (0.4) don't forget about his work
33          but (0.5) I think in the future:↑ +(1.1) +if (.) °ah:°
      Ter:                                     +GZ > forward
      Ter:                                            +GZ > notes
34          in the future::↑ if if you (we: +he will) forget +(0.7)
      Ter:                                  +GZ > forward
      Sho:                                                      +nods
35          in his work.
36          +(0.7)
      Ter:  +GZ > notes
      FAC:  +nods
37    Ter:  (it is) very dangerous (0.6) to forget +what he
      Ter:                                         +GZ > forward
38          buy::↓ +(.) or what he sell,
      FAC:         +nods
39    FAC:  mhm:↓
40    Ter:  because: he is a stoboku.
41          (0.4)
      FAC:  nodding
```

```
42    FAC:   +do you know what a stockbroker is?
      FAC:   +GZ > Sho
```


FIG. 4.7.2   FIG. 4.7.3

In line 1, Terin self-selects as speaker while shifting his gaze from the facilitator to his written response to the writing task (hereafter "notes"). By doing so, he is getting ready to report what he has written. The initial turn of Terin's report starts with 'I read about story about' (line 4). The object projected by "about" could be the name of the main character or a description/categorization of the main character, which is exactly what Terin provides. By providing the description/categorization, Terin invokes the preference for recipient design instead of the preference for recognitional reference (Kim, 2012; Sacks & Schegloff 1979). In this way, Terin projects what his talking is going to be about while positioning the stockbroker as the focal character of the story. Also note that he gazes at the facilitator to monitor her understanding while producing the word 'stockbroker'. This monitoring act displays his sensitivity towards the recipients in the setting. Terin's gaze in fact opens up a space for the facilitator and Terin to establish intersubjectivity with regards to the word (lines 6–8). In addition, when Terin starts to report in line 4, the recipients show their attentive listenership by changing their body positions: they move their bodies towards the speaker while gazing at the speaker's notes (compare Figures 4.7.2 and 4.7.3).

Terin then resumes his report by reading from his notes (lines 10–16). This "read aloud" practice is one of the institutionally relevant interactional methods that primary speakers often use during this phase of interaction. They rely on their notes as distributed memory (Hutchins,

1995, 2006) and as relevant foci of attention in relation to the ongoing course of action of reporting what they wrote in response to the writing task of the day.[5] Note that during his read aloud, Terin shows sensitivity towards the recipients by monitoring their understanding with his gaze shifts. The recipients also show their alignment with the speaker and their cooperative stance (Goodwin, 2007) with their body movements (leaning towards the speaker) and gaze. In other words, both the speaker and recipients are collaboratively constructing primary speakership for Terin. Through his read aloud, Terin provides the background of the main character and the gist of the story's plot.

He then reworks his previous recount and what he had written in his notes through an upgrade from 'getting more forgetful everyday' to 'he forgot everything and think about work' in line 17. At this point, Terin is going beyond what he had written or prepared to say, and by doing so he re-categorizes the main character from a stockbroker who is in the process of losing his memory to a stockbroker who has forgotten everything except what relates to his work. This shows that Terin is not merely reading aloud from his notes during his task report and that he is aware of what he is reading aloud. In fact, the re-categorized or reworked information about the main character is more topically coherent to the upcoming report of his task answer, where he predicts that the main character will forget everything in the near future, including his work (lines 33–35). After the re-categorization in line 17, Terin provides more information about the story plot on memory loss by categorizing the story as a joke story, again through his read aloud (lines 19–20). The implication of the categorization is that the genre of the book is comedy, or at least that the story-plot contains some humor about the character's memory loss.

In line 22, Terin transitions from his background talk to the report of his task answer. He does so by gazing at his writing (line 21) and reading from the script of his notes (lines 22–40).

---

[5] Chapter 6 focuses on changes over time in one participant's practices of task report with regards to the use of notes.

58

The task of the day is to predict the story. Terin has so far talked about the status of the protagonist's memory loss, and now he is moving on to talk about his prediction for the story about memory loss (lines 22–24; 33–35) and its consequences (lines 37–40). Note the change of pronoun from 'he' to 'I' (line 22), which shows that Terin locates his report as his personal opinion rather than as a report of what is said in the book (cf. Scheibman, 2007), by reflexively constructing himself as the owner of the statement with the epistemic stance marker *I guess* (cf. Kärkkäinen, 2003) and the active voice syntax that formulates *I* as the subject and agent of the utterance.

In short, this excerpt shows how Terin designs his talk by establishing the relevant background (lines 4–20) to his task report (lines 22–40): He provides information about the main character and relevant aspects of the story plot, and then offers his prediction for how the story will unfold, relating the prediction to the background. He does so by using written notes as distributed memory. The participants spend time writing responses to the tasks during the writing phase; during the talking phase, they are using what they had written as a resource to construct and augment their reports.

The excerpt also shows how the talking phase is established in collaboration, with the cooperation of the recipients. The recipients collaboratively construct Terin as the primary speaker by showing attentive listenership and by co-orienting to his extended talk. This excerpt shows that the talking phase is an orderly joint achievement, where a speaker, in collaboration with the others, as a category bound action, takes extended turns at talk to provide book information that is relevant to his or her task answers. By doing so, the speaker also reflexively constructs his or her epistemic authority (Heritage, 2013) as an informed reader of this particular book.

Next, Excerpt 4.8 shows how Shone takes extended turns at talk to share his response to the second type of task, which does not require recounting of the story. The task of the day was, "Choose one character in the story. Then, think of one gift that you want to give [the character] and write briefly why you have chosen that particular gift." Figure 4.8.1 below is his written response to the task.

4th Extensive Reading Writing

Choose one character in the story. Then, think of one gift that you want to give and write briefly why you have chosen that particular gift.

I choose Winston Smith. This book is about surveillance and privacy. There is a party which name is "Big Brother". This party always monitor and supervise people because in this world people who ~~think~~ feel unsatifaction with party or world are supposed to be panished. So I want to give invisible munt. to Winston Smith main character. He realizes this world is not good, and has to address serious problems to ~~change~~ make world a better place. This gift ~~help~~ help him do challenging things. He can go anywhere, think freely about something.

FIG. 4.8.1

Excerpt 4.8 (Task Type 2)

```
01    Sho:  uh:: main character↓ °ah° his name is (0.4) Winston
      Sho:  GZing notes
02          Smith.
03    FAC:  +mhm:↓
      FAC:  +nods
04          (.)
05    Sho:  ah:↓ this story is about, (.) surveillance and
06          privacy.
07          (.)
```

60

```
08     Sho:  ah:::↓ (.) there's a +party which name is +a↓ (.)
       Sho:                          +GZ > forward           +GZ > notes
09           big +brother.
       Sho:      +GZ > FAC > notes
10           +(0.8)
       FAC:  +nods
11     Sho:  ah::↓ big brother::↓ +(0.7) controls the::↓ (0.6)
       Sho:                          +GZ > forward
12           people's +minds.
       Sho:           +GZ > notes
13           +(.)
       FAC:  +nods
14     Sho:  and:↓ (1.0) and monitor and: supervise people
15           because in this world people who::: feel::↓ (.)
16           unsatisfaction with (0.6) party or: +world.
       Sho:                                       +GZ > FAC
17           +(0.6)
       Sho:  GZ > notes
18     Sho:  um::↓ (.) they're supposed to +be punished.
       Sho:                                 +GZ > Ray
19           +(0.5)
       Sho:  +GZ > notes
       FAC:  +nods
20     Tom:  +hh
       Tom:  +smiles, GZing Sho
21           (0.8)
22     Sho:  so::↓ I want to:: give (0.4) invisible munt↓ (0.8)
23           +to +Winston::↓ +Smith.
       FAC:  +nods, smiles
       Sho:      +GZ > Ray      +GZ > notes
24           (0.7)

                          *FIG. 4.8.2
25     FAC:  like +in a invisible*:::↓ (.)
       FAC:  GZing Sho
       Sho:       +GZ > FAC
26     Sho:  yeah↑ h[h
27     FAC:         [like coat kind of thing?
28     Sho:  +hh[h coat +yeah↓
       Sho:  +nods       +GZ > notes
29     FAC:     [>so that he can escape<?
30     FAC:  >yeah yeah< o[kay.
31     Sho:              [yeah::↓
32           (1.4)
33     Sho:  and::↓ (0.4) khm:↓ (0.8) one day he:: realizes
34           this (0.4) this world is not good.
35           (0.7)
36     Sho:  and has to:: (.) address↓ (0.5) serious problems
37           to make world a better place.
38           (0.4)
39     Sho:  so:: this gift (.) help him (.) do: challenging
40           things and: he can go anywhere and freely think
41           about something, (0.4) so, (I'm gonna choose) (0.5)
42           invisible +munt.
       Sho:            +GZ > FAC
43           +(2.9)
       FAC:  +nods
```

```
          Sho:    +nods
44        FAC:    +do you know surveillance and:,
          FAC:    +GZ > Ray
```


FIG. 4.8.2

Shone starts his talk by reporting the name of the main character of his book (lines 1–2).

Although he does not directly read aloud from his notes, he uses them as distributed memory by

selectively reading phrases from his notes but not in full sentences while gazing at them. By

reporting the name of the main character, Shone enables the recipients to be prepared for the

report of his task response, which comes in lines 22 to 23. In other words, his introduction of the

main character makes the character a candidate gift recipient. The facilitator acknowledges his

utterance (line 3), and Shone continues his talk with 'this story is about' (line 5). Again, he is

gazing at his notes while talking. The object projected by "about" could be a

description/categorization of the story, which is exactly what Shone provides (lines 5–6). Shone

here is briefly providing the gist of the book by describing it as 'surveillance' and 'privacy' with

no further description. Unlike the first task type (Excerpt 4.7), the second type does not require

the reader to expand on the story.

Shone then moves on to introduce another protagonist of the story by first introducing a

group's name (lines 8–9). He then categorizes the group as a 'party' that 'controls the people's

minds' (lines 11–12) and 'monitors and supervises people' (line 14). The description is hearable

as a statement that the people in the party are those with power and those who abuse power.

Shone then further elaborates the party's reason for oppressing others (lines 15–18). The

information that Shone provides, which he delivers mostly by reading aloud, is about the main

characters and their descriptions, which is relevant and sufficient information as background to his upcoming task report (lines 22–23). Also note that, similar to Terin in Excerpt 4.7, Shone adds in situ to what he had prepared to say. With his additional description of the party in lines 11 to 12, Shone is showing his sensitivity towards the recipients of his talk.

In lines 22 to 23, Shone orients to his first answer to the day's writing task, which is to choose a gift for the main character. He does so by changing the pronoun to 'I', thereby reflexively constructing himself as the owner of the report while reading aloud from his notes. After achieving mutual understanding with the facilitator of what his gift would be (lines 25–31), Shone returns to the topical talk by reporting his second task response, which is an account of his first answer. He establishes the rationale of his gift to the main character (lines 33–41). He does so by again gazing at (line 28) and reading from his notes (lines 33–41). When he has successfully responded to all of the questions in the task, he moves his talk to a closing by restating his first answer with final prosody while shifting his gaze from his notes to the facilitator (lines 41–42). The facilitator acknowledges this action with her nod in line 43, and then closes Shone's talk by shifting the topic to definition talk (line 44). Throughout the talk, the recipients show their attentive listenership, mostly by gazing at the primary speaker. The recipients other than the facilitator show minimal involvement in the on-going talking process. The students may be co-orienting to Shone's talk but are not showing any assessment or affiliative reaction that could further expand the book talk.

To summarize, the talking phase of the book club is talked into being as an orderly joint achievement in which the selected speaker takes primary speakership to report his or her response to the task of the day with the relevant book information, and the recipients align with the speaker by showing attentive listenership and minimal involvement in the on-going talking

process. The primary speakers also use their notes as distributed memory to different degrees, from direct reading aloud to selective reading aloud. The excerpts also show that task shapes how the speakers design their responses. The facilitator provided two types of task for the meetings' writing phases. The first type requires the participants to talk about some of the story (Excerpt 4.7) but the second type does not (Excerpt 4.8). Shone successfully reported his answer by talking about and describing the main characters, without talking much about the book's story. The institutional agenda of the book club is to promote reading and to practice English. The talking phase plays an important role in accomplishing the institutional agenda as it provides time for members to talk as well as a reason for them to read: to be prepared for the talking.

4.2.3.3. Post-expansion to Book Talks and Task Reports

Another major part of the book club interaction includes a series of *response sequences* (Kasper & Prior, 2015; Sacks, 1974), in which the participants expand the topics raised in the previous talk. The facilitator initiates the post-expansions most of the time, although the students (including primary speakers) sometimes do so as well. In this way, the facilitator shows her institutional identity as being the interactional manager. She does so to open up a space for the participants to talk more about their books, which meets with the institutional agenda. The data also shows six cases without post-expansions, which shows that the expansions are apparently not normative practice of the book club. The expansion sequences are typically initiated by one of the following actions: opinion/information seeking, understanding checks, speaker support, opinion display, or repair initiation. In what follows, this section demonstrates how the participants typically launch post-expansion phase of the previous talk (Excerpt 4.9). I also

include a case without post-expansion (Excerpt 4.10) to provide evidence that post-expansions are not normatively required in the ER book club.

The facilitator-initiated post-expansions are the most typical expansions found in the data, and they generally begin with the facilitator questioning the primary speaker about further details of their book. Once the question is launched, the speaker provides his or her answer, which is often followed by a third-turn 'oh' that claims new understanding (Q-A-*Oh*), or its variants (see also Heritage, 1984a). Excerpt 4.9 is an example, and Clara is the primary speaker.

Excerpt 4.9 (Post-expansion)

```
                  *FIG. 4.9.1
01    Cla:   *and he also need to think who:↑ will (.) take care
02           of his wife: and +daughter.
      Cla:                           +GZ > FAC
03           +(0.8)
      FAC/
      Ray/
      Ter:   +nods
04    Cla:   +yes.
      Cla:   +GZ > notes
05           (0.7)
06    Cla:   that's all:.
07           +(.)
      Cla:   +GZ > Ray/Har's side
08    Har:   +oh:↑
      Har:   +GZ > down
09           (1.1)
10    Har:   +mm::↑
      Har:   +nods
11           (1.5)
12 →  FAC:   +did he already kill +someone?
      Cla:   +GZ > notes            +GZ > FAC
13           (0.5)
14    Cla:   +yes [the +two::↓
      Cla:   +GZ & RFs > books
      Cla:              +GZ > FAC
15    FAC:        [.huh:
```


FIG. 4.9.1

65

In line 6, Clara marks the end of her reporting activity by claiming that she is finished. She receives some minimal responses, particularly from Harim (lines 8 and 10), but no one takes the next turn to expand the topic during the substantial pause in lines 7 to 11. It is then that the facilitator expands the topic by asking a question to seek more information about the story of the book in line 12. In this way, she displays interest in the story and invites Clara to expand her storytelling by asking her to discuss a specific topic. The standard case of a question and answer sequence is that the questioner has an epistemically inferior status relatively to the answerer. As noted by Bolinger (1957), a question "is an utterance that 'craves' a verbal or other semiotic response (e.g., a nod). The attitude is characterized by the speaker's subordinating himself to his hearer" (p. 4). The epistemic relations of speakers as readers of the talked about book and recipients as non-readers embody this standard relation. This kind of post-expansion question in the book club differs from knowledge-check questions in exams and classrooms (Mehan, 1979; Sinclair & Coulthard, 1975; see also Lee, 2007, 2008). The consequence for the questioner's response in third position is therefore the facilitator's claim of new understanding (line 15). Thus, the Q-A-*Oh* sequence is part of what constitutes the ER book club context (see also Ro, 2017, based on the same book club context, which shows how a learning orientation emerges due to the epistemic asymmetries between the speaker and the recipients). Also, this type of post-expansions meets the institutional agenda of language learning by creating a space for the students to talk more about their books and thus practice using the language. Moreover, the questioning practice could facilitate more preparation, thereby more reading, from the students before coming to the session.

The next excerpt shows how the participants do not expand upon the previous talk.

Excerpt 4.10 is an example, and Terin is the primary speaker.

Excerpt 4.10 (Closing of the Talking Phase without Post-expansion)

```
              *FIG. 4.10.1
01    Ter:  *so↑ I think↓ (0.4) it should be::↓ (0.7) survive::
02           +(.) in (island)¿
      FAC:   +nods, GZ > down
03    FAC:  +okay:
      FAC:   +slow nod
      Ter:   +GZ > down
04           (.)
05    FAC:  very good.
06           (.)
07  → FAC:  alright:, (.) then:↗:↘ +you can choose next person.
      FAC:                          +GZ > Ter, RH circle around
08           +(2.0)
      Ter:   +looks around
09    Ter:  +Tombo.
      Ter:   +GZ & RIF > Tom
```


FIG. 4.10.1

In line 1 to 2, Terin summarizes his task report while try-marking the pronunciation of the last word gazing at the facilitator (see Figure 4.10.1). By doing so, Terin is completing his task report, while checking her recognition of the word (Sacks & Schegloff, 1979). The facilitator acknowledges and confirms her understanding with 'okay' in line 3, and then ends Terin's talk by providing explicit positive feedback (line 5) and selecting Terin to nominate the next speaker (line 7). In so doing, she cements the ending of the talk while blocking any further expansions (cf. Waring, 2008). Although the facilitator's positive feedback might resemble the typical question-answer-feedback sequences often observed in teacher-fronted classroom interactions (Sinclair & Coulthard, 1975), the assessment response in line 5 does not embody the

kind of known-information position that entitles teachers to evaluate students' responses; rather, it is a minimal expansion (Schegloff, 2007) designed to end further expansions and move on to the next activity. Terin aligns with the facilitator's closing by nominating Tombo in line 9, after looking around for other potential candidates (line 8). During the no post-expansion cases found in the data (there were 6 cases out of 55), it is the facilitator who plays the pivotal role in managing the turns to move forward with the activity. She does so by eliciting the primary speaker's selection of the next speaker while providing explicit positive feedback, which blocks further expansions.

To summarize, post-expansions provide the space for the participants to further engage with the mentioned books. Sequentially, post-expansions are also the final chance for participants to share their understandings of the book that is being talked about before the group proceeds to a closing of the current speaker's talk, and for that reason such post-expansions occur very often. However, the evidence of the talking phase without post-expansion shows that such expansions are not normative practices of ER book clubs. In addition, as displayed by Ro (in press), the facilitator often times orients to the primary speakers' task answers to create opportunities for the students (and herself) to gain more understanding of their responses during the post-expansion phase.

4.2.3.4. Closing a Non-final Talking Activity: Opening Another Round of Talk

In almost all of the book club meetings, the facilitator initiates the closing of the talking activity (see e.g., Excerpt 4.10). Also, half of her closing-implicative actions are provisions of explicit positive feedback (cf. Waring, 2008). However, there are also cases in which the students initiate the closings, and they also initiate positive feedback, for example, by clapping.

In addition, once a talk is closed but not everyone has yet had their turns, the participants nominate the next primary speaker for another round of the activity. Unlike the turn allocations in the opening sequences of first talking of the session where it is the facilitator who launches the sequence through solicitation or nomination, the turn-allocations in later stages are less restricted in that the students also initiate the sequence. Excerpt 4.11 is the most typical closing of non-final talk, and shows how a facilitator-initiated closing (line 10) with no further taking the turn (line 11) leads the current speaker to nominate the next speaker (line 12). Harim is the primary speaker.

Excerpt 4.11 (Turn Allocation: Student Nomination)

```
          *FIG. 4.11.1
01    FAC:  *oh::↑
02    Har:  +yeah↓
      Har:  +GZ > notes
03    FAC:  >I have- +I don't think I've read the Hobbit before.<
      Ray:           +GZ > FAC
04          (0.7)
05    FAC:  +yeah:↓
      FAC:  +GZ > Har, nods
06    Har:  +yeah:↓
      Har:  +GZ > notes
07          (.)
08    FAC:  +okay.
      FAC:  +GZ > Har's notes, nods

          *FIG. 4.11.2
09          *(1.0)
10  → FAC:  good:↓ (.) +h↓
      FAC:             +smiles
11          (1.6)

12  →       *FIG. 4.11.3
            (.)
13    FAC:  [GZ & LIF > Clara
14    Cla:  [+h:↓ (0.7) +um:↓ (.) it's Kite Runner↓
      Cla:   +GZ > away, smiles
      Cla:             +GZ > notes
```
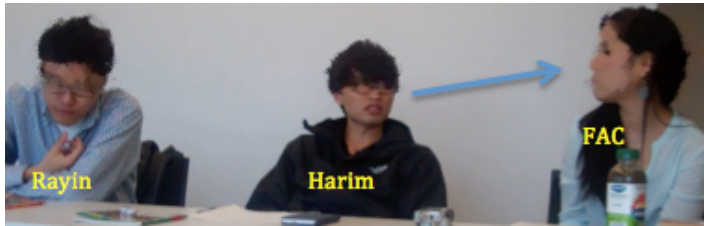
FIG. 4.11.1
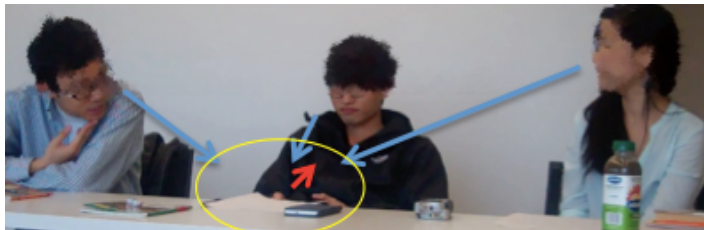
FIG. 4.11.2
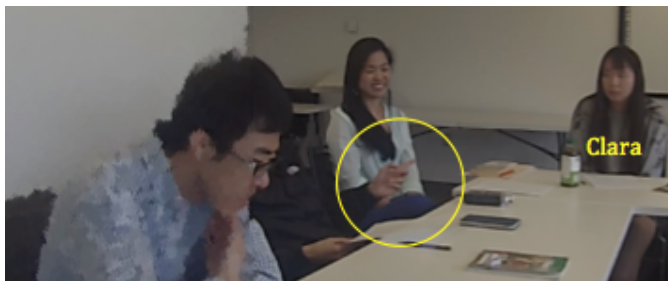
FIG. 4.11.3

In line 3, the facilitator expands the topic by claiming that she has not read the book

Harim is talking about. With no uptake from the students, the facilitator shows that she has

completed her action by saying 'yeah' with falling prosody while gazing and nodding at Harim

in line 5 (see also how nonnative speakers use 'yeah' to mark their prior turns to be complete in

Park's [2004] study), which Harim acknowledges in line 6. The facilitator then acknowledges

Harim's uptake with 'okay' in line 8 while joining Harim's gaze at his notes. In so doing, she is

leaving the floor open for another speaker, particularly Harim, to continue (Gardner, 1997, 2001;

Jefferson, 2002). Harim then moves his notes closer to himself (line 9; see Figure 4.11.2),

possibly searching for what to say next. The facilitator, however, moves Harim's talk toward the

closing by providing explicit positive feedback (line 10). She does so with her gaze on Harim's

notes rather on the recipient of the feedback. By doing so, she is leaving the floor open for

70

anyone, not particularly Harim, to uptake. Unlike in Excerpt 4.10, here the facilitator does not

take another turn to nominate or solicit nomination of the next speaker. She instead waits for a

substantial period of time thereby indicating her preference for having the students to establish

the next speaker without having to instruct them to do so (line 11). Harim then nominates the

next speaker by pointing his finger at Clara (line 12; see Figure 4.11.3) thereby moving the

activity forward. By doing so, he shows his membership knowledge of what is expected to be

done at the moment. In this excerpt, we see how the facilitator, in collaboration with the students,

closes a talk. The participants collaboratively work towards the termination of the talk sequence

and moving the activity forward, either to let another member start their talk (Excerpt 4.11) or to

end the session (Excerpt 4.12), which is the topic of next section.

4.2.3.5. Closing of the Book Club

Once all the members have had their turns being the primary speaker, the facilitator

closes the book club meeting. She usually does so by announcing the closing with 'okay' or

'anyways' (see also Beach, 1993; Button, 1987; Park, 2010), and transitioning from the current

activity to a non-pedagogical activity such as distributing the previous week's written responses

to the students. She collects and distributes the students' writings in order to give them written

feedback, and data shows that she often uses this sequential phase of the meetings to do so.

Excerpt 4.12 below is an example. The task of the day was to talk about the best book read so

far. The facilitator is the primary speaker in this excerpt, and also the last speaker of the session.

The excerpt starts with the facilitator summarizing her response to the task (lines 1). At the

beginning of her talk, she said that the best book she had read during the book club sessions is

the one she is currently reading (omitted). After talking about some of the stories in her book

(omitted), in line 1, she is orienting back to the day's task by claiming that she likes the book.

She formulates this claim as an upshot.

Excerpt 4.12 (Closing of the Book Club)

```
01    FAC:  +so:↓ I- >I don't know↓ I really +like< this book.
      FAC:  +grabs & GZ > book                      +opens page
      Har:                                          +GZ > book
02          (0.4)
03    FAC:  I started reading yesterday.
04          (0.5)

                            * FIG. 4.12.1
05    FAC:  and I: it's been:↓ *(0.8) +yeah:.
      FAC:                            +GZ > Har & Ray
06          (0.5)
07    Har:  [hhh
08    FAC:  [°I +really: like (this so far)°.
                +GZ > Cla

                      *FIG. 4.12.2
09    FAC:  +I want to *finish it.
      FAC:  +GZ > book
10          (0.4)
11    Har:  +good:↓
      Har:  +GZ > down
12          (.)
13    FAC:  ts. (.) yes:.
14    FAC:  .h:: +anyways::↑ (.) +°I'm gonna give it (.) (this)
      FAC:      +putting down book +grabbing notes
15          back to you first of all°.
16          (.)

            *FIG. 4.12.3              *FIG. 4.12.4
17    FAC:  *Rayin:↓:↑ (0.4) this *is for you::↑
```
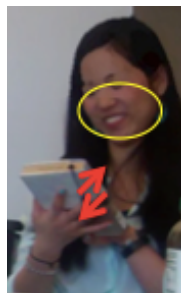

FIG. 4.12.1   FIG. 4.12.2

FIG. 4.12.3   FIG. 4.12.4

With no further uptake from the recipients (line 2), the facilitator self-expands her talk by providing information about when she started to read the book (line 3). Then, in line 5, after gazing at the book for a short time (line 4), she further expands her talk with the conjunction marker 'and.' She then reworks her expansion by repairing 'I' to 'it's been' and flipping the pages from where she stopped reading, which is somewhere in the middle, to the first page of the book (see Figure 4.12.1). By doing so, she is demonstrating that she has read more than half the book within a day, also as an implication that she likes the book. The facilitator then claims that she is done with her turn with 'yeah' (see also Park, 2004) while shifting her gaze from her book to Harim's side of the table. Harim shows his understanding of her demonstration that she read more than half the book within a day with laughter (line 7). This laugh overlaps with the facilitator's restatement of her claim of liking the book (line 8). The facilitator then claims that she wants to finish the book while tapping it and smiling (line 9; see Figure 4.12.2), which is another way of displaying affect towards the book. Harim acknowledges the facilitator's statement with a positive assessment while shifting his gaze from the facilitator to the table (line 11). By doing so, he is treating the facilitator's turn as having ended.

After the facilitator receives Harim's response with 'yes' (line 13), she moves toward the closing of the book club by transitioning from the talking phase to a non-pedagogical activity of distributing the previous week's written responses to the students (line 14). This is an action bound to her institutional identity of facilitator. Similar to how Park's (2010) participants use 'anyway' to close a stretch of talk during ordinary conversations, the facilitator marks the closing of the book club activity by saying 'anyways' with the emphasis on the first syllable and elongation on the last syllable with rising prosody while putting her book down. The facilitator then makes the transition by picking up the students' writing from last week, while quietly

73

describing her projected action, which is returning their writing with the written feedback. At the same time, as can be seen in the consecutive images in line 17 (Figures 4.12.3 and 4.12.4), the students do actions that indicate their alignment towards the closing or transition, such as playing with their phones and co-orienting to the distribution of the writing. In short, the excerpt shows that the closing of a book club session is an orderly joint achievement, initiated by the facilitator. Also, with the ensuing orientation to the non-pedagogical activity, the participants collaboratively show that the book club session has reached completion.

4.3   Summary

This chapter describes the social organization of the extensive reading book club; that is, how the participants jointly accomplish the book club as a particular institutional activity. Through inductive analysis, this chapter analyses identify activity phases that are pervasive in this book club practice, how they are sequentially positioned, and how they emerge and end in the course of the interaction. The activity phases in the book club can be summarized as in the following general template:

A. The reading period

1. Opening of the reading activity

2. Individual reading

3. Closing of the reading activity

B. The writing period

1. Opening of the writing activity

2. Individual writing

3. Closing of the writing activity

C. The talking period

      1. Opening of the talking activity: Turn allocation

      2. Talking phase: Book talks and task reports

      3. Post-expansion to book talks and task reports

      4. Closing a Non-final Talking Activity: Opening Another Round of Talk

      5. Closing of the book club

This chapter proposed that the particular ordering of the book club sessions' activities constituted an effective mechanism by which book club interaction can be managed. Individual reading, both in and out of the book club, prepared the participants to effectively participate in the writing and talking activities. The writing time prepared participants for the talking activity, in which they reported their writing task responses. The talking time provides an environment in which the speakers talk about the books they are reading and the responses they wrote, in collaboration with their co-participants. The post-expansion is used for the participants to achieve intersubjectivity with regards to the previous talk on books and written responses, and to learn more about the books (and occasionally the target language; see Ro, 2017). The entire set of activities is designed to promote students' reading and to help them practice English. In order to write and talk about their books every week, the participants are expected to read extensively. The general framework of ER highlights that extensive reading of easy texts for pleasure offers language-learning benefits. The interactional framework of ER (Green, 2005) highlights that postreading activity provides language-learning opportunities. Fitting within these general and interactional frameworks, the book club is managed in such a way as to boost the students' reading habitus and to help them with their L2 learning.

In short, through inductive analysis, this chapter has provided a detailed understanding of normative practices that ER book club participants orient to in their construction of the institutional businesses at hand. In the next chapters, the analysis investigates in further detail, the talking phases. Chapter 5 documents how the participants talk about a book to the group, and how their participation during the talk changes from less to more engaged and complex over time. Chapter 6 demonstrates how a participant reports his task responses with the use of notes and his changing practices of using notes during task report.

CHAPTER 5

TALKING ABOUT BOOKS: CHANGING PRACTICES

5.1 Introduction

This chapter focuses on how ER book club members talk about the books that the primary speakers have read, and the participants changing practices of participation in such talk. Responding to a proposal in SLA that learning be conceptualized as participation (sometimes called a "participationist" view of learning; Sfard, 1998; Sfard & Lavie, 2005; see also Lave & Wenger, 1991 and Wenger, 1998 on the theory of situated learning in communities of practice), this chapter describes how the members' methods of talking about books during the talking phase of the book club meetings change over time from less engaged and complex in the earlier meetings to more engaged and complex in the later meetings. The idea of the book club was not only to give individual students the opportunity to talk about their own books but also to give the members the opportunity to talk about books as a *group*. The data show that, as both speakers and recipients, the members over time became more engaged and effective in talking about books.

Specifically, this chapter shows cases that illustrate how an instance of instruction that occurred in the second orientation meeting, which was to ask each other more questions, works as a catalyst for the recipients to become more proactive in asking questions and shaping the book talk, thus better meeting the book club agenda: increasing their interest in reading books and practicing English. The chapter also shows how increased recipient participation helps the participants better achieve intersubjectivity when problems with understanding occur. Lastly, the chapter shows how a primary speaker learns to better formulate a referent and use gaze during

the book talk.

The sequential position of the activity under examination is prefatory to the participants'
reporting of their responses to the day's writing instruction (henceforth, task report), that is, the
turns taking place before a speaker reports a task response. By working together to construct the
information needed to sufficiently understand the book being talked about, the participants are
together preparing for the upcoming task report and its further discussion. According to Gardner
(2004), prefatory work is interactional conduct that is done mostly to provide "background
information that makes the question [or the upcoming talk] comprehensible" (p. 246). Such extra
work of providing background information becomes necessary when intersubjectivity cannot be
established without it. As such, constructing book talk as prefatory work becomes necessary at
specific times. Recall that in the ER book club, everyone reads his or her own freely chosen
book. To maximize comparability over time, the analysis keeps a narrow focus on book talk
done as prefatory work before primary speakers report their responses to a specific type of task:
that which does not require the speaker to tell the book's story (see Section 4.2.3.2). With this
specific task type, what to talk about becomes a *choice* for the participants to work on as long as
their interaction remains relevant to the responses to the writing task.

In what follows, this chapter presents an analysis that focuses on how Rayin's and
Harim's book reporting practices are constructed. Rayin and Harim are chosen as the focal
participants because their book talks show key practices more clearly than the other participants'.
They are also the two members who attended the most book club sessions, including both
orientations (see Tables 3.1 & 3.2).

5.2   Analysis

The chapter is divided into three sections: An excerpt from the orientation that demonstrates how the facilitator makes the instruction to ask each other more questions (Excerpt 5.4) as well as before (Excerpts 5.1–5.3) and after (Excerpts 5.5–5.6) this particular instructional intervention. The aim of this division is to clearly show how the participants translate the instruction into practical action as well as how the students' participation changes after they receive this instruction. The analysis specifies the pertinent interactional practices during the book talk sequences, and their changing practices.

5.2.1   Before Instruction to Ask More Questions

Excerpts 5.1 to 5.3 demonstrate how the two focal participants' book talk is constructed. These excerpts show minimal recipiency from the other members. Excerpt 5.1 shows a case of Rayin's prefatory work, and Excerpt 5.2 shows a case of Harim. I also provide Excerpt 5.3 to illustrate how Harim changes to better design his book talk with the use of referents, demonstrating his increased interactional competence even before the second orientation.

Rayin. In Excerpt 5.1, taken from his third meeting, Rayin provides background information about his book before entering into his task report. Prior to this excerpt, Clara, the former primary speaker, nominated Rayin to start his talk. Rayin uptakes and begins his talk in line 1.

Excerpt 5.1 (Anne: Rayin's 3rd Book Talk)
Writing task: "Choose one character in the story. Then, think of one gift that you want to give and write briefly why you have chosen that particular gift."

```
01     Ray:   +um:: my boo↑k um:↓ (.) about uh: +Anne of gree:n¿
       Ray:   +GZ > book                             +grabs book

              *FIG. 5.1.1
02            * (0.8)
03     FAC:   mm:↑
```

```
04           +(1.1)
     Ray:   +puts book down
05    Ray:  [>gable< gables
06    FAC:  [Anne of gree:n gables.=
07    Ray:  =gables.
08          (0.6)


                              *FIG. 5.1.2
09    Ray:  uh Anne is uh::↓ *(0.5) wa:↑s (.) uh: was um::↓ (0.6)
10          oak¿
11    Ray:  +or[(phan) +(0.5) +orphan <mea::↓ns> +(.) no parents.
      FAC:  +nods
      Ray:             +GZ > FAC
      Ray:                      +GZ > Sho              +GZ > FAC
12    FAC:     [orphan
13    FAC:  +ye↑s. (.) no parents.
      FAC:  +GZ > Sho
14          (.)
15    Ray:  no parents.
16    FAC:  mhm:↑
17          (.)
18    Ray:  +and (0.5) thought (0.5) I (thought do) (0.6)
      Ray:  +GZ > notes
19          (do thi:↑s by:↓)think the::↓ (.) (spect) particle↓ (.)
20          particular (0.6) gift (.) is::↓ (0.4) a:: chance (.)
21          for living to her:↓ +parents.
      Ray:                      +GZ > FAC
22          (.)
```


FIG. 5.1.1

FIG. 5.1.2

The writing task of the day was, "Choose one character in the story. Then, think of one

gift that you want to give [the character] and write briefly why you have chosen that particular

gift." Rayin starts his talk by verbally providing the title of his book (*Anne of Green Gables*) while showing its front cover to the recipients (lines 1–5, see Figure 5.1.1). After a short repair sequence (lines 6–7), he introduces the main character of the book in lines 9 to 10 by categorizing her as an orphan. He does so by moving the book away to access his notes, which were placed under the book (Figure 5.1.2). In so doing, Rayin enables the recipients to be prepared for the report of his task answer, which comes later, in lines 18 to 21. In other words, his character's categorization as an orphan makes her a candidate gift recipient. Rayin also unpacks what 'orphan' means in line 11, thereby treating the word as a lexical item that the recipients may not know but should know for his upcoming talk. The interaction thus shifts from book talk to definition talk. This orientation to L2 competence, in fact, shows his sensitivity towards the recipients and the setting. However, the content that he decides to include in his prefatory work is only that 'Anne was orphan'. Although this information might be sufficient as background to his task report, it is still only minimal backgrounding work, particularly compared to how he constructs his book talk in later sessions of the book club (see e.g., Excerpt 5.5).

Moreover, Rayin's recipients other than the facilitator show minimal involvement in the on-going book talk process. Although they show their attentive listenership by gazing at the primary speaker, the recipients do not produce minimal response tokens (e.g., *mm* or *yeah*) or substantive recipient actions (e.g., asking questions). In other words, the students may be co-orienting to Rayin's book talk, but they do not offer any assessments or affiliative reactions that could further expand the talk. In order to successfully create an engaged community for reading and practicing English, the book club practices for participation require members to go beyond showing attentive listenership to what other members talk about. Considering the institutional goal and the evidence that the act of actively engaging in talk-in-progress is an important part of

the interactional competence of being an audience member (Hall, 1995; He & Young, 1998; Ishida, 2011; Kim, 2016; Young, 1999), the recipients' lack of engagement could be interpreted as demonstrating that they have insufficient competence in participating as recipients in the book club or that they have not yet established the institutional norms of participation that properly meet the agenda. My argument on this point becomes clearer in the discussion of later extracts (Excerpts 5.5 and 5.6), which show the book club members more actively engaging in collaboratively constructing the book talk.

Harim. The following excerpt (Excerpt 5.2) shows how Harim constructs the prefatory work for his upcoming task report. Harim begins his book talk in line 1 after being nominated to speak by the facilitator.

Excerpt 5.2 (Buck: Harim's 3rd Book Talk)
Writing task: "Talk about two characters [if possible] in the book that you either liked or disliked and explain why"

```
01     Har:  uh:↓ (1.2) the sto:↑ry is talking about (0.4)

             *FIG. 5.2.1
02           *Buck.
03           (.)
04     FAC:  +uh huh↑
       FAC:  +nods

             *FIG. 5.2.2
05           *(0.5)
06     Har:  he- (.) his name is Buck:↓ (.) >he's a +dog.<
       Har:                                         +GZ > FAC
07           (.)
08     FAC:  +yeah [Buck.
       FAC:  +GZ > Sho
09     Har:        [+yeah↓
       Har:         +GZ > Sho

             *FIG. 5.2.3
10     Har:  *Buck.
11           +(.)
       Har:  +GZ > notes
12     FAC:  [+Buck is like the main:↑ character↓
       Sho:   +GZ > FAC
13     Har:  [and the:↓
```

```
14          (.)
15    Har:  +yea[h:↑ main] +(target↓)
      Har:  +nods            +GZ > notes
      FAC:                    +GZ > Har, nods
16    FAC:      [the dog.]
17          (0.5)
18    Har:  and the:↓ (.) talk about is uh::↓(0.5) +adve↑nture.
      Har:                                          +GZ > FAC
19          +(0.6)
      FAC:  +nods
20    Har:  +and how to↓ (.) sur+vive in the:↓ (0.4) different
      Har:  +GZ > notes          +GZ > FAC
21          space.=
22    FAC:  =+mhm:↑
      Har:   +GZ > notes
      FAC    +nods, GZ > Har's notes
23          (0.4)
24    Har:  so I like (.) Buck.
```


FIG. 5.2.1
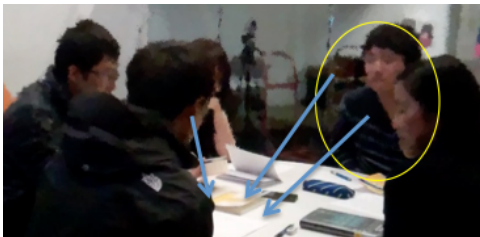
FIG. 5.2.2

FIG. 5.2.3

The initial turn of Harim's talk in line 1 starts with 'the sto:↑ry is talking about'. The

object projected by 'about' could be the name of the main character, which is exactly what

Harim provides (line 2), or a description/categorization of the character, which would be the

recipient-designed option in this case. By providing the locally subsequent referent 'Buck', Harim positions 'Buck' as the focal character of the story. He says 'Buck' while shifting his gaze from his notes to the facilitator to monitor her understanding (line 2, see Figure 5.2.1). The use of Buck as a referent refers a preference for recognitional reference (minimization) rather than a preference for recipient design (Kim, 2012; Sacks & Schegloff 1979). However, the referent is not shared knowledge among the book club members (who are reading different books) and the book's front cover, which might have displayed some information about Buck, was turned face down on Harim's desk, making it difficult for the recipients to guess who or what Buck is (line 5, see Figure 5.2.2). In fact, Shone in line 5 (Figure 5.2.2) leans forward towards Harim's notes to see what he is talking about, thereby indexing some kind of trouble with the reference. Harim then does a reference repair in line 6, in which he explains that Buck is the name of a dog. By doing so, he makes an immediate categorization.

After confirming Harim's expansion (line 6) in line 8, the facilitator in line 12 clarifies the reference; specifically, that the dog is the main character of Harim's book. She does so while gazing at Shone, who displays some kind of trouble with the reference once again in line 10 (see Figure 5.2.3) with his head tilt and silent mimicking of the word (see also Ro, 2017; Sert & Walsh, 2013). In so doing, the facilitator not only displays some knowledge about the book, but also treats Harim's further description in line 6 as insufficient, at least for Shone. Her assistance actually overlaps with Harim's attempt to continue the topical talk in line 13, which displays Harim's insensitivity towards the recipients' understanding or at least his inefficient use of his gaze during his book talk.

After confirming the facilitator's information in line 15, Harim resumes talking about his book in lines 18 to 21. He provides additional information about the book—the genre (line 18)

and the main story plot (lines 20–21)—before moving on to task report (line 24). Similar to

Rayin in Excerpt 5.1, Harim does only minimal backgrounding work with the information he

provides here.

Overall, Harim makes inefficient use of reference and gaze during his book talk in this

excerpt. Also, like Rayin in Excerpt 5.1, Harim encounters a limited display of recipiency,

except from the facilitator.

Excerpt 5.3 below shows Harim's developed interactional competence in regards to his

reference use during his book talk. However, the excerpt again shows his inefficient use of gaze

as well as the recipients' minimal participation. Harim opens his talk in line 1 after being

nominated by Rayin, the prior primary speaker.

Excerpt 5.3 (King Kong: Harim's 4th Book Talk)
Writing task: "Choose one character in the story. Then, think of one gift that you want to give and write briefly why you have chosen that particular gift"

```
           *FIG. 5.3.1 *FIG. 5.3.2
01    Har:  *my book  *is uh::↓ (0.6) King Kong↓
02    Tom:  hh
03    FAC:  hhhh:↓
04          (0.4)
05    Har:  it's uh::↓ (0.4) movie↓
      Har:  GZing notes
06          (0.9)
07    Har:  the sto↑ry is about::↓ (0.7) Kong↓
08          +(0.9)
      FAC:  +nods
09    Har:  and::↓ his uh::↓ (0.7) +destiny↓
      Har:                           +GZ > FAC
10          (0.4)
11    FAC:  destiny?
      FAC:  GZing Har's side

           *FIG. 5.3.3
12    Har:  *yeah↓
13    FAC:  +mhm:↑
      FAC:  nods
14          (0.7)
15    Har:  and↑ uh::↓ (.) the story is about *(.) Kong was
16          uh:: cat (.) +catch by some +guys:↓
      Har:               +GZ > FAC        +GZ > notes
17          +(0.6)
      FAC:  +nods
      Ter:  +lips move
```

```
18    Har:   to↑ (.) +and uh:↓ catch him +to:↓ (.) +back to
      Har:              +GZ > FAC
      Ter:                                  +GZ > FAC    +GZ > Har
      Sho:                                               +nods
19           +New:↑ New +York.
      Ter:   +tilt head L, GZ > down, lips move
      Har:              +GZ > notes
20    FAC:   mhm:↑


             *FIG. 5.3.4
21           *(.)
22    Har:   and- in the end of sto↑ry:↓ (.) Kong +was killed.
      Har:                                         +GZ > FAC
23           +(1.0)
      FAC:   +fast nods, GZing Har's side
24    Har:   they killed:↓
25           (0.7)
26    Har:   +by:↓ policeman.
      Har:   +GZ > notes
27           (0.8)
28    Har:   because he +is:↑ so dangerous.
      Har:              +GZ > FAC
29    FAC:   +yes::↓
      FAC:   +nods, GZing Har's side
      Har:   +GZ > notes
30           (.)
31    FAC:   (ending↓)
32           (0.7)
33    Har:   so:↓ the the end is very sad↓
```
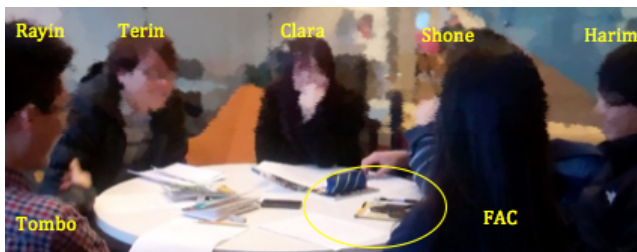

FIG. 5.3.1
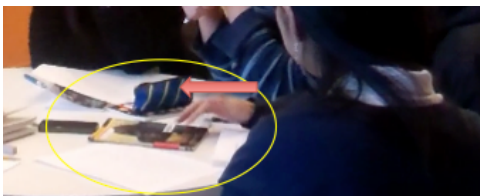
FIG. 5.3.2
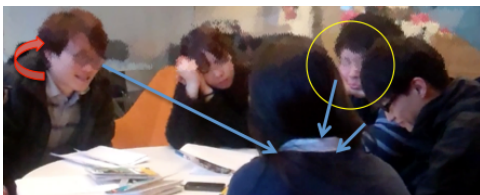
FIG. 5.3.3

FIG. 5.3.4

In line 1, Harim starts his book talk with 'my book is' while picking up his book (Figure 5.3.1) and moving it away from his notes (Figure 5.3.2), which the book has been covering. He then provides a referent, 'King Kong', while gazing at his notes. His lack of elaboration suggests that the speaker is assuming his recipients' recognition of the referent as a 'default' condition (see Kim, 2012). Considering the story's popularity in the United States (through the novel and movie), Harim could have been assuming that the participants would know what King Kong is. In fact, the facilitator and Tombo display some knowledge about the character in lines 2 to 3. However, unlike Kim's (2012, 2017) participants, who used trymarking (i.e., repeating of a turn construction unit from the preceding turn with rising intonation, see Schegloff, Jefferson, & Sacks, 1977) and knowledge check questions to orient to the possible unrecognizability of a referent to a recipient, Harim does not check his recipients' knowledge status. Instead, he makes a connection between the book and the movie in line 5 to help the recipients understand who the main character is.

Choose one character in the story. Then, think of one gift that you want to give and write briefly why you have chosen that particular gift.

This story is about Kong and his destiny. Kong was catched by some guys to the New York. In the end of story, Kong was to killed by police. It was very sad. So, I want to give Ann a travel door which can go to anywhere. Ann is an actor, and Kong love her just like family. If Ann had a tool, then she could save Kong's life. And she can see Kong in free time.
her

FIG. 5.3.5

Harim then begins directly reading from the script of his notes (see Excerpt 6.1 in Chapter 6 for more information about this practice)—that is, using his notes as an embedded cognitive resource (Markee, 2011). In this way, he establishes the basic storyline of the book (compare lines 7–9 with the first sentence in Figure 5.3.5 above). At this point, however, Shone frowns and Terin tilts his head (line 12, see Figure 5.3.3), actions that seem to index trouble understanding the word 'destiny' (see also Ro, 2017; Sert & Walsh, 2013). Harim does not notice these responses because of his gaze direction, which is towards his notes.

In line 15, after the facilitator offers her hearing of the word ('destiny') for confirmation, which he then confirms (lines 11–13), Harim resumes his topical talk to provide more information about the book by reusing the structural format that he used in line 7, which he had written in his notes ('the story is about kong'), as a substrate (Goodwin, 2013). Once again, Harim is relying heavily on his notes, thus limiting his gaze direction, which causes interactional problems: Harim again misses Terin's embodied displays of trouble understanding Harim's turns with his gaze, head tilts, and mimics in lines 17 to 21 (see also Figure 5.3.4). Harim then,

through reading aloud, provides the ending of the story in lines 22 to 26. Before he moves on to delivering the next part of the content that he has prepared in his notes, which he does in line 33, and his task report (omitted), Harim provides an account regarding the storyline by going beyond what he had written in his notes (compare line 28 with the boxed words in Figure 5.3.5; see also line 24). In this way, Harim is showing his sensitivity towards the recipients; and by doing so he shows that he is aware of what he is reading aloud.

In short, in this excerpt, Harim uses reference better than he did in Excerpt 5.2. However, Harim still misses the recipients' trouble displays due to his gaze direction. And he again encounters a limited display of recipiency. Although his recipients show (dis)affiliative embodied reactions (e.g., nods, head tilts) and provide minimal response tokens (e.g., laughter), which shows their attentive listenership, they do not engage in substantive recipient actions by, for example, asking questions or making comments; they instead collaborate in constructing the speaker as a primary speaker (Hauser, 2009).

To summarize thus far, Rayin's and Harim's prefatory work in their book talk during the early stages of the book club contain talk that helps the recipients to be somewhat prepared for the upcoming task report, or at least to grasp what their books are about. As primary speakers, however, both Rayin and Harim encounter difficulty gaining substantive recipiency from the book club members other than the facilitator. The recipients' actions during the primary speakers' prefatory work do not go beyond simple alignments and nonvocal embodied actions. The rest of the chapter demonstrates how the specific instruction to ask more questions is given to the members (Excerpt 5.4), and how they translate the instruction into practical actions (Excerpts 5.5 and 5.6).

Four students (Tombo, Clara, Rayin, and Harim) were present during the second

orientation. The excerpt shows how the facilitator instructs the students to ask more questions,

which she did near the beginning of the orientation session (approximately six minutes into the

50-minute meeting). The excerpt starts right after the participants decided where to have the

book club for the second quarter. The talk in this excerpt develops in two phases: the

establishment of the topic as an agenda item (lines 3–16) and the instruction itself (lines 17–27).

Excerpt 5.4 (Instruction to Ask More Questions)

```
01     FAC:  +okay.
       FAC:  +GZ > back, grabs her bag
02           (.)
03     FAC:  and then↑ +um::↓ (3.0) one- +one other thing I heard
       FAC:            +GZ > forward        +GZ > Cla & Ray's side
04           from (0.4) Eunseok was that you guys wanted to +make
       FAC:                                                 +GZ > Tom
05           it more:: like (.) s- +interactive↓ (.) social.
       FAC:                        +GZ > Har
06           (0.7)
07     Har:  [mhm↑
08     FAC:  [+so ask (.) more:: questions to each other.
       FAC:   +GZ > Cla & Ray's side
09           +(2.3)
       Ray:  +GZ > Har
10     FAC:  >+or like< more:↑ talking.
       FAC:   +GZ > Har
11           (.)
12     Har:  m[hm↑
13     Cla:   [+mm:↓
       Cla:    +nods
       FAC:    +GZ > Cla
14     Ray:  [+uh huh.
       Ray:   +nods
15     FAC:  [yeah?
16     Cla:  yes.
17     FAC:  and I also::↓ +(.) would love to do that too:↓
       FAC:               +GZ > Har
18           >because< I +feel like I always ask questions¿
       FAC:              +GZ > Tom
19           (0.6)
20     FAC:  >because I do always have questions I want to ask
21           +more:.<
       FAC:  +GZ > Ray
22           (.)
23     Har:  uh huh↑
24     FAC:  but I would (.) love it if you +guys:: would also ask
       FAC:                                 +GZ > Tom
```

90

```
25          questions.
26          +(1.0)
     FAC:   +GZ > Har
     Cla:   +nods
27   FAC:   >to each +other<.
     Tom:              +body moves  ⇄

            *FIG. 5.4.1
28          *(2.0)
29   Har:   good.
30   FAC:   good.
31   Ray:   +good.
     Ray:   +nods
32   Tom:   hhh
33   FAC:   do you have book today?
```


FIG. 5.4.1

In the first phase, the facilitator begins her instructional intervention by launching its content as a new topic or agenda item (lines 3–5). She does so by framing the idea as if it comes from the students themselves by offering her understanding for confirmation while distributing her gaze somewhat equally among the students. She is thereby seeking the students' agreement, or at least their confirmation. In this way, she also establishes the idea as a legitimate topic for discussion. As there is no uptake from the students (line 6), in line 8, the facilitator unpacks what she meant by 'interactive' and 'social' in line 5 by reformulating it as 'ask more questions to each other'. This rework in fact overlaps with Harim's acknowledgement (line 7), which claims his understanding. However, the rework still does not receive the other students' uptake (line 9). The facilitator then tries again to seek the students' confirmation by reformulating the idea as 'more talking' (line 10). This second rework receives confirmation from all of the students except for Tombo (12–16).

The facilitator then moves on to the second phase of the instructional intervention. It should be noted that, at this point, despite the students' confirmations in lines 12–16, it is unclear whether the students and the facilitator agree on what they are talking about. 'More talking' could be interpreted in two ways: more talk from the primary speaker or more talk from both speakers and recipients. The first places all agency with the primary speaker; the second disperses agency among the participants, indicating a shared responsibility for co-constructing their interactions, for example, by asking more questions.

In the second phase, the facilitator claims that she also agrees with the idea of talking more (line 17). She does so by constructing her agreement in an upgraded manner, 'I would *love to* do that too'. She then provides an account for her agreement by claiming that she has been asking questions all the time, which can be heard as a complaint. In this way, she clarifies what she means by 'talking more', and at the same time she constructs the suggestion that the participants ask more questions not only as a legitimate topic for discussion (i.e., an agenda item) but also as something that needs to be legitimated. She then, in lines 20 to 21, mitigates her complaint by adding to her account, which could be seen as repairing or reworking the account.

Then, after receiving Harim's continuer (line 23), in lines 24 to 27, the facilitator more explicitly instructs the students to ask each other more questions, designing her turn as a continuation of her account addition in lines 20 to 21. She does so by formulating her utterance as a request for a favor, which implies that delivering this instruction is a somewhat delicate act. The instruction receives confirmation from Clara with a nod (line 26) and some kind of acknowledgement from Tombo, who moves his body from left to right (line 27). As there is no uptake from Harim and Rayin, the facilitator solicits their confirmation with a thumbs-up gesture while gazing at them (see Figure 5.4.1 in line 28). This solicitation receives confirmations from

both Harim (line 29) and Rayin (line 31). The facilitator treats their confirmations as sufficient to move on to the next agenda item by shifting the topic in line 33. In sum, the excerpt clearly shows how the instruction to ask more questions is delivered and how the recipients receive the instruction. The rest of this chapter shows how the instruction changes the dynamics of the book club, which leads the participants to better achieve the institutional agenda.

5.2.3   *After Instruction to Ask More Questions*

The analysis in this section shows how instruction works as a catalyst to change the members' participation and how the change affects their management of their book talk. To reiterate, at the second orientation, the facilitator instructed the students to ask each other more questions during the talking phase of the session in the upcoming meetings. Excerpt 5.5 shows how the members collaboratively work together to construct extended book information. Excerpt 5.6 shows how increased participation opens up an opportunity for the participants to achieve intersubjectivity when problems with understanding occur during the speaker's reading aloud. These excerpts, which show the participants engaging in the second task type, are from the first book talk after the facilitator's instruction to ask more questions.

Rayin. Extensive prefatory work preceding their task reports is typical of the participants' book talks in later sessions of the book club, that is, after the second orientation day. In collaboration with the recipients, the primary speakers provide extended book talk before moving on to their task reports. Although it might be difficult to understand some of the members' precise actions because of the lack of nonvocal data for this excerpt, we can still clearly see how Rayin, in collaboration with the others, constructs his account of choosing a character or a story to discuss (lines 1–11), accomplishes intersubjectivity with the recipients in

the description of the mongoose (lines 30–129), provides the book story to the recipients (lines

130–142), expands the story with the recipients (lines 147–254), and offers his upshot or

interpretation of the story (lines 255–264), which he later uses to formulate his task response

(omitted). Rayin opens his talk in line 1 after being nominated by Harim, the former primary

speaker.

Excerpt 5.5 (Mongoose: Rayin's 8th Book Talk)
Writing task: "Think about one main character in your book. What are the similarities and/or differences
between you and the character?"

```
01    Ray:  I:↓ (.) I rea↑d this book↓ (0.4) in: last:↓ (0.4)
02          last week.
03          (0.4)
04    Har:  uh [huh
05    Ray:     [I just (.) finished uh:↑ first questi- uh first
06          hh [£first sto↑ry£:↓
07    Har:     [chapter↓
08    FAC:  hhhh↓
09          (0.4)
10    Ray:  thi↑s book content↓ (.) contents content si↑x (0.5)
11          stories.
12          (1.2)
13    Har:  [°what°?
14    Ray:  [and abou[t:↓ suspense.
15    Cla:         [all↑ about uh:: animal.
…           (8 lines omitted, side sequence)
24    Ray:  the fir↑[st question about uh::↓
25    FAC:         [uh:↓
26          (.)
27    FAC:  >first story<.=
28    Ray:  =about a mo↑ngoose.
29          (.)
30    Cla:  mon↑[goo-
31    Ray:      [mongoose mean:↓s
32          (.)
33    Har:  mongoo¿=
34    Ray:  =uh:↓  (0.8) ek (.) it's his (.) his fur:, (0.4)
35          and uh:↓ (.) tail↓ (.) like a cat.
…           (94 lines omitted, during which participants
            co-construct the meaning and the characteristics
            of mongoose)
130   Ray:  he::↓ (.) he met uh::↓ [(.) s- uh:↑ he fight↓ this
131   Tom:                         [(>don't xxx<)
132   Ray:  this this (.) for the story talk about uh:↓ talked
133         about uh:↓ (0.4) thi↑s::↓ (1.0) uh mon↑goo:se (0.5)
134         fight uh uh snake.
135         (0.7)
136   Har:  oh::↗
```

```
137   Cla:  oh:⤴
138   Ray:  a cat and uh:↓ (.) snake (.) fight.
139         (0.6)
140   Tom:  °snake have no[se°?
141   Ray:               [yeah↓ an:d at (.) at the end of this
142         story is mongoose↓ (0.6) win:⤴ the fighting.
143         (1.6)
144   Ray:  yeah just thi:s.
145         (.)
146   FAC:  [mhm
147   Har:  [but [hou:⤴ how how⤴ (0.9) how does he:⤴ win↓
148   Ray:       [hhhh
…           (105 lines omitted, during which the book club
            members discuss about how mongoose fights)
254   Tom:  maybe it's [not true (.) I don↑'t sorry
255   Ray:             [uh:: the (xxx) story thi↑s (.) this
256         story focu:s (.) um::↓ (.) tell tell us:↓ about
257         uh (0.4) never give up.
258         (0.7)
259   Cla:  [never give
260   Har:  [never give h:
261   FAC:  [oh::↑
262   Ray:  ne[ver give up
263   Tom:    [never give [up
264   FAC:                [the le↑sson of the story.
265         (.)
266   Ray:  yeah[: so this character is [similar to:↓
267   Cla:      [okay so:↑                [so wa↑s the similar
```

Rayin starts his talk by talking about his reading progress (lines 1–6) and the organization

of the book (lines 10–11). The indication of when he started reading is hearable as an account for

not having read very much of the book yet. With his talk of his reading progress (during which

he explains that he only read one story) and his description of the organization of his book

(during which he explains that the book contains six stories), he is constructing his account of

choosing a character or a story to discuss. Also, notice Harim's continuer (line 4) and his

language support (line 7) during Rayin's turn. This is a recipient practice of book talk that rarely

occurred during the early stages of the book club. In fact, in order to provide language support,

which by itself shows proactive participation, a recipient must know both where the talk is

heading and the relevant word that contributes to the organization of the action in progress.

Harim's language support, in other words, shows his attentive listenership, active participation, and L2 competence.

In line 14, Rayin categorizes the stories in the book as suspense, although by doing so he fails to respond to Harim's trouble, another recipient action, in line 13. Also, Clara displays some knowledge of the book (possibly from reading the front cover of the book) in line 15 while overlapping with Rayin's turn. This action shapes Rayin's talk by creating a short side sequence (during which the facilitator seeks confirmation of the Clara's claim to Rayin, which he then confirms). Rayin then resumes his topical talk by formulating the 'mongoose' as the protagonist of the story (lines 24–28). Clara (line 30) and Harim (line 33) display their trouble understanding the word, and Rayin starts to provide a description of the animal (see lines 31–35), which lasts for 94 lines. Rayin and his recipients use this moment to talk about the description of the animal by, for example, talking about how the animal uses odor to fight other animals, which becomes relevant to Rayin's talk. The talk is constructed mostly through the recipients asking Rayin questions. After achieving intersubjectivity on what the animal is with the recipients, Rayin shifts his talk to describe the main plot of the story (lines 130–134). In response, Rayin receives affiliative response tokens from Harim (line 136) and Clara (line 137), claiming their new understanding in a somewhat surprised manner with the elongation and continuously rising intonation. Thus, unlike in his earlier talks, Rayin's book talk in this excerpt is established with active affiliative work from the recipients.

Rayin then self-repairs 'mongoose' to 'cat' (line 138) by orienting to their shared knowledge about the words developed during the definition work in lines 34 to 129, to aid the recipients' understanding. After a short pause in line 139, Tombo initiates a question sequence by asking whether snakes have noses (line 140). With this quietly formulated question, he is

doing worrying or at least wondering about how a mongoose, which uses odor to fight, can fight snakes if they do not have noses. It is unclear whether Rayin's 'yeah' in line 141 is a positive answer to Tombo's question or an indication that he has completed his prior action of self-repair. Rayin then moves on to talk about the ending of the story (lines 141–142) and to close his storytelling (line 144).

After Rayin attempts to close his storytelling (but before he orients to his task response, which he does in line 266), Harim initiates a story-relevant question (line 147), which becomes a topic for the next 105 lines. Here, Rayin's book talk is expanded by a recipient's question (line 147) even when he is attempting to close his storytelling (line 144). During these 105 lines of interaction, the participants accomplish the joint construction—mostly through recipient-initiated question sequences—of how a mongoose can win a fight with a snake, and how it was the first fight with a snake for the mongoose in the story. Rayin then takes the floor in line 255 and provides his upshot of the story by talking about how the story implies that people should never give up. By doing so, he is shifting his book talk to his assessment or more like his interpretation of the book story. He then uses this upshot as a substrate (Goodwin, 2013) that he later builds on to construct his task report starting from line 266 (omitted). Also, notice how Clara reformulates the written task (line 267) to move the talk forward, demonstrating her change of participation framework from legitimate overhearer to interactional or task manager.

In short, this excerpt shows how Rayin's book talk gets co-constructed by active participatory work from the recipients. In this prefatory work of Rayin's, we see how he, in collaboration with the recipients, constructs his account of choosing a character or a story to discuss (the mongoose), accomplishes intersubjectivity with the recipients in the description of the mongoose, co-constructs the book story with the recipients, and offers his upshot of the story,

which he later uses to formulate his task report. Rayin's book talk in Excerpt 5.5 contrasts with his (as well as the other members') earlier book talks by being more engaged and complex.

Summary of changes in Rayin's book talk. This chapter's set of excerpts from Rayin's book talks provides clear evidence of a change in participation frameworks during book talk sequences. In his early talk (Excerpt 5.1), Rayin is the sole primary speaker who provides minimal book information before he talks about his response to the task. After the facilitator's instruction to ask more questions, however, the recipients engage in active participation, for example, by providing a continuer (line 4) and language support (line 7), initiating repairs (lines 13 and 30), displaying some knowledge of the book (line 15), claiming understanding (lines 136 and 137), seeking information (lines 140, 147, and 267), and seeking confirmation of their understandings (lines 259, 260, and 263). The recipients change their participation framework from legitimate overhearers to primary recipients, and expand their various institutional identities as information seekers, interactional managers, language assistants, and so on. The difference between Excerpt 5.1 and Excerpt 5.5 shows that the recipients have changed to collaborate with the primary speaker in shaping and expanding the book talk. Considering that the main goals for the book club are for the students to practice English and become more motivated in reading, the change from a dyadic (primary speaker and facilitator) to a more multiparty construction of a book talk is not only positive but enables the members to achieve the book club's goals more effectively. Through their engagement, the participants create more time and space to practice English, and for that reason, they might be motivated to read more to effectively participate in the next session. Moreover, increased participation during the book talk might in turn better prepare the recipients for further talk and discussion.
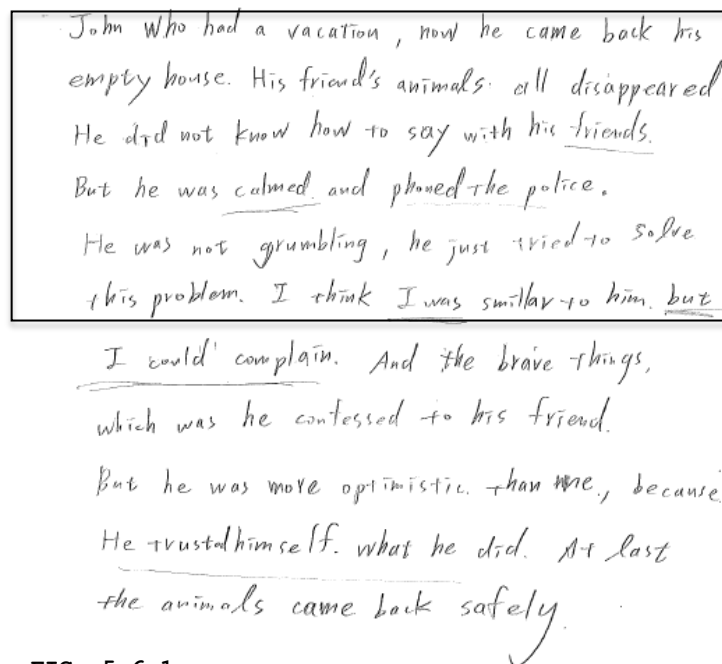
Harim. Now let us look at one of Harim's later book talks, which occurred on the same day as Rayin's talk in Excerpt 5.6. Here, similarly, the participants actively and collaboratively work together to manage the book talk. Excerpt 5.6 further shows how the change in the recipients' participatory work opens up the opportunity for the participants to achieve intersubjectivity during reading aloud practice. This excerpt shows how Harim's better use of gaze or monitoring practices during reading aloud is the achievement of collaborative work with the recipients. The excerpt starts after Harim spends about six minutes updating Clara, who had missed the previous session.[6] In line 1, Harim resumes his book talk.

Excerpt 5.6 (John: Harim's 9th Book Talk)
Writing task: "Think about one main character in your book. What are the similarities and/or differences between you and the character?"

Book Club #2 (4/22/2015)

Topic: Think about one main character in your book. What are the similarities and/or differences between you and the character?

FIG. 5.6.1

---

[6] The updating sequence was initiated by the facilitator asking Harim to tell Clara what he had talked about during his book talk the previous week. This is a new practice that did not happen before the second orientation.

```
01     Har:  +so::↓ (1.9) John (1.0) who::↑ had a vacation↓ (0.8)
       Har:  +GZ > notes
02     Ray:  +hm?
       Ray:  +GZ > notes


             *FIG. 5.6.2
03           *(1.6)
04     Cla:  +mm:↓
       Cla:  +nods
05           +(.)
       Har:  +GZ > notes
06     Har:  and:↓ (.) now he:↑ come back:↑ his↓ (.) empty house.
07           (1.3)
08     Har:  and uh:↓ he found +his friend's:↓ +(.) animals +all
       Har:                    +GZ > FAC        +GZ > notes    +GZ > FAC
09           disappear+ed.
       Har:           +GZ > notes
10           (1.0)
11     Har:  so:↓ he didn't know:↓ (.) +how to say his (.) friend↓
       Har:                            +GZ > FAC
12           +(0.9)
       Har:  +GZ > notes
13     Har:  but:↑ he was:↓ (0.4) +calmed¿
       Har:                       +slight head tilt L
14           (0.5)
15     Har:  and uh:↓ (.) just +uh↓ pho↑ned pla- +police:↑
       Har:                    +GZ > FAC         +GZ > notes
16           (0.8)
17     Har:  he was not a grumb+ling↓
       Har:                    +GZ > FAC
18           (0.4)
19     FAC:  grumb[ling?
       FAC   GZing Har
20     Cla:       [grumb[+ling¿
       Cla:             +GZ > FAC
21     Har:             [+yeah:↓
       Har:             +GZ > notes
22     Har:  and the +do you know grumbling?
       Har:          +GZ > Cla
       Cla:          +GZ > Har
23     Cla:  +no[↓
       Cla:  +shakes head⇄
24     Har:     [just like↓ (.) complain:↓
25           +(0.5)
       Cla:  +GZ > down
26     Har:  complain:↓
27           (0.9)
28     Cla:  +oh::[:↓
       Cla:  +head back
29     Har:       [yeah:↓
30     Cla:  +bàoyuàn
              grumble-N
              grumble
       Cla:  +GZ > Har
31     Har:  +yeah↓
```

100

```
       Har:    +nods
32     Cla:    +°okay°↓
       Cla:    +nods, GZ > down
       Har:    +GZ > notes
33             (0.7)
34     Har:    and the::↓ he↑ just try:↑ +to solve the pro↑+blem↓
       Har:                                +GZ > FAC           +GZ > notes
35             (0.8)
```

FIG. 5.6.2

Harim starts to talk by reading aloud from his notes, which he does throughout the whole

excerpt (compare lines 1–34 with the boxed words in Figure 5.6.1 above). As we saw in Excerpt

5.3, reading aloud normally prevents the speakers from monitoring the recipients' understanding.

However, Harim successfully orients to the recipients' troubles in lines 3 and 22. This is because

the recipients, unlike in Excerpt 5.3, initiate repair verbally. To be more specific, in line 2, Rayin

claims trouble with his 'hm' in rising intonation while shifting his gaze to his own copy of the

day's task, thereby showing where the trouble source might be. Rayin is possibly showing

difficulty understanding the link between the task and Harim's utterance in line 1. Harim orients

to Rayin's trouble by gazing at him. Considering his sustained silent gaze (line 3, see Figure

5.6.2), Harim might be doing thinking about what Rayin's trouble source is. With no further

uptake from Rayin, and as Clara signals Harim to continue with her 'mm' in falling intonation

and her nod in line 4, Harim resumes his talk by gazing back at (line 5) and reading from (line 6)

his notes. Although he does not further work to resolve Rayin's trouble, Harim notices Rayin's

trouble, unlike in Excerpts 5.2 and 5.3.

Also, Harim shows his sensitivity towards the recipients by structuring his notes and reading them aloud using shared knowledge as a resource: 'John *who had a vacation*, now he came back his empty house'. The information about John being away on vacation is already established knowledge from last week's talk as well as from the update to Clara just prior to this excerpt. Although it becomes a problem for Rayin, Harim's use of shared knowledge as a resource shows not only his sensitivity towards what the recipients already know (or should know), but also his competence in framing how the referent is already established knowledge, which allows him to be excused from re-introducing the character.

Moreover, when Clara displays trouble with the word 'grumbling' in line 20, Harim successfully orients to it while putting the progress of the talk on hold (line 22) and repairs it until they arrive at mutual understanding (see lines 22–32). Unlike in Harim's earlier talks, in this talk the recipients use different practices for repair initiation that is they verbalize it, and they successfully achieve intersubjectivity with (or at least orientation from) the speaker even during the read aloud. In short, the data show how the recipients' engaged participation in pursuing intersubjectivity with the speaker successfully leads them to achieve intersubjectivity, a practice that was not visible in earlier talks.

Summary of changes in Harim's storytelling. Similar to the case of Rayin, Harim's talks, as excerpted in the chapter, show changes in a primary speaker's practices along with changes in the whole group's participation practices over time. While Harim received minimal recipiency from the participants in his earlier book talks (Excerpts 5.2 and 5.3), his later talk (Excerpt 5.6) shows the recipients' change of participation framework from being legitimate overhearers to being primary recipients, as they actively engage in constructing the on-going talk process. By

doing so, the participants successfully achieve intersubjectivity during a reading aloud sequence, which they were not able to do in the earlier meetings. As these excerpts demonstrate, the instruction that the participants received during the second orientation worked as a catalyst to change the participants' participation from less to more active, and their engaged participation opened up opportunities for the members to work together to solve the troubles at hand and arrive at mutual understandings.

The earlier excerpts also show how Harim learns to better use reference over time. His better design of his book talk indicates that, as the primary speakers gained more experience in talking about their books, they learned to better design their talks, largely through showing greater sensitivity towards local fittedness and their recipients (Pekarek Doehler & Pochon-Berger, 2015).

Overall, the book talk accomplished by Harim and his recipients in later sessions is better tailored to the book club activities and agenda, and is better constructed to be understood, oriented to, and accepted by the recipients in that setting.

5.3   Summary

The data show that interactants' commitment to shared courses of action is a crucial element in the progression of book talk interaction. This is particularly apparent in the later sessions, where the recipients' contribution becomes much more consequential. The recipients become more proactive in participating and shaping the book talk in the later sessions, and Rayin's and Harim's book talks become less monologic over time, as more recipient contributions help constitute the ongoing course of the primary speakers' talk. Both the speakers and the recipients work together to manage the book club

activities and extend the book talks, thereby better meeting the institutional agenda.

Similar to Akiko's storytelling in Barraja-Rohan's (2015) study as well as Mai's topic

management in patient consultations in Nguyen's (2012a, pp. 157–172) study, the book

club participants in this study also extend their talk more over time. For the book club

members, however, the expansion is an achievement of their collaborative work with the

recipients, and the facilitator's instruction worked as a catalyst. Although the instruction

eventually changed every student's recipient practices, Clara was the last to make such

changes. She changed her recipiency only after her co-participants made her limited

participation accountable (see Chapter 7). The findings thus support the contingent,

context-sensitive, and co-constructed nature of interactional competence (Young, 2000,

2003).

It also needs to be emphasized that the book talk is a practice of laying the groundwork

for achieving other, related actions. In other words, the primary speakers' book talk primarily

functions to provide the recipients with information that enables the group to progress to a task

report. The instruction to ask more questions facilitated the participants' ability to talk more

about the book that one member read. When they are able to go beyond talking only about a

book's content as it is relevant to the writing task, the prefatory work is better able to prepare the

recipients for the upcoming task talk. Consequently, the group's interactional work at this

sequential position of the talking phase of the book club session better meets the pedagogical

goal. Considering that the main purpose of the book club was to promote more reading as well as

to practice English, as opposed to merely practicing the reporting of task answers, the changes

that we observe in this chapter were locally adequate developments that led the club's activities

to better meet the institutional agenda.

CHAPTER 6

USING NOTES FOR TASK REPORT: CHANGING PRACTICES

6.1 Introduction

This chapter shows how one participant's practices of using notes during his task reports changes over time. In their task reports, the participants report to the group on what they wrote in response to the day's task from the facilitator, which often involves reflective and/or interpretative reading of their books. While they are reporting their responses to the other members, the participants occasionally rely on their written notes as "distributed memory" (Hutchins, 1995, 2006) and as relevant foci of attention in relation to the ongoing course of action. Primary speakers need to monitor their recipients' understanding and carefully design and formulate their reports in an effective way; that is, a report needs to be recipient-designed (Sacks, Schegloff, & Jefferson, 1974). For speakers, recipient design is a crucial first step in creating intersubjectivity with recipients (Schegloff, 2006). The reports also generate further discussion about the primary speaker's talk on his/her task response or book, similar but not identical to the way in which, during story telling, interactants further develop the talk through their interaction (Sacks, 1995).

This chapter presents an analysis that focuses on how Rayin's use of his notes changes during his task reporting practices over time. Specifically, the chapter shows how Rayin develops his monitoring competence during read-aloud practice. The analysis also illustrates how Rayin expands his methods in doing reading aloud by learning to add conditionally relevant information beyond what he had pre-planned to say in his script. These changes demonstrate the developmental trajectory of his interaction with his notes. The chapter also shows how a specific

instruction to use no notes works as the catalyst for Rayin to move from merely delivering what

he had written in his notes to talking about what he had to say regarding the topic of the task and

the book he was reading. The instruction creates a pedagogical space for Rayin to practice

talking rather than merely reading aloud in English. Rayin is chosen as the focal participant

because he shows key practices more clearly than the other participants. Section 6.2 reviews

relevant studies on interaction with objects.

6.2   Interaction with Objects

Objects are an integral part of human interactions and a feature of most moments and

aspects of daily social life. We "use or recruit objects, orient or refer to objects, create,

manipulate and make sense of objects" (Nevile, Haddington, Heinemann, & Rauniomaa, 2014, p.

12) to, for example, support thinking and learning (e.g., Kääntä & Piirainen-Marsh, 2013), build

collaborative action (e.g., Nevile, 2013), organize courses of action (e.g., Heath & Luff, 2013),

attend to the progress of activities (e.g., Broth, 2009), facilitate involvement (e.g., Goodwin &

Goodwin, 2012), and more.

Moving beyond studies that consider objects only as one among many resources or

aspects of interaction, Nevile et al. (2014) synthesized a collection of object-focused studies.

They showed how objects manifest as participant resources situated within and for actions and

activities, and how participants' practical actions and activities are accomplished through the use

of objects. In what follows, I discuss some of the studies in the collection that focus on written

objects as the main topic of interest. Mikkola and Lehtinen (2014), for example, showed how

participants in an appraisal interview setting used situated written documents as material objects

in their interactions as a way to negotiate when the next activity should take place. More

specifically, the authors showed how the participants' gaze towards a written document, in this case an appraisal form, functioned as a pre-sequence to moving on to the next item listed on the form. They also showed how the document played a role in the participants' interactional achievements as a feature in their multimodal negotiation, such as when a participant grabbed the appraisal form to indicate that discussion related to that document was expected to be the next action. Throughout the paper, the authors demonstrated various ways participants oriented to the document as a situational resource for interaction. Weilenmann and Lymer (2014) showed how journalists used paper documents to structure conversations to accomplish practical work. For instance, the participants used a press release as a resource to legitimate their presence and actions at a site. Weilenmann and Lymer also showed how the participants used a printed paper as a resource to shift from casual talk to business talk during a meeting, and a post-it note to pass on responsibility for a task at work. These studies on written objects cast light on how we use various kinds of texts to conduct and accomplish different kinds of social activities. Such research also illustrates the need for grounded observation of the way people interact and engage with written objects.

Although CA studies have also investigated L2 interaction with objects (e.g., Achiba, 2012; Barrow, 2010; Greer, 2016a; Hall & Butler, 2017; Hauser, 2014; Hellermann, Thorne, & Fodor, 2017; Kääntä, Kasper, & Piirainen-Marsh, 2016; Kasper & Burch, 2016; Kunitz, 2015; Leyland, 2016; Markee, 2008, 2011; Markee & Kunitz, 2013; Mori, 2004; Ro, 2017; Seo, 2011; and others), only a few have focused on investigating objects as semiotic resources for language support and learning. Among these, Greer (2016a) investigated the smartphone use of users of English as a lingua franca during peer talks. He showed how the use of smartphones augmented the interaction by functioning as an important resource for the participants in accomplishing

107

interactional repair. Greer also showed how the participants learned to accept multiple incidents of involvement with smartphones as a normative part of their lingua franca interactions, demonstrating how they established and developed friendships through the use of smartphones over time. Hellermann et al. (2017) showed how a small group of L2 students utilized mobile reading as a social practice during task interaction (i.e., a mobile augmented reality activity) outside of the classroom context and how they learned to better routinize patterns of interaction over time. They particularly showed how the students' cumulative experience with a serial-task game catalyzed adaptivity in their interactional practices, such as non-device holders' change of their participation with regards to read-aloud practices, over time. Kasper and Burch (2016) demonstrated how L1 Japanese- and Chinese-speaking friends achieved intersubjectivity and oriented to L2 learning of a Japanese word during casual talk by relying on their written notes and an online dictionary as situated resources. Ro (2017) showed how a participant in a book club used a phone dictionary as the most authoritative resource to learn an L2 word.

While these investigations into the use of objects by L2 speakers overlap with this chapter's goal to some extent, the analysis here differs in focusing on written notes as resources that are made and used by the L2 students themselves for institutional activities. In this, it is similar to Kunitz's (2015) study, which was about L2 students' collaborative preparation process to make a final written script for a presentation; however, the current research focuses on the *use* of individual notes *during* the task interaction (see also Hall & Butler, 2017, who show how the use of a personal document created by a student during a small group meeting shifts as it becomes a tool for managing conflict and completing tasks). There is a need for further research into how L2 speakers use their own written notes to accomplish a task at hand, and how their use of such notes can affect their conversation.

In addition, to the best of my knowledge, very few L2 studies have focused on developing interactional competence involving the use of textual objects in interaction. One exception is Achiba's (2012) analysis of how an L2 English speaker's interactional use of a recipe during cooking sessions changed over time. Another exception is Hellermann et al.'s (2017) analysis of how small group L2 English speakers' use of mobile reading changed over time. To extend this small body of research, the analysis in this chapter explores the role of written notes in a primary speaker's task report practices, including how he looks for things to say, what and how he chooses to read aloud, and how he changes the way he engages with his notes during his task reporting practices over time. This chapter offers insight into the way the book club member uses his written notes as an affordance for managing his task reports and his changing practices within the larger activity of the members' sharing of their books' contents and their task responses.

6.3   Analysis

This section provides analyses of selected excerpts to demonstrate the changes in how Rayin reports his task responses over time. The analyses focus on how Rayin interacts with his notes as an embedded cognitive resource during his task reporting practices. To provide a picture of what appears as a gradual change over the period spanned by the book club meetings, this chapter first demonstrates how Rayin less effectively uses his notes to report during an early talk (Excerpt 6.1), and then turns to how he better uses his notes in later book club sessions (Excerpts 6.2 and 6.3). The rest of the chapter demonstrates how the facilitator delivered the specific instruction to use no notes for task reports to the students (Excerpt 6.4), and how the participants translated the instruction into practical actions (Excerpts 6.5 and 6.6).

6.3.1   Before Instruction to Use No Notes for Task Report

In Excerpt 6.1, Rayin fails to monitor the book club members' understanding of his task

report due to his gaze direction during his read aloud (lines 8–13), which results in his missing an

opportunity to notice the recipients' display of confusion (e.g., see line 10). The excerpt begins

after the facilitator nominated Rayin to start his talk.

Excerpt 6.1 (Wax: Rayin's 2nd Task Report)
Writing task: "Talk about two characters [if possible] in the book that you either liked or disliked and explain why"

```
              *FIG. 6.1.1
01    Ray:   *uh:: I think (2.0) the important characters about
02           this book (0.6) uh:: maybe:::↓ (0.7) maybe (just
03           as work) uh:↓ (wax of work suspenses).
04           (.)
05    Ray:   uh:↑ (.) I (finished) uh::↓ last (term) (0.6) s-
06           story.
07           (1.0)
08    Ray:   uh::↓ (1.2) uh the reader:↓ can get a lot of
09           interesting (0.6) through::↓ (0.6) guessing reason↓

              *FIG. 6.1.2
10           *about uh ending of story.
11    FAC:   +m↑hm:↓
      FAC:   +nods
12    Ray:   the reason is really find uh important part about
13           reading.
14           (0.9)
15    Ray:   uh::↓ who can (1.1) you can (0.8) +focus on some (.)
      Ray:                                     +GZ > FAC
16           details +about uh (0.6) about suspe+nse sto:↑ry.
      Ray:          +GZ > notes                 +GZ > FAC
17           +(0.5)
      FAC:   +nods
18    Ray:   +maybe the details (0.9) can +help you↗ (0.8) +uh::
      Ray:   +GZ > away                   +GZ > FAC         +GZ > away
19           +guess +(0.6) +the:: (0.6) >uh< guess why, (0.8)
      Ray:   +GZ > FAC     +GZ > away
      FAC:          +nods
20           why +about the:: (0.6) +about the  en+ding↓
      Ray:       +GZ > FAC          +GZ > away    +GZ > FAC
21    FAC:   +m↑h::m.
      FAC:   +nods
22    Ray:   this story ending.
23           (.)
24    Ray:   +[yeah
      Ray:   +nods
```

110
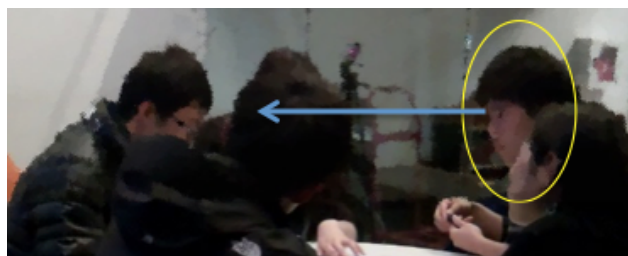
FIG. 6.1.1

FIG. 6.1.2

In lines 1 to 2, Rayin reformulates the day's task ("Talk about two characters [if possible] in the book that you either liked or disliked and explain why") while gazing down, possibly at his copy of the task (see Figure 6.1.1). His reformulation demonstrates how he understands it: 'the important characters about this boo<u>k</u>'. His use of 'about' instead of 'in' hints at his misunderstanding of this task: In the rest of his talk, he describes not the *characters* but the *characteristics* of the book, so his talk is loosely but not directly related to the task. It is important to note once again that his gaze remains mostly on the table (see particularly lines 1–14), rather than on the other book club members throughout his task report (lines 1–22). Because of this gaze direction, Rayin does not notice Shone's frown (line 10; see Figure 6.1.2), which could be an implicit form of repair initiation, or, in other words, an indication that Rayin's response is not very relevant to the task (Enfield et al., 2013; Kaukomaa, Peräkylä, & Ruusuvuori, 2014). For reasons of focus I have not shown how the facilitator treats Rayin's talk as problematic in her later turns. She does so by reworking the task in the post-expansion phase of his talk (Ro, in press).

During this interaction, two objects are on the table, and they could be what Rayin is looking at while gazing down: his book and his notes. Because of the camera angle it is unclear what he is gazing at when he begins to talk in line 1, but we know where his gaze is directed when he starts reading from his notes (compare particularly lines 8–13 with the boxed words in Figure 6.1.3 below).

3ʳᵈ Extensive Reading Writing

Talk about two characters (if possible) <u>in the book that</u> you either <u>liked</u> or disliked and explain why.

I finished last story, name's "The Waxwork"
Come to this book about Suspense story. I like it.

First of all, the reader can get a lot of interests through guessing reasons about ending of story. The reasons is really fine and important part about reading

The second character in this book, I think, that is are some details about suspense story. Maybe amazing ending depend on these details in the story.

FIG. 6.1.3

Rayin treats his notes as a script. Direct reading from a script, or reading aloud, is one practice that could result in not accomplishing effective recipient design. Gaze is an important resource for "engagement frameworks" (Goodwin, 1981; Robinson, 1998; Rossano, 2013). In this excerpt, Rayin's use of this resource is ineffective or insensitive; his gaze direction prevents him from monitoring the recipients' understanding, limiting his engagement in the interaction as a primary speaker. In addition, although he makes some small grammatical changes to what he wrote (e.g., compare 'interesting' in line 9 and 'reason' in lines 9 and 12 with the boxed words in Figure 6.1.3, *interests* and *reason*), Rayin is mostly *delivering* what he wrote in response to the task, as opposed to *talking with the recipients* about the topic of the task or the book he is

112

currently reading. In other words, he seems to act as if he is only the "animator," not the "author," of the report (Goffman, 1981).

As Sacks et al. (1974) described recipient design, it embraces "a multitude of respects in which the talk by a party in a conversation is constructed or designed in ways which display an orientation and sensitivity to the particular other(s) who are the co-participants" (p. 727). I claim that monitoring the recipients' understanding is a practice of recipient design specific to the primary speakers in this particular book club. Vocal resources may be used in service of one activity (verbalizing task report) while gaze needs to be employed for a different activity (monitoring the recipients' understanding). In other words, the primary speakers need "multiactivity competence" (Haddington, Keisanen, Mondada, & Nevile, 2014) in order to successfully carry out their tasks and accomplish the institutional goal of the book club. Similarly, in the context of speech-giving, eye contact with audience members is considered an essential practice for effective public speaking (Atkinson, 2005). In this sense, Rayin's failure to monitor the recipients' understanding represents his insufficient interactional competence in this specific interactional context, particularly considering how he misses Shone's frown due to his inefficient use of gaze in line 10. Even when he finally shifts his gaze from his notes in lines 15 to 22, he looks solely at the facilitator. He thereby treats the facilitator as the single primary recipient of his talk, or at least the person whose understanding he has to confirm, and the others as legitimate overhearers from whom he does not need such confirmation. The rest of this section will investigate the trajectories of change in Rayin's task reporting practices with regard to his use of his notes, and his monitoring actions in reading aloud sequences specifically.

The next extract, which comes from Rayin's third book club session, shows changes in how he reports his task response, with a particular focus on his monitoring actions (lines 10–13,

27–33, 40–45) and his extensions beyond his notes (lines 29–30 and 36) when reading aloud.

The task for the day was: "Choose one character in the story. Then think of one gift that you

want to give [the character] and write briefly why you have chosen that particular gift." Prior to

this excerpt, Rayin briefly introduced the name of his book (see Excerpt 5.1), and he is now

moving on to describe the protagonist of his book by moving the book away to see his notes (line

1; see Figure 6.2.1) before providing his task answer, which starts in line 10.

Excerpt 6.2 (Anne: Rayin's 3rd Task Report)
Writing task: "Choose one character in the story. Then, think of one gift that you want to give and write briefly
why you have chosen that particular gift."

```
                                *FIG. 6.2.1
01    Ray: uh Anne is uh::↓ *(0.5) was:↑ (.) uh: was um::↓ (0.6)
02         oak¿
03    Ray: +or[(phan) +(0.5)    +orphan <mea::↓ns> +(.) no parents.
      FAC: +nods
      Ray:                 +GZ > FAC +GZ > Sho            +GZ > FAC
04    FAC:    [orphan
05    FAC: +ye↑s. (.) no parents.
      FAC: +GZ > Sho
06         (.)
07    Ray: no parents.
08    FAC: mhm:↑
09         (.)
10    Ray: +and (0.5) thought (0.5) I (thought do) (0.6) (do
      Ray: +GZ > notes
11         thi:↑s by:↓) think the::↓ (.) (spect) particle↓ (.)
12         particular (0.6) gift (.) is::↓ (0.4) a:: chance (.)
13         for living to her:↓ +parents.
      Ray:                       +GZ > FAC
14         (.)
15    FAC: +hm::↑ (.) +(xxx).
      FAC: +nods
      Ray:          +GZ > notes
…          ((9 lines are omitted, question-answer sequence
           between FAC & Ray))
25    FAC: +mm +mm mm:
      FAC: +nods
      Ray:     +GZ > notes
26         (1.3)
27    Ray: and the:↓ (0.5) when: was a +barbi /barbi/.(baby)
28         (0.4) uh:: baby (1.2) she::↓ (.) she lost her::↓ (.)
29         she lost her her parents↓ in a:: accident↓ in a (bear)
30         accident↓ (.) after that she::↓ (0.4) met Marilla.
31         (0.8)
32    Ray: her new:↑ mother (0.4) Marilla has a kind- a::
33         +kind heart.
      Ray: +GZ > FAC
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114

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34    FAC:   nods
35    Ray:   GZ > notes
36    Ray:   Marilla is uh:: is a goo↑d (.) good mother.
37           (0.4)
38    Ray:   yeah.
39           (1.3)
40    Ray:   before anne::↑ (.) uh::↓ met- meet:: Marilla↓ she
      Ray:   GZing notes
41           had a: bad time in (.) (orphanage).
42           (0.7)
43    Ray:   bu↑t (0.6) anne: was a kind- (.) kind girl, and (0.6)
44           she:: was sma:rt (.) and uh: (0.5) um (0.8) she ha:d
45           (0.4) +hot heart.
      Ray:         +GZ > FAC
46           +(2.4)
      FAC:   nods repeatedly
47    FAC:   good↑ good.
      FAC:   nodding
```


FIG. 6.2.1

Rayin serially engages in reading aloud actions three times in this excerpt: lines 10 to 13, 27 to 33, and 40 to 45 (compare the lines with the boxed words in Figure 6.2.2 below).

4th Extensive Reading Writing

Choose one character in the story. Then, think of one gift that you want to give and write briefly why you have chosen that particular gift.

1st box

If I can do this. I think the particular gift is a chance for living to her parents. My book's name is

"Anne of Green Gables". it talks about ~~orphan~~ a story about orphan

2nd box

girl. when Anne was a baby. She lost her parents in a accident. After that. she met Marilla . her new mother. Marilla had a kind heart

3rd box

Before Anne met Marilla. she had a ~~bad~~ time. in orphanage. But Anne was a kind girl. she was smart and hot heart.

FIG. 6.2.2

More specifically, Rayin's use of reading aloud in this excerpt is organized as follows: He first gazes at his notes, and then reads aloud part of them (mostly a paragraph); he then stops to check the facilitator's understanding prior to a transition-relevant place before moving on with his talk. Unlike in Excerpt 6.1, Rayin here monitors the facilitator's understanding and seeks her confirmation to continue reading prior to the transition-relevant places (see lines 13, 33, and 45). This shows a change in his reading aloud practices, but that he still treats the facilitator as the single primary recipient.

To be more specific, Rayin orients to his task report in line 10 with his gaze shift to his notes while using the conjunction marker 'and'. This conjunction in fact marks how Rayin's description of the main character in line 2 ('orphan') has a categorical tie (Sacks, 1995) to his upcoming task response in lines 10 to 13 ('a chance to live with her parents'). Also, similar to how experienced presenters move on to a new idea after a brief pause (Rendle-Short, 2006), Rayin shifts from a repair sequence (lines 2–8) to a report sequence after a pause (line 9). Then,

in line 13, just before a transition-relevant place, Rayin gazes at the facilitator to receive her confirmation, which she provides in line 15 after a short pause (line 14). Rayin then goes back to gazing at his notes, projecting his further reading aloud (which in fact starts in line 27, after an omitted side sequence initiated by the facilitator). This sequential monitoring action—that is, the gaze shift from his notes to the facilitator before the transition-relevant point, waiting for and receiving the facilitator's confirmation, then resuming his ongoing action of reporting with another gaze shift—shows not only a change in Rayin's reading aloud practices, but also that he has become more sensitive to his recipients, particularly the facilitator. The two other reading aloud sequences in this excerpt demonstrate a similar level of competence in engaging with his notes while speaking (compare lines 27–33 and 40–45 with the second and third boxed words in Figure 6.2.3 above).

In addition, unlike in his earlier reports, Rayin further elaborates his descriptions of the book content for the purpose of recipient design during the read aloud by going beyond reporting what he has written in his notes. In lines 29 to 30, for example, Rayin elaborates on the type of accident (in a <u>bear</u> accident↓) that the main character experienced, which is additional information that is not in his notes. He also adds 'marilla is uh:: is a goo↑<u>d</u> (.) goo<u>d</u> mother' (which is not in his notes) in line 36 to his prior description 'marilla has a kind- a:: kind heart' in lines 32 to 33 (which he reads from his notes; see the second boxed words in Figure 6.2.2 above), while gazing down at his notes after receiving the facilitator's acknowledgement (line 33). Through these additions, Rayin is expanding on his written descriptions for the purpose of recipient design, treating the original descriptions as insufficient for the recipients.

In short, Rayin learned to better monitor his primary recipient's understanding of his task report and to be more sensitive to the local fittedness of his talk and to his recipients by going

beyond what he had written when reading aloud. It is noteworthy that Rayin learned to develop his reading aloud practices without being explicitly taught to do so.

In his fifth (Excerpt 6.3) book club session, Rayin shows that he has sustained his newly developed monitoring competence. I provide this excerpt because it shows how his successful monitoring action opens up an opportunity to solve a problem with understanding, which might otherwise have gone unaddressed. The task of the day was: "What were the most important/useful lessons you learned from the book? Why? How can you apply those lessons to your life?" Line 1 follows Rayin's introduction of the name of his book.

6th Extensive Reading Writing

What were the most important/ useful lessons you learned from the book? Why? How can you apply those lessons to your life?

This book talks about Nelson Mandela. From Learning English perspective, this book words is useful for writing. Very part story is simply and clearly. Talk history about Nelson's life. Nelson is a freedom fighter. He is a hero to African. I learned about how to write a history story. I known that studying is not the end in all one's life. FIG. 6.3.1

Excerpt 6.3 (Nelson Mandela: Rayin's 5th Task Report)
Writing task: "What were the most important/useful lessons you learned from the book? Why? How can you apply those lessons to your life?"

```
01     Ray:   +um: Mandela:↓ (.) I↑ thin̲k he: is a hero↓ for: (.)
       Ray:   +GZ > notes
02            uh::↓ (.) African↓ African +people.
       Ray:                                       +GZ > FAC
03     FAC:   +mhm:↑
       FAC:   +nods, GZ > Ray
04     Ray:   um: for blac̲k +people.
       Ray:                 +GZ > book
05            (0.9)
06     Ray:   +ah:: he̲ is̲ uh::↓ (0.4) he is uh::↓ (0.9) freedom
       Ray:   +GZ > notes
07            (.) fighte+r.
       Ray:             +GZ > FAC
08            +(0.7)
       FAC:   +nods
```

118

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09      Ray:  [+(freedom fighter).
        Ray:    +GZ > notes
10      FAC:  [(freedom fighter) mh:m.
11      Ray:  mm: and the (0.6) uh:↓ I learned about (0.5) from
12            this book I (learn), (0.4) uh::↓ I learned about
13            uh:: (.) how to write the (.) +a little a little
        Ray:                              +GZ > FAC


                                    *FIG. 6.3.2
14            +how to (0.4) uh write a *history person.
        Ray:  +GZ > away
15            +(0.4)
        FAC:  +slow nods
16      Ray:  how to wri- how to: write uh: (0.4)


              *FIG. 6.3.3
17            *uh:↓ (1.2) history +story.
        Ray:                      +GZ > FAC
18      FAC:  +mhm.
        FAC:  +fast nods
19            +(.)
        Ray:  +GZ down
20      FAC:  how to write +a history story?
        Ray:               +GZ > FAC
21      Ray:  yeah=
22      FAC:  =+okay↓ uh huh
        FAC:   +nods----------
23            (.)
24      Ray:  uh:: and (0.5)
```


FIG. 6.3.2
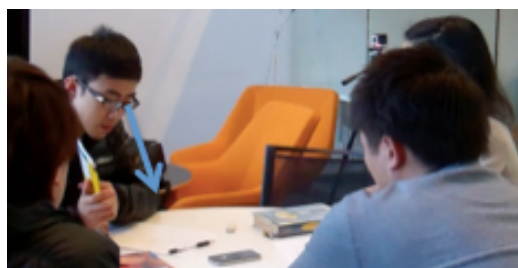
FIG. 6.3.3

In lines 1 to 2, Rayin continues his task report by providing information about the main character, Nelson Mandela. Utilizing phrases from his notes but not in full sentences, Rayin first

119

categorizes Mandela as a hero for Africans, a category that he then reworks by expanding it to 'Black people' (line 4). He does so by constructing himself as the owner of the statement with the epistemic stance marker (Kärkkäinen, 2003) *I think* (line 1). In this way, Rayin locates his report as his personal opinion. Through this reworking, he provides additional information that goes beyond what he had prepared in his notes, and he does so for the purposes of recipient design. He is correcting himself to provide more generalized categorization of Mandela that could be more acceptable to or understood by the recipients. After a short pause during which he gazes at his book (line 5), Rayin shifts his gaze to his notes and continues to describe Mandela by categorizing him as a freedom fighter. In contrast to lines 1–4, this categorization is constructed as factual information. Rayin monitors the facilitator's understanding (lines 7–8) and shifts his gaze back to his notes (line 9). Rayin then initiates his task report in line 11, and reports that his lesson from the book is that he learned how to write a historical story (lines 11–17).

What is of particular importance in this excerpt is that Rayin's self-repair in lines 16 to 17 is an interactional achievement accomplished due to his successful monitoring action in lines 14 to 15. Unlike in Excerpt 6.1, where he failed to monitor his recipients' understanding and ended up reporting on a different topic than expected, here Rayin successfully monitors the facilitator's slow nod in line 15 (see also Figure 6.3.2). He then treats the marked nod as a problem in her understanding of what he meant by 'history person'. He does so by repairing it to 'history story' (lines 16–17) after searching for the word in his notes in line 16 (see the boxed words in Figure 6.3.1 and Rayin's gaze in Figure 6.3.3). In this way, he receives the facilitator's somewhat upgraded acknowledgement, including a vocal receipt marker and faster nods in line 18, which mark some change in her epistemic status. This sequence thus shows how monitoring is a practice of recipient design that fosters intersubjectivity in this particular book club.

To summarize thus far, Rayin by his third report has developed his monitoring competence when reading aloud. In his talk in Excerpt 6.2, he has become more sensitive towards the facilitator's understanding during his read aloud than he was in his talk in Excerpt 6.1. By the time of his fifth report (Excerpt 6.3), his better monitoring competence fosters achieving intersubjectivity with the facilitator when a problem with understanding occurs. Rayin also expanded his methods in reading aloud by learning to add conditionally relevant information beyond what he had pre-planned to say in his script (Excerpts 6.2 and 6.3). These changes show developmental trajectories in his interaction with his notes. He learned to better utilize his notes during his read-aloud practice over time.

6.3.2   Instruction to Use No Notes for Task Report

The facilitator instructed the students to not use their notes for task reports during the second orientation (approximately 25 minutes into the 50-minute meeting). Excerpt 6.4 starts right after the book club members have decided to expand the writing period from seven minutes to 10–15 minutes. In line 2, the facilitator closes the topic on the writing period with her 'yeah' and moves on to the next agenda item, which is about the use of notes during the talking phase.

Excerpt 6.4 (Instruction to Use No Notes for Task Report)

```
01    Tom:   hhhh
02    FAC:   yeah↓ [and then this, (.)
03    Tom:         [hhhhh £yeah[::£
04    FAC:                     [this time <try to::> when you
05           read↑ (.) or like when you discuss or share your
06           ideas?
07           (0.4)
08    Har:   mhm:↑
09    FAC:   try not: to read: from your paper.
10           (.)
11    Tom:   +oh:↑ okay
      Cla:   +nods
12           (.)
13    Har:   (xxx)
14    FAC:   to read: from your paper↓ so you write, right?
```

```
15          (.)
16   FAC:   you write, (.) [your:: (.) paragraph, (0.5) um↓ (.)
17   Har:                  [uh:::↑
18          what most you guys did was read from (.) the paper.
19          (.)
20   Tom:   °read [about (xxx)°
21   FAC:         [what you wrote.
22   Har:   [uh::↑
23   Ray:   [oh↑ okay.
24   Cla:   okay.
25   FAC:   so think of it as ah::
26   Ray:   hh[h
27   FAC:     [very↑:: (1.5) very casual:↓ (.) presentation.
28          (0.6)
29   Har:   °mhm↑°
30          (0.4)
31   Ray:   °okay.°
32   FAC:   it's not↑ (0.5) >it's not even a presentation↓< >but
33          it's like< notes for you to remember what you wrote
34          and discuss and: (.) share.
35          +(1.0)
     Ray:   +nods
36   FAC:   and of cour↑se:: (.) like Eunseok and I will check (0.5)
37          the writing↓ (0.6) but you don't have to read↑ the
38          writing [(.) for us.

                             *FIG. 6.4.1
39   Ray:           [you mean, (.) *like this↓
40   FAC:   yeah yeah [yeah
41   Ray:             [easy hhh
42   FAC:   yeah↓
43   Har:   °mhm°↑
44          (1.0)
45   FAC:   what do you think?
46          +(1.7)
     Tom:   +nods repeatedly
47   Har:   yeah.
48          (1.9)
49   Cla:   so↑ how long?
```


FIG. 6.4.1

Unlike the instruction to ask more questions (Excerpt 5.4), the instruction the facilitator

delivers in Excerpt 6.4 is explicit: She begins by telling the students to not read from their notes

when discussing and sharing ideas (lines 4–9). One reason for this difference in delivery could be that the instruction to ask more questions was derived from my focus group report, while the instruction to not use notes was derived from the facilitator's own observations. In line 11, Tombo and Clara confirm the instruction. However, the facilitator expands her turn by reworking the instruction (lines 14–38). Although we do not have visuals for the facilitator and Harim due to a technology problem (the camera focused on Harim and the facilitator was not recording due to battery issue), the facilitator's reworking of her instruction shows that she is not satisfied with the students' responses. This could be due to the lack of confirmation from Rayin and possibly Harim. After repeating part of her instruction in line 14, the facilitator unpacks what she meant by 'to read from your paper' (lines 14–21). Tombo makes some acknowledgement during the facilitator's turn (line 20). Harim (lines 17, 22), Rayin (line 23), and Clara (line 24) also show their understanding. After achieving intersubjectivity with the students in regard to what she meant by 'to read from your paper', the facilitator expands her turn by providing an alternative way to discuss and share ideas in lines 25 to 27. She does so by first categorizing the activity as 'very very casual presentation'. This categorization receives Harim's quiet acknowledgment (line 29) and Rayin's confirmation (line 31).

The facilitator then reworks the category by first rejecting the previous categorization of the activity as casual presentation (line 32) and then describing the action the activity requires; that is, the students should remember their notes as they talk (lines 33–34). The facilitator then expands her instruction by describing how the activity should not be performed; that is, the students should not read from their notes (lines 37–38). She thus continues to make her instruction more explicit. The facilitator also assures the students that she and I (the researcher)

will check their writing (lines 36–37). In this way, she is providing an account for continuing the writing activity when the notes will no longer be used in reporting task answers.

In line 39, Rayin demonstrates his understanding of how the activity should not be performed (see Figure 6.4.1). He does so by enacting reading aloud from his book. The facilitator confirms Rayin's enactment with her repeated *yeah*s (line 40), which overlap with Rayin's claim that such a way of reporting is easy. This assessment, which he accompanies with laughter, shows his stance of aligning with the facilitator's instruction. The facilitator (line 42) and Harim (line 43) acknowledge Rayin's assessment. Then, after a short pause, the facilitator further expands the topic by seeking the students' opinions about the instruction (line 45). By doing so, she is transforming her instruction into something more like a proposal, which implies that giving the instruction was a somewhat delicate act. This downgraded instruction receives Tombo's repeated nods in line 46 and Harim's confirmation 'yeah' in line 47. Then, after a short pause, Clara, in collaboration with the others, closes the instruction sequence by shifting the topic. In sum, the excerpt clearly shows how the instruction on not to use notes is delivered and how the recipients received the instruction. The rest of the chapter shows how Rayin translates the instruction into practical actions.

6.3.3   *After Instruction to Use No Notes for Task Report*

The next excerpt shows how Rayin carries out his task report after the second orientation, when the facilitator instructed the students not to rely on their notes while reporting. Excerpt 6.5 is Ray's first report after the second orientation. In contrast to his practices in earlier talks, here Rayin distributes his gaze somewhat more equally among the recipients and monitors their understanding throughout his talk. In other words, he no longer treats his student recipients as

overhearers but as primary recipients. It is also important to note that Rayin successfully talks about all of what he had prepared to say in his notes without reading them aloud (compare lines 1–20 with the boxed words in Figure 6.5.1). The task of the day for Excerpt 6.5 was: "Based on what you have read so far, can you guess what will happen next?" The excerpt starts right after Rayin in collaboration with the recipients completed prefatory backgrounding work regarding his book (with no use of his notes), which lasted more than seven minutes. In line 1, Rayin transitions from the book talk to his task report by reformulating the task while gazing at his book, but not at his notes (see Figure 6.5.2).

1st Extensive Reading Writing

Based on what you have read so far, can you guess what will happen next?

I read the book," Rain Man", the writer gave the end to this story. But I think readers can imagine the future about this story. The following is my imagine

Charlie sent Raymord who his brother to wellbrook. After that he was sad and he was often missing his brother "Rain man". So he decided he would see his brother every 2 weeks. As time go on. their relationship became more and more better. At last, the Dr. B agreed to Rain man to live with Charlie. The Charlie took care his brother forever and never gave up his brother. At the same time, Charlie change his mind. he became a man who 'know   love.
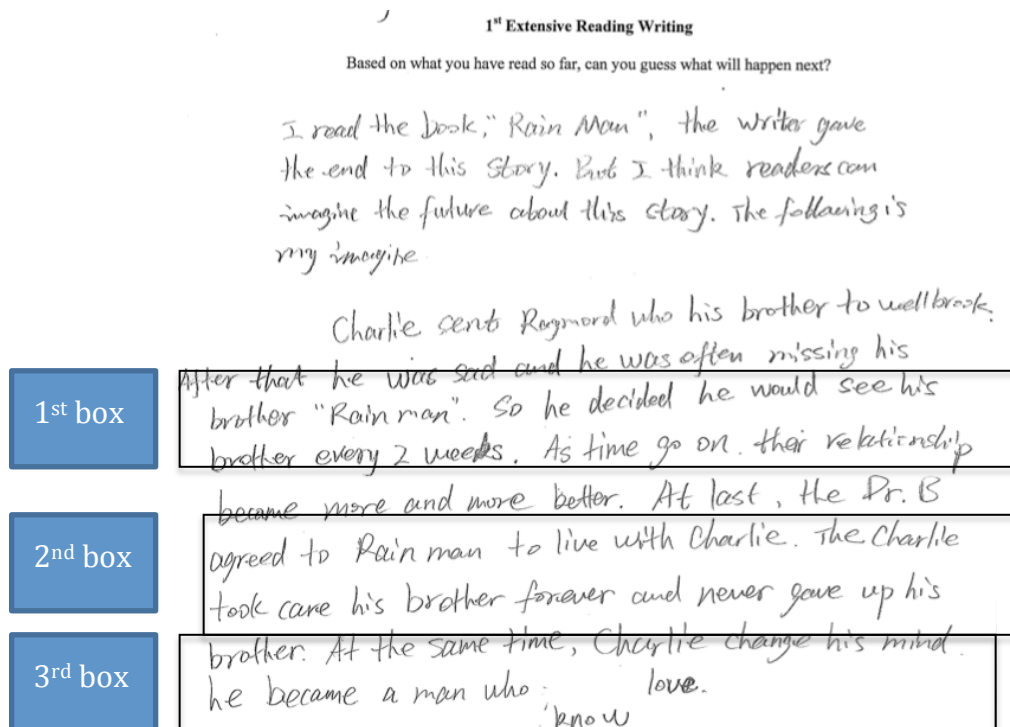
1st box
2nd box
3rd box

FIG. 6.5.1

Excerpt 6.5 (Charlie: Rayin's 7th Task Report)
Writing task: "Based on what you have read so far, can you guess what will happen next?"

```
                              *FIG. 6.5.2
01    Ray:  uhm:↓ yeah (just) is   *(0.4) uh::↑  let me:↓ (0.7)
02          hh if I:↗ +(0.5)   +I imagine (0.4) uh:: what will
```

```
     Ray:             +GZ > FAC  +GZ > forward
03        +happened +(.) next↓ (0.4) ts.    +I↑ think (0.7)
     Ray:  +GZ > FAC                            +GZ > forward
     FAC:             +nods
04        uhm::↓ (.)Charlie:↓ (0.9) uh: know:↓ how to love:
05        +another people.
     Ray:  +GZ > FAC
06        (0.6)
07   Ray: +uh: and (.) he: will:↗ (0.6) go:↓ (.) to +see:
     Ray:  +GZ > forward                            +GZ > FAC
08        (.) his brother.
09        +(0.5)
     FAC:  +nods
10   Ray: +ah: every two:    +weeks↓ [(.) every two↑ weeks
     Ray:  +GZ > forward         +GZ > FAC
11   FAC:                             [every two: weeks: hhh
12   Ray: +and uh::↓
           +GZ > forward
13   Har: mhm:↑
14   Ray: uh:: and uh (as in)↑ (0.8) uh::↓ he gets the:↓ (0.4)
15        +power +(.) +from (0.4) from:↗ (.) women's +doctor.
     Ray:  +GZ > FAC     +GZ & RIF > book              +GZ > FAC
     FAC:        +nods                                 +nods
16        (0.8)
17   Ray: and +uh:↓ (0.4) he:↗ (.) +take care:↓ (0.4) he will
     Ray:      +GZ & RIF > book         +GZ > FAC
18        +take care, +(0.4) his    brother +(.) forever.
     FAC:  +nods
     Ray:                 +GZ > book              +GZ > FAC
19        (0.5)
20   Ray: +and then:↑ he ne:ver give up his bro:ther↓
     Ray:  +GZ > forward
21        +(0.8)
     Ray:  +GZ > FAC
     FAC:   then nods
22   Ray: yes:.
23        (0.4)
24   Har: °oh°:↑
25        +(1.8)
     Ray:  +nods
     FAC:  +nods
26   Har: yeap.=
27   Ray: =+just this.
     Ray:   +nods
28        (1.3)
     FAC:  GZing Ray
29   FAC: +I want to see the movie:↓
     FAC:  +GZ > Har, RIF > Ray's book
```


FIG. 6.5.2

126

In this excerpt, similar to his earlier talks, Rayin reports his task answer by constructing himself as the owner of the report with his use of the epistemic stance marker *I think* (line 3)*.* He then talks about what he had prepared to say in his notes; but, in a difference from his earlier talks, he does not gaze at his notes while doing so. More specifically, in lines 4 to 5, without looking at his notes, Rayin talks about how Charlie (the main character of his book) knows how to love another person (see also third boxed word in Figure 6.5.1). By doing so, Rayin is providing an account for his upcoming prediction or task answer; in other words, he is doing backgrounding work before he provides specifics. He then talks about how Charlie would go and see his brother every other week in lines 7 to 10 (see also first boxed word in Figure 6.5.1). This is one of the specific points of his task answer. He further provides the additional information, which is not in his notes, that Charlie would gain 'power (.) from (0.4) from:↗ (.) women's doctor' in lines 14 to 15, which seems to mean that Charlie would receive support from a doctor. This is another specific point in his task answer. He then talks about how Charlie would take care of and never give up on his brother (lines 17–20; see also second boxed word in Figure 6.5.1). This is his last specific point in his task report. Thus, without using his notes as distributed memory, Rayin shows his competence in reporting what he had prepared to say (and more), while monitoring the recipients' understanding (note that Rayin does not direct his gaze to his notes once throughout this excerpt). Unlike in his earlier task reports, Rayin no longer treats the facilitator as the sole primary recipient of his talk; he distributes his gaze somewhat equally to the other recipients in the setting (see how he often gazes forward to where the students are seated). One of the main goals for the book club is for the students to practice English; the change from heavy reliance to no reliance on a script is a positive change because it enables the members to achieve this goal more effectively. Rayin relies on his own knowledge and memory

that he had mostly gained from his reading to formulate what he understood from the book and his interpretation of the story. Moreover, the change of the participation framework for recipients from overhearers to primary recipients might in turn create more opportunities to practice English (see Chapter 5) as well as better prepare the recipients to discuss about the presented topic during the post-expansion phase of the talk.

Excerpt 6.6 is from Rayin's last talk in this book club. This excerpt shows how Rayin goes back to using his notes during his task report. He does so by reading the day's task aloud as a way to move the interaction forward (lines 2–5) and by selectively reading aloud from his script to provide focus in his ongoing talk (lines 14–16). In addition, this excerpt shows how Rayin has expanded his methods of being a primary speaker (line 23). The task of the day was: "What would you ask the author or the main character if you met him/her? Why?" The excerpt begins after the facilitator expanded Rayin's book talk with a question sequence to Terin. Line 1 is the facilitator's post-expansion (Schegloff, 2007) to Terin's response.

Excerpt 6.6 (Jekyll and Hyde: Rayin's 10th Task Report)
Writing task: "What would you ask the author or the main character if you met him/her? Why?"

```
01    FAC:  no? it's a really:: fa[mous +story:↓
      FAC:  GZing Ter                   +GZ > Har
02    Ray:                        [+and uh:: (0.7) +about uh::
      Ray:                         +GZ > notes
      FAC:                                         +GZ > Ray

            *FIG. 6.6.1
03          *what uh do you ask uh:: (0.5) the:: +au- uh: au-
04          au↑thor or the main: character↓ (0.5) if (0.4)

            *FIG. 6.6.2
05          *you meet her or hi- her or him. (0.5) uh:: I-
06          +I'm afraid +of I-I'm +afraid of (0.5) +uh::
      Ray:  +GZ > FAC     +GZ > notes +shakes head⇄     +smiles
07          asking::↓ (0.5) main character.
08          (.)
09    FAC:  +hh[hhh
      FAC:  +smiles
10    Ray:     [+the main character +so I-I asked the the author.
      Ray:       +GZ > book            +GZ > notes
11    FAC:  +uh huh
```

128

```
   FAC:    +nods

             *FIG. 6.6.3                    *FIG. 6.6.4
12 Ray:   a: *asked the I::↓ (0.5) ma- my  *question is↓ (0.9)
13        uh::↓ (.) my question is:: (2.2) sorry +I-I don't
   Ray:                                              +lean > notes
14        see that h:↓ (1.7) oh↑ (0.4) +this↓ (0.4) do you
   Ray:                                 +RIF > notes
15        think the people:↓ have good side: and a::↓ bad side
16        +in +the body?
   FAC:    +nods
   Ray:        +GZ > FAC
17        +(1.2)
   FAC:    +nods
18 FAC:   in the body?
19 Ray:   +yes.
   Ray:    +nods, GZing FAC
20 FAC:   +mhm↓
   FAC:    +nods
21 Ray:   in in the mind↓ (.) in the:: (.) inside (.) inside↓
   Ray:    GZing FAC
22 Har:   mm↓
   Har:    +nods

                       *FIG. 6.6.5
23 Ray:   +and uh:: (.) *how how do you +think about that?
   Ray:    +GZ > Har
24        (0.7)
```


FIG. 6.6.1

FIG. 6.6.2

FIG. 6.6.3

FIG. 6.6.4

FIG. 6.6.5

129

In lines 2 to 5, Rayin reads the task aloud while gazing down and pointing at it (see Figure 6.6.1). He is thereby doing a first pair part, in which he verbally describes the topic of his upcoming talk while gesturally pointing at the task in his notes. He also points to himself when saying 'you' in line 5 (see Figure 6.6.2), thereby making sure that his 'you' is understood as himself. This first pair part is designed in such a way as to orient to the recipients with conditionally relevant embodied actions. In so doing, Rayin not only shows where exactly his talk is heading, but also successfully re-takes primary speakership (Hauser, 2009) from the facilitator and makes an explicit transition to the main task of the setting.
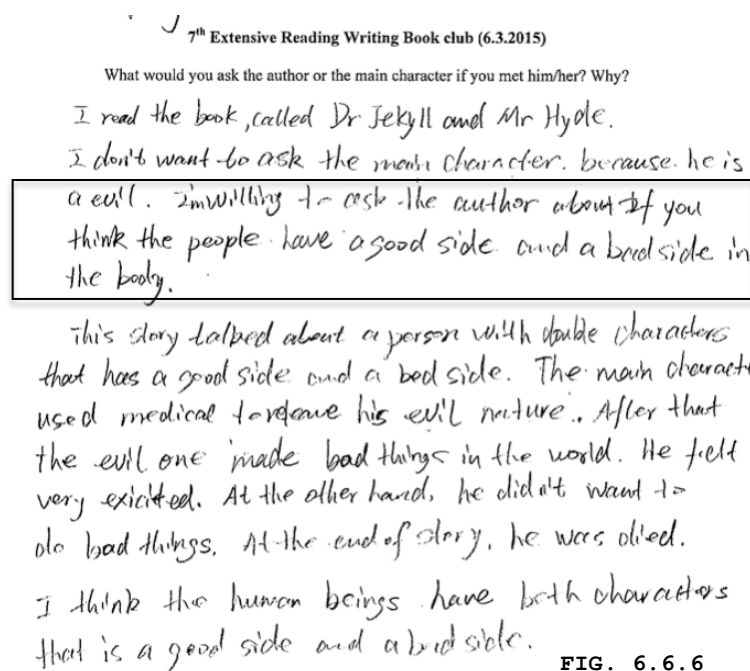

FIG. 6.6.6

Next, by pushing up his notes (see Figure 6.6.3) and leaning towards them (see Figure 6.6.4), Rayin positions himself to be ready to report his answer to the task (line 12), which he delivers to the book club members after searching for it in lines 12 to 14. Unlike in his previous book club talks, where Rayin heavily relied (particularly in Excerpts 6.1 and 6.2) or did not rely at all (Excerpt 6.5) on his notes to complete his report, in his tenth (and last) talk, Rayin searches

for a specific part of his notes to selectively read aloud from them. In this way, he shows how he

contingently transforms of the facilitator's instruction into local action. He uses his notes to read

aloud but selectively as needed contingently. He thus not only accurately and effectively reports

a specific part of what he had written or what he had prepared, but also makes that part the focus

of his talk. By drawing on his pre-planned written notes as a semiotic resource and/or distributed

memory, he enhances his current interactional competence in his doing of task reporting. He also

gazes at the facilitator to check for her understanding even before he finishes reading the part

aloud (line 16), demonstrating his sustained monitoring competence.

It is also important to note that Rayin further develops the topic by initiating a question

sequence with Harim in line 23. He does so by gesturally pointing at Harim with his right hand

(see Figure 6.6.5). This is another change in his way of participating in the book club. Whereas it

was mostly the facilitator and occasionally other student recipients who launched topic

expansions after primary speakers closed their turns (see Chapter 4), here it is the primary

speaker who initiates the expansion by using his task answer as a substrate (Goodwin, 2013).

This initiative (Burch, 2016; Greer, 2016b; Waring, 2011) shows not only the expansion of

Rayin's methods in doing being a primary speaker in the book club setting, but also how he

learns to be more sensitive to the other members' presence and becomes more proactive in

participating in the book club activity as a primary speaker.

To summarize thus far, this case study shows Rayin's developmental trajectories in his

use of his notes as a textual object. Rayin learns to report his responses in a way that changes

over time from less to more sensitive towards his recipients, particularly during his read-aloud

practice. Because establishing intersubjectivity is one of the most important conditions for

participation in a book club, these changes move his task reporting practices to be more in line with what the recipients might expect at a given moment of talk.

This study also shows how a specific instruction worked as a catalyst to change a student's interactional practices. After the facilitator's instruction to use no notes for task report, Rayin moved from merely *delivering* what he had written in response to the task to *talking about* what he had to say regarding the topic of the task or the book he was reading. The instruction created a pedagogical space (Samuda, 2015) for Rayin to practice *talking* rather than merely *reading aloud* in English. The change "catalyzed" by the instruction also creates an observable difference in how Rayin brings his interactional competencies to bear over time. The participant's observed practices before and after the instruction thus reinforce and illustrate interactional competence's explicitly contingent nature.

6.4   Summary

Chapter 6 offers insights into the way Rayin uses written notes as an affordance for managing an L2 task and how his changing practices better meet the institutional agenda. The changes in Rayin's practices demonstrate how the members construct the institutional norms of participation in a book club and how these norms evolve through the facilitator's intervention. In fact, the facilitator's instructional intervention had effects on the entire group. All of the students followed the facilitator's instruction by doing their task reports without reading from their notes. In addition, like Rayin, Harim and Clara learned to utilize their notes in a new way over time; going against the instruction, they read aloud from their texts during later task reports, but they did so selectively.

This chapter also documents how talk and text index each other in the institutional context of the book club. The chapter shows how Rayin engages with his notes in various ways, and how his notes become procedurally relevant to his construction of his task report practices in interaction. To illustrate, similar to Mikkola and Lehtinen's (2014) findings on their participants' use of written documents in appraisal interview settings (Section 6.2), the current analysis finds that Rayin's gaze towards his notes in this book club often functions as a pre-sequence before he moves on to his task reports. Thus, this chapter demonstrates another way in which textual objects are used as situated resources for participants to conduct the institutional business at hand (Nevile et al., 2014).

In addition, similar to what Greer (2016a) found in his study on smartphone use with users of English as a lingua franca during dyadic peer talks (Section 6.2), this chapter also shows how the participant uses his written notes as situated resources to augment his interactions. In other words, this study demonstrates another way in which objects allow participants to undertake productive tasks and accomplish goals with the desired efficiency and effect. Whereas Greer's participants used smartphones to accomplish interactional repair (see also Ro, 2017), the participants in the book club use their written notes as a primary resource to deliver their task reports, with the notes functioning as "distributed memory" (Hutchins, 1995, 2006)—although their reliance on their notes changes over time and at first hinders their monitoring of the recipients' understanding (e.g., Excerpt 6.1). The members' reporting practices, in other words, involve the organization of semiotic contextual configurations (Goodwin, 2000). That is, through coordinating their talk with how they gaze, point to, and read from their written words the primary speakers achieve a shared understanding with the recipients (see also Markee, 2011; Mori, 2004).

This chapter also explores an aspect of developmental interactional competence with literacy resources beyond those documented by Achiba (2012). Achiba showed how a participant was able to change her participation framework over time, as she went from fully relying on written texts to being selective in what she read. Similarly, this chapter also shows how Rayin learns to rely less on his notes after being instructed to do so. In both studies, the learned outcome from recurrent practices with literacy resources or instruction was that the participants became selective in reading aloud from texts and learned to control resources as opposed to simply relying or not relying on them. This chapter goes beyond this point and provides empirical evidence that heavy reliance on a textual object can have negative interactional consequences (e.g., in Excerpt 6.1, Rayin misses Shone's frown due to his gaze direction) and that the change to less reliance on an object can be beneficial for achieving intersubjectivity (e.g., in Excerpt 6.3, Rayin achieves intersubjectivity with the facilitator due to his successful monitoring action).

Overall, this chapter's documentation of changes in Rayin's practices of reporting his task report indicates that, over time, Rayin comes to deploy more context-sensitive conduct that lets him more effectively manage the local contingencies of interaction-in-progress. Rayin develops his abilities to better engage with his notes during his task reports. This development indicates that, as he becomes more experienced through a recurrent practice or gets catalyzed by the facilitator's instruction, he becomes more able to skillfully utilize interactional resources and more sensitive in designing his turns to achieve intersubjectivity with his co-participants in the given setting. He also shows how he expands his method of being a primary speaker in ways suitable to the setting (Excerpt 6.6). I interpret these findings as indicating that interactional competence involves "a growing [or catalyzed] ability to design turns and actions so as to

provide for their fittedness to the local circumstantial detail of the ongoing interaction, allowing

for increased 'local efficacy' of interactional conduct" (Pekarek Doehler & Berger, 2016, p. 21),

as well as for their fittedness to the institutional context of the talk.

CHAPTER 7

DISCUSSION AND CONCLUSION

7.1 Introduction

This final chapter briefly summarizes the findings of the study and discusses some implications drawn from these findings. Chapter 1 identified two assumptions in the field of ER that deserve further examination. The assumptions lead to the fundamental questions driving the investigation: How do the participants accomplish ER book club events and how do they develop practices for participating in such events? This chapter's discussion is framed by these questions. Finally, I suggest possible directions in which this line of investigation might be further developed within applied linguistics and ER research.

7.2 Summary of Findings

Chapter 4 examined the social interaction of the ER book club by analyzing how the participants jointly accomplish the book club as a particular institutional activity. The chapter described a series of recurrent activity phases in an ordered progression, and provided a general template of the sequence of activities and actions in the setting. I then briefly discussed how the activity phases are designed and managed in such a way as to boost the students' reading habitus and L2 learning, which are the two goals that form the main institutional agenda of the book club.

Chapter 5 focused on how the members talked about the books that the primary speakers had read, and the participants' changing practices of participation over time. Specifically, the chapter showed how a specific instruction to ask more questions worked as a catalyst, motivating

the recipients to become more proactive in asking questions and shaping the book talk, thus better meeting the institutional goals of the setting: increasing their interest in reading books and practicing English. The chapter also showed how increased recipient participation helped the participants better achieve intersubjectivity when problems with understanding occurred. Lastly, the chapter showed how a primary speaker learned to better formulate a referent and use gaze during the book talk.

Chapter 6 showed changes in a primary speaker's (Rayin's) task reporting practices over time. The analysis provided a detailed look at the nature of Rayin's use of his notes to manage his reporting and his changing practices. Specifically, the chapter showed how Rayin developed his monitoring competence during read-aloud practice. Rayin also expanded his methods in doing reading aloud by learning to add conditionally relevant information beyond what he had pre-planned to say in his script. These changes show the developmental trajectory of his interaction with his notes. The chapter also showed how a specific instruction to use no notes worked as the catalyst for Rayin to move from merely delivering what he had written in his notes to talking about what he had to say regarding the topic of the task and the book he was reading. The instruction created a pedagogical space for Rayin to practice talking rather than merely reading aloud in English.

7.3 Implications

In this section, I discuss some of the implications that this study has for research on literacy practices, interactional practices in L2 educational contexts, development of interactional competence, ER research, and teacher education.

7.3.1. Literacy Practices

This dissertation contributes to the field of research on literacy practices by considering the interactional side of structured literacy practices in an underresearched educational site, the ER book club. The study illuminates the underlying structures and interactional relevancies that enabled the book club members to accomplish an institution-specific agenda by showing how they conduct their joint affairs. While reading and writing are often viewed as a solitary engagement between the reader and the text, this study shows that reading and writing are activities that are collaboratively co-constructed by the book club members to accomplish the institutional business at hand. The participants together construct a reading period to prepare themselves to write a response to the facilitator's writing task, and then they engage in the writing activity to prepare for their task reports. They then open up a talking period to share these reports, or more broadly, to talk about what they read and wrote during the previous activities. By participating in these ordered phases of literacy activities, the participants achieve the institutional goals of the book club, which are to foster reading and practice English.

Previous studies did not yet demonstrated how such literacy events of ER activities can effectively be implemented outside of classroom contexts, particularly in a voluntary book club setting. Although the type of conversation that takes place during structured literacy practices both inside (e.g., Shelton-Strong, 2012; Suk, 2016) and outside (e.g., S-K. Jung, 2017; Song & Sardegna, 2014) of classrooms is increasingly occurring in educational settings, how participants participate in such an activity type as well as how and what they learn through the activity has not yet been a main analytical focus. This dissertation starts to fill this gap by providing documentation and a systematic analysis of interactions in this book club.

The study also shows how reading aloud is used for interactional purposes. The members' notes are not merely documents in which what is read and understood is written down; rather, notes are key resources for actively informing the recipients of the primary speakers' responses to the writing task (cf. Achiba, 2012; Greer, 2016a; Hellermann et al., 2017). The practice of reading aloud from their notes is one of the primary institutional methods that the participants use to carry on their book club activity. This study thereby contributes to better understanding of the social dynamics of literacy by demonstrating how readers talk about texts (books) they have read and how they read aloud texts (notes) they have created to accomplish their institutional business.

7.3.2. *Interactional Practices in L2 Educational Contexts*

Some of the interactional practices found in the book club data are consistent with practices observed in some other small group educational activities, with some differences. One similar interactional practice has been reported in small group activity in L2 classrooms (e.g., Hauser, 2009; Markee & Kunitz, 2013; J. Mori, 2002) and conversation-for-learning contexts (e.g., Hauser, 2008; Kasper & Kim, 2015). For instance, in this study, the facilitator's management of book club talk resembles the conversation partner's turn distribution practices observed in Hauser's (2008) data. In addition, some of the participants' collaborative work in creating an environment for the primary speakers' extended talk observed in this dissertation resembles the students' practices for nominating and establishing primary speakers in Hauser's (2009) small group activity study. These are all important interactional resources that are used by the participants to orient to their own institution-specific agenda.

The findings also indicate that an ER book club can be distinguished from conversation tables (see, e.g., Kasper & Kim, 2015). Although both are arranged for the purpose of language learning, the participants in the book club have specific literacy activities (reading, writing, and talking) to complete, similar to a classroom context, creating a unique set of institution-specific goals and expectations when participating the book club. However, the ER book club is also found to be less restricted with regards to turn taking than a teacher-fronted classroom (see, e.g., Lee, 2007, 2008; Sert, 2015; Waring, 2008). For instance, as mentioned above in the analysis, IRF sequences are rarely found in the book club data. In addition, some of the students' initiation moves (e.g., repair initiations and post expansions) are probably unlikely in teacher-fronted interaction. Also, unlike a classroom teacher in small group activities, the facilitator participates in all the activities in the same ways as the other members.

The facilitator, however, does participate in the book club as an activity manager, which is in some ways similar to what teachers do in a classroom. It is always the facilitator who launches and closes the activities. In addition, the students often prioritize the facilitator's understanding, monitoring her more closely than they do each other. However, this tendency changes as their participation changes over time. In sum, there are both differences and similarities in participation practices between the book club and other L2 educational institutions. This hybridity is in fact an essential characteristic of the ER book club.

The following list of documented characteristics of this specific ER book club suggests how ER book club might differ from other educational contexts:

1. The meetings are held on multiple occasions over an extended period of time with the same activity phases (i.e., reading, writing, and talking about what they read and write).

2. The purpose of the club is to practice English outside of classroom time and to build good L2 reading habitus as well as social relationships among the participants through talking about books that each participant chooses individually.

3. The L2 participants' performance is not assessed. The interaction has no institutional consequences.

4. Turn-taking is locally managed and evolves over time through participation and instruction.

7.3.3. Development of Interactional Competence

With its detailed, fine-grained analysis of the interactions that took place in the course of this book club's activities, the study also describes how learning and development occur in the local context of an ER book club from an emic perspective. The study demonstrates that the participants' methods of participation during the talking phase changed over time, and that such change occurred mostly as a result of the facilitator's intervention. The facilitator's instructions worked as a catalyst for the participants to change their practices and evolve the institutional norms by requiring certain behaviors. In other words, the facilitator redefined what "doing being a book club member" means, and in response the members changed their practices to continue their membership in the community.

Studies on community of practice (Wenger, 1998) view learning as a process of transforming identities and shared repertoires within and through participation in a community organized around a joint endeavor. Situated learning theory characterizes learning as change in participatory levels for novice members joining in already established practices, from legitimate peripheral participation to full participation (Lave & Wenger, 1991). In Lave and Wenger's sense, peripheral participation means observing but not being part of the activity. The ER group

141

members, on the other hand, are all in the group to begin with. Although this dissertation also describes how the members' learning or development entails increasing their level of participation (e.g., by diversifying recipiency, changing methods of task reporting, and developing institutional identities), their learning or developing is not a process of moving from peripheral to full participation in Lave and Wenger's sense. In fact, the dissertation helps to specify participation in more concrete terms; it shows what exactly constitutes the different levels of participation in this context.

In addition, this dissertation is about the *emergence* of a community of practice, whose configurations—or more specifically, repertoires of practices—are not clearly defined. While Lave and Wenger's (1991) definition of communities of practice assumes that communities existed in the first place, these ER book club participants are all involved in having to figure out the community of practice themselves. The members needed to come up with practical ways of doing being a member together. They constitute the book club as a community of practice and they reflexively become competent members of the book club. But it is through doing that they together evolve their social practices to better meet the institutional agenda.

In sum, this dissertation provides a deeper understanding of the nature of an ER book club, the relations among the participants in the local context, the changes in their practices and institutional norms, catalysts for these changes, and how these changes relate to the participants' development.

7.3.4. ER Research

The study suggests that voluntary ER can be established outside of classroom contexts without the need for explicit rewards for participation (cf. de Burgh-Hirabe & Feryok, 2013;

Robb, 2002). Although Mori (2015) appreciated the power of intrinsic motivation, categorizing it as the major predictor for reading amount, she doubted that young—presumably low-proficiency—L2 students would read for fun without any other reward in an EFL context. The current study, however, suggests that at least some ESL college students voluntarily participate in ER activities with no external rewards. In fact, the facilitator originally planned to conduct the book club for a single quarter. It was the students themselves who persuaded her to continue the book club for another quarter. Similarly, S-K. Jung (2017) found that some EFL university students voluntarily joined weekly non-credit ER meetings and improved their reading motivation over the course of 14 weeks. Although this dissertation research and Jung's study took different methodological approaches, their findings suggest similar implications. In this sense, the dissertation provides additional support for justifying the implementation of ER, at least in college-level ESL and EFL contexts, adding to the claims made by studies such as those by Macalister (2008), Ro (2016), and S-K Jung (2017).

Furthermore, this study contributes to understanding the connection between oral fluency and ER. As noted by Day (2003), "reading extensively helps increase oral fluency—listening and speaking abilities" (p. 1). Although there is a lack of empirical support for this assertion, especially compared to the evidence for ER's effects on other language skill areas, ER's benefit for L2 speaking has been generally accepted in the field of ER (Mart, 2012; Suk, 2015). My study's findings, in fact, further support the claim. I showed how participating in ER with associated activities over time could promote the students' oral skills or more likely interactional skills by providing empirical evidence of how the students develop their literacy practices during the talking phase of ER activities.

7.3.5. *Teacher Education*

The findings in this study can also be employed for teacher training purposes (see Kasper & Wagner, 2014; Seedhouse, 2008). Teachers or facilitators in book clubs can become more attuned and more sensitive to the complexities of their book clubs' interaction. To be more specific, understanding the various ways in which book club talk can be constructed would be helpful for novice teachers or facilitators. By learning how participants accomplish book club activities, teachers/facilitators can teach their students how to better design their talk or use their notes effectively to achieve intersubjectivity with the recipients in the setting. The students might lack the linguistic resources or skills to use contextual resources (such as notes) to design their extended talk in appropriate ways. It also might be beneficial for teachers or facilitators to think about different ways of implementing similar activities in their own contexts. Monitoring practices were found to be one of the most important methods for doing task reports in the book club. This finding suggests that instructing the participants to write keywords instead of complete texts might have been more beneficial for the development of their practices for the doing of task reports. Although the writing of a full text had its own pedagogical purposes (i.e., to promote reading and to receive writing feedback) in this book club, this might not be the case for other book clubs or similar educational settings.

In fact, as noted by Hellermann (2007), "some aspects of situated local practices can be relevant to similar practices in other contexts" (p. 92). The social practices of book club interactions discussed in this study—such as book talk and task report—can also be found outside of this specific activity and can probably be applied to other contexts such as a classroom setting. Thus, studying the book club interaction can be beneficial for teachers or facilitators to help their students learn better.

To sum up the teacher education section, the participants' talk in an ER book club generated a distinctive interactional environment that deserves analytic attention, particularly because the interaction between the facilitator and the students created pedagogical space for the development of literacy practices. The analytic focus on the participants' literacy practices also opened up the analytic possibility of describing the communicative acts involved in the book club interaction. As a result, this study brings into view practical details of teaching and the ways such details are contingent on interaction.

7.4 Directions for Further Research

While I believe the current study provides a new perspective and fills some gaps in the study of literacy practices and ER, it is only a start. By way of conclusion, I will discuss some areas of further inquiry that this study may open up.

First, whether ER activities can have benefits beyond those I demonstrate in this dissertation, and to what extent, is an empirical question that needs further attention. The cumulative evidence of a substantial body of diverse research would provide much better understanding of how and to what degree postreading activities can benefit students' learning as well as various ways of teaching in situated activities, creating richer resources for teacher training. For instance, it might be useful to see whether those who regularly attended and those who rarely attended the meetings showed different degrees of development.

Second, why changes occur in ER book clubs is another question that needs further investigation. For instance, the preliminary results of another line of investigation in this study, briefly mentioned in Chapter 5, indicate that one participant's practices as a legitimate recipient in the book club changed from less to more proactive only after her co-participants made her

limited participation accountable. My colleague and I argue that teasing by her peers and the facilitator's reorientation to the instruction opened up the opportunity for her to display and change her participation practices. This research will also be further developed in the near future.

Third, more work needs to be done to understand facilitators' interactional practices and how these practices change. For instance, another study on data from this dissertation research shows how the facilitator establishes intersubjectivity with regard to the ongoing task and manages the students' discussion activities during the post-expansion phase of the students' talks (Ro, in press). The study demonstrates how the facilitator creates opportunities for the students (and herself) to gain more understanding of the primary speakers' task reports. To extend this line of research, the facilitator's interactional practices in other sequential positions of the interactions and how and whether her institutional practices change call for further exploration. Investigations that provide more insight into the way this study's facilitator manages the book club would expand our understanding of the intricate maneuvers involved in being a facilitator in an ER book club.

Fourth, I have another dataset from a book club that the same facilitator implemented after the ER book club of the current study ended. In this later three-week book club, a different group of students all read the same book. Although I have not yet examined the dataset, I assume that there will be some similarities and differences in participation between the two book clubs. More contributions to this line of literacy research can be made by investigating, for example, how the facilitator conducts the new book club and how and whether she does it differently.

Finally, ER research will gain considerable strength if it engages more rigorously with sequential organization as a way to gain insights into what matters in performing particular actions and utilizing specific practices in various ER activities. The scope of such analyses could

be usefully expanded to include ER activity practices in other sequential positions, other task

interactions, and a wider range of institutional settings. For instance, it might be useful to see

whether and how interaction differs in ER activities conducted outside of a language institute or

if the facilitator had not been known as a teacher. By representing various ER interactions across

diverse interactional and institutional contexts, research on ER interaction or literacy events in

L2 education will advance our understanding of reading as a social activity.

<div align="center">**CONSENT FORM**</div>

Extensive reading in a non-formal teaching institutional context: Conversation analysis approach

The purpose of this research project is to investigate how extensive reading book club interaction is organized and how this organization is related to a number of teaching and learning issues.

Project Description:
If you agree to participate in this project, here is what I will do:
> -Videotape and audio-record what happens in the book club. You will not be asked to do anything, but to participate in the book club as usual.
> -Videotape and audio-record what happens in the focus group interview. You will be asked to participate in the focus group talk on your feeling towards the book club.

Your Rights:
Confidentiality:
> - The recorded interactions will remain totally confidential so that you cannot be identified. This means that your name and other personal information will not be mentioned in the research paper, publications, or presentations. Your name will appear as a pseudonym.
> - The video recordings will not be used in any public forum or publication unless I get specific permission from you.

To Ask Questions at Any Time:
> - You may ask questions about this research at any time. Please contact me Eunseok Ro (eunseokr@hawaii.edu) whenever you have questions or concerns.

To Withdraw at Any Time:
> - Your participation in this project is voluntary. At any time, you can stop participating in this project and you can withdraw your consent without any loss of benefits or rights. I want to assure you that the choice to participate or not participate in this project will have no impact on anything.

cc: Please keep a copy of the consent form for your future reference.

Agreement to participate in the research project:
Extensive reading in a non-formal teaching institutional context: Conversation analysis approach

Your consent to the release of video recordings
I would like you to indicate below what uses of these recordings you are willing to consent to. This is completely up to you. I will only use the recordings in ways that you agree to. In any case of these recordings, your name will not be identified. If you decide not to give consent to you being videotaped, the camera will be placed at an angle that will not capture you.

Only initial the uses that you agree to.
The video-recordings can be qualitatively studied by the investigator for use in the research project. [Please use initials to indicate your consent]

The video-recordings can be used for scientific publications.
[Please use initials to indicate your consent]

The video-recordings can be shown in public presentations.
[Please use initials to indicate your consent]

* I assure you that if you agree to have your recordings published or shown in public, *your face will be blurred* in all of the presented images and video clips as a measure to protect your privacy and for you to remain unidentifiable.

Signature
I certify that I read and understand the above, that I have been given satisfactory answers to any questions about the research, and that I have been advised that I am free to withdraw my consent and to discontinue participation in the research at any time, without any prejudice or loss of benefits or compensation. I agree to be a part of this study with the understanding that such permission does not take away my rights, nor does it release the investigator or the institution from liability for negligence. If I cannot obtain satisfactory answers to my questions, or have comments or complaints about my participation in this study, I may contact: Committee on Human Studies (CHS), University of Hawaii, 1960 East-West Road Biomedical Building, Room B-104, Honolulu, HI 96822 Phone: (808) 956-5007. Email: uhirb@hawaii.edu

Name of Participant (Print):

_____
Signature:

_____
Date:

_____

APPENDICES

Appendix A

Day and Bamford's (2002) top ten principles for teaching extensive reading (pp. 137–140)

1. The reading material is easy

2. A variety of reading material on a wide range of topics must be available

3. Learners choose what they want to read

4. Learners read as much as possible

5. The purpose of reading is usually related to pleasure, information and general understanding

6. Reading is its own reward

7. Reading speed is usually faster rather than slower

8. Reading is individual and silent

9. Teachers orient and guide their students

10. The teacher is a role model of a reader

Appendix B

Flyer

"Extensive Reading" Book Club!
(For both pedagogical and research purposes)

There is more treasure in books than in all the pirates' loot on Treasure Island. -Walt Disney

KEEP CALM *and* READ A BOOK

Attention English Language Learners at XX!!
We are currently seeking students who might want to experience "pleasure reading" in English and be involved in a FUN book reading community for both pedagogical and research purposes! If you are older than 18 and want to improve your English for free and socialize with others, this is your chance!!

When is it? (Time commitment):
The meeting will be held once a week for 30 minutes x 8 weeks.
It is better if you can come every week, but it is not mandatory. You can quit or invite your friends if you would like to. Please let XXX know if you are quitting/inviting someone.

What you will do at the book club:
It's a casual book club meeting with a fascinating book club facilitator, XXX!
Once you come,
1. you will have 10-15 minutes to silently read an English book you want to read from the Learning Center library.
2. Then, you will have the rest of the time (15 minutes) to share what you have been reading for a week. In order to facilitate the discussion and to benefit your English learning, it's important that you read at home too. A good pace is one book per week.
3. In addition to the reading, we offer 10-minute free writing opportunity. This is not mandatory, but if you wish to improve written fluency, we recommend you do it.

What will you benefit?
By reading regularly and in quantity, you will learn to read better and come to enjoy reading more! There are plentiful evidences from research that will guarantee that you will improve your vocabulary, grammar, writing, speaking, and listening!
You will also be able to meet other students at XX.

Research component:
Eunseok Ro, a PhD student at the University of Hawaii at Manoa, will be doing a research on understand how book club interaction is organized and how this organization is related to a number of teaching and learning as well as learner motivation issues.
The book club meetings will be video-recorded, but your privacy will be protected. Your participation is absolutely voluntary.
If you are interested, please email Eunseok Ro (eunseokr@hawaii.edu) or XXX.

Appendix C

Writing topics

    Story-projecting writing tasks:

1. Based on what you have read so far, can you guess what will happen next?
   - BC1-2
   - BC2-2

2. Write new or different endings for stories you have read. If you were the author, how would you end the story? Why?
   - BC1-3

3. Has any of the character made an important decision in the story? Do you support his/her decision? If YES, explain how that decision has affected the plot (*events of story*). If NO, what kinds of decision would you make if you were him or her?
   - BC1-8

4. What is the best book you have read so far? Why?
   - BC1-9

5. Talk about two characters in the book that you either liked or disliked and explain why. You can describe their personality or behavior in relation to some events happened in the story.
   - BC2-5

6. How would the story be different if told through another character's eyes?
   - BC2-6

7. What major emotion did you feel while you were reading the book? Relate it to an event as an example to support it.
   - BC2-7

8. What word or words best describe your character's personality (choose one)? Explain why this word(s) describes your character by relating it to what is happening in your book.
   - BC2-8

    Other writing tasks:

9. Talk about two characters (if possible) in the book that you either liked or disliked and explain why.
   - BC1-4

10. Choose one character in the story. Then, think of one gift that you want to give and write briefly why you have chosen that particular gift.

- BC1-5
- BC2-4

11. If you were to write/give a new book title, what would that be? And Why?
    - BC1-6

12. What were the most important/ useful lessons you learned from the book? Why? How can you apply those lessons to your life?
    - BC1-7

13. Think about one main character in your book. What are the similarities and/or differences between you and the character?
    - BC2-3

14. What would you ask the author or the main character if you met him/her? Why?
    - BC2-9

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