

Assessing Interactional Competence: The role of intersubjectivity in a paired-speaking assessment task

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Since the turn of the century, the field of language assessment has increasingly turned its eye towards the assessment of Interactional Competence (IC) (Galaczi & Taylor, 2018; Plough et al., 2018; Roever & Kasper, 2018). This study is premised on the argument that a key function of IC is to achieve and maintain intersubjectivity, as made publicly viewable through the practices that participants employ to display that they understand each other, and *how* they understand each other. The paper thus suggests that IC assessment can and should consider intersubjectivity as a ratable construct. Using Multimodal Conversation Analysis (Goodwin, 2018; Mondada, 2011), the paper examines two paired-speaking assessment tasks conducted by learners of German at the end of their fourth semester of study, focusing on how and when the learners display understanding of prior talk, examining how they receipt turns and display epistemic and affective stances in a publicly viewable way. The study suggests that the same practices the participants employ to display their understandings to each other can be used in a heuristic fashion by language testers to assess IC and concludes by considering the practical implications these have for classroom assessment.

Key words: Interactional Competence, Intersubjectivity, Stance, Classroom Assessment, Paired-Speaking Tasks

Introduction

Over the past two decades, the concept of Interactional Competence (IC) has been explored by two parallel, and occasionally intersecting fields of inquiry, both arguably drawing back to foundational work by Firth and Wagner (1997) and Young and He (1998).

The first of these, Conversation Analysis (CA), turned its focus toward second language interaction in earnest in the early 2000s (cf. Gardner & Wagner, 2004), building upon the extensive work first developed in the 1970s by Harvey Sacks, Emmanuel Schegloff, and Gail Jefferson (Sacks et al., 1974; Schegloff et al., 1977). The field of language assessment has also made inroads regarding how to apply CA's foundation to testing, in particular the testing of IC (Galaczi, 2008; Galaczi & Taylor, 2018; McNamara & Roever, 2006; Plough et al., 2018). This paper aims to add yet another intersection between these two traditions.

IC refers to how two or more language users mutually employ a variety of identity, linguistic, and interactional resources in interaction and together construct, modify, and change their interaction (Hall & Pekarek Doehler, 2011; Kasper, 2006). From a CA perspective (Kasper, 2006), IC includes at least the abilities to:

- understand and produce social actions in their sequential contexts
- take turns at talk in an organised fashion
- format actions and turns, and construct epistemic and affective stance [...] by drawing on different types of semiotic resources (linguistic, nonverbal, nonvocal), including register-specific resources
- repair problems in speaking, hearing, and understanding

In this paper, we argue that these form the necessary and fundamental practices for achieving and maintaining intersubjectivity, the very thing that affords sociality (Enfield & Sidnell, in press; Levinson, 2006), and therefore has a place in how language learners' IC is assessed. We focus on how these practices are made publicly observable by the participants both through verbal and embodied means (including the use of gesture, facial expressions, and gaze), and conclude with suggestions for how they can be made practically recognizable and applicable within a classroom assessment setting.

Intersubjectivity and IC

CA's longstanding project, tracing back to its roots in Ethnomethodology (Garfinkel, 1967), has been to examine the methods and practices that participants employ in talk-in-interaction (Schegloff, 2007) to conduct social action (Sidnell & Stivers, 2013). The methodology eschews outside (*etic*) categories to describe these actions, and instead seeks to understand how the participants themselves understand and orient to each other in an *emic* fashion. Each turn at talk is both *context shaped* and *context renewing* (Heritage, 1984b), thus making publicly viewable how the participants themselves analyze the prior and subsequent talk. In other words, an answer treats a question *as* a question (as opposed to,

say, a complaint) through how it is formulated to fit the prior utterance, a delayed response to a request treats the request as somehow problematic (Pomerantz, 1984), and repair treats prior talk as having been a source of trouble (Schegloff et al., 1977). These, and many other practices, show how participants understand the ongoing interaction.

This mutual understanding, *intersubjectivity*, is so mundane and taken for granted that it is “seen but unnoticed” (Enfield & Sidnell, in press; Garfinkel, 1967), only noticeable in breach, and thus can take on an ephemeral “I know it when I see it” quality that defies concise definition. However, following from Enfield and Sidnell (in press), Goodwin (2018), Levinson (2006; 2013), Schegloff (1992), and Sacks (1992), we will highlight a few key aspects that are relevant to this study.

- Intersubjectivity is a feature of any *co-operative action* (Goodwin, 2018), where two or more people are involved.
- Intersubjectivity is *co-constructed* in the *dynamic* flow of ongoing *contingencies*.
- Following from these contingencies, intersubjectivity is *enchronic* (within the time-frame of the interaction - cf. Enfield & Sidnell, in press) and *diachronic* (Goodwin, 2018), drawing upon experiences, sedimented practices, and materials and artefacts that participants can use and refer to.
- This diachronicity allows intersubjectivity to be a *resource* for interaction (i.e. through the capacities to recognize and ascribe action - cf. Levinson, 2013), while also being an *outcome* of the interaction (Heritage, 2012).
- Intersubjectivity is made *publicly visible* through the same practices that are used to achieve and maintain it, i.e. responses that are fit to the prior talk, repair, and displaying stances. Since it is publicly visible to the participants themselves and to us as observers, we do not have to dig into participants’ minds to see it (Edwards, 2007).
- The resources employed for these practices can be, and often are, both *verbal* and *embodied*.

Enfield and Sidnell (in press) provide a particularly applicable example that highlights each of these points by examining how two people operate a special loom to produce reed mats. As the workers each operate the warp and weft, little talk is necessary for coordinating actions between those with experience, and indeed, each operation that occurs displays *that* and *how* the workers understand each other. However, when one of the workers has less (or no) experience, talk is often utilized in order to solve the trouble that may arise. Each of the above bullet points is well represented in this example.

However, it is also important to consider the degree to which intersubjectivity is made visible. Early in the development of CA, Sacks (1992, p. 141) described the difference between ‘claiming’ and ‘displaying’ understanding (see also Macbeth, 2011; Mondada, 2011), using the following fragment.

- 1 A Where are you staying?
 2 B In Pacific Pallisades.
 3a A Oh at the west side of town.

In 3a, A *displays* an understanding of B’s response by reformulating and describing where the geographical referent is. Sacks then provides an invented alternative to the third turn:

- 3b A Oh. Pacific Pallisades.

Sacks argues that by simply repeating the place reference, the participant merely *claims* understanding, but does not display how it was understood. However, recent work on embodied action and intonational features (especially well represented in Goodwin, 2018), presents another possibility for displaying understanding, using the exact same words. This can be exemplified by our own invented alternative to the third turn (see Appendix for a description of the special conventions for embodiment).

- 3c A +head↑↓ +eyebrow flash
 +↑o:o↓h, +pacific ↑pa↓llisades.

Here, following Goodwin (2018), we can say that through the *recycling* of the place referent from line 2, and the lamination of intonational features and embodied resources such as head movements and facial expressions (Ruusuvuori & Peräkylä, 2009), A goes beyond merely claiming understanding and displays publicly observable epistemic and/or affective stances toward the referent. This has implications not only for understanding the mundane practices for achieving intersubjectivity, but also for how L2 users employ them in assessment settings (Roever & Kasper, 2018; Plough et al., 2018).

As analysts and language testers, we can move beyond a binary distinction between claiming and displaying understanding, and instead examine the participants’ turns for the degree to which they build upon prior talk and display stances toward that talk in an observable fashion, and thus bring to light *how* the participants understand each other through subsequent actions. The practices for doing so can include:

- Providing a conditionally relevant (Schegloff & Sacks, 1973) or “contingent” (Lam, 2018) next turn, as in a second pair part in an adjacency pair (i.e. answering a question, responding to a request, et cetera);

- Initiating repair (either on one's own talk or on their interlocutor's prior talk);
- Providing responses that are not necessarily made conditionally relevant, or are less constrained by adjacency. These types of responses, to varying degrees, display the participants' *alignment* and *affiliation*² (Stivers, 2008) with each other. For instance,
 - Continuers (Schegloff, 1982) and minimal receipt tokens such as "mm" (Gardner, 2001) which pass up the floor, and often do not display understanding or stance, although these can be laminated through the use of intonational features or facial expressions.
 - Minimal assessments such as "good" (Schegloff, 2007) or newsmarkers (Gardner, 2001) such as "really" which can display stance, although the strength of this stance is dependent upon the type and the intonational and embodied resources used.
 - Non-minimal assessments, usually through longer turns which display a greater understanding or stance toward the prior talk, and thus can show a degree of alignment with the ongoing action and affiliation, and display 'substantive reciprocity' (Lam, 2018; Waring, 2002).
 - Non-minimal expansions (Schegloff, 2007), including questions that are tied to the previous talk, which display how the participant has understood the prior talk.

These practices form the basis of the analysis in the current study. However, in the following section, we turn to the degree to which language assessment has considered the notion of intersubjectivity in peer-to-peer interaction.

Assessing IC in peer-to-peer interaction

While interview-formatted speaking tests such as the ACTFL OPI or IELTS were not designed to elicit IC in general and provide opportunities for test takers to display understanding or stance in particular (Ross, 2017; Seedhouse & Nakatsuhara, 2018), paired- and group-test tasks are considered more suitable to generate the evidence needed to make inferences about candidates' IC (Fulcher, 2003; Fulcher & Davidson, 2007). These test tasks include role-play and discussion tasks, generally including one or more peer-interlocutors rather than an examiner or interviewer. Previous research shows that the paired-test format elicits more symmetrical interaction patterns (Galaczi, 2008;

² *Alignment* refers to responses that maintain the progressivity of the action (i.e. responding to a question with an answer rather than with a challenge), while *affiliation* refers to responding in a way that supports and endorses the stance of the action (Stivers, 2008).

Kormos, 1999; Lazaraton, 2002), a broader range of speech functions (French, 2003; Galaczi & French, 2011), and conversational management skills (Brooks, 2009; Kormos, 1999). Overall, the construct underlying such tests is broader than the construct of the interview test format and aligns more closely with the conceptualization of IC (Galaczi & Taylor, 2018).

Language testers have taken efforts to identify and describe the IC construct in paired- and group-oral test interaction, as gaining a better understanding of IC in assessment contexts has implications for the operationalization of IC, especially in respect to the development of adequate test tasks and useful scoring rubrics. Therefore, paired- and group-test discourse have been analyzed using discourse analysis (e.g., Brooks, 2009; Galaczi, 2008) and CA (Gan, 2010; Lam, 2018), while rater perception studies have also been conducted (e.g., Ducasse & Brown, 2009; May, 2011).

Describing the construct of IC in peer-to-peer test discourse, with a focus on achieving intersubjectivity

Representations of IC in assessment contexts do not usually include achieving intersubjectivity as an interactional skill (e.g., Galaczi & Taylor, 2018), and thus, achieving intersubjectivity as such has not been systematically researched in paired- and group-test discourse (see also Lam, 2018). But, as research shows, language testers consider displaying understanding an important interactional feature of IC. Previous research suggests that raters respond positively to test-taker pairs who orient to intersubjectivity by means of suggesting a word when the interlocutor is engaged in a word search, commenting on the partner's contributions, and offering or requesting clarification (Ducasse & Brown, 2009), as well as showing a desire to engage with the partner's ideas, developing arguments introduced by the interlocutor, and listening to the partner in the sense of showing genuine interest in the interlocutor's contributions (May, 2011), interactional features that are referred to in these studies as *interactive listening*.

Using discourse analysis to identify the interactional language functions used in a peer-to-peer discussion task, Brooks (2009) found that "test takers are attuned to each other (suggesting a tendency toward intersubjectivity)" (p. 361) when they use features such as prompting elaboration, finishing their partner's sentences, referring to their partner's ideas, or paraphrasing. In a similar vein, Gan's (2010) CA-informed study discovered that higher ability students participating in group oral assessment tend to respond contingently to each other's contributions, producing a next utterance that displays their understanding of the previous contributions. Lam (2018) explored the use of such contingent responses in more detail. Using CA, he showed that the participants in a

school-based group oral test discursively construct themselves as interactionally competent by means of contingent responses, including formulations of the previous speaker's talk, accounting for agreements or disagreements, and extending the previous speaker's ideas, actions that not only display understanding, but are also salient to the raters of the assessment.

The findings from these studies suggest that test takers in paired- or group-test interaction orient to intersubjectivity, even if this point is not explicitly stated in these studies. It was found that candidates can listen to what their co-participants bring forward and then claim or display their understanding of the previous speaker's contribution in a next utterance by paraphrasing, repeating, developing, extending, challenging the previous speaker's idea or opinion. In addition, showing understanding by engaging with the partner's contributions and commenting on the interlocutor's ideas is an action that raters have responded to positively and understand as one resource for interactionally competent language use.

In comparison, raters do not tend to consider moves such as acknowledgement or agreement tokens or formulaic responses (e.g., *That's great. I agree with you.*) as sufficiently clear signs of comprehension in the context of speaking assessments, especially when such a move follows right after the interlocutor made a comment or shared an idea; in this case, raters find that such talk does not explicitly display understanding (Lam, 2018). For example, Ducasse and Brown (2009) emphasize that raters can potentially respond to back-channeling both "positively (providing interactional support) and negatively (indicating non-comprehension)" (p. 438). Hence, even though listener actions such as these are crucial to move an interaction along, language testers may understand them as ambiguous indicators for comprehension, as test takers may use them to claim understanding even though they do not comprehend the co-participants' talk (Lam, 2018).

Orientation to task

The findings from the studies included in this review have shown that peer-to-peer test settings can elicit test takers' IC and provide insights into test-taker orientations to intersubjectivity. However, that is not necessarily always the case. To validate the group discussion task on the College English Test-Spoken English Test (CET-SET), a national speaking test for non-English majors in China, He and Dai (2006) analyzed the test discourse to determine whether the intended interactional functions (e.g., developing ideas by building on what another speaker has said) are actually elicited by the task and found that these features were hardly produced. A questionnaire conducted with the

candidates revealed that the test takers viewed the examiners in the room as their target audience rather than the other group members. Most candidates also indicated that they were more concerned with organizing and presenting their own ideas and opinions instead of engaging with the contributions of their interlocutors. Thus, it seems that the test takers framed the discussion task as an assessment in the traditional sense, in which individual ability is of importance and displaying one's own best performance is the goal of the assessment.

The findings from this body of research (Brooks, 2009; Ducasse & Brown, 2009; Gan, 2010; He & Dai, 2006; Lam, 2018; May, 2011) reveal that test takers in peer-to-peer test discourse can orient to intersubjectivity, for example, by displaying their understanding of the previous speaker's contribution. This kind of behavior is also interpreted positively by raters. Thus, previous research seems to suggest that achieving intersubjectivity can be seen as a key component of IC in language test settings. However, *how* test takers in peer-to-peer test interaction orient to intersubjectivity has not been examined systematically. Because comprehension of prior talk becomes visible in a number of basic conversational mechanisms that participants employ in interaction (turn-taking, action sequencing, repair, etc.), intersubjectivity is a wide-ranging subconstruct, that includes interactional resources such as responding, expanding, repairing, assessing, to name a few. Previous testing research has fallen short in comprehensively describing this subconstruct. Therefore, more conceptually driven empirical research (Lim, 2018), for example, by employing CA, is needed to determine what this subconstruct entails to be able to better operationalize IC and to develop assessment criteria.

Framed within CA, this current study attempts to investigate how test takers in a classroom-based paired-speaking task display their understanding. The candidates' orientation to the test task will be considered as well. The research questions are as follows:

1. How do participants in a paired-speaking task designed for classroom assessment display their understanding and stances (intersubjectivity) through the deployment of verbal, intonational, and embodied semiotic resources?
2. How do orientations to assessment task prompts, task completion, and to intersubjectivity differ in interactionally observable and meaningful ways?

Data

The data for this study are taken from an end-of-the-semester speaking test in a fourth-semester German course at a research university in the U.S. The test was low-stakes and

worth 5% of students' final grade. The test consisted of four peer-to-peer test tasks: two paired-discussions and two role-plays. The students knew each other from class and could self-select their conversation partner for the assessment. The students did not know the prompts prior to the test. On the day of the test, the teacher was in the room with the student pair to administer the test. All prompts were written on cards, which were presented facedown, one after the other. After one of the students drew a card, they shared it with their partner. After reading the prompt, they had one minute to think about the task, during which they were not supposed to talk to each other. The students were asked to talk for about six minutes for the paired-discussion tasks. There was no time limit for the role-play tasks; the student pairs usually talked for about three to five minutes for each role-play. When a task was completed, the students moved on to the next prompt.

Two analytic 3-point scales were used, one for the discussion and one for the role-play. Only the students' instructor, who is also one of the authors of this paper, rated all student interactions. In this paper, we focus on the interactions elicited by one of the discussion tasks. In addition to language use and comprehensibility, the discussion task was used to assess students' IC. The following rating criteria were used for this task: mutual understanding (the ability to initiate repair and to display understanding by providing a relevant next action), engagement (the ability to initiate topics and to use discourse markers), and expanding on topics (the ability to expand on one's own and the conversation partner's contributions). Inspirations for the descriptors came from CA-based IC teaching and testing research such as Barraja-Rohan (2011), Galaczi (2008, 2014), Youn (2015), and Wong & Waring, 2010. The IC descriptors can be viewed in Appendix B. Important to note is that the interactional resources that are assessed are taught throughout the two-year basic German language program. The focus of fourth-semester IC instruction predominantly lies in teaching students how to keep the conversation going. Awareness raising activities on stepwise transition between topics, expansions, and showing understanding are also integrated into the curriculum.

The class was quite small, with only 6 students. After an initial analysis following the standard of "unmotivated looking" (Schegloff, 1996 *inter alia*) of all pairs across the task types, displays of stance and intersubjectivity stood out as a salient feature, and we made the decision to focus on excerpts from the interactions of two student pairs: Julie and Neil, and Emma and Kacy (all pseudonyms) for reasons that will be made clear through the analysis. Julie is an L1speaker of Mandarin, while Neil, Emma, and Kacy's L1 is English. Julie and Neil spoke for about six minutes, while Emma and Kacy interacted for about seven and a half minutes. The prompt for the discussion task was as follows:

You and your conversation partner are going to have a 6-minute chat describing your life 5 years ago, right now, and 5 years later (life you imagine you will likely have). Remember to chat normally, and don't talk like you are giving a presentation. The discussion process is more important than the discussion conclusion.

Methodology

The student performances were video recorded and transcribed using Jefferson's (2004) standard conventions for CA. Further conventions for embodiment, modified from Mondada (2011) for physical movements and Goodwin (1984) for gaze were also applied (see the appendix for special conventions). The embodied behavior is noted above the spoken data, with tiers for gaze marked with a 'g' in the identification at the beginning of the line, and '+' signs to mark the onset of the action in relation to the talk. The data were then analyzed and explored for cases that highlight the degree to which turns at talk display *how* the participants understood the ongoing interaction through how they build upon prior talk and display stances toward it.

Analysis

Extracts 1a and 1b provide an example in which the participants primarily orient to the task prompt, particularly through Neil's line of questioning. The primary interest here is how Neil responds in the third position after Julie has answered his questions. Prior to line 5 in Extract 1a, the two participants have exchanged perfunctory greetings, and the extract begins with Neil's first question.

EXTRACT 1a - Neil and Julie

05	N	uh wie::: (0.5)	.hh wie war dein leben: (0.2)
		<i>uh how</i>	<i>how was your life</i>
06		vor: five jahren.	
		<i>ago five years</i>	
		uh how was your life five years ago.	
	ng	J----	
	jg	<hr style="width: 100px; margin: 0;"/>	
07		(0.5)	

08	J	+squint vor +f <i>ago f-</i>
09	J	ng J---- jg ↑↑↑↑↑ (0.9)
10	J	ng J----- (T) ----- jg _____ ah fünf [jahren; <i>uh five years</i> five years ago;
11	N	[oh fünf jah(h) ren,= <i>oh five years</i> oh five years,
12	J	=(ich) [war <i>I was</i> I was
13	N	+RH>chest--- [+entschu(h)ldigung(h) .hh <i>sorry</i> Sorry
14		[((laughing))
15	J	ng N-----↑↑↑↑↑↑↑↑↑↑ jg [\$war ich:\$ (0.3) \$uh- war ich in::\$ (0.6) <i>was I was I in</i>
16	J	ng J----- jg N----- .h hochschule? un[d <i>college and</i> I was uh I was in college? and you;
17	N	+nod [ah +okay. ah okay.

Neil's initial question (line 05) explicitly draws upon the task prompt, and is prefaced merely with a restart of *wie* 'how', with no pre-question sequence to launch the action (Schegloff, 2007). His formulation of the question includes the English word **five**, which becomes the focal point of a repair sequence (Schegloff et al., 1977) that lasts until line 14. Julie provides a partial repetition of **vor f-** 'for f-' and squints (line 08), locating the specific trouble source, but Neil does not immediately act upon it (line 09). Julie then pursues the

- 20 ng J-----
jg
(1.1)
- 21 jg ___N-----
ng J-----
N **wo warst du?**
where were you
Where were you?
- 22 ng J-----
jg N-----
(0.5)
- 23 ng J-----
jg N--- _____ N--
J **oh, if ah- <ich war in> Shanghai.**
oh if uh I was in Shanghai
Oh if uh- I was in Shanghai.
- 24 jg N-----
ng J-- ___J-----
n +nod
N **+↑oh [okay] °cool [°°#hm#°°=**
oh okay cool hm
Oh okay cool hm
- 25 j +shrug
J [ja:.] [+meine familie,
yes my family
Yes. My family
- 26 ng J-----
jg _____ N---
J **wohnt in shanghai,**
lives in Shanghai
lives in Shanghai,
- 27 jg N-----
ng J-----
n +nod
N **+ah:.=**
oh
Oh.
- 28 ng J-----
jg N- ↑↑↑ _____
j +shrug, shake head
J **=u::nd ah::m (.) +ja ich lerne .h (0.4)**
and uhm yes I learn
and uhm, yes, I study

ng J-----
 jg
 j shaking head-----
 j +shrug
 29 <und ich> +spiele ↑fußba::ll,
 and I play soccer
and I play soccer,

n +nodding
 j +shaking head-----
 30 und +ich +.hh (°ja°) gehe: (0.5) im (1.0)
 and I yeah go in the
and I yeah go in the

ng J-----
 jg N-----
 j +shake head
 31 **+shoppen,**
 shop
shop,

jg N-----
 ng J-----
 n +nodding
 32 **N** [+hm hm

j +shrug
 33 **J** [shopping zentrum +m(h)it freunden,=
 shopping center with friends
shopping center with friends,

n +nodding
 34 **N** [+>hm hm<

jg N-----
 ng
 35 **N** =ja hh [hh
 yes
yes

After Neil has receipted Julie's answer but does not orient to her projected continuation, a short gap of 0.5 seconds ensues (line 18). Julie returns to this course of action (line 19) but experiences trouble, displayed through shaking her head and cutting off her turn without reaching a completion point (Wong & Waring, 2010). After a lengthy 1.1 second pause (line 20), notable as it is still within Julie's potentially on-going turn space, Neil asks another question about where she was (line 21). While the question is relevant in regard to his previous question and the task as a whole, it does not align with Julie's continued talk, and thus sequentially deletes the action. It displays no understanding of

the sequence of the actions, and can be said to display a lack of intersubjectivity; at this point, the participants are not on the same page, so to speak. After another gap (line 22), Julie prefaces her response with **oh**, treating the question as inapposite, or ill-fit to the ongoing sequence (Heritage, 2002), but provides a full response which Neil again receipts minimally with **oh okay** and a nod (line 24), followed by a sotto voce **cool**, a minimal post-expansion musing (Schegloff, 2007) that provides a rather weak assessment of Julie's response.

Julie expands upon her response, providing further detail as to why she was in Shanghai at the time (lines 25 - 26), which Neil receipts minimally with the newsmarker **ah** (Gardner, 2001). Julie then returns to the expansion that she first attempted in line 19 before Neil's second question - note the resumptive **ja** 'yeah' - and recycles **ich lerne** 'I learn'. She again encounters difficulty, as displayed through shaking her head and shrugging (lines 28 and 29) before listing off daily activities (lines 29 - 33). Throughout, Neil provides continuers and nods (lines 32 and 34), finally receipting with **ja** 'yeah' in line 35 before launching a 'my side' telling (Pomerantz, 1980) without providing any clear indication of *how* he understood her answer, only that he is treating her turn as complete for the purposes of the task.

The talk in Extracts 1a and 1b could be characterized as akin to an interview in terms of its sequential structure. The participants orient to the provision of information (as per the task), and while Neil's minimal responses *do* afford Julie the opportunity to continue to elaborate, they *do not* build further actions upon the prior talk, and therefore pass on the opportunities to display his understanding or stance. In other words, while they at times align with the ongoing talk (by maintaining progressivity), they do not affiliate (Stivers, 2008). Thus, the intersubjectivity that is accomplished through this sequence is rather minimal in nature, and serves primarily as a vehicle through which the participants can display their grammatical competence (cf. Canale & Swain, 1980; Celce-Murcia, 2007) rather than displaying IC beyond turn and repair management.

Extracts 2a and 2b, which focus on the task prompt regarding how the participants envision their lives five years hence, provide a contrasting case. Here, Emma and Kacy expand beyond the prompt both topically and sequentially, clearly orienting to each other's contributions. Extract 2a picks up as Emma initiates a my-side telling after Kacy has described how she envisions her future.

EXTRACT 2a - Emma & Kacy

- 223 E **vielleicht in fünf jahre.** (0.2)
maybe in five years
Maybe in five years
- 224 **bin ich** (0.5) **auch in schule,**=
am I also in school
I am also in school,
- k +eyebrow flash
k +eyebrow flash
- 225 K **=+in schule? +grad [schule?]**
in school grad school
in school? Grad school?
- 226 E [ich denke]
I think
I think
- 227 K .HHE hu [ha ha ha]
- e +eyebrow flash
- 228 E **[+j- ja ich denke] dass:**
y- yes I think that
Y- yes I think that
- kg E----
eg ↑↑↑↑↑
- 229 **(1.0)**
- 230 E **ah: (1.8) ↑viell(e)icht (1.3) ah: (2.8)**
uh maybe uh
uh maybe uh
- k +nodding
- 231 **ja, ich ich denke dass +ich will.** (0.4)
yes I I think that I want
yes I, I think that I want
- k +head↑
e +RH slight movement
- 232 **im schul- schule** (0.7) **+s::** (0.2)
in the school school
- 234 **s:tay,**
to stay in the school- school,

- e +squint
 k +nod
 235 **K** **+hm [mm]**
- 236 **E** **[°>wie sagt man° °°st(h) [ay(h)<°°] hh**
how say one stay
how does one say stay
- k +shake head
 237 **K** **[(ja)]**
yes
Yes
- eg K-----↑↑↑↑↑↑↑↑
 kg E-----
 k shaking head
 238 **K** **°I don't [know]°**
- 239 **E** **[hhu] hh**
- eg ↑↑↑↑↑
 kg E----
 k smile
 240 **K** **hu uh**
- kg E-----
 k +nod
 eg ↑↑↑↑
 241 **E** **ah: (0.2) n:- (1.0) until₂ +(0.5)**
uh
- k +nod
 242 **ich \$finde(h)\$ +hh hh**
I find
uh until I find
- k nodding
 243 **K** **hh ha**
- 244 **E** **.hh**
- kg E----
 eg -----
 245 **(0.4)**
- 246 **E** **\$etwas das (h) i (h) ch (mög) . \$**
something that I like
something that I like.

	k	+nodding	
247	K	+\$ja? \$	
		<i>yes</i>	
		yeah?	
	k	nodding	
248	E	möchte tun.	
		<i>would like do</i>	
		Would like to do.	
	k	+nod	
249	K	+ja.	
		<i>yes</i>	
		Yes.	
	eg	K--	
	kg	E--	
250		(.)	

In response to Emma stating that she expects to be in school five years in the future (lines 223 - 224), Kacy initiates a repair (line 225) that, through its constellation of repetition (**in schule?** 'in school?'), reformulation (**grad schule?** 'grad school?') and eyebrow flashes, not only works to specify an element of Emma's turn, but also displays a stance of incredulity that leads to Emma further downgrading her already epistemically equivocal formulation with **ich denke** 'I think' (line 226). As Kacy then laughs (line 227), further displaying her stance, Emma continues with **j- ja** 'y- yeah' (line 228) while flashing her eyebrows as well, a display of embodied alignment with Kacy. Emma then restarts with **ich denke dass** 'I think that', then cuts off for a solitary word search (note upward gaze, line 229) before explaining that she wants to **stay** in school (lines 230 - 234). Throughout this turn, Kacy provides embodied displays of attention, including a nod (line 231), and a slow movement of her head up and to the back then returning (line 232), marking the ongoing turn as news, followed by a minimal receipt and another nod (line 235).

Here, Emma self-initiates repair regarding her use of the word **stay** (line 236), which in a way similar to Extract 1a displays an orientation to language choice in the assessment activity. However, unlike in the previous case, the trouble is dispatched by Kacy shaking her head (line 237) and claiming in English that she does not know (line 238), to which both laugh, thus minimizing the interactional import of the language choice and getting back to the matter at hand.

Emma continues her turn, coming to completion with "until I find something I like" (lines 241 - 246), the self-repairing with **möchte tun** 'would like to do' (line 248). Throughout, Kacy nods (241, 242, 243, 248), laughs (243), and provides minimal **ja** receipts (247 and

249). Although her receipts are minimal, they are clearly both aligning and affiliative (Stivers, 2008), as they let Emma continue her turn while also displaying her attentiveness.

Extract 2b continues as Kacy responds. Of particular interest here is how the turn taking is not structured through question/answer pairs, but through commentary that builds upon the prior talk.

EXTRACT 2b - Emma & Kacy

- 251 K .hh ich denke schule ist ah: (0.3) nicht für mich.
I think school is uh not for me
I think school is uh not for me.
- 252 KHhu ha. .h ah(h) (0.2) .h das ist ah: (0.3)
uh that is uh
uh that is uh
- 253 K zehr stressig (0.5) °für mich so,°
very stressful for me
very stressful for me so,
- 254 E .h für mich (0.5) ga: das leben (0.6)
for me the life
for me the life
- 255 ah: (0.8) nicht \$in schule\$ is(h)t
uh not in school is
uh not in school is
- 256 haha [hh]
- k +nodding
k +lean forward left
- 257 K [+MEHR] STRESSIG?
more stressful
More stressful?
- 258 E [he ha ha hu]
- 259 K [he ha ha hu] ha ha ha hh
- kg E----
eg K----
260 (0.3)

outside of school. However, before completing the assessment, Emma laughs (line 256) and Kacy collaboratively completes (Lerner, 1991) her turn with a loud **MEHR STRESSIG?** ‘more stressful?’ (line 257), displaying her understanding of the upshot of Emma’s turn. Emma aligns with this through laughter (line 258), then further clarifies her stance by stating that she does not know what to do, further enhanced by turning both of her palms upward (lines 261 - 262).

Kacy aligns with **ja** ‘yeah’ and a nod (line 263), then recycling and building upon Emma’s formulation of **ich weiß nicht auch** ‘I don’t know either’, continues the contrast with **aber** ‘but’ (line 264) and an embodied completion (Olsher, 2004) in the form of a shrug and frown (line 265). She concludes with a musing about how she hopes her life will turn out well, which is met with mutual laughter (lines 268 and 269).

While it is clear throughout Extracts 2a and 2b that Emma and Kacy are orienting to the task prompt topically by discussing their futures, they do not organize their talk through repeated question and answer pairs. Instead, they expand upon each other’s talk, recycling bits from prior turns (Goodwin, 2018) and collaboratively completing each other’s turns, thus displaying through their talk and embodied actions not only *that* they understand the prior talk, but *how* they understood it by expressing epistemic and affective stances toward it. Thus, the interaction here is less like the interview-like structure exhibited in Extracts 1a and 1b, and more like a mundane conversation between friends or acquaintances.

Extract 3 returns to Julie’s and Neil’s interaction to examine a case in which Neil’s 3rd position responses to Julie’s answers provide evidence of *how* he understands her talk.

EXTRACT 3 - Neil & Julie

	j		+lean toward N
	n		+RHIF PNT>J, rest
134	N	und +jetzt wie is (0.4) +↓dein (0.4)	
		<i>and now how is your</i>	
	n		+RHIF PNT>down, rest
135		leben +jetzt. hh	
		<i>life now</i>	
		And now how is your life now?	
	ng	J----	
	jg	N-___	
	j	+eyebrow flash	
136	J	+jetzt?	
		<i>now</i>	
		Now?	

- 137 jg _____
ng J-----
N hh hh
- 138 jg _____ N---
ng J----- +LH PNT>back
J uh: (.)ich war:: in:: (1.0) +da den,
uh I was in there the
- 139 jg J-----
ng N-----
J oh ih di kä?
OEDK
Uh I was in there the OEDK?
- 140 jg N-----
ng J-----
J (0.3)
- 141 jg N-----↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑
ng J-----
n +head↑↓
N +o↑o[:h↓
oh
Ooh.
- 142 J [for den (.) letzte: drei tage?
for the last three days
For the last three days?
- 143 jg J-----
ng J-----
J (0.2)
- 144 n +nod
N +>hm hm<=
- 145 J =denn (.) uh:m (0.4) ich habe
because uhm I have
- 146 jg J-----
ng N-----
J senior #design,#
senior design
Because uhm I have senior design,
- 147 jg N----- N---T-----
ng J-----
n +head↑↓
N .pt=+oo[:h

- 148 J [und (0.7) heute ist \$d(h)ie(h)\$
and today is the
- 149 .hh die letzte tag für senior design;
the last day for senior design
And today is the, the last day for senior design;
- 150 n +head↑↓
N +o:h ok[ay.
oh okay
Oh okay.
- 151 J [mm ja.= \$wir ha f(h)ür(h)\$
yes we for
Mm, yes we for,
- 152 .hh wir haben drei tage nicht schla(h)↑fen(h),
we have three days not sleep
We haven't slept for three days,
- 153 N [\$oh no(h)o(h)o.\$
oh no
Oh no.
- 154 J [hhha
- 155 N bist [du ah fertig.
are you uh done
Are you uh done?
- 156 J [hh
- 157 j +eyebrow flash
J hei hh h h h +\$nei:n\$
no
No.
- 158 jg T---Clock-----N-----
ng J-----
N [oh: hh hh hff
oh
Oh
- 159 J [ah: \$fünf uhr?\$ (.) .h \$um fünf uhr,\$
uh five o'clock? at five o'clock
Uh, five o'clock? at five o'clock

	ng	J-----	
	jg	Clock-----N-	
160		°°gh gh°°	uhm (0.4) werde will
	ng	J-----	
	jg	N-----Clock-----	
161			ich(h) fer- (0.7) fert- fertig sein. I do- do- done be I will be done.
	jg	Clock-N--	
	ng	J-----	
	n	+head↑↓	
162	N		+o:k[ay. okay Okay.
	j	+nod	
163	J		[+ja. yes Yes.

In lines 134 - 135, Neil initiates a question, again orienting to the task prompt, regarding Julie's life at present. After a quick repair sequence (lines 136 - 137), she explains that she has been in the **OEDK** (an acronym referring to an engineering facility), marked with a rising try-marked (Sacks & Schegloff, 1979) intonation to ascertain Neil's recognition of the referent, which he displays with an elongated change of state token (Heritage, 1984a), produced in line 141 with a sharply rising then falling intonation (Reber, 2012) accompanied by a marked head nod, marking that he recognizes both the referent and its import. Julie then explains that she had been there for three days, which Neil receipts with a continuer and nod (lines 142 - 144). Julie then explains that this was for her **senior design** project, which Neil again receipts with an elongated **oo:h** (produced with a volume contour) and marked head movements (lines 145 - 147), again displaying a stance regarding the import of this news. Although Neil then responds to Julie's next turn (explaining that the present day was the final date for the project) with a much more minimal receipt (line 150), his **oh no** (line 153) response to her claim of having not slept for three days (lines 151 - 152) displays both understanding and an affiliative stance.

Julie's turns up to this point are structured very much like a storytelling (Mandelbaum, 2013) in how she strings together relevant details leading up to a climax. Neil treats these turns as such by providing continuers and assessments after each element, but his lamination (Goodwin, 2018) of intonational and embodied resources upon these minimal

verbal contributions go beyond claiming understanding by displaying his epistemic and affective stances toward the ongoing telling.

Neil expands the sequence then by asking if she has completed the project (line 155), the first question in the entirety of the interaction that is more clearly oriented to the prior talk than to the task prompt. Through its relevance to Julie's prior telling, he further displays *how* he understands the import of the story. In response, Julie laughs and answers **nein** 'no' with a smiley voice (the sound of speech as one smiles or suppresses laughter; cf. Hepburn & Bolden, 2017) and an eyebrow flash (line 157), also displaying her stance, not only regarding his question but in relation to how the ongoing assessment activity connects to her personal life outside. As Neil receipts this with another newsmarker and laughter (line 158), Julie further unpacks her answer, saying that she will finish by 5 o'clock (lines 159 - 161). It is important to note that as she does so, Julie shifts her gaze to the teacher, then to the clock and back to Neil (line 158), then alternates between looking at the clock and Neil (lines 159 - 161), thus publicly displaying her orientation to the teacher as a ratified overhearer (Goffman, 1981), and to the time constraints of her activities outside of the ongoing task. Neil seems to orient to this with his minimal **o:kay** and marked head nod (line 162), allowing Julie to close the sequence (line 163) before returning to the task-oriented questions.

While Extract 3, like Extracts 1a and 1b, is structured primarily through question and answer adjacency pairs, there are more expansions and clearly displayed stances toward the prior talk. This is made possible through how the participants treat the talk as less about an information exchange task, and more as an interaction revolving around the realities of their lives beyond the classroom. In this, although it differs from Extracts 2a and 2b in regards to sequential structure, it shares with them an orientation to the opportunity to use the target language to talk about what the participants themselves make locally relevant, rather than to (the still omnirelevant) activity of the language assessment task. Thus, the achievement and maintenance of intersubjectivity is employed for their own purposes, as well as for the purpose of language assessment.

Discussion

Returning to the components of IC (Kasper, 2006) that we argue are practices related to the achievement and maintenance of intersubjectivity, let us consider the resources the participants employed in the completion of the assessment tasks that are made publicly visible, and are thus potentially amenable to rating.

Recall that intersubjectivity is first and foremost made visible through *turn taking* in an organized fashion. Each turn displays the speaker's understanding and analysis of the prior talk, and this is evidenced throughout the data presented here. Even in the one case of a turn that seems to be ill-fit to the prior turn (Neil's question in Extract 1b regarding where Julie was five years earlier), this becomes an opportunity for Julie to manage the turn taking system, which she does through her use of **oh** to show the inappropriateness of the question before she answers it, expands upon her response, and returns to the talk that had been interrupted.

Taking Kasper's (2006) components of *understanding and producing social actions in the sequential contexts* and *formatting actions and constructing epistemic and affective stances by drawing upon different types of semiotic resources* together, both are achieved through many of the same verbal and embodied resources, and are present to varying degrees in this data. In Extracts 2a, 2b, and 3, these resources include recycling elements from previous turns (Goodwin, 2018; Lam, 2018), facial expressions (Ruusuvuori & Peräkylä, 2009), and laminating intonational resources (Goodwin, 2018) upon otherwise minimal verbal responses (Gardner, 2001) in ways that display stances and therefore make publicly available *how* the participants understand each other. What is striking about Extracts 1a and 1b, in comparison to the later extracts, is how little these resources are employed. We argue that this evinces an orientation to the task as a vehicle for information exchange and displaying grammatical competence, in which the interaction is treated as instrumental to these ends rather than as an end unto itself. We will return to this shortly.

The final practice, *repair*, is also evident throughout the data, though it is used for both purposes of task orientation (Extracts 1a and 2a) in the case of language choice repairs, and for intersubjectivity, as Kacy repairs Emma's **in schule** to **grad schule?** (Extract 2a). Repair is a multifaceted practice that can be used for more than linguistic troubles, and this latter example highlights one way that learners can employ it to display a stance towards prior talk.

The use of these resources for the sake of intersubjectivity highlights a key issue; that is, they were more evident when the learners conducted "contingent" (Lam, 2018) actions that they made locally relevant themselves with less overt orientation to the activity as an assessment task. This presents a rather pernicious quandary for the teacher who wants to assess their learners' interactional competencies for classroom achievement and diagnostic purposes, in that it has implications for not only assessment task design, but also classroom practices.

We will return to these implications and challenges in the final section. However, one final point regarding intersubjectivity and IC needs to be expressed clearly. Whatever institutional purposes interaction can be employed for, its most fundamental, primordial, and endogenous purpose is for achieving and maintaining intersubjectivity, and through doing so, accomplishing a variety of actions that provide the basis for sociality (cf. Levinson, 2006; Schegloff, 2007). The interactional competencies discussed here and elsewhere are both resources for, and achievements of, these primordial purposes (Hall & Pekarek Doehler, 2011; Kasper, 2006). Thus, we argue that the assessment of IC may be best served by foregrounding this intersubjectivity and avoiding the tendency to treat interactional tasks as merely instrumental toward displaying discrete competencies. Instead, the interaction can and should be treated as a goal unto itself, where learners can use the language to conduct social action that is made locally relevant for and by them. The following section presents suggestions for how to move forward in both practice and research.

Implications, practical concerns, and conclusions

It is admittedly axiomatic to point out that the realities of classroom teaching and assessment places practical constraints upon teachers in terms of time, and therefore, transcription and analysis of the sort presented in this paper (much less training in the basics of CA) are unrealistic. However, we feel that these hurdles can be overcome by applying the following heuristic questions, accompanied by the appropriate adjustments to the curriculum and rubrics (see especially Wong & Waring, 2010, for in-depth suggestions regarding curricular adjustments).

- To what degree is the interaction structured as recurrent question-answer pairs (cf. Extracts 1a and 1b), versus being structured through a variety of sequential actions such as expansions (cf. Extracts 2a and 2b)?
- To what degree do responses build upon prior talk and/or display epistemic and affective stances toward it?
- To what degree do the learners rely upon minimal receipts such as “mm” or “oh, okay” (cf. Extracts 1a and 1b), versus receipts that display stances such as repetitions and reformulations (Extracts 2a and 2b) or assessments such as “oh no” (Extract 3)? Further, do the learners use a varied repertoire (Hall, 2018) of resources for receipting prior talk?
- To what degree do the learners employ semiotic resources such as intonation and facial expressions (Extracts 2a, 2b, and 3) in conjunction with their verbal contributions?

- Do repairs primarily orient to task requirements (cf. Extracts 1a and 2b)? Or do they orient to problems in understanding, such as with the reformulation of **grad schule**? (Extract 2a)?
- To what degree do the participants orient to the talk in locally contingent ways that they themselves make relevant, versus orienting to the task as an information exchange?

These questions implicate a number of issues in terms of task and rubric design which we can address with the caveat that all require further empirical scrutiny.

The first concern is that these heuristic questions not be treated as binaries. Given the inherently co-constructed and contingent nature of interaction, not all will be relevant at all times, and holding students accountable for a feature such as repair if it is never made relevant introduces issues of fairness and validity. It is important for testers to consider whether a specific heuristic question is reasonably applied at any specific point in the interaction. At the same time, learner performance that weighs too heavily in one area while lacking in most of the other areas could be argued to be deficient in terms of displays of intersubjectivity. Appendix C provides criteria and descriptors that revise those of the original task (cf. Appendix B) in light of these heuristic questions. These are presented with the caveat that they remain to be empirically tested through future research.

Regarding task design, the primary concern is that the task affords moving beyond an orientation to information exchange into orienting to the task as an opportunity to use the language to talk in ways that are made relevant to the participants themselves. We suggest that discussion tasks that allow students to talk about their experiences and opinions are the most appropriate⁴. However, as shown in Extracts 1a and 1b, this does not guarantee that the learners will take this opportunity, despite the task having been designed to encourage the students to “chat normally” and reminding them that the process is more important than the conclusion. We suggest that 1) ample opportunities allowing the students to observe how participants in naturally occurring language samples display *how* they understand each other through the practices discussed above, and 2) opportunities to practice doing so through open-ended classroom and extracurricular tasks can help to alleviate this concern. These activities have become part of the IC-focused curriculum at Rice University’s Center for Languages and Intercultural

⁴ One reviewer suggested that different task designs, such as more convergent tasks, would also provide opportunities (all be they of a different sort) for intersubjectivity to be displayed, and following Goodwin’s (2018) notion of *co-operative action*, we wholeheartedly agree. This would be a very worthwhile avenue for further research.

Communication (cf. Kunitz & Yeh, 2019; Waring, 2018), and research conducted within the center is now being conducted to see if this indeed has an effect. Further research regarding which types of discussion topics are most amenable to these purposes is also required.

Regarding rubric design, as implied through the heuristic questions posed above, we believe some caution is warranted when deciding whether to employ an analytic rating scale versus a holistic scale, an issue that needs to be born out in future research. This issue aside, given the inherently contingent and co-constructed nature of intersubjectivity and how it is displayed, it cannot be a question of *how often* do the learners employ the practices discussed above, but whether these practices are well-fit to the learners' ongoing interactions. The questions above can be adapted to the local curricular goals, and research on piloting rubrics devised from them should be conducted to ascertain their effectiveness and practicality. This practicality also extends to the question of recognizability and usefulness for the teachers/raters as well, so that further recommendations can be made.

Another point deserving consideration is whether it is better to assign individual or group scores, a conundrum that has long faced IC assessment (cf. May, 2011). As Kasper and Ross (2013) point out, "[i]ndividual participants do show themselves as more or less interactionally competent at particular interactional moments" (p. 11), and the data presented in this study suggest that this holds true in regards to displaying intersubjectivity as well. However, it is also important to keep in mind that any opportunity to display intersubjectivity is the outcome of layers of co-constructed action that build upon what has come before. As such, we suggest that teachers who want to assess interactional abilities in their classrooms make careful, informed decisions that also take into account their curriculum and learning goals.

One final concern regarding the practicality of applying the findings of this study and the heuristic questions derived from them should be addressed: the time and effort that it takes to score the tasks. One approach, endorsed by Waring (2018), is to have the students themselves transcribe a short segment of their interactions, identify relevant points for scoring within the interaction, and to reflect upon them. The effectiveness of this practice also deserves future empirical scrutiny, but there seems to be benefits for teachers in regard to time constraints and students in regard to awareness of their own language use and learning.

There is much more work left to do. However, the findings of this paper highlight the potential for treating the practices that students employ to display *how* they understand

each other in language assessment tasks as a ratable component of interactional competence, and the value of treating task interaction as meaningful *talk-in-interaction* instead of merely as a vehicle to produce ratable talk.

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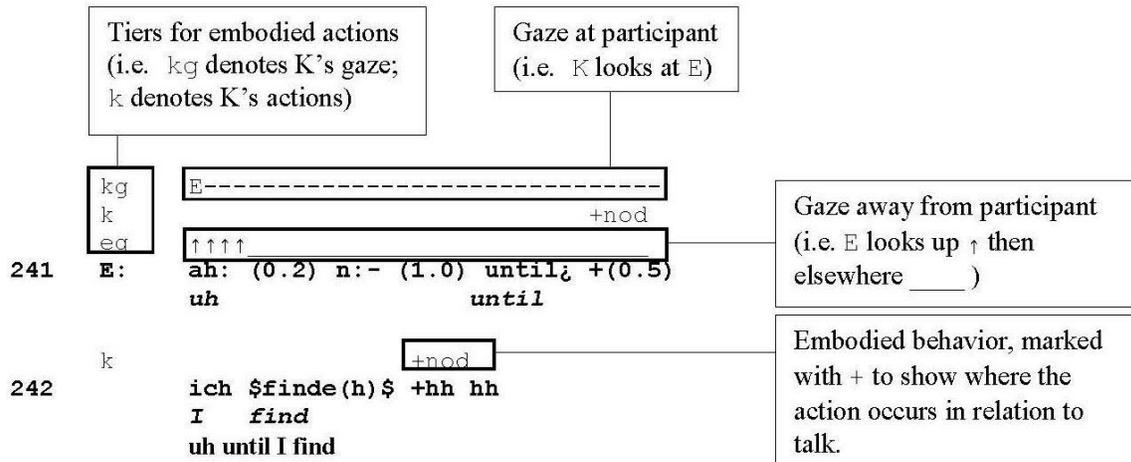
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Appendix A

Special Conventions for Embodiment



LH Left Hand

RH Right Hand

RHIF Right Hand Index Finger

BH Both Hands

PNT Point

head↑↓ Head moves up and back then returns, more slowly than nod

Note: Actions marked without + denote actions continued from previous line

Appendix B

Original IC descriptors for discussion task

Criteria	Needs improvement (1 point)	Approaches target (2 points)	Meets target (3 points)
Mutual understanding	Student has difficulty understanding questions and topics. The student's next turn proves that a shared understanding is not achieved several times. Student has difficulty indicating that a hearing/comprehension problem occurred. Student is unable to clarify comprehension problems.	Student is able to comprehend and respond to most of the questions and topics, but a next turn sometimes doesn't show understanding of previous turns. Student initiates some repair when necessary. Student clarifies some hearing/comprehension problems.	Student is able to comprehend and respond to all the questions and topics. A next turn shows understanding of a previous turn throughout the interaction. Student initiates repair whenever hearing/comprehension problems occur. Student is able to clarify most hearing/comprehension problems.
Engagement	No questions are asked. No topic is initiated. Student is rather passive in the conversation. Noticeable absence of discourse markers.	A few questions are asked and some topics initiated. Some evidence of discourse markers.	Very active engagement in the conversation. Often asks questions and initiates topics. Use of discourse markers (e.g., clarification questions, backchannel, acknowledgement tokens, non-verbal cues).
Expanding on topics	Student does not expand on one's own and partner's topic.	Student occasionally expands on one's own and partner's topic.	Student frequently expands on one's own and partner's topic.

Appendix C

Potential criteria, rubric, and descriptors based upon heuristic questions.

Criteria	Needs improvement (1 point)	Approaches target (2 points)	Meets target (3 points)
<p>Providing a relevant next turn as made relevant by the previous turn (modified from previous "Mutual understanding" criterion)</p>	<p>Student has difficulty displaying or claiming understanding of questions and topics. The student's next turn proves that a shared understanding is not achieved several times.</p>	<p>Student displays understanding by responding to most of the questions and topics, but a next turn sometimes doesn't display an understanding of previous turns.</p>	<p>Student regularly displays understanding in subsequent turns.</p>
<p>Initiating repair (modified from previous "Mutual understanding" criterion)</p>	<p>Student has difficulty indicating that a hearing/comprehension problem occurred. Student is unable to clarify comprehension problems.</p>	<p>Student initiates some repair when necessary. Student clarifies some hearing/comprehension problems.</p>	<p>Student initiates repair whenever hearing/comprehension problems occur. Student is able to clarify most hearing/comprehension problems.</p>
<p>Receipting (continuers, minimal assessments ["really"], receipts ["oh", "uh huh"], nods) as claims of understanding (modified from previous "Engagement" criterion)</p>	<p>Student does not receipt prior talk.</p>	<p>Student receipts some prior talk where appropriate, but may overuse minimal receipts over non-minimal receipts or displays a lack of variety.</p>	<p>Student receipts prior talk where appropriate using a variety of receipting techniques. Also can use to preface longer response.</p>
<p>Affiliation (non-minimal assessments, expansion questions, "my side" tellings, co-completions) to display understanding (modified from previous "Expanding on topics" criterion)</p>	<p>Student does not affiliate when appropriate.</p>	<p>Student occasionally uses affiliation techniques but displays little variety.</p>	<p>Student frequently uses a variety of affiliation techniques.</p>

Initiating and expanding on own topics <i>(modified from previous "Engagement" criterion)</i>	Student does not initiate and expand on topics.	Student initiates some and expands on some topics.	Student often initiates and expands on topics.
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