Developing Interactional Competence in discussions, through a Multimodal (Inter)action Analysis approach, for students preparing for higher education or employment

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Abstract

Developing discussion skills is of particular importance to L2 students due to the requirements placed on them to participate in discussions in potential study and work contexts. The ability to participate effectively in a discussion can be characterised through demonstration of the construct of Interactional Competence (IC), with the purpose of the research exploring how learners could develop their IC in discussions. By analysing pair-speaking exams, using a Multimodal (Inter)action Analysis (MIA) approach, it was possible to discover how candidates multimodally built action in order to demonstrate IC. Moreover, IC could be further demonstrated through the creation and utilisation of revised exam criteria based on operationalised features of the construct found in the literature. The results illustrate how candidates at different CEFR levels combine modes to produce action and how IC may be demonstrated more clearly through modified criteria. The consequences of the findings on assessment and pedagogy are apparent with recommendations including the adaptation of exam criteria to include operationalised features of IC, as well as multimodal approaches to classroom instruction.

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List of Abbreviations

IC = Interactional Competence

CIC = Classroom Interactional Competence

MIA = Multimodal (Inter)action Analysis

PR = Public Relations

CA = Conversation Analysis

SF-MDA = Systemic Functional Multimodal Discourse Analysis

EFL = English as a Foreign Language

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ESL = English as a Second Language

ESP = English for Specific Purposes

HKDSE = Hong Kong Diploma of Secondary Education

SBA = School-Based Assessment

CPE = Certificate of Proficiency in English

FCE = First Certificate in English

EMI = English as a Medium of Instruction

EAP = English for Academic Purposes

CEFR = Common European Framework of Reference for Languages

IELTS = International English Language Testing System

CEA = Cambridge English Assessment

HKEAA = Hong Kong Examinations and Assessment Authority

CLT = Communicative Language Teaching

AFL = Assessment for Learning

ESAP = English for Specific Academic Purposes

Chapter 1: Introduction

1.1 L2 Students' Needs

For L2 students studying in a range of academic contexts, such as secondary or tertiary education, development of academic skills is essential if they want to meet their goals i.e. completing their studies and entering higher education or the workplace. In order to meet their objectives, students need to engage in a range of academic communicative practices such as discussions (Hyland, 2006).

1.2 Discussions

Discussions are a common example of a learning activity on study programs in a variety of settings. Academic discussions are a central oral activity of academic life at pre-tertiary and tertiary institutions (Hyland, 2006) while more general discussions are key to courses at language schools (Harmer, 2007). Students may also be required to participate in discussions as part of a speaking exam, which may be administered in either educational or external contexts. These are known as achievement or proficiency tests and may be relevant to L2 learners as they often function as a gateway to higher education and employment opportunities, through assessment of whether the required standards for access are met (Green, 2014; Hughes, 2003).

1.3 Multimodality

In communicative events such as discussions, participants interact through the conveyance and perception of messages through various modes of communication e.g. spoken (or written) language, gesture, facial expression etc. (Jewitt, 2017; Norris, 2004). Much multimodal research over the last decade has moved away from prioritising the linguistic system to place more emphasis on non-linguistic resources, with all modes being attributed equal status in the examination of their role in communication (Norris, 2013, 2016, 2019). Researchers have investigated the role of modes as resources for meaning making in social and professional contexts (ibid), as well as in various academic settings such as classroom discussions (Lee, 2017; Park, 2017) and conference presentations (Zhang, 2015). Meanwhile, the role of non-verbal behaviour has been explored in assessment settings (Pan, 2016).

1.4 Interactional Competence

In recent years, models of communicative competence, consisting of various knowledge components, have been developed as researchers attempt to understand the elements that contribute to successful interaction (Fulcher, 2010). One component that appears to be central to communication is the construct of Interactional Competence (IC), which Roever and Kasper (2018) describe succinctly as the ability of a person to interact with others. As discussions can be conceptualised as complex turn-based interactions, IC appears to be a key element.

1.5 Rationale and Research

Having conducted previous research on the impact of multimodality on developing academic seminar discussion skills, as well as the role of IC in speaking assessments, I am interested in investigating how multimodality can impact on the demonstration of IC in discussions. In addition, as the development of discussion skills is essential for L2 students, any implications may be informative to assessment or learning settings that target them. Although research has suggested the importance of multimodality in interaction and the demonstration of IC in discussions, I feel that many approaches have given speech a superordinate role. Consequentially, the impact of non-linguistic modes on IC, in discussions, may have been understated. I take the position that all modes need to be examined equally, in order to understand how they combine to demonstrate IC in discussions.

This paper aims to add to the existing literature on the effect of multimodality on IC in discussions, in addition to providing new insights into the contribution of all relevant modes to interaction. Through analysis of the selected data, the collaborative (discussion) task from selected Cambridge English speaking exams, it is possible to examine modal interplay, and how IC is operationalised through descriptors in adapted criteria. Moreover, the impact of the results on assessment and pedagogy in pre-tertiary and tertiary institutions may also be explored.

The following research questions guide the study.

1) How do the participants multimodally produce action together in the discussion?

2) How does the participants' interaction demonstrate interactional competence?

3) What implications do the findings have on assessment and pedagogy?

1.6 Organisation of the Dissertation

This dissertation is made up of five chapters. After the introduction, chapter two includes a review of the literature in relation to potential student target population and their needs, discussion skills, multimodality, and IC. Chapter three details the theories that are behind the methodology before focusing on the educational context. It then describes the data collection and analysis methods and procedures. Chapter four addresses the research questions by presenting and discussing the results and their potential implications. Finally, chapter five summarises key findings.

Chapter 2: Literature Review

2.1 Introduction

This chapter is divided into six parts and sequentially examines the literature related to L2 students' needs, discussion skills, multimodality, and Interactional Competence. It concludes with a summary of the key arguments.

2.2 L2 Students' Needs

L2 students learning needs may vary, depending on the specific context, but common academic demands often include the development of written and oral communication skills, reading and listening skills, and digital literacies (Hyland, 2006). Moreover, academic skills development potentially impacts future employment, as effective communication skills are perceived by employers as vital to success in the modern workplace (Hyland, 2006; Eisner, 2010; Palmer-Silva, 2015).

Academic practices function as key learning tools for students at pre-tertiary and tertiary levels. These can include listening to lectures, critically reading textbooks, articles, and other materials, and carrying out writing tasks such as essays or reports. Furthermore, oral activities like presentations and seminar discussions or tutorials are among core tasks embedded into study programs for subjects, English for Specialist Purposes (ESP), and English for Academic Purposes (EAP) (Hyland, 2006). Nevertheless, in some international settings such as English as a Medium of Instruction (EMI) institutions in Hong Kong, spoken English may not be widely used by students outside of oral assessments, thereby possibly undermining its importance as an instruction tool (Evans and Morrison, 2010). On the other hand, in further contexts such as Singapore, English takes on the role of lingua-franca in multi-cultural campus settings, adding to its status as a means of communication. Moreover, students studying in other educational settings, such as language schools both in their home country or abroad, participate in a range of less formal learning activities aimed at developing their proficiency, including group discussions (Harmer, 2007). Overall, it seems that development of discussion skills is an essential practice if learners want to meet study and work objectives.

2.3 Development of Discussion Skills

2.3.1 Introduction

Discussions may vary in content and purpose, depending on various factors, e.g. contextual, cultural. Academic discussions can be defined as 'conversations between two or more students centered on an educational topic that is supported by academic materials (e.g., a book, short story, chart, graph, explicit instruction from the teacher, etc.)' (Elizabeth et al, 2012, p.1215). An example activity may be a university seminar, which functions as an instructional tool aimed at increasing students' learning (Basturkmen,1999; Evans and Morrison, 2011).

Furthermore, students studying on an EFL/ESL program in an external setting, such as a language school, may partake in pair or group discussions in class (Harmer, 2007) possibly through a Communicative Language Teaching (CLT) approach (Taylor and Wigglesworth, 2009). Here topics are often general, rather than academic, and may include topics such as likes or dislikes, food, travel etc. (ibid). Meanwhile, ESP courses focus on topics relevant to the program objectives e.g. an English for nurses' course may feature discussion activities centred on interactions between key stakeholders such as nurses, patients, and doctors (Basturkmen, 2010).

Additionally, assessments like the Hong Kong Diploma of Secondary Education (HKDSE) English exam and those included in the Cambridge English qualifications suite include a group or paired discussion component. Whereas the former assesses discussion skills based on learning of material from a study program, Cambridge exams assess learners' proficiency through more general topics that reflect real-life situations e.g. making a decision (Hong Kong Examinations and Assessment Authority, 2020; Cambridge Assessment English, 2020a). Overall, it seems essential that L2 students develop their discussion skills and in the next subsection key contextualised studies will be detailed.

2.3.2 Key Studies

There have been a number of relevant studies carried out in EAP, EFL, ESP, and assessment contexts, although settings often overlap therefore making demarcation challenging. Several researchers have examined issues with the performance of L2 students in seminar discussion

skills at universities in international settings, and how EAP teachers can successfully develop learners' ability to participate and contribute effectively (Basturkmen, 1999, 2002; Jones, 1999; Nakane, 2005). They argue for careful consideration of targeted materials and course aims if learners are to achieve their goals. This also seems to be supported by Feak's (2013) work in ESP settings. She states that as the purpose of ESP is to help students meet their academic and professional goals, materials need to be carefully considered according to the context. With this in mind, many scholars have argued convincingly for the design of specific teaching models to be used in the development of discussions skills in academic contexts. In EFL, Green, Christopher, and Lam (1997) advocate a carefully scaffolded approach while Lam and Wong (2000) argue for strategy training. Meanwhile formative assessment for learning (AFL) models have been reported in ESAP (English for Specific Academic Purposes) (Alberola Colamar, 2014) and school-based assessment settings (SBA) (HKEAA, 2013, undated).

Taylor and Wigglesworth (2009) advocate the use of pair work in CLT classrooms in developing discussion skills necessary for Cambridge pair speaking exams, as students have more opportunities to practice their interactive skills and benefit from peer and teacher feedback. However, Foot (1999) in his critique of pair-speaking tests argues that demonstration of proficiency is limited by the time constraints of the speaking exam. This implies that candidates are under considerable time pressure to sufficiently demonstrate interactive speaking skills, something that may be relevant to this study in its examination of IC. Consequently, classroom pair speaking activities that closely mirror the exam format would have similar issues, with any time extensions reducing validity. Moreover, Foot claims that as classroom practice is with friends and the actual test with strangers, there are actually two exams, as conversational style may be affected by the participants' relationship as well as identities that they may bring to or create in the discussion (Norton, 2005). This seems to be supported by Lam's (2015, 2019) research on group speaking assessments in the Hong Kong secondary education system. Students participating in group discussions in the SBA worked in friend groups and were found to pre-plan and rehearse content, thereby reducing the validity of the assessment. This is contrasted with the summative assessment in the final speaking paper of the Hong Kong Diploma of Secondary Education (HKDSE), where candidates complete their discussion with strangers. Being unable to practice with their group, the assessment seems to possess higher construct validity.

Irving and Mullock (2006) caution against the complexities of preparing learners for pair speaking exams, in their case study of a novice teacher's experience of delivering a Cambridge Certificate of Advanced English (CAE) exam preparation course. They reported teacher problems related to subject knowledge of the speaking exam criteria, as well as organisation of activities in classes. Ultimately, learner success in the subsequent exam was limited, which could be attributed to lack of training and support from the institution as well as the absence of an adequate syllabus. With more favourable working conditions and experience, the teacher may have been more confident in delivery of the course.

Spratt (2005) agrees that the role of the teacher is key in deciding how to prepare learners for speaking exams and that instructors are faced with a number of pedagogic and ethical choices if they want to foster effective learning and stimulate positive washback. As well as providing opportunities for pair interactions, teaching techniques are key to developing students' speaking skills. Moreover, Richards (2008) identifies back-channelling as a key feature of interactive speaking, claiming that contextualised dialogues may be useful in encouraging learners to show interest in their partners' contribution. He also suggests developing the asking of follow-up questions, as another key feature of interaction.

Overall, it would seem to follow that teachers preparing students for pair-speaking exams would carefully need to consider how they administer practice activities in order to retain authenticity and ensure adequate time for development of relevant interactional skills.

2.3.3 Conclusion

Discussions are clearly complex events and the teaching of discussion skills to L2 learners requires careful consideration of teaching approaches. In the next section, the role of multimodality in discussions will be further discussed.

2.4 Multimodality

2.4.1 Introduction – Conceptualising Multimodality

Various multimodal perspectives exist on the nature and role of modes in communication, with some considering the importance of context and situated interaction. Initially developed by Norris (2004, 2013, 2016, 2019) to investigate identity (Pirini, 2014), Multimodal (Inter)action Analysis (MIA) sets out to investigate the nature of such contextualised

interactions by examining how they are constructed through actions from social actors (Jewitt, 2017). A key feature of this approach is that it is holistic with the key characteristics of mode, social actor, and sign-maker being fully integrated. Therefore, the focus is on how social actors in a communicative event co-construct meaning using actions, rather than the systems used for meaning making (Jewitt, 2017). In recent years, MIA has been used to investigate interactions in various professional (Sissons, 2012; Pirini, 2014), social (Norris, 2004, 2011a, 2016, 2019), and educational settings (Zhang, 2015).

2.4.2 Key studies – Social and Professional Contexts

A number of MIA studies have investigated the complexities of interaction in social, experimental, and professional contexts. Norris (2004, 2011, 2016) and Norris and Pirini (2017) demonstrated in several studies how social actors utilise a range of modes such as spoken language, gaze, gesture etc. in social conversation. Moreover, Norris (2011b) demonstrated in a study of children playing how individual modes may occupy a superordinate position in communication, with gesture being used more than speech by the children to make meaning.

Similar modal interplay by social actors has been revealed in work settings. Sissons (2012) demonstrated that objects were combined with other modes such as gaze, gesture, and layout by a social actor (the mayor) to control a meeting with others (public relations professionals). Similarly, Pirini (2012) illustrated how a business coach utilised an object (notebook), in combination with other modes such as speech and gesture, to control the direction of a session. It may be that object handling is a relevant mode in establishing authority in professional contexts.

These examples show the complications of modal interplay in achievement of goals in situated contexts and demonstrate how social actors select and combine modes to produce action.

2.4.4 Key studies – Academic and Assessment Contexts

Various studies have been conducted into exploring interactions in a range of academic settings. In the context of a plenary at academic conferences, Zhang (2015) examined how speakers use multimodal cues to help achieve the overall communicative aim of disagreement

(with concepts, other academics' opinions etc). Whereas, the mode of spoken language is primarily deployed by speakers in imparting knowledge and persuading the audience of their (new) ideas, speech and other modes, for instance gesture, are used in combination to accommodate social and personal concerns e.g. polite disagreement, while still attempting to maintain collegiality. Interestingly, the object of PowerPoint is also used to establish authority by speakers through presentation of speaker professional information e.g. workplace, university email address etc. Raisanen (2015), in her own examination of conference presentations agrees that material objects need to be considered and adds that the unpublished conference paper is a powerful tool of persuasion used in this context. Furthermore, the role of objects in the collaborative task as a tool for persuasion may be explored in this study as candidate are provided with material for their task. These findings indicate that social actors combine modes to communicate, and that individual modes may be superordinate depending on the action produced e.g. speech in disagreement. Moreover, the impact on EAP instruction is apparent, in that tutors need to consider all modes when developing students' ability to communicate in academic settings.

Unfortunately, there seems to be a dearth of MIA studies in the analysis of discussions in classroom and assessment settings. However, similar multimodal approaches have been used by scholars to examine the effects of multimodality in classroom discussions and speaking assessments. Both Park (2017) and Lee (2017) used a Conversation Analysis (CA) approach that involved detailed transcription of classroom discussions between relevant participants in group discussions. Park examined modal interplay between students and their teacher during a question and answer activity, as part of a grammar lesson. Findings indicated that students used a range of multimodal cues in order to carry out certain communicative functions. Gesture was used, in conjunction with speech, to indicate meaning while gaze and head-movement, along with gesture, were utilised in deciding speakership in turn-taking. Park concluded that non-verbal cues were critical resources in co-constructing meaning in classroom interactions.

Parks' research seems to be supported by Lee (2017), whose investigation into group discussions in an American university's ESL listening and speaking class, further revealed the role of multimodality in turn-taking. Lee demonstrates that speakers use a variety of multimodal resources, such as gesture, gaze, and facial expression to claim or avoid speakership during discussions. Meanwhile, Tsuchiya (2019) examined the use of gestures in pair discussions among Japanese learners, discovering the tendency for speakers to gesture

while self-repairing with variations in gesture type among proficiency levels. Overall, these studies indicate that multimodality plays a significant role in communication in pair and group discussions in classroom settings, with gesture, gaze, and facial expression appearing to be key features for analysis in this paper.

There seem to have been fewer multimodal studies in assessment contexts. Nakatsuhara (2011) discovered, in an analysis of group speaking assessments among Japanese learners, that gestures were used to allocate or claim turns. This seems to provide further evidence that gesture is a key resource in turn-taking in discussions. Furthermore, Pan (2016) investigated non-verbal delivery by participants in group speaking assessments, demonstrating that candidates used a range of modes to convey meaning during discussions. He found that gaze was used by some candidates in showing attention or interest while listening and for persuasion when speaking. Moreover, gesture was used as a signal to end a discussion, which may correspond with Norris' (2019) concept of semantic/pragmatic means. It was further used to convey important information while head movement was key to back-channelling and yielding turns. Overall, Pan stated that learners with higher proficiency were more likely to use non-linguistic modes, compared to those with lower ability. He concluded that use of non-verbal behaviours could be seen as representative of proficiency level and teachers preparing students for exams could encourage lower-level learners to utilise more in discussions. However, Pan is critical of the absence of non-verbal behaviours in exam criteria in his context, Chinese college EFL speaking assessments, and argues for a more overt inclusion of non-linguistic cues in exam criteria. His findings seem to indicate the lack of consideration given to multimodality in assessment criteria, something which has been possibly addressed through the adaptation of Cambridge criteria for the purposes of this study.

2.4.5 Conclusion

Overall, these findings indicate multimodality plays a key role in discussions and needs to be considered by tutors as they seek to develop L2 students' discussion skills. Meanwhile, the role of IC in discussions will be examined in the next section.

2.5 Interactional Competence

2.5.1 Introduction – Conceptualising Interactional Competence

Kramsch (1986) first conceptualised IC in the context of language assessment. She emphasised that collaboration, negotiation, and other co-created features were as important in the measurement of proficiency as individual contributions of functional language (ibid, Barraja-Rohan, 2011), fluency and accuracy. Furthermore, she highlighted the potential discrepancies between Communicative Language Teaching pedagogy, that often focuses on collective contributions, and assessment of individual contributions in paired speaking tests (May, 2009), the latter of which often-dominated assessment criteria (Walsh, 2012).

Kasper (2006 cited in Barraja-Ronan, 2011) developed IC further by adding turn-taking, repairing errors in speaking, use of modes or semiotic resources, and managing transitions between interactions as key features. Young and Kasper (ibid; Young, 2008) also stated that participants in a discussion bring knowledge of context specific discursive practices i.e. how to participate in a pair speaking assessment. Moreover, identities may be co-created by participants during the discussion with gender, age, personality etc. affecting conversational style (ibid) or test performance (Richards, Ross, and Seedhouse, 2012). As context, identity and modes are key features of MIA, there appears to be interesting similarities with it and IC.

IC was later further conceptualised to include Classroom Interactional Competence (CIC) which is the ability of learners and teachers in the mediation and aid of learning in the classroom through classroom interactions e.g. discussions (Walsh, 2012; Park, 2017; Lee; 2017). Walsh states that CIC includes the use of appropriate language by the teacher, depending on context and learners, as well as shaping learner contributions through repair, modelling, and asking for clarification. The creation of interactional spaces, the latter of which is when learners have time and space to interact e.g. resisting the urge to speak during 'dead air', is also a key factor. It seems that the need for interactional space could also apply to group or pair discussions, either in the classroom or a speaking exam, where some learners may dominate due to personality or other identities and that this could have an important impact on pedagogy in EFL/EAP/exam preparation classes.

Finally, Walsh (2011) further differentiates between IC and communicative competence (see table 1). In IC, conversation management is emphasised over resources, which may change between interactions (ibid; Fulcher, 2010). In addition, listening is a key interactional feature,

with social actors paying attention to each other's contributions and responding appropriately, also helping out where necessary (Walsh, 2011). I agree with Walsh that IC stands separately as a construct from traditional models of communicative competence, and that it is centred at the heart of discussions in both classroom and assessment settings.

Table 1: Interactional Competence versus Communicative Competence

Source: Walsh (2011)

Interactional competence	Communicative competence
Emphasises the ways in which interactants co-construct meanings and jointly establish understanding.	The focus is on individual differences in competence and the fact that one of the aims of learning a language is to move to the next level of competence.
Includes both interactional and linguistic resources, but places more emphasis on the way the interaction is guided and managed through turns-at-talk, overlaps, acknowledgement tokens, pauses, repair and so on.	Emphasises the knowledge and skills needed to use language in specific contexts as opposed to knowledge of language as an idealised system.
Is highly context specific: the interactional competence required in one context will not always transfer to another. Different interactional resources will be needed in different contexts	Context is everything: what we say is dependent on who we are talking to, where we are, why we are talking, what we have to say and when this takes place (c.f. Hymes, 1972).
Largely rejects individual performance in favour of collaborative enterprise.	Emphasises individual performance and recognises that this can and will change.
Less concerned with accuracy and fluency and more concerned with communication; this means that speakers must pay close attention to each others' contributions and help and support where necessary.	Accuracy, fluency and appropriacy lie at the heart of communicative competence and are also the measures used to evaluate it.
Places equal emphasis on attending to the speaker as producing one's own contribution; listening plays as much a part in interactional competence as speaking.	Focuses more on individual speech production than on the listener and acknowledgement of what has been said.

Finally, I.C has been studied in varied contexts, and from different perspectives, with the next section of this paper detailing key studies relevant to classroom and assessment settings.

2.5.2 Key studies – Classroom

As part of his extensive examination of CIC, Walsh has conducted research in various classroom settings. He (2012) showed how a classroom teacher developed students' CIC through use of considerable pausing, lack of error correction, and signposting instructions. Meanwhile, Park (2017) demonstrated use of IC features e.g. turn-taking in a classroom discussion between classmates through the use of multimodal resources. While Walsh's study

appears to mainly include communicative strategies mediated through spoken language, Park's research extends to those facilitated via non-verbal behaviours. Both scholars provide a clear picture of the role CIC can play in teacher-student and student-student pair and group discussions in the classroom, as well as further highlighting the connection between IC and multimodality. Overall, these studies seem to provide evidence of IC in classroom discussions, as well as possible impacts on pedagogy, and now assessment settings will be discussed.

2.5.3 Key studies – Assessment

There have been a number of studies investigating interactive performance in pair and group assessment settings (Gan, Z., Davison, C. and Hamp-Lyons, L., 2009; Gan, 2010; Gan, 2012) with an increasing number focusing on the operationalisation of IC in assessment criteria. According to Lam (2019), I.C is now assessed in a range of global assessment settings e.g. HKDSE, Cambridge speaking tests, and this can be seen not only through the inclusion of pair/group speaking components, but in the presence of interactional criteria in the rating scales.

In a series of ground-breaking studies, Lam (2015, 2018, 2019) investigated group discussions in the context of the secondary education system in Hong Kong. Both school-based assessment (SBA) and the final speaking paper of the HKDSE include the group interaction tool, which can be characterised as a short (6-8) minute discussion between students, based on material learned at school. The assessment is high-stakes and fulfils both formative and summative functions (HKEAA, 2017). IC features are claimed by Lam (2019) to be present in the exam criteria of the SBA group interaction (appendix 1) of 2) Communication Strategies and 4) Ideas and Organisation (HKEAA, undated). An example of the former in a level 5 contribution is 'can use appropriate body language to display and encourage interest' and the latter 'can respond appropriately to others to sustain and extend a conversational exchange' (HKEAA, undated, p.12). Therefore, it can be seen that candidates are assessed on joint, as well as individual contributions, as well as the use of non-linguistic modes in interaction. In Lam's studies he clearly shows how candidates use various resources to display IC, although he also found that students discursively take turns and that further development of responding is required to foster their discussion skills. Like Pan (2016), he argues for assessment criteria to be reconsidered, with IC features such as responding

appropriately to be explored and defined more clearly and for this to be reflected clearly in descriptors (2018).

There have also been several IC studies examining various components of the Cambridge exam suite. Macqueen and Harding (2009), evaluated the Certificate of Proficiency in English (CPE) speaking test, now known as C2 Proficiency (CAE, 2020b). Part of their analysis included the collaborative task, a short goal orientated discussion (4 minutes) activity based on visual prompts (ibid), where candidates have to attempt to work together to decide on an outcome. An example has been added to the appendices, where candidates are expected to discuss the advantages and disadvantages of the topic and make a further suggestion (appendix 2) (CAE, 2019a). It appears to be similar to the group interaction task where candidates are also encouraged to negotiate and come to a decision (HKEAA, 2017; Plough, I., Banerjee, J. & Iwashita, N., 2018). According to Macqueen and Harding, the criteria of Interactive Communication and Discourse Management reflect interactive elements of discussions, although Ffrench (2003, cited in Macqueen and Harding, 2009) claims that the former is more concerned with joint contributions, and the latter regards individual output. For example, a level 3 contribution from Interactive Communication is 'Interacts with ease, linking contributions to other speakers' (CAE, 2019 p.58), with the ability to manage and develop turns having previously been described as a key feature of IC. The criteria have been placed into the appendices (appendix 3) for reference, although they are not identical to those used by the examiners (Macqueen and Harding, 2009; CAE, 2019). Overall, it would seem that the criterion of Interactive Communication corresponds to Walsh's (2011) definition of interactional competence which therefore is relevant to this paper.

Their study is supported by Galaczi (2008), who investigated the First Certificate in English (FCE) exam, now called B2 First (CAE, 2020c). She clearly demonstrates how Interactive Communication is operationalised, through contributions, and in relation to test scores (see figure 1).

Discourse characteristics	Operationalisation
more self-expansion of topics	through topic extension moves
more other-expansion of topics	through topic extension moves and follow-up questions
smoother transition between turns	through cooperative latches and overlaps
more listener support	through backchannels
more responsibility for speaker nomination	through questions
more equality in topic development	through balance in topic initiations, topic extensions and amount of talk
more cohesion between turns	through acknowledgement tokens and lexical and syntactic cohesive links

FIGURE 3   Operationalisation of descriptors for Interactive Communication (IC).

Figure 1: Operationalisation of descriptors for Interactive Communication

Source: Galaczi (2008)

For example, increased speaker nomination is manifested through asking questions, which demonstrates higher proficiency and in turn leads to higher scores. In addition, the nature of the two-way exchange is clear with interactive listening as important as speaking. Galaczi (2014) later demonstrated in a follow-up study how IC is demonstrated across proficiency levels, with more advanced learners using a higher number of collaborative features to construct meaning compared to those of lower proficiency. However, in what appears to be a significant development from her earlier study, she concluded a broadening of the conceptualisation of IC was necessary to complement existing exam criteria. May (2009) considered how co-produced contributions can be separated by assessors. In her study of paired-speaking tests noted that raters seemed to consider features such as body-language and assertiveness in attributing Interactive Communication scores to individuals, despite their absence from the official exam criteria. Along with Galaczi's (2014) findings, this implies the possible need for exam criteria to be revised if IC is to be measured accurately.

Overall, these studies seem to demonstrate how features of IC appear in Cambridge exam criteria, and how they may be operationalised by learners in the collaborative task. However, unlike in the criteria for the HKDSE group interaction tool, there appears to be a lack of attention to non-verbal resources or modes by analysts of pair speaking tests, as well as in the official criteria. This is surprising as non-linguistic modes have been shown by Lee (2017), and Pan (2016) to be key to demonstrating IC in group discussions and speaking assessments.

The consequence of their omission may be a weakening of the validity of Cambridge speaking tests. It may be that adequate criteria need to be developed but before that, IC may need to be re-conceptualised and agreed upon by stakeholders (Ducasse and Brown, 2009).

2.5.4 Conclusion

Overall, it seems that IC plays a significant role in both second language acquisition and measuring proficiency through assessment. Not only that, but the link to multimodality is apparent.

2.6 Conclusion

As has been discussed in this literature review, academic discussions are an important communicative practice for students, in a range of contexts, preparing for future educational or professional opportunities. Meanwhile, research has revealed the complexities of discussions, with multimodality and Interactional Competence appearing to be key components. As components of discussions appear to be integrated and difficult to separate, there is a surprising lack of research into them from a Multimodal (Inter)action Analysis perspective. Therefore, this paper aims to add to any existing knowledge in this area.

Chapter 3: Methodology

3.1 Introduction

This chapter describes the approach, sample, and methods used to answer the research questions and address the gap in the literature. First, an explanation of the approach, and its tools, is given and justified. Next, information about the context and ethical procedures will be described. The subsequent section describes the tools selected and used for the analysis before explaining how the data was analysed. Finally, the chapter finishes with a summary of the methodology used in the analysis.

3.2 Research Approaches

3.2.1 Introduction

The overall purpose of this analysis is to investigate how the social actors in the selected context multimodally produce action and demonstrate Interactional Competence. Norris' (2014, 2019) Multimodal (Inter)action Analysis framework, a qualitative Multimodal Discourse Analysis (MDA) data driven model, was selected. It was deemed suitable as it is a holistic framework that allows analysts to look at a communicative event as a whole, and how it is constructed from integrated modes, all of which have equal status within the model (Norris and Pirini, 2017).

Other popular qualitative approaches were considered such as Conversation Analysis and ethnography (Dörnyei, 2007; Richards, Ross, and Seedhouse, 2012). CA, although it is also a data-driven approach (ibid), was rejected as it seems to place the linguistic mode in primacy (Park, 2017) as demonstrated through utilisation of text-based transcription systems (Jewitt, Bezemer, and O'Halloran, 2016) and perceived lack of interest in non-verbal behaviours from researchers. Moreover, ethnography was not deemed adequate to inductively analyse non-verbal modes that contribute to communication (Greenan and Pirini, 2019). Furthermore, traditional quantitative methods, such as use of a corpus for analysis (Dörnyei, 2007), were considered but discounted as MIA allows for close analysis of data samples through its own unique transcription method, as well as other tools (Norris, 2019). Therefore, according to Norris, researchers are able to notice patterns for further, deeper analysis, which seems to negate the necessity for traditional quantitative approaches.

The framework possesses a number of theoretical principles and analytic tools that allow researchers to investigate how verbal and non-verbal modes combine to make meaning (Greenan and Pirini, 2019) and these will be described in detail below.

3.2.2 Multimodal (Inter)action Analysis – Key Concepts and Analytic Tools

3.2.2.1 Mediated Action

The unit of analysis in MIA is the mediated action. It is defined as 'a social actor acting with/through mediational means' (Wertsch, 1998; Scollon, 1998 cited in Norris and Pirini, 2017, p.24). In other words, a person performing an action through use of an environmental aspect, object, language, body part etc. Mediated actions are sub-divided into lower-level, higher-level, and frozen actions.

Lower-level actions are a mode's 'smallest pragmatic meaning unit' (Norris, 2019 p.40), where pragmatic is equal to being in use. For example, a postural shift in a discussion, would be a lower-level unit action for the mode of posture (as mediated through the body and perceived by other social actors participating in the discussion) (Norris, 2013, 2019). Higher-level actions consist of sequences of lower-level actions and have an ending and a beginning (Norris, 2013; Norris and Pirini, 2017, 2019). An academic discussion as a whole may be one or it could contain a number of higher-level actions as the discussion shifts in focus between turns. A higher-level action may also be embedded within another e.g. an academic discussion entrenched inside a lesson or a speaking exam. This is known as scales of action and allows for macro analysis. Both types of action co-create each other, as neither could exist without the other, i.e. chains of lower-level actions create a higher-level action but the former would not exist if the latter did not occur (ibid).

The final type of action is the frozen action, which can be described as an action rooted in an object, or the environment, that has led to its existence (ibid). In the context of a classroom, frozen actions are connected to the building of the classroom (or building) itself, as well as the placement of furniture and other objects.

Another key feature of actions is the idea of 'practice' and how it connects to discourse. Norris defines practice as 'a mediated action with a history' (2019 p.47) and discourse as larger-scale practices related to entities such as institutions, societies, or cultures. This is critical as social actors draw on their practices when participating in discussions whether they are academic, components in speaking exams, or even social conversation. Fulcher (2010) asserts that practices are used to achieve successful communication and therefore demonstrate the IC of the participants. Here it can be seen how the connection between IC and multimodal social action, in discussions, becomes tangible.

3.2.2.2 Modal Density Foreground/Background Continuum of Attention/Awareness

Social actors often produce more than one simultaneous higher-level action and in doing so they attribute to them various levels of attention and awareness (Norris, 2013; Norris and Pirini, 2017). For instance, someone participating in the higher-level action of a component of a Cambridge speaking assessment, will vary attention between their partner and the interlocutor. Analysts can put higher-level actions onto a continuum to measure attention/awareness through modal density, which refers to the complexity or intensity used

by a social actor to create a higher-level action (ibid). One or more modes may be used in the production of various simultaneous actions and by applying the continuum tool to a multimodal transcript, analysts may start to determine which modes are used and how important they are for each action (Norris, 2017).
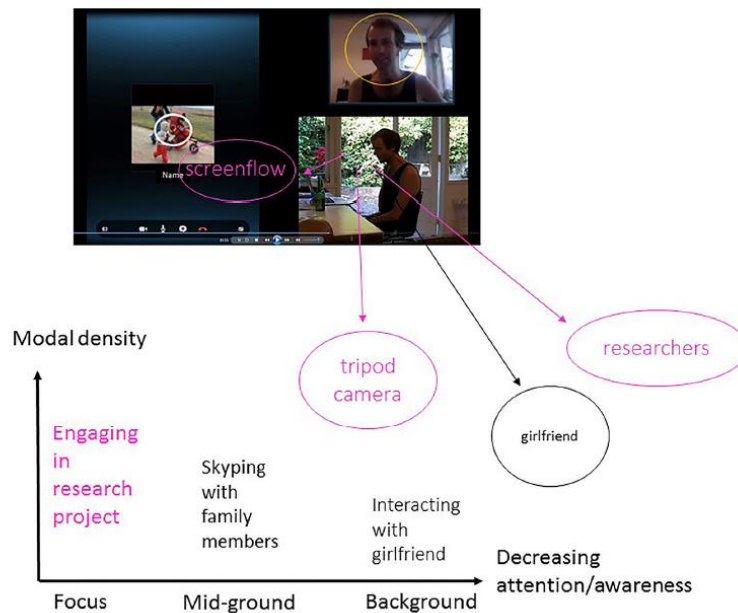
Figure 2: The various interactions that Mic is engaged in at a particular point in time
Source: Norris (2019)

Figure 2 demonstrates how the social actor, Mic, is engaging in multiple simultaneous higher-level actions with varied levels of attention/awareness paid to each but it is important to note that this is only a snapshot in time and that attention levels can switch between actions. Moreover, new higher-level actions may be created, and old ones may be discarded (Norris, 2019).

3.2.2.3 Semantic/Pragmatic Means

Semantic/pragmatic means are lower-level actions e.g. utterances or gestures that serve the purpose of re-focusing attention/awareness in order to a) mark the end of a higher-level action (and the possible beginning of a new one), b) signal to others the shift from one action to another by the person producing the means (Norris, 2016; Norris and Pirini, 2017). Here, in Norris and Pirini's study of online teamwork (2017), it is demonstrated how

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attention/awareness shifts through the exclamation of 'ok so', by one of the social actors, as he transitions from one higher-level action to another (see figure 3).
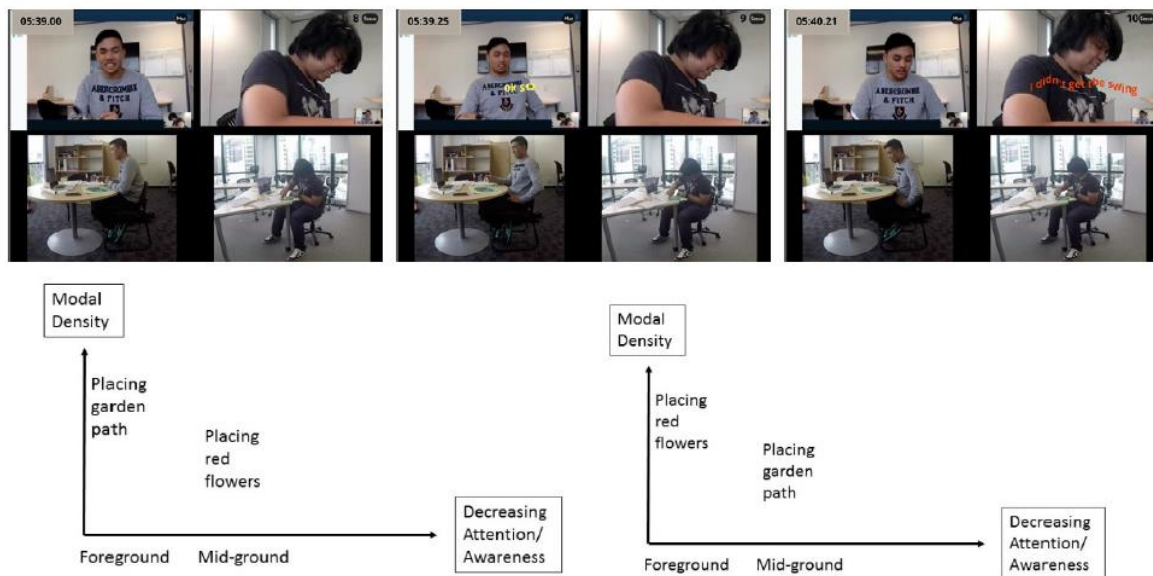
Figure 3: Mat's shift in attention indicated by his semantic/pragmatic means 'ok so'

Source: Norris and Pirini (2017)

3.2.2.4 Modal Configuration

Modal Configuration is defined by Norris (2019 p.245) as 'the hierarchical ordering of lower-level mediated actions within a higher-level mediated action'. By utilising this tool, analysts can determine the importance of each lower-level action, and how they relate to each other, in the creation of the higher-level action (ibid; Norris and Pirini, 2017). Furthermore, modal configurations may change throughout an interaction (Norris, 2017).

Figure 4 demonstrates an example from the aforementioned study on online teamwork, clearly showing how the social actor, Steve, changes his modal configuration as he switches from one action to another. At 5:25.00 Steve is listening to his partner's suggestions and at 5:28.28 a modal shift occurs towards object handling, although gaze is still used at both stages, in a subordinate role.

Figure 4: Steve's primary modal configuration (5:25.00) and (5:28.28)

Source: Norris and Pirini (2017)

In a discussion, it may be the case that any shift in modal configurations would be most apparent in turn-taking as participants claim and avoid ownership of turns.

3.2.2.5 Site of Engagement

The site of engagement is a moment in time where mediated actions occur, having been created through social practices and facilitated by mediated means/tools (Norris and Pirini, 2017). In practical terms, this refers to the points in which the analyst can work with the data, moving from macro, through intermediate and into micro-analysis and vice-versa (ibid; Norris, 2019).

3.2.2.6 Data Analysis Procedure

As well as the above summary of key concepts of MIA, and its analytic tools, it is also useful to finish with a brief description of the procedure used for the analysis. It can be summarised in the following steps (figure 5).

Phase 1: Data collection

Phase 2: Delineating the data

Phase 3: Selection of pieces for micro-analysis

Phase 4: Transcription

Phase 5: Selecting and using analytical tools for further analysis

Figure 5: Summary of MIA Procedure

Source: Norris (2019)

Phase 1 refers to the steps taken in collecting data for the analysis, in this case taken from YouTube videos of Cambridge English speaking exams. Phase 2 involves the steps needed to start describing the data, through discovering initial sites of engagement. In Phase 3, higher-level actions are identified in data pieces but before that is possible, the chosen data needs to be transcribed using multimodal transcription conventions in Phase 4. Finally, in Phase 5, the relevant tools are selected and used for micro analysis of the selected data pieces (Norris, 2019).

3.2.3 Conclusion

The above procedure, as well as the described concepts and tools, will be described in more detail later in relation to the analysis conducted for this paper. In the next section, however, the context will be described.

3.3 Context

Due to not being employed in an academic English context during this research, access to suitable contextualised data was problematic. I therefore decided to utilise videos of academic discussions available online. The Group Interaction speaking exam, from the HKDSE was considered. Students in this context are preparing for university in Hong Kong or abroad (HKEAA, 2020). However, the altered nature of the videos, as they were pixelated to protect the identity of young learners, were deemed to make multimodal analysis problematic.

The speaking paper of the Cambridge English exams was then selected. These exams are for students preparing for higher education, as well as employment, and high-quality videos of the speaking exam are available on the Cambridge YouTube channel. The initial site of engagement was narrowed down to the collaborative (discussion) task as it involves a pair discussion between candidates, rather than the interview format in other parts of the exam (CAE, 2020d, 2020c).

3.4 Sample

The following section provides general information about the videos, the participants, and the tasks. Videos at B1, B2, and C1 levels of the Common European Framework of Reference for Languages (CEFR) were chosen as these are typical of students or graduates entering higher education or the workplace in the UK (IELTS, 2020). The standard test format features two candidates and two examiners, with examiner 1 as the interlocutor and examiner 2, the assessor. The interlocuter gives instructions and materials to the candidates while the assessor listens and assesses, without speaking (CAE, 2020d, 2020c).

Tables 2,3, and 4 contain key information about each of the selected videos.

Table 2: Information about video 1: exam and participants

Source: Cambridge Assessment English (2020e)

Video 1

Exam/Level	B1 Preliminary
Candidate 1	Kenza
Candidate 2	Mohammed
Examiner 1 (Interlocutor)	Susan
Examiner 2 (Assessor)	Rada

Table 3: Information about video 2: exam and participants

Source: Cambridge English (2015a)

Video 2

Exam/Level	B2 First
Candidate 1	Victoria
Candidate 2	Edward
Examiner 1 (Interlocutor)	Jenny
Examiner 2 (Assessor)	Jill

Source: Cambridge English (2015b)

Video 3

Exam/Level	C1 Advanced
Candidate 1	Raphael
Candidate 2	Maude
Examiner 1 (Interlocutor)	Bridget
Examiner 2 (Assessor)	Mary

The collaborative task in each exam follows a similar format, in that the candidates are given some material and a discussion task by the interlocutor. However, there are a couple of important differences. In video 1, the candidates are asked to imagine a local football club is celebrating its 50th anniversary and wants to give a gift to its fans. They are asked to look at the pictures of potential gifts and decide on which one they think the fans would like the most. They have two minutes to complete the discussion (CAE, 2020d, 2020e).

In video 2, the candidates are asked to imagine a town wants to increase its tourism. The task has two parts. In the first, they are asked to discuss a question, for about two minutes, with ideas provided to help them. In the second part, they are asked to decide on the best option, and they have only one minute for this part of the task (CAE, 2015, 2020c).

In video 3, the task is also in two parts. However, the topic is different. In part one, the candidates are asked to discuss common life decisions and things that they would have to consider for each choice. In part two, they have to decide in which situation it is most important to make the correct decision.

Screenshots of the tasks for the videos are illustrated in (figures 6, 7, and 8).

Video 1
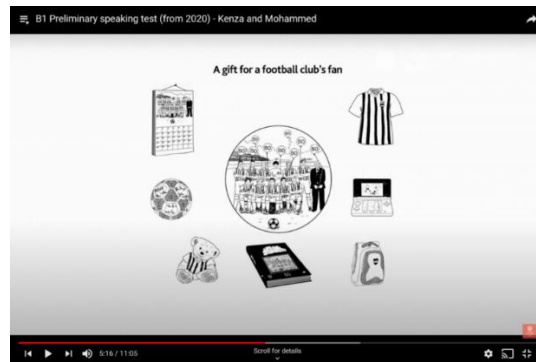
Figure 6: Video 1 Collaborative Task

Source: Cambridge Assessment English (2020e)

Video 2
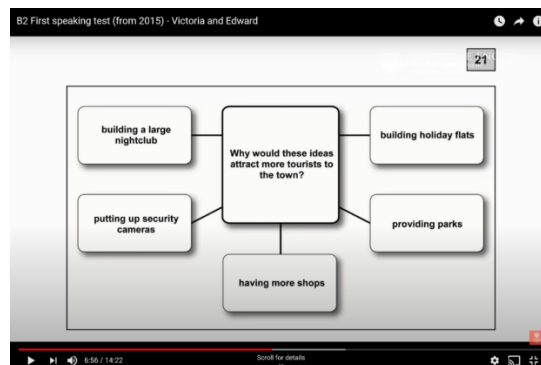
Figure 7: Video 2 Collaborative Task

Source: Cambridge English (2015a)

Video 3

Figure 8: Video 3 Collaborative Task

Source: Cambridge English (2015b)

3.5 Ethics

I confirm that I have read the information provided in the University of Nottingham's code of research conduct and research ethics document (University of Nottingham, 2019). Furthermore, as the videos are publicly available on the Cambridge YouTube channel and intended only for private study, they fall under the concept of fair use or fair dealing (YouTube, 2020). Therefore, participant information and consent forms were not required for this study. Finally, the ethics application was approved by relevant stakeholders at the University of Nottingham.

3.6 Data Collection and Analysis Methods

3.6.1 Introduction

This section expands on the methods used to gather and analyse the data set and its selected data pieces.

3.6.2 Phase 1: Data Collection

Having already selected the videos for analysis, it was left to collect the relevant data from each. Norris (2019) details seven steps in this first phase, which were worked through for each video, but only the most relevant are mentioned here.

Step 7: Collecting Video Data, Taking Field Notes, and Interviewing Participants

This step is where the researcher moves from gathering video data to beginning to work with it. As the focus of the research was how social actors behave in discussions, the collaborative task was selected, and the other components of the speaking exam were discarded due to irrelevance. A snapshot was taken of each data set on the first day of working with the video. An example for video 1 is summarised by figure 9 with others in the appendices (appendix 4).
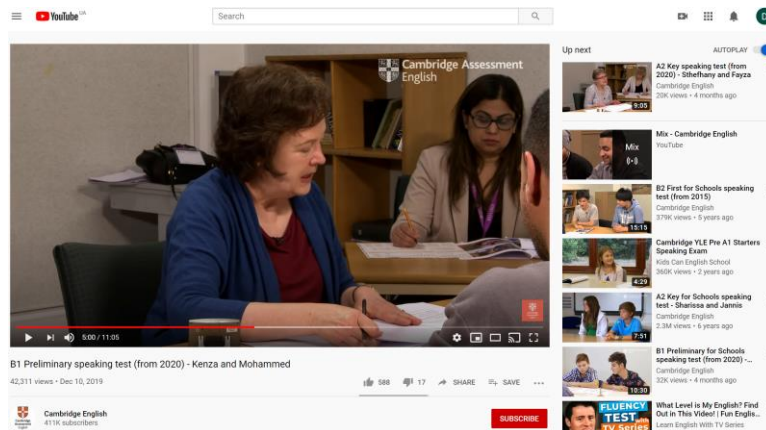
Figure 9: Snapshot of Data Set - Video 1: Kenza and Mohammed

Each video was watched, and field notes were taken in order to make initial sense of each data set. This seemed a useful task in order to generate an overall first impression of action contained in the videos. An example for video 1 is illustrated by figure 10 with others in the appendices (appendix 5). Interviewing the participants was unfortunately not possible as they are strangers.

Phase 1, Step 7 Field Notes – Collaborative Task (5:01-7:43)

- Interlocutor seems very calm and smooth (experienced?) – interesting use of semantic/pragmatic means
- Artifact interesting
- Gaze and gesture important
- Facial expression interesting
- Posture?
- Kenza seems nervous – face covers hand, fidgeting, scratching, M more confident – posture
- Candidates generally performing well

Figure 10: Field Notes - Video 1: Kenza and Mohammed

Step 8: Producing a Data Collection Table

A data collection table was then generated for each video, with the aim of keeping track of each data set. The data contains further key information about the participants in the videos, generated after first viewing. Table 5 details video 1 with the others in appendix 6.

Table 5: Data Collection Table - Video 1: Kenza and Mohammed

Data Collected	Date	Place	Participants (other info.)
B1 Preliminary Speaking Test – Kenza and Mohammed	07/05/2020	https://www.youtube.com/watch?v=wv_nEUnhFFE	Kenza (candidate – F/20s/Algerian) Mohammed (candidate – M/20s/Saudi) Susan (Interlocutor - F/50s/English) Rada (Assessor – F/40s) Camera team External audience (researcher)

3.6.3 Phase 2: Delineating the data

This is where I moved away from initial impressions of the data and began to participate in preliminary data analysis. Norris (2019) outlines 5 steps in this phase but only stage 4 is summarised here, due to relevance. An example follows (figure 11).

Step 4: Identfiying the Site of Engagement that Embraces the Researcher in Relation to the Data Piece
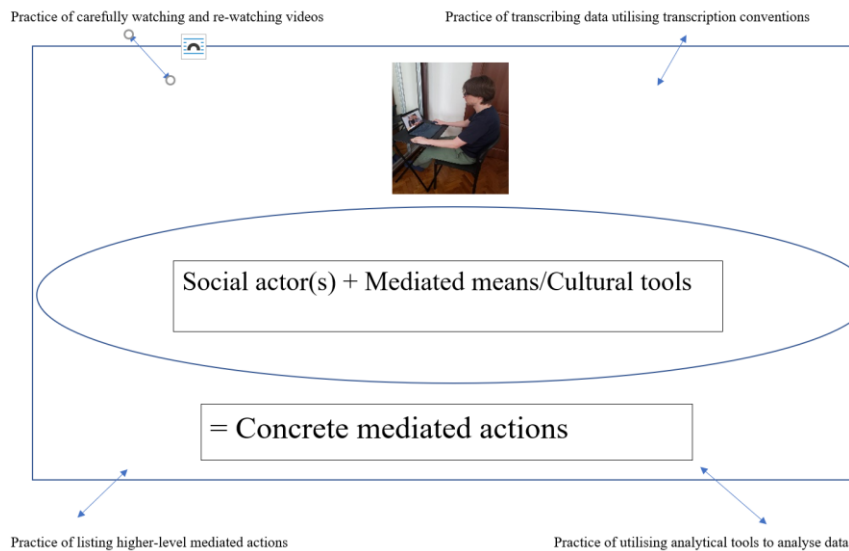
Figure 11: The site of engagement of the researcher watching video 1

This step demonstrates identification of a further site of engagement, and that I myself am engaging in social action and practices related to data analysis, and by including myself (the viewer) in the process, the clip achieves its communicative purpose. Although this step may seem less relevant in the analysis process, it appears to mirror authentic assessment situations in academic contexts as teachers assess speaking assessments online due to classes becoming web-based as a result of Covid-19.

3.6.4 Phase 3: Selection of pieces for micro-analysis

With the researcher positioned as an important social actor in the analysis process, deeper analysis was now possible. The purpose of phase 3 is to choose data pieces for analysis from each data set. By working through the whole of each collaborative task, it was possible to systematically select suitable data pieces for analysis, rather than choosing pieces at random. Norris (2019) argues that by adopting a systematic data-driven procedure, other researchers would discover similar or identical results with the same data set, thereby increasing reliability. This phase included a number of key steps that will be mentioned here.

Step 2: Demarcating Higher-Level Mediated Actions

This step is where higher-level mediated actions were identified within each data set, in order to make sense of what is going on. By demarcating them, it starts to become possible to identify which data pieces are useful for micro-analysis while being able to position the data pieces within the set as a whole (Norris, 2019). Video 1 was viewed in order to create a higher-level mediated action table, including times, camera angles, and actions (see table 6).

Step 3: Developing an Overview of Higher-Level Mediated Actions in your Data Set

In order to further understand the data, actions were grouped into similar types through colour-coding e.g. give instructions (see table 6). Norris states that this is a similar technique to data logging as found in discourse analysis (Tannen, 1984 cited in Norris, 2019) or critical discourse analysis (Wodak, 2001 cited in Norris, 2019), adding validity to the process. This made it possible to notice actions of interest e.g. frequently occurring or simultaneous actions

as well as adding further notes. Due to its size only part of table 6 is included although complete tables for all three videos are in the appendices (appendix 7).

Table 6: Colour coded bundles of higher-level mediated actions - Video 1: Kenza and Mohammed

Time	Camera Angle	Kenza (K), Mohammed (M), Susan (S), and Rada (R)
5:00	Camera on S, sitting. R in background. Part of M's head/shoulder in view.	S starts to set up collaborative task (setting up to 5:36 – higher-level action). S starts to give instructions for collaborative task (S's 1st turn). R watches other social actors and listens.
5:03	Change of angle to K and M.	K and M listen while S continues to give instructions (S's turn 1).
5:06	Change of angle back to S.	S continues to give instructions while other social actors listen (S's turn 1).
5:09		S picks up (handles) material and puts it in front of K and M. S continues to give instructions (S's turn 1).
5:14	Screenshot of task	Social actors obfuscated visually by task. S continues to give instructions (S's turn 1).

After that it was possible to create a further table for video 1, collating each action according to time, further indicating frequency of actions (table 7). The tables for videos 2 and 3 are in appendix 8.

Table 7: Bundled higher-level mediated actions - Video 1: Kenza and Mohammed

Time	A bundle of higher-level mediated actions
0:00	S sets up the task
7:38	S rounds off the task
0:00	S gives instructions
5:36, 6:09, 6:22, 6:45, 6:58, 7:04, 7:15, 7:30	M gives opinion
5:58, 6:16, 6:39, 7:07, 7:27, 7:38	K gives opinion
6:09, 6:22, 6:45, 7:15, 7:30	M agrees/disagrees
6:16, 6:57, 7:03, 7:38	K agrees/disagrees
7:21	M asks for opinion

Once the process for video 1 had been completed, it was repeated for videos 2 and 3. Overall, the process meant a further narrowing of the possible site of engagement for each video (Norris, 2019).

Step 4: Selecting Data Pieces for Micro Analysis: Narrowing the Site of Engagement

In order to answer RQ1, how the participants multimodally produce action together in the discussion, excerpts that had a high number of actions, including those that took place simultaneously, were of interest. For example, Kenza agreeing with Mohammed's contribution while he is taking his turn. In other words, what appears to be one higher-level action embedded within another (Norris, 2019). Furthermore, contributions from each social actor seem to be embedded into the higher-level action of each discussion topic e.g. Kenza and Mohammed discussing the photo album. Clearly, each discussion topic seemed to provide a clear demarcation for analysis.

Moreover, the notion of simultaneous actions indicates the true complexity of turn-taking, rather than ordered sequentiality implied by Conversation Analysts (Jewitt, Bezemer, and O'Halloran, 2016). The possible sites of engagement, identified at this time, are detailed under each table in appendix 7, future revisions were also considered if sizes proved too impractical for detailed transcription.

3.6.5 Phase 4: Transcription – Audio

Having decided on an initial site of engagement for analysis it was decided that it would be more efficient to create an audio transcript for each, in order to help choose relevant data pieces for micro-analysis. Following conventions laid out in Norris and Pirini (2017), video 1 was the starting point and an audio transcript for the high-level action of discussing the photo album was created (figure 12).

```
Audio Transcript for site of engagement: 6:58-7:20

1       6:58:00     Mohammed:   For book

2       6:59:35                 or album

3       6:59:68     Kenza:      For the book

4       7:02:01     Mohammed:   I think it's album for pictures

5       7:03:80     Kenza:      For pictures, yes

6       7:05:05     Mohammed:   Yes

7       7:05:65     Mohammed:   It would be nice

8       7:06:70     Kenza:      Sometimes he can put all her pictures in this album

9       7:11:32     Mohammed:   Yeah

10      7:11:92     Kenza:      and he can watch pictures whatever he want

11      7:15:10     Mohammed:   Yeah and you keep remembering your team by

12      7:16:64     Kenza:      It's good

13      7:17:90     Mohammed:   by the cover

14      7:18:31     Kenza:      by (laughs)

15      7:19:40     Mohammed:   It's amazing


Higher level action: Discussing the photo album
```

Figure 12: Audio Transcript 1 - Kenza and Mohammed discuss the photo album

The process was repeated for videos 2 and 3 (appendix 9) and by creating audio transcripts, considering which specific pieces to be selected for multimodal transcription had become easier.

3.6.6 Phase 4: Transcription – Multimodal

Having completed the audio transcripts, the next stage was to create multimodal transcripts for parts of each site of engagement, the overall purpose of which is to allow for extremely detailed analysis, integrate key aspects of the analysis and demonstrate findings. Moreover, by following transcription conventions, the analysis is replicable by other researchers (Norris,

2019). Norris suggests creating a transcript for each mode then combining them to create a final transcript, in order to create an overall picture of the analysis. By transcribing modes individually, detailed data is more likely to be generated, thus leading to increased insight into multimodal interaction in the situated context. Furthermore, individual transcripts for each participant e.g. 'Kenza Head Movement/Mohammed Head Movement', were created, which were perceived to make the transcription process easier and provide richer data. However, during the process it became clear that although analysing the modes separately made analysis easier and generated relevant data, creating separate transcripts for each participant proved to be extremely time-consuming and lacked efficacy. Furthermore, it remained inconclusive that making separate transcripts was necessary in order to generate sufficiently detailed information. Therefore, the process of making separate transcripts for each participant was abandoned after video 1. For videos 2 and 3, combined transcripts were created for each mode e.g. 'Victoria/Edward Head Movement'.

Creating multimodal transcripts was achieved through the following process. First, PowerPoint was selected as the transcription tool as the program contains a number of useful features such as Shapes and WordArt. Then, each site of engagement was analysed by selecting several frames per second, taking a screenshot of each frame, and copy/pasting each screenshot onto its own individual slide. After that, a time stamp was added to each slide to demonstrate the exact milli-second the frame was taken from. This added to the accuracy of the analysis and made presentation of results more digestible for readers. It also meant that revisiting slides for further analysis became simpler.

Once each slide was finished, the features of PowerPoint, such as Shapes and WordArt could then be used to annotate each mode e.g. using arrows to demonstrate head movement or adding text to represent speech (see figure 13). Upon completion of a PowerPoint for each mode it was possible to combine them to create an overall transcript. This was done by adding PowerPoints together, one at a time e.g. adding gaze to head movement to create a gaze/head movement transcript then adding the others, individually until a final overall transcript was created. Moreover, slides bearing identical or near identical time stamps were omitted due to irrelevance and to create a more succinct transcript (see figure 14). Excerpts from transcripts from video 1 follow with the full overall transcripts for each video in the appendices (appendix 11).

Figure 13: Multimodal Transcript - Head Movement (Kenza)
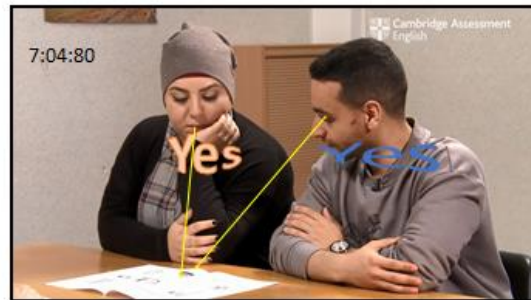
Figure 14: Multimodal Transcript - Overall (Kenza and Mohammed)

3.6.7 Phase 5: Selecting and using analytical tools for further analysis

Once multimodal transcripts were complete it was possible to consider which analytical tools were most appropriate for analysing the data in order to answer the research questions. It was decided that the following tools were most relevant for the micro and intermediate/macro analysis (of lower/higher-level mediated actions).

Micro

1) Modal Configuration

2) Modal Density Foreground-Background Continuum of Attention/Awareness

3) Semantic/Pragmatic Means

Intermediate/Macro

4) Site of Engagement, Practices, and Discourses

Once tools had been selected, tools 1-3 were utilised to conduct micro analysis of selected data pieces, before moving onto intermediate/macro analysis in order to examine the data from a larger viewpoint. Moreover, the multimodal slide numbers and exact time stamps referring to the use of analytical tools were added to the audio transcripts. These are used to help demonstrate, present, and evaluate the findings in the subsequent Results and Discussion chapter.

3.6.8 Criteria for Measurement of IC

With the aim of answering RQ2, how the participants' interaction demonstrates interactional competence, it seemed important to clarify how it is measured. Although it is claimed that IC is evaluated in the criterion of Interactive Communication (Lam, 2019, Galaczi, 2008) for each of the Cambridge speaking exams, use of non-linguistic modes remains absent in descriptors. As they have been shown to contribute to the role of IC in discussions (Park, 2017; Lee, 2017; Lam, 2019) it was felt that adaptation of the official criteria would generate more detailed data. Based on the criteria for the SBA group interaction tool (appendix 1) and the work of Galaczi (figure 1), the criterion of Interactive Communication was adapted, expanding on the descriptors and renaming it Interactional Competence. A column on operationalisation was added in order to further clarify exactly how IC features are

demonstrated by candidates. The original criteria for the B1 Preliminary exam (figure 13) and the adapted criteria (table 8) follow with those for B2 First and C1 Advanced in the appendices (appendix 10).

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	*Performance below Band 1.*			

Figure 15: B1 Preliminary Speaking Exam Criteria

Source: Cambridge Assessment English (2019). *B1 Preliminary Handbook for Teachers* [online]. Available at https://cambridge-exams.ch/sites/default/files/b1-preliminary-handbook-2020.pdf [accessed 1 June 2020].

Table 8: Adapted B1 Preliminary Speaking Exam Criteria

Sources: HKEAA (undated); Galaczi (2008)

B1	Interactional Competence	Operationalisation
5	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.	• Through use of topic initiations, topic extensions, back-channelling. • Through consistently good use of topic extension moves and follow-up questions. • Through use of body language.

	• Uses a range of non-linguistic resources to express meaning.	
4	Performance shares features of Bands 3 and 5.	
3	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support. • Uses some non-linguistic resources to express meaning.	• Through use of topic initiations, topic extensions, back-channelling. • Through use of topic extension moves and follow-up questions. • Through use of body language.
2	Performance shares features of Bands 1 and 3.	
1	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support. • Uses limited non-linguistic resources to express meaning.	• Through limited use of topic initiations, topic extensions, back-channelling. • Through limited use of topic extension moves and follow-up questions. • Through use of body language.
0	Performance below Band 1.	

With clarification of the features of IC, and their operationalisation, it meant that application of the criteria to accurately measure IC was now possible. A copy of the criteria for each candidate was made and each selected data piece was viewed with an assessment of each candidate conducted based on their use of IC. As an audio and multimodal transcript for each data set had already been created, those were also used to inform the research question. Furthermore, data was also compared to the official examiner comments regarding the Interactive Communication criterion, which may add reliability to the scores. The results are presented and discussed in the consequent chapter along with the criteria and transcripts.

3.7 Limitations

There were a number of limitations that should be considered when considering the results. Firstly, the framework as suggested by Norris, is prescriptive and seems to lack flexibility. Completion of all five phases for each data set is extremely time-consuming so due to these constraints, analysis was not as extensive as it might have been. More time would have allowed for broader analysis of data sets. Secondly, although the framework is described by

Norris as holistic in its investigation of modes given equal status, actions may be limited by the context of the pair speaking exam. Analysis of a group speaking exam or seminar could provide richer data sets. Moreover, although interactional features may be difficult to code (Galaczi, 2014), a mixed-methods approach might have strengthened findings. Finally, as the criteria used to measure IC were adapted by myself for the purpose of this research, they may be insufficient in measuring IC. Testing or evaluation from peers may improve their reliability and effectiveness.

3.8 Conclusion

In summary, this research took a qualitative approach, based on Norris' (2019) MIA framework, to investigate how participants in a pair speaking test multimodally produced action and demonstrated Interactional Competence. The next chapter will present and discuss the findings and their implications on pedagogy.

Chapter 4: Results and Discussion

4.1 Introduction

In this chapter, the key findings of the analysis of each video are presented and discussed, in relation to the research questions and drawing on the literature evaluated in chapter 2. First of all, research question 1 is discussed followed by research question 2. Finally, potential impacts on pedagogy in relation to the development of discussion skills in the classroom, are considered.

4.2 Research Question 1: How do the participants multimodally produce action together in the discussion?

4.2.1 Video 1 – Kenza and Mohammed

4.2.1.1 Introduction

In this analysis, 6 data pieces were examined through detailed audio and multimodal transcription followed by utilisation of the relevant analytical tools. The data generated was used to answer the research questions and is detailed in the following sections. The audio transcript (figure 16) illustrates their talk and has been updated to include time stamps. Time

stamps before the lines indicate starting points of the utterances, and those within the lines demonstrate the snapshots taken for the multimodal transcript and where the analytical tools were applied.

Audio Transcript for site of engagement: 6:58-7:20

1	6:58:00	Mohammed:	For book **(1, 6:58:19)**
2	6:59:35		or album **(13, 6:59:92)**
3	6:59:68	Kenza:	For the book **(25, 7:00:80)**
4	7:02:01	Mohammed:	**(37/38, 7:01:91)** I think it's album for pictures
5	7:03:80	Kenza:	**(39, 7:03:80)** For pictures, yes
6	7:05:05	Mohammed:	**(40, 7:04:80)** Yes
7	7:05:65	Mohammed:	It would be nice
8	7:06:70	Kenza:	Sometimes he can put all her pictures in this album
9	7:11:32	Mohammed:	Yeah
10	7:11:92	Kenza:	and he can watch pictures whatever he want
11	7:15:10	Mohammed:	Yeah and you keep remembering your team by
12	7:16:64	Kenza:	It's good
13	7:17:90	Mohammed:	by the cover
14	7:18:31	Kenza:	by (laughs)
15	7:19:40	Mohammed:	**(59, 7:19:31)** It's amazing **(61, 7:19:63)**

Higher level action: Discussing the photo album

Figure 16: Audio Transcript 4 - Kenza and Mohammed discuss the photo album (with time stamps)

4.2.1.2 Kenza and Mohammed begin discussing the photo album

In this part of the collaborative task, Kenza and Mohammed have changed topic from the teddy bear and have moved on to discussing the photo album as a possible gift, with Mohammed initiating his turn (figure 17).
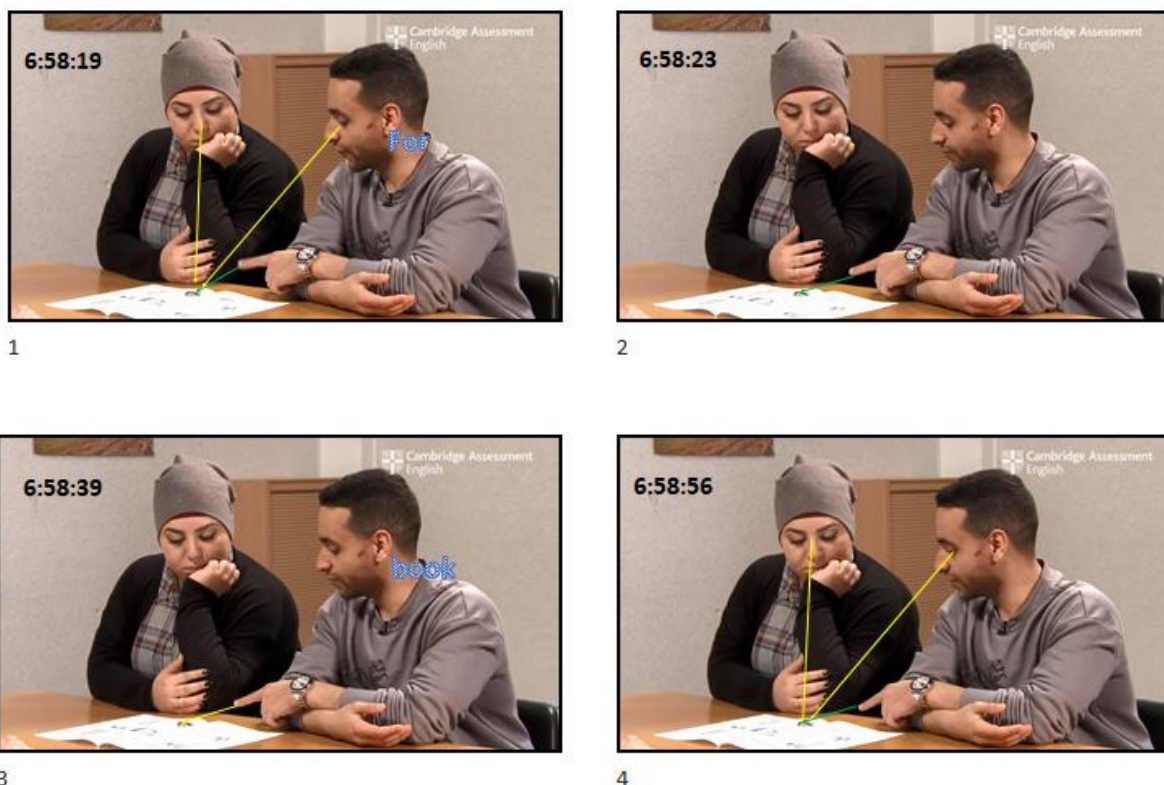
Figure 17: Mohammed initiates his turn

While speech may appear to be the primary mode that Mohammed uses to start his turn, by examining the interaction multimodally we can in fact see how the other modes are utilised and combined at this stage. Here it is possible to see Mohammed's primary modal configuration at 6:58:19 (figure 18).
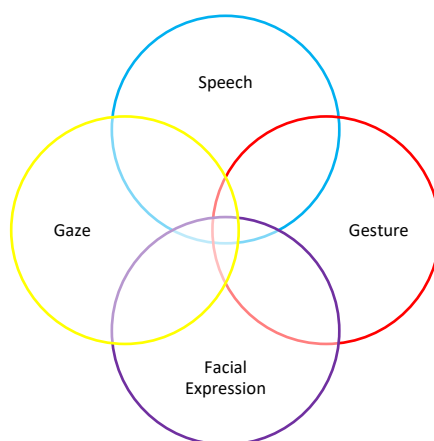
Figure 18: Mohammed primary modal configuration (6:58.19)

It therefore becomes apparent that the turn initiation is more complex than it first appears as the non-linguistic modes of gaze, facial expression, and gesture combine with speech to convey meaning (Park, 2017; Pan, 2016). Moreover, as Mohammed uses gesture to claim his

turn (Lee, 2017; Pan, 2016) it seems to function as a semantic/pragmatic means (Norris, 2019), as it starts just before the spoken utterance of 'for book'. It also indicates Mohammed's shift in attention from the higher-level action of discussing the teddy bear to the higher-level action of talking about the photo album and serves to refocus Kenza onto the next topic (figure 19).
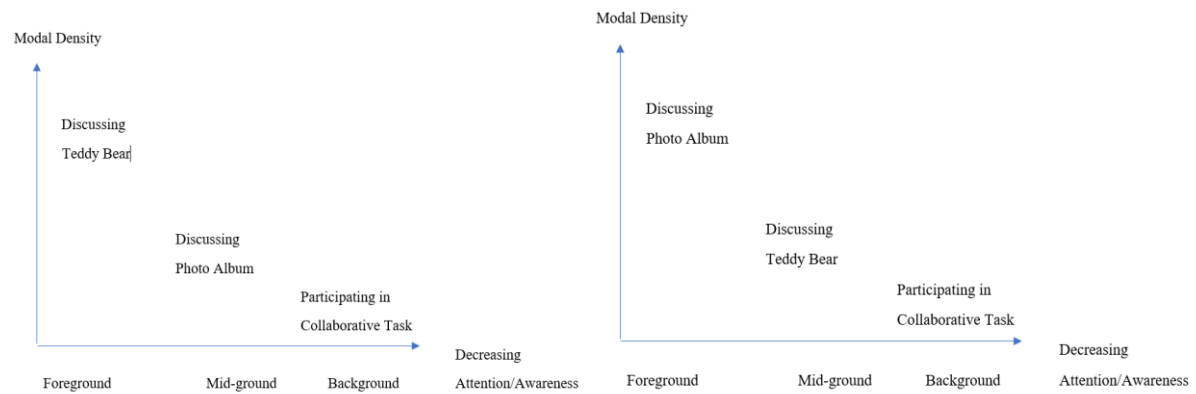
Figure 19: Mohammed's shift in attention indicated by the semantic/pragmatic means of gesture

4.2.1.3 Kenza and Mohammed check and make meaning

In line 2, Mohammed pauses then continues his turn. Again, he combines several modes (figure 21) as he starts to check his own understanding of the lexis, with gaze continuing but object handling emerging as a key mode in meaning-making (Norris, 2019; Pirini, 2012).

Figure 20: Mohammed checks meaning of lexis

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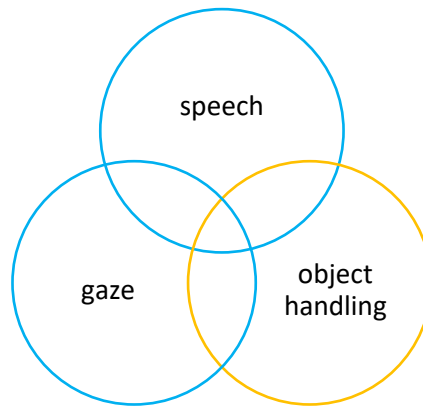
Figure 21: Mohammed primary modal configuration (6:59.92)

Kenza participates in the meaning-making process, producing a simultaneous utterance of 'for the book' while Mohammed takes his turn (figure 22). This is a clear demonstration of simultaneous actions as the participants access their own individual resources in an effort to co-produce meaning (Walsh, 2011). Interestingly, Kenza follows her utterance with an instance of object handling as she touches the picture of the photo album (figure 23). This may indicate the power that objects have in knowledge transfer (Zhang, 2015; Raisanen (2015). It may also suggest that Kenza's modal interplay is less sophisticated than that of Mohammed as her lower-level actions appear to be more sequential, rather than simultaneous.

Figure 22: Kenza touches the picture as she checks meaning
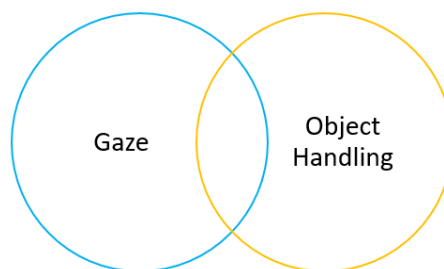
Figure 23: Kenza primary modal configuration (7:00.80)

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Mohammed then takes his next turn by performing the utterance 'I think it's album for pictures' as he expresses his opinion on the correct answer (figure 24). Kenza replies with 'for pictures, yes' with Mohammed also confirming his understanding with the utterance 'yes'. While this exchange might appear to be fairly simple, and with speech in its' perceived primacy, if it is examined multimodally it is possible to see the contribution of non-linguistic modes to meaning-making, and how they combine at different moments in the exchange (figures 25-29).
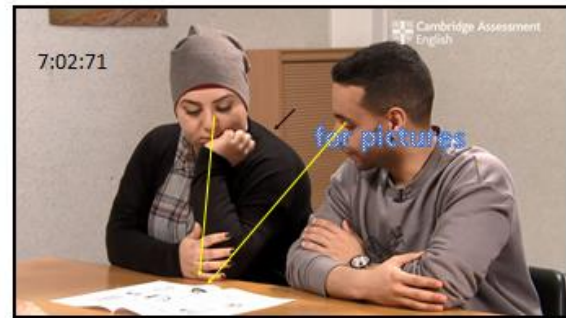
Figure 24: Kenza and Mohammed agree on the meaning of the picture album
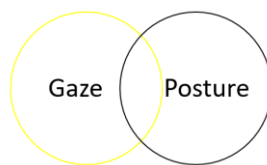
Figure 25: Kenza primary modal configuration (7:01.91)
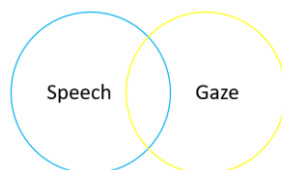
Figure 26: Kenza primary modal configuration (7:03.80)
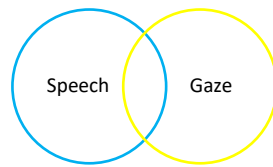
Figure 27: Mohammed primary modal configuration (7:01.91)
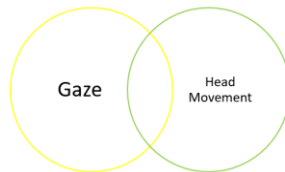
Figure 28: Mohammed primary modal configuration (7:03.80)
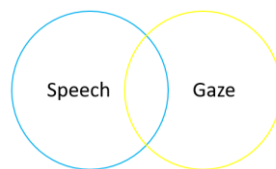
Figure 29: Kenza and Mohammed primary modal configuration (7:04.80)

Here, speech appears to be particularly dense for both social actors, with non-linguistic modes taking on more of a subordinate role, as they move towards understanding the meaning of the lexical item.

4.2.1.4 Kenza and Mohammed end their turn

Kenza and Mohammed continue their discussion, before finishing it, as illustrated by lines 7-15 of the audio transcript. However, there is more to it than Mohammed's exclamation of 'It's amazing', which can be perceived through examination of the multimodal transcript (figure 30). By looking at the audio transcript we can see that they finish the turn of discussing the photo album in line 15. However, there is more to it than Mohammed's exclamation of 'It's amazing', which can be perceived through examination of the multimodal transcript (figure 30).
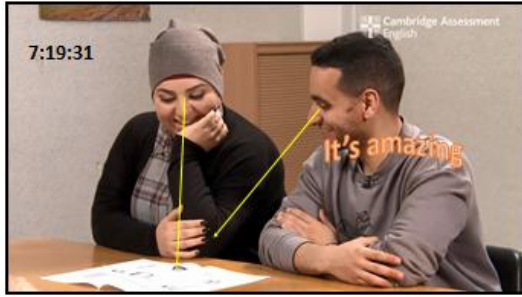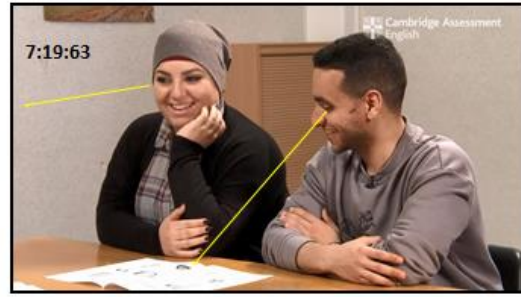
Figure 30: Kenza and Mohammed end their turn

This exclamation seems to indicate Mohammed is delighted with the photo album as a possible choice. Looking at his primary modal configuration at 7:19:31 (figure 32), it is possible to see how gaze and facial expression contribute to his decision. Although Kenza does not respond using speech, she is clearly in agreement with Mohammed as facial expression appears to take on particular density at this point (figure 31).
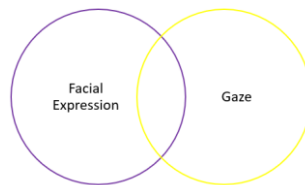
Figure 31: Kenza primary modal configuration (7:19.31)
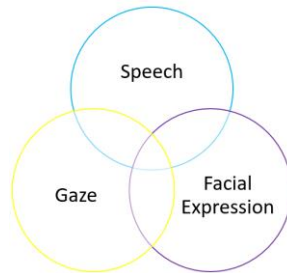
Figure 32: Mohammed primary modal configuration (7:19.31)

Kenza then gazes at the interlocutor while Mohammed's gaze remains fixed on the object (figure 30). Both utilise gaze and facial expression as their primary modes, as the turn nears its conclusion (figure 33). Kenza's change in gaze from the object to the interlocuter seems to indicate she is finished with discussing the photo album. This is interesting as her awareness of the examiner as a social actor in the interaction increases as her attention switches from the object to the interlocuter (figure 34). It may also be that the act of looking at the examiner is a semantic/pragmatic means (Norris, 2019) used to indicate the end of her turn (Lee, 2017; Park, 2017).

55
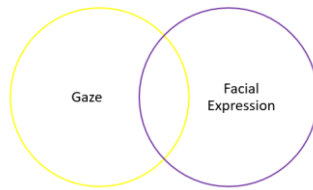
Figure 33: Kenza and Mohammed primary modal configuration (7:19.63)
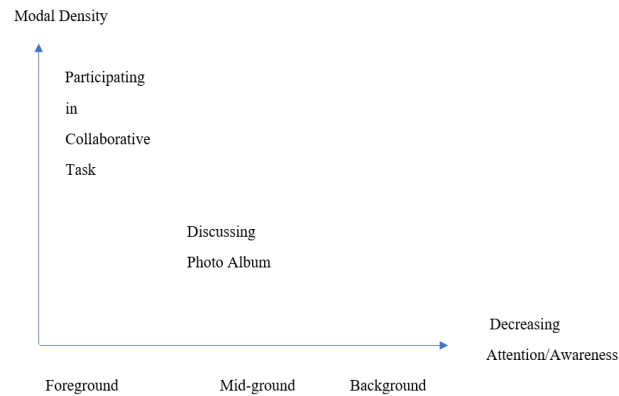
Figure 34: Kenza's shift in attention indicated by the semantic/pragmatic means of gaze

4.2.1.5 Conclusion

By taking a multimodal perspective it was possible to examine a small part of Kenza and Mohammed's discussion, and reveal the intricacies of an interaction between B1 learners in a paired speaking exam discussion. In the next section, Victoria and Edward's discussion will be discussed, revealing any differences and similarities at B2 level.

4.2.2 Video 2 – Victoria and Edward

4.2.2.1 Introduction

In this analysis, 8 data pieces were examined using the same procedure as video 1, with multimodal transcription and application of the relevant analytical tools generating data to inform the research questions. The updated audio transcript follows (figure 35) with time stamps included to demonstrate speech in addition to the multimodal transcript and where the analytical tools were utilised.

4.2.2.2 Edward initiates his turn

In this part of the collaborative task, Victoria and Edward have progressed to trying to decide which idea is the best option for attracting tourists to the town, with parks being discussed as a possible option. Audio transcript 5 illustrates this part of the discussion task (figure 35).

Audio Transcript for site of engagement: 9:48-10:14

1	9:48:35	Edward:	I like parks because **(1-5, 9:48:97-9:49:44)**
2	9:50:98	Edward:	mmm
3	9:51:51	Edward:	also help for the weather
4	9:53:51	Victoria:	O.k.
5	9:53:65	Edward:	It's good for the environment
6	9:55:53	Edward:	Umm
7	9:56:73	Edward:	Is a
8	9:58:10	Edward:	**(8, 9:58:07)** When you go to a new place, you also visit the parks
9	10:00:93	Edward:	That kind of things
10	10:02:08	Victoria:	O.k.
11	10:03:39	Victoria:	Maybe I would change my opinion when I see a nice park **(10, 10:03:62)**
12	10:06:99	Victoria:	It is possible, yeah
13	10:07:15	Edward:	Yes **(37, 10:07:16) (38 10:07:36)**
14	10:07:68	Edward:	<u>So</u> we can even find new parks
15	10:08:34	Victoria:	**(40, 10:07:80)** Maybe
16	10:09:76	Victoria:	I have to try it, yeah
17	10:11:00	Edward:	**(56, 10:10:92)** Yeah, see what the best option
18	10:11:75	Victoria:	O.k. **(74, 10:13:59)**
19	10:14:32	Victoria:	**(75, 10:13:64)** I think so **(80, 10:14:72)**

Higher level action: Discussing parks as possible best option for the task

Figure 35: Audio Transcript 5 - Victoria and Edward discuss parks (with time stamps)

In line 1 of the audio transcript, Edward initiates his turn with the utterance of 'I like parks because…' (figure 36). Although Edward does not gesture before his utterance, he seems to combine both modes, along with gaze to start his turn. Here we can examine his primary modal configuration at 9:48:97 (figure 37).
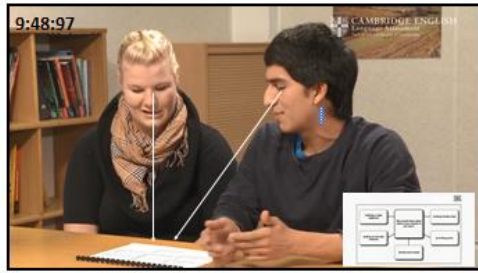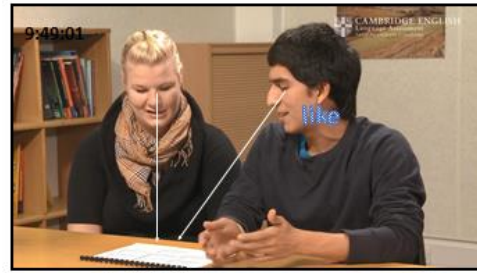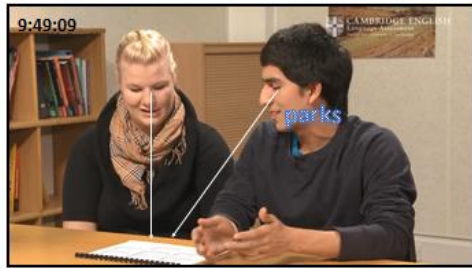
Figure 36: Edward initiates his turn
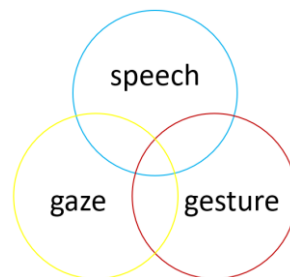
Figure 37: Edward primary modal configuration (6:48.97)

As Mohammed, it may be that his gesture functions as a semantic/pragmatic means (Norris, 2019), in this example for transitioning between the higher-level actions of checking instructions and discussing parks (figure 38). His attention, as well as that of Victoria, is therefore refocussed from one higher-level action to another.
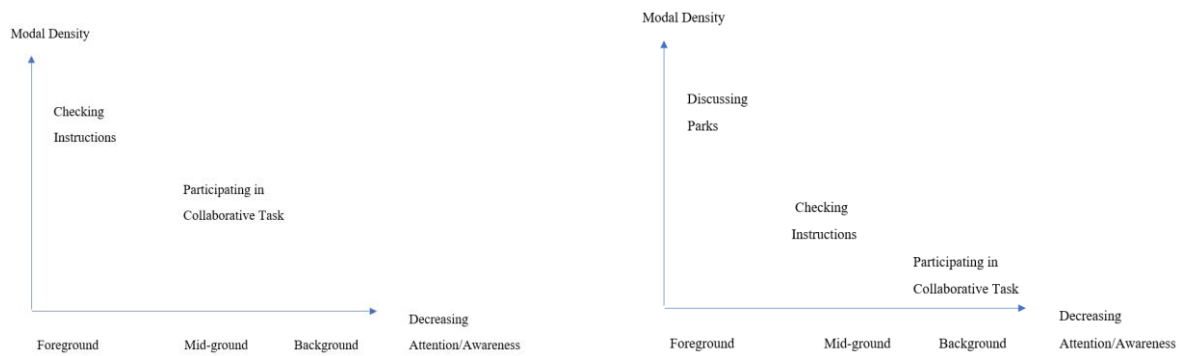
Figure 38: Edward's shift in attention indicated by the semantic/pragmatic means of gesture

On the other hand, it may be just that gesture serves to help convey meaning (Pan, 2016; Lee, 2017). Edward then continues with topic extensions to his turn (lines 2-9), adding weather, and the environment to his list of reasons for visiting a park on holiday. He also states that park visits are a typical tourist activity in an apparent attempt to strengthen his argument. During this exchange, Edward continues to utilise chains of lower-level actions i.e. gesture, gaze, and facial expression in order to try and persuade Victoria of his ideas.

4.2.2.3 Victoria politely disagrees with Edward

Something fascinating happens while Edward is making his contribution. While he continues trying to persuade Victoria, she raises her eyebrows while smiling and gazing at the artefact (figure 39; figure 40). Although Victoria is quiet and does not interject at this stage, her facial expression seems to indicate disagreement with Edward's suggestion.

Figure 39: Victoria politely disagrees with Edward
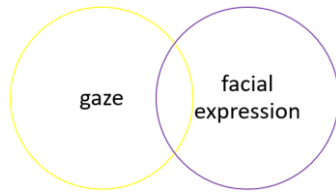
Figure 40: Victoria primary modal configuration (9:58.07)

Edward then completes his turn and although he does not ask for Victoria's opinion, the transition between turns is smooth, possibly due to their experience of pair discussions. Victoria starts to take her turn with the utterance of 'o.k.' which seems to indicate agreement of Edward's opinion. However, she follows it up with 'Maybe I would change my opinion when I see a nice park' (figure 41) which seems to indicate disagreement with Edward. Victoria's modal interplay has become complex during her turn with speech, gaze, head movement, and facial expression all combining to convey her message. Although it is possible to see that speech makes a significant contribution to Victoria's turn, by paying attention to other modes it can be revealed that Victoria does not rely on the mode of speech alone when responding to Edward.

Figure 41: Victoria continues to politely disagree
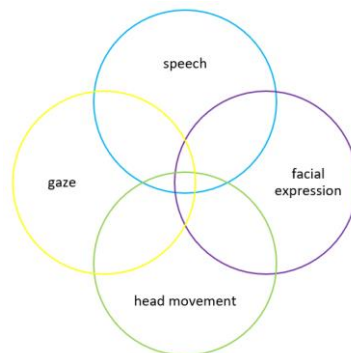
Figure 42: Victoria primary modal configuration (10:03.62-10:05.01)

Having contributed, Victoria's gaze is shifted from Edward, back to the artefact as she extends her turn with the utterance 'It is possible, yeah' (figure 43) with primary modal configurations indicated in figures 44/45. Edward seems to take her contribution as agreement with his utterance of 'yes' at 10:07:36 but Victoria's facial expression implies polite disagreement (figures 46/47).

Figure 43: Victoria extends her disagreement
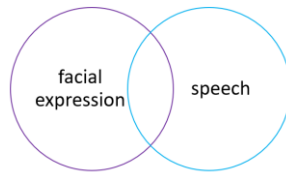
Figure 44: Victoria primary modal configuration (10:07.16)
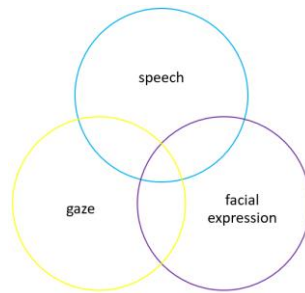
Figure 45: Edward primary modal configuration (10:07.16)
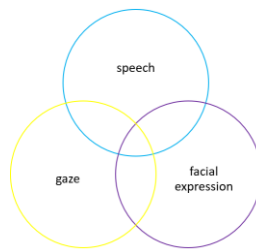
Figure 46: Victoria primary modal configuration (10:07.36)
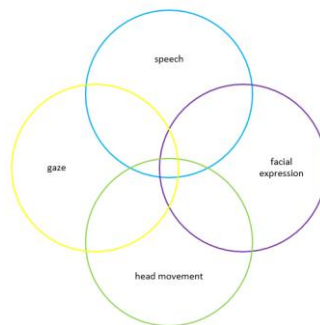
Figure 47: Edward primary modal configuration (10:07.36)

Edward continues trying to persuade Victoria by extending his original turn and adding another reason to choose parks (line 14). However, Victoria again appears to be unconvinced ('maybe') (figures 48/49) but is polite enough to respect Edward's suggestion with the utterance 'I have to try it, yeah' (figures 50, 51, 52).

Figure 48: Victoria politely disagrees with Edward
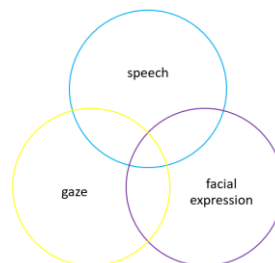
Figure 49: Victoria primary modal configuration (10:08.60)

Figure 50: Victoria continues to politely disagree with Edward
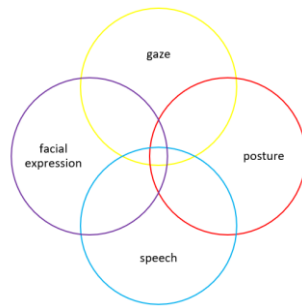
Figure 51: Victoria primary modal configuration (10:10.92)
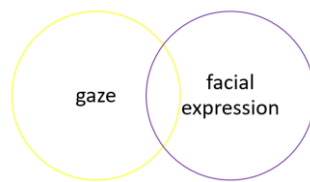
Figure 52: Edward primary modal configuration (10:10.92)

Subsequently, Edward finishes his turn (line 17) while Victoria contributes a simultaenous utterance (line 18).
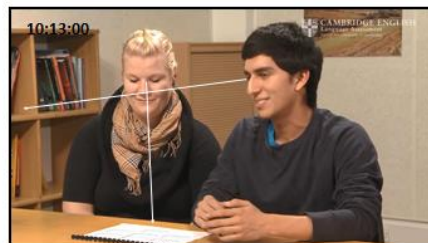
Figure 53: Victoria and Edward start to end their turn

4.2.2.4 Edward starts to end his turn

However, what is really interesting is that Edward appears to signal the end of his turn by gazing at the interlocuter at 10:13:00 (figure 53). This may be a semantic/pragmatic means (Norris, 2019) and differs from the previous one as gesture does not seem to be involved. There is dead air then Victoria also switches gaze to the interlocuter (figure 54). This demonstrates a shift in attention from the disussion back to the higher-level action of participating in the collaborative task (figure 55).
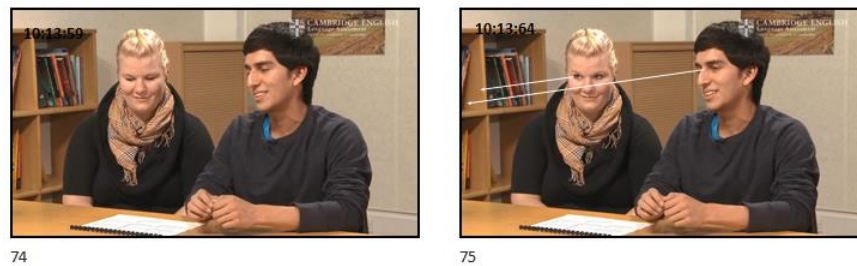
Figure 54: Victoria and Edward end their turn
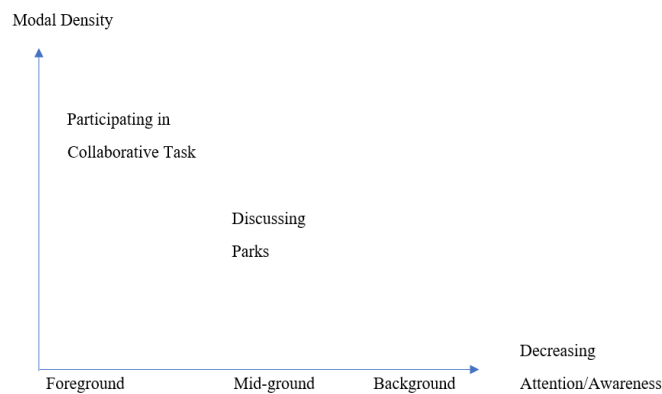
Figure 55: Shift in attention as the turn ends

However, the collaborative task has not finished. It is not possible to see if the interlocuter has indicated, through non-verbal means, that time still remains but Victoria and Edward realise their mistake and resume discussing parks (figure 56) with Victoria's utterance of 'I think so' possibly acting as another semantic/pragmatic means.

Modal Density

Discussing
Parks

Participating in
Collaborative
Task

Foreground   Mid-ground   Background

Decreasing
Attention/Awareness
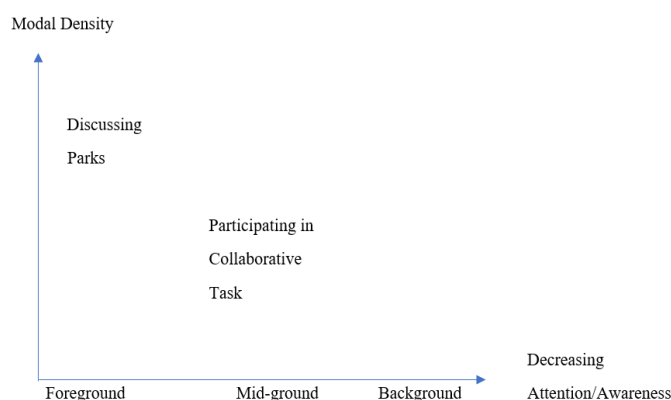
Figure 56: Shift in attention back to the higher-level action of discussing parks

4.2.2.5 Conclusion

By continuing the multimodal analysis with data pieces from video 2, it has been possible to reveal examples of modal interplay at B2 level in a paired speaking exam discussion, and contrast with the previous analysis. Subsequentially, the following section will detail findings from the analysis of Raphael and Maude's discussion at C1 level.

4.2.3 Video 3 – Raphael and Maude

4.2.3.1 Introduction

In this final analysis, 6 data pieces were analysed using multimodal transcription and analytical tools in order to answer the research questions. As in previous analyses, the audio transcript (figure 57) has been updated to include time stamps that illustrate their speech, as well as the points where snapshots were created for the multimodal transcript and analytical tools were utilised.

4.2.3.2 Raphael and Maude change topic

In this part of the collaborative task, Raphael and Maude have moved on to discussing in which situation it is most important to make the right decision, with getting married the choice of topic.

Audio Transcript for site of engagement: 9:39-10:22

1	9:39:53	Maude:	O.k.
2	9:40:01	Raphael:	I think the most important is
3	9:42:44	Raphael:	getting married
4	9:43:49	Raphael:	because when
5	9:44:97	Raphael:	em two
6	9:45:68	Raphael:	people find them eh
7	9:48:29	Raphael:	find each other
8	9:49:39	Raphael:	and they think about getting married
9	9:51:72	Raphael:	they should really think about it because it's an important decision I think
10	9:54:96	Maude:	Yeah, I agree with you
11	9:56:10	Raphael:	Don't just
12	9:57:53	Raphael:	em
13	9:58:15	Raphael:	get married, yeah
14	10:00:61	Maude:	Yes, and you
15	10:01:82	Maude:	have to sign kind of a contract and
16	10:04:97	Maude:	here
17	10:06:45	Maude:	um
18	10:07:20	Maude:	those people are together for all their lives, so they need to think about it before getting married
19	10:12:15	Raphael:	(2, 10:12:20- 3,10:12:36) I think this is also connected to starting a family because
20	10:14:46	Maude:	(18, 10:14:92) Yes
21	10:15:69	Maude:	you may move to another country, well
22	10:15:86	Raphael:	I think it's (27, 10:16:32)
23	10:17:60	Raphael:	Yeah (34, 10:17:64)
24	10:18:20	Maude:	(37, 10:18:03) Yes
25	10:19:14	Maude:	everything realising it (?)
26	10:21:20	Raphael:	(55, 10:21:00) Yeah (57, 10:21:27) (62, 10:23:66)

Higher level action: Discussing in which situation it's most important to make the right decision – getting married and starting a family.

Figure 57: Audio Transcript 6 - Raphael and Maude discuss getting married and having a family (with time stamps)

As can be seen at line 19, Raphael changes topic from getting married to starting a family. However, what is unclear from the audio transcript, is that he signals the start of his turn by gesturing before he starts speaking (figure 58). Moreover, it appears to be a particularly dense action at this point that also combines with other modes such as speech, gaze, and posture (figure 59) in a sophisticated example of meaning-making.
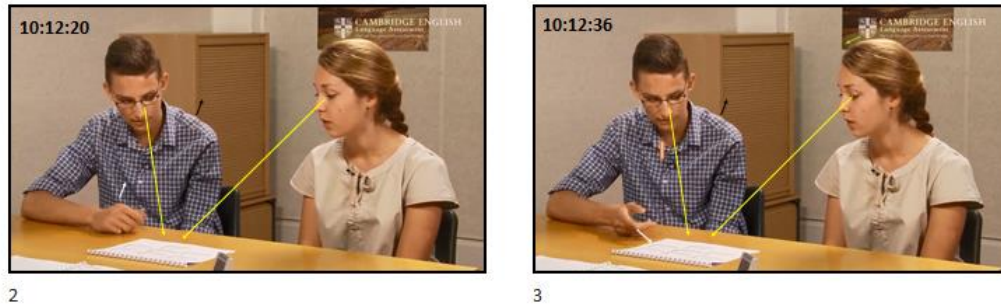
Figure 58: Raphael initiates his turn
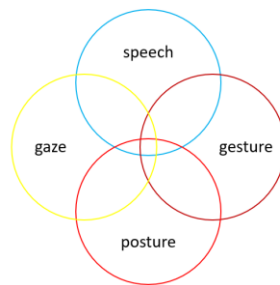
Figure 59: Raphael primary modal configuration (10:12.36)

This gesture may be another example of a semantic/pragmatic means (figure 60) as it demonstrates Raphael's shift in attention from discussing getting married to starting a family and also helps to draw Maude's attention to the new topic (Norris, 2019). It seems here that once more, gesture is shown to be a powerful tool in taking ownership of turns (Lee, 2017; Park, 2017).
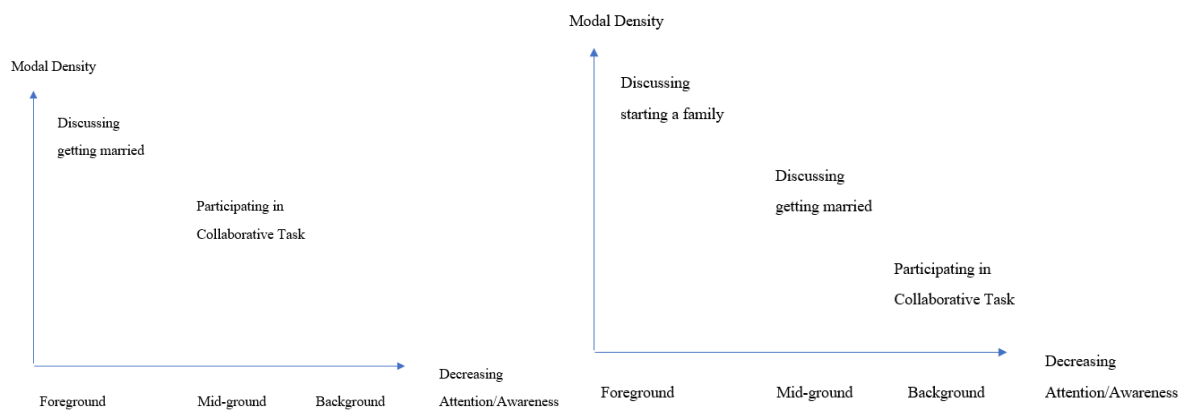
Figure 60: Raphael's shift in attention indicated by the semantic/pragmatic means of gesture

4.2.3.3 Raphael and Maude come to an agreement

Maude then proceeds to interrupt Raphael, through the utterance of 'yes' (figure 61) at 10:14:92. Moreover, she seems to utilise other modes with head movement and gaze combining with speech to indicate her agreement. Both their primary modal configurations can be summarised in figures 62 and 63.
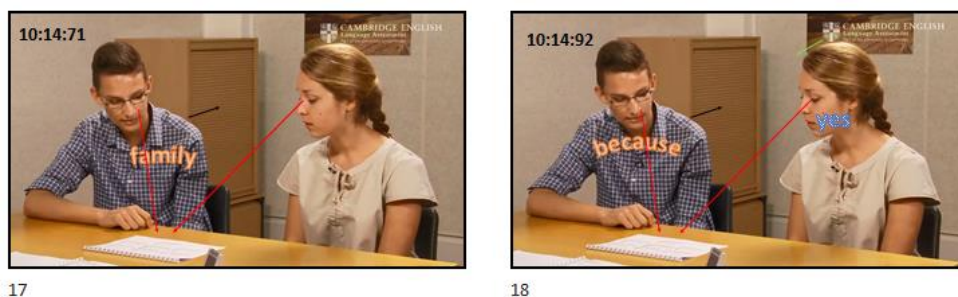
Figure 61: Maude interrupts Raphael
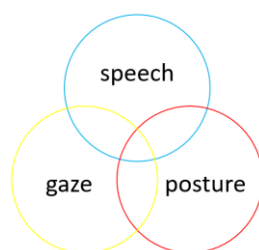
Figure 62: Raphael primary modal configuration (10:14.92)

69
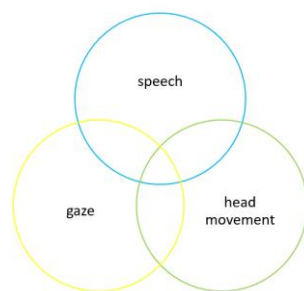
Figure 63: Maude primary modal configuration (10:14.92)

However, the interruption is not complete as Raphael has continued with his own contribution. Furthermore, Raphael again uses gesture at 10:16:32, this time seemingly to support his spoken contribution, rather than claim his turn (figure 64). This may further indicate the importance of gesture in producing meaningful contributions in discussions (Pan, 2016; Lee, 2017).

Figure 64: Raphael uses gesture as he attempts his contribution

Here it can be revealed how Raphael utilises the modes of speech and gaze at 10:17:64 while agreeing with Maude (figure 66), as Maude starts to gaze at him to signal the start of her own agreement. Facial expression also appears to be critical in expressing her agreement with Raphael, as she starts to smile (figure 67). Non-verbal modes at this stage, are integral, in understanding Maude's agreement with Raphael as without consideration, agreement is not obvious. Moments later, at 10:18:64, Maude states her agreement with the utterance of 'yes'. However, her primary modal configuration is more complex than just speech as she also includes posture and gaze to express her agreement with Raphael. Meanwhile, Raphael uses gaze and head-movement to communicate agreement, with the latter mode being a key indication of back-channelling (Pan, 2016). Moreover, it is not something easily recognised purely by a focus on spoken contributions as back-channelling may be non-verbal, as demonstrated by Raphael's enthusiastic nodding. Furthermore, his tendency to back-channel

may be evidence for Pan's (2016) claim that advanced speakers may utilise more non-verbal behaviours in speaking exams.

Figure 65: Raphael and Maude agree with each other

Figure 66: Raphael primary modal configuration (10:17.64) and (10:18.64)

Figure 67: Maude primary modal configuration (10:17.64) and (10:18.64)

4.2.3.4 Raphael and Maude start to end their turn

Raphael and Maude then start to finish this part of the discussion. Maude makes an unclear utterance at line 25, which Raphael responds to with 'yeah', which signals agreement to Maude's contribution (figure 68).

Figure 68: Raphael and Maude finish their agreement

Here, both candidates again integrate multiple modes to express meaning with their primary modal configurations revealed in figures 69 and 70. Both take turns to exchange utterances, with both head movement and gaze appearing to be particularly dense as they reach final agreement. Again, it is clear that non-verbal modes play a significant role in agreement and the demonstration of IC through back-channelling strategies (HKEAA, undated; Galaczi, 2008). As with Victoria and Edward, both candidates stop speaking before the allocated time expires which leads to dead air and may also point to a breakdown in IC (ibid).

Figure 69: Raphael primary modal configuration (10:21.00) and (10:21.27)

Figure 70: Maude primary modal configuration (10:21.00) and (10:21.27)

Raphael then lifts his head to gaze at the interlocuter at 10:23:66 although Maude continues to gaze at the artefact (figure 71). This seems to indicate the end of his contribution and could

be another example of a semantic/pragmatic means (Norris, 2019) (figure 72) used by Raphael to indicate he is finished discussing the topic.

Figure 71: Raphael ends his turn
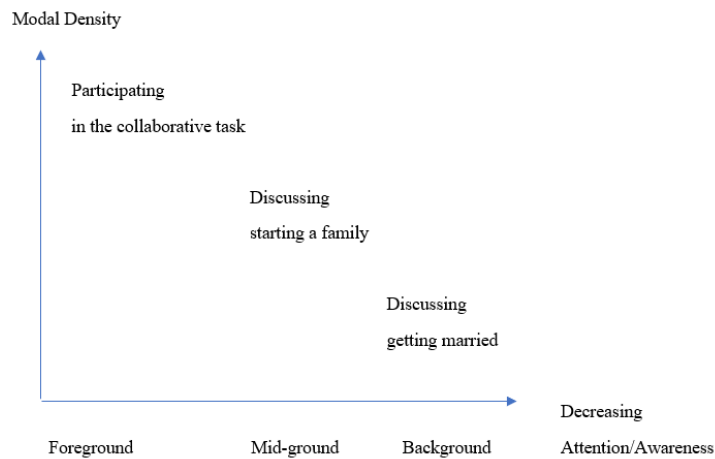
Figure 72: Shift in attention back to the higher-level action of participating in the collaborative task

4.2.3.5 Conclusion

By analysing data pieces from video 3 it has been possible to discover examples of modal interplay in a pair-speaking exam at C1 level and any similarities and differences between them. In the next section, the data that has informed research question 2 will be discussed.

4.3 Research Question 2: How does the participants' interaction demonstrate interactional competence?

4.3.1 Video 1 – Kenza and Mohammed

4.3.1.1 Introduction

Looking again at the different data pieces it is also possible to examine them to see how Kenza and Mohammed demonstrate IC, as operationalised in table 8 (Galaczi, 2008).

4.3.1.2 Kenza and Mohammed begin discussing the photo album

As demonstrated by the audio transcript, Mohammed and Kenza have changed topic to discuss the photo album. In line 1 of the audio transcript, it is possible to see that Mohammed initiates the turn through use of a topic initiation i.e. the utterance of 'for book' (figure 17). It can be seen at this point that this is a clear indication of the demonstration of IC as redefined in table 8. Furthermore, Mohammed clearly demonstrates IC through the use of non-verbal behaviours, such as gaze, gesture, and facial expression which combine with speech to make meaning (figure 18) (Galaczi, 2008).

4.3.1.3 Kenza and Mohammed check and make meaning

As revealed in line 2 of the audio transcript Mohammed has continued his turn, extending the topic with a further utterance of 'or album' (figure 20). This topic extension clearly demonstrates IC as Mohammed makes a further contribution to his turn (Galaczi, 2008). Moreover, lines 4-6 of the audio transcript indicate a fascinating demonstration of IC by both participants. There is clear co-construction of the text, with negotiation of meaning clearly demonstrated to create understanding. Interactive listening is also obvious as Kenza gives a relevant answer to Mohammed's contribution (Walsh, 2011). Furthermore, use of modes such as gesture, posture and facial expression are evident in the body language descriptor in the adapted criteria (table 8) and so IC is obviously demonstrated (HKEAA, undated; Galaczi, 2008).

4.3.1.4 Kenza and Mohammed continue then end their discussion

As shown by lines 7-14 of the audio transcript, Kenza and Mohammed continue the discussion, demonstrating clear topic extensions (Galaczi, 2008) as they evaluate the photo album, giving appropriate reasons for it being a suitable gift. Moreover, as Kenza and Mohammed complete their turn (figures 30-32) there appears to be a clear example of collaborative meaning-making (Walsh, 2011) which would be obfuscated without an examination of multiple modes.

4.3.1.5 Cambridge Examiner Comments: Interactive Communication

Candidates scored highly for Interactive Communication for the speaking assessment as a whole, with Kenza scoring 4 and Mohammed 4.5 (CAE, undated). The assessors deemed Kenza to have made a reasonable contribution to the discussion but expected more development of ideas while Mohammed was evaluated as being more active and developing his ideas more fully. As the official exam criteria omit non-verbal behaviours (figure 15), assessments were based on the mode of speech. However, if we then assess the interactions multimodally using the adapted criteria (table 8), it is possible to see the true extent of collaboration. Kenza and Mohammed utilised a range of modes in the discussion, with speech not always being the primary mode in meaning-making. This could contradict Pan's (2016) claim that B1 learners use fewer non-verbal behaviours than more advanced learners in speaking tests, although this may only be apparent by examining the interaction through a multimodal lens.

4.3.2 Video 2 – Victoria and Edward

4.3.2.1 Introduction

By re-examining the data pieces, it can be seen how Victoria and Edward demonstrate IC, as reconceptualised in the adapted B2 criteria in appendix 10 (HKEAA, undated; Galaczi, 2008).

4.3.2.2 Edward initiates his turn

Edward's utterance of 'I like parks because…' (figure 36) functions as a topic initiation and as a clear illustration of IC (HKEAA, undated; Galaczi, 2008). However, this demonstration of IC is further enhanced when analysing the turn initiation from a multimodal perspective. Figure 37 shows how Edward utilises the non-verbal behaviours of gaze and gesture along with speech. As illustrated by lines 2-9 modes combine in a clear demonstration of IC features (HKEAA, undated; Galaczi, 2008), which would not be apparent without multimodal analysis.

4.2.2.3 Victoria politely disagrees with Edward

As demonstrated in line 8 of the audio transcript and figures 39 and 40, Victoria politely disagrees with Edwards' contribution using non-verbal behaviours. This is a clear example of meaning being made through collaboration (Walsh, 2011) and would not be apparent from an examination of speech, only. Moreover, it suggests Victoria's use of IC (HKEAA, undated; Galaczi, 2008) that would also not be detected through literal interpretation of official Cambridge criteria. Furthermore, lines 15 and 16 of the audio transcript, as well as figures 48-52 illustrate further disagreement from Victoria. Here, not only can ite be seen how multiple modes combine in collaborative meaning-making (Norris, 2019; Walsh, 2011) but how they contribute to IC (HKEAA, undated; Galaczi, 2008).

4.2.2.4 Edward and Victoria end their turn

Finally, as revealed by figures 53 and 54, both Edward and Victoria end their turn by stopping speaking and gazing at the interlocutor. This may demonstrate a breakdown in IC as both candidates fail to utilise their turn for the necessary time period (HKEAA, undated; Galaczi, 2008).

4.3.2.5 Cambridge Examiner Comments: Interactive Communication

Both candidates received positive feedback from the examiners for their performance in the speaking exam overall (Cambridge English, 2015c). However, Victoria was evaluated as being rather accepting of Edward's contribution during the analysed site of engagement.

Whereas this conclusion may seem logical upon examination of the spoken mode, by including non-verbal modes in the analysis, a different conclusion was reached. Edward, on the other hand was looked on favourably for moving the discussion on at times, although the breakdown in communication, at the end of the discussion, was noted. Again, due to use of the official exam criteria (figure 15), the assessment fails to account for the numerous non-verbal behaviours utilised by the participants to jointly create meaning. Overall, both candidates may have benefited from use of more extensive exam criteria as presented in appendix 10. Finally, Pan's (2016) claim that more advanced learners are increasingly likely to access non-verbal resources may be correct as the data suggests that Victoria and Edward used more sophisticated modal configurations to communicate, than Kenza and Mohammed.

4.3.3 Video 3 – Raphael and Maude

4.3.3.1 Introduction

Finally, it can be seen how IC is demonstrated by Raphael and Maude, as reconceptualised in the adapted C1 criteria in appendix 10, by analysing the relevant data pieces. (HKEAA, undated; Galaczi, 2008).

4.3.3.2 Raphael and Maude change topic

By examining line 9 of the audio transcript and figures 58-60, the complexities of Raphael's communication were revealed. Overall, he can be seen to demonstrate high IC as he initiates his turn then extends it, while also using a number of simultaneous non-verbal behaviours (HKEAA, undated; Galaczi, 2008).

4.3.3.3 Raphael and Maude come to an agreement

It is clear from the analysis that both Maude's agreement at line 20 and the continuation of her turn in line 21 demonstrate IC, as she not only agrees with Raphael but proceeds to add her own contribution to the topic (HKEAA, undated; Galaczi, 2008). Moreover, it seems that Maude's interruption has resulted in production of simultaneous utterances and an apparent breakdown in IC throughout the rest of the exchange (ibid). Yet, if the interaction is considered multimodally then the complexities of their actions can be revealed, as they access

their individual resources in the pursuit of collaborative meaning-making (Walsh, 2011). Finally, Raphael's extensive use of non-verbal back-channelling is a clear indication of his IC (HKEAA, undated; Galaczi) and is a communication strategy utilised by Raphael at several points in the collaborative task as a whole.

4.3.3.4 Raphael and Maude start to end their turn

From scrutinising lines 23-26 and as illustrated by figures 68-70, it is clear that non-verbal modes play a significant role in agreement and the demonstration of IC through back-channelling strategies (HKEAA, undated; Galaczi, 2008). As with Victoria and Edward, both candidates stop speaking before the allocated time expires which leads to dead air and may also point to a breakdown in IC (ibid).

4.3.3.5 Cambridge Examiner Comments: Interactive Communication

Again, both candidates were assessed positively by the examiners for their performance in the speaking exam overall (Cambridge English, 2015d). However, Raphael was considered to not be active enough and needed to contribute more in the discussion parts of the exam, in particular the collaborative task. He is criticised because while listening to Maude, at times, he 'simply nods' (Cambridge English, 2015d, p.8). While this may be indicative of poor communication, if considering speech alone, it is clear from the analysed data that Raphael used nodding as an effective form of back-channelling to indicate interest and agreement with Maude. Therefore, there is an argument that Raphael instead demonstrates advanced IC. Maude, on the other hand was praised for her contributions, although she is criticised for failing to include Raphael more in the discussion. Overall, the assessors expected more collaboration in meaning-making (Walsh, 2011), although it again seems clear that both social actors demonstrated higher IC than suggested by the official exam criteria (figure 15). Both Raphael and Maude may have performed better in the exam if assessors had used the revised exam criteria (appendix 10). Finally, it would seem that although they may not have consistently used more complex modal configurations compared to the other candidates, the frequent use of backchannelling by Raphael, in particular, may indicate differences in the use of non-verbal behaviours by advanced candidates in pair-speaking exams.

4.3.4 Conclusion

By analysing data pieces from all three videos, it has been possible to discover examples of modal interplay and IC and in the next section, practices and discourses will be considered for all three data sets.

4.4 Practices and Discourses

In the aforementioned analyses, data pieces were selected from larger sites of engagement (figures 16, 35, 57) for micro analysis, which allowed us to examine how social actors multimodally produced action and demonstrated IC. However, in order to link their action to a macro perspective, it is necessary to consider the large-scale action of taking part in a discussion in a pair-speaking exam, or other academic context (Norris and Pirini, 2017). The sites of engagement are situated within the practice of participating in a discussion in a pair-speaking exam. However, this context is arguably too narrow and that it not only should be extended to include group speaking exams but pair and group discussions in classroom settings. Consequentially, the mode of layout and frozen actions become relevant as the classroom, furniture, and other objects may be linked to academic practices. The practice of studying at an educational institution such as a school, university, or language school is now apparent as L2 students engage in countless academic discussions. Students may draw on their experiences of academic discussions in these contexts and apply them to the discourse of participating in pair-speaking or other oral exams. Finally, it seems that other discourses may be relevant, including workplace communication and collaborative learning (ibid). Overall, the micro analyses have shown how IC is illustrated through multimodal action. Not only this but the connection to macro-level practices and discourses is noticeable.

4.5 Research Question 3: What implications do the findings have on assessment and pedagogy?

4.5.1 Introduction

The data from the above study has raised a number of implications in terms of assessment and pedagogy. These will be detailed as follows.

4.5.2 Assessment

Although pair, and group, speaking exams have the potential to elicit IC features demonstrated by participants in discussions (May, 2009), it is clear that issues remain with current assessment criteria. It is clear that the conceptualisation of IC has expanded beyond its original foundations to include features that are not operationalised in official exam descriptors, Cambridge or otherwise (ibid; Lam, 2018; Pan, 2016; Galaczi, 2014). Consequentially, candidates' IC as demonstrated by the use of non-verbal modes, for example, may be ignored by examiners. On the other hand, examiners may assess participants' IC based on features that are not officially included in the criteria (May, 2009). Consequentially, test validity is affected. An obvious solution is the re-writing of assessment criteria to include either a separate criterion of IC or to adapt its equivalent (interactive communication) to include features as detailed in this paper. The examples detailed in table 8 and appendix 10 have revealed the examined candidates' IC and are possibilities, although as they remain untested outside this paper, they would need review to ensure quality. Moreover, the awarding of a joint score for IC has been proposed by May (2009). Although this would seem to adhere to the collaborative nature of a discussion, it may prove impractical and would not account for differences in frequency and appropriate utilisation of non-verbal modes by participants.

Furthermore, with the implementation of revised criteria, examiners may require re-training on how to recognise new IC features in discussion components in pair, and group, speaking assessments. Effective training would likely increase their ability to assess participants IC more accurately through recognition of clear operationalised features (Galaczi, 2008). Finally, revision of the format of discussion components in speaking exams may also need consideration. Nitta and Nakatshura (2014) argue for the extension of discussion components to 5 minutes in order to give participants an adequate opportunity to demonstrate sufficient proficiency (Foot, 1999). This would seem appropriate as it would give candidates further opportunity to demonstrate their speaking skills.

4.5.3 Pedagogy

In order for L2 students to develop the required IC to be successful in discussions in assessment settings, classroom practice also needs consideration. Basturkmen (1999) claims that this should start at syllabus level with learning aims related to the spoken discourse of

discussions necessary for inclusion. She also argues for the need for relevant targeted materials that facilitate guidance in noticing of the features of discourse in discussions, with TBL considered an effective approach. Through jigsaw activities, for example, learners may be able to independently familiarise themselves with discourse patterns. Moreover, transcription could also be a useful technique with teachers providing learners with parts of an exchange for them to work with. This may be more appropriate for noticing the spoken features of IC, with non-verbal modes perhaps better catered for by Norris's (2019) multimodal transcription approach. This may need simplifying for learners but would undoubtably target the full range of modes involved in demonstrating IC.

Moreover, students need to become more aware of how to demonstrate IC through non-verbal actions in classroom practice activities. Pan (2016) suggests assigning non-verbal actions to functions so that students can practice them in speaking activities. However, it seems that this may be complicated as the same action may have different functions depending on various contextual and cultural factors (ibid). On the other hand, awareness-raising of non-verbal behaviours may help learners understand how certain actions may be used at certain points in a discussion, e.g. gesture to indicate the start of a turn.

Finally, through monitoring of discussions and providing feedback, the teacher may also be able to help raise learners' awareness of their demonstration of appropriate IC features (Park, 2017). However, as with assessment, Park also cautions that teachers may need training if they are to support learners in developing IC and fostering interactional spaces. However, it would seem that the teacher is a key stakeholder in supporting students with their ability to develop their IC.

Overall, it seems essential that explicit instruction of IC features needs to be incorporated into the classroom, whether in university seminars, EFL or ESP settings, with learners needing to develop their ability to include the operationalised characteristics of IC in discussions.

Chapter 5: Conclusion

5.1 Introduction

This chapter contains a brief summary of key research findings and conclusions with implications for assessment and pedagogy also considered. It finishes by detailing recommendations for research.

5.2 Summary of findings and conclusions

The purpose of this research was to investigate how participants multimodally produced action and demonstrated IC in the collaborative (discussion) task of Cambridge pair-speaking exams.

The findings have demonstrated that candidates use a range of modes, in different combinations, to create action during the discussion task. Moreover, by using revised exam criteria, that account for non-verbal behaviours, it was revealed that candidates used varied non-verbal strategies for communicating meaning. This implies that IC may be demonstrated at a higher level than suggested by the official exam criteria, which purely focus on spoken discourse features. The implications for assessment seem significant, with revision of criteria to account for non-verbal IC features a logical solution to the failings of traditional exam criteria. Moreover, learners would clearly benefit from materials and teaching techniques that support IC development.

Overall, this research has revealed the complexities of demonstrating IC in pair discussions. However, it maybe that by 'slimming down' Norris's MIA framework (2019), data might have been analysed more extensively and in more depth. Moreover, group speaking assessments might have provided a richer data source, although time constraints may have been an issue. Finally, a mixed-methods approach could have highlighted further discourse features in the selected context.

5.3 Recommendations for future research

Since group speaking activities and assessments are increasingly popular in a range of contexts, their analysis would seem to be relevant and potentially reveal findings that may further impact on assessment and classroom pedagogy settings. Alternatively, as this study uniquely focussed on the Cambridge speaking exam, other exams including a pair discussion may also be analysed and compared.

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Appendices

Appendix 1 – SBA Group Interaction Criteria

2.5 Assessment Criteria

2.5.1 SBA Assessment Criteria for Group Interaction (GI)

	I. Pronunciation & Delivery	II. Communication Strategies	III. Vocabulary & Language Patterns	IV. Ideas & Organisation
6	Can project the voice appropriately for the context without artificial aids. Can pronounce all sounds/sound clusters and words clearly and accurately. Can speak fluently and naturally, with very little hesitation, while using suitable intonation to enhance communication.	Can use appropriate body language to display and encourage interest. Can use a full range of turn-taking strategies to initiate and maintain appropriate interaction, and can draw others into the interaction (e.g. by summarising for weaker students' benefit, or by redirecting a conversation to a quiet student) Can interact without the use of narrowly-formulaic expressions.	Can use a wide range of accurate and appropriate vocabulary. Can use varied, appropriate, and highly accurate language patterns; minor slips do not impede communication. Can self-correct effectively. May occasionally glance at notes but is clearly not dependent on them.	Can express a wide range of relevant information and ideas without any signs of difficulty and without the use of notes. Can consistently respond effectively to others, sustaining and extending a conversational exchange. Can use the full range of questioning and response levels (see Framework of Guiding Questions) to engage with peers.
5	Can project the voice appropriately for the context without artificial aids. Can pronounce all sounds/sound clusters clearly and almost all words accurately. Can speak fluently using intonation to enhance communication, with only occasional hesitation, giving an overall sense of natural non-native language.	Can use appropriate body language to display and encourage interest. Can use a good range of turn-taking strategies to initiate and maintain appropriate interaction and can help draw others into the interaction (e.g. by encouraging contributions, asking for opinions, or by responding to group members' questions). Can mostly interact without the use of narrowly-formulaic expressions.	Can use varied and almost always appropriate vocabulary. Can use almost entirely accurate and appropriate language patterns. Can usually self-correct effectively. May occasionally refer to a note card.	Can express relevant information and ideas clearly and fluently, perhaps with occasional, unobtrusive, reference to a notecard. Can respond appropriately to others to sustain and extend a conversational exchange. Can use a good variety of questioning and response levels (see Framework of Guiding Questions).
4	Can project the voice mostly satisfactorily without artificial aids. Can pronounce most sounds/sound clusters and all common words clearly and accurately; less common words can be understood although there may be articulation errors (e.g. dropping final consonants). Can speak at a deliberate pace, with some hesitation but using sufficient intonation conventions to convey meaning.	Can use some features of appropriate body language encourage to and display interest. Can use a range of appropriate turn-taking strategies to participate in interaction (e.g. by making suggestions in a group discussion), and can sometimes help draw others in (e.g.. by asking for their views). Can interact using a mixture of mainly natural language and formulaic expressions.	Can use mostly appropriate vocabulary. Can use language patterns that are usually accurate, and without errors that impede communication. Can self-correct when concentrating carefully, or when asked to do so. May refer to a note card but is not dependent on notes.	Can present relevant literal ideas clearly in a well-organised structure, perhaps with occasional reference to a notecard. Can often respond appropriately to others; can sustain and may extend some conversational exchanges. However: Can do these things less well when attempting to respond to interpretive or critical questions, or when trying to interpret information and present elaborated ideas.
3	Volume may be a problem without artificial aids. Can pronounce all simple sounds clearly but some errors with sound clusters; less common words may be misunderstood unless supported by contextual meaning. Can speak at a careful pace and use sufficient basic intonation conventions to be understood by a familiar and supportive listener; hesitation is present.	Can use appropriate body language to display interest in the interaction. Can use appropriate but simple turn-taking strategies to participate in, and occasionally initiate, interaction (e.g. by requesting repetition and clarification, or by offering agreement). Can use mainly formulaic expressions as communication strategies.	Can use simple vocabulary and language patterns appropriately, and with errors that only occasionally impede communication. Can sometimes self-correct simple errors. May suggest a level of proficiency above 3 but has provided too limited a sample, OR Cannot be scored accurately because of dependence on notes.	Can present some relevant ideas sequentially with some links among own ideas and with those presented by others. Can respond to some simple questions and may be able to expand these responses when addressed directly.
2	Volume may be a problem without artificial aids. Can pronounce simple sounds/sound clusters well enough to be understood most of the time; common words can usually be understood within overall context Can produce familiar stretches of language with sufficiently appropriate pacing and intonation to help listener's understanding.	Can use appropriate body language when especially interested in the group discussion or when prompted to respond by a group member. Can use simple but heavily formulaic expressions to respond to others (e.g. by offering greetings or apologies).	Can appropriately use vocabulary drawn from a limited and very familiar range. Can use some very basic language patterns accurately in brief exchanges. Can identify some errors but may be unable to self-correct. Provides a limited language sample, OR A sample wholly spoken from notes.	Can express some simple relevant information and ideas, sometimes successfully, and may expand some responses briefly. Can make some contribution to a conversation when prompted.
1	Volume is likely to be a problem. Can pronounce some simple sounds and common words accurately enough to be understood. Can use appropriate intonation in the most familiar of words and phrases; hesitant speech makes the listener's task difficult.	Can use restricted features of body language when required to respond to peers. Can use only simple and narrowly-restricted formulaic expressions, and only to respond to others.	Can produce a narrow range of simple vocabulary. Can use a narrow range of language patterns in very short and rehearsed utterances. The language sample is too limited for a full assessment of proficiency.	Can occasionally produce brief information and ideas relevant to the topic. Can make some brief responses or statements made when prompted.
0	Does not produce any comprehensible English speech.	Does not use any interactional strategies.	Does not produce any recognizable words or sequences.	Does not produce any appropriate, relevant material.

Hong Kong Examinations and Assessment Authority (undated). *Hong Kong Diploma of Secondary Education Examination 2022 English Language School-based Assessment Teachers' Handbook* [online]. Available at: http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2022-ELANG.pdf [accessed 10 April 2020]

Appendix 2 – Sample Task C2 Speaking Exam

Certificate of Proficiency in English Speaking Test

Part 2 (approximately 4 minutes / 6 minutes for groups of three)		**1 Magazine article – Risk**

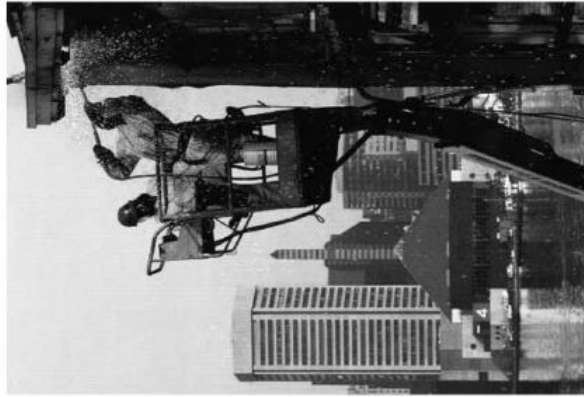| Interlocutor	Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.
	Place Part 2 booklet, open at Task 1, in front of the candidates. *Select two of the pictures for the candidates to look at*.*
	First, I'd like you to look at pictures * and * and talk together about which picture interests you more.
	You have about a minute for this, so don't worry if I interrupt you. *(2 minutes for groups of three)*
Candidates ⏱ *1 minute* *(2 minutes for groups of three)*	....
Interlocutor	Thank you. Now look at all the pictures.
	I'd like you to imagine that a magazine is planning an article on taking risks. These pictures will be used to accompany the article.
	Talk together about the positive and negative aspects of taking risks, as shown in these pictures. Then suggest one other type of risk that could be included in the article.
	You have about three minutes to talk about this. *(4 minutes for groups of three)*
Candidates ⏱ *3 minutes* *(4 minutes for groups of three)*	....
Interlocutor	Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

1

Magazine article – Risk

A

B

C

D

Cambridge Assessment English (2019). *C2 Proficiency Handbook for Teachers* [online]. Available at https://www.cambridgeenglish.org/Images/168194-c2-proficiency-teachers-handbook.pdf. [accessed 12 April 2020]

Appendix 3 – Cambridge C2 Proficiency Speaking exam criteria

C2 Proficiency Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on the next page:

C2	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
5	Maintains control of a wide range of grammatical forms and uses them with flexibility.	Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
4			*Performance shares features of Bands 3 and 5.*		
3	Maintains control of a wide range of grammatical forms.	Uses a range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
2			*Performance shares features of Bands 1 and 3.*		
1	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a limited range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
0			*Performance below Band 1.*		

C2	Global achievement
5	Handles communication on all topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources with flexibility to express complex ideas and concepts and produce extended and coherent discourse.
4	*Performance shares features of Bands 3 and 5.*
3	Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended and coherent discourse.
2	*Performance shares features of Bands 1 and 3.*
1	Handles communication on a range of familiar and unfamiliar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
0	*Performance below Band 1.*

Cambridge Assessment English (2019). *C2 Proficiency Handbook for Teachers* [online]. Available at https://www.cambridgeenglish.org/Images/168194-c2-proficiency-teachers-handbook.pdf. [accessed 12 April 2020].

Appendix 4 – Snapshots of Data Sets

Video 2: Victoria and Edward

Video 3: Raphael and Maude

Appendix 5 – Field Notes

Phase 1, Step 7 Field Notes – Collaborative Task (6:33-10:30)

- Interlocuter seems very calm and smooth (experienced?) – interesting use of semantic/pragmatic means
- Artifact interesting
- Modes: gesture, facial expression, gaze
- Both candidates fairly relaxed (Ed more so)
- Enjoyable to watch

Video 2: Victoria and Edward

Phase 1, Step 7 Field Notes – Collaborative Task (6:40-10:48)

- Interlocuter seems very calm and smooth (experienced?) – interesting use of semantic/pragmatic means
- Artifact interesting
- Modes: gesture, facial expression, gaze, posture
- Fewer simultaneous actions than B2

Video 3: Raphael and Maude

Appendix 6 – Data Collection Tables

Data Collected	Date	Place	Participants (other info.)
B2 First Speaking Test – Victoria and Edward	11/05/2020	https://www.youtube.com/watch?v=EdeZp0n0JHw&t=571s	Victoria (candidate – F/20s/German) Edward (candidate – M/20s/Peruvian) Jenny (Interlocuter - F/50s/English) Jill (Assessor – F/50s) Camera team External audience (researcher)

Video 2: Victoria and Edward

Data Collected	Date	Place	Participants (other info.)
C1 Advanced Speaking Test – Raphael and Maude	11/05/ 2020	https://www.youtube.com/watch?v=5nGESyDgmdw&list=PLUDL0mhw S7wLWkH0Cz5PZ6MWRrPJM9TeS&index=3&t=93s	Raphael (candidate – M/teens/Swiss) Maude (candidate – F/teens/French) Brigit (Interlocuter -F/40s/English) Mary (Assessor – F/50s/English) Camera team External audience (researcher)

Video 3: Raphael and Maude

Appendix 7 – Colour coded bundles of higher-level mediated actions tables

Video 1: Kenza and Mohammed

Key

Red = giving instructions

Light Blue = starting/finishing task

Light blue = agreeing/disagreeing

Green = giving opinion

Time	Camera Angle	Kenza (K), Mohammed (M), Susan (S), and Rada (R)
5:00	Camera on S, sitting. R in background. Part of M's head/shoulder in view.	S starts to set up collaborative task (setting up to 5:36 – higher-level action). S starts to give instructions for collaborative task (S's 1st turn). R watches other social actors and listens.
5:03	Change of angle to K and M.	K and M listen while S continues to give instructions (S's turn 1).
5:06	Change of angle back to S.	S continues to give instructions while other social actors listen (S's turn 1).
5:09		S picks up (handles) material and puts it in front of K and M. S continues to give instructions (S's turn 1).
5:14	Screenshot of task	Social actors obfuscated visually by task. S continues to give instructions (S's turn 1).
5:36	Change of angle to K and M	M takes his 1st turn and gives opinion (calendar and t-shirt).
5:58		K takes her 1st turn and gives opinion (t-shirt).
6:09		M takes his 2nd turn. He partially agrees then gives opinion (t-shirt).
6:16		K takes her 2nd turn. She disagrees (?) and gives opinion. (Simultaneous action - M agrees at 6:18)
6:22		M takes his 3rd turn. He agrees then gives opinion (football).
6:39		K takes her 3rd turn. She gives opinion (football).
6:45		M takes his 4th turn. He agrees then gives opinion (teddy bear).
6:57		K interrupts by agreeing with M's opinion.

6:58		M continues with 4th (starts 5th?) turn. M changes topic and gives opinion (book or album). (Simultaneous action – K repeats at 6.59)
7:00		M continues with turn and gives opinion.
7:03		K agrees.
7:04		M takes 5th turn. M gives opinion.
7:07		K takes 5th turn. K gives opinion. (Simultaneous action - M agrees at 7:11)
7:15		M takes 6th turn. M agrees and gives opinion. (Simultaneous action – K laughs at 7.19)
7.21		M takes 7th turn. Moves on to next topic. M asks K for opinion (about the bag.
7.26		K takes 6th turn. K gives opinion.
7.30		M takes 8th turn. M disagrees and gives opinion.
7.38		K starts 7th turn. K starts to disagree and give opinion. (Simultaneous action – S reaches to take material away)
7.39	Change of camera angle. Camera on S, sitting. R in background. Part of M's head/shoulder in view.	S rounds off collaborative task. S tidies up (handles) material.

Overall length of the collaborative task (including instructions) is 2:43.

Video runs from 5:00-7:43.

NB: Setting up/finishing task = higher-level actions. Object handling lower-level actions within. (I think!)

K and M gaze at artefact a lot.

Lack of back channelling.

Possible site(s) of engagement: 6:58-7:20

Video 2: Victoria and Edward

Key

Red = giving instructions

Light Blue = starting/finishing task

Light blue = agreeing/disagreeing

Green = giving opinion

Purple = topic shift/suggestion

Time	Camera Angle	Victoria (V), Edward (E), Jenny (Je), and Jill (Ji)
6:33	Camera on Je, sitting. Ji in background.	Je starts to set up collaborative task (setting up - higher-level action). Je starts to give instructions for collaborative task (Je's 1st turn). Ji watches other social actors and listens.
6:45		Je picks up (handles) material and puts it in front of V and E. Je continues to give instructions **(Je's turn 1).**
6:56	Screenshot of task	Social actors obfuscated visually by task.
7:09	Change of angle to Je	Je continues to give instructions.
7:16	Change of angle to V and E	**Edward** confirms understanding. He takes his **1st turn** and suggests topic
7:21		**Victoria** takes her **1st turn**. Victoria agrees and suggests topic (nightclubs).
7:25		Simultaneous actions – E interrupts with his turn before V has time to finish -V asks for opinion -**E – turn 2**. E agrees then gives his opinion (nightclubs focus for young people). E asks for opinion.
7:43		**V – turn 2**. V gives opinion (shops) Simultaneous action – (E agrees at 8.00 – back channelling)
8:04		**E – turn 3.** E changes topic to parks.
8:08		**V -turn 3.** V gives opinion then asks for opinion.
8:18		**E – turn 4.** E disagrees then gives opinion.
8:34		**V – turn 4.** She agrees with his contribution.
8:36		**E – turn 5.** E changes topic (building holiday flats) and asks for opinion.
8:41		**V – turn 5.** V gives opinion then asks for opinion.
8:59		**E - turn 6.** E gives opinion and mentions further option (security cameras).
9:15		**V – turn 6.** V agrees and gives opinion.
9:22	Change of angle back to Je, sitting. Ji in background.	**Je – turn 2.** Je gives instructions.
9:30	Change of angle back to V and E.	Simultaneous actions – V gasps/ E –'ok, mmmm'
9:33		**V – turn 7.** V gives opinion (shopping area).
9:39		**E – turn 7.** E gives opinion without agreeing or disagreeing (parks).
9:42		V acknowledges contribution ('ok)
9:43		E starts to confirm instructions
9:45		V finishes E's sentence
9:47		E confirms – 'yes'
9.48		**E – turn 8.** E gives opinion (parks).

		(Simultaneous action – V 'ok' at 9:58)
10:03		**V – turn 8.** V accepts E's opinion and provides hypothetical situation for full agreement.
10:07		**E turn 9.** E agrees - 'yes so maybe we can find a new park' (simultaneous action - 10:10 **Victoria - turn 9** – 'maybe I have to try it)
10:11		**E – turn 10. "see what is the best option'** **(simultaneous action – V – turn 10 – 10:09 – maybe I have to try)**
10:14		**V – turn 11** – V agrees
10:16		**E – turn 11 –** E gives opinion (nightclub/security cameras)
10:29	Change of angle back to Je and Ji	**Je – Turn 3** – rounds off task by asking for booklet

Further notes

Overall length of the collaborative task (including instructions) is 4:02.

Video runs from 6:33-10.35.

NB: Setting up/finishing task = higher-level actions. Object handling lower-level actions within. (I think!)

Lots of short turns and some simultaneous actions

Possible site(s) of engagement: 9:48-10:14

Video 3: Raphael and Maude

Red = giving instructions

Purple = starting/finishing task

Light blue = agreeing/disagreeing

Green = giving opinion

Orange = topic shift/suggestion

Time	Camera Angle	Raphael (R), Maude (M), Brigit (B), Mary (Mar)
6:40	Camera on B, sitting. Mar in background.	B starts to set up collaborative task (setting up - higher-level action). B starts to give instructions for collaborative task (B's 1st turn).

		M watches other social actors and listens.
6:53		Je picks up (handles) material and puts it in front of R and M. Je continues to give instructions **(Je's turn 1).**
6:56	Screenshot of task	Social actors obfuscated visually by task.
7:11	Change of angle to R and M	R and M continue to study task
7:14	Change of angle to B. Mar in background.	B continues to give instructions.
7:22	Change of angle to R and M	**M turn 1.** M uses conversation filler 'ok, so' then suggests topic (university). M then gives opinion. Simultaneous actions (R agrees at 7:37; **R turn 1** (contribution) - 'what they want to study' at 7:39
7:57		**R turn 2.** R gives opinion. Simultaneous actions (M agrees (back channelling) at 8:13; 8:15; 8:17)
8:17		**M turn 2 –** M gives an example/makes contribution then changes topic (start family). Simultaneous action (R back channels/agrees at 8:41)
8:44		**R turn 3.** R gives opinion (makes contribution). Simultaneous action – (M back channels/agrees at 8:47)
8:51		**M turn 3** – M cuts off R/finishes his sentence then gives opinion/makes contribution. M changes topic at 9:12 and makes contribution. Simultaneous action (R back channels/agrees at 9:03/9:16)
9:30	Change of angle to B. Mar in background.	**B– turn 2.** B gives instructions.
9:39	Change of angle to R and M	Simultaneous actions – M confirms understanding then… **….R – turn 4.** R gives opinion.
9:55		M interrupts. M agrees. R finishes **turn 4**/makes contribution.
10:00		M back channels/agrees again then gives opinion/makes contribution **(turn 4).**
10:12		**R turn 5**. R gives opinion.
10:16		M interrupts. Makes contribution – **turn 5**.
10:17		R and M agree/back channel.
10:18		M finishes **turn 5**/makes contribution.
10:20		R agrees. M and R use conversation fillers to avoid dead air).
10:27		R **turn 6**. R gives opinion. (M back channels 8:37 then **turn 6**
10:44	Change of angle to B. Mar in background.	**B – Turn 3** – rounds off task by saying thank you and taking booklet

Further notes

Overall length of the collaborative task (including instructions) is 4:08.

Video runs from 6:40-10:48.

NB: Setting up/finishing task = higher-level actions. Object handling lower-level actions within. (I think!)

Simultaneous actions interesting.

Lots of back channelling.

Longer turns compared to B1/2.

Possible site(s) of engagement: 9:39-10:22

Appendix 8 – Bundled higher-level mediated actions

Time	A bundle of higher-level mediated actions
6:33	Je sets up the task
10:29	Je rounds off the task
6:33, 7:09, 9:22	Je gives instructions
7:43, 8:08, 8:41, 9:15, 9:33	V gives opinion
7:25, 8:18, 8:59, 9:39, 9:48, 10:16	E gives opinion
7:21, 8:34, 9:15, 10:03, 10:14	V agrees/disagrees
7:25, 8:18, 10:07	E agrees/disagrees
7:25, 8:08, 8:41	V asks for opinion
7:25, 8:36	E asks for opinion
7:21	V suggests/changes topic
7:16, 8:04, 8:36	E suggests/changes topic

Video 2: Victoria and Edward

Time	A bundle of higher-level mediated actions
6:40	B sets up the task
10:44	B rounds off the task
6:40, 6:53	B gives instructions
7:39, 7:57, 8:44, 9:39, 9:55, 10:12, 10:27	R gives opinion/makes contribution
7:22, 8:17, 8:51, 10:00, 10:16, 10:18	M gives opinion/makes contribution
7:37, 8:17, 9:16, 10:17, 10:20	R agrees/disagrees
7:57, 8:44, 9:55, 10:00, 10:17	M agrees/disagrees
	R suggests/changes topic
7:22, 8:17, 8:51	M suggests/changes topic

NB agreeing/disagreeing = back channelling

Video 3: Raphael and Maude

Appendix 9 – Audio Transcripts

Audio Transcript for site of engagement: 9:48-10:14

1	9:48:35	Edward:	I like parks because **(1-5, 9:48:97-9:49:44)**
2	9:50:98	Edward:	mmm
3	9:51:51	Edward:	also help for the weather
4	9:53:51	Victoria:	O.k.
5	9:53:65	Edward:	It's good for the environment
6	9:55:53	Edward:	Umm
7	9:56:73	Edward:	Is a
8	9:58:10	Edward:	**(8, 9:58:07)** When you go to a new place, you also visit the parks
9	10:00:93	Edward:	That kind of things
10	10:02:08	Victoria:	O.k.
11	10:03:39	Victoria:	Maybe I would change my opinion when I see a nice park **(10, 10:03:62)**
12	10:06:99	Victoria:	It is possible, yeah
13	10:07:15	Edward:	Yes **(37, 10:07:16) (38 10:07:36)**
14	10:07:68	Edward:	<u>So</u> we can even find new parks
15	10:08:34	Victoria:	Maybe **(44, 10:08:60)**
16	10:09:76	Victoria:	I have to try it, yeah
17	10:11:00	Edward:	**(56, 10:10:92)** Yeah, see what the best option
18	10:11:75	Victoria:	O.k. **(74, 10:13:59)**
19	10:14:32	Victoria:	**(75, 10:13:64)** I think so **(80, 10:14:72)**

Higher level action: Discussing parks as possible best option for the task

Audio Transcript 2: Victoria and Edward discuss parks

Audio Transcript for site of engagement: 9:39-10:22

1	9:39:53	Maude:	O.k.
2	9:40:01	Raphael:	I think the most important is
3	9:42:44	Raphael:	getting married
4	9:43:49	Raphael:	because when
5	9:44:97	Raphael:	em two
6	9:45:68	Raphael:	people find them eh
7	9:48:29	Raphael:	find each other
8	9:49:39	Raphael:	and they think about getting married
9	9:51:72	Raphael:	they should really think about it because it's an important decision I think
10	9:54:96	Maude:	Yeah, I agree with you
11	9:56:10	Raphael:	Don't just
12	9:57:53	Raphael:	em
13	9:58:15	Raphael:	get married, yeah
14	10:00:61	Maude:	Yes, and you
15	10:01:82	Maude:	have to sign kind of a contract and
16	10:04:97	Maude:	here
17	10:06:45	Maude:	um
18	10:07:20	Maude:	those people are together for all their lives, so they need to think about it before getting married
19	10:12:15	Raphael:	I think this is also connected to starting a family because
20	10:14:46	Maude:	Yes
21	10:15:69	Maude:	you may move to another country, well
21	10:15:86	Raphael:	I think it's
22	10:17:60	Raphael:	Yeah
23	10:18:20	Maude:	Yes
24	10:19:14	Maude:	everything realising it (?)

25   10:21:20   Raphael: Yeah

Higher level action: Discussing in which situation it's most important to make the right decision – getting married and starting a family.

Audio Transcript 3: Raphael and Maude discussing getting married and having a family

Appendix 10 – Cambridge and Adapted Criteria

B2 First Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 83:

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	Performance shares features of Bands 3 and 5.			
3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	Performance shares features of Bands 1 and 3.			
1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	Performance below Band 1.			

Cambridge Assessment English (2019c). *B2 First Handbook for Teachers* [online]. Available at
https://www.cambridgeenglish.org/Images/CER_6168_V1_APR19_Cambridge_English_First_Handbook_WEB_v3.PDF [accessed 1 June 2020].

B2	Interactional Competence	Operationalisation
5	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome. • Uses a range of non-linguistic resources to express meaning.	• Through use of topic initiations, topic extensions, back-channelling. • Through use of topic extension moves and follow-up questions. • Through use of body language.
4	Performance shares features of Bands 3 and 5.	
3	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support. • Uses some non-linguistic resources to express meaning.	• Through use of topic initiations, topic extensions, back-channelling. • Through use of topic extension moves and follow-up questions. • Through use of body language.
2	Performance shares features of Bands 1 and 3.	
1	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support. • Uses limited non-linguistic resources to express meaning.	• Through use of topic initiations, topic extensions, back-channelling. • Through use of topic extension moves and follow-up questions. • Through use of body language.
0	Performance below Band 1.	

B2 First Adapted Criteria

Galaczi, E. (2008) Peer–Peer Interaction in a Speaking Test: The Case of the *First Certificate in English* Examination, Language Assessment Quarterly, 5:2, 89-119, DOI: 10.1080/15434300801934702

Hong Kong Examinations and Assessment Authority (undated). *Hong Kong Diploma of Secondary Education Examination 2022 English Language School-based Assessment Teachers' Handbook* [online]. Available at: http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2022-ELANG.pdf [accessed 10 April 2020]

C1 Advanced Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 86:

C1	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
5	Maintains control of a wide range of grammatical forms.	Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
4	*Performance shares features of Bands 3 and 5.*				
3	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
2	*Performance shares features of Bands 1 and 3.*				
1	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.	Uses appropriate vocabulary to give and exchange views, but only when talking about familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
0	*Performance below Band 1.*				

Cambridge Assessment English (2019d). *C1 Advanced Handbook for Teachers* [online]. Available at https://www.cambridgeenglish.org/images/167804-cambridge-english-advanced-handbook.pdf [accessed 1 June 2020].

B2	Interactional Competence	Operationalisation
5	• Interacts with ease, linking contributions to those of other speakers. • Widens the scope of the interaction and negotiates towards and outcome. • Uses a range of non-linguistic resources to express meaning.	• Through use of topic initiations, topic extensions, back-channelling. • Through use of topic extension moves and follow-up questions. • Through use of body language.
4	Performance shares features of Bands 3 and 5.	
3	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome. • Uses some non-linguistic resources to express meaning.	• Through use of topic initiations, topic extensions, back-channelling. • Through use of topic extension moves and follow-up questions. • Through use of body language.
2	Performance shares features of Bands 1 and 3.	
1	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support. • Uses limited non-linguistic resources to express meaning.	• Through use of topic initiations, topic extensions, back-channelling. • Through use of topic extension moves and follow-up questions. • Through use of body language.
0	Performance below Band 1.	

C1 Advanced Adapted Criteria

Galaczi, E. (2008) Peer–Peer Interaction in a Speaking Test: The Case of the *First Certificate in English* Examination, Language Assessment Quarterly, 5:2, 89-119, DOI: 10.1080/15434300801934702

Hong Kong Examinations and Assessment Authority (undated). *Hong Kong Diploma of Secondary Education Examination 2022 English Language School-based Assessment Teachers' Handbook* [online]. Available at: http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2022-ELANG.pdf [accessed 10 April 2020]

Appendix 11- Overall Transcripts
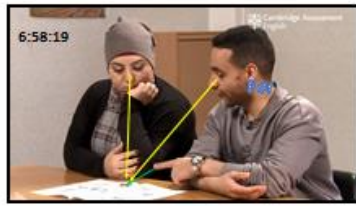
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Video 1 – Kenza and Mohammed

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Video 2 – Victoria and Edward

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Video 3 – Raphael and Maude