

Introduction

- Learning opportunities in interaction
- NoM – Verbal + Embodied
- CA lens: Understanding how meaning is built
- Most SLA research focuses on verbal strategies, with limited research having integrated embodied interaction
- How do L2 learners use embodied actions to negotiate meaning in classroom interaction?

Embodied actions and NoM

- Embodied actions function as **interactional resources** that structure NoM
- NoM occurs when learners encounter some **interactional breakdown** and make interactional adjustments to clarify, signal comprehension or confusion, and co-construct understanding.
- Embodied actions enhance classroom interaction, supporting more effective communication and **sustained engagement**.

How do L2 learners use embodied actions?

Interactional resources: Used to clarify, confirm, or request expansion during conversation.

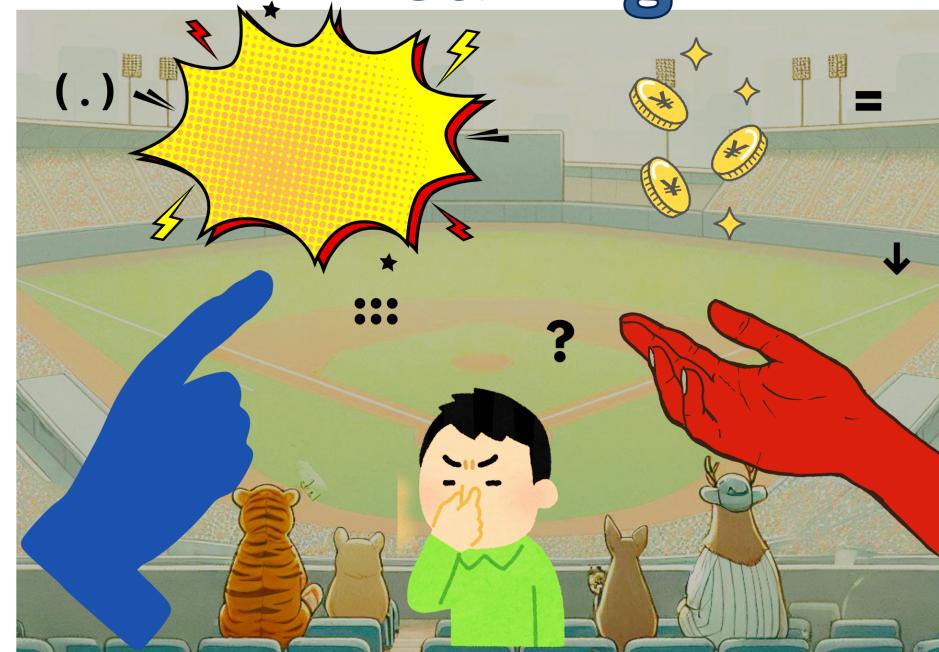
Co-construction of meaning: Helps learners build shared understanding and establish intersubjectivity.

Supporting NoM: Both verbal and non-verbal resources contribute to the NoM sequences.

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L2 Learners use embodied actions to support negotiation of meaning



How can CA inform L2 teaching?

Encourage learners to use embodied actions as interactional resources – Roleplay activities



Using collaborative problem-solving tasks to promote NoM



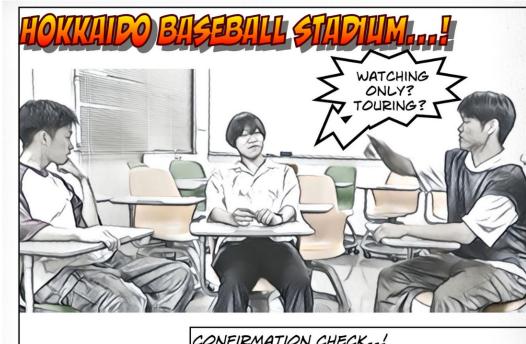
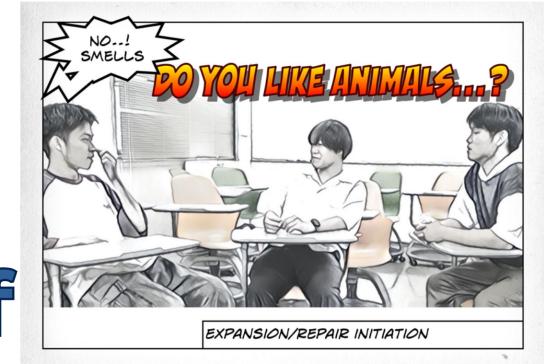
Encouraging learners to notice and signal comprehension difficulties – peer feedback



Promoting clarification and expansion moves to support meaning-making – follow-up questioning

Conclusion

- Learners use embodied actions when **encounter troubles** in interaction
- NoM can be achieved using **both verbal and non-verbal resources**
- CA **multimodal approach** useful method to understand how intersubjectivity is established
- Initial insights into how embodied actions contribute to NoM and intersubjectivity
- Further in-depth research is needed in L2 interaction to **examine** how embodied actions support NoM and intersubjectivity



Transcriptions and References

