L2 Learners use embodied actions to support negotiation of meaning

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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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