

Documenting multimodal language learning behavior over time:
A conversation analytic perspective on planning

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ABSTRACT

This paper updates previous conversation analytic work by Markee and Kunitz (2013) on planning talk that occurs as a ubiquitous aspect of language learning behavior, which is itself conceived of as a nexus of nested social actions. Interactionally speaking, these actions occur in the moment and over time *in* and *through* embodied talk that is institutionally concerned with the appropriation of new language. ... planning is an intersubjective, goal oriented activity that is done by emergingly multilingual actors who imagine (among other things) how they might produce more correct, fluent or complex language. Furthermore, participants may judge the products of such planning as being either successful or unsuccessful by comparing what they imagined they would do with what they actually did. These ideas are illustrated by longitudinal data from an Italian as a Foreign Language class that were collected at a US research university.