

Discourse markers and second language acquisition: opposite trajectories of French *parce que* (because) and German *also* (so) as “my-side” prefaces

As part of a larger shift in second language acquisition (SLA) research that centers social and interactional dimensions in research on L2 development (see Firth & Wagner, 1997), conversation analytic work on SLA (or 'CA-SLA') has investigated how L2 speakers develop methods to recognizably perform social actions in interaction — or how L2 speakers develop their *interactional competence* (IC) (Hellermann, 2008; Hall & Pekarek Doehler, 2011). While much CA-SLA work on IC has demonstrated how L2 speakers diversify their methods for performing social actions (e.g., Pekarek Doehler & Berger, 2011, 2018; Skogmyr Marian, 2022; cf. Pekarek Doehler & Balaman, 2021), only recently have studies begun to emerge that focus on L2 speakers' developing use of specific linguistic resources (Ishida 2009, Kim 2009, Eskildsen 2009, contributions in Pekarek Doehler & Eskildsen 2022). To date there is also no empirical CA-SLA work directly comparing the development of IC in different L2s. Investigating IC development through different analytic foci can reveal different trajectories of development (see Schirm, 2021), particularly in combination with comparative approaches.

In our paper, we compare the development of IC of two L2 speakers, one of French (Aurelia) and another L2 of German (Nina), during their respective sojourns in areas where the L2 is widely spoken. We use longitudinal conversation analysis (see Deppermann & Pekarek Doehler, 2021) to investigate their changing use of two linguistic forms — French *parce que* "because" and German *also* "so" — in interaction as prefaces to 'my-side' informings (see Pomerantz, 1980). While both speakers use these conjunctions as discourse markers in this context, we observe opposite developmental trajectories. Aurelia starts by using *parce que* in third position of request-for-information sequences to preface my-side informings that account for her earlier request; later, however, Aurelia drops this use of *parce que*. Nina, however, develops a new systematic use of *also* as a preface my-side informings following a multi-unit informing or telling from a co-interactant; this use only occurs in the later months of her sojourn. We seek to uncover what motivates these opposite developmental trajectories.

The data for our study come from two corpora: one of Aurelia's video-recorded everyday interactions with other L2 French speakers over 18 months in French-speaking Switzerland, and another of Nina's audio-recorded everyday interactions with L1 and L2 German speakers over 12 months in Germany. While there are differences in the recording medium (video vs. audio recording) and co-interactants (L2 speakers vs. L1 and L2 speakers), the lengths of time (18 and 12 months), the kind of interactions (everyday interactions), the context of language use (in an area where the L2 is widely spoken) as well as the participants' shared L1 (English) and L2 proficiency at the start of their sojourn (Aurelia CEFR A2, Nina CEFR B1, see Council of Europe, 2011, 2018, 2020) make the two corpora ripe for comparison.

We begin by reviewing IC, discourse markers, and longitudinal CA. We then analyze Aurelia's *parce que*s and Nina's *alsos* as my-side prefaces. In a second step, we do a longitudinal analysis of the my-side turns each participant prefaces with *parce que/also* to describe the change in how the participants perform these my-side turns over time; we thereby aim to uncover what motivates the 'pruning' (see Schirm, 2021) of Aurelia's my-side use of *parce que* and the development of Nina's my-side use of *also*. We conclude by discussing the potentials of comparative analyses for our understanding of IC and trajectories of its development.

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