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## Discourse markers and second language acquisition:

### opposite trajectories of French *parce que* (because) and German *also* (so) as “my-side” prefaces Subtitle

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As part of a larger shift in second language acquisition (SLA) research that centers social and interactional dimensions of L2 development (see Firth/Wagner 1997), contemporary conversation analytic work on SLA (or 'CA-SLA') focusses on how L2 speakers develop methods to recognizably perform social actions in interaction — or how L2 speakers develop interactional competence (IC) (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 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 (contributions in Pekarek Doehler/Eskildsen 2022). To date there is 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 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" — 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 turns that account for her earlier request; Aurelia drops this use of *parce que* later in her sojourn. Nina, on the other hand, develops a new systematic use of *also* in the later month of her sojourn as a preface my-side turns following a multi-unit informing or telling from a co-interactant. We seek to uncover what motivates these opposite developmental trajectories in similar action environments. The data for our study comes from two corpora of everyday interaction: one of Aurelia's video-recorded interactions with other L2 French speakers over 18 months in French-speaking Switzerland, and another of Nina's audio-recorded 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 sojourn lengths (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 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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