Online pedagogy:
Development of the communicative skills in Russian online courses

Iryna Kozlova
iryna_kozlova@carleton.ca
CARLETON UNIVERSITY

Abstract

This study on online language pedagogy takes a sociocultural approach to examine how tasks designed for synchronous multimodal web-conferencing environment (MWCE) encourage students' development of communicative skills and how students initiate control over their own learning. The data from the archived synchronous class sessions of the second-semester high-school Russian as a foreign language course taught completely online were analyzed using Conversation Analysis. The data shows that a problem-solving component built in the task design seems to be a powerful tool as it invites peer collaboration on solving linguistic problems, urges students to take control of their own learning and offers opportunities for participation in instructional conversations with the instructor. The study also shows that multimodal environment allows students at different developmental levels and with different learning styles to participate in the co-construction of the task via the communication channel of their preference.

Key words: task design, synchronous multimodal environment, computer mediated communication, task-based learning, instructional conversation

Résumé

Dans cette étude sur la didactique des langues, nous examinons sous un angle socioculturel la façon dont les tâches conçues pour les environnements de cyberconférence multimodaux (ECM) synchrones favorisent l'acquisition d'aptitudes à la communication chez les étudiants, ainsi que la manière dont les étudiants prennent en main leur propre apprentissage. Les données proviennent de séances en ligne synchrones et archivées de cours de russe, langue étrangère, offerts au deuxième semestre d'une année au secondaire et ont été examinées au moyen de l'analyse de conversation. Les données indiquent que les éléments de résolution de problèmes introduits dans les tâches semblent représenter un outil puissant, car ils invitent à l'entraide pour venir à bout de difficultés linguistiques, incitent les élèves à prendre la maîtrise de leur apprentissage et

offrent l'occasion de participer à des conversations pédagogiques avec l'éducateur. L'étude révèle également que les environnements multimodaux permettent une co-élaboration de la définition de tâche de sorte que des élèves de différents niveaux de perfectionnement ayant diverses préférences quant à leur façon de participer profitent de l'exercice et sont capables d'approfondir leurs compétences linguistiques.

Mots-clés : élaboration de tâches, environnement multimodal synchrone, communication par ordinateur, apprentissage pratique, conversation pédagogique

Multimodal Web-Conferencing Environment

Synchronous multimodal web-conferencing tools (e.g. Wimba, Blackboard Collaborate) have been used for online instruction for more than a decade, but only recently have educators begun to explore how students develop communicative skills in such environments and how tasks designed for multimodal web-conferencing environment (MWCE) need to be designed to facilitate language learning. The concept of multimodality, or multimodal discourse, is not unique to CMC. In fact, "all discourse is multimodal" (Scollon and LeVine, 2002, p. 1) and "is always and inevitably constructed across multiple modes of communication, including speech and gesture not just in spoken language, but through such 'contextual' phenomena as the use of physical spaces in which we carried out our discursive actions" (p. 2). In the context of CALL, multimodality refers to a combination of several communication channels such as audio, text, graphic, and video. Modern MWCEs incorporate audio-conferencing, text-based chat sessions, live video, and an interactive whiteboard, components that can be used simultaneously, in different combinations, e.g. audio-conferencing in conjunction with chat or an interactive whiteboard, or independently, one tool at a time, e.g. audio-conferencing or chat. While synchronous MWCE simulate face-to-face classroom, the MWCE differs from the face-to-face environment in that in the MWCE, participants can receive verbal information through several channels simultaneously and, consequently, can attend and respond to the contributions of multiple participants using several modalities thus constructing multimodal multi-participant discourse. The change in classroom discourse patterns results in the changes in class dynamics, class management, pedagogy, task design, and provides learners with opportunities to participate via a modality that better fits their learning styles and to take greater control over their own learning. This pedagogically motivated study focuses on some of these issues and seeks to answer to the following questions:

1. How do participants co-construct the context of the task via multiple modalities in a way that facilitates development of communicative skills?

2. How does language learning occur in synchronous MWCE?

3. How do students initiate control over their own learning?

Theoretical Background

Socio-cultural learning and CALL

The Socio-cultural Theory (SCT) is used as a theoretical framework to study a task-based approach to language instruction in synchronous MWCE. There are several reasons for grounding this type of research in SCT. Drawing on a socio-cultural perspective, learning is understood to occur in interaction with others, learners themselves, and through culturally constructed artifacts. Communication technologies are widely used to mediate social interaction. Similarly, they can be used as mediation means for learners' interaction. A task, which is a culturally created artifact, can also mediate language learning (Lantolf, 2000b). Therefore, learners working towards a completion of the task in synchronous MWCE can interact via different communication channels with others, e.g. their instructor and peers. Learners can also use the communication channels to mediate their own language learning through private speech. Socio-cultural Theory is used to explain how language learning is mediated by others, learners themselves, and the tasks in synchronous MWCE.

SCT proposes that in the process of interaction, biologically determined capacities for learning "are reorganized into specifically human forms of consciousness which allow us to intentionally and voluntarily control our memory, attention, planning, rational thought, problem solving, and learning" (Lantolf, 2000b, p. 79). According to SCT, "the source of human consciousness resides outside of the head and is in fact anchored in social activity" (Lantolf, 2000a, p. 13). When communicating with others, learners transform the regulatory means exercised by other conversationalists into their own mental activities. In other words, they internalize, or begin to "possess", the psychological processes materialized in their cooperation with others (Stetsenko and Arievitch, 1997, as cited in Swain, 2000). The psychological processes are mediated by semiotic tools and one of these tools is language (Swain, 2000). Since learning is a mediated process, language learning is also mediated and viewed as both an object of learning and a mediating tool. Lantolf (2000b) lists three types of mediation including (a) mediation by others, (b) mediation by learners themselves, and (c) mediation by cultural artifacts such as tasks and computers used for interaction.

Mediation by others: Instructional conversations

Mediation by others occurs within a learner's zone of proximal development (ZPD) defined as "*the distance between the actual developmental level as deter-*

mined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86, italics in original). The definition suggests that ZPD is where learning as a form of collaborative effort takes place. This type of collaboration termed as "an instructional conversation" by Tharp and Gallimore (1991) and "a collaborative dialogue" by Swain (2000) is a critical construct for instructed SLA as it pinpoints a dialogic nature of learning which occurs when learners are engaged in "assisted performance" with an expert. Ohta (2000) cautions that for learning to occur, learners should not receive assistance with what they are already able to do and should be provided with an opportunity to develop an ability to work independently. The concept of instructional conversation (IC) is not new to CALL. Meskill and Anthony (2010) conceptualized this instructional technique for synchronous and asynchronous learning environments and developed a set of strategies that can be used to assist learner performance.

Mediation by self: Private speech

The notion of the learner's private speech which "tends to look like one half of a dialogue between individuals with a close personal relationship" (Lantolf, 2000b, p. 88) is another critical concept for SLA. Through private speech, "we gain control over our ability to remember, think, attend, plan, evaluate, inhibit, and learn" (Vygotsky, 1987, as cited in Lantolf, 2000b, p. 88). In a sense, private speech is the evidence of learners' progress in their development towards internalization of knowledge and is an intermediary product before "higher forms of consciousness arise on the inner plane" (Vygotsky, 1987, as cited Lantolf, 2000a, p. 15). In sociocultural framework, consciousness, or conscious awareness, refers to learner autonomy, or learner ability to regulate their own cognitive processes and, therefore, their own learning, which is encouraged by social interaction. Thus, the goal of socio-cultural learning is not only to create opportunities for learners to be able to perform tasks independently, but also to provide opportunities to learn to be in control of their learning.

Tasks as a mediation means

Lantolf (2000b) considers a task as a cultural artifact mediating language learning because it "requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed" (Ellis, 2003, p. 16). While tasks are meaning-oriented, they may be designed to compel students to use specific forms. Tasks are also "intended to result in language use that bears resemblance, direct or indirect, to the language used in real-world situations"

and "can engage productive or receptive, and oral or written skills, and also various cognitive processes" (p. 16). Since tasks provide learners with opportunities to make decisions about language use, participation in communicative tasks encourages learners' self-regulation as it "requires the learner to mobilize and orchestrate knowledge and abilities in a direct way which will become a catalyst for learning".

Scholars working in the field of computer assisted SLA also have begun to explore "the nature of the unique technology-mediated tasks that learners can engage in for language acquisition" (Chapelle, 2001, p. 2). Drawing on findings from research conducted in face-to-face environment, Chapelle suggests criteria for evaluation of CALL tasks. These criteria include language learning potential, or focus on form, meaning focus, learner fit, authenticity, positive impact on learners, and practicality. Wang (2007) suggests combining the criteria of language learning potential and focus on meaning because, as she argues, they are inseparable. Studies conducted on the effectiveness of tasks in MWCE also demonstrate that learners' language proficiency is a key factor for the successful completion of the meaning-focused task. Even more advanced learners make interruptions for form-focused negotiation with their instructor and expect corrective feedback from their online tutors during audio-conferences. These findings indicate that incorporation of the elements that draw learners attention to linguistic features in the meaning-focused tasks seems to be valuable for learners of different proficiency levels and necessary for beginners. Since beginners have limited linguistic repertoires, they "require a larger number of stimuli and more structured activities" so that they could also develop accuracy while being engaged in meaningful interaction.

Although tasks are viewed as mediation tools, it is not much known how they mediate language learning in the MWCE and how mediation by others, e.g. by the instructor and peers, can be built into the MWCE tasks (Hampel, 2010). Hampel reports that one of the problems related to the task implementation in a MWCE is that learners do not always view the task as opportunity for collaboration, but use an instructor "as an intermediary" instead of interacting with peers. Hampel notes that "the task instructions would have to include some of the functions that the teacher and peers have in face-to-face setting" (p. 141). These functions include providing scaffolding to assist students in eventually developing autonomy "and to move from highly structured activities to more open ones where learners would take control, that is from individual tasks . . . to more collaborative ones where students would co-construct their own knowledge" (p. 142).

The Study

Data and participants

The data stem from the archived synchronous class sessions of a second-semester high-school Russian as a foreign language course taught completely online. Three times a week students met with their instructor for fifty-minute sessions in Wimba, a MWCE which allows for real-time voice- and text-based interaction. Wimba Live Classroom also has an interactive whiteboard that can be used to display Power Point slides, pictures and documents, as well as to type, draw and hand-write using the drawing tool. There is also a live video, but this function was not used on regular bases.

Fourteen students from one school and two students from another one enrolled in this course offered by blendedshools.net (BSN) logged in from their school computer labs. Each student sat in front of a desktop computer which was supplied with a headset and a microphone. BSN is a US-based not-for-profit educational organization which provides live language instruction throughout several states and offers over 70 different courses in 10 different languages for elementary through college-aged learners.

Designing tasks for synchronous MWCE

When designing tasks for synchronous MWCEs, the criteria for the appropriateness of tasks for CALL (Chapelle, 2001) were used. The following considerations were also included in the task design:

1. integration of the problem-solving component which urges students' planning of their responses and drawing attention to meaning and form;
2. capacity for simultaneous engagement of multiple participants via different channels;
3. opportunity for scaffolding via multiple channels.

All tasks used for language instruction encouraged multiple students' participation through audio- and text-based channels and provided learners with an opportunity to participate in IC. These tasks include matching exercises, short dialogues, short narratives with fill in the gap components and picture-supported narratives. This paper discusses only the task in which students had to create short dialogues.

The goal of the short dialogues was to teach how to enquire where people live. To provide students with an opportunity to master the language, the task included a series of short dialogues that repeat the same language. Figure 1 demonstrates a slide designed based on Meskill and Anthony's (2010) recommendations. Each slide includes a task toolkit, or "a set of language elements

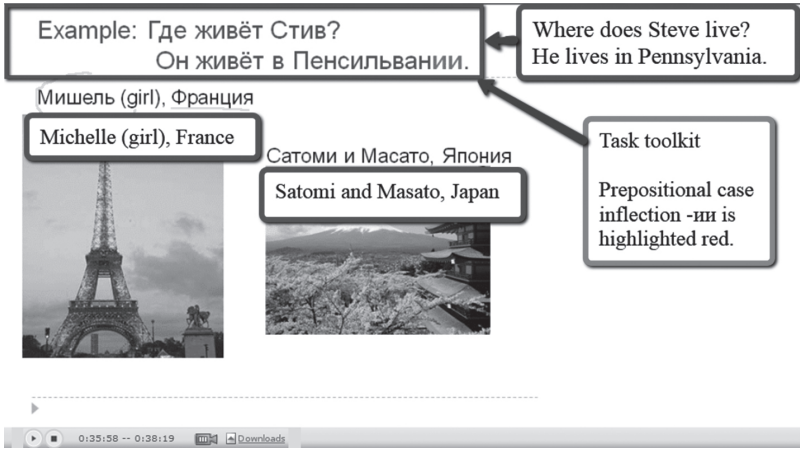

FIGURE 1

Slide design for short dialogues task

that make up the focus of a given language task" (p. 4). The task toolkit displayed on each of the slides contains a model of the dialogue that students had to create. Each slide includes two pictures of two different countries to support two dialogues. The people's and countries' names to be used in the dialogues are typed in Russian in their base forms above the pictures.

To accomplish the task, participants had to solve several linguistic problems:

1. to read and understand the meaning of the words above the pictures;
2. to use an appropriate form of the verb *жить* 'to live';
3. to substitute the person's name with a personal pronoun in the response to the question;
4. to use the noun expressing location (the country) in prepositional case.

Instructional conversations were conducted in students' L1 because of their limited L2 proficiency.

Methodology

Participants' interactions during each task were transcribed using transcription conventions adapted from Jefferson (1984). Conversation Analysis (CA), which treats human interaction as "*organizational*and *procedural*" and conversation "as an emergent collectively organized event" (ten Have, 2007, p. 9,

italics in original) is used to explain how, in synchronous MWCE, participants co-construct the context of the task and learning. In CA, the basic unit of talk organization is a turn taken by a conversationalist voluntarily or by selection of the current speaker (Sacks, Schegloff and Jefferson, 1974). Turn-taking organization of the face-to-face classroom interaction differs from that of ordinary conversation in that only the instructor is to select the next speaker and "*direct speakership in any creative way"* (McHoul, 1978, p. 188, italics in the original). The general rule for both formal and informal face-to-face interaction is that one person talks at a time. Synchronous MWCE does not put such restriction on speakership because in MWCE, conversationalists can participate via text- and audio-based modalities which allows for greater variation in turn-taking organization.

Since the goal of the study is to observe how learning takes place, it is important to determine what to take as evidence of student learning. In SCT, learning is defined as a successful "assisted performance" (Tharp and Galliomore, 1991), which is a learner correct response prompted by an expert. In CA, learner self-correction is termed self-repair (SR). In SLA, self-repair is viewed as "evidence of noticing an observable behavior from which we can infer that a learner has engaged in some monitoring strategy or has noticed a production error (Kormos, 1999, as cited in Smith, 2008, p. 85). Self-repair can be self- or other-initiated. Other-initiated self-repair (OISR) occurs after someone other than the speaker notices a problem in speaker's utterance and prompts the speaker's self-repair in the next turn. Self-initiated self-repair (SISR) "occurs when a learner corrects his or her own utterance without being prompted to do so by another person" (Foster and Ohta, 2005, p. 420). Thus, in the sociocultural context, OISR and SISR correspond to two different developmental stages. OISR occurs within a ZPD and is indicative to learning taking place. SISR is qualitatively different from OISR as it occurs at a later stage when the structure has not been fully internalized yet, but the learner is already able to notice the problem and regulate its production independently.

Data Analysis and Discussion

Task as a mediation means

The first example[1] demonstrates how the problem solving component built in the task design encourages multiple students to collaboratively construct the meaning of the words denoting countries using the chat while instructor uses audio-conferencing tool to talk to Jack and Harry, the students who volunteered to perform a dialogue. Although the instructor does not tell students to start working on the task, three students, Terry, Sam, and Nick start meaning

[1] Transcription conventions are provided in the appendix.

negotiation of the words *Франция* 'France' and *Япония* 'Japan' displayed on the slide in the chat. When the slide appears on the whiteboard, Terry makes incorrect guesses about the meaning of these words (lines 3, 5). Sam conducts repair on Terry's utterance "Paris" by typing "France and" (line 8), but fails to correct Terry's utterance "China" by incorrectly referring to the word *Япония* 'Japan' as Asia (line 13). Nick attends to Sam's repair "France and" and collaborates with him by correcting Terry's utterance "China": "That's Japan, not China" (line 15). Although Sam's utterance "Asia" precedes Nick's repair turn (lines 13 and 15), Nick corrects Terry's, but not Sam's utterance. Since Nick's utterance is separated from Sam's by the instructor's audio-based input (line 14), apparently, Sam's utterance "Asia" became available in the chat box when Nick was still typing his own response.

(1)	1	T:	We have a couple of more minutes, so we can do one more slide,
	2		so who is now? Now, I remember Jack [Brown
	3	*Terry*:	[*PARIS!!!!*
	4	T:	um [wanted to ask a question
	5	*Terry:*	[*CHINA!!!!*
	6	T:	and who will help him?
	7		(3)
	8	*Sam*:	*france and*
	9		(2)
	10	*Terry*:	*EVAN!!!!!*
	11	T:	YEAH! Harry! If I e-mail that you were working today,
	12	T:	[probably your facilitators will be so happy, ok, Jack and Harry
	13	*Sam*:	[*asia*
	14		Which one do you choose?
	15	*Nick*:	*that's Japan, not China*
	16	*Terry*:	*:P*
	17		(5)
	18	T:	Jack

Assisted performance

The next two examples show how learning takes place in the course of IC. When working with Jack and Harry, the instructor does not provide explicit corrections, but initiates student SR by calling students' attention to meaning and form. Since after the five-second pause (line 17) Jack did not ask a question, the instructor calls on him (line 18), but Jack responds that he does not know how to say the word 'Paris' (line 19). Jack's response shows that he has not read the word *Франция* 'France', so the instructor prompts Jack's self-repair by asking Jack to read the word and by underlining it on the slide (lines 19–22). Then, she monitors other students' attention as well by asking who can read it (lines 24, 25).

(2) 17 (5)
18 T: Jack
19 Jack: Hold on, I am trying to think how to say Paris
20 T: Oh, it's not Paris, can you read what it says?
21 Jack: Yeah, [I am thinking about it], I am trying to figure really quick
22 T: [((underlines Франция/France))]
23 Jack: right now
24 T: ok, who can help, what does it say? The underlined word, who can
25 read?
26 Jack: Франци-ция/Fran-nce
27 ?: молодцы! Франция/good job! France
28 (4)
29 Фран[ция/France
30 Jack: [кто живёт в[Франция[sic]/Who lives in France
31 *Sean* [*Terry it doesn't deal with class so stop say*
32 *Evan*
33 T: Кто живёт во Франции/Who lives in France. (.) Uh-huh, Harry
34 Harry: Он[sic] °(живёт)° во Франция/He lives in France
35 T: ((circles Мишель/Michelle))
36 It's not он/he, see, I said it's a girl
37 Harry: она живёт во Франция[sic]/she live in France
38 T: очень хорошо/very well done, but

Jack self-corrects by reading the word *Франция* 'France' (line 28) and then asks a question, "*Кто живёт в Франция*" 'Who lives in France' (line 30). Although the task toolkit indicates that the question has to start with the question word *Где* 'Where?', Jack improvises and asks a different question. While the instructor accepts Jack's improvisation, she recasts Jack's question because of the phrase *в Франция* 'in France' (line 30). Jack uses the wrong case of the noun and does not change the preposition *в* 'in' to its alternate *во* 'in' used if it is followed by words beginning with /v/ or /f/ sounds followed by another consonant. In his response, Harry uses the noun in the correct case, but he substitutes the name Michelle with the masculine pronoun although the slide specifies that Michelle is a girl. The instructor circles the words *Мишель (girl)* on the slide and prompts Harry's self-repair by stating that Michelle is a girl (lines 35–36). Harry immediately self-corrects by using the feminine pronoun (line 37).

After Harry provided the correct response (ex. 3), the instructor returns to the model and asks how students can answer the question beginning with *Где?* 'Where?' (lines 39, 41, 43, 44). Terry's message in chat (line 42) seems to be an incorrect translation of the word *где* 'where', but nobody corrects him. The instructor calls on Kevin who seems to understand the question *Где живёт Мишель?* 'Where does Michelle live?' because he answers in English, "I am

not sure" (lines 48–49), but does not seem to understand the word *Франция* 'France', which has already been translated by Sam (line 8) and used in the dialogue. The instructor does not prompt Kevin's response since he understands the question, but pronounces the word *Франция* 'France' (line 52) and then, in English, asks Kevin to say "she lives in France" in Russian (lines 52, 54, 55). Kevin starts with the masculine pronoun he, then initiates self-correction, "No", and conducts self-repair, "*Она живёт во Франции*" 'She lives in France' (line 56). Kevin's SISR demonstrates that Kevin is able to regulate his own production.

(3)
38	T:	but
39		[what if I ask you, где живёт Мишель/where does Michelle live
40	*Terry*:	[*he wants to read russian thats hot it has to do with class so :P*
41	T:	who can [answer my question? (1) Now, I am asking
42	*Terry*:	[*how**
43		Где? Где?/Where?
44	T:	где живёт Мишель/Where does Michelle live? (3) Kevin?
45–46		((makes sure she pronounces his name correctly))
47	T	So, Kevin, can you answer my question because I did not hear your
48		voice yet? Um Где живёт Мишель/Where does Michelle live?
49	Kevin	to be honest with you, I am not sure
50–51		((T asks Kevin to repeat his answer))
52	T	ok, it's still the first picture, it says Франция
53	*Terry*:	*japanjia*
54	T:	Kevin, can you try again? Can you say she lives in France?
55		In Russian
56	Kevin:	Он/he, no она живёт во Франции/she lives in France
57	T:	OK, она живёт во Франции/she lives in France

Students' control of their learning

Evidence that students control their own learning is reflected in the chat transcripts. As has been already discussed, Terry, Sam, and Nick voluntarily negotiate the meaning of the words to be used in dialogues. There are two more pieces of evidence demonstrating directly and indirectly how students regulate their learning though private speech. One of them is when Terry uses English letters to type the word 'Japan' as it sounds in Russian, "*japania*" (line 53). Since private speech is available to others in face-to-face environment, Kevin transfers this feature to MWCE and adjusts it to the new environment. If Terry said this word using audio channel, it would interfere with the instructor's and Kevin's talk, so he transforms the private speech to the text-based format.

The direct evidence of students' self-regulation comes from the text-based dialogue between Terry and Sean. Terry uses chat to call Evan, "EVAN!", using capital letters to emphasize that he says his name loudly (line 10). Sean

refers to this message by saying "Terry it doesn't deal with class so stop say Evan" (lines 31, 32) Terry responds, "He wants to read russian thats hot it has to do with class so :P" (line 40). Although there is no evidence of what students were doing at that moment in the lab, this conversation implies that Evan reads words from the slide out loud. Apparently, Terry uses chat to call Evan in order to not disturb other students, but Evan does not notice his message; so, apparently, Terry starts calling Evan offline thus disturbing Sean. This chat conversation demonstrates that while some students may not make the evidence of their learning available in MWCE, they may stay focused and practice language offline.

Concluding Remarks

Several implications can be made from this pedagogically-motivated study on socio-cultural learning in synchronous MWCE. A problem-solving component built in the task design seems to be a powerful tool for both encouraging students' participation and facilitating their learning. Thus, the problem solving component kept students focused on the task, invited peer collaboration on solving linguistic problems, and offered opportunities for learning via IC. It also facilitated the development of student self-regulation means and provided them with opportunities to become autonomous learners. The study also shows that multimodal environment allows students at different developmental levels and with different learning styles to participate in the co-construction of the task via the communication channel of their preference. Thus, students who seemed to be more comfortable with oral production participated via the audio channel. Students who needed assistance with interpreting word meaning invited peer collaboration in the text-based modality. Even students' production of private speech was realized in two different modalities. That the students opted to focus on different language-related issues while working towards the completion of the same task gives evidence to the fact that they were able to identify their needs and control their own learning.

The instances of successful assisted performance demonstrate that synchronous MWCE provides students with opportunities for learning. The instructor's monitoring Jack's attention on the word *Франция* 'France' resulted in his reading of the word, whereas her drawing Harry's attention on the gender of a pronoun prompted Harry's self-repair. With the instructor's assistance, Kevin was able to ask a question and to transform regulatory means exercised by the instructor when assisting Harry with the grammatical gender into his own mental activity when conducting SISR on the incorrectly used pronoun. Although this study advocates for sociocultural learning and a task-based approach to language instruction in synchronous MWCE, more research is needed

to better understand this type of learning environment and teaching techniques that provide learners with the best learning experience.

References

Chapelle, C.A. 2001. *Computer applications in second language acquisition: Foundations for teaching, testing and research*. Cambridge: Cambridge University Press.

Ellis, R. 2003. *Task-based language learning and teaching*. Oxford: Oxford University Press.

Foster, P. and A.S. Ohta. 2005. Negotiation for meaning and peer-assistance in second language classrooms. *Applied Linguistics*, 26, pp. 402–430.

Hampel, R. 2010. Task design for a virtual learning environment in a distance language course. In M. Thomas and H. Reinders (eds.), *Task-Based language learning and teaching with technology*. London: Continuum, pp. 131–153.

Jefferson, G. 1984. Transcript notation. In J.M. Atkinson and J. Heritage (eds.), *Structures of social action: Studies in conversation analysis*. Cambridge: Cambridge University Press, pp. ix–xvi.

Kormos, J. 1999. Monitoring and self-repair in L2. *Language Learning*, 49, pp. 303–342.

Lantolf, J.P. 2000a. Introducing sociocultural theory. In J.P. Lantolf (ed.), *Sociocultural theory and second language learning*. Oxford: Oxford University Press, pp. 1–26.

Lantolf, J.P. 2000b. Second language learning as a mediated process. *Language Teaching*, 33, pp. 79–96.

McHoul, A. 1978. The organization of turns at formal talk in the classroom. *Language in Society*, 7, pp. 183–213.

Meskill, C. and N. Anthony. 2010. *Teaching language onlilne*. Tonawanda, NY: Multilingual Matters.

Ohta, A.S. 2000. Rethinking and interaction in SLA: Developmentally appropriate assistance in the zone of proximal development and the acquisition of L2 grammar. In J.P. Lantolf (ed.), *Sociocultural theory and second language learning*. Oxford: Oxford University Press, pp. 51–78.

Sacks, H., E. Schegloff and G. Jefferson. 1974. A symplest systematics for the organization of turn-taking for conversation. *Language*, 50, pp. 696–735.

Scollon, R. and P. LeVine. 2002. Multimodal discourse analysis as the confluence of discourse and technology. In P. LeVine and R. Scollon (eds.), *Discourse and technology: Multimodal discourse analysis*. Washington, D.C.: Georgetown University Press, pp. 1–19.

Smith, B. 2008. Methodological hurdles in capturing CMC data: The case of the missing self-repair. *Language Learning and Technology*, 12, pp. 85–103.

Stetsenko, A. and I. Arievitch. 1997. Constructing and deconstructing the self: Comparing post-Vygotskian and discourse-based versions of social constructivism. *Mind, Culture, and Activity, An International Journal*, 4, pp. 159–172.

Swain, M. 2000. The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J.P. Lantolf (ed.), *Sociocultural theory and second language learning*. Oxford: Oxford University Press, pp. 98–114.

ten Have, P. 2007. *Doing conversation analysis*. (2nd ed.). Los Angeles: Sage.

Tharp, R.G. and R. Galliomore. 1991. *The instructional conversation: Teaching and learning in social activity*. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

Vygotsky, L. 1978. *Mind in society: The development of higher psychological processes*. M. Cole, V. John-Steiner, S. Scribner and E. Soubeman (eds.). Cambridge: Harvard University Press.

Wang, Y. 2007. Task design in videoconferencing-supported distance language learning. *CALICO Journal*, 24, pp. 591–630.

Appendix: Transcription conventions

T:		teacher
Terry:		student
T:	Jack	Voice-based utterances are typed in regular font
Terry:	*EVAN*	Text-based utterances are typed in italics
T:	YEAH!!!	Utterance pronounced in a loud voice
	(5)	The pause length
T:	Фран[ция	square brackets indicate the onset of overlapping
Jack:	кто	utterances or actions
Франция	((wrong case))	double parentheses include transcriber's comment
(живёт)		single parentheses include transcriber's best guess
°(живёт)°		talk between the degree signs is delivered quietly
Где/Where?		slash separates a foreign word and its translation