

## Gestures and understanding in second language interaction

Gestures are central to sense making practices and play a key role in socially observable displays of understanding (Goodwin 2000). Recent studies suggest that gestures can also serve as important resources in second language learning (e.g. learning of L2 constructions) (Eskildsen & Wagner 2015). This paper investigates how gestures and bodily movements support intersubjectivity in second language interactions. More specifically, we look at sequences where participants orient to problems of understanding through their bodies, especially through talk and gesture. Drawing on multimodal conversation analysis, the analysis focuses on three different uses and functions of gestures 1) gestures that orient to the possibility of an understanding problem before a problem has surfaced in talk, 2) gestures used to clarify a trouble source in repair solution and 3) gestures that are used to claim understanding.

The data consist of 60 service encounters collected in the context of a research and development project aiming to design pedagogical practices to support language learning outside classroom walls, "in the wild". In this project, students of Finnish as L2 participated in service encounters and video recorded their interactions for later reflective discussion in the classroom.

The findings contribute to earlier research on the role and functions of gestures in repair sequences and shed new light on the way that resources of talk and the body are mobilized in order to achieve intersubjectivity in L2 service encounters.

Eskildsen, S. W. and J. Wagner. 2015. 'Embodied L2 construction learning,' *Language Learning* 65/2: 419–448. DOI:i: 10.1111/lang.12106

Goodwin, C. 2000. Action and embodiment within situated human interaction. *Journal of Pragmatics* 32(10), 1489–1522. DOI: 10.1016/S0378-2166(99)00096-X.