

TABLE OF CONTENTS

PREFACE	11
CHAPTER I - INTRODUCTION	13
1 THE PARTICIPATION OF DEAF AND HARD-OF-HEARING ADOLESCENTS IN INTEGRATION CLASSROOM INTERACTION	14
2 INTRODUCING THE MAJOR ISSUES	16
3 AIMS AND SIGNIFICANCE OF THE STUDY	23
4 ABSTRACTS OF THE CHAPTERS	25
CHAPTER II - INTERACTIONAL COMPETENCE OF DEAF AND HARD-OF-HEARING PLURILINGUALS.....	29
1 PERSONS WHO ARE DEAF OR HARD-OF-HEARING: DEFINITIONS	30
1.1 IMPAIRMENT, DISABILITY AND HANDICAP	30
1.2 THE CATEGORIZATION OF HEARING LOSS.....	33
2 LANGUAGE COMPETENCE OF DEAF AND HARD-OF-HEARING PERSONS.....	35
2.1 COMPETENCE IN SIGN LANGUAGE.....	35
2.2 COMPETENCE IN SPOKEN LANGUAGE	39
2.3 LANGUAGE USE FOR COMMUNICATIVE PURPOSES	42
3 FACETS OF COMPETENCE IN SOCIAL PERSPECTIVES	47
3.1 THE STUDY OF COMMUNICATIVE COMPETENCE.....	47
3.2 TOWARDS A HOLISTIC DEFINITION OF BILINGUALISM: PLURILINGUAL COMPETENCE.....	51
3.3 A SOCIO-INTERACTIONAL APPROACH TO COMPETENCE INSPIRED BY SOCIOCULTURAL THEORY	54
4 DEFINING AND STUDYING INTERACTIONAL COMPETENCE	60
4.1 THE ADVENT OF CA-SLA.....	61
4.2 THE STUDY OF PARTICIPATION	65
4.3 THE ISSUE OF NORM	70
5 SUMMARY: PLURILINGUAL INTERACTIONAL COMPETENCE	76
CHAPTER III - CONVERSATION ANALYSIS AS A FRAMEWORK FOR STUDYING HARD-OF-HEARING PLURILINGUALS	79
1 BASIC ASSUMPTIONS OF CONVERSATION ANALYSIS	79
1.1 AIMS OF CONVERSATION ANALYSIS.....	80
1.2 THE NOTION OF PRACTICE.....	82
1.3 CA AS A METHODOLOGICAL AND THEORETICAL FRAMEWORK.....	84
1.4 METHODOLOGICAL AND ANALYTIC PRINCIPLES	86
2 BASIC ORGANIZATIONS.....	90
2.1 TURN-TAKING ORGANIZATION.....	91
2.2 SEQUENCE ORGANIZATION	95
2.3 PREFERENCE	100
2.4 REPAIR ORGANIZATION.....	103
3 A HOLISTIC PERSPECTIVE ON SOCIAL INTERACTION	109
3.1 MULTIMODALITY AND EMBODIMENT IN CA OF SPOKEN LANGUAGE INTERACTION	109
3.2 GAZE AND OTHER VISUAL RESOURCES IN BASIC ORGANIZATION	112
3.3 CHALLENGES FOR A HOLISTIC APPROACH TO SOCIAL INTERACTION	117

4	INTERACTION STUDIES ON DEAF AND HARD-OF-HEARING PARTICIPANTS	119
4.1	REPAIR IN INTERACTION WITH DEAF AND HARD-OF-HEARING PARTICIPANTS.....	119
4.2	GAZE IN INTERACTION WITH DEAF AND HARD-OF-HEARING PARTICIPANTS	124
4.3	TURN-TAKING IN SIGNED INTERACTION	125
4.4	APPLYING CA TO THE STUDY OF PLURILINGUAL HARD-OF-HEARING STUDENTS	128
5	SUMMARY: THE FRAMEWORK OF CONVERSATION ANALYSIS.....	128

CHAPTER IV - PARTICIPATION OF HARD-OF-HEARING PLURILINGUALS IN A HEARING CLASSROOM:

THE ISSUE OF PROGRESSIVITY 131

1	THE NOTION OF BIMODAL BILINGUALISM AND THE LANGUAGE RESOURCES IT PROVIDES	132
2	EDUCATION OF DEAF AND HARD-OF-HEARING STUDENTS	139
2.1	LANGUAGE POLICY AND EDUCATIONAL APPROACHES FOR DEAF AND HARD-OF-HEARING PERSONS	139
2.2	THE PARTICIPATION OF DEAF AND HARD-OF-HEARING INDIVIDUALS IN HEARING CLASSROOM	144
3	THE ORGANIZATION OF CLASSROOM INTERACTION.....	148
3.1	INSTITUTIONALITY OF CLASSROOM INTERACTION	148
3.2	INTERACTIONAL ORGANIZATION AND FORMS OF PARTICIPATION	150
3.3	PARTICIPATION IN QUESTION-ANSWER SEQUENCES	155
4	INTERSUBJECTIVITY, UNDERSTANDING AND PROGRESSIVITY IN CLASSROOM.....	159
4.1	INTERSUBJECTIVITY.....	159
4.2	PROGRESSIVITY.....	162
4.3	THE INTERFACE BETWEEN PROGRESSIVITY AND INTERSUBJECTIVITY	163
5	THE ISSUE OF PROGRESSIVITY IN CLASSROOM INTERACTION.....	168
5.1	PARTICIPATION AND DEALING WITH COMPETING CONSTRAINTS.....	169
5.2	PARTICIPATION AND PROGRESSIVITY IN QUESTION-ANSWER SEQUENCES	170
6	SUMMARY: PARTICIPATION AND PROGRESSIVITY	180

CHAPTER V - DATA AND RESEARCH DESIGN 183

1	AIMS OF THE STUDY	183
2	DATA COLLECTION AND TREATMENT	186
2.1	THE EMPIRICAL SETTING	186
2.2	DATA COLLECTION PROCEDURE	191
2.3	TRANSCRIPTION AND ANNOTATION.....	191
3	ANALYTICAL PRINCIPLES	206
3.1	SEQUENTIAL ANALYSIS OF ACTIONS	206
3.2	RESOURCES.....	208
4	ESTABLISHMENT OF COLLECTIONS AND RESEARCH QUESTIONS.....	208
4.1	INITIAL INSPECTION OF THE DATA	210
4.2	DESCRIPTION OF THE CLASSROOM ORGANIZATION.....	213
4.3	ESTABLISHMENT OF ASSEMBLAGES AND COLLECTIONS	214
5	SUMMARY	222

CHAPTER VI - FORMS OF PARTICIPATION IN THE INTEGRATION CLASSROOM..... 225

1	THE BASIC CLASSROOM ORGANIZATION	226
1.1	PARTICIPANTS AND SPATIAL ORGANIZATION	226
1.2	CLASSROOM ACTIVITIES AND PARTICIPATION FRAMEWORKS	230
1.3	REGULAR VS INTEGRATED STUDENTS.....	235

2	PARTICIPATION AND DEALING WITH COMPETING CONSTRAINTS	237
2.1	CONTEXT WITH A CA APPROACH	238
2.2	RELYING ON THE TEACHING ASSISTANT DURING INDIVIDUAL WORK	240
2.3	PARTICIPATION WITHOUT THE TEACHING ASSISTANT	244
3	MANAGING DUAL PARTICIPATION FRAMEWORKS IN INTEGRATION CLASSROOM: INTERACTION WITH THE ASSISTANT IN PARALLEL TO PLENARY INTERACTION.....	254
3.1	BRIEF DUAL PARTICIPATION FRAMEWORK	255
3.2	LENGTHY DUAL PARTICIPATION FRAMEWORK	262
4	DISCUSSION OF PROGRESSIVITY AND DUAL PARTICIPATION FRAMEWORKS	278
5	SUMMARY	280
CHAPTER VII - DISPLAYING UNDERSTANDING IN RESPONSE TO FIRST PAIR PARTS		283
1	THE ISSUE OF PARTICIPATING UNDER PRESSURE.....	285
2	DEMONSTRATING UNDERSTANDING BY MEANS OF PRECISION-TIMED SECOND PAIR PARTS	287
2.1	VOCAL PRECISION-TIMING OF SECOND PAIR PARTS	288
2.2	BODILY-VISUAL PRECISION-TIMED SECOND PAIR PARTS	289
2.3	SUMMARY	303
3	DISPLAYING UNDERSTANDING OF THE PRIOR TURN WHILE INDICATING TROUBLE WITH PROVIDING THE SECOND PAIR PART	306
3.1	DELAYED SECOND PAIR PARTS AFTER EXPOSED DISPLAYS OF UNDERSTANDING.....	308
3.2	ABSENT SECOND PAIR PARTS AFTER DISPLAYS OF UNDERSTANDING.....	327
4	SUMMARY	338
5	DISCUSSION.....	341
CHAPTER VIII - DISPLAYING LACK OF UNDERSTANDING IN RESPONSE TO FIRST PAIR PARTS		345
1	UNSPECIFIC REPAIR INITIATIONS IN RESPONSE TO FIRST PAIR PARTS.....	347
2	INITIATING REPAIR WITH VOCAL AND VISUAL MOVEMENTS.....	348
3	INITIATING REPAIR BY MEANS OF GAZE.....	362
3.1	MAINTAINING MUTUAL GAZE WITH THE TROUBLE SOURCE SPEAKER	363
3.2	ESTABLISHING MUTUAL GAZE AFTER NON-GAZE	375
4	DISCUSSION.....	381
CHAPTER IX - FORMULATIONS OF NON-UNDERSTANDING AND NON-KNOWING		387
1	FORMULATING LACK OF EPISTEMIC AND PERCEPTUAL ACCESS	389
2	FORMULATING LACK OF UNDERSTANDING: THE USE OF 'ICH HAB NICHT VERSTANDEN' IN RESPONSE TO FIRST PAIR PARTS.....	393
2.1	CLAIMING NON-UNDERSTANDING IN EXTENDED SEQUENCES OF PROBLEMATIC REPAIR ..	393
2.2	CLAIMS OF NON-UNDERSTANDING IN RESPONSE TO CHECKS FOR HEARING/UNDERSTANDING	400
2.3	CLAIMING NON-UNDERSTANDING WITHIN REPETITION TASKS.....	403
2.4	SUMMARY: 'ICH HABE NICHT VERSTANDEN' IN RESPONSE TO FPPs.....	405
3	FORMULATING LACK OF KNOWING: THE USE OF 'ICH WEISS NICHT' IN RESPONSES TO FIRST PAIR PARTS.....	406
3.1	CLAIMS OF INSUFFICIENT KNOWLEDGE AFTER LACKS OF ANSWERS TO INFORMATION REQUESTS.....	407
3.2	CLAIMS OF INSUFFICIENT KNOWLEDGE AFTER NON-RATIFIED ANSWERS TO DISPLAY QUESTIONS	427

3.3	CLAIMS OF INSUFFICIENT KNOWLEDGE IN RESPONSE TO REQUESTS FOR ACTION	449
3.4	A DEVIANT CASE: CLAIMING INSUFFICIENT KNOWLEDGE AFTER CLAIMING INSUFFICIENT UNDERSTANDING	456
3.5	SUMMARY: 'ICH WEISS NICHT' IN RESPONSES TO FPPs	461
4	DISCUSSION OF FORMULATIONS OF NON-UNDERSTANDING AND NON-KNOWING.....	464
CHAPTER X - DISCUSSION AND CONCLUSION		469
1	PARTICIPATION IN INTEGRATION CLASSROOM: OPPORTUNITIES AND CHALLENGES	469
2	RESEARCH QUESTIONS AND SUMMARY OF FINDINGS.....	471
3	DISCUSSION	478
3.1	CONSTRAINTS AND OPPORTUNITIES OF THE INTEGRATION CLASSROOM.....	478
3.2	INTERACTIONAL COMPETENCE OF HARD-OF-HEARING STUDENTS.....	481
4	LIMITS OF THE STUDY	485
5	CONTRIBUTIONS AND FINAL REMARKS	487
5.1	INTERACTIONAL COMPETENCE	487
5.2	A HOLISTIC APPROACH OF SOCIAL INTERACTION	488
5.3	TERMINOLOGICAL AND METHODOLOGICAL CONTRIBUTIONS	491
REFERENCES		493