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**On competence and intersubjective agency: A post-cognitive perspective**

Inspired by the stance of *ethnomethodological indifference* to a priori theories and constructs (Garfinkel & Sacks, 1970; Lynch, 1999), I argue that a significant part of the etic (i.e., *researcher*-relevant) theorizing that has gone into the evolutionary development of the construct of interactional competence over the years is not relevant to work in ethnomethodology (EM) and conversation analysis (CA) that seeks to understand the processes of second language classroom interaction and learning. More specifically, in the pages that follow, I begin by briefly reviewing how *competence* has been understood in different literatures, focusing in particular on how this notion has morphed over time into the related constructs of *communicative* and *interactional competence*. I then argue that many of the theoretical accretions that have been borrowed from various etic, a priori theories of language and language learning should be bracketed by ethnomethodological CA practitioners. In this context, I also argue that a great deal of so-called *ethnomethodological* CA work in applied linguistics is in fact nothing of the kind and is much better described as *hybrid* form of CA. Thus, if we are serious about doing ethnomethodological CA, I suggest that we need to revert to a theoretically sparer, emic (i.e., *participant*-relevant), *post-cognitive* version of competence, which emphasizes the idea of *intersubjective agency*. In the empirical section of the paper that follows the literature review, I then illustrate how the construct of *intersubjective agency* may help us understand the micro-processes of classroom interaction and language learning behavior. To this end, I use video fragments, associated cultural artifacts, and transcripts of embodied talk-in-interaction to develop a post-cognitive, multimodal conversation analysis of classroom interaction produced by different levels of learners in different iterations of an ESL class that targeted members of the local community in a Mid-Western town in the United States. These analyses show how two complementary curricular levels of *planning* (see Suchman, 2007) — that is, tasks-as-work-plans (i.e., written classroom materials) and tasks-as activity (i.e., the actual, methodological implementation of these work plans; see Coughlan & Duff, 1994) — put students in the position of having to deploy intersubjective agency, which potentially allows them to learn new language as a by-product of talk-in-interaction. Finally, I show how this innovative curricular approach may be used to challenge the bureaucratic notion of *level*. More specifically, I show how even false beginners can potentially outperform more advanced students who are exposed to the *same pedagogical materials* but who have to meet more stringent, pre-specified requirements of *enacted interactional activity*. I conclude the paper with a brief discussion of where the kind of research program outlined here might lead us.