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研究課題名(和文) Developing resources for teaching and assessing communication strategies in ELF-informed pedagogy: An empirical approach based on learners' communicative competence

研究課題名(英文) Developing resources for teaching and assessing communication strategies in ELF-informed pedagogy: An empirical approach based on learners' communicative competence

研究代表者

DIMOSKI BLAGOJA (DIMOSKI, Blagoja)

玉川大学・ELFセンター・准教授

研究者番号：10459464

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研究成果の概要(和文)：本研究は、日本人英語初学者の「共通語としての英語(ELF)」におけるコミュニケーション・ストラテジーの解明を目的とした。その知見は、学習者のコミュニケーション能力に関する理論的理解と、彼らの学習ニーズに対応するための教育的応用に資するものである。さらに、本研究で収集したデータをもとに、国内外の研究者のための、オンラインELFコーパスを構築し、ELF研究のさらなる発展にも貢献した。

研究成果の学術的意義や社会的意義

We have shed greater light on the communicative capabilities of Japanese lower-proficiency English learners in English as a Lingua Franca contexts by providing (a) a better theoretical understanding of their strengths and challenges and (b) pedagogical applications to address their learning needs.

研究成果の概要(英文)：We collected data of naturally-occurring ELF interactions. In total, we recruited 18 Japanese participants and 18 foreign participants of eight nationalities. With these participants, 20 online conversations were conducted via Zoom and recorded. Each participant was interviewed independently following their conversation. Our findings shed light on Japanese lower-proficiency English learners' (1) communicative capabilities, their (2) attitudes and beliefs, use of (3) verbal and non-verbal strategies, use of (4) accommodation strategies, use of (5) translanguaging, (6) extended other-initiated repair sequences, (7) intercultural phenomena, and (8) implications and suggestions for ELF-informed pedagogy and assessment. We also conducted two ELF assessment workshops where we shared our suggestions for communication strategy training and assessment based on our findings. In addition, we created an online ELF corpus to promote and share our data with other researchers and teachers.

研究分野：English as a lingua franca spoken communication

キーワード：non-verbal strategies accommodation strategies translanguaging extended repairs intercultural phenomena strategy training assessment online ELF corpus

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1. 研究開始当初の背景

Investigations into spoken interactions among ELF users have largely focused on proficient speakers with prior experience in ELF contexts. As a result, the communicative capabilities of low-proficiency English learners, with little or no prior experience, in ELF spoken interactions has been largely under-researched in the field. Given that the majority of Japanese learners, who undertake required English language courses at the institution at which the current researchers are affiliated, are low-proficiency English learners, undertaking research that sheds light on their communicative capabilities in ELF contexts was not only warranted, but also a necessity in order to address their (and others with similar) needs through empirically-based ELF-informed pedagogy.

2. 研究の目的

The fundamental aim of the project was to gain insights into communication strategies (CSs) employed by Japanese low-proficiency English learners in ELF contexts, both in spoken and written communication, in order to better understand phenomena that either enhance or hamper their communicative capability. Following this, our goal was to share our findings and developments with other researchers and educators via a website. Our final goal was to create an open access online corpus. Due to the global pandemic and other limiting factors, we used our existing data to investigate intercultural phenomenon in spoken ELF encounters instead of written communication. Likewise, although we did not create a website to share teaching and assessment materials, we were able to discuss them in academic presentations and publications. Our final goal, the creation of an online ELF corpus, was developed and made available to other researchers and educators in the final year of the project.

3. 研究の方法

(1) For the observation-based study, we obtained 36 participants in 2019 to gain insights into the CSs both Japanese and foreign speakers use in ELF contexts. They included 18 Japanese participants and 18 non-Japanese participants of eight different nationalities. The participants were paired and asked to have a conversation (via Zoom) for approximately 20 minutes. In total, 20 conversations were collected. Prior to the conversations, each participant completed a questionnaire to collect ethnographic information about them. In the questionnaire, the majority of the Japanese participants identified as beginner-level English users while the majority of the non-Japanese participants identified as advanced-level English users. Following the conversations, each participant was interviewed independently in semi-structured interviews. Both the conversations and post interviews were audio and video recorded for later analysis. The conversations were transcribed and analyzed using conversation analysis.

(2) The classroom-based studies were conducted in 2018 and in 2022. In the 2018 study, 69 low-proficiency English learners received CSs training using original materials and were then required to create their own simulated (role play) ELF encounters to demonstrate their ability to use CSs effectively for assessment purposes. The assessment sessions were video recorded. Following the training and assessment sessions, participants completed a questionnaire to gauge the effectiveness of the training and suitability of assessment methods used. In the 2022 study, 102 low-proficiency English learners first completed a pre-questionnaire to ascertain their attitudes and beliefs about their ability to cope with communication difficulties. The participants then received four training sessions on CSs use, each approximately 30 minutes in length. The training sessions were conducted using original materials. The participants then completed a post-questionnaire to ascertain the effectiveness of the CSs training sessions and whether any shifts occurred in their attitudes and beliefs towards CS and their perceived communicative capabilities.

4. 研究成果

(1) Classroom-based Study (Dimoski, 2018): Following CSs training, from a total of 69 low-proficiency English learners who were asked in a questionnaire whether the subsequent CSs assessment method enabled them to use CSs more effectively, approximately 90% of them either strongly agreed or agreed with the statement (see Table 1). Asked whether it was a suitable way of assessing their ability to use CSs effectively, a little over 85% of participants either strongly agreed or agreed that it was a suitable method.

Statement	Strongly	Agree	Neutral	Disagree	Strongly
	Agree	Agree	Neutral	Disagree	Disagree
	% (n)	% (n)	% (n)	% (n)	% (n)
The ELF-type Role Play I did in this class has enabled me to use CSs more effectively.	43.48 (30)	46.38 (32)	8.70 (6)	1.45 (1)	0.00 (0)
The ELF-type Role Play I did in this class was a suitable way of assessing my ability to use CSs effectively.	36.23 (25)	49.28 (34)	14.49 (10)	0.00 (0)	0.00 (0)

Table 1: Results for ELF assessment sessions

The collective results from this study strongly suggest that the CSs training and subsequent ELF-informed assessment method were perceived as beneficial and worthwhile by students.

(2) Classroom-based Study (Dimoski et al. 2022): From a total of 102 low-proficiency English learners who completed four CSs training sessions, results from a questionnaire indicated that the vast majority (92%) found the training either very helpful or quite helpful (see Figure 1).

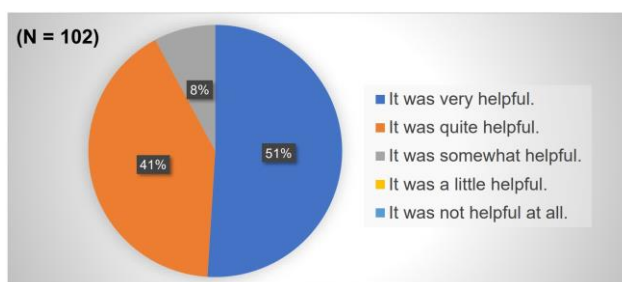


Figure 1: Results for how helpful the CSs training was

Of the seven strategies that were practiced in the training sessions, 76 (i.e., 74.5%) of the participants found all the strategies helpful, while the remaining participants found some strategies more helpful than others (see Figure 2).

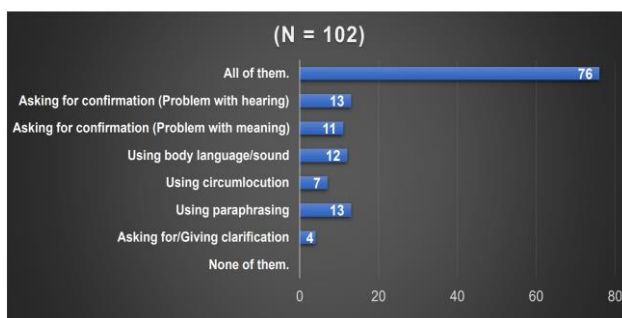


Figure 2: Results for CSs that were helpful

Asked about how important they felt CSs are in helping to avoid or resolve communication difficulties successfully, 85% of participants believed they were either very or quite important (see Figure 3).

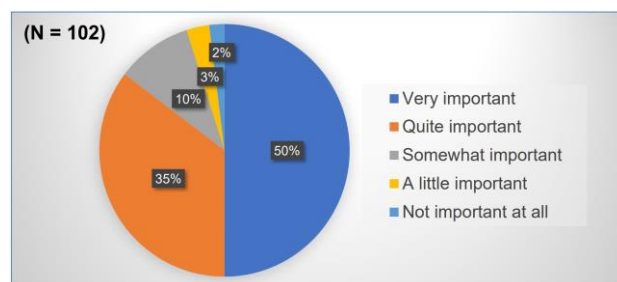


Figure 3: Results for the importance of CSs in avoiding and resolving problems

Finally, moderate increases were observed in participants' level of confidence in resolving communication problems if/when they occur in the future.

(3) Observation-based Study (Dimoski et al. 2019): This study demonstrated that the construction of actions and sequencing them in a meaningful and accountable way, for instance, via other-repetition and gestures in order to achieve mutual understanding are important features in effective ELF communication. In many instances, however, the Japanese participants relied more on their interlocutor than actively providing a solution themselves (e.g., with CSs) when problems occurred. In the post-task interviews, the Japanese participants commonly referenced their lack of linguistic resources, such as limited vocabulary and grammar knowledge, as the main factors that hindered their ability to initiate and continue their conversations.

(4) Observation-based Study (Kuroshima et al. 2022a): This study investigated how non-typical translanguaging phenomenon are made observable and accountable for the purpose of their lived and coordinated courses of actions. Special focus is placed on the participants' use of gestures and onomatopoeic expressions of their first language in the face of difficulties arising in spoken ELF interactions. The results demonstrated that such bodily and linguistic practices are resources for the speaker's action of repairing a problem as well as a means for the recipient to help resolve interactional problems. In addition, the study demonstrated how participants display their orientation to shared agreement of methodical ways in accomplishing social actions permitting to go beyond the linguistic boundaries in ELF interactions such as repair.

(5) Observation-based Study (Kuroshima et al. 2022b): In this study, it was revealed that the participants' intercultural perspectives were demonstrated through the action sequence of verifying the recipient's knowledge status, informing, and complimenting, which are built by adopting category relevant knowledge of the cultural backgrounds of the recipients. The findings suggest that the participants employ knowledge of their own as well as their interlocutor's cultural repertoire in exchanges with unfamiliar cultural values as they navigate boundaries based on practical reasoning. More specifically, it was observed that the participants categorized one another and used their procedural knowledge about familiar cultural practices of their own and the other's country while displaying one's affiliation to the recipients.

(6) Observation-based Study (Kuroshima et al. 2023): This study investigated participants' use of CSs, namely, the repair initiation and operation methods used for fixing the broken surface of interactions in ELF, particularly in the case of extended repair sequences with multiple OIRs. A total of 39 extended other-initiated repair (OIR) sequences, occurring in varying degrees of frequency, were identified in the data between the Japanese speakers (JS) and the foreign speakers (FS) (see Table 2).

No. of Repair Initiators	JS-initiated	FS-initiated	Total
2	11	12	23
3	6	5	11
4	2	2	4
5	0	1	1
Total	19	20	39

Table 2. Frequency of extended other-initiated repair (OIR) sequences

Other findings revealed that when a repair is launched by an interlocutor on basic vocabulary without identifying the trouble source, the recipient of the repair initiator makes a judgment on the source of the problem. Furthermore, the repair initiating party also demonstrates their assessment of a repair method offered to them.

(7) Online ELF Corpus (Dimoski et al. 2023): The ELFJ Corpus (<https://elfj-corpus.com/>) was created by the project team and released online in February, 2023 (see Figure 4).

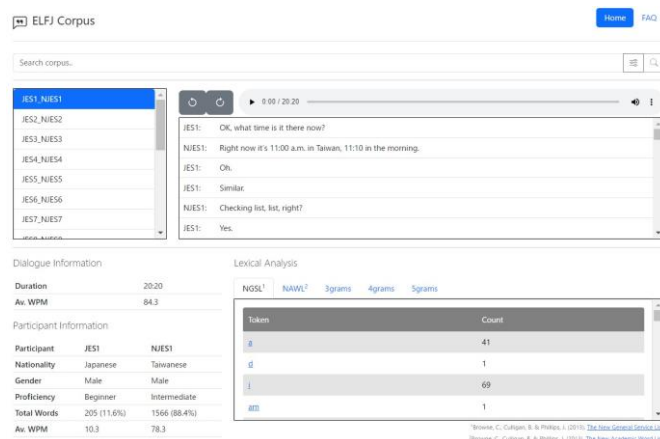


Figure 4. Screenshot of the ELFJ Corpus

The ELFJ Corpus contains 19 conversations (each approximately 20 minutes in length) from the data collected during the research project. In total, the corpus contains 28,956 words of written transcripts and 6 hours and 39 minutes of associated audio recordings. The corpus is open access and contains multiple features for users, such as Dialogue Information, Participant Information, Lexical Analysis, which displays the token and its frequency, and an Advanced Search function which allows users to conduct a detailed search of lexical items based on multiple filters. Primarily, the purpose of the corpus is to share our data with other researchers and educators in the hope of furthering our collective understanding of the communicative capabilities and use of CSs by Japanese low-proficiency English learners and their foreign interlocutors in ELF contexts and other-related (e.g., intercultural) phenomenon.

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〔図書〕 計0件

〔産業財産権〕

〔その他〕

We created the ELFJ Corpus (<https://elfj-corpus.com/>). This open access online corpus contains the data we collected and is intended for any researchers and educators who have an interest in investigating or learning more about Japanese low-proficiency English learners' interactions in spoken ELF contexts.

6. 研究組織

	氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
研究分担者	CHAIKUL RASAMI (CHAIKUL Rasami) (50594082)	玉川大学・ELFセンター・准教授 (32639)	
研究分担者	黒嶋 智美 (KUROSHIMA Satomi) (50714002)	玉川大学・ELFセンター・准教授 (32639)	
研究分担者	岡田 トリシャ (OKADA Tricia) (50774064)	玉川大学・ELFセンター・准教授 (32639)	
研究分担者	祐乗坊 由利 (YUJOB0 Yuri Jody) (80773465)	玉川大学・ELFセンター・准教授 (32639)	

7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8 . 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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