

令和 4 年 6 月 29 日現在

機関番号：32702

研究種目：基盤研究(C) (一般)

研究期間：2018～2021

課題番号：18K00851

研究課題名(和文) Formulaic utterances deployed as stance markers in Japanese university English language learners' peer discussion tasks

研究課題名(英文) Formulaic utterances deployed as stance markers in Japanese university English language learners' peer discussion tasks

研究代表者

David Aline (Aline, David)

神奈川大学・国際日本学部・教授

研究者番号：70289958

交付決定額(研究期間全体)：(直接経費) 3,300,000円

研究成果の概要(和文)：本研究では大学生英語学習者がタスクを用いた言語学習アプローチに基づいて学習者間ディスカッションを行っていく際に、いかにして定型表現を駆使して自らの認識スタンスを示すのかについて考察した。定型表現の産出は言語処理能力があまり求められないため比較的容易に流暢な言語使用につながるとされてきた。本研究では240時間以上の教室相互行為を会話分析して、学習者が言語学習タスクを達成する中でどのように定型表現を用いて自らのアイディアを言い表したかを検証した。定型表現が用いられたターンや連鎖における位置を考慮して吟味した結果、学習者が頻繁に使用した定型表現がいかなる認識スタンスを示すのか観察することができた。

研究成果の学術的意義や社会的意義

Elucidated in this study were the positions in a turn and the sequential placement of epistemic stance formulaic utterances such as "I don't know" as jointly constructed by Japanese university English language learners during peer discussions. This aids our knowledge of how languages can be taught.

研究成果の概要(英文)：This research project examined the means by which Japanese university language learners, operating within a task-based language learning approach, utilized formulaic utterances that indexed their epistemic stance during peer small-group discussions. Formulaic speech has long been a focus in second language acquisition as production and comprehension of a formula requires less processing effort and, therefore, allows for greater fluency. Therefore, we examined, through a database of over 240 hours of video-recorded classroom interaction, how learners actually utilized formulaic utterances to express their ideas and achieve communication in language learning tasks. This was accomplished by focusing on learner discussions from a conversation analytic perspective, examining the structure of the formulas produced in both their full and reduced forms, locating their positions in both turns and sequences as they were produced, and analyzing the deployment of markers of epistemic stance.

研究分野：second language acquisition

キーワード：formulaic speech conversation analysis epistemic stance task-based learning lexical phrases L2 interaction

科研費による研究は、研究者の自覚と責任において実施するものです。そのため、研究の実施や研究成果の公表等については、国の要請等に基づくものではなく、その研究成果に関する見解や責任は、研究者個人に帰属します。

1 . 研究開始当初の背景 Background to Research Project

Researchers, depending on their approach, have employed a number of terms for formulaic utterances: lexical phrases (Nattinger & DeCarrico, 1992), formulaic sequences (Schmitt, 2004) formulaic language (Wood, 2011, 2016; Wray, 2013), chunking (Ellis, 1996), and lexicalized sentence stems (Pawley & Syder, 1983). These are stretches of language that have become routinized and grammaticized and are deployed for pragmatic purposes. They have long been of interest to researchers in language teaching, second language acquisition, and other areas of applied linguistics as formulas may be learned whole, analyzed for their grammatical structures (thus learning occurs), and then deployed swiftly to speed fluency as they are produced and comprehended as individual units. Therefore, maintained in the field of applied linguistics is a strand of research analyzing formulaic speech, but usually within a psycholinguistic, experimental research domain that misses much of how formulas in language are actually produced and understood by learners themselves during natural, non-experimental, interaction.

2 . 研究の目的 Purpose of Research Project

This study examined the production and comprehension of formulaic utterances, specifically epistemic stance markers, as they were utilized by second language learners within a task-based methodological approach (Long, 2014; Robinson, 2011). In task-based language learning, the primary focus is on pragmatic meaning (a major purpose for formulaic utterances), there is some sort of "gap" (for example, a reasoning gap activity will be used in this study), the participants choose the linguistic resources they use to conduct the task, and there are clearly defined communicative outcomes (Ellis, 2003). Because it focuses on meaningful language—language chosen by the interactants themselves (Hellermann & Pekarak Doehler, 2010)—the context of task-based language learning is a primary site for analysis of language use. Moreover, it is an essential site for empirical collection of data on deployment of formulaic utterances. Accordingly, as formulaic speech is highly pragmatic, its use and acquisition should be studied in its natural environment of actual use.

3 . 研究の方法 Research Methods

This study employed the research method of conversation analysis (CA) (e.g., Schegloff, 2007), which looks at how interactants (in this case second language learners (Hellermann, 2015)) understand each other in and through interaction by examining turn design and sequence organization. Therefore, the employment of a formulaic utterance, whether it is fabricated in full or reduced form, its placement within a turn or its use as a complete turn itself, where it falls contingently in the course of corresponding turns, and how it is responded to by recipients is of central concern to researchers in CA because the actions and functions of the formula change depending

on the position in and design of a turn. Consequently, researchers in CA are interested in analyzing the set phrases known as formulaic utterances. One approach to analysis has been to see how formulaic utterances relate to the perspective interactants take as to their claims to knowledge on a specific piece of information, or their epistemic stance. Interactants' argument positions are often indexed with epistemic stance markers like *I don't know* (Beach & Metzger, 1997) and *I think* (Kärkkäinen, 2003), the main interest of this research project. The data for this project was comprised of 240 hours of video-recorded L2 classroom interaction collected during small-group discussions in English language classes in a Japanese university. The discussion tasks occurred as a part of the curriculum design for the class in which the data were collected. The discussion groups were made up of three to five students at an upper-intermediate level of English proficiency. The students carried out six discussions. The discussions were carried out in the target language, English, but at times the participants switched to their common L1, Japanese. All participants signed consent forms after a full explanation of the general. They were assured of anonymity. All ethical considerations were undertaken according to standard research guidelines. Collected data were transcribed by both researchers using the conventions commonly used in CA studies (Atkinson & Heritage, 1984). The transcripts were reviewed, adjusted, and verified. Observing both transcripts and original recordings, the two researchers analyzed the data.

4 . 研究成果 Research Results

During this initial stage of the research project, our attention came to rest on the common formulaic phrase of epistemic stance *I don't know* (IDK) as it appeared without complement and was utilized and functioned as a pragmatic marker. This contrasts with its literal function of noting actual lack of knowledge. All cases of IDK and *wakannai* examined in this research project occurred in first position turns during production of opinion sequences. Analysis revealed that during a single discussion session, participants deployed IDK and *wakannai* to perform differential actions. Overwhelmingly, in the data used for this project, IDK was marshaled by the discussants to manage epistemic stance, while *wakannai* was built for publicly asserting instances of insufficient knowledge. Another formulaic phrase that came to the fore during our analysis was *How about*. We examined how it marks changes in speaker and topic. Analysis revealed various positions and actions of *how about*~ as it occurred during peer discussions by the Japanese learners of English. Emerging from analysis was a focus on how these learners deployed this formulaic utterance to achieve differential actions within sequences of interaction. We found that participants used *how about*~ for (a) explicitly selecting next speaker, (b) shifting topics, (c) proposing a solution, and (d) suggesting alternative procedures. Although the formula was utilized to perform the four different actions listed above, consistent throughout all instances was

the disclosure of learner orientation to the progressivity of the task. The findings highlight how language learners deploy this formulaic utterance in discussion tasks designed for language learning and demonstrates the pragmatic functions of this phrase. The results of this research project have led us to notice how formulaic utterances are coordinated with reference to the language learning materials utilized in the discussion tasks. We are therefore pursuing this line of research in our upcoming project.

5. 主な発表論文等

〔雑誌論文〕 計2件（うち査読付論文 2件／うち国際共著 2件／うちオープンアクセス 0件）

1. 著者名 Yuri Hosoda and David Aline	4. 巻 42
2. 論文標題 Deployment of I don't know and wakannai in second language classroom peer discussions	5. 発行年 2021年
3. 雑誌名 Text & Talk	6. 最初と最後の頁 27-49
掲載論文のDOI（デジタルオブジェクト識別子） 10.1515/text-2019-0275	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 該当する

1. 著者名 David Aline and Yuri Hosoda	4. 巻 18
2. 論文標題 Deployment of the formulaic utterance "How about~" in task-based second language classroom discussions	5. 発行年 2021年
3. 雑誌名 Intercultural Pragmatics	6. 最初と最後の頁 425-446
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 該当する

〔学会発表〕 計5件（うち招待講演 0件／うち国際学会 5件）

1. 発表者名 Yuri Hosoda and David Aline
2. 発表標題 Deployment of formulaic utterances with how about during second language discussion tasks
3. 学会等名 4th Global Educators Network Teachers of English as a Foreign Language International Conference, Bali, Indonesia. (国際学会)
4. 発表年 2019年

1. 発表者名 David Aline and Yuri Hosoda
2. 発表標題 Claims of lack of knowledge among Japanese learners of English during task-based discussions for language learning
3. 学会等名 4th Global Educators Network Teachers of English as a Foreign Language International Conference, Bali, Indonesia. (国際学会)
4. 発表年 2019年

1. 発表者名 David Aline and Yuri Hosoda
2. 発表標題 Japanese learners' interactional deployment of English I don't know and Japanese wakannai in classroom discussions for language learning
3. 学会等名 International Symposium on Monolingual and Bilingual Speech 2019, Chania, Greece. (国際学会)
4. 発表年 2019年

1. 発表者名 Aline, D., & Hosoda, Y.
2. 発表標題 Repeats and agreement tokens for closing argument sequences in second language peer discussions
3. 学会等名 5th International Conference on Conversation Analysis (ICCA) (国際学会)
4. 発表年 2018年

1. 発表者名 Hosoda, Y., & Aline, D.
2. 発表標題 Use of "I don't know" and "wakannai" in first position turns in bilingual interaction
3. 学会等名 5th International Conference on Conversation Analysis (ICCA) (国際学会)
4. 発表年 2018年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

-

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	細田 由利 (Hosoda Yuri) (70349124)	神奈川大学・国際日本学部・教授 (32702)	

6. 研究組織（つづき）

	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 協力 者	ヘラマン ジョン (Hellermann John)	ポートランド州立大学・Department of Applied Linguistics・Professor	

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1件

国際研究集会 Workshop on Second Language Peer Discussions 2019	開催年 2019年～2019年
---	--------------------

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
---------	---------