

令和 5 年 6 月 11 日現在

機関番号：33925

研究種目：基盤研究(C) (一般)

研究期間：2019～2022

課題番号：19K00895

研究課題名(和文) The use of model peer videos and recursive practice in language learning: A multimodal approach to the development of communicative and cultural awareness

研究課題名(英文) The use of model peer videos and recursive practice in language learning: A multimodal approach to the development of communicative and cultural awareness

研究代表者

Kindt Duane (Kindt, Duane)

名古屋外国語大学・現代国際学部・教授

研究者番号：70308930

交付決定額(研究期間全体)：(直接経費) 2,800,000円

研究成果の概要(和文)：研究成果としては、社会文化理論と会話分析がL2生産における分析力開発をどのように検討できるかを示した論文(Kindt, 2021)があります。また、5本の論文が学会で発表されました。L2学習に関連する洞察としては、以下のようなものがある：(1)学習者自身のL2インタラクションの分析におけるマルチモーダルな認識の出現、(2)学習者によるL2のマルチモーダルな分析の共同構築、(3)分析能力の発達の表示、(4)共同学習における仲間の役割の出現、(5)承諾と主張に関する能力の出現。このように、再帰的教育に従ったニアピアの教材に基づく指導は、相互作用と分析能力の発達を支援することができる。

研究成果の学術的意義や社会的意義

本研究で発表された論文によると、ニアピアモデル教材(元生徒の授業制作物を使用)に基づく指導を、リカーン教育法(授業課題の達成機会を複数回提供)に従って行うことで、L2における対話力と分析力の自覚と発達を支援できることが明らかになった。この知見は、指示された第二言語学習における、より効果的な支援方法への示唆を与えるものである。多くの場合、指示された学習は、相互作用的なタスクの間に学生に期待されることの適切なサンプルを提供せず、L2学習に必要なつながりを作るための十分な機会を提供しないのである。この研究から得られた知見は、学校における言語教育のあり方に反映させることができる。

研究成果の概要(英文)：The research achievements from this grant, to this point, include one publication (Kindt, 2021), which shows the benefits of following sociocultural theory and conversation analysis to examine one student's representative displays of analytical skill development in a longitudinal collection of excerpts from her L2 production. In addition, five papers were presented at academic conferences. Insights related to L2 development include how: (1) multimodal awareness in analyses of learners' own L2 interaction emerges, (2) learners co-construct multimodal analyses of L2, (3) analytical skill development are displayed, (4) the nature of peer roles emerge in collaborative learning, and (5) skills related to acquiescing to and asserting epistemic stance can be learned. This publication and papers show that instruction based on near-peer model materials, which are used following a recursive pedagogy, can support the awareness and development of interactional and analytical skills in L2.

研究分野：Applied Linguistics

キーワード：L2 development L2 pedagogy recursive practice peer role models materials development conversation analysis sociocultural theory skills development

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 the study)

Japanese students are often stereotyped as reticent or incapable of actively engaging in speaking activities requiring interactive English skills. With insights from sociocultural theory and conversation analysis, a variety of tools and procedures to promote interpersonal interaction in instructed L2 learning was developed. These included the use of peer model materials (the use of previous students' language production in designing materials), recursive practice (multiple opportunities for meaningful practice), video recordings (both online and in-person) (capturing samples of student production for subsequent analysis), and both peer and collective editing (feedback that targets remaining needs) in supporting interactional skill development.

2. 研究の目的 (purpose of the study)

In the early stages, the purpose of this research was to explore the nature and development of interactional competence over time in an EFL classroom at a Japanese university using materials and pedagogy related to sociocultural theory and conversation analysis. The research plan assumed that learners could benefit from activities done by their peers in years' past, a particular type of recursive practice focusing on real meaning, multiple video recordings focusing on skills development, comments on excerpts from those recordings from peers, and collective feedback returned from the instructor would support learners' development. It was assumed that this procedure would help overcome some of the issues related to instructed second-language learning in promoting interactive language skills, particularly in supporting students in being able to recognize effective aspects of their productive skills and areas for improvement and allowing peers to also learn from these insights during analytical sharing sessions.

3. 研究の方法 (research methodology)

The methodology of this research followed a sociocognitive, CA-informed approach that focused on the following questions: (1) How do learners' display analytical skills in their own L2?, (2) What is the nature of learner co-construction of analyses in sharing excerpts of their own L2?, (3) How do learners' multimodal awareness develop longitudinally with peer models and recursive practice?, and (4) In what ways do learners acquiesce and assert themselves in L2? Data was collected from 20 participants meeting weekly 15 times for 90 minutes. Videos of recursive practice were recorded, and representative excerpts chosen to display skill development. These excerpts were transcribed following CA conventions and analyzed for effectiveness and ineffectiveness in employing skills. Skills development in focus included awareness of multimodal communicative modes (vocal, nonvocal, and material), acquiescing, downgrading, and asserting epistemic stance, and co-construct of analyses with peers.

4. 研究成果 (research results)

Findings showed that peer model materials and recursive pedagogy had a positive effect on learners'

skill development. Over time, the number and types of analytical skills related to multiple modes that they displayed increased. Also, with multiple opportunities, learners were able to better support one another in being able to effectively co-construct analyses of excerpts of their own production. What is more, they became more skilled at knowing when to acquiesce more, downgrade, or be more assertive in promoting their analyses. These findings helped solidify the materials/pedagogy examined in this study, which will support further instruction and research in the future.

5. 主な発表論文等

〔雑誌論文〕 計1件（うち査読付論文 1件/うち国際共著 1件/うちオープンアクセス 1件）

1. 著者名 Duane Kindt	4. 巻 4
2. 論文標題 Displays of analytical skills in sharing excerpts of learners' own L2 interaction	5. 発行年 2021年
3. 雑誌名 Proceedings of the 4th CAN-Asia symposium on L2 interaction	6. 最初と最後の頁 104-111
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 オープンアクセスとしている（また、その予定である）	国際共著 該当する

〔学会発表〕 計7件（うち招待講演 0件/うち国際学会 6件）

1. 発表者名 Duane Kindt
2. 発表標題 Acquiescing to and asserting epistemic stance in sharing excerpts and analyses of learners' own L2 interaction
3. 学会等名 Interactional Competence and Practices in a Second Language (ICOP-L2) (国際学会)
4. 発表年 2022年

1. 発表者名 Duane Kindt
2. 発表標題 Co-construction in sharing multimodal analyses of learners' own L2 production
3. 学会等名 International Pragmatics Association (IPrA2021) (国際学会)
4. 発表年 2021年

1. 発表者名 Duane Kindt
2. 発表標題 Acquiescing, downgrading, and asserting epistemic stance for contributory inclusion in sharing analyses of excerpts of learners' own L2 interaction
3. 学会等名 American Association of Applied Linguistics (AAAL2022) (国際学会)
4. 発表年 2022年

1 . 発表者名 Duane Kindt
2 . 発表標題 Peer Roles in Sharing Analyses of a Learner ' s Own L2
3 . 学会等名 Japan Association for Language Teaching (JALT) 2020 International Conference (国際学会)
4 . 発表年 2020年

1 . 発表者名 Duane Kindt
2 . 発表標題 Displays of analytical skills in sharing excerpts of learners ' own L2 interaction
3 . 学会等名 Conversation Analysis Network - Asia (CAN-Asia) 2021 International Symposium (国際学会)
4 . 発表年 2021年

1 . 発表者名 Duane Kindt
2 . 発表標題 20 years of Conversation Cards: Agency & Efficacy
3 . 学会等名 Japan Association of Language Teachers National Conference (JALT2019)
4 . 発表年 2019年

1 . 発表者名 Duane Kindt
2 . 発表標題 Exploring the development of multimodal awareness in analyses of learners' own L2 interaction
3 . 学会等名 Thinking, Learning, Doing Conference (TLD2019) (国際学会)
4 . 発表年 2019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
--	---------------------------	-----------------------	----

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