(C)

2013 2015

Investigating the nature and development of L2 interactional competence

Investigating the nature and development of L2 interactional competence

Kindt, Duane

3,600,000

EFL

. (CA)

This study explored the nature and development of Japanese university students' ability to interact and achieve understanding in conversations-for-learning in an EFL classroom. Data for the study was gathered using an innovative tool, the head-held digital camcorder, and analyzed using special qualitative research software. From this data, which was transcribed by bilingual research assistants, further insights were gained into how students achieve "intersubjectivity," "change-of-state," and "multimodal communication." Following a Conversation Analysis (CA) analytic approach, the researcher was able to demonstrate the wide variety of vocal, nonvocal, material, and multimodal resources students were employing in conversations-for-learning to achieve understanding with their interlocutors. These findings helped develop a research-informed pedagogy for future application. The researcher intends to explore the effectiveness of this informed pedagogy in subsequent CA studies.

Applied Linguistics

Japanese students abroad are often stereotyped as reticent or incapable of actively engaging in speaking activities requiring higher-level interactive English skills. This is frequently attributed to the system of English-language education in Japan. However, with the recent availability of an innovative tool for collecting classroom data—the head-held camcorder—it became possible to capture naturalistic, interactive data from a participant perspective with a minimum of distraction in the classroom during actual instructed language learning. An effective framework for analyzing interactional data in second language learning, the *sociocognitive approach* (a view of language acquisition as simultaneously occurring and interactively constructed both within the individual and the social world), has been established relatively recently by several high-profile scholars researching language learning. It seemed reasonable to combine the two innovative aspects—methods of data-collection and analysis—in a unique study, which would shed light on Japanese EFL student interaction in conversation-for-learning.

In the early stages, the purpose of this research was to explore the nature and development of interactional competence in an EFL classroom at a Japanese university in a broad sense, clarifying and categorizing features of classroom interactional competence with the hope of using findings to inform materials development and pedagogy. The researcher assumed that if one can better capture what students are doing in the instructed learning stages in the classroom and compare that with the interactional behavior of expert speakers, then areas in particular need of improvement can be revealed and materials designed to target those areas. As the research progressed, however, it became apparent that the way students achieve intersubjectivity (understanding) was pivotal to successful interaction. This became the main the focus of the study.

The methodology of this research followed a sociocognitive, CA-informed approach in 2 strands: 1) examining the nature and development of EFL student displays of intersubjectivity (understanding) through a wide variety of change-of-state (COS) indicators, and 2) exploring how these indicators present themselves in 3 modalities of human communication: vocal, nonvocal,

and material. In the first and second years, data was collected in a university-level freshman oral communication course using volunteers wearing head-held camcorders. Data collected in 2013 included 49 clips, totaling 6:47 and in 2014 there were 45 clips, totaling 6:42. The procedure for processing data was as follows: video clips were organized according to class, date, and participants; an initial transcription was written by two bilingual research assistants. Transcription was done under the researcher's supervision, which included directing transcribers to follow simplified transcription conventions, such as using ellipses to represent long pauses and a system of commenting to indicate something of interest related to achieving understanding. After the assistants completed the preliminary transcription, transcripts were scanned for potential instances of achieved intersubjectivity. When finding such instances, the researcher viewed them with accompanying video. If considered appropriate, a detailed transcription was then completed using CA conventions. Excerpts were then organized into collections using Transana 2.61, a type of qualitative data analysis software (QDAS), and an analysis from the sociocognitive perspective was performed. At several points during the study, findings were disseminated in published papers (3) and presentations (11).

Studies into intersubjectivity in interaction typically focus on expert speakers or an expert speaker with a novice speaker, and little attention has been paid to the indicators used by novice speakers amongst themselves, particularly for differentiating ongoing orientation to informational content versus the linguistic code. From data captured with head-held camcorders, this CA-informed research establishes a fine-grained description and categorization of the multiple resources that these Japanese learners of English employ to indicate change-of-state COS during conversations for learning in an institutional setting. Findings showed that students employ a wider variety of indicators than was previously thought, and do so in not only the native language (L1) and English (L2), but also in hybrid variations that are peculiar to the language-learning context. The learners in this data produce both English (oh) and Japanese (a) COS tokens and indicate these in ways that they are also used in L1 contexts. There are, however, also indicators typical to EFL classrooms, operating at times not only to index a change in understanding, called change-of-state (COS) but to facilitate socially

occasioned *doing being a language learner*. These resources include repetition plus combinations (*a::: ok I understand*), those with multiple indicators (*a: a:: yeah I got it*), and multimodals (*a* + gesture + materials), which are employed as learners work to establish and maintain epistemic common ground with both informational contents (*information knowing*) and linguistic code (*code knowing*). It appears that in *doing Englishing*, the confluence of social, institutional, and linguistic structures results in an unusual diversity of orientations and resources used to indicate change of state. These findings have important implications in language-learning material design, pedagogy, and future research into interactional competence.

3

Three articles related to this study have been published:

1.Kindt,Duane. Interactional language and head-held camcorders. The 2013 Pan-SIG Conference Proceedings. Refereed. (2014). (pp. 177-187).
2.Kindt,Duane. Employing POV video to develop interactional competence in oral communication courses. ACTC2013 Conference Proceedings. Refereed. (2013). (pp. 231-242).
3.Kindt,Duane. Improving collaborative dialogues with POV video. JALT2012 Conference Proceedings. Refereed. (2013). (pp. 482-491).

11

Eleven presentations focusing on the 2 main strands of this research have been given. These include:

1.Kindt,Duane. Ongoing alignment in learner-learner interaction. JALT2015 National Conference, (Nov 22, 2015), Granship Shizuoka, Shizuoka, Japan.
2.Kindt,Duane. An introduction to head-held camcorders: Practice- and research-orientations in the EFL classroom. JALT-Nagoya, (Sep 27, 2015), Nagoya International Center, Nagoya, Japan.
3.Kindt,Duane. Co-constructing sequences in multiple modes: Ongoing alignment in conversation-for-learning interaction. International Institute of Ethnomethodology and Conversation Analysis (IIEMCA) conference, (Aug 7, 2015), University of Southern Denmark, Kolding, Denmark.
4.Kindt,Duane. Multiple resources for indicating change-of-state in novice-to-novice conversation for learning. International Pragmatics Association (IPrA), (Jul 26, 2015), University of Antwerp, Antwerp, Belgium.
5.Kindt,Duane. From "non-knowing" to "now-knowing": Change-of-state in novice-to-novice conversation for learning. LEARN-Nagoya, (Jun 27, 2015), Nanzan University, Nagoya, Aichi, Japan.
6.Kindt,Duane. Introducing Conversation Analysis (CA) change-of-state studies. LEARN-Nagoya, (Jun 27, 2015), Nanzan University, Nagoya, Aichi, Japan.
7.Kindt,Duane. A conversation analysis (CA) data session: head-held camcorder data. LEARN-Nagoya, (Apr 25, 2015), Nanzan University, Nagoya, Aichi, Japan.
8.Kindt,Duane. A brief overview of conversation analysis (CA). LEARN-Nagoya, (Apr 25, 2015), Nanzan University, Nagoya, Aichi, Japan.
9.Kindt,Duane. Head-Held Camcorders in the Language Classroom. TESOL2015 conference, (Mar 26, 2015), Toronto Convention Center, Toronto, Canada.
10.Kindt,Duane. Interactional language and head-held camcorders. PanSIG 2013 Conference, (May 18, 2013), Nanzan University, Nagoya, Aichi, Japan.
11.Kindt,Duane. Employing POV video to develop interactional competence in oral communication courses. ACTC 2013 Conference, (Apr 26, 2013), Osaka International Conference Center, Osaka, Japan.

To help disseminate findings, the researcher has created a web page available at http://www.profkindt.com/site/POV_media.ht ml

(1)
Kindt Duane   Duane Kindt

70308930

(2)

(3)

(4)