



Title	A Conversation Analytic Study of the Emergence of Intersubjectivity and Space for Learning in Teacher and Learner Technology-Mediated Foreign Language Interactions
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Abstract of Thesis

Name: Sajjad POURMID	
Title	A Conversation Analytic Study of the Emergence of Intersubjectivity and Space for Learning in Teacher and Learner Technology-Mediated Foreign Language Interactions (教師と学習者が技術を介した外国語による相互作用を学習する場および相互主観性の出現に関する会話分析研究)
Abstract of Thesis <p>Internationalization of higher education has gained more momentum recently and institutions in tertiary education have felt it incumbent upon themselves to foster this trend. Due to lack of resources student mobility has not always been a viable option and this has attracted attention to Internationalization at Home as an alternative to Internationalization Abroad. Empowering learners by making them intercultural competent is one of the main concerns in this trend. Foreign language education within a curriculum that promotes intercultural interaction is believed to play significant roles in realizing the internationalization agenda. Yet, conventional approaches to language pedagogy distinguishing competence from performance and upholding the former may fail to do so. For language pedagogy to serve such a purpose, it needs to value performance and step beyond considering it deficient. Far from being deficient performs in the L2, EFL learners are adept users of an interactional repertoire that gives sense to and organizes their interactions. In other words, gaps in L2 learners' linguistic system do not necessarily render them interactionally incompetent and this is exactly what language pedagogy in an age of international communications must focus on. Against this backdrop and with an ethnomethodological outlook, the present study has investigated Japanese and Taiwanese EFL learners' interactions in a Collaborative Online International Learning (COIL) program. The study has investigated how mutual understanding or intersubjectivity is achieved and how space for learning emerges in both teacher-led and learner-learner technology-mediated interactions in a COIL exchange program. The findings of this conversation analytic study have illustrated the significant role of teacher talk in facilitating or obstructing learner contributions and the emergence of space for learning. The analysis of learner-learner interactions has also shown how, despite their low linguistic proficiency in the L2, learners constantly manage their epistemic stance in their intercultural interactions to maintain intersubjectivity and avoid communicative breakdowns. The mismanagement of epistemic stance, i.e. the knowledge claims speakers in a sequence of interaction make and defend on a turn-by-turn basis, is prone to disrupting intersubjectivity. The participants were found to prevent this, however, mainly through making adjustments in their use of short tokens of surprise, turn-taking organization and repair initiation and accomplishment. The findings of the study highlight the need for revisiting the currently dominant understanding of competence in a foreign language in a way that it encompasses learners' interactional capabilities to achieve and maintain intersubjectivity in collaboration with their peers. The findings also have implications for teacher training and materials development for foreign language teaching programs within a curriculum that strives to promote internationalization at home.</p>	

論文審査の結果の要旨及び担当者

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<p>論文審査の結果の要旨</p> <p>Title: A Conversation Analytic Study of the Emergence of Intersubjectivity and Space for Learning in Teacher and Learner Technology-Mediated Foreign Language Interactions</p> <p>With historic levels of global student mobility, not only across borders but also linguistic zones, study abroad (SA) frequently requires foreign or second language acquisition (EFL and ESL). In the context of a growing global economy based on the predominance of the English language, English language proficiency is increasingly second passport for those who want to travel. At the same time, the rapid development of ICTs has opened up new ways of learning languages. In particular, it has opened up the possibility of two groups of second language (L2) learners in different locations learning together. As such, it realized the possibility of internationalization at home (IoH) combined with virtual border crossing. This study focuses on technology mediated teacher/learner and learner/learner foreign language interactions in the context of Collaborative On-line International Learning (COIL) and makes a novel and extremely interesting contribution to the field.</p> <p>The starting position for this research is that second language acquisition (SLA) research has too narrowly focused on accuracy and form, while ignoring the 'spoken modality of language'. Interactional competence is a key concept driving this research. Drawing on the work of Kramsch (1986) the researcher theorizes SLA as 'a dynamic process of human interaction, which is often characterized by collaboration, negotiation, and accommodation prioritizing content and communication over form and accuracy' (p27). Whilst studies on accuracy and form generally position L2 speakers as deficient against L1 speakers, the interactional approach allows for the possibility that L2, EFL learners may be 'adept users of an interactional repertoire that gives sense to and organizes their interactions. In other words, gaps in L2 learners' linguistic system do not necessarily render them interactionally incompetent and this is exactly what language pedagogy in an age of international communications must focus on' (p.iii).</p> <p>This research, therefore, examines different aspects of teacher-learner and learner-learner interactions in 'a technologically mediated learning environment' in order to 'to shed light on the organization of teacher-learner interactions in technologically mediated language classes' as well as learner-learner interactions (p5). The research is driven by one main and two related minor research questions:</p> <ol style="list-style-type: none"> 1. How is social order produced in teacher and learner interactions in a COIL program? <ol style="list-style-type: none"> 1. How is intersubjectivity achieved by L2 learners in a COIL exchange in the absence of a shared L1? 2. How is space for learning created or obstructed during interactions in a COIL exchange? 			

Drawing on the work of Schegloff, 1992, intersubjectivity refers to ‘the way participants in a conversation achieve and maintain mutual understanding making use of the methods and tools available to them in the L2 they speak, including repair, turn-taking, sequence management and preference organization’(p7). A conversation analytic (CA) approach was employed as the key methodological tool. CA requires that naturally occurring data is used and requires highly detailed analysis of the interactional process between speakers, paying attention to how social order is constructed and maintained. Here particular attention was paid to the distribution of turn taking, the designing of turns, repair of misunderstandings, epistemic stance and the organization of larger units of interaction, such as openings and closings. The data was naturally occurring sequences of video recorded either during class time, and involved learners and teachers, or during homework activities, in which case it involved learners. Two groups of EFL learners were involved, Taiwanese and Japanese in a COIL setting. The same groups of students are present in both in- and out-of-class time. The main findings can be summed up as follows:

Teacher led-learning

Intersubjectivity:

- 1) Different modalities such as talk, gaze, prosody, and gesture were often mobilized by the learners in these interactions and they were allowed and encouraged by the teachers.
- 2) Employing non-linguistic competencies enables L2 speakers to compensate for their insufficient access or perceived insufficient access to the L2 system. (p86-87)

Space for learning:

A number of interactional practices facilitated learner participation and created space learning, others had an obstructive role and hence limited learners’ interactional space. Here the data was analyzed in terms of:

- Meaning and fluency context
- Referential questions
- Learner initiation See pp94-119.

Learner-learner interactions:

Intersubjectivity: The management of epistemic stance allowed for the maintenance of intersubjectivity. ‘Epistemic stance refers to the knowledge claims made by a speaker in a conversation and the orientation of other interactants towards that knowledge claim’ (p199). It was found that the participants in the study used a number of interactional devices, including short tokens of surprise and turn-taking interactions in order to manage their epistemic stance. This enhanced ‘mutual understanding in their interactions’ (p199).

Space for learning was created or obstructed through

- Turn distribution bias
- Extended negotiation for meaning
- Managing closing sequences

To pick up on point two, without a teacher to repair a misunderstanding there were often long negotiation sequences to share meaning that drew on multimodality and the resources available in on-line interactions. These negotiations can be framed as learning.

The analysis in this study was fascinating and the attention to detail impressive. The results of this study have clear implications not only for knowledge in the field, but also to the practice of evaluation of language learners in the classroom or via standardized examinations. The chapters on theory and methodology as clear and efficient. There was not a word wasted or a word too many. The findings suggest that COIL can create a space for learning between learners in different special zones. The committee were extremely impressed with this thesis and felt it was of a sufficient standard to be published in its entirety as a monograph. There was an agreement that this thesis makes a clear contribution to the field.