Conversation Analysis & Language Learning Seminar

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Dear participants,

Welcome to the seminar on Conversation Analysis and Language Learning, hosted by the National Foreign Language Resource Center (NFLRC).

The seminar aims to provide training and a forum for discussion to researchers working on CA as an approach to L2 learning (CASLA, for short). Since the beginning of this millennium, CASLA has seen a surge of interest across Europe, North America, and the Pacific region. Locally this interest has been manifest in the work of UH graduate students and faculty, and a research project on the topic conducted under the NFLRC during the period of 2002 through 2006.

One of the first project activities was a workshop on CLAN for CA, conducted for us in Spring 2003 by Professor Johannes Wagner (University of Southern Denmark). The workshop and the associated lectures and data sessions were highly stimulating and inspired us to plan a seminar with a different focus towards the end of the funding period. We are very fortunate to bring Professor Wagner back and to welcome Professor Gabriele Pallotti (University of Modena and Reggio Emilia) as co-leaders of the CASLA seminar. As a special bonus, Professor Jack Bilmes (University of Hawai‘i) graciously agreed to give a lecture during the seminar.

The seminar program is organized around daily topics and includes training and data sessions in parallel groups, lectures by the seminar leaders and participants, and two social events. Many thanks to the participants who have provided their data and have offered lectures.

Once again, we are happy that you are here and wish you a productive seminar.

Aloha,

Gabriele Kasper

Seminar Director
Under the Language Resource Centers program, the United States Department of Education awards grants to a small number of institutions of higher education for the purpose of establishing, strengthening, and operating centers that serve as resources to improve the nation’s capacity to teach and learn foreign languages effectively. In 1990, the University of Hawai‘i was first granted funds to develop a National Foreign Language Resource Center (NFLRC), one of three such centers at that time – the number has since grown to fourteen (visit our joint LRC website at http://nflrc.msu.edu).

Drawing on the abundance of Asian-Pacific resources afforded by our locale, we at the National Foreign Language Resource Center (NFLRC) focus our efforts on the less commonly taught languages – particularly those of Asia and the Pacific – recognizing that competence in these languages is increasingly vital to the nation’s future. We engage in research and materials development projects, conduct summer institutes and conferences for language professionals, and distribute a wide variety of publications on center projects and programs. The projects and educational programs we undertake have broader implications for the teaching of all languages.

The University of Hawai‘i National Foreign Language Resource Center is supported by a grant from the United States Department of Education CFDA 84.229, P229A20002.
GABRIELE PALLOTTI

is associate professor of language teaching methodology at the College of Education of the University of Modena and Reggio Emilia in Italy. Previously, he held positions in the universities of Bologna and Sassari.

His main research interest concerns the ways in which a second language is used in social interaction. He conducted a longitudinal study of a Moroccan girl learning Italian as a second language in a nursery school, showing how her language acquisition was part of a larger socialization process, and how linguistic structures emerge in and for interaction. He is currently engaged in a research project on how interlanguage varies according to features of the interactional context. Data come from adolescent learners of Italian as a second language, collected through a variety of tasks, some of which are spontaneous interactions while others represent more traditional elicitation procedures in SLA research. Over the past years he has also been collecting several hundred telephone calls in different European languages, looking at how native and non-native speakers perform the opening moves. Finally, his background in semiotics and philosophy sometimes makes him indulge in epistemological and methodological reflections.

Professor Pallotti coordinates nation-wide projects for the Italian Ministry of Education on language teaching and learning and participates in national and international research groups. He is a member of the editorial board of Applied Linguistics and of the executive committee of the European Second Language Association (EUROSLA). He has published books and articles on second language acquisition, second language socialization, cross-cultural conversation analysis, and research methodology in applied linguistics.

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JOHANNES WAGNER

was educated at the universities in Tübingen, Germany, and Uppsala, Sweden. He is now a professor of language and communication at the University of Southern Denmark. Since 1997 he has been the director of the International Graduate School in Language and Communication. His research focuses on issues of L2 conversation and learning. His most recent book is Second Language Conversations (2004. Johannes Wagner & Rod Gardner, [eds.] London: Continuum).

Professor Wagner’s ongoing research projects include a corpus of interaction data in different languages and the development of electronic tools and corpora for CA research (in cooperation with Talkbank). He is also part of the project Language Learning and Integration (Læring og Integration) which is sponsored by the Danish National Research Council for the Humanities.

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**ORGANIZERS**

**GABRIELE KASPER** (seminar director) is professor of Second Language Studies at the University of Hawai‘i and currently the North American editor of *Applied Linguistics*. Her research interests include conversation analysis and other forms of discourse analysis and pragmatics in their relation to second language use and learning. She just guest-edited a special issue for *Multilingua* on Politeness in Interaction [(25)3, September 2006].

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**JIM YOSHIOKA** (seminar coordinator) is program coordinator at the UH National Foreign Language Resource Center. He received his BA in English from the University of California at Davis and his MA in English as a Second Language from the University of Hawai‘i at Mānoa. Among his many duties, Jim is responsible for organizing and coordinating various professional development events for the NFLRC (local workshops, national summer institutes, etc.), including a number of conferences (PacSLRF 2001, AAAL 2003, 2004 Cultural Diversity and Language Education Conference, and CALICO 2006).

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Longitudinal changes in interactional competence: Engaging in assessment activities in L2 Japanese

Midori Ishida

This study investigates longitudinal changes in the ways in which second language (L2) learners of Japanese participate in assessment activities (Goodwin & Goodwin, 1987). An assessment is a comment on an object, information, or narrative, which is topicalized in a talk. Although a speaker can conclude a narrative with an evaluation, the listener can also provide an assessment by saying “That sounds fun.” Assessment activities can transform information exchange, which is often the main focus of L2 classrooms, into an arena where interactants negotiate understandings of one another’s stances. Considering such importance of assessment activities, L2 instruction should pay more attention to developing the learners’ competence in participating in assessment activities. Since L2 research on the development of such “interactional competence” (Hall, 1995; Young, 1999) is still scarce (e.g., Ohta, 2001), the present study focuses on L2 learners’ interactional competence demonstrated in ways of participating in assessment activities as a recipient of a narrative.

The data for the present study are 30-minute casual conversations that American college students engaged in with their friends and host families during their one-year study-abroad. The conversations were video-recorded monthly and transcribed. Conversation Analysis was used for the analysis of turn sequences in each conversation.

The analysis of the data revealed changes in the learners’ way of participating in assessment activities. The learners, who initially responded with their interlocutors’ narratives with minimal responses, began to add accounts that clarify their stances. Their later utilization of linguistic resources in assessments also enabled them to establish mutual alignment with their interlocutors. Their engagement in assessment activities further involved negotiation of alignment, which altered the fixed roles of a narrator and a listener. The comparison of different individuals indicates some general tendencies and individual differences in the development of interactional competence during a study-abroad period.

Dueting, loser’s humor, and trumping: Playing together within L2 in computer-mediated versus face-to-face discussions

Ilona Vandergriff

Previous research suggests that “non-serious communication” has been associated with the computer medium (e.g., Danet et al. 1998, 2001; Herring, 2001). In fact, the computer medium may foster foreign language play (Belz & Reinhardt, 2004) and joking (Fisher et al. 2000, Sotillo, 2000). There is no evidence, however, that the computer medium has any effect on language play; it may simply serve as a “magnifying glass” (Warner, 2004, p.81) and draw our attention to features of verbal interaction between language learners that would have been overlooked in face-to-
face communication. No comparative studies have been conducted thus far to try to pin down the effect of the medium on L2 language play.

This paper examines foreign language play in consensus-building discussions. We analyzed what aspects of language learners played with and compared types and tokens of play in synchronous computer-mediated communication (CMC) with face-to-face (FTF) discussions. Finally, we considered how play events fit into the interaction.

The research questions are:
1. Which types of foreign language (L2) play occur in CMC and FTF settings?
2. Does CMC promote L2 play to a greater extent than FTF discussions?
3. Focusing on two specific examples of L2 play (one in CMC and one in FTF), we explored L2 play in context. What is the role of L2 play in the consensus-building discussion?

In sum, the data show that learners engaged in L2 play in both settings (CMC and FTF) and that the medium did not have a differential effect on the frequency of language play tokens. However, the types of language play found in the two settings may differ, CMC appeared to encourage identity play. Whereas previous research suggests (Belz & Reinhardt, 2004) that CMC may promote language play, our findings imply that other factors such as the nature of the task, individual learner characteristics, their proficiency levels, and the group's shared history may have more of a differential effect on language play.

• By and large, our advanced learners play within L2 rather than with L2; we found only one token of form-based play.
• In their discussions of the two convergent tasks, the majority of play tokens did not distract students from completing the task. In fact, in many cases the play event advanced the consensus-building process.
• While all play tokens in the data involved humor, it is not clear that all can be associated with community-building or positive affect.

‘I know’ as part of a multi-component response

Jack Bilmes

“I know” is a very common response in conversation. It seems to be the quintessential state-of-knowledge response in that it explicitly affirms that what the previous speaker has said is already known to the recipient. Even a casual examination of the data, however, reveals additional functions of “I know.” It is frequently used to indicate alignment-agreement with a stated opinion or a shared emotional response—or understanding. “I know” may occur as a full turn-at-talk or as part of a multi-component turn. It may occur in overlap, almost as a back-channel, or as an in-the-clear, in-turn utterance. Its sequential consequences are varied.

In an effort to bring some initial order to a multifarious phenomenon, I have chosen to concentrate attention on “I know” as the initial element (it is almost invariably initial) in multi-component utterances. The questions to be addressed are “What can follow ‘I know’ and how does the following element relate to the initial ‘I know’?” It is found that “I know” can serve a number of sequential functions:
1. It can provide closure on a certain bit of business. The following element
   opens a new, usually related, bit of business.

2. It prefaces further commentary on the previous utterance:
   a) expressions of alignment
   b) expressions of disalignment
   c) other types of commentary

3. It prefaces a commentary on itself, showing that I do indeed have the
   knowledge I am claiming to have.

The analysis in this paper will focus primarily on functions 1 and 3. The data are
drawn largely from the Linda Tripp tapes, although other sources are used as well.

Simulated role play in LSP: A role for CA?
Stephen Moore

The number of international students studying at Australian universities has
increased dramatically in recent years. In some cases they now represent almost
30% of the student body. For many of these students, English is their second
language and, consequently, they struggle to perform well in their studies.
Professionally-oriented master degree programs are particularly popular with
international students, and the constituent courses therefore offer a potentially
rich site for linguistic research. The focus of this presentation is related to one of
these programs, the Master of Accounting, in which the proportion of non-English
background students is actually a majority.

What does it mean, in linguistic terms, to be a practising member of the
accounting profession? This question can be answered to a large extent through
an investigation of the spoken discourse of accountants and, through notions of
interactional competence (Markee, 2000). CA appears to be an ideal tool to expose
what it means to be a linguistically competent member of this discourse community.
However, as it is exceedingly difficult to find practising accountants who (along
with their clients) are willing to be recorded as they discuss sensitive financial
information, my research is focusing on student accountants who are apprenticing
to this discourse community as ‘budding’ professional accountants. I am
particularly interested in exploring how CA can inform LSP teaching interventions
to enhance L2 learning, an area relatively unexplored in the CA literature (Bowles &
Seedhouse, forthcoming 2007).

The data presented are drawn from several simulated role plays involving
postgraduate accounting students in the role of ‘tax adviser’ to non-accounting staff
‘clients’. Transcribed data from up to four role plays will be presented, compared
and contrasted in terms of notable features such as how power relations appear
to influence turn taking; how advice-giving is initiated and terminated; and how
interactants co-construct clarifications.
“Small talk” activities and learners’ use of *ne*-marked listener responses: A case of elementary JFL classes at a university

Emi Murayama

The final particle *ne*, frequent in ordinary conversation, is one of the linguistic resources that index a speaker’s affective and epistemic stance. *Ne* is often used in listener responses to provide a listener’s immediate assessment of what the current speaker has just said. By providing *ne*-marked assessments, a listener can display empathy and attention in an on-going conversation. Although many researchers agree that *ne*-marked assessment tokens are difficult to acquire for adult learners, a few studies suggest that even beginners may gradually acquire *ne*-marked expressions by listening to them modeled in native speakers’ speech (Sawyer, 1991; Ohta, 2001). In light of these studies, it is necessary to develop classroom instruction that may promote learners’ use of *ne*.

This project is a continuation of my previous studies intended to find a way to instruct the particle *ne* in college-level JFL classes. In my first study (Murayama, 2002), the overall effect of the explicit instruction of *ne* in a second-year Japanese class was inconclusive. In the follow-up study (Murayama, 2005), I reexamined the data from this earlier research and found that a few students altered the turn sequence during their role-plays by asking impromptu questions concerning their interlocutor’s health. As a result, these students created an opportunity to provide *ne*-marked listener responses. These findings suggest that instruction should focus on the interactional value of *ne*-marked turns and their expected locations within conversation.

This study illustrates how elementary JFL learners use *ne*-marked listener responses during their role-plays after participating in “small talk” activities in class. Through these activities, the students were encouraged to become sensitive to the conversation turn sequence, including the location of *ne*-marked listener responses. Microanalysis of the students’ role-plays reveals that the students were very aware of where in conversation they should provide *ne*-marked responses.
**Morning Snacks**

*Served in the hallway outside the Kamehameha Room*

Coffee, tea, juice, bagels, fruit, & other assorted food items are offered daily starting at 8:30am.

**Lunch**

*You are on your own for lunch from noon to 2:00.*

Most participants opt for one of the following:

- Paradise Palms cafeteria (7:00am–3:00pm), conveniently located near the Imin Center – sandwiches, grill, coffee, etc.
- Campus Center eateries (varies, but generally 7:00am–2:00pm) – Corner Market Café, Jamba Juice, Yummy’s Korean BBQ, Campus Grill, Taco Bell, Pizza Hut, & Kahuna Dog
- Volcano Joe’s Island Bistro & Coffee House (11:00am–10:00pm & 6:00am–8:00pm, respectively), located just off campus at the corner of University & Metcalf – great sandwiches, salads, pizzas, and more!

For those of you with cars, check out our NFLRC Restaurant Guide for restaurants near the university area and beyond.

**Some Notable Exceptions**

We will be offering a **Tuesday boxed lunch** (bento) option for those of you wishing to enjoy a taste of some other local favorite eateries instead. A menu and a sign-up sheet will be available the day before. If you’re interested, all you have to do is list your name and your menu choice on the sign-up sheet, and we’ll take care of ordering and picking it up for you in time for lunch. *(NOTE: By signing up for a menu item, you are agreeing to reimburse the NFLRC for the cost of your meal. You can pay for the meal after you get it. Please inquire with Jim, who will be taking care of these arrangements.)*

We will be having a special **Friday lunchtime reception** for all participants downstairs in the Pumehana Room on the garden level, so lunch will be our treat that day. Please note that lunch will only be an hour long on that day.

**Afternoon Snacks**

*Served in the hallway outside the Kamehameha Room*

A variety of afternoon refreshments are offered during the afternoon break each day.
**Welcoming Reception**

*Student Services Center 412 (4th floor)*

Come for the spectacular view of Honolulu and stay for the food, beverages, and the chance to get to know your fellow participants in a relaxed, informal social setting!

**Restrooms**

The men’s restroom is located in the corner hallway near the Washington Room. The women’s restroom is located in the other corner hallway near the Pacific Room.

**Internet Access**

*First floor of Hamilton Library (next to the Paradise Palms Café)*

There are dozens of computer stations available for surfing the Web and checking email. There are also a couple computer stations in the Imin Center’s Business Office for participant use.

**Bookstore**

*Monday-Friday 8:15am–4:45pm; Saturday 8:15am–11:45am; closed Sunday*

The University of Hawai‘i Bookstore, located basement level of Campus Center, carries text and tradebooks, computer supplies, magazines, and UH logo clothing and gifts. For more information, please check out: http://www.bookstore.hawaii.edu/manoa/
**ZONES**

1. 15–30 minute walk from UH or via #4 or #6 bus south bound
2. 15–30 minute walk from UH or via #6 University Ave. north bound
3. 30–45 minute walk
4. 30–45 minute walk or via #1 bus So. King east bound
5. 30–45 minute walk or via #1 bus So. Beretania west bound

**AM** Ala Moana Center area
**DT** downtown
**HK** Hawai’i Kai
**W** Waikīkī
**WP** Waipahu

**COMMENTS**

😊 = personal staff favorite
💻 = internet access
🌱 = vegetarian selections
🍴 = restaurant delivers

**PRICE (W/O TIP)**

$ = under $8
$$ = $8–$15
$$$ = $15–$30
$$$$ = over $30
LOCAL TRANSPORTATION

**Taxis**

An average fare between the airport and Waikiki or the UH Mānoa campus is between $20–30. For your return trip to the airport, you can call:

- The CAB 422–2222
- Charley’s Taxi 531–1333
- City Taxi 524–2121

**Shuttle Services**

- **Airport Waikiki Express** 566–7300/566–7333  
  airport–Waikiki, $8/person one way  
  airport–Waikiki, $14/person roundtrip

- **Super Shuttle** 841–2928  
  airport–Waikiki, $6/person  
  airport–UH Mānoa, $9/person

- **Airport Shuttles** 623–8855  
  airport–Waikiki, $8/person (two-person minimum)  
  airport–UH Mānoa, $8/person (two-person minimum)

**The Bus**

- **Information** 848–5555  
  http://www.thebus.org

O’ahu’s bus system, logically dubbed “TheBus,” offers island-wide service. The cost is $2 for adults; exact change is appreciated; dollar bills are accepted, but no change is given. People carrying large suitcases or baggage are not allowed on TheBus. Riders are allowed to transfer to any connecting line as long as it is going in the same general direction. Request a transfer slip from the driver when you board TheBus.

A $20 Visitor Pass (good for 4 consecutive days) can be bought from ABC Stores in Waikiki and the Ala Moana Shopping Center and from the Bus Pass Office. This may be a good option for participants relying on the bus for transportation during the seminar.
17th International Conference on
Pragmatics & Language Learning

Hawai‘i Imin International Conference Center
March 26-28, 2007

The conference will address a broad range of topics in pragmatics, discourse, interaction and sociolinguistics in their relation to second and foreign language learning, education, and use, approached from a variety of theoretical and methodological perspectives.

CALL FOR PROPOSALS

Proposals are welcomed for presentation on topics such as:

- L2 talk and text
- Developmental L2 pragmatics
- Pragmatics in language education
- Pragmatics in language assessment
- Pragmatics in computer-mediated communication
- Theory and methodology in pragmatics

ABSTRACT SUBMISSIONS DEADLINE
SEPTEMBER 30, 2006

For details on online proposal submission and registration, visit the NFLRC website.

nflrc.hawaii.edu