

JPN 730P Research Seminar in Japanese Linguistics
DEVELOPING L2 INTERACTIONAL COMPETENCE
Fall 2022

INSTRUCTOR

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TIME/ROOM

Mon & Wed 1:30-2:45

Moore 394

COURSE DESCRIPTION

This seminar will explore the emerging body of research on second language interactional competence (L2-IC) as it applies to Japanese and other languages. The notion of IC was proposed and developed in the 1980s and the 1990s, in part, as an alternative way to conceptualize the objects of L2 learning beyond “proficiency” or “communicative competence” (Hall, 1995; Kramsch, 1986; Young, 1999). Since then, it has attracted a lot of attention in discourse-based SLA research, often framed by conversation analysis (CA). The investigation of L2-IC development now constitutes a major momentum in CA-SLA scholarship. In this seminar, we will explore the theoretical notion of IC from different perspectives and discuss recent empirical research on L2-IC with a particular focus on how L2-IC development can be studied longitudinally and be taught as instructional goals in the classroom and beyond. As a research seminar, students are expected to take active role in the discussion of the readings and other relevant issues both online and in person. Students are also expected to provide their own data and conduct data sessions. As a major outcome of this seminar, students are expected to develop a research project and write a research paper.

Recommended Readings

Greer, T., Ishida, M., & Tateyama, Y. (Eds.). (2017). *Interactional competence in Japanese as an additional language*. Mānoa, HI: University of Hawai‘i, National Foreign Language Resource Center.

Kunitz, S., Markee, N., & Sert, O. (Eds.) (2021). *Classroom-based conversation analytic research: Theoretical and applied perspectives on pedagogy*. Cham, Switzerland: Springer.

Salaberry, M., & Kunitz, S. (Eds.) (2019). *Teaching and testing L2 interactional competence: Bridging theory and practice*. New York, NY: Routledge.

Wong, J. & Waring, H. (2010). *Conversation analysis and second language pedagogy: A guide for ESL/EFL teachers*. New York, NY: Routledge.

REQUIRED TEXTS/MATERIALS

Scholarly articles assigned by the instructor. Articles are available on the course Laulima website.

COURSE REQUIREMENTS

- 1) Actively participate in class discussions
- 2) Complete readings in a timely manner
- 3) Complete assignments in a timely manner
- 4) Conduct empirical research, present it, and write a paper

<Daily Reading and Perusall>

Students are required to post three comments/questions on Perusall for the readings marked as “Perusall.” No posting is required for “Non Perusall” readings, but students are strongly encouraged to read them in order to further explore the topics under discussion.

<Discussion Lead>

As research seminar participants, all students are expected to engage with the course material with critical and analytical mindset. This means that students are reading the assigned texts not simply to receive information but also to assess the authors’ claims and arguments so that we can revise and advance our knowledge about the topics and improve our research. As a way to nurture critical and analytical mindset, each student will take turns and lead class discussion on the assigned readings. A designated discussion leader (each student will lead class discussion twice) is expected to do the followings.

1. Read the assigned text carefully and understand the authors’ claims/arguments.
2. Critically analyze the authors’ claims/arguments and present your stances and opinions.
3. Read other students’ comments left on Perusall and be prepared to respond to them as needed/appropriate.
4. Bring in additional information/perspectives by presenting your own analyses, introducing external information sources, and making connections with other theories/frameworks.

Each discussion leader will have 50 minutes to facilitate the class discussion.

<Data Session>

Data sessions are an important element of conversation-analytic research. In data sessions, all participants take turns to share their analyses on a short segment of conversation. A data provider will lead the session by sharing their audio/video-recorded conversation data along with a detailed transcript of the conversation, giving brief explanation of their data segment, playing the segment so that participants can fix any issues with the transcript, and solicit people’s analytical comments on the focal segment. Each student will conduct one data session in this course.

<Research Project>

As a final product of this research seminar, each student is required to plan and conduct an empirical study on second language interactional competence and related topics. Students will

have to obtain human subject research approval from the UHM IRB if they plan to use the study for graduation requirements (MA capstone, PhD scholarly paper, etc.) or present it beyond this class (EALL talk, conference, etc.). Students are required to present their research (20 minutes plus Q&A session) and write a paper (5000-7000 words for MA students and 6000-8000 words for PhD students) toward the end of the semester.

ALL written assignments must be typed/word-processed (Microsoft Word is preferred) and single-spaced, with 1-inch margins and using a 12-point font. For your final paper, follow the APA style guidelines for formatting. Correct spelling and grammar is expected. Work that fails to meet these specifications or that is deemed to be of unacceptable quality, will be returned to the student without a grade with a request to revise and resubmit.

COURSE GRADE

Daily Reading & Class Participation.....	20%
Discussion Lead.....	20%
Data Session.....	10%
Research Presentation and Paper.....	50%

GRADE DISTRIBUTION

A+ = 97.0% and above	B+ = 87.0 – 88.9%	C+ = 77.0 – 78.9%
A = 91.0 – 96.9%	B = 81.0 – 86.9 %	C = 70.0 – 76.9%
A- = 89.0 – 90.9%	B- = 79.0 – 80.9%	D = 60.0 – 69.9%
		F = 59.9% and below

If you feel you need reasonable accommodations because of the impact of a disability, please 1) contact the KOKUA Program (V/T) at 956-7511 or 956-7612 in room 013 of the QLCSS; 2) speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

COURSE SCHEDULE (TENTATIVE)

August 22 (M) Course Introduction

- Read syllabus thoroughly

August 24 (W) Proficiency and Communicative Competence

- Perusal
 - Savignon, S. J. (2017). Communicative competence. In J. I. Liantas (Ed.), *The TESOL encyclopedia of English language teaching*. Hoboken, NJ: John Wiley & Sons.
- Read ACTFL proficiency Guidelines (2012) on speaking and assess pros and cons of this framework

August 29 (M) Fundamentals on Interactional Competence 1

- Perusal
 - Kramsch, C. (1986). From language proficiency to interactional competence. *The Modern Language Journal*, 70, 366-372.
 - Young, R. F. (2011). Interactional competence in language learning, teaching, and testing. In E. Hinkel (Ed.), *Handbook of research in language learning and teaching* (pp. 426–443). New York, NY: Routledge.
- Non Perusal
 - Hall, J. K. (1995). Aw, man, where you goin'? Classroom interaction and the development of L2 interactional competence. *Issues in Applied Linguistics*, 6, 37–62.

August 31 (W) Fundamentals on Interactional Competence 2

- Perusal
 - Hall, J. K. (2018). From L2 interactional competence to L2 interactional repertoires: reconceptualising the objects of L2 learning. *Classroom Discourse*, 9, 25-39.
 - Markee, N. (2019). Some theoretical reflections on the construct of interactional competence. In M. R. Salaberry, & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence* (pp. 77-122). New York, NY: Routledge.

September 5 (M) Labor Day

September 7 (W) No Class (Hasegawa attending conference)

September 12 (M) Identifying Elements of L2-IC

- Listen to the conversations (i.e., Dance, Maid Café, Amusement Park) that took place between L2 speakers of Japanese and their interlocutors and answer the following questions.
 - a) What are the elements/aspects of IC you can identify and discuss in these conversations?

- b) What would these people need to improve in order to become better users of Japanese?
- c) If this is your student, what kinds of feedback would you give them?
- Write down your responses to the above questions for each conversation (up to 1000 words) and upload it on Lulima.

September 14 (W) Research Proposals

- Present your research ideas by explaining (a) research questions, (b) research data, and (c) research procedure.

September 19 (M) Turn-Taking (Discussion Lead 1)

- Perusall
 - Gardner, R. (2007). 'Broken' starts: Bricolage in turn starts in second language talk. In Z. Hua, P. Seedhouse, L. Wei, & V. Cook (Eds.), *Language learning and teaching as social interaction* (pp. 58-71). New York: Palgrave Macmillan.
- Non Perusall
 - Watanabe, A. (2017). Developing L2 interactional competence: increasing participation through self-selection in post-expansion sequences. *Classroom Discourse*, 8(3), 271-293.
 - Pekarek Doehler, S., & Pochon-Berger, E. (2015). The development of L2 interactional competence: Evidence from turn-taking organization, sequence organization, repair organization and preference organization. In T. Cadierno & S. W. Eskildsen (Eds.), *Usage-based perspectives on second language learning* (pp. 233-268). Berlin: Mouton De Gruyter.

September 21 (W) Schisming (Discussion Lead 2)

- Perusall
 - Egbert, M. (1997). Schisming: The collaborative transformation from a single conversation to multiple conversations. *Research on Language and Social Interaction*, 30(1), 1-51.
- Non Perusall
 - Markaki, V., & Filliettaz, L. (2017). Shaping participation in vocational training interactions: The case of schisming. In S. Pekarek Doehler, A. Bangerter, G. de Weck, L. Filliettaz, E. Gonzalez-Martinez, & C. Petitjean (Eds.), *Interactional competences in institutional settings* (pp. 89-116). London: Palgrave Macmillan.

September 26 (M) Action Sequence (Discussion Lead 3)

- Perusall
 - Greer, T. (2017). L1 speaker turn design and emergent familiarity in opening sequences of second language Japanese interaction. In T. Greer, M. Ishida, & Y. Tateyama (Eds.), *Interactional competence in Japanese as an additional language* (pp. 369-408). Mānoa, HI: University of Hawai'i, National Foreign Language Resource Center.

- Non Perusall
 - Kendrick, K. H., Brown, P., Dingemans, M., Floyd, S., Gipper, S., Hayano, K., Hoey, E., Hoymann, G., Manrique, E., Rossi, G., Levinson, S. C., (2020). Sequence organization: A universal infrastructure for social action, *Journal of Pragmatics*, 168, 119-138.
 - Tominaga, W. (2013). The development of extended turns and storytelling in the Japanese oral proficiency interview. In G. Kasper & S. J. Ross (Eds.), *Assessing second language pragmatics* (pp. 220-257). Basingstoke and New York: Palgrave Macmillan.
 - Pekarek Doehler, S., & Berger, E. (2016). L2 interactional competence as increased ability for context-sensitive conduct: A longitudinal study of story-openings. *Applied Linguistics*. doi:10.1093/applin/amw021

September 28 (W) Recipient Response (Discussion Lead 4)

- Perusall
 - Ishida, M. (2011). Engaging in another person's telling as a recipient in L2 Japanese: Development of interactional competence during one-year study abroad. In G. Pallotti & J. Wagner (Eds.), *L2 learning as social action: Conversation analytic perspectives* (pp. 45-85). Honolulu, HI: University of Hawaii, National Foreign Language Resource Center.
- Non Perusall
 - Ishida, M. (2017). Developing recipient competence during study abroad. In T. Greer, M. Ishida, & Y. Tateyama (Eds.), *Interactional competence in Japanese as an additional language* (pp. 253-291). Mānoa, HI: University of Hawai'i, National Foreign Language Resource Center.
 - Sert, O. (2019). The interplay between collaborative turn sequences and active listenership: Implication for the development of L2 interactional competence. In M. R. Salaberry, & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence* (pp. 142-166). New York, NY: Routledge.

October 3 (M) Compliment Response (Discussion Lead 5)

- Perusall
 - Imamura, A. (2022). Tacit acceptance of compliments after tellings of accomplishment: Contingent management of preferences in Japanese ordinary conversation. *Discourse Studies*, 24(2), 206-230.
- Non Perusall
 - Burch, A. R. (2017). "My Japanese isn't that good": Self-deprecation, preference organization, and interactional competence. In T. Greer, M. Ishida, & Y. Tateyama (Eds.), *Interactional competence in Japanese as an additional language* (pp. 19-49). Mānoa, HI: University of Hawai'i, National Foreign Language Resource Center.

October 5 (W) Topic Management (Discussion Lead 6)

- Perusall
 - Mori, J. & Matsunaga, Y. (2017). Becoming a conversationalist at the dinner table: Topic management practices by a JFL student living in foreign language housing. In T. Greer, M. Ishida, & Y. Tateyama (Eds.), *Interactional competence in Japanese as an additional language* (pp. 293-332). Mānoa, HI: University of Hawai'i, National Foreign Language Resource Center.
- Non Perusall
 - Nguyen, H. t. (2011). A longitudinal microanalysis of a second language learner's participation. In G. Pallotti & J. Wagner (Eds.), *L2 learning as social action: Conversation analytic perspectives* (pp. 17-44). Honolulu, HI: University of Hawaii, National Foreign Language Resource Center.

October 10 (M) Enactment (Discussion Lead 7)

- Perusall
 - Burch, A.R., & Kasper, G. (2016). Like Godzilla: Enactments and formulations in telling a disaster story in Japanese. In M.T. Prior & G. Kasper (Eds.), *Emotion in multilingual interaction* (pp. 57–85). John Benjamins.
- Non Perusall
 - Yagi, J. (2021). Enacting burikko: Lexical learning in an English/Japanese bilingual lunch conversation. *Applied Pragmatics* 3(2), 195–222.

October 12 (W) Data Session (1)

October 17 (M) Stance Taking (Discussion Lead 8)

- Perusall
 - Hoshi, S. (2021). Effects of classroom instruction on the development of L2 interactional resource for joint stance taking: Use of Japanese interactional particle *Yo* in spontaneous peer conversation
- Non Perusall
 - Dings, A. (2014). Interactional competence and the development of alignment activity. *The Modern Language Journal*, 98(3), 742-756.

October 19 (W) Data Session (2)

October 24 (M) Teacher IC (Discussion Lead 9)

- Perusall
 - Tateyama, Y. (2017). “Daijoobu desu ka?”: Use of formulaic expressions by one novice L2 Japanese teacher. In T. Greer, M. Ishida, & Y. Tateyama (Eds.), *Interactional competence in Japanese as an additional language* (pp. 293-332). Mānoa, HI: University of Hawai'i, National Foreign Language Resource Center.
- Non Perusall

- Leyland, C., Greer, T., & Rettig-Miki, E. (2016). Dropping the devil's advocate: One novice language tester's shifting interactional practices across a series of speaking tests. *Classroom Discourse*, 7(1), 85-107.

October 26 (W) Data Session (3)

October 31 (M) Classroom IC (Discussion Lead 10)

- Perusall
 - Dolce, F. M. & van Compernelle, R. A. (2020). Topic management and student initiation in an advanced Chinese-as-a-foreign-language classroom. *Classroom Discourse*, 11(1), 80-98.
- Non Perusall
 - Walsh, S. (2012). Conceptualising classroom interactional competence. *Novitas-ROYAL (Research on Youth and Language)*, 6(1), 1-14.

November 2 (W) Data Session (4)

November 7 (M) IC Development 1 (Discussion Lead 11)

- Perusall
 - Markee, N. (2008). Toward a learning behavior tracking methodology for CA-for-SLA. *Applied Linguistics*, 29(3), 404-427.
- Non Perusall
 - Lee, Y-A. & Hellermann, J. (2014). Tracing developmental changes through conversation analysis: Cross-sectional and longitudinal analysis. *TESOL Quarterly*, 48(4), 763-788.

November 9 (W) Data Session (5)

November 14 (M) IC Development 2 (Discussion Lead 12)

- Perusall
 - Wagner, J., Pekarek Doehler, S., & González-Martínez, E. (2018). Longitudinal research on the organization of social interaction. In Pekarek Doehler, S., Wagner, J., González-Martínez, E. (Eds.), *Longitudinal studies on the organization of social interaction* (pp. 3-35). London: Palgrave Macmillan.
- Non Perusall
 - Pekarek Doehler, S. (2018). Elaborations on L2 interactional competence: the development of L2 grammar-for-interaction. *Classroom Discourse*, 9(1), 3-24.
 - Pekarek Doehler, S., & Fasel Lauzon, V. (2015). Documenting change across time: longitudinal and cross-sectional CA studies of classroom interaction. In N. Markee (Ed.), *Handbook of classroom interaction* (pp. 409-424). Hoboken, NJ: Wiley-Blackwell.

November 16 (W) Data Session (6)

November 21 (M) Assessing IC

- Perusall
 - Kley, K. (2019). What counts as evidence for interactional competence? Developing rating criteria for a German classroom-based paired speaking test. In M. R. Salaberry, & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice*. New York, NY: Routledge.
- Non Perusall
 - Tominaga (2017). Assessing Interactional Competence: Storytelling in the Japanese Oral Proficiency Interview. In T. Greer, M. Ishida, & Y. Tateyama (Eds.), *Interactional competence in Japanese as an additional language* (pp. 211-249). Mānoa, HI: University of Hawai'i, National Foreign Language Resource Center.
 - Roever, C. & Kasper, G. (2018). Speaking in turns and sequences: Interactional competence as a target construct in testing speaking. *Language Testing*, 35(3), 331-355.

November 23 (W) Creating Rubrics for Musubi

- Create rubrics to assess L2 interactional competence.
- Apply the designed rubrics to assess L2 speakers in the video clips uploaded on Youtube.
- Share your rubrics on the Google drive.
- Refer to Musubi and discuss any discrepancies you find between the rubrics you created and how you assess UHM students.

November 28 (M) Teaching IC

- Persuall
 - Waring, H. Z. (2018). Teaching L2 interactional competence: problems and possibilities. *Classroom Discourse*, 9(1), 57-67.
- Non Perusall
 - Barraja-Rohan, A. M. (2011). Using conversation analysis in the second language classroom to teach interactional competence. *Language Teaching Research*, 15(4) 479–507.
 - Kecskes, I., Sanders, R. E., & Pomerantz, A. (2018). The basic interactional competence of language learners. *Journal of Pragmatics*, 124, 88-105.

November 30 (W) Final Project Presentation

December 5 (M) Final Project Presentation

December 7 (W) Final Project Presentation