

Using communication strategies to strengthen interactional competence

Joseph C. Wood
Nagoya Women's University

*Note: To avoid any potential copyright issues, I've removed the photos and videos that were shown in the original presentation at the workshop.

**Also, I've cut out the student videos. Although they signed consent forms, I've decided it would be unethical to upload their videos online without their knowledge.

Let's not use CSs!!

(The anti-activity...activity..?)

What are your plans for after today's workshop?

- RPS and then the winner asks the question
- The loser needs to answer for two minutes
- The RPS winner then stares at them in silence like a weirdo for the whole time. No reactions or gestures allowed.

Have fun!!

What are CSs?

With your partner, write down a definition that you both agree with.

This should be your original co-constructed definition.

(You have two minutes)

Definitions of CSs

“Conscious communication strategies are used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual’s thought” (Tarone, 1977, p. 195).

“It is difficult if not impossible to say whether any examples [of CSs] occur consciously or unconsciously....I would thus prefer to avoid specifying degree of consciousness in any definition of communication strategies” (Tarone, 1981, p. 287).

CSs are “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (Faerch & Kasper, 1983, p. 56).

According to Nakatani and Goh (2007):

“CSs are regarded not only as problem-solving phenomena to compensate for communication disruptions, but also as devices with pragmatic discourse functions for message enhancement” (p. 208).

“CSs are the verbal tools L2 learners can either use when faced with communicative trouble (asking for meaning or clarification) or simply to maintain the flow of communication and to show interest in what the speaker is saying (interjecting, asking follow-up questions, shadowing, etc.).”

(Me, just now)

Examples of CSs

Greetings

Starting a conversation

Ending a conversation

Getting time to think

Interjecting

Shadowing

Asking follow-up questions

Introducing topics naturally

Interjecting with follow-up questions

Agreeing and disagreeing

Asking for meaning

Asking for clarification

Asking for repetition/Asking for someone to speak slower

Expressing probability

Summarizing

Changing the topic

According to Sert (2009):

“... expose learners to naturally-occurring, authentic, real conversations that can be invaluable resources of audio-visual input in order to develop their interactional competence.....I would argue that the conversations in TV series and films successfully represent real-life interactions compared to the artificial dialogues mostly found in textbooks for language teaching” (p. 24).

“Within CS research, we see social processes being interpreted from the perspective of cognition” (Firth & Wagner, 1997, p. 289)

According to Long (1997)

“Whether F & W like it or not (they do not), most SLA researchers view the object of inquiry as in large part an internal, mental process: *the acquisition of new (linguistic) knowledge..*”

“And I would like to say, with good reason. SLA is a process that (often) takes place in a social setting, of course, but so do most internal processes - learning, thinking, remembering, sexual arousal, and digestion...”

(p. 319, italics original)

Interactional Competence (IC)

According to Pekarek Doehler & Pochon-Berger (2011)

“We understand the development of L2 interactional competence in terms of the development of speakers’ ‘methods’ for accomplishing social actions in L2 talk” (p. 209).

“Discursive practices are talk activities that people do”
(Young, 2008, p. 69)

Interactional resources:

Speech acts: the selection of acts in a practice and their sequential organization

Turn-taking: how participants select the next speaker and how participants know when to end one turn and when to begin the next

Repair: the ways in which participants respond to interactional trouble in a given practice

Boundaries: the opening and closing acts of a practice that serve to distinguish a given practice from adjacent talk

(Young, 2008, p. 71)

“competencies - and by extension learning and development – are not located exclusively ‘inside the head.’ Instead, cognitive processes are situated and co-constructed in social interaction” (van Compernelle, 2015, p. 5).

“In a conversation analytic approach to learning in language classrooms, learning is seen as emerging from participation in interaction, and accordingly, it is not seen as a cognitive, individual phenomenon...” (Sert, 2015, p. 34).

Conversation Analysis (CA)

What is it and why is it used?

What else becomes visible with the help of CA?

Transcription conventions for conversational analysis (Based on Jefferson, 2004)

((....)) Description of event/action taken by student(s).

_____ Underlining of a word means it was emphasized as it was said.

(.3), (.5), (.) Numbers in parenthesis represent pauses in seconds taken by student(s).

(.) = a micro pause.

↑ ↓ Arrows represent rise or fall in a speaker's intonation.

:: Colons show the stretching of a word by the speaker. More colons equal a longer sound (for example: Ah::).

() Parentheses that are empty mean that what was said was unable to be made out by the researcher. It was inaudible or an unrecognizable utterance.

°word° Degree signs shows that a word said was quieter or softer than the usual (for example: boring°).

[] Straight brackets represent overlap in speaking.

<word> Shows speaking speed has slowed down for a particular word.

? Shows in rise in intonation.

= An equal sign means there was no pause between two words, they are said together.

Koki and Yui July 9th
How important is learning a foreign language? (3:36 – 4:22)

- 1 Y: ((looking away)) which do you (.5) um (.) do you think
2 difficult to study, English or French?
3 K: oh, French.
4 Y: ah, me too (**CS- Agreeing**). Why? (**CS- Asking a follow up question**)
5 K: hm:: (2.) () じゃなくて (janakute, not that) very
6 difficult. How about you?
7 Y: ((nods in agreement)) French's grammar is difficult.
8 K: (.) grammar, what's grammar? (**CS- Asking for meaning**)
9 Y: ((looks up)) 文法 (bunpo, grammar)
10 K: ((leans in to hear better))
11 Y: ((repeats quietly)) °bunpo°↓.
12 K: ah:: ↑ (**CS- Interjecting**). bunpo↑(**CS- Shadowing**)
13 ((nods to show understanding))
14 Y: but I like French than English.
15 K: (.3) hmm:? (**CS- Asking for meaning**).
16 Y: I like French more than English ((gestures with her
17 hand)).
18 K: [ah::]
19 good. (**CS- Interjecting**)

Koki and Aoi – December 17th 2014
Should cloning be allowed? .14 -2:27

1 A: what did you do (.5) ((looks up)) last night?
2 K: I (1.) ((looks away)) I play (1.) ((looks back at partner)) I play with my dog.
3 A: oh nice ((laughs))(CS- Interjecting).
4 K: yeah, very interesting.
5 A: what did you do (1.) with your pet? (CS- Asking a follow-up question)
6 K: <what did you do> (1.) uh (2.) そち? {sochi, me/over here} ((points
7 to himself)) (.1) uh (.) yeah (.) ball and uh (.) take a walk ((makes dog walking gesture
8 with hands)).
9 A: very nice. (CS- Interjecting)
10 K: (2.) yeah. ((looks at partner)) (3.) uh (.) how about you?
11 A: uh (2.) I worked at ((looks up)) sushi: store (3.) yesterday I (2.)
12 ((looks up and then at the camera)) don't busy.
13 K: don't busy? (CS- Shadowing).Oh:: good. (CS- Interjecting)
14 A: ((looks back at partner)) Yeah.
15 K: don't busy. Yes ((laughs)). (CS- Interjecting)
16 A: Uh (2.) today I should work so:: I want to: make a cloning: human
17 ((both speakers laugh)) (CS- Introducing the topic naturally)
18 and eh:: the person (1.) ((Koki crosses arms and sits back)) the
19 person (1.) is ((rests hand on face looks up)) take (3.) is place of me.
20 K: Oh:: Oh:: clone is bad I (.) I think (2.) clone is bad.
21 A: ((laughs)) [yes](CS- Agreeing)
22 why? (CS- Follow up question).
23 K: it is unnatural. We are not god (1.) god ((gestures out with right hand)).
24 A: [ah:: yes] (CS- Agreeing)
25 =god (CS- Shadowing).
26 K: so: (2.) and cloning human is dangerous ((nods at partner)).

How do CSs and collaborative interaction impact learners' IC?

1. Students used CSs to better manage and control their interactions and overall communication.
2. CSs helped students to better negotiate for meaning and keep the flow of communication continuing.
3. CSs helped students to increase their turn-taking and take smoother turns.
4. CSs helped students to perform better on their speaking tests.
5. With the help of CSs students could speak for longer periods of time over the school year.
6. CSs help students to feel more confident when discussing difficult

Follow-up questions Interview

RPS loser from the first activity - Ask your partner what they're going to do today after the workshop today.

Then continue to ask them as many follow-up questions as you can.

See if you can keep it going for two minutes. Count your questions.

CS- Phone number activity

Write down four different fake phone numbers.

Take turns reading them really quickly to each other. Purposely make it hard on your partner.

Listen to your partner and write down the phone numbers.

Use CSs to help you.

Use any of the CSs below to help you write down the phone number.

Sorry, can you repeat that?

What did you say?

Give me a minute. / Wait a second..

Did you say _____ ? / Was that _____ ?

What was after the _____ ?

Can you say that last part again?

Can you speak a little slower?

Does this look right?

Is this right, _____ ?

What CSs did you use for the activity?

Could your students handle this activity?

Could you adapt it to make it better for your students?

Discuss with your partner.

INTERJECTING

A: I got a new job this week.

B: That's great! / Wow! / Good for you.

or

A: My cat was hit by a car and died yesterday.

B: That's too bad. / I'm sorry to hear that./ That sucks.

Asking follow-up questions

A: I saw a really great movie last night.

B: What was it? / What movie did you watch?

A: Gummo.

Interjecting with follow-up questions

A: I just started reading a new book this week.

B: That's nice. What book is it?

A: It's called Talking to Strangers.

Getting time to think

A: What was your favorite movie as a child?

B: Hmm...that's a difficult question. It was probably either Die Hard 2 or Tootsie.

Activities you can use in class!

(The real reason you're probably here....)

Interjecting ball toss

(I said something...acknowledge it please.)

Asking for meaning

(What you be talking bout?)

**You'll have five minutes to think of the most difficult or weird words/phrases/slang
you know or can find in your dictionary or online
(www.urbandictionary.com is pretty fun).**

Make original sentences using them. Have fun and be creative.

Use words or phrases you think your partner won't know and make sentences with them.

For example:

A: My girlfriend/boyfriend has been
acting pretty **cray cray** lately.

B: What's does that mean?

A: It means they've been acting....

Now, take turn reading your sentences to your partners.

Your partners will ask you for meaning.

What does _____ mean?

What's a/an _____ ?

Did you say _____ ? What's that?

What's that even mean?

Remember, you'll need to be able to explain the difficult word in English. (It's like a/an _____ ; For example _____ ; It's the thing on the _____ ; etc.

Getting time to think

(Why are you asking me this?)

Make a list of five questions that you would not expect your partner to be able to answer quickly (or at all).

They should be questions that catch them off guard (think random, but fun...and if you want to be nice about it, answerable).

For example:

What did you have for lunch last Saturday?

What's the best (or worst) birthday present someone has given you?

What famous person would you want to take on a date?

What's your type?

Who's the craziest person you know?

What was your favorite cartoon as a child?

What's your ex up to these days? Can I get her number?

Who was the 4th president of the United States?

Why are Donald Trump's hands so small?

And so on.....

Take turns asking your weird and random questions to your partner.

Use the **CS - Getting time to think** to answer (if you can)

For example, use expressions like:

That's a difficult question. Maybe _____ .

Hmm...I think it might be _____ .

Let me think about it. Oh, it's _____ .

Wait a minute. Hm..I'd have to say _____ .

Hold on, let me think. Uh, it's probably _____ .

That's a difficult question. I actually have no idea.

CS- Expressing Probability

The “Useless Trivia is
the best trivia” game

Think of fun trivia questions and have groups answer them using the

CS - Expressing probability.

Award points to groups based on how confident they are.

Create a point system such as:

We're certain the answer is _____ . (10 points)

We're pretty sure it's _____ . (8 points)

We think it might be _____ . (6 points)

We have no idea. Is it _____ ? (3 points)

This question is stupid and we hate this game. (4 points for honesty)

What does UFO mean?

U=? F=? O=?

Unidentified Flying Object

Where was the first subway system built in the United States?

Boston

Show students a picture of someone they probably don't know and have them discuss it with their partner.

They can use CSs as they talk about the person. Who do they think it is? Why do they think they're famous? Where do they think the person is from? What's their job?

Lots of chances to ask follow-up questions, interject, use getting time to think, shadow, express probability, etc.

Let's make an original CS activity with our group! One that can help strengthen your students' interactional competence.

You'll be assigned a random CS which your group will then need to make an amazing original activity for. You'll have 15 minutes and will present it to everyone afterwards.

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Questions or comments:

dearjoewood@gmail.com