Doing Second Language Learning in The Wild

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Why doing this research?

An interest in exploring the nonverbal resources in L2 interaction 'in the wild', 'beyond the language classroom' (Wagner, 2015; Firth & Wagner, 1997)

- "There is an established rising interest in the involvement of body for research on language and social interaction." (Nevile, 2015)

- "An increased attention to gestures and other nonverbal conduct has manifested itself as a promising future direction for studies in the field of SLA." (Mori & Hayashi, 2006)

- "…interactions involving SL-speakers…lack of attention to body behaviour represents not only a gap in the research but a serious methodological blind spot which future research must address." (Carroll, D., 2004)

Rationale

- studies on nonverbal communication have shown that <u>gestures play a critically important role</u> in communicating information and much more (Kendon, 2004)

- gesture and speech <u>should not be analysed separately</u> but it <u>should be studied as gestures in the context of accompanying speech</u> (McNeill, 1992)

- gestures can convey semantic content and gestures can <u>mark an important point in a conversation</u> (Hazel et al., 2014).

- Exploring the relationship between language and the nonverbal resources by paying close attention to **repair organisation**– word search sequences

Research focus

- Repair organisation describes how participants in conversation deal with problems in speaking, hearing, or understanding (Schegloff, Jefferson & Sacks, 1977)

- Word search falls in the repair organization

- Word search is when a speaker momentarily stops his talk in the midst of a turn and pauses to search for the next item due (Mori & Hasegawa, 2009)

- Word search engagement may be displayed : sound stretches/ elongation (the:::) , vocal perturbations (er:::, uhm::), self-addressed questions (*Whatchacallit*) or physical conduct (gaze away/ scratch head, etc.)

Research focus

- The central focus of this study is to investigate on how L2 participants use vocal and nonverbal resources (gaze, gestures, body posture) in word-searches in L2 interaction.

- Research questions

1. How L2 users organise participation through talk and nonverbal resources in word search sequences in L2 interaction?

2. How participants collaboratively resolve a word search and accomplish an understanding in L2 interaction?

Methodology & Data

- Adopting Conversation Analysis (CA) or as CA-SLA (Kasper and Wagner, 2011)

- CA studies of how people talking together and how people make sense of one another's utterances (Sacks, 1984)

- Using video recordings allow possible detailed observation - capturing not only what is said but also details of how something is said

- data set (abroad setting): total of 8 hours - International university students having casual conversation over dinner at cafes (non-educational setting)

- Transcription – representative of the data - needs to be detailed to facilitate the analysis

Excerpt A : dessert or desert

Mus: Malaysia; Lea: Kazakhstan; Ann: Vietnam

7   LEA: come on:::↓ it's frica::↑

8   (0.7)

9   LEA: >I mean< |they have dessert

((Mus gazes on Lea. Both Lea and Ann gaze on each other.))

Figure 1

10   (1.1)

11 ANN: I mean |where where
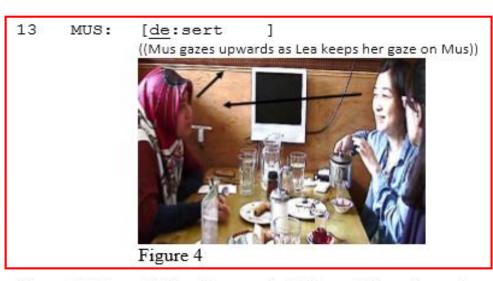
12 LEA: [°|dessert |desert°?

((gaze between Lea and Mus))   ((Lea shifts her gaze upwards. Mus keeps
                                 gaze on Lea and nods slightly.))

Figure 2

Figure 3

- **Word search**
- **Correct lexical word**
- **Doing pronunciation (Brouwer, 2004)**
- **"dessert desert"**
- **Try-markers**
- **Gaze upwards -doing thinking (Goodwin & Goodwin, 1986)**

Analysis & Findings

Figure 4

```
13    MUS:    [de:sert        ]
              ((Mus gazes upwards as Lea keeps her gaze on Mus))
```

- **Lea gazes on Mus (invitation)**
- **Mus echoes Lea's lexical word "desert"**
- **Mus gazes upwards -doing thinking (Goodwin & Goodwin, 1986)**

```
14    ANN:    [like  in  mau]ritius  [they  have]
15    MUS:                            [de:sert   ]
                                      ((Mus gazes on Lea.))
16    LEA:    hahaha  >desert<
              ((Mutual gaze between Lea and Mus. Lea laughs as she moves her
              point fingers towards Mus.))
```


Figure 5

- **Mus confirms Lea's lexical word "desert"**
- **Candidate solution to the word searched**
- **Gazes on Lea**

Excerpt B – folklore story

Ben: Malaysia;
Kai: Malaysia;
Amy: China

Analysis & Findings

Word search

```
1    BEN:    so we had that and he (0.2) is one of the cast
2    AMY:    [mhm↓]
```

```
3    BEN:    [so::] we played the- they played |er::: (0.2)
                                               ((Ben shift gazes at a space.))

4                |about our:::
                 |((Ben gazes on Kai while Any gazes at Ben's hand gestures.))
```

Analysis & Findings

5   (1.7)

((Ben shifts his gaze away. His forefinger touches the side of his head. Kai looks at Ben))

"Doing thinking"
(Goodwin & Goodwin, 1986)

((Ben adjusts his glasses it slightly. Kai shifts his gaze downwards.))

((Ben and Kai mutual gaze.))

Invitation to co-participate
(Goodwin & Goodwin, 1986)

Analysis & Findings

6   KAI: |folklore:: |traditional folklore::
        ((Ben and Kai gaze   ((Kai maintains gaze at Ben and shifts his posture
        on each other while   backwards. Amy turns to gaze at Kai.))
        Amy gazes on Ben.))

- Provides candidate solution "folklore"
- Reformulation "traditional folklore"

7   BEN: |traditional folklore story
        ((Ben turns to gaze at Amy. Both Kai and Amy gaze at Ben.))

- Accepts candidate solution
- Reformulation
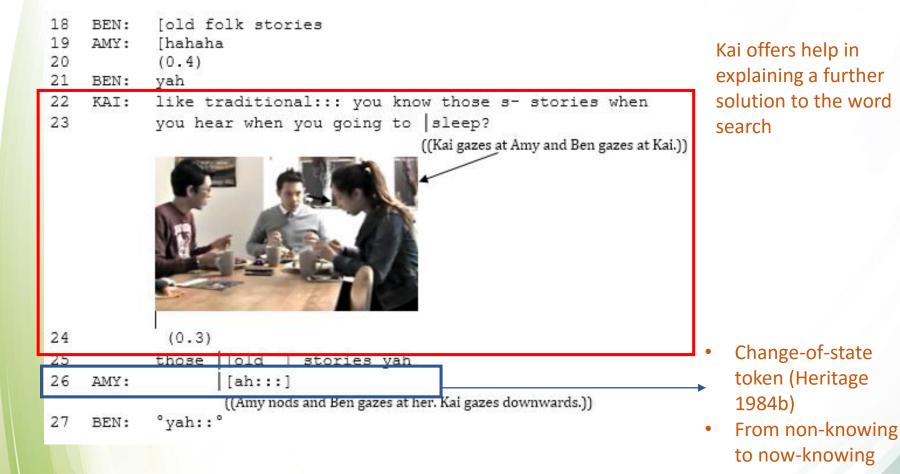- "traditional folklore story"

Analysis & Findings

```
8                 (0.7)
9     AMY:    what↑ is this?                           →  Amy displays her
              ((Amy shifts her posture backward and       non-understanding
              maintain gaze at Ben.))
10                (0.3)
11    BEN:    yah
12                (1.6)
              ((Both Amy and Ben maintain gaze at each other. Kai scoops his food.))
```



```
13    BEN:    so [he- ]
14    AMY:       [folk]lore story?                      →  Explicitly displays her
15                (0.6)                                     non-understanding
16    BEN:    <folk>
17    KAI:    folklore story                            →  Repeats candidate solution
              ((Kai is gazing downward as Ben turns to gaze at Kai.))
```

Analysis & Findings

```
18    BEN:    [old folk stories
19    AMY:    [hahaha
20            (0.4)
21    BEN:    yah
22    KAI:    like traditional::: you know those s- stories when
23            you hear when you going to |sleep?
```

((Kai gazes at Amy and Ben gazes at Kai.))


```
24            (0.3)
25            those ||old  | stories yah
26    AMY:         |[ah:::]
```
((Amy nods and Ben gazes at her. Kai gazes downwards.))
```
27    BEN:    °yah::°
```

Kai offers help in explaining a further solution to the word search

- Change-of-state token (Heritage 1984b)
- From non-knowing to now-knowing

- participant takes the opportunity to explain.
- Establishes understanding in the word search sequence.

Summary

- Speaker organises nonverbal resources (gaze, gestures & body posture) to invite recipient to co-participate in the search process.
- L2 users as active participants- join in & collaborate in the word search activity.
- Participant offers help in explaining the word solution to the addressed recipient as to establish understanding
- Doing L2 learning in the wild (Wagner, 2015)
- Opportunities for L2 learning can take place outside a formal educational setting (Firth & Wagner, 1997; Firth and Wagner, 2007; Firth, 2009)

Thank You

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