Title
Communication Practices and Negotiation of Meaning in ELF (English as a Lingua Franca) Interactions: A Multimodal Study Based on Sequential Analysis [全文の要約]

Author(s)
花元 宏城

Grantor
関西大学

Issue Date
2017-03-31

URL
http://hdl.handle.net/10112/13056

Rights

Type
Thesis or Dissertation

Textversion
none
Communication Practices and Negotiation of Meaning in ELF

(English as a Lingua Franca) Interactions:

A Multimodal Study Based on Sequential Analysis

ELF (リンガフランカとしての英語) インタラクションにおける
コミュニケーションプラクティスと意味交渉：

連鎖分析に基づいたマルチモーダル研究

花元宏城
Communication Practices and Negotiation of Meaning in ELF (English as a Lingua Franca) Interactions: A Multimodal Study Based on Sequential Analysis

---------------------------

A Dissertation Submitted to
The Graduate School of Letters,
Kansai University

---------------------------

In Partial Fulfillment of the Requirements for the Degree
Doctor of Philosophy in Letters

---------------------------

by

Hiroki, HANAMOTO

November 30, 2016
Abstract

“Mutual intelligibility” is the significant criterion for communication, as well as for acquiring linguistic accuracy in English as a Lingua Franca (henceforth, ELF) contexts. It is also a matter of fact that intelligibility issues in ELF interactions may sometimes be negotiated and developed by ELF speakers to achieve mutual understanding when there is a breakdown in understanding. What is important to note here is that not much research has so far taken into account resources other than the verbal language that ELF speakers employ in the process of their negotiation, and few studies have analyzed data from low or intermediate proficiency students. The author, therefore, examines the process of ELF interaction in repair work among such learners, taking into account all of the resources that they employ. The following two research questions were formulated for the present study:

1) What multimodal resources are employed by ELF speakers in informal interactions in Japan?

2) How do they display these resources?

The data analyzed for this study are based on 29 video-recorded ELF conversational interactions in English, involving 38 participants from nine different first language and culture backgrounds, and on retrospective stimulated recall, which is used to enrich the data analysis. Through sequential analysis, we found two main results. Firstly, ELF speakers as well as verbal interactional communication strategies also employed non-verbal actions, such as 1) body movements, including gestures, 2) material tools, and 3) laughter. Moreover, these actions show that interlocutors employed those resources in combination in order to co-construct meanings and to fill in details difficult to express verbally, to enhance explicitness in order to prevent problems in understanding, to show listenership,
and to build rapport. Specifically, in this study the author draws on 11 excerpts in which the participants employ these resources in the course of their conversation.

The findings suggest that problems in understanding displayed between interlocutors can be solved through cooperation in the course of talk. The participants seem to use various interactional sequence procedures for the purpose of co-constructing meaning, such as shared understanding, namely multimodal resources as well as language. Given the fact that understanding is not taken for granted, and, when a particular procedure does not make an interaction sequence smooth, both the speaker and the listener have to employ non-verbal interactional strategies, as well as verbal ones, in order to co-construct meanings to come to mutual understanding. In other words, this study shows that ELF interactions occur through flexible use of English combined with other communication modes. It would seem relevant for ELF speakers to develop and enhance interactional communication strategies for mutual understanding, specifically through the use of multimodal resources. In this sense, multilingual perspectives and situations should be included in English teaching and learning in Japan and also in ELF contexts.