Longitudinal Research in Conversation Analysis for Second Language Acquisition: A Review

講師：Professor Eric Hauser, University of Electro-Communications

開催日時：1月11日（土）14：00-15：30

講演形態：Zoomによるオンライン

＜参加申し込みサイト＞
https://forms.gle/j37L35nJp3FZ3og97

※1月8日（水）までにお申込みください。
お申込みいただいた方には、後日Zoomリンクをお知らせします。

＜講師略歴＞
Eric Hauser received his doctorate in Second Language Acquisition (SLA) from the University of Hawai'i at Mānoa in December, 2003. He has taught English as a regular faculty member at the University of Electro-Communications since April, 2003. He has also taught classes at Tokyo University of Foreign Studies, including a class on Second Language Acquisition. The majority of his research falls within what has come to be called Conversation Analysis for Second Language Acquisition (CA-SLA), which involves using CA to study second language learning and other issues of interest within SLA. This research has focused on interaction involving L2 users of English. He has also conducted research on the use of gesture in interaction and on interaction in Japanese. He is currently involved in two research projects, one on interaction in an English-village educational institution called Tokyo Global Gateway and another on service interaction within a university self-access learning center. He is, along with Dr. Tim Greer of Kobe University, an organizer of the annual CAN Asia Symposium on L2 Interaction. He is formerly Associate Editor and Editor of JALT Journal and is currently Associate Editor of Linguistics and Education.

For published papers and a selection of other work, visit Eric Hauser's profile on Academia:
https://uec-jp.academia.edu/EricHauser
Or his profile on Google Scholar:
https://scholar.google.com/citations?user=HwCc8TYAAAAJ&hl=en

＜講演概要＞
In this talk, I will focus on interactional longitudinal research, specifically work in Conversation Analysis for Second Language Acquisition (CA-SLA) that has taken a longitudinal approach. I start with a brief consideration of early (non-CA) interactional longitudinal research in SLA, primarily by Huebner and Sato, and consider what these studies can teach us both about how a second language is learned in and through interaction and how to do interactional longitudinal research. Then, adapting Sato's classification of research into forms-only, form-to-function, and function-to-form approaches, I review CA-SLA work that can be classified as semiotic-resources-only (i.e., how a particular semiotic resource starts to be used and how its use changes over time), semiotic-resources-to-practices (i.e., how a particular resource comes to be used in a wider range of practices), and practices-to-semiotic-resources (i.e., how a particular practice comes to be accomplished through a wider range of semiotic resources). I then expand the scope of my review to consider research that has investigated participants' orientations to learning objects, or learnables, over time and research that has shown changes over time in how members of a particular group collaboratively construct their interaction. Finally, I briefly discuss what longitudinal research in CA-SLA has contributed to our understanding of how languages are learned in and through interaction and to its future potential contributions.