

## **Communicatiepatronen in digitale interactie tussen NS en NNS**

Rose van der Zwaard  
English Department – University of Amsterdam  
The Netherlands

[r.vanderzwaard@uva.nl](mailto:r.vanderzwaard@uva.nl)



# Overzicht van het telecollaboration en onderzoeksproject

- Interdisciplinair digitaal theater project
- 2 groepen studenten: Amsterdam & Melbourne
- Einde van het semester: interactieve digitale theater performance
  - One-to-one hook-ups: introductie and task (research project)
  - Group-to-group hook-ups: repetities
  - Skype-sessions: repetities
  - Facebook page: brainstorming en uitwisseling script
  - 3 live uitvoeringen via VC-media

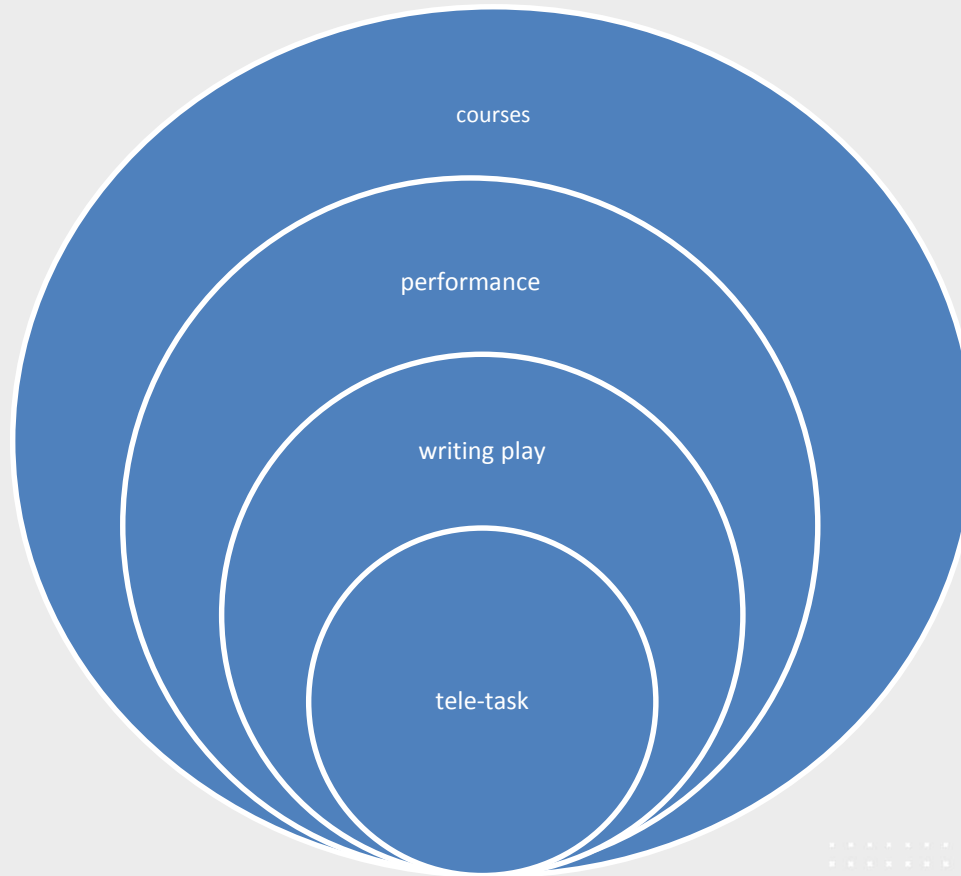


# Het telecollaboration project

- Live interactive performance, via video-conferencing technology
- Live audience aan beide kanten
- Australische researcher: final performance is doel
- Dutch researcher: final performance is een middel om een doel te bereiken (immersion).



# Telecollaboration project




# Onderzoeksvraag

- In hoeverre heeft het SCMC medium (Skype of geschreven chat) invloed op de manier waarop tweetallen studenten een *task* uitvoeren in een EFL omgeving?



## Synchronous Computer-Mediated Communication

One-to-one chat	Skype Video call
Text-based: activity of typing Written communication	Audio-visual: speaking and listening Oral communication
Non-adjacent discourse patterns	Adjacent discourse patterns
Slow turn-taking: time to encode and decode messages	Turn-taking is instantaneous
No image of counterpart	Image of counterpart (cyber face-to-face)
Intentional emotions 	Intentional and unintentional emotions
Saved messages	No log of saved messages

# Het onderzoek

- Deelnemers: Nederlandse hoofd- en bijvakstudenten Engels en Australische studenten Drama and Education (Deakin University Melbourne)
- Opdrachten onderzoek (in NS-NNS tweetallen):
  - Groep 1: Uitwisseling culturele moppen – discussie over culturele humor
  - Group 2: Control task: Things in Pocket: uitwisselen van items (tassel, javelin; bobby pins, pruning shears)
  - Counterbalanced design

## De data

- Transcripties van webcamsessies + automatisch bewaarde geschreven chat sessies.
- Transcripties verbale en non-verbale communicatie

### Metadata:

- Control group: 77 studenten hebben een vragenlijst ingevuld
- Post-task questionnaire
- Stimulated recall



# Framework

*Man only understands himself when he has experimentally tested the intelligibility of his words on others. (Wilhelm von Humboldt – Sprachphilosophische Werke, 1884).*

## Interactie hypothese (Long 1980, 1982)

- L2 learners hebben baat bij interactie

## Onderhandelen over betekenis (negotiation of meaning - NoM)

- De hoorder initieert onderhandeling over betekenis als hij/zij iets niet begrijpt.
- Veronderstelling: Negotiation of meaning → leidt tot begrip → is positief voor het taalverwervingsproces
- Veel negotiation of meaning studies gaan ervan uit dat NoM altijd plaatsvindt.

# Varonis & Gass (1985)

TRIGGER

RESOLUTION

T → I → R → RR

T = Trigger

I = Indicator of misunderstanding

R = Response

RR = Reaction to Response

## Varonis & Gass: The Model at Work

NS	<i>There's a figure as well</i>	T
NNS	<i>A what?</i>	I
NS	<i>A figure – like a little statue</i>	R
NNS	<i>Alright</i>	RR
NS	<i>The figure is British</i>	POP

## Bevindingen:

- NoM gebeurt gedurende Skype en chat
- Maar, bijna de helft van opdrachten via Skype unresolved (geen mutual understanding). Chat sessies, bijna alle opdrachten succesvol afgerond.
- Sociale constraints zitten in de weg

## Spagaat: Task-Appropriate vs. Face-Appropriate Responses

- Institutional L2 identity: Negotiation of meaning in a language learning environment → hoe vaker je aangeeft iets niet te begrijpen hoe beter voor het leerproces: task-appropriate response (Smith 2003)
- 
- Social identity en intermenselijke communicatie → aangeven iets niet te begrijpen is lastig /dispreferred (issues of (loss of) face) – (Goffman 1959; Brown and Levinson 1978; Schegloff 1977, 2000)

# Face Work

*Life may not be much of a gamble, but interaction is (Goffman 1959).*

- Face: an image of self, delineated in terms of approved social attributes (Goffman 1955: 213)
- A social code and ritual element that is inherent to human-to-human interaction.
- Fear of losing face and protecting someone else's face during any type of interaction (Goffman; Brown and Levinson 1978)
- <https://www.youtube.com/watch?v=ytYBCOTUluo>
- An interactive language learning environment inevitably inherits the complexities of these social affordances and constraints such as issues like politeness and 'face'.
- Education is a social practice as much as the internet is a social medium (Lowenthal 2010).

# Example of Task-Appropriate Behaviour

NS	[13:31:42] Two Aussie cattle drovers standing in an Outback bar one asked, "What are you up to, mate?"	(sends the jokes in chunks)
NS	[13:32:34] Ahh , I'm takin a mob of 6000 from Goondiwindi to Gympie	TRIGGER
NNS	[13:32:42] A what?!	INDICATOR
NNS	[13:32:45] a mob?	INDICATOR

# Example of Face-Appropriate Behaviour Jokes

Turn	Speaker	Transcript and observations
1.	NS	[reads from task sheet] : You know that you're Australian when <ul style="list-style-type: none"><li>• you know that stubbies can be either drunk or worn ... [list intonation]</li></ul>
2.	NNS	Yeah
3.	NS	<ul style="list-style-type: none"><li>• You can translate: "Dazza and Shazza played Acca Dacca on the way to Maccas."</li><li>• You know, whatever the tourist books say, that no one says "cobber".</li></ul>
4.	NNS	[Laughs] ... that's actually funny
5.	NS	[laughs] they are funny, aren't they?
6.	NNS	[looking down] Do you already know that joke, or ...?
7.	NS	No, I've never heard any of these.
8.	NNS	Me neither [looking down] How is the Australian humour in general?
9.	NS	Derogatory [laughs] ...
10.	NNS	[Laughs]
11.	NS	We like to make fun of people [laughs] ... as you can tell.
12.	NNS	[laughs] We like to make fun about German people ... and about Belgian people ...



# Example of Face-Appropriate Response

Turn	Messenger	Chat script and time between turns
1.	NS	[11:36:45] [...] One asked, "what are you up to mate?" Ahh, I'm takin' a mob of 6000 from Goondiwindi to Gympie" [rest of joke]
2.		Pause (1 minute)
3.	NNS	[11:37:43] Lol, i toke me i minute before i understand the joke 😊
4.	NS	[11:37:55] Me too haha
5.	NNS	[11:38:07] also because of my English
6.	NS	[11:38:32] I wish I could use that excuse, I'm just slow with jokes lol
7.	NNS	[11:39:05] i think we should start the video chat now, otherwise i'm running out of time

# Example of NNS Delayed Indication of Feigned Understanding

NNS	[NNS sends Dutch joke – translated into English]	
NS	[10:52:08] haha i didnt really get that at all 😞 (worry) haha	
NNS	[10:54:35] no tbh i didn't get the first one either haha	Delayed INDICATOR of non-understanding

# Post-task questionnaire

**Did you at any time during the task pretend to understand something your NS counterpart said?**

- *Yes, I don't know why. I think I just tried to be polite. And I thought my counterpart would think I were stupid.*
- *Yes, I did that a lot, only to be nice.*
- *I laughed to make him feel comfortable.*

# The Model

## According to the Varonis and Gass model

Understanding	Negotiation of meaning	Successful task completion
+	-	+
-	+	+

## Including social constraints

Understanding	Negotiation of meaning	Successful task completion
-	-	-

# Trends

- Het communicatiemedium is van invloed op de uitvoering van de opdracht
- Chat is effectiever tijdens de samenwerking (o.a. door anonimiteit)
  - Ironisch: deelnemers gaven achteraf aan dat ze Skypen leuker en leerzamer vonden

# Finally

- Not enough data to establish statistically significant outcomes, only trends.
- SCMC researchers and teachers: social constraints of medium and task
- Include FAR in data: “SLA researchers systematically marginalise the social side of communication in their work”, which leads to a “mechanistic and instrumental view of conversational interaction” (Block, 2003).



# Thank You

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