The instructional use of digital video clips of naturalistic interactions

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Project Background
The perspectives of a language teacher
- Emerging interests in "content-based" or "project-based" approaches
- Existing materials that focus on written texts
- Repeating trials and errors in designing content-based or theme-based units.

CALPER Japanese Project
Learning through Listening Towards Advanced Japanese Proficiency
• Instructors' Manual
• Sample Materials
• Material Bank
• Technology Guide

The use of digital clips of naturalistic interactions

- To complement existing materials that focus on reading comprehension (re: contents as well as structures)
- To explore critical approaches in teaching language and sociocultural issues — 60's "descriptive, diversity, dynamic, discursive" (Kubota, 2000)
- To prepare learners for the language use outside of classroom and to have them reflect on their own performance
- To reconsider linguistic structures from the perspective of interactional necessities

Project Background
The perspectives of a CA researcher
- Conversation Analysis (Sacks, Schegloff, and Jefferson) — microanalysis of audio or video recorded talk-in-interaction
- Interaction and grammar (e.g., Oh, Schegloff, and Thompson, 1996; Mori, 1994, 1995, 1995a, 1995b)
- Talk-in-interaction in classroom (e.g., Marlow, 2000; Mori, 2002, 2004a, 2004b)
- The participation framework and other aspects observed in talk-in-interaction at weekly "conversation table" gatherings (Kasper, 2004; Mori, 2003, forthcoming)

Project Background
The sociocultural and critical perspectives
The creation of digital clips of naturalistic interactions

1. Identified recurrent introduced topics in published monologues and advanced language textbooks (e.g., daily life, home stay, customs, food, gender, communication, globalization, experiences in Japan)
2. Paired Japanese speakers to discuss specific topics in a discussion in a natural format.
3. 30 interactions (approximately 18 hours) have been recorded.
4. Identifying 1-2-minute fragments that can be used as instructional materials (thread) or sequential clips (thread) or narrative (thread).

How are these video clips different from the existing audio video materials?

- On the Valentine's Day

How can we incorporate these video clips within a theme-based unit?

- Reading materials
- Class discussion
- Guest speakers
- Research (internet, interview, etc.)
- Essay writing
- Presentation

1. Stills of linguistic features and speech behaviors (grammatical structures, sociolinguistic factors, discourse organization)
2. Different between spoken and written modes of discourse

Example unit 1: Changing Education

- A chapter in "For Pre-advanced and advanced learners of Japanese: Images of Japan"
- Film "Fifteen Years Old" directed by Yoji Yamada
- Video clips: "Teenagers with a middle school girl (clip1)"
- "TEF News: Adapting Current News" - Excerpts from various news, present different view points, state your own view point

How are these video clips different from the existing audio video materials?

- These clips demonstrate interactions rather than monologues.
- The purpose of these interactions does not necessarily center on the transfer of information.
- These clips represent spontaneous speech rather than scripted dialogue.
- There is little control of vocabulary and grammar for assisting at particular levels of learners.
- Topics covered in these clips often correspond to those covered in the existing Japanese instructional materials.
- The length of each clip is from one to five minutes.
Example unit 2:
Food Culture
- A chapter in "Authentic Japanese: Progressing from Intermediate to Advanced" (Sage Yaw)
- Video clips (Sakuramochi among foreign students)
- Extracts from "Bushi, pleasure - Americans eating bushi"
- CM: A short segment from Film "Tachinomi"
- TV Documentary "Project X: Say cheese - Open up the US market"
- Interviews with guest speakers
- Report on the results of interviews

Points of Consideration

- What kind of outcomes do we expect from the use of these video clips?
- How can we balance "speed listening" and "close retelling"?
- Can we link the selected video clips with other related materials and tasks?
- What can we learn from the selected video clips in terms of the contents of their discussion?

Points of Consideration

- What can we learn from the visuals of the selected video clips?

Points of Consideration

- What kinds of styles or strategies can be studied by using the selected video clips?

Points of Consideration

- What kinds of vocabulary or expressions can be studied by using the selected video clips?
- What kinds of grammatical structures can be studied by using the selected video clips?
- How should the accompanying transcripts be used?
- How can we reduce the students' apprehension for not understanding everything?
- What kinds of assessments should be conducted after using these video clips?