

## 外国語要旨

学位論文題目 Nature of Participation of Intermediate Non-Native Speakers of Japanese in Discussions in  
Contact Situations: Teaching Conversations for Development of Interaction Ability

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One of the issues in teaching conversations to intermediate non-native speakers (NNSs) of Japanese who are native speakers of Korean is the development of the ability to smoothly achieve discussions that include abstract content. The objectives of this study were to clarify the nature of participation of intermediate NNSs in discussions with native speakers (NSs) of Japanese and to propose a teaching plan based on the nature.

Among the abilities related to “speaking” of NNSs, an emphasis has been placed on oral ability, and it has been applied to interview tests. However, regarding oral ability, importance has been attached to the ability as speakers; it may be said that there are limitations to expressing the ability as listeners or participants in conversations. On the other hand, the interaction ability is cited as the ability that expresses how the NNSs can communicate on the basis of a certain social context, when regarding communication by a language as a part of social and cultural activities. In this study, we conducted an analysis by regarding intermediate NNSs as conversation participants, who were both speakers and listeners, for teaching conversations with the purpose of developing their interaction ability.

In study 1, we analyzed to what extent the intermediate NNSs were able to correspond to the style of the discussion by comparing their participation in small talk and discussions. As a result, in the discussions, the length of a speaking turn tended to be greater than that in the small talk, and the NNSs tended to use the speech function in which they frequently synthesized or processed the shared information. However, at the same time, it was found that there were more utterances for negotiation for meaning and that the mean value of utterances with the “opinion” function or the “evaluation” function in the intermediate NNSs was lower than that in upper-advanced NNSs.

In study 2, we conducted a more detailed analysis from the standpoint of the symmetry of the conversation participants. The results showed that intermediate NNSs more frequently replied to the confirmation requests made by NSs and less frequently spoke to agree with utterances by the NSs, resulting in asymmetric participation in the conversations.

In study 3, we defined the parts in which the participants in the conversations were expressing their opinions on the theme as “statements of opinions” and explored trends of structure and content construction. The results showed that there were not many simple statements of opinions among the pairs consisting of intermediate NNSs and NSs, and there were many explanations of situations such as personal experiences especially among the intermediate NNSs, with a trend toward lengthy statements of opinions. It was inferred that these characteristics were due to the low interaction ability of stating opinions in accordance with the context.

In Study 4, we defined “expressions of agreement” in this study, and analyzed the frequency and the number of their appearance by type. The analyses by the two conditions, “when agreeing with the person they are talking with” and “when disagreeing with the person they are talking with” showed that intermediate NNSs used expressions of agreement frequently when they were agreeing with the person they were talking with, but many of those utterances were backchannels. When they were disagreeing with the person they were talking with, they used expressions of agreement very infrequently.

In Study 5, we prepared draft teaching items for discussions based on the results of Studies 1 to 4 and provided 4 intermediate NNSs who were native speakers of Korean with practical lessons. We gave the NNSs feedback about their ways of stating their opinions and receiving the other NNSs’ opinions using the conversation data of how the NNSs exchanged their opinions with the other NNSs during the 8 lessons. This resulted in a change after discussions within the class; the learners, who had focused on stating their opinions as speakers in the early stages of teaching, realized the importance of putting themselves in the place of the people they were talking with when they state their opinions.

It can be said that the significance of this study lies in its demonstration that the conversation skills required of intermediate NNSs involve not only the NNSs themselves but also their relationship with the people they are talking with. The study can also be considered as a meaningful study in terms of proving that “linkage between studies and practice” , which was proposed by Nakai (2012), and consists of “analyses of conversation data” , “itemization of things to learn in conversation teaching” , and “practical teaching of conversations” , can also be achieved in discussions by intermediate NNSs.