

**Analysis of Multi-Party Conversation in
Foreign Language Activity**

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Abstract

The purpose of this study is to apply the notion of a multi-party conversation from the field of conversation analysis (CA) to foreign language activity (FLA). The field of CA has recently focused on multi-party conversations, especially those among 3 members. In daily life, we engage in communication, which is not only a dialogue between 2 participants but also conversations among more than 2 members. In multi-party conversations, a 3-party conversation is the focus, because 3 is an indivisible number. Previous studies have suggested that a group of 3 participants has a complex structure and activates the conversation. FLA, which refers to English lessons in elementary schools, was introduced in 2011 to elementary schools in Japan. The aim of FLA is to form a foundation for pupils' communication abilities (MEXT, 2008), so that incorporating the notion of multi-party conversation to FLA becomes fruitful. This thesis is a sociolinguistic study of multi-party conversation in FLA.

Chapter 1 describes the research background. To design a lesson for a 3-party conversation, the ditransitive verb "give" was selected as a teaching material. The sentence of this verb transfers the direct object from the subject to the indirect object. "Give" has a structure of "NP1 + V + NP2 + NP3." NP1 refers to the giver, NP2 is the receiver, and NP3 is the gift (Tomasello, 2003). To utilize "give" in multi-party conversations, an imperative sentence is adopted. There are 2 merits to utilizing the imperative sentence in FLA. First, it does not entail a subject; therefore, it can reduce pupils' burden when they communicate with each other. Second,

although an imperative sentence does not entail a subject, there is a hidden subject (i.e., “you”) in the sentence. An imperative sentence can be used in a conversation among 3 persons (i.e., “me,” “you,” and “to whom”). Because pupils adopted in 3 roles and the construction of the ditransitive verb entails 3 nouns, a double meaning of trinomial relationships exists in this lesson.

To observe and analyze the non-verbal behavior in multi-party conversations during FLA, the F-formation (Kendon, 2010), the participation framework (Goffman, 1981), and joint attention (Tomasello, 2003) were adopted.

Chapter 2 describes the lesson and unit plan. A conversation of 4 adjacent pairs was designed for this lesson. To conduct this lesson, a unit of 12 lessons was implemented. This lesson was conducted in Jyoto Elementary School, in a classroom with 36 pupils. The TOSS teaching method (Mukoyama 2003, 2007) was adopted to engage the pupils in the lesson. ICT teaching devices such as a personal computer and a plasma display panel were employed to for sentence practice. Two video cameras and 2 voice recorders were used in the classroom and attached to the pupils' clothes, respectively, to enable observation and analysis of the pupils' movements and utterances. The group activity was designed to allow pupils to walk freely in the classroom.

Chapter 3 describes the CA of the utterance of an individual. The detailed CA of an individual showed that the pupils practiced trial and error with their utterances in English during the group activity. This chapter focuses on S1, a male pupil. He was engaged in a conversation with S2 and S3, who were female pupils.

As the group activity progressed, S1 modified his utterances on his own. First, S1 uttered, "Please give Bian Thirty-One Party." "Bian" is the name of the group member, and "Thirty-One Party" is a name of an ice cream. S1 then uttered, "Please give ice cream." As the activity progressed, S1 uttered, "Please give Maruchan chocolate." Maruchan is the name used to teach the sentences to the pupils. S1 modified his utterance from overusing the indirect object, missing the indirect object itself. Therefore, the process of second-language acquisition was observed.

Chapter 4 describes the pupils' body movements during the group activity of the 3-party conversation. The pupils were confirmed to spontaneously form F-formations during the activity. Even when pupils disbanded the F-formation to engage in their activity individually, an F-formation was observed to have formed again. An F-formation also reflects the pupils' participation status. Pupils' body movements in an F-formation were observed to be proportionate to their involvement in the conversation. Joint attention was confirmed to contribute to the synchronization of the pupils' body movements. One concern was the possibility that when pupils walked around freely during the group activity, they might move around on their own regardless of the activity, resulting in a failed activity. However, CA revealed that the pupils' attitude to lead the activity was successful.

Contents

Acknowledgements	i
Abstract	iii
Contents	vi
List of Figures	viii
Introduction	1
Chapter 1 Background of the Research	
1.1. Multi-party Conversation in Foreign Language Activity	7
1.2. The Ditransitive Verb “Give”	9
1.3. The Imperative Sentence “Please Give Maruchan Chocolate”	11
1.4. Observing Non-verbal Communication	12
Chapter 2 Lesson and Unit plan	
2.1. Conversations of the Lesson	16
2.2. TOSS English Teaching Method	19
2.3. Lesson Procedure	20
2.4. Classroom Environment	23
Chapter 3 Development of accommodationality in individual	
3.1. Perspectives to Observe Changes in an Individual	26

3.2. Observation of S1	26
3.3. Analysis of Change in the Individual	32
 Chapter 4 Collaborating Attitude toward the Success of the Activity	
4.1. Perspectives to Observe Body movements as a Group	35
4.2. Observation of Group Activities	35
4.3. Analysis of collaborating attitude in group activity	54
 Conclusion	 58
 References	 61
 Appendix A First and second conversation of Group A	 64
Appendix B Third conversation of Group A	71
Appendix C Third conversation of Group B	72
Appendix D Pupil's reflection card	76
Appendix E Teaching materials	79
Appendix F Written consent from parents	80

List of Figures

Figure 1	F-formation.....	12
Figure 2	vis-à-vis F-formation.....	13
Figure 3	L-shaped dyadic F-formation.....	13
Figure 4	Participation framework.....	15
Figure 5	Adjacency pairs	17
Figure 6	Unit plan.....	18
Figure 7	Teaching material of the conversation.....	20
Figure 8	Teaching material of previous lesson.....	21
Figure 9	Teaching material of former lesson.....	21
Figure 10	Teaching material of the sentence (1).....	21
Figure 11	Accent of the phrase “Maruchan ice cream” (1)	22
Figure 12	Accent of the phrase “Maruchan ice cream” (1)	22
Figure 13	Teaching material of the sentence (2)	22
Figure 14	Classroom settings.....	23
Figure 15	Flow of the conversation.....	24
Figure 16	Teaching material of an indirect object and a direct object	24
Figure 17	Observation of group A (1).....	36
Figure 18	Observation of group A (2).....	37

Figure 19	Observation of group A (3)	37
Figure 20	Observation of group A (4).....	39
Figure 21	Observation of group A (5).....	39
Figure 22	Location of group B	41
Figure 23	F-formation of group B (1)	42
Figure 24	L-shaped dyadic F-formation of group B	43
Figure 25	Gaze directions of group B (1)	43
Figure 26	F-formation of group B (2)	44
Figure 27	Gaze directions of group B (2)	45
Figure 28	F-formation of group B (3)	46
Figure 29	Gaze directions of group B (3)	47
Figure 30	Gaze directions of group B (4)	48
Figure 31	Gaze directions of group B (5)	49
Figure 32	Movement of group B (1)	49
Figure 33	Gaze directions of group B (6)	50
Figure 34	Movement of group B (2)	51
Figure 35	Plan view of movement of group B (1)	52
Figure 36	Plan view of movement of group B (2)	52
Figure 37	Plan view of movement of group B (3)	52
Figure 38	F-formation of group B (4).....	53

Figure 39 F-formations in the classroom..... 54

Figure 40 F-formations in a standup party 54

Introduction

The field of conversation analysis (CA) has recently focused on multi-party conversations, especially conversations among three persons. Bono (2013) claims that to direct new field of communication, we need to focus not only on dyadic dialogues but also on conversations among more than 2 participants. In daily life, we do not limit our communication in dialogue between two persons, but are also open to multi-party interactions (Bono, Sumi, 2013). Traditionally, CA has focused on dialogue, which can be considered a basic type of human conversation. A wider perspective of communication is currently necessary. We can easily imagine that a conversation among three persons would have a more complex structure than that between two. Den (2013) states that three-party conversations dramatically increase diverseness compared to a conversation between two participants.

Foreign language activity (FLA) was introduced in 2011 as a new field in elementary schools in Japan. FLA refers to lessons in a foreign language, usually English. FLA lessons are held for fifth and sixth graders for one school hour per week. The lessons comprise 35 school hours annually. FLA is treated as a Period of Integrated Study or Moral Education, thus not requiring test scores or evaluations.

This is a sociolinguistic study of multi-party conversation in FLA. The purpose of this study is to apply the notion of multi-party conversation from the field of CA to FLA. As Den (2013) claims, activities involving three persons increase diverseness, leading to lively verbal and nonverbal

communication among pupils. Therefore, more dynamic interactions can be expected in FLA. According to the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the aim of FLA is “to form the foundation of pupils’ communication abilities” (2008). Generally, some teachers seem to depend merely on “Hi, friends!” which is a teaching material of FLA distributed by the MEXT (2012). If teachers conduct lessons only using “Hi, friends!” in teacher-fronted lessons (i.e., a lesson style where the teacher stands in front of the classroom and pupils sit on their chairs facing forward), it would be difficult to accomplish the aim of FLA. Therefore, teachers should implement lessons using various styles. Baba and Miyamoto (2009) investigated FLA lesson styles, and proved that various forms of pupil activities exist. With the style, which is close to the natural movement when they engage in daily conversation, pupils can immerse in communication in English and would be able to form a foundation of English communication skills. Hence, activities that allow pupils to express their spontaneous body movements is crucial. With a proper activity, FLA can be an optimal field for observing pupil conversations.

Another aim of this study is to unveil the effectiveness of multi-party conversations in the classroom. In elementary school, pair activities, which consist of two pupils, or group activities, such as a group of four pupils, are often formed. Teachers tend to form groups of two or four, but not of three. Three-party activities are rarely conducted. If three-party conversations yield diversity and dynamics among pupils, this style of communication may pave a new way in FLA as well as other subjects in elementary schools.

Because FLA was recently introduced to elementary schools, previous studies are relatively scant. Fujimoto, Yamauchi, and Kobayashi (2010) examined the types of pupils' activities such as games and music and group activity, and found that various activities exist. However, studies on CA in elementary schools are scant as well. Ito and Sekimoto (2011) revealed the relationship between gaze direction and turn-taking in an elementary school classroom. In their CA they investigated teacher-fronted lessons. Mori and Hasegawa (2009) conducted CA among university students in the United States who study Japanese as a foreign language, and they analyzed student conversations which include head direction and gazing while learning a second language. Their research is close to this study, in that it conducts CA among students when they engage in learning a foreign language. To date, little is known regarding the details of conversations in FLA of elementary schools in Japan.

What kind of conversations do pupils have when they engage in a group activity, one in which they can walk around freely in the classroom? There is a possibility that under those conditions, pupils forget the aim of the lesson, making conversations irrelevant to the study. However, CA unveils that their utterance and movement are consistent, that pupils cooperate with each other for the success of the conversation. CA could shed light on another phenomenon. Despite the practice of repeating the teacher's demonstration, pupils often make errors when they attempt to make utterances on their own during a group activity. As the group activity progresses, pupils modify their utterances on their own through trial and error. The process in which pupils gradually acquire the target sentence

can be observed. In this paper, group activity is defined as an activity in which pupils engage in a conversation with their classmates. A group activity is different from a game, which entails a winner and a loser.

The lesson of FLA was conducted to sixth-grade pupils in a public elementary school. There were 36 pupils in the classroom. In this lesson, pupils played one of three roles: Maruchan, a female elementary school pupil; Maruchan's grandfather; and the shopkeeper. The situation of the group activity is as follows: Maruchan and her grandfather visit an ice cream shop. Maruchan asks her grandfather to buy her an ice cream. Her grandfather accepts her request and orders an ice cream from the shopkeeper. The shopkeeper gives Maruchan an ice cream sticker. This is a version where Maruchan requests a chocolate ice cream. To start the conversation, Maruchan asks her grandfather, "Please give me ice cream." Her grandfather replies, "OK," before asking, "Which do you like?" Maruchan glosses over the menu, chooses the ice cream, and tells her grandfather, "I like chocolate." Her grandfather orders by saying, "Please give Maruchan chocolate" to the shopkeeper. The shopkeeper answers "OK," and passes the ice cream sticker to Maruchan. Maruchan receives the sticker, and then pastes it onto a sheet of paper, which is an illustration of an ice cream cone. After this conversation, the pupils switch roles.

To design a lesson plan involving three roles, the ditransitive verb "give" was chosen. This verb consists of three nouns, which are defined as the giver, the receiver, and the gift (Tomasello, 2003). In a lesson previously conducted before this one, pupils had engaged in a pair activity with the sentence, "Please give me ice cream." The lesson entailed letting pupils

understand the notion of transfer in ditransitive construction. In this lesson, the indirect object “me” was altered to the pupil’s actual name, or Maruchan. Pupils engaged in a group activity that consisted of the giver, the receiver, and the requester. Because this group activity contains the transfer context, the imperative sentence was adopted, thereby providing much more condensed conversations to pupils compared to a simple question-and-answer dialogue. Because the pupils were engaged in three roles and ditransitive construction entails three nouns, trinomial relationships have a double meaning in this lesson.

To analyze the data of the lesson, two video cameras were set up in the classroom, and small voice recorders were placed on the pupils’ clothing. The pupils who were to wear the voice recorder were selected at random. Pupils who had the voice recorder were chosen through rock-paper-scissors. In the beginning of the lesson, the teacher asked pupils if anyone wanted to put on the voice recorder. Most of the pupils raised their hands to volunteer; therefore, the teacher suggested that pupils who had already put on the voice recorder in the previous lessons refrain from participating in rock-paper-scissors. With the combination of video footage and recorded voices, it is possible to recreate the pupil interactions. These data were analyzed using ELAN, a software employed to describe multimodal conversations in detail. To analyze pupils’ non-verbal communication, we focused on their body movement, gaze, and gesture. The F-formation was adopted as a theory to analyze pupils’ body movements (Kendon, 2010).

The background for this study is provided in Chapter 1. Chapter 2 provides the details of the lesson and unit plan. Chapter 3 introduces the

observation and analysis of change in individuals, with a focus on changes in verbal communication, mainly on the utterances of an individual. Observation and analysis of change in a group are described in Chapter 4. Pupils' non-verbal communication was analyzed using the methods of F-formation, gesture, and gaze.

This study has been conducted with the consent of the parents of Jyoto elementary school pupils which allowed the use of their children's photographs, utterances, and their names in this thesis.

Chapter 1

Background of the Research

1.1. Multi-party Conversation in Foreign Language Activity

The field of conversation analysis (CA) has recently begun to focus on multi-party conversations. As Nihongogaku, which refers to “The Study of Japanese,” featured “dynamics of three-party conversation” in vol. 32-1, conversations among three people deserve interdisciplinary attention (Meijishoin, 2013). According to Den (2013), three-party conversations dramatically increase diverseness compared to a conversation between two participants. Bono (2013) claims that we need to focus not only on dyadic dialogues but also on multi-party conversations in order for us to direct to a new field of communication. Similarities in dialogue and multi-party conversation both refer to verbal as well as non-verbal interactions and communication. However, a multi-party conversation has a more complex structure compared to a dialogue, which consists of a speaker and a listener. Among multi-party conversations, those with three persons have especially been focused on because they are considered a basic type of multi-party conversation. If four persons are in a group, they can be divided into two groups of two persons (i.e., a pair of dyadic dialogues). If five persons are present, they may be divided into small groups. Therefore, three can be said to have a strong construction because the number is indivisible. In Japan, ¥30,000 is a typical amount to give as a wedding gift. Three ¥10,000 bills cannot be divided into two without changing them into other

notes; therefore, three is said to be a favorable number for wedding ceremonies.

Previous studies on CA among three persons exist, which are regarded as a basic type of multi-party conversation. Tokunaga, Mukawa, and Kimura (2013) analyzed “table talk,” a conversation that people engage in during lunches. In addition, an analysis of table cooking (Sakaida, Kato, & Suwa, 2013) unveils the phenomenon regarding conversations among three people when they engage in cooking monja at a monja restaurant. Monja is a Japanese style of pancake that people cook together beside a hotplate. Both studies show that a conversation among three people is active, and that complex turn-taking systems are at work. These studies also suggest that non-verbal communication techniques such as gaze and gesture play an important role.

In 2011 foreign language activity (FLA) was introduced in elementary schools in Japan. The aim of FLA is “to form the foundation of pupils’ communication abilities” (MEXT, 2008). Fujimoto, Yamauchi, and Kobayashi (2010) analyzed the factors of FLA in a team teaching (TT) style. They confirmed that two elements such as “playing” and “learning with each other” exist in FLA. Baba and Miyamoto (2009) investigated the lesson styles of FLA, and proved that various forms of pupils’ activities exist. Because FLA was recently introduced to elementary schools, information on CA in the field of FLA is scant. Mori and Hasegawa (2009) conducted CA among university students in the United States who study Japanese as a foreign language, and found that non-verbal communication techniques such as gesture and gaze play an important role in learning a foreign language.

1.2. The Ditransitive Verb “Give”

To design a lesson involving multi-party conversations, proper teaching materials are required. In his book, the linguistic scholar Tomasello observes and analyzes the language acquisition process in children. Tomasello (2003) claims that children develop their skills from pivot grammar to item-based grammar, and finally, to abstract grammar (p. 126). For example, children often utter “gimme” in their earlier stages. “Gimme” is a combination of two words: “give” and “me.” Children develop their usage of “gimme” as follows:

- (1) a: Gimme + Object
- b: Give + Indirect object (e.g., him) + Direct object (e.g., milk)
- c: Ditransitive verb (e.g., Pass) + Indirect object (e.g., him) + Direct object (e.g., milk)

Tomasello argues that children acquire syntactic knowledge proportionate to the frequency of how often they hear and use the construction. This theory is called the usage-based model (UBM). In UBM theory, children develop their skills from pivot grammar (1a) to item-based grammar (1b), and finally, to abstract grammar (1c). “Gimme” is a word combined from “give” and “me,” usually used in combination, such as “gimme milk” or “gimme juice,” in the pivot grammar stage. The following stage is item-based grammar (e.g., “give him milk” or “give Mary juice”). In this stage, the indirect object “me” can be changed to other words such as the pronoun “him” or proper noun “Mary.” Children then develop their skills to

the next stage, which is abstract grammar. In this stage, children can apply the rule of “give” to other ditransitive verbs, such as “pass” and “bring.” However, Tomasello claims that using only the phrase “gimme” does not suffice to lead children from the pivot grammar stage to the item-based grammar stage. This is because children cannot be aware that “gimme” is a combination of two words. Children have to increase their frequency to hear sentences such as “give him” (1b).

However, “gimme” is also well known in Japan, as people say, “Gibu me,” which is written in angular characters. Many pupils seem to already know this phrase. For example, the Japanese popular idol group AKB 48 sings “Gibu me five” (give me five).

According to Tomasello, the sentence of the ditransitive verb “give” is used to transfer the direct object from the subject to the indirect object. “Give” has the structure of “NP1 + V + NP2 + NP3.” For example, “He gives me an apple.” NP1 refers to the giver, NP2 refers to the receiver, and NP3 refers to the gift. If a person requires somebody to give NP3 to NP2, this becomes a multi-party conversation. Through the ditransitive verb “give,” pupils can naturally engage in multi-party conversations. In addition, “transfer” is a common action in pupils’ daily life. According to MEXT (2008), teachers should select appropriate expressions that are familiar to pupils’ daily situations. Because the actions of transfer are familiar to pupils, utilizing the ditransitive verb “give” in FLA suits the national curriculum guidelines.

To design a multi-conversation lesson plan, two stages are required: (a) Let pupils use the phrase “give me” such as in pivot grammar (1a); and (b) let

pupils use the ditransitive verb “give” and the indirect object “me” as item-based grammar (1b).

1.3. The Imperative Sentence “Please Give Maruchan Chocolate”

To utilize the ditransitive verb “give” in a multi-party conversation, the imperative sentence is adopted. According to Murata and Narita (1996), imperative sentences do not entail a subject. In addition, the verb is always used as a root form. People essentially utter imperative sentences to a second person; therefore, the subject is not expressed, but the subject “you” is logically hidden in this sentence. There are two merits to utilizing the imperative sentence in FLA. First, it does not entail a subject, and thus, it can reduce pupils’ burden when they communicate with each other. Second, because of the hidden subject “you” in the sentence, it can be used as a conversation among three persons (i.e., “me,” “you,” and “to whom”).

The target sentence was chosen as “Please give Maruchan chocolate.” “Maruchan” is a female nickname with the word “Maru” in the first name or surname. There are two reasons for choosing Maruchan as the indirect object. First, because Maruchan is a common nickname, it is easy for pupils to remember it. Second, because Maruchan is a proper noun, pupils do not have to use “him” or “her,” which requires the knowledge of the third-person singular. The scenario is as follows: Maruchan and her grandfather visit an ice cream shop, where Maruchan asks her grandfather to buy her an ice cream. Her grandfather agrees and orders an ice cream from the shopkeeper. The shopkeeper hands Maruchan an ice cream sticker. In this lesson, the conversation consists of the shopkeeper (i.e., the giver),

Maruchan (i.e., the receiver), and her grandfather (i.e., the requester). More varied and dynamic activities are expected in this conversation compared to a dyadic dialogue.

Because pupils engage in three roles and ditransitive construction entails three nouns, the double meaning of trinomial relationships exists in this lesson.

1.4. Observing Non-verbal Communication

To analyze multi-party conversations during FLA, observing verbal communication as well as non-verbal communication is crucial. To depict pupils' body movement and proximity, the F-formation (Kendon, 2010) was adopted. When three or more members strike up a conversation, they naturally form a shape resembling a circle. Kendon named this circle the F-formation (Figure 1).

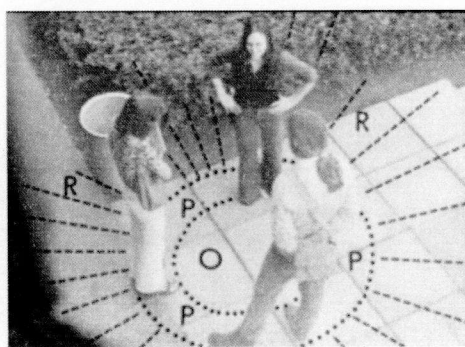


Figure 1. F-formation (Source: Kendon, 2010)

Within the circle of participants, there is a space in the shape of the letter “O,” which is called an o-space. The o-space refers to an orientation space, and is where participants do not enter and is reserved for main

activities. Around the o-space, there is a space called the p-space, and people's bodies and belongings are located inside this narrow space. The p-space refers to the participant's space. Participants make conversation inside this space. Around the p-space is the r-space, which refers to the region space. When a person seeks to enter a conversation, they wait in the r-space. Once other members grant the person permission to participate in the conversation, he or she enters the p-space.

According to Kendon, when people meet for the first time and greet each other, they tend to form a "vis-à-vis F-formation" (Figure 2). They then frequently change their body position to the "L-shaped dyadic F-formation," which is a form that allows people to talk openly (Figure 3).



Figure 2. vis-à-vis F-formation (Source: Kendon, 2010)

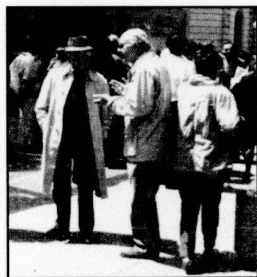


Figure 3. L-shaped dyadic F-formation (Source: Kendon, 2010)

The F-formation is a universal theory. Regardless of age, gender, race, or nationality, characteristic special arrangements among participants can be observed worldwide. Kendon confirmed these formations in countries such as Italy, Papua New Guinea, and Japan. As a dependable scale, the F-formation was used to observe pupils' movements, as discussed in Chapter 4.

Many studies regarding gaze show that gaze is related to turn-taking. Kendon (1967) claimed that when a person wants to continue talking, he or she tends to avoid eye contact. When a speaker's turn changes, there is a tendency to make eye contact. Therefore, eye contact plays an important role in turn-taking.

The theory, which Goffman (1981) proposed, would support the reason interactions between pupils lead them to acquire the target sentence during a group activity. Goffman differentiates the five participation status as follows: speaker, addressee, side participant, bystander, and eavesdropper (Figure 4). In multi-party interactions, the participants' status varies according to their involvement in the conversation. The Speaker designs his or her utterances not only to speak to the addressee who directly listens to him or her, but also to the side participants who are indirectly listening to the speaker in the same group. In multi-party conversation, the side participant has the opportunity to observe the talks between the speaker and the addressee, and this can be an opportunity to learn something from them. There are unratiſed participants: the bystander and the eavesdropper. The speaker does not design his or her utterance on the premise of the presence of unratiſed participants. Even an unratiſed participant has the

opportunity to learn during a group activity. For example, when a pupil walks around during the group activity, he or she can naturally listen to the utterances of members of other groups. What he or she has heard possibly leads to the acquisition of the target sentence.

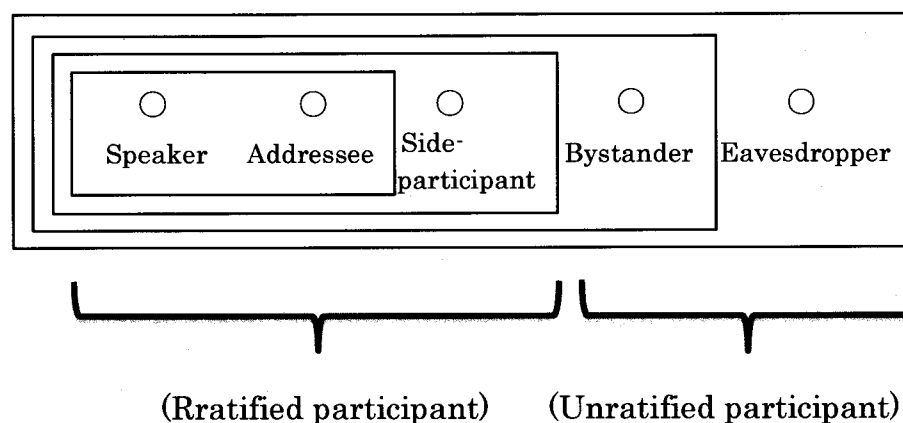


Figure 4. Participation framework (Source: Bono & Takanashi, 2009, p. 158).

Kendon (1980) defined the term “gesticulation” as a combination of “utterance” and “gesture,” and gesture plays an important role in non-verbal communication. In this study, we specifically observe pointing. Because participants concentrate their attention to the point where pointing refers to, pointing has crucial roles in conversation.

Joint attention is also an important factor in this study. According to Tomasello (2003), the first step for infants to acquire language is to notice the existence of others with the same interests in a “joint attention framework.” Through a group activity, pupils seem to employ tools to focus their joint attention.

Chapter 2

Lesson and Unit plan

2.1. Conversations of the Lesson

For a group activity of multi-party conversations, the target sentence was selected to utilize the ditransitive verb “give” and an imperative sentence (e.g., “Please give Maruchan chocolate”). Three members participate in this conversation: A is Maruchan, B is her grandfather, and C is the shopkeeper. The conversation in which pupils speak is as follows:

- (2) a. A: Please give me ice cream. (to B)
- b. B: OK. Which do you like? (to A)
- c. A: I like Vanilla. (Chooses from the menu; to B)
- d. B: Please give Maruchan Vanilla. (to C)
- e. C: OK. Here you are. (to A)
- f. A: Thank you. (to C)

Maruchan is a female elementary school pupil who lives with her extended family, which includes her grandfather. For the lesson, an actual menu was prepared for the pupils to actually choose the ice cream they want. Because it is impossible to prepare actual ice cream, stickers, which are drawn images of ice creams, were prepared. Therefore, the pupil playing the shopkeeper role could pass the requested ice cream sticker to Maruchan. A card with an ice cream cone drawn on it was prepared for every pupil.

When the pupil playing the role of Maruchan received the sticker, he or she pasted the sticker onto the card of the ice cream cone.

According to Sacks et al. (2010), this type of conversation consists of four adjacency pairs (Figure 5).

First pair	Request- Compliance
A: Please give me ice cream.	
B: OK.	
Second pair	Question- answer
B: Which do you like?	
A: I like Vanilla.	
Third pair	Order- accept
B: Please give Maruchan Vanilla.	
C: OK.	
Fourth pair	Greeting- greeting
C: Here you are.	
A: Thank you.	

Figure 5. Adjacency pairs

Because pupils understand the flow of the conversation, these sets of pairs facilitate turn-taking during this pupil conversation.

To allow the pupils to engage in the conversation, the lesson unit was designed to include sentences such as, “Which do you like?” and “Here you are.” It is difficult for elementary school pupils to engage in a conversation that comprises of several sentences. Therefore, lessons were designed from simple dialogue to complex conversation (Figure 6).

1	January 11 (Friday)	Orientation, What is this? How are you?
2	January 18 (Friday)	What is this? How are you?
3	January 25 (Friday)	What color is it?
4	February 1 (Friday)	Which do you like?
5	February 8 (Friday)	Which do you like?
6	February 22 (Friday)	Which do you like? Do you like bananas?
7	March 1 (Friday)	Do you like bananas? What shape is it?
8	March 8 (Friday)	What sport do you like? How is the weather?
9	March 12 (Tuesday)	What sport do you like? How is the weather?
10	March 17 (Friday)	Where are you now? How is the weather?
11	April 11 (Thursday)	Please give me ice cream.
12	April 18 (Thursday)	Please give Maruchan Vanilla.
Greetings, Numbers, and Classroom English are arbitrarily taught.		

Figure 6. Unit plan.

During the group activity, pupils were allowed to walk around freely in the classroom. Pupils become accustomed to this style of group activity from the lessons, which were held from January 2013 to April 2013. These lessons were conducted with sixth graders (until March, fifth graders) in two classes, with 36 pupils in each, at Himeji Municipal, Jyoto Elementary School.

2.2. TOSS English Teaching Method

To give pupils the opportunity to understand and acquire the sentences as well as cultivate skills to communicate in the group activity, the TOSS English teaching method was adopted. TOSS is an acronym for “Teacher’s Organization of Skill Sharing.” It is a private association of teachers who voluntarily research effective teaching methods and materials. The TOSS English teaching method is as follows (Mukoyama, 2003, 2007): Teachers should design clever teaching materials and methods that can be used to teach English to pupils without having to translate the target sentences into Japanese. Because English sentences cannot exist without the context, to have pupils understand the situations of the conversations is crucial. Rhythm and tempo are imperative to allow pupils to concentrate on the lesson and practice effectively. The concrete teaching method is as follows: First, the target sentences are practiced as a style of the teacher versus the pupils as a whole. This is an effective way to practice the new sentences. After sufficient practice that allows the pupils to utter the target sentence on their own, the pupils engage in group activity or games to actually use the target sentences.

The teaching materials were designed according to the TOSS English teaching method. To allow the pupils to engage in the conversation without the text, pictures were employed to evoke images among the pupils. They practiced the target sentence using PowerPoint (PPT) as a teaching material (Figure 7). In this study, the text was written to understand the meaning of the drawings. However, there was no text in the actual teaching materials. The teacher had a wireless mouse, enabling him to control the teaching

material effectively. According to the MEXT, speaking and listening are the focus in FLA, but reading and writing are not allowed. At the elementary school level, pupils should begin learning English from sounds, just as infants begin learning the language from listening and gradually try to speak on their own. Drawings are said to be useful in FLA, not only because they evoke images among pupils of the conversation but also exclude the text from the lesson.



Figure 7. Teaching material of the conversation

2.3. Lesson Procedure

To prepare for the multi-party conversation, imperative sentences were practiced during the 11th lesson (Figure 6). The target sentence of this lesson was, "Please give me ice cream." Figure 8 shows a person bowing, who represents the word "please," and the right arrow represents "give," the boy represents "me," and the illustration of the ice cream represents the ice cream. Pupils became used to the illustration of the boy, which means "me" or "I," because this illustration was used in previous lessons, such as "I like bananas" (Figure 9).

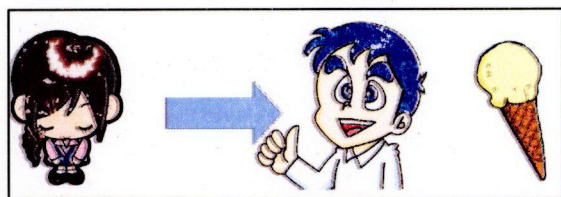


Figure 8. Teaching material of previous lesson

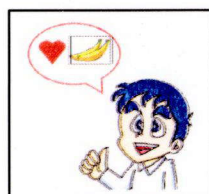


Figure 9. Teaching material of former lesson

The target sentence of this lesson seemed easy for the pupils, because “give me” is used as a type of cluster in Japanese, as “gibu mi.” Pupils simply added “please” before it, and an object after to the phrase “gibu mi.”

The following lesson focuses on the multi-party conversation, which builds up the to imperative sentence, “Please give Maruchan ice cream” (Figure 10). The girl who represents “me” is changed to an illustration of “Maruchan.” Figure 10 shows the meaning of, “Please give Maruchan ice cream.”

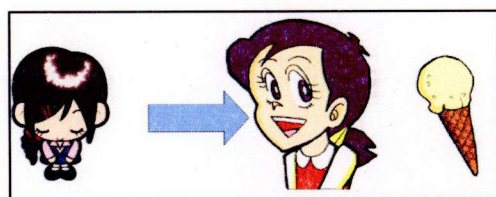


Figure 10. Teaching material of the sentence (1)

In the sentence “Please give Maruchan ice cream,” intonation is an important factor. In order to disambiguate the syntactic and semantic

structure of the verb phrase “give Maruchan ice cream,” if the intended meaning is a ditransitive one, the accent has to be put both on “Maruchan” and “ice cream” (Figure 11): if the accentuation is given to the Maruchan part, “Maruchan ice cream” should be taken as an NP meaning something like Maruchan brand ice cream (Figure 12).

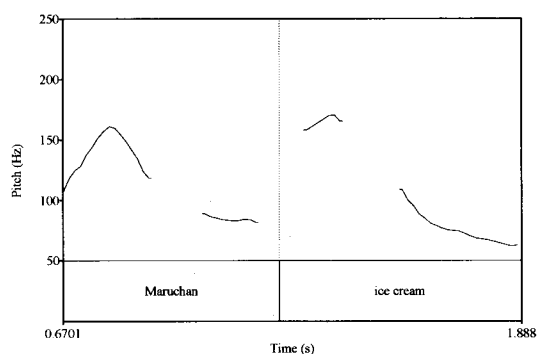


Figure 11. Accent of the phrase “Maruchan ice cream” (1)

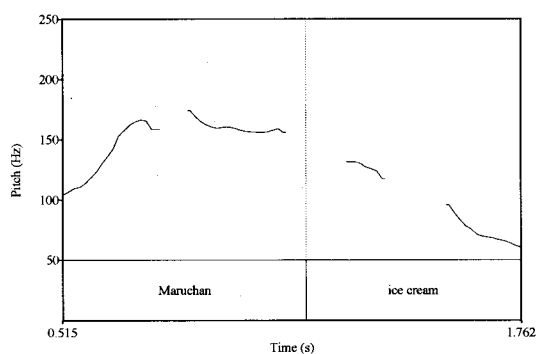


Figure 12. Accent of the phrase “Maruchan ice cream” (2)

After sufficient practice, the illustration of the ice cream was changed to an image of a strawberry ice cream. Figure 13 shows the sentence, “Please give Maruchan a strawberry ice cream.” Pupils practiced the sentence by changing the indirect object and the direct object several times.

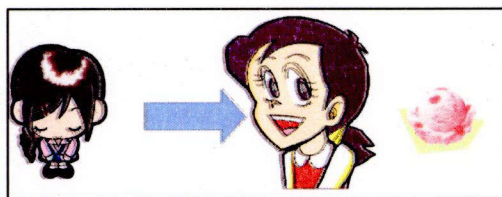


Figure 13. Teaching material of the sentence (2)

In addition to the practice, which uses the illustrations as teaching materials, the teacher of English (JTE) and the homeroom teacher (HRT) and one pupil actually demonstrated using the sentence, “Please give Maruchan a strawberry ice cream.” With these procedures, the pupils came to understand the meaning of transfer without having to translate them into Japanese.

2.4. Classroom Environment

To allow the pupils to engage in the group activity of multi-party conversation, the whole environment of the classroom such as the blackboard and a Plasma Display Panel (PDP) as well as the pupils’ and the teacher’s desk were employed. There were 36 pupil desks in the classroom, with three rows of pairs of desks and twelve desks in each row (Figure 14). The blackboard was located at the front of the classroom. A PDP of 50 in. was situated to the right of the blackboard. A personal computer that uses PPT teaching material was connected to the PDP. During the group activity, a chart showing the flow of the conversation (Figure 15) was affixed to the blackboard.

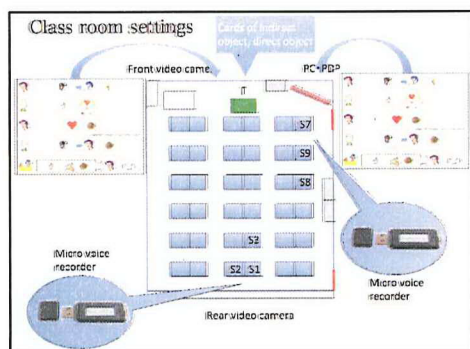


Figure 14. Classroom settings

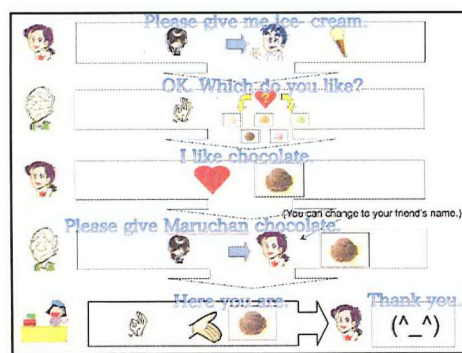


Figure 15. Flow of the conversation

For this thesis, the text was written to describe the meaning of the drawings. However, there was no text in the actual teaching material. The same illustration was displayed on the PDP; therefore, pupils were able to confirm the flow of the conversation on either the blackboard or the PDP during the group activity. The teacher's desk was near the blackboard. The teaching material of an indirect object and a direct object were affixed on the blackboard as well (Figure 16).

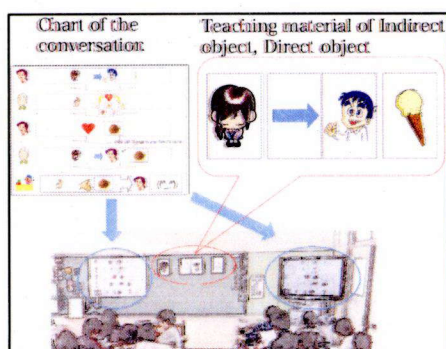


Figure 16. Teaching material of an indirect object and a direct object

Two video cameras were used in this lesson, one located at the front of the classroom, and another at the rear. The desks of S1, S2, and S3, who are discussed in Chapter 3, were located in the middle and at the back of the classroom. The desks of S7, S8, and S9, who are discussed in Chapter 4, were to the right and front of the classroom. S1 and S7 were equipped with a micro-voice recorder on their clothes. With data from these voice recorders and video cameras, we were able to monitor the pupils' conversation in both verbal and non-verbal form.

Chapter 3

Development of accommodationality in individual

3.1. Perspectives to Observe Changes in an Individual

This chapter focuses on one pupil to observe changes in his utterances of the target sentence. Each pupil conducted trial and error in the group activity. Because S1 showed a typical change in his utterances, it is useful to observe his changes as a representative of other pupils. S1 was initially confused when uttering the imperative sentence. Through trial and error in the group activity, he gradually acquired the target sentence.

Certain rules to describe the pupil's utterance are as follows: (0.5) means the duration for 0.5 s. (.) refers to a duration equivalent to under 0.1 s. @ refers to laughter. Japanese is written as it is heard (e.g., "Arunchaun?"). The translation is written, such as (Isn't it available?) after the Japanese. Pupils spoke in the Kansai dialect because this lesson was conducted in an elementary school located in Hyogo Prefecture, Himeji City.

3.2. Observation of S1

S1 was a male pupil. He was engaged in a group activity with S2 and S3, who were female pupils. The group of S1, S2, and S3 is defined as group A.

The activity under scrutiny is the first that group A was engaged in. S1 played the role of the grandfather, S2 was Maruchan, and S3 was the shopkeeper. S1's and S2's desks were adjacent, whereas S3's desk was located in front their desks. Once the teacher gave the indication to begin

the activity, S3 turned her body toward S1 and S2 to prepare for the conversation. She then started the conversation.

(3) a. S2: Please give me ice cream.

b. S1: OK. (.) Which do you like?

S1 replied “OK” to S2 (3a) 0.1 s later. S2 held the menu, but it was upside down. Another 0.1 s later, S1 asked, “Which do you like?” with his left hand rotating the menu for S2 to choose the ice cream easily (3b).

(4) S2: I like (5.4) Thirty-One Party.

“Thirty-One Party” is an ice cream brand drawn on the menu. As soon as S2 began to utter, S1 and S3 gazed at the sticker that S3 possessed. S1 gazed at S3 0.8 s after S2’s utterance. This is because the next conversation was to be held between S1 and S3 (i.e., the grandfather and the shopkeeper, respectively). S1 began his utterance 2.2 s after S2’s utterance.

(5) a. S1: Ee, nan yatake. (Oh, what was it?)

b. S1: Nante yu:n yattakke? (What do I have to say?)

As he gazed at S3 before beginning his utterance, S1 noticed that it was his turn. However, he could not utter his line in English (5a). Accompanied with his next utterance, S1 gazed at the chart affixed on the

blackboard and confirmed the illustration on the chart (5b). S1 was attempting to remember the sentence he had practiced before the activity.

(6) a. S1: Please give me (.) Bian.

b. S1: Please give Bian.

c. S1: E? (What?)

d. S1: Thirty-One Party.

S1 gazed at the blackboard while uttering “please give me,” then uttered “Bian” while gazing at S2 (6a). “Bian” is S2’s family name. S1 rephrased this as, “Please give Bian” (6b) 1.1 s later. S1 could not immediately remember the name of the ice cream that S2 ordered. Therefore, he uttered “E?” to express his confusion (6c).

The second conversation, which group A was engaged in, is examined as follows: In their first group activity, S3 finally received the sticker from the teacher at the teacher’s desk, which was located at the front of the classroom. They then returned to their desks. S2 pasted the sticker onto her card, on which the ice cream cone was drawn. S2 was standing beside her desk. S1 stood next to S2, and S3 stood next to S1.

(7) S1: Haihai, ore ore, tugi ore. (OK, OK, me, me, my turn is next.)

S1 claimed his turn while placing his “grandfather” name card on S2’s desk, and then he extended his arm to take his ice cream cone card from his desk. S2 took off her Maruchan name plate to pass it to S1.

(8) S1: Eetto (Mm), please give ice cream. (1.2) Please give ice cream.

The sentence that S1 uttered is erroneous, because “Please give ice cream” lacks the indirect object “me.” S1 restated his utterance 1.2 s later.

(9) S3: OK. (1.6) Which do you like?

S3 turned her head toward the PDP after 0.2 s to confirm the sequence of the conversation. She uttered, “Which do you like?” 1.4 s after confirming it on the PDP.

(10) S1: I like (4.2) chipped chocolate.

While S1 said “I like,” S1 gazed at the sticker that S2 possessed for 2.4 s. S1 then looked over the menu and ordered “chipped chocolate.” Chipped chocolate is the name of the ice cream. Because he initially confirmed the seals, he ordered the ice cream that was available in his group.

(11) a. S2: Here you are.

b. S1: Thank you.

S3 was supposed to say, “Please give Maruchan chipped chocolate” instead of S2’s utterance (11a); however, before S3’s utterance, S2 said, “Here you are” to S1, and then passed him the sticker. S2 had to wait for

S3's utterance, but because she already possessed the sticker that S1 required, she unintentionally advanced the conversation.

This is the third activity that the members of group A were engaged in. In this turn, S1 played the shopkeeper, S2 was Maruchan, and S3 was her grandfather. S1, S2, and S3 were searching for the Hopping Shower ice cream sticker, which S2 required. S1 and S2 approached the teacher's desk to find the sticker, gazing at the sticker. S1 found the Hopping Shower sticker, and thus, requested it from the teacher to receive the sticker.

(12) a. S1: A, a, (.) please give me (0.2) Hopping Shower.

b. T: Please give Maruchan? (2.8) OK, Maruchan. (.) Here you are.

T refers to the teacher. In (8), S1 uttered, "Please give ice cream" twice. These sentences were erroneous because they lacked the intransitive verb "me." However, in (12a), he corrected his error on his own because he successfully uttered, "Please give me Hopping Shower." The teacher asked S1 as "are you ordering for Maruchan?" because only the grandfather could request it. If S1 was acting as the grandfather, his utterance should have been, "Please give Maruchan Hopping Shower." In this case, the teacher should have made S1 rephrase his utterance as, "Please give Maruchan Hopping Shower." S1 replied with a nod to the teacher's utterance. Therefore, the teacher said, "OK, Maruchan," before passing the sticker with the utterance, "Here you are."

(13) a. S1: E, oi oi oi oi oi oi oi oi oi oi, yutte, yutte. (0.4) Chocolate, chocolate, chocolate. (Wow, hey hey hey hey hey hey hey hey hey hey, say it, say it).

b. S2: ojiichan Yuki yade, Yuki. (Yuki is playing the grandfather role, Yuki is).

c. S1: Oi, omaega yuttara, eeyanaika. (1.3) Please give me chocolate. (1.2) Please give Maruchan chocolate. (1.2) Yutte. (Hey, if you say it, it will be OK).

S1 found the chocolate ice cream sticker 1.7 s after the teacher uttered “here you are.” S1 repeated the phrase “oi,” which means “hey,” ten times in 2.2 s to express his excitement (13a). He then repeated “chocolate” three times in 0.4 s. S1 urged S2 to request the chocolate sticker for him because he twice uttered, “Yutte,” which means, “say it.” S2 gazed toward the back of the classroom 1.4 s after S1’s utterance, searching for S3 for 1.4 s. During the search, S2 suggested to S1 that S3 should request the sticker to the teacher because S3 is playing the grandfather (13b). S2 searched for S3 for 1.4 s, and then she changed her head direction, moving next to S1. During S2’s movement, S1 urged S2 to play the role of the grandfather instead of S3 (13c). S1 unilaterally struck up a conversation 1.3 s after S1’s request to S2, without acceptance from S2. First, S1 asked, “Please give me ice cream” assuming the role of Maruchan, and then he provided an example of grandfather’s role as he said, “Please give Maruchan chocolate,” before urging S2 to request the chocolate sticker as he said to the teacher (13c).

3.3. Analysis of Change in the Individual

We observed the conversation in group A in detail, which yielded some important findings. Through trial and error, S1 devised a certain form in his utterance. In addition, a path, which is how pupils acquire syntactic structures, was observed. The changes in the utterance of S1 through the group activity were analyzed. The utterances of S1 are already in this paper, but have been renumbered.

He modified his utterance as follows:

- (14) a. Please give me (.) Bian (1.1) Please give Bian (2.8) E? (What?)
(0.2) Thirty-One Party.
- b. Eetto (Mm), please give ice cream. (1.2) Please give ice cream.
- c. Please give me chocolate. (1.2) Please give Maruchan chocolate. (1.2)
Yutte. (Say it).

S1 initially confused the indirect object between “me” and his friend’s name “Bian” (14a). S1 overused indirect objects as he uttered, “Please give me Bian”; two indirect objects “me” and “Bian” exist. He repaired his utterance on his own 1.1 s after. However, there was a silence that lasted 2.8 s after he uttered, “Please give Bian.” It seems as if he was confirming his utterance to himself. He then realized that he had forgotten the name of the ice cream; therefore, he uttered “E.” He remembered the name of the ice cream 0.2 s after. The next time he uttered, “Please give ice cream” (14b). This sentence lacks the indirect object. Finally, he uttered both the indirect object “me” and “Maruchan” correctly (14c). He modified the

English sentences on his own. The audio recording and the video footage show that his classmates and the teacher did not give him direct feedback, showing that his utterance is incorrect. However, there is a possibility that his classmates changed their facial expressions, so that S1 noticed a strangeness in his utterance. A summary of the utterance process of S1 is as follows:

(15) a. Ditransitive verb (*Vdt*) + Indirect Object (*Oi*) + *Oi* +Direct Object (*Od*)

b. *Vdt* + *Od*

c. *Vdt* + *Oi* + *Od*

The structure of the utterances (15a), (15b), and (15c) corresponds to that of (14a), (14b), and (14c).

S1 walked around the classroom to find the requested Thirty-One Party sticker. Through his movement, S1 listened to conversations happening around him. Because the voice recorder was attached to S1's clothing, this device recorded other pupils' utterances as well, which S1 heard during his activity.

(16) a. S4: Please give me ice cream.

b. S5: Please give me ice cream.

c. S6: Please give Araki ee (0.5) ee lemon sherbet. (Please give Araki mm, mm lemon sherbet).

S1 heard utterance (16a) 77.6 s after he began to look for the Thirty-One Party sticker, and then S1 heard S5's utterance (16b) 5.0 s after S4's utterance (16a). He heard the sentence in which the indirect object was changed to the pupil's name (16c). Araki referred to a family name of one of S6's group members. Lemon sherbet is an ice cream type. Freely walking around the classroom may have helped the pupils acquire the target sentence. The participation status may explain this phenomenon. Based on the notion of the participation framework (Figure 4), when S1 spoke or listened to his classmates in his group, he assumed the position of the speaker, addressee, or side participant. However, when he searched for the sticker among the other groups from the r-space, he was in the bystander position. When he walked around the classroom, he unintentionally heard other groups' utterances, during which he assumed the eavesdropper position. The utterances he heard as an eavesdropper (16) possibly helped S1 acquire the target sentence. An unratified participant can yield certain benefits, and they are not direct participants in a conversation. The position of an unratified participant can make him or her watch the process of the conversation objectively. There is a possibility that a far distance can enable people to observe the conversation from a perspective that cannot be observed from up close.

Chapter 4

Collaborating Attitude toward the Success of the Activity

4.1. Perspectives to Observe Body movements as a Group

This chapter examines the body movements of pupils when they were engaged in the group activity. As observed in Chapter 3, each pupil individually acquired the target sentences through trial and error. In addition, the structure of a three-party conversation enables them to learn a foreign language. In a group activity, pupils cooperate with each other to lead the conversation to success. This chapter examines groups A and B.

4.2. Observation of Group Activities

Group A consists of three members: S1, S2, and S3. As observed before, S1 was a male pupil, and S2 and S3 were female pupils. S1 played the role of the grandfather, S2 was Maruchan, and S3 was the shopkeeper. All pupils had a name card specifying their respective roles (e.g., Maruchan). They could have either attached the name card on their clothing or simply had it in their possession. The utterances are already in this paper, but they have been renumbered.

(17) a. S2: Please give me ice cream.

b. S1: OK. (.) Which do you like?

c. S2: I like (5.4) Thirty-One Party.

S2 replied (17c) 0.8 s after S1's utterance. Instead of answering with the name of the ice cream immediately, she gazed at the menu for 5.4 s to choose the ice cream. After the silence, S2 chose Thirty-One Party (17c). During the silence lasting 5.4 s, S1 and S2 glossed over the menu together, but S3 turned her head toward the PDP to confirm the sequence of the conversation, and then turned back (Figure 17).

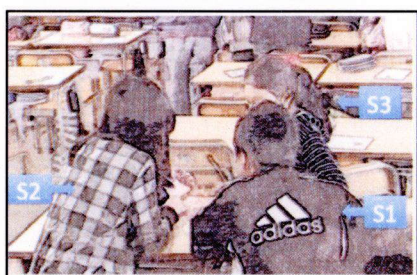


Figure 17. Observation of group A (1)

- (18) a. S1: Ee, nan yatake. (Oh, what was it.)
- b. S1: Nante yu:n yattakke? (What am I supposed to say?)
- c. S1: E? (What?)
- d. S1: Thirty-One Party.

Briefly before S1 uttered “E?” (18c), he held his right hand up before pointing to the ice cream drawn on the menu, uttering, “Thirty-One Party” (18d). S1’s, S2’s, and S3’s body movements were synchronized with S1’s pointing. As S1 moved his right index finger to the menu (18c), S1, S2, and S3 leaned in toward it (Figure 18).



Figure 18. Observation of group A (2)

As S1 pointed to the “Thirty-One Party” ice cream picture, he simultaneously began uttering, “Thirty-One Party” (18d), raising his body. S2 and S3 raised their bodies simultaneously with S1 (Figure 19).



Figure 19. Observation of group A (3)

S2 stood up 0.7 s after S1’s remark (18d), and looked around to find the Thirty-One Party sticker.

(19) a. S3: Naitokitte douiun yatta kke? (What should I say when the sticker is unavailable?)

b. S1: Naitoki? (When the sticker is unavailable?)

c. S3: Un. (Yes)

d. S2: Sagashini ikunja nakattakke? (We should look for it?)

e. S1: Naitte kotte. (Because it is unavailable.)

During S3's remark (19a), S2 placed her elbows on the desk, and leaned toward S3 to see the sticker S3 had. During the conversation between S1 and S3 [from (19b) to (19d)], S3 looked at S1. She then watched S2, and 0.5 s after S3's gaze, S2 replied, "We should look for it" (19d). S3 then looked at S1 again, and 0.2 s after S3's gaze, S1 replied, "Because it is unavailable" (19e).

S1, S2, and S3 then stood up and walked around among the other groups to find the Thirty-One Party ice cream sticker.

(20) S1: Arunchaun? (Isn't it available?)

S1 found many seals on the teacher's desk while he walked near the teacher's desk (20) 136 s after S1's remark (20). As the teacher was adjusting the lighting of the classroom, no one was standing around the teacher's desk. S1, S2, and S3 gathered at the teacher's desk.

(21) a. T: Hoshiyatu aru? (Is there any sticker that you want to get?)

b. S1: Iya. (No.)

c. S2: Thirty-One Party.

d. T: Thirty-one, Thirty-One Party, Thirty-One Party.

After adjusting the lighting, the teacher approached his desk. He asked if there are any seals that pupils want to have, but S1 replied, "No" (21b). Because no one was retrieving a sticker from the teacher's desk, S1

did not have confidence to obtain a sticker from there. However, S2 placed an order with the teacher (21c). The teacher began to search for the Thirty-One Party sticker. The teacher, S1, S2, and S3 all gazed at the seals that were on top of the teacher's desk.

(22) a. T: Thirty-One Party, mmm Thirty-One Party.

b. S1: A, Atta. (Oh, I find it.)

The teacher, S1, S2, and S3 searched for the sticker for 19.5 s. While searching, only the teacher murmured the ice cream name, whereas S1, S2, and S3 stayed silent. They leaned in to search for the sticker (Figure 20).

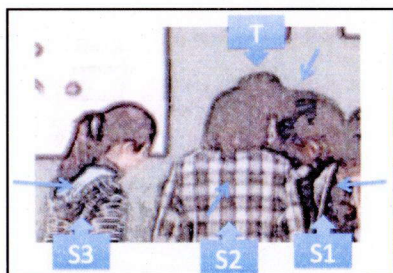


Figure 20. Observation of group A (4)

As soon as S1 found the Thirty-One Party sticker, he uttered, “Oh, I found it” (22b). At that moment, the teacher, S1, S2, and S3 simultaneously raised their bodies (Figure 21).

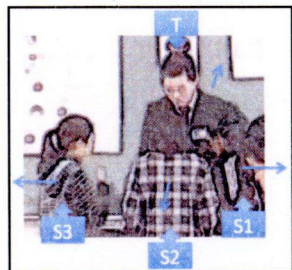


Figure 21. Observation of group A (5)

- (23) a. T: Here you are.
- b. S2: Thank you.
- c. T: You're welcome.
- d. S1: Ohta, yokattana. (Ohta, she is lucky.)

The teacher passed the Thirty-One Party sticker to S2. S2 then expressed her gratitude to the teacher (23a and 23b). It took 205 s for her to receive the sticker since she began her first utterance. Despite the teacher's continuing reply (23c), S2 turned her body after uttering "Thank you," and began returning to her seat with a smile on her face. As S1 made his utterance "She is lucky" 0.7 s after the teacher's "You're welcome" utterance (23d), he and S3 began to return to their seats.

The activity of group B is as follows. Group B consisted of three pupils: S7, S8, and S9. S7 and S8 were male pupils, whereas S9 was a female pupil. This lesson was held at the beginning of the new school year; therefore, most of the pupils did not know each other well, and some pupils seemed tense. However, S7, S8, and S9 were in the same class the previous school year, and therefore, they seemed relaxed. In addition, the same homeroom teacher was in charge of them since the previous school year. The desks of S7, S8, and S9 were located at the rightmost side of the classroom, from the front row (S7, S9, and S8, in that order). Three perspectives provide us with guidelines to observe the conversations of group B. First, because they frequently walked around the classroom, the F-formation was adopted as a gauge to observe their body movements. Pupils' participation in the conversation were able to be observed from their

body position. Second, the position of their F-formation reflected their participation status. For example, when a pupil changes his or her position from that of a side participant to that of a bystander, he or she moves from the p-space to the r-space. Third, their gaze is related to turn-taking. The person who gazes at the speaker tends to take the next turn.

S9 played the role of Maruchan, S8 was the grandfather, and S7 was the shopkeeper. This was the third activity in which group B was engaged. They were standing at the side of S8's desk. Figure 22 shows where S7, S8, and S9 were situated, and the environment of the classroom as well.

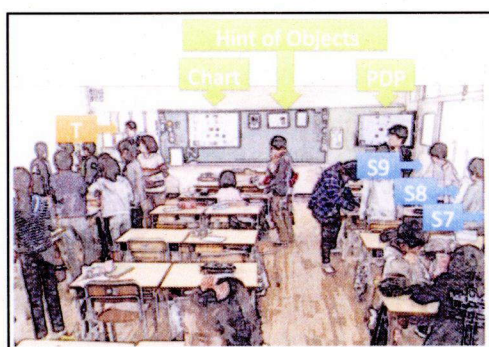


Figure 22. Location of group B

S8 and S9 were located in the P-space, whereas S7 stood in the R-space. This means that S8 and S9 were ready to begin a conversation. S7 was in a position where he could observe their dialogue. S8 watched his hands. S9 confirmed that the chart was fixed to the blackboard (Figure 23).



Figure 23. F-formation of group B (1)

As soon as she removed her gaze from the chart, she began her utterance.

- (24) a. S9: Please give me ice cream.
- b. S8: Ee (Oh), OK. Which do you like?
- c. S9: I like...

S8 looked at S9 and replied to S9's utterance (24b) 1.6 s after S9's request (24a). S9 replied to S8 while gazing at the menu (24c). She continued gazing at the menu for 9.5 s. While S9 was selecting her order from the menu, S7 bent forward to see it. S8 and S9 assumed an L-shaped dyadic F-formation (Figure 24). According to Kendon, an L-shaped dyadic F-formation can be observed during natural conversations in society (Figure 3).



Figure 24. L-shaped dyadic F-formation of group B

According to Kendon, when people meet for the first time and greet each other, they tend to form a vis-à-vis F-formation (Figure 2). They then often change to an L-shaped dyadic F-formation, which is a form that allows people to talk openly (Figure 3). As S8 and S9 were forming an L-shaped dyadic F-formation, their relaxed relationship and willingness to engage in conversation was apparent. S9 leaned toward S7 (shopkeeper) 8.4 s after S8's utterance to glance at the ice cream sticker in S7's possession. After 0.75 s S7 looked at his sticker (Figure 25).



Figure 25. Gaze directions of group B (1)

- (25) a. S8: Akan de [so re, so re] ha. (You can't do that.)
 b. S7: [Akan de so re]. (You can't do it.)

c. S9: Datte mendo kusai desho, sagasuno. (It is bothering to find out, isn't it?)

S7 and S8 immediately criticized S9 by stating that her action was against the rules (25a). Among S7, S8, and S9, an implicit rule stated that “Maruchan has to guess the sticker the shopkeeper possesses.” S8 followed 0.3 s after S7 began his utterance, and then their utterances overlapped for 0.6 s (25a and 25b). S9 replied to S7’s and S8’s criticism with a smile on her face while gazing at S8 (25c). S9 knew of the implicit rule; however, she gave the excuse that guessing the sticker was a bothersome task. As soon as she finished her utterance, she glossed over the menu again.

(26) S7: Nandemo eeyan. (Anything should be Ok.)

S7 urged S9 to hurry with deciding her order (26) 1.7 s later. On the surface, S7’s utterance seemed to be simply a blunt remark, but this utterance was a cue for him to move from the R-space to the P-space (Figure 26). S7 leaned toward S9 and gazed at the menu with her.

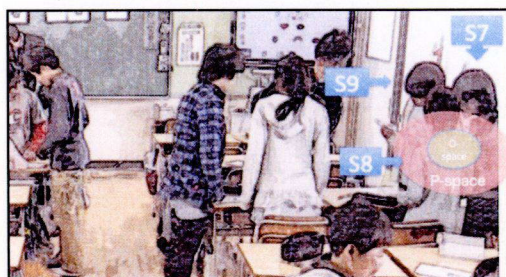


Figure 26. F-formation of group B (2)

(27) a. S9: Caramel ribbon.

b. S8: Oh, OK.

She placed the order 1.5 s after S7's remark (26). Caramel Ribbon was an ice cream type drawn on the menu. Because S8 was playing the role of the grandfather, S9 gazed at S8 during her utterance, and immediately after her remark, she glanced at S7 for 0.5 s. S8 accepted S9's request and answered "OK" (27b). Afterward, S8 turned to the blackboard to confirm the chart for 0.8 s. S8 then turned his body to S7. The next conversation between S7 and S8 began. After S8's movement to confirm the chart, S9 followed S8 to confirm the chart (Figure 27).



Figure 27. Gaze directions of group B (2)

(28) a. S8: Please give Nose caramel ribbon?

b. S7: No.

c. S8: No, Yanna. Ore wakattou mon. @ (No, isn't it? I know that.

Laughter.)

In S9's remark, the indirect object "Nose" is S9's family name (28a).

Pupils were allowed to either use “Maruchan” or the classmate’s actual name as an indirect object. The members of this group used their actual name as an indirect object. Because S8 correctly uttered the ditransitive sentence, he successfully acquired the target sentence of this lesson. S7’s “no” meant that he did not have the Caramel Ribbon sticker (28b). S8 followed S7’s remark 0.4 s later by saying “no” with him (28c). Despite this short phrase, their utterances overlapped for 0.1 s. S8 matched S7 and said “no.” In addition, he laughed after his remark. On the surface, S8’s action seems blunt. However, because he said he already knew that the sticker S9 requesting was unavailable, he had a choice to immediately refuse S9’s utterance when he heard it from her. S8’s willingness to lead the conversation to success shows that he did not break the conversation, but continued it. During his remark (28c), S8 shifted his eyes from S7 to S9. S9 looked at S7, and then gazed at S8 during S8’s remark (Figure 28).



Figure 28. F-formation of group B (3)

(29) a. S9: Sagasite kite kudasa:i. (Please find it.)

b. S8: Bokuga? (I have to do it?)

c. S7: Ojichanga sagasite kuru yo. (Grandfather has to find it.)

S9 ordered S8 to find the sticker (29a) with a smile on her face, drawing out the end of the last word. S8 expressed surprise because he did not expect such an utterance. He savored the feeling of victory (28c); however, he discovered that he was not the winner (29b). S7's remark reminded S8 that prior to these activities, the teacher had indicated that if the designated sticker is unavailable, the grandfather should search for it from the other groups or on the teacher's desk, or Maruchan may change the request (29c). After S7's remark, S8 glanced at S9 for 0.2 s, then looked at S7 for 0.8 s, and afterward, gazed at the adjacent group. He turned his body toward the adjacent group, and then began to walk toward the group (Figure 29).



Figure 29. Gaze directions of group B (3)

S8 entered into the F-formation of the adjacent group, from the r-space to the p-space.

(30) S7: Mou, Kiichi. (Oh, Kichii.)

Kichii is S8's actual name. S7 made this remark while gazing at S8. Meanwhile, S9 gazed at the teacher's desk. S10, who is a member of

another group, approached the teacher's desk. While S9 gazed at the teacher's desk and the teacher and S10, S10 made a request to the teacher (Figure 30).

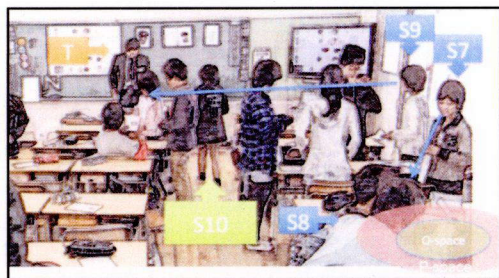


Figure 30. Gaze directions of group B (4)

(31) a. S10: Sensei, please give Maruchan eetto (0.5) Hopping Shower.

(Teacher, please give Maruchan umm Hopping Shower.)

b. T: Hopping Shower.

After the remarks of S10 and the teacher (31), S9 gazed at the teacher and S10 again. S7 and S8 looked at the seals of the adjacent group. After gazing at S10 and the teacher, S9 looked at S7 and S8 for 3.2 s, and then looked around for 0.9 s. She noticed that it was difficult to acquire the Caramel Ribbon sticker from the other groups, and therefore, she moved to the teacher's desk and tried to find the sticker on her own. S7 detected that S9 was approaching the teacher's desk 1.6 s after S9 began moving toward it (Figure 31).

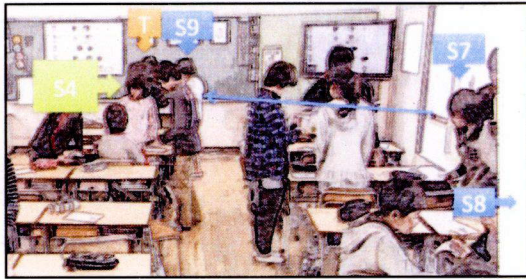


Figure 31. Gaze directions of group B (5)

S9 murmured, “Caramel Ribbon” while searching for the sticker. S7 approached the teacher’s desk (Figure 32).

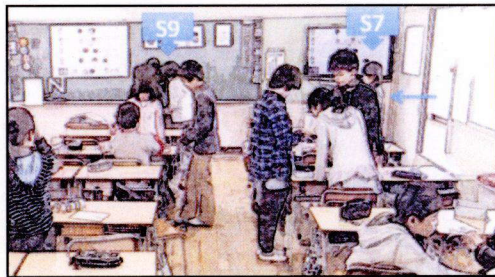


Figure 32. Movement of group B (1)

- (32) a. S9: Please give me Caramel Ribbon.
 b. T: A, Please give dare? (Please give to whom?)
 c. S9: Cara, me.
 d. T: Me? ojichan ni itte hoshiina. (I would like grandfather to ask me.)

S9 asked, “Please give me Caramel Ribbon” to the teacher (32a). The teacher replied, “Oh, please give to whom?” and “I would like grandfather to

ask me,” because the aim of this lesson was to enable pupils to acquire the sentence in which the indirect object was changed from “me” to “Maruchan” or the pupil’s actual name (32b). If S9 received the sticker without changing the indirect object, this group lost an opportunity to practice the target sentence. After the teacher’s suggestion, S7 looked to S8 and confirmed his location (Figure 33).

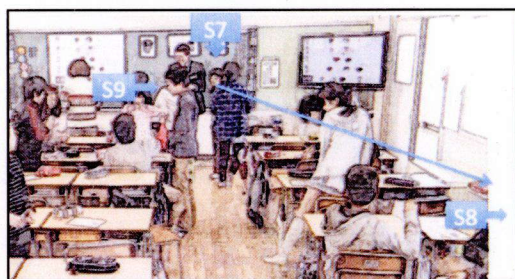


Figure 33. Gaze directions of group B (6)

As S9 ordered her request to the teacher, the role of the shopkeeper among S7, S8, and S9 moved from S7 to the teacher. Because the teacher assumed this role, he wore the nameplate of the shopkeeper. However, S7 continued contributing to the group by calling on S8 to help S9.

- (33) a. S7: ojiichan. (Grandfather.)
- b. S9: ojiichan. (Grandfather.)
- c. S7: Kiichi. (S8’s first name.)
- d. S8: Haai. (Yes.)

Kiichi is the first name of S8 (33c). S7 and S9 called S8’s name and his role (ojiichan) in order to approach the teacher and make a request (33a,

33b, and 33c). S8 replied, “Yes” to them (33d). S8 walked toward the teacher’s desk while S9 approached S8. When S9 met S8, she pointed to the teacher’s desk with her right hand for 0.6 s. She then began to walk forward with her right hand still pointing for another 0.7 s. Afterward, she raised her left arm toward S8, gazing at him, with her right hand still pointing for 1.0 s. S9 then touched S8’s arm and allowed him to approach her and pull her arms down. Next, S9 pointed to the teacher with her right hand again, stopped pointing, and pushed S8’s back with her left hand, urging S9 to request the sticker from the teacher. S9 let S8 walk in front of her, pushed S8’s back with her left hand, and let him approach the teacher again (Figure 34). Generally, relations between boys and girls decrease when they are roughly in the sixth grade. This is the reason we observed S9’s strong willingness to obtain the sticker by touching S8 physically.



Figure 34. Movement of group B (2)

S7 observed this sequence of movements from a distance. S8 then approached the teacher and form a vis-à-vis F-formation, which is a typical formation when two people initially meet (Figure 35). S9 quickly moved next to S8 (Figure 36), as did S7, although he moved slowly. The teacher,

S9, S8, and S7 formed an F-formation. On the surface, it appeared as if they were equally located in the p-space. However, a closer look revealed that S7 was located in the r-space, where people do not participate in the conversation (Figure 37). This is because S7 was already not acting as the shopkeeper, and was not required to participate in the conversation. S8 had to negotiate with the teacher, and S9 had to retrieve the sticker. However, S7 was in an advantageous position because from where he was standing, he could observe the conversation objectively. The role of the shopkeeper switched from S7 to the teacher. Because S7 was observing the dialogue with the teacher, in which S7 was also acting, he was observing not only the teacher but also himself.

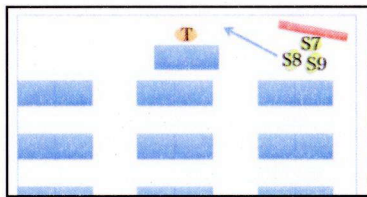


Figure 35. Plan view of movement of group B (1)

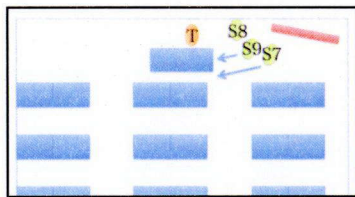


Figure 36. Plan view of movement of group B (2)

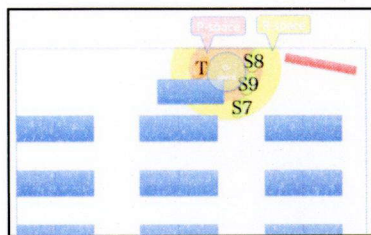


Figure 37. Plan view of movement of group B (3)

- (34) a. S8: Please give Nose Caramel Ribbon.
b. T: Caramel Ribbon. OK. Here you are.
c. S8: Thank you.
d. T: You're welcome.

S8 requested the Caramel Ribbon sticker from the teacher (34a). Finally, they successfully obtained the sticker that S9 was searching for. After a conversation with the teacher, S7, S8, and S9 moved to the front of the PDP, and formed an F-formation. S9 pasted her sticker to the card on which the ice cream cone was drawn (Figure 38).



Figure 38. F-formation of group B (4)

In the whole classroom, F-formations were observed in many places (Figure 39). This situation is close to the notion of the F-formation, which can be observed in society (Figure 40).

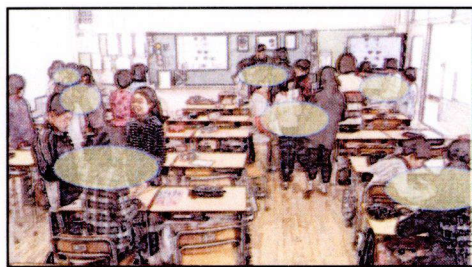


Figure 39. F-formations in the classroom



Figure 40. F-formations in a standup party (Source: Kendon, 2010)

4.3. Analysis of collaborating attitude in group activity

Joint attention affects pupils' body movements. They sometimes simultaneously move their bodies when focusing on the same object. Pupils' body movements regarding joint attention are shown in Figs. 18-21. They simultaneously moved their bodies, not gradually. Figure 18 shows S1 pointing to be the cue to start this body movement. As S1's hand moved to the menu, S1, S2, and S3 leaned toward the menu. When S1 pointed at the image of the Thirty-One Party ice cream, the pupils began raising their bodies. There is a possibility that because pointing works as a clear reference to an object, they naturally leaned forward toward the object. When he pointed at the menu, the pupils felt relieved because he found the image of the ice cream that S2 had ordered to him. Figure 20 shows the teacher and members of group A gazing at the seals to find the Thirty-One

Party sticker. When S1 uttered, "Oh, I found it" (22b), the teacher, S1, S2, and S3 synchronized their body movements by raising their bodies (Figure 21). A kind of relief was also felt among these members when S1 found the sticker that the members had been searching for, for a long time. The feelings of "tension" and "relief" share a relationship with their physical movements.

The pupils' participation in the conversation can be observed from their utterances as well as their body movements. Figure 23 shows that S8 and S9 were engaged in a dialogue. According to the theory of Goffman's participation status (1981), S8 and S9 are defined as either a speaker or an addressee respectively. When S7 assumed the shopkeeper role, he was defined as a side participant. Their participation status was also expressed in an F-formation. S8 and S9 were located in the p-space, whereas S7 stood in the r-space. However, the utterance of S7's "Nandemo eeyan. (Anything should be OK)" (26) was a cue for him to participate in the conversation.

Figure 37 shows more evidence that F-formations reflect the participant framework. When S8 ordered the Caramel Ribbon sticker from the teacher (34a), the role of the shopkeeper changed from S7 to the teacher. S7 was supposed to be the addressee; however, he maintained his position as a side participant. S9 was also a side participant, but as the order of S8 to the teacher was requested by S9, S9 was more heavily involved in the conversation. These structures emerge in an F-formation (Figure 37). The teacher, S8, and S9 were located in the p-space, but S7 stood in the r-space. He stood by the p-space, observing the conversation among the teacher, S8, and S9.

In a three-party conversation, pupils often change their status among the speaker, addressee, and the bystander. On the surface, a bystander is not participating in a conversation, nor does he or she assume a specific role. However, when a participant utters something, he or she does not speak only to the addressee. His or her utterance is designed under the premise that a bystander exists in the group. In addition, the bystander has the benefit of being able to observe the dialogue between the speaker and the addressee. What he or she has heard leads to acquiring the skills of verbal as well as non-verbal communication.

Figure 39 shows that through the group activity, the pupils formed many F-formations in the classroom. Figure 40 shows F-formations in a standup party. Many F-formations are also shown in this photograph. An F-formation is naturally formed in society when people gather and engage in conversation. The similarity in both environments is the people's freedom of mobility. It is seemingly the same phenomenon; however, the difference is that in the party, an F-formation spontaneously formed, and in the classroom F-formations were by design. In a party, when a member completes a conversation, the F-formation breaks up, and they talk with other participants, and thus, a group of the same members would not gather again. In the classroom, the participants occasionally broke up an F-formation such as when they looked around the classroom to look for a sticker, but the pupils formed F-formations again. However, no such constraints in the standup party. When three pupils walked around on their own, there was a possibility that they would give up on the group activity, not to gather again. However, the findings showed that even if

they were physically located at a distance, they were conscious of other members in their group. The aim of FLA is “to form the foundation of pupils’ communication abilities.” Pupils acquire the foundation of communication through communication that is close to that of the real world. Therefore, incorporating multi-party conversation in FLA is appropriate.

Conclusion

This paper analyzed multi-party conversations in FLA. As multi-party conversations have been the focus in the field of conversation analysis (CA), incorporating CA into FLA actually stimulates group activity. The following is a brief summary and conclusion.

Chapter 1 consisted of a literature review. Studies on CA indicate that multi-party conversations have a more complex structure compared to a dialogue between two persons. The FLA literature focuses on the teacher's direction, style of activities, and the variety of activities, such as songs and games. However, no previous studies were found on three-party conversation or CA among elementary school pupils. Some theories can be used to observe pupils' non-verbal communication such as the participation framework, F-formations, gaze, and pointing.

Chapter 2 included a lesson and unit plan to conduct a lesson involving a multi-party conversation. To implement this lesson, preparation was required so that pupils could accumulate expressions and to allow them to grow accustomed to the group activity. In order for pupils to practice the sentences in the conversation, teaching materials such as PowerPoint, a plasma display panel, and charts were used.

Chapter 3 provided an analysis of the development of accommodationality in an individual. Through trial and error, pupils devised a certain form in their utterance. Although the teacher and his classmates did not give him direct feedback, S1 modified his utterance on his own, gradually acquiring the target sentence. From the perspective of the

participation status, S1 was in the position of unratified participant when he searched for the sticker among the other groups. The utterances, which he unintentionally heard from other groups may have helped S1 to acquire the English sentences. Even the position of unratified participant had an important role in the group activity as ratified participant had.

Chapter 4 examined the collaborating attitude toward success of the activity. Synchronized body movements were observed among group A. A feeling of tension and relief can explain this phenomenon. A detailed observation showed that they cooperated with each other to achieve a successful conversation. Among group B, their attitude toward the conversation, participation status was expressed in an F-formation. When their participation status has changed, their position was also reflected in an F-formation. Their overlap represented their positive feelings, not a failure in turn-taking. A finite form of conversation may have helped them avoid negative overlaps. Because the pupils spontaneously formed F-formations throughout the classroom, this showed that multi-party conversations can re-emerge as a natural communication style in society.

This investigation sheds light on the CA of pupils when they engage in multi-party conversation in FLA. Compared to a simple dialogue of questions and answers between two persons, a three-party conversation that utilizes imperative sentences provides a condensed conversation for pupils.

Further research should be conducted regarding pupils' natural body movements. If there were no desks in the classroom, what kind of body movement might pupils form? How would F-formations emerge in the classroom? In this study, two video cameras and voice recorders were used.

However, further data are necessary for a detailed analysis. In addition, the teacher's role should be a focal point. Without a teacher in the classroom, the activities that we observed would not have occurred. Observing and analyzing the teacher's role in detail is a recommendation for further research.

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Appendix A

First and second conversation of Group A

Agent	Movement	Onset	Finish	Duration	Content
S3	Move	3.007	5.527	2.52	後ろを向く
S1	Gaze	3.03	10.47	7.44	シール
S2	Gaze	3.33	5.71	2.38	黒板
S3	Gaze	5.69	8.93	3.24	S2
S2	Gaze	5.71	7.33	1.62	S3
S2	Gaze	7.585	8.165	0.58	メニュー
S2	Gaze	8.175	8.925	0.75	S3
S3	Gaze	9.037	10.247	1.21	S1
S2	Gaze	9.04	10.245	1.205	S1
S2	Gaze	10.245	11.88	1.635	S3
S1	Utterance	11.03	11.71	0.68	OK
S3	Gaze	11.067	11.347	0.28	S2
S2	Utterance	11.904	13.407	1.503	Please give me ice-cream.
S1	Utterance	13.48	14.16	0.68	OK
S1	Move	14.215	15.865	1.65	メニューをひっくり返して濃くあげる
S1	Utterance	14.22	15.39	1.17	Which do you like?
S2	Gaze	15.655	16.19	0.535	メニュー
S1	Utterance	15.895	16.842	0.947	メニュー
S3	Gaze	16.192	16.842	0.65	前にかがんでメニュー
S2	Gaze	16.197	16.847	0.65	前にかがんでメニュー
S2	Utterance	16.22	18.15	1.93	I like
S1	Gaze	16.842	17.862	1.02	前にかがんでメニュー
S3	Gaze	17.577	21.437	3.86	PDP
S1	Gaze	23.51	25.51	2	シール
S2	Utterance	23.54	24.75	1.21	サーティワンパーティ
S3	Gaze	23.772	26.19	2.418	シール
S1	Gaze	25.575	30.465	4.89	S3
S3	Gaze	26.192	27.032	0.84	S2
S1	Utterance	26.9	28.35	1.45	うーん、サーティワン
S3	Gaze	27.247	27.297	0.05	S1
S3	Gaze	28.337	30.727	2.39	シール
S1	Utterance	28.88	29.475	0.595	ええ
S1	Utterance	29.765	30.33	0.565	なんやっただけ
S1	Utterance	30.4	31.11	0.71	なんていうんやっただけ
S1	Gaze	30.465	33.155	2.69	黒板
S3	Gaze	31.407	32.097	0.69	S1
S1	Utterance	31.825	33.105	1.28	Please give me
S3	Gaze	33.097	34.917	1.82	メニュー

Agent	Movement	Onset	Finish	Duration	Content
S1	Utterance	33.12	33.8	0.68	ピアノ
S1	Utterance	34.895	36.135	1.24	Please give ピアノ
S1	Move	35.735	37.045	1.31	メニュー指さしながら
S3	Move	35.74	37.05	1.31	S1 指の動きに同調して頭が前へ
S2	Move	35.745	37.065	1.32	S1 指の動きに同調して頭が前へ
note	Move	35.782	38.282	2.5	興味深い動作
S1	Utterance	36.55	36.89	0.34	え？
S1	Move	37.05	38.17	1.12	指を引きながら身体を引く
S3	Move	37.07	38.34	1.27	大きく身体を引く
S2	Move	37.075	38.355	1.28	大きく身体を引く
S1	Utterance	37.135	38.18	1.045	サーティワンパーティ
S3	Gaze	38.697	39.607	0.91	シール
S2	Move	38.91	40.27	1.36	立ち上がる
S3	Gaze	39.787	43.027	3.24	S1
S3	Utterance	40.29	41.86	1.57	ないときってどういうんやっつけ
S2	Move	40.575	41.71	1.135	上半身を前に突き出す
S2	Gaze	41.71	42.32	0.61	シールを見る
S1	Utterance	42	42.52	0.52	ないとき？
S2	Move	42.34	42.89	0.55	席に戻る
S3	Utterance	42.53	42.81	0.28	うん
S3	Gaze	43.082	44.432	1.35	S2
S2	Utterance	43.57	44.6	1.03	探しに行くんじゃなかった
S3	Gaze	44.462	45.232	0.77	S1
S1	Utterance	44.61	45.46	0.85	ないってこって
S2	Move	45.18	45.99	0.81	周りを見る
S2	Move	46	49.8	3.8	席を立て、歩こうとする
S3	Gaze	48.932	49.802	0.87	S1
S3	Gaze	49.822	51.562	1.74	シール
S2	Move	51.525	54.32	2.795	席に戻る
S3	Gaze	51.607	52.077	0.47	S2
S2	Move	54.35	58.24	3.89	膝を椅子に乗せて、大きく身を乗り出してシールを見る
S3	Gaze	54.377	56.737	2.36	シール
S1	Utterance	56.87	58.13	1.26	見たらあかんやん
S2	Utterance	57.83	59.35	1.52	ふふふ
S2	Gaze	58.25	59.64	1.39	メニューを見る
S3	Gaze	59.072	60.442	1.37	話しかけてきた隣の班の子
S1	Gaze	59.585	64.72	5.135	話しかけてきた隣の班の子
S2	Gaze	59.64	64.83	5.19	話しかけてきた隣の班の子
S3	Move	62.362	63.082	0.72	周りを見直す
S1	Utterance	66.14	66.52	0.38	ああ

Agent	Movement	Onset	Finish	Duration	Content
S2	Move	66.88	72.89	6.01	立ち上がる
S1	Move	69.54	83.31	13.77	口笛
S1	Gaze	69.865	71.485	1.62	メニュー
S1	Gaze	73.5	74.04	0.54	メニュー
S2	Move	73.98	76.07	2.09	S1 からメニューを取る
S1	Gaze	76.095	78.295	2.2	隣の班の子
S2	Move	77.65	80.85	3.2	メニューを持って歩き出す
S1	Move	79.63	85.9	6.27	身を乗り出してシールを見る
S2	Move	82.095	84.22	2.125	身を乗り出してシールを見る
S4	Utterance	82.28	83.2	0.92	バニラある？
S1	Utterance	83.395	86.05	2.655	バニラありません
S3	Gaze	84.34	86.36	2.02	シール
S2	Gaze	86.342	87.702	1.36	メニューを見る
S1	Move	86.37	87.56	1.19	立ち上がる
S3	Move	87.375	88.225	0.85	立ち上がる
S1	Move	87.82	95.09	7.27	教室前方向に歩き出す
S2	Move	87.957	94.087	6.13	隣の班の女児を引き留め、話しかける
S3	Gaze	88.245	105.22	16.975	その場で周囲を見回す
S4	Utterance	93.595	94.37	0.775	おおっ
S2	Move	94.127	96.917	2.79	教室の後ろ方向へ移動
S1	Move	95.13	108.94	13.81	ネームプレートを取り付ける
S2	Move	96.947	104.35	7.403	別の女児と会話
S2	Move	104.417	115.727	11.31	教室内を班時精十方向に移動
S3	Move	105.29	110.35	5.06	隣の班の子と話す
S1	Move	108.97	115.25	6.28	取り付けるのをやめて、教室前方の班へ
S3	Move	111.795	119.535	7.74	別の班の女児(男児も一緒)と話す
S1	Utterance	114.6	116.2	1.6	サーティワンパーティ
S1	Gaze	115.275	119.135	3.86	教室前方の班の男児
S5	Utterance	115.71	116.855	1.145	おっちいや ふふ
S2	Move	115.737	118.017	2.28	S1 の後を通過
S5	Utterance	117.21	117.742	0.532	おっちい
S1	Utterance	117.54	118.177	0.637	おい、おれ
S5	Utterance	119.067	120.027	0.96	おっちいや おれ
S1	Gaze	119.18	119.85	0.67	黒板
S1	Move	119.9	122.02	2.12	教室後方へ歩きかけて戻る
S3	Move	120.21	122.69	2.48	一緒に教室の後ろ方向へ移動
S2	Move	120.222	126.732	6.51	教室の後ろ方向に移動
S5	Utterance	120.79	121.822	1.032	おれ おっちいや
S1	Utterance	121.53	122.58	1.05	ほっちいや ほっちい
S1	Gaze	122.055	125.035	2.98	女児の手元

Agent	Movement	Onset	Finish	Duration	Content
S6	Utterance	123.026	125.016	1.99	Please give me ice-cream.
S1	Utterance	123.65	125.176	1.526	ほっちい ほっちい
S3	Move	124.53	125.9	1.37	教室後方で男児と会話
S1	Gaze	125.07	127.08	2.01	前方班の男児
S1	Utterance	126.271	126.511	0.24	おい
S3	Move	126.77	136.32	9.55	別の男児と会話
S1	Gaze	127.12	128.12	1	女児のメニュー
S1	Utterance	127.27	128.056	0.786	だいじょうぶ
S6	Utterance	128.06	129.813	1.753	Please give me ice-cream.
S1	Move	128.165	136.06	7.895	教室後方へ
S1	Utterance	140.483	141.053	0.57	ピアノ
S1	Utterance	141.29	141.963	0.673	まだか
S7	Utterance	142.15	143.44	1.29	vanilla ice-cream
S1	Utterance	144.373	145.783	1.41	あっち行ってみよう、あっち
S3	Move	145.015	148.145	3.13	教室後方
S2	Move	146.98	150.96	3.98	教室前方へ移動
S1	Move	147.04	150.36	3.32	教室前方へ移動
S1	Move	150.39	155.12	4.73	松本さんの班へ
S2	Move	150.975	152.115	1.14	松本さんの班へ
S2	Move	152.13	161.12	8.99	教室窓際へ移動
S3	Move	152.905	153.665	0.76	教室後方
S1	Move	155.12	158.21	3.09	教室窓際へ移動
S2	Move	161.13	163.56	2.43	冢本さんと会話?
S1	Utterance	162.253	164.033	1.78	なんぼやな あれ あっ ちゃうわ
S1	Utterance	164.84	167.398	2.558	サーティワンパーティありませんか
S1	Move	165.3	171.482	6.182	教室窓側を後ろ方向から教師机まで移動
S3	Move	167.39	175.44	8.05	自分の座席付近を移動
S2	Move	167.68	171.472	3.792	教室窓側を後ろ方向から教師机まで移動
S1	Utterance	167.998	168.328	0.33	ええ
S4	Utterance	168.328	168.648	0.32	OK
S1	Utterance	169.193	170.173	0.98	ああ、ないねえ
S1	Move	171.566	177.966	6.4	冢本くん達の班を通過
S1	Utterance	171.928	173.228	1.3	店員は、店員
S1	Utterance	174.153	174.893	0.74	店員おらん
S3	Move	175.44	178.05	2.61	会話
S2	Move	177.389	185.455	8.066	S1と共に教師机から教卓へ移動
S1	Move	177.99	183.35	5.36	教師机から教卓へ移動
S3	Move	178.09	189.78	11.69	教卓へゆつくりと移動
T	Move	181.111	183.281	2.17	教室の照明を調整
S1	Utterance	181.958	182.878	0.92	あるんちゃうん

Agent	Movement	Onset	Finish	Duration	Content
T	Move	183.318	186.965	3.647	教卓へ移動
S1	Move	183.36	186.1	2.74	教卓
S2	Move	185.485	186.36	0.875	教卓
S1	Move	186.125	188.615	2.49	教卓を見ながら一旦離れる
S2	Gaze	186.36	187.985	1.625	T
S1	Utterance	186.558	187.22	0.662	ははっはは@
T	Gaze	186.989	187.563	0.574	S1
T	Gaze	187.844	188.065	0.221	S2
S2	Gaze	188	188.823	0.823	S1
T	Gaze	188.326	189.128	0.802	S1
S1	Move	188.645	190.575	1.93	教卓へ接近
T	Utterance	189.13	190.06	0.93	何かあった？
T	Gaze	189.149	197.919	8.77	教卓
S2	Gaze	189.691	212.051	22.36	教卓
S3	Gaze	189.795	212.19	22.395	教卓
T	Utterance	190.492	191.272	0.78	ほしいやつある？
S1	Gaze	190.585	199.4	8.815	教卓
S1	Utterance	191.49	191.92	0.43	いや
T	Utterance	192.833	193.723	0.89	サーティワン
T	Utterance	194.08	195.253	1.173	サーティワンパーティ
T	Utterance	196.233	197.17	0.937	Thirty one party
T2	Utterance	197.223	198.93	1.707	グループは一応固定にしたらいいですね
T	Gaze	198.101	198.911	0.81	T2
T	Utterance	198.788	200.007	1.219	あっ、そうです はい
S1	Gaze	199.415	200.145	0.73	T
T	Gaze	199.524	212.007	12.483	教卓
S1	Gaze	200.145	212.53	12.385	教卓
T	Utterance	200.83	202.053	1.223	Thirty-one party
T	Utterance	205.735	207.095	1.36	うーん
T	Utterance	208.158	209.1	0.942	Thirty-one party
T	Move	212.02	213.116	1.096	身体を起こす
S2	Move	212.066	213.102	1.036	身体を起こす
S3	Move	212.205	213.085	0.88	身体を起こす
S1	Utterance	212.258	212.868	0.61	あ、あった
S1	Move	212.55	213.09	0.54	身体を起こす
T	Utterance	212.86	214.028	1.168	おおお
S2	Move	213.102	213.794	0.692	何かを取りに行こうとする
S1	Move	213.115	215.835	2.72	TとS2のシールの受け渡し
S3	Move	213.12	217.23	4.11	TとS2のシールの受け渡し
T	Move	213.123	215.836	2.713	S2にシールを渡す

Agent	Movement	Onset	Finish	Duration	Content
S2	Move	213.794	216.647	2.853	振り返ってシールをもらう
T	Utterance	214.103	215.203	1.1	OK
T	Utterance	215.73	216.748	1.018	Here you are.
T	Gaze	215.855	217.914	2.059	教卓
S1	Gaze	215.9	217.68	1.78	教卓
S2	Move	216.647	221.014	4.367	笑顔でシールを持って自分の机へ
T	Utterance	217.158	218.508	1.35	You're welcome.
T	Gaze	218.24	219.975	1.735	S1
S1	Utterance	219.178	220.708	1.53	大田、よかったな
S1	Move	219.3	227.005	7.705	S3 とゆっくり自分の席へ
S3	Move	219.47	225.91	6.44	S1 と一緒にゆっくりと自分の座席へ
S2	Move	221.036	221.992	0.956	メニューを置く
S2	Move	221.992	227.198	5.206	カードにシールを貼る
S3	Gaze	225.91	227.06	1.15	S2 のカード
S1	Utterance	226.338	228.13	1.792	ああはい、オレオレ、次オレ
S1	Move	227.005	227.645	0.64	名札を置く
S2	Move	227.198	228.404	1.206	椅子を引く
S1	Move	227.65	229.78	2.13	コーンのカードを取る
S2	Move	228.404	234.102	5.698	名札を外す
S1	Utterance	230.419	230.969	0.55	ええっと
S1	Utterance	233.189	235.26	2.071	Please give ice-cream.
S2	Move	234.102	236.698	2.596	シールを受け取りながら椅子に座る
S3	Move	234.13	234.64	0.51	シールを取られる
S1	Gaze	234.7	234.85	0.15	隣の班
S3	Move	236.04	237.21	1.17	S2 に名札を渡す
S1	Utterance	236.494	238.39	1.896	Please give ice-cream.
S2	Move	236.698	238.378	1.68	名札を受け取って机に置く
S1	Gaze	237.179	237.719	0.54	隣の班
S3	Move	237.35	238.67	1.32	S2 から名札を取る
S1	Move	238.35	238.77	0.42	隣の班をポインティング
S2	Gaze	238.397	242.97	4.573	シール
S3	Utterance	239.33	239.999	0.669	OK
S3	Move	239.725	240.165	0.44	S1 の名札を取る
S3	Move	240.18	242.28	2.1	振り返ってPDPを見る
S3	Utterance	241.62	242.82	1.2	Which do you like?
S3	Gaze	242.305	244.975	2.67	振り返ってシールを見る
S1	Gaze	242.88	245.32	2.44	S2 のシール
S1	Utterance	242.884	243.984	1.1	I like
S2	Gaze	242.97	250.514	7.544	一緒にシール
S1	Gaze	245.365	250.838	5.473	メニュー

Agent	Movement	Onset	Finish	Duration	Content
S1	Utterance	248.139	249.989	1.85	チョコップド チョコレート
S3	Move	249.405	251.61	2.205	振り返ってPDPを見る
S2	Move	250.514	251.791	1.277	シールをはがして渡す
S1	Move	250.846	260.345	9.499	シールを受け取って貼る
S2	Utterance	251.095	251.794	0.699	Here you are
S3	Gaze	251.61	253.28	1.67	振り返って S1 のカード
S1	Utterance	251.89	252.79	0.9	Thank you
S3	Move	253.3	254.34	1.04	名札を S2 に渡す
S3	Move	254.385	261.93	7.545	まるちゃんの名札を S2 から受け取り、つけようとする
S3	Move	261.94	264.32	2.38	ゆびに針が当たる
S1	Utterance	263.32	264.479	1.159	店員やおレ店員や

Appendix B

Third conversation of Group A

Agent	Movement	Onset	Finish	Duration	Content
S1	Utterance	0.54	1.04	0.5	あ、あ
S1	Utterance	1.27	2.64	1.37	Please give me
S1	Utterance	2.83	3.85	1.02	ホッピングシャワー
T	Utterance	3.62	4.71	1.09	Please give Maruchan?
T	Utterance	7.48	8.37	0.89	Ok まるちゃん
T	Utterance	8.45	9.53	1.08	Here you are.
S1	Utterance	11.215	13.45	2.235	えおいおいおいおいおいおいおいおいおい
S1	Utterance	13.45	14.26	0.81	ゆってゆって
S2	Gaze	14.46	17.345	2.885	教卓
S1	Utterance	14.65	16.26	1.61	チョコレートチョコレートチョコレート
T	Utterance	16.67	17.51	0.84	えーと、英語で
T	Utterance	17.565	18.205	0.64	まるちゃん
S2	Gaze	17.677	20.2	2.523	S3を探す
T	Utterance	18.36	19.39	1.03	OK Please give me
S2	Utterance	19.16	20.79	1.63	おじいちゃん ゆきやで ゆき
S2	Move	20.222	24.242	4.02	S1の隣へ移動
S1	Gaze	21.39	22.93	1.54	S2
S1	Utterance	21.96	24.015	2.055	おい おまえかゆったら ええやないか
S2	Gaze	24.267	27.437	3.17	教卓
S1	Utterance	25.355	27.11	1.755	Please give me chocolate.
S1	Utterance	28.307	29.737	1.43	Please give Maruchan chocolate.
S1	Utterance	29.95	30.33	0.38	ゆって
S(Other group)	Utterance	31.39	32.865	1.475	イースターエッグハント
T	Utterance	32.64	33.83	1.19	イースターエッグハント
S(Other group)	Utterance	33.88	34.7	0.82	これやこれ
T	Utterance	34.545	35.48	0.935	おお、ありがとありがと
T	Utterance	35.555	36.785	1.23	OK
T	Utterance	37.175	37.915	0.74	まるちゃんは
T	Utterance	38.05	39.31	1.26	Here you are.
S(Other group)	Utterance	41.79	44.67	2.88	Please give Araki ええ
S(Other group)	Utterance	45.13	46.65	1.52	ええ、レモンシャワーベット
T	Utterance	46.765	47.913	1.148	レモンシャワーベット

Appendix C

Third conversation of Group B

Agent	Movement	Onset	Finish	Duration	Content
S8	Gaze	0.06	5.58	5.52	手元のカード
S9	Gaze	1.52	2.23	0.71	会話の流れ図
S9	Utterance	2.11	3.74	1.63	Please give me ice-cream.
S8	Utterance	5.29	7.45	2.16	ええ、OK. Which do you like?
S8	Gaze	5.65	6.88	1.23	S8
S9	Gaze	7.775	17.31	9.535	メニュー
S9	Utterance	8.02	9.745	1.725	I like
S7	Gaze	9.13	11.46	2.33	メニュー: 顔を突き出して見る
S7	Gaze	11.46	14.58	3.12	メニュー
S8	Gaze	11.75	12.54	0.79	黒板
S8	Gaze	12.97	27.46	14.49	S9
S7	Gaze	15.33	17.26	1.93	店員シール
S9	Gaze	17.88	18.85	0.97	店員シール
S8	Utterance	18.41	19.64	1.23	あかんで、それは
S7	Utterance	18.72	19.33	0.61	あかんで
S7	Gaze	19.355	21.365	2.01	S9
S9	Utterance	19.74	21.46	1.72	だあって、めんどくさいでしょ、さがすの
S9	Gaze	19.815	21.075	1.26	S8
S9	Gaze	21.805	25.305	3.5	メニュー
S7	Utterance	23.24	23.77	0.53	なんでもええやん
S7	Gaze	23.275	25.935	2.66	顔をつきだして、メニュー
S9	Utterance	25.285	26.135	0.85	キャラメルリボン
S9	Gaze	25.785	26.415	0.63	S8
S7	Gaze	26.525	27.855	1.33	シール
S9	Gaze	27.04	27.56	0.52	S7
S8	Utterance	27.11	28.05	0.94	オ、OK
S8	Gaze	27.91	29.07	1.16	黒板
S9	Gaze	27.99	28.86	0.87	S8
S9	Gaze	29.305	30.115	0.81	黒板の図
S8	Gaze	29.605	36.33	6.725	S7
S8	Utterance	29.62	32.505	2.885	Please give のせ キャラメルリボン?
S9	Gaze	30.63	30.86	0.23	S7, S8
S9	Gaze	31.585	32.465	0.88	メニュー
S9	Gaze	32.775	34.85	2.075	S7
S7	Utterance	32.89	33.32	0.43	No.
S8	Utterance	33.25	33.725	0.475	No.
S8	Utterance	33.805	34.665	0.86	やんな@

Agent	Movement	Onset	Finish	Duration	Content
S8	Utterance	35.045	35.85	0.805	おれ分かつとうもん
S9	Gaze	35.11	39.645	4.535	S9
S9	Utterance	35.67	37.45	1.78	探してきてくださいあい。
S8	Gaze	36.38	38.92	2.54	S9
S8	Utterance	37.7	38.39	0.69	ぼくが？
S7	Utterance	39.24	40.76	1.52	おじいちゃんが卒業してくるよ
S8	Gaze	40.575	40.815	0.24	S9
S8	Gaze	40.88	41.7	0.82	S7
S8	Gaze	42.435	49.07	6.635	隣の班
S7	Utterance	45.491	46.401	0.91	もう
S7	Utterance	46.436	48.156	1.72	きいち。
S7	Gaze	46.98	50.12	3.14	S8
S9	Gaze	49.05	50.23	1.18	T
S8	Gaze	49.117	51.407	2.29	隣の班のカード
S10	Gaze	49.74	52.366	2.626	先生、Please give まるちゃん ええっと
S9	Gaze	50.91	51.86	0.95	T
S7	Gaze	51.03	55.65	4.62	隣の班のシール
S8	Gaze	51.457	54.577	3.12	隣の班の男児
S10	Gaze	52.513	53.533	1.02	ホッピングシャワー
T	Utterance	53.43	54.25	0.82	ホッピングシャワー
S9	Gaze	54.325	55.285	0.96	T
T	Utterance	55.095	56.9	1.805	ホッピングシャワー
S7	Gaze	56.29	56.69	0.4	S8
S9	Gaze	56.545	58.505	1.96	S8
T	Utterance	56.93	58.83	1.9	ホッピングシャワー
S8	Gaze	57.712	58.212	0.5	S9
S7	Gaze	58.51	59.37	0.86	S8
S9	Move	59.395	63.075	3.68	教卓へ移動
S8	Gaze	60.297	77.98	17.683	別の班
T	Utterance	60.4	61.6	1.2	ホッピングシャワー
S7	Gaze	61.04	61.36	0.32	S9
S7	Move	61.41	72.21	10.8	教卓へ移動
T	Utterance	62.18	63.73	1.55	ホッピングシャワーどっかあるかな
S9	Gaze	63.145	69.955	6.81	教卓上のシール
T	Utterance	64.8	66.19	1.39	ホッピングシャワ
S9	Utterance	66.23	67.9	1.67	キャラメルリボンださ
S10	Gaze	67.58	68.71	1.13	あった、ホッピングシャワー
T	Utterance	68.48	69.39	0.91	ホッピOK!
T	Utterance	69.775	70.14	0.365	あ、ちゃう

Agent	Movement	Onset	Finish	Duration	Content
S9	Utterance	70.02	71.89	1.87	Please give me キャラメルリボン
S9	Gaze	70.02	77.8	7.78	T(?) (映像からは確認できず)
T	Utterance	70.39	70.69	0.3	うん
T	Utterance	71.913	73.07	1.157	あ、Please give だれ?
S7	Gaze	72.255	73.425	1.17	教卓
S9	Utterance	73.29	73.69	0.4	キャラ
S7	Gaze	73.88	74.49	0.61	T
S9	Utterance	74.585	74.835	0.25	me
T	Utterance	75.3	77.131	1.831	me? おじいちゃんにいてほしいなあ
S7	Gaze	76.13	76.67	0.54	T
S9	Utterance	77.21	77.92	0.71	おじいちゃんどこ
S7	Gaze	77.4	82.64	5.24	S8
S7	Utterance	77.95	79.78	1.83	おじいちゃん
S9	Gaze	79.65	81.5	1.85	S8
S9	Utterance	80.455	81.21	0.755	おじいちゃん
S7	Utterance	81.905	83.285	1.38	きいもいちい
S9	Move	82.395	89.915	7.52	S8と会いに移動
S8	Gaze	82.407	82.977	0.57	S8の方向
S7	Gaze	83.155	84.24	1.085	S9
S8	Utterance	84.09	84.77	0.68	はあい
S7	Gaze	84.775	85.285	0.51	S8
T	Utterance	84.86	85.84	0.98	Here you are.
S7	Utterance	85.43	87.55	2.12	きいちおじいちゃん
S7	Gaze	85.73	88.94	3.21	ブラズマディスプレイ
S9	Move	89.945	90.575	0.63	右手ポインティング
S9	Move	90.59	91.28	0.69	移動しながらポインティング
S9	Move	91.35	92.3	0.95	S8見ながら左手を出す
S9	Move	92.365	93.175	0.81	左手でS8の腕を触る
S8	Gaze	92.537	95.737	3.2	教卓
S9	Move	94.1	94.97	0.87	右手でポインティング
S9	Move	95.005	97.625	2.62	左手で背中を押す
S7	Move	97.415	102.275	4.86	歩いて教師の元へ
S8	Move	97.555	99.265	1.71	歩いて教師の元へ
S9	Move	97.655	101.225	3.57	歩いて教師の元へ
S8	Utterance	99.26	101.8	2.54	Please give のせ キャラメルリボン
T	Utterance	101.8	102.95	1.15	キャラメルリボン OK
T	Utterance	103.01	104.05	1.04	Here you are.
T	Utterance	104.105	106.44	2.335	You're welcome. 上手に言えたなあ。
T	Utterance	107.15	107.99	0.84	完璧や。

Agent	Movement	Onset	Finish	Duration	Content
S8	Move	108.005	112.355	4.35	テレビの前へ移動
S9	Move	109.71	112.06	2.35	テレビの前へ移動
S7	Gaze	110.089	111.659	1.57	S8
S8	Utterance	110.38	111.64	1.26	次おれの番
S7	Gaze	111.689	113.459	1.77	自分の名札
S9	Gaze	112.08	114.45	2.37	S7の名札
S8	Utterance	112.35	113.15	0.8	つぎおれが
S8	Move	112.415	114.51	2.095	S7から名札を受け取る
S9	Utterance	113.37	114.54	1.17	ちひろにゆずるわ
S7	Gaze	113.479	115.399	1.92	S9
S9	Gaze	114.49	116.18	1.69	名札
S8	Utterance	115.205	116.105	0.9	ゆずるんちゃう
S9	Gaze	116.205	117.283	1.078	S7の名札
S9	Utterance	116.285	116.6	0.315	はい

Appendix E

Pupils' reflection card

ふりかえりカード

6年 2組 名前 _____ S1

今日の授業をふりかえって、がんばったこと、楽しかったことなどを書きましょう。

大きな声で英語を言いました。

おどくたのしかったです。

ふりかえりカード

6年 2組 名前 _____ S2

今日の授業をふりかえって、がんばったこと、楽しかったことなどを書きましょう。

アイスクリームのゲームが おもしろかったです。

やっているうちにむずかしい所が おもしろいよう

になつたので 楽しかったです。

ふりかえりカード

6年 2組 名前 _____

S3

今日の授業をふりかえて、がんばったこと、楽しかったことなどを書きましょう。

昨日の授業が一番楽しかったことは、アイスクリームを売、
たり注文したりするゲームが楽しかったです。

ふりかえりカード

5年 1組 名前 _____

S7

今日の授業をふりかえて、がんばったこと、楽しかったことなどを書きましょう。

今日、アイスクリームを使って人と英語で言葉のわがえ
はった。今日の授業は中ぐらいのレベルだと
聞いたのでびっくりしました。これからもっと
レベルを上げていきたいです。

ふりかえりカード

6年 2組 名前 _____

S8

今日の授業をふりかえて、がんばったこと、楽しかったことなどを書きましょう。

アイスゲームではアイスを一つのコーンに六つ
 入れたので面白かったです。

ふりかえりカード

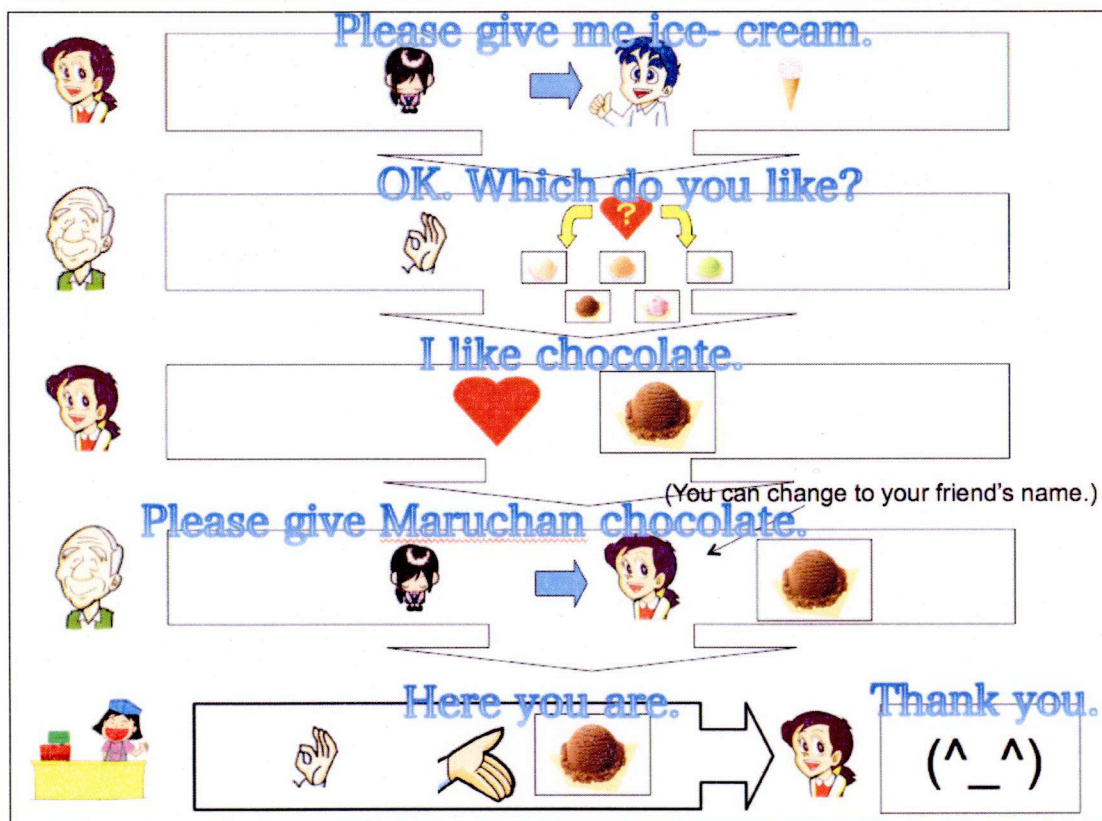
6年 2組 名前 _____

S9

今日の授業をふりかえて、がんばったこと、楽しかったことなどを書きましょう。

一番楽しかったのは、まるちゃんとおじい
 ちゃんとアイスクリーム屋の店員さんになるゲ
 ームです。3周くらいできたので、
 良かったです。またこんな感じのゲー
 ムがやりたいな~と思いました。

Appendix F Teaching materials



Appendix G Written consent from parents

平成 25 年 12 月 2 日

保護者様

姫路市立城東小学校教諭、兵庫教育大学大学院修士課程 岡本真砂夫
 兵庫教育大学大学院教授 有働真理子

研究に関わる同意について

晩秋の候、ますますご清栄の事とお喜び申し上げます。

さて、私は平成 25 年 1 月より 5 月まで、外国語活動の授業を担当させて頂きました。その授業においてお子さんが友達と協力して活動を積極的にがんばり、また授業の目標表現を上手に獲得する姿が見られ、とてもうれしく思いました。

また、授業を通じて、子どもたちが英語を習得し、友達と英語を使って自然な会話をする姿が多く観察されました。小学校外国語活動自体が平成 23 年度から始まったばかりということもあり、このことは日本の学校教育において先行研究・事例がとても少なく、学会発表、学会誌発表等を通じて、是非多くの先生方、研究者に知ってもらいたいと考えています。

そこで、以下の内容に同意して頂けるようでしたら、署名をお願いしてよろしいでしょうか。何卒よろしくお願い致します。

同意書

以下に提示された研究に関して、同意します。

- (1) 姫路市立城東小学校にて実施された授業の録画・録音データを、教育学、言語学等の学会発表、もしくは公的な研究会の発表資料として用います。
- (2) 授業の録画、録音データを使用するのは学会発表、もしくは公的な研究会の場に限り、他の場所では用いません。
- (3) 学会や公的な研究会での配付資料に写真を掲載する場合、写真に加工を施し、個人が特定される形の写真は掲載しません。
- (4) 学会誌、論文等に写真を掲載する場合、写真に加工を施し、個人が特定される形の写真は掲載しません。
- (5) 児童の氏名が特定されないようにします。但し、児童同士の会話の中でどうしても氏名が出ざるを得ないとき、別途許可を頂いた上で、必要最小限の形で氏名を出させていただきます（「〇〇さんに△△をあげてください」という児童の発言の中の〇〇さん等）。
- (6) 兵庫教育大学大学院有働真理子教授の指導の下、個人情報管理を徹底します。
- (7) 研究状況の進展、研究内容の開示は、いつでも行うことができます。

以上の内容に同意します。

年 月 日 保護者氏名 印