

20 years of Conversation Cards: Agency & Efficacy

Duane Kindt, Nagoya University of Foreign Studies

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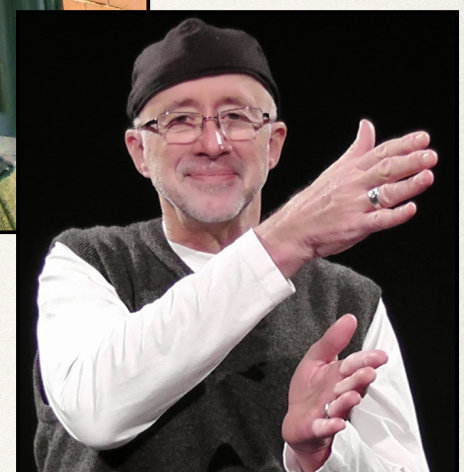
kindt@nufs.ac.jp

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March, 1998 - Preparing for my first university English speaking class. How to manage? What are some challenges?

1. Relatively large (40+)
2. 90 minutes, once a week, 15 sessions
3. Generally Japanese L1
4. Wide variety skill levels
5. Higher written proficiency
6. Hesitance to speak out
7. Avoid making errors
8. Motivational differences
9. Comfortable with traditional methods
10. Less familiar with communicative tasks



Fellow SIT alum and former Nagoya JALT President, **Scott Rule**, suggested using index cards to manage large university classes, an idea got from **William Acton**, well-known for his work with pronunciation/haptics.

Overview

LEARNER AGENCY

1. Active vocabulary development (Lott, 2015)
2. Expert & peer models (Murphey, 1998)
3. Students' Own Conversation Cards (SOCCs) (Kindt, 2019)
4. Recursive conversations (RCs) (Kindt, 2005; Kindt & Bowyer, 2018)
5. Conversation strategies (CSs) (Dörnyei, 1995)
6. Recordings, follow-ups, & self-evaluations (Kindt, 2001)

TEACHER EFFICACY

7. Feedback (Kindt, 2014)
8. Action comments (Kindt & Davies, 1999)
9. Newsletters (Kindt & Murphey, 2000)

1. Active vocabulary development (Lott, 2015)

2. Me and Language Learning



Useful words and expressions

First, look at each item. Then write an **O** in the box if you know the meaning or an **X** if you don't. Next, highlight all the **X** items in the example conversations. Try to understand the highlighted items by listening to the conversations. After listening, if you still don't understand, use your dictionary and note the definitions.

- | | | |
|--|--|--|
| <input type="checkbox"/> What seems to be the problem? | <input type="checkbox"/> persistent | <input type="checkbox"/> a very good opportunity |
| <input type="checkbox"/> It's tough. | <input type="checkbox"/> give up | <input type="checkbox"/> on a volunteer program |
| <input type="checkbox"/> get really frustrated | <input type="checkbox"/> not even bother | |
| | <input type="checkbox"/> opportunities | |

1. Active vocabulary development (Lott, 2015)

Useful words and expressions

First, look at each item. Then write an **O** in the box if you know the meaning or an **X** if you don't. Next, highlight all the **X** items in the example conversations. Try to understand the highlighted items by listening to the conversations. After listening, if you still don't understand, use your dictionary and note the definitions.

- | | | |
|---|---|---|
| <input type="checkbox"/> What seems to be the problem? | <input checked="" type="checkbox"/> persistent | <input type="checkbox"/> a very good opportunity |
| <input checked="" type="checkbox"/> It's tough. | <input type="checkbox"/> give up | <input checked="" type="checkbox"/> on a volunteer program |
| <input type="checkbox"/> get really frustrated | <input type="checkbox"/> not even bother | <input type="checkbox"/> wasn't it tough? |
| <input type="checkbox"/> What is the hardest part | <input type="checkbox"/> opportunities | <input type="checkbox"/> hard to communicate |
| <input type="checkbox"/> all mixed up | <input type="checkbox"/> encouragement | <input type="checkbox"/> supposed to be |
| <input type="checkbox"/> really confusing | <input checked="" type="checkbox"/> keep me posted | |
| <input type="checkbox"/> just keep practicing | <input checked="" type="checkbox"/> ...something like that | Strategic expressions: |
| <input type="checkbox"/> don't be afraid to make mistakes | <input type="checkbox"/> stayed in someone's home | <input type="checkbox"/> Mm... |
| <input type="checkbox"/> adventurous | <input checked="" type="checkbox"/> it confused me | <input type="checkbox"/> Uh... |
| | | <input type="checkbox"/> ..., I think. |

2. Expert & peer models (Murphey, 1998)



bit.ly/2LXP8R1

2. Me & Language Learning – Example Conversation 1

I. Greeting

1. Jeff Hi, Leslie. How are you today?
2. Les Um. Hey, Jeff. I'm okay, thanks.

II. Small Talk

3. Jeff Just okay? **What seems to be the problem?**
4. Les Well, it's just this language class I'm in. **It's tough.**

III. Introducing the Topic

5. Jeff Well, Les. What are you studying?
6. Les I am trying to learn French. But it is so hard! I get really frustrated.
7. Jeff **What is the hardest part for you?**
8. Les Well, I really get my verbs all mixed up, and my pronunciation, it gets really confusing at times. Do you know what I mean?
9. Jeff Well, I grew up speaking English, but I have learned some languages and know what you mean. Sometimes it is tough, but the best thing to do is to just keep practicing.
10. Les Really? You really think so?
11. Jeff Yeah. Don't give up. And don't be afraid to make mistakes. If you are worried about making mistakes you will never open up your mouth and try it out, and never truly learn another language. You have to be adventurous and **persistent.**

IV. Reintroducing the Topic

12. Les Wow. Great advice Jeff. But why do you think that learning another language is so important? Sometimes when I am frustrated I just want to give up and not even bother.
13. Jeff Well, Leslie, it can open up a lot of opportunities for you. Just think of all of the jobs you can get knowing another language.
14. Les Yeah, okay. I guess that's true. *expressing certainty*
15. Jeff And you love to travel. You can go to Saint Lucia, Canada, Switzerland, and of course France.
16. Les Ah. I guess you are right again. Thanks for your encouragement Jeff

18. Jeff No problem. **Keep me posted** and let me know how things go, okay? You can do it!
19. Les Oh. Okay, thanks again, bye.
20. Jeff Bye.

Did you get it?

Choose the correct answer.

Leslie is frustrated because...

- ...she has trouble with French pronunciation and verbs.
- ...she doesn't have many opportunities to speak French.

bit.ly/2shBP12



2. Me & Language Learning – Example Conversation 2

I. Greeting

1. Alisa Good morning.
2. Mao Good morning. Um, um, how are you?
3. Alisa I'm fine, and you?
4. Mao Um. I'm a little hungry.

II. Small Talk <none>

5. Mao So, what did you do yesterday?
6. Alisa Yesterday? Ah, I had a part-time job, so I was working.
7. Mao Mm. Where do you work at?
8. Alisa I work at Parco selling clothes or shoes...
9. Mao Mm.
10. Alisa **...something like that.**
11. Mao That's nice.

III. Introducing the topic


12. Mao So, do **foreigner foreigners** come to your school?
13. Alisa Um...
14. Mao Shop? Ha ha.
15. Alisa Yeah, not so much, but sometimes.

3. Students' Own Conversation Cards (SOCCs) (Kindt, 2019)

Me and Language Learning Class ___ Name Leslie

Learning French

- Go to private lessons
- Once a week
- with a native French speaker



Goals

- Go to Paris next summer
- Be able to communicate there
- Order meals
- Talk to locals
- Watch movies in French

Challenges

- Verbs (get them mixed up)
- Pronunciation is tricky
- I need more motivation
- Few chances to talk with French speakers

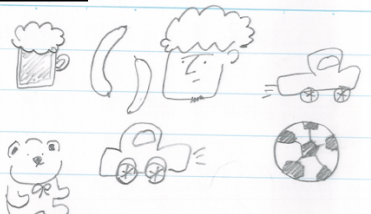
Questions

- How do you study English?
- Do you have any goals?
- What part do you find the most challenging?
- Do you learn any other languages?

Me & Language Learning

Learning German

- major in German
- Go to German next summer
- Be able to communicate there




Learning English

- I want to go abroad someday
- I want to challenge TOEFL

Questions

- Why are you learning — ?
- What is the hardest part about learning — ?
- Do you have any goals?
- How do you study?



Professor Kindt

Let's take a couple of minutes to make a card of our own.
Now let's try using it to support a short conversation.

5. Conversation strategies (CSs) (Dörnyei, 1995)

2. Me and Language Learning — Conversation Strategies

Getting time to think

Sometimes your partners ask you a really tough question, and you'll need some time to think.

That is okay, but be sure to tell or show him or her that **you understand the question and are thinking.**

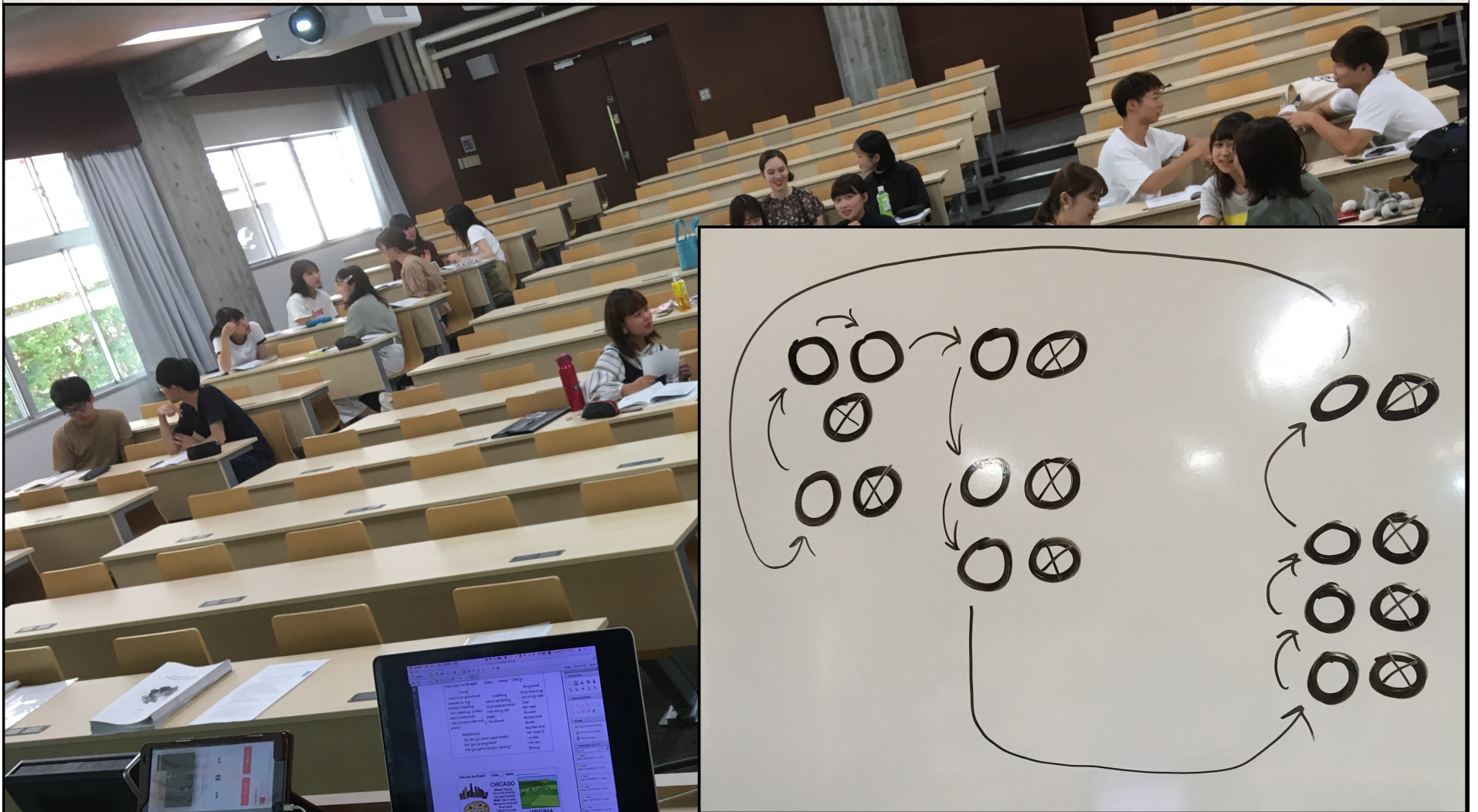
You can say things like:

“Just a minute.” “Just a second.” “Hold on.” “Let's see.”
“Uh...” “Well...” “Hm....” “Hang on a sec.”

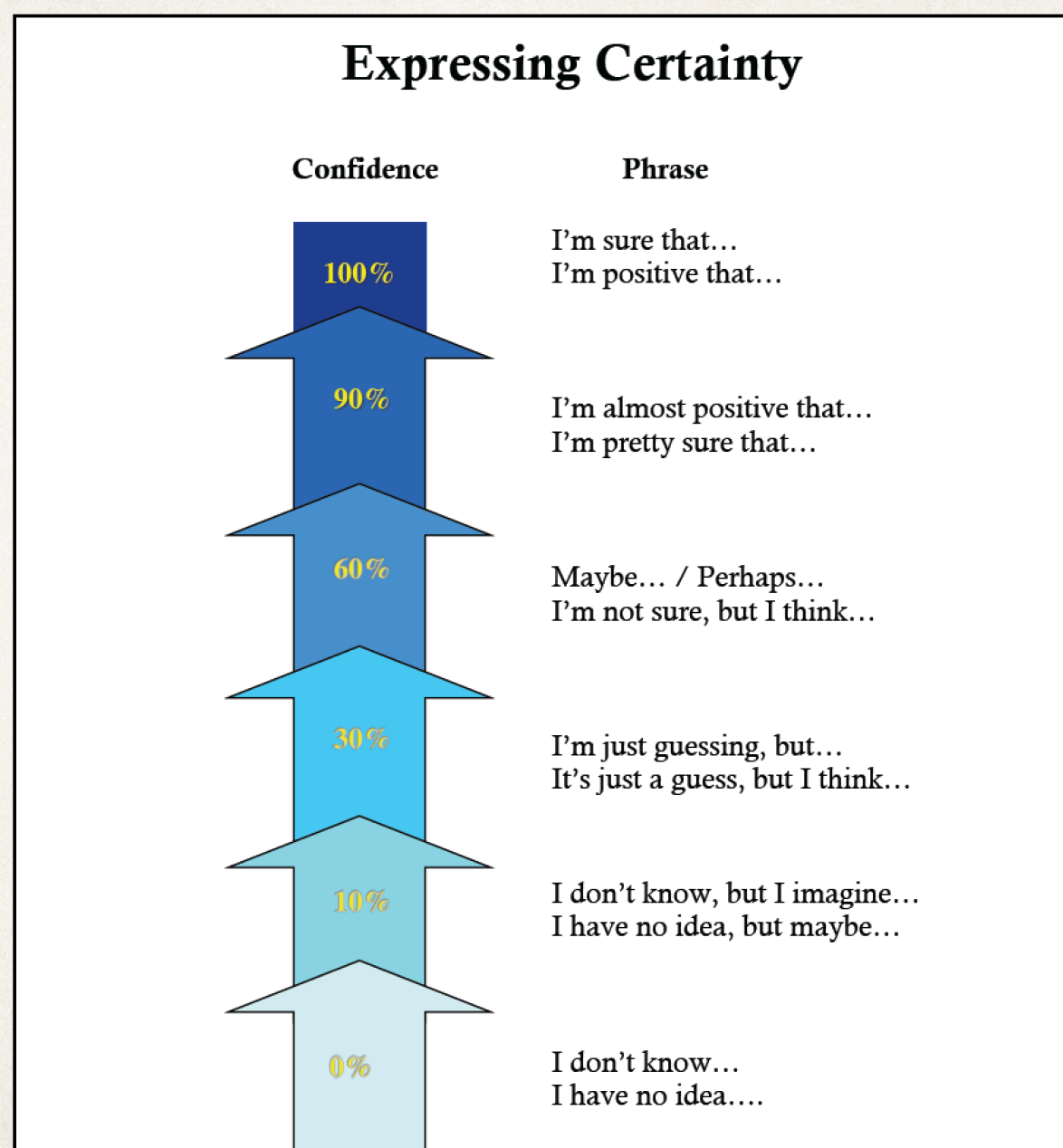
and...

“That's a good question...”
“Mm, how can I say that...”

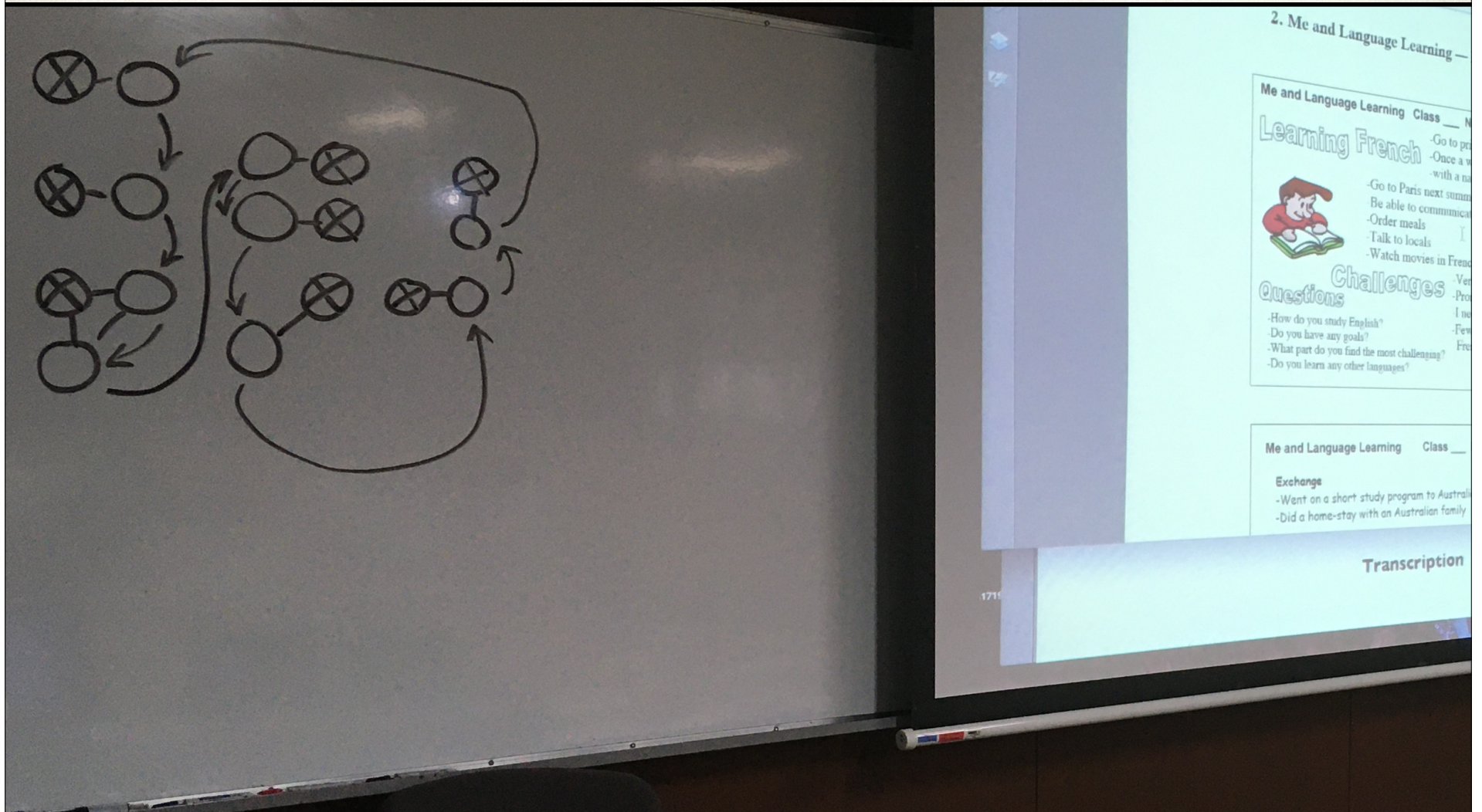
4. Recursive conversations (RCs) (Kindt, 2005; Kindt & Bowyer, 2018)



5. Conversation strategies (CSs) (Dörnyei, 1995)



4. Recursive conversations (RCs) (Kindt, 2005; Kindt & Bowyer, 2018)



6. Recordings, follow-ups, & self-evaluations (Kindt, 2001)



6. Recordings, follow-ups, & self-evaluations

Transcription

M: Hello!

R: Hello! How are you?

M: I'm fine, but little tired.

R: Wow why? **Interjecting** **Follow-up? s**

M: ~~I~~ ^{Because} went to bed at 3 o'clock.

R: 3 o'clock! **Shadowing**

M: But when I ~~was~~ ^{was} eating dinner, I fell asleep. So I could sleep well, totally.

R: Oh, nice sleep **Interjecting**

M: Thank you. But it's ~~a good~~ ^{bad} habit. Do you have any

advices? I want to sleep on the bed. Yesterday, I

~~slept~~ on the sofa. **Asking for opinions**

~~slept~~
slept

6. Recordings, follow-ups, & self-evaluations

1. How did you **prepare** for this conversation?

I did making conversation card, thinking questions, memorizing new words or expressions.

Total time spent preparing: 30 min.

2. What are some **effective things** (2+) that **you think you** said or did?

I could give many examples. By this, I think she could imagine my life easily, and we had a nice talking. I always rely on non-verbal communication overly. But this time, I didn't use many times. I could talk English without gestures. From now on, I try to use gestures ~~overly!~~ ^{not}

3. What are some **effective things** (2+) that **you think your partner** said or did?

7. Feedback (Kindt, 2014)

English: Communication Skills (Speaking)

Learning from transcription revisions.

Topic: _____

Quickly read through your transcription. Then choose 3 corrections Prof. Kindt made that you'd like to try to remember in future English conversations. Write the original mistake on the left and the correction or improvement on the right after the arrow (➔).

- | | original mistake | | correction or improvement |
|----|------------------|---|---------------------------|
| 1. | | ➔ | |
| 2. | | ➔ | |

8. Action comments (Kindt & Davies, 1999)

4/15 Partners: Yoshimi, Hitomi, Shota
Tomoko

English target: 90%
English used: 80%

	Interesting	Useful	Challenging
Listening, interactive bingo	6	5	2
Families & relatives example	3	6	4
Families & relatives card conversations	5	6	3

Comments

Bingo was fun but pretty easy. Topic examples were really useful and I could understand. Using cards is good way to prepare and help talk about it. I like this class because teacher is very funny. I think that classmates are good for me. But I can't communicate in English very well. I know I don't have to be afraid to mistake. So from next class, I'd like not to be afraid to mistake and enjoy communicate with classmates!

8. Action comments

	Interesting	Useful	Challenging
① Learning points	4	5	4
② Conversation #1	5	4	4
③ Asking Opinions	6	6	3
④ Conv. #2	6	5	3
⑤ Using sounds	6	6	4
⑥ Conv. #3	6	5	4

In this class, I learned the importance of using sounds. Using sounds help me when I don't know what to say. I want to know how sounds is used in foreign. And asking opinion help us when there is pauses. It is very useful for me! 7/10

8. Action comments

Self-evaluation

8/10

- I talked 5 people. But 3 people are major in German. So talking about why they are learning German is interesting. Of course, talking to people who major in other language is fun, too.
- We study various languages, so we can understand the hardest part of studying each other. Talking about languages is easy to talk, I thought. I want to talk without this card!!

9. Newsletters (Kindt & Murphey, 2000)

English Communication Skills• 1

- ❖ This class was very nice for me. My classmates and Prof. Kindt influenced me positively. I could study with a comfortable feeling.
- ❖ Our class members are very friendly and kind so I think we could have natural conversations. Next semester, I would like to have much confidence in talking in English and try not to fear making mistakes.
- ❖ Because there are so many good English speakers in this class, at first my confidence reduced. I decided, however, to try to understand and imitate their speech. After that, I could enjoy this class and participate as much as possible.
- ❖ I enjoyed this class every time, but especially the sentence pass game. I hope we'll have more games in class next semester. ☺
- ❖ The textbook contents were very interesting for me and I was able to enjoy talking. I have to improve my English skills more so I'd like to enjoy learning English next semester too!
- ❖ I recorded my conversation on video in English for the first time. It was very fun and useful. I look forward to comparing my first video to the last one.
- ❖ I cannot speak English well. I do not come up with suitable words immediately. However, I heartily want to improve my weak points!!!! I know I have to break out of my shell. Four girls are going abroad. I don't want to be left behind by them. I'll try to study hard with Prof. Kindt and my classmates in Japan.



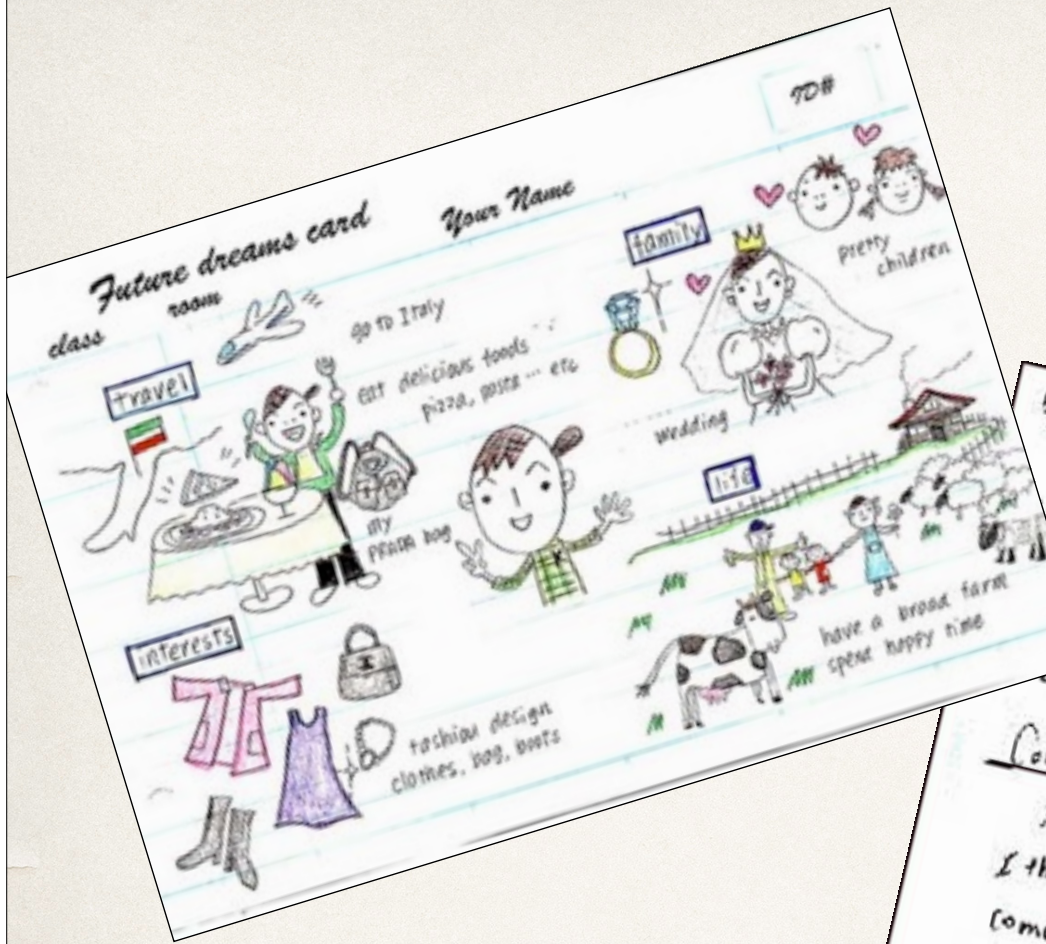
Questions or comments?

Thank you



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5/11 SE 1 Partner: Yoshimi, Ayumi, Mika, Tomoko

	Interesting	Useful	Challenging	English used	Tools used
listening: Interactive Bingo!	6	5	2	3	3
friend example	3	6	3		
friend card	5	3			

Comments

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