

INTERACTION BETWEEN NATIVE AND NONNATIVE SPEAKERS
IN TEAM TEACHING

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ABSTRACT

This study examines the interaction of native speakers and nonnative speakers. Six hypotheses are tested. Three of them deal with the frequencies of temporal marking, topic-continuing and topic-initiating moves, and uninverted, wh, yes/no and tag questions. The other three hypotheses are concerned with the frequencies of nine categories of negotiation. All hypotheses were supported except two categories of one hypothesis. To test these hypotheses, eight native speakers' speech that the data were from two separate periods of collection was video-recorded, transcribed and analyzed. Analysis was done on teacher-student interaction in team teaching in junior high schools and senior high schools and on English classes in a university. The study showed the same results as in studies of second language learners' FTD, but some differences were recognized in the details between EFL(team teaching) and ESL.

I. INTRODUCTION

Team teaching (TT) started in Japan in 1986. The number of native speakers invited as assistant English teachers (AET) in junior high schools and senior high schools reached about 2,000 in 1990. The main purpose of TT is to improve students' communicative competence, especially in speaking and listening. In order to improve TT effectively, Japanese teachers of English (JTE) need clarify its features by analyzing it.

Many researchers have reported on features of interaction between native and nonnative speakers in ESL. While some researchers have reported on foreigner talk discourse (FTD) in adult conversations in ESL, there have been no studies which compare the talk of younger learners and older learners, or compare these to university students in EFL. Such studies might explain proficiency differences in foreign language acquisition.

II. OBJECTIVES OF STUDY

Team teaching is a specific teaching method adapted in Japan so that some different results from ESL studies might be expected in this EFL environment. The present study aims to clarify:

1. some features of TT as appear in interaction between native speakers (NS) and nonnative speakers (NNS),
2. speech differences between NS and NNS in junior high school, senior high school and university,
3. frequencies of discourse units in three analyses and
4. frequencies of nine categories of negotiation.

III. HYPOTHESES

According to previous reseaches, the following hypotheses can be proved regarding the TT of NS's talk to NNS.

1. The frequency of present temporal marking of verbs is greater than the frequency of nonpresent temporal marking.
2. Topic-continuing moves occur more often than topic-initiating.
3. Uninverted is the most common question type. Wh, yes/no and tag questions occur decreasingly often, in this order.
4. Frequencies of repetitions supports, questions, imperatives, inclusive 'we' and framed constructions decrease as the proficiency level changes from junior high school to university.
5. The frequency of conversation fillers increases as the proficiency level advances from junior high school to university.
6. The frequency of rhetorical questions decreases as the proficiency level advances from senior high school to university.

IV. METHOD

4. 1. Subjects

Subjects were NSs and the students of junior high schools, senior high schools and university. In 1989, three kinds of analyses were performed on three native speakers' FTD. One of the three native speakers was male and two female. They were all American. A video camera recorded five classes. Three of them were English classes of junior high school and two were of senior high school. Subjects in the junior high school (JHS) were third year students and subjects in the senior high school (SHS) were second year students.

Negotiation was analyzed from video tapes recorded in 1989 and 1990, including the

videos used in the analysis of discourse units in 1989. The native speakers in the JHS were two male American teachers and two female teachers, one American and one Canadian. The native speakers in the SHS were one male American and two female Americans. The teacher in the university was an American speaker. Therefore, there were eight native speakers in all.

4.2 Method

Classes recorded amounted to 21 in all. Six of them were recorded at three junior high schools. Eleven were at three senior high schools. The remaining four classes were at one university. The length of a class was 50 minutes at JHS and SHS, but 100 minutes at the university. Video recording and analysis used Sony 8 mm video camera (CCD-V 200) and Victor S-VHS-Movie (GF-S 1000 H). As for the analysis of the videos recorded, the researcher transcribed the interaction of AET, JTE and students, but the following teaching activities were excluded: (1) text reading, (2) pronunciation drills, (3) practice of forms repeated after the teacher by the students, (4) English songs, (5) group work, and (6) AET's talk to JTE.

V. RESULTS

5.1 Three Analyses of Discourse Units

5.1.1 Present and Nonpresent Temporal Marking of Verbs

Table 1. Frequency of present and nonpresent marking of verbs

School	Present		Nonpresent	
	n	%	n	%
JHS	172	95.03	9	4.97
SHS	780	96.30	30	3.70
Total	952	96.06	39	3.94

$$X^2 = 4.251 \quad p < .05$$

Present was predominantly in both JHS (95.03%) and SHS (96.30%). Long's results also showed that present was more frequent than nonpresent in foreigner talk discourse (FTD) in ESL [3]. These results show that NS uses present temporal marking of verbs the most frequently in TT when he teaches Japanese students (NNS).

5.1.2 Topic-Continuing and Topic-Initiating Moves

Table 2. Frequency of topic-continuing and topic-initiating moves

School	Topic-initiating		Topic-continuing	
	n	%	n	%
JHS	52	27.23	139	72.77
SHS	250	27.47	660	72.53
Total	302	27.43	799	72.57

$$X^2 = 19.268 \quad p < .005$$

Topic-continuing moves (72.57%) were more frequent than topic-initiating (27.43%). This result was similar to Long's result (80.84%, 19.16%). However, the NS-NS frequency (92.38%, 7.62%) was considerably different from the frequencies of JHS and SHS. If JHS and SHS students are to acquire near native-speaker proficiency, NS needs to try to use more topic-continuing moves with them.

5.1.3 T-Unit and Fragments for Uninverted, Wh, Yes/No, and Tag Questions

Table 3. Frequency of T-units and fragments for uninverted (intonation), wh, yes/no questions

School	Uninverted		Wh		Yes/No	
	n	%	n	%	n	%
JHS	15	18.75	25	31.25	40	50.00
SHS	100	66.67	49	26.67	10	6.67
Total	115	50.00	65	28.26	50	21.74

$$X^2 = 69.414 \quad p < .005$$

Uninverted questions were the most often used (50.00%), followed by wh (28.26%) and yes/no (21.74%). Tag questions were not used. However, there were differences in frequencies between JHS and SHS. While NS in JHS used 50% yes/no questions followed by wh (31.25%) and uninverted (18.75%), NS in SHS used uninverted questions the most frequently (66.67%), followed by wh (26.67%) and yes/no (6.67%). This result seems to derive from differences between the elementary level of proficiency and the intermediate level. On the other hand, tag questions were not found.

5.2 Negotiation of Native Speakers with Nonnative Speakers

When persons participate in face-to-face interaction, they usually cooperate to sustain the conversation and establish understanding. This is called an ongoing negotiation [5]. Persons use a certain negotiation to jointly express messages, and fill in lapses in the conversation. Here we analyze frequencies of repetitions, supports, questions, imperatives, conversation fillers and rhetorical questions, inclusive 'we', framed constructions and statements.

5.2.1 Total Frequencies of Categories in Proportion to NS Talk to NNS

Table 4. Total frequencies of categories in JHS, SHS and university

Category	Repe	'we'	Framed	Support
Frequency	298	78	156	194
%	8.30	2.17	4.35	5.40
Fill	Ques	Impera	State	Total
61	749	245	1490	3590
1.70	20.86	6.83	41.50	100

$$X^2 = 3403.320 \quad p < .005$$

Statements were the most frequent of the eight categories (41.50%). The second most frequent category was questions (20.86%), followed by repetitions (8.30%), imperatives (6.83%), supports (5.40%), framed constructions (4.35%) and inclusive 'we' (2.17%). Conversation fillers were rare (1.70%). Among questions, imperatives and statements, statements occurred significantly the most often. At half the frequency of statements was questions (20.86%). Imperatives showed the lowest frequency (6.83%).

Repetitions were rather greater (8.30%) than the five categories other than questions, imperatives and statements. This means that NS repeats the same utterances frequently to help his learners understand them. Supports followed repetitions in frequency. The result shows that NS uses sup-

ports as a device to stimulate learners' participation and sustain the conversation. Framed constructions have the same characteristics.

5.2.2 Frequencies of Categories

The relative frequencies of the eight categories are presented in Table 5 (which will be shown at the conference).

5.2.2.1 Repetitions

Repetition is the tendency for native speakers to repeat the utterances which they said before and require the NNS's attention. Allwright [1] suggests that repetition is a recurrent technique thought to have potential accelerating effects on language acquisition. It gives time for learners to process input. The following is an example of repetition.

AET: Okay. I will ask, I will ask an easy 'yes or no' question. Okay? For example, today is Friday. Today is Friday. Yes or no.

St: No. (JHS)

Such repetition is notably absent in the native speaker talk to adolescents in ESL [5]. The frequency of repetitions for SHS (11.87%) was greater than JHS (8.51%). On the other hand, the frequency of repetitions at the university was notably the least (2.09%). Therefore, the frequency of repetitions decreases as the level of proficiency advances from JHS to the university.

5.2.2.2 Inclusive 'we'

Inclusive 'we' is used to make the learners more actively involved in the conversation. It is the 'we' observed in the following conversation between the native speaker and the students.

NS: Sometimes we say science. If you don't understand the meaning, ask me questions. (University)

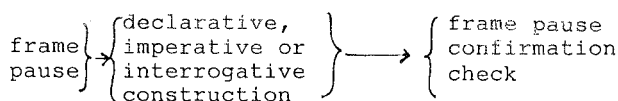
The frequency of inclusive 'we' was the least (.68%) in JHS, followed by SHS (1.93%) and the university (4.51%). While the frequency of inclusive 'we' has previously been shown to increase moving from adult native speakers down to adolescent L2 speakers and child L2 speakers [5], the frequency in this study decreases.

5.2.2.3 Framed Constructions

One of the most interesting negotiations concerns the use of utterance boundary markers referred to as framed construction. "Okay", "now", "well" and "so" are used at the beginnings of utterances, while the confirmation checks at the ends of utterances consist of short tag questions with rising intonation such as "right", "isn't it?" and "okay?". But "okay" at the end of an utterance is often used with falling intonation. In the following example, framed construction occurs in the underlined utterances.

AET: Okay. We're going to review the last lesson. Okay? We'll have a short... very short activity. Okay? (JHS)

The utterance framed in this manner is described by the following structure [5]. The frequency of framed constructions was



greater in the native speech in the university (6.71%) than in the native speakers in JHS (2.89%) and SHS (4.05%). Framed constructions to children have previously been shown to occur more often than to adolescents in native speakers' speech [5]. The opposite result occurred in our study for framed constructions.

5.2.2.4 Supports

Support plays an important role for the NNS to receive positive feedback. "Good", "right" and "all right" are used as supports by NS. These supports encourage nonnative speakers by capturing the learners' attention. Support is seen in the following example.

St: Negative.

AET: That's right. He wants negative. Uh, one more question, one more question. Okay? (SHS)

From the results, the frequency of supports decreased as the proficiency level increased from JHS to the university. NS's supports at the university were rare (1.10%).

5.2.2.5 Conversation Fillers

Conversation fillers keep the conversation going and allow time to think of the right word or phrase to use next. These fillers were often used by the native speakers.

AET: Okay. Let's see. It's a little cloudy. (JHS)

AET: That's right. He wants negatives. Uh, one more question. Okay? (SHS)

Native speakers often use such fillers as "let me see", "uh", "you know" and "let's see". Conversation fillers were present to some degree in native speakers of JHS (1.33%) and SHS (1.39%). The frequency in the university was slightly more (2.64%) than in JHS and SHS.

5.2.2.6 Questions, Imperatives and Statements

Questions, imperatives and statements were analyzed in NS talk to NNS. One report indicates that child second language learners heavily use questions and imperatives [5]. NS in JHS used questions the most often (23.75%), followed by NSs in SHS (20.17%) and the university (17.27%). Frequencies of questions decrease as the proficiency level advances from JHS and SHS to the university. Imperatives occurred the most often in SHS (10.36%), followed by the university (5.17%). On the other hand, the frequency for JHS was least (3.57%). Therefore, hypothesis 4 was not supported. Statements had the most heavy use among these three categories. NSs in JHS and SHS used statements for 38.72% and 39.04% of total utterances. Moreover, the frequency of use in the university was almost half of the total utterances (48.18%).

5.2.2.7 Rhetorical Questions

Rhetorical questions have interrogative form but they are not requests for information. Rather they are rhetorical because they do not express a question with the presupposition of the listener's reply. The following example containing rhetorical questions was recognized in the speech of NS in SHS.

AET: Wrong. Right. Okay. What does Jim want? Okay? Jim wants a photograph. What does Jim want?

No rhetorical questions were found in any classes of JHS. The frequency of rhetorical questions was calculated for NS in SHS (.93%) and the university (1.32%). The frequency in the university was a little more than that of SHS. This result was not similar to the result found very often in the native speaker talk to children [5].

Table 6. Frequency of rhetorical questions in proportion to total utterances of NS in SHS and the university

School	SHS		University		Total
	n	%	n	%	
Rhe Q	14	.93	12	1.32	26
Total	1506	100	909	100	2415

$$X^2 = 120.992$$

$$p < .005$$

VI. CONCLUSION

In concluding, we would like to summarize the three analyses of discourse units and nine categories of negotiation. All hypotheses regarding discourse units were supported. However, some differences were recognized between NS talk in EFL and ESL. First, the frequency of present marking of verbs in JHS and SHS was notably greater than the frequency in ESL. The heavy use of present marking rather than nonpresent may be a result of the emphasis on the present time in teaching situations by native speakers.

Secondly, analysis of T-units and fragments for uninverted, wh, yes/no questions showed that yes/no questions were the most often used in junior high schools and senior high schools. Especially, yes/no questions in JHS accounted half of all questions. This result tells us that at the beginner's level much attention is paid to the practice of yes/no questions in EFL. Thirdly, uninverted questions were the most often used, followed by wh and yes/no questions. But tag questions were not found. Consequently, the hypothesis was supported.

Concerning negotiation, we would like to conclude with just the simplest features of the results. Hypothesis 4 was supported for repetitions, supports, questions and imperatives, but not for the inclusive 'we' and framed constructions. That is, frequencies of repetitions, supports, questions and imperatives decreased as the proficiency level became higher than from junior high school to the university. Therefore, native speakers of English use more negotiation devices in conversations with lower level learners in foreign language teaching than with higher level learners. They provide a more sup-

portive atmosphere, and try to constantly check whether or not learners can understand their input.

Hypothesis 4 was not supported in regard to inclusive 'we' and framed constructions, because they increased as the proficiency level advanced from junior high school to the university. The reason might derive from the differences of situations in EFL and ESL. In English language teaching in Japan, native speakers' utterances tend to be longer as the proficiency level goes up from junior high school to the university. NS might use inclusive 'we' more frequently in order to attract learners' attention to his conversation. At the level of junior high school, NS may use 'I' and 'you' more than 'we' because his focus tends to be on short sentences with the basic grammatical structures from the textbook.

Framed constructions increased according to level from junior high school to the university. In the EFL classroom, NS seems to use more framed constructions to make learners understand some patterns of utterances. This teaching situation is rather different from the natural situation of conversations. Especially, the native speaker might use more framed constructions to check learners' understanding of his utterances.

Conversation fillers increased as the proficiency level advanced so that hypothesis 5 was supported. More frequent use at the university level reflects the necessity to take enough time think of the right word or phrase for the native speaker in proportion to the greater length of utterances. Hypothesis 6 was supported, too. The frequency of rhetorical questions decreased as the proficiency level advanced. Rhetorical questions may not be needed at the advanced level, because learners will be able to understand without much use of these questions.

The conclusions stated above might be helpful in understanding some features of NS-NNS interaction in TT and in improving learners' communication ability. But further study might usefully test these findings on larger corpora of data obtained from more native speakers and situations.

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