

RGC Ref. No.: <u>UGC/FDS16/H15/14</u> (please insert ref. above)
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**RESEARCH GRANTS COUNCIL
COMPETITIVE RESEARCH FUNDING SCHEMES FOR
THE LOCAL SELF-FINANCING DEGREE SECTOR**

FACULTY DEVELOPMENT SCHEME (FDS)

Completion Report

(for completed projects only)

<p><u>Submission Deadlines:</u></p> <ol style="list-style-type: none"> 1. Auditor's report with unspent balance, if any: within six months of the approved project completion date. 2. Completion report: within 12 months of the approved project completion date.
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Part A: The Project and Investigator(s)

1. Project Title

Analysis of repair practice and its relationship with L2 Chinese learning
in online tutorial

2. Investigator(s) And Academic Department(s) / Unit(s) Involved

Research Team	Name / Post	Unit / Department / Institution
Principal Investigator	Professor Yang Ruowei	School of Education and Languages, Open University of Hong Kong
Co-Investigator(s)	NA	
Others	NA	

3. Project Duration

	Original	Revised	Date of RGC/ Institution Approval <i>(must be quoted)</i>
Project Start Date	16 November 2014	NA	
Project Completion Date	15 May 2016	15 October 2016	25 February 2016
Duration (<i>in month</i>)	18 Months	23 Months	
Deadline for Submission of Completion Report	15 May 2017	15 October 2017	

Part B: The Final Report

5. Project Objectives

5.1 Objectives as per original application

1. To investigate organizational repair and grammatical correction practiced by both tutors and learners in e-tutorials for L2 Chinese learning.
2. To examine the respective devices and roles of repair in L2 learning in this setting.
3. To compare the findings from this study with CA-for-SLA theories on relationship between interaction and L2 learning.

5.2 Revised objectives

Date of approval from the RGC: NA

Reasons for the change:

5.3 Realisation of the objectives

(Maximum 1 page; please state how and to what extent the project objectives have been achieved; give reasons for under-achievements and outline attempts to overcome problems, if any)

Following are the statement for which the ways of three objectives for the project realized.

1. To investigate organizational repair and grammatical correction practiced by both tutors and learners in e-tutorials for L2 Chinese learning.

By using existing data, which were videos/audio recorded automatically by the OLE in the real setting of e-tutorials, the database for this study had a total time of 40 hours recordings involving three tutors (one female and two male) and 13 adult learners (six females and seven males). All video/audio recordings were transcribed and analyzed following CA transcription conventions with the focus on organizational repair and grammatical correction practiced by both tutor and adult learners in the e-tutorial.

2. To examine the respective devices and roles of repair in L2 learning in this setting.

The study followed the tradition of CA research in which seeks to understand verbal actions not by subsuming coding under pre-established external categories, but by explicating the systematic resources that participants in interaction, ‘have at their disposal in order to arrive at interpretations of “what is meant” by a particular utterance in its context’ (Auer 1998:2). It examined the respective devices, e.g. code-switching and use of *sorry* to discover the role of repair in adult learner’s speech in L2 Chinese classroom. For example, so far eight functions of code-switched self-repetition have been drawn from analysis of the extracted data for this study.

3. To compare the findings from this study with CA-for-SLA theories on relationship between interaction and L2 learning.

The study reviewed many research reports and compared the findings of this study with existing theories on L2 learning and classroom interaction. From fine-gained analyses of the data, the main arguments of this research – all devices for repair operate within two self-righting mechanisms which facilitate L2 learner in achieving goals in a dichotomous dimension of interactional and language learning, at different levels and of different aspects, depending on the local conditions of the talk. The study contributed to the existing literature for language learning in some universal sense on strategies, functions and organizations of repair in context of L2 classroom, the L2 Chinese in case of this study.

5.4 Summary of objectives addressed to date

Objectives <i>(as per 5.1/5.2 above)</i>	Addressed <i>(please tick)</i>	Percentage Achieved <i>(please estimate)</i>
1. To investigate organizational repair and grammatical correction practiced by both tutors and learners in e-tutorials for L2 Chinese learning.	✓	100%
2. To examine the respective devices and roles of repair in L2 learning in this setting.	✓	100%
3. To compare the findings from this study with CA-for-SLA theories on relationship between interaction and L2 learning.	✓	100%

6. Research Outcome

6.1 Major findings and research outcome

(Maximum 1 page; please make reference to Part C where necessary)

Following are the major findings and research outcome, which were presented or submitted for publication as in Part C:

1. Some features for interactional repair in L2 classroom have found from the project, which are (1) the tutor could provide with further or in-depth information for specific language use or form which may not be included in original teaching plan which may correct the student's misuse or misunderstanding for the target language; (2) the student may make initiations to request more information on the items under learning to solve their specific problem on hearing, speaking, understanding or usage of the target language. Possible pedagogical implication of the study of repair organization in L2 classroom could be for teacher to consider in using other initiated repair as a source in helping L2 learners to master specific items in addition to planned teaching agenda in the process of learning the language, the Chinese in this case.
2. Code-switched self-repetition (CS-SR) that a phenomenon commonly occurred in the L2 classroom interaction, received special attention by this research as the first analysis in the field. The study argues that learners' CS-SR is neither a simple surplus and interference in utterances, nor a redundancy in classroom talk. CS-SR has dichotomous functions facilitate classroom on-going interaction and language learning at different levels and of different aspects, depending on the local conditions of talk. When CS-SR occurs, it serves for improving understanding, confirming or clarifying the meaning of what has been just said, and facilitating memorizing of L2 (Chinese in this study) phrases through intensifying the relationship with its equivalents in L1 (English in this case). Though most learners may not be aware that they are using CS-SR as a self-righting mechanism for classroom interaction and language learning, it may be a natural practice of L2 learners.
3. By analyzing the role of *sorry* as a marker for self-negation used by L2 learners in ongoing talk in the classroom, the study identifies its functions for negative evaluation and cancellation of a prior utterance by an L2 learner. Findings show that rather than using *sorry* as a negation or a truth-functional operator for propositions, it is prominently used by L2 learners as a device for objecting to a previous utterance in conversational implicature or other aspects of the use of language, which is related to metalinguistic or pragmatic negation. The findings from the study also show that *sorry* plays a dual role by negating the prior utterance and predicting the next utterance, which may be by the speaker or by the hearer, for correction. In this context, *sorry* is used beyond its lexical meanings, but it is perceived and maturely understood by speakers and hearers. As a marker of self-negation, *sorry* can be used with or without the association of the negative operator *no*, and there is no communicative difference between the two. However, when it accompanies the negative operator *no*, the self-negation of *sorry* can be strengthened, and it is more likely that self-correction, not other-correction, will follow. As an alternative form of negation, *sorry* carries a positive function in the context of language learning and embodies a mechanism for L2 learners' self-monitoring and self-correction in the process of language learning.

6.2 Potential for further development of the research and the proposed course of action (Maximum half a page)

Further development of the research could be two-fold: one is to analyze repair practice from different groups of language users. As stated in Part C (in section 'Other Impact'), code-switching as a repair practice used by bilingual children could be explored as an expanded area of this project. Apart from the PI has conducted a research project on this issue, the PI has been directing her student in

programme of Doctorate in Education to focus on code-switching used by ethnic minority students in Chinese classroom at secondary school. The other one is that some in-depth studies on talk-in-interaction between speakers who use different languages.

7. Layman's Summary

(Describe *in layman's language* the nature, significance and value of the research project, in no more than 200 words)

This study investigated conversational repair in e-tutorial for teaching Chinese as a second language from a perspective of CA-for-SLA, and help our understanding of classroom interaction and interactional learning. There are some significant findings from the study and the database developed as a resource for further study in this field. The research added new information into the fields of pragmatics and language learning in terms of classroom interaction, learners' speech in an L2 context, particularly in learning Chinese as a second language. The results of the research provide new knowledge to language teachers, particularly L2 Chinese teachers on different interactional strategies of language use in classroom and the ways of interactional repair that help of student learning, so the pedagogical implications.

Part C: Research Output

8. Peer-Reviewed Journal Publication(s) Arising Directly From This Research Project

(Please attach a copy of the publication and/or the letter of acceptance if not yet submitted in the previous progress report(s). All listed publications must acknowledge RGC's funding support by quoting the specific grant reference.)

The Latest Status of Publications				Author(s) (denote the corresponding author with an asterisk*)	Title and Journal / Book (with the volume, pages and other necessary publishing details specified)	Submitted to RGC (indicate the year ending of the relevant progress report)	Attached to this Report (Yes or No)	Acknowledged the Support of RGC (Yes or No)	Accessible from the institutional repository (Yes or No)
Year of Publication	Year of Acceptance (For paper accepted but not yet published)	Under Review	Under Preparation (optional)						
2017				Yang Ruowei	Sorry as a marker for self-negation used by learners in language classrooms. <i>Linguistics and Literature Studies</i> , 5(6): 391-399.	No (2017)	Yes (attachment 1)	Yes	Yes
2018				Yang Ruowei & Zhang X.	Sorry used by L2 learner: Managing learning opportunity and interpersonal relationship in classroom interaction. <i>International Journal of English Linguistics</i> , 8 (2):48-55.	No (2017)	Yes (attachment 2)	Yes	Yes

9. Recognized International Conference(s) In Which Paper(s) Related To This Research Project Was / Were Delivered

(Please attach a copy of each conference abstract)

Month / Year / Place	Title	Conference Name	Submitted to RGC <i>(indicate the year ending of the relevant progress report)</i>	Attached to this Report <i>(Yes or No)</i>	Acknowledged the Support of RGC <i>(Yes or No)</i>	Accessible from the institutional repository <i>(Yes or No)</i>
June, 2015, Toronto, Canada	<i>Conversational repair and its relationship with L2 acquisition: Analysis of online tutorials for adults learning Chinese</i>	Canada International Conference on Education	Yes (2016)		Yes	Yes
July, 2015, Athens, Greece	<i>Code-switching as a Strategy for Repair Initiation in e-Tutorial for L2 Learning</i>	8th Annual International Conference on Languages & Linguistics	Yes (2016)		Yes	Yes
June, 2016 Lancaster, UK	<i>Code-switched self-repetition as learner self-righting practice in L2 classroom talk</i>	BAAL Language Learning and Teaching SIG conference	Yes (2017)		Yes	Yes
June, 2017, Rome, Italy	<i>Sorry used by L2 learner: Managing learning opportunity and interpersonal relationship in classroom interaction</i>	18 th International Conference on Linguistics & Language Research (ICLLR)	Yes (2017)		Yes	Yes
July, 2017, London, UK	<i>Sorry as a marker for self-negation used by learner in L2 classroom</i>	Fifteenth International Conference on New Directions in the Humanities	Yes (2017)	No	Yes	Yes

10. Whether Research Experience And New Knowledge Has Been Transferred / Has Contributed To Teaching And Learning
(Please elaborate)

The findings and outputs from this project have been integrated by the PI into her teaching of the courses in the programme of Bachelor of Language Studies with Honors (Applied Chinese Language Study). Furthermore, 66 students in the courses had been trained methodologically to analyze classroom interaction and experienced in small scale of research in the fields of applied linguistics and classroom language for teaching of Chinese.

11. Student(s) Trained
(Please attach a copy of the title page of the thesis)

Name	Degree Registered for	Date of Registration	Date of Thesis Submission / Graduation
NA	NA	NA	NA

12. Other Impact

(e.g. award of patents or prizes, collaboration with other research institutions, technology transfer, teaching enhancement, etc.)

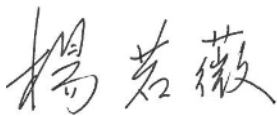
Because some interesting results coming from analysing the data of this project, e.g. use of code-switching as repair in L2 adult learners' interaction, the PI would like to obtain further evidence from bilingual children to support her arguments on the role of code-switching in L2 learning process. Thus, the PI conducted another research project 'Analysis of code-switching as repair in Cantonese-English bilingual children's conversation' and published (principal author) 'The dual function of code-switching in Cantonese-English bilingual children's conversations with parent' by *Journal of Child Language Acquisition and Development*.5(1):65-77.

13. Public Access Of Completion Report

(Please specify the information, if any, that cannot be provided for public access and give the reasons.)

Information that Cannot Be Provided for Public Access	Reasons
NA	

Principal Investigator

Signature: 

Name: Ruowei YANG

Date: 15 December 2018

Note: Principal Investigators of projects approved in 2010/2011 onwards are required to release the completion reports to the public through the RGC website. Completion reports containing information such as abstracts in non-technical terms, objectives, research output including the list of conference papers / publications / journals and research findings and contact information of PIs should be open to public access.