L2 Pragmatic Noticing from Videos of Advising Session Role Plays

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The current study investigates what pragmatic features advanced second language (L2) English speaking international students notice from a video model of a native speaker undergraduate student and academic advisor performing an advising session role-play. The role-play was designed after observing 15 advising sessions and consulting with academic advisors at the institution.

Participants (N = 25) were randomly assigned to experimental and comparison groups. Both groups completed the same advising session role-play, which was designed to elicit refusals and requests. Participants in the experimental group then viewed the video role-play, while participants in the comparison group observed a video on how to prepare for an advising session. Participants in both groups took notes while watching their respective videos and then repeated the role-play.

Noticing was identified through uptake, incorporation of elements from the video role-play that were previously absent from participant production (Sydorenko & Tuason, 2016) and triangulated with participant notes. Six out of 13 participants in the experimental group showed uptake in regards to how they performed refusals. Particularly, five of these participants made use of the semantic formula of [alternative]. Only one participant in the comparison group showed a similar change across role-plays. In regards to requests, six participants in the experimental group showed uptake of the use of a question, while only one participant in the comparison group illustrated such change. Participants’ notes illustrate that the experimental group appeared to particularly notice lexical forms, such as option, replace, and permission. This finding aligns with previous research by Koike (1989), which demonstrated that transparent lexical items may facilitate the identification of speech acts.