

Repetition of task with analysis of spoken discourse: An exploration of student-led interviews of a teacher

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Please note that the handout version is different from the slide version in order to give the audience two different views of the same project.

The interviews were done as a volunteer project to see what happens when:

- (1) Students take responsibility for conducting a series of interviews of their teacher.
- (2) When there are reflective discussions between interviews.
- (3) When the task is repeated with prior sessions seen as rehearsals for the next one.

The interview task (ask what you want to know about the teacher) and the student-selected topic (in this case, the teacher's ideas about English education in Japan) stayed the same during the six week project from May 21-July 2.

The opening lines at a glance of the three interviews:

Interview no. 1 (May 21)

- 1 S: So first (.) I (.) want to ask you .hh ah when when
- 2 you came to Japan.
- 3 T: A::h many years ago, ah over 20 years ago=
- 4 S: =Over 20 years ago
- 5 T: Yeah
- 6 S: So why did you decide to come to Japan.

Interview no. 2 (June 4)

- 1 S: I am interested in your own history
- 2 T: Uhum
- 3 S: so would you please tell me .hh when you came to
- 4 Japan?

Interview no. 3 (June 25)

- 1 S: So we will discuss (.) inter eh English education in
- 2 Japa:n↑
- 2 T: Ok:a[y
- 3 S: [so first h I will (.) ask yo:u (.) some (.) some
- 4 questions?
- 5 T: Okay
- 6 S: First (.) what do you think Japanese English
- 7 education (.) is focused on.

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Interview no. 3 continuation (transcribed by student)

36 S: So, you said, listening and speaking are focused on
37 in your language education. What do you think about
38 ultimate purpose of your language education?

39 T: The ultimate goal is to raise people who can carry on
40 the conversation in the language in correct form.

41 S: to raise the people?

42 T: Yes, to be able to communicate the language.

43 S: I want to move on next part, which means Japanese
44 English education. You said the purpose of learning
45 English in your country is to raise people who can
46 speak the language. What ...What should...What do you
47 think should be the ultimate purpose of Japanese
49 education?

What did the student notice? (Final reflection on July 2)

- (1) She could learn how to make a summary.
- (2) She summarizes to check meaning before moving on to the next topic.
- (3) While asking a question she is also wondering if there is another way of saying it.
- (4) It is difficult to close the interview without appearing unnatural.

List of references was originally placed here, at the end of the handout, but I relocated them to the end of the slide presentation instead for convenience to the audience and continuity of the information presented.