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Author(s)	片桐, 徳昭
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学位論文内容の要旨

博士の専攻分野の名称：博士（学術）　　氏名：片　桐　徳　昭

学位論文題名

ENABLING ENGLISH CLASSROOM DISCOURSE BY NON-NATIVE INSTRUCTORS

（英語非母語話者教師による教室談話の促進）

1. Purpose

The aim of this dissertation is to help minimize unproductive Japanese English education, and enhance English language classroom discourse by non-native English language instructors (NNIs). We planned 3 projects in order to achieve this goal: 1) examining factors that facilitate communicative language teaching (CLT), 2) developing classroom corpora and examine native and non-native English language instructor (NI and NNI) vocabulary item similarities and differences, and 3) utilizing classroom video corpus to train pre-service teachers. The first 2 projects were preliminary ones that would lead to the final project (Project 3).

2. Literature

Literature reveals that there are several constraints that hinder the use of communicative language teaching method and also conditions that facilitate such teaching style by NNIs. The past course of studies to encourage NNIs to implement CLT have not been as productive as the government had expected, and the same results are doomed to recur unless countermeasures are taken. The use of classroom teacher corpora (written text) proved to be effective for novice language teachers, and using audio would have profited the teacher trainees further. However, developing such corpora takes time and resources to achieve, and little research has been done so far.

3. Project 1: Identify enabling factors of CLT

Project 1 asked NNIs in all the senior high schools in Hokkaido, retrieving responses from approximately 34% of all the senior high schools, and 19% of all the NNIs. Sequential equation modeling revealed factors to facilitate NNIs to implement CLT in the relationship between NNIs' teaching aims and the teachers' perception of CLT. Write-in answers from the participants revealed expectations and requests of the NNIs toward their students, assistant language teachers (NIs), and English education in Japan.

4. Project 2: Examine NI-NNI vocabulary differences and similarities

Project 2 analyzed 3 NIs and 1 NNI along with 5 NNIs that served as role models recommended by the government. (They used English as a means of instruction and content during their lessons.) Analyses with a benchmark wordlist and a written classroom English corpus revealed core vocabulary items of NI and NNI, their respective lexical types with high keyness that can be attainable for NNIs (and NIs).

5. Project 3: Use classroom corpora in training pre-service teachers

Project 3 trained 25 preservice English teachers in a university with the classroom corpora.

It measured quantitatively the participants' disfluency elements, and feedback elements besides spoken tokens. The pretest and the posttest results show significant differences in the participants' use of repeats, follow-ups and their spoken tokens per unit time. The written questionnaire collected participants' comments on the effectiveness of the classroom corpus training. NNIs can learn to be relatively more fluent and communicative in their classroom utterances through the use of classroom corpora.

6. Conclusion and discussion

Through the findings of a series of three projects, NNIs will be encouraged and trained to use more English language as a means of instruction and content, and administrators will be more skillful in organizing English training programs for both preservice and in-service novice teachers. Although my projects may lack the quantity of NIs and NNIs transcribed, the research methods and findings will be of benefit to those involved in English language education and human speech processing community.